



Public Participation

A Curriculum for Communities in Africa



INTERNATIONAL
RIVERS
PEOPLE · WATER · LIFE

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Introduction

Development should always improve lives and never cause harm. Development projects such as dams, roads, power plants, and mines can displace communities and damage the land and rivers that they need for their livelihoods. This three-day curriculum provides an introduction to the right to free and prior informed consent and how this right can help people to have a say about development projects affecting their communities. The curriculum is designed to build an understanding of public participation and transparency, and to increase local capacity to advocate for community-led development.

We have written this curriculum for community groups in Africa with the aim of making the information readily accessible and user-friendly. The curriculum takes a rights-based approach, emphasizing equitable access to natural resources, particularly for Indigenous people, women, farmers, fisher folk, and other traditionally marginalized groups. It is designed specifically for use at the community level, and minimal literacy is required for most activities.

The curriculum is designed to model inclusive development processes, creating an open and honest environment for participants to come together as equals to discuss public participation. The training style is elective, 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 accompanying community guide includes resources and contacts for those wishing to access more detailed information, project-specific advice, or to get help in developing an advocacy plan.

Day 1

Introduction, Shared Values, Public Participation

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 provide an introduction to the concepts of public participation, community-led development, and free, prior, informed consent
- To provide participants the opportunity to reflect upon the importance these concepts in the context of their own life experiences
- To identify community strengths to build a foundation for positive change

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 student 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).

9:45-10:00 **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 invite each participant to introduce their friend to the class based on what they learned.

10:00-10:10 Introduce Workshop Goals:

- To learn about the importance of public participation and transparency in development
- To learn about the principles of free, prior, informed consent and protections under international law
- To explore the meaning of community-led development in the local context
- To explore power dynamics and barriers to public participation
- To identify key stakeholders and develop advocacy plans for greater access and control over natural resources
- To practice advocating for greater participation in development planning
- To develop plans for sustained advocacy

10:10-10:30

Shared Values and Ground Rules

Discuss the fact that a truly participatory process requires people with a set of shared values to come together to advocate for positive change. Public participation involves 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.

10:30-10:45

Break

10:45-12:00

Development for Who?

- 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 the participants to keep their eyes closed, and ask more questions, with a pause 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. Are the ideas of the participants here similar or different from the projects proposed by governments and companies? What is different? Who decides what kind of development a community should have?
- Introduce the concept of community-led development. The essence of community-led development is working together to develop shared visions, with local people actively involved in planning, decision making and action to achieve the change they want to see in their communities.

12:00-1:30 Lunch Break

1:30-2:00

Introduction to 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 (FPIC) 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 United Nations 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.

Finally, summarize the following:



Free, Prior, Informed Consent is a collective right. In order for a 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 no 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 doesn’t 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.



Consent must be ongoing. Project developers must ask for community consent in the early stages of project planning and again 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 and the resettlement, too, must be done according to Free, Prior and Informed Consent.

Your right to free, prior, and informed consent is protected by a number of international laws and treaties, and by the constitutions of many African countries. It is also protected by the laws of many of the banks that provide funds to your government for big development projects. The World Commission on Dams has specific guidelines for how the rights of communities affected by hydropower dams should be respected. For further information, please see pages 34-35 of International Rivers’ Community Guide to Independent Accountability Mechanisms. <https://www.internationalrivers.org/wp-content/uploads/sites/86/2023/12/IAM-English.pdf>

2:00-2:30

FPIC Movie

Rights in Action: Free, Prior and Informed Consent (FPIC) for Indigenous Peoples by Asia Indigenous Peoples Pact (8 minutes, in English with no subtitles) can be found here: <https://vimeo.com/66708050>

2:30-2:45

Break

2:45-3:30

Before and After Activity



- Show the “before” picture to the participants. 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. Allow the groups 15 minutes to discuss.
- Ask the two groups to report back.
- Ask the larger group whether they have seen this kind of change, either in their own community or in a place they've visited. Was the community's right to free, prior, informed consent respected? How so/how not?

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.

Development that brings more harm than good is known as unsustainable development. Unsustainable development negatively affects people's livelihoods and exhausts the natural resources that they need to survive. Sustainable development, on the other hand, is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

In the coming sessions, we'll be talking more about changes to our natural resources brought about by development projects, and the importance of our participation in decisions affecting our resources¹.

Activity: Community Resource Mapping

Objectives:

- To understand the strengths and resources each community possesses
- To learn how good governance and participatory development builds upon the strengths of each community
- To inspire participants to think more about what development means to them

Materials:

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

3:30-4:30

As we discuss public participation in development, it is important to understand the strengths and resources our communities already possess. 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.

¹ Source of drawings: Community Action Guide: What is Development: https://accountabilityproject.org/wp-content/uploads/2020/11/Community_Action_Guide_What-is-Development.pdf, reprinted with the permission of International Accountability Project

- 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, forest products such as mushrooms and medicinal herbs

Human resources: people with skills in carpentry, fishing, farming, hunting, marketing products, making tools and clothing, doctors, midwives, teachers, knowledge-including formal education and local knowledge such as how to prepare and store food and how to identify and use medicinal plants

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, government support

Social resources: culture, traditions, ceremonies, holidays and festivals, seasonal celebrations, local organizations, 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, elders with special knowledge of local history and culture

Physical resources: houses, hospitals, schools, roads, irrigation canals, sources of electricity, communication devices, water pumps, vehicles, tools, machinery and equipment

Spiritual resources: spiritual leaders, buildings such churches or mosques, spiritual areas in the natural landscape, religious holidays and ceremonies, prayers, ancestors, religious songs and music

- Pass out sticky notes to participants, and ask them to write down 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.

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

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

Invite each group to present their ideas to the class.

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.

Homework:

Ask participants to read the Case Study on Epupa Hydropower Project in Namibia in their resource manual and discuss amongst themselves what strengths the community drew upon in their campaign. Also ask them to each bring one object that they feel is important to their community to share with the group in the morning.

Day 2

Power and Advocacy

Objectives

- To build an understanding of power in society, and how traditionally marginalized groups can gain strength and confidence to advocate for community-led development
- To learn the basics of advocacy and campaigning
- To understand the different types of stakeholders and targets in a campaign
- To develop the skills to conduct a stakeholder analysis and strategic selection of campaign targets
- To practice developing and delivering a core campaign message

9:00-9:15

Morning energizer: Ask each participant to share the object they brought, and tell what it represents and why it is important to their community

9:15-9:45

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:
 1. Was this game fun for you? Did it make you uncomfortable?
 2. Did you prefer to be in the leading or following position?
 3. Did your partner stop or refuse to follow you at any point?
 4. How does this exercise represent power?
 5. 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 development decisions are made, and how we can gain more power and confidence to ensure those decisions lead to positive outcomes for our community.

9:45-10:15 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.

10:14-10:45 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.

10:45-11:00 Break

11:00-12:00 **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 participants who 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, Indigenous people, farmers, fisher folk, indigenous people, 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 sessions, we will address the key question: What would development look like if those whose livelihoods are most closely related to natural resources had an equal share of decision-making power?

12:00-1:30 **Lunch Break**

1:30-1:40

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

1:40-2:15

Introduction to Advocacy

Explain that the afternoon session will focus on public participation in development planning. 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

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 electricity production through construction of a hydropower dam, for example, or to provide incentives to foreign companies to invest in the 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?
- Invite the participants to hold a discussion to choose one specific topic to focus on for their advocacy campaign. Ideally, it will be a case or issue that all participants are familiar with.

2:15-2:30 Identifying Stakeholders

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.)?

Next, ask:

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

2:30-3:00 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?

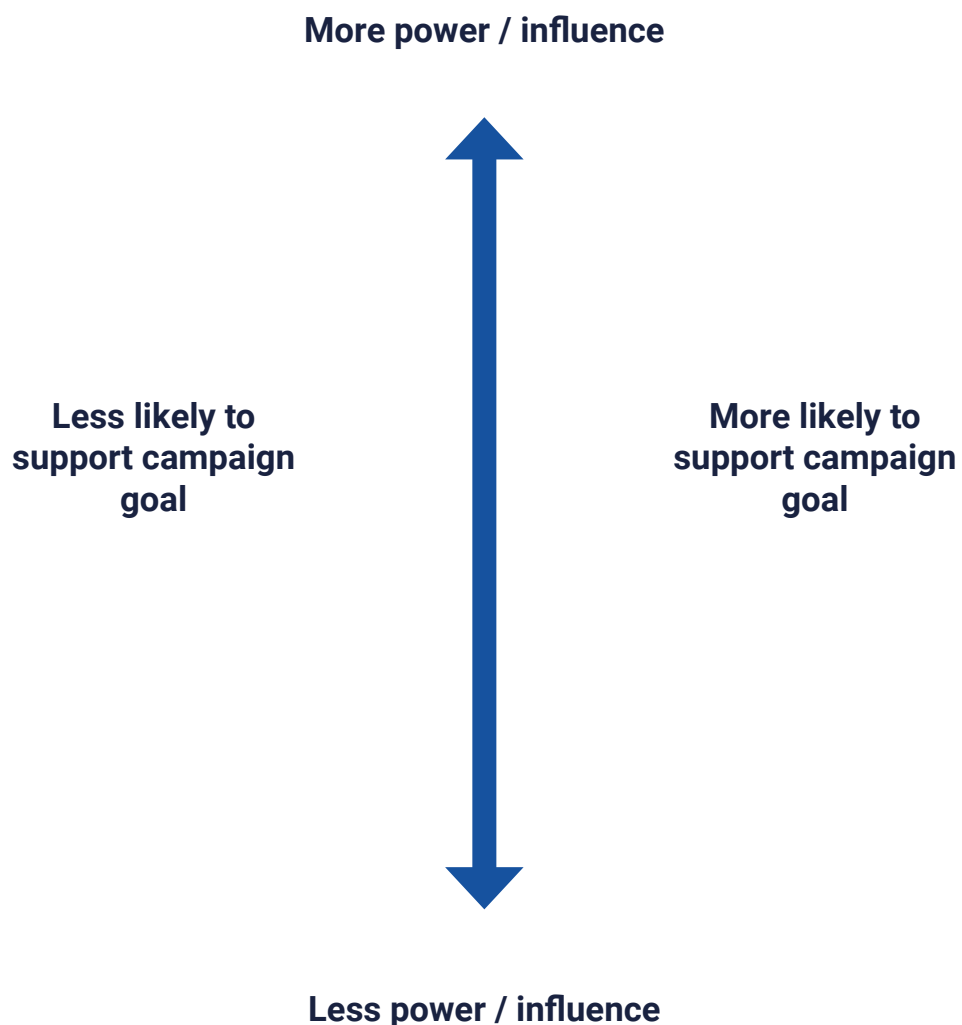
Write down as many target audiences, decision-makers and pressure-makers as you can on the Board.

3:00-4:00

Stakeholder Analysis

Reemphasize that good 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 did the community face in raising issues to the public? What resources did the community have to lend strength to their efforts? Encourage participants to think back to the community resource mapping exercise earlier in the workshop.

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.



Invite participants to down the names of stakeholders on sticky notes, using a different color for decision-makers and change makers. Ask them to place the decision-makers on the power analysis grid, according to relative levels of power and their ability to influence them to support your campaign goal. Then 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.

Identifying Allies

- Ask the participants to brainstorm what kind of allies they may find to help them to increase their opportunity to participate in development decisions. 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.
- 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.

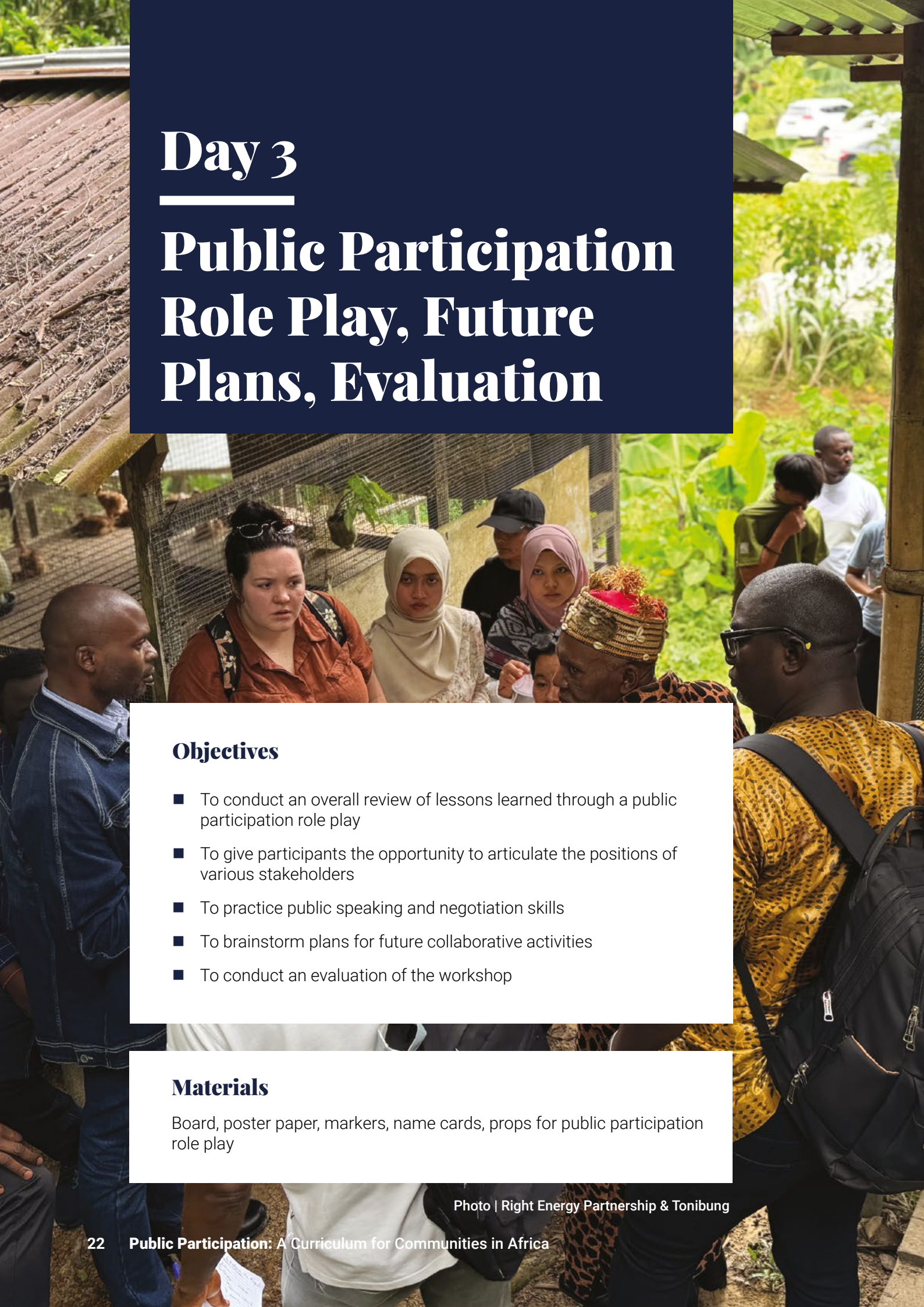
4:00-4:30

Advocacy Message Presentations

- Divide participants into three groups
- Give each group 15 minutes to prepare a 60 second statement in support of their advocacy message, 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.

Homework:

Ask participants to read the Lilongwe Water Project case study in their resource manual and discuss amongst themselves whether filing a grievance with an independent accountability mechanism may be a good solution for their communities.



Day 3

Public Participation Role Play, Future Plans, Evaluation

Objectives

- To conduct an overall review of lessons learned through a public participation 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 public participation role play

Photo | Right Energy Partnership & Tonibung

9:00-9:15

Review

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

9:15-10:30

Introduction to Public Participation 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 Fei Zhou Hydropower Dam project.

Sinohydro 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, 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:

1. What were the company's interests?
2. What were the government and community members' interests?
3. How did each group advocate for their interests?

4. What advocacy strategies did they use?
5. What strategies were successful? Unsuccessful?
6. Was any progress towards reconciliation attained?
7. What did you learn from the role you played?
8. What would you do differently in real life?
9. 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 development planning? 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. accountability mechanisms, law reform, consultations)
- Holding public events such as river cleaning days, tree

planting, or other practical activities or actions

- Holding public forums with invited speakers to discuss public participation 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 and prayers
- 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.

2:30-3:00

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.

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



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