



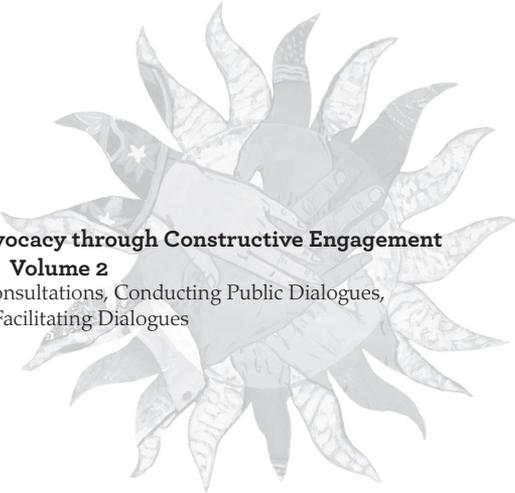
Asiadhrra

**Training
Manual on
Policy
Advocacy
through
Constructive
Engagement**

VOLUME 2

Corazon Juliano-Soliman

inside
cover



Training Manual on Policy Advocacy through Constructive Engagement
Volume 2

Skills on Managing Public Consultations, Conducting Public Dialogues,
and in Facilitating Dialogues

AsiaDHRR
Corazon Juliano-Soliman

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We are happy to publish **Volume 2 of AsiaDHRRA's Training Manual on Policy Advocacy through Constructive Engagement**. This complements the first training manual that guided the conduct of the training course on "Constructive Engagement and Policy Advocacy" which was published in November 2015. Volume 1 was a result of a series of training workshops held in Vietnam on this theme with the Vietnam Farmers Union (VNFU). Volume 1 and 2 are both applicable for use in other countries in the region, with some adjustments in the context and cases used.

The focus of this Training Manual is to guide and assist trainers and facilitators in building capacities of leaders and frontliners of farmers' organizations and rural development agencies in doing policy advocacy through constructive engagement by developing skills in facilitation, in managing policy dialogue, and conducting public consultations.

Policy Advocacy is a key task of smallholder farmers' organizations around the world. This manual is expected to help farmers' organizations and rural leaders develop their capacities in engaging government not only in policy formulation/reform that affect them but in implementing, monitoring, and evaluating public programs

and projects in agriculture and rural development. A transparent, accountable and effective governance in agriculture always requires engagement and active participation of key stakeholders. We strongly believe that farmers and rural peoples' organizations have important role to play in development if recognized and given the necessary positive environment to perform their roles, beyond being recipient of public programs.

In the past, and still largely at present, public agricultural programs are viewed as exclusive of government, donors and public services institutions. This view has often resulted to programs and projects that have little impact on the life and well-being of rural people. In many cases, design, targets, strategies and methodologies are not responsive to the priorities and realities of where smallholder farmers are, hence, are hardly sustained beyond project life.

Constructive engagement and policy advocacy of key stakeholders is vital in communicating and informing legislative and executive bodies of government the realities on the ground. Smallholder farmers participation through their organizations in the inception, formulation, design, identification of targets, planning, implementation, monitoring and evaluation of public programs in agriculture is important if the goal is to make these programs more effective and responsive to the needs of smallholder farmers, agricultural and rural development.

We thank the leaders of VNFU and VietDHRRA for their dedication and commitment to this cooperation. We are always inspired to work with your organizations. We hope that the sharing of new knowledge, skills, and attitude on Constructive Engagement among key leaders continue, generating more stakeholders and practitioners of the approach in support of our long-term development cooperation in the country and in Southeast Asia.

Marlene D. Ramirez
Secretary General
AsiaDHRRA



Acknowledgement

AsiaDHRRA is grateful to Ms. Corazon Juliano-Soliman (Dinky), who amidst her busy schedule willingly joined hands with us to conduct the training on “Policy Advocacy through Constructive Engagement” in Vietnam. The training theme that revolves around constructive processes, participation, creativity, and grace under pressure embodies her way of working both as a social worker and a public servant. We thank Dinky for not only conducting the training itself, but for leading in the development of this manual with the assistance of Ms. Marlene Ramirez and Mr. Florante Villas, AsiaDHRRA Regional Program Manager .

AsiaDHRRA would also like to thank Mr. Nguyen Dinh Xuan, Director of International Cooperation Department (ICD-VNFU) and member of the VNFU Standing Committee, who made it quick for us to decide on supporting the project activity, knowing that the results of the training will bring more impact to the work of VNFU. Big thanks to the trade mark excellent support of ICD Team, Ms. Ha Nguyen Viet, Vice-Director and Ms. Chi Mai Huong, and to Ms. Hà Mà Linh, Tran Phuong Trang, Tran Thị Khanh Van for facilitating the translation of documents for the workshop, among others.

The richness of the training dynamics and interaction among participants was also due to the presence of key VietDHRRA member

organizations. For this, we sincerely thank Dr. Bui Quang Toan, President of VietDHRRA for rallying behind the participation of its members. Thank you as well to Mr. Hoang Viet Muoi, VietDHRRA-CAEV Program Officer (Center for Agricultural Extension Volunteers), for the all-around support.

Last but not least, AsiaDHRRA is once again grateful for the financial support of the Directorate General for Development Cooperation of the Kingdom of Belgium through AgriCord, the Alliance of agri-agencies that AsiaDHRRA is part of.



Introduction

Skills on Managing Public Consultations, Conducting Public Dialogues, and in Facilitating Dialogues:

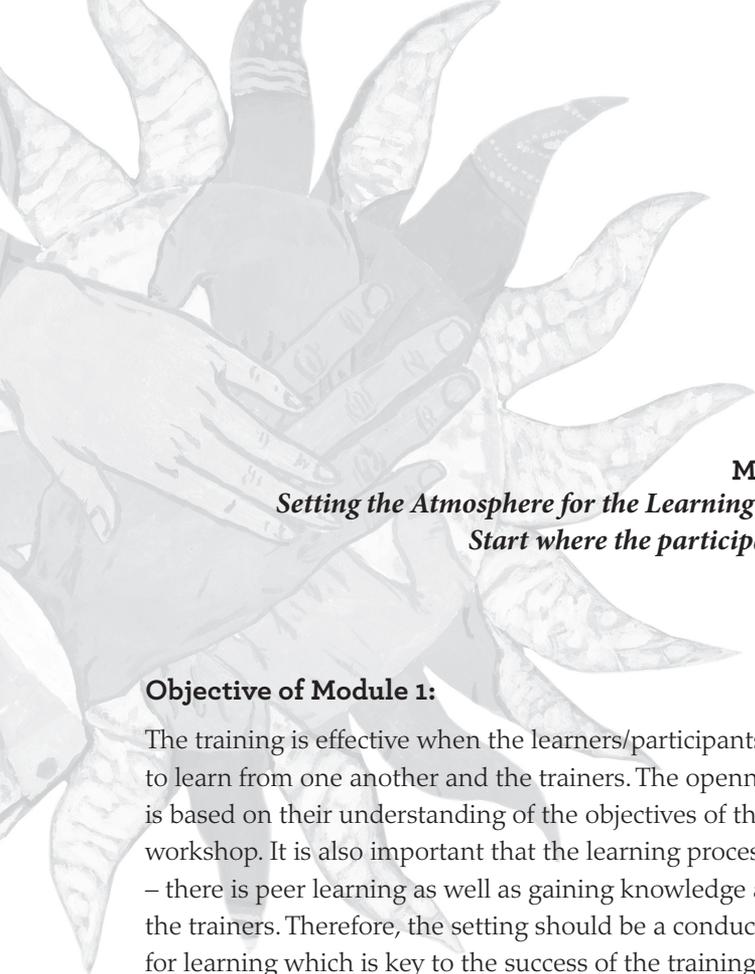
AsiaDHRRA is a partner of the Viet Nam Farmers Union (VNFU) in Vietnam. It has supported the work of the farmers' association in ensuring the rights and welfare of small farm producers are promoted and protected. VNFU had identified policy advocacy as a key mandate of the organization. AsiaDHRRA's member, VietDHRRA, during its 2017 General Assembly also identified policy advocacy as an important role for the network in relation to their work of providing services to farmers' organizations and grassroots communities in Vietnam. It is in this context that a skills training workshop on facilitation, managing policy dialogue and public consultation is to be conducted on December 6, 7, and 8, 2017.

Objectives Of The Training:

1. To enhance the understanding of constructive engagement and policy advocacy of the participants.
2. To provide the skills and knowledge on the following areas of capacities:
 - a) Facilitation skills
 - b) Skills in managing policy dialogue
 - c) Skills in conducting public consultations
3. To strengthen the skills of participants on participatory principles and tools for policy advocacy.

Expected Results:

- A. Participants are able to articulate the importance of constructive engagement and policy advocacy in support of their work with farmers organizations.
- B. Participants can apply the techniques and tools in managing and facilitating public policy dialogues and consultations



MODULE
*Setting the Atmosphere for the Learning Process:
Start where the participants are:*

1

Objective of Module 1:

The training is effective when the learners/participants are open to learn from one another and the trainers. The openness to learn is based on their understanding of the objectives of the training workshop. It is also important that the learning process is dialogical – there is peer learning as well as gaining knowledge and skills from the trainers. Therefore, the setting should be a conducive atmosphere for learning which is key to the success of the training workshop.

Time:

90 minutes

Content Outline:

1. Welcome Remarks of the sponsoring organizations
2. Getting to know each other and organizing ourselves
3. Expectation setting by the learners

Session 1: Formal Opening Of The Workshop

Objective:

To provide the participants the perspective of the sponsoring organization on the workshop objectives and outputs.

Process:

Two speakers from AsiaDHRRA and VNFU will present their opening remarks. They will focus on the reasons and importance of the training workshop. They will provide context and the role the participants play in the overall goals of the organization.

Time:

30 minutes

Materials:

Opening notes /remark of the speakers

Method:

Plenary presentation

Session 2: Getting To Know Each Other And Organizing Ourselves

Objectives:

1. To provide time and activity for the participants to know each other and their basic background of work.
2. To organize three groups who will take turns in co-managing the workshop.

Process:

The participants will be asked to group according to at least three categories. The facilitator will announce - everyone groups yourselves according to age 30 to 40, 41 to 50, 51 to 60, 61 and above. Once all have groups they spend 5 minutes introducing themselves to each other – name place or origin, organization they belong. Then two more rounds are played to mix the participants and energize them. The last group composition will be the group who will co-manage each day with the training team.

Time:

30 minutes

Materials:

Name tags with participants

Method:

Icebreaker/ unfreezing exercise

Session 3: What Do I Know About Constructive Engagement And What Do I Expect To Learn More About It?

Objective:

To provide the opportunity for participants to share their current level of understanding on constructive engagement and their expectations of the training workshop.

This is an important guidepost for the training team because it will be the basis for the evaluation at the end of the training. It will reflect the level of experience and understanding of the three skill sets which are the focus of the training.

Process:

The participants will be asked two questions and they will write their answers in the meta cards. The Questions are:

- a) What is your understanding and knowledge about constructive engagement?
 - b) What do you expect to learn from this training workshop?
- The training team will cluster the similar ideas and the facilitator will summarize the ideas. This sets the objectives and it will be evaluated at the end the workshop.

Time:

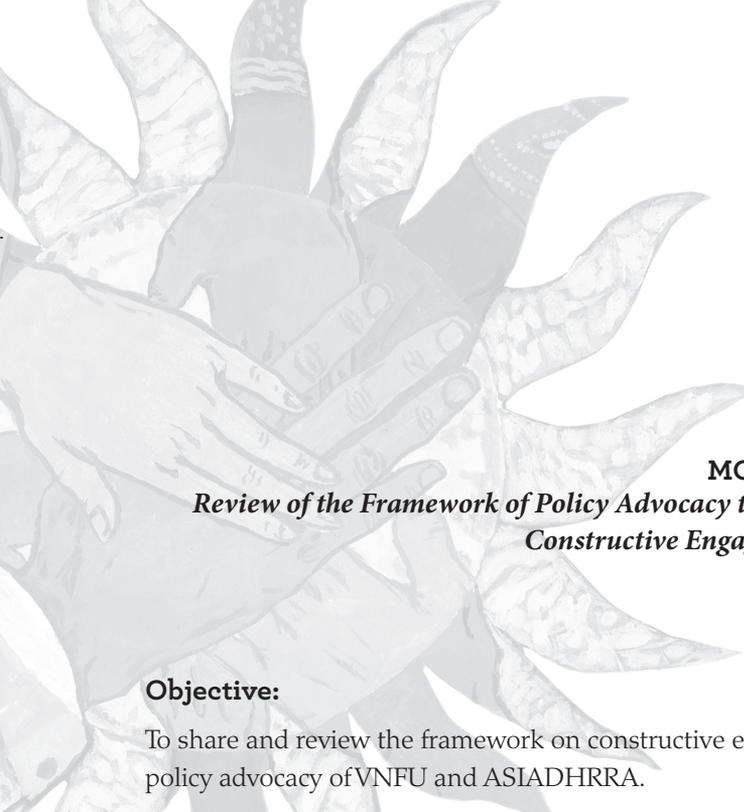
30 minutes

Materials:

Meta cards/idea card – two colors; markers, tape, white boards

Method:

Meta card technology

A stylized illustration of several hands of different skin tones cupping a globe. The hands are rendered in a light, sketchy style. The globe shows continents and oceans. The overall image is in shades of gray and serves as a background for the top half of the page.

MODULE *Review of the Framework of Policy Advocacy through Constructive Engagement*

2

Objective:

To share and review the framework on constructive engagement and policy advocacy of VNFU and ASIADHRRA.

Process:

An interactive lecture with power point presentation will be presented which will have the basic principles of policy advocacy through constructive engagement.

Time:

90 minutes

Materials:

Overhead projector, screen, power point presentation

Method:

Interactive lecture

Content of Session Proper:

Farmers in most countries have not been consulted in policies affecting their livelihood- production and marketing. They are often at the receiving end of decisions made by policy makers and legislators. While there are efforts to provide space for organized farmers' voices to be heard in the decision-making bodies at different levels of governance, it has been observed that there is a capacity gap in engaging the duty bearers and decision makers.

The policy advocacy work that the farmers organization faces is complex. The welfare and wellbeing of a family of small land holding is different from a landless farming family. However, the agriculture policy in general do not make distinctions. Thus, it is imperative that the voices and participation of small farm families be heard in the decision-making plat forms.

Policy advocacy through constructive engagement is an approach that aims to have a collaborative problem-solving process between the citizens and with the State and other powerful decision-making bodies such as corporations and other institutions. It is a created space where the voices of the citizenry can be heard and their proposals for solutions can be included in the actual planning and implementation of programs which are anchored on policies made by the duty bearers.

It is a process of engaging the political, business sectors and civil society to collaborate for a just and positive change in society. It is primarily citizen based. It is the exercise of power by organized citizens for the common good. It is a tool to ensure transparency and exact accountability from the state in a positive approach.

Different strategies are used based on the duty bearers profile; are they open to share their governance responsibilities with the citizens; are they democratic in the way they make decisions; are the systems in place for an inclusive public consultation; is the political system set up for the people's participation in the public discourse.

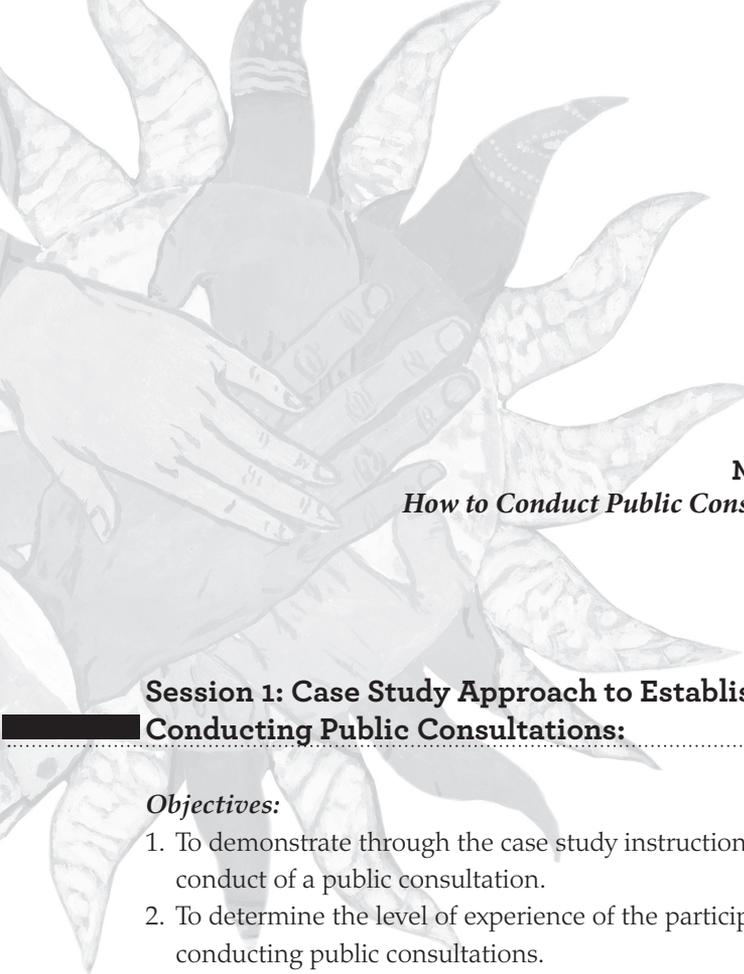
At the same time there is also need to determine the power/capacity of the citizens organizations in engaging the authorities; are they organized? What is the base and strength of the organization? Do they have the capacity to present the positions and proposed solutions to a problem they are raising to the State? Is there accountability to their constituency? Are they truly representing the voices of the majority of their membership?

In some countries constructive engagement can be a collaborative process. It must be emphasized that the collaboration process is based on respect and equal voice with the authority. The partnership does not prevent any of the parties to criticize any aspect being discussed especially if it is a solution to a problem that is not acceptable to the involved citizens. In other countries where people's participation is not recognized the citizens organization have to use confrontation to assert their right to be heard.

There are usually two spaces for constructive engagement with the State and other power institutions. One is claimed space where the CSO initiates the consultation and dialogue on a specific policy or program. The CSO organizes the opportunity to have a dialogue with the authority using legal and policy frameworks issued by the State. It can also use the platforms of the multilateral bodies such as the UN, World Bank and Asian Development Bank.

The other space is invited space. In this platform, it is the government or power authority who invites the citizen organizations to participate in the consultation and decision-making processes. The citizens organizations must be aware and be clear on the objectives of their participation and the level of involvement in the decision-making process. This is to avoid token participation phenomena.

There are two tools that are used for policy advocacy through constructive engagement. They are public consultations and policy dialogue. The basic skill needed to use these two tools is the skill of facilitation of discussions and decision-making processes.

A stylized illustration of several hands of different skin tones cupping a globe. The hands are rendered in a light, sketchy style, and the globe is a simple sphere with some texture. The background is white with a faint, large number '3' on the right side.

MODULE 3

How to Conduct Public Consultations

Session 1: Case Study Approach to Establish the Skill of Conducting Public Consultations:

Objectives:

1. To demonstrate through the case study instructional exercise the conduct of a public consultation.
2. To determine the level of experience of the participants on conducting public consultations.

Process:

The participants will be divided into 3 groups. They will be provided a case study on a program to be introduced by a multilateral institution which is on irrigation or any rural development project. The group will prepare a process of consultation with the public. Each group will then present a role play on how they will conduct the public consultation. After each presentation the participants will provide feedback to the presenting group. The facilitator Trainor will summarize and present the key elements of public consultation.

Time:

150 minutes

Materials:

Case study material, craft paper, markers, tape

Method:

Case study approach and role play

An example of the case study for instructional exercise.

Case Study on Public Consultations:

"In an Giang province, at the heart of the Mekong delta, an average family earns just \$100 a month from cultivating rice, or about a fifth of what coffee-growers earn in Vietnam's Central Highlands, says Oxfam, an advocacy group. Tran Van Nghia, who farms near Sam mountain, says young people in his area supplement farm incomes by working as hotel porters or construction workers in Ho Chi Minh City and other urban centers.

Scientists also warn that the Mekong delta, which produces about half of Vietnam's rice, is showing signs of environmental stress. The earth dykes that were built to keep seasonal floods from inundating the rice paddies prevent the Mekong river's alluvial floodwaters from bringing nutrients to the delta's soil.

The countryside, for the most part, is a patchwork of tiny plots. The average Vietnamese rice farmer cultivates a little over an acre (0.5 hectares), when two or three hectares is the ideal Plot size." (cited from The Economist January 2014 - <https://www.economist.com/news/asia/21594338-vietnams-farmers-are-growing-crop-no-longer-pays-its-way-against-grain>)

The VNFU chapter was given the task to hold public consultations with their members at the level of the village; to discuss the issues and the solutions to the identified issue of rice farmers. They are expected to present the proposed solutions to the National Congress of VNFU.

Instructions to the Group:

1. Plan on the steps to make to conduct a public consultation on the issue that the farmers want to have immediate solutions.
2. Discuss and agree on the process of the public consultation.
3. Prepare for a role play presentation of the conduct of the public consultation.

Notes to the facilitator:

- a) The case study is a catalyst for discussion among the workshop participants on how to conduct public consultations.
- b) Be aware that there will be uneven level of experiences among the participants. It is the role of the facilitator/trainer to encourage those who are less experienced to participate and take on roles that they find difficult to understand.
- c) The role play is a demonstration of the skill and knowledge. Trainer/facilitator should encourage comments and feedback from the other participants. This is an example of peer learning – participants learning from each other.

Session 2: Effective Participation in Public Consultations:

Objective:

To introduce the theory and practice of public consultations.

Process:

A plenary presentation on the theory and practice of public consultations. It will use power point presentation and use the role play lessons as example of the skills needed.

Time:

45 minutes

Materials:

Power point presentation, projector and screen

Content of Session Proper:

Public Consultation is a tool/mechanism to provide space and opportunity for citizens to voice out their opinion on an issue or a program that affects them. It is conducted usually by the State in a democratic system. Most multilaterals institutions and bilateral programs have included public consultations as a key element in project preparation and implementation, monitoring and evaluation.

Public consultations can have different objectives:

1. Information giving/gathering on a project/program – the government wants to start a project and they want inputs from the citizens. They will share the information about the project and get feedback from the citizens, in order for the project design to be responsive to the people's need and desire. It can also be an existing design of a program that the government or the multilateral institution would like to get feedback from the people.
2. Feedback on implementation of project and program – government /multilateral or bilateral project is being implemented; the people are consulted on the implementation of the project. Are there safeguard issues? Is there concern on corruption practices? Is there transparency in project and fund management? These are some of the areas of concern that the public consultations discuss for feedback.
3. Consensus building on project/program – this type of public consultation focuses on controversial projects where the citizens have different positions on the existence or continuation of the project. It usually has two or three opposing views in the community, thus a public consultation is called to try to get a consensus on the project. If consensus cannot be achieved, it usually employs a voting process where the majority vote is respected.
4. Providing input to a design of a project/program – the project or program had not been designed; it is in the preparation stage and the state or multilateral/bilateral wants to engage the people from the very start of the planning process. This guarantees the support

of the people to the project since they were involved from the very beginning.

Who are to be involved in public consultations? The most important stakeholders must be part of the public consultations. The affected people/community of the project. However, there are other people whose voice must also be heard especially if the project will benefit a number of people but will also affect negatively other groups in the community. The objective of the public consultations is to provide the space for all the stakeholders to discuss and arrive at the best possible arrangements for the common good. The public consultations are effective if the people participating are organized and have discussed with their members and constituencies before the consultation. This ensures that effective representations of interests/positions in a community is done in the public consultations.

The forms of public consultations can be done in the following ways:

- 1) Village or community assembly – all the stakeholders of the village or community are present to provide their inputs in the discussion
- 2) Small group meetings- usually the affected population are present to give their concerns and issues regarding the project
- 3) Multi-stakeholder meeting – if a project or policy affects several sectors of the community or society, this type of consultation is conducted. This brings together not only the group who have direct stake in the program or policy but also persons who can share more information about the implications of a policy or a program to society as a whole. They will provide evidence-based analysis of the issues surrounding the policy/program that is being consulted.
- 4) Surveys – another form of public consultation is to do a survey on a particular policy/program that the state or institutions proposing. This is undertaken if the policy or program will impact a large segment of the population.

The results of a public consultation must have the following characteristics:

- a) The entity or institution convening a public consultation must have clear objectives for the consultation. It must be transparent about the objectives of the consultations. It has to state its expected output from the consultation. This then is the indicator if the public consultation achieved its results.
- b) The results of the public consultation must have impact on the project or policy. It should have influenced the implementation of the project or change the policy formulation with inputs from the citizens.
- c) It can also be the entry for further engagement with the state or the institutions involved with the project or policy. It can result into having a seat in the table of the decision makers; a representation of the organized citizens involved in the issue/project.

It is important to evaluate and measure the consequence of the public consultation. It will improve the process if the effect of the public consultation is known. Some of the indicators are:

- 1) Increased support for projects/policies – the citizens see their stake in the project/policy thus they are more supportive of it
- 2) Effective, efficient and responsive project design and implementation – the citizens are involved in the planning, monitoring and evaluation of the project/policy thus it responds to the concerns and issues of the people.
- 3) Increased use of services- citizens avail of the services of the program because they have been consulted on its concept and implementation.
- 4) Improved governance through citizen's groups advocacy and participation which translates to an active and engaged citizens.



MODULE
Constructive Engagement through Policy Dialogues

4

Session 1: Experiences in Policy Dialogues

Objectives:

- 1) To discuss the challenges encountered in policy dialogues.
- 2) To identify gaps in the skills level of the participants on conducting a policy dialogue.

Process:

Participants will be divided into 6 groups (5 in each group). They will discuss their experiences. The guide questions are:

1. Have you participated in a policy dialogue? If yes, what was the topic or theme of the dialogue?
2. What was the result of the dialogue?
3. What were the strengths of the dialogue? What would you have done differently based on lessons learned?
4. Please select the best example from the group discussion of a policy dialogue where significant lessons were achieved by the participants.
5. Each group will present the results of the workshop in plenary.

Time:

120 minutes

Materials:

craft paper, markers, tape

Notes to trainer/facilitator:

- a) The exercise is to catalyze reflection on their experiences of policy dialogue, if they had experienced one already. The participants must be encouraged to recall their encounter with duty bearers and the result of it.
- b) There is no wrong or right answer, each experience is unique and everyone can learn from it.
- c) The workshop participants can be assisted in choosing an example where most lessons can be taken based on their experience.

Session 2: Principles and Practice of Constructive Engagement through Policy Dialogues

Objectives:

1. To provide the participants the principles that guide the practice of construction engagement through policy dialogues.
2. To present the tools used for effective policy dialogue i.e. stakeholders' analysis and others

Process:

Interactive lecture will be led by the facilitator/Trainer. The lecture will use the experiences presented by the participants to illustrate the principles and practice.

Time:

120 minutes

Method:

Lecture with power point

Content of the session:

Constructive engagement through policy dialogue is a process of enabling and empowering communities especially the vulnerable populations to actively engage duty bearers and the market players towards people centered development and good governance.

There are four basic principles that guide constructive engagement through policy dialogue:

1. Representation of all stakeholders – all groups of people who are directly or indirectly affected by the policy must have a seat in the table
2. Citizen’s involvement in decision-making – it is a dialogue with the decision making as part of the terms of reference. It is not sufficient to get the views of the citizens; their view/positions/proposals must be included in the decisions regarding the policy formulation and implementation.
3. Transparency – the State or institutions must be open and honest from the start of the dialogue. It must be honest in the negotiations and with a straight forward response if the proposals from the citizens will not be included in the policy formulation. The citizens must also be transparent regarding their representation of their constituency; their capacity to commit their organizations to agreements.
4. Accountability of all stakeholders – each institution and/or stakeholder group are accountable to their membership as well as to the people who are representatives in the dialogue forum. The accountability must be vertical (to their principals) and horizontal (to each other in the dialogue table).

A key element in the success of a policy dialogue is the preparations the citizens groups must undertake. The process must be inclusive. All stakeholders, directly affected or indirectly affected, must be reached in order to ensure that all voices are heard, different points of views are ventilated in the dialogue. Thus, the method of reaching the citizens for consultations that will be the basis of the positions presented in the dialogue must be carefully planned.

Table 1: Who should be part of the preparations for a policy dialogue

Individual Citizens		Citizen associations	Professional associations	Elected representatives	Institutions
People	Professional experts				
					
All individuals – including women, men, children, youth, street vendors, the elderly, slum dwellers, etc.	Sector experts, planners, technical experts, academics, NGOs that work with specific populations	Citizen associations, religious associations	Business associations, professional associations, councils, trade unions, market committees	Political leaders, elected representatives, etc.	Colleges, schools, institutes, cultural institutes, clubs, foundations, etc.

Adapted from "Citizen's Engagement for Smart Cities" by PRIA 2016

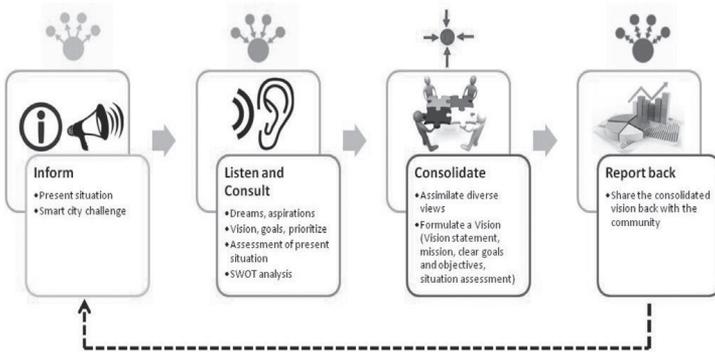
In the preparation for the policy dialogue the citizens group must have data that will support their proposals. Evidence based advocacy is most effective. Thus, it is important that different methods of data gathering be undertaken to provide a good argument for the proposals (proposed policy on agricultural products marketing.) In a policy dialogue, the proposals which had the most convincing data/evidence can get a fair hearing. It must also be realistic and rooted in the people's desire and aspirations.

A well-planned engagement strategy requires time and several discussions and caucuses. It is a good investment of time and energy to ensure an effective policy dialogue. It is important to identify who are the key persons in the dialogue, who has the most influence and the processes that had taken place before the proposals had been aired.

Another important element to consider in the preparatory phase for the policy dialogue is to review and research on the existing mechanisms/avenues at the local level where the citizens can directly engage the local government, subnational level of government and the national level agencies who are responsible for policy formulation and implementation. It must also have an effective and efficient facilitator to engage the citizens/stakeholders to discuss and build consensus on the positions they would like to propose in

the policy dialogue. This will take much time of the people so the facilitator also must check the time availability of the people so they can realistically make an engagement plan.

Table 2 Four Essential Activities in Constructive Engagement through Policy Dialogue



These essential activities are from Citizens’ Engagement for Smart Cities (PRIA 2016). It can be applied in to other sectors and citizen groups who want to engage the state in a policy dialogue. The first step really is to discuss and share information about the issues that confronts the community or villages. This will then proceed to listen to the aspirations of the villagers and their proposed solution to the issue at hand. An analysis of the situation will then lead to an assessment of the capacity of the citizens’ organizations to reach a consensus and their capacity to negotiate for their proposed solutions/policy. This will then be consolidated and position papers will be written. Initial meeting for a policy dialogue can take place. The most important phase is the repost back to the villagers on the status of the discussion and negotiations with the authority.

One important element preparing for the policy dialogue is to do a stakeholder analysis; Who is a stakeholder? It is anyone who was interest in the policy /program that’s about to be done. It is also anyone who will be affected by the policy or program. It is also anyone who can affect the policy or program in a negative way.

A helpful matrix in doing a stakeholder's analysis is as follows:

Practice: Stakeholder Analysis Matrix

Stakeholder	Group's Interest in Issue	Resources Available	Resource Mobilization Capacity	Position on Issue
Name of Stakeholder Group	<p>Estimate of the level of interest of the group in the issue (e.g. high to low)</p> <p>It is also useful to indicate exactl what those interests are.</p>	<p>Summary of resources held by the group or to which it has access (These Include financial information, status, legitimacy, coercion</p> <p>Include specifics.</p>	<p>Estimate of which and how easily a group can mobilize resources in pursuit of objectives</p> <p>(May be defined as high to low or may use quantitative indicators such as +5 to -5)</p>	<p>Estimate of the group's position on the issue</p> <p>(E.g. pro or con or positive to negative, or nominal qualitative measures such as +3 to -3)</p>

Source: Stakeholder Analysis by Derick W. Brinkerhoff and Benjamin L. Crosby

A stakeholder analysis will inform the participants in a dialogue how to manage the stakeholders to ensure success in the dialogue. The purpose of the stakeholder analysis is to determine the interest of each stakeholder, the power each one has to affect positively or negatively the dialogue, the interest of each of the stakeholder to determine the role each stakeholder will play in the dialogue. The analysis will help the facilitator in the discussion process because s/ he knows the level of interest and stake each participant has in the dialogue. Who wants the issue resolve for the common good; who want to resolve the issue only in his way. It will also determine who has the resources to block the resolution of the issue and who has resources and power to forge a consensus on a solution for the best and highest common good.

Session 3: Application of the Tools for Policy Dialogues.

Objectives:

1. To provide an exercise on the practical application of the tools on policy dialogues.
2. To sharpen the understanding of the participants on the tools to be used for policy dialogue

Process:

The participants will be divided in to 3 groups. Each group will choose an issue that they would like to have a policy dialogue with the duty bearers. They will make a plan and use the tools presented to them. The three groups will then present their output in plenary.

Time:

120 minutes

Materials:

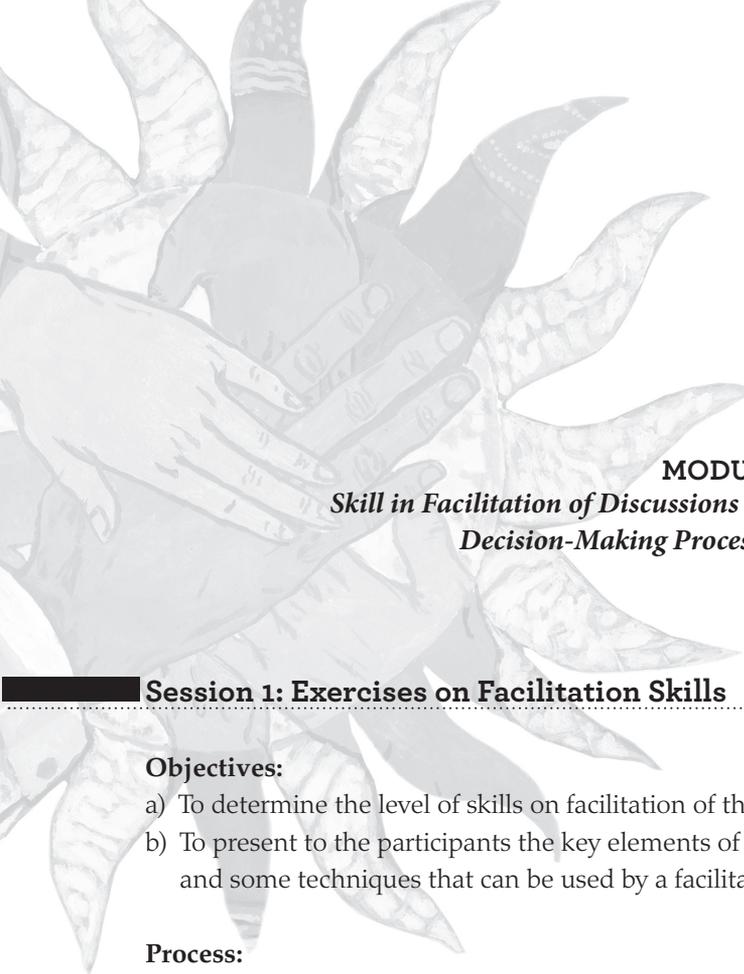
Craft paper, markers, tape

Method:

Group work

Notes to Facilitator/trainer:

- a) This is an exercise where the participants can apply the tools for analysis that they have just learned.
- b) They will have to be guided in the application of tools because it could be confusing especially in distinguishing interests of the different stakeholders.
- c) To make it more understandable, encourage he participants to choose a real situation that they have experienced or is a current challenge for them.



MODULE
*Skill in Facilitation of Discussions and
Decision-Making Processes:*

5

Session 1: Exercises on Facilitation Skills

Objectives:

- a) To determine the level of skills on facilitation of the participants.
- b) To present to the participants the key elements of facilitation skills and some techniques that can be used by a facilitator.

Process:

The participants will be divided in to 3 groups. They will be given an instructional case study that will used for the role play on skills in facilitation. They will present to the body and the feedback will be given on how the facilitation was done. The feedback will be summarized by the facilitator/trainer

Materials:

Craft paper, markers

Method:

Group work and role play

Instructional Case Study:

Case Study for the Session on Facilitation:

The Northern Chu and Southern Ma Rivers Irrigation Project (NCSMRIP) is located in Thanh Hoa Province, in North Central Vietnam. The project command area is of about 31,100 ha in the area located west of Thanh Hoa City. It comprises the lowland area to the north of the Chu River and to the south of the Ma River. A 3-stage investment programme of at least five years is envisaged for the Project. The NCSMIP system includes:

- The Northern main canal is 58.500 km in length of which 34.929 km will be newly constructed and the remainder will be upgraded existing canals. The canal will be routed around the northern part of the project irrigation area and have 24 primary canals branching off it and 131 secondary canals and 48 tertiary canals as well.
- The Southern main canal is 43.349 km in length of which 23.545 km is new and the remaining part is improved based on the existing canal. The South Main canal some 43.6 km in length will follow the southern boundary close to the Chu River and have 21 primary canals branching off it and 64 secondary canals and 20 tertiary canals. The new parts of NCSMIRP (i.e. excluding sections to be upgraded) will affect 22 communes in 3 districts of Thanh Hoa province, including Tho Xuan, Ngoc Lac, and Yen Dinh districts. (Ministry of Agriculture and Rural Development -VIE: Development of the Northern Chu and Southern Ma Rivers Irrigation System Project; page 7 as found in <https://www.adb.org/sites/default/files/linked-documents/40239-013-vie-rpab-01.pdf>)

VIETDHRRA had been requested by ADB to facilitate a process with the affected populations to get their feedback on the project implementation. ADB is concerned that the social and safety standards will be complied with by all stakeholders. VIETDHRRA will facilitate the discussion/dialogue in the village.

Instructions to the group:

1. How will you prepare for the activity?
2. What are the steps you will take to be an effective facilitator?
3. Assign roles to all members and prepare to present a role play of an actual meeting in the village demonstrate the facilitation skills.

Notes to the Facilitator/Trainer:

- a) The case study is to provide a common data base for the participants so they can provide feedback to each other in a constructive manner, since they have a common data set.
- b) Encourage the participants who have not taken an active role to participate in this exercise.
- c) There is no right or wrong in the feedback giving. The participants should identify what went well and the areas for improvement.

Session 2: Presentation of Tools and Techniques on Facilitation of Discussion and Dialogue

Objective:

To share the tools and techniques of facilitation of dialogues/ discussions.

Process:

Interactive lecture with power point presentations.

Time:

30 mins

Materials:

Projector, screen and power point presentation

Content of Session:

Facilitation Skill is the use of a wide range of skills and methods to bring the best out in people as they work to achieve results in interactive events. (Facilitator's Pocket Book J. Townsend & P. Donovan 2009 page 8) It is to make "easy" the flow of ideas in

discussion to reach an agreement- whether it is a consensus on a topic or to agree to disagree- the facilitator skill is to help all the participants in the discussion to be open and speak their views with confidence. The facilitator creates an atmosphere of open discussion and respect for each and everyone's opinion.

The facilitator must prepare very thoroughly before a discussion or a decision-making meeting. H/she must undertake the following steps:

- a) Understand the situation and define the objective of the meeting –the facilitator must be clear about the issue or topic for discussion; the issues and problems will not be resolved in one meeting this it is important to define the objective of the meeting/discussion.
- b) Identify the Issues and Problems to be discussed – it is key that the problems and issues to be discussed is well studied by the facilitator as well as to the differing positions and proposals with regards to the problem
- c) Know the different stakeholders involved in the issue/problem – stakeholder analysis is also to be applied
- d) Explore possible solutions with the stakeholders – prior to the meeting caucus with the different groups possible solutions and identify points for consensus
- e) Check the logistics arrangements – meeting room, arrangement of tables and other

At the start of the meeting/discussion the objective of the meeting must be stated clearly and get agreement from all participants that the problems and solutions will be discussed. The objective of the meeting is to reach a solution agreeable to all. It is also important that all participants in the meeting are clear on the implementation of the agreements – who, what, when, where, how much- must be defined.

There are important skills that one can use in a session:

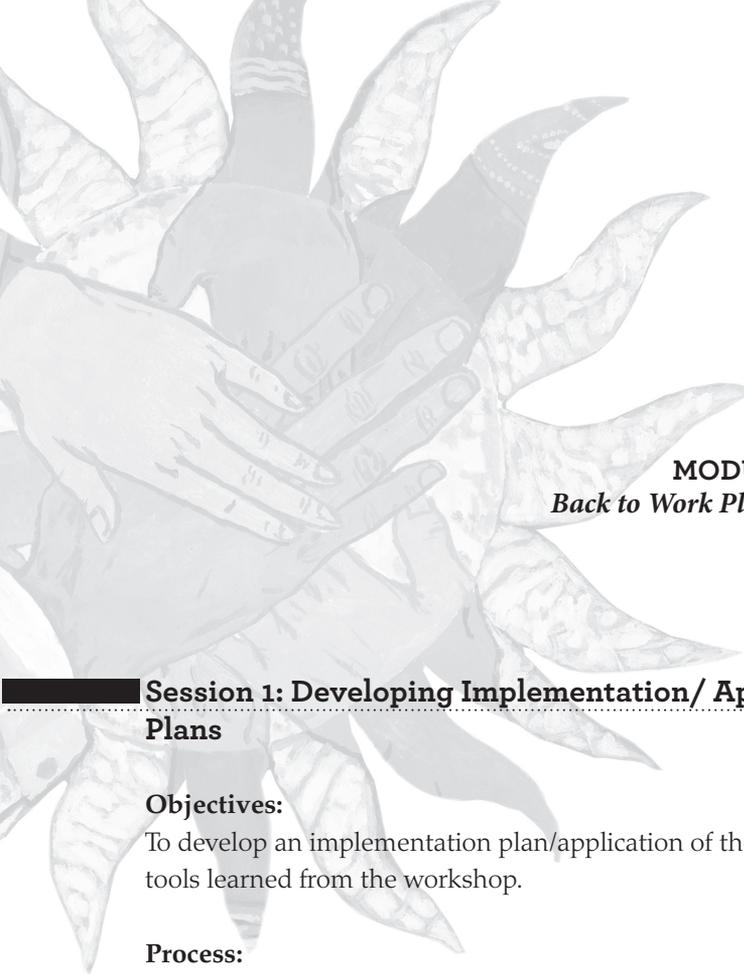
- 1) Setting the scene – make the participants comfortable with each other and providing an open atmosphere for discussion
- 2) Stimulating interest and curiosity – use of concrete examples that are within the experience of the participants will keep their attention and interest. Providing questions that will stimulate their interest is a good way of keeping the participants attention.
- 3) Valorizing participants – respect for the participants inputs and giving importance to their ideas and participation
- 4) Seeking Consensus – paying attention to common points and ideas will be the basis of consensus
- 5) Provoking useful controversy – stimulating productive debate
- 6) Distinguishing Between Essential and non-essential contributions
- 7) Recognizing commonalities, themes and trends
- 8) Revitalizing the group – to be alert on the energy level of the group and be ready with energizers
- 9) Orienting the group to action – the end of the meeting must lead to action

(Facilitator's Pocket Book J. Townsend & P. Donovan 2009 p. 66 to 74)

An effective facilitator must have these basic skills and knowledge:

1. Listening – to listen to what the participants are saying and to listen with your eyes (hear what the participants are not saying) their body language and their eyes. The questions or confusion can be seen through their actions and facial expressions.
2. Giving feedback / mirror technique – facilitator can paraphrase and repeat the participants words so h/she can hear it and re think her idea or position on the issue
3. Open ended questioning – to solicit more ideas the facilitator must ask questions that will lead to more discussions not to a yes or no answer only.
4. Conflict handling – the calm and collected posture is key in handling conflict or strong arguments

5. Park the disagreement/build on the consensus – if there are issues that cannot be resolved agree to set it aside for the meantime and assure the participants that the meeting will go back to it if there is time.
6. Synthesize/summarize- putting the agreements in concrete points of summary will help the group move forward in solving problems or building consensus.

A stylized illustration of several hands of different skin tones cupping a cluster of large, textured leaves. The hands are positioned as if supporting or nurturing the leaves. The leaves have a detailed, vein-like pattern.

MODULE
Back to Work Plan

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Session 1: Developing Implementation/ Application Plans

Objectives:

To develop an implementation plan/application of the lessons and tools learned from the workshop.

Process:

The participants will choose an issue that they are addressing and they will make a plan on the use of the tools and techniques learned from the training workshop. They will write in craft paper the basic plan. Each plan will then be put up on the walls of the room and a gallery viewing will be done.

Time:

150 minutes

Materials:

Craft paper, marker, tape

Method:

Individual work and gallery viewing

Content of the Plans:

The participants indicated that the tools and skills they learned is useful for the work that they were doing. Their individual plans included the following features:

- a) A back to office report to their supervisors/ managers with a proposal that they (the participants will echo the learnings they acquired from the workshop.
- b) Organize training skills workshop with colleagues who are doing the work in the communities
- c) Proposed that a trainers' training program be organized by AsiaDHRRRA with VNFU and VietDHRRRA to ensure that they can multiply faster and within standard.
- d) Collaborate with academic institutions in the training and evaluation of the trainings they will conduct on constructive engagement.

The report had a Gantt chart format. The gallery viewing evoked much bantering and exchange of contact details since there were plans for collaboration work.

Session 2: Evaluation and Closing

Develop an appropriate evaluation method to allow participants express their experience and thoughts about the whole training workshop process. An appropriate evaluation form may suffice but ample time should be given to allow some participants to express verbally/orally their feedbacks.

A simple closing ceremony maybe organized and hand over certificates of completion or participation.



Corazon Juliano-Soliman (Dinky)

is a social development practitioner with over 40 years' experience of designing, implementing and evaluating social protection and community empowerment programs in the non-profit/non-government organizations (NGO) and the public/ government sector. She is skilled in coalition building and in catalyzing collaborative mechanisms, including crafting effective delivery systems of a program. Dinky is shaped by and rooted in people driven development through her 10 years of direct community organizing work with farmers, fishers, women agricultural workers, indigenous people and children. She honed her leadership skills and style by initiating and leading national coalitions of Civil Society Organizations (CSOs) and coalitions of people's organizations and by serving as Minister/Secretary in two administrations of the Philippine government in the Department of Social Welfare and Development. Dinky enhanced her capacity by completing a Master in Public Administration at the Kennedy School of Government, Harvard University.



Asian Partnership for the Development of Human Resources in Rural Asia (Asiadhrra)

AsiadHRRA traces its earliest roots to the 1974 Development of Human Resources in Rural Asia Workshop (DHRRAW) held in Thailand. It is a regional partnership of eleven (11) social development networks and organizations in eleven (11) Asian nations that envisions Asian rural communities that are just, free, prosperous, living in peace and working in solidarity towards self-reliance. To achieve this, the network's mission is to be effective.

Promoter and catalyst of partnership relations, creating opportunities for genuine people-to-people dialogue and exchange;
Facilitator of human resource development processes in the rural areas; and
Mobilizer of expertise & opportunities for the strengthening of solidarity and kinship among Asian rural communities.

AsiadHRRA works through DHRRRA members, with farmers' organisations, and other CSO partners in 11 countries specifically in Cambodia, Indonesia, Japan, Lao PDR, Malaysia, Myanmar, Philippines, South Korea, Taiwan, Thailand, Vietnam. It plays an important role in the Asian region as catalyst and co-convenor of CSO platforms and mechanisms for more effective engagement and cooperation with regional organisations such as ASEAN, FAO, ADB and relevant multi-lateral and bilateral agencies.

AsiadHRRA sees the importance of connecting national and regional grassroots voices with global policy making processes and vice versa recognizing that development issues are interconnected and that reform is most compelled if with a strong demand from those that are directly affected by public policies and programming.

Asiadhrra

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