

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**

**DLF/NACA-STREAM/FAO National Workshop
on Livelihoods Approaches and Analysis**

*Vientiane, Lao PDR
8-12 March 2004*

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Management in Asia-Pacific

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Acronyms

APB	Agriculture Promotion Bank
AQIP	Aquaculture Improvement and Extension Project
CBO	Community-Based Organization
CD	Compact Disc
DFID	Department for International Development (UK)
DLF	Department of Livestock and Fisheries, Ministry of Agriculture Lao PDR
DOF	Department of Fisheries
FAO	Food and Agriculture Organization of the United Nations
JICA	Japan International Co-operation Agency
L&L	Languages and Livelihoods
Lao PDR	Lao People's Democratic Republic
LARREC	Lao Aquatic Resources Research Centre
M&E	Monitoring and Evaluation
NACA	Network of Aquaculture Centers in Asia-Pacific
NGO	Non-Governmental Organization
OVI	Objectively Verifiable Indicator
PRA	Participatory Rural Development
RDC	Regional Development Co-ordination (for livestock and fishery)
SPARK	Sharing and Promotion of Awareness and Regional Knowledge
STREAM	Support to Regional Aquatic Resources Management
TCDC	Technical Cooperation for Developing Countries
TCP	Technical Cooperation Program
UK	United Kingdom

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- 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.
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- The AQIP project for inviting us to visit their facility.
- Mr Bunthanom for translating this report into Lao.

Executive Summary

This is the report of the “DLF/NACA-STREAM/FAO National Workshop on Livelihoods Approaches and Analysis” that was conducted in Vientiane, Lao PDR from 8-12 March 2004. The 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 Vientiane was the first STREAM event in Lao PDR, with colleagues coming to participate from Vientiane and many provinces throughout the country. The workshop in Vientiane was the third in a series, the first of which was held in Iloilo City, Philippines, in November 2003 and the second in Ranchi, India, in February, 2004. Subsequent workshops will take place in other countries in the region, including Myanmar and Yunnan, China.

The objectives of the workshop were 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”.

The week was spent exploring the complex nature of 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 a visit to the Nam Houm community, where participants carried out activities to learn about the community’s livelihoods. In addition to gaining information about the Nam Houm community itself, participants also gained important insights into how best to conduct livelihoods analyses.

One of the main outputs from the first and second workshops in the Philippines and India (with Nepal) was a draft outline for a *Guide for Livelihoods Analysis*, which was modified following the Laos PDR workshop and will continue to evolve through the series of “Workshops on Livelihoods Approaches and Analysis” throughout the region. The lessons learnt from the community visit to Nam Houm will also feed into the drafting of this *Guide*, and participants of this workshop drew on their experiences of the workshop activities to consider what kind of *Guide* should be developed and what further actions should be taken.

Follow-up actions from this workshop include the dissemination of information about livelihoods analysis and approaches in Lao PDR and continued work on the draft *Guide for Livelihoods Analysis*.

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 “DLF/NACA-STREAM/FAO Workshop on Livelihoods Approaches and Analysis” is an activity within an FAO²-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 in Vientiane, Lao PDR with DLF, the host partner of NACA³-STREAM’s⁴ Lao PDR Country Office. The workshop (program in Appendix 1) is the third in a series of workshops, the first of which was conducted in Iloilo City, Philippines in November 2003 and the second in Ranchi, India (with Nepalese and Indian participants) in February 2004. Other workshops will take place in 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 DFID⁵ support; as well as by the outputs of other NACA-STREAM-related livelihoods initiatives such as⁶:

² Food and Agriculture Organization of the United Nations

³ Network of Aquaculture Centers in Asia-Pacific

⁴ Support to Regional Aquatic Resources Management

⁵ Department for International Development, UK

⁶ All these materials are compiled on a CR-ROM entitled “Livelihoods Approaches and Analysis: A Collection of Resources” and some were made available to workshop participants in hard copy.

- *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),
- *Facilitating Languages, Participation and Change - National and Regional Cases*
- *STREAM Journal*
- Livelihoods Connect Distance Learning Guide, and
- Workshops on Livelihoods Approaches and Analysis: Philippines and Nepal-India.

It was anticipated that one output from this workshop would be a further revision to the draft outline of a *Guide for Livelihoods Analysis*, which will be modified through the series of FAO-TCP “Workshops on Livelihoods Approaches and Analysis”. 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:

- State departments of fisheries, agriculture or livestock
- NGOs, and
- Leaders of community-based organizations (CBOs).

For the purposes of the workshop, the participants were grouped into three teams, which were based on likely livelihoods analysis locations or informant groups: Vientiane City/Vientiane Province, Central Laos and Southern Laos (the latter also included one participant from the northerly province, Oudomxay, and throughout this report is referred to as the South/North Group). These groups worked together during most of the workshop activities and discussions, including the community visit.

Day One

Opening Ceremony

Opening Remarks

Somphanh Champengxay, STREAM National Coordinator

Respected Director of Livestock and Fisheries Department, respected Dr Graham Haylor Director of STREAM, respected experts, trainers and participants.

Welcome everyone. I am the National Coordinator of the STREAM Initiative, I am very glad to meet you and to work with you today. I have the opportunity to brief you about this National Workshop entitled "livelihood approaches and analysis".

Lovely ladies and gentlemen, first of all I appreciate very much the STREAM Initiative, which supports Lao PDR and the DLF including this workshop. Welcome to all participants from several organizations including AQIP, LARReC and provincial and district (DLF) representatives that are the main focus areas for development of the government with a total of 16 persons supported to attend.

This workshop is an activity within an FAO-funded Technical Cooperation Program under a project entitled 'Assistance in Poverty Alleviation through Improved Aquatic Resources Management in Asia-Pacific'. STREAM is an initiative that works in 15 countries in the region including Cambodia, China, India, Indonesia, Lao PDR, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam. This FAO project was started in May 2003 and will end in April 2005. It has total budget of US\$382,000.

Ladies and gentlemen, fisheries and aquaculture activities are very important to rural people's livelihoods, utilizing natural water sources for living and fish as a main source of protein in people's diets. Previously most people collected aquatic animals from natural water sources, but they did not manage resource systems sustainably and this caused a decrease in aquatic animals year by year.

During the five days of the workshop, I hope participants will learn livelihood approaches and analysis and then go back and apply these lessons to their work. This can be helpful to people for improving their livelihoods. I offer my appreciation to the DLF Director and to the STREAM Initiative Director and his colleagues. I wish you success in your work and to all participants I wish you good health.

Thank you.

Welcome Address

Mr Singkham Phonvisay, Director, Department of Livestock and Fisheries

Respected Dr Graham Haylor, Director of the STREAM, Ms Katharine Copley, and TCDC experts from Philippines, Cambodia and Nepal. Good morning all participants.

Ladies and gentlemen, today I have the opportunity to attend this workshop opening ceremony on "Livelihood approaches and analysis" in Lao PDR, which is supported by STREAM/FAO/NACA, in collaboration with the Livestock and Fisheries Department (DLF).

In this workshop participants will learn and exchange knowledge about livelihoods of the people in different places in the country. The duration of this workshop is 5 days, I hope at the end of this workshop we will have an initial draft guideline on improving livelihoods approaches and analysis for Laos as it is doing in many countries in the region. This workshop (STREAM-NACA) has documents and guidelines that have been developed from previous workshops and invited resource persons who have experiences from workshops in Philippines, India and Nepal to guide and train us. I request participants who attend this workshop to pay attention, to learn from them and then to take lessons from this learning and go back and apply it to your work.

Dear participants, as is well known, the history of Lao people's livelihoods almost belong to aquatic resources, but now the population is increasing, modern fishing gears are being introduced and finding a wide range of uses. At the same time aquatic animals in nature are decreasing and are already scarce and people's livelihoods systems have not improved yet, they still belong to natural resources. So we should have guidelines on aquatic resources management to guide people for sustainability in their livelihoods.

To understand how people live, at the beginning we will analyze in the rural areas where people are using aquatic resources to learn about people's lives, objectives, problems, difficulties and other challenges in their livelihoods related to the utilization of natural resources in general, and specifically to utilization to aquatic resources. For those issues we should develop specific guidelines and action plans for the development of aquatic resources management for Lao PDR.

At the end, I appreciate and give thanks to FAO/NACA/STREAM and my best wishes to our experts, trainers and participants from districts and provinces. May you have good health and success in your work and hopefully this workshop will be well done.

Thank you.

Special Address

Graham Haylor STREAM Initiative

I am going to speak in English and my colleague Bunthanom is going to translate for me. It is about ten years since I first had the opportunity to come and work in Lao PDR, at that time with the DLF in Savannakhet Province and the RDC, as well as Bunthanom.

More recently in this meeting room I attended a meeting hosted by the DLF discussing the DLF Alliance of development partners and agreed that STREAM would be one of those partners supporting the Department of Livestock and Fisheries.

Some months back STREAM signed a Partnership Agreement with the DLF and is establishing a Communications Hub within the department. This workshop is the first activity of the STREAM Initiative in Lao PDR. I welcome you all.

Thank you.

Introduction of Participants

Participants introduced themselves and said where they were from and where they worked.

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 approaches 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.

Overview of the Workshop and Monitoring and Evaluation

The purpose and objectives of the workshop were outlined. It was pointed out that one of the objectives related to capacity-building in monitoring and evaluation (M&E) and significant change. It was suggested that during the workshop participants think about ways of monitoring and evaluating using “significant change stories”.

Introduction to NACA-STREAM, FAO and DLF

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 in 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.

In Laos, NACA-STREAM is developing a partnership with the DLF, an organization which has many years of good experience of working in villages with self-help groups. We are fortunate to have a good partnership with a strong government agency.

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 (L&L) 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 understandings they had of the different terms.

Box 1

Sharing Understandings

What are your shared understandings of these terms?

- Livelihoods
- Livelihoods approaches
- Livelihoods analysis

The ideas they presented to the whole group appear below.

Group 1: defined the terms as follows:

- **Livelihood:** Moving everyday in search of food and things to sustain life.
- **Livelihoods approaches:** Environment and livelihoods are bound together and involves equipment and tools used in that environment, then the skills necessary.
- **Livelihoods analysis:** Collecting data from environment, infrastructure and skills, and what people do with their environment: farming, aquaculture, gardens, and business and commerce. Also what skills are learnt from abroad/outside? Also capturing vulnerability as well as successful livelihood approaches, and those that are sustained.

Group 2: defined the terms as follows:

- **Livelihood:** Increasing the cycle of peoples' livelihoods, communicating with each other, the environment, work and money.

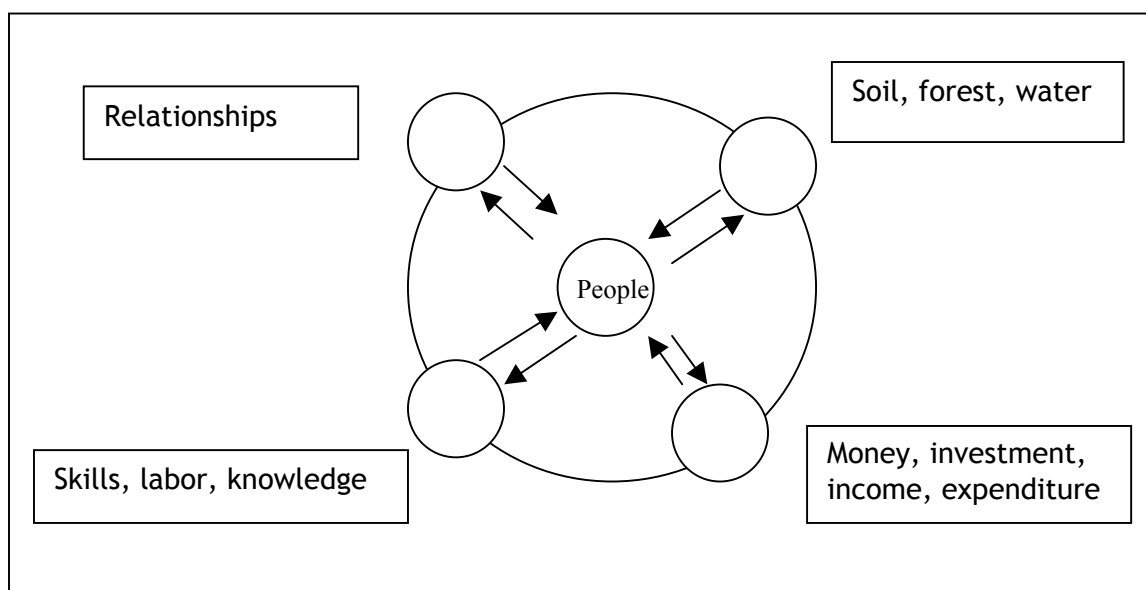


Figure 1 Group 2 Livelihoods Diagram⁷

- **Livelihoods approaches:** System or methodology of the livelihood (natural, half-natural, and other livelihoods) depending on good awareness of the people.
- **Livelihoods analysis:** this group were unfamiliar with this term

⁷ This diagram includes human, social, natural, financial capital but not physical capital like infrastructure or policies, institutes and practices like governance.

Group 3: defined the terms as follows:

- **Livelihood:** Should have location, housing, clothes, and medicines.
- **Livelihoods approaches:** Productive activities like farming, fishing, business
- **Livelihoods analysis:** Measuring productive work, official work, availability of accommodation, food, medicine and clothes.

Group 4: defined the terms as follows:

- **Livelihood:** Searching for food and every kind of resources from nature for good life (shelter, food, health) and also many different earning opportunities, livelihoods from farming, office work, commercial jobs
- **Livelihoods approaches:** Not so much understanding but perhaps system or methodology of deriving a livelihood.
- **Livelihoods analysis:** Consider livelihoods of three categories: 1. farmers doing work day by day, year by year, 2. hard working more strategic lifestyles, 3. those with education.

During the discussion about the terms, several important questions and issues were raised, and participants discussed these in plenary.

Regarding livelihoods it was pointed out that we can define livelihoods in many ways. For example, Groups 1 and 3 had similar ideas *searching for things (like clothes, food and shelter) for your life*. Group 2 saw a more complex picture than clothes and food and shelter, more a cycle of living including family relationships and friends, the environment as well as work and securing resources.

One participant thought that the wish of the people to have housing, food, clothes, medicines (good health) was very real and there is a cycle but suggested that perhaps in the Group 2 diagram we should put life not people in the middle. A lively discussion ensued about the difference between *life* and *livelihood* 'some people have a livelihood which helps them to sustain long lives, others are more susceptible to risks - i.e. vulnerability is a key issue.

Regarding livelihoods approaches there was a feeling that the meaning of livelihoods approaches remained somewhat unclear. Kath pointed out that in different places it means different things. Here people think of this as a way of approaching the getting of a livelihood. In other places sometimes people think of a livelihoods approach as an approach to development. In the Philippines, for example, a livelihoods approach is sometimes seen as synonymous with livelihoods project, which is a kind of intervention where people are given a means to earn a livelihood such as a goat or fishing nets. Another way is to think about a livelihoods approach is the way we are beginning to think of it in these workshops: a way of approaching development where people's livelihoods are at the centre of our thinking. When we talk about livelihoods approaches at STREAM, we're thinking about an approach to development where we use people's real lives as a starting point for interventions. We think about economic things, but we also think about other things too which may include:

- health

- who families are
- whether they have access to water or a space to grow vegetables
- whether they can get to a hospital if they are sick
- whether they have a bicycle
- whether there is a school in their community so the children can get an education
- what opportunities people have
- what risks they face

This way of thinking about livelihoods approaches is related to what people have and what they can do to improve their livelihoods in ways that are meaningful for them. People are taking this approach because “development opportunities” offered to people sometimes do not take these things into account.

Leading on from livelihoods approaches, livelihoods analysis was described by one participant in Lao as identification/definition/adaptation.

We discussed the Lao phrase *Vie kop*: *Kop* is a verb in Lao related to understanding. For analysis it was said we need a problem, we must have data - to do analyses and we need tools. Analysis is looking at and correcting data.

So livelihoods analysis is about looking, observing, asking, following people, walking (through a village) because we want to find out about the real lives of people and a realistic picture of their livelihoods.

Day Two

Review of Day One

Mr Lamgneuane Phengsikco presented a review of Day One.

Good morning everybody, I will present to you the first day of the workshop.

After the opening ceremony we heard about the workshop agenda. We also understood the purpose and objective of the workshop. The purpose is about livelihoods approaches and analysis. We understood the seven objectives of the workshop.

- To understand the way people use resources in their livelihoods.
- To understand livelihoods analysis and stakeholders
- To utilize and participate on using aquatic resources
- To review NACA STREAM documentation for livelihoods analysis
- To experience the use of participatory tools for livelihoods analysis
- To plan activities for the community visit
- To build capacity for monitoring livelihoods approaches

After that we wrote down our experiences and expectations then there was a group photo.

Then in groups we discussed what are livelihoods, livelihoods approaches and livelihoods analysis. Everyone discussed these and came up with outputs which each group presented to the plenary and discussed. Every group had some concerns and discussed a lot to make clear the shared meaning of the terms. After that Kath summarized the results from each group and encouraged all the participants to look at and learn from the materials in the resource packs.

Experiences and Expectations Revisited

After the review of Day One, we revisited the participants' experiences and expectations (Box 2) and then compared these with the workshop objectives, indicating where these could be addressed and where they might not be met.

Participants had a range of experience in livestock and fisheries work and many participants have worked with communities on a regular basis. Participants experiences (Box 2) have been grouped according to the topics: aquatic and other natural resources, livestock, working with communities and other experience.

Box 2

Participants' Experiences

Aquatic and other natural resources

Promoting how to use aquatic resources to gain benefit; advising and training farmers on technical management in case of conservation and protection aquatic resources; fisheries extension in rural areas; giving technical advice to communities on breeding and culturing fish in community fish ponds; training farmers in fish processing; working on aquatic resources conservation; setting up conservation zones and fishing rules; collecting data in remote areas before releasing fish; working in community fish pond management for small water bodies; managing small water bodies for benefit, such as using water for agriculture and livestock, especially planting rice, culturing fish and other animals; training villagers to understand the value of natural resources

Box 2

Participants' Experiences (continued)

Livestock

Promoting poultry and pig raising among village communities; training veterinary workers, networking and using vaccines; training villagers on vaccination use; working with villagers to set up vaccination schedules for their livestock; working with people in the province to provide technical knowledge about livestock; collecting data and information on livestock farms; training farmers about livestock management techniques; doing extension work for livestock on a village "rolling fund"

Working with communities

Coordinating projects that work with communities; working in collaboration with people in rural areas; working in villages

Other experience

Working in planning; compiling document in DLF; working in the office

Box 3

Participants' Expectations of the Workshop

Livelihoods and finding out about people's lives

Understand more clearly about the words of livelihoods; understand the topic and objectives of this workshop and learn about livelihoods approaches and analysis then apply it to my work; understand methods for livelihoods approaches and analysis, then compare these with the livelihoods of people who rely on natural resources; get new knowledge and experience in data collection; build my capacity to analyze the livelihoods of farmers; understand about people's livelihoods management in cage fishing and collecting aquatic animals; understand the livelihoods of villagers related to aquatic resources; improve knowledge of people's use of water resources

Learning to help communities in more appropriate ways

Learn about livelihoods approaches and analysis and apply it in my work to help people plan activities; understand how to plan appropriately for extension; understand people's livelihoods systems, then help them in the right way; learn methods of improving the livelihoods of communities; improve knowledge about techniques and working methods that are appropriate to rural areas; help people in poverty alleviation; learn skills for doing extension to improve the living of villager to get better livelihoods; gain skills and knowledge on communication with villagers and so I can train some techniques on water body management

Aquatic and other resources utilization

Understand appropriate ways to utilize aquatic resources; understand methods of conservation and utilization of water resources; learn about appropriate systems for using water resources in the future; understand about conservation management for sustainability in water resources; understand how people utilize water resources to their benefit; collaborate with rural people and stimulate them to do integrated fish culture with vegetable

In terms of expectations (Box 3), some of the expectations of the participants were addressed by this workshop, such as "to understand people's livelihoods systems, then help them in the right way" and "to improve knowledge about techniques and working methods that are appropriate to rural areas".

Some of the participants' expectations were not addressed as they were not related to the workshop objectives, these included "to understand methods of conservation and utilization of water resources" and "to understand about conversation management for sustainability water resources". Furthermore, the workshop could only go some way towards meeting other expectations, such as to "gain skills and knowledge on communication with villagers so I can train some techniques on water body management". While the workshop objectives did include communication and relationship building, this was aimed more at getting a realistic picture of people's lives so that the most appropriate interventions possible could then be planned.

Teams and Stakeholders

The participants were asked to discuss issues around teams and stakeholders by considering the questions in Box 4.

Teams and Stakeholders

- How would you use livelihoods analysis in your work and who would you consult and work with?
- What would “livelihoods teams” look like?
- What are “stakeholders” and what groups would they represent?
- What do we want to achieve through the livelihoods analysis?

Participants had the following responses:

- **How would you use livelihoods analysis in your work and who would you consult and work with?**
 - As an extension worker arriving in a village and meeting with the village chief and some elders and groups of farmers and consulting with these stakeholders.
 - We should have an official letter to present to the village chief and see the village administration.
 - First of all from the chief of the village we would like to identify household details especially of poor households
 - Then we can rank the wealth of families.
 - Then look at the family activities and history.
 - When we meet with the village chief we should introduce the purpose of the visit.
 - We should work at the family level and understand the situation and background of each family member.
 - We should ask the village chief which families we should work with to get information about livelihoods.
 - Then visit the families and ask them about their activities e.g. fish culture.
 - We should ask questions of all household members.
 - If we ask about fish production we can ask how much they earn and if they have a program and when we finish if we have some ideas we should offer them advice.

- **What would “teams” look like who conduct livelihoods analysis?**
 - There was some confusion about teams were these from the community or outsiders.
 - Examples were discussed from Philippines, Nepal and Lao PDR about the kinds of people who might make up livelihoods teams (e.g. provincial staff, district staff, LWU provincially, from the district and from the village)

- **What are “stakeholders” and what groups would they represent?**

Stakeholders might include:

- Community stakeholders -village administrators, elders, women, fishery community, reservoir management,
- Others might include - district staff, NGOs, funders/communities in other countries.

▪ **What do we want to achieve through the livelihoods analysis?**

- To know about situation or occupation of people
- To know about sources of income to help us plan
- To know community activities to help in planning programs
- Before planning poverty alleviation we need to know the circumstances of the community to know what interventions would be appropriate
- To help people in the best way possible

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?

It was suggested that as framework is a technical term, we might think about a framework as a picture. We know from the picture from Group 2 yesterday (see Figure 1) that people's lives are quite complex, made up of many different elements and affected by many different factors. So 'what do we need to learn about to understand how people live' or 'what do we need to know about to get a realistic picture of how people live'.

As an example, Mr Deusesavanh was talking earlier about location and the need to know what farming land the community has so that we can plan support programs. Land is an important natural resource. So we might need to know about natural resources available to communities.

The teams spent 30 minutes in three groups drawing a picture of what we need to know to learn about to understand how people live.

Vientiane Group Reportback

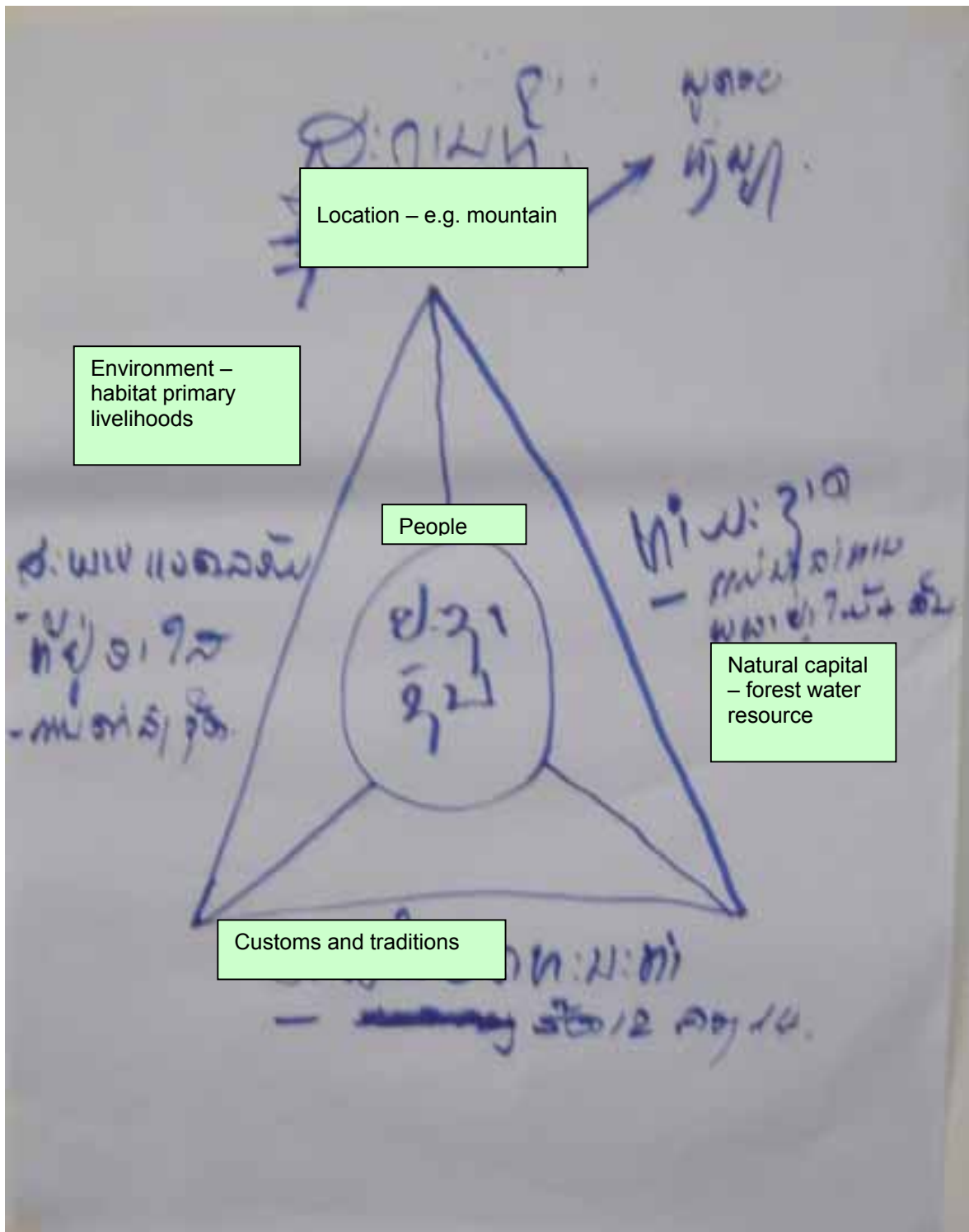


Figure 2 Livelihoods Framework from the Vientiane Group

Central Group Reportback

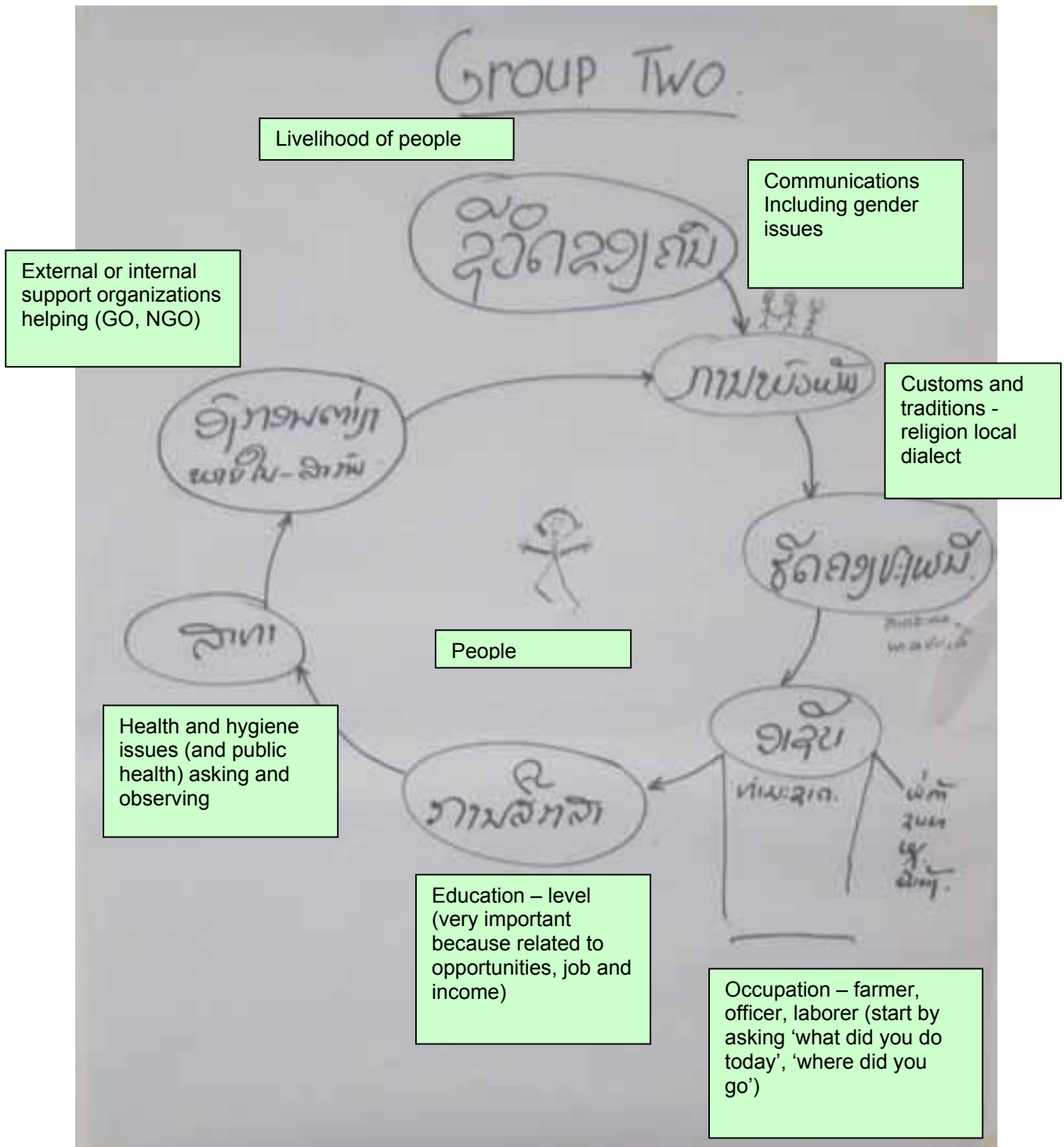


Figure 3 Livelihoods Framework from the Central Group

South-North Group Reportback

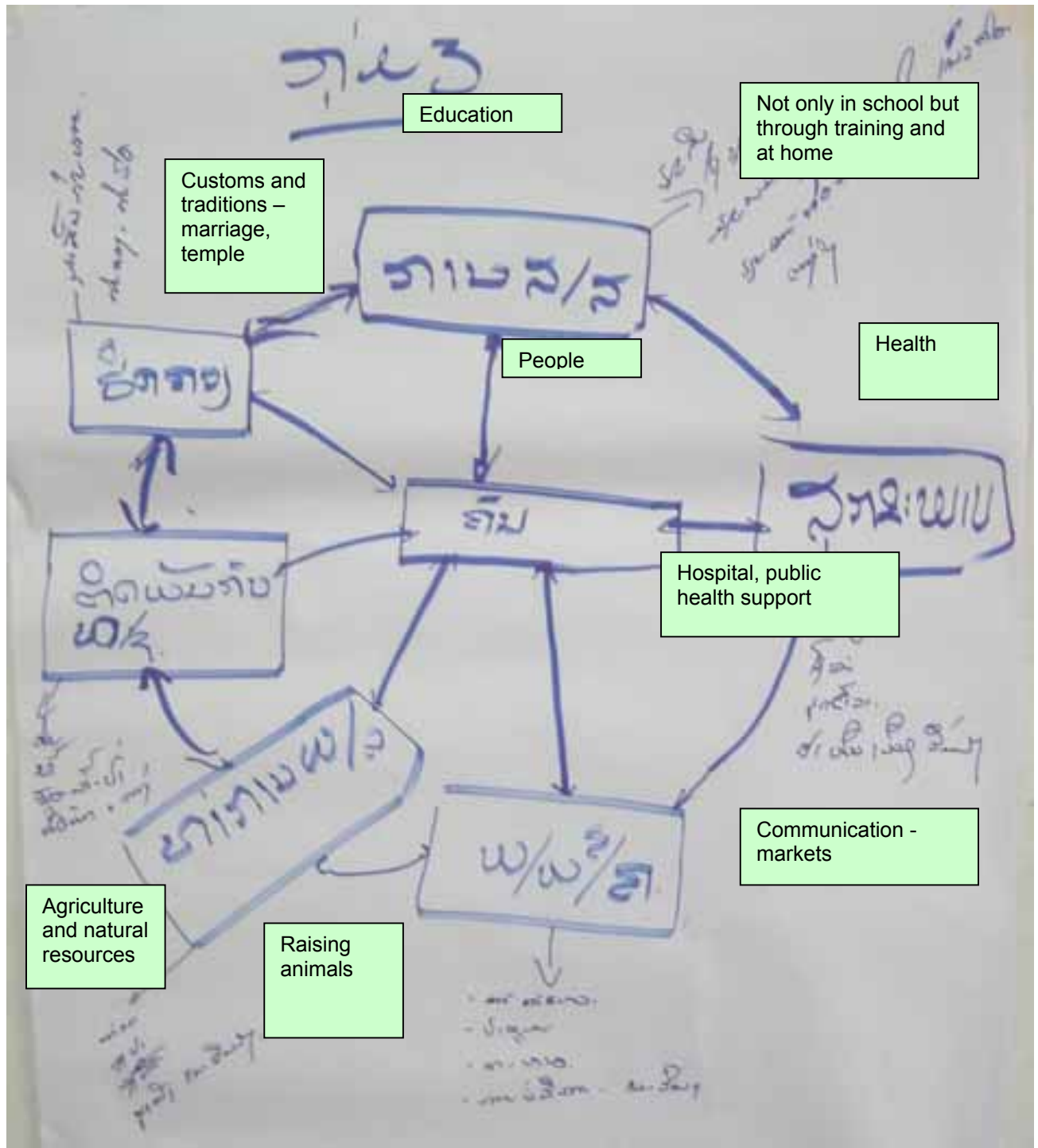


Figure 4 Livelihoods Framework from the South/North Group

All the outputs above are livelihoods frameworks and contain the things we need to know before we can plan to help.

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

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 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),
- *Facilitating Languages, Participation and Change - National and Regional Cases*
- *STREAM Journal*
- Livelihoods Connect Distance Learning Guide, and
- Workshops on Livelihoods Approaches and Analysis: Philippines.

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



Figure 5 Bebet and Vong facilitate the Community Visit Preparation

During this session, Bebet introduced objectives for the community visit which is defined in (Box 5) and the three teams started to plan the discussions with the community, what tools would be used and which people would undertake which tasks. She referred to the community visit in the Philippines and the activities undertaken (SWOT analysis, focus-group discussions, perceived changes, activity clocks - and defining the best time to meet in future, gender disaggregated fishing activity matrix) and the fact that they worked in small groups. It was suggested that teams should stay in their South/North, Central and Vientiane team groupings. They were asked to decide which team or sub-teams should work with which groups in the community (Village leaders - Central Group, elders, fishing community (men) - South/North Group and women -Vientiane Group). Planning then continued regarding what the purpose of each team's

discussion would be what they wanted to learn, and how they would run the discussions.

*Box 5***Community Visit Purpose**

To learn about:

- Livelihood in Nam Houm
- Fishing culture in the water resource there
- The techniques that people use for fish raising (they are doing cage culture we would like to know if this is sustainable)
- Learn from them local knowledge about fish culture
- How water resources are used in Nam Houm village for livelihoods
- Livelihood activities that people have and where those ideas came from
- What support and training they have from outsiders
- Are the activities generating profit for villagers
- The history of the village comparing the situation now and before (looking also for previous projects and their data from this village)
- Where people in Nam Houm have come from (are they migrants? Have they been resettled?)
- Have there been problems (with cage culture) in the past and how were they addressed

Participants were shown how Cambodian livelihoods teams had worked to come up with three livelihoods studies. Yak then introduced some of the participatory tool options that teams might facilitate people to use in livelihood analysis, including:

- social maps, to build relationships and learn from people,
- timelines to understand changes and impacts in the community,
- transect walks, to learn about resources infrastructure and activities,
- wealth ranking to learn about poverty and peoples perceptions
- trend lines to learn about causes and impacts of change and coping strategies
- Venn diagram to learn about institutions and relationships
- Seasonal calendar to understand changes and coping strategies
- Mobility map used to validate social maps showing out flowing and inflowing resources
- Gender age matrix showing activities

He pointed out that it took two or three weeks with an experienced team in a community to get this information. It was suggested that each team might try out one or two tools in the few hour they will have with the community tomorrow.

Bebet then talked through the process of selecting purposes and appropriate tools. We then split into groups to choose and plan for tomorrows community visit.

Day Three

Community Visit

During the community visit (Figure 5), workshop participants worked in several groups. We met in the community meeting place next to the reservoir. The informants from the community were divided into groups of community leaders, women and fishers. Each of the livelihoods teams worked with different groups.

We left Vientiane at about 8:00 am and arrived in Nam Houm at around 9:00 when we met the community leaders. The discussions and activities lasted for two hours, during which time the teams worked with the community members. Then the community asked us to gather in a circle for *Fai Pakhoun* and each participant received good wishes from community members who also tied cotton bands around everyone's wrists in the traditional way for visitors to Lao communities. We then all enjoyed lunch prepared by the village before continuing our analysis by walking through the village in groups and talking with people we met.

On our way back to Vientiane with workshop participant and Aquaculture Improvement and Extension Project (AQIP) Deputy Project Director Mrs. Nouhak Liabvixay we visited AQIP hatchery and fish farm, which is a JICA-DLF collaboration.



Fai Pakhoun at Nam Houm



Nam Houm reservoir



Discussion with village leaders



Social Mapping

Figure 6 Images from the Nam Houm Community Visit

Day Four

Review of Day Two

At the beginning of Day Four Kath facilitated the participants to remember the purpose of the community visit and the purpose of livelihoods analysis.

Community Visit Reportbacks

Preparation for community visit reportbacks

After the review of Day Two, participants spent a short time preparing to present what they learned from the community visit, focusing on the group's purpose and what they learned about people's livelihoods.

Reportback from discussions with the village leaders' group

The purpose of the Central Group was to understand administration and structure of the village and collaboration skills.

General information and the village history - It was established in 1985 over a 200 ha area. Nam Houm reservoir covers 30 ha. There are 186 families and 976 persons (441 women). 127 families work with government and 59 families sell labor (all work). There is a temple market and primary school in the village. The main occupation of the village is work with government. Three families raise livestock and 19 families are raising fish, 39 families are involved with weaving on 271 looms. In this village there is a community fund.

Fishing in the Nam Houm reservoir - Not allowed to fish July-September as this is spawning season. The locations for fish culture are selected carefully and in some areas fish culture is not permitted.

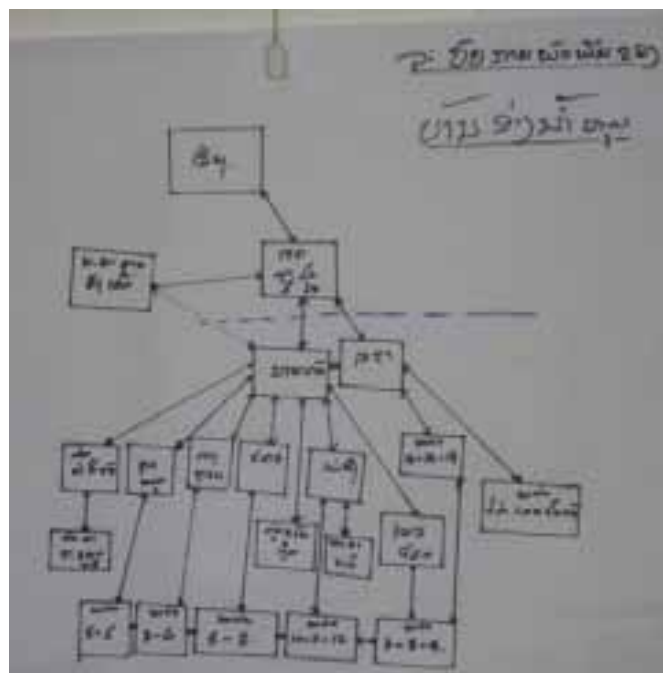


Figure 7 Collaboration and Communication Structures of the Village Administration

The Nam Houm village structure - There is a Village Leader, Deputy Village Leader and village police, army, youth and elders associations, in total there are 15 groups in the village. The figure above (Figure 7) is the collaboration and communication structure in the village.

All organizations depend on the village leader: such as youth, army, police, as well as customs and the head of each organization acts as a deputy to the village leader. In each organization there is responsibility for separate sub-units. In the cooperation associations if there are external funds these are administered through this structure. There is a conflict resolution unit (a tribunal) in the village. The party secretary in the village plays a role.

The village chief will select the deputy chiefs who will head the village units and within the units individual households report first to the unit chiefs. Only the village leader can approach the regional leader. For example, the Agriculture Promotion Bank can only be approached for a loan only through the regional leader via the village leader through the unit leader. In this village the APB has provided loans after this process was followed.

A village map was produced by the village leaders group (Figure 8) but the team was not able to explain it in detail.



Figure 8 Village Leaders' Social Map

Mr Khanteo asked if the arable land associated with the village should be represented on the social map. The group responded that the village leaders had said that for a long time many families have worked with government offices and other paid work so there is very little farming, just work and fishing for income in this community. Unusually in this community there are no people deriving a livelihood from farming (although there are people deriving a living from household gardens), because the area around the reservoir is forested and convert the catchment forest to arable land is not allowed. (In spite of the short time frame of the analysis this is important information for shaping the support from the Department of Agriculture).

Kath pointed out that a livelihood analysis would be iterative and we would go back and check information and ask new questions which arise. The group agreed that they would need more time to get a realistic picture of peoples lives. For example, 127 families rely on government work and 59 families rely on selling labour, we could also ask "are there

families whose livelihoods derives from both activities”, “how many people in each family work”, “are mainly men or women working outside the house”, “in one family how many people are dependent on the workers in the family”. Similarly, we know that 39 families weave silk, so we can ask more about that - “how many in each family weave”, “do they do it all day or when they can”, “do people learn to weave in a formal or informal way”, “how old are people when they start weaving”, this information might be important in understanding why so few girls go to high school, perhaps because girls learn weaving and contribute to family income.

Report back from discussions with the women and young people’s group

The Vientiane Group’s purpose was to understand about the livelihoods of women and young people in the village.

The livelihoods are dependent on the reservoir for fishing and fish culture, as well as weaving, selling labour and working in government offices. In Nam Houm village there are many ethnic groups as the village has been built through migration from other parts of Laos⁸. As a result the livelihoods are varied. In some families men and women are both working in weaving, some depend solely on fish culture, and some send their children to the city to labor. The weavers spend about eight hours daily weaving silk and this work results in half a length of woven cloth (about 75 cm/day). So two days work results in one length which is sold for 38,000 kip (\$3.8). Therefore income contributing to livelihoods is as follows:

- Weavers make 570,000 kip/mo (\$57/mo) and are able to save 30% of their earnings.
- Fishers catch all day and all night and can catch 5 kg/person/day and sell for 60,000 kip/day or 1,800,000 kip/mo (\$180/mo).

The Womens Association in the village is split into five groups: health, education, accounting, cashier and administration. For each unit in the Lao Womens Union in the village there are women. Figure 9 is the social map produced by the women and young people’s groups.

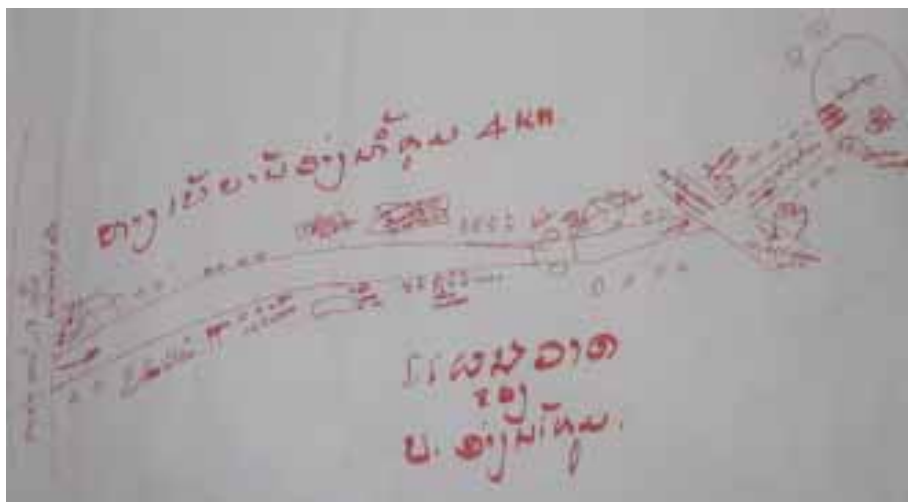


Figure 9 Women and Young People’s Social Map (1) (see also Figure 10)

⁸ From 1975-87 the government strategy was to build dams including Nam Houm. During dam construction the construction workers and their families were drawn from other provinces and were living on government land near to the dam, many of these stayed. After this period the government agreed to give land to those who wanted to stay. Many of the weavers were originally from northern Laos.

The main road, Route 13, runs through the centre, it is 4 km from the main road to the village and there is a crossroads just before the road to the village.

Figure 10 shows details of the district office, the LWU office, the daily market (morning and evening), the temple, primary school, village leader's house, the canal leading from the reservoir and the meeting space where we conducted our activities.



Figure 10 Women and Young People's Social Map (2) (see also Figure 9)

Kath encouraged people to compare the social maps of the women and young people and the village leaders. The similarities and differences were highlighted, the concept of right and wrong was discussed and it was agreed that both represented the way that different people saw the village. It was clear that asking different groups to create social maps was useful to see different people's views of the village, also that we must ask more and more questions. That is why when Yak did livelihoods analysis in Cambodia it took 3 weeks.

Reportback from discussions with the fishers' group

The South/North Group's purpose was to understand about the livelihoods of fishers, how people are fishing and the cage culture methods and stocking of fish for culture in the village.

This issue was discussed and it was felt this needed to be triangulated, and that purchasing fish would be one way to know this. Two groups had asked different sectors of the community questions relating to the catch and the price of fish and had been given divergent information about fish catch size and price. Kath pointed out also that month by

month the catch might change, as well as the price and that in some seasons there are closed seasons for fishers. This highlighted the need to get detailed information and to take the information back to the community and check it.

The management structure for the reservoir is as follows:

The village chief is in overall charge, then there are 5 units: for control/guarding at night, conflict resolution, cashier, information and the Reservoir Management Committee.

Cage culture is conducted in the reservoir.

In addition to asking about fishing activities, fishers were asked about other activities and problems and solutions they had found.

Table 1 Fishers' problems and solutions

Activity	Problem	Solution
Cage culture	Fish die every November because of strong winds causing the water to well up from the bottom bringing sediment and low dissolved oxygen levels into the cages	Some cages were moved others were mechanically aerated for two days. They put water hyacinth to break the wind
Fish lack food in the reservoir during march	Little natural feed during the rains due to turbidity	The villagers report that during this period they feed the fish.
Over-fishing and illegal	There are problems with fishing effort, there are too many fishers, people fish during the closed season and some people are fishing with illegal methods (e.g. using explosives). There is not enough control and management, the group is not strong enough.	Support the group to become stronger and enforce rules and management measures.

The fishers' group estimated that the catch for one person fishing all day and night was only 2 kg (cf. 5 kg x 10,000 kip/kg from other group) i.e. 7,000 kip/kg x 2 kg = 14, 000 kip/day.

The fishers' map is shown in Figure 11 below. There are four villages where there are fishers including Ban Nam Houm.

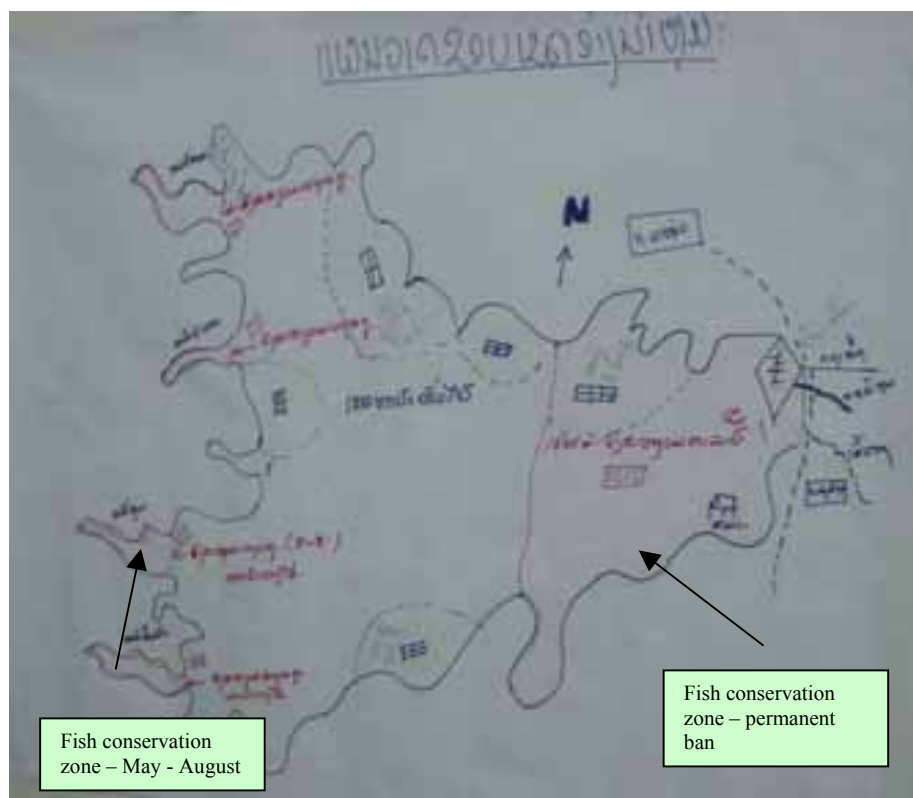


Figure 11 The 370 ha Nam Houm Reservoir (showing conservation zones)

Lessons learned from the community visit

After lunch Kath introduced a session to look at the lessons learnt. Participants were asked to answer the questions in Box 6.

Box 6

Lessons Learned from the Community Visit

- How did you work?
- To what extent did the work meet the purpose?
- How could you improve what you did?

Vientiane Group

How we worked

The work was carried out in a group with one person as the group leader. The actions, experience knowledge were discussed and the responsibilities were assigned for the analysis.

The extent to which we met the purpose

We learned the main occupations of families in the community and identified good and bad points related to the livelihoods of the community. We came to know the hopes of the people e.g. improving income.

How we could improve

We could improve our knowledge of tools, the time we spent and the ways to ask questions and how to analyze the information and how to observe better. We would also like to improve our ability to reportback. Sometimes people spoke for a long time sometimes off the topic. We want to find ways to encourage people to speak and to talk for a long time, to become friends or build a good relationship and be able to find out about peoples lives.

Yak suggested finding out general information in advance and also observing even before the discussion to know a little about the village to help the discussion. He also emphasized the importance of local dialect and language in building relationships.

Kath highlighted how important relationship-building is in analyzing livelihoods and the time it takes to do this.

Central Group

How we worked

First we assigned a part of the work to each person, e.g. facilitator, note-taker. We discussed and planned how to ask questions. When we went to the village we met the leader and explained the purpose and introduced ourselves, then started to work with people. We thanked them at the end.

The extent to which we met the purpose

The village leader was able to share the village administrative structure. We were able to get a social map and other information and we learnt the main occupations and their livelihood problems e.g. no arable land.

How we could improve

First we have to spend more time collecting information. We have to use writing materials for getting information. We have to prepare specific questions and plan carefully. We need to engage in friendly discussions and build a relationship. If we use a form or write everything people may be afraid to talk, so we need to develop a way of talking informally to get the information.

South/North Group

How we worked

Before going to the field we assigned people with different responsibilities and we assigned two facilitators and two note takers. We used materials to record. We worked together with the villagers we did not lead the villagers but encouraged and worked with the villagers.

The extent to which we met the purpose

The output was not enough but we learn something.

How we could improve

We need to spend more time to make sure we have good information and to compare (with other groups and then ask further questions). We need to go back and go back again to get really good information.

Nouhak asked about the use of questionnaires and Yak replied that a checklist is good but the flow of questioning should follow what comes up in the discussion and not be fixed in advance.

One of the great things about PRA tools is that if you explain the tool to a group they can use it and they will be in control not a questioner. Questionnaires seem very formal also and people can be intimidated. When people become involved in a task, it becomes very informal. So the information might be more detailed and more comprehensive. Also questionnaires are very rigid and PRA tools sometimes allow us to get new information we had not anticipated.

Kath said that we have all noticed that we need to spend longer and ask many questions but that doesn't mean that you go to a person and ask question after question, but to use tools and to go back again after thinking some more about the responses.

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. 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 'livelihoods teams' for their purposes, and for the purpose of modification throughout the continuing NACA-STREAM/FAO Workshops on Livelihoods Approaches and Analysis. We want a general guide which would be in English and we also want local language versions in Lao language with the help of the Communications hub manager that we hope to recruit shortly.

To start the process of developing the guide, 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?*

Participants then offered the following suggestions:

- We should have a short sentences and more pictures
- The guidelines should take account of the customs in rural areas
- Use simple language (try not to use technical words so it's easy to understand)
- A small book!

- It would be good to have information, pictures and experiences from different countries
- Compare good and bad examples
- Focused and concise
- Realistic action pictures (photographs) linked to the text
- It should be practical
- It should be in Lao language
- Maybe different styles for extensionists or other users
- Posters may be good

Day Five

Review of Day Four

Ms. Malasy Syounkeo and Mr. Chanthakhane Sayasone presented a review of Day Four. Yesterday morning there was a review of the previous day and then there were the reportbacks from our visit to Nam Houn village. Each group made a presentation from women and young people, village leaders and fishers. We learnt a lot from the comments and presentations about livelihoods analysis. We enjoyed very much the pictures and diagrams from each others' groups which were very useful.

After lunch we had a fun game from Yak as an energizer. After that everyone shared their ideas about how to make a good short guide to livelihoods analysis.

Language(s), Status⁹ and Relationships

Kath highlighted the point that language is one tool that is used to build relationships. We want to make a distinction between language and languages. Here what is meant is that language is about how we use language, formally or informally, but 'languages' refers to which language we use (for example, Khmer, Thai, Lao, or English). So here we want to think about the way that we use language with



others and the specific language that we use. When we went to Nam Houn, in the morning everyone was very formal and after lunch everyone was very friendly. Maybe that was the Lao-Lao but maybe it was because we had time to get to know each other and people became more relaxed together. Another example of this is how on Monday morning in this workshop the tables were in a formal U shape and no one talked, then after break we moved the tables into small islands to be more informal and everyone began to talk in small groups together.

⁹ In the Lao context the word *status* was used after there was some confusion about the meaning in Lao of the word *power*.

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 7 and participants made many suggestions (Box 8):

Box 8

What makes people comfortable enough to talk? (2)

- Speak in the local language in the village
- Characteristics - smile and be friendly (be a friend not an official)
- Dress informally like people in the village
- Receive politely from local people small things that they offer, like water or food
- Consider local customs and traditions e.g. taking part in the *Fai Pakhoun* at Nam Houm
- Think of ourselves as the same as the people in the village
- People love you to learn from them not to order them what to do
- Take account of the situation, take an interest in peoples activities e.g. if someone is working with rice ask first about the rice

Kath added that the sitting arrangements can also be important in terms of breaking down status differences.

Kath explained that STREAM and another organization SPARK had run a series of workshops recently to consider these issues. We had decided that we needed to plan very carefully and be very well prepared when we visit communities especially around issues related to language(s), status and relationship-building. We then used an adaptation of Tool 3 (Communication Issues) from the *Guide to Learning and Communicating about Livelihoods* derived from those workshops¹⁰. Kath highlighted the six articles from the STREAM Journal 2(2) on these issues; especially Nuch's planning for livelihood analysis using this tool in Thailand. Kath read a paragraph from this journal:

"The tool was beneficial for analyzing power relationships and the validity of information. In its role SPARK has a distant relationship with the community since we don't work with them directly and we only communicated with them for a short time. Therefore it was difficult to build a bridge for a trusting relationship and this would have an effect on the validity of the information we got from the community. How could we know if they felt secure and trusted us enough to provide complete and realistic information? SPARK has an influential role with partners and its possible for partners to provide "pleasant information for the donor" thus it is necessary to validate information and make clear through various means. So it is necessary to make clear with partners our sincerity in finding out the real situation. Because if we are sincere in evaluating the real situation then there is more possibility for improvement (in people's lives)"

This highlights how this tool offers users the opportunity to explore issues around language(s), status 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.

This is the adaptation of Tool 3 (Communication Issues) from the *Guide to Learning and Communicating about Livelihoods*:

¹⁰ This and the STREAM Journal are in the workshop pack that all participants have (these are not currently in Loa language). This will be the role of a STREAM Communications Hub Manager in Lao soon to be recruited.

Table 2 Languages and Livelihoods Tool Three - Communication Issues

<i>Language Status Relationships</i>	Community	Government	NGOs	
Community		Communities might be intimidated by the difference in status		
Government				
NGOs				

Participants then used this “Communications Issues” tool to explore issues of language(s), status and relationships in their own communities. For each of the stakeholder relationships, they discussed these questions:

- What languages are involved?
- What power and status issues should be considered?
- How do the people concerned have opportunities to build relationships?

Below is an example related to Mrs. Nouhak Liabvixay about AQIP (the project that we visited on Wednesday) that the whole group discussed.

Table 3 Lao PDR example of how to use the Communication Issues tool

<i>Language Status Relationships</i>	AQIP	Community	Government	
AQIP		Lao and local community language AQIP have more technical knowledge and this may make them seem more powerful The community maybe see AQIP as less powerful than the government, (so maybe if AQIP strengthen the relationship with government then this will help them when working with communities)	Formal language often written	
Community			Communities can be intimidated by the difference in status	
Government				

Each group took one set of organizations and considered language status and relationships using the tool.

South/North Group



Figure 12 Communication Issues (South/North Group - Lao)

Table 4 Communication Issues (South/North Group - English)

Language Status Relationships	Community	Extensionists	Government
Community	-local language and easy words -few issues of power relations -they help each other	-use Lao language but not local language -community respect extensionists -Have to report regularly to extensionists	-Lao language -careful dress code followed and respect -Use of letters officially to mediate relationships
Extensionists	-Lao and local language and simple words -Extensionists respect the community -Could come to the community more frequently	-Can use technical words -They all respect each other -Share ideas and experience and have more meetings together	-Lao formal language, sometimes English/technical -Pay respect in relation to seniority -should report routinely and come to receive advice more often
Government	-Lao and local language and simple words -respect the community -Could come to the community more frequently	-Use formal language sometimes English -they respect each other -Contact more to the extensionists to provide policy guidance	-formal language -respect in relation to seniority -have more frequent problem solving meetings

Central Group

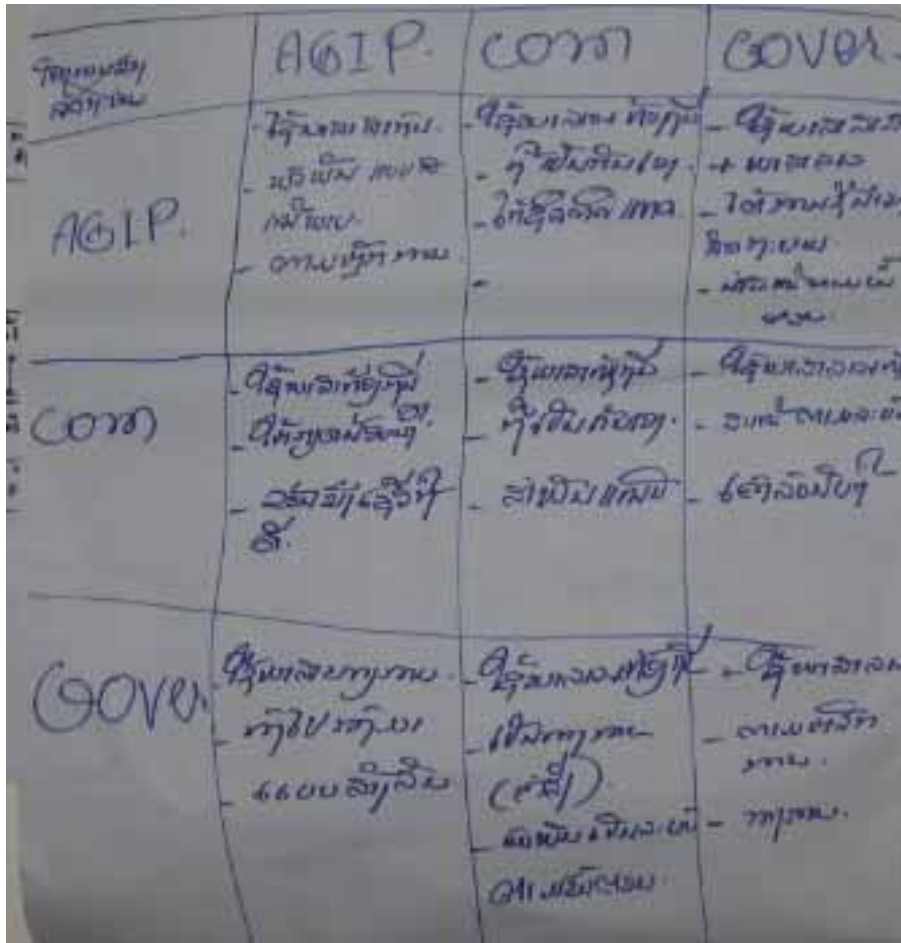


Figure 13 Communication Issues (Central Group - Lao)

Table 5 Communication Issues (Central Group - English)

Language Status Relationships	AQIP	Community	Government
AQIP	-English language, Lao, Japanese -equal power relation -following the project steps	-Lao language sometimes local -they respect each other -the project often goes to the community	-use Lao and English -Project is under government following government policy -Project get permission and government understands purpose and objectives
Community	-Local language -there is some mutual respect but the community is respectful of the project -Communities always believe the project	-use local language -there is respect for each other -there are strong relationships	-Use Lao language and official letters -Via village to District-province-national government -communities follow the programs and strategies
Government	-Lao and English -they respect each other the relationship is friendly and equal -both come together and meet	-use Lao and local language -directed via official letter -national-province-village	-Use Lao language -the power is equal -following official rules

Vientiane Group



Figure 14 Communication Issues (Vientiane Group - Lao)

Table 6 Communication Issues (Vientiane Group - English)

Language Status Relationships	Community	Government	NGO
Community	-Lao language difference between Lao Lum and lao Tung -there is an equal relationship -relationships are friendly	-Use official Lao language -the relationship is 'official' there is some distance -relations are friendly	
Government	-Use official Lao language -the relationship is 'official' there is some distance -relations are friendly	-Use official Lao language -equality -there are relationship of mutual respect	
NGO			

We did this task to help us think and learn about relationships ways of building trust with the people with whom we work. Livelihoods analysis includes an awareness of the implications of the language we use when we are learning and communicating about peoples' lives.

Planning Activities for Livelihoods Analysis and Follow-up Actions

For this session of the workshop, participants worked in groups to review lessons learnt from the workshop and to identify follow-up actions for undertaking livelihoods analyses. They considered the question:

Box 9

How will you take what you have learnt forward?

- In the next 4 weeks
- In the next 6 months to one year

Several activities and follow-up actions were decided.

In the next 4 weeks:

Graham Haylor will finish the draft write up today and Kath Copley will finalize the English version and pass this onto Bunthanom tomorrow. He will translate the document of the workshop into Lao and pass it back to Mr Somphanh who will print out the Lao language copies and send these to all the participants. STREAM will publish the workshop report in English and also post it on the STREAM website as a “pdf” file. We will also carry forward the outputs of this workshop onto the next workshops in this series in Myanmar and Yunnan.

Participants suggested several activities and agreed to talk about what they learned in this workshop when they go back to their workplaces and contribute to future action plans. For example, after the workshop, when she goes back to the office, Nouhak said she would present what she has learnt to her colleagues. Bounsong said he would try and use this in his future work to help him identify problems. He will come back to the office and use what he has learnt in the community. Khamdy said that he would transfer the knowledge to his colleagues and use what he has learnt in the villages; and Vanpaseuth said he would transfer the knowledge to colleagues for future work.

In the next 6 months-year

Graham, Kath, Bebet, Yak and Nil and other colleagues will work towards producing the Guide. Khantheo said that after he gets the document he will copy it for others so that more people can learn from this workshop. Lamngeuane said that if he gets some organizational support, he will run a workshop for people to teach them how to use this methodology.

Thinking about M&E and Significant Change

This session was introduced by Nilkanth Pokhrel. He highlighted that the purpose of monitoring and evaluation was ‘to understand the contribution of our activities to development focusing on the positive changes among the lives of poor and vulnerable aquatic resources users’. He explained that we should use participatory methods and listen to the voices of community people as these are the real evaluators of our work. They know best about their condition and whether it has really changed or not. Nil introduced the concept of *significant change* and illustrated this with the story of

community of fishers in Nepal entitled 'fish culture improves the livelihoods of the poor'. The story, told by migrant fishers in Nepal, shows how, through cage aquaculture in a lake their lives have significantly changed and improved. From poverty, they now are able to educate their children, watch television and regularly produce large amounts of fish and earn significant incomes. The story is published in the STREAM Journal 2(3).

One aspect of the STREAM Monitoring and Evaluation (M&E) System focuses on understanding such 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".

Evaluation

The significant change stories which participants wrote, demonstrate participants' learning during this workshop. One participant said:

I had a good opportunity to attend this workshop because I have gained a lot of knowledge and have learnt many, many things to improve myself and my work and hope to help the people in my country get a better life.

Another participant said:

I am very happy to attend this workshop because it made me experience working with villagers and I can know the real situation of the people in the Nam Houm village and I can learn about the livelihoods of the people there.

The "significant change stories" written by the workshop participants are in Appendix 4.

Closing Ceremony

Closing Comments

Graham Haylor, STREAM Initiative Director

This is the first STREAM activity in Lao PDR and I'm happy that there are people here from so many provinces and I'm happy that everyone was so hard-working for the whole week.

As Kath said, this is one of a series of workshops. We have conducted two before this and we will conduct two afterwards. And all of the participants in the other countries have received the same information in their workshop bags and the same kinds of discussions have gone on in other countries. But in each country it's not the same workshop. Each has been different and this one has had a very special Lao characteristic. So I would like to thank everyone on behalf of the whole team. You made us feel welcome and gave us the opportunity to share with you about Livelihoods Analysis and Approaches. In a moment I will ask Mr Sompanh to close but first I want to say one or two more things. Although we will be separating at the end of today, this is the beginning of the relationship between the STREAM Initiative and the provinces in Lao PDR. As Kath said we almost have a complete record of the workshop in the computer and we will finalize and publish the

report in English then in two or three weeks time we will have one in Lao language translated by Buntanom which Somphanh will get copied and distribute to the provinces.

In a few weeks time we will be formally establishing a STREAM Communications Hub here in the Department in the glass office at the end of the corridor. One of the functions of the office is a local place where people can come to get information about what's going on in other countries, and we hope to recruit in the next few weeks a Communication Hub Manager who will sit in that office. So although Bebet is going back to Philippines, Yak to Cambodia, Kath to Australia, Nil to Nepal and I'm going back to Bangkok, there will still be a link here. So we all hope you will be able to contact us through the Communications Hub both now and in the future.

At the end of the workshop we will give you certificates for attendance and in three or four weeks you will get the Lao language report. So on behalf of all the team thank you for your efforts this week and I would like to ask Mr Somphanh to close the workshop.

Closing Address

Somphanh Champengxay, STREAM National Coordinator

First of all I would like to respect the experts and the participants. We have exchanged discussions about knowledge and experience. Some people here have known each other for a while and some are just new. Livelihoods analysis is not easy. Specifically with the staff working in remote areas and working with rural people it's difficult to understand their livelihoods.

After learning from this workshop I hope that participants will have a clear understanding of how to analyze livelihoods of people in your area. As we know livelihoods is comprised of many things. We must think what we would like to do to help people specifically about their livelihoods if we would like to improve their livelihoods how can we help? Should we give work or we find out about them and participate with them? From this workshop participants have learned and understood how to help people in rural areas or in your areas, poor people. As we know the strategy of the GOL would like to improve the livelihoods of poor people. Finally I appreciate the expert team who have helped us for giving lessons and improving skills and building capacity to help poor people in Lao PDR.

Appendix 1 Program

**DLF/NACA-STREAM/FAO National Workshop on Livelihoods Approaches and
Analysis
Vientiane, Lao PDR, 8-12 March 2004**

Program (draft)

Context

Organized by DLF Vientiane, the host partner of NACA¹¹-STREAM's¹² Lao Country Office, this workshop is an activity within an FAO¹³-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 analysis¹⁴
- Plan activities for carrying out livelihoods analyses
- Consider how to build capacity in monitoring and evaluation (M&E) and "significant change"

11 Network of Aquaculture Centres in Asia-Pacific

12 Support to Regional Aquatic Resources Management

13 Food and Agriculture Organization of the United Nations

14 Workshop participants will spend a day with one community selected by the DLF

Appendix 1 Program (continued)**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 DFID¹⁵ 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:

- LARReC, AQIP, Community Fisheries stations at Nam Houm, Nam Ngum
- Agricultural District Offices at Khamnouane, Savannakhet, Bolikhamxay, Champasack, Saravan, Attepeu, Sekong and Oudomxay
- The Department of Livestock and Fisheries Vientiane

15 Department for International Development, UK

Appendix 1 Program (continued)

Agenda

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

Day One - Monday, 8 March	
0800-0900	Registration
0900-0915	Opening Remarks <i>Somphanh, National Coordinator</i>
0915-0930	Welcome Address <i>Mr Singkham, Director, Department of Livestock and Fisheries, Government of Lao PDR</i>
0930-0945	Message <i>Graham Haylor STREAM Director</i>
1000-1015	Introduction of Participants
<i>1015-1030</i>	<i>Break</i>
1030-1100	Expectations and Experiences
1100-1130	Overview of the Workshop and Monitoring and Evaluation (M&E)
1130-1200	Introduction to DLF, NACA-STREAM and FAO
1200-1300	What are “livelihoods” (approaches, analysis)? [1]
<i>1300-1400</i>	<i>Lunch</i>
1400-1530	Stakeholders and Teams [2]
<i>1530-1545</i>	<i>Break</i>
1545-1700	Learning about and Understanding Livelihoods - Livelihoods Frameworks and Approaches [3]

Appendix 1 Program (continued)

Day Two - Tuesday, 9 March	
0900-0930	Participant Review of Day One
0930-1030	Livelihoods Analysis - Processes, Practices, Studies, Languages and Stories [4]
1030-1045	<i>Break</i>
1045-1230	Livelihoods Analysis - Processes, Practices, Studies, Languages and Stories [4] (continued)
1230-1330	<i>Lunch</i>
1330-1530	Preparation for Community Visit - Roles and Tools for Learning and Communicating about Livelihoods [5]
1530-1545	<i>Break</i>
1545-1700	Preparation for Community Visit - Roles and Tools for Learning and Communicating about Livelihoods [5] (continued)

Day Three - Wednesday, 10 March	
morning	Community Visit [6]
	<i>Lunch</i>
afternoon	Community Visit [6] (continued)

Day Four - Thursday, 11 March	
0900-1030	Reportback from Community Visit [7]
1030-1045	<i>Break</i>
1045-1230	Reportback from Community Visit [7] (continued)
1230-1330	<i>Lunch</i>
1330-1530	Towards a Draft <i>Guide for Livelihoods Analysis</i> [8]
1530-1545	<i>Break</i>
1545-1700	Towards a Draft <i>Guide for Livelihoods Analysis</i> [8] (continued)

Appendix 1 Program (continued)

Day Five - Friday, 12 March	
0900-0930	Participant Review of Days Two, Three and Four
0930-1030	Planning Activities for Livelihoods Analysis [9]
1030-1045	<i>Break</i>
1045-1230	Languages, Relationships and Power [10]
1230-1330	<i>Lunch</i>
1330-1415	Thinking about M&E and "Significant Change" [11]
1415-1500	Follow-up Actions [12]
1500-1545	Evaluation [13]
1545-1600	<i>Break</i>
1600-1615	Closing Remarks <i>Somphanh, National Coordinator</i>
1615-1635	Impressions from Participants <i>(to be arranged with participants)</i>
1635-1640	Thanks and close by STREAM

Appendix 1 Program (continued)**Agenda Notes**

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

Day One - Monday, 8 March

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

A session to build shared understandings of “livelihoods” and associated terms, using adaptations of L&L¹⁶ Phases 2 (Sharing Meanings) and 3 (Sharing Understandings).

[2] Stakeholders and Teams

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

[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, 9 March

[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

¹⁶ Livelihoods and Languages, from the SPARK-STREAM Guide for Learning and Communicating about Livelihoods

Appendix 1 Program (continued)

- *STREAM Journal*
- Livihoods Connect Distance Learning Guide (from original CD)

[5] Preparation for Community Visit - Roles and Tools for Learning and Communicating about Livihoods

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, 10 March

[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, 11 March

[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 Livihoods Analysis*

A session to consider the sort of *Guide for Livihoods Analysis* which the teams consider necessary for development, to feed into the next day's discussion on Planning Activities for Livihoods 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, 12 March

[9] Planning Activities for Livihoods Analysis

This session will result in workplans for the livihoods teams.

[10] Languages, Relationships and Power

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.

Appendix 1 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

No.	Name	Position	Institution	Location
1	Mr Khamphet Roger	Deputy Chief, Planning & Cooperation Div,	Department of Livestock and Fisheries DLF	Vientiane City
2	Mr Chanthakhanh Sayasone	Technician, Planning & Cooperation Div,	Department of Livestock and Fisheries DLF	Vientiane City
3	Ms Viengsamone Manivong	Admin. Staff, Personnel & Admin Div	Department of Livestock and Fisheries DLF	Vientiane City
4	Mrs Keomany Vongphanoulom	Dep Chief of Unit	Living Aquatic Research Resources Centre (LARReC)-MAF-NAFRI	Vientiane City
5	Mr Lamgneuane Phengsikeo	Technician	Regional Development Coordination for Livestock & Fisheries -MAF- DLF	Savannakhet - Central
6	Mrs Nouhak Liabvixay	Project Coordinator	Aquaculture Improvement & Extension Project (AQIP)-MAF-DLF	Vientiane City
7	Mr Khantheo Keodara	Chief of Station	Fish Hatchery Nam Houm Station, PAFO	Vientiane City
8	Mr Boun Nghou Phimthavong	Chief of Technical Unit	Community Fisheries Nam Ngum Reservoir Project-PAFO	Vientiane - Central
9	Mr Sombath Phangasith	Dep Chief,	Agriculture District Office-PAFO	Khamnouane - Central
10	Mr Dounsavanh Chanthanasy	Technician	Agriculture District Office-PAFO	Savannakhet - Central
11	Mr Singphay Dounghasy	Chief of Unit	Agriculture District Office-PAFO	Bolikhamxay - Central
12	Ms Bounlor Sivongmouk	Admin. Staff	Agriculture District Office-PAFO	Champasack -South
13	Ms Malasy Syounkeo	Technician	Agriculture District Office-PAFO	Saravan Province - South
14	Mr Vanpaseuth Sisanon	Chief of Unit	Agriculture District Office-PAFO	Attapeu- South
15	Mr Bounsong Soukpaseuth	Chief of Unit	Agriculture District Office-PAFO	Sekong Prov-South
16	Mr Khamdy Sansayang	Chief of Unit	Agriculture District Office-PAFO	Oudomxay-North
17	Mr Nilkanth Pokhrel	STREAM Communications Hub Manager	Agriculture Information and Communication Center,	Hariharbhawan, Lalitpur, Nepal
18	Ms Elizabeth Gonzales	STREAM Communications Hub Manager	BFAR VI Regional Office	Iloilo City, Philippines
19	Mr Sem Viryak	STREAM Communications Hub Manager	Community Fisheries Development Officer, DOF	Phnom Penh Cambodia
20	Ms Kath Copley	Communications Specialist	STREAM	Bermagui, Australia

21	Ms Rebecca Cajilig	Program Manager	STREAM Regional Office	Bangkok, Thailand
22	Dr Graham Haylor	STREAM Director	STREAM Regional Office	Bangkok, Thailand

Appendix 3 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 4 Significant Change Stories**Bunlor**

- After this workshop, I have improved my knowledge about livelihoods approaches and analysis
- I understand how to use tools to collect data from the villagers and with these lessons learnt, I will introduce to my colleagues

Viengsamone

- I was able to improve my knowledge and practice methods for collecting data
- I learnt how to analyse problems from this workshop and before I did not understand how to analyse, now I can analyse problems
- I learnt and shared knowledge with friends

Bounsong

- After I attended this workshop from 8-12 March 2004, I learnt how to use tools for collecting data in the communities.
- I was able to learn more techniques of livelihoods approaches and analysis
- I know how to communicate with people in the community
- I hope when I go back, I can apply this lesson learnt to my work, specifically on livelihoods approaches and analysis

Lamgneuane

- After five days of workshop on livelihoods approaches and analysis, I understand the purpose and objective of this workshop that is very important and significant change such as:
 1. Learn how to analyse data and information from village
 2. After this workshop, I can introduce the lesson learnt from this workshop to my colleagues

Deusesavanh

- I know and understand method for analysing the livelihoods of the people
- I learnt techniques for using the tools to collect data and information and ask questions to find out the information from the community
- I a little bit improved my English language skill

Not named

- I learnt techniques about livelihoods approaches and analysis
- I understand techniques for collecting data
- I can use the tools for collecting data
- I learnt how to communicate with people
- I learnt some English words

Not named

- Before I attended the workshop
 - I did not understand the topics of the workshop
 - I did not understand which organization, organize the workshop
 - I did not know how many participants would attend the workshop
 - I did not have any expectation from this workshop
- After workshop
 - I know about extension work

- I know how to communicate with people
- I know the livelihoods of people, where we visited
- I will apply lesson learn from this workshop to my work to collect data in my district
- I know more friends from difference provinces
- I know experts from Cambodia, Nepal, Philippines

Vanpaseuth

Before I attended the workshop, I only know about livelihoods but I did not know how to measure, collect data, analyse them. I am very happy to attend this workshop because it made me experience working with villagers and I can know the real situation of the people in the Nam Houm village and I can learn about the livelihoods of the people there. Also, I have made better relationship and have more friends in the workshop and in the village.

Singphay Dounghasy

It is my great honor I had a chance to attend the workshop because I knew what appropriate language to use in dealing with government, community, other organisations and very useful in gathering information from the communities. I learned many tools in working with the villagers and I am sure I will take this useful knowledge when I come back to my work.

Chanthakhanh Sayasounh

I had a good opportunity to attend this workshop because I have gained a lot of knowledge and have learnt many, many things to improve myself and my work and hope to help the people in my country get a better life. I now know how to make a plan, how to collect data and how to go to the village and analyze their livelihoods.

Ms. Keomany Vongphanoulom

When I attended this workshop on livelihoods, I understood better what are the livelihoods of people? I learned how to do livelihood analysis and I will take this knowledge to my work for the improvement of the life of people in the future.

Nouhak

I was able to upgrade my knowledge and understand the deep meaning of livelihoods and stakeholders. I was also able to upgrade my skill in conducting livelihood analyses (collect data, identify programs) and finally, I was also able to improve my English.

Bouneghau Phimthavong

When I attended the workshop, I can say that I learned many things from this workshop (how to collect data, how to plan before going to work and how to analyze) and I had a lot of friends from other provinces and also some from the Nam Houm Village. It is easy for me to contact them for future work together.

Sombath

I am very happy I had a chance to share experiences with others to improve my ideas for my responsibility or work. I knew how to act in the presence of villagers and other people and I knew how to use tools and techniques and I can make a plan before going to the village.

Khantheo

After attending the workshop, I can say that I gained a lot of knowledge and also improved my English skill (listening and reading) and understand how to analyse livelihood in the rural areas. I had a chance to share experiences with my colleagues and better experts from abroad. The useful knowledge I received this time, I'm sure in future I will have a chance to use this in my life and in my work,