

Participatory project design and development in Vunisinu and Nalase villages, Fiji: trainers' report

By Joeli Veitayaki, Vina Ram-Bidesi, Iliapi Tuwai, Alan Resture, and Arne Lanting

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The facilitators from Vunisinu and Nalase were well-chosen. The group was joined by equally committed representatives from some of the other villages of Dreketi. The facilitators were good representatives of their people and should be commended for giving up on their time to be at the workshop.

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¹ The consultancy was undertaken by Joeli Veitayaki, Vina Ram Bidesi, Alan Resture, and Iliapi Tuwai. The team was aided by Mary Ackley (Peace Corp volunteer in Vunisinu), and Tom Victor.

1 Executive summary

The International Waters Project (IWP) aims to strengthen the management and conservation of marine, coastal and freshwater resources in the Pacific Islands region. It is financed through the International Waters Programme of the Global Environment Facility (GEF), implemented by the United Nations Development Programme (UNDP), and executed by the Secretariat of the Pacific Regional Environment Programme (SPREP), in conjunction with the governments of the 14 participating independent Pacific Island countries.

The Participatory Project Planning and Design phase of the International Waters Project (IWP) in Fiji involved the training of 15 facilitators from Vunisinu and Nalase villages, who will spearhead the design and development of environmental management projects in the villages. The facilitators will be collaborating with community committees, the project development team, the IWP National Coordinator, and SPREP. The facilitators are well prepared, as a result of spending three weeks with the consultant team in the facilitators training and the community workshop. They have been provided with materials and experiences to enable them to effectively mobilise and focus community support relating to the environmental management activities planned under the IWP.

The 15 villagers from Vunisinu and Nalase were joined in their two weeks facilitators training by 10 representatives from the neighbouring villages of Nadoria, Nakorovou, Nabuli and Suvalailai. This was a promising and positive gesture, as the people of these villages share the same resources and will need to collaborate if the resource management problems in the area are to be effectively addressed in the future.

The large number of female participants in the facilitators training workshop was a welcome feature that may augur well for the project. Although the consultant team was looking for a balanced representation of all stakeholders, the large number of women participants was welcomed. A number of the women were village nurses, who doubtless benefited from the close linkages made in the workshop between environmental management and health issues and problems.

The commitment by the villages to the IWP initiative was evident even before the training workshops and the actual sessions began. Villagers were busy with their other responsibilities but were adamant that the training workshops should be completed as soon as possible. Whenever the village chief and village headman (*turaga ni koro*) were not attending to other things, they were at the workshop, joining the facilitators who were at the training workshops on a daily basis.²

These people found the workshop activities fascinating and interesting. The workshop has provided the facilitators with new ideas about what they need to do to change the way their people relate to issues such as the sustainability and health of fisheries, waste management and water accessibility. The people are now intending to take action; doing what they think they need to do to make a difference in the community. This interest needs to be nurtured and supported to help it take shape.

The emphasis in the facilitators training workshop was on developing self-determined and self-financed solutions to village problems. It was pleasing to see and hear people reiterating their

² The training workshop was eagerly awaited by the villagers, who associated it with the commencement of IWP's activities in the village. Held six months after the official launching of IWP Fiji, the Participatory Project Planning and Design was the first concrete project action undertaken. According to the villagers, little work had been undertaken over the previous six months. This claim did not agree with the reports from the IWP team, which referred to community visits and consultations, establishment of community committees and some awareness raising. During the consultant team's introduction to the Vunisinu Environment Committee, the villagers related their frustration at the lack of action on the ground.

role in addressing the main environmental issues facing them.

Changes in the way people do things were already evident during the workshop. Composting was already being practiced in the villages and was being promoted as a result of the IWP workshop. A composting toilet is being planned for trial in Vunisinu. Although this is part of another initiative, the facilitators are well aware of the benefits of doing away with flush toilets and want to assess its acceptability in the village. Attempts also have been undertaken in both Vunisinu and Nalase to clear the existing village rubbish dump.

The facilitators have a good idea of the challenges they face in trying to mobilise their relatives in their villages. Together the people need to agree on the priority issues to be addressed and how best to address these issues as well as formulate associated projects.

2 Introduction

The International Waters Project (IWP)³ is a 7-year, USD 12 million initiative concerned with management and conservation of marine, coastal and freshwater resources in the Pacific islands region. The project includes two components: an Integrated Coastal and Watershed Management (ICWM) component, and an Oceanic Fisheries Management component (the latter has been managed as a separate project). It is financed by the Global Environment Facility (GEF) under its International Waters Programme. The ICWM component is implemented by the United Nations Development Programme (UNDP) and executed by the Secretariat of the Pacific Regional Environment Programme (SPREP), in conjunction with the governments of the 14 independent Pacific island countries: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu. The ICWM component of the project has a 7-year phase of pilot activities, which started in 2000 and will conclude at the end of 2006.

IWP commenced activities in Fiji in June 2002. The National Task Force (NTF) established by IWP Fiji endorsed the selection of Vunisinu village in the Rewa Province as the IWP pilot project site. The IWP focal areas are community-based waste reduction, sustainable coastal fisheries and protection of freshwater resources. Following the site selection, the next step in pilot project implementation was to work with the community and other stakeholders to identify the root causes of their waste, freshwater conservation and coastal fisheries concerns, in order to determine the problems that could be addressed in the time and resources available.

3 Training in participatory project planning and design

3.1 The IWP approach to project planning

Rural development has been pursued in rural communities for generations, but often with less than impressive results. In many instances local communities were forced to participate in initiatives that resulted in depletion of their resources, pollution of their rivers and land, and the alteration of their coastal habitats and resources. Environmental concerns have not been properly addressed in the course of many rural development initiatives, resulting in environmental degradation. In addition, these initiatives have only marginally involved local communities. Contrary to earlier thinking, recent experiences have shown that the most

³ IWP is formally titled Implementation of the Strategic Action Programme of the Pacific Small Islands Developing States.

successful rural development initiatives are those that local people in planning, formulating and implementing the initiatives.

For this reason, IWP and other projects are emphasising an inclusive, participatory approach. People and communities involved in development projects are likely to be committed only when they are aware of the importance of a project to them and their communities. IWP projects are appropriate and relevant to the situations in which people live because they give control to local people, who are responsible for making decisions on issues that directly affect them and their future. It is for these reasons that the IWP Fiji training workshop focussed on self-determined and self-financed rural development, and new ways of thinking and dealing with community problems.

3.2 Trainers

A consultancy team, from the University of the South Pacific's (USP) Marine Studies Programme and the International Ocean Institute—Pacific Islands, was engaged to train local facilitators to work with local stakeholders, in considering the stakeholders' environmental problems, the issues impacting on these problems, and possible solutions.

The consultant team's objectives were to:

- 3 build capacity by training local facilitators on how to use participatory social analysis techniques, participatory problem analysis and project mapping exercises;
- 4 identify root causes of problems relating to waste management, protection of freshwater resources and coastal and marine habitat degradation in Vunisinu and Nalase; and
- 5 facilitate Participatory Project Planning and Design (PPPD).

In promoting appropriate participatory skills required for meaningful rural development, the team covered topics that included project cycles, economic viability, good governance, community planning, business management and cost benefit analysis. These skills are crucial because of the need to improve on the performance of rural development projects. The team was made up of experienced USP lecturers and community trainers familiar with the challenges of conducting community training. The consultant team included fisheries resource management experts, community trainers, fisheries economists, planners and social scientists, and was well suited to the work they were contracted to do.

3.3 Training participants

The villagers selected the facilitators before the consultant team was appointed. The facilitators included a combination of elders and youth, with women outnumbering men. The large proportion of women enabled comparison to be made with other training workshops, in which men typically outnumber women. Representatives from the neighbouring villages of Nadoria, Nakorovou, Nabuli and Suvalailai joined the facilitators from Vunisinu and Nalase. A total of 26 participants completed the training workshop (the list of participants is attached as Annex 2).

The participation of the representatives from the district of Dreketi was a promising development because of the collaboration that is required within Dreketi and beyond to address pressing environment problems. Dreketi district is a part of the Rewa River delta. The land is restricted and water logged. The people of Vunisinu and Nalase will need the support of their relatives within Dreketi and beyond if they are to succeed in managing their environmental problems. In addition, the facilitators' work of promoting action within the *tikina* and province will require the support of all the people with whom they share their resources.

3.4 Training logistics

The training was conducted at the Community Hall in Vunisinu. The logistical arrangements were challenging because the consultant team and the facilitators were commuting to Vunisinu daily. In addition, the villagers had other family responsibilities which at times prevented them from attending the workshop. IWP-Fiji provided lunches so that the facilitators would not have to leave the training area. The budget approved by the IWP Project Development Team is provided as Annex 3.

3.5 Training activities

The training programme was designed to meet the needs of people who will be planning, formulating and implementing initiatives. The facilitators were taught to think of new methods to solving problems, with an emphasis was on self-determined and initiated initiatives. The latter require planning, which is an activity not often emphasised in rural communities. The facilitators were also prompted to think about and discuss what contributes to good leadership, and tools that contribute to sound decision making, such as cost–benefit analysis.

Knowledge of basic economics was seen as an extension to conventional community-based projects, as it assists facilitators to appreciate projects that are focussed on natural resource management and conservation, and which may not necessarily generate income, but do have other non-monetary values. It also assisted by increasing the awareness of facilitators regarding the viability of income-generating projects, and by drawing distinctions between development and conservation projects. The intention was to extend the understanding of facilitators and raise awareness of the community regarding the social costs and social benefits that are associated with actions or activities for which market prices may not exist. This modification to community-based resource management training was considered important, as a lack of understanding of such fundamental principles is can cause projects to fail.

Because the training was focussed on natural resource management, facilitators required an understanding of what motivates people to behave differently with respect to the environment. Trainers made reference to project cycles as a means of showing facilitators the overall process, and then integrated participatory approaches as a means of deriving information regarding, or conducting, each stage of a project. The trainers felt that deriving the goals of the training would have been ineffective. Such an approach is common, but many rural-based projects that adopt it begin with a high level of motivation, but later fail, because people do not understand the fundamental principles that drive community activities. The purpose of this training was enable the facilitators to work effectively with the community to identify how community members can best manage their environment though IWP pilot projects. Consequently, the project cycle approach was seen as more useful for both the facilitators and the community, as it raised their awareness of how to effectively design and evaluate pilot projects.

Detailing profit and loss was intended to illustrate costs and benefits concepts, which can assist in understanding how projects are designed. The aim was not to train the facilitators as technicians, but to help them conceptualize projects as systematic processes.

3.6 Training schedule

The training schedule was designed by the consultant team and endorsed by the IWP Project Development Team. The schedule and lesson plans were based on the process of activities and material outlined in the SPREP Resource Kit (Mahanty and Stacey 2004), as well as other references on participatory processes and development (see Bibliography).

The focus of the training was on involving people in successful, appropriate and self-determined development. The aim was to provide the facilitators with as many tools and skills as possible to assist them in realising this goal.

The training was run according to the rules that were formulated by the facilitators early in the training workshop. Punctuality and attendance were emphasised. The first 30 minutes of each day was spent on devotion and evaluation of the previous day's activities. The evaluation activity was reported to the plenary before the commencement of a day's programme. The facilitators requested that the training begin at 8:30 and conclude at 4:30 pm, rather than 6:00 pm as proposed in the tentative schedule, and the training schedule revised accordingly (see Annex 4).

3.7 Topics, skills and tools

The schedule was divided into major groupings based on the topics, tools and skills to be learned and the reasons for their use. Table 1 separates the topics according to subject and topics, the skills and tools that are promoted, and some of the features and remarks relevant to the topics. The table is a summary of the skills and tools facilitators can choose from to achieve a goal.

The lessons were planned so that each topic was discussed in a short lecture, which was then followed by breakout group activities and a plenary session, in which the different groups reported on their work. The facilitators are divided into groups with the men and women working together. During group work, people were asked to discuss thoroughly and record their ideas and discussions on butcher paper, which was collected and used in the preparation of this report. Keeping an accurate record of the discussion is important to understanding the discussion and debate.

Most of the lecturing was done in Fijian but some of the topics were taught in English with Fijian translations provided by members of the team. The discussions and reporting during the workshop were in Fijian.⁴

During the second week of the workshop the group went on a full day fieldtrip to Nausori and Suva to see how municipal authorities are treating their waste and water. The last two days of the workshop were spent on the three focal areas related to IWP (fisheries management, waste management and water management), with focussed discussions on the major issues relating to each of these areas. The closing ceremony and the presentation of certificates were conducted on the afternoon of the last day and were presided over by the Director of the Department of Environment and IWP Fiji staff.

The training activities the designed by the team were meant to be engaging and useful, and help facilitators think about new ways of addressing village problems and issues. The introduction of new topics during the workshop meant that there were occasionally extra lectures, and participants were forced to share printed materials. This was initially a concern to the consultant team, but the facilitators were supportive, as they were eager to gain new information and knowledge. The final evaluation for the facilitators training course was conducted by the IWP.

⁴ These notes had to be translated, delaying production of the final workshop reports.

Table 2: Topics, skills and tools and why they are used

Topics	Skills/Tools	Remarks
Introduction	Rules of the workshop	Sets the pace; Ice breaker
	Hopes and expectations	Reasons for attendance
	Participation	Reasons for and types
	Facilitation	Reasons and features
	PLA: process & principle, challenges	Features and why its appropriate
Understanding Community	Stakeholder analysis	All groups and people involved
	Community institutions and relations	Map institutions and relevance
	Community resource mapping, Community timeline	Reflect on what is there Note the changes
	Seasonal calendar	Main events/happenings
	Community economics	Comparing income and expenses
	Community resources	Identifying resources
Community Concerns and Solutions	Community problems	Problems identified by people
	Good project/business management	What to emphasise, and what to avoid
	Good governance	Qualities of leader and leadership
	Concerns & opportunities	What to solve and take advantage of
	Community values	Values that are held
	Root cause analysis	The issues to be addressed
	Shared vision	What people want for future
	Problem tree/fishbone exercise	Logical thinking of issues
	Community resource use policy	Guide to plan
	Community resource management plan	Plan for use of resource
	Community action plan	
Environmental Resource Management	Environmental Resource Management	Reasons for management
	Environmental resources/ Products	Direct and indirect benefits and market and non-marketed products
	Sustainable fisheries	Issues to be addressed by and by who
	Waste management	Issues to be addressed and by who
	Water management	Issues to be addressed and by who
Decision Making	Project cycle formulation/ identification; planning/feasibility; design; implementation and monitoring;	Make a part of people way of planning action

evaluation	
Community planning	Proper plan before action is taken
Cost–benefit analysis	Assessment of all costs and benefits and options
Assessment of options	Choice is important and must be based on costs, benefits and needs

3.8 Training resources

The facilitators were provided many materials so that they could formulate new and appropriate initiatives. A copy of the community development toolbox for facilitators has been provided to IPW-Fiji as a stand alone report. All of the workshop reports were translated into Fijian so that they can be used by the facilitators as well as other interested parties.

4 Workshop results

The training workshop was well organised, with activities that allowed for good exchange of knowledge and learning. The facilitators at the workshop were among the best prepared that the consultant team has seen, and they demonstrated outstanding commitment, with minimal absenteeism and lateness. The facilitators quickly developed a sense of camaraderie, and although some were shy initially (and reluctant to address the group), this was quickly resolved, as the rules required that all group members share equally in making presentations to the plenary from the breakout groups. The extent of their commitment was demonstrated when the villagers postponed a funeral until after the first week’s activities ended.

The workshop was effectively charged with the task of reviving the interest of the people on the environmental problems that they raised as their focus when the village applied to be the IWP pilot site,⁵ and this was successfully achieved. The people of Vunisinu and Nalase concluded the workshop ready to work with IWP to address their environmental problems.

One of the highlights of the training was the one-day fieldtrip to public utilities in Nausori and Suva. This trip was conducted to illustrate issues relating to water and waste management to the facilitators. The point was made that while the magnitude of the problems faced in these cities differ from those in villages, the principles involved are very similar. The fieldtrip was also useful in exposing people to the issues involved when problems worsen. The facilitators were happy with the exercise, which according to some opened their eyes to things they did not know previously, such as the fact that their drinking water is drawn from the Rewa River in Waila, which explains why it should be boiled. Another lesson related to the fact that that the actions of people upstream impact the water those downstream receive, and this helped the facilitators realise that in attempting to ensure their own water is clean, they need to work with stakeholders that live and work along the river, right up to the mountains.

It was stressed that the facilitators need to demonstrate their newly acquired knowledge by practicing what they know. The facilitators will be relied upon to mobilise the rest of their community, and it is hoped that they will demonstrate the commitment they made during the workshop.

⁵ The workshop was seen by many of the villagers as the commencement of IWP’s work in Vunisinu and Nalase. Some concerns were expressed over the lack of action over the six or so months since the project’s launch, despite the establishment of the Project Development Team and the National Task Force.

Since the conclusion of the facilitators training workshop, some sporadic actions have occurred. The villagers, with the help of their Peace Corp volunteer, have been trying to relocate their waste dump. Some households are now practicing waste separation and composting. The villagers have also been advised by the Peace Corp volunteer about the effect of burning of plastics, and the threat from wastewater. It is hoped that the workshop has complimented these efforts, as what is now required is for the facilitators and the villagers to demonstrate how seriously they take the discussions at the workshop. The full results of the training workshop are provided in Annex 5.

5 Participants evaluation

The facilitators praised the workshop as a worthwhile exercise and were thankful to IWP for the opportunity to participate. The facilitators acknowledged the training and the fact that it raised their awareness and understanding of their role in terms of their relationship with their environment and its resources. The facilitators were happy with the coverage of topics such as the project cycle, community planning, cost–benefit analysis, business management, composting toilets, community policy and good governance. They saw the relevance of these topics, which were demanding and sensitive but very well received and popular.

The facilitators were in general grateful for the opportunity to be part of the workshop. Some of the evaluation comments from the facilitators’ daily feedback are listed below.

- Thanks for the training which has prompted us on what to do in the village, starting with our families
- Good training which has motivated us
- Let us look after our waste. Composting toilet should be considered for use
- Good training with new ideas
- Decision making is critical and we need to make good decisions always
- Liked Alan’s session on demand and supply curves
- We are learning many new things such as confidence to stand up in front of a gathering
- We are learning to look after financial matters, planning
- Some women are now separating their domestic waste
- We are learning a lot from how you trainers relate to each other and to us
- We are fortunate to have got the training

The full results of the participants’ evaluation are provided in Annex 6.

6 Assessment of facilitators

The facilitators were well chosen. They were representing the own organisations within their communities and did remarkably well in their training. Topics such as environmental resources and products, community planning and cost–benefit analysis were difficult but well received. It was obvious that some of the facilitators would be good community leaders.

The facilitators were well led by the Chairman of the Environment Committee in Vunisinu, Mr Pita Vatucawaqa. His colleagues (including Mr Viliame Nasaumatua, Ms Siteri Kamakorewa and Ro Viliame Rasigatale) ably assisted Mr Vatucawaqa. Judging from the presentations and the discussions held during the training workshop, the facilitators should be performing well when the time comes for the community workshop. A list of the participants is provided as Annex 2.

7 Issues to be addressed

Some suggestions have been made to improve the project's performance.

There was limited preparatory time provided to the consultant team, who were expected to conduct the training immediately after their appointment. There was no time to present the tentative programme two weeks prior to the training. The consultant team was also required to make the logistical arrangements, which were rushed because of the government requirements that have to be met. The process of providing 3 quotations, obtaining approval, and securing signed cheques took time, and should have been addressed properly. The process used in this instance (in which decisions were agreed to with the villagers, without any advice from IWP regarding the time it takes to process government requests) caused inconveniences, and could have caused serious problems.

The lack of involvement of the village headman (Turaga ni Koro) of Dreketi was a concern. The Turaga ni Koro is the leader in the villages and the representatives of the government. They coordinate development activities in the villages and can serve as representatives for villagers to other forums outside the village. It would have been convenient if they were included among the facilitators, as they will be relied upon to assist in the implementation of village decisions. As it now stands, the facilitators will have to convince the Turaga ni Koro first if any action has to be taken by the village. Greater coordination is required so that the Turaga ni Koro in each village is involved in the preparatory work. The task will depend on how the facilitators present their case to decision makers such as the Turaga ni Koro.

Some of the topics were taught in English with Fijian translations provided by the members of the team. While the majority of the facilitators may have no problem with this approach, there is a need to address this issue in any future training. Some of the topics such as cost-benefit analysis involve technical principles, which are difficult to translate into the vernacular. The problem may be rectified by getting people who can converse in the vernacular to do this part of the training.

Vunisinu and Nalase are downstream villages. They will have to work with all other stakeholder groups to get people to work with them on addressing their environmental problems. This was the reason why the representatives from the other villages of the *tikina* were invited to the workshop. The trained facilitators from Nadoria, Nakorovou, Nabuli and Suvalailai will be useful when it comes to reaching out to the stakeholders in the *tikina* as well as the province and areas beyond that need to be involved in the initiative.

It is also a concern that the Rewa Provincial Officials did not participate in the training, as they would be expected to play a leading role in the publicity and promotion of the IWP approach to stakeholders outside of Vunisinu and Nalase. The work that has to involve other upstream stakeholders — such as the villagers in Rewa, Tailevu, Naitasiri and Namosi and Nausori Town — in this initiative will require the involvement of the Rewa Provincial Office. According to IWP, invitation letters were sent and that these officials were expected to participate.

There is a need for IWP to further clarify the aim of the project to the people. There are misconceptions and rumours about the project that are clearly outside the scope of IWP. These should be corrected so that the collaboration can be based on accurate information.

The last of the issues is to ensure that the interest and momentum that the facilitators' training has created be maintained. The villagers were a bit concerned by the lack of activity in the six months before the workshop. IWP must work to ensure that follow-up action is planned, so as to build on the interest that people now have. Given the concerns (detailed above) regarding government processes, IWP must ensure that the momentum now created is maintained.

8 Lessons learned

The facilitator training workshop was a notable step toward involving people in the management of their environmental resources. The trained facilitators will reside in the communities where they can continue to instigate change and desirable development. The involvement of the representatives of all community groups augurs well for future environmental management in Vunisinu and Nalase.

The training the facilitators received has heightened their awareness regarding the environmental problems they and their fellow villagers face. The trained facilitators can be actively involved in the initiatives undertaken by the communities to address pertinent issues.

The training was also required to provide new approaches to addressing problems found in the communities. The idea of composting toilet waste is attracting attention. Domestic wastes are being separated and used as compost. There are plans to move the village waste dumps and to take the inorganic waste to waste dumps in Suva or Nausori. In addition, compost toilets are perhaps the only logical choice in areas such as Vunisinu and Nalase, where water supply is limited and the water table is high. The people aspire to own flush toilets, however, and regard that as the best way to solve the human waste problems.

The environmental problems encountered in modernising rural areas such as Vunisinu require a combination of top-down and bottom-up approaches. Issues such as the treatment of waste are new to most people, who therefore rely on outside advisers in determining how to address them. Plastic was commonly and extensively burned, because the people were unaware of the potential danger to their health. Likewise, batteries and oil were commonly thrown into the water with little awareness of the problems they cause. In such a situation — where traditional practices are not sufficient to address contemporary issues — the incorporation of top-down and bottom-up approaches may present the best way of addressing the situation. The training provided villagers with new methods to address the rural development issues they face.

The facilitators are also villagers, who have to convince their relatives of the need to change the way they address environmental problems. This made it critical that the facilitators be adequately prepared for community workshop and stakeholder consultations, and that they be provided with all the information they will need to convince their relatives in the villages. Fortunately for the consultant team, the facilitators were eager to receive the information and to undertake all of the required activities.

The planning of village activities is an important part of village life that the villagers have not taken seriously. The numerous activities that the people in villages need to attend to — such as providing food for the family, sending their children to school, earning an income, taking care of their babies and homes, and attending to church duties — makes it important that they better plan their activities. The facilitators in Vunisinu and Nalase shared interesting examples where proper planning would have saved them from poorly thoughtout community activities, which cost both resources and time. Planning is critical and should be emphasised in all rural communities.

Government officials should respect the pressures faced by villagers, who have responsibilities that may prevent them from attending to meetings with Government officials. The situation faced by individuals may also rapidly change, because of the ties and responsibilities they have. The respect of the community inhabitants has to be earned by their outside partners.

In some instances, adaptations may need to be made to standard government practices if community involvement is to be enhanced. For example, the system of requiring competitive bidding and selecting the cheapest of three quotations means accepting a bid that is not necessarily the best. The release of cheques was often late, and beyond the control of team members, which required having a backup plan. Although minor, such issues help determine the rapport projects have with people in communities.

Kava sessions were conducted each day after the workshop, and were a forum where detailed discussions were conducted. The kava sessions were a means of soliciting community support for intended actions. Outside partners, including government officials, need to be close to the people, so that they can understand their opinions and position. The fact that IWP has no indigenous Fijian staff members is a serious handicap that may affect IWP's relations with the people. Communication and involvement with local communities are required as signs that the people are being actively involved in the project.

9 Additional training needs

Specific training needs will depend on the course of action the villagers decide to take. However, a number of follow-up training activities would be beneficial. For example people may need some training on running efficient organisations, and more coverage of project cycles, cost–benefit analysis, business management and community planning.

The consultancy team is of the opinion that in order to promote sustainable natural resources management, people need to change the way they live and work. This would require capacity building, because the activities are new and may require adjustments by villagers. Project activities are new and require that people change certain features of their lives.

The people in the villages need to organise and decide whether they want to observe the modern world of economic development, or whether they want to be directly involved. Making that decision will determine the choices they have. Some people may decide to start a commercial venture, in which case the rules of engagement need to be clarified from the start. This is important because the decision will only be realistically pursued if people agree that they want to be directly involved in economic development activities. If people decide to be observers, then they would not realise their objectives in a commercial development, despite assistance and support. It is crucial that the people together agree on what they want to do.

Training on alternative sources of livelihood may be necessary to broaden people's views and ideas. Alternatives are not easy for people to conceptualize unless these are identified as potential solutions to address village sustainable resource management problems. There is currently a strong reliance on traditional village resources (such as gardens, mangroves and fishing grounds), which are not likely to withstand a large increase in pressure, as would be associated with growing populations and expanded activities. For this reason new sources of livelihood are needed.

10 Recommendations

The recommendations offered here are likely to compliment action at the community level.

1. IWP should forge closer understanding and relations among the people involved in the projects.
2. Respect from communities has to be earned.
3. Communications must be improved to ensure that misunderstandings are avoided.
4. IWP Fiji should have a Fijian speaking staff member, as they are working in a Fijian community.
5. Genuine collaboration should be emphasised. People need to be aware of what they can and cannot do and should regard outside partners as people who are there to assist.
6. IWP should identify and work with village champions.
7. Attempts must be made to recruit people to work with IWP who are sympathetic to the

position of the villagers.

8. All instructors should converse in Fijian and be able to conduct their lessons in the vernacular.

The interest in environmental issues that has been generated and rekindled should be maintained, and IWP should plan for an uninterrupted schedule of follow-up activities.

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Annex 1: Consultant terms of reference

Introduction

The Strategic Action Programme for the International Waters of the Developing Small Islands States of the Pacific (the IWP) commenced activities in Fiji in June 2002. IWP - Fiji's National Task Force (NTF) endorsed the selection of Vunisinu village in the Rewa Province as IWP's pilot project site. IWP's focal areas are community-based waste reduction, sustainable coastal fisheries and protection of freshwater resources. The next step in implementation of the pilot project is to work with the community and other stakeholders to identify the root causes of their waste, freshwater conservation and coastal fisheries concerns in order to determine which of the problems can be addressed with the time and resources available. A consultant will be hired to train local facilitators to work with local stakeholders to consider their environmental problems, issues impacting on problems and possible solutions.

Objective

1. To build capacity by training local facilitators on how to use participatory social analysis techniques, participatory problem analysis and project mapping exercise (see output 3 below) to identify root causes of problems relating to waste management, protection of freshwater resources and coastal and marine habitat degradation in Vunisinu.
2. To facilitate Participatory Project Planning and Design (See output 5 below).

Background

With stakeholder participation a key objective of the IWP pilot projects, activities are to be carried out within an integrated participatory planning framework. This involves using a range of participatory (and non participatory) techniques and tools to work with stakeholders in the design of their project to address root causes of their environmental problems. This involves stakeholder analysis, participatory problem analysis, consideration of social and economic and environmental issues impacting on the problems using a range of tools, development of action plans or project maps to pilot options, and collection of additional information to describe the baseline situation and develop monitoring plans.

PPA is a rapid, visual exercise that helps the community collaboratively identify and analyse key factors and possible root causes of the problem that the pilot project is intended to address.

The PPA is a "process approach" to project development and implementation, as opposed to a "blue-print" approach. Participatory Problem Analysis is used to get a 'big picture' of the existing situation and to identify root causes that lead to the overall problem. This is the first step in a logical process of identifying actual potential strategies for intervention as part of a pilot project. Utilizing the result of the problem-analysis, this information can be used for a conceptual "Project Mapping" exercise, a participatory approach for identifying goals, broad objectives, and developing strategies (e.g. activities) to address issues.

This is a critical step in the design and implementation of the pilot project since it is a prerequisite to identifying possible responses to the problem. The resulting project will be poorly designed unless the situation at the start of the project is adequately described. Some common difficulties faced are:

- the root cause of the problem probably will not be correctly identified;
- the problem itself will probably not be correctly understood;
- the objectives for the project will be poorly conceived; and
- the strategies to address the problem may be inadequate.

In summary, the resulting project will be poorly designed and the risk of failure, such as developing unsustainable solutions, will increase. It is therefore imperative that a consultant with relevant expertise be hired to train local facilitators and assist them in working with local

stakeholders to assess their environmental problems and develop appropriate local strategies or management plans to address them.

Outputs

Reports for the consultant

A **Preliminary Report** on the training activities that includes an outline of follow-up activities (including responsibilities for their implementation, see Reports section). The Preliminary Report must include:

- i) Outline of proposed training course to be delivered session-by-session;
- ii) Related follow-up activities (e.g. community consultations and workshops) and responsibilities for their implementation;
- iii) Itemized list of materials required for training workshop and consultations, including 3 quotations from firms who accept government LPO's.

A **Trainer's Report** evaluating the training workshop (The Trainer's Report must include:

- iv) Description of training activities undertaken at Vunisinu;
- v) Outcomes;
- vi) Constraints;
- vii) Lessons learned;
- viii) Participant evaluations;
- ix) Additional training needs;
- x) Recommendations.

A Final combined consultant and facilitators **Report on local stakeholder Consultations and Results of Participatory Project Planning**, written in collaboration with local facilitators. The final report must include coverage of activities undertaken at Vunisinu, stakeholder consultations, stakeholder profiles, results and findings of PP A. The Consultant must provide guidelines and forms specifying the content of facilitator reports, and supervise the local facilitators in the writing of these reports. The Consultant must incorporate information from local facilitators' reports into the Combined Report. The Consultant must submit the hardcopy and electronic format of the Combined Report to the National Coordinator within 10 working days of the completion of the PPA workshop. The Combined Report must include:

- i) Analysis of stakeholder engagement (facilitation, stakeholder participation and communication with stakeholders);
- ii) Identification of resource management problems; (stakeholder analysis; participatory problem analysis);
- iii) Analysis of the social context of resource management problems (participatory impact assessment, socio-economic baseline assessments, methods, information collected);
- iv) Project planning (identification and selection of solutions, impact assessment, consideration of options, project mapping)

The Consultant is engaged to:

1. Prepare a preliminary report on the proposed training activities. The draft SPREP Resource Kit on Social Assessment and Planning for Participatory Natural Resource Management in the South Pacific will form the basis of the course material. This should be submitted to the National Coordinator, PDT and PCU for review 2 weeks prior to training commencement. This will form the basis of a schedule on training and topics to be covered to be distributed as a background paper to participants before training takes place. The consultant will also provide an itemized list of resource materials required for the training workshop, as well as quotations from three companies that accept government Local Purchase orders (LPO's). While the consultant will be paid for

his/her services, IWP will pay for and provide workshop materials. The **Preliminary Report** on the training activities will include an outline of follow-up activities (including responsibilities for their implementation) (See Reports section.). The Preliminary Report must include:

- Outline of proposed training course to be delivered session-by-session;
- Related follow-up activities (e.g. community consultations and workshops) and responsibilities for their implementation;
- Itemized list of materials required for training workshop and consultations, including 3 quotations from firms who accept government LPO's

2. Select facilitators in consultation with the IWP Fiji National Coordinator.

3. Deliver a 2 week training session with the support of IWP-Fiji to locally recruited facilitators on the processes, activities and steps working with stakeholders to plan and design IWP pilot projects and activities covering the following topics and modules;

- Stakeholder engagement (facilitation, stakeholder participation and communicating with stakeholders);
- Identifying resource management problems; (stakeholder analysis; participatory problem analysis);
- Learning about the social context of resource management problems (participatory social assessment, socio-economic baseline assessments, methods, analyzing information);
- Project planning (identifying and selecting solutions, impact assessment, considering options, project mapping);
- Information management and preparing reports (on how to capture results of consultations and feedback to community)

4. Produce a Training Report at the conclusion of the training workshop on:

- a description of training activities undertaken and structure of workshop including daily agendas;
- Observations of the workshop progress and outcomes;
- Any constraints or issues encountered;
- Any lessons learned for the IWP;
- An assessment of the participants at Workshop including views on their suitability for the work;
- Photographs;
- Examples of group work;
- Participant evaluations of the workshop;
- Additional training needs and support for implementation of the IWP in Fiji; any suggestions on revision or adaptation of training material used; and
- Any other recommendations.

5. Together with the local facilitators at Vunisinu conduct actual stakeholder consultations; analyze findings and write up a report. The final report must include coverage of activities undertaken at Vunisinu, stakeholder consultations and an evaluation of actual consultations, stakeholder profiles, results and findings of PP A. The Consultant will provide guidelines and forms specifying the content of facilitator reports, and supervise the local facilitators in the writing of these reports. The Consultant will incorporate information from local facilitators' reports into the Combined Report. The Combined Report must include:

- Analysis of stakeholder engagement (facilitation, stakeholder participation and communication with stakeholders);
- Identification of resource management problems; (stakeholder analysis; participatory problem analysis);

- Analysis of the social context of resource management problems (participatory impact assessment, socio-economic baseline assessments, methods, information collected);
- Project planning (identification and selection of solutions, impact assessment, consideration of options, project mapping)

6. All draft and final reports will be prepared in English and Fijian;

7. The Consultant will be required to provide an update of progress in a summary form to the IWP Fiji National Coordinator at the end of every week.

8. Drafts of all reports must be submitted for comment and approval to IWP National Coordinator, who will also submit the report for review to the Project Development Team (PDT) and the Project Coordination Unit (PCU) at SPREP. Following return to consultant, report finalization must be carried out within 15 working days and the final copy (in electronic format) submitted to the National Coordinator.

Name of Report	Author (s)	Content	Time Frame (will be finalized with consultant)	Length/ Languages	Format
1. Preliminary Report on Training activities	Consultant	Outline of proposed training course to be delivered, session-by-session; related follow-up activities (e.g. community consultations and workshops) and responsibilities for their implementation; itemized list of materials required for training workshop and consultation, including 3 quotations from firms who accept government LPO's	5 working days to submit to NC; Finalisation within 10 working days	Length: Open Languages: English and Fijian	Hard copy draft Electronic final copy
2. Trainer's Report on Training	Consultant	Description of training activities undertaken at Vunisinu; outcomes; constraints; lessons learned; participant evaluations, additional training needs; recommendations.	10 working days	Length: Open Languages: English and Fijian	Hard copy draft Electronic final copy
3. Facilitators and Consultant combined report on activities undertaken at Vunisinu, stakeholder consultations, stakeholder profiles, results and findings of PPA etc (Combined Report)	Consultant (local facilitators to work under the supervision of the local consultant to prepare reports and submit to consultant. The Consultant will provide forms and guidelines on content of the material	The report should cover stakeholder engagement (facilitation, stakeholder participation and communicating with stakeholders); identifying resource management problems; (stakeholder analysis); participatory problem analysis); learning about the social context of resource management problems (participatory impact assessment, socio-economic baseline assessments, methods, analysing information); project planning (identifying and selecting solutions, impact assessment, considering options, project mapping).	10 working days	Length: Open Languages: English and Fijian	Hard copy draft Electronic final copy

Annex 2: Participants list

Nos.	Last Name	First Name	Village
1.	Rasiga	Josaia Tavua	Nalase
2.	Saukuru	Lenaitasi	Nalase
3.	Rasiga	Cama	Nalase
4.	Banai	Mosese	Nalase
5.	Ravutu	Semesa	Nalase
6.	Raburau	Ponipate	Vunisinu
7.	Rokosuka	Pita	Vunisinu
8.	Raburau	Paulina	Vunisinu
9.	Dolo	Akesa	Vunisinu
10.	Jane	Makereta	Vunisinu
11.	Rokowati	Selina	Vunisinu
12.	Vatucawaqa	Vilisite	Vunisinu
13.	Bukarau	Laniana	Vunisinu
14.	Ravutu	Kelera	Vunisinu
15.	Raimuria	Reapi	Vunisinu
16.	Bebenisala	Miriama	Vunisinu
17.	Vakatawanuka	Vilimaina	Vunisinu
18.	Rokosuka	Verenaisi	Vunisinu
19.	Vatucawaqa	Pita	Vunisinu
20.	Kamakorewa	Ro Siteri	Vunisinu
21.	Navunisaravi	Emi	Nalase
22.	Raimuria	Siteri	Vunisinu
23.	Muria	Meresimani	Vunisinu
24.	Raimuria	Aminio	Vunisinu
25.	Kacunaita	Seini	Vunisinu
26.	Rasigatale	Rabua	Vunisinu
27.	Jale	Unaisi	Vunisinu
28.	Tavua	Necani	Vunisinu
29.	Raimuria	Apisalome	Vunisinu
30.	Bogidrau	Talei	Nalase
31.	Qiolele	Waisale	Nalase
32.	Saumatua	Viliame	Vunisinu
33.	Rasiga	Meredani	Vunisinu
34.	Barai	Akosita	Vunisinu
35.	Ravutu	Semesa	Vunisinu
36.	Bose	Viniana	Vunisinu
37.	Taubuli	Sanaila	Nalase
38.	Tari	Monika	Nalase
39.	Vukinayatu	Keasi	Nalase
40.	Leqeta	Merelita	Vunisinu
41.	Rasiga	Josaia Tavua	Vunisinu
42.	Rasigatale	Ro Viliame	Vunisinu
43.	Cornelius	Marilyn	IWP

Annex 3: Budget

BUDGET (IWP PROJECT) 2004 WORKSHOPS - VUNISINU

Item	Details	Costs (F\$)
Phase 1: Facilitators Workshop - Vunisinu		
1	Reprint and distribute resource materials & certificates	\$ 1,500.00
2	Travel costs for Consultancy team & IWP Staff	\$ 1,500.00
3	Meals for participants and facilitators (40) including morning & afternoon tea	\$ 3,000.00
4	Equipment: computer, multimedia, camera & video camera	\$ 400.00
5	Kava – sevusevu	\$ 100.00
6	Fieldtrip bus hire (1-day trip)	\$ 600.00
7	Contingency (5%)	\$ 260.00
		\$ 7,360.00
Phase 2: Village Workshop - Vunisinu Village		
8	Travel costs for Consultancy team & IWP Staff	\$ 1,500.00
9	Equipment: computer, multimedia, camera & video camera	\$ 1,000.00
10	Kava - sevusevu	\$ 200.00
11	Morning & afternoon tea plus meals for consultant team for 10 days including	\$ 1,500.00
12	Translation costs	\$ 1,000.00
13	Facilitator's allowances (14 x 10 days x \$15.00)	\$ 2,100.00
14	Contingency (5%)	\$ 325.50
		\$ 7,625.50
Total		\$ 14,985.50

Annex 4: Training Workshop Programme

	Monday 17th May 2004	Tuesday May	18th	Wednesday 19th May	Thursday May	20th	Friday 21st May
9:00	Introductory Exercises Introduction, Rules of the workshop, Hopes and expectations - Joeli	Understanding Community Context Stakeholder Analysis, Iliapi		Community Economics - Vina/Alan	Project Cycle Formulation/ Identification; Planning/Feasibility ; Design; Implementation and Monitoring; Evaluation - Vina/Alan		Concerns & Opportunities - Mere Alan
9:30							
10:00							
10:30	Morning Tea						
11:00	Participation - Joeli	Community Institutions and Relations - Iliapi		Environmental Resources/ Products - Vina Alan	Community Planning - Alan		Good Governance - Joeli
11:30	Facilitation, Preparation of workshop - Joeli						
12:00							
12:30							
13:00	LUNCH						
13:30							
14:00	Facilitation, Preparation of workshop - Joeli	Community timeline Seasonal Calendar - - Joeli	Community Concerns & Solutions Community problems, values - Iliapi		Alternative Source of Livelihood - Joeli		Cost-benefit analysis - Vina
14:30							
15:00							
15:30	Afternoon Tea						
16:00	Participatory Learning & Action Process & Principle, Challenges - Joeli, How it has been used, Introduction of Tools - Iliapi	Community Resource Mapping - Iliapi	Dreams & Vision Shared vision, community resources exercise - Joeli		Community Resource use Policy - Joeli,		Cost-benefit analysis - Vina
16:30							
17:00							

17:30					
18:00	Session Ends				

	Monday 24th May 2004	Tuesday 25th May	Wednesday 26th May	Thursday 27th May	Friday 28th May
9:00	Good Project/ Business Management - Tom	Attaining Dreams and Visions	Fieldtrip Wailea Treatment Plant Joeli and Alan	Managing Fisheries Resources Joeli and Iliapi	Managing Water Resources Mary
9:30					
10:00					
10:30	Morning tea				
11:00		Community Resource Management Plan - Alan/Vina	Suva Rubbish Dump Joeli and Alan	Fisheries Management Plan Joeli and Iliapi	Water Management problems and Opportunities Mary/Joeli
11:30					
12:00					
12:30					
13:00	LUNCH				
13:30					
14:00	Root Cause Analysis	Community Action Plan - Alan	Naboro Landfill Joeli and Alan	Waste Management Challenges Mary/Joeli	Water Management Action Plan Mary
14:30					
15:00					
15:30	Afternoon tea				
16:00	Assessment of		Kinoya Water	Waste	Closing -

	Option - Vina Alan		Treatment Plant Joeli and Iliapi	Management Action Plan Mary	Director DoE
16:30					
17:00					
17:30					
18:00	Session Ends				

Annex 5: Results of the Workshops

1. ENVIRONMENTAL CONCERNS

WAYS TO PROTECT OUR ENVIRONMENT

CAUSES

- ❖ Littering
 - Plastic – threats to living things in rivers and ponds
 - Tins/cans
 - Iron rods
 - Chemicals – toxicated soil

SOLUTION

- ❖ Use baskets
- ❖ Compose toilet
- ❖ Bury tins and cans, glasses and iron rods
- ❖ Use knife

WHAT IS THE SOLUTION?

1. Avoid disposing plastic, bottles and tins in rivers
2. Keep latrines, washing and bathing area clean and tidy
3. Fish Poisoning
4. Do not cut mangroves
5. Pigsty and Poultry
6. Long line net is not encouraged
7. Damaging coral reefs is not very wise

WAYS TO PROTECT THE EARTH

- a. Avoid disposing rubbish in rivers
- b. Do not cut mangroves
- c. Bury rubbish
- d. Banned what is suppose to ban, like Fish Poisoning, Rambo etc.
- e. Abused of our fishing ground
- f. Using of fishing net

WAYS OF SOLVING PROBLEMS

FISH

- ❖ To catch the big size of fish using big nets
- ❖ Do not use fish poison and dynamite
- ❖ Avoid disposing of plastics and tins in the river

CRABS

- ❖ Do not catch small ones

MANGROVE TREES

- ❖ Do not cut mangrove trees. It has to be replaced if it is cut.



2. HOPES AND EXPECTATIONS

EXPECTATION

1. To learn all things that can help, to keep a good and clean environment
2. To develop my knowledge in regards to the environmental concerns, also share it amongst others to know or learn the concern that I have.
3. To learn to avoid problems and also gives me a brighter knowledge on the environmental concern.
4. To learn the relationship between human beings and the environment around me.

HOPE

1. Hoping for it will be in greater use to our future generation
2. To go and practice what I've learn, that (youths) can see it and follow it as well
3. To be a small light shining bright in a bigger or brighter light

OBJECTIVES

1. To get the most our of this one week training/workshop
2. To go and share it amongst the villagers things we learnt
3. Aim of the workshop is to know the relationship between myself and the environment around me
4. Healthy living

A. WHAT'S YOUR GOAL ON THIS ONE WEEK WORKSHOP

- (1) Coincide with our education level and our village ways of life
- (2) To learn to protect the environment that I'm living in
- (3) To learn living in good health

B. WHAT'S YOUR GOAL ON THIS ONE WEEK WORKSHOP

Group 1

- (1) To learn things that we don't know of regarding the environment around me
- (2) To learn to protect the environment that I'm living in
- (3) To learn things that can destroy what I have learned through this one week workshop

Group 2

- (1) I will share all I've learnt with my friends
- (2) To learn to live a healthy life
- (3) I'm looking forward to learn what I don't know of
- (4) The conservation of the sea
- (5) It's a good workshop because we learn different ways of solving problems.

Group 3

- (1) Learn how to keep a safe environment
- (2) In order to save my family, community, church and government
- (3) To teach the children the right things to do

C. THINGS YOU EXPECT TO GAIN FROM THIS COURSE

Group 1

- (1) To know things that I should know
- (2) Facilitators work
- (3) Environmental work
- (4) Implemented
- (5) To know our rep.

Group 2

- (1) To know the problems that the world is facing eg. Polluting the world
- (2) Things I will achieve from this course, I will spread it to others
 - a. Starts from my family than goes
 - b. To share things that I've seen



3. FACILITATION: SELF MOBILISATION

Group 1

(1) Starts from me/us;

- ❖ Family
- ❖ Clan
- ❖ Village → District → Province → Government

(2) Its good because it's the same as the problem that we are facing

Group 2

- (1) Self employed
- (2) Only family members will know the problems
- (3) Good relationship between the villagers and government rep.

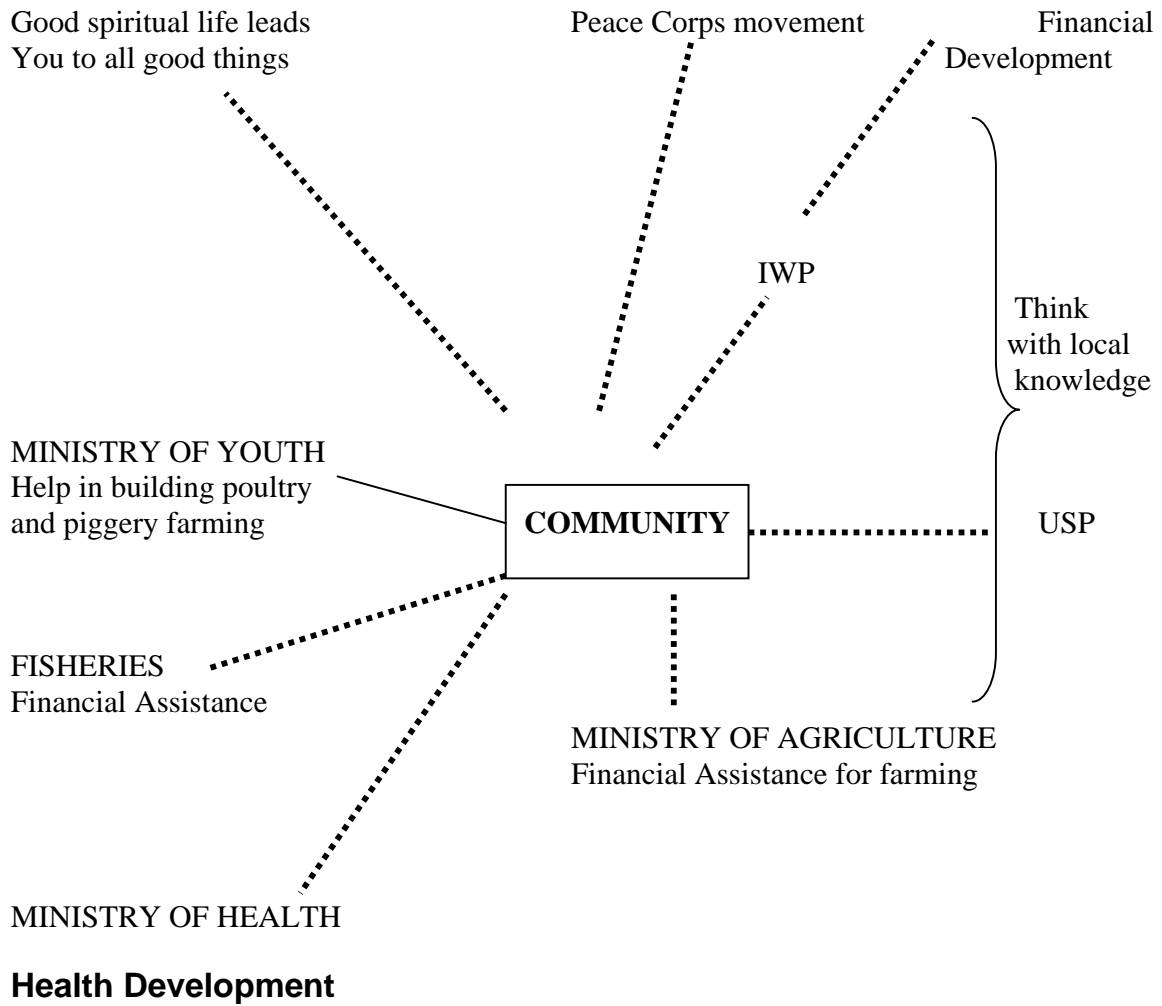
Group 3

- (1) It's you yourself will know the problem you're facing everyday
- (2) You can solve your own problem
- (3) Funding from outsiders will help this kind of development

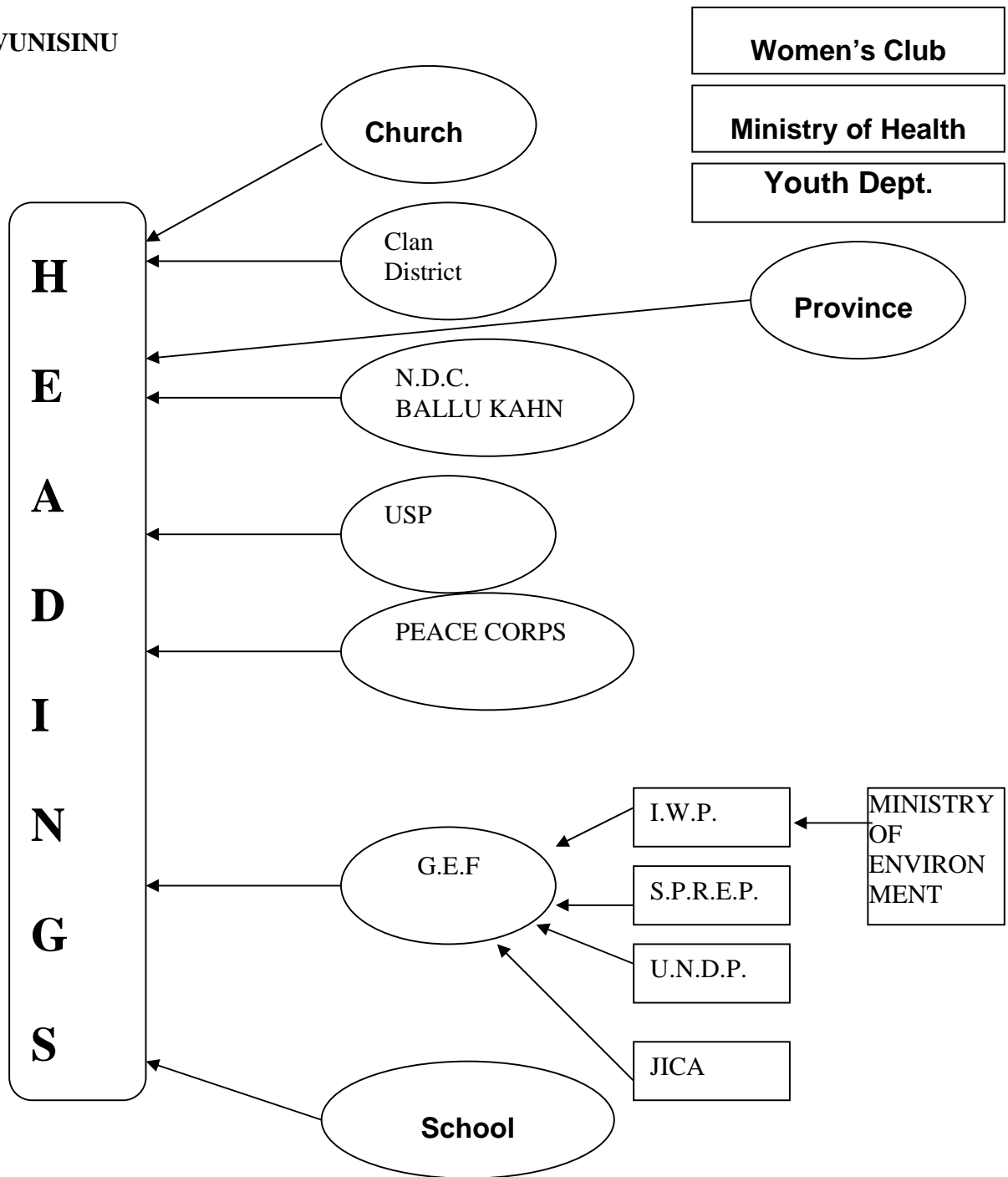


4. INSTITUTIONAL ANALYSIS

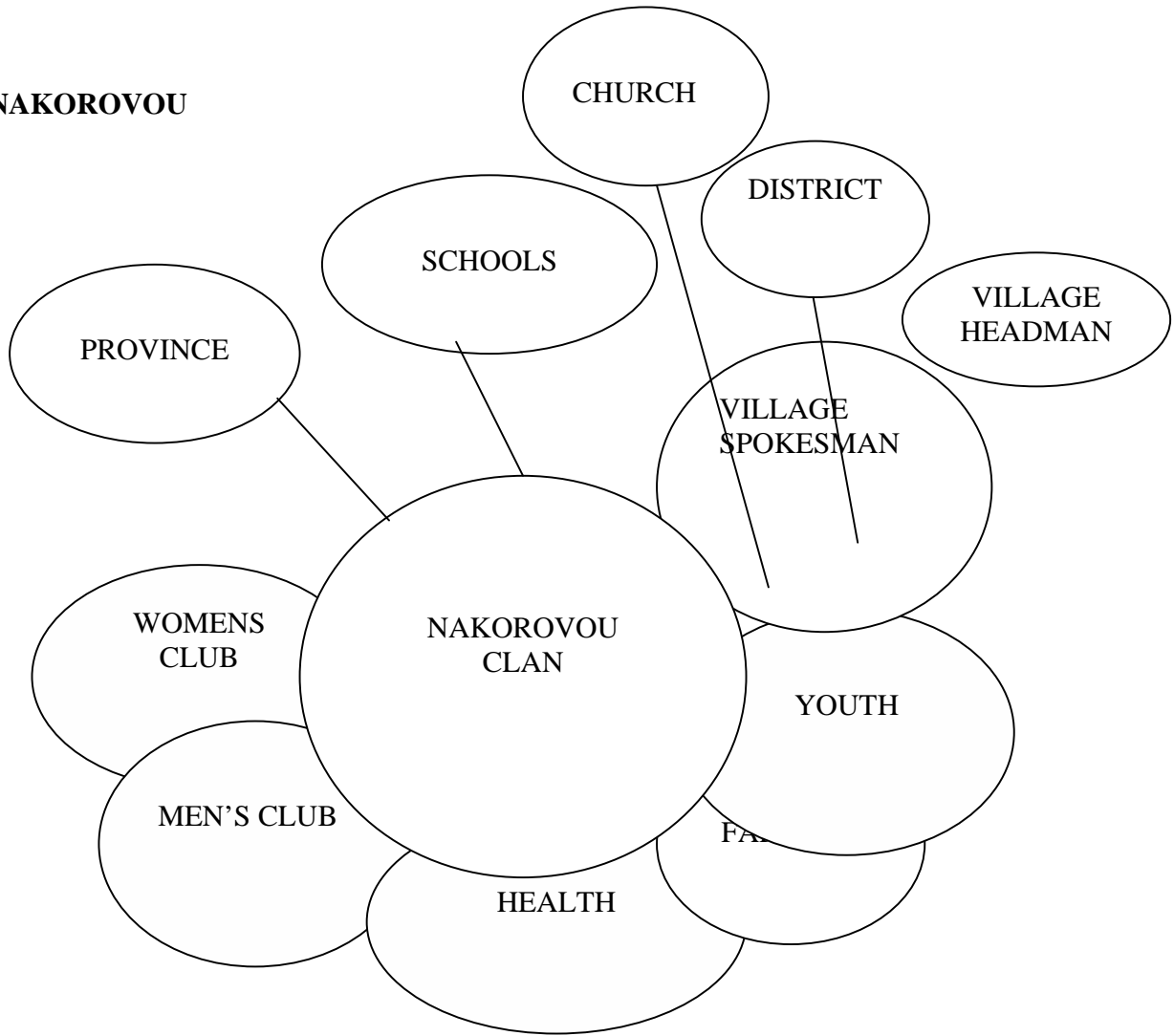
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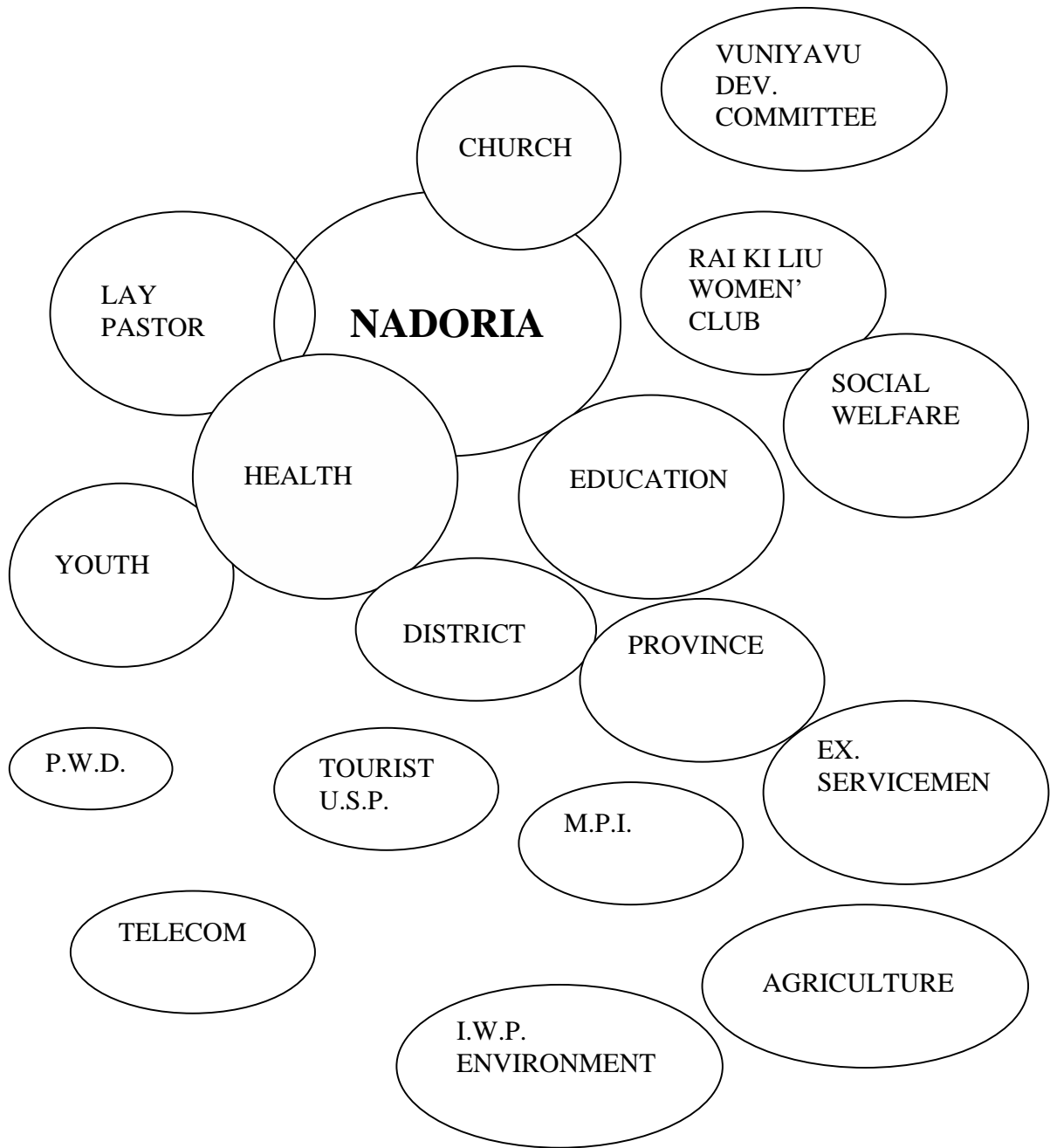
VUNISINU



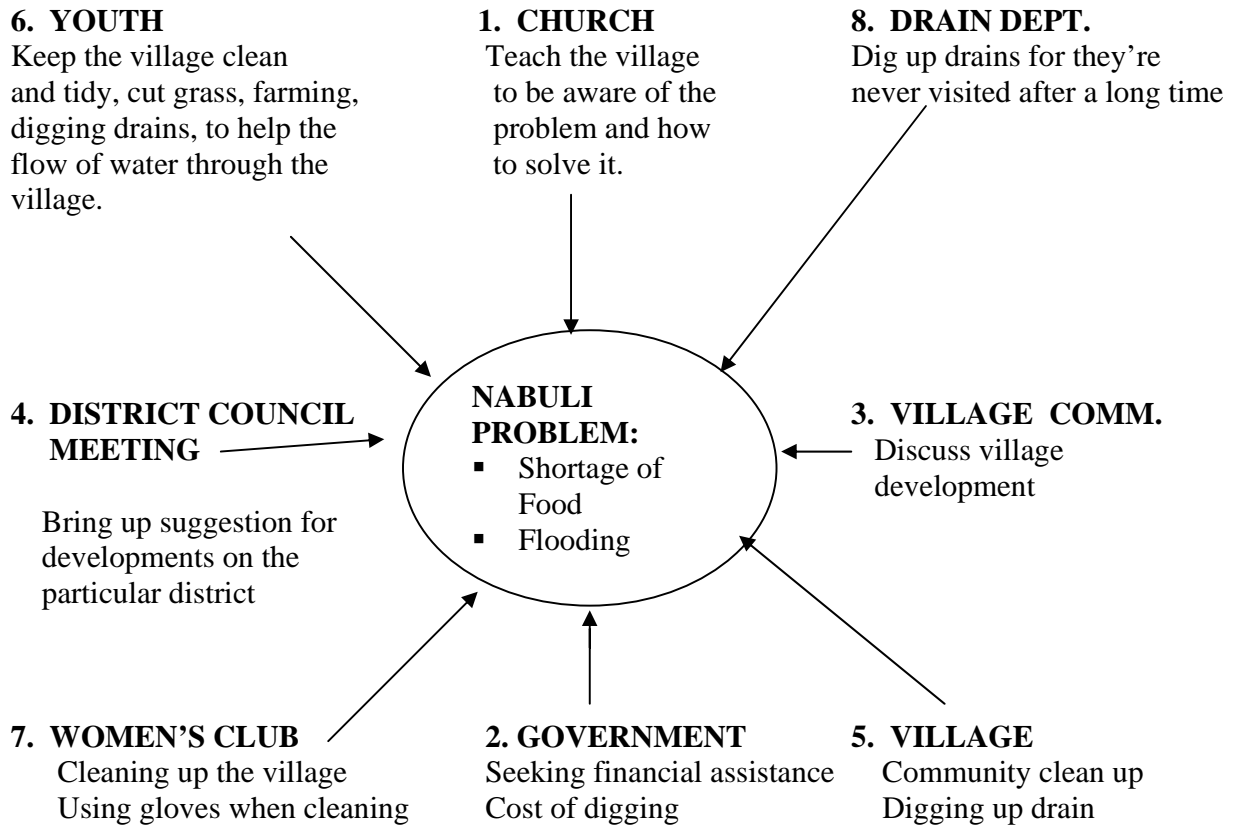
NAKOROVOU



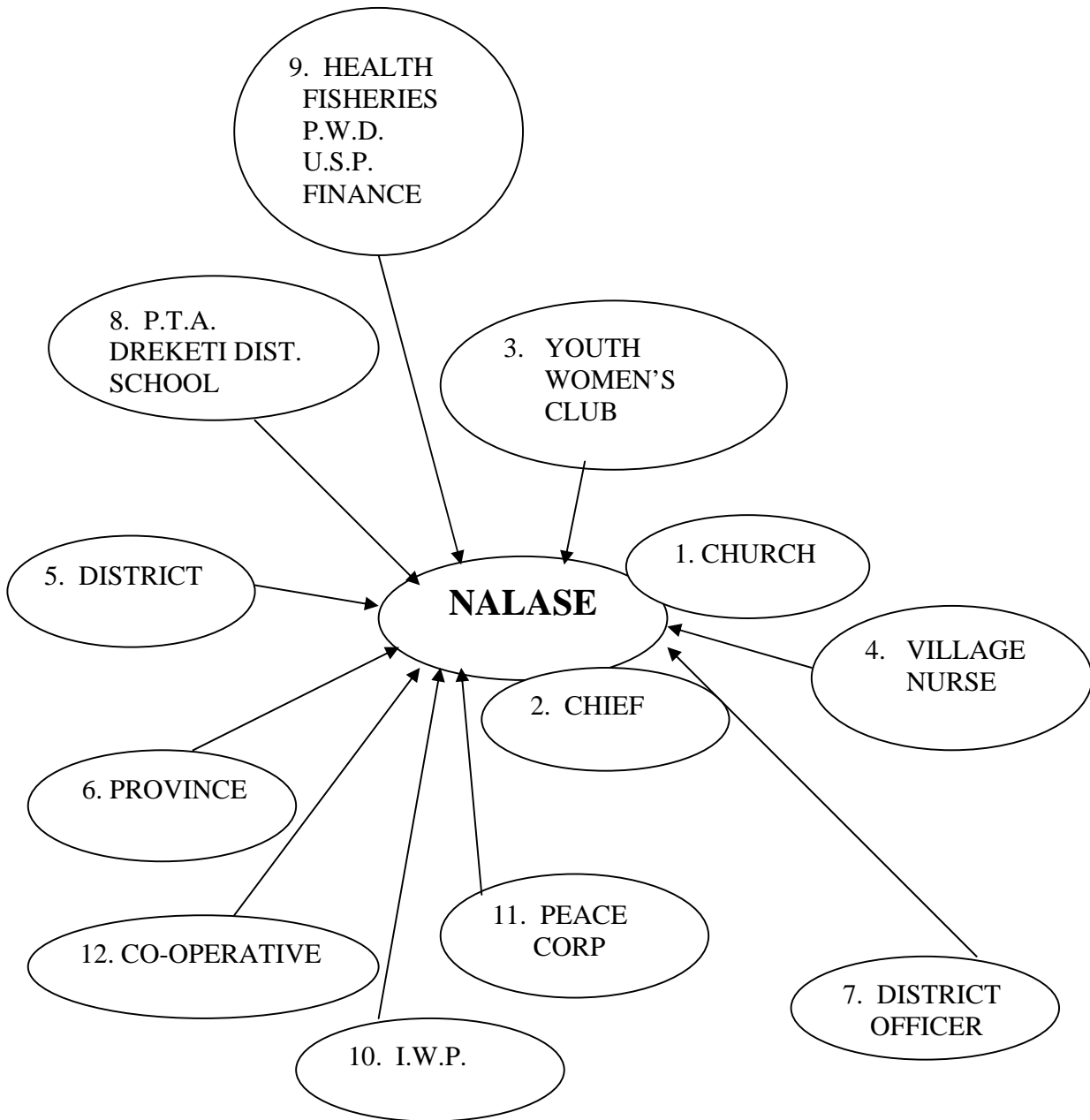
NADORIA



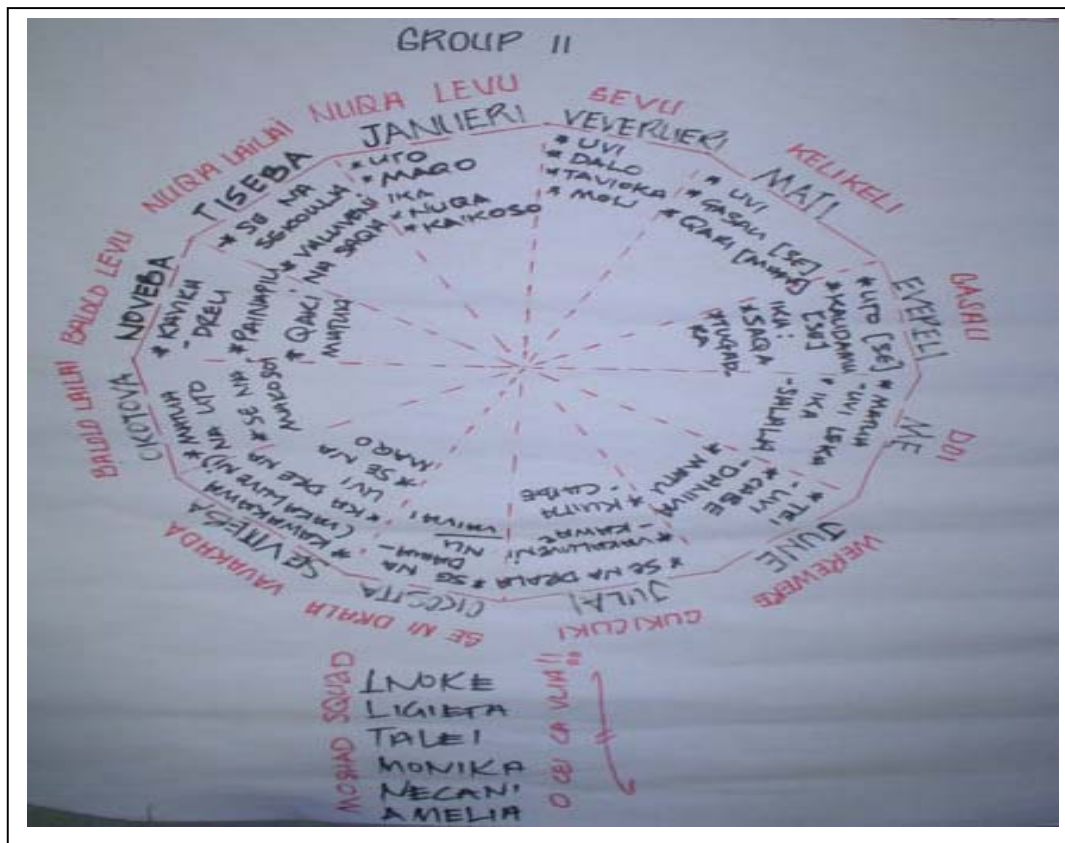
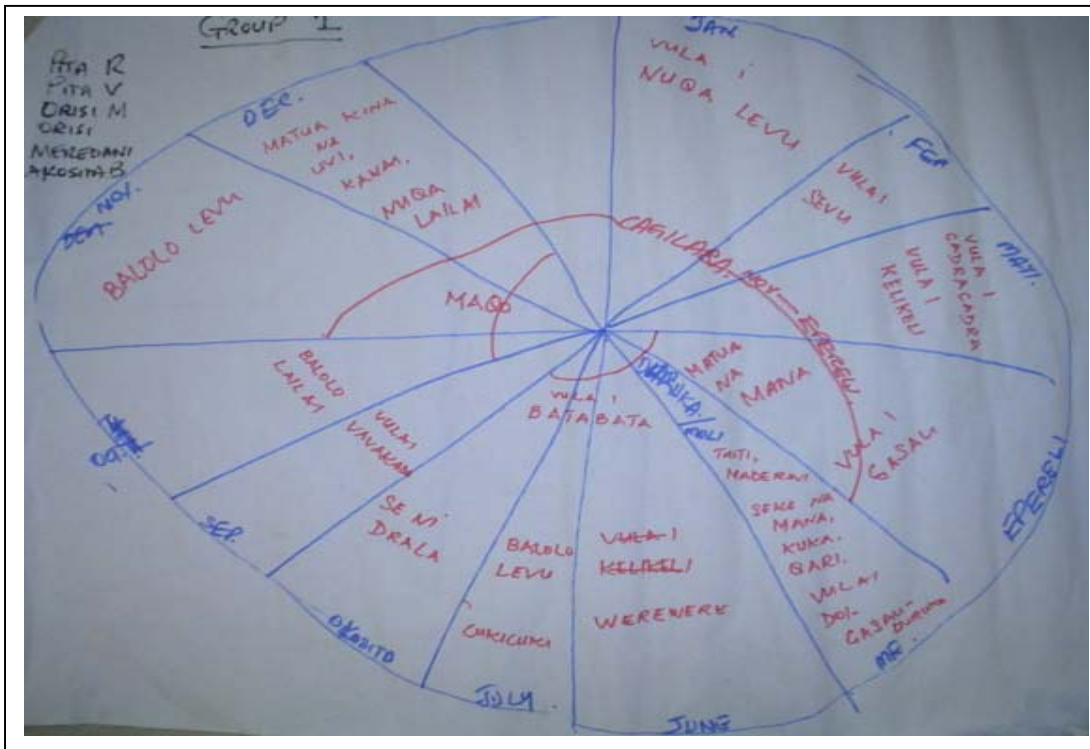
NABULI

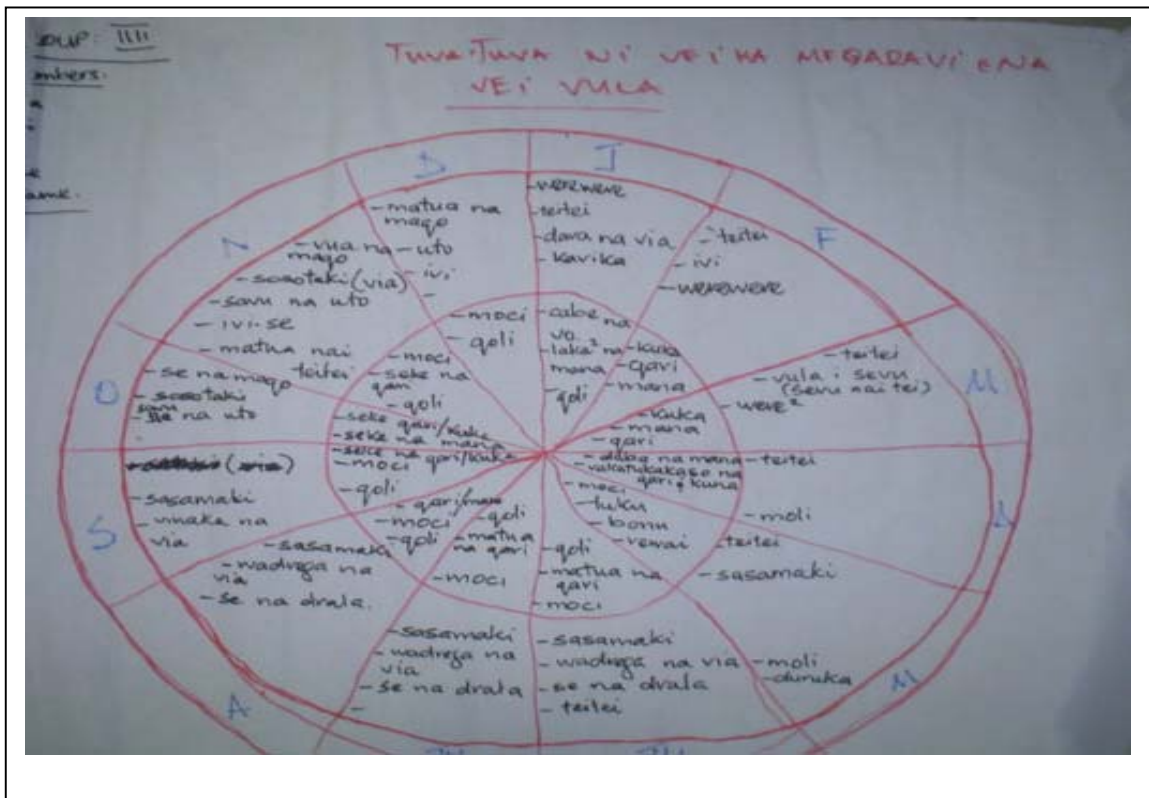


NALASE



5. SEASONAL CALENDAR





6. QUALITIES OF A GOOD LEADER

GOOD GOVERNANCE

Group 1

1. Good Christian background
2. Well educated [good academic background]
3. Good relationship with the club/society members
4. Vision
5. Good moulding leader
6. Be alert everytime
7. Speak the truth
8. Use time wisely

Group 2

Good Leadership

1. Christian
 - Well mannered leader, always cares for others,
 - Tell the truth, speaks well
2. Working with Good Background
 - Well trained , (educated)
 - Good knowledge of leadership and holding a good post at his work place
3. Healthy Living
 - Very healthy
 - Neat and tidy
4. Vision
 - Good action planner
5. Socialise Well
 - Well liked by his club members/society
6. Good Time Management
 - Use time wisely

Group 3

Good Governance

1. Well Educated [Graduate with Degree]
2. Good Knowledge

3. Christian
4. Loyal to his/her work [Dedicated worker]
5. Patients
6. Happy with work
7. Eager to learn
8. Care for others
9. Mentally and Physically fit
10. Good Planner

Group 4

Good Leader

1. Body language – physically and mentally fit
well educated (good academic background)
2. Good attitude, hard working, good christian background
3. Wise
4. Always tell the truth
5. Kind
6. Socialise
7. Hard working
8. Always think of others before himself
9. Always put him down [treated others as the same]



7. TIMELINE TREND

Nalase Village

	1951 – 1960	1961 – 1970	1971-1980	1981 – 1990	1991 - 2000
Population Census	16	30	46	87	106
No. of Household	6	10	13	19	26
Primary School	14	47	58	38	40
Secondary School	12	42	79	80	145
No. of People Working	20	32	40	51	53
Migrate (working)	60	80	98	109	320
Development	Copra drier Shop(co-op) Water	Service Station	Community Hall	Electricity	Seawall Church Toilet Dispensary Telecom Fish breed Footpath Habitat
Natural Disaster	Earthquake Hurricane	Earthquake Flooding	Hurricane Flooding	Hurricane Flooding	Hurricane Flooding
No. of Animals	58	61	89	103	85
Problems	Transportation Electricity Flood Housing Water				Water

Vunisinu

	1951 – 1960	1961 – 1970	1971 – 1980	1981 – 1990	1991 – 2000
Population Census	90	100	115	120	138
No. of Households	10	12	14	18	27
Primary School	10	15	30	40	60
No. of People Working	10	11	15	22	100
Migrate (working)	3	6	10	30	46
Development	Co-op	Co-op	Co-op/B-Hall	T/Bula, Footpath	C/Hall, K/Garden
Natural Disaster	Earthquake Flooding	Flooding	Hurricane Bebe Flooding	Hurricane Kina Flooding	Flooding
No. of Animals	10	20	35	40	56
Secondary School	5	5	10	20	28
Problems	Transportation	Transportation	Communication	Water	Water

Suvalailai

	1951 – 1960	1961 – 1970	1971 – 1980	1981 – 1990	1991 - 2000
Population Census	400	200	150	100	48
No. of Household	20	15	3	5	12
Primary School	20	15	17	18	10
No. of People working	10	8	5	2	NIL
Migrate (working)	8	4	3	3	5
Secondary School	10	12	13	9	5
Development	Village Dairy Farm	Church	Building Church and Community Hall	Start working	Complete
Natural Disaster	Earthquake	Flooding Hurricane	Flooding Hurricane	Flooding Hurricane	Flooding Hurricane
No. of Animals	40 chicken 40 cows 50 pigs	20 chicken 35 cows 35 pigs	15 chicken 29 cows 20 pigs	18 chicken 32 cows 23 pigs	25 chicken 23 cows 3 pigs
Problems	Finance	Road	Water	Development	Communication

Nadoria

	1951 – 1960	1961 – 1970	1971 – 1980	1981 – 1990	1991 – 2000
Population Census	-	-	-	118	150
No. of Household	19	26	28	30	49
Primary School	25	31	15	11	16
Secondary School	-	-	-	-	4
No. of People working	15	21	28	17	-
Migrate (working)	-	-	-	-	-
Development	Cooperative Fijian Bure to Modern Houses	Women's Club	Tourist Prawn Farming Community Hall	Dispensary Water Tank Footpath	Kindergarten Church Toilets Water Seal
Natural Disaster	Earthquake				
No. of Animals					
Problem	Lack of autoboard motors	Lack of land for farming Fever Water	Water	Education Water Transportation	Water

Nabuli Village

	1951 – 1960	1961 – 1970	1971 – 1980	1981 – 1990	1991 – 2000
Population Census	400	100	70	50	40
No. of Households	300	6	9	9	15
Primary School	100	40	15	10	8
Secondary School	50	40	10	10	8
No of People working	50	30	20	15	15
Migrate (working)	300	20	10	15	14
Development	1	2	Roads, Water, Electricity, Church, Fish Pond, Dispensary, Water Tank, Footpath, Kindergarten, Toilet and Water seal.		
Natural Disaster	-	1	2	-	2
No. of Animals	100	10	50	60	100
Problems	Transportation used to be our major problems.				

Nakorovou

	1951 – 1960	1961 – 1970	1971 – 1980	1981 – 1990	1991 - 2000
Population Census	No idea [not born]	985	995	1015	1176
No. of households		40	45	65	106
Primary School	1	1	1	1	1
Secondary School	-	-	-	-	-
No. of people working		5	15	30	50
Migrate (working)					
Development	Concrete church		Footpath		Concrete Drain
National Disaster	1957 Earthquake		1972 Hurricane	3 Hurricane	
No. of Animals		20 cows 60 pigs	28 cows 70 pigs	15 cows 105 pigs	4 cows 100 pigs
Problems	Transportation Boat Water	Transportation Boat Water	Transporation Boat Water	Water	Water

8. LEADERSHIP QUALITY

How to Become a Good Leader

Group 1

1. Show examples
2. Give his best of ability
3. To follow the rules and regulations of the club
4. Members should be together in all aspects
5. Pray for the leader
6. Very encouraging
7. Work together

- **When we all work together**

- **Agree together**

- **Stay together**

- **Let us do it together**

- **Joy**

- **Your work is my work**

- **Whatever is ours is for Jesus too**

- **Let us do it together**

- **Joy**

Group 2

Results of Good Leadership

1. Regular meetings
2. Planning of Action (Projects)
3. Be Punctual
4. Good relationship with members
5. Solve the problems arise within members
6. Good spokesman and wise
7. Always follow instructions

Group 3

1. Always Helpful
 - See to the club members need
 - food
 - clothes
 - shelter
2. Full of Forgiveness
 - To club members and others
3. Club Members
 - Should work together
 - Supportive the leader's decision/advice
4. Be Punctual
 - To be punctual in every meeting
 - Community work etc.

Group 4

R: Siteri V: Saumatua M: Wati A: Bavai N: Tavua

Group 4

1. Members of the Community to support their leader
2. Members of the community to be supportive in all the plans
3. Members of the community should work together to encourage their leader
4. Pray for the leadership



9. RESOURCES

Nalase Village

Resources	Marketed	Non-Marketed	Direct	Indirect
1) Mangrove swamps	✓		✓	✓
2) Seawall		✓	✓	✓
3) Farming Dalo [taro] Cassava Coconuts Vudi Bele Oranges	✓	✓	✓	✓
4) Fish Fish farming Tilapia farming	✓ ✓	✓	✓ ✓	✓
5) Flowers	✓	✓	✓	✓
6) Shop Co-op	✓		✓	✓

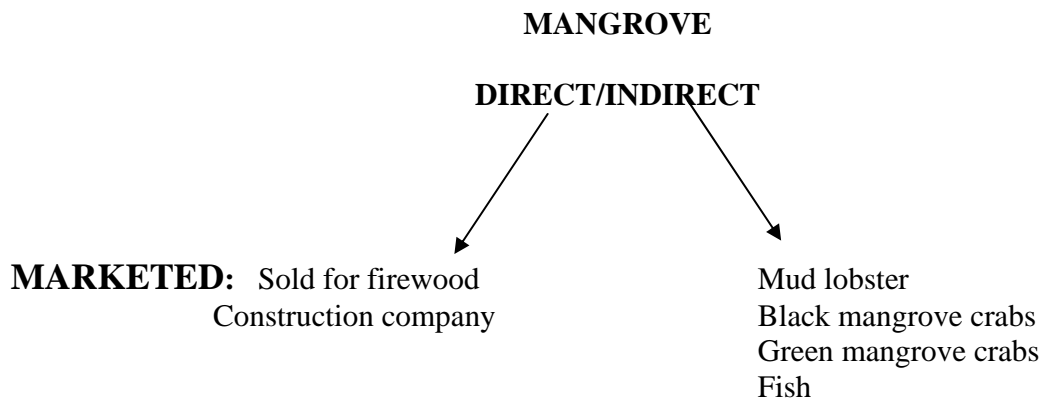
Vunisinu

	DIRECT	INDIRECT
MARKET	- Mangrove - Mangoes - Flowers - Community Hall - Gardens - Oranges	- Mangrove - Flowers - Gardens - Oranges - Community Hall - Mangoes
NON-MARKET	- Mangrove - Mangoes - Community Hall - Gardens - Oranges	- Flowers - Gardens - Oranges - Community Hall - Mangoes - Mangrove

Nadoria

DIRECT	INDIRECT
1) Mangrove Firewood Posts	Fresh Air Shelter Provides shade for livestock Medicine/Dye
2) Fish/Seafood [salusalu] Shrimps, prawns, crabs	
3) Dalo [taro] Cassava Asparagus Mangoes Oranges Bananas Coconuts	Cool breeze Add colours to environment
4) Roads	Graveyard Church House

Nakorovou



NON-MARKET

- 1) Fuel Source
 - (a) Habitat for marine life
 - (b) Wind Breakers
 - (c) Soil conservation/prevent erosion
 - (d) Medicinal use

Nabuli

	DIRECT	INDIRECT
MARKETING	Piggery Fish-commercial Cattle farming Coconut Cassava Chicken	
NON-MARKETING	Fresh Air Shops Sea Wall	House Grave Community Hall Church Village Sanitation

Suva Lailai

	DIRECT	INDIRECT
MARKET	Local asparagus Cassava Taro Bele (spinach)	Piece of land Flowers
NON MARKET	Oranges Tahitian chestnut Coconut Wild Taro	Coconut Beach

Group 1

RUBBISH

Problems

Diseases
Flies
Nasty smell
Cuts

Solution

Compost/manure
Bury rubbish
Burn
Remove all shells, tins etc.
Baskets
Classification of rubbish

Human Waste/Piggery

Problems
Sickness
Dirty water
Nasty smell

Solution

Compost

Group 2

WATER RESOURCE CONSERVATION

The proper usage of the source of water

Where the Problem Arises

- ❖ Polluting our water-supply

Problem Identification

- ❖ Using of harmful chemicals
- ❖ Lower water pressure

Goals

- ❖ To uphold prosperity of our ocean/river

Objective

- ❖ Avoid polluting our water ways
- ❖ To try and upgrade water
- ❖ By 2006 we should have clean and forceful water system

Policies

- ❖ Re-enforcement of policies to address water pollution

Action

- ❖ Village meeting → District Council Meeting → Provincial Council Meeting

- ❖ Seek financial assistance from government
P.W.D., Health, IWP, D. N. L.



Group 3

FISHERIES

Goals

- ❖ To replenish our fresh resources for present/future benefits

Exploitation of Fishing Ground

e.g. destruction/cutting down of mangrove

- Toxicating fish with poisonous root
- Sea pollution
- Issuing of licence – too excessive
- Illegal fishing
- Unauthorised fishing

- ❖ **Should be discussed at village district and provincial council meeting**

- ❖ **Organised Fishing Ground**

In the presence of Fisheries Dept/Roko/etc.)

- ❖ **Enhance and supervise work to be done**



10. CPEI

Group 1

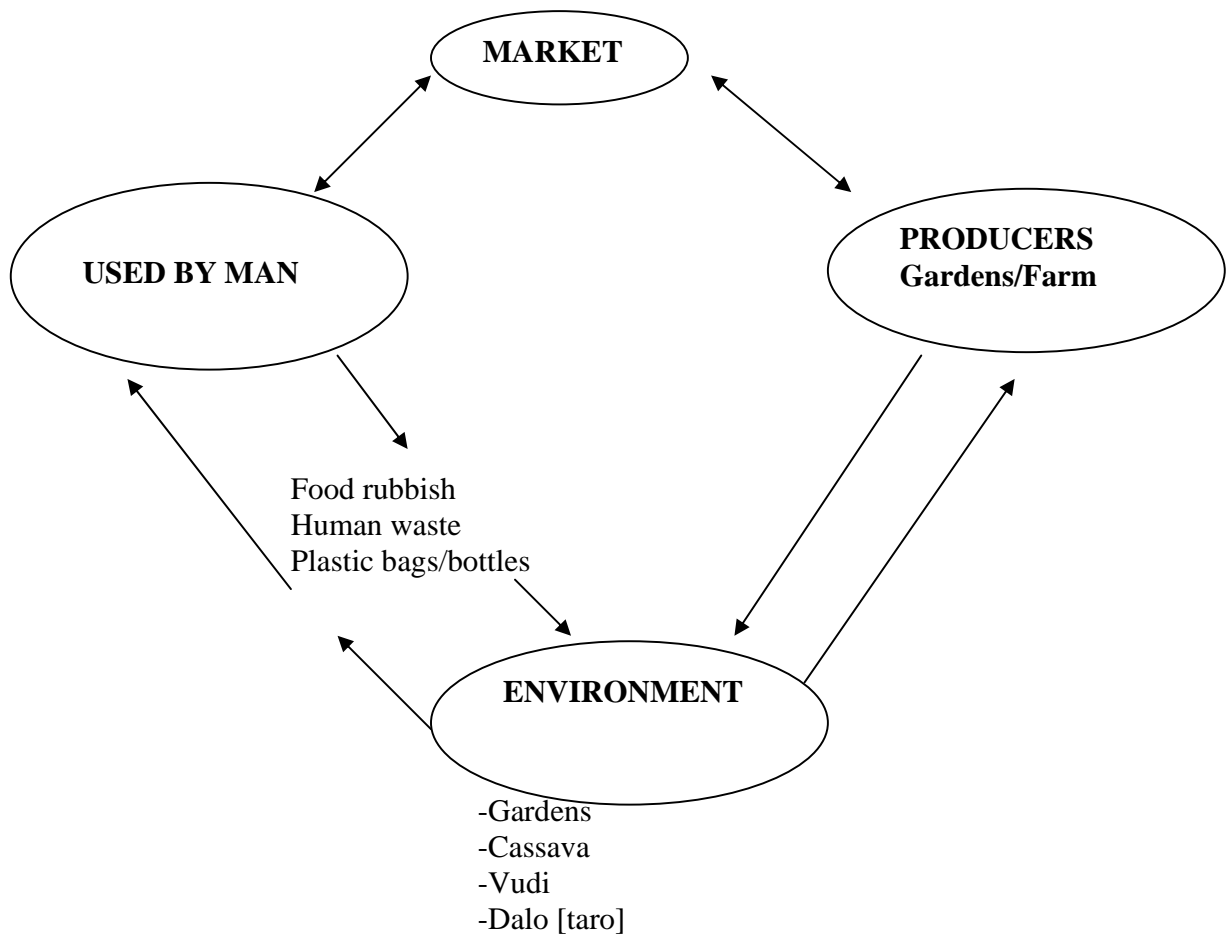
GOODS AND SERVICES

GOODS

Food –Plantation, market, shop
Drinking water – Tap, RWG/river

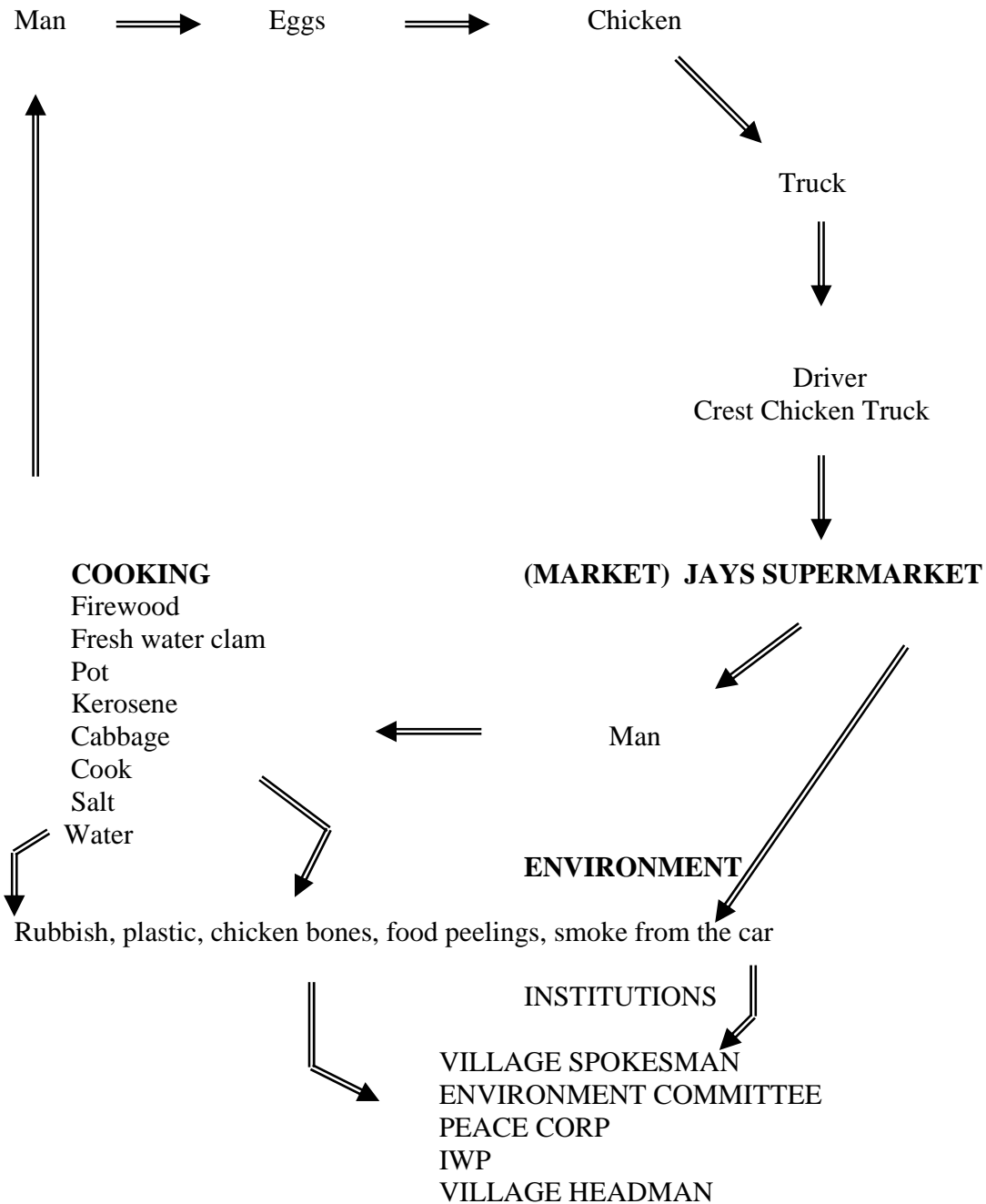
SERVICES

Transport
Blessings - Wind, sunshine, nights, rainfall



Group 2

CHICKEN FARMING



Group 3

GOODS AND SERVICES

1. Chicken
2. Dalo [taro]
3. Cassava
4. Roti/chappati
5. Water
6. Grog
7. Juice

Use without consuming

1. Table
2. Mat
3. Tissue
4. Jugs, Tumblers

Handiwork

Dalo [taro], cassava, mat, flowers

Commercial items

Chicken, flour, grog, sugar, pen, jug, ingredients

Gifts/Donations

Grog, cigarettes, books, pens

Groceries, chicken, cookies, sugar, flour

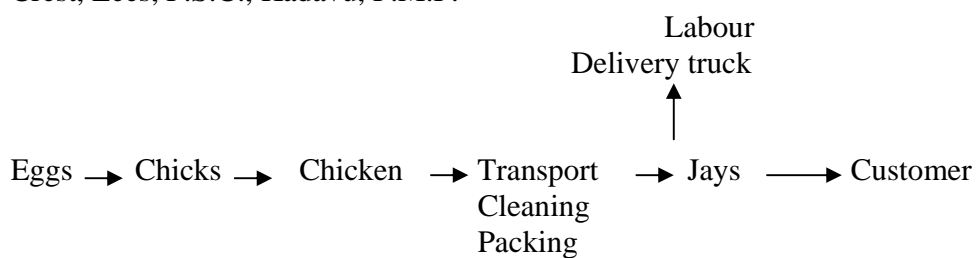
Trader

Jays

Market

Producer

Crest, Lees, F.S.C., Kadavu, F.M.F.



Disposing of rubbish

Chicken plastic, food peelings, grog residue, cigarette butts, waste paper

Ways of disposing

1. Buried
2. Burned
3. Compost heap

Generating Income activities

Fishing, farming

Avoid catching small fish

Group 4

Community Economics

Goods

Cassava, Fish, Egg plant, Vudi, Coconut, Duruka, Moli, Passionfruit, Chicken, Vegetables, Dalo, Flour, Cookies, Tuna, Bread, Butter, Tea, Milk, Sugar, Glass, Jug, Spoon, Plate

Services

Catering, Transport

Cash Income

Farming

Piggery

Working

Community

Fish – pond

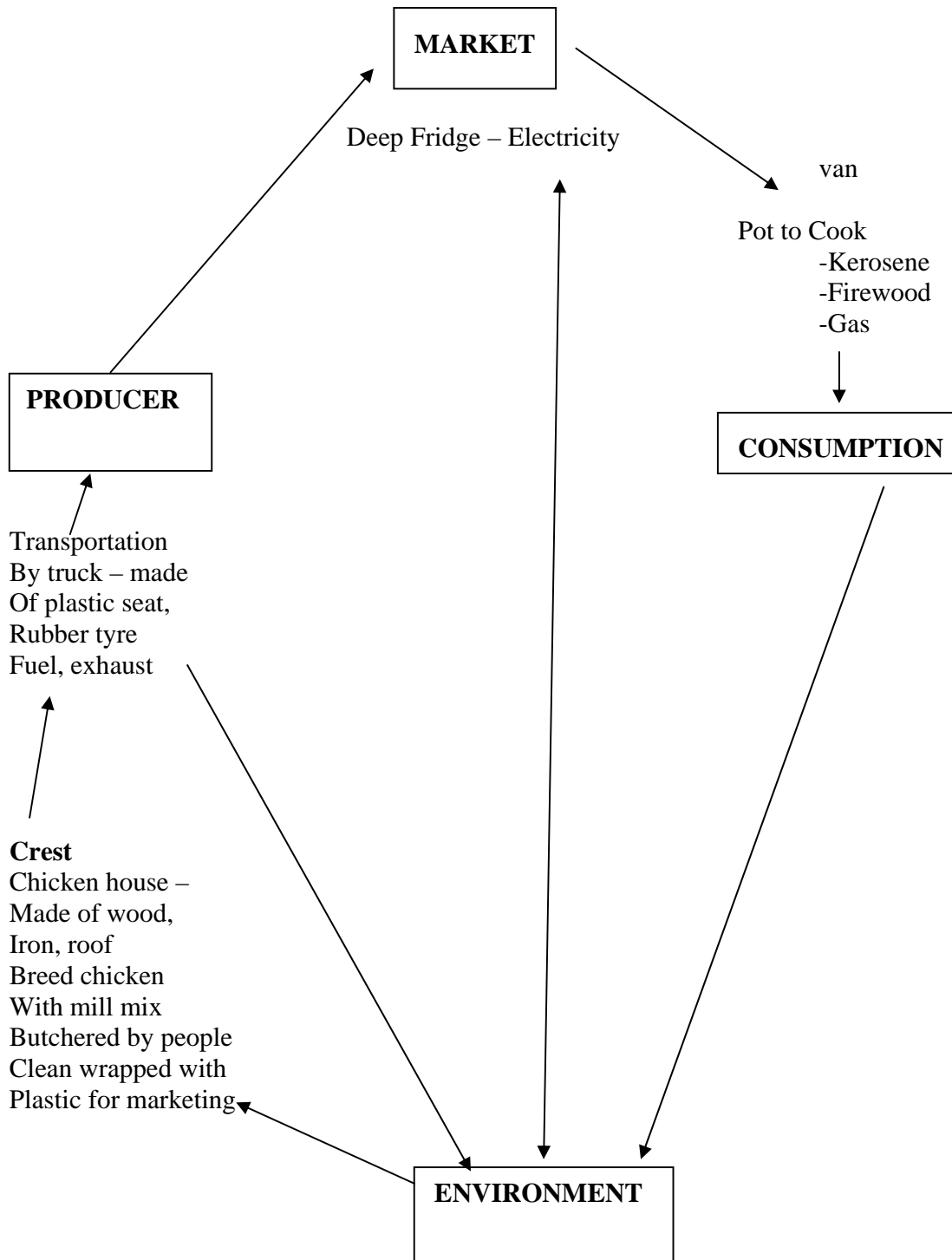
Fund raising

Rules

\$4.00 kg

for right size

Three attendant



Group 5

GOODS:

Fish
Cassava
Vudi [Banana]

Services

Rain
Air
Dew

Goods

Cassava
Dalo [taro]
Vudi [Banana]

Services

Bus
Car
Boat

Goods – Visible goods that are used

Services – Invisible services but are useful

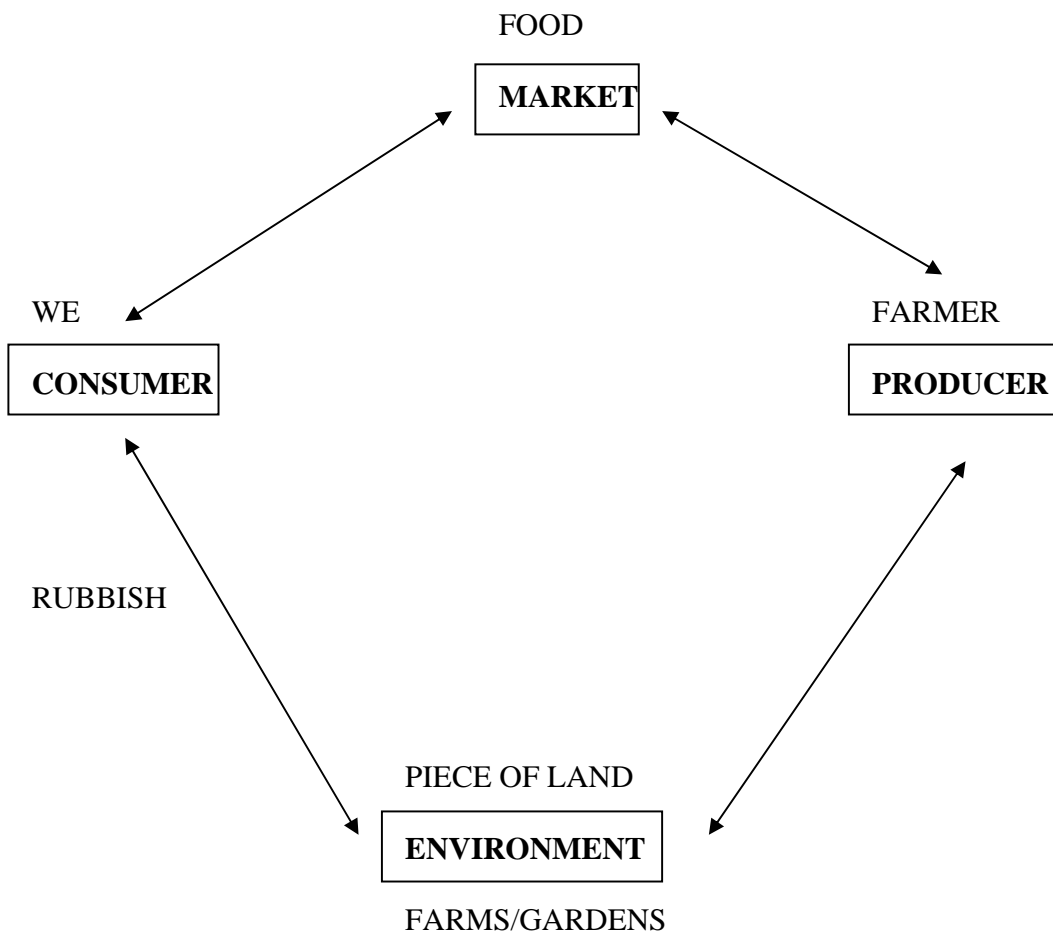
Group 6

Goods

Local asparagus
Mutton
Fresh water clam
Chicken
Eggplant/Baigani
Dalo [taro]
Breadfruit
Cassava

Services

Provided by the women
The teachers
Truck



11. PROBLEMS (What is the Problem)

Nalase Village

DEVELOPMENT

1. Failure to respect others views
2. Lack of knowledge
3. Village Council meeting rarely held
4. Poor decision making
5. Boasting of achievement
6. Excessive use of grog
7. Disobedience
8. Little advice from expertese
9. Loosing interest
10. Insufficient funds
11. Religion
12. Too much gossiping
13. Land dispute
14. No vision/lack
15. Finger pointing
16. Lack of land
17. Lieing
18. Water
19. Roads
20. Floods
21. Insufficient tools for working/development
22. Drainage
23. Relationships with others
24. Farming problems
25. Breaking Laws
26. Transportation

CONSERVATION

1. Lack of education
2. No goals to achieve
3. Lack of understanding
4. Water
5. Rubbish
6. Fishing ground

Group 2

DEVELOPMENT

1. Rubbish dump
2. Exploitation of fishing ground
3. Polluting of Water resources
4. Domestic piggery
5. Poor toilet facilities
6. Use of water seal toilets
7. Poor drainage – not cleaned
8. Shallow drainage
9. Overgrown surroundings in the village
10. Relationship with others
11. Poor leadership qualities
12. Spiritual growth
13. Carnal christian/unspiritual
14. Poor water supply
15. Lack of nourishing food
16. School dropouts
17. Laziness
18. No farming
19. Financial constraints
20. Overcrowding homes
21. Behaviour, manners
22. Lots of stealing
23. Mannerless
24. Disorderly
25. Transportation
26. De-facto relationship
27. Loose tongue

CONSERVATION

1. A village rubbish dump
2. Restriction
3. Village regulation
4. Discard
5. Encourage to have a toilet per house
6. Use of compost toilet
7. Cleaned and deepend regularly

Group 3

DEVELOPMENT

1. Water
2. Land
3. No unity
4. Fishing ground
5. Planning
6. Transportation
7. Drainage
8. Dispensary
9. Poor sanitation – kitchen, bathroom, and toilets
10. Trees
11. Leadership
12. Flooding
13. Weedicides
14. Vision not fulfilled
15. No regular meetings
16. People not seeking advice
17. Excessive drinking of grog
18. Livestock

CONSERVATION

1. Water
2. Rubbish
3. Land
4. Fishing ground
5. Good dispensary facility/building
6. Trees
7. Drainage



Nakorovou

DEVELOPMENT

1. Fishing ground
2. Water
3. Drainage
4. Unemployment
5. Farming
6. Toilets
7. Kitchen
8. Broken families
9. Relationships
10. Cyclone
11. Flood
12. Weedicides
13. Excessive grog consumption
14. Undermining leadership

CONSERVATION

1. Rubbish/Compose
2. Fishing ground
3. Gardening/Subsistence farming

Suvalilai

DEVELOPMENTS

1. The Pig stys need to be shifted away from the village boundaries
2. Increase village meetings
3. The village is flooded whenever there is a heavy downpour
4. Gardens are often flooded due to poor drainage
5. Request for Government Assistance seems to fall on deaf ears
6. We do not have many well educated children from within our village to help develop village projects

CONSERVATIONS

1. Great time waster
2. Lack of financial resources
3. Villagers fail to communicate and relate to each other

Nabuli

DEVELOPMENT

1. There is no specific source of income, people have been asked to fork out money from their pockets
2. There's no village dispensary
3. Transportation costs/van/bus
4. Urban Drift (migrate) – People looking for employments in urban areas
5. Need for educational assistance – workshop [wise budgeting]

CONSERVATION

1. Stench from the pigsty [smell and water]
2. Hurricanes
3. Burning – destroys plantation, trees and animals



12. THINGS WE LEARNED

- 1. Budget – Distribute of funds**
- 2. Ask for Assistance**
- 3. Ability to listen and appreciate dialogues**
- 4. More dialogues**
- 5. Planning**
- 6. Education**
- 7. Sensible**
- 8. Vision**
- 9. Objective orientated work**

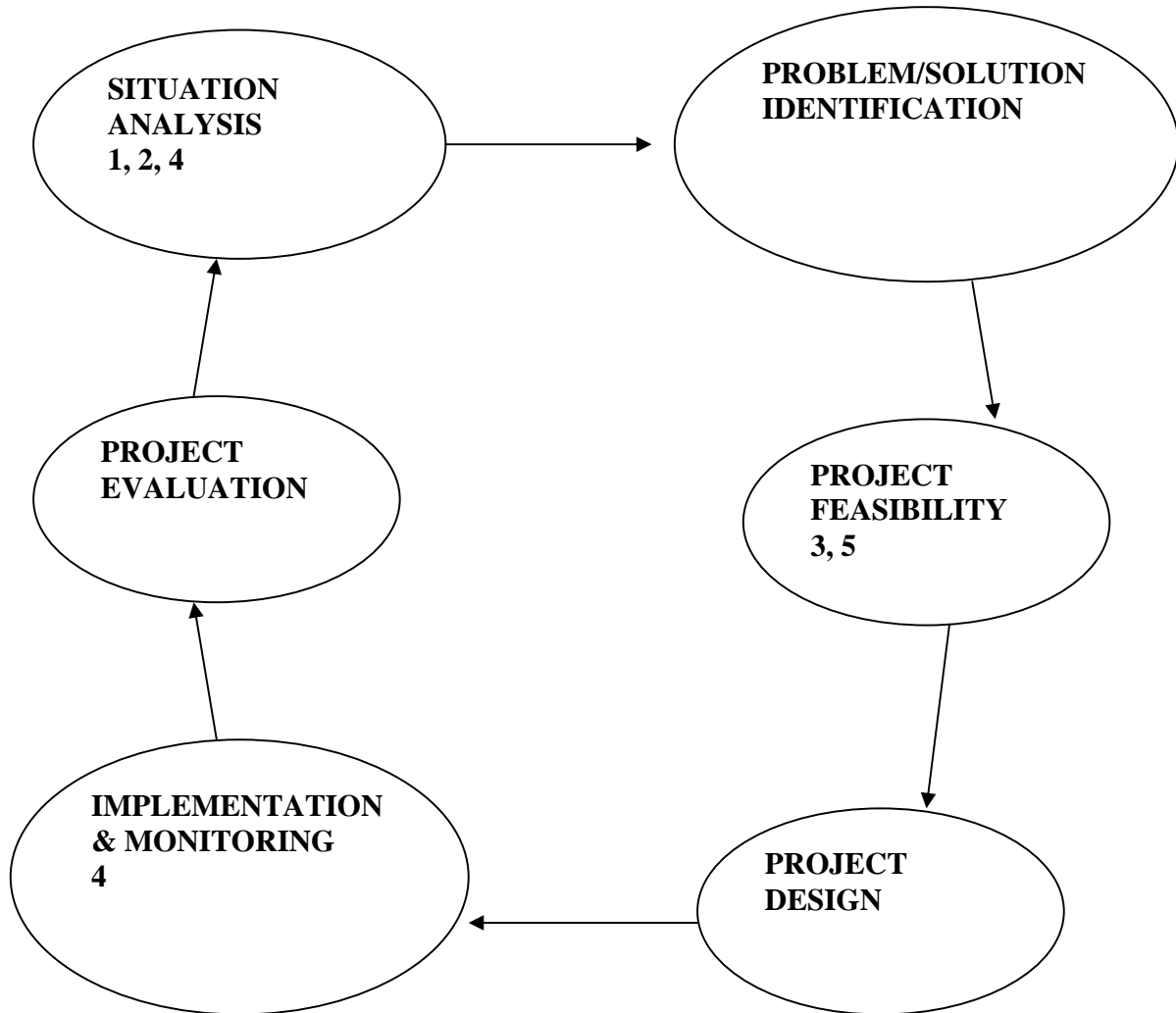
1. Group of people
2. Election of President
3. Credit- \$160
4. Interest on investment - \$40
5. Payback credit – 28th May - \$200
6. Pay \$100 rent on 27th May
7. Bank gives \$40.00 to kick off (start)
8. Monday – buy tools
9. Tuesday – work begins
10. Wednesday – marketing day
11. Thursday – banking and paying of bills
12. Friday – planning
13. Saturday – family shopping
14. Sunday – Sabbath
15. Tuesday – “life card’
16. Use \$40 to buy own tools
17. \$80 derived from sales
18. Quality items needed
19. Cheap and Low Quality goods

1. Extravagant
2. Thrifty
3. Over eating
4. Over indulgence of grog
5. Poor planning
6. Poor judgement
7. Poor planning/co-ordination
8. Lack of communication
9. Lack of knowledge
10. Poor budgeting
11. Failure to request assistance
12. Following directions

- a. Utilising mental competence
- b. Planning
- c. Time management
- d. Reaping the harvest
- e. Budgeting
- f. Ability to listen



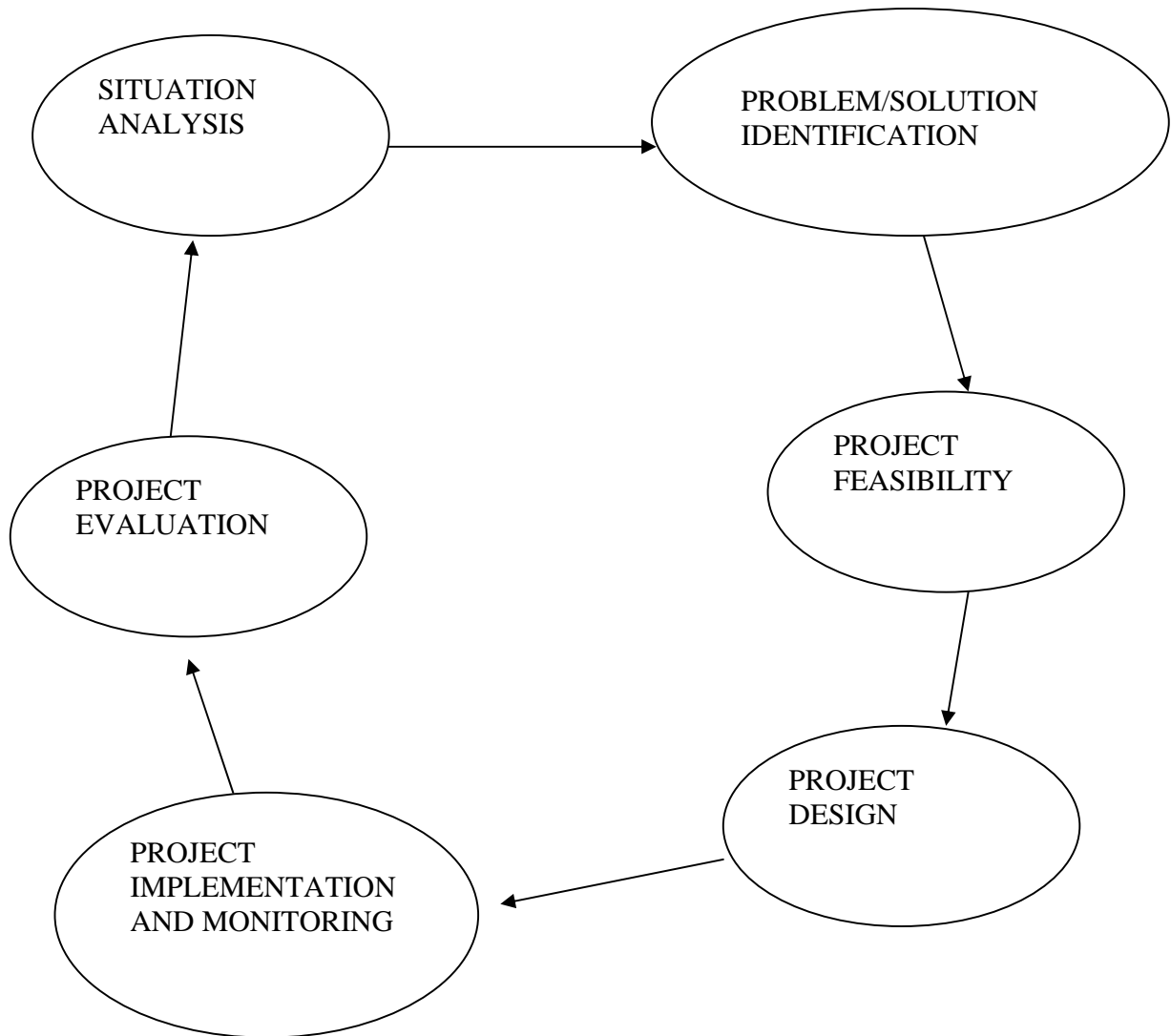
13. POLLUTION



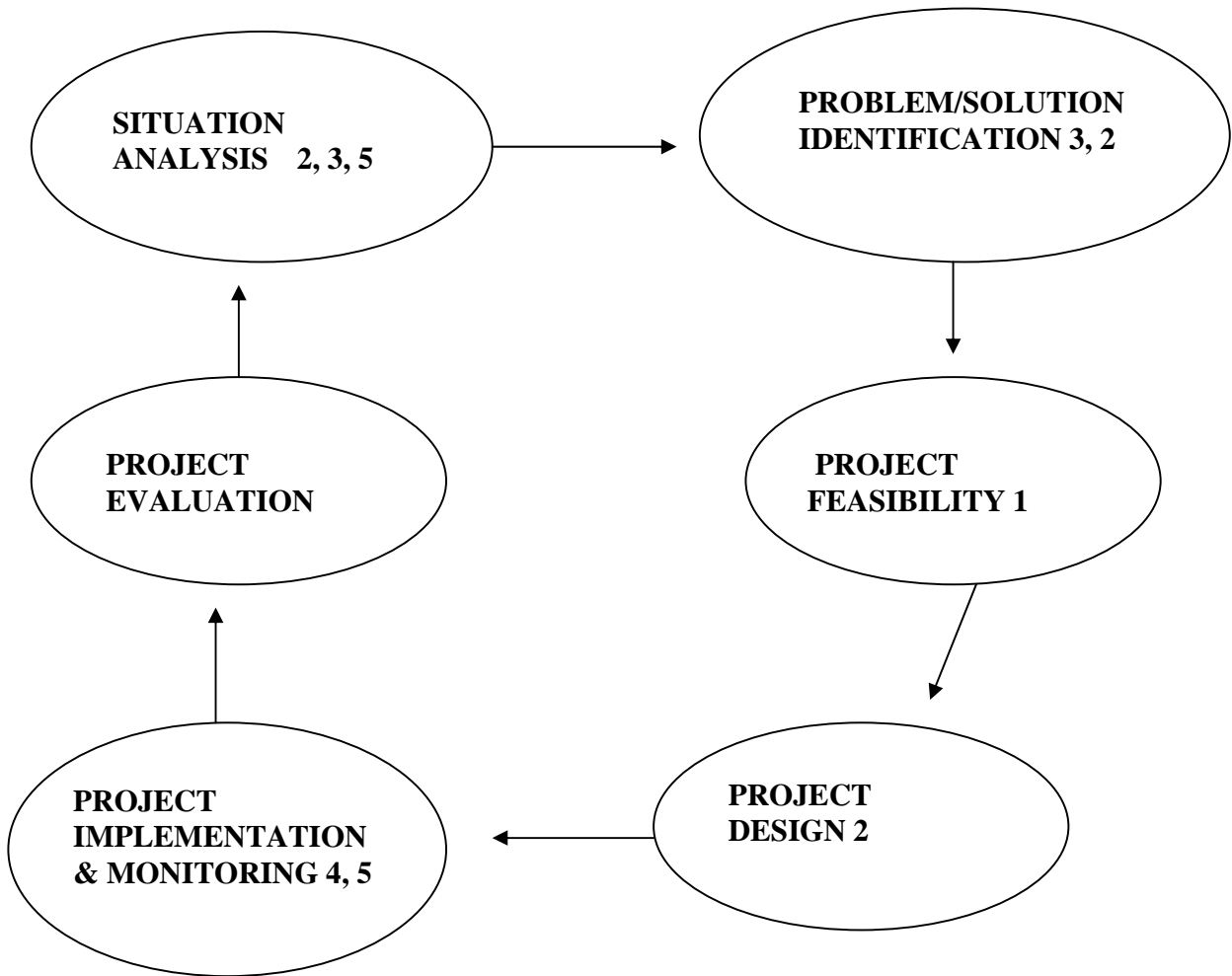
Group 2

PROJECT B

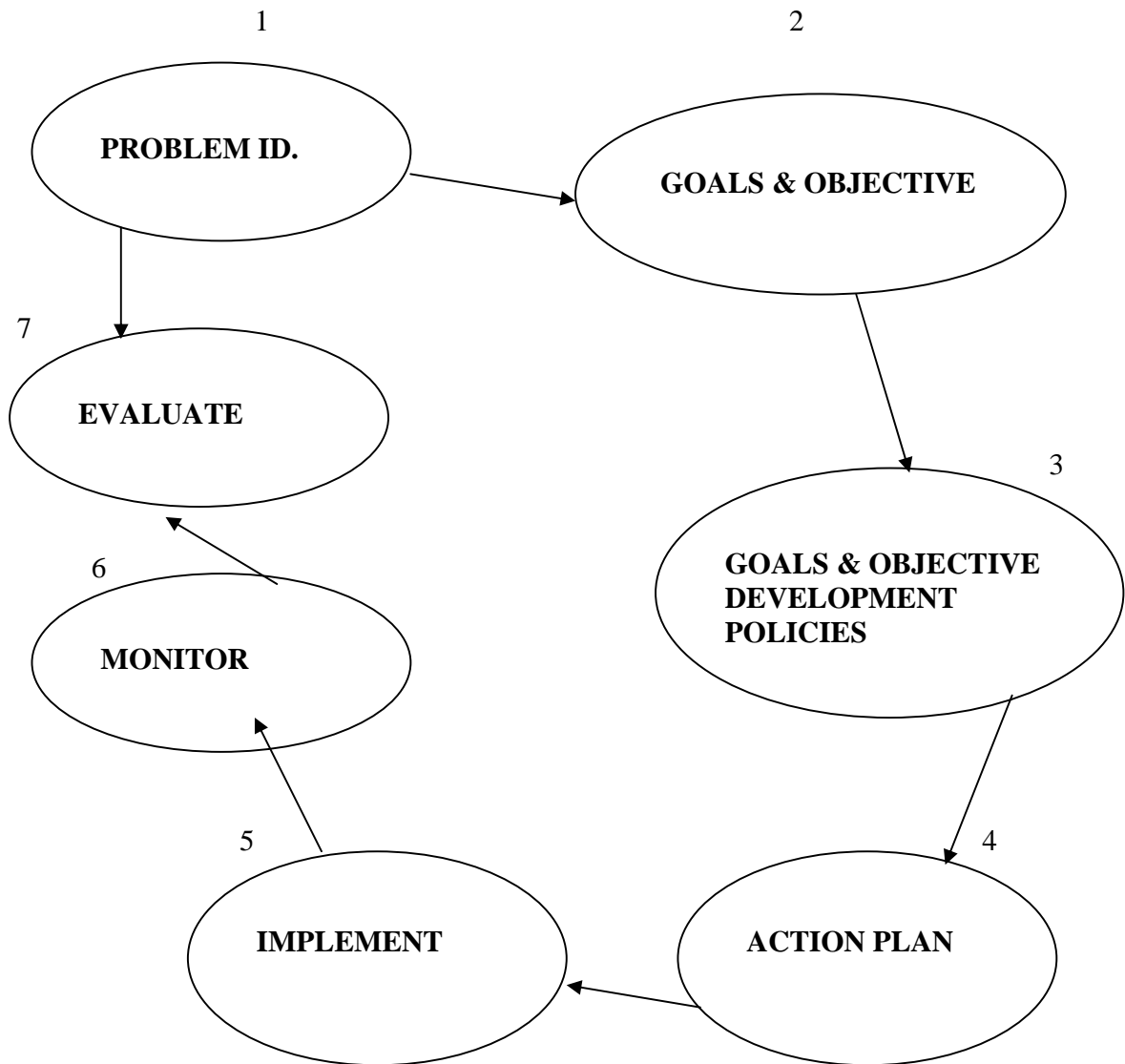
FISHING PROJECT



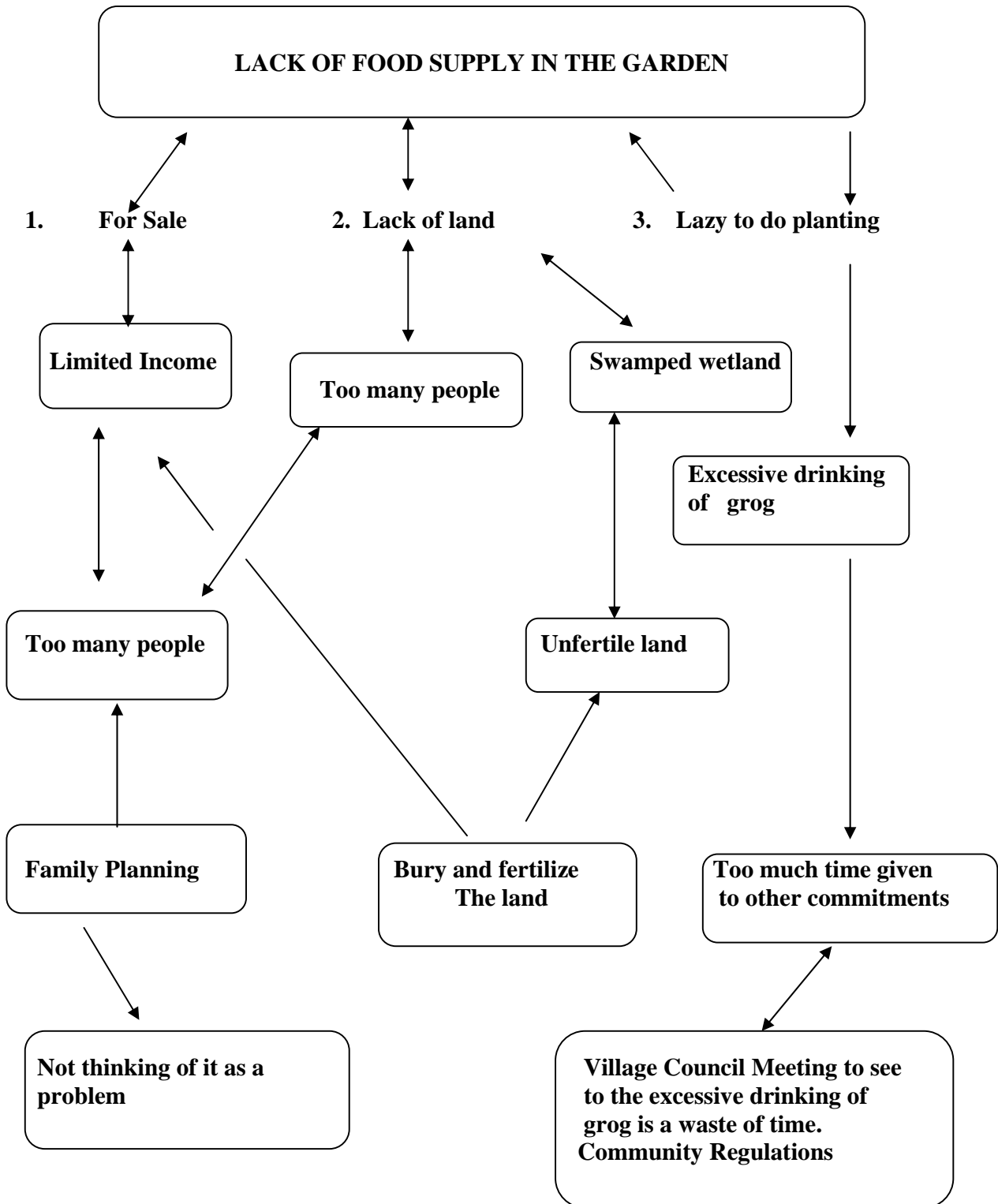
Group 3



PLANNING



GROUP 1

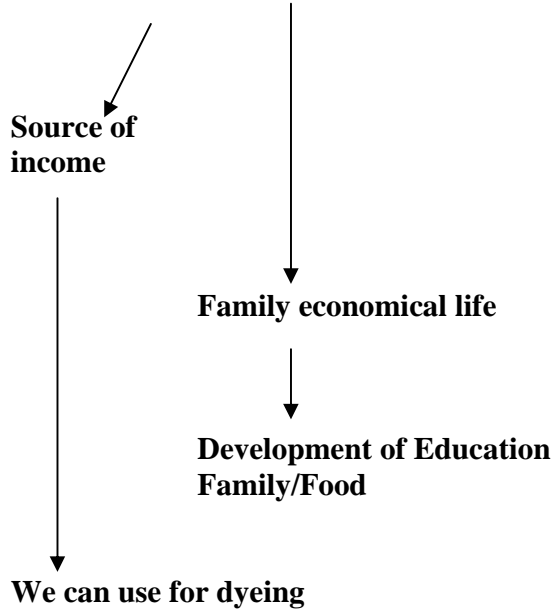


Group 2

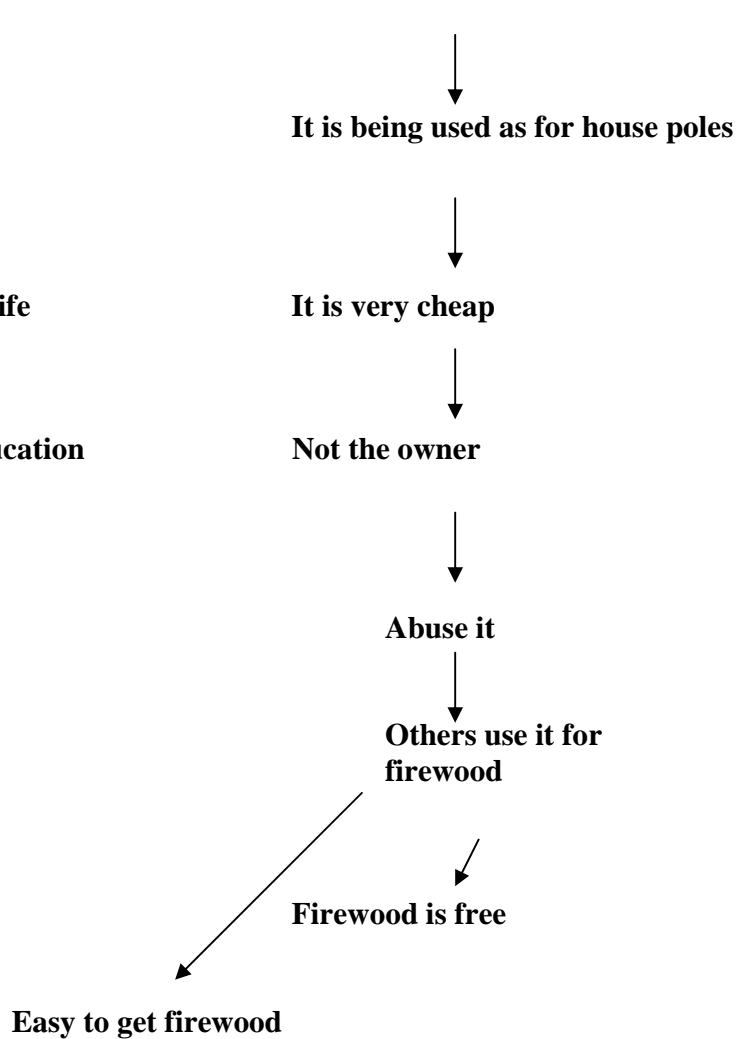
MANGROVE

Lack of Mangrove

MANGROVE FOR SALE



LACK OF MANGROVE

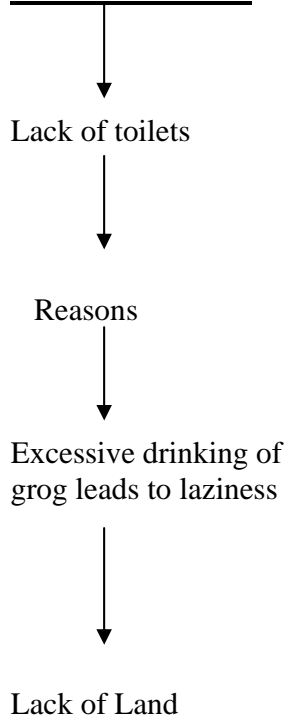


**It is used to make lei
(salusalu from titi)**

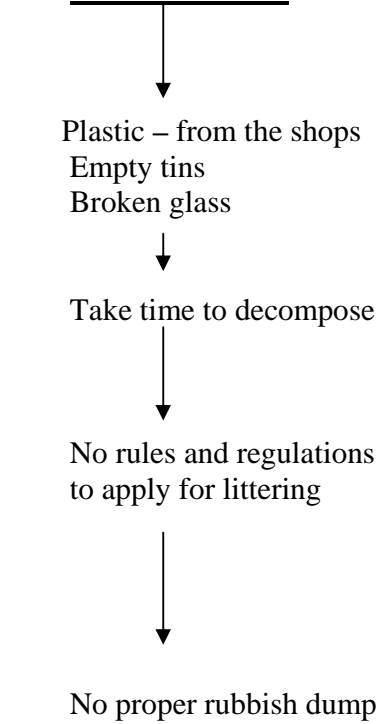
Group 3

WASTE MANAGEMENT

HUMAN WASTE



HOME WASTE

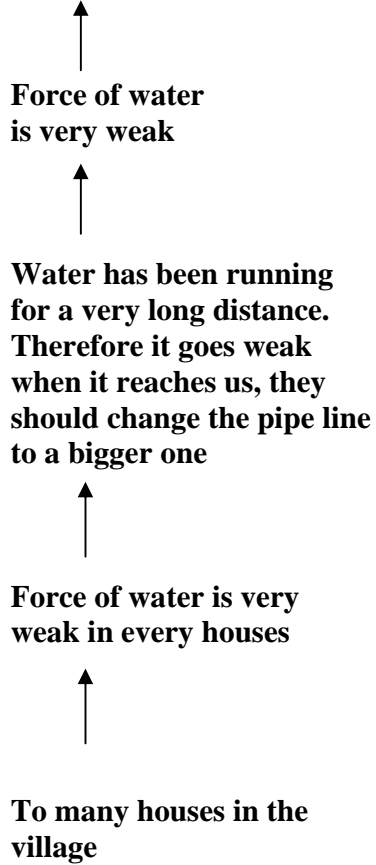


SICK

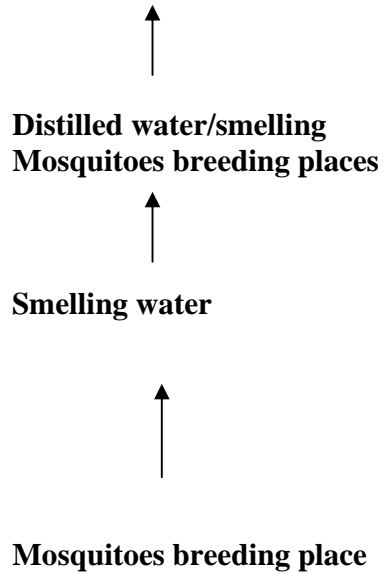
Group 4

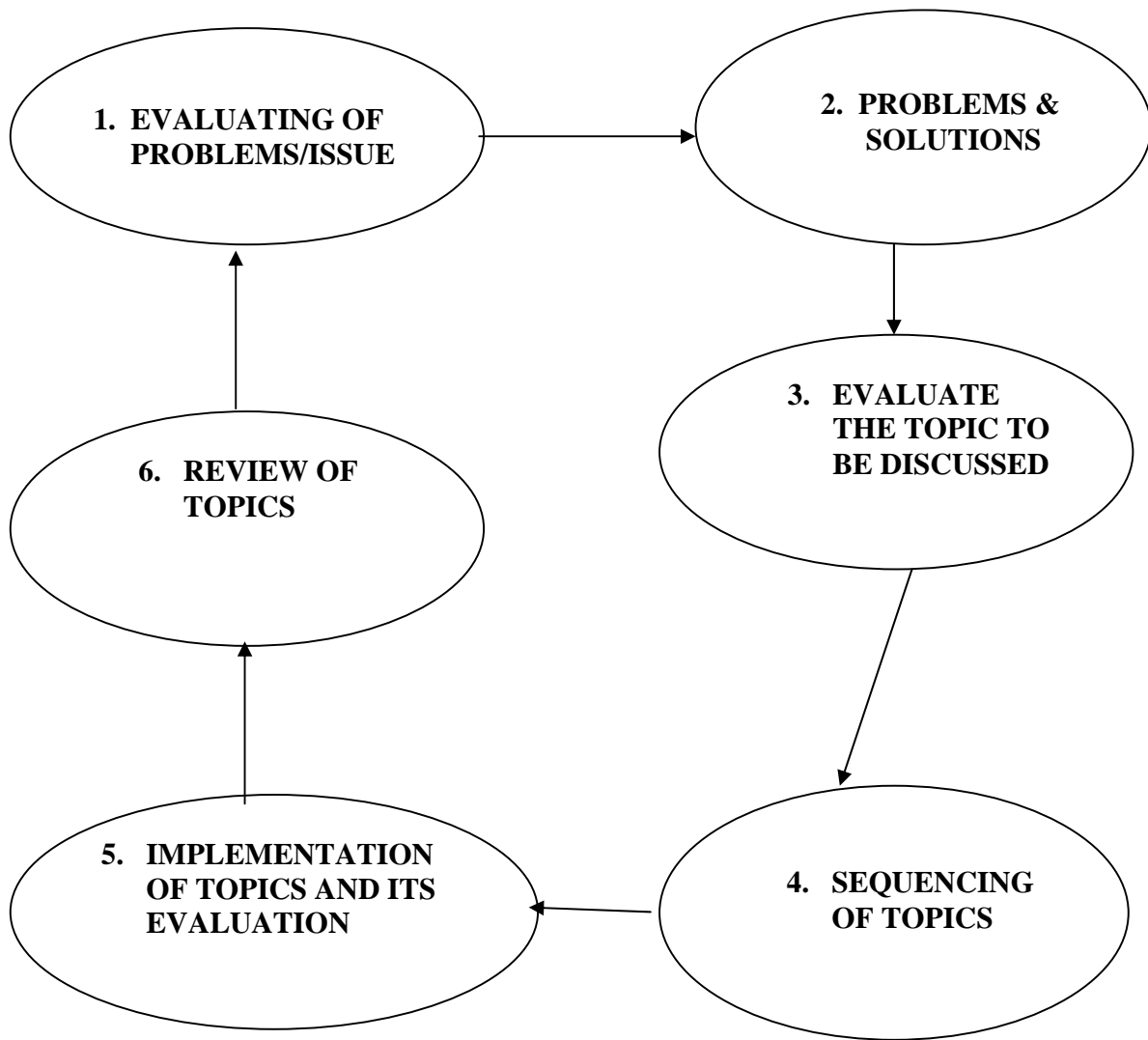
WATER RESOURCES

DRINKING WATER



SWAMPY LAND





CONCERN AND OPPORTUNITY

Rubbish Dump

Concern – Rubbish Dump to be transfer

Opportunity – Committee to make arrangements that rubbish to be carried away to Nausori

\$60/Trainer/3 weeks

\$2/House/3 weeks

Concern - Attitude

Opportunity – Village empowerment to western democratic system

NABULI

CONCERN

1. There are less people in the village. People are migrating to urban areas for employment opportunity

[village/mataqali council meeting] have to be attended

2. Cutting of trees in the village

- ❖ Mangoes**
- ❖ Mangrove**
- ❖ Tahitian chestnut**

OPPORTUNITY

Empty tins/cans can be used as a flower vase, ash trays

Coconut Leaves

- ❖ Broom**
- ❖ Hats**
- ❖ Baskets**
- ❖ Sheds skirting**

Coconut

- ❖ Grog bowl**
- ❖ House decorations**

CONCERNS AND OPPORTUNITY

Nalase

CONCERNS

Rubbish

No unity
Misuse/Abuse
Disobedience

Flowers

Village doesn't look good since all young/budding flowers are cut down for selling

Mangroves

Scrape down for salusalu

Basket Weaving

Used of baby coconut leaves for weaving baskets

Toilets

Used of corals in Flush toilets
Killing coral

OPPORTUNITY

Rubbish

Village council meeting to see that littering is restricted in the village

Flowers

We have been asked to have a nursery

Lei [Salusalu]

Using vau, plastic for salusalu

Basket weaving

Bamboos and pandanus leaves can be used for basket weaving

Toilet

Used of corals in the toilet
Water seal toilets to be introduced again

SUVALAILAI

CONCERNS AND OPPORTUNITY

CONCERNS

1. Littering in the village
2. Toilets
3. Healthy Living
4. Styes, Poultry, Dairy farming

OPPORTUNITY

1. Strong relationship between Church Minister and the villages
2. Flower vase made out of cans/tins
3. Young coconut leaves used to weave fans, hats, and baskets
4. Pandanus leaves to make mats
5. Grog bowl is made out of coconut shells

NADORIA

CONCERN

Mangrove

- ❖ Lei [Salusalu]
- ❖ Firewood
- ❖ Dye
- ❖ Medicine

Rubbish

- ❖ Conserve
- ❖ Classified

Relationship

- ❖ Men and Women can't sit together during meeting
- ❖ No playing grounds for our children

OPPORTUNITY

To show/Demonstrate

Try to make suitable land for cultivation (re-claim land)

Mangrove

- ❖ Firewood – use the dried ones
- ❖ Do not make salusalu, dye and medicine

Rubbish

- ❖ Compost
- ❖ Burn/bury

Socialise

- ❖ Try to make men and women sit together very often.
- ❖ To be sociable



CLEAN ENVIRONMENT

VUNISINU

POLICY

To reduce rubbish

ACTION PLAN

- ❖ Reduce the use of plastic bags for shopping in supermarkets
- ❖ Collect rubbish from individual houses and classified them for compost
- ❖ Safe keeping of rubbish to be informed in the village
- ❖ Rubbish to be taken to Nausori, and we have to pay \$2/person/3weeks
- ❖ Putting up rubbish bins around the village

NALASE VILLAGE

GOALS

- ❖ To have a fruitful/rich water
- ❖ To have plenty of fish
- ❖ To have more marine species

POLICIES

- ❖ Don't litter the sea
- ❖ Use the right fishing net
- ❖ Do not use toxicated chemical [pesticides, weedicides, dynamite]
- ❖ Issuing of license from the Fisheries Dept and Adi Lady Lala Mara the Roko Tui Dreketi should be restricted
- ❖ Banned the water
- ❖ Do not use bigger nets

ACTION PLAN

- ❖ Classification of rubbish – burn, bury, compost heap and recycle
- ❖ Using fishing line
- ❖ Issuing of license to be restricted
- ❖ Get food from the plantation/shops

NADORIA

GOALS

- ❖ To have a rich/healthy/fishing ground
- ❖ To have a clean village
- ❖ To have plenty food wild taro, fruits, coconuts
- ❖ To have a good relationship

POLICIES

- ❖ Fishing wisely
- ❖ Fishing to be banned for 3 months
- ❖ Check the fishing net
- ❖ Have a good proper rubbish dump (disposal)
- ❖ Use leaves and paper bags for food covering
- ❖ Cut all branches that are not bearing fruits
- ❖ To have regular meetings with the villagers

NABULI

PROBLEM

- ❖ Flooding
- ❖ Littering

GOAL

- ❖ Upgrading of farming and rubbish dump in the village

POLICIES

- ❖ Do not litter in the drain
- ❖ Rubbish should be kept properly

PLAN

- ❖ Classification of rubbish
- ❖ Using of compost should be address
- ❖ Village boundaries should clean once a week
- ❖ To indicate in the District Council meeting
- ❖ To upgrade the drainage system in the village

SUVALAILAI

Rubbish

GOALS

- ❖ To clean up Suvalailai village

POLICIES

- ❖ To reduce rubbish

ACTION PLAN

- ❖ To have a plan for a rubbish cleaning up
- ❖ Rubbish has to be put in a big container and send away, therefore each family has to give a levy for the payment
- ❖ Classification of rubbish (plastic/cans)
- ❖ Burying rubbish like bottles, tiris/cans, iron



ECONOMIC ANALYSIS

INPUTS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
5 Hectare land	\$400	\$400	\$400	\$400
1 Tractor	\$15,000	\$0	\$0	\$0
Tools, knives, forks, spade file, pick, hoe, axe, chain saw	\$200	\$0	\$0	\$0
Labour 10 people	\$20,000	\$20,000	\$20,000	\$20,000
Planting materials - seeds, suckers, stocks	\$500	\$200	\$100	\$100
Fertilizer				\$1000
Depreciation tractor	0	0	0	0
Soil Erosion	\$200	\$200	\$200	\$200

Group 2

Flower Planting

INPUT

- ❖ 2 hectare land
- ❖ Knife, file, fork, spade
- ❖ Budding (flowers)
- ❖ 8 labour
- ❖ 1 tractor

OUTPUT

1. Flowers
2. Budding

INPUTS	Year 1	Year 2	Year 3	Year 4	Year 5
2 hec/land	\$0	\$0	\$0	\$0	\$0
1 tractor	\$10,000				
Working tools	\$200				
Buddings	\$100	\$90	\$50	\$50	\$50
Labour	\$500	\$500	\$500	\$500	\$500
TOTAL COST	\$10,800	\$590.00	\$550	\$550	\$550

OUTPUT					
Flowers	\$1000	\$1200	\$1200	\$1200	\$1200
Budding	\$500	\$900	\$900	\$900	\$1000
Total Revenue	\$1500	\$2100	\$2100	\$2100	\$2200
TOTAL COST	\$3000.00	\$3000.00	\$6000.00	\$12000.00	\$24000.00



HAZARDOUS WASTE

- Pesticides (includes Mortein)
- Kerosene
- Paint
- Bleach (Janola, Dazzle)
- Car Batteries
- Acid
- Ash (from burning plastics and other chemical-based products)
- Sewage Sludge

WHAT TO DO

- Do not use empty hazardous waste bottle
- Wear gloves
- Use something else better

*There is NO completely safe method for disposing of most hazardous wastes

CHOOSING A WASTE TREATMENT SYSTEM

What makes a toilet system healthy?

- In house
- No flies
- Waste further away
- No smell

Consider the health effects of the **WHOLE** system:

- What are the long-term effects on water quality?
- What are the immediate effects on water quality?
- What are the immediate effects on water quality?
- What about other environmental impacts? Ex: fish, coral reef, soil, etc.

Other factors include:

- Cost
- Maintenance
- Appearance

14. SOLUTION TO GET WATER

NALASE

- a) To get PWD Water Supply to change the pipeline from small/thin ones to a bigger one
- b) To keep rain water, guttering made from bamboo to keep rain water flowing to the tank/drum. This water can be used for washing, toilet, etc. This water can be used for drinking but it has to be boiled first.
- c) Clean all the sources of water, to be used when there is a water problem. eg. Nataratu, Veivutu, Nacegatu etc.
- d) To increase the water pressure following through the villages, we should ask PWD to supply a water pump for the Rewa province.
- e) To get a scientist to observe other sources of water that we are not aware of, to meet the great need of water in the village.
- f) All drinking water should be boiled, to avoid sickness like typhoid etc. “Prevention is better than cure”.

NABULI

SUSTAINABILITY: WATER CONSERVATION

1. Tap Water

- Only for drinking and food
- Bathing especially for kids
- Do not abuse tap water

2. Rain Water

- Can be used in the toilets
- Washing dishes

3. Well

- To keep water safely for drought season
- Conservation of taro and wild taro stock for planting

WATER SUSTAINABILITY

NADORIA/NAKOROVOU

SOLUTION

- Using bigger pipeline
- Increase water pressure
- Keep rain water
- Boil all drinking water

Participants

Myself → Province, PWD, Health Dept., MPI, Fisheries

Plan – Village Council Meeting – District Council Meeting – Provincial Council Meeting

- To get the water supply representative to see to the main problems
- Water tank – keep safety water
- Boil water – take away sickness

INPUT

- More water
- More water pressure
- To keep finance for purchasing of water tank
- Boiling water – Bring fresh water

SUVALAILAI

- Availability of water tank during drought season
- Using bigger pipe lines – smaller ones to bigger one
- Put up gutterings in our homes, empty drums to collect water from the guttering
- To see the pressure of water is high, the following of water will be high as well
- Dig up well in higher places for resources of water
- Keep running water in large drums
- Well should be kept clean at all times

WATER CONSERVATION

Solution

To make gutterings:

- Make water tanks for water storage
- To keep our forefathers Well clean and tidy

Participants:

- Whole family should boil water before drinking
- The whole community

Input:

All families, each and everyone, whole Nalase village

Output:

Drink boiled water, will avoid us from getting sick like stomachache, diarrhoea, headache, boil.

Time/When:

Today onwards

Straight after this workshop



15. WASTE MANAGEMENT

NALASE

SOLUTION	PARTICIPANTS	INPUT	OUTPUT	TIME
Classification of rubbish	Myself, whole village	Incenerator Compost heap Regulations Village spokesman	Less rubbish around the village	Today onwards
Using baskets, they are made of clothes and papers	Mother, Whole village	Coconut leaves Materials Waste papers Pandanus leaves Bamboo	Less rubbish (plastic)	Today onwards
Using compost	Myself Whole village	Soil, fences, paragrass, food waste, man, Mere, IWP, Health	Less rubbish	Starts today than move on
Wearing Gloves	Myself Whole village	Man, Health, Mere, I.W.P.	No sickness	When toxicated rubbish is use
Do not use empty toxic bottles	Myself Villagers	Man	Avoid us from catching other sickness	Start today onwards
Increasing farming Hard working man	Myself Whole villagers	Man, Mere, I.W.P., Health	Prevent sickness in the village Don't litter	Regularly

RUBBISH SUSTAINABILITY

NADORIA

SOLUTION	PARTICIPANTS	INPUT	OUTPUT	TIME
Classification of rubbish	Whole community	To dig the rubbish dump	Healthy Living Cleanliness	Tomorrow Onwards
Compost	Myself My family	To make fence for compost heap	Fertile Land	“ “
To educate them and to encourage them every six months. Be part of our everyday living	Myself Community Children Youths District Province Dreketi Day	To learn the healthy living and cleanliness of water and soil	Cleanliness Healthy Living	“ “
To have a Pilot Project on Compost toilet.				



RUBBISH SUSTAINABILITY

SUVALAILAI

SOLUTION	PARTICIPANTS	INPUT	OUTPUT	TIME
Classification of rubbish	Villagers	To dig a rubbish dump	Healthy Living	Straight after this workshop
Littering	Individual person Individual families Whole villagers	Keep and bury empty bottles, food waste for farming, keep plastic, burn papers	Healthy Living Cleanliness	Today
To keep rubbish safely	Individual person Families Villagers District member	Dig rubbish dump for safe keeping	Healthy Living Cleanliness	“ “
Polluting of water	Individual person Families and Villagers	To pick up all the rubbish in the water	Healthy Living	“ “
To keep distilled water for planting flowers, and to make a proper drain to go direct to the dalo plantation.				

WASTE MANAGEMENT

NALASE VILLAGE

SOLUTION	PARTICIPANTS	INPUT	OUTPUT	TIME
Using of compost toilet	Myself, Villages, I.W.P., Mere, Health	Toilet pan, shelter, tins, wheelie bin, pipe, plot of plants, man	Reduce dirty water	Now
To plant flowers along the side drain [ginger plant]	Mother, Youth Villages	Ginger (budding) Bucket of soil, man	Reduce water Reclaimed land	“ “
Bury water storage	Father. Youth, M.P.I.	Spade, soil, man, truck	Level the soil Reclaimed land	“ “
Regular Cleaning Up	Father, Youth, Villages	Spade, knives, man	Clean the water	“ “

WHAT TO DO TO STOP LITTERING

VUNISINU

SOLUTION	PARTICIPANTS	INPUT	OUTPUT	TIME
Classification of rubbish	Villagers Individual Person	Compost Knife Hammer Wood Man Nails	Manure	Now-onwards
Stop using plastic	Villagers Young & old Shopkeepers	To encourage the weaving of baskets as shopping bags	Clean village Clean river	To go and practice it after this workshop
Transporting rubbish to the rubbish dump using vehicle	Company/villagers	Finance Vehicle Driver	Stop smelling and flies	Now till our future generation

PLAN:

- Practising of litter-lout as quoted above to be implemented during the village council meeting
- Village council meeting approves it when the work will be share amongst the small groups company to take the rubbish, financing of the project
- Action will only take place when everything is approve



RUBBISH SUSTAINABILITY

NAKOROVOU

Solution

- Compost Toilet – each houses (individually)
- Using compost in every house
- Classification of rubbish
- Left overs (rubbish) to be taken to Naboro

Participants

- Myself
- Each families
- Clan (tokatoka)
- Clan (mataqali)
- Clan (yavusa)
- District
- Province
- Rural Local Authority
- Health Dept
- Police

Plan: Village Council Meeting to

- Enforce rules and regulations
- Rules classification of rubbish, food waste to go to the compost
- Compost should be compulsory
- Littering should be prohibited
- Transporting rubbish to Naboro, each family has to give \$2.00 for 3 weeks
- Household piggery be move away from the village
- 2 day in a week to weed and clean the village

INPUT

- Clean village (sight)
- Healthy living (no flies)
- Healthy environment –earthworms, trees, seafood [sasalu]

LITTERING SOLUTION

NADORIA/NAKOROVOU

- To have a good drainage system (for a proper flowing of water)
- To be clean in every 2 weeks
- Destroy all mosquitoes breeding places, by bury all distilled waters
- Proper gutterings in every house for the smooth flowing of water



16. SUSTAINABILITY OF OUR FISHING GROUND

40 – 70 YEARS

GOLDEN OLDIES

SOLUTIONS
Rubbish: <ul style="list-style-type: none">➤ Stop polluting➤ Do not cut mangroves➤ Catching crabs/fish should be banned➤ Man
PARTICIPANTS <ul style="list-style-type: none">➤ My Family➤ Whole clan➤ Mataqali➤ District➤ Province➤ Gone Marama Bale na Roko Tui Dreketi➤ Fisheries/Health/Agriculture/Forestry➤ School [Education Dept.]➤ Surrounding villagers – Kubuna/Kaidia/colo
INPUT <ul style="list-style-type: none">➤ Man/Labour➤ Time➤ Change/clothes➤ Tools➤ Enforcement
OUTPUT <ul style="list-style-type: none">➤ Plenty fish➤ Rich fish ground➤ Clean water➤ Brings finance
TIME
3-4 yrs – Interior, town, province, villagers, village spokesman, district council meeting

SUSTAINABILITY OF OUR FISHING GROUND

YOUNG GENERATION

SOLUTION	PARTICIPANTS	INPUT	OUTPUT	TIME
Do not cut mangrove	Villagers/license	To see the enforcement of rules and regulations for abusing mangrove	Grow well	Now/onwards
Avoid fishing carelessly, should be done wisely Ban our fishing ground	Villagers, Fisheries, license, women	Villagers Fisheries Limited Licence Farming shrimps Fish farming	Rich fishing ground	All the time for 10 yrs. Approval from the Roko Tui Dreketi, Adi Lady Lala Mara
Safe keeping of rubbish	Villagers	Village spokesman Villagers, Mere Health	Clean village, water will help the Healthy Leaving	Today/onwards
Avoid giving out of fishing license . To tell the important issue of using bigger nets	Chief, Marama Roko Tui Dreketi, Fisheries	Roko Tui Dreketi/Fisheries/ villagers, Police	Rich fishing ground, giving chances to small fish	Now and beyond
Seek assistance from other department	Village/district province	All Government Department	To help ourselves and our environments	After every 2 to 3 yrs



FISHING GROUND SUSTAINABILITY

SOLUTION	PARTICIPANTS	INPUT	OUTPUT	TIME
Polluting of fishing ground	Community	To dig a proper dump	Don't worry about getting hurt	Doing community work
Use of big size fishing net	Women	Use of big fishing net	Big Fish	Fishing period
Ban of fishing ground	Village Headman	Village Council Mtg. District, Province Women	Rich Fishing Ground	When approval is given from Adi Lady Lala Mara
Fisheries Dept. to see to their duties	Fisheries Department	Avoid of issuing of fishing license	Plenty of fish	Ban of fishing ground
Stop using toxicated chemicals eg. Poison dynamite	Fisheries Police	Enforcement of fishing ground	Freeing of small fish	Lack of finance arise



Annex 6: Feedback on the workshop

COMMENTS – Thursday 20th May 2004

- Thanks for this workshop for things we learned yesterday, we will share it amongst the villages when we return.
- Project cycle.
- Environment Chairman (Incentive)
- Presenting main points
- Good workshop it encouraged us to start working on it at home
- A very good workshop. Have to follow the time given by the instructor.
- It is very encouraging
- Since we will go and train other villagers, everyone has to speak up during the workshop.
- Thank you for this workshop
- The Vunisinu compost is a very good alternative way to keep our rubbish.
- Suva Lailai village wants a check done in the Burebasaga district to ensure that there is a rubbish dump in every house.

COMMENTS – [Friday 21st May 2004]

- Good Workshop
- Learned lots of new things and ideas
- From Monday-Friday we have learned all the problems and how to solve them
- Good decision making is important to people
- All things here in the village are from the soil
- Our vision
- Business → Budget → Plan

Women's Group

1. Like to invite Mr Tom after 3 days
2. Time management – during presentation participants should only talk on the point and not to beat around the bush.
 - Catering should be on time
 - Too much playing and talking during sessions
3. Really liked Allan's lesson on the Demand and Supply curve. It really rings a bell.
4. Punishment should be done during breaks or the end of the day because it takes time when it is done in the morning.

5. Requesting that the facilitators be grouped into village groups because only they will facilitate in his/her village and not anyone from other villages. Only people/occupying the village knows the problem.
Some villagers have only 1 or 2 representatives from their villages - but it's the village's problem for not sending the numbers of representatives required. We have learnt a great deal this week "Every problem has a solution".
6. Thanks Allan for translating the group work, this should carry on in the future.
7. Women doing the catering should be smiling so that there is a meaning having the food they prepare for us.
8. Punishment should be given or lifted because students are breaking the laws and it is unfair to students who try to be here on time while some tend to come in later or half the day.
9. Try not to get differences in relationship from making it hard for people to communicate freely or giving their opinions in groups or at large.

Women Rep:

➤ Mary Ackley	-	Peace Corp Vunisinu
➤ Ro Siteri Kamakorewa	-	Women Rep Vunisinu
➤ Amelia Moqolaki	-	Women Rep Nabuli
➤ Emi Navunisaravi	-	Health Rep Nalase
➤ Timaleti	-	Health Rep Nadoria
➤ Akosita Baravi	-	Women Rep Vunisinu
➤ Siteri Raimuria	-	Health Rep Vunisinu
➤ Ligieta	-	Women Rep Suva Lailai
➤ Meresimani Muria	-	Youth Rep Vunisinu
➤ Talei Bogidrau	-	Youth Rep Nalase
➤ Meredani Rasiga	-	Women Rep Nalase
➤ Monika Wati	-	Women Rep Nakorovou

FEEDBACK – Monday 24/05/04

We have learned a lot of good things from last week and today

Good Time Management is critical

- A lady participant woke up at 5.00am in Suva. She was in Nadoria by 7am and at 8.00am was sitting in the classroom.

This workshop taught us lots of new things like:

- Ability to participate in the classroom, to speak freely in public
- The need to conserve rubbish, fishing ground and water
- Knowing those close individual groups

We learned to be good revenue collectors, good financial controllers and to understand the current banking system.

Separation of rubbish has been put into practice by one lady.

This workshop has given us the opportunity to know and understand each other well.

We have learned a lot of good ways to socialise from the organisers.

FEEDBACK – Tuesday 25/05/04

We are very fortunate to come across this kind of workshop which we used to hear at the Sunday school.

We want to thank the organisers for conducting this workshop

People should not be ashamed of asking questions

Thanks to the Church Minister for letting us know about this workshop

We are very grateful to be part of this workshop. Most of us have reached the age of 50 years and have not been so challenged.

FEEDBACK – 28/05

Vina – Concern And Opportunity

1. Action on Concern

- Our environment, fruits and flowers
 - Rubbish, water and social ways of living
 - We are relying on others to do the work, which we can do ourselves
 - Distinction between private and common property
 - Excessive drinking of grog leads to poor time management and laziness
2. From this workshop we learnt the main problems we are facing and how to solve them.
 3. Some of the participants got sick from drinking water, ...diarrhoea and stomach ache. Therefore all drinking water should be boiled.
 4. Rules and regulation to go with the action plan.

FEEDBACK FROM THE WOMEN'S GROUP

- Mary's statement regarding the compost toilet requires action and not talking.

- For the villagers that took part in this workshop, Mere is willing to prepare all the quotation, regarding the pilot project.
- We want to thank Jone for the wonderful lunch he prepared yesterday.
- We want to apologise for the lack of concentration during classes.
- We also want to apologise for our behaviour or any inconvenience we caused is much regretted.

FEEDBACK FROM THE MEN'S GROUP (28/05/04)

- Everything we learned was not very clear as we started, but it got brighter and brighter as we went on.
- Animal waste is useful. Fish breeding and poultry farming is practices in Monfort Boys Town, therefore pond water has to be kept safe.
- We do not have to wait for others to start it for us. We the participants should stand up and do it ourselves.
- We want to thank Mr Jun Daito for the wonderful lunch prepared for us yesterday, and also the organisers for the workshop regarding toilets.
- We the participants should build the compost toilet, since we know the materials to be used.