

## Approach II in Kimbe Bay: Step by Step description of the Participatory Conservation Planning Process used in Kimbe Bay (by Annisah Sapul)

**Objectives** :To identify eight biological or ecological systems that represent the communities ‘priorities’ ; to refine information on the basis of community knowledge; to determine viability, stresses and sources, strategies to ameliorate the threats, and measures of success. This should lead to an understanding of issues affecting the community and management of the area.

**Purpose of the meeting:** to gather enough information that ensures that all relevant issues, problems and potential solutions are able to be properly discussed so that the community can agree on the priorities for the LMMA plan and agreement.

### ***STAGE I-INTRODUCTION to the CAP or PCP process***

<b>WHO</b>	<b>MAIN AGENDA</b>	<b>WHAT TO SAY</b>	<b>HOW TO DO IT</b>
FACILITATOR	Explain purpose of the meeting	This meeting is the first of a series of meetings to have you as the community work towards developing a management plan for your marine area.	
	Explain the PCP Process	To do this we go through a process called the Participatory Conservation Planning. This process involves 6 stages, in which we will help you to; <ol style="list-style-type: none"> <li>1. Identify priority targets, resources within your area</li> <li>2. Assess the viability or condition of each target within given periods.</li> <li>3. Identify and prioritise critical threats</li> <li>4. Identify appropriate actions to mitigate the critical threats.</li> <li>5. To develop simple monitoring programs to measure the effectiveness of the MP</li> </ol>	Write each stage up on cardboard papers and stick on a board, or butcher paper as you explain (FLOWCHART)

Ask for any questions from the community members .

## Stage II-Identify CONSERVATION TARGETS

**Objectives:** To identify biological or ecological systems that represent community priorities and to refine information and descriptions of these.

**Outcome:** Prioritised list of community targets.

WHO	MAIN AGENDA	WHAT TO SAY	HOW TO DO IT
FACILITATOR	Explain purpose of the meeting	The aim is to have a list of what systems or resources are important to the community and to have a map of it as well.	Show the stage from the diagram form above
		Do presentation of core values to the community	Present the core values in the AOI to the community, by using a Map and the keys on the legend.
	Explain Stage II-	We will now discuss what natural, social and economic resource you have within your area. We will do this by breaking into groups and filling a table like Worksheet 1. (Show the table)	Break into groups of five and do the exercise.  Give the worksheet to the group to draw up and fill in.

### Worksheet 1-Targets

#### Instructions for facilitator:

Part a: Ask the following questions to generate the discussions:

- What resources (Natural and social) do you have in you area? Please list them.
- Indicate why each resource is important.
- Prioritise the resources by assigning # 8 to the most important and 1 to the least important.

Natural Resource	Why is it important? /Why do you want to protect it/manage it?	Priority
1.		
2.		
3.		
4.		

Social resource	Why is it important? /Why do you want to protect it/manage it?	Priority
1.		
2.		
3.		
4.		

- Ask also for any questions.

Part b. Groups draw a map of their traditional area illustrating the resources in the table above.

- Presentation of the charts back to the group

### **Stage III-Viability**

**Objectives :** To determine the current conditions of eight priority systems and perceptions of trends in their condition.

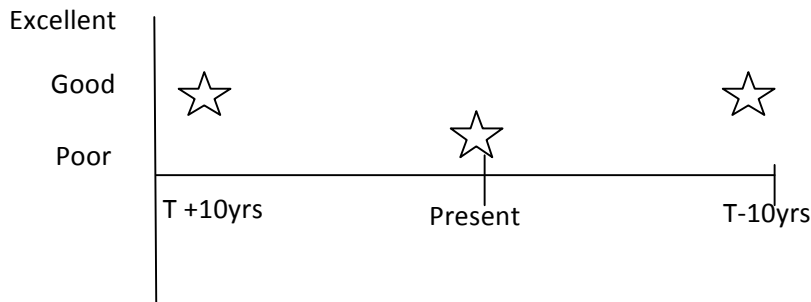
**Outcome:** Information on the current conditions.

WHO	MAIN AGENDA	WHAT TO SAY	HOW TO DO IT
FACILITATOR	Explain purpose of the meeting	Give the objectives and the outcomes.	Show this stage on the flow chart.
	Explain Stage 3	At this stage we are going to draw a picture that will allow us to compare the condition of the eight priority targets within three time periods.  Break into groups for the activity.	Get the community to break into groups of 5, to do the exercise and each group takes two systems to do.  Use the Worksheet 2 and get the groups to do this on butcher paper.

### **Worksheet 2- Viability**

**Instructions to facilitator:**

- Get the groups to illustrate what they think the condition of each target was like in three time frames - T -10yrs, Present, T+10yrs - by drawing the timeline chart as below. In the example, the stars represent the coral reef system and the condition within the 3 time periods.



- Reconvene and present charts back to group.

## Stage IV- STRESSES AND SOURCES

**Objectives:**To determine critical threats by identifying and ranking the stresses and corresponding sources that are acting to degrade each target.

**Outcomes:** A complete and prioritised list of stresses and sources.

WHO	MAIN AGENDA	WHAT TO SAY	HOW TO DO IT
FACILITATOR	Explain purpose of the meeting	Give the objectives and the outcomes.	Show this stage on the flow chart.
	Explain Stage 4	At this stage we are going to identify the stresses and the sources of these stresses. <b>Define stress-</b> damage or degradation of a system or resource that reduces its capacity to exist. <b>Define source-</b> an activity that causes stress or factors which drive the activity.	Work through an example of stress and sources of stress to assist defining the terms. This is to be done on butcher paper/white board.
	Breakout Group Discussions (Stress and Sources of stress)	Get the community to identify their stresses and sources, by giving each group 2 targets to work on.	Draw table as below on butcher paper for the group discussions. Fill in only the columns Target and Stress & Sources for this session.
	Breakout Group Discussions (Ranking of stress and sources)	Now the group will rank the stress and the sources  Ask the following questions to generate discussions: <b><u>Ranking the stresses</u></b> Which stresses causes the most damage to the system? Which the least damage? <b><u>Ranking the sources</u></b> Which sources do you think causes the most damage to the system? Which the least damage?	Work through the example to explain the ranking exercise.
	Breakout Group discussions	Get the group to now identify the Critical threats in priority and indicate this on the map	The map from the first mapping exercise should be used.

## Worksheet 3-Stresses and Sources

**Instructions to facilitator:** Get the groups to draw a table as below. (Need to stick papers together if sheets are small).

Target/Resource	Stress	a. Rank	Source	b. Rank	Cumulative scores (a x b)	Critical threats (Prioritised)

Ranking scores: Most damage = 4, Least damage =1

- After Ranking. Fill in the Total Rank by multiplying in each row, the (a) and (b). Then prioritise the critical threats by ranking in ascending order.
- Get the groups to Map out the critical threats, where they occur within their area.
- Present back to the group for discussions and conclusions

## Stage V- Strategies

**Objective:** To formulate strategies aimed to mitigate the critical threats acting on priority targets.

**Outcomes:** Details of all key strategies focusing on those inside the Areas of Interest.

WHO	MAIN AGENDA	WHAT TO SAY	HOW TO DO IT
FACILITATOR	Explain purpose of the meeting	Give the objectives and the expected outcomes Explain also what we mean by strategies	Show from the flow chart where we are.  Work through an example to explain the exercise
	Breakout Group Discussions	Ask the following questions to generate discussions\; What actions can we take to address the threat? What outcomes are desired? How can the condition be improved?	Use Butcher paper, draw the table below and fill in

## Worksheet 4- Strategies

**Instructions to facilitators:**

- Get the groups to fill out the table as below.

Critical threat	Strategies		
	What actions can we take to address the threat?	What outcomes are desired?	How can the condition be improved?

- Get the group to Map out strategies such as protected or closed areas.
- Present all charts back for discussion and conclusions.

## Stage VI- MEASURES OF SUCCESS

**Objective:** To assign indicators of success for each listed strategy and to develop simple and effective programs for monitoring these indicators.

**Outcomes:** List of key indicators and simple monitoring programs.

WHO	MAIN AGENDA	WHAT TO SAY	HOW TO DO IT
FACILITATOR	Explain purpose of the meeting	Give the objectives and the expected outcomes	Show from the flow chart where we are.
	Breakout Group Discussions	Define what a goal is. Answer the questions that are in the table, see worksheet.	Work through an example to explain the exercise

## Worksheet 5-MEASURES OF SUCCESS

**Instructions to facilitator:**

- Get the groups to develop their goals.
- Then answer the questions that follow;

Strategies	Goal	What is the indicator for the goal? What is the simplest thing we could measure?	How would we do this work?	Who would do this work?	Who is responsible for this work?	How does this feedback into the implementation process?

- Present charts back to the group for discussions and conclusion.

## ***Stage 6. Developing goals and objectives.***

Recognise that there is a difference between goal and objective;

### **Goal**

- Broad, your dream or vision stated in a practical terms.
- Opposite of the problem.
- Easy for the public to understand.

### **Objective**

- Specific, How to achieve your dream- A good objective should be Outcome Oriented.
- Helps to solve the problem
- Used by the project staff to guide the activities.
- A good objective is SMART

S-specific, M-measurable, A-achievement or outcome oriented, R-realistic, T-time limited

## **Worksheet 6: Goals and Objectives**

### **Instructions for facilitators:**

- Develop objectives for all the critical threats by filling the table above.
- After collecting the relevant information from the table, write out the objective.

<b>Threat</b>	<b>Strategy # 1</b>	<b>Outcome the strategy is trying to achieve</b>	<b>Where?</b>	<b>When?</b>



