

CORALI

SLED Process development

Workshop 1 January 27th - Feb 3rd 2007

Workshop Report



**Philip Townsley,
Gaya Sriskanthan & Ben Cattermoul
January 2007**

IMM Ltd The Innovation Centre University of Exeter Campus Rennes Drive Exeter EX4 4RN UK	IUCN Ecosystems and Livelihoods Group 4/1 Adams Avenue Colombo 4 Sri Lanka
---	---



IMM Ltd



This workshop was funded by the European Union and the Foreign Ministry of Finland.

Contractual Obligations

The workshop contributes to the livelihoods-related components of the EU-ICRAN project "Institutional Strengthening and Capacity Development for the Long-term Management and Conservation of MCPA's encompassing Coral Reefs in South Asia" funded by the EU to United Nations Environment Programme. This workshop also contributes to the IUCN Global Marine Programme project "Management of Climate Change Impacts on Coral Reefs and Coastal Ecosystems in Tsunami-affected Areas of the Andaman Sea and South Asia" is funded by the Foreign Ministry of Finland in support of activities under Coral Reef Degradation in the Indian Ocean during 2006-2007.

This workshop fulfils the requirements of work specified in the Schedule between UNEP/WCMC - ICRAN and Integrated Marine Management (schedule reference 501/06).

Specifically this workshop responds to the following deliverables:

- Draft methodology to identify and respond to the needs of the coastal poor in livelihood diversification
- Training workshop implemented to characterise reef dependency - SLED workshop 1
- Refine the SLED Approach with the Field Teams & undertake training in basic methodology
- Bringing the pilot teams together to share their experiences with each other

Table of contents

Executive Summary	4
Acronyms	5
1. Introduction & Background	6
1.1 Background to the CORALI Initiative	6
1.2 Background to Sustainable Livelihood Enhancement and Diversification	6
1.3 The SLED development process.....	7
2. Workshop Objectives & Expectations	8
3. Workshop Participants	8
4. Workshop Approach	9
5. Workshop Implementation	10
5.1 Understanding Peoples Livelihoods	10
5.2 Developing a Broad Overview of the SLED Process.....	14
5.3. Understanding Information Needs	16
5.4 Setting the task for the fieldwork teams	18
Annex 1: CORALI Workshop Overview	19
Annex 2: Workshop Participants List	20
Annex 3: Sustainable Livelihoods Framework for SLED	21
Annex 4 Household Diversity Matrix	22
Annex 5: Using the SL Framework to Assess Past Experiences with Livelihood Development Programmes	24
Annex 6: Ideas for activities in the three Phases of the SLED	32
Annex 7 Experiences with socio-economic monitoring	33
Annex 8 Fieldwork Guidance	35
I. First Field Work Challenge	35
II. SLED fieldwork guidance - Discovery Phase.....	37
III. Checklist for household and group exploration.....	49
Annex 9: Example fieldwork report	56

Executive Summary

The first of three planned workshops under the Coral Reefs and Livelihoods Initiative (CORALI), this workshop was held over 8 days in Tuticorin, Tamil Nadu. It brought together 17 practitioners from 16 organisations involved in coastal livelihoods work in 5 countries across South Asia, as well as Indonesia. The workshop aimed to increase participants' knowledge and understanding of sustainable livelihoods, explore the reasons behind the successes and failures in livelihood enhancement and diversification initiatives in reef dependent communities, and to jointly develop a Sustainable Livelihoods Enhancement and Diversification (SLED) approach that could be piloted. The concepts underpinning socioeconomic monitoring were also explored, with the objective of developing a socioeconomic monitoring plan for the communities in their pilot sites. Participants were given the chance to practice some of the techniques that they developed through practice community-based fieldwork with local fishing communities in the Gulf of Mannar.

The specific objectives of the workshop were:

- i To determine how we can work with people in communities to find out whether change is required
- ii To develop an overview of a regionally appropriate approach to livelihood enhancement and diversification on coral reef dependent communities
- iii To learn from each others experiences about livelihoods and their relationships with coral reefs
- iv To develop an approach to understanding the factors that help or inhibit people in their livelihood strategies
- v To develop guidance for our field teams to pilot test the first stages of the approach

A fieldwork methodology for the first phase of work was developed and will be implemented by the participants over a period of 3 months in 6 sites: Anadaman Islands (India), Baa Atoll (the Maldives), Weh Island, Aceh (Indonesia), Bar reef (Sri Lanka), Gulf of Mannar (India) and the Lakshadweep Islands (India). A follow up workshop to review phase 1 of the fieldwork, and to develop phase 2 of implementation will be held in June 2007.

Acronyms

CORALI	Coral Reefs and Livelihoods Initiative
CBO	Community Based Organisation
CORDIO	Coral Reef Degradation in the Indian Ocean
EU	European Union
HH	Household
ICRAN	International Coral Reef Action Network
IMM	Integrated Marine Management
INGO	International Non Governmental Organisation
IUCN	World Conservation Union
MCPA	Marine and Coastal Protected Area
MPA	Marine Protected Area
NGO	Non Governmental Organisation
PRA	Participatory Rural Assessment
SACEP	South Asian Cooperative on Environment Programme
SL	Sustainable Livelihoods
SLED	Sustainable livelihoods Enhancement and Diversification
WCMC	World Conservation Monitoring Centre

1. Introduction & Background

1.1 Background to the CORALI Initiative

The CORALI initiative has been developed to join together the livelihood development components of two coral reef management and development projects:

1. The EU-ICRAN Project

The project titled Institutional Strengthening and Capacity Development for the long-term Management and Conservation of MCPAs Encompassing Coral Reef Resources in South Asia - is a regional project covering the 5 maritime countries of the South Asia Region: Bangladesh, India, Sri Lanka, Maldives and Pakistan. The project is scheduled to run between January 2006 to December 2008. It is funded by the EU and is being led by the UNEP Coral Reef Unit. It will be implemented by a number of organisations including the International Coral Reef Action Network (ICRAN), IMM Ltd and the South Asia Cooperative on Environment Programme (SACEP).

2. CORDIO - IUCN Project

The project "Management of Climate Change Impacts on Coral Reefs and Coastal Ecosystems in Tsunami-affected Areas of the Andaman Sea and South Asia" is funded by the Foreign Ministry of Finland to IUCN Global Marine Programme for implementation through during 2006-2007. The project covers South Asia and the Andaman Sea, with a particular focus on Sri Lanka, the Maldives and Indonesia (Sumatra).

Following discussions between the two project management teams, the possibilities of and potential for collaboration, in the development of an approach for Sustainable Livelihood Enhancement and Diversification (SLED) and the implementation of sustainable livelihood improvement activities, became apparent. To ensure that the synergy between the two projects is maximised, the two project management teams have developed a framework under which the activities can be combined to form a joint intervention. The details of the initiative are outlined in the project Inception Report.

1.2 Background to Sustainable Livelihood Enhancement and Diversification

Poor coastal communities depend upon coastal resources in complex ways that are difficult to see or understand. Some rely on aquatic resources continuously for survival, others only periodically when land-based opportunities are few (e.g. in the agriculture low season). The need to ensure sustainability of essential resources has become ever more apparent as the links between poverty and the health of the environment are more comprehensively understood.

The protection of critical ecosystems is a high priority within governments across the region and imperative for the welfare of dependant coastal communities.

What is SLED?	
Sustainable	change that is economically, socially, institutionally & environmentally sustainable
Livelihood	addressing the way people create their means of living in a holistic way
Enhancement	improving the results of what people already do
Diversification	adding new elements to people's livelihoods - and sometimes encouraging major change

For many concerned with poverty reduction, encouraging livelihood enhancement and diversification is seen both as: a) a coping strategy of the poor to deal with increasing uncertainty in rural areas, as a result of the degradation of natural resources, increasing competition and the encroachment of global influences, and b) as a development strategy for enabling the poor to graduate out of poverty. In addition, government agencies and NGOs, concerned with the conservation of natural resources, see livelihood diversification as a mechanism to encourage people to move away from the harmful exploitation and degradation of those resources. More and more the rural sector strategies of governments in developing countries are focusing on the role of livelihood diversification as a mechanism to achieve these aims.

The process of generating viable and sustainable livelihood strategies is not at all straightforward. The factors that influence livelihood strategies are complex, ranging from the relative productivity of the local area, to levels of risk, security and education, as well as the nature of local production, markets and demand. Livelihood strategies are often poorly understood and attempts to enhance or diversify them have tended to be based on only a limited understanding of the factors and forces that are liable to ensure success. Understanding how and why rural people change their income generating activities is key to developing effective strategies for intervention.

The majority of the efforts to support livelihood diversification so far have tended to be supply-driven and focussed on single-issue solutions. A consequence is that rural sector development efforts tend to be overwhelmed with development initiatives but without the corresponding level of sustainable livelihood improvement. Basket weaving, bee keeping, seaweed production etc. are all valid and useful livelihood alternatives but only in the right circumstances, for the right people and in the right market conditions.

There is a need for a more systematic approach to livelihood enhancement and diversification that builds on an understanding of the complex lives of the poor and works with them to take up opportunities that provide sustainable ways forward. It is, also important that these approaches recognise that change in rural livelihoods is not so much a periodic phenomenon but an ongoing process - today's viable alternative is unlikely to be sustainable unless the people have the capacity to evolve with the changes around them.

The work under CORALI will enable the development of a much more systematic approach to livelihood diversification in South Asia. This approach will be concerned with both addressing the needs of poor people who depend upon coral reefs and the desire to sustainably manage these vulnerable natural resources, in the face of increasing threats from climate change, growing populations and unsustainable resource use.

1.3 The SLED development process

The process has been designed to build on the wealth of experience with livelihood development initiatives that exists globally and within South Asia. Its overall aim is to:

To develop and test a regionally appropriate approach to livelihood enhancement and diversification in association with coral reef management.

It will be founded on a desk review designed to analyse the challenges that projects have faced and the factors that have contributed to their success or failure. This will be used to inform a first draft of the SLED process.

Over a 8 month period field teams from across South Asia & Indonesia will pilot this approach in 4 coral reef dependent areas. The experiences will be used to refine the approach and to generate guidance for development practitioners working within South Asia.

The field work to pilot test the SLED approach will be structured around a process of action and reflection, which is summarised below:

- i. **SLED Pilot Workshop 1 (Jan 2007)** - An 8 day workshop for participants from across South Asia to: characterise reef dependency, develop a draft overview of a SLED Approach & outline the challenge for the Pilot testing in communities.
- ii. Field work - raising awareness, understanding livelihoods, identifying groups / service providers in communities.
- iii. **SLED Pilot Workshop 2 (June 2007)** - Designed to enable the teams to reflect on the field work progress
- iv. Field work - community mobilisation, identifying opportunities for supporting sustainable livelihood improvement activities, building linkages.
- v. **SLED Pilot Workshop 3 (Sept 2007)** - Designed to enable the teams to analyse the SLED process and develop training materials and guidance.

This is a report of the SLED Pilot Workshop 1.

2. Workshop Objectives & Expectations

In the opening session of the workshop the trainers and participants agreed on the following objectives for the workshop:

- i Determine how we can work with people in communities to find out whether change is required
- ii Develop an overview of a regionally appropriate approach to livelihood enhancement and diversification ion coral reef dependent communities
- iii To learn form each others experiences about livelihoods and their relationships with coral reefs
- iv To develop an approach to understanding the factors that help or inhibit people in their livelihood strategies
- v To develop guidance for our field teams to pilot test the first stages of the approach

3. Workshop Participants

The workshop brought together 17 participants representing 16 organisations involved in livelihoods work with coastal resource dependent people. Participating organisations included a range of NGOs, CBOs, government departments and research institutions.



All participants were experienced practitioners in coastal livelihoods and conservation work and were currently involved in working with communities at the site level. For a full list of the participating organisations and individuals, please refer to Annex 2.

4. Workshop Approach

Throughout the workshop, an informal, participatory approach was used and participants were constantly engaged in creating their own outputs and in reflecting on the content of the sessions. This approach seemed to be widely appreciated and helped to generate a sense of **ownership** among participants in relation to the materials created during the course of the workshop.



Other the course of the workshop the participants took three visits to local communities in order to put the workshop discussions into context. The field visits and the time taken to reflect on the experiences were generally appreciated.

Participants were also encouraged to reflect critically on the process undertaken by the trainers as a means of developing their own sense of **self-critical awareness** and **critical thinking**, two elements that are of primary importance for participants' understanding of participatory development practices. At the end of each day participants were given a chance to review the workshop content and approach by responding to the following questions:



- ❖ What new learning or insights did you gain
- ❖ What went well What could be improved

The review provided the opportunity for the Trainers to gauge the impact and uptake of the workshop and of course gave a chance to clarify or respond to any issues as they arose.

5. Workshop Implementation

The workshop was implemented over the course of 8 days from the 27 January to the 4 February 2007.

The workshop was split into 4 overlapping components:

1. Understanding Livelihoods
2. Developing the broad approach to the SLED process
3. Understanding the use of information in livelihoods
4. Setting the task for the fieldwork teams

An overall schedule for the workshop is given in Annex 1 and each of the stages is described in more detail below.

5.1 Understanding Peoples Livelihoods

What is a livelihood? Participants started the process of building an Sustainable Livelihoods (SL) Framework by exploring what is meant by the term "livelihood" and generated a list of factors that can all be considered to be aspects of a persons livelihood, from this list the participants settled on a definition of "livelihood" (Box 1). The diversity of the aspects that form a livelihood illustrated that it is misleading to consider a livelihood as being solely defined by one aspect alone (usually income) and indeed indicated just how complex the challenge of understanding "livelihoods" might be.

Participant Response Box 1

WHAT IS A LIVELIHOOD?

The way we manage our resources and the opportunities we take to improve our standard of living

Building a Livelihoods Framework for SLED. Focusing on their own lives, the participants then worked together to build their own version of a Sustainable Livelihoods Framework and in doing so developed an agreed terminology for each of the components (see Annex 3). Key stages in this process included:

- Identifying the things that you do in your livelihoods - participants recognised that there are three different types of activities that we undertake as part of our livelihoods - social, household & wage/income.
- *Identifying who you are* - age, gender, caste, class etc...
- *Identifying what assets you have* - human, physical, social, information, individual, natural & financial
- *Understanding the direct influencing factors* - attitudes, culture, social norms, markets etc.
- *Identifying the Service Providers* - those organisations public, private or NGOs who provide services e.g. traders, banks, NGO projects, government service etc.

- *Identifying the Government Authorities and Community Leaders* - those organisations who set the rules of the game e.g. Government ministries, religious leaders, donors etc.
- *Understanding Relationships* - between Service Providers, Controllers and People - accountability, transparency, choice, feedback, influence etc. (see Annex 6 for participants' analysis)
- *Identifying Vulnerability & Challenges* - including the external threats or opportunities and the internal mechanisms for coping with those threats or taking the opportunities.
- *Identifying Hopes & Opportunities* - the goals people see for themselves based on their own livelihood experiences and their perceived access to opportunities.
- *Identifying Actions and Choices* - the actions and choices that people take "to make their lives run smoothly" and considering why actions and choices vary between different people.
- *Defining Livelihood Outcomes* - discussing how aspirations affect the way we view outcomes and how actual outcomes influence aspirations and opportunities and considering how you would define a satisfactory livelihood outcome for other people.



Livelihood framework developed by participants

A very important aspect of the process of developing the SL Framework was the focus on what people **have** and what people **do** rather than what people **don't** have and what they **don't** do. This focus forms the basis of one of the key principles for SL approaches, which is "building on strengths".

Learning about livelihoods and livelihood diversity

On the afternoon of the third day the participants split into groups and visited a nearby village, Thirespuram, located 2 km from Tuticorin Town. Using their experience as

development professionals and with the Livelihoods Framework at the back of their heads the participants were set two very basic objectives:

- i Familiarise yourself with the community
- ii Find out about people's livelihoods - focusing on what they have, what they do and what they aspire to.

The participants used a very informal approach for this field visit and used simple questions such as - "what changes have occurred in your lives" - to open up conversations with people about their livelihoods. Each group aimed to speak with representatives of 3 households who they felt may be representative of different groups of people (e.g. very poor, female headed households, old, young).



Despite initial scepticism about the informal approach (perhaps stemming from our over reliance on using PRA tools to communicate with people in villages) the participants found the people to be very willing to talk and they responded well to the unstructured approach. What was clear was the fact that we could not find everything out that we needed to. It emphasised that learning about livelihoods takes time and

if we are to learn with people we will have to move at their pace. It was also noted that people are very used to talking about what they don't have and don't do, so it is a challenge to help them to talk about what they do have and what they do.

In analysing the results of the fieldwork the participants were encouraged to summarise their information on a livelihood diversity matrix (see Annex 4), which enabled everyone to appreciate the differences and similarities between households. They were also asked to record stories that illustrated the different strategies employed by the households. An example of this, a field report that was prepared by one group of participants to record their learning during the practice fieldwork, is given in Annex 9.

The participants recognised that it would not be possible to talk to every household in a village but they could try to identify the likely groups of households and perhaps work with village leaders and CBOs to validate their approach. They also felt that as their own understanding of the community improved they might identify new groups of people with common interests.



The process of analysing diversity within communities is important since we should recognise that while certain interventions may help all people, it is more likely that different groups will respond to different things in different ways - change may benefit one group and disadvantage another or different groups may be able to access different types of services.

Identifying the Factors that help or inhibit people to change

On the afternoons of day 4 and 6 participants visited two different villages, Thirespuram and Tharuvaikulam, which is located 11 km from Tuticorin Town.. The objective was to find out about some of the factors that help or inhibit people to make changes in their livelihoods.

In preparation for this the groups considered how the different elements of people's livelihoods may affect them. For example:

Personal Characteristic Women may have access to different services, older people may be less able to adapt

Assets People with poor education may find it difficult to access different services and make changes. People with good social connections may have good support for change

Internal and external influencing factors A dependency culture may restrict people's willingness to take the initiative, threats of disaster may make people less willing to take risks

Relationships between service providers, government/authority and people Good relationships between people and credit providers help them to finance new activities and give them confidence to take risks.

Following a visit to a small-scale vermi-compost livelihood diversification initiative, the groups went out and spoke to different households. In their analysis of the fieldwork the participants recorded the changes that had happened to the households and the factors that had helped or inhibited them.

After the fieldwork there was a discussion session to examine these factors, with each group looking at the different areas of the livelihood framework. Participants presented their findings to the larger group. General reflections on the process included the need to be open to complex stories, to be aware of exactly whose opinion are you getting to take care over language used, and to use facilitation strategies to ensure that everyone being interviewed is heard adequately.



5.2 Developing a Broad Overview of the SLED Process

Using the framework to Consider Past Experiences

On the morning of day 3, participants reflected on the SL framework and used this to think about their experiences with Livelihood Development programmes. Working in groups, they tried to answer the following questions for each of the examples they could think of;

- Key livelihood elements targeted to help people to change
- The Tools used to do this
- Key lessons from the approach

The presentations and analysis (see Annex 5) highlighted many interesting observations relating to areas such as; the importance of understanding people's livelihoods, building partnerships for development, considering incentives for people to take actions, thinking about markets, considering other factors that help of hinder people to make changes, the complexity of the challenge and the importance of taking time and working with people.



This analysis provided a very sound basis for the group to make a first attempt at identifying a series of principles for the SLED process, which are included in box 2. These were continually reflected on and refined / added to as the workshop went on.

Entry Points for the SLED Process

The participants also began to consider the question of what is the entry point for this work - in other words; 1.) understanding our own reasons for undertaking the SLED process 2.) deciding where we should start for our selves and 3.) how we should start with the community. The participants decided:

1. We must be transparent about our aspirations of securing at least a sustainable future for the reefs and at best a state where they regenerate and flourish
2. We need to change our behaviour and attitudes to how we work with communities
3. Our entry point with the community should be to understand their livelihoods and aspirations

It was also recognised that this must be more than just a tool for field workers, it must also be for people as well. Recognising that we can't do everything we can provide a platform to allow many different processes to come together and so work better.

Learning with people

Participant Response Box 2

PRINCIPLES FOR SLED

- Change from Us & Them to **WE**
- Build on Peoples Strengths
- Build relationship with the community
- Take your time and learn with people
- Livelihoods - listen to histories
- Change culture of dependency
- Building capacity for people to adapt to change
- Recognise the limitations of making assumptions and be willing to challenge them
- Be transparent about the objectives and capabilities
- Monitoring is for us & people - it should be used to
 - Build confidence and appreciation of achievements, and
 - Enable joint learning
- Sustainability comes from community participation and ownership of the development process.
- Recognise your entry point but don't get stuck - use it as a way to explore the whole of people's livelihoods with them
- Recognise we can't do everything
- In considering new opportunities understand the demand.

A key part of the SLED approach is the partnership between the development agency and the people. This partnership must start the moment we enter the village and the participants noted that we must consider the process of learning as being both for us and for the people. The participants noted some key considerations for learning with people:

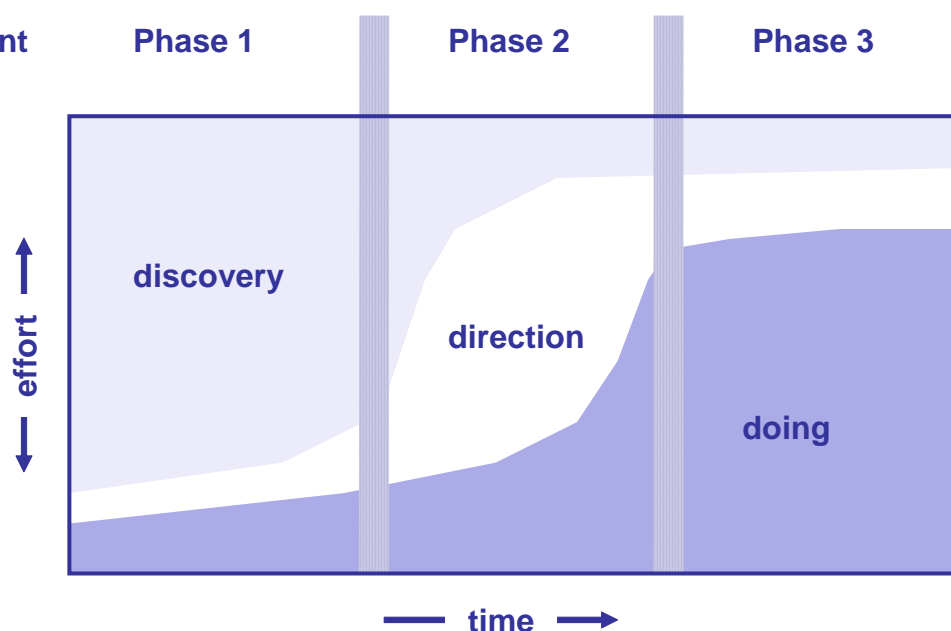
- Be open about who we are - allow them to understand who we are
- Try to create a level playing field - we have to be sensitive to them and they have to be sensitive to us
- Build a working relationship with people
- Be open about limitations - understand we can't know everything
- Recognise that you will never be a complete insider
- Work with local people where appropriate

Developing an overview of the SLED Process

Following a plenary presentation of what the SLED process may look like (fig 1) the participants firstly attempted to describe each of the stages and then considered in more detail the types of activities (Annex 6) that may occur in each stage:

The 3 Phases

Process
development
phases



- i **Discovery** - Learning with people and agencies about where they are now and how they got there. Identifying the best aspects of what is and therefore what can be.
- ii **Direction** - Helping people and service providers to analyse themselves and the opportunities in the world around them, in order to make informed choices about the desirability, the feasibility and the profitability of livelihood change.
- iii **Doing** - Working with people to develop their capacity to change and to develop the relationships, provide the information and support to help them make change.

The overview of the SLED process was used as a framework to develop guidance and the process for the teams to pilot (see section 4). The process will be continually revised as the field teams develop their understanding of livelihood enhancement and diversification in the pilot tests, and from the reviews of global and regional experiences.

5.3. Understanding Information Needs

In discussion on day 6, participants started to address the question of the use of socio-economic monitoring in coastal communities. They started this process by considering:

- What feedback and learning activities have you experience of?
- What were the objectives of those activities?
- How was the information generated used?
- Who was the information used by?

The feedback from the groups is included in Annex 7 and in the following discussions the participants noted a series of considerations for people who are planning to initiate socio economic monitoring activities:

- i Work out who it is you are targeting, what it is that they are concerned about, what changes you are hoping to effect, what information/action is going to bring about that change: Monitoring should respond to this.

- ii Strategies for monitoring are bound to be multiple - with different information demands from different groups (e.g. donors, research agencies, communities)
- iii Monitoring and analysing data should be done with communities
- iv Demand for monitoring is often lead by outside institutions which means incentives for communities to engage are low - but this can be addressed if it is implemented with communities
- v Socioeconomic monitoring seen as an add-on activity rather than something that can add value itself. It must therefore be clearly linked to other activities and its values to the community should be demonstrated.

Participants also went onto consider how information and monitoring should be used throughout the SLED process. They considered what activities could be carried out in each of the stages that could feed back into the feedback and learning stages. The analysis is shown in the table below.

Discovery	Direction	Doing
Regular sharing information within the team, with the community and concerned agencies →		
Communicating information: not just generating data→		
Facilitating learning by people →		
Making use of and validating existing information →		
Identifying communication/information channels →		
	How to achieve those goals →	
	Reflection and reassessment of whether we are having an impact on livelihoods	
What kinds of information could be generated?		
BASELINE		
Livelihood activities	Comparison and cross fertilisation	Lessons learned
Resource use	Establishing goals/vision	How to incorporate and act on lessons
Trends and changes that are going on	Identify common goals and vision	Documenting / disseminating success
Identify strengths and opportunities	Relationships with institutions	Community monitoring

Over the course of the 8 months pilot work in communities the field teams are faced with the challenge of implementing socio-economic monitoring regimes. In the first stage of fieldwork they will focus on understanding peoples livelihoods and the way that they use information - as a way of determining how socio economic monitoring can be developed to satisfy both information gathering needs and the needs of the community. A socioeconomic monitoring protocol for measuring change would be developed for the pilot sites in June as part of phase 2 of the fieldwork.

5.4 Setting the task for the fieldwork teams

On days 7 & 8 the participants worked in groups to develop practical fieldwork guidance for a series of steps that they would need to undertake as part of the discovery stage. The guidance notes produced are included in Annex 8 and cover the following areas:

1. Review secondary information & identify potential partners
2. Consultation with partners
3. Preparing partners to participate in the activity
4. Defining and explaining clearly the objectives of the initiative with communities & selection of households or groups for exploration of livelihoods
5. Exploration with households & groups
6. Document using framework & analyse
7. Validation
8. Review & finalise documentation

The participants then agreed on fieldwork challenge which outlined the goals for the field teams in the pilot villages (Annex 8).

The second SLED workshop is planned for June 2007.

Annex 1: CORALI Workshop Overview

January/Feb 2007 - Tuticorin

Day 1 & 2: Building an SL framework for South Asia Coastal Communities:

Objective: To understand and develop the key elements in a sustainable livelihoods framework

Day 3: Understanding livelihoods and the SLED process

Objective: To explore the SL framework with people and to outline the role for the SLED process.

Day 4: Identifying the factors that help or inhibit people to make changes

Objective: to consider different groups in a community and to analyse the different things that help or inhibit them to make changes

Day 5: Developing a framework for the SLED process

Objective: identify and defined the broad stages for the SLED process.

Day 6: Identifying the role of information in the SLED process

Objective: To identify peoples experiences with socio economic monitoring and to consider the role of monitoring and evaluation in the SLED process

Day 7: Developing Fieldwork Guidance for the pilot testing the SLED process

Objective: to develop guidance for the field teams

Day 8: Finalising guidance and setting the fieldwork challenge

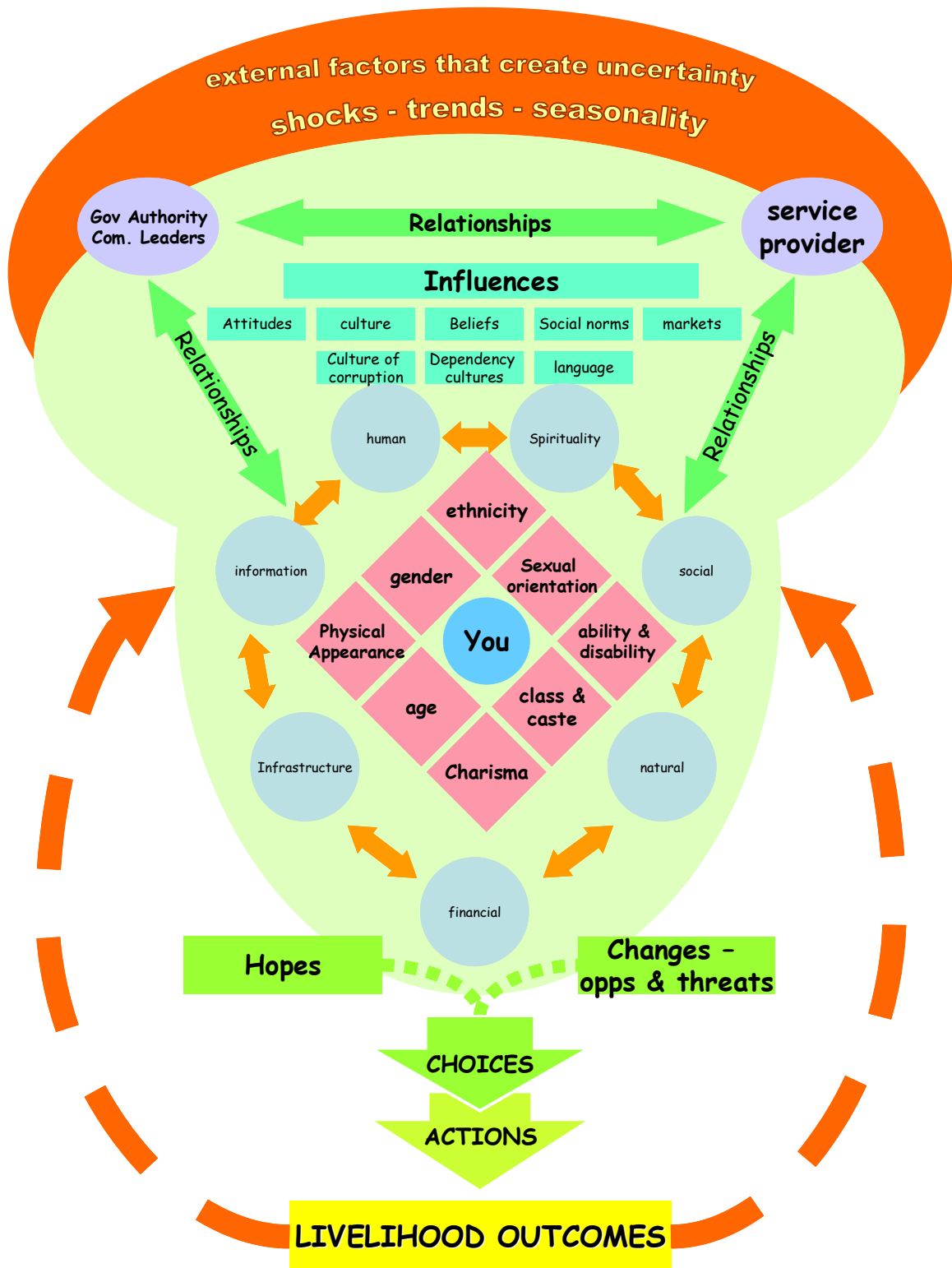
Objective: To develop guidance for the field teams and to outline the challenge for the first stage of field work

Annex 2: Workshop Participants List

No.	Name	Country	Site	Organisation
1	Mr. Manish Chandi	India	Andaman Islands	The Andaman and Nicobar Environmental Team (ANET)
2	Mr. Saw John			Karen Youth Association
3	Dr. J K Patterson Edwards		Gulf of Mannar	Suganthi Devadason Marine Research Institute (SDMRI)
4	Dr. Jamila Patterson			Suganthi Devadason Marine Research Institute (SDMRI)
5	Mr.N. Rajendra Prasad		Peoples' Action for Development (PAD)	
6	Ms. Vineeta Hoon		Lakshadweep Islands	Centre for Action Research on Environment, Science and Society (CARESS)
7	Mr. KV Karunakaran			Covenant Centre for Development (CCD)
8	Mr. Indra Ranasinghe	Sri Lanka	Bar Reef	Coastal Resource Management Project, Ministry of Fisheries and Aquatic Resources
9	Mr. Mallikarachchige Upali Mallikarachchi			Coastal Resource Management Project, Bar Reef SAM site
10	Mr. Abdulla Mohammed Didi	Maldives	Baa Atoll	Addu Atoll Male, Ministry of Environment Energy and Water
11	Mr. Ali Rasheed			Foundation of Eydhafushi Youth Linkage (FEYLI)
12	Mr. Ahmad Mukminin	Indonesia	Weh Island, Aceh	Wildlife Conservation Society - Indonesia
13	Ms. Arie Yanthy Nurvita			Yayasan PUGAR (Centre for People's Movement and Advocacy)
14	Mr. Zahirul Islam	Bangladesh	St. Martins Island	Coastal & Wetland Biodiversity Management Project UNDP/GEF
15	Mr. Shayer Mahmood Ibney Alam			IUCN Bangladesh Country Office
16	Ms. Zubaida Birwani	Pakistan	Balochistan Coast	Shirkat Gah - Women's Resource Centre
17	Mr. Mohammad Rahim			Community Development Organisation - GUNZ

Annex 3: Sustainable Livelihoods Framework for SLED

The SLED - livelihoods framework



Annex 4 Household Diversity Matrix

Household	Strategy	Support from SP/Gov	Relationships	Changes vulnerability Challenges	Livelihood outcomes and aspirations	Linkages to the reef	Strengths
Juliette	Cooking, net cleaning, tailor, sells dosa/idly, dry fish business, rents a grinder out	Subsidies for basic food; Church provides services	Govt: provision of jobs in pre-school feeding centre Electricity/water	Death of husbands were shocks	Education of their children is an aspiration - improving their income; look to god to assist them	Less dependency on the reef	Self confidence to work even though she had no training and experience
Jaqueline	Net cleaning, net fixing/creation, son is a boat building assistant	Church provides support to widows		Husband died when her first child was only 25 days old, and then under the care of her father for 5 years. Married again, second husband died when she was 8 months pregnant. Didn't have any work experience etc, and had to learn after the death of husbands and father	Children to be educated - one daughter to be a doctor and one to dedicate herself to god as a nun	Very dependent as she is directly and indirectly dependent on	Very confident person
Santiago and Pauline - 2 boys/2 girls (all married)	Crab fishers (all year round) and fishing (tuna etc Fishing to June), lobsters, molluscs.	Support from boat builders, landing centres, financial and moral support from the church	April 15-May24 Ban on fishing due to spawning time Get incentives during ban time Boat owners and	Don't get a fair price from the harvest Hygeine not good - diseases	Are satisfied but want fairer prices		

Household	Strategy	Support from SP/Gov	Relationships	Changes vulnerability	Livelihood outcomes and aspirations	Linkages to the reef	Strengths
			fishermen - Fuel cost deducted from the price of the full harvest + 10% of the net profits Relationship with buyer - feel they are getting low price				
Middle aged fisher	Crab fishing, general fishing for fish and gastropods Use thin filament nets only for crabs - understood that they were destructive to environment	Fishermen's cooperative society Fishing industry - exporters/buyers Fishing gear suppliers Fisheries department Provision of	Good relationship between all service providers after years of building relationships and is able to switch between buyers	Trawlers disturb the fishing grounds Climate change - not able to predict the seasons as before Storms etc, affect ability to fish	Expand fisheries base for him, his family and sons		Have assets - boats/houses

Annex 5: Using the SL Framework to Assess Past Experiences with Livelihood Development Programmes

Alternative Livelihoods for Coral Miners (Sri Lanka)

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Minimise coral mining • Target groups: coral miners, transporters, collectors, lime kiln operators • Location: southern Sri Lanka • CCD, Agricultural Department, Divisional Secretary, Politicians • Mahaweli authorities 	<ul style="list-style-type: none"> • Assessment • Beneficiary selection • Assets: land boats, training • Education and awareness • Enforcement • Monitoring 	<p>Overall not very successful</p> <ul style="list-style-type: none"> • Must consider sociological differences • Consider & respect community cultural /historical linkages with different resources • Importance of market instruments - appreciating incentives of demand • Importance of technological improvements for reducing demand for damaging products • Should be driven by the community • Need to involve all stakeholders (including children) • People identify needs according to expectations of service providers - here they said they needed boats, land and training • Importance of education and awareness • Importance of diversification: focusing on non-extractive uses

Improving Mangroves

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Restoration of mangrove 	<ul style="list-style-type: none"> • Using prior research 	<ul style="list-style-type: none"> • Only community centred livelihoods activities succeed

wetlands <ul style="list-style-type: none"> • Identification of degraded mangrove lands • Understanding the relationship between mangroves and fisheries 	<ul style="list-style-type: none"> • Canal methods • Identified different stakeholders • Organised them • Benefit sharing system • Establishing maintenance of canal 	<ul style="list-style-type: none"> • Proper identification of the stakeholders necessary • Dynamics of the community can be varied
---	---	--

Capacity building of fisherwomen (Tuticorin, India)

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Train fisherwomen for better livelihoods opportunities Training programmes in: <ol style="list-style-type: none"> 1. Vermicomposting 2. Crab/lobster fattening 3. Seafood processing 4. Fish drying methods 	<ul style="list-style-type: none"> • Awareness creation • Training • Implementation of the work • Monitoring 	<ul style="list-style-type: none"> • Monitoring is essential - without monitoring they won't continue - after training and providing the infrastructure need to follow up and monitor otherwise they won't work • Education is vital - Women are uneducated they were in self-help groups and need to know how to write in order to get loans from the bank etc • Need to actively implement the work programme after training people otherwise they won't implement independently • Need to provide infrastructure so they can engage in these activities • All training needs to be focused on increasing earnings • Need to address a culture of dependency

Small medium enterprises programme (1 year project)

Key elements	Approach and tools	Lessons learnt
--------------	--------------------	----------------

<ul style="list-style-type: none"> • To improve community self dependence • To improve trust in themselves • Improve capacity in organisation • To improve skills base of community to produce appropriate products 	<ul style="list-style-type: none"> • Training in business management • Organisation of people to work together in an organisation • Establishing trust between us and the community group 	<ul style="list-style-type: none"> • They earned more money • People work well when they work together • Providing long term support to the community is important to keep spirits up and reinforce idea that they can do it even when they start to doubt • Important to follow up with monitoring etc, in order to maintain enthusiasm and momentum • Increase their confidence to manage their own business • Many people have skills • but don't have the management skills for small enterprise management • They gained the confidence to manage their own business
---	--	---

Tsunami recovery and reconstruction project (Baa Atoll, Maldives); Agricultural development component (1 year)

Funded by Action Aid and Care

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Focused on 4 islands in Baa Atoll • Target group: Tsunami affected women headed households with least income sources • With the aim of improving HH income, provide good nutrition for the community 	<ul style="list-style-type: none"> • Survey to id groups • Provision of fertilisers, seeds, plants, tools and training to the target group • Monthly monitoring and evaluation and assistance given • MoU signed with the target group to ensure they continue activities and earn a living from it • At the end of the year the target group has to sustain the activities on their own 	<ul style="list-style-type: none"> • Few HHs actively participated and achieved the outcome (less than 40%) • Some never used the items provided and instead gave them to friends on the island as well as sending them to other islands <p>Some reasons for failure:</p> <ul style="list-style-type: none"> • Lack of available land for small farming • Not interested in the activity- only participated because they thought they would get something • Selection of the target group not done appropriately • Wrong assumptions: assumed everyone in the target group would be interested in agriculture and had someone in the household that had the physical ability to carry out agricultural activities • Differences in socio-economic needs not considered • Didn't understand or bother to understand their aspirations → only looked at beneficiaries with regards to income levels, but didn't ask what their plans were or where they wanted to go • Can't go and interview every family - constraints on the project's capacity to do this, but we need to recognise that we are making assumptions

Atoll development (Micro Credit Scheme)

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Provide Micro credit • Targeted at disadvantaged people 	<ul style="list-style-type: none"> • Capacity building at the island level and atoll level • Steering committee established at atoll level • Island level proposal evaluation committee established • Island level approved applicants are approved by the steering committee • Community decides the interest rate 	<ul style="list-style-type: none"> • People who are in advantaged positions receive funds most of the time • Targeted groups didn't get the funds/not approved since they may not be able to pay the money back • Banks and micro funding provides same loan schemes and those who get ADSL micro credit could usually get bank loans • Interest rate agreed upon did not generate enough revenue to continue the scheme on its own • No cross checking even from the UNDP to see whether it was a viable project, turns out that it was not • The people who are best equipped to participate may be people who don't need the support <p>MICRO CREDIT STOPPED</p>

Pakistan: President's fund for livelihoods for youth

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • CBO led • Grant for youth • Rs10,000 per grant • Presidents fund 	<ul style="list-style-type: none"> • Identifying local NGOs to select and monitor grant beneficiaries • Local INGO identified 10- 	<ul style="list-style-type: none"> • Approach built on understanding of the communities, understanding their aspirations etc. • Approach was successful in the village since they were very familiar with the community and were successful in matching aspirations with the grant

	<p>15 youth who they felt could fulfil the requirements: 2 became shop owners; 12 fishermen with 2-day boats and nets</p> <ul style="list-style-type: none"> • People could elect to take up livelihoods to their own choice/aspirations 	
--	---	--

Ford Foundation Project, Lakshadweep - Producing and Exporting Maldives Fish to Sri Lanka

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Women's empowerment • Value addition to a traditional product • Livelihood based on local available resources • Handing over responsibility to the community - looking at what they could contribute and helping them to do this: • Selected one village for the project, they were tasked with providing the unit space and built the housing unit. • Women had to form the 	<p>Take time and built relationships</p> <p>Appreciative enquiry with focus on:</p> <ul style="list-style-type: none"> • Strength • Capacity • Value addition • Market identification • Establishing CBO • Getting licenses • Export permits 	<ul style="list-style-type: none"> • It is important to keep involving the community partners at a very early stage and step of implementation • The first thing - no point going to discuss the project before identifying a market: Maldives fish (hikki maas) <ul style="list-style-type: none"> ○ Identified market - export market existed in Sri Lanka where dried fish is a huge market ○ Identified distributor who would supply the shops • Then went and discussed options with the communities. This was in response to demand as the community had asked for her to identify a market for hikki maas. Took the finished product as consumed in SL and showed it to the fishermen and other stakeholders. Showed them that the product had value added (fresh maas Rs 100, final product Rs300-350). Had no knowledge of curing process etc. • Lessons: Slow is not always bad as the learning gets internalised → at every step the learning is reinforced. Need to let people experience the process.

CBO and go through the process of registering and understanding the by laws.		
--	--	--

Post Tsunami Rehabilitation

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Rehabilitation • Ecological conservation 	<ul style="list-style-type: none"> • Using prior research • Reorganise the research results • Identifying ecological problems • Negotiating with the community for optimum results • Handover relief materials 	<ul style="list-style-type: none"> • Consultation with community and government • Identify where you can add value • Importance of the role of facilitating relationships with Govt and service providers • To know when to leave • Need to be flexible to adapt you objectives to the reality of the local situation

Crab Industry - Merchant Driven

Key elements	Approach and tools	Lessons learnt
<ul style="list-style-type: none"> • Identified indebtedness • Options towards livelihoods diversification which were unidentified 	<ul style="list-style-type: none"> • Organised the artisanal fishers • Analyse the core problems • Jointly looked for solutions • Open to new solutions 	<ul style="list-style-type: none"> • Importance of money lenders role - offer accessible credit • Worked with money lenders • Adaptability for improving the system • Based on a relationship they have had with the community since 2000. Were able to plan with them. •

	<ul style="list-style-type: none">• Mobilise Financial resources• Evolved a system to pay back and save money• Enhanced returns from catch to help repay loans	
--	--	--

Annex 6: Ideas for activities in the three Phases of the SLED

Discovery	Direction	Doing
<p>All done WITH people</p> <ul style="list-style-type: none"> ➤ To establish a process for consultations learning / dialogue ➤ To explore with stakeholders ➤ To understand peoples livelihoods and their present situations ➤ To explore alternative livelihood opportunities ➤ To understand vulnerability ➤ Recognise what is already there and already being done ➤ To build relationships ➤ To identify strengths ➤ To identify resources and supply chains ➤ To explore our assumptions 	<ul style="list-style-type: none"> ➤ To establish strategies and common goals ➤ To understand where we are going / desired situations ➤ To understand where different stakeholders are coming from ➤ "identify pathways for the achievement of those visions" ➤ To build consensus around directions to take ➤ To build in flexibility / buffers ➤ To identify / design action to support positive change (➤ To help people identify alternative livelihood opportunities ➤ To identify and agree on positive change ➤ establish mechanisms for ensuring feedback and learning based on experience" ➤ create a supportive environment for livelihood enhancement & diversification (including linkages with appropriate service providers)" 	<ul style="list-style-type: none"> ➤ To act on directions that they have decided ➤ To build supportive relationships ➤ To build supportive relationships between people /SP/authorities ➤ To build self confidence ➤ To build trust / awareness ➤ To build appropriate learning and feedback mechanisms ➤ To establish experimental interventions ➤ To identify and clarify incentives ➤ To expand linkages

Annex 7 Experiences with socio-economic monitoring

What feedback and learning activities have you experience of	Objective	How information was used and who it was used by
<p>Ahmad: National Park socioeconomic monitoring looking at compliance by fishermen. Found that the information gathering process was quite formal and people were not interested in repeat monitoring - asked what the benefit to them was going to be. Need to be flexible with the way you take the information, don't be trapped in statistics. Community didn't use the information at all.</p>		
<ul style="list-style-type: none"> • Monitoring activities every 2 years • Information collected from the community • Focus on the change that happened during the period 	<ul style="list-style-type: none"> • To monitor change • To prepare a report 	<ul style="list-style-type: none"> • Project implementation unit • Identifying focus • Used by local government and national park
<p>Vineeta: Has been going on for 3 years. Need a balance between qualitative and quantitative data. Data that is both being collected and analysed within the community. Situation analysis with all the usual baseline data, resource mapping etc. Asked the question: Who wants this monitoring (e.g. administration not interested) main driver was the donor Began with a socioeconomic workshop involving the community with government participants, any youth from the community were invited Became a livelihood opportunity for the youth and fishermen to take up socioeconomic monitoring. They were asked what is important to monitor - they decided to look at reef resource using activities. Decided that certain tidal periods were the best times to do this</p> <p>Daily data is being collected. Over time it was seen that practices were changing and changes were noted. In the first year they had fudged the data, in the analysis stage they talked about this, as the project went on the data started improving</p>		
<ul style="list-style-type: none"> • Socio Economic and Biophysical Monitoring in the Lakshadweep 	<ul style="list-style-type: none"> • What is the ecosystem health • How is the ecosystem being used 	<ul style="list-style-type: none"> • 2005 a biophysical component was introduced: socioeconomic monitoring lead to a demand for biophysical monitoring • Lead to education component and to the development of livelihoods activities • Had further discussions on how to use the data, this lead to an education programme and regular meetings reporting back to the community • Resulted in higher self esteem in participants, the formation of an Agatti CRMN

		<p>with logo etc, gave identity and pride to the participants</p> <ul style="list-style-type: none"> Data needs to be useful to the community as well as from a biophysical perspective
<p>presentation of key issues from different experiences</p>		
<ul style="list-style-type: none"> Through assessments and surveys baseline data was collected Information given Variety of learning and feedback activities from awareness raising to straightforward monitoring Commonality of personal interest in work 	<ul style="list-style-type: none"> Create understanding of different situations Understand effectiveness and outcomes of project activities 	<ul style="list-style-type: none"> Used to formulate and modify strategies of government To develop new strategies and techniques Information used to influence people - e.g. planners and those involved in policy making

Annex 8 Fieldwork Guidance

I. First Field Work Challenge

Overall CORALI Pilot Fieldwork Objective: To develop and test a regionally appropriate approach to livelihood development in association with coral reef management.

Field Work Challenge 1: Building the relationships and partnerships for sustainable development - understanding livelihoods and livelihood change

Duration: 3 months

Description (based on the guidance notes for the Discovery phase)

1. Understanding the available information (STEP 1)

- What information exists about the community and about the services to the community
- What information exist to help people to make decisions and changes (e.g. market info, info about opportunities, services etc.)
- How do people use the information

Activities to be undertaken to achieve this include:

- Collect and review existing sources of information
- Document key information about communities, area, agencies involved and livelihood activities
- Document how people use information to make decisions, what types of information and where this comes from

2. Building Relationships with communities for development (STEPS 2-4)

- Helping partners understand purpose of activities and the framework
- Ensure that partners participating are equipped to participate
- Building relationships and exploring the purpose
- Identifying Households & Groups

Activities to be undertaken to achieve this include:

- Arrange initial meetings with community representatives to introduce them to the activity
- Identify households & groups for exploration of livelihoods
- Prepare materials to inform people about the process and to help them engage in it

3. Understanding livelihoods and livelihood diversity within coral reef dependent communities (STEP 5)

- Working with groups in the community
- Understand people's strengths and aspirations
- Look at how the reef benefits the community and different groups within that community
- Find out about the different livelihood activities that people do and what skills these involve
- Explore the different relationships that different groups in the community have with the reef
- Find out about changes in the reef and how they have affected different groups???
- Identify the factors that have helped or inhibited people to make changes.

Activities to be undertaken to achieve this include:

- Meetings with households & groups to explore local livelihoods
- Meetings with service providers to find out their relationships with people and other service providers

4. Documenting information and validating with community (STEPS 6&7)

- Analyse and record information from meetings
- Work with people to validate and confirm findings

Activities to be undertaken to achieve this include:

- Analysis and documentation of data generated by the exploration meetings with groups & households
- Organise and undertake validation meetings at the community, group and households levels as appropriate

5. Reporting (Step 8)

- Prepare documents into a document that shows the learning (about process, outputs and impacts)

Activities to be undertaken:

- Preparation of a report on the exploration of livelihoods using the format provided
- Bring report to 2^o SLED Workshop

II. SLED fieldwork guidance - Discovery Phase

KEY STEPS IN THE DISCOVERY PHASE

1. Review secondary information & identify potential partners
2. Consultation with partners
3. Preparing partners to participate in the activity
4. Defining and explaining clearly the objectives of the initiative with communities & selection of households or groups for exploration of livelihoods
5. Exploration with households & groups
6. Document using framework & analyse
7. Validation
8. Review & finalise documentation

STEP 1 : GUIDANCE
REVIEW SECONDARY INFORMATION & IDENTIFY POTENTIAL PARTNERS
Objective: To review of available information & identify potential partners
<p>Process Tips</p> <ul style="list-style-type: none"> • Collect available data, which might be available from: <ul style="list-style-type: none"> ○ Poverty assessments ○ Census data ○ Other studies ○ Administrative data ○ Health service ○ Reports on past initiatives ○ Employment data • Review this information, checking on: <ul style="list-style-type: none"> ○ Basic data about possible target communities (population, services, social & economic groupings, principle activities & sources of employment, resources, etc.) ○ Local conditions (housing, health, etc.) ○ Local history ○ Agencies & organisations active in the area. • Record the key elements in this information using the Livelihood Diversity Matrix wherever possible • Where appropriate, visit the offices of institutions or agencies that might have relevant information or have important background information about the area: <ul style="list-style-type: none"> ○ Check on any reports they have

- Find out about other agencies, projects, or programmes that are going on in the area.
- Using this information, identify potential partners, who might include:
 - NGOs working in the area
 - CBOs who are active and have a track-record of effective work
 - Government departments or agencies
 - Other projects or programmes
 - Educational and research institutions active in the area.
- Think about who those “**partners**” actually are
 - Are they people might actually be able to **work with you**?
 - Are they people who would simply be **interested** and need to be **informed** about the work.
- Pay particular attention to **government departments** who might have an interest (or a concern) about the work that you are planning. Think about the best way to inform them and get their support (use the Informing and Influencing Framework to identify what their **concerns** are likely to be and what **incentives** they might respond to).
- Discuss these possible partners with other people who are familiar with the area and check whether they agree with your assessment of these organisations.

Outputs

- A systematic review of existing information
- A list of potential partners who might collaborate in the work
- A list of other interested agencies that need to be kept informed

STEP 2 : GUIDANCE

CONSULTATION WITH PARTNERS

Objective:

- To help the potential partners to understand the purpose of the activity & the framework

Process Tips

- Think about what the best way to introduce the activity with your potential partners is
 - If you are thinking of more than one partner organisation, should you meet them together or separately?
 - You should try and keep the meeting “low-key” and not give the impression that this is a “new project” but rather a part of your on-going activities
 - You should probably have separate meetings with potential partners you might want to work with and with those that just need to be kept informed.
- Prepare & send a small concept paper & invitation
 - Think carefully about the audience - what will they make use of & understand
 - Sometimes a meeting may be better than a paper
 - Simplify language & avoid jargon
 - Give a very brief intro to Sustainable Livelihoods
 - Concentrate on what the work is going to be and how your potential partners might contribute to it.

- Arrange appropriate venue, date and time for meeting with partners:
- Prepare material to substantiate the framework
 - This is particularly important for people who will work with you
 - One-to-one discussions are often the most effective way of getting it across
 - Take into account how much time is available & the form of presentation
 - Take into account what has gone on before in that area - it will affect how people view & react to your initiative
 - Do not just "present" the Sustainable Livelihoods Framework" - try to develop it in the context of people's experience
- Prepare a brief review of the secondary data that you have collected so that you can discuss this and validate it with the partners
 - Think about what the best way to review this with partners might be e.g. a short report, a short presentation of key points
- Conduct the meeting
- In the meeting, remember to give:
 - A clear statement of the objective of organising the meeting
 - A clear introduction of who you are, who is supporting the activity and what the objectives of the activity are and what role potential partners might play in it.
 - Briefly review the field activities that are planned.
 - If the meeting is with potential partners who you would like to participate, make it clear what role you think these partners could play.
 - Review plans regarding where the activity is going to take place (target communities)
 - Give participants a chance to comment. Encourage them to talk by asking about their past experience in similar activities.
 - For partners who express an interest in participating in the activity, check on their capacity (time, resources, personnel)
 - Make it clear that the activity can only provide for reimbursement of expenses incurred.
 - Finalise decision regarding the organisation or organisations that will participate.
 - Discuss with partners who will actually participate in the activity and what their experience is.
 - Arrange a time and location for a briefing / training of those who will participate.
 - Review the discussion in the meeting and the decisions taken.
- Focus on the secondary data collected
- After the meeting, remember to prepare a brief note about what was talked about
 - Review the objective of the meeting
 - Give a brief account of what was discussed
 - Review any decisions taken
 - Make it very clear what is now expected of the different participants in the meeting
 - Review the next steps in the follow-up to the meeting
 - If any further meetings have been decided on, state when and where they will take place and who should participate in them.

- Circulate the briefing note to partners.

Outputs

- A firm decision regarding who will participate in the activity
- A group of other partners who are informed and knowledgeable regarding the activity
- A programme of work with potential partners to prepare them to participate in the activity.

STEP 3 : GUIDANCE

PREPARING PARTNERS TO PARTICIPATE IN THE ACTIVITY

Objective:

- **To ensure that partners participating in the activity are equipped to participate effectively**

(This stage of the process will only be required if partners are going to be actually engaged in the field work with you)

Process Tips

- Organise an appropriate time & venue for the meeting
- Ensure that the partners participating are informed well in advance
- Prepare the materials that you will need for the meeting, considering:
 - The level of the participants
 - Their previous experience
 - The role you expect them to play.
- Prepare a detailed plan for the meeting, considering in detail each step of what you are going to do, how you will present these steps and the supporting materials you might need (you can use the example of a detailed training plan given to you in the NRP-SLMaterials file on your CD from the Tuticorin workshop)
- Depending on the level of preparation of the participants you can decide whether it is necessary to introduce them to Sustainable Livelihoods Concepts. If you **do** decide to give this introduction, make it brief and get participants to think about livelihoods based on their experience (don't just present them with the framework).
- The key points that partners need to understand before going to the field with you are:
 - That the objective of the exercise is to develop an understanding, with local people, of the factors that help them to make changes in their livelihoods so that these factors can be built upon and strengthened in the future.
 - That you will be "exploring" livelihoods issues **with** people in communities (not extracting information from them)
 - That they will have discussions with people guided by a checklist but not using a "questionnaire".
 - That the activity aims to understand how people **change** their livelihoods, the factors that **help** them to change and the factors that make it **difficult** for them to change (including service providers and enabling agencies)
 - That this stage of the activity is **not** about making proposals, promises or suggestions about future change (that will come later)
- Once this has been discussed, review with partners the relevant guidance notes, the Livelihoods Diversity

Matrix that will be filled in based on the information collected in the field and the checklist.

- Make sure you give partners an opportunity to comment and make corrections to any of these as appropriate.
- With partners, develop a schedule for the implementation of the fieldwork.
- At the end of the meeting, review what has been discussed and the key decisions taken and make arrangements to begin the field work

Outputs

- Partners fully prepared to undertake the fieldwork, aware of the objective of the work and familiar with the key steps to be undertaken

STEP 4 : GUIDANCE

DEFINING & EXPLAINING CLEARLY THE OBJECTIVE OF THE INITIATIVE WITH COMMUNITIES & SELECTION OF HOUSEHOLDS OR GROUPS FOR EXPLORATION OF LIVELIHOODS

Objective:

- To build a relationship with the community and explore with them the purpose of the work
- To identify households and groups to talk to that will enable you to explore livelihood diversity in the community

Process Tips

- Think very carefully (and consult with partners if appropriate) about the "communities" that you are targeting. Consider:
 - Does the "community" correspond to a certain set of administrative boundaries or is the "village" in fact divided into smaller "communities".
 - What is the most effective unit where people are likely to have some sense of common interest and concerns?
 - What form of leadership or administration is there for the community? For example, apart from official village leaders are there other important leaders who perhaps play a more direct role in people's lives, like traditional leaders.
- Based on this, try to define what unit you are going to regard as your "community"
- Identify beforehand (perhaps in consultation with your partners) the individuals from the community who should be included in the meeting and who they "represent" - the whole "community", part of the community, a particular group or a particular institution
- Prepare a brief introduction to the activity that will clarify to these community representatives what the activity is about. Think carefully about:
 - How to explain the objective and activities in clear simple language
 - How to avoid raising expectations
 - How to be clear about what the results of the activity will be
 - How to get the message across about the need to support people to identify better livelihood alternatives that will actually work and be sustainable into the future.
- Identify the most appropriate methods to convey this information to these group you will be talking to. You might consider a cultural night, an open air meeting or a direct discussion with a more limited number of key people from the community, or a combination of these
- Remember that big meetings called specifically for the purpose of "announcing" this initiative will inevitably raise expectations (no matter how good your explanation of the activity is)

- It is worth writing an outline of exactly what you are going to say and making sure that you set the right tone/type of relationship between you and people in the community as this will influence future interactions
- Also prepare a brief review of the secondary data that you have collected about the particular community concerned so that you can validate this with the community representatives
- Set a time place & venue for the meeting and inform the participants about when it will be held
- Before starting the meeting, make sure that you have got all the materials and supporting information you need ready
- Try to make sure that you have a team of people to facilitate the meeting - one person talking, one person writing things up on the wall or flipchart and one person noting down everything that is said
- Conduct the meeting making sure that:
 - You clearly explain who you and your partners are and who is supporting your activity
 - You clearly explain the objective of the meeting
 - You clearly review the objective of the whole activity and what it will consist of
 - You ask for feedback from the community representatives about the activity
 - You ask for their opinions about the key issues that the activity addresses i.e. livelihood change and things that help and hinder people to make changes
- Review with participants the information you already have and ask for their opinion about it - correct it as required
- Ask participants to describe to you the different livelihood strategies that people in the community are engaged in and identify different groups of people involved in these different strategies (you could use a matrix like the Community Livelihood Matrix provided; you could also ask participants to draw a map of the community showing where different activities are carried out, where different key resources are and where different groups of people live)
- Based on this discussion, decide who you should be talking to and ask for help from local leaders in identifying specific households or groups of local people you can visit and meet. Remember that you should choose a range of households or groups that are engaged in different livelihood strategies - not necessarily a statistically representative "sample". Your objective is to understand the diversity of livelihoods in the community, including different strategies that perhaps only one or two people are engaged in.
- Ask participants for suggestions about timings for meeting people, particular local customs that you should observe and be aware of. Specifically ask about the appropriateness of male team members talking to local women and ask for suggestions about how this can be handled.
- Review what has been discussed in the meeting
- Repeat the objective of the whole activity again and emphasise it
- Thank participants
- If possible, ask some of the participants in the meeting to "show you around" the community (this will show local people that you have been checked out by their leaders and are considered "safe") - use the opportunity to observe different activities that are going on, different social and economic groups that appear to be present and the different sort of conditions that people live in
- After the meeting and any other activities that you carry out with the participants, make sure that you have time to review the notes made during the meeting and document them thoroughly. Discuss what came out of the meeting with your partners and record it in as much detail as possible.
- Review the selection of households that you may have made during the meeting and consider if there are other groups that were identified or that you know about that have not been included and that you would like to cover.

Outputs

- Support from local leadership for the activity
- A broad understanding among key local people about the purpose and form of the activity
- An understanding of the different livelihood groups in the community
- A preliminary identification of possible households or groups within the community to be met and talked to

STEP 5 : GUIDANCE

EXPLORING WITH HOUSEHOLDS

Objective:

- To build the understanding of people's livelihoods, their strengths and their aspirations that will form the basis of the "Direction" stage
- To build a rapport with members of the community

Process Tips

Preparation

- Acquire requisite permission/identifications necessary for approaching people
- Assign tasks within the group - pay
- Prepare carefully a short introduction to the objectives of the activity
- Pay attention to the appropriate timings and period for meeting people
- Review the checklist and the Livelihood Diversity Matrix so that all the team are clear about what they are going to talk about with people
- Review any background information you might have that is relevant to the particular household or group that you will be talking to
- Think carefully about what questions you will ask, trying to keep you initial questions as **open** as possible (What? Who? Where? When? How? Why?)
- Think carefully about your "entry point" - how will you start off the exploration?
 - Entry points should stimulate people to think about what they do, talk about it and "teach" you about their reality
 - Typical good entry points are - local history, the history of a particular household or group of people, changes that have taken place over time, the activities that people do and how they do them, local people's skills and knowledge
 - Your entry point should establish that you are there **to learn from local people** and that they really do have knowledge about things that you do not know about and want to learn
- Think carefully about the probing questions you can ask to help people to analysis what they do and the different aspects of their livelihoods
- Think through the process of your exploration with people - once you have started at a certain entry point, how will you introduce other issues and areas that you want to learn about and explore.
- Think about what tools (visualisations, matrices, maps, seasonal calendars, etc.) you might use to ask about specific elements in people's livelihoods (you can consult the Socio-Economic Manual for Coral Reef Management to get some ideas)
- Prepare any materials you might need to use those tools

- Before each exploration session with a household or a group, assign roles within your team. At any one time:
 - One team member should be talking (and ideally not take notes)
 - One team member should be taking notes of what is said (not talking)
 - If there is a third team member, they should be "gate-keeping" - making sure that the materials needed for visualisation are available, controlling the situation to avoid disruption and distraction as much as possible

Exploration

- Introduce yourselves and the objectives of the activity and the discussion (even if you have already explained it in the community meeting)
- Create an interesting entry point using key/unique information appreciating the community, or the household or the group (e.g. talking about positive and interesting aspects)
- Follow the process that you have prepared for the exploration but be willing to adapt to the things that people themselves wish to talk about. Where your respondents want to focus on something that may not seem directly relevant to our objectives, give them time to talk it through then try to re-focus on the issues that you want to focus on
- Make sure that the note taker is taking thorough notes of everything said
- Where appropriate, introduce tools like visualisations that might help to analyse particular issues - but remember: the **purpose** of using tools is to help the people you are talking with think through issues systematically; the purpose of the tools is **not** to produce a "pretty picture"!
- When you use tools, make sure that it is local people who use the tools, not you - for example, if you ask people to produce a map on the ground, but then draw it all yourself, there is not much point in drawing it on the ground
- If you use visualisation tools, make sure that you have a copy of them before the end of the exploration session - if you have a camera, you can photograph them.
- Use probing questions, to get more detail about each aspect of the discussion
- Remember that the key area that we are concerned with is change and how people have responded to change, and what they see as opportunities in the future (see Livelihood Diversity Matrix).
- If you do an exercise that involves locating/mapping resources and make use of existing maps, ensure that people understand maps - don't assume that they can interpret maps in the same way that you do.
- Be aware of the time and whether people have other things to do. Don't prolong your exploration session when you see that people are anxious to move on.
- When appropriate, draw the session to a close
- Briefly review with the participants what you have talked about and what you feel you have learnt from them
- Ask participants if they have any questions they would like to ask you
 - Be prepared to tell them something about your personal background
 - Be ready to respond to questions about future "projects" so that you are clear and can deal with people's expectations of future assistance
- Thank them very much, and explain how the information will be useful for you and for them
- Mention that after talking to different groups and households in the community, you will organise a meeting with everyone to review what you have learnt about the whole community and get their feedback so that they can correct any mistakes that you might have made.

Follow-up

- After each exploration session, review with the team the information that you have got

- Make sure that the notes on the session are complete
- Make sure that you have copies of any visualisations that you have used
- Discuss how the session went:
 - What went well?
 - How could you have done it better?
 - Did you manage to cover all the areas you were concerned with?
 - What tools might have helped to improve the discussion?
 - Did people participate effectively in the discussion? If not, why not?
- Discuss in the team how to make your next exploration sessions better.

Facilitation Tips

- Respect privacy/cultural norms/confidence
- Questions should be concise and open, as much as possible.
- Avoid creating expectations.
- Avoid sensitive or leading questions: you need to be very careful not be leading - refer to the check list and the GCRMN manual, may be useful to draft questions before hand
- Create informal breaks during the exploration session.
 - You need to recognise that people may not want to sit and talk for long periods of time.
 - Use a variety of methods, e.g. getting people to take you around and show you their resources/livelihoods, asking people to show you how they do something.
- Give room for participants' questions
- Wear appropriate clothing
- Do not impose ourselves/our ideas on them
- Know when to leave
- Thank and appreciate time spent and request another time if necessary: emphasise that you have learnt from them and found their opinions valuable

Outputs

- After each exploration session, detailed information on what people do, how they do it, changes they have faced, how they have responded to changes, factors that have helped and hindered them in dealing with change, a picture of people's strengths, their aspirations for the future and the opportunities that they perceive for the future
- Participants with a better understanding of what they do and what they are good at and an appreciation of their own strengths and skills

STEP 6 : GUIDANCE

DOCUMENTATION & ANALYSIS

Objective:

- **To record information generated during exploration process**
- **To analyse information to extract key learning**

Process Tips

- After each day's fieldwork and exploration with households and groups:
 - Review notes from meetings
 - It will probably be easiest to take one group or household at a time and go through your notes from that group / household exploration
 - As you review your field notes, keep a copy of the livelihood diversity matrix at hand (ideally you might have the matrix up on the wall as we did during the Tuticorin workshop)
 - As you discuss each household or group, refer to the headings in the matrix and, when you come across specific information relevant to matrix.
 - Complete the matrix one household or group at a time
 - Once you have finished a particular household or group, think about how they have combined different aspects of their livelihoods and how they have dealt with changes and consider whether a "story" about that household would be help to understand how their livelihoods actually work
 - Prepare these stories as required
 - Note down, for each household or group, any specific visualisation tools that were used while doing the exploration with them and make sure that you know where the copies of those tools are
 - Where you have talked to several households that have the same or similar livelihood strategies, consider whether the information about these households can be grouped together.
- As you carry out the field work, try to keep "up-to-date" with your recording of the information. You should gradually develop a "file" for each community in which you have:
 - A Livelihood Diversity Matrix which will gradually be filled up the more households you cover
 - A file for each livelihood strategy "type" (the left hand column of the matrix) where you have:
 - The various stories that illustrate how that groups livelihoods actually work and how they have coped with change
 - Copies of the visualisations used with that group
- As you complete each community, take time to go back over the information you have generated and think in particular about the various "questions" posed for each column of the Livelihood Diversity Matrix
 - Are there any common elements (or important differences) in the way different groups have dealt with change, the strengths they have identified and the aspirations and opportunities they perceive?
 - In particular, what are the sorts of supporting factors that have helped people to deal with change? Are there "common" factors that seem to play a particularly important role? Are there particular cases when one sort of support proved very important or effective?
 - What are the sorts of factors that made it difficult for people to deal with change? Are there "common" factors that seem to play a particularly important role? Are there particular cases when factor represented a serious obstacle?
- Make separate notes about any key common or divergent elements that you see in different communities and put them in your file on each community

Outputs

- A complete record of the key elements learnt during the household / group exploration sessions
- Illustrative stories of the experiences of different households and groups in dealing with change
- A completed livelihood diversity matrix for each community covered

STEP 7 : GUIDANCE

VALIDATION

Objective:

- To validate the findings and analyse with the key informants and members of the households interviewed
- To discuss and confirm key learning from the exploration meetings with different groups & households

Process Tips

- Think carefully about the different levels at which validation of data can reasonably take place:
 - With particular groups involved in a certain livelihood strategies (i.e. fishers)
 - With the community as a whole.
- The choice should depend on the size of the community
- Identify the participants and inform them about the meeting
- Arrange appropriate venue, date and time for the meeting
- Prepare an appropriate means of presenting the key learning that the team has generated from the exploration process
 - You may decide to use the Livelihood Diversity Matrix for each of the groups with which you will have the validation meetings, but it may be quicker just to extract the key learning from that matrix and discuss that.
- Focus on simply presenting the information
- Conduct the meeting
 - Start the meeting with a quick review of what you have done in the community or with the group
 - Repeat the objective of the whole exercise
 - Present the objective of the validation meeting:
 - *To discuss and confirm key learning from the exploration meetings with different groups & households*
 - Emphasise the importance of getting the participants ideas about what the key learning about people's livelihoods is
 - Present the key learning, focussing on the questions at the top of each column of the Livelihood Diversity Matrix
 - For each piece of "key learning", explain how you have arrived at that learning
 - Ask for the opinion of the participants
 - Encourage them to make alternative suggestions
- Once all the key learning has been reviewed and any ideas from participants have been added and noted down, thank the participants
- Explain what the next step will be:
 - Using the information generated to try to understand more effective ways of making decisions about how to improve their livelihoods
 - Emphasise that this will be a process that will be led by the participants and community members

themselves
<p>Outputs</p> <ul style="list-style-type: none"> • A validated set of key learning from the exploration process • Increased sense of ownership of the process among local people

STEP 8 : GUIDANCE
FINALISING DOCUMENTATION
<p>Objective:</p> <ul style="list-style-type: none"> • To finalise documentation of the exploration process
<p>Process Tips</p> <ul style="list-style-type: none"> • Ensure that all the relevant information is available and has been noted down, including: <ul style="list-style-type: none"> ○ Notes on the secondary data review ○ Notes on the initial meetings with the community (including any eventual village maps) ○ Notes on exploration sessions with groups or households ○ Any visualisation tools used in these exploration sessions ○ Notes on stories recounted by participants in these sessions ○ The completed Livelihood Diversity Matrices ○ Review of key learning from analysis by the team ○ Notes on discussions during Validation Meetings and an revised key learning • Identify any local people from the community who might be able to assist with the documentation process • Organise a venue where the team and partners (and local people if appropriate) can work together • Introduce the purpose of the session to finalise the documentation <ul style="list-style-type: none"> ○ Emphasise the importance of highlighting key learning ○ Also supporting information to illustrate how that key learning was arrived at • Use the Livelihood Diversity Matrix as a basic framework for the reporting and work across it, looking for trends, similarities and differences between different groups and households with respect to each column • Use the checklist of questions from the Analysis Checklist as a guide •
<p>Outputs</p> <ul style="list-style-type: none"> • A concise and usable document reviewing the learning generated from the exploration phase

III. Checklist for household and group exploration

The questions below provide a guide of the key points that you will need to ask at some stage of the exploration with households of groups. You do not have to ask the questions in this order.

Many of these questions also overlap and represent slightly different ways of approaching the same issues. So think of this checklist as a resource that you can "dip into" as required.

CHECKLIST FOR HOUSEHOLD / GROUP EXPLORATION:

KEY QUESTIONS	PROBING QUESTIONS
<p>1. What different activities do you do to support your household?</p> <p>2. When during the year do you do these different activities?</p> <p>3. Who in the household does these different activities?</p>	<ul style="list-style-type: none"> ➤ What activities do people in the household do? ➤ How do you do them? ➤ What skills do you use? ➤ When do you do these activities? (what time of year?) <ul style="list-style-type: none"> ❖ <i>You can encourage respondents to make a seasonal calendar of the different activities they are involved in through the year</i> ➤ Which household members are involved in these different activities? <ul style="list-style-type: none"> ❖ <i>Encourage respondents to be as specific as possible about different activities</i> ❖ <i>When respondents talk about an activity, like farming or fishing, probe to find out more about the precise type of farming or fishing done at different times of the year, for example;</i> <p><i>For farming activities</i></p> <ul style="list-style-type: none"> ➤ What type of farming do you do? ➤ What time of year do you do it? ➤ Who is involved in the work besides you? ➤ What are the different steps or activities involved? ➤ Do you work for yourself or as a labourer for someone else? ➤ Is the land yours or do you rent it? ➤ What do you do with the product? <p><i>For fishing activities</i></p> <ul style="list-style-type: none"> ➤ What type of fishing is it? ➤ What fishing gears do you use? ➤ What season do you do it in? ➤ Who is involved? How do you work together? ➤ Do you use a boat? ➤ What sort of fish do you catch? ➤ Do you use your own boat and fishing gear or do they belong to someone else? ➤ Do you work as a labourer for someone else on this activity <ul style="list-style-type: none"> ❖ <i>Ask about activities that generate income as well as non-income generating activities, which are important for household subsistence (e.g. firewood collection, rice field fishing etc)</i>

KEY QUESTIONS	PROBING QUESTIONS
	<ul style="list-style-type: none"> ❖ <i>Encourage people to show you what they do and where they do it.</i> ❖ <i>Be appreciative of the skills and knowledge they display</i>
<p>4. Are there any household members living outside the household?</p>	<ul style="list-style-type: none"> ➤ Is there anyone from the household working outside the village? ➤ Do they contribute to the household? ➤ How do they contribute? ➤ When during the year do they make their contributions?
<p>5. How important are different activities for the livelihood of the household?</p>	<ul style="list-style-type: none"> ➤ How much income do you get from this activity compared to the others? ➤ How secure is the income from this activity compared to others? ➤ How much food for the household do you get from this activity compared to others? ➤ How secure is the food supply from this activity compared to others? ➤ How much do other livelihood activities depend on this one? ➤ What activities do you feel are most important for your household's livelihood? ➤ Why are they the most important? ➤ What activities are the next most important? ➤ Why are they the next most important?
<p>6. What do you use to carry out different livelihood activities? <i>(if the household has a lot of livelihood activities, focus on those activities that they have identified as being most important)</i></p>	<ul style="list-style-type: none"> ➤ What natural resources, do you need to be able to do this livelihood activity? <i>For example land and water for farming, fish and water areas for fishing, forests for firewood, animals for livestock raising, water (natural resources)</i> ➤ Pay special attention to any natural resources that are linked to coral reefs - what are they? where do they come from? how important are they? ➤ What tools and equipment do you need? <i>For example ploughs or tractors for farming, fishing nets and boats for fishing, axes for cutting wood, buckets, a motorbike for fish vending or trading (physical resources)</i> ➤ What other inputs do you need? <i>For example fertilisers and pesticides for agriculture, petrol for engines, motorbikes, tractors, etc, materials for building, goods to sell in your shop (physical resources)</i> ➤ What infrastructure do you use for this livelihood activity? <i>For example roads, or electricity (physical resources)</i> ➤ What money do you need ? <i>For example wages, or credit, or savings (financial resources)</i> ➤ What skills or knowledge do you need? <i>For example knowledge about agriculture, or skill in fishing (human assets)</i> ➤ What level of physical strength and good health do you need? <i>(human resources)</i> ➤ What support from the family, friends or neighbours do you need to be able to carry out this activity? <i>(social resources)</i> ➤ What sort of motivation or determination do you need? <i>(personal resources)</i>

KEY QUESTIONS	PROBING QUESTIONS
	<i>resources)</i>
<p>7. How do you get these things?</p>	<ul style="list-style-type: none"> ➤ Do you own these things you need? ➤ Do you have to buy them regularly? ➤ Do you rent them? On what terms? ➤ Do you borrow them? ➤ Do you use them in return for a proportion of the results? On what terms? ➤ Do you use them free of charge? ➤ Do you have to exchange other resources for them? <i>For example do you sell fish for money in order to buy petrol for your motorbike?</i> ➤ Pay special attention to coral reef related resources
<p>8. Where do you go to get these things? / Who do you get these things from?</p>	<ul style="list-style-type: none"> ➤ Do you go to shops or private traders? ➤ Does a trader or middleman provide them to you? ➤ Do you get them from friends, family or neighbours? ➤ Do you get them from government services or institutions? ➤ Do you get them from NGOs? ➤ Do you get them from religious organisations?
<p>9. What service providers are involved in helping you to carry out your different livelihood activities & how are they involved?</p>	<ul style="list-style-type: none"> ➤ What services provided by other individuals or organisations do you use to carry out different livelihood activities <ul style="list-style-type: none"> ❖ <i>You can encourage respondents to explain their activities step by step and think about the different actors that are involved at each step and the services they provide</i> ➤ Who provides those services - private operators? government services? NGOs? community organisations like cooperatives or CBOs? friends or relatives? ➤ What do they actually do and how do they help you? ➤ What is your relationship with these different service providers like? Do they support you or are they difficult to work with?
<p>10. What makes it easy to get these things?</p>	<ul style="list-style-type: none"> ➤ Do the conditions of some natural resources make it easy or difficult to get them? (<i>natural resources</i>) <i>For example, some natural resources may be plentiful and close by, while others may be depleted and far away.</i> ➤ What laws or regulations are there that control different livelihood activities? ➤ What laws or regulations are there that control how you use different natural resources? How do they affect how you access them? (<i>natural resources</i>) ➤ What organisations or agencies are there that enforce rules & regulations? How do they affect your activities? (<i>natural resources</i>) ➤ What is your relationship with these organisations or agencies? Do they help you or hinder you? ➤ Are there specific individuals or powerful figures who play an important role in particular activities? What do they do and how do they effect what you do?

KEY QUESTIONS	PROBING QUESTIONS
	<ul style="list-style-type: none"> ➤ What is your relationship with these individuals or powerful figures? Do they help you or hinder you? ➤ What roads are there and what conditions are they in? Does this make it easier or more difficult to get to market or to town and purchase the things you need? (<i>physical resources</i>) ➤ Is there a water supply or wells that make it easier to get drinking water? (<i>physical resources</i>) ➤ Are there markets where you can sell what you produce to get the money you need to buy things? (<i>physical resources</i>) ➤ What are prices for your produce like? Does this make it difficult or easy to get what you need? ➤ What are supplies of the things you need like? Does this make it difficult or easy to get what you need? ➤ Are there shops, or traders that supply the things you need? Do they make it easier, or difficult to buy the things you need? (<i>physical resources</i>) ➤ Are there any projects or programmes that provide access to credit? Do they make it easier, or difficult to borrow money? (<i>financial resources</i>) ➤ Are there any projects or programmes that have provided training so that you can learn new skills? Has this made it easier, or more difficult to access the things that you need? (<i>Human resources</i>) ➤ Are there hospitals or health centres that make it easier to get medical treatment and stay healthy? (<i>physical/human resources</i>) ➤ What are relations with your family, friends and neighbours like? Do these make it easier or more difficult to get what you need? (<i>social resources</i>)
<p>11. What changes have taken place in the last 10 years that have affected the household's livelihood?</p>	<ul style="list-style-type: none"> ➤ What changes have there been in the community as a whole in the last 10 years? ➤ What livelihood activities have they affected? ➤ What changes have there been in the area as a whole? ➤ What changes have there been in the environment? ➤ What changes have there been in government policies or programmes? ➤ What changes have there been in markets and demand? ➤ What changes have there been in work opportunities? ➤ What changes have there been in education and training opportunities? ➤ What changes have there been in health and sanitation?
<p>12. What are the reasons for these changes?</p>	<ul style="list-style-type: none"> ➤ Who or what do they think caused these changes?
<p>13. What effect have these changes had on the household's livelihood activities?</p>	<ul style="list-style-type: none"> ➤ How have these changes affected the household activities? Have activities changed as a result? ➤ Have changes provided <i>opportunities</i>, or <i>choices</i> to do different activities? Which changes provided new opportunities or choice? ➤ Has the household chosen to change their activities?

KEY QUESTIONS	PROBING QUESTIONS
	<ul style="list-style-type: none"> ➤ Have changes <i>forced</i> the household to do different activities? Which changes forced the household to change?
<p>14. What effect have these changes had on the household's livelihood outcomes?</p>	<ul style="list-style-type: none"> ➤ How have changes in activities affected the household? ➤ What affect have they had on the overall well-being of the household? ➤ Have they made you lives better or worse? ➤ How have they affected income? ➤ How have they affected food supply? ➤ Have the effects been good or bad? What are your reasons for thinking that the effects are good or bad?
<p>15. What has helped the household to respond to changes?</p>	<ul style="list-style-type: none"> ➤ How have they been able to get through difficult, or bad changes? ➤ How have they been able to take advantage of opportunities? ➤ Were you able to get any help when this change occurred? From family, friends or neighbours? From government organisations or services? From NGOs? From moneylenders or middlemen? ➤ Were you able to make use of different assets you own, or can access? Were you able to use your own finances? Were you able to use different skills, or knowledge? Were you able to use your health, or the labour available in your household? Were you able to use different physical assets (transport, tools etc)?
<p>16. What has made it more difficult to respond to changes?</p>	<ul style="list-style-type: none"> ➤ What or who has made it more difficult to get through changes? ➤ Were there particular laws or regulations that made it difficult to respond to the changes? ➤ Were there things that you did not own, or were unable to access that made it difficult to respond to the changes? Were you lacking access to finances? Were you lacking knowledge and skills? Were you lacking enough information? Were you lacking help from others? Were you lacking the right physical assets?
<p>17. What new activities have household members taken up in the last 5 years?</p>	<ul style="list-style-type: none"> ➤ Have any of the livelihood activities listed on the seasonal calendar been started in the last 5 years? ➤ When were they started? ➤ Who in the household was involved in deciding to start up this activity? ➤ What was the household doing before they started this activity?
<p>18. Why did the household take up these new activities?</p>	<ul style="list-style-type: none"> ➤ What made the household decide to start this activity? ➤ Was it a choice or were they forced to take up this new activity?
<p>19. What helped the household to take up this new activity?</p>	<ul style="list-style-type: none"> ➤ Were they able to get any help when they started up this activity? Who, or what provided them with the help? ➤ Was it from family, friends or neighbours, from government organisations or services, from NGOs, from moneylenders or middlemen? How did they help you start the new activity? ➤ Were there particular laws or regulations that helped you when you started this new activity? How did they help you start the new activity?

KEY QUESTIONS	PROBING QUESTIONS
	<ul style="list-style-type: none"> ➤ Were there things you owned or had access to that helped you take up the new activity? Were you able to use your own finances? Were you able to use different skills, or knowledge? Were you able to use your health, or the labour available in your household? Were you able to use different physical assets (transport, tools etc) ➤ Were there changes in markets that helped you when you started this new activity? Did prices and demand for certain products provide new opportunities?
<p>20. What made it difficult for the household to take up this new activity?</p>	<ul style="list-style-type: none"> ➤ Were there difficulties in starting up the new activity? Who, or what made things difficult? ➤ Were there particular laws or regulations that made it difficult to do this new activity? ➤ Were there things that you did not own, or were unable to access that made it difficult to take up the new activity? Were you lacking access to finances? Were you lacking knowledge and skills? Were you lacking enough information? Were you lacking help from others? Were you lacking the right physical assets? ➤ Did market conditions make it difficult to do this new activity? Were you unable to access the market? Was there not enough demand, or low prices to create good opportunities?
<p>21. What have the results of the new activity been for the household? If it was successful, why? If it failed, why?</p>	<ul style="list-style-type: none"> ➤ What results has the activity produced for the household? ➤ Have things overall got better or worse for the household since you started this activity? ➤ Why? ➤ Has income improved or become more stable? ➤ Has food supply improved or become more stable? ➤ What other aspects of the household's well-being have changed? ➤ Would you say the activity has been a success or a failure? What are your reasons for thinking it a success, or failure?
<p>22. What new activities do you hope to do in the future?</p>	<ul style="list-style-type: none"> ➤ Probe for planned changes in livelihood activities ➤ What new activities are you considering? ➤ Who in the household is involved in deciding whether to take up these activities? ➤ Who in the household is likely to take up these activities?
<p>23. Why do you want to do them?</p>	<ul style="list-style-type: none"> ➤ What has made you consider these activities? ➤ How will they help you and your household? ➤ What advantages will they bring? ➤ Probe for expected results - increased income, income stability, increased food supply, etc.
<p>24. Why haven't you already started them?</p>	<ul style="list-style-type: none"> ➤ What is stopping you from starting these activities now? ➤ Do you have the skills and knowledge, tools & equipment, financial resources, natural resources, family support, etc. you need? ➤ If not, how do you hope to get them? ➤ What organisations or agencies, friends or family, private sources, etc. might help you to take up this activity? ➤ How risky, or uncertain is the new activity? How do you feel about

KEY QUESTIONS	PROBING QUESTIONS
	taking on this risk? How does this affect your ability to start up the new activity?
25. Who or what might help you to take up this activity?	<ul style="list-style-type: none"> ➤ What possible sources of help could you use to take up this activity? ➤ How can you access these different sources of help? ➤ Probe for knowledge & skills required, training, credit, supporting regulations, markets, competition, etc
26. What changes do they hope to see in the community as a whole over the next 10 years?	<ul style="list-style-type: none"> ➤ How would they like to community to be different in 10 years time compared to now? ➤ What changes are needed to bring about this about?

Annex 9: Example fieldwork report

Field Visit Report

CORALI-I

Field Visit to one Fishing Village at Tuticorin,

Tamil Nadu

January 29th 2007



A report By Team 4 ;

Mr. Rajendra

Ahmad Mukminin

Ary Yanthy Nurvita

A STORY OF 3 WIDOWS LIVELIHOODS

OVERVIEW

The village it self lies in the coastline of Tuticorin, 10 minutes drives from the downtown. The condition of the village is very poor and unhealthy, you can find waste, goats and flies everywhere. eventhough this is squatter area, we can found a fishlanding and medium size boats ties in the beach. We met and had discussed with 3 woman in the village, which is all of them are widows with children to feeds. The women we met are **Gnaammal**, **Juliette** and **Jacqueline**.

GNANAMMAL'S STORY

We meet **Gnanammal** just in the street when she doing her work to clearing the crab net. She has six children, which 4 of them is girls, lucky her, one of her son is no longer her responsibility because he is already work as boat makers assistant and (perhaps) could help her to fullfiled their daily needs. But with 5 children left she has to take cares, she should be a thought woman to face the future. **Gnanammal's** has several **income** ; as the crabs net clearing, and she also made crabs net or fixing it. She earn 12 Rs INR/ net while she clearing the crabs net and she could clearing 4-5 net a day. While she make a crabs net, she earn 10 Rs INR / kg of net. For one complete net is around 3-5 Kgs in Weight. She could make 5-6 net a day. She tell the story that today, getting money from clearing the net **become harder**, because of the fishermen getting less catch, which is means less job that she can do in a day. Sometimes fishermen catch value only enough to pay for the fuel. We aint got any information on her house condition because we interview her on the street and she still clearing the net. We also have no information on what is her aspiration and opportunities that she think due to so many came people came around us

JULIETTE'S STORY

We meet **Juliette** at the street while we interviewing Gnaammal, and then she invited us to come and chat with her in her house. Her house is very very small house, due to my assesment not more than 30 m² (6 x 5 m), and it walls made from coconut leaves...she has one cupboard, a fan, tv , sewing machine and asmal table also two plastic chairs.

Juliette stay with her old mother and her two daughters, which is 17 and 14 years old, both of them still studyng in the school. her husband already dead four years ago, when her husband still alive, he can fullfiled their daily need as a tailor.

Nowaday, **Juliette** has **four income sources**, her main income is cooking at the Bhalwadi, and then she earn money from clearing the net, she also tailoring when someone order to her and she has a petty's shops just in the corner of her yard. She got 30 Rs / day from cooking

at Youth Center, 20-30 Rs/ day from Clearing the crab net. From tailor and petty's shop, this is still uncertain how much money that she could earn, it's really depends...hard to tell..and guess. Their families eat twice a day, In the morning and the dawn.

She's aspiration is that she wants all of her daughters educated well, that means can go the university. She said that she will fight for her daughter education, no matter what will happen. She think, her opportunity to achieve her aspiration is through improving her petty's shop.



Juliette (Left above) with his old mother (Left below) being interview

JACQUELINE'S STORY

We are in **Juliette's** House when a woman came and invited us to come to her house, take some time for a while to chat with her. She is **Jacqueline**, and this is her story....

Jacqueline's house is much more better than **Juliette's**, her house build with bricks (I think), a group of pots are welcoming us when we entering his yard...

Jacqueline's house approximately 20 m² (5 x 4), the floor quite clean (compare to **Juliette's**). some pots also fulfilling her house (or room ?) and some others goods is also make this room become more narrow. She mention us to saw a picture in a wall, which is her father photo's. Her father already dead along long time ago.....

Jacqueline has married two times....her first husband was dead when her first daughter Sasmita 20 days old, and she was not married until Sasmita reach five years old (16 years old girl right now, the fact is she seems like 12 years old due to mallnutrition, we guess).....

Her second husband, which is gave her one more daughter...was dead when she's pregnant of her second daughter.... she has two brothers that lived in the same village, and not take care of her family anymore since her father die..." Since my father dead, everythings is change, we have to eat lowest quality rice that subsidies by the government (2 Rs/Kgs) which is I never imagine this when my father still alive..." she said....

Lucky **Jacqueline**, she has three **income** sources nowadays, her main income is rice grinder, she change rice become flour and then make dosa from it....and sell it....she also rent her grind machine to other women in the village that want to make flour....and sometimes she make dried fish....she took 30-40 Rs / day for selling dosa, 20 Rs/day from renting the grain machine (she got the grain machine from Tsunami Livelihoods program) and from dried fish bussines she earn 150 Rs/week approximately....

Her **aspiration** is only her daughter education.....when we ask her how does she will achieve's it...she said " we believe's in GOD....I believe GOD will help us and take care of my family..."

JACQUELINE



JACQUELINE'S DAUGHTER IN FRONT OF THEIR HOUSE



JACQUELINE'S, HER DAUGHTERS , WITH AYIE AND HER RELATIVES IN THEIR NEIGHBORHOOD



PAINTING IN JACQUELINE'S WALLS MADE BY ONE OF HER DAUGHTERS

STRUCTURE OF LIVELIHOODS BASED ON THE SLED FRAMEWORK

PERSPECTIVE REGARDS TO WHAT THEY HAVE (KEY FACTORS)

▪ SOCIAL ASSETS

What is social assets **do they** have ?

- the church,
- neighborhood,
- self help group
- money lender → Safety Net system

▪ PERSONAL ASSETS

What is personal assets **do they** have ?

- Tailor machine
- Grinder machine

What kinds of abilities **do they** have ?

- Sewing
- Clearing the net
- Making and mending net

▪ GENDER

do their gender influence their livelihoods ?

- Yes, women as second class in their social system

- Limitations on livelihoods activities

do their status as a widows affected their livelihoods ?

▪ **AGE**

Approximately 45 – 50 years old....

Juliette health isn't that good, she has problems while she breaths...so she can't work to hard.

▪ **CLASS**

What class are them in their communities ?

Are they class status had affect to their livelihoods ?

▪ **ETHNICITY**

Do they ethnicity had affect to their livelihoods ?

▪ **PHYSICAL APPERANCE**

Is their apperances affects to their livelihoods ? Yes

What kind of affects ? it is possible for them to become an.....or....

▪ **NATURAL ASSETS**

Do they have an acces to natural assets ?

do they dependency on it ?

how dependence them on it ?

▪ **FINANCIAL ASSETS**

Do they have financial assets ? how much money that they can saving in a week or a month and they can use it as capital ?

As the Squatters....

RELATIONSHIPS

A. CITIZEN (POOR PEOPLE) & SERVICES PROVIDERS

- Distributions or Supplies of goods and subsidies
- Jobs
- Tools/Machine
- Credits (from Money Lender)

- Marketing services from merchant/exporters
- Fish landing facilities from ministry of fisheries
- Provides basic infrastructures such as electricities & waters

B. AUTHORITIES AND SERVICE PROVIDERS

- Regulation on boat registration
- Approval of infrastructure on fishing facilities
- Regulations on basic need services
- Regulations on foreign funding system
- What is incentives that services provider got from authorities/enabling services v/v ????

C. AUTHORITIES AND CITIZENS

- Provides basic infrastructures such as electricities and waters system.
- What is authorities got (incentives) from citizen v/v ??

THEIR ASPIRATIONS

Do their aspirations will lead them to search opportunities surrounding their ?

THEIR OPPORTUNITIES

Do they have opportunities to improving their livelihoods?

Are these woman will take these opportunities ?

THEIR CHOICES

Do they have choices ?

Do they continuing their choices with actions ?

What is the first step they must **do** in order to reach their aspirations ?

THE VULNERABILITY FACTORS SURROUNDING THEM → SHOCKS, SEASONALITY, TRENDS

Is there any situation that give **shocks** to them ? their husband was dead...her father dead in Jacqueline's case.

This situation could be a threat or an opportunities to them, depends on the situation, their beliefs, their fortune...etc...

Is there any seasonalities factors that may affect their livelihoods ?

Is there any trend (natural assets, economical trend, or socio- political trend, etc...) that may affect them ?