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CORALI

SLED Approach - Development Workshop 3

30th October – 6th November 2007

Workshop Report

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November 2007

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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 562/07).

Specifically this workshop responds to the following deliverables:

- Coordinate a regional workshop to provide training for teams on the application of the SLED methodology.
- Verify the methodology based on field trials and partners experiences
- Bringing the pilot teams together to share their experiences with each other
- Develop a socioeconomic monitoring framework for South Asia

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Executive Summary

The third workshop under the Coral Reefs and Livelihoods Initiative (CORALI) was the final of three planned workshops developed to support the action research process that is being piloted under the project to test and refine the SLED approach. The workshop was held over 8 days in Negombo, Sri Lanka between the 30 October - 6 November 2007. This workshop followed on from the second CORALI - SLED workshop held in Negombo, Sri Lanka between the 4-10 June 2007. It brought together the field-teams who are involved in the process of pilot testing the SLED approach in the 6 project sites across Asia (Anadaman Islands-India; Baa Atoll – Maldives; Weh Island, Aceh-Indonesia; Bar Reef-Sri Lanka, Gulf of Mannar-India; and the Lakshadweep Islands-India). 4 practitioners involved in coastal livelihoods work in Bangladesh and the east coast of Sri Lanka were also present to learn and share their experiences. 18 participants attended the full workshop and 4 guests from SACEP, ICRAN and IUCN also participated in a special one day policy session.

At the end of the workshop, all objectives had been achieved and participants were prepared to develop pilot livelihood enhancement and diversification activities which will be implemented between December 2007 – March 2008 in the 6 pilot sites. A policy workshop examining the SLED research process and outputs will be held in February-March 2008 to disseminate findings as well, discuss the approach at the policy level, as well as explore ways forward for the SLED approach in terms of replication and magnification of results.

During this CORALI-SLED workshop - the field-teams worked towards the following objectives:

1. Review the experiences of the field teams
2. To come to a common understanding of the process
3. Formulate ways of communicating on the ground experiences at the policy level
4. Develop pilot activities for implementation at the site level
5. Refine guidance for SLED process
6. Refine the socioeconomic monitoring framework for use with the communities they work with

Acronyms

CORALI	Coral Reefs and Livelihoods Initiative
CBO	Community Based Organisation
CORDIO	Coastal Ocean Research and Development 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
RECAPP	Reef Changes from the People's Perspective
SACEP	South Asian Cooperative Environment Programme
SL	Sustainable Livelihoods
SLED	Sustainable livelihoods Enhancement and Diversification
WCMC	World Conservation Monitoring Centre

Part 1: Introduction & Background to CORALI

The Coral Reefs and Livelihoods Initiative (CORALI) has been funded by two regional coral reef projects:

1. The United Nations Environment Programme (UNEP) 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. This is coordinated by the South Asia Cooperative Environment Programme (SACEP) together with the International Coral Reef Action Network (ICRAN), and IMM Ltd.
2. The IUCN GMP project "Management of Climate Change Impacts on Coral Reefs and Coastal Ecosystems in Tsunami-affected Areas of the Andaman Sea and South Asia" funded by the Foreign Ministry of Finland in support of activities under Coastal Ocean Research and Development in the Indian Ocean (CORDIO) during 2006-2007.

Though each project has its specific objectives and priorities, in 2006 the project management teams recognised the potential for collaboration around a common challenge that they faced, which was: how to better promote livelihood development as key part of a more holistic approach to coral reef conservation. The management teams agreed on an initiative that incorporated: the development of a regional skills and knowledge network; the development of an improved approach to socio-economic monitoring; and finally the further development of an approach to Sustainable Livelihood Enhancement and Diversification (SLED) in coral reef dependent communities.

1.1 The SLED Development Process so Far

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 globally appropriate approach to livelihood enhancement and diversification in association with coral reef management.*

To do this an action research process has been designed to take lessons from past experiences (global and regional) and use the local knowledge and field-experiences of partners in the region to further develop and field-test the SLED approach. This process will be implemented over the course of thirteen months with teams from across South Asia and Indonesia. The process and progress is described below:

i. **SLED Development Workshop 1** ***(completed Jan 2007)*** **–** The participants, representing the field-teams: adapted the Sustainable Livelihoods Framework for South Asia; built up the SLED Approach; and outlined the challenge for the pilot testing in communities.

ii. **Fieldwork phase 1** ***(completed June 2007)*** – The field-teams worked in communities to implement the first phase of SLED, which included activities: to raise awareness about the SLED approach; build relationships with the community; gain an understanding of livelihoods and livelihood diversity and identify groups / service providers in communities.

iii. **Reviews of SLED Experiences –** ***(completed June 2007)*** – Two studies were undertaken to review experiences of facilitating livelihood change. The first study covered global experiences from across a number of different sectors. The second study reviewed experiences of facilitating livelihood change specifically with rural communities in South Asia and Indonesia.

iv. **SLED Development Workshop 2** ***(completed June 2007)*** – The field-teams adapted the SLED framework, using their field experiences and knowledge of the Global Overview of SLED experiences, they then reflected on the process and outputs from their fieldwork and identified the areas where they still needed to work; participants reviewed some of the key skills that they require for SLED and designed a fieldwork challenge and guidance for the second phase of field testing.

v. **Field work phase 2** ***(completed October 2007)*** **–** The field-teams worked to implement the second phase of the SLED Approach (Direction) which will include: scoping

opportunities; building visions with groups and communities; community mobilisation; identifying opportunities for supporting sustainable livelihood improvement activities; building linkages; and testing a framework for socio-economic monitoring.

vi. **SLED Development Workshop 3** ***(completed October 2007)*** – The final of the SLED development workshops will allow the field-teams to reflect back on the SLED approach; develop training and guidance materials for the first two phases and plan micro projects aimed at facilitating livelihood change in the communities.

vii. **Implement SLED Initiatives** ***(planned for October 2007 - January 2008)*** – Pilot teams will be funded to implement micro-projects that will support livelihood change in the communities where they are working.

viii. **Development of Policy Guidance materials** ***(planned for October – March 2008)*** – Based on the experiences of implementing SLED a series of training and guidance materials will be produced.

ix. **Management and Policy Forum** ***(planned for February/March 2008)*** – The forum will be used to disseminate findings as well, discuss the approach at the policy level, as well as explore ways forward for the SLED approach in terms of replication and magnification of results.

Part 2: CORALI-SLED Development Workshop 2

The third workshop under the Coral Reefs and Livelihoods Initiative (CORALI) was the final of three planned workshops developed to support the action research process that is being piloted under the project to test and refine the SLED approach. The workshop was held over 8 days at the Jetwings Beach Hotel in Negombo, Sri Lanka between the 30 October - 6 November 2007. It brought together the field-teams who are involved in the process of pilot testing the SLED approach in the 6 project sites across Asia. The workshop was also attended by participants from Bangladesh, who had been involved in the first workshop, but not in the fieldwork. For these participants the workshop gave them a chance to learn about the experiences from the field-teams and to provide their perspectives on the SLED approach with respect to the challenges that they face. A participant also attended the workshop from the North East Coastal Communities Development Project (NECCDEP) attended as an observer to learn about the experiences of developing and testing the SLED approach across South Asia. 17 participants attended the full workshop and 4 guests from SACEP, ICRAN and IUCN also participated in a special one day policy session.

Table 1: SLED 3 Workshop Participants

Country	Pilot Site	Team Members	Organisation
India	Andaman Islands	Manish Chandi	The Andaman and Nicobar Environmental Team (ANET)
		John Aung Phong	Karen Youth Association
	Gulf of Mannar	Rajendra Prasad Christean Bernard Thankayyan Ganasigamony	Peoples' Action for Development (PAD)
	Lakshadweep Islands	Vineeta Hoon Hemal Kanvinde	Centre for Action Research on Environment, Science and Society (CARESS)
Sri Lanka	Bar Reef	Indra Ranasinghe Upali Mallikarachchi Mr. Haleem	Coastal Resource Management Project, Ministry of Fisheries and Aquatic Resources
	Batticaloa	Kandasamy Sureshkumar	MANDRU

Maldives	Baa Atoll	Abdulla Didi	Addu Atoll Male, Ministry of Environment Energy and Water
		Ali Rasheed	Foundation of Eydhafushi Youth Linkage (FEYLI)
Indonesia	Weh Island, Aceh	Rian Prasetia	Wildlife Conservation Society – Indonesia
		Mr. Yosrizal	Yayasan PUGAR (Centre for People's Movement and Advocacy)
Bangladesh	St. Martin's Island	Zahirul Islam	Coastal & Wetland Biodiversity Management Project UNDP/GEF
		Mohammad Sazedul Islam	MaineLife Alliance
		Shayer Mahmood Ibney Alam	IUCN Bangladesh Country Office

2.0 Workshop Approach

An informal, participatory approach was used throughout the workshop and participants were facilitated to create their own outputs and to reflect 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 (see workshop evaluation Annex 10).

Participants were given the chance to practice tools that were developed during the workshop through a structured field trip to the project pilot site in Bar Reef. A field visit to Kandakulya allowed participants to review the framework for understanding Reef Changes and Actions from the Peoples Perspective (RECAPP). This also provided participants from different pilot sites the opportunity to gain experience from another site.

Participants were 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.** 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 this provided the facilitators with the opportunity to clarify or respond to any issues as and when they arose.

2.1 Workshop Introduction

Following a brief welcome and introduction session, the overall schedule and proposed process of the workshop was presented to participants. The workshop was divided into a series of seven overlapping components:

a Workshop Objectives and CORALI progress Update;

b Review of Fieldwork Phase 2 and updating guidance;

c Defining the scope of SLED;

d Evaluating the SLED approach;

e Developing RECAPP;

f Presenting the SLED approach and RECAPP to policy makers;

g Towards implementation.

The overall schedule for the workshop is included in Annex 2 and each of the components is elaborated in the sections below.

2.2 Workshop Objectives

A core tool in the direction phase of SLED centred on the use of a "vision tree" exercise. This is a tool that is designed to be easily accessible to people in communities and can be effective in helping people to develop visions that are based on their strengths and positive experiences. As a way of revisiting this tool, the participants themselves used a vision tree to develop their visions for the workshop, which included considerations of the following:

- Strengths (roots) – considering the experiences of the facilitators and participants and the facilities;
- Conditions that will support success (trunk) – considering past experiences of effective workshops to identify those conditions that enabled the success;
- Visions (leaves) – describing the state that we hoped to achieve by the end of the workshop.

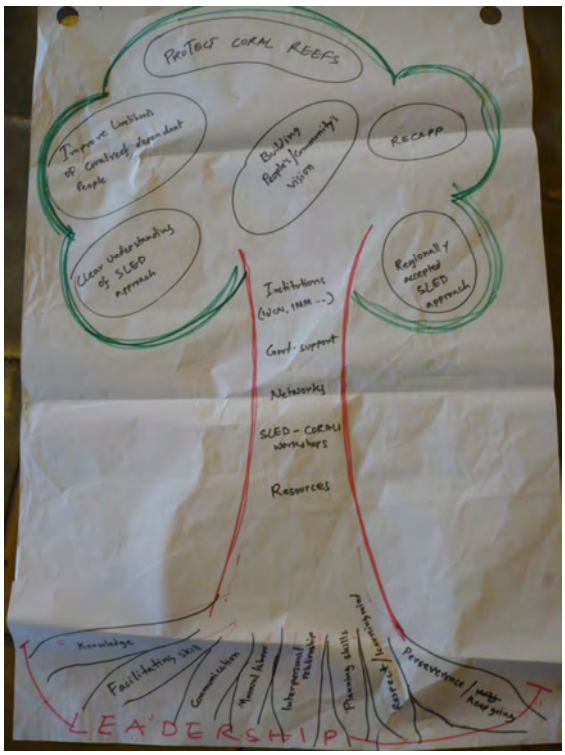


Figure 1: A vusion tree created by the participants for the workshop

An example of a vision tree created by one of the groups is shown in Figure 1.

Following presentations of their vision trees for the workshop the participants agreed on a series of workshop objectives that would enable these visions to be achieved. The objectives were:

i. To develop a SLED approach and RECAPP that is valid, representative, replicable and generalisable;
ii. To understand the conditions that help or inhibit the implementation of SLED and RECAPP;
iii. To generate ways of demonstrating the SLED process and RECAPP to policy makers and potential users;
iv. To continue to build the network of practitioners;
v. To build a mechanism to continue our work with SLED.

2.3 Report on workshop sessions

i. Fieldwork Catch up

A session revisiting field experiences and findings gave participants an opportunity to reflect on some of their key learning and impressions from the second phase of SLED fieldwork. Some of the points raised included:

- Planning methods had previously started by looking at problems, which led to the raising of expectations and often made people dwell on their most negative experiences. In emphasising the exploration of achievements and strengths, both the field teams and the people they worked with were found to have responded with a different and more positive attitude.
- Community links to service providers have not always been good and often depend on the individuals who are working in government. Through communicating and building linkages with service providers there have already been some good results.

- The culture of dependency in many communities are very strong and expectations are hard to manage.
- When work was first started some of the field teams found that community leaders saw the work as the field team's responsibility, showing little interest in the work other than to demand that enumerators should be employed from the community. After seeing the relevance and value of the information that was being collected and given back to them, their attitude changed and they now feel ownership over the outputs.
- Other NGOs and Government initiatives tend to focus solely on delivering support to groups of people. The field team felt that forming groups artificially was not the best strategy. Allowing people to form groups by themselves naturally, or indeed to work as individuals and to recognise groups that exist was seen to be more institutionally sustainable.
- The use of appreciative approaches with bureaucrats, administrator about their visions (women and child care director) had the effect of making them more helpful and interested in the work of the field teams. For example, sympathetic administrators were galvanised to assist the community with problems the community in the Lakshadweep Islands were having with the provision of electricity after being engaged in this manner.
- Community leaders often dominated meetings and consultations, and interviews with smaller groups and individuals often produced different responses, showing that there can be discrepancies between the perceptions of the community leaders think and the community as a whole.
- In working through the SLED approach it was realised that there was a need to shift the responsibility from "us" to "them", reducing dependency and building the confidence of the community to take the lead.

The points raised in this discussion reflected the positive response experienced by all of the field-teams to the second phase of fieldwork.

As a part on the work to support the teams in their implementation of SLED and RECAPP Gaya Sriskanthan (IUCN) visited the field-teams in the Adnaman Islands and Gulf of Mannar to reflect on the work. Gaya gave a brief presentation of this and outlined her reflections on the process and its impacts. In terms of the SLED field work, these included the following:

- There were a range of different tools and approaches being used in the different field sites, depending on the needs and available resources – e.g. Tamil language SLED material; the use of theatre and dance, PRA techniques' group level exploration as well as household explorations depending on the community; the Gulf of Mannar used large field teams, from outside community whilst the Andamans field team used small field teams from within the community.
- The field teams were learning along with community
- Resources available to field teams vary – Gulf of Mannar field team had many people, vehicles, a large office near the pilot sites; the Andamans field team had only a few people and limited resources.
- The response of partners and communities were positive on the whole, but issues such as dealing with expectations and working with poorer/marginalised groups have been challenging.
- Both teams identified building relationships with community a key factor that took time and perseverance.
- The process of collecting basis socioeconomic data on the Karen community in the Andaman Islands was a powerful exercise that developed community trust and ownership, especially due to the emphasis on giving the community power over the information gathered.
- Dynamism and innovation within the community were seen as important leveraging opportunities, and the development of focal individuals or "leaders" was seen to be of importance, particularly in the Andaman Islands.

In terms of the implementation of RECAPP, it was observed that:

- The framework was easy to use and provided a good foundation for broader discussion.

- It allowed field workers to draw out broader issues (e.g. agriculture, housing, education).
- There was the problem of damaging trust with the community, especially in areas where resource use was highly regulated and relations with policy enforcers were not good (i.e. the Andaman Islands).
- The information collected using RECAPP could be very useful for understanding people's relationships with the reef in different areas, and this knowledge could be important in developing targeted activities that take into account the nuances of people's complex attitudes to their coastal resources (e.g. the potential for informing awareness raising activities).

Later on in the workshop the field-teams had an opportunity to systematically assess the process, progress and outputs of their fieldwork (see Annexes 5 and 6).

ii. Review of Phase 1 and Phase 2 of SLED

Given the complexity of the challenge of the SLED approach, the participants first revisited each of the components of the first two phases on the morning of day 1. This was important in terms of their assessment of the process, progress and outputs of the work that they had undertaken since June 2007. The key elements of Phase 1 (Discovery) and Phase 2 (Direction) are presented in table 2.

Table2 The key components of Phase 1 and Phase 2 of the SLED Approach

Phase 1 **Discovery**	**Phase 2** **Direction**
• Understand relationships between people and coral reefs • Understand livelihoods and livelihood diversity • Understand the factors that help or inhibit livelihood change	• Benchmark the examples of success • Establish systems for joint learning & validation & feedback • Scope the potential opportunities for change
• Define your relationship with the community • Build consensus about change • Build awareness of people and their links with coral reefs	• Develop individual, group & community visions • Plan with people how to achieve the vision • Identify with people the most appropriate mechanisms for action
• Build self appreciation of peoples strengths and potential • Build networks and relationships • Build trust	• Develop internal & external linkages • Establish ownership of the process with the people • Maintain networks and relationships

iii. Developing Principles for SLED

During their reflections on experiences with the first two phases of SLED, the participants were asked to consider the qualities of the process that are essential to its effectiveness. These qualities (expressed as principles) are those that are thought to influence the entire process in terms of the way that it is planned, implemented and evaluated. Some of the key principles identified included:

- **People-centred -** All the actions undertaken as part of the SLED process should be focussed firmly on people and their well-being (not on resources or institutions).

- **Empowering – giving people voice and choice -** Sustainable Livelihood Enhancement and Diversification must be empowering for the people that are the subjects of the process – it must give them greater voice and choice. Ownership and ultimately leadership in the process should be rest firmly with the people.
- **Holistic -** The process must take the complexities of people's livelihoods into account and not focus purely on one element or the other. The connections and linkages between different elements must be remembered and taken into account.
- **Inclusiveness -** Actions undertaken to develop new opportunities and give new choices to one group of people should not take opportunities and choices away from others. To achieve this, the process should be inclusive of different groups and stakeholders within the community.
- **Flexible and dynamic -**The process cannot be regarded as a blue-print and must be interpreted based on resources and local context.

A full list of the principles identified is given in Annex 4. The workshop discussions around the SLED principles will be synthesised and a list of principles for SLED will be developed as part of the guidance material for the Approach over the next few months.

iv. Reviewing the Second Stage of SLED Fieldwork

The participants reviewed the fieldwork from three perspectives:

- The progress they made through the components of the first and second phase of SLED (see annex 4 and 6 for the traffic light review).
- The process and tools that they used to achieve the component objectives. In this analysis the participants were asked to use the principles to evaluate the quality of the process that they undertook (see Annex 7 for key lessons and tools).
- The outputs and impacts that they generated (see CORALI website – www.coraliweb.org for field team presentations including examples of outputs).

In general the field-teams found that the approach that they had taken had been effective in building confidence and inspiring people to feel that change is possible. In the instances where a systematic visioning process with individuals, groups and communities had been carried out, the teams saw its potential to engage with a diversity of stakeholder groups, many of which would not usually participate in such processes. The teams recognised value in developing supportive relationships between service providers, enablers and the community. In most cases, the teams had just begun the process of planning to achieve the visions and recognised the need for clearer guidance to help with this process. The teams identified a number ways in which the guidance for the activities could be improved. These included the following:

- The development of "guidance" material is thought to be more appropriate and enabling for field-teams to apply the SLED approach in the local context – rather than producing rigid and prescriptive "guidelines".
- Though the guidance for the second phase had been less detailed this enabled greater flexibility. However, it is important to note that at the beginning of the process detailed guidelines can be important. We therefore need to achieve the right balance between guidance and guidelines.
- The GCRMN socio-economic assessment manual was a useful resource in providing clear instructions and illustrations of participatory field tools. The SLED guidance should utilise this approach by providing illustrations and stories from the work that the field teams have undertaken to pilot the approach.
- More use of structured tables with headings/matrix of different points/planning matrix/analyses, outputs etc.
- Handouts and specific training materials will assist the process of building the key skills of the field-teams.

v. Developing a Vision for SLED

On the morning of day 3 the participants were asked to reflect on the objective of the SLED process – "to empower people to make choices about their livelihoods". In groups, the participants considered what a person or community would look like if they achieved this objective. The groups each developed a vision statement for the SLED approach. The outputs from each of the groups are included in Annex 10. In plenary the participants identified the characteristics that were common across the statements, these included:

- Self confidence
- Access to information
- Ability to use information to make choices
- Ability to articulate demands
- An environment that enables people to voice their demands to service providers and government
- Awareness and willingness to engage with service providers and government
- Awareness of the wider community and environment
- A responsible use of capacity
- Capacity to act on choices
- Self awareness
- A positive attitude

The visions created highlighted the dual roles of the SLED approach, in terms of:

- Empowering people to enhance and diversify their livelihoods, and
- Providing information to inform and influence those people and communities to make choices that are both environmentally and socially responsible.

vi. Defining the components and organisational roles in Phase 3 of the SLED Approach

Using the visions that the groups developed for SLED and the analysis of the key characteristics of those visions the participants outlined the key components of the third phase of SLED and identified the types of process and tools that may be required to undertake each component.

The components of the third phase of SLED are as follows:

- Joint learning & feedback / knowledge brokering
- Supporting people to have voice
- Building confidence & resilience
- Decision-making / planning
- Continual scoping of new opportunities
- Building awareness of roles & responsibilities
- Building skills & capacity to act on decisions
- Building cooperation & coordination in the community
- Building & supportive linkages with service providers
- Informing & influencing enablers (government authorities and influential individuals).

Figure 2 gives a summary of the SLED framework, and the details of the processes and tools required for each of these components is given in Annex 7.

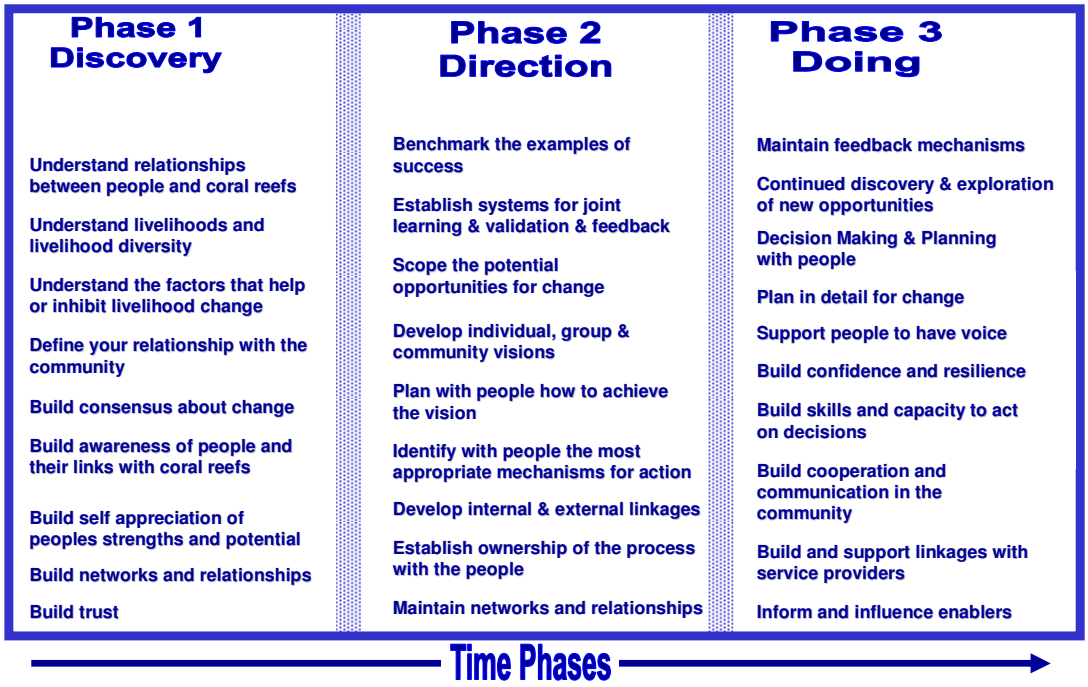


Figure 2: Summary of the SLED process

vii. Evaluating the SLED Approach

The field teams assessed the SLED approach in terms of its Validity, Replicability and Generalisability. This type of assessment both of the approach, concerning both its current state and how it will be utilised in the long term, is a key element in both maintaining its effectiveness as an approach for livelihood enhancement and diversification and in terms of presenting the approach to other potential users. Given the stage of the CORALI initiative this assessment has been based on the process and impacts of the process through the first two phases of SLED. As the field teams move through the third phase of SLED it will be important to revisit this analysis to both inform the development of the approach and inform others of its effectiveness.

The observations of the field teams are described below:

Validity - Does the approach give an accurate representation of the community?

- The SLED component objectives and particularly the emphasis on understanding livelihoods and livelihood diversity helped the teams to focus on the different groups in the community.
- When applied, the systematic approach to visioning (individual, group and community) helped to ensure that the voices of different groups were reflected in the community level visions. This process also gave the different groups of people in the community the confidence and enthusiasm required to drive their continued engagement in the planning processes that will follow.
- Throughout the process, validation (both for secondary information and information generated in SLED) emerged as a key tool for joint learning and building trust and relationships.
- Where people and groups expressed visions these were found to be dependent on their livelihoods and context at that moment in time. These visions will be dynamic and change as peoples lives change – both positively and negatively.
- The effective use of participatory tools helped communities engage in the process and the SLED guidance facilitated this.

- All teams demonstrated awareness of the biases they may bring to the community and worked through their validation processes to deal with these. In most cases teams ensured an appropriate mix of genders in the field team and employed and/or at least worked closely with local people in the planning and implementation stage of the process.
- The potentially conflicting roles between neutral facilitation and service provision was a serious issue that was recognised by the field teams – though the teams all stated this had not influenced their facilitation work.

Replicability - If a different group undertook the exercise would they achieve the same results?

- The teams all emphasised the importance of well-prepared field staff who have a good understanding of the livelihoods framework and are supported through their work on the SLED approach. "Internalisation" of the concepts and objectives is key for field teams to implement this, and this cannot be achieved through a simple process of teaching. Field teams need to learn the basics and then be supported to learn as they go and build their experience in the communities.
- The guidance that has been created for SLED is based at a level that provides clear objectives and details about the key elements of the processes required to meet the objectives. This means that it has flexibility to be interpreted to suit the requirements at a local level. However providing case studies to illustrate its application and more detailed guidelines for parts of the process would help new teams to take on this approach.

Generalisability - Could this method be used by different teams in different locations to the same effect?

- SLED is an approach that has universal applications especially in places with natural resource management issues, since it looks at livelihood enhancement and diversification in terms of natural resource limitations. The fact that the approach has been piloted by teams across South Asia and in Indonesia who are working in different contexts, with differing levels of resources, and differing levels of relationships with the communities, indicates that it is flexible enough to be applied to a variety of situations. The characteristics of the teams and sites are described in Annex 8 In all cases the teams found that they were able to interpret the SLED Approach to fit the context of the community and their levels of resources.
- The amount of time required to be spent on each of the stages (e.g. the time required to build relationships and the ability of the teams to provide services – beyond facilitation) is a factor that makes implementation challenging in different situations.
- Beyond the application of the approach in the pilot sites, elements of the approach have been used by the teams in contexts away from the marine environment. For example, CARESS have applied elements of the SLED approach in mountain communities in Northern India to support people's ability assess their livelihood development options. In other cases, teams have utilised elements of the approach (such as visioning) in other projects and for different challenges. For example, the approach to building visions based on past success and strengths has been used with government officials to help them to appreciate their impacts in communities and to help them to appreciate the potential of the SLED Approach.

viii. Reef Changes and Actions from Peoples Perspectives (RECAPP)

The draft RECAPP framework, which was developed at the workshop in June 2007, was pilot tested in two of the field sites (Gulf of Mannar and Maldives). On the afternoon of day 4 the teams presented the findings of the work.

The presentations provided a thorough review of changes in the respective communities and indeed the responses to those changes. The two field teams reported that the structure of RECAPP was relatively easy to use. However, they also demonstrated several areas that required improvement, including:

- The need to familiarise the team with a baseline of information to provide a wider context for the changes experienced in the community;

- The need for a more specific timeframe of changes in the reef;
- The needs for a reporting framework that enables peoples perceptions to be placed in the wider context of the community;
- The importance of validating the information within the community to get a perspective of how general or the perceptions were;
- The need to highlight issues that may require more detailed assessment.

To enable the further development of RECAPP and to give all participants the experience of using the draft RECAPP framework in the field, the participants trialled the framework as a basis for their field site visit on day 5. The field site chosen was Kandakuliya (near Bar Reef) – a site that they were already familiar with following the field visit undertaken as a part of the workshop in June 2007.

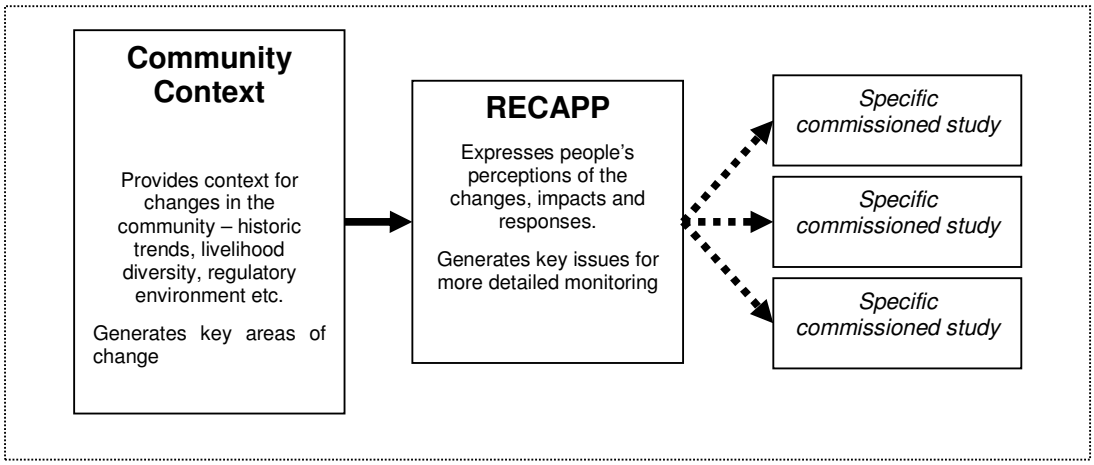
During the site visit the participants spoke firstly to a group of community representatives. Participants were broken into smaller groups of between 3-5 and spoke with a number of different groups of villagers, including fishers and women. Following these interviews, the whole group met with a small number of senior fishers and discussed some of the issues that they had identified (Figure 3 shows participants on the field trip).

Figure 3: Participants get a chance to use the RECAPP framework during the field trip

On the morning of day 6 the participants reviewed the process that they had undertaken and the outputs generated. It was generally agreed that RECAPP has the potential to fulfil a number of important roles:

- A fast and low cost approach to identifying changes in reef use;
- A tool to guide more extensive socio-economic monitoring – where potential issues are identified;
- A channel to give voice to people and have their perceptions heard;
- To understand people's perceptions of change;
- To build people's capacity for analysis and group discussion;
- To contribute to joint learning;
- To help people to understand changes in their own lives;
- A chance to learn from other communities to see how they have responded to changes;

Following the discussion the participants outlined the three very basic stages that RECAPP process should incorporate (see fig ?).



RECAPP for SLED and RECAPP for socio-economic monitoring

Under CORALI, the RECAPP framework has been designed and tested as a part of the SLED Approach. However, a key element of RECAPP is its potential as a tool for socio-economic monitoring. In a brief discussion the position of RECAPP in SLED and as a standalone tool for socioeconomic monitoring.

RECAPP for SLED	RECAPP as a tool in socio-economic monitoring
Community Context The information in the discovery phase relating to livelihoods, community resources and livelihood diversity will help to provide a context for the RECAPP framework. **RECAPP** Used in the discovery phase to understand people's perceptions of change and to help people to assess their own relationships with the coral reefs. It can also be used as a tool for joint learning and feedback through out the SLED process – to enable people to consider changes that they are experiencing and how they are altering their relationships with the reefs. **Linking to Detailed Monitoring** Where particular issues are identified – that may help or inhibit change, or indeed that may influence people's visions – these can be address in the process of planning to meet visions in the Direction Phase.	**Community Context** A context for the community would first need to be established using both secondary information, local knowledge and PRA tools. **RECAPP** The RECAPP framework then provides a way of very quickly and cheaply measuring change in the community. **Linking to Detailed Monitoring** Where issues are identified and where resources are available these can be subjected to more rigorous socio-economic monitoring.

Generating Guidance for RECAPP

In response the roles of RECAPP and its use as a component of SLED and a standalone tool the participants identified a number of questions that the RECAPP guidance needed to address, these included:

- Reasons for RECAPP: why?
- Explain what RECAPP is and what it isn't
- How does it link to SLED?
- How can it stand alone as a tool for socio-economic monitoring?
- What tools would be most appropriate
- How should we deal with the issue of reporting on sensitive issues and maintaining trust with the community?
- Who are the target people/groups?
- How should the process be validated?
- How should perceptions be presented?
- Should perceptions be prioritised? And how?
- How can the process be used to identifying more specific areas for detailed monitoring?
- How to establish the community context

Developing a more detailed manual for socio-economic monitoring

The RECAPP framework can be seen as one tier in the process of socio-economic monitoring. The value of developing a more detailed toolkit for socio-economic monitoring based on existing manuals available for the Western Indian Ocean and the Caribbean was discussed. It was recognised that RECAPP formed a valuable approach for getting a broad brush overview, but that specific guidance in monitoring, tailored to the South Asian perspective would provide field workers with the tools to carry out socio-economic monitoring in response perceived needs. A more comprehensive toolkit would be produced, reviewed and tested by participants in collaboration with IUCN over the next few months.

Next steps

Following the workshop, the RECAPP guidance will be updated and distributed to the field-teams. The field teams will then continue the process of pilot testing, with an ultimate aim of generating a demonstrative RECAPP report for South Asia. A more in depth socio-economic manual for South Asia would be developed in tandem with the RECAPP guidance, outlining the tools and approaches that could be used for socio-economic monitoring in the region.

ix. Presenting SLED and RECAPP to policy makers and donors

One of the subsidiary aims of the workshop was to prepare participants to communicate with policy makers and donors. For this purpose, a one day mock "policy forum", with a limited number of invitees from regional and international organisations (see Annex 2 for full list of participants), was organised for the penultimate day of the workshop. The field teams prepared presentations to feed back their findings and understanding of the SLED process. These sought to explain some of the core theories that have underpinned their work over the last 9 months as well as provide an external audience with an overview of how the process could be valuable to field pactitioners.

An open discussion followed where the external participants were encouraged to ask critical questions. A number of key issues emerged:

1. How does the SLED process differ from the raft of existing models on community development and natural resource management that are currently available? The experiences from the process are very positive but there is a need to be very clear what value this process adds to the existing frameworks.
2. How will the SLED process engage policy makers/decision makers and feed into broader national and international processes (e.g. Poverty Reduction Strategy Papers)?
3. How does the SLED process involve the poorest of the poor and marginalised groups?

4. The view that expressed by participants alluding to the idea that MCPAs restrict livelihoods can be seen as contentious. Conventional wisdom dictates that they help to manage fisheries thus helping people. What is the rationale behind this point of view?

1. How does the SLED process differ from the raft of existing models?

The SLED approach actually builds on and uses key elements of many conventional development approaches, including the SL Framework and appreciative enquiry. A comparative analysis of other frameworks was carried out in the preparatory phases, and the development process looked at global experiences in livelihoods and tried to pick out the key elements expressed in these.

Relationship building and inter-relations between field teams and community

Where it differs is that there is a stress on relationship building and the process utlised. The SLED process places a heavy emphasis on slowly building relationships, understanding the broader policy and institutional context, and putting people at the centre as a very deliberate, and measured part of the process. The understanding that, for the most part, the field teams represented outsiders who are tasked with acting more as facilitators rather than implementers was explicit.

Emphasis on the positive

Making the use of appreciative enquiry through the constant emphasis on positive experiences, strengths and attributes was seen as a hugely valuable aspect of the process. For example, most other development frameworks that Indian participants from PAD had used in the past focused on problem analysis and often served to increase dependency, encouraging communities to see outsiders as providers. The visioning process under SLED focused on strengths and positive aspects, and it was noted that this approach led to a tangible difference in attitudes, engendering more ownership and less dependency. The field teams also felt that this had the affect of boosting the morale of field workers.

Holistic approach

Conventional approaches to natural resource management tend to put the focus on the resource itself rather than the livelihoods of people. Understanding the diversity of livelihoods in the area holistically provides the opportunity to engage with sectors of the community not directly related to reef resources. The role that these factions of society have in supporting and influencing those who are directly dependent on reef resources are therefore captured. Traditionally activities concerned with alternative livelihoods tend to focus on economic/income related issues. The SLED process attempts to take a more holistic approach, looking at all the issues influencing people's ability to change. For example the field team from Gulf of Mannar (PAD) were already looking at community health/adolescent education and building confidence in women.

Visioning

The process of visioning gives voice to the community as a whole, which is empowering for people, and allows the process to look at a community perspective rather than a group perspective. The use of individual to group to community visions assisted in ensuring fuller participation of all groups. This process of individual-group visioning is a key area of value adding. It obviously builds on appreciative inquiry and other approaches. Visioning adds to complication of the process and is time intensive, but it is very important to drive home the point that there are no shortcuts to addressing poverty. Systematic about getting people to think through visions themselves. Discovery phase is build around a process of identifying groups and then going onto starting the visioning from the bottom.

An example of a less effective visioning process was reflected in experiences with the North East Coastal Communities Development Project (NECCDEP) in eastern Sri Lanka, where one of the workshop participants was based. Community visioning under this project was carried out on a rapid and general scale that was not wholly participatory, relying heavily in group meetings that were often dominated by key individuals in the community. The critical difference in the SLED process was the build up to the community plan, which allowed greater participation through first exploring individual and group visions. The purpose of the

visioning exercise is not to develop a uniform community vision that is endorsed by all, but to recognise that people have different visions, requiring different mechanisms to address their different needs. The picture that emerges may be messy, diverse and not wholly attractive to development agencies but it is a message that needs to be driven home.

2. How will the SLED process engage policy makers/decision makers and feed into broader national and international processes?

The SLED process tries to build in elements of reaching out to the policy level through its explicit attempts to engage with the institutions that affect people's lives at the local level. However, the process is very community oriented and building in the modalities for reaching the higher levels of decision making remains a challenge. The planned policy forum in February/March 2008 is a clear step towards this and will allow the project to make stronger links to policy processes at the national and regional levels. It will be important to review the outputs of the policy forum and ensure that any planning for continuation of activities strongly factors in links to the policy level.

3. How does the SLED process involve the poorest of the poor and marginalised groups?

The challenge of including the poorest and most marginalised groups was an area that the field teams have struggled and it has been a topic of some debate in the past. In previous workshops, and in preparation for fieldwork, the field teams were encouraged to develop ways of dealing with groups that were likely to be marginalised. Some of the field teams have experienced great headway in this area. The visioning process's emphasis on working with small peer groups and individuals has been instrumental in supporting this. However, the approaches employed by the field teams are equally important, and a number of participants found that perseverance, patience and the use of go-betweens (e.g. other members of the community) to communicate with less confident groups have helped to facilitate their participation.

4. The view that expressed by participants alluding to the idea that MCPAs restrict livelihoods rather than aid them can be seen as contentious.

It is all to do with people's perspectives.

The perception of many conservationists or those who are interested in natural resource management is that restrictions are positive and lead to the more sustainable management of scarce resources, ultimately benefiting communities. What is not often recognised the is the huge impact of the initial opportunity cost on people's livelihoods. There is considerable evidence that many environmental restrictions are not pro-poor and that local people who live around protected areas are suffering due to the restrictions imposed. For this reason, there is a need to take the environment as a part of holistic development where people are a part of the environment, rather than taking people out of the picture. This applies to other areas of conservation and is not just limited to protected area management. Regulations regarding species management can have a similar impact. For example grouper fisheries in Baa Atoll, Maldives have been subjected to restrictions without providing alternatives for those who have lost livelihood opportunities as a result of this. This is why we need to give people the opportunity to diversify their livelihoods.

x. Designing the Management and Policy Forum

Following the open discussion on policy issues, the participants discussed the potential scope of the proposed management and policy forum that was scheduled for February 2008. It was clear that the issues raised in the one day policy session would underpin much of the discussion in the February forum, and that these would be further refined and developed over the following months. The brainstorming focussed on identifying which sort of people would be most appropriate to attend this forum. A range of site level, provincial and national decision makers and implementers were identified for each site and this initial short list is presented in Annex 9.

xi. Towards implementation.

The field teams were asked to spend the last session brainstorming potential activities for implementation in the communities they are working with, based on their findings over two phases of field work. The field teams agreed to develop small proposals for available seed funding under the project. IMM and IUCN agreed to develop a proposal format in the following months that would be used by the field teams. The implementation of activities will be carried out between December 2007 - March 2008. During this session the participants also completed an evaluation of the workshop (see Annex 11).

Report Annexes

Annex 1: CORALI Workshop Overview

SLED Development Workshop 3 – October 2007 – Negombo, Sri Lanka

Time	**Day 1**	**Day 2**	**Day 3**	**Day 4**
0830 – 1030	Workshop Introduction	Fieldwork Presentations	Developing a vision for SLED	Defining the Scope of the SLED Framework
1045 – 1300	Fieldwork Update	Fieldwork Presentations	Organisational Roles for SLED	Evaluating SLED
1400 - 1700	Review of SLED Framework	Updating fieldwork guidance	Defining skills and tools for SLED Phase 3	RECAPP Presentations

Time	**Day 5**	**Day 6**	**Day 7**	**Day 8**
0830 – 1030	Field trip to Kandakulya	Field trip review	SLED Policy Forum	Planning to meet visions
1045 – 1300		Developing RECAPP	SLED Policy Forum	Phase 3 logistics
1400 - 1700		Preparing SLED Presentations	Building a SLED Informing and Influencing Framework	Workshop Close

Annex 2: Workshop participants and organisers

No.	Name of participant	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	Mr.N. Rajendra Prasad	India	Gulf of Mannar	Peoples' Action for Development (PAD)
4	Christean Bernard Thankayyan Ganasigamony			
5	Ms. Vineeta Hoon	India	Lakshadweep Islands	Centre for Action Research on Environment, Science and Society (CARESS)
6	Mr. VM Karunagaran		Rameshwaran	Covenant Centre for Development (CCD)
7	Mr. Indra Ranasinghe	Sri Lanka	Bar Reef	Coastal Resource Management Project, Ministry of Fisheries and Aquatic Resources
8	Mr. Mallikarachchige Upali Mallikarachchi			Coastal Resource Management Project, Bar Reef SAM site
9	Mr. Haleem			
10	Mr. Kandasamy Sureshkumar		Batticaloa	MANDRU, Environmental NGO
11	Mr. Abdulla Mohammed Didi	Maldives	Baa Atoll	Addu Atoll Male, Ministry of Environment Energy and Water
12	Mr. Ali Rasheed			Foundation of Eydhafushi Youth Linkage (FEYLI)
13	Mr. Rian Prasetia	Indonesia	Weh Island, Aceh	Wildlife Conservation Society - Indonesia
14	Mr. Yosrizal			Yayasan PUGAR (Centre for People's Movement and Advocacy)
15	Mr. Zahirul Islam	Bangladesh	St Martin's Island	Coastal & Wetland Biodiversity Management Project UNDP/GEF
16	Mr. Shayer Mahmood Ibney Alam			IUCN Bangladesh Country Office
17	Mr. Mohammad Sazedul Islam			MarineLIfe Alliance
Name of guests to special policy/donor forum day			**Organisation**	
Hiran Tillakaratne			South Asia Cooperative on Environment Programme	
Nicola Bernard			International Coral Reef Action Network	

Ali Raza Rizvi	IUCN Ecosystems and Livelihoods Group, Asia
Maeve Nightingale	IUCN Ecosystems and Livelihoods Group, Asia
Name of organisers	**Organisation**
Phillip Townsley	Integrated Marine Management (IMM)
Ben Cattermoul	Integrated Marine Management (IMM)
Gaya Sriskanthan	IUCN Ecosystems and Livelihoods Group, Asia
Shehani Peiris	IUCN Ecosystems and Livelihoods Group, Asia

Annex 3: CORALI field activities and reporting time plan

Activity	Deadline	Responsibilities
Develop and circulate structure for SLED fieldsite profiles	15th November 2007	IUCN and IMM
Updating and circulating the Fieldwork Guidance for completing Phase 2, including: • Visioning • Turning Visions into reality • RECAPP guidance and reporting framework	21st November 2007	IMM and IUCN
Develop and circulate structure for field team proposals for micro projects in Phase 3	21st November 2007	IUCN and IMM
Submit SLED site profiles	25th November 2007	Field teams
Develop fieldwork guidance for Phase 3 activities	28th November 2007	IMM and IUCN
Submit proposals for small micro projects	15th December 2007	Field teams
Submit Phase 2 fieldwork reports	31st December 2007	Field teams
SLED Management and Policy forum	End January 2008	To be determined

Annex 4: SLED Principles

- Culturally and socially acceptable
- Respect for culture
- Empathetic
- Encouragement
- Empowerment
- Honesty
- Transparent
- Authentic
- Contemporary – up to date
- Sustainable
- Realistic
- Building capacity to adapt.
- Feasible
- Holistic
- Cost effective
- Reliability
- Systematic
- Realising limitations
- People-centred
- Flexible
- Investing in building relationships
- Keeping channels of communication
- Being systematic
- Inclusively

Annex 5: Fieldwork Progress Review – Discovery Phase

Phase 1 - DISCOVERY	BAA ATOLL	ANDAMANS	LAKSHADWEEP	GULF OF MANNAR	WEH ISLAND	BAR REEF
To define your relationship with the community	Done	Done	Done	Yes! We have clearly defined our relationship	All ready in three villages	Done- relationships developed and updating
To understand livelihood change	Done	Done	Done	Yes- done	On going	Done- awareness of limited resources and competitions
To understand livelihoods and livelihood diversity	Done	Done	Done	Yes more time needed to understand very micro level livelihood diversity	Done	Done/ Continuing with linkages and resources and limitation
To understand local capacity and skills	Done	On going	Done	On going	On going	Done/Continuing
To understand linkages and relationships with formal and informal authorities	On going	On going	Done	Done	Need more information	Done/Continuing - aware people on laws and related authorities and service providers
Understand common values and diverse values	On going	On going	Done	On going		Done/ confirm with awareness programs
To understand incentives for change	Done	On going	Done	On going	Need more transparency	On going- individual meetings

To develop base-line information	On going	Done	Done	Done	On going	Done- with organisations who are working in the area and with the community
To understand linkages between people and reefs	Done	Done	Done	Done	All ready in three villages	Almost done/updating
To start building consensus about change	Done	On going	Done	On going	Need more meeting with the community	Started/On going with awareness
To value people's livelihoods	On going	On going	Done	People and we value and appreciated	Done	Done/Continue- Discussion on going with communities
To build awareness of people and their links with coral with reefs	Done	On going	On going	On going	Done	Done/Updating
To build trust	Done	Done	Done	On going	Need information about the result of the meetings	Done/ trying to get more
To build networks and relationships	Done	On going	Done	On going	Need more meetings with the community and government authorities	Done / Continuing
To encourage self appreciation	Done	On going	Done	On going	On going	Done/ continuing/Updating themselves

Annex 6: Fieldwork Progress Review – Direction Phase

Phase 2 - DIRECTION PHASE	BAA ATOLL	ANDAMANS	LAKSHADWEEP	GULF OF MANNAR	LEH ISLAND	BAR REEF
To bench mark the examples of success	On going	On going	On going	We have documented several stories	Need more data	Complete/ Trying to get some more
Scope the potential opportunities for change	On going	On going	Done	On going	On going	Completed- with individual and group discussions and stories
To establish systems for joint learning and validation	Done	On going	On going	Trying few systems for joint learning and validation	On going	Prepare newsletters on activities
Establish systems for feedback	Done	On going	On going	Initiated few systems for joint learning and validation	On going	Community notice board
To develop individual, group and community visions	Done	On going	Done	Done	On going	Community workshops
To plan with people how to achieve the vision	On going	Not done	On going	Not done	Need more capacity of the team	Started interviews and consultations
To identify with the people what they can contribute to achieving their vision	On going	Not done	On going	On going	On going	Resource assessments and community consultations
Identify with people the most appropriate mechanisms for action	On going	On going	Done	Not done	On going	On going with community visions

To develop internal and external linkages	Done	On going	Done	On going	Done	Ongoing- Just talk about market linkages/ inter organisation meetings
Maintain networks and relationships	On going	On going	Done	On going	Done	On going -CCC meetings/ inter organisation touch
To Establish ownership of the process with the people	On going	On going	Done	Being reiterated people celebrate	Need more meetings	Not started- Planned for institutional capacity strengthening

Annex 7: Reflections from the fieldwork

SLED Component	Key Lessons and Tools
Overall approach	• By demonstrating that the approach is international and has been developed in other countries across South Asia ithelped us to demonstrate its validity and potential to the community leaders - the CORALI website to support this; • BY demonstrating that SLED is more holistic and bottom up the island chief realised that this is a different approach and gave his support in the hope that it will be more successful than past experiences; • Once people both within the community and in other communities hear that they are doing this approach then they will be interested in participating in that and actually demand that they are involved; • We presented the SLED framework to explain to the local leaders about the process. Though they had difficultly in appreciating how the framework could be used, this process showed that we were willing to engage with them and it helped them to support us; • After the tsunami expectation of leaders was high, but this work was more about building encouragement in the community. We have built very good relationships with the villages through this process. • At the very beginning of the fieldwork we informed communities about the purpose of studies , limitations of the group and expectations of the NGO; • We engaged with children in the visioning and planning process and in community and environment activities; • We have been able to use SLED to link a lot of other processes; • We have been opportunitistic and identified services that are already on offer but not being accessed by the community. • Focusing on small successes creates a platform on which you can build; • We need to be considerate of the ethics of using information both in the discovery stage and in visioning. It is important to establish ground-rules with community about what rights we have to use and share the knowledge that is generated; • After the discovery phase people started to open up to the field teams and were more open and willing to engage in the direction phase.; • In discovery worked with large groups which they found were weak and so changed and focus on smaller focus groups; • It was relatively easy to engage people who we had a longer term relationship in the SLED process, but for those who we are less familiar will time as they are often sceptical; • Get all different stakeholder groups on board at the beginning to encourage people to enable the process; • We were very clear about our role and responsibility in the process and we tried to help people to recognise their role and responsibility. Particularly with respect to the need for people to ultimately take the lead; • The field teams are finding this work more fun than the problem analysis work then used to do.
Preparing the	• Working with the field team, we analysed the gaps from the discovery phase using the traffic light review system. This process helped us to identify about 25 gaps

SLED Component	Key Lessons and Tools
field team	that needed to be addressed before moving on. As a tool the traffic light system provides a very useful entry point for planning reviews. • Team members in PAD developed their own visions and a vision for PAD. This helped the team members to appreciate the visioning process and they found that they were very happy to realise the strengths and appreciate their visions. • As a way of continuing the process of joint learning we conducted weekly review sessions with the team.
Mechanisms for joint learning and feedback	**Lessons:** • We need to think about the titles of the component objectives as words such as "mechanisms" can be misleading or too vague. • The term "mechanisms" can be interpreted to formally, and so people may not consider informal mechanisms for feedback – such as simply visiting the community and talking. • We did a lot of work on the feedback and found we needed to revise our discovery information as the community continually changed - RECOGNISING that learning about livelihoods cannot be a one off event - people die and jobs change etc… **Tools:** • Community radio to inform people about the process - On hearing the radio broadcasts, other islands that were not involved were interested in getting involved. • Community boards to display the work; • Developing posters and leaflets; • Validation with different groups at different levels is very effective way of building support for the process; • Had a steering committee for the AEC project and kept them involved; • Villages have public address systems; • Word off mouth about success is very important element; • Presenting data in understandable forms (such as graphs); • Using existing social structures e.g. the church plays very important role – people listen to what is said at church. it is a good place where they can use. Large families supported by other families in the village in terms of helping each other out for education.
Identifying potential opportunities with people	**Lessons:** • Bringing examples of what other people are doing is a very good way of opening up people's minds; • People's choices need to be informed – by seeing what is possible in other towns or within the community. The scoping exercise is a good thing to do as it opens people's minds about what is possible; • In scoping opportunities it is important to help people to reflect on the value that they attach to their own culture and language, particularly with respect to the implications that different choices may have on them. • We found that often people have skills but not the certificates which would enable them to access skilled employment or demonstrate competence required to get support for small business development. **Tools:**

SLED Component	Key Lessons and Tools
	• Exposure tours and meetings with other groups can help people to appreciate both their own potential and the requirements that different choices may make of them. In one case they took people to supermarkets to see what they did with the products to appreciate the value addition. Helped the women to start thinking – they also noted other products in the super markers • In scoping business opportunities and planning them the people themselves must be fully engaged and committed; • Taking people to see different opportunities and the products that are on sale – focus on the markets – go and see what people are demanding; • Thinking about opportunities regarding what other communities are doing in other countries can help; • We looked at past interventions from other projects, what other people are doing – had a good discussion with the community about the past interventions.
Visioning	• Adopting a systematic visioning process – identifying diversity working with individuals, groups and community. It means everyone has something to say when they get to the community meeting. It meant the groups and individuals took pride in the process which is enjoyable as well; • The people valued the visions that they had developed in their small groups and often wanted their photograph taken with visions. • Small groups presented their visions to the community – priori to this they put the individual and group visions up the previous day to give people a chance to see and think and may be add. The following day when people presented visions back you could see the enthusiasm and confidence of the people – and we managed to consolidate the different visions in to community visions • We engaged with a group of village leaders in the visioning process, to ensure that they engaged with the process, appreciated its value and didn't dominate other groups; • We worked with a group of children to develop their visions; • Empowering – visioning is done by the people and thy have been helped to explore their strengths and appreciate what they have and can do. The visions that they have come up with they have accepted . People accepted the visions as their own and have realised that they have potential. People have realised that they need to change – though not much dependence on reef – but soc econ status is under threat from development all around them; • Needed assistance from the island office and key figures to help the process of visioning.
Strategies to achieve visions	• Helping people to identify how they could contribute to achieving their visions took a lot of discussion as we needed to address the dependency culture – said if the people wanted to achieve – the NGO doesn't have the resources so the people should have the resources to give everything – People said they had money, space skills in book keeping; • There is a risk of breaks emerging in community when the process of planning to meet visions starts. • As people come up with many diverse visions there is no need to do everything at once – perhaps start with those that are relatively achievable in the short term and will provide inspiration for tackling the larger visions; • Trying to achieve the bridge between commercial and social enterprises (i.e. is for the good of the community or commercially to produce benefits for individuals) • We involved outsiders in this process where they had the skills and knowledge that could inform the planning process. • We found that skills development programmes are likely to be much more successful than micro enterprise work – often since the factors aren't there to support the businesses. • When getting into planning, we need to be aware of basic business planning approaches so that we can help people to systematically assess options and plan; • In selecting which people to work with to achieve visions it is difficult to decide whether to pick the ones that have the capacity and assist them to succeed allowing them to become role models/trickle down. Or work with the less able who are very difficult to work with and there is a high risk that actions won't be sustainable..

SLED Component	Key Lessons and Tools
Building Linkages	• We saw the importance of getting key service providers and enablers on board from the beginning of the approach so that wee could strengthen the linkages between them and the community. • Involving different levels of stakeholders in the process – is very good • We worked with the bureaucrats and got them on board from the beginning since on the island the process of pulling people together and pulling administrating on board is essential. • We identified government support mechanisms for the poor and made them aware of their rights • It is important to involve people in the process of developing linkages to help build their confidence and appreciate what is needed. It can be easy to leave the people out of this process but it is a key tool in the process of building better relationships. For example, taking a fisherman to see the local fisheries officer to get permits. • The SLED approach demonstrated the importance of linking with other initiatives and seeking complementarity with their approaches and institutions – it cannot be an exclusive process • We have started building linkages with other providers. For example, MSSF will provide knowledge centres in the communities where these were identified as a key service to support people in achieving their visions; • We identified available government services that the people weren't accessing (e.g. senior citizens, rice for very poor etc) as they didn't know they existed and the government didn't know the people existed; • By recognising the potential of building linkages with a range of service providers to help the community with SLED we can see that it is possible to continue our involvement beyond the CORALI funding.
Benchmarking Examples of Success	• We found it important to identify those people who could be champions for change. These people were often not those in formal positions of power. For example, we found a palmera tapper who does many activities such as fishing, tea shop etc.; • Stories of success within the community are very inspiring for people – who see that it is possible to succeed. This is a very powerful tool for motivating people. By identifying role models and analysing how they have done well helps people to assess their own potential; • Competition between communities can be used as inspiration and motivation for livelihood development.

Annex 8: Characteristics of the SLED Field teams and sites

Pilot Site	SLED Field team	Field team Characteristics	Environment Context	Community Context
INDIA - Andaman Islands	The Andaman and Nicobar Environmental Team (ANET)	Two person team (including a member of the community) from an established NGO with no ongoing work in the community	Reef ecosystems in North Middle-Andamans Island that are subjected to a range of legal restrictions in terms of resource use.	Karen tribal communities in eight villages that use the reef resources in this area.
INDIA - Gulf of Mannar	People's Action for Development (PAD)	Established NGO with ongoing relationships with community and multiple ongoing activities.	A chain of islands along a stretch of 140 km between Thoothukudi and Rameswaran constitutes the Gulf of Mannar National Biosphere Reserve.	Villages in the Gulf of Mannar area that depend on the resources associated with the Biosphere Reserve.
INDIA - Lakshadweep Islands	Centre for Action Research on Environment, Science and Society (CARESS)	Two person NGO with long term relationship in the community. Integrating the CORALI activities into livelihoods work being carried out with communities in Minicoy and reef related socioeconomic monitoring work being carried out in Agatti.	The Union Territory of Lakshadweep consists of 36 coral islands, of which 11 are inhabited.	Communities of Minicoy and Agatti Islands who are dependent on the surrounding reef resources.
SRI LANKA – Bar Reef	Coastal Resource Management Project (CRMP), Ministry of Fisheries and Aquatic Resources	Part of an ongoing CZM project housed under the national government.	. The MPA Bar Reef is an offshore reef.	Two communities that have direct links to the reef ecosystems of Bar Reef Marine Sanctuary
MALDIVES Baa Atoll	Atoll Ecosystem-Based Conservation of Globally Significant Biological Diversity In the Maldives' Baa Atoll Project (AEC Project) / Ministry Of Environment, Energy And Water, Maldives & Foundation of Eydhafushi Youth Linkage (FEYLI)	A large ecosystem level project housed under the national government. NGO working with government in communities that are involved in a wider development project.	Baa Atoll houses two protected sites: Dhigaliha, an area identified as having the richest marine ecosystem in Baa Atoll; and the island of Olhugiri's, whose unique native vegetation provides one of only two roosting sites in the Maldives for the frigate bird.	Community in Eydhafushi, who are the major resource users of Dhigaliha MPA.

INDONESIA - Weh Island, Aceh	Wildlife Conservation Society – Indonesia PUGAR (Centre for People's Movement and Advocacy) - Indonesia	National office of an international NGO that focuses on the conservation of species and habitats. Community based NGO working focusing on the empowerment of fishing communities.	Weh Island is an inhabited coral island with largely unfertile land with an associated no-take MPA.	Communities around the no-take MPA Taman Wisata Pulau Weh Sabang.

Annex 9: Ideas for potential attendees to the planned policy forum

<table>
<tr><th colspan="2">Ideas for potential attendees to the planned SLED and RECAPP Management and Policy Forum</th></tr>
<tr><td>Gulf of Mannar
Chief Wildlife Warden
Head, GoM Trust
Project Officer in the DRDA (District Rural Development Agency)
Swaminathan Foundation
Fisheries/welfare department</td><td>Lakshadweep
Administrator (or who ever they delegate)
Small scale industry
Department of environment
Women and Children Department</td></tr>
<tr><td>Andamans
Conservator of forests (known for many years, open to discussion, looking for alternatives)
Chief Wildlife Warden (not so useful – waiting out his term)
People involved in the local municipal board/local government</td><td>Sri Lanka
Divisional secretary
CCD (Coastal Conservation Dept)
Ministry of Nation Building
Industrial Development Board</td></tr>
<tr><td>Maldives
Atoll Chief of Baa
Ministry of Atoll Development (mainstream this in Maldives)
UNDP livelihood programmes
Baa Atoll Development Council</td><td rowspan="3">Regional
SARC
PEMSEA
Ford/MacArthur Foundations (country office)
IUCN MFF
EU
UNEP Regional Seas (Bangladesh)
Asia Foundation
Ocean Foundation
Lighthouse foundation
Rhode Island Institute, CCRM
DFID (country office)
GTZ
WWF
ADB
World Bank
Media</td></tr>
<tr><td>Bangladesh
UP Chairman (language issues)
Department of Environment
GEF and UNDP project director (CWBMP)</td></tr>
<tr><td>Indonesia
Ministry of Marine and Fisheries
Provincial government chief
Ministry of Environment
Local fisheries leaders
BAPENAS/DA</td></tr>
</table>

Annex 10: Vision statements of the workshop participants

Group 1
Vision statement:
"Once a person is empowered they have the ability to access and use information to progress."
Characteristics of empowered person-

- Access to information
- Ability to use
- Self confidence
- Good communication skills
- Personality
- Charisma
- Leadership
- Social acceptability
- Ambition and desire
- General knowledge
- Diplomacy
- Experience
- Skill
- Healthy
- Education and general knowledge
- Commitment
- Perseverance
- Won't take no for an answer
- Solid family background
- Relationships

Group 2
Vision statement:
"To influence and encourage people and communities to improve their livelihood through enhancement and diversification of their livelihood activities/ options, that would make him/her/them realizing about his/her/their strengths, limitations, opportunities and enabling conditions towards achieving their goals/ visions/ aspirations through building up self-confidence, motivate themselves toward enhancing their livelihood options through exploration and making them target oriented together with their personal/ community experiences and qualities..

Group 3
Vision statement:
"Confident voices making informed choices."

Key elements of vision:

- To give voice and choice
- Awareness- Local area, regional and global
  Visions
  Choices and opportunities
  Strengths
  Policy
- Skills and knowledge
- Blending of local traditions and modern technology
- Self confidence and motivation
- Economic independence
- Choice to earn, save, spend and give
- Access information

Group 4
Vision statement:
"We think of a person who is confident, have positive attitude, knowledgeable, skilled (trained) have access to resources and infrastructure for a livelihood activities. The person in adaptable to circumstances, have means of alternative livelihoods, is less vulnerable (with support of other members of the community, the relationship with service providers, with favourable rules and regulations). The person is well informed aware of the situation and opportunities available and ready to make choices."

Key elements of vision:

- Empowerment
- Knowledgeable
- Trained / skillful
- Have developed an alternative livelihood
- Favourable rules and regulations

- Confident
- Awareness and access to information
- ability to use information about choice
- Flexible / adopt to change
- Less vulnerable
- Comes out of poverty (eradicate)
- awareness of willingness to engage with service providers and government
- Access to resources
- Good relation with service providers
- Establish links/ networks with stakeholders
- Open culture
- Social coherence
- ability to articulate
- Responsible use of capacity
- Awareness of the wider community
- Positive attitude

Annex 11: Workshop evaluation by participants

SLED process development workshop 2

October 2007

Participants Workshop Evaluation

For each section rank your thoughts on the workshop on a scale of 1-5 and provide your comments in the box below.

Scale:

1 – insufficient 2 – could be better 3 – OK 4 – good 5 – very good

CATEGORY	RATING
WORKSHOP PLANNING and ORGANISATION	**4.47**
What went well? o Organisation, logistics and everything else o Lectures, experience sharing, presentations and group work o Logistics and accommodation was good o Planning was good o Representation from each country o Everything from our stay to the daily sessions o Good time management and good placement o Timing and arrangement o Good planning of the sessions, logistics and even providing medicine. o Previous presentations of phase 2 and their feed back mechanism o Smooth timing and scheduling o Sharing of experience of each site and their view of other sites o Very good presentations and field trip o The arrangement was fantastic, the food was luxurious and the rooms were absolutely fantastic o Time frame, discussion, presentations and cooperation o Planning was good	
What could have been better? o Meals (dinner/Hotel staff attitude) o Not very satisfied with food (Blue Oceanic) o Less food on the platters, difficult to make a choice! o Fix in date of workshop o Schedule of each day and fix in day of workshop o Indian' presentation of phase 2 o Questions and methods pulled out o Disappointed with the change of venue from Maldives to SL o Program agenda (for all the days) could have been sent to the participants earlier	

WORKSHOP FACILITATION	4.38

What went well?

- Good facilitation
- Facilitation was clear and necessary input has been given
- Field work guides, resource persons, logistic support
- The guidance through the stages
- Nice hotel and meeting room
- Very participatory and democratic
- Hats off to the facilitators who made it easy and very participatory and flexible Everything was at its best
- Facilitation was excellent! Ben and Phillip- Thanks!
- Care of everyone
- Guidance materials
- The facilitators are very kind and their facilitating process is very very clear and understandable
- Facilitators Ben and Phil are really very very good, excellent, hard working and always trying to discover the easiest way/ language that people understand. That way really positive for participants to realize the whole thing.
- Group discussions and exercises all went very well

What could have been better?

- Should have prepared for each session better with a clear focus on the tasks
- In some sessions the focus of the discussions- we participants have to keep that in mind
- Easier language for those who might find some words difficult.
- Very luxury hotel and meeting room
- Water and meals
- Little more and venue could have been in the middle of the country
- Some of the sessions (third day morning) could have been reduced

REFLECTION AND ANALYSIS OF FIELDWORK STAGE 2	4

What went well?

- Those who did field work contributed very well. Learnt from their experiences and tools etc
- Experiences from the fieldwork
- Attendance and participation of field team was good
- Traffic lights and graphic presentation
- Diversity of kinds of presentation
- Discussion with individuals and groups
- Understanding the first hand perception and having an open minded discussion
- I did not participate
- Presentations
- Experiences and different types of reflections and analysis
- Presentation with examples from each and every site

What could have been better?

- Every site should come with some work done so that they can participate better
- Changes in field team participants and different level of implementation is confusing
- Deconstruction of stage process and outputs
- Need more time
- Need more time because in our site it's hard to implement based on guidance
- I did not participate
- Could be……..
- More specification with more examples

DEVELOPING AND AGREEING THE SLED PROCESS	3.94

What went well?

- Consensus and agreements
- All the members feel the SLED process enables/ achieves its objectives
- Consensus on utility and reliability
- Discussion and debate, understanding and agreeing
- It was good. Everybody was able to internalize the whole process
- The vision and key points
- Internalization was ok
- Entire process - discovery to directions
- Process concept and analysis

What could have been better?

- Everyone could have done homework before coming to the workshop
- Marketing- could have worked on it for longer
- Key points
- Spend a little more time on it
- Better instructions on vision creating and pathway analysis
- To keep more concentration on environmental conservation aspect because these were all for the people

DEVELOPING RECAPP	4

What went well?

- Variety of feedback/ information
- Developing the RECAPP went well
- Fieldwork, understanding the RECAP
- The generalized framework fits for me
- Easy to learn
- Redesigning RECAPP, making it easy to handle
- Redesigning the RECAPP and developed more logically. It can be easily handled by grassroot fieldworkers and people
- The vision and key points
- RECAPP objectives and redesigning
- Identification of RECAPP
- Very good- Refinement of information at the field site
- Was able to understand the frame work and be more clear about the process
- Thinking and understanding

What could have been better?

- The framework could have been better for the common man to answer
- The report and continuous monitoring need to be cleared and informed to the field teams
- Not spending so much time, rather asking for outputs and then improvising
- Need more discussion
- The vision
- RECAPP steps in the SLED process
- Small scale funding opportunity to the local community would be better for demarcation as livelihood changes other than direct national resource use.
- Need more clarity in the questionnaire. Information to be collected, both qualitative and quantitative

DEFINING THE NEXT STAGES FOR SLED	4.13

What went well?

- Very focused. Good facilitation / participation
- Very clear and I understand the task ahead
- Defining well doing phase element of the 3rd phase
- The qualitative approach, the stress on quality (stress on community ownership for participation)
- Very clear about the next stage
- Very clear and confident go head with the next stage- planning the pathways and help the community to take it forward
- I understand very clearly the next stages of SLED
- Understanding and searching ways to fit SLED in different circumstances
- Lots of arguments. With a clear picture.
- The task for each work to be completed in next stage in explained well.

What could have been better?

- Be clear in our minds and translate to others in an easy way, what we want to achieve are the end
- The stress on community ownership of participation in doing
- Planning of SLED's next stages
- Probably little bit more time

ANY OTHER COMMENTS

- Over all, good, effective workshop. Very happy to participate and learn from different parts of the region.
- An opportunity to learn about peoples' livelihoods in a holistic manners/ Approach
- The discussion and sharing of information was really great. The opportunity to show the findings of all the field teams was really good and we learnt from each other a lot.
- Good stuff- need to continue updating and contact on work- SLED and related work
- Good opportunity for joint learning thanks to Gaya, Shehani, Phil and Ben
- Good opportunity for joint learning. Once in 4 months this SLED family should get together to take it forward and continue joint learning. Hats off to the organizers and the facilitators - Gaya, Shehani, Phil and Ben you are you are too great that you had enough patience with us all on doing,,,,,,,,, keep up the good work!!
- Thanks Mr. Ben and Mr. Phillip and IMM organisation and also IUCN organisers Gaya and Shehani
- It's a very excellent opportunity to get knowledge on how people's personal, spiritual strength can be explored. This practice infect is being done by me in local communities, that they have power but have to open and use it. Since Bangladesh was not with the field activity some of the topics seem to be more abstract. But overall excellent! I would like to express my gratitude to all of you for giving me this opportunity to participate and learn.
- My sincere thanks to Gaya, Shehani, Philip and Ben for the wonderful opportunity that they had given me which I have never dreamt of and now have achieved it.
- Over all -Ok