REWATER MENA PROJECT

INTRODUCTION TO PUBLIC PARTICIPATION

TRAINING REPORT – BEIRUT – MAY, 27TH TO 29TH 2019

FORE WORDS

This report is a short summary of the training on Public Participation organized by LISODE in the framework of the ReWater MENA project managed by IWMI and funded by SIDA. It was held in Beirut in May 2019. The purpose of the report is to present the different steps of the training and to provide some of its outputs, especially its evaluation by the participants.

A training guide is currently being finalised and will be transferred to the participants as soon as possible. A more specific guide on "Water reuse and participation of stakeholders" will be delivered by the end of the project as an output. It will be more developed and built on the different participative activities and experiences around wastewater reuse.

TRAINING OBJECTIVES

GENERAL OBJECTIVES

➢ To train some of the national uptake partners and local partners on the participatory process to be used in each country (at national and local level). As an outcome, trainees will be more qualified to facilitate the engagement of relevant stakeholders through learning alliances and role-playing games (when relevant) in various events.

➢ The training will focus on participatory planning in Lebanon, and the participants will work directly on their own case studies. It will help to:

   o Co-develop the participatory process along the project in Lebanon;

   o Clarify roles, responsibilities and contributions of every partner in the activities associated to the participatory processes at local and national level.

SPECIFIC OBJECTIVES

➢ Understand the different levels and forms of public participation in different contexts and identify the related issues;

➢ Assess the context of intervention, especially relationships between stakeholders;

➢ Design participatory processes;

➢ Understand the facilitator's job and posture to have towards a group of stakeholders;

➢ Identify and choose the right tools for each step of a participatory process;

➢ Define the posture to be adopted and ethical principles for a successful participatory process.

TRAINING AGENDA

Monday May 27th	Tuesday May 28th	Wednesday May 29th
Vocabulary introduction	*Put into practice and introduction to group facilitation*	*Put into practice (continued)*
Expectations of participants, presentation of the program	Theoretical contributions on participatory tools and methods	Presentation of the facilitation basis: theoretical inputs and mini simulations.
Theoretical contributions on the basis of public participation, preparation	Learning by doing: stakeholders' power relations assessment and strategic planning of a participatory process based on the 2 case studies	Learning by doing: strategic planning of a participatory process based on the 2 case studies Group presentations of the participatory processes designed.
Break	**Break**	**Break**
Choice of two case studies (proposed by participants) for a stakeholder analysis exercise Learning by doing: stakeholders' assessment exercise	Theoretical contributions on the stakeholders' mobilization	Debrief on the morning session, synthesis of the main achievements of the workshop and evaluation of the workshop
Evaluation of the day	Evaluation of the day	

EXPECTATIONS OF THE PARTICIPANTS

We asked the participants to think about what "public participation" means to them and to write down on a card a quick definition or a synonym of "public participation". They were also were asked to write on another card their expectations about the training.

# THEORETICAL CONTRIBUTION ON THE DIFFERENT CONCEPTS AROUND "PUBLIC PARTICIPATION

Every training day has been designed to combine theoretical inputs and practical group work. Theoretical contributions are briefly presented below; they were done in an interactive way, ensuring the active participation of every trainee. The group work is presented on the following sections of the document; the different theoretical sessions gave the participants important inputs to help them work on their case study.

PUBLIC PARTICIPATION BASIS

We continued with a presentation of the foundations of public participation. We presented our definition of public participation and the distinction we make between different levels and types of "participation": information, consultation, public participation and co-decision, with a gradual increase of the degree of participation. We also discussed and presented the reasons of having a "public participation component" in a project, both for the project's promoters and for its participants and beneficiaries. .

This first stage of theoretical inputs ended with the public participation principles. We asked the trainees to write on a card what is the most important principle that a public participation should include. The cards were collected, discussed and presented, and finally compared with the principles we have formalized (see the picture below: white cards from the participants, yellow cards from Lisode's presentation).
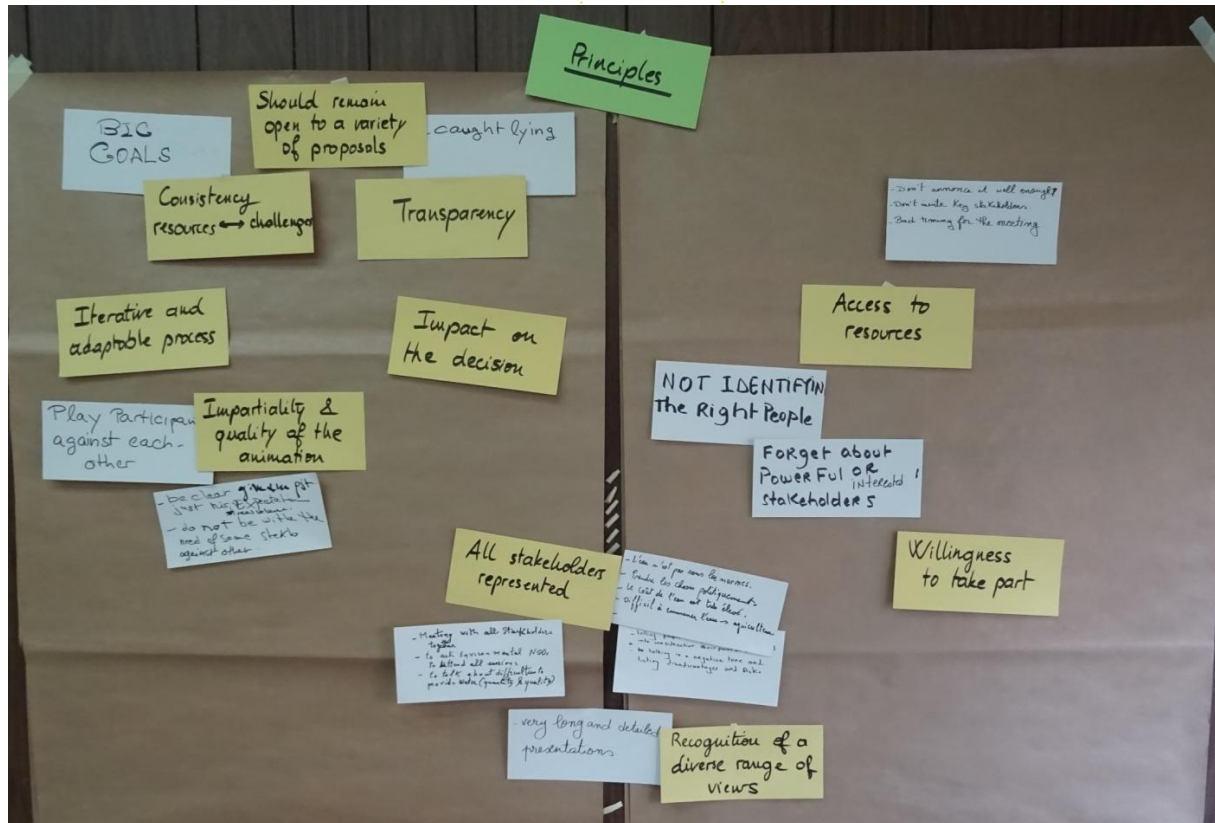
PARTICIPATORY TOOLS

The second training day started with the presentation of participatory tools which are frequently used by Lisode in their participative workshops.. They can be divided in main categories: 1) Reacting to a formal presentation; 2) Context assessment tool (mapping and modelling for example); 3) Issues assessment tools (e.g. participatory mapping); Forecasting tools (role-playing games and "forum theatre"); 4) Consensus scale; and 5) Tools to manage large groups.

Different participatory tools: (a) role-playing games used to make a prospective work; (b) participatory management of natural resources; (c) participatory mapping for a diagnosis.

STAKEHOLDERS MOBILISATION

At the end of the second day we also provided theoretical inputs on stakeholders' mobilisation for a participatory process.

GROUP FACILITATION BASIS

During the last day the trainers presented the basis of group facilitation, with mini exercises to quickly illustrate some main concepts and ideas.

LEARNING BY DOING: STAKEHOLDERS' POWER RELATIONS ASSESSMENT AND STRATEGIC PLANNING OF A PARTICIPATORY PROCESS

This activity started on day 1 and ended at the end of the training. All along the way the theoretical inputs provided were directly put in practice through the development of a participatory process.

The aim of this practical activity was to encourage the trainees in designing a participatory process for a specific project. It was decided to focus on two Lebanese sites addressed within the ReWater MENA project: Joub Jannine and Soûr wastewater treatment plants. Two participants were well aware of the situation of the sites (Maarouf Mezher from the South Lebanon Water Establishment and Marie-Hélène Nassif, IWMI consultant). They gave a general overview of the sites; then, the rest of the group split to work on the two case studies.

For each case study, several steps were followed. First, the participants did an assessment of stakeholders' power relations. This step helped the participants understand and analyse the power and/or influence between stakeholders. Second, they were able to develop a strategy for mobilizing the project's stakeholders; and finally, they learned how to set up dialogue tools and how to have relevant interconnections between them.

While designing the participatory process, the participants were brought to think about: who is going to participate to a specific step? Why? Do we need specific meetings for specific stakeholders? When can we bring all stakeholders together? Etc. All those questions were meant to help the participants to draw stakeholders' relations, identify potential opponents, and think about how it is possible to manage all these dynamics.

The production of each group consisted of two main tools: a stakeholders' relations diagram; and a detailed participatory process organised through a table framework.

DETAILED INSCTRUCTIONS

The very first step was to give and write the adequate name of the project.

In order to assess the power relations between the project's stakeholders, then we asked to the participants to name the stakeholders on coloured post-it:

- Green for the stakeholders who are positive about the project;

- Red for the stakeholders who are against the project;

- Yellow for the stakeholders with a neutral opinion.

After that, the identified stakeholders were located on an "Interest - Power" diagram where:

- Their position on the "Interest axis" is related to how much the topic is important to them;

- And their position on the "Power axis" is related to their ability to influence the decision-making process (whether because they have power about the decision, or they can influence powerful stakeholders).

Finally, the participants drew arrows indicating the power and/or influence between the stakeholders located on the diagram (see Figure 1 and Figure 3).

The final step was about effectively planning the participatory process. It helps to set out the various elements of the process in a strategic plan. The participants were asked to set out the process in a table containing the following five columns: steps; objectives; tools; participants; and resources (as presented in Figure 2 and Figure 4). The participatory tools were presented during the second training day in a plenary session and the "resources" column is usually used to note any preparation required, the number of facilitators, etc.

JOUB JENNINE CASE STUDY

Name of the case study: Discussion platform around the reuse of treated water in Joub Jennine.
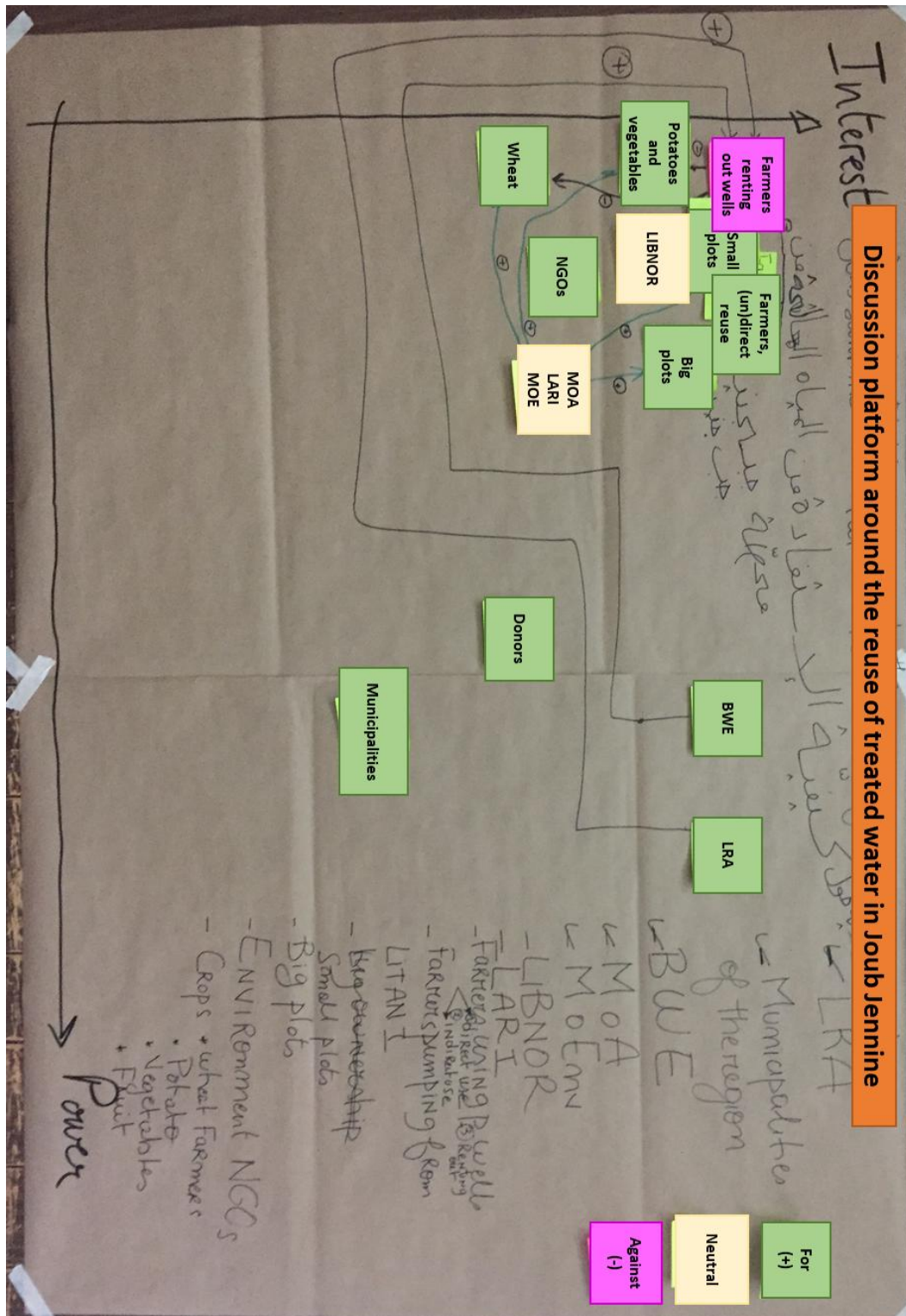
FIGURE 1: FAST NETWORK ANALYSIS - JOUB JENNINE CASE STUDY

Steps	Objectives	Participants	Participatory tool	Means and resources
National steering Committee	SELECTION of WWTP JEB JANNINE - Tour	National stakeholders + technical experts	Presentation, Discussion, Voting	
Development of Standards for Reuse in agriculture	Safe water Reuse in agriculture	National institutions, MoA, LIBNOR, RWEs, MoE, LRA, LARI, Labs, universities...	- Context assessment Tool - Reacting to a formal technical presentation - Consensus scale	
Experimentation and field observations	Convince and Sensitize farms about safe reuse.	- LARI, Labs, University Farmers groups	field visit Reacting to a formal presentation	
study on agriculture and irrigation aspects of the area.	General information about agriculture and irrigation use of the area.	Consultants and LRA Farmers.	participatory mapping	
Development of feasibility study	Have a technical feasibility study showing different scenarios/networks	Consultants, LRA, BWE, Farmers (No Participants)		
Development of Final study	choice of appropriate scenarios	FARMERS Consultation Technicians LRA, BWE	Role playing game Reacting to a formal presentation	Crops adapted to the W quality?
	IRRIGATION WITH TREATED WW FROM JEB JANNINE WWTP			

Step	Objective	Participants	Tools	Means
National steering committee	Selection of WWTP of Joub Jennine and Soûr	National stakeholders and technical experts	Presentation, discussion and voting	
Development of standards for reuse in agriculture	Safe water reuse in agriculture	National institutions: MOA, LIBNOR, RWEs, MOE, LRA, LARI, Labs, universities and municipalities	Context assessment tool Reacting to a formal technical presentation Consensus scale	
Experimentation and field observations	Convince and sensitize farmers about save reuse	LARI, Labs, universitites Farmers groups	Field visit Reacting to a formal presentation	
Study on agriculture and irrigation aspects of the area	General information about agriculture and irrigation use of the area	Consultants and LRA Farmers	Participatory mapping	
Development of a feasibility study	Have a technical feasibility study showing different scenarios/networks	Consultants, LRA, RWEs, Farmers (no participants)		
Development of the final study	Choice of appropriate scenario	Farmers consultation Technicians, LRA, BWE	Role-playing game Reacting to a formal presentation	Crops adopted To the water quality?

TYR (SOÛR) CASE STUDY

Name of the case study: Tyr wastewater treatment plant participatory research toward wastewater reuse in irrigation planning.
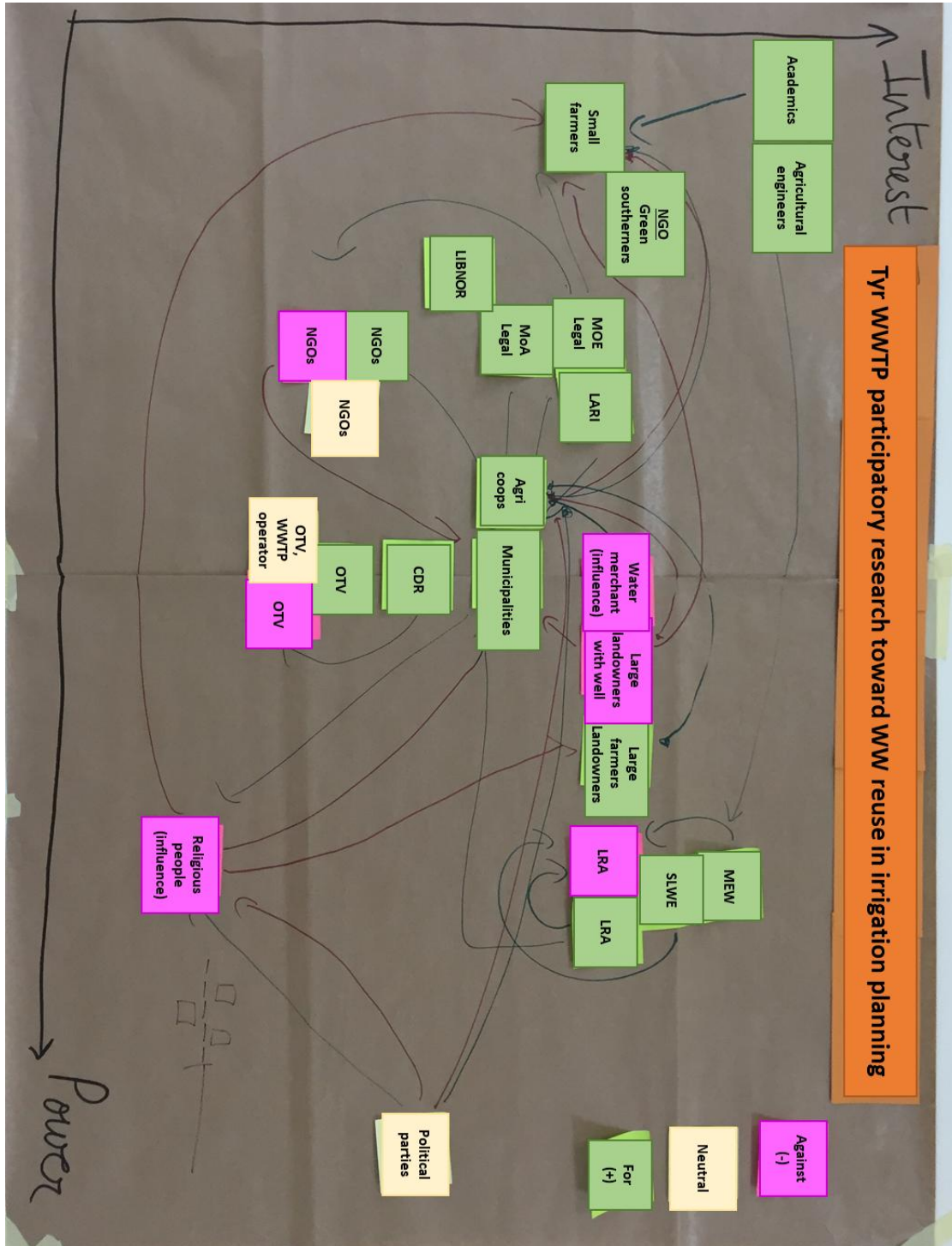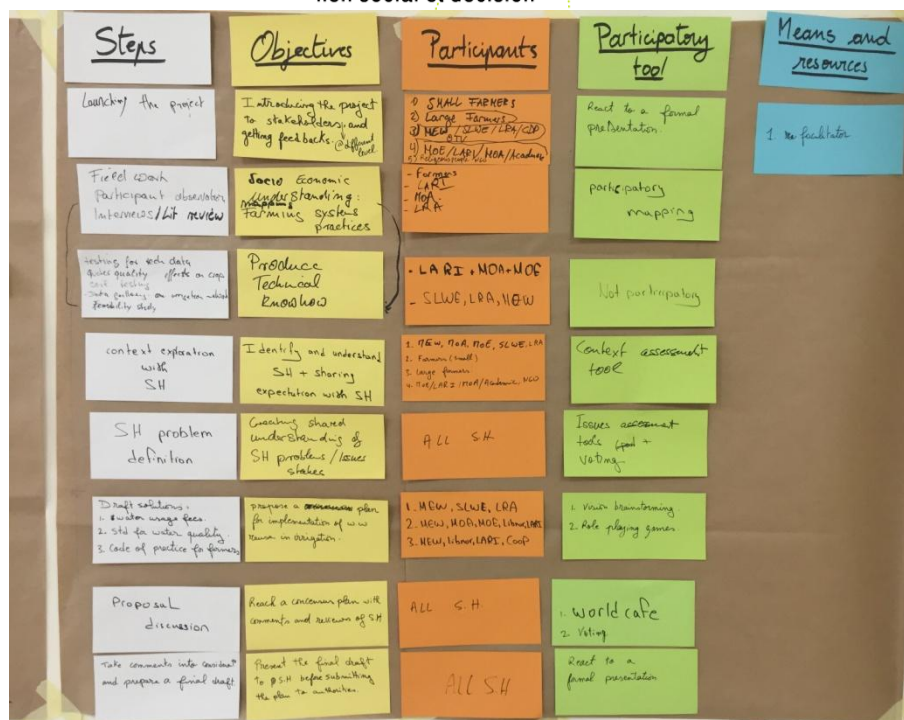

FIGURE 3: FAST NETWORK ANALYSIS – TYR (SOÛR) CASE STUDY

FIGURE 4: STRATEGIC PLANNING - TYR (SOÛR) CASE STUDY

Step	Objective	Participants	Tools	Means
Launching the project	Introducing the project to stakeholders (at different level) and getting feedbacks	1. Small farmers 2. Large farmers 3. MEW/SLWE/LRA/CDP/OTV 4. MOE/LARI/MOA/Academic 5. Religious people and NGOs	React to a formal presentation	1 facilitator
Field work Participant observation Interviews and literature review	Socio-economic understanding: mapping farming systems and practices	- Farmers - LARI - MOA - LRA	Participatory mapping	
Testing for technical data Water quality / effects on crops Soil testing Data gathering on irrigation network Feasibility study	Produce technical knowhow	- LARI + MOA + MOE - SLWE + LRA + MEW	Not a participatory step	
Context exploration with stakeholders	Identify and understand stakeholders + sharing expectations with stakeholders	1. Small farmers 2. Large farmers 3. MEW/MOA/MOE/SLWE/LRA 4. MOE/LARI/MOA/Academic/NGO	Context assessment tool	
Stakeholders problem definition	Creating shared understanding of stakeholders' problems/issues/stakes	All stakeholders	Issues assessment tools Voting	
Draft solutions: 1. Water usage fees 2. Standards for water quality 3. Code of practice for farmers	Propose a plan for implementation of wastewater reuse in irrigation	1. MEW, SLWE, LRA 2. MEW, MOA, MOE, LIBNOR, LARI 3. MEW, LIBNOR, LARI, Coop	1. Vision brainstorming 2. Role-playing games	
Proposal discussion	Reach a consensus plan with comments and reviews of stakeholders	All stakeholders	1. World café 2. Voting	
Take comments into consideration and prepare a final draft	Present the final draft to stakeholders before submitting the plan to authorities	All stakeholders	React to a formal presentation	

EVALUATION OF THE TRAINING

Two evaluation techniques were used for the training: a collective and individual (and anonymous one). The objective was not only to evaluate the training but to introduce more creative and useful ways to assess activities.

In the collective evaluation, the participants were given three cards (green, yellow and red) and were asked to respectively complete them, according to what they will use in their work/what they liked, what they are not sure to use, and what they are not going to use/what they found difficult to use.

In addition to the final evaluation, quick "round circle evaluations" were done at the end of the two first days, where everyone was free to say a few words about the day.

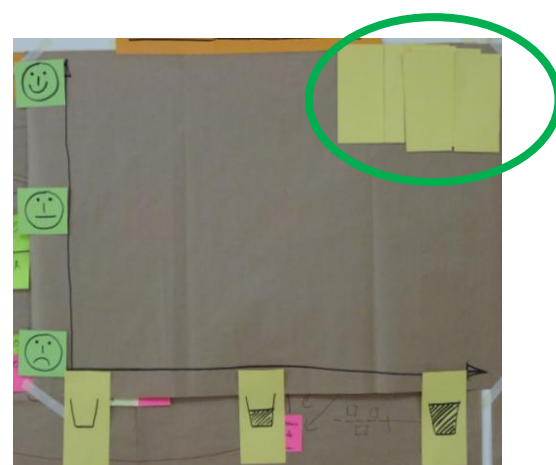| Yes	Maybe	No
The way to deliver information Assessment that was done and how we described our ideas Information delivered Activities done in training (everything) and energiser		Nothing because everything that is learned is a gain
Stakeholders assessment and interrelations Facilitators (tools used in the approach and interactive games)	Participatory tools: maybe it needs a customisation to the Lebanese context	Energiser (I didn't participate)
Stakeholders assessment exercise Facilitation Participatory tools Mobilisation Energiser Different types of participation approach Objectives Being so involved in the training		
Used interactive ways to hold participants and relate ideas with a real presented situation Energisers Steps to make a successful meeting Facilitation of workshops (values of facilitators) Design of plan Evaluation of stakeholders Participatory tools Interactive method for evaluation		
Theoretical definitions 2 case studies Participatory tools and process Facilitation tools, process and basis New information	Energiser	I would prefer to have support documentation before
Participatory tools and planning Facilitation basis Theory of mobilisation Type of training Energiser Facilitation Mobilisation Stakeholder assessment Energiser idea Likes the method of presentation	Participatory tools (some) Planning a participatory process	Break, break, break, break, break, break Knefe, croissant
Theoretical part Stakeholder assessment Values, energiser Participatory tool	Planning a participatory process (more guidance required)	

FIGURE 5: COLLECTIVE EVALUATION OF THE TRAINING

Then, we asked the participants to anonymously evaluate the training, its strong and weak points, and to share with us recommendations for future improvement.

These points were asked to be located on a two-axis evaluation diagram, where the horizontal axis represents the global satisfaction according to the training content, and the vertical one represents the global satisfaction according to the format of the training.

We reminded the participants they should also make this evaluation while comparing the outcome of the training to the expectations they raised on the first day.

Individual anonymous evaluation transcription[1]

	Comment
1	Format: 10/10; Content: 8/10
2	Hope to have the opportunity to participate again in such workshop. I recommend to have one more day to work on the role of facilitation.
3	Everything was good. Thank you.
4	The overall rating of the workshop is very good. I am really thankful for the new topics and methods that I was not aware of and surely, I will be using in my daily work. Also, the design of the workshop is very catchy and interesting. The involvement of the participants through exercises was very beneficial to me as well as all participants I believe.
5	Good combination between content, format and involvement of participants. N.B: smartphones were used to much…
6	Great way to do trainings. Mobilisation techniques will help a lot in awareness raising of public toward new projects. The content was a new way to approach public participation in another point of view that goes far beyond my expectations. The training should be longer in time in order to cover all the topics and have the opportunity to exercise everything. Might consider the environment using so much paper.
7	First of all, thank you for this useful training. All the topics were interesting and really needed in this project and help me in my personal work. I was really excited and attracted by methods you have used to deliver the information (coloured cards, interactive activities). The way you are empowering the spirit of participation and constitution from the beginning of the training to its end. Thank you again for your kindness.

According to the evaluation made by the participants, we conclude that the training was globally very satisfying, both in terms of content and format. As described in the evaluation tables above, most of the participants found the approach interesting and informed us that it will be useful in their work. The overall approach with coloured cards, interactive and practical case studies was well appreciated. For some participants, it was the first time they were so much involved during a training.

The training was a bit too intense for participants who were fasting,; on the contrary some participants would have appreciated the training and the dynamic to be longer.

Although participants were not sure to be able to use all the participatory tools and/or to have the opportunity to plan participatory processes, they really enjoyed the approach and dynamics and will try to implement some of it in their daily work.

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[1] *Please note that some participants were not able to attend the last day or could not stay until the end, which explains the low number of individual anonymous evaluations collected.*

LIST OF PARTICIPANTS

Name	Organisation	Presence on …		
		Day 1	Day 2	Day 3
Mr. Ghassan Mezeraani	Bekaa Water Establishment	Yes	Yes	
Mrs. Ghada Rida	Beirut and Mount Lebanon Water Establishment	Yes		Yes
Mrs. Nazmiyeh Baydoun	Ministry of Energy and Water	Yes	Yes	
Mr. Yasser Souleiman	Ministry of Energy and Water	Yes	Yes	Yes
Mr. Bassam Jaber	IWMI, consultant	Yes	Yes	Yes
Mrs. Jamila El Hadi	Ministry of Environment	Yes	Yes	Yes
Mr. Karim Eid-Sabbagh	Triangle consulting, researcher	Yes	Yes	
Mr. Maarouf Mezher	South Lebanon Water Establishment	Yes	Yes	Yes
Mrs. Marie-Hélène Nassif	IWMI, National coordinator	Yes	Yes	Yes
Mrs. Amal Hamieh	LIBNOR		Yes	Yes
Mr. Salim Fahed	LARI		Yes	Yes
Mr. Souheil Rouphael	Bekaa Water Establishment		Yes	Yes
Mrs. Audrey Barbe	Lisode	Yes	Yes	Yes
Mr. Jean-Emmanuel Rougier	Lisode	Yes	Yes	Yes

The total number of participants was 12: 9 on the 1st day; 11 on the 2nd; and 9 on the 3rd day. On the 12 participants, the gender ratio is 42% of women (5 out of 12) and 58% of men (7 out of 12) which is quite satisfying.