

**Complied report of CAPACITY BUILDING OF JOINT BODY REPRESENTATIVES of  
Tea Promoters (India) GARDENS  
and SMALL FARMERS COLLECTIVES' PARTNERS**

Workshops on:

1. Social Analysis, Participatory Leadership and Effective Communication- Selimbong Tea Garden, 29<sup>th</sup> to 31<sup>st</sup> October 2007 - 39 participants
2. Peer Educators for HIV/AIDS and Reproductive Health – Seeyok Tea Garden, 16<sup>th</sup> to the 19<sup>th</sup> November 2007 – 40 participants - facilitated by Anugyalaya DDSSS – [www.anugyalayadarjeeling.org](http://www.anugyalayadarjeeling.org) and special inputs by Shanker Foundation Darjeeling Network of Positive People – <http://shankerfoundation.blogspot.com>
3. Appreciative Participatory Planning and Action – 42 participants - Puttharjhora Tea Garden, 16<sup>th</sup> to 21<sup>st</sup> December 2007

Facilitated by DLR Prerna, [www.darjeelingprerna.org](http://www.darjeelingprerna.org)



*Inaugurations*

Participants from:

Seeyok; Selimbong; Singell; Puttharjhora; Samabeong; Snow View; Banaspaty - Tea Gardens

Puttong Tea Workers Welfare Committee; Mineral Spring Sanjukta Vikas Sanstha; Subarna Small Farmers Tea Society; Teesta Tea Co-operative - Small Farmers Collectives' Partners



*Selimbong*



*Puttarjhora*



- Owned by primary stakeholders ensuring better outcome.  
Behavioural and Attitudinal Change in Planning

### **Challenges of decentralized planning**

- Paradigm Shift – Change in MINDSET
- Knowledge, Skills and Capacity needed
- Planning usually based on formal education thus excluding other life experiences
- Marginal people with little Past Opportunities, Skills and Capacity for planning in the existing format of planning.

### **Overall Goal:**

**Develop capacity and skills for participatory planning and action of Joint Body Representatives and Small Farmers Representatives of the TPI Group of Tea Gardens.**

### **Workshops:**

1. **Social Analysis, Participatory Leadership and Effective Communication- Selimbong Tea Garden, 29<sup>th</sup> to 31<sup>st</sup> October 2007**
2. **Peer Educators for HIV/AIDS and Reproductive Health – Seeyok Tea Garden, 16<sup>th</sup> to the 19<sup>th</sup> November 2007**
3. **Appreciative Participatory Planning and Action - Puttharjhora Tea Garden, 16<sup>th</sup> to 21<sup>st</sup> December 2007**

### **Methodology:**

The capacity enhancement process was based on the concept of taking the participants from the state known to the unknown. In other words, building on the various life experiences of the participants. The methodology adopted was a combination of inputs, group and individual exercises, field excursions, tasks and follow-ups of the tasks. A staggered approach was adopted thus the three workshops totaling 10 days was spaced in three months. The staggered approach was adopted to enable the participants to internalize the learnings of the workshops and preparing for the final task of being facilitators of community development plans. Different resource persons and organizations expertise was used in the three workshops.

1. **Social Analysis, Participatory Leadership and Effective Communication- Selimbong Tea Garden, 29<sup>th</sup> to 31<sup>st</sup> October 2007**

#### **Specific Objectives:**

- i. **Enhance effective communication**
- ii. **Introduce social analysis and tools for social analysis**
- iii. **Enhance participatory leadership concept and skills**

#### **i. Enhance effective communication**

Participants analysed the effective of their communication process through group exercises. The communication process model cycle, sender and receiver, was presented and the various barriers of effective communication were discussed. There are many media for communication and one tends to choose the easiest medium to express ones ideas based on ones life experience. But this medium might not be the best medium for the receiver. Its effectiveness can be evaluated only with the resulting action of the receiver and the action's relation to the idea sent by the sender. The lessons learnt was the barriers of effective communication and feedback process that needs to be adopted to evaluate ones effectiveness.



***Communication and Team Building Exercises***

## **ii. Introduce social analysis and tools for social analysis**

The connection between social analysis and social work activities was presented as the participants are engaged in some form of social activities or the other by virtue of their JB post and as a member of the community. This basis was expanded to look at social responses from the perspective of responding to the effects or the root causes of an issue or problem. Invariably one found that the social responses of the participants were on the effects of issues or problems only. The lessons learnt was the need to address both the effects and root causes to be more effective; people have different perceptions of reality and one needs to realize that when one becomes a representative of the people.

Tools and techniques of social analysis were presented and the participants were facilitated to use them in groups and individually. Root questions of power relationships – ownership, control and decision making; were facilitated. A special focus on gender was presented in the form of inputs and group processes. An analysis of the existing institutions was undertaken which included governmental; non-governmental and traditional from the point of view of their potentialities for community development.

The evolution of the various concept of development was discussed with focus on holistic and sustainable development. The development concepts were contextualized in the Darjeeling Hills context and the traditional community based organisation '*samaj*' was analysed. The people of the Darjeeling Hills, irrespective of rural or urban background, come together in community-based organisations known as the *Samaj*. The challenges of the *samaj* are its: exclusively welfare orientation in activities, gender disparity, centralisation of power in few executive members who are usually elderly, better-off economically and male. This socio-ecological system was discussed from the point of view of holistic and sustainable development. *Samaj* is one of the main community driving institution in the Darjeeling Hills with tremendous acceptance by the community with great potential as a positive social change agent.

The need and challenge for individuals of a community to move from an 'I' to a 'WE' perspective was discussed. This had a focused discussion from the point of view of the role of the JB representative participants in the workshop. Attitudinal and behavioral change within the participants in this paradigm shift was elaborated with personal reflections and group discussions.



*Sailesh and Snowview – webchart*



*Selimbong webchart presentation*

### iii. Enhance participatory leadership concept and skills

Participants were facilitated to analyse existing leadership patterns and also their own leadership perceptions. Roles and Responsibility of a leader was discussed as a basis of presenting a participatory leader. A Participatory Leader is a person who journeys' with the people and leads through example was presented and a self reflection was facilitated.

Levels of PARTICIPATION was discussed:

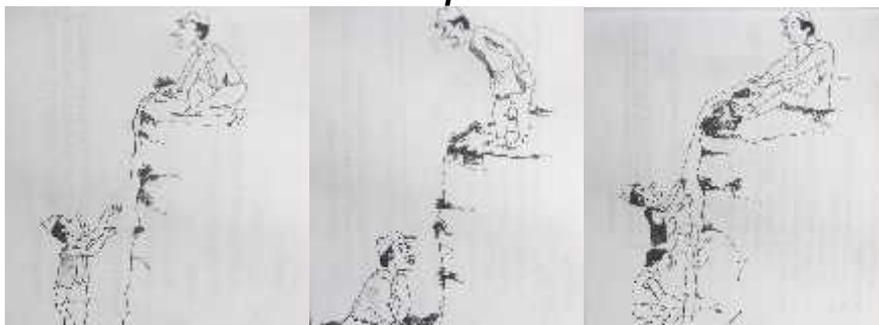
- I decide and order your participation
- I decide and inform you of my plan for your participation
- We decide on what we should do

### *Input*



**Singel Group discussion and Puttong Presentation on participatory leadership**

**Input**



**Skits on Leadership**



**Snowview**



**Small Farmers**



**Selimbong**



**Seyook**



**Puttharjhora**

*Singel**Sameobeong*

**2. Peer Educators for HIV/AIDS and Reproductive Health – Seeyok Tea Garden, 16<sup>th</sup> to the 19<sup>th</sup> November 2007 - facilitated by Anugyalaya DDSSS – [www.anugyalayadarjeeling.org](http://www.anugyalayadarjeeling.org) and special inputs by Shanker Foundation Darjeeling Network of Positive People – <http://shankerfoundation.blogspot.com>**

**Specific Objectives:**

- i. Impart correct information on HIV/AIDS, STI and Reproductive Health**
- ii. Introduce concept of peer education**
- iii. Enhance skills for peer education**

The workshop was facilitated by Anugyalaya DDSSS, a partner organisation of DLR Prerna, who has an expertise and experience in the field of HIV/AIDS, peer education and the Darjeeling Hills.

## **Background**

The Darjeeling Hills are a highly vulnerable area with regards to HIV/AIDS. The backwardness of the region leading to high migration(both rural and urban populace), intra-venous drug users, floating sex worker population, awareness focused in urban areas only are cross cutting factors resulting in the vulnerability. The data obtained from various sentinel sites and surveillance works in the Darjeeling Hills shows that the hills have a higher prevalence of HIV among different groups that in most other districts in the state. The average HIV positivity in the Voluntary Confidential Counselling and Testing Centre(VCCTC) in the district is 10.8%. The HIV prevalence among attendees of the Sexually Transmitted Disease(STD) and Ante-natal clinics(ANC) is 2.7% (2006) and 0.84%(2005) respectively in Darjeeling. The HIV prevalence among Injecting Drug Users and Commercial Sex Workers ranges from 3.2 to 10% and 7.5 to 14% respectively. Access to care and support to people and families living with HIV/AIDS in Darjeeling is dismally poor. Stigma and discrimination in society is still an issue of great concern.

### **i. Impart correct information on HIV/AIDS, STI and Reproductive Health**

The initial part of the workshop focused on creating a learning environment for the participants as the subject of sex and sexuality is still a taboo in this society. This was done through numerous group processes.

Technical inputs on HIV/AIDS were presented and feedbacks used to ensure that the participants had correct information on HIV/AIDS/. STI and Reproductive Health inputs were also included to encompass a larger gamut which is essential when one addresses the issue of HIV/AIDS. HIV/AIDS

was introduced as a developmental issue, thus issues of rights of people and families living with HIV/AIDS; stigma and discrimination; need for societal solidarity and acceptance were discussed. Treatment literacy and referrals to existing facilities were presented.

The President and Board member of Shanker Foundation Darjeeling Network of Positive People shared their life experiences. The Shanker Foundation Darjeeling Network of Positive People (DJNP+) is a network of positive people addressing the concerns of people living with HIV in the Darjeeling Hills. It is part of the Bengal Network and the Indian Network of Positive People. <http://shankerfoundation.blogspot.com>



***Body mapping for adolescent and reproductive health***

**ii. Introduce concept of peer education**

**iii. Enhance skills for peer education**

The Peer Education approach has been found effective globally for disseminating information on Sex and Sexuality, Sexually Transmitted Infections (STIs) and HIV/AIDS due to the sensitivity of the topics at hand. Peer educators, once trained properly, are seen as trusted individuals, who are well versed in said topics and can not only impart messages to entire groups of people, but can support individuals on a one to one on a confidential basis.

This section of the workshop focused on behavioral change of the participants on topics of on Sex and Sexuality, Sexually Transmitted Infections (STIs) and HIV/AIDS as well as skills of peer education.

The participants undertook peer education of the home stay families and their experiences discussed.

An action plan was developed where the participants would undertake awareness with their entire Joint Bodies, Boards and then observe World AIDS 1<sup>st</sup> December 2007 in their respective communities.



***Group dynamics in peer education analysis for peer education***

***Self***

### 3. Appreciative Participatory Planning and Action - Puttharjhora Tea Garden, 16<sup>th</sup> to 21<sup>st</sup> December 2007

#### Specific Objectives:

- i. Introduce concept for participatory planning
- ii. Introduce tools for participatory planning
- iii. Enhance skills for participatory planning

#### i. Introduce concept for participatory planning

The participants were presented with the broad world views of the Plan Processes and their strengths and weaknesses analysed.

##### a. Top Down – trickle down theory

Centralized directive planning process does not give the proper results as the micro-diverse realities can never be taken into account

##### b. Decentralised indicative planning

Focus on decentralized planning as a concept was discussed with the participants.

Planning is a continual process

- Owned by primary stakeholders ensuring better outcome.
- Behavioural and Attitudinal Change is needed in participatory planning.

Participatory Planning ensures the ownership and contextuality of the plan to the micro socio-ecological systems. It improved outcomes and impacts as it addresses both the process and product of the plan with the primary stakeholders. It also needs for tools and capacity enhancement for use of tools

#### ii. Introduce tools for participatory planning

#### iii. Enhance skills for participatory planning

Appreciative Participatory Planning and Action (APPA) as a A TOOL was presented to the participants. APPA as a combination of Appreciative Inquiry and Participatory Planning and Action was discussed from the historical as well as conceptual perspective.

Appreciative Participatory Planning and Action (APPA) is a continual process in which one undertakes a positive and appreciative perspective to:

1. Identification of present community resources and
2. Planning

In other words, it helps the community to identify and build on existing resources to address present and future developmental needs. Thus it empowers the community in their development journey.

#### The main objectives of the APPA processes involved are:

- Documentation of baseline information useful for planning.
- Identification of community resources and strengths from the perspective of the community.
- Identification and prioritization of prevalent issues by the community.
- Formulation of prioritized action plans by the community based on existing resources and priority of needs of the community.

- Delineation of roles and responsibilities of various members of the communities and external agencies in the prioritized action plans.

The process facilitates the mobilization of the community members on their own initiative and capacities, towards developmental action through a process of inquiry and planning.

The process involves a cycle termed the “4 D Model” – Discover, Dream, Design and Deliver, *rediscovery*. The process is facilitated with the use of symbols, representative material that is available in the local environment and written text thus is easily accepted by different class of people whether they are literate, semi or illiterate.



**4 D Model**

## TOOLS

Various tools of APPA were introduced and group exercises and field work were facilitated to enhance the skills of the participants to use the tools.

**The tools discussed and their objectives of the tools are as follows:**

### a. Problem Tree

Cause and Effects of issues/problem – WHY of issues

Problem is the Solution – HOW to address the issues or problem



**Problem Tree – input**

**WHY??**

**HOW??**

### b. Resource Mapping and Social Mapping

- Historical
- Present
- Future

**RESOURCE MAPS**



**Selimbong**



**Snow View**



**Puttharjhora**



**Subarna – small farmers**



**Bansapaty**



**Seeyok**



**Sameobeong**



**Puttong**

**c. Chapatti Mapping**

- Institutional Relationships
- Need Relationships
- Power Relationships

**d. Mobility Mapping**

- Physical distance relationship to service providers and institutions
- Income outflow analysis to service providers and institutions



**Mobility Mapping**



**Chapatti Mapping**

**e. Transect Walk**

- Collective observation of resources and skills with movement
- f. Seasonal Mapping
  - Seasonal Activity Mapping
    - i. Past
    - ii. Present
    - iii. Future



**Seasonal Mapping**



**Pair Wise Ranking**

- g. Pair Wise Ranking
  - Need Prioritisation process
- h. Matrix Ranking
  - Utility Prioritisation process
- i. Force Field Analysis -
  - Strengths and Constraints/Risks of the objectives on resources and assets
  - Risk assessment to reach the object
- j. Distinction between enterprise and non-enterprise objectives
  - For Enterprise
    - Market Entrepreneur Window
      - Risk Analysis of product
        - a. Existing Product / Existing Market
        - b. Existing Product / New Market
        - c. New Product / Existing Market
        - d. New Product / New Market
- k. Strength Weakness Opportunities Threats Analysis(SWOT)
  - Organisational Analysis – Internal and External Factors



**SWOT**



**Activity Matrix**



**Activity Presentation**

## I. ACTIVITY PLAN IN A MATRIX

Goal:

Objectives:

Activity	Where	When	How	Resource
				Human Material

The activity matrix was used to develop an action plan for each tea garden and small farmer collective with the objective to facilitate community development planning processes with a deadline of 2008 March. This was also undertaken with an understanding that it is a continual process and there is a "life after a plan". Tools were selected based on the needs of the gardens.

### ACTIVITY PLAN

Goal: Sustainable Development

Objective: Participatory Plan for Sustainable Development

Activity	Where	When	How	Resource
				Human Material

The development of the activity plan also led to the choosing of the specific tools of APPA for the first phase planning process. Planning is a continual process and the tools a medium to ensure maximum participation possible within a given context thus it is essential to choose the necessary tools and upgrade their use and add other tools continually as plan outcomes emerge.



### CONCLUSION

### FOLLOW-UP

#### Specific Objectives:

- i. Sensitise JB representatives and Executives on participatory planning and its tools
- ii. Support trained JB representatives to facilitate community participatory planning in each garden

**23<sup>rd</sup> December 2007, TPI Executives** and DLR Prema met at Singel for a sensitization process and to discuss the various implications of the Capacity Enhancement Process. Gists of the workshops were presented with a focus on the tools of Participatory Planning and a check list of tools developed. The day was a combination of inputs and group processes. A garden wise follow-up action plan was developed where the Executive, Joint Body and DLR Prema would meet in each garden for a day and discuss the progress. This was scheduled from the 14<sup>th</sup> to the 20<sup>th</sup> of January 2008.

**Garden follow-up:****Singell - 15<sup>th</sup> January 2008****Seeyok – 16<sup>th</sup> January 2008****Selimbong – 17<sup>th</sup> January 2008****Sarnabeong -18<sup>th</sup> January 2008****Puttharjhora -19<sup>th</sup> January 2008****Garden follow-up visits:**

The garden visits were divided into two sections:

- i. JB and the Garden Executives meeting.
- ii. Trained JB representatives meeting.

The JB and Garden Executive meetings revolved around these questions:

- i. What are the activities that are being undertaken after the three workshops?
- ii. Why are these activities being undertaken?
- iii. Evaluation and recommendation on these activities?
- iv. What is the rationale for the existence of JB?

These questions were discussed in small groups and presented in the house. Based on the presentations an input was given to the JB on the rationale of the three workshops with special focus on participatory planning and role of JB.

The trained JB representatives presented the outcome of activities till date. Based on their report, specific inputs were provided to the trained JB representatives to add value to the activities that have been initiated.

**OUTCOME OBSERVATIONS**

DLR Prerna team was in close contact with the JB representatives and TPI Executives in the three workshops and the follow-up visits. During these interactions we were able to observe outcomes of the workshops and follow-up visits which are as follows:

**Among JB workshop participants:**

1. Larger world vision
2. Gender sensitivity
3. Enhanced self confidence
4. Enhanced knowledge and information
  - a. Social Analysis and tools for social analysis
  - b. Concepts of development – sustainable and holistic development
  - c. HIV/AIDS
  - d. STI and Reproductive Health
  - e. Concept and Tools for Participatory Planning
5. Enhanced skills for:
  - a. Effective communication and various tools
  - b. Group discussion and consensus building
  - c. Facilitation
  - d. Public Speaking
  - e. Peer Education
  - f. Negotiation Skills

- g. Participatory Leadership
- h. Participatory Planning with effective tools

**Amongst Joint Bodies:**

1. Rationale and sensitivity to Participatory Planning
2. Informed about HIV/AIDS; STI and Reproductive Health
3. Sensitive to concept of sustainable and holistic development
4. Rationale for networking

**Amongst Executives:**

1. Rationale and Sensitive to participatory planning
2. Sensitive to the need for facilitating a learning and participatory environment for enhancing consensus building and larger decision making platform amongst the various community members like Joint Body members, workers, non- workers and other community and government institutional actors in the community
3. Need for continual capacity enhancement and effective tools for participatory planning

**Lessons Learnt:**

1. A learning organisation is essential for sustainable and holistic development
2. A conscious effort is necessary to facilitate a learning environment
3. Effective tools are needed for participatory planning
4. Continual Capacity Enhancement and Hand Holding is required to facilitate participatory planning especially with marginalized section of the community who have had very little opportunity, access or tools in the decision making process
5. Participatory planning as a process increases decentralized decision making enhancing ownership and sustainability of the development process

**DLR Prerna would like to place on record sincere gratitude to the communities of Tea Promoters (India) Gardens and Small Farmers Collectives' Partners for the opportunity to partner in the development journey. Special note of gratitude to the JB members; JB Training and Small Farmers Representatives; All TPI Executives; Mr. Sailesh Sharma for being part of the facilitating team; Mr. P. C. Tamang for being the visionary and driving force, Mr. Binod Mohan for being the visionary and support; Mr. Albert Rai, Mr. Rupak Chettri and Ms. Lasang Tamang – Anugyalaya DDSSS; Mr. Hari Chettri and Mr. Dipen Gurung – Shanker Foundation Darjeeling Network of Positive People.**