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Practical Learning Tools (Communication Tools for the Trainer)

The following practical learning tools described in detailed below were sourced from the various community work already conducted by the University of the South Pacific, SPC and WWF. They have employed these tools at their community training. These practical tools are been modified to ensure that its gender inclusive.

- 1) *Professor Joeli Veitayaki & Michael Fink, University of the South Pacific (USP), April 2012, "Disaster Risk Preparedness on Gau Island, Fiji" -Report of a workshop in Lamiti, Gau Island, Fiji*
- 2) *Secretariat of the Pacific Community, Assessing Vulnerability and Adaptation to sea level rise in Lifuka Island, Working with Communities Methodology.*
- 3) *WWF- South Pacific Programme, Climate Witness Community Toolkit*

Note: Focus group discussions, it will be best to get participants to work in groups of "men" and "women" based on the fact that it's a community/village and not to off balance the social system but find entry points to include the vulnerable groups in discussions. Facilitator to remind participants during group work to also consider the needs of the minority groups in the community such as the Special needs, elders e.t.c.

Tool # 1: Mapping

1) Mapping
<p>Short description: Mapping is a very useful tool to determine the village setting as a whole in terms of its population, resources ownership, environment, agricultural and fishing grounds. This tool will also assist community to develop record, organize and present information about their surroundings. It can also be used to illustrate an issue and useful for planning.</p>
<p>Purpose: To collect information and develop a community map of resources available in the village, availability of natural resources, infrastructure and areas of cultural significance; and the use pattern of those resources.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all community members to share and review map Completed with a "transect walk" with some members of the community to see the resources and the points of interests.</p>

<p>Duration: 2 hours for each focus group; 1 hour meeting presentation; 1 hour for transect walk.</p>
<p>Material needed: Flip chart paper, markers, Tape or push pins, colored pens/crayons, map of the community, aerial photographs.</p>
<p>Step 1: Ask participants to draw a map of their village and the resources surrounding their village including fishing grounds, land and forestry.</p> <p>Step 2: Participants to explain how they use the different areas/ resources for their practical, productive and strategic needs.</p> <p>Step 3: Complete the maps with a transect walk.</p> <p>Step 4: Engage the women to produce 3 dimension maps.</p>
<p>Transect walk: A transect walk is an observation tool for understanding the location and distribution of resources, features, landscape, main land uses, fishing grounds along a given transect. The team walks with villagers along a previously defined route, observing and listening to the villagers' explanations and asking relevant question listed above in the interview guidelines. This tool should be used preferably at the beginning of a fieldwork to gain an overview over the village. For this study, it is advisable to do 2 transect walks, one with women and one with men to find out about their daily activities, mobility, use of resources, land, etc. It is important to acknowledge that this tool only gives a snapshot of a situation in a village which changes over the course of the year and time. Try to do a transect walk with men and another one with women only; they may provide different type of information which will reflect a diversity of interests and activities based on their respective roles. With the information generated with the village map and transect walk, a 3 dimensional map will be constructed and will provide a visual tool the community will use for development of their roadmap.</p>
<p>Note: <i>The map will be utilized during the historical timeline and vulnerability assessment.</i></p>

Tool # 2: Community Time Line

<p>2) Community Time Line (Also known as the Historical Timeline)</p>
<p>Short description: This tool is used to list key events in the history of a community or village. The timeline facilitates community both men and women discussion and examination of past trends, actions, problems and achievements. The tool is useful for resource planning and decision making in terms of noting how these past events and experiences have influence present attitudes and actions for women and men in the community/village.</p>
<p>Purpose: Assist community (women and men) better understand what natural and human events have influenced the lives of men and women in the</p>

community/village.
Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline
Duration: 1 hour for each focus group; 1 hour meeting with community members to share.
Material needed: Flip chart paper, different color markers, village map.
Step 1: Ask the community elders if they have information about establishment of their community/village (when- how many families, women (educated), youth e.t.c). Step 2: List what important events occurred in the last 10 years. Step3: What changes their communities (women, men) have experienced in the last 10 years. (Include: education, social, economic and natural changes). Step 4: If there were any changes in terms to their environment and climate that have occurred and are currently happening in the last 10 years (rainfall, droughts, cyclones, coastal erosion, sea level rise e.t.c). These can be changes in their plantation, water quality, food sources (lagoon, river). Step 5: Ask if those events have had an impact on them (women and men) in terms of their productive, practical and strategic needs. Step 6: Ask about the projects implemented in the community in the last 10 years and how it has impact on the women, men.

Tool # 3: Vulnerability Mapping and Prioritization

3) Vulnerability Mapping & Prioritization
Short description: The vulnerability mapping and prioritization tool is used to easily identified vulnerability areas in the village. The participants are aware of and identify the existing risks that are faced by the different groups (men, women, disabled persons, elders) in the village/community. The tool is also useful able to prioritize, which problem needs to be addressed first.
Purpose: To identify the most severe places of vulnerability, environmental problem and persons who are more vulnerable. Able to understand various severe problems in the village/community and prioritize each area and problem.
Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline.
Duration: 1 hour for each focus group; 1 hour meeting with community members to share.
Material needed: Colored pens, flip chart paper, small size cards, pins, tags, spots.
Procedure Step 1: Need the community/village map (developed in tool 1- introduce the activity and its purpose to the participants. Ask participants to use the small size

cards to identify certain landmarks (coastline, rivers, special buildings, roads, main natural resources).

Step 2: Use another colour to identify the most vulnerable area, and another colour to identify what are some socio-economic factors that determine their vulnerability and limit their capacity to adapt.

Step 3: Ask participants to identify which group of people (men, women, special needs persons, and youths) in the community are affected in terms of environment and other socio-economic factors identified in *step 2*.

Step 4: Write down in a paper problem encountered by the different groups in the community.

Step 5: Ask participants to score and value the severity of each problem for women, men, youths and special needs persons.

Step 6: Presentation and remind them to give reasons of their scoring.

Tool # 4: Problem Tree

4) Problem Tree

Short description: This tool will enable community to get an in-depth understanding of the environmental problems a woman or man encounters. It will provide interrelations of socio-economic factors that contribute to their vulnerability and lacks capacity to adapt.

Purpose: To identify the causes of vulnerability and its impacts on women, men, disabled persons. It is important to discuss with communities these problems to be able to identify the root causes of their vulnerability and about different sources of the problem. This is also important because it helps identifying actions that can be done at the community or household levels – actions that empower people to play a role in reducing their vulnerability.

Method: Focus group

1 with men

1 with women

1 meeting with all members of the community to share and review the community timeline.

Duration: 1 hour for each focus group; 1 hour meeting with community members to share.

Material needed: Colored pens, flip chart paper, small size cards, glue and tags. All tools developed by the groups previously.

Procedure

Collect each problem identified by the participants and list them on small-sized cards. (Use their feedback for tool 1-3). Each group to work on one of the problems they have prioritized in tool 3.

The trunk of the tree will represent the problem. The roots represent the causes of their vulnerability. (It will be good to identify at least 2-3 levels of root causes). The leaves represent the impact of their vulnerability.

Step 1: Ask participants to identify at least 2 causes (roots of the tree) of the community vulnerability. Use two different colour small-size cards, one can be used

for causes of environment problem and the other one is for socio-economic factor that contributes to their vulnerability.

Step 2: Identify what are the results of community's vulnerability (leaves of the tree). Indicate separate for women, men, special needs persons- use different colour small-size cards. *Leave spaces in between the cards as these will be needed for the solutions.*

Step 3: Compare the answers provided by men and by women, to show the different perspectives and engage a discussion on what people can do, at their level, to address coastal erosion and water issues. *(N.B. Again, be careful to explain that the different points of views are enriching the discussion and nobody is right or wrong)*

Tool # 5: Solution Tree

5) Solution Tree
<p>Short description: This tool will enable participants to get an in-depth understanding of best practical methods to address the environment, socio-economic factors that the different groups (men, women, disabled persons) are challenged with. It should be clear that actions undertaken by the participants can have huge positive impacts in their community/village. This tool should encourage each participant to take action to strengthen their resilience and empower the more vulnerable group in the community.</p>
<p>Purpose: To identify best practical solutions to the problem that will address women, men, youths and disabled person's needs.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline.</p>
<p>Duration: 1 hour for each focus group; 1 hour meeting with community members to share.</p>
<p>Material needed: Problem Tree, Colored pens, flip chart paper, small-size cards and glue</p>
<p>Procedure Step 1: Each group to find solutions for the problem, ask participants to write solutions on small-sized of a different colour. Each solution to be attached to the root cause and impact. Remind and highlight participants it would be best to find solutions for the root causes as they reduce the root problem and the impacts. Step 2: Ask each group to indicate the quality of each solution, they can use the three dimension of: i) the extent to which the problem is solved; ii) the practicality of the solution (example knowledge, time, materials needed); iii) further impacts of the solution, as each activity might produce additional, positive and negative outcomes to women and men in the community/village. Use different colored small-sized cards. Step 3: Glue cards to the problem tree. Step 4: Group to present and discussion of findings.</p>

Tool # 6: Gender Inclusive Community Action Plan

6) Gender Inclusive Community Action Plan
Short description: This tool will enable each group to develop action plan that is gender inclusive to address the problems encounter by the different groups in the community/village and reduce their vulnerability level. The Action plan is to be presented to the village community committee, discussed, modified and implemented.
Purpose: To develop a Gender Inclusive Community Action Plan.
Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline.
Duration: 1 hour for each focus group; 1 hour meeting with community members to share.
Material needed: All tools developed by the groups previously, Colored pens, flip chart paper, small-size cards and glue.
Procedure Step 1: Introduce the activity and its purpose to each of the groups. Review with the groups the previous tools developed by each group during the training/workshop. Step 2: Identify feasible ways to reduce these problems with the help of their solution tree. If necessary split each solution into small tasks among group members. Step 3: Ask participants to indicate specific timelines when to implement each action and identify who will be responsible for its implementation. Step 4: Presentation and discussion of findings. Merge of the two action plans developed by men and women into one Community Action Plan. <i>Give time to the community to optimize their Action Plan and get their feedback.</i> <i>Appeal to the community to implement their Action Plan.</i>