Technical Document
on
strengthening District Councils
to
promote local economic development
(alternatively: the district's economic development)

Draft 00

Preface:

Under the Cambodian government's reform for sub-national democratic development, councils and their administrations in the capital, provinces, municipalities, districts and khans are expected to achieve concrete results in improving the quality of local people's life. As one of their responsibilities they are mandated with promoting the economic development of their area. Their efforts shall contribute to achieving longer-term goals of more equitable economic growth and poverty reduction.

At present the functions of sub-national administrations for promoting economic development are not yet fully defined and their resources are still limited. Despite these constraints they can undertake effective initiatives to improve the local framework conditions for economic development, to promote local economic growth and to facilitate that poor women and men participate in this growth.

This Technical Document has been developed for the use by District Councils. The information and tools presented therein shall enable them to:

- gain a better understanding of the district's economy including its strengths and the stakeholders involved therein;
- foster cooperation between stakeholders from the public sector, the private sector and relevant civil society organisations for achieving local economic development;
- offer support interventions which provide individual benefits for their citizens (and particularly poor women and men) and benefits for the district's economic development.

The content of this Technical Document may not be applicable by the capital, provincial, municipal, and khan councils without making adjustments to the specific conditions they face. It provides however insights and suggestions which can be of interest to councils at all sub-national levels.

Contents

Part 1 • Introduction

Under the Cambodian government's reform for sub-national democratic development, District Councils shall achieve concrete results in improving the quality of local people's life. Their efforts shall bring about local economic development, lead to increased employment and livelihood opportunities for their citizens, and benefit particularly poor women and men. At present the specific functions and the kind of services which District Councils shall render for promoting local economic development are not yet spelled out. Under their overall mandate for the welfare of citizen's life they may however autonomously act to: '*promote local economic development in partnership with private and community organisations'.* (IP3 of NP-SNDD/Mandate and functions of sub-national authorities)

Stakeholders and their roles in (local) economic development

As the IP-3 emphasises, economic development cannot be achieved by District Councils alone. Economic development is a process which builds on the contributions and activities of active stakeholders from three groups: the public sector including District Administrations (DA), the private sector and civil society. Each of these stakeholder groups performs different roles. These roles complement each other. Therefore the stakeholders from these three groups need to cooperate.

Public sector stakeholders are the elected and appointed members of government structures at the national and sub-national levels and their administrations. Overall, the role of the public sector is to create the framework conditions and a favourable environment for economic development that benefits particularly the poor. In order to perform this role, District Councils are the policy making body for their area of jurisdiction. They develop the vision, the goals and objectives for the development of their area as part of their development plan. They may enact regulations on a wide range of economic matters. And they need to provide services that stimulate the local economy and respond to the economic needs of their citizens.

Private sector stakeholders are an important pillar of the local economy. They produce and sell the goods and services. They make investments and provide employment opportunities for increasing production, improving the quality of goods and services or developing new ones to meet the changing demands of customers. The government therefore acknowledges the private sector as the *'true engine of economic growth'.* (NSDP Update 2009-2013/Chapter II)

Civil society stakeholders are individuals who work for the benefit of others and not for their own profit. They perform important functions by for example representing and lobbying for the interests of their members and building their capacities. Some of them are particularly active in assisting those women and men who may face challenges to participate successfully in economic live (e.g. poor citizens, the youth, people with handicaps, ethnic minorities).

Public sector, private sector and civil society stakeholders in Cambodian districts

Public sector stakeholders in the district who play an important role for economic development are those persons who are a) given responsibilities concerning economic development or b) undertake activities supporting economic development as part of their usual functions. They are for example district councillors; the district governor and other members of the District Board of Governors; staff members of the inter-sectoral office; staff members of district offices of line department (such as for example the district office for agriculture or women's affairs); commune (deputy) chiefs and other commune councillors who support economic initiatives.

Private sector stakeholders in the district are business people from all sectors of the local economy, such as for example agriculture, handicraft or tourism. They come from all steps of the value chain, such as input supply, basic production, trading, processing, and industries and from service providers. The important criteria are that they produce regularly for sale or provide regularly services against payment. Private sector stakeholders can be small-scale producers as well as women and men with medium-size or large businesses. They are for example: input providers for seeds, fertilisers or pesticides; farmers; collectors or traders who buy and sell basic or processed products; rice millers; handicraft producers; slaughterhouse owners; or brick-kiln owners. Private sector service providers are for example commercial banking and micro-finance institutions, tourism agents or electricity providers.

At present the (large) majority of private sector stakeholders in Cambodian districts are small-scale farmers. They will therefore constitute the majority of participants in a number of support interventions that are presented in this Technical Document. In addition and as a specific pro-poor measure active ID-poor women and men shall be involved. Active means that they are actively trying to find a job or to gain an income by e.g. producing beyond household consumption and for sale. They are therefore considered as private sector stakeholders.

Civil society stakeholders in the district who are important for the district's economic development are for example representatives of village based groups, such as farmer groups or cooperatives or representatives of business associations, such as rice miller associations.

Potential initiatives of District Councils for promoting local economic development

Despite the fact that the specific functions of District Councils are not yet specified and that there resources are still limited, they can already take effective initiatives for: building vital economic foundations, fostering economic growth and promoting that poor women and men participate in this growth. Initiatives which District Councils can take are:

A. **Act as a source of information on important features of the local economy** for stakeholders from within and beyond the district: There are many occasions on which economically active stakeholders require information on the district's economy. This can be for example the District Council itself for making strategic decisions during the planning process to which economic sectors to allocate their development budget. It can be business persons from within or beyond the district who require information on major production areas, collectors or traders for a certain product. It can be an investor who wants to build a plant and requires information on the availability and costs for e.g. electricity, water and land. Or it can be commune councillors who want to link basic producers with collectors or traders in a neighbouring commune.

B. **Facilitate cooperation between active stakeholders from the public sector, the private sector and civil society:** Cooperation between the three stakeholder groups is a key to local economic development. The DA needs to be aware about the challenges, the success and future plans of private sector and civil society stakeholders. This will enable them to offer appropriate support interventions and to facilitate the dissemination of successful practices and innovations in the district. Vice versa local business people and civil society stakeholders need to cooperate with the DA to make their needs known, to access information or to participate in support interventions. Moreover there may be challenges which can only be solved by joint action between the stakeholder groups. This can be for example the case when: local producers require land for a community market; or a tourism agent wants to include a certain site into the tour programme, but is concerned about the conditions of local restaurants and of the pond at the site.

C. **Facilitate cooperation of active private sector and civil society stakeholders in the district:** Cooperation of active private sector and civil society stakeholders in the district is a key for improving individual business activities and gaining more income. Examples:
   - Farmers (including ID-Poor) might need to cooperate and e.g. form groups for selling together and achieving a better price.
   - Basic producers (including ID-Poor) might need to come together to learn from each other about successful techniques and innovations for e.g. increasing production, decreasing costs or improving the quality of their products.

- ► Basic producers of e.g. rice, vegetables or natural fibres need to cooperate with stakeholders who are closer to the customer (such as e.g. traders or processors) to learn about the market demands.
- ► Rice millers need to cooperate with farmer groups to get e.g. paddy of a certain quality for which there is a high demand.

Often however private sector stakeholders face challenges to engage in beneficial cooperation. Many farmers and particularly poor women and men travel hardly beyond their village or commune. Therefore they do not know important or enough stakeholders with whom to cooperate. Particularly small-scale producers may not dare to get in touch with 'big' business people, such as large-scale collectors, processors or factory owners (including rice millers). Vice versa it might be very cumbersome for e.g. large scale processors to meet a high number of individual (small-scale) producers to discuss the quality criteria of certain products he/she requires. Moreover stakeholders may have negative attitudes against each other, such as for example that the respective other party is not fair in its business transactions.

D. Facilitate access to information and capacity development opportunities: Economically active stakeholders require information in specialised fields for improving their business activities or the activities of their organisations. Information needs can relate to e.g. energy saving technologies, trends of market demands for different kinds of products, marketing of their products, or available financial services in their districts. In addition active stakeholders may ask for opportunities to learn about successful techniques, practices or innovations. It is not the responsibility of the DA to become 'business experts' and to personally provide for example the needed information. They can however play an important part by facilitating access to information and capacity development by e.g. offering opportunities for meeting knowledgeable and successful resource persons and learning from them.

This Technical Document contains altogether 8 tools which the District Council can use for implementing such initiatives. The District Council has to take the decisions which of these tools they want to apply. Implementation of the tools requires a team of facilitators from the District Administration in which district councillors can participate.

These tools shall enable the District Administrations to:

- ➢ gain an understanding on essential features of the district's economy so that they can act as a source of information;
- ➢ identify those stakeholders from the private sector and civil society with whom it is important to cooperate;
- ➢ learn about the success, the challenges and future plans of economically active stakeholders so that they can offer appropriate support interventions;
- ➢ facilitate cooperation between active stakeholders from the public sector, the private sector and civil society for solving challenges in a manner that bring benefits for individual business people and the district's economic development;
- ➢ facilitate linkages between stakeholders from the value chain to explore areas for cooperation for e.g. responding better to market demands and increasing income;
- ➢ respond to information and capacity development needs of active stakeholders by e.g.
  - ► facilitating visits to business people in the district (or province) who apply an innovation or successful technique and are open to receiving visitors for learning from them;
  - ► inviting resource persons to give a presentation and to respond to stakeholders' questions on topics that address their information needs;
  - ► facilitating sharing of successful practices and innovations for improving business activities and gaining more income.

Success factors for cooperating with public sector and civil society stakeholders

Drawing on the following factors shall enable District Councils to engage successfully with private sector and civil society stakeholders and to achieve sustainable results.

- **Understand private sector and civil society stakeholders as equal partners:** Active private sector and civil society stakeholders are important for making the local economy grow and for facilitating that poor women and men participate in this growth. The DA therefore needs to cooperate with them and vice versa needs to make them interested in cooperation with the DA. The best way to do this is to understand and address active stakeholders as equal partners for economic development and to engage in partnership with them. Partnership means for example to genuinely value their contributions to the local economy and to respect their interests. It also implies to communicate clearly what the DA can or cannot do and not to create any false expectations. In case the DA makes promises which it cannot fulfil, active stakeholders might withdraw from the cooperation.
- **Understand and address also small-scale farmers (including ID-poor) as important and capable actors:** Support interventions offered by the DC shall attract and benefit particularly poor women and men. For raising their confidence and making them interested in cooperation, it is important to understand and address them as experienced and capable stakeholders, i.e. the same as large-scale business people.
- **Act as a true facilitator:** This means to be neutral to the different stakeholders and not to take positions in favour or against one of the stakeholder groups or sub-groups (such as for example stakeholders of the various steps of value chain). It is rather important to understand and value the interests and perspectives of all of them. Moreover it is essential not to impose any agenda on them, such as e.g. what they have to produce or which price they should apply.
- **Do not provide financial or in-kind incentives:** In order to ensure that only active and motivated stakeholders join support initiatives offered by the DC, there should be no provision of financial or in-kind incentives. This means not to pay allowances for the participation in workshops or meetings, and not to distribute subsidies, such as e.g. seeds or fertilisers during or following a workshop. This will also promote that participants can sustain new practices or business ideas in the long term. In case they are supported with free inputs they might not be able to continue this activity when this support stops.
- **Keep meetings or workshops short:** The primary interest of particularly private sector stakeholders (including small-scale farmers and active ID-Poor) is to run their business and to gain money. They are therefore normally very concerned about their time and do not want to leave their business activities for long. In order to demonstrate that the DA acknowledges their interest, the duration of the activities which are presented in part 2 and 3 of this document is deliberately kept short. They usually last between half a day and a day.
- **Schedule events at a time that is suitable for participants:** In order to attract economically active stakeholders to join support interventions offered by the DA, these events should be scheduled at suitable dates for participants, i.e. not during their peak working season. It needs to be considered that peak working seasons are different for different professions, such as e.g. rice farmers, sugar palm or handicraft producers.

General considerations for implementation

Use of the tools presented in part 2 and 3 of this Technical Document: All tools presented in this Technical Document can be used for addressing economic issues of district wide relevance. The majority of tools can in addition be used for assisting Commune Councils and responding to their requests. Moreover some of the tools can be organised in cooperation with bordering District Councils. This can be for example the case when a certain topic of e.g. a Study Trip (tool 4) or an Information Meeting (tool 6) is of interest to only few stakeholders within the own district and of interest to active stakeholders in bordering districts.

<u>Establishment of a team of implementers/facilitators:</u> The implementation of the tools presented in this Technical Document requires a team of 3 – 5 implementers/facilitators. Team members can be <u>for example</u> district councillors, staff members of the inter-sectoral office, or staff members of district offices of line departments that address economic issues (e.g. agriculture or women's affairs). In addition the participation of the district governor or a deputy is recommended.

The establishment of a team is to promote that the facilitators can:

- share the responsibilities of preparing and implementing the tools; and following up with participants after workshop implementation;
- build relationships with economically active stakeholders from the district; and act as a point of contact for them;
- regularly update the District Council on e.g. workshop results, achievements and constraints of participating stakeholders or latest developments in the district;
- refer to earlier activities or what they saw at stakeholders' places when facilitating workshops.

Team members should be active and motivated to engage with economically active stakeholders. They should have good communication skills and be able to talk to stakeholders with different backgrounds (such as e.g. small-scale farmers, stakeholders with medium-size or large businesses; representatives of farmer groups or business associations). In addition it is important that they are prepared to facilitate activities in the communes or to visit participants in their villages. Ideally the team comprises an equal balance of women and men (or at least 1/3rd of the minority sex).

<u>Follow-up with participants after implementation of the tools:</u> After the implementation of the chosen tools it is important that the team of facilitators contacts and preferably meets participants. Follow up visits shall enable the DA to:

- get updated on achievements and constraints of participating stakeholders (concerning e.g. the application of innovations; or whether participants establish new cooperations that improve business activities and result in income gains);
- strengthen existing relationships or build new relationships;
- learn about new issues coming up, such as for example new business ideas; successful practices that are of interest to more/many active women and men in the district; or stakeholders with medium-size or large businesses who enter the district.

Part 2 • Overview on tools from the Tool Box

Part 2 of this Technical Document provides a short summary for each of the tools which are explained in more details in the Tool Box in part 3. It shall enable the District Councils to gain a quick overview and to choose about which of the tools they want to read and learn more.

These tools provide ideas and suggestions. In general:

- The District Councils can choose which tools they want to apply.
- The District Councils can modify the tools according to their conditions, needs and capacities.
- The District Councils can apply additional tools to the ones that are presented in this document.

For those District Councils that start to promote local economic development and consider to apply tools from this Tool Box, it is recommended to implement tool 1 and tool 2 at the beginning of the process (i.e. the 'District's Economic Overview' and the 'Identification of economically active stakeholders').

→ TOOL 1: The District's Economic Overview

The District's Economic Overview is a compilation of data and information about important features of the district's economy, such as for example: dominant sectors, major production areas, clusters of producers, innovative business people, important stakeholders within the value chains, special resources and products, infrastructure assets, and costs for factors such as e.g. electricity, water and land. The data and information is collected by:

a) screening available documents (e.g. District Data Books and Commune Data Bases);
b) contacting members of the DA, CC and line department officers in the district;
c) contacting active stakeholders from the private sector and civil society (e.g. traders, wholesalers, representatives of farmer groups and business associations).

The District's Economic Overview is a 'document in process'. This means that it does not have to be completed at once. It can be developed and updated as the economy evolves and the DA has more data and information available.

What are the benefits of the District's Economic Overview for the DC? The document shall enable the DC to:

- gain a better understanding of important features of the district's economy, including its strengths and opportunities;
- to make strategic decisions during the district planning process;
- to provide quickly relevant information on the district's economy to stakeholders from within and beyond the district (e.g. local business people, external investors, Commune Councils, Provincial Administration);
- to facilitate linkages and cooperation between economically active stakeholders in the district.

→ TOOL 2: Identification of economically active stakeholders

In order to promote the district's economic development, the District Administration needs to co-cooperate with those women and men from the private sector and civil society who are really active, motivated to improve their (business) activities and interested in cooperation. Only active and motivated stakeholders will join meetings, come out with new ideas, pick up innovations, and develop beneficial relationships with other stakeholders. Thereby they may create successful examples which can trigger the interest of more women and men in the district. Active private sector stakeholders can be for example small-scale farmers (including ID-Poor), collectors and traders, processors (e.g. rice millers, handicraft producers, carpenters), tourism agents or representatives of service institutions (e.g. Banks, MFIs, electricity and clean water providers). Economically active civil society representatives can be for example representatives of farmer groups/cooperatives or representatives of larger business associations (such as e.g. rice miller or natural fibre associations).

In order to identify these stakeholders, representatives from the DA need to meet with those women and men who are known or have been recommended as being active in their businesses (or for their organisations) and open to cooperation. During the meeting, the representatives of the DA learn more about their business or organisation, their success and challenges, with whom they cooperate and what their plans and ideas for the future are. Following the meetings, it is important to demonstrate to those stakeholders who have been identified as being active and open to cooperation, that the DC is actively promoting the district's economic development. Therefore some activities should follow soon (e.g. Study Trips/tool 4, Information Meetings/tool 6 or the Stakeholder Workshop/tool 3).

➔ TOOL 3: The Stakeholder Workshop

With this workshop the DC brings together active stakeholders from the public sector, the private sector and civil society. Participants from the public sector are for example interested district councillors, the district governor or a deputy and interested representatives from district offices of line departments that support economic activities (e.g. agriculture and women's affairs). Private sector stakeholders are active and motivated business people from all sectors of the district's economy (e.g. agriculture, handicraft, tourism) and from all steps of the value chain (e.g. farmers including ID-Poor, collectors, traders, processors, wholesalers). Civil society stakeholders are for example active representatives of farmer groups/cooperatives or business associations. Private sector and civil society stakeholders are usually those women and men whom the DA identified with tool 2. During the workshop, participants:

- learn that each of the three stakeholder groups plays an important role for the district's economy and that they can benefit from cooperation;
- share their success, their challenges and their plans and ideas for the future;
- develop ideas for solving some of these challenges, such as for example by better cooperating with each other.

In order to demonstrate to participants that the cooperation with the DA is really practical and beneficial for them, the workshop concludes with the identification of initiatives which participants want to undertake in the near-term future (i.e. the forthcoming 3 - 6 months). These can be the tools outlined in this document (e.g. Study Trips/tool 4, Information Meetings/tool 6 or Cooperation Dialogues/tool 7). The workshop lasts one day. The maximum group size for the Stakeholder Workshop is 70 participants.

What are the benefits of this tool for the DC? The Stakeholder Workshop enables the DC to:

- get to know better and build relationships with active and motivated stakeholders of the district's economy;
- to learn about their success, their challenges, their plans and ideas for the future (as a basis for offering support activities);
- link stakeholders and enhance cooperation among them (i.e. between stakeholders from the public sector, the private sector and civil society and among each of the stakeholders groups (such as between producers, traders and wholesalers).

➔ **TOOL 4: Study Trips**

A study trip is an excursion during which economically active stakeholders (including farmers and ID-Poor) visit individual business persons, organisations or projects to learn on-site, i.e. at their place about their successful or innovative practices. These can be for example new techniques or innovations to improve rice or animal production, to improve local tourism activities, or to reduce energy consumption. Hosts can be for example a successful farmer or handicraft producer, a research institute or private company or a development project. Study Trips enable participants: to broaden their understanding about technical issues; to gain ideas for new business activities and possibly diversifying their income sources; to share information and to start networking among each others. Study trips have the advantage that participants can see what they want to learn and that they can talk to the people who implement the successful practice or technique. The DA can organise Study Trips for just one day to interesting hosts and sites within the district or to a neighbouring district. In case of particular interesting sites that are located further away and/or participants' interest to learn about innovations in different fields, the DC can also offer study trips that last several days. Usually a study trip group comprises between 10 and a maximum of 30 participants.

What are the benefits of this tool for the DC? Study trips enable the DC to:

- ► respond quickly and cost-efficient to capacity development needs of local business people, including small scale farmers and ID-poor or medium size enterprises;
- ► facilitate access to technical know-how, successful practices and innovations which are important for improving individual business activities and the district's economic development.

➔ **TOOL 5: The Workshop for Sharing of Successful Practices and Finding Solutions to Common Challenges**

With this workshop the DC brings together economically active stakeholders who perform the same profession or business activity. Participants with the same profession or business activity can be <u>for example</u> farmers (including ID-Poor) who produce the same product (such as e.g. rice or certain vegetables or chicken or pigs); collectors or traders for a specific type of product (such as e.g. vegetable collectors); processors (such as e.g. rice millers or fruit juice producers or brick factory owners); handicraft producers; or representatives of farmer groups or business associations.

During the workshop, participants:

- ❖ share successful practices for improving their business activities and gaining more income, or for improving the activities of their organisation;
- ❖ identify common challenges and share their experiences and ideas how to deal with them;
- ❖ reflect which of these successful practices or ideas for solving challenges they can apply back home; and how these will assist them in improving their business, or the activities of their organisation.

The workshop lasts one day (i.e. until the early afternoon). In order to facilitate active participation, the workshop group should not exceed 50 participants.

<u>**What are the benefits of this tool for the DC?**</u> This workshop enables the DC to:

- ➢ respond quickly and without having to invest many resources to the capacity development needs and interests of active stakeholders;
- ➢ facilitate the dissemination of successful practices and experiences in the district;
- ➢ facilitate business to business linkages and networking among participants.

➔ TOOL 6: Information Meetings

During an Information Meeting one or possibly two resource persons give a presentation on a certain topic and respond to participants' questions and comments. Information Meetings can be organised for different groups of economic stakeholders, i.e. small-scale farmers, traders and collectors as well as better-off business people. Information meetings can be organised for many topics. They can address:

Technical issues, such as for example: the different kinds of fertilisers or pesticides and how to apply them correctly; sanitation and hygiene measures for preventing animal diseases; energy saving technologies.

Market issues, such as for example: categories and quality criteria for different products (e.g. rice or vegetables or natural fibres); trends and seasonality of market demands for different products; trends and new designs for handicraft products; demands and expectations of different kinds of tourists.

Marketing issues, such as for example: branding, logo development and packaging.

Available services in the district, such as for example: micro-finance institutions and the different schemes they hold for different kinds of clients; provincial programmes which are implemented by different line departments and their conditions how to receive support.

Resource persons and organisations can be for example: private sector stakeholders and organisations (e.g. private companies, micro-finance institutions, tourism agents); civil society organisations (e.g. NGOs or business associations); public sector stakeholders (e.g. officers of district offices of line departments or provincial departments).

Information meetings last approximately a day. The group size should not exceed 50 participants.

What are the benefits of this tool for the DC? Information Meetings enable the DC to:

- facilitate business to business linkages and networking among participants;
- link active stakeholders with resource persons that have important knowledge and information for improving business activities or the activities of their organisations.

Moreover Information Meetings have the advantage that they are quite easy to organise and require little resources; therefore they can be organised on a regular basis and in response to short-term requests expressed by economic stakeholders.

➔ TOOL 7: The Cooperation Dialogue

With the Cooperation Dialogue the DC offers an opportunity for active stakeholders from different stakeholder groups or business activities to discuss how they can solve a certain challenge by better cooperating with each other and to (possibly) find a solution that benefits all of them. Example: Collectors report about the high travel costs for collecting items from a high number of individual producers. In case the collectors and the producers wish, they can be brought together to discuss whether they want to cooperate. They may find a win-win solution, such as for example agreeing on certain collection points and specific conditions under which the producers bring the items to these places.

During a Cooperation Dialogue the facilitators enable participants to:

- get a better understanding of the perspectives, interests and needs of the respective other party/stakeholder group;
- raise ideas for possible solutions or agreements that provide benefits for all of them;
- discuss and negotiate the terms under which these solutions or agreements are acceptable and manageable for all of them.

In case participating stakeholders found a solution and came to an agreement, the facilitators assist them in:

- clarifying and summarising the details of the agreement and – if wanted – preparing a document for approval.

Sometimes participating stakeholders can come to an agreement within a half to one day meeting. In the case however that participants do not find a solution within one meeting, but want to continue meeting each other for finding a solution, the Cooperation Dialogue can be extended. There may also be occasions where participants are not yet ready to cooperate or cannot find a solution that is beneficial to all of them. The meeting can therefore end with just the exchange of mutual perceptions or information about a certain issue.

What are the benefits of this tool for the DC? A Cooperation Dialogue enables the DC to:

- link and facilitate cooperation between active stakeholders who may not easily come together for discussing a challenge by themselves;
- to assist active stakeholders in finding solutions that improve their (business) activities and possibly result in income gains.

➔ TOOL 8: Workshop for Identification of Economic Opportunities and Project Ideas

With this workshop the DC brings together economically active stakeholders from the public sector, the private sector and civil society. Participants from the public sector are for example interested district councillors, the district governor or a deputy and interested representatives from district offices of line agencies that support economic activities. Private sector stakeholders are active and motivated business people from all sectors of the district's economy (e.g. agriculture, handicraft, tourism) and from all steps of the value chain (e.g. farmers including ID-Poor, collectors, traders, processors, wholesalers). During the workshop, participants:

- learn about important features of the district's economy and become aware of its strengths and opportunities;
- identify priority economic fields in which they want to undertake longer term economic projects;
- learn about five precepts for improving business activities and gaining more income;
- develop ideas for longer-term projects in the prioritised economic fields that consider these precepts;
- choose which of these ideas they would like to initiate and implement in their area;

Those participants who want to initiate a project in their area and need support for implementation, are encouraged: a) to identify more women and men who are interested to join project implementation; b) to get in touch with a contact person from the DA to work out more details of the project idea and c) to present it during the district planning process. The workshop lasts one day and can be attended by 50 – 60 participants.

What are the expected benefits of this tool for the DC? This workshop enables the DC to:

- change the perception of economic stakeholders of the district's economy, i.e. from focussing only on the district's problems towards realising its strengths and opportunities;
- enable participants to develop meaningful project ideas which provide individual benefits as well as benefits for the district's economic development;
- broaden the topics of project ideas that are raised during the district planning process.

Part 3 • TOOL BOX

This Tool Box contains detailed descriptions for each of the tools that are shortly presented in part 2. They include practical explanations what to do in preparation for the activities, how to implement or facilitate them and what to do in follow-up.

TOOL 1: The District's Economic Overview

What is the District's Economic Overview? The District's Economic Overview is a compilation of data and information about important economic features of the district, such as for example dominant sectors, major production areas, special resources and products, innovative business people, important stakeholders of the value chain, infrastructure assets and costs that might arise for business activities (e.g. land, water, and electricity).

What is the purpose of the District's Economic Overview? It shall enable the DC to:

- ❖ gain a better understanding of important features of the district's economy, including its strengths and opportunities;
- ❖ make strategic decisions during the district planning process;
- ❖ provide quickly relevant information on the district's economy to stakeholders from within and beyond the district (e.g. local business people, external investors, Commune Councils, Provincial Administration);
- ❖ facilitate linkages and cooperation between economically active stakeholders in the district.

What are potential occasions for using the data and information from the District's Economic Overview? Examples are:

- ➢ District and Commune Councils require information during the planning process on economically promising areas for making decisions on where to allocate their development budget.
- ➢ Commune Councils report about farmers' complaints about lack of markets; in order to support the Commune Councils, the District Administration wants to assist them in linking the farmers with collectors and traders in neighbouring communes.
- ➢ The District Administration wants to present the district's economic strengths and opportunities during a workshop with economically active stakeholders to develop project ideas.
- ➢ Business people come to the district and require information on major production areas, collectors and traders for a certain product.
- ➢ An investor, who wants to build a plant, requires information on the availability and prices for land and electricity and the condition of certain roads throughout the year.
- ➢ A tourism agent wants to explore new sites for the tour programme and requires information about tourist sites in the district, and the natural features and/or cultural events at these sites.
- ➢ A private agricultural input supply company comes to the district and wants to know in which areas commercially oriented animal raisers are concentrated; how many households are engaged in animal raising; which animal species they raise and what their production scales are.

How to collect the data and information: There are three major sources for collecting the data and information. These are:

1. existing documents, such as for example the District Data Books and the Commune Data Bases;
2. DC and CC, staff members of the DA and line department officers in the district who may have a lot of information and data;
3. active stakeholders from the private sector and civil society (such as for example traders, wholesalers, representatives of farmer groups and business associations).

A good starting point for developing the District's Economic Overview is a District Council meeting. During the meeting the tool can be presented and it can be discussed:

- who already has which data and information;
- who will take responsibility for screening available documents;
- who the knowledgeable resource persons from the DA, district line offices, CC, the private sector and civil society can be and who will talk to them;
- who will be responsible for assembling the data and updating the document; and
- by when a first preliminary version should be presented to the DC.

All members of the DA who will participate in the collection of data and information should have a good understanding of the tool. In addition the persons who will contact individual stakeholders should have good communication skills. It is recommended that those representatives of the DA who will identify the economically active stakeholders of the district (tool 2) and facilitate other chosen tools of this Technical Document participate in the collection of data and information.

What are guiding principles for data and information collection? When developing the District's Economic Overview, the following guidelines need to be observed:

- **Efficiency of data and information collection:** The District's Economic Overview should be developed as efficiently as possible. This means for example to use forthcoming occasions for meeting with stakeholders to gather the data and information. Such occasions are for example the 'Identification of economically active stakeholders' (tool 2) and other activities outlined in this Technical Document. Stakeholders should be met individually for the purpose of information and data collection only in case they may hold a lot or particularly important data and information (such as for example collectors, traders, wholesalers, representatives of farmer groups or business associations).
- **Understand the District's Economic Overview as a 'document in process':** This means that the District's Economic Overview does not have to be completed at once. Particularly at the beginning not all data and information may be available. The DA will get hold of it only when its interactions with stakeholders from the private sector and civil society increase. In addition data may change when the economy evolves. The District's Economic Overview is therefore a document in process that needs to be updated regularly.
- **Reliability of information and data:** Only such data and information should be included for which it is fairly sure that they are correct or that the features which they describe are really existent.
- **Detail of data and information:** Not all information and data needs to be absolutely accurate (i.e. to the 'last figure behind the comma'). Example: For the purpose of this document, it is not important whether the district population is 30.400 or 30.500 or whether a farmer owns 25 or 27 pigs.
- **Gender-differentiation:** In order to get a better understanding of women's and men's spheres of the local economy, some of the data should be collected gender-differentiated.

- **Interpretation of data:** In order to be able to draw conclusions for individual business activities and the district's economic development, the data and information needs to be interpreted and summarised. This can be done by for example:
  - Comparing the district data to the data of other districts and the province <u>in important sectors or business activities;</u> Example: The average yield of rice in the district is 1.2 t/h compared to a provincial average of 2.5 t/h;
  - Identifying the predominant economic fields, products and services of the district;
  - Identifying products or services which are rare or not easily available in other places, but attractive and highly demanded; these can be for example special food items, handicraft products, cultural events;
  - Identifying which sectors and products provide income and employment for many people and particularly the poor.

<u>Resources and costs that need to considered for the development of the District's Economic Overview</u>

<u>Personnel/a team of the DA for:</u> collecting data and information, regularly updating and maintaining the District's Economic Overview.

<u>Transport costs for:</u> meeting individual stakeholders.

<u>Cost estimate</u>

Transport costs for meeting 40 stakeholders (3 - 4per day/12 days):

12 days x 80 km (average/return travel) x Riel 300: **<u>Riel 288.000</u>**

(Note: the majority of data and information can be collected when meeting stakeholders during e.g. the Identification of economically active stakeholders in the district (tool 2) and other events outlined in this TD.)

<u>What information and data should be included in the District's Economic Overview?</u>

1. **<u>Basic data:</u>**
   - The number of communes and villages;
   - Population data, including: the total number of citizens (women and men) and the district's rank in comparison to other districts of the province;
   - Some limited demographic figures, such as the number of boys and girls, women and men entering the labour market (e.g. 17 - 24 years old);
   - Some figures concerning education, such as for example:
     - the number of boys and girls (15-17 years old) in secondary school;
     - the number of families per upper secondary school;
     - the illiteracy rate (for women and men);

     (If possible indicate the district's rank within the province for these data.)
   - The poverty rate and the no. of ID-Poor households (separate for male and female headed ID-Poor households) and the district's rank for these data within the province.

2. **<u>Information and data concerning infrastructure, such as:</u>**
   - **Roads:** major roads within the district, to the provincial town and neighbouring districts; their condition and their usability throughout the year.
   - **Railways** (if relevant)**:** distance to the train-station, major destinations, travel durations and transport costs.
   - **Ports** (if relevant): locations of river and deep sea ports.
   - **Water:** areas that have dams, big reservoirs and irrigation.
   - **Electricity:** areas with public and/or (large-scale) private electricity supply, including costs per kWh.

- **Sewerage and garbage:** areas with public or private sewerage and garbage disposal, including costs.
- **Other infrastructure assets,** such as markets, training centres and high schools.
- **Land:** average prices for private land in urban and rural areas; availability and conditions for lease of government land.

3. **Distances from the district capital:** to the provincial capital, Phnom Penh, nearest entry point to neighbouring countries (Thailand, Vietnam, Lao PDR), nearest airport, Phnom Penh airport, river and deep sea port in Sihanoukville (depending on what is most relevant).

4. **Remarkable features of economic activities in the district,** including:
   - **Remarkable features of rice production,** such as for example:
     - Average yields and comparison to provincial/national average yields;
     - Areas with particularly high or low yields; areas with two or three harvests per year;
     - Types of fragrant varieties and areas where they are produced;
     - Types of special varieties, such as e.g. organic rice and areas where they are produced;
     - Types of varieties that generate a high price and areas where they are produced;
     - Data and information concerning important stakeholders of the value chain (big input suppliers, large-scale farmers, innovative farmers, applying e.g. SRI, large-scale collectors and traders, large-scale rice millers):
       - their locations, their names and their capacities (example: the milling capacity of rice millers).

     Whenever possible, the data should be specified by indicating the number of households engaged in commercial/for sale production of rice and their production scales (differentiated by male and female headed households).

   - **Remarkable features regarding production of other crops,** (e.g. vegetables, fruits, natural fibres), such as for example:
     - Types and production areas of other crops that:
       - are produced commercially/for regular sale;
       - and/or receive a high price;
       - and/or require a high labour force.
     - Data and information concerning:
       - whether these crops are predominantly produced by women or men;
       - whether these crops are rather produced by a large number of small-scale or a low number of large-scale producers.
     - Data and information concerning important stakeholders of the value chain (e.g. big input suppliers, large-scale farmers, innovative farmers, large-scale collectors):
       - their locations, names, products and capacities (example: number of hectares and yields of large-scale vegetable farmers).

     Whenever possible, the data should be specified by indicating the number of households engaged in commercial/for sale production of other crops and their production scales (differentiated by male and female headed households).

   - **Remarkable features of animal farming** such as for example:
     - Animal species (e.g. chicken, pigs, fish, cattle) and areas of animal production:
       - where they are produced commercially/for regular sale;
       - where their production is concentrated;
       - where lots are sold outside the district.

- Data and information concerning:
  - whether these animals are predominantly raised by women or men;
  - whether these animals are rather raised by a large number of small-scale or a low number of large-scale producers.
- Data and information concerning important stakeholders of the value chain (e.g. big input suppliers, innovative animal farmers, larger-scale collectors and traders, slaughterhouses), such as:
  - their locations, names and capacities (example: the number of pigs slaughtered weekly/during peak seasons in the slaughterhouse).

Whenever possible, the data should be specified by indicating the number of households engaged in commercial/for sale animal farming and their production scales (differentiated by male and female headed households).

➢ **<u>Remarkable features</u> of <u>animal catching</u>** such as for example:

- Species (e.g. fish, cricket, frogs) and areas:
  - where they are caught commercially/for regular sale;
  - where catching is concentrated;
  - where lots are sold outside the district.
- Data and information concerning:
  - whether these animals are predominantly caught by women or men;
  - whether these animals are caught by a rather large number of small-scale or a low number of large-scale hunters/fishers.
- Data and information concerning important stakeholders of the value chain (e.g. larger-scale collectors and traders, processors), such as:
  - their locations, their names and capacities.

Whenever possible, the data should be specified by indicating the number of households engaged in commercial/for sale animal catching/hunting and their catching/hunting scales (differentiated by male and female headed households).

Important! There are seasons where the catching of certain animals is not allowed! The data and information should only reflect catching activities during legally approved seasons!

➢ **<u>Remarkable features</u> regarding <u>forest non-timber products</u>** such as for example:

- Those kinds (e.g. bamboo, wines, honey, traditional medicine, wild fruits, wild vegetables) and areas:
  - where they are collected commercially/for regular sale;
  - where their collection is concentrated;
  - where lots are sold outside the district.
- Data and information concerning:
  - whether these forest non-timber products are predominantly collected/produced by women or men;
  - whether they are rather collected and produced by a high number of small-scale or a low number of large-scale collectors/producers.
- Data and information concerning important stakeholders of the value chain (e.g. larger-scale collectors and traders, processors), such as:
  - their locations, their names and capacities (e.g. production capacity of large-scale bamboo producers).

Whenever possible, the data should be specified by indicating the number of households engaged in commercial/for sale production of non-timber products and their production scales (differentiated by male and female headed households).

- **Remarkable features** **concerning** **handicraft production** (e.g. mat weaving, baskets, silk products), such as for example:
  - Those products and areas:
    - where they are done commercially/for regular sale;
  - Data and information concerning:
    - whether these handicraft products are produced by women or men;
    - whether they are rather produced by a high number of small-scale or a low number of large-scale producers.
  - Data and information concerning important stakeholders of the value chain (e.g. large-scale producers, collectors and traders), such as:
    - their locations, their names, products and capacities (e.g. production capacity of large-scale producers).

  Whenever possible, the data should be specified by indicating the number of households engaged in commercial/for sale handicraft production and their production scales (differentiated by male and female headed households).

- **Remarkable features** **regarding** **processing** (e.g. palm sugar, wine, juices, candies, cakes, fish products), such as for example:
  - Those processed products and areas:
    - where they are produced on a larger scale;
    - where their production is concentrated.
  - Data and information concerning:
    - whether these products are rather produced by women or men;
    - whether they are rather produced by a high number of small-scale or a low number of large-scale producers.

Whenever possible, the data should be specified by indicating the number of households engaged in commercial/for sale production of processed products and their production scales (differentiated by male and female headed households).

- **Industries** (e.g. rice mills, brick, garment or rice factories, mining activities); indicate:
  - Their locations;
  - Their annual production capacities.

Whenever possible, the data should be specified by indicating the number of employees and their positions/professions (differentiated by women and men).

5. **Services** (e.g. Commercial Banking Institutions, including MFIs, training and research institutions, restaurants, hotels, transport providers); indicate:
   - The kind of their services and their locations.

   Whenever possible, the data should be specified by indicating the number and kind of their clients and the number of employees (differentiated by women and men).

6. **Tourist attractions** including **natural resources,** (such as e.g. forests, lakes, rivers, beautiful landscapes) and **cultural resources** (such as e.g. pagodas, festivities, special traditions, interesting theatre or dance groups) which attract tourists. Indicate:
   - Important/outstanding ones and their location;
   - Which kind of tourists they attract, such as for example:
     - Khmer tourists, tourists from other Asian countries or Western tourists;
     - Individuals, families or tourist groups.
   - Time periods during which they attract tourists (e.g. all year round, only during specific seasons, on weekends);

- Approximate number of tourists they attract (e.g. annually, during specific festivities, on weekends);
- Stakeholders engaged in business activities related to these tourist sites (e.g. tourism agents, guides, shop and restaurant owners).

7. **Human resources, such as people or groups with special expertise and capacities,** including e.g. resource persons for a particular skill or technique, mechanics, active associations and community groups; identify only:
   - Important/outstanding ones and their locations;

   Also indicate whether they are male or female, respectively whether the group's or association's membership is predominantly male or female.

8. **Contact persons from the District Administration and the Commune Councils** who can provide more details; state their:
   - Name, position, area of expertise (e.g. information and data in certain sectors or concerning specific district areas, if relevant) and phone number.

How to compile and present the data and information: The data and information can be compiled and presented by:

a) A hand-drawn map of the district which indicates:
   - ► The district boundaries, the boundaries of the communes and the areas where neighbouring districts touch the district;
   - ► Geographic features, such as rivers, forests, highlands, lowlands, flooded areas;
   - ► The different sub-areas of the district as explained below (by drawing the boundaries of each sub-area and using a different background colour to mark them);
   - ► Big dams, reservoirs and irrigation systems;
   - ► The transportation network including: major roads, particularly those linking with neighbouring districts, railways, train stations and ports (make use of different colours to show the condition of the roads);
   - ► Areas served with electricity;
   - ► Market places;
   - ► Location of industries;
   - ► (Upper) Secondary Schools;
   - ► Training centres, Banks, MFIs.

How to establish the sub-areas: Based on the data and information gathered it is possible to establish sub-areas of the district. These are different from the commune boundaries. They are based on e.g. geographical features (such as for example lowlands and highlands, flooded areas, forests) or special production areas (such as e.g. the concentration of products or economic activities in certain areas of the district).

b) A sheet compiling:
   - ❖ The basic data;
   - ❖ Distances from the district capital to the provincial capital, Phnom Penh, the nearest entry point to neighbouring countries, nearest airport, Phnom Penh airport, inland and deep sea ports;
   - ❖ Costs for electricity, land, garbage and sewerage disposal;
   - ❖ Contact details of contact persons from the District Administration and Commune Councils;

c) One table with summarised data and information for each sub-area of the district as shown below:

Sub-area:				
Economic Activity	**Remarkable features**	**Overview on dominant production modes (e.g. high number of small-scale producers/small number of large-scale producers)**	**Major stakeholders of the value chain (i.e. numbers and names)**	**Specified data: Number of households involved (male/female headed) and their production scales**
Rice production				
Production of other crops				
Animal Production				
Animal catching				
Production of non-timber products				
Handicraft Production				
Processing				

Industries (name and owner)	**Products**	**Production volume**	**Number/kind of employees (women, men)**

Service institution (location, name and owner)	**Kind of services**	**Kind and number of clients (women/men)**	**Number/kind of employees (women/men)**

Human Resources (name and location)	Type of skills or expertise	Number of members of community groups/associations (women/men)

Tourist attractions (name and location)	Natural and cultural resources of the tourist attraction	Kind and number of tourists	Periods during which tourists visit the site	Major stakeholders involved
A.				
B.				
C.				

TOOL 2: IDENTIFICATION OF ECONOMICALLY ACTIVE STAKEHOLDERS

Background: In order to promote the district's economic development, the DA needs to cooperate with stakeholders from the private sector and civil society. This cooperation will have a greater impact on the district's economy if the DA engages with those women and men from the private sector and civil society who are really active, motivated to improve their (business) activities and open towards cooperation. Active and motivated women and men usually find it easier to come out with new ideas and to pick up innovations. For the benefit of their business or economic development activities they may also more easily develop beneficial relationships with others. Thereby they may create successful examples which can trigger the interest of more women and men in the district. These active and motivated people can be small-scale farmers (including ID-Poor women and men), collectors and traders, as well as business people active on a larger scale; they can be representatives of farmers groups or representatives from larger business associations. In order to identify these stakeholders, the DA needs to meet those women and men who are known or have been recommended as being active in their businesses or for their organisations and open towards cooperation. And they have to approach and to meet them in a manner that raises their interest in cooperation with the DA.



Who can be private sector stakeholders? Private sector stakeholders are those economically active women and men, who produce regularly for sale or who provide regularly services against payment. They can be poor and better-off, from all sectors of the district's economy and from all steps of the value chain. Examples:

Input supply: input suppliers who sell for example agricultural input, such as seeds, fertilisers and pesticides;

Basic production: farmers engaged in e.g. rice, vegetable, fruit, animal, natural fibre production;

Trading: collectors or traders, who buy raw or processed products to sell them for example at markets to processors or wholesalers;

Processing: business people, such as rice millers, slaughterhouse owners, carpenters, furniture makers, handicraft producers, fruit juice producers etc.;

Industries: business people engaged in large-scale manufacturing (e.g. brick-kiln owners);

Service provision: tourism agents, commercial banking and micro-finance institutions, electricity and clean water providers, garbage collectors etc.

At present the (large) majority of private sector stakeholders in Cambodian districts are small-scale farmers. They will therefore constitute the majority of participants in a number of support interventions that are presented in this Technical Document. In addition and as a specific pro-poor measure active ID-poor women and men shall be involved. Active means that they are actively trying to find a job or to gain an income by e.g. producing beyond household consumption and for sale. They are therefore considered as private sector stakeholders.

Who can be civil society stakeholders? Examples of economically active civil society stakeholders in the district are:

- Representatives of village based groups, such as farmer groups or cooperatives; representatives of community forestry or fishery groups;
- Representatives of business associations, who lobby for the interests of their members, such as for example rice miller associations, hotel associations or natural fibre associations.

Who knows about economically active stakeholders?

- Medium to large-scale business people, such as input suppliers, collectors, traders, rice millers, handicraft producers or factory owners and larger business associations are usually known by: other business people active in the same sector; district and commune councillors; staff members of the District Administration; and staff members of district offices of line departments.
- Active small-scale business people including farmers and active ID-Poor are usually known by commune councillors; village chiefs; farmers groups and business associations.
- Active members of community groups, such as farmers groups are usually known by commune councillors or individuals, such as teachers and village leaders.

In addition the District Council may get to know economically active stakeholders whom they want to meet during the Dissemination and Consultative Forum and other activities for consulting and engaging with citizens (as for example outlined in the Technical document on Civic engagement).

What are the expected outputs from the meetings? First of all it is expected that the DA:

- gets to know and builds relationships with active stakeholders from the private sector and civil society who are interested in cooperation;
- identifies active and motivated stakeholders who might want to join support measures offered by the DC (such as for example the activities outlined in this Technical Document).

In addition these meetings provide an opportunity for the DA to:

- learn about the success and challenges of these stakeholders and their ideas and plans for the future (and thereby gain ideas what kind of support initiatives to offer);
- get information about other active and interested women and men in the district whom to contact;
- get data and information for the 'District's Economic Overview' (tool 1), such as on e.g. the kind of products stakeholders produce, their yields or production capacities.

What to consider so that the first contacts and meetings with stakeholders will be successful:

- **Meet stakeholders personally and at their places:** Stakeholders whom the DA wants to meet should not be called for a meeting at the district office. They should rather be met personally at their places! This is paramount to demonstrate that the DA is really interested and considers private sector and civil society stakeholders as equal partners for cooperation.
- **Keep the meetings short:** The primary interest of particularly private sector stakeholders is to run their business and to gain money. They are therefore usually very concerned about their time. To demonstrate that the DA acknowledges this fact, the meetings should not last long, i.e. not longer than an hour. Keeping the time for meetings short applies to large-scale business people as well as to small-scale farmers, including ID-Poor women and men (for whom time is a particularly scarce resource).
- **Understand and address also small-scale farmers (including ID-Poor) as experienced and capable stakeholders:** The DC's economic development activities shall be of particular benefit to poor women and men. Therefore it is important to also identify active small-scale producers, including active ID-Poor. For raising their confidence and making them interested in cooperation it is important to address them as important and capable stakeholders, the same as large-scale business people.

- **Apply a language that is appealing to the different stakeholder groups:** In order to attract stakeholders' interest, it is important to address topics and to apply a language that appeals to them. This means for example when talking to business people to emphasise the DC's interest in 'economic development' or the 'competitiveness' of businesses, by using terms such as for example 'profit', 'production per ha' 'milling capacity' etc. Discussions with civil society stakeholders on the other hand can for example rather emphasise the DC's interest in 'poverty reduction' and 'reducing the gap between the rich and the poor'.
- **Listen carefully to what the stakeholders say:** During the meeting, the meeting facilitators should not engage in a discussion and e.g. give their own views, opinions or recommendations. Their task is rather to ask questions and to listen carefully to what the stakeholders say.
- **Think ahead of follow-up activities and offer some quite quickly:** The identification of active stakeholders is only meaningful when the DC intends to organise activities to foster cooperation and to support these stakeholders. Such activities can be for example the Stakeholder Workshop (tool 3), Study Trips (tool 4), Workshops for sharing successful practices and solving common challenges (tool 5) or Information Meetings (tool 6). In order to demonstrate the DC's commitment to the district's economic development, the DC should consider which ones they can offer quite quickly, i.e. within the forthcoming 2 – 3 months.

Who should meet the stakeholders? The meetings should be held by those district councillors and personnel of the DA who will later facilitate activities for active stakeholders. This is to ensure that stakeholders can build relationships with the DA. In addition it is to enable the facilitators to refer to the real situation of stakeholders during these events (i.e. to mention what they saw at their places and heard from them). In view of the number of stakeholders to be met, the DA can also cooperate with interested commune councillors. The meeting facilitators should have a good understanding of this tool and good communication skills. Experience shows that the involvement of the district governor or a deputy is essential for contacting those private sector and civil society stakeholders who are active on a larger scale, such as for example: collectors and traders, rice millers, factory owners or representatives of business associations.

What to do in preparation for the meetings:

Define the number and kind of stakeholders whom to meet: The number of active stakeholders, whom to contact and meet at the beginning, depends largely on the follow-up activities which the DC wants to offer. This means for example:

- If the DC decides to organise one Stakeholder Workshop (tool 2) up to 70 active women and men can be invited; if the DC intends to organise 2 or 3 Stakeholders Workshops (i.e. in clusters of communes) between 140 and 210 active women and men can be invited. However not all stakeholders who have been met, might want to come to the Stakeholder Workshop.
- If the DC intends to offer first some Study Trips (tool 4), up to 30 active stakeholders can be invited to join per study trip. However not all stakeholders who have been contacted might be interested in a study trip.
- If the DC intends to facilitate first some Information Meetings, up to 50 participants can join an Information Meeting. However not all stakeholders who have been contacted might have an interest to participate in Information Meetings. And: they might be interested in different topics.

It is recommended to meet small-scale producers (including ID-Poor women and men) as well as people with medium to large-scale businesses (such as for example collectors, traders, factory owners and rice millers). Particular attention should be paid to contacting a fair proportion of active women and men. This means to look for women particularly in those business fields where they are not equally active. In addition the DC should take care to identify economically active stakeholders among population groups who may face particular challenges to participate successfully in economic life, such as e.g. the youth, people with handicaps or ethnic minorities.

Ask for an appointment with stakeholders: In preparation for a meeting with stakeholders, it proved successful:

- to contact stakeholders by phone, to express the interest in meeting them and to clarify the purpose of the meeting, such as that the DC:
    - *wants to accelerate the district's economic development;*
    - *wants to get to know economically active people of the district;*
    - *would like to learn more about their businesses (or the activities of their organisation) and their ideas and plans for the future;*
- to ask whether it would be possible to meet at their place – and if so – to agree on a meeting day and time.

Issues for discussion during the appointment:

When meeting business people with medium to large-scale businesses, the conversation can:

- start with clarifying again the purpose of the meeting, highlighting the fact that the meeting will not take much of their time and emphasizing that they were recommended as an active business person;
- continue with some general questions: such as for example what their business is; what they are producing or selling; since when they are doing the business; how many employees they have (if relevant);
- explore some more details of the business, such as for example their production capacities and to what type of clients they are selling (the questions should however not address a) their income or b) issues which they would not want their competitors to know)
- continue with their achievements, such as for example whether the business is growing; what their strengths are; what it is that makes them successful; what they think are the market trends for the future;
- explore their challenges and their experiences and ideas for overcoming them;
- address issues concerning cooperation with other stakeholders, such as for example with whom they cooperate and what the benefits and challenges of this cooperation are (particularly concerning their relationships with supplies or buyers); whether they can think of other types of cooperation that might be beneficial for their business; and whether they are interested in meeting more active business people;
- explore whether they know any other active and motivated business people (women and men) whom the DA should contact.

Meetings with individuals/small-scale producers (including active ID-Poor) can deal with:

- their products, the number of hectares of their farm land and yearly yields/production (e.g. rice, vegetables, chicken, pigs, cows etc.); or their production volume per week (for handicraft);
- their success; and since they were recommended as being successful: why they are successful; what they do to make their business run well;
- their challenges, and what they already tried for overcoming these challenges; what the results were from these efforts;
- their plans for the future for improving their business activities;
- their experiences in cooperation with other stakeholders (including e.g. input suppliers, traders, wholesalers, rice millers, agricultural extension officers etc.), the benefits and challenges from this cooperation; whether they are interested in meeting more economically active women and men; and whether they know any other economically active women and men whom the DA should contact.

Meetings with civil society representatives can address:

- some general issues concerning their group/association/cooperative, i.e. when it was formed; how many members it has (women and men);
- the kind of economic activities they support; including specific activities for promoting poor women and men and/or the youth, people with handicaps or ethnic minorities;
- their success and what they achieved for their members;
- their challenges; what they already tried for overcoming these; and what the results were;
- their ideas and plans for the future;
- their cooperation with other stakeholders (e.g. other civil society groups, business people, CC and DA); whether they are interested in meeting more economically active women and men; and whether they know other economically active women and men whom the DA should contact.

What to observe during the meeting: During the meetings it is important to listen and to observe:

- whether stakeholders are interested in the conversation and share ideas and information;
- whether they appear as really active business people or active representatives of their organisations;
- whether they have ideas for overcoming challenges and improving their businesses or organisations;
- whether they show interest in cooperation with other stakeholders or even cooperate already with some.

➲ **If this is the case**, the meeting facilitator can ask them whether they would like to join activities offered by the DA, such as for meeting more stakeholders who share the same interests as they do, for meeting other stakeholders to share experiences, for gaining information etc.

What to do after the meetings: After the meetings it is recommended that the facilitators take some notes on the findings of the meetings. This is to ensure that the DA has appropriate information if they want to invite participants to follow-up activities.

Which resources and costs need to be considered for the identification of active private sector and civil society stakeholders?

- Personnel/a team of the DA for meeting stakeholders and evaluating the findings from the meetings;
- Transport for meeting stakeholders at their places.

Cost estimate for meeting 100 stakeholders in 30 days (i.e. 3-4 stakeholders per day):

30 days x 100 km (average/return travel) x Riel 300 = **Riel 900,000**

TOOL 3: The Stakeholder Workshop

What - in short - is this workshop about? The Stakeholder Workshop is a one-day event during which the DC brings together active and interested stakeholders from the public sector, the private sector and civil society. The workshop provides the opportunity for participants:

- to meet other stakeholders from their district who share the same interests as they themselves do;
- to realise that they all play important roles in the district's economy and that they can benefit from cooperation;
- to share their success, their challenges, and their plans and ideas for the future;
- to develop ideas for solving some of these challenges, such as for example by (better) cooperating with each other.

In order to demonstrate to participants that the cooperation with the DA is really practical and beneficial for them, the Stakeholder Workshop concludes usually with some short-term initiatives which participants want to undertake in the near-term future (i.e. the forthcoming 3-6 months). These short-term initiatives can be for example Study Trips (tool 4), Workshops for sharing of successful practices and solving common challenges (tool 5), Information Meetings (tool 6) or Cooperation Dialogues (tool 7). Preferably, the workshop is organised per clusters of communes. This is to promote that participating stakeholders can more easily engage in cooperation. In addition participants with difficulties to get transport can more easily join the workshop (e.g. women, ID-Poor). It can be organised once or immediately several times covering all communes of the district. The number of workshops depends on the DC's decision and resources; i.e. the resources to organise and facilitate the Stakeholder Workshops, and the resources to support (some of) the short-term initiatives which participants want to undertake. At a maximum 70 participants can join per Stakeholder Workshop.

Who are the participants for the Stakeholder Workshop? Participants are active and interested women and men from the public sector, the private sector and civil society. They include those stakeholders whom the DA got to know when they were looking for economically active stakeholders in the district (see tool 2).

- Public sector stakeholders are for example district councillors, the district governor or a deputy, interested commune councillors and interested representatives of line agencies (such as e.g. agriculture or women's affairs). It is preferable to invite representatives who are a) active and motivated; and b) charged with responsibilities concerning economic development or undertake activities supporting economic development as part of their usual functions.
- Private sector stakeholders are active and motivated business people from all sectors of the district's economy (e.g. agriculture, handicraft, tourism) and from all steps of the value chain (such as for example farmers including ID-Poor, collectors, traders, processors, wholesalers).
- Civil society stakeholders are for example active representatives of farmer groups or business associations.

In order to be really attractive to economic stakeholders, private sector representatives (including farmers and ID-Poor) should form the large majority, i.e. at least two-thirds of workshop participants. Attention should be paid to an equal participation of women and men.

What are the expected benefits for the DA? The Stakeholder Workshop is to enable the DA to:

- build relationships with active and motivated stakeholders of the district's economy;
- learn about their challenges, their plans and ideas for the future (as a basis for offering support activities);
- link stakeholders and enhance cooperation among them (that means between stakeholders from the public sector, the private sector and civil society and among each of the stakeholder groups, such as for example between producers, traders and wholesalers).
- demonstrate to stakeholders that they fulfil their role of promoting the district's economy.

Who are the facilitators? The Stakeholder Workshop requires a team of 3-4 facilitators. They should have good facilitation skills, be highly interested in promoting the district's economic development and motivated to engage in cooperation. They can be for example district councillors, the governor or a deputy, staff members of the inter-sectoral office or district offices of line departments. They should be those persons who already undertook the Identification of economically active stakeholders (tool 2) and who will also in the future continue to cooperate with active stakeholders. The participation of the district governor in the team of facilitators is recommended.

What to do in preparation for the Stakeholder Workshop:

Identification of the venue for the workshop: In case district stakeholders from the public sector, the private sector and civil society meet for the first time, it is recommended to organise the workshop at a 'neutral' place and therefore not at the district office. A good location is for example a pagoda or a school. Usually it can be used for free and provides sufficient space for participants to sit comfortably and to do group work.

Invitation of participants: Small-scale producers should be invited approximately 3-4 days before the workshop. Stakeholders with medium-size or large businesses or of whom it is known that they have a busy schedule with meetings and travels need to be invited 7-10 days before the workshop. At best the invitations are given personally, i.e. by meeting them or by phone. Invited stakeholders should be informed about the topic of the workshop, the date, the starting time and cost arrangements (i.e. that there will be provision of lunch and snacks, but no payment of allowances or distribution of subsidies). In case the facilitators do not have the phone number of all of them, other stakeholders from the same commune or village can be asked to inform them; they should be provided with an official invitation letter which they can distribute to invited participants.

Arrangement of logistics for the workshop: Approximately a week before the workshop, the microphone should be booked (if necessary), the necessary purchases made and lunch and snacks ordered as indicated below. If possible the DA should agree with the restaurant and/or shop owner for some flexibility; i.e. the possibility to provide them with the precise figures for lunch and snack orders in the morning of the workshop day when it is clear how many participants actually arrived.

Meeting of the team of facilitators before the workshop: Before the workshop it is necessary that the team of facilitators meets to discuss the process and the content of the workshop, to prepare the visuals and to rehearse facilitating the sessions and giving the presentations. Particular attention is required for the preparation of the small-group work and the identification of short-term initiatives in session 4. In addition it is important that the facilitators familiarise themselves with the short-term initiatives they want to offer, i.e. Study Trips (tool 4), Workshops for sharing successful practices and finding solutions to common problems (tool 5), Information Meetings (tool 6), and Cooperation Dialogues (tool 7).

What are the sessions of the Stakeholder Workshop?

Session 1 – Opening of the Workshop: The opening session consists of the welcome remarks by the DC chairperson (or representative), the introduction of participants and facilitators and a short overview on the objectives and programme of the workshop.

Session 2 – Success factors for the economic development of the district: In order to facilitate a positive atmosphere for cooperation, the facilitators present some success factors for local economic development which highlight: the importance of all stakeholder groups and how participants themselves and the district's economy can benefit from cooperating with each other. Particular attention is paid towards presenting each stakeholder group in a very positive way.

Session 3 – Reflection on current economic (development) activities: Participants form small groups based on their professions and economic activities. In these groups they discuss: their success and challenges; what they already did to solve these challenges; and their ideas how to better overcome them in the future. In order to enable participants to begin the small-group work with a positive mind-set, they start deliberately with sharing their success.

Session 4 – Presentation of small-group findings and discussion of possible joint initiatives: First, representatives of the small-groups give a short presentation of their findings. Then, the facilitators assist participants to identify short-term activities to overcome their challenges and in particular how to do so by cooperating with each other. The session concludes with a list of proposed short-term initiatives out of which participants chose which ones they want to undertake in the near term future.

Session 5 – Workshop evaluation and closing: At the end of the workshop, participants evaluate the workshop by secrete vote. This is followed by the closing remarks of the DC chairperson (or representative) during which he/she will also clarify by when the DC will discuss the ideas raised during the workshop and decide which ones to support.

Which resources and costs need to be considered for the Stakeholder Workshop?

- Personnel/a team of the DA for identifying workshop participants (see tool 2), for arranging workshop logistics and for facilitating the workshop.
- Workshop equipment and material, such as chairs for participants or mats in case the workshop is held in a pagoda, 1-2 flipchart stands, if possible 2-3 pin-boards, flipchart paper, meta-cards, permanent markers, microphone in case the place is large, 2-3 glue sticks, scotch-tape and scissors.
- Costs for lunch, 2 snacks and contribution to participants' transport costs. In order to attract only participants who are really interested in improving their business activities, there is no payment of allowances.

Cost estimate: For a workshop with 70 participants that is organised in clusters of communes, the following costs can be calculated:

Snacks: 2 Snacks x 70 participants x Riel 2,000	= Riel 280,000
Lunch: 70 participants x Riel 6,000	= Riel 420,000
Contribution to transport costs: Riel 300 per km x 70 participants x 40 km (estimate for return travel)	= Riel 840,000
Equipment (Estimate for microphone rent, flipchart paper, markers, meta-cards, etc.)	= Riel 200,000, -
ESTIMATED TOTAL (without calculation of allowances for facilitators and equipment, such as mats, pin-boards and flipchart stands)	= **Riel 1,740,000**

NOTE! In addition costs for supporting (some) short-term initiatives need to be taken into consideration. Therefore see cost estimates under: Study trips (tool 4), Workshop for sharing of successful practices and solving common challenges (tool 5), Information Meetings (tool 6), Cooperation Dialogue (tool 7).

What to do in follow-up to the workshop:

After the workshop the team of facilitators needs to meet to review the workshop outcomes. The results from the review shall be presented during a DC meeting so that the DC can take a decision which short-term initiatives they want to support. Issues to look at during the review are:

- The number and kind of short-term initiatives which were identified during the workshop, i.e.
  a. those for which stakeholders wish support;
  b. those which stakeholders want to implement by themselves;
- For each of the identified short-term initiatives:
  - the number of participants who want to join implementation (separated by women and men);
  - their professions or business activities;
  - the communes/villages they come from.
- Remarkable success participants reported about their business or economic development activities or their organisations, including:
  - the names, professions/business activities and locations of these people, so that later they can for example be invited to share their success during Workshops for sharing of successful practices and solving common challenges (tool 5); or be asked to act as a resource person during Information Meetings (tool 6).
- Particular challenges participants reported to face with their businesses or organisations, including:
  - the names, professions/business activities and locations of these people, so that the DC can consider to offer them support, such as for example inviting them to Information Meetings (tool 6) or to a Workshop for sharing successful practices and finding solutions to common challenges (tool 5).

Following the DC's decision which short-term initiatives they want to support, it is important to implement at least some activities during the forthcoming 1 – 2 months. This is to demonstrate to participants that the DC is serious about promoting the district's economic development; and that coming to the workshop was worth the time.

Major steps in workshop facilitation

Session 1 - Opening of the workshop (30 min)

1.1 Welcome by the DC chairperson or representative (5 min), who highlights:

- the chance for representatives from the private sector, the public sector and civil society to get to know each other;
- the great contributions each of the stakeholder groups makes to the district's economy;
- the workshop as an opportunity for participants to realise that they can cooperate with each other in a manner that provides benefits for all of them;
- the fact that the workshop will result in the identification of some short-term activities which stakeholders want to undertake in the near-term future. These are to improve their own business activities, the activities of their organisations as well as the district's economic development;
- other initiatives which the DC might have organised before the Stakeholder Workshop and how economically active stakeholders benefit from these; such as for example the development of the District's Economic Overview (tool 1) and the kind of data and information participants can obtain from the DA; Study Trips (tool 4) and the kind of techniques and innovations participants saw; Information Meetings (tool 6) and the kind of information which participants received.

1.2 Introduction of participants and facilitators (10 min): the facilitator:

- explains that there will be only a short introduction of participants so that the major parts of the workshop can start quickly;
- asks participants to present themselves by giving their name, profession and location: a) private sector stakeholders (from large businesses, such as rice millers or factory owners); b) members from business associations and community groups; c) representatives from the DA and CC; d) for all other participants, the facilitator calls the names of the communes and asks them to stand up.

1.3 Presentation of workshop objectives and programme (15 min): The facilitator:

- presents shortly the following workshop objectives:

  At the end of the workshop, participants will:
  - *know other stakeholders from the public sector, the private sector and civil society who share the same interests in improving their own business activities and in promoting the district's economic development;*
  - *know the roles of the public sector, the private sector and civil society and how they complement each other;*
  - *understand that public sector, private sector and civil society can cooperate in a manner that provides benefits for business people (including farmers and the poor) and the district's economic development;*
  - *discuss and agree on some (joint) activities which they want to implement in the near-term future;*
- invites for questions and comments.

Session 2 - Success factors for the economic development of the district (45 min)

2.1 Presentation of success factors (40 min): The facilitator:

- explains that he/she will present some success factors for the district's economic development;
- presents and explains the following success factors:

➢ ***<u>Success factor 1:</u> Stakeholders from the public sector, the private sector and civil society in the district need to clearly understand each other's role!***

- *<u>Private sector stakeholders</u> are those women and men who produce regularly for sale or who provide regularly services against payment. Private sector stakeholders are for example: farmers, processors, collectors, traders, wholesalers, handicraft producers, tourism agencies or commercial banking institutions.* ***They are an important pillar of the local economy because they sell and buy goods and services and provide employment opportunities. Due to their business activities, private sector stakeholders are the engine of the economy!***
- *<u>Public sector stakeholders</u> are elected and appointed members of government structures and their administrations at the national and sub-national levels. These include the members of the DA, of district offices of line departments and commune councillors who are present during this workshop. <u>Overall</u> public sector stakeholders perform the important role to define policies, legislation/regulations and to provide public services for economic development. At the sub-national levels such regulations can be for example deikas for market operators or deikas to impose fines on people who let their animals stroll in the fields. Public services include for example the construction or rehabilitation of infrastructure (e.g. roads, markets, irrigation systems) or the provision of agricultural extensions services.*

  In addition the DA can :
  - *provide opportunities for economically active stakeholders to meet each other for: sharing of information and know-how; sharing successful practices and innovations; finding areas for cooperation that result in improved business activities/activities of their organisations and income gains;*
  - *provide information on the district's economy, such as for example concerning the location of important stakeholders (e.g. farmer groups, collectors or traders for different products);*
  - *facilitate access to information on economic topics, such as concerning technical issues or market demands.*

  Thereby public sector stakeholders and the DA create the conditions and a good environment that help business people to improve their economic activities.

  Note: In a market economy it is not the role of the public sector (and therefore of the DA) to find the market for business people (including small-scale farmers) for selling their products; business people need to inquire about the market needs first and produce accordingly. They can get to know about these market needs by for example asking those people who buy their products. What the DA can do, is to bring them together with those people who know about market needs, such as for example during this workshop or other events.
- *<u>Civil society stakeholders</u> are individuals who work for the benefit of others and not for their own profit. They are for example: leaders of farmer groups or cooperatives or business organisations.* ***Civil society stakeholders represent the members of their groups or organisations, assist them in improving their capacities and make sure that their interests are heard. Some of them are particularly active in assisting those women and men who may face challenges to participate successfully in economic life (e.g. poor citizens, the youth).***

➲ ***Conclusion: All these roles complement each other. The private sector makes the economy run; the public sector provides the framework conditions and a good environment for economic activities; and civil society represents the interests of economically active stakeholders and takes care of those people who face difficulties to participate successfully in the economy.***

➲ ***Therefore business people, public authorities and civil society organisations need to cooperate with each other!***

- ***Success factor 2:*** ***Cooperate with successful businesses and business people*** (i.e. successful women and men who engage in small-scale or large-scale farming, trading, handicraft production, tourism etc.)

This is to ensure that the district's economy will develop more rapidly: more and better goods and services will be provided and customers will be more satisfied.

- Successful businesses and business people are however not the ones who want to make a maximum of profit at the expense of their customers. Successful business women and men are rather those ones who can maintain their business in the long run and therefore:
  - *make sure that their customers are satisfied with the quality and the price of their products and services;*
  - *have good relationships with other business people, their staff and public sector representatives, such as DC and CC; Example: If wholesalers are satisfied with the products they get and the price, they will not turn to other producers the next time; if they work according to the laws, public sector representatives (such as DC and CC) will feel inclined to cooperate with them;*
  - *are socially and environmentally responsive. This means that they consider workers' rights and do not pollute the environment. Thereby they will gain a good reputation inside the enterprise and by their customers. This has the positive effect that people may want to buy from them.*

➲ ***Therefore: If business people establish good relationships with their customers, other business people and public sector stakeholders, their businesses will improve and be more successful.***

- ***Success factor 3:*** ***The objectives of the private sector, the public sector and civil society are compatible with each other!***

- *Overall,* ***the public sector*** *(including DC and CC) wants to improve the livelihood of people and reduce poverty. District Councils contribute to achieving these objectives by promoting the district's economic development in a manner that results in more employment and income opportunities (particularly for the poor) and in better goods and services for their citizens.*
- *Overall,* ***the private sector*** *wants to improve their businesses and increase their profit in a sustainable manner. This can be achieved for example when they provide products and services of improved quality, attract more customers, buy more inputs to produce more, reduce their costs and maintain a good reputation.*
- *Many* ***civil society organisations*** *focus on achieving better living conditions for citizens and particularly for those who may face challenges to participate successfully in economic life, e.g. poor women and men, the youth, the elderly, people with disabilities or ethnic minorities. Better living conditions can be achieved when all citizens (and e.g. particularly poor women and men) have more job opportunities, gain more income, receive more and better services and enjoy a good living environment.*

➲ ***All these objectives are compatible with each other.*** **Example:** If private sector stakeholders (including small-scale farmers and the poor) improve their business activities and gain more income, they contribute to the objective of the public sector to improve the livelihood of people and to reduce poverty; and they contribute to the objective of civil society to improve the living conditions of citizens and particularly the poor.

➲ ***These objectives can be better achieved when stakeholders from the private sector, the public sector and civil society cooperate with each other! If stakeholders cooperate with each other, it will lead to benefits for all!***

2.2 Question and answer session (5 min); the facilitator:

- invites participants to raise their questions and comments;
- leads to the next session; and highlights that participants will then look for areas for cooperation that will bring benefits for their individual businesses, their organisations and for the district's economic development.

Session 3 - Reflection on current business and economic development activities (small-group work - 90 min): the facilitator:

- informs that during this session participants can share their past success, past challenges and plans or ideas for the future how to improve their businesses, the activities of their organisations and the district's economic development;
- highlights that the plans and ideas should focus on short-term initiatives which they can undertake in the near term future (i.e. the forthcoming 3 - 6 months);
- encourages them to also raise ideas for improving their activities by better cooperating with each other;
- suggests that they will work in small groups according to their professions and economic activities; i.e. 6 to a maximum of 10 groups, such as:
  - one group for public sector stakeholders (in case there are many public sector stakeholders, one group with CC and one group with representatives from the district);
  - for each main economic activity, one group of producers and one group of stakeholders who are active higher up the value chain (e.g. collectors, traders, processors, wholesalers); in case civil society stakeholders represent a group of basic producers or a group of stakeholders higher up the value chain, they can join the respective group;
  - one group for remaining civil society stakeholders.
- clarifies that during the next session they will have the opportunity to a) listen to the results from all the small-groups and b) choose freely which of the proposed activities they want to join;
- introduces the following questions for the small-group work:

  Questions for private sector stakeholders:
  - *What has been the success of your business activities in the past?*
  - *What have been the challenges for your business activities in the past? (Consider also challenges which are difficult to solve alone and which might be easier to solve when cooperating/working together with other stakeholders.)*
  - *What have you already done to address these challenges?*
  - *What are your ideas to improve your business activities in the future? (including ideas how to improve your business activities by cooperating with other stakeholders; think of short-term initiatives which can be implemented in the near future!)*

  Questions for public sector stakeholders and civil society stakeholders:
  - *What has been the success of your organisation or economic development activities in the past?*
  - *What have been the challenges of your organisation or economic development activities in the past? (Consider also challenges that are difficult to solve alone and might be easier to solve when cooperating/working together with other stakeholders.)*
  - *What have you already done to address these challenges?*
  - *What are your ideas to improve the activities of your organisation/the economic development in the area in the future? (including ideas how the activities of your organisation/the economic development in the area could be improved by cooperation with other stakeholders; think of short-term initiatives which can be implemented in the near future!)*

Following the presentation of the guiding questions, the facilitator:

- informs participants that they will have 75 minutes to discuss the questions;
- assists them to find an appropriate location for the group-work; provides the groups with the material (flipchart sheets, markers) and asks them to agree on a) one group member to take the notes and b) one group representative to present their findings during the forthcoming plenary session.

During the small-group work all facilitators go round and assist participants in particular: to share the success of their activities; to be specific what e.g. their success or challenge is (e.g. to mention in what step of the production cycle they are successful or face the challenge); and to think of challenges that have to do with cooperation with other stakeholders.

Session 4 - Presentation of small-group results and discussion of possible (joint) short-term initiatives (3 hours)

4.1 Presentation of results from the small-group work (60 min); the facilitator:

- invites a representative from each small-group to present their results (maximum of 5 minutes per each presentation); in case time is getting short, the facilitators can also read/present the results from the small-group work;
- assists in clarifying issues, such as for example when:
  - participants mention ‘lack of money’ as their challenge: whether they know of financing institutions and their conditions;
  - participants mention just ‘lack of skills for chicken raising’: which skills exactly they want to acquire (e.g. skills for feeding of chicken or dealing with diseases);
  - participants mention just ‘problems with seeds’: whether the problem is to find good quality seeds, or how to keep the seeds or how to produce their own seeds etc.;
  - participants mention ‘problems with selling and finding the market’: whether they know about market needs and ensure there is a demand before starting to produce; whether they used to cooperate with only one collector or know of several collectors;

Lunch Break: Preparations for session 4.2 - Identification of possible (joint) short-term initiatives

Short-term initiatives are identified by a) reviewing all ideas which participants proposed in response to question 4 of the small-group work and b) reviewing challenges which participants mentioned in response to question 3. (Reviewing all ideas is to demonstrate to participants that the facilitators are not avoiding any topic.) Below is a table with examples of ideas and challenges which participants might raise and suggestions how to deal with them during the session. In preparation for the session, during the break, the facilitators:

- review all ideas, and:
  a) check to which of the examples in table 1 they may fit;
  b) if relevant: think ahead which short-term initiatives they can offer.
- review the challenges, and:
  a) check whether there are remaining challenges that were not addressed by the ideas to question 4;
  b) think ahead whether there are challenges that could be addressed by short-term initiatives, i.e. tools 4 - 6; examples are provided in table 2;
  c) think ahead whether participants mentioned challenges which they could solve by cooperating with each other; examples are provided in table 3. In this case a meeting, such as described in tool 7 (Cooperation Dialogue) can be offered;
- prepare several sheets of flipchart paper, each with the title ‘Proposed Activities’.

4.2 Identification of possible short-term initiatives (120 min); the facilitator reads all ideas which participants proposed for question 4 (starting with the flipchart of those groups where the facilitators identified short-term initiatives they can propose). Then the facilitator addresses them according to the examples provided in the table below:

Table 1	
Possible ideas	**Suggestions for facilitation**
Ideas that participants can/will implement individually (i.e. without support)	
Example: Increase Production ➡	► The facilitator clarifies whether participants who raised this idea want to increase production by themselves and don't want/require support. ► If yes: The facilitator congratulates them; ticks the idea and proceeds with the next one. ► In case participants wish support, such as capacity development, the facilitator continues as mentioned below (*ideas that relate to individual capacities/capacity development*).
Ideas that require more than 3-6 months to be dealt with	
Example: construction/ maintenance of an irrigation canal, or any other infrastructure related issue ➡	► In case the facilitator knows that the project is already included in a CIP or the DIP, he/she informs participants who raised the idea about this. ► In case the project is not included in a CIP or the DIP, or the facilitator does not know it, he/she: informs participants that this project idea cannot be addressed during this workshop; states that they will inform the DC about the idea; encourages participants to raise the idea during the next commune or district planning process; ticks the idea and proceeds with the next one.
Ideas that can be implemented in the next 3 to maximum 6 months that relate to individual capacities/capacity development	
Examples: ➡ ► acquire technical know-how or skills (e.g. on pest management; crop production; animal raising; processing); ► learn how to optimise energy consumption or use new machinery or technology	► The facilitator clarifies with the participants who raised the idea: a) for what step of the production cycle they want to acquire the skills (if relevant) and b) how they want to acquire the skills; ► In case they want to see successful techniques or practices, the facilitator can propose a Study Trip (tool 4); ► In case they want to gain information from a knowledgeable person, the facilitator can propose an Information Meeting (tool 6); ► In case they want to learn from others by sharing of experiences, the facilitator can propose the Workshop for sharing of successful practices (tool 5); ► In case they want to attend training, the facilitator asks whether interested participants know of a good service provider. If they mention the district or provincial office of agriculture or any other service provider/NGO, the facilitator explains that he/she will

	bring the idea to the DC to see whether they can access support, but cannot assure that it is (quickly) possible; ► In view of the fact that training cannot be assured, the facilitator can ask participants whether they would be interested in e.g.: o sharing of experiences with other people who do the same business (tool 5); o gaining information from a knowledgeable resource person (tool 6); ► For each of the agreed upon activities, the facilitator takes note of the activity title on a flipchart 'Proposed Activities' (two ideas maximum per flipchart with sufficient space in between so that later interested participants can glue the meta-card with their contact details below); then he/she ticks the idea. ► <u>Note:</u> In case another group stated that they have been successful in dealing with the issue/s participants raised, the facilitator can relate to their flipchart and note that they could become a resource for a Study Trip, for a Workshop for sharing successful practices or for an Information Meeting.
Example: establish or re-activate a group ➡	► The facilitator checks with participants whether they would be interested in for example: a) coming to a Workshop for sharing of experiences with other people who have the same interest/do the same business; b) meeting successful groups during a Study Trip (tool 4); or c) gaining information from knowledgeable people during an Information Meeting. ► The facilitator takes note of the agreed activities on a flipchart 'Proposed Activities'; and ticks the idea/s.

Then the facilitator continues by addressing challenges (responses to question 3) and proceeds along the examples provided below:

Table 2	
Possible Challenges	**Examples how to facilitate**
Unsolved challenges that can be addressed by for example: Information Meetings (tool 6), Study Trips (tool 4) or Workshops for Sharing of Experiences (tool 5)	
Example: Lack of money ➡	► The facilitator asks participants whether they have ideas what to do about it; in case they do not mention something, he/she can ask whether they would be interested to learn more about the financing institutions in the district and their conditions. ► In case they want, the facilitator takes note of the activity on the flipchart; in case they are not interested, he/she states that the DA cannot offer more at the moment.
For all other challenges relating to e.g. lack of skills etc., see examples for facilitation in table 1.	

Unsolved challenges that can be addressed in the next 3 to maximum 6 months and relate to relationships/ cooperation with others (such as e.g. suppliers, buyers, workers)	
Example: rice producers on the one hand report about low prices they achieve for their paddy; rice millers on the other hand report about lack of quality and difficulties to sell for a good price. ➡	► The facilitator reads the challenges on the respective flipcharts; shows how they can be related; and asks whether participants would like to meet to find a solution that benefits both stakeholder groups (tool 7). ► In case participants want to meet, the facilitator takes note of the activity on a flipchart 'Proposed Activities'; In case they do not want, he/she states that the district cannot do more about the issue at the moment; then he/she ticks the idea;
Example: A group of processors presents that they have not enough input (e.g. palm-juice, bamboo, rattan etc.); commune councils (or other stakeholders) report that there are producers who produce that product and cannot find the market for selling it. ➡	► The facilitator reads the challenges on each group's flipchart and shows that they are related; then he/she asks whether e.g. the CC with support from the DA wants to take the initiative to bring stakeholders together to discuss whether they want to cooperate. ► In case stakeholders want to meet, the facilitator takes note of the activity on the flipchart 'Proposed Activities'. If they do not want, he/she explains that this is all what the DA can offer at the moment; then he/she ticks the idea;
Example: A brick factory owner or large scale farmer reports about difficulties to find workers; district or commune councillors from the same area report about the many ID-Poor households who are looking for jobs. ➡	► The facilitator reads the challenges on each group's flipchart, and shows that they are related; then he/she asks whether the factory owner would like the district or commune councillors to link him with the job-seekers. ► In case both sides agree, the facilitator takes note of the agreed activity on the flipchart; in case they don't want, the facilitator explains that this is all, the DA can offer at the moment; then he/she ticks the idea.
Ex: Farmers report about strolling cows destroying their fields ➡	► The facilitator asks the farmers whether they want support to get in touch with the CC (so that for example the CC can discuss the issue and eventually issue a deika addressing strolling animals in the commune). ► In case the farmers want such support, the facilitator takes note of the agreed activity on the flipchart; in case they do not want, he/she explains that this is all what the DA can do at the moment; then he/she ticks the idea.

At the end of the session, the facilitator:

- puts the flipchart papers with the 'Proposed Activities' on the wall/or pin-board (maximum 2 activities per flipchart with sufficient space between the activity titles so that participants can stick the meta cards with their contact details);
- reads the title of all proposed activities;
- invites participants to think for themselves, which of the proposed activities they would like to attend; and informs them that they can choose more than one, if they think they have the time and the capacity to handle more than one;

- asks participants to write <u>for each of the activities</u> they want to attend/undertake, <u>one</u> meta-card with their <u>name, village, commune and phone number</u> and to stick them <u>under</u> the activity they want to attend/undertake;
- checks further details so that the activity can be implemented quickly after the workshop; such as: when it should take place; if relevant, how long the activity should last; whether they can travel or prefer implementation of the activity in their area;
- reads the titles of those activities which participants want to undertake (i.e. under which they sticked their cards);
- informs how participants will be contacted when the activity is taking place.

At the end of the session the facilitators <u>bundle or glue the cards that belong to each activity</u>; <u>indicate clearly for each short-term initiative they are</u>; and keep them carefully, so that later they have the names and contact details of participants for each of the suggested activities.

<u>Session 5: Workshop evaluation and closing (15 min)</u>

<u>5.1 Workshop evaluation (10 min).</u> The facilitator:

- presents and explains the chart for the workshop evaluation as shown below;
- highlights that the evaluation will be done by secrete vote;
- places the chart at a place out of sight of the facilitators; and asks participants to give a rating on the following issues:

	☺	😐	☹	No idea
Satisfaction with the ideas and initiatives that were raised and agreed during the workshop				
Satisfaction with workshop facilitators				
Satisfaction with workshop methodology (presentations, time for questions and discussion)				
Usefulness of the workshop				

<u>5.2 Workshop closing (5 min);</u> the facilitator:

- invites the DC chairperson (or representative) to:
  - clarify by when the DC will discuss the short-term initiatives raised during this workshop and take a decision whether they can support them;
  - give his/her closing remarks.

Time		Name of lead facilitator and co-facilitator for the session
AM 8.00 – 8.30 (30 minutes)	**Session 1: Opening** **1.1:** Welcome by the DC chairperson (or representative) **1.2:** Introduction of participants and facilitators **1.3:** Presentation of workshop objectives and programme	▪ ………………….. ▪ …………………..
AM 8.30 – 9.15 (45 minutes)	**Session 2: Success factors for the economic development of the district** **2.1:** Presentation of success factors **2.2:** Question and answer session	▪ ………………….. ▪ …………………..
AM 9.15 – 10.00 (45 minutes)	**Session 3: Reflection on current business and economic development activities** **3.1:** Small-group work	▪ ………………….. ▪ …………………..
AM 10.00 – 10.15	***Morning Break***	
AM 10.15 – 11.00 (45 minutes)	**Session 3: (Continuation)** **3.1:** Continuation of small-group work	▪ ………………….. ▪ …………………..
AM 11.00 – 12.00 (60 minutes)	**Session 4: Presentation of small-group results and discussion of possible (joint) short-term initiatives** **4.1:** Presentation of small-group results	▪ ………………….. ▪ …………………..
PM 12.00 – 14.00	***Lunch break***	
PM 14.00 – 15.30 (90 minutes)	**Session 4: Continuation** **4.2:** Identification of possible (joint) short-term initiatives	▪ …………………… ▪ ……………………
PM 15.30 – 15.45	***Afternoon break***	
PM 15.45 – 16.15 (30 minutes)	**Session 4: Continuation** **4.2:** Continuation of Identification of possible (joint) short-term initiatives	▪ …………………… ▪ ……………………
PM 16.15 – 16.30 (15 minutes)	**Session 5: Workshop evaluation and closing** **5.1:** Workshop evaluation **5.2:** Workshop closing	▪ …………………… ▪ ……………………

TOOL 4: Study Trips

What is a study trip? A study trip is an excursion during which economically active stakeholders (including farmers and ID-Poor) visit individual business persons, organisations and projects, to learn on-site, i.e. at their place, about their successful or innovative practices. These can be for example new techniques or innovations for rice production, raising of chicken or fish, or local tourism activities. Successful practices can also relate to the establishment of groups, such as e.g. farmer groups. The DC can organise study trips for just one day to interesting hosts and sites within the district or to a neighbouring district. One-day trips focus usually on one topic. They require only little resources and are easy to organise. In case of particular interesting sites that are located further away or participants' interest to learn about innovations in different fields, the DC can also organise study trips that last several days. These longer study trips are more complex in terms of preparations and facilitation of the trip. They however provide the chance for participants and facilitators from the DA to get to know each other better and to have more time for sharing of information and experiences.

What are the benefits of study trips for participants? Study trips provide an opportunity for active farmers and other business people to:

- broaden their understanding about technical issues for e.g. increasing their production capacity and producing more efficiently;
- gain ideas for new business activities and possibly diversifying their income sources;
- share information about markets and cooperation with other stakeholders in the value chain;
- see the innovative practice or business idea ('Seeing something is 10 times better than hearing about something');
- start networking among themselves and building a foundation for e.g. forming groups or selling together for achieving a better price.

What are the benefits for the District Council? Study trips provide an excellent means to respond quickly to capacity development interests of local business people (including women and men, active ID-Poor as well as small and medium size enterprises). In line with the DC's function, they can be applied as a measure for supporting CC or for addressing economic issues of district wide relevance. In case of topics that are of interest to only few stakeholders within the district and of interest active stakeholders in bordering districts, these district councils can cooperate and organise them jointly.

Who can be participants for a study trip? In order to ensure that the District's resources are used efficiently and that the study trips can have a tangible impact on the district's economy, participants should be women and men who:

a) are really active and motivated to improve their business or the activities of their organisation;

b) plan to implement the new technique or business idea themselves (and not a representative who is sent to join the trip on behalf of others); and

c) intend to produce for sale (and not just in quantities for household consumption).

Moreover for increasing impact, they should be willing to share the information about new ideas and practices with other interested women and men in their area.

Who can be the facilitators for a study trip? Study trips require normally 1 facilitator per 10 – 15 participants. In case the facilitators accompany the study trip for the first time, it is however recommended to have 2 facilitators. Experience shows that it is good if at least one of them is already known by (some) participants. Preferably the facilitators are therefore those representatives of the DA who already undertook activities, such as e.g. the Identification of economically active stakeholders in the district (tool 2) or the facilitation of the Stakeholder Workshop (tool 3).

What is the appropriate group size for a study trip? Usually a study trip group comprises between 10 and a maximum of 30 participants. In view of the work involved in organising such a trip, study trips for groups of less than 10 participants are normally only organised in exceptional cases (such as e.g. a very innovative business idea that might have a great impact on the district's economy).

Criteria for finding appropriate hosts/sites for the study trip: Hosts can be individuals (such as a successful farmer or handicraft producer), organisations (like e.g. a research institute or private company) or development projects. In order to ensure that the trip is interesting and beneficial for participants, five criteria should be observed when looking for potential hosts/sites:

- ► The site/business of the host should be significantly advanced compared to participants' one. This means for example that a participant who currently has 2-3 sows might only be attracted if the host raises more than 10 sows; a participants with 5-10 sows might only be interested in sites with more than 20 sows.
- ► On the other hand, participants should be able to implement the new technique or business idea with their current financial means. In case the implementation requires substantial additional investments, participants might feel discouraged and not be able to put it immediately into practice.
- ► The host should implement the successful technique or business idea without external assistance and only with his/her financial means or a loan he/she received from a bank, a MFI or a saving group. In case he/she still requires technical support or receives subsidies, such as free seeds or fertilizer, the example might not be replicable by other participants who cannot get the same support or subsidies.
- ► Participants should be able to see the new business idea or technique, to talk to those who implement it and (if relevant) get a demonstration of how it is implemented.
- ► The host should be able to give sufficient, practical and easy to understand explanations.

Which resources and costs need to be considered for the organisation of study trips?

Personnel/a team of the DA for: inquiring about appropriate host sites, liaising with the host sites about all logistical issues, contacting and informing potential participants, facilitating the study trip, following up and monitoring the study trip outcomes.

Transport costs, such as: transport costs for meeting potential hosts who live nearby, hiring of cars or mini-busses to take participants to the sites and transport costs for follow-up activities.

Other costs for participants: Study trip participants receive:

- ► refund of travel costs from home to the departure place;
- ► lunch and snacks for a one-day trip;
- ► lunch, snacks and accommodation for a study trip of several days' duration.

Participants are not provided with financial incentives (such as allowances) or in-kind incentives (such as seeds or fertiliser following the study trip). This is to ensure that a) only participants join the study trips who are really interested in improving their business activities and b) participants can sustain the new idea or practice in the long run. In case they are provided with free inputs, they might not be in a condition to continue the business when this support stops.

<u>Equipment:</u> such as for example disinfectant liquid and protective gear when visiting larger chicken or pig farms to avoid contamination of host site by visitors.

<u>Gift for the host/hosting organisation:</u> Study trip hosts receive usually a small gift but no payment. Examples: a local speciality from the visitor's area, cakes or disinfectant liquid.

<u>Cost estimate</u> for a one-day study trip with 24 participants:

Transport costs for meeting potential hosts before the study trip:	
100 km (average/return travel) x Riel 300	= Riel 30,000
Rent of 2 mini-busses with 14 seats each: 2 x Riel 320,000	= Riel 640,000
(Alternatively: renting of two pick-ups: 2 x Riel 280,000 = 560,000)	
Contribution to transport costs for participants to come to the departure site:	
24 participants x 40 km (average/return travel) x Riel 300	= Riel 288,000
Contribution to meals/snacks/water:	
24 participants x Riel 10,000	= Riel 240,000
Follow-up visits to some participants of the study trip:	
Visit of 12 stakeholders in total/4 per day:	
3 days x 80 km (average/return travel) x Riel 300	<u>= Riel 72,000</u>
Estimated total (without calculation of allowances for facilitators):	**= Riel 1,270,000**

<u>What to do in preparation for a study trip</u>

- **Clarification of the topics of the study trip:** In order to find the right hosts to visit, it is important to know participants' specific interests and challenges. Quite often however stakeholders (including farmers) make just some very general statements, such as that their problem is about 'chicken raising' or 'rice production' or 'the farmer group/ association'. In this case it is important to clarify in which step of the production cycle or with which activities they face the challenge. In the case of animal raising, one can check for example whether their interest is in learning about the right breeds, feeding, prevention of diseases or selling the animals for a good price. In the case of rice, vegetables or fruits one can clarify whether their interest is in e.g. seed selection, water management, dealing with pests, post-harvest techniques or achieving a better price. In the case of leaders of a farmer group or association one can ask whether the problem is e.g. about how to establish the group/ association or how to motivate others to join or how to organise meetings.

- **Identification of host sites:** Information about possibly interesting hosts and sites can be obtained from business people in the area, district and commune councillors, staff members of the DA, district offices of line departments, NGOs and development projects. In addition one can listen to the radio (FM stations) and watch out on TV.

  When contacting a potential host, it is important to provide him/her with sufficient background information about the planned study-trip (including the DC's interest to enable e.g. local business people to learn about innovative and successful practices and the particular interests and challenges participants face). In case the host is active in the desired field and generally open to receiving visitors, it needs to be clarified whether the host fits according to the five criteria as mentioned above. Moreover logistics have to be discussed, such as for example: the maximum number of participants he/she is willing to receive; his/her preferred time and duration of the visit; and any issues that are specific for the site (e.g. the necessity to bring disinfectant or protective gear when visiting a large chicken or pig farm). When talking to the representatives of an organisation or development project, it should be emphasised that those people whom participants will meet should not only have the technical knowledge, but also the capacities to demonstrate the technique and to give practical and easy to understand explanations. In case potential hosts live nearby, it is recommended to visit them personally beforehand. This provides the opportunity to assess the situation at the site and to gain an impression about their capability to explain the innovative technique or business idea. (Sometimes people are good in doing something, but not in explaining what they do.)

- **Establishment of the study trip programme:** A first issue to decide when developing the programme is the duration of the study trip. It needs to be taken into account that the duration impacts on the possibility for women and ID-Poor to join. Often it is not easy for women to leave the household, children and other dependants for a long time. Experience shows that the participation rates for women and ID-Poor are higher when the trip lasts only one day.

  When planning the sequence of the sites/hosts, it is important to schedule them in a manner that travel distances are minimised. In addition sufficient time needs to be calculated for travelling and for having enough time for participants to learn at the site. Once the draft programme has been developed, the DA should not forget to check with the agreed hosts whether the specific time that is planned for their site is possible for them.

- **Establishment of the study trip group:** Interested stakeholders should be informed about the departure date and time; the duration of the trip; the places to go; how long the travelling will be; and what the cost arrangements are (i.e. provision of lunch and snacks, and accommodation if relevant, but no payment of allowances nor distribution of subsidies, such as seeds, following the trip). This is best done personally, i.e. by phone or by visiting them. In case – particularly for longer study trips – formerly interested women are now withdrawing, it is necessary to explore with them their difficulties and to see whether they need some support (such as for example discussing with the husband or other family members the nature of the study trip, and how it will benefit the family if the woman is given the chance to improve her economic activities).

  In case the number of interested stakeholders is higher than the possible group size for the trip/s, it is recommended to think of some criteria to determine the sequence in which to call them. Criteria can be for example: a preference to communes where otherwise not much is happening; a critical number of participants within a village or commune; a fair representation of women and men; a high percentage of ID-Poor; or a preference of stakeholders of whom it is known that they share their knowledge easily.

What to do during the Study Trip

What to do first on the departure for a study trip: When participants are all together to depart for the study trip, the facilitators need to:

- take care of formalities, such as filling of attendance lists and payment of contribution to participants' travel costs from home to the departure site and return;
- inform participants on the programme and highlight the trip as an extraordinary opportunity to gain new ideas and to learn new practices for improving their business activities (or the activities of their organisation). In case of e.g. larger chicken or pig farms the facilitators can also stress the fact that the trip provides a unique chance to see it personally, as usually farmers due to hygiene reasons do not allow for visitors;

- encourage participants to pose all their questions and to raise all issues they want to learn about.

  In case of study trips that last several days, the facilitators should provide a short overview on the programme of the entire trip and a more detailed one on the programme of the day. The day's programme is then presented in the morning of each following day. In addition participants need to be informed about accommodation arrangements.

What to do at each of the study trip sites:

- When the group reaches the site, the facilitators invite the host to introduce him/herself. Then they introduce the group (i.e. not the names, but where they come from and what their businesses/organisations are).
- During the presentations and demonstrations of the host, the facilitators encourage participants to take notes and to pose all questions for fully understanding the new technique or practice. In addition they observe whether all participants (women and men, ID-Poor) participate equally in the discussions. If not, these participants should be gently invited to contribute and to raise their questions. In addition the facilitators need to listen carefully whether any new or complicated term, such as e.g. 'organic rice' comes up. If this is the case, the facilitators should ask the host for clarification.
- Towards the end of the visit, the facilitators ask the host whether participants can be provided with his/her contact details (in case they want to get in touch following the study trip), express their thanks to the host and present the small gift.

What to do at the end of the study trip: At the end of the study trip or in the evening of each day of a longer study, the facilitators reflect with participants:

- what they all saw (including whether they observed any interesting other issue that was not related to the actual topic of the study trip);
- what was of most interest to them; and
- which of the ideas or techniques they want to apply back home.

What to do in follow-up to a study trip: After the study-trip it is recommended that the facilitators stay in touch with participants, visit at least some of them and monitor the outcomes of the study trip. The following issues should be followed-up and monitored:

- whether participants apply something they saw on the study trip;
- whether participants face any difficulty in implementing the new idea or technique and require some support (such as for example getting in touch with the study trip host);
- whether participants shared the innovations, successful practices and lessons learnt to other interested women and men in their area;
- whether these other women and men apply the ideas or technique (or certain aspects thereof).

TOOL 5: The Workshop for Sharing of Successful Practices and Finding Solutions to Common Challenges

Introduction: With this workshop the DC brings together active stakeholders who perform the same profession and/or business activity. The workshop provides an opportunity for participants:

- to link and to start networking with stakeholders who are active in the same (business) field;
- to learn about successful practices (for e.g. improving their businesses and gaining more income, or for better supporting the interests of the members of their organisations);
- to put together their experiences and ideas for finding solutions to common challenges they face.

The workshop can be organised for addressing economic issues of district wide relevance or as a measure for supporting CC. In case there are only few people in the district engaged in the same economic activity, the DC can also cooperate with neighbouring districts. The workshop lasts approximately 5-6 hours, i.e. until the early afternoon. In order to facilitate active participation, the workshop group should not exceed 50 participants.

Who are participants for this workshop? Participants for the workshop are active women and men from the private sector and civil society who are:

- motivated to improve their business activities or the activities of their organisation;
- interested in cooperation with other stakeholders of the same profession or business field;
- open to sharing their successful practices and experiences; and
- willing to act as a source of information to other people in their area who would also like to learn about successful practices or ideas for solving challenges.

Participants with the same profession or business activity can be for example:

- Producers who produce the same product, such as e.g. rice or certain vegetables or certain fruits or natural fibres or chicken or pigs;
- Collectors or traders for a specific type of product, such as e.g. vegetable collectors or rumchek handicraft collectors;
- Processors, such as rice millers or fruit juice producers;
- Handicraft producers engaged in e.g. mat weaving or silk products;
- Service providers, such as for example commercial electricity providers or MFIs;
- Business people engaged in local tourism;
- Representatives of groups or associations, such as e.g. farmer groups/cooperatives or business associations.

The DA gets to know potential participants when e.g. identifying economically active stakeholders in the district (tool 2). On this occasion they learn about their success and challenges and their interest to meet and cooperate with other stakeholders. The idea for experience sharing may also come out as a short-term initiative during the Stakeholder Workshop (tool 3). In addition the DA can talk to commune councillors, staff members of line departments or other already known stakeholders to identify more women and men who might be interested in sharing their own successful practices and experiences, and in learning from others.

What are the benefits for the DC? This workshop provides an opportunity for the DC to:

- facilitate access to capacity development without having to invest many resources;
- facilitate the dissemination of successful practices and experiences in the district;
- facilitate business to business linkages and enable participants to start networking.

Who should be the facilitators of the workshop? The workshop requires a minimum of two facilitators. Above 30 participants a team of 3 facilitators is needed. The facilitators should be those representatives of the DA who already engaged with active stakeholders and will also later continue to cooperate with them. For this workshop, it is essential that they have good communication skills and are experienced in workshop facilitation. In case the workshop involves participants with medium or large-size businesses, it is recommended that the district governor or a deputy joins the team of facilitators.

What to consider in preparation for the workshop:

- **Identification of the workshop topic:** The workshop should focus on just one product or activity. This is for the reason, that e.g. a successful technique for chicken raising may not work out for pigs or that successful pest control measures for rice may not be effective for specific vegetables. First of all the topic should respond to stakeholders' interest. In addition the DA can give priority to certain sectors. Example: sectors or activities that are particularly relevant to poor women and men and/or that have a high potential for job creation.
- **Composition of the group:** In order to ensure that participants can really apply and benefit from the successful experiences of other stakeholders, the following criteria for the composition of the workshop group should be observed:
    - Participants' businesses should be of a similar size. This is for the reason that a chicken raiser with e.g. 20 chicken which are held in the backyard of his/her house, may find it difficult to benefit from the approach of a large-scale chicken farmer with sophisticated equipment. The same applies vice versa, i.e. that a large scale producer may find difficulties to benefit from the successful practices of small-scale producers.
    - Participants should implement their business without external assistance and with their own financial means. In case stakeholders who report about their successful experiences receive continuous technical support or achieved the success based on subsidies, these practices might not be replicable by other participants who cannot get the same support or subsidies.
    - The group should include participants who are known to be successful or to practice innovative techniques. This is to promote that successful and innovative approaches are disseminated within the district. Successful and innovative approaches can be for example: a specific treatment for animal or plant diseases/pests; a new animal raising or cropping technique; improved use of local or cheap material for production; new agreements or relationships with other stakeholders in the value chain. The DA gets to know of successful business women and men (including small-scale farmers and ID-Poor) for example when identifying active and motivated stakeholders in the district (tool 2), during the Stakeholder Workshop (tool 3) or during follow-up visits to Study Trip participants (tool 4).
- **Location and venue:** In case the workshop is to facilitate an exchange of successful practices among small-scale farmers (including ID-Poor women and men), it is best held in the commune or directly in the village. A suitable venue is for example the local pagoda or school. In case the workshop is offered to business people with medium-size or large businesses, it can be held at the district office or in a school which is centrally located in a cluster of communes.
- **Invitation of participants:** As far as possible, interested stakeholders should be invited personally (i.e. by phone or by meeting them). Small-scale producers should be invited approximately 3-4 days before the workshop; stakeholders with medium-size or large businesses or of whom it is known that they have a busy schedule with travel and meetings

should be invited approximately 7 – 10 days before the workshop. They need to be informed about the precise topic of the workshop, the date, the venue and cost arrangements (such as that there will be provision of lunch and snack/s, but no payment of allowances and no distribution of subsidies). In case the facilitators do not have the phone number of all of them, other stakeholders from the same commune or village can be asked to inform them; they should be provided with an official invitation letter which they can distribute to invited participants.

- **<u>Arrangement of logistics for the workshop:</u>** Approximately a week before the workshop the necessary material should be bought and lunch and snacks ordered. If possible, the DA should agree on some flexibility with the restaurant or mobile kitchen owner; i.e. the possibility to provide him/her with the exact figures for lunch and snack orders in the morning of the workshop day, when it is clear how many participants actually arrived.
- **<u>Meeting of the team of facilitators before the workshop:</u>** Approximately a week before the workshop it is necessary that the team of facilitators meets:
  - to discuss the process of the workshop;
  - to prepare the visuals (i.e. flipchart paper with the workshop objectives and questions for the small-group work); and
  - to rehearse how to facilitate the sessions.

  <u>Preparation of the small-group work:</u> The team meeting provides also the opportunity to think ahead of the small-group work (session 2). During the small group work participants share their successful practices. In order to broaden their minds about the areas in which they might have been successful or innovative, it is helpful to think ahead of some examples, such as:

  Producers engaged in growing certain crops can think of successful experiences and practices concerning: the selection of seeds; nutrition and fertilisers; prevention and treatment of diseases; harvesting and postharvest techniques; marketing and selling; and cooperation with other stakeholders (e.g. input providers for seeds, fertilisers, pesticides; collectors and traders; market sellers).

  Producers engaged in animal production can think of successful experiences and practices concerning: the selection of breeds; taking care of the young animals; hygiene and sanitation; animal feeding; marketing and selling; cooperation with other stakeholders (e.g. input providers, collectors and traders, slaughterhouse owners).

  Collectors and traders can think of successful experiences and practices concerning: minimising loss on the way; minimising travel distances/costs; cooperation with other stakeholders (e.g. farmer groups, wholesalers).

  Processors can think of successful experiences and practices concerning: input sources/input supply; processing techniques; energy saving practices; marketing and selling; cooperation with other stakeholders (e.g. farmer groups, mechanics, wholesalers).

  Handicraft producers can think of successful experiences and practices concerning: supply of raw material; new designs; weaving/binding techniques; marketing and selling; cooperation with other stakeholders (e.g. input suppliers, traders, wholesalers).

  Representatives of groups and associations who meet among themselves can think of successful experiences and practices concerning: how to attract and keep members; how to facilitate meetings; how to agree on objectives and joint activities; how to solve problems; how to deal with the tasks of the committee; and the committee’s relationship with group/association members.

Overview on the sessions of the workshop:

Session 1 – Opening of the Workshop (15 min): The opening session consists of a) the welcome remarks by the DC chairperson (or representative), b) the introduction of facilitators and participants, and c) an overview on the workshop objectives and programme.

Session 2 – Sharing of successful practices and experiences: During session 2 participants form small groups and share their successful practices and experiences along three guiding questions. Then, representatives of the small-groups with assistance from the facilitator give a presentation of their findings. After each presentation participants can raise their comments and questions.

Session 3 – Finding solutions to common challenges: At the start of the session, participants raise the challenges to which they would like to find solutions with the group. In case of many challenges, the group prioritises which challenges to discuss first. Then, for each of the prioritised challenges, participants share their experiences and raise their ideas how to deal with them.

Session 4 - Reflection on how to apply results from the workshop: During session 4 participants think first for themselves and then share with the group: which of the ideas presented during the workshop was of most interest to them; which of the ideas they want to implement back home; and how it will help them in improving their business (or the activities of their organisation). At the end of the session, the facilitator encourages participants to exchange their phone numbers with those participants with whom they would like to stay in touch in the future.

Session 5 – Workshop evaluation and closing: First, participants evaluate the workshop by secrete vote. This is followed by the closing remarks of the DC chairperson (or representative).

Which resources and costs need to be considered for the organisation of this workshop?

Personnel/a team of the DA for: preparing and facilitating the workshop.

Material: 1 flipchart stand, if possible 1-2 pin-boards; flipchart paper and pens for the small-group work.

Costs for participants including contribution to transport costs; lunch and 2 snacks.

Cost estimate: For a workshop with 35 participants the following costs can be calculated:

Snacks: 2 Snacks x 35 participants x Riel 2,000	= Riel	140,000
Lunch: 35 participants x Riel 6,000	= Riel	210,000
Contribution to transport costs:		
Riel 300 per km x 35 participants x 40 km (average/return travel)	= Riel	420,000
Equipment (Estimate for flipchart paper, markers, meta-cards etc.):	= Riel	100,000, -
ESTIMATED TOTAL (without calculation of allowances for facilitators)	**= Riel**	**870,000**

What to do in follow-up to the workshop: After the workshop it is recommended that the facilitators stay in touch with participants, visit some of them and monitor the outcomes of the workshop. The following issues should be followed-up and monitored:

- whether participants apply some of the successful practices or ideas for solving challenges;
- whether they face challenges in applying successful practices and ideas from the workshop and require some support (such as getting in touch with experienced/successful participants from the workshop);
- whether they shared what they learned during the workshop with other people in their area;
- whether they are interested in participating in other activities offered by the DC.

Major steps in workshop facilitation

Session 1 – Opening (15 min)

1.1 Welcome by the DC chairperson or representative (5 min), who:

- highlights the interest of the DC to promote the economic development of the district and to assist local businesses in improving their activities and making more income;
- refers to other initiatives which the DC organised before this workshop and how economically active stakeholders benefit from these, such as for example the development of the District's Economic Overview (tool 1) and the kind of data and information participants can obtain from the DA; Study Trips (tool 4) and the kind of techniques and innovations participants saw; Information Meetings (tool 6) and the kind of information which participants received etc.
- emphasises the workshop as a chance for participants to get to know each other and to start networking;
- encourages participants to share openly their successful practices and experiences and the challenges they face.

1.2 Introductions (5 min); the facilitator:

- introduces him/herself;
- asks participants to introduce themselves by giving their name, profession and location (or, in order to save time when there are about 40 – 50 participants, calls the names of the communes and asks participants to stand up per commune).

1.3 Presentation of workshop objectives and major steps of workshop programme (5 min); the facilitator:

- presents shortly the objectives of the workshop, such as that participants will:
  - *get to know more stakeholders who share the same interests and start networking*
  - *learn from each other about their successful practices*
  - *find jointly solutions to challenges which they face*
  - *reflect which of the discussed practices and solutions was of most interest to them and how they want to apply it back home*
- gives a short overview on the major steps of the workshop programme.

Session 2 – Sharing of successful practices and experiences (approx. 150 min):

2.1 Small-group work (75 minutes); the facilitator:

- informs participants that the sharing of successful practices and experiences will be done in small-groups;
- reminds participants that the sharing of successful practices and experiences should focus on the topic of the workshop;
- presents the guiding questions for the small-group work:
  - *Which is a particular successful practice or experience from your business (or organisation) do you want to share? (Think of all steps/areas of your business!)*
  - *What did you do to make this success happen? (Think of the steps and activities you undertook for achieving this success!)*
  - *With whom did you cooperate to achieve this success?*
- provides some examples for the areas and steps mentioned in question 1; (such as e.g. for producers of quality paddy: selection of seeds; transplanting/planting; nutrition and fertilisers; prevention and treatment of pests; harvesting and postharvest techniques; marketing and selling; and cooperation with other stakeholders (e.g. input providers for seeds, fertilisers, pesticides; collectors and traders; market sellers).
- explains further details of the small-group work, such as that:

- there can be xx number of small-groups with approximately 6-8 participants each;
- participants have 75 minutes in total for the small-group work;
- participants can use approximately 10 minutes to discuss the details of one successful practice or experience;
- each small-group participant should share one success, even if it is a small one;
- when participants start the small-group work they should:
  - agree on a) one group representative to take notes on the flipchart and b) one group representative to present their findings;
  - take first some minutes to think for themselves about a successful practice or experience they want to share;
  - then share shortly in the small-group which successful experience or practice they want to share so that participants can decide with which one to start.

- assists participants to form the small groups and encourages them to form the groups with people whom they do not know yet;
- provides the small-groups with flipchart paper and pens.

<u>During the small-group work</u> <u>all</u> facilitators go around and:

- assist the groups in discussing the successful experiences and practices (i.e. to be really practical and specific so that others can learn from it);
- encourage everybody to participate;
- listen carefully so that later they can add to the presentations;
- check the time and inform participants when they should move to the next successful experience or practice

<u>2.2 Presentation of the small-group findings (approximately 75 minutes); the facilitator:</u>

- asks participants to come back to the plenary;
- invites a representative from each group to present their findings;
- adds important issues from the small-group work which the presenters did not mention;
- encourages the other participants <u>after each of the presentations</u> to pose their questions and to raise their comments.

<u>Session 3 – Finding solutions to common challenges (90 min):</u> the facilitator:

- explains that during this session, participants have the opportunity to bring forward their challenges and to discuss possible ways how to address and solve these challenges;
- reminds them to think of challenges in all steps/areas of their business (Example for <u>producers of quality paddy</u>: selection of seeds; transplanting/planting; nutrition and fertilisers; prevention and treatment of pests; harvesting and postharvest techniques; marketing and selling; and cooperation with other stakeholders (such as e.g. input providers for seeds, fertilisers, pesticides; collectors and traders; market sellers);
- encourages participants to name the challenges to which they want to find solutions;
- asks them to clarify <u>shortly</u> what the challenge is about in case participants mention just ‘problem with seeds’ or ‘problem with selling’;
- takes note of the challenges on meta-cards; pins them on the board or glues them on a flipchart paper (and clusters them in case there are similar challenges);
- asks participants to prioritise the challenges they want to discuss; therefore: he/she reads the challenges one by one; asks participants to raise their hands at their priority; and takes note of the number of votes for each of the challenges. Challenges that received most votes will be addressed first.

<u>For each of the challenges that were identified</u> (in the prioritised order), the facilitator:

- ➢ asks the participant who raised the topic to provide some more explanations what the challenge is about;
- ➢ checks with participants who faces the same challenge;
- ➢ asks participants whether somebody already dealt successfully with the challenge and what he/she did for solving this challenge;
- ➢ asks participants whether they have any more ideas how to solve this challenge;
- ➢ encourages those participants who bring forward more ideas, to be very practical and to explain step by step what they suggest to do.

In case participants raised all their ideas, the facilitator leads over to the next challenge and facilitates the discussion in the same order.

<u>Session 4 – Reflection on how to apply results from the workshop (30 min):</u> the facilitator:

- explains that before the end of the workshop, participants can take some time to reflect about the workshop results;
- asks participants to think individually (or with 2 or 3 of their neighbours) about the following questions:
  - *Which are the most interesting issues you learned from the sharing of successful practices (small-group work)?*
  - *Which are the most interesting issues you learned from the session on finding solutions to common challenges?*
  - *Which of these issues can you apply immediately?*
  - *How will it help you in improving your business? (or: the activities of your organisation?)*
- invites a few participants to share their own answers to the questions with the whole group;
- <u>gives participants 5 minutes to share their contact details</u> with those participants with whom they would like to stay in touch after the workshop.

<u>Session 5 – Workshop evaluation and closing (15 min)</u>

<u>5.1 Workshop evaluation (10 min);</u> the facilitator:

- presents and explains the chart for the workshop evaluation as shown below;
- highlights that the evaluation will be done by secrete vote;
- places the chart at a place out of sight of the facilitators; and asks participants to give a rating on the following issues:

	☺	😐	☹	No idea
Satisfaction with the successful practices and experiences that were shared during the workshop				
Satisfaction with solutions that were raised for solving common challenges				
Feasibility to implement ideas raised during the workshop back home				
Satisfaction with workshop methodology (presentations, time for questions and discussion)				
Usefulness of the workshop				

<u>5.2 Workshop closing (5 min);</u> the DC chairperson (or representative):

- thanks participants for their openness to share their ideas and experiences during the workshop;
- encourages participants to stay in touch with each other following the workshop;
- closes the workshop.

Programme of Workshop for sharing of successful practices and finding solutions to common challenges

Time	Session	Name of lead facilitator and co-facilitator for the session
AM 8.00 – 8.15 (15 minutes)	**Session 1: Opening** **1.1:** Welcome by the DC chairperson (or representative) **1.2:** Introduction of participants and facilitators **1.3:** Presentation of workshop objectives and major steps of the workshop programme	▪ ………………….. ▪ …………………..
AM 8.15 – 9.30 (75 minutes)	**Session 2: Sharing of successful practices and experiences** **2.1:** Small-group work	▪ ………………….. ▪ …………………..
AM 9.30 – 10.00 (30 minutes)	**Continuation Session 2:** **2.2:** Presentation of small-group work findings	▪ ………………….. ▪ …………………..
AM 10.00 – 10.15	***Morning Break***	
AM 10.15 – 11.00 (45 minutes)	**Continuation Session 2:** Continuation of presentation of small-group work	▪ ………………….. ▪ …………………..
AM 11.00 – 12.00 (60 minutes)	**Session 3: Finding solutions to common challenges** Plenary session	▪ ………………….. ▪ …………………..
PM 12.00 – 13.30	***Lunch break***	
PM 13.30 – 14.00 (30 minutes)	**Continuation of Session 3** Plenary session	▪ …………………… ▪ ……………………
PM 14.00 – 14:30 (30 minutes)	**Session 4: Reflection on how to apply the results from the workshop** Individual work and plenary session	▪ …………………… ▪ ……………………
PM 14.30 – 14.45 (15 minutes)	**Session 5: Workshop evaluation and closing**	▪ …………………… ▪ ……………………

TOOL 6: Information Meetings

Introduction: An Information Meeting is an event during which one or possibly two resource persons give a presentation on a certain topic and respond to stakeholders' questions and comments. Usually it lasts half a day but can be extended to a full day. Information Meetings can be offered to different groups of participants, i.e. small-scale farmers, traders and collectors, as well as better off business people. Information Meetings have the advantage that they are quite easy to organise and require only little resources. Therefore the DC can organise them in response to short-term requests and on a regular basis. Quite often the DC's cooperation with resource persons for Information Meetings provides a win-win situation for both partners. For the resource person (or the organisation they are coming from) it may be attractive to make themselves (better) known in the district. For the DC such cooperation provides the advantage of a (low-cost) service in an often much specialised field.

Information Meetings can be organised as a measure for supporting CC or for addressing economic issues of district wide relevance. In case of topics that are of interest to only few participants within the district, the DC can also cooperate with neighbouring districts. The group-size for an Information Meeting should not exceed 50 participants.

What are the benefits for participants? Information Meetings provide the opportunity for participants:

- to gain access to information that is important for improving their business activities or the activities of their organisation;
- to get to know and to establish relationships with resource persons;
- to get to know and to start networking with other stakeholders who share the same interests and/or challenges as they themselves do.

Which kind of topics can be addressed by Information Meetings? Information Meetings address just one clearly defined topic. This topic should be of a rather straightforward nature. Examples are:

Technical issues, such as for example:

- The different kinds of seeds or breeds and their pros and cons;
- The different kinds of fertilisers or pesticides and how to apply them correctly;
- Feeding formulas for e.g. chicken or pigs;
- Sanitation and hygiene measures for preventing animal diseases;
- Energy saving technologies and machineries;
- Measures for (small-scale) farmers to adapt to climate change.

Market issues, such as for example:

- Categories and quality criteria for different products (e.g. rice or vegetables or natural fibre);
- Trends and seasonality of market demands for different products, such as for example rice or vegetables (findings from research and market studies);
- Trends and new designs for handicraft products;
- Demands and expectations of different kinds of tourists.

Marketing issues, such as for example:

- Branding, logo development and packaging;
- Interior design, arrangement and presentation of goods in stalls and shops for attracting customers;
- Interior design, design of menus etc. for restaurants and guest houses at tourist sites.

Available services in the district, such as for example**:**

- Micro-finance institutions and the different schemes they hold for different kinds of clients;
- (Micro-) Insurance institutions and the different schemes they hold for different assets and clients;
- Provincial programmes which are implemented by different line departments, their conditions and how to receive support. Example: promotion of biogas installations.

<u>Who can be potential resource persons and organisations?</u>

<u>Business people and organisations, such as for example:</u>

- <u>Large-scale collectors, traders and wholesalers</u> who are familiar with market demands, quality criteria and the prices achieved for different qualities; these can be for example district or provincial rice millers, large-scale handicraft or vegetable collectors.
- <u>Private companies</u> who are for example engaged in the whole-sale of vegetables or handicraft products and might know of market trends, quality criteria for different products, new designs for handicraft products etc.
- <u>Private agricultural input supply companies:</u> In some Cambodian districts good experiences have been made in cooperating with private input supply companies (selling for example seeds, fertilisers, pesticides, animal medicine and animal feed). In addition to selling their products, some of them offer services, such as education and awareness creation on e.g. the efficient use of fertilisers or the safe use of pesticides.
- <u>Micro-finance institutions</u> who might have an interest in making themselves (better) known in the district; in addition to presenting different credit and saving schemes they might be able to offer information on how to compare different credit and saving schemes, how to calculate suitable repayment schemes, how to develop business plans, how to calculate the benefit of credits or how to start saving.
- <u>(Micro-) Insurance companies:</u> In addition to presenting the different schemes they hold for different assets and different kinds of clients, they might be able to offer information on how to identify suitable insurance schemes and calculate the worthiness of insurance schemes.
- <u>Tourism agents</u> who are familiar with tourism trends and new developments in Cambodia and/or the demands of different kinds of tourists.
- <u>Consultants</u> who work for development projects in the district and might be willing to stay a day longer; they might be able to present information on a range of issues, including technical issues, the findings of (market) research, trends in the handicraft or tourism sectors or climate/disaster risk prevention for local farmers.

<u>Civil society organisations, such as for example:</u>

- <u>NGOs</u> that are active in the district and specialised in supporting commercial/for regular sale production under market conditions. While they may not be in a position to increase considerably and on short notice the number of their planned training activities, they might be interested to cooperate with the DC. Therefore they may be willing to provide technical staff or one of their consultants for Information Meetings in the areas of their expertise.
- <u>Business associations</u> that might have knowledge and expertise on market and marketing issues.
- <u>Community forestry or fishery groups</u> who might be able to provide information on the public and long-term benefits of establishing community forestry or fishery areas; the conditions for e.g. accessing community fishery or forestry areas and fishing or collecting forest non-timber products.

Public sector stakeholders, such as for example:

- District offices of line departments, such as the district office of agriculture; its staff members may have information about the correct use of fertiliser or pesticides or might know about province-wide programmes (such as for example subsidy schemes for biogas installations).
- Provincial departments, such as e.g. agriculture or commerce who may be willing to cooperate for information dissemination on province-wide programmes. In addition they might be able to access information from their national ministries on present and foreseen market demands in various sectors.

Who should be the facilitators of the workshop?
With an estimated number of 50 participants, an Information Meeting requires a team of 2 facilitators. The facilitators should be those representatives of the DA who already engaged with active stakeholders and will also later continue to cooperate with them. In case the workshop involves participants with medium-size or large businesses, it is recommended that the district governor or a deputy joins the team of facilitators.

Issues to consider in preparation for the Information Meetings

- **Identification of the priority topic/s for Information Meeting/s:** In the first place Information Meetings need to respond to the business activities, the interests and challenges of economically active stakeholders. The DA gets to know them when for example meeting stakeholders for the Identification of economically active stakeholders in the district (tool 2), during the Stakeholder Workshop (tool 3), or during Study trips and follow-up visits (tool 4). In addition economically active stakeholders may raise challenges that can be addressed by Information Meetings during the Dissemination and Consultative Forum or other events which the DC implements for consulting and engaging with citizens (as for example outlined in the Technical Document on Civic Engagement). In addition the DC can give priority to Information Meetings in priority sectors or for addressing the information needs of particular groups, such as small-scale farmers, including ID-Poor women and men.
- **Particular issues to clarify when cooperating with private companies including MFIs:** In order to secure that the Information Meeting serves the public interest, the following issues need to be clarified in the discussions with representatives and potential resource persons from private sector companies:
  - ***Registration of the company and its products:*** The company needs to be registered with the Ministry of Commerce. In addition it should have an agreement with the relevant sector ministry or national institution. In the case of agricultural input supply companies, this is the Ministry of Agriculture, in the case of MFIs, it is the National Bank of Cambodia. A copy of these documents can be requested from the respective company.
  - ***Topic presented by the company's staff:*** The Information Meeting is not meant to promote the respective company or their products! It should therefore not focus on the company's products. It should rather deal with the topic in a more general manner. Examples:
    - The presentation provided by a company selling pesticides should for example include information on: the different diseases; the safe use of pesticides; practices that reduce pests; and the calculation of the costs against potential benefits when using pesticides.
    - The presentation provided by a company selling animal medicine should more generally deal with animal health; hygiene and sanitation; calculation of costs against potential benefits when applying animal vaccination or medicine.

        - The presentation provided by a MFI can for example deal with: the development of business plans; how to compare different credit schemes; how to calculate the costs against potential benefits when taking credit; or the different saving organisations and their pros and cons.
    - ***Sale of the company's products:*** There is no sale of the company's products during or after the meeting. The company can however distribute leaflets, free samples, coupons for discounts and the names and phone numbers of their agents or sellers in the district.
    - ***Presenters:*** The presenters should not be the company's marketing staff, but people with sound technical expertise and presentation skills.
    - ***Target Group:*** In order to avoid any misunderstandings and wrong expectations, it is important to be very specific about the target group/participants and their production capacity (by e.g. indicating the approximate number of chicken or pigs they raise or the size of their farmland for certain products).
- **Issues to clarify with NGOs:** In the discussions with NGO representatives it is important to clarify whether they have experience in supporting commercially oriented production, i.e. production that is oriented at regular sale. An NGO specialised in e.g. food security or promoting production only for home consumption is not the right partner for an Information Meeting that serves economic development. Moreover it needs to be highlighted that the Information Meeting serves a public interest; therefore it is not meant for e.g. recruiting target groups.
- **Number of resource persons/organisations invited:** For certain topics it can be helpful to invite two resource persons or the representatives from two organisations. This is to provide an opportunity for participants to learn about different views, to compare different approaches or to learn about different products. In addition it is to demonstrate that the DC is not favouring one organisation. This can be for example the case when inviting MFIs or (micro-) insurance companies, when planning an Information Meeting on the trends and different designs for handicraft products or on energy saving technology and machinery. In case the DA considers inviting two resource persons, or representatives from two organisations, this needs to be made known and agreed with them.
- **Remuneration of resource persons:** Often the resource persons and the organisations they are coming from benefit from participating in this activity and do not request remuneration. This means for example that they can make themselves known as competent service providers or business people in the district; they may get in touch with potential future clients; and they improve their reputation by cooperating actively with the DC. The DA should consider this fact when negotiating remuneration. Possible options are: resource persons receive remuneration only if they request for it; they receive only contribution to transport costs and allowance; the DC negotiates a requested fee/honorarium when resource persons benefit from participating in the event.
- **Identification of an appropriate location and venue:** When looking for an appropriate location and venue for an Information Meeting, the interest of the resource persons (i.e. not to travel far) and the interest of participants (to have the Information Meeting nearby) need to be balanced. An appropriate location for e.g. small-scale farmers is therefore a venue in a commune (such as e.g. a pagoda or a school). In case the Information Meeting is organised per cluster of communes, the location needs to be well accessible for participants from these communes. For a group of participants with medium-size or large business, or who operate district wide, a location in the district capital, such as e.g. the district office is appropriate.
- **Scheduling of the Information Meeting:** Information Meetings should be held at a suitable date for participants, i.e. not during their peak working season. It needs to be considered that peak working seasons are different for different professions, such as e.g. rice farmers, sugar palm or handicraft producers.
- **Invitation of participants:** Once the Information Meeting is generally agreed, it needs to be confirmed who will actually participate. As far as possible, interested stakeholders should be contacted personally (i.e. by phone or by meeting them). They need to be informed about the

topic, the date and the venue and be reminded of the cost arrangements (such as for example that there will be provision of lunch and snack/s, but no payment of allowances or distribution of subsidies). In case the facilitators do not have the phone number of all of them, other stakeholders from the same commune or village can be asked to inform them; they should be provided with an official invitation letter which they can distribute to invited participants.

- **Arrangement of logistics for the workshop:** Approximately a week before the workshop the microphone should be booked (if necessary), material bought and snack and lunch (if relevant) ordered. If possible the DA should agree on some flexibility with the restaurant or mobile kitchen owner; i.e. the possibility to provide him/her with the exact figures for lunch and snack orders in the morning of the workshop day (i.e. when it is clear how many participants actually arrived).
- **Meeting of the team of facilitators before the workshop:** Approximately a week before the Information Meeting, it is necessary that the team of facilitators meets:
  - to discuss the process of the Information Meeting;
  - to prepare the visuals (i.e. flipchart paper with the workshop objectives and questions for session 3); and
  - to rehearse how to facilitate the sessions.
- **Offering the opportunity for participation in Information Meetings to a broader audience:** Some of the Information Meetings planned by the DC might be of interest to a large number of economically active women and men in the district. The DC may therefore consider replicating them in a number of locations in the district. This can be for example the case for a topic, such as: 'Quality criteria of different crops and the different prices achieved for crops of different quality'. In this case and for achieving more outreach, the DC can organise some short meetings to disseminate the news about these Information Meetings to more people. These short meetings can be organised per commune or per cluster of communes. Participants for the short meetings should be a) potentially interested stakeholders in the area who are already known by the DA, b) <u>active</u> village leaders (such as for example the chief or deputy of the village committee), who are asked to bring one or two more economically active people from their village. Preferably these include men <u>and</u> women, better-off <u>and</u> poor. Moreover the DC can ask commune councillors whether they know active people who might be interested. The number of participants for these meetings can be up to 60 participants. During these meetings, the facilitator from the DA:

  - presents the district's initiative to organise Information Meetings on certain topics;
  - explains the topic and the duration of the Information Meeting/s;
  - clarifies the conditions for participation (such as that participants receive contribution to their transport costs, snack and lunch, but no allowances or subsidies);
  - asks participants to form village based small-groups and to discuss a) whether they themselves are interested in the Information Meeting/s; b) whether they know of other active women and men in their villages who might also be interested to participate; c) what their preferred time and location for the Information Meeting would be; d) whether one woman or man per village would volunteer to act as a contact person for: a) informing more people in their village about the Information Meetings; and b) giving a feed-back on their numbers to the DA.
  - asks participants from the small-groups to present their results;

- collects all contact names and phone numbers and informs by when the DC will contact them to give a feed-back on the organisation of these Information Meetings.

How to identify potential resource persons and organisations

- ***First contact with potential resource persons and organisations to arrange for a meeting:*** Potential resource persons and organisations should be met personally before they are invited for an Information Meeting. To arrange for a meeting, it is recommended to:
  - contact them by phone, to express the interest in meeting them and to explain the purpose of the meeting, such as that the DC:
    - wants to enhance the district's economic development;
    - would like to assist economically active stakeholders of the district to get access to information and know-how;
    - is planning to organise some Information Meetings;
    - would like to learn more about their area of expertise and interest in cooperation with the DC.
  - ask whether it would be possible to meet at their place – and if so – to agree on a date and time.

When contacting an organisation, it is best to talk first to the manager/director. All practical issues concerning the Information Meeting, should however directly be discussed with those staff members who will give the presentation.

When meeting the potential resource person/organisation, the discussion should address:

- **The background to the Information Meetings:** such as a) the district's interest to facilitate access to information for economically active stakeholders in the district, b) the specific information needs of future participants and c) how the DC got to know future participants (such as e.g. from identifying economically active stakeholders/tool 2).
- **Participants of the Information Meeting,** such as the planned number of participants, their locations and the scope of their (business) activities (e.g. the number of hectares they are farming for certain crops, the approximate number of chicken or pigs they raise);
- **The methodology of the meeting,** such as that there should be:
  - a presentation by the resource person/s; the presentation should be divided into parts, each part should last a maximum of 15-20 minutes;
  - time for participants to pose their questions after each part of the presentation;
  - small-group work during which participants discuss how to apply the information and know-how gained during the meeting;
  - a final question and answer session for participants to raise any open issues that emerged during the small-group work.

  If possible, the presenter should bring some pictures or demonstration material to explain the content of the presentation.
- **Specific items that need to be clarified with private sector companies and NGOs** as mentioned above.
- **The kind of information and know-how which the potential resource person** has and whether it fits to the information needs which active stakeholders expressed so far. During the discussion, questions concerning the topic of the planned presentation can be raised to assess whether he/she can explain the issue in a practical and easy way.
- **The possible location and date/s of the information meeting:** such as e.g. whether the resource person is willing to join Information Meetings in the planned commune/s; whether he/she is available at the planned time for the Information Meeting; and in case the topic is of interest to many people in the district whether he/she would be willing to come for two or three Information Meetings.

- **Remuneration:** such as whether he/she needs remuneration and if so, if he/she would be e.g. satisfied with receiving a contribution to transport costs and the payment of allowance or able to reduce the fees taking into consideration benefits, such as e.g. making him/herself known in the district.
- **The number of resource persons,** such as whether he/she would agree to another resource person joining the meeting, so that participants can compare and learn about different approaches (if relevant).
- **Details required for the preparation of the information meeting,** such as by when the resource person can confirm his/her participation, what the precise topics will be and how long the presentation may take. In case the resource person prepares a written presentation or handouts for participants, one can ask whether it would be possible to receive it before the Information Meeting.

<u>Sessions of an Information Meeting (with one resource person):</u>

Part 1 – Opening: The opening consists of a) the welcome remarks by the DC chairperson (or representative); b) the introduction of the resource person, facilitators and participants; and c) a short overview on the objectives and programme of the meeting.

Part 2 – Presentation: During step 2 the resource person gives his/her presentation. After each part of the presentation, participants can pose their questions.

Part 3 – Small-group work: Participants form small-groups to discuss the content of the presentation and how it can assist them in improving their business activities.

Part 4 – Short presentation of the small-group work and clarification of open questions: Participants share their findings from the earlier session. Then there is a final opportunity for them to clarify any open issues.

Part 5 – Closing: The facilitator thanks the resource person for his/her contribution and closes the meeting.

<u>Resources and costs that need to be considered for an Information Meeting:</u>

<u>Personnel/a team of the DA for:</u> inquiring about potential resource persons, meeting potential resource persons at their places, liaising with them for all logistical issues, contacting and informing participants, and facilitating the Information Meeting.

<u>Transport costs for:</u> meeting potential resource persons at their places.

<u>Costs for resource persons (if relevant) including</u>: e.g. contribution to transport costs and payment of allowance

<u>Costs for participants:</u> contribution to transport costs; morning snack in case the meeting lasts half-day; morning and afternoon snack plus lunch in case the meeting lasts a full day.

<u>Cost estimate</u> for a half-day Information Meeting with 50 participants:

Snacks: 1 Snack x 50 participants x Riel 2,000	= Riel 100,000
Contribution to transport costs:	
Riel 300 per km x 50 participants x 40 km (average/return travel)	= Riel 600,000
Transport costs for meeting potential resource persons:	
Riel 300 per km x 60 km x 2 meetings	= Riel 36,000
Contribution to transport costs for resource person:	
Riel 300 per km x 100 km x 1 resource persons	= Riel 30,000
Equipment: rent of microphone, flipchart paper and markers	= Riel 50,000
<u>ESTIMATED TOTAL</u> (without calculation of allowances for facilitators and the resource person/s)	**= Riel 816,000**

Major steps in meeting facilitation
(based on the example of a half-day information meeting with one resource person).

Session 1 – Opening (15 min)

1.1 Welcome by the DC chairperson or representative (5 min), who highlights:

- the interest of the DC to promote the economic development of the district; and to assist local businesses in improving their business activities and making more income;
- other initiatives which the DC organised before the Information Meeting and how economically active stakeholders benefit from these; such as for example the development of the District's Economic Overview (tool 1) and the kind of data and information participants can obtain from the DA; Study Trips (tool 4) and the kind of techniques and innovations participants saw; Workshops for sharing of successful practices and finding solutions to common challenges (tool 5) and the kind of successful experiences and practices participants shared etc.
- the meeting as an opportunity for participants to gain information and understanding on a matter they want to learn about;
- the workshop as a chance to get to know more stakeholders who are interested in the same matter and to start networking.

1.2 Introductions (5 min); the facilitator:

- introduces the resource person and if relevant the organisation he/she is coming from;
- highlights (if relevant) that the purpose of the Information Meeting is not to promote the company's products or services, but that the resource person will make available his/her broad expertise on the topic;
- asks participants to introduce themselves by giving their name, profession and location (or to stand up per commune/village in case the number of participants is above 30).

1.3 Overview on the objectives and programme of the meeting; the facilitator:

- presents the objectives of the meeting, such as that participants will:
  - *gain practical information on a matter that is important for improving their business activities (or the activities of their organisations)*
  - *will get to know more stakeholders who share the same interests and challenges*
  - *reflect and share how to apply the information for improving their business activities*
- gives a short overview on the major steps of the programme.

Session 2 – Presentation (approx. 90 min/can be extended depending on the topic and number of presenters): the facilitator:

- invites the resource person to give his/her presentation (in parts of e.g. 15 – 20 minutes each);
- listens carefully to see whether any difficult terms come up; and if so asks the resource person to explain them;
- invites participants to pose their questions after each part of the presentation.

Session 3 – Small-group work (50 min): the facilitator:

- explains that the meeting is a good opportunity to think jointly how to make use of the information;
- asks participants to form small-groups and to discuss the following questions:
  - *Which are the major issues you learned from the presentation?*
  - *What from the presentation can you apply immediately?*
  - *How will it help you in improving your business?*
  - *What else do you need to know to understand the new information properly?*

- explains that they can take 50 minutes for the small-group work, i.e. 10 minutes to think individually about the questions and approximately 10 minutes per question to share their own responses with the groups;
- clarifies that they should agree on a) one group member for taking notes on the flipchart paper and b) one group member to present their results;
- assists participants to form the small-groups (6-8 participants per small-group); encourages them to join other stakeholders whom they do not yet know; and provides them with flipchart paper and markers;
- goes around the groups and:
    - announces when the 10 minutes for the individual reflection passed;
    - assists participants in being specific how to apply the information;
    - listens carefully whether any new issue comes up that needs to be clarified with the resource person during the next session.

Session 4 – Presentations of the small-group work (50 minutes); the facilitator:

- asks a representative from each group to present their results;
- adds important issues from the small-group work which the small-group representatives did not mention;
- invites the other participants to ask questions after each presentation;
- reads one by one the issues which participants still want to know (i.e. the responses to question 4); checks with the small-groups what exactly they mean; and asks the resource person to provide further clarification.

Session 5 - Workshop evaluation and closing (15 min):

5.1 Workshop evaluation (10 min); the facilitator:

- presents and explains the chart for the workshop evaluation as shown below;
- highlights that the evaluation will be done by secrete vote;
- places the chart at a place out of sight of the facilitators; and asks participants to give a rating on the following issues:

	☺	😐	☹	No idea
Satisfaction with the information gained during the meeting				
Feasibility to apply the information back home				
Satisfaction with workshop methodology (presentations, time for questions and discussion)				
Usefulness of the Information Meeting				

5.2 Workshop closing (5 min); the DC chairperson (or representative):

- asks the resource person whether participants can have his/her contact details for getting in touch in case of further questions;
- encourages participants to share their contact details with those participants with whom they want to stay in touch following the meeting;
- thanks the resource person for his/her contribution;
- closes the meeting.

Example programme for an Information Meeting with one resource person

Time	Session	
AM 8.00 – 8.15 (15 minutes)	**Session 1: Opening** **1.1:** Welcome by the DC chairperson (or representative) **1.2:** Introduction of the resource person, facilitators and participants **1.3:** Presentation of workshop objectives and major steps of the workshop programme	………………….. …………………..
AM 8.15 – 9.45 (90 minutes)	**Session 2: Presentation by the resource person** (*time for the session can be extended depending on the topic)*	………………….. …………………..
AM 9.45 – 10.00	***Morning Break***	
AM 10.00 – 10.50 (50 minutes)	**Session 3: Small-group work**	………………….. …………………..
AM 10.50 – 11.40 (50 minutes)	**Session 4: Presentation of the small-group work and clarification of open issues**	
AM 11.40 – 11.55 (15 minutes)	**Session 5: Workshop evaluation and closing** **5.1:** Workshop evaluation **5.2:** Closing	………………….. …………………..

TOOL 7: The Cooperation Dialogue

What – in short – is a Cooperation Dialogue? A Cooperation Dialogue is a half- to one-day meeting of active stakeholders from e.g. different stakeholder groups or steps in the value chain to discuss how they can solve a certain challenge by better cooperating with each other. In case participants do not find a solution within one meeting, but want to continue meeting each other for solving the issue, the Cooperation Dialogue can be extended.

With the Cooperation Dialogue the DC provides the opportunity for participants:

- to meet other stakeholders who might be important for e.g. improving their business or the activities of their organisation;
- to find solutions to challenges which stakeholders cannot solve by themselves;
- to discuss and agree on areas for cooperation.

Experience shows that Cooperation Dialogues work best when the participating stakeholders can find a solution or reach an agreement that provides benefits for all of them. Then they create a so-called win-win situation.

Which challenges can be addressed by a Cooperation Dialogue? As part of their interactions with stakeholders from the public sector, the private sector and civil society, the DA may hear a lot of challenges which might be solved by (better) cooperation among stakeholders. Such occasions can occur for example when the DA identifies the economically active stakeholders of the district (tool 2) or during the Stakeholder Workshop (tool 3). Examples for challenges that could be addressed by (better) stakeholder cooperation are:

- Collectors report about the high travel costs for collecting items from a high number of individual producers.
  - In this case – and if the collectors and the producers wish so – these stakeholders can be brought together to discuss whether they want to cooperate. They may find a win-win solution by e.g. agreeing on certain collection points and favourable conditions for the producers to bring the items to these places.
- Processors report about the fact that they cannot buy sufficient input of a certain agricultural product for which there is a high demand (e.g. paddy of a certain quality).
  - In this case the processors and representatives of active farmer groups could be invited to explore whether they can and want to cooperate (provided both stakeholder groups wish to meet). They may find a solution that benefits both stakeholder groups by e.g. jointly defining the quality criteria of the paddy and how to assess them; and agreeing on benefits for the producers who meet these agreed quality criteria, such as e.g. a premium price.
- A tourism agent wants to include a certain tourist site into his/her programme but is concerned about the condition of the restaurants at the site and the fact that the pond is not clean.
  - In case all stakeholders wish so, the tourism agent, the restaurant owners and commune/district councillors could be brought together to explore: whether and under which conditions the tourism agent can include the site into the tour programme, the restaurant owners can improve their services and the Commune Council can arrange for cleaning of the pond.

- A factory owner reports about the lack of workers and a Commune Council reports about the high number of active poor women and men who live in the same area.
  - If all parties wish, the factory owner, the commune councillor/s in charge and (representatives of) these poor women and men can come together to explore: whether and under which conditions it is possible for the factory owner to employ the job-seekers, and for the job-seekers to take the job.

Who can be the facilitators of a Cooperation Dialogue?

Up to a maximum of 20 participants, a Cooperation Dialogue requires a team of two facilitators. Between 20 and approximately 40 participants, a Cooperation Dialogue requires a team of 3 facilitators. The facilitators should be experienced in workshop facilitation and have good communication and facilitation skills. They can be for example district councillors, the district governor or a deputy, or staff members of the inter-sectoral office. Preferably they are those representatives of the DA who already gained a good reputation by stakeholders and their confidence.

Important success factors for Cooperation Dialogues:

Invite participants who are really motivated to meet and to cooperate: Stakeholders will more easily engage in cooperation and find joint solutions when they are really interested and motivated to meet and to cooperate.

Invite only interested stakeholders who are affected by the issue: In order to ensure that participants are committed and find practical solutions, all participating stakeholders should be affected by the issue or be able to contribute actively to solving the challenge. This means for example that in a meeting between collectors and producers in a commune to discuss the issue of collecting points, the district officer for agriculture is not invited to participate just for the purpose to be informed about the issue.

Meet representatives of each party/stakeholder group before the Cooperation Dialogue: Before organising a Cooperation Dialogue it is important that the facilitators meet at least some of the potential participants of each party/stakeholder group. This is to enable the facilitators to get a better understanding of the challenge and the perspectives of each party/stakeholder group and the motivation of stakeholders to cooperate and to find a solution. During these meetings it can also be explored on which points they might be ready to cooperate or to compromise. The meetings should be held at their places.

Invite resource persons to provide information on certain issues when the need arises: There may be occasions when it is necessary to invite a resource person to provide information for clarifying certain issues. These resource persons are however not considered as participants of the Cooperation Dialogue. Therefore they do not participate as stakeholders in the discussion for finding an agreement. Example: The need to bring in a resource person may arise when producers and processors discuss how to cooperate concerning paddy of a certain quality and require more information how the quality standards can be achieved by the producers.

The facilitators remain neutral to all parties: This means that the facilitators do not take positions in favour of or against one of the stakeholder groups/parties. They rather try to understand and to value the interests and perspectives of all of them. Example: When the collectors and individual producers discuss where to establish certain collection points, the facilitators value their respective arguments in favour or against certain locations; and do not try to convince one of the parties to agree on the specific locations that are suggested by the respective other party.

The facilitators do not provide the solution: When listening to the challenges of the different stakeholders, the facilitators may have ideas for possible solutions. It is however important not to disclose them immediately. Participants will be more committed to implement the reached agreement if they took the time to explore the issue and to find the solution themselves. In case the participating stakeholders face difficulties to develop ideas for a solution or forgot to consider certain aspects, the facilitators can however disclose and offer their ideas for consideration by participants. Example: When the producers and the collectors discuss the location of certain collection points, and the facilitators have an idea about a suitable place, they can offer the idea and ask participants whether they want to consider it.

There is no pressure for stakeholders to reach an agreement or to come to joint solutions: There may be occasions when participating stakeholders cannot find a solution or come to an agreement within the time that has been fixed for the meeting. This may be for example the case when the issue is quite complex, when stakeholders need more information or when they need time to think whether the agreement is beneficial for them. Example: When basic producers and collectors discuss the location of collection points, the producers might want to see these places before agreeing to them. There may also be occasions where participating stakeholders are not yet ready to cooperate or cannot find a solution that is beneficial to all of them. A meeting can therefore end with the exchange of mutual perceptions or information about a certain issue. In all these cases it is important that the facilitators do not apply any pressure to come to an agreement or to find solutions; i.e. within the time of the meeting or at all.

Continue to stay in contact with participating stakeholders in case a Cooperation Dialogue involves two or even several meetings: In case stakeholders cannot find a solution within one meeting and wish to meet again, it is important that the facilitators stay in touch with them. Preferably they meet them at their places. When talking to them, the facilitators should explore: their willingness to continue the dialogue; their readiness to come to an agreement; or whether any new issues came up that need to be considered for all parties to be satisfied.

<u>What to do in preparation for a Cooperation Dialogue:</u>

Arrange for a meeting with potential participants of <u>each</u> party/stakeholder group before the Cooperation Dialogue: When asking for an appointment to meet a potential participant, it proved successful to contact him/her by phone and to:

- highlight the DC's interest to promote the district's economic development;
- express the interest in meeting him/her;
- clarify the purpose of the meeting, such as that you want to learn more about his/her activities; (and if relevant the challenge he/she reported about);
- introduce shortly what the issue is about, such as e.g. that there might be an opportunity for cooperation with other stakeholders;
- ask whether it would be possible to meet at his/her place – and if so – agree on a meeting day and time.

When meeting the potential participant, the facilitator can:

- start with clarifying again the purpose of the meeting and highlighting the fact that the meeting will not take long;
- continue with some general questions, such as e.g. how their business is going at present;
- <u>in case he/she reported about the challenge to be addressed through the cooperation dialogue</u>, explore: what exactly the challenge is about; since when he/she is experiencing the challenge; what he/she already did to solve the challenge and what the results were; whether he/she has any more ideas what to do about the challenge;
- <u>in case the stakeholder is a potential participant of the Cooperation Dialogue but did not report about the problem to be addressed</u>, introduce what the issue is about; i.e. what the challenge of the respective other stakeholder/s is;
- explore his/her interest in meeting with the other stakeholders for finding a solution that might possibly benefit all of them;
- and – if relevant - conclude on a suitable time when it would be possible for him/her to come to a meeting.

Review the results from the meetings: Following these meetings it is important that the team of facilitators reviews the results from the meetings. The review shall enable them to:

- develop a better understanding of the particular challenge (or situation) which the different stakeholder groups/parties face;
- develop a better understanding of their interests and perspectives;
- clarify whether another stakeholder group is affected and might have to be invited; and if so, to discuss whom to contact prior to the Cooperation Dialogue;
- decide whom to invite to the Cooperation Dialogue; such as whether all stakeholders should be invited or representatives of the respective parties.

In case the Cooperation Dialogue deals with a challenge which many stakeholders in the district face, it is recommended to invite those stakeholders who are most interested to join and who are most motivated to find solutions and to cooperate. This will yield best results and might for example attract more stakeholders to join reached agreements.

Find a suitable location: The following factors need to be considered when looking for a suitable location. In the majority of Cooperation Dialogues, the meeting should be held at a place that is perceived as 'neutral' by the different stakeholder groups. This is even more the case when stakeholders discuss a conflicting issue. In addition it is preferable to avoid any official atmosphere under which participants might feel pressured to come to an agreement. A suitable location for a Cooperation Dialogue with small scale farmers and stakeholders with medium-size businesses is for example a school or a restaurant.

Prepare for the facilitation of the Cooperation Dialogue: In preparation for a Cooperation Dialogue it needs to be considered that there cannot be precise facilitation guidelines as it is the case for other workshops mentioned in this Technical Document. The facilitators therefore need to prepare jointly, <u>how to facilitate the meeting and how to ask questions which shall enable the stakeholders to</u>:

- present their challenge/s and perspectives in a factual manner (and not by making emotional or conflicting statements);
- clarify all facets of the challenge that shall be solved;
- raise ideas for possible solutions that are of benefit to all of them; including:
  - the conditions under which these solutions are suitable for them;
  - and/or the points on which they might want to compromise;
- clarify whether a resource person is needed to provide additional information;
- possibly: formulate and agree on the details of the solution or agreement.

Invite stakeholders: Stakeholders should be invited personally, i.e. by phone or by meeting them. Small-scale producers should be invited 3-4 days before the Cooperation Dialogue. Stakeholders with medium-size or large businesses or of whom it is known that that they have a busy schedule should be invited approximately 10 days before the meeting. Invited stakeholders should be informed about the topic of the meeting, who the other participants are and what the cost arrangements will be (such as that there will be provision of lunch and snack/s, but no payment of allowance).

<u>Overview on the sessions/steps of a Cooperation Dialogue and suggestions how to facilitate them</u>

Note: Depending on the topic, it might not be possible to implement all sessions within one meeting. Especially session 3 and session 4 might be the agenda of a follow-up meeting.

Session 1 – Opening: The opening consists of:

- the welcome remarks of the DC chairperson or representative during which he/she expresses:
  - the interest of the DC to promote the economic development of the district;
  - the workshop as a chance for stakeholders to get to know each other and to establish relationships with other stakeholders (e.g. in the same sector);
  - the workshop as an opportunity for participants to explore whether they can solve a challenge and find a solution that is beneficial to all of them;
  - his/her hope that participating stakeholders will openly share their perspectives and their ideas for possible solutions.
- the introduction of facilitators and participants.

Session/Step 2 – Clarification of the challenge and ideas for a possible solution; the facilitators assist the participating stakeholders to:

- understand the challenge which one or each of the parties/stakeholder groups faces;
- become aware of their mutual perspectives, interests and needs;
- develop ideas for possible solutions;
- explore whether further information is needed to clarify certain aspects of a possible solution;
- raise ideas how each stakeholder group can contribute to make the solution work;
- consider and discuss whether these possible solutions:
  - are beneficial to each of the parties/stakeholder groups;
  - can be implemented by the respective parties/stakeholder groups;
  - or: require certain conditions for (some) of the parties/stakeholder groups to be manageable;
- clarify whether these conditions are acceptable to all parties/stakeholder groups;
- negotiate these conditions (if relevant).

In case of a high number of participants, some of these discussions can be organised in small-groups.

Session/Step 3 – Clarifying and summarising the details of the agreement: In case the participating stakeholders came to an agreement, this session/step enables them to formulate all details of the agreement. Therefore the facilitators together with the group: a) formulate and take note of all aspects of the agreement on a flipchart and b) check with participants for each formulation whether it is acceptable to them.

Session/Step 4 – Approval of the agreement/solution: In case participating stakeholders came to an agreement, this is approved during the last session/step. Depending on the kind of agreement, this can be done by vote of hand, or - in case stakeholders wish – by preparing a written document. This document can be signed by those participants who want to implement the reached agreement.

<u>Resources and costs that need to be considered for the organisation of a Cooperation Dialogue with 20 participants:</u>

<u>Personnel/a team of the DA for:</u> meeting stakeholders before the Cooperation Dialogue at their places, for preparing, organising and facilitating the dialogue.

Transport costs for: meeting potential participants at their places.

Costs for participants: contribution to transport costs; one snack and lunch in case the meeting lasts half-day; two snacks and lunch in case the meeting lasts a full day.

Cost estimate for a half-day Cooperation Dialogue with 20 participants:

Snacks: 1 Snack x 20 participants x Riel 2,000	= Riel	40,000
Contribution to transport costs:		
Riel 300 per km x 20 participants x 40 km (average/return travel)	= Riel	240,000
Transport costs for meeting potential participants before the Cooperation Dialogue:		
Riel 300 per km x 40 km x 10 meetings	= Riel	120,000
Equipment: such as flipchart paper, meta-cards and markers	= Riel	50,000
ESTIMATED TOTAL (without payment of allowances for facilitators)	= **Riel**	**450,000**

Note: Depending on the kind of challenge to solve, two or more meetings may be necessary.

TOOL 8: The Workshop for Identification of Economic Opportunities and Project Ideas

What – in short – is this workshop about? The workshop for Identification of Economic Opportunities and Project Ideas is a one-day event during which the DC brings together active and interested stakeholders from the public sector, the private sector and civil society. The workshop provides the opportunity for participants to:

- build or strengthen their relationship with other active stakeholders from the private sector, the public sector and civil society;
- gain a better understanding about the district's economic strengths and opportunities;
- learn about five important precepts for improving their own businesses or the activities of the members of their organisations; and
- develop ideas for (longer-term) economic projects that:
  - are of benefit to individual business people <u>and</u> the district's economic development;
  - and can <u>possibly</u> be raised during the district planning process.

While the Stakeholder Workshop (tool 3) focusses on short-term initiatives (such as for example Study Trips or Information Meetings), this workshop is to generate ideas for longer-term projects. In small districts with e.g. 4 communes the workshop can be organised one time (depending on travel distances). In large districts the workshop can be organised per clusters of e.g. 3 - 5 communes (depending on travel distances). This is to promote that participating stakeholders can engage in cooperation and that participants with transport difficulties can more easily join the workshop (e.g. women and ID-Poor). The workshop should be held approximately 6 – 8 weeks before the step in the district planning process during which citizens can raise their needs and interests. Approximately 50 (to a maximum of 70 participants) can join the workshop.

Who are participants for the workshop? Participants are active and interested women and men from the public sector, the private sector and civil society.

- <u>Public sector stakeholders</u> can be for example: interested district and commune councillors, the district governor or a deputy, a representative of the inter-sectoral office and interested representatives of line agencies (such as e.g. agriculture or women's affairs). It is preferable to invite representatives who are a) active and motivated; and b) charged with responsibilities concerning economic development, or undertake activities supporting economic development as part of their usual functions.
- <u>Private sector stakeholders</u> are active and motivated business people from all sectors of the district's economy (e.g. agriculture, handicraft, tourism etc.); and from all steps of the value chain (such as for example farmers including active ID-Poor, collectors, traders, processors, wholesalers). Preferably they are stakeholders who are willing a) to circulate the information about the chosen project idea in their area and b) to look for more women and men who might be interested to join project implementation.
- <u>Civil society stakeholders</u> are for example active representatives of farmer groups or business associations.

  In order to be really attractive to economic stakeholders and to achieve the objective of identifying ideas for economic projects, private sector representatives should form the large majority (i.e. at least two-thirds) of workshop participants. It is recommended to invite in particular those active women and men who already participated in other activities offered by the DC, such as for example Study Trips (tool 4), the Stakeholder Workshop (tool 3), or Information Meetings (tool 6). Attention should be paid to an equal participation of women and men.

What are the expected benefits for the DC? The workshop is to enable the DC to:

- strengthen its relationships with economically active stakeholders from the private sector, the public sector and civil society;
- change the perception of economic stakeholders on the district's economy, i.e. from focussing only on the district's problems towards realising its economic strengths and opportunities;
- enable participants to develop meaningful project ideas which provide individual benefits as well as benefits for the district's economic development;
- broaden the scope of project ideas that are raised during the district planning process.

Who are the facilitators for the workshop? The workshop requires a team of 3-4 facilitators. They should have good facilitation skills, be highly interested in promoting the district's economic development and motivated to engage in cooperation. They should be those representatives of the DA who participated in the development of the District's Economic Overview (tool 1) and the Identification of economically active stakeholders (tool 2). Preferably they are also known to participating stakeholders through other activities, such as for example the facilitation of Study Trips (tool 4) or the facilitation of Information Meetings (tool 6). The participation of the district governor or a deputy in the team of facilitators is recommended.

What to do in preparation for the workshop:

Identification of the venue for the workshop: The workshop venue should be airy, provide sufficient space for participants to sit comfortably and to do group-work. In case the workshop is held only once in the district, it can be organised in the district office. In case the workshop is organised per clusters of communes, it can be organised in a pagoda or school that is well accessible by participants from these communes.

Invitation of participants: Small-scale producers should be invited approximately 3 - 4 days before the workshop. Stakeholders with medium-size or large businesses, or of whom it is known that they have a busy schedule with meetings and travels, need to be invited 7 - 10 days beforehand. At best the invitations are given personally or by phone. Invited stakeholders should be informed about the topic, the date, the starting time, and the cost arrangements (such as for example that there will be provision of lunch and snacks, but no payment of allowances). In case the facilitators do not have the phone number of all of them, other stakeholders from the same commune or village can be asked to inform them; they should be provided with an official invitation letter which they can distribute to invited participants.

Arrangement of logistics for the workshop: Approximately a week before the workshop, the microphone should be booked (if necessary), necessary purchases made and lunch and snacks ordered as indicated below. If possible the DA should agree with the restaurant or shop owner for some flexibility; i.e. the possibility to provide them with the precise figures for lunch and snack orders in the morning of the workshop day when it is clear how many participants actually arrived.

Meeting of the team of facilitators before the workshop: Before the workshop it is necessary that the team of facilitators meets: to discuss the process and the content of the workshop; to prepare the visuals; to rehearse how to facilitate the sessions and how to give the presentations.

Preparation of the presentation on the 'District's Economic Strengths': A major input during the workshop (session 2) is a presentation that is based on the data and information collected for the District's Economic Overview (tool 1). For the presentation the facilitators need:

- to have (or to prepare) the hand-drawn map of the district indicating the features as outlined in tool 2;
- to have (or to prepare) the sheet with the basic data as outlined in tool 2; and

- to prepare per each sub-area a table with summarised information and data from the District's Economic Overview as indicated below:

Sub-area:		
Economic activity	**Remarkable features**	**Major stakeholders of the value chain** (if possible: no./name/location)
Rice production		
Production of other crops		
Animal production		
Animal catching		
Production of non-timber products		
Handicraft production		
Processing		
Industries (name/location)	**Kind of product**	**If possible: production volume or capacities (e.g. tons or units per day)**
A.		
B.		
Etc.		
Service Institutions (name/location)	**Kind of services**	
A.		
B.		
Etc.		
Tourist attractions ('name' and location)	**Natural and cultural resources of the tourist attraction**	**Kind of tourists who visit these sites**
A.		
B.		
Etc.		

What are the sessions of the workshop?

Session 1 – Opening: The opening consists of the welcome remarks by the DC chairperson (or representative); the introduction of participants and facilitators; and a short overview on the objectives and major steps of the workshop programme.

Session 2 – Reflection on the district's economic strengths and identification of priority economic fields in which participants want to undertake projects: At the start of the session, the facilitator encourages participants to raise all strong economic features of their area they know of. Then the facilitator complements their findings with the presentation on the 'District's Economic Strengths'. Based on the district's economic strengths, participants identify priority economic fields in which they want to undertake longer term economic projects.

Session 3 – Market needs and stakeholder cooperation: This session raises participants' awareness on five major precepts for improving their economic activities. These precepts focus on: the fact that business people (including small-scale farmers) should know which market to target and produce according to its needs; should think of ways how to increase their profit; and need to cooperate with other stakeholders for producing in a manner that increases their profit.

Session 4 – Development of project ideas for potential longer-term projects: Based on the lessons from the previous session, participants develop ideas for potential longer-term projects which they want to undertake in the prioritised economic fields.

Session 5 – Tentative commitment to project ideas and next steps: During session 5 participants choose first which of the project ideas they would like to initiate and undertake in their area. They are then informed about the necessary steps in case they need support and want to raise the project idea during the district planning process.

Session 6 – Workshop evaluation and closing: Participants evaluate the workshop by secrete vote. This is followed by the closing remarks of the DC chairperson (or representative).

Which resources and costs need to be considered for the workshop?

Personnel/a team of the DA: for identifying workshop participants, for arranging workshop logistics and for facilitating the workshop.

Workshop equipment and material, such as chairs for participants or mats in case the workshop is held in a pagoda, 1-2 flipchart stands, if possible 1-2 pin-boards, flipchart paper, meta-cards, permanent markers, microphone in case the place is large, 2-3 glue sticks, scotch-tape and scissors.

Costs for lunch, 2 snacks and contribution to participants' transport costs.

Cost estimate: For a workshop with 50 participants the following costs can be calculated:

Snacks: 2 Snacks x 50 participants x Riel 2,000	= Riel 200,000
Lunch: 50 participants x Riel 6,000	= Riel 300,000
Contribution to transport costs:	
Riel 300 per km x 50 participants x 40 km (estimate for return travel)	= Riel 600,000
Equipment (Estimate for microphone rent, flipchart paper, markers, meta-cards, scissors, glue etc.)	= Riel 200,000, -
ESTIMATED TOTAL (without calculation of allowances for facilitators):	**= Riel 1,300,000**

What to do in follow-up to the workshop

- During session 4, participants develop ideas for longer-term economic projects along guiding questions. They are encouraged to identify more women and men who want to join project implementation; and to continue working on these questions with those women and men. In order to be able to present their project idea during the district planning process, they will probably need some support from the DA. They are therefore encouraged to get in touch with a contact person from the DA. It is recommended that the DA assists those stakeholders to clarify further details, such as:
  - The project title
  - The project contact person (name and phone number)
  - The number of people who want to join project implementation (women, men, ID-Poor women and men)
  - Objectives they want to achieve (e.g. increase production, achieve a better price, promote their products...)
  - Activities they want to undertake (e.g. applying new techniques, reducing costs, branding products...)
  - Stakeholders with whom they intend to cooperate (e.g. among themselves for selling jointly, making joint investments, with other stakeholders, such as input providers, collectors, processors)
  - Needed support (for e.g. getting in contact with certain stakeholders, forming a group, study trips for learning about innovations, training etc.)
- Sufficiently prior to the step of the district planning process where citizens can raise their needs and interests, they need then to be invited to present their project idea and the support needed.

Major steps of workshop facilitation

Session 1: Opening of the workshop (30 min)

1.1 Welcome by the DC chairperson or representative (5 min), who:

- highlights the workshop as a chance for stakeholders from the private sector, the public sector and civil society to get to know each other better and to strengthen their relationships;
- refers to earlier initiatives which the DC organised and how economically active stakeholders benefit from these, such as for example Study Trips (tool 4), Information Meetings (tool 6) and the kind of information which participants received etc.;
- provides some examples what stakeholders gained from these initiatives. Example: the new techniques and innovations they saw during Study Trips;
- emphasises the workshop as an opportunity for participants to raise ideas for economic projects which they can bring forward during the district planning process.

1.2 Introduction of participants and facilitators (10 min), the facilitator:

- explains that there will be only a short introduction of participants, so that the major parts of the workshop can start quickly;
- asks participants to present themselves by giving their name, profession and location: a) private sector stakeholders (from large businesses, such as rice millers or factory owners); b) members from business associations and community groups; c) representatives from the DA and CC; d) all other participants by calling the names of the communes, and asking those participants who have not yet introduced themselves to stand up.

1.3 Presentation of workshop objectives and programme (15 min); the facilitator:

- presents shortly the following workshop objectives:

At the end of the workshop, stakeholders:

- *are aware of the economic strengths of their district*
- *identified priority economic fields in which the want to undertake projects*
- *are aware of important precepts for improving their business activities and gaining more income*
- *raised ideas for longer-term economic projects*
- *chose which projects they want to initiate and implement in their area*
- *learn about the necessary steps in case they want to raise their project idea/s during the district planning process;*

- invites for questions and comments.

Session 2: Reflection on the district's economic strengths and identification of priority economic fields in which participants want to undertake projects (75 min)

2.1 Identification of the district's economic strengths by participants (25 min); the facilitator:

- explains that during this session participants will learn more about the economic strengths of their district;
- clarifies that this will be done in two parts: first participants are given the chance to raise their ideas (commune by commune); then the facilitators give a presentation on what they found out about the district;
- encourages participants to think in the most positive way about the economic features of their district;
- facilitates the session along the following questions and asks participants per commune:

  A. What are strong economic activities in your commune? i.e. what are the major sources of income in your commune? *(Strong means for example high yields; several harvests per year or whole-year production; or giving jobs to a large number of people; think of production for sale, not for household consumption.)*

  In case participants find it difficult to name specific economic features of their area, the facilitator can provide some hints what to think of:

  - Rice production: areas with high yields; fragrant or other special varieties that receive a high price; 2 or 3 harvests per year; seed production groups;
  - Production of other crops (e.g. fruits, vegetables, natural fibres): areas and types of other crops that are produced large-scale; achieve a high price; are labour intensive;
  - Animal farming and catching (e.g. chicken, pig, fish, cricket, frogs): areas where farming or catching of specific animals is concentrated; areas where lots are sold outside the district;
  - Collection of non-timber forest products (e.g. bamboo, honey, traditional medicine, wild fruits or vegetables, mushrooms): areas where such products are concentrated; areas with products that achieve a high price;
  - Handicraft production (e.g. mat weaving, production of baskets or silk products): areas where handicraft production is concentrated; areas with handicraft products that achieve a high price;
  - Processing (e.g. palm sugar, wine, fruit juice, candies, cakes): areas where processed products are concentrated; areas where processed products are produced large-scale;
  - Industries (using many workers or big machinery, such as e.g. rice mills, brick factories, garment factories, ice factories): their locations
  - Tourist attractions: i.e. organised sites where tourists go already: their location/s and the kind of e.g. natural resources or cultural events that attract tourists at these sites.

B. What are important features in your commune or district that support your own business or the economic development of the area? Think of:

- Services, such as for example Banks, Micro-finance Institutions, tourist agents;
- Human resources, such as for example: community groups or associations or mechanics;

C. *Is there something special in your commune or district?* Special meaning for example that it does not exist in other districts, or something for that is a high demand. Think of:

- Special products (such as special fruits, special food, special handicrafts);

2.2 Presentation by the facilitator (25 min); the facilitator:

- pastes the flipcharts with the results from participants' brainstorming on the pin-board or at the wall;
- gives the presentation on the 'District's Economic Strengths' (that has been developed before the workshop as mentioned above);

2.3 Identification of priority economic fields (25 min); the facilitator:

- explains that participants will now use the findings about the district's strengths to choose priority economic fields in which they want to undertake longer-term projects;
- clarifies that economic fields can be for example: rice production, production of other crops, animal farming, animal catching, forest non-timber products, handicraft, tourism, transport, textile;
- provides some guiding principles for the identification of priority economic fields, such as:
  - *Participants themselves should have an interest to undertake projects within this economic field;*
  - *Many people in the district should be able to undertake business activities and to gain income in these economic fields, particularly medium and poor households;*
  - *The economic field should build on the district's strengths that were discussed earlier;*
  - *There should be a maximum of 6 economic fields. (There should be more than 1 or 2 economic fields in order to promote a diversification of the district's economy; but there should not be more than 6 economic fields since this might be difficult to handle);*
- asks participants: *When you consider these guiding principles: which economic field is the 1st priority?* The economic field which got the majority of votes is priority no. 1;
- continues in the same way for all economic fields (i.e. *which economic field is the 2nd priority?*)
- takes note of their responses; and – in case participants raised more than 6 economic fields - suggests to prioritise them based on which sectors benefit more people and especially the poor.
- explains that they will look at these (prioritised) economic fields later, i.e. when participants develop project ideas.

Session 3: Market needs and stakeholder cooperation (60 min): the facilitator:

- explains that he/she will give a presentation on 5 important precepts that shall enable participants to gain more income. Participants will consider these precepts when developing ideas for economic projects during the next session.
- reads first all 5 precepts and clarifies that each of them will be explained in detail:

5 precepts for improving business activities and gaining more income
► ***Think of the market before starting to produce*** ► ***Be clear about the market you target*** ► ***To know about market needs: ask and collaborate with those stakeholders who are closer to the final customer in the chain*** ► ***Think of ways to increase your profit according to the type of market*** ► ***Collaborate with others for profit making activities related to your product***

- Then the facilitator explains **precept 1** by a) reading the precept; b) giving the explanation; c) presenting the questions and d) providing the examples for chicken and rice; this can also be done by asking participants the questions and providing the answers in case they do not know them.

<table>
<tr><th colspan="2">► Precept 1: Think of the market before starting to produce</th></tr>
<tr><td colspan="2">Explanation: To have a successful business, one should <u>not</u> look what others do, copy their business and then look for a market. Rather: one should think of the market first.</td></tr>
<tr><td colspan="2">Therefore a business person (including a small-scale farmer) should ask him/herself the following questions:
► What different types of this product (e.g. paddy/rice or chicken) do (different) buyers need?
► In what do these different types differ? (i.e. what are the different quality criteria for the different types of this product)?
► Which types get a high price? (e.g. per kg for paddy or chicken)
► Which types have a regular demand that will likely increase in the coming years?</td></tr>
<tr><td colspan="2">Examples
(can be done by asking first participants to find the answers to the questions)</td></tr>
<tr><td><u>Example rice:</u> What are the different types of rice that are available on the market?
A) Mixed rice: What are the quality criteria? They are: not homogeneous, high percentage of broken rice.
B) Pure rice: What are the quality criteria? They are: pure, clean and properly dried.
C) Pure fragrant rice: What are the quality criteria? They are: fragrant variety that is pure, clean and properly dried.
D) Organic pure fragrant: What are the quality criteria? They are: fragrant variety, pure, clean, properly dried, and produced without chemical fertilizers or pesticides.
Which type gets a lower and which type gets a higher price? Mixed rice gets a lower price and pure fragrant rice gets a higher price. There is a high demand for mixed rice. However with people gaining more income and with more exports, the demand for pure fragrant varieties is rising.</td><td><u>Example chicken:</u> What are the different types of chicken that are on the market?
A) Local chicken/srok: What are the quality criteria? They are: pale yellow or white legs and skin; mixed weight; little but tough (appreciated meat); reach a weight of 1,5 kg in 3 – 4 months.
B) Quality local chicken: What are the quality criteria? They are: yellow legs and skin; weight of 1.3 to 1.5 kg; more and tough (appreciated) meat; reach a weight of 1,5 kg in 3 – 4 months.
C) Hybrid chicken: What are the quality criteria? They are: pale skin colour, more but tender meat, reach a weight of 1,5 kg in 2 months.
D) Battery hen: What are the quality criteria? They are: lot of meat; very tender; fragile bones; big internal organs; reach a weight of 1,8 – 2 kg in 1,5 months.
Which type gets a lower and which type gets a higher price? A battery hen gets the lowest price and quality local chicken gets the highest price.</td></tr>
<tr><td colspan="2">➲ Conclusion: The same questions can be applied to all kinds of other products, such as for example other animals, vegetables, other crops or handicraft. Each product can</td></tr>
</table>

have different types with different qualities. Each type gets a different price and is bought by different people depending on the money they have. These are the different markets. One should know clearly to which market to sell in order to produce the required quality and to get the right price. To select the market one wants to target, one should consider precept 2.

- The facilitator proceeds with presenting **precept 2** by a) reading precept 2 ; and b) using the text from the left column and providing immediately the example or explanation from the right column.

➢ ***Precept 2: Be clear about the market you target***	
Therefore: ► *Make a clear decision about the market you want to target. In order to be able to make a clear decision, assess the pros and cons (based on what you have, such as for example land, money and labour force).*	**Example:** If you do not have a lot of land, but enough labour force, it might be better to produce paddy that gives a high price and requires more attention and labour. If you have 10 ha or more, but not so much labour force, you might prefer to produce a lot of paddy that requires less labour and gets a lower price. However you will still make an income through bigger quantities.
► *Consider whether you want to target a market with a high price (e.g. for a kilo of a certain product) with at least one part of your production, and sell the rest cheaper.*	**Example:** You can target the market for pure fragrant rice with your rice fields that are suitable for fragrant varieties. On the other fields you produce for the market for pure rice. Or: You can target the quality 1 cucumber market. Those cucumbers of your harvest which are of quality 1, you can sell for a high price; those which do not qualify as quality 1, you can sell as quality 2 for a lower price.
► *Be clear that it is always better to produce 1 or 2 products well than to produce many products without care.*	**Explanation:** There are people who start producing a little bit of a certain product. However they do not try to get the technical skills and do not really make an effort to do well. If they meet difficulties, they quickly change to something else. Or they produce a little bit of many products but do not really care for each of them. Finally they do not make a good income. Therefore it is better to get proficient, to learn from mistakes and to specialise in only a few products.
► **Conclusion: It is important to know the market needs so that one can decide which market to target.** How to get to know the market needs is explained in precept 3.	

- The facilitator continues with presenting **precept 3** in the order as follows:

➢ ***Precept 3: To know about market needs, ask and collaborate with those stakeholders who are closer to the final customer in the production chain.***
In order to ask and to collaborate with stakeholders in the chain, one needs to know who they are. **Explanation based on the example of pure fragrant rice:**
► **Input supply:** The production chain starts with those who sell what is needed to produce. Important stakeholders concerning input supply are seed producers (who can be individuals or groups) and seed companies who sell pure seeds. In addition there are agricultural input suppliers who sell fertilizers and pesticides.

►	**Production** of 1st quality fragrant rice: Main stakeholders are: a) farmers and farmer groups and associations: they grow, dry, clean and pack the paddy! Often a collector then transports the paddy to the stakeholder who processes the paddy.
►	**Processing:** The most important stakeholder is the rice miller! He/she will store the paddy, control its quality (i.e. analyse the humidity and re-dry the paddy if needed), mill, pack and store the rice per variety and quality!
►	**Whole sale and retail sale:** Stakeholders are: wholesalers and retail sellers: They transport, store and re-pack the rice in smaller units to sell it.
►	**Consumption:** The consumers are the better-off local people and tourists who buy the 1st quality fragrant rice.
➲	***Conclusion: Who are stakeholders closer to the customer who can be asked about the market needs?* Farmers can ask for example collectors or traders (such as wholesalers or retailers) or processors (such as rice millers). Collectors can for example ask wholesalers or processors. Rice millers can for example ask wholesaler or retailers.**

- The facilitator presents **precept 4** by a) reading precept 4 and b) presenting the text in the left column and providing immediately the explanation from the right column.

➢ **Precept 4: Think of ways to increase your profit according to the type of market.** Explanation based on the example of rice: There are different things one can do to increase profit, depending on the market one wants to target.	
Increase quantity/yield:	**Explanation:** For the production of mixed rice one can increase the yield by for example: learning techniques to increase the yield; digging a pond to compensate lack of water; and even use the water from the pond to make two harvests. For the production of pure rice in high quantities one needs to do the same as for increasing yields; in addition one needs to buy pure seeds and learn techniques how to maintain purity to produce quality paddy.
Get a better price per unit:	**Explanation:** In order to get a better price for e.g. a kg of mixed or pure rice one can for example store the paddy and sell it when the price is higher. In addition one can e.g. grade the paddy; organise joint sales with other farmers to get a premium; buy jointly a dryer; package with logo for the buyer to know the origin; or organise a control system to guarantee 'chemical free'.
Decrease the costs:	**Explanation:** For decreasing costs, one can for example learn techniques: to reduce losses; to use fewer inputs; to produce inputs such as seeds or fertiliser oneself. In addition one can for example buy inputs together, to get them cheaper and to save transport. And one can organise joint sales at single collection places to reduce transport costs.
➲ ***Conclusion: One can do one or a combination of these activities to maximise profit. Some can be done alone, some require collaboration with others.*** *Additional examples of collaboration are explained in precept 5.*	

- The facilitator presents **precept 5** by a) reading precept 5 and b) presenting the text in the left column and providing immediately the explanation from the right column.

➢ ***Precept 5: Collaborate with others for profit making activities related to your product.***	
Explanation: There are three ways to generate additional income from a product:	
a) One can process the product into something different.	**Examples:** Instead of selling the chicken alive, one can fry it and sell it during festivities. Or one can process the rice to Khmer noodles. Doing this successfully requires the collaboration with others: to have enough raw product; to organise large-scale and timely processing; and to do the marketing.
b) One can do activities further up the chain (up to selling to the customer).	**Examples:** Farmers are getting organised in cooperatives to dry, mill and package rice themselves. They need to collaborate for investing into material and getting support and/or training to do that. Farmers organise weekly markets to sell directly to customers. Thereby they avoid intermediaries (such as collectors, traders) and can possibly achieve a better price. In this case the farmers need to cooperate with each other to have different products to sell the same day; and they need to cooperate with the CC or DA to organise the market.
c) One can link with existing tourism activities.	**Examples:** When tourists come to the area, one can earn additional income by e.g. selling products to them directly; organising cooking classes; or organising oxcart or horse cart rides. For these activities, one needs to collaborate with a tourism agent.

Following the presentation, the facilitator:

- reads the five precepts again and reminds participants that they can be applied to all kinds of products, not only rice;
- expresses his/her hope that participants gain ideas for increasing their income, and in particular by cooperating with other stakeholders.

Session 4: Identification of potential longer-term projects in prioritised economic fields (180 min/3 hours):

4.1 Small-group work on potential longer term projects (90 min); the facilitator:

- informs participants that they can now develop ideas for potential longer-term projects in the prioritised economic fields which they chose during the earlier session;
- explains that this will be done in small-groups; each small-group will develop project ideas in one economic field;
- highlights that all the ideas will be presented later; then participants can choose which project idea they would like to initiate and implement in their area;
- reads one by one the chosen (prioritised) economic fields; and asks participants a) to choose in which economic field they would like to develop project ideas and b) to gather per economic field chosen (in e.g. different areas of the pagoda hall);
- in case some groups are very big or very small, asks whether some participants could consider to join another group; (in case nobody is interested in one or several economic fields, these can be dropped;)
- explains some criteria for the project ideas: such as that they should be:

  a) a clear economic activity (i.e. production for sale; and not infrastructure or public works, such as construction or rehabilitation of a road, a canal or a market);

  b) build on cooperation with other stakeholders (e.g. other producers for selling together, collectors or processors for getting to know about market demands);

- presents the guiding questions for the small-group work:
    - *What is the project about? What activities do you want to undertake?*
    - *Which benefits do you expect from this project for yourself and others who join implementation?*
    - *With whom do you want to cooperate? (In case you do not know the name, just state the function.)*
    - *In which locations do you want to undertake the project?*
- informs participants that they can develop ideas for a maximum of 2 projects; and that they have 80 minutes for the small-group work;
- assists participants in the establishment of the small-groups; provides them with flipchart paper and markers; and asks them to choose a) one person to take the notes and b) one person to present their results during the next session.

During the small-group work all facilitators go around and provide assistance if needed.

At the end of the small-group work, participants are asked to come back to the plenary and to paste their flipcharts on the pin-boards or wall.

4.2 Presentation of the small-group work (90 min); the facilitator:

- asks a representative from each small-group to present their results;
- adds important issues from the small-group work which the small-group representatives did not mention;
- invites other participants to raise their questions and comments.

Session 5: Tentative commitment to project ideas and next steps (30 min)

5.1 Tentative commitment to project ideas (15 min); the facilitator:

- takes note of the ‘title’ of all project ideas on a flipchart; i.e. 1 or 2 project titles maximum per flipchart sheet, with sufficient space left in between so that participants can stick the meta-cards with their contact details.
- informs participants that each of them can choose the project idea/s he/she would like to initiate and implement in his/her area; one person can choose more than one project idea if he/she thinks to have the time and the capacity to handle all of them;
- explains that in case they would like to implement the project in their area, they will have to find more women and men to join project implementation;
- asks them to prepare one meta-card for each of the project ideas they want to implement with: their own name, village and phone number and to stick it on the pin-board under the chosen project idea/s;

At the end of the session the facilitators bundle or glue the cards that belong to each activity; indicate clearly for each short-term initiative they are; and keep them carefully, so that later they have the names and contact details of participants for each of the suggested activities.

5.1 Next steps (15 min); the facilitator:

- informs that during the forthcoming two weeks: those participants who want to initiate and implement a project in their area, and present it during the district planning process, need to:
    - identify more people in their area who are interested to join project implementation (they should think of active poor women and men as well as medium or better-off women and men);

- continue to work in more detail on the questions that were discussed during group work (together with the other women and men who want to join the project);
- give a feed-back to the DA within the forthcoming 2 weeks how many people they identified who want to join the project;

- puts a telephone number with a contact person from the DA on the board;
- explains that the DA will be of assistance to work out some more details of the project (if wanted);
- highlights that those people who contacted the DA (to give a feed-back on the number of potential participants and to work out some further details of the project), will be informed of the right event during the district planning process to present their project idea.

Session 6: Workshop evaluation and closing (15 min)

5.1 Workshop evaluation (10 min); the facilitator:

- presents and explains the chart for the workshop evaluation as shown below;
- highlights that the evaluation will be done by secrete vote;
- places the chart at a place out of sight of the facilitators; and asks participants to give a rating on the following issues:

	☺	😐	☹	No idea
Satisfaction with the project idea I want to promote and implement in my area				
Feasibility to find more women and men in my area who want to join implementation of the chosen project				
Satisfaction with workshop facilitators				
Satisfaction with workshop methodology (presentations, time for questions and discussion)				
Usefulness of the workshop				

5.2 Workshop closing (5 min); the facilitator invites the DC chairperson (or representative) to:

- close the workshop.

Programme of the workshop for Identification of Economic Opportunities and Project Ideas

Time	Session	Names of facilitator and co-facilitator
AM 8.00 – 8.30 (30 minutes)	**Session 1: Opening** **1.1:** Welcome by the DCI chairperson (or representative) **1.2:** Introduction of facilitators and participants **1.3:** Presentation of workshops objectives and major steps of workshop programme	………………….. …………………..
AM 8.30 – 9.45 (75 minutes)	**Session 2: Reflection on the district's economic strengths and identification of priority economic fields (for project ideas)** **2.1:** Identification of the district's economic strengths by participants **2.2:** Presentation by the facilitator **2.3:** Identification of priority economic fields	………………….. …………………..
AM 9.45 – 10.00	***Morning Break***	
AM 10.00 – 11.00 (60 minutes)	**Session 3: Market needs and stakeholder cooperation** Presentation by the facilitators	………………….. …………………..
AM 11.00 – 12.00 (60 minutes)	**Session 4: Identification of potential longer-term projects (in prioritised economic fields)** **4.1:** Small-group work	
AM 12.00 – 13.30	***Lunch Break***	
PM 13.30 – 14.00 (30 minutes)	**Continuation of Session 4** Continuation of small-group work	………………….. …………………..
PM 14.00 – 14.30 (30 minutes)	**Continuation of Session 4** **4.2:** Presentation of small-group work	………………….. …………………..
AM 14.30 – 15.00	***Afternoon Break***	
PM 15.00 – 16.00 (60 minutes)	**Continuation of Session 4** **4.3:** Continuation of presentation of small-group work	………………….. …………………..
PM 16.00 – 16.30 (30 minutes)	**Session 5: Tentative commitment to project ideas and next steps**	………………….. …………………..
PM 16.30 – 16.45 (15 minutes)	**Session 6: Workshop evaluation and closing**	………………….. …………………..