

**Strategic Action Programme for the International Waters of the Small
Island Pacific Developing States**

VANUATU

FACILITATOR RESOURCE KIT
For Participatory Situation Analysis of Natural Resources
Management in Vanuatu

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FACILITATOR RESOURCE KIT

For Participatory Situation Analysis of Natural Resources Management in Vanuatu

PREFACE

The Facilitator Resource Kit is a guide for training local facilitators to assist the community stakeholders who want to develop a situation analysis system which allows everyone to participate, to benefit from, and use the data collected and generated in the process to plan and design activities that promote sustainable management of natural resources.

Participatory situation analysis provides opportunities for learning from experience. It helps everyone reflect on how the choices they make in life can influence resources management issues. Learning through this way resulted in a powerful psychological shift or perception impacting on better political decisions. This leads to stakeholders' self-motivation in ensuring any intervention that has materialized to bring solutions is sustainable.

Though the Kit is primarily produced for participatory situation analysis early on in a project development cycle, the exercises and techniques can be drawn from for participatory planning, implementation, monitoring and evaluation. It presents a logical and systematic approach for collecting and analyzing socio-economic (background) data and baseline data (focus) and could be used for a more diverse development needs depending on the user and stakeholders' primary interest.

The Kit shall be first tested by the VIWP pilot project site at Amal-Crab Bay on Malekula with and using lessons learnt to improve and adapt it for a wider use by different stakeholders who are involved in community-based resources management programs.

(Please share your experiences on how the Kit may have assisted you and your programme. We are also open for any suggestion, you have tried and convinced of, toward our ongoing effort to updating it.)

Head of Environment Unit

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DATA FORMS

Form 1a	Village Data
Form 1b	Important Services accessed outside the Village
Form 2a	Population dynamics Questions
Form 2b	Population Dynamics data
Form 3	Local Organization
Form 4	Natural Resources & Economic Activities
Form 5	Livelihood Sources
Form 6	Marine transect
Form 7	Seasonal Calendar
Form 8a	Natural Resource Concerns
Form 8b	Consolidated Natural Resources Concerns
Form 9a	Stakeholders relation to Resources Management Issues
Form 9b	Analyze stakeholder – solution relation
Form 9c	Stakeholders Problem and Solution Table
Form 10	Samples of Analysis for Causes relating to Resources Management Issues
Form 11	Samples of Analysis for Opportunities relating to Resources Management Issues

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INTRODUCING THE FACILITATOR RESOURCE KIT

The Kit is compiled for the VIWP¹ of the Environment Department to assist its pilot project site of Crab Bay area of Malekula in Malampa Province analyze coastal resources management concerns and explore opportunities for community-based activities directly addressing key concerns identified. And ultimately the Kit shall provide the basis for a Participatory Situation Analysis guide for wider use as a by various stakeholders involved in resources management in Vanuatu.

IWP² is a regional project administered by SPREP³ with programmes implemented nationally by member countries. It focuses on addressing root causes to coastal degradation through community-based projects. VIWP has selected Crab Bay area on Malekula as its pilot project site, focusing mainly on coastal fisheries and its marine protected area. As the name implies this area is one of the most important mud crab (scientific name) producing area of Vanuatu, and is certainly to be one of the primary resources of interest.

The steps in the situation analysis include firstly, the training of local facilitators from the project site in concepts and tools to be employed for collecting and analyzing data. Secondly the collection of data in the communities facilitated by the trained facilitators. And thirdly have all data collected analyzed by the core facilitating team and community representatives for presentation to the communities. In order to adequately cover the analysis the main workshop should concentrate on resources management concerns and analysis. The background data collection could be done prior to the workshop. And the selection and inclusion of tools and exercises depends on each situations and circumstances being presented.

The Kit is designed to serve as a training module for trainers and a resource guide for line agencies from government and non-government involved in extension and community work. It can also be used by trained local community facilitators to facilitate community consultations relating to resources management issues and development planning. The Kit should be treated as a living document, which is regularly updated, from lessons and feedback from practical and field applications.

¹ Internal Waters Project Vanuatu programme

² International Waters Project

³ South Pacific Environment Programme

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CHRONOLOGICAL STEPS IN THE PARTICIPATORY SITUATION ANALYSIS

DATA COLLECTION & ANALYSIS

Data collection is an essential preliminary activity required for situation analysis for developing appropriate programs to effectively address issues identified. For the planning process and field activities these data sources shall be used:

1. Preliminary site visits reports from VIWP office
2. Secondary data – publications like 1999 National Population report, REDI⁴ Plan, Charts, Malampa province briefs, and technical department's involvement reports
3. Primary data collection by community facilitated during the PSA⁵ back-to-back with the training of local facilitators

The primary data collected may be presented either as background data or focal or baseline data. The focal data are concerns and opportunities relating to resources management issues. However to assess the full dimension of the concerns the data must be analyze into social context. This is the background or social data. The community is the primary stakeholder of the project and is fair to want to know as much as possible about it in terms of its location, population, human resources, governance and institutions, services and livelihood sources as well as its natural resources. The project employs different PRA⁶ tools and practical exercises to bring out this information

The village background data collection should be participatory to enable the people to start discussing concerns and opportunities relating to resources management issues. These discussions would help identify concerns and particular group with higher stakes for issues of interest. The information and discussion notes become important when analyzing how the concerns affect the people or how they contribute to the concerns. The collection of resources management data is also done participatory but the analysis could be done more effectively by a smaller group involving the core facilitators and selected village representatives.

DATA MANAGEMENT & SYNTHESIS

For every exercise and tool employed the data and results collected are written onto the prepared form or compiled on a daily basis and presented to the Trainer and the core facilitating team. These include notes on meetings, group work, written sheets, maps, and

⁴ Rural Economic Development Plan

⁵ Participatory Situation Analysis

⁶ Participatory Rural Appraisal

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completed questionnaires, etc including facilitators' notes. In addition there could be daily briefing and recap keeping tap on things

Organization and input data into computer or arrange for easy retrieving for use is necessary. This data belongs to the community and should be returned once it is finished with, and any publication of data for wider use should be done in consultation with the communities concerned with proper acknowledgement.

Data Synthesizes comes handy to collate and make data more manageable. This concerns combining and prioritizing data. The core group⁷ shall constantly meet to do this when it is required. Whenever this is done the community must be made aware and provide opportunity to comment on the group's activity. This comes into play more importantly when having to narrow focus to main problems and resources concerned. For example coastal resources management maybe specific in terms of natural resources concerns but has several facets to it for more specific resources concerns. It is considered important to identify or rank resources earlier on in the consultations so that the PSA resources are spent effectively.

PROBLEM & OPPORTUNITY ANALYSIS

Normally the problems are common knowledge to the villages and easy to pick out. And far too often planned projects are based on problems rather than the root causes, which resulted in them not overcoming the problems. Problem analysis using problem tree requires skills and at the village level it is considered too technical for them. This also applies for the use of solution tree for analyzing opportunities. These analyses could be better completed by a selected small group for presentation to the village for endorsement.

IDENTIFY SPECIFIC PROJECT TO BE DIRECTLY ASSISTED BY THE PROJECT

Essentially the purpose of the analysis is to identify, plan and design a pilot project to be assisted by IWP. It is important that the situation analysis process goes as far as initiating this process for maintain confidence in IWP and Crab Bay community partnership. That it is not only interested in data collection but to assist with a specific project as well as supporting ongoing capacity building and advisory services addressing the main concerns. The kit provides for analyzing for solutions or opportunities but not on actual project planning. However the VIWP should be in a position to put forward options derived from the solution tree to the community relatively immediately after the PSA for consideration by the community. These options could also include the most likely agency

⁷ Core facilitating team and selected community leaders representing their respective villages of Crab Bay

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that could assist. It would assist VIWP decide on a pilot project. Normally one of the immediate assistance would be institutional building to coordinate community inputs in response to planned activities to address the main concerns identified.

ACTION PLAN

Project planning involves a layer of process and is not covered in details in here. The Kit however attempts to link up the assessment phase, which is the principal interest of the Kit, to a list of steps of initial planning phase for identifying, assessing and selecting options for project mapping and actions. What the PSA could do is to develop a timeline for the planning process to ensure the linking in from this of the analyses is closely monitored.

APPLICATION OF LESSON LEARNT

These can be facilitated through the following ways and included in the PSA report.

Evaluations

Participatory Evaluation of the PSA done at the end of the workshop

Participatory Evaluation of each exercise and tools used at the end of each session for lessons learnt

The facilitators' recapping notes and own assessment of the workshop.

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BACKGROUND

Providing awareness and information on IWP and Crab Bay Coastal Resource Management initiatives so far and how this facilitators training would impact on the ultimate goal of this piloted project.

Tool:

Presentation by the project coordinator or staff member

Purpose:

Provide an overview of IWP and up-to-date preliminary involvement in the community of Crab Bay

Explain the purposes of the facilitators training and its usefulness in the PSA, and appeal to stakeholders of collective effort to ensure it is achieved

Activity:

Oral presentation with the help of prepared write-ups of IWP mission statements, etc.

This is done during the community meeting to coincide with the official opening of the local facilitators training.

Time

30min – 1 hour

Resources

Prepared notes and write-ups (overhead projector not practical in rural area Vanuatu)

INTRODUCTION

Providing participants with the expectations of the facilitator training and the situation analysis. Use the opportunity for setting the tone “Ice-Breaker”

Tools

Presentation by the main facilitator

Brainstorming exercise on individual expectations and perceptions

Purpose

To raise participants awareness of PSA expected outputs and introduce the processes, resources, and rules for achieving them.

Activity

Ask each participant to write down 3 main expectations they have for attending the training and wanting to be involved in the PSA.

Pin up training and PSA prepared outputs

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Compare and discuss the two sets of expectations. Keep the individual expectations for evaluation purpose at the end of the situation analysis.

Briefly introduce process and resources

Brainstorm the ground rules and post it on the wall for everybody to see and be reminded of for the rest of the PSA.

Time

1 - 1&1/2 hour

Resources – pencils, writing pads, prepared flip charts by the core facilitators

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DEVELOPMENT CONCEPTS AND APPROACH

It is necessary to highlight the important development concepts adopted by this project. These include the importance of stakeholder participation, a process that encourages adult learning and promotes sustainability. And the important roles of local facilitators in making things happen.

Purpose

To promote the participants' understanding on the approach adopted by IWP and encourage full participation in the PSA.

Activity

Presentations aided with use of flip charts.

The terminologies are difficult and not easy to be translated into local dialect. The first task is to simplify and give contextual examples.

All effort should be made to establish participants' knowledge of the concepts and applications by starting with asking them to define a concept. For example "What does participatory mean" and the application is "Why do you think it is important for the community to involve in this situation analysis". Use a diagram in the IWP Resource Kit⁸ to demonstrate the relationship between the three development concepts of participation, learning and sustainability.

Time

2 hour (for all concepts below)

Resources – Prepared materials to support core facilitators' presentations, pencils, writing pads, butcher papers, markers, scissors and sticker tapes. The IWP Resource Kit is the principal sources of reference.

Concept - Participatory Approach/Stakeholders

Decision making process in development planning – bottom-up as opposed to the conventional top-down. Motivating primary stakeholders' self-confidence to assume full ownership and drives own development initiatives. They actively involved themselves in all stages of the project cycle from assessing the needs, planning action, projects implementing, to monitoring and evaluation. Involve secondary and other stakeholders in these stages. Explain the different types of participation

Concept - Adult learning

⁸ Draft Resource Kit for Facilitators of Participatory Natural Resources Management in the Pacific etc compiled for SPREP

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Learn by reflect and building on experience and existing knowledge. The participation approach becomes a learning opportunity through self-discovery and reflection resulting in positive attitudinal change that can influence perceptions and political decisions to development and resource management. The project activities shall progress with lesson learnt thus using the best situation to shape the final outcome of a project

Concept - Sustainability

A psychological change resulting from learning and making positive decisions. Project fails or is unsustainable at most time because the beneficiaries were not actively involved in its inception but framed up by outside stakeholders. The project can be sustainable if beneficiaries feel that they own it. This happens as a result of full participation from assessing problems, finding solutions, and implement and monitor activities to change situation for the better, and they directly expend their own resources to its implementation and management.

Concept - Facilitators

Define and provide important characteristics of a good facilitator

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THE (PARTICIPATORY) TOOLS & EXERCISE FOR DATA COLLECTION & ANALYSIS

1. Social (Village) Map – Information on the Village, Services and activities.
2. Meeting with Heads of Households – Information on Population Dynamics
3. Institutional Analysis - Information on local Organizations
4. Physical (Resource) Map – Information on Natural Resources and Economic activities and their locations
5. Source of Livelihood Analysis – Information of important sources of livelihood and income
6. Transect – Information on concerns for Coastal Resources Management
7. Seasonal Calendar – Information on concerns for Coastal Resources Management
8. Brainstorm - Identify Coastal Resources Management concerns
9. Brainstorm – Identify & analyze the stakeholders relationship in Coastal Resources Management issues
10. Problem Tree – Problem analysis for Coastal Resource Management
11. Solution Tree – Opportunity analysis for Coastal Resources Management
12. Initiate planning process.

For each exercise it introduces the tool(s) used, purpose and usefulness to PSA. It describes the activities to be carried out and the resources needed to complete the exercise, and the outputs. And it provides for an assessment of the process from lessons learnt.

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ABOUT VILLAGE & SERVICES

Tool – Social Map

This tool can collect a wide range of data from village layout, household dynamics, service, and activities

Purpose

It provides useful background information of any development planning. For this exercise we are interested in village layout and important service within the village and those regularly accessed.

Activity

Mobilize around 5 youths with the help of a local teacher or a few responsible adults to complete the map.

Tell them about the information they should include and explain the 3 different sets of activities before they begin.

Use a map complete for another village previously or a sample to explain what they need to do. Post it on the wall where they can easily refer. The map should include all household, services in the village such as Aid post, school, church, meeting hall, club house, rubbish pits, boat mooring, roads, workshops, generator shed, grave yard, market, etc.

When drawing a map, it makes it easier to define physical features like roads or footpaths, hedges first before including the household and services location.

Remind them to clearly present their keys for symbols they used on the map.

As the map is being drawn you should pose questions to direct their tasks to ensure important data are all included.

The second part of the exercise is to identify services important and regularly access outside of the community.

Show the sample below to introduce and explain this part of the activity. They should use a new sheet for this.

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Service Name	Location	Distance	Means of transport	Cost of transport to the service
Fishery Office for advice	Lakatoro	4 km	Truck	200
Airport to export fish	Norsup	6 km	Truck	300
Market to sell garden produce	Cross road to Lakatoro/Ling arak/Rensari	1 km	By foot	0

You will keep the interest in focus when facilitating this to ensure the services included are those of relevance.

Finally ask them to include onto the map this information

Name of the village

When it was established

Name of current chief

Name of the main contact person your project

Time – 2 & 1/2 hours

Resources

Use a butcher paper and markers (different colors) to complete the map

Outputs

A copy of the map and keys used

Input data into Village data in FORM 1 a

List and information on service access completed using FORM 1 b

Lessons learnt:

ABOUT POPULATION DYNAMICS

Tool – Meeting with heads of households

For this exercise we need to update population related information from the last census done in 1999 by looking at each household.

Purpose

To update current population and determine the variants of households as primary stakeholders.

Activity

Prepare questions on A4 sheets (examples in FORM 2a)

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Meeting with all heads of households to collect data

Hand them the question sheet and pencil with each person name prescribed on it. Exercise courtesy and reassure confidentiality. Ask them to complete the answers

Ask those who opted to give the answer verbally for a facilitator to assist on one-to-one by writing down the answer on paper on his/her behalf.

Collect completed sheets and check/review for completeness and sense before allowing them to leave.

Visit those who were unable to participate in the meeting and interview them.

Time – 30 minutes

Resources - prepared list of questions, pencil, and writing pad, the 1999 census report as a reference.

Outputs:

Completed FORM 2 a for all households

Consolidate information using FORM 2 b (if time permits). The core facilitating team would complete this form and input the rest of the data into the Village data form

Lessons learnt:

ABOUT VILLAGE -BASED ORGANIZATIONS

Tool - Institutional Analysis

This tool looks at the different local-based organizations and external organization that have local programs and committees in the community.

Purpose

To identify different organizations, functions, contributions and concerns and opportunities. This is helpful in knowing the strengths of existing resources when planning projects.

Activity

In a community meeting ask them to produce the list of the organizations by calling them out. The local facilitator writes them down on flip chart or pasted butcher paper

Have the leader and representatives of each organization identified to carry out the next activity

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Ask them to provide information on its organization. This include who the organization represents (youth, women, children, etc), it main role or how it assists its members or stakeholders, and discuss weakness and strength.

Provide the example below to guide them and post it onto a wall for reference. They should not be given more than 30 minutes.

Name of Organization	Who is involves (Special group like women or youth etc)	What is its aims	Recognized Strength	Recognized Weaknesses
Fishermen Committee				
IWP local committee				

Have each group/organization presents its analysis to a reconvened meeting for discussions.

Ensure the discussion does not dwell on problem and blaming and trying to justify failure but encourage them to look for opportunities and learn from failures.

Towards the end of the activity try and get the picture of the overall organization and structure of the village for decision making and linking to the implementation of decisions. From the discussion sketch on a butcher paper in front of the meeting and ask them to confirm it fairly represents the decision-making and organization.

Ask them to identify general weaknesses and opportunities in the structure. You should emphasize “general” because you do not want to fuel up internal conflicts. A separate SWOT analysis could be done if analysis indicated a need for institutional strengthening. The discussion notes become part of the exercise outputs. This may be structured to assess roles relating to resources management. Issues

Time – 2 hours

Resources – butcher papers, markers and sticker tapes

Outputs:

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List of Organizations and useful information completed in FORM 3 and attached discussions notes on community organization structure for decision-making.

Lessons learnt:

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ABOUT VILLAGE NATURAL RESOURCES

Tool

Physical Map

A sketch map showing prominent landmarks, physical features especially natural resources and economic activities.

Purpose

To identify and locate the different natural resources and activities especially for the benefit of those new to the community and generate discussions and perceptions on emerging resources and management concerns.

Activity

Select a group of 5- 8 people including community elders, adults and youths of both sexes to complete the map. Where female participation maybe impeded by male dominance, have two groups of 5, one for male and one for female

Show them an example of a resource map of another community or a simulated one before they begin. Post this where they can refer to during the session.

When this is completed ask them to present their maps in front of the groups' members, general community members and core facilitators for discussions.

For this exercise facilitators are not looking for the correctness of the maps but perceptions of what is important when they either include or exclude resources and activities on the map.

As well as identify resources it is important that you encourage general discussion on the resources concerns and opportunities, and take notes as part of outputs. Use probing questions to bring out explanation for completeness and for keeping project focal interest in perspective.

Time – 2 hours

Resources – butcher papers, makers, and sticker tapes. A sketch map of another community or a sample.

Outputs:

List of natural resources and economic activities completed using FORM 4

A copy of the sketch map

Facilitators' notes on concerns and opportunities relating to resources and activities discussed.

Lessons learnt:

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ABOUT VILLAGE LIVELIHOOD SOURCES

Tool – Livelihood Sources Analysis

This looks at the whole range of important sources of livelihood inclusive of natural and human resource and services. The exercise requirement would be too demanding if this were to be combined with the resource map or village map even there might exist some overlap. This looks at especially natural and human resources and services

Purpose

To identify the main resources and sources of livelihood used by the community. The data helps project external stakeholders know existing capacity and resources to build on in any new development planning.

Activity

In a community meeting ask them for this information

On a board or pasted butcher paper write down the sources they call out. You could ask one of them to do the writing with you facilitating the flow of the session.

Questions such as “what about” and “how many of those” would ensure nothing important is omitted and keeping the focal interest of project in focus

Record important points raised in discussions and include as part of outputs

Time – 1 hour

Resources – butcher papers, markers and sticker papers

Outputs – List of sources of livelihood completed using FORM 5
Facilitators notes

Lessons learnt:

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IDENTIFYING NATURAL RESOURCES CONCERNS

Before identifying the resources concerns, they may need to identify the resources which are of most important to them or that are found in an area the project is interested in. For instance, this project has fisheries and freshwater resources of Crab Bay area as its subject of interest.

Tools – Brainstorm and selection of resources

Come up with a list of resources management concerns for resources identified as most important to them.

Purpose

This is to give an open opportunity for people to contribute to building a list of management concerns given their different interests.

Activity

In a community meeting ask participants to call out the concerns and you or a selected person from the community writes them down on the board or butcher paper. Identify the contributor by placing its initial next to the concern for clarifications when consolidation and finalizing the list.

Before the session starts have them agree on simple ground rules that anyone can contribute and nothing contributed is silly, no disagreement and arguing is allowed. Post the rule onto a wall where all can be reminded of it.

When the list is exhausted go through the list for any clarification by first addressing the contributor and then other participants. The exercise is to identify concerns which are repetitive or that may have been presented in different context and combine them.

When the new list is accepted have a brief discussion on each concern listed to have a better understanding of it. This notes shall be transferred to FORM 6 a as concern narratives

For the purpose of cumulative data and comparison with other villages, the core facilitating team would need to sort the concerns under broad environmental or management concerns. Marine pollution is one environment concern, over fishing of mud crab and coral quarrying are other examples and so on. See FORM 6 b.

Time – 1 & 1/2hours

Resources

Butcher paper, markers and sticker tapes

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Outputs

List of Concerns completed in FORM 6 a & b

Lessons learnt:

The other tools that could be used to identify resources concerns include transect and seasonal calendars. These could be used supplementary to the brainstorm exercise or where there is a specific resource concern to investigate.

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Tool – Marine Transects

A transect could be done for any selected area and does not have to be only marine transect, it depends on the subject or the interest. This involves walking in a straight line from one point to another point observing and taking note of different resources and development, problems and opportunities. If there is a special resource interest, close observations such as counts for monitoring purposes could be undertaken.

Purpose

Two-fold, firstly for identifying or validate first hand natural resource s concerns, and secondly collect useful baseline data for monitoring or institute management regime for the community.

Activity

Organize transect (s) to capture data on different resources management issues from different section of the transect area chosen which could include the village, agro-forest, coastal zones, tidal zone, reef/lagoon, open sea, mangrove areas and the protected area.

If it is the first time to do this, decide on what information needed to be collected. This should base on issues raised from earlier analysis. The area for coverage is then divided into distinctive zones.

Once this is completed develop a table of matrix with information to be collected listed in the first column and identified zone divided into zone 1 or A, zone 2 or B and so on in the top row, starting from column two

Task participants by selecting or volunteering to collect specific data so that all information needed to be collected has at least a person to deal with it. This leads to forming sub-group or interest group. The groups are based around the information they need to collect.

Brief each group and giving example of what they need to look for and include in their recording

When interest groups are briefed allocate them to the different zone identified. Again by selection or volunteering. The selection of interest group and zone members shall base on local knowledge and interest and gender considerations

Each zone group shall have a leader and assistant who leads and tails the group during the exercise, and for compiling data together and present them

Each zone group shall have a facilitator who makes sure that discussions, observations and note taking are done well and acts as timekeeper.

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The facilitator shall also make notes on whole range of information needed to be collected and make note of any weakness and strength of the group for discussions at the end of the exercise.

Back at the community, each zone group shall transfer all its findings to a butcher paper and present it to everybody else that are involved

Allow time for questions and clarification at the end of all presentations. It is during this time when facilitators can make their comments.

Use the different data to incorporate into one transect report or data sheet after the session

Time – 4 hours (depending on the transect distance)

Briefing and preparations and presentation – 2 hours

Field exercise 2 hours.

Resources – pencils and writing pad, butcher papers, markers and sticker tapes. Results of past transect and monitoring reports from Community & Fishery Department.

Outputs

Results of Transect completed in FORM 7

Facilitator notes

Lessons learnt:

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Tool – Seasonal Calendar

This helps bring out information on main events, weather pattern or seasons, and activities, as well as resource management issues.

Purpose

Mapping relevant data onto a calendar helps people to better understand and appreciate how different stakeholders and community activities and practices can influence resources management issues and raise awareness on how to adapt to ecological and technological changes

Activity

While the interest is coastal resources and marine activities it is important to analyze it from a broad perspective of a development and weather pattern. So two calendars shall be made separately. There are cases where social events calendar can provide useful discussions on the event's impact on resource harvest.

Complete one fishing calendar

Involve primary stakeholders like fishermen, women reefers, crab or trochus dealers, etc to complete this calendar. 8 persons should be enough.

Complete one weather /season.

Involve another group of 5-8 people who are knowledgeable in local situation to complete the weather and activity calendar

The two groups work separately at the same time

Before drawing the calendars have them decide what information they need to include on the calendars. For example identify fisheries resources to analyze for say, harvest period, abundance period, spawning season, management control by season, gear use by season (if there is gear variety for specific period), etc. For the weather it is likely to be wet, dry, hot, cold, wind and rough seas and calm seas.

Direct discussions by throwing questions to draw out relevance to project special interest

Time – 2 hours

Resources – butcher papers, markers and sticker tapes

Outputs:

Results of the calendars completed in FORM 8

Facilitators' notes

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Lessons learnt:

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IDENTIFY AND ANALYZE STAKEHOLDER IN RELATION TO COASTAL RESOURCES MANAGEMENT CONCERNS

The community stakeholders' interest in coastal resource management is not uniform but varied depending on the level of dependency and groups users' needs. There is also the secondary and other stakeholders including surrounding local communities, island associations, province, national, regional and international authorities who have stake in the same resources. And it is necessary to bring all the potential players into the analysis.

Tool – Brainstorm

To give opportunity to the community to identify different stakeholders and assess the level of influence and concerns pertaining to resources management issues.

Purpose

To identify the different stakeholders in resources management concerns highlighted in the preceding exercise. Analyze stakeholder relation in contributing to the cause and effected by the concern and relation in contributing to the cause and effected by the potential solutions to the concerns. And highlight the most influential and most effected stakeholders for new initiatives to improving the current situations. This is important to ensure resources are targeted on the influential community groups

Activity

This exercise requires preparation of samples to explain the activities as well as enhancing the process. And at some point prior to this exercise they may need to prioritize resources that are important to analyze their concerns. Matrix ranking using certain criteria and pair-wise ranking are 2 widely used tools for ranking that could be used.

Introduce the steps

1. Identifying the stakeholders

Ask them to come up with the stakeholder groups for a resource management concern selected by you to help them understand before they do it in small groups. Pose these questions to help them come up with the list

- Who benefits from the situation?
- Who is impacted on (positively or negatively) by the situation?
- Who influences the situation?
- Have you thought about all the groups that may be involved? (Encourage them to break down broad categories like: 'government' or 'community' into smaller identifiable actors and groups)

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List down the stakeholders on a butcher paper and post it on the wall for everyone to refer to

Divide them into small groups the ask them to choose a concerns from the selected resources to do.

Give them 30 minutes to complete this and collect the results

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2. Stakeholder analysis in relation to the problems

Introduce to whole group the stakeholders-problem matrix and explain how to fill it each column using the stakeholders group identified in step 1. The matrix describes how the problems affect the stakeholder and how the stakeholder contributes to the problem. And provide a measure of the effect and contribution respectively comparatively with the identified stakeholder groups, using adjectives such as low, moderate, high and very high.

Case: Stakeholder Analysis in relation to the Problem or Issue in Mombuka Bay

Stakeholder Group	In what ways are they affected by the problem?	The extent they are affected by problem	In what ways do they contribute to the problem?	The extent they contribute to the problem
Mombuka Lodge	Tourism business highly reliant on conservation of natural area No other location	High	Guests fish in reefs (small number)	Low
Townie Fishers	Come to fish on weekends – fishing for recreation not food or income.	Mod	Many urban fishers and each takes several eskies of fish back with them each time	High
Women fishers at Loli village	Fish off reef edge for family subsistence	Very High	Reef catch unknown (maybe low) but high number of families in settlement	Moderate
Women fishers at Mali village	Fish off reef edge for family subsistence	Very High	Reef catch unknown (maybe low) but low number of families in settlement	Low

Source – IWP/SPREP – Resource Kit for facilitators of participatory natural resources management in the pacific

In their same group, ask them to complete this analysis

Give them 1 hour to complete and collect the results

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3. Stakeholder analysis in relation to project outcomes or solutions

Introduce and explain the solution-stakeholder matrix. This requirement is similar to the concern-stakeholders except it is done for potential solutions or opportunities.

Case: Stakeholder Analysis in Relation to Project Outcomes or Solutions in Mombuka Bay

Stakeholder Group	In what ways will they likely be affected by project outcomes/solutions?	The extent that they may be affected by the solution?	In what ways can they influence the decisions about how the problem should be addressed?	The extent that they may influence the decisions about how the problem should be addressed?
Mombuka Lodge	Management solutions may affect what guests can and can't do. This may affect how well the guests like the Lodge. Effectiveness of reef management will determine success of conservation goes and how well the Lodge attracts guests.	High	Government very supportive of tourism ventures and generating greater earnings	High
Townie Fishers	Management decisions may affect how much fish they catch on weekends and where they can fish	Moderate	Well-educated, good incomes and influence politicians Write letters to govt and in newspapers	High
Women fishers at Loli village	Management decisions may affect how much fish where they can fish and how much food they may have for their family	Very high	Pressure husbands to act on their behalf Low literacy and not organised – possibly through Dept of Health.	Low

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Women fishers at Mali village	Management decisions may affect how much fish, where they can fish and how much food they may have for their family	Very high	Pressure husbands to act on their behalf Low literacy and not organised – possibly through Dept of Health.	Low
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Source – IWP/SPREP – Resource Kit for facilitators of participatory natural resources management in the pacific

In their same group ask them to complete their analysis

Give them 1 hour to complete and collect the results

Group presentation could take place at interval of each activity or at the end, before activity 4.

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4. Compilation of Problem and Solutions Tables

The outputs of the 2 tables of matrix for stakeholders' relation to problems and solutions can be put together in one table. Explain using the example concern in reference to the sample table below.

Case: Compilation of Stakeholder Ranking for Mombuka Bay

Stakeholders	The extent they are affected by problem	The extent they contribute to the problem	The extent that they may be affected by the solution	The extent that they may influence the solution
Mombuka Lodge	High	Low	High	High
Townie Fishers	Mod	High	Moderate	High
Women fishers at Loli village	Very high	Moderate	Very high	Low
Women fishers at Mali village	Very High	Low	Very high	Low

Source – IWP/SPREP – Resource Kit for facilitators of participatory natural resources management in the pacific

These exercises are fairly technical and require a lot of practice to make perfect. However it could be simplified so that it only involves identifying the stakeholder groups and the activity each of them is involved with in relation to a concern or solution. The comparative level of stake is optional to only if there are distinctive groupings, and could be done by open ranking through meeting consensus.

Time – 3 hour (total)

Resources – butcher papers, markers and sticker tapes

Outputs

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Complete list of different stakeholders and relationship to selected concerns using FORM
9 a, b, c

Group work results

Facilitator discussions notes

Lessons learnt:

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PROBLEM & OPPORTUNITY ANALYSIS

Once the concerns are synthesized and prioritized, the communities are ready to analyze them for root causes and solutions. The analysis is done using a Problem Tree and Opportunity or Solution Tree.

Tool – Problem Tree

This involves asking the question “Why” to a presented concern or problem until you are satisfied you find the root cause(s). Far too often initiatives failed to address a problem because resources are not focused on addressing root causes. To ensure the cause is related to the problem you have to reverse your questions “is it due to the cause that this problem comes about?”

Example

Problem – Taboo not respected – why?

Level 1 cause – Chiefs do not consult all stakeholders before imposing control over resources is “why” the Taboo is not respected

Tips

Each statement should be in a negative form

Encourage a broad perspective of things socially, financially and ecologically though be specific to the statement rather than generalizing.

Use open-ended questions to probe and make sure you get the correct cause before you move to another.

Do not cross lines, though same causes appear in different side of the tree.

Purpose

To find out the root cause(s) for problems presented by the community.

Activity

Run a simulation exercise to raise awareness.

Post the list of concerns selected by the community following the brainstorming of concerns or ranked resources.

Divide participants in small groups (3-5)

Ask them to select one concern from the list posted to analyze

The group presents their analysis to plenary generating discussions

The facilitator collects the analysis with any notes from the discussions.

Time – 1 & ½ hour

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Resources – butcher paper, markers and sticker tapes

Outputs:

Analysis of priority coastal resources management issue completes in FORM 10

Group work results

Facilitator notes on discussions on potential solutions.

Lessons learnt:

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ANALYZING FOR SPECIFIC OPPORTUNITIES

Like with analysis for root causes, the solutions presented are sometime too general or mere statements. One has to further analyze them into action opportunities. The core group shall pool the opportunities noted and discussed at the end of the problem analysis and produce a list for analysis by the workshop.

Tool – Solution tree

Using questions like “what action or how” to address a general opportunity which in most case is the opposite of the cause of concern. For this exercise technical and resource persons and resources (Fishery, Forestry, Agriculture, Environment, MALAMPA, REDI plans, etc) should be involved to provide technical information and advice on the type of service available

Purpose

To identify potential action oriented opportunities to addressing the specific resource management concerns

Activity

Similar to the problem tree activity. Convert each analyzed problems (negative statement) into positive action. Develop a tree and check the logic by asking questions like “If we do this action then the problem will be alleviated”. Do this for every level of opportunities you move up the tree until you come to the primary solutions

Time – 1 & ½ hour

Resources

Butcher papers, markers and sticker tapes

Outputs

Analysis of priority coastal resources management opportunities completed in FORM 11

Group work results

Facilitator notes

Lessons learnt:

INITIATE THE PLANNING PROCESS

The Problem and Opportunity analysis should come up with a list of solutions for the most high-ranking resources management concerns

Selecting Options

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The process of selecting options includes ranking, impact assessments and technical assessment is best done by the core facilitators or the project staffs after the actual PSA fieldwork. This is best achieved by a post PSA workshop involving the key facilitators and selected technical people from line departments and agencies. The tools used in selecting options include ranking, impact tree, SWOT and technical assessment and feasibility

Tool – Action Planning

This step including project mapping and action planning

Project map – setting the goal, objectives, outputs and activities and give consideration to administration requirements such as finance, personnel, equipments, reporting, communications, institutional strengthening, networking and participation strategy

Action planning is preparing a work plan and a monitor plan built into a log frame that is based on the project map. For a work plan two important information are addressed
When action will happen?
What resources are needed?

RANKING

You can rank resources, issues or concerns or any subject matter that are of interest. It is usually advisable to do this earlier on in the process in order to better focus scarce resources. However it should be done with a clear purpose so as not to lose important data and perspectives.

Ranking by itself does not mean a thing unless there is a set of criteria to guide the choices. Criteria shall depend on the information you wish addressing. In matrix ranking the criteria are listed on the left column and the resources on the top row and the scoring corresponding to them. The resource with the highest tallied score is ranked first and so on. In pair-wise ranking resources are paired with each other for all the selected resources

Matrix Ranking

An example of a list of criteria.

1. Level of dependency for food
2. Level of dependency for income
3. Usefulness in other sources of livelihood

	Crab	Trochus	Turtle	Dugong
Depend for food	10	5	0	0
Depend for income	10	10	5	10

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Other uses for livelihood	2	5	2	5
Scores	22	20	7	15
Rank	1	2	4	3

Pair-wise Ranking (with agreed criteria)

	Crab	Trochus	Turtle	Dugong	Score	Rank
Crab		crab	crab	crab	3	1
Trochus			trochus	trochus	2	2
Turtle				dugong	0	4
Dugong					1	3

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EVALUATION – Lesson learnt

Tool – Prepared question sheets or orally

Collate response to, for example, has the objective met, expectation met, most interesting bits, not helpful, what could be improved, etc

Evaluation of the Participatory Situation Analysis

This takes place at the end of the PSA

Evaluation of each exercise or sessions and tools used

This takes place at the end of each session

Facilitators' recap and summary notes on all aspects of the PSA

The recap is done daily usually immediately after a days work include their assessments of the workshop and activities.

Outputs – compile data and analysis and include as appendix of the PSA report.

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DATA FORMS

These forms are developed to collect results and data generated through the participatory tools and exercises used for the PSA. They can also be used as simulations when introducing tools and exercises.

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FORM 1 a

Village Data (transfer from village map and population dynamics exercises)

General Village Information	Data	Services in Village	Data
Name of Village	Loloa	Church & religion	4 SDA VPC Mormon New Apostolic
What year community established (if known)	1850	School	Full Primary Kindergarten
Chief	Joe Keith	Community Service	PWMU guest house Youth Club house Community hall Nakamal
Project contact Person(s)	Ken Peter	Water source & taps	Stream 5 taps in selected are in villages
Number of Household		Toilets	VIP & long drop 4 & 7
Total Population		Rubbish pit	Per household –none for collective use – not properly made
Male		Add	
Female		Add	
Age Group Under 18			
Between 18-55			
Over 55			
Temporary residents			
No of different tribes			

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FORM 1 b

Important Services accessed outside the Village

Service	Location	Distance	Means of transport	Cost of transport
Fishery Office	Lakatoro	3 KM	Truck	2000
Sea Port/Dock	Littlest	2 KM	Truck/walk	1500/1 hour
Airport	Nor sup	4 KM	Truck	2500
Add				
Add				
Add				

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FORM 2 a

Population dynamics Questions

Identity name or number corresponding to household on map /Please attaché map	
Questions	Answers
How many people living in your house	
How many are male	
How many are female	
How many are of age from 0 – 17 years	
How many are of age from 18 – 55 years	
How many are of age over 55 years	
How many members living are only here temporarily for work, missionary, education, visiting and do not intent to remain permanently	
Do you belong to a specific clan or tribe? If yes, write down its name (for locals only)	
What church or religion do you belong to	

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FORM 2 b

Population Dynamics data

[illegible]

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FORM 3

Local Organization

Name of Organization	Main stakeholders involved	Aims	Strengths	Weaknesses
Village Council of Chief				
Village Dev. Committee				
Local REDI Committee				
Local IWP committee				
Fishermen Association				
Farmer Association				
Vanilla Grower Association				
Cells Group				
PWMU				
Add				
Add				

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FORM 4

Natural Resources & Economic Activities

Nat. Res. & economic activities (general)	Notes on Concerns from discussions	Notes on Opportunities from discussions
Forest resources	Gardening practice destructive Coconut plantation destroyed forest, etc	Intercropping
Marine & fisheries resources	Over fishing of crab Over fishing of reef fishes	Taboo
Agriculture resources	Vanilla vested with diseases Fertile soil on the mountains as coconut plantation de-fertile the soil close to village	Need technical advice To introduce vanilla under coconut trees
Tourism		Nice beaches no tourists
Small Livestock	Not aware of demand	
Cattle		Community project build on skills from plantation farm management skills
Primary Products Market	All products not all sold	Find a economic way to export to Vila
Fresh water resources	Erosion down upstream dirt water	Reforestation around the river bank and main water sources

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FORM 5

Livelihood Sources

Natural Resource	Human Resource	Service
Reef fishes	Teachers	Bungalow/tourism
Crabs	Mechanics	Transport – truck (3)
Trochus	Plumbers	Transport – boat (2)
Lobsters	Aid Post Worker/Midwife	Transport – horse
Sand & Coral	Community Development workers (local NGO)	Plantation employment
Timber	Carpenter	Local Guest house
Firewood	Farm Manager	Remittance from full time employment living outside the village
Herbs and vines –local medicine	Shop keepers and Managers	Video/Generator hire
Sego Palm, Namamaua” and bamboo for house	Skilled Chain saw operators	Fund raise activities
Fruits	Drivers	Telephone
Vegetables & root crops	Trained Local facilitators in resource management and planning	Credit union
Bullock	Skilled fishermen	Bakery
Pig	Trained Church leaders	Cooperative society
Poultry	Trained Women leaders	Private retail shops
Copra	Trained Youth leased	Serious fishing boats
Cocoa	Provincial officer	Canoes (14)
Vanilla	Manpower	
Fresh drinking water		
Stream (living resources)		
Add		
Add		

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FORM 6 a

Natural Resource Management Concerns

Concerns	Explanation/narratives

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FORM 6 b

Consolidated Natural Resources Concerns

<i>Villages</i>	<i>Decline & Degradation in Marine Resources</i>	<i>Coastal Pollution</i>	<i>Groundwater Contamination</i>	<i>Fish Poisoning</i>
<i>Village 1</i>	<i>X</i>			
2	<i>X</i>	<i>X</i>		
3	<i>X</i>	<i>X</i>	<i>X</i>	
4	<i>X</i>	<i>X</i>		<i>X</i>
5	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
6	<i>X</i>	<i>X</i>	<i>X</i>	
7	<i>X</i>	<i>X</i>		
8	<i>X</i>		<i>X</i>	
9	<i>X</i>	<i>X</i>	<i>X</i>	
<i>Total</i>				

Source –Niue PSA, 2003

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FORM 7

Marine transect

Marine Transect for -----

	Zone 1	Zone 2	Zone 3	Zone 4
Physical description				
Marine life observed				
Resources used for food, craft, custom or other subsistence purposes				
Resources used for income				
Past traditional management practices				
Existing management practices, regulations or actions				
Observed changes or resource problems				
Other land or marine use that affects this area				
Possible opportunities				

Source –Niue PSA, 2003

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FORM 8

Seasonal Calendar

Using white crab as an example of specific resource

Seasonal fishing calendar for White Crab

Environmental Factors		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Windy/Calm		←	Win		→	←	Cal			→		Win	→
Cold/Hot		←		Hot				←	Cold	→		Hot	→
Wet/Dry		←	Wet		←	Dry				←	Wet		→
Impoten risos		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
White Krab	Availabili ty	xxx	xxx	xxx	xx	xx	x	x	x	x	xx	xxx Crab	xxx breed
	Level of Harvest	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
	Taboo/fis h control			Chief	Place	Tabo	anyti						
	Gear variation	←	Use	Torc	Light	and	Bag/ sack						→

Key:

High xxx

Moderate xx

Low x

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FORM 9

Stakeholder's relation to Resources Management Issues

9a. Analyze stakeholder-concern relation

Stakeholder Group	In what ways are they affected by the problem?	The extent they are affected by problem (low, moderate, high, very high)	In what ways do they contribute to the problem?	The extent they contribute to the problem (low, moderate, high, very high)

Source – IWP/SPREP – Resource Kit for facilitators of participatory natural resources management in the pacific

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9b. Analyze stakeholder – solution relation

Stakeholder Group	In what ways will they likely be affected by project outcomes/solutions?	The extent that they may be affected by the solution? (low, moderate, high, very high)	In what ways can they influence the decisions about how the problem should be addressed?	The extent that they may influence the decisions about how the problem should be addressed? (low, moderate, high, very high)

Source – IWP/SPREP – Resource Kit for facilitators of participatory natural resources management in the pacific

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9c. Stakeholders Problem and Solution Table

Stakeholders	The extent they are affected by problem	The extent they contribute to the problem	The extent that they may be affected by the solution	The extent that they may influence the solution
	High	Low	High	High
	Mod	High	Moderate	High

Source – IWP/SPREP – Resource Kit for facilitators of participatory natural resources management in the pacific

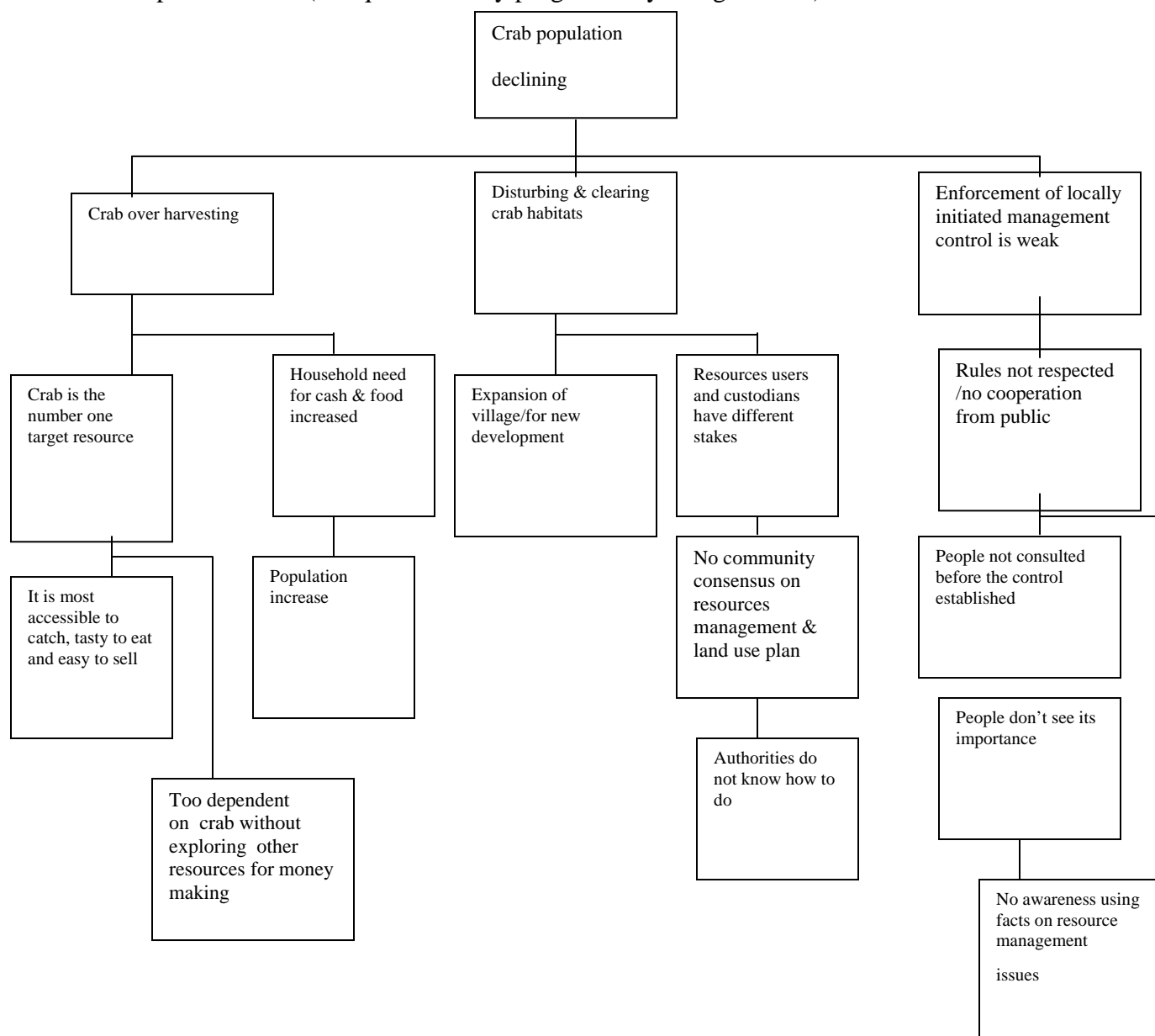
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FORM 10

Samples of Analysis for Causes relating to Resources Management Issues

Draw a problem tree (ask question Why progressively along the tree)



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FORM 11

Samples of Analysis for Opportunities relating to Resources Management Issues

Draw a solution tree (ask question How progressively along the tree)

