

Facilitator guide

MODULE 8: FACILITATING CHANGE

Purpose: Participants have the tools and knowledge to facilitate systemic and sustainable change within the market system

Learning objectives:

On completing this module participants should be...

- Aware of a range of tools and activities for facilitating change
- Able to understand the purpose of multi-actor forums and market opportunity groups and the difference between them
- Able to describe and apply the recommended approach for facilitating forums
- Able to understand the benefits and risks of using subsidies
- Able to describe key strategies to mitigate the risks of using subsidies

Materials:

- ❖ Flipchart and markers
- ❖ Projector / TV / large laptop
- ❖ [8.1 Facilitating Change - slides](#)
- ❖ [8.2 Photopod Cold Milk for Hot Profits](#)
- ❖ [8.3a Multi-Actor Forums handout](#)
- ❖ [8.3b Market Opportunity Groups handout](#)
- ❖ [8.3c Facilitating effective forums handout](#)
- ❖ [8.4 Examples of Smart Subsidies](#)
- ❖ [8.5 Key Principles and Tips on Subsidies](#)

Session title	Time
Introduction	60 mins
Multi-Actor Forums and Market Opportunity Groups	50 mins
Creating the space for learning	30 mins
Participatory monitoring	30 mins
Smart subsidies	60 mins
Total	3 hours 50 mins

Session title: Introduction
Time: 50 minutes
<p>Materials:</p> <ul style="list-style-type: none"> ❖ 8.2 Photopod Cold Milk for Hot Profits ❖ Something to view photopod on – eg. projector / TV / large laptop ❖ 8.1 Facilitating Change – slides 1-3
<p>Objective:</p> <ul style="list-style-type: none"> ➤ Introduce some of the tools and activities for facilitating change ➤ Gather participants’ key questions for the module
<p>Context:</p> <p>Today we are going to be looking at Facilitating Change, the step in which we move from dialogue to facilitating the actual transformation of the market system. To bring this step to life we are going to start with a Practical Action case study, described through a photopod – a series of photos narrated by Alison Griffith, one of Practical Action’s experts on inclusive markets.</p>
<p>Process:</p> <ul style="list-style-type: none"> • As you watch this photopod, take a note of your questions and anything that interests or surprises you. • <i>[Watch the Bangladesh photopod] - 25 minutes.</i> • Discuss the following review questions in groups of three - <i>10 minutes</i> <ul style="list-style-type: none"> - What were some of the things you found most interesting about the project? - What were some of the activities and strategies used? - How would you describe Practical Action’s role? - What questions did it raise? <p><i>Plenary – 15 minutes</i></p> <ul style="list-style-type: none"> • What were some of the highlights of your conversations? <i>[Ask for a few responses to each review question]</i> • What are your key questions about Facilitating Change? <i>[go around and hear from each person – note their questions on the flipchart to return to at the end of the module]</i> • Let’s go through the purpose and agenda for this module <i>[slides 1 & 2]</i> • Here are our top tips for facilitating change <i>[go through slide 3]</i>

Session title: Multi-Actor Forums and Market Opportunity Groups
<p>Time: 60 mins</p>
<p>Materials:</p> <ul style="list-style-type: none"> ❖ 8.3a Multi-Actor Forums handout – 1 each ❖ 8.3b Market Opportunity Groups handout – 1 each ❖ 8.3c Facilitating effective forums handout – 1 each ❖ Slide 4
<p>Objective:</p> <ul style="list-style-type: none"> ➤ Participants understand the purpose of multi-actor forums and market opportunity groups and the difference between them ➤ Participants can describe the recommended process through which to facilitate any forum
<p>Context:</p> <p>Two of the elements mentioned in the photopod were Market Opportunity Groups and Multi-Actor forums. These are two tools that can be used to enhance the capacities of market actors and support them to take action to transform their market system. They are essential facilitation approaches in the PMSD process, so we are going to spend some time understanding them in more detail.</p>
<p>Process:</p> <p>Part 1 - 25 mins</p> <ul style="list-style-type: none"> • Get into pairs • <i>[hand out 8.3a and 8.3b to each pair]</i> • Decide between you who is going to read which handout • Take 10 minutes to read your handouts, then take turns to explain them to each other <p><i>Plenary:</i></p> <ul style="list-style-type: none"> • So what is a market opportunity group and what is an interest forum? <i>[check their understanding, and add any points they may have missed if necessary. Refer to the step 7 guidelines for help with this]</i> <p>Part 2 - 35 mins</p> <ul style="list-style-type: none"> • Both the market opportunity groups and multi actor forums can take on a number of different forms. However, regardless of the format there are a number of stages that will help you to facilitate any group effectively. • <i>[go through slide 4 – see slide notes below for narrative]</i> • Team up with another pair to form a group of four <i>[there should be 5 groups so you may need to get people into threes instead].</i> In your group you will reflect on one of these factors in more detail. <i>[Hand out 8.3c]</i> • <i>[Assign a different ‘factor’ to each group]</i> • Read through the different elements of the factor you have been given, then have a think about what other elements might be important to consider. Try to

add two of your own ideas to the handout. You have 10 minutes to do this.

Plenary:

- *[Ask groups in turn to read out the elements already written on the worksheet as well as to share their additional ideas]*
- Do you think there are any key lessons/pieces of advice that have been missed out? If so, would you like to share them with the rest of the group?
- Do you have any remaining questions about Market Opportunity Groups and Interest Forums?

Slide Notes

[Slide 4]

5 key stages in facilitating groups and forums

Build the foundations – In this stage there is intensive involvement of the facilitator in the meetings, although most decisions, such as membership, rules of participation and the location and frequency of the meetings should be made by the actors themselves. Whether it is better to support the revitalisation of an existing platform or to establish a new platform depends on the context, and the leadership of its members.

Interdependence of members – We have found that nurturing greater interdependence of members is a virtuous cycle. As members interact with each other in the forum, they build their relationships. Market actors will increasingly look to the forum as a place where they can network, collaborate, seek support and learn from each other, and seek validation in what they do. The facilitator should start to become less visible as interactions between actors take precedence.

Management and capacity – By this stage, the group starts to take on a life of its own and may change form – whether by becoming more or less formal, expanding or shrinking. Ownership of the group is now transferring to its members, and so it is important that the forum is managed soundly, and that members have confidence in the forum’s management systems.

Effective communication – How the forum communicates with different audiences has a big impact on its effectiveness; it can further the goals of the group, build trust and expand the impact of their innovations. Facilitators should help the forum to build their capabilities in *Member-to-member* and *internal* communication, communication *with other market actors and key stakeholders*, and communication *with potential members*.

Self-determination – As with all facilitation activities, facilitators should keep in mind how the forums they facilitate will sustain themselves after the end of the intervention, or after they have achieved their objectives. If members want the forum to continue to exist, it is very important that by the time facilitators end their support, the forum has become able to manage and determine itself, and continues to push for the shared interests of all the actors.

Session title: Creating the space for learning
Time: 30 minutes
Materials: <ul style="list-style-type: none"> ❖ Flipchart and pens ❖ Slides 5-6 - optional
Objective: <ul style="list-style-type: none"> ➤ Participants become aware of the importance of creating the right environment for learning and reflection – both for their team and for market actors – and know how to go about it
Context: <ul style="list-style-type: none"> • Participatory Market System Development (PMSD) is a ‘learning-by-doing’ approach. You should invest time and resources into monitoring and reflection as you go along and use this learning to guide facilitation and maximise results. • Successful PMSD tends to involve trying things out, monitoring their outcomes, building on successes as you go along, and learning from failures. This is true both for the market actors and for the facilitation team. • It is vital therefore that you are able to effectively create the space for learning, a space in which everyone is focused on the outcomes you are trying to achieve and willing to be flexible with their strategies, and a space in which people are honest about mistakes and failure so that everyone can learn about what does and doesn’t work.
Process: <ul style="list-style-type: none"> • We are all familiar with environments in which we feel supported to share and learn and environments in which we do not. <p><i>Ask:</i></p> <p>Do any of you have any examples of either of these types of environment that you would be willing to share?</p> <ul style="list-style-type: none"> • Therefore you are going to come up with your own list of things you should generally do and things you should generally avoid doing in order to create an effective learning environment. We will call these ‘do’s’ and ‘don’ts’. • I will need 2 volunteers to take notes on the flipcharts <i>[get them working on 2 separate flipcharts – one will write do’s and one don’ts]</i> <p>Part 1 – 10 mins</p> <ul style="list-style-type: none"> • <i>[get participants into groups of 3-5 people, and ask for a volunteer within the group to be the ‘reporter’]</i> • <i>[Ask your note takers to write “[The do’s/The don’ts] (depending which they are) for creating an effective space for learning with market actors and with</i>

your team” on their flipchart]

- You will have 10 minutes to discuss, as soon as you’ve got a couple of ideas, send your ‘reporter’ up to the front to give those ideas to the note-taker while the rest of you continue to brainstorm

Part 2 – 10 mins

- *[ask your note-takers to read out their lists]*
- *[If you think there is anything missing from their list, share slides 5 and 6]*
- If you followed this advice do you think you would create the effective space for learning and reflection that we are aiming for? If not, why not? What is missing?
- Are there any of these dos or don’ts that only apply to the facilitation team or only apply to working with market actors? *[There are likely to be very few, in which case it is worth highlighting this and finding out whether people would have expected the principles to be so transferable?]*

Session title: Participatory Monitoring
Time: 30 mins
Materials: <ul style="list-style-type: none"> ❖ Flipchart and markers (two colours) ❖ Slide 7
Objective: <ul style="list-style-type: none"> ➤ Participants become aware of a range of activities which can be used for participatory monitoring
Context: <p>We have found that engaging market actors in participatory monitoring of tangible and intangible changes in the market system can be a useful exercise around which to facilitate market actors' dialogue and collaboration with each other.</p>
Process: <p>Part 1 – 20 mins</p> <ul style="list-style-type: none"> • <i>[slide 7]</i> • Work in the same groups to come up with a range of activities you can use to enable market actors to share and monitor progress. • List both those that you could do frequently – i.e. in weekly/monthly meetings and those you could do periodically, which could be every quarter, once a year or whatever you judge to be appropriate. We have started you off already with a suggestion to revise the market map on a periodic basis, giving market actors the chance to see what system-wide changes have occurred. • Put a short description by each activity • You will have 20 minutes for this exercise • <i>[Distribute flipchart paper and markers]</i> <p>Part 2 – 10 mins</p> <ul style="list-style-type: none"> • <i>[Give each group a different colour of pen]</i> • <i>[Ask each group in turn to share one of their ideas - the other groups should listen and if they have it on their list, tick it off, if they don't they should add it to the bottom of their list. Keep going till you run out of activities. By the end, all the groups will have the same list]</i> • <i>[Challenge the groups to filter down the list of ideas according to which are low-cost, feasible, effective, or innovative]</i>
Notes: <p>Some ideas for activities could be...</p> <ul style="list-style-type: none"> • Structured short weekly meetings where people report back on, for example, their progress / challenges / concerns • Revision of action plans • Updating/creating a relationship matrix • Sharing stories of significant change

Session title: Smart subsidies
Time: 60 mins
Materials: <ul style="list-style-type: none"> ❖ Flipcharts and markers ❖ Slides 8 and 9 ❖ 8.4 Examples of Smart Subsidies ❖ 8.5 Key Principles and Tips on Subsidies
Objective: <ul style="list-style-type: none"> ➤ Participants understand the benefits and risks of using subsidies ➤ Participants can describe key strategies to mitigate the risks of using subsidies
Context: <p>Subsidies are a key tool in the PMSD toolkit. However, given our focus on sustainability and scale-up of market transformation there are risks associated with their use. So we must be <u>responsible</u> and <u>smart</u>.</p>
Process: <p><u>Part 1 - 10 mins</u></p> <p>The Definition of Subsidies:</p> <ul style="list-style-type: none"> • Would anyone like to attempt a definition of a subsidy? • Within the PMSD Roadmap - Subsidies refer to any type of grant that partially or totally covers the costs of a process, good or product in order to either make it less expensive (and therefore more accessible), or to change the behaviour of key market actors (e.g. to take more risks, experiment more or explore functions or products that they would have not explored without the subsidy). <p>What forms do you think these subsidies might take?</p> <ul style="list-style-type: none"> • <i>[Whole group brainstorm. Refer to note 1 for examples to fill in gaps]</i> <p><u>Part 2 - 20 mins</u></p> <p>Opportunities and Risks</p> <ul style="list-style-type: none"> • At your tables, you have 10 minutes to discuss the following two questions and note the highlights of your discussion on a flipchart: <ol style="list-style-type: none"> 1. Why might you use subsidies? 2. What are the risks of using subsidies? <p><i>[Show slide 8 on the projector]</i></p> • <i>[Quick reports from each group. See note 2 for further examples]</i> <p><u>Part 3 - 30 mins</u></p> <p>Smart subsidies</p> <p>Because of these risks it is recommended that you use subsidies <u>smartly</u> – so... <i>[display slide 9]</i></p>

- **Keep them minimal:** Don't use subsidies and direct delivery unless you have to. Always look to use the minimum level of subsidy. Are there any market actors who have the incentives to invest and support the function in question? Could you facilitate these market actors to address the blockage themselves?
- **Be strategic:** If you choose to use subsidies and direct delivery, be strategic about them. Be clear about their purpose and the objective of their use. Design and plan the subsidised activities to achieve this objective and mitigate the risks of their use.
- **Be cautious:** Be aware of the risks of using subsidies and direct delivery of market functions and mitigate the risks as much as possible if you do choose to use them

Take a look at these *Examples from the field* for cases of smart and strategic use of subsidies, and how to mitigate the risks of their use [*hand out 8.4 and give them a few minutes to read it*]

Mitigating risks

- From what you have discussed and the cases that you have just read, what would you say are the top 3 risks in using subsidies? [*Ask for more if there are more than 3 groups. Note responses on flipchart*]
- Now we are going to look at what you can do to mitigate the risks. Each group will be allocated one of the risks to discuss and come back with your 3 key recommendations. You will have 10 minutes for this.
- [*Quick reports from each group with the opportunity for questions from other groups*]
- [*Hand out 8.5 for all participants to keep as a useful overview on subsidies*]

Notes:

1: Examples could include:

- Asset transfers e.g. tools, livestock
- Sharing cost of inputs e.g. giving out seeds or fertilizer
- Delivering services e.g. training, providing marketing assistance
- Providing start-up funding or finance

2: In case they struggled to come up with them – some examples below...

1. *Why might you use subsidies?*

- Finance demonstrations of innovative practices
- Reduce risk for marginalised or risk-averse actors
- Unlock critical supporting inputs and services

2. *What are the risks of using subsidies?*

- Dependency on time-bound resources
- Unscaleable
- Addressing symptoms rather than causes
- Distortion of existing markets

**Top
Facilitation
Tip!**

Group size:

Some tips and advice on how to adapt the training materials to work with different group sizes, and the ideal number of participants to aim for.

Number of participants	Notes	Suggestions
1-7	You will struggle to run some of the exercises with a group this size	<ol style="list-style-type: none"> 1. Get some more people involved! Invite other staff in the office or from partner organisations – they will get lots of benefit too. 2. Adapt the exercises – use more pair work and have more whole group discussions
8-11	This group size will work well but some exercises will need to be adapted	See notes in the sessions plans
12-16	This is a perfect group size for this training	Aim for this number! You will be able to run most of the sessions with no adaptations.
17-30	This is a large group – the exercises should still be effective but you may find plenary discussions more of a challenge	<ol style="list-style-type: none"> 1. If possible give yourself more time as you may find that sessions take longer with this size of group. 2. Involve a co-facilitator, this size of group is too big for one person 3. You may want to split the group in half for some sections 4. See notes for adaptations of exercises for larger groups