SAMOA CONSERVATION SOCIETY
SOSAIETE FAASAO O SAMOA

Samoa Green Livelihoods Community Kit

A Trainers' Resource for Community Course Implementation

Prepared with support from:

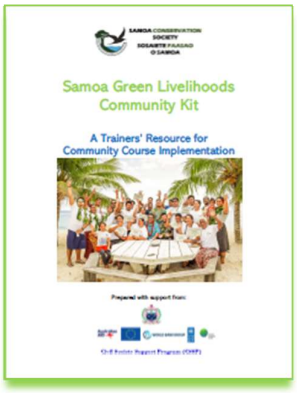
Australian AID

WORLD BANK GROUP

UNDP

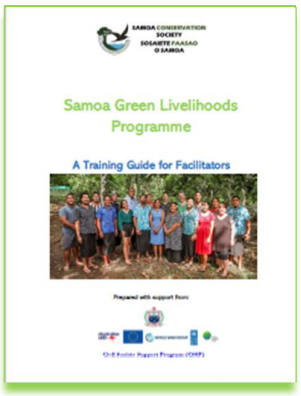
GREEN CLIMATE FUND

Civil Society Support Program (CSSP)



Samoa Green Livelihoods Community Kit: A Trainers' Resource for Community Course Implementation. Prepared by the Green Livelihoods Training Team. Published by the Samoa Conservation Society, Apia, December 2020 (70 pages).

Companion document to:



Samoa Green Livelihoods Programme: A Training Guide for Facilitators. Prepared by the Green Livelihoods Training Team. Published by the Samoa Conservation Society, Apia, December 2020 (66 pages)

Both documents are available from the SCS Google drive:
https://drive.google.com/drive/folders/1gqrEhGAXUdGzUlophuZJuZcqOSUw7eSS?usp=sharing

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Cover photo: Falealupo Green Livelihoods workshop participants, with Programme staff and trainers.

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Acknowledgements

The Samoa Green Livelihoods team would first and foremost like to thank all of the communities that participated in the pilot year of the course: Faleaseela-tai, Faleaseela-uta, Matafaa, Vaovai, and Falealupo.

The lifeblood of this project is the community and all of the wonderful men and women who attend our course. This is, after all, a course created and led largely by the community and for the community.

We specifically thank the local counterparts we partnered with during the pilot year 2020: Olsen Va'afusuaga (Faleaseela), Si'a Alec Latu (Vaovai), and Sililaei Tuaia (Falealupo). These individuals helped the project in its pilot year with their continued support, passion for the environment, and by fully committing to the future of the environment and natural resources in their communities.

We also thank all of our project partners: Conservation International, Samoa Voyaging Society, Faleaseela Environmental Protection Society, Matuaileoo Environmental Trust Incorporated (METI), Ministry of Education, Science and Culture (MESC), Samoa Business Hub, Sinalei Reef Resort, International Labour Organization, Samoa Green Products, Poutasi Development Trust, the UNDP Small Grants Programme; Samoa Waste and Recycling Management Association, the National University of Samoa and Maria Sapatu of Eco Current Consultancy.

A very special thank you to Seema Deo, who authored the Green Livelihoods Training Guide and facilitated the pilot Workshop of Trainers course in Vailima. We could not have implemented any of our courses without the partnership with the Ministry of Natural Resources and Environment (MNRE); and thank in particular Moeumu Uili and Laulu Fialelei Enoka from MNRE's Division of Environment and Conservation (DEC).

We would not have been able to deliver this course without the incredible effort and commitment of our five community trainers: Evangel Esera, Grace Ah Young, Mao Onesemo, Roman Waterhouse and Josh Papalii. Thank you for your dedication team! We sincerely hope that you learnt useful things from the experience and will want to apply your new knowledge further in your careers and charity work and perhaps join us for more GL community courses in future.

This project would not have been possible without the funding, technical support and patience of Civil Society Support Programme (CSSP). We especially thank Christina Taua, Sefulu Salesulu, Taeaone Tamaseu, Elu Motootua, Aliitasi Sinclair and others in the diligent team. We also greatly appreciate the editorial skills of J.A. ("iapi") Jasperse in editing and formatting the Training Guide and Community Kit, and Mesepa Ituefa for translating the documents into Samoan.

Finally, as stated, this course is for the entire community in Samoa and especially for the youth in rural communities. The future of Samoa's environment and the health of our natural resources and people are in the hands of our youth! We encourage the young people in Samoa to find their voice and role in this large conversation of environmental conservation in Samoa. *You* are the difference!

Samoa Green Livelihoods is founded on the belief that the environment belongs to all of us and we all have an important role to play. And no one quite knows our natural environment better than those that rely on it for their livelihoods, day after day, and have done so for generations. This project is about learning from one another, improving, and being better for each other and the environment around us — we are all connected after all!

PART ONE: The Green Livelihoods Community Kit

Introduction

The Samoa Green Livelihoods (GL) project was developed by the Samoa Conservation Society (SCS) and funded by the Civil Society Support Programme. The GL was created by and for Samoans. It focuses on two key aspects:

(1) Creating more intentional environmental awareness and knowledge of the threats to the natural resources of Samoa

(2) Exploring Green alternatives, behaviours, and careers to benefit both the environment and the livelihoods of the Samoan community.

Our objectives are achieved through Green Livelihoods community courses: 3- to 5-day courses in the communities with the goal of introducing and reinforcing the two key goals of the project. The design of how GL courses are implemented is quite simple. Trainers are trained through a Workshop of Trainers (WOT) by a certified and experienced GL representative. Such representatives can be experts in the field, previous GL trainers with experience, consultants, partners that were involved in previous courses, the Project Manager, or the SCS Executive members. A separate GL Training Guide, prepared to train the trainers of these GL community courses, provides the basic knowledge the trainers need to deliver the GL course.

This Community Kit is a resource for the trainers to deliver the GL community courses and has three parts.

Part One is an introduction to the kit with principles for engagement and methods to build respect and trust with village communities.

Part Two covers the environmental topics to be delivered to the communities.

Part Three covers the Green livelihood ideas and options for communities.

An additional number of presentations have been translated for use in this course and are available from the SCS Google drive[1].

This Community Kit is to be used alongside the Green Livelihoods Training Guide to assist in community course delivery. It is no surprise that learning in a formal environment such as the Workshop of Trainers takes quite a different approach to that required to deliver effective training in the community. This Community Kit is to be used and addressed regularly by trainers before, during and after the actual course is delivered. This will to help create and deliver a unique presentation for each community, yet stays focused on the project learning outcomes and goals.

In Part Two of the kit, each topic or theme includes:

1) Key Points
2) Learning Outcomes
3) Presentation (all these can be found in the SCS Google drive)
4) Engagement Piece: Story, Song, Poem, or Visual Aid
5) Practical Activity
6) Assessment Questions

[1] https://drive.google.com/drive/folders/1ggrEhGAXUdGzUlophuZJuZcqOSUw7eSS?usp=sharing

A Note on Keywords: During the pilot year of the project, it was noted that some terms do not have direct Samoan translations (e.g. photosynthesis). However, it was agreed that the actual terminology is not what is important, but the concept that these words represent. The Samoan language is an oral culture and carries oral traditions. So if no Samoan translation for the scientific word or term is really needed, it is best to describe the concept in a way people can relate to.

Example below: photosynthesis. There is no Samoan translation for this word ; but more important than the term itself, is explaining the concept to the course participants.

Figure 1A: Photosynthesis chemistry

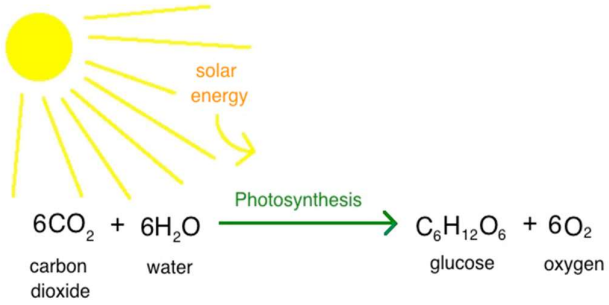
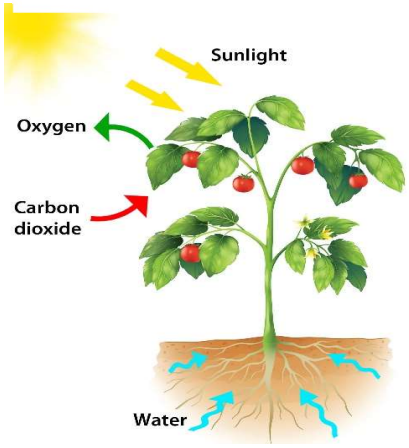


Figure 1B: Plant photosynthesis



You try!

1) How would you explain the concept of photosynthesis in Samoan?
2) What other scientific words/concepts might there be that require similar explanations?

Principles of Engagement

The Samoa Green Livelihoods project acknowledges different approaches and processes of community engagement; these may vary depending on the village or community structure. Green Livelihoods aims to abide by the following core principles during engagement, to ensure the best practices are being followed.

1) It is important to respect Samoa's traditional knowledge, values, pre-existing perceptions and relationship towards environment, conservation, and community development.
2) Effective community engagement needs cooperation from community members, stakeholders, community leaders, partners, and all those in association with the engagement effort—especially village and community leadership. This must be trust-based. Building relationships is a key part of reciprocal respect and a foundation of learning.
3) The engagement efforts must centre on the communities and youth at stake.
4) Engagement should be established early and continued beyond the community courses. Action and practical activities are vital. The action can be an idea, practical change in behaviour, or an eco-business opportunity amongst the village or community. There must be a focus during the community course on building ideas

through activities and practical engagements, in order to build a culture of sustainability.

5) Engagement efforts must be held accountable and supported by follow-up visits and consultations to gauge efficacy. Follow-up and accountability are key factors to the success of the project goals.

Considerations

The Green Livelihoods project is aimed towards youth in the villages (19 to 35 years old).

The Samoa Conservation Society (SCS) acknowledges that although the youth are the catalyst for change and spreading knowledge/awareness, there are village political structures and deeply set hierarchies that must be abided by, to ensure cooperation and effective community engagement.

With this noted, the community courses are not limited to just youth participants. In the pilot year 2020, many of the participants were over the age of 35. Many village matai (chiefs), alii (elders), and faipule (village representatives in Government) were also in attendance, driving the average age of the courses up beyond 40 years.

Whether in attendance or not, it is always necessary to inform village matai of any functions, and seek permissions needed for any training, engagement efforts (picking up rubbish, surveys, etc.), and follow-up visits or site assessments.

During training events, attendance may vary and should be held open for village influencers such and chiefs, women's committee presidents (Sa'o Tama'ita'i), mayors (pulenu'u), and others to ensure full cooperation of villages or communities. Creating this trust is paramount and takes time. SCS acknowledges that simple one-week visitations in the villages may not be of any value without building the trust of villages and community members.

It is recommended to reach out and establish relationships with villages at least a month before training sessions in the community. It is crucial to identify who is of influence, possible trainers and trainees, places of interest, key natural resources, biodiversity, and more. This research is part of what we term the "community profile" that is developed before conducting the course. It gives trainers the background knowledge to design the course in the most appropriate way and tailor it to environmental and socio-economic features of the community.

People of Interest in Village Communities

- Chief Matai
- Mayor (pulenu'u)
- Women's Committee President (Sa'o Tamai'ta'i)
- Principal (pulea'oga)
- Community Members of interest (ex-colleagues)
- Volunteers
- Currently ongoing community engagement groups
- Other village groups

Places of Interest in Village Communities

- Meeting halls
- Schools
- Marine or Forest Protected Areas

- Nature trails/hikes
- Tourist attractions/fales
- Arhaeological and historical sites
- Swamps, marshes, and wetlands
- Mangrove sanctuaries
- Forests
- Rivers and waterfalls
- Beaches
- Estuaries
- Areas collecting heavy amounts of rubbish

The Samoan people and community take great pride and care of their land; they consider their land to be of utmost value in their communities second only to God and their families.

The relationship that villages have with their land and natural resources is sacred; it may be particularly sensitive in certain communities, depending on previous experiences with outside organisations. That is why establishing a relationship of trust and respect within communities is paramount. It is important that gestures towards the community and community members are intentional, meaningful, and well-prepared.

Community Do's:

1. Do proper scouting and research of the village and the village's environment or natural resources and demography (population). *Every* community should have its own community profile. Each and every village and community in Samoa is different: doing the research on specific natural resources, history of conservation efforts, key geological and marine formations is needed for you to tailor the course to the features and realities of the village.
2. If possible, prepare and hold "pre-meetings" prior to the event with village chiefs, mayors, principals, and so on.
3. Be clear about the objectives of the course—the project is an educational project and *knowledge* is the key deliverable. Be clear that participants are *not* being paid for their attendance.
4. Request a chief, mayor, principal, or other member of influence to open the course with a prayer or blessing, but be mindful of their time.
5. Provide food at no cost to the trainees and people of influence attending training sessions and other engagement opportunities.
6. Provide transportation fee (pasese) for all attending meetings or training.
7. If unsure, approach community members for guidance.
8. Prepare media release forms for pictures, videos, social media posts, and so on.
9. Keep the training days efficient and short. Community members have work to do and matters to attend to within their communities. Keeping groups in from 9am to 5pm, just to "uphold a schedule," makes little sense; this can have a detrimental effect on focus, engagement, and will create information fatigue. Generally, in its pilot year, the most successful courses began at 9am and ended by 1pm or 2pm.

There is no absolute list of requirements to engaging a community effectively and meaningfully. Every village and community is different and will therefore require a different approach. Maintaining the guidelines above will result in a well prepared course that will build a proper relationship of trust and respect with the community.

a. Cooperation with the Training Team

The success of the Green Livelihoods community course is largely reflective of the planning and implementation that is done by the engagement team, which includes all stakeholders, partners, and especially the training staff. It is important to not just build relationships between the trainers and the community, but among the trainers themselves.

Over the course of the year, the courses will grow increasingly easier for trainers who will inevitably develop their comfort zone and "flow." This is an important, but understated measure of the success of the training team. Successful engagement and planning requires critical thinking, collaboration, challenging ideas, alternative perspectives, and open minds.

It is crucial to build an engagement team that will cover a variety of areas of expertise including forestry, marine and ocean biology, climate change, waste management, community engagement, village know-how, business development, finance, various government and non-government sectors, and more. This will ensure that ideas and expertise from across the field are being voiced during all stages of development, implementation, and assessment/follow-through.

It is also important to note that having the input of knowledgeable and well-respected community or village members is also central to the success of the project. When possible, it is beneficial to invite the community counter-part to attend one or more training meetings.

b. Engage the Community! Tradition and Science

"No one knows the land better than the community."

Recognising this statement is a large part of the mindset shift that the team have tried to engage through our community courses during the pilot year. Creating mindful conservation is best achieved through building upon the already pertinent Samoan traditional knowledge of the environment and the natural resources in communities.

Green Livelihoods Trainers frequently say to the community, "no one knows your land better than you." This is a mantra that the GL course certainly builds on. Through discussions with the trainers, Maria Sapatu and Danita Strickland (Guardians Campaign) and James Atherton, it became clear that building on the previous knowledge of the participants is essential to effective dialogue, and to reach the "mindset shift" towards mindful and intentional conservation that the GL project has set out to achieve.

With this said, it was noted repeatedly during the debrief course that early engagement in the course is *essential* for an effective path to creating a strong dynamic and relationship with the participants throughout the week. In order to start an honest dialogue and listen to the traditional knowledge of the communities, the trainers must establish this relationship and dialogue early.

Seema Deo and the first draft of the Training Guide exemplified this during the Workshop of Trainers in February 2020. The Training Guide and the Green Livelihoods course itself aims to deliver some very intricate and scientific information that, at times, may be too technical for participants—especially if one has not attended an academic setting in years!

Therefore, Seema approached the training based on the knowledge of her participants, a key element of “learner-centred learning”. In the community setting, the approach should be largely similar.

The underlying assumption is that since the training team cannot know the academic history of each participant and community course. So the most effective method of pedagogy is the learner-centred approach. This entails heavy emphasis on practical activities, dialogue, relationship-building, community presentations (participants “teaching the teachers”), and Q & A sessions – instead of theory and lectures that may be quite complex.

So the trainers set out with the purpose of presenting through a learner-centred approach. But they noted the challenge of some courses being able to deliver all the key points of each session in a timely manner.

A possible solution is to have lists of key points displayed during conversations and Q&A sessions, and use this to help focus the discussion on these key points. Practical and field activities should be aligned to key learning outcomes of each respective session. This will ensure that these activities contribute to the learning outcomes, and are not just being done for novelty value.

c. O le fa’asamoa

This Green Livelihoods Community Kit and the companion Training Guide are for Samoa!

It was noted during the pilot year that each and every session should have a “Samoan-centric” anecdote, story, poem, song, or dance to relate the technical and scientific information in a traditional Samoan setting. Naturally, it can be easy to lose substance; a lecture format easily leads to information fatigue, so it is important to engage communities in a relatable manner.

This Community Kit is created to ensure that this engagement aspect is addressed. Each section in this kit has a practical method of engagement in a rural Samoan community setting. Future trainers and stakeholders are encouraged to continue to build this database of stories, songs, anecdotes, etc. that can help make the content in the sections relatable.

All of the technical-scientific information has been *packaged* in the Training Guide; one goal of this Community Kit is to provide a guideline to *deliver* this information in a Samoan community setting.

d. Evaluation versus Assessment:

The Green Livelihoods course has short non-formal assessments after each session and an evaluation at the conclusion of the course. A short assessment of knowledge (much like a quiz) will be included at the end of each section. However, trainers are encouraged to build assessments creatively (games, gameshow, quiz day, etc.) to help engage and encourage the community.

Evaluations should be given at the end of each day or, at least, once on the final day of the course. Evaluations are an assessment of the trainers and the sessions—not the content that was absorbed by the participants. Evaluations are vital to the improvement of the community course and the performance of the trainers.

e. The Samoa Green Livelihoods Team

Throughout the course of the pilot year, the Green Livelihoods team consisted of 3−5 *qualified* GL Trainers. These trainers were identified through a Workshop of Trainers course that was organised and implemented by the GL Coordinator, SCS staff and executive members, previous GL trainers, and subject specialists.

It is important to note that each trainer should be trained to deliver *any* of the session topics (Terrestrial, Marine, Climate Change, and Waste & Pollution). Each session should be run by *two* trainers, ONE Lead Trainer, and ONE Support Trainer. The entire session and course should be overseen by the Green Livelihoods Coordinator or a similarly designated and qualified supervisor. After the pilot year's three community courses, it was deemed that having TWO trainers presenting a session was the optimal and most efficient method.

In December 2020, the engagement team consisted of the following:
Resource Staff:

- Seema Deo, Training Guide Architect
- James Atherton, Vice President, Samoa Conservation Society
- Dave Chung, Green Livelihoods Project Coordinator, Samoa Conservation Society
- Mesepa Ituefa, Training Guide Assistant, National University of Samoa

Initial Trainers:

- Evangel Esera
- Grace Ah Young
- Mao Onesemo
- Roman Waterhouse
- Josh Papalii

It is recommended that a future Workshop of Green Livelihoods Trainers should be implemented at the beginning of every GL project year to train up and certify new GL trainers. The five initial trainers above were the first ones to take part and lead the first year of community courses in Samoa. These five are now eligible and capable of leading future Workshops of Trainers as well.

Partners and Contributors (see Annex 5 for contact details):

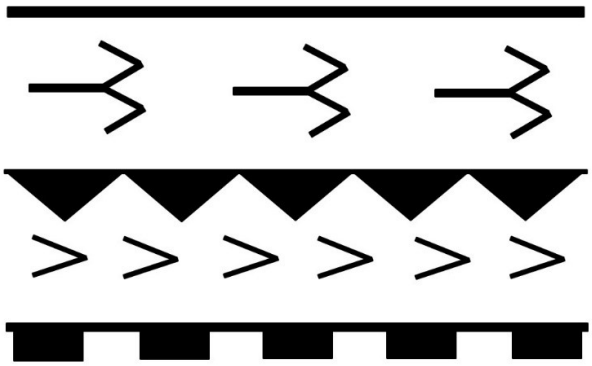
- Roberta Mura-Fa'asavalu, NUS
- Fa'ainu Latu, NUS
- Walter Vermuelen, METI
- Moeumu Uili & Laulu Fialelei Enoka, DEC MNRE
- Maria Sapatu, Eco-current consultancy
- Dionne Fonoti, Samoa Voyaging Society
- Schannel Van Dijken, Conservation International
- Susao Siolo, 2 Million Trees Project, MNRE
- Alatina Ioelu, Samoa Business Hub
- Tuiolo Schuster, MNRE
- Marina Keil, Samoa Waste Recycling & Management Association
- Tomasi Peni, International Labour Organization
- Tuatagaloa Joe Annandale, Poutasi Development Trust
- Jorim Paul, Envirobassadors
- Ateca Silotolu, NUS Horticulturist
- Setoa Apo, MNRE
- Sua Tauaai, MNRE Forestry Division (Savaii)
- Nancy Vito, SSAB
- Olsen and Jane Va'afusuaga, FEPS
- Lanulau'ava Student Association, NUS

Samoan Communities: Natural Conservationists

Conservation in Samoa is not a foreign concept. Samoans have been stewards of the environment for generations. Only in recent years have we gone away from the original concept of Green Livelihoods in Samoa. Communities used to live entirely off the land and sea: fishing and hunting for food, keeping the marine and forest ecosystems relatively intact.

Over the years, there has been a rapid shift into the modern world in Samoa; a steady increase in population, mass manufacturing, access to imported goods, and increased waste and pollution and a number of other factors have rapidly changed the landscape of the average Samoan livelihood.

Figure 2: Look at the pe'a (traditional Samoan tattoo) designs. Can you guess what these designs/patterns are? The environment has always been a crucial part of the fa'asamoa!



Top to bottom patterns: Gogo: brown noddy; pandanus leaf; tuli: golden plover feet; fe'e: octopus suckers.

Communities in Samoa are generally well experienced with groups coming into their villages and offering training, announcements, or grants.

It is important to acknowledge the diligence and work of other organizations in villages and most of all, *respect and engage the traditional knowledge of the community*.

The team should also be aware and savvy to the fact that the communities may have a preconceived notion of what the intentions of the project may be, based on previous projects in their communities. It is imperative to the success of the project that the team and the Green Livelihoods project take on a posture of utmost respect for the village, community, participants, and traditional knowledge concerning the environment, community structure, social hierarchy, and village priorities.

The Green Livelihoods project aims to take a holistic approach and build on pre-existing traditional knowledge regarding the land, the sea and the natural environment, and perhaps even the policies set in place at a local level. This is not an *"us teaching them"* dynamic, but more of a shared learning experience to reach a common goal that is beneficial to all parties.

If the project is successful, the community will begin to shift or expand their philosophy regarding the environment, conservation, green habits, and green businesses. This is an ambitious task. Both the community and the engagement team should recognise and acknowledge that training visits should not be the only time that they are in the communities. Adequate follow-up, accountability, and reporting are required for long-term project success.

PART TWO: Learning About the Environment and Samoa

This section of the Community Kit is meant to be used in conjunction with the Training Guide for any assistance on key topics and explanations. Part Two is also supplemented with presentations[2].

Always remember your Ice Breakers! They can be found in Annex II of this Kit. Trainers are encouraged to use this short list for the community courses. There are many Ice Breakers to choose from: it is easy to find more activities that promote team building, listening skills, and friendly competition all over the internet. Our partners Conservation International also have a wonderful list of activities that can be used as Ice Breakers. Contact phone number: +685 21593.

Engaging your Audience

Reflection for the Community

Take some time to discuss and answer the following with the participants. Write the answers on a white board or newsprint paper for the group to see.

What Can I Share?

- Why am I participating in this programme?
- What is the most important natural resource in our community?
- How do we rely on the natural environment for our livelihoods?
- What has changed most in our environment since you were a child?
- Who is the most familiar with the environment in your community?
- What would I would like to learn from this course?
- How do I most enjoy learning?

[2] https://drive.google.com/drive/folders/1gqrEhGAXUdGzUlophuZJuZcqOSUw7eSS?usp=sharing%20

Samoa Facts and Figures

- Samoa has a total land area of 2,826 square kilometres (km^2).
- Samoa has nine islands. They are Apolima, Manono, Fanuatapu, Namu'a, Nu'utele, Nu'ulua, Nu'usafe'e, Savai'i and Upolu.
- Including the small *islands next to* them, Savai'i is the largest island at 1,708 km² and Upolu the second largest at 1,118 km².
- The nation of Samoa has control over and responsibility for 98,500 km^2 of Pacific Ocean. This includes having the international exclusive rights to fish, drill and carry out other economic activities. This is the smallest marine area under the jurisdiction (control) of any Pacific nation because Samoa has many close neighbours.
- The population of Samoa is now over 200,000 people for the first time in history!
- Samoa is composed of volcanic islands. Scientists have proof that it was formed about 5 million years ago from volcanoes erupting under the sea. The volcanic soil is rich and great for agriculture. The Samoan islands are moving northwest (towards China) at around 5−10 cm per year.
- Mountains, forests, rivers, lakes and streams, volcanic cliffs, mangroves and swampy wetlands, and the coastal environment and lagoon are the main physical features of the Samoan environment.
- Birds, flying foxes (bats), one species of snake, a variety of lizards, skinks, insects and snails and, in the lagoon, corals and fish are the main wildlife. There are hundreds of species of plants on the coast and all the way up into the mountains.
- Because Samoa is an island separated from other islands, it has plants and animals that are found nowhere else in the world.
- The smallest spider in the world is in Samoa (around 0.5 millimetres fully grown) − it lives in the forests at Afiamalu.
- Samoa has more native fern species (around 220) − than NZ − a country 85 times bigger than Samoa!

Now it is your turn! What are some interesting facts about your village/community?

Write them here:

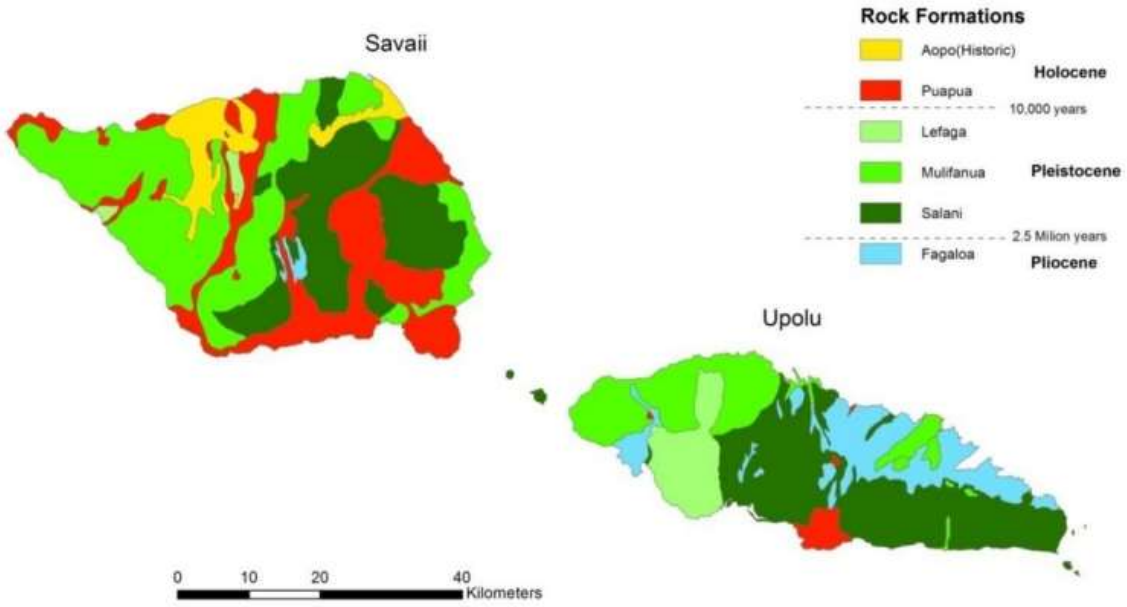
Presentation: Siosiomaga O Samoa.

Locate the “Siosiomaga O Samoa” presentation on the Google drive to correct for corresponding slides.

1) This section and activity should be used with the *Siosiomaga O Samoa* presentation that is available on the Google drive.
2) Activity 1.1 should be given *before* this presentation to build discussion on the prior knowledge of the community.

How was Samoa formed?

(Slide 5 in *Siosiomaga O Samoa* presentation)



Look at the image above. These are the different rock formations that make up Samoa. Notice the 6 different rock formations and how old they are. The youngest formations are less than 10,000 years old and the oldest are over 2.5−5 million years. The age of the rock formations affect the landscape and what natural resources are formed. For example, villages and communities in the Puapua and Aopo rock formations will not have rivers because rivers take a very long time to form! Look at the areas where the Fagaloa rock formations are, the land in those areas is very old and has many rivers flowing through it.

Quick Activity: Look at the map and find some areas with other rivers in Samoa—how old are those areas? Look at your own area and describe the landscape. Are there rivers and swimming holes? Is it mostly young lava rock? What do your coasts look like? Sandy? Cliffs? Many villages and communities are built from and on different kinds of rock formations!

Activity: Mapping the Community

This activity can also be found in the Training Guide on page 21.

Materials: large sheets of paper taped together if needed, colour felt pens, pencils or crayons

Facilitator tip: Use a large sheet of paper: try joining up sheets of paper to get a large floor map. You could get creative and use materials from the environment to make your map! Refer to the sample maps on page 46 for a template and example.

Guiding points

1. You are going to draw a map of your community. Your drawing needs to be as large as possible so that you can add to it later!
2. Start by putting in things like the road, the sea, the mountains.
3. Add in the public buildings – church, medical centre, main fale, pastor's home, school, shop, and so on; then put in the homes and other features. Try and focus in on all the different aspects of your village/community.
4. Add in the places where different activities happen: volleyball, young children playing, swimming, and so on. Encourage everyone to get creative, discuss.
5. Consider: What other features are there? (E.g. reef flats, coral reef, forest, river, mangroves, taro patch, vegetable gardens, food/fruit trees, pig pens, cows, rocky area, cliffs, community taps/water pipes, bathing area, toilets, sea wall.)

DISCUSSION

1. What are the main natural features you have identified? (List these on a separate sheet or whiteboard.)
2. Are there any parts of the environment that we have missed?
3. Choose one of the environment features (e.g. the forest or beach area).
    a. How is the forest or beach used?
    b. Who else uses the forest or beach?
    c. Are there other people wha ore not from the village but also use it? How?
    d. Do you think these areas are in good condition? (Why? Why not?)
    e. What do you think has led to the status of the resource?

Repeat this for a few other features. *You can draw up a table as shown to record your discussions or use pieces* of paper you can stick on to the sheet.

Type of Environment	Uses	Who uses it?	Status?	Cause of Status?
1. E.g. River (this may be divided into river bank, freshwater, ...				
2. E.g. Forest				
3.				

Facilitator tip: The aim is to start the thinking that our livelihoods are dependent on the health of our natural surroundings. Remember to think beyond cash income! If the river is used for washing clothes, or the forest for collecting medicinal plants or fruit or bark for dyes, make sure these are recorded.

Suggested additional questions:

- Are all the uses about making money/cash income?
- Are there other ways in which the environment can be useful or were there other uses for some areas before (e.g. copra, nonu, tourism, diving, whale watching, picnics)?
- What other ways do you think the natural environment is useful to us?

Here are some non-cash uses of the natural environment:

- clean air and water,
- shade,
- protection from storms, storm surge,
- building materials, fence posts
- fuel/firewood, medicines, dyes,
- enjoyment, relaxation, culture/traditional wear/dances
- materials for weaving/carving,
- fish/fruit/vegetables/meat for subsistence.

Terrestrial (Flora, Fauna, Geology)

Locate the presentation *for Terrestrial* on the Google drive.

1) **Key Points:**
   a. Forests are crucial to the biodiversity of Samoa
   b. A healthy forest ecosystem provides more resilience to climate change
   c. Awareness of threats to our forest ecosystems (natural disasters, overharvesting, deforestation, pollution, etc.)

2) **Learning Outcomes**
   a. Describe the importance and role of plants and forests
   b. Discuss how humans use and benefit from the forest
   c. Identify some of Samoa's special flora and fauna
   d. Describe key threats to the health of Samoa's forests and forest biodiversity
   e. Identify and contribute to solutions towards addressing threats to the forest ecosystem

3) **Presentation** – See *Forestry/Vaomatua* presentation on the Google drive

Forests:

Samoa is covered in forests! One of the key features of Samoa is the lush green of the forests around us and the animals that live within. So what, though? What is the purpose of knowing about the forests? Why does it affect us humans?

Q&A:

1) What are some ways that we use our land/forests?
2) Who taught you how to take care of your land/forests?
3) What are some ways that we take care of our forests and land?
4) What are some of the key land features of your community?
5) Have you noticed any different types of forests in your community?
6) What kinds of animals live in those areas?
7) Has your land/forests changed since you were a child? How?

Write the participants' answers on the whiteboard or flip chart for further discussion later.

Everything is connected. All life is connected to one another. Animals and plants depend on one another for survival, and *we* depend on them as well for our survival. The healthier our forests are, the more variety of plants and animals we have, and the healthier our forests are: the better our our own quality of life! Healthy forests = healthy lives.

Samoa's Plants and Animals

Use Slides 11–50 of the *Vaomatua* presentation for a visual quiz of some of Samoa's plants and animals!

Ask:

- How many were you able to guess?
- Are any of those plants/animals in your community?

What is in our land?
(Refer to slide 2 of *Vaomatua*)

- **La'au**: Flowering plants, ferns, mosses, mushrooms
- **Meaola**: birds, flying foxes, reptiles, snails, insects, spiders, soil invertebrates such as worms, etc.

Forest Facts

A'afiaaga (fa'afetaui)

1) **Fa'aleaga vaomatua**
2) **Meaola fa'alafua**
3) **Mala fa'alenatura (Suiga o le tau)**
4) **Fa'aleagaina (pollution)**
5) **So'ona fa'aaoga le tatau**

Why Are Forests Important?

The air we breathe is created by trees! Trees absorb *carbon dioxide* and produce *oxygen*—by planting more trees and having forest conservation areas, we can help create a better *carbon sink* to offset the effects of pollution.

Forests:

a. Provide clean water for drinking, bathing, washing, irrigation....

b. Protect our land from harmful soil erosion.

c. Provide food and medicine.

d. Provide timber for building.

e. Serve as protection against the effects of natural disasters such as flooding and cyclones.

f. Provide homes for more than half of the world's land animals!

Activity: Nature Hike and Bird Watching:

During this activity we will identify plant and animal species in a forest, find evidence of healthy and unhealthy ecosystems, and survey the current condition of the local forestry.

a) Purpose of this activity

1. Raising awareness of forest ecosystems.
2. Raise awareness of threats to forests and note any evidence of threats.
3. Informal survey of local forestry ecosystem.

b) Preparations.

1. Scout nature trail beforehand (3 days to 1 week before).
2. How long will the activity take? (maximum 30 minutes)
3. Ensure you have binoculars in working order.
4. Prepare log sheets.

c) **Materials**

1. Binoculars
2. Proper attire and change of clothes
3. Log sheet
4. Pens or pencils
5. Rubbish bags
6. First aid kit

The log sheets will be used to record any species of birds, mammals, reptiles, insects, and plants seen on the trip.

Separate participants into groups no larger than five persons at a time. Groups must have one trainer or staff to accompany them on the hike. Each trainer will lead their groups to the designated hiking area (to be mapped *prior* to activity day).

The goal of this activity is to apply the information learned in the presentation; intentionally look for and identify the biodiversity of the forests area; and look for any evidence of threats or potential threats to the ecosystem as well.

After the activity, meet back and have groups present their log sheets. Discuss as a large group the following questions:

Key Assessment

1) What is the condition of the forests? What species of animals, plants, trees, were you able to find and identify?

2) What is deforestation and did you see any evidence of it?

3) Did you notice evidence of any other threats to forest ecosystems (plants and animals)?

4) Did you notice any potential threats to the forest?

5) What else did you note that you thought was important?

6) Have the forests changed in the last 10 years?

Oceans and Marine

Locate the presentation *for Marine* on the Google drive.

1) **Key Points:**

   a. Oceans and Marine ecosystems are crucial to biodiversity of Samoa
   b. The health of the oceans and marine ecosystem has direct impacts oncommunities. Healthy oceans and marine ecosystems means more coral, more fish, etc.
   c. Awareness of threats to our ocean/marine environment (natural disasters, overfishing, pollution, etc.)

2) **Learning Outcomes:**

   d. Describe importance and value of Ocean and Marine ecosystems.
   e. Identify the complex systems of the Ocean and Marine ecosystems and their connection to the land.
   f. Identify the role of freshwater ecosystems
   g. Describe some important marine species in Samoa
   h. Identify key threats to the health of Samoa's marine ecosystem.
   i. Identify and discuss possible solutions and alternatives to addressing key threats to marine ecosystems.

3) **Presentation** – See *Oceans/Gataifale* presentation on the Google drive

Oceans and Marine Ecosystems

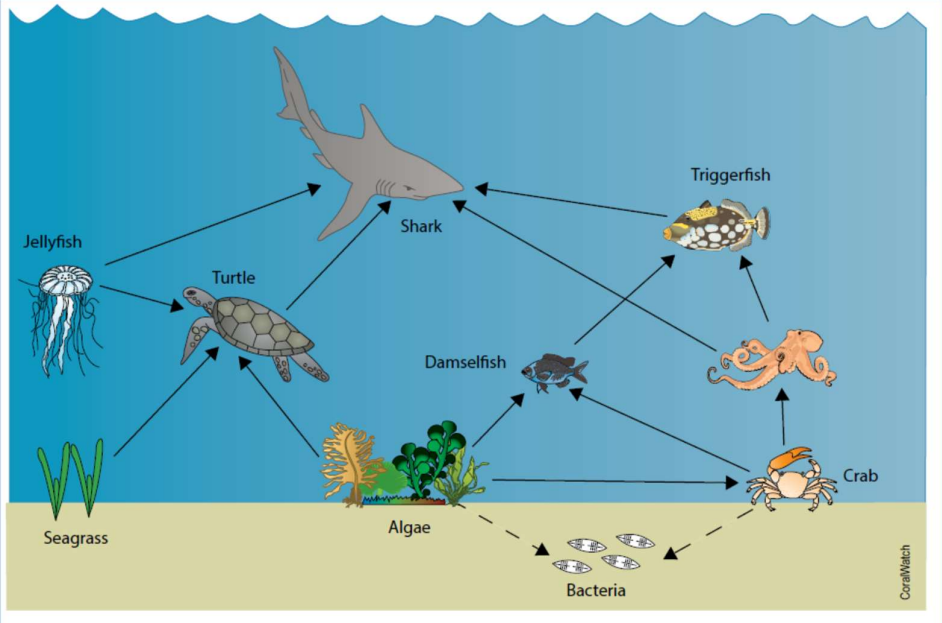
As Samoans, we depend on the ocean and our marine ecosystems for our daily lives. Whether it's through fishing for our food, our drinking water, chores, or just recreation, Samoans have always relied on marine ecosystems for our livelihoods.

1) In what ways does your community use marine ecosystems in their daily lives?
2) What marine ecosystems do you have in your community? Coast? River? Mangroves?
3) Go back to your Community Maps from Activity 1.1: have you noticed any change in your marine ecosystems over the years?
4) What was fishing like when you were a child or when your parents were children?
5) What do you think it will be like in 10 years? In 20 years?

Discuss and write on whiteboard or flipchart to share with the group.

Ocean Facts

1) 71% of the Earth is covered in water! And 96.5% of this water is in the seas and oceans.
2) Only 0.65% of the water on Earth is freshwater (rivers, lakes, etc.) The rest of the freshwater is frozen. *Where do you think this frozen water is?*
3) **Samoa** has 120,000 km^2 of ocean and only 2,937 km^2 of land!
4) There are 5 major ocean basins: the Atlantic, Indian, Southern (Antarctic), Arctic, and Pacific Ocean.
5) The Pacific Ocean is the largest ocean!
6) Scientists are still studying the oceans; humans have only explored about 5% of it! Oka!
7) There's a food web in our marine ecosystems just like on land. Take a look below to see an example on how all life is interconnected. Take a moment to discuss this food web. What's happening? What do humans depend on? Why is the health of every part of the web important? For example, what if the crab population falls significantly – What do you think will happen?



8) Humans depend on the ocean for a lot of food as well. We get many different types of food from our ocean. What are some of these foods?
Now think, as population grows, the demand for food from the ocean (i.e. fish) grows. What do you think this does to our fish populations? And if everything is connected, what do you think happens to everything else in the ecosystem?
9) Mangroves, reefs, seagrass are very important for absorbing carbon!
10) What is something that you can do, locally, to protect our ocean and marine ecosystems?

Facilitator tip: An important facilitator skill is listening. Remember that the participants have a lot of knowledge to share. Your task is to help bring this information out and process it

Threats:

- Overharvesting
- Destructive fishing methods
- Sea level rise
- Extreme weather
- Waste and pollution
- Increasing populations

How Do Humans Affect the Marine Environment?
(from Training Guide, page 39)

Explain that human activity is changing the marine environment and in doing so may harm it in many ways.

Ask:

- What are some things we are doing that is harming the marine environment? (Make a list.)
- Do any of these changes impact on our lives? How?
  What can we do about these changes?

Facilitator tips:

i. Some issues to consider: overfishing, sand mining, rubbish dumping, waste from toilets, pesticides and fertiliser use, coastal development, tree felling and bush clearing close to the river, and so on
ii. Think human health, livelihoods, other species, national economy
iii. Possible solutions: organic farming, composting, tree planting, selective logging, planned development, applying modern and traditional scientific knowledge, setting up marine or forest reserves.

Activity: Snorkeling or Mangrove walk

Separate participants into groups no larger than 5 at a time. Groups must have one trainer or staff to accompany them on snorkel. Trainer will lead groups to designated snorkeling areas (to be mapped *prior* to activity day). Each group will have a **log sheet, snorkels, life vests, and a pen/pencil** to record as many species of coral, fish, and plants as possible.

The goal of this activity is to use the information learned in the presentation, intentionally look for and identify the biodiversity in the ocean or mangrove area; and look for any evidence of threats or potential threats to the ecosystem as well.

A secondary goal of this activity is to collect rubbish that has accumulated in the ocean, mangroves, or coastal areas.

Log sheets will be used to record any species of birds, mammals, reptiles, insects, and plants seen on the trip.

After the activity, meet back on shore and have groups present their log sheets. Discuss as a large group the following questions:

a. What is the condition of the coral, mangroves, ocean? Good? Fair? Poor?

b. Is there a marine protected area (MPA)? If so, is there a difference inside and outside of the MPA boundaries?

c. Has coral bleaching taken place?

d. Did you notice any evidence of threats to the ocean or mangroves?

e. Did you notice any potential threats to the ocean or mangroves? (Rubbish accumulation, evidence of overfishing, damaged coral, etc.)

f. What else did you note that you thought was important?

g. Is there a difference in the ocean/mangroves in the last 10 years?

a) Purpose of this activity

i. Raising awareness of ocean and marine ecosystems.

ii. Raise awareness of threats to marine ecosystems and note any evidence of threats.

iii. Informal survey of marine life.

b) Preparations

Scout the snorkeling area or mangrove walk 3 days to 1 week beforehand.

1. How long will the activity take? (maximum 30 minutes)
2. When is high tide and low tide?
3. Are there enough life vests?

c) Materials.

1. Mask and snorkel
2. Proper attire and change of clothes
3. Log sheet
4. Life vests
5. Rubbish bags
6. First aid kit

d) Optional – Treasure Hunt Activity.

Participants will be separated into groups and ONE trainer will be assigned to each group. Groups will be given a list of coral, fish, plants, etc. to search for. The group leader or trainer must confirm each sighting for credit. The group to log the most species will win a prize.

Climate Change

Locate the presentation *for climate change* on the Google drive.

1) **Key Points:**
    a. Understanding climate change
        i. What is it?
        ii. What causes climate change?
        iii. How does it affect the environment?
    b. Raise threat awareness of climate change.
    c. Ways to mitigate climate change and raise awareness of climate change resilience
2) **Learning Outcomes:**
    a. Explain, in general terms, what is climate change and what does climate change mean to local communities in Samoa.
    b. Define and describe the term “resilience”.
    c. Identify how conservation, resource management, forest restoration, and living “green” can help build climate change resilience.
    d. Identify how these efforts can be incorporated into community planning.

Key Facts about Climate Change

- Increasing levels of carbon dioxide in the air are warming the Earth
- Carbon dioxide is increasing because of burning of fossil fuels (gas, oil, petrol, diesel, coal) to drive cars and run factories and other industry.
- Intensive agriculture, mass destruction of forests and bushland directly contribute to more carbon dioxide in the atmosphere. Mass destruction of forests and bushland also removes the trees that are responsible for removing carbon dioxide from the atmosphere

Global warming has the following results:

- Sea levels are rising as the glaciers on the polar ice caps melt and the warming of oceans causes expansion of water
- Weather patterns are changing , with more intense extreme events
- Traditional calendars and agriculture are changing
- There are impacts on plants and animals, tuna and important economic species, invasive species, health and disease
- Uncertainty:we cannot predict exactly what will happen in different locations

Listen and Think:

Semisi was tending to his plantation in the early morning. The skies were very grry and he knew that it might start raining soon so he had to work quickly. After working for a while, Semisi started to get very hot. It was very humid and he could feel the air start to thicken. Semisi was covered in sweat and needed a break.

Then, all of a sudden, loud thunder clapped from behind the clouds and there came a downpour of rain! Semisi ran back to his fale and dried himself. He was now quite cold and decided to lie down and cover himself with a blanket to warm himself. He knew that if the trapped his own body heat inside his blanket, that he would warm up quickly.

STOP!

What is happening in this story?

Can anyone relate to this?

Now, imagine…

Semisi is Earth.

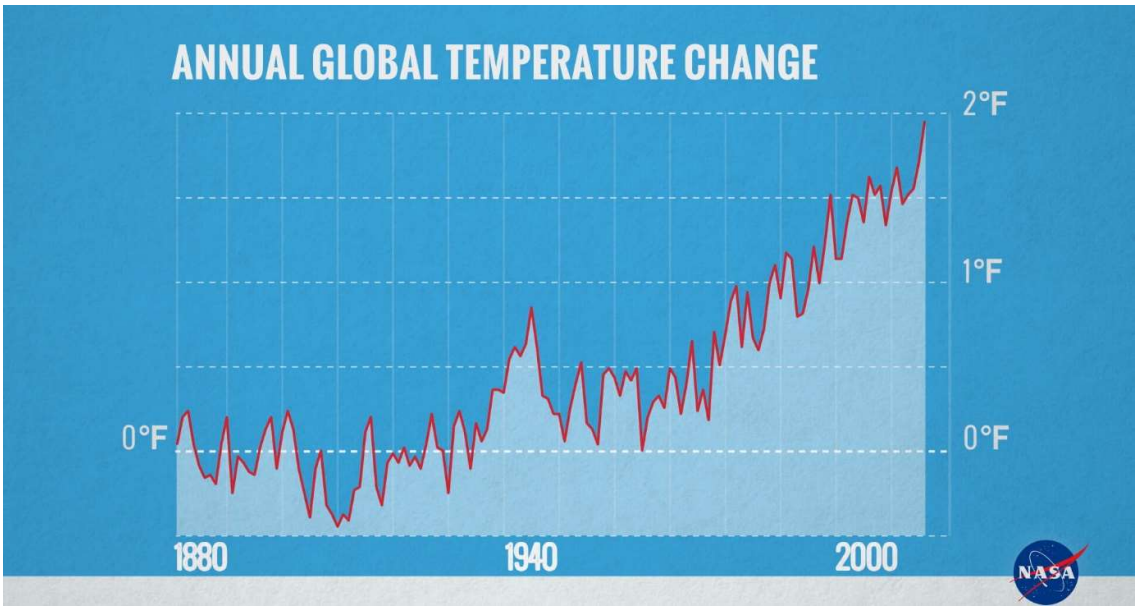
Semisi's body heat are carbon emissions.

The blanket is the greenhouse effect (trapping heat).

Ask yourself:

1. What happens if Semisi has just one blanket?
2. What is the temperature like under the blanket?
3. What is the temperature like outside the blanket?
4. What happens if we add more blankets? What happens to the heat? What happens to Semisi?

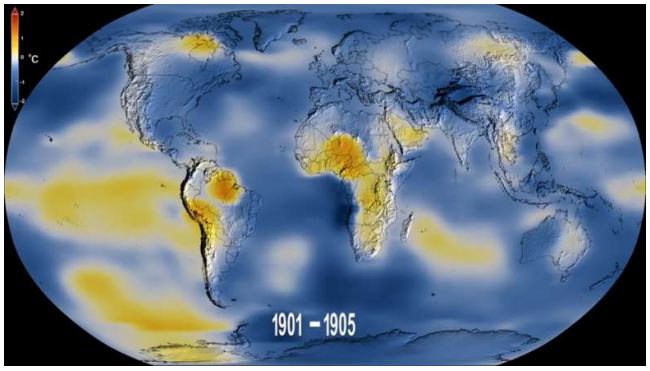
Figure 3: The temperature of the Earth has slowly been rising, but look at the last 150 years. What do you think is happening? Why is it getting so much hotter so quickly? What has happened in the last 150 years to make this happen? (Source: NASA)



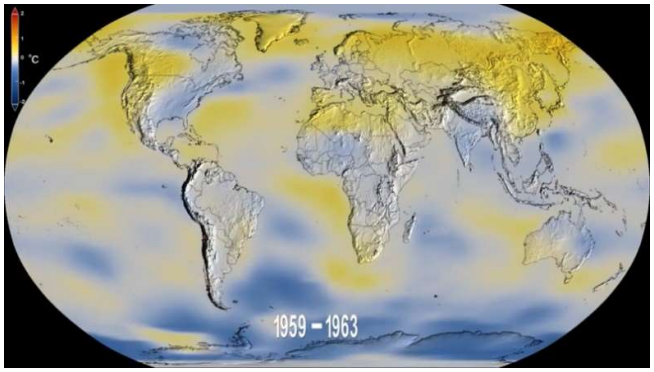
Activity: Warmer, warmer… hot!

Take a look at these images. What do you think is happening? Notice where is Samoa?

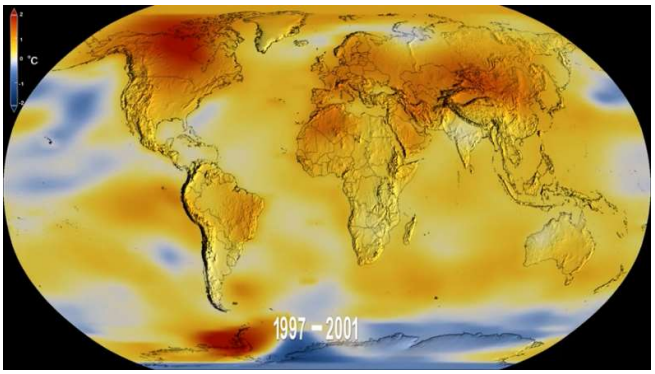
A)



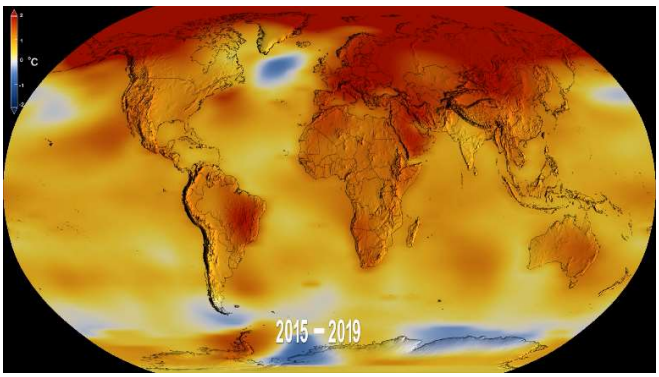
B)



C)



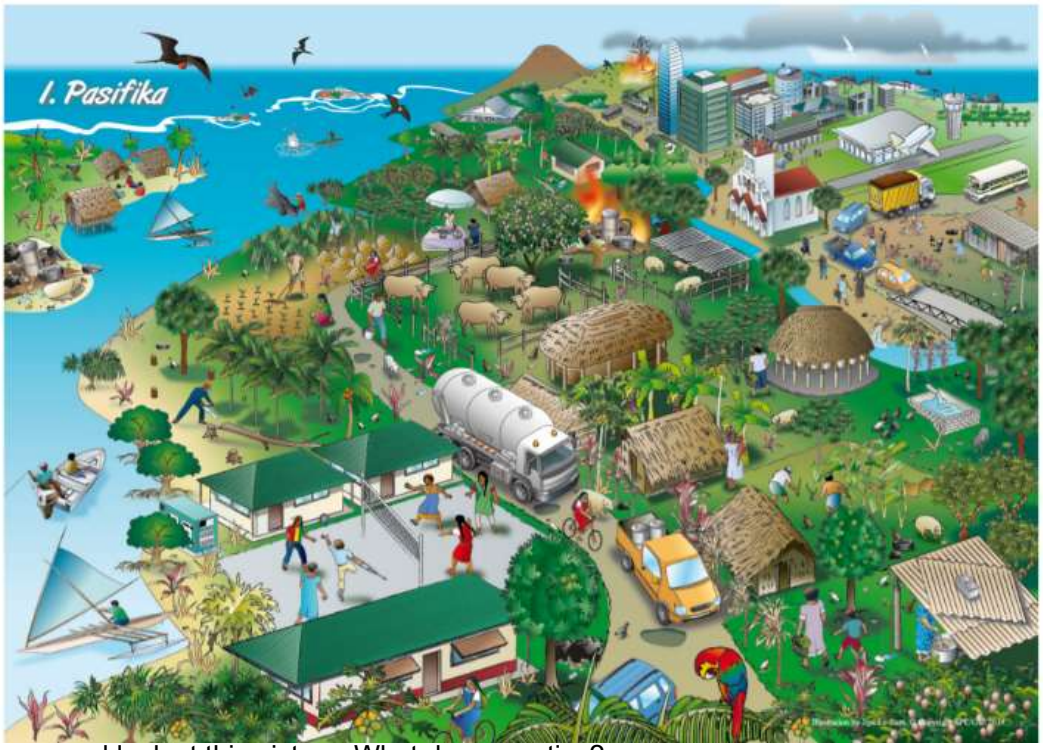
D)



Q & A

- What is happening to the Earth over time?
- What do you think is causing climate change?
- How do you think it affects our daily lives in Samoa?
- Have you noticed a difference in farming, storms and fishing over time?
- What do you think contributes to climate change here in Samoa?
- What can we do to help lower our impact on the environment?

Figure 4: Composite picture of Pacific life styles (Source: SPC[3])



Take a good look at this picture. What do you notice?

Write your answers down on whiteboard or flipchart, or below:

[3] https://www.spc.int/sites/default/files/wordpresscontent/wp-content/uploads/2017/01/spc_giz_cccpir_16_adaptations.png

Activity: Rock and Sea Level Rise/Greenhouse Gases

a. **Purpose:** To demonstrate the effects of greenhouse gases and climate change to island nations.

b. **Preparations** – See *Climate Change* presentation on the Google drive

1. Prepare presentation
2. Prepare hot water, ice, basins for experiment
3. Provide paper and pens/pencils for notes

c. **Materials**

1. Rock (preferably with moss)
2. Basin
3. Water
4. Plastic Wrap
5. Ice
6. Paper and pens
7. Boiler or stove to heat water

d. After the climate change presentation, participants will be separated into 3 groups.

i. First, groups will be presented with and will observe the experiment control.

1. Control Basin:

I. Place medium-sized/large rock in middle of basin.

II. Fill basin with room-temperature water.

III. Cover basin with plastic wrap.

IV. Observe.

ii. Second, groups will be given their own basin and rock to experiment.

2. Variable Basins

I. Groups will place rock in centre of basin.

II. Fill basin with hot water.

III. Cover the basin with plastic wrap.

IV. Observe.

3. Part 2.

I. Add ice to the hot water in basin.

II. Observe.

The purpose of this experiment is to show the effects of climate change and greenhouse gases. The control basin represents an island in water that is at a "normal" temperature. The plastic wrap symbolizes the atmosphere. What happens to the island? What is the weather like?

In the variable basins, however, the water is hot to demonstrate the rising temperatures of the Earth. With the plastic wrap (atmosphere) sealing all the hot gases within, there will be condensation (rain) and hotter temperatures. This is also to represent more severe storms and cyclones, rainy seasons, etc. which all directly affect the livelihoods of small island nations.

The ice added to the hot water is to represent the melting ice caps on Earth. As the greenhouse gases heat up the Earth, the ice melts, and raises the level of water in the basin to demonstrate rising sea levels. It should be noted that the amount of ice left to be melted on Earth will eventually cover all coasts and entire island nations will be completely under water as the sea levels rise over the years!

Questions for climate change activity:

1) What do you observe about the control basin?
2) If the rock is Samoa, the water is the Pacific Ocean, and the plastic wrap is our atmosphere, what do you think the weather will be like?
3) What are your observations about the variable basins?
4) What happened to the basin with hot water?
5) What happened when ice is added? What changed?
6) If the rock is Samoa, what do you think might happen if the temperature continues to rise? What might change?
7) What do you think might happen to the island if more and more ice is added and then melted?
8) Do rising temperatures and sea levels affect island ecosystems and livelihoods? How?
9) How long do you think it will take for Samoa to feel these effects?

Following this discussion, the trainer will continue with the second half of the climate change presentation.

Follow up Questions (during presentation)

1) What is climate change?
2) What are greenhouse gases?
3) What causes sea levels to rise?
4) How do the effects of climate change affect our livelihoods?

Waste and Pollution

Locate the presentation for *Waste and Pollution* on the Google drive.

1) **Key Points:**
    a. Understanding waste and pollution
        i. What is it?
        ii. How is it created?
        iii. How does it affect the environment?
    b. Raise awareness of waste and pollution issues in Samoa.
    c. Ways to manage waste and pollution.

2) **Learning Outcomes**
    a. Describe how waste and pollution endanger people's lives.
    b. Identify different types of waste and pollution and how they harm the environment.
    c. Explain why the focus on addressing single-use plastics and Styrofoam in Samoa.
    d. Categorize waste by type and manage waste.
    e. Identify the solutions available for waste management and discuss the short and long term community solutions to waste and pollution .

Q & A (in part taken from Training Guide Activity 6.1 on page 48)

What types of waste are we creating?

In this activity, we take a look at the waste we make, what we do with it, and what makes waste harmful.

(i) Introduce the topic.

- **What** makes something rubbish or waste?
- Is rubbish a problem? Why/why not?
- **Who** creates rubbish?
- **How** do we dispose of different kinds of rubbish?
    - **Example:** How do we dispose of rotting leaves in our land? What about an empty bag of chips? Do we dispose of these the same or differently? Why?
- **Why** is knowing about waste and pollution important?
- **Where** do we dispose of rubbish? Is it safe?

How can we create less waste?

Rubbish will continue to be a problem for our small island of Samoa unless we take action to reduce the amount we are creating and throwing away. Use the background information to discuss different options for reducing waste.

What choices can we make as individuals towards reducing waste? Why do our individual choices matter?

Key Facts About Waste and Pollution:

- Our world has reached a level where it is no longer possible to sustain the amount of rubbish humans are producing. We simply do not have enough land to keep dumping rubbish on it.
- A lot of rubbish makes its way to the sea either through direct dumping in coastal areas or via rivers. Fish and birds often mistake the rubbish for food and eat it.
- On land, batteries and electronic devices leach out their chemicals which pollute our soil and water systems.
- Rubbish left unattended is a hazard: children and animals can get caught and injured in metal, fishing lines, nets and other rubbish both on land and in the rivers and sea.
- Rubbish is unhygienic: organic rubbish (food, etc.) and things like baby diapers breed rats, flies, cockroaches that can carry diseases harmful to humans.
- Rubbish is ugly. It does not look nice. If we are trying to promote Samoa as a beautiful paradise that tourists want to visit, then we need to get rid of rubbish.

Figure 5: Plastic found inside bird (Source: www.oceans.si.edu)

Here are some common items found in our rubbish. Take a look at this poster and look at how long each item stays in our environment and how long it takes to decompose!

Biodegradable versus non-biodegradable

Something that is **biodegradable** will be easily broken down by natural systems. For example, if you throw a banana peel into the garden, the worms, insects and bacteria in the soil will eat it; they break it down to release the minerals and nutrients from the banana peel back into the soil. All food and plant matter and some types of paper and cardboards are biodegradable.

Non-biodegradable waste either never breaks down or will take so long, it makes no difference. Almost all our manufactured items (tin cans, glass bottles, plastic buckets, plastic bags, milk boxes, diapers) are non-biodegradable. They take up space in landfills or on the river edge or beachfront and stay there for a very long time. The poster alongside shows how long it takes for some common items to break down.

Do you see people throwing trash out into the open? Outside of windows? Behind houses? Into rivers? Coasts?

What do you think happens to this rubbish when it is thrown out there?

DON'T WAIT!

What can family's and villages do to help clean up their own neighbourhoods?

The FIVE Rs:

- ✓ **Refuse** – say no to buying unnecessary products in the first place! Say no to plastic bags by using cardboard boxes, cloth bags and woven baskets. Say no to drinking fizzy drinks: your health will improve and you won't have plastic bottles to worry about.
- ✓ **Reduce** – buy fewer throw away items, buy in bulk if you have large enough families (it's often cheaper too), buy things that will last longer or have warranties that allow them to be fixed without cost to you.
- ✓ **Reuse** – or **Repurpose** – you could keep empty milk cartons and use them to grow seedlings or for mixing paint in the primary school. Empty jam jars and coffee bottles can be used for jams and chutneys. In some places smart people are collecting glass wine and liquor bottles and turning them into elegant vases and glassware for sale.

- ✓ **Return –** some items can be returned to the manufacturer for a small reward. For example, Vailima and Taula beer bottles are returnable.
- ✓ **Rot** – fruit and vegetable waste can be separated from all other waste and fed to pigs and chickens; or allowed to rot so that the nutrients are released back into the soil in the form of compost.

SONG: "Refuse, Reduce, Reuse, Recycle, Return"

Presentation – See *Waste and Pollution* presentation on the Google drive

Activity: **Village Clean up**

a. The purpose of this activity is to assess the community's or local knowledge of waste and pollution. The activity begins with a short discussion on Waste and Pollution led by the trainer (see below for questions). The group will be asked to discuss what waste they are specifically looking for before the rubbish pick-up.

b. Groups will go out and collect rubbish and bring this back to the training hub.

c. Two participants will be logging all observations from the rubbish clean-up:

i. How much plastic waste?

ii. How much glass?

iii. How much organic waste?

iv. Are rubbish shelves present and being used?

d. Once the group returns, they will split off into groups of 5 and do a waste audit. In the waste audit, groups will be asked to separate their waste according to how they see fit and then present their justification.

Dealing With Our Waste:

For each item (or group of items in rubbish audit), discuss options for disposal and why or why not it is an acceptable option:

- throw it into the sea?

- burn it? (Why should we not burn plastic, cardboard and Styrofoam?

- throw on the rubbish heap?

- rubbish collection? (By whom? What should be put in the bins?)

a. After all groups have presented, the trainer will proceed with the Waste and Pollution presentation.

b. After the presentation, the group will revisit initial discussion questions to assess what new information they have learned.

Questions for Waste Audit discussion/presentation:

a. How did you separate or sort your rubbish? Why?

b. What is biodegradable waste?

c. What is non-biodegradable waste?

d. What kinds of waste did you find?

e. What was the most common form of waste found?

f. What do you think is the most harmful kind of waste? Why?

g. What is the least harmful kind of waste? Why?

h. What are some ways to help keep the community clean?

3) Preparations:

a. Prepare presentation

b. Identify what area to do clean-up

4) Materials:

1. Rubbish bags/preferably bags made from leaves

2. Log sheet

3. Gloves

4. Pen/pencil

Basket Weaving Race: A good allternative to using plastic rubbish bags for collection, is to have groups weave two of their own baskets (ato) — Winners will receive prize.

PART THREE: Green Livelihoods

Locate the presentation for *Green Livelihoods* on the Google drive.

Key Points

a) We all depend on the environment and natural resources for our livelihoods.

b) We must respect our environment in our daily actions to consider what harm we might we be doing against our natural resources.

c) There are many ways to continue to use and care for our environment and create opportunities for green businesses!

d) There are many other actions we can take to help care for our natural resources that don't provide revenue.

e) Change starts with you (and us)! We are the champions of Samoa's environment. No one knows and cares for our land more than us, so we should be leading the cause!

Before you begin

Remember that the Green Livelihoods session is the final session of the course and should be seen as the "wrap-up" presentation. You have made it through the entire week and covered FOUR major environmental topics in Samoa: Terrestrial, Ocean & Marine, Waste & Pollution, and Climate Change.

So what now?

Remember that this session is to highlight the different Green Livelihoods and possible green business and career opportunities that communities may have in mind.

Reach out and see what organisations and Green businesses and career opportunities fit best and are most relevant to the communities. Be sure to contact partners and update them on date, time, venue, and topic!

Make sure to get **all** the presentations from presenting organisations beforehand, and ask if they will need any materials (e.g. newsprint, laptop, screen, projector, tape, etc.)

Your role

For this final session, your role is facilitator. The main presenters for this session are all of the partners, organisations, businesses, individuals, etc. that your team has invited to the community course, to present on behalf of their respective organisations.

Attached as Annex V of this guide is a table that shows our current partners, their contact info, and a contact person. The Green Livelihoods Coordinator should contact the respective organisations, based on the needs presented in the community.

During this session, trainers who are not actively facilitating should be engaged in asking questions, making connections between the organisations or guests and the community, and generally providing a welcome atmosphere for discussion.

Activity: Mapping our Future

This activity is identical to the *community map* that was presented at the very beginning of the course. Those maps will come back into play now. Participants were asked to think about their community and create a map of their village or community. Where were the natural resources? How was the health of the natural resources? Where is the coast? The church? Etc.

Now, groups will break out into the *same* groups from the first activity and create another community map. This time, they are asked to think about what they would like their community to look like in **10 to 20+ years!** What will be different? Where are the plantations? Have they increased/decreased? How does the coast look now? What about the river? Are there any additions to the map? Rubbish collection points, conservation meeting halls, eco-tourism destinations, organic farms, keyhold gardens, etc.?

Dream big!

But make sure you reinforce that the bigger you dream, the harder you must work!

Discuss what would need to be done in order for this future vision of the village/community to come true.

Materials: large sheets of paper taped together if needed, colour felt pens, pencils or crayons

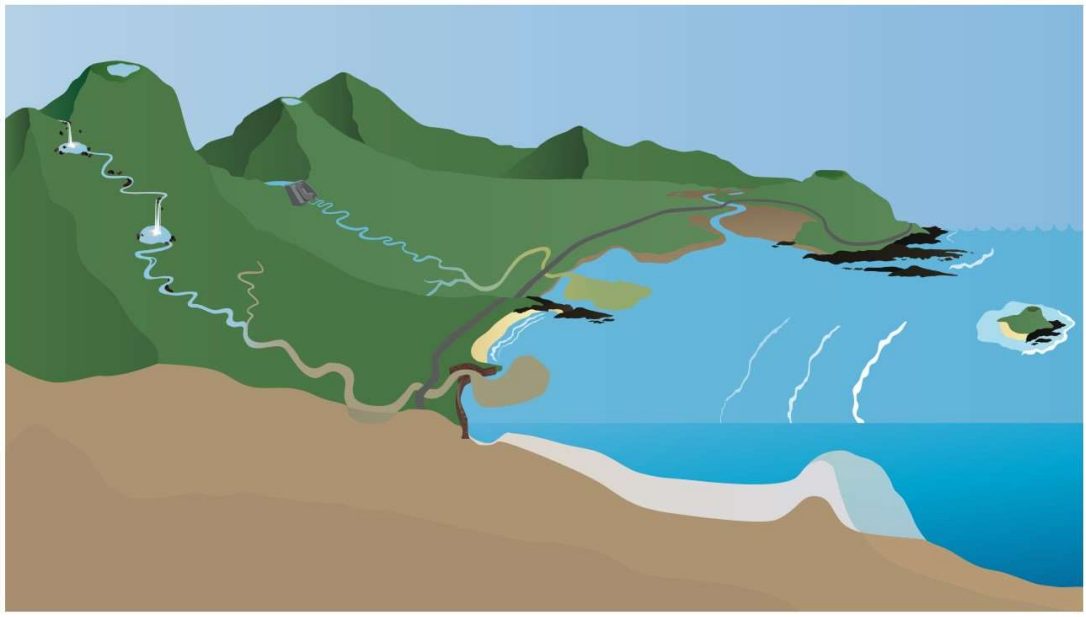
Facilitator tip: Use a large sheet of paper: try joining up sheets of paper to get a large floor map. You could get creative and use materials from the environment to make your map!

Guiding points

1. You are going to draw a map of your community. Your drawing needs to be as large as possible so that you can add to it later!
2. Start by putting in things like the road, the sea, the mountains.
3. Add in the public buildings – church, medical centre, main fale, pastor's home, school, shop, and so on; then put in the homes and other features. Try and focus in on all the different aspects of your village or community.
4. Add in places where different activities happen: volleyball, young children playing, swimming, and so on. Encourage everyone to get creative, discuss!
5. Make sure to list all the natural resources.
6. Consider: What has changed since the first community map? Why? How? What needs to be done? What are the first steps? What can we start doing now?

You can use the following community maps as template and guidance for your own version:

Create your own Samoan Village!



Cross Section through Samoan Village

DISCUSSION

1. What are the main natural features you have identified? (List these on a separate sheet or whiteboard.)
2. What has changed since the first community map?
3. Choose one of the environment features (e.g. the forest or the beach area).
    a. How is the forest or beach used?
    b. Who else uses the forest or beach?
    c. Are there other people who arenot from the village but also use it? How?
    d. Do you think these areas are in a good condition? (Why? Why not?)
    e. What do you think has led to the status of the resource?
4. What needs to change? What can we, as a community, do starting *now* to ensure that our community or village and natural resources are healthy for our future generations?
5. What are our environmental goals for our community or village?

The Final Step: Building Towards Sustainability

Remember, the goal of these courses and Green Livelihoods is to raise environmental awareness in rural communities, promote green behaviours, create opportunities for green businesses and careers, *and also to create lasting partnerships and relationships* between organisations and communities.

In order to do this, the Green Livelihoods team must have a closing discussion with the group. Start with the following questions, but as a team, you will undoubtedly have more specific questions for the community as the week has progressed. And they will have questions for you as well!

1) What are some of the key things you learned this week?
2) Is there anything that you would like to start doing differently?
3) What does the village or community need from SCS?
4) What does the village or community need from partner organisations?
5) Is there anything that you would like to learn more about?
6) What initiatives would you the village or community like to begin?
    a. What must the community do?
    b. What help can SCS provide?
    c. How can we move forward in collaboration?
7) Are there any questions for the partners or organisations that are here or that we can take to the organisations and bring an answer at a later date?
8) Are there any green business or career opportunities that are being developed?
9) Are there any natural resources that have the potential to be protected areas?
    a. If so, what needs to be done to begin this process?
    b. How will the village or community guarantee that the natural resource will be maintained? (It should be maintained, whether a protected area or not!)
    c. Who will be responsible for maintaining such areas?
10) Is it possible to create a “conservation committee” within your community?
    a. What would this committee be responsible for?

Evaluations

Following the final discussion, please take some time to ask all participants to fill out the evaluation form attached as Annex VI. It is crucial for the improvement of the course in the future.

All forms are also available in the Green Livelihoods Google drive.

Certificates

All certificates are attached to the Annex VIII. A digital copy of the certificate has been uploaded to the Green Livelihoods google drive.

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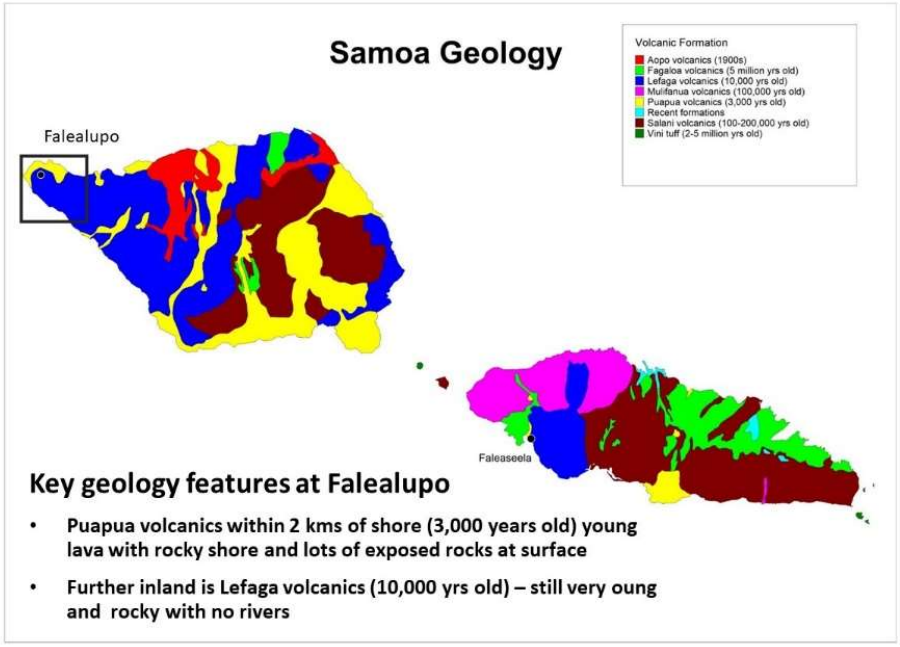
Annex I: Community Profile

Below is the community profile for the village of Falealupo in Savaii. There are extensive images and detailed information available on the key marine and geological formations in Falealupo as well as information regarding past conservation efforts.

Remember, it is necessary to have a community profile for *each* community in order to tailor the community courses for specific village communities.

(This report also included a conservation area management plan and conservation agreement from 1989.)

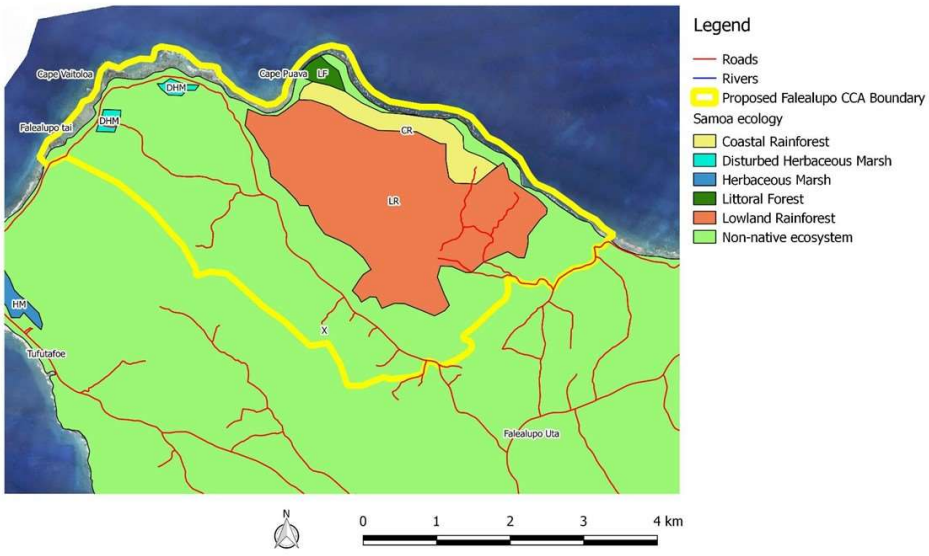
Aerial photo of the Falealupo area in 2015. Roads are shown in red.



Key land and river features

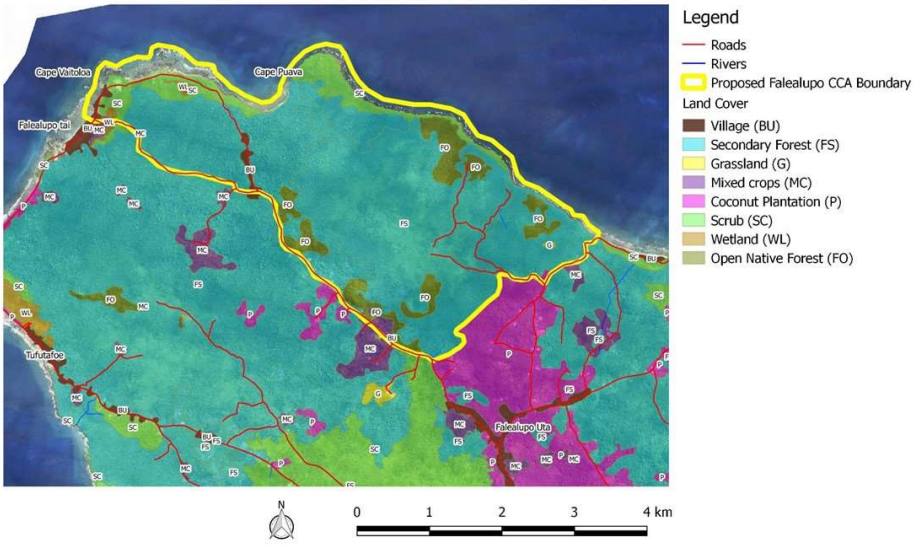
- **No rivers on Falealupo land. Land is gently sloping towards the coast with a few volcanic craters- Mt Fuiono and Muli mauga. These craters probably last erupted around 3,000 years ago (Puapua volcanics)**
- **Elevation range from coast to 200m at Falealupo Uta**
- **Coastal springs located between Falealupo-tai and Tufutafoe**
- **One of the driest parts of Samoa with annual rainfall only around 2000mm- therefore prone to drought**

Ecosystems 1991



- **Falealupo has rare and unusual dry forest with rare endemic trees such as Pau (Manilkara samoensis)- important for axes and handicrafts**
- **Coastal rainforest is found along the northern shore including at Fagalele Bay, inland is lowland rainforest dominated by large trees such as Magaui, Auauli and Aoa inland towards the main road – although fires and cyclones have damaged this forest**
- **Small but important areas of herbaceous marsh (saato- swamp fern) are found near the shore at Falealupo and Tufutafoe**
- **There are fringing reefs along the shore with rocky headlands (Puapua volcanics)**

Land Cover 2013



Key features

- **Most of the area is classified as secondary forest (FS)- this is the forest that was burned or damaged by cyclones and is now recovering. There are also patches of open forest (FO) which have more native trees**
- **Towards Falealupo uta are large plantation areas of coconut, cocoa and other crops**
- **The remaining forest at Falealupo is important because it is rare and unusual. Most of it is protected in the Falealupo conservation area**

The Falealupo peninsula from a helicopter, with Falealupo tai towards the right of the photo. (Source: James Atherton)

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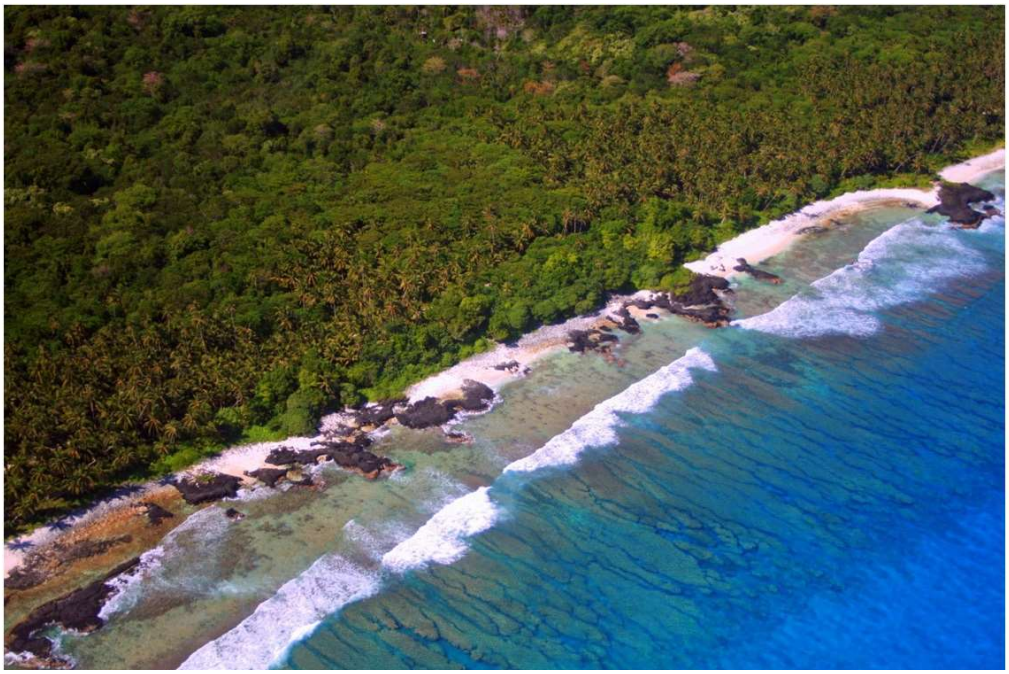

The narrow fringing reef between Falealupo tai and Tufutafoe. (Source: James Atherton)

A view of Fagalele Bay looking northwards towards Falealupo tai. (Source: James Atherton)

Pau
(Manilkara samoensis)

Falealupo Rainforest reserve was the first community rainforest reserve established in Samoa, in 1989, and we congratulate the chiefs and orators of Falealupo for taking the bold step 31 years ago to ban logging and promote conservation of the forest.

The Falealupo forest is unique as it grows in the driest part of Samoa. Although it has been badly impacted by cyclones and fire, it is still internationally and nationally important with endemic and rare species such as Pau and others.

SCS want to help Falealupo to promote and develop green livelihoods there, for the benefit of people and the biodiversity and unique ecosystems.

Annex II: Ice Breakers

Presenting to a group is not easy! Breaking the initial awkward tension between learners and trainers is often one of the most difficult part of presenting a topic. In Samoa, we love to sing, dance, play games, and win prizes.

Needless to say, the Ice Breakers were crucial for us to break that tension and start building relationships and a good atmosphere for learning and having fun!

There are *many* Ice Breakers that you can find all over the internet—however; Samoa Green Livelihoods has compiled a shortlist of a few Ice Breakers that were used regularly and proved effective during the Samoa Green Livelihoods community courses.

1) Name Game:

Objective: Learn everyone's name! A simple and great introduction game that gets everyone familiar with one another.

Time: 10 minutes

Activity: Stand in a large circle with *everyone* (including trainers and staff) gathered around. One lead trainer begins by saying their name and their favorite animal, plant, or tree.

Example: "My name is Tasi. My favorite animal is the sega vau!"

Next, the following person introduces themselves and their animal, plant or tree.. They must also remember and state the previous person's name and pet.

Example: "My name is Vangel and my favorite flower is the aute. This is Tasi and her favorite animal is the sega vau."

It gets trickier as each person goes as the next person must introduce themselves *and* remember the previous 2 participants and their animals. This goes until the circle goes all the way around. Which means the final person left will have to memorize *everyone's* name!

2) Hula-hoops:

Objective: Team building and friendly competition.

Materials: Hula Hoops (2)

Time: 10 minutes

Activity:

1) Start by dividing the group into 2 and having each group form a straight line facing one another.
2) Each participant in line must hold hands with the person next to them.
3) Start with a practice round!

   The goal of this activity is for every participant to go through the hula hoop without letting go of each other's hands/breaking the line.
4) Place the Hula Hoop on the ground and *one* foot of the first participant must be placed in the hoop. On the count of "one, two, three!" the first person must step through the hoop completely and then the second, third, and so forth until the entire line has passed through the hoop without letting go of each other's hands!

5) Extra difficult: have the groups step *back* into the hoops and send the hoop back to the front!

6) First group to finish, wins!

3) Freeze Dance!

Objective: Get everyone up and moving! Best used after lunch or between sessions.

Materials: Music and speaker

Time: 10-15 minutes

Activity: This is an easy one! Simple have everyone stand in a circle or just up at their chairs. Have everyone stretch and tell them when the music starts, they must dance!

Once the music stops (operated by a trainer), the participants must stop dancing immediately. If any trainers catch anyone moving after the music—they're out!

Participants that are "out" must sit down until the next round.

4) Simona Says

Objective: Listening and friendly competition.

Time: 5-10 minutes

Activity: This is a great activity to squeeze in between sessions to get people up, moving, and listening.

One trainer is "Simona (or insert your name)" and Simona must tell the participants to do an action, prefaced with "Simona says…"

Example: "Simona says touch your head!"

(Participant touch their heads)

However, if Simona *does not* say, "Simona says," then the participants should not do the action. If they are caught moving and Simona does not say, "Simona says," before the action, they are out!

Annex III: Example of Training Schedule (Use as Template)

Draft Green Livelihoods Community Course
Vaovai, Falealili
Tuesday, 16 June – Friday, 19 June, 2020

- **Monday, 15 June – All trainers will meet at SCS Office to go over logistics and final logistics before course.**

DAY 1 – Tuesday, 23 June (Introduction to Ecosystem, Forests, Waste)

TIME	ACTIVITY		RESOURCES/NOTES
8.45	Registration		List of names, details
9.00	Official opening Prayer, Welcome Introductions and course week outline The Green Livelihoods Project	SCS Josh, Mesepa?	
9.30	Morning tea		
	Thanks and introduction of trainers and participants	Dave, Evangel, Grace, Roman, Mao, Josh	Name Game
9.45 10.00	***Topic 1: Championing green livelihoods*** • What is Green Livelihoods? **Keys to Remember:** Why is it important for *entire community/village* to be involved? - **Conservation and respecting nature *is* fa'asamoa.** - Youth is motivated, ready to make change, conserve, bring us back to our roots, help take care of our families/villages/environment, etc. - Youth are the future leaders of our villages! **KEY OUTCOMES:** ***Raising awareness (ENV 101) of understanding of ENV and the THREATS** *** How can we REDUCE our impact?** *** How can we take better care (SOLUTIONS)?**	Josh + Everyone	**Translated GL Intro Presentation** **Make sure to tie in the cooperation necessary between youth (untitled men and women), women's committee, and matai (We all need each other – it's all for the common good!)**

	Activity 1.1 (Community Mapping) 1.1 Making a living - What are some ways we use the environment to make a living? - Farming, fishing, hikes, basket weaving, etc. Mapping the community - What resources do we have? - What community initiatives? (Marine reserves? Pools? Etc.) **Every Group/Village Maps:** **Non-natural Resources (shops, churches, etc.)** **Natural Resources** **Uses (of NR)** **Threats (of NR)** **Status (of NR)** **Cause of Status (of NR)** **Give groups about 10 minutes to map…**		**Materials:** *Notebooks* *Markers* *Newsprint/Butcher's paper* Newsprint Paper – mapping their community
10.15	**Report back on Activity 1.1** - What did we find from mapping our communities? - How much do we rely on our NR and environment? **Communities Present their Mappings** **Close Activity--** **Keys for Facilitator:** - Every village/community has DIFFERENT resources and environment - But everyone RELIES on their NR and environment - We all know our own communities best because we RELY on them - Is there room to collaborate? (after hearing about other villages?)	Josh Participants Josh	Flipchart/butcher paper Marker pens Multi coloured pens/pencils, sharpeners Blutak/Sellotape

10.30 **11.00 – 11.15**	***Topic 2: Exploring our Forests*** ***Focus on plants and birds of Samoa*** Introduction to the forest The importance of plants - **Native/Invasive Species Plants** - **Endemic/Endangered/Extinct Birds** - **Main THREATS to forest** - **CAUSES of these threats** **PREP FOR FIELD WALK &** **FIELD WALK IN VAOVAI** ***(Olsen, Mao, Roman lead)*** ***After a guided walk, let groups GO!*** ***(1-2 Trainers go with each group)*** ****Count off groups (to mix)*** *** Hand out bird guides.** **** designate ONE TRAINER/group to photograph*** **** bring back a sample to show the group.*** **Take notes – what do we see?**	Olsen, Mao and Roman	Participants asked to take notes in their notebooks (provided) - Did you learn anything new? - White board markers to circle birds.
12.00	***Return from FIELD WALK*** **Report Findings** - **What did we find?** - **What are some things we see that are a product of taking care of the environment?** - **What are some natural occurrences happening in the environment that we want to preserve?** **KEY POINT:** **Bring back to main goals – This was to raise awareness (ENV 101). (See how much we know and how important this information is to our daily lives) – it is to get us thinking in the "green" way…**	Olsen, Mao, Roman Mao + Everyone	***REMIND TO PICK UP AND BRING BACK RUBBISH DURING LUNCH***
12.30	Lunch		
1.30	***Ice breaker – Hula Hoop, human knot, or "do this, do that"/Simon Says***	Josh or Roman	
1.35	**Activity:** **Revisiting our Community Maps** **(Years ago vs. Today)**	Josh	

	Groups will break back up into same groups from Activity 1.1 - Recreate SAME chart… but now ask to pretend you are a child or even from your parents/grandparents time… what does your village/community look like now? - Less stores? More fish? Cleaner reef? More mangroves? Less? Map it! - **ADD Solutions column!** (on your chart: NNR, NR, Uses, Threats, Status, Causes, SOLUTIONS) **Points to Highlight :** - **Needs are same/similar (feed family, provide housing, churches, etc)** - **Methods different… (advances in technology, using "easier" methods – which may harm environment. Does this make sense? To get our needs quicker and easier NOW, but not have anything LATER?** - **Attitudes/mindset has changed… we settle for easier, faster, and before we know it.. less concerned with our impact and relationship with environment.**		**Good to get a comparison here from older men and women in village and the youth.**
2.00	Break – Afternoon Tea		
2.15	**Topic 2: Waste and Pollution** **Presentation – Evangel**	Evangel (lead)	
2.20-25	**Activity 2.1: Rubbish Sort** ***Why is rubbish bad?** 1) **Ask groups to sort their rubbish. (give about 2-5 minutes)** - **Why did you sort your rubbish that way?** - **We all may have sorted differently… why?** 2) **What are you going to do with all this rubbish?** - **Has anyone mentioned recycling?** - **Re-using?** - **Composting?** 3) **Relate this back to the "science" or the impact/consequence…**	Evangel	Materials: RUBBISH EVERYONE NEEDS SAME RUBBISH

	PRO (LELEI) / CONS (LEAGA) List **Every group writes the "pros and cons" of using a product that produces lots of waste (ie. Plastic bottle)** **Example:** **PRO = easy, cheap** **CON = bottle gets thrown away, litter** **4) Introduce Rubbish Graphic in PP…** - **Waste and Rubbish is a HUGE problem** - **No clear solution (be honest about this…)** - **We can make a difference by changing our MINDSET** - **5 R's (refuse, reduce, re-use, return, recycle, rot)**		NEWSPRINT PAPER, MARKERS NEWSPRINT FOR 5 Rs **TRANSLATED PP of 5 Rs**
3.00	**Recap** **1) Bring it back to Main Points!** - **We are RAISING AWARENESS** - **Know the THREATS** - **And hopefully… this leads to CHANGED MINDSETS** - **We CANNOT change someone's mind. That is a CHOICE that comes from within.** **2) We are in this TOGETHER** - **Youth are POWERFUL** - **We need to leave this land better for our children and beyond. (refer back to "years ago vs today" chart—we don't want to repeat this)** **3) What did you learn today? Did you learn anything?** **4) What is the most interesting thing you learned today?**	Mao Lead + All Trainers	NEWSPRINT GIVEAWAYS – Chips?
3.15-30	**CLOSE**		

DAY 2 – Wednesday 24, June (Oceans & Climate Change)

TIME	ACTIVITY		RESOURCES/NOTE
9.00	Prayer, Recap		
9.15	**Topic 3: Oceans** **Introduction of Mao, Roman, and SCS** **Discussion:** **What do we know about the ocean?** **Why do we care about the ocean?** **What do we use the ocean for?** **What fish do we rely on?** **How do you use mangroves?** **Roman – talk on coral and oceans** **Show coral video** **-What did you learn?** **-Anything new?** **-What may happen if we continue to damage our coral?** **-Now that we know about coral and the importance of coral… what can we do/say to others about it?** **Show video on giant clams** **-Why do we conserve these?** **-What purpose do giant clams serve? (What do they do for our ecosystem?)** **-How have we harvested and used giant clams in the past?** **-How can we continue to help preserve and conserve giant clams?**	Mao & Roman	Ocean food chain diagram Community Map from Activity 1.1
10:15	Morning tea		
10.30	Walk to Coast (Walking Lesson from Mao)		
10:45	**Snorkel**	Mao, Roman	Mask and snorkels
11:30	Reflection and review **(on the coast)** – What good things did we see in the ocean? – What animals did we see? – What negative things? Rubbish? Coral status? – Any fish we don't see anymore?	Mao, Roman	How can we continue to prevent and preserve our oceans/mangroves/marine environments? Consider putting a village ban on littering!

	– What animals did we used to see that we don't see anymore? – What can we see on the coast? Sea level? – What beneficial/negative impacts have we made to our coasts? (infrastructure, littering, climate change effects, etc.) – **Any of these things (coral bleaching, sea level rise, rubbish in ocean, etc.) related?** – **Why have an MPA?** – **Any difference inside/outside MPA?**		
11.45	Walk back		
12.00	Lunch		
1.00	***Topic 4: Climate Change*** **What is climate change?** **What do you know about climate change?** **Activity 4.1** **Basin, Sand, Plastic Wrap, Hot water** **(Greenhouse Gas Experiment)** **Basin, Sand, hot water, ice** **(Rising Sea levels)** Video from Workshop	Vangel	
2.00	Afternoon Tea		
2.45	**Recap on Oceans and CC** - **What did we learn today?** - **Anything new?** - **Why did we do this today?** **Bring back to MAIN POINTS** - **Raising awareness (ENV 101)** - **Raising awareness THREATS** - **How can we reduce our impacts?** - **What are some solutions? (Discussion)** - **Remember: Changed MINDSETS naturally lead to changed BEHAVIOURS**	Mao, Roman, Grace	
3.00	**CLOSE**		

Day 3 – Thursday, 25 June (Nature Tour Guides)

9:00	**Prayer, recap**		
9.15	**Topic: Nature Tour Guides** **Introduction of Olsen Va'afusuaga** **-History** **-FEPS** **-Growth of Lalotalie** **-Cooperation of entire village** **-Stories of success** **-Vaovai will be different, but we can only offer a guide** **-We want to help and motivate the village to manifest their vision of Vaovai as an eco-tourism site.** **-What is the VISION of Vaovai? How will taking care of the natural resources and environment in Vaovao, lead to Eco-tourism?** **Let's map our resources and our attractions to Vaovai---** **Mangrove river system** - **What will this be used for in terms of e-tourism?** - **Paopao tours? Swimming?** - **Who will maintain/run this?** - **What rules will the village put into place to ensure mangroves stay healthy? (No fishing in mangroves, no swimming, no littering, no dumping, etc.)** - **What is the charge for using mangroves?** **River/waterfall hike** - **What will this be used for in terms of e-tourism?** - **Can you swim? Can you jump off waterfalls?** - **What safety precautions must the village take?** - **Who will maintain/run this?** - **What rules will the village put into place to ensure mangroves stay healthy?** - **What is the charge for going on hike?**	Josh, Mao, Roman, Evangel, Grace	Newsprint, Markers

	Beach/Ocean - **What will this be used for in terms of e-tourism?** - **Swimming?** - **Who will maintain/run this?** - **What rules will the village put into place to ensure beaches are clean?** - **What is the charge for using beach?** - **What other water activities can be accessed? Snorkeling? Diving? Surfing?** - **Beach fales planned?** - **Who will staff this?** - **How can you ensure safety of tourists?** - **What other additions can you add?** **Giant Clams** - **What will this be used for in terms of e-tourism?** - **Snorkel gear? Who would manage this?** - **How to ensure masks and snorkels are CLEANED thoroughly?** - **Who will maintain/run this?** - **What rules will the village put into place to ensure clams stay healthy and protected?** **Nature Tour Guides**		
10.30	Morning tea		
10.45	**Break off into groups—transport groups to respective attractions: Van required.** **Dedicate 5 people per natural resource:** **Send groups to attractions and have them visualize and draw a map of the attraction. Be realistic.** **Make sure to include, fales, paopaos, people needed, costs of labour, signage, entrances and exits, threats to attraction, solutions/prevention methods, safety precautions, and more** **Mangroves** **Beach/Ocean** **River/Waterfall**	Olsen Mesepa	Notebooks, Markers.. Newsprint (eventually for presentations)

1.00	**Lunch**		
1.30	Discussion - **Have groups discuss what they want to see and what roles need to be established.** - **<u>Create a "mock tourism" event for each attraction:</u>** - **Be realistic** - **How would this attraction function once it is complete?** - **Village discusses together—questions, concerns, comments, etc.**	Olsen, Mesepa, Josh?	
2.30	Review and close	Everyone	

DAY 4 – Friday, 26 June

9:00	**Prayer, recap**		
9.15	**What did we learn this week?** Refer back to Activity 1.1 Let's observe our lists—anything we can add? Make a third map: "Years Later" (what do we want the village of Vaovai to look like in 2-5 years?) **Give Time = 10 minutes** - What natural resources do we have in the future? - What might we not have anymore? - Do we understand what's going on to our environment? - Do we understand our impact? -**What natural resources are at risk?** **Bring it BACK to Main points!** **What are our main points?** **1) Raise awareness (ENV 101)** - **You DO NOT need to be a university student/scientist, etc. to know something about env** **2) Raise awareness on THREATS** **3) How do we reduce our impacts?** **4) What are some solutions?**	Josh, Mao, Roman, Evangel, Grace	Newsprint, Markers

	What do we do now as a village? **Where do we start?** **-Brainstorm and meet back after morning tea** **-Short term goals** **-Long term goals**		
9.45	Morning tea		
10.00	**Discussion:** **Where do we go from here?** **This course is not the end!** **What are the steps and moves we need to make now?** **What do you need from SCS?** **What do you need from yourselves?**	Mesepa/Josh Olsen?	
11.00	**SBH Presentation**	Elika	
12.00	**Q and A**	All	
12.30	**Lunch**		
1.00	**Evaluations**		
1.30	Certificate Presentation	Olsen? SCS Office Bearer	Certificates, Bird Guides, seedlings,
2.00	Photographs, thanks, and close of week.	Everyone	

Annex IV: Partner Questionnaire Form

SAMOA CONSERVATION SOCIETY
SOSAIETE FAASAO O SAMOA

Project Green Livelihoods 2019 - 2020

Background Information

The Samoa Green Livelihood Project is a CSSP funded endeavor that scales up an existing successful partnership between the Samoa Conservation Society (SCS) and the Ministry of Natural Resources and Environment (MNRE) to address two related objectives: to promote and demonstrate green livelihood options amongst youth in Samoa and to raise awareness of the range of threats facing Samoa's environment and how to manage them. These two themes are closely related in Samoa because Samoan culture has developed based on an intimate relationship with the environment and Samoan society and its economy still depends on a healthy, robust and resilient natural environment.

We will develop a comprehensive training kit for educators to use to teach Samoan communities about environmental problems and their solutions. This training kit will be written in English and later translated into Samoan and be made freely available to all. By providing a comprehensive training course on green livelihoods and threats to the environment, and how to manage them, the project will ensure youth become aware of a range of new "green" career options as well as make them better environmental stewards of their village environment. We will work with potential employers (such as hotels and tour companies) to find jobs for youth and where relevant support youth to apply for grants to develop village-based projects (e.g. from the UNDP Small Grants Programme). We expect that the youth (18 – 30) will become environmental champions in their villages and will raise awareness of others on environmental threats and how to manage them, giving long lasting benefits to the communities.

From December 2019 to June 2020, the Samoa Green Livelihoods Project will aim to hold 6 district trainings across Upolu and Savaii to help bridge the gap between environment knowledge and what local residents can do to help preserve and conserve their natural resources and environment. The goal of this action is to raise awareness and conservation efforts by providing a link between sustainable green lifestyles and income within the villages (e-tourism, hiking tours, reef conservation, biogas, etc.).

Questionnaire

The Samoa Green Livelihoods Project aims to identify and establish partnerships with local groups, organizations, and residents that are already doing green work and maintaining green livelihoods to help be the ambassadors and share their knowledge of this movement in Samoa. Partnered organizations are welcome and encouraged to come and speak with our trainees as well as explore other avenues to how our trainees can learn and benefit from you and your organization. Below are some questions that we can use to help assess how you, your organization, and Samoa Green Livelihoods can work alongside one another.

1) What is the name of your organization?

2) Can you give a summary of your organization's mission?

3) How does your organization contribute to green livelihoods?

4) What is the goal of your organization?

5) Where would you like to see your organization in the future?

6) What do you believe would help strengthen sustainable green livelihoods/organizations in Samoa?

7) What message do you have for the youth in Samoa and building towards green livelihoods?

8) What other organizations are you aware of in Samoa that are contributing to building a green Samoa?

9) What are the ways that your organization can support youth and communities develop green livelihoods (provide on-site training, seminars, etc.) ?

10) Do you/your organization have any presentations/PR materials that Green Livelihoods can use in our training course OR would you (or a representative) like to attend and deliver a presentation yourself at a future training?

Annex V: List of Resources and Partners

Organization Name	Contact	Field/Capacity	Contact Details	Comments
Civil Society Support Programme -CSSP	Christina Tauā	Grants for commnity development	cssp.office@cssp.gov.ws or see their Facebook page	Provides grants up to 50k USD for a range of development projects
Matuaileoo Environment Trust Inc - METI	Dr. Walter Vermeulen	Life Skills, community development, Organic Farming, Plant-based diet	walter@meti.ws or see their Facebook page	Mushroom farming & biogas Community development
Ministry of Education, Sports, and Culture - MESC	Ailini Ioelu	Education, Curriculum Design	v.galuvao@mesc.gov.ws	ACEO of Curriculum Design and Management Division
Youth Climate Action Network -YCAN	Theresa	Climate Action	Theresa # 7274125 Talafiti # 7232123	Attended Vailima WOT (Feb 2020)
Joanne Westerlund (organic farmer)	Joanne Westerlund	Organic Farming	Facebook: Vegeplus	Possible trip up to her organic farm in Aleisa
Youth With A Mission (YWAM) Samoa	Usofono Fepulea'i	Biogas, sustainable living community development	fonof@gmail.com or see their Facebook page	Cooking stoves on YWAM compound fully powered by biogas.
Women in Business Development Inc. - WIBDI	Various	Small business, eco-business, organic farming, weaving,	# 21951 Email: data@womeninbusiness.ws	A leader in helping women develop environmentally friendly businesses in Samoa
Gaualofa (SVS) – Guardians Project	Dionne Fonoti	Voyaging, Marine	dionnefonoti@gmail.com	Two previous trainers, Mao Onesemo & Roman Waterhouse are staff on Gaualofa

Organization Name	Contact	Field/Capacity	Contact Details	Comments
Ministry of Women, Community and Social Development	Saolotoga Tausagafou	Community groups	stausagafou@mcswd.gov.ws	Provides letter of approval to be given to pulenu'u (mayor) before course logistics
Samoa Voyaging Society – SVS	Schannel Van Dijken, Dionne Fonoti	Voyaging, Marine	svandijken@conservation.org dionnefonoti@gmail.com or see their Facebook page	A society promoting traditional voyaging in Samoa on a double hulled va'a
Aopo Honey	-	Honey, organic farming	Facebook: Aopo Organics	
2 Million Trees Project, Forestry Division, MNRE	Moafanua Tolusina Pouli, Susao Siolo	Tree planting, forest restoration		
Giant Clams (Savaia)	Maimanino	Marine Conservation	7275949	10WST/person + 5WST/snorkel rental
Samoa Business Hub	Alatina Ioelu Or Elika Tutagalevao	Small business, grant applications	alatina@samoabusinesshub.ws elika@samoabusinesshub.ws	Attended Faleaseea and Vaovai courses in 2020. Key partner
Water Resource Division – MNRE	Eti Malolo	Watershed management	Eti.malolo@mnre.gov.ws	
Capacity Building Section – MNRE	Tuiolo Schuster	Capacity building and enviromental awareness	Tuiolo.schuster@mnre.gov.ws	
Environment and Conservation Division-MNRE	Seumalo Afele Faiilagi	Biodiversity Conservation National Parks and Reserves and Community Conservation Areas	afele.faiilagi@mnre.gov.ws	Moeumu Uili and Laulu Fialelei Enoka (key presenters in pilot year of couse)

Organization Name	Contact	Field/Capacity	Contact Details	Comments
Samoa Waste Recycling and Management Association	Marina Keil	Waste and Pollution	wastemanagementapia@gmail.com, 7524939 or see their Facebook page	(contact Toni Taloulu from SPREP – anthonyt@sprep.org)
International Labour Organization (ILO)	Tomasi Peni	Green Careers/businesses, small grants	peni@ilo.org	Attended and presented pilot course in Faleaseela (March 2020)
Poutasi Development Trust	Tuatagaloa Joe Annandale	Community presence, tree-planting, business	director@sinalei.com	Attended and presented in Vaovai CC (June 2020), also provided van support transportation
Envirobassadors	Jorim Paul	Student environmental groups	envirobassadors@gmail.com or see their Facebook page	
National University of Samoa (NUS)	Roberta Mura-Faasavalu, Mesepa Iene, Faainu Latu	Education, botany, biology	r.faasavalu@nus.edu.ws, m.iene@nus.edu.ws, f.latu@nus.edu.ws	Can povide specialist talks on request
NUS Horticulturist	Ateca Silotolu	Horticulture	a.silotolu@nus.edu.ws	
MNRE Waste Management Section in DEC	Setoa Apo	Waste management	Setoa.apo@mnre.gov.ws	
Faleaseela Environmental Protection Society, Lalotalie River Retreat	Olsen and Jane Vaafusuaga	Eco-tourism, conservaton	Janevaafusuaga50@gmail.com ollytuas@hotmail.com or see their Facebook page	Tours available
Lanalau'ava Student Society	Grace Ah Young & Okalani Mariner	Student Group	ahyounggrace@gmail.com	A newly formed and active student environment group

Organization Name	Contact	Field/Capacity	Contact Details	Comments
UNDP – SGP	Filia Iosefa & Ofusina Ieremia	Small grants	Filia.iosefa@undp.org Ofusina.ieremia@undp.org	Previously presented at Vaovai CC (2020)
Samoa Green Products Ltd.	James Atherton	Biodegradable products, village consultations on green-ware production	Jamesatherton67@gmail.com or see their Facebook page	Plates, bowls, earrings, etc.
SSAB	Nancy Vito	E-waste disposal	nancy@ssab.ws	An environmentally conscious business that recycles its waste
Samoa Women's Association of Growers-SWAG	Shelley Burich	Organic farming Bee keeping Green living	swagsamoa@gmail.com or see their Facebook page	A very active group of women farmers
Samoa Keyhole Organic Gardeners	Mikaele Maiava	Organic farming Keyhole gardens Green living	mikaele.maiava@gmail.com or see their Facebook page	A great trainer for all types of organic gardening
Eco Current Consultancy	Maria Sapatu	Marine Conservation Fisheries Management	mfsapatu@gmail.com	A great trainer for all marine conservation issues

Annex VI: Evaluation Questions

1. O le a se aoga o le aoaoga mo e? (1-5)

2. O le a se vaega pito sili ona taua na e maua mai I aoaoga?

3. O le a se mataupu na pito sili ona aoaga ia te oe? Aisea?

4. O a ni faatinoga poo ni autu e le tele se aoga I lau maitau?

5. O a ni vaega o le aoaoga e manaomia ona toe faaleleia?

6. O le asau fua faatatau I faiaoga? (1-5)

7. O a ni vaega e ono faopoopo ina ia faaleleia atili ai aoaoga?

8. E iai ni vaega o le siosiomaga e te fia malamalama atili iaia?

9. E iai ni fesili e fia malamalama atili ai

Annex VII: Registration Form

Samoa Green Livelihoods [Location:]

*Please use new sheet daily.

Name	Date	Pasese	Signature
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Annex VII: Certificate of Completion