

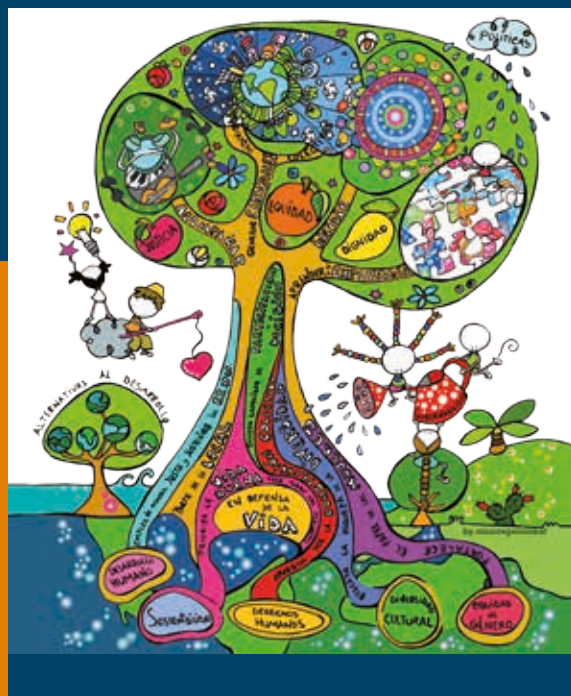


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# Capability development as a strategy for change A collective search for alternatives



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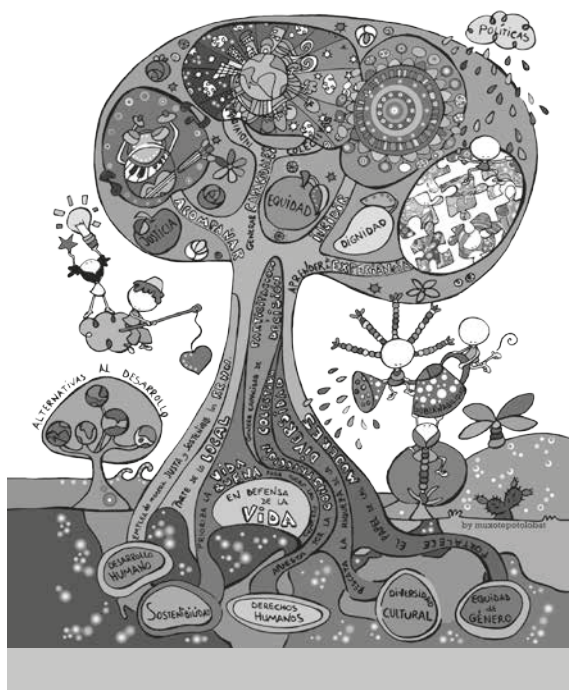


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# Capability development as a strategy for change

## A collective search for alternatives



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# Table of contents

<b>Preface</b>	<b>7</b>
<b>Introduction</b>	<b>11</b>
<b>Chapter 1. Alternative development or development alternatives?</b>	<b>17</b>
1.1. Introduction	19
1.2. Aspects of COMPARTE alternative development	21
1.2.1. Drawn from local issues	24
1.2.2. Fair and sustainable use and defence of what nature provides	28
1.2.3. A good life for all is a priority	30
<b>Chapter 2. Capabilities</b>	<b>33</b>
2.1. Introduction	35
2.2. Capabilities approach	36
2.2.1. Characteristics of the capabilities approach	37
2.2.2. Capabilities in the UNDP's human development approach	38
2.3. Capabilities dimensions and categories	40
2.3.1. Levels or dimensions capabilities are generated in	41
2.3.2. Collective and individual capabilities: The Five Capabilities (5C) model	43
2.3.3. Capabilities categories and complementary approaches	45
<b>Chapter 3. The COMPARTE capabilities-development map</b>	<b>47</b>
3.1. Introduction	49
3.2. Elements of the COMPARTE capabilities-development map: What is it for?	50
3.2.1. An alternative political outlook	52
3.2.2. Enabling conditions for capability development	52
3.2.3. A capability development roadmap	53

<b>Chapter 4. Strategies for capability development in the implementation of economic and production-related alternatives</b>	<b>67</b>
4.1. Introduction	69
4.2. Strategy 1. Technical training and values education	70
4.2.1. Content	70
4.2.2. Methodologies	73
4.2.3. Difficulties, achievements and lessons learnt	74
4.3. Strategy 2. Innovation and technological development	76
4.3.1. Recovering local know-how	76
4.3.2. The incorporation of new technologies/methodologies	76
4.3.3. Difficulties, achievements and lessons learnt	78
4.4. Strategy 3. Social and work organisation	82
4.4.1. Difficulties, achievements and lessons learnt	84
4.5. Strategy 4. Quality planning and management	87
4.6. Strategy 5. Systematisation and research	88
4.7. Strategy 6. Political and social impact	88
4.7.1. Channels within government institutions (political impact)	89
4.7.2. Channels within communities and social organisations (social impact)	89
<b>In summary</b>	<b>91</b>
<b>Appendices</b>	<b>99</b>
Appendices to chapter 2	101
Appendix 1. The 5C model: collective capabilities	101
Appendix 2. The 5 assets proposed by Bebbington (1999, 2005)	106
Appendices to chapter 3	106
Appendix 3. COMPARTE's economic and production-related experiences	106

1. Centro de Investigación y Educación Popular/ Programa por la Paz (CINEP/PPP – Centre for Research and Popular Education/ Programme for Peace), Colombia.	108
2. Instituto Mayor Campesino – IMCA (Regional sustainable development NGO) and SUYUSAMA Foundation, Colombia.	110
3. Viviendas Hogar de Cristo (The Home of Christ), Ecuador.	112
4. Servicio Jesuita al Desarrollo (Jesuit Development Service), El Salvador.	114
5. Puente de Paz (development NGO serving poor communities), Guatemala.	116
6. Servicios Jurídicos y Sociales – SERJUS (Legal and Social Services (SERJUS), Guatemala.	118
7. Centro de Derechos Indígenas A.C. – Yomol A´Tel (Centre for Indigenous Rights), Mexico.	120
8. Instituto de Investigación Aplicada y Promoción del Desarrollo Local (Institute for Applied Research and Local Development) NITLAPAN – UCA, Nicaragua.	122
9. Centro de Estudios Paraguayos Antonio Guasch – CEPAG ( <i>Antonio Guasch Centre for Paraguayan Studies</i> ), Paraguay.	124
10. Centro de Investigación y Promoción del Campesinado CIPCA (Centre for Research and Promotion of the Farming Community), Peru.	126
11. Centro de Capacitación Agroindustrial Jesús Obrero CCAIJO (Jesús Obrero Centre for Agroindustrial Training), Peru.	128
Appendix 4. Framework for the COMPARTE Capabilities Catalogue	130
<b>Bibliography and documents</b>	135
<b>Tables and figures</b>	
Table 1. Synthesis of COMPARTE development traits	23
Figure 1. The COMPARTE Capabilities-Development Map	51

Figure 2. Chart of the COMPARTE capabilities-development roadmap	56
Figure 3. Chart of collective capabilities developed as a result of COMPARTE experiences for the physical and material category	57
Figure 4. Chart of collective capabilities developed as a result of COMPARTE experiences for the socio-political category	60
Figure 5. Chart of collective capabilities developed as a result of COMPARTE experiences for the psychological category	63
Figure 6. Chart of collective capabilities developed as a result of COMPARTE experiences for the meaning and identity category	65



## Preface

Working in favour of the development of a society has never been an easy task. Proposals for change are rarely reached without resistance. Profound and in depth change requires long-term insight and shared commitment and there are no set formulas for this. This statement does not say anything new. Anyone who has been involved in a development project will have encountered examples of such difficulties and resistance.

The conditions needed for driving change have become even more complicated under current circumstances. A research institution recently asked the question why nowadays we have to consider complex and wicked problems to tackle development. The reference to complexity is an indication that we face a different world in which the cognitive issue takes a leading role. Practices in the field of development are often better represented through so-called ‘wicked problems’ which require collaboration if they are to be resolved rather than other manageable problems which can be resolved through negotiation. Changing a society involves a significant wicked problem factor which means players must be ready to face more radical change both in terms of analysis and in terms of practicality. This needs to be taken seriously.

Such complexity draws from different sources. On the other hand, we operate within a system of outer/external global relationships forever more turbulent and unpredictable which have a direct and serious impact on our societies. Additionally, complexity draws from the aims being pursued and these have also become more complex. It is not a matter of achieving economic growth or improvements in certain material living conditions of people. It is now a question of change within institutions and this implies putting new processes in place in which people and groups become participants. Ultimately, a new working model is sought which brings results in terms of social justice not guaranteed by the former system.

It cannot be said that complexity is a problem specific to the so-called ‘world of development’ even though some matters are intensified within it and there are other specific ones which complicate work even further. The problem is that the situation is even more complex when accompanied by limited local resources, weak institutional capacity and, in many cases, endemic corruption and long-term conflict.

In any case, whatever society we work in, we must do so whilst taking into account that a new complexity exists in which uncertainty, conflicting values and the presence of specific and unstable structural circumstances mean that it’s difficult to foresee the instruments and initiatives for driving change.

We need to be able to identify those wicked problems. If we do not, then old practices will be applied and change will not be efficiently tackled. All development issues are not of this nature, but some of the most important ones. Therefore, we need to be able to diagnose them and try to overcome them or, at least, face and deal with them to the greatest possible extent.

In other words, a methodology which enables us to understand how to think and act is required. Developing a theoretical and methodological framework is the key to working on an alternative insight into development. If categories and tools which enable actual understanding and intervention from the point of view of human development are not available, moving forward is impossible. This is the challenge we have set ourselves: to identify and explain the necessary elements for understanding reality and providing instruments leading to change processes.

The fact of working in accordance with methodology should not be understood as an abstract process. On the contrary, all methodologies must necessarily reflect the context since they serve to ensure that people and organisations are capable of providing responses to those matters which reality causes. As such, the methodology feeds off and faces the issues caused by the reality and the interaction and discovery process is more important than the intervention itself. In order to reach this but, more open dialogue and greater integration between analysis and action are needed. This implies having alternative mental models to confront not an individual development problem but a complex, uncertain and diverse combination of inter-related development issues.

We are not talking about a ‘neutral’ methodology. We need a methodology which not only enables us to understand what is going on but also to gather that

information based on a particular vision of what we consider society ought to be. It's a methodology that insists on change in a particular way. A debate on the methodology cannot be undertaken unless it is set out from this regulatory point of view. The regulatory proposal is based upon the capabilities approach as the theoretical base for the human development approach. The criteria for designing aims and evaluating results will be based on this assumption.

But a methodology with these aims requires a discourse, a narrative. It needs to go a step further than simply setting out procedures and selling itself as an alternative insight. It involves a design which goes beyond rational logic. It means preparing a discourse which can bring all interventions consistently together and, above all, attract, convince, motivate and enthuse change's main agents: people. With his exceptional manner of expressing himself, Mariátegui captured this dimension as follows: '...The strength of revolutionaries is not in their science; it is in their faith, in their passion, in their will. It's a religious, mystical, spiritual force. It is the force of myth. The revolutionary excitement, as I wrote in an article on Gandhi, is a religious emotion...'

When making these points, I am keeping COMPARTE's adventures in mind. I do not intend to serve as its spokesperson nor make a subjective and selfish interpretation of its endeavour, but if I were to say in just a few words what COMPARTE is doing, I would undoubtedly say that it is elaborating a magnificent methodology for change. It's an innovative methodology which connects with reality using an explicit regulatory approach. This document brings hope since it proves that it's possible to move forward together in the creation of a new approach to thinking and acting.

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## Introduction

COMPARTE member organisations accept the challenge of coming together to reflect upon the type of development desired and for which we strive. We wish to play an active role setting targets, making proposals and outlining options. We are aware of the fact that this challenge is long term and that it implies effort and discipline. However, we are convinced that we must undertake this commitment since the legitimacy and future of our proposals are at stake.

The global crisis we are faced with has once again brought the debate on development and the validity of the socio-economic model used date to the forefront. This has led to us acting and facing the challenge of making proposals and joining movements and networks which are debating and promoting alternative road maps. We will not sit back and accept the crisis and devastation we are experiencing because we believe that the world can and should be changed. Therefore, in the face of the profound changes taking place worldwide, the learning and action group, COMPARE, is attempting to make a contribution to the creation of new ways of thinking and acting which will lead us to a brighter future.

COMPARE is a common learning ground in which organisations from different backgrounds believe that, with all modesty, we can contribute to theoretical and practical thinking on development and the creation of feasible, achievable alternatives demanded by the poor whom we work with.

Our focal points are many and far-reaching. Likewise, debate and development promotion methods are even more far-reaching and complex. Being aware of this complexity, we have created a methodological, organisational and communication structure which allows us to agree upon approaches and ways of moving forward and sharing practices and knowledge.

This report is the result of this discussion and reflection process within COMPARTE. Whilst it does not aim to be an extensive text synthesising our debates, it does present a significant part of the work which we have been carrying out as an organisation in two dimensions. On the one hand, it reflects a working style which is representative of us as a group and which; on the other hand, presents our thoughts and struggles to achieve a specific issue: capabilities development as a means for change placing it as a central part of the alternative development we want to build.

This is how this report boasts our thoughts on development and its alternatives as well as it represents a concrete proposal (practical and conceptual) named “**The COMPARTE Capabilities-Development Map**”. That is, it includes a capabilities-development roadmap which points out the journey towards the aimed change while guides our thoughts and actions.

So that both aspects of the process can be understood, we will briefly outline below the journey taken by the group in terms of organisation and methodology and what has given rise to this report.

## **THE JOURNEY THUS FAR: REVIEWING OUR PRACTICES AND THE LESSONS LEARNT**

A debate on the concept of development was essential to create a common horizon and share and review practices together. We are from different organisations, contexts and experiences which makes exchanges all the more complex. We have different points of view on development and on the options proposed. This has led to complex exchanges which have shed light on matters enabling us to move forward. We have, above all, needed to create common language so that we can understand each other, come to agreements and focus the discussion on those points which we believe are key to our organisations and to our practices.

COMPARTE member organisations share and promote economic and production-related initiatives in different contexts. The majority of us have also worked in political and social fields for many years and this further enriches the debate.

Another piece of common ground is that we all experience how difficult it is to uphold complex economic and production-related processes due to the poverty and exclusion conditions in which we work. This is the reality of the situation and,

as such, we opted for focusing thoughts on the following side of development that all the member organisations had less knowledge and their preferences: **dealing with economic and production-related development processes and the way in which such processes generate CAPABILITIES to promote alternative approaches.**

In order to focus the thought process, draw on lessons learnt and return to practices, we agreed upon certain methodologies and organisational matter we believed may help the group to move forward. We decided to review our practices in an orderly and coordinated manner. Why? In order to learn from this on an individual basis but also based on comparison and dialogue with others. Therefore, some basic elements which we consider necessary for generating such learning processes are indicated below.

#### *a. Having a look at our own experience*

An important part was that this review of experience should not be done from any place but from our own conceptual option on development. Therefore, the process of looking at experience was guided by our own ethical and political framework in order to determine to what extent we get close to it and in what way we can progress in the pragmatic construction of our dreams and aspirations.

Another key matter was the need to look at experience in an integral manner with a critical and purposeful eye. Help each other as a group to rethink what we do in an organized manner and in such a way that it was possible to reflect on why we do what we do, how we work and what has helped or hindered that journey. COMPARTE has carried out an inward search exercise accompanied by other organisations which are going through the same process.

#### *b. Sharing findings*

Sharing those things we discover through experience might be difficult. Sharing information and making it available to other organisations is an exercise in honesty and, at the same time, trust and generosity. It also calls for information to be ordered and summarised and for everything which is a learning process, a finding in ones endeavours or a new perspective on the way things have been done to date to be brought together

This sharing process has proven to be one of the most valued aspects of our group. Matching our own experience with that of other organisations has allowed

common momentum, shared challenges and, above all, complementarity to be visualised in the face of such challenges. The group enables experiences which facilitate dialogue and feed off each other to be brought together in greater detail.

### *c. Generating new practices*

A return to practice is taking place in at least two ways: through discussion on theory and through practical application.

In terms of the more theoretical exchange, this group makes contributions in terms of new topic for discussion and reflection inside each organisation. It involves taking on new concepts and points of view which often question the paradigms through which reality was considered so far. Debates on practice alternatives and why and how we do things have led to in-depth reflection within participating organisations. Likewise, collective creation of shared concepts implies a return to the organisation which enriches debate, reflection and, therefore, the intervention outlook.

In terms of practical application, reviewing our own experience has implied looking at critical elements which had not previously been noted. This helps to redirect, correct or consolidate those which are having a positive impact. Additionally, making comparisons with other experiences has enriched practical application in two ways. On the one hand, launching organisational plans which develop a group member's own methodologies (for example, the capability-development map explained in chapter 3). On the other, carrying out strategic activities inspired by positive practices identified within the group (for example, in sales, consumption and reinvestment).

Looking at practices, their conceptualisation and the return to experience has put us in an interesting frame of mind. COMPARTE is currently taking a crucial step towards consolidation as a group dealing with at least three dimensions: (i) generation of lessons learnt and knowledge based on practice, (ii) alignment of experiences and (iii) pragmatic improvement of experiences.

### *d. Designing the necessary structure for this report*

In order to undertake the aforementioned work, an itinerary based on modules was designed in order to guide us towards learning from experience, sharing and putting lessons learnt into practice.



The first stage (2001-2013) comprised 7 modules developed both on line and in face-to-face exchanges. These modules provided guidelines for an organised and thought-through description of each economic and production-related experience as well as an in-depth analysis of critical success factors and strategies implemented.

Each module had a work guide which explained the aims, activities to be carried out within each COMPARTE member organisation, questions to generate discussion, support material, expected results, the time frame for returning results to the group and the way in which the information should be presented.

Using these guides, each organisation generated information which was later shared with the group. At the end of each module, the information was dealt with in two ways. On the one hand, the information was accessible to all organisations and, on the other, the key matters detected, shared and debated were summarised. By this way, similarities, differences and complementary information were determined. It also allowed elements which conversed with theory, enriched concepts and allowed us to put them into concrete practice to be identified. For example, exchanges on the capability focus theory allowed us to create a catalogue of capabilities which are presented in this report.

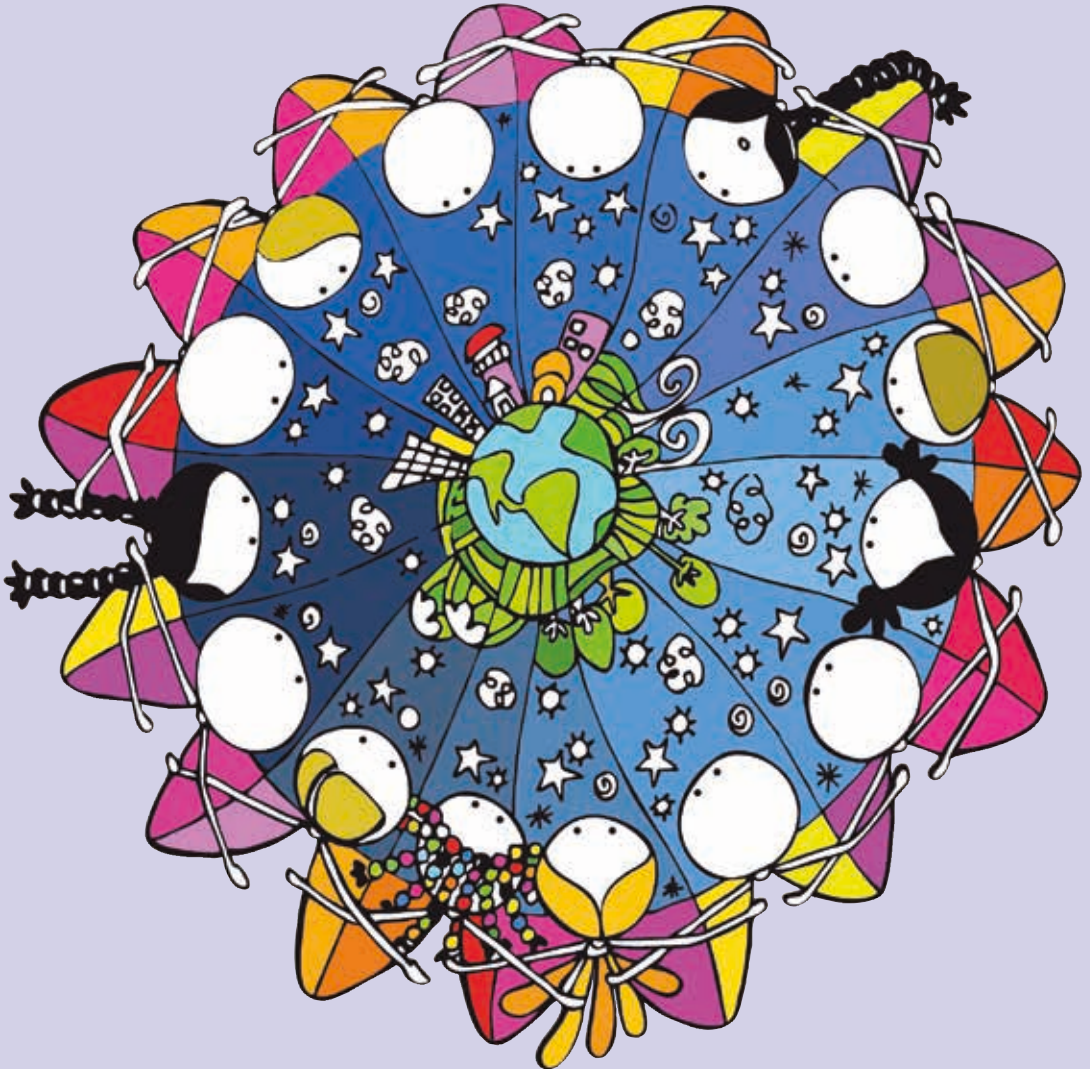
This is how it was possible to move forward towards generating a consensus on concepts and practices. This report is the result of the collaborative and shared work carried out over the last few years. The text below summarises some of the lessons learnt that are in the process of sharing. Our input ranges from debates on development alternatives to the determination of a specific roadmap for capability development within that alternative framework. It may be the case that the extent of our reflection has limited detail but we hope that this piece of work and our experience will be of use to other social organisations undergoing a similar search process.

For the COMPARTE community, the greatest asset was the process experienced over the last few years, the relationship established and the creation of an almost familial atmosphere. This report is one small result of everything which this journey represents for the people and organisations involved. It also means a small step forward in our journey towards what we want to achieve as a group and in providing better services for everyone we work for.



## Chapter 1

### Alternative development or development alternatives?





## 1.1. INTRODUCTION

it is a fact that the socio-economic system existing for decades has led us to a global crisis of inter-related dimensions raising again the debate on the concept of development and its models. Given the relevance of the current global crisis, it is important to point out its main features in order to not only understand what crisis we are talking about, but also the crisis we are experiencing and where our contribution comes from.

By way of a summary, the crisis is characterised mainly by: (i) ecological disaster caused by a model based on the production, distribution, sale and consumption of goods; (ii) increasing inequality as a result of concentration of wealth without precedent in human history. This is nowadays expressed more in terms of internal inequality in countries or regions than in terms of international inequality; (iii) a progressive shift of international power from States to transnational players. Its legitimacy is not based on democracy but on the power provided by accessing to capital and the corresponding ability to invest and allocate funds for both public and private needs (Martínez Osés, Pueblos 2011: 9-11). Furthermore, social reproduction and care-giving crisis<sup>1</sup> must be added, as indicated by eco-feminist movements.

This crisis situation is the result of a prevailing perception of development that connects well-being of people and communities to economic growth, leading societies to a relentless race towards unsustainable economic growth. Over the last few decades, different **ideas and alternatives geared towards sustainability** have emerged to deal with this situation, explained through **three main patterns** (Marcellesi, 2012:114): (i) attempts to massively reorientate development strategies and concepts; (ii) opening up the concept of development without changing the methodological framework; (iii) rejection of development as a universal notion and, therefore, the desire to reject the concept. On the basis of the above and COMPARTE's goal to contribute to development alternatives, we wish to focus on the first and third tendencies (Koldo Unceta, Pueblos, 2011: 5-8).

Concerning the first pattern, we have the effort made by some sectors opting for an alternative approach based on personal development, sustainability, gender

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<sup>1</sup> '(...) By social reproduction crisis we mean the impossibility for people to meet their material and emotional reproduction expectations, which usually results in death as it did during food crisis. The notion of care crisis affects a specific aspect of reproduction expectations: care-giving which means that it is unsatisfactory, insufficient, precarious and no freely chosen.' (Pérez Orozco, 2012: 4).

equality and respect for human rights and cultural diversity. From this point of view, the journey towards an alternative system implies recognition of the multi-dimensional nature in the concept of development's (economic, cultural, ecological, social), without considering it as a part of growth. Likewise, it implies questioning what the means and aims of development have been and avoiding subjecting people's well-being and future generations to mere instruments. Such an alternative outlook must also take into account a study of development processes in different complementary environments and scopes/levels (in communities or on a local, national or global scope) with emphasis on both macro and micro aspects. This is important because the macro aspects influence a significant part of the chances of success on a micro level activities. Given the interconnectedness of the phenomenons in the world economy, their importance is enormous.

The third pattern (along similar lines with post-development approaches, refuses to accept development as an aim) covers those who believe that promoting development in the world has only been an attempt to extend western values and ways of life with its corollary of injustices and victims, cultural destruction and depletion of natural resources. If we take this as our starting point, it might be best to give up the search for a new development pattern since the notion itself would imply a westernised focus that, on the whole, has not provided people with prosperity but with frustration and victims.

However, processes on the alternatives proposed within the framework of these two patterns cannot be carried out without the State as a key player in determining the direction of public policies and, therefore, a particular society's development pattern. The State is not a neutral player and it is important to consider it within its structure and working framework. Addressing this way, the power relationships between different social groups and their interest in a democratic process and the participation of different social and political players can be reorganised. The State must also organise itself in order to gain an in-depth understanding of the problems and social structures requiring change, to respond to and include the demands and interests of different social groups and develop public practices based on this knowledge (Brand, 2011: 145-157). That is, it's a matter of recognising the role it has and the role it should have in the creation of development alternatives and understanding how it may turn into an obstacle or a positive player in deep social transformation in terms of justice and equality. In doing so, it is essential to realise that the state (and the economy) is part of

global dynamics which push it towards reproducing the prevailing development model. The political consequence is that it requires alternative simultaneous public policies both on a national and on an international scale (ibidem), in order to ensure the success of an alternative project.

Sustainable human development, degrowth, good living or *sumak kawsay* and eco-feminism, with their different nuances and degrees of accomplishment, are particularly relevant examples of approach inspiring alternatives. These have become increasingly important amongst critical sectors of the dominant development system and have provided substance for reflection and debate in COMPARTE. There are, no doubt, more alternatives than those mentioned above and, in the process for the construction of new development and/or post-development patterns, social movements stand out as key players. They put forward new imaginaries and interpretive frameworks for understanding and changing the world. This happens alongside the discovery of specific practices driving such imaginaries to be made through projects on development alternatives. COMPARTE is a clear example of this. We do not simply accept reality as it is but believe that it can be changed and we are determined to achieve this. Therefore, we have taken on the challenge of joining movements which discuss and promote alternative road maps with the aim of making a contribution to the creation of a new way of thinking and new attitudes which will lead us to a brighter future.

## **1.2. ASPECTS OF COMPARTE ALTERNATIVE DEVELOPMENT**

In COMPARTE, we understand that an alternative means making proposals for a different, liveable world dignified for all people. The current model does not convince us and has proven itself to be inefficient because it is unable to solve the challenges the world poses (poverty, inequality, environmental crises) and because justice, equality and dignity are not its main reference points. Therefore, the development we wish needs to be different to the current one. That is, inclusive, peaceful, harmonious and focused on people and their communities.

This is the basis for rationale to talk about ‘alternatives to development’ rather than ‘alternative development’, since it allows us to contemplate a wide range of models, routes and methods depending on the socio-cultural context. It also allows us to struggle for proposals and strategies for development through a wide, open and multi-player process.

Right now, our aim is to establish strategies which search alternatives to the prevailing model coming from the bottom up. That is, from local-level settings in line with the needs and characteristics of those areas and people. We wish to create social power. That is, giving the communities we work with the power to challenge the prevailing structure. Our starting point is a conceptual proposal enriched by the sustainable human development model and traits of the good life. It is immersed in this system from which we cannot escape but which allows us to be a part of it with our principles and values in order to understand, name and transform its structures. Such a proposal allows us to think about development as:

- (i) a process of collective transformation covering all aspects of human life and stemming from natural settings and the place where such relationships have a real meaning;
- (ii) a process of total transformation as far as it is not beholden to economic issues but considering the economic side through other aspects of development: social, political, cultural, ecological and, above all, ethical ones.
- (iii) a process of territorial transformation in which different players, agents and institutions in a particular place are able to act in an adequate, coordinated and efficient manner to consolidate individual and collective interests.

We are well aware that there is no one alternative development pattern. On the contrary, there are several ideas which supplement each other. However, we find characteristic traits which help us to identify a likely alternative in any development process to be promoted. Therefore, the eight features put by COMPARTE as an alternative horizon included in the 'The alternative development we work for. Learnings from experience' publication covers our global vision of development.

We are aware that they are all interdependent and complementary. Therefore, talking about one is to talk of its relationship with another. We are also aware of the fact that they do not make up a definitive list of all the characteristics of the development we want but they are, nonetheless, those which, as a group, we have identified.



Table 1. Synthesis of COMPARTE development traits

We stand up for **development processes** with the following **traits**:

- **Defending life**: people and their dignity are the focal point.
- **Based on local issues**: an alternative vision based on local issues.
- **Enhancing capacity to participate and decide**: creating scope for skills to exercising freedom and decision-making.
- **Defending collective and community-based construction**: a pre-condition for development.
- **Focusing on the richness of diversity**: avoiding the ‘us’ which excludes, there has to be an inclusive we.
- **Making fair and sustainable use and defence of what nature provides**: living lives in harmony with nature generates social and environmental advantages.
- **Strengthening women’s role and position**: development is not authentic if women are not also protagonists.
- **Prioritising good living conditions for all**: generating capital is not the priority. The priority is good living conditions for all.

Our **strategies** are:

- **Accompaniment**: it’s not a question of replacing. It’s a question of walking together.
- **Developing capabilities**: individual and collective.
- **Advocacy**: political advocacy as a social transformation strategy.
- **Learning from experience**: we aim to always reflect upon our actions.

Whilst our starting point is a wide-reaching definition of development, our **first practical aim as a learning group** was to delve into three aspects of alternative development and on the capability-generating strategy. This was done taking into account that we needed to concentrate our efforts and delve deeper into some traits which we considered of particular relevance for economic and production-related processes. This does not mean that, when dealing with these, the remaining ones are not taken into account. In fact, we must still work on continuing to delve into the remaining traits and how they are connected to each other. For example, one downfall we have identified is the lack of debate on the role of women and gender inequality.

The first characteristic selected was the creation of an alternative vision stemming from local circumstances. We believe that the creation of an alternative development project must be based on local values and identities whilst respecting local capabilities and limitations and enhancing dynamics for creating integrated and cohesive local communities. The second trait refers to employment and a fair and sustainable defence of nature. We consider nature as being subject to rights and that an alternative means supporting development in which people and natural elements live together in harmony and in a balanced environment. The third trait prioritises good living conditions for all because our outlook's priority is not the generation of capital but justice and equality for all people in all places.

Below are our main thoughts on these three traits founded as a result of our work and based on COMPARTE's values and aspirations.

### 1.2.1. DRAWN FROM LOCAL ISSUES

#### a. What do we mean by this trait?

'Local' refers to the essential context in which people and communities aspire to develop and transform their lives. What is nearby and close to us: the *space where one person lives and connects with life*.

'Local' is connected to territorial matters since it happens within a defined space. However, this space is not only defined by its territory (in terms of political frontiers) but also by a series of other conditions which bring it to life such as cultural, economical (production and wealth creation), social and political aspirations. We need to have a look at local matters from an integral and holistic approach to the geographical area.

In order to understand the idea of *local*, the *place* category defined in cultural geography helps us to get a better idea of its meaning. John Agnew (1987) puts forward the notion of *place* based on three dimensions: locality, location and the meaning given to the place.

- The locality is the context in which daily social relationships (informal or institutional) are established and with which people feel identified. At this stage 'local' is understood as a context for action and practices.

- Location (localisation) implies explaining the effects of social, economic and political processes on the population in a particular place. Therefore, 'local' is the specific practice which leads to mediation or to a sense of quality of life in a specific environment and time frame.
- The idea of place expresses the subjective orientation which stems from living in a particular place and towards which people and communities develop strong feelings of attachment through experiences and memories. In an indigenous context, the territorial dimension refers to the space in which ancestors lived and the space in which there is a sense of transcendence which generates respectful feelings to the environment. As such, 'local' is understood as the subjective territorial sense of identification with the place they live in.

Our vision of local implies a link between these three dimensions. They are dimensions which help us to better understand the various dynamics that take place there. Amongst these dynamics, we wish to point out the following:

- The creation and aspirations of good living conditions are found within all things local<sup>2</sup>. Traditional capabilities and knowledge are to be found there. It's an ideal place for democracy in which collective matters play an important role. New community bodies and collective goals for incidents can be created and strengthened there. It has the potential to foment promote more equal and better distributed local or geographical development processes to all players from the area can participate.
- Tension, difficulties and contradictions also come up at a local level. It is the place in which social relationships, relationships between people and groups are made and also fights for power and natural wealth occur.

Not only needs development proposals to respect cultural identity but also to use this and people's local values within an area as a basis for growth. These proposals are not intended to be static in time but, on the contrary, dynamic and promoters of new dimensions for reflection and work. For example, female participation in decision-making and on equal terms to men or starting negotiations with other local players with whom a life project is not shared. In fact, a valued, strong

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<sup>2</sup> Depending on the ethnic groups we work with, we come across different definitions of local alternative development. For example, the concept of 'desired life', 'plans in life', 'living well' or 'good life'.

community identity which believes fully in its world view and knowledge will have a solid base for promoting alternative local development processes. Closely connected is the need to alert communities to the challenge of appreciating their own territory in those cases where there is a significant migration and displacement trend, particularly amongst young people.

Again, taking up alternatives means strengthening the original organisation on different levels or dimensions so that it may serve as a starting point. This is true, for example, of indigenous people's community dimension which is the basis of their social organisation (in some cases with their own authority systems) and of the local and regional institutions which also play an important role in the area's construction.

What's more, for local matters to be created in a context propitious to an alternative, we need to understand that ***local issues do not come to an end in a specific geographical area***. They do not fall outside the surrounding context nor the global processes. Today we inevitably need to speak about local issues within a globalized context. Breakages and continuity in the economic and political global development proposals established as prevalent and hegemonic are clear in a local environment. But global order may be reconstructed, adapted, assimilated, copied, accepted or resisted from a local level. It is from here that new challenges may connect to local, regional, national or global matters, opening out from there and showing us to the world. Therefore, new global relations may not be constructed without integrated and cohesive local societies. Increased globalisation is an opportunity to connect to alternative process circuits and, therefore, participation becomes a key aspect of the here and now. We are aware of the complications stemming from such tension between local and global causes, but we need to work on strategies that offer us the necessary tools to focus on alternative worldwide processes.

The reflections made by COMPARTE members are along similar lines with those proposed by *local human development*<sup>3</sup> namely, thinking and acting within each society in order to build collective projects which use as a reference point development based on people from an individual and collective point of view. It particularly raises the idea of local societies as protagonists in the search for their own development being active players in the globalisation from the bottom up and recognises that, without them, it's impossible to build development alternatives.

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3 For further information, refer to the Local Human Development Portal. [<http://www.dhl.hegoa.ehu.es/>]

## **b. What strategies can we use in order to activate this trait within our organisations and workplaces?**

COMPARTE member-organisations are convinced due to our expertise in local development that it may be the appropriate place for action and transformation of the reality within the globalisation context. We have tested it through a combination of five approaches:

- Analytical approach or understanding of reality which covers the synchronous and diachronic side of the processes running within the geographical area.
- A retrospective insight helps us to clarify where we are, referring to the historical understanding of the construction of space.
- A strategic outlook defines mid and long term priorities.
- An operative approach represents the conclusions and the course of action for building local alternatives.
- Looking towards the future (prospective outlook) in social organisation, public institutions and local-regional articulation.

We suggest some of the concrete strategies that should be further developed:

- *Implementing participative methodologies and promoting ways of participation and local organisation.* It's a matter of enabling participation so that activities may be carried out and create an alternative insight. For example, carrying out community diagnoses with integrated participative methodologies in local-inspired ways. It's essential to keep in mind that local work requires fostering community-based agreements on what is to be produced, how to do so and what things do not 'favour' our proposal.
- *Promoting local-territorial articulation.* Strengthening the community's age-old organisations by supporting territorial structure and promoting alternative development proposals in coordination with local networks.
- *Restoring local 'knowledge' in terms of experiences, lessons learnt, achievements and mistakes.* Contexts need to be analysed through constant dialogue with the community, updating the diagnoses and promoting thoughtful organisations making proposals.
- *Providing tools for technical and political power in communities.* This can be achieved by, amongst other things, encouraging production processes

asking for local and traditional knowledge and strengthening them through money-making initiatives. Young people can also be strongly trained on social and gender equality and environmental protection.

- *Supporting local, regional and national politics* as a means of influencing policies enhancing local matters and its regional structure. Specifically, we focus on economic-productive policies which affect local and regional issues. In order to carry it out, synergies and partnerships with various social players need to be established.
- *Driving the message home to society.* It's important that large sections of society urgently join these causes. A local context means we can get closer to its population and its needs, thoughts, debates and proposals. This calls for urgent educative communication.
- *Reinforcing local cultural identity from its utopian and sense dimension.* It's important to support organisations in order to strengthen and uphold collective hope.

### 1.2.2. FAIR AND SUSTAINABLE USE AND DEFENCE OF WHAT NATURE PROVIDES

#### a. What do we mean by this trait?

Our starting point is the observation that the prevalent model of development does not respect nature and destroys biodiversity. It drives people from their land, deepens inequality, poverty and exclusion. It's a model of development which essentially considers nature as an object to serve the human race.

COMPARTE's alternative insight places nature as a living organism, as a mother (pachamama), as a space for living life. From this point of view, nature and the various habitats in which we live are no longer objects. They are given rights and the human race is considered totally united to nature and the cosmos. We return to the idea that everything is part of one system in which nature and the human race live together in harmony. In fact, the concept of indigenous communities in their territory involves and recognises this interdependence and harmony with nature since it considers it a space in which transcendence is present. From here, we delve deeper into the need for a return to a connection to nature and habitats and to stop talking about natural resources. Natural resources are mainly habitats, living beings in territories and specific ecosystems with which humans co-exists

with all other living things. When all other species are denominated resources, we establish a domineering relationship with them. But when we think of them as subjects within our habitat, we establish a relationship based on recognition, respect and care. Habitats are not there to be exploited. They are places which provide life; places we must care for and with which we must live together.

In the process of building an alternative horizon, aiming at *generating vital comprehension of the habitats in which we live and not focusing on resources* can help us to: (i) create an understanding of nature based less on using resources and more on respectful and sustainable interaction with species and (ii) understand that we are co-creators because we live in a habitat linked to living and being in the world. That is, it's a matter of sustainability as a way of being and living in the world, respecting life, the value of integrity and the territory as a pillar of sustainable practices. In order to achieve this, we need to build other routes that establish alternative human relationships, other processes with nature and other ethical and spiritual journeys.

#### **b. What strategies can we use in order to activate this trait within our organisations and workplaces?**

Based on practices carried out by COMPARTE members, we propose strategies for moving forward in the construction of a development in harmony with nature generating social and environmental advantages.

- *Driving home these topics within and beyond communities.* The matters to be addressed include: (i) promotion and reappraisal of the use to be made of the world by promoting natural and environment-friendly practices, (ii) a return to community and ancestral insight, (iii) a vision based on prevention and a return to nature which stems from communities, (iv) the importance of collective land ownership in order to protect nature, and (v) the use of non-GM seeds and support biologically diverse agroforestry.
- *Teaching territorial defence and promoting local and territorial bond.* Carrying out political and legal training, support community votes and facilitate exchanges between organisations in defense of the land.
- *Advocating on a local, regional and national level.* Promoting participation in local, regional and national platforms on environmental care. Subjects to be covered might be: the damaging effects and excessive use of agrochemical

products, privatisation and use of natural resources as commodities and the participation and defense of the land and policies imposed by governments in order to encourage GM product purchase.

### **1.2.3. A GOOD LIFE FOR ALL IS A PRIORITY**

#### **a. What do we mean by this trait?**

The search for a good life for everyone leads us to a change in structures built upon foundations which are unsustainable, unequal and limiting for the majority of people. We believe that this change must be based on basic values such as:

- Equality in relationships. Understanding that a ‘good life’ implies equality in relationships between men and women as well as between nations and cultures.
- Fair distribution of wealth amongst people and nations.
- Diversity in being and doing. Diversity in living life.
- Solidarity and joining together of nations with their different ways of living life and understanding reality. It’s a matter of finding connections and common ground which bring us together and collaborate in building upon different ‘good life’ proposals.
- Spirituality, harmony and peace in communal living. Understanding that a ‘good life’ does not only mean material things but is also based upon different outlooks on time, autonomy, family and community.
- Dignity, freedom to choose and participation as fundamental rights for all people, all men and women.
- Struggling for people’s happiness, security and environment as opposed to the values imposed by the consumer society.

We also believe that people and their communities need to be accompanied in the pursuit for territorial identity, achieving the capacity to diagnose problems and possibilities, strengthening abilities to help us to find solutions. All this whilst understanding that it is a complex, collective and individual process. This must be done based on strengthening the existing knowledge (highlighting it and fostering it) and taking into account its needs, interests and values. It is from here that the



idea of ‘alternative people’ who build ‘alternative groups’ springs. These people and groups aspire to live their life project, their good life with a new insight based on freedom and equality with capacity to participate and decide.

**b. What strategies can we use in order to activate this trait within our organisations and workplaces?**

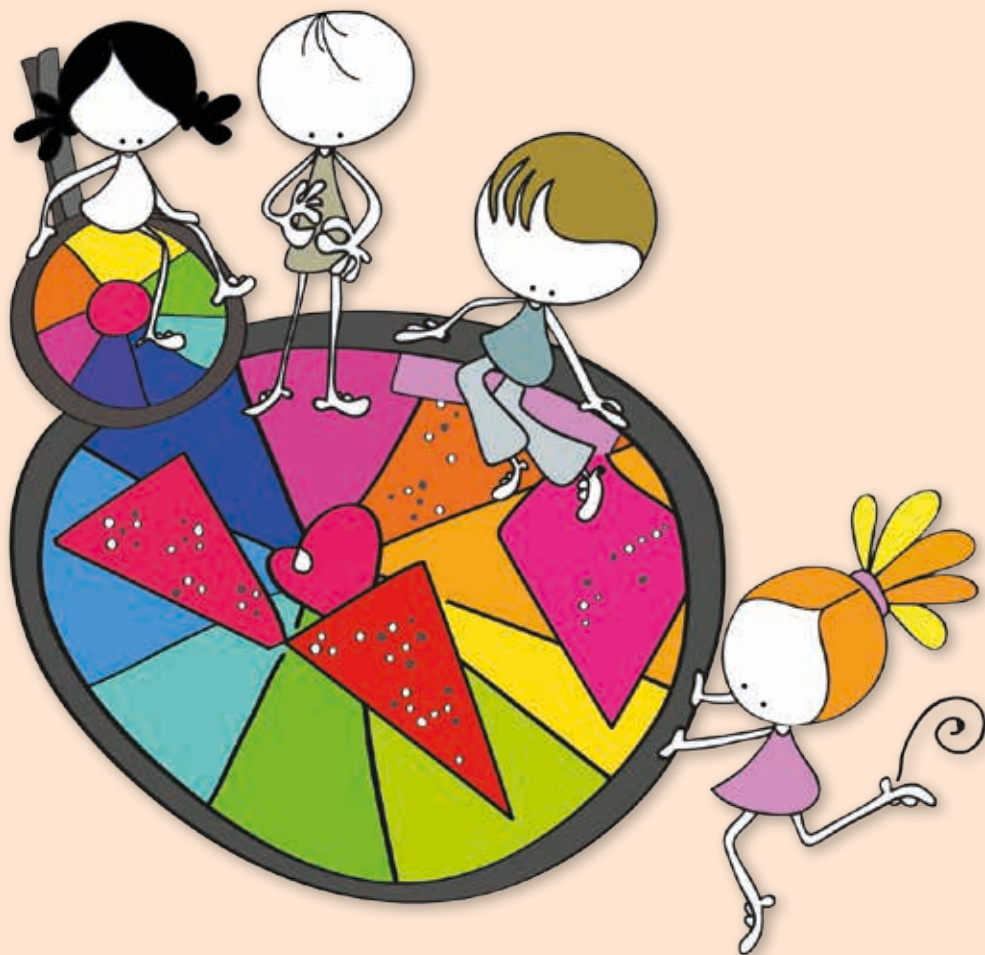
Based on the experience which COMPARTE members have, we have salvaged some strategies which may contribute to generating ‘good life’ processes and building that alternative horizon:

- *Fomenting egalitarian and collective participation.* It’s a matter of implementing strategies to construct collective thinking and knowledge based on local ideas, which generate the ability to dream of a common future and plan the development we desire along with others whilst recuperating and strengthening a sense of community service. These collective strategies must also guarantee the participation of women under the same conditions as men throughout the decision-making process.
- *Providing tools for political power in communities.* Training, support and action strategies are required so that people may gain knowledge, skills and attitudes which enable them to think of themselves as entitled persons. Social and civic education processes are necessary in order to give communities political power whilst dealing in particular with the most vulnerable collectives such as women and young people.
- *Promote and reinforce local and territorial bonds.* Strategies are needed to strengthen local and territorial networks which enable and facilitate partnerships and synergies with various civil society local players. The aim is to ensure that communities and towns gain control of local processes, and that governments provide with the corresponding services by opening up opportunities for dialogue and exchange with the population on politics and programmes that affect their lives and territories.
- *Promoting utopia and a commitment to change.* We believe that the status quo needs to be questioned and that we must be brave enough to dream about alternative realities good for the majority. We wish to promote personal and collective commitment to building the future we want, celebrating life and returning to the authentic values associated with a simple and dignified life for all.



## Chapter 2

### Capabilities





## 2.1. INTRODUCTION

In the view of COMPARTE members, generating skills is key to develop alternative proposals for changing society. Our report *'The alternative development we work for. Learning from experience'*, proposes<sup>4</sup> skills generation both as a singular alternative development trait and as a strategy for creating and achieving it.

As a singular trait, we opted for **capabilities development in order to achieve freedom and for decision making** since we refer to capabilities necessary for human beings to have them in order to build their own good life, freedom and future. This only occurs when the man is able to act and participate. In other words, we promote participation and decision-making capabilities because we believe participation to be nothing other than the possibility of people feeling and being part of a political community with equal rights achieved through exercising rights and responsibilities. We see how people may be encouraged to develop capabilities in terms of autonomy, participation and a vision of the future playing a role in creating proposals which-lead to individual and collective well-being.

In terms of strategy, we believe that **capabilities development is an essential part of our work accompanying people and organisations** with the desire to promote sustainable and inclusive changes in their societies and in need of strengthening capabilities and, as such, improving results. In order to achieve it and to understand the capabilities to be promoted, first of all we need to define the strategic collectives we wish to work with. This must be done by understanding each problem's issues, analysing them and designing a strategy to build capabilities depending on each circumstance.

In the seminar held in Loyola in September 2012, we discussed capabilities-development in economic-productive initiatives and identified a need for interaction between our practice and existing theory on the capabilities approach with the aim of establishing our own capabilities-development proposal. That is, a proposal to continue improving and directing our practice towards the creation of development alternatives that would also contribute to a conceptual debate along with civil society and academic organisations. We must recall that, of the four strategies we identified as appropriate for working on processes for transformation (accompaniment, insisting, learning from experience, generating

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<sup>4</sup> The following terminology will be used indistinctly throughout the text: capabilities generation, capabilities development, capabilities creation.

skills), we decided to reflect more deeply on this particular one. In doing so, we would address economic and production-related development processes and the way the necessary capabilities for promoting alternative initiatives are generated in these processes. We came to this conclusion by two main reasons:

- On the one hand, all the participating organisations believe that maintaining complex economic and production-related processes is not easy given the conditions of poverty and exclusion we are a part of and the adverse situations we face.
- On the other, the majority of organisations have trained, accompanied and counselled strategies. Some are more centred around economic and production-related issues, others more on the socio-political and cultural ones. These complement and mutually support each other.

It is appropriate, therefore, to have a look at how we are promoting these capabilities and how we are unfolding the strategies in different contexts and with how much emphasis this is being placed. It is for this reason that this chapter focuses on bringing together the main theoretical contributions on the capabilities approach that have shaped thought on our practice which, as we shall see in the next chapter, we have materialised in our capabilities-development proposal, now under construction, and undergone constant exchange with our endeavour.

## **2.2. CAPABILITIES APPROACH**

The capabilities approach envisioned by Amartya Sen in the 80s was the philosophical basis for human development fostered by the United Nations Development Programme (UNDP). Occasionally both terms are used indistinctly. Therefore, this section shall begin with some brief clarifications on the relationship between the two. This relationship is the result of the theoretical contribution of the capabilities approach to human development. It is essential to understand the relevance of the capabilities approach contribution from its outset to the latter's evolution. Therefore, human development is a proposal whose starting point is the capabilities approach, although it also receives input from other theoretical contributions going even further. It cannot be denied that the term capabilities has become a reference for human development, despite it's not always being used within the parameters of Sen's analytical categories.

From the outset, both outlooks have evolved as a result of reviews, criticisms and contributions from a wide variety of players such as academics, social movements, development institutions, etc. In 1990, the human development concept was first conceived in the UNDP's first Human Development Report and in 2010 it was revised with a reference to the social side of development. This matter of the social or collective side of development is key when considering the capabilities approach. It was one of the main criticisms made of Sen's original proposal (and, therefore, of the UNDP's proposal) because of its individualist nature. But before getting into that, let us first determine the capabilities approach. We will talk about aspects, types and some of the capabilities categories.

The capabilities approach implies in-depth criticism of the domineering approaches of economy and development policies and offers an alternative vision of what quality of life means and the well-being of people and societies. It must be understood as a theoretical alternative evaluation of well-being and, therefore, of poverty and development.

Sen's original outlook (1985, 1992) stems from understanding human life as a mix of actions and states (doings and beings); he believes that valuing quality of life means valuing its situations. In order to make this evaluation, he uses two analytical categories: functionalities and capabilities. He suggests that both make up the reference of what really ought to be evaluated in order to measure to what extent well-being has been achieved. However, capability is considered as a main factor of well-being because it provides wider information than functionality.

***Capability/ies.*** Capability means *opportunity to choose* and capabilities ought to be understood as area of freedom and action likely to become functioning (Nussbaum, 2012:45). The person has a chance to act or to get to states of existence with which to achieve well-being or face a disaster.

### 2.2.1. CHARACTERISTICS OF THE CAPABILITIES APPROACH

This point of view indicates that the key question when comparing and evaluating societies in terms of quality of life and well-being is: **What is each person capable of doing and being?** That is, each person's quality of life is defined by their capabilities.

Based on Nussbaum's thoughts and proposals (2012: 38-45, 55), the defining elements featuring it stand out:

- *Development is understood as expanding capabilities.* That is, the political objectives of development are capabilities and not functioning. Capabilities are the essential space for evaluation of quality of life and development because they are what guarantee people's choices.
- *Each person is understood to be an end in him/herself:* the aim is to produce capabilities for everyone without using any of them as a means for the capabilities of other people or groups.
- *It's based around choice or freedom:* it believes that the essential thing that societies ought to promote for their people is an assembly of opportunities (or significant freedoms) for the people opting to put into practice. People's ability to define themselves is defended.
- *It's duly pluralist in terms of values:* the capabilities of central importance to people are different to each other from a qualitative point of view, not a quantitative one.
- *It deals with ingrained injustice and social inequality:* it deals, in particular, with failures or omissions in capabilities causing discrimination or marginalisation.
- *It assigns urgent tasks to the state and public authorities:* the task of improving quality of life for everyone; a quality of life defined by people's capacity.

Nussbaum has become one of the main references in the field of construction of the capabilities theory. She develops and complements Sen's original proposal. One of her main criticisms is that the latter's proposal does not indicate the capabilities need to be taken into consideration in order to achieve a specific concept of basic justice and well-being objectives. That is, she points out the need to have objective well-being references and, as such, provides a list of ten main capabilities which determine the minimum social justice threshold to be pursued by a nation (ibid: 53-55).

### 2.2.2. CAPABILITIES IN THE UNDP'S HUMAN DEVELOPMENT APPROACH

From its first definition of human development in 1990, the UNPD has moved on to a more integral notion of it reflected in 2010 report (UNDP, 2010 24): *'Human development is the expansion of people's freedoms to live long, healthy*



*and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet. People are both beneficiaries and the drivers of human development as individuals and in groups.*' This indicates that the outlook on human development has evolved since it now regards not only the individual side of development but also the social and collective side. This, as we will see later on, is essential when dealing with capabilities.

According to this new approach, human development is made up of three elements which are also linked to the three aspects of capabilities addressed by UNDP deals with (2010: 24-25):

- *Well-being*: widening people's actual freedoms so that they can prosper. This is linked to extending opportunities.
- *Empowerment and agency*: allowing action by people and groups in order to achieve evaluable results. Empowerment, when understood as the ability people have to generate change (what Sen calls 'agent'), lies at the centre of the capabilities approach and is closely linked to freedom. As such, empowerment and the agent are considered process freedom which emphasise the ability of individuals or groups to create, get involved in and make the most of development processes (be they political or of any other nature) in their homes, communities and societies.
- *Justice*: support for the extension of the principle of equal treatment, maintaining the results over the years, respecting human rights and society's other objectives. These three key principles of justice bring about results in people, time and space.

In order to pinpoint the capabilities approach in practice, the UNDP (2009) elaborated a capabilities development proposal, in itself, with no standard-setting directive. That is, a self limiting proposal to indicating a process which ought to take place for society to change, but without laying down any criteria to evaluate the direction or aims of such a change. **The important thing is to link this technical proposal to the human development concept or, at least, to an outlook which gives meaning to our pilot project. This is the only way to enable capabilities development:**

- **To become a process with its own intrinsic value.** The introduction of the process category is essential. For human development, the process is not

only a means to an end. It exceeds its instrumental nature and confirms importance of the process as an element of well-being itself.

- To **become a framework**: an instrumental and aseptic idea of the capability and development categories is surpassed and they are given a regulatory content. Not all capability development processes are positive. It's essential to evaluate which brings about human development and which does not.

## 2.3. CAPABILITIES DIMENSIONS AND CATEGORIES

As has been demonstrated, capabilities are not developed within a void. If they are to be useful, they need to be entrenched within a wider development objective. In the case of COMPARTE members, we reflected upon capabilities-development in the economic and production-related processes we promote and support. In other words, we decided to analyse those processes to understand to a greater extent the capabilities we develop and how we are doing it. Also, which capabilities are necessary and fundamental to the construction of alternative development proposals.

Considering all this from a practical point of view, we used a three-level or three-dimension pattern to generate capabilities and four categories to design, plan and follow-up the capabilities-development strategy. The task of making the capabilities approach work in development processes is not easy. There is not a pre-established model for all since the context, background, opportunities and problems to be tackled must always be born in mind as well as the process itself we are involved in. This means understanding the **contextual and dynamic nature of capabilities**. However, the UNDP (2009) asks three basic questions which might help us to achieve this:

- **What** do we need to develop these skills for? What will the aim be?
- **Whose** capabilities do we need to develop? What groups or people need more power?
- **What types** of capabilities do we need to develop in order to achieve the greater development objectives?

On the whole, these questions have helped us to address the question of dimensions, categories and capability types. First of all, however, it's important to

point out that the first question is connected to the importance COMPARE gives to the generation of capabilities as an alternative development trait and strategy. This is based on visions that situate people's well-being and the environment (the sustainability of life) at the centre of the entire development process. As mentioned above, the answer to this question leads us to the need for framing capabilities development within the human development approach or, at least, within an approach that gives meaning to our alternative politics project.

### 2.3.1. LEVELS OR DIMENSIONS CAPABILITIES ARE GENERATED IN

The second question refers to the matter of levels or dimensions in which capabilities are acquired or developed: environment, organisations and people (UNDP, 2009).

- The **environment** is the wider social system within which people and organisations operate. It includes all the rules, laws, policies, power relations and regulatory social norms of civic interaction. A favourable environment determines the extent of capabilities development. Capabilities development enables the environment to be transformed.
- The term **organisational level** refers to the structure, policies and internal procedures which determine an organisation's efficiency. It is here that the benefits of a positive environment come into play and where a variety of people come together. The more aligned the elements are and the better the resources, the greater the potential for growth.
- The **individual level** is built upon the abilities, experience and knowledge of all those who allow them to develop. Some of these skills are acquired under formal education and teaching. Others are acquired informally and are built upon people's actions and observations.

This process of capability development on three levels (people; institutions and organisations; and environment and society as a whole) includes **individual and collective capabilities**.

The UNDP has not avoided the original capabilities approach' criticism of the individualist nature. In its last report (UNDP, 2013) it referred to social capabilities in order to show that human development goes beyond the individual. It understands that people cannot work and grow alone. People unfold within social

institutions that determine their identity and choices, and also limit or foment their capacity for development. As such, it suggests that, in order for people to have the opportunity to develop their full potential, development policies must take into account an increase in social capabilities and not only individual ones. It must also ensure that one of the human development approach tasks is to analyze those social institution features enabling human prosperity.

In this sense, Nussbaum's theory (quoted in Dubois, 2008) is a significant step forward because 'it is based on getting people to achieve capabilities by allowing them to fulfil themselves and, within these capabilities, many have a strong connotation of relationship with other people and with social and natural surroundings.' However, other theoretical proposals believe that the capabilities approach has flaws difficult to overcome by just adding new individual capabilities. Moreover, new conceptual categories are needed in order to understand the collective side of well-being. For these, 'the social dimension must be included as a part of the well-being to be evaluated and not only as a means for people to achieve objects that worth keeping in mind for evaluating well-being. Collective categories are necessary for this' (ibidem).

It is appropriate at this point to recall that COMPARTE's thoughts (ALBOAN, 2011:25-26) point to **aim for collective construction as a condition for development**. We know that catering for collective matters is not damaging for people. It's a matter of regaining the idea that collective order is necessary for well-being. This leads us to '**well-being collective categories**' which occur when people work together as a community and with the support of the social environment in which they live and develop their individuality. These categories help us to make the idea of a good life on a possible collective level . Of all of them, we wish to concentrate here on collective capabilities<sup>5</sup>. We understand that in order for a society to work, these capabilities need to exist, work and interact.

In order to understand what collective capabilities are, let us first have a look at the **concept of collective capability in an organisation or system**<sup>6</sup> features:

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5 There are four collective well-being categories: (i) social capital, (ii) public assets, (iii) human security and (iv) collective capabilities (ALBOAN 2011:25-26).

6 Power Point presentation by Alfondo Dubois on 'Capability Development' given in COMPARTE seminar held between 24th and 27th September in Loyola (Gipuzkoa).

- It refers to empowerment and identity: these are characteristics which allow an organisation or group to be aware of themselves, grow, diversify, survive and become more complex. Such characteristics enable an organisation to do a job and survive.
- It involves collective action: the features arise within collective action processes although it must be kept in mind that not all collective action reinforces human capabilities or has a positive impact on them.
- It's a systemic phenomenon as a result of multiple interactions.
- It's a potential state.
- It aims to create public value: it does not only benefit individuals but the whole.

It's important to understand that collective capabilities are new capabilities and not the sum of individual capabilities.

### 2.3.2. COLLECTIVE AND INDIVIDUAL CAPABILITIES: THE FIVE CAPABILITIES MODEL (5C)

COMPARTE's need to create our own capabilities-development proposal based on practice led us to look into different theoretical approaches providing us with an analysis framework. We opted, in the end, for the Five Capabilities model because of its holistic and flexible nature (Huisman & Ruijsmschoot, 2013). This model considers organisations from different points of view and emphasises their 'hard and soft' sides (technical, financial, personal, cultural knowledge, etc.). It also suggests a flexible approach to capacity evaluation taking into account the circumstances of the context and individual characteristics of each organisation. We consider this is vital, since the diverse background in which COMPARTE members participate and the importance we give to the collective side of development. The *5C model* represents a way of thinking regarding the collective capabilities of an organisation or system which, along with individual competencies, contribute to the creation of public value<sup>7</sup>. The 5 capabilities approach is a tool which enables organisations to get an idea of the capabilities they have to then establish a

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<sup>7</sup> It's a model from an empirical study carried out in 2004 by the European Centre for Development Policy Management (ECDPM). For further information on this model, refer to: Huisman, Peter and Ruijsmschoot, Lieke (2013); Baser, Heather and Morgan, Peter (2008); Engel, P., Keijzer, N., Land, T. (2007).

dialogue and debate from inside with other organisations on those capabilities to be developed to achieve their objectives.

In short, this model is a useful tool for monitoring and evaluating the global capacity of an organisation or system determined by (Baser & Morgan, 2008):

- **The context** (political, social and institutional). It influences the organisation's acquired capability and its ability to develop it. It's also a factor that determines the aspects of capabilities-development that ought to be given priority.
- **Individual capabilities** and direct contributions made by those who are part of an organisation. People's mentalities, knowledge, motivations and hopes are crucial aspects of an organisation or system's capability. However, working with people does not mean that a causal relationship will be established as global capability grows. This must not be misunderstood. Some individual contributions to global capabilities are called 'soft skills' (for example, setting up relationships, trust and legitimacy) and 'hard skills' (for example, technical, logistical and management competencies)<sup>8</sup>. People may also become receptors of competencies and expertise that are part of organisational capacity.
- **Collective capabilities**: these allow an organisation to carry out its roles and processes whether within or outside of the system. These capabilities are needed by groups, networks and organisations as 'live human systems' to survive, grow, prosper, carry out their roles and achieve their aims. There are 5 central inter-related capabilities present in one form or another in all organisations or systems: (i) the ability to commit and devote oneself to development actions, (ii) the ability to carry out logistical tasks or roles and offer services and techniques, (iii) the ability to form relationships and gain support and resources, (iv) the ability to adapt to and renew, and (v) the ability to balance consistency and diversity. Each are different aspects and capabilities covered in detail in **appendix 1**.

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<sup>8</sup> **Soft skills** may be defined as abilities beyond the techniques in a specific area of work linked to the emotional side, behaviour, motivations and human being's values and culture. That is linked to person's social skills. **Hard skills** are related to the technique, in particular jobs or professions.

### 2.3.3. CAPABILITIES CATEGORIES AND COMPLEMENTARY APPROACHES

The third question on the types of capabilities to be developed to achieve development's greatest objectives, leads us to group capabilities into operative categories.

Whilst the 5C model gave us an analytical and operative framework suited to collective capabilities in an organisation or system, wider categories are also required to refer to both the individual and collective sides at the same time. Within the range of initiatives which attempt to bring together the existing variety of capabilities, **COMPARTE members decide to work based on four capability categories stemming from the approach by authors such as Anderson and Woodrow (1989) and COMPARTE's own suggestions<sup>9</sup>:**

- **Physical and material capabilities category:** material resources, health status, food, dwelling, education, technical knowledge.
- **Socio-political capabilities category:** social networks, making the most of political participation opportunities, property and work rights. The ability to participate in collective action taking into account the participants' autonomy. Close capabilities divided between groups in the community with particular emphasis on women.
- **Psychological capabilities category:** self-esteem, courage, initiative, imagination, critical thought processes and an open environment in which to indicate tastes and beliefs.
- **Meaning and identity capabilities category:** living in harmony with others, showing an interest in human beings, nature and their relationship with life. Valuing inwardness, encounters, continuous findings, surprise and wonder.

Based on our thought-through practices, this was our starting point for creating the COMPARTE capabilities development approach enriched and grown with additions from the 5C model and other analytical frameworks such as the one put forward by Anthony Bebbington (1999, 2005). This author, based on different development analysts' thoughts and his studies on rural means of life in Latin America, proposes

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<sup>9</sup> The first three were defined by Anderson and Woodrow (1989) whilst the fourth was a result of the COMPARTE thought processes. With reference to the latter, during the COMPARTE seminar held in September 2012 in , thought was given to changing the name of the category from 'Sense and harmony' to 'Sense and identity'.

a framework for examining sustainability in these conditions. This framework thinks of improvement in human well-being in terms of different forms of capital which are also the resources (or assets) developers of capabilities in people, giving meaning to their way of life and making them viable. That is, they are the means people have in order to achieve their aims in life. Five types of capital stand out. Of these, attention should be paid to two due to their contributions to COMPARTE<sup>10</sup>:

- **Cultural capital:** resources and symbols a person has as a result of the culture he/she belongs to. It refers to the importance of maintaining certain cultural practices valued for their meaning and, at the same time, for teaching, inspiring and empowering people. They are cultural practices that, in strengthening some forms of identity and particular methods of interaction, facilitate action and resistance which other types of capital could not achieve by themselves. As such, cultural capital is considered to be an essential resource to keep in mind to understand the significance people and social groups give to poverty.
- **Social capital:** resources existing as a result of relationships with others and participation in organisations. This capital is an **essential resource for facilitating access to other assets and players**. As a resource, social capital is valuable in itself given the sense of ‘belonging’ and inclusion it can give a person coming from the simple fact of being organised. However, its main value is how it facilitates access to other resources. That is, how relationships and social networks set up enable access to other assets to achieve aims in life and well-being. Through relationships with different players such as the state, the market and various sectors in civil society, people and their organisations can claim, defend and transform resources to obtain greater benefits. They can also defy and renegotiate the rules to access to resources in society. In order to achieve this, they need to be skilled in relationship management and exchanges with each one of them whilst making the most of what can be gained from each one.

By underlining the importance of access to resources, this analytical framework emphasises the ways in which social structures and institutions (market, state and civil society) affect both access and the ways in which people transform, reproduce and accumulate their resources. It points out the influence of the state on lives through different means such as laws, policies and public programmes, condoned violence, etc.

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<sup>10</sup>Refer to **appendix 2** to learn about the 5 types of capital proposed.



## Chapter 3

### The COMPARTE capabilities-development map





### 3.1. INTRODUCTION

in this chapter we will explain what COMPARTE capabilities-development map is. This map was the result of an analysis of economic and production-related COMPARTE Community experiences from which we have been able to extract enough information to be able to uphold it (**appendix 3**). The value of this map lies specifically in the fact that it is the result of reflection on practice and a broad viewpoint of the goal of justice and development for everyone. This view of a desired political change has allowed us to make headway in dialogue regarding our practice and to look further in depth at the capabilities we need to develop in order to maintain the economic and production processes that are already underway and to contribute to the development we advocate. We have used the following question as a guideline: **What capabilities do we need to foster in people and organisations in order to improve people's lives?**

The seminar held in Loyola in September 2012 entitled *'Aterrizando propuestas para el desarrollo alternativo: un acercamiento a la generación de capacidades en iniciativas económico productivas'* (*'Proposals for alternative development: an approach to creating capabilities and initiatives related to economics and production'*), allowed us to set our own goals. Although we were aware of the risk of backing alternatives to existing methods, we were also convinced of the need to create a reference framework that would guide us in the creation of shared transformation processes. In Loyola we established our Theory of Change, defined as-what "allows us to order our thoughts and configure, in an abstract manner and based on our knowledge and experience, those conditions required to achieve the desired change in a specific context" (Retolaza, 2010:2). A Theory of Change is, among other things, a channelling of thought and action that helps us identify milestones and conditions that are bound to be found on the pathway to the change we want to bring about; as well as being a process tool that allows us to consciously and critically monitor out thoughts and actions both on an individual and collective basis. It is not, therefore, something we can accept and take on board as an absolute and unquestionable truth about how the change has to take place, about how it is going to occur or even how we want it to happen; nor is it a definitive recipe for helping eliminate the uncertainty that exists in emerging and complex social processes (ibid.).

We can use these brief premises regarding the Theory of Change to introduce some of the basic considerations related to the COMPARTE capabilities-development

map, as it is advisable to clarify them before looking at what it consists of and how it has become a reality:

- ***It is a process with a value of its own.*** The COMPARTE Community will not accept any old capabilities-development process, nor will it accept the process being haphazardly implemented. We care how these capabilities are developed and, of course, what they are developed for.
- ***It is a process under construction*** that needs to evolve based on practice. The proposal presented here was the result of reflection, and the knowledge and experience accumulated so far by the people and organisations that form COMPARTE.
- ***It is a flexible process*** that encourages continuous reflection and action. This critical attitude provides a base on which to build, that precisely has led us to create something of our own, based on existing proposals and the thoughts of other individuals, organisations and institutions that are active in the development field. As we have discussed in previous chapters, we have explored everything around the issue of capabilities and human development, taking from it the information currently most relevant to the change desired by COMPARTE.

In short, this is a proposal that makes us feel part of a common political project, which makes us understand each other and work together as an alliance. As we will see in this chapter, we emphasise the collective dimension of capabilities development in economic and production-related processes that are already underway, and we refer to an **organised collective body** that makes reality the work, challenges and processes, seeking to ensure they are both feasible and sustainable. We are aware that focussing on the collective is in no way detrimental to the individual, quite the opposite: the collective is fundamental for the well-being of the individual.

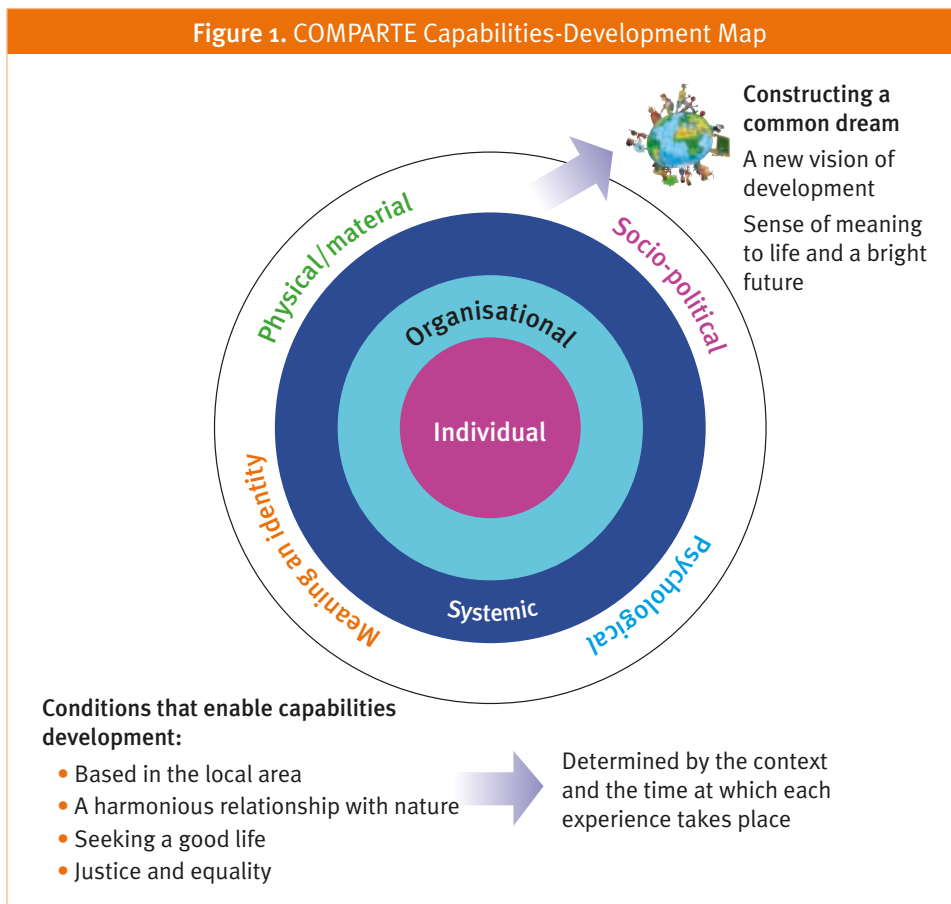
### 3.2. ELEMENTS OF THE COMPARTE CAPABILITIES-DEVELOPMENT MAP: WHAT IS IT FOR?

The visual representation of the COMPARTE map includes three explanatory elements on what it is used for:

- ***An alternative political outlook:*** It provides the new vision of development that motivates us to create a desired change, a common dream.

- **Enabling conditions for capability development:** These are the minimum conditions we have to work on from the outset for the desired change to be achieved.
- **A capability development roadmap:** It specifies four categories of capabilities that show us how to make the change towards the political outlook we want. It also reflects the dynamism and circularity of capability development in different dimensions: people at the centre, then interaction between people and others through organisations, and finally the interaction of organisations and people with the environment / system.

Figure 1. COMPARTE Capabilities-Development Map



### 3.2.1. AN ALTERNATIVE POLITICAL OUTLOOK

The map portrays a horizon we head towards, gathering all the experiences of the COMPARTE Community. It helps us consolidate the features of the development we want<sup>11</sup> and make reality by developing capabilities in the people and organisations we work with. It is our tool for personal and social change used within the framework of social structures that can either foster or limit it (State, market, etc.). According to Bebbington (1999), we need to pay attention to the need to change the rules and social structures that limit the development of the people and groups we are supporting. This involves setting up strategies that take into account important players such as the State and the market.

The map is imbued with Ignatian spirituality, an optimistic view of the world, which invites us to embrace it as it is, with all the pain and joy it contains, and to give thanks for life. It is a map that aims to help us improve the cycle of our mission as the Society of Jesus<sup>12</sup>, supporting the poor in a better way, helping them fight for their causes and make a respectable living, providing them with the best service we possibly can, raising awareness and joining together with others in alliance, reflecting and generating knowledge and, finally, having an impact on new models and alternative development rationales.

This proposal unites and motivates us to advance and to ensure greater justice based on a given situation in a specific context, and to see experiences as means of generating alternatives that are alive and possible. It spurs us on to create hope in the face of countless difficulties that we encounter in our daily lives.

### 3.2.2. ENABLING CONDITIONS FOR CAPABILITY DEVELOPMENT

Among the features of our political outlook, we can highlight four that we have focused on based on the experiences of COMPARTE, and which should be present in any Community initiative. They comprise what we call the minimum conditions for enabling capability development: (i) locally/territorially based, (ii) harmonious relationship with nature, (iii) seeking a good life and (iv) justice and equality. We

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<sup>11</sup> Our thoughts on the development achieved so far by the community are found in Chapter 1 and in the report entitled '*El desarrollo alternativo por el que trabajamos. Aprendizajes desde la experiencia*' (*The alternative development we are working for. Lessons learned from our experience*).

<sup>12</sup> Álvarez de los Mozos Patxi. El Ciclo de la Misión Hoy. Secretariat for Social Justice and Ecology of the Society of Jesus.

believe that working on these conditions can help develop collective capabilities such as equality, empowerment and sustainability in the environment / system.

Specifically, with regard to the experiences we are promoting on a local level, feasibility and sustainability are crucial aspects that oblige us to think and act on a larger scale (on a regional, national and global level). This is why our capabilities-development map has a clear territorial focus for tackling the problem of the feasibility and sustainability of our project experiences. In this case, we can refer to the geographical concepts of **space and scale** used by Bebbington (2007: 33-34) to contemplate rural sustainability, as they allow us to take into account the interaction between town and countryside within larger areas, or the relationships between a given territory and the agents and processes that operate on other scales. The use of these concepts of scale and relationships of scale allow us to reflect on the larger economic and socio-political networks that exist on a local level, and the impact of such networks on the ways of controlling, handling and sustaining resources and livelihoods. In other words, it helps us stop viewing the local area as the only place relevant to feasibility and sustainability and invites us to take into account other equally clearly defined areas.

### 3.2.3. A CAPABILITY DEVELOPMENT ROADMAP

We want our map to be used to achieve real change and concrete transformations, to help us create ways of life that allow people to make progress. This requires an improvement of our practices through systematisation, exchange and mutual learning. In order to do this, we need to move within an agreed framework that incorporates us, gives us an identity and provides a pathway for us to follow; a framework that provides with a common language and way of moving forward and the capacity to create dialogue among ourselves and with others. This framework becomes consolidated as a roadmap for generating capabilities that can help us reach the political horizon advocated by COMPARTE. Its characteristics are as follows:

- ***It is determined by context and other variables.*** It includes a wide range of capabilities that are not necessarily present and/or generated in all the experiences and organisations in the same way and at the same time. The type of capabilities that are present and/or have to be generated vary according to the context, the sector involved, the organisation's background and expe-

rience, the group we are working with and supporting, when the initiative or process takes place, etc.<sup>13</sup>

- ***It mainly refers to an organised collective.*** This means that our roadmap mainly includes collective capabilities that are present and/or are generated within the framework of the organisations we are promoting as a part of our economic and production experiences. Nevertheless, this does not mean we should lose sight of the circular and interactive nature of the capabilities in the different dimensions, given that they start in the middle of the circle and move outwards. In other words, they move from an individual level to a group level, and occasionally in the opposite direction. Some capabilities begin to develop in the social dimension (on an organisational and/or environmental/system level) and are then echoed or have repercussions on a personal level. The different dimensions of capability development feed back to each other, specifically highlighting the dynamism and circularity of the map.
- ***It reflects the comprehensive focus of the development we are striving for.*** It is not focussed on generating capabilities exclusively related to economics and production, rather it highlights that project experiences in these areas need to generate capabilities related to other areas of development (social, cultural, political development, etc.).
- ***It includes a capabilities proposal that is fresh, dynamic and open*** to new capabilities that are experienced/generated as part of the COMPARTE experiences. In order to do this, we need to continue to systematise experiences and record lessons learnt.
- ***It proposes a common dialogue framework for mutual support, exchange and learning.*** It seeks to unify support procedures so that they can be used to avoid frustrating experiences and to validate successful ones. It is, therefore, a tool for making progress in the exchange of valid experiences and capitalising on knowledge; a tool for reflecting on practices, systematising them, sharing them, questioning them and learning from them.

**The path we propose is not about comparing some practices with others,** rather it serves as a tool that guides us and allows us to see whether the experience is progressing towards the horizon established by the Community,

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<sup>13</sup> This matter is dealt in the works of Baser & Morgan, 2008; Bebbington, 2005, 1999; Engel, Keijzer & Land, 2007; Huisman & Ruijschoot, 2013.



and to identify the areas to focus our attention more (psychology, individuals, territory, material aspects) for each specific project experience being carried out at a certain time and place. In the mid to long term, it can help us develop indicators for gathering evidence of changes in the individuals and groups based on an alternative vision with the values and traits promoted by COMPARTE.

To summarise, our roadmap for capability development is our way of consolidating our path to change. We have used the analysis presented in chapter 2 as a basis for creating a tool that lets us know whether our practice is ensuring a move towards the COMPARTE Community's desired political horizon, and for identifying the capacity-development categories and dimensions that we need to focus on more. This tool is the 'COMPARTE Capabilities Catalogue', which comprises:

- Four categories that group together the collective capabilities and individual competencies of the people within an organisation or system.
- Five collective capabilities of an organisation or system that need to be generated by training people in order that they may have the skills necessary to perform.

**Appendix 4** gives a breakdown of the Capabilities Catalogue containing a non-exhaustive list of these capabilities and competencies.

**Figure 2.** Chart of the COMPARTE capabilities-development roadmap



Below are the main capabilities that have been generated through the economic and production-related experiences analysed by COMPARTE and the impact that their development has had on the individuals and groups that we support, as well as the gaps and areas for improvement related to capability development. The figures that accompany each category provide a graphic representation of the type and degree of collective capability development achieved by the project experiences as a whole.

**Figure 3.** Chart of collective capabilities developed as a result of COMPARTE experiences for the physical and material category



### Category 1. Physical and Material

#### **C.C.2. Capability to carry out logistical tasks or functions, and to provide services and know-how**

**Competencies for strategic planning and management** have been generated by providing support to the following processes:

- Prospective and strategic planning based on sustainability, applied to the design of production areas and the creation of life plans for geographical areas<sup>14</sup>.

<sup>14</sup> Life plans are documents that capture the vision of a region that its population has for a specific area and is the result of the prospective planning methodology implemented by IMCA and SUYUSAMA. Life plans involve a real sense of belonging and ownership among the communities and are the roadmap on which they base all their social effort aimed at developing their region.

- Consolidation of tools for designing and accessing local agroecological farmers' markets and general marketing of products.
- Consolidation of organisational competencies, leader management and community organisations.
- Strengthening administrative and accountancy control.

It has been noticed that there is a need to improve competencies related to strategic thinking. This also requires an improvement in competencies related to systematisation and lessons learnt, in such a way that we move towards a strategic-process approach in our organisations, instead of a project-based approach.

The support of the aforementioned processes has led to the acquisition of knowledge for:

- Using tools for business planning (diagnosis, operational planning, monitoring, organisation).
- Using planning and management tools: operational plans, budgets.
- Developing pre-feasibility market studies. Marketing and advertising (simple market research that allows the sector to be analysed).
- Assessing economic potential.
- Measuring production performance.

Competencies have also been created **for generating development results related to production** by providing support to the following processes:

- Consolidating agroecological production capacity through theory and practical expertise, applied to both small-scale family production and larger-scale market production.
- Strengthening technical and productive competencies for sustainable production within the food-safety and sovereignty framework.
- Improving competencies for creating food-safety and sovereignty processes on a family and collective level.
- Improving the responsible use of goods from nature, for example, practising reforestation.

Nevertheless, it has been detected that there is a need to improve technical competencies related to production. Supporting the aforementioned processes has led to the acquisition of knowledge for:

- Agroecological production linked to food sovereignty and ecological sustainability.
- The agroecological management of coffee industry agro-forestry systems: a process for using moist and dry beans, spanning from the roasting, toasting and grinding of the beans to the packaging and shipping of the finished product.
- The agroecological management of organic banana and cocoa production systems.
- Reading geographical maps and creating land-use maps.
- Using GPS and altimeters.

The experiences have shown us that several producers now have access to aspects of the work previously inaccessible to them due to the division of labour established by intermediaries in the regions. Through the available production resources now, they can work in ways that reinforce their identity and improve their income. They are able to appropriate processes that create added value for their products. However, it is clearly necessary to continue developing competencies for the acquisition of techniques and production methods that add value to our products in line with our social/production and cultural model; as well as competencies for analysing the contexts into which we introduce our products and services (enter the markets).

#### **C.C.4. Capability to adapt and to update skills**

We have created competencies for **combining different types of knowledge** through the support of innovative and creative processes based on:

- The recognition of know-how and new ways of doing things (sustainable production techniques) that enable the recovery and conservation of the existing wealth in biodiversity, as well as ensuring it is valued and used responsibly.
- Business and social entrepreneurship: a collective activity for creating something new.

This support has led to knowledge being acquired for identifying and creating new initiatives, drawing up and negotiating production projects. Nevertheless, we have detected a need to focus more on developing this competence and on the capacity for resilience in order to be able to thrive with the sustainability of the economic and production-related processes.

Figure 4. Chart of collective capabilities developed as a result of COMPARTE experiences for the socio-political category



## Category 2. Socio-political

### C.C.1. Capability to commit to development action and be engaged in it

We have created competencies for **community participation and organisation** by providing support to the following processes:

- Improving confidence for managing and leading, working as a team, motivating people, and delegating duties and functions.
- Improving the sense of commitment.
- Improving capabilities for organisation and association between social leaders of agriculture and livestock producers.

Support for these processes has led to the development of competencies for community organisation in the territorial area and in relation to sectoral production interests.

### C.C.3. Capability to maintain relationships and gain support and resources

Competencies for strategic planning and management by providing support to the following processes:

- Consolidating the situation of political subjects and the rights of producers, female farm workers, young people and women.
- Consolidating levels, tools and strategies for political impact and for the enforceable rights of community actors, as opposed to local and regional decision-makers.
- Strengthening the capability to participate and have an impact from a position of mobilisation and inclusive participation, to reach the State .
- Improving the capability to have an impact, the capability to transform oneself in order to inspire and be inspired.

Supporting these processes has led to the development of competencies for participating in local government decision-making events related to development and having an impact in them, and participating in committees and concertation events, as well as in the collective evaluation of traditional knowledge.

We have also established **competencies for creating networks and alliances** by providing support to the following processes:

- Strengthening strategies whereby community actors create local democracy.
- Improving the capability for building strategic internal and external alliances to reach common goals, both with regard to social and production organisations, and local institutions and non-governmental organisations.
- Improving the capability for negotiation and the creation of networks and alliances.
- Generating alliances for impact, visibility and introduction to markets.

There is a need to develop competencies for driving proposals that have a greater territorial impact concerning the production, marketing and sale, and consumption of products. There is a visible need to create a better capability for concertation and negotiation between actors in the mid to long term, and to opt for a territorial approach as a framework for acting on economic and production-related initiatives. One of the challenges is providing alternatives to producers and farm labourers that allow them to move from a micro-level activity to projects that have a greater impact. In COMPARTE there are huge differences in the alliances established with different actors, as they are conditioned by context, moment in time and background.

Support for these processes has led to the development of competencies for:

- Interaction and coordination in local and regional areas, and on a sectoral level.
- Creating thematic networks of organisations that explore ways of marketing their products.
- Coordination and concertation with community organisations, and of these organisations with others that support the areas (both social and governmental organisations).
- Reaching agreements and finding mechanisms to help group organisations and coordinators of the collective entities.

#### **C.C.4. Capability to adapt and to update skills**

We have created **competencies for analysis** by providing support to the following processes:

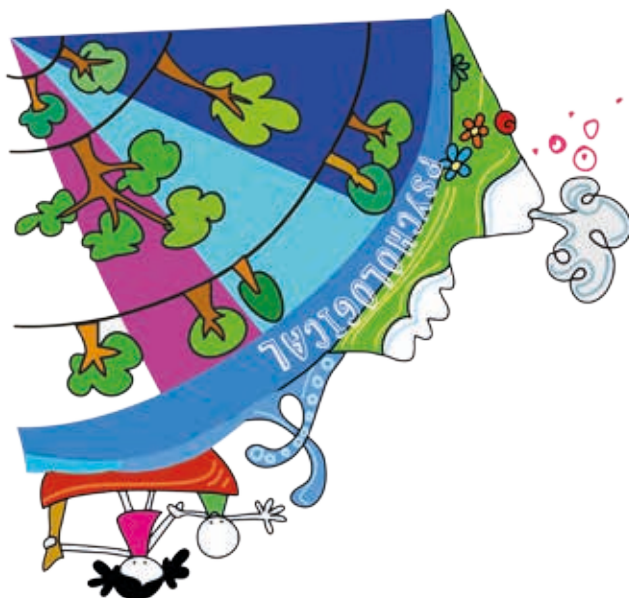
- Expanding the 'view of reality': improving the capacity for critical analysis of reality at all levels to allow decision-making. Analysing and reading context.
- Improving the capability to analyse from a gender perspective: identifying special conditions that affect women, gender roles, the place men and women hold in decision-making and resistance to change.
- Improving confidence in decision-making.

We have noticed that there is a need to create interest and generate possible scenarios that motivate people, even if they do not know how to turn them into a reality. We have also identified the need to motivate people to reflect more upon gender relationships (unequal power relationships between men and women) and to include thoughts about the care economy.

Support of the aforementioned processes has led to the acquisition of knowledge about how to prepare a critical analysis of the economic, political and social reality on a micro and a macro level; and to meet the needs, rights and problems presented by the women.



**Figure 5.** Chart of collective capabilities developed as a result of COMPARTE experiences for the psychological category



### Category 3. Psychological

#### **C.C.1. Capability to commit to development action and be engaging in it**

We have created **competencies for leadership that leads to self-recognition** by providing support to the following processes:

- Improving the capability for autonomy and sense of belonging in relation to the territory and its human, cultural and natural heritage. Improving the capability to construct a shared vision in relation to the territory (identity, self-esteem, etc.), rewarding local know-how.
- Consolidating the capability to motivate change in both the organisations we support and individuals.
- Improving motivation and interest in the creation of better living conditions for each of the areas.

- Consolidating positive leadership: individual and organisational leadership based on strategic, Ignatian thinking, regarding the emotional intelligence and good governance, and which is active and transforming ('fire that lights other fires').
- Recognising the capabilities of people and increasing their self-esteem.

We have noticed the necessity to support processes that value the knowledge of individuals and that develop a sense of belonging and the capability to commit to the collective and the territory. Processes that develop self-esteem because they value the knowledge, know-how and experiences of community people and organisations, and promote their freedom as individuals and as a collective.

#### **C.C.4. Capability to adapt and to update skills**

We have created **competencies for internal dialogue and creativity** by providing support to the following processes:

- Improving forms of personal interaction, hope and trust in the organised base as a starting point.
- Improving the capability to work as a team towards common goals.
- Improving the capability to raise awareness about caring for the environment in the immediate area.
- Improving the attitude and perceived image of the role of women and young people in production processes, and processes related to participation and social leadership.

There is a need to develop the competence of opening up and adapting to change (resilience) and being aware of resistance to it.

#### **C.C.5. Capability to achieve coherence**

We have created **competencies for handling paradoxes and managing diversity** by providing support to the following processes:

- Improving the capability to reach agreements, handle conflicts and prioritizing actions strategically.
- Improving the development of attitudes of respect and accepting the differences in the community.

**Figure 6.** Graph of collective capabilities developed as a result of COMPARTE experiences for the meaning and identity category



#### Category 4. Meaning and identity

##### **C.C.1. Capability to commit to development action and be dedicated to it**

We have created **competencies for self-recognition (identity) and achieving one's own space** by providing support to the following processes:

- Generating or activating desire for freedom on a spiritual basis with the struggle for economic freedom in the contexts of vulnerability and social exclusion we work in. The capability to have the freedom to earn, and conquer spaces to generate opportunities.
- Strengthening immaterial, symbolic references, and consolidating meaning and social relationships in relation to the production system, environmental and cultural heritage.
- Strengthening spirituality and inner growth towards ecological, community and family values.

We have observed the need to work on processes that generate capabilities in the field of visibility. This helps our inner vision and inner growth, because one needs to start with inner success. We are also working to ensure identity, worldview, spirituality and ethical values are present cross-functionally in all areas.

#### **C.C.4. Capability to adapt and to update skills**

We have created **competencies for self-reflection, the incorporation of new ideas (creativity) and harmonious relationships with nature** by providing support to the following processes:

- Understanding and implementing approaches for a solidarity economy and food sovereignty.
- Delving deeper into issues like gender equality, that change women's perspective of themselves and their environment.
- Promoting approaches such as community entrepreneurship, alternative trade, and responsible consumption as alternatives to be used as change agents.

## Chapter 4

### Strategies for capability development in the implementation of economic and production-related alternatives





## 4.1. INTRODUCTION

In the previous chapter we looked at the principal capabilities to help develop the individuals and organisations we are supporting in the economic and production experiences analysed by COMPARTE. We are now going to look at the strategies used to generate these capabilities in some of the processes, that have also contributed, in turn, to the creation of alternatives in the field of economics and production<sup>15</sup>.

Although there may be more strategies than those listed here, we have identified six that have been implemented (technical training and education in values, technological research and development, social and work organisation, quality planning and management, research/systematisation, and political and social impact), each one with its own particular characteristics. Nevertheless, all of them share the following common elements:

- They are based on a clear idea of **support** for the groups, organisations and collectives we work with. Our understanding of support is a shared path of listening, dialogue and permanent help, in which both parties learn and question each other. It is not a question of one replacing another, rather of walking side by side. The ultimate goal is the empowerment of the individuals, communities and collectives we work with (ALBOAN, 2011).
- They are introduced into a **process** dynamic that involves taking into account the reality and context of the location of the project. They are flexible and adapted to the characteristics of the context. It is also important to remember that the process involves the generation of dynamics that are generally permanent and characterised by having a specific goal. In other words, the strategies are introduced into a process that is both the means and the end in itself.
- They are interconnected and cannot stand alone. For this reason we need a **systemic view** to analyse these strategies.

Below is a description of each of the strategies and how far we have managed to go with them. The analysis of the first three strategies (technical training and

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<sup>15</sup> These are the different processes analysed that have taken place in the economic and production experiences:

Strategic processes: (a) processes of organisation and participation (b) consumption, reinvestment, re-use.

Activity and operations processes: (a) production and processing, and (b) distribution and marketing.

Support processes: (a) management and (b) quality.

values education, technological research and development, and social and work organisation) includes certain problems with some of the processes related to the experiences, learning and achievements. We have presented it this way in order to give an idea of the challenges that have to be faced when using these strategies for making progress in the creation of economic and production-related development alternatives. However, the last three strategies (quality planning and management, research/systematisation, and political and social impact) contain a less thorough analysis because we did not tackle them in such depth. This issue is still to be developed in future work by the COMPARTE Community.

## **4.2. STRATEGY 1. TECHNICAL TRAINING AND VALUES EDUCATION**

For COMPARTE, training strategies are the backbone of the development of capabilities, connected to the rest of the strategies and to be inserted into processes with far-reaching, lasting and comprehensive objectives. In this sense, before initiating any training activity, we need to identify which processes require intervention and what needs to be transformed in order to be able to design the right training strategy for each reality and context (ALBOAN, 2011). Each strategy must, at the very least, include the collectives we have been working with, the content, and the methodology to be used in the training.

The experiences analysed have led to proposals for training courses with content and methodologies that incorporate features of the ‘alternativeness’ we are seeking, with a focus on the acquisition of knowledge and the development of competencies, skills and attitudes. They have also made us reflect on the difficulties, lessons learnt and achievements that will help us improve the design of future training strategies; not only for the collectives and groups we work with, but also for our own organisations and teams.

### **4.2.1. CONTENT**

The content of the training courses focuses on four dimensions (economics/production, organisation, the socio-political dimension, and meaning and identity). Together they contribute to the creation of alternative proposals related to economics and production.



### *a. Economics/production dimension*

- Agroecology and food safety: soil ecology, agroecological techniques, integrated plague management, etc.
- Agroforestry.
- Agriculture and livestock: dairy cattle and processing milk derivatives.
- Forest conversation.
- How the market works and a critical analysis of it: production, processing and marketing of products.
- Micro-financing.
- Solidarity economy.
- Tools for improving productivity: technical training and seeking improvement in the quality of products.
- Comprehensive water management.

Moreover, the environmental approach is essential in training on aspects of production, as it contributes to the creation of a culture of conservation and respect for nature. We understand that environmental elements are inherent to production methods, meaning that training related to the production process should not only be based on how to use techniques and increase productivity, but also how to do so from a technological perspective that is environmentally sustainable. In the same way, gender approach is crucial for creating equality between men and women; in fact, one innovative element identified in the experiences was the increase in training on gender-related matters. Many of the production projects are aimed at women and used to tackle the issues of financial autonomy and the implications of this on how they relate to others, reading reality, empowerment, etc. However we also recognise that we need to go into more detail with a comprehensive gender training course that includes content that motivates people to reflect on traditional male and female roles, locating them within the world view of the collectives, and addressed at both men and women; as well as providing content on the care economy and the job of social reproduction.

### *b. Organisational dimension*

- Power relationships, leadership and community organisation. Democratic and horizontal leadership.
- Political impact.
- Power relationships between men and women, and gender equality.
- Organisational consolidation: strategic planning, operational planning, project creation, administration and accounting, technical management, financial management, human resources management.
- Analysis of context (consultations and participative diagnoses) and the formulation of strategies.
- Enhancement of culture and identity, development of personal and collective self-esteem, collective construction of identity.

We have observed a clear need to reinforce training in the organisational dimension, given that any gaps can lead to the failure of the economic/production experiences.

### *c. Socio-cultural dimension*

Content that allows us to understand the world, to understand how global matters relate to local issues, and to obtain a complex and comprehensive view of what is happening.

- Social and economic relationships.
- Political context on a regional, national and international scale.
- The analysis of context.
- Impact and leadership.
- Human rights and the rights of peoples, in both national and international legal frameworks.
- Area planning (life plans, municipal development plans, land-use plans, among others).
- The structure of the State.
- Electoral dynamics.
- Social control.
- Participation mechanisms and impact.

#### *d. Meaning and identity*

Content that encourages the internal growth of the individuals related to the processes as a determining factor in the construction of a better society. This content is based on Ignatian spirituality, as well as being open to different ways of conceiving and experiencing a relationship with transcendence. All this helps bring people closer to their inner self.

There are some cross-functional training areas that apply to all four dimensions: (a) the intercultural approach for better communication and mutual respect, (b) the gender approach for enabling relationships of equality between men and women (c) the environmental approach for helping construct a culture of conservation and respect for nature, and (d) citizen participation both inside and outside the production units in order to promote freedom of speech and decision-making.

#### **4.2.2. METHODOLOGIES**

We use complementary methodologies that are principally based on the approaches of '*Popular Education*' and '*Campesino a Campesino*' (*the Farmer to Farmer Movement of Latin America*). The first of these approaches is based on the know-how and experience of the communities, and their reality and analysis of it. It looks at their practices and seeks joint alternatives, creating new experiences and collective know-how. The second fosters exchange between groups and communities in order to share experiences and know-how, in such a way that it is the farmers themselves (both men and women) who promote and facilitate the process in their communities based on their own experiences. Both approaches are based on dialogue related to know-how, to the idea that the best way of learning is by doing, combining classroom learning with practice, and the need to respect the decisions and processes of the groups, working with them at their own pace.

In the case of training related to production, training plots of lands are used for experimenting with agricultural techniques and, by trial and error, producers gain technical knowledge from their experiments. These training plots of lands are used, in some cases, for applied research that contributes to improving skills, competencies and to encouraging commitment among the producers. In this way, an exchange of knowledge and experience takes place between producers, as well as between the producers and agricultural professionals, so that they gain a more thorough understanding of the subject and obtain better results through

activities such as collective study days and tours of a community, municipality or region. The aim of these initiatives is to create dialogue between people with an exchange of know-how that allows individuals to learn ‘another way of doing things’ informally, through indigenous knowledge (bio-pedagogy).

In addition to training, customised technical assistance is provided by technical staff and agricultural mentors who visit the producers’ own fields on a regular basis.

#### 4.2.3. DIFFICULTIES, ACHIEVEMENTS AND LESSONS LEARNT

The main **difficulties** we have observed in the training processes, together with the corresponding **lessons learnt**, are:

- *The lack of continuity and links between training processes and social processes:* there is a risk that participants in the training processes do not take on board practices and roles aimed at positively transforming their reality. In other words, there is a risk that the training does not lead to any impact on organisations or communities, or on the relationship between civil society and the State.
- *The initial reluctance regarding new ways of doing things hinders the construction of new systems of organisation and production:* there is a need to develop training processes that link new knowledge with ancestral knowledge and once put into practice in the community, they are useful for obtaining collective benefits.
- *The use of traditional teaching methods by technicians and facilitators hampering the shared learning:* we need to generate new attitudes with regards to teaching so that the training becomes a permanent learning process, both for the producers and the technicians and facilitators.
- *The shortage of training on values and competencies:* there is a need to include content on competencies for flexibility in the workplace, empathy, tolerance, listening and negotiation, etc.

As regards the **achievements** made through the training courses, we can highlight the following:

- *Achievements in production:* (a) an increase in the self-esteem of underprivileged families with the creation of resources/initiatives

for obtaining their own income, especially in the case of women who have developed their own economic initiatives and achieved economic independence; (b) improvements in the use of products and techniques corresponding to the sector, production levels, product quality indicators and the capability to verify the quality of production and marketing; (c) greater autonomy and independence in production for self-supplying food; and (d) creating economic development committees as part of the local dynamic.

- *Achievements in the organisational and socio-political dimensions:* (a) creating synergies with several different actors from organised civil society that give life and consistency to economic and production-related development alternatives; (b) strengthening leadership capabilities; (c) creating platforms for decision-making (platforms for the participation of the social base); (d) empowerment of people, improving their self-esteem, and improving their view of themselves as a group and as individuals; (e) greater awareness of the advantages to be organised for the achievement of common goals; (f) better understanding of the logic of the capitalist system and the need to create alternatives to resist its impact and the impact of mega-projects; (g) better understanding of the structure and function of the State in order to consolidate relationships in line with the Law, and (h) creating awareness of, or at least openness towards, the analysis of gender equality and the participation of women in organisational processes.

Lastly, taking into account the experiences analysed and the proposal by the Conferencia de Provinciales Jesuitas en América Latina (CPAL – *Conference of Jesuit Provinces in Latin America*) with their Escuelas de Formación Política Ciudadana (EFPC – *Schools of Political Training for Citizens*) for Central America, we believe that any alternative training process has to include three dimensions (ALBOAN, 2011: 40):

- *The acquisition of new knowledge ('understanding'):* generating knowledge of a productive, organisational, political, cultural, social nature, etc.
- *Fostering values ('being'):* promoting values that encourage personal commitment to collective development, respect for human rights, taking on board constructive attitudes in relationships with 'others' (tolerance, empathy, listening, solidarity, etc.).
- *Putting into practice what has been learnt ('doing'):* promoting learning through trial and error, and helping train change agents.

### **4.3. STRATEGY 2. INNOVATION AND TECHNOLOGICAL DEVELOPMENT**

We have a broad idea of innovation that goes further than just incorporating new techniques and acquiring knowledge, more related to other proposals such as work with typically excluded collectives, innovation of approaches (gender, sustainability, interculturality, solidarity economy, new management), the recovery of know-how on a local level and technological development. Based on the experiences analysed, the innovation we are referring to aims to effectively link local know-how to external know-how that comes from technological development with the objective of improving production systems; in other words, the understanding is that a dialogue related to know-how is required as well as ways of doing things in order to recover strategies and practices that contribute to improving the productivity of economic and production-related initiatives. This has to be done in such a way that the strategy of innovation and technological development makes sense based on two fundamental axes: (a) the recovery of local know-how and (b) the incorporation of new technologies/methodologies.

#### **4.3.1. RECOVERING LOCAL KNOW-HOW**

This consists of understanding that innovation does not always come from outside, but the existing knowledge of communities can lead to strategies for innovation. It is all about establishing inter-generational dialogue to recover experiences and know-how from older people that allows practical, functional results to be obtained; for example, recovering traditional farming methods and native seeds. The approaches of the *Campesino a Campesino* and Popular Education methodologies are key in this recovery, given that they are based on the know-how and experiences of the communities, and foster the exchange of knowledge and experiences between producers.

Based on our experiences, we have confirmed that there is a need for platforms for dialogue and cooperation for innovation such as: (a) training farms where knowledge is transferred, (b) meetings and exchanges between producers and organisations, (c) business and trade fairs, and (d) assemblies and community work groups.

#### **4.3.2. THE INCORPORATION OF NEW TECHNOLOGIES/METHODOLOGIES**

The incorporation of new technologies into production processes entails technological innovation while respecting the territory as a space with an identity. It is about introducing new techniques, machinery or tools for adoption by the

groups who will use, look after and maintain them. Technological innovation is important because conventional technologies are not always 'highly' productive and still prevalent in some sectors. In relation to this, there are certain factors that may favour or hinder their development.

### **Factors that make the incorporation of new technologies difficult**

Some of the factors that make the incorporation of new technologies difficult: (a) the producers' fear of change accepting new challenges and ways of doing things, an issue that turns more serious when a man does not allow members of his family to participate, especially his wife; (b) the lack of governmental help for innovation and the promotion of alternative production systems, and the consequent absence of funding; (c) a weak system of technical support and monitoring due, among other things, to the uncertain allocation of resources for important sectors of rural economies; (d) government policies that perpetuate conventional systems; and (e) the restricted participation of research centres in the provision of knowledge applicable to local conditions.

### **Factors in favour of the incorporation of new technologies**

The main factor that favours the assimilation of new technologies is dialogue with the producers, families and communities. The key is in recognising them as the protagonists of their own development and guaranteeing their participation in the evaluation of new technological proposals. It is necessary to create platforms for reflection which, based on local know-how and experiences, debate the possible incorporation of certain technologies and provide all the information required to make decisions in this respect (cost, advantages and disadvantages). It is then the producers themselves and their families who decide whether to incorporate them or not into their production processes. Equally, in reference to some experiences, it has been observed that the participation of the woman in the family is conducive to technological innovation because she is the one who takes notes or manages time more accurately during the process.

Another good feature of this strategy is the producers sharing experiences as part of tours, exchanges and training workshops. This sharing is related to information about the benefits experienced by the producers, including, for example, reduced costs and autonomy in food production. Quality assessments of the products also open channels for dialogue and the exchange of know-how.

The interaction of several actors in production activities (local and district institutions, and other governmental and non-governmental organisations that operate in the region) and the definition of a strategy for sustainability, also contribute to a greater openness towards technological innovation.

In general, the experiences that have incorporated new technologies and management techniques for production have led to improvements in the quality of products and an increase in production.

#### 4.3.3. DIFFICULTIES, ACHIEVEMENTS AND LESSONS LEARNT

This strategy can be applied, above all, to the processes of the experiences classified as activity/operational processes: (a) production and processing, and (b) distribution and marketing of products.

##### **Production and processing processes**

With regards to these production and processing processes, bearing in mind all the difficulties and lessons learnt, the experiences of some of the COMPARTE have allowed us to identify the factors for success that ensure production initiatives go ahead and become consolidated over time. These are some of the **factors for success**:

- *Systems that promote the value of all local things.*
- *Systems that are based on a systemic view of sustainable agriculture.*
  - Strengthening the systems' capacity for resilience and the generation of food safety and sovereignty: ecological diversity.
  - Creating awareness about processing goods from nature.
  - Reducing dependence on external chemical or biological consumables.
  - Optimising small-scale operations in accordance with the land available to each family, opening up possibilities so that new generations can subsist based on the rational use of the resources currently available.

One of the fundamental challenges of alternative development is reducing dependence on external agrochemical consumable goods (hybrid seeds,



chemical fertilisers, insecticides, herbicides and fossil fuels) in favour of biological consumable goods (native seeds, organic fertilisers, stabilisers for micro-organisms and insects, and alternative energy sources), strengthening the capability to recover, optimise, preserve and increase the internal base of available or potential resources. This should be done based on capabilities for innovation (handling complex systems with confidence), continuous experimentation, updating, and improving the performance of the production process.

- *Systems that promote value-added products.*

- Adding value to the products, even if it is only a little to start with. Processing removes the volatility (and often oppression) that working with raw materials entails.

- *Systems that favour the complementarity of different production systems.*

- Choosing production systems with better possibilities of generating income, complementing them with high potential production systems that provide the family and the local area with a range of foods.
- Connecting micro-credit systems to local production initiatives.
- Diversifying for self-subsistence (vs. specialisation or expansion of monocultures). Forming a relationship between the Technician, the Farmer, the Institution and the Community.
- Promoting self-sustaining families
- Analysing and systematising the connections with other sectors. For example, those that can provide the infrastructure to enter into local, national and international markets.

For example, in the Piura region (Peru) three production systems coexist. There are agroecological, mixed and 'green-revolution', although in the CEPIBO Association ('the Piuran Centre for Associations of Small Organic Banana Producers'), there is only the agroecological production system.

- *Systems that promote alliances with different actors and institutional consolidation.*

- Having governmental support for the incorporation of organic fertilisers.

- Creating alliances with private companies for the sale (export) of products and for technological innovation.
- Creating associations of producers and obtaining the support of ONGs.
- Creating alliances for the marketing and direct sale of products to final consumers (as in the case of coffee).
- Political definition of the community.
- Creating platforms for advice, research and consultancy related to the different stages of development affecting the economic and production-related processes, establishing advice for organisations.

Based on the above, we can say that in some regions it has been demonstrated that the agroecological proposals are economically and technically viable (for example, in the coffee, banana and cocoa-production sectors), as well as other economic sectors such as rural tourism. However, there are also experiences facing **difficulties** that have hindered the progress of the production systems on an economic and technical level, among which we can highlight:

- The search for high-yield and maximum profitability.
- The high cost of fair-trade or organic-production certificates.
- Dependence on finance for new investments.
- The need to improve production and the fight against emerging plagues.

The rest of the difficulties faced are related to those mentioned in the following strategy about social and work organisation.

### **Distribution and marketing processes**

In the distribution and marketing processes, there are **difficulties** that prevent the marketing of the products and present significant **challenges** that we, the COMPARTE organisations involved in these processes, need to tackle. We need to focus on marketing channels that meet the criteria related to sustainability, and to social and work organisation.

- *Marketing channels that meet the criteria of economic and technical sustainability.*

- Expanding markets in accordance with local capabilities: there is a need to increase production and sales, to promote local and regional alternatives. Dealing with vertical and horizontal growth.
- Making the most of the opportunity to export and enter into the national market. Combined strategy for marketing of products.
- Capitalising and generating investment with own funds. Diversifying production.
- Having an impact in local governments so that they invest local resources in these initiatives.
- Creating health registers and obtaining the relevant certificates.
- Creating a methodology for assessing and systematising impact.
- *Marketing channels that promote the value of all things local.*
  - Fostering the local economy through diverse interconnected processes. Local market.
- *Marketing channels included in social-economy approaches.*
  - Backing up the development of new approaches in the region: solidarity economy, food safety, responsible consumption, and social reinvestment in utilities.
  - Capitalising on the intrinsic value of the product, the environmental, social and cultural quality that it encompasses.
- *Marketing channels that promote alliances with different actors.*
  - Connecting to complementary companies taking part in the same process: production of the raw material, processing, marketing and reinvestment.
  - Using channels for organic products and fair trade established through the aforementioned alliances and synergies to export products.
  - Creating platforms, processes and advisory services for the marketing of products.
- *Marketing channels that generate technical knowledge.*
  - Providing training and technical assistance for production, processing, marketing and reinvestment in a comprehensive, gradual and regular manner.

- Channels that generate participation in local processes related to development alternatives.
- This is about not only promoting a specific product, but also the process and project behind it.
- Generating analysis and advisory processes and comprehensive contributions to local processes with a view to tackling social complexity in the short, medium and long term.

#### **4.4. STRATEGY 3. SOCIAL AND WORK ORGANISATION**

In order to maintain effective commitment to local and regional sustainability programmes, systems of organisation are needed to fulfil objectives and tailored to the reality of the communities. The social and work organisation strategy covers the organisational dimension of the collectives we work with, and focuses on strengthening organisational processes. This strengthening consists of generating capabilities that improve the performance of organisations, for example, capabilities for developing a common project, creating and consolidating participative platforms for decision-making, distributing knowledge and labour, resolving conflicts, managing resources, etc. Moreover, this strategy aims to consolidate the collectives as socio-political and socio-economic actors, aiming to create a political and economic force able to meet its basic personal, organisational and community needs, taking into account the struggle for structural transformation and contributing to a meaningful, genuine, full democracy. This is related to the need to generate capabilities for change, interaction and concertation that allow social change to take place.

It is, therefore, important that economic and production-related initiatives are the result of an organised response to difficulties encountered, and to situations of adversity experienced by the people involved. In this way, the economic process is the journey and not the end. It becomes a socio-political process that seeks to improve the wellbeing of the community and not the accumulation of wealth from production. In this sense, the initiatives are based on three key aspects:

- They emerge as alternatives to development.
- They foster social power by seeking an effective control of resources.
- They foster economic autonomy for conscious decision-making in accordance with their own principals and values.

In order to achieve this, it is important to bear in mind that the economic/production experiences analysed by COMPARTE are part of a wider process of organisation and community interaction on both territorial and sectoral levels. There are several organisational forms, and we can highlight the following three: (a) community and ancestral organisations, (b) organisations of economic and productive nature, and (c) alliances between organisations.

### **a. Community and ancestral organisations**

Some of the project experiences, mainly those carried out in indigenous and farming communities, have chosen to establish productive organisation in the form of community and/or ancestral organisation with different names and nuances according to the local customs in each context. All together, they are organisations that seek to contribute to the strengthening of the social fabric.

Among these community organisations, we can highlight the support given to the consolidation of women's organisations as a strategy for production and empowerment.

### **b. Organisations of economic/productive nature**

Some of the project experiences have taken the form of cooperatives, or are in the process of doing so. In general, the basic structure of the cooperative comprises working groups with the participation of representative families of the communities and/or farm settlements. At the same time, these settlements perform community assemblies to coordinate tasks and plan strategies providing solutions to community problems. The central body of the cooperative is the Board of Directors.

### **c. Alliances between organisations**

Many of the project experiences involve community organisations that are still in the process of internal consolidation, which means that the strengthening of alliances between organisations is still a challenge for COMPARTE. In spite of this, there are already some project experiences that have managed the communities to grow stronger and create local alliances by trying to connect several economic, environmental, social, cultural, political and spiritual initiatives to: (a) weave community actions on a broader vision of development and/or of the desired lifestyle, (b) promote food safety and sovereignty, (c) have greater power of

negotiation with public institutions (political impact) (d) formulate proposals for having access to public resources, (e) reclaiming rights, (f) defending their territory, (g) accessing resources, etc. Platforms have also been created for community organisations' meetings, farmers' movements, young people and indigenous people for dialogue with research and study centres. On a regional level, participation in platforms for concertation and/or for the consolidation of unique organisational methods to coordinate social groups, institutional bodies and trade unions is a much greater challenge that few organisations are tackling.

In general, we have seen there is a need to provide more support for creating and consolidating alliances in the production sector on a local and regional level, and particularly in the latter. As we will see later, this is a key issue in the development of the strategy for political and social impact.

#### 4.4.1. DIFFICULTIES, ACHIEVEMENTS AND LESSONS LEARNT

The **main difficulties** faced in processes related to organisation and participation in the COMPARTE experiences:

- *Difficulties with organisation and coordination that are related to the forms of organisation and their impact on the participation of the community and other key actors.*
  - We recognise that there have always been initiatives for self-organisation in communities to meet the challenge of poverty and the absence of economic and production-related alternatives. However, the difficulties of context and lack of support and advice have often blocked their progress and have led to groups' breakdown, creating a culture of starting processes, but not finishing them. Therefore, we try to guide groups towards overcoming this negative dynamic that has taken hold in communities and organisations in which local leadership and the lack of sufficient counterbalance has often been the cause of their disappearance.
  - We have observed the need to motivate actors on a community level (little or diminished sense of association) so that they prepare proposals to be discussed and pondered by all actors. There is a need to systematise, review and consolidate community organisation.
  - It is also necessary to motivate all key actors (municipality, private sector and civil society) to participate, because external agents should not be at

the centre of the process. We have to create platforms for dialogue and participation in order to bring external actors and communities together.

- *Institutional difficulties.*

These are the difficulties faced by organisations when participating in institutional platforms to establish relationships with public authorities to have an impact on political issues.

- Lack of credibility, recognition, respect and support from institutions.
- Official request for institutions to put the alternative proposals into practice and to get them to fully assume their role in the process.
- Exhaustion of institutional leaderships.
- Absence of transparency and ethics on behalf of the representatives on the Boards.
- A conflict of interest (clientelism).
- Misleading, asymmetrical and dishonest dialogue processes with the institutions.
- The need for institutions to foster local development.
- Lack of awareness in public policies and platforms for participation.
- Connections and commitments of these actors with others whose interests are contrary to those of the organisations.

In summary, there is a need for processes that have enough of a correlation of forces to not only propose, but also monitor and achieve the implementation of truly democratic concertation platforms which take into account the petitions of the population and protagonists of each area, allowing the diversity of each area to be tackled.

- *Context difficulties.*

- It is important to have a deep knowledge about the context, meaning we need to create a map of key community and institutional actors, locating their fields of power, their alliances and strategies. For example, the situation of armed conflict in Colombia makes it essential to study the conflict and the relationship between the armed actors and the investing economic actors.

- *Ideological difficulties.*

These refer to the values and ideas that mould mentalities posing an obstacle to the participation of all actors (organisations, groups and individuals) in equal conditions.

- There is a need to guarantee the participation of women, because inequality in power relationships ensures they remain in a worse position than men when it comes to making decisions, resulting in their role being downplayed and their work excluded.
- We have observed the need to generate a change in the habits of producers, workers and consumers.
- It is essential to change the way of thinking of external actors who, in many cases, do not respect local culture.

Although these difficulties do need to be taken into account when orienting the strategy of social and work organisation towards the construction of economic and production-related alternatives, we should not forget the **success factors** that are motivating the participation of communities to improve lifestyles and create sustainable economic and production-related strategies. Such factors are:

- *The existence of needs and shared interests.*

- The need for a sustainable economic life in order for the communities to be able to continue living on their lands without the need to seek better opportunities and wellbeing elsewhere.
- Effective, legal and comprehensive restitution of land and the recognition of its collective ownership.
- An interest in new knowledge, further training and the creation of conditions for the management, productive occupation and usufruct of the land.
- Participation in the production chain that generates better living conditions.
- Generating income with products that are useful in the communities themselves.
- The consolidation of leadership capabilities.
- Learning from the past to formulate lessons learnt related to how to proceed when facing with difficulties, and how to manage the unease caused in organisations by the process of struggle.



- *The creation of alliances.*
  - Cooperation in the search for common challenges and problems contributes to better social and territorial cohesion, which allows common interests to be created in an aim to agree on collective actions on a local level or negotiate with bodies on other institutional levels.
- *The existence of platforms for impact.*
  - The existence of mechanisms for representation and platforms for dialogue.
  - The need to impact decision-making and action on public policies.
- *Economic autonomy.*
  - The possibility of having access to resources for production (funding, water, land, goods for consumption, seeds).
  - In the case of women, the fact of having their own income, and being able to decide what to do with it also influences the likelihood of their participation.

#### **4.5. STRATEGY 4. QUALITY PLANNING AND MANAGEMENT**

This strategy is designed for application principally in support processes related to the economic and production experiences: (a) management and (b) quality. Quality in production processes is crucial for business enabling long-term business relationships and the sustainability of the people's livelihoods. When a process or product focused on quality is established, there is little chance of the project failing. The objective is to move away from a welfare-oriented logic (based on the good intentions of the buyer) to a logic aimed at satisfying a specific need. The latter has the possibility of persisting in the future.

A thorough review of the planning, management and production control established is required. This implies improving techniques and ways of doing things often started intuitively. It requires professionalization and balance, with humanising ways of doing things that involve the following:

- The implementation of work plans, operational plans and quality control,
- production planning in the area,
- the need for participation in the formulation of development plans,

- co-management of projects with producer organisations,
- design and management of finance strategies,
- improvement in expenditure and investment control methods.

#### **4.6. STRATEGY 5. SYSTEMATISATION AND RESEARCH**

we have an experience with prime knowledge to benefit from. Know-how and experience is often not valued and the opportunity to learn from our mistakes and make progress is wasted. The systemisation of processes involves stopping, reflecting, learning and making decisions based on the lessons learnt that allow us to improve practice. It is a research methodology characterised by the collective and participative construction of learning, as it involves all the individuals and actors that are protagonists in the process, emphasising the reading of context, motivating us to be more aware of our reality in order to be able to transform it. It is essential for the transfer of experiences (on an organisational or production level) to other people and collectives, as well as to gain support (ALBOAN, 2011).

The experiences analysed reveal the need to recover experiences and systematise them to learn, improve and make decisions that result in the development we want. In this sense, several COMPARTE organisations claim to have difficulties finding public or private bodies willing to support their research, although there are others that have managed to establish alliances with universities or government technology centres. This matter of alliances with universities and research centres is essential to systematise experiences, which is why we need to put more effort into generating synergies with other actors and institutions outside our area. These alliances would help improve the production systems the experiences are based on, improve our work as support organisations and suggest and create alternative initiatives with regard to economic and production issues.

#### **4.7. STRATEGY 6. POLITICAL AND SOCIAL IMPACT**

To a greater or lesser extent, the COMPARTE experiences are all related to impact objectives because we understand the need to act and define our position in order to consolidate the processes involving the communities we work with, and to contribute to social change. We understand impact as a process that includes different lines of action beginning with insertion and working closely with groups

and individuals, and ending with research, political dialogue (lobby), training, raising awareness, mobilisation and educational communication (ALBOAN, 2011). The political and social impact strategy is principally aimed at having an impact on political decision makers at different levels of government (local, regional and national), in order to highlight injustices and create proposals that improve public policies, programmes and projects affecting people's lives. In the experiences analysed we have seen that two types of channels have principally been used for this: (a) one related to government bodies, and (b) another related to communities and social organisations.

#### **4.7.1. CHANNELS WITHIN GOVERNMENT INSTITUTIONS (POLITICAL IMPACT)**

- Participation in platforms for concertation on a local and regional level which favour dialogue with government bodies proposing new policies, programmes and projects. In the COMPARTE experiences, we have seen that dialogue with government bodies is very unequal and requires a lot of support from NGOs. An example of this participation in public platforms for concertation is the participative creation of Municipal and Regional Development Plans based on the contributions of the community life plans (for example, local food safety and sovereignty plans that include agroecological production elements, the recovery of native seeds and species, own knowledge, dynamising local markets through solidarity exchange and environmental sustainability).
- The creation of inter-institution strategic alliances with the aim of joining forces and making the most of both technical and financial resources based on an agreed vision of the territory.
- The use of government strategies that promote growing organic products or replacing some 'traditional' products (such as the coca plant) with 'alternative' products. There are some government strategies aimed at agriculture and livestock farming, but strategies for the marketing and sale of products are still lacking.

#### **4.7.2. CHANNELS WITHIN COMMUNITIES AND SOCIAL ORGANISATIONS (SOCIAL IMPACT)**

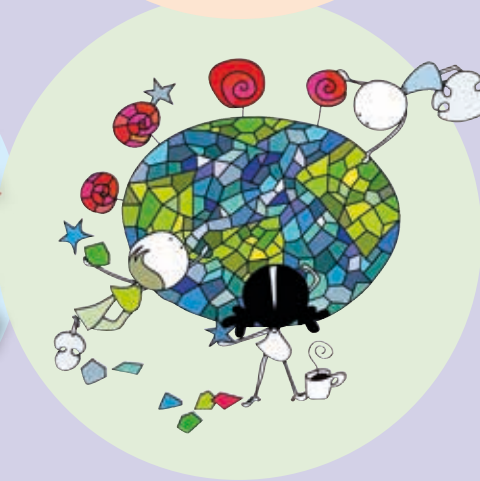
- The fostering of community participation in organisation, and the consolidation of groups of producers and/or communities as socio-political

and socio-economic agents in the region. We can highlight the strengthening of women's organisations as a strategy for collective empowerment, supporting their participation in decision-making platforms.

- Design and implementation of means of communication (forums, meetings, study days, fairs, community radio stations, etc.) that allow know-how, practices and experiences to be exchanged between the communities of different towns, departments and regions.
- Interaction between communities, groups and organisations in order to strengthen their organisational bases, to encourage the analysis of development proposals and their debate, and to generate the power to have an impact: interaction of community organisations in the territorial area, and the configuration of sectoral networks.
- Legal support for the legal constitution of community and social organisations.
- Training in different approaches: Economic, Social, Cultural, Environmental and Indigenous Rights (DESCAI, from the Spanish), solidarity economy and food safety, participative management of local and regional sustainability, gender equality etc.

These actions aimed at political and social impact have had positive results, in some cases such as: (a) community participation in organisation and their recognition as individuals, (b) the consolidation of a strong social organisation (c) the strengthening of cultural identity, (d) public-private alliances (in some cases) for the consolidation of the production system in question, (e) taking possession of land and (f) authorised participation in concertation proceedings between civil society and the State on a local level. However, in general, the advances being made in this area are slow, and there are still gaps to fill, such as: (a) increasing our sphere of influence from local level to higher levels where decisions are made, (b) creating broader political movements, developing the capability to establish a common cause with other individuals and collectives, and (c) providing impact-related training and support for our organisations on an individual and collective level. This is fundamental because one of the main obstacles to successful political impact is often the lack of links between local and regional policies and dynamics, which is a failure of the system to be tackled with our capabilities and possibilities.

## In summary





This report is the result of a process of shared dialogue and reflection that has led us to establish ourselves as a community. At some in our journey, we wonder: **How can we help create alternatives to the dominant economic model?** We knew there was no single answer, no single path to follow. However, we were clear that we had to start by looking at one of the paths already taken, contributing lessons learnt and knowledge gained from our practices. COMPARTE's own economic and production-related project experiences have been our main point of reference for analysis and reflection on how to support these economic development processes that include traits of alternative. They are experiences related mostly to rural development processes, particularly in the field of agriculture and livestock production. For this reason, our conceptual creation based on practice is marked by this purely rural perspective.

The seminar hold in Loyola (Basque Country) in 2010 was the starting point for establishing our new political outlook that includes the eight traits of the type of development we champion, convinced of the need for a reference framework that would guide us in the creation of shared transformation processes. Of these eight traits, three of them need a more in-depth look for being most relevant to economic development processes. These three traits of development were: (a) it is locally-based, we create an alternative vision based on the local reality, (b) it uses goods from nature in a fair and sustainable manner, it is a development that is in harmony with its natural environment, generating social and environmental benefits, and (c) it prioritises a good standard of living for all people rather than the accumulation of capital. In order to give substance to each trait based on our practice, we asked ourselves how we understood that trait and what strategies we could use to activate it in our organisations and in our work.

Regarding the first trait, COMPARTE organisations believe that creating alternative proposals requires being aware of the local reality's capabilities and limitations, and creating strong dynamics that help develop integrated and united local communities. To do this, we started to think about the local area, not only as a specific territory, but also as an area defined by a different series of conditions that bring them life, such as the cultural, economic (productive and the creation of wealth), social and political aspirations of its populations. Our vision of the local area involves interaction between these dimensions, which help us understand better the diverse dynamics at play within it and give us a comprehensive and holistic view of the territory.

The second trait involves a deep understanding of nature as a living being, as a mother (Pachamama), and as a means for fulfilment of Life. From this perspective, nature in the form of the diverse habitats we live in stops being an object and becomes a subject with rights, in recognition that human beings are profoundly linked to nature and the cosmos. We recover the idea that everything is part of the same system, in which natural elements and human beings coexist in harmony and balance.

The third trait points out that seeking a good life for all people pushes us to change structures that, at their base, are unsustainable and unequal for the majority of the population on the planet. It proposes a series of values as a basis for the change, such as equality in the relationships between men and women, and relationships between different peoples and cultures.

In the Loyola seminar we also reflected on the generation of capabilities as a strategy for change, as we considered it an essential part of our work of supporting individuals and organisations living in trepidation of having to instigate sustainable and inclusive changes in their respective societies, and who need to strengthen their capabilities for a more effective performance. The question used to guide us in this task: **What capabilities do we need to foster in individuals and organisations in order to improve people's lives?** To answer the question, we needed to compare our practice to existing theory on the capability approach in order to establish our own proposal for capability development; a proposal that would be used to continue improving and guiding our job to create alternative economic and production-related initiatives which, moreover, would contribute to the conceptual debate along with civil society organisations and academia.

After work that included a combination of reflection and action between 2011 and 2013, we summarise our conceptual proposal in what we have called our **'COMPARTE Capabilities-Development Map'**, which comprises three elements: (a) an alternative political outlook that represents the desired change, (b) minimum conditions for developing from the start to achieve the desired change, and which are represented by the three aforementioned traits, and (c) a roadmap for the development of capabilities that we can use to create the pathway to the desired change.

This map is much broader and more ambitious than the capabilities that we are generating and working on now in practice. It represents an ideal outlook in which



all these capabilities together would help us develop processes of personal and collective development in an alternative way. We are aware of the long journey ahead of us, of the time it will take to put this map into practice, to have the tools we need to thoroughly develop these capabilities, and to obtain evidence that, based on alternative experiences and proposals, shows it is possible to create conditions of sustainable human development.

With this map we also try to reflect the dynamism and circularity that capability development has in different dimensions: people at the centre, interaction between people and others through organisation, and interaction of organisations and people with the environment / system. These dimensions point towards the development of capabilities as an individual and collective process. In fact, the COMPARTE organisations back collective construction as a condition for development because we know that supporting collectives is fundamental for the wellbeing of people. We emphasise the collective dimension of capability development in economic and production processes and we refer to an organised collective entity (principally local actors as the protagonists of the change processes), which does the work and ensures the processes are carried out, seeking their feasibility and sustainability. For this reason, the **COMPARTE Capabilities Catalogue** comprises four categories that gather collective capabilities and individual competencies of the people within organisation or system.

For the creation of this Catalogue, we agreed on a framework that provides us with a common language and a way of moving forward which allows us to initiate dialogue among ourselves and with others. It is, therefore, a tool for progressing towards the exchange of valid experiences and capitalising on knowledge; a tool for seeing whether the experience is going towards the desired political horizon and identifying the aspects where we need to make more effort (in psychological, personal, physical/material, political/social matters) in a specific experience. Nevertheless, we need to take into account its level of application, in other words, the type of capabilities needed will depend on the context, experience and other variables such as the sector we are working with and supporting, the organisation's background and experience, the group with we are working with and supporting, when the initiative or process takes place, etc.

The Catalogue is also a tool that complies with the comprehensive approach to development that the COMPARTE community abides by, as it is not focused on generating capabilities exclusively related to the dimension of economics and

production, but rather highlights the project experiences in these areas necessary to generate capabilities related to other areas of development (social, cultural, political development, etc.). It is also a tool that includes a capability proposal that is fresh, dynamic and open to new capabilities developed as part of the COMPARTE experiences. This is why we believe that the creation of this catalogue is an ongoing process in evolution with continuous feedback from our practical experience.

In line with the framework proposed in this Catalogue, chapter 3 contains the main capabilities generated through the economic and production-related experiences analysed by COMPARTE and the impact that their development has had on the individuals and groups we support, as well as the gaps and areas for improvement related to capabilities development. Reading it provides clues about the capabilities that need to be generated in order to start initiatives that fully incorporate traits of alternative development. Some of the capabilities identified and shown in this map need further work and a wider scope. The Catalogue reflects the different levels of development that the capabilities in the experiences have reached, as well as the strategies linked to them.

Equally, strategy development, addressed in chapter 4, gives us clues as to how to generate these capabilities. The chapter starts by identifying some strategies that the COMPARTE organisations have established to generate capabilities in the project experiences analysed. Although each strategy has its own particular characteristics and different levels of development, all of them are based on the common idea of supporting the groups, organisations and collectives that we work with. The strategies presented here are based on support as a shared path for listening, dialogue and permanent support, where both parties learn from each other and question each other. The ultimate goal is the empowerment of the individuals, communities and collectives we work with. They are also strategies introduced into a process dynamic that involves taking into account the reality and context of the location; they are flexible and they adapt to the characteristics of the context. Moreover, due to them being interconnected, a systemic view is necessary for the analysis and setting-up of these strategies.

To summarise, the aim of the lessons learnt contained in this report is to contribute to theory and practice related to capability development, with the ultimate goal of advancing towards the construction of real alternatives to development. As previously mentioned, this report is part of a wider process of action and

reflection initiated by the COMPARTE Community with the aim of determining how we can make progress towards the desired alternative horizon that allows us to think about a different world, one that is decent and habitable for all people. We have a lot of work ahead of us. We need to continue reflecting and delving deeper into the other development traits, as well as looking closely at the strategies we use in order to get ever closer to the desired change. We are also aware that we need to expand our vision from rural areas to urban areas, and this is one of the matters that we will undoubtedly have to take into account in our next COMPARTE Community deliberations.

Our work is still very limited, but it encourages us to keep sharing and working together. We know that the strength of the transformation lies in our striving to attain utopia, as individuals, as organisations and as a community. Let this report encourage us to create that utopia, that other possible world we are chasing and which can be found in daily, practical and simple things that instil in us the happiness of being, of working and of transforming reality on a daily basis.



## Appendices





## APPENDICES TO CHAPTER 2

### APPENDIX 1. THE 5C MODEL: COLLECTIVE CAPABILITIES

#### C.1. Capability to commit to development action and be engaging in it

Organisations should have the will to follow things through, to make decisions and to create their own platform. This is related to a living and complex system having the capability to become aware of its place in the world, to adapt to itself, to develop its own motivation and commitment and, then, to act. Moreover, it must be done in time, over time and frequently, in spite of any opposition or resistance, or the non-collaboration of others. This has a lot to do with attitudes and self-perception.

This is the capability that stimulates the other four capabilities. It also constitutes the key for self-organisation that is found at the heart of change in complex adaptive systems. Organisations that have developed this capability can overcome enormous obstacles. Those that have not developed it, or have only partially developed it, have little public value.

More specifically, this capability has to do with human, social, organisational and institutional strength and diligence. Some of the questions related to this capability include:

- Does the organisation have the strength, confidence and ambition to create capabilities?
- Has it stagnated or become defenceless? Is it trapped by internal conflicts or external forces?
- Has it stopped doing certain activities because they are too complicated or uncertain?
- Is there a high level of optimism and trust in the organisation? Or have the lack of integrity and goals made it unable to face challenges?

Obviously, this capability does not necessarily have to be fully present or absent. Some organisations can be more developed in certain aspects and less in others. An organisation, for example, can start implementing a programme with energy and commitment, but lose their strength and will to act as the difficulties increase.

This capability is different to the capability to carry out technical and logistical tasks (capability 2). Both (C1 and C2) have to do with intentional behaviour, however, C2 is more related to a ‘top level’ change or to the management of competencies and resources (management, logistics, operations and completion of tasks), whilst C1, the capability of commitment and dedication, is more a ‘second level’ change. The latter of these combines a complex mixture of aspects such as motivation, power, platforms, legitimacy, confidence, safety, meaning, values and identity. It is connected to deeper models of behaviour that are part structural, part psychological, often deeply rooted.

It includes the following competencies:

- the competence for becoming aware and attracting others;
- the competence and will to persevere;
- the competence to pursue goals (have ambition);
- the competence to generate conviction;
- the competence to take ownership, to create one’s own place;
- the competence to be determined.

## **C.2. Capability to carry out logistical tasks or functions, and to provide services and know-how**

This capability represents the most common way of thinking in relation to the subject of capabilities. Seen from this perspective, organisations and systems have to be able to function and get results. In the majority of cases, they are expected to offer services, carry out duties and tasks that generally contribute to creating public value. For this, they have to perform technical and logistical tasks, such as programme analysis, financial management, project management, etc. The emphasis is placed on instrumental channels that lead to the fulfilment of a series of objectives.

The aim of this capability is for organisations to be able to function rationally and consistently on both technical and political level. The focus on this capability is related to the need, within the field of international development cooperation, to achieve substantial and real results related to development.



It places emphasis on the instrumental channels needed to fulfil a series of objectives and acquired orders. This capability has to be supplemented and combined with the other four capabilities to make sustainability possible.

Some of the questions related to this capability include:

- What functional or instrumental channels do we have to meet objectives and comply with the order of the organisation?
- Why have we chosen these channels?

It includes the following competencies:

- the competence for providing services;
- the competence for strategic planning and management;
- the competence for managing finances.

### **C.3. Capability to maintain relationships and obtain support and resources**

This capability has to do with the consolidation and defence of a system/organisation's autonomy, its function and existence. From this perspective, the capability does not have to do with the competency for getting results, offering services and managing programmes. It has to do with being able to establish, manage and maintain key relationships necessary for the survival of the organisation. It has to do with being organised in such a way that the organisation has access to resources to maintain itself and continue working. Organisations need this capability to manage symbolic aspects, communicate with each other in an effective manner, enter into productive collaborations and alliances, manage political conflicts and, in general, to ensure their continued operation.

This capability also has a political dimension, given that organisations often have to compete for power, platforms, support and resources with several actors, including individuals, informal groups and networks, and other formal actors.

Some of the questions related to this capability include:

- Are we able to relate to each other and survive within our context?
- Are we credible and legitimate?

It includes the following competencies:

- the competence for earning credibility and legitimacy;
- the competence for protecting the organisation or system from external interference;
- the competence for earning others' trust , such as donors and clients;
- the competence for combining political neutrality and assertive impact.

#### **C.4. Capability to adapt and to update skills**

This is a capability often developed in contexts of rapid, destabilising and/or turbulent change (global and specific contexts).

Some of the questions related to this capability include:

- What internal or external trends and factors trigger internal change and innovation?

It includes the following competencies:

- the competence for improving individual and organisational learning;
- the competence for promoting internal dialogue;
- the competence for redefining and reconfiguring the organisation;
- the competence for incorporating new ideas (creativity);
- the competence for creating a roadmap for growth.

#### **C.5. Capability to achieve coherence**

Organisations need to have different capabilities, interests and identities, and a variety of perspectives and ways of thinking. In practice, the benefits of this diversity help organisations build resilience. However, at the same time, they need to find a way to control any possible fragmentation in order to not lose the main focus and end up being dismantled.

The challenge for organisations is to know how to deal within a context of complexity, diversity and fragmentation. For this reason there is a need to find

the way of balancing diversity and consistency, and to promote both stability and innovation.

Organisations need to achieve a situation of balance and consistency with their capabilities. For example, if they devote to the capability of committing to development action, and little attention to technical capabilities, they lose their competence for providing technical services and added value. This balance often entails compensation between, for example, being 'technocratic' and 'political' at the same time; having 'hard' and 'soft' skills; focusing on external and internal objectives; focusing on short and long-term objectives; emphasising performance/results as opposed to capability; and acting in a centralised or decentralised manner.

Some of the questions related to this capability include:

- Do we have enough diversity to be able to create resilience without too much fragmentation?
- What points of tension are there? How can we balance them?

It includes the following competencies:

- the competence for communicating;
- the competence for making connections;
- the competence for managing diversity;
- the competence for managing paradoxes (opposing ideas) and tense situations.

## **APPENDIX 2. THE 5 ASSETS PROPOSED BY BEBBINGTON (1999, 2005)**

**Human capital:** the resources (or assets) of a person by his/her own features that are inherent to the human condition: knowledge, health, skills, time, and others.

**Social capital:** the resources (or assets) that are the consequence of interacting with others and participation in organisations – relationships which facilitate access to other resources.

**Produced capital:** this includes physical resources (in the form of infrastructure, technology, livestock, seeds, and others) and financial resources (in the form of money, working capital and physical assets easily converted into money).

**Natural capital:** assets in the form of quality and quantity of natural resources that one has access to.

**Cultural capital:** people's resources and symbols based on their culture.

## **APPENDICES TO CHAPTER 3**

### **APPENDIX 3. COMPARTE'S ECONOMIC AND PRODUCTION-RELATED EXPERIENCES**

The COMPARTE project experiences are undertaken by organisations that, as organised collective subjects, seek feasibility and sustainability. The experiences are found within the sphere of economics and production and develop, to greater or lesser extent, the following processes:

- strategic processes: (a) organisational and participative processes and (b) consumption, reinvestment, reuse.
- activity/operational processes: (a) production and processing, and (b) distribution and marketing.
- support processes: (a) management and (b) quality.

Most of them are part of a long journey of extensive work that is still in progress. Nevertheless, the way in which they have been managed differs in each case, leading to the following situations:

- The supporting organisation performs a diagnosis of the communities based on an assembly of the social organisation. Projects and processes are identified, the participants are contacted and then the feasibility of acting, joining, supporting, etc. is evaluated. The ways of working and interacting with them are established. The supporting organisations are not the protagonists, but neither passive. They do research work, financial management and mediate with other groups.
- The development of these experiences was the product of an alliance between communities and regional and international organisations, the church and NGOs, and it was unaffected by the great influence of the context on the interests of different actors.
- Some of the experiences arose as a response to a public offer, which entails the risk of not establishing participative processes with the communities or developing a strategic and sustainable vision. However, these offers are often well received because they respond to urgent needs.

Some experiences are part of broader strategies to empower communities and groups in situations of exclusion, in particular the indigenous farmer population and women. In other words, they seek to ensure that the communities are able to decide for themselves about their destiny, social and political organisation, relationships, resources and economy. Several of them demonstrate how the economic and production dimension is connected to a broader view of social construction and impact on the economic, political and social life of the communities and/or territories. We could say that these are emancipating alternatives. They understand that production systems are part of the broader and more complex processes that go further than merely striving for income. The vast majority seek, above all, to create capabilities for the expansion of human liberties, one of these being ensuring decent and sufficient livelihoods for all people.

Another characteristic of these experiences refers to the alliances that the organisations have been developing with different actors in and/or out of the territory where the project is to take place. Some of them have sought alliances with local and regional government authorities, as well as with civil society (advisory services and meeting platforms). Others have created alliances in which Catholic Church institutions, other NGOs and the international community (European Union and United Nations) have been involved. In any case, all the experiences have shown that key features are the relationship with other organisations in the region and the participation of people in several local groups (population groups, individuals, regional organisations, forums and coordinators, national organisations, government bodies, specific types of companies, etc.) with specific interests, conditions and characteristics that identify them and differentiate between them. In fact, coordinating all these actors and ensuring they communicate with each other is a pending challenge. Commercial alliances are important for the success of these proposals. The idea is that they are long-term relationships based on collaboration. In other words, the aim is that both parties benefit from the relationship and not only the producer (which would be more a commercial relationship based on subsidy).

Below you will find a series of factsheets summarising each of the experiences studied and the lessons learnt reflected in this report.



# **1. Centro de Investigación y Educación Popular/ Programa por la Paz (CINEP/PPP – Centre for Research and Popular Education/ Programme for Peace), Colombia.**

<b>Organisation / Legal form</b>	A non-profit-making organisation created by the Society of Jesus in 1972, to work in favour of a more humane and equal society through the promotion of comprehensive and sustainable human development.
<b>Title</b>	Working for peace, development and consolidation for the citizens of Chocó.
<b>Starting</b>	1996.
<b>Location</b>	Department of Chocó, Bajo, Medio and Alto Atrato sub-regions, San Juan, Baudó and the North Pacific Coast.
<b>Description</b>	The experience has had two strategic axes. On the one hand, technical and production support for the consolidation of the Fondo Rotario de Proyectos Productivos (FRPP – <i>Rotary Fund for Production Projects</i> ) of Bajo Atrato to support the creation of micro-credits for sowing crops native to the region. On the other, it has looked in depth at the organisational, territorial and socio-economic reality, as well as the legal, political, social, economic and cultural actions for the recovery of land, implemented by ethnic authorities and leaders belonging to ethnic territorial organisations (OETs, from the Spanish acronym).
<b>Values of the experience</b>	Autonomy and self-determination. Relationship between human wellbeing and the wellbeing of nature. Intergenerational wellbeing. Protection of ecosystems. Protection and preservation of ethnic and cultural diversity. Development with a territorial focus. Protection and reinvention of traditional economies.

<b>Objective</b>	To contribute to the constructive transformation of conflicts, consolidating comprehensive development alternatives from the regions prioritised as expressions of a new culture of peace. The axes involve the recognition and exercising of autonomy and cultural identity, facilitating alternative development and peace processes for the Afro-Colombian, indigenous and mestizo populations of Chocó.
<b>Sector of the population</b>	Ethnic authorities, and male and female leaders belonging to OETs, and ecclesiastical agents of the Catholic Church.
<b>Type of product or service provided</b>	Advice and technical support.
<b>Organisational function</b>	Creation of specific platforms for decision-making shared with the participating community.
<b>Funding channels</b>	State institutions, national and international cooperation bodies.
<b>Actors and alliances</b>	Multi-actor system with several actors (State, civil society, companies, among others). Social organisations (Asociación campesina y de organizaciones del Bajo Atrato –ASCOBA– <i>Farming association and organisations of the Bajo Atrato region</i> ); government bodies (Unidad de Restitución de Tierras – <i>Land-Recovery Unit</i> ); Local NGOs (Opción Legal); the international community (CCFD, TROCAIRE, ACDI/VOCA, UE, OXFAM, among others); the Church (Diocese of Apartadó, Quibdó and Istimina-Tadó); the educational community (Fundación Universitaria Claretiana –FUCLA– <i>Claretian University Foundation</i> ); and ethnic groups (African descendants and indigenous peoples), among others.





## 2. Instituto Mayor Campesino – IMCA (Regional sustainable development NGO) and SUYUSAMA Foundation, Colombia.



Organisation / Legal form	Foundations.
Title	Process for the construction of local and regional sustainability in the department of Nariño, SUYUSAMA.
Starting	2008.
Location	Department of Nariño, Colombia.
Description	Implementation of a training process for human talent in the region via a programme of diploma courses in participative management of local and regional sustainability, with emphasis on different events in the regional political calendar: (a) drawing up Life Plans; (b) fitting Life Plans in with government programmes; (c) training in the culture of politics; and (d) support with the participative creation of Departmental and Municipal Development Plans. In addition, training is given in the creation, management and implementation of projects.
Values of the experience	Sustainability (cultural, economic, social, political and spiritual sustainability). Citizens' participation. Harmonious relationship of humans with nature. The common good and solidarity. Autonomy.
Objective	Supporting participative construction processes of local and regional sustainability with emphasis on the training of social and institutional leaders with a methodology of Prospective and Strategic Planning for a Sustainable Region.

<b>Sector of the population</b>	Community leaders.
<b>Sector of production</b>	Agroecological and environmental sector (multi-sector).
<b>Type of product or service provided</b>	Technical support and training.
<b>Organisational function</b>	The interests of the communities are supported by fostering the capability of concerted work and political impact via reflection, consolidating pertinent knowledge, creating platforms and inviting people to participate in them. In all processes and scenarios, there is encouragement of mobilisation of thought, social control of public matters, concerted dialogue with the actors in the area, and synergy processes in favour of democracy.
<b>Funding channels</b>	Funds for international cooperation.
<b>Actors and alliances</b>	The creation of alliances is encouraged in order to consolidate a regional political agenda that can strengthen and qualify community interaction with the leaders elected by the people. Examples of some alliances are: Nariño Visible (social organisations, public bodies, NGOs and international organisations), and Alianza de Comunicación y Cultura para el Departamento de Nariño y la Agenda Regional de Cooperación Internacional ( <i>the Alliance of Communication and Culture for the Department of Nariño and the Regional Agenda for International Cooperation</i> ).



### 3. Viviendas Hogar de Cristo (The Home of Christ), Ecuador.

<b>Organisation / Legal form</b>	Corporation.
<b>Title</b>	Village Banking Programme.
<b>Starting</b>	2002.
<b>Location</b>	Guaya, Santa Elena and Los Ríos provinces.
<b>Description</b>	The experience of the village banks is based on the struggle against poverty using financial services such as microcredits, and other non-financial services such as technical assistance and savings management through the application of methodologies that promote the social and financial empowerment of women. The basis of the experience has consisted of applying the key principles of village banks into practice, such as community participation, organisational consolidation, solidarity (whereby all members guarantee each other), building confidence and shared responsibility for the common good.
<b>Values of the experience</b>	Autonomy. Community participation. Solidarity. Social, environmental and economic sustainability. Corporation.
<b>Objective</b>	To facilitate the social and economic environment of people in situations of poverty, vulnerability and social exclusion, expanding their capabilities and potential. This is achieved via gender-focused training and technical training processes designed to develop skills which, together with credit, support and technical advice, will contribute to self-employment and the generation of income.
<b>Sector of the population</b>	The Village Banking Programme, and all the other programmes carried out by Viviendas Hogar de Cristo, are aimed at poor families on the coast of Ecuador that are not eligible for credit by public or private enterprises.

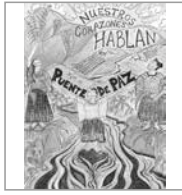
<b>Sector of production</b>	The tertiary services sector that covers microcredits, training, and technical advisory services for setting up solidary economic undertakings that generate income and self-employment.
<b>Type of product or service provided</b>	Financial and non-financial services.
<b>Organisational function</b>	Participation is encouraged through training platforms, workshops, meetings and group assemblies, joint guarantees, repayment and renewal of loans.
<b>Funding channels</b>	The Village Banking Programme started with seed capital from Rotary International and has grown with support from the Inter-American Development Bank – IDB, Development Bank of Latin America – CAF, a credit line of the International Finance Corporation –IFC, and International cooperation agreements with agencies in Europe and the United States.
<b>Actors and alliances</b>	Among the actors and the alliances involved in this project, we can highlight national and local companies, as well as international cooperation organisations.



#### 4. Servicio Jesuita al Desarrollo (Jesuit Development Service), El Salvador.

<b>Organisation / Legal form</b>	Community sustainable-agriculture groups.
<b>Title</b>	Integrated sustainable-production systems in the municipalities of Guaymango and Jujutla.
<b>Starting</b>	Guaymango (2008) and Jujutla (2010).
<b>Location</b>	The municipalities of Guaymango and Jujutla in the department of Ahuachapán.
<b>Description</b>	The experience has two strategic axes: (a) the promotion and implementation of sustainable agriculture as a strategy for food sovereignty and safety (recovering land and regenerating biomass, recovering native seeds and varieties, recovering ancestral knowledge, crop diversification, etc.), and (b) the fostering and consolidation of community organisation as a basis, and guarantee of, sustainability for rural and farming development, through training processes in several areas (analysis of reality, human relationships, popular education, gender equality, etc.).
<b>Values of the experience</b>	Economy of food production. Recovering the logic of producing to be able to feed themselves and to eat healthily. Recognising their own capabilities and being able to use them. Valuing community-based organisation and collective work. Sharing and constructing collective knowledge. Putting into practice the values of solidarity, companionship and cooperation.
<b>Objective</b>	To foster integrated systems of sustainable production.

<b>Sector of the population</b>	Farmers organised into groups by community.
<b>Sector of production</b>	Agriculture (family production).
<b>Type of product or service provided</b>	Training and support for the grass-roots organisation with a focus on gender and technical training.
<b>Organisational function</b>	(a) Community groups related to sustainable agriculture (SA); (b) Community motivation teams (CMT); (c) Community village banks (CVB); (d) Institutional team of facilitators.
<b>Funding channels</b>	Cooperation agencies and development-related NGOs.
<b>Actors and alliances</b>	Farmers (men and women) who decide to participate and become an integral part of the training process and an institutional team of facilitators. Cooperation agencies with financial support. There is coordination with other grass-roots organisations or NGOs that promote similar experiences and which are already in advanced stages of their processes, both at regional and national levels. However, they did not work with strategic allies as part of their projects.



## 5. Puente de Paz (development NGO serving poor communities), Guatemala.

<b>Organisation / Legal form</b>	Puente de Paz and ACODET, both are NGOs.
<b>Title</b>	Comprehensive youth training by Las Margaritas Copón for the recovery of ancestral knowledge and the implementation of environmentally friendly practices.
<b>Starting</b>	2010.
<b>Location</b>	Las Margaritas Copón.
<b>Description</b>	This project arose as a result of an assessment of the community of Margaritas Copón performed in 2009 with the objective of documenting the environmental, economic and social impact that the construction of the Xalalá hydroelectric power plant would have on the community. The project experience consists of a comprehensive formal education process for young people based on 4 aspects: (a) the consolidation of identity of the Mayan Q'eqch'í people, (b) the recovery of ancestral agricultural knowledge, (c) awareness and community agreements, (c) training in agroecological practices, (d) community assessments performed by the young people.
<b>Values of the experience</b>	Respect for cultural diversity, the identity of indigenous peoples and how their communities are organised. Equality for men and women in all levels of society. Defence of human rights and the collective rights of indigenous peoples. Solidarity, unity, honesty, justice, social transformation, love for life and the dignity of all people. Harmonious relationship with nature.

<b>Objective</b>	Recovery of ancestral knowledge and the implementation of environmentally friendly practices.
<b>Sector of the population</b>	Secondary school pupils from the Mayan Q'eqchí community of Margaritas Copón.
<b>Sector of production</b>	Agriculture sector (monosector).
<b>Type of product or service provided</b>	Training.
<b>Organisational function</b>	Creation of specific platforms for decision-making shared with the community participating in the experience.
<b>Funding channels</b>	Self-funding (own funds). We had the support of the American Jewish World Service (AJWS), a foundation based in the United States that used to pay for the facilitator of some of the workshops.
<b>Actors and alliances</b>	<p>The Mayan Q'eqchí Community Assembly of Margaritas Copón. ACODET (organisation of the communities threatened by the Xalalá dam). The secondary school and Puente de la Paz.</p> <p>Experience with the participation of several actors on local/ community levels (multi-actor).</p>





## 6. Servicios Jurídicos y Sociales – SERJUS (Legal and Social Services (SERJUS), Guatemala.

<b>Organisation / Legal form</b>	Civil Society.
<b>Title</b>	Training in capabilities related to community entrepreneurship and fair trade.
<b>Starting</b>	2008.
<b>Location</b>	Western high plateau region of Guatemala in the departments of Quetzaltenango, Totonicapán, Quiché
<b>Description</b>	Community organisations and local coordinators are the target of the training process that, within their strategic planning, include creating services, products and income as a strategy for supporting the comprehensive development of communities. Methodological and technological tools are provided for the analysis of the economic context and their positioning as an organisation within it, as well as the good administration of its production initiatives for local economic development. This process is developed in accordance with the solidarity approach and fair trade values.
<b>Values of the experience</b>	The approach of the community solidarity based on human wellbeing, a global vision and comprehensive action, mutual support and complementarity, community organisation and community participation, solidarity, identity and the sustainable use of local resources, equality, ethics, justice, inclusion and the sovereignty of indigenous peoples, respect for nature, unity in diversity, and gender and generational equality.

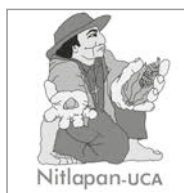
<b>Objective</b>	Generating community-based business initiatives through supporting the organisation of communities at social, political and economic levels.
<b>Sector of the population</b>	Indigenous Mayan communities.
<b>Sector of production</b>	Multi-sector (agricultural and non agricultural sectors).
<b>Type of product or service provided</b>	Technical support and training.
<b>Organisational function</b>	The business initiatives are committed to developing principles such as the culturally sensitive business approach, the economic self-determination of communities that decide the degree of connection in value chains or networks, the participation in, and aim to reach, agreements as central elements in decision-making, administrating dissent, and the gradual strengthening of technical and management capabilities.
<b>Funding channels</b>	International cooperation: FDH Luxembourg, FDU Italy, EED Germany and ALBOAN.
<b>Actors and alliances</b>	One essential requirement for providing support to community organisations is that they are linked or interconnected via platforms related to a larger geographical area, such as municipal coordination committees, women's committees, youth committees and local economic development committees, that not only look after individual interests but also collective interests, regardless of whether they are general or sectoral.



## 7. Centro de Derechos Indígenas A.C. – Yomol A´Tel (Centre for Indigenous Rights), Mexico.

<b>Organisation / Legal form</b>	Legal bodies in Yomol A´Tel: AC, Rural Production Enterprise, Limited Liability Company, Limited Company. Yomol A´Tel is currently in a process of organisational restructuring.
<b>Title</b>	Organic coffee and social economy.
<b>Starting</b>	1992 (CEDIAC); 2001 (work in a solidarity economy like Yomol A´Tel).
<b>Location</b>	Chilón, Chiapas (with liaison office in the City of Mexico).
<b>Description</b>	The project experience has focused on technical support and advice to the Tzeltal indigenous community in order to enable their participation in the production chain, where small-scale logic and a comprehensive vision predominate. The traditional system of leadership of the Tzeltal Mayan community enabled the creation of a local organisation that has stopped selling the local products (coffee and honey) as raw materials and now creates added value, by monitoring the supply-chain, working with community leaders, implementing an educational process, generating a development logic based on self-sufficiency and establishing itself as a solidarity company.
<b>Values of the experience</b>	Autonomy. Cultural diversity. Learning from failure. Harmonious relationship of humans with nature. Common good.

<b>Objective</b>	To support and consolidate the economic, socio-cultural and environmental processes in the indigenous territories in the region through intercultural dialogue, with the aim of dynamising a sustainable rural development process for the improvement of their quality of life and ensuring the control of the territory.
<b>Sector of the population</b>	Tzeltal families and workers.
<b>Sector of production</b>	Agroecological sector (coffee and honey) (multi-sector), processing and consumption based on a solidarity economy.
<b>Type of product or service provided</b>	Technical support and training.
<b>Organisational function</b>	The traditional leadership structure of the Tzeltal communities fosters participation and the aim is to reinforce this organisation, facilitating an improved subsistence through better management of their natural resources.
<b>Funding channels</b>	30% (Foundations); 70% (Social and solidarity economy sales: Capeltic, Bats'il Maya, TX, Miel y Jabones, CSC).
<b>Actores involucrados y alianzas</b>	As coffee and corn producers, they participate at national level in coordination with the National Coordinator of Coffee-Producing Organisations. At local level, they have alliances with other organisations of organic producers. Further to alliances at sectoral level, there are also links with other social actors: academia/universities, companies, social organisations and fair trade networks. The impact is local and regional, given that they are at the stage of generating a small-scale logic.



## 8. Instituto de Investigación Aplicada y Promoción del Desarrollo Local (Institute for Applied Research and Local Development) NITLAPAN – UCA, Nicaragua.

<b>Organisation / Legal form</b>	University institute.
<b>Title</b>	Promotion of local participation for the socio-economic development in the municipality of Río Blanco.
<b>Starting</b>	2010.
<b>Location</b>	Municipality of Río Blanco.
<b>Description</b>	The project is in the north of the country and aims to generate local socio-economic alternatives that improve the quality of life of the population. To achieve this, support has been set up to ensure women and men belonging to the rural sector participate in local and regional concertation platforms and to use these to arrange development processes.
<b>Values of the experience</b>	Respect and development of personal autonomy (capability development); the right of individuals to create their own development (central American and national capability for thinking themselves about their development process); environmental sustainability; community participation and organisation.
<b>Objective</b>	To foster groups of vulnerable families economically, socially and environmentally in the municipality of Río Blanco, by encouraging their participation and local organisation regarding socio-economic initiatives that improve their involvement in supply-chains related to milk, cocoa and basic grains.

<b>Sector of the population</b>	Rural communities and families.
<b>Sector of production</b>	Multi-sector (diversity of agricultural and non-agricultural socio-economic sectors).
<b>Type of product or service provided</b>	a) Provision of training and key resources (capital, technical guidance and access to land, livestock); b) development of participation and local organisation; c) development of mechanisms for impact through the creation of local concertation platforms (round tables) collective actions for development, and impact on public policies at local level; e) training for young local individuals (for professional and technical positions) who are able to reason and propose actions that contribute to the socio-economic development of the municipality with social and gender equality, and environmental sustainability.
<b>Organisational function</b>	Actions are carried out for the improvement of the individual and collective capabilities of families (access to financial and non-financial resources: funding, training, technical assistance), as well as for them participating in platforms to negotiate local and municipal levels (creation of platforms for municipal actors).
<b>Funding channels</b>	ALBOAN.
<b>Actors and alliances</b>	For a more extensive impact and with the aim of seeking the social mobilisation of different actors, we are trying to create meetings for discussion and concertation with regards to the territorial area and different subjects that affect its development. We think that the creation of local concertation platforms (round tables) for collective development actions may lead to impact on public policies at local level. Several actors participate at local and regional levels (multi-actor). NGO: Ayuda en Acción and Agua para la Vida; Municipal City Council of Río Blanco.



## 9. Centro de Estudios Paraguayos Antonio Guasch – CEPAG (Antonio Guasch Centre for Paraguayan Studies), Paraguay.

<b>Organisation / Legal form</b>	Jaguarete Cooperative.
<b>Title</b>	Support for Agroecological Cooperation.
<b>Starting</b>	2010.
<b>Location</b>	Paraguay.
<b>Description</b>	It focuses on support for establishing cooperatives based on 5 axes: (a) <i>organisational consolidation</i> of working groups, promotion of new leaders (organisation), participation of women, training of promoters (production); (b) <i>agroecological production</i> , production plans agreed by consortium, recovery of popular know-how, farming technology, improvements in the farming of small livestock, economic reactivation (joint marketing), added value to production; (c) <i>fostering capabilities</i> , farm schools, intra-community political impact and local government; (d) <i>sustainable management</i> of forests, forest nurseries, agroforestry systems; (e) <i>food and nutritional safety</i> , family vegetable gardens, conservation and consumption of products available on the farm.
<b>Values of the experience</b>	Recovery and protection of local know-how and biodiversity; protection and recovery of native seeds. Development of self-esteem and personal autonomy: making small producers create their own livelihood.
<b>Objective</b>	To promote the community organisation of farming families and the emergence of community undertakings.

<b>Sector of the population</b>	Farming families.
<b>Sector of production</b>	Agriculture sector (monosector)
<b>Type of product or service provided</b>	Technical support and training.
<b>Organisational function</b>	<p>The participation of families in working groups-based activities (particularly women and young people). The representatives of these groups hold posts in the cooperative's Board of Directors which makes decisions executed by the representatives in their working groups. The workforce required for marketing the products comes from the families organised in groups.</p>
<b>Funding channels</b>	International cooperation.
<b>Actors and alliances</b>	<p>This project experience is currently being replicated in other areas of CEPAG intervention and by another NGO to create a product-marketing network for the producers. There is a need to have a third-level impact by getting a common brand for several organisations and this way gaining entrance to the national and international market, given that in Paraguay is difficult to get legal authorisation for a registered trade name. The aim of this farm brand is to offer an alternative system for the marketing of the products of a greater number of small producers, without neglecting food safety.</p> <p>Experience with the participation of agricultural expansion management (DEAG) of the Paraguayan Government Ministry of Agriculture and Livestock.</p>





## 10. Centro de Investigación y Promoción del Campesinado CIPCA (Centre for Research and Promotion of the Farming Community), Peru.

Organisation / Legal form	Central Piurana de Asociaciones de Pequeños Productores de Banano Orgánico (CEPIBO – <i>Piuran Centre for Associations of Small Organic Banana Producers</i> ) / a civil non-profit organisation.
Title	Consolidation of the production and organisation capabilities of CEPIBO and their association bases
Starting	2008.
Location	Chira Valley, Province of Sullana, Piura Region, North Peru.
Description	The development of technical and production-related capabilities, business and organisational capabilities of small producers (men and women) via customised technical assistance, agricultural research, modernisation of packaging infrastructure, proper implementation of internal control systems for managing organic production and certification, use of management tools, consolidation of platforms for participation and interaction with other actors related to development.
Values of the experience	Social equality and environmental sustainability in the supply-chain: organic production-based development, the rational use of resources, the use of economies of scale and equal access to benefits for all members. Solidarity, cooperation and association. Equal participation of men and women. Horizontal relationships between management and associated personnel on the ground.
Objective	To include small-scale producers in the organic and fair trade export chain.

<b>Sector of the population</b>	Organisations of small producers (men and women).
<b>Sector of production</b>	Organic banana production (monosector).
<b>Type of product or service provided</b>	Technical support and training
<b>Organisational function</b>	There is a Board of Directors and a General Assembly of associates responsible for defining strategic, operational and financial plans. These plans are later approved by the base organisations. There is promotion of platforms for transparency such as extended assemblies with the participation of delegates and leaders from different sectors, monitoring boards whose strategic role in the governability of the Head Office is to detect any cases of corruption, and participation of women on the boards of directors (minimum of two).
<b>Funding channels</b>	Relationships with international finance bodies such as Rabobank and Shared Interest, with access to revolving funds for investment in production infrastructure and the acquisition of fertiliser for organic banana plants.
<b>Actors and alliances</b>	Interaction with the Regional Government to manage the purchase of unfarmed land to extend the agricultural area. The configuration of a technical round table for banana crops where technical, production and commercial problems related to the sector are discussed and agreements are made on how to overcome them. The creation of small-scale exporting producers' organisations network in Piura (REDOPAN) at regional level, which has entailed initiatives such as the demonstration against the increase in port authority tariffs and the creation of a work schedule to be proposed to the Regional Government. An experience with the participation of several actors at local and regional levels (multi-actor).



## 11. Centro de Capacitación Agroindustrial Jesús Obrero CCAIJO (Jesús Obrero Centre for Agroindustrial Training), Peru.

<b>Organisation / Legal form</b>	Ocongate District Association of Cattle Breeders (ADCVA – Ocongate, acronym from the Spanish title) / Civil Association.
<b>Title</b>	Development of dairy cattle farming in the Ocongate district.
<b>Starting</b>	2008.
<b>Location</b>	Ocongate district
<b>Description</b>	Training, advisory service and technical assistance, and business management assistance for farming families dedicated to cattle breeding and dairy farming, as well as farming families dedicated to the production of dairy products. The training for these producer families is characterised by being totally practical and customised, as it is performed on the land with herds and in dairy processing plants. Apprenticeships and exchanges of experience are very important.
<b>Values of the experience</b>	Environmental sustainability, rational use of water, land and grazing by the families involved. Social equality. Respect for cultural diversity. Gender equality. Commitment to quality and competitiveness of the products, as they are sent to urban families for consumption. The nutritional contribution to consumers' diets is, therefore, very significant.
<b>Objective</b>	To train the farming families in technical matters and management in order to develop dairy cattle farming in the Ocongate district.

<b>Sector of the population</b>	Dairy farmers and producers of dairy products in Ocongate (farming families).
<b>Sector of production</b>	Dairy cattle.
<b>Type of product or service provided</b>	Training, advisory service and technical assistance, and business management assistance.
<b>Organisational function</b>	Two organisations have been created: the District Association of Dairy Cattle Breeders (ADCVA, acronym from the Spanish title), and the Asociación de Productores de Derivados Lácteos Sumac Ritti ( <i>Sumac Ritti Association of Producers of Dairy Products</i> ). Both organisations hold regular meetings in each community, where they choose their representatives to attend the district meetings. Another way of encouraging participation is holding fairs at the basin scale and/or by district, technical conferences, technical fairs and competitions.
<b>Funding channels</b>	International technical cooperation, national cooperation funds, Local government economic resources (Municipal District of Ocongate).
<b>Actors and alliances</b>	<p>This experience has involved the participation of farming families organised into the two associations described above, authorities and civil servants from the Municipal District of Ocongate, Acting for Life and Fundacion Taller de Solidaridad – <i>Solidarity Workshop Foundation</i> – (cooperation agencies), in coordination with the regional office of the Programa Sierra Exportadora (<i>Mountain-region Export Programme</i>). There are inter-institution platforms for local concertation (technical round tables and/or round tables dedicated to specific issues), where all the actors involved participate in the dairy-farming value chain, and committees for local (district) development.</p> <p>An experience with the participation of several actors (multi-actor).</p>

#### APPENDIX 4. FRAMEWORK FOR THE COMPARTE CAPABILITIES CATALOGUE

Category	Dimension
Physical/material capabilities	Individual competencies and collective capabilities
Political/social capabilities	
Psychological capabilities	
Meaning and identity capabilities	

The five collective capabilities and the individual competencies found in this catalogue do not necessarily have to be present in all four categories, as this will depend on the nature of each category.

Capability	Competencies
<b>C.1. Capability to commit to development action and be engaging in it</b>	<ul style="list-style-type: none"> <li>- Competence for becoming aware and attracting others.</li> <li>- Competence and will to persevere.</li> <li>- Competence to pursue goals (have ambition).</li> <li>- Competence for generating conviction and enthusiasm to inspire others.</li> <li>- Competence for taking ownership, for creating one's own place.</li> <li>- Competence to be determined.</li> <li>- Competence to inspire leadership, which leads to action.</li> </ul>

<p><b>C.2. Capability to carry out logistical tasks or functions, and to provide services and know-how</b></p>	<ul style="list-style-type: none"> <li>- Competence for providing services. Competency for creating value for beneficiary groups and counterparts.</li> <li>- Competence for strategic planning and management (operational level).</li> <li>- Competence for planning, deciding and acting collectively with regard to the decisions made.</li> <li>- Competence for managing projects and finances.</li> <li>- Competence for creating substantial development results in accordance with the organisation's goals, such as improvements in health, education, gender equality, environmental sustainability, etc.</li> <li>- Competence for improving sustainability in development results.</li> </ul>
<p><b>C.3. Capability to maintain relationships and obtain support and resources</b></p>	<ul style="list-style-type: none"> <li>- Competence for gaining credibility and legitimacy in the eyes of other relevant actors, such as beneficiary groups, donors and counterparts.</li> <li>- Competence for protecting the organisation or system from external interference.</li> <li>- Competence for combining political neutrality and assertive impact.</li> <li>- Competence for maintaining the integrity of the organisation.</li> <li>- Competence for having political influence and impact.</li> <li>- Competence for creating proper alliances with relevant external actors and maintaining them over time.</li> <li>- Competence for sharing knowledge and experience with other actors in the network.</li> <li>- Competence for operating autonomously.</li> <li>- Competence for mobilising adequate technical and financial resources.</li> </ul>

**C.4. Capability  
to adapt  
and to update  
skills**

- Competence for improving individual and organisational learning.
- Competence for promoting internal dialogue.
- Competence for redefining and reconfiguring the organisation.
- Competence for self-reflection and self-criticism, which means questioning your own assumptions and beliefs.
- Competence for incorporating new ideas (creativity).
- Competence for creating a platform for confidence and change: platform for diversity, flexibility and creativity.
- Competence for creating a roadmap for growth.
- Competence for creating an adaptable and flexible management culture.
- Competence for getting a good understanding of relevant changes in trends and going ahead of them.
- Competence for analysis and having a vision of the future: resilience, the ability to move forward and plan for the future, even in situations of adversity and uncertainty.
- Competence for including the restrictions of nature in your strategy.
- Competence for combining different types of knowledge and incorporating local knowledge in management and decision-making.

<b>C.5. Capability to achieve coherence</b>	<ul style="list-style-type: none"> <li>- Competence for communicating.</li> <li>- Competence for creating connections.</li> <li>- Competence for managing diversity.</li> <li>- Competence for managing paradoxes (opposing ideas) and tense situations.</li> <li>- Competence for achieving consistency between ambition, vision, strategy and projects.</li> <li>- Competence for developing a shared vision and strategy, as well as to for defining principles of operation.</li> <li>- Competence for creating leadership aimed at achieving consistency in the organisation, maintaining the balance between stability and change.</li> <li>- Competence for making decisions when faced with complex problems: dealing with complexity, being able to act in situations of uncertainty and the underlying complexity of social systems, and to learn to live with change and uncertainty.</li> </ul>
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Source: own creation based on Baser and Morgan (2008: 26-34); Engel, P., Keijzer, N., Land, T. (2007:15) and the contributions of Alfonso Dubois in the COMPARTE seminar in 2012.



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This report is the result of dialogue and reflection amongst organisations in Latin America and ALBOAN which, together, form the COMPARTE community. It brings together our thoughts on development and its alternatives as well as a specific proposal (practical and conceptual) for capability development as a strategy for change. We have named this 'COMPARTE, the Capability-Development Map'.



COMPARTE is a common learning ground in which organisations from different backgrounds believe that, in all its modesty, we can contribute to theoretical and practical thinking on development and the creation of **feasible**, achievable alternatives which are demanded by the poor whom we work with.