

# STRENGTHENING COMMUNITY UNDERSTANDING OF FREE, PRIOR AND INFORMED CONSENT **TRAINER'S MANUAL**

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Australia

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This report is available online at [www.oxfam.org.au/explore/mining/free-prior-and-informed-consent](http://www.oxfam.org.au/explore/mining/free-prior-and-informed-consent)

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# WELCOME

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People must be front and centre of natural resource management decision-making that affects them. When faced with mining, logging/forestry, dams, palm oil, agribusiness or aquaculture projects, communities have rights that must be respected by their government and by companies.

This trainer's manual was developed to help strengthen and build the capacity of community activists, community based organisations (CBOs), other non-government organisations (NGOs) and community educators to support communities to understand Free, Prior and Informed Consent (FPIC). It is hoped that the manual will then enable communities to demand meaningful participation in natural resource management decision-making; that internal community decision-making processes include all members of the community; and that projects only go ahead if the consent of the affected community is given.

FPIC is recognised in the United Nations Declaration on the Rights of Indigenous Peoples. The Declaration says that "States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources".<sup>1</sup>

FPIC is not just the concern of governments though. Companies must also respect this right. The responsibility of companies to respect all internationally recognised human rights is widely understood and supported.

FPIC requires that people must be adequately informed about large projects in a timely manner and given the opportunity to approve or reject projects prior to the commencement of operations. This includes participation in setting the terms and conditions that address the economic, social and environmental impacts of the project. FPIC enables people to determine the outcome of decision-making that affects them — it is not merely a right to be consulted about projects that others will ultimately make decisions on.

FPIC is a specific right held by indigenous peoples. FPIC recognises that indigenous peoples have specific collective rights to land and is based on the right to self-determination.

FPIC also represents best practice sustainable development and is therefore a principle that should guide government and company practice when consulting and negotiating with all affected communities. The principles that underpin FPIC are based on universal rights including those in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights.

For example, all people have the right to freedom of expression, to information, and to take part in the conduct of public affairs including by exerting influence through public debate and dialogue with their representatives or through their capacity to organise themselves. Further FPIC can help protect all peoples' rights to property, culture, religion, livelihood, health and physical wellbeing.

Trainers should be aware that even though FPIC is recognised in international human rights law it is subject to intense debate and is not always promoted or supported by key stakeholders. For example:

- Some governments do not actively support indigenous peoples' right to FPIC even though they have expressed support for the UN Declaration on the Rights of indigenous peoples claiming that FPIC undermines state sovereignty.
- Some governments do not recognise the status of some people as indigenous.
- Some governments do not respect citizens rights to access information, or to participate in public debate.
- Some companies do not respect the right to FPIC, even when they claim to respect human rights more broadly, because they believe that FPIC is too difficult to implement in practice and that it might delay or prevent a project.

<sup>1</sup> United Nations Declaration on the Rights of Indigenous Peoples, article 32(2).

The reality is that communities often find themselves in competition with powerful government and corporate interests over land and water resources. It can be extremely difficult for a community's decisions to be respected — especially when they say no to a project. Accessible and effective legal remedies are often absent and the regulatory systems that should protect peoples' rights can be weak. Communities often have to rely on non-legal means to protect their rights and interests, including around natural resource decision-making.

Trainers do not have to be legal experts on FPIC to deliver FPIC training but should have a general understanding of relevant debates, legal arguments, and government and company policy and practices on FPIC. Importantly, trainers should understand why FPIC is important for indigenous peoples and how it can protect all peoples' rights and interests.

This manual is a practical resource for trainers, to help them plan and deliver FPIC training programs. The manual is not just for experienced trainers, facilitators or educators — it is for people who want to develop and build their skills and confidence in preparing and delivering FPIC training programs.

The manual will help trainers to:

- deliver high quality, effective FPIC training;
- use participatory, action-based learning methods; and
- support women's active participation in FPIC training programs, recognising that women are often excluded from community decision-making processes.

The trainer's manual complements Oxfam's *Guide to Free, Prior and Informed Consent*.<sup>2</sup>

Oxfam's Guide to Free, Prior and Informed Consent provides an introduction to FPIC and explains how FPIC can help communities have a say about projects that may impact on their land, livelihood and environment. Oxfam's Guide to Free, Prior and Informed Consent also contains a practical seven-step framework which aims to assist communities affected by a project to collectively claim their right to FPIC. It includes resources to help communities understand their rights, with useful tips and other information. The guide also contains some "red flags" describing what can go wrong and difficulties that communities may encounter.

Oxfam has also produced a series of Free, Prior and Informed Consent Cards. These can be used in FPIC training programs. They focus on the seven-step framework.

We encourage trainers to use this trainer's manual and the Guide to Free, Prior and Informed Consent together when planning and delivering FPIC training programs.

The trainer's manual is divided into three main sections:

- Section 1: Planning FPIC training programs
- Section 2: Delivering FPIC training programs
- Section 3: Other resources for trainers.

The manual begins with some background information about the role of the trainer and ways to increase women's participation in FPIC training programs. The manual is long but do not be daunted.

FPIC training programs should involve the participation of women, men, and young and old people in a community. By doing so all members of a community will better understand their rights and be encouraged to work together to make decisions about projects that may impact their land, livelihood and environment.

<sup>2</sup> Available at [www.oxfam.org.au/explore/mining/free-prior-and-informed-consent](http://www.oxfam.org.au/explore/mining/free-prior-and-informed-consent) (the guide and cards have been translated into other languages that are also on the Oxfam website).

# INFORMATION FOR TRAINERS

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This section provides further background to help trainers understand their role, and to encourage the active participation of women in FPIC training programs.

## YOUR ROLE?

Training, presenting and facilitating are similar and complement each other. However, they do have different purposes and require different skills. A FPIC training program will include some training, some presenting and some facilitation. It is important that trainers understand what each means.

Presenting involves a one-way communication of information, from the presenter to the audience — with limited (or no) opportunities for audience discussion or participation. Presenting information means that the number of people in the audience can be very large.

Training also involves the communication of information but in a participatory way. A trainer involves the participants in their own learning — for example, by encouraging the participants to share and to learn from the experiences and ideas of the other participants. Training typically involves fewer people than is possible with presenting. An ideal number of participants for a training program is between 20 and 40 people.

A trainer should not:

- advise or tell the community what to do;
- get involved in community decision-making processes; or
- speak on behalf of the community with other stakeholders.

Facilitation is a process that supports group problem solving or action planning. The facilitator manages the process of problem solving or action planning by providing some structure to the community's analysis and decision-making. The facilitator guides the group process but is not responsible for the content, answers or solutions to the community's problem.

This manual is a training manual. While it does include some activities that involve presenting and facilitation, it is focused on training with the aim to improve community understanding of FPIC. The manual is designed to support trainers involve community members in their own learning. The manual includes activities (see Section 2.2) that can be used by trainers to encourage critical reflection, dialogue and analysis.

The manual includes a community action planning activity (Activity 18) to encourage communities to start thinking about what actions they may want to take together now that they know more about FPIC. Communities may want to develop more detailed action plans and may ask the trainer to support this process. Trainers need to recognise that this requires facilitation skills, and consider whether they have the necessary skills to support communities beyond the FPIC training program.

Trainers are encouraged to plan and deliver FPIC training programs as part of a small training team rather than by themselves. By working as a team, trainers can support and learn from each other and use the different skills and experiences each trainer has. Many of the activities in this manual will work best if there is more than one trainer to support the participants to work through the activities. If there is only one trainer this may lead to the presentation of information with only limited participation by the community.

This trainer's manual is directed at the training of adults, rather than children. All adults learn differently. For example, some adults learn by doing, other adults learn by observing and thinking, some adults are interested in the theory, and others are interested in how they can put learning into practice. Therefore different types of activities should be included in a training program that responds to these different adult learning styles.

However, this manual could be used by teachers and adapted as required to develop lesson plans on FPIC and natural resource management issues for primary, secondary or tertiary school students. The manual could also be used to design and deliver training for other trainers (Train the Trainer).

Trainers should evaluate each FPIC training program and community awareness session to understand if community members have improved their understanding of FPIC as a result of participating in the training. An evaluation will also help the trainers understand what worked well and what may need to be changed for future training programs. Section 3.2 provides some examples of evaluation tools that can be used.



## SUPPORTING WOMEN'S PARTICIPATION AND DECISION-MAKING

Women have equal rights<sup>3</sup> including the right for substantive equality in political processes, the right to have their voices heard and the right to participate in community and project decision-making processes. Like men, women have the right to benefit from large projects and be safe from any harm a project may bring. However, the impacts of mining and other large-scale projects are not gender neutral. Women often experience the negative impacts more than men, and rarely receive the benefits that men do.<sup>4</sup>

For example:

- Women are not always consulted when companies negotiate access to land;
- Damage to the environment undermines women's ability to provide food and clean water for their families and can increase their workload;
- Compensation and benefits are paid to men "on behalf of" their families, denying women access to project financial benefits and potentially increasing their economic dependence on men;
- Women can lose their traditional status in society when a project creates a cash-based economy;
- A transient male, work project force can bring increased alcohol, sex workers and violence into a community, which can affect women's safety; and
- Female workers often face discrimination, poor working conditions and unequal pay for equal work.

Women often face multiple barriers to participation in decision-making.<sup>5</sup> However, trainers can support women's participation in both FPIC training programs and community decision-making processes. To start, trainers should not ignore, accept or be responsible for discrimination against women or their exclusion from a FPIC training program including when this is based on culture, religion or "tradition". Within many communities, women have or traditionally had important decision-making roles, although these roles may function differently in different communities. The exclusion of women must be challenged but in ways that are respectful of all members of the community.

Women's participation in a FPIC training program is important as it supports women to understand and defend their rights, and to protect the interests of the entire community.

At the planning stage, trainers should work with the women's group to ensure that women are able to participate in the FPIC training program and, it is hoped, future community decision-making processes. The aim should be that women are actively involved in the training and have real influence both during the training and afterwards, rather than simply achieving quotas for women's participation in the training program. However, quotas may contribute to women being able to actively participate and have influence.

The trainers and women's groups should consider:

- What practical barriers (for example, the need to look after children or perform household or livelihood activities) may prevent women's participation in the training and find ways to overcome these barriers;
- What cultural barriers may prevent women's participation and find ways to overcome these;
- How the training program can respond to women's learning needs and their interests.

The trainers and women's groups should also consider whether quotas (ie 50% women, 50% men), running separate training programs for women and for men, or another strategy will enable women to actively participate and have influence. If separate processes for women and men are agreed to, the trainers should bring the separate groups together to share their different perspectives and understandings. Other issues to consider include women's safety, and norms about women and men socialising together.

Section 2 contains a suggested training program. Many of the activities are "gendered" — this means they are designed to understand the different aspirations and perspectives of women and men. This recognises that

<sup>3</sup> Convention on the Elimination of All Forms of Discrimination against Women.

<sup>4</sup> Oxfam Australia: *Women, communities and mining: The gender impacts of mining and the role of gender impact assessment*, [resources.oxfam.org.au/pages/view.php?ref=460&nk=](http://resources.oxfam.org.au/pages/view.php?ref=460&nk=)

<sup>5</sup> *Final study on indigenous peoples and the right to participate in decision-making*, Report of the Expert Mechanism on the Rights of Indigenous Peoples, A/HRC/EMRIP/2011/2, 26 May 2011, see pages 8 and 21.

mining, logging and other projects affect women and men differently (because women and men have distinct roles and responsibilities in the family and in the community), and that women and men often have separate needs and interests. Trainers are encouraged to amend the suggested training program and individual activities if necessary to ensure that the program responds to women's needs and interests.

During the FPIC training program, trainers can encourage women's active participation by:

- Establishing an expectation of mutual respect, including that men respect women and listen to what they have to say;
- Ensuring that women have a place to sit inside the training room (not outside or where they cannot hear or contribute to discussions);
- Inviting women to answer questions, report back from group activities, etc; and
- Observing the training and, if problems arise, ensuring that solutions are found; for example, if men dominate small group activities or discussions, consider forming separate groups of women and men to allow women to talk among themselves in a safe and supportive space.

Training teams should include both female and male trainers. Female trainers should be equal partners in the planning and delivery of the training — their role should not be limited to organising the logistics or providing lunch on the day of the training.

The trainers may want to do some gender training themselves to build their own understanding, skills and confidence on gender issues. Trainers can start this process by asking themselves:

- Why do we think women's participation, voice and decision-making are important?
- What roles do women play in our own organisation? Why is this?
- Within our community, are cultural norms a source of empowerment, social wellbeing and strength for both women and men? If so, how?
- Is culture used to justify the exclusion of women or discrimination against women? Whose interests are being represented if this is the case?
- What do we understand by the terms *gender discrimination*, *gender blind*, *gender equality*, *gender transformative* and *women's empowerment*?<sup>6</sup>

In addition to supporting women's participation, trainers should also support the participation of youth, people with disabilities and others who may be excluded from community decision-making processes.

<sup>6</sup> Appendix A contains definitions for these and some other terms.

# 1 PLANNING

This section of the manual helps trainers plan their FPIC training programs. Planning is as important as delivering the training itself. A training program will only be a success if adequate time is invested in the planning stage.

An important part of planning is to ensure that the community understands who the trainers are and what the training is for, and that the trainers understand who the community is and the local context. The first thing trainers may want to do is visit the community, preferably at the invitation of a community member, to get a sense of what it might be like to live there — who lives in the community, what do they do for their livelihoods, is there a large project being developed nearby?

The planning stage should also work towards ensuring that the training is accessible for all community members — especially those most likely to be impacted by a project and those who are usually excluded from community decision-making processes.

Another important part of the planning process is to ensure that the training program meets the needs of the participants. Section 2 contains a suggested training program, and key messages and activities. During the planning stage, this program should be adjusted to meet the needs of the community. Some parts of the program will need particular attention during the planning stage, such as preparing for the session on FPIC law or working with some community members on the “Forum Theatre” activities.

## 1.1 ASSESSING SAFETY RISKS

Oxfam recognises the challenges and security issues that many communities and individuals face in ensuring their rights are upheld and concerns are recognised. Trainers may also face these challenges and security issues. Trainers are advised to give careful consideration to safety risks when planning and delivering FPIC training programs.

Trainers should recognise that women and men face different risks. For example, women may face increased risks, linked to greater voice and participation in decision-making, if they take part in the training. The trainers should work closely with the local women’s group to assess and respond to these risks.

Trainers need to identify and assess all potential risks to their safety and to the participants’ safety. This includes risks related to:

- The presence or likelihood of company, police or military personnel;
- Conflict between the community and the company, police or military;
- Conflict within the community and conflict between communities;
- Travel to and from the community; and
- Weather and seasonal access issues.

Once a risk has been identified it can be assessed (is it a low, medium or high risk?) and a plan to manage each risk developed. This risk management plan should be developed with input from the community.

If the risks are too high then the most appropriate action to take could be to cancel or postpone the training program. Alternatively, the training program could be held in a different location; for example, in the closest town rather than in the community, although this may limit who can participate in the training.

## 1.2 SUPPORTING THE RIGHT COMMUNITY

The decision to deliver a FPIC training program in a particular community at a specific time is made by both the community and trainers. However, the trainers should have a clear understanding of the potential value FPIC training will have for the community at that time. Limited resources and competing priorities are a reality.

For example, if there are not yet any large projects but developers are exploring in the area or existing projects

are about to be expanded, there will be enormous value for local communities to learn about FPIC. Likewise, if a project developer is to undertake an environment and social impact assessment process, there will be value in FPIC training. If a large project, such as a mine or dam, is already operating, the community may still want to learn about FPIC — and how they can influence the way the project operates and the project developer engages with the community in the future. On the other hand, there may be some situations where FPIC training will have little value; for example, in situations of project-related conflict.

### 1.3 PLANNING WITH THE COMMUNITY

Trainers should understand the context, needs and interests of the communities where they intend to deliver FPIC training. The community (or its representatives) should have a clear understanding of what the trainers can provide and what the trainer's expectations are of the community. The trainers and community representatives should work together to plan the training. The planning should involve women and youth representatives. A number of visits to the community may be necessary during the planning stage.

At the first planning meeting, the trainers should:

- Tell the community who they are, their organisation and why they are interested in delivering this training;
- Tell the community who invited them to visit the community;
- Explain what a FPIC training program involves and that the training aims to help community members improve their understanding of FPIC;
- Explain that a FPIC training program will not necessarily solve all of the community's problems but that it is a starting point for communities to understand and defend their rights;
- Tell the community representatives that both women's and men's participation is expected and that the training program will not go ahead if women are prevented from participating; and
- Ask if there are risks to the safety of the trainers and community if FPIC training is delivered and, if relevant, seek input into the risk management plan.

If it is agreed that the training will go ahead, the trainers should then work with community representatives, including women's groups, to:

- Understand the specific context, needs and interests of the community — including whether there are any projects being developed near the community and what perceptions or opinions members of the community have of the project.
- Understand the knowledge and skills of the potential training participants, literacy levels and specific cultural learning practices so that the training can be tailored for the community.
- Request assistance from community representatives to promote the training and invite people to attend, making sure there is representation from all members of the community.
- Explain that there are opportunities for community members to work with the trainers to prepare and deliver some of the program activities.
- Agree with the community representatives on the training venue, date (avoiding busy times such as during planting or harvest seasons), number of people likely to participate and other logistical issues such as transport, food and accommodation.

A draft training program should be shared and discussed with the community representatives and this adjusted based on feedback from the community representatives.

## 1.4 PEOPLE, VENUE, MATERIALS AND EQUIPMENT

When planning the FPIC training program it is important to consider the people, venue, material and equipment that are needed to guarantee the success of the program.

### People

As discussed above, the best training programs involve the active participation of members of the community in deciding the objectives of the training, and in helping to plan and deliver the program. Members of the community best know their own strengths, needs and interests, and what is happening within the community — their insights and experiences should be acknowledged and incorporated into the program.

Involving community members in the program planning and delivery will build their interest in, and ownership of, the training program. Further, this can give them an opportunity to develop some skills and confidence (for example, in public speaking or facilitating group activities). Community members could be invited to work with the trainers to prepare and deliver some of the program activities.

Additionally, on the day of the training, community members could be asked to:

- Prepare the training venue (for example, put up posters, arrange chairs and tables);
- Formally welcome all the participants and the trainers to the training program;
- Distribute training materials to the participants;
- Assist with timekeeping; and
- Prepare food for the participants — if women are responsible for food preparation, this is not an alternative to women actually participating in the training program.

As suggested previously, opportunities for community members to participate should be raised at the planning meeting with the community representatives. The trainer should confirm who is volunteering for what jobs prior to the training program. Women, men and young people should all be given an opportunity to volunteer.

### The training venue

The FPIC training program should be held in the community rather than at a location far from the community. This will maximise the participation of all community members, especially those who have other responsibilities such as looking after children, preparing family meals, or farming and other livelihood activities.

A training venue will need to be selected. The training venue could be the community hall or meeting place, a school, religious building or an outdoor space. The training venue should be large enough to fit all the participants, and have space for small group activities and discussions to occur. Other things to consider include whether the venue is quiet, if food can be prepared and if there is a reliable source of electricity. Finally, if women can only participate in the training if childcare is provided, the venue will need to be able to accommodate that. Issues of safety may also need to be considered.

### Training materials and equipment

The trainer will need various materials and equipment to ensure that the FPIC training program runs well and that everyone can participate fully. The trainer could bring these things with them or they could be borrowed from someone in the community.

Training materials and equipment include:

- this trainer's manual and Oxfam's *Guide to Free, Prior and Informed Consent* to be used by the trainers;
- copies of Oxfam's *Guide to Free, Prior and Informed Consent*, the FPIC cards or similar for each participant<sup>7</sup>;
- copies of the training program for each participant;
- blackboard or whiteboard for writing on and large sheets of paper, plus coloured pens or chalk;

- specific resources needed for each activity (this may require photocopying pages from the manual to give to each participant);
- watch, clock or mobile phone for checking the time;
- bell, drum or something else that can be used to get the attention of the participants;
- information about local laws relevant to FPIC and natural resource management, and a list of local organisations who could provide ongoing assistance to the community;
- pens, pencils, plain paper, coloured paper, sticky notes, string, pins or sticky tape, etc;
- copies of the evaluation form or other tools to capture participant feedback;
- posters, videos/DVDs (optional);
- computer and projector (optional); and
- name tags (optional).

If the FPIC training program is longer than half a day, the trainers could consider providing a meal for the participants.



<sup>7</sup> The *Guide to Free, Prior and Informed Consent* has been translated into a number of languages. However, if there is no translation for the language spoken where the training is planned, the trainers may want to translate the guide. Alternatively, the trainers may be able to use local language FPIC material that has been developed by other organisations or their own material.

## 2 DELIVERY

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This section of the manual helps trainers to deliver their FPIC training programs. It contains key messages and activities. The activities are designed to promote the active participation of community members in the training and to involve the participants in their own learning. It is designed around a two-day training program. Day 1 could include Activities 1 to 9; and Day 2, Activities 10 to 19. The trainer may wish to include a short reflection activity at the end of Day 1 to encourage the participants to think about what they have learnt that day and what they hope to achieve on Day 2.

However, trainers may choose to conduct the training over two and a half or three days. This will allow additional time for the activities, and longer breaks during the day for rest and to regain concentration. This may be necessary where the participants have had little experience of training.

It is up to the trainers and community to decide on the length and content of the program, and to plan accordingly. The program could be a few hours only or much longer at three or four days. If a longer program is agreed to, the additional day(s) could be spent on community problem solving and action planning if the trainers are comfortable taking on this role.

Trainers are encouraged to use the key messages and activities from this section. However, trainers should amend the program, and adapt the key messages and activities to meet the needs of the community and to respond appropriately to the local context. The trainers should also consider the literacy levels and cultural learning practices of the community and adjust the activities accordingly. For example, it is suggested in some of the activities that group discussions are documented in writing. However if literacy levels are low, it may be better to document the discussions by drawing pictures or focus on a verbal report back to the larger group rather than a written summary. These issues must be addressed during the planning stage.

## 2.1 SUGGESTED TRAINING PROGRAM

Activity number and name	Suggested time for activity
Activity 1 Welcome and introduction	30 minutes
Activity 2 Training program agreement	30 minutes
Activity 3 Participant expectations	30 minutes
Activity 4 Reflection and discussion	45 minutes
Activity 5 "Free" consent	1 hour (minimum)
Activity 6 "Prior" consent	1 hour
Activity 7 "Informed" consent	1 hour
Activity 8 FPIC and the law	1 hour
Activity 9 What's happening in the community	30 minutes
Activity 10 Step 1 – find out who is developing the project	30 minutes
Activity 11 Step 2 – request information from the project developer	45 minutes
Activity 12 Step 3 – hold discussions with the community	1 hour (minimum)
Activity 13 Step 4 – community negotiation with the project developer	1 hour (minimum)
Activity 14 Step 5 – seek independent advice	30 minutes
Activity 15 Step 6 – make a decision as a community	1 hour (minimum)
Activity 16 Step 7 – ongoing communication with the project developer	30 minutes
Activity 17 Learning about Steps 1-7: Option B <sup>8</sup>	2 hours
Activity 18 Participant reflection and community action planning	1 hour
Activity 19 Training program evaluation and close	30 minutes

Section 2.2 contains the activities. Each activity describes:

- the aim of the activity;
- the suggested time the activity will take;
- resources needed for the activity;
- key messages;
- instructions for the activity itself; and
- further tips to help the trainers manage the activity.

The key messages are the information the trainers should share with the participants. The information will provide the basis for the activity that will follow and ensure the participants have a basic understanding of FPIC. The key messages are mostly taken from Oxfam's Guide to Free, Prior and Informed Consent and trainers are encouraged to refer to that. Only a small amount of time should be allocated to sharing the key messages. Most of the participants' learning will occur during the activities and most time should be allocated to this. The activities are designed to encourage participant reflection, dialogue and analysis.

Trainers are encouraged to include games in their training program. Games can be used to keep people energised; they are fun and can build a sense of collegiality among the group. Games can also be used to break the whole group into small groups for activities.

Trainers should allow some time in the training program to check that the participants understand the information being shared.

<sup>8</sup> This option covers the seven steps in Activities 10–16 into one shorter activity. It can be used during training programs where there is not enough time to cover each step in detail. The alternative option of working through each activity in the time we suggest will take at least five hours.

## 2.2 KEY MESSAGES AND ACTIVITIES

### Activity 1: Welcome and introduction

#### Aim of activity

To welcome the participants, and to introduce yourself and the participants to each other.

#### Suggested time for activity

30 minutes

#### Resource

Name tags (optional)

#### Key messages

- Trainers welcome everyone to the FPIC training program or community awareness session.
- Trainers introduce themselves and their organisation, and explain that their role is to deliver the training program.
- Trainers explain that the group is going to learn about “free, prior and informed consent” and how this can help communities have a say about projects such as mining, logging or palm oil that may impact on their land, livelihood and environment.
- Trainers may also want to say what their role is not; for example, that they will not be involved in ongoing community decision-making processes.

#### Instructions for activity

The trainers invite everyone to say their name, where they come from and why they are attending the training program.

#### Tips

- Think about using a game for the participant introduction, see Section 3.3 for some resources on using games.
- Take note of why people have said they are attending the training program — this will tell you about their interests and concerns.
- If there is a project being developed close to the community (or if a project has been proposed), and some of the participants say this is a concern, this should be acknowledged by the trainer. The trainer may want to add that the project will be discussed at times during the training program.

## Activity 2: Training program agreement

### Aims of activity

- To reach agreement on how people should behave during the training program so that everyone can participate fully.
- To encourage the participants to respect and listen to each other.

### Suggested time for activity

30 minutes

### Resources

Pens, large sheet of paper or blackboard

### Key message

Trainers say that they expect that each participant will respect and listen to all other participants including women, youth and other people.

### Instructions for activity

- The trainers ask participants to come up with a list of acceptable behaviours and ways of working to ensure that everyone can participate fully.
- These ideas will be written on the large paper or blackboard and become the “agreement” between the trainers and participants, and between the participants themselves.
- If anything important has been missed by the participants, the trainers should add these to the agreement.
- The agreement should be kept near the front of the training room so that everyone can see it.

### Tips

Some examples of what could be in an agreement include:

- everyone (women, men, youth, the elderly) can participate fully;
- no one person is allowed to dominate the discussion;
- all views will be respected;
- different opinions will be listened to; and
- participants could raise their hand (or give another sign) if they wish to speak, etc.

## Activity 3: Participant expectations

### Aim of activity

To understand and document the expectations of the participants.

### Suggested time for activity

30 minutes

### Resources

Pens, large sheet of paper or blackboard

### Key messages

- Trainer should explain that it is their expectation that the group will learn about “free, prior and informed consent”.
- Trainers are also keen to understand the expectations of the participants.

### Instructions for activity

- Trainers invite the participants to say what their expectations for the training are.
- All the expectations (both the trainers’ and participants’) are written on the large paper or blackboard.
- The list of expectations could then be kept near the front of the training room so that everyone can see it.
- To finish this exercise, the trainers hand out copies of the training program to each participant, explain briefly what is in the program and that the trainers aim to ensure the participants’ expectations will be met as the group works through the program.

### Tips

- The trainers will have some understanding of the expectations of the participants from the planning stage (see Section 1) and from the participant introductions (Activity 1). This activity is designed to understand and acknowledge the participants’ expectations more formally.
- This exercise should be referred back to throughout the program and during the evaluation of the training program (Activity 19). A key question to ask is: *are the participants’ expectations for the training being met?*
- Some participants may have expectations that cannot be met — for example, that a project will be stopped because of their participation in the training program. Trainers should encourage the participants to be realistic about what the training can achieve, acknowledge that it can be difficult for a community’s decisions to be respected by their government or project developer, but that the FPIC training is designed to help the community understand and defend their rights even in difficult situations.

## Activity 4: Reflection and discussion

### Aims of activity

- To encourage the participants to engage in reflection and discussion on the values and uses of their natural resources.
- To understand the different perspectives of women and men.

### Suggested time for activity

45 minutes

### Resources

Photocopies of the natural resource pictures (see Appendix B) — use only those pictures that are relevant to the community, large sheets of paper, pens

### Key message

Before learning about FPIC and how this can help communities have a say about projects that may impact on their land or livelihood, talk about the natural resources in this community and the values and uses associated with these natural resources. This will put FPIC into context.

### Instructions for activity

- Form small groups of five to six people (separating women and men) and give each group one of the pictures.
- Ask each group to discuss values and uses they associate with the natural resources represented by the picture.
- The trainers could ask:
  - Is this natural resource important to members of the community?
  - How is this natural resource used?
  - Who is responsible for managing this resource?
  - What values are associated with this natural resource?
  - How would the community be affected if a large project impacted on this natural resource?
  - Ask the women to think about their roles in the community, and their specific knowledge and interests, and the link between these and the natural resource represented by the picture. How would women be affected if a large project impacted on this natural resource? Ask the same of the men, ie how would they be affected by a large project given their roles, knowledge and interests.
- The pictures could be stuck on to large pieces of paper and each group asked to write or draw pictures to summarise the main points from the discussion.
- Each group should be invited to report back to the whole group.

### Tips

- One way to form the small group is to cut each picture into five or six pieces (like a jigsaw puzzle), randomly give the pieces to the participants, and then ask everyone to reassemble the pictures. This has the benefit of getting everyone standing up and moving around, and forming groups of people who may not normally talk with each other. Care will be needed though to ensure that women and men form separate groups — it may be useful to separate the group into women and men before handing out the pieces of the pictures.
- If the discussion is a little slow, ask the participants to reflect on the natural resources represented by the picture and how this relates to their livelihoods, health, food and water security, cultural and spiritual values, and biodiversity and conservation concerns.
- Another option for this activity could be to step outside of the training room to have a look at the community and its location in the environment. What do people see? What values and uses do people associate with these things?
- Alternatively, the trainer could bring their own pictures, posters or a short video that would be useful to begin this reflection and discussion activity. These materials could be provided by community members themselves.

## Activity 5: “Free” consent

### Aim of activity

To gain a deeper understanding of what is meant by “free” consent.

### Suggested time for activity

1 hour (minimum)

### Resources

Refer to the Forum Theatre script and instructions in Appendix C; people willing to act in the Forum Theatre play (this could be the trainers or participants), the “Joker”, and props and costumes (optional)

### Key messages

- The elements of free, prior and informed consent are connected, and should set the conditions for community consent, if they decide to give it. The “free”, “prior” and “informed” guard against manipulation (or exploitation) of community decision-making processes.
- Each part of the term has an important meaning — in this activity and the next two, we are going to begin to explore and understand the meaning of each.
- Community consent should only be given freely.
- Free means no force, no coercion, no intimidation, no manipulation and no pressure by the project developer, government or other groups with a vested interest in the project to say yes to a project or to make a decision before the community is ready to.
- Free also means that everyone — women, men, young people and old people — are free to participate in the decision-making process.
- Free means that a community can say no (or not give its consent) to a project.

### Activity

- This activity is a Forum Theatre event.
- Forum Theatre is an interactive, participatory form of community theatre. In it a community conflict or issue of contention is performed, with audience members encouraged to enter the action, replace one of the characters and attempt to positively change the outcome.
- Forum Theatre is an opportunity to identify and practice strategies for change in real life.
- Throughout the performance the audience (ie the participants) is invited to reflect on the issues presented in the play and on ideas for change.
- Appendix C contains more information about Forum Theatre, including the roles that are played, questions to ask the audience, and the script for this particular activity.



## Tips

- Try to get a least three audience interventions for each scene.
- Do not feel obliged to have a happy ending at the end of the Forum — the objective of Forum Theatre is community dialogue and rehearsal for future action.
- Sometimes we learn most from an intervention that does not solve the problem.
- Do not easily accept “magical” solutions, ie solutions that radically change the basic circumstances of the play. For example, an aggressive project developer is turned into a friendly and polite person. Though we would all like to see such transformation happening, for a realistic analysis of the problem, it is more useful to engage in the circumstances as they are.
- Forum Theatre can be effective when run like a mini-workshop, allowing time to develop trust between the participants. If there is enough time a number of theatre games and warm-up exercises can be conducted prior to the Forum Theatre performances. Appendix C contains some games.



## Activity 6: “Prior” consent

### Aim of activity

To gain a deeper understanding of what is meant by “prior” consent.

### Suggested time for activity

1 hour

### Resources

Pens, large sheets of paper, copies of the scenarios for each participant (see Appendix D)

### Key messages

- Prior consent means that your consent must be asked for:
  - before the government allocates land for particular land uses;
  - before the government approves the specific project;
  - before construction of the project begins (in other words, before the trucks and bulldozers arrive);
  - communities must be given enough time to consider all the information provided; and
  - communities must be given enough time to make a decision in accordance with their own decision-making processes; there must be no pressure to make a quick decision.
- Communities are not always given the opportunity to grant their prior consent. However they can try to influence the project at other times during the project cycle and be involved in project decision-making. Projects typically go through project concept (or initial scoping and planning); feasibility and detailed planning; construction; operation; and closure or decommissioning.

### Instructions for activity

- Divide the group into three groups (or if these three groups have more than six or seven people, form additional groups).
- Give each participant a copy of a scenario (one scenario per group), ask them to read the scenario together and then to reflect on the questions for each scenario.
- Trainers ask each group to summarise their discussion on the piece of paper.
- Each group should be invited to report back to the whole group.
- If the community has been in a situation similar to that described in one of the scenarios (this may have been identified during the planning process) focus the final part of this activity on understanding what the community did then. What ideas, strategies and resources did they use to deal with the situation? What was the outcome? Would they do anything differently next time?

## Tips

- Scenario 1 describes a situation where a community finds out about a project before it has been approved by the government; Scenario 2 is about a state of affairs where a mining company has begun exploration activities; and Scenario 3 is about circumstances where the community finds out about a project that has already begun. The aim of this activity is to discuss the concepts of “before”, “just in time” and “late” versus what “prior” consent is (as described above in the key messages).
- The trainers should encourage discussion of what the community could do if they find themselves in the different situations described in the scenarios. Trainers should emphasise that it is never too late to work with the project developer to have them recognise and support FPIC even if the project was originally developed without the community’s consent. The principle is the same although the starting point would be different.
- This and some of the other activities require the participants to summarise their discussions on paper. The participants should be encouraged to write down short answers to the questions rather than trying to capture the discussion word-for-word. It is important that everyone participates in and concentrates on the discussion rather than focusing too much on writing. If however, literacy levels in the group are very low, it may be better not to summarise the discussion in writing but instead focus solely on the discussion and then a verbal summary and feedback.

## Activity 7: “Informed” consent

### Aim of activity

To gain a deeper understanding of what is meant by “informed” consent.

### Suggested time for activity

1 hour

### Resources

Pens, large pieces of paper

### Key messages

- Informed consent means that you must be given all the relevant information about the project to make a decision about whether to agree to the project or not:
  - information must be in a language that you can understand and presented in a manner and form that is also easy to understand;
  - information must be accurate;
  - you must have access to independent information, not just information from the project developer or your government;
  - you must be given information about other options for the project; and
  - you must also have access to experts on law and technical issues, if requested, to help make your decision.
- Communities can request copies of project documents including the following: contracts, licences or permits; revenue agreements; compensation agreements; boundary and resource maps; environmental and social impact assessments; studies of alternative options; the minutes of community consultation meetings; resettlement plans; details of how the project complies with relevant local laws — trainers should mention other documents that they think will be relevant for the community.

### Instructions for activity

- Form small groups of five to six people and give each group a piece of paper and some pens.
- Ask each group to discuss and write on the paper questions they have about a project — what do the participants want to know about a project?
- If there is a particular project being developed or in operation close to the community, ask the participants to write questions about that project.
- If there is no project, ask the participants to develop some questions about a logging, mining, hydro dam or palm oil project — choose a project or number of projects that would be most relevant to the community.
- Ask each group to report back to the whole group.

### Tips

The Oxfam Guide to Free, Prior and Informed Consent contain a list of suggested questions to ask a project developer. If the participants are struggling to develop their own questions, refer them to the guide to get them started. Encourage the participants to think of questions about the project and who is developing it, what impacts the project may have on the community (including possible eviction and resettlement) and community consultation and negotiation processes.

## Activity 8: FPIC and the law

### Aim of activity

To develop a basic understanding of national and international laws, and industry standards related to FPIC.

### Suggested time for activity

1 hour

### Resources

Handouts or overheads/slides that contain the key messages (optional)

### Key messages

Trainers should develop their own key messages for this activity. Communities need to understand the local legal context, and specific standards related to FPIC that may apply in their situation. A generic presentation that does not consider the local context may not be very useful.

Trainers need to consider:

- If the training is for indigenous peoples, in which case the United Nations Declaration on the Rights of Indigenous Peoples and ILO Indigenous and Tribal Peoples Convention 169 are relevant. Trainers should note if the government supports either of these instruments, and highlight key sections from each (for example Article 32(2) of the Declaration).
- If the training is for non-indigenous peoples, in which case referring to international human rights instruments such as the International Covenant on Economic, Social and Cultural Rights may be useful.
- What, if any, national laws or court judgements exist in relation to FPIC, access to information, participation in decision-making, etc, and who the laws protect (indigenous peoples only or all citizens?).
- What national policies or laws exist to promote women's rights including to participate in public debates and decision-making processes.
- The extent to which international human rights law is respected, and national laws are implemented.
- Whether the courts, national human rights institutions or other bodies exist and actively protect human rights.

If there is a project being developed near the community, the trainers should understand who is developing it, who is funding it and what if any standards or requirements this may trigger. This information could then be included in the key messages. Depending on the project, relevant standards may include:

- Company policies in relation to FPIC, indigenous peoples' rights, human rights, community consultation and grievance resolution.
- The Roundtable on Sustainable Palm Oil which has specific requirements for FPIC and has a grievance mechanism.
- The International Finance Corporation whose Performance Standard 7 requires FPIC in some circumstances and has a grievance mechanism.
- The Forest Stewardship Council which recognises FPIC.

### Instructions for activity

- Trainers should allow time for questions and answers, a quiz or some other activity that allows the participants to test their knowledge and clarify things they may not understand.
- Another option could be to ask the participants to consider the following question: will legal strategies be useful to protect their rights and interests, or will other strategies will be more effective?

## Tips

- Trainers will need to prepare this activity as part of the overall program planning phase.
- The key messages will contain legal information that will be technical and may be difficult to understand. The trainers need to decide how much information is necessary and recognise that too much information may not be very helpful. Alternatively, the participants may be very interested and want more information. The amount of information required should be determined during the planning stage.
- Trainers should remember that only indigenous peoples have the right to FPIC. However, FPIC represents best practice sustainable development and is therefore a principle that governments and companies should respect when consulting and negotiating with all affected communities.
- Trainers should be clear that there is often a gap between what a law requires and whether the law is followed in reality. Communities regularly have to rely on non-legal means to protect their rights and interests and this may be a useful point of discussion during this activity.

## Activity 9: What is happening in the community

### Aims of activity

- To reflect on what is happening in the community.
- To reinforce what has been learnt about FPIC.

### Suggested time for activity

30 minutes

### Resources

The questions contained in Appendix E copied onto individual pieces of paper, four large pieces paper: one marked “yes”, one marked “no”, one marked “everyone”, one marked “few”

### Key message

We are now going to reflect on what everyone has just learnt about FPIC in the context of what is happening in the community.

### Instructions for activity

- Put the paper marked “yes” on one side of the training room and the paper marked “no” on the other side of the room.
- Ask for ten volunteers (one volunteer per question), making sure there is an equal number of women and men.
- Ask the whole group to consider each question one at a time.
- For questions 1 to 5, ask the participants if they believe the answer is yes, no or something in between. The person with the question should move close to the “yes”, “no” or somewhere in between depending on the answers from the other participants.
- For questions 6 to 10, replace “yes” and “no” with “everyone” and “few”, then ask the participants to consider if everyone or only a few community members are involved, given information, receive benefits, etc.
- Encourage discussion and, if there are differences of opinion, explore this — including from a gender perspective: do women and men have the same or different answers to the questions

### Tips

- This activity could reflect on existing projects in or near the community as much as possible. If there are no large projects such as mining or logging, ask the community to consider the questions in the context of a small project such as a road, water well or school.
- This activity should be fun. If there is difference of opinion among the participants, the person with the card should be encouraged to move (by jumping, skipping or running) between “yes” and “no” as the discussion progresses.
- The aim of this activity is not to agree on an answer but instead to explore the experiences and opinions of all the participants.

**Before beginning Activity 10, the trainers should explain that the participants are now going to learn about some practical ways to use FPIC to protect their rights and interests. There are seven steps (taken from the Oxfam Guide to Free, Prior and Informed Consent) which will be covered in the following seven activities.**

**Trainers should explain that in real life these steps do not have to be followed in the order presented here. For example, a community may want the assistance of independent advisors straight after the community learns that a project is being developed, and discussions within the community should occur regularly, not at a single point in time. And of course real life is complicated and never follows a set of easy, pre-defined steps.**

**Alternatively, for shorter training programs, the trainers could use Activity 17. Activity 17 includes all seven steps in one activity that will take two hours to complete.**

## Activity 10: Step 1 — find out who is developing the project

### Aim of activity

To understand who is responsible for developing large projects.

### Suggested time for activity

30 minutes

### Resources

Pen, large piece of paper or blackboard

### Key messages

- You need to know who is planning the project that may affect your community. Then you will know who the people are who should be seeking your consent.
- Sometimes it can be difficult to find information about the project developer. Large projects usually involve a mix of private and government interests.
- If you have problems finding information about the project, you may be able get assistance from other organisations, including local and international NGOs. The media, including local and international newspapers and industry magazines, may also have information on planned projects.
- Sometimes the project developer is not from your country. This can make it more difficult to contact them and you may need help from others.

### Instructions for activity

- If there is a particular project being developed or in operation close to the community ask the participants who the project developer is. Then ask some questions including:
  - Is the company a national company or international company?
  - Is the project being developed in partnership with more than one company? If yes, who?
  - Is there any government involvement or interest in the project?
  - Who is financing the project?
  - Are there any other organisations involved?
- If the participants do not know the answer to the questions, encourage them to try to find out after the workshop and suggest ways they can do this.
- If there is no project close to the community, ask participants to identify the types of organisations that might develop large projects such as mines, dams or palm oil plantations. Use the sub-questions above to guide the discussion.
- Conclude the activity by reinforcing how important it is for communities to understand who is responsible for developing large projects and that this is the first step in communities claiming their right to decide what happens on their land.

### Tips

- In effect, this activity requires the participants to do a stakeholder mapping exercise. The trainers may want to raise the issue of political or other interests and project development. Sometimes companies are simply building what a government wants.
- The Oxfam Guide to Free, Prior and Informed Consent which provide some information about project developers.
- This is a large group activity where louder and more confident people may dominate. Try to ensure that everyone gets an opportunity to contribute to the discussion — the trainer should encourage people who have not spoken to contribute their ideas too.

## Activity 11: Step 2 – request information from the project developer

### Aim of activity

To understand some of the challenges in obtaining information and how these challenges can be overcome.

### Suggested time for activity

45 minutes

### Resources

Pens, large pieces of paper

### Key messages

- It is important to know how the proposed project will impact on your community. Then you can make an informed decision on:
  - whether to give or deny consent;
  - changes you would like to the project design; and
  - prior conditions you need met before you would consider agreeing to the project.
- It is important for your community to become fully informed about the project, its potential impacts and what the project developer will do to prevent or reduce negative impacts — this includes information about whether the community will be evicted and resettled by the project.
- Requesting copies of environmental and social impact assessments can help ensure all members of the community are informed and understand the potential impacts. Community members should also be able to participate in the development of the environmental and social impact assessment as they are the people who best know their local environment and for whom a large project could impact on their livelihoods and the environment.
- Information must be provided in a language and form that is understood by the community.
- Another way of getting this information is to invite the project developer to a community meeting where community members can ask the developer some questions about the project.
- The community could seek the assistance of local organisations to help them understand the information that has been obtained.
- You can also directly ask the relevant government department. This could include the Department of Environment, Mining, Forests and Agriculture or Treasury.
- During Activity 7, the participants developed some questions they have about a project — these questions could be asked of the project developer or the government.
- Now the group will discuss some of the challenges they may face in obtaining information about a project, and how these challenges can be overcome.

### Instructions for activity

- Divide each piece of paper into two columns with the words “challenges” and “solutions” written at the top of each column.
- Divide the participants into small groups of five to six people.
- Ask each group to discuss the challenges (or barriers) they may face in obtaining information about a project, and how these challenges could be overcome or have been overcome by the community in the past (in other words, what are some solutions and what has the community tried to do before).
- Ask each group to briefly summarise their discussion in writing on the piece of paper. If literacy levels are low the groups should focus on the discussion only.
- Ask each group to report back to the whole group at the end of this activity focusing on the solutions.

### Tips

- Use a game (see Section 3.3 for links to games) to divide the participants into small groups. This will have the benefit of getting everyone standing up, moving around and energised; and forming groups of people who may not have worked together yet.
- The trainers may want to say that the project developer is one source of information about a project. Information can also be obtained from other, independent sources — Activity 14 will explore this further.



## Activity 12: Step 3 — hold discussions with the community

### Aims of activity

- To ensure that all members of the community can participate in community discussions and decision-making processes.
- To understand the different aspirations and perceptions of women and men.

### Suggested time for activity

1 hour (minimum)

### Resources

Pens, large sheets of paper (optional)

### Key messages

- Once you are in contact with the project developer, you should begin to discuss the project in detail within your community.
- The whole community — women, men, young people and old people — should be well informed about the proposed project.
- This will help ensure everybody understands the potential impacts and benefits the project may have. Your community should decide if the potential negative impacts are acceptable or not, and what benefits it may want from the project, if any.
- It is very important to take into account the views of all community members — everyone is likely to be affected by the project in some way. Try to ensure that all community members, including women, men, young people and old people, are involved in decision-making processes. This is because a large-scale project affects everyone differently.

### Instructions for activity

- Form two groups — one group for women and another group for men.
- Ask each group to think about their aspirations or hopes for the future. Ask them to consider their perceptions of the positive and negative impacts of a project (the project could be a real one or an imagined one). Each group should also be asked if and how a project may contribute to the realisation of their aspirations for the future.
- Each group may wish to draw pictures to represent the discussion. What do the negative impacts look like? What do the positive impacts look like?
- The two groups should be invited to share their aspirations and perceptions of the project with the whole group. Discuss the commonalities and differences, and explore the reason for any differences.
- The trainers should conclude the activity by reinforcing the message that everyone's hopes and perceptions are important and valuable, and that all members of the community should be involved in community discussions and decision-making processes.

### Tip

- This activity focuses on the things that are important to the community, and that might inform a future decision-making process and any negotiations with a project developer. The activity also focuses on the different aspirations and perceptions of women and men.

## Activity 13: Step 4 – community negotiation with the project developer

### Aim of activity

To understand about negotiating with the project developer, and how difficulties in doing this can be overcome.

### Suggested time for activity

1 hour (minimum)

### Resources

Refer to the Forum Theatre script and instructions in Appendix C. People willing to act in the Forum Theatre play (this could be the trainers or participants), the “Joker”, and props and costumes (optional)

### Key messages

- As a community, you have the right to be consulted and to negotiate with the project developer.
- You can participate in setting the terms and conditions that address the economic, social and environmental impacts of the project and that reduce any harms that the project may cause.
- Talking with the developers does not mean you have given your consent to the project.
- Keep records of all meetings with the project developer including the dates, who was present and what was discussed.
- The project developer should consult with your community and obtain your Free, Prior and Informed Consent in the early stages of project planning and before each new stage of the project.
- If resettlement of the community is likely, the terms and conditions must be negotiated with the company and put in writing before a final decision is made.
- The construction of large-scale development projects usually brings major financial benefits to the project developer and government. Unfortunately, local communities are not always given the opportunity to share in the financial or other benefits.
- Putting in place “benefit sharing” mechanisms can ensure project-affected communities receive some benefits from the project — the community can negotiate with the project developer (and maybe with your government as well) on benefits.
- It is important that all members of your community — women, men, young people and old people — are involved in negotiating with the project developer and not just a few leaders or “elites” who may be interested in maximising their own personal benefits at the expense of the whole community.
- Negotiating with a project developer can be difficult — the activity explores some of these difficulties.

### Instructions for activity

- This activity is another Forum Theatre event.
- Appendix C contains the script for this activity.

### Tips

- Try again to get a least three audience interventions for each scene.
- Remember that you should not feel obliged to have a happy ending at the end of the Forum — the objective of Forum Theatre is community dialogue and rehearsal for future action. Sometimes we learn most from an intervention that does not solve the problem.
- The participants should be familiar with Forum Theatre after using it in Activity 5. There may not be a need for any warm-up games or further instructions for the activity.
- Try to encourage people who did not participate in first Forum Theatre activity as “spect-actors” to participate this time.

## Activity 14: Step 5 — seek independent advice

### Aim of activity

To understand who could provide the community with independent advice.

### Suggested time for activity

30 minutes

### Resources

Pen, large sheet of paper or blackboard

### Key messages

- Negotiating with the project developer can be difficult, as the previous activity explored. Sometimes the project developer tries to avoid involving communities and the issues involved can be complex.
- You can try to get independent legal and technical advice to help you understand the effects of the proposed project.
- Remember that your decisions should be informed decisions. It is important not to rely only on the information the project developer gives you. Project developers may try to make the project seem attractive to affected communities in order to gain consent and they may not provide you with all information about the project — especially the risks or negative impacts.
- Information from other sources will ensure you fully understand the impact of the project in the short and long term, and what your rights are.
- This information may also help you develop more questions for the project developer about how they plan to manage risks and prevent negative impacts.

### Instructions for activity

- Ask the participants to suggest the names of individuals or organisations that could provide their community with independent advice, or who has done this in the past for the community. Identify who the community has access to or relationships with — this will be useful for any future action planning.
- Write these on the paper.

### Tips

- As part of their preparation, the trainers could develop a list of local organisations that may provide assistance to the community — the trainers should check with these organisations what services or advice they can provide, and if this is provided free of charge or at a cost.
- If independent advice costs money, the trainers may want to ask how this money could be raised or suggest alternative sources of advice.
- The Oxfam Guide to Free, Prior and Informed Consent contain a list of organisations that might be able to support communities — however, these are mostly international organisations and as such may not be as helpful as local organisations.

## Activity 15: Step 6 — make decisions as a community

### Aims of activity

- To understand community decision-making processes.
- To ensure future decision-making processes include all community members, including women and young and old people.

### Suggested time for activity

1 hour (minimum)

### Resources

Pens, large pieces of paper

### Key messages

- Free, Prior and Informed Consent is a collective right — it is not the right of an individual. Therefore, the community must make a decision together.
- Community decision-making will involve an assessment of the positive impacts and the negative impacts of a project and a judgement of the overall benefit to the community.
- All members of the community — women, men, young people and old people — must be involved in decision-making processes.
- If your community believes that the project will not be positive for the community, you can say “no” — or in other words, not give your consent — to the project. Alternatively, the community may want the project to proceed but only if certain conditions are met — these conditions may relate to community benefits and reducing project harm or negative impacts.
- The project should only proceed if the consent of the community is given to both the government and project developer.
- If the community gives its consent to a project developer, the conditions on which consent is given should be written down so that everyone has a clear understanding of what the conditions for consent are.

### Instructions for activity

- Form groups of women, men, young women and young men.
- Ask each group to reflect on how they are currently involved in community decision-making processes:
  - What issues are they responsible for making decisions about?
  - How are these decisions made?
  - Are there issues they are not able to make decisions about?
  - If they are excluded from community discussions and decision-making processes, or if they only able to participate in certain ways, why is this so?
- Ask each group to then reflect on how they would like to be involved in any future decision-making process about projects near their community?
  - What barriers might need to be overcome to enable their participation in decision-making processes?
- Ask everyone to come back together. Ask each group to say how they would like to be involved in any future decision-making process about large projects. Encourage discussion among the whole group.

## Tips

- This activity should not attempt to result in a decision by the community on any project that is being developed nearby (if there is such a project). Community decision-making is complex and will take time — much more time than this activity allows. Remember this is a training session not a decision-making session.
- Instead the activity is designed to encourage reflection and discussion on how decisions are made in the community, and how future decision-making processes can be inclusive of all community members.
- Women in many communities often face multiple barriers to participating in community (and household) decision-making processes. The trainers will therefore need to carefully manage this activity. The discussion on ways to involve women in decision-making processes could have negative consequences for the women in the group. Speaking with women's groups from the community during the planning of the FPIC training program will help the trainer understand and avoid these risks.
- If there is any reluctance on the part of some of the participants to support the involvement of all members of the community (for example, the participation of women or youth), this should be challenged by the trainer. The trainer could ask the participants for examples of women's traditional decision-making roles. The trainer could also ask for examples of how women and men work together towards a common goal or task, and discuss how women's and men's contribution is equally valued. The trainers should also make clear that FPIC and the right to participate in decision-making is a right held by all people — not just men, or some men.
- The whole-of-group discussion is very important as it allows different perspectives to be heard and hopefully results in agreement that future decision-making processes should be inclusive of all community members.

## Activity 16: Step 7 – ongoing communications with the project developer

### Aims of activity

- To understand that FPIC is an ongoing process.
- To learn about ongoing communications with the project developer.

### Suggested time for activity

30 minutes

### Key messages

- Free, Prior and Informed Consent is an ongoing process. Large-scale development projects take many years to plan and then start, and may impact on your community for several years or even generations.
- FPIC is not a “one-off” process, it is an ongoing process. This means regular dialogue and agreement between the project developer and affected communities is good practice. This regular dialogue is one way of ensuring that communities have access to information during the life of the project and are able to participate in ongoing decision-making processes.
- The project developer should make sure you are informed regularly about the project. You must be given the chance to ask questions and raise concerns. FPIC must be respected throughout the whole process. It is not too late to work with the project developer to have them recognise FPIC.
- Large projects typically move through stages:
  - project concept (or initial scoping and planning)
  - feasibility and detailed planning
  - construction
  - operation
  - closure or decommissioning.
- Community representatives should monitor the project, if the project proceeds. It is important for the community to keep track of whether the developer is meeting its commitments.
- You may wish to establish a permanent community and project developer forum for regular communications. This forum could also be used to handle concerns or grievances that you may have with the project. This forum should include women, men, young people and old people from the community.

### Instructions for activity

- There is no activity; instead trainers may want to do a quick “recap” of the seven steps before moving onto Activity 18, which is a community reflection and action planning exercise.

**Activity 17 covers the seven steps in Activities 10 to 16 in one shorter activity that will take approximately two hours to complete. Do this when less time is available.**

**Trainers should explain that in real life these steps do not have to be followed in the order presented here. For example, a community may want the assistance of independent advisors straight after the community learns that a project is being developed, and discussions within the community should occur regularly, not at a single point in time. And of course real life is complicated and never follows a set of easy, pre-defined steps.**

## Activity 17: Steps 1 to 7 – Learning about Steps 1–7 (Option B)

### Aim of activity

To understand some practical ways to use FPIC to protect the community's rights and interests.

### Suggested time for activity

2 hours

### Resources

Pens, seven large pieces of paper, Oxfam's Guide to Free, Prior and Informed Consent or the Free, Prior and Informed Consent Cards

### Key messages

- The following seven steps are suggested ways to use FPIC to protect the community's rights and interests.
- The seven steps can help ensure that if the community does give its consent to a project that the consent will be "free", "prior" and "informed" consent.
- These are the seven steps:
  - Step 1: find out who is developing the project
  - Step 2: request information from the project developer
  - Step 3: hold discussions with the community
  - Step 4: community negotiation with the project developer
  - Step 5: seek independent advice
  - Step 6: makes decisions as a community
  - Step 7: ongoing communication with the project developer.

### Instructions for activity

- Divide each piece of paper into two columns with the words "challenges" and "solutions" written at the top of each column.
- Form seven groups, assign each group a step to discuss and give each group some pens and a large piece of paper.
- First ask each group to read about their step — refer the group to the relevant page of Oxfam's Guide to Free, Prior and Informed Consent or the Free, Prior and Informed Consent Cards.
- Ask each group to discuss the challenges (or barriers) they may face at this step, and how these challenges could be overcome or have been overcome by the community in the past (in other words, what are some solutions and what has the community tried to do before).
- Ask the community to draw on their own experiences. What ideas, strategies and resources has the community used to overcome some of the challenges identified in the activity? What was the outcome?
- Ask each group to briefly summarise their discussion on the paper.
- Ask each group to report back to the whole group.
- Allow some time for the whole group to discuss what they have learnt.

### Tips

- If the number of people participating in the training is small, some of the steps could be put together and each group asked to complete the activity for two or three steps.
- The trainers could also use the pictures that represent each step as a prompt for the discussion — these pictures can be found in the Guide to Free, Prior and Informed Consent. This may be better than reading about each step, especially when the participants have limited literacy.

## Activity 18: Participant reflection and community action planning

### Aim of activity

To prompt some reflection and discussion on community action as a result of the FPIC training.

### Suggested time for activity

1 hour

### Resources

Pens, three large pieces of paper titled “next month”, “next three months” and “this year”

### Key messages

- The group has learnt about FPIC and how this can protect community rights and interests.
- The aim of this activity is to think about what action the community may want to take now that it knows more about FPIC, and begin the process of developing a community action plan.
- We will not come up with all the answers today but we will make a start. The community may want to organise other community meetings to continue this action planning process.

### Instructions for activity

- Ask all the participants to reflect on what they have learnt during the FPIC training program. If they wish they could write this down, or discuss with one or two other people. Allow approximately five minutes for this.
- Form groups of five to six people – these could be groups of women and men together or separate groups for each.
- Ask each group to think about what action they would like the community to take together:
  - next month
  - in the next three months
  - over the coming year.
- Ask each group to report back to the whole group, writing down their ideas on the three pieces of paper.
- Allow some time for the whole group to discuss these ideas, how others in the community who have not done this training can participate, and how some of these ideas could be taken forward.

### Tip

Make sure this activity is well recorded and that there is ownership of the outputs.

## Activity 19: Training program evaluation and close

### Aim of activity

To evaluate the FPIC training program.

### Suggested time for activity

30 minutes

### Resources

Pens, photocopies of the evaluation sheets for each participant and/or large sheets of paper

### Key messages

- The FPIC training program is almost over. Before finishing the trainers want to:
  - understand if the participants have improved their understanding of FPIC as a result of participating in the training program;
  - understand if the participants' expectations for the training were met (refer back to what was discussed in Activity 3); and
  - improve and adjust future training programs.
- The trainers also want to celebrate the success of the training program with the participants.

### Instructions for activity

- Section 3.2 contains a number of evaluation tools or trainers could develop their own.
- Choose one or two evaluation tools that you think would be most suitable and invite the participants to complete the evaluation form or participate in the evaluation exercise.
- Close the meeting by thanking everyone for their participation and congratulate them for a successful FPIC training program.

### Tips

- Allow time for the participants to complete the evaluation – be sure to collect the evaluation forms.
- Think about how you will use the information collected through the evaluation process to improve future FPIC training programs.
- The trainers may want to present each participant with a certificate to acknowledge that they have participated in this FPIC training program.

## 3 OTHER RESOURCES

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### 3.1 TIPS FOR TRAINERS

Here are some further tips for trainers:

- Give clear instructions including how much time participants have for the activities and do not go over time.
- If you are asking a question of the group ask one question at a time.
- Try as much as possible to ask questions that allow the participants to describe or explain something rather than asking questions whose answer will be yes or no.
- Encourage everyone to participate — this may require directing questions at people who have not spoken yet, or asking them to report back on small group discussion to the larger group. Try to avoid situations where louder and more confident people dominate.
- Try to mix the groups around for each activity so that the participants are given the opportunity to listen to and share their views with different people through the training program.
- Give accurate information — if you do not know the answer to a question it is okay to admit this and if you can, promise to find out the answer to share with the participants later.
- If any of the participants share information that you know is incorrect, correct them — note that information is not the same as an opinion, it is okay if people have opinions you do not agree with.
- Try to keep the training program moving from one activity to the next so that the entire program is completed — while the immediate discussion may be very interesting and of value to the participants, this should be balanced against the value everyone will gain by completing the whole program in the time allocated.
- Allow time for ongoing reflection and “check in” with the participants during the training program — this helps to ascertain if the participants understand the information being discussed, and if the program is being delivered in a way that is appropriate for the participants. If not, the program should be adjusted so the participants do understand and are actively participating.

It is not the role of the trainers to mediate (or attempt to resolve) conflicts or disagreements between members of the community. However if a serious conflict or disagreement arises during the training program, the trainers may be required to intervene. The purpose of an intervention should be to allow the training program to continue, rather than attempt to resolve the conflict.

The trainers could:

- Acknowledge that some of the participants are in disagreement.
- If necessary, note that the disagreement is interrupting the training program.
- Remind the participants that the aim of the program is for everyone to learn about FPIC.
- Suggest that the disagreement is better resolved at another time and place.
- Request that the people who are in disagreement stop their argument and that the whole group focuses their attention on the current activity.

## 3.2 EVALUATING YOUR FPIC TRAINING PROGRAM

Evaluation is the assessment of the value of the training program in terms of its design, delivery and impact. Trainers should do an evaluation for each FPIC training program.

Evaluation allows trainers to:

- Understand if the participants have improved their understanding of FPIC and feel confident taking some action as a result of the training program.
- Improve and adjust future training programs, if necessary, based on lessons learnt.
- Be accountable to donors or funders (if the training is donor supported) and to the community and other stakeholders.

An evaluation should happen at the end of the program and be based on both the feedback of the participants, and the reflections of the trainers. Feedback from the participants should be collected separately for women and men as their experiences of the training may be different.

Some examples of evaluation questions to ask and tools that can be used follow. Some of the tools are better suited in situations where literacy levels are high. Two or more of these tools could be used to evaluate a training program — each tool can give slightly different information and, if used together, will give the trainers comprehensive feedback from the participants.

Some questions to ask the participants include:

- Were your expectations for the training met?
- Were you able to participate fully in the training program?
- What did you like most about the training program?
- Is there anything you did not like or you think could be done differently in the future?
- Do you understand what FPIC is?
- Do you feel more confident defending your rights and interests?
- Do you feel more confident participating in community decision-making processes?
- Do you believe that future community decision-making processes will include all members of the community?
- Do you feel more confident demanding that companies and your government include you in project-related decision-making processes?
- What actions will you take as a result of participating in the FPIC training program?

The evaluation could be undertaken using an evaluation form that each participant fills out. An example evaluation form can be found in Appendix F, which could be photocopied for participants to complete. Appendix F also contains some suggested questions to guide a self-assessment for the trainers.

The evaluation could be done as a “before/after” exercise. This helps the trainer understand how the participants’ knowledge and confidence has changed as a result of participating in the training program. For example, the trainers could ask what the participants understood about FPIC before the training, and what they understand at the end. Or, how confident the participants felt defending their rights and interests before the training and how confident they feel after. This exercise could be done as an individual exercise where each participant fills out an evaluation form. Alternatively, it could be done as a group exercise where the participants put their responses to the before/after questions onto a large sheet of paper. The paper could be pre-prepared with the questions written and spaces to put responses marked out.

Another evaluation tool that the trainers may want to use is “circle scoring”. The tool provides a quick visual assessment of the training program and can be used as part of a group evaluation exercise. This evaluation tool requires a large sheet of paper (one for each question) that has a circle marked on it. The participants are asked to mark their response to the evaluation question somewhere in the circle — the closer to the centre of the circle the more positive the response. For example, trainers could ask the participants if their expectations for the training were met. Participants who feel that their expectations were met should place a mark close to the centre of the circle, and those who do not feel their expectations were met should put a mark near the edge.

Trainers need to think carefully about what they want to learn through the evaluation, and then decide what questions they should ask and what evaluation tools would be most useful.



### 3.3 OTHER TRAINING RESOURCES

A Training Manual: Putting Free, Prior, and Informed Consent into Practice in REDD+ Initiatives, RECOFTC — The Center for People and Forests, Institute for Global Environmental Strategies (IGES) and Norwegian Agency for Development Cooperation (Norad): [www.recoftc.org/site/resources/Putting-Free-Prior-and-Informed-Consent-into-Practice-in-REDD-Initiatives.php](http://www.recoftc.org/site/resources/Putting-Free-Prior-and-Informed-Consent-into-Practice-in-REDD-Initiatives.php)

Training Manual on Free, Prior and Informed Consent (FPIC) in REDD+ for Indigenous Peoples, Asia Indigenous Peoples' Pact (AIPP) and International Work Group for Indigenous Affairs (IWGIA): [ccmin.aippnet.org/ourpublications/article/1041/FPIC-Manual-web2.pdf](http://ccmin.aippnet.org/ourpublications/article/1041/FPIC-Manual-web2.pdf)

UN Declaration on the Rights of Indigenous Peoples (UNDRIP) on Free, Prior and Informed Consent (FPIC): [aippnet.org/docs/pub/FPIC-info-poster.jpg](http://aippnet.org/docs/pub/FPIC-info-poster.jpg)



Our Ancestral Lands is a short animated film providing an introduction to UNDRIP, the United Nations Declaration on the Rights of Indigenous Peoples: [iva.aippnet.org/our-ancestral-lands-video/](http://iva.aippnet.org/our-ancestral-lands-video/)

Community Engagement Fundamentals, David K. Deng, South Sudan Law Society: [www.mokoro.co.uk/files/13/file/lria/SSLS\\_Community%20Engagement%20Fundamentals.pdf](http://www.mokoro.co.uk/files/13/file/lria/SSLS_Community%20Engagement%20Fundamentals.pdf)

Training for Change: [www.trainingforchange.org/](http://www.trainingforchange.org/)

The Change Agency: [www.thechangeagency.org/](http://www.thechangeagency.org/)

International Theatre of the Oppressed Organisation (using theatre as an instrument of social transformation): [www.theatreoftheoppressed.org/en/index.php?nodeID=1](http://www.theatreoftheoppressed.org/en/index.php?nodeID=1)

The community's toolbox: The idea, methods and tools for participatory assessment, monitoring and evaluation in community forestry, Food and Agriculture Organization of the United Nations: [www.fao.org/docrep/x5307e/x5307e00.HTM#Contents](http://www.fao.org/docrep/x5307e/x5307e00.HTM#Contents)

100 ways to energise groups: Games to use in workshops, meetings and the community, International HIV/AIDS Alliance: [www.icaso.org/vaccines\\_toolkit/subpages/files/English/energiser\\_guide\\_eng.pdf](http://www.icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Facilitation tips, games, and energizers: [workshops.350.org/facilitation/](http://workshops.350.org/facilitation/)

UN Women, Community of Practice, Gender Training: [gtcop.unwomen.org/index.php?lang=en](http://gtcop.unwomen.org/index.php?lang=en)

# APPENDIX A: GENDER TERMS AND DEFINITIONS

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## CULTURAL RELATIVISM

The view that ethical and moral standards can differ from one place to another according to what a particular society or culture believes to be good or bad, right or wrong. This can lead to a belief that “cultural” values have priority when they differ from accepted human rights standards.

## CULTURAL SENSITIVITY

An approach that recognises that change should be built on, or least reflect and respond to, the existing cultural traditions of those whom the project aims to benefit. This also recognises that culture is dynamic and that cultures are diverse.

## GENDER

The different roles and responsibilities taken up by women and men. These are learned from early in life and throughout life, from those around us — they are not “natural”. They vary between cultures and localities, and they change over time.

## GENDER BLIND

Failure to consider the differences between women’s and men’s needs, benefits, and access to resources, power and social status.

## GENDER DISCRIMINATION

The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources.

## GENDER EQUALITY

Equal rights, status, opportunities and outcomes for both women and men.

## GENDER JUSTICE

Gives women and men the same rights and entitlements to all aspects of human development. This includes economic, social, cultural, civil and political rights; equal respect; and equal opportunities to make choices. To achieve equal rights for women and men may mean that they receive different treatment, because their situations are different.

## GENDER RESPONSIVE

When a person or program puts “gender sensitive” theory into practice. Actions and activities are set in place to address issues and concerns over unfairness and discrimination.

## **GENDER SENSITIVE**

Demonstrating understanding and consideration of the socio-cultural factors underlying socialisation of women and men into certain behaviours or opportunities; power relations between women and men; gender-based discrimination; and their different needs, problems and access to resources.

## **GENDER TRANSFORMATIVE**

Where gender is treated as central to promoting equality and achieving positive development outcomes. It takes on the task of transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment.

## **HUMAN RIGHTS**

Something to which a person has a rightful claim, for which the state and others have responsibility and can be held accountable. May be upheld in law, defined by custom, and/or as a social norm. The 1948 UN Universal Declaration of Human Rights is an international agreement about the human rights of all people, including all women.

## **WOMEN'S EMPOWERMENT**

A "bottom-up" process of transforming relations of power between women and men. It is achieved by individuals or groups of people, particularly women, becoming aware of women's lower status and power, and building their capacity to challenge and change this. (The term is often used in simplistic ways, and not always understood as "bottom-up".)

## **WOMEN'S RIGHTS**

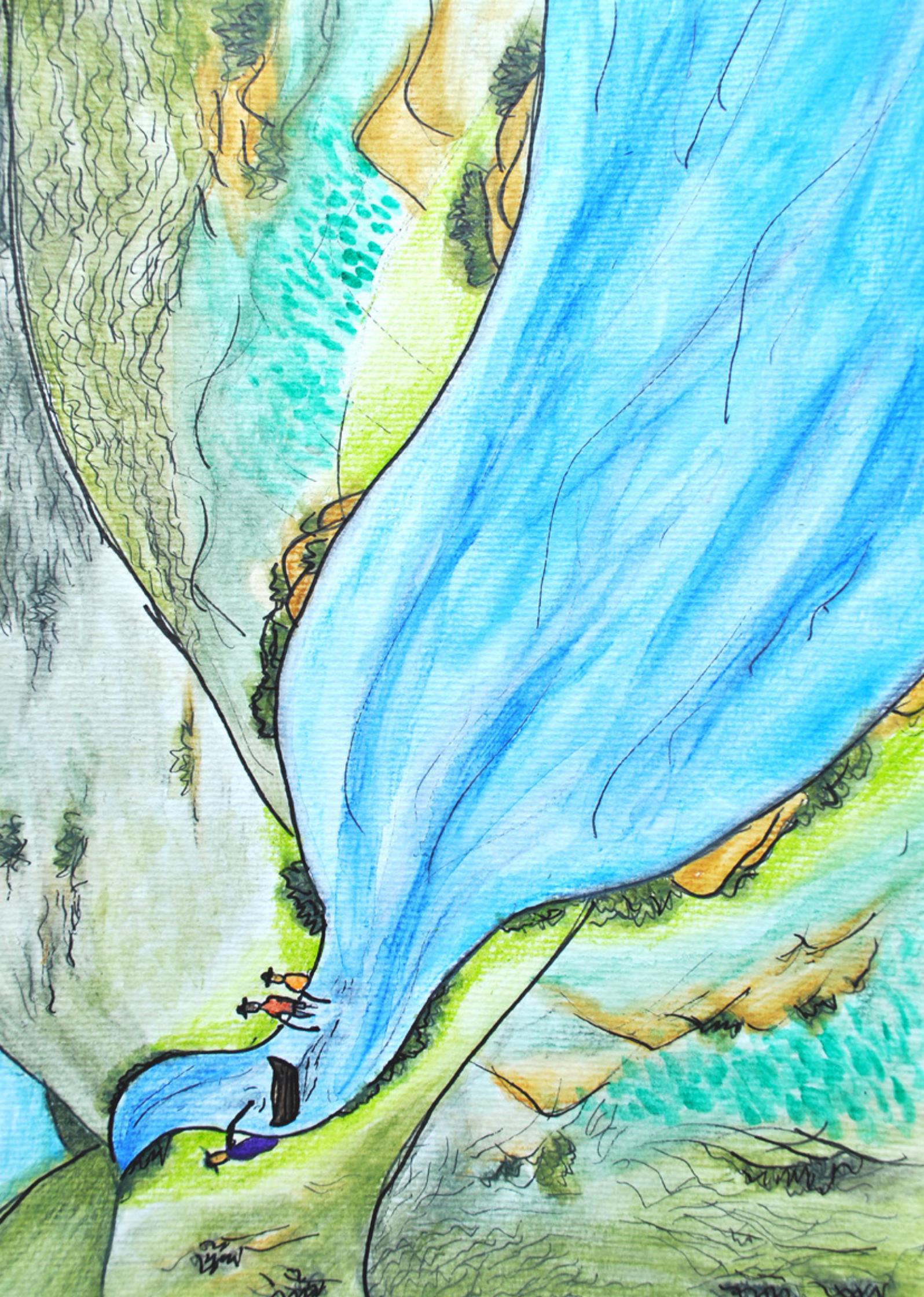
The 1948 UN Universal Declaration of Human Rights outlines the human rights of all women and men. However, tradition, prejudice, social, economic and political interests have combined to exclude women from many of these rights. Thus the human rights of women need to be considered separately and given special attention.

These terms and definitions were compiled by Di Kilsby for Oxfam Australia as part of a project to improve our own gender practice.

# **APPENDIX B: NATURAL RESOURCE PICTURES FOR ACTIVITY 4**

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River, forest, mountain, field, ocean.







Sketchbook  
mountain range  
- mountain range  
- sketchbook

Sketchbook  
mountain range  
- mountain range  
- sketchbook





# APPENDIX C: FORUM THEATRE

## INTRODUCTION TO FORUM THEATRE

*“Theatre is a form of knowledge: It should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it.” (Augusto Boal)*

Before beginning to work with the Forum Theatre activities, it is important that trainers are familiar with some of the basic terminology and theoretical and theatrical elements of Forum Theatre.

Forum Theatre was invented by the Brazilian theatre activist Augusto Boal in the 1970s. Forum Theatre is a theatre for everyone. It is a theatre with as opposed to for communities. Forum Theatre aims at democratising peoples’ access to art and culture, not only as passive consumers, but as active participants and creators in the process rediscovering their natural creative potential.

Forum Theatre is an interactive, participatory form of community theatre. In it a community conflict or issue of contention is performed, with audience members (so-called “spect-actors”) encouraged to enter the action, replace one of the characters and attempt to positively change the outcome on the stage. The audience members then take what they have learnt and apply it in their real lives. Forum Theatre is a rehearsal for future action. It is a unique opportunity to identify and practise strategies for change in the safe space of the theatre.

### Set, sound, staging and props

A Forum Theatre performance can take place anywhere. No sophisticated set is necessary but if time and resources permit, the play should be made as visually pleasing as is feasible. If possible, objects that are found in the community should be used. Costumes can be used and should make the status of the character clear.

Actors should be encouraged to speak loudly and face the audience when speaking. Other audio-visual means (songs, poetry, etc) can be included for the audience to identify more strongly with the play.

### The characters/The role of the actor in a Forum Theatre play

During the planning stage for the FPIC training program, trainers need to decide whether to:

- play the characters themselves
- invite some of the training participants to take on the roles of the characters in the play
- invite a group of external actors (or people who are comfortable and willing to act) to perform the play.

In either case, the actors need to be given time to memorise the script and learn about basic blocking (ie, their movement on stage during the play).

In general:

- The characters in the play should be close to real life and not like caricatures that show our stereotypes of people. They should share common customs and values with the audience members such as language/dialect, names, activities, daily and weekly rituals, food, tastes, etc.
- It is very important that the actors understand the characters they are playing. They must know enough about the theme and their character in order to improvise during the forum.
- The actors must listen very carefully to the spect-actors’ interventions.
- The actors must be able to improvise on the spot and respond to the audience’s ideas in a way that is consistent with their character.
- The actors must not simply reject (or happily embrace) the spect-actor’s idea but should adopt a “Yes, but” strategy, challenging the spect-actor to engage deeper with the problems in the play.

## The spect-actor

The spect-actor is the audience member who comes on stage and takes part in the action ("The Intervention"). Spect-actors look for alternative ways for the protagonist (and in some instances the antagonist) to change the outcome of the play. The protagonist is the chief character or hero in the play while the antagonist is the adversary (but not necessarily enemy) who prevents the protagonist from getting what she or he wants. In Forum Theatre, the protagonist ultimately fails to achieve her or his aim and the audience is asked to replace her or him and try out their ideas for change.

## The Joker

The Joker is the host of a Forum Theatre performance — this will be one of the FPIC trainers. She or he explains the rules for the audience, facilitates the audience's interventions, and helps to reflect on the interventions together with the audience. This latter part is crucial and involves challenging the audience to engage deeply with the issues at hand. However, challenging the audience does not mean imposing one's point of view. On the contrary, the main task of the Joker is to ask questions that will help deepen everyone's (including the Joker's) understanding of the situation.

There is no one style of "Jokering" a Forum Theatre play. Jokers bring their own personalities and ways of engaging with the audience. However, the Joker:

- is energised and enthusiastic about the process
- is a good listener
- is non-judgmental
- is confident in the role as guide, not as someone who knows all the answers ahead of time
- is aware of the dynamics in the room
- is flexible to change her or his plans
- deepens the discussion and moves the event forward
- avoids all actions which could manipulate or influence the audience
- knows that the more answers she or he provides, the less chance there is for audience participation
- asks open questions, avoiding "yes" and "no" questions
- asks every question truly wanting to hear the answer
- understands that people need time to think things through
- avoids long discussions with the audience and encourages the audience members to try out their solutions on stage
- knows that there will always be more than one solution to any problem
- must watch for magic solutions and asks audience to decide
- makes sure the person who has intervened does not leave the stage defeated.

## Jokering a Forum Theatre event

Every Forum Theatre event consists of two performances: The presentation of the so-called "anti-model" (this is the play performed by the actors based on the scripts that follow) for the audience to know what the play is about; and then the actual Forum in which the audience is invited to come on stage and try out their ideas for change.

In terms of the duration of a Forum Theatre event, this depends on the length of, as well as the audience's reactions to, the play. Generally, a Forum Theatre event lasts between 60–90 minutes.

Jokering can be divided into four phases:

## Phase 1: Before the performance of the anti-model

During this phase, the Joker, usually standing centre stage, welcomes the audience, introduces her or himself (and in some cases the actors), describes the nature of the theatre initiative and explains the basic differences between non-participatory forms of theatre and Forum Theatre as an interactive, audience-driven theatre. It is crucial to adapt the introduction of Forum Theatre to each different audience. How much do they know about Forum Theatre? How can you reword the introduction so it will make sense to the audience?

On some occasions, it can also be useful to let the audience know that none of the performers are playing themselves. Finally, the Joker hands the play over to the performers and the play begins.

*“Here is the play!”*

## Phase 2: During the performance of the anti-model and the beginning of the Forum

After the play is finished, the Joker comes back onto the stage and engages the audience in a brief dialogue about the play. She or he may ask questions such as:

- What happened during the play?
- What were some of the issues and problems you saw?
- Who are the main characters?
- What did the protagonist want?
- Did the protagonist get what she or he wanted?
- What prevented her or him from getting what she or he wanted?
- What else could she or he have done to get what she or he wanted in this situation?
- Do these problems exist in our community?

The goal is to involve as many audience members as possible, get them to share their ideas and warm them up to the idea of participating in the Forum event. Next, the Joker explains the rules of Forum Theatre:

*“Please yell ‘Stop’ when you have an idea of what the protagonist can do to positively affect the outcome of the play. Come on stage; take the role of the character you would like to replace and try out your idea.”*

The Joker may want to play a “warm-up” game (for example, Cross and Circle — see below) to prepare the audience for coming onto the stage and intervening in the play.

*“Here is the play again!”*

## Phase 3: During the Forum

During the Forum, the Joker should be somewhere on the side of the stage, facing the audience (not the performers) in order to immediately identify audience members willing to intervene in the play. Once an audience member (the spect-actor) has come onto the stage, the Joker may ask:

- What is your name?
- Who would you like to replace?
- From which moment in the play would you like to start your intervention?

During an intervention the Joker should pay close attention to what the audience member is trying to do, both in terms of her or his words as well as actions and gestures. When an intervention has come to an end, the Joker first invites other members of the audience to discuss the intervention:

- What did you witness during the intervention?
- What did this person do differently to the original person?
- Did she or he get what she or he wanted?
- Was it realistic? Has this happened before?

- Would that option work for everyone?
- What are other things she or he could do in this situation?

At times, the Joker may also involve the other actors and ask them questions about the intervention from the perspective of their characters. Finally, the Joker may ask if another audience member has a different idea of how to tackle the problem in the same moment. If no one has another idea at this time, the play continues (starting from the next scene) as if nothing ever happened until the next spect-actor seizes the opportunity to come and try out her or his idea.

### Phase 4: After the Forum

The Forum Theatre event ends with the Joker thanking the audience for their participation and the actors for their work. The Joker also invites the audience to take what they have learned during the event and apply it in their real lives.

### Optional warm-up game before the beginning of the Forum

#### Cross and Circle

Objectives:

Warm-up for Forum Theatre audience

Number of people:

Everyone; training program participants, actors and the Joker

Duration:

5 minutes

Process:

- The Joker asks the participants to make a circle with their right hand.
- Next they should make a cross with their left hand.
- Finally, they should do both at the same time.

### Other possible theatre games to offer before the beginning of the Forum Theatre event

#### Circle Dash

Objectives:

Warm-up, group building

Number of people:

Everyone; training program participants, actors and the Joker

Duration:

10-15 minutes

Process:

- This is a silent game.
- The group gets into a circle with one volunteer in the middle.
- The Joker explains that the aim of the game is for any two people in the circle to silently signal each other and quickly switch places.
- The person in the middle tries to get into one of the open spots before the participants successfully swap places. The person left out takes the spot in the middle.
- At the end of the exercise, the Joker can ask the participants how they felt about the exercise and how the game is linked to the main theme of the Forum Theatre event.

## **Trust Walking**

Objectives:

Trust building, teamwork, feeling what we touch

Number of people:

Everyone; training program participants, actors and the Joker

Duration:

10-15 minutes

Process:

- The participants divide into pairs. Person A is the guide and leads Person B, with his/her eyes closed, around the room. Every once in a while, A makes B touch an object present in the room. B takes time to really feel the object.
- After a while, the partners swap roles.
- This is a silent exercise.
- At the end of the exercise, the Joker can ask the participants how they felt about the exercise and how the game is linked to the main theme of the Forum Theatre event.
- Before discussing the exercise in the whole group, each pair can be given a minute to discuss their experiences.

## FORUM THEATRE SCRIPT FOR ACTIVITY 5

It is important to emphasise once more that in a Forum Theatre play we always show the world as it is; ie during the original play we only unveil the problem and its consequences but never what we think is the solution. In other words, we present the audience with an “anti-model” and then invite them to come on stage and try out their ideas for positive change, which in turn are discussed and assessed by the audience, thereby allowing for deep, community-led dialogue on sensitive issues and conflicts.

Here, the following script shows an example of how community consent is not given freely.

The script is presented as a “vignette” rather than as formal, dialogue-based script. This allows for greater freedom for FPIC trainers to tailor the exact dialogue to their needs and context.

The duration of the original performance should not exceed 10–12 minutes, so that substantial time is given to the Forum interventions and discussions.

Before the start of the play, the Joker should begin with Phase 1 of the facilitation process.

### Scene 1

A project developer visits a local community and meets with a group of community representatives. He is very formally dressed, speaks little or no local language and, right from the start, stresses the need for swift action regarding the paramount issue he came to discuss with the community in a climate of mutual respect, trust and cooperation, which will ensure that everyone will benefit from the proposed endeavour.

The local representatives politely thank the project developer for his visit and suggest a sharing of food before talking business, but once again the project developer highlights the need for a speedy decision, rejects any unnecessary breaks and proceeds to explain the immense merits of the initiative he is here to put forward. He opens his shiny laptop and begins a sophisticated PowerPoint presentation, all in English, with a great deal of rather complicated-looking charts as well as statistics. He repeatedly stresses the scientific nature of all the data; cites successful case studies from other parts of the world; highlights the immense advantages for the community in terms of economic development and, particularly, job creation; and concludes by saying that this by and large risk-free project is really the only option available for the community to become part of what has become an unstoppable force for good in the world, ie globalisation.

When the community representatives attempt to ask questions regarding the nature of the project, the project developer responds by presenting them with a stack of glossy documents for them to study and make an informed decision. He also provides them with a copy of the contract. The project developer begins packing up and asks the representatives to visit him in the capital a week from now. The community representatives ask for more time to be able to consult with the entire community but the project developer insists that the final decision be made as soon as possible since time is money and in times of a worldwide economic crisis life punishes those that come too late.

*Do you want to be responsible for the further decline of your magnificent community? See you next week. Don't be late. There are other communities equally eager to put pen to paper.*

### Scene 2

The community representatives remain alone and begin going through the documents. They contain a great deal of technical, unintelligible language and concepts all written in English, a language none of them speaks to perfection. What they gather from the brochures, however, is that this project will be of immense economic value for the entire community with very few environmental risks involved, all of which will be mitigated by the company with no additional responsibilities or costs for the community. The community representatives passionately discuss the pros and cons of the project and, given the one week deadline, decide not to consult the rest of the community at this stage, in spite of the objections of one of the representatives. They then resolve to go to the capital and make sure their questions will be heard while repeatedly acknowledging the urgent need for developing their community, or else their youth will soon migrate to the next biggest city, thereby further deepening the community's precarious situation.

*There is no alternative. We need this project. Our decision is clear. But we have to ensure that our community will truly benefit from this.*

### Scene 3

A week later, the community representatives arrive at the office of the project developer located in the wealthy business district of the capital. It was very challenging for them to make their way here as they had to cover the expensive travel costs and could only come by ordinary transport. They are tired and their bodies are aching. The office lobby is full of luxurious furniture and the atmosphere is rather formal and unfamiliar. Yet, the community representatives feel they come well prepared and are ready to negotiate an agreement that will truly benefit their underdeveloped community.

While they sit and wait for their appointment, the community representatives witness a man leaving the project developer's office in visible distress. He briefly glances at the representatives before loudly expressing his frustration about having been deceived by the project developer. The community representatives look at each other in surprise and are about to approach the man when the project developer comes out of the office and welcomes them with exaggerated cordiality. He swiftly pushes them into his office, asks them to sit down and, after hastily enquiring about their wellbeing and serving them a glass of water, goes straight to business by voicing his immense conviction and satisfaction that today would be a day that none of them was going to forget any time soon.

The meeting begins with the project developer yet again affirming the need for quick decisions. He invites five minutes of questions about the project. The representatives enquire about safety risks, exactly how the economic benefits will be shared, and ask for more time in order to thoroughly consult the community. In response, the project developer shows signs of irritation and, raising his voice, reiterates the risk-free nature of the project, makes it clear that a decision has to be made immediately and concludes by saying that this is a now or never opportunity. Reverting to his previous inflated friendliness, he smilingly asks the community representatives not to stand in the way of much needed economic development and progress, especially for the youth of the community. He also mentions the fact that in recent times people opposed to large-scale economic initiatives have been physically attacked by members of their own community, something that should not be repeated in the future since blood is always bad for business. He puts the contract in front of them. The community representatives look at each other noticeably uneasy, but then nod and sign the contract.

*Congratulations. You have just saved your community from extinction.*

The End

At this stage, the Joker comes back onto the stage and begins the facilitation of Phases 2 to 4.

## FORUM THEATRE SCRIPT FOR ACTIVITY 13

The following script shows an example of how community members are not able to negotiate fairly with a project developer.

### Scene 1

A local community gathers to collectively discuss a crucial upcoming meeting with a project developer that promises immense potential benefits for the community but also poses a number of risks that need to be explored in order to ensure that the possible agreement will truly be aiding the economic development of the long-suffering people of the community.

Shortly after the beginning of the official proceedings, most of the women in the group are asked to leave the venue and look after the food and beverages that are to be served at the conclusion of the meeting. When one of the women politely voices the need for the women of the community to have a more active role in the debate, one of the community elders assures her that the needs of women are of the utmost importance and will be given due consideration.

The women leave. The meeting continues and for a short time, different community members raise important questions.

*What exactly will be the possible benefits for the community? What are some of the potential negative impacts of the proposed initiative? How will the benefits be distributed?*

However, due to the complexity and duration of the expected negotiation, two community leaders, both male and of advanced age, are assigned with the task to form an expert committee that will explore all the details of the prospective agreement. Though not everyone agrees with this decision, the other community members eventually leave the meeting. The leaders assure them that their needs will be duly considered.

*Rest assured that our dignity and traditional ways of living are not for sale and that everyone, and by that we mean everyone, will benefit from the proposed agreement.*

## Scene 2

The two community leaders travel to the city to meet with the project developer, accompanied by his secretary, in order to discuss the suggested large-scale development project. He is very formally dressed, speaks little or no local language and, right from the start, stresses the need for swift action regarding the paramount issue they are here to discuss in a climate of mutual respect, trust and cooperation, which will ensure that everyone will benefit from the proposed endeavour.

The project developer presents many rather complicated looking charts as well as statistics. He repeatedly stresses the scientific nature of all the data; cites successful case studies from other parts of the world; highlights the immense advantages for the community in terms of economic development and, particularly, job creation; and concludes by saying that this by and large risk-free project is really the only option available for the community to become part of what has become an unstoppable force for good in the world, ie globalisation. The community representatives are slightly overwhelmed by the technical language used by the project developer. They take out their notepads in order to write down some of the key points mentioned but the project developer assures them that there is no need for unnecessary paperwork.

*More paper means fewer trees.*

And tells them that his secretary is taking notes that will be shared with them in due course.

The community leaders stop taking notes and proceed to ask about the exact nature of the benefit sharing mechanisms and how much the investors will get out of it. The project developer, slightly irritated, assures them that they have nothing to worry about and that the community will get the best possible deal in these pressing economic times. The community representatives nod, express their gratitude for the proposed initiative and ask for more time to be able to consult with the entire community since they cannot agree to the project without more community dialogue. In addition, they suggest to hold the next round of talks in the community in order for the project developer to gain a more in-depth and personal understanding of the realities on the ground, as well as for the community representatives to avoid facing accusations of making a deal behind the back of the rest of the community.

The proposition is fiercely rejected by the project developer.

*Don't you involve me in your internal problems.*

He insists that the final decision be made as soon as possible since time is money and in times of a worldwide economic crisis, life punishes those that come too late. He then asks the community leaders to sign a blank piece of paper that he will later complete with the details of a preliminary agreement, including the terms and conditions that address the economic, social and environmental impacts of the project and that reduce any harms the project may cause.

When the two community leaders hesitate to put pen to paper, the project developer charmingly reassures them that they have nothing to worry about.

*Now is the time to act and ensure the long-term survival of your marvellous community. Trust me, once this is all over and done with, we will all be one, rich and happy family.*

While saying these words, he hands them an envelope containing a large sum of cash. The community representatives briefly look at each other, smile timidly, take the envelope and sign the preliminary agreement.

### Scene 3

A few weeks later. The project developer, accompanied by a lawyer and the local policeman, visits the community presenting an official document that states that the community will be resettled in order to make way for a much needed development project. The community members, led by the two representatives, are shocked and deny having signed any official agreement. However, to their great surprise, the project developer produces a piece of paper entitled "Written Agreement", clearly signed by the community representatives.

*A deal is deal. So would you please make way and stop obstructing our work. We have no time to lose.*

The villagers are enraged and confront the community representatives. The latter insist on their innocence and propose to resist the agreement. They approach the project developer and his aides and inform them of their decision not to resettle. The lawyer reiterates that there is a written contract that cannot be violated and that breach of contract will automatically result in forced removal. The villagers try to reason with them.

*We have been living here for many generations. This is the land of our ancestors.*

But to no avail. The policeman orders the villagers to immediately vacate their homes. When they refuse to do so and announce a non-violent sit-down protest, the project developer loses his patience and instructs the policeman to stop playing games and finally do his job. The policeman takes out his baton and starts beating the people. The project developer watches the action and smiles.

*You leave me no other choice. He that will not hear must feel. There is no alternative. What must be done must be done.*

The End

At this stage, the Joker comes back onto the stage and begins the facilitation of Phases 2 to 4.

# APPENDIX D: SCENARIOS FOR ACTIVITY 6

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## SCENARIO 1

You have seen an advertisement in the national newspaper that explains that the government is considering an application by a palm oil company to develop a large plantation near your community. In the advertisement, the government has said that it will consult with affected communities over the next 12 months to understand community views before it makes a decision on the project. The government will host a community meeting next month to begin the consultation process.

1. Does this scenario describe what you consider to be “prior” consent?
2. What action could this community take in this scenario?
3. If the community has been in a similar situation before what did they do? What was the result?

## SCENARIO 2

You have seen government and mining company people in your local town. Your neighbour has seen drilling rigs, surveying equipment and heavy vehicles on nearby roads. You are not sure what the government and mining people are doing in your community but they seem to be doing something. You and a neighbour decide to find out. You learn that the company has a mining exploration permit. You are concerned that a mine in your community will have terrible consequences for the local river and your livelihood.

1. Does this scenario describe what you consider to be “prior” consent?
2. What action could this community take in this scenario?
3. If the community has been in a similar situation before what did they do? What was the result?

## SCENARIO 3

You wake up one morning to the sound of chainsaws. You, your family and your neighbours walk from your village towards the sound. From the top of a small hill you can see trucks and lots of men with chainsaws. Already a large area of forest has been cleared. You do not know who these people are. Who let them cut down your forest? Why did no one tell you about this?

1. Does this scenario describe what you consider to be “prior” consent?
2. What action could this community take in this scenario?
3. If the community has been in a similar situation before what did they do? What was the result?

## **APPENDIX E: QUESTIONS FOR ACTIVITY 9**

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1. Does the government consult with the community?
2. Do companies consult with communities?
3. Does the government have laws that protect the community?
4. Are laws respected by companies?
5. Are laws respected by the government?
6. Is the community provided with information?
7. Is the community given information in advance?
8. Is the community involved in decision-making?
9. Is the community the decision-maker?
10. Does the community benefit?

# APPENDIX F: EVALUATION SURVEY AND SELF-REFLECTION EXAMPLES

## PARTICIPANT EVALUATION SURVEY

Are you: female / male [circle who you are]

Are you: adult / youth / older person [circle who you are]

Date: \_\_\_\_\_

Name of your community: \_\_\_\_\_

I understand what FPIC is: No / a little yes / a lot

I understand how FPIC can protect my rights and interests: No / a little yes / a lot

I feel that my community is now able to make decisions and take actions together to protect all our rights and interests: No / a little yes / a lot

I was able to participate fully in the training program No / a little yes / a lot

I was able to share my opinions during the training: No / a little yes / a lot

I felt that the other participants listened to me when I spoke and respected my opinions: No / a little yes / a lot

What did you enjoy most about the training?  
\_\_\_\_\_  
\_\_\_\_\_

Is there anything you did not like or that the trainers could have done differently?  
\_\_\_\_\_  
\_\_\_\_\_

What actions will you take as a result of participating in the training?  
\_\_\_\_\_  
\_\_\_\_\_

## TRAINERS EVALUATION SELF-ASSESSMENT

Date of training: \_\_\_\_\_

Name of community/location of training: \_\_\_\_\_

Total number of participants: \_\_\_\_\_

Number of women: \_\_\_\_\_ Number of men: \_\_\_\_\_

1. Do you think the participants have an improved understanding of FPIC as a result of participating in the training program? If not, why do you think this is so?

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2. What worked well?

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3. Were women able to actively participate? Give some examples of how women did participate.

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4. Were there any barriers to women's participation? How could these barriers be overcome next time?

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5. Were you able to get an agreement with the community (Activity 2) on how participants should behave during the training program? Did this help you ensure that everyone could participate fully?

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6. How were you able to deal with any conflict or disagreement that may have occurred between the participants?

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7. Were you able to answer all the questions the participants had about FPIC, community rights or natural resource management? What additional information do you need next time you deliver a FPIC training program?

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8. Did the participants develop actions that you think will be implemented and have a positive impact on all members of the community?

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9. Is there anything you think did not work very well?

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10. Reflecting on the above, is there anything you would do better or differently next time? Do you need additional resources? Think about both the planning and delivery of the training program; and the training program and activities.

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