

Facilitator guide

MODULE 4: EMPOWERING MARGINALISED ACTORS

Purpose: Participants understand the importance of empowering marginalised actors to engage with the participatory process and have the tools and skills to address this

Learning objectives:

Participants will be able to:

- Understand the importance of empowering marginalised actors to participate in and benefit from the PMSD process
- Know the competencies and relevant skills required by marginalised actors
- Be aware of a range of capacity building tools
- Have experienced a range of exercises which can help to build the skills of marginalised actors, and know how to adapt and use these
- Be able to plan and run a capacity building session for a group of marginalised actors

Materials:

- ❖ Timer
- ❖ Playing cards (or animal cards or plain coloured cards)
- ❖ [4.1 Empowering Marginalised Actors – slides](#)
- ❖ [4.2 Key Skills for Marginalised Actors](#) (one for each participant)
- ❖ 5 x [4.3 Presenting Barriers and Solutions Worksheet](#)
- ❖ 4 x [4.4 Role Play Worksheet](#)

Session title	Time
Introductory session	20 minutes
Matching cards	30 minutes
Presenting barriers and solutions	60 minutes
Using role play part 1 – Designing a role play exercise	60 minutes
Using role play part 2 – Trialling the role play exercise	120 minutes
Different representation approaches	40 minutes
Total	5½ hours

Session title: Introductory session
Time: 20 minutes
Materials: <ul style="list-style-type: none"> ❖ Slides 1-6 ❖ 4.2 Key Skills for Marginalised Actors (one for each participant)
Objective: <ul style="list-style-type: none"> ➤ To introduce the topic and gather participants' objectives for the module
Process: <p><i>Present:</i></p> <p><i>[slide 1]</i></p> <ul style="list-style-type: none"> • The process of Participatory Market System Development offers the <i>opportunity for market actors to make markets work better for them</i>. However <i>not all market actors are equally well-prepared</i> to make the process work for them. <i>Step 4: Empowering Marginalised Actors</i> will help you to think about how to empower those actors who start from a point of marginalisation so that they become better able to interact effectively and creatively with powerful, capable or confident actors in order to get a “better deal” and add value to the whole system. • In all PMSD processes, this step typically involves working with micro-entrepreneurs or small producers. However, producers may not be the only actors that need attention under this step. Labourers, local service providers, small shop owners and some market chain intermediaries often need empowerment to help them engage. <p><i>Ask:</i></p> <p>What do you think may be some of the reasons that marginalised actors may not be ready to engage in the PMSD process? <i>[open discussion]</i></p> <p><i>Present:</i></p> <ul style="list-style-type: none"> • This module will give you the tools to help you to empower marginalised actors by building: <ul style="list-style-type: none"> - market literacy, - skills and attitudes to interact with multiple actors - representation and mobilisation – e.g. farmers talking to farmers to share information <i>[slide 2]</i>. <p>Under each of these competencies is a further list of skills. We will go into each in more detail in a moment...</p> • This module will be much like a Training of Trainers. You will experience a number of exercises, which you can adapt and use to train any group of marginalised actors. • <i>[slide 3]</i> Let's go through the agenda for this module.

- Let's have a look at the key skills required for each of these competencies
[show slide of competencies again and then go through slides 4, 5 and 6]
[See notes below for a narrative to accompany these slides]
- [hand out copies of 4.2 Key Skills for Marginalised Actors]
This handout outlines all of the key skills required, and which exercises are designed to develop them. Most of the exercises will develop more than one skill simultaneously. You can see the example of the 'matching cards' game that we are about to play. This game has been designed to help marginalised actors to develop the skill of "Seeing their influence on others" as well as a couple of others that we will ask you to identify.
- As we go through the day you will have the opportunity to tick off the other skills we develop as well as think about how to develop your own exercises to fill skills gaps.

Ask:

Are there any other skills marginalised actors will need that are not on these lists?

- Add these to the bottom of the handout

Notes:

Ensure that people understand we are referring to those marginalised in the market system – i.e. farmers, labourers etc, not the most marginalised in the society e.g. women, disabled people or particular ethnic groups. These guidelines are not adequate for dealing with those issues.

Slide notes:

[Slide 4]

Q: What do you think 'market literacy' means? How would you define it?

Market literacy enables actors to understand the factors that shape the market systems in which they participate; the *interconnectedness and interdependency* of different actors and therefore *the importance of relationships and interaction* between these actors to achieving improvements in inclusion, equitability and competitiveness of the market system.

Market literacy skills also allow marginalised actors to see the *economic factors that strongly influence behaviour* of market actors. Helping marginalised actors understand why other market actors make the choices that they do is very important. It enables them to *strategise how they can interact with other actors* on terms that will interest them.

Skills that actors should gain:

1. **Understanding a system and placing themselves in it** – seeing past one's own immediate space (for example their farm, intermediary or shark lender) to seeing the system as a whole and where they fit in it
2. **Seeing their influence on others** – this is connected to seeing themselves as part of the system. It may feel to them like their actions have little impact on others, and it's important to start to understand the connectedness and interdependence of all the

parts of the system

3. **Seeing themselves as knowledge-holders** – they may not previously have been valued for the knowledge they have, but it will become increasingly vital as the process goes on. They will have knowledge that is required both by other market actors and by fellow producers. It is also important that they see the value of knowledge to them and their business
4. **Using business language** – to ensure that they can communicate effectively and be heard and taken seriously. One specific and important example is the understanding of the issue of price as one more helpfully discussed in terms of quality and volume

[Slide 5]

Q: What do you think we mean by multi-actor interaction?

This is the process whereby representatives of producers or other marginalised groups will need to engage with other actors in the system in order to transform the system as a whole. Interaction skills enable marginalised actors to have the confidence to interact with more powerful actors in the market system and to have the ability make this interaction effective.

Skills that actors should gain:

1. **Understanding the importance of interaction for change** – knowing that one actor alone cannot affect change in the entire system and understanding that by working together changes can be made that benefit everyone. Seeing the benefits of creating *trust* and *transparency*
2. **Seeing from others' points of view** – in order to bring others on board by understanding their *needs* and *motivations*.
3. **Communicating clearly, concisely and confidently** – to maximise the input and inclusion of the group
4. **Articulating barriers and solutions** – in a constructive way that is understood by all. Being able to describe the impact on others of a particular barrier and the benefits to others in cooperating in the solution.

[Slide 6]

Q: What do you think we mean by Representation and mobilisation?

This is the process whereby a small number of representatives takes forward the issues identified by the marginalised group. This is because the processes involved – market mapping, action planning, interest forums etc are far more effective with small groups of people, and there may well be hundreds if not thousands of producers involved in a market system.

1. **Understanding the benefits of coordination and cooperation** – that by working together everyone can be more effective and get their needs met
2. **Representing common challenges** – it is vital that representatives know they are spokes-people for the group as a whole, and so the forum is not a space for them to voice their specific issues
3. **Reporting back effectively** – because information is power. It is really important that reporting back is done effectively and regularly so that all can benefit

4. **Getting other actors excited about change** - A good representative needs to be a mobiliser – to encourage the other farmers in the system to engage, take interest and seek ways to make the process work for them

Session title: Matching cards

Time: 30 minutes

Materials:

- ❖ Playing cards / coloured cards / children’s animal cards (the number of packs required should be determined by the following:
 - Decide what size groups you will have (5 works well) and divide cards so you have one ‘set’ of four cards per person (e.g. if using playing cards, a group of five would get all the 1s, 2s, 3s, 4s & 5s, if using animal cards they may get 4 cows, 4 sheep, 4 goats, 4 chickens and 4 pigs). When you have the right number of sets, shuffle them and give each group member 4 random cards

Objective:

Skills built:

- Seeing their influence on others
- Understanding the importance of interaction for change
- Understanding the benefits of cooperation

Process:

Activity:

- *[Each person should be given 4 random cards, each group should have the correct number of ‘sets’, so that each member can make a set of four cards]*
- “The objective of the exercise is for each team member to collect four cards of the same number” [or animal or colour...]

Round 1

• Rules:

- If you want to exchange a card – put it face down in the centre of the circle and take another one
- Participants should hold no more than four cards at any time
- **Keep your cards hidden**
- **No talking is allowed**

- *[Continue until all groups have created all their sets. Occasionally someone might say “I’ve done it!” when they have got a set of 4 – remind them that the objective is for each team member to create a set.]*

Round 2

The cards must all be collected and shuffled and 4 random cards handed to each participant again.

- Round 2 is exactly the same except with 2 new rules:
 - **Cards must be laid face up on the table**
 - **Talking is allowed**

Debrief:

- What happened in round 1 and in round 2?
- Can you relate what happened in that exercise to a real-life experience? *[get some sharing of examples]*
- How could you apply that to the experience of the producers you will be working with?
- How could you use/adapt this exercise to highlight the benefits of horizontal communication to market actors?
- What key skills do you think this exercise could develop? Tick these off on your worksheet (you will see one of them has already been ticked)

Notes:

- When giving the instructions for the exercise, **do not suggest that they are competing with each other**. Also, **do not explicitly tell them to work together**.
- Points to highlight in the debrief:
 - The focus of players moved from being on the objects in front of them to being on the relationships between them – this is key to transforming market systems.
 - Cooperation is not just about ‘helping each other out’ it actually enables increased efficiency and effectiveness.
 - Our tendency to tackle problems by ourselves without asking for help can stop us from seeing the larger system and the interdependencies of different actors, and is therefore a barrier to problem-solving.

<p>Session title: Presenting barriers and solutions</p>
<p>Time: 60 minutes</p>
<p>Materials:</p> <p>❖ 5 x 4.3 Presenting Barriers and Solutions Worksheet</p>
<p>Objective:</p> <p>For participants to experience an exercise which can build the following skills:</p> <ul style="list-style-type: none"> ➤ Seeing themselves as knowledge sources and users ➤ Using business language ➤ Seeing from others' points of view ➤ Communicating clearly, concisely and confidently ➤ Articulating barriers and solutions ➤ Representing common challenges
<p>Context:</p> <p>For the voices of marginalised actors to be heard, they need to be able to articulate issues in a clear and concise way and relate them to the concerns of other market actors. The following exercise will give them a chance to practice this and get some feedback.</p>
<p>Process:</p> <p><i>Activity:</i></p> <p><u>Step 1</u> - 30 mins</p> <ul style="list-style-type: none"> • Refer back to the barriers that were identified in the Participatory Market Mapping Workshop in module 2. Select 3-5 key barriers that could have the biggest, positive knock-on effects if they are overcome in the system • <i>[divide people into groups depending on the number of key barriers you have identified and allocate one barrier/issue to each group]</i> • In your groups, you will have 30 minutes to prepare a short 3-minute presentation of your issue, imagining that you are the marginalised actors presenting to the other market actors • Start by completing the worksheet as a group • Now think about <u>what</u> you want to say, how best to <u>structure</u> it and what <u>language</u> to use to appeal to the needs of a variety of market actors • Choose a representative to present to the whole group – they should practice and be coached by the rest of the group. Give them a chance to run through it once then give them feedback about: <ul style="list-style-type: none"> - How clearly they articulated the barrier and solution - How well they 'sold' it as something important to the other market actors <p><u>Step 2</u> - 30 mins</p>

- Come back together as a large group
- *[Write 'What helped me to understand and support you', and 'What stopped me from understanding and supporting you' on a flipchart]*
- Each group will provide feedback to one other group (e.g. group 1 to group 2, 2 to 3 and 3 to 1) based on these two categories
- *[Identify the order in which the groups will present and give feedback. Assign the role of a different market actor in the system to each member of the group giving feedback – e.g. trader, wholesaler, transporter]*
- As you watch each presentation, take on the role of the actor that has been ascribed to you and listen with that in mind.
- *[ask the 'representatives' of each group to come up in turn, remind everyone which group will be giving feedback, and ask them to present]*
- Each member of the feedback group should give 2 sentences of feedback in their 'role' – in relation to the two questions on the flipchart
- *[Facilitator should also give feedback – see notes below for tips]*

Debrief - 15 mins

- What are some general lessons about what works and what does not work in terms of presenting and discussing barriers?
- How could you use/adapt this exercise to teach presentation skills to market actors?
- Tick the key skills this exercise has taught you off on your worksheet

Notes:

- In advance of the training, have a think about which market actor role you will give to each participant
- Go round and assist / provide feedback to the groups as they work on their presentations
- When giving feedback, wait until last so that if there are any gaps in participant feedback you can fill them. Potential things to mention:
 - Did they use appropriate business language?
 - Was their point articulated clearly?
 - Was it phrased in a way that would convince other actors to engage with it?
 - Did they outline the systemic issue (rather than focusing on it as a personal problem)?
- If you have access to video equipment – you could film the presentations and play them back to the whole group. In this case you should also give the presenting group the opportunity to feedback to themselves

Session title: Part 1: Designing a role play exercise to build the capacity of marginalised actors

Time: 60 minutes

Materials:

- ❖ [4.4 Role Play Worksheet](#) (one per group)
- ❖ [4.2 Key Skills for Marginalised Actors](#) (from before)

Objective:

- To build participants' skills in planning capacity building sessions

Context:

Role play is an essential part of empowering marginalised actors and has the potential to build skills in the three areas we have identified – market literacy, multi-actor interaction and horizontal communication.

Role play in its essence is about simulating a realistic scenario in order to build capacity and receive coaching and feedback. Role play can give marginalised actors the opportunity to:

- Try out new skills and strategies in a safe environment
- Take on the role of another market actor and see the system from their perspective

The presentations you have already done in this module are a form of role-play.

Process:

Activity:

- In this session, you will be working in small groups to design a 20-minute role play exercise which could be used with groups of marginalised market actors, to help them to build a number of key skills
- You will have 1 hour in total to plan and prepare for this exercise. In the next session you will get the chance to test out your role play exercise, **using the rest of the group as your participants**. If it's successful, you could adapt it to use in your own training sessions/workshops with marginalised actors!
- *[Split the participants into groups of 2-5, depending on numbers]*
- Start by choosing 2-3 key skills you would like to develop using this exercise. You should focus on those skills that have not yet been addressed on the *Key Skills for Marginalised Actors* handout *[show slide 7]*, whether they are the skills we listed or other skills that you added at the beginning of the day.
- Next, you will need to think through a scenario you could use to help develop these skills, as well as which actors it would be useful to take on the roles of. *For example – if trying to help marginalised actors to see from other actors' points of view, the scenario could be a conversation between a wholesaler and*

a processor about the quality and price issues for the produce being sold, with the marginalised actors taking on these roles.

- Finally you will outline the process of a 20-minute role-play training session that could be used with marginalised actors. You will need to think about the following:

For the role play exercise (both trial and in practice):

- **What market do you want to use?** The market system the marginalised actors are involved in, to understand it from another perspective? Or a different one in which they have no vested interests, to give them some objectivity?
- **How will you extract the key lessons from the exercise?** Will you pause the role play and ask each actor to say out loud what they are thinking and feeling? Will you ask observers to give their feedback and advice to the market actors in the role play? Will you let the entire role play run through and then review it afterwards? Will you act out something deliberately bad and ask them to do it better?

For the trial session only:

- **Who will act out the role play?** You could act it out within your own group, or test it out on other groups to put your instructions to the test.
- *[hand out the worksheet]*

Notes:

- You may need to amend the exercise depending on numbers. There should be no more than 5 people in each small group, otherwise it becomes very difficult to plan together.
- **If you are planning to do the role play sessions and you have a group larger than 16, it may be better to split the group in half to present to each other – but you can only do this if you have 2 facilitators.**
- If you have a small group there is no problem at all with participants working in pairs
- When they are preparing, make sure that you are on hand for participants to ask you for help. Go around and check that they are on the right track.

Session title: Part 2: Trialling the role play exercise
Time: 2 hours – 4 x 20 minute sessions, each followed by 10 minutes of feedback (depends on number of groups)
Materials: ❖ Timer
Objective: ➤ For participants to experience the value of role play, and the different ways it can be used
Context: This is your chance to try out your session, see how it works and get some feedback
Process: <ul style="list-style-type: none"> • Each group has 20 minutes to run their session however they wish • I will give you a signal when you have 5 minutes left • We will then give you some feedback • <i>[Allow the groups to take it in turns to facilitate their own role play exercises. They should be given the space to lead these themselves – so avoid interrupting during these sessions]</i> <p><i>[After each 20-minute session, take 10 minutes for feedback...]</i></p> <ul style="list-style-type: none"> • <i>[to the group that facilitated the session]</i> – How do you think that went? What worked well? What would you change next time? • <i>[to the rest of the group]</i> – Do you think a role play like this would work if you did it with a group of marginalised farmers? Would it help to build their capacity to take part in the PMSD process? To what extent does it build the skills the group have identified? How might it be improved? • <i>[Finally, add your own thoughts of what went well and what they might consider doing differently]</i>
Notes: <ul style="list-style-type: none"> • Participants may have found the process of running the session quite daunting, so be kind (but honest) with your feedback and ensure that others do the same • Be clear that it is very rare (even for experienced trainers) for exercises to work perfectly the first time you do them. Suggest that they are likely to want to revise their session and may want to do further trials before they use it with market actors. • Discuss with the participants whether more than one role play (in different scenarios and covering other skills) might be useful to help to build the skills and attitudes of marginalised actors.

Session title: Different representation approaches
Time: 40 minutes
Materials: <ul style="list-style-type: none"> ❖ 4.5 Representation Approaches Handout ❖ Flipchart paper
Objective: <ul style="list-style-type: none"> ➤ Explore and understand different representation approaches and their advantages and disadvantages
Process: <p><i>Present:</i></p> <ul style="list-style-type: none"> • Since it is not possible for all the target population of marginalised actors to participate themselves in the interaction activities with other actors, using an approach of representation is necessary. Leaders - nominated or elected in some way - must represent the interest of the wider population of marginalised actors. Although there are no standard and fast rules, a number of different representation approaches have been tried and they may give you some ideas. • <i>[Divide participants into 3 groups]</i> <p><i>Activity:</i></p> <ul style="list-style-type: none"> • Each group will take on a different approach, read the available information and present it back to the group. The presentation will be made up of 3 sections: <ol style="list-style-type: none"> 1. A description of the approach 2. The advantages of that particular approach 3. The disadvantages or risks • These should be written up on the flipchart paper provided • <i>[give out the handouts]</i> <p><i>Present:</i></p> <p><i>[slide 8]</i> Suggested outline of a representative workshop. You will recognise many of the things we have done today. Please note that this is just a sample and should be adapted according to the particular needs of the group as well as time availability and resources.</p>
Notes: <ul style="list-style-type: none"> • If the group you are working with have already identified the particular markets they wish to be working with, you may want to adapt the workshop at this point, have them choose a representation approach and design their workshop.

COMING SOON!
 AWAITING FINALISED GUIDELINES
 FOR THE EMPOWERING
 MARGINALISED ACTORS STEP

**Top
Facilitation
Tip!**

Gathering Objectives for each module

In order to focus your mind, as well as the minds of the participants, it can be useful to **set learning objectives for each module**. These should be based on the outlined topic for each module as well as participants having an idea of what will be covered. There are a number of different ways you can do this:

- **Send out an agenda and request objectives in advance of the module** – this will work if you have time gaps between modules, and will give you the opportunity to tailor the module according to what they say.
- **Get participants into pairs or small groups** at the start of the module to discuss their objectives, then they can report back the highlights to the whole group
- **Ask each participant to think of the one thing they would most like to get from the module** and write them all up on a flipchart. This also gives you the opportunity to review at the end of the day whether or not they achieved their objective.