



SEA-PACC Training Report

Food Production and Food Security



TRAINING SUMMARY REPORT

Socioeconomic Assessment for Pacific Adaptation to Climate Change (SEA-PACC) Training Workshop for Food Security Country Teams Koror, Palau, December 13-17, 2010

Prepared by:

Supin Wongbusarakum, Conservation Methods and Learning, Central Science,
The Nature Conservancy, Worldwide Office

Submitted to:

Taito Nakalevu, Regional Project Manager, Pacific Adaptation to Climate Change (PACC)
Secretariat of Pacific Regional Environment Programme (SPREP)

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1. SEA-PACC Training Objectives

The objectives for the SEA-PACC training workshop for the PACC food security teams were:

1. To understand how to use SEA-PACC to conduct climate-related socioeconomic assessments that support vulnerability assessment and adaptation planning;
2. To understand and gain experiences in all steps of conducting a SEA-PACC;
3. To gain first-hand experience in developing and using a household survey questionnaire to collect data;
4. To be able to interpret and use data for adaptation planning and strategy development;
5. And, after the workshop, to be able to guide others in using SEA-PACC guidelines and in conducting SEA-PACC assessments.

2. Workshop Format

The training workshop used 3 different approaches:

1. Presentations followed by question and answer sessions;
2. Facilitated small group exercises;
3. Field exercise for data collection at the PACC project site of Palau, Ngatpang.

1. *Presentation*

Presentations with and without Powerpoint slides, followed by question and answer sessions were used to cover the following subjects:

- 1.1 Overview of PACC project sites by PACC country teams: Ontong Java in Solomon Islands, Tailevu/Rewa and Serua Namosi Province in Fiji, and Ngatpang in Palau
- 1.2 Concept of climate vulnerability assessment and its main components, including exposure, sensitivity and adaptive capacity
- 1.3 Summary of main points of all 4 modules in the SEA-PACC guidelines including:
 - MODULE 1: Introduction
 - MODULE 2: Climate Context for the Socioeconomic Assessment
 - MODULE 3: Phases of the Socioeconomic Assessment
 - MODULE 4: Integrating Scenarios to Support Decision-Making in Climate Adaptation
- 1.4 Data entry and analysis using PSPP program
- 1.5 Integrating SEA-PACC into community vulnerability assessment and adaptation process (CV&A).

2. *Small group exercises*

Small group exercises took place daily, immediately after a related presentation, to allow the

participants to apply the concepts and procedures featured in the presentation on PACC sites in their own countries. The exercises were used for the following activities, and the group usually shared their results with the rest of the participants.

- Climate context of the PACC sites, using worksheets in 2.1 of SEA-PACC
- Climate impacts on coastal management, using worksheet 2.2c in SEA-PACC
- Prioritizing local climate hazards (Worksheet 3.1 in SEA-PACC)
- Defining assessment objectives, guided and facilitated by workshop trainer
- Selecting/Developing indicators (Appendix 3a in SEA-PACC)
- Developing household survey questionnaire, guided and facilitated by workshop trainer
- Translate survey questionnaire by Palauan participants

3. Field exercise in Ngatpang

All the participants practiced using a questionnaire (Appendix F) to collect data from households in Mechebechubel Village of Ngatpang State. The assessment objectives of the exercise included: 1) to understand the ownership of taro patches and patterns of taro use; 2) to explore how salt water impacts taro patches; and 3) to investigate strategies used by household to cope with taro damage by salt water.

3. Summary and Overview of the Workshop for PACC Food Security Country Coordinators

From 13-17 December 2010, the Pacific Adaptation to Climate Change Coordinators for food security projects from the Fiji, Solomon Islands, and Palau participated in a training session held at the brand new Palau Equipment Company Inc. (P.E.C.I.). Twelve people participated (See Appendix A: Participants and Attendance).

Mr. Jerome Temengil and Mr. Ngiratmetuchel Reagan Belechl from the Office of Environmental Response and Coordination (OERC) co-organized this training workshop, the pre-workshop field visit and the field exercises in Ngatpang. The first day included an introduction to the training, an overview of the PACC project sites of the participating countries, and the beginning of worksheets to set a scope of SEA-PACC within the local climate context. The second day covered the different steps of the SEA-PACC process. The third day offered the opportunity to gain field experience in data collection in Ngatpang. The fourth day was spent understanding ways to analyze data and revisit the PACC project team with the SEA-PACC lens, and the final day covered socioeconomic scenario development and tied SEA-PACC into vulnerability assessment and adaptation planning. On the last day, a final wrap-up by Taito Nakalevu, PACC Regional Project Manager, provided a summary of how participants could connect the PACC goals---reducing vulnerability (decreasing exposure and sensitivity while also increasing adaptive capacity and resilience---with the implementation of site-specific food security-focused adaptation projects by integrating SEA-PACC into the community vulnerability assessment and adaptation process. Throughout the entire workshop, the participants were encouraged to repeatedly revisit their PACC

project objectives and plans and develop more locally relevant approaches. A detailed schedule of the 5-day workshop can be seen in Appendix B.

Day One

The opening day began with an introduction by Mr. Joe Aitaro, Protected Area Network (PAN) Coordinator. Mr. Thomas Taro, Vice President of Palau Community College and Head of the College's Cooperative, Research & Extension (PCC-CRE)¹, and Mr. Sebastian Marino, Environmental Planner and the Head of the Office of Environmental Response & Coordination (OERC) welcomed the workshop participants and provided a brief context of climate impacts on Palau.

Participants introduced themselves and shared their expectations from the workshop. Each participant named one thing they expected to learn from this training workshop (Appendix C). The PACC project country teams from Fiji, Solomon Islands and Palau, each presented a PowerPoint presentation of their site. Their presentations covered local issues related to changing climate impacts, an overview of the PACC project and description of the way that their project contributes to climate change adaptation, and brief information on the community and population living near the project site or expected to benefit from the implementation of the project. The overviews of the project sites helped the organizers and participants understand place-based issues, and able to identify areas of similarity among the projects as background for engaging in the SEA-PACC process.

Prior to delving into the SEA-PACC modules, the participants took a "Quiz-Breaker" developed by Peniamina Leavai, PACC Regional Project Officer, to gauge their understanding of concepts important to PACC and SEA-PACC. The quiz provided a quick assessment and helped participants focus on key concepts that they should consider as they listened to the presentations.

The first day reviewed the introductory module that explained the intent of SEA-PACC and ways it should be implemented. The second module and first part of the third module focused on considering the climate context of their site. Worksheets 2.1 (Climate Context of the Project Site) and 2.2 c (Climate Impacts on Food Production and Security) of the SEA-PACC guidelines were used to help the participants identify their level of awareness of information on the local climate events and observed changes in the food security sector. At the end of the day, participants were asked to look through their SEA-PACC guidelines to familiarize themselves with documents underpinning the training.

Day Two

The primary focus of the second day was on Module 3 that outlines the steps involved in SEA-PACC, familiarizing participants with the process for implementing socio-economic assessments. Workshop 3.1 (Prioritizing local climate hazards focused on in the socioeconomic assessment) was used in an exercise to guide the country groups to consider contributing factors of vulnerability (exposure, sensitivity, and recovering capacity) to different climate hazards. The exercise also helped prioritizing the climate

¹ Palau Community College's Cooperative, Research & Extension (PCC-CRE) is one of the implementing partners of the PACC project in Palau. PCC-CRE focuses on work related to agriculture, in particular taro, and the aquaculture of milk/rabbit fish and clam farming.

hazards a socioeconomic assessment should focus on and setting the scope of the assessment. The process initiated with a review of goals for the PACC project and the specific socioeconomic objectives for the PACC sites. Participants work with colleagues from their country in small groups to develop assessment objectives and the types of indicators they would use for the assessment (Appendix D). The objectives and indicators were then shared with all the workshop participants.

PowerPoint presentations were given by the trainer on data collecting methods and sampling design. In the afternoon, participants developed a few questions for a household survey questionnaire that would be used to collect data in Ngatpang on the following day. Due to time limits during the training, the focus was primarily on the problem of salt water intrusion on taro farming. Participants were aware that in an actual assessment, a larger survey should be developed to include other issues related to affects of climate events on food security of the community. They also understood that a pre-testing of the questionnaire should take place prior to the field data collection.

Day Three

The first part of the third day focused on finalizing the household survey questionnaire (Appendix F). Then, the Palauan participants translated the English questionnaire into Palauan to allow the villagers to participate in the survey in a preferred language. A brief role-play was conducted among the participants themselves in the classroom before they went to the village. The role play focused on introducing themselves and the purpose of the household survey exercise, and asking for permission to collect data.

After lunch, the participants traveled to Mechebechubel Village in Ngatpang for their field exercise in which they used the questionnaire they had developed to actively collect data. The participants were broken up into pairs, with one person speaking Palauan. Each pair interviewed up to 4 households. All participants practiced interviewing and taking notes for the answers.

Day Four

The fourth day began with a reflection on the experiences of field data collection in the village. Participants recognized there were quite a few households that did not own taro patches or had not had any problem with salt water intrusion. This meant that many of the questions in the survey became irrelevant for such households. Participants also experienced that it was not always easy to approach a household for an interview, and that a household was more willing to participate if a personal connection had previously been established or an interview schedule had been arranged. Issues about personal safety during field data collection were also brought up. Participants also realized that some of the terms used in the survey were unclear to the respondents and could have been corrected had a pre-test been conducted. Overall, local consultation and good preparation prior to the field data collection were identified as crucial for successful field work.

The completed questionnaires were exchanged among the participants, reviewed and discussed. Points of improvement, including poorly recorded data, the absence of answers and survey numbers, and inconsistent data within the same questionnaire, were discussed with the trainer.

Then, the workshop participants broke up into their country groups to do an exercise called *Stepping Back before Moving Forward: Revisiting PACC Objectives and Use of SEA-PACC*. The purpose of this exercise was to provide the participants—just after they had been engaged in developing assessment objectives, identifying indicators and collecting field data—to revisit the connection between PACC project site objectives and SEA-PACC design and implementation. They participants were asked to: 1) identify the key areas they would need to investigate to support the primary objectives; 2) find out what they need to know in order to develop good adaptation strategies and activities, to track changes of the project's impact, and to improve the project; 3) articulate how SEA-PACC would help them get the information; and 4) identify what partners can help them and should be involved in their country SEA-PACC project. The exercise made it clear how SEA-PACC could be used to support the participants' PACC project work (See Appendix E for exercise results).

In the afternoon, the trainer provided an overview on qualitative data analysis. A free on-line statistical software called PSPP was used to elaborate how to run descriptive data analysis. The data from 15 completed household questionnaires were used to show how to code data, prepare a data spreadsheet, and run descriptive data analysis (such as frequency, percent counts, and cross-tabs). Originally, it was planned that the participants would practice entering and analyzing a small set of collected data. However, the PSPP that was downloaded onto a CD and passed around was defective, and the exercise had to be cancelled. The trainer then used a similar statistical program called SPSS to show how data could be entered, coded and analyzed. The results were then interpreted and discussed. From the data set collected during the exercise in Mechebechubel Village, it seemed that the food security issue should be explored beyond the impact of salt water intrusion and taro farming.

Day Five

The final day started with revisiting the expectations the participants stated on the first day. For each of the expectations, it was discussed whether it had been met, to what extent, and also whether the expectations were realistic in relation to such a workshop. All participants said that the workshop enabled them to learn the most important thing they had mentioned on the first day. Primary definitions of the factors contributing to vulnerability were also revisited through a brief game of matching terms with definitions and arranging participants who represented the different terms to communicate the goal of the PACC projects to: Reduce Vulnerability by reducing Exposure, decreasing Sensitivity and increasing Adaptive Capacity, resulting in High Resilience.

A PowerPoint Presentation of Module 4 of SEA-PACC was presented, followed by a wrap up which focused on reviewing the ways that SEA-PACC connects with the overall PACC implementation framework. The SEA-PACC process helps identify specific information about the degree of exposure, sensitivity, or adaptive capacity of communities, and helps to demonstrate the degree of effectiveness

of relevant projects. The indicators can be monitored to find out longer term impacts and inform the CV&A process.

A post-workshop survey was conducted. Results show that the workshop accomplished its objectives (Appendix G). The training was rated 'high' and 'very high' in helping the participants to understand the SEA-PACC guidelines. Most participants rated the training high in helping them to understand concepts of vulnerability to climate change impacts. The training augmented the understanding of the participants on how a socioeconomic assessment can be used to assess vulnerability to climate change based on understanding of the 3 main vulnerability elements (exposure, sensitivity, and adaptive capacity of a community). Most participants also felt this workshop very highly helped them to better understand how to use socioeconomic assessments to support good adaptation planning. The participants gained understanding of the different steps required in conducting a socioeconomic assessment and almost all rated at least themselves to be 'moderately comfortable' or 'highly comfortable' in all assessment steps. Both the PowerPoint presentation and group exercises were rated well in terms of their usefulness. One half of the workshop participants felt that after this workshop they could design and run a survey fully, and the other half said they could participate under someone else's supervision. Among those who planned to train people to do socioeconomic assessment to support climate adaptation, they now felt either 'confident' or 'somewhat confident' that they could do it based on the SEA-PACC guidelines and what they learned from this workshop.

All Powerpoint Presentation slides were saved on a CD to pass around for all the participants to make a copy.

Lessons from Training Workshops

Based on the 3 SEA-PACC training workshops that were offered after the launch of the first SEA-PACC draft in spring of 2010 to the different PACC country groups (Coastal Management in Kosrae in September, Water Issues in RMI in November, and Food Security in December), it was clear that a training workshop is crucial to enable the participants to understand, design and conduct a socioeconomic assessment. A training workshop provides opportunities for the participants to not only become more familiar with and actively use the guidelines but also to learn how link SEA-PACC to their PACC project objectives and integrate it into CV&A process. During the workshop, appreciation is created for how useful information can be generated and used to better understand a community's vulnerability to climate events, and to effectively plan locally relevant adaptation strategies and activities. Some participants also felt that the process of basic social science research they learned from the workshop will be useful in other aspects of their work as well.

The field exercise has made clear that local consultation and pre-field work preparation are very important for successful field data collection. Local consultation can help identify locally relevant issues and needs, narrow the scope of issues of investigation, point out local protocols that should be respected and followed, facilitate logistical arrangement, and increase the interest and willingness of the community to participate in the assessment. It is also important to note that unlike other types of

assessments that are not human-related, building rapport, relationships and trust are also important elements of successful assessment implementation. Local communities are more interested in participating in an assessment effort if they are informed and understand the benefits of the assessment for their own lives, families and community's well being.

Even though the field exercise component was short, all participants appreciated it as they were able to gain first-hand experience of field work and understand the related challenges. Despite very small samples of households that were included in the field exercises, the data gathered also reflected the needs and issues that local communities were concerned with, some of which differed from the adaptation strategies that were planned prior to local input. This reflects how important it is for the PACC protect teams to involve local community in identifying locally relevant issues and developing adaptation plans that address them effectively and appropriately. The process of learning to gain community input and to integrate socioeconomic information in the planning and implementation of PACC projects will help ensure that adaptation projects benefit communities and result in "no harm" and "no regrets" to communities.

Recommendations from participants included more time on certain subjects, such as data analysis, sampling design and statistics; follow-up workshops; and more involvement of people working on similar projects to maximize the use of limited resources and decrease redundancy. In addition, there were recommendations to add other Pacific Islands Countries (PICs) and key country staff, such as statisticians and data analysts. A training that occurs in one country might allow people from different disciplines and background to be more involved.

Appendix A: Participant List and Attendance²

Name	Position/Work Affiliation	Attendance					E-mail address/ Telephone number
		Mon 12/13	Tues 12/14	Wed 12/15	Thurs 12/16	Friday 12/17	
SPREP							
Taito Nakalevu	PACC Regional Coordinator	X	X	X	X	X	taiton@sprep.org
Peniamina Leavai	PACC Regional Coordinator Assistant	X	X	X	X	X	peniaminal@sprep.org
Makereta Kaurasi-Manueli	PACC Finance Officer	X	X	X	X	X	makeretak@sprep.org
Fiji							
Colin Simmons	Principal Agriculture	X	X	X	X	X	csimmons@agriculture.gov.fj
Jone Waqanidrola	PACC Fiji Project Assistant	X	X	X	X	X	jonewaqa@yahoo.com
Solomon Islands							
Frank Wickham	PACC Assistant	X	X	X	X	X	wickham.frank@gmail.com
Casper Supa Sikou	PACC Coordinator	X	X	X	X	X	ckasie@gmail.com
Palau							
Dr. Lydia Marero	Cooperative, Research & Extension of Palau community college (PCC-CRE)	X	X	X	X	X	lydiamarero@yahoo.com 733-1111
Felix Sengebau	PCC-CRE Education Agent	X	X	X	X	X	felix@palau.edu
Omelahl Smus	B.O.A. Extension Agent	X	X	X	X	X	
Leonard Basilius	PACC Project Staff	X	X	X	X	X	lbasilus@pcaa.org 488-4909
Jerome Temengil	Office of Environmental Response and Coordination (OERC)	X	X	X	X	X	jerome@palaunet.com 488-4411 or 779-3440
Charlene Mersai	Private	X	X	X	X	X	charmairsai@gmail.com

² Mr. Joe Aitaro, PAN, opened the workshop Mr. Sebastian Marino, OERC, and Mr. Thomas Taro (PCC-CRE) welcomed the participants. Mr. Jerome Temengil and Mr. Ngiratmetuchel Reagan Belechl (both OERC) organized the workshop. Participants from PNG, Mika Andrew and Brown Konabe, were not able to participate due to visa problems.

Dr. Aurora Del Rosario	PCC-CRE		X		X		aderose929@yahoo.com 733-1111
Thomas Taro	PCC-CRE	X		X			tarothomas@yahoo.com

Appendix B: Workshop Schedule

SEA-PACC Training, Food Security Country Teams, Palau, December 13-17, 2010

Date	Activities
Monday, December 13, 9:30 – 4:30	<p>Welcome Participant Introductions and Expectations for the training Overview: Training objectives and workshop schedule</p> <p>PACC Food Security Project Site Introductions: Palau, Solomon Islands, and Fiji</p> <p>SEA-PACC: How does it support PACC?</p> <p>----Lunch----</p> <p>Quiz Breaker</p> <p>PPT presentation, SEA-PACC, Module 1: Introduction PPT presentation, SEA-PACC, Module 2: Climate Context</p> <p>Group exercise: SEA-PACC Worksheets 2.1 and 2.2a Food Security Group report on results of worksheets</p> <p>Homework: Review SEA-PACC guidelines</p>
Tuesday, December 14, 8:30 – 5:00	<p>Day 1 Review</p> <p>SEA-PACC, Module 3: Phases of SEA-PACC Assessment</p> <ul style="list-style-type: none"> • Prioritizing hazards – Group exercise: SEA-PACC Worksheet 3.1 • Setting scope of assessment: SEA-PACC, pages 22-23 • Defining objectives: Group breakout exercise <p>Discussion on assessment objectives of each country:</p> <ul style="list-style-type: none"> • What is the primary objective of your adaptation project? • What key areas do you need to investigate to support your primary objective? • What partners can help you and should be involved in your country SEA-PACC project? <p>----Lunch----</p>

	<p>Selecting indicators: SEA-PACC, Appendix 3a: Group exercise</p> <p>PPT Presentation (Module 3-continued) on data collecting methods and sampling</p> <ul style="list-style-type: none"> • What methods should you use to meet your objectives? • Do the chosen methods really provide measurement for selected indicators? <p>Group reports on assessment objectives and related indicators</p> <p>Group exercise: Developing household survey questionnaire - What questions will help us address indicators?</p>
<p>Wednesday, December 15, 8:30 – 5:00</p>	<p>Day 2 Review</p> <p>Finalize and translate questionnaire into Palauan Prepare for field activities</p> <p>----Lunch----</p> <p>Field exercise: Collecting data using household survey in Ngatpang</p>
<p>Thursday, December 16, 8:30 – 5:00</p>	<p>Day 3 Review</p> <p>Discussion and reflection on field exercise</p> <p>Stepping back before moving forward: Revisiting PACC objectives and use of SEA-PACC</p> <p>----Lunch----</p> <p>Data entering and analysis</p> <p>Data interpretation</p>
<p>Friday, December 17, 8:30 – 12:30</p>	<p>Revisit vulnerability assessment, indicators, and evaluation of adaptation options</p> <p>Develop work plan for participating countries: Country exercises</p> <p>PPT Presentation SEA-PACC, Module 4: Integration of SEA-PACC into Scenarios and Planning</p> <p><i>Wrap up (linking SEA-PACC to your PACC Project)</i></p> <p>----Lunch----</p> <p><i>Visiting Rock Islands by boat in the afternoon</i></p>

Appendix C: My one expectation from this SEA-PACC training workshop

- **How to measure vulnerability more objectively**
- **How to monitor resilience**
- **To understand the application of socioeconomic tools**
- **To get people united in common objectives and understanding to address climate change**
- **To be able to implement work on schedule**
- **How do we approach the community in a way comfortable for them**
- **To be able to systematically and accurately carry out socio-economic assessments in relation to climate change anywhere in the Pacific**
- **To understand SEA-PACC guidelines and how to use it to improve climate change projects**
- **How to put to action what we learn from this training**
- **How to develop an evaluation form to assess the impact of a project**
- **How to assess the current capacity of the community**
- **How to mobilize stakeholders to diversify livelihoods**

Appendix D: Small Group Exercise: Identifying assessment Objectives and Indicators

Fiji

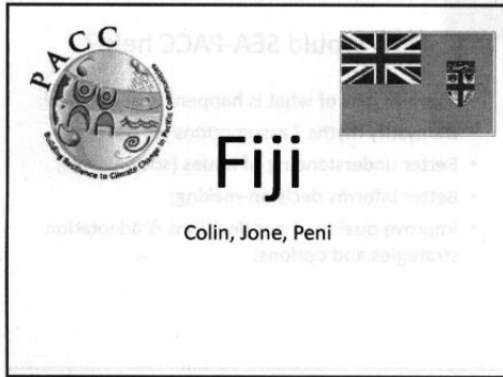
OBJECTIVE	INDICATOR
TO UNDERSTAND HOW CURRENT AND PREDICTIVE CLIMATE CHANGE EVENTS IMPACT/THREATEN CROP PRODUCTION AND LIVELIHOOD OF THE COMMUNITIES	Area of agricultural land (crop farm, livestock, aquaculture) damaged by flood. Number of households that are affected by flood. How often does flood occur per year.
TO DETERMINE THE LEVEL OF COMMUNITY AWARENESS ON CLIMATE CHANGE	% of people exposed to workshop/training related to climate change List of sources and media in community for climate change information Number of people who understand what climate change is and its possible impacts
EXAMINE DEMOGRAPHIC PROFILES OF PEOPLE IN FLOOD PRONE AREA	Population, No of households, women and men ethnicity, density distribution, % age groups, No and % of households with different religious groups, No and % literate households No and % of household members, occupation, No and % of people in different income levels Description of physical assets
INVESTIGATE LAND USE PRACTICES AND DEVELOPMENTS THAT INCREASE VULNERABILITY	% of different types of land use (what types increase vulnerability) Land use change Description of built environment
EXAMINE IMPACTS AND THREATS OF FLOODING ON THEIR LIVELIHOOD	No and % household affected Area land affected Impact on crop production List and description of community services (health, school, transport, market access) Health related issues hygiene, vector borne disease
TO EXAMINE COMMUNITY SUPPORT SERVICES OF PREPARING, RESPONDING AND RECOVERING FROM FLOODING EVENTS	Number of governmental services that are available to support community in times of flood Level of access to community support services (specify what they are) and their effectiveness Number and types of organizations and social network supporting households and community.
INVESTIGATE SOCIO ECONOMICS AND CULTURAL IMPACTS OF PLANNED ADAPTION OPTIONS	Rating of impact of adaptation options on household economy Level of impacts of adaptation options on gendered roles and responsibilities Level of compatibility of adaptation options with local/traditional knowledge or practices

Solomon Islands

Assessment Objective	Indicators
Examine demographic profiles	
Population and households	# of population and households; distribution and density of population in hazard prone areas
Vulnerable demographic groups	No. of population below the age of 14 No. of population over the age of 50 % of males and females
To assess community perception and state of food and water security	
Perception of food security Fishing, proportion (%)	Description of what constitutes food security and water security
	Optimum No. of months between shipments to ensure adequate supply of imported food
State of food security	% of population relying on food gardens
	% of population relying on imported food
	proportion of HH actively maintaining their food gardens
	No. and age of children with symptoms of malnutrition
State of water security	No. of households with and without rainwater tanks and litres of water storage capacity per household
	No. of households with and without access to water from wells
	% of household processing/preserving foods
To examine how household income expenditure is affected by priority climate hazards	
revise	% of HH with income level above the national average
	No: of HH using local commodities (beach-dermer, copra) as their main source of income
	% of HH whose source of income directly impacted by CC related hazards
	% of people having access to saving schemes, financial literacy and information's
	No: of HH with more than one source of income
To examine CC impacts on supply of water for drinking, HH use, farming use and other types	
Identify types of impacts and relevant indicators	No: and description of months of rainfall experienced per year
	Description and No: of months when king tides are experienced
	Description of resources condition impacted by CC and other hazards
	% of households affected by ??? (not able to use their regular water supply after ?? days of king tide, etc.

Appendix E: Small Group Exercise: Stepping Back before Moving Forward

Fiji



What is primary objective of Fiji's PACC Project?

- To **reduce vulnerability and build adaptive capacity and resilience** of communities from flooding.

Key Areas to investigate to support PO

INCREASE RESILIENCE	REDUCE VULNERABILITY
<ul style="list-style-type: none"> Community flooding response plan Community preparedness plans Community Hazard Map (flooding, mudslides, landslides, etc) Knowledge management (local planting, sowing, harvesting knowledge, TEK, local technology, outside technology) Demand management (e.g., aggressive marketing vs conservative production) Farming & cultivation practices Awareness of sustainable extensive & intensive practices (e.g., aquaculture) 	<ul style="list-style-type: none"> Drainage works Mapping and access to escape routes Building Standards (and Codes) Awareness and educational campaigns on building standards & other infrastructural developments Crop research – crop varieties, technology

MOST IMPORTANT THINGS TO KNOW: TO DEVELOP GOOD ADAPTATION STRATEGIES AND ACTIVITIES

To develop good A strategies & acts

- Demographic factors (area, gender, role & responsibilities)
- Land use practices (farming, aquaculture, etc)
- Rates of flooding & its impacts (hazards, area)
- Community support services
- Socio-economics and cultural impacts of land agriculture options
- Trends of LULUC(F) practices

MOST IMPORTANT THINGS TO KNOW: TO BE ABLE TO TRACK CHANGES TO UNDERSTAND THE IMPACT OF YOUR PROJECT AND IMPROVE IT

To track changes...of impact of your project and improve it.

- Sources of information:
 - Agriculture Census
 - Population Census
- Community Development Plans (review)
- Food production levels (over time/space)
- Income from produce in area (rate/trends)
- Standard of living (before & after project)

How would SEA-PACC help?

- Zoom-in lens of what is happening at HH level;
- Demystify myths / assumptions we have;
- Better understanding of issues (soc,env,eco);
- Better informs decision-making;
- Improve quality of our decisions & adaptation strategies and options;

With SEA-PACC training

- When SEA takes place, we now know what is required, what we expect of quality of information from assessment;
- Aware of level of/quality of tender proposals from consultants in carrying out SEA;
 - E.g., we now re-thinking of ability of PACE to carry out SEA for our sites;

Partners to help Fiji on SEA-PACC

- PACE-SD USP (???)
- South Pacific Community (SPC)
- Bureau of Statistics
- EP&S (Ministry of Agriculture)
- NDMO (disaster mgt office)
- Dept of Environment
- You and me!



VINAKA!

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Solomon Islands

- What is the primary objective of your PACC project?

To increase resilience and decrease vulnerability to climate change in agriculture production and food security of Ontong Java.

- What key areas do you need to investigate to support your primary objective?
 - What we can do to sustain the existing crops under changing climate
 - What types of alternative crops could be introduced
 - To understand the current agriculture production and food security situations and how vulnerable they are to climate change impacts
 - To examine traditional and local practices that could enhance the current agriculture
 - To understand the livelihood the community is dependent on and what role agriculture plays
- What are the most important things you need to know to
 - develop good adaptation strategies and activities
 - Find out the attitude and perception of the community on food security
 - The types of adaptation options suggested by the community and whether there are resources for them
 - To find out whether the planned PACC adaptation options are relevant to Ontong Java and sustainable.
 - What is the range of technology that could be available for the new crops
 - Be able to track changes to understand the impact of your project and improve it?
 - We need to establish and understand the indicators and be clear on the adaptation targets
- How would SEA-PACC help?
 - Attitude and perception
 - Economic aspects (types of existing and alternative livelihoods) of Ontong Java
 - Provide the structure to do an assessment
 - Help analyze the findings
- What partners can help you and should be involved in your country SEA-PACC project?
 - Church groups have strong influence and work with different groups to help the project to be sustainable
 - Provincial agriculture extension division can help with statistics, health and nutrition, water supply and quality assessment

Palau

STEP BACK BEFORE MOVING FORWARD – PALAU

Notes:

- How many are the beneficiaries in relation to the amount of funding provided? May be necessary to add 'bulk' of beneficiaries by adding more states (e.g., Koror State) or other ways to scale up.
- If we scale up, need to ensure that current partners can still be involved.

What is the primary objective of your PACC project?

- Ridge to reef approach
- To provide [food security via farming](#) (includes upland gardens, taro patches and mariculture) – adequate supply of food from land and sea (both for subsistence and semi-commercial)
- To assess current dependency of farmed product in upland, taro patch and ocean as a food source, income generation and custom. ([Assess the situation –threat, users, types of use](#))
- To reduce climate change impacts on gardens in the upland area, low-land swamp taro patches and ocean ([reduce CC impacts](#))
- To enhance resiliency and adaptive capacity to the ecosystems of upland agriculture areas, lowland taro patches and ocean farms ([Biophysical component](#))
- To enhance resiliency and adaptive capacity to the people dependent on these agriculture and mariculture efforts ([Human component](#))

What key areas do you need to investigate to support your primary objective?

- Level of dependency on upland gardens, taro patches (taro) and marine food fish farms (mariculture)
- Identify a range of dependency (rank) for different uses of farms (e.g., food, income, custom)

What are the most important things you need to know to:

- Background information
- Who is most vulnerable if any of the three farms relevant to them is damaged by climate change impacts

How would PACC help?

- Provide funding, human resources and increased access to new information and technology

What partners can help you and should be involved in your country SEA-PACC project?

- Current partners are fine, but increased involvement is needed
- Hosting state MUST lead
- If scale up, may have to include members from new state and other relevant agencies, depending on what will be scaled up

Appendix F: Field Exercise in Ngatpang

Household Questionnaire for SEA-PACC Field Survey Exercise (Mechebechubel Village, Ngatpang State)

Interviewer _____ NGKEL OKER A TEKOI

Date of interview: _____ SILS ER SEL URREOR

Survey Number: _____ LAMGANG ER TIA EL URREOR

1. How many people live in your household? _____
TELANG EL CHAD A KIEI RA BLIM?
2. How many are men? _____
TELANG AR SECHAL?
3. How many are women? _____
TELANG A REDIL?
4. How many are under 18 years old? _____
TELANG A NGARIOU RA TRUICH MA EAI A REKRIR?
5. Does your household own a taro patch? Yes _____ No _____
KAU NGARNGII A MEKLECHEM?
6. How many *bluu?*) _____
TELANG A BLUUNGEM?
7. If so, who cultivates it? _____
ALSEKUM ENG NGARNGII A MEKLECHEM, TECHANG A MENGEDMOKL ER NGII?
 - Yourself ___ NGKAU?
 - Another member of this HH _____ TA RA CHAD EL KIEI ER TIAL BLAI?
 - other family member _____ TA RA DI CHEDAM?
 - Hired help _____ CHAD EL MHARAU ER NGII?
 - Other _____ NGODECH EL CHAD
 - (pls. specify) _____ KE MO BLEKETAKL A NGER ER KAU?
8. How many times per month do you harvest taro? _____
TELANG EL SUALO A OMOSAB ER A TAL BUIL?

9. How many times per week does your household eat taro from your *bluu*? _____
CHELSEL A TAL SANDEI ENG TELAL SUK EL KUKAU A MENGAI RA MEKLECHEM EL MO KALL RA BLAI?
10. Has your taro patch ever been damaged by salt water? Yes _____ No _____
(if no, please skip to Q 14) ALSEKUM A KERIM A DIAK E KEMO RA KER 14
NGARENGII A TAL MEIELB A MEKLECHEM MA LECHUB ENG METECHEB A MEKLECHEM RA DAOB?
11. If yes, when did it first happen? _____
ALSEKUM ENG CHOI ENG MLE OINGERANG?
12. How often does salt water affect your taro patch? _____
NG UANGERANG A KDEMEL A SISEBELLEL A DAOB EL MEI RA MEKLECHEM?
13. How many *bluu* are affected by salt water? _____
MA LEUAISEI, ENG TELANG EL BLUUNGEM A MLA METEMALL RA DAOB?
14. After your taro patch is affected by salt water, how long do you have to wait before you can plant in it again? _____
NG UANGERANG A KELTEKETEL SEL METEMALL A MEKLECHEM ENG MO SEBECHEM EL MUUT EL OUSBECH ER NGII?
15. During the period that you cannot plant in your damaged taro patch, what is your alternative source of taro?
SEL TELEMALL A MEKLECHEM E KEMELAI A KUKUKEM ER KER?
- Purchase _____ KOMECHAR
 - Relatives _____ MLA RA TARA CHEDAM
 - Another *bluu* _____ TARA MEKLECHEM
 - Create new taro patch (*dechel*) further inland _____ KE KUDMEKLII E DOLMII RA TARA MEKLECHEM?
 - Create new taro farm (*sers*) upland _____ KE DOLMII RA MEDIRT EL CHUTEM?
16. How many basket of taro do you use for the following purposes per week?
TELANG EL SUK EL KUKAU A MOUSBECH RA TAL SANDEI EL MO RA IKANG EL BELDUKL ER EOU?
- Household food consumption _____ MOKANG RA BLAI
 - Market _____ MOLTERAU
 - Customs _____ SIUKANG

7. How useful was the powerpoint presentation to you?
4 very high **5** high **1** moderate low very low

8. How useful was the group exercise to you?
3 very high **7** high moderate low very low

9. Please rate your level of comfort now after participating in the training workshop in conducting a climate-related socioeconomic assessment and monitoring program in your home site:

	Very low comfort 1	Low comfort 2	Medium comfort 3	High comfort 4	Very high comfort 5
9.1 Designing a socioeconomic assessment			5	5	
9.2 Linking socioeconomic assessment to prioritized climate events			5	4	1
9.3 Defining assessment objectives			5	4	1
9.4 Developing indicators related to the assessment objectives		1	3	5	1
9.5 Determining appropriate data collection methods (e.g., surveys, informant interviews, focus groups)			3	7	
9.6 Collecting data in the field using household survey			3	6	1
9.7 Understanding principles of data analysis			5	4	1
9.8 Understanding principles of communicating assessment results				4	6
9.9 Applying assessment results to planning adaptation				3	3

10. What did you like best about this training?

- It gave me more understanding of what we must do to better improve the work we do to the people affected.
- Dr. Supin’s way of presenting and explaining issues that was easy to understand.
- The relaxed learning environment and enthusiasm of all.
- I learn from each participating countries/participants.
- Presentations were clear and simple.
- Using of PSPP software to analyze data.
- The materials were very clearly presented in a step-by-step fashion. It is easy to find a specific information in the manual.
- Developing household survey questionnaire and applying it.

- Group exercises
- Learning so much in such a short time
- To understand what the SEA-PACC is all about and how important it is.
- I like the fact that I did not understand anything about SEA-PACC and now I know a lot more.

11. In what ways could this training be improved?

- More time to really go around and work on some issues that we might miss.
- For me it is the way one construct interview of the people.
- Raise awareness on tools for economic assessments.
- Pretest the survey questionnaire before going into the field.
- If all the key participants from the agencies, Ngatpang community were present and if they were a little more advanced in their understanding of the project.
- Case study on how to apply socioeconomic assessment and then how to plan adaptation options
- Longer duration
- Perfect as it is
- More time to do this training
- By doing the exercise to be more confident

12. Other comments or suggestions

- I really learned a lot that I will take back to my project.
- Would like more of the workshop.
- This training has encouraged me to now start using the SEA-PACC guidelines even for non-climate change related work.
- Using of PSPP software need more time as it is very useful
- Well presented
- The facilitator Supin is great! She is very articulate and works hard. She's an artist too. She portrays hard topics artistically to be understood by the participants. Thanks a lot!
- Supin, thank you for the opportunity to understand more about SEA-PACC.