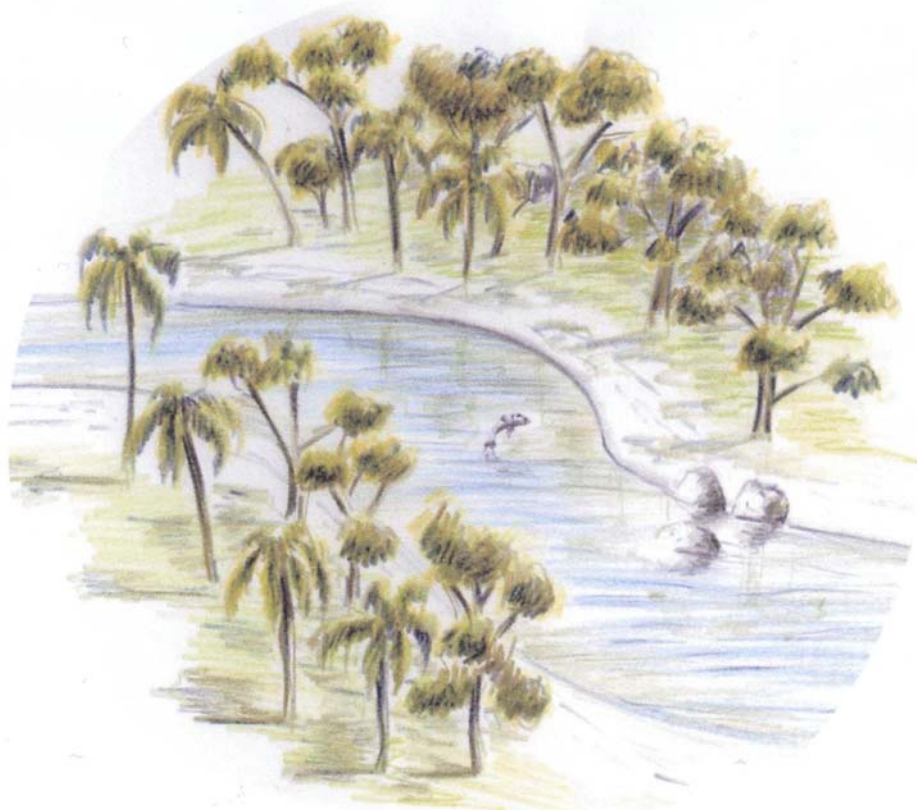


T6123-REG  
Promoting Effective Water Management  
Policies and Practices (Phase 3) Pilot  
Demonstration Activity for Developing  
and Testing Environmental Education  
and Awareness Methodologies and Tools

Monthly Briefing Notes for July 2004

Prepared for the Asian Development  
Bank



*This report was prepared by consultants for the Asian Development Bank. The findings, interpretations, and conclusions expressed in it do not necessarily represent the views of the Asian Development Bank (ADB) or those of its member governments. ADB does not guarantee the accuracy of the data included in this report and accepts no responsibility for any consequences of their use.*

## I. Introduction

1. This Monthly Briefing Note covers the period 1<sup>st</sup> July 2004 to the 31<sup>st</sup> July. The purpose of these notes is to provide brief PDA progress and reflection for this month. More details regarding these notes can be provided on request.

## II. Key Activities Undertaken

2. Field Guide for the RAP was tested and local facilitators and translators for the RAP were appointed. The purpose of the Field Guide is to ensure the local research facilitators facilitate the RAP efficiently and draw out relevant and useful information from the target communities.
3. Research sites were finalized in collaboration with RAP partners. Logistical arrangements and dates were set by Live & Learn's Research Adviser and the targeted communes confirmed their interest in the RAP.
4. Two community research tools for were developed and two formal education research tools were developed. The research tools include (i) ranking exercises, (ii) learning circles and for teachers (iii) semi-structured interviews. This research will inform the development of the learning tools and the mini strategy.

## III. Outcomes

5. Final Field Guide is attached with these notes. This guide was based on our existing experience with similar work and modified to the Cambodian context with assistance from our PDA partners.
6. Research tools tested and finalized. Existing and previous tools and methods from community fisheries projects were noted as a part of the development of the PDA research tools. Live & Learn's regional offices provided input and technical advice.
7. Local Research facilitator identified and appointed. These facilitators were appointed based on advice from UNDP and the World Fish Centre.



#### IV. Conclusion and Recommendation

8. It was decided that the research should focus is two areas:

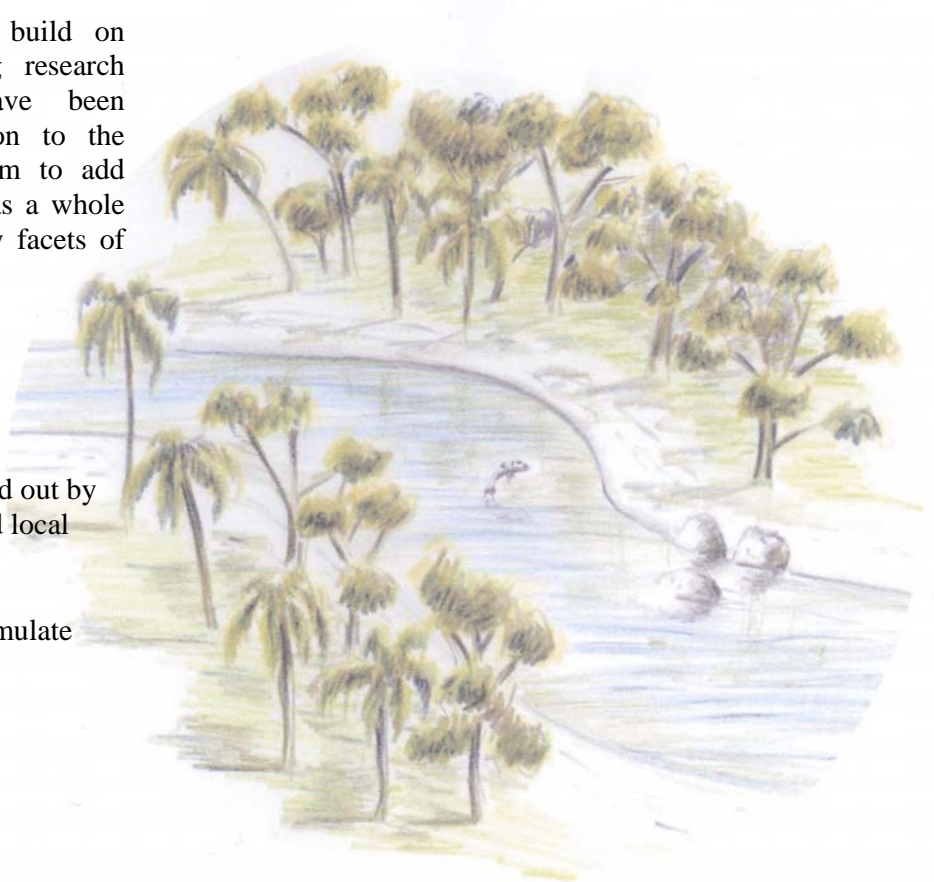
*Community:* (i) perceptions of environmental problems and links between these problems and the socio-economic environment (decision making) and (ii) perceptions of opportunities to participate in solving environmental problems in the Tonle Sap.

*Formal education:* (i) role of formal education in building competence and awareness of young people to solve environmental problem and (ii) identify effective environmental education methodologies.

9. The research should build on previous and existing research experiences that have been carried out in relation to the TSEMP. It should aim to add value to the TSEMP as a whole and consider the many facets of the project.

#### Next Step:

- Data collection carried out by Research Adviser and local facilitators.
- Analyze data and formulate RAP report.



**Annex A:**

**Cambodia ADB**  
**Pilot Demonstration Activity (PDA)**  
*Water Awareness Project (WAP)*

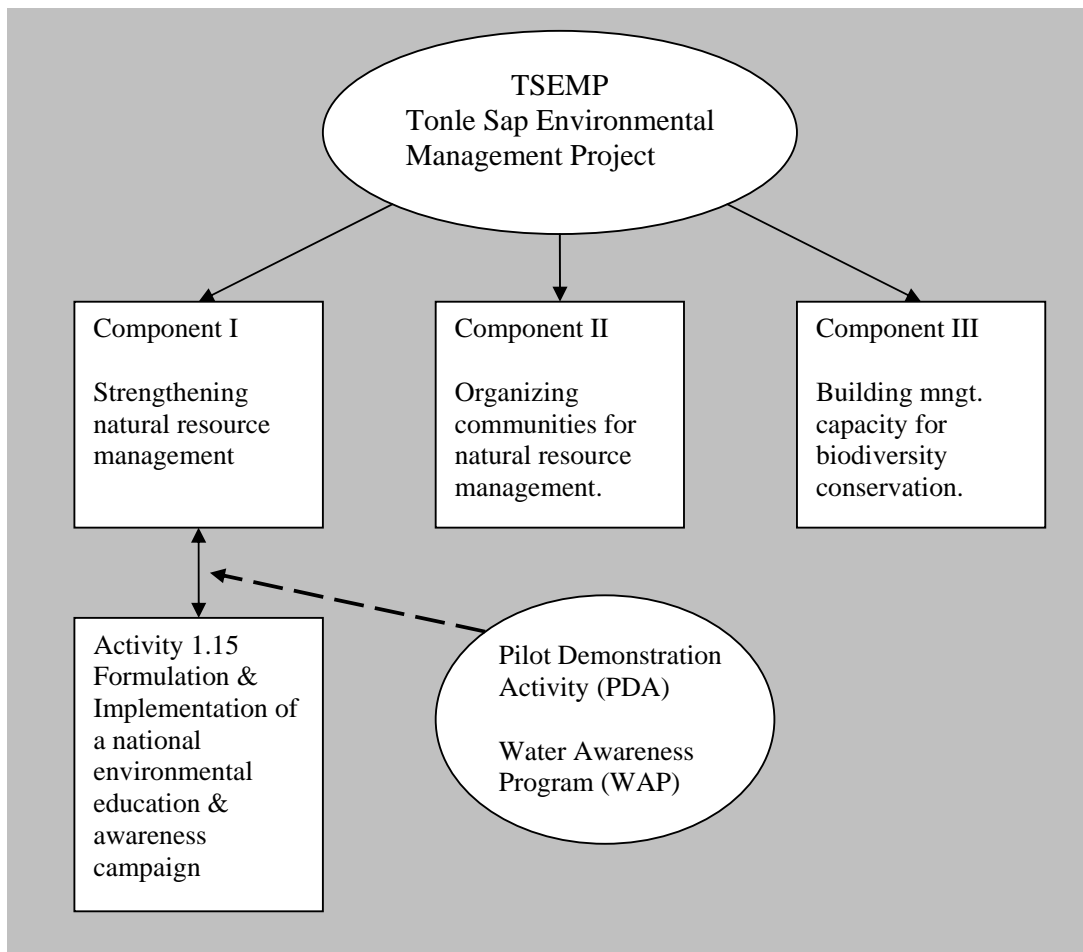
**Research Facilitators Field Guide**  
**for implementation of a**  
**Rapid Assessment of Perceptions (RAP)**

Sally Asker July 2004

## **WHAT IS THIS PROJECT?**

This activity forms part of the wider Tonle Sap Environmental Management Project (TSEMP). One important component of the TSEMP is the strengthening of natural resource management in the Tonle Sap. Under this component is the formulation & implementation of a national environmental education & awareness campaign.

This activity you will be working on is a Pilot Demonstration Activity (PDA), in the form of Water Awareness Program (WAP). This activity is intended to showcase Tonle Sap initiative activities as they progress, especially in the area of environmental education and awareness programs that stimulate local community ownership over community problems associated with water. The PDA is intended to support the formulation and implementation of Component I under the TSEMP. A diagram depicts these relationships below.



For the pilot demonstration activity to be successful it first needs to be informed by baseline research into communities perceptions on water related issues. Four communities representative of the different zones of the Tonle Sap have been selected to take part in this research.

Research sites: Anlung Raing, Kompong Pluk, Prek Toal, and Kampong Khleang.

## **WHY AM I DOING THE RESEARCH?**

**Research is important.** It is needed to give us a rapid insight into individuals in four communities and their thinking about issues related to water. The information we collect through focus groups will explore how community members view (perceive) their situation and what tools they think are necessary to make environmental change.

*Purpose 1.* The research will guide the identification, the nature and the context for suitable environmental education tools to implement the PDA Water Awareness Project (WAP). These tools will be chosen based in the communities' existing knowledge base and perceptions (the information we collect).

*Purpose 2.* The research will also form the base-line for the final evaluation of the WAP Pilot Demonstration Activity.

**What will we do with the data?** The data (information we collect) will be analyzed by Sally Asker from *Live and Learn Environmental Education* back in the office. It is important to collect accurate, unbiased data, data that is based on quality rather than quantity.

Too much data is not always a good thing! It creates a headache and wastes time back in the office. Because of this it is important for the note-taker to write down the exact important parts of the group interview as shown on the data collection sheets- rather than every word of the whole discussion!

**But remember - Be careful not to over-generalize what participants say – we want to collect their views – not what you think their views are!**

The data will be put into an excel database and graphed as part of the research report.

## **RESEARCH DESIGN**

**KAP ( knowledge, attitudes and practice).** The research is designed to find out information about the knowledge, attitudes (perceptions) and practices of a random selection of community members in issues related to water.

Put simply we are interested in finding out what people know about water issues, what they think about water issues and what they can actively do about water issues. KAPs are very useful in obtaining a “snap shot” of all peoples' views from different community status.

The two tools we are using to gain information during the focus group include:

1. a picture stimulus; and
2. ranking cards.

These two tools will help us will find out the Knowledge Attitudes and Practices of the four communities chosen for research. Stimulus tools often makes it easier for groups to participate freely in the research.

**Grouping the participants.** For the purpose of having open discussion, maintaining trust and encouraging free participation, the research will split the participants into 4 groupings. Research focus groups will be conducted separately with each group.

The groups are:

<b>Group</b>	<b>Number of participants</b>	<b>Focus group facilitator</b>	<b>Focus group note-taker</b>
A women's group	6-10		
A youth group	6-10		
A men's group	6-10		
A community leaders group	6-10		

All of the information from these groups will be collected in the vernacular (Khmer). However all information will need to be converted to English afterward. This translation will be part of your job. Where possible it would save time to do as much note-taking as possible during the focus group in English.

## **HOW DO I FACILITATE THE RESEARCH? FACILITATION GUIDE**

### **Step 1 GAINING TRUST AND SETTING UP**

**Randomly picking the participants.** To ensure that we obtain a wide spread of views from all groups, it is important to have a 'random' sample of people from each group (women, youth, men, leaders) included in the research.

For instance, troubles can occur by having all the smartest' or only the most elderly women from the women's group included in the research to represent the women's group views. This sort of selection of participants will not show the real spread of

answers that exist within the actual group and it is called a *biased* selection that will result in *biased* information.

Please explain to the person you contact in the community who is choosing the research participants, that it is important that you have a wide spread of people who represent all the people usually in the grouping. If you personally have the opportunity to choose participants, there are a few simple ways to create a random research group.

Method 1. Get a list of the group names, close your eyes and randomly point to 10 different names on the list. These people will be the participants in your research.

Method 2, If more than 12 women gather to take part in the research, have ready 10 small pieces of colored card and some small pieces of plain colored card with you. Then have all the women present pick a piece of card out of a small box or your hand with their eyes closed. The ten people with colored card can stay for the research. These people have been randomly chosen to be part of the research!

**Space is important** The place of the focus group meeting is very important. Try and use a place that is free of noise and distractions from other community members. A good space would be places like somewhere quite under some trees, or in a community meeting area. Participants need to feel comfortable, and they need to feel relaxed. Make sure that everyone is sitting in a circle shape and everyone can see each other's face. This will encourage participation and interaction.

**Set the right tone** by getting to know the participants. Engage each person by welcoming them as they gather in your research meeting place. Make sure you introduce yourself and try to learn each person's name right at the start.

**Be prepared.** It is likely that you will be asked questions that you are not able to answer. Do not make any promises on behalf of the project. Ask Sally any questions of you are unsure. Be prepared to say that you are unsure of an answer, will try and find out, and will get back to the participant. Also be prepared for discussion to go off course and calmly steer it back to the subject at hand.

**Starting out.** Start out by sharing with the group of participants the purpose of the research. At this stage the participants need to know that you are collecting some information to assist in the design of an ADB Environmental Education Water Project. The project will hopefully assist in their community in the next few years. Explain to each grouping that by sharing their ideas and discussions with you, ADB will be able to design the development project to best suit the needs of their community.

- \* Explain to the participants that the main objective of the research is: to discuss some questions based around water issues in their community.
- \* Let participants know we are doing the same thing in three other communities and that it might take an hour of their time and we appreciate this.
- \* Explain that the next hour will involve 6 questions and they will be working as a group on the activity.
- \* Encourage the participants that there are no 'wrong' and 'right' answers – participation is the key – (try and create a non-threatening atmosphere).
- \* Be sure to introduce the note-taker to the group and say that his/her role is to record information and he/she will remain silent during the activities.
- \* Welcome any questions.

At the end be sure to thank everyone for their efforts. Put all the note-takers notes in the brown paper envelope, and record the name of the community, the group and number of participants on the front of the envelope.

## **Step 2 FACILITATING THE FOCUS GROUP**

Each focus group will take a maximum 1hr 15 minutes from start to finish. Remember we are working with four groups. The research may take 2 days in each community. This may include time for getting to the community, obtaining entry into the community, explaining the project research to the community heads and then organizing, gathering and carrying out the research with the community members.

For the focus group one person will be the facilitator (question asking and guiding) and one staff member will be the note-taker (like a 'fly on the wall', not talking, just observing and taking notes on the focus group data sheet.)

In much social research a focus group serves as the major source of information. An interactive focus group provides a tool for gathering information which you can make graphs from and discuss. Each question and answer are essential to finding out the information you need to fulfill the purpose of the research. Focus groups can help you obtain information about what people do, what they think, what they know, feel or want (KAP information).

### **Knowledge – what people know & how well they understand something.**

Focus group questions about knowledge may ask the participant what they believe is true.

*Examples of knowledge questions:*

What is the major cause of water pollution in your community?

Clean water is relevant to my life and well-being. agree/disagree

## **Attitudes and opinions**

These terms refer the way people think, the perceptions they hold of the past, present and future and their feelings about a subject.

*Examples of attitudes and opinions questions:*

What do you think is the biggest challenge facing your community in the next five years?

In your opinion, do you get a say in environmental decisions?

## **Practice, actions and behavior – what people do / or can do**

Questions about practice ask people what their actions have been in the past, are now, or what they plan to do in the future.

*Examples of practice questions:*

What do you use water resources for in your everyday activities?

What can you do to improve the water quality in your community?

### **TIPS for the facilitator.**

- Don't ask a question unless it has a use; that is unless it is important to the study.
- Collecting too much information can be dangerous! It adds to your time and can become an information overload.
- Only ask questions that the respondent can understand and are willing to answer.
- Do not ask leading questions.  
An example is “ Do you *agree* that biodiversity is threatened in the Tonle Sap?”  
This is a leading question because it pressures the person to agree with you. A better question would be Do you agree or disagree that biodiversity is threatened in the Tonle Sap? This gives the person equal options to answer in either way they feel.

**Monitor groupwork.** A good facilitator does not give group tasks and then leave the group alone or in silence to complete it. A good facilitator is a good monitor and needs to probe the group to begin discussion. You can do this by clarifying the task you want the group to undertake very clearly before they begin. Be prepared to bring groups back on track if their concentration goes to other discussions rather than focusing on the topic you have given them. Monitor the groups by actively quietly observing and listening that everyone is participating, they may need extra encouragement to speak up. It is important to bend or sit and get down to the level of the rest of the group, so as not to dominate and be seen as judging what they are saying.

Be sure that no one person dominates group discussions. Let groups know how much time they have left on the question. – “ OK just to let you know you have 2 minutes left, please start finishing up, are you all agreeing” or perhaps “ It looks like lots of good ideas are being put down, Do you need more time to complete this task?” This way you will be effectively monitoring and managing group expectations.

## **Step 3 FOCUS GROUP QUESTION GUIDE**

### **Activity 1 Uses of water in the community**

**a) What do you use water for in your community?**

### **Activity 2 Perceptions of water related issues**

The research wants to know: About community awareness of what problems exist toward water (waste, over-fishing etc).

Phrasing this query for the community:

**a) Can you tell us what kind of issues / problems / the water resource has in this area?**

(Room for extra probing /explanative questions)

### **Activity 3 Perceptions of how water related issues inhibit poverty reduction**

The research wants to know: What are the communities perceptions of how these problems link to degradation / poverty / their lifestyle? How do these issues inhibit poverty reduction?

Phrasing this query for the community:

**a) How do these water-related issues / problems impact you lifestyle/ inhibit poverty reduction?**

(Room for extra probing questions)

### **Activity 4 Perceptions of environmental/social linkages & futures thinking**

The research wants to know: If communities can make linkages between water issues and associated social effects, and if they can perceive what may happen in the future.

Phrasing this query for the community:

**a) If we look at part of the Tonle Sap as being this picture, can you tell me, – what things may be impacted (happen) if the environmental water quality declines in this picture?**

**b) What do you think might be the situation in 5 years time if things continue as they have in this picture?**

## **Activity 5 Perceptions of who makes decisions about the environment**

The research wants to know: Who communities perceive to be the major environmental decision-makers.

Phrasing this query for the community:

**a) Ranking exercise. We would like to know who makes decisions about the environment? As a group please rank (put in order) these cards in order of who makes the most decisions about the environment to the people who get the least say about environmental decisions. The whole group needs to agree on the placement of the cards.**

Commune heads  
Me  
Community leaders  
Government  
Department of Environment  
NGOs  
People from outside Cambodia

(You can ask people why they put certain cards in certain places and the note taker can write down any extra questions and what you find out.)

## **Activity 6 Perceptions of personal participation in environmental change**

The research wants to know: How people perceive (feel) they can be involved in environmental solutions / change?

Phrasing this query for the community:

**a) How could a national campaign empower your community to take action to change the situation related to water issues? – what tools (actions / things) would you like to see come out of a campaign to assist (help) you?**

## **End of the focus group – Give Thanks**

“You have been very kind with your time and very open with your answers. Thank you and my team, look forward to working with your community in the future months later this year and early next year.”

**Using time wisely – Example planning of research activities over two days in a community.**

Day 1 example schedule	Day 2 example schedule
11:00- 11:30am <b>Meet with community heads</b> and explain purpose of the research and what will be involved and how they can help you identify participants and where you can run the interview and at what time.	9am -10:30 am <b>leaders group interview</b>  1 male facilitator 1 female note taker
1pm – 2:30pm <b>Women’s group interview</b>  1 female facilitator 1 male note taker	12 noon – 1:30pm <b>Men’s group interview</b>  1 male facilitator 1 female note taker
4pm – 6pm <b>Youth group interview</b> (some youth may have school earlier)  1 facilitator (male or female) 1 note taker (male or female)	

**Stationary checklist**

Stationary	Amount per community
Interview data collection sheet	4 x set of data recording sheets per village, 1 per group informal interview photocopy one sided.
Brown envelopes	4 x brown envelopes per village to put surveys in (envelopes have blue form to fill out on the front)
Picture stimulus	1 set
Ranking cards	1 set

## **What comes out of the research? -The end product -**

All the information we collect will end up in an important document that will inform how the PDA / WAP tools are chosen and implemented and will determine the baseline comparison for the final evaluation to be judged against.

The format of the report is important to know as all the information we collect will need to fit into the format. Below is the outline of what the research report may look like. Pay special attention to part 3 as these are topics the research will find things out about.

**TITLE: “Water Issues in the Tonle Sap: A Rapid Assessment of Perceptions”**

### **PART 1 INTRODUCTION**

- 1.1 Brief description of the country
  - Research communities’ location
  - Research communities’ demography

### **PART 2 RESEARCH PURPOSE & METHODOLOGY**

- 2.1 Purpose
  - Methodology
  - Limitations

### **PART 3 FINDINGS OF RAP**

- 3.1 Summary of perceptions
- 3.2 Understanding of water-related issues
  - Perceptions of the social/environment interface
  - Perceptions of links between water issues and poverty reduction
  - Perceptions of communities being part of change mechanisms
  - Future needs of communities to be part of environmental solutions
  - Challenges of existing systems

### **PART 4 SUMMARY AND RECOMMENDATIONS**

- 4.1 Implications for innovative suitable environmental education tools

**Appendices- RESEARCH CALENDER AUGUST 2004**

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	7/8
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	14/15
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	21/22
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	28/29
<b>30</b>	<b>31</b>	<b>1 Sep</b>	<b>2</b>	<b>3</b>	



## ABOUT LIVE & LEARN ENVIRONMENTAL EDUCATION



Live & Learn is a non-profit, non-government organization with locally registered project offices in Melanesia and Australia. Our main office is located in Suva, Fiji Islands. Live and Learn promotes greater understanding and action toward human and environmental sustainability through education and dialogue building.

We develop and implement projects for teachers, schools and communities in the field of environmental and development education. We believe that local knowledge and global understanding are the starting points in developing an ethic in environmental and development education. Local ownership of environmental projects, open participation and equality remain the foundation of our organization. Live and Learn projects are action based, innovative and use creative learning models of environmental and development issues in the developed and developing world.

For further information visit our website: <http://liveandlearn.idea.org.au>

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