

Community Water Resource Governance Workshop

A Trainers Manual

Community Water Governance Workshop : A Trainers Manual – December 2021

About International Rivers

International Rivers protects rivers and defends the rights of communities that depend on them. We seek a world where healthy rivers and the rights of local river communities are valued and protected. We envision a world where water and energy needs are met without degrading nature or increasing poverty, and where people have the right to participate in decisions that affect their lives.

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Introduction

THIS COMMUNITY WATER GOVERNANCE CURRICULUM IS DESIGNED TO STRENGTHEN COMMUNITY KNOWLEDGE AND UNDERSTANDING OF RIVERS, AND TO INCREASE LOCAL CAPACITY TO PARTICIPATE IN AND INFLUENCE WATER GOVERNANCE PLANNING AND DECISION-MAKING.

The curriculum takes a rights-based approach, emphasizing equitable access to water resources, particularly for women, fisher folk, and other traditionally marginalized groups. The workshop is designed to model inclusive development processes, creating an open and honest environment for participants to come together as equals to discuss community access to water resources.

This training curriculum is designed specifically for use at the community level, and minimal literacy is required for most activities. The training style is elicitive, aimed at drawing out the knowledge, skills, and experiences of participants as a basis for discussion and learning. The facilitator asks questions and provides a framework for thinking and analysis, allowing participants to creatively address common issues. This approach encourages participants and facilitators to identify and focus their efforts on local needs, and to adapt the training content to fit their specific cultural context. Process is emphasized over content. The training methodology aims to build relationships and develop processes that can be sustained beyond the workshop.

The curriculum consists of eleven modules. While some activities can be done on a stand-alone basis, each module builds upon lessons learned during the previous session, and is thus best delivered as a continuous series. The timing of each module is based on an eight-hour day, from morning until afternoon. Should the timing of your workshop differ, please keep in mind this basic format: 1.5 hours of activities, 15 minute break, 1.15 hours of activities, 1.5 hours meal break. This cycle may be repeated up to twice a day. Research shows that learners are able to concentrate for a total of 5-6 hours per day. This is especially important to remember when working with people with less formal education experience. Adding to the workshop schedule will impede the participants' ability to learn and affect the group morale.

Module One:	Introduction, Shared Values, Water Resource Mapping
Module Two:	Our River Ecology
Module Three:	Changes to Our River Ecosystem, Sources of Power
Module Four:	Gender and Power in Water Resource Governance
Module Five:	Community Resource Mapping
Module Six:	Impacts and Benefits of Water Infrastructure Projects
Module Seven:	Players and Interests in Water Governance
Module Eight:	Field Visit Preparation: Community-Led Research Skills
Module Nine:	Water Resource Governance Field Visit
Module Ten:	Field Visit Presentations, Transboundary Water Governance
Module Eleven:	Water Governance Role Play, Future Plans, Evaluation



Tips for Facilitators

- ☑ The workshop is based on a set of shared values identified by participants on the first morning. Keep the list of shared values posted in front of the classroom throughout the workshop, checking in once a day and whenever a problem arises to ensure the values are respected.
- ☑ Do your best to promote equal power relationships between facilitators and participants, emphasizing that everyone is here to learn from one another. This can be done by using informal, everyday language, and by being friendly and open throughout your time together.
- ☑ Be sure to model respectful power relationships by treating all team members, including co-facilitators, cooks, drivers, cleaning staff, and community members with respect.
- ☑ Continuously observe group dynamics, and be ready to adapt schedules and activities to meet the interests and energy level of the group.
- ☑ Place emphasis on quality over quantity- it is better to slow down and ensure that each participant understands fully than to complete all scheduled activities on time.
- ☑ Create an atmosphere that encourages women, youth, and other marginalized groups to express themselves, and coach those traditionally in leadership roles to practice deep listening skills.
- ☑ Conflicts between participants are an inevitable part of the learning process. Be attentive to this, and consider it an opportunity to model conflict transformation skills.
- ☑ If possible, it is best to organize this workshop close to a river, so that participants can interact with the river ecosystem and learn about the relationships between the local community and their water resources.

MODULE 1

Introduction, Shared Values, Water Resource Mapping



OBJECTIVES:

- To get to know one another and build self esteem and confidence
- To share the goals of the workshop
- To establish shared values and ground rules for group work
- To practice good communication skills
- To provide an overview of the community's shared water resources



MATERIALS:

- Board
- Markers
- Colored pens and pencils
- Drawing paper
- Poster paper

9:00-9:15

Introduce the facilitators- tell the story of how you came to be here.

9:15-9:20

Explain the meaning of an experiential, participant centered learning style. We want to draw on the experience of the participants as much as possible, so that people can learn from each other and build on what they already know and are already doing. We will be doing a lot of small group work through the training to help build practical ways of working together towards our shared goals.

9:20-9:45

Ask each participant to write his/her name on a large name card. Each participant tells the class their name, where they are from, who gave them their name, and the meaning of their name. (Note: this activity starts the workshop off by instilling a sense of respect for each participant's cultural identity and personal history).

9:45-10:15

Picture game: Ask participants what they would most like to know about one another. Participants generally come up with both humorous and serious questions. Invite the participants to break into pairs and interview one another. Then provide colored pens and paper and ask the participants to draw one another blindly by looking only at their friends' faces, and not looking down at their paper. Then invite each participant to introduce their friend to the class based on what they learned, and tape their pictures to the wall. (Note: the drawings will look funny- this helps to break the ice and create a comfortable atmosphere).

10:15-10:30

Introduce Workshop Goals:

- To learn about the importance of shared water resources
- To create an open environment to discuss community access to water resources
- To identify any challenges the community is facing in achieving fair access to water resources
- To learn about local, national and regional water governance structures
- To learn about the principles of free, prior and informed consent
- To identify key stakeholders and decision-makers in water resource governance
- To practice advocating for greater participation in water resource governance
- To develop plans for sustained advocacy



10:30-10:45

Break

10:45-10:50

Energizer

Invite participants to stand in a large circle. Shout out the following categories and invite everyone who it's true for to run into the middle of the circle and high five each other:

- You've never been to a workshop before.
- If you've never talked about community water governance before.
- You feel nervous about joining this workshop.
- You've ever had to sit through a really boring class or workshop.
- You want to learn more about community water governance.
- You love learning.

10:50-12:00

Shared Values and Ground Rules

Discuss the fact that good water resource governance requires people with a set of shared values to come together to advocate for positive change. Resource governance involves the participation of many different groups, using different strategies and activities to work towards common visions and shared goals.

Brainstorm what values are important to the group, inviting participants to shout out key words. The facilitator writes them on the board. Ask for confirmation that participants agree to these shared values.

Set ground rules: Given that these are our shared values, ask participants whether we need some ground rules for the workshop to ensure that our values are respected. Ask participants to propose rules, write them up on poster board and hang them where everyone can see them for the duration of the workshop. Ask participants what we should do when these rules are not respected, and who should have the power to address this. (Note: if time permits, you may break participants into smaller groups to brainstorm ground rules, then invite them back to present their suggestions to the larger group. The key is to be sure that the ground rules are set by the participants in a democratic style, rather than through a traditional top-down approach).



12:00-1:30

Lunch Break

1:30-2:00

Communication Skills

- Referring back to the morning's ground rules, emphasize that good communication skills are essential for a fair and respectful group process. Communication is a skill- anyone can learn to be a good communicator.
- Brainstorm good communication skills (ask participants to think of a person who is really easy to talk to, and very open- what sort of things do they do that make it easy to talk to them?)

- Discuss communication in different cultures and what behaviors are considered to be good and poor communication in your culture (e.g. eye contact, touching, personal space, not interrupting, etc.)

Good and Bad Listening Skills

- Ask two volunteers to demonstrate bad listening skills. Give one an easy topic to talk about such as what they did last weekend, and ask the other to try and be as bad of a listener as possible (this will usually generate a lot of laughter). Then ask them to switch or get two new volunteers to demonstrate good listening skills.
- Practice Good Listening Skills: Ask students to pair off and take turns answering the following question: What do you love most about your community? While one answers, the other should practice listening deeply with their full attention, not interrupting or adding anything until the speaker is finished. Allow each participant five minutes to speak.
- Reflection and debrief- share how it felt to be listened to, what did you learn from this exercise?

(Note- should the facilitator feel that the group is having difficulty establishing good communication, please refer to the additional activities under resources below. These activities can be used any time conflict or power disparities arise within the group to re-establish the shared values and ground rules).

2:00-4:00

Water Resource Mapping

- Tape several large pieces of poster paper together and lay them on the ground. Invite everyone to gather around. Pass out crayons, colored pencils, or colored markers.
- Explain that we are going to be talking about the community's water resources. Ask for one volunteer to draw an outline of the community, and to add local water resources: river, lake, ponds, etc.
- Next, invite everyone to think about how these resources are important to the community, and illustrate by adding the following to the map: fishing areas, river transportation routes, areas for collecting shellfish and edible aquatic plants, riverbank gardens, irrigation canals, areas for bathing, areas for washing clothes, areas for collecting drinking water, spiritual areas, ceremonial sites, areas of potential danger (flood-prone areas, dangerous rapids and whirlpools), fish conservation areas, areas where animals graze, areas where children swim and play, seasonal islands and sand banks, etc. As participants draw, prompt them by asking questions about how they use the water resources in their daily lives.
- Note: should you notice one group dominating, for example males or elders, give them time to finish their contribution to the drawing, then politely ask them to move aside so that the women or young people can make their own contributions. Should you have a larger group, you may ask the women, men, and youth to make their own separate drawings then present back.
- When the drawing is nearly complete, tape it up on the wall. Then ask for representatives of each of the following groups to point out the areas of most importance to them on the river map: women, men, youth, fisher folk, farmers, homemakers, merchants, boat drivers, etc.
- Summarize the activity by emphasizing the multitude of different ways in which women, men, youth, farmers, fisher folk, etc. view local water sources and make use of these resources.
- Explain to participants that we will be keeping the drawing up for reference throughout the workshop so that they can continue adding anything they may have missed to the drawing.

4:00-4:15

Wrap-up: Summarize what was learned and invite participants to share their feelings after the first day.

4:15-4:30

Invite one or more participants to share a song that expresses their feelings for their community.

MODULE 2

Our River Ecology



OBJECTIVES:

- To inspire consideration for all forms of life that depend on rivers, and how they are impacted by human activity
- To learn about the plants, animals and insects, and aquatic life that are part of the local river ecosystem
- To discuss the impacts of changes to the river's flow and water quality on various species
- To sample the local water and identify types and potential sources of contamination



MATERIALS:

- Board
- poster paper
- baskets
- cell phones or cameras
- clear glass containers
- water sampling kit

9:00-9:15

Game: form a circle, each person introduces themselves and does one action from their daily life, then the others follow, mirroring that action. Ask participants to do an action that helps us understand their livelihood, for example, fishing, farming, food preparation, selling produce.

9:15-9:30

Ask whether anyone has contributed more to the community water resource map from the previous day. If so, invite them to come up to the map and present.

9:30-11:30

River Walk Activity

- Yesterday, we talked about the different ways that people use community water resources. This morning, we will talk about other species. Brainstorm with the group by asking what other living things depend on healthy waterways.
- Invite participants to break into three groups, with each group choosing a category: plants, animals and insects, and aquatic life.
- Provide the plant group with baskets, and ask them to collect plants from along the river: wild and cultivated fruit and vegetables, medicinal herbs, leaves and grasses used in daily life, etc.
- Make sure the animal and insect group have cell phones or cameras, and ask them to take photos of the various animals, birds and insects they see along the riverbanks and in the water. Make sure they are unharmed by this activity.
- Provide a fine-mesh net to the aquatic life group, and ask them to lower it at various depths and at various points in the river. Empty the net contents onto a sand bank or a large leaf, photographing any fish, shrimp, shellfish, or insects before releasing them unharmed, and bringing back samples of aquatic plants.

- Lead all three groups to the river and observe as they make their collections. Once finished, pass three clear glasses out to participants and invite them to collect water specimens at various depths and points in the river.
- Return to the classroom and ask each group of participants to spread what they've gathered out on large tables. For those who have photographed living beings, the facilitator collects the photos and adds them into a simple powerpoint format during the lunch break.

11:30-12:00

Allow time for participants to get cleaned up and to share their photos with the facilitator.



12:00-1:30

Lunch break

1:30-3:15

Ecosystem Group Presentations

- **Invite each group** to present back to the class, eliciting information with the following questions:
- **Plant group:** which plants are useful to the community as food, medicines, household materials, etc.? Who is typically responsible for cultivating or collecting them? Who is responsible for using the plants, and what knowledge is used in their preparation? Are they used within the family, or sold commercially? Which plants need more water, and which can survive drought? Are changes in the river affecting the availability of any of these plants? Who does this affect most in the community, and how?
- **Animal, bird, and insect group:** what species do you see in the slide show? How do these species depend upon a healthy river? Do they appear at different times of the year, or more during the night or the day? Have there been any changes to their numbers in recent years? Why have these changes occurred? If the river dries up or becomes polluted, how will that affect these creatures?
- **Aquatic life group:** how many different life forms live in our river? Which of these are used in our community, and how? Who is primarily responsible for catching them, and who is responsible for their preparation? Are they used within the family, or sold commercially? If these life forms were no longer available, how would this affect food security and the local economy?



3:15-3:30

Break

3:30-4:30

Water Sampling

- Show the glasses of river water that the three groups have collected. Ask the group, what kind of naturally occurring life forms are in the water? Do you think there are any substances that have been introduced into the river water? How might these have entered the water? From tributaries or mountain streams? Through dumping by individuals or industries? What could they be? (Examples may include garbage, human and livestock waste, agricultural chemical run-off, pollutants from upstream towns or industries, etc.). Follow up questions: does anyone here feel it's safe to drink this water? If not, was it drinkable in the past? When did that change? Can we safely swim in the water, and use it for washing? Has the water caused any illnesses to humans or livestock? At what time of year is it more polluted? What would happen if we no longer had a source of clean water?
- If possible, get help from a local science teacher to conduct some water quality tests with the group such as the Parameters of Colour, Smell, Taste, Turbidity-Total Suspended Solids (TSS), Total Dissolved Solids (TDS), Acidity/ alkalinity (pH), Electrical Conductivity (EC) and a simple E-Coli test for pathological (mainly coliform bacteria). Should the water show any visible color variation, strong

smells, very high TDS, or abnormal pH or EC, it can cause serious health and fish/crop damage, and needs to be tested in an accredited laboratory.

- Ask participants whether they know what office or individual is responsible for monitoring local water quality and reporting any problems. Do you know how to get in touch with them? Has anyone had experience reporting a water quality problem? If so, what happened? Was there any follow-up?
- Summarize the activity by emphasizing the importance of the river on both humans and a wide variety of species. Focus on its importance on local livelihoods, food security, health, the local economy, and cultural and spiritual values. Tell participants that in the coming days, we will discuss how decisions are made over our water resources, and how we can work to ensure that those decisions are in the best interest of the community and the living things that depend upon a healthy river.

Homework:

Ask participants to take photos or draw pictures of their evening meals or the next day's breakfast showing which part of their meals was related to the river ecosystem.

MODULE 3

Changes to Our River Ecosystem, Sources of Power



OBJECTIVES:

- To understand historical changes to the local river ecosystem
- To identify the causes of those changes
- To learn how those changes have affected access to community water resources
- To provide an introduction to sources of power in relation to water resource governance



MATERIALS:

- Board,
- colored markers
- poster paper
- crayons

9:00-9:15

Review the previous day's lesson. Tie a scarf into ten or more loose knots. Invite participants to stand in a circle, and play some lively music. Pass the scarf around. As each participant gets the scarf, he/she must untie one knot then pass it on. Stop the music every minute or two. Whoever is still holding the scarf when the music stops must recall one thing that they learned from the previous day's lesson and share it with the group.

9:15-9:30

Invite participants to show the photos or drawings of the previous night and morning's meals. Ask each of them to share how they think the food they ate was related to a healthy river ecosystem. What would happen if the river was no longer healthy?

9:30-10:30

Changes in Our Lifetime

- Invite participants to think about their earliest memory of the river. Divide participants into pairs, and ask them to share their memories with their partner for five minutes apiece, using the deep listening skills we learned the previous day.
- Give large sheets of paper to each participant and ask them to work on their own

to draw a picture of their community and the local river

- On the top half of the paper, ask them to draw what their community and its river used to look like in the past
- On the half bottom of the paper, ask each participant to draw the changes they've seen in their community and to the river. Are they still the same? If not, what has changed?



10:30-10:45

Break

10:45-12:00

Presentations

- After finishing the drawings, invite everyone back to the larger group and ask each participant to present the drawing of their community and river and explain how it has changed from their own perspective. Allow each participant around a couple of minutes to present.
- After each participant presents, invite the others to ask questions and share their comments. The facilitator may prompt discussion by asking about specific changes each participant has seen in their lifetime, whether these changes have been for the better or the worse, and how this has affected people who depend upon the river. Are some groups affected more directly than others, for example, women, fisher folk, riverbank gardeners?
- As participants present back, write key words on the board related to the causes of changes to the community and river ecology. These may include: population growth, large infrastructure projects such as roads, bridges, and dams, mining and other industries, commercial activities, climate change, increase of mono-crop plantations, increased use of agricultural chemicals, etc.
- Post participant drawings around the room, and summarize by explaining that in the coming days, we will talk about who has caused these changes, who is benefiting and who is suffering from these changes, and how we can participate in decisions affecting our water resources.



12:00-1:30

Lunch Break

1:30-2:30

Sources of Power

Invite participants to brainstorm the sources of power in their society. Who are the people with the most power, and what characteristics do they possess? These may include wealth, education, political position, religion, ethnicity, gender, age, family, knowledge, respect, etc. Write the participants' answers on the board, and be sure to keep them there for the next session.

- Go outside, and ask participants to form two lines facing one another. Ask the people on one side of the line to sit or squat down, while their partner on the other side of the line stands. Each pair looks one another in the eye silently for ten seconds. After that, ask them to change sides and repeat the exercise.
- Gather the participants into a circle and ask them how the exercise felt. Was it awkward or uncomfortable? Were you more uncomfortable in the standing position or in the sitting position? Why?
- For the second game, ask the participants to divide into pairs. Have one person place her hand a few inches from her partner's face. As she moves her hand, her partner must follow. Allow time for the participants to lead their partners all around, encouraging them to use all available space. Then switch sides.
- After playing the game, invite everyone to reflect on their feelings about the activity by asking the following questions:
 - Was this game fun for you? Did it make you uncomfortable?

- Did you prefer to be in the leading or following position?
 - Did your partner stop or refuse to follow you at any point?
 - How does this exercise represent power?
- How does it reflect our relationships in family and community life, and our ability to make decisions over matters that affect us?

After the discussion, explain that in the coming sessions, we will be talking about power relationships, how important decisions over how our natural resources- particularly our rivers and water- are made, and how we can gain more power and confidence to ensure those decisions lead to positive outcomes for our community.

2:30-3:30

- Return to the classroom, and discuss the following three types of power:
 - Power over (when a person or group uses their sources of power to control, and/or make decisions for another person or group- the focus is on the goal).
 - Power-sharing (when a person or group uses their sources of power to support one another, share resources, and make decisions together- the focus is on the process)
 - Power within (inner sources of power a person or group has or can develop to help them overcome fear and create positive change through nonviolent action).
- Underline “power over” in red, “power-sharing” in black, and “power within” in blue.
- Pass red, black, and blue markers out to the participants, and invite them to approach the board where the “sources of power” words from the previous exercise are written. Ask participants to circle the words that they feel are associated with “power over” in red, the words they feel are associated with “power-sharing” in black, and the words they feel are associated with “power within” in blue.
- Note that many of the words can be associated with all three types of power. Education, for example, is often used to gain top-down power, but can just as easily be used to share power with others, and can also be an important source of inner power and strength.
- Inviting participants to share which color they chose for each word and why. Ask participants whether they feel power is good or bad, discuss how we can choose the way we use our power, and for what purpose.



3:30-3:45

Break

3:45-4:30

Divide participants into groups of 3-4. Ask each person to share an experience when someone used power over them. What sources of inner or shared power did they use to address the situation? Allow 5 minutes for each participant to share, and emphasize the importance of using deep listening skills. Return to the larger group, and invite volunteers to share their experiences.

Women rely heavily on water resources for daily activities such as fetching drinking water and water for bathing and household use, doing laundry, watering crops and gardens, and foraging in the river and along riverbanks for edible plants, fish, and animals. Water is also used by women in religious ceremonies in many places. Despite women’s close relationship with water resources, water resource governance is generally dominated by men. As a result, women’s perspectives are often overlooked or underrepresented, their needs unmet, and their concerns unaddressed.

To begin working towards gender equality and equal representation in community water governance, we will discuss common cultural perceptions of women and men. We will learn that while biological differences are fixed, cultural perceptions can change, and men and women can work together to promote equality in access and control over water resources.

MODULE 4

Gender and Power in Water Resource Governance



LEARNING OBJECTIVES:

- To understand the difference between sex and gender
- To develop awareness of the importance of gender equality
- To understand differences in gendered access and control over water resources
- To promote solidarity between participants



MATERIALS:

- Board
- poster paper
- markers
- computer
- projector

9:00-9:15

Energizer

Invite everyone to stand in a circle. The facilitator turns towards the participant on her left and claps, instructing the participant to turn towards her and clap back at the very same time. That participant then turns quickly to the person to her left, and they both clap at the same time. Keep the circle going, encouraging the participants to clap faster and faster. Once the clapping reaches the facilitator, surprise everyone by changing directions, moving towards the right this time. Go faster and faster, frequently changing directions until the game breaks up.

9:15-10:45

Decision-making Power in our Community

- Invite participants to reflect on the previous lesson by reviewing some of the sources of power they identified in their society. On the board, draw a chart with two columns. Over the first column, write "More Power," and over the second column, write "Less Power."
- Ask participants to imagine that a large development project is coming to the community that will change the way the community members can access their river. Traditionally, who has more power to participate in decision-making around such a project? As participants shout out answers, write them in the "More Power" column. These may include men, elders, community leaders, religious leaders, local politicians, members of parliament, people with university degrees, people who speak English or the national language fluently, members of the ethnic or religious majority, etc.

- Next, ask the participants which groups traditionally have less power to participate in decision-making. As participants shout out answers, write them in the “Less Power” column. These may include women, youth, farmers, fisher folk, indigenous peoples, those with less formal education, ethnic and religious minorities, people with disabilities, etc. If participants get stuck, the facilitator can ask questions such as, “do fisher folk usually have more or less power in our society?” to prompt discussion.

Summarize the activity by discussing the fact that those making decisions over our water resources are often those who have the least daily interactions with those resources. For example, is a mother who collects fresh drinking water from the river everyday typically consulted regarding the design of a water diversion project? Is a fisherman typically consulted as to where a dam should be built?

In the coming days, we will address the key question: What would water governance look like if those whose livelihoods are most intimately related to water resources had an equal share of decision-making power?



10:45-11:00

Break

11:00-12:00

Gender Clock Game

- Clear a room of tables and chairs and divide the participants into a men’s group and a women’s group. Ask the women to sit down on one side of the room and the men to stand up on the other side.
- The facilitator calls out the time hour by hour, beginning at 3:00 am, and asks the men to show what they’re typically doing, with no sound from either group. Call out the time hour by hour, asking the men to act out their activities each hour. Ask them to focus on livelihood activities, and how they use local water resources.
- Once you’ve gone through a 24-hour period with the men, invite them to sit down and ask the women to stand. Call out the time hour by hour and ask the women to act out their daily activities.
- Once both groups have finished, invite everyone to sit down and share their reactions. What differences did you notice between the men’s activities and the women’s activities? Was there anything that surprised you? Do men and women use local water resources differently? Based on this, do you think that changes to local water resources would affect men and women differently? How so?



12:00-1:30

Lunch Break

1:30-2:00

Understanding “Sex” and “Gender”

Write the terms “sex” and “gender” on the board. Should these terms be difficult to translate into the language of the training, the facilitator may substitute the phrases, “physical aspects of men and women,” and “cultural views of men and women.” To make sure participants understand the difference between these two terms, explain further that “sex” refers to the biological aspects of being male and female, and “gender” refers to behavioral, social, and psychological characteristics of men and women. Make the following statements, and ask participants to shout out whether they are related to “sex” or “gender.”

1. Women can get pregnant (sex)
2. Daughters cannot inherit land (gender)
3. The man is the head of the family (gender)
4. Men cannot have babies (sex)
5. Women are indecisive (gender)

6. A woman's place is in the home (gender)

The facilitator can add more statements based upon local cultural beliefs. Explain that unlike the physical and biological differences between men and women, social and cultural beliefs around gender are made up by each society, and change over time.

2:00-3:30

Power and gender

- Divide the group into men and women. If the group is all one gender, divide participants into pairs. Ask each group to think of a time in your life when you were treated some way because of your gender, for example, if you were told that boys don't cry, or that doing something is not safe for girls. In your culture, what are the roles, beliefs, expectations, images, and attitudes about men or women? How does this make a young woman feel about herself as she is growing up in this environment, with these messages? How does this make a young man feel about himself as he is growing up? Give larger groups 30 minutes to discuss, and give pairs 5 minute apiece.
- Call participants back to the larger group and invite them to share some key points from their discussions.

The facilitator opens a discussion, asking how are gender and power related? Mention that when we think about gender, we tend to think about women. But we can see that beliefs around gender affect men as well as women. Internalizing cultural beliefs around gender can cause pain, conflict, discrimination, and injustice. We think it's natural, but it's not. What kind of society do we want to build together? Refer back to the shared values mapped out on the first day of the workshop.

What changes can we make to our society so that it better reflects our shared values? How can we work together to promote a culture based on power within and shared power, rather than power over?

Ask participants to share their ideas with the group.



3:30-3:45

Break

3:45-3:50

Energizer: ask for one volunteer to share a game, energizer, or song with the group

3:50-4.30

Building solidarity

- Ask everyone to find a partner- men paired with men and women with women. Referring back to the earlier discussion, invite each pair to share ideas about what they can do on a personal level to promote a culture of shared power and gender equality in their society.
- Ask the men to discuss what they can do to better share power and ensure that women have equal opportunity to participate in decision-making about the future of the environment and community.
- Ask the women to discuss what they need to access more opportunities for themselves, and how they can share their power to open up more opportunities for young women in the community, and for women who have traditionally had less opportunity to participate in decision-making processes.
- Allow each participant five minutes to share, for a total of ten minutes per pair.
- When finished, invite participants to stand in a circle. Ask participants to think of one vow they can make as a first step to promote gender equality in their community. Toss a ball to one participant, and ask him/her to share, then to toss the ball to another participant until everyone has had the opportunity to share.

Homework:

If possible, show the movie "Whale Rider" about gender relations in a traditional Maori community. The movie does an excellent job showing how cultural beliefs around gender can be hurtful to men as well as women, and how communities can make progress together towards gender justice while still retaining positive cultural values. Trainers may also select alternative films specific to the cultural context of the participants.

Ask each participant to bring one object or a photo of an object that is special to them and represents their community

MODULE 5

Community Resource Mapping



LEARNING OBJECTIVES:

- To understand the strengths and resources the community possesses
- To empower participants through participatory resource mapping and data gathering techniques to map their territories on their own and claim rights over their resources
- To provide organisations working on rivers and natural resources advocacy with the tools and techniques of participatory mapping and data gathering
- To learn how good governance and participatory development builds upon the strengths of each community
- To inspire participants to think about what development means to them
- To understand the importance of public participation in decisions affecting local water resources



MATERIALS:

- Board
- markers
- poster paper
- sticky notes
- drawing paper
- colored pencils
- pre-prepared before and after pictures

9:00-9:15

Share objects, tell what they represent and why they are important to the community

9:15-10:30

Before we discuss development in relation to water resource governance, it is important to understand the strengths and resources a community already possesses. Explain to the group that all of our communities have developed a number of different resources over time. People use these resources to survive and to cope with challenges such as unpredictable weather, political change and cultural pressures. The process of mapping these resources is an important tool to bring the community together to protect them.

- Write the name of the community on the board and tape 7 large pieces of paper in a circle around it. Label the papers (1) Natural Resources, (2) Human Resources, (3) Financial Resources, (4) Social Resources, (5) Intellectual Resources, (6) Physical Resources, (7) Spiritual Resources. If participants have difficulty reading,

use symbols or drawings to represent each category.

- Explain each category, giving just one or two examples of each so that participants can come up with additional ideas on their own.
 - Natural resources: agricultural land, fruit trees, riverbank gardens, forests, rainfall, rivers, lakes, ponds, edible plants and medicines, fish, animals, natural construction materials, and a variety of forest products
 - Human resources: people with skills in carpentry, fishing, farming, hunting, marketing products, making tools and clothing, doctors, teachers, knowledge-including formal education and local knowledge such as which wild plants are useful and how, how to prepare and store food, how to identify and use medicinal plants, elders with knowledge of local history and culture
 - Financial resources: money, remittances (money sent from relatives working in the city or abroad), access to markets to sell goods, small businesses, tourist attractions, access to credit and loans, credit unions, banks, government support
 - Social resources: culture, traditions, ceremonies, holidays and festivals, seasonal celebrations, local organisations, solidarity, friends, extended family, clans, women's groups, youth groups, local government institutions
 - Intellectual resources: language, music, musical instruments, poetry, stories, songs, literature, art work, architectural design, performance, dance, weaving, wood carving, jewellery
 - Physical resources: houses, hospitals, schools, roads, irrigation canals, sources of electricity, communication devices, water pumps, vehicles, tools, machinery and equipment
 - Spiritual resources: religious teachers, buildings such as places of worship, spiritual areas in the natural landscape, religious holidays and ceremonies, prayers, ancestors, religious music and writings
- Pass out sticky notes to participants, and ask them to write down or draw pictures of the resources they have in their communities and post them under each category. Invite participants to use drawings or symbols if they prefer.
- If the participants need help coming up with ideas, the facilitator may mention one or more examples from the list above and ask participants what category they think it best falls into.



10:30-10:45

Break

10:45-11:15

Break participant into four groups, and assign each group one question to discuss:

1. What resources is our community rich in?
2. What resources is our community poor in?
3. What additional resources do we need to help strengthen our community?
4. Which of these resources are you worried about? Which are threatened?

11:15-11:55

Invite each group to present their ideas to the group.

11:55-12:00

Summarize by emphasizing that all communities are rich in some things and poor in other things. Good governance and participatory development builds upon the strengths of each community, bringing positive change while protecting existing resources.



12:00-1:30

Lunch Break

1:30-3:00

What Does Development Mean?

- Ask participants to relax and close their eyes and prepare to use their imaginations. When they are relaxed, say to them:
 - “Think about your community – your family, your neighbors, all the people in your village or town. Think about what they do in their daily lives. What are their hopes, and their concerns? Now, think about your home, your land, your river and water resources, and all of the places that your community uses and enjoys.”
- After they have had time to think, ask them to keep their eyes closed, and ask them more questions, with a pause for them to think between questions:
 - “What are some projects that would help improve people’s lives in your community? What types of things would help everyone to be healthier, happier, and to have more opportunities?”

Pause for them to think.

 - “There are many different possibilities for projects. Maybe you are thinking about education for children, or job training for adults, or better food for families. Maybe you are thinking about a new road or market, access to electricity or clean drinking water. It could be something just for your community, or something for the whole country.”
- After they have had a little more time to think, tell the participants that they will now have a chance to share their thoughts.
- Ask participants to break into small groups of three to five people. Give each group a large sheet of paper, with a line drawn across it dividing the top from the bottom. Ask them to talk about their ideas of community development and then to draw them on the top half of the paper. Ask them to do this in no more than 15 minutes, and to make sure that everyone has a chance to speak and to draw.
- Bring the large group back together, and ask each person to show their drawing and talk about their visions for development.
 - After everyone has shared, ask them to think about what kinds of development projects are being promoted in their community and their region by the government and by companies. Allow them a few minutes to think about this.
 - Break into the same small groups again, and ask them to share their ideas and then to use the bottom half of their papers to draw the kinds of development projects promoted by the government and by companies. Be sure to tell them that this should include both projects they like and projects they do not.
 - Invite everyone to tape their drawings to the wall. Bring the group back together, and ask each person or group to tell the class about their drawing.
 - After everyone has shared, lead a discussion about the different ideas of development. Do all of these pictures represent development, or just some of them? Are the ideas of the participants here similar or different from the projects proposed by governments and companies? What is different? What is the basis of these differences? Who has the right to say what kind of development a community should have?



3:00-3:15

Break

3:30-4:30

Before and After Activity

- Show the “before” picture to the participants. Referring back to the morning’s community resource mapping activity, ask the participants what kinds of resources they see in the community pictured. What kinds of livelihoods do you see? How do you think the quality of life is in this community?
- Next, show the “after” picture to the group and ask them to describe what they

see. What kind of development project do you think is in progress?

- Divide the participants into a women's group and a men's group. Ask each group what impacts they think the project has had on the community's ability to access their resources. Ask the women and men to each think about this from their own perspectives, as river users. Allow the groups 15 minutes to discuss.
- Ask the two groups to report back.

End the session by explaining that the word "development" has many meanings. There are as many ways to understand the idea of development as there are communities in the world. These different understandings come from peoples' different beliefs, priorities, and visions for their futures. Large-scale development projects are driven by an ever-increasing demand for natural resources. Often, such projects are done in the name of "the greater good." The main goal of these projects is to bring "economic growth." This growth, the experts say, is supposed to benefit everybody, especially the poor. But these projects can lead to massive changes in people's lives, and in the environment that people depend on for their homes, health, and livelihood. Sometimes, these projects bring more harm than good. In the coming days, we'll be talking more about changes to our water resources brought about by development projects, and the importance of our participation in decisions affecting our resources.¹

¹ The activities and drawings for this afternoon's session are inspired by the International Accountability Project's (IAP) Community Action Guide, available at...

MODULE 6

Impacts and Benefits of Water Infrastructure Projects



LEARNING OBJECTIVES:

- To learn about the potential impacts and benefits of infrastructure projects on community water resources
- To learn about stakeholder analysis
- To practice basic stakeholder mapping
- To introduce the principles of free, prior, and informed consent
- To provide a basic introduction to advocacy
- To learn how to craft an advocacy message
- To practice articulating advocacy messages



MATERIALS:

- Board
- markers
- poster paper
- computer
- projector

9:00-10:00

Introduction

For this session, we will be focusing on an infrastructure project affecting local water resources. Should the workshop participants be familiar with a project in their local area such as an irrigation or hydroelectric dam or a water diversion project, the facilitator may use this as a case study. If not, the facilitator may ask participants to imagine that a large-scale hydropower project is being planned on the river a few kilometers downstream of their community. The resources below can be used to familiarize participants with the physical aspects of dam projects.

- Begin by asking participants, "Who has seen a dam?"
- Play the short VDOs: <https://www.youtube.com/watch?v=q8HmRLCgDAI> and <https://www.youtube.com/watch?v=AAGvtpfB39U&feature=youtu.be>, answering any questions participants may have.

- Open the interactive website Dameffects.org, walking through it with participants to show how a dam can affect a river. Explain the definitions that comprise the natural ecosystem of a river, including riparian areas, fish passage, recreation, sediment and debris transfer, and river flows. Next, go through the impacts of a poorly run dam. Ask the students what problems they notice, and go through all the ecosystem components again, noting how they have changed from their natural state. Next, go through the impacts of a well-run dam, and all the ecosystem components.

10:00-10:30

Brainstorming Activity

Potential Benefits	Potential Impacts
<ul style="list-style-type: none"> • Access to electricity • More job opportunities • More industry • More commerce • Access to markets • Tax revenue • Better water supply and sanitation • New schools, clinics, and houses • Improved roads 	<ul style="list-style-type: none"> • Relocation to a new area • Lost livelihoods • Loss of fisheries • Poor water quality • Loss of riverbank gardens • Loss of agricultural land • Loss of river transportation • Loss of culture and social bonds

- The facilitator folds a long sheet of paper to represent a dam and tapes it across the river that the participants drew on the first day of the workshop. Ask participants to imagine that they have just received news that a dam will be built across their river. Explain that a large reservoir will be created upstream of the dam, requiring the community upstream to be relocated, and that the flow downstream will be significantly reduced.
- Divide participants into two groups: upstream and downstream. Ask each group to brainstorm both the potential impacts and the benefits the dam may have on the community directly upstream and the community directly downstream of the dam. Allow each group 20 minutes to discuss.

10:45-11:15

Group Presentations

- Give each group 10 minutes to present their ideas to the class. Invite them to make drawings to assist with their presentations if they'd like.
- As the upstream and downstream groups present back, the facilitator takes
- notes on the potential benefits and impacts on a poster paper, for example:
- Read each item on the list of benefits and ask, who will receive this benefit? Note the answers on the paper.
- Read the list of impacts, and ask participants who will suffer most from each of the impacts. Note the answers on the paper.

11:15-12:00

Walking Debate

- Lead a group discussion about how each person sees the balance of benefits and impacts from this dam project. Ask the group, can anything be done to ensure that the impacts are reduced and the benefits are increased? Can the project give more real benefits to the affected communities? Or should we mobilize to stop the project altogether?
- Tape two papers on opposite ends of the room. One paper says, "Stop the Project," and the other says, "Improve the Project."



12:00-1:30

1-30-2:30

- Ask everyone to move around the room, standing close to the statement that best reflects their opinion. For example, if someone strongly believes that the project should be stopped, they should stand directly next to the statement. If someone is not sure but is leaning towards mitigating the impacts, they can stand near the center of the room, a bit towards the “Improve the Project” sign.
- Once all participants have chosen a place to stand, ask one person from each side of the room why they chose to stand where they did. Then ask a couple of people in the center to ask how they feel, and what additional information, if any, they might need to make a decision. As the facilitator questions people, let the other participants know that they may choose to change their place at any time should they change their minds or be swayed by their friends’ arguments.

Lunch

Free, Prior, and Informed Consent (FPIC)

Explain that when communities have control over decisions about their livelihoods and natural resources, and full understanding of how their choices will affect them, they tend to make wise decisions. But when development decisions are made by corporations, governments, and banks without consulting the community, ordinary people are often left out, and have to pay the price for bad decisions.

Free, Prior, and Informed Consent is one step toward giving local people a formal role in decisions about development projects. It is a form of legal protection for indigenous people and local communities. FPIC is an important part of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) and many other international agreements.

What does Free, Prior, and Informed Consent mean? Go over each word with participants.

- Ask participants what “Free” means to them in this context. Summarize: the ability to make decisions on your own or within your family or community without the threat of force, coercion, intimidation, or bribery.
- Ask participants what they think “Prior” means in the context of development. Summarize: Prior means before. Any people who will be affected by a project must give their approval before the project starts – or the project cannot go ahead. It also means that people should be involved in the planning process at the very beginning, when the project is just an idea. Prior refers not only to before the start of a project, but before any change or expansion is made to the project.
- Ask participants what they think “Informed” means in this context. Summarize: Informed means that all of the important facts are made clear and are understood by everyone involved. This information should be translated into local languages so that it’s accessible to everyone. This includes environmental, health, and social impact assessments, project feasibility plans, and the terms of compensation and resettlement.
- Ask participants what they think “Consent” means in this context. Summarize: Consent means agreement or approval. But in the case of a long-term development project, it means on-going agreement by everyone involved. It also means that the authorized representatives of the communities—the real community leaders—are the ones to communicate this decision—not just any person that the project owners may pay to say yes.

The facilitator may show the following 8-minute video on Free, Prior and Informed Consent for Indigenous Peoples: <https://vimeo.com/66708050>. Please note that the video is in English, and that participants may require the facilitator to pause the video for translation.²

2 A Bengali translation of the FPIC video is available at: https://www.youtube.com/watch?v=C7LB7SYqFr8&ab_channel=Kapaeng-Foundation

Finally, summarize the following:

Free, Prior, Informed Consent is a collective right. In order for the project to go ahead, the community must make a decision together, according to your own traditional collective decision-making processes. If these decision-making processes lead the community, or parts of the community, to want to reject a project, then this decision must be respected.

If there is conflict, there is not consent. Often, some parts of a community may support a project while other parts of the community oppose the project. Some project developers might try to divide the community into those who are “for” and those who are “against”. This can undermine the ability of a community to make a collective decision on the project, and can lead to ongoing tensions in the community.

It is also possible that several communities will be affected by a project but that one community will be affected more than others. If this is the case, it is important to try to develop a common approach with other communities, so that the worst affected communities have a strong voice.

Communication is not consent. It is important to talk to project developers and officials as you monitor a project. But, talking with the developers does not mean you agree to the project. You are simply claiming your right to gather information.

Only informed consent is real consent. When we make a decision without having all of the information about the impacts that decision may have in the future, we are likely to make a bad decision. In the case of large development projects, no consent should be given without having as much information as possible. It is the responsibility of the project developer to make this information available in a language and manner that is accessible to the community.

Consent must be ongoing. Project developers must ask for community consent in the early stages of project planning and before each new stage of the project. This means that if you agree to an aspect of the project at the first stage, the developer must obtain your consent again at the next stage. If resettlement of the community is likely, the terms and conditions must be negotiated with the community in accordance with the principles of FPIC.

2:30-3:30

Introduction to Advocacy

Explain that the afternoon session will focus on public participation in water governance. Based on the morning’s debate, and considering the principles of free, prior, and informed consent, work with the group to reach consensus as to whether they would like to advocate to stop the project, or to take specific measures to mitigate the project impacts.

All advocacy and campaign efforts need a ‘core’ message. This core message is the foundation of your advocacy work. The main elements of the core message are:

PROBLEM	CAUSE	SOLUTION
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PROBLEM

- What’s the problem
- How bad the problem is/could be
- Who is affected/ could be affected
- What will happen if this problem is not addressed

CAUSE

- This may be a government policy to boost the economy through industrial development, for example, or to provide incentives to foreign companies to invest in our country

- Think about where this policy is coming from, and who is supporting it

SOLUTION

- What can we do? It's very important to emphasize that there is a solution! Otherwise, your audience will feel disempowered, depressed or unmotivated.
- Demonstrate some immediate "easy steps" that can gain support
- Be part of the solution – show what you/your group/your movement has done or is doing to help
- Immediate solution/steps can be part of a long-term solution (link to long-term goals)

Some tips on your message:

- Make it easy to understand –short and clear, using everyday language
- Frame the issue – highlight aspects of the situation to grab the audience's attention. Use images and metaphors when relevant and appropriate.
- Know your audience - What do they know? Is there important information that will convince the audience to agree with you and do what you want? What values and beliefs are important to them? What are their needs and priorities? How will they react emotionally?



3:30-3:45

3:45-4:30

Break

Advocacy message presentations

- Divide participants into three groups
- Give each group 15 minutes to prepare a 60 second statement on their advocacy statement, and ask them to nominate a speaker. Be sure that they use their phones to time the statement to ensure it does not go over 60 seconds. Remind them to make it strong, direct, and persuasive.
- Ask each group representative to share their statement with the class.
- After each group has made their statement, discuss the strengths of each one, highlighting what has made them sharp and clear.

MODULE 7

Players and Interests in Water Governance



LEARNING OBJECTIVES:

- To help participants think about how they might influence a water infrastructure project
- To identify different stakeholders in water governance
- To be able to conduct a stakeholder analysis assessing levels of power and influence
- To learn the principles behind crafting a core advocacy message and to practice developing a core message



MATERIALS:

- Board
- markers
- stakeholder mapping template (drawn in advance on poster paper)
- poster paper
- sticky notes (in different colors)
- computer
- projector

9:00-9:15

Invite a participant to lead a game or warm-up activity

9:15-9:45

Discussion: Access to Stakeholders

Reemphasize that good water resource governance means meaningful public participation and adherence to the principles of free, prior, and informed consent. Ask participants whether they have ever brought an issue of concern to their community to the attention of an elected official or government authority. What was the process, and was the outcome satisfactory? What obstacles does our community face in raising issues to the public? What resources does our community have to lend strength to our efforts? Encourage participants to think back to the community resource mapping exercise earlier in the workshop.

9:45-10:45

Activity: Stakeholder Analysis

- **Explain** that to participate in development decisions affecting our water resources, we need to know who is planning the project that may affect our water resources. This will help us to identify who should be seeking your consent, and should they fail to do so, should be the target of our advocacy efforts.

- **Group brainstorm:** write the following headings on the board: Community Groups, Local Government, State/Provincial/National Government, Companies, Banks and Investors. Beginning with Community Groups, ask the participants to brainstorm which stakeholders may be included and write the names down under each category. Should the group be uncertain, write the name of the stakeholder with a question mark after it. Following are some examples:

Community Groups	Local Government	State/Provincial/National Government	Companies	Banks
Local Fishermen's Association	Village Leader	Environmental Protection Agency	China Datang Corporation	AIIB (Asian Infrastructure Investment Bank)
Local Water User's Group	Town Council	Ministry of Environment and Natural Resources	Power China	The Import Export Bank of China
Local Women's Group	Local Pollution Control Department		National Hydropower Corporation	

- **Pass out sticky notes to participants in the following colors:** green, yellow, red, and blue. Ask participants to come up to the board and place green sticky notes next to the stakeholders they know how to contact and feel comfortable communicating with. Next, ask them to place yellow sticky notes next to the stakeholders they would feel comfortable contacting with a bit of assistance. Finally, ask them to put red sticky notes next to stakeholders they feel would be extremely difficult to communicate with, and may put them at risk for doing so.
- **Invite the participants** to share with the group why they chose the color that they did for each stakeholder. The facilitator may invite comments by asking, "why did you choose green for this category? What makes you comfortable to approach this person?" "What makes you less comfortable approaching this group," and "Why do you feel it would be very difficult or unsafe to contact this group?" As participants respond, the facilitator can make note of any differences among participants' responses according to gender, occupation, or ethnicity.
- **Look at the chart** as a whole, and summarize based on the participants' responses. Note variations in the group, for example, do men tend to feel more comfortable than women approaching certain stakeholders? Do participants from specific occupational or socio-economic backgrounds feel more comfortable than others? Emphasize the concept of shared power that we learned earlier in the workshop, and ask participants to think about how they can support one another to increase access to project stakeholders.



10:45-11:00

Break

11:00-12:00

Identifying Allies

- Ask the participants to brainstorm what kind of allies they may find to help them to increase their opportunity to participate in the governance of their water resources. Who could help us to get the attention of the Ministry of Environment? Who could help us to write a letter to the AIIB? Ideas may include: local school teachers, elected representatives, students, university professors, journalists/reporters, local civil society organizations, national and international non-government organizations (list by name if possible), local merchants, religious leaders, public interest lawyers, etc.



12:00-1:30

1:30-1:45

- Ask participants to write their ideas one by one on blue sticky notes, and post the notes next to the stakeholders they feel each particular ally could help to access.

Lunch

Introduction to Advocacy

Explain that advocacy efforts educate, pressure, persuade, and mobilize their audiences- the people and institutions that can make change happen.

Your efforts to advocate for stronger participation in water governance issues will focus on two types of audiences: decision makers, or those that have the power and authority - formal or informal - to make or to block change; and pressure makers, or those that have the power to influence or pressure decision makers or other pressure makers, and to raise public opinion of an issue.

1:45-2:30

Status Quo Activity

Explain that the push for social change is often met by resistance, especially by those who are threatened by the change or do not want to share the power to make decisions that affect people's lives

Divide poster papers into two columns for each group: those who wish to maintain the current situation, and those who wish to change the situation. Ask participants:

- Who wants to maintain the status quo (current situation)? Who benefits and how?
- Who is harmed by the status quo (current situation)? What is their social status? What barriers do they face (for example limited access to decision-makers, language barriers, lack of formal education, etc.)?

Present back to the class, discuss.

- Who will benefit the changes brought by your advocacy efforts? How?
- Who will be threatened by the changes brought about by your advocacy efforts, and potentially cause problems?



2:30-2:45

2:45-3:15

Break

Decision-makers and pressure-makers discussion

Write "target audience," "decision makers" and "pressure makers" on the board, define. Explain that advocacy efforts focus on two types of audiences: decision makers, or those that have the power and authority - formal or informal - to make or to block change; and pressure makers, or those that have the power to influence or pressure decision makers or other change makers, and to raise public opinion of an issue.

To choose which decision makers and pressure makers to focus on, you will need to think about who has power, what processes to work through - formal and informal, and who has a stake or interest in how the problem is resolved. Think about:

Decision makers:

- Who has the power and authority to make or block change? Who decides whether a problem is addressed or ignored?
- What are their duties? What can they be held accountable for?
- What are their sources of power?
- What are their limitations? What are they afraid of?

Formal and informal structures:

- What are the relevant decision-making bodies? Think about branches of

government, ministries or departments, agencies, committees, councils, Boards of Directors, stockholders, etc.

- How are they organized? What is the relationship among different bodies? Between different levels?

Decision-making processes.

- How does an issue become part of the problem solving agenda?
- How is a solution considered, chosen, and implemented? What is the process?
- Are there openings for public participation? Do decision makers consult with civil society when deciding among alternative solutions? If so, at what stages of the process? Through what mechanisms? Do these consultations influence decisions? If so, how?
- Who has access to these mechanisms? Whose voices are sought out? Represented? Listened to? Considered important?

3:15-4:00

Stakeholder Mapping

Draw the diagram below on a poster paper, and post it on the board. Explain it to the group, then ask them to think about the various stakeholders in water governance based on the previous discussion. Focus on decision-makers and pressure-makers. List as many as you can. Think about government agencies, private sector, financiers, researchers, media, etc.

Invite participants to place the decision-makers on the power analysis grid, according to relative levels of power and your ability to influence them to support your advocacy goal. Then invite participants to place the change-makers in proximity to the decision-makers they can exert pressure over. Once everyone is finished, discuss the stakeholders one by one, asking participants why they chose to post their notes where they did.

4:00-4:30

Resource Rights Advocacy Film

Show the class a film depicting a community's efforts to advocate for participation in resource governance issues affecting their livelihoods. Follow with a discussion of the strategies the community members used, their successes and challenges, and how this is similar or different to the issues the participants are facing in their own communities.

MODULE 8

Field Visit Preparation: Community- Led Research Skills

Community-led research is a process through which community members rely on their own local knowledge to identify a problem, develop a shared analysis of its root causes, and propose solutions. Through this process, communities can reclaim the power to identify development priorities that are appropriate to their livelihoods and protect their water resources.

Community-led research can be a powerful tool as both the means and ends to the model of development that communities want - a process where powers are shared and everyone's voice is heard.³ When river users meet as peers to discuss changes to river ecology based on their local knowledge, they often discover important information that decision-makers and planners may not be aware of. This process helps communities to better understand the problems they face and build confidence in their knowledge.

This module and the accompanying field visit is designed to give participants experience thinking about problems from the views of a wide spectrum of river users. Designing interview questions and listening deeply and critically will help participants to develop the shared sense of solidarity and accountability necessary to engage in joint advocacy for river protection.



LEARNING OBJECTIVES:

- To learn basic community-led research skills
- To learn how to approach a variety of river users and elicit information about changes to local water resources and their livelihoods
- To learn how to formulate questions about community participation in water resource governance
- To learn how to assess the sensitivity of a situation and respond accordingly
- To develop solidarity with communities facing similar challenges around water resource governance and river protection



MATERIALS:

- Board
- poster paper
- computer
- projector
- videos, news clips, newspaper articles, photos, and/or maps of the community to be visited

³ For more information, please see International Accountability Project's Community Action Guide on Community Led Research at <https://accountabilityproject.org/work/community-organizing/community-action-guides/>

9:00-9:30

Introduce the goals of the field visit to the participants:

- To develop ways to find out how water governance issues is affecting the lives of community members up and down our river
- To learn how a community has attempted to engage with decision makers to participate in water governance
- To identify challenges a community encountered in their efforts to participate in the governance of their water resources, and how they addressed those challenges
- To apply lessons learned to our own community
- To think about ways to support one another's efforts as river users to participate in water governance and protect shared water resources

9:30-10:30

Introduction to the Community

To organize a field visit, the workshop team will have worked in advance to select a nearby community that is experiencing or has experienced water governance issues resulting from a development project such as a hydropower or irrigation dam, water diversion project, embankment, barrage, or a mining or industrial activity that is restricting access to a river, altering its flow, and/or affecting water quality.

Provide an introduction to the field visit site and the water resource governance issues the community is facing. Share any videos, news clips, newspaper articles, photos, maps, and other information you have about the community with the class, allowing plenty of time for questions and discussion.

10:30-11:00

Field Visit Preparation

Ask the participants to break into pairs and discuss what they feel they will need to prepare ahead of time to understand the issues the community is facing. Allow each pair ten minutes to discuss. Afterwards, invite them to present back to the class, and write their ideas on the board. These should include:

- Learn the background of the community and how they traditionally made their living
- How they first learned that a project would be affecting their water resources
- What changes the project brought to their community, both positive and negative
- How different community members responded to those changes
- Any risks or challenges the community encountered
- What advice they have for communities experiencing similar issues



11:00-11:15

Break

11:15-12:00

Introduction to Designing Interview Questions

Tell participants that they will be breaking into small groups to design questions to ask the community during the field visit. Ask participants what type of questions are good to ask during interviews. Answers may include the following:

- Ask simple open-ended questions: Who? What? When? Where? Why? How? Can you describe what happened?
- Ask follow-up questions: Can you give me more details? Can you tell me more?
- Do not ask yes or no questions unless absolutely necessary
- Do not ask leading questions. For example, "how did the dam destroy your livelihood?" should be replaced with, "did the dam cause any changes to your livelihood?"
- Only ask one question at a time. Don't ask "Where and when did this happen?" but

rather “When did this happen?” then “Where did this happen?”

- Look for firsthand knowledge: how do you know?
- Create a timeline: What happened first? Then what happened? What happened next? What happened after that? And then what happened?

Break into research groups. Write down 3-5 types of water users on the board. Examples could include women, fishermen, community leaders, youth, farmers. Invite participants to come up to the board and write their names under the group that most interests them.



12:00-1:30

Lunch

1:30-3:00

Designing Interview Questions

Ask the groups to work together to design questions that they would like to ask the community members they meet. Allow each group 30 minutes to design their questions.

Invite each group to present their questions back to the larger group. Ask the participants for feedback on each group's questions, and provide input as to how the questions can be improved. Be sure that questions are open-ended, and not leading. This often takes quite a bit of practice!



3:00-3:15

Break

3:15-3:30

Establishing Consent

Explain that because water governance issues can be sensitive, it is important to get consent before speaking to community members. Define “informed consent” with the class. Why is this important? Why is it unethical to conduct an interview without gaining informed consent?

How to gain informed consent:

1. Introduce yourself and your intentions. Explain why you are interested in the issue.
2. Let the interviewee make her/his own choice to speak without pressure, and ask them where they would feel most safe to speak.
3. Ask permission to record the interviewee's answers either by writing or by phone recorder. Make sure they feel free to decline. If they agree, ask whether they would prefer to speak anonymously.
4. Do not take photos of people without consent.

3:30-4:00

Elements of an Interview

Go over the elements of an interview as follows:

- Introduce yourself and your intentions
- Discuss confidentiality
- Get consent of the interviewee and establish whether the interview is anonymous
- Ask interview questions
- Allow the interviewee to lead the discussion
- Listen attentively
- Take notes or record the interview if the interviewee agrees
- Allow the interviewee to ask any questions they might have
- Ask them for contacts for other people to interview
- Thank the interviewee for their time

Water resource governance issues can radically affect a community's livelihoods and violate their rights, causing sensitivity and even trauma. Discuss ways of dealing with sensitive issues in an interview:

- Try not to upset your interviewee and take a break if necessary
- Do not raise potentially sensitive issues until after you have established trust
- Do not force anyone to recall a painful experience
- Be aware of group dynamics, and interview people privately if possible
- Depending upon the culture, it may not be appropriate for a male researcher to interview a woman privately. In this case, be sure the interview is conducted by a woman, or with a woman researcher or facilitator present.
- Do not interview or photograph a child without their guardian's permission
- Do not discuss potentially upsetting issues with adults when children are present
- Men should never interview women survivors of sexual violence

4:00-4:30

Practice Interviews

- Divide the class into two groups: a bad interview group and a good interview group. Ask each group to nominate an interviewer and an interviewee. Give each group about 15 minutes to develop a mock-interview.
- Ask the bad interview group to do their mock interview in front of their class. The poor techniques of the interviewer should elicit some laughter. After the interview, ask the class to identify what the interviewer did wrong. Ask the interviewee how the poor interview made her feel. Ask the class what should be improved.
- Ask the good interview group to do their mock interview in front of their class. What did they do right? How did this lead to good information being gained from the interview? Ask the interviewee how she felt during the interview. Is there anything else that could have been done to improve the interview?

Finally, go over the trip logistics, including preparations for travel, food, and accommodations. If the class will be visiting an ethnic minority or indigenous community, take some extra time to invite a member of that group to share information on local customs, cultural sensitivity and proper greetings.

MODULE 9

Water Resource Governance Field Visit



LEARNING OBJECTIVES:

- To learn about water resource governance issues from the perspective of river users in a nearby community
- To learn how a community has attempted to engage with decision makers to participate in the planning and development process
- To assess whether the principles of free, prior, and informed consent were upheld during the various stages of the project
- To identify challenges the community encountered in their efforts to participate in the governance of their water resources, and how they addressed those challenges
- For participants to apply lessons learned to the issues they are facing in their own communities
- To develop solidarity with communities facing similar challenges around water resource governance and river protection



MATERIALS:

- Notebooks
- pens
- mobile phones with cameras and recording devices
- gifts and/or donations for the community

Suggested field visit format:

1. Work with the community to select an appropriate common space to arrange a group meeting. When the group arrives, make introductions, thank the hosts, and invite community leaders and elders to formally address the group and provide some background on the community. Allow time for questions and answers.
2. Break into smaller groups based upon the research groups designed the previous day: women, fishermen, community leaders, youth, farmers, etc. Allow plenty of time for small group interviews and discussions.
3. Share lunch with the community.
4. After lunch, ask community representatives to lead the group on a walk around the area, visiting the local waterway, farms, gardens, fishing grounds, and any developments that are affecting access to

water resources.

5. Should time allow, provide participants the opportunity to approach community members on their own to conduct one-on-one interviews or to work in pairs.
6. For a day trip, reconvene in the common meeting area to thank the hosts and present small gifts, donations to the local school, etc.
7. Invite one participant to represent the group, giving a speech to express a sense of solidarity as river users. You may work with the representative ahead of time to help prepare.
8. For an overnight trip, work with the community to arrange a group dinner and cultural exchange with songs and dancing, speeches, and a small ceremony to thank the hosts and present gifts and donations the following morning before leaving.

Notes on organizing field visits:

- Please be aware that field visits require much advance planning and preparation. Visit the community in person ahead of time to meet with local leaders, clarify the learning objectives of the visit, and arrange trip logistics.
- Ask community leaders what kind of donations would be appreciated to thank the community for their time, and how compensation for food and/or accommodations should best be arranged. Payment to a community fund or local women's group is preferred over payment to individuals, which could be a source of conflict.
- Choose a community that is or has been affected by water resource governance issues. Be sure, however, that the conflict is not too heated at the time of your visit, as this may impact the safety of the trip participants and the hosts.
- Be aware of different groups within the community- for example those who are for and those who are against a project- and be sure that your visit does not further escalate conflict.
- Be sure to safeguard against sexual harassment, particularly during an overnight trip. If consumption of alcohol is culturally difficult to avoid, work with your hosts to ensure that it takes place in a designated area, and that female participants are comfortable to excuse themselves. Refrain from holding important discussions during evening drinking sessions, as this often excludes women's participation, thus reinforcing structures of inequality.
- Special care should be taken to ensure that male and female participants' sleeping quarters are at a distance from one another, that bathrooms are well lit, and that female participants can safely access facilities at night. If possible, female participants' doors should have locks. Should the visit entail homestays with local families, families should be screened carefully ahead of time, and a female member of the organizing team should be housed with the female participants.

MODULE 10

Field Visit Presentations, Transboundary Water Governance



LEARNING OBJECTIVES:

- To share lessons learned during the field visit
- To provide an introduction to the issues and actors involved in transboundary water governance
- To apply the lessons learned to the participants' own communities
- To discuss possible future steps in solidarity with the host community



MATERIALS:

- Board,
- poster paper,
- colored paper,
- projector,
- computer,
- photos and props for the transboundary water governance activity including a long blue cloth or sheet to symbolize the river, and a set of 30-40 photos depicting life along the river. You can also prepare props such as articles of traditional clothing and fishing gear, flags of the various countries along the river, signs and symbols of local, national and regional governing bodies, etc.

9:00-12:00

Field Visit Presentations and Discussion

Upon return from the field visit, ask participants to work in their research groups to prepare 15-minute presentations on what they learned. The presentations can be based on observations and information gathered from the community meetings, small group meetings, the walk around the community, and individual interviews. The facilitator

may help participants to include photos from the trip through a simple power point slide show. Ask participants to include any quotes that they heard from the community members that were particularly powerful or insightful.

After each group presents, lead a group discussion on (1) how the community attempted to engage with decision makers to participate in the planning and development process, (2) whether the principles of free, prior, and informed consent were upheld during the various stages of the project, (3) what challenges the community encountered in their efforts to participate in the governance of their water resources, and how they addressed those challenges, (4) how participants can apply the lessons learned to the issues they are facing in their own communities, and (5), ways to support one another's efforts as river users to participate in water governance and protect shared water resources.

Note: If time allows, print out a group photo of the workshop participants and the community representatives, paste it on a card, and have the workshop participants sign the card and thank the community. This can be posted to the community after the workshop.



12:00-1:30

Lunch

1:30-3:30

Transboundary Water Governance Interactive Display⁴

Note to facilitator: While this activity is a great way of addressing the complexities of transboundary water governance, it requires a bit of advance preparation. You will need a long blue cloth or sheet to symbolize the river, and a set of 30-40 photos. The photos should depict life along the river, from its source to its mouth. Include photos of fisher folk, different types of boats and fishing equipment used, the different ethnic groups of people along the river and their traditional clothing, art architecture, etc., famous landmarks and historical sites, prominent natural features such as waterfalls, rapids, lakes, etc., traditional foods sourced from local waterways, riverside towns and cities, and large-scale infrastructure and development projects such as dams, highways, bridges, mines, irrigation channels, etc. You can also prepare props such as articles of traditional clothing and fishing gear, flags of the various countries along the river, signs and symbols of local, national and regional governing bodies, etc.

- Fix the upper part of the blue cloth a meter or so up the wall, then drape it along the floor, covering a large area of the classroom. Explain that the cloth symbolizes the river, with the upper part as the source and the lower part as the mouth.
- Ask participants whether they know where the source of the river is. What country is it in, what ethnic group are the people, and how do they make their living?
- Ask what countries the river passes through, and where it empties out into the sea.
- Ask the participants to break into pairs, and give each pair 6-7 photos. Ask them to discuss what is in each photo, and where they think it may have been taken. Allow ten minutes for the pairs to discuss.
- Invite each pair to place their photos on the blue cloth showing where along the river they think the photos were taken.
- Once everyone has placed their photos on the cloth, pass out any additional props you have prepared and invite participants to add them to the display.
- Ask whether everyone agrees about the placement of the photos and props- are they in the correct geographical position in relation to one another? Allow time to debate and change the placement of photos.
- Invite further discussion by asking the following: Where is our community? Which

4 This activity was originally developed by Tom Weerachat of International Accountability Project

water governance bodies have jurisdiction over which areas? What laws are there to protect water resources in each area, and the river as a whole? Are there any water sharing agreements between countries? Are any large-scale development projects affecting the river's flow and the communities along the river? Where are they located, who controls them, who benefits from them, and who is most adversely affected? Are any industries polluting the river? What opportunities exist for people living along the river to meet, discuss problems, and advocate for their interests? Are there any successful examples of groups collaborating to address water resource governance issues?

- Ask participants whether they know of any additional large-scale projects in the planning or construction stage on the river. Draw pictures of them on colored paper, adding any additional projects the participants may not have heard about. Work with participants to place them on the river according to the project location.
- Invite discussion: how will these additional projects change the river? Who will benefit and who may suffer from these changes? Who is responsible for decision-making around these projects, and what opportunities do local people have to get involved?

MODULE 11

Water Governance Role Play, Future Plans, Evaluation



LEARNING OBJECTIVES:

- To conduct an overall review of lessons learned through a water governance role play
- To give participants the opportunity to articulate the positions of various stakeholders
- To practice public speaking and negotiation skills
- To brainstorm plans for future collaborative activities
- To conduct an evaluation of the workshop



MATERIALS:

- Board
- poster paper
- markers
- name cards
- props for water governance role play

9:00-9:30

Energizer, review

Take the participants on a journey through the workshop curriculum day by day, reviewing the activities covered and the lessons learned.

12:00

Water Governance Role Play

Post the following notice in a common area of the workshop venue. Announce to the participants that an important announcement has been posted. Bring everyone outside to read the notice.

Public Notice

The participants of this workshop are required to relocate by June 26 to make way for construction of the Yin Du Hydropower Dam project.

China Southern Power Grid Company Ltd.

Let the participants react to the sign, pretending that it's real. Explain to them that they will all play different parts in this role play. Assign participants the following roles by preparing stickers or name cards:

- Government (3 people)
- Community (7 people)
- Company (2 people)
- Local NGO (2 people)
- Public Interest Lawyer (2 people)
- Other possible roles: Police Officer, Security Guard, Media, Project Consultant, Meeting Chairperson, etc.

Explain that there will be a public hearing regarding the project at 10:30, and that participants have one hour to prepare for the meeting. Ask them to think about their goals, how they want to influence the outcome of the meeting, and what strategies they should use to do so. Invite them to create any props they'd like, such as signs, posters, banners, project documents, EIA reports, maps, resettlement schemes, etc. for use in their approach. Explain that there will be 15 minutes for the hearing, but do not explain how long each group will be allowed to speak.

10:30-10:45

Public Hearing

Set up the room so that the government and company representatives are seated at the front of the room, with the community and civil society representatives in the audience. To draw attention to power imbalances, you may decorate the government and company representatives' tables with cloth, and provide drinking water, trays of snacks and fresh fruits, fans blowing on them, etc. Have a chairperson run the meeting, and give the government and company 13 minutes to speak, and the community and civil society representatives 2 minutes to speak before abruptly closing the meeting.

10:45-11:15

The community and civil society representatives will be angry (you may need a "security guard" to intervene at this point), and more eager than ever to advocate for their interests. Inform everyone that they will have another 30 minutes to plan for a second public hearing at 11:15. Encourage the community and civil society representatives to push for equal speaking time, and to make their demands stronger.

11:15-11:30

Hold the second public hearing, this time allowing all interests adequate time to make their points.

11:30-12:00

Debrief

As participants can sometimes be angry after this role play, ask everyone to remove their name tags and throw them in the center of the group. Invite everyone to close their eyes and do a deep breathing exercise, returning to themselves. Debrief by asking the following questions:

- What were the company's interests?
- What were the government and community members' interests?
- How did each group advocate for their interests?
- What advocacy strategies did they use?
- What strategies were successful? Unsuccessful?

- Was any progress towards reconciliation attained?
- What did you learn from the role you played?
- What would you do differently in real life?
- What would be your next plans moving forward on this issue?



12:00-1:30

Lunch

1:30-2:30

Future Plans

How can we use what we learned from this workshop to advocate for greater equity, transparency, accountability, and public participation in water resource governance? Ask participants to identify the problems they wish to address and the changes they want to see. Note their ideas on the board.

- How can you communicate this through a short but powerful message?
- Who is the audience for your message?
- What is the best way to communicate the message to your target audience? For example, through a public event, community gathering, play, social media campaign, or storytelling.

Explain that there are many tactics and tools to use in advocating for good water governance. The tactics you choose will be different depending on the goal, stakeholder, target audience, or the message that you want to convey. Communities often use a wide variety of tactics to achieve their goals.

Brainstorm different advocacy tactics and tools, and write the participants' ideas on the board, adding more as necessary. Ideas may include:

- Writing letters and submitting petitions
- Meetings to directly lobby with elected officials, members of parliament, company representatives
- Participating in committees that make decisions affecting your interests or contributing to those committees
- Building networks with other groups to gain wider support
- Writing submission to formal processes (e.g. law reform, consultations)
- Holding public events such as cleaning days, tree planting, or other practical field activities or actions
- Holding public forums with invited speakers to discuss water governance issues
- Organizing social media campaigns
- Public protests or demonstrations
- Publishing surveys and reports
- Outreach to media to provide information and promote coverage of the issue from the community's perspective, hold a press conference
- Spiritual ceremonies- prayers, river and tree blessings
- Organizing an art/photo exhibition, film screening, or concert
- Filing lawsuits or complaints to grievance mechanisms

Discuss which ideas are most appropriate to the goals of the group, and brainstorm what resources are already available, and what additional resources are needed to put plans into action. Lead into a concluding discussion on while there may be diverse interests and opinions within the group, a strong commitment to our shared values will enable us to work together to achieve our common goals.



2:30-2:45

Break

2:45-3:30

Evaluation

Invite everyone to sit in a large circle, and take a few moments to reflect on the past workshop sessions. Ask each participant to mention one thing that they liked about the workshop, and led to an important lesson learned, and one thing that they would recommend improving for the next workshop.

3:30-4:30

Closing Ceremony

Invite participants to stand in a circle and reflect on how we can ensure that our future work together addresses the roots of injustice and promotes equitable access to water resources and a healthy river ecosystem. Ask participants to focus on what immediate steps they can take with their family, friends, organization or community. Go around the circle and share commitments one by one.

Thank participants for their participation and good intentions throughout the workshop and provide contact information for follow-up work.

Additional Resources

Free, Prior, and Informed Consent

Rights in Action: Free, Prior and Informed Consent (FPIC) for Indigenous Peoples by Asia Indigenous Peoples Pact bit.ly/AIPPFPICvideo

Training Manual for Indigenous Peoples on Free, Prior and Informed Consent (FPIC) by Asia Indigenous Peoples Pact bit.ly/AIPPFPICmanual

Guide to Free, Prior and Informed Consent by Oxfam: bit.ly/OxfamFPICguide

A Trainers Manual: Putting Free, Prior and Informed Consent into Practice in REDD+ Initiatives, RECOFTC – The Centre for People and Forests, The Institute for Global Environmental Strategies (IGES) and the Norwegian Agency for Development Cooperation (Norad), <http://www.recoftc.org/site/resources/Putting-Free-Prior-and-Informed-Consent-into-Practice-in-REDD-Initiatives.php>

Video produced by AIPP (Asia Indigenous Peoples Pact) on climate change, FPIC, and the impacts of REDD on indigenous people: <https://www.forestpeoples.org/en/topics/redd-and-related-initiatives/news/2013/04/video-produced-aipp-indigenous-peoples-and-redd>

Dam Development

Dams, Rivers and Rights: An Action Guide for Communities Affected by Dams, available in 19 languages, including Spanish, Thai, Urdu, French, Khmer, Chinese, Arabic, and Hindi: <https://www.internationalrivers.org/resources/capacity-building-tools/dams-rivers-and-rights-an-action-guide-for-communities-affected-by-dams-2007/>

Resettlement Guide for People Affected by Dam Development: <https://www.youtube.com/watch?v=cgLf4eMV138>:

Dams and Climate Change, Wrong Climate for Damming Rivers:

<https://www.youtube.com/watch?v=A8JtoednlbY>

Video: Decommissioning of Condit Dam: <https://www.youtube.com/watch?v=4LxMHmw3Z-U>

Video: Restoration of Elwha River: <https://www.youtube.com/watch?v=VipVo8zPH0U>

Public Participation in Development

Community Action Guide on the Asian Development Bank available in four languages: Burmese, English, Sinhala and Tamil: <https://accountabilityproject.org/work/community-organizing/community-action-guides/>

Community Action Guide: What is Development: https://accountabilityproject.org/wp-content/uploads/2020/11/Community_Action_Guide_What-is-Development.pdf

Community Action Guide on Community-Led Research available in available in English, Burmese, Khmer, Portuguese, Spanish, Russian, Uzbek, Thai and Vietnamese: <https://accountabilityproject.org/work/community-organizing/community-action-guides/>

Feminist Futures: A Feminist Cartographer's Toolkit: <https://www.awid.org/resources/co-creating-fearless-futures-feminist-cartographers-toolkit>

Training Methodology

Training for Change <http://www.trainingforchange.org/>

The Change Agency <http://www.thechangeagency.org/>

International Theatre of the Oppressed Organization: <http://www.theatreoftheoppressed.org/en/index.php?nodeID=1>

Participatory methods, approaches and tools, Food and Agriculture Organization of the United Nations: <http://www.fao.org/Participation/toxols/PRA.html>

100 Ways to Energise Groups: Games to use in workshops, meetings and the community, International HIV/AIDS Alliance

http://www.icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf

Facilitation Tips, Games and Energizers <http://workshops.350.org/facilitation/>

Peacebuilding and Conflict Transformation

Youth Peacebuilding Training, Centre for the Study of Violence and Reconciliation and International Rescue Committee: <https://www.csvr.org.za/docs/peacebuilding/tsudan.pdf>

