

REGIONAL SOPs FOR CLIMATE RESILIENT WATER INFRASTRUCTURE

Level 2 Training – Module 5: Dialogue of Knowledge

Step by step

This work plan provides guidelines to organize a dialogue of knowledge with local communities as part of a participatory process of strengthening resilience to climate change, sharing knowledges, and strengthening community relationships and engagement.

The dialogue of knowledge methodology is based on an interactive learning approach. The aim is that the theoretical/technical knowledges imparted during the training programme - by the consultant team to the future trainers- be understood and applied through the mapping and photographic exercise of problems and opportunities of the local communities. As a result of this process, the water entities will have capacities that will enable them to improve their knowledge of local issues related to water infrastructure and climate resilience, from a community perspective.

The dialogue of knowledge methodology was designed to work with two types of groups of men and women from local communities of CARIFORUM countries: local communities located within the intervention areas of the water entities (utilities, NGOs and CBOs from the water sector), or communities located outside the distribution lines of the water entities.



An exercise implemented by

Preparation of the dialogue of knowledge



★ Step 1: Scheduling in the annual plan of activities.

A suitable date for the dialogue of knowledge is identified and defined, based on the water entity's annual plan and activities. It is advisable to identify two possible dates to show flexibility and accommodate the calendars of the local communities. In addition, it is suggested to choose dates that are favourable for dialogue (e.g. before the hurricane season, during a water management awareness campaign, during a water infrastructure maintenance activity, during water day or water week activities, etc.).



★ Step 2: Setting up a steering group or committee.

Once the date has been identified and the dialogue has been agreed upon, the organisation of the event begins. For this, it is advisable to form a steering group for the dialogue of knowledge. This group consists of at least one expert from the field of communication, or community/public relations or community/public relations, one specialist from operations engineering and one coordinator/manager.



★ Step 3: Developing a plan of activities and responsibilities.

The first thing to do is to plan activities and assign responsibilities for the smooth running of the dialogue.

It defines who supports the preparation and logistics of the event; who participates in the dialogue on behalf of the water entity; who supports the event as an intermediary between the water entity and the local communities. The intermediary, who ensures and facilitates the link and continuous communication between the water entities and the local communities, should be a person known and



respected by the local leaders who plays the role of guardian/responsible for the establishment of a context of trust and openness to dialogue.

His/her identification and careful selection is therefore essential. Such persons can be water entities officials who have a long experience of field work with local communities, local government authorities, community leaders who have experience in projects with the water entity, representatives of local NGOs who are trusted by the population and who are recognised for their ability to foster dialogue processes.

It is also necessary to define what type of photographic record is requested depending on the context and contingencies of the moment. For example, a photographic record can be requested based on local issues: grey and green infrastructure on which the water security of the community depends, infrastructure that suffered devastating impacts due to extreme weather events, infrastructure that did not suffer devastating impacts due to extreme weather events and are considered as good practices or opportunities at the local level, etc.

The steering group develops an ethical and safety protocol for the use of cameras, including guidelines to ensure the ethics of photographic recording with minors. In this regard, it should be noted that photographs of minors can only be taken with the consent of their caregivers. Finally, an evaluation model (dialogue satisfaction survey) is developed.

★ Step 4: Contact by the intermediary.

About 4 to 5 weeks before the dialogue, the intermediary will contact or meet with the community leaders to agree on a date and place for the dialogue meeting, depending on the availability of the water entity. It is ensured that during this period of time prior to the dialogue, the community leaders communicate and explain the goal of the meeting to the community members (e.g. during a community assembly), as well as the importance of making a photographic record for the successful development of the dialogue. The intermediary should ensure that at least 4 or 5 members of the community are responsible for taking the photographs, both women and men. The villagers will use their mobile phones to take one or two photographs to illustrate issues previously defined by the water entity.



Finally, the intermediary will share with the photographers interested in participating the ethical, safety and children's rights protocols applied to photographic records (cf. Annex).

★ Step 5: Selection of the photographs by the intermediary and the community leaders.

Only a maximum of 30 photographs are used during the dialogue of knowledge, so the facilitator has the task of selecting, together with the photographers and the community leaders (if possible), prior to the dialogue, the best photographs on the issues, challenges and opportunities to be used. In addition, a brief interpretative explanation of the photographs is formulated to be shared with the water entity steering group.



The selection of photographs is made 10 days before the field visit by the water entity.

It is suggested that, in order to share them with the water entity in advance, the selected photographs be posted on a social network such as Facebook by creating a page specifically for the event, or using another virtual platform.

★ Step 6: Review of the photos by the water entity's steering group.

The steering group will review the photos, as well as the explanatory note sent by the intermediary and the community via the online platform, to prepare the dialogue of knowledge.

Following the review, the steering group selects the documents from the website prepared by the consultant team that they can use to contribute to and animate the dialogue. The topics to be discussed then depend on the local issues represented in the photographs.



★ Step 7: Logistics arrangements.

One or two days before the dialogue, the person in charge of logistics should check with the intermediary that all the elements foreseen for the successful holding of the event are in place.

A tentative agenda should be sent to the community leaders with the following indications: timetable, objective of the dialogue, topics to be discussed, people in charge, coffee break. A room or meeting place should be secured where a laptop can be connected, photographs can be projected, and mapping work (tables and chairs) can be done. Contacts with local authorities could be arranged to organise such event at their premises.

Finally, the following material necessary for the field visit should be gathered:

- Printed photographs from the virtual platform.
- Attendance list,
- Water entity information booklets,
- Printed documents from the website prepared by the consultant team that can be used to contribute to and encourage dialogue.
- Folders with printed agenda, 3 white sheets of paper and a pen,
- Flipcharts,
- Boxes of markers,
- Boxes of coloured pencils.

Implementation of the dialogue of knowledge



★ Step 8: Presentation of the dialogue team from the water entity to the local authorities.

It is suggested that upon arrival in the community, a brief meeting be held with local authorities and leaders to greet them, make final arrangements and remind them of the objectives of the event.



★ Step 9: Conducting the dialogue.

The following table is a proposed programme for two hours of dialogue.

Sequence	Subject matter	Responsible	Thematic development	Material
Reception	Welcoming participants	Water entity representatives		Information booklets on water entity. Printed documents from the website prepared by the consultant team that can be used to contribute to and encourage dialogue. Folders with the printed agenda, 3 white sheets of paper and a pencil.
Welcoming remarks	Relevance of climate-resilient infrastructure	Water entity Intermediary Community leader	The representative of the water entity and a representative of the community offer welcoming remarks to open the dialogue and to highlight the role of men and women in the sustainable development and climate resilience of communities. The objective of the dialogue and the working dynamics of the following two hours are also explained.	PowerPoint presentation, projector and laptop computer.
Getting to know each other: what are we like?	Get to know the participants and identify the daily lives of men and women from the water entity and the community.	Intermediary	The facilitator asks each participant to briefly introduce themselves, indicating their age, their occupation, their understanding of climate resilience and their expectations of the workshop. The answers of the participants are noted down. This is important because the expectations will be presented before the final evaluation.	PowerPoint presentation, projector and laptop computer, 4 flipcharts.
Social mapping and resilient infrastructure	What is social mapping and how to apply it.	Water entity / intermediary	The water entity representative or the intermediary explains what social mapping is, pointing out the following: social mapping is a research methodology that is used to find out about the spaces that are part of the territory. But it also looks at what societies do in those places, how people are linked within them, what those spaces are used for. He/she then points out that mapping is often used to make diagnoses or assessments. In other words, they are used to find out what is happening in strategic areas of the territory. In the social spaces people create stories about their lives and on this basis they generate identifications. Finally, he/she states that social	PowerPoint presentation, projector, laptop computer.



			<p>spaces are part of the territory.</p> <p>He/she explains that in the case of the dialogue, the aim is to map the most important spaces for men and women in terms of climate resilience.</p> <p>Having said this, he/she asks the following questions: What are the most important social spaces for the climate resilience of the population? Why? How are they used?</p>	
Exercise: spaces and challenges and opportunities	Identify the challenges, risks, opportunities and proposals linked to each space.	<p>Water entity/intermediary</p> <p>Local community representatives</p>	<p>They are asked to draw their community and identify the photographed spaces.</p> <p>The photographs taken by the villagers should be placed on these maps.</p> <p>The Water entity/intermediary representative asks some questions in order to encourage dialogue:</p> <p>What are these spaces used for?</p> <p>What are the challenges/risks related to climate change that are associated with them?</p> <p>What are the opportunities that they attribute to these places?</p>	<p>Flipcharts</p> <p>Photographs</p>
Knowledge sharing on local infrastructures		<p>Water entity/intermediary</p> <p>Local community representatives</p>	<p>The water entity representative guides the dialogue towards technical matters that can complement local knowledge.</p> <p>The knowledge exchange aims to consolidate the knowledge of critical issues and areas at the local level and to generate concrete proposals or recommendations for local development.</p>	
Dialogue assessment				Dialogue of knowledge evaluation document
Closing remarks & Refreshments	Key ideas and the importance of sharing technical and local knowledge	Water entity/intermediary	The representative of the water entity thanks the participants and summarises some of the main ideas of the dialogue, stressing the need to exchange knowledge and know-how, to become more resilient locally to the impacts of climate change.	

★ Step 10: Reporting/analysis of the most important findings of the dialogue of knowledge.

The water entity representatives can use the information gathered during the dialogue of knowledge with the community to reinforce their knowledge about critical areas in the territory, and to strengthen the social relations between them and the community. The evaluation of the dialogue will measure the impact of a participatory and inclusive activity, such as the dialogue of knowledge by conducting a short survey to gather participants' impressions of the event. An executive report with central points of the dialogue of knowledge should be formulated and shared via e-mail with local authorities and leaders.

