

WORKSHOP REPORT – PARTICIPATORY RURAL APPRAISAL TRAINING WORKSHOP FOR FIJI 3-4 APRIL 2013

Background

A two day training workshop was organized by SPC LRD on Participatory Rural Appraisal (PRA) to support the implementation of a U.S Agency for International Development (USAID) Project titled: “Enhanced Climate Change Resilience of Food Production Systems in Pacific Island Countries & Territories. The project is targeted to support the governments of six Pacific countries, namely Fiji, Kiribati, Samoa, Solomon Islands, Tonga and Vanuatu, in their efforts to tackle the adverse effects of climate change on food security. This project focuses on updating vegetation and land cover maps at the national level (using GIS analysis tool) as well as working with local farming communities to implement appropriate adaptation measures to build their resilience to climate change through the introduction of integrated agricultural production systems based on assessments of the climate resilience of existing systems at selected sites. SPC has opted to use several Participatory Rural Appraisal (PRA) tools to conduct assessment on vulnerability of selected communities to guide the implementation of identified adaptation measures.

Learning Outcomes

There were four learning outcomes identified for the two day workshop:

1. Participants learn about principles of PRA
2. Use PRA tools to assess vulnerability to climate change/variability
3. Analyze results from PRAs
4. Develop adaptation plans from PRA results.

Participants

There were 28 SPC staff participated in the training workshop. The SPC staffs participated in the workshop were those that are involved in the SPC/USAID project implementation. The rationale for the refresher training was to ensure all country project lead officers are familiar with the PRA tools and to agree on a standard methodology in assessing community vulnerabilities. Given that there is no project coordinator for Fiji, the staffs of Fiji Ministry of Primary Industries were invited to participate in the workshop as the main counterparts for the project implementation in Fiji. List of participants is provided in Appendix 2.

Workshop Opening Session:

The workshop started with Dr. Siosuia Halavatau, SPC Crop Production and Extension Coordinator (also Team Leader for the USAID project and as the main facilitator for the workshop), facilitated the Official Opening of the two day workshop. Agenda for the training workshop is provided in Appendix 1.

a. Dedication

Mr. Nichol Nonga, Animal Health and Production Officer, LRD SPC, gave the opening prayer.

b. Welcoming

Ms. Vuki Buadromo, Project Manager, SPC/USAID Project, welcomed the participants for the two day workshop. In her Welcoming Remark, she acknowledged USAID as the donor/major partner for the project who also provided funding to support the two day workshop. She highlighted the usefulness of PRA in empowering communities to identify problems and solutions. Ms. Buadromo highlighted that PRA tools is critical to the successful implementation of the SPC/USAID climate change project.

c. *Opening Remarks*

Mr. Inoke Ratukalou, Director SPC LRD delivered the opening statement for the two day workshop. He reiterated the points highlighted by Ms. Buadromo on the importance of PRA in working with communities especially as Extension workers who deal with communities almost on a daily basis.

Mr Ratukalou stated that PRA tools enable the communities to study and analyse their circumstances, identify the problems, and prepare, implement and monitor the plans. PRA also enables sharing of knowledge and experiences hence information is reliable as it promotes the local skills and knowledge, interests of disadvantaged groups as they also participate in the discussion process. He further stressed that the training workshop is an important one as effective implementation of the SPC/USAID project can inform sectoral and national policies in PICTs. He encouraged participants to take the opportunity to learn from the level of expertise and experiences from the participants of the workshop.

d. *Session 1. Participatory Rural Appraisal skills*

Principles of adult learning

A presentation was provided on principles of adult learning. The purpose of the presentation was to refresh on the point that teaching adults requires very different techniques than classroom learning process. Major highlights from the presentation was that when dealing with farmers, avoid using ‘classroom’ teaching approach as adults learn differently. Hence, extension/agriculture agents need to:

- Focus on ‘real world’ problems.
- Emphasise how the learning can be applied.
- Relate the learning to the learners’ goals.
- Relate the materials to the learners’ past experience.
- Allow debate and challenge of ideas.
- Listen to and respect the opinions of learners.
- Encourage learners to be resources to you and to each other.
- Treat learners like adults.

Table 1 presents the points highlighted in the presentation on the differences between children and adult learning.

Table 1. Differences in Learning between adults and children

CHILDREN	ADULTS
Rely on others to decide what is important to be learnt.	Decide for themselves what is important to be learnt.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and experiences.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little of or no experience upon which to draw.	Have much past experience upon which to draw and may have fixed viewpoints.
Have limited ability to serve as a knowledgeable resource to a teacher or fellow classmates.	Have significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Discussions:

Participants of the workshop commented on the presentation that often times as extension officers, they tend to think that they understand what is best for farmers without assessing the need of the farmers/communities. Such approach often fails or if not, very limited feedback and or accepting interventions or extension agent's advises.

Facilitation skills

Another presentation was provided on key facilitation skills. Key points highlighted in the presentation were that a facilitator must ensure that group processes run effectively by:

- model appropriate behaviour
- ensure involvement
- enable understanding
- keep a task-related focus
- push for action outcomes
- manage time

Biases and behavior

Another presentation was made to provide a range of examples of how to train in participatory methods in a workshop settings. All training in participatory methods should cover three basic groups of methods: Semi-structured interviewing, diagramming and visualisations, and ranking and scoring methods.

Dr. Halavatau stressed that the vital ingredients for success of PRA are not the methods themselves but the attitudes and behaviour of those who use them. As facilitators, one must understand the importance of reflecting upon their own attitudes towards other people's knowledge. PRA is not a one shot affair. It should establish contact with farmers and extension officers need to follow-up.

e. Session 2. Vulnerability Assessment

Another presentation was provided on assessing community vulnerability based on the following theoretical bases:

*“Vulnerability is a function of character, magnitude and rate of **climate variation** to which a system is exposed, its **sensitivity**, and its **adaptive capacity**”*. This definition is articulated in the following equation for simplicity

$$V=ExS/A$$

Where:

V = Vulnerability: The degree to which a system is susceptible to, or unable to cope with adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude and rate of climate variation to which a system is exposed, its sensitivity and its adaptive capacity. (IPCC, 2001)

E = Exposure: The nature and degree to which a system is exposed to significant climatic variations (TAR, IPCC). The climate variation includes average climate change and the extreme climate variabilities. Exposure, in this document, is the character, magnitude and rate of climate variation at local level

The more the local climate has changed or deviated from its historical condition or trend, the more the value of exposure (E) will be; the more the value of E means the more the system is exposed to new climate leading to high vulnerability. “E” is

assessed through assessment of change in elements of climate over time – temperature, precipitation, etc and the hazards induced by such changes through community participation.

S = Sensitivity: Degree to which a system is affected, either adversely or beneficially, by climate-related stimuli. The effect may be direct e.g. a change in crop yield in response to a change in the mean, range or variability of temperature or indirect e.g. damages caused by an increase in the frequency of coastal flooding due to sea-level rise (IPCC, TAR) or floods, landslides, etc. Sensitivity in this document is the effect of local climate change and related hazards on local system – biophysical and socioeconomic.

Highly sensitive (S) systems will be more impacted compared to low sensitive systems even with a same level of climate change or hazards. Therefore the more the system is sensitive to climate change and related hazards, the more the system is vulnerable to climate change. Sensitivity of a system is assessed through assessment of effects or impacts or damages of the system from climate change and related hazards.

A = Adaptive Capacity: The ability of a system (in this case the “community”) to adjust to climate change (including climate variability and extremes) to moderate potential damages, to take advantage of opportunities, or to cope with the consequences (TAR, IPCC).

Therefore climate change vulnerability assessment assesses E, S and A and their elements through community tools and methodologies.

The presentation highlighted the steps and tools to use in assessing community vulnerabilities (E, S &A). Steps and tools provided are as shown in Figure 1.

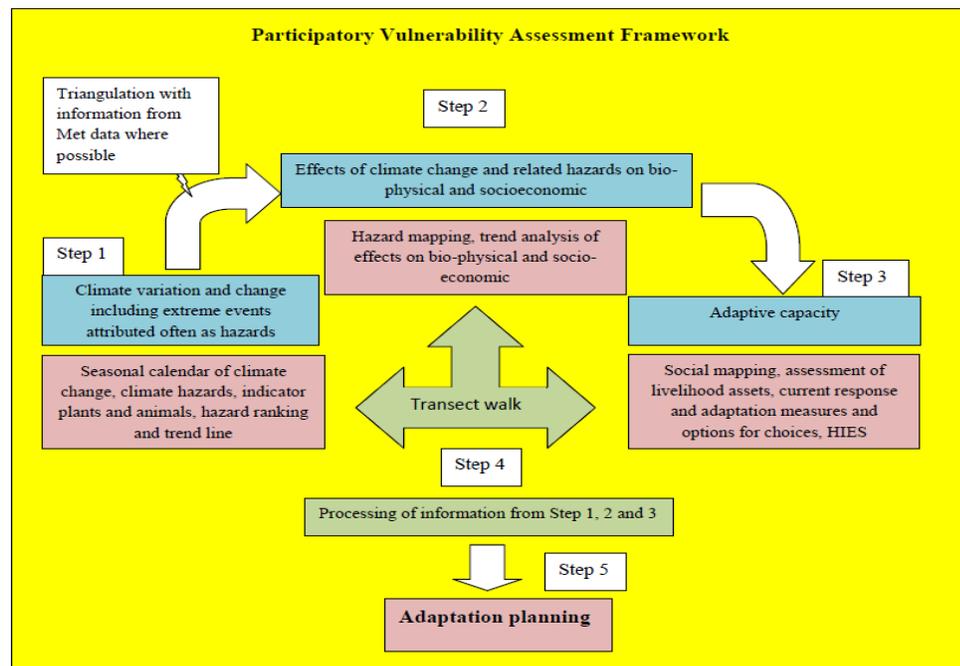


Figure 1. Steps and tools for PRA

f. Session 3. Vulnerability Assessment

The participants were then break into groups of four for an exercise using the tools provided. In this exercise, each group selected an island to assess their vulnerability:

- Group 1: Savusavu Island, Fiji
- Group 2: Viwa Island, Fiji
- Group 3: Taveuni, Fiji
- Group 4: Ma'agiagi, Samoa

Below are the results for one of the Group Exercise (Group 4: Ma'agiagi, Samoa):

Assessment of Exposure

Table 2 shows the assessment of Ma'agiagi community to local climate changes. All parameters of exposure (Temperature, Precipitation or rainfall, Plant and animal indicators and climate induced disasters) were rated HIGH. This indicates that the community is vulnerable to local climate changes.

Table 2. Assessment of Exposure

Parameters	Indicators	Perceived Changes	Score Index/ Remarks
Temp	No hot days increased	High	3
	No cold days decreased	High	
Precipitation	Rainfall - increased & unpredictable	High	3
Plant & Animal indicators	flowering & fruiting (b/fruit & mango)	High	3
	animal behaviour changing eg laying of eggs	High	
Climate induced disasters	landslide, drought, fire, hurricane	High	3
AVERAGE EXPOSURE INDEX		High	3

Assessment of Sensitivity

Table 3 shows the assessment of Ma'agiagi's sensitivity to impacts of climate change. The results showed that impacts of climate change on the Agriculture, Food Security, Infrastructure, Water Resources and Human Health were rated high. Impact on forestry is rated Low indicating lack of forest cover in the community.

Table 3. Sensitivity Assessment Exercise

Parameters	Hazards	Indicators	Perceived Changes	Score Index/ Remarks
Agr & Food Security	Landslides	Loss of productive lands	V. High	4
	Drought	Loss of crop production	V. High	
	Outbreak - diseases	Production Decline	V. High	
Forest & Biodiversity	Landslides	Loss of forest cover	Low	1
	Fire	Loss of biodiversity	Low	
Infrastructure	Landslides	Trails & roads damaged	V. High	4
Water Resources	Landslides	Loss of fresh water (buried)	V. High	4
	Drought	Reduction of freshwater	V. High	
Human Health	Landslides	Emergence of waterborne diseases	H	3
AVG Sensitivity Score				3.2

Adaptive Capacity Assessment

Figure 2 showed an alternative way to present assessment results in spider web diagram. It clearly shows that adaptive capacity for all sectors is low except, for social assets are high. The low adaptive capacity correlates with the results of the sensitive assessment (impacts of climate change/ climatic hazards in the same sectors are high). This means that High sensitivity to impacts of climate change/hazards indicates low adaptive capacity of Ma’agiagi community.

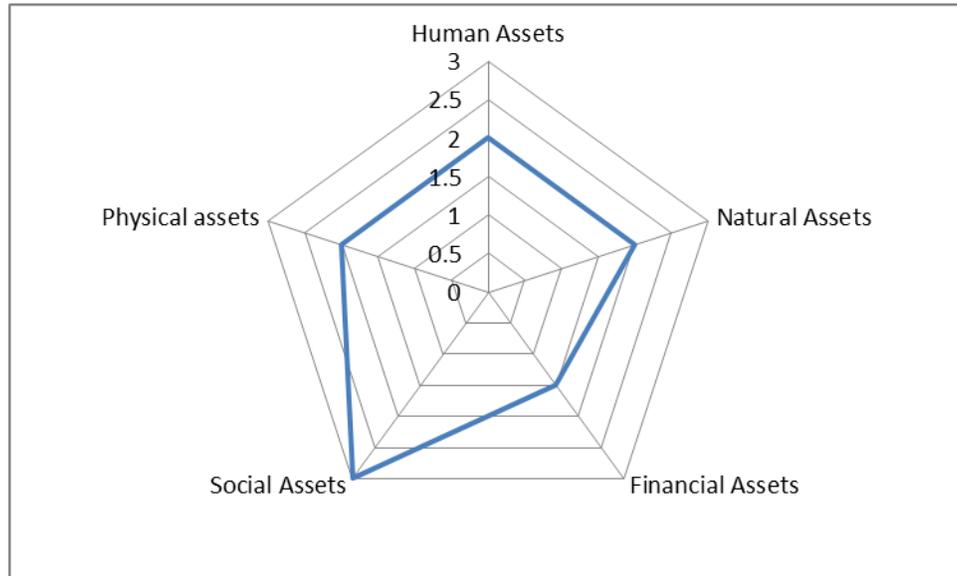


Figure 2. Adaptive Capacity

Vulnerability of Ma’agiagi = EXS/A
 = $3 \times 3.2 / 2.1$
 = **4.57 (Very High)**

Session 5. Adaptation Planning

Another presentation was provided on adaptation planning process using logical framework approach. Groups were instructed to use the findings (problems/issues) from the assessments and as well as Household socio economic surveys to first prepare a problem tree.

Ma’agiagi, Samoa

Objectives activities	& Objectives Verifiable Indicators (OVIs)	Baseline	End of the Project	Means of Verification (MOVS)	Assumption
GOAL (Impact): Good impact household food secured					

PURPOSE (Outcome) Food Productivity resilient to climate change	<ul style="list-style-type: none"> • More people aware about Climate Change & its impact on food production, food production increased and sustained 	<ul style="list-style-type: none"> • Food production system vulnerability increased 	<ul style="list-style-type: none"> • Vulnerability will be decreased or be averaged 	<ul style="list-style-type: none"> • Project reports and Meteorological data 	<ul style="list-style-type: none"> • CC is a reality and continues to impact our current and future livelihoods
OUTPUTS 1. minimise impact of climate change 2. Increase productivity 3. Strengthen adaptation capacity	<ul style="list-style-type: none"> • Reduce deforestation, increase acreage of tree planting, • Increase forest cover • promote/adopt appropriate farming systems eg diversification etc, • planting of resistant varieties, • Raising of hardy breeds, • Building higher/solid bridges and roads, • Creating awareness programs 	<ul style="list-style-type: none"> • Deforestation is an issue • Productivity decreased for both crops and livestock, • Damaged infrastructure, • Lack of proper drainage system, 	<ul style="list-style-type: none"> • Increased deforestation • Increase in quality & quantity, adequate funding support provided, improved infrastructure/ drainage system 	<ul style="list-style-type: none"> • project reports 	<ul style="list-style-type: none"> • More participation from Forestry/Environment Dept and other stakeholders • Strong support from Govt and donors

Workshop Closing

Before the meeting was officially closed, participants were asked to provide evaluation for the workshop (Appendix 3).

Mr. Inoke Ratukalou closed the meeting by thanking all participants for their hard work throughout the workshop. He encouraged all participants to put the skills acquired during the two day workshop to use in their respective work as necessary. He further thanked the facilitator and organizers of the meeting and USAID for the funding that enables SPC to host an important meeting.

Appendix 1. Agenda

Learning Outcomes

1. Participants learn about principles of PRA
2. Use PRA tools to assess vulnerability to climate change/variability
3. Analyze results from PRAs
4. Develop adaptation plans from PRA results.

Day and Agenda item	Time	Agenda item	Facilitator / Presenter
Day 1, Wednesday 3rd April 2013			
Registration	8.30–9.00		
Official opening	9.00–9.30	Dedication Welcome remarks Official opening of the workshop	Mr. Nichol Nonga Ms. Vuki Buadromo, Project Manager Mr. Inoke Ratukalou, Director SPC LRD
Morning tea	9.30–10.00		
Introduction of participants and resource people	10.00–11.45	Ice Breaker 1	Facilitator: S. Halavatau
Participatory Rural Appraisal skills	11.45–12.00	Facilitation skills Principles of adult learning Biases and behaviour	S. Halavatau
Vulnerability Assessment	12.00–1.00	Community based vulnerability assessment Framework to follow	S. Halavatau
Lunch	1.00–2.00		
Vulnerability Assessment	2.00–3.00	Assessment of Exposure Elements of exposure Tools Practical Exercises Collation and Analysis	
Afternoon tea	3.00 – 3.30		
Vulnerability Assessment	3.30–4.30	Assessment of sensitivity Elements of sensitivity Tools Practical exercises Collation and analysis	
Day 2, Thurs 4th April 2013			

Vulnerability Assessment	8.30–8.45	Day 1 reflections and ICE Breaker 2	Facilitator: Gibson Susumu
	8.45–10:00	Assessment of Adaptive capacity Elements of adaptive capacity Tools Discussion on HIES Practical exercises Collation and analysis	S. Halavatau
Morning tea	10.00–10.30		
Vulnerability Analysis	10.30–1.00	Calculating vulnerability indices Including calculating food consumption, calories and protein content of diets	S. Halavatau and Gibson
Lunch	1.00–2.00		
Adaptation Planning	2.00–3.00	Logical framework session Alternative analysis	S Halavatau
Afternoon tea	3.00–3.30		
Adaptation Planning	3.30–5.00	Developing baseline, intermediate and end of project indicators	S Halavatau

Appendix 2. List of Participants

No.	Name	Title	Organisation	Contacts
1.	Inoke Ratukalou	Director, LRD	SPC LRD	InokeR@spc.int
2.	Vuki Buadromo	Project Manager	SPC SEPPF	VukiB@spc.int
3.	Siosuia Halavatau	Crop Production and Extension (CPE) Coordinator	SPC LRD	SiosuiaH@spc.int
4.	Dean Solofa	Climate Change Officer	SPC LRD, CPE	deans@spc.int
5.	Gibson Susumu	Food Security Technical Officer	SPC LRD, CPE	GibsonS@spc.int
6.	Jenita Prakash	Programme Assistant	SPC LRD, CPE	JenitaJ@spc.int
7.	Cenon Padolina	Forest Genetic Resource Officer	SPC LRD	cenonp@spc.int
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24.	Fereti Atu Murirava	Integrated Pest Management Officer	SPC LRD	FeretiA@spc.int
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Appendix 3. Training Workshop Evaluation

The following evaluation points were provided:

1. Some of the participants indicated that the workshop is the first training they have attended on PRAs so it's an eye opening for some of the participants;
2. The training has taken PRA to another level as it involves assessment/analysis of collated data on challenges/problems faced by communities;
3. The workshop enabled participants to be able to analyse data collected from PRAs, unlike in the past, data is usually analysed by third party;
4. The training is critical and necessary for the implementation of the SPC/USAID project and future projects/programs;
5. The PRA process involved in the workshop will enable extension officers to use it also as M&E framework;
6. Familiarized new Officers to use the tool in the work they do within communities;
7. The PRA tools used will enable build trust between Extension Agents and farmers/communities;
8. There were comments on the facilitation skills exerted during the workshop by the facilitator;
9. The refresher training is an important one to ensure a standard approach in project identification for the SPC/USAID and other future projects
10. Participants thank SPC/USAID for organizing the important meeting.