



Participatory Rural Appraisal Tools

used in eight vulnerable communities in Choiseul Province, Solomon Islands

SPC/GIZ Coping with Climate Change in the Pacific Island Region

March 2015



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Compiled by Aliti Vunisea



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Report compiled by Aliti Vunisea



Table of Contents

1	Introduction	1
2	Background to Participatory Rural Appraisals.....	1
2.1	Why PRA.....	1
2.2	The PRA team leader	2
2.3	Role of a facilitator.....	2
3	PRA approach used in Choiseul.....	3
3.1	Utilising PRA tools in Choiseul.....	3
3.2	Preparation with local communities.....	3
3.3	Materials.....	4
3.4	Ground rules.....	4
3.5	Time keeping.....	4
3.6	Flow of exercises	4
3.7	Plenary report back session.....	4
3.8	Note takers and assistants during the PRA	4
3.9	Ice breaker exercises	4
3.10	Field observation	4
3.11	Group work.....	5
4	PRA tools used in Choiseul	6
4.1	Seasonal calendars	6
4.1.1	<i>Objectives of the tool</i>	<i>6</i>
4.1.2	<i>Conducting the exercise</i>	<i>7</i>
4.2	Stakeholder mapping.....	8
4.2.1	<i>Objectives of the tool</i>	<i>8</i>
4.2.2	<i>Targeted outcomes</i>	<i>8</i>
4.2.3	<i>Conducting the exercise</i>	<i>8</i>
4.3	Gender roles	9
4.3.1	<i>Objectives of the tool</i>	<i>9</i>
4.3.2	<i>Targeted outcomes</i>	<i>10</i>
4.3.3	<i>Conducting the exercise</i>	<i>10</i>
4.4	The Gender timeline.....	11
4.4.1	<i>Objectives of the tool</i>	<i>11</i>
4.4.2	<i>Targeted outcomes</i>	<i>11</i>
4.4.3	<i>Conducting the exercise</i>	<i>11</i>
4.5	Social mapping	12
4.5.1	<i>Objectives of the tool</i>	<i>12</i>
4.5.2	<i>Targeted outcomes</i>	<i>12</i>
4.5.3	<i>Conducting the exercise</i>	<i>12</i>
4.6	Problem identification	13
4.6.1	<i>Objectives of the tool</i>	<i>13</i>
4.6.2	<i>Targeted outcome</i>	<i>13</i>
4.6.3	<i>Conducting the exercise</i>	<i>13</i>

4.7	Problem solution tree: root cause analysis and solutions	14
4.7.1	<i>Objectives of the tool</i>	14
4.7.2	<i>Conducting the exercise</i>	15
4.8	Community Action Plan.....	16
4.8.1	<i>Objectives of the tool</i>	16
4.8.2	<i>Targeted outcomes</i>	16
4.8.3	<i>Conducting the exercise</i>	16
5	References	18

Figures

Figure 1	4
Figure 2	5
Figure 3	5
Figure 4	5
Figure 5	7
Figure 6	8
Figure 7	10
Figure 8	12
Figure 9	14
Figure 10	15
Figure 11	16

1 Introduction

The report provides practitioners and project implementers from non-government organisations and other environmental and development organisations with a 'template' of possible good adaptation projects that they could adapt and improve upon for their own countries.

The PRA tools described in this report were utilised during an extensive PRA exercise of the eight Choiseul communities - Nuatabu, Malangono (Panarui), Pangoe, Posarae, Sasamunga, Sube Sube, Voruvoru, and Vurago. These eight communities were identified to be highly vulnerable from a vulnerability and adaptation (V&A) assessment carried out for the Province in 2012.

In April 2014, the United States Agency for International Development (USAID), as part of their support to the overall Choiseul Integrated Climate Change Adaptation Programme (CHICCHAP) committed to support the eight communities in their efforts to reduce their vulnerabilities. This initiative is implemented through the SPC/GIZ Programme - Coping with Climate Change in the Pacific Island Region (CCCPIR).

The USAID/CCCPIR initiative commenced with a detailed assessment of the eight communities undertaken from 26 May – 26 June 2014. Participatory rural appraisal (PRA) tools were utilised and comprehensive community action plans, with gender considerations, developed.

2 Background to participatory rural appraisals

Participatory rural appraisals (PRA) is a growing combination of approaches and methods that enable rural people to share, enhance and analyse their knowledge of life and conditions, to plan and act and to monitor and evaluate. The role of the outsider is that of a catalyst, a facilitator of processes within a community which is prepared to alter their situation (Chamber, 1997)

One of the key principles of PRA is the visualisation of questions and results by using locally comprehensible symbols. A number of different tools are used to gather and analyse information. These tools encourage participation, making it easier for people to express their views and help to organise information in a way that makes it more accessible to the community. The approach involves the target communities, resource owners and users as well as development partners in information collection, use of the information for planning, implementation and monitoring use of resources. Participatory approaches support a bottom up approach where the people's perceptions, needs, views and priorities are the fundamental basis on which the interventions and activities are determined.

2.1 Why PRA?

A PRA is a set of tools that include the engagement of the community. It is an enabling mechanism that allows them to participate and be full partners in their own development.

Because the people themselves participate in information gathering and in identifying issues and solutions, benefits associated with participatory approaches include: (a) more relevant data and information; (b) more suitable and effective regulations; (c) enhanced acceptability of and compliance with proposed resource management measures; (d) lesser enforcement costs; (e) more use of traditional knowledge and skills and (f) strengthened commitment to and participation by stakeholders (FAO 1997).

PRAs are conducted in communities with the view that information given is also owned by the people and dissemination and use of information is used in partnership and agreement by the development partners and the people that give the information. In this case the main purpose of the PRA is to assist communities to identify the most appropriate and sustainable climate change adaptation alternatives and approaches. Because the people helped identify the options and were part of the whole process of planning there is more ownership on their part and a sense of responsibility and accountability to undertake actions identified.

PRA tools allow for active and meaningful participation from participants. This is especially important in cultural settings where gender, age and status biases could hinder full involvement of all sectors of the community.

Community empowerment and ownership and accountability of plans and actions to be taken are important outcomes of PRAs. PRA involve learning from and with local people and seeing the situation through their eyes. It involves a reversal of roles where the facilitator learns and understands that there will be diversity and difference in opinions and thinking on issues discussed.

Advantages of PRAs include:

- a. The rapid and progressive learning process is flexible and interactive.
- b. The approach is gender sensitive.
- c. There is reversal of roles (learning from, with and by local people, and using their symbols, criteria, categories and indicators; and finding, understanding and appreciating local people's knowledge).
- d. Focused learning (not finding out more than is needed and not measuring when comparing is enough). Trends, scores or ranking is all that is needed for planning activities.
- e. The research methods are adjusted to local conditions, i.e. they have to meet the communication needs of illiterate people or people who are not familiar with scientific terms.
- f. Allows for diversity and differences (people often have different perceptions of the same situation).

2.2 The PRA team leader

Every PRA team should have a team leader to guide the PRA. The team leader is responsible for all organisational and logistical matters concerning the PRA. The team leader moderates the PRA workshop and evaluation meetings during the evening, introduces the PRA-team to the community (or organises it), coordinates the village workshop events and facilitates the group presentation.

2.3 Role of a facilitator

The PRA team members play the role of a facilitator in the sessions. The facilitator should be aware of the following when undertaking her/his role:

- The facilitator does not decide whether answers are right or wrong; he or she facilitates discussions and make sure that tasks are done. The facilitator has no pre-conceived ideas about situations on the ground.
- The facilitator is a good listener, knows how to guide discussions and understands when to divert discussions away from sensitive issues.
- The facilitator does not correct people during discussions and attempts to correct issues or concerns by creating a space for awareness.
- The facilitator is aware of local cultures, social structure and the various taboos and relationships that may hinder discussions and the full participation of everyone.
- The facilitator finds ways to engage all sectors of the community and identifies tools that can break through the barriers that exist in communities.
- The facilitator is respectful. She/he has to have humour and knows when to be serious and when to engage participants in activities, singing, dancing, etc. when there is a need for icebreakers.

3 PRA approach used in Choiseul

The PRAs were conducted taking into account the findings and recommendations from the vulnerability and adaptation (V&A) assessment completed in 2012. The 2012 V&A assessment had conducted a household participatory rural appraisal and collected demographic, education and health figures. This also included information on transportation, communication, energy and sources of income and expenditure. The 2014 PRA did not repeat the collection of this household information.

PRA information takes into consideration the past and current climate context of the country, climate variables and events. Choiseul events to be determined using PRA tools include the occurrence of heavy rains, droughts, floods, cyclones and storm surges. The V&A work done in 2012 on 26 communities in Choiseul recorded scientific and community-based observations on the impacts of climate change on the different sectors in the target communities.

Gender differences and biases are still strong in communities in Choiseul. The village chiefs, tribal chiefs and pastor are influential people and are the main decision-makers in the community. Village discussions can be constrained out of respect for them. Additional efforts and strategic but sensitive approaches need to be taken to actively involve women and youths in providing information and participating in community planning processes.

The community adaptation plans developed through the participatory rural appraisals (PRA) can serve as a framework for future community development and support provided by other stakeholders and development partners can be guided by these community plans. The plans recognise that climate change cannot be treated in isolation. Climate change tends to aggravate other development pressures or changes. Communities may be facing a range of non-climate hazards which can interact to increase vulnerability. Therefore, the analysis of non-climate factors is important.

3.1 Utilising PRA tools in Choiseul

The utilisation of PRA tools was recognised as the most appropriate approach and method to apply in the eight selected communities in Choiseul. PRA tools are used to:

1. Collect information and gather people's perceptions and priorities on climate change adaptation.
2. Ensure gender and other biases do not hinder full participation of any sector in the community.
3. Develop action plans for community-based climate change adaptation.
4. Identify stakeholders working in the various communities.
5. Strengthen awareness-raising and educational workshops to ensure people's support for climate change interventions planned.

Objectives of each tool must be clear. Material for the exercises must be prepared beforehand. At the end of the exercise the tools must have outcomes which can be verified and discussed during brainstorming sessions. The report of the PRA and planned activities should be shared with other stakeholders and especially development partners that have been mentioned in certain areas as possible development partners in the community.

3.2 Preparation with local communities

The community has programmes, obligations and functions that they attend to. This is apart from the tasks of food production, fishing, house building, firewood collection which take them away from their homes daily.

Therefore, the need to sit with communities have to be communicated to them well before it starts (at least two to three weeks prior) and at a time convenient for them..

The most appropriate channel of communication should be used. In the case of Choiseul this was through the chief of the village, the pastor or an elder. The Provincial Council communicated with these community leaders and assisted in setting up meetings. The PRA team should utilise existing communication structures and involve the administrative authorities of the local communities.

All materials needed for the PRA tools, field surveys, reporting and general stationery equipment need to be prepared well beforehand. When travelling to rural and isolated communities, extras of everything is necessary.

When facilitating workshops or group work it is important to agree as a group on the way things are going to be conducted. This may include rules like coming to the sessions on time, respect, speaking one at a time, mobile phones to be off during sessions, and other procedures that will ensure an organised, efficient, effective and enjoyable exercise.

It is important that a realistic amount of time is set aside for each activity so that all exercises can be done within allocated times. Having a time keeper helps in keeping to the time.

The workshop should be designed to flow in an intended direction. It is important that participants are reminded of previous exercises so they can link the activities and outcomes.

At the end of all group sessions there will need to be a report back session from each group to the plenary followed by questions and discussions. PRA tools promote building up the confidence of people when they speak and present group work. Tools such as “gender roles and gender timelines” may help men realise the workloads of women in their households. In Voruvoru after the presentation on Social Maps and what they perceived to be climate change related problems and issues, the youth group said they did not realise that their village had been where the coastline is now. Discussions are also an avenue for education and awareness of changes in the community.

All information shared during the PRA should be documented. Those assisting during sessions should make sure discussions and concerns shared with them should be shared to the whole group. There should be a note taker who records sessions, questions asked and discussion points.

These are introductory activities that can be used to get people to relax, to get to know each other and make people participate and open up in discussion. Exercises for rural areas will be different from urban settings. This is because of traditional taboo relationships that may exist between participants in rural areas may not exist or are weak in a wider intercultural group in urban areas. Icebreakers in rural settings can be singing, introducing each other, an interactive game, someone relating an experience.

Field observation is required for the facilitators to have a grasp of the village characteristics. A walk around the village, looking at the houses, infrastructure, where gardens are, the shoreline, recreational areas is good to do before the workshop starts.



Figure 1: Presentation of group work – Posarae PRA

3.11 Group work

Group work is important as this encourages participants to contribute openly and freely in a setting – without/with less gender, age or status biases. It allows those who cannot speak in a large audience to express themselves. In group work men, women, young men and women, and elders have the opportunity to discuss issues among their peers. Group work also helps identify those who immediately take over leadership roles in such a setting and those who can present and talk on behalf of the others. Group work allows for diversity and provides an avenue for differences in thinking and priorities to be discussed. Group work is an enabling mechanism where group members discuss and later present findings.

Sessions can be run at night to accommodate people's time. More women also participate in the night sessions as most are out in the gardens during the day. Sitting arrangements can be anywhere (inside or outside) and where people are comfortable.

Groups should be varied throughout the PRAs to avoid certain people in groups taking over discussions and to allow people to mix and learn to work in teams. Most community-based projects when eventually rolled out will need teamwork and the community coming together through participatory activities builds the foundation for teamwork.



Figure 2: Men's group work session - Nuatabu PRA



Figure 3: Young men's group work – Posarae PRA



Figure 4: Young ladies group work - Pangoe PRA

4 PRA tools used in Choiseul

In PRAs, various tools are used to assist people in expressing ideas and views. In communities people draw maps, brainstorm, discuss problems and are allowed to work with what they are comfortable with. People in communities have a wealth of knowledge and experience which, when drawn upon, helps build and strengthen community-based interventions and projects. The exercises are done at the community's pace, using what they are familiar and comfortable with. However, a time keeper is needed to keep to the planned times.

Sometimes there will be internal social and cultural relationships and taboos which can restrict people's full participation or their working in any groups. Since this especially applies to women and young people, grouping the community participants according to sex and age can encourage participants to raise sensitive issues that cannot be discussed in the presence of the "dominant" groups.

The basic tools used in the Choiseul PRA included;

1. The seasonal calendar
2. Stakeholder exercises
3. Gender roles
4. The gender timeline - used in one community only
5. Social mapping
6. Brainstorming - identification of problems and ranking of problems
7. Problem solution tree - root cause analysis and solutions
8. Community action plan
9. The historical timeline - used in one community only

4.1 Seasonal calendars

Seasonal calendars are done through group work, commonly in groups divided by sex and age. The exercise is to identify men's, women's and youth's knowledge of activities in the different seasons. A seasonal calendar is a participatory tool to explore patterns and trends in planting and harvesting crops, nuts, fruits, vegetables and marine produce.

Annual religious, traditional and other social events and obligations are to be included in the calendar. This helps identify when the community harvests a lot of food, potential overharvesting of marine resources, seasons of low harvest and the community's commitments and availability in the year. The latter information helps development partners when planning visits to the community

The calendar shows people's knowledge of harvest seasons for land and marine resources as well as which crops and fruits are harvested on a monthly basis. The calendar also shows what is planted and harvested throughout the year and the abundance and availability of land and marine resources. This is important in assessing climate change impacts and vulnerabilities as it shows seasonal and monthly variations, including the seasonality of fruits and certain fish and marine species. The calendar also highlights the differences in knowledge and what is harvested by men, women, and young men and women.

4.1.1 Objectives of the tool

- a. To show the seasons of common crops, fruits, nuts, vegetables and forest products.
- b. To identify fish and shellfish harvest and spawning seasons.
- c. To ascertain the knowledge men, women, the young and elders possess with regards to their agriculture, fisheries and forest resources and produce.

Targeted outcomes

- A compilation of different crops, vegetables, fruits, nuts and shellfish and fish that are harvested in the year. The seasonal crops, fish and shellfish are identified.
- Changes to crop harvest and planting seasons are identified and new crops and food products also determined.

- There is a better understanding and appreciation of the land and marine resources which form the subsistence and semi-subsistence livelihood of the community.
- Losses and changes to food sources will also be identified and reasons for these changes realised.

4.1.2 Conducting the exercise

Participants are divided into groups of men, women, youth and the elderly. The exercise is best conducted in sex and age groups to capture the variations in knowledge between women and men.

Time: 1 hour

Steps:

1. The calendar is drawn on a large sheet of paper.
2. Ask the participants to draw a large circle covering most of the paper. Divide the circle into 12 parts (like a pie chart). Label each section with the name of each month.
3. It is usually easier to start filling in the calendar by asking which month is best for harvesting a known crop, fruit and other locally common forest/land produce. The names of the produce are to be identified by their local names and if possible the common generic name.
4. Move to identifying the best months for harvesting fish, shellfish and other locally common marine and river produce.
5. The names of land, river and marine harvest can be identified by their local names if the local communities are not familiar with any other name. But the resource team need to ensure that the species can be clearly identified later. So the common generic name or description needs to be recorded.
6. The next topic is on food availability. The groups are to identify the month(s) food is usually scarce. Discuss and record the reasons why food is scarce and what other food is eaten instead.
7. Groups stop work after 40 minutes and a presenter reports the group findings.
8. A discussion with the whole group is held as part of the verification process. All participants are to look at the different calendars and compare the identified planting, harvesting and fishing seasons.
9. Every group calendar is discussed and there is a facilitated discussion to assess the changes in food availability, any loss of certain foods and changes in harvest and fishing seasons.
10. The discussions to be documented.

Materials needed:

A large sheet of butcher paper or newsprint, markers and pencils.

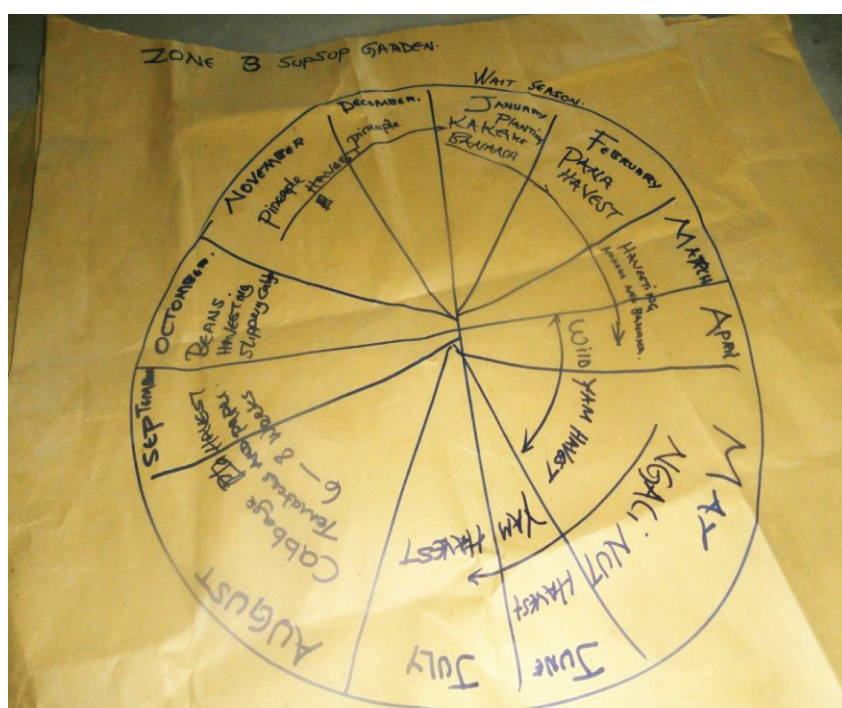


Figure 5: Seasonal calendar – Malangono PRA

4.2 Stakeholder mapping

Stakeholder mapping helps identify the institutions, groups, partners within and outside the community and those that have access to and use of their resources. The success of adaptation strategies will depend on enabling mechanisms in place and that can ensure the planned work can be carried out.

The exercise allows participants to identify and analyse stakeholders and their roles in different projects and the interventions and the types of resources, development or management arrangements that exist. The mapping exercise helps the community understand the roles and functions of outside partners.

It includes marking institutions and stakeholders inside and outside the community and placing the names of institutions around the community circle to show working relations. If the community has a close relationship with the stakeholder, the stakeholder is placed close to the community circle. If relationships are weak they are placed farther away from the circle.

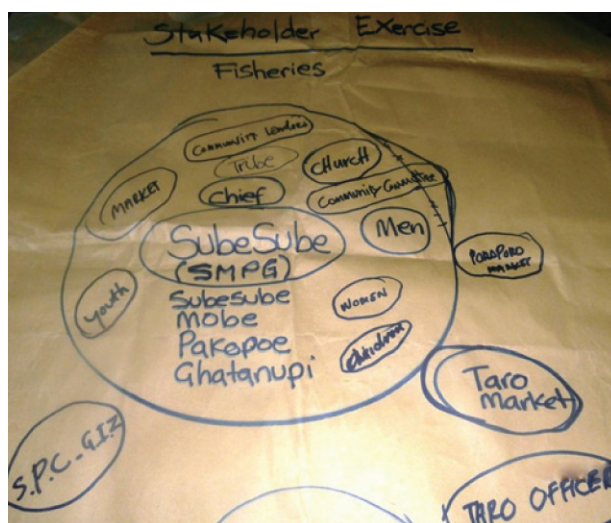


Figure 6: Stakeholder analysis - Sube Sube PRA

4.2.1 Objectives of the tool

- To identify internal and external organisations/groups active in the community
- To identify who participates in local organisations/institutions, what their roles are and what sort of influence they have over community resources.
- To find out roles played by internal stakeholders and those outside the community.

4.2.2 Targeted outcomes

At the end of this exercise:

- All internal and external stakeholders will be identified and their roles and the resources they use clarified.
- The roles of the provincial and national government in community-based work, and that of development partners are clarified.
- An enabling mechanism, which can be used for implementation of community interventions, is clarified and agreed upon.

4.2.3 Conducting the exercise

This exercise is carried out in groups of men, women and youths.

Time: 1 hour

Steps:

- Draw a large circle on centre of the paper. Ensure there is still some space outside the circle. This circle represents the community.
- List all individuals, groups, committees, and other stakeholders who are members of the community or working in the community and place these names inside the circle.
- When all the village organisations and individuals have been put on the diagram, continue by asking about organisations and individuals outside the village who have some impact on resource use or governance. This might include government officials, development workers, commercial firms, etc.
- List all the external organisations, enterprises, agencies, individuals, and other stakeholders who have an impact on resource governance and/ or the community's resources.
- These stakeholders are listed on a separate butcher paper or individually written on cards

6. Discuss the relationship of each external stakeholder with the community and place this stakeholder outside the circle. The position of the stakeholder from the main circle is determined by the interaction and the community's familiarity with them.
7. The less interaction the community has with the external stakeholder, the farther placed the stakeholders are from the main community circle.
8. Once the diagram is complete, take the opportunity to explore institutional issues in greater depth by finding out who makes what decisions, how decisions are made, how leaders gain their authority, how conflicts are resolved, etc.

Questions that can be asked in the group work

1. Who is responsible for land allocation for household use?
2. Who controls marine and land resources in the community?
3. Who is involved in decision-making on logging and other major ventures taking place in or near communities?
4. Who are the decision makers over land and other resources, which institutions oversee resource use and are there management or development interventions in place?
5. Who are outside partners, what are their areas of work, and what is the role of the community in the work they do?
6. Which policies and institutions (local, district and national) have the most impact in terms of facilitating or constraining adaptation?
7. What capacity exists in government (local, provincial and national) and civil society organisations in the target area to plan and implement climate change adaptation?
8. What disaster risk management policies and institutions exist in the target area?
9. Are resources allocated for adaptation activities at national, district and local levels? What organisations may be potential partners and opponents in project activities?

Materials needed

Each group will need a big sheet of paper, butcher paper and/or metaplan cards, markers and pencils.

4.3 Gender roles

Women play a particularly significant role in ensuring household food security. Married women especially are burdened with responsibilities arising from customary expectations. The practice of bride price obligates women to do all the tasks required of her without question and living within a system where women are expected to fulfil many tasks including physical activities normally assigned to men in other Pacific island countries. Since both the women and men are not aware of any other system, this expectation from women continues to exist. Women also keep to this practice to maintain their place in society. The older generation teaches this practice to the next generation of women and the cycle continues. Women are at the forefront of resource use and ensuring livelihoods security and are therefore directly affected by the impacts of climate change and aware of the needs of their households and the community.

4.3.1 Objectives of the tool

- a. To identify the different roles of men and women in the various sectors
- b. To analyse the many areas of work women are engaged in
- c. To create awareness on gender differences in work and responsibilities in the various sectors.
- d. To identify the factors affecting roles and responsibilities of men and women in the various sectors (culture, church, social expectations)

4.3.2 Targeted outcomes

At the end of this exercise:

- Roles of women and men in agriculture, forestry and agriculture are identified.
- Impact of climate change on women and men and the different roles they play in the various sectors outlined.
- Traditional roles of men and women and changes to these roles identified.
- The role of men and women in ensuring food security is determined – the role of ensuring food availability (including provision of money to buy food) and ensuring gardens are producing food regularly

	MEN'S ROLE	WOMEN'S ROLE
AGRICULTURE	Cutting down trees, digging, Brushing, planting, clear the cutted trees, harvest.	Cleaning up, planting, weeding, digging, harvest.
FISHERIES	Fishing, Cooking, Made Canoes, Paddle, Local boat (fishing gears), diving fish	Fishing, Cooking, Marketing, diving, trochus, Sea weed, netting fish
FORESTRY	Cutting cubic, timber for house, Selling cubic, furnitures	Nursing seedlings, Plant trees, brushing, cleaning the trees ready for cutting.
FOOD SECURITY	Cook, harvest food, taking mother's responsibility when mother Sick.	Cook, harvest food, buying food at market Responsible for feeding the family

Figure 7: Gender roles exercise - Pangoe PRA

4.3.3 Conducting the exercise

Groups are divided by male, female and these groups are further divided by their age groups (e.g. female youths). This allows men and women to define the tasks they carry out and understand differences in responsibilities in the various sectors.

Time: 1 hour

Steps

1. Before the exercise there can be a plenary discussion on social and cultural expectations of men and women.
2. On a large sheet of paper, draw a matrix with a column for each of the focus group.
3. Identify the main sectors to be assessed (e.g. agriculture, forestry, fisheries).
4. For each sector, identify and discuss the type work that is carried out. In agriculture, for example, what are the different tasks carried out when gardening and foraging for wild food?
5. Once the tasks are identified, ask - 'Who carries out the work?' and 'Who is responsible for the activity?'
6. For each sector column, list the main roles of the different groups.

Questions to be asked for in-depth information

1. Who does what in the different sectors?
2. What are the underlying causes of vulnerability to climate change?
3. Do all target stakeholders have equal access to infrastructure and services necessary for adaptation?
4. Do all target stakeholders have access to and control over critical livelihoods resources like land, forest and marine areas?
5. Are there existing or potential conflicts over resources which may impede adaptation efforts?
6. Do target stakeholders have a voice in local, provincial and national decision-making?

Materials needed:

A large sheet of paper for each group, markers and pencils and colouring pens.

4.4 The gender timeline

The gender timeline includes writing up a matrix (time sequence) of hours in a day and determining what men and women do during the day beginning from when they wake up in the morning to when they sleep at night.

4.4.1 Objectives of the tool

- a. To help further understand gender differentiated tasks.
- b. To identify men's and women's daily work and division of labour.

4.4.2 Targeted outcomes

- Timeline of activities establishing time allocation for various tasks in a day for men and women.
- Division of labour further discussed for awareness and understanding of gender roles.

4.4.3 Conducting the exercise

Group exercises in gender and age groups. One person should be chosen as the group facilitator for the discussion.

Time: 30 minutes

Steps

1. Draw a matrix with columns representing each hour in a day (time sequence).
2. The men and women participants record the activities they carry for each hour of the day beginning from when they wake up in the morning to when they sleep at night.
3. The total hours of work for each group are added and the activities carried out in the day are compared.
4. Groups present in plenary and discussions to verify what each group has come up with.

Materials needed:

Large sheet of paper, markers and pencils.

4.5 Social mapping

A social map is a map that is drawn by the community members and which shows the social structures and institutions found in an area. In this case the participants were asked to draw their community, the settlements, houses, infrastructure, gardens, forested areas, coastal mangroves and reefs. In the process they were to also map areas that they believed were being affected by climate change. When maps are used to gather information for an institutional analysis it will be especially useful to identify where critical resources and the principal user groups are located, who uses the various resources, the sources of pressure on the resources and physical barriers to resource use (such as fences).

In participatory mapping, community members sketch maps to elicit information and provoke discussion on spatial issues. The maps are not intended to provide accurate cartographic information but rather to generate approximate information that can be used to generate further discussion.

Social mapping allow people to visualise and map changes that have taken place in the community. In almost all cases, there were stories of how coastline has shifted, where the road used to be, how huge coastal trees have disappeared and how inundation has become more frequent. Mapping allows the community to see what has changed, which resources are no longer there, and identify new landforms, and areas which have eroded or shifted. Changes and events like a bridge being washed away, the loss of coastal areas into the sea, loss of mangroves and swamps, and areas permanently under water will be recorded. Gender groupings in this case will bring out what men and women see as important.

The social map allows the local community to have a broader perception of the extent and wealth of resources they have and how they are utilising these. Maps also show social changes like relocation and new settlements.

4.5.1 Objectives of the tool

- a. To learn about the social structures in the community and the various changes that the community had undergone.
- b. To create awareness and understanding of resource base and resource use.
- c. To identify areas affected by climate change.

4.5.2 Targeted outcomes

- Various maps of the village drawn.
- Areas that have been affected by climate change indicated.
- There is better understanding and appreciation of community resources.

4.5.3 Conducting the exercise

Group work session. Encourage the group to discuss the community and its resources before drawing. Groups are asked to also identify on the map hazardous and vulnerable areas as they perceive. This is discussed in the lead up to identification of problems.

Time: 1 hour

Steps:

1. Ask the groups to draw maps of their community including specific risk areas and resource areas affected by climate change.
2. The groups are to map out boundaries; infrastructure like water sources; where forest resources, gardens and plantation are; rivers and mangroves; and other significant resource areas.
3. The groups should also draw buildings and any developed areas in the community.
4. At the end of the session each group discusses their maps highlighting impacts of climate change and any changes that they have noticed.

Questions to be asked

1. Do you know the boundaries of land and marine areas under this community?
2. Do you have land and fishing areas elsewhere?
3. How is land divided, how is the community divided?
4. Where are the main cultural and historical sites?
5. What are the main environmental and physical changes in the village in the last six to ten years?

Materials needed: A large sheet of paper, markers, pencils and colouring pens.



Figure 8: Social map showing the different zones of the village and surroundings – Pangoe PRA

4.6 Problem identification

After groups have presented their social maps, a discussion on the list of problems takes place.

Some of these problems will be climate related and some are not. Since climatic and non-climatic related problems are closely linked, all problems and issues raised by the groups should be noted and discussed.

4.6.1 Objectives of the tool

- a. To rank the issues and concerns raised through social mapping.
- b. To fully discuss and verify issues and concerns raised with everyone.
- c. To have more understanding of the issues relating to climate change.
- d. Provide a ranking based on what the people see as immediate needs.

4.6.2 Targeted outcome

- Problems ranked and prioritised.

4.6.3 Conducting the exercise

Follows from the social mapping exercise. Plenary session with a general discussion on the problems/issues highlighted on the social map and then the problems are ranked.

Time: 30 minutes

Steps

Brainstorming to rank problems

1. Following from the social mapping exercise a list of problems and issues is identified and agreed on in plenary
2. Other problems, which were not identified in the social mapping, can be added.
3. The problems are then ranked according to difficulty and urgency. The most urgent and needed ones are at the top of the list.
4. Ranking of problems allows people to identify the more urgent problems that need immediate action and those that can be addressed through more strategic long-term activities.

Materials needed:

A large sheet of paper, markers and pencils.

4.7 Problem solution tree: root cause analysis and solutions

In this exercise the problem solution tree is used to identify root causes of problems and ways to address the problems identified. Because it is in the shape of the tree, it is explained that for everything that happens at the trunk there is a root cause and every cause is rooted in some other factors.

This session further analyses information from the problem analysis exercise.

4.7.1 Objectives of the tool

- a. To find the root cause of problems identified
- b. To find solutions to problems identified

4.7.2 Conducting the exercise

In groups

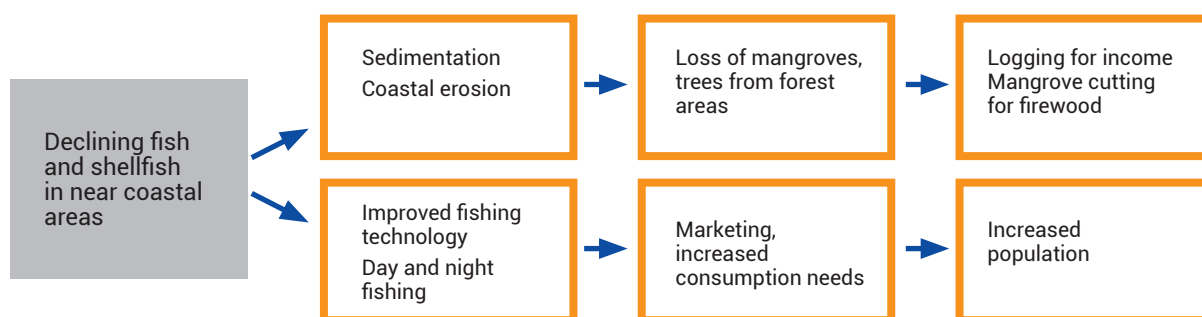


Figure 9: Example of a root cause analysis of declining fish and shellfish

Time: 1.5 hours

Steps

Part 1: Identifying causes of the problem

1. Groups draw a tree, with roots and canopy, on a large sheet of paper.
2. Groups write in the direct causes of the problems (identified from problem identification exercise)
3. The direct causes of the problem are labelled at trunk of the tree.
4. There is further identification on the root causes. For example a cause of marine resource depletion maybe reefs dying or fish moving away from coastal reefs. The root cause may be pollution of near shore areas, increased sediment from rivers during heavy rain, erosion of nearby garden areas, and taboo areas in mangroves and near coastal areas. The root causes are labelled at the root of the tree
5. After the groups have identified the root causes of the problems, they can start on the second part which is to discuss and address the identified root causes.

Part 2: Determining solutions to the problems

1. Determining solutions are to be carried out for all the root causes identified.
2. The solutions to the root cause of the problems will be discussed one by one.
3. The solutions will be drawn on the branches of the trees.
4. The solutions will need activities and this will form the community action/adaptation plan.
5. This discussion needs to be done well and all factors contributing to the problem discussed so that solutions address the core of the problem.
6. At this point it is also important to point out to the community that all the problems, root causes and now the solutions or ways to address the problems were identified by them. This is important as people need to discuss these issues as their own and take ownership and responsibility for the actions that they are going to come up with.

Materials needed:

Large sheet of paper, markers and pencils.

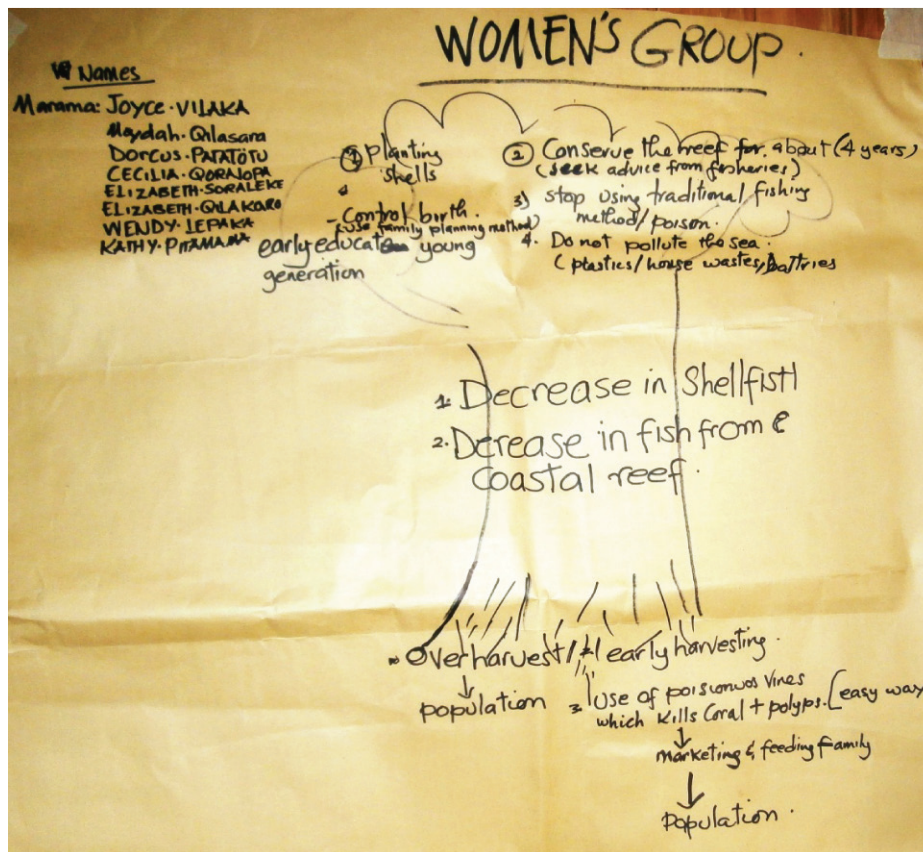


Figure 10: Problem solution tree - Pangoe PRA

4.8 Community Action Plan

After the problem solution tree is completed, activities that form the solution are identified. The activities outlined in the problem solution tree are then transferred to a matrix which further elaborates on how the problems will be addressed

4.8.1 Objectives of the tool

- To develop a community action plan through a participatory process.
- To identify main activities and areas of concern to focus on.
- To instill in the community a sense of ownership for the action plan.

4.8.2 Targeted outcomes

- An action plan which identifies who will be responsible for the activity, which partners to work with, time frame, indicators of success and monitoring timelines.
- A community plan that includes gender vulnerability consideration.
- An understanding of action plans and the responsibility the community has in making sure that activities are implemented.

4.8.3 Conducting the exercise

Time: 1.5 hours

This session is done in groups. The group participants nominate a member to facilitate. The group works on their problem-solution tree and looks for the activities to address identified problems. The activities are then transferred to a matrix which has five columns as below. After an hour the group comes together to present their proposed activities. This may take more than an hour as the participants need to have proper discussions before coming up with actions to address identified issues.

After the group presentations there is a brainstorming session where everyone looks through all the proposed activities. This process is to verify and confirm what the individual groups have come up with. This session will take a while as each activity has to be explained, what it means, expected responsibilities from them, what sort of commitment is needed, identifying and confirming partners and stakeholders for each activity. At this stage, institutional set up and leadership for each activity is also confirmed and committees discussed to take over responsibility of the activity plan.

Materials needed

ACTION PLAN				
ACTIVITY	COMMUNITY PARTNER	TIMEFRAME	Indicator of Success	Monitoring
Marine protected area	TNC together with the Community (provincial fisheries), the SPC and the community and the community and the community -FAD	Jan 2015 plan	fish must increase	Every 3 months check.
Training for (MPA) & planting shells	TNC & SPC, women, & men, children	NOV 2014	- Know how to monitor reefs ^{whether} fish reproduce, reefs / polyps alive	trained person every 3 months check.
Planting Shells	Provincial fisheries, SPC, TNC together with the Community	Oct 2014	Shells must increase.	Do every 3 Weeks
Traditional way of planting shells	People in the community, (family / individual)	(now & onwards) June 2014	Plant must Continue.	family member or depends on family members / individual planting
FAD Planting Mangrove trees	Community together with GIZ	Feb 2015	Mangrove trees must replanted & increase. (100 trees)	Once a year ^{Every 6 months}
Sanitation programme	TNC, SPC & Community	Oct 2014	Each each family must have toilet	Every 6 months check

17

5 References

FAO, 1997. Participation in Practice: Lessons from the FAOs People's Participation Programme. FAO, Rome.

Chambers, R. 1997. Whose Reality Counts? Putting the Last First. Intermediate Technology Publications, London

Notes

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