



Working with the community: Conducting Participatory Action Research

A handbook for facilitators in Vanuatu and the Solomon Islands



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This handbook is part of the outcome of the study “Participatory Action Research – A gender-sensitive approach to Disaster Risk Reduction in the Solomon Islands and Vanuatu”.

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List of abbreviations

CDC	Community Disaster Committee
FRC	French Red Cross
PAR	Participatory action research
SIRC	Solomon Islands Red Cross
TBR	Together Becoming Resilient
VCA	Vulnerability and capacity assessment
VRC	Vanuatu Red Cross
VRP	Village Response Plan
VRRAP	Village Risk Reduction Action Plan

Introduction



The handbook

This handbook is a product of a Participatory Action Research (PAR) project carried out for the Vanuatu Red Cross (VRC) and the Solomon Island Red Cross (SIRC), in order to advance a gender-sensitive approach to the “Together Becoming Resilient (TBR)” project. The handbook gives insight into the course of the PAR and provides information on experiences made and on tools used by the participants during this research.

The project design

After the first phase of the TBR project², the traditional sharing of roles and responsibilities in Vanuatu and the Solomon Islands were considered impeding factors to a ‘meaningful participation of women in the decision-making process for the project implementation and its long term sustainability’³. Consequently, the two Red Cross societies chose to carry out a PAR to obtain recommendations regarding a gender-sensitive approach for future planning and the consecutive phase of the TBR project.

The PAR was conducted in three communities in Vanuatu and the Solomon Islands: Lemoga (Gaua, Vanuatu), Namokaviri (Guadalcanal, Solomon Islands) and Namorako (Malaita, Solomon Islands). Local staff, including volunteers of the VRC and SIRC spent about two and a half days in each community and, together with a consultant, applied several participatory tools regarding the integration of a gender-sensitive approach. Since a main purpose of this PAR was to encourage the involvement of local staff, community members and the respective disaster risk committees (Community Disaster Committee, CDC and Village Disaster Risk Committees, VDRC), the consultant proposed the tools in the form of a drafted handbook. During the course of the PAR, each of the tools was discussed and decided on among the teams before use. The outcomes of these discussions are contained within this handbook.

The purpose of this handbook

Principally, the handbook is intended for VRC/SIRC practitioners planning to use PAR in the future, and who are likely to face similar challenging conditions and circumstances. It provides a menu of tools that can be prioritized. It is not intended as an implementation guide or a “this is the way” – toolkit.

Furthermore, this handbook is designed for a possible replication by the VRC/SIRC in other communities who are or will be part of the TBR project. It is meant to be a living document; in succession, future experiences, best practices, do's and don'ts can be added.

The selection of the tools was based on their applicability within communities that feature very low literacy rates as well as communication problems due to different languages of community members as well as of facilitators.

1. Background: Participatory Action Research



What is Participatory Action Research (PAR)?

Much of the information we need for planning and implementing projects sustainably exists and is accessible in the communities we want to work with. PAR is a method to obtain this information from the community members in a participatory way. As such, it facilitates a process during which the participants become aware of what they know.

The awareness of community members about their daily routines is the beginning of their understanding of the reasoning behind their performance, the 'why are we doing what we are doing the way we are doing it'. There are many

tools that can be used during this process. Given that PAR aims at including the viewpoints of as many people as possible, it also requires particular skills in communication and facilitation.

What is a gender-sensitive PAR?

A gender-sensitive Participatory Action Research takes in an approach that involves different groups of a community, particularly women and men, girls and boys. Other groups may be formed based on social or biological attributes such as young, old, healthy, sick, literate, illiterate, wealthy and those who are less wealthy², those from the upper part of the village, the ones with access to a spring etc.

What are the benefits of PAR?

PAR is an approach that ideally comprises all social groups of a community, i.e. women and men, girls and boys. To be consistently inclusive, it takes into account people's disparities based on attributes such as age, wealth, tribal origins, ethnicity, sexual preference, health status etc. Therefore, PAR facilitates the inclusion of a gender perspective.

Since PAR involves direct participation of the community, it brings the facilitators very close to the specific concerns of the people. By encouraging women and men to think about their opinions and viewpoints, PAR enables them rather than directs them.

Offering this space for communication and sharing is vital for people who are very occupied with their daily life routines and hardly have the time to talk. The exchange of different perspectives opens up choices and thus is fundamental for consciously making choices about change.

When should PAR be used?

PAR is important for the implementation of people-centered programs because it improves the knowledge about the living conditions of a community through direct consultation. It is very helpful when there is not enough knowledge about the involved communities or when earlier assessment data are too general to determine an appropriate course of action.

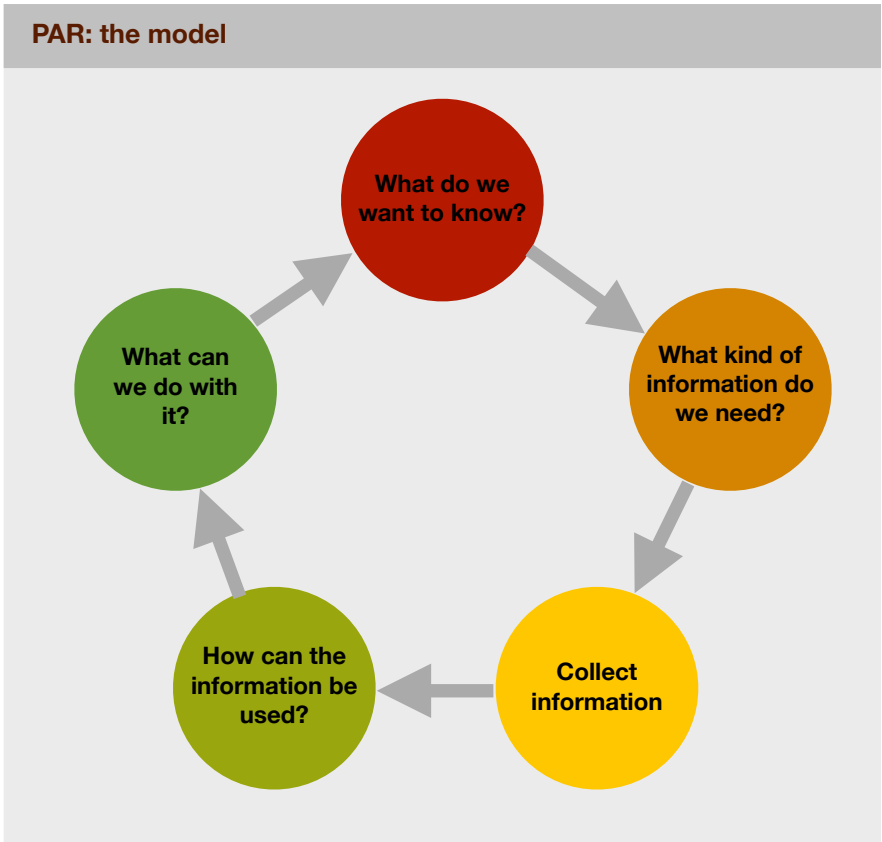
Realizing the specific features of a particular context or group, the “why do people do it the way they do it in the situations they do it” will help to find entry points for areas that need change but require a new understanding of the people about their behavior patterns.

2. PAR: The course of action



The process of PAR comprises five steps. However, the steps do not necessarily proceed in a linear way. Since there is no single approach for the research, there is no specific order for the of the individual steps.

Accordingly, in case collected information proves to be of little use for the chosen strategy, PAR allows participants to modify the course of action already during the research. Likewise, in case the outcomes of first inquiries challenge the set objectives, the objectives can be revised and participants can act in response to the changes.



What happened beforehand

- As a result of observations made during the first phase of the TBR project, VRC and SIRC decided that it was necessary to integrate a gender-sensitive approach in the consecutive phase of project.
- The Societies embarked on a study in form of a Participatory Action Research to gather more relevant information and to have clear recommendations for all involved stakeholders to ensure a gender-sensitive approach.

- Terms of reference were devised and a consultant selected.
- The consultant started with a review of all available relevant project documents and interviews of HQ staff members.
- Involved staff and communities were informed about the project

Checklist

- ✓ Is the staff experienced in using participatory tools?
- ✓ Is the staff qualified to conduct a PAR gender-sensitively?
- ✓ What about their knowledge on gender?
- ✓ Do we have female and male staff to conduct the PAR?
- ✓ Are the involved communities notified about the planned PAR?
- ✓ Is the planned time for the PAR also suitable for the involved communities?

The first preparatory meeting with the team

Agenda:

- Introduction of the team and exchange of background information on personal history with the Societies
- Summary of the study to the team
- Discussion of the planned study:
 - Purpose and intention
 - Methodology
 - Participatory techniques
 - Introduction of the drafted handbook and suggested tools
 - Intended team meetings

- Exchange of information about the communities
- Planning of the trip and organizing the necessary arrangement

Checklist

- ✓ Are the team members familiar with the tools?
- ✓ What about their knowledge on gender?
- ✓ Do they think the tools are applicable in and suitable for the communities regarding matrix, complexity etc.?
- ✓ What do they think about the tools being appropriate?
- ✓ Is the composition of the team gender-balanced so women can work with women and men with men?

Identified needs for successful implementation:

- Further information on PAR
- Introduction of gender concepts

Recommendations

Meet before going to the communities to allow the participating team members to jointly identify necessary preparations for the implementation of the project and act accordingly:

- Introduce and discuss the principles and methods of PAR
- Identify necessary missing steps for successful implementation, e.g. familiarize with key concepts of gender
- Describe and discuss the use of the tools

This way, the team members will

- ☛ Get to know the mutual intentions and expectations
- ☛ Gain self-confidence regarding the use of new tools
- ☛ Be prepared for moments of confusion during the PAR
- ☛ Have trust in past experience with implementing participatory tools
- ☛ Identify with the project
- ☛ Have greater tolerance for stress

The field-visit

Agenda:

- Team meeting before going into the community
- Attendance welcome ceremony
- Introduction of the team to the community
 - Introduction of the project:
 - Intention and purpose
 - Description of what the team will do and how
- Adjust planning to the schedule of the community
- Conduct a PAR with using participatory tools in sex-segregated groups
- Team meeting at the beginning of each day
 - Decision on tool and course of action
 - Explanation of the tools
 - Developing common understanding among the team members of who does what, how and with whom
- Team meeting at the end of the day
 - Discussion of observations, experiences and outcomes
 - Closure of the day with sharing feelings and thoughts

Checklist

- ✓ Are the team members aware of their double role (facilitator and participant) in the process?
- ✓ Is there an understanding of PAR being a fully consultative process and the implications of it for the facilitators?
- ✓ Is there accord on the daily agenda? (Which tool will be used, how to facilitate, when to have breaks etc.)
- ✓ Is there awareness of translation needs within the group and among the team members?
- ✓ What is the attitude of the male team members towards their female colleagues and towards female members of the community?
- ✓ Is there common understanding of the procedure among the team?

Required skills for successful implementation

- Understanding of how and what to translate
 - Translate what is being said (to community members, team members and consultant)
Example: “He said he buys his own cigarettes, she said it is not true, he asks her for money” **instead of** “They are having a conflict.”

- How to facilitate in a participatory way
 - Encourage active participation (look around when speaking, try to not focus on spokespeople)
 - Actively encourage inclusion by being culturally sensitive (even if you are a member of the community or very familiar with the people: what are local preferences?)
 - Accept diversity, different point of views
 - Facilitate instead of directing the process (let people summarize or point out)
 - Promote dialogue
 - Try to establish rules of procedure before starting (no interruption, show respect)
 - Don't take sides

- What to consider, be aware of and act upon
 - Language backgrounds (there may be differences between women and men regarding language skills in Bislama or Pigin)
 - Literacy issues (try to speak in familiar words)
 - Social hierarchies (who sits next to whom, who talks, who does not)
 - Different interests of the community regarding the schedule of the program
 - Some relations are restricting participation or involvement (in-laws, paternal uncle, chief etc.)
 - What materials are needed to implement? (markers, black board, paper etc.) Are they available?

- Are place and time convenient for female and male participants?
- If you think the tool may lead to a conflict, do not share the respective outcomes with the women and men. However, conflict may be profitable as it invites people to share their positions and thoughts
- How to facilitate in an accommodating way
 - Listen carefully
 - Provide time and space for exchanging opinions and giving answers
 - Be patient: let people talk even when you think you know what they are going to say
 - Be respectful
 - Be non-paternalistic
 - Be non-judgmental
 - Share concerns
 - Be flexible
 - Be aware of different needs of women and men (often women need more time to start to get involved, to discuss and make conclusions)
 - Avoid questions that are too private. They may make participants feel uncomfortable and less willing to participate
- How to be a supportive colleague
 - Show leadership
 - Be attentive, respectful and flexible
 - Be non-paternalistic
 - Be non-judgmental

Recommendations

Be accommodating regarding the interests of the community:

- Meet out of scheduled time in case it is more convenient for the community
- Provide consistent translation so everybody can follow the discussion
- Protocol adequately and take notes so content of discussions does not get lost
- Be aware of your attitude and behaviour towards colleagues and community members, female in particular
- Plan for an adequate closure of the undertaking, i.e. have enough time for the implementation

This way, the supporting attitude of the team towards the community will

- ☛ Create trust
- ☛ Help to create a safe space for further discussion
- ☛ Allow for sensitive issues to come up in discussions
- ☛ Support the participation of community members who feel insecure
- ☛ Provide time to meet for community members who are very occupied with work

3. PAR: The toolkit



This toolkit contains 16 tools that are suitable for participatory action research in the TBR project context. The first eleven tools listed in this chapter have been applied throughout the course of the underlying study, and each section contains the pro's and con's of the respective tools - based on the experiences that were made.

Tools 12-16 had been included in the draft handbook. However, due to time constraints and/or because of other preferences of the teams, they were not implemented. The choice of the teams was also influenced by whether the tool seemed too similar to the ones used during the VCA. Since this handbook is designed to be a living document, the tools are included for possible future use.

As mentioned above, the list of tools is not prescriptive - use the tools that you deem most appropriate in the same fashion you would choose a hammer or a screwdriver for particular tasks. We wish you a good hand at picking and using the tools you need!

TOOL 1 | Daily life routine

Daily life routine for women

Time	Activity 1	
Start from waking up	Activity 2	
	Activity 3	
	Activity 4	
	...	
End with going to bed	...	

Daily life routine for men

Time	Activity 1	
Start from waking up	Activity 2	
	Activity 3	
	Activity 4	
	...	
End with going to bed	...	

Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)
- Make a simple matrix to list the particular daily activities of women and men, girls and boys
- Start with waking up
- List as detailed as possible (instead of breakfast: fetching water to prepare food, getting fire wood, preparing food etc.)
- Leave some space between the activities as there may come more details
- Share and discuss with the other group

Variations

Two columns can be added at the right regarding the support or help of daughter or son (or other family member if applicable). Often children are involved in the daily works, girls in particular. Fulfilling household chores is a vital element of the socialization

Purpose

- To get a general idea of what is going on in the village
- To find out about the daily activities of women and men
- It helps analyze women's time constraints
- To find out about time slots for activities, meetings, assessments etc.
- To find out about joint activities of community members
- To see if the schedule of wife and husband is similar, if chores are shared

Key questions

- Who does what?
- Who has time for rest?

Experiences:

The tool was used in Lemoga (Gaua) in Vanuatu as well as in Namokaviri (Gaudalcanal) and Namorako (Malaita) in Solomon Islands.

Pro's	Con's
<ul style="list-style-type: none"> - Easy to explain - Easy to facilitate - Good participation of women and men - Is directly related to people's experiences and thus easy to understand - Is fun - Women and men liked the tool - Both groups found the tool interesting and helpful 	<ul style="list-style-type: none"> - Bears potential for conflict - When results are shared, it may lead to "but we do this too" arguments

Offers entry point:

- To find out about responsibilities of women and men
- To find out about who makes which decisions
- To identify networks of support
- To find out about activities which are potentially unsafe for women and men when a disaster happens
- To find time slots for working with or in the communities
- To identify time slots for DRR measures



Gender-sensitive linkage:

- To see if and how the workloads of women and men, girls and boys differ
- To find out what a community expects women or men, girls and boys to do
- What implication does this have for women or men, girls and boys?
- What does it tell us about gender roles?
- What consequences does this have for the lives of women and men, girls and boys?
- How does it define the relationships between them?
- To sensitize women and men on the different workloads
- To initiate discussions on the division of labour
- Which works do women and men do?
- To reveal differences and details of gender dynamics

TOOL 2 | Gender roles in marketing

According to women

Processes	Income source 1 (crop, product)		Income source 2 (crop, product)	
	Women	Men	Women	Men
Who grows it?				
Who harvests?				
Who stores it?				
Who decides when to sell?				
Who decides how much to sell?				
Who decides where to sell?				
Who sells?				
Who controls the income?				
Who keeps the money?				
Who decides what to buy with it?				
Who spends the money?				

According to men

Processes	Income source 1 (crop, product)		Income source 2 (crop, product)	
	Women	Men	Women	Men
Who grows it?				
Who harvests?				
Who stores it?				
Who decides when to sell?				
Who decides how much to sell?				
Who decides where to sell?				
Who sells?				
Who controls the income?				
Who keeps the money?				
Who decides what to buy with it?				
Who spends the money?				

Activity description

- To save time, you may want to prepare the matrix in the local language before using it
- Meet with women and men separately
- Let the women and men rank their crops according to their importance
(Importance may result from the chance to sell them, the daily use or whether it is used to produce other things for selling or personal use etc. Thus the ranking may be different between women and men)
- Explain the questions
- Let them discuss and answer the questions for the 4 (or as many as you wish) most important crops
- Ask both groups to answer for both sexes
- Share and discuss with the other group

Variations

The questions can be different or extended, depending on the interest or purpose. As an example, the focus can be put on mobility (distance to market, transportation, infrastructure) or seasonality (time of the year, price differences). The questions can also be used for focus group discussions or semi structured interviews.

Purpose

- To take into account existing gender roles
- To identify existing gender roles
- To find out who decides to spend the money
- To find out who controls the income from sale
- To learn about responsibilities of wife and husband

Key questions

- Are the decisions made independently or in consultation?
- What differences can be seen?
- Who controls the income?
- Does the person who sells the crop show the earnings to the spouse?

Experiences

The tool was used in Namokaviri (Guadalcanal) and Namorako (Malaita) in the Solomon Islands.

Pro's	Con's
<ul style="list-style-type: none"> - Easy to explain - Easy to facilitate - Good participation of women and men - Is directly related to people's experiences and thus easy to understand - Is fun - Women and men liked the tool - Both groups thought is was interesting and that they had learned something - Both groups thought they would use the tool for future decisions - The men in Namorako were surprised about the implication for women's time and money management capacities 	<ul style="list-style-type: none"> - Bears potential for conflict

Offers entry point

- To find out about marketing and management skills of women
- To find out about training needs for women to further strengthen their capacities in marketing and management
- To prepare a detailed cash inflow and outflow calendar
- To prepare an access and control profile
- To identify local resources
- To identify local infrastructure
- To identify local economic resources
- To find out about potential income generating activities
- To further find out how women and men spend their money

Gender-sensitive linkage

- To learn more about existing gender roles
- To see who has the power to decide within in the family
- To see how resources are allocated within the household
- To identify traditional or cultural practices that have implications on the participation of women
- To find out what opportunities there are for women to make an income
- Are there non-traditional patterns of management?



TOOL 3 | Income sources

Income sources of women

Income sources of men

Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)
- Make a simple matrix to list the income sources of women and men, girls and boys
- Facilitate discussion and list the income sources
- Share with the other group and discuss

Variations

- The income sources can be listed according to priority. The matrix may be inclusive of income sources related to crops and income sources related to products/productivity. (List all the ways that women in the village earn money)
- It can also be a more complex matrix and include aspects like cash inflow and outflow, decision about and control over income etc. This matrix can also be a part of a seasonal calendar.

Purpose

- To find out from what sources money is coming in
- To explore the capacities of women
- To explore the informal sector
- To get ideas on income generating activities

Key questions

- What money is coming in?
- Who has access to which kind of resources?
- Is the use and access to the means of communications always guaranteed?
- What strategies do exist in case the responsible people are not in the village, sick or occupied otherwise?
- What is produced?

Experiences

The tool was used in Lemoga (Gaua) in Vanuatu and in Namokaviri (Guadalcanal) in Solomon Islands.

Pro's	Con's
<ul style="list-style-type: none"> - Easy to explain - Easy to facilitate - Very straightforward - Good participation of women and men - Easy to understand for women and men - Women and men liked the tool - Both groups thought is was interesting and that they had learned something - Both groups thought they would use the tool for future decisions 	<ul style="list-style-type: none"> - May require clarification of income and production

Offers entry point

- To find out about capacities of women
- To find out at what time of the year the income is higher or lower
- To explore income generation opportunities
- To see which of the crops are disaster resilient

TOOL 4 | Expenditures

Expenditures of women

Expenditures of men

Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)
- Make a simple matrix to list the expenditures of women and men, girls and boys
- Facilitate discussion and list the income sources
- List everything that women and men buy with their own money
- Share with the other group and discuss

Variation

This matrix can also be used for identifying main expenditures if a ranking of things in order of priority is included. It could also include how much women and men spend during which time of the year.

Purpose

- To learn more about expenditure patterns of women and men
- To see if there were expenditures on private disaster preparedness

Key questions

- What is the difference in the way women and men spend their money?
- Do the two groups agree on each other's way to spend the money?
- How to describe the differences?
- What are the reasons for differences?

Experiences

The tool was used in Lemoga (Gaua) in Vanuatu and in Namokaviri (Gaudalcanal) in the Solomon Islands.

Pro's	Con's
<ul style="list-style-type: none"> - Easy to explain - Easy to facilitate - Very straightforward - Good participation of women and men - Easy to understand for women and men - Women and men liked the tool - Both groups thought it was interesting and that they had learned something - Both groups thought they would use the tool for future decisions 	<ul style="list-style-type: none"> - May need clarification of income and production - There seemed to be some competition going on between the men in Namokaviri

Offers entry point

- To see if there are times when women and men need most money
- To identify whose money is mainly spend on the family



Gender-sensitive linkage

- Who makes the decision on how to spend the money?
- Do women and men share the responsibilities for their children?
- Do men rely on the money management skills of women?
- What are gender roles of women and men?

TOOL 5 | Community groups

Community groups according to women

Community groups according to men

Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)
- Make a simple matrix to list the different social groups in the village (including people who are not members of any of them)
- Facilitate discussion and list the groups
- Share with the other group and discuss

Variations

Insert a column to include the specific agenda of the groups. Also, you can add other considerations about the connection of the group to the project (the influence regarding the implementation of DRR measures etc.)

Purpose

- To learn about the social setting in the village

Key questions

- Are all members of the community part of at least one of the groups?
- Who is not connected to any group?
- If someone is not connected to any of them, why not?
- What are the implications for those who are outside of these groups?

Experiences

This tool was used in Namokaviri (Guadalcanal) in Solomon Islands. It was implemented to prepare for a social diagram (“Community mapping”).

Pro's	Con's
<ul style="list-style-type: none"> - Easy to explain - Easy to facilitate - Very straightforward - Good participation of women and men - Easy to understand for women and men 	

Offers entry point

- To learn about the agendas of different groups
- To identify people who are not connected to the groups
- To learn more about existing networks
- To discuss what relationships exist between the groups
- To continue with the tool “Community Mapping”
- To discuss responsibilities for community members
- To identify important stakeholders for the progress of activities
- To identify interests that could be hindering the progress of activities

Gender-sensitive linkage

- To identify women who are not connected to the social groups
- To find out if there are groups exclusively for men
- To see if and how the interests and needs of women are represented in the groups

TOOL 6 | Community mapping



Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)
- Explain that this exercise is about showing how the different groups of the community relate to each other, starting from a big circle which represents the community
- Facilitate discussion and draw respective circles
- Ask participants whether there are particular groups or individuals who play a role in the community but are not an organization as such (midwives, workers from outside etc.) and include them in the diagram
- Draw lines between the circles according to their relationship

- Maybe someone of the group can facilitate the outcomes of the discussion
- Share with the other group and discuss

Variations

Position right or left the supportive groups regarding the implementation of the measures and those who are a constraint on the other

Purpose

- To learn about the groups and people that are active in the community
- To understand how the different stakeholders relate to each other

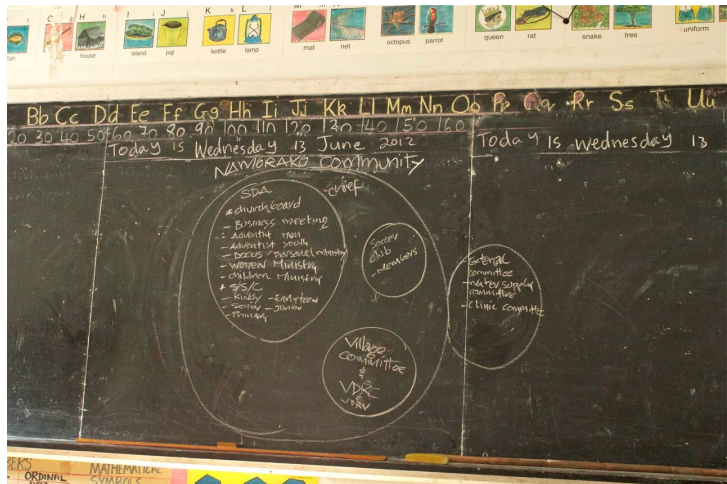
Key questions

- What defines the relationship? (tribe, kinship etc.)
- What are the power relations in the community?

Experiences

This tool was used in Namokaviri (Gaua) and Namorako (Malaita) in the Solomon Islands.

Pro's	Con's
<ul style="list-style-type: none"> - Quite easy to explain - Quite easy to facilitate - Good participation of women and men - Quite easy to understand for women and men - Women and men liked the tool - Both groups thought it was interesting and that they had learned something - Both groups thought they would use the tool for future decisions 	<ul style="list-style-type: none"> - Can become quite complex



Offers entry point

- To find out how people perceive each other
- To identify interest groups in the community to see which interests are at stake
- To find out about the degree of the different influences with regard to certain issues (implementation of Disaster Action Plan, Disaster Response Plan)
- To identify key actors
- To identify those who are likely to be bypassed

Gender-sensitive linkage

- How much and what kind of influence do women have?
- How are the interests of women represented?
- Do the groups empower women to actively participate in community matters?

TOOL 7 | Reproductive, productive and community roles

Roles of women		
Reproductive work (unpaid)	Productive work (paid)	Community work
Examples: care of household, cleaning, washing, bearing and caring for children, food preparation, water/firewood collection, shopping, family health care	Examples: growing vegetables, fruits, fabrication of products, fishing	Examples: community roles, church, voluntary work, organisation of events, fundraising, ceremonies

Roles of men		
Reproductive work (unpaid)	Productive work (paid)	Community work
Examples: care of household, cleaning, washing, bearing and caring for children, food preparation, water/firewood collection, shopping, family health care	Examples: growing vegetables, fruits, fabrication of products, fishing	Examples: community roles, church, voluntary work, organisation of events, fundraising, ceremonies

Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)

Purpose

- To learn about the local patterns of gender-based division of labor
- To make work visible that had been unseen before

Key questions

- What are the implications for planned DRR activities?

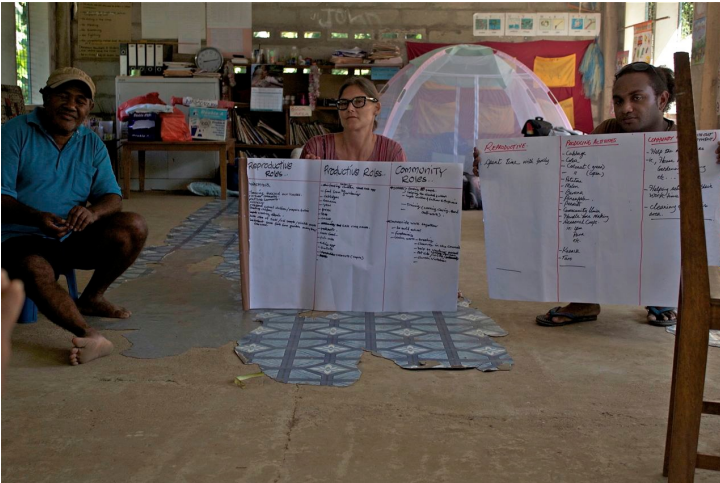
Experiences

The tool was implemented in Namorako (Malaita) in the Solomon Islands.

Pro's	Con's
<ul style="list-style-type: none"> - Quite easy to explain - Quite easy to facilitate - Good participation of women and men - Quite easy to understand for women and men - Women and men liked the tool - Both groups thought it was interesting and that they had learned something - Both groups thought they would use the tool for future decisions - Offers a lot to discuss about 	<ul style="list-style-type: none"> - Men felt offended

Offers entry point

- To discuss gender-specific division of labour
- It helps analyze gender differences in tasks and activities



Gender-sensitive linkage

- What resources do men and women have to work with?
- Who uses/owns/controls each of these resources?
- Who is excluded from use/ownership/control?
- What decisions do men and women make: in the household? In the community?
- What are constraints to participation in social and economic life for women?
- What are constraints to participation in social and economic life for men?
- What needs arise from gender roles?
- Is the engagement of women in the community more connected to management or to politics?

TOOL 8 | Seasonal calendar

Women											
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Men											
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)
- Explain the matrix (calendar that shows the distribution of livelihood activities and responsibilities by gender)
- Agree on what should be entered (Crops, activities, livestock related activities, related works like fetching of water etc.)
- Facilitate discussion and make entries according to the outcomes
- Share with the other group and discuss

Variation

The seasonal calendar matrix has been used during the TBR project for various issues. You could also add a matrix for girls and boys (visit of school, household/livestock/livelihood related activities etc.)

Purpose

- To find out who does what regarding livelihood activities

Key questions

- What are the implications regarding the division of labour, capacities and knowledge of women and men
- What are the implications regarding vulnerabilities and seasonality of disaster or climate change respectively

Experiences

The tool was implemented in Lemoga (Gaua) in Vanuatu.

Pro's	Con's
<ul style="list-style-type: none"> - Quite easy to use because based on a known tool - Easy to facilitate - Good participation of women and men - Quite easy to understand for women and men - Women and men liked the tool - Both groups thought it was good for sharing knowledge and experience - The information of women and men were different 	<ul style="list-style-type: none"> - This matrix does not include climate change - Some information would need to be verified

Offers entry point

- To integrate climate change issues
- To integrate traditional and spiritual knowledge
- To obtain information for planning Early Warning System activities
- To investigate about food preservation knowledge
- To find out if there are times of the year when there is less or no food or water
- To identify good times for implementing DRR-related activities

Gender-sensitive linkage

- To show how responsibilities of women and men, girls and boys differ



Other means of research

TOOL 9 | Focus group discussions

Focus group discussions were organized in the three communities in order to identify activities, views and concerns of the women and men. Examples of guiding questions that could be used in FGDs:

- Who gathers information from women and who from men?
- How do you gather information within the community?
- How does information reach female community members, how does information reach male community members?
- How do you ensure that women can participate?
- What, in your opinion, is the benefit of women's participation in community matters?
- What has been done so far to increase the participation of women?
- What can you tell about traditional roles of women and of men?

TOOL 10 | Semi-structured interview

A semi-structured interview was conducted by the consultant in Namorako. The discussion developed along the following questions:

- What do you like about the project?
- What don't you like about the project?
- What do you like about your community/environment?
- What are your strengths and capacities? (the strengths and capacities of the community)
- How can you use your strengths to assist the implementation of DRR measures?
- How do you encourage female/male participants with certain qualities to take more active leadership?
- What do you know about support services available in case you need help? (where? How to contact?)
- As a responsible body, what is your contribution during a (1) rapid onset hazard and a (2) slow onset hazard?

TOOL 11 | Transect walk

Transect walks were used for first orientation in all communities. They were considered useful at the start of the participation process because they also provide a neutral setting for first contact and discussion. They were also used to have a look at or monitor the progress of implemented measures of the respective Action Plans.

Activity description

- Meet with women/girls and men/boys separately (ideally a female facilitator with the women and a male with the men)

TOOL 12 | Access to and control of means of communication

According to women				
Means of communication	Use		Own/control	
	Women	Men	Women	Men

According to men				
Means of communication	Use		Own/control	
	Women	Men	Women	Men

- Make a simple matrix to find out about use and control patterns of women and men, girls and boys regarding means of communications
- Explain what are resources
- Facilitate discussion and list the income sources
- Share with the other group and discuss

Variation

This matrix could include information about which means of communications are used for particular disaster alerts.

Purpose

- To find out about communication patterns
- To see which what means of communication are shared between women and men
- To find important information for development of Early Warning Strategies

Key questions

- Are the means of communication reliable? (Will the sound of the corn shell/wooden drums etc. be heard during strong winds or rains)
- Who is excluded from the flow of information?
- What means of communication are considered taboo for women?

Experiences

Not applicable

Offers entry point

- To find out about the information flow within the community
- To identify vulnerable groups with regard to access to disaster-related information

Gender-sensitive linkage

- Are there specific needs of women with regard to communication strategies to include them in the information flow?
- What are the specific needs for women regarding access to information?
-

TOOL 13 | Access to and control of resources

According to women		
Resources	Access	Control
e.g. fish		
e.g. bananas		

According to men		
Resources	Access	Control
e.g. fish		
e.g. bananas		

Activity description

- Meet with women/girls and men/boys separately (ideally with a female facilitator with the women and a male with the men)
- Make a simple matrix to find out about access to and control of resources
- Explain what are ‘resources’
- Explain what is meant by ‘access’ and ‘control’
- Facilitate discussion and list resources
- Share with the other group and discuss

Variation

- Add columns to specify ownership of resources (community, household, individual)
- Add columns to specify products that are main income sources
- The matrix may include all or just concentrate on some of these items: land, water, tools, animals, labour, means of transport/communication/information

Purpose

- To find out about who has access to and who has control over resources
- To discuss the implications for female and male community members concerning access to and control of resources

Key questions

- Does access to resources include decision-making power over resources?
- How is access to and control of resources linked to social status?

Experiences

Not applicable

Offers entry point

- To identify practical and strategic gender needs regarding access to and control of resources
- To raise awareness on gender disparities regarding access to and control of resources
- To compare access to and control of resources of women with that of men
- To identify which resources are accessed and controlled by women, which by men and which jointly

Gender-sensitive linkage

- What are gender disparities regarding access to and control over resources?
- What are the implications for women and men?
- What are the implications for the income of women and men?
- How is accessing resources linked to controlling them? What are the differences between women and men regarding controlling resources and power?

TOOL 14 | Hazards and threats

Hazards and threats to women		
Hazards	Threat to women	Coping strategies (e.g. measures planned or taken)
Cyclone		
Flooding		
Tsunami		
...		

Hazards and threats to men		
Hazards	Threat to men	Coping strategies (e.g. measures planned or taken)
Cyclone		
Flooding		
Tsunami		
...		

Activity description

- Meet with women/girls and men/boys separately (ideally with a female facilitator with the women and a male with the men)
- Make a simple matrix to find out about (local) hazards and related threats
- Facilitate discussion and list resources
- Share with the other group and discuss

Variation

- Integrate seasonality of hazards
- Differentiate between disasters and frequent hazards
- Include practical and/or strategic gender needs

Purpose

- To identify risk reduction measures according to gender needs

- To develop adapted risk related awareness messages for women/girls and men/boys

Key questions

- Are people aware that hazards affect women/girls and men/boys differently?
- Are people aware that women/girls and men/boys may need not the same risk reduction measures to meet their needs?

Experiences

Not applicable

Offers entry point

- To find out about awareness of gender-specific hazard risks/threats
- To identify practical gender needs relating to risk reduction
- To identify strategic gender needs relating to risk reduction
- To raise awareness on existing coping strategies

Gender-sensitive linkage

- What are practical and strategic gender needs relating to hazard specific threats?
- How to sensitize community members on different gender needs regarding risk reduction?
- How to adapt risk reduction measures to meet the different needs of women and men regarding hazard risks/threats

TOOL 15 | Crops and their hazard vulnerability

According to women			
Hazard	Crop	Threat	Coping mechanism

According to men			
Hazard	Crop	Threat	Coping mechanism

Activity description

- Meet with women/girls and men/boys separately (ideally with a female facilitator with the women and a male with the men)
- Make a simple matrix to find out about crops and their vulnerability relating to hazards
- Facilitate discussion and list resources
- Share with the other group and discuss

Variation

- Integrate seasonality of hazards
- Specify which crops grow in the earth, on bushes, on trees

Purpose

- To identify potential periods of food shortage
- To identify potential periods of food abundance

Key questions

- What needs to be changed to adapt crops regarding their hazard vulnerability?
- How to process/storage food?
- Which measures can be taken to prepare for periods of food shortage?

Experiences

Not applicable

Offers entry point

- To classify which crops are vulnerable to particular hazards
- To identify and adapt coping mechanisms
- To raise awareness on crops and their hazard vulnerability
- To find out about traditional coping strategies
- To find out how women and men pass on traditional knowledge
- To raise awareness on importance of disaster preparedness

Gender-sensitive linkage

- What are the consequences for women with regard to crops and their hazard vulnerability?
- What are the consequences for men with regard to crops and their hazard vulnerability?
- What are the respective implications for other family members?
- What are the consequences of hazards regarding the roles of women and men as family providers?

TOOL 16 | Practical needs, strategic needs

Women's needs	
Practical needs	Strategic needs

Men's needs	
Practical needs	Strategic needs

Activity description

- Meet with women/girls and men/boys separately (ideally with a female facilitator with the women and a male with the men)
- Make a simple matrix to find out about women's needs and men's needs relating to the subordinate position of women to men
- Explain what are practical and what are strategic gender needs

What are Practical Needs:

- Short-term
- What do women/men need to carry out their gender roles more easily and effectively
- Basic services (water, firewood...)
- They do not challenge power relations

What are Strategic Needs:

- Longer-term
- What do women/men need in order to become more equal with regard to status/position
- Ensuring women's participation in decision-making

- Facilitate discussion and list resources
- Share with the other group and discuss

Variation

- Add practical gender needs of female and male adolescents as well as girls and boys

Purpose

- To find out what are immediate perceived necessities of women/girls and men/boys in the local context
- To find out inadequacies in living conditions such as water provision, health care
- To find out needs identified in the local context because of the subordinate position of women to men

Key questions

- How can the division of labour be described?
- How can the division of power and control be described?
- What are the implications for women/girls and men/boys?
- Do project activities focus on equality as the objective rather than on women or men as a target group?

Key questions

Not applicable

Offers entry point

- To find out what needs women and men identify in their socially accepted roles in the community
- To find out how practical and strategic gender needs vary according to particular contexts
- To relate to issues such as legal rights, domestic violence, women's control over their bodies, reproductive health, opportunities and distribution of power etc.

Gender-sensitive linkage

- Which changes of existing gender roles would challenge women's subordinate position?
- Which measures would challenge existing gender roles?
- Which measures would challenge existing power relations?
- What are factors that institutionalize structural violence against women?
- What are factors that institutionalize personal violence against women?
- How to promote gender equality and equity?
-



4. What to do in conflicts and difficult situations

Conflict is a normal part of relationships. Since people are different, they cannot be expected to agree on everything all the time, particularly if gender inequalities are considered. However, dealing with conflict in communities that are hierarchically structured and in which communication patterns are very formalized, a conflict may become a challenge for a facilitator.

Learning how to deal with conflict – rather than avoiding it – is crucial. When conflict is handled in a respectful, positive way, conflict provides opportunity for growth and may even strengthen the bonds between people. There are many skills to manage conflict successfully. Discussions with the teams revealed a great need for methods for dealing with conflict.

There are five common strategies how to deal with conflict:

- Avoidance (pretend it does not exist)
- Accommodation (to keep the peace)
- Compromise (where do the different point of views meet?)
- Competition (try to win with own solution)
- Collaboration (seek for solution, which is acceptable for different parties)

In case a conflict arises, it is useful to be prepared and know one's own strategy to deal with it. In socially hierarchical communities like the ones we visited people often avoid conflicts rather than actively dealing with them. This is particularly the case when community members are used to delegate responsibility instead of being pro-active.

Practical guidance in tense situations:

- Try to find out whether there was poor communication or just a misunderstanding
- Try to find out whether there was poor communication or just a misunderstanding
- Try to analyze expectations on both sides
- Try to recognize conflicting perspectives due to gender or different cultural backgrounds
- Try to identify mistakes
- Try to watch out for emotional triggers
- Try to de-escalate the conflict

- Try to reach a solution by working it out
- Try to stay calm and centered by recognizing and responding to the things that matter for the parties involved.

The following website provides useful free online resources and tools to help you manage and cope with conflict more effectively: <http://conflict911.com/resources/index.html>

Sources and further reading

The tools were adapted from the following sources:

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