

Workshop on Capacity Building for Situation Analysis of Mangroves Ecosystem and Communities



Mangrove Project
Developing knowledge-based approaches
to reconcile multiple demands



Mulawarman University



Hanoi and Nam Dinh, 4-8 December 2006

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ANNEX I: LIST OF PARTICIPANTS

ANNEX II: AGENDA OUTLINE

1: WELCOME ADDRESS: ASOC PROF. DR NGUYEN VIET TINH

Vice President, Hanoi National University (HNU)

Distinguished guests! Ladies and gentlemen!

It is a great honor for me to warmly welcome you to the training workshop “*Capacity building for Situation Analysis of Mangrove Ecosystems and Communities*” on behalf of the University Director Board.

It is in this meeting hall that two international conferences were held: (1) “*Genetic diversity and propagation of mangroves*” by MERC in collaboration with Southern Cross University (Australia) (Oct./2005) and (2) “*Green Mangrove 2006: Prediction of greenhouse gas effect on global environment: Asian coastal ecosystem case study, Northern Viet Nam*” by MERC in collaboration with the Institute for Nuclear Science and Techniques (INST), Vietnam, Environmental Science Research Laboratory (ESRL) CRIEPI, Japan (June/2006).

The workshop held this time is of other significance. It would be considered as a training course to build capacity on methods and tools of situation analysis of ecosystems and communities for the long-term aim of reconciling multiple demands placed on mangroves. The training content is fairly new to the young scientists and local managers. We hope that what will have been learnt from the workshop will be well applied in project surveys in 3 selected localities in Viet Nam.

On behalf of the University, we would like to express our sincere thanks to the European Union for the sponsorship. The support from Giao Thuy District and Giao Lac Commune People’s Committees in facilitating MERC in the building of the Field Research Station and the Plant Genetic Conservation Garden – a good place for mangrove communication and research activities has been gratefully acknowledged.

I wish you all good luck and health. I hope the workshop will be a great success.

2: OPENING SPEECH: PROF PHAN NGUEYEN HONG



Professor Hong addressing the workshop

Distinguished guests! Ladies and gentlemen!

Mangrove ecosystems play a crucial role in nurturing and developing biological resources in coastal and estuarine areas. Mangroves contribute to environmental protection and natural disaster control such as storms, tides, and sea level rise.

Nevertheless, in a number of coastal localities, local officials and people have not well understood the multiple-sided values of these forests. Furthermore, the governments of some countries have not had legislations – a legal basis for protection and development of mangrove forests.

The situation is worsened by the fact that due attention has not yet been paid to the management of this essential - but - sensitive ecosystem by governments at all levels. Over the past time, most of the mangrove extent in Southeast Asia in general and in Viet Nam in particular has, therefore, been converted to shrimp and crab ponds for exports or other economic purposes. In the context of such mangrove degradation, some international organizations and NGOs have supported developing countries in mangrove restoration and awareness raising about the role of mangroves toward the environment and life of poor inhabitants among local communities.

The Project “*Mangrove ecosystems, communities and conflicts: developing knowledge-based approaches to reconciling multiple demands*” funded by EU will be implemented by some research institutions of universities from UK, Netherlands, Indonesia, Thailand, Viet Nam and the Network of Aquaculture Centres in Asia Pacific STREAM Initiative with an aim to support some Southeast Asian countries in developing action plans to reconcile multiple demands placed on mangroves and evaluating their effects on the ecosystem, livelihoods and legislations. The project also helps provide new knowledge of approaches to management agencies in coastal mangrove areas.

In this training workshop, we shall have an opportunity to exchange experience and be given information on the overview of the project and situation analysis of livelihoods, methods and tools.

Foreign experts will provide approach knowledge for managers so that they will have a better understanding of livelihoods of the poor, conflicts, as well as solutions to work out appropriate policies.

On behalf of the Organizing Board, we would like to express our special thanks to the European Union for the sponsorship and the enthusiastic cooperation of Dr. Stuart Bunting, Dr. Graham Haylor and other STREAM colleagues and MCD colleagues. Thanks are due to the presence of the district and commune leaders from Giao Thuy at the workshop. We would appreciate the full attendance of the participants during the training workshop. Your active participation would be highly valued which would make the workshop successful.

Honorably, I declare the workshop officially open.

3: BRIEF PRESENTATION OF THE MANGROVE PROJECT: PROF. DR. PHAN NGUYEN HONG
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ANNEX III

‘Mangrove ecosystems, communities and conflict: developing knowledge-based approaches to reconciling multiple demands’ *Contract Number: INCO-CT-2005-003697.*

a) Structure of the project

Project Coordinator: Dr Stuart W Bunting
Center for Environment and Society, Department of Biological Sciences, University of Essex,
Colchester, UK

b) Contractors

1. **Wageningen University**, Netherlands
2. Faculty of Fisheries and Marine Science, **Mulawaman University**, Indonesia
3. Department of Aquaculture, Faculty of Fisheries, **Kasetsart University**, Thailand
4. Mangrove Ecosystem Research Division (MERD), Center for Natural Resources and Environmental Studies

5. **Vietnam National University, Vietnam**
6. **Network of Aquaculture Centres in Asia-Pacific, STREAM Initiative, Bangkok, Thailand**

c) Summary

A multidisciplinary situation analysis of mangrove ecosystem resources, functions and management will be conducted at sites in Indonesia, Thailand and Vietnam. Factors analyzed will include, the ecological characteristics and functions of the mangrove ecosystem, and adjacent coastal areas; livelihood strategies of households dependent on goods and services derived from mangroves; institutional features, including local, national and international policy and legislation, describing trajectories of change, stakeholder values associated with mangroves, and conflicts or tensions. Methods and appropriate indicators for participatory monitoring and evaluation of impacts on mangrove ecosystems will be developed.

This will be followed by the formulation, in collaboration with national stakeholders and local communities, of action plans designed to reconcile multiple demands. The action plans will be piloted by stakeholders, and the ecosystem, livelihoods and institutional impacts assessed through participatory monitoring and evaluation. High potential strategies will be identified and appropriate communication media developed to promote national and regional policy initiatives. Research findings will be disseminated through appropriate media and pathways, ensuring national institutions and international development agencies are able to use this new knowledge in other locations, to promote action planning to reconcile multiple demands placed on coastal zones, especially mangroves.

d) Project objective(s)

This project aims to develop action plans to reconcile multiple demands placed on mangroves and adjacent coastal zones in Southeast Asia; local and national level stakeholders will participate in action planning, ensuring widespread support and increasing the likelihood of implementation. New knowledge concerning the most effective approaches to action planning involving coastal communities and national institutions will be communicated to agencies responsible for coastal zone management and planning, to assist in developing codes of practice and policies that acknowledge and aim to reconcile the multiple demands placed on mangroves and adjacent coastal zones.

Initially a detailed situation analysis, involving participatory community appraisals, stakeholder and institutional analysis, a study of the market networks for goods derived from mangroves and an assessment of existing datasets will be undertaken. Ecological characteristics, structure, processes and functions of mangroves, and adjacent coastal areas will then be assessed, enabling methods and indicators for participatory monitoring to be developed.

Livelihood strategies of households dependent on goods and services derived from mangroves will be assessed to identify conflicts and tensions between and within livelihoods. A more detailed institutional analysis involving local, national & international organizations will describe existing policy and legislation relating to mangroves; the changing status of mangroves and values stakeholders associate with them will also be assessed. These preliminary activities will be followed by the formulation, in collaboration with stakeholders, especially local communities and representatives from national scale institutions, of Action Plans designed to Reconcile Multiple Demands (RMD).

The impacts of implementing these action plans on the mangrove ecosystem, adjacent coastal areas, producers, consumers and institutions involved will then be monitored and evaluated. New knowledge from the project will contribute to a better understanding of the value of mangrove ecosystems to poor communities and help guide other communities and national scale institutions in developing action plans to reconcile multiple demands placed on mangroves and associated coastal zones.

The proposed scientific and technological objectives of the project are outlined below in a measurable and verifiable form. As part of the project activities, a strategy will be formulated to monitor progress

against these objectives and to evaluate the impact of project activities and outcomes (the proposed verification criteria will be agreed at the inception meeting).

e) Work packages: Action plan

WP1: Complete multidisciplinary situation appraisal of mangrove ecosystems at sites in Indonesia, Thailand and Vietnam, raise awareness of role in poor livelihoods and conduct institutional analysis.

WP2: To raise awareness and stimulate interaction among stakeholders, to ensure local and national level stakeholders participate in the research process and to ensure new knowledge is accessible for those responsible for developing policies for the equitable use of coastal zones, especially mangroves.

WP3: To assess ecological characteristics of mangroves, and adjacent coastal areas, at the three sites and relate to spatial features, assess mangrove structure, processes and function, develop methods and indicators for participatory monitoring and draft Action Plans to RMD.

WP4: To assess the livelihood strategies of households dependent on goods and services derived from mangroves, develop well-being indicators, identify conflicts/tensions between and within livelihoods and propose draft Action Plans to RMD.

WP5: To facilitate detailed institutional analysis, including local, national & international policy/legislation; to describe trajectories of change, values stakeholders associate with mangroves, & conflicts/tensions; and in consultation with stakeholders develop Action Plans, incorporating knowledge of ecosystem functions, livelihoods and institutions to RMD at 3 sites in Asia.

WP6: Action Plans to RMD implemented by stakeholders at 3 sites in Asia and ecosystem impacts assessed through participatory monitoring; high potential strategies identified and appropriate communication media developed to promote uptake and policy development.

WP7: Action Plans to RMD implemented at 3 sites in Asia, raising awareness amongst, and empowering, local communities; livelihoods impacts assessed through participatory monitoring; high potential strategies identified and appropriate communication media developed to promote uptake and policy development.

WP8: Action Plans to RMD implemented in collaboration with local institutions at 3 sites in Asia; strategies to reconcile differences amongst institutions and policy at local, regional, national and international level assessed & where possible implemented; impacts on institutions assessed; high potential strategies identified and appropriate communication media developed to promote national and regional level policy development leading to reconciliation of multiple demands placed on mangroves and adjacent coastal zones in Asia.

f) The Mangrove Ecosystem Research Center (MERC) and Center for Environmental Research Education (CERE)

The two centers will undertake the following activities:

- Assess the production and harvesting of aquatic foods, timber and other mangrove-derived goods over 12 months through regular monitoring of local practices in each of the three case-study sites. Representative households and farming and harvesting systems will be selected for sampling based on outcomes in [WP1](#), systems will be demarcated and monitored intensively with respect to bio-resource flows and livelihoods.
- Analyze traditional and more intensive production systems, monitoring key nutrient fluxes at critical points, representative flow and exchange rates. This will be based on nutrient levels recorded in [WP3](#). Other inputs and outputs will be monitored over the production cycles.
- Monitor fisheries and culture based production and harvest rates of aquatic products, both stocked and un-stocked and variations in cropping pattern due to seasonality, shocks,

environmental perturbation and changing consumer demand and variations in household requirements assessed.

- Monitor the livelihoods of a minimum of 30 households at each site through biweekly visits and recall of household activities, expenditure, health, and consumption. Access to mangrove-derived goods and services and benefits from them to the poor will be monitored through participant observation and focus groups. Contributions to both income and food security afforded by mangrove dependent production and harvesting will be described, as will wider benefits relating to sustaining the livelihoods of those involved in associated actor networks; indicators for well-being will be developed.
- Map the magnitude and extent of supply and distribution networks by undertaking interviews with key informants to quantify their importance. Conflicts and tensions between livelihoods, relating to access, resource appropriation and changes in production and harvesting strategies will be discussed and assessed in collaboration with local stakeholders, and strategies for reconciliation presented and evaluated; opportunities for synergy amongst livelihoods and demands will be considered.

g) Works done from August 2005 to July 2006

Partner 1 - University of Essex

Co-ordination activities in the period focused initially on the Inception Meeting and first Project Management Group (PMG) meeting at the NACA Secretariat in Bangkok, Partner 1 has discharged responsibility for the overall project, communication with the Commission, financial administration and timely production of project deliverables. The coordinator is also tasked with facilitating negotiation of sub-contractor inputs with the relevant work package coordinators.

Partner 2 - Wageningen University

Focused on key objectives including: assessing the nature, productivity and resource-use efficiency of mangrove-dependent farming and harvesting strategies; analyzing household-level livelihoods of representative primary stakeholders dependent on mangrove derived goods and services; monitoring effect of seasonality, trends and shocks on access to goods and services derived from mangroves assessed and impacts on producers, intermediaries and consumers; studying the role of mangrove-based food production in sustaining actor networks studied; describing and conflict and tensions between livelihoods and proposing strategies to bring about reconciliation.

Partner 3 - Mulawarman University

Appropriate study sites were proposed based on mutually agreed selection criteria and stakeholder groups associated with mangroves at these sites were identified and their positions and relationships explored; institutional, legal and policy frameworks were also assessed.

Partner 4- Vietnam National University

During the inception workshop, Partner 5 gave presentations on the current status of mangroves in Vietnam (MANGROVE Project, 2005). Appropriate study sites were proposed based on mutually agreed selection criteria and stakeholder groups associated with mangroves at these sites were identified and their positions and relationships explored; institutional, legal and policy frameworks were also assessed.

Partner 5 - Kasetsart University

During the inception workshop, Partner 6 gave presentations on the current status of mangroves in Thailand (MANGROVE Project, 2005). Appropriate study sites were proposed based on mutually agreed selection criteria and stakeholder groups associated with mangroves at these sites were

identified and their positions and relationships explored; institutional, legal and policy frameworks were also assessed.

Partner 6 - Network of Aquaculture Centres in Asia-Pacific

During the inception workshop the need for capacity building, in particular training for Partners 3, 4 and 5 in livelihoods-based and participatory research approaches was identified and country specific workshops planned by the STREAM Initiative to address this need; these training workshops will constitute one of the first activities when the accession of the replacement partner is confirmed and pre-financial payments are made to the consortium.

4: APPROACHES, METHODS AND TOOLS FOR RESEARCH ON MANGROVE ECOSYSTEMS, COMMUNITIES AND CONFLICTS: SOME EXPERIENCES FROM MERC AND CERE: PRESENTED BY DR. PHAN THI ANH DAO
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ANNEX IV

a) Brief overview of MERC and CERE related work

MERC and CERE have undertaken a number of research projects on mangrove ecosystems, natural resource access, sustainable use and management of mangroves, livelihoods and vulnerability of local communities, markets, institutional framework, policies and other related socio-economic issues. Some main topics of the projects are:

- Research on the coastal mangrove ecosystem-Proposal of measures for rational utilization
- Building up the national strategy on wetland conservation, stage of 1996-2020.
- Study on improvement of community capacity in conservation, rehabilitation and management of wetland ecosystems in coastal areas
- Study on Some Propagation and Educational Methods to Raise Awareness of Mangrove Protection for Coastal Local Communities
- Study on the sustainable use of a part of mangrove ecosystem for shrimp rearing
- Environmental assessment of mangrove reforestation as a means of improving coastal protection, stability and fishery production
- Risky aquaculture in vulnerable mangrove ecosystem
- Comparative research studies and training for sustainable development planning of Vietnam's coastal zone
- The predict project on prediction of the Recovery and Resilience of Disturbed Coastal Communities in the tropics (SE Asia)
- Status and effects of mangrove reforestation on local life in the coastal areas.
- Research on the biodiversity of the mangrove ecosystem, Biodiversity – Human Well-being/Poverty Linkages
- Global warming gasses in Asian Mangrove Coastal Ecosystems

b) Approaches

Main approaches have been applied:

- The ecosystem approach has been endorsed by the Convention on Biological Diversity (CBD). The application of the ecosystem approach will help to reach a balance of the three objectives of the Convention: conservation; sustainable use and the fair and equitable sharing of the benefits arising out of the utilization of genetic resources (MA, 2005)
- The theory of human ecology is with recognition that there exists close relationships between natural systems and social systems through material, energy and information flows
- Putting people at the center of development
- Toward sustainable development
- Multiple, interdisciplinary approaches
- Mechanism and cause-effect modeling
- The model "Driving forces-pressure-state-impact-response"
- Total economic evaluation estimation

- Approaches of multivariable analysis

c) Methods

Methods of RRA and PRA have been used in projects as follows:

For data collection

- Collection of secondary information, documents, reports and all relevant data and literature at all level
- Semi-structure interview
- Interview key person
- Group discussion by topic
- Historical timelines
- Seasonal calendars
- Transect walks
- Social/resource mapping
- Ranking (by topic, problems)
- Venn diagrams
- Matrix

For data analysis

- Statistical analysis using software such as SPSS, EXCEL
- Plotting historical trends of two or more variables
- Correlation between two variables
- Comparison by geographical units or habitat
- Map overlay(s) by topics
- Mathematical conversion functions
- Plotting historical trends of two or more variables
- Multi regression analysis
- Decision-making models
- Optimization management

d) Challenges

In addition to the scientific achievements and practical application of research findings for sustainable use and development of mangrove resources that MERC and CERE have gained, MERC and CERE have gradually built their staff capacity themselves (learning by doing during project implementation). MERC and CERE researchers have obtained basic knowledge of approaches and main tools of RRA and PRA. Recently, some MERC and CERE staff have been sent abroad for higher education and some new young scientists have been participating in the on-going project including this Mangrove Project. Thus, capacity building for the new young researchers is necessary in terms of general knowledge as well as skills for data collection, investigation, data processing and analysis to meet requirement for the project. Moreover, capacity building, better understanding and collaboration among stakeholders are required for the success of the Project.

e) Expectations from MERC and CERE

- To improve techniques for livelihood analysis (LHA)
- To know about the content and method for livelihood analysis for LHA to develop research plans. Experience and practice in LHA. To know about planning for LHA
- To understand new concept of LHA To understand methods for LHA
- To understand methods of PRA through w/s and practice them
- To understand how to use the tool kit for analyzing LH Finding the problems of the local people
- To understand the main objective and to participate with the community
- To understand some more tools through field visit in the commune
- To understand about LHA for local people

- To understand and share the related knowledge between the scientists and stakeholders in the workshop

5: OVERVIEW OF MERC WEBSITE AND USE: MR VU DINH THAI

Mr Thai gave a virtual presentation, with a run through the MERC Mangroves website and its content: including picture library of events and activities, statistics on use, information on work packages etc.



6: OVERVIEW OF THE WORKSHOP: MS TRAN NGOC MAI

The facilitator described the workshop structure and what participants can expect over the following 5 days.

a) Workshop objectives and expected outputs

During the workshop, participants will discuss:

- Identification of stakeholders: Past and present mangroves conservation schemes - implementers and beneficiaries
- Methodologies, methods and tools in situation analysis
- Situation Analysis, team building for provincial and national levels
- Schedule for follow-up planning meeting(s)

7 EXPERIENCES AND EXPECTATIONS: MS TRAN NGOC MAI

The facilitator asked participants to write on a small piece of paper their personal experiences associated with livelihoods analysis and expectations of the coming workshop. The pieces of paper were stuck to the wall for all participants to read and to be referred to throughout and at the end of the workshop. This will enable an assessment of the workshop in addressing participants expectations and to see if expectations have been influenced as a result of the information received through the workshop and what people have learned.



Workshop participants sharing experiences and expectations

a) Experiences:

- “To apply Livelihoods Analysis the field workers should be humorous, sociable, use colorful (strange if possible) tools, have gifts for people. Present clearly, diversified, the interviewers and people should work together”
- “Interview people with prepared questions and multiple choice answers for their option”
- “Create the convenience for the interviewees, avoid to ask questions consecutively”
- “Classify the stakeholders, suggest ways for people to do their own presentations”
- “Focus on expected orientation”
- “Cross-checking to check information”
- “Synthesis information collected”
- “Take full use of consensus and support from communes authorities”
- “Invite headmen (Chairman) of commune to join Steering Committee”
- “Ask Commune Authorities to call for key staff to join discussions”
- “Provide documents of guidance for action planning”
- “Integrate performance art in the topics”
- “Organize contest and games/plays with topics”
- “Prepare gifts for good presentations”
- Experience on applying Participatory Rural Appraisal methods in the Vietnam situation: scope of method, steps to implement, examples – good/bad aspects”
- “Experiences on raise awareness for people living in buffer zone”
- “Have good knowledge on concepts of ecosystems, livelihood, community, conflict, poverty”
- “Have skills on PRA, PRA with real practice”
- “Good communication skills and role with stakeholders”
- “To develop and understand a toolkit that will enable us to conduct meetings for purpose of gathering information”
- “Work with Sustainable Livelihoods Analysis and PRA approaches with national teams in countries across the Asia-Pacific region in mangrove and other natural resource systems”
- “Focus on communication with community, to discuss together, come up with conclusions and find way in common”
- “Know about PRA approach”
- “Formulate program on environmental education”
- “Survey on areas of interest in the community”
- “Promote environmental education, apply real local models served the education work”

b) Expectations:

- “Learn experiences on Sustainable Livelihoods Analysis”
- “Have linkages among institutions/units in the organization of relevant activities”
- “Learn about terms, interview methods, information collection methods – relationship among livelihoods – wealth making – gender equity and methods of primary data analysis”

- “Learn about management on mangrove forest”
- “Improve the capacity in Livelihoods Analysis”
- “Know techniques to encourage the interactive actions among community members and rapid analysis method”
- “Have knowledge on PRA and analysis of mangroves”
- “Learn experiences from other institutions”
- “Link the activities aimed at mangrove protection and community development”
- “SA team members will have and use appropriate methods for their analysis”
- “To develop and understand a toolkit that will enable us to conduct meetings/interviews for the purpose of gathering data to understand how people live (ambitions/issues) in mangrove based environments”
- “Know the general approach of project to apply in the case study of Vietnam”
- “Get more information, updating information on Livelihoods Analysis and study tools”
- “Share experiences”
- “Learn from others on this subject”
- “More project to be implemented for people living in the buffer zone – management board”
- To communicate and disseminate the information to the people who will be beneficiary from such projects”
- “Learn how to apply PRA method in Vietnam situation”
- “Learn information on approaches applied during implementation of the project”
- “Apply new approaches”
- “Use proper tools to deal with situation given”
- “Apply new approaches to find out the relationship and interactions among stakeholders”
- “Have experience in mangrove forest, biodiversity and environment and get people to understand about the importance of mangroves and find out solutions to resolve conflicts among demands and interests related to mangrove forests”
- “Share experiences on how to interview the local people”
- “Learn dissemination skills”

8: INTRODUCTION TO THE PROJECT: DR GRAHAM HAYLOR

The facilitator explained that the workshop will be conducted in an informal environment, to encourage participants to become more relaxed and interactive over the following week. As identified by Dr Hong, Dr Tinh and Dr Dao, there are many activities and lessons learnt from the different organizations and projects working in and around the Mangrove environment, there is also much knowledge and experience to share from all the participants attending the workshop.

From the experiences and expectations displayed by all of the workshop participants, we clearly have a range of people, with a varied level of knowledge and experience in Livelihoods Analysis.

The facilitator introduced the roles of the NACA STREAM initiative in the Mangrove project, from capacity building in Livelihoods Analysis (the focus of this workshop) to communications of project activities and outputs within and outside the project.

Dr Haylor introduced himself and then invited project participants to introduce themselves and share some stories about their background and experiences. After a series of introductions the facilitator asked workshop participants to form into four groups, by randomly assigning numbers to participants. Each of the four groups was allocated a section of the room to congregate

9: WHAT IS A SUSTAINABLE LIVELIHOODS FRAMEWORK: DR GRAHAM HAYLOR

ANNEX V

a) Livelihoods

What does this term mean?

If we asked people from around the world to provide a definition of this term, almost everyone of them would differ. The other problem we have is that translating definitions across languages and cultures often results in a loss of meaning and the development of some confusion.

Dr Haylor asked the four workshop groups to develop their own definition of “livelihoods” to share with the rest of the workshop. The outcome was as follows:

Group 4

“the way to earn/support the daily communities life on natural resources”

Group 3

“all things related to life of humans and support”

Group 2

“the way to earn money and to sustain life”

Group 1

“property and ability of people to earn money for their living”

Another definition is:

The facilitator outlined another definition:

*“what people decide to do with their **resources** and **capabilities** to make a living and to attain their goals and aspirations”*

There are no right or wrong answers and every individual will relate a different understanding to these terms. The purpose of looking at these definitions is to move towards developing a common understanding of these terms.

So in terms of livelihoods, what ‘resources and capabilities’ are we talking about? There are many frameworks that have been developed by a variety of stakeholders (NGO’s, Government etc). A common starting point that we might like to adapt is a framework put forward by the Department for International Development (DFID) of the British government. DFID brought together a number of people from academia and development circles to develop a common framework to use and discuss issues surrounding livelihoods. This is not the only framework that has been developed and it may not even be the best example, but it does provide us with a tool and starting point to discuss our understanding of livelihoods. Within the DFID framework there are 5 categories that describe resources and capabilities. The framework describes these 5 categories in a pentagon to show linkages between the different categories.

b) Resources and Capabilities

The first category is **Human** - with resources such as health, nutrition, education, knowledge and skills, the capacity to do work and the capacity to adapt. These are things people have and can draw on in terms of their livelihood.

Another category is **Natural** resources, and in this project we are particularly interested in Mangroves. Others include land and produce, aquatic resources, trees and forests.

The third category is **Financial** resources. This is the resource that poor people have the least of. This includes things such as savings, credit/debt, remittances, pensions, wages etc.

The fourth category is **Physical** resources. These are things like infrastructure (transport, roads, water supply, sanitation, energy, communications) and tools (tools and equipment for production and we mustn’t forget traditional tools). We can understand how these resources impact on peoples lives if they have or don’t have them.

The final category in the DFID livelihoods framework is **Social** resources. This category is related to relationships, networks and connections in which people live. Sometimes these social relationships

can be of great benefit where people can trust and support each other. These can be formal (self help groups) or informal interactions. Leadership and the way people are represented in a commune or a group can have an impact on livelihoods. For example if a head of a village is very good at organizing people, this provides a strong social resource. However if he/she drinks a-lot, this may provide a negative impact on people's livelihoods.

c) **Vulnerability**

So as you can see when we start looking at livelihoods it can get quite complicated. And it gets more complicated as one of the characteristics of people who are poor is that they are Vulnerable and the way people can use their resources is affected by their vulnerability. So what is **Vulnerability**? In this framework vulnerability can be described as shocks, seasonality, trends and changes. The two (resources and vulnerability) are interrelated with less resources people might become more vulnerable while those that are vulnerable may have less access to resources.

What are **Shocks**? Floods, cyclones, droughts, death in the family or something that happens outside of the family (war, riot, local violence). We all experience shocks throughout our livelihoods, but people who are poor are more vulnerable to the impact of shocks. So it is important when looking at livelihoods that we understand the impact of shocks on people.

What is **Seasonality**? In the UK there is a very large difference in the climate due to seasons, where people undertake very different activities as the seasons change. This can impact on supply and demand. The same changes can be observed in coastal mangrove environments, such as the fluctuation of key aquatic resources at different times of the year.

What are **Trends** and **Changes**? Changes in populations are an example of trends, with a common trend of increasing populations around the globe. This trend is known to be causing changes to the environment and people's livelihoods, with increasing pressure impacting on vulnerable people more severely. As we know there are many changes occurring in the mangrove environment.

d) **Policies, Institutions and Processes**

So we can see that Resources and Capabilities closely interact with Vulnerability. Included in this interaction is the impact of policies, institutions and processes.

Policies are generally developed by Government, NGO's etc and are developed to provide some good. However as we know sometimes policies do not work the way they were intended to and they can impact negatively on the livelihoods of people, often these people are poor and vulnerable.

Institutions (political, legislative, commercial etc) incorporate a large number of groups that can impact on the livelihoods of poor and vulnerable people.

Finally **Processes** can be described in a number of ways, one way to look at processes is social norms and customs that affect how we live. Other processes that have a large impact on livelihoods include gender and language.

In relation to the impacts of what we have now discussed, people develop livelihood strategies that ultimately govern their livelihood outcomes. These outcomes ultimately flow back to impacting (in a good or bad way) on the resources and capabilities that other people have.

A framework like we have discussed provides a tool and way of thinking when we investigate peoples livelihoods and approaches to meeting livelihood objectives. In addition to this framework we need to look at sustainability, so when does a livelihood become sustainable? There is loads of research and published material on sustainability. In the context of this sustainable livelihoods framework we will look at sustainability as through the following definition:

“people can cope with and recover from different stresses and shocks and can maintain or enhance their capabilities and assets both now and in the future., while not undermining the natural resource base”

The sustainable livelihoods framework that we have discussed will provide a tool that we might be able to utilize throughout the Mangroves project when conducting the Situation Analysis. This may be a new approach to some of you and it may seem complex for the first time, however it will be used across the three project countries to standardize our approach in collecting data for the Situation Analysis. In this way we will have a common outlook on what information we access and how we go about finding that information. The training tool that STREAM has provided (ANNEX XI) can be used to provide some clarification and help you understand what we have discussed in more detail. This tool has been developed in English and Vietnamese for future reference.

10: BREAK OUT SESSION TO DISCUSS THE LIVELIHOODS FRAMEWORK AND CHANGES OR ADDITIONS THAT COULD BE MADE TO THE MODEL: NGUYEN SONG HA AND DR GRAHAM HAYLOR

The framework discussed in the morning session is one of many examples of ways to look at livelihoods. Groups from the morning session spent 15 minutes looking at the framework, discussing any changes that could be made to the model and the translation of terms.



Discussing the Sustainable Livelihoods Framework

a) Group 1

- Some of the terms are too complicated
- The pentagon should be reduced to three categories: human, natural and social (financial and physical belong to human resources)
- Vulnerability of the poor include policy and institution, because if there are bad policies
- Don't understand policies as a term - it should be presented in context of where it comes from

b) Group 2

- Do not understand the word shock. In Vietnamese the word has no meaning in this context
- Would like to see information capital added to the pentagon, creating a hexagon as is included in the training booklet

The facilitator clarified the term “shock” as a sudden and often unanticipated change/impact. A shock does not necessarily result in a negative impact, but it occurs rapidly, unlike a trend which occurs over a long period of time.

The reason the framework in the training booklet has 6 resource categories and the one discussed in the morning has 5 categories, is that there are many ways of looking at livelihoods and many categories that could be included. The objective for this workshop is to agree on a set of principals to guide the Situation Analysis. The use of Information Resources (the sixth category included in the

training booklet) in the framework is often appropriate as this is something that poor vulnerable people are often lacking.

c) Group 3

- The terms used when translating the framework need to be improved to gain context
- Information capital should be included into the framework, as the people this project is working with need more relevant and better access to information
- A link between the framework and economy of the country should be included, perhaps as a separate item
- Some of the categories are relevant to different sections of the framework and so we need to remain flexible in how we look at this model
- Much of the information contained in the framework is buried and perhaps more detail should be added

Information capital can be included as a separate item or included in the Human Capital category. However we need to be clear in how we look at the different categories, this framework is flexible to be used in a way that we feel is appropriate. When this particular framework has been used in other countries a common comment has been that political capital should be included. For example, in the Philippines, if you have a connection with someone of power in the government then you have much better opportunities. Another inclusion might be the countries economy, but this could be included in the category of Policies, Institutions and Process.

d) Group 4

- The most important information that this framework can tell us is that the interaction between the 5 categories is complex and interrelated
- Understanding how each category impacts on the other is essential when looking at livelihoods frameworks

11: MCD ACTIVITIES AND EXPERIENCES IN XUAN THUY NATIONAL PARK: MS NGUYEN THU HUE

ANNEX VI

Ms Hue provided an outline of the Center for Marine Conservation and Community Development's (MCD's) work in Xuan Thuy National Park to improve understanding between the activities being undertaken in the region and to avoid overlap between project activities.

The objectives of MCD's work are:

- To increase income generation of poor fishers and women and using natural values
- To increase the community's capacity to promote and make decisions – at all levels from district to commune
- To facilitate inclusion in policy development and decision-making

To achieve these objectives MCD focuses on strengthening coastal management, community development, research, education and building capacity. By building knowledge and capacity, the local people can be involved in the decision making process. Livelihoods are dependant on the natural resources, however these natural resources are depleting. To help assist communities move to different ways of generating income MCD has started introducing eco-tourism. MCD hopes to work with STREAM, MERC and CERE to improve communication activities with the local people.

In communications MCD uses local events and particularly wants to focus on the Internet. MCD has implemented a number of activities:

- Community based regulations on aquaculture (clams and oyster)
- Raising awareness of mangrove preservation
- Evaluating potential of eco-tourism
- Focus on training village leaders to support other community members, using communication and multimedia
- Student research
- MCD has worked with a number of stakeholders, including over 6000 local people

On 13 December 2006, MCD will host a workshop on project activities in Xuan Thuy National Park, where more detail will be provided.

12: GROUP DISCUSSION, TRANSLATION OF TERMS USED IN LIVELIHOODS ANALYSIS: MS TRAN NGOC MAI

Workshop participants discussed English terms used in the livelihoods framework and appropriate translations in Vietnamese that have contextual meaning. The following table provides an overview of the translations that were agreed to be most accurate in a contextual sense.

English	Tiếng Việt
Financial Capital	Vốn tài chính***
Natural Capital	Vốn tự nhiên
Physical Capital	Vốn vật chất
Social Capital	Vốn xã hội
Human Capital	Vốn con người
Institutions	Thể chế
Process	Quá trình
Livelihood Outcomes	Kết quả sinh kế
Livelihood Strategies	Chiến lược sinh kế
Shocks	Cú sốc, đột biến
Trends	Xu hướng
Vulnerability Context	Bối cảnh tổn thương

Following various discussions through out the day about language and the translation of meaning, the above terms in Vietnamese and English were discussed in plenary. There was a basic agreement that the Vietnamese words used approximately match the definition of the words in English. However it was agreed that the explanation and the terminology required varies greatly depending on the groups with whom the speaker interacts. It was agreed that flexibility is needed in the ways in which terms associated with livelihoods frameworks are translated.

13: CURRENT STAKEHOLDERS, GROUP DISCUSSION AND PRESENTATION: MR EDWARD SMITH

The workshop came together in stakeholder groups to answer the following questions:

“What do you understand by the term “stakeholder”?”

“Who are the current stakeholders in MANGROVE besides VNU and MCD?”

“Can you rank them in order of their impact on the livelihoods of people - or which are the most powerful/influential?”

a) Group 1: MCD/VNU

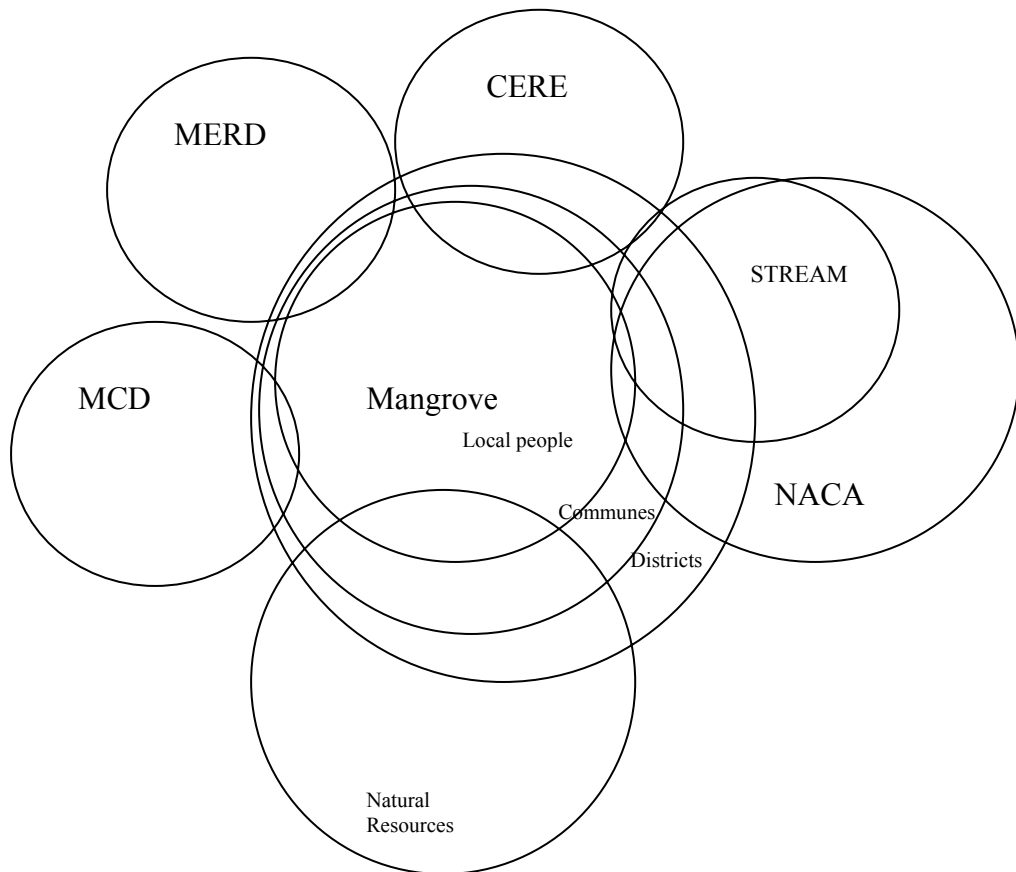
Beneficiaries (direct/indirect) affected by developments

- Organizations carrying out activities
- Research Agencies
- Local authorities
- Public association
- Small and medium size enterprises

Most important

- Local authorities are the most important as they create policies then the beneficiaries who are affected

b) Group 2: VNU/MCD



DAY 2

1: PARTICIPANT REVIEW OF DAY 1: MR LE XUAN TUAN

Mr Tuan provided an overview of the previous days proceedings:

In the beginning we received a brief introduction to the project. We listened to the experiences and learning's of Professor Hong. During this presentation we listened to many challenges and obstacles that we may face during the course of this project. We then listened to a presentation by Dr Haylor, providing an overview of the Mangrove project. Dr Haylor the proceeded with an overview of the Sustainable Livelihoods Framework and the complex nature of livelihoods models. Workshop participants then broke into 4 groups to examine indicators/parameters/relationships between the framework elements.

We then heard from Ms Hue from MCD, and were provided with some food for thought from MCD's experiences and activities working in Xuan Thuy National Park.

At the end of the discussion we reviewed the definitions and terminologies that will be used in a contextual situation. We agreed that flexibility would be needed when discussing the livelihoods framework with local people so that they understand the complex nature and terminology associated with the model.

The coming activities of day 2 should be open and flexible to promote discussion and learning.

2: OVERVIEW OF WORK PACKAGE 1: DR GRAHAM HAYLOR

ANNEX VII

As a quick reminder of why we are here and the Work Package that we will be implementing, Dr Haylor provided an overview of Work Package 1.

The whole Mangroves project will run for three years, in three places and will include seven work packages. At present we are focusing on how we will implement Work Package 1. During the project we will develop action plans that will help us understand issues surrounding people and mangroves. In this context we are trying to do three things, in three places and in seven ways.

a) The three things are:

1. A multidisciplinary situation analysis of mangrove ecosystem, resources, functions and management
2. Multi-stakeholder meeting and agreement on actions that are required
3. Identifying effective communication approaches to discuss these plans/actions with the people that will be affected and wider stakeholder groups

b) The three places are:

1. Vietnam
2. Thailand
3. Indonesia

c) The seven ways are:

1. To analyze the ecological function of mangrove ecosystems and areas surrounding the coast, the livelihoods of people that rely on these natural resources and to look at institutions and policies and how they effect mangroves and communities
2. To describe changes, conflicts and challenges in the mangrove regions we are observing

3. To develop a method for monitoring and reporting impacts on mangrove areas
4. To develop action plans that reconcile the multiple demands on mangroves
5. To pilot and monitor those action plans
6. To identify and promote the *good parts* - “high potential strategies”
7. Finally, to disseminate project outputs to other regions with similar situations, particularly mangrove areas

This is an overview of what the whole project will do over the next 42 months. This workshop is a part of that whole program, where we are focusing on Work Package 1, which is the “Situation Analysis”. In this Work Package we need to identify appropriate communities and raise awareness of the project. As you would know some meetings have already taken place in Vietnam with three project sites having been selected. The reason we are learning about livelihoods analysis is so that the Situation Analysis teams can go into the project sites and collect data in a systematic and standardized way. We need to find out about how people live and interact with mangroves to attaining a livelihood, particularly focusing on the multiple demands and conflicts that result from people using the local resources in a number of different ways. We can use the Sustainable Livelihoods Framework to find out about the components of people’s lives and the influences on these on other people and the environment. Yesterday we saw that policies, institutions and processes interact with people’s livelihoods and the ways in which they are vulnerable, so we need to examine these aspects as well and their interactions with stakeholders associated with mangroves. We will also need to talk about vulnerability and the impact of markets and other trends. We will use a range of methods including Participatory Rural Appraisals (PRAs) to help facilitate this. So this week is the start of our preparation to do this type of work, to build capacity to undertake the situation analysis.

We need to develop an understanding of the spatial distribution of the areas in which we are working. We have already talked about different people having different views. For example in any community there are rich and poor people, women and men that may have different views on their situation and livelihood approaches. There are no right or wrong answers and we need to take everyone’s opinions into account. To find out about people’s livelihoods, their capabilities and constraints, we will use the livelihoods framework combined with PRA techniques. Today’s workshop session will largely focus on identifying appropriate PRA tools for investigating the different aspects of the livelihood framework.

From within the places that we all work (MCD, CERE, MERC) there is already a vast knowledge of ecosystems and how people interact with their environment, however we can supplement that knowledge with what people in communities that depend on mangroves can tell us.

One of the reasons for doing this work is to build the capacity to support people living in mangrove areas. As well as this, we discussed yesterday, the concept of empowering individuals so they can have more influence over the factors that affect their livelihoods. Throughout, the project will develop ways of testing and verifying the information that we have gathered.

Finally, if you would like more background on the project, the MANGROVE website contains much information on the mangroves project, including the identified project sites that were selected during the inception workshop. www.streaminitiative.org/mangrove_beta/index

3: ALLIGNING PRA TOOLS WITH SUSTAINABLE LIVELIHOODS FRAMEWORKS: GROUP SESSION
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Workshop participants were asked to assess their own experience in the use of PRA tools – a subjective assessment was developed into the following matrix framework. A 10 out of 10 meant highly experienced while 0 out of 10 meant no experience.

Name	Ms Binh (CERE)	Dr Dao (MERC)	Ms Dao (EF)	Ms Sen (MERC)	Ms Linh (MCD)	Mr Thai (MERC)	Mrs Diep (CERE)	Mr Thanh (CERE)	Mrs Ha (CERE)	Mr Ha (CERE)	Mr Thanh (EF)	Mr Cuong (EF)	Ms Mai (HCNRE)
Total	1	9	4	7	3	6	7	1	1	6	4	4	1
Rank	13	1	6	2	9	4	2	13	13	4	6	6	13

Ranking was achieved by giving the most experienced individual/s the highest rank (1) and then a cumulative score was apportioned to the rest of the workshop participants depending on their grouping.



Workshop participants ranking their experience in PRA subjectively

Workshop participants were then asked to rank their level of experience again through a different method. This time participants were asked to stand in a single file line and talking to the person on either side of them. After each conversation the more experienced of the pair move right and the less experienced moved left, providing an objective assessment of experience. The final order achieved should have been the most experienced researchers at the right end and the least experienced at the left end. This was then compared to the ranking result from the subjective method.



Workshop participants ranking their experience objectively and then comparing the two ranking methods

Discussion of ranking PRA experience:

“Did we end up with the same answer from both types of ranking?” **No**

After both ranking methods, the results were compared. Only 4 people were standing in a corresponding position to their subject ranking, while 10 were not standing in the same position. Out of the 10 participants that were not in the same position, most were close to their subjective ranking position, however there were 2 people standing at least four places away from their first ranking.

“The two methods ended up with similar results but not the same, so which one is correct?”

Most of the workshop agreed that the objective method was more correct than the subjective method as it required discussion and determining where you were ranked, rather than determining your ranking individually.

Some participants agreed that both methods were correct but as one method uses more information it is likely to be closer to reality.

As can be observed from this simple activity, the PRA tools we choose in data collection are likely to yield different results. It is up to us, as the Situation Analysis team, to use the best tools for collecting different types of information. This activity also highlights the importance of data verification. The triangulation of information, that is collecting the same information three different ways, is a good way to cross check the information collected.

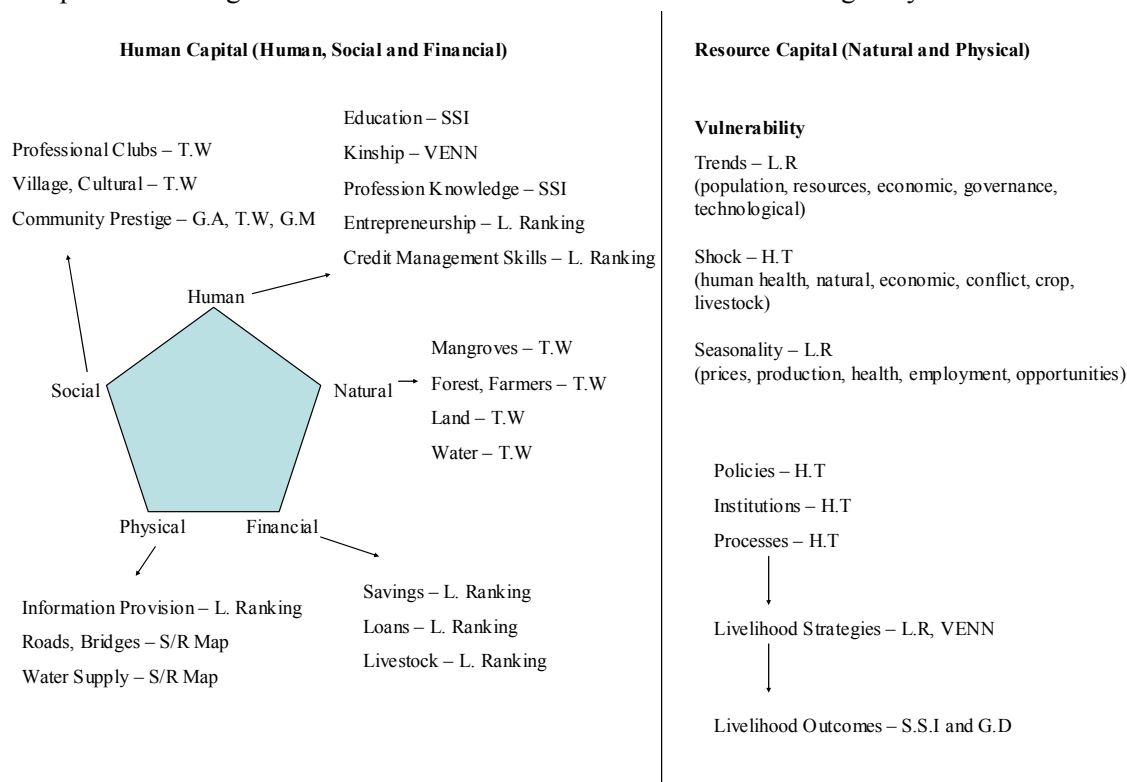
4: ALLIGNING PRA TOOLS WITH SUSTAINABLE LIVELIHOODS FRAMEWORKS: GROUP SESSION

Participants were broken into two groups (CERE and MERC) to investigate the alignment of PRA tools with different categories of the livelihoods framework. Knowledge learnt on the details of the livelihoods framework was combined with the STREAM training manual (provided in the workshop resource pack – ANNEX XI) to guide group discussions.

a) Group 1: CERE

The livelihoods framework was divided into Human (Human, Social and Financial) and Resource (Natural and Physical) based capital.

Group members aligned PRA tools within the livelihoods framework logically

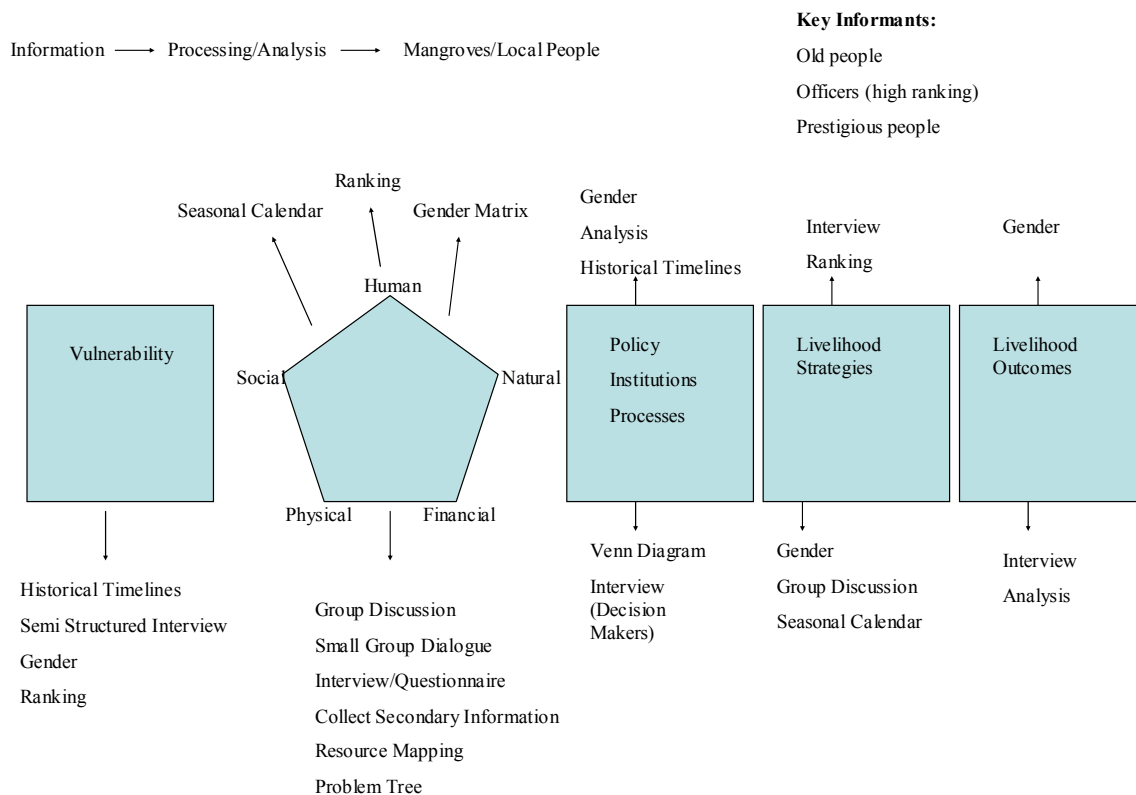


Comments on Group 1:

The use of Historical Timelines for Policies, Institutions and Processes may not be powerful enough. Historical Timelines are focused on old data and perhaps Semi Structured Interviews with local and cultural authorities would provide some greater insights.

b) Group 2: MERC

The livelihoods framework was maintained with PRA tools added for each component of the framework. Tools were chosen for each component of the framework, with an understanding that flexibility must be maintained depending on the person conducting the meetings and the participants that are involved. The group also agreed that the most effective tools would change depending on the level of interaction and number of community members involved in meetings/interviews.



Comments on Group 2:

Both groups identified more than one PRA tools for a number of components of the livelihoods framework. This provides an opportunity for Situation Analysis team members to use several tools and develop some type of triangulation of data crosschecking and verification of approaches and outputs. It was also agreed that as local people are the source of the information collected, they should be the first people to see the data collected, to validate/comment/correct.

Dr Haylor provided an example of why validation is important: In Laos PDR local group created a map of their village and surrounding rice-growing land. When the investigating team looked at the map they saw that the village only had a small amount of rice growing land. So the investigating team commenced a semi structured interview and asked the village people how they survived on such a small amount of land. The local people said “*we only drew the rice growing land that has water access, we have much more rice growing land*”. When the investigating team asked why they only drew land that had water provision, the local village people said that the last investigating team that had come to their village only wanted to know about land that had water access.

This example highlights the importance of checking the data that you collect, through discussions with the local people and also through different approaches. If the data collected in the above example had only come from the resource map – the outcome would have been much different than when both methods were combined.

5: GROUP ROLE PLAY: USE OF PRA APPROACHES

Participants were split according to their level of experience, those with less experience in PRA techniques were assigned the task of being a Situation Analysis team and those with more PRA experience were assigned the role of acting as local farmers and fishers.

Role-play started with one Situation Analysis team member introducing the Mangroves project and objectives to the local people. The Situation Analysis team leader was then introduced and commenced discussions on environmental awareness and asked if there had been any problems in accessing environmental education. The local people commented that the public address system is too noisy and they do not like it so early in the morning.

Discussions moved to clam culture and farmers indicated that they had faced a depreciated price recently. Farmers also explained that they had faced disease problems in their shrimp culture systems and as a result income was significantly reduced.

Situation Analysis team members asked the local participants which communication material they preferred, written or multimedia. One of the village leaders responded that they are too old to worry about environmental issues and perhaps the younger generation should be asked this question.



Using role play to test different Livelihoods Analysis approaches

After 10 minutes the role-play was paused for discussion:

The Situation Analysis team was asked what information they were attempting to gather and what PRA tools they were using.

The Situation Analysis team was attempting to gather data on environmental education and was using group discussions to facilitate the meeting.

Dr Haylor asked why they were using small group discussions to gather this information, particularly as there were four Situation Analysis team members attempting to gather one area of information. It is very common for the meeting/interview to deviate from its main objective. The Situation Analysis team must remain very organized and focused to ensure that an appropriate level of information is gathered. Quite often time in the field is limited and we must maximize this short time that we have. Sometimes if the meeting is clearly not working, then it may be best to end the meeting and leave or attempt a different approach. It is important that Situation Analysis team members continue communicating with each other as circumstances change so all members remain informed. When the meetings begin there will be a plan, but as the meetings progress it is likely that this plan will need to change.

The role-play was reversed with experienced group members taking the role of a Situation Analysis team and the less experienced participants taking the role of local farmers/fishers.

The second group entered and commenced semi-structured one-on-one interviews, resulting in four different interviews taking place.

The second Situation Analysis team spent a longer time planning their approach and as a result there was much more activity and focused discussion. However, neither group had used practical PRA tools in their approach to gathering information.

The role-play was suspended and groups were asked to re-commence role playing with the addition of using appropriate PRA tools for collecting the information they are after.



Workshop participants deep in conversation during one of the role play sessions

Close for workshop dinner

DAY 3

1: PARTICIPANT REVIEW OF DAY 2: MS TRAN MAIN SEN

At the start of Day 2 Dr Haylor outlined the role of the Mangroves project in SE Asia, highlighting the use of PRA tools in livelihoods analyses. Dr Haylor gave participants an overview of the Mangroves project, highlighting the theme that we are doing three things in three places in seven ways.

After some discussion we analyzed the livelihoods framework, aligning the PRA tools with key categories of the model. We split into two groups for this activity. When reporting back to the workshop, both groups had developed different ways of looking at the livelihoods framework and matching PRA tools, however many similarities existed in the outcome of our discussions.

During Day 2 we participated in a ranking system activity with facilitators taking us through two different ranking methods. The result of both ranking methods (gathering the same data set) provided similar but not exactly the same outcomes. This was a very useful exercise for participants as it highlighted the importance of triangulation and data verification. Participants agreed that both data sets collected were correct, but as one had used more information it was likely to be more accurate.

Participants then settled into role-play, attempting for the first time to use PRA tools. We used two groups, one as a Situation Analysis team and the other as local fishermen/farmers. After some practice we changed our roles so that everyone had played the role of a Situation Analysis team member. Dr Haylor led some discussion on our approaches throughout the role-play activity; particularly highlighting that even with good planning the situation in the field may change or not go exactly the way we had thought. This highlighted the importance of being flexible and having good communication with other Situation Analysis team members.

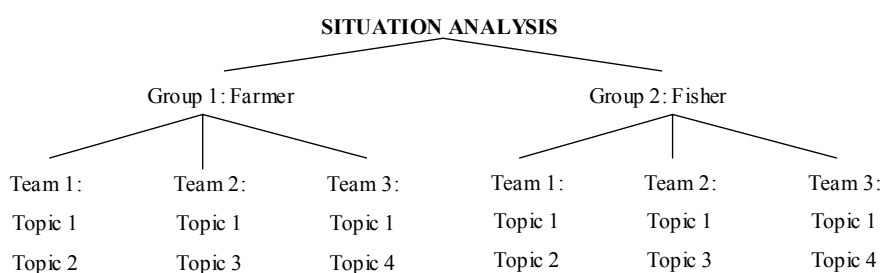
At the end of Day 2 we had a wonderful party and enjoyed talking and learning more about each other.

2: OVERVIEW OF DAY 3: DR GRAHAM HAYLOR

In the afternoon of Day 2 we had some role play activities, which was useful for participants that had not used PRA tools before to test them in a controlled environment. This provided some good training and understanding of different approaches and potential problems when we are out working with real people in real situations.

Day 3 will be based on planning for the field training. In the field we will meet with two groups, one group of fishers and one group of farmers. Shortly we will break into two groups of balanced gender, with one group to focus on meeting with fishers and one group to focusing on meeting with farmers. In the field we will have two hours with the local fishermen and farmers, so planning will be important to make the most efficient use of our time.

Dr Haylor recommended that each Situation Analysis group (fisher or farmer) break into three smaller teams. This will mean that each group will have three opportunities to interact with their respective local participants. Then with two hours in the field each small team should be able to undertake two exercises, which would result in six exercises per group.



Day three is based on planning the information you will investigate and which tools you will use with your respective groups of local people in the field. As a group you will need to coordinate who you engage and what information you are after. If each group can gather the same information in the field through three different PRA activities it will provide an opportunity for triangulation.

There will be three main tasks after teams have collected their information. One will be to compare, or triangulate, the information collected. The second task will be to report the information back to the local participants for verification. The third and final task in the field will be to prepare your report that will be presented back to the workshop participants on Day 5.

In the field, the STREAM participants will not be involved in the Situation Analysis activities but they will be there to observe and provide feedback of field activities on the final day when we report back.

Dr Haylor introduced Ms Aniza Suspita as the STRAEM Communications Hub Manager from Indonesia. Ms Suspita will be playing a key role in the Mangroves project in Indonesia and has arrived in Hanoi to work with workshop participants in the field. This will enable Ms Suspita to take the lessons learnt and approaches back and apply them to the workshops when they are run in Indonesia early next year.

Ms Suspita gave a brief overview of the work program planned for Indonesia, informing workshop participants that East Kalimantan is likely to be one of the main project sites. This site was selected as it is one of the regions that Mulawaman University (Indonesian project partner) has studied and it has reasonable access for project activities.

3: GROUP DISCUSSION: PREPARATION OF FIELD ACTIVITIES

Two Situation Analysis groups (Farmers and Fishers) developed the following plans:

a) Farmers group:

The field activities will start with a 10-minute introduction of the Mangroves project objectives to local participants. After the introduction all groups will investigate Topic 1 but with different PRA tools, including; SSI, Historical Timeline and Wealth Ranking. The groups will spend half an hour investigating Topic 1 and then will move onto their second topic. Each group has a different topic for the second activity and will spend half an hour investigating their chosen topic with an appropriate PRA tool. After each team has finished investigating their second topic, the group will get together and discuss the data they have collected. Finally the last 40 minutes will be spent on presenting the information to the local participants and gaining verification of data collected.

Farmers Group

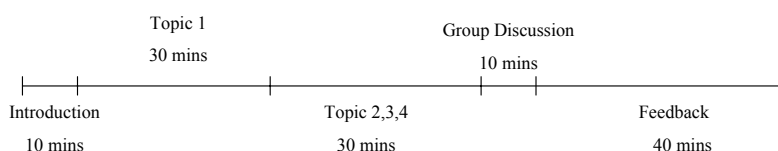
Group	Topic 1	Topic 2	Topic 3	Topic 4	Method
Group 1	X	X			Topic 1: SSI Topic 2: Transect walk
Group 2	X		X		Topic 1: Historical timeline Topic 3: SSI
Group 3	X			X	Topic 1: SSI Topic 4: Livelihoods ranking

Topic 1: Historical development of aquaculture in Mangrove

Topic 2: Identification of basic factors affecting aquaculture

Topic 3: Relationships between Mangrove and aquaculture

Topic 4: Conflicts between the planting, protecting mangroves, livelihoods and pond owners



Dr Haylor pointed out that the timeframe should remain flexible and that time will be needed in transition between activities and presentations.

When discussing introductions group participants suggested they would introduce themselves by promising that the Mangroves project would help the local people improve their livelihoods. Dr Haylor commented that this would result in “raising expectations” and perhaps not being able to deliver such a promise would compromise future activities. The group agreed that a better approach would be to introduce the project objectives and explain to the local people that we are here to learn from their experiences and knowledge.

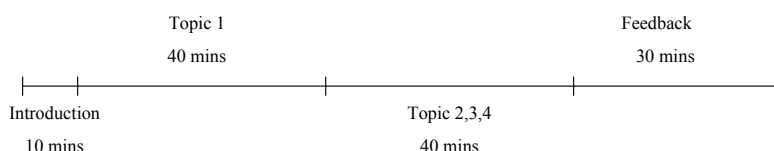
b) Fishers Group:

The fisheries group will interview people involved in wild capture fisheries. The fisheries group will provide a 10-minute introduction to local participants on their project activities. The group agreed upon an assessment of natural resources as a common topic for the first activity. The three different PRA tools selected for Topic 1 include Transect Walk, Mapping and Interview. Approximately 40 minutes will be spent on Topic 1 as the PRA techniques chosen are quite time consuming, particularly Transect Walks. Each of the three groups has selected a different topic for their second activity, with each team spending around 40 minutes investigating the topic. At the end of the second activity the group will reconvene and develop a presentation for the local participants on the information they have gathered.

Fisheries Group

Group	Topic 1	Topic 2	Topic 3	Topic 4	Method
Group 1	X	X			Topic 1: Transect walk Topic 2: Historical timelines
Group 2	X		X		Topic 1: Mapping Topic 3: Seasonal Calendar
Group 3	X			X	Topic 1: Interview Topic 4: Interview

- Topic 1: Natural resources
- Topic 2: Historical resources
- Topic 3: Seasonal calendar
- Topic 4: Income generation



4: TEAM DISCUSSION, PLANNING OF APPROACHES

The two groups broke into their small teams to discuss approaches and materials they might need for gathering information on the two topics that they have selected.



Planning for the field trip

5: DEPARTED FOR THE FIELD AT 3PM: GIAO LAC COMMUNE, GIAO THUY DISTRICT, NAM DINH PROVINCE

DAY 4

1: FIELD TRIP OUTLINE

1. Breakfast at 0630
2. Arrive in Village at 0730
3. By 0800 the Situation Analysis teams started their interviews/discussions through PRA
4. By 1100 both Situation Analysis teams had finished
5. 1200 noon lunch
6. 1300 the Director of Xuan Thuy National Park and local village elders joined the Situation Analysis team for discussions
7. 1430 return to Hanoi

2: FIELD TRIP PHOTOGRAPHS



Participants of the field trip, gathered at the Mangrove Ecosystem Research Station



Developing a historical time line with local farmers



Developing a transect map with local farmers



Building a timeline



Developing a map with local fishers



Local produce



Seaweed collection provides an alternative income stream



Meeting with village elders and Director of the Xuan Thuy National Park

DAY 5

1: PARTICIPANT REVIEW OF DAY 3 AND DAY 4: MR TRAN THE HA

At the start of Day 3 we split into two groups to start planning for the field trip. At Dr Haylor's suggestion two groups were formed, one that would focus on gathering information from Farmers and one that would focus on gathering information from Fishers. The two groups had a mixture of people, with some that had not used PRA techniques before and some that had experienced researchers in PRA application. The focus of the planning was to better outline how groups would apply PRA techniques in the field to gather information on specific topics that they had selected.

The afternoon saw a very open workshop environment, with participants presenting and discussing their Livelihoods Analysis plans and approaches.

At 1500 we left for the field trip.

We started Day 4 at 7 am for breakfast, and then quickly moved to the project site, arriving by 730am. By 8 am both Situation Analysis teams had met their respective local groups (Farmers or Fishers) and the information gathering commenced.

At 11 am both groups had finished their information collection and had presented their data back to the local people for verification.

At 12 we had lunch at the MERC Research Station

At 1 pm we heard from the National Director of the National Park and some elders from the local communes. We had an opportunity to discuss our findings with the Director and commune elders, which provided a good opportunity to again verify the data we had collected and strengthen our triangulation outputs.

At 230 pm we left Xuan Thuy on our return trip to Hanoi.

This field trip was the most beneficial day of the workshop as it gave participants an opportunity to use the knowledge gained, and apply it in a practical situation. Participants of the two Groups worked very well together, showing flexibility in their approaches and creating a comfortable environment for the local people to share information.

2: REPORTING BACK

a) Fisher Group

For a look at the Fisher groups presentation – please see ANNEXVIII



The Situation Analysis team (Fishing) preparing their field trip presentation

The following table was prepared as an overview of the Fishing Group's activity plan

Topic	Method	Purpose	Members
Natural Resources	T.W; Mapping, SSI	Collecting general information on natural resources of the field.	All group's members
Historical Resources	Historical Timelines	Events, changes of the local area focus on natural resources.	Aniza, Thai, Nghiep
Incomes contribution from different sources	Interview; group discussion;	Studying incomes sources of local people.	Sen, Linh, Thanh

The following table was prepared as a review of the Situation Analysis team (Fishing) self evaluation, unfortunately the group ran out of time before they could complete the task. However considerable time was spent discussing this SWOT analysis after the presentation, particularly focusing on opportunities to improve approaches when the data collection becomes active in early 2007.

Strength	Weakness	Opportunity	Threat
Value assistant from organization committee	Time limitation		
Well co-operated from the local people			
Enthusiasm from all the members in group			
Experience of communication with local communities			

b) **Farmer Group**

For a look at the Farmer groups presentation, please see ANNEX IX



Presenting a review of the Situation Analysis team's performance

3: REVIEW OF PRA APPROACHES: MR EDWARD SMITH

ANNEX X

What we have heard from both project groups (Fishers and Farmers) has been exceptional considering the short time frame they had in the field and for preparation of the presentations. The purpose of this workshop and yesterdays field visit was not so much to gather information but to understand the process and approaches of collecting good quality information through the use of various tools. Both

groups approached yesterday's activities with enthusiasm, openness and flexibility, all of which has reflected in your ability to interact with the local people and collect high quality information.

The facilitator then proceeded to lead the workshop through a number of slides discussing different approaches, looking at some examples of good and bad interactions. The workshop then spent 10 minutes discussing some of the challenges they faced and areas they might need to improve on for the commencement of the Mangroves project.

4: EVALUATION OF WORKSHOP

The following questions were asked of participants:

a) How relevant/informative were the guidelines provided in the STREAM toolkit?

- Need more guidelines
- Basically help to understand about PRA, the insight and specific application seem not to be fit and proper
- Useful
- Adequate information, useful and detailed
- Sufficient information but the definitions relating to mangrove forest and other relevant issues should be further mentioned in the guidelines
- Useful but need more illustrations
- Well-structured and bringing the important knowledge to the learners
- Sufficient and useful for the livelihood analysis
- Very clear and easy to understand
- Useful but insufficient

b) Did you find the workshop program has helped you to develop your skills in Livelihoods Analysis and the use of PRA tools?

- Yes but need more fieldtrips
- Yes, definitely
- Workshop brings the practical practice to the coming research
- Workshop focus on the livelihoods
- Satisfy my requirements relating to LA
- Help me to learn more about the PRA. However, due to time limitation, some LA is not profound
- Very good
- Need more fieldtrips and to practice more skills
- Good

c) What is the biggest lesson you learned during the field trip?

- Group work skills, PRA using methods, fieldtrip is a must do work
- Know community approaches
- Community approaches to find out information
- Organized work, group work, good work assignment will be a key to success
- So so
- Theory and practice arrangement is good, longer time fieldtrip should be undertaken
- Good arrangement in terms of theory, practice and timing
- Community based working approach
- Good

d) Anything else you would like to comment on or suggestions to improve the workshop?

- LA team is very attractive and smart. Nice to meet and learn from you
- Need more case study
- Need more specific action plans for follow up steps
- Learners should share information, experiences and take part in fieldtrips
- The tools used and practical skills should be specified for application during project time. Need the list of information (experiences...) of the organization board and participants
- More fieldtrips are needed
- Information given in form of slide prepared by Dr. Graham is very interesting and high practical importance
- Should focus on the use of information collected
- Specific plans should be set up for each research sites

5: CLOSING REMARKS: PROF PHAN NGUEYEN HONG

Through the support of the STREAM initiative, this workshop has been a great success.

Participating in this workshop were 31 people, 1 participant from the Xuan Thuy National park and the rest from various institutions working on mangrove management and the support of vulnerable people. Also attending the workshop was Ms Aniza Suspita from Indonesia, who will take her knowledge and experiences from this workshop back and apply it to the Mangroves project in Indonesia when it starts early next year.

Through out the workshop we learnt more about the objectives, time frames and plans for the upcoming Mangroves project. We have also learnt about Livelihoods Analysis and various PRA tools and approaches. Dr Haylor guided participants through the methodologies and use of PRA tools when undertaking livelihoods analysis. Much time was spent in understanding which PRA tools are appropriate for investigating various types of information. After each presentation we spent much time in discussion to ensure the best PRA approaches were selected for use in the field.

Participants enjoyed a field trip to the Xuan Thuy National Park, and were able to apply the knowledge they had learnt in a practical situation.

After the field trip we were able to look at the data collected and also investigate the problems and successes that were encountered. Learning from these experiences will be important to improve approaches and the information collected when the Situation Analysis begins early next year.

I would like to thank all of the participants for their spirit and enthusiasm throughout the workshop. Thank you STREAM Vietnam for your organization of the workshop agenda, presentations, facilitation, and translations. Particular thanks must go to Dr Graham Haylor for guiding workshop participants through the Livelihoods Analysis framework and PRA techniques.

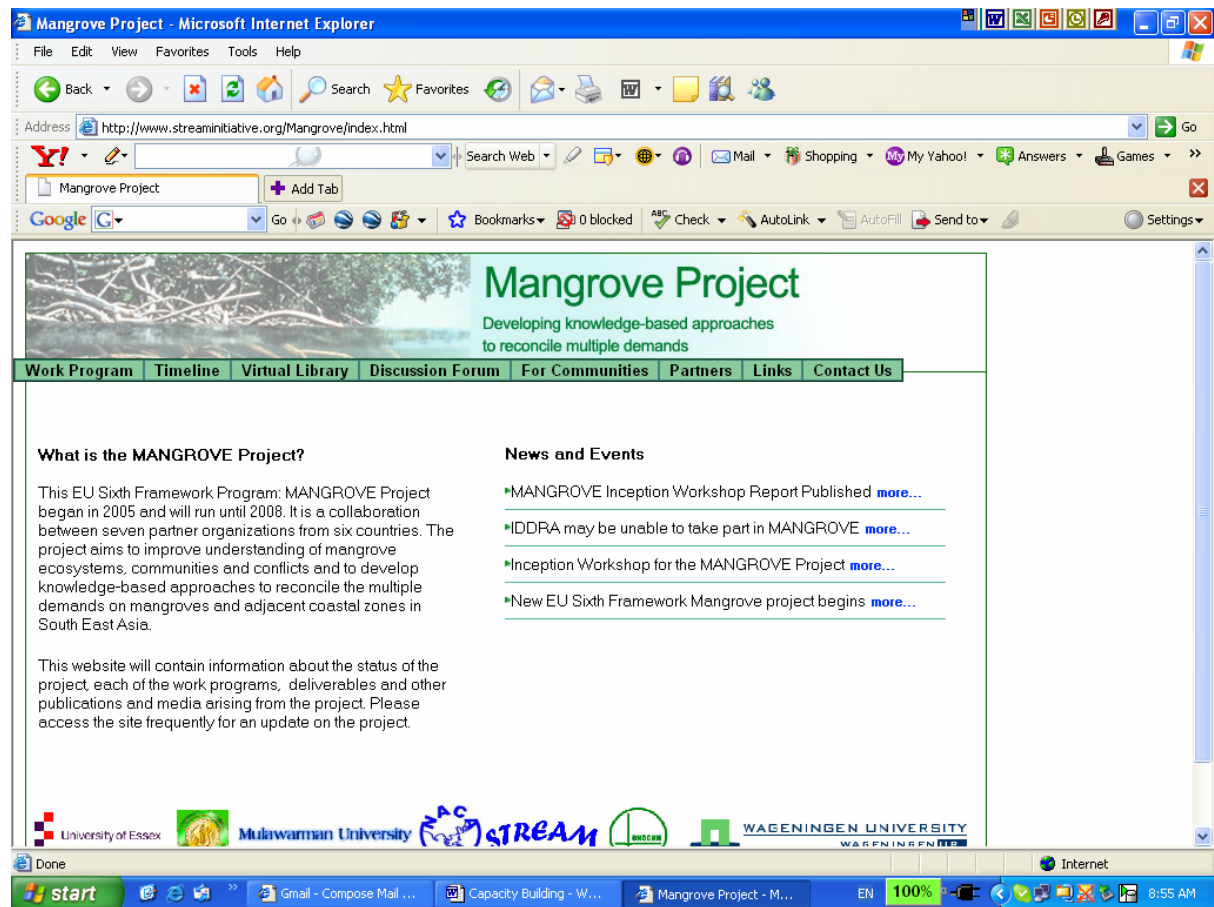
As this work package should be completed in 12 months, there will be much to do once data collection starts in early 2007. We hope that STREAM will continue to support the Situation Analysis team as the project progresses so that we can ensure all project objectives are met.

Finally a closed meeting will be held next week to begin planning for the start of the Situation Analysis early next year. A separate room will be available within our facilities for all Situation Analysis team members and researchers to do their work.

Close

For updated information on the Mangroves project, please visit the STREAM website by clicking on the following link

www.streaminitiative.org/mangrove_beta/index



ANNEX XI: STREAM training manual “Capacity Building on Sustainable Livelihoods Analysis (SLA) and Participatory Rural Appraisal (PRA), Hanoi – December 2006”

