STREAM

Support to Regional Aquatic Resources Management

FAO TCP/RAS/2908
Assistance in Poverty Alleviation through Improved Aquatic Resources Management
in Asia-Pacific
May 2003 – April 2005

BFAR/NACA-STREAM/FAO Workshop
on Livelihoods Approaches and Analysis

Iloilo City, Philippines
24-28 November 2003

Assistance in Poverty Alleviation through Improved Aquatic Resources
Management in Asia-Pacific

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Acronyms

BBRMCI	Banate Bay Resource Management Committee Incorporated
BFAR	Bureau of Fisheries and Aquatic Resources
BFAR CO	BFAR Central Office
BFARMC	Barangay Fisheries and Aquatic Resources Management Council
CO	Community Organization
CSO	Civil Society Organization
DA	Department of Agriculture
DENR	Department of Environment and Natural Resources
DFID	Department for International Development (UK)
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
EC-PREP	European Community Poverty Reduction Effectiveness Programme
FA	Fisherfolk Association
FAO	Food and Agriculture Organization of the United Nations
FARMC	Fisheries and Aquatic Resources Management Councils
FMR	Farm to Market Road
KSA	Knowledge, Skills and Attitude
L&L	Languages and Livelihoods
Lao PDR	Lao People's Democratic Republic
LGU	Local Government Unit
LNA	Livelihood Needs Assessment
M&E	Monitoring and Evaluation
MAC	Marine Aquarium Council
MAO	Municipal Agriculture Office
MFARMC	Municipal Fisheries and Aquatic Resources Management Council
MOA	Memorandum of Agreement
MSWD	Ministry of Social Welfare and Development (now DSWD)
NACA	Network of Aquaculture Centres in Asia-Pacific
NGA	National Government Agency
NGO	Non-governmental Organization
OVI	Objectively Verifiable Indicator
PhilDHRRA	Philippine Partnership for the Development of Human Resources in Rural Areas
PO	People's Organization
RO	Regional Office
SPARK	Sharing and Promotion of Awareness and Regional Knowledge
STREAM	Support to Regional Aquatic Resources Management
TCDC	Technical Cooperation between Developing Countries
TCP	Technical Cooperation Program
UK	United Kingdom
UPVFI-FRMP6	University of the Philippines in the Visayas Foundation Incorporated Fisheries Resource Management Project in Region 6

Acknowledgements

The success of this workshop was due to the involvement and participation of several individuals and groups. We would like to acknowledge the assistance and support of:

- FAO for funding the Technical Cooperation Program and for their commitment to improving the lives of rural and coastal poor people through their poverty alleviation program and the strengthening of on-going aquatic resources management policy change processes in the region.

- The staff of BFAR Region 6 and the STREAM Philippines Country Office, and in particular Director Sonia V Seville, Erwin L Pador and Elizabeth M Gonzales, for hosting the workshop.

- The workshop participants, for bringing their experiences and sharing them generously with each other.

- The community elders, fisherfolk, women and young people of Barangay Talokgangan, who gave up their time to meet with the livelihoods teams and tell their stories.

Executive Summary

This is the report of the "BFAR/NACA-STREAM/FAO Workshop on Livelihoods Approaches and Analysis" that was conducted in Iloilo City, Philippines from 24-28 November 2003. The main purpose of the workshop was to develop and document mechanisms for training in livelihoods approaches and analysis, and to build national capacity to conduct livelihoods analysis. The workshop in Iloilo was the first in a series which will take place in other countries in the region, including India (with Nepal), Lao PDR, Myanmar and Yunnan, China.

The objectives of the workshop were to:

- Gain an understanding of issues of interest to people whose livelihoods include aquatic resources management, particularly those with limited resources
- Build teams of individuals who could do livelihoods analyses and training
- Share understandings and experiences of livelihoods approaches and analysis using participatory methods
- Review current NACA-STREAM livelihoods analysis documentation
- Commence the drafting of a *Guide for Livelihoods Analysis*
- Plan activities for carrying out livelihoods analyses, and
- Consider how to build capacity in monitoring and evaluation (M&E) and "significant change".

The week was spent exploring the complex nature of the communities and groups with whom we work and sharing understandings about how best to learn about their livelihoods. Additionally, adaptations of the tools for learning and communicating about livelihoods – first developed in the "SPARK-STREAM Languages and Livelihoods Workshops"[1] were used to help participants understand livelihoods analysis processes.

A central element of the workshop was the community visit to the Talokgangan at Banate Bay, where participants conducted activities to learn about the community's livelihoods. In addition to gaining information about the Talokgangan community itself, participants also gained some important insights into how best to conduct livelihoods analyses.

One of the main outputs from the workshop is a draft outline for a *Guide for Livelihoods Analysis*, which will be modified through the series of "Workshops on Livelihoods Approaches and Analysis" throughout the region. The lessons learnt from the community visit to Talokgangan fed directly into the drafting of this *Guide,* and participants also drew on their experiences of the workshop activities to consider what kind of *Guide* should be developed and what further actions should be taken.

It was decided that the *Guide* should be multi-purpose, multi-audience and practical, providing simple-yet-comprehensive direction for carrying out livelihoods analysis. Its evolution should be documented through monitoring and evaluation.

Follow-up actions from this workshop include the formation of three livelihoods teams, the setting up of a working group coordinated by STREAM Philippines, and further development of the *Guide*.

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[1] Languages and Livelihoods Phase 1 (Defining the Conversation Group) and the Languages and Livelihoods Tools 1 (Conversation Partners), 2 (Relationships) and 3 (Communication Issues)

Introduction

Context

The "BFAR/NACA-STREAM/FAO Workshop on Livelihoods Approaches and Analysis" is an activity within an FAO[2]-funded Technical Cooperation Program (TCP) under the project entitled "Assistance in Poverty Alleviation through Improved Aquatic Resources Management in Asia-Pacific". The workshop was organized by BFAR[3] Region 6, the host partner of NACA[4]-STREAM's[5] Philippines Country Office. The workshop (draft program in Appendix 1) is part of a series of workshops which will take place in India (with Nepal), Lao PDR, Myanmar and Yunnan, China.

The FAO-TCP provides technical assistance to build national and regional capacity in livelihoods approaches and analysis and to empower a wide range of stakeholders, including rural poor people, through strengthened learning and communications channels, to encourage, support and strengthen on-going aquatic resources management policy change processes in the region.

Purpose and Objectives

Related to the FAO-TCP outputs, the purpose of this workshop was to develop and document mechanisms for training in livelihoods approaches and analysis, and to build national capacity. The objectives were for participants to:

- Understand issues of interest to people whose livelihoods include aquatic resources management, especially those with limited resources
- Build "(national) livelihoods teams" to do livelihoods analyses and training, and share their experiences with communities and other stakeholders
- Share understandings of livelihoods approaches and analysis using participatory methods
- Review current NACA-STREAM livelihoods analysis documentation, adapt and supplement, towards the drafting of a *Guide for Livelihoods Analysis*
- Experience the use of participatory tools for livelihoods analysis
- Plan activities for carrying out livelihoods analyses, and
- Consider how to build capacity in monitoring and evaluation (M&E) and "significant change".

Inputs, Outputs and Outcomes

The workshop was informed by the learning and documentation which emerged from a "livelihoods workshop-series" in Cambodia and Vietnam, carried out in pre-STREAM 2001 by NACA with DFID[6] support; as well as by the outputs of other NACA-STREAM-related livelihoods initiatives such as:

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[2] Food and Agriculture Organization of the United Nations
[3] Bureau of Fisheries and Aquatic Resources
[4] Network of Aquaculture Centers in Asia-Pacific
[5] Support to Regional Aquatic Resources Management
[6] Department for International Development, UK

- *A Process and Practice for Understanding the Livelihoods of Fishers and Farmers* (from the original CD)
- Cambodia, Philippines and Vietnam reports
- Cambodia and Vietnam livelihoods studies
- Livelihoods and Languages Workshops reports
- *Guide to a Process for Learning and Communicating about Livelihoods* (draft), and
- *STREAM Journal*s.

It was anticipated that the first output from this workshop would be a draft outline for a *Guide for Livelihoods Analysis*, which will be modified through the series of FAO-TCP "Workshops on Livelihoods Approaches and Analysis" in India (with Nepal), Lao PDR, Myanmar and Yunnan, China. The second workshop output would be livelihoods analysis activity plans.

Additionally, the workshop was expected to initiate the formation of groups of stakeholders ["(national) livelihoods teams"] to look into "livelihoods" as an integral and sustainable development approach. These teams could support organizations and agencies interested in implementing a participatory livelihoods approach.

The core members of each team are expected to be drawn from the workshop participants (Appendix 2), while the whole team would consist of representatives from:

- BFAR (national and regional): central office, planning, extension, training and communication division, FARMC coordinating unit
- Local Government Units (LGU): municipal
- Fisheries and Aquatic Resources Management Councils (FARMC), including executive directors of "bay management councils"
- NGOs, and
- Community leaders of People's Organizations (PO)

For the purposes of the workshop, the participants were grouped into three teams, which were based on likely livelihoods analysis locations or informant groups: the Banate Bay team, the Sapian Bay Team and the EC-PREP Team. These teams worked together during all the workshop activities and discussions, including the Community Visit.

Day One

Opening Ceremony

The workshop opened with a prayer and the national anthem.

Opening Remarks

Sonia V Seville, Regional Director of BFAR 6

Sonia welcomed the dignitaries and participants to the workshop. She outlined the purpose of the workshop and said that she hoped we could pass on what we learned here to other groups and organizations, not just in this region but in other regions of the Philippines and in other countries.

Welcome Address

Neil D Tupas, Governor of Iloilo Province (represented by Manuel Mejorada, Provincial Administrator)

"It's a welcome development that STREAM has come to work with livelihoods as this will help members of poorer communities to move away from illegal fishing activities. The governor is also working hard to eliminate all forms of illegal fishing in the Iloilo region with some success, as well as working more generally for the conservation of aquatic resources. At present there is a pressure to bring home more fish, so fisherfolk have to resort to using illegal fishing methods. With the banning of fishing in the closed season, people have had to make some sacrifices for a short time. It is important to show these people other livelihoods methods so they don't have to rely solely on fishing. We are hopeful that what is learnt here is not just applicable to this region, but also to others who might benefit."

Messages

Graham Haylor, STREAM Director

Graham welcomed everyone and stated that as part of STREAM's work supporting capacity-building across the Asia-Pacific region, this would be the first in a series of workshops which would take place in other countries of the region: India (with Nepal), Lao PDR, Myanmar and Yunnan, China. He hoped this workshop would be a success and augur well for the rest of the series.

Malcolm I Sarmiento, Director of BFAR (represented by Romeo B de Sagun, Assistant Director for Administrative Services)

"Distinguished participants and guests, my colleagues in BFAR Region 6, ladies and gentlemen, a very pleasant morning to you all!

First and foremost, on behalf of Director Sarmiento, allow me to welcome you all here in Iloilo City to this Workshop on Livelihoods Approaches and Analysis organized by our very own BFAR Region 6 under the leadership of Director Seville, host partner of NACA-STREAM Philippines Country Office, in cooperation with the NACA-STREAM Initiative in Bangkok, Thailand. This workshop is part of the FAO Technical Cooperation Program entitled 'Assistance in Poverty Alleviation through Improved Aquatic Resources Management in

Asia-Pacific' whose primary aim is to provide technical assistance in building national and regional capability in livelihoods approaches and analysis. This workshop, on the other hand, aims to discuss and understand better the livelihoods of our indigent brothers and sisters in coastal areas, and develop a guide for livelihoods analysis through active and participatory methods.

Everyone knows that poverty has been and still is one of the foremost problems besetting our country today. Statistically, it affects a significant portion of the entire populace whether in rural or urban areas. And the best method employed by the present government in curbing this perennial problem is through provision of livelihood opportunities for the needy populace, especially in rural areas by way of various projects and programs all geared toward poverty alleviation and upliftment of standards of our poor fisherfolk.

The BFAR, being a service-oriented agency, fully supports the government's efforts on poverty alleviation through the implementation of various livelihoods programs vis-à-vis aquatic resources management. It is a stated policy in our fisheries code that the state shall ensure the attainment of poverty alleviation and the provision of supplementary livelihoods among municipal fisherfolk. For our part, we consider this workshop an important contribution to these livelihoods programs since it aims to empower participants by instilling the necessary skills, knowledge and understanding in the area of livelihoods approaches and analysis, encouraging a hands-on approach in the process, and to enhance their respective capabilities in undertaking support activities to organizations and agencies interested in implementing participatory livelihood approaches. Eventually, all livelihoods programs and projects will be enhanced with the support of trained people leading the way as a result of this workshop.

On a personal note, I encourage all participants to take to heart the purpose and objectives of this workshop. Learn well and then apply what you have learned when you go back to your work. I assure you professionally and personally it will make all your efforts more worthwhile and rewarding. It is the expected output of this workshop, to draft a *Guide for Livelihoods Analysis*, and the livelihoods analysis activity plans and the formation of groups of stakeholders to look into livelihoods as an integral and sustainable development approach. I wish to thank BFAR 6 and NACA-STREAM for making this workshop possible.

They say the journey of a thousand miles starts with the first step. This indeed is the first step towards poverty alleviation. I hope this workshop will be productive and successful for the best interests of our poorest of the poor fisherfolk.

Good luck and good day to everyone. Thank you very much."

Introduction of Participants

Juliet B Demo-os, Assistant Regional Director, BFAR 6

Juliet introduced the participants of the workshop and briefly outlined which offices they were based in. As mentioned above, a list of participants and their team groupings for the workshop can be seen in Appendix 2.

Experiences and Expectations

As a way of sharing understandings about the purpose, objectives, inputs, outputs and outcomes of the workshop, and to find out how familiar participants were with livelihoods concepts, participants were asked to discuss their experiences of livelihoods work and their expectations of this workshop. These experiences and expectations were presented back to the group on Day Two as a way of indicating where expectations may be met.

Banate Bay Team

Experiences

- Conducting trainings on livelihoods and capability-building for fisherfolk (most of the group)
- Assisting fisherfolk in acquiring credit assistance, monitoring on-going projects, giving information materials, such as flyers to clientele and fisherfolk
- Assisting in the formulation of strategies to manage resources
- Playing a part in the enforcement of fisheries laws in their areas, deputized as wardens
- Conducting consultative dialogues
- Conducting and participating in training for proposed livelihoods projects
- Participating as beneficiaries in such projects

Expectations

- Learn more about the different approaches to livelihoods and to better understand them, and to share experiences with others

Sapian Bay Team

Experiences

- Preparation of livelihoods projects as an economic or supplementary activity for fisherfolk, more into technology dissemination
- Limited experience with livelihoods as a business, for example, prawn, which translates into fisheries extension
- Looking into livelihoods opportunities
- Looking into livelihoods in connection with managing and operationalizing cooperatives in the area

Expectations

- Gain insights into a broader understanding of livelihoods
- Shift paradigms from short-sighted view of livelihoods to a longer-term view
- Get hold of a guide for doing livelihoods analysis

EC-PREP Team

Experiences

- Facilitation of livelihoods projects, training and workshops, group leaders, study tours, among communities and organizations
- Surveys of livelihoods of aquarium fish collectors
- Sustainable livelihoods research

Expectations

- Know the protocols on livelihoods analysis, and how it could be applicable for communities
- Get a guide for livelihoods analysis
- Learn about ideas on the M&E system
- Try and find problems for livelihoods
- Get a framework for livelihoods analysis

Overview of the Workshop and Monitoring and Evaluation

Bill outlined the purpose of the workshop and the specific objectives. He also pointed out that one of the objectives related to capacity-building in monitoring and evaluation (M&E) and significant change. He suggested that during the workshop participants think about ways of monitoring and evaluating using significant change stories. He asked participants to consider the question:

> *Throughout the week, what evidence can be identified to show that we are meeting the purpose and achieving the objectives?*

Participants were also asked to think in terms of both more-conventional OVI-based indicators and 'significant changes'.

Introduction to NACA-STREAM, FAO, BFAR and EC-PREP

The starting point of this workshop is NACA. Five years ago, the NACA member governments decided to look at issues of how national line agencies were addressing poverty alleviation. They concluded that most were dealing well with the support they offered to the more technological and intensive parts of their remit but less well in their role of supporting poor people. So the NACA Governing Council requested the Secretariat to develop a program and seek support to help line agencies to better support the objectives of poor people. The outcome of this process was not a project or program but the establishment of the STREAM Initiative. Membership of STREAM is not automatic since the Initiative responds to requests for support. Currently STREAM works with nine of the sixteen NACA countries.

NACA has a close relationship with FAO (Food and Agriculture Organization of the United Nations), and in fact began life as an FAO project. Currently FAO provides funding to NACA countries to take a part in STREAM through the provision of a Technical Cooperation Program (TCP) project.

Following an application from the Philippines to join STREAM, a partnership agreement was signed with BFAR and a STREAM Communications Hub was established in Region 6 of the Philippines. Various activities between NACA-STREAM and BFAR have already taken place around the STREAM themes (Livelihoods, Institutions, Policy Development and Communications), most recently work in understanding communications issues and an Information Access Survey.

Under the livelihoods theme, we are encouraging more focus on the lives and livelihoods of people and less on approaches which focus on resources. Increasingly within development organizations and in academic contexts, the term 'livelihoods approaches' is used to describe ways of working that put people and not resources at the center. STREAM

implements the FAO-TCP project with many partner countries, including building capacity in livelihoods approaches in the Philippines through a close relationship with BFAR.

STREAM therefore has funding from FAO for this work, but has also sought funding from elsewhere. It will also be analyzing livelihoods as part of a project funded by DFID through EC-PREP. The institutions, projects and funding agencies linked in this workshop are shown in Figure 1.

The EC-PREP work includes a review of the international seafood trade and its relationship with poverty, specifically in the Philippines (and Indonesia) to look at the trade of ornamental fish with the European market, and to look at the production of marine shrimp by small-scale producers in Vietnam.
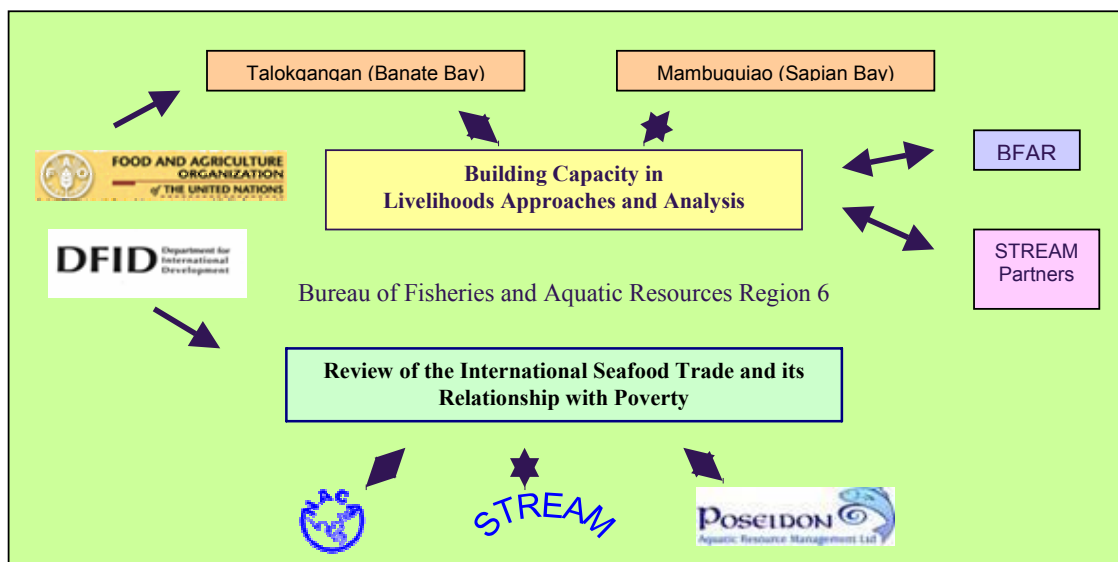
Figure 1 Institutions, Projects and Funding Agencies Linked in the Workshop

We need to begin to think more clearly about how the work with BFAR Region 6 will relate to the rest of the country and how the learning that happens here can be shared with others. The right side of Figure 1 above makes reference to these links.

Under the TCP project there is a focus on capacity-building in livelihoods approaches and analysis. In the Philippines, our main partnership is with Region 6 with teams that will be conducting livelihoods analyses. Following much discussion about potential teams and locations for livelihoods analysis, BFAR propose to work with two communities: Banate Bay and Sapian Bay.

The role of STREAM in EC-PREP is to look at the lives and livelihoods of collectors of coral reed fish that are exported to Europe. The collection of ornamentals takes place around Region 7 of the Philippines (e.g., Bohol) and also in the south in Mindanao, and some other places. Therefore, in addition to colleagues in Region 6, we are joined by colleagues who may form a team which is able to emerge to look at the lives and livelihoods of people who collect ornamental fish in Region 7. There are clearly some important benefits for Region 7 colleagues to take part in this workshop, including the community visit to Banate Bay and thinking about how to do a livelihoods analysis with collectors of ornamental fish for the marine aquarium trade.

A number of participants asked about the opportunity to look at other specific resources apart from ornamental fish, such as freshwater aquarium fish, seaweeds, grouper (*lapulapu*) or crab meat. Graham responded that the project focuses on ornamental fish collection and the trade with Europe, because the project is funded by EC-PREP. Most of the live food fish trade is not with Europe but with Hong Kong and is traded in that region, but also some of the collectors of ornamentals also catch for the Hong Kong live food fish trade. There are some known conflicts between capture methods for the two trades and some of those we expect will come out in the work.

What are 'Livelihoods' (Approaches, Analysis)?

The aim of this session was to build shared understandings of 'livelihoods' and associated terms, using adaptations of the Languages and Livelihoods Phases 2 (Sharing Meanings) and 3 (Sharing Understandings).

Participants were asked to think about what they meant when talking about 'livelihoods', since the word can be used in different ways, and internationally the word has different meanings. We may think we understand what 'livelihoods' means, but as a group, it is important to build shared understandings.

Participants were asked to consider three commonly-used terms (Box 1): livelihoods, livelihoods approaches and livelihoods analysis. The task was aimed at helping participants to share the meanings they had of the different terms.

First of all, participants agreed on how to share the meanings of the terms and then looked for similarities and differences in the way that they understood them. The ideas they presented to the whole group appear in Table 1.

> *Box 1*
>
> **Sharing Understandings**
>
> What are your shared understandings of these terms?
>
> - Livelihoods
> - Livelihoods approaches
> - Livelihoods analysis

Following the presentations, comments were made by participants and facilitators. The Banate Bay team wanted to know what the difference was between 'livelihoods' and 'entrepreneurship' and 'livelihoods' and 'job'? In response, Bill asked participants to consider relationships between their own livelihoods and entrepreneurship and their own livelihoods and jobs, commenting that, to understand what livelihoods are, we first have to be able to think about our own. Furthermore, he suggested considering other aspects of poverty: psychosocial, political factors, aspirations of people, causes of poverty, and the relationship of those factors which affect participants' own livelihoods.

Erwin talked about shifting our thinking about livelihoods – to reflect on who should be learning from whom, pointing out that communities know their situations best and it is the responsibility of individuals and groups doing livelihoods analysis to have ways of finding out best.

Table 1 Sharing Understandings of 'Livelihoods'

	Banate Bay	Sapian Bay	EC-PREP
Livelihoods	Source of income, income generation, projects for income generation, opportunity to alleviate poverty	Livelihood is a popular term (among politicians and bureaucrats). Income generation, job creation, alternative, supplemental, livelihoods and entrepreneurship (what is the relationship?), livelihoods-jobs (what is the relationship?), in the Philippines context, focus is on income-generation and small businesses	Living conditions of poor people, different income-generating activities of people, ways people earn a living, "not only income" but a way of life, something that people rely on for survival on a daily basis, income is just one of the livelihoods outcomes, takes into consideration the sustainability of the resource that the general well-being of people relies on, systematic approach to generate additional income with an objective to alleviate poverty, in socially and legally acceptable ways
Livelihoods Approaches	Methodology and tools, methods of working, community consultations, observations, cross-visits and observation tours, trainings, seminars, capacity-building, community organizing, e.g., empowerment, livelihood provision, credit facilitation	In the Philippines context this means giving things (nets, cages, goats, technology, marketing assistance); what would be the ideal?	Strategies adopted to identify and implement sustainable income-generating activities; understanding of people's livelihoods; 'enhancement', systematic ways of understanding livelihoods strategies and understanding how people make a living
Livelihoods Analysis	Livelihood needs assessment (LNA) data gathering and analysis, (project) monitoring, feedback and evaluation, public hearings, resource appraisals, plans and policies, consultation and validation of projects, public hearings and consultation, resource appraisal	Study why people are poor. Currently, this often involves preparation of feasibility studies (to secure funding) and does not really determine economic or social viability. Ideally, this would be participatory, involving poor people in evaluation of causes of poverty, such as psycho-social and political factors, people's resources and aspirations and the process involves getting a commitment from people to change their lives.	Methods and tools to have in-depth understanding, making sense of data and information, finding out reasons why, tools to enable communities to understand their present situation that will facilitate and guide in planning for sustainable collective action

Teams and Stakeholders

The purpose of this session was to explore the complex nature of the communities and groups with whom we work and to consider the need for and possible composition of potential "(national) livelihoods teams". Additionally, we tried to identify who the stakeholders might be in a livelihoods analysis. To do this, we used an adaptation of Languages and Livelihoods Phase 1 (Defining the Conversation Group) and Tools 1 (Conversation Partners) and 2 (Relationships), and aimed to clarify several questions (Box 2). The responses of the three teams to these questions appear in Appendix 3.

Box 2

Teams

- What are the '(national) livelihoods teams'?
- Why are *we* here?
- What can we do together about [an objective] with people in [an area]? (For example, what can we do together about the degradation of mangrove areas in Banate Bay?)
- How should we build teams?

Stakeholders

- Who are stakeholders?
- What groups do they represent?
- What do we want to achieve through the livelihood analysis?

Day Two

Expectations Revisited

After a review of Day One, we revisited the participants' expectations (Box 3) and compared them with the workshop objectives, indicating where these could be addressed and where they might not be met.

Learning about and Understanding Livelihoods – Livelihoods Frameworks and Approaches

The purpose of this session was to consider the kinds of information we need relating to people's livelihoods, and to discuss the sustainable livelihoods framework and participatory livelihoods approaches. The session began with the question:

What do we need to learn about to understand how people live?

Participants discussed this question and then presented their ideas to the whole group. Although each group came up with distinctly different versions of "what they needed to learn about" (Figures 2 and 3 and Table 2), the livelihoods frameworks that the team produced shared common elements. These included the need to find out about natural or physical resources, to have an understanding of threats, vulnerabilities and problems, and to have an understanding of socio-economic, socio-political or socio-cultural situations. Two groups emphasized that it was crucial to find out about people's aspirations and dreams for the future. The different groups also used different language to describe similar phenomena: the Banate Bay group used the terms 'physical' and 'biological resources', while the EC-PREP group referred to 'infrastructure' and 'natural resources'.

Livelihoods Analysis – Processes, Practices, Studies, Languages and Stories

A discussion of the groups' presentations followed and some of the current STREAM (and SPARK) livelihoods analysis documentation (available on a CD-ROM) was introduced to the group, including:

- *A Process and Practice for Understanding the Livelihoods of Fishers and Farmers* (from original CD)
- Cambodia, Philippines and Vietnam reports
- Cambodia and Vietnam livelihoods studies
- Livelihoods and Languages workshop reports
- Guide to a Process for Learning and Communicating about Livelihoods
- *STREAM Journals*
- Livelihoods Connect Distance Learning Guide (from original CD)

Bill showed how the Cambodian livelihoods team had worked to come up with three livelihoods studies. He explained about the sustainable livelihoods framework and how STREAM has adapted this for its own use and why. He discussed how the Tagaytay City workshop with SPARK was an opportunity for us to simplify the DfID framework to make it easier to understand and work with.

Bill also pointed out that what groups had come up with above were each a livelihoods framework: the 'what'. The tools that we use to get that information, such as a transect walk and the Venn diagrams illustrated in the Cambodia livelihoods studies showed how to get this information: the 'how'.

Preparation for Community Visit – Roles and Tools for Learning and Communicating about Livelihoods

During this session, objectives for the community visit were defined (Box 4) and the three teams started to plan how the discussions with the community would be run, what tools would be used and which people would undertake which tasks. Teams were asked to decide which team or sub-teams should work with which groups in the Talokgangan community, what the purpose of each team's discussion would be, what they wanted to learn, and how they would run the discussion.

Box 3

Expectations

Finding out about livelihoods
- Gain a better understanding of livelihoods analysis and approaches and to explore ways of conducting more in-depth analyses
- Gain insights into a broader understanding of livelihoods
- Have a deeper understanding of livelihoods approaches within the Asian context
- Learn about scientific techniques in analyzing livelihoods requirements
- Learn about different livelihoods approaches that can be used to build or improve the lives of fisherfolk
- Learn about 'do-able' analysis and approaches that can be implemented in Central Visayas

Shifting paradigms
- Help in shifting paradigm from short-sighted view of livelihoods into a more comprehensive view
- Influence paradigm shift among policy- and decision-makers in BFAR regarding livelihoods

Sharing experience
- Exchange experiences with others whose work is relevant to rural and coastal development
- Network with others
- Sharing experiences with other groups on livelihoods projects implemented
- Know more about what this agency could share with FARMC for its improvement

Applying learning
- Apply learnings to the current and future livelihoods program of BFAR

Acquiring a guide
- Be a part in drafting a guide for livelihoods analysis that can be used in our work
- Get hold of a guide for doing livelihoods analysis

Monitoring and evaluation
- Understand others' viewpoints and ideas on M&E and significant change approaches
- Guidelines for M&E
- Find out problems in the guidelines for M&E

Community

Socio-demographic

- Gender
- Age groups
- Population
- Educational attainment

Economic

- Source of income
- Occupation

Environment

Physical

- FMRs
- Wharfs
- Support structures

Biological

- Coastal resources
- Agricultural resources
- Land use and classification

Governance

- Style of governance
- Political climate
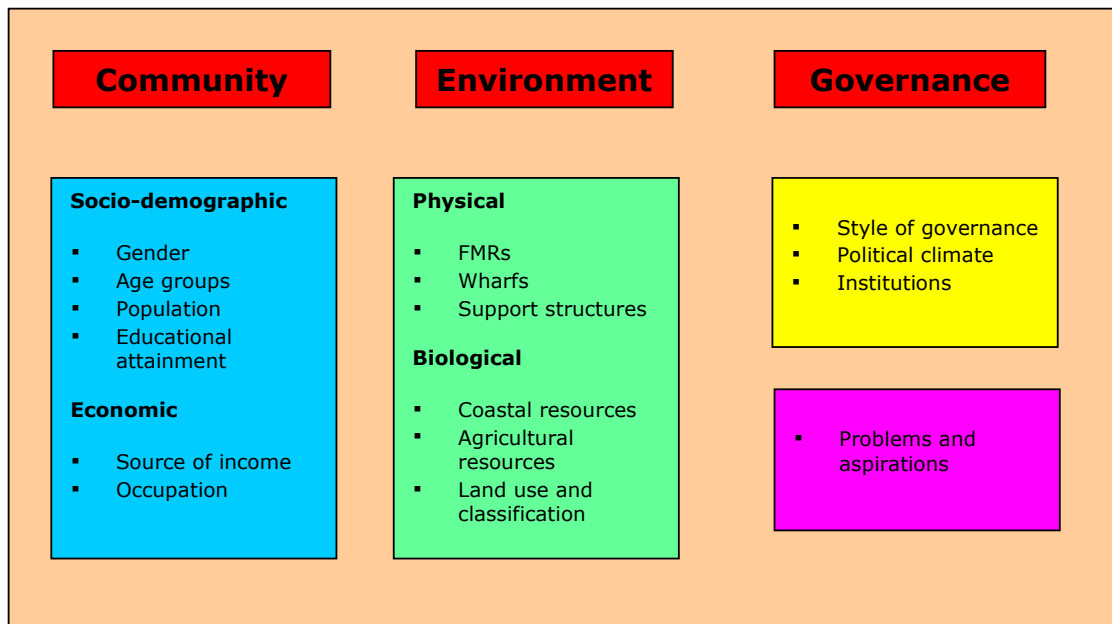- Institutions

- Problems and aspirations

Figure 2 A Livelihoods Framework from Banate Bay Team
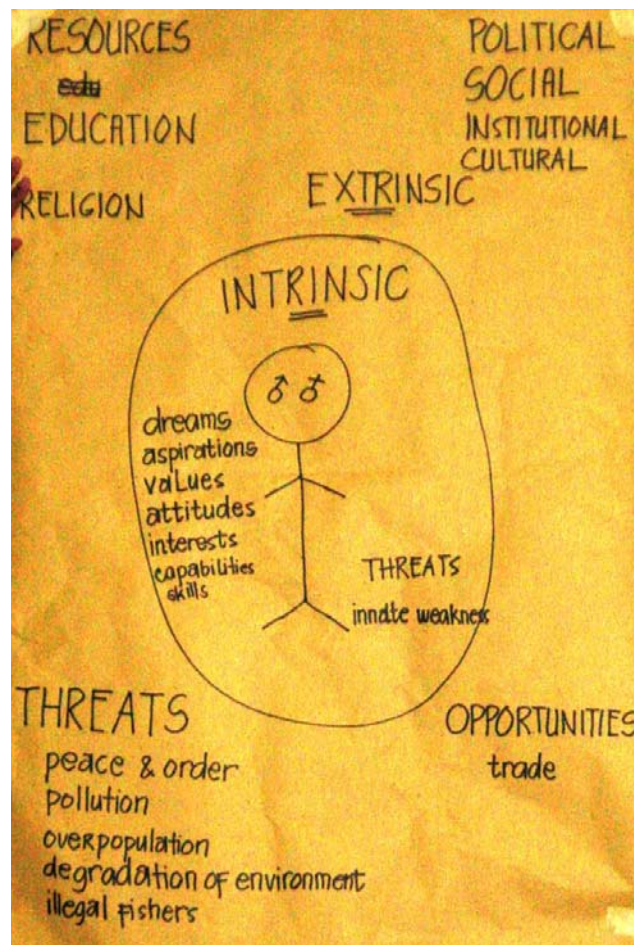
Figure 3 A Livelihoods Framework from Sapian Bay Team

Table 2 A Livelihoods Framework from EC-PREP Team

Socio-economic situation	Infrastructure Family size Income sources Expenditure Education Access to credit Access to markets Access to livelihoods opportunities Access to social services Health and sanitation practices Type and ownership of dwelling
Socio-political situation	Community profile Geographical locations and boundaries Land use and existing ordinances Existing COs and institutions Local governance and people's participation Resources and boundary conflicts
Socio-cultural situation	Indigenous knowledge Beliefs, customs and traditions Religions
Natural resources	Environmental background Current status of terrestrial, coastal and marine resources Community access to those resources Resource users (number, methods used)
Human resources	Awareness Knowledge and skills Attitude Gender sensitivity Strength and capacity of organized groups
Vulnerability	Seasonality Natural calamities Policy and political changes Economic and market trends
Pressing needs of the community	Mechanisms and structures through which people can express their needs Identification and ranking of needs

Box 4

Community Visit Purpose

▪ Learn about significant changes since there have been analysis (1997) and (livelihoods) interventions in the Talokgangan community?

▪ Validate and update previously gathered information

▪ Try out some of the tools that can be used to collect information to learn about people's livelihoods

▪ Inform the community of what we are doing in terms of learning about livelihoods approaches and analysis

Day Three

Community Visit

During the community visit (Figure 4), workshop participants worked in several groups. The informants from the community were divided into groups of community leaders, women, men, and young people. Each of the livelihoods teams worked with different groups. The Banate Bay team worked with the fishermen and fisherwomen. The Sapian Bay team worked with the community leaders and the EC-PREP team split into two teams and worked with the women and young people.

We left Iloilo City at about 7:00 am and arrived at Banate Bay around 8:30 am. After a short stop at the Banate Bay Hall and a visit to the BBRMCI, we went to the Barangay Talokgangan community hall. The discussions and activities lasted for two hours (9:00-11:00 am), during which time the teams worked with the community members. The fishermen's group also went to a couple of places to look at some fish cultivation sites and mud crab compounds.

Figure 4 Images from the Talokgangan Community Visit

Day Four

Community Visit Reportback

In the first session of Day Four, participant teams presented their experiences of the community visit to the whole group, in response to these questions:

What did you learn?
How did you work?
To what extent did the work meet the purpose?
What would you do differently?

EC-PREP[7]

The EC-PREP team worked in two groups: the first with the women and the second with the young people. The team used focus group discussions and key informant interviews to elicit information, and used tools such as trend lines, matrices, activity clocks, maps and drawings, and problem identification and ranking.

In addition to the information learned from the women and young people of Barangay Talokgangan, the EC-PREP gained important insights into their livelihoods. They felt, however, that they had learned four important lessons:

1. Know in advance the place that we would hold the activity
2. Have better prepared materials and venue
3. Representation should be better selected
4. Facilitators should be skilled

Sapian Bay[8]

The Sapian Bay team spoke with the community elders of Barangay Talokgangan and used tools such as SWOT analyses and problem trees to learn about their livelihoods. The problem tree (Figure 5) illustrates important information about causes and cycles of poverty in Talkogangan village.

The main lessons learnt by the Sapian Bay group were:

1. Communication is important
2. The project should come from the community
3. "Giving livelihoods" to the community should be well studied
4. Experiences in the management of the project led to a realization that management could be improved

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[7] The EC-PREP team's Powerpoint slides appear in Appendix 4.
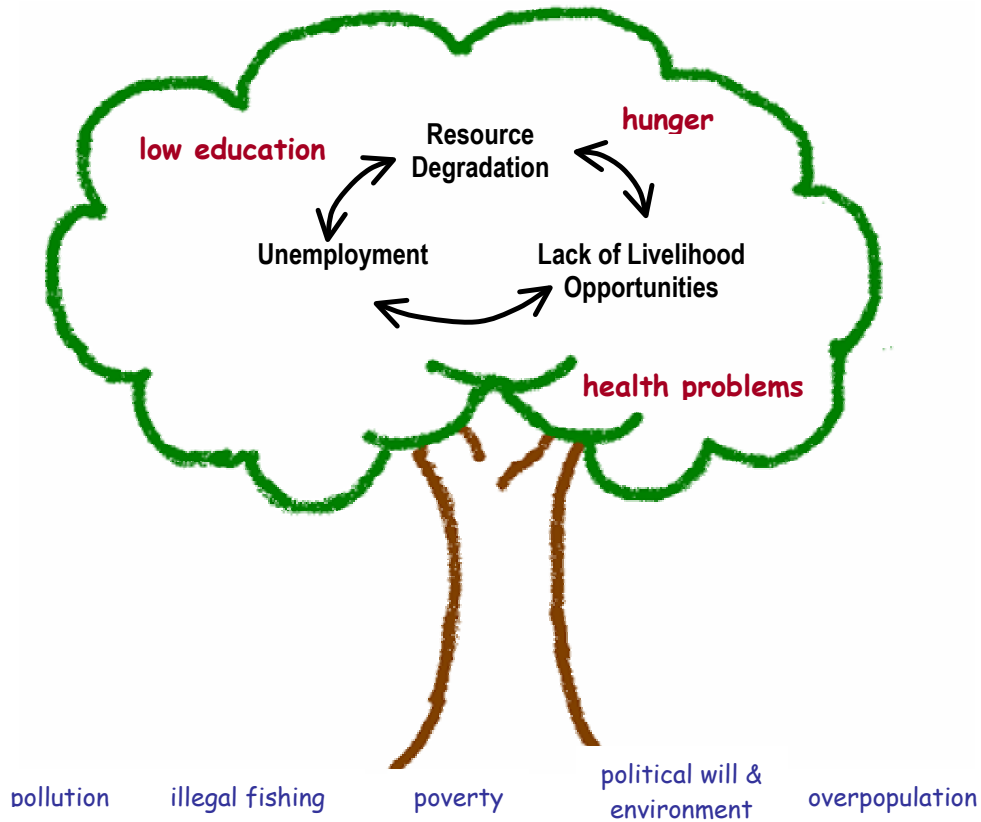[8] The Sapian Bay team's Powerpoint slides appear in Appendix 5.

Figure 5 Problem Tree of Barangay Talokgangan Community Elders

Banate Bay

The Banate Bay team performed their reportback as a role-play. They had met with the fishermen to 'surface' issues and to generate a profile of the respondents. They used methods such as triads and transect mapping to elicit information. This team started out by deciding what activities they would use, formulating guide questions and setting a timeframe.

In their discussions, they learned that the most significant changes noticed by the community have been reduction in use of illegal fishing gear and increase in people's awareness.

This group also outlined several learnings and areas for improvement. First, they noticed that in consultative dialogues, others do not generally participate, while in triads, participants were open, willing to share ideas and present real problems. They also suggested that it might be useful to handle controversial issues last to lend importance and emphasis to them. Additionally, they felt it was important to conduct activities at appropriate times for the respondents, for example, to schedule activities around times when the fishers are not out fishing. They also decided that it would be more useful to have some follow-up questions for finding out more about specific issues.

Towards a Draft *Guide for Livelihoods Analysis*

The purpose of this session was to consider the sort of *Guide for Livelihoods Analysis* which the teams considered necessary for development. Bill commented that the purpose of the *Guide* would be to help us understand how people live, and to help us understand what communities and individuals really need to improve their lives. It should reflect our experiences of the purposes of a livelihoods study, the ways we worked and how we would improve them, and what we learned about the community's livelihoods.

In thinking about how to develop an outline of the *Guide*, we need to define what should be included so that it presents a simple, yet comprehensive understanding of livelihoods approaches and analysis, and so that it could be used by our three 'livelihoods teams' for their purposes, and for the purpose of modification throughout the continuing NACA-STREAM/FAO Workshops on Livelihoods Approaches and Analysis.

Participants discussed these questions:

> *What sort of* Guide *do we need to develop?*
> *How should we develop an outline of the* Guide*?*
> *What tasks are necessary to take forward the* Guide*?*

They decided that the *Guide*[9] should be:

- Multi-purpose [e.g., for Information, Education and Communication (IEC)]
- Multi-audience (e.g., NGA, LGU, NGOs, PO, communities)
- Practical
- Simple-yet-comprehensive direction for carrying out livelihoods analysis (plain English, Ilonggo, Cebuano)
- Continuously evolving and documented through monitoring and evaluation (M&E)

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[9] The draft outline of the *Guide for Livelihoods Analysis* is in Appendix 6.

Day Five

Language(s), Power and Relationships

The purpose of this session was to consider communication issues which might arise in the process of a livelihoods study. For this session, we discussed the question in Box 5. We then used an adaptation of Tool 3 (Communication Issues) from the *Guide to Learning and Communicating about Livelihoods*. This tool offers participants the opportunity to explore issues around language, languages, power and relationships: languages to be considered, whether there may be power and status issues to be mediated, and how people have opportunities to build relationships.

Box 5

What makes people comfortable enough to talk?

Banate Bay Team

The Banate Bay team explored the conflicts and issues among BFAR, LGU, BBRMCI and MAO:

> *The power relationship between BBRMCI in Banate Bay community and MAO meant that during implementation there was a delay because MAO did not want to get involved as they felt their job was the same as that of BBRMCI. So the constitution had to be amended. Even the Mayor does not give trust and confidence. There is a power struggle between MAO and BBRMCI in implementing coastal resources management in Talokgangan.*

EC-PREP Team

The EC-PREP team compared seven stakeholder groups. Some examples of the communications issues they found included:

- A lot of competition between certified and uncertified collectors
- There is a communication problem between collectors and LGUs as some collectors use illegal methods without being aware of the problems
- There is a power struggle between collectors and middlemen which relates to price manipulation, and middlemen often buy from collectors who use illegal methods
- There is competition and power struggle between the middlemen themselves
- There is a communication problem between exporters and middlemen which requires a lot of trust. When the middlemen deliver fish, they have to trust what exporters say (e.g., "All your fish died on arrival.")

Sapian Bay Team

The Sapian Bay group produced a matrix which explores issues of language(s), power and relationships among a range of stakeholder groups (Table 3).

Table 3 Communication Issues among Stakeholder Groups

	Fisherfolk/ BFARMC	Cooperative	Barangay Council	BFAR/FRMP
Fisherfolk/ BFARMC	▪ Misunderstanding of issues ▪ Power struggle within the fisherfolk community ▪ One person trying to get ahead of the other (gaining information through attendance in meetings)	▪ Women attend coop meeting most of the time and men are not informed of meeting minutes ▪ Non-member fisherfolk are disadvantaged over members who get more benefits ▪ Non-members are encouraged to become members	▪ No communication problems ▪ On the surface, no power problem, but some folks are putting the council to the test over implementation of the ordinance ▪ No problem	▪ No communication problem ▪ No power relations problem ▪ Good relationship
Cooperative	▪ Getting fisherfolk to become members ▪ Have access to more benefits ▪ Non-members are encouraged to become members	▪ No direct communication problem ▪ Some members are not cooperating, creating stress in the group ▪ Some members dominate others ▪ Relations are smooth on the surface to maintain integrity of the coop	▪ No problem ▪ Cordial relations as the Barangay accredits the coop	▪ No communication problem ▪ Sustaining
Barangay Council	▪ Women attend meetings most of the time and men are not informed of meeting minutes or policies and ordinances, or if informed, they pretend not to know ▪ Council exercises a certain level of authority ▪ Informative	▪ None		

Bill commented that we need to be aware that there are sometimes difficulties in discussing power and relations. We do not need to criticize but to be aware of these issues. He quoted bell hooks'[10] observation about power, "Power itself is not a bad thing; it depends on what you do with it." People who have power in whatever form may experience some fear that they will lose it, and sometimes their actions reflect this. What we are trying to do is show that sharing power in appropriate ways does not have to be a threat. The issue is to consider how we can use power for a good outcome for all.

Planning Activities for Livelihoods Analysis and Follow-up Actions

For the final session of the workshop, participants met in groups to review lessons learnt from the workshop and identify follow-up actions for undertaking livelihoods analyses, which included:

1. Form the three livelihoods teams and identify the specializations of their members
2. Set up a working group coordinated by STREAM Philippines, with representatives from each of the three teams, to include a technical (fisheries) person, community organizer, policy and legal specialist, communications specialist and a management specialist
3. Plan for the development of the *Guide*, to include:

   ▪ Tasking
   ▪ Drafting (write-shop?)
   ▪ Community consultation
   ▪ Revision
   ▪ Pre-testing
   ▪ Finalization
   ▪ Discussion
   ▪ Circulation
   ▪ Use for livelihoods analysis

Thinking about M&E and Significant Change

During the first-day session on "Overview of the Workshop and Monitoring and Evaluation", participants were asked to think about monitoring and evaluating the workshop purpose and objectives. One aspect of the STREAM M&E System focuses on understanding positive changes in the behavior of individuals and/or the practices of organizations. These significant changes can be explored by stakeholders through 'significant change stories', which document changes that have taken place from various perspectives.

In this session, a decision was taken to evaluate the workshop purpose and objectives by asking participants to reflect on what they had learnt during the "Workshop on Livelihoods Approaches and Analysis" and to document their learnings from the workshop in a 'significant change story'.

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[10] An African-American woman who writes about marginalized groups.

Evaluation

The significant change stories written by workshop participants are in Appendix 7. These stories demonstrate participants' learning, and some, such as the one below, show a change away from a more 'resource-centered' development approach to a more 'people-centered' one:

> *I used to approach things in a technical and scientific manner. Exposure to communities and community workers made me realize that things could be looked at from the perspective of the fishermen – based on their experience, local knowledge, relationships, ways of working and thinking. And this is what matters!*

Closing Ceremony

Impressions of the workshop were expressed by Marilyn, Ronel, Jo, Rodney and Reuben, followed by comments on behalf of the Iloilo Mayor (below) and finally by Sonia V Seville, Regional Director of BFAR 6.

Jerry P Treñas, City Mayor, Iloilo City (represented by Mr Gil Parreñas, City Agriculturalist)

"Before anything else, Mayor Jerry P Treñas wishes to express his deep regrets for not being able to attend the close of this workshop. He flew to Manila early this afternoon for some important engagement and so asked yours truly to represent him in this activity.

Like Mayor Treñas, this representation believes that the Workshop on Livelihoods Approaches and Analysis demonstrates the intention of BFAR-STREAM and the NACA-STREAM Initiative to assist poor people with aquatic resources management.

The workshop aims to build understandings of participatory livelihoods concepts and approaches and their meanings, generate participation and awareness of issues related to livelihoods among its participants. We believe the workshop has done just that. As a result of this workshop, Mayor Treñas is positive that a guide to livelihoods analysis through active participatory methods could be produced in various languages of countries situated in the region.

Mayor Treñas and this humble representation are also hoping that the workshop participants will be able to translate what they have learnt here into concrete action – action that will not only lead to the preservation of aquatic resources, but also provide them with the basis for helping government manage and develop aquatic resources for everyone's benefit.

Only by helping one another and being involved in the improvement of aquatic resources management are we able to contribute a significant share in poverty alleviation efforts.

Thank you and good afternoon."

BFAR/NACA-STREAM/FAO Workshop on Livelihoods Approaches and Analysis
Iloilo City, Philippines, 24-28 November 2003

Program (draft)

Context

Organized by BFAR[11] Region 6, the host partner of NACA[12]-STREAM's[13] Philippines Country Office, this workshop is an activity within an FAO[14]-funded Technical Cooperation Program (TCP) under the project entitled *Assistance in Poverty Alleviation through Improved Aquatic Resources Management in Asia-Pacific*. The FAO-TCP provides technical assistance to build national and regional capacity in livelihoods approaches and analysis – and to empower a wide range of stakeholders, including rural poor people, through strengthened learning and communications channels – to encourage, support and strengthen on-going aquatic resources management policy change processes in the region.

Purpose

The relevant FAO-TCP project output – and the purpose of this workshop – is to develop and document mechanisms for training in livelihoods approaches and analysis, and build national capacity.

Objectives

- Understand issues of interest to people whose livelihoods include aquatic resources management, especially those with limited resources
- Build "(national) livelihoods teams" to do livelihoods analyses and training, and share their experiences with communities and other stakeholders
- Share understandings of livelihoods approaches and analysis using participatory methods
- Review current NACA-STREAM livelihoods analysis documentation, adapt and supplement, towards the drafting of a *Guide for Livelihoods Analysis*
- Experience the use of participatory tools for livelihoods analysis[15]
- Plan activities for carrying out livelihoods analyses
- Consider how to build capacity in monitoring and evaluation (M&E) and "significant change"

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[11] Bureau of Fisheries and Aquatic Resources
[12] Network of Aquaculture Centres in Asia-Pacific
[13] Support to Regional Aquatic Resources Management
[14] Food and Agriculture Organization of the United Nations
[15] Workshop participants will spend a day with one of the BFAR-STREAM "site communities".

Input

An important input to the workshop will be the learning and documentation which emerged from a "livelihoods workshop-series" in Cambodia and Vietnam, carried out in pre-STREAM 2001 by NACA with DFID[16] support. Equally informative from these two countries' experiences will be outcomes and outputs from livelihoods analyses carried out by NACA-STREAM host partners in 2001-02. (See Agenda Note 4 below for a list of these and other inputs to the workshop.)

Outputs

▪ A draft *Guide for Livelihoods Analysis,* which will be modified with learning through a series of FAO TCP Workshops on Livelihoods Approaches and Analysis in the Philippines, Yunnan, China; India (with Nepal); Lao PDR and Myanmar.
▪ Livelihoods analysis activity plans

Outcome

Formation of groups of stakeholders ["(national) livelihoods teams"] to look into "livelihoods" as an integral and sustainable development approach. These groups could support organizations and agencies interested in implementing a participatory livelihoods approach.

The core members of each group would be drawn from the workshop participants, while the whole groups would consist of representatives from:

▪ BFAR (national and regional): central office, planning, extension, training and communication division, FARMC coordinating unit
▪ Local Government Units (LGU): municipal
▪ Fisheries and Aquatic Resources Management Councils (FARMC), including executive directors of "bay management councils"
▪ NGOs, and
▪ Community leaders of People's Organizations (PO)

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[16] Department for International Development, UK

Appendix 1 Draft Program (continued)

Agenda

[With reference to the numbers in brackets in the Agenda Notes following]

Day One – Monday, 24 November	
0800-0900	Registration
0900-0915	Opening Remarks *Sonia V Seville, Regional Director, BFAR 6*
0915-0930	Welcome Address *Niel D Tupas, Governor, Province of Iloilo*
0930-0945	Message *Graham Haylor, STREAM Director*
0945-1000	Message *Malcolm I Sarmiento, BFAR Director*
1000-1015	Introduction of Participants *Juliet B Demo-os, Assistant Regional Director, BFAR 6*
1015-1030	*Break*
1030-1100	Experiences and Expectations
1100-1130	Overview of the Workshop and Monitoring and Evaluation (M&E)
1130-1200	Introduction to BFAR, NACA-STREAM, FAO and EC-PREP
1200-1300	What are "livelihoods" (approaches, analysis)? [1]
1300-1400	*Lunch*
1400-1530	Teams and Stakeholders [2]
1530-1545	*Break*
1545-1700	Learning about and Understanding Livelihoods – Livelihoods Frameworks and Approaches [3]

Appendix 1 Draft Program (continued)

Day Two – Tuesday, 25 November	
0900-0930	Participant Review of Day One
0930-1030	Livelihoods Analysis – Processes, Practices, Studies, Languages and Stories [4]
1030-1045	*Break*
1045-1230	Livelihoods Analysis – Processes, Practices, Studies, Languages and Stories [4] (continued)
1230-1330	*Lunch*
1330-1530	Preparation for Community Visit – Roles and Tools for Learning and Communicating about Livelihoods [5]
1530-1545	*Break*
1545-1700	Preparation for Community Visit – Roles and Tools for Learning and Communicating about Livelihoods [5] (continued)

Day Three – Wednesday, 26 November	
morning	Community Visit [6]
	Lunch
afternoon	Community Visit [6] (continued)

Day Four – Thursday, 27 November	
0900-1030	Reportback from Community Visit [7]
1030-1045	*Break*
1045-1230	Reportback from Community Visit [7] (continued)
1230-1330	*Lunch*
1330-1530	Towards a Draft *Guide for Livelihoods Analysis* [8]
1530-1545	*Break*
1545-1700	Towards a Draft *Guide for Livelihoods Analysis* [8] (continued)

Day Five – Friday, 28 November	
0900-0930	Participant Review of Days Two, Three and Four
0930-1030	Language(s), Power and Relationships [9]
1030-1045	*Break*
1045-1230	Planning Activities for Livelihoods Analysis [10]
1230-1330	*Lunch*
1330-1415	Thinking about M&E and "Significant Change" [11]
1415-1500	Follow-up Actions [12]
1500-1545	Evaluation [13]
1545-1600	*Break*
1600-1615	Closing Remarks *Sonia V Seville, Regional Director, BFAR 6*
1615-1635	Impressions from Participants *(to be arranged with participants)*
1635-1640	Inspirational Talk *Jerry P Treñas, City Mayor, Iloilo City*
1640-1700	Message *Cesar M Drilon, Undersecretary for Livestock and Fisheries, Department of Agriculture*

Appendix 1 Draft Program (continued)

Agenda Notes

[With reference to the numbers in brackets in the Agenda]

Day One – Monday, 24 November

[1] What are "livelihoods" (approaches, analysis)?

A session to build shared understandings of "livelihoods" and associated terms, using adaptations of L&L[17] Phases 2 (Sharing Meanings) and 3 (Sharing Understandings).

[2] Teams and Stakeholders

A session using an adaptation of L&L Phase 1 (Defining the Conversation Group) and L&L Tools 1 (Conversation Partners) and 2 (Relationships). This session would clarify questions like:

- What are these "(national livelihoods) teams"?
- Why are *we* here?
- What can we do together about [an objective] with people in [an area]?
- How should we build teams?

- What are "stakeholders"?
- How do we identify stakeholders in relation to the objective(s) of a particular initiative, project or study, in a particular area?

[3] Learning about and Understanding Livelihoods – Livelihoods Frameworks and Approaches

A session to discuss the sustainable livelihoods framework and participatory livelihoods approaches. The session would begin with the question, "What do we need to learn about to understand how people live?"

Day Two – Tuesday, 25 November

[4] Livelihoods Analysis – Processes, Practices, Studies, Languages and Stories

A session to introduce current STREAM (and SPARK) livelihoods analysis documentation, compiled on a CD-ROM and including:

- *A Process and Practice for Understanding the Livelihoods of Fishers and Farmers* (from original CD)
- Cambodia, Philippines and Vietnam reports
- Cambodia and Vietnam livelihoods studies
- Livelihoods and Languages workshop reports
- Guide to a Process for Learning and Communicating about Livelihoods
- *STREAM Journal*
- Livelihoods Connect Distance Learning Guide (from original CD)

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17 Livelihoods and Languages, from the SPARK-STREAM Guide for Learning and Communicating about Livelihoods

[5] Preparation for Community Visit – Roles and Tools for Learning and Communicating about Livelihoods

A session to define objectives for the community visit (what we want to learn and understand), decide on appropriate tools and role-play their use.

Day Three – Wednesday, 26 November

[6] Community Visit

We will be working in several groups, for example, community leaders, women, men, young people (children?). Depending on how many community members are with us, we may sub-group further. There should be a whole group session at the end to 'interview' any maps or charts that have emerged and get a broader perspective on outputs that have been generated in sub-groups.

Day Four – Thursday, 27 November

[7] Reportback from Community Visit

A session in which participant groups make a presentation on their experiences of the community visit, in response to questions like:

- ▪ What did you learn?
- ▪ How did you work?
- ▪ What would you do differently?

[8] Towards a Draft *Guide for Livelihoods Analysis*

A session to consider the sort of *Guide for Livelihoods Analysis* which the teams consider necessary for development, to feed into the next day's discussion on Planning Activities for Livelihoods Analysis. It is unlikely that there will be time to 'draft' an actual *Guide*, so we will aim to have an outline and tasks defined to take forward the *Guide*.

Day Five – Friday, 28 November

[9] Language(s), Power and Relationships

A session using an adaptation of L&L Tool 3 (Communication Issues) on languages to be considered, how people have opportunities to build relationships, and whether there may be power and status issues to be mediated.

[10] Planning Activities for Livelihoods Analysis

This session will result in workplans for the livelihoods teams.

Appendix 1 Draft Program (continued)

[11] Thinking about M&E and "Significant Change"

During the first-day session called "Overview of the Workshop and Monitoring and Evaluation (M&E)", participants will be asked to think about monitoring and evaluating the workshop purpose and objectives. In this final-afternoon session, consideration will be given to evidence which can be identified in terms of both more-conventional OVI-based M&E and "significant change".

[12] Follow-up Actions

Time will be spent identifying actions to be taken in immediate follow-up to the workshop, in contrast to the livelihoods teams workplans developed in [9].

[13] Evaluation

The evaluation can be done by asking each participant to write a "significant change" story based on their participation in the workshop.

Appendix 2 Participants

	Name	Group	Area of Operation	Funding
	Talokgangan Team (Banate Bay)			
1	Marylou Larroza	**BBRMCI**	Inter-municipal, Iloilo	TCP
2	Marilyn Regalado	**BFARMC**	Talokgangan, Banate, Iloilo	TCP
3	Rodolfo Baldemoro	Barangay Chairperson	Talokgangan, Banate, Iloilo	TCP
4	Wilfredo de los Santos	**Government Agency**	BFAR 6 FARMC	TCP
5	Rodney Golbeque	**PO** (federated)	PATANOM, Iloilo Province	TCP
6	Roed Hablo	**Government Agency**	BFAR 6 Extension	TCP
	Mambuquiao Team (Sapian Bay)			
7	Dan Laurente	**LGU** Mun Fishery Ext Officer	Municipality of Batan, Aklan	TCP
8	Herminio Penalba	**BFARMC** Sapian Bay Community	Mambuquiao, Batan, Aklan	TCP
9	Linda Bolivar	Sapian Bay **Community**	Mambuquiao, Batan, Aklan	TCP
10	Ronel Dalida	Sapian Bay **Community**	Brgy Camanci, Batan, Aklan	TCP
11	Robert Espinosa	**Government Agency**	BFAR 6 Planning	TCP
12	Erwin L Pador	**Government Agency**	STREAM Philippines	TCP
13	Sheryll Alcazar	**Government Agency**	BFAR 6 FRMP	TCP
14	Jessica Esmao	**Government Agency**	BFAR 6 Planning	TCP
	EC-PREP Livelihoods Team			
14	Monica Picquero	**Not-for-profit IO***	MAC Region 7	EC-PREP
15	Ruben C Ranay	**Government Agency**	BFAR 7 Director's Office	EC-PREP
16	Josephine Savaris	**NGO**	PhilDHRRA Visayas	EC-PREP
17	Elizabeth M Gonzales	**IGO**	STREAM Philippines	TCP
18	Meddy dela Torre	**NGO**	Guian Foundation Region 8	EC-PREP
19	Isabelle Cruz	**Not-for-profit IO***	MAC Manila	EC-PREP
	Observers			
20	Director Sonia V Seville	**Government Agency**	BFAR 6, STREAM Philippines	TCP
21	Jose Paclibare	**Government Agency**	BFAR CO	BFAR
22	Rodrigo Jiz	**Government Agency**	Prov'l PO, FARMC Iloilo	-
	Support persons			
23	Nguyen Song Ha	**IGO**	STREAM Vietnam	FAO TCDC
24	Graham Haylor	**IGO**	STREAM RO	EC-PREP
25	William Savage		STREAM RO	FAO TCP
26	Katharine Copley		STREAM RO	FAO TCP
27	Rebecca Cajilig	**IGO**	STREAM RO	NACA
28	Rourlla Udomlarp	**IGO**	NACA Secretariat	NACA

*The Marine Aquarium Council includes TNC, WWF, CCIF, Reef check

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Appendix 3 Reportback on Teams and Stakeholders

Teams

	EC-PREP	Sapian Bay	Banate Bay
What are the '(national) Livelihoods teams'?	▪ Groups of people representing the NGAs, LGUs, NGOs, POs who develop and implement appropriate programs on the livelihoods of fishers and fish farmers ▪ Conduct livelihoods studies ▪ Gather information and data on sustainable livelihoods ▪ Develop livelihoods framework	▪ A group of individuals ▪ Specializations (e.g., technology, financial, organizing, etc.) ▪ Majority of members are locals ▪ Need clear terms of reference	▪ A group of people who share common interests and concerns, with a set of guidelines and implementation plan ▪ Teams are multi-sectoral, multi-disciplinary and multi-tiered
Why are we here?	▪ To learn from each others' experiences ▪ To develop a guide for livelihoods analysis and follow-up actions ▪ To fill up the structure 'with life'	▪ To learn to be an "L" team	▪ Sharing experiences, insights, recommendations, issues and challenges ▪ To formulate

What can we do together about [an objective] with people in [an area]?	▪ Conduct study on ornamental fish gathering and trade in:
	  o Batasan* Island Tubigon, Bohol
	  o Tangaran* Clarin, Bohol
	  o Guiuan Province, Eastern Samar
	  o San Fransisco* Municipality Camotes Island, Cebu
	  o Santa Rosa, Olango Island Cebu
	  o Hambungan Island, Inabanga Municipality Bohol
	*MAC is working with these communities regarding certification
		▪ Get organized, identify real stakeholders, establish procedures, livelihoods analysis guide, need livelihoods specialist to guide team
		▪ Implement, monitor and plan
			▪ Lobbying
			▪ Community organizing
			▪ Training transfer of KSA
			▪ Linkages and networking
			▪ Resource assessing
			▪ Provide opportunities
			▪ Participate in governance

How should we build teams?	▪ Form a core group of 7-9 people ▪ Conduct awareness-raising and information campaign ▪ MOA to bind members together ▪ Build teams in the area	▪ Get to know each other ▪ Capabilities ▪ Relationships ▪ Network	▪ Recognize capabilities ▪ Work with a legal mandate ▪ Establish structure and define working mechanism ▪ Promote core group composed of multi-disciplined, multi-tiered multi-sectoral membership

Stakeholders

	EC-PREP	Sapian Bay	Banate Bay
Who are stakeholders?	▪ Ornamental fish collectors (certified and not certified) ▪ Exporters and traders ▪ Middlemen and coordinators (external – retailers and importers) ▪ Other fishers ▪ Policy-makers ▪ Institutions and organizations ▪ BFAR Quarantine ▪ LGUs ▪ Airlines ▪ Customs ▪ DTI	▪ Coastal communities ▪ Primary – directly relying on coastal resources ▪ Secondary – traders and other business people around coastal communities	▪ Primary – fisherfolk, people's organizations, BFARMCs, Banate Bay Resource Management Council (BBRMCI) ▪ Secondary – NGA, LGU, entrepreneurs, CSO (POs, religious, academic)
What groups do they represent?	▪ Fisherfolk ▪ Businessmen ▪ Companies ▪ NGOs	▪ Primary – gleaners, fish farm workers, fisherfolk ▪ Secondary – traders, processors	▪ Basic sectors – youth, women fishers, farmers, senior citizens, policy-makers, program implementers
What do we want to achieve through the livelihood analysis?	▪ Trace the trade chain from reef to retailer, what happens in between the chain ▪ Effect of an 'open trade policy' on ornamental fish trade ▪ Look into sustainability ▪ Find out whether ornamental fish collection and trade is a viable livelihoods option ▪ Find out demand for ornamental fish and the volume that the community can supply ▪ Find out the local policies in place ▪ Practices in fish collection (collection, handling, transport, packing, holding)	▪ Process as important as the output, this should not just be a written output but involve organizing and gaining commitment for future activities	▪ Appropriate sustainable interventions that address the needs of communities

Appendix 4 EC-PREP Community Visit Reportback

REPORT OF THE STUDY VISIT TO BARANGAY TALOKGANGAN

26 Nov 2003
by
EC PREP TEAM

Introduction session

The facilitators and participants introduced themselves to familiarize with each other. After the introduction, the facilitator explained that there is an on-going workshop in LHAA conducted by STREAM and part of this workshop is a community visit. As per recommendation of BBRMC, barangay Talokgangan was chosen as the learning site wherein approaches learned during the workshop can be applied to know the current situation of the barangay especially the women and youth sectors.

PURPOSE

This study aims to look into significant changes in relation to livelihoods of women for the period 1993-2003, and how the youth perceive the changes in the past five years (1998 to 2003) of Barangay Talokgangan

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PART I – Women study

Preparation

The EC PREP team was divided into two groups:

Group 1 (Study on women)
- Jo-facilitator
- Monique
- Meddy

Group 2 (Study on youth)
- Bebet-facilitator
- Isabelle
- Reuben
- Song Ha

Participant profile

Education background:
1 college graduate
2 elementary
4 high-school
3 college level

Trainings attended:
- Project management
- Planning
- Mangrove reforestation
- Cooperative
- Value formation
- Leadership
- Herbal medicine preparation
- Rational drug use
- Gender development
- Book keeping
- Reproductive health
- VAW

Methodology and tools

Methodology:
- FGD (Focus Group Discussion)
- Key informant interview

Tools:
- Trend-line
- Matrix
- Activity clock
- Resource assessment (map, drawing, etc.)
- Problem ID & ranking

Women' issues and problems

Issues/problems	Ranking
Irresponsible husband	
Drunken husband	5
Battering whenever wife cannot give husband what he wants	
Womanizer	
Absence of employment opportunities and/or lack of capital	1
No money to pay children's higher education	2
Lack of sanitary toilet	3
No birth control	4
Gambling	6
Drug-using husband	7

Resources

	1993	2003
Natural resouces	Less crabs	More, presence of shellfish
	Little mangrove cover	More cover
	Big fish (but in deep water areas)	Smaller fish, but could be found even in shallow waters
	Illegal pens in coastal areas	No more (??)
Housing	Made of light material, with "legs" (bamboo, nipa)	concrete, no "legs"
Schools	Few classrooms	More classrooms
Economy	Nobody owned car	Some have cars

Involvement in fishing activities (2)

Actual fishing			Post Fishing		
Activity	Dura-tion	Who	Activity	Dur-ation	Who
Hook & line, nylon nets	7 hrs	♂	Sorting	10 min	♂♀
Look for schools of fish & releasing of nets	3 hrs	♂ ♀	Selling to market/bry	1-2 hrs	♀

Daily activities (morning)

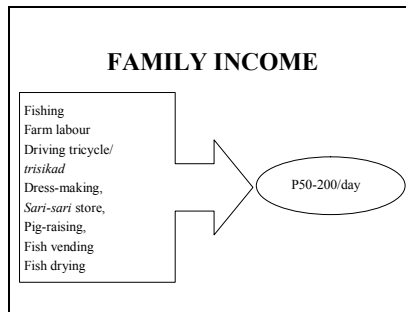|			
12-2	Sleep	6-8	Eat breakfast Continue the laundry Sell fish Marketing for lunch (up to 9:00)
2-3	Prepare food for husband to go fishing Start cleaning the house, laundry		
3-4	Have coffee with husband Pack the food	8-10	Cook lunch Attend to the husband arriving from fishing (up to 11:00)
4-5	Laundry Clean the house and surroundings Wake up, bath the children Prepare food for the children Weeding the farm Feeding (pig, chicken) Harvesting oyster Lay fish in drying areas	10-11	Relax
		11-12	Eat lunch

Women's participation

	1993	1998	2003
In organization (1)	•	(coop., women's, FARMC) •• ••••	(BHW, women, FARMC) ••• •••
Decision making	♀♂	♀ ♂	♀ ♂
Community activities	70% ♂ 30% ♀	70% ♀ 30 % ♂	80% ♀ 20% ♂
Local governance (2)	♂	♂	♂ ♀

Note: (1) 2 are CVHW, 7 are FARMC members. Women's organization in the barangay is named Talokgangan Women and Family Welfare Organization. Each red stones indicates 10 participating people.

(2) Only until 2003, there is women taking part in governance, since they feel neither prepared nor oconfident, lack knowledge/skills to run for participation

Daily activities (afternoon)

12-4	Recreation (gambling, watching TV, listening drama/radio, *chika chika*, *bingo*, etc.)
4-6	Prepare dinner
6-8	Eat dinner
8-10	Watch TV
10-12	Sleep

FAMILY INCOME

Fishing
Farm labour
Driving tricycle/ *trisikad*
Dress-making,
Sari-sari store,
Pig-raising,
Fish vending
Fish drying

→ P50-200/day

Involvement in fishing activities (1)

Preparation		
Activity	Duration	Who
Food preparation	½ hrs	♀
Looking for baits	1.5 hrs	♂♀
Prepare fishing paraphernalia (hooks, nylon, sinker)	1 hrs	♂
Check boat motor	20 mins	♂
Buy gasoline	15 mins	♂♀
Mending nets	4 hrs (occasionally)	♂♀

Dreams and aspirations

- Women to be united and implementing a project
- Children to finish college
- Put up a dress shop
- Peace at home
- Harmonial relationship among family members

PART II - Youth Study

Resource assessment (Group 2)

1998	2003
Rough road with "sikad" as means of transport	Cemented road with cars and vans lighted streets
Dynamite fishing	Less dynamite fishing, but observed illegal fishing activities like trawl, hulbot-hulbot (fine-mesh net) More fish caught, but smaller in size
Wide area of tidal flats (few mangroves and houses)	More mangroves and houses
	Establishment of infrastructure in the area like concrete schools and houses

Participant profile

- 12 are high-school students (2 girls)
- 1 male participant has graduated from a vocational school and working as mechanic assistant
- 1 male participant is an out-of-school who graduated from high school

Daily Activities – School days

	Morning		Afternoon
		12-1	Lunch, watching TV Prepare for school Rest
12-6	Sleep	1-5	In school Report to work
6-7	Wake up Clearing up the bed Taking a bath, eating breakfast Cooking/cleaning (girls) Preparing for school	5-6	(Girls) prepare for supper (Boys) Fetch water or tambay
		6-7	supper watch TV
		7-8	Study watch TV/betamax
7-12	In school	8-12	Sleep

Youth's Organizations

Sangguniang Kabataan (SK):
- Regular meeting every first Sunday of the month
- No activity except for municipal-initiated basketball leagues
- Chairman is a girl, 3/7 are girls

Youth for Christ (a religious organization):
- No activity except for choir singing during mass

Non-school days (morning)

12-5	sleep	8-10	(some will go to church on Sundays) Watch TV, listening to radio/music, (Boys) "Sikad" service (Girls) – store tending (Boys) – work as helper in fishing boat (Boys) hook and line fishing (hobby) Bathing of fighting cocks (8-9) Feeding of pet pigeons Out-of-school participant: "Tambay" (idle)
5-6	Go fishing with father		
6-7	(girls) – store tending (boys) – work as helper in fishing boat (gill net), receiving P 25-100 (boys) hook and line fishing (hobby) Sundays – going to church		
7-8	Watch TV, listening to radio/music, (Boys) "Sikad" service (P 80-100) (Girls) – store tending (Boys) – work as helper in fishing boat (gill net), receiving P 25-100 (Boys) hook and line fishing (hobby)	10-12	Watch TV, listening to radio/music, (Boys) "Sikad" service (Girls) – store tending Out-of-school participant: "Tambay" (idle)

Resource assessment (Group 1)

1998	2003
Dynamite fishing	Less catch
Bountiful harvest	Less harvest because of chemicals, pesticides, climatic changes (El Nino & La Nina)
Presence of hog farm that dumps waste to river which causes pollution	Fish kill, air pollution
Abundance of fruits	Less fruits because of "kaingin"
	Potential danger of putting up a proposed coal fired power plant which could pollute the water and air causing diseases and fish kill because of waste like mercury

Non-school days (afternoon)

12-5	Store tending (girls)
2-4	Watch betamax/TV Sound trip; Sikad
4-5	Tambay
5-6	Tambay
6-7	supper watch TV
7-8	Study watch TV/betamax
8-12	Sleep

Problems

Group 1:	Group 2
Lack of education (due to financial problems which sometimes lead to less access to employment opportunities)	Cutting classes (main problem)
	Smoking
Lack of employment	Drinking alcoholic drinks
Drug use	Barkada (group of friends hanging out together) often in conflict with each other which occasionally turns into fights "hip-hop vs heavy metal"
Alcohol	
Broken families (most of the youth are not comfortable in sharing about the subject)	Drug use (shabu, marijuana)
Lack of income	
Lovelife	

Colonial mentality

- Preference of foreign music and artists: EMINEM, Mandy Moore, F4, A1
  - *Note: prefer foreign artists because they believe they are original and local artists are fake.*
  - *Youth of Talokgangan*
- Prefer computer games

- Basketball is only team-game they're engaged in occasionally

- The tradition of kissing and getting the blessing of elders not practised any more (13/14) because it is "not cool"

- Preference in movies: Action – foreign, comedy Filipino.

Self-evaluation

- Quality and quantity of work: 90%
- What to do differently:
1. Know in advance the place that we would hold the activity
2. Better prepared materials and venue
3. Representation should be better selected
4. Facilitators should be skilled

# THANK YOU!

Appendix 5 Sapian Bay Community Visit Reportback

Field Visit at Barangay Talokgangan, Banate

Groupo Sapianon
STREAM LA²W 2003

WEAKNESSES

- project management - failure
  - organizational problem

- lack of solid waste management

- leniency of law enforcement

ISSUES IDENTIFIED

1. unemployment
2. resource degradation
3. lack of livelihood opportunities

OPPORTUNITIES

- abundance of 'lupoy' - seasonal

- presence of mangrove forest

- presence of fish sanctuary

Problem Tree
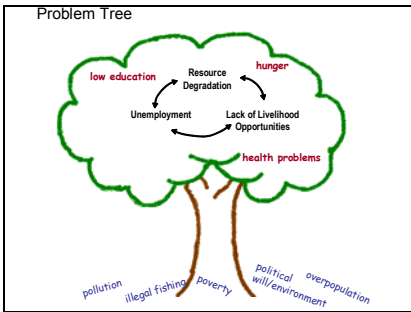
THREATS

- coal fired power plant

- intrusion of commercial fishers

- presence of a swine farm (Bambi)

STRENGTHS

• presence of "Botica sa Barangay"
- management scheme
- financial, organizational

• presence of POs, FAs, FARMC
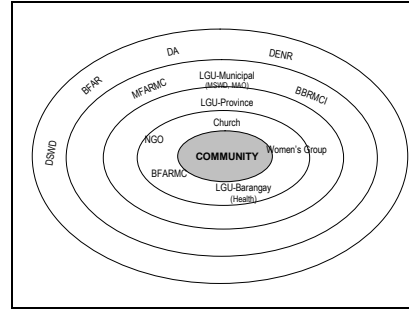
What did we learn?

1. COMMUNICATION is very important

2. project should come from the community

3. giving livelihood for the community should be well studied

4. experiences in the management of the project led to a realization that management could be improved

Let's work together …

The secret of achieving
any goal we hope to win
Is reaching in our souls
to find the courage to begin.

The secret of not quitting when
our path becomes unsure
Is trusting in ourselves
the courage to endure.

The secret of fulfilling
any DREAM we may pursue
Is looking in our HEARTs
to find the courage to be TRUE.
(Anonymous)

How did we work?

Participatory approach
Group Discussion

What would we do differently?

More time
Ground work
More preparation

REALIZATION

Engaging with people
is not easy,
it takes a lot of preparation,
and lots of hard work.

To what extent did our work meet the purpose?

Data validation was undertaken
Tools were applied
Information dissemination
Time constraints

Appendix 6 Guide for Livelihoods Analysis *Draft Outline*

Guide for Livelihoods Analysis
Outline (draft)

Rationale for Livelihoods Analysis

Policy and Legal Context (sustainability and responsibilities)

Purpose of the Guide

Livelihoods Framework

What are livelihoods?
Community context (location, history, wealth ranking)
Resources (human, physical, natural, social, financial)
Vulnerabilities
Institutions and processes
Livelihoods strategies and outcomes (problem analysis, action planning)
Criteria for provision of livelihoods interventions

Approaching, Engaging and Working with Communities

Process for Learning and Communicating about Livelihoods

Livelihoods Analysis Process

Methods and Tools for Livelihoods Analysis

[e.g., participatory rural appraisal (PRA), participatory community resources assessment (PCRA), SWOT, focus group and triad discussions, interviews]

Analyzing and Reporting Information and Data

Experiences of Livelihoods Analysis (e.g., stories, case studies, learning about and changing the Guide)

Appendices (e.g., forms for tools)

Appendix 7 Significant Change Stories

Isabelle

One of the significant changes is that this workshop made me think of my own livelihood instead of just thinking about the livelihoods of communities. It made me realize that a livelihood does not necessarily mean that it's one's job and that it's only a source of income. This was one of the questions of the facilitator that really struck me.

Another significant change that I think this workshop has achieved is that it opened the eyes of the participants from different sectors to the different issues that affect one view of livelihood, livelihoods approaches and livelihoods analysis.

Song Ha

On the first day of the workshop I was not sure of the capacity of the Filipino colleagues, and my expectation was only sharing the understanding of livelihoods approaches, analysis and methods. It was also true that initially, I thought the community visit planned in the workshop program was just an event to train participants in how to get started with livelihoods analysis. However, I had to change completely my opinion. More than the sharing of livelihoods analysis experiences, I found that Filipino colleagues and communities are so sweet, sensitive, enthusiastic and not inexperienced at all. I'm really shocked by the knowledge, communication skills, and creativeness of Filipino NGOs, STREAM Philippines, BFAR and community leaders, as well as their excellent use of different media for the purpose of fisheries extension and education. I'm also impressed by the high level of democracy that definitely helps the development work so much in the Philippines. I've learnt many valuable lessons from other participants, especially from the field visit which was not for fun at all, but was taken seriously and efficiently. The success of this workshop is truly far more than I initially expected.

Meddy

The first day of the seminar already posed conflicting beliefs regarding certified ornamental fish collectors in Batasan, of whom I've known to have been stripped of this certification because of the fish they sold to Germany through an exporter in Cebu, that have all died.

The incident drew me to the conclusion that illegal collection of ornamental fishes was aggravated because of this support from MAC. During the five-day discussion with the team, I came to realize that we are in the same boat, trying to protect the environment and MAC in their way of trying to help out. There are, however, lapses and things that should be considered and have as yet to be communicated to the local group to be able to consolidate effort in addressing the problem.

Reuben

As what I have learned and experienced in the workshop on the livelihood approaches and analysis, BFAR 7 still have to streamline our processes, although for the past three years we are on track, but there are still aspects to be considered and improved. It enriched my capabilities as a training officer and I could be a great help to the implementation of the livelihoods input-assisted projects which are on-going implemented in BFAR 7. I have now a wide clear view of what is livelihoods in which I have to share to my office mates in Central Visayas.

Appendix 7 Significant Change Stories (continued)

Rodrigo

Since I am holding a position of provincial fisherfolk representative, this is the first time that I have encountered and was trained in a workshop on livelihoods approaches and analysis. I have understood the meaning of livelihood as a simple word with different meanings and interpretations that would be useful for the benefit of 19 coastal municipalities in the province of Iloilo, Philippines.

Rest assured that this seminar will be the main topic of discussion for the month of December 2003. I will try to stage or conduct a seminar like this to our 19 MFARMC chairmen in the whole province of Iloilo, Philippines. Requests for seminars will be made in BFAR Regional Office.

Anonymous Stories

"During the first day of the workshop there is some hesitation on my part to interact with other participants, particularly participants from MAC, BFAR 7, and Song Ha. After being with the group for five days now a certain level of closeness has developed among us. We worked late together, discussed things objectively, ate dinner together and shared the same jokes. I think this is a significant change in our relationship as we will be working together as a team in the next couple of months."

"After finishing our workshop, I learned that the mangroves have a big benefit for fisherfolk. I also saw that BFAR is near to the community and is transparent after they visited our place Talokgangan, and I hope the livelihood too."

"The new thing I learnt is how to prepare livelihoods approaches and analysis. It is not easy to implement in one place; it needs to pass through a good process."

"When we did the community visit, I saw in Barangay Talokgangan, how to develop relationships with people and how to know their problems and there I saw how I was changed. Soon now I know how to address the problems in our community."

"Before I viewed livelihoods as something that is simple but as the week passed by it became quite evident that it's a rather complex issue."

"The workshop reinforced my belief that that you just don't give livelihoods to people without a thorough analysis of the target community or else the livelihoods are doomed to failure."

"Had hands-on in livelihoods approach and as part of an 'important group; new 'friends' and allies met."

"It deepened and broadened my understanding and appreciation of the livelihoods approaches and analysis and it had developed closer rapport and leveling of expectations between BFAR, BBRMCI and fisherfolk."

"Urgency of conducting monitoring and evaluation of all sites that we are covering based on some tools we learned, like institutional analysis, resource assessment through community consultation."

"Learned livelihoods approaches, analysis and tools that will be used in our fieldwork."

Appendix 7 Significant Change Stories (continued)

"I have to consider other people's opinion, suggestions not only for the fishermen."

"Before I attended this workshop, I used to think that the projects implemented or given to the participants are what I thought of as livelihood projects. I just learned from this workshop the difference between livelihood and alternative livelihood. We don't give livelihood because it is already inherent in the people. Programs or projects implemented in the local level should be identified by the beneficiaries and considered as their needs to ensure the sustainability and success of the project. I have also learnt that communication plays an important role in every activity. Conflicts rise if there are miscommunications among people involved."

"Significant Change is a holistic, comprehensive, and wider-perspective view of livelihood(s), analyzing also my own livelihood and of people around me; how power and relationships can bring about changes in livelihood(s); and livelihood(s) interpretation and implementation should be contextualized!"

"Since when I was come, I never knew what livelihood is. Through our workshop by means of sharing with each other, the interpretation of livelihoods it was change my mind that livelihoods will undergone any procedures and processes how livelihoods come up. The way of interpretation through our facilitators it was come up. In my own, livelihoods was not important to our community, then I realized later that livelihoods takes development to our community (stakeholders). I do hope that this workshop guide us for the livelihoods development that undertaken since workshop was finish, it was give me a better understanding of what livelihoods is."

"I used to approach things in a technical and scientific manner. Exposure to communities and community workers made me realize that things could be looked at from the perspective of the fishermen – based on their experience, local knowledge, relationships, ways of working and thinking. And this is what matters!"

"What significant changes or change happened to me after attending this workshop? Well, personally, I am not really used to workshops like this where outputs are really expected. I always thought, "Oh, workshop on livelihoods approaches and analysis sounds tough. Could I do it?" But now with a few hours left for the workshop, which is to actively participate in the team and group, share my learnings in the field, listen to other co-participants to come up with what is expected of us. Team playing was practiced here. I also learned techniques on facilitating workshops like this wherein everyone's comment is well-taken. The workshop well emphasized that the livelihoods should be based on the community's need. Every participant agreed on it, and what I wanted to see is that. I would consider it a significant change to all of us if we do apply what we learned here about livelihoods approaches and analysis when we go back to our respective work."

"I realized that the role of women counts much now in communities compared to before. Women now play a great role in CRM. I learnt also explaining more details about the MAC certification program will convince the pro-conservation NGOs in their wrong impressions and readings about the certification program. Another thing is that I came to realize the importance of livelihoods projects is due to livelihoods approaches and analysis."