



Supported by:
 Federal Ministry
for the Environment, Nature Conservation
and Nuclear Safety

based on a decision of the German Bundestag



Isa, life is getting harder in the village

It's getting harder and harder to catch fish and our catch is getting smaller and smaller.

It's hard to make enough money to live.

We can't find traditional medicines near our homes anymore.

We are having a harder time getting drinking water.

We are having a harder time getting firewood, having to go too far to collect it.

Our crops are getting smaller and smaller, and sometimes, we lose them in big storms.

Our homes are getting flooded, more and more.



Isa, Life is Getting Harder

Key Messages: By the end of this section, participants should understand:

- Our needs for food and income are increasing, in part due to population increases and our changing lifestyles
- The way we meet our needs is almost entirely on what we get from the land and sea and we are getting less and less from them. That is making life harder and harder in the village
- Making our life more difficult, we are also facing more challenges from climate change, which brings more storms and longer droughts and coral bleaching
- If we want to improve our ability to receive food and income from the land and sea, we need to start talking about these changes

Directions: The opening of your presentation is a critical time to clearly communicate why you have asked for time in their day. You have to make clear up front that this is about making life better in the village. It is not about government goals, or donor goals, it is about meeting their needs. Without making that clear, people will be less inclined to listen and less interested in the discussions to follow.

To begin your discussion, you can explain in the illustration there are a series of problems stated which are common problem for communities in Fiji. You can read them first. The problems listed are:

- “It’s getting harder and harder to catch fish and the fish are getting smaller and smaller.”
- “Our crops are getting smaller and smaller, and sometimes in heavy rains, we lose them all together as soil washes away.”



- “It’s hard to make enough money to live.”
- “We can’t find traditional medicines near our village anymore.”
- “We are having a harder time getting water.”
- “Our homes are getting flooded more and more.”
- “We are having a hard time getting firewood near our village, building materials and some traditional foods, too.”

Questions/Discussion Opportunities:

Participants are more likely to actively participate if they feel the presentation includes their viewpoints, their worries and their priorities. So asking questions or holding discussions is important to creating buy-in. Some options after you introduce the flipchart are asking the audience the following questions:

- How are we doing in our village? Is life changing? For the better?
- Are we able to support our needs today?
- Are we experiencing more problems today than before?
- Will our community look the way we want it to be in 5 years? 10 years?

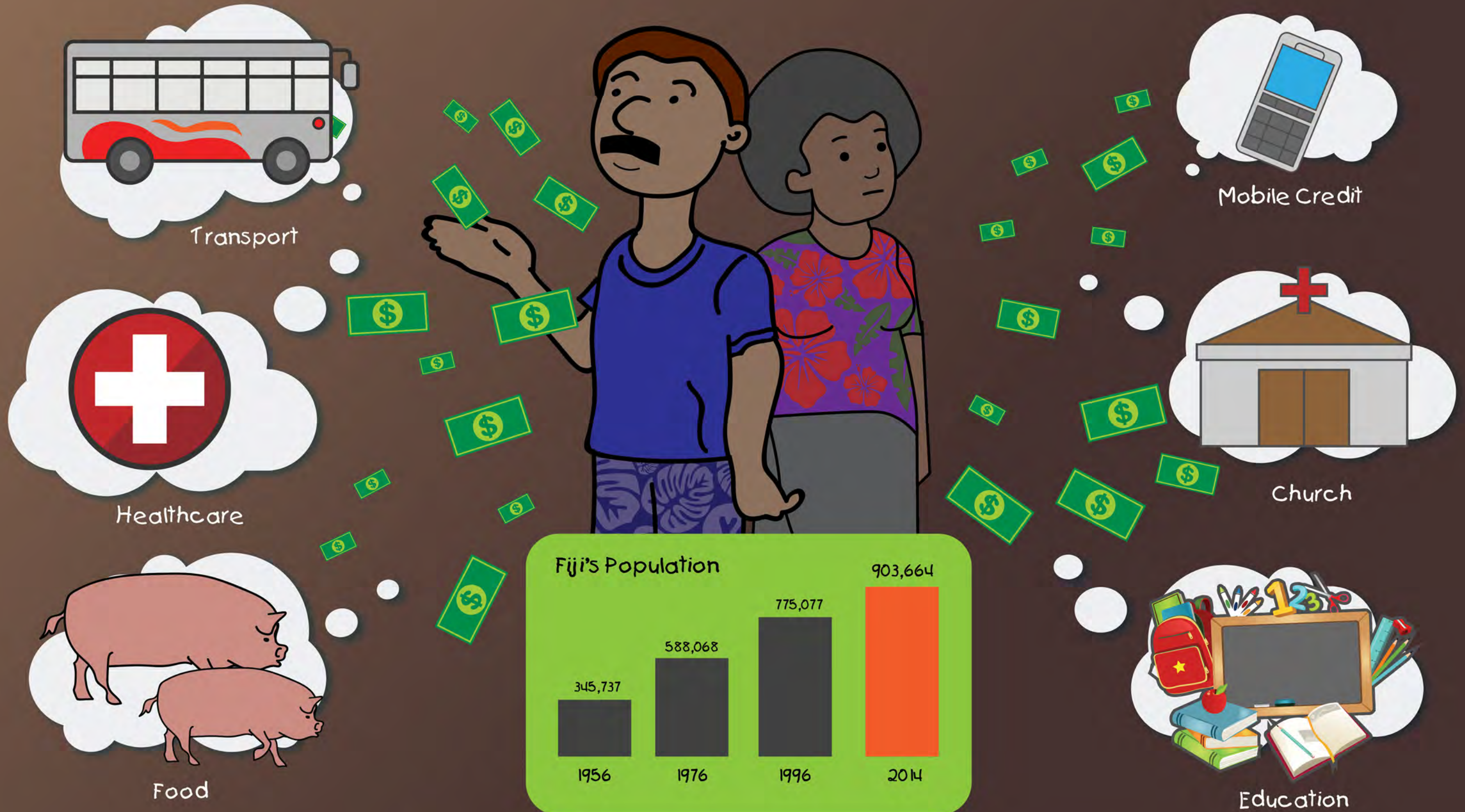
After discussing the community challenges, briefly explain that you are here today to talk about how we can get what we need out of our land and sea, now and into the future. This flipchart is a tool to help us discuss these issues. We need to solve these challenges together. It is good to also explain that you will be talking to many groups in the village, with this same flipchart, so everyone will begin discussing and planning for a better future. This helps them understand their participation is important to a larger conversation in the village.

You can share that you are not an expert in all these issues, but you are there to help create discussion about them. You can tell them that you will seek additional help from the Fiji Government, and NGO partners, as the community gets organized and motivated for action.

Discussion Notes

Participants are more likely to actively participate if they feel your presentation recognizes their viewpoints, their priorities, and their worries. If possible, you can write down the problems the community members share with you on flipchart paper, so everyone can see them and you can refer to them later. This process also helps communicate that your presentation is to truly help solve their problems.

So why is life getting harder?



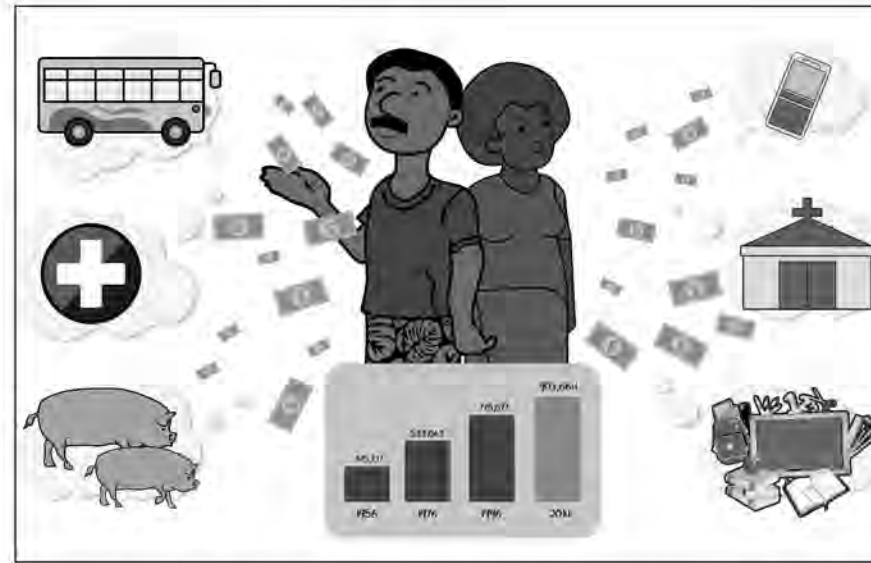
So Why is Life Getting Harder?

Key Messages: By the end of this section, participants should understand:

- Fiji's population has rapidly increased over the 50-plus years.
- Life in Fiji has also changed dramatically in the 50-plus years.
- These changes are putting a lot of stress on our natural resources.

Directions: This is an important time to reflect on how life has changed in Fiji. You can use some of the key elements from the page to illustrate this change.

First, share that we had just 345,000 people in Fiji in 1956 and today, we have more than 900,000, not including all the visitors who come here. That's a lot more mouth to feed, which means a lot more fishing and harvesting.



Second, share that we have more needs than we did in the past, for things like health care, education costs, transport, modern appliances, mobile phones, and for all our traditional, church and family obligations. That also means a lot more fishing and harvesting to meet our growing income needs.

This is why our natural resources are under stress and why we are experiencing many new challenges today.

Exercise: Ask the group if there are examples of how life has changed in their village? Are all of these all the reasons life is changing in the community? Are there any missing?

Often communities want to talk about more than the key elements illustrated. Often, they shift to a focus on income can erode traditional practices, or community cohesion. It's OK to allow this discussion to be wide-ranging. However, it's best to keep it focused on the big picture and not to discuss grievances between individuals and families. You can avoid personal attacks by getting everyone to agree ground rules that state you only want to discuss the drivers of change, and not talk about individuals or families today.

So how do we meet those needs?



What Do We Get From The Land?

Key Message: By the end of this illustration discussion, everyone should understand:

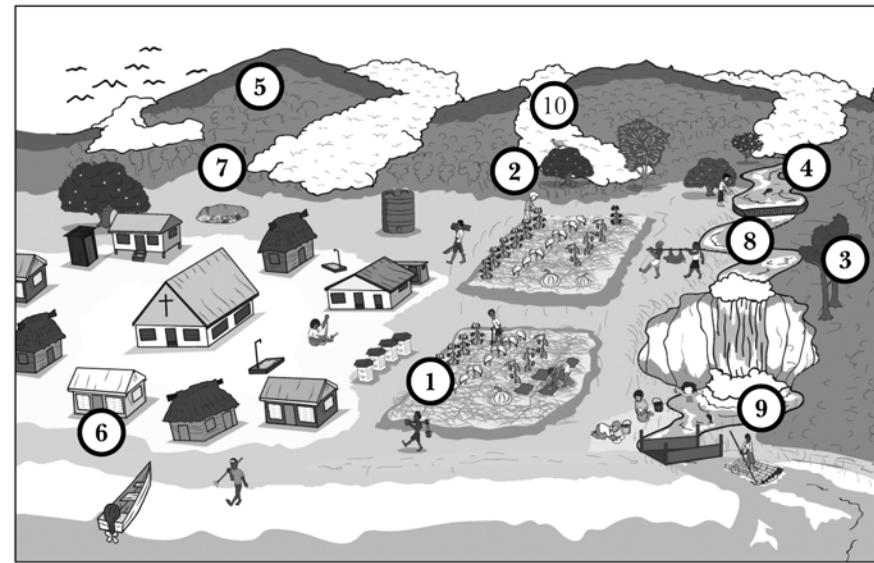
- The many benefits we receive from the land, both those seen and some unseen.

Directions: Explain to participants that before we can talk about the problems we are facing, we need to have a better understanding of the benefits we receive from nature. Tell them this illustration will help you do that. Explain that using this illustration as a guide, which depicts many of the benefits we receive from nature, that we are going to make a list of the benefits we get from our land, in our community.

But first take them through the illustration. Tell them this is a depiction of a typical village in Fiji. Use the numbers on this page to help you point out each benefit in the illustration. You need to explain the different benefits to make sure the audience understands the concept of benefits. After this section, the group will be asked about what benefits they get in their village.

Seen:

- ① **Food Crops:** This village uses its land to farm, sweet potato, cassava, yams, and a variety of vegetables.
- ② **Fruit:** This village has fruit trees, like pawpaw, bananas, mangoes.
- ③ **Building Materials:** This village uses the forest for building materials, for roofs, vines for tying, hardwood for structures, bamboos or reeds for walls and firewood for cooking. It also gives us materials for boats, and fishing gear and fish traps.
- ④ **Body Oils:** They use the flowers from trees for scents.
- ⑤ **Medicine:** They use traditional plants for medicines.
- ⑥ **Water:** The land also provides water for drinking, and cooking, for washing our clothes and bathing.



- ⑦ **Waste Management:** They use the land and rivers to manage waste, both household and human waste.
- ⑧ **Freshwater food:** Rivers provide food, like prawns, shellfish, fish, crabs and eels. Rivers provide transportation.
- ⑨ **Income:** And when we need other things, that nature does not have, we use the things it does, to earn money to buy them. We can also take visitors to our scenic places to earn money, through **eco-tourism**.
- ⑩ **Totems:** In iTaukei culture, a person typically has a number of totems that are part of their cultural identity. These can be fish, plants, animals and insects, and are typically found in natural environment around them. For many iTaukei, totems are sacred, date back generations and should be protected.

Unseen: (Note these are not numbered. All these benefits relate to intact areas of forests and buffers zones in the illustration.)

- **Good Soil:** Plants and trees build soil (nutrients) for our crops. Plant and tree leaves and decaying branches help replenish the soil with nutrients.

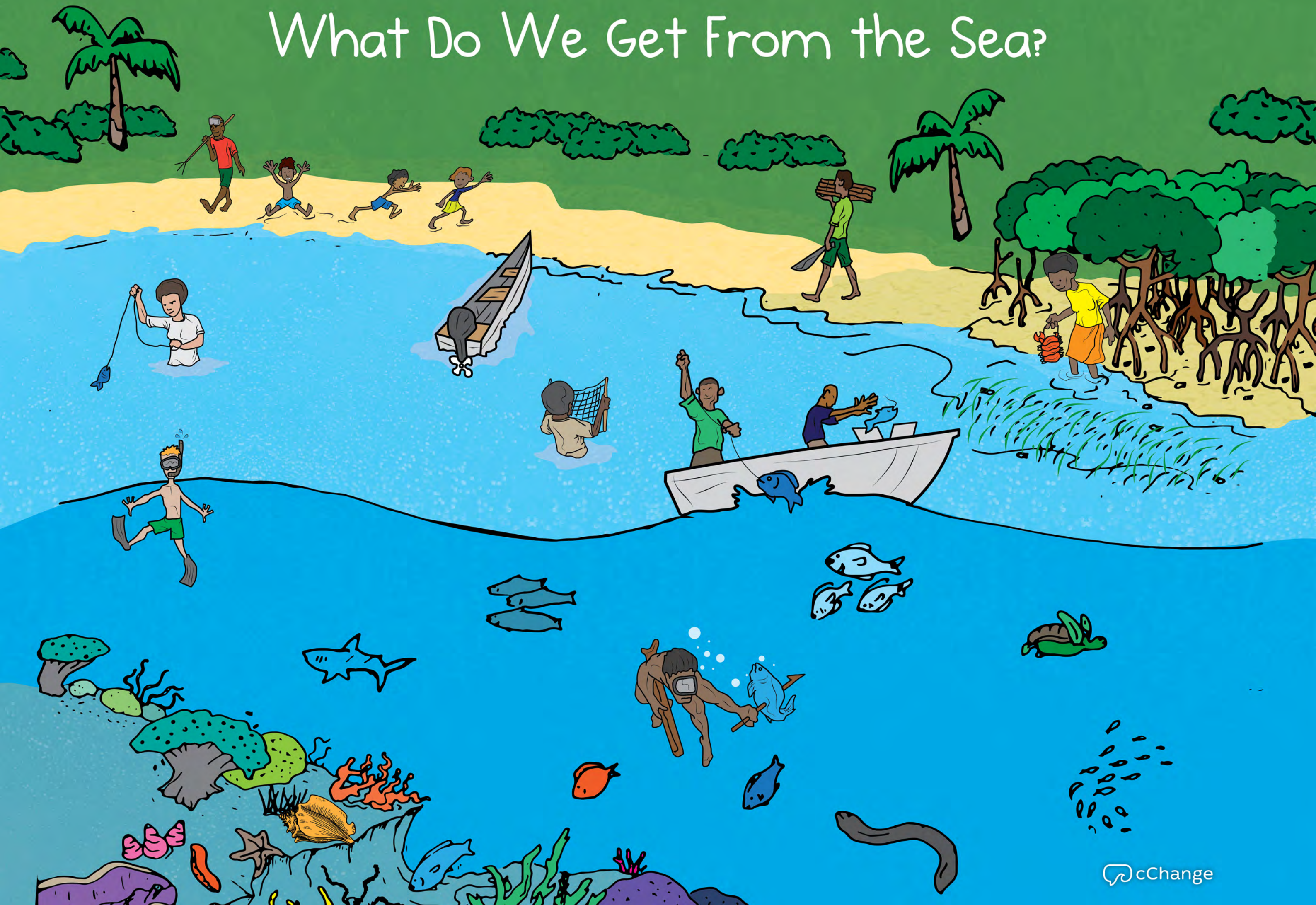
- **Shade, Air:** Trees help provide shelter from the sun, and also provide oxygen for us to breath.
- **Land stabilisation:** Roots stabilise the soil and decreases flooding and sedimentation. Root systems help keep the soil in place, particularly the good soil we like to grow crops in.
- **Diverse, healthy forest:** Healthy forests support the diversity of life, which help support all the other benefits we receive.
- **Birds:** Birds, along with the bees, are critical to helping spread seeds and pollinating our plants.
- **Cloud Forest:** These are the areas of forest high up on the mountain that collect and capture the water we drink. They are like sponges, that without them, we could lose our drinking water.

Exercise: After you have noted all the benefits in the illustration, ask them to write down on small pieces of paper you provide them, the benefits that their community receives from the land. These can be done on sticky notes and placed on a board. Or these can be done on small torn pieces of paper. At the end, you need to read them all aloud, so everyone's voice is heard. If possible, make a list of all the benefits on butcher paper, in large letters, for all to see.

If you need to shorten the presentation, you can conduct the same process by simply asking the entire group if any benefit that the community receives is missing from the illustration. Then ask if there are any they don't get. If possible write down the benefits they provide for use in later discussions.

Ideal materials: Note paper or sticky notes, butcher paper, markers and tape.

What Do We Get From the Sea?



What the Sea Gives Us

Key Message: By the end of the discussion, everyone should understand:

- The many benefits we receive from the sea, both those seen and some unseen.

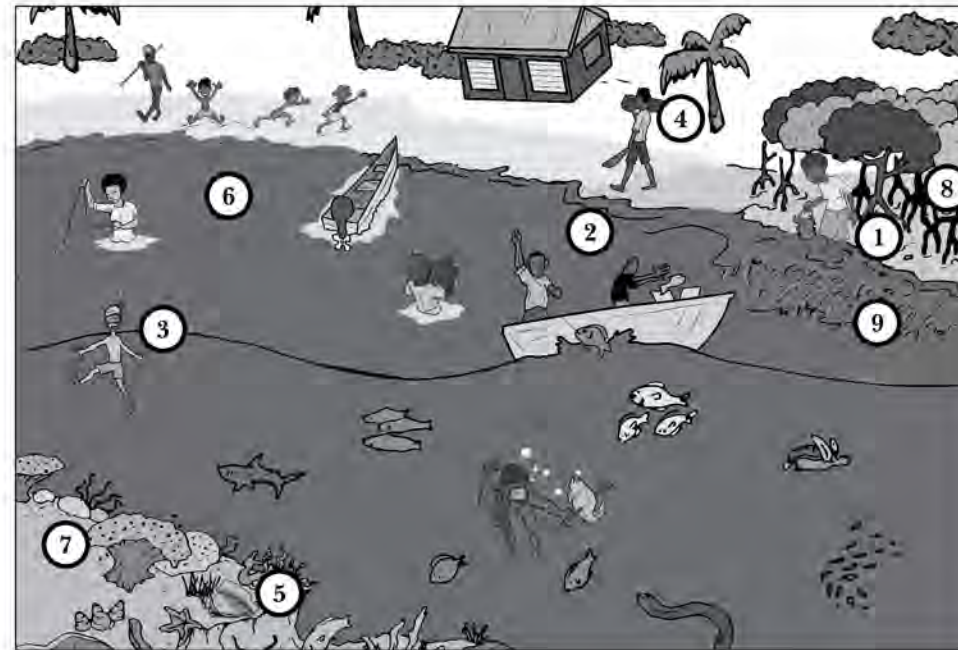
Directions: The key message of this illustration (as in the previous land illustration) is that almost everything we get comes from our local environment, from the land and sea, including some things we might not realize.

As stated in the previous illustration, the best way to engage the audience around this idea is to have them explore the illustration. This illustration focuses on the sea.

Explain that using this drawing as a guide, which depicts many of the benefits we receive, that we are going to make a list of the benefits we get from our land, in our village.

But first take them through the illustration. Tell them this is a depiction of a typical village in Fiji. This guide numbers the different benefits in the illustration. You can simply explain the different benefits to make sure the audience understands the concept of benefits and begins to think about what benefits exist in their village.

PLEASE NOTE: For upland villages, this illustration may be skipped, if it is not relevant to village life.



Seen:

- ① **Seafood:** It provides fish, crabs, octopus, clam shells, kina shells, eels, prawns, turtles and seaweeds to eat and sell
- ② **Income:** It also provides beche-de-mer and seaweed for income
- ③ **Eco-tourism:** It provides us places to take visitors
Building materials: It provides sand for building materials
- ④ **Building materials:** It provides for building materials and firewood
- ⑤ **Traditional uses:** It provides materials for our traditions, such the kina and conch shells for traditional dancing and welcoming visitors respectively
- ⑥ **Seasoning for food:** Salt

Unseen:

- ⑦ **Buffer zones:** Coral reefs help provide a buffer from rough seas during storms.
- ⑧ **Buffer zones:** Mangroves, too, can help protect the coastline, and reduce sedimentation on the reef
- ⑨ **Fish habitat:** Coral reefs, seagrass and mangroves provides places for fish to live at all stages of their life. Seagrasses and mangroves help fish survive when they're young. Reefs provides homes, as they get older. Without them, we receive a lot less fish. (Note: A good way to explain this point is to compare coral reefs, seagrass and mangroves to the forest. Without the forest, animals would not have a place to live.)

Exercise: After you have noted all the benefits in the illustration, ask the audience to write down on small pieces of paper you provide them, the benefits that their community receives from the sea. These can either be done on sticky notes and placed on a board. Or these can be done on small torn pieces of paper. At the end, you need to read them all aloud and ask the audience whether it is a benefit. If it is, you should then write the benefit on butcher paper for all to see, in large letters.

If you need to shorten the presentation, you can conduct the same process by simply asking the entire group if any benefits that the community receives is missing from the illustration. Then ask if there are any they don't get? If possible write down the benefits they provide for use in later discussions.

Ideal materials: Note paper or sticky notes, butcher paper, markers and tape.

Why We Are Getting Less?



Why Are We Getting Less?

Key Message: By end of this illustration discussion, participants will:

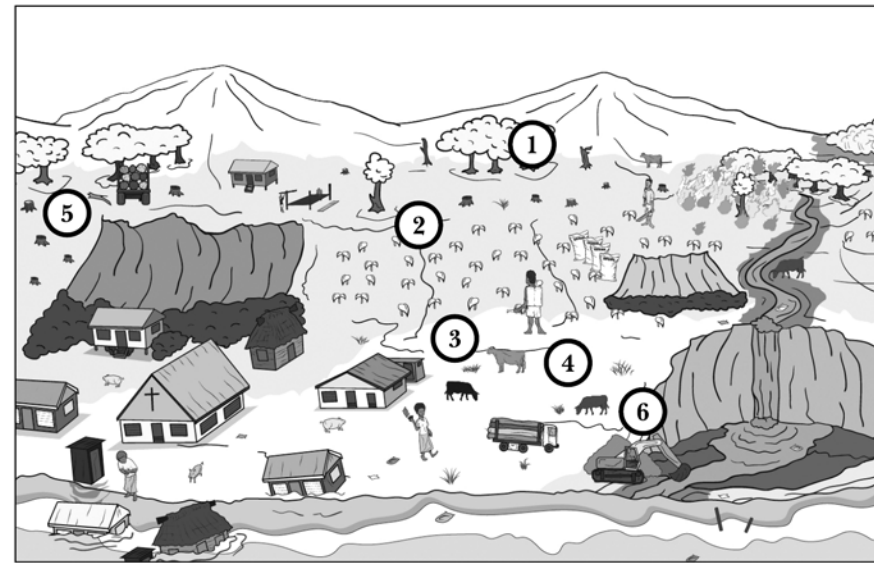
- Understand that how we interact with our resources on land impacts how much we receive to meet our needs
- Understand that actions on land can have a ripple effect on other natural resources, reducing our benefits

Directions: Discuss the most common threats to the land and the benefits we receive. **But before you do, be sure to explain that the message in the illustration is not for us to stop everything we are doing, or what everything we are doing is bad.** We just need to understand the threats, so we can look for ways to reduce them and get more benefits.

Explain each threat using the illustration and notes below.

① Too much land clearing:

- a. One of the biggest threats/concerns on the land is the unsustainable clearing of land for such things as development, for farming, for harvesting wood. Depending on how that is done, it can cause too much soil to run off the land. That means too much soil running off the land, into the rivers, and into the sea. **Too much soil can impact things we like to eat, such as fish, in both our rivers and seas. Some won't survive in dirty water.**
- b. Land clearing, particularly around rivers and streams and steep slopes, can also increase things like flooding, which **can be dangerous to our personal safety, by harming our homes but also by increasing the risk of problems such as typhoid or dengue and contaminated drinking water.**
- c. **If too much land is cleared, particularly in upper forest areas, this can reduce how much water you have to drink. The upper forest areas act like sponges in collecting moisture and sending it downhill to your villages.**
- d. **The forests are also critical to producing good soil. The leaves and plant material that fall on the ground helps rebuild our soils and make them more productive for growing crops.**
- e. Without healthy forests, you lose the opportunity for many of the other benefits - from food foraging, medicines and materials, needed for village life.



② Unsustainable farming practices

- a. **Uncontrolled Burning:** Something that also can cause problems are farming practices, such as **burning land** to prepare it for planting. If fire is not controlled, it can accidentally burn nearby areas like our forests. Continual burning hurts our farming productivity as bare land tends to cause good soil to runoff into our rivers and into our seas. This means more soil in our drinking water, less healthy rivers and seas, and more importantly, means we have less good soil on the land to grow food.
- b. **Over-fertilization:** Lack of healthy soil can increase the use of fertilizers as depleted soils don't grow crops as well. This can lead to more money out of our pockets for fertilizers and to more chemicals running into our rivers and the sea. Often, farmers eventually end up leaving the land because it becomes so unproductive.

- ③ Uncontrolled grazing:** If we let our animals roam anywhere to graze, they can overgraze in sensitive areas that are prone to erosion and flooding, like riverbanks.

④ Waste Management

- a. If animal waste runs off into our rivers, it can pollute our drinking water and end up making us sick.
- b. The same goes for human waste. If we don't handle it properly, it can cause illness as it gets in our water.

- c. Animal and human waste can also cause excessive amounts of algae to grow, which for coastal communities can hurt their coral reefs.
- d. Trash is another issue. Not only is it unpleasant to see and smell, it can also cause disease as well as harm our freshwater and marine life.

- ⑤ Unsustainable logging:** Many of the problems associated with too much land clearing are the same for unsustainable logging. There is excessive erosion, muddied drinking water, flooding, less new soil created, and a loss of opportunities to forage for food, get medicines and materials for building.

- ⑥ Gravel extraction and mining:** If done improperly, these activities can harm our rivers and seas with excessive sedimentation and reduce the things we get from it.

Climate Change: Climate change, the rising of temperatures globally, is also an issue for communities. The issue is complex and cannot be fully covered in this flipchart. For your presentation, communities should at least know that climate change is causing such problems as droughts and heavy rains, and more intense storms. These make problems a community faces even harder to manage. So if land is overused and left barren with no healthy forests, climate change could cause even more intense flooding, and more intense droughts.

Discussion: If time allows, an open discussion of what kind of threats the community is experiencing can be done as a big group or broken up into small groups, if you have a large audience. Please note that smaller groups allow for more participation. If breakout groups are conducted, then each group should report back to the larger group what threats they identified.

Questions to ask:

- Looking at the threats shown in this illustration, are any of these a concern for our community?
- Are there any threats not illustrated that we are worried about?

Materials needed: Butcher paper, markers and tape

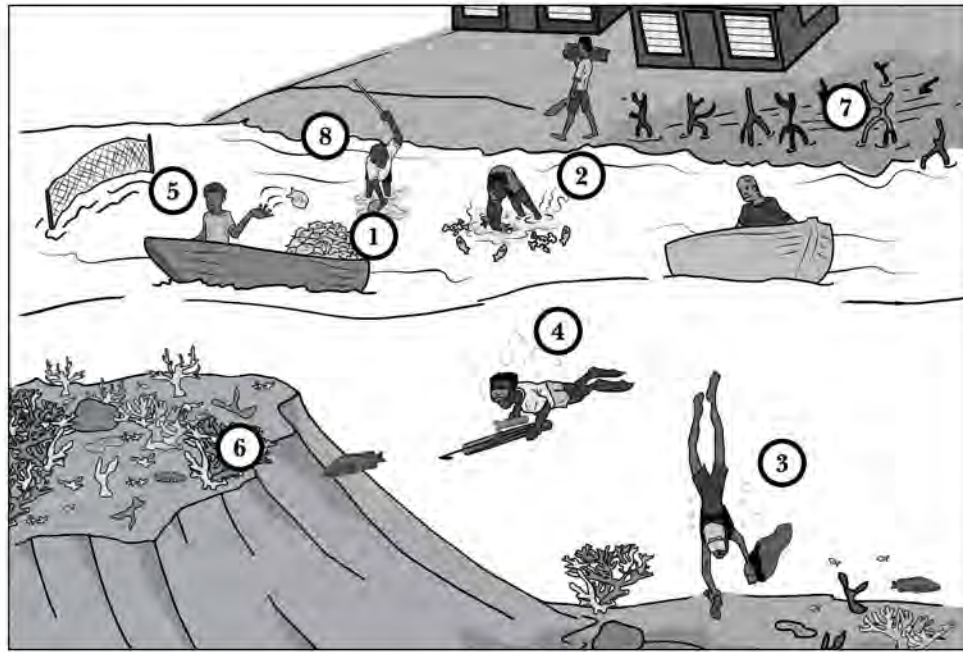
Some of the reasons our fish are disappearing



Reasons we might be getting less from the sea

Key Messages: By end of session, participants will:

- Understand that how we interact with our resources in the sea impacts what they will give us to meet our needs
- Understand that actions in the sea can have a ripple effect on other natural resources



Directions: Like the previous illustration, the easiest way to handle threats is to talk through the most common threats to the land and the benefits we receive. But before you do, explain to everyone the point of this illustration is not for us to stop everything we are doing. We simply need to use our sea better to make sure we can meet our needs.

① Overfishing

As we sell more and more of our fish for income and to feed increasing populations, one of the biggest threats is simply taking fish out faster than they can reproduce. That's what overfishing really means, taking more than what the fish can

produce each year. That often means more people fishing or more fish being taken than in years past, or both. So you get less and less every year, and smaller and smaller sizes.

Overfishing can also happen because of the ways we are fishing:

- ② Poison fishing is a practice that has harmful impacts over the long term. It kills all the fish in the water, not just the ones you want. That means the sea loses its ability to support all parts of the food chain. In other words, the things the fish we like to eat have less things to eat and therefore less survive for us to eat. A common way that is done is with the root of a vine called duva.
- ③ The gear we use can make a difference, too. A person with a scuba tank and a spear can severely overfish a reef in a short time, particularly at night. Gillnets, with small mesh, set for long durations, can also cause a lot of fish to perish.
- ④ People targeting the spawning sites of fish like kawakawa and donu (grouper) is also a problem. By taking the fish before they breed, you lose all those fish eggs that they would have released for the years to come.
- ⑤ As fish numbers decrease, people are catching fish that are smaller and smaller. That increases the likelihood that fish are caught before they can reproduce and over time, will cause fish populations to reduce, as less and less new fish are produced. In many places, beche-de-mer is a good example of that. There are so few left people are diving deeper and deeper to get them, often at risk of their life.

⑥ Habitat destruction

This is another key threat to fishing, but often overlooked. Fish need all kinds of habitats as they grow from babies to adult fish. So you need seagrasses and mangroves for nursery grounds and you need coral for fish to thrive as they get older. If those habitats are hurt through land use or fishing practices, that can reduce how many fish your seas produce later.

⑦ Destructive Fishing

In some areas, as beche-de-mer as become less productive, individuals are beginning to fish for lolly fish (black seacucumber). That is done by flipping coral heads or breaking them with crowbars. That damage to coral will decrease coral health and the fish that depend on them for survival. Fish we like to eat.

Discussion: If times allows, an open discussion of what kind of threats the community is experiencing can be done as a large group or broken up into small groups if you have a large audience. If breakout groups are conducted, then each group should report back to the larger group what threats they identified. If time does not allow, simply ask the group if they see these type of threats in their village. Take only a few responses, and move on to the next illustration.

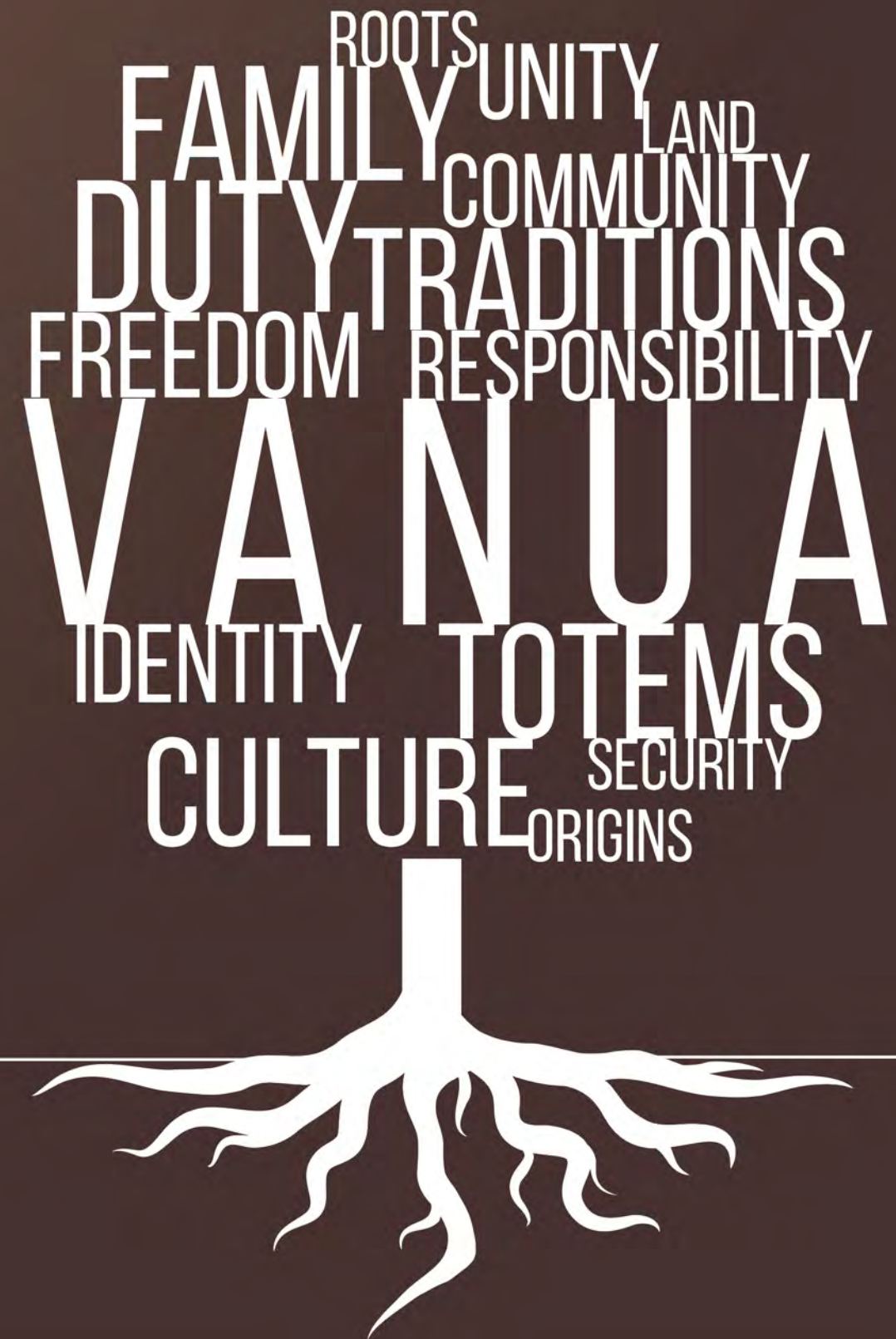
Questions to ask:

- Using the threats listed in shown in this illustration, are any of these a concern for our community?
- Are there any threats not illustrated that we are worried about?

Ideals Materials: Butcher paper, markers and tape

There is a lot of risk as we overuse the land

What does
the land
mean to you?



What Does the Land and Sea Mean to You?

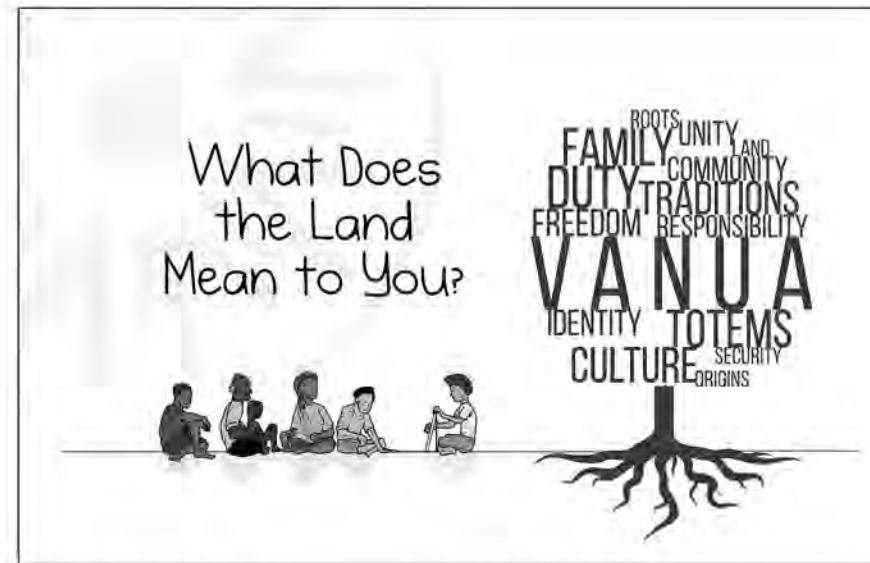
Key Message: By end of this illustration discussion, participants will:

- Reflect on their long history of managing their resources in the village and the existing strengths they have in the community based on that history
- Reflect on how times have changed and the need for getting more organised in managing those resources today
- Reflect on what's at stake (community health, culture, traditions) if no action is taken
- Discuss the need to work together to address these challenges

Directions: This session is intended to be a time to reflect on the village's history and culture.

A good way to start is to explain to everyone that the Wakatu Fiji campaign is about reminding ourselves that meeting our obligation to care for the land is as important as meeting our obligations to family, church and community. Land is the thing that provides us the ability to meet all our other obligations.

The Wakatu Fiji word tree is meant to stimulate that kind of discussion by asking people **“What does the land mean to you?”**. The word tree has some ideas, but see where the audience takes it. For instance, there are iTaukei words like vanua that capture how interconnected everything really is, the land, the people and the culture. This is what this campaign and this presentation is about. So start talking about whether caring for the land is important to everyone and why.



Next talk about the community's long history in managing its natural resources for generations. Natural resource management is not a new idea as we have always lived off nature. Tell them: “We want to build on those traditions, on those roots, together. We can be confident in taking action because we have a culture that was built on generations of resource management.” But we also must recognise that life in Fiji has changed and is changing. Our needs are increasing. Our resources are decreasing. And at times, we might need outside help, to learn what modern science can tell us.

Discussion: Start with an exercise use the word tree. Ask the question **“What does the land means to you?”**. Campaign videos of Wakatu Champions talking about this question can be shared if equipment allows. The word tree on the flipchart offers ideas, but the idea is that the group puts the value of the land into their own words, and their own stories. Small breakout

groups, if you have a large group, are advised, so people can have conversations about the meaning. Tell participants to write down their ideas, so you can together create a community Wakatu Tree to hang on the community hall wall.

After the Word Tree discussion and creating a community Wakatu tree, talk about how the community has rallied to solve other problems or challenges, whether it is through the chief or the church or bonds between families. Are there any good examples of how the community has come together to solve other problems? The underlying message being that the community has a lot of knowledge and strength to solve these challenges.

The illustration is intended to encourage vibrant discussion on the community, its history, its traditions and how in the old days people worked together to solve problems. In Fijian, the word is solesolevaki, and this is a key message of the campaign and presentation.

After the entire discussion, talk about the flip chart again and the need to discuss in the community how to meet our needs in a changing community. This flipchart, and this presentation is the first step in better meeting our needs.

Materials needed: Butcher paper, markers and tape. If possible, Wakatu Tree posters, for the community to complete.

Wakatu Champions Leading the Way

Flood waters have entered our villages and rivers are now shallow because we gave our land to logging companies without thinking.

Seci Waqawai, Wailevu, Macuata



Unsustainable logging caused flooding and brought about conflicts within the community

Iliesa Dulaki, Vunadi, Cakaudrove



It's harder for us to catch fish now in our rivers because of the chemicals and the duva that we use and other fishing methods

Setefano Vodinauma, Naqelecibi, Ra



The land and rivers are the sources of life for us in the uplands and without them we cannot survive.

Sureti Aditukana, Naitasiri



We have been irresponsible and reckless in the way we are using the natural resources that our forefathers preserved for us

Maika Bolatolu, Moala, Lau



Wakatu Champions

Key Message: By the end of this section, participants should understand:

- Reviving our land and sea starts with individuals, and communities taking the lead by doing little things to better care for our resources

Directions: This page share stories from people who are already taking the lead in their communities by better caring for the land. These stories are meant to help take some of the big ideas about resource management in the previous pages into practical examples. We have found the old saying “seeing is believing” is true for Fiji communities. They tend to relate to real stories more than scientific concepts. This page is meant to allow you to share some real stories.

Take Seci Waqawai, from Wailevu in Macuatu. His village is upland on Delaikoro and the surrounding forests are the source of the large rivers on Vanua Levu, which provide water for all. He explains that in the early days, when logging companies came here, they used to give their trees away without thinking because no one understood the importance. It was then, “We started losing them, we saw the dryness of the land. We can also see our rivers are becoming shallow and filled with the soil runoff. In Nakama, which is 10 meters above the river, when it floods, the village is submerged. One side of that village is now like a cliff, where it is eroding. They have been told to relocate.”

Seci now is pleading with his communities to stop bad practices, like burning, and cutting too many trees. He believes development has to be balanced with the benefits nature provides.

Take Wakatu Fiji Champion Iliesa Dulaki from Vuinadi, Cakaudrove, who says because of logging and unsustainable farming they are losing too much forest. The impacts are clear to him: Now in his village when it rains, most streams are flooded. He has seen some birds disappear. He relates how in one area where they farmed they used ride on their horses, and pick



ferns, catch pigs, and pick rose apples (kavika). But it's all gone now. Kava plants will start growing and just wither today. Small streams are drying up.

He says they let logging take place, it gave quick money that was mostly wasted. Now, they have lost their natural resources and are left with poverty. He has worked with clans to begin replanting areas and setting aside some land for protection.

Take Setefano Vodinauma, of Nagelecibi, Ra. He says in the old days they could easily get enough food from the river, catching prawns and eels. But now there is little to catch, and they go to town and get canned fish instead.

Too much burning and clearing of new land to farm has soiled the rivers. And the use of things like duva root, which kills everything around it, has left the rivers barren. Setafano is part of a group that has put replanting forests as part of the village development plan so the resources can be revived and the next generation may continue to thrive in his village.

Take Sureti Aditukana, of Viria, Naitisiri. Sureti explains that the loss of resources shows up in small ways that make life much harder. Like gathering firewood. Sureti and the village woman used to collect firewood near their homes. But now to gather firewood they have to cross the river, gather it, and carry bundles home on their backs. The village has grown and too much land has been cleared for farming.

The village is looking at ways to replanting, including some fast growing trees to help reduce the hardship for collecting firewood. For Sureti, she is more worried about the health of the river, which is the source for so many things they rely on in the uplands. She hopes her village will develop better farming practices to ensure the river can continue to provide.

Jone Bolatolu, from Keteira, Moala, Lau, says there had been a large increase in the use weedicides and fertilisers on their island as people move away from traditional farming practices and over-use the land. He says you see that as more and more land is cleared for farming and we have less and less intact forest to find traditional medicines, forage food and source building materials.

He describes the changes this way: “We have been irresponsible and reckless in the way we are using the natural resources that our forefathers preserved for us. If we abuse what our elders have kept for so long which kept them strong and healthy then we are destroying our lives. Nowadays, what we sell in our village shops was something that was never used by our forefathers.”

Today, Jone has been part of a group that organised the community to ban the use of weedicides and fertilisers. The community wants to introduce more sustainable farming methods, and become an organic village.

Exercise: Discuss briefly with the participants about the stories you have told. Possible questions:

- Is there anyone already taking the lead in their community?
- Are some things that could be pursued in their communities?

You can share that after this discussion, you will go into more detail about the options they have to revive the land and sea in their community.

What We Can Do: Using the Land Right

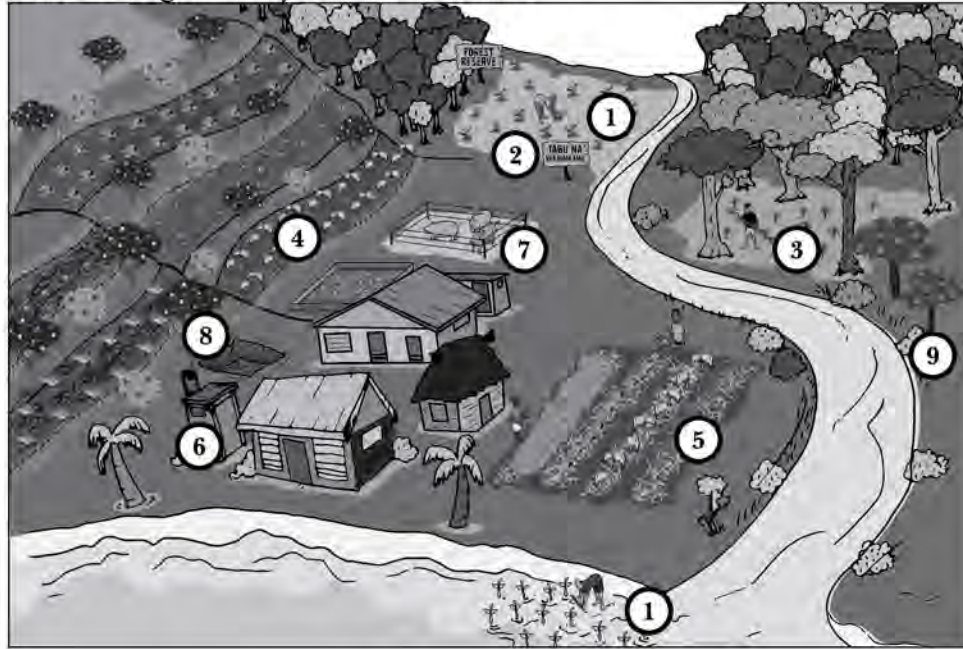


Using the Land Right

Key Messages: By end of this discussion, participants will:

- Understand the core areas of land management that can improve both the benefits we receive from the land and the sea.

Take the audience through approaches that have been tried in other villages in Fiji and the Pacific.



The approaches are as follows:

- 1 Mangrove replanting, hillside replanting, particularly around riversides.**
Replanting helps reduce flooding and soil runoff. That benefits our drinking water and general water use. It benefits our safety as flooding is reduced. It also helps our health as flooding related problems are reduced, such as typhoid and dengue. As less sediment gets into the water, our rivers and ocean are healthier. That means healthier coral and more fish.
- 2 Establish community rules to protect upland vegetation, such as forests, and areas around rivers from clearing, and burning.**

This has similar benefits to replanting but is typically done to reduce the amount of area that needs replanting and avoid future problems such as flooding and excessive runoff before they happen. It also helps ensure the community continues to receive other benefits derived from the forests, such as drinking water, building materials, medicines and foraged foods.

- 3 Agro forestry.**
This means growing crops under the shade of fruit trees in the forest. This allows the trees to continue to provide leaf matter that build new soil. The roots also help keep the current soil from eroding. All of which reduces the amount of fertilizers needed, which saves you money and river and reef health and the things that live in them.
- 4 Incorporate contour farming techniques.**
This means farming along the contours of the land, so you minimize digging and runoff. For this approach, people often use vetiver grass to stabilize each row. The Fiji government supports these type of practices and can offer assistance.

- 5 Organic farming, crop rotation, mulching.**
This means using lots of mulch, and reducing fertilizer, herbicides and pesticides. This could be combined with contour farming or agro forestry to help keep soil on the land and also help replenish the soil with nutrients. In addition to less soil runoff, this means less fertilizer runoff and less money needed to buy fertilizer each year.

Crop rotation means just alternating crops as some crops can replace what others take out. So if you rotate what you are growing you need less fertilizer.

- 6 Proper compost toilets/toilets**
This reduces the human waste that ends up in our rivers and oceans. That means we can better avoid illness and also don't harm coral by causing too much algal growth.

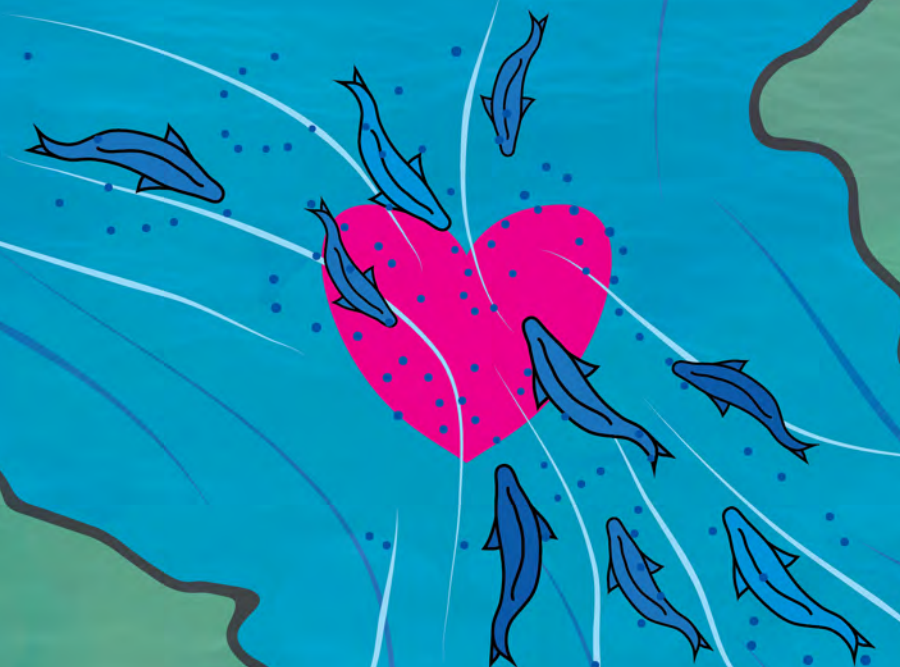
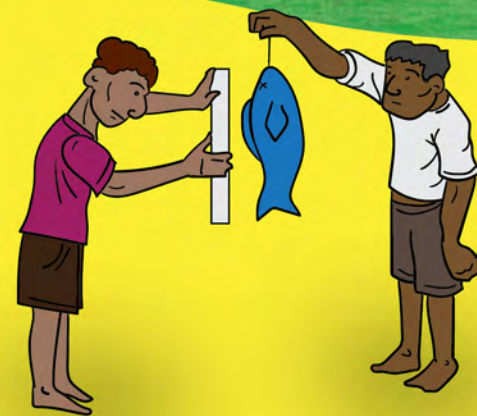
- 7 Fencing or tying up animals to keep them out of streams.**
This has similar benefits to reducing human waste. Less illness and healthier reefs. This can also help buffer zones around rivers where animal grazing can sometimes increase erosion.
- 8 Proper trash disposal.**
This helps reduces harmful things that get into the water and hurt marine life. Often it is just digging holes to bury trash.
- 9 Manage for invasive species.**
Conducting regular removals as invasive species are often less effective in holding soil and can outcompete local plants that we like to use.

Discussion: First explain to the audience that the goal today is not to come up with a plan of action, but simply to begin talking about the need to take action. As you see some of the solutions other communities in Fiji have taken, do you see any that might work here? Are there any that won't?

The best approach is likely to handle this portion as an informal large group discussion. However, if your audience is eager you can break out into small groups and can provide butcher paper and markers to create lists of ideas.

But please note the goal is simply to get people thinking about the solutions so you ensure they are absorbing the information. Discussions are important to also get feedback on what is being presented. If a community does in fact want to take certain actions, more follow-up will be needed and potentially more background information and potentially support from the government, local networks or an NGO.

What We Can Do: Using the Sea Right



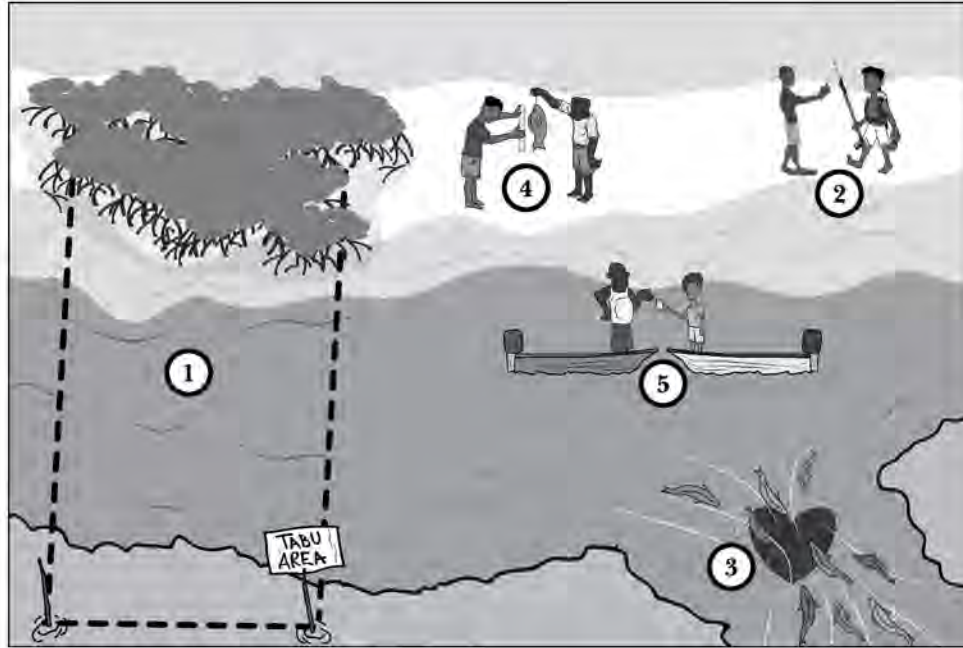
TABU
AREA

Using the Sea Right

Key messages: By end of this discussion, participants will:

- Understand the core areas of fisheries management that can improve both the benefits we receive from the land and the sea.

Take the audience through approaches that have been tried in other villages in Fiji and the Pacific.



The approaches are as follows:

① Tabu areas.

These are permanent or temporary bans on fishing in an area to allow the fish population to rebuild itself. Ideally the area is left closed permanently and the fish begin to spill over into other areas, and provide a constant source of new fish.

If a community does open the area, it is important not to fish it so aggressively that you lose all the benefits you gained by closing it in the first place. For example, some places have fished the area more intensively after the tabu was opened, and while they received an immediate benefit of increased fish, they ended up worse off for the long-term as there were even less fish left after the initial opening to produce future catches.

② Gear restrictions.

Some modern gear and fishing methods are so efficient that we can severely overfish an area, so there are not enough fish to produce a healthy amount of fish for the next year. Some gears/methods that other communities have banned for this reason is night-time scuba spear. Other areas have also banned gillnets, particularly ones with small mesh sizes.

③ Seasonal Bans.

This is a ban only on a particular season for a specific season. A good example is protecting the spawning season of kawakawa and donu. By letting them release their eggs before you catch them, you ensure you have enough fish tomorrow.

④ Size limits.

Just like humans, fish have to reach a certain age before they can reproduce. Research can pinpoint what size many fish we like need to be to start reproducing. If you stop catching fish smaller than that size, or the size were that fish becomes sexually reproductive, you can ensure that some fish are going to reach the stage where they will produce fish for next year.

⑤ Quotas.

Some communities have found the easiest way to manage a fishery is by limiting the amount of licenses allowed to fish. Often the consideration is ensuring everyone first has enough fish to feed their families, and ensuring one person does not jeopardize that by allowing too many people to fish.

Discussion: First explain to the audience that the goal today is not to come up with a plan of action, but simply to begin talking about the need to take action. As you see some of the solutions other communities in Fiji have taken, do you see any that might work here? Are there any that won't?

The best approach is likely to handle this portion as an informal large group discussion. However, if your audience is eager you can break out into small groups and can provide butcher paper and markers to create lists of ideas.

But please note the goal is simply to get people thinking about the solutions so you ensure they are absorbing the information. Discussions are important to also get feedback on what is being presented. If a community does in fact want to take certain actions, more follow-up will be needed and potentially more background information and potentially government or NGO support.

The Steps of Change



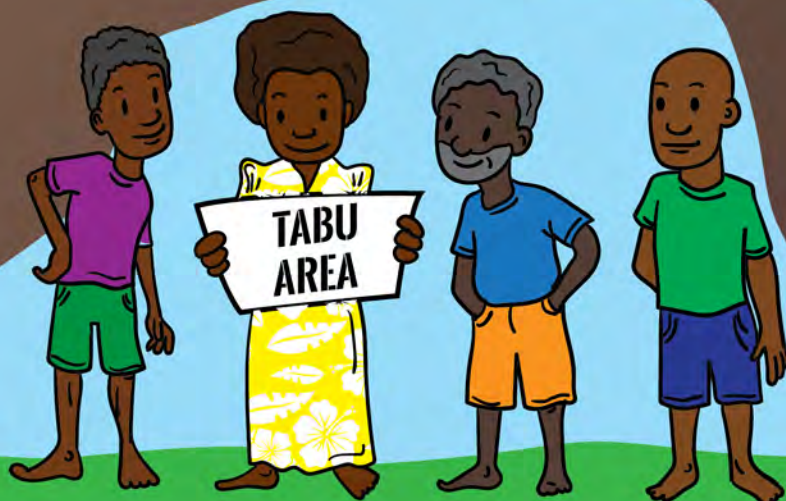
1. Raise Awareness

Talking to people about the pages in this booklet



2. Get Organized

Getting the blessing of your leaders, and form a village committee



3. Make Rules/ Take Action

Agree to the actions or rules and commit to seeing it through



4. Assess

Step back and see what's working and what's not, and make adjustments

Steps of Change

Key Message: By end of this illustration discussion, participants will understand:

- The basic steps they need to take to create change

Directions: You should explain again that today was to just start a dialogue in the community. As part of that, before they leave, you want to share the basic steps to improving the health of our land and sea, which has been developed by resource management efforts in other areas of Fiji and the region. These are just suggested steps, but help give an idea of what the process would involve.

Review each step:

1. Raise Awareness

The first step is really ensuring you engage all members of the community, either in small groups or large discussions, or most likely in both settings. Today is a critical part of step one, getting everyone involved in the discussions, as each opinion in the village counts.

2. Get organized

As you raise awareness, you need to get organized. That often means getting the blessing of your community leaders and forming a committee that can start planning how to address the problems the community is facing.

3. Make Rules/Take Action

Agree to actions and/or rules that the community wants to take/make to improve resource health and continue receiving the benefits

4. Assess

Step back and see what's working and what's not. This means assessing if the actions you took gave you the benefits you wanted. Often you want to invest more in the things that are working and fix the things that are not.

Discussion: It is important in closing to obtain feedback on the presentation. Good questions to ask are:

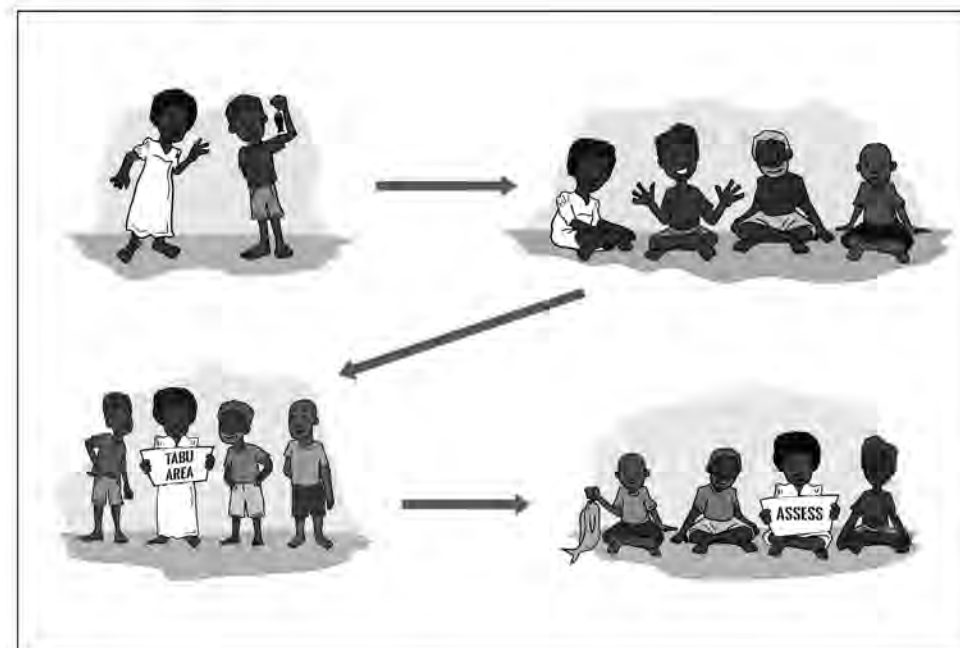
- Was the information presented today valuable?
- Does the community need to start more actively planning how it uses its resources?

- Are you willing to start talking to your family about these issues, so we can expand this dialogue? If the answer is yes, explore some of the ways they might do that.
- Are there any other steps you would like to take? Be sure to write them down, assign actions to individuals and create follow-up reporting dates.
- Is there more information that you feel you need?

In your parting remarks, it is important to share that as a community gets more organized, there also might be chances to seek additional help from the Fiji government, NGOs, local networks such as the Yaubula Management Support Teams and the iTaukei Affairs Conservation Officer.

Communities that are organised and ready to act are the ones that most often get help.

This is why their presence today was so important. The first step is discussion. Give them a big thanks for listening and you hope this is a start of making life better in the village.





About the campaign

This flipchart is part of the Wakatu Fiji campaign, which was launched to encourage and empower people to better care for the land and sea that has taken care of us. It is led by the Fiji government, including the Ministry of iTaukei Affairs, the Ministry of Forestry, the Ministry of Agriculture and the Ministry of Fisheries. The campaign was created by cChange, a nonprofit organization that specializes in communications and social change. Key partners include the Methodist Church of Fiji, and civil society organizations, such as Conservation International, and the Fiji Locally-Managed Marine Area Network.

This booklet was printed with support from SPREP under the PEBACC Project funded by the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU) through the International Climate Initiative (IKI). The PEBACC Project focusses on strengthening and protecting the role of natural ecosystem services to enhance resilience to climate change.

About the Flipchart

This flipchart is intended to spark increase interest and support in bettering managing our land and sea. The flipchart is designed so someone with limited public speaking experience can create a productive discussion about the health of a community's natural resource and the possible ways to better manage them. Each illustration will have key messages/background information. Where appropriate, discussions/activities that will be suggested to help create interaction with the participants. You don't need to be a science expert to give this talk, but you do need to study this guide. It is likely that you will need to do this presentation 2 to 4 times before you feel really comfortable giving it. But once you do, the results will be worth it as it will help your community see the urgent need to better manage our land and sea.

Engaging all parts of the community

A typical village meeting does not always include all members of the community. It is important to give this presentation to community leaders, but also women's groups and youth groups, to fishermen and farmers. The flip chart is small and is best used in small groups. And by starting with small groups, you can build your confidence in giving it as those settings are less intimidating. It is entirely appropriate just to give it to your family first and build your confidence before more formal settings.

How long will this presentation take?

Ideally, you have one to three hours to discuss the flipchart illustrations. You should determine beforehand how much time people have and adjust your presentation accordingly. If you have less time, reduce the discussion exercise, and cover the key messages, suggesting you come back later to discuss the issues more.

(c) 2018 cChange

All rights reserved. The booklet may not be reproduced in whole or in part and in any form without the permission of the copyright holders. To obtain permission, contact cChange at info@cchange4good.org.



Wakatu Taveuni : Growing the Taveuni We Deserve (flipchart).
Apia, Samoa : SPREP/cChange, 2018.

22 p. 29 cm.

ISBN: 978-982-04-0892-0 (print)

978-982-04-0891-3 (ecopy)

1. Conservation of natural resources – Fiji islands 2. Environment – Protection – Fiji islands. I. Pacific Regional Environment Programme (SPREP). II. Communications For Good (cChange) III. Title. 333.72