MINISTRY OF AGRICULTURE
AND FOOD INDUSTRY
SABAH, MALAYSIA

JAPAN INTERNATIONAL
COOPERATION AGENCY
(JICA)

THE STUDY ON DEVELOPMENT
FOR ENHANCING RURAL WOMEN
ENTREPRENEURS
IN SABAH, MALAYSIA

PUANDESA DATA BOOK

FEBRUARY 2004

KRI INTERNATIONAL CORP.

PUANDESA TASK FORCE

**THE STUDY ON DEVELOPMENT
FOR ENHANCING RURAL WOMEN ENTREPRENEURS
IN SABAH, MALAYSIA**

FINAL REPORT AND SUPPORTING BOOKS

<u>MAIN REPORT</u>

FINAL REPORT   VOLUME I

     - MASTER PLAN -

FINAL REPORT   VOLUME II
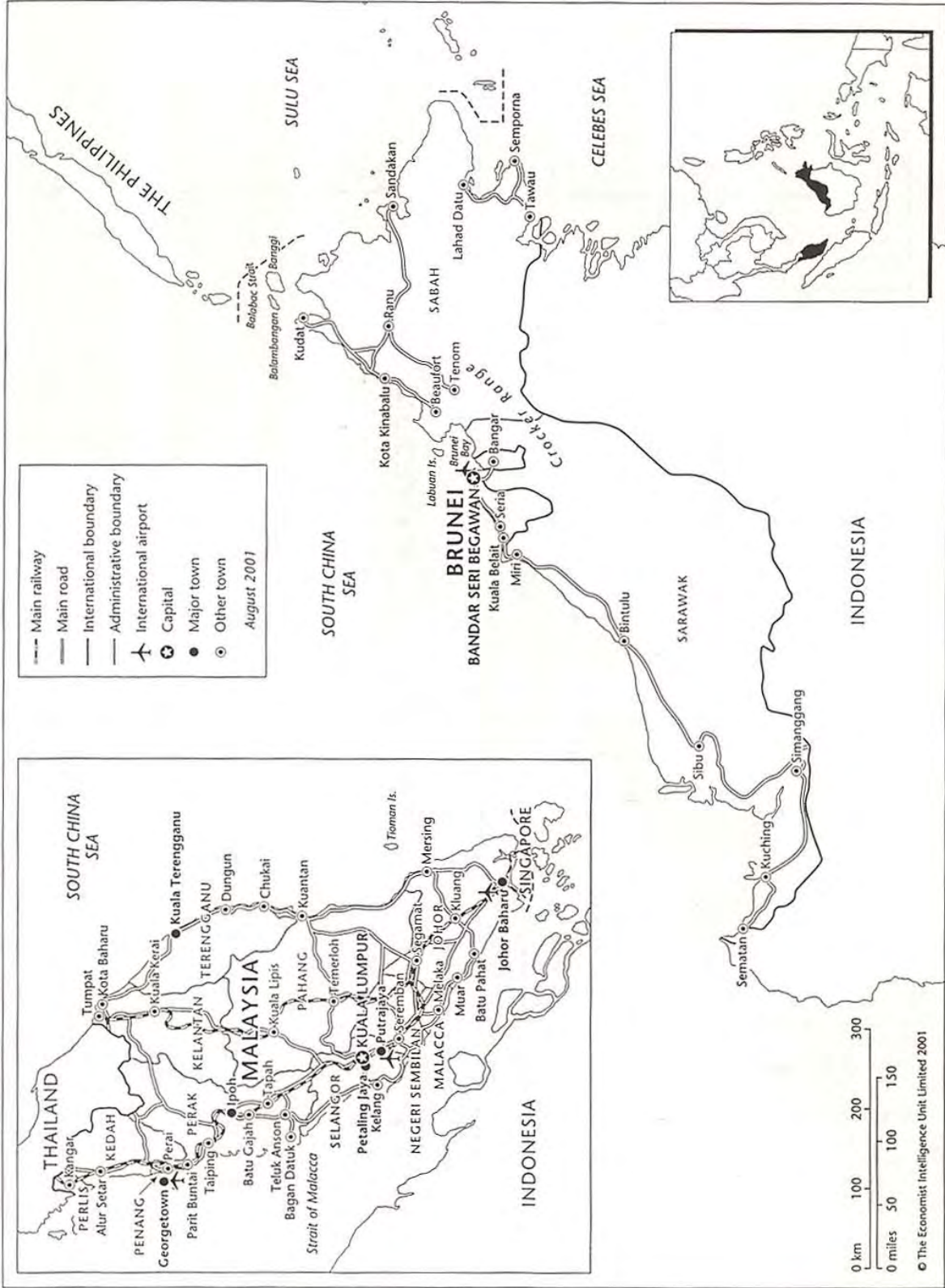
     - SITUATION ANALYSIS AND VERIFICATION SURVEY -

<u>PUANDESA DATABOOK</u>

<u>PUANDESA GUIDELINE FOR RURAL WOMEN ENTREPRENEURS</u>

     - HOW TO START A MICRO BUSINESS IN YOUR COMMUNITY -

EXCHANGE RATE

(as of 30 December 2003)

US$1.00 = RM3.8= Yen107.15

LOCATION MAP

Main railway
Main road
International boundary
Administrative boundary
International airport
Capital
Major town
Other town

August 2001

THE PHILIPPINES

SULU SEA

CELEBES SEA

SOUTH CHINA SEA

Sandakan
Ranau
SABAH
Lahad Datu
Semporna
Tawau
Kudat
Balambangan
Bonggi
Balabac Strait
Beaufort
Tenom
Kota Kinabalu
Crocker Range

BRUNEI
BANDAR SERI BEGAWAN
Labuan Is.
Brunei Bay
Bangar
Kuala Belait
Seria
Miri
Bintulu
SARAWAK
Sibu
Simanggang
Kuching
Sematan

INDONESIA

SOUTH CHINA SEA

THAILAND
Kangar
PERLIS
Alur Setar
KEDAH
PENANG
Georgetown
Perai
Parit Buntai
Taiping
Batu Gajah
Teluk Anson
Bagan Datuk
Strait of Malacca
PERAK
Ipoh
Tapah
Kuala Kerai
Kuala Terengganu
TERENGGANU
Tumpat
Kota Baharu
KELANTAN
MALAYSIA
Dungun
Chukai
Kuantan
Kuala Lipis
PAHANG
Temerloh
Tioman Is.
KUALA LUMPUR
SELANGOR
Petaling Jaya
Kelang
Putrajaya
Seremban
NEGERI SEMBILAN
MALACCA
Melaka
Muar
Batu Pahat
Segamat
Kluang
JOHOR
Mersing
Johor Baharu
SINGAPORE

INDONESIA

0 km   100   200   300
0 miles   50   100   150

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**THE STUDY ON DEVELOPMENT
FOR ENHANCING RURAL WOMEN ENTREPRENEURS
IN SABAH, MALAYSIA**

PUANDESA DATA BOOK

CONTENTS

SECTION 1

PUANDESA FACILITATOR'S GUIDE

-Thinking and Working with Rural Women-

PUANDESA
FACILITATOR'S GUIDE

THINKING AND WORKING WITH RURAL WOMEN

FEBRUARY 2004

PUANDESA TASK FORCE TEAM

CONTENTS

1. INTRODUCTION

This manual is a basic guide for extension and field workers to work with women's groups. It describes the process of thinking and working with rural women in nine steps starting with an introductory workshop and ending with an evaluation of their activities. A description is given for each step and tools or guidelines are provided to assist the user in facilitating the growth of women's small groups. The timeframe for the whole process depends on the conditions and factors facing the individual the groups.

The steps and tools described in this manual were used in the PUANDESA Pilot Project No.1 "Thinking and Working with Rural Women" conducted from September 2002 to October 2003. "PUANDESA" is the nickname for the Study on Development for Enhancing Rural Women Entrepreneurs in Sabah conducted by the PUANDESA Study Team. This was headed by the JICA Study Team and the Ministry of Agriculture and Food Industry, Sabah (MAFI) in collaboration with related agencies including DOA, KPD, YUM, DOF, DOVSAI, and the State EPU, KPLB, JHEWA, PKKM, SPS, STB, IDS, KEMAS, FAMA, MARDI, YS.

The study was undertaken from February 2002 to February 2004 through the technical assistance of the Japan International Cooperation Agency (JICA). Literally, PUANDESA stands for "Pembangunan Usahawan Wanita Desa Sabah", meaning "Rural Women Entrepreneurs Development in Sabah". Following the two year implementation of the PUANDESA Study, the nickname has come to be regarded by related agencies and rural women as synonymous with the movement for the "advancement of rural women's status through enhancing rural women entrepreneurs".The target groups for this pilot are from the PUANDESA cluster five, that is, rural women who have difficult access to the market and are willing but have not started any economic activities. This cluster is characterized as lacking in awareness and confidence, need skills training and do not have access to start-up funds and networks.

Facilitators using this manual need to adopt a Participatory and Gender-Aware approach to ensure that the activities undertaken will benefit and empower rural women. This approach emphasise the need for the target group to be actively involved throughout the whole project cycle. Their involvement is the key for their own growth in awareness, capability and capacity. In addition to having the right approach, facilitators must have some knowledge and experience in working with small groups. With effective facilitation, small groups are an effective vehicle for women to learn skills that are needed when they start their own economic activities. Short notes on the Participatory approach, Gender awareness and small groups are provided in this manual.

There is a lack of simple guides or manuals for facilitators to work with rural women in Sabah. Most existing materials are directed more towards those who already have basic business knowledge or experience and are too advanced for working with women who are in cluster five. It is hoped that this manual will be a small contribution to addressing this need

2. GETTING STARTED

2.1 OUTLINE OF A PARTICIPATORY WORKSHOP

To ensure that a workshop is beneficial and meaningful to those who are participating, the workshop should include the following components:-

(1) Introduction
This session is most important for helping participants to get to know each other, build up trust, and set up a safe and positive environment for the duration of the workshop. It should be conducted after the opening of the workshop. Facilitators need to be creative and select appropriate activities, such as games and icebreakers to help participants overcome their shyness and to encourage participation.

Depending on the time available, the participants should be encouraged to introduce themselves by giving their names and other relevant personal information if they so wish. After the participants, the facilitators should introduce themselves and the objectives and program for the workshop.

(2) Expectation
The activities in this session should be designed to give participants a space to talk in the group about their hopes and fears for the workshop, to suggest adaptations and to agree collectively on ground rules for the course of the workshop. The facilitators need to be clear about which expectations can or cannot be met, and how much flexibility you can have in the programme.

(3) Small Group and Big Group Discussions
The main content of participatory workshops should be conducted through group discussions where participants are encouraged to share their views and experiences which will contribute to the learning process of the group.

(4) Summary and Wrap up
To enhance effectiveness, discussions in small groups and big group should be summarized and brought forward to the wrap up session at the end of the workshop. It should be noted

that this means reiterating and clarifying what has been said by the participants and not a time for the facilitators to give their own views.

(5) Next Step

Participatory workshops that are action oriented should end with planning for the next step to assist the group to keep focused on the tasks ahead.

*(6) **Evaluation***

An evaluation gives an opportunity for the participants to express whether they are satisfied with the conduct of the workshop. Participants can also give suggestions on how to improve the next workshop.

*(7) **Role of Facilitators***

- Introduce purpose of the session
- Organise/divide participants into groups
- Ensure active participation by all groups or participants
- Give input in the form of short lectures (not more than 15 minutes), slides, videos, information sheets and so on when necessary
- Keep time and keep the workshop focused on the objectives.

2.2 HOW TO BE A GOOD FACILITATOR

(1) Be an Active Listener

Good Facilitators show interest in what people have to say. They listen closely enough to summarise or paraphrase what is said, to pick up on the direction of discussions and to detect underlying attitudes or judgements. Active listening is key to all facilitation skills.

(2) Be Observant

Good facilitators notice group dynamics, including who is speaking and who is not, and how various groups of people interact, e.g. women and men or different ethnic groups. They use observation to understand how and when different methods must be used to ensure that everyone has the opportunity to participate.

(3) Ask Questions

Good facilitators use questions to start, focus and deepen the learning of the participants. A simple "Why?" is often enough to move a discussion to a deeper level. Who? What? When? Where? and How? are all good questions for bringing out details.

(4) Be Organised

Good facilitators are well organized. All necessary materials and logistics are prepared so that people do not lose time and become frustrated. The facilitator keeps the overall objectives in mind throughout the entire process.

(5) Be Knowledgeable but Clear

Good facilitators are knowledgeable about development, but they are also able to communicate in simple statements and to ask focused questions. Good facilitators speak in plain language and do not use fancy words or jargon.

(6) Be Assertive but not Controlling

Good facilitators know when to intervene during discussions and when to stay quiet. Facilitators focus on mobilizing the knowledge of the participants and provide guidance when the tasks are unclear or when the discussion start to lose focus.

2.3 HOW TO ENCOURAGE BALANCED PARTICIPATION

It is important to ensure that the participatory process includes both women and men when necessary, younger and older, richer and poorer, and powerful and disadvantaged. All too easily the process is dominated by a few individuals, usually the most powerful, most vocal, most wealthy. Contributions from members of disadvantaged groups may need to be especially sought. Some possible methods to encourage their participation follow:

- ▪ Choose a place that is accessible to everybody. For women who suffer mobility constraints, it may be best if the workshops and meetings take place fairly close to home. Public places enjoyed by everyone, such as the school or community halls may be best.

- ▪ Schedule the activities for when people have time to participate. This means avoiding both the seasonal and daily periods of peak labour demand, such as times of harvest and meal preparation. It may even be necessary, for example, to work with men in the morning and women in the afternoon.

- ▪ Ensure that every group has a change to present their own views. One way to do this is to form separate focus groups by gender, socio-economic group, age, etc. to make their own maps or diagrams or charts. If the groups choose to further divide or to organize themselves differently, they should be supported in their decision. The findings of the different groups can be contrasted to provide useful information about each group's perceptions and priorities.

- ▪ Make it a point to involve the quiet observers. If there are persons hanging back, not saying anything, give them a stick or other object and ask them to indicate something they would like to see on the map or diagram, or discreetly ask them whether or not they think the placement of a particular feature is accurate. If they disagree with the placement, invite them to indicate its proper position.

- ▪ Ask a particularly dominant participants specific questions about the community. By engaging this person in conversation away from the group, his or her influence over the process can be lessened.

Source: SEAGA Field Handbook by Wilde(1998)FAO

3. STEPS AND TOOLS

3.1 INTRODUCTORY WORKSHOP

The purpose of this workshop is to promote understanding among facilitators and villagers and to create an atmosphere for working together in the near future.

As this is the introductory workshop, it is important that all the representatives from different groups in the community are invited. For example, the village leaders, including women leaders, other village men and women, the youths, teachers and representatives from religious institutions. This will help to ensure that everyone in the village gets to know about the program and will feel included.

As part of the introduction, the facilitators need to explain why they are going to work with women and not with the village as a whole. This is to get the support of the men and the community and to allay any fears or suspicions.

It should also be explained that a Participatory approach will be used to increase ownership and sustainability of the program. To demonstrate this, conduct Village Social and Resource Map (Tool 1-1) and Seasonal Calendar (Tool 1-2) activities with the participants.

At the end of the workshop, it is hoped that the participants understand the activities that will be carried out by the women in the village and will give their support and encouragement.

Tool 1-1: VILLAGE SOCIAL AND RESOURCE MAP

Purpose

A Village Social and Resource Map is a tool that help us to learn about the social structure of a community and its resource-base. It is particularly useful for learning about local definitions of "poor" and "rich", and about population changes (birth rates, in-migration, out-migration) and about local perceptions of resources.

Because this type of map shows all the household types in a community (by wealth, ethnicity, religion, etc.), and their locations, it helps to ensure that people from all the different socio-economic groups are reached. It is also useful as an introduction to discussing inequities, social problems, coping strategies and solutions.

Method

Organise focus groups of participants who are most likely to know all of the households in the community, for example, the JKKK or the village head. Make sure that both women and men participate, and are in separate focus groups if necessary. Ask each of the groups to make a map.

The Village Social Map is made on the ground using local materials or drawn on flip chart paper. Ask the participants to start by showing the location of all households. Once all the households are shown, a group discussion follows on what constitutes wealth and well-being until agreement is reached on the main criteria. These criteria may include such things as type of house, number of livestock, cash remittances and food supply as well as access to education and health care. Let them decide. Each household is assessed using these well-being criteria, for which symbols are placed on the map. Pebbles, leaves or colours can be used. In this way, a visual map of socio-economic differences is created with group consensus.

Next, participants are asked to draw things on the map that are important to the village. Participants should not be interrupted unless they stop drawing, in which case questions can be asked such as whether there is anything else of important that should be added. For example, infrastructure (roads, bridges), water sites & sources, agricultural land (crop varieties), forest lands, grazing areas and so on. When the map is completed, facilitators should ask the participants to describe it and to discuss the features represented. Ask questions about anything that is unclear.

Source: SEAGA Field Handbook by Wilde (1958) FAO.

EXAMPLE OF SOCIAL AND RESOURCE MAP

Tool 1-2: SEASONAL CALENDAR

Purpose

A Seasonal calendar helps to explore seasonal constraints and opportunities by diagramming changes month by month throughout the year. Usually, information on cropping patterns, fuel wood deficiency, credit requirement, income and expenditure, food sufficiency, seasonal migration for earning, seasonal diseases and local treatment system and so on can be shared with the help of this tool.

Method

Divide participants into small groups of about 10 persons. Twelve different months are drawn on the ground or flip chart paper and the small group members are encouraged to show different activities and its month-wise involvement.

Information to be shared/collected:

*   Cropping pattern.
*   Months of busy and slack season
*   Food deficiency period
*   Flooding period
*   Seasonal disease and local treatment system
*   Festival expenses
*   Months of fruit and vegetable season
*   Rainfall
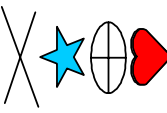*   Major problems in different months and so on.

Materials: Flip chart paper, markers and crayons, sticks, pebbles, leaves or any other local material.

Source: Handout notes from training organized by FASID, 2002.

EXAMPLE OF SEASONAL CALENDAR

Annual Activity for Kg. Rantai & Kg. Donggiluang

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Paddy Harvest	X											
Plant Ginger (1 year duration)			★★	★								
Cutting, Burning & Cleaning					X							
Plant Paddy									X			
Paddy weeding					X	X						
Harvest Festival												
Christmas Celebration												★★
Good Friday Celebration				★★								
Rubber Tapping	★	★	★	★	★	★	★	★	★	★	★	★
Hunting	⊕⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕
Fishing (by net/arrow)	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕
Fishing (by fishing rod/slud)	♥	♥	♥	♥	★♥	♥	♥	♥	♥	♥	♥	♥
Recreation (football)	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	★⊕
Clean village area / cemetary / water gravitiy maintenance	X									⊕		
Selling (vegetable, ginger, handicraft)	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥

Legend

Symbol	Meaning
X	Family member
★	Men & Women (Working Together)
⊕	Male
♥	Women

3.2 LIVELIHOOD ACTIVITIES

This is the first workshop that is participated by the women only and is an opportunity to get to know them better.

To break the ice, discussions should center on their livelihood activities and related issues and problems. This can be achieved by doing the Activity Profile (Tool 2-1), and Access and Control Profile (Tool 2-2) activities together.

Careful facilitation of these activities is needed to focus on women and to bring out the gender (men-women) differences. Women are not used to talking about themselves, and their problems and issues, to those they are unfamiliar with.

Facilitators must be sensitive to the feelings and responses of participants and strive to create an atmosphere of respect and trust.

At the end of the workshop, facilitators would have a fair idea of the issues that are important to the women and how they feel about these issues.

Tool 2-1: THE ACTIVITY PROFILE

This tool identifies all relevant productive and reproductive tasks and answers the question: who does what?

How much detail you need depends on the nature of your project. Those areas of activity which the project will be directly involved in require the greater detail. For instance, an activity profile for an agricultural project would list according to the gender division of labour, each agricultural activity (such as land clearance, preparation, and so on) for each crop.

Activity Profile		
Activities	**Women/Girls**	**Men/Boys**

Productive Activities
Agriculture:
  activity 1
  activity 2, etc.
Income generating:
  activity 1
  activity 2, etc.
Employment:
  activity 1
  activity 2, etc.
Other:		

Reproductive Activities
Water related:
  activity 1
  activity 2, etc.
Fuel related:
Food Preparation:
  Childcare:
Health related:
Cleaning and repair:
Market related:
Other:		

Adapted from: Overholt, Anderson, Cloud and Austin, Gener Roles in Development Projects, Kumarian Press Inc Connectivut, 1985 (Source: Match 1991, 31).

EXAMPLE OF ACTIVITY PROFILE, Kg Mandamai

Activities	Women/Girls	Men/Boys
Productive Activities		
Agriculture:		
a) Pineapple (1 acre)		
Site clearing – 1 week	✔	✔
Collect seedling – 1 day	✔	
Plant in the field – 1 to 2 days	✔	
Weeding/cleaning – 3 to 4 days	✔	
Harvest	✔	
b) Banana (5 acres)		
Site clearing – 1 month	✔	✔
Pesticide – 1 month		✔
Collect seedlings – 1 month		✔
Dig hole and plant	✔	✔
Harvesting	✔	
Sell in village	✔	
c) Groundnuts		
Site preparation	✔	
Shell peanuts	✔	
Planting	✔	
Weeding	✔	
Harvesting	✔	
d) Coconut		
Site clearing		✔
Planting		✔
Fertilizing		✔
Removes flesh for copra	✔	
Smoke the flesh for copra		✔
Selling		✔
Income Generating:		
a) Sundry shop	✔ (Mostly family business)	
b) Selling at tamus	✔	
Employment:		
a) Work outside village		✔
b) JKKK, village head		✔

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EXAMPLE OF ACTIVITY PROFILE (cont'd)

Activities	Women/Girls	Men/Boys
Reproductive Activities		
Water related:		
Wash clothes, dishes	✔	
Collecting water for domestic use	✔	
Fuel related:		
Collect firewood	✔	✔
Buy kerosene, gas		✔
Food Preparation:		
Collect vegetables, etc	✔	✔
Cooking	✔	
Childcare	✔ (Women more)	✔

Note: This activity profile does not list all the activities performed in Kg. Mandamai. The villagers undertake many other productive and reproductive activities throughout the year.

Tool 2-2: ACCESS AND CONTROL PROFILE
- RESOURCE AND BENEFIT -

This tool enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use, and who controls the benefits of a household's (or a community's) use of resources. Access simply means that you are able to use a resource; but this says nothing about whether you have control over it. For example, women may have some access to local political processes but little influence or control over which issues are discussed and the final decisions. The person who controls a resource is the one ultimately able to make decisions about its use, including whether it can be sold.

Access and control profile				
	Access		Control	
	Women	Men	Women	Men
Resources Land Equipment Labour Cash Education/training, etc. Other				
Benefits Outside income Asset ownership Basic needs (food, clothing, shelter, etc) Education Political power/prestige Other				

Adapted from: Overholt, Anderson, Cloud and Austin, Gener Roles in Development Projects, Kumarian Press Inc Connectivut, 1985 (Source: Match 1991, 31).

3.3 GENDER AWARENESS AND MOTIVATION

The main purpose at this stage is to help participants to understand their position and their roles in their community. Following that, an awareness that they can improve their lives through working together with other women in their community needs to be created or enhanced.

The first step is to help women understand that many of their problems are linked to their roles and responsibilities given to them by society. They can improve or even change their situation within their families and communities by taking an active part in deciding how they want to live their lives and what they can do to make changes. This can be undertaken through careful facilitation of the women to reflect on their individual lives through Tool 3-1, River of Life, and Tool 3-2, the Social Origins of Gender. The women can be made more aware of their contribution to their families and communities through Tool 3-3, Gender Division of Labour and Tool 3-4, Multiple Roles.

Close the session by emphasizing that women contribute as much or more than men to our families and societies, but benefit less in all spheres of family and community life. This is now well recognized globally and by our own government who has formulated the National Policy on Women to address this imbalance. This is therefore both a challenge and a motivation for participants to act on.

Tool 3-1: RIVER OF LIFE

A river is a very meaningful symbol in many cultures, and most people find it quite natural and very stimulating to think of their own lives in terms of a river. This exercise is very useful as a personal reflection, leading to greater self-knowledge, and also as the basis for small group sharing, leading to greater trust in the group.

Procedure

a. Give each person a sheet of plain paper and make plenty of crayons of different colours available.

b. Ask each person to draw the River of their own life, going right back to the source (the early years in their families), the different periods of their lives, such as quiet peaceful time, and wild stormy times (of rapids and waterfalls).

Major influences which contributed to the growth of your river, can be shown as tributaries and labeled. And small drawings, showing the important people, event, and experiences can be drawn beside the river.

c. Encourage the group to use colours to express different moods at different periods of their lives.

d. Give 10-15 minutes for the drawing. Then ask people to form groups of 3-5 to share the experiences illustrated by the River.

e. It is not advisable to share in a large group but if people wish they can put the drawings on the wall and explain them informally to each other.

Time   One hour or more.

Materials   Paper and crayons for all participants.

Source: Hope. A & Timmel,S. (1984). Training for Transformation. Mambo Press.

Tool 3-2: THE SOCIAL ORIGINS OF GENDER

Objective: Recognize the social construction of gender

Time: One hour 30 minutes
               Introduction   5 minutes
               Individual drawings   15 minutes
               Triad discussions   30 minutes
               Discussion in large group   30 minutes
               Presentation of gender/sex   10 minutes

Methods: Individual work through drawing
               Small group sharing
               Discussion of key issues in large group

Materials: Newsprint and sketch pens for each individual
               Gender/Sex - Handout 1
               Newsprint for messages
               Newsprint with gender/sex written out

Steps:

1. Introduce the subject by asking the group, what happens when a baby is born? What do people say? What do they do? What questions do they ask? From the moment of birth, even before naming, the baby is identified and thus defined by its sex. State that we are going to study further about this today.

2. Ask participants to place all their things on the floor, to close their eyes, take a few deep breaths and go back in time to when they first noticed that they were different as boys and girls. How old are they? What is happening around them? Who is there? What is the message of difference? Who is giving the message? Remain silent for a few minutes to give participants time to re-experience this moment and observe.

3. Tell them they are now returning in time to the present, and to the training. Give each person a piece of newsprint and lay out a pile of sketch pens. Ask each person to draw her or his experience. The drawing should show the message which communicated to the individual that s/he is different, and the source of that message. Assure them that they will not have to discuss the drawing in the large group. Give them 15 minutes to do this.

4. Group participants in threes, and ask them to take 15 minutes to discuss the meaning of their drawings.

5. After that, ask them to take 15 more minutes to identify
       i.   the message,
       ii. the source of the message, and
       iii. how they felt about the message.

6. In a large group, ask what some of the messages were. Write them down on newsprint with two additional columns. Next to each message write down the source of the message, and how they felt about it. You may use the format in Newsprint 1.

NEWSPRINT 1			
Sex	**Message**	**Source**	**Feelings**

7. Introduce the gender/sex Newsprint 2.

NEWSPRINT 2 GENDER ROLES AND SEX	
Gender Roles Are:	**Sex Is:**
* Socially Constructed * Learned * Dynamic – they change over time * Multi-faceted – they differ within and between cultures	* Biologically Determined * Universal * Unchanging

8. Go back to each message on the newsprint and take a vote as to whether that message relates to gender roles or to sex. Discuss.

9. Emphasize that in this training we will be analyzing the relationship between genders. These relations are socially determined. Therefore, they can be changed and are changing even now.

10. Pass out Handout 1 on gender roles and sex.

Note: It is not unusual for a group not to reach complete consensus on which messages relate to gender and which to sex. While it is acceptable to discuss it to allow people to express their various points of view, it is not necessary for individuals to come to a final decision at this time. The critical point is to lay out the range of opinions. Ultimately, individuals make a very personal decision about the degree to which they will accept the social construction of gender. Such a decision cannot always be made in the training room.

Roles are different from functions. Functions are biologically based, such as breast-feeding, giving birth, impregnating, and can be carried out only by a particular sex. Roles are defined by society and may usually be carried out by both sexes.

Source: Parker, A.R. et al; Gender Relations Analysis: A Guide for Trainers.
Published by Save the Children 1995.

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HANDOUT 1

GENDER ROLES AND SEX

Gender Roles Are:

* Socially Constructed
* Learned
* Dynamic – they change over time
* Multi-faceted – they differ
  within and between cultures

Sex Is:

* Biologically Determined
* Universal
* Unchanging

Gender Relations Are:

Ascribed   through a network of kinship and affinity.

Achieved   through work in economic, political and social
                  spheres.

Influenced   by ethnicity, class, age and religion.

Tool 3-3: GENDER DIVISION OF LABOR

Objective: * Identify the various daily tasks of women and men in different regions
of the world
* Identify the different values placed on men's and women's work

Time: One hour

Method: Small groups

Material: Newsprint with instructions

Steps:

1. Form small groups
2. Each group must follow the directions displayed on Newsprint 1.

NEWSPRINT 1

INSTRUCTIONS

1. **Discuss the daily lives of a woman and a man in a typical low-income household in your community.**

2. **Identify the location and structure of the household and specify the members in that household.**

3. **Beginning with the first activity of the day, list the tasks performed by a man and a woman in that household over a 24 hour period.**

Each task should be written in the column marked "Men" if the task is carried out by men, and in the column marked "Women" if the task is carried out by women. The groups should indicate the time it takes to complete each task by indicating the time of day when the task is done under the column marked "Time". Newsprint 2 is an example of how the teams may chart these tasks.

NEWSPRINT 2				
Types of Household	**Women**	**Men**	**Time of Day**	**Value**

3. Give groups 15 minutes to complete this exercise.

4. Ask groups to place a value for each task in the last column. They should place a "H" for tasks that are highly valued; a "M" if it is paid with money; a "P" if it is paid with prestige; and an "U" if it is unpaid. Therefore, a highly valued task that is paid with prestige would be "HP", and work that is unpaid but highly valued would be "HU".

5. Ask each group to name one or two aspects of their list that are particularly interesting, new, or surprising. These impressions should be shared with the entire group while participants continue to sit in their small groups.

Note: Women's work is often unpaid and either has low value or is not valued because it is not noticed. For instance, women making meals for the household is often taken for granted.

Source: Parker, A.R. et al; Gender Relations Analysis: A Guide for Trainers,
      Published by Save the Children 1995.

Tool 3-4: MULTIPLE ROLES

Objective: Use multiple role framework to understand the gender division of labor.

Time: 30 minutes

Method: Group work
Presentations in large group

Material: Newsprint with definition of roles
Definition of roles – Handout 2

Steps:

1. Working with the analysis of the division of labor previously completed, ask participants to further break down the tasks by those that relate to the individual's productive role, reproductive role, community managing, or constituency politics role. Distribute Handout 2 with definition of roles. Go over definitions summarized on Newsprint 1.

NEWSPRINT 1

Reproductive Role (R) responsibilities and domestic tasks usually done by women.

Productive Role (P) work done by both women and men for pay in cash or in kind.

Community Managing Role (C) activities undertaken mostly by women, but also by men, at the community level as an extension of the reproductive roles.

Constituency Politics Role (CP) political activities undertaken at community, local national and international levels on behalf of constituencies at the political level.

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2. Allow 15 minutes for discussion. Next, ask participants to mark a "P" next to the task for a productive role, a "R" next to a task that concerns the individual's reproductive role, a "C" for a task that refers to a community role, and a "CP" next to a constituency politics role.

3. Ask each group to make one or two observations about their breakdown of roles. Note that women engage in multiple roles and that programs which aim to respect women's responsibilities must recognize all those roles. In addition to identification of roles, a good program design or assessment will ensure that multiple roles are addressed.

HANDOUT 2

MULTIPLE ROLES

Reproductive Role has to do with responsibilities and domestic tasks associated with the household and are usually done by women. In some societies men may have domestic tasks such as house-building for one's own family.

Productive Role relates to work done by both women and men for pay in cash or in kind. This includes both market production and subsistence/home production with use of exchange value.

Community Managing Role relates to activities undertaken mostly by women, but also by men, at the community level as an extension of reproductive roles. Examples are voluntary unpaid work such as coordinating festival or ensuring the maintenance of a resource such as a well.

Constituency Politics Role has to do with political activities undertaken at community, local, national and international levels.

EXAMPLE OF GENDER DIVISION OF LABOUR & MULTIPLE ROLE

Type of Household	Women	Men	Time of Day	Value	Role
• Nuclear family (mother, father, four children)	Prepare breakfast		5.30 am	L	R
	Prepare children for school	Wake children	6.00 am	L	R
• Low income		Go to farm	6.45 am	HM	P
• Rural village	Wash up, clean the house, wash clothes		7.00 am	L	R
	Cook lunch		11.00 am	L	R
	Lunch/rest	Lunch/rest	12.00 am		
	Go to farm	Go to farm	2.00 pm	HM	P
	Bathe children		5.00 pm	L	R
		JKKK meeting	5.30 pm	HP	CP
	Cook dinner		6.00 pm	L	R

3.4 GROUP FORMATION

Open the session with a short input on how women can benefit from being in a small group. It can help women to take the first steps towards improving their situation. Facilitators can refer to part 4.2 for more details on small groups.

When the women are ready to form groups and start thinking seriously about starting an activity together, they can begin with the following:-

(i) decide on the size of their small group and who the members are

(ii) elect members of a committee, such as the chairperson, vice chairperson, secretary, treasurer, and any others if necessary.

(iii) create a set of rules and guidelines for the functioning of the group – the group constitution

In forming groups, facilitators must bear in mind certain important points. For example, groups members should have similar backgrounds in terms of livelihood and education; the groups will not be dominated by particular powerful family members from the village; and nobody should be pressured to join.

The women may have previous experiences of being in groups or may already be members of small groups. Care should be taken to avoid using these same groups. Facilitators should review the objectives and history of such groups and whether they are suitable for the purpose at hand.

Before the election of committee members, facilitators should lead a discussion on why the group needs a committee, and what are the various duties and tasks of the different committee members. Emphasise the need to share tasks and responsibilities and avoid over-burdening the chairperson/group leader. The group should discuss and agree upon the duties and responsibilities of each individual member. Please refer to Handout 3 for an example of duties and responsibilities of group members.

Use Tool 4-1 to help the groups to create a set of rules for their respective groups.

HANDOUT 3

EXAMPLE OF DUTIES AND RESPONSIBILITIES OF GROUP MEMBERS (KG. MANDAMAI)

* LEADER

  - Lead members in project
  - Plan Activity
  - Attend seminar/course
  - Give guidance to less skillful members
  - Authority to expel non-active member upon approval of the committee

* ASSISTANT LEADER

  - Assist leader in her duties
  - Represent leader in attending seminar/course if leader is unavailable

* SECRETARY

  - Record minutes of meeting
  - Distribute minutes of meeting
  - Distribute notice letters
  - Record all project needs
  - File all the hand out notes received

* ASSISTANT SECRETARY

  Do the secretary's duties when secretary is unavailable

* BOOKKEEPER

  - Keep account book
  - Record total fund
  - Record all tools/materials that is needed and materials purchased
  - Keep cash and receipt
  - Attend financial/account course

* COMMITTEE MEMBERS

  - Attend all meetings and work together in their group
  - Contribute ideas to the leader
  - Attend seminar/motivation course

Tool 4-1: THE GROUP CONSTITUTION

Objective: Understand important aspects of groups which operate as small enterprises; and how to create a constitution or group rules

Methodologies: * Short lecture
* Big and small group discussion

Seating Arrangement: U-shaped

Visual Aids/Materials: Hand-outs

Presentation: 1 hour and 45 minutes

A. Introduction: Discuss the possible reasons for the failure of women's groups.
(15 minutes) Focus the discussion on problems of an organizational nature (group dynamics, group cohesion, mutual trust, etc). Let participants suggest ways of resolving problems.

B. Short Lecture: Discuss the value of group constitutions (a written commitment
(15 minutes) of solidarity, working standards, social control, conflict resolution, trust etc.) Let the participants discuss the critical elements for success of a group's business and why these are important.

C. Big Group: Let the participants examine the 3 group constitutions in Handout 4.
Discussion Discuss the common aspects and how the constitutions illustrate
(30 minutes) what the women think about their business operation. What is lacking in the constitutions? Draw up a list of elements which should also appear in a constitution.

D. Small Group: Distribute a copy of the model constitution format (Handout 5)
Discussion Let the participants discuss each element of the model constitution
(30 minutes) and clarify misconceptions. As the format is only a guide, groups should produce their own rules. The extension worker should not do it for them. Discussion *with* the women on these different elements is important because the women will have to make clear how they would like to organize their own business.

E. Conclusion: Ask each group to put up their group constitution. Summarize the
(15 minutes) importance of these constitutions for the success of women's small businesses (regulation of organization, acceptance and recognition by financiers, and setting conflicting interests, etc.)

Adapted from "Rural Women in Micro-Enterprise Development". ILO 1996.

HANDOUT 4

EXAMPLES OF GROUP CONSTITUTION / GROUP RULES

Constitution of Kg. Pandan Mandamai, 2003

- Maximum number of members in a group is 13
- Members who fail to attend meetings three times without a valid reason, will be expelled from the group upon approval of the committee
- Record book for bookkeeping and project file for group project files must be kept
- Leader, Assistant Leader, Bookkeeper and Secretary are the only people holding the key for the project shed
- A new member will be accepted in the group only when a member withdraw from the group
- Bookkeeper must keep every purchasing receipt and must compensate the money if it is lost on purpose
- Equipment must be replaced by member's own expenses if it is purposely damaged
- Each member is responsible to work together to ensure success of the group project
- If there are too many suggestions in the group then the final decision will be done by vote
- Group meeting once in every 3 weeks to discuss the project progress and performance (minimum of 8 members to make the group meeting valid)

Constitution of Kg. Pandan/Lugu, 2003

1. Member

   No changing of members except if there is a vacancy in the group and agreed by all group members

2. Meeting

   - Notice of meeting must be produced 3 days prior to the meeting
   - Minimum of 5 members to make the group meeting valid

3. Decision making

   - All decisions are discussed during the meetings until a consensus is reached
   - If above fails then final decision is made by vote

4. Benefit distribution

   - Based on active participation

5. Group fund

   5% of group profit goes to group fund

HANDOUT 4 (cont'd)

Constitution of Kg. Mandamai,2003

- Maximum number of members in the group is 13
- Members who fail to attend meetings and activities three times without a valid reason, will be expelled from the group upon approval of the committee
- Group meets once a month
- All members must cooperate in all affairs including meetings, 'gotong-royong', and duty schedules
- Record book for purchasing, production notes, and also receipt must be kept
- All members must pay a group fee upon approval of the committee (this rule will be further discussed by the group)
- Leader, Assistant Leader, Bookkeeper and Secretary are the only people holding the key for the project shed

Note: These group rules or constitutions were created by the groups when they were initially formed. After a certain period of working together, say 6 months or one year, amendments and additions can be made if necessary.

MODEL CONSTITUTION FORMAT

Constitution

Name: …………………………………………….……………………………………
Postal Address: ..………………………………………..……………………………………
Physical Address: ..……………………………………………………………………………
Type of business activity:..……………………………………………………………………
…………………………………...…………………………………………………………………
Objectives: …………………...…………………………………………………………………
………………………………...…………………………………………………………………

1. Conditions of Membership

1. Membership is open to …………………………………………...………………………..
2. The joining fee for each member is ……………….
3. Each member will contribute ……………………..as share capital upon joining.
4. At any time, there will not be more than …………….members.
5. Working hours for each member are from ……………… to ……………… on every ………… of each week / month.
6. Any member who is absent for a working day without leave or sick leave will pay a fine of ……………. for that day.
7. A member can be suspended for not more than …………….. days/weeks/months, if the majority of members agree by vote, at a general meeting, that she/he is not keeping to the rules of the group.
8. A member can be expelled from the group if the majority of members agree by vote, at a general meeting, that she/he is not willing to meet the rules of the group.
9. If a member is expelled, she/he will receive ……………….. of the share capital she/he contributed.
10. A new member can join the group if the majority of members agree by vote, at a general meeting, to accept her/his application.
11. If a member resigns from the group, she/he will receive ……………… of the share capital she/he contributed.

2. Committee

1. The group will have an elected management committee of:
    Chairperson/Vice Chariperson/Secretary/Treasurer/ ………………….. and ……………... committee members.
2. Members of the management committee will be elected if they receive a majority of members' votes at the Annual General Meeting.
3. Official agreements and contracts made by the group must be signed by the Chairperson/ Secretary/Treasurer/ ………………………..

3. Meetings

1. The group will hold an Annual General Meeting (AGM)

2. There must be at least ……………….. per cent of members present to make the decisions of the AGM binding.
3. The Chairperson must announce the date of the AGM at least …………………… days before the meeting.
4. The management committee will meet at least ……………… each month.

4. *Surplus*

1. The group will put aside at least ……………… per cent of surplus earnings every ……… month(s) into a reserve fund in bank ……………………… Account No.……………
2. The group will decide at the AGM how to share the surplus earnings of the last 12 months among the members.

5. *Equipment*

1. The management committee will be responsible for the maintenance, repairs and safekeeping of the group's equipment.

6. *Loans*

1. The group can borrow money (take out a loan) for the business only if the majority of members agree by vote in a general meeting.

7. *Liability*

1. No member will have liability (responsibility) for any group debts or loss that cannot be paid from the total share capital.

8. *Dissolution*

1. If the group has taken a loan, the group can only dissolve itself if it has repaid the loan in full.
2. If the group dissolves itself, it will sell its equipment to pay its debts. Any money left over after all debts have been paid will be ……………………
3. If the group dissolves itself, the share capital will be used to pay its debts. Any money left over from the share capital after all debts have been paid will be ……………………..

Agreed on: ……………………. By: ……………………………

Name	Function	Signature

3.5 GROUP DYNAMICS AND PROCESSES

After the groups are formed, continuous facilitation is needed to ensure that they grow and function effectively. In particular, lots of attention should be given to group dynamics and group processes.

Group Dynamics refer to the dynamic character in the functioning of small groups. There are three major forces at work in group dynamics. These are related to activities and behaviour that are task oriented, group oriented and individual oriented. It is important that these forces are balanced for productive and effective groups results. Conduct a group exercise using Tool 5 – 1 to help group members understand issues related to group dynamics.

The manner in which a group functions to accomplish its goals is known as group process. Group process influence the outcome of the group's work or activities. Several small group processes are important in the effective functioning of the group. These include participation and communication, leadership, decision-making and conflict-resolution. Effective facilitation of these processes can serve as an important source of learning for the group members. Facilitators can refer to part 4.2 for more details. Use Tool 5-2 as a start in getting group members to pay attention to group process.

Tool 5-1: BUILDING A STRONG GROUP: GROUP DYNAMICS

Objective:

 (a) identify and describe the three major forces at work in group dynamics;

 (b) analyse and experience these forces through role-playing

Methodologies:

 *   Fishbowl/role-playing, Big group discussions

Seating Arrangement: Two concentric circles (one inside the other)

Visual Aids/Materials:

 *   Role assignments sheets (Group B, three roles)
 *   Observation sheet (Group A)
 *   Hand-outs 6 to 12

Presentation: 1 hour and 15 minutes

A. Introduction:
(5 minutes)

Introduce the topic of group dynamics in general terms. Tell the participants that they will participate in an activity designed to illustrate the forces at work in a group. Begin the activity without further discussion.

B. Fishbowl/:
 Role-Playing:

(30 minutes)

Divide the class into group A and B. Group B should consist of six people. Group A stays in the classroom; group B goes elsewhere.

Group B: When alone with group B, explain that they will act out a women's group meeting, that everybody will have a different role to play.

 *   Distribute instruction sheets to group B (Handout 7-9) and assign roles. Two people will get the task-oriented role (sheet 1), two people will get the group-oriented role (sheet 2), and two people will get the self-oriented role (sheet 3).
 *   Make clear that they should not reveal to each other their roles until the game is over.
 *   Explain the roles to the participants individually; make sure everybody understands.
 *   Let group B prepare a discussion on a topic (e.g. purchase of new equipment, irregular supply of raw materials.)

Group A: When alone with group A: Explain that they will witness a women's group discussing a topic.

 *   Each member of group A will have to observe one member of group B.
 *   Distribute and explain the observations sheets (Handout 6).
 *   Each member of group A should have a full view of the person she is observing.

<u>Discussion and</u>: **<u>Observations</u>**	Bring group B back to the classroom. They will sit in the inner circle (the fish bowl), while group A sits in the outer circle. Let group B begin their discussion, which should last at least 15 minutes.
C. Reporting: (10 minutes)	Let each member of the outer circle (group A) present his or her observations of the person they followed in the fish bowl. Observation must be brief and objective.
D. Big Group: **Discussion** (25 minutes)	List the kind of behaviour exhibited by different people in group B. Classify this behaviour according to the three major factors at work in group dynamics: task orientation, group orientation and individual orientation. Give as many examples as possible. Identify and classify other activities or behaviour usually exhibited by women in their actual groups. Discuss why there may be more individual orientation than task orientation. Discuss how a balance may be reached for productive and effective group results. Gather experience from participants on how they have managed to control any negative forces in order to achieve positive results. List these techniques and discuss them.
E. Summary and: **Integration** (5 minutes)	Let the participants describe the three forces at work in group dyna-mics. Relate the activity to past lessons. Give all the participants copies of hand-outs 10,11 and 12

Source: Rural Women in Micro-Enterprise Development. ILO 1996.

GROUP A: GROUP DYNAMICS OBERVATION SHEET

Observer's name: …………………………………………………………………………
Group B member's name: ……………………………………………………………...

1. Group B Member's:

A. Contribution to the discussion:
……………………………………………………………………………………………..
……………………………………………………………………………………………..

B. Mannerisms and general reactions:
……………………………………………………………………………………………..
……………………………………………………………………………………………..

C. Expressions commonly used:
……………………………………………………………………………………………..
……………………………………………………………………………………………..

D. General observations: (tick the behaviour "your" group B member displays):

☐ Seeking sympathy	☐ Summarizing
☐ Special pleading	☐ Encouraging others
☐ Attracting attention	☐ Gatekeeping
☐ Withdrawing	☐ Standard-setting
☐ Currying favour	☐ Following
☐ Horsing around	☐ Mediating
☐ Being aggressive	☐ Relieving tension
☐ Blocking	☐ Self-confessing
☐ Competing	☐ Forming own subgroup
☐ Initiating activity	☐ Seeking information
☐ Seeking opinion	☐ Giving information
☐ Giving opinion	☐ Elaborating
☐ Coordinating	☐ Accomplishing task

GROUP B: GROUP DYNAMICS

Instruction Sheet I
(Role Assignments for Two Participants)

Task-Oriented Behaviour

Initiating Activity: Proposing actions or solutions: suggesting new ideas.

Seeking Information: Asking for clarification, getting new data or information or requesting it, finding ways to enlighten the group regarding the problem at hand.

Seeking Opinion: Looking for expression of feeling about something from other members, seeking their opinion about issues at hand.

Giving Information: Stating or offering facts, data, etc. which can help clarify the problems or task at hand.

Giving Opinion: Stating one's opinion or belief on the problem or task at hand, especially its value to oneself.

Elaborating: Clarifying, giving examples, trying to add information already at hand.

Coordinating: Trying to pull ideas and suggestions together, forming or drawing together activities of various subgroups or members.

Accomplishing Task: Actually undertaking task or work which has been agreed upon and planned by the group.

Summarizing: Pulling together related ideas or suggestions, summing up what has been taking place in order to advance the group's thinking or to conclude appropriately.

GROUP B: GROUP DYNAMICS

Instruction Sheet 2
(Role Assignments for Two Participants)

Group-Maintenance Behaviour

Encouraging Others: Being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting contributions of others.

Gate-Keeping: Trying to make it possible for another member to make a contribution to the group.

Standard-Setting: Expressing standards for the group to use in choosing its goals or procedures, or in evaluating its decisions, reminding group members to avoid making decisions which conflict with group standards.

Following: Going along with the decisions of the group, thoughtfully accepting the ideas of others, serving as audience during group discussions.

Mediating: Harmonizing, conciliating differences in points of view, making compromise solutions.

Relieving Tensions: Seeking to expel negative feelings by joking, putting a tense situation in a wider perspective or context, clowning if necessary.

GROUP B: GROUP DYNAMICS

Instruction Sheet 3
(Role Assignments for Two Participants)

Group-Oriented Behaviour

Seeking Sympathy: Trying to induce other group members to be sympathetic to one's problems or constraints or misfortunes.

Special Pleading: Introducing or supporting activities or suggestions related to one's favourite ideas, concerns, or philosophies.

Attracting Attention: Attempting to call attention to oneself by loud or excessive talking, extreme ideas, unusual behaviour.

Withdrawing: Acting indifferently, or being passive, resorting to excessive formality, daydreaming, whispering to others, wandering to other topics.

Currying Favour: Trying to get special attention or favours from leaders, and other members of the group.

Horsing Around: Disrupting the work of the group when everybody is serious by attracting the attention of others for no purpose, joking, clowning, laughing loudly.

Being Aggressive: Showing hostility towards the group or someone in the group, deflating the age, status, experience of others.

Blocking: Interfering with the progress of the group by preventing others from expressing themselves, arguing too much, rejecting ideas without consideration.

Self-Confessing: Using the group as a sounding board to express personal or non-group oriented feelings or points of view.

Competing, Politicking: Competing with others to express the best ideas, talking the most, playing the most roles, or seeking to gain favour with leader or group members.

Forming Own Subgroup: Keeping secrets from the whole group, forming cliques, holding side conversations while the rest of the group tries to solve the problems at hand.

Tool 5-2: LISTENING EXERCISE

This code is useful early in a workshop. It establishes the value of listening: the need for quiet people to speak up; and the need for dominant people to be sensitive to others. The play needs to be practiced once before it is used.

a. Invite 6 people to prepare a short play in 3 scenes. It is usually better to have all women or all men acting as this avoids people saying, 'men always do this …' or 'women always do that'.
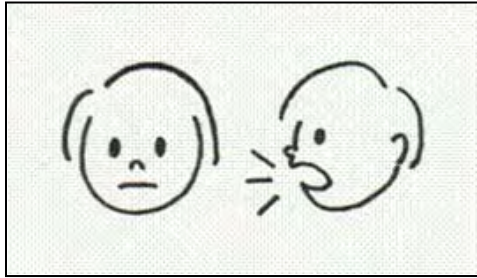
Scene 1: Two people meet. One of them starts to talk and gets so excited and involved in what (s)he is saying that (s)he pays no attention to the other. The other tries several times to speak, to ask a question, respond, or make a suggestion, but the first person talks on, so the second person remains silent and gives up trying. (The pair should decide on a topic beforehand).

Scene 2: Two people meet and both start telling the other what they are concerned about. They each have a different topic. Neither is listening to the other, and both are talking at the same time.
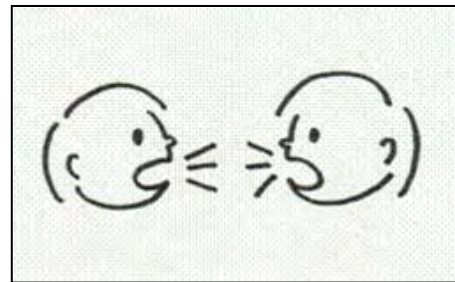
Scene 3: Two people meet, greet each other, and start a real dialogue. Each one asks questions about the other's interest, listens and responds to the others answers and shares their own news and opinions. A common topic should be decided on beforehand.
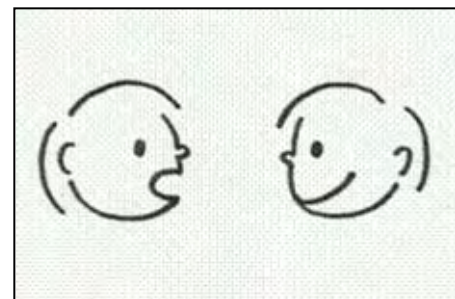
b. The group is divided into 3's to answer the following questions:

   i.   what did you see happening in scene 1, scene 2 and scene 3?
   ii.   Do these things happen in real life? How?
   iii.   What can we do to help make communication as good as possible in our groups? Summarise the points to create the groups own "Guidelines for Good Communication"

Time: about 45 mins

Source: Hope, A & Timmel,S (1984). Training for Transformation. Mambo Press

3.6 PLANNING FOR RURAL LIFE IMPROVEMENT

Planning is looking ahead: thinking of a goal, and thinking step-by-step of how the goal can be achieved. This process is shown in handout 13 which can be discussed in the group and is useful as an overall guide to their planning activities.
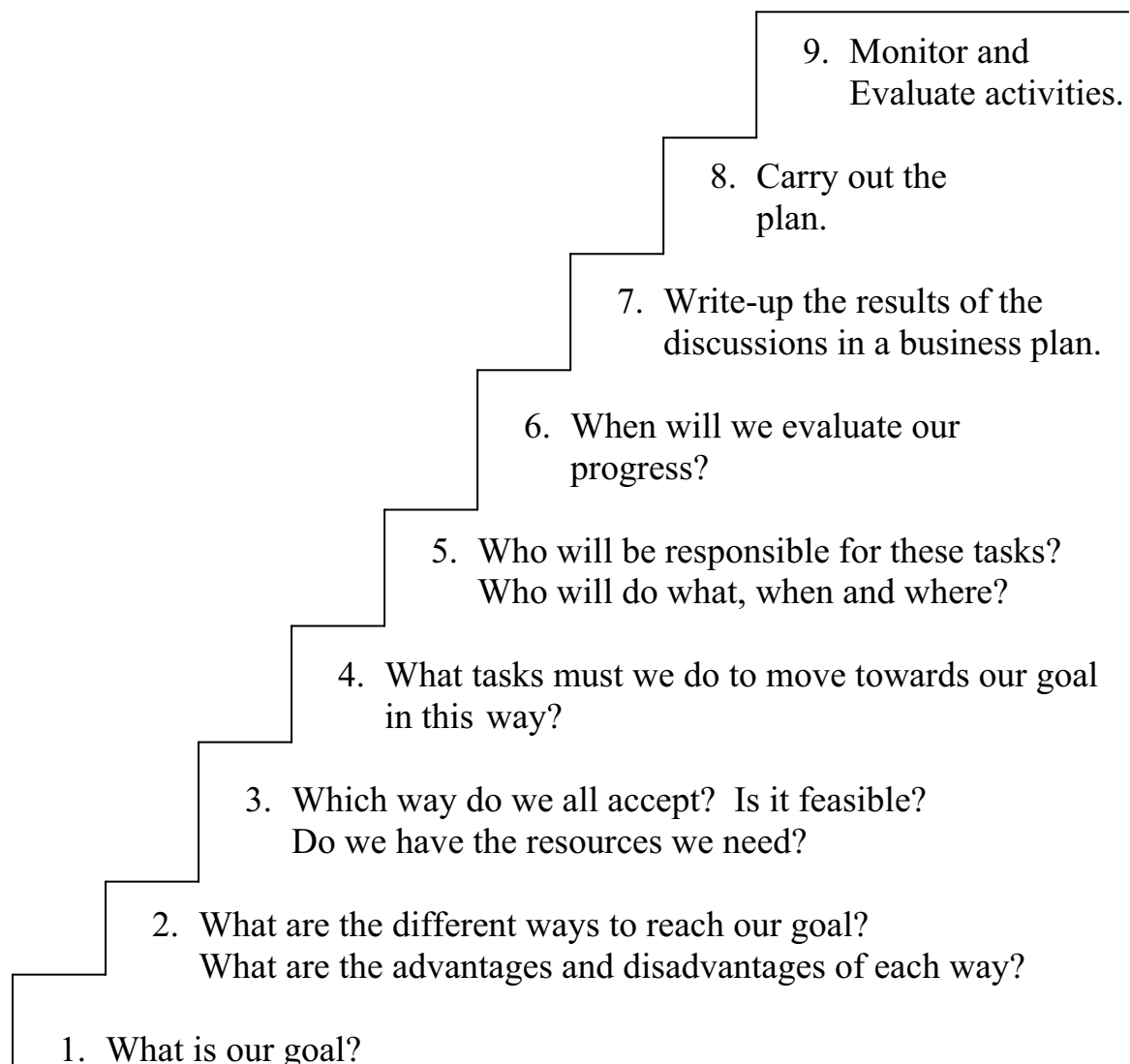
To take the group members through a participatory process of planning, encourage the women to develop a common vision for the future. How would they like to see themselves in 2, 5, or 10 years time? Ask them to discuss in their groups and to present their visions in a big group. Presentations can be done orally as in a statement, or through other visual or creative methods like drawing or through skits and songs.

Next, ask them to assess their strengths, weaknesses, opportunities and threats (use Tool 6-1; SWOT Analysis) in relation to their desired goals or visions. The SWOT analysis provides a starting point for the women to think about the sort of activities needed in order to achieve their visions. These activities are listed and prioritized. Final selection of activities should be guided by the SMART concept (Specific, Measurable, Attainable, Realistic and Time rounded). Facilitators also need to ensure that the activities chosen will not only address the group's practical needs but also has the potential to enhance or safeguard the group's strategic interests in the long run. Please see Tool 6-2 for an explanation on women's practical needs and strategic needs.

After the groups have selected their activities, the facilitators need to guide them in preparing an activity or project plan. Tool 6-3 can be used as a guide. The activity or project plan can be a basis for the group's submission to funding sources.

PLANNING

Planning A good planning process should follow these steps:

9. Monitor and
    Evaluate activities.

8. Carry out the
    plan.

7. Write-up the results of the
    discussions in a business plan.

6. When will we evaluate our
    progress?

5. Who will be responsible for these tasks?
    Who will do what, when and where?

4. What tasks must we do to move towards our goal
    in this way?

3. Which way do we all accept? Is it feasible?
    Do we have the resources we need?

2. What are the different ways to reach our goal?
    What are the advantages and disadvantages of each way?

1. What is our goal?

Source: Quoted in "Women in Micro-entreprise Development" ILO 1996.

Tool 6-1: SWOT ANALYSIS

Objectives

1. To identify the strengths, weaknesses, opportunities and threats the groups face in working together.
2. To prepare for the identification of activities that the group can undertake together.

Method

1. Explain the SWOT analysis, based on handout 14.

2. Pose the guide question: what are the strengths, weaknesses, opportunities, and threats that you have in relation to your working together?

3. Ask each small group to discuss their ideas and experiences, writing down main points on paper, if the groups need help in their discussion, offer guidance at this point.

4. Give each group a copy of Handout 14 and Handout 15 (an example of a completed SWOT chart) and ask them to fill out their own SWOT chart.

5. When each group has filled up their chart, put up each flipchart for discussion.

6. Lead an analytical discussion of the charts, comparing and categorizing the items on them

Materials

1. Flipcharts, paper, market pens Handouts 14 & 15.

Source: The Oxfam Gender Training Manual. Oxfam UK and Ireland 1994.

HANDOUT 14

SWOT ANALYSIS

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1. The SWOT analysis is designed to help people to identify the internal strengths and weaknesses of their organization or group, in relation to the opportunities and threats presented in the external environment.

    Guide questions for this one:

    - What major external opportunities do we have?
    - What major external threats do we face?
    - What are our major internal strengths?
    - What are our major internal weaknesses?

2. This is part of a process of strategic planning, one of whose essential component is examining the relationship between internal and external environments. This should give organizations and groups the basis for identifying strategic issues, and to develop strategies.

Source: The Oxfam Training Manual. Oxfam UK and Ireland, 1994.

HANDOUT 15

Example of SWOT Analysis Chart of Kg. Mandamai, Oct. 2002

<u>Strengths</u>	<u>Weaknesses</u>

1. Variety of natural resources
   e.g. Banana trees, Groundnut, Coconut, Fruits, Etc…
 	
2. Able to work with one another
 	
3. Members have a variety of skills
   e.g. Handicraft, Small business, Livestock
 	
4. Half of the members have about 9 years of schooling
 	
5. Enough manpower
 	
6. Family support and encouragement especially from husband and the village community
	1. Limited market
	
	2. No good communication facilities like road
	
	3. Natural disaster problems
	
	4. Different ideas sometimes causes misunderstanding
	
	5. Lack of equipment especially those that need to be purchased.
	
	6. Lack of start-up capital in business and livestock
	
	7. Lack of support from related agency
	
	8. Lack of creative ideas from members

<u>Opportunities</u>	<u>Threats</u>
1. To increase income 2. Increase experience 3. Guidance from related agency 4. Development of the village infrastructure 5. Closer relationship between members 6. United cooperation between members 7. Job creation opportunity	1. Lack of time to take care of children and manage daily needs 2. Sometimes the academic knowledge is not related with the recommended project 3. Some husbands may not allow wives to attend activities away from village 4. No permission from husband 5. No one to care for the children when wives are busy with activities 6. Big distance between member's residence

Tool 6-2: PRACTICAL GENDER NEEDS AND STRATEGIC GENDER NEEDS

Practical Gender Needs (PGNs)	Strategic Gender Needs (SGNs)
* PGN represent what people require to get or to have in order to carry out their gender roles more easily and effectively.	* SGNs represent what women or men require in order to equalize their position or status with regard to each other.
* PGNs do not require a change in gender roles, only coherence between roles and cultural patterns. For example, in order to fulfill the role of a good mother, a woman has the PGN to have access to the resources (food, shelter) that will allow her to take care of her children.	* SGNs place people in greater control of themselves and their own context, instead of limiting them to the restrictions imposed by socially defined roles.
* PGNs tend to be easy to identify because of the direct demand of society that women and men live by their gender roles. For example, men, communities, and children themselves demand that women fulfill their role of being good mothers. Thus PGN's are felt with urgency.	* SGNs tend to refer to social relations between women and men. * SGNs are less visible and obvious than PGNs. * Satisfaction of SGNs requires action over the long term because they demand changes in attitudes, behavior and power structures.
* Addressing PGNs does not ensure that other needs will be met, nor that access to meting those needs will be sustained.	* Addressing SGNs is conducive to greater satisfaction of practical needs. * Addressing of drawing attention to SGNs might create resistance.
Actions that Address PGNs	**Actions that Address SGNs**
* Reducing women's workload with convenient location of stand-pipes and hand-pumps, provision of grinding mills and fuel-efficient stoves.	* Ensuring rights to productive assets such as legal status on land ownership, rights to use common property, inheritance, financial services.
* Improving health, for instance, through primary health centers, education in child spacing/family planning, clean water supply.	* Enabling women to take part in decision-making through local committee membership, participation in elections, establishing constituency groups to advocate for their rights.
* Increasing access to enterprise services such as skills training, credit groups, access to markets.	* Supporting equal opportunities for employment through access to jobs traditionally done by men, equal pay for comparative jobs.
* Improving services, such as primary schools, transport facilities, housing services.	* Improving educational systems, for instance through curricula which include women's contributions in history, science and society, female teachers as role models, gender-neutral text books.

Source: March, C et al., A Guide to Gender-Analysis Frameworks, Oxfam GB 1999.

Tool 6-3: SAMPLE FORMAT OF A SMALL SCALE PROJECT PLAN

Title of Project:

Objective of Project:

Budget:

Materials Used and Equipments Needed:

Activity Plan:

Activities	Wk 1	Wk 2	Wk 3	Wk 4 → etc.	Persons Responsible
1.					
2.					
3.					
4.					

3.7 SKILL TRAINING

The purpose of this step is to identify the gap in the knowledge and skills of group members in order to carry out their activities and to discuss how and where to get such training.

Assessment of the group members' training needs can be done through a number of ways. Facilitators can talk or discuss with the groups, they can look at the groups' records such as minutes of meetings and cash books, and review the SWOT analysis undertaken during the planning process.

The chart below shows some of the skills training necessary for small scale/micro enterprises and who can provide the training.

Skills	Who Can Provide Training
1. How to prepare a working paper/ project proposal	Extension workers of DOA/ PKT, KPD, KEMAS
2. How to keep a cash book	"
3. How to conduct a meeting	KPLB, JKKK
4. How to write minutes of a meeting	KPLB, JKKK
5. Production skills	DOA/PKT, KPD, Kemas
Food Processing	DOA/PKT, Kemas
Sewing/Embroidery	DOA/PKT, KPD, KPLB
6. Business Planning and Management	DOA/PKT, YUM

3.8 MONITORING AND FOLLOW-UP

Once the groups are formed, extension workers need to monitor their development at least once a month or more with the respective groups. The aim of monitoring is to ensure that activities are being carried out according to plan. If not, facilitators need to find out the reasons and discuss how to overcome any issues or problems. This can be carried out through a formal monthly monitoring meeting. Please use Tool 8-1 to structure the discussions in a monitoring meeting.

Facilitating the follow-up of issues raised during monitoring meetings must be made through visits, discussions and encouragement to the groups or individuals. Facilitators may need to take an active role to assist the groups for example, in talking with their respective family or community members; or to connect groups with outside resources, and so on.

Tool 8-1: SAMPLE FORMAT FOR MONITORING MEETING

Objective: To monitor monthly progress of group activities and to discuss related issues and problem

Agenda:

1. Progress Report

Activities Planned	Activities Conducted	If Not Conducted, Why?

2. Financial Report

    This section should give details on fund received and funds going out for the past month.

3. Issues and Problems Encountered

    This section should also include issues and problem related to group process and dynamics.

4. What Can Be Done to Overcome Problems Encountered?

5. Next Step

    Plans for next month.

3.9 EVALUATION

Groups should be encouraged to have regular evaluations, say six-monthly or at the end of the year. Evaluations help the group members to see their successes, to assess their weaknesses and to identify and clarify what needs to be changed or strengthened.

Evaluations need to be done at the end of learning events, for example, after training workshops.

Evaluations should be done by the group members and for the group members. They decide when to evaluate, what to evaluate, questions to be asked and indicators to be used. Lessons learned from the evaluation can then be fed back to the next cycle of activities.

The role of facilitators is to guide them through the process, ensuring that all the important components are covered. Facilitators can use Tool 9-1 or other similar outlines to do this.

Tool 9-1: GUIDE FOR A PARTICIPATORY EVALUATION EXERCISE

Facilitate the group to do the following:

1. Clarify Aims and Objectives of Project or Activities.

    What are the original aims of the project? A project usually have several aims. List the major ones.

2. Form Questions

    After the major aims and short term objectives have been clarified and written down, each aim and objective needs evaluation questions. The questions should be simple, clear and meaningful.

3. Discuss and Decide on Indicators.

    Indicators need to be discussed and checked before they are accepted as true measures of change. For example, if one of the aims of the project is to help members improve their business skills, what are the indicators that this has been achieved?

<table>
<tr><th colspan="3">Example of Indicators of Group Success/Failure in Micro-Entreprises</th></tr>
<tr><th>Indicators</th><th>Quantitative/ Qualitative</th><th>Source of Data</th></tr>
<tr><td>1. Improved quality of product</td><td>qualitative</td><td>skills trainer/consumers sales record</td></tr>
<tr><td>2. Market awareness</td><td>qualitative</td><td>Members/sales records</td></tr>
<tr><td>3. Regular production</td><td>quantitative</td><td>Production records</td></tr>
<tr><td>4. Decreased cost of product</td><td>quantitative</td><td>Cash book</td></tr>
<tr><td>5. (Improved) book keeping</td><td>qualitative</td><td>cash book</td></tr>
<tr><td>6. Understanding of financial Management</td><td>qualitative</td><td>members are able to price products, plan and budget</td></tr>
</table>

4. Choose Methods for Evaluation

    The methods chosen should be simple enough for members to understand and are appropriate for the cultural context of the groups.

EXAMPLE OF PARTICIPATORY EVALUATION METHODS
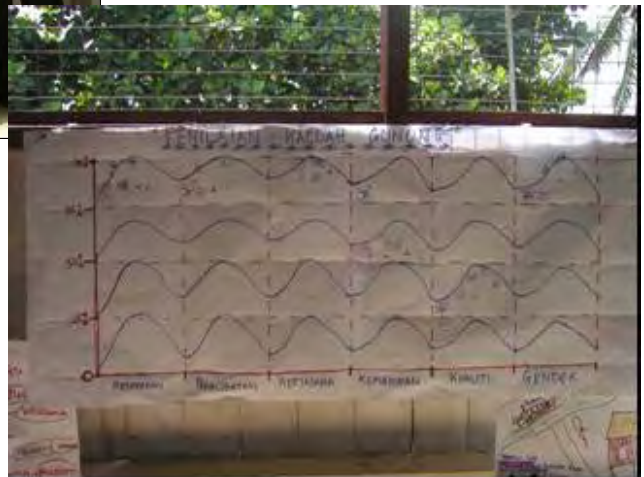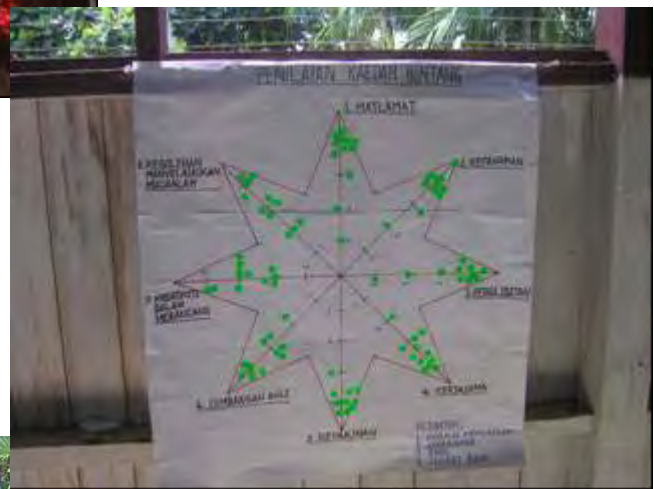
4. SHORT NOTES

4.1 PARTICIPATORY APPROACH IN DEVELOPMENT

What Is Participatory Approach in Development?

Participatory approach or participatory development is a process of active involvement of all stakeholders in the formulation of development policies and strategies and in the whole project or activity cycle. (see Diagram 1)

This approach involves an organized effort within institutions and organizations to increase stakeholder access and control over resources and related decision making that contributes to sustainable livelihoods. It is also an iterative process involving the continuous re-adjustment of relationships between different stakeholders in a society.

Why Use Participatory Approach?

A participatory approach to development aims to:

* improve project design and implementation so that they are more appropriate to the needs of the target group

* empower local communities through working together on equal terms with other stakeholders

* increase local people's ownership of projects and thus increase sustainability

* enhance democratic processes

Whose Participation?

All major stakeholders and key players need to be active. A key concern in this approach is the participation of local communities, particularly, the marginalized groups. Marginalised groups are those who seldom participate or are consulted in the development process because of economic, gender, regional, cultural and other biases. Participatory approach need to encourage marginalized groups to speak out and to ensure that development activities meet their needs and interests.

How Do Local Stakeholders Participate?

There are various levels or degrees of participation ranging from simple consultation to joint decision making to self-management by stakeholders themselves. This is shown in diagram 2.

Participatory Methods and Tools

The participatory approach uses a wide range of methods to enable people to express and share information, and to stimulate discussion and analysis. Rural people may not be familiar with paper and pens and methods that use visual techniques, local materials, role plays and short skits, and songs may be more appropriate and effective.

Some of the more often used methods include mapping, ranking, diagram, interview, observation, model and scoring. The tools for these methods are continually being created to suit local situations and contexts.

Diagram 1: Participatory Project Cycle

Diagram 2: Levels of Participation

Self-mobilisation	• People participate by taking initiative independent of external institutions to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used.
Interactive participation	• People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. These groups take control over local decisions, and so people have a stake in maintaining structures or practices.
Functional participation	• People participate by forming groups to meet predetermined objectives related to the project. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent.
Participation for material incentives	• People participate by providing resources, for example labour, in return for food, cash or other material incentives. Much on-farm research falls in this category, as farmers provide the fields but are not involved in the experimentation or the process of learning.
Participation by consultation	• People participate by being consulted, and external people listen to views. These external professionals define both problems and solutions, and may modify these in the light of people's responses.
Participation in information giving	• People participate by answering questions posed. People do not have the opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy.
Passive participation	• People participate by being told what is going to happen or has already happened. It is an announcement by an administration or project management without listening to people's responses.

Source: A brief introduction to Participatory Learning & Action (PLA) compiled by Kamal Phuyal for training organized by FASID, Nov 2002.

4.2 TECHNIQUES FOR FACILITATING PARTICIPATORY WORKSHOPS

* **Brainstorming**: the aim of brainstorming is to collect from the participants as many ideas as possible on a specific topic in an uninhibited way. Once you have presented the topic to the group, invite them to throw out ideas, comments, phrases or words connected to it. Write all contributions on a flipchart as they come up, without comment or question. People should feel that what they say is not evaluated or judged. The list of ideas is then used as the basis for further work, which may involve discussion of them and categorizing them, rejecting some prioritizing others, and so on.

* **Group Discussion**: this is a very common method which can be combined with other methods in one activity. Discussion in a large group is useful for learning from the experiences of all the members of the group and allowing participants to draw conclusion from activities. Facilitators may need to encourage equal participation, and discussion between participants.

Most of the activities in this Manual require the participants to be divided into smaller groups of three to six people for discussion or to complete a task. Often a spokesperson from the smaller group will report back to the full group, for further discussion. People can find it easier to share experiences in pairs or small groups, and to relate the subject under discussion to their own lives. Speaking in a smaller group also enables less confident people to participate more fully in the workshop, and to build up confidence for speaking in the plenary sessions.

There are a number of ways of working with small groups, depending on the purpose of the activity. You may, for example, wish to establish 'home groups' or groups whose membership does not change through the training – although people may be split differently on other occasions. Home groups enable participants to build up trust and solidarity with one another. Or you may wish to make sure that people mix thoroughly by being in different groups in every activity. It is best if you, the facilitator, divide the participants into groups, through counting or some other method.

* **Buzz Groups**: participants form pairs or threes to quickly (`buzz`) some aspect of what the speaker has been saying. It helps to break up the monotony of input and is a good way to get discussion going in a large group. Buzz groups can report back to the large group, or `snowball` by each buzz group talking to another pair, and then the four talking to another four, until the group is back together.

* **Role Plays** is a fairly 'open' technique, allowing the situation to develop once people have their character roles and the basic setting established. Role plays often cause anxiety amongst participants. If 'acting out a situation'. They should be used after group trust has built. It is very important to allow sufficient time after role-plays for a thorough de-brief (for each player to say how they felt in role), de-role (for each player to come out of their role and realize that they are themselves), and for summarizing the lessons learned. Otherwise there is a danger that participants may be carrying on inappropriate feelings and thoughts.

* **Codes**: a code also sets up a situation, but is a more 'closed' technique than role play in that the result is pre-determined. The key issue, or generative theme is 'encoded' into something which is presented to the group to generate discussion. A code can be anything from a picture, story, tableau or drama in which an issue is encoded. A drama is always scripted, so that the players perform a stylized act rather than develop it as they go along as in a role play. The code is then interpreted and discussed by the group: it is a technique for generating discussion which may be based on some key questions linked to the code.

* **Statement Ranking**: These are designed to be controversial and to stimulate thought and discussion. The statements should be carefully chosen in accordance with the objectives of the activity. Participants are asked to rank the statements according to how much they agree or disagree with them.

* **Sentence Completion**: this allows people to work on their own to express ideas and later discuss these with others. It is a more open activity than statement ranking because each person has to come up with her or his own statements rather than choosing existing ones.

* **Questionnaires**: these are usually used to test knowledge, but can examine attitudes too.

* **Creative Work**: this includes collage, drawing, painting, modeling, composing songs, poems, stories, or plays. These can be done individually or as a group effort to enable expression of issues in a different way. It is important to stress that these activities are a vehicle for ideas, not a test of people's talent or drawing ability.

* **Starters**: these are objects, photographs, cartoons, drawings or newspaper articles which may be provided by the facilitator or by each participant. The aim is to provide a focus for discussion. The facilitator should make sure the starter or the questions about it are related to the content of the workshop (e.g. ask participants to choose an object which represents their life as a woman).

* **Debates**: these can help to clarify thinking on controversial issues, and allow different perspectives to be seen. There are a number of different variations of debates.

* **Rounds**: a round is an exercise in which each participant has the opportunity to say something quickly, in turn, in answer to a question or to report an opinion or feeling. Rounds are a useful quick monitoring exercise to give a sense of individual and group mood and learning. It is particularly useful if you have very uneven participation in the group. However, some people may not want to reveal their true thoughts on certain topics to the group. In this case you can use index cards or slip of paper, and ask each person to write a question or opinion on a card. The cards are then collected shuffled, and each person takes one card, which they read out. Thus everyone's feelings are obtained, anonymously. This is also known as the 'Ballot Box'.

* **Games and Energizers**: these are useful for breaking up monotony, raising energy levels and letting people enjoy themselves. They can also raise sensitive topics in a lighthearted way.

Source: The Oxfam Gender Training Manual, Oxfam UK & Ireland 1994

4.3 SMALL GROUP DEVELOPMENT

The developmental process of small groups can be viewed in several ways. Firstly, it is useful to know the persons who compose a particular small group. People bring their past experiences; people come with their personalities (their perceptions, attitudes and values); people come to a small group also with a particular set of expectations of the group or the goals of the group they are about to join. These experiences and expectations of persons comprising a group can influence the manner in which the group develops over a period of time.

Still, there are some common developmental characteristics of all small groups. These characteristics take two forms. Firstly, all small groups face certain **issues** in their developmental process. Secondly, all small groups go through certain **stages** in their developmental sequence. These issues and stages are visible in the case of almost all small groups, though to varying degrees and in varying manifestations.

Issues

Three central issues are faced by all small groups in their developmental process. These are: inclusion, influence, intimacy.

(a) **Inclusion**: Members in a small group begin to face the issue of inclusion as soon as they join the group. Questions uppermost in their minds are: Am I a part of this group? Am I accepted as a full member? How much am I included in the life of the group? These questions are largely relevant in the early stages of the life of a group, though they may reappear at a later stage also. Full inclusion of all members of a small group may not occur, but even a partial acceptance creates the possibility of moving ahead.

(b) **Influence**: Each member wants to have influence in the group, and so there is a fair degree of tussle around establishing superiority of influence and control in the group. Key questions facing the group are: Who has influence in the group? Do I have influence? How can I have more influence? The resolution of the issue of influence can take several forms. One or two members establish de facto superiority; a small clique controls the group; or, almost all members actively attempt to influence each other. This issue is very difficult for a group to resolve and it keeps coming up again and again. However, ineffective resolution of the issue of influence can cause considerable obstacles to the goal accomplishment of the group, and can even lead to splitting of the group.

(c) **Intimacy**: Key questions facing the members are: Do I feel close to others: How can I come close? What can be done so that all feel close? How can we be an intimate group? In essence, members are concerned about an important aspect of group life which may remain hidden. In reality, however, differences may exist in the degree of intimacy faced by different persons in the group. Close relationships between some may become a source of jealousy and tension in others. Therefore, resolution of the intimacy issue can release energy in members for utilization in task accomplishment.

It is important to recognize that these issues emerge in the proposed sequence: inclusion, influence, intimacy. But an issue once resolved can reappear in the life of a group. The manner in which these issues surface and get resolved will vary from group to group. But the important thing is to be aware of them and to be prepared to deal with them.

Stages

Each group goes through certain stages in the development sequence. These stages are, by and large, common to all groups, though their manifestation may be different.

(a) First: The initial stage in the life of a small group is concerned with forming a group. This stage is characterized by members seeking safety and protection, tentativeness of response, seeking superficial contact with others, demonstrating dependency on existing authority figures (trainer or facilitator), complaining about physical and trivial matters (light, sleeping and food arrangements, seating, etc.), certain degree of show-off to the authority to gain approval. Members at this stage either engage in 'busy' types of activity or withdraw and show apathy.

(b) Second: This stage in the group is marked by the formation of dyads (group of two) and triads (group of three). Members seek out similar others and begin a deeper sharing of self. Continued attention to the subgroup creates a differentiation in the group and tensions across dyads/triads may appear. The members feel comfort and support in their dyads/triads and feel strong enough to challenge the authority figure. Focus on task performance is beginning to emerge, but energy is mostly spent within a subgroup. 'Pairing' is a common phenomenon.

(c) Third: The third developmental stage is marked by a more serious concern about task performance. The dyads/triads begin to open up and seek out other members in the group. Efforts are made to establish various norms for task performance. Members begin to take greater responsibility for their own group and relationship with the authority figure becomes relaxed. Dissimilar others in the group are accepted and interaction among dissimilar people takes place around the task.

(d) Fourth: This is the stage of a fully functioning group where members see themselves as a group and get involved in the task fully. Each person contributes and the authority figure is also seen as a part of the group. Group norms are followed and collective pressure is exerted to ensure the effectiveness of the group. The group redefines its goals in the light of information from the outside environment and shows an autonomous will to pursue those goals. The long-term viability of the group is established and nurtured.

It is useful to note that the above stages have a sequential character in the development of a group. However, a group can slide back from third stage to second, for example. These regressions are common but effective group development means a renewed effort to reach and stay at the fourth stage.

Small Group Processes

Several small group processes are important in the effective functioning of the group. These are participation and communication, leadership and decision-making, conflict-resolution, etc. Besides, inter-group dynamics is also an important part of the process. In this section, these processes are being described briefly.

Participation

Participation forms the essential core of group processes. Other group processes depend upon the participation by members. Levels and degrees of participation in a group can vary. A member can be an active participant – verbal, volatile, expressing, demanding; or can be a passive participant-quiet, listener, talks very little or when asked or prodded but generally steers clear of controversies.

The process of participation is set in motion the moment a group begins its life. Lack of participation by members can 'kill' a group. Participation entails involvement, and not just physical presence. It is not necessary that every member talks but it is important that all members are involved. Silent participation in a group is possible, but passive participation is harmful.

The silent members should not be seen as non-participants since individual store and process information during such moments. There is a distinction between silent and indifferent members. Indifference needs to be brought up and tackled. This would create a positive climate towards building a group.

Several factors can enhance member's participation in a group:
- The content: is it of interest to all? Does it provide adequate information?

- Timing: Important especially to women.
- The physical atmosphere: are people in comfortable surroundings?
- The group atmosphere: non-threatening attitudes of members and facilitator.
- Members' personal experiences have an effect on their participation, i.e., a crisis or death at home acts as a barrier to participation.
- Relevance of issues discussed: is it at the level of the participants? Do they understand it? Do they find it meaningful?
- Familiarity with group members: do they know each other?

Communication

The pattern of communication in a group is a reflection of what's happening in the group. Communication in a group can be between two or more members. Words are generally seen as denoting communication, but eyes, gestures and other non-verbal forms are equally important.

Types of Communication

✳ *"One-way' and 'Two-way'*

You must have noticed 'one-way' communication if you have attended a lecture; only the lecturer talks, others listen. 'Two-way' communication is when both parties talk to each other. This is a better way than one-way communication because:

(i)   it helps both persons to talk and listen to each other;

(ii)   it helps in making sure both persons understand each other, because both can ask questions to clarify what the other means;

(iii)   it creates conditions for equality between both;

(iv)   neither gets bored, as might happen when you sit through a long lecture.

But two-way communication takes more time and effort than one-way communication.

✳ *'Up' and 'Down'*

Sometimes we talk 'down' to others. Some of us feel we know more about things than those we are talking to, so we tend to talk to them as if they know nothing and we know all. You may have felt the same way when some senior official talks to you like that.

In our enthusiasm to create a sense of self-confidence in a learner, we sometimes talk 'up' to her. We pretend as if we know nothing and she knows all.

Neither talking 'up' nor talking 'down' to another person is helpful in communication. Our effort should be to communicate with others as equals.

Decision-Making

All groups make decision. But different styles of decision-making are used with different effectiveness. The manner of making a decision affects group performance, particularly from the point-of-view of implementation. A decision, if not implemented, has no impact. So, the consideration of implementation is important.

A decision is implemented fully if those responsible for its implementation accept the decision. So the decision-making process should take into consideration this aspect of acceptance. Involvement of group members in the process of making a decision increases the acceptance of the decision.

There are various methods of group decision-making:

- The plop: "I think we should introduce ourselves'… Silence (group decision by omission).
- The self-authorised: "I think we should talk about ourselves, I am…" (decision by one).
- The hand clasp: "Maybe we could talk about our organization: … "Yes, that's a good idea…" (decision by two).
- "Does anyone object", or " We all agree" (Decision by a minority on behalf of others).
- Voting: decision by majority.
- Consensus: Essential agreement (not necessarily unanimity) by all by exploring in detail different opinions and positions.

A group can use all these methods, provided it is conscious of it.   One-person decisions are necessary in a crisis situation requiring quick action by a group; consensus style of decision-making may be more effective when long-term programme planning is being done.

Leadership

In general, leaders are considered as those who provide direction to others. Here, leadership is seen as a process in a small group. This is quite unlike the concept of leadership based on personalities. Historically, it has been assumed that 'leaders are born' and have certain personality characteristics.

In the small group dynamics, leadership is not seen as vested permanently in one person. Instead, leadership functions are performed by different members in the group. A member can provide task-related leadership; another can provide maintenance-related. In a group, it

is possible to observe different leadership roles being played by different persons at various points in time.

In some small groups, a leader is designated (Chairman, secretary, etc) either by the members themselves (through voting or consensus) or from outside (the boss, the trainer, etc.) Even in these situations, members other than the designated leader perform leadership roles. In some cases, the designated leader remains ineffective while others take over the leadership.

Shared Leadrshiop and Participation
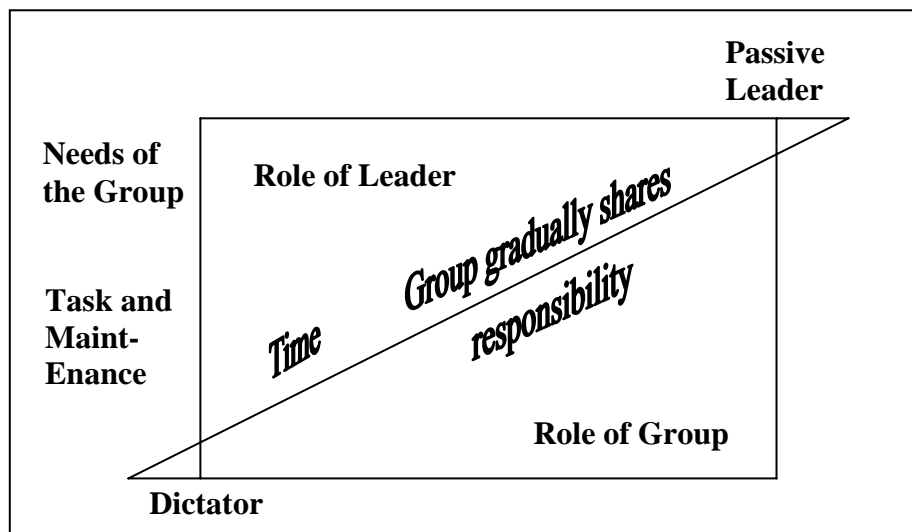
It takes time for a group to develop an effective way of sharing leadership. At first the leader may need to respond to as many of the needs as (s)he can her/himself. Members who have had training will quickly recognize group needs and start responding to these needs also.

As the group gets to know each other, gradually different members will assume more and more of the leadership roles themselves. The leader should then take responsibility mainly for those needs which no one else in the group seems to be meeting. This will vary from group to group. Sometimes the leader may notice that everyone is asking for or giving information very freely, but no one is gatekeeping

At ther times group members may be full of original ideas but no one is summarizing or building upon the ideas offered, etc.

As the group members take more and more responsibility, for its own life, the leader can become less active. This process shows how a group becomes self-governing, self-reliant and not dependent.

Source: Training for Transformation BK 2, by Anne Hope & Sally Timmel, 1984, Mambo Press.

Problem-Solving

The process of problem-solving used in the group can determine the types of solutions implemented. There are several important steps in problem-solving.

1. Defining the Problem: What is the real problem? Many times we consider constraints as problems. Constraints are those which are given, we cannot do much about them in the short term. A clear and detailed definition of the problem is very important. What is not a problem? An analysis of underlying causes of the problem is important to separate symptoms from causes. Sufficient time needs to be spent on defining the problem itself.

2. Generating Solutions: Having understood the problem and its causes, the next step is to generate a wide range of solutions. This step entails creating several possible ideas for solution. It is important at this stage not to evaluate any of the proposed solutions, howsoever far-fetched they may appear. Encouragement needs to be given to merely generate and list solutions.

3. Choosing a Solution: At this stage each proposed solution is systematically evaluated in the light of the constraints and available resources. This stage is the decision-making stage, and various processes involved in this are listed earlier. The choice of an appropriate solution should be made after considerable discussion and analysis.

4. Implementing the Solution: Having chosen the solution, how will it be implemented? Detailed planning for implementation is generally useful for the solution being implemented. Details of what needs to be done, by whom, how, when, etc. need to be worked out before actual implementation.

5. Evaluating the Outcome: Did the solution solve the problem? Did it solve it fully or only partially? Has it led to a new problem? How do we systematically evaluate the outcome of the implementation of the chosen solution? These questions need to be looked into at this stage.

Conflict Resolution

Conflict is inevitable in the life of a group. When members with different experiences, attitudes and expectations come together in a group, differences are bound to arise. These differences are sometimes suppressed, and not openly discussed. Sometimes, the emotions behind the differences in the two parties make the expression of conflict quite intense and visible. The important thing to remember is that conflicts exist in all small groups.

The differences arising out of information, facts and knowledge are easy to resolve. Confusions about roles, coordination and responsibilities can also be sorted out in the group. The most difficult conflicts to resolve (they perhaps never get resolved) are those arising out of value-differences. Values are the core of ourselves – things we believe in. If you and I beliee in different sets of things, it is rather difficult to resolve our differences.

The most important thing that can be done in these situations is to understand the real causes for differences.

Why is conflict resolution seen as a process? Because conflicts do not go away; each conflict resolution also feeds into the next conflict in a group. It is, therefore, useful to see conflicts as a series of differences in a group, each having some link to the next. How the group deals with conflicts affects the manner of its functioning.

The following common ways are used to deal with conflicts in a group:

Avoiding: Withdraw from conflict situation, leaving it to chance.

Smoothing: Generally cover up the differences and claim that things are fine.

Bargaining: Negotiate to arrive at a compromise, bargain for gains by both parties.

Forcing: Push a party to accept the decision made by some leader.

Problem-Solving: Confront the differences and resolve them on a collaborative basis.

A problem-solving approach implies open recognition, an acceptance of different positions and a desire to change one's positions. It can be a threatening process. But open resolution of conflicts creates the possibility of more creative and high acceptance in the group.

Small Group Facilitation

A small group needs facilitation so that it functions as an effective group and is able to successfully accomplish its tasks. Facilitation of a small group can be performed by members themselves, or with the help of an outside facilitator. There are certain requirements for an effective facilitation.

First of all, we need to know what to facilitate. This is where our understanding of small group dynamics can help. We need to facilitate

- the effective performance of task and maintenance functions in a group (particularly ensuring that maintenance functions do get performed)
- the effective process in a group (particularly ensuring that member pay attention to the processes as well)
- the effective resolution of issues of inclusion, influence and intimacy (ensuring specifically that unresolved issues do not hinder group performance)
- the smooth transition of the group from one stage to another (specially ensuring that it reaches and stays at the fourth stage), and
- the task accomplishment of the group.

Besides, we need to have an understanding of the desirable directions for a group. For example, we know what the characteristics of an effective team are. Now, if we find that the group is not developing these characteristics, then we can facilitate the group to move in those directions. Hence, a clear understanding of what an effective group is essential to decide what to facilitate.

We may also need to facilitate inter-group interaction, and perhaps collaboration between more than one group. We can facilitate inter-group cooperation only if we understand the likely causes of conflict across groups in order to resolve them effectively.

Source: Training of Trainers: A Manual for participatory Training Methodology in Development (1987) Published by the Society for Participatory Research in Asia, New Delhi

SECTION 2

PUANDESA GUIDEBOOK

FOR

UTILIZATION OF UNUSED RESOURCES

PUANDESA

GUIDEBOOK

FOR

UTILIZATION OF UNUSED RESOURCES

(HANDICRAFT)

FEBRUARY 2004

PUANDESA COMMITTEE

SABAH

INTRODUCTION

There are potentials for handicraft production in rural area.

Sabah is rich in flora and fauna. There is a huge potential for making handicraft products by utilizing their natural resources. Moreover, by-products from agriculture, forestry and fisheries activities in the rural village are available to support handicraft production as sustainable raw materials.

If you have an idea of starting handicraft production, this guidebook will give you information about how you can realize it.

This guidebook integrates the necessary information in the following components to show you the steps, know-how and sample of "Utilization of Unused Resources and By-Products".

The components of this Guideline are:

We hope that this guidebook will contribute to increase of your income and to your rural life improvement.

February 2004

PUANDESA*[1] Committee, Sabah

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[1] The PUANDESA Study (The Study on Development for Enhancing Rural Women Entrepreneurs was conducted from February 2002 to February 2004 by the Ministry of Agriculture and Food Industry, Sabah and the related agencies with technical cooperation of Japan International Cooperation Agency (JICA).

1. Concept of "Utilization of Unused Resources and By-Products"

"What is the Unused Resource?"

Any kind of resources, which grow naturally in the village and have not been used, such as flowers, leaves, grasses, seeds, insects, shells, and cocoon, etc.

"What is the By-Product?"

Products other than main product from agricultural, forestry and fisheries activity, such as trunks, stalks, leaves, flowers, seeds, and shells, etc.

By-products example:

Main product	Activity	By-product
Fruit	Banana Plantation	Leaves Trunks
Fruit	Pineapple Plantation	Leaves Trunks
Seed	Corn Plantation	Leaves Trunks
Sugar	Sugar Cane Plantation	Bagasse Leaves Trunks
Rubber	Rubber Tree	Leaves Seeds
Honey	Apiculture	Beeswax Beehives
Silk	Sericulture	Leaves Fruit Pupa
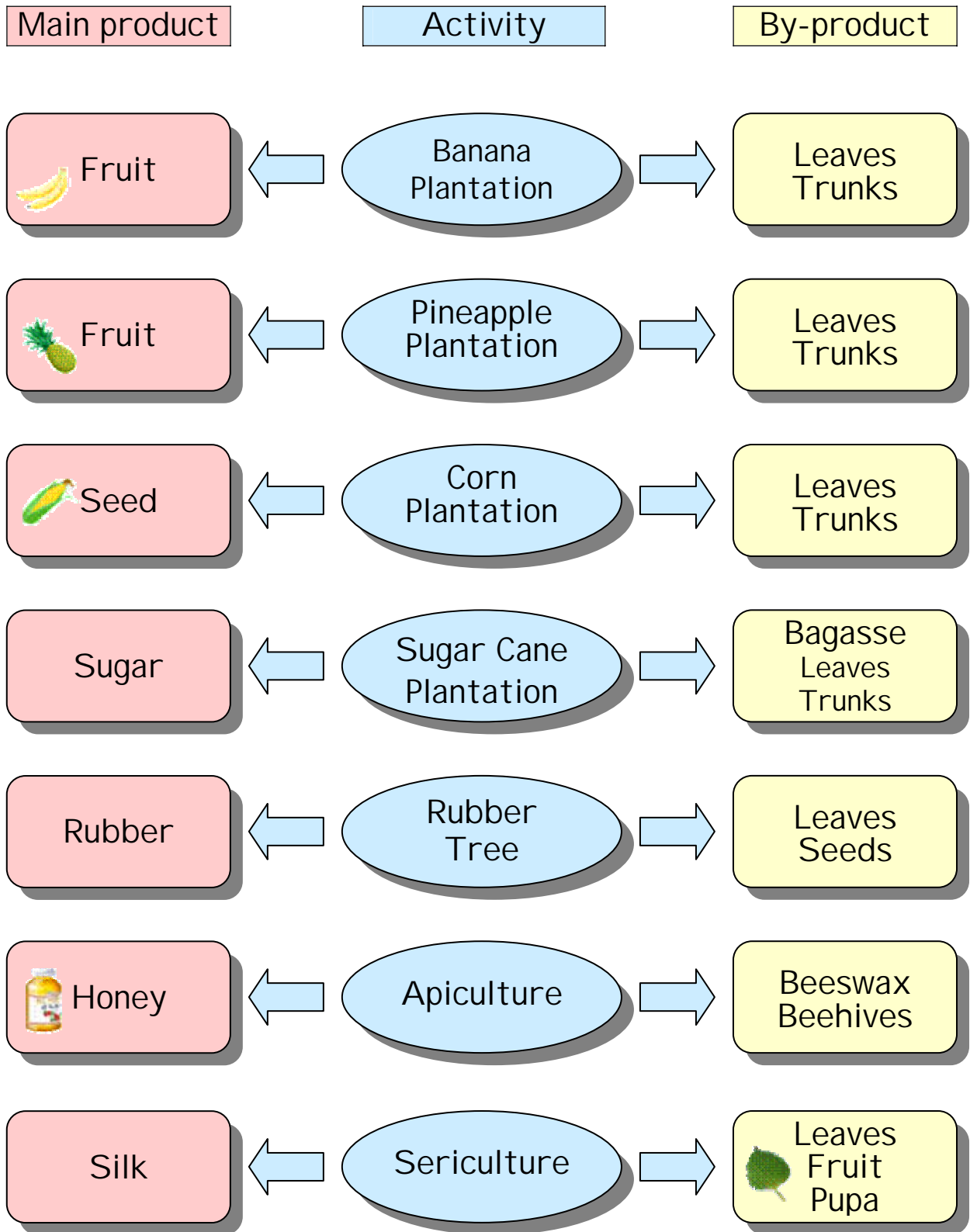
Why the activity of
"Utilization of Unused Resources and
By-Products" is recommended?

Because, The activity of "Utilization of Unused Resources and By-Products" is promoted

- to generate income in the rural area and to enhance the standard of living in the rural society, with a minimum investment.
- to diversify activities in villages, preventing a monoculture and innovation of low-priced mass products.
- to prevent unnecessary out-migration from villages to the urban areas and to establish self-reliance in rural society by create the product from sustainable familiar resources in the village.
- to enhancing rural women entrepreneurs, starting easily. (anywhere, anytime, anybody)

The Image of

"Utilization of Unused Resources and By-Products"

For example, from "Fruit tree plantation", you are possible find the several resources in the drawing.

Harvest is not only Fruit but also:
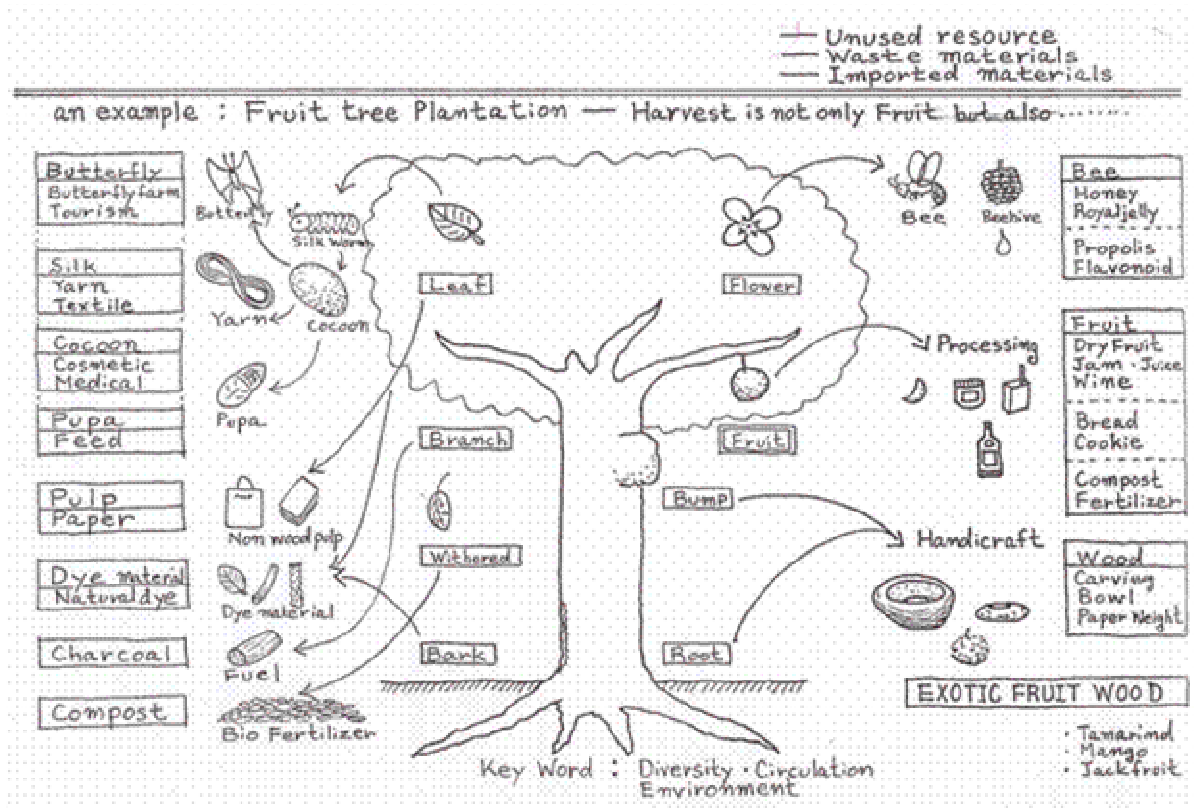
2. Handicraft Production Example by Unused Resource and By-Product

SAMPLE 1: Wild Cocoon (Unused Resources)

Wild Moth's Empty Cocoon ⟹ Wild Silk

<Indonesia Wild Silk Development Project>

Resource: Wild moth's cocoon

Empty cocoon after moth emerge is unused in the nature
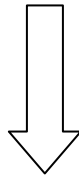
Note:

Environmental preservation.
Ecosystem integrity.

Create Products:

Wild Silk Product

Yarn
Textile
Handicraft goods
Construction materials
Cosmetics

SAMPLE 2: Weed (Unused Resources)

Weed $\implies$ Handicraft

< Philippines Handicraft >

Resource: Weed

This plant was weeded as a plant, which disturbed agriculture.
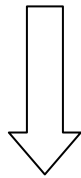
Note:

Weed with very strong fertility

Create:

Handicraft
Carpet
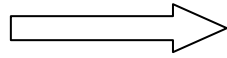
Nipper Leaves　　　⟹　　Salt

Resource: Nipper Leaves

The nipper's leaves are traditionally used as roofing materials.

However, other use is not so done.
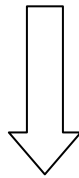
Note:

Environmental preservation. Ecosystem integrity.

Create:

Salt

SAMPLE 4: Stalk of Banana
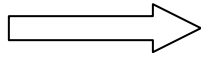
Banana Stalk ⟹ Fiber and Textile

Resource: Banana Stalk

After the fruit is harvested, usually the stalk and the leaf are cut down and burned.
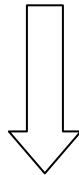
Note:

Burning the resources is not good for environment
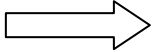
Create:

Natural Fiber and Textiles

Handicraft Goods

SAMPLE 5: Stalk of Mulberry (By-product)

Mulberry Stalk $\Longrightarrow$ Paper Textile

< Laos Handicraft >

Resource: Mulberry Stalk

The leaf of the mulberry is given to the larva but the stalk is not used in silkworms breeding farm villages.
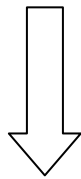
Note:

Create:

Paper

Paper Textile

Handicraft Goods

SAMPLE 6: Buntui (Unused Resources)

Buntui and Any Kind of Plants ⟹ Paper

< Sabah Handicraft >

Resource: Buntui

Buntui has a very strong fertility.

However, Buntui is unsuitable for food because of strong itchiness.
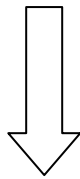
Note:

Environmental preservation.
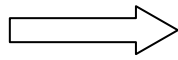Ecosystem integrity.

Create:

Paper
Paper Bag
Bookmark
Envelope
Handicraft Goods

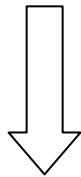## SAMPLE 7: Beehive < Honeycomb > (By-product)

Beehive ⟹ Candle

< Sabah Handicraft >

Resource: Beehive

Beehive produces honey every three months in the apicultural activity, but its beeswax has not been so used.
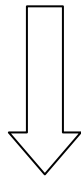
Note:

Create:

Candle

Cosmetics

SAMPLE 8: Oil (Coconut Oil, Palm Oil, Wasted Oil)

Coconut Oil or Any Kind of Oil ⟹ Soap

Resource: Oil

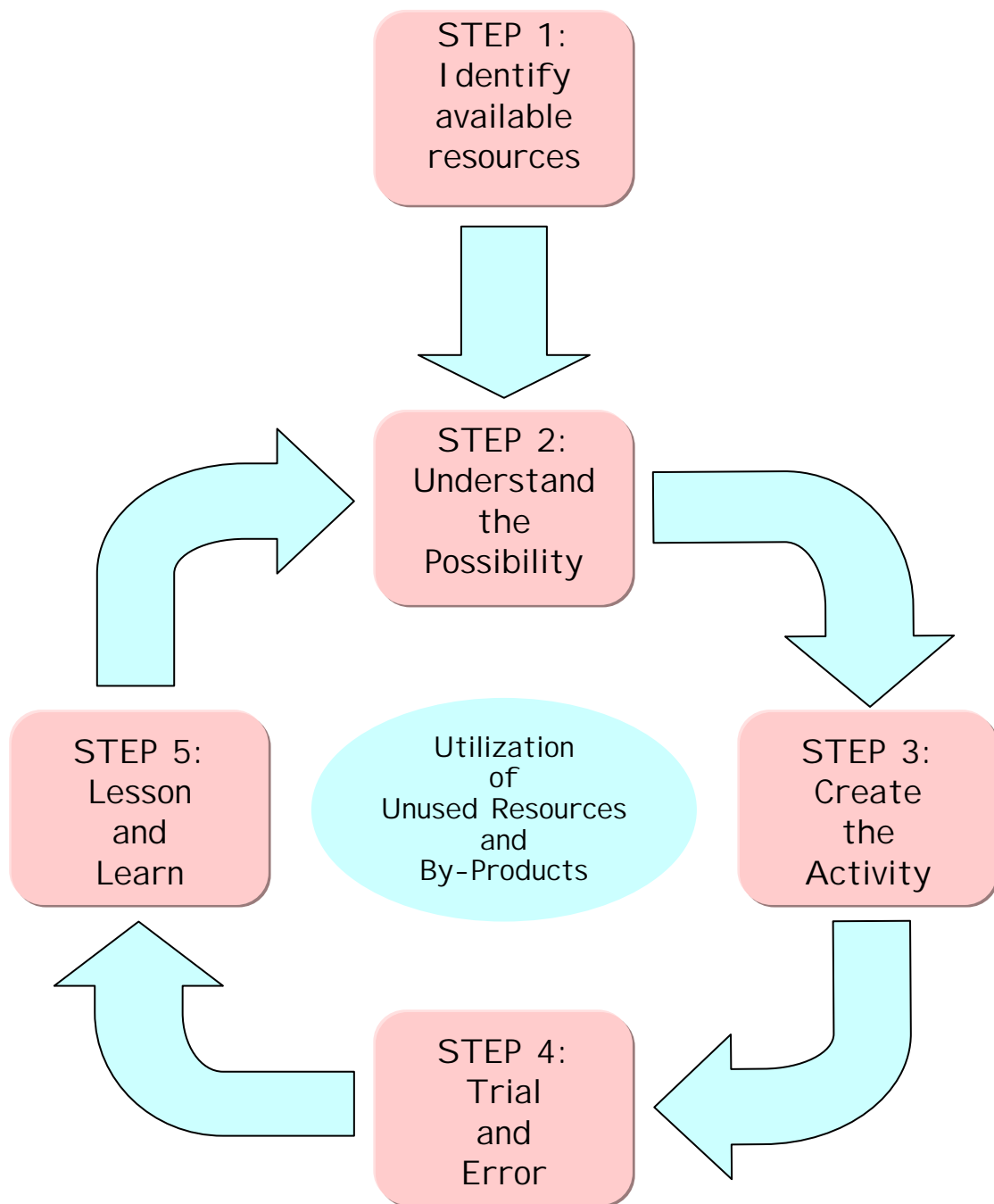It is common that soap is made from oil.

Note:

Create:

Soap

Cosmetics

3. Flowchart of the Steps of "Utilization of Unused Resources and By-Products"

Let's create the utilization of familiar resources in your village

STEP 1:
Identify available resources

STEP 2:
Understand the Possibility

STEP 3:
Create the Activity

STEP 4:
Trial and Error

STEP 5:
Lesson and Learn

Utilization of Unused Resources and By-Products

STEP 1: Identify Available Resources

Find and list up the resources available in your village.

- ■ Abundant agricultural by-products are sustainable resources (e.g. leaves and stalks of banana, pineapple, corn, sugarcane, ground-nut etc.)
- ■ Unused resources which grows naturally in village
- ■ The "pest" also has the possibility to turn into profitable resources

Selection of resources to differentiate from another region

- ■ Resources with regional characteristic
- ■ Region's own resources
- ■ Traditional resources

Note:

- ◆ Environmental preservation
- ◆ Ecosystem integrity
- ◆ It is necessary to consider replanting or breeding of the plants for a steady supply of resources.

STEP 2: Understand the Possibility

- Understand the characteristic of the resources.
- Find the potential of the resources
- Examine the possibility of the unused resources
- Find the value as alternative goods.

Note:

- Unused resources are filled with possibilities
- The characteristic and potential of the resources are found through repetitive "trial and error."
- You can become a pioneer by creating the new usage of the unused resource.

STEP 3: Create the Activity

There is no manual for utilizing the unused resources, and all the activities require creativity.

■ Create the handicraft goods, which make the best use of the characteristic of the material.

■ Create tools and equipments suitable for dealing with the material and the technique.

■ Create original handicraft goods with an original technique and the material.

■ Create the handicraft goods, which reflect the regional characteristic.

■ Create the handicraft goods, which raise the additional value by uniting the tradition and modern technology.

Note:

◆ Creativity: The knowledge obtained from trial and error

STEP 4: Trial and Error

There is no manual to utilize the unused resources, and the techniques are developed only through the trial and error.

- The characteristic of the material can be understood through the trial and error.
- There will not be a new finding without trials and errors.
- The idea comes to reality through the trial and error.

STEP 5: Lesson and Learn

There will be a lot of findings if it is an unused resource no one has tried before.

- Failure is a mother of Success.
- Do not afraid failure, learn from it.
- A new creation is developed from new information obtained from the trial and error.

Sample case in paper making activity

- First, the unused resource in the village was looked for.
- The "Buntui" which grew naturally and abundant in the village was found. (Finding)
- It was understood that the "Buntui" was not eaten because of the itchiness. (Understood)
- The stalk was cut out and each section was examined. (Trial)
- It was found that the section of the stalk was similar to the section of the Eichhornia crassipes Solms-Laub. (Finding)
- Eichhornia crassipes Solms-Laub is known as a material for paper making. (Understood)
- Accordingly, the possibility of the paper making from the leaf of the "Buntui" was examined. (Create)
- To extract the fiber, the leaf of the "Buntui" was boiled with lye. (Trial)
- It was understood that the itchiness disappeared from "Buntui" leaf after boiling with lye. (Learn)
- It was understood that "Buntui" leaf has a strong adhesiveness (Understood)
- The adhesiveness of "Buntui" made paper making possible from corn and weed which are usually unsuitable for paper making. (Trial)
- It was understood that any kind of fiber would be suitable for paper making if mixed with "Buntui" leaves. (Finding)

Sample case in paper making activity (continued)

- It was found that the paste usually used for uniting fibers in paper making could be substituted by the adhesiveness of the ″Buntui″ (Understood)
- The paper making method suitable for the village was developed through repetitive trials and errors. (Create)
- Tools and materials for the paper making were substituted by kitchen tools available in the village. (Create)
- The continuous handicraft production with a little investment using the leaf of ″Buntui″ developed a new method of paper making applicable by anyone, at anywhere, and in anytime. (Create)

4. Sample Cases

How to Make Grass Paper (Non-wood based paper)

1: Collect the Material

- Abundant agricultural by-products are sustainable source for making paper.
  (e.g. banana, pineapple, corn, sugarcane, ground-nut, etc.)

- Collect unused leaves and stalks of all the plants, which grow naturally in surroundings.

Note: It is necessary to consider replanting of the plant for a steady supply of the unused resource.

2: Use of Special Material

Note: Buntui improves the uniting power between materials.
Therefore, any kind of plant fiber becomes the paper
making materials by using Buntui leaves together.

Kapok fiber provides soft and strong paper products.

3: Select and Cutting of Material

- The thickness, strength, and the shade of each fiber are different. Therefore, prepare the materials matched with an image of final paper.
- Cut material (leaves and trunk) into small pieces with scissors.

4: Boil the Material and Extract the Fiber

- Pour alkaline water or Air Abu into cooking pot. Boil material for 1-2 hours. (Buntui - 1hr. Banana, corn, sugarcane – 2 to 3hrs.)

- Air Abu is used to make fibers soften.

5: Bleach and Wash the Material

- Pour fibers into a bucket and bleach with bleaching liquid till fibers turn white or at least green color disappears.

- Use coffee cloth strainer to wash fibers with plenty of water to remove excessive starch from buntui fibers and to remove bleach smell

6: Pounding the Fibers

- Pound cooked fibers in a wooden mortar for 15 to 25 minutes or use electric blender to grind them.

7: Completion of Paper Making Material

- Finely grinded fiber is ready for use to make paper.

8: Equipment and Paper Sheet Making

- Basic Equipment for papermaking : plastic basin, perforated basket, net.
- Put water in a plastic basin.
- Lay the material on the net which is spreaded on the perforated basket.
- Make the surface flat while floating the net on water.

9: Drying

- Dry under the sun but avoid excessive drying which make paper shrink unevenly.

10: Creation of Product

- Paper is one of the most basic materials for handicraft.
- Various handicraft goods can be made from creativity.

Note: All works of the above-mentioned photograph were made in PUANDESA project in Sabah.

How to Make Honey Candle (Beeswax Candle)

1: Collect the Beeswaxes from Beehive

- Beeswax is taken from the beehive.
- Collect the beeswaxes after honey is removed.

2: Remove Impurities

- Put beeswaxes into water and boil.
- Wait until beeswaxes melt enough.
- Remove impurities.
- Leave still until next morning.

3: Making Pure Beeswaxes

- Separate water and beeswaxes. Leave just as it is after one night from the Step 2.
- When impurities still remain, repeat the above-mentioned several times.
- The final pure beeswaxes are beautiful deep yellow.

4: Dissolve the Pure Beeswaxes

- Dissolve the pure beeswaxes in the boiling hot water.
- Do not heat too much to avoid evaporation.

5: Selection of the Container

- Select an appropriate candle container.

6: Filling the Wax

- Pour the dissolved beeswax to the container

7: Prepare Wick

- Prepare wick by dipping a cotton thread into a molten wax.

- Use medium size thread for wick - please note thick wick burns shortly.

8: Cooling Down

- Cool down and harden the wax till a wick stays steady.

9: Finishing

- Fill the cracks and make the surface smooth. (Cracks are caused by shrinkage of candle wax.)

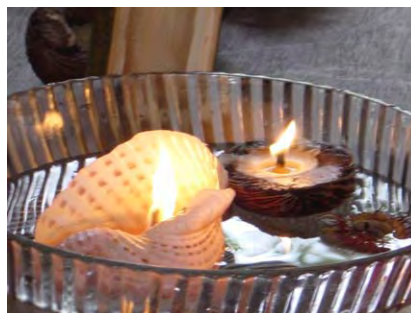- Add the dissolving wax again for the surface finishing

10: Product Sample

- Candle products in different size and shapes.
- Various containers are used, such as bamboo, snails shell, and coconuts shell.

11: Special Product: Reflection

- Using a coconut shell to produce a reflecting ray of light.

12: Special Product: Floating Candles

- Candles floating on water.

5. Information and Contacts

(1) When you need assistance in handicraft production activity:

- ➢ DOA KPWM extension staff will help you
- ➢ KPD field staff can also support you
- ➢ Please contact local DOA or KPD extension staff
- ➢ You can get information about handicraft, Please refer to " HANDICRAFT SUPPORTING GUIDE"
- ➢ There are nine organizations/agencies, which have been supporting the development of handicraft promotion in Sabah. (PKKM, KPLB, KEMAS, DOA, KPD, SPS, YUM, YS, IDS), establishing the "SABAH HANDICRAFT COMMITTEE". Please contact to the committee.
- ➢ PKKM and KEMAS extension staff will assist you in providing handicraft products training
- ➢ If they are not available, please contact near-by DOA district office

(2) When you want to start micro-scale business:

- ➢ DOA KPWM extension staff will help you
- ➢ KPD field staff will also support you
- ➢ Please contact local DOA or KPD extension staff
- ➢ Please refer to "GUIDELINE FOR RURAL WOMEN ENTREPRENEURS TO START MICRO-SCALE BUSINESS IN YOUR COMMUNITY"
- ➢ If they are not available, please contact near-by DOA district office