

COTTON MADE IN AFRICA STANDARD



Facilitator's Guide to Community Engagement

**Created by Aid by Trade Foundation
with African People & Wildlife**

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**African People
& Wildlife**

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This manual is the result of a collective journey of learning, sharing and collaboration. Commissioned by Cotton made in Africa (CmiA) and developed in partnership with African People & Wildlife (APW), it reflects the voices, experiences and wisdom of many individuals and communities.

We are deeply indebted to the facilitators, farmers and community members who generously contributed their insights, stories and practical knowledge. Their lived experiences have shaped the content and helped ensure that this manual speaks directly to the realities of East African cotton-producing communities.

Special appreciation goes to the grassroots trainers and partners who continue to champion participatory approaches, making it possible to reach and support large numbers of farmers. Their dedication to inclusive dialogue and sustainable livelihoods has been the foundation of this work.

Finally, we dedicate this manual to all grassroots cotton producers in eastern and southern Africa. Your resilience, commitment and stewardship of the land inspire us. This manual is for you, and we hope it strengthens your voice, supports your livelihoods and contributes to a more just and sustainable future.

Preface

Our world faces three interconnected crises: climate change, the rapid loss of biodiversity and the persistent poverty experienced by many rural communities. These challenges are not separate. They reinforce one another, deepen vulnerability and weaken the foundations of life and dignity. Cotton-growing communities are at the frontline of these challenges, yet they are often excluded from the knowledge systems and decision-making processes that directly affect their futures.

Training can help close this gap. It is not simply about transferring information. It is about placing the most vulnerable rural communities at the centre of learning, dialogue and decision-making. It recognises their knowledge, experience and agency, and supports them to shape the way forward. Buyers of cotton must respect these communities not as passive suppliers, but as equal partners in building a fair and regenerative system.

This training guide has been developed by the Aid by Trade Foundation (AbTF) and Cotton made in Africa (CmiA) in collaboration with African People & Wildlife (APW). AbTF is a foundation under German civil law, established in 2005 and based in Hamburg. Its objective is to help people help themselves through trade in order to promote sustainable development, protect the environment and secure a better future for coming generations. Since 2023, AbTF has been collaborating with APW to improve and further develop its approach to working with cotton farmers and their local communities.

African People & Wildlife was founded in 2005 with a mission to create win-win solutions for people and wildlife in Tanzania. Today, APW has extensive community engagement expertise, with more than 20 years of on-the-ground experience partnering with rural communities to achieve long-term conservation and development outcomes. APW realises its goals through innovative work on the ground and has developed the ACTIVE Community Engagement Programme, which helps foster collaboration and empower communities.



Figure 1. Overview of the African People & Wildlife ACTIVE Community Engagement Model.

This training material has been created for cotton farmers as a practical guide to community engagement processes, techniques and tools. It is designed to equip facilitators with participatory methods that create awareness, foster collective action and support systems change. Through these processes, facilitators will help communities build stronger foundations for regenerative agriculture using an approach that restores ecosystems and strengthens livelihoods with the goal to benefit all stakeholders.

We believe that when communities are empowered to lead, when their voices are listened to and respected, and when agriculture regenerates rather than depletes, we move closer to a world where justice, sustainability and dignity are not aspirations, but realities.

About This Guide

This manual is a facilitator's guide for community engagement in the Cotton made in Africa context. It is designed to help trainers, Extension Agents and other field-level facilitators plan, lead and evaluate participatory dialogue with cotton-growing communities.

The primary audience is Extension Agents from CmiA partner cotton companies. These Extension Agents are often the main link between cotton companies, sustainability standards and farming communities. The guide is also relevant for Lead Farmers, members of farmer cooperatives and public-sector agricultural advisers at local government level. These groups are important because they work closely with farmers and often understand local practices, relationships and concerns. Senior extension managers and Management Entities may also use this guide to understand the support Extension Agents need as they strengthen participatory community engagement within existing extension systems.

The purpose of the guide is practical. It is intended to help facilitators work with smallholder cotton farming communities to explore why climate-smart Good Agricultural Practices (GAP) may or may not be adopted, how recommended practices relate to farmers' lives and livelihoods, and what actions communities can take together. Where the term Community Champions appears in this manual, it refers to trained field-level facilitators who support community dialogue. Depending on the local structure, this may include Extension Agents, Lead Farmers or other selected participants who have been prepared to support the engagement process.

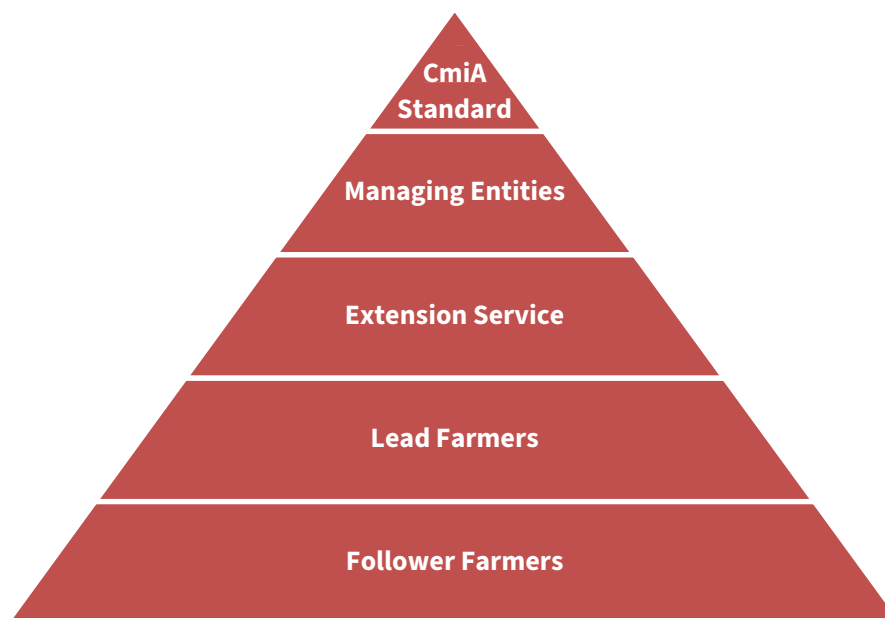


Figure 2. Simplified hierarchy of the AbTF extension structure for CmiA.

Why a Community Engagement Guide Is Needed

Cotton made in Africa works through verified cotton companies and local extension systems to support more sustainable cotton production. In many places, this work reaches farmers through Management Entities, Extension Services, Lead Farmers and farmer groups. This structure is important because it helps technical information reach large numbers of smallholder farmers.

At the same time, extension systems can become too focused on passing information downward. When Extension Agents are expected mainly to deliver instructions, farmers may not have enough opportunity to explain their concerns, share local knowledge or discuss why some recommended practices are difficult to adopt.

Cotton farmers are also being asked to respond to increasingly complex issues. These include climate change, changing market requirements, sustainability standards, production risks, soil health, biodiversity, animal welfare and the need to protect natural resources. These issues can be difficult to understand at the farm and community level when they are communicated through one-way instruction. In addition, farmers also have their own knowledge, priorities, risk perceptions and trusted ways of making decisions. When these factors are not understood, recommended practices may be delayed, misunderstood or rejected. This can limit the adoption of climate-smart GAP and weaken trust between farmers and Extension Agents.

This guide supports a shift from technical instruction alone to participatory community engagement. In this approach, facilitators still share important information, but they also listen carefully, ask questions, understand local conditions and help farmers connect new practices with their priorities and experience. The intended shift is from delivering messages to facilitating dialogue. It is a shift from instructing individual farmers to engaging community groups, from assuming farmer needs to identifying needs with farmers, and from focusing only on compliance to building understanding and shared action.

This shift is particularly important as farmers respond to CmiA, CmiA Organic and the Regenerative Cotton Standard (RCS). These standards ask farmers and communities to consider practices that affect production, livelihoods and the natural resources that support farming. Community engagement helps make those connections clearer, more practical and more likely to last.

How This Guide Was Developed

The Aid by Trade Foundation, through Cotton made in Africa, began collaborating with African People & Wildlife to strengthen community engagement in cotton-growing landscapes. APW brings long-standing experience working with rural communities and developed the ACTIVE Community Engagement approach to support collaboration, local leadership, practical learning and shared decision-making.

Community, Conservation, and Collaboration: A Framework for Success was published in 2019 by the National Geographic Society and African People & Wildlife. Drawing on research and the experience of more than 50 organisations working in eastern and southern Africa, it provides principles, strategies and practical tools for effective community engagement. This guide adapts selected principles and tools from the framework for the CmiA context and cotton-growing communities.

The collaboration began with a pilot phase in Tanzania in 2023. During this pilot, AbTF/CmiA representatives and members of CmiA partner companies from Tanzania and Zambia participated in APW's ACTIVE Community Engagement training. The group learned through theory, project visits and practical exercises while exploring how APW's approach could be adapted to the CmiA context and cotton-growing communities.

In 2024, the collaboration continued through a Training of Trainers (ToT) programme in Tanzania, followed by field practice with local communities. Participants strengthened their skills in adult learning, facilitation, group dialogue, critical thinking and community training design. They then practised these skills in real community settings, using local languages, participatory questions, demonstrations and reflection.

The 2024 ToT also showed that Extension Agents, Lead Farmers and other local facilitators need practical tools to help them engage communities in ways that are clear, respectful and useful. Participants identified the need for manuals that could guide future community training sessions and help facilitators apply what they had learned.

This manual responds to that need, bringing together lessons and feedback from past training sessions as well as AbTF/CmiA's sustainability standards and APW's community engagement experience.

What the Training Prepares Facilitators to Do

The Training of Trainers prepares Extension Agents, Lead Farmers and other selected participants to facilitate community engagement sessions themselves. By completing the training, trainees should be able to plan and lead participatory dialogue sessions, use adult learning methods, ask questions that build trust, manage group discussions and support communities to agree on practical next steps. They should also be able to connect CmiA, CmiA Organic and RCS requirements with farmers' lived realities, local knowledge and livelihood priorities.

The training is therefore focused on practice. Trainees should leave with the confidence and skills to apply participatory methods in the places where cotton farmers live and work.

By the end of the training, trainees should be able to:

- Explain why trust, dialogue and participation are essential for effective community engagement.
- Describe the role of Extension Agents, Lead Farmers and other facilitators in supporting cotton-growing communities to understand and apply sustainable production practices.
- Plan community engagement sessions that consider local language, timing, culture, gender, age, livelihoods, Indigenous Knowledge and existing community structures.

- Use participatory methods such as group discussion, storytelling, brainstorming, case studies, demonstrations and reflection.
- Ask clear and respectful questions that help communities share concerns, identify barriers and explore practical solutions.
- Guide participants toward agreed next steps, including who will act, what will be done and when follow-up should happen.

How to Use This Manual

This manual should be used as a practical guide for preparing, facilitating and evaluating community engagement sessions with cotton-growing communities. It should not be treated as a script to be read aloud. Facilitators should use it to plan the session, guide the flow of dialogue and support follow-up.

The preferred language for community dialogue is the local language used in the area. English may be used by non-local facilitators, with support from translators where needed. Facilitators should make sure that all participants can understand the questions, examples and discussion points. Where literacy levels vary, facilitators should adapt exercises so that participants can contribute through discussion, drawing, demonstration or other locally appropriate methods.

During each session, facilitators should encourage participants to share their experiences with existing GAP recommendations, discuss emerging challenges such as climate change and agree on how these challenges can best be addressed by the community. Facilitators should listen carefully, adapt to the group and create space for participants to contribute their own knowledge and experience.

The manual is organised into four modules.

1. **Module 1** introduces CmiA community engagement perspectives and explains why participatory approaches are needed.
2. **Module 2** supports planning for cotton community training programmes, including socio-cultural context, Indigenous Knowledge, risk perception and trust.
3. **Module 3** provides guidance for implementing cotton community engagement sessions, including how to ask questions, manage discussion and conclude sessions.
4. **Module 4** provides a tool for evaluating cotton community engagement training and learning.

The training uses adult learning methods that encourage active participation, reflection and open dialogue. These methods help participants learn from one another, connect new ideas with their own experience and practise facilitation skills.

The main methods include buzz groups and group discussions, brainstorming, relevant case studies, practical exercises, demonstrations, selected inputs by facilitators, entertainment and energisers. These methods should be used in ways that fit the local context and the purpose of each session.

The facilitator's role is to guide learning, support dialogue and help participants build the confidence to apply these methods in their own work. The training methodology should reflect the same principles that facilitators are expected to use with communities: listening first, encouraging participation, respecting local knowledge and supporting practical action.

Where a module refers to the framework or one of its tools, facilitators should consult the relevant companion resource for further guidance and adapt its examples, terminology and tools to the local context. See Annex 1 for more information on how the framework relates to this guide and how to access the complete framework, toolkit, individual tools and editable workbooks in digital form.

Opening Session: Course Orientation

Overview

This session formally opens the CmiA Community Engagement training. It gives participants, facilitators and resource persons an opportunity to get to know one another. Participants' expectations are also discussed and aligned with the objectives of the training. Background information about the training is provided.

This process will be led by CmiA Facilitators. During this session, facilitators will guide the group through the following activities:

- Formal opening of the training workshop, including a welcome address by community elders
- Introductions and getting to know one another
- Review of the purpose and objectives of the CmiA training
- Review of the agenda, logistics and ground rules
- Introduction to CmiA's work and journey with communities so far
- Agreement on ways of working together between facilitators and community members
- Clarification of CmiA's role in the training process

Training Steps

Step	Instruction
1	Open the training workshop. The workshop is opened by a government official or appropriate local authority in the area. This may take several forms and may be formal or informal, depending on the participants, location and specific objectives of the workshop. It may involve one person or several people giving short welcome remarks. The exact approach will be defined by the host community or participating cotton company and communicated to the workshop facilitators.
2	Invite all participants to introduce themselves. Once the workshop has been formally opened, facilitators may use one of several techniques to help participants introduce themselves to one another, such as using the matchstick exercise in Table 2 below or locally known proverbs.
2.1	Discuss participants' expectations. <i>This is an optional session.</i> • Distribute two or three cards to each participant and ask them to write down their expectations for the training. Explain that they should write only one idea on each card. • Once everyone has had the opportunity to list their expectations, collect the cards and pin them on the board. • Ask one or two participants to help read each expectation aloud. Then group similar expectations into themes. • Explain which expectations can be met through the training and which expectations are outside the scope of the training.

Step	Instruction
3	Explain the background, objectives and training approach. • Explain the training approach, including how the training is organised and delivered. • The training is based on a process of self-discovery, where participants share their own knowledge and experience. The role of the facilitator is to help participants organise and reflect on their knowledge. Additional scientific, policy or legal information should only be provided after participants have shared their own understanding of reality. • The facilitator does not lecture participants. The facilitator also does not simply give participants a training programme to follow.
3.1	• Explain that the training will also raise issues related to power and gender. • To begin this discussion, ask participants whether elderly men and young men, elderly men and girls, or elderly women and young men have the same types of knowledge or power. Participants are likely to say no. You can also use other demographic categories such as wealth, religion, or language. • Spend a short time, approximately five minutes, discussing these differences. Explore how men and women, and older and younger people, access information, who has more or less power over different things, and how these differences affect community dialogue.
3.2	• Ask whether all participants are the same. Participants are likely to say no. • Explain that because participants bring different perspectives and experiences, it is important for everyone to share their knowledge and views. The training will include discussion of gender, class, age and other social differences. • The purpose is not to pass judgement on these differences. The purpose is to understand what they are, how they are changing and how they affect different social groups.
4	Introduce the course outline and daily timetable. Explain that although participants will not receive a detailed programme for every part of the training, they will receive the overall structure for the next few days. The training is organised into four modules: • Module 1: Introduction to CmiA Community Engagement Perspectives • Module 2: Planning a Cotton Community Training Programme • Module 3: Implementing Cotton Community Engagement Modules and Sessions • Module 4: Evaluating Cotton Community Engagement Training and Learning Then explain the daily timetable.
5	End the session. Close this session by agreeing on key workshop rules, such as keeping mobile phones on silent mode, arriving on time and committing to stay for the full workshop.

Table 1. Opening training steps.

Opening Exercise Using Matchsticks

1. Explain that each participant will strike a match. For as long as the match is alight, the participant may introduce themselves by sharing their name, organisation, position, responsibilities and one interesting detail about themselves, such as a personal interest or something they like or dislike.
2. If a participant is unable to light the match, they must pass the matchbox to their neighbour without introducing themselves.
3. Once everyone understands the exercise, the facilitator starts by introducing themselves. When the facilitator's match goes out, they pass the matchbox to a participant, who strikes a match and introduces themselves.
4. Continue until every participant has had an opportunity to strike a match and introduce themselves.
5. Ask participants whose first attempt was unsuccessful to try again.
6. Once everyone has introduced themselves, hand out cardboard name cards and ask participants to write their names in large letters. Tape the name cards to the tables so that everyone can read one another's names.

Table 2. Matchstick exercise overview.

Day 1	Day 2	Off	Day 3	Day 4
Module 1: Introduction to CmiA Community Engagement Perspectives	Module 2: Planning a Cotton Community Training Programme	No training	Module 3: Implementing Cotton Community Engagement Modules and Sessions	Module 4: Evaluating Cotton Community Engagement Training and Learning

Table 3. Summary of course outline.

Time	Activity
08h30 – 10h00	Training sessions
10h00 – 10h30	Tea and coffee break
10h30 – 12h30	Training sessions
12h30 – 14h00	Lunch break
14h00 – 16h00	Training sessions
16h00 – 16h30	Tea and coffee break
16h30 – 17h30	Training sessions

Table 4. Daily timetable.

Module 1: Introduction to CmiA Community Engagement Perspectives

1.1 Introduction

The cotton sector in sub-Saharan Africa is dominated by smallholder production systems operating across varied ecosystems and socio-cultural settings. Although cotton production is often guided by similar sets of agronomic instructions, these instructions must be adapted to different cultures, policies, gender dynamics and geographies to support sustainable outcomes.

Sustainable cotton production must also respond to a growing list of global issues. The trainer should take time to guide participants through these issues and help them understand why they are relevant to cotton farming communities.

This module is presented in three main sections:

1. Key factors influencing cotton lint markets and why conventional extension models may not adequately help farmers understand their importance
2. Introduction to a transformative community engagement approach to empower cotton farming communities
3. Presentation of CmiA's stakeholder communities

CmiA views farmer empowerment as essential for sustainable cotton production, reliable markets and the livelihoods of smallholder growers in Africa.

1.2 Global Developments and Sustainability Standards

Follow the four steps in this section to help participants understand important global developments.

Step	Instruction
1.2.1	Highlight the major global developments participants should be aware of. • These include economic trends and their implications for the cotton sector, climate change, technologies and digitalisation, poverty reduction in the context of climate change, agribusiness trends in Africa, including agriculture, livestock and forestry, and Africa's competitiveness with other cotton-growing regions of the world. • Take time to explore participants' awareness of these issues.
1.2.2	Use the CmiA and Sustainable Development Goals relationship model. • Use the CmiA and Sustainable Development Goals (SDGs) relationship model to show that, by embracing community engagement, communities can better understand their contribution to achieving the SDGs. • Help participants recognise that communities do not need to act at a global level to contribute to the SDGs. They need to understand how to take the right actions in their own locations. The primary role of national governments, regional bodies and international organisations in achieving the SDGs is therefore to engage communities effectively.

Step	Instruction
1.2.3	Describe the emergence and importance of sustainability standards. - Explain that access to sustainable markets through CmiA, CmiA Organic and the Regenerative Cotton Standard (RCS) is important. However, the broader benefit of sustainability standards is that they support stable production systems that contribute to achieving the SDGs. - Understanding this connection reinforces the need to engage directly with farmers.
1.2.4	Discuss the human resource capacity required for private-sector extension services. - Knowledgeable Community Champions are required to support the shift from conventional extension to community engagement. Through this Training of Trainers (ToT), participants should reflect on how extension services have been delivered in the past and how those approaches need to evolve in response to current global developments. - The discussion should end with a clear understanding of the need to commit to the community engagement approach.

Table 5. Steps to understanding global developments.

1.3 Community Engagement for Transformation

This section outlines the steps for the trainer to use when guiding a community engagement dialogue.

Step 1.3.1. Provide a brief historical background on cotton production.

Provide a brief narration of how cotton was introduced in the relevant African country and how production has evolved since colonial times.

The historical events that contributed to Africa's current competitiveness challenges in the cotton sector are important for understanding the value of community consensus and engagement in promoting sustainable agricultural systems. Discussing the forced, "do as I say" approach used by colonial extension agents can help participants appreciate how extension approaches have evolved over time.

Step 1.3.2. Ask participants to identify priorities for stronger relationships with cotton producers.

Ask participants to share their views on what cotton companies should prioritise to build better relationships with cotton producers.

At this stage, make clear that CmiA partners need to strengthen the capacity of their extension personnel and Community Champions in community engagement. Community Champions should then support cotton farmers to become active leaders in shaping their own futures. See pages 23–24 in *Community, Conservation, and Collaboration: A Framework for Success*, on identifying community champions.

Step 1.3.3. Guide participants on the importance of building long-term relationships.

As the trainer, guide participants in understanding the importance of building long-term relationships with communities through effective dialogue.

FACILITATOR GUIDANCE

- Ensure that conversations with communities occur regularly and become part of normal practice.
- Recognise that sustainability standards, climate change and changing consumer behaviours all require stronger relationships with communities.
- Language is very important, and trust is fragile. Careful word choice can model the kind of engagement we are seeking. Poor word choice can quickly damage trust.
- Study existing negative patterns or resistance to new approaches in the community, as these can prevent effective communication.
- Explain the value of building community support to strengthen relationships and improve trust.

Step 1.3.4. Lead an open discussion on why CmiA partners need to work closely with communities.

Lead an open discussion to deepen participants' appreciation of why it is important for CmiA partners to work closely with communities. For more tips and guidance on leading this discussion, see section *Defining Shared Goals*, starting on page 22 of *Community, Conservation, and Collaboration: A Framework for Success*.

Guide participants to recognise that:

- Farming activities take place within communities and on community-managed landscapes.
- Extension Agents need to work with communities as the main actors in sustainable cotton production, including identifying, responding to and regenerating areas affected by Bad Agricultural Practices (BAPs) and climate change.
- Community engagement creates an opportunity to build on existing social structures and Traditional Ecological Knowledge (TEK), while allowing Extension Agents to work with trusted individuals.
- Trust is fragile, especially in uncertain and changing agricultural, environmental and global market conditions.

1.4 CmiA Stakeholder Communities**Step 1.4.1. Describe the principles and value of stakeholder analysis.**

Explain the use of Tools 5.1: Identifying Community Champions and 5.2: Power Ranking with Radargram in the *Community, Conservation, and Collaboration Toolkit*. These tools provide practical guidance for conducting stakeholder analyses.

- Describe the principles and value of stakeholder analysis so trainees understand why it is important.
- Ask participants to complete either tool 5.1 or 5.2 using their own working communities. Help them refine the results if they do not fully capture the relationships involved.
- For CmiA and the Regenerative Cotton Standard (RCS), begin with the bigger picture of global players in the cotton value chain.

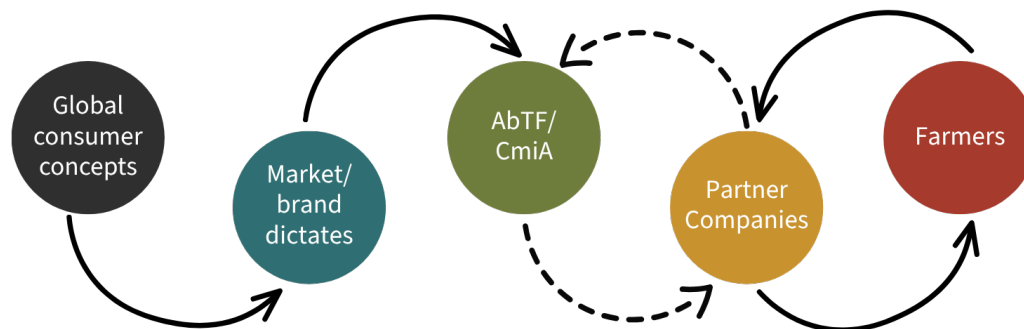


Figure 3. Simplified view of global CmiA and Regenerative Cotton Standard communities.

Step 1.4.2. Conduct an open discussion based on the results of the stakeholder analysis tools.

- The objective is to broaden participants' appreciation of the many stakeholder communities involved in the CmiA chain of custody and to help them understand the connections among these groups.
- Ensure that this discussion helps participants recognise that the process begins with the farmer community. Their needs are the foundation of any engagement process.

DISCUSSION QUESTION

- What can we do with communities to address the various concerns and needs related to growing cotton sustainably, given the large number of internal and external stakeholders and the influence of major global developments? See pages 27–28 on *Managing Conflicting Goals in Community, Conservation, and Collaboration: A Framework for Success*.

Step 1.4.3. Use caution when determining the needs of CmiA communities.

- Development programmes often assume farmers' needs and invest in interventions that are later rejected. Begin by introducing the participants to Tool 3: Clarifying Internal Goals from the *Community, Conservation, and Collaboration Toolkit*. Walk the participants through the process of completing this tool, identifying priority goals, red lines and areas for expansion internally.
- With internal goals defined, explain how it is important to recognise when internal goals and community goals may overlap or conflict. Review page 22 of *Community, Conservation, and Collaboration: A Framework for Success* for more information.
- Explore these considerations in a participatory way with participants. This will help build greater caution and avoid thinking on behalf of farmers.

KEY CONSIDERATIONS

- Take into account community beliefs and practices related to natural resource management, biodiversity and soil use, and engage on the basis of that understanding.
- Explain why it is important to consider and adopt new interventions, defined in Tool 3 as “areas for expansion.”
- Find ways to address community concerns without causing further confusion. See pages 22–29 on *Defining Shared Goals in Community, Conservation, and Collaboration: A Framework for Success*.

Step 1.4.4. Build awareness of the influence of “other communities”.

- This section is designed to help Community Champions understand the value of recognising “other communities” that directly or indirectly influence the activities of cotton growers. At this point, the trainer should prompt participants to identify the key “other communities”.
- In the context of CmiA, and for the purposes of this guide, important cotton communities may include government agencies such as cotton boards, ministries of agriculture, trade and commerce, agro-input importers, transporters, ginners, and women’s and youth groups.
- These “other communities” should be engaged using similar principles to those used with cotton farming communities. The trainer should highlight these principles and explain the common dos and don’ts that Extension Agents need to understand.
- Reexamine the results of the stakeholder analysis tools (5.1 and 5.2) conducted in the step above and ensure that participants included these other communities in their analyses. If they did not, give them time to incorporate them.
- The examples below illustrate the shift.

Less effective approach	More effective approach
Tell communities or individuals what to do.	Listen first to concerns and perceptions to build trust, so that advice can be received.
Avoid engaging with a community or individual because they are in a reactive state of mind.	Help create a receptive state of mind.
Rely on one-way messages to communicate.	Create two-way, consolidated communication.

Table 6. Less effective and more effective community engagement approaches.**1.5 Summary**

Because of the conventional top-down extension approach, cotton communities in sub-Saharan Africa may be accustomed to a reactive state of mind. Effort is needed to support a shift towards a receptive state of mind. The success of any Community Champion will first be measured by how effectively they support community members to become more receptive. This section explains why that shift is important.

Moving from reactive to receptive mental state	Benefits of receptive mental and emotional state
Activates the community’s social engagement systems through self-reflection, interpersonal communication and group communication.	Makes it easier for farmer advisers to remain open, flexible and willing to listen.
Promotes interaction that acknowledges and addresses area-wide impacts, such as climate change and changes in global lint markets.	Makes it easier to share information with community members.

Moving from reactive to receptive mental state	Benefits of receptive mental and emotional state
Supports collaboration, collective problem-solving, decision-making and acceptance when adopting new interventions.	Increases the likelihood that information will be understood and retained.

Table 7. Reactive and receptive mental states.

Module 2: Planning a Cotton Community Training Programme

2.1 Introduction and Overview of the Module

Conventional extension approaches often overlook the fact that every household is an organisation in its own right, with its own plans, routines and responsibilities. Engagement with farmers must therefore be planned carefully, so that Extension Agents do not disrupt daily routines through abrupt or poorly timed visits.

The way Community Champions plan and begin their interactions with cotton farming communities can influence the level of trust, participation and eventual productivity within that community. This module outlines the critical requirements for planning meaningful and effective community engagement training with cotton farmers. It also stresses the importance of treating communities with respect, as vital participants in the cotton value chain.

Community Champions must keep in mind that dialogue between Extension Agents and farmers about new systems, such as sustainability standards, asks farmers to consider changes in attitudes, perceptions and behaviour. The number of highly qualified Extension Agents engaged by governments or cotton companies will have limited impact unless communities are ready to adjust their behaviour in response to new circumstances, such as climate change, the Regenerative Cotton Standard (RCS) and animal welfare requirements.

The objective of this module is to provide basic guidance for Community Champions and Extension Agents on how to consider behaviour and risk perception when planning community engagement sessions.

This module is organised into five sections:

1. Aspects of the socio-cultural context
2. Challenges of community engagement
3. Consideration of community Traditional Ecological Knowledge (TEK) and practices
4. Differences in risk perception
5. The role of trust

2.2 Aspects of the Socio-cultural Context

This section helps trainers who are planning farmer training sessions remember that the goal is not to make trainees abandon their traditional practices or simply accept what the trainer believes will work for them.

Smallholder cotton communities in sub-Saharan Africa are culturally and socio-economically diverse. Trainers therefore need to think carefully about the socio-cultural context of each community.

The scenario below illustrates why farmer trainers must be cautious and respectful when discussing long-practised cultures, Traditional Ecological Knowledge, and existing practices. Use the scenario to practise and fully understand the logic of this approach. Then apply the same logic to the scenario in the second column.

Moving from this scenario	To this scenario or options
Trainer: Ask participants to imagine being told that, from now on, they must eat with the hand they do not normally use and would have to pay a large fine each time they used their usual hand. Ask trainees: • How easy would this be to follow? • What would make you comply? Listen and record the responses, or ask a volunteer to record them.	Trainer: Now apply this to the context of a traditional Sukuma agro-pastoral farmer, or another familiar community example. The farmer has long used chemicals on both cattle and cotton, tethered cows with ropes, and followed established farming practices. You now want the farmer to adopt an organic, regenerative cotton system because it is more suitable for eco-conscious consumer markets. Make sure participants understand the logic of the first scenario, and then ask: • What are you practically asking a Sukuma farmer to do? • How would this affect what they are used to? • Are they being asked to do something that may be uncomfortable? • Would they need additional resources or materials to comply with the new organic cotton production system? Guide the discussion towards practical conclusions, highlighting the importance of valuing what farmers already know and practise. Help participants also recognise gaps in their own knowledge and skills, and the need to develop new skill sets.

Table 8. Scenario for discussing socio-cultural context.

2.3 Overcoming Challenges of Community Engagement

This section connects to the socio-cultural context described above and outlines two key challenges in changing community behaviour that trainers need to consider. Trainers must prepare carefully to avoid common challenges by understanding the following principles:

- Telling people what to do, however scientific the information may be, does not always work nor is it often ethical. Engaging people through dialogue is more effective.
- People, even within the same district, live in unique socio-cultural contexts. Relationship dynamics, perceptions of risk and trusted sources of advice all influence whether people accept production advice. A one-size-fits-all training approach is therefore not possible.

2.4 Consideration of Community Traditional Ecological Knowledge and Practices in Training Approaches

Trainers should always remember that no community begins with no knowledge relevant to cotton production. Some knowledge and practices may already exist in the form of Traditional Ecological Knowledge (TEK) or Indigenous Knowledge (IK) and local experience.

Engaging with communities in ways that build on what they already know or practise is an effective approach. This is central to the Indigenous Knowledge aspect of the Regenerative Cotton Standard (RCS) of the Aid by Trade Foundation. The framework below shows TEK and IK practices that community facilitators can use during training.

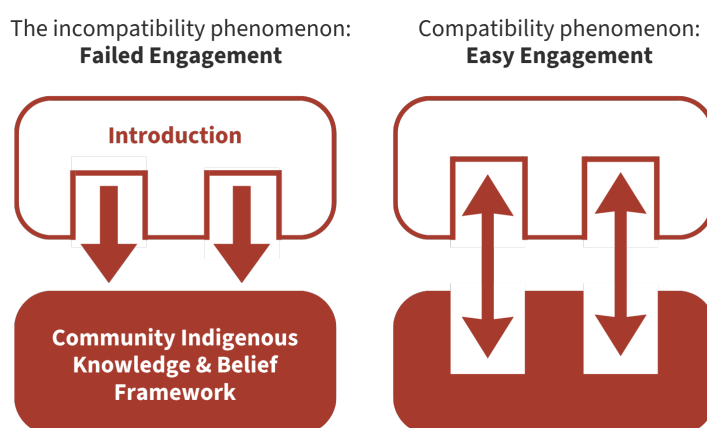


Figure 4. Building on Traditional Ecological and Indigenous Knowledge as receptors for introduced techniques.

Pre-engagement preparations should ensure that any planned technical introductions connect with compatible knowledge, practices and beliefs within the community. This increases the likelihood that farmers will understand, accept and apply the new techniques. See pages 24–27 in *Community, Conservation, and Collaboration: A Framework for Success* for details on specific techniques to use including needs appraisal, conflict analysis, historical background research, land-use change analysis, market assessments, and attitudinal surveys.

2.5 Consideration of Differences in Risk Perception

Before any session, trainers should recognise that communities may perceive risks very differently from Extension Agents. Perception is often:

- rooted in the subconscious
- not strictly logical
- influenced by culture
- expressed through emotions
- not always obvious
- reflected in behaviour

In general, communities may be less concerned about environmental and health risks that feel familiar, long-term, non-fatal or voluntary. This may help explain why some criteria associated with climate change, ecosystem rehabilitation and animal welfare in CmiA, CmiA Organic and RCS may be harder to encourage when they depend on voluntary action.

During the planning phase, trainers should also recognise that communities may be more concerned about farming risks that are perceived as involuntary, unfamiliar, unfair, acute or fatal.

For example, cotton farmers may respond more quickly to pest and disease attacks than to soil erosion.

2.6 The Trust Factor

Trust is essential when planning effective community training on cotton production risks. Trust in individuals and organisations is one of the most important factors in risk communication, and Trainers of Trainers must recognise this.

Trainers should consider trust in relation to:

- the technical information they plan to deliver
- the values they express
- their personal credibility
- the care they show when interacting with the community.

NOTES: WHY EXTENSION AGENTS & TRAINERS SHOULD CARE ABOUT TRUST

- Extension Agents are the face and representatives of CmiA and RCS initiatives in the community.
- Community members need to trust Extension Agents and be willing to work alongside them.
- The attitude Extension Agents show towards community members can strongly influence how advice is perceived and accepted.
- Interventions carried out by Extension Agents can help protect cotton crops, reduce financial losses and limit the spread of climate change impacts.

2.7 Key Steps to Operationalise This Module

Step 2.7.1. Design the training session and tools to be used.

Design dialogue sessions in a way that builds trust and strengthens relationships. Consider the following.

KEY CONSIDERATIONS

- Trust is created and maintained through relationships. As a Community Champion, assess your level of trust with the target community. See Tool 1: Assessing Community Interest and Tool 4: STEP Analysis for Internal Capacity from the *Community, Conservation, and Collaboration Toolkit* for practical guidance on how to assess levels of trust with the community. (STEP refers to social, technical, economic and political capacity.)
- Trust emerges through communication. Extension Agents should remember that farmers are business people who need to understand how new practices relate to profit and livelihood security.
- Trust is harder to rebuild once it has been broken. CmiA Management Entities should avoid shifting staff only after staff-community relationships have already been damaged.
- Careless words can break trust and slow down or reverse the rebuilding process. This aspect of the Training of Trainers is often overlooked, but it requires careful attention in the training design.

2.8 Key Steps for Planning and Conducting a Community Engagement Session

To ensure that cotton community training and dialogue are relevant, participatory and effective, facilitators should follow the steps below.

Step 2.8.1. Understand the community context.

- During this step, facilitators should first assess the socio-cultural, economic and environmental conditions of the community.
- With the participants, explore Tool 1: Assessing Community Interest and Tool 4: STEP Analysis for Internal Capacity from the *Community, Conservation, and Collaboration Toolkit* and ask participants to test one or both of these tools with their own working communities.
- Identify existing farming practices, beliefs, Traditional Ecological Knowledge and local priorities.
- Understand farmers' perceptions of climate change, sustainability standards and production challenges.

Step 2.8.2. Identify training and dialogue needs.

- Engage farmers and stakeholders in identifying key challenges and learning gaps related to skills, knowledge and attitudes. Explore Tool 6: SWOT Analysis for External Capacity from the *Community, Conservation, and Collaboration Toolkit* and ask participants to test this tool with their own working communities. (SWOT refers to strengths, weaknesses, opportunities and threats.)
- Determine priority topics and themes according to farmers' needs. These may include climate-smart agriculture, soil health, animal welfare, pest management or market requirements.
- Ensure that the training responds to farmers' actual needs and realities.

Step 2.8.3. Define training and dialogue objectives.

- Clearly state what community members should know, understand or practise after the training or discussion.
- Objectives should be SMART: Specific, Measurable, Achievable, Realistic and Time-bound. Most importantly, they should be farmer-centred.

Step 2.8.4. Develop relevant training content.

- Based on the steps above, design relevant training content. Use simple language and practical examples that farmers can easily understand and relate to.
- Integrate local experiences and Traditional Ecological Knowledge into the discussions.
- Link sustainability concepts directly to farmer livelihoods and benefits.

Step 2.8.5. Select the pedagogic approaches and techniques to be used during the training.

- Encourage trust, dialogue, experience sharing, demonstrations and group discussions.
- Use storytelling, case studies, role plays and practical field examples.
- Promote active participation rather than one-way teaching. See Figure 1 on page 15 of *Community, Conservation, and Collaboration: A Framework for Success* for more information on ensuring inclusive participation.

Step 2.8.6. Prepare training and dialogue logistics.

- Select and agree on an appropriate venue and a suitable training time for farmers.
- Organise training materials, visual aids, stationery and demonstration tools.

- Ensure the inclusion and accessibility of women, youth and vulnerable groups. See Figure 1 on page 15 of *Community, Conservation, and Collaboration: A Framework for Success* for more information on ensuring inclusive participation.

Step 2.8.7. Facilitate the training and dialogue session.

- Create a respectful and interactive learning environment.
- Encourage questions, reflections and feedback from participants.
- Be flexible and adapt discussions according to participant responses.

Step 2.8.8. Monitor progress and follow up.

- Assess participants' understanding and willingness to apply new knowledge, experiences and practices.
- Conduct field follow-up visits and mentorship where possible.
- Gather data and feedback to improve future training sessions.

2.9 Conclusion and Summary

Successful cotton community training and dialogue require more than technical expertise. They require an understanding of people, culture, perceptions and lived experiences. Community Champions and Extension Agents should approach training as a participatory process that respects Traditional Ecological Knowledge and Indigenous Knowledge while guiding communities towards more sustainable and climate-resilient cotton production systems.

By carefully planning training sessions, understanding the socio-cultural context of farming communities and using participatory approaches, facilitators can improve communication, strengthen trust and encourage positive behaviour change among farmers. Effective community training ultimately contributes to stronger adoption of sustainability standards, improved livelihoods and greater resilience within cotton farming communities.

Module 3: Implementing Cotton Community Engagement Modules and Sessions

3.1 Introduction

Module 2 outlined the detailed planning required for a cotton community engagement training session. At this stage, the Community Champion is ready to implement the agreed plan.

With the required content, tools, training aids and support materials in place, the trainer should follow the plan and respect the time allocated to each section. Farmers, like other adult learners, often find long sessions difficult. Every trainer should remain aware of this and manage time carefully.

Some additional on-site planning may be required. This may include making minor or major adjustments to the plan in response to unforeseen circumstances during the training. Common on-site adjustments usually relate to when and how to use specific facilitation tools. These tools should be used consistently and at relevant moments during the training sessions.

Module 3 builds on the principles outlined in Module 2. It provides guidance on how to act and what to use when implementing an effective community engagement session. As noted throughout this guide, asking questions helps build trust, deepen knowledge and engage communities.

This module guides the trainer through seven sections with practical steps for conducting effective community engagement sessions.

3.2 Pre-session Preparations and Rehearsals

Develop a checklist of all logistical requirements. Before the training session, the trainer should confirm that all materials, tools and necessary communications with co-trainers, local government officials and participants are in place. The following steps are recommended.

Step	Instruction
3.2.1	Communicate well in advance with key authorities, including government or local government representatives, traditional leaders, participants, co-trainers and others involved in the training. Share relevant information, including invitation letters, the training agenda and any requests for specific information about the target community.
3.2.2	Organise all necessary materials, including handouts, picture blocks, flip charts and other training aids. If a projector will be used, check its compatibility with the laptop before the training.
3.2.3	Ensure that participant allowances, transport and other logistical arrangements are confirmed well in advance.
3.2.4	Plan to arrive at the training venue before the participants. This gives the training team time to organise materials, test equipment and become familiar with the environment.

Step	Instruction
	For village training events, the team of trainers and co-trainers should request support from the Local Government Authority, District Manager and chiefs to guide them to the village or ward where the community dialogue will be held.

Table 9. Steps for pre-session preparations and rehearsals.

3.3 Set the Pace for General Dialogue

The facilitator engages the audience and manages the conversation through storytelling and pre-formulated questions. Additional questions may also be developed during the session to fit the emerging flow of the community conversation.

Questions should be introduced with clear background information so that all participants understand them. It is usually necessary to interpret the questions, discussion points and background information into all relevant local languages or dialects to support active participation by everyone present.

3.4 Systematically Administer the Questions

The facilitator should master the questions and avoid reading them from a script in front of participants.

For example, the facilitator may explain that Cotton made in Africa and the Regenerative Cotton Standard recommend a number of Good Agricultural Practices (GAP) to support sustainable, climate-smart cotton production. The facilitator can then invite participants to share their experiences through the questions below.

DISCUSSION QUESTIONS

1. What are your views on sustainable cotton production?
2. What does the term “regenerative cotton” mean to you? How is regenerative cotton related to CmiA?
3. Which recommended practices have been practised or observed by cotton farmers in this locality? Which have not – and why?
4. What reasons do people in this locality give for not observing measures recommended by the government or for not adopting CmiA interventions?
5. What challenges have farmers in this area experienced during past cotton seasons? Are those challenges relevant for the current cotton season? Why or why not?
6. How do you think these challenges can be addressed?
7. What reasons do people in this area give for the increased incidence of cotton pests? To what extent do cotton pests affect seed cotton yields?
8. What suggestions do you have for how your cotton company, or the government through the Cotton Board, can start or improve uptake of these practices?

FACILITATOR NOTES

- Summarise all views, suggestions and recommendations shared by the group, and prepare a detailed written report.
- Use Tool 7.2: RACI Chart for Implementation from the *Community, Conservation, and Collaboration Toolkit* to record the responses and identify who is responsible, accountable, consulted, and informed for each action.
- Retain photographic evidence where appropriate, with support from co-trainers or volunteers.

3.5 Manage the Conversations

The facilitator is expected to take leadership in any group discussion. Without effective facilitation, the discussion questions above may not produce useful insights from the community.

The trainer should therefore be familiar with the questions and ready to guide the conversation. This section helps the facilitator better manage conversations with farmers and community learning groups.

The rehearsal recommended in Section 3.2 will help the facilitator prepare for the following steps.

Step	Instruction
3.5.1	Take responsibility for guiding the discussion, keeping the group focused and ensuring that participants have opportunities to contribute.
3.5.2	Develop the ability to prepare and deliver training in ways that help farmers reach practical and positive outcomes.
3.5.3	Seek support from others, including subject matter specialists or experts where appropriate, to co-facilitate discussions and sessions.

Table 10. Steps to manage conversations.

FACILITATOR GUIDANCE

- Stay focused on the goals and objectives set during the preparation phase for each conversation or interaction with farmers and communities.
- To achieve a useful outcome from a farmer community dialogue, the facilitator or Community Champion needs to stay alert to participants' responses.
 - Prepare for the conversation as it develops.
 - Manage the flow of dialogue between and among participants.
 - Be aware of words and phrases that are helpful or unhelpful.
 - Create and maintain receptivity, and be consistent.
- Avoid overusing conventional monitoring tools, checklists and forms during farmer sessions, as these can threaten the development of trust with participants.

3.6 Deepen the Dialogue by Asking More Specific Questions

This section guides the facilitator on how to develop listening and questioning skills during farmer and community engagement sessions. The facilitator will need to assess participants' confidence and readiness

before asking deeper or more engaging questions. This helps participants remain actively involved during the training session and deepens discussion on important issues related to cotton farming.

At this stage, the facilitator further applies pedagogic approaches that support critical thinking, group dynamics and conflict resolution when misunderstandings or tensions emerge.

After analysing responses to the questions in Section 3.4, seek further clarification on the status of cotton production and adoption of the CmiA Standard. Use a structured questioning approach that draws on how, who, when, what and where questions, and uses why questions carefully.

The following steps should be followed by the facilitator.

Step 3.6.1. Use who, what, when, where, and how questions to request an explanation of a process.

EXAMPLE QUESTIONS

1. How did you become a CmiA Organic certified farmer?
2. Who is your main adviser on how to use organic cotton inputs?
3. Who advised you before you became a CmiA farmer?
4. Who has trained you in climate-smart cotton production approaches?
5. What changes have you noticed since you started practising CmiA Organic techniques?
6. Where else do you know of farmers practising similar techniques?
7. When did you notice changes after adopting the techniques?
8. How can we attract other farmers to become CmiA Organic certified?

Step 3.6.2. Assess past behaviour or changes in events in cotton farming activities.

EXAMPLE QUESTIONS

1. Did you stop spraying your cotton farm with inorganic pesticides when you became CmiA Organic certified?
2. To what extent did your cotton yields improve after changing from inorganic to organic farming?
3. What changes, if any, in populations of beneficial insects did you observe after switching from inorganic to organic pesticides?
4. To what extent did you observe a reduction in pests attacking your crop as a result?
5. What is likely to happen if we continue cutting down forests to plant cotton?
6. How would you go about convincing other farmers in this area to adopt sustainable cotton practices?

Step 3.6.3. Explore opportunities for future collaboration with the farmer.

EXAMPLE QUESTIONS

- Would you be prepared to share your experiences with CmiA approaches to sustainable cotton production? With whom?
- Would you be interested in demonstrating the making of organic fertilisers during practical learning sessions?

Step 3.6.4. Use caution with direct “why” questions.**FACILITATOR NOTE**

- While deeper questioning is important, facilitators should be careful with direct “why” questions. These questions can make people feel defensive because they may feel pressured to justify themselves.
- Participants may not always give the real reasons for personal decisions or behaviours. They may also create justifications that do not reflect their actual experience. Where possible, use open questions that invite explanation without making participants feel judged.

3.7 Concluding the Session

By the end of the dialogue, facilitators and co-trainers will have recorded many issues. Farmers may also have developed further expectations of the cotton programme, such as additional training sessions, inputs or study exchanges.

This section guides the facilitator on how to conclude a community engagement session.

Step	Instruction
3.7.1	End the session on time. If additional time is needed, pause and ask participants for the extra time required. Respect their response, even if it is not in your favour.
3.7.2	Summarise the key outcomes of the dialogue and present the main feedback messages to participants. Ensure that they express consensus and agreement on the key issues.
3.7.3	If necessary, and if time allows, form groups to develop action plans for addressing the agreed next steps.
3.7.4	Thank the government official and other community leaders, if present, for opening or closing the session. Thank participants for their time and commitment. Promise only what you can realistically deliver, such as follow-up trainings.
3.7.5	Display the list of participant expectations and allow a few minutes for discussion on whether these expectations have been met.
3.7.6	Invite one participant representative to share their reflections on the training, including appreciation or disappointments.
3.7.7	Administer the training evaluation forms and collect them for analysis and reporting.
3.7.8	Arrange for the training to be officially closed by a government official. Where appropriate, the session may end with prayers, games, celebrations or food together.

Table 11. Steps for concluding the session.

3.8 Summary

This module has guided the facilitator on how to use questioning to sustain an effective community engagement session. It has emphasised that the trainer must carefully listen to the perspectives of all participants. Active listening includes reflecting back what the speaker has said. This helps create and maintain receptivity, and signals a connection between people.

Talking with people, rather than at people, helps create understanding and connection. In conventional top-down extension approaches, Extension Agents may be more accustomed to advising and instructing. It can therefore be difficult to ask questions, even though questioning helps them connect with farmers and explore their feelings, perceptions and understanding.

Asking good questions is a skill that needs to be learned, practised and strengthened over time.

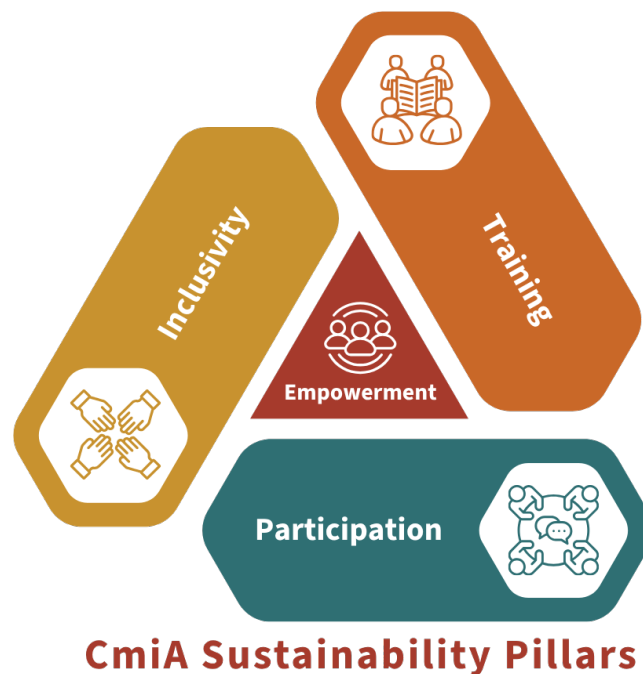


Figure 5. Empowerment Triangle Model.

Module 4: Evaluating Cotton Community Engagement Training and Learning

4.1 Introduction

This module focuses on assessing the effectiveness of community engagement training programmes conducted with cotton farming communities by CmiA Standard Facilitators. It considers participant satisfaction, learning experience, participation and practical understanding among community groups that attend CmiA community engagement training programmes.

Evaluation is important because it helps Community Champions, Extension Agents and Trainers of Trainers (ToTs) from CmiA partner cotton companies determine the extent to which the training objectives were achieved. It also helps facilitators understand the extent to which participants are able to relate the training content to their daily cotton farming realities.

Evaluation helps facilitators to:

- improve future training sessions
- identify additional support needed by farmers
- strengthen communication and engagement approaches
- measure progress towards sustainable cotton production goals

This guide adopts a simple participatory questioning approach. This approach encourages dialogue, reflection and feedback from farmer participants. It also helps facilitators understand areas that need improvement while strengthening trust and learning within the community.

The following example questions can be used by facilitators and Community Champions to evaluate CmiA training events at the community level. Participants should complete the form themselves if possible; however, in cases of illiteracy, an independent enumerator can be used to ask the questions and record answers. The enumerator should not be a member of the facilitation team.

The questions assess the training process and the following key aspects:

- training objectives
- relevance of the content
- participation and engagement
- understanding of key messages
- facilitation methods used
- training venue

4.2 Evaluation Survey

Thank you for participating in this workshop. This survey is intended to gauge what you found most useful in the workshop and what suggestions you have to improve the experience for future participants.

The survey will take approximately 10 minutes. All responses are anonymous.

- 1. On a scale of 1–5, where 1 represents “very bad” and 5 represents “excellent,” how would you rate the overall workshop experience?**

	1	2	3	4	5	
Very bad	☐	☐	☐	☐	☐	Excellent

- 2. On a scale of 1–5, where 1 represents “not at all useful” and 5 represents “extremely useful,” how useful was the workshop for your work?**

	1	2	3	4	5	
Not at all useful	☐	☐	☐	☐	☐	Extremely useful

- 3. On a scale of 1–5, where 1 represents “very bad” and 5 represents “excellent,” how would you rate the facilitation skills of the primary facilitator?**

	1	2	3	4	5	
Very bad	☐	☐	☐	☐	☐	Excellent

Additional comments about the facilitator:

- 4. On a scale of 1–5, where 1 represents “very bad” and 5 represents “excellent,” how would you rate the training venue and logistics team (drivers, cooks, custodians, guards)?**

	1	2	3	4	5	
Very bad	☐	☐	☐	☐	☐	Excellent

Additional comments about the venue and logistics team:

- 5. Select your top three favourite sessions. (We hope you loved all sessions, but please only select your top three for analysis purposes.)**

[include list of modules or sessions conducted during the workshop]

- 6. In no more than 30 words, describe the element of learning from the workshop that most significantly impacted you.**

- 7. In no more than 30 words, explain one way you plan to use knowledge gained at this workshop in your work.**

8. What suggestions or recommendations do you have to improve the workshop for future participants?

9. On a scale of 1–5, where 1 represents “not at all likely” and 5 represents “extremely likely,” how likely are you to recommend a workshop to other organisations or other people within your community?

	1	2	3	4	5	
Not at all likely	☐	☐	☐	☐	☐	Extremely likely

Why or why not?

10. (Optional) Do you have any other comments or concerns for the facilitation team?

Annex 1: Community, Conservation, and Collaboration Framework and Toolkit

About the Framework

Community, Conservation, and Collaboration: A Framework for Success was published in 2019 by the National Geographic Society and African People & Wildlife. Developed through a review of research and the experience of more than 50 organisations working in eastern and southern Africa, it provides principles, strategies, examples and practical tools for effective community engagement.

The framework presents a flexible approach that can be adapted to different social, cultural, economic, political and environmental contexts. It addresses how organisations can understand community structures and relationships, establish shared goals, identify threats and opportunities, co-design activities, clarify responsibilities, support implementation, and strengthen monitoring, evaluation, learning and adaptation.

How the Framework Relates to This Guide

This Facilitator's Guide to Community Engagement draws on selected principles and tools from the framework and adapts them for the CmiA context and cotton-growing communities. References throughout the manual direct facilitators to relevant sections of the framework and specific tools that provide further guidance. These companion resources offer additional support for:

- clarifying internal and shared goals
- identifying Community Champions and other stakeholders
- assessing internal and external capacity
- defining roles and responsibilities
- planning activities and timelines
- monitoring progress and learning from results

The framework was originally developed for conservation organisations and practitioners. Facilitators should therefore adapt examples, terminology and tools to the local context and use them in accordance with the guidance provided in this manual.

Accessing the Framework and Toolkit

The complete framework and its associated resources are freely available in digital form on the African People & Wildlife website. When an internet connection is available, scan the QR code with a mobile device or enter the link below into a web browser. Download the files if you need to access them offline.

Website link:

<https://www.africanpeoplewildlife.org/publications/community-conservation-and-collaboration>

QR code:

