



# **A Baker's Dozen Plus: The Aboriginal Sustainability Network Toolbox**

**Fourteen Participatory Methods Developed for the  
ASN**

為“原住民環境永續能力網絡”  
發展的十四種參與式方法

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and 和  
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Produced for the Aboriginal Sustainability Network.

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公司根據與原住民環境永續能力網路的合同生產。  
由 William Hipwell 博士 和 Kimberly-Anne Ford 博士 編輯和校正

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## INTRODUCTION: PARTICIPATION AND THE ASN

### 介紹：參與和原住民環境永續能力網絡

This field manual describes fourteen ‘participatory’ facilitation techniques for use during the Aboriginal Sustainability Network (ASN) workshops (Hipwell 2006a, 2006b, 2006c). These techniques are useful for improving dialogue between participants, broaching sensitive topics, and increasing participation from otherwise shy or reserved participants. The techniques frame group discussions (and data collection) within games, activities, or exercises.

這個田野手冊描述了十四種用於原住民環境永續能力網絡專案(ASN)工作坊的“參與式”幫助技術(Hipwell 2006a, 2006b, 2006c)。這些技術將十分有利於推進參加者之間的對話, 提出敏感題目, 和增加害羞或態度保留的參加者的參與程度。這些技術將在遊戲, 活動或者練習中構築小組討論(和資料搜集)。

To create this toolkit, researchers examined three main sources of Participatory Action Research (PAR) resources:

- Jacques Chevalier (2006) ’s “Index of Tools and Techniques”;
- The Food and Agriculture Organisation (FAO) (2001)’s “Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook”; and
- The FAO (2006)’s “Participation: Sharing our Resources”.

爲了創造這個工具箱, 研究者們檢視了參與式行動研究(PAR) 資源的三個主要來源:

- Jacques Chevalier (2006) 的“工具和技術索引”;
- 世界糧食和農業組織(FAO) (2001)的 "社會經濟和性別分析(SEAGA)田野水平手冊"; 以及
- 世界糧食與農業組織(2006) 的“參與: 分享我們的資源”。

From these sources, Dr. Kimberly-Anne Ford and Dr. William Hipwell (ASN Principal Investigator) adapted fourteen techniques to meet the unique characteristics and data collection requirements of the ASN workshops. The techniques fall into four broad categories:

- Ideal Scenarios
- Getting to Know the Communities
- Lessons Learned and Problem Solving
- Community Power Structures.

根據這些來源, Kimberly-Anne Ford 博士和 William Hipwell 博士(ASN 主要調查員)調整併發展出了十四種符合 ASN 工作坊的獨特特徵和資料搜集要求的技術。這些技術可以歸入四個寬泛的類別:

- 理想情景設置
- 逐漸瞭解社區
- 學到的教訓和問題的解決
- 社區權力結構

The activities in each category have been tailored to address the projects' central objectives of needs and capabilities assessment, and knowledge mobilisation for sustainable socio-ecological development in the participating communities.

每個類別的各項活動都被精巧地設計得符合專案需要和能力評估的中心宗旨, 以及以參與社區的社會經濟永續發展為目的的知識流通。

The 2007 ASN workshops will take place in five different communities. Prior to the workshops, communities will complete the “ASN Community Needs Assessment Questionnaire”. Communities and the research team will then work together, using the data from the questionnaire, to select and plan appropriate workshop activities. Ideally, the activities selected from this manual will provoke discussion of the specific issues of importance in the various communities. As such, not all of techniques used in one setting must necessarily be repeated in all communities, however, for sake of consistency in data collection, it may be necessary to repeat some of them. Since the workshops will take place in different communities, all but the first of these techniques are designed to be conducted with a focus on the “host” community. However, in the discussion that follows the main part of the activity, visiting community representatives of should be encouraged to contribute experiences and perspectives from their home communities.

2007 年的 ASN 工作坊將在五個不同的社區進行。在工作坊之前, 各個社區將完成“ASN 社區需求評估問卷”。各個社區和研究小組然後將共同工作, 使用從問卷中獲得的資料, 選擇和計劃適當的工作坊活動。在理想的情況下, 從這個手冊中挑選的活動將會引起涉及各個社區重要的具體問題的討論。基於這個考慮, 沒有必要將設置於一個情境下的所有技術重複使用於所有社區, 但是為了搜集資料的連貫性, 也許有必要重覆使用其中的某些技術。鑒於工作坊將在不同的社區中進行, 除了第一個之外的所有技術將是為主人社區設計和實行的。但是在主要活動部分之後的討論中, 其他社區的代表應該被鼓勵分享來自他們社區的經驗和觀點。

## PARTICIPATORY ACTION RESEARCH: GOALS AND CAVEATS

參與式行動研究 (PAR)：目標和告誡

### Goals 目標

PAR is an approach to research, aimed at effecting social change, while fulfilling pragmatic data collection needs. It does so in a number of ways

1. It works to forge a reciprocal exchange between researchers and the people who would, in traditional methods of inquiry, otherwise be considered ‘research subjects’.
2. It fosters an exchange of ideas and information among community members.
3. In the Aboriginal Sustainability Network, PAR is taken a step further so that it helps to mobilise knowledge for an exchange among different communities, creating a functional network or web, an international “community of practice”.

參與式行動研究 (PAR) 是一種以影響社會變化為目標的研究方法。參與式行動研究同時能實現搜集資料的需要。它可以通過以下途徑實現這一目的：

1. PAR 能有效促進研究人員和社區居民之間的相互交流。在傳統的研究方法中，社區居民僅僅被認為是被“研究的主题”。
2. PAR 可以促進社區成員之間의思想和資訊交流。
3. 在原住民環境永續能力網絡中，PAR 進一步促進和有效動員在不同的社區之間的知識流通，創造一個實用的網路和國際性的“實踐的社區”。

In PAR, respondents are not only seen as possessing valuable information to be extracted, recorded, and analysed by researchers. They are considered ‘experts’ in the domain of inquiry in question, and to have a vested interest in the conduct of research and in the application of research outputs. As such, PAR strives to build an equitable partnership, in which all parties involved benefit from the experience of engaging in research.

在 PAR 的過程中，應答者不僅被視為擁有可供研究員提取，記錄，和分析的可貴資訊，而且被視為調查領域的“專家”。他們在研究進行當中以及在研究成果的應用過程中享有法定的利益。PAR 因此努力建立一種公平的合作關係，在這其中，所有參與者都平等地分享這個參與過程當中的益處。

*Caveats* 告誡

Researchers should be aware that there can be disagreement among participants, brought to light by participatory activities. If not managed, conflict could escalate to the point that it inhibits completion of an activity. However, conflict can enhance the richness and depth of the data collected. Excessive conflict management can result in an illusion of consensus by excluding "...anything that is messy or does not fit the structured representations implied by participatory tools" (Kothari 2001: 147). Researchers should attempt to maintain an atmosphere of respect, emphasising that activities are meant to elicit diverse viewpoints. Researchers should also take note of any disagreements that may arise during activities. Whenever possible, someone other than the facilitator should take detailed notes, including information identifying the communities represented and the respondents, for each of the activities.

研究員應該知道,在參加者之中可能存在分歧,這會在參與式活動當中清楚地顯示出來。如果處理不當,衝突可能會升級,甚至發展到限制或者阻止活動的完成。但是,衝突也有可能提高資料的豐厚和深度。過度的衝突管理可能導致公眾認知一致的錯覺,這個錯覺是由於排除了"...任何雜亂或不適合計畫好的由參與式工具暗示的表示法"(Kothari 2001年: 147)而引起的。研究員應該試圖維護一種相互尊敬的氣氛,要強調活動的目的是徵集不同的觀點。研究員還應該及時記錄可能在活動期間出現的所有分歧。每當可能,應該有人在每項活動中,除了活動主持人之外,作詳細的筆記,包括對表達意見的社區和應答者的資訊辨認。

## Equipment and Materials for the Workshops

### 工作坊的設備和材料

The following equipment and materials will be needed for successful workshops:

- Video camera (VCD or DVD)
- Digital Camera
- Voice recorder
- Base maps of communities
- Flip-chart stands (two) and paper (one pad per workshop)
- Whiteboards and markers (or blackboards and chalk)
- Coloured cardboard or “construction” paper (heavy paper for arts and crafts)
- Scissors (five pair)
- Pencil crayons
- Pens and pencil
- Note paper for participants
- “Blue Tack” or other material for temporarily sticking pieces of paper to surfaces
- Drinking water for participants!

下列這些設備和材料將是取得成功的工作坊的必備：

- 攝像機（VCD 或者 DVD）
- 數碼照相機
- 錄音機
- 社區基礎地圖
- 掛圖架（兩個）和紙張（一個工作坊一選）
- 書寫板和書寫筆（或者黑板和粉筆）
- 彩色紙板 或者 “製圖” 紙（要厚重的藝術和手工用紙）
- 剪刀（五把）
- 鉛筆蠟筆
- 鋼筆和鉛筆
- 為參與者準備的筆記紙
- 不粘膠或者其他可以用於臨時粘貼用的材料
- 為參與者準備的飲用水！

## **I. IDEAL SCENARIOS 理想的情景**

Ideal scenario techniques are used to elicit discussions about the best possible future for a given community and the potential ways of getting there. Participants are encouraged to embark on 'flights of fancy' and then to discuss how the ideal can be or has been made real.

理想的情景技術，用來引發關於一個指定社區最好的將來，和實現這種將來的潛在方式的討論。參加者被鼓勵展開“奔放的想像”，然後談論怎樣實現這個理想，或者這個理想是如何（已經）被實現的。

### **1. Two Truths and a Lie 兩個事實和一個謊言**

#### **EQUIPMENT AND MATERIALS**

video and/or voice recorder

#### **設備和資料**

攝像機 和/或者 錄音機

#### **TIME REQUIRED:**

30 minutes

#### **時間需求：**

30 分鐘

#### **DESCRIPTION:**

This technique is useful to allow participants to get to know each other, introduce their communities, and to generate discussions about community achievements and ideal scenarios for the future.

#### **描述：**

這個技術將十分有助於讓參加者相互認識，介紹他們各自的社區，和引起關於社區成就以及理想的社區將來的討論。

**GUIDELINES:**

Volunteers are invited to share their community's accomplishments with respect to natural resources. Two of the stories must be true, and the third must be a convincing lie—ideally something that they would like to achieve with help, guidance, or suggestions from the other communities. Other participants are then asked to guess which of the three statements is the lie, and a discussion ensues about how to actualise the fiction.

**指南:**

志願者被邀請分享他們的社區關於自然資源（使用和管理）的成就。兩個故事必須是真實的，但是第三個必須是一個具有說服力的謊言 — 一個在其他社區的幫助、引導，或建議下希望達到的理想情景。其他參加者然後會被請求猜測這三個聲明哪個是謊言，接下來討論如何使理想成爲事實。

**RECOMMENDATIONS AND HELPFUL HINTS**

This technique is a good icebreaker. **Representatives from the different communities should participate in this equally.**

**推薦和有用的提示:**

這個技術好似一條破冰船。不同社區的代表們應該平等地參與其中。

**EXAMPLES OF PAST USE / SOURCE:**

This technique was adapted from Chevalier (2006)'s "Index of Tools and Techniques".

**過去應用的例子/來源:**

這個技術由 Chevalier (2006)的 “工具和技術索引” 發展而來。

## 2. “I have a dream...” “我有一個夢想...”

### EQUIPMENT AND MATERIALS

Flip-chart and paper; markers

#### 設備和材料

掛圖和紙張；書寫筆

### TIME REQUIRED:

30 minutes.

#### 時間需求：

30 分鐘

### DESCRIPTION:

This technique is used to generate discussion about ideal visions for the community's future and how to achieve them by allowing participants to share their “dreams”. The technique also reveals the important values held by community members.

#### 描述：

這個技術通過讓參與者們分享他們各自的夢想來引起關於社區理想的將來，以及如何實現這個理想將來的討論。這個技術同時能展現出社區成員們的重要價值。

### GUIDELINES:

One participant is selected to share an ideal scenario for their community, beginning with the statement “I have a dream...” A general dream statement is noted along the top of a flip chart or chalkboard. For example, “I have a dream that people no longer use cars to get around in my community”. “Car-Free Community” is noted as the ideal scenario at the top of the flip chart. The person who proposed this dream is then asked to list all of the positive aspects of their dream. These might include: safer for children; improved air quality; more people would walk or cycle to work; etc.. These are noted in point-form along the left side of the flip chart under the dream statement. In the middle column, the facilitator asks participants to talk about the different *values* behind the positive elements, by asking, for example: “why is X important to you?” This might lead to answers like: the safety of children is important; I/we value physical fitness; etc. Following this, participants are asked to suggest steps to achieve the overall vision. If the thought of tackling the overall dream statement is too overwhelming, the value statements in the central column can be addressed instead, with questions such as: “How else might the safety of children be ensured?”

**指南:**

一個參加者被挑選出來分享關於理想社區的設想，這個描述將以“我有一個夢想...”為開始。一個概括的夢想被注明在掛圖架或黑板的上方。例如，“我有一個夢想，在我的社區居民不再使用汽車到得社區的各個地方”。“無汽車社區”將被注明為理想的情景寫在掛圖的上方。提出這個夢想的人然後將被請求列出所有他的夢想的積極方面。這些也許包括：孩子們更安全，改善的空氣質量，更多居民走路或騎車去上班等等。這些將被以關鍵點的形式羅列在掛圖的左側，夢想聲明之下。在中間專欄，活動主持人會問參與者一些問題，邀請他們談論這些積極元素之後的價值，例如：“為什麼 X 對您很重要？”這也許引出答覆像：因為孩子的安全很重要，我/我們很重視體育健身等等。在這以後，參加者會被請求給予建議，目的在於如何實現這個整體夢想。如果實現這個整體夢想的障礙太巨大，那麼在掛圖的中央，關於價值聲明的一欄中，可能改為問題譬如：“有什麼其他方法可以讓孩子們的安全得以保障？”

**RECOMMENDATIONS AND HELPFUL HINTS:**

It might be useful to run through the initial part of the “I have a dream” exercise four or five times, with different respondents, writing ideal scenarios on four or five different flip charts. Then, the group can continue through the exercise, discussing the four or five examples simultaneously. This will begin to present a picture of the central values shared by members of the ASN. Conversely, the exercise can be conducted as described above and repeated several times. **Host communities should take the lead in this activity.** However, if other communities suggest “Dreams”, the community of origin of each should be carefully recorded on each flipchart.

**推薦和有用的提示：**

將“我有一個的夢想”活動的最初部分在不同的應答者中重複進行四或五次也許會很有用。可以在四張或五張不同的掛圖上分別寫下理想的情景。然後，這四個或五個例子同時進行。這個活動將開始構建出一幅關於 ASN 的成員們所分享的核心價值的圖畫。這個活動可以如上所述進行並重覆多次。**主人社區應該在這個活動中起到領導作用。**但是，如果其他社區的成員提出他們的“理想”，每個“理想的情景”的來源社區應該被仔細地被記錄在各個掛圖中。

**EXAMPLES OF PAST USE / SOURCE:**

This technique was adapted from Chevalier (2006)'s “Index of Tools and Techniques”.

**過去應用的例子/來源**

這個技術由 Chevalier (2006)的“工具和技術索引”發展而來。

## II. Getting to Know the Community 逐漸瞭解社區

The following set of techniques are used to create “snapshots” of certain elements of the community. These are very useful for preliminary data collection and to allow representatives to get to know the various communities involved in the ASN.

下面的一組技術用於創造某些社區元素的“快照”。這些技術將對收集初步資料以及允許代表們瞭解其他參與 ASN 的社區非常有用。

### 3. Participatory Mapping 參與式地圖製作

#### EQUIPMENT AND MATERIALS

Large sheets of paper, pencil crayons, blue tack

#### 設備和材料

大張的紙，鉛筆蠟筆，不粘膠

#### TIME REQUIRED:

30 minutes

#### 時間需求：

30 分鐘

#### DESCRIPTION:

This technique allows participants to graphically represent their communities to others.

#### 描述：

這個技術使得參與者可以將自己社區的地理狀況展現給其他社區的參與者。

#### GUIDELINES:

A large sheet of paper is spread out. Participants are asked to draw various features of their community: infrastructure, water sources, agricultural lands, forest lands, grazing areas, health services, etc. Participants are then asked to stick their drawings on the main community illustration. Once all the community features have been pasted onto the large sheet, participants are then asked to speak about land use in their community.

**指南：**

一張大紙被攤開。參與者被請求畫出他們社區的各種特徵：基礎設施，水源，農田，森林，放牧區域，衛生服務設施等等。參與者然後被請求黏附他們的圖畫在主要社區圖表上。一旦所有社區特徵被黏貼到了大紙上，參與者然後被請求講述他們社區對土地的利用。

**RECOMMENDATIONS AND HELPFUL HINTS:**

The main community illustration can be prepared prior to the activity, with some of the basic features of the land or community in question (roads, geographical features, etc.). Moderators should have artistic supplies on hand: large sheet of paper, smaller cardboard or paper sheets, markers, crayons, tape, scissors, etc. It might be useful to break a large group into smaller groups and ask each group to illustrate particular kinds of features (e.g., community services, sacred areas, forest areas, etc.). **Host communities should take the lead in this activity, producing the larger community depictions. Meanwhile, representatives from the other communities can prepare smaller illustrations of a specific aspect of their community that they find most important.** 、

**推薦和有用的提示：**

主要社區圖可以在活動之前準備好，包括一些土地或社區的基本特徵(道路、地理特徵等等)。主持人應該有準備好一些藝術用品：大張紙，較小的紙板或紙張，書寫筆，蠟筆，磁帶，剪刀等。也許打破一個大組而組成若干個更小的小組會更有效。可以請求各個小組描繪某些特殊種類的基本特徵(比如 社區服務設施、神聖的區域、森林區域等)。主人社區應該在活動中起到領導作用，並且引發出更廣泛的關於社區的描述。同時，其他社區的代表們可以準備較小規模的地圖，這些地圖有關於他們發現的對於他們的社區最重要的一個具體方面。

**EXAMPLES OF PAST USE / SOURCE:**

See, for example, the village map of Khajret-Uperli Guanguri Himachal Pradesh, India (FAO “Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook” 2001: 57).

**過去應用的例子/來源**

請參見印度 Khajret-Uperli Guanguri Himachal Pradesh 的村莊地圖(世界糧食與農業組織“社會經濟和性別分析(SEAGA) 田野水平手冊” 2001 年: 57)。

## 4. Participatory Timelines 參與式時間表

### EQUIPMENT AND MATERIALS

Large sheets of paper; coloured cardboard, scissors, markers

#### 設備和材料

大紙數張，彩色紙板，剪刀，書寫筆

### TIME REQUIRED:

30 minutes

#### 時間需求：

30 分鐘

### DESCRIPTION:

Participatory timelines allow participants to show how a series of events shaped their community or led to major community transformations.

#### 描述：

參與式時間表使得參與者可以展示一系列的事件如何塑造了他們的社區，或者導致了主要社區變革。

### GUIDELINES:

A large timeline is placed on the wall. The date range, which is variable, is noted along the bottom, with participants' input. Participants are given cardboard cards of different colours, for example: red representing economic events; green representing natural events; blue representing political events (government decisions); etc, and asked to select the appropriate cards and to write important events that impacted their community. Participants are then asked to place their cards on the timeline. Participants can then be asked to discuss how this confluence of events has shaped the present state of their community.

#### 指南：

一張大時間表被安置在牆壁上。根據參與者提供的資訊，日期範圍（是可變的）被標明在底部。參加者被給予不同顏色的紙板卡片，例如：紅色代表經濟事件，綠色代表自然事件，藍色代表政治事件(政府決定)等等。參與者選擇適當的卡片並且書寫影響他們社區的重要事件。參與者然後將被請求安置他們的卡片在時間表上，並且被請求討論這些事件如何影響了他們的社區現狀。

**RECOMMENDATIONS AND HELPFUL HINTS:**

It might be best to break a large group into smaller groups and assign each of the smaller groups one of the various kinds of events: political, natural, economic, or social.

**推薦和有用的提示:**

也許最好是將一個大的小組分成若干個更小的小組，各個小組將分配到各種各樣的事件的當中一個：政治的，自然的，經濟的，或社會的。主人社區應該在活動中起到領導作用。

**EXAMPLES OF PAST USE / SOURCE:**

This technique was adapted from Chevalier (2006)'s "Index of Tools and Techniques".

**過去應用的例子/來源**

這個技術由 Chevalier (2006) 的 “工具和技術索引” 發展而來。

## 5. Community Spatial Transects 社區空間橫貫

### EQUIPMENT AND MATERIALS

Map of community if weather does not allow walk

#### 設備和材料

如果天氣不允許戶外的步行活動，一張社區地圖將是必需的

### TIME REQUIRED:

Two hours (outside) or 45 minutes (inside)

#### 時間需求

兩個小時（戶外）或者 45 分鐘（室內）

### DESCRIPTION:

The purpose of a transect exercise is to organise spatial information and represent issues that cut across community areas.

#### 描述

這項活動的目的是搜集空間資訊並且提出貫穿社區區域的問題。

### GUIDELINES:

The community spatial transect can be done physically, with participants actually walking or driving through a community, along a straight line or pre-assigned path, or imaginatively, in a group meeting or workshop setting. A map of the community is displayed. A member or members of the community draw a line through the community (trying to transect as many of the different geographical features as possible (farmlands, forests, village, etc.)). The group then either (a) travels along that line, recording important issues or features of the land, and then presents their recordings to the group in a de-briefing session; or (b) members of the group point to particular spots on the line on the map and discuss the central features and important issues of those areas.

#### 指南

社區空間橫切活動可以通過參加者實際走或駕車橫穿一個社區實現。活動可以 按照一條直線或提前設計好的路徑進行，或者在小組會議或工作坊設置當中，在想像中進行。一幅社區的地圖會被展示。一個或幾個社區成員畫一條橫貫社區的線（嘗試最大可能地橫貫不同的地理特徵（農田、森林、村莊 等等））。這個小組然後或者(a) 按照這條線去走，記錄沿途的重要問題或地貌特徵，然後在任務報告會上展示他們的記錄；或(b) 小組的成員指出線上的特殊點，然後討論那些區域的核心特徵和重要問題。

**RECOMMENDATIONS AND HELPFUL HINTS:**

This activity can be done in combination with participatory mapping, in which case a printed map should be replaced by a participatory map drawn by the host community. **Host communities should take the lead in this activity.**

**推薦和有用的提示:**

這項活動可以和參與式地圖製作組合使用，在這種情況下，活動可以使用由參與式地圖製作活動所產生的地圖。主人社區應該在這個活動中起到領導作用。

**EXAMPLES OF PAST USE / SOURCE:**

See, for example, see transects done in Gambia by the FAO (2001: 59). This technique was adapted from the FAO (2001) “Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook”.

**過去應用的例子/來源**

請參見由世界糧食與農業組織 (2001 年: 59)在岡比亞完成的橫貫活動。這個技術由世界糧食與農業組織(2001)的"社會經濟和性別分析(SEAGA) 田野水平手冊" 發展而來。

## 6. Community Calendar 社區日曆

### EQUIPMENT AND MATERIALS

Large sheet of paper with 12 months of the year marked (*prepared in advance*); markers

#### 設備和材料

注明十二個月的大張紙（提前準備好）；書寫筆

### TIME REQUIRED:

30 minutes

#### 時間需求：

30 分鐘

### DESCRIPTION:

Community calendars chart all of the important events that take place in a community each year.

#### 描述

社區日曆表表現每年發生在社區的全部重要事件。

### GUIDELINES:

The twelve months of the year are listed on a large sheet of paper, chalkboard or several flip chart sheets placed side by side (this should be prepared in advance). Participants then identify and talk about the important events that occur in each month of the year.

#### 指南：

一年的十二個月列出在在一張大紙、黑板或幾個被並排安置好的掛圖上（這應該事先準備好）。參加者然後辨認和討論發生在一年中每個月的重要事件。

### RECOMMENDATIONS AND HELPFUL HINTS:

Attention should be paid to seasonal variations the economy (e.g. influx of tourists, resource-based employment), or climatic changes over the year. The researcher team should take notes during the discussion, highlighting differences expressed by different community representatives. **Host communities should take the lead in this activity.**

#### 推薦和有用的提示：

應該注意經濟的季節變異(例如，遊客流動，以資源為基礎的就業)，或者年度之間的氣候變遷。研究人員應該在討論期間做筆記，突出不同的社區代表表達的區別。主人社區應該在這項活動中起到領導作用。

**EXAMPLES OF PAST USE / SOURCE:**

This technique was adapted from the FAO (2001: 85-87) “Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook”.

**過去應用的例子/來源**

這個技術由世界糧食與農業組織 (2001 年: 85-87)的“社會經濟和性別分析(SEAGA) 田野水平手冊” 發展而來。

## 7. Trend Lines 趨向線

### EQUIPMENT AND MATERIALS

Flip-charts or board, markers

### 設備和材料

掛圖或者紙板，書寫筆

### TIME REQUIRED:

30 minutes

### 時間需求：

30 分鐘

### DESCRIPTION:

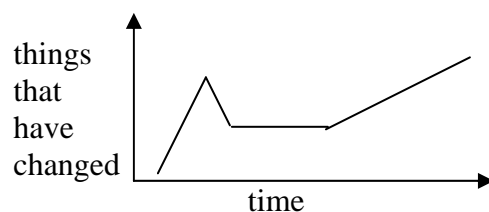
Trend lines provide a snapshot of changes –for example with respect to the environment, demographics, or economics– occurring in a community over time. They can work in conjuncture with ‘community timelines’ or on their own.

### 描述：

趨向線提供變動的快照 -- 例如隨著時間變化而發生在社區的環境、人口統計學, 或經濟上的變化。這項活動可以和“社區時間表”一起進行，或者單獨進行。

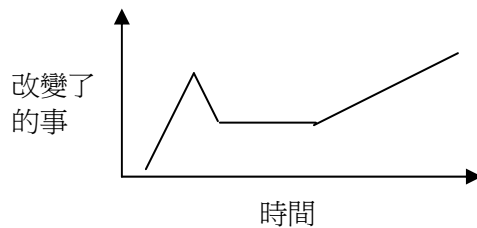
### GUIDELINES:

The facilitator draws a series of 2-dimensional graphs on flipcharts or a chalkboard. Participants are given sheets of blank paper and asked to list some things that have gotten better in their community over time, and things that have gotten worse over time. The facilitator picks someone and asks them: to name one of the things that has gotten ‘better’ or ‘worse’; the period of time over which things changed (in order to select the date ranges for the lower axes). The units are then graphed (for example square kilometres of forest cut along the y axis and years since 1920 along the x axis). Then, in discussion with participants, a chart is drawn to represent the trend, such as the following:



**指南：**

活動主持人在掛圖或者黑板上畫一系列兩維圖表，分發給參與者白紙，然後請求他們列出在他們社區隨著時間變化，變得更好和變得更壞的事情。活動主持人挑選一些人，然後請求他們：命名一個變得“更好”或“更壞”的事情；和事情發生變化的時間段（為了給 x 軸選擇日期範圍）。圖表單位然後被註標（例如 y 軸表示被砍伐的森林的平方公里數，x 軸表示自 1920 年以來的年份）。然後，在與參與者的討論中，一幅代表趨向的圖被畫出來了，譬如以下：

**RECOMMENDATIONS AND HELPFUL HINTS:**

It is important to involve elders in this activity, since they can provide more historical detail regarding community trends. **Host communities should take the lead in this activity. However, all community representatives can be involved in creating different charts. The community of origin should be clearly identified on the charts.**

**推薦和有用的提示：**

對於這項活動來說，社區長輩的介入非常重要，因為他們能提供更多關於社區趨向的歷史細節。所有社區代表都可以參與到創造不同的圖表。資訊來源的社區的名字應該在圖上被清楚地表示出來。

**EXAMPLES OF PAST USE / SOURCE:**

Ford et al. (1994) conducted PAR and produced trend lines with Somali pastoralists (see FAO 2001: 65). This technique was adapted from FAO (2001: 61-64) “Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook”.

**過去應用的例子/來源**

Ford 等(1994) 與索馬里牧民進行的社區參與式評估以及發展出的趨向線(參見世界糧食與農業組織 2001 年: 65)。這個技術由世界糧食與農業組織(2001 年: 61-64)的“社會經濟和性別分析(SEAGA) 田野水平手冊”發展而來。

### III. LESSONS LEARNED AND PROBLEM SOLVING

#### 學到的教訓和問題的解決

The next two techniques are helpful for sharing lessons learned and or enabling communities to engage in problem solving activities.

下面兩個技術將對分享學到的教訓和/或者賦予社區解決問題的能力很有幫助。

#### 8. Tree of Means and Ends 方法和結果樹

##### EQUIPMENT AND MATERIALS

Flip charts or board; cardboard rectangles, cue cards, blue tack; video-camera

##### 設備和材料

掛圖或者紙板，長方形卡片，備忘卡，不粘膠；攝像機

##### TIME REQUIRED:

30 minutes

##### 時間需求：

30 minutes 30 分鐘

##### DESCRIPTION:

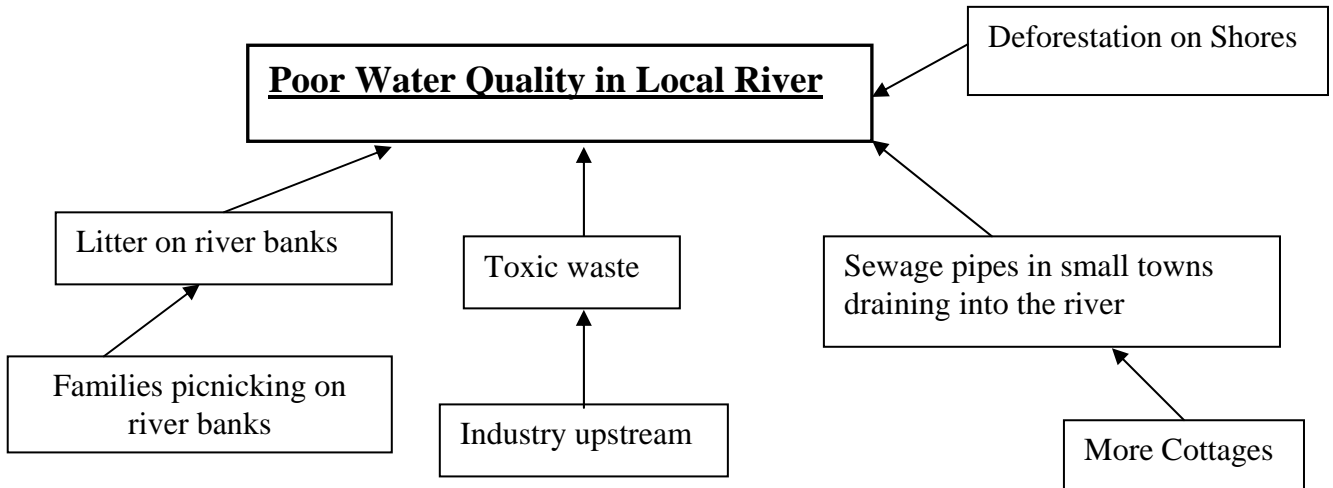
This activity can be used to allow groups to present how their communities tackled a problem in the past, or to brainstorm to find solutions to current problems. Visually representing a logical tree helps participants to imagine see how various events or decisions can lead to different outcomes. It also helps to show how causes of a problem can be transformed into potential venues for solutions.

##### 描述：

這項活動將允許各個小組展示他們的社區如何在過去解決一個困難，或群策群力發現解決當前問題的辦法。視覺上描繪出一棵邏輯樹來幫助參加者想像各種各樣的事件或決定，如何導致不同的結果。這個活動還能幫助展現問題的起因如何被變換成潛在的解決點。

**GUIDELINES:**

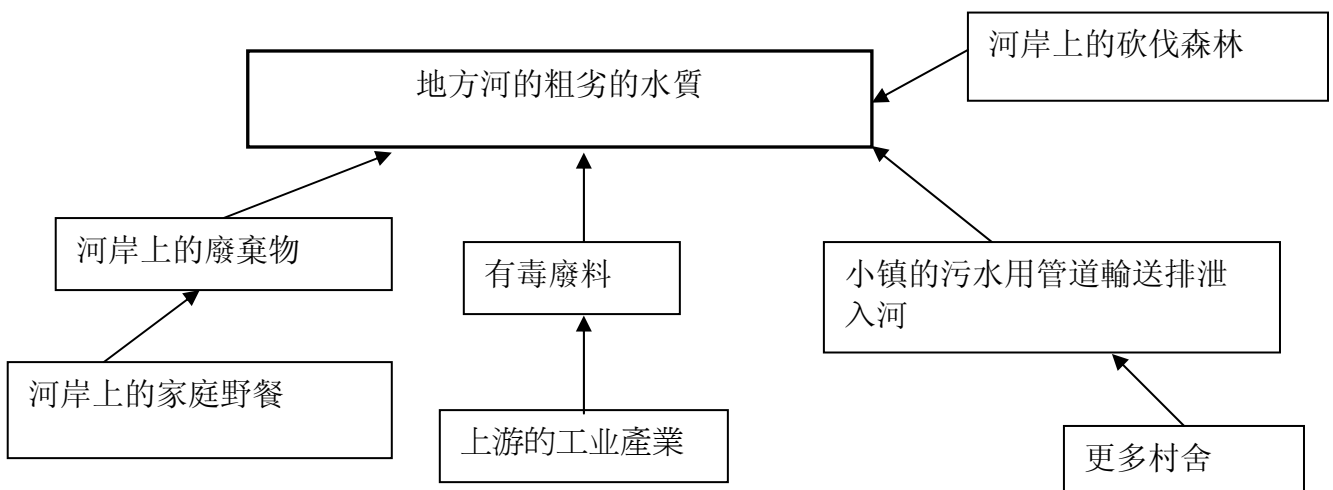
A participant identifies a central community problem, and all respondents are asked to name the main causes, which are listed for all to see. The problem and causes are then visually represented using a data tree (see below). Group discussion can be used to generate many levels of ‘causes’. For instance, in the example below, several factors have led to poor water quality of a local river, including increased recreational traffic on the shore of a riverbank, which leads to pollution. All the causes are depicted, as follows:



After the chart is complete, the core problem is transformed into a community objective, e.g., “poor water quality” is transformed into “clean up the river”. Participants are asked to transform each of the ‘causes’ into ‘means to achieve solutions’. Afterward, participants can discuss how their respective communities have met similar challenges.

**指南：**

一個參加者辨認出一個核心的社區問題，所有應答者被請求列舉出問題的主要起因，然後列出一個單子讓所有的參加者都能看到。問題和起因之後被表現為一棵資訊樹（參見下圖）。小組討論可能被用於發現不同水平的“起因”。例如，在下面這個例子中，幾個因素導致一條地方河粗劣的水質，包括導致了污染的河岸上增加的消遣交通。所有起因被描述如下：



在圖表完成之後，核心問題被變換成一個社區目標，比如：“粗劣的水質”被變換為“清理河流”。參加者被請求變換每個“起因”為“解決的方法”。之後，參加者將談論他們各自的社區怎樣面臨相似的挑戰。

### RECOMMENDATIONS AND HELPFUL HINTS:

This activity can be conducted using two flip charts: one for the problem/causes tree and a second one for the solutions tree. Otherwise, on a chalkboard, the ‘problem’ and each of the ‘causes’ can be transformed by erasing them and replacing them with ‘means to achieve solutions’. A more visually appealing method (which is also better for keeping track of the data) is to note the core problem on a cardboard rectangle, which is stuck to a board or flip chart using blue tack.

Respondents are asked to note their ‘causes’ on cue cards, which are then stuck to the flip chart (also using blue tack) to create the logical tree. The “core problem” rectangle is then reversed and the “community objective” noted on the reverse and stuck back up. The ‘causes’ cards can then, one at a time, be flipped over and ‘solutions’, elicited from respondents, noted on the reverse.

This technique is best used when the objective is to generate one or a few main community objectives and strategies for achieving them. It might be useful to videotape the exercise for data collection purposes in order to keep a record of the ‘causes’ that were transformed into ‘means to achieve solutions’ if not using the blue-tack/reverse-cards method. **Host communities should take the lead in this activity, but everyone should be encouraged to share their experiences.**

### 推薦和有用的提示：

這項活動可以同時使用兩張掛圖：一為問題和起因樹，第二個為解決辦法樹。或者，在黑板上，“問題”和每個“起因”可以被刪掉，然後替換為“解決的方法”。一個在視覺上更加吸引人的方法（這也是為了更好地保存明瞭的記錄資料）是在一張長方形紙板上標明核心問題。這個長方形紙板被用不粘膠粘在一張大紙板或者掛圖上。應答者被請求在備忘卡上注明他們的“起因”，這些備忘卡然後被粘在掛圖上(也使用不粘膠)，並由此創造一棵邏輯樹。“核心問題”長方紙被翻轉過去，然後把“社區目標”寫在背面，再把卡片粘回去。

“起因”的卡片，一次一個地，被翻轉過來，由應答者提出的“解決方案”，被注明在背面。這個技術最好被使用於當活動目標是獲取一個或幾個主要社區目標和達到這些目標的戰略。以資料搜集為目的，為了保持被變換成“解決的辦法”的“起因”的原始記錄，在不使用不粘膠/倒貼卡這個方法的時候，可以使用攝像設備。主人社區應該再這個活動中起到領導作用，每個人都應該被鼓勵分享他們的經驗。

**EXAMPLES OF PAST USE / SOURCE:**

De Brabander and Thiers (1984), describe experiments in which variations of the ‘tree of means and ends’ are used to facilitate intra-team communication among participants involved in system design projects. This technique was adapted from Chevalier (2006)’s “Index of Tools and Techniques”.

**過去被應用的例子/來源：**

De Brabander 和 Thiers (1984)描述了在系統設計專案中，“方法和結果樹”變數如何促進參與者所在團隊內部的溝通的實驗。這個技術由 Chevalier (2006)的“工具和技術索引”發展而來。

## 9. Force Fields 力量場

### EQUIPMENT AND MATERIALS

Flip-chart, marker

設備和材料

掛圖，書寫筆

### TIME REQUIRED:

30 minutes

時間需求：

30 分鐘

### DESCRIPTION:

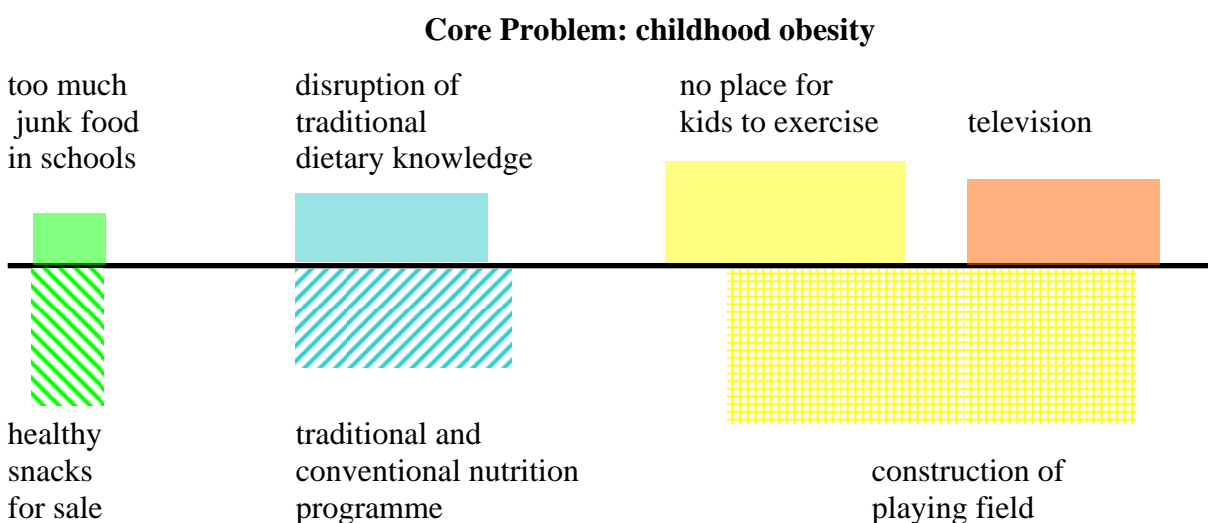
The force field exercise illustrates how various causes of a problem can be countered with a solution that either solves it or else prevents it from getting worse.

描述：

力量場練習說明問題的各種各樣的起因怎樣被解決，或者防止它變得更壞。

### GUIDELINES:

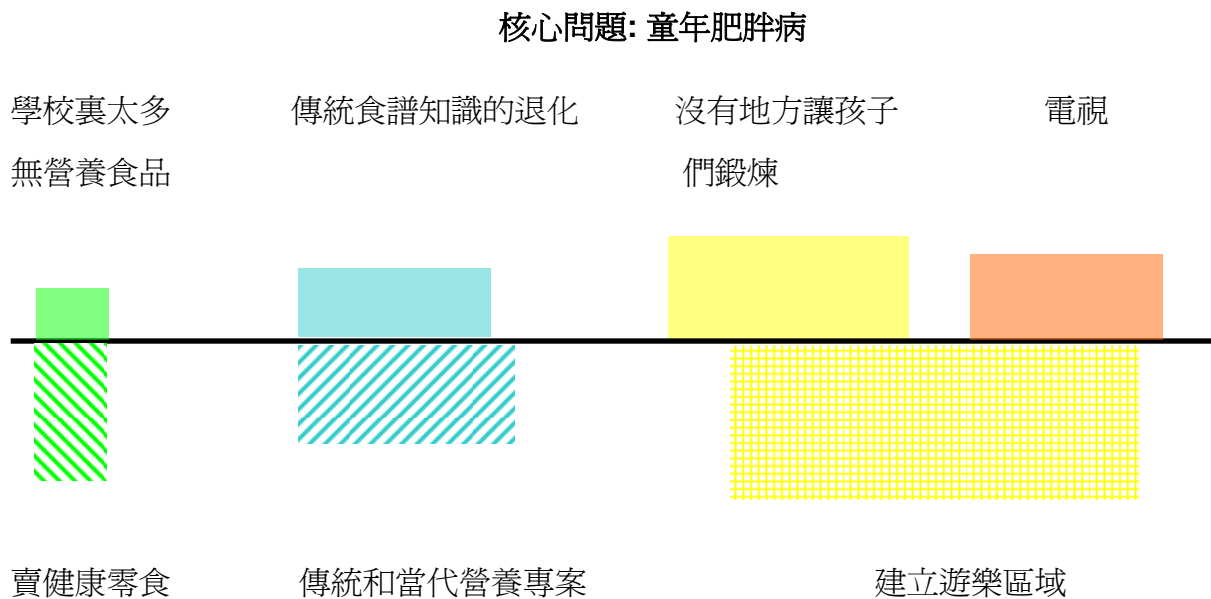
A horizontal line is drawn on a chalkboard or flip chart. A central community problem is identified; several root causes are noted above the line using rectangles to illustrate their relative magnitude (like a histogram). Beneath the line, solutions are placed. Some solutions should line up directly with problems while other will not, as in the following example:



The relative strength of the various problems and/or causes and countering solutions are depicted in the length and width of each force field.

### 指南

在黑板或掛圖上畫一條水平線。一個中央社區問題被辨認：幾個根本性起因被注明在線之上，使用大小不同的長方形來說明他們的相對程度(像直方圖)。在線之下，解決方案被安置。有的解決方案應該與問題本身排成一條直線，有的則不必，下面是一個例子：



各種各樣的問題以及/或者起因的相對力量，以及它們的解決方案被用不同的力量場的長度和寬度描述出來。

### RECOMMENDATIONS AND HELPFUL HINTS:

This is a simplified version of the tree and means and ends, described above. **Host communities should take the lead in this activity.**

### 推薦和有用的提示:

如上所述，這是一個簡化版本的方法和結果樹。主人社區應該在這個練習中起到領導作用。

### EXAMPLES OF PAST USE / SOURCE:

This technique was adapted from Chevalier (2006)'s "Index of Tools and Techniques".

### 過去應用的例子/來源:

這個技術由 Chevalier (2006) 的“工具和技術索引”發展而來。

## **IV. Community Power Structures 社區權力結構**

In Participatory Action Research, power is usually considered alongside with community members' interests and legitimacy. The following techniques are used to investigate how these three components of power play themselves out in community decision-making and problem-solving.

在參與式行動研究當中，權力通常被與社區成員的利益和合法性一起考慮。以下這些技術用來調查這三個權力的組成部分如何在社區政策制定和解決問題的過程當中發揮作用。

### **10. Resources Use / Resource Control 資源使用/資源控制**

#### **EQUIPMENT AND MATERIALS**

Flip charts; markers

#### **MATERIALS 設備和材料**

Flip charts; markers 掛圖；書寫筆

#### **TIME REQUIRED:**

30 minutes

#### **時間需求：**

30 分鐘

#### **DESCRIPTION:**

There are many ways to organise this activity. The objective is to encourage participants to discuss resource use management.

#### **描述：**

有很多組織這個活動的方法。其目的就是鼓勵參與者討論資源使用和管理。

#### **GUIDELINES:**

Using information gained from the needs assessment questionnaire, e.g., "Who/ what factors control(s) natural resource management in your community?" A variety of people, institutions, or organisations that have control over natural resources are depicted on separate sheets of a flip chart or side-by-side on a chalkboard. These sheets are divided into two halves, with the top half devoted to resource **use**, and the bottom, resource **control**, as follows:

<u>Church</u>	<u>Citizens</u>	<u>Fed. Gov't</u>	<u>Band Council</u>	<u>Company X</u>
Use:	Use:	Use:	Use:	Use:
Control:	Control:	Control:	Control:	Control:

Participants are then asked to list all of the natural resources in their community. These are noted on small cards. Note that many exemplars of the resource cards will be needed. Alternatively, many samples of each of these small resource cards can be made up before the activity and participants read a list and asked to add any others. Participants are then asked to run through the list of resources and for each to indicate who uses it and who controls it. The result will look something like the following example:

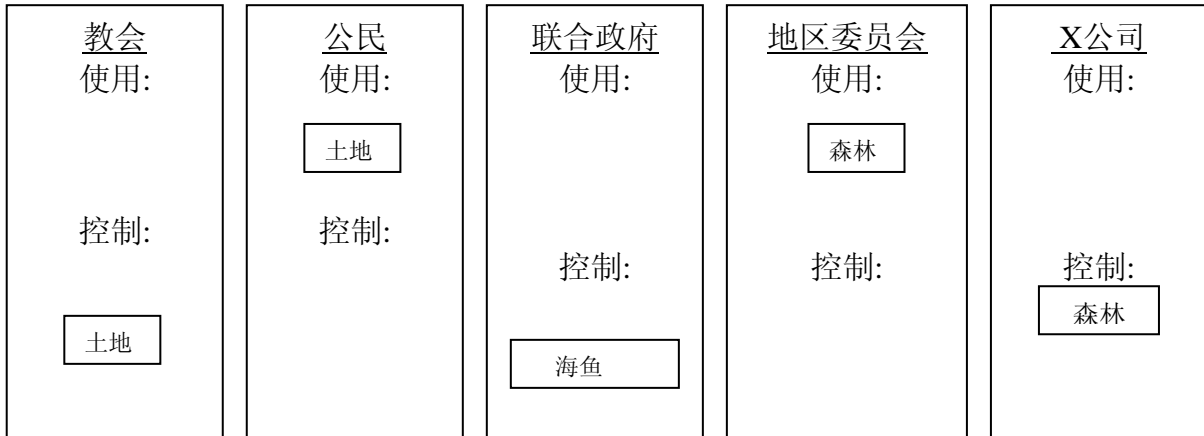
<u>Church</u> Use:	<u>Citizens</u> Use: <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">land</div>	<u>Fed. Gov</u> Use:	<u>Band Council</u> Use: <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">forest</div>	<u>Company X</u> Use:
Control: <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">land</div>	Control:	Control: <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">ocean fish</div>	Control:	Control: <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">forest</div>

**指南：**

使用從社區需要評估問卷中獲取的資訊，比如：“誰/什麼部門控制著在您所在社區的自然資源管理？” 掌握自然資源的各種各樣的人群、機關，或組織被分別描述在同一張掛圖的不同紙張上，或者並排列在黑板上。這些紙被等分成兩半，上半部分用於資源使用，下半部分用於資源管理，如下所示：

<u>教会</u>	<u>公民</u>	<u>联合政府</u>	<u>地区委员会</u>	<u>X公司</u>
使用：	使用：	使用：	使用：	使用：
控制:	控制:	控制:	控制:	控制:

參加者然後被請求列出所有在他們的社區範圍內的自然資源。這些被注明在小卡片上。請注意，多個資源卡片的模範樣本將是需要的。或者，這些資源小卡片的樣本可以被事先製作好，參加者在閱讀了名單之後增加名單上沒有的自然資源。參加者然後被請求仔細察看資源名單，指出誰使用資源和誰控制資源。其結果可能會像以下例子：



**RECOMMENDATIONS AND HELPFUL HINTS:**

This activity can also be done by noting all the different resources on the flip charts, and identifying for each one, who/what uses it and who/what controls it. **Host communities should take the lead in this activity.**

**推薦和有用的提示:**

這個練習還可以通過在掛圖上標明所有不同種類的資源，並且辨認誰/什麼部門使用/控制每一個資源來完成。主人社區應該在這個練習中起到領導作用。

**EXAMPLES OF PAST USE / SOURCE:**

This technique was adapted from the FAO (2001: 88-90) “Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook”.

**過去應用的例子/來源：**

這個技術從世界糧食與農業組織(2001年: 88-90)的“社會經濟和性別分析(SEAGA)田野水平手冊”發展而來。

## 11. Political Venn Diagrams 政治韋恩圖

### EQUIPMENT AND MATERIALS

Coloured cardboard circles, blue tack, board

#### 設備和材料：

彩色圓形紙板，不粘膠，紙板

### TIME REQUIRED:

30 minutes

#### 時間需求：

30 分鐘

### DESCRIPTION:

This technique is used to show the relationships between various groups, individuals, and political institutions in a community.

#### 描述：

這個技術用於展示社區內各個小組，個體以及政治機關之間的關係。

### GUIDELINES:

Participants are asked to list all of the groups, individuals and institutions that play a role in community decision-making. These are noted on a chalkboard or flip chart. Participants are then asked the relative important of each (low, medium or high), to decide whether each will get a small, medium or large circle. The facilitator then asks participants to think about the type of contact between these individuals, groups, or organisations. Specifically, do they:

- A. have no contact with other(s) – indicated with separate circles;
- B. share some information with other(s) – indicated with touching circles; or
- C. engage in cooperative decision-making with other(s) – indicated by overlapping circles.

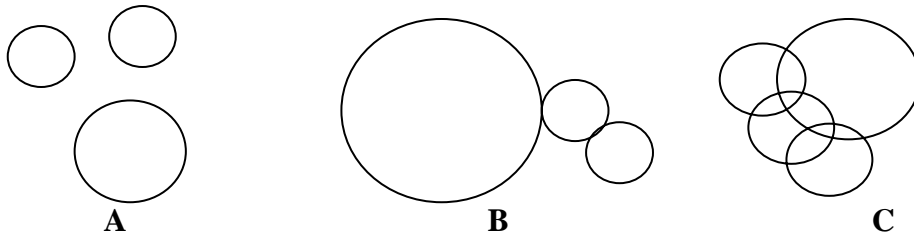
This information is depicted in a Venn Diagram, as follows:

#### 指南：

參加者被請求列出在社區政策制定過程中充當角色的所有小組、個體和機關。這些將被註明在黑板或掛圖上。參加者然後被請求根據每個因素的重要程度(低, 中或高), 決定用小、中或大圓圈代表每個因素。活動主持人然後請求參加者考慮這些個體、小組, 或組織之間的聯繫。具體地, 他們之間：

- A. 與其他因素之間沒有聯系– 用單獨的圓圈表明；
- B. 與其他因素分享一些資訊 – 用相互聯結的圓圈表明；或者
- C. 與其他因素合作制定政策 – 用相互重疊的圓圈表明。

這些資訊被描述在一個韋恩圖, 中, 如下所示：



### RECOMMENDATIONS AND HELPFUL HINTS:

It may be useful to cut out many different coloured circles of the three sizes prior to the activity and bring 'blue tack' to stick them to a large board or the wall. Circles are then matched with different groups or institutions according to size and labelled. The activity is then conducted by sticking the circles accordingly. **Host communities should take the lead in this activity.**

#### 推薦和有用的提示:

在活動之前，可以剪出一些不同顏色的大中小三種圓板，用不粘膠把它們粘在一個大紙板或是牆上。這些圓板可以根據它們的大小和標識匹配不同的小組或機關。然後將這些圓板黏附到相應的位置。主人社區應該在這個練習中起到領導作用。

### EXAMPLES OF PAST USE / SOURCE:

When this exercise was conducted in El Zapote, Honduras, subsequent focus group discussions showed the importance of involving men and women in discussions about political institutions. The men and women ranked the importance of various institutions quite differently (as cited in FAO 2001: 66). This technique was adapted from the FAO (2001: 65-68) "Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook".

This technique was adapted from the FAO (2001: 65-68) "Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook".

#### 過去應用的例子/來源:

當這個技術應用於洪都拉斯的 El Zapote，隨之進行的焦點小組討論顯示了在討論關於政治體系的時候同時包括男性和女性的重要性。男性和女性相當不同地排列了各種各樣的機關的重要性(援引在世界糧食與農業組織 2001 年: 66)。

這個技術由世界糧食與農業組織(2001 年: 65-68)的“社會經濟和性別分析(SEAGA) 田野水平手冊”發展而來。

## 12. Legitimacy Diagrams 合法性圖表

### EQUIPMENT AND MATERIALS

Flip chart; markers

設備和材料

掛圖，書寫筆

### TIME REQUIRED:

時間需求：

### DESCRIPTION:

The purpose of legitimacy diagrams is to understand and illustrate the different facets of legitimacy held by different community groups involved in a particular course of action.

描述：

合法性圖表的目的是瞭解和說明參與一系列特殊行動的不同的社區小組所擁有的不同的類型的合法性。

### GUIDELINES:

First, the group identifies the course of action to be diagnosed in this activity. This can be a community project, or a problem to be addressed; for example, the creation of a protected area. The next step is to identify all of the various community groups, organisations, and individuals who will play a role in the project, and list them in the left hand column of a four column table; for example: residents (who will use the area recreationally); a church (giving up some land for the project and plan to use the area for spiritual retreats); Chief/community leader (proposed the project); some landowners (giving up use of some land for the project); Elders (resolved to protect the long-term survival of the natural and human community); Federal government (as most powerful lawmaker); Grand Council (responsible to enact the resolve of Elders); hunters / resource users (will give up access to area for resource exploitation); provincial government (responsible to ensure protect area does not infringe on anyone's rights); Band Council (will oversee the project), etc. as follows:

ORGANISATION / “ACTOR”	RIGHTS	RESPONSIBILITIES	RESOLVE (COMMITMENT)
Residents			
Church			
Band/Local Council			
“State”/“Provincial” Government			
Landowners			
Elders/Grand Council			
“Federal” Government			
Hunter or resource users			
Other			

Then, with yes/no answers, respondents indicate whether each has any **rights** over the issue at hand; any **responsibilities** to other stakeholders; and/or any **resolve** (are they committed) regarding the issue.

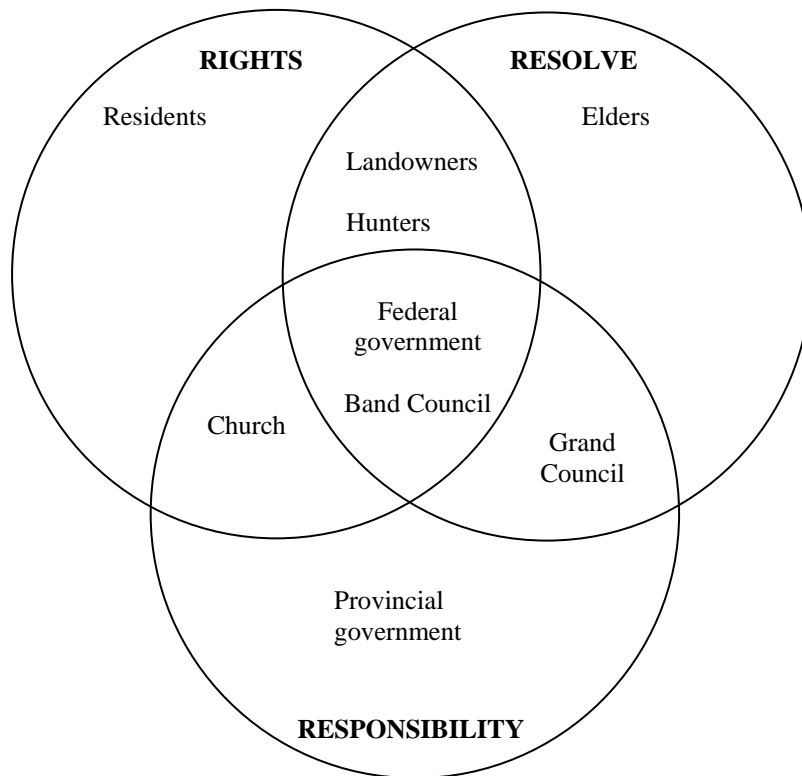
#### 指南：

首先，小組將為這個練習確定一個特殊的行動。這可能是個社區項目，或者問題，例如：一個保護區域的創建。下一個步驟將是辨認將在項目中充當角色的所有各種各樣的社區小組、組織，和個體，並且在一個四欄表格中將他們列出在左手專欄。例如：居民(將使用這個區域進行休閒娛樂活動)；教會(將為這個項目而放棄一些土地，並且計畫使用這個區域進行精神靜修)；社區長老或領袖(提出這個項目)；一些田主(將為這個項目放棄對一些土地的使用)；長輩們(決心維護自然與人文社區的長期生存)；聯合政府(作為最強有力的法律制定者)；高等委員會(負責將社區長輩們的決心制定成法律)；獵人/資源使用者(將放棄進入這個區域進行資源開採)；省級政府(負責確定保護區域的建立不侵犯任何人或組織的權利)；地方委員會(將監督這個項目)，等等。如下所示(請臺灣的教授幫助檢查和修改這段中關於政府部門的稱謂)：

組織 “演員”	權利	責任	決心(承諾)
居民			
教會			
地方委員會			
國家/省級政府			
田主			
高級委員會			
聯合政府			
獵人或者資源使用者			
其他			

然後, 應答者用“是”或者“否”來回答, 表明是否每個因素對於這個問題有任何權利, 或者對其他利益相關人(團體)有任何責任; 以及/或者關於解決這個問題的決心(如他們承諾的)。

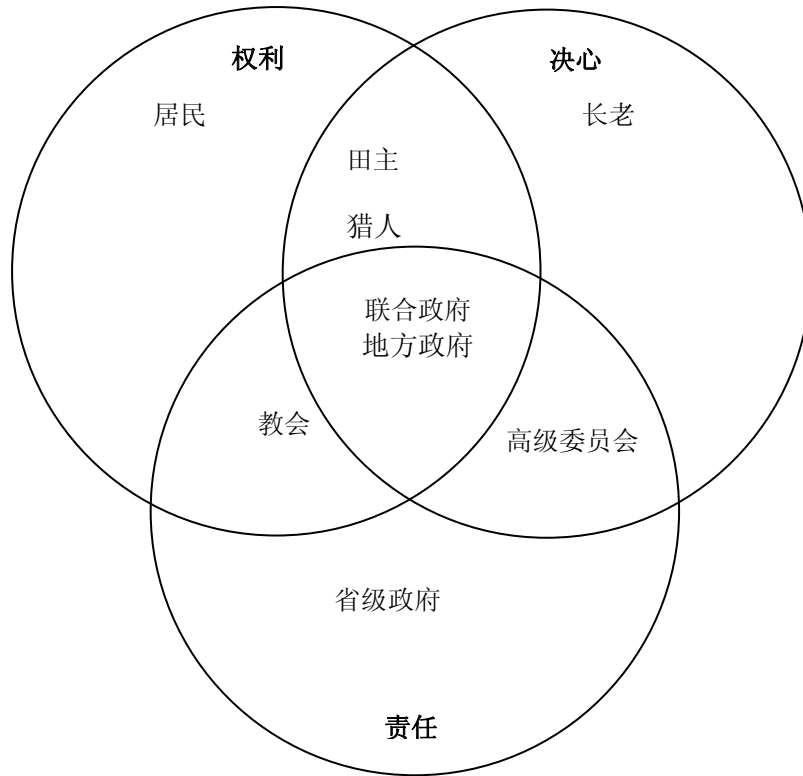
Once this table is complete, organisations can be placed in a Venn Diagram as in this example:



The interesting outcome of this activity is to allow participants to discuss three facets of legitimacy enjoyed by the different stakeholder groups. This can be understood as follows:

- |                |                     |                                                        |
|----------------|---------------------|--------------------------------------------------------|
| <b>LEVEL 1</b> | <b>LEADERS</b> –    | have rights, responsibilities and resolve.             |
| <b>LEVEL 2</b> | <b>OFFICERS</b> –   | have rights and responsibilities, but limited resolve. |
|                | <b>CLAIMANTS</b> –  | have rights and resolve, but limited responsibilities. |
|                | <b>ADVOCATES</b> –  | have responsibilities and resolve, but limited rights. |
| <b>LEVEL 3</b> | <b>ABSTAINERS</b> – | have rights, but limited responsibilities and resolve. |
|                | <b>ATTENDANTS</b> – | have responsibilities, but limited rights and resolve. |
|                | <b>SUPPORTERS</b> – | have resolve, but limited rights and responsibilities. |

一旦這個表格完成, 各個組織可以一個韋恩圖中, 如下所示:



這個練習的有趣結果將允許參加者談論不同利益相關人（團體）的合法性的三個水平。這可以被理解如下：

- 水平 1      **領導者** — 有權利、責任和決心。
- 水平 2      **官員** — 有權利和責任，但是只有有限的決心
- 請訴人** — 有權利和決心，但是只有有限的責任
- 提倡者** — 有責任和決心，但是只有有限的權利
- 水平 3      **棄權者** — 有權利，但是只有有限的責任和決心
- 出席者** — 有責任，但是只有有限的權利和決心
- 支持者** — 有決心，但是只有有限的權利和責任

## **RECOMMENDATIONS AND HELPFUL HINTS**

The Venn diagram component can be skipped if time is lacking. **Host communities should take the lead in this activity.**

**推薦和有用的提示：**

如果時間缺乏，韋恩圖可以被跳過。主人社區應該在這個練習中起到領導作用。

## **EXAMPLES OF PAST USE / SOURCE:**

Adapted from the FAO (2006)'s "The four Rs".

**過去應用的例子/來源：**

從世界糧食與農業組織(2006)的“四個 R”發展而來。

### **13. Forms of Power 權力的形式**

#### **EQUIPMENT AND MATERIALS**

Flip-chart, markers

設備和材料

掛圖，書寫筆

#### **TIME REQUIRED:**

30 minutes

時間需求：

30 分鐘

#### **DESCRIPTION:**

This activity is used to visually represent the forms of power held by various groups or organisations.

描述：

這個練習用於在視覺上展示不同小組或者組織所掌握的權力。

#### **GUIDELINES:**

A community problem or course of action is identified. For example, building a visitor information centre to inform tourists of sustainability efforts in a regional park. The facilitator then explains that there exist four main forms of power: economic wealth, political authority, ability to employ threats or use of physical force and access to knowledge and information. These four types of power are noted in a horizontal list. The group is then asked the degree of importance of each form of power, given the project or course of action at hand (see below). A group discussion can then follow on who/where such sources of power might come from.

TYPES OF POWER:	IMPORTANCE
Economic Wealth	●
Physical Force	·
Access to Knowledge	●
Political Authority	●

### 指南：

一個社區問題或行動被辨認。例如, 建立一個訪客資訊中心以便告知遊人如何能永續地保護一個地方公園。活動主持人然後解釋, 有四種力量的主要形式: 經濟財富, 政治權威, 使用國家強制力, 以及獲取知識和資訊的能力。這四個類型力量被注明在一張水平的名單上。參與的小組然後被請求給予 (這個項目或行動中的) 各個力量的形式的重要性以不同的等級。關於這些權力可能來自誰/哪里的小組討論可能隨後進行。

權力類型	重要性
經濟財富	●
國家強制力	·
對知識的獲取	●
政治權威	●

**RECOMMENDATIONS AND HELPFUL HINTS:**

This technique should be used in conjunction with activities and/or discussions on interests and legitimacy. This example can take on a different form, by listing all stakeholders involved in a community project and identifying the types of power they might enjoy, which could be useful to achieve the community objective. For example:

TYPES OF POWER:	GROUP X	GROUP Y	GROUP Z
Economic Wealth	•	•	●
Physical Force	●	•	•
Access to Knowledge	•	●	●
Political Authority	•	●	●

**推薦和有用的提示:**

這個技術應該與關於利益和合法性的練習/或者討論合併使用。這個例子也可以使用另外的形式：列出一個社區項目的所有利益相關人（團體），辨認他們也許享有的權力類型,這也許有用於達到社區目標。例如:

權力類型:	X 小組	Y 小組	Z 小組
經濟財富	•	•	●
國家強制力	●	•	•
對知識的獲取	•	●	●
政治權威	•	●	●

**EXAMPLES OF PAST USE / SOURCE:**

Howlett et al. (2000) use this technique to develop indicators of sustainability for farm based livelihoods in Uganda and South Africa. This technique was adapted from Chevalier (2006)'s "Index of Tools and Techniques".

**過去應用的例子／來源：**

Howlett 等(2000) 使用這個技術發展出關於農場為基礎的生計永續能力的指示器，這個案例研究在烏幹達和南非。這個技術從 Chevalier (2006)的 “工具和技術索引” 發展而來。

**14. Gains and Losses 獲取和損失****EQUIPMENT AND MATERIALS**

Flip-chart; markers

設備和材料

掛圖；書寫筆

**TIME REQUIRED:**

30 minutes

時間需求：

30 分鐘

**DESCRIPTION:**

This activity allows stakeholders to talk about the various interests of different stakeholder groups, by identifying the potential gains and losses inherent in a community course of action.

描述：

這個練習允許利益相關者辨認一個社區行動潛在的獲取和損失，談論各自不同的利益。

**GUIDELINES:**

Identify a community course of action. In the left hand column of a three-column table create a list of all stakeholders (individuals, groups, institutions) that might have a stake in, or be involved in the course of action at hand. Then, ask participants to think about the potential gains and losses of the project/course of action for each of these stakeholders. List them in the next two columns.

**COURSE OF ACTION**

<b>GROUP</b>	<b>GAINS</b>	<b>LOSSES</b>

A discussion can then ensue about the interests of various groups and individuals with respect to the course of action, about reasons why certain groups or individuals might support or oppose the project at hand.

指南：

確定一個社區行動。在一個三欄表格的左手專欄創造一個包括所有利益相關者的(個體、小組，或機關)的名單，他們也許有資金投入，或是被包含在這個行動過程當中。然後，請求參加者考慮對於每個利益相關者來說，專案／行動潛在的獲取和損失。在下面兩個專欄中列出他們。

### 行動過程

小組	獲取	損失

一個關於行動過程所涉及的各個小組和個體的利益的討論可以隨後進行。這個討論將集中於為什麼有的小組或者個體會支持或者反對這個項目。

#### **RECOMMENDATIONS AND HELPFUL HINTS:**

This activity should occur along with discussions or exercises on power and legitimacy.

**The host community should take the lead in this activity.**

**推薦和有用的提示:**

這個練習應該與權力和合法性練習討論一起進行。主人社區應該在這個練習中起到領導作用。

#### **EXAMPLES OF PAST USE / SOURCE:**

This technique was adapted from Chevalier (2006)'s "Index of Tools and Techniques".

**過去應用的例子／來源：**

這個技術從 Chevalier (2006)的“工具和技術索引”發展而來。

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