

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**

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

*Yangon, Union of Myanmar
11-15 May 2004*

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

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Acronyms

ACIAR	Australian Centre for International Agricultural Research
CD	Compact Disc
CFDO	Community Fisheries Development Office
CSP	Country Strategy Paper
DFID	Department for International Development (UK)
DoF	Department of Fisheries
FAO	Food and Agriculture Organization of the United Nations
GDP	Gross Domestic Product
IMM	International Marine Management
L&L	Languages and Livelihoods
M&E	Monitoring and Evaluation
NACA	Network of Aquaculture Centres in Asia-Pacific
NGO	Non-governmental Organization
OVI	Objectively Verifiable Indicator
PDR	People's Democratic Republic
PRA	Participatory Rural Appraisal
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
VSO	Voluntary Service Overseas

Acknowledgements

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

- FAO, for funding the Technical Cooperation Program and for their commitment to improving the lives of rural and coastal poor people through their poverty alleviation program and the strengthening of on-going aquatic resources management policy change processes in the region.
- FAO TCDC consultants Sem Viryak and Nilkanth Pokharel for their inputs in facilitating sessions and acting as resource persons.
- U Than Tun, U Hla Win, U Khin Ko Lay and U Khin Maung Soe, in Myanmar, as well as Rebecca Cajilig and Kath Copley, for assisting in the organization of the workshop, for lending their support to NACA-STREAM, and for providing us with the opportunity to visit the community of Chaung Wa Village, Kyau Tan Township, Yangon Division.
- U Than Tun, Director General of Fisheries and U Hla Win, Deputy Director General of Fisheries and the staff of the DoF, for their support and provision of a venue, and in particular, for hosting the workshop and the farewell dinner.
- U Khin Maung Soe, for his language facility and accomplished support with co-facilitation and translation.
- The workshop participants, for bringing their experiences and sharing them generously with each other.
- The community of Chaung Wa Village, who gave up their time at short notice to meet with the livelihoods teams and tell their stories.

Executive Summary

This is the report of the “DoF/NACA-STREAM/FAO Workshop on Livelihoods Approaches and Analysis” that was conducted in Yangon, Union of Myanmar from 11-15 May 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 studies. The workshop in Yangon was the first STREAM event in Myanmar, with colleagues coming to participate from Yangon and many Divisions and States throughout the country. The workshop in Yangon was the fourth in a series, the first of which was held in Iloilo City, Philippines, in November 2003, the second in Ranchi, India, in February 2004, and the third in Vientiane, Lao PDR in March 2004. A subsequent workshop will take place in 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 community of Chaung Wa Village, where participants carried out activities to learn about the community’s livelihoods. In addition to gaining information about the Chaung Wa Village community itself, participants also gained important insights into how best to conduct livelihoods studies.

One of the main outputs from the first, second and third workshops in the Philippines, India (with Nepal) and Lao PDR was a draft outline for a *Guide for Livelihoods Analysis*, which was modified following the Myanmar 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 Chaung Wa Village will also feed into the drafting of this *Guide*. Additionally, workshop participants 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 Myanmar 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 “DoF/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 Yangon, Union of Myanmar with DoF, the host partner of NACA³-STREAM’s⁴ Myanmar Country Office. The workshop (program in Appendix 1) is the fourth in a series of workshops, the first of which was conducted in Iloilo City, Philippines in November 2003, the second in Ranchi, India (with participants both from India and Nepal) in February 2004 and the third in Lao PDR in March 2004. One further workshop will take place in Yunnan, China in September 2004.

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 to conduct livelihoods studies. 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 Centres in Asia-Pacific

⁴ Support to Regional Aquatic Resources Management

⁵ Department for International Development, UK

⁶ All these materials are compiled on a CD-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, India-Nepal and Lao PDR.

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 is being 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 the Myanmar Department of Fisheries, the State and Division Fisheries Departments and the Myanmar Fisheries Federation.

For the purposes of the workshop, the participants were grouped into four teams, which were based on likely livelihoods analysis locations or informant groups: Yangon Fisheries Department Headquarters, Mandalay Division, Shan State and the Ayeyarwady Delta area. These groups worked together during most of the workshop activities and discussions, including the community visit.

Day One

Opening Ceremony

Opening Remarks

U Than Tun

Director General of the Department of Fisheries

Good morning, Dr Haylor, Resource Personnel, TCDC Experts, Distinguished Guests and Participants. On this very outstanding occasion, first of all I would like to express my honor in getting this opportunity of welcoming you all in this event of opening ceremony for the "The Workshop on Livelihood Analysis and Approaches".

The workshop will not only conduct discussions and share information, it will also include the training of participants in the future National Livelihoods Team in Myanmar. Also, it could be mentioned that the present workshop is the first step of a long march into deep and challenging areas of aquatic resources management focusing on poverty alleviation and sustainability of fisheries.

In November 2004, Myanmar became a partner of the STREAM Initiative. This is one of the fruitful outcomes of close collaboration between NACA and Myanmar in fisheries development programs. According to the draft Partnership Agreement with the STREAM Initiative, we now have a special and specific chance to undertake aquatic resources management under the framework of NACA. For this I am grateful to the NACA Director General, Mr Pedro Bueno, and to Dr Graham Haylor, who are encouraging us with all their efforts.

Now, the STREAM Country Office in Myanmar is being established in the Department of Fisheries so that it can contribute to the tasks of the STREAM Initiative. The present training workshop will explain and discuss livelihoods issues. I believe this is essential and the outcome will support our preparation of the Country Strategy Paper in aquatic resources management and poverty reduction.

TCDC experts and facilitators for the workshop have expansive knowledge in livelihoods analysis and work experience in the preparation of Country Strategy Papers including in their home countries. I do also believe that all these experts will share their experiences, discuss with us and provide comments in the workshop. In this way, we will step further ahead to reach our goal.

Last but not least, I wish you all a nice stay in Myanmar and a prosperous outcome from the workshop. Thank you.

Welcome Address

U Khin Ko Lay

Director of the Department of Fisheries

Good morning, Mingalabar, Dr Graham, Distinguished Guests, Participants, Ladies and Gentlemen. On behalf of the government of Myanmar, I would like to extend a very warm welcome to the Workshop on Livelihoods Approaches and Analysis and I express thanks to Dr Graham, Director of STREAM, and all of the resource persons for organizing this national workshop which is the first of its kind in Myanmar. I would also like to express sincere

thanks to NACA for the cooperation and assistance that Myanmar has received. Firstly, I would like to introduce you a little bit to STREAM.

Support to Regional Aquatic Resources Management (STREAM) is an initiative designed within the five-year work program cycle of NACA. It aims to assist agencies and institutions to:

- Utilize existing and emerging information more effectively
- Understand poor people's livelihoods more broadly, and
- Enable poor people to exert greater influence over policies and processes that impact on their lives.

STREAM is working towards this as it promotes learning and communication about the livelihoods of fishers and farmers.

Fish and fishery products play a crucially important role in nutrition and livelihoods of Myanmar people. The fisheries sector provides food, income, employment opportunities and is currently earning foreign exchange. The industry benefits over two million people or nearly four percent of the total population, engaged as full- or part-time fishermen, as well as those involved in post-harvest activities.

I hope this workshop will contribute significantly to sustainable fisheries development through proper aquatic resources management and will also be able to improve the livelihoods of the fishery communities. I am pleased that international (TCDC) experts are serving as resources speakers to share their knowledge and experiences with local stakeholders that NACA has invited, as well as with DoF personnel.

I would like to take this opportunity to renew the pledge for our continuing support to and strong cooperation with the STREAM Initiative. Dr Graham, through you I should like to thank the FAO for their support.

In conclusion, I wish all of you a pleasant and fruitful stay in Myanmar, and this Workshop on Livelihoods Approaches and Analysis outstanding success. Thank you.

Welcome Remarks

U Khin Maung Soe

STREAM Myanmar Communications Hub Manager

Good Morning, Your Excellency, Director General, Deputy Director General, Dr Haylor, Kath, Yak, Nil, Officials and Distinguished Guests and Participants. First of all, I would like to express my sincere thanks to have this opportunity to give a message in this auspicious ceremony.

As you know, Myanmar is situated in Southeast Asia and geographically is the largest country in mainland Southeast Asia, bordering Bangladesh, India, the People's Republic of China, the Lao People's Democratic Republic and Thailand.

Myanmar is the homeland of over 135 ethnic groups, speaking more than 100 different languages and dialects. Officially 65 ethnic groups are clustered into seven national races: Shan, Mon, Kaying, Kayah, Chin, Kachin and Rakhine.

In 2003, the population was estimated at 52.3 million people with an annual growth rate of 2.02%. About 71.89% of the population live in rural areas and 90% engage in agricultural

work including fisheries, forestry and agriculture. The agriculture sector totaled 42% of the national GDP in 2000-02 (including 8.2% in the livestock and fisheries sector).

The total number of households in Myanmar is 8.5 million and 50% of these (44% of the total population) live in the three divisions of Yangon, Mandalay and Ayeyarwady. In the country as the whole, household expenditure on rice is top of the list with a share of 15.81% of total expenditure for food and beverages. The expenditure for fish and fish products is estimated at 12.27% of total household expenditure. Consumption of meat is relatively less than that of fish with 9.8% and 2.36% for eggs.

Myanmar, having a long coastline and fertile continental shelves, has favored marine fisheries. The maximum sustainable yield is estimated to be 1.08 million tons. Also the four major river systems and networks of streams and tributaries are ample places for inland fisheries. The estimated inland fisheries area is 8.1 million hectares.

Fisheries in Myanmar is an important sector in the national economy and it stands in fourth position in export earnings. It has been estimated that the sector provides direct employment for at least 1.3 million in marine fisheries, 1.4 million in inland fisheries and 0.3 million in aquaculture. In other words, 12-15 million people and their families benefit from the fisheries sector, either through improved food security, employment or income.

Regarding aquaculture, the total area of freshwater fish ponds is 124,112 acres and the total shrimp ponds cover 204,848 acres. Compared to a potential fisheries area of 8.1 million hectares, the area currently exploited and utilized is just a small portion. The total fish production from inland fisheries was about 0.5 million tons in 2003. This is compiled from reports available from leasible fisheries, open fisheries and from aquaculture. Fish exploited from lakes, catch from paddy fields and others are excluded.

According to recent calculations in 2003, the per capita consumption of fish was 22.7 kg/year. However, the actual consumption rate may be much more than that and the share of the fisheries sector in GDP would also be increased. This means that, the fisheries sector not only supports the livelihoods of people, but also supports the development of the national economy. In this situation, understanding of aquatic resources, the capacity for their exploitation and the intensity of dependence of livelihoods on aquatic resources, are crucial requirements in fisheries management leading to sustained utilization of fisheries resources.

For this, we work together with the STREAM Initiative and I believe the partnership may constructively support our way to aquatic resources and fisheries management focusing on poverty alleviation.

Thank you.

Special Address

Graham Haylor
Director, STREAM Initiative

I am grateful for the warm welcome received from the Director General, the Deputy Director General, the Director and Deputy Director of Fisheries. Thank you also to all the participants who have traveled to attend this workshop.

The speeches this morning have eloquently set out the role of STREAM, the nature of our partnership and the task ahead of all of us.

I am pleased to be accompanied by Kath Copley, our facilitator, and Sem Viryak and Nilkanth Pokharel, our TCDC experts.

I am happy to have been able to take part in the recent review of inland fisheries and aquaculture in Myanmar upon which our work will draw. I would also like to thank FAO for their financial support to this element of the STREAM Initiative.

Thank you.

Introduction of Participants

Participants introduced themselves and said where they were from and where they worked (see list of participants in Appendix 2).

Experiences and Expectations

As a way of sharing understandings about the purpose, objectives, inputs, outputs and outcomes of the workshop, and to find out how familiar participants were with livelihoods concepts, participants worked in four groups to discuss their experiences and understandings of livelihoods approaches and their expectations of this workshop. These were presented back to the plenary, as recorded in Box 1.

Kath explained that STREAM has done similar workshops in the Philippines, India (with Nepal) and Lao PDR, and that people in those countries gave different answers. They talked about their experiences of helping communities. The participants from Myanmar have given quite different responses relating their own livelihoods and life experiences.

Kath commented that although participants in this workshop might not have the same experiences of working with communities, they have their own experiences of struggling to support livelihoods for their own families, and therefore have a real understanding of the complexities of livelihoods. This means that when participants are working with communities they will be able to understand and empathize with them.

This workshop is only a short time and we cannot solve all the problems of poor communities in five days. However, one participant said that they want to have more knowledge and understanding of livelihoods approaches and we can achieve this, particularly if participants can build on and work with their existing knowledge and understanding.

Box 1

Experiences and Expectations

Group 1 (Presented by Daw Nilar Kwae)

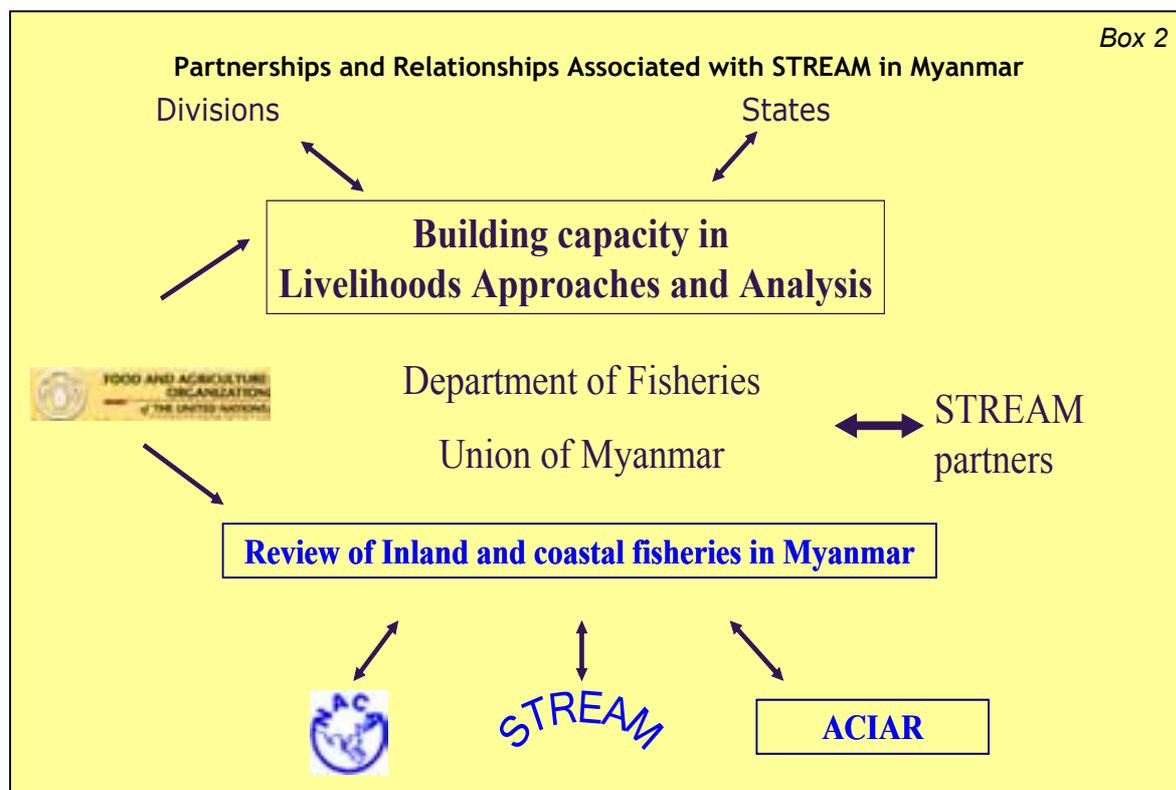
Life depends on food, shelter and non-food commodities from birth to death. People have different living standards.

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” as a way of recording learning.

Introduction to NACA-STREAM, FAO and DoF

Graham gave an overview of the relationships between NACA-STREAM, FAO and DoF and explained the relationships and partnerships that exist already with STREAM in Myanmar. STREAM’s way of working through partnerships with countries and individuals is sometimes complex to understand (Box 2).



Following the signing of a Partnership Agreement, the STREAM Country Office was established in association with the Department of Fisheries in Yangon and this is where the National Coordinator (Director U Khin Ko Lay), the Communications Hub Manager (Deputy Director Khin Maung Soe), the Deputy Administration Officer (Daw Thi Thi Win), Deputy Assistant Fisheries Officer (Daw K Khine Tint) and Deputy Assistant Fisheries Officer (Daw Wah Wah Phoo) are located.

STREAM has already contributed to a review of inland and coastal fisheries and aquaculture in association with ACIAR, FAO and NACA. It is our partner FAO that is now funding this workshop on livelihoods approaches and analysis.

Participants at this workshop are drawn from many Divisions and States within Myanmar and this, it is hoped, will provide a link to their work. The workshop will close on Saturday

but represents a start rather than a conclusion. People will be able to carry forward their work and the use of livelihoods approaches supported by learning from other countries in the region.

The Communications Hub Manager will work to maintain regular international links through the network of Communications Hubs via the internet, netmeetings and regional conferences. In addition, it is the Communications Hub Manager's responsibility to build a network of stakeholders within Myanmar, and many of these stakeholder groups are already represented in this workshop.

As STREAM becomes established in a country, there are two early management milestones. The first of these steps is to conduct a National Poverty and Aquatic Resources Review. This is almost completed. The second is to develop a Country Strategy Paper (CSP), or strategic plan, to guide the nature of STREAM support to Myanmar and to prioritize which issues could be addressed.

Graham said that he would welcome any questions or clarifications on the partnerships and relationships highlighted here. Several questions followed Graham's presentation.

U Myint Soe asked whether STREAM has examples of projects that have followed on in other countries from this kind of work.

Graham said there were many. For example, the European Union is supporting a project in Indonesia, the Philippines and Vietnam, utilizing the capacity built in livelihoods approaches and analysis to understand the role that the trade in marine ornamental fish plays in the livelihoods of people who are poor. The goal here is to see if there are mechanisms that could be implemented to better support poor people's livelihoods.

A second example relates to understanding the livelihoods of farmers and fishers in rural India by those planning the 10th Five-Year Aquaculture Development Plan for that country. Here a series of projects funded by the UK government's DFID are helping poor people to have a voice in policies that have an impact on their lives.

U Saw Myint Shwe asked whether it could be possible for support to be found to create teams of fishers to carry out harvesting from large ponds in villages that do not have nets and skills to do this.

Graham responded that he thought the fish catching team concept was a good one and is practiced in other countries including northeastern Thailand, and in a different way in India. He added that STREAM operates by building with national stakeholders a Country Strategy Paper (CSP) which might include suggestions such as U Saw Myint Shwe's and then matching the priority issues highlighted in the STREAM CSP with the priorities of a range of donors, facilitating the development of proposals and eventually access to funds to carry these out.

Daw Aye Aye Zaw commented that there are sometimes problems for farmers where different line agencies provide different recommendations relating to land and water use in a given area. She asked whether there are ways in which STREAM can help.

Graham said that conflicting messages from different ministries and agencies are common in many countries around the world. Perhaps the solution lies in more dialogue and coordination. Maybe one tool here is the livelihoods approach so that several agencies are focused on their support to (poor) people's livelihoods and not their support to agriculture, livestock or fisheries. In this way more holistic recommendations prevail.

U Myint Soe asked whether STREAM already had some ideas of how it might support aquatic resources management in Myanmar.

Graham said that through its involvement with the “Review of Inland and Coastal Fisheries and Aquaculture in Myanmar”, STREAM has learnt something of poor people’s livelihoods and the role of aquatic resources management. Another source of understanding is the nearly completed National Poverty and Aquatic Resources Review. These and other sources of learning will help to shape the Country Strategy Paper which will define the ideas for how STREAM can add value to support for aquatic resources management in Myanmar.

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 work in four groups - Yangon Head Office, the Ayeyarwady Delta, Mandalay Division and Shan State - to discuss together what they meant when talking about ‘livelihoods’.

Participants were asked to consider three commonly-used terms (Box 3): livelihoods, livelihoods approaches and livelihoods analysis. The task was aimed at helping participants to share the understandings they had of the different terms. The reason for this doing this activity is that the terms discussed can be used in different ways, and internationally the words have different meanings. We may think we understand what ‘livelihoods’ means, but as a group, it is important to build shared understandings.

Participants spent about 40 minutes sharing their understandings of these terms in small groups and then presented a summary of their discussions in a plenary session. The ideas they presented to the whole group appear below.

Group 1 Head Office

Livelihoods

Everybody is struggling for survival and to feed themselves (... the stomach is only 8 inches below the heart). There are many things which people do in this struggle that make up their livelihood.

Livelihoods approaches

Everybody inhabits a different environment, and each is trying to follow their livelihood in accordance with their environment. This is their livelihoods approach.

Box 3

Sharing Understandings

What are your shared understandings of these terms?

- Livelihoods
- Livelihoods approaches
- Livelihoods analysis

Livelihoods analysis

Is studying the details of a particular livelihood.

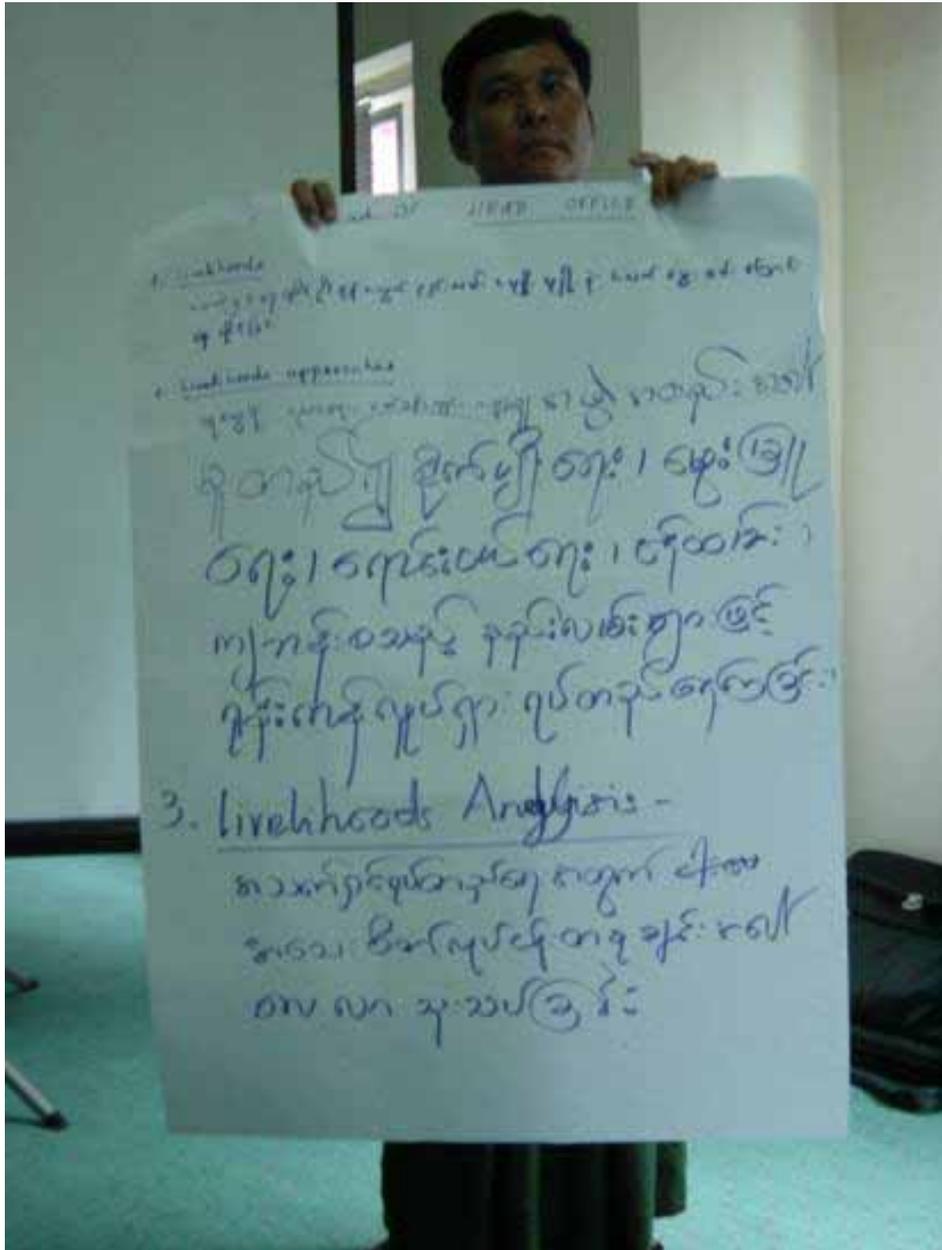


Figure 1 Livelihoods Approaches and Analysis (Head Office Group)

Group 2 Ayeyarwady Delta Group

Livelihoods

Livelihoods are the way to solve the needs for shelter, food, education, etc.

Livelihoods approaches

There might be three categories:

- Working in accordance with the political and natural environment
- Working within the context of the system for supporting education, health, animal husbandry, agriculture, etc.
- Doing an appropriate job.

Livelihoods analysis

Livelihood analysis involves studying the details of particular kinds of business opportunities related to one’s livelihood and evaluating the advantages and disadvantages of a particular kind of livelihood. Livelihoods analysis is the study of details of a particular kind of job and how it supports the lives of people.

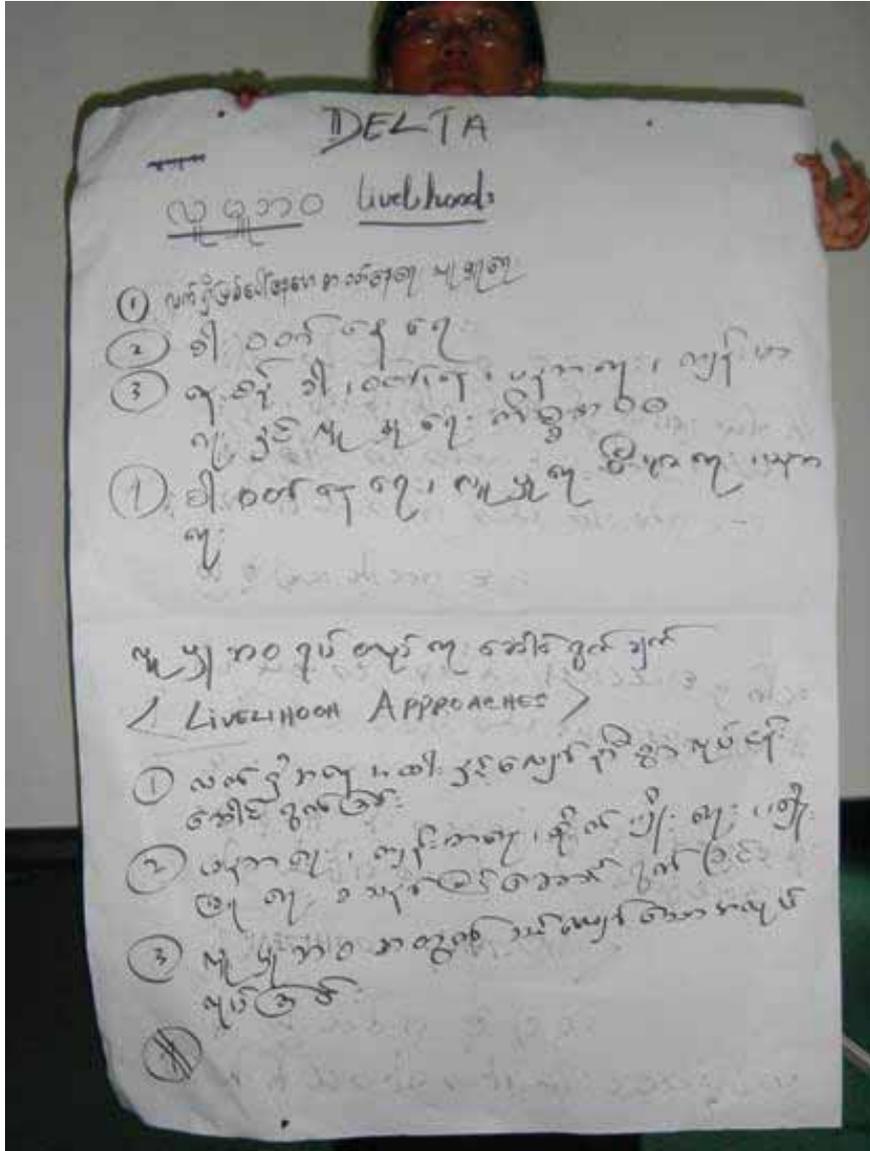


Figure 2 Livelihoods Approaches and Analysis (Ayeyarwady Delta Group)

Group 3 Shan State Group

Livelihoods

Livelihoods refer to the commodities of food, shelter and other social affairs relating to the lives of people.

Livelihoods approaches

The livelihoods approach relates to the ways to meet the requirements in the daily lives of people.

Livelihoods analysis

Livelihood analysis is the detailed study of the daily lives of people.

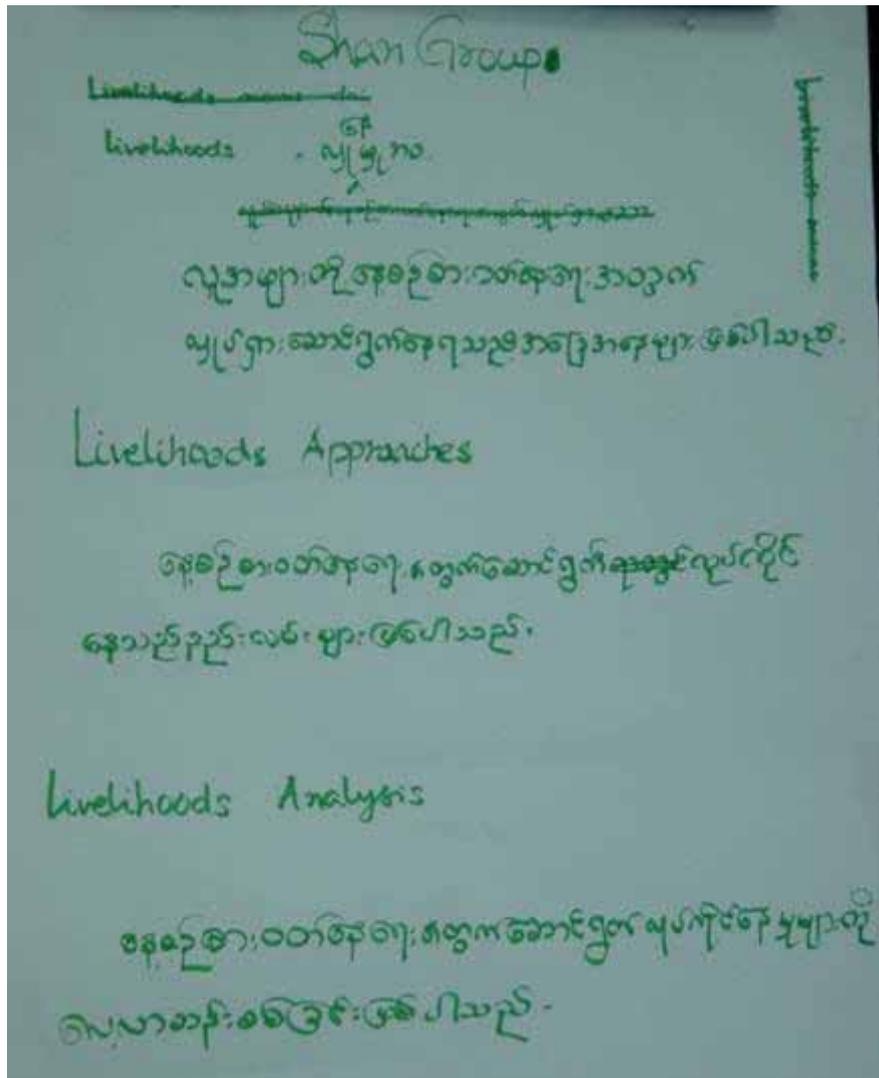


Figure 3 Livelihoods Approaches and Analysis (Shan State Group)

Group 4 Mandalay Division Group

Livelihoods

Livelihoods are the phenomena of what happens between the terminals of birth and death, including business, health, social requirements.

Livelihoods approaches

Approaches include economics, health, agriculture, fisheries, common laboring and other activities to fulfill the requirements to reach all the targets between the terminals of birth and death.

Livelihoods analysis

Each and every one in the community is different depending on their economic, social and natural environmental background. Livelihood analysis is the detailed study of the factors above and the kinds of activities and performance within the lifespan.

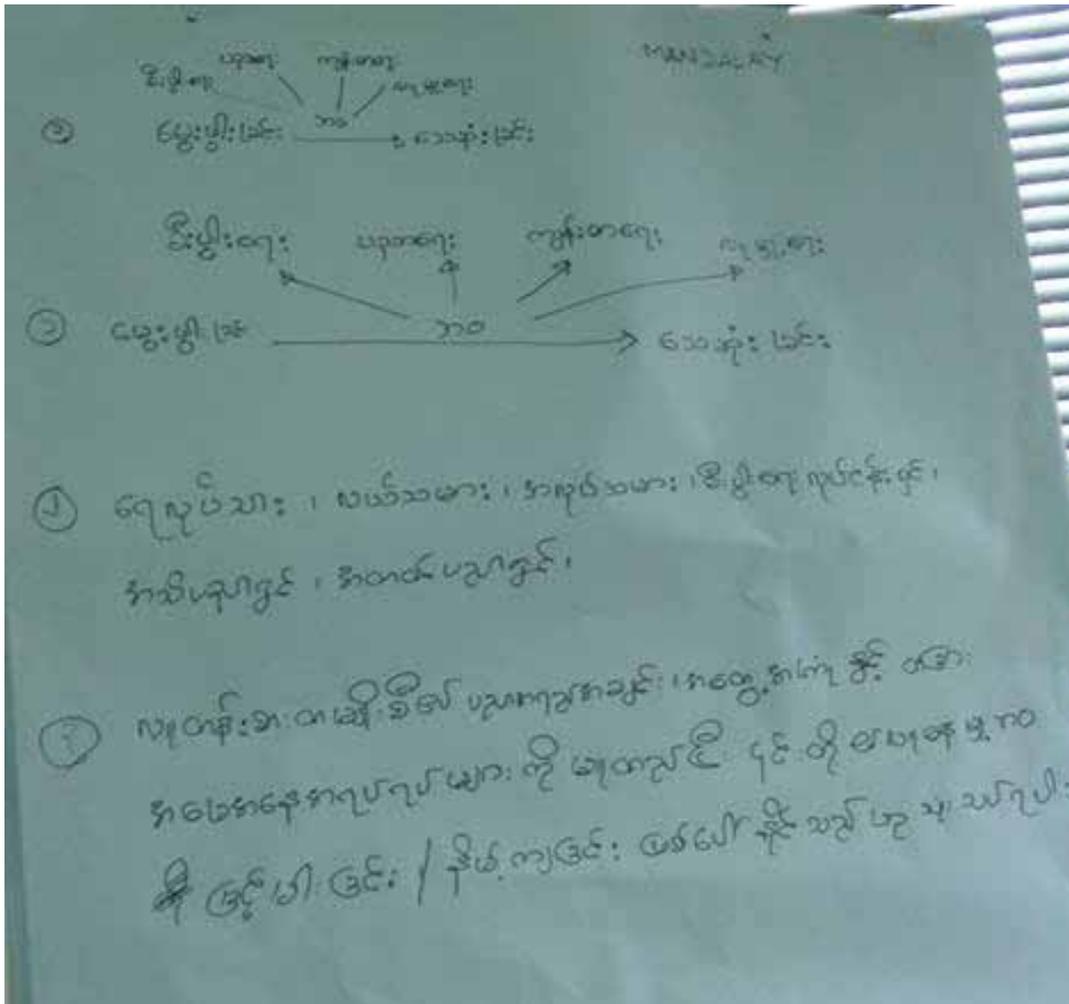


Figure 4 Livelihoods Approaches and Analysis (Mandalay Division Group)

Kath commented that the definitions proposed by the groups were interesting and rich. Then she shared some of the meanings that were discussed in the workshops in other countries. For example, in the Philippines participants understood “livelihoods approach” as a particular kind of project where communities were given things to help them sustain their livelihoods, such as goats and fishing nets.

In STREAM, we think of *livelihoods approaches* as a way of approaching development so that people’s livelihoods are right at the center. Development and aid projects have often failed to have an impact on poverty because they have been designed and operated without having first found out about people’s lives, skills, desires or the details of their environments.

Learning about and Understanding Livelihoods - Livelihoods Frameworks and Approaches

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

The session began with the question:

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

Participants discussed this question in their regional groups.

Shan State Group

It depends on factors such as:

- Status of job or income whether it is temporary or permanent
- Investment and income
- Household members, whether they are working or dependent or if they have skills
- Status of house and land ownership
- Expenditure in household, e.g., health, education and social affairs
- Resources environment, e.g., social, economic, natural
- Future prospect of present job
- Job opportunity in the future

Head Office Group

Field survey

- Job or activities for income
- Members of the household, expenditure and income comparison
- Extra income to meet expenditure
- How to create opportunities for households to get more income or assist them to develop their existing job
- Support, it could be in-kind such as training or encouragement
- In the community fishery 90% are poor and are looking for extra income. For this reason they are using small-mesh size net or electrocution which is prohibited by law, since they have no other alternative.

Mandalay Group

People's livelihoods are dependent upon:

- Mental development (strong will, emotional, thought)
- Situation of the environment (natural, economic, social)
- Physical development of people

Delta Group

- Team (technique, skill)
- Money
- Authority to conduct the survey
- Participation of the people
- Time
- Performing of the study

Kath also showed participants the frameworks that workshop participants from other countries had drawn. Some of these focused not only on information about jobs, income and expenditure, but also on available and accessible resources, threats and risks, cultural and religious structures.

Day Two

Review of Day One

Mr Zeyar Maung reviewed Day One.

“Good morning everybody, I will present to you the first day of the workshop. First of all we considered the study of livelihoods. Then we considered livelihoods approaches. These are means to upgrade the present status of people’s livelihoods and to alleviate poverty in rural areas, through putting people at the center of development. Livelihoods analysis relates to the study of facts and figures connected to people’s daily livelihoods.

Then, in response to the question “what do we need to learn to understand about people’s livelihoods?”, we considered a number of factors. This requires skilled persons who understand livelihoods analysis. In this kind of study we also need to include an understanding of income and expenditure. In cases where the ratio of income and expenditure is low, then we need to look at means and opportunities for additional income, and how feasible this may be, and what suggestions can be made regarding alternatives to fulfill requirements for sustainable expenditure requirements. Then the management should provide proper training and transferring of the technologies for those households.

In response the plenary group discussed further that livelihoods approaches are something bigger than just income and expenditure. They include a whole picture of people’s lives, what they want, what risks they have to face, what vulnerabilities there are, the institutions that they interact with and the impact that these have. Livelihoods analysis is about learning and understanding about people’s lives and livelihoods approaches also relate to how to then carry forward that knowledge into developing support. Obviously analysis would precede development support which would happen after we really understand what people’s lives are like.

We were reminded that yesterday we discussed about why some projects fail, because there is not enough information being used to design effective support services.”

Learning about and Understanding Livelihoods - Livelihoods Frameworks and Approaches (continued)

In this session, we continued our discussion of livelihoods frameworks. Participants looked at examples of livelihoods frameworks (in the resources pack provided to them), in particular the DFID Sustainable Livelihoods Framework and how this was reworded into simpler language in the *Guide to Learning and Communicating about Livelihoods* that is being developed. Participants also looked at the frameworks used by colleagues in other countries.

Language(s), Relationships and Power

Kath said that during the community visit, we would be trying out ways of getting a real picture of people’s lives. Participants then discussed constraints to understanding people’s lives and talked about how to get a realistic picture of people’s lives. One of the constraints discussed related to time, a second related to communication.

The information we get from communities will depend on how we approach people. Officials asking questions in communities can cause worries and people may react by telling you what they think you want to hear. So we need to think about ways that we can make people comfortable to talk about their lives.

Kath then asked participants to consider the question, "What makes people comfortable enough to talk?" Participants' responses are shown in Box 4.

<i>Box 4</i>
What Makes People Comfortable Enough to Talk?
<ul style="list-style-type: none"> ▪ Good manners and good greeting words so people feel free to talk - polite ▪ Let people know that we are coming to support them not to disturb them ▪ Understand people, not confront them ▪ Not going with bare hands, perhaps giving a small present ▪ Let people understand clearly our intentions ▪ Create an environment as if family members ... it is in the nature of people to be welcoming to normal people, but officials who don't treat people as equals may be treated differently ▪ Before visiting we need to understand a little about the place and then talk in ways that relate to people's livelihoods ▪ (In Myanmar) whenever we want information we tend to gather a group in a formal meeting - this is less likely to give rise to open frank responses than small meetings with family groups ▪ Our activity should not disturb people's daily activities, it is better to visit people than to call them to us ▪ (In Myanmar) many people have experience as interviewers and data collectors ... the essential thing is the personality of the interviewer and how they approach the community ▪ Some local people participating in the team will be better than only the strangers conducting the analysis ▪ (In Myanmar) when we visit a community we first inform the local township officer and then the local management of the village of the intention of the visit. They will then prepare for an analysis based on the requirement to reduce the inconvenience to the community ▪ When we arrive at a place we would meet (for example) owners and lessees and laborers, we would need to speak to all these groups as they will know different things. In this way we would get the best information. Sometimes laborers are afraid (of owners) to answer questions ▪ Sometimes we should listen and answer people's questions, rather than only hit people with our questions ▪ A livelihoods study is essentially to find out about people's lives less so to offer recommendations ourselves (until we understand well about livelihoods)

Then Kath read out some of the responses from the recent workshop in Lao PDR to the question "what makes people feel comfortable to talk?" (from the Lao workshop report in the resource pack for Myanmar participants). Some similar issues were highlighted in Lao PDR and Myanmar, related to language, attitude and approach.

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

Kath asked participants to look at one of the livelihood studies from Cambodia, called *A Sustainable Livelihood Study of Farmers and Fishers in Trorbek Pork Village, Kandal*

Province. This is the report of a two-week study by a team of 5-6 people. The report is a picture of people's lives in a particular village; it is quite detailed and begins with an explanation of the location and a map, stories about the origin of the village and how the village was given its name, and a historical record of events.

The study includes information that gives us a detailed picture of people's livelihoods. It shows what resources people have access to and what their vulnerabilities are. It includes land use maps and transect walklines which show how land in and around the village is used. It gives us a picture of the environment in which people live and make a livelihood. It includes Venn diagrams used to display institutional interactions for men and women in the village and seasonal calendars which tabulate activities throughout the year and show what people are doing with their time. It highlights busy periods of the year and differences between men's and women's activities.

Box 5
A Note on the Word "Vulnerable"

In Burmese there is no one word for vulnerable. It was described by the Communications Hub Manager as *the entry point for disaster and an area or person easily disturbed*.

This study also included trendlines which describe changes in village size, cultivable area, and inorganic fertilizer use over ten years. This would be useful if we want to find out about changes in quantity and type of fish resources. It might also relate to environmental changes, people's catching practices and pressure on the fishery.

Although the *Study of Farmers and Fishers in Trorbek Pork Village, Kandal Province* is thorough, Kath pointed out that some significant activities such as child care and housework did not appear on either men's or women's activity calendars and is an example of something one might need to go back and cross-check with the community.

The importance of taking the information gained back to the community was also noted. When considering problems and solutions, the team asked people themselves about these issues, to benefit from and build on their life experiences in planning support. The focus of livelihood studies is about learning and understanding. Typically at the end of a study one might find main conclusions and also some recommendations based on a realistic picture of people's lives.

Tools Used in Livelihoods Analysis

In this session, Yak introduced five of the tools that he used in the livelihoods studies he had conducted in Cambodia and showed participants how to use them. Yak began by asking who had experience of using tools associated with Participatory Rural Appraisal. The workshop reported that there was no experience. He then introduced five main tools from the eleven tools documented in the resource pack that participants might begin to work with in the community visit.

Tool 1 Resources and Services Mapping

This tool helps us understand the livelihoods resources and services available to a community. These resources are described in five main categories: natural, physical, financial, social and human; and include services such as schools, hospitals, places for worship and markets. They also include factors which control **access** to resources, including:

- People's issues (age, gender, ethnic origin, religion)
- Entry to institutions (both traditional and government)
- Processes such as beliefs, rituals and laws (which affect access)
- Seasons (which affect access)
- Physical accessibility (e.g., issues related to widows who head households and fishing)

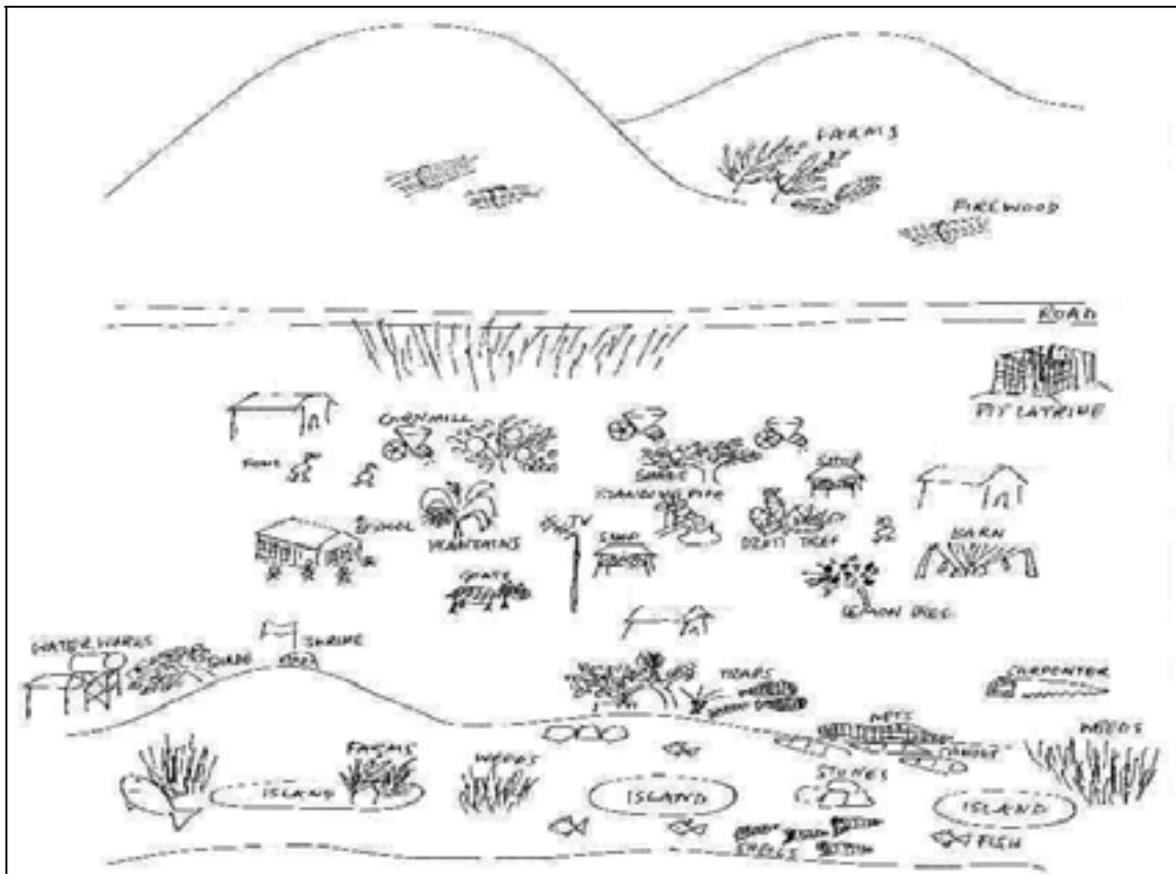


Figure 5 Example of a Resource Map Produced in Cambodia

Yak explained how once a resource map has been drawn up with a community, it can be used as a tool to discuss access issues, to support questions such as, “Who can go fishing here?”, “Which people can use the health centre?” In particular, this allows us not only to find out about access, but also to begin to understand the different perceptions of different members of the community.

Tool 2 Wealth Ranking

This tool informs us about the identity of **categories of poor people** and the **characteristics of these groups** and what might influence poverty and vulnerability. These characteristics might include gender; widow-headed households might lack manpower, for example. They might also include age (capacity to work), social status and ethnic origin.

Perceptions of poverty are case-sensitive and identities of poor categories need to be “triangulated” by asking the perceptions of different groups. It can be informative to ask people to define their own categories of poverty and the characteristics of these.

Below is an example from Cambodia.

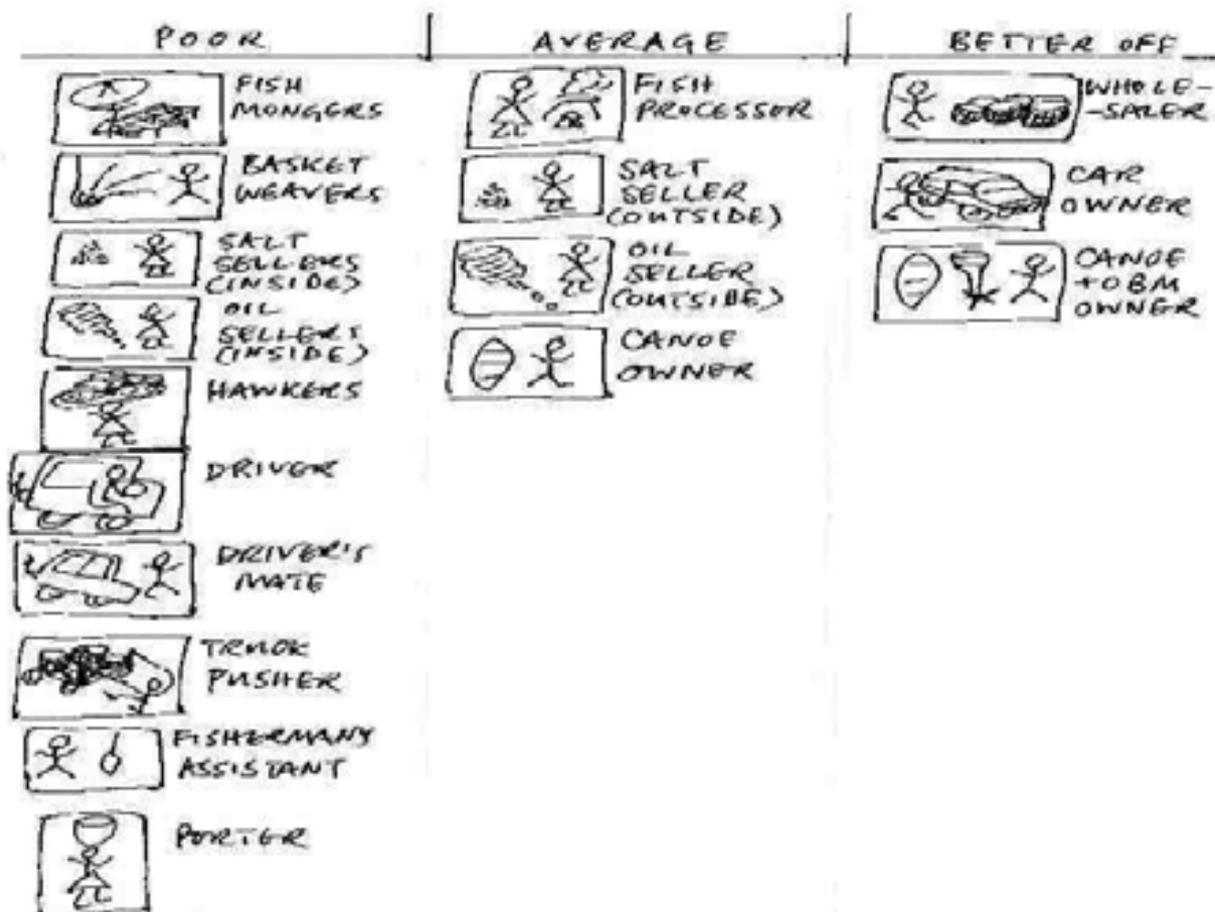


Figure 6 Example of Wealth Ranking from Cambodia

Tool 3 Venn Diagrams

The Venn diagram tool helps us learn about the influence of institutions on livelihoods. Participants are asked to identify influential institutions within and outside villages, and the nature of influence (positive and negative). Institutions are sometimes formal (religious structures, government support services, NGOs or other outsiders and projects) and sometimes informal (neighbors, village chief, commune chief) and may help people to cope with difficulties in their lives.

Also important is the function of the relationships including the sorts of assistance given (credit, alternative livelihoods options) and again issues of access to institutions (such as access to resources). This again might relate to gender, age and social status.

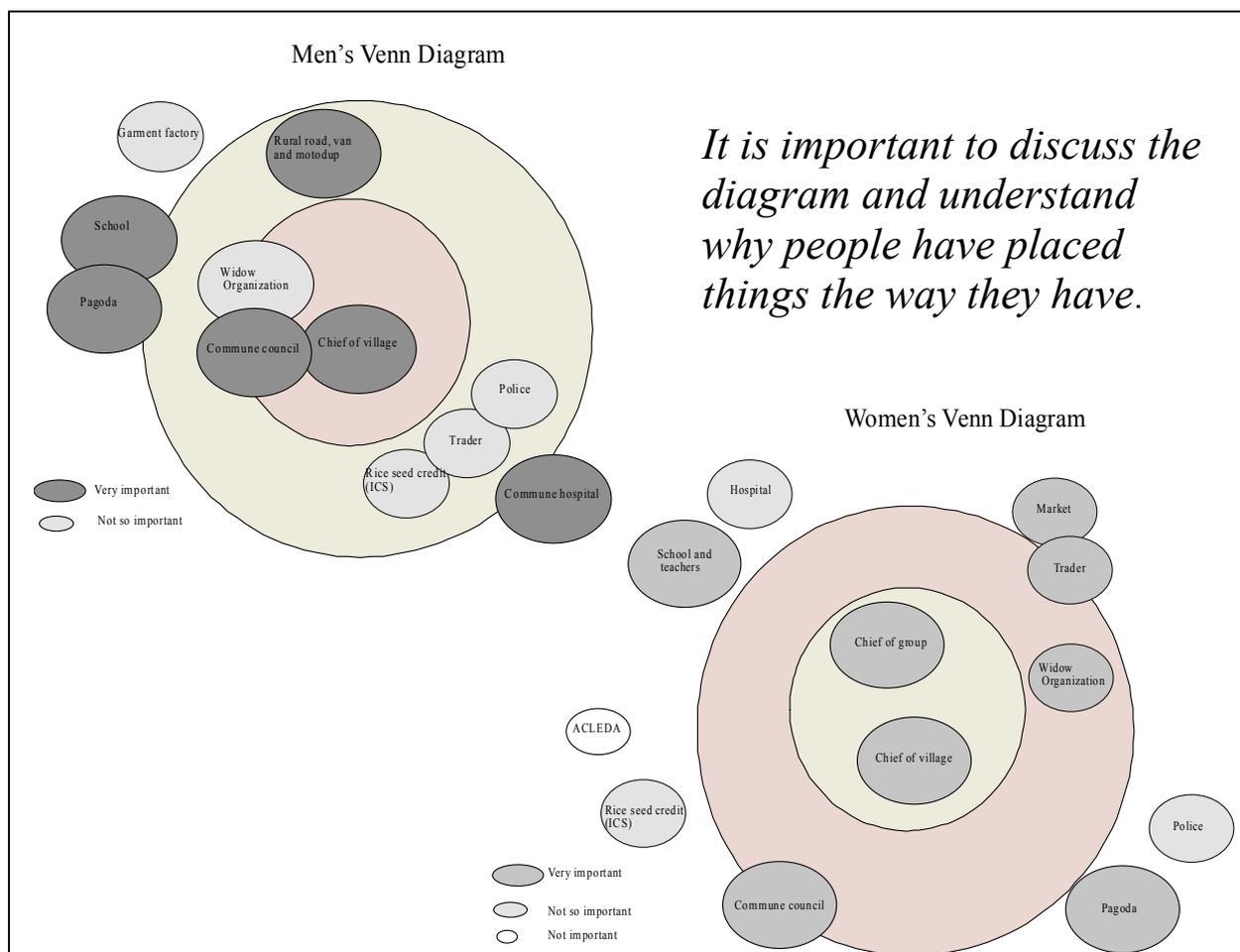


Figure 7 Examples of Venn Diagrams from Cambodia

Here again, it is important to “triangulate” and ask different groups for their perceptions and to inquire why people describe relationships in the way they do. We can call this “interviewing” the diagram.

Tool 4 Seasonal Calendar

The seasonal calendar helps us to understand key seasonal changes, their causes and consequences, information about coping strategies and seasonal patterns. Seasonal calendars can be based on solar or lunar months, seasons or events. It is important that these are identified in people’s own local context as the information provided will then be useful.

Changes in key poverty indicators and the way that communities cope with these may also be included in the seasonal calendar. This means that wealth ranking might precede drawing a seasonal calendar.

The example below is again taken from the work of the STREAM partner in Cambodia, the Community Fisheries Development Office (CFDO) where Yak is based. This livelihoods work of the CFDO has been supported by many organizations including STREAM, DFID, VSO and IMM.

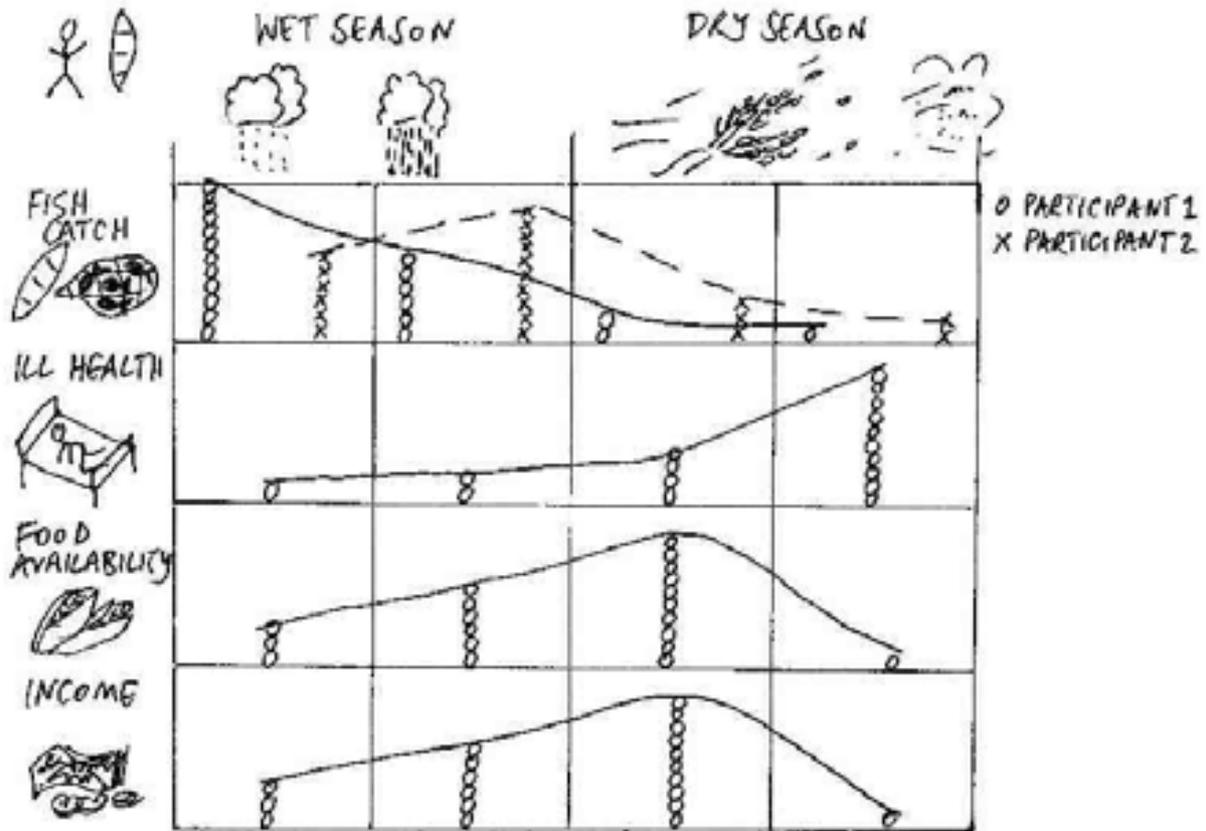


Figure 8 Seasonal Calendar from Cambodia

Tool 5 Livelihood System Analysis

This tool is often used at the household level to identify people’s strengths, aspirations and coping strategies. The tool can begin with the household and relate to a series of key activities, and the tools and relationships related to an activity. These might include other



Figure 9 Khmer Woman Sharing Her Livelihood Activities

activities often associated with the first, for example, collecting fruits or aquatic resources on the way home from collecting firewood, or selling some of the wood and perhaps buying other things at the same time. Matrices (tables) may be used to highlight gender and age issues.

The success of the work depends upon the level of trust you engender, how you adapt to the local situation, your skill and (local) knowledge including language and dialect, facilitation skills

and the availability of materials and equipment, such as vehicles, budgets and the low-cost satellite data in Cambodia and India.

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

During this session, Nil highlighted the need for planning and designating roles and responsibilities, the need to have some information from the community (secondary information) and exact details about travel times and meeting schedules in consultation with the community. He introduced objectives for the community visit (defined in Box 6) and teams started to plan the discussions with the community, what tools would be used and which people would undertake which tasks.

Nil highlighted that the community visit is essentially a practice activity, and that normally, language issues would need to be considered and maybe translators and resource persons would need to be used. The plenary discussed which groups within the community they would like to meet with and agreed that they would meet with four groups of villagers: women, fishers, farmers, fish sellers and processors.

Participants	Villagers
Mandalay	Women
Ayeyarwady Delta	Fishers
Head Office	Farmers
Shan State	Fish sellers and processors

Box 6

Community Visit Purpose

- Learn about the livelihood in Chaung Wa Village community
- Begin the process of upgrading the livelihoods of the community
- Practice the techniques for livelihoods analysis
- Understand a portion of the livelihoods story of the village
- Contribute to implementing poverty alleviation in rural areas, which is now a program of government. This includes actions through many sectors including fisheries.
- Get experience of the tasks involved in poverty alleviation through fisheries and aquaculture
- Begin to compare livelihoods work being done in Myanmar with that in other countries

It is important to note here that the terms 'development' and 'poverty alleviation' with regard to Myanmar government policy have a specific meaning. The term *development* is not synonymous with poverty alleviation. For example, the Ministry for the Development of Border Areas is responsible for the development of all towns other than Yangon and Mandalay. Some are small, but some, for example those on the Chinese border where there is a lot of trade, are bigger than Yangon. Since the time of the "Inland and Coastal Fisheries and Aquaculture Study" the government has begun to implement a new *poverty alleviation* program through many sectors including fisheries and aquaculture.

The participants were then asked to define the purpose of discussion with each group, the team roles and responsibilities and the tools they would use.



Figure 10 Discussions in Preparation for the Community Visit

Day Three

Community Visit

The village of Chaung Wa lies between Hmaw Wun River and Baw Ka Lut River. It is a one hour drive and then a 30 minute boat ride from Yangon. We left Yangon at 6:00 am and arrived in the village at around 8:30 when we met the community leaders.

During the community visit (Figure 11) participants worked in groups. On a rainy morning, we met in four separate houses and the informants from the community joined with us in four groups of farmers, women, fishers, and net menders and repairers. Each of the workshop livelihoods teams worked with different groups.

The discussions and activities lasted for two and a half hours, during which time the teams worked with the community members. On our way back to Yangon we all had lunch together.

Day Four

Community Visit Reportbacks

Having spent much of the afternoon and evening analyzing their information, each group presented their findings back to the plenary guided by the questions in Box 7.

Reportback from the Community Visit

Box 7

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



Village chief's house



Resources and services mapping



Hilsha fishers nets



The team leave Chaung Wa Village

Figure 11 Images from the Chaung Wa Village Community, Kyau Tan Township, Yangon Division

Reportback from Discussions with Farmers

This group's purpose was to understand resources and services of the village and to map this (Figure 12) and also to investigate changes throughout the year and draw a seasonal calendar (Figure 13).

General Information about the Village

There is one monastery and four stupas, a primary school of 300 students and homes for 401 families (1,765 people). There is a clinic in the village. The farmers grow monsoon paddy on 1,218 acres east of the village as well as sunflowers and some peanuts.

The hottest season is April. The onset of the monsoon is a period when most illnesses occur and the clinic is open full-time during this period. A rural development fund helps with the cost of medicines which are provided free. More serious cases are referred to Yangon. In 2002 there was a case of cholera which was successfully treated. Many villagers fish locally in the river, as well as off-shore for periods of 10-15 days. An embankment

prevents the salt water from entering the paddy fields. There are five freshwater ponds for the general use of people in the village.

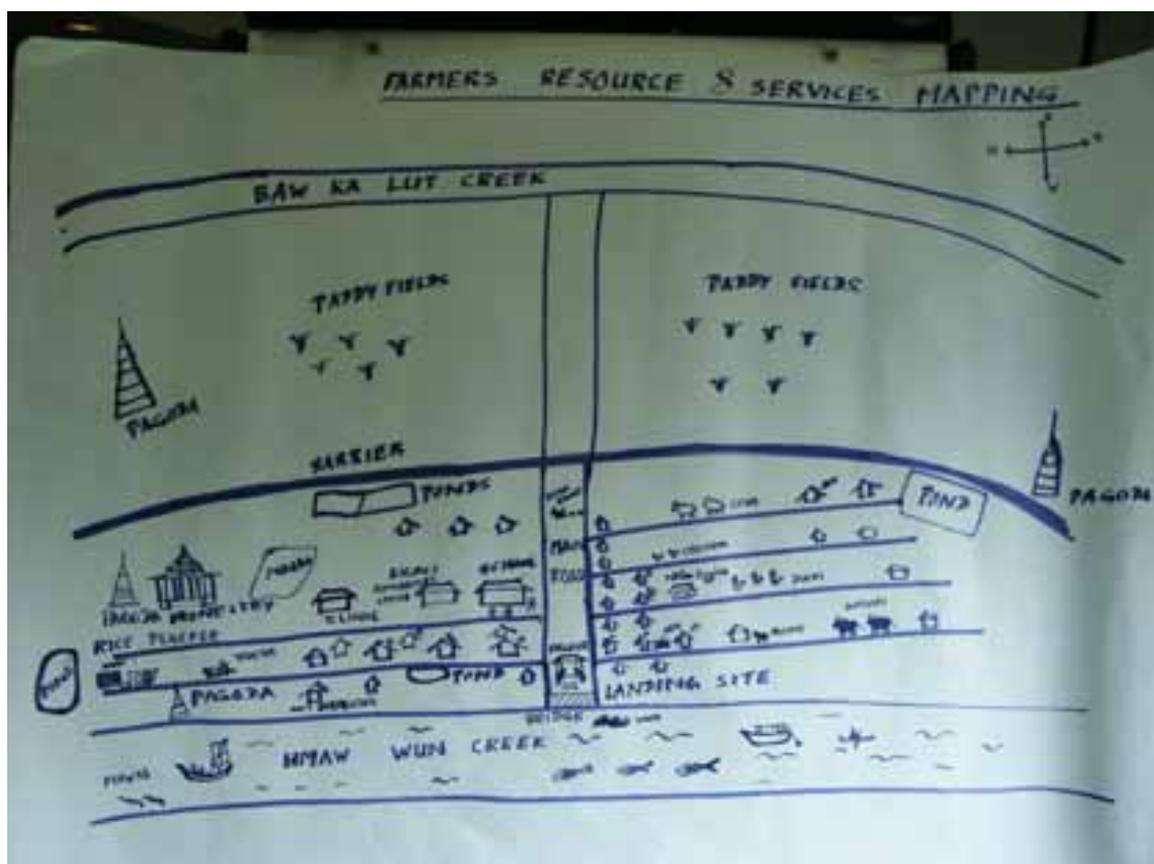


Figure 12 Farmers' Resources and Services Map

Seasonal Work

Ninety-two farmers use cows and buffalos and 27 use mechanical devices for plowing. During May and June all farmers prepare for plowing, collect organic fertilizer and apply from the authorities to get inorganic fertilizer. From June to July when the rains come, the farmers break the ground. In July they plant seedlings. In August and September the seedlings are transplanted to growing areas. During September and October the farmers fertilize, check in-flowing and out-flowing water and weed the rice. At the time of flowering, 600,000 gallons of fresh water, stored in ponds in the village, are used to water the paddy as all the river water sources at this time are brackish. In November the paddy harvest begins. The yield is 60 baskets (46 lbs/basket) per acre per season (3,010 kg/ha). In December the harvested paddy is hulled and in January through March the paddy is marketed and there is no further farming work.

U Myint Soe and other participants asked many important questions about the effectiveness of structures such as the embankment and capacity to water rice at times when the river is brackish. These questions were associated with livelihoods and related to potential future interventions.

The issue about the distinction between farmers and fishers, much debated before the field visit, was raised and the groups reported that about 30 of the farmers also fish. This is addressed further in other groups' feedback.



Figure 13 Farmers' Seasonal Calendar

Reportback from Discussions with Fishers

The Delta group's purpose was to understand about the livelihoods of fishers. The main business of the Chaung Wa Village is paddy growing and fishing. A village map shows fishers' houses but does not include the fishing grounds near the Pagoda or off-shore. Almost all the fishers have fished here for generations. Education among the fishers was found to vary: 1% have 'technical' knowledge, 40% have primary education, 30% attended middle school, 20% attended high school and 9% have gone beyond this. The nutritional status of fishers' children appears to vary with wealth categories.

Fishers and those who labor on fishing boats live on the river shore while the owners live in bigger houses inside the village. The men go to the river or sea to fish and the women prepare nets and conduct the household business. At times of setting nets or preparing for the fishing season the wives of the fishing crews can earn 9,000 Kyat/month for mending nets. At other times this labor is paid on a daily basis at 300 Kyat/day plus two meals. Most owners have two nets so that one can be repaired while the other is taken to sea. June-July is the closed season but is also the time when paddy seedling production and nursing takes place. This work is often conducted by women who are fishers' wives. Fishing crews can earn 1,500 Kyat/day or 15,000 Kyat/month. Boat captains often receive 10% of the value of the catch. Fishers who are able to save enough to purchase a small boat, net and perhaps motor (e.g. for Croaker fishing), working in pairs, can catch 5,000 Kyat worth of fish on each tide.

In January income is limited and June-July is the closed season with no income from fishing. In April and May income from fishing is good, as it is from October to December. The greatest expenses fall in September, October and November when after harvesting paddy there are many celebrations and charitable giving. In January, February and March expenditure is least. In February, May and from September to October the income to expenditure ratio of villagers is best.

The total number of families engaged in fishing is 250 households of which 116 households have engines and 134 have no engines. Seventy households specialize in drift netting for Hilsa (*Clupea: Hilsa*), 30 households deal with Mackerel (*Cybium*) and Sea Bass (*Lates*), 10 other households catch Threadfin (*Polynemus*) and 30 households catch Croaker (*Sciena*). One household sets a conical trap in the river.

Capital costs for fishing boats are varied. Boats for collecting assorted fish (5,000,000 Kyat) and *Hilsa* drifting (1.5-5,000,000) are the largest boats at over 40 feet. Croaker boats (1,000,000 Kyat) are about 30 feet. Threadfin boats (500,000 Kyat) are about 20 feet and the conical trap (1,000,000 Kyat) requires the use of a small boat to carry the catch from the boat to the land.

Nets for assorted fish are a single layer of about 700 feet; nets for others have 2-3 layers of different mesh width. *Hilsa* nets are about 400 feet, Croaker nets almost 300 feet and nets for *Polynemus* are 150-200 feet. The world situation of those fishers can be categorized related to the fishing they do. The poorest can only engage in *Polynemus* fishing and using set nets.

The seasonal calendar (Figure 14) shows assorted fishers' catch from April to August with the best yield from April to March. The least fish capture is during December and January. The *Hilsa* season is July to November and the best months are September and October, with the beginning and end of the season yielding moderate catches. Croaker fish catch is moderate in November and February with the best catches in December and January. The *Polynemus* season runs from April to June with May being the best month. The conical set net season is also April to June with May the best month.

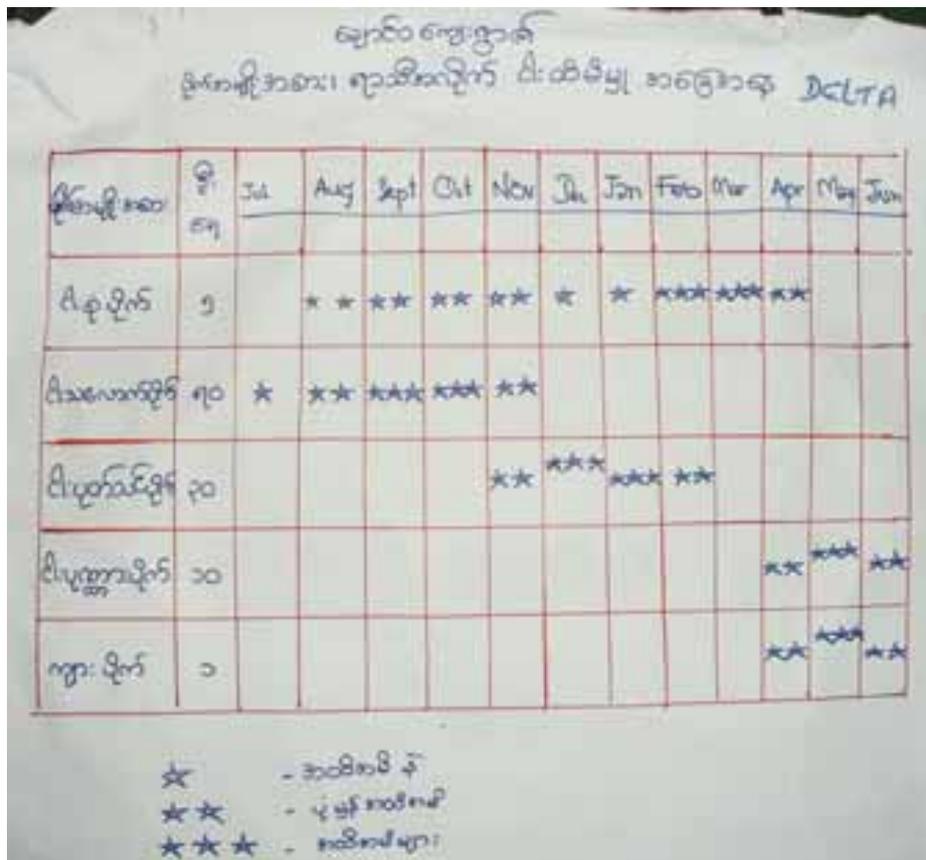


Figure 14 Fishers' Seasonal Calendar

Reportback from Discussions with People Involved in Fishing and Net Preparation and Mending

The Shan State group looked at the livelihood systems of people involved in fishing and in net preparation and mending. The analysis deals with a (somewhat richer) household whose livelihood is based on a boat owner and separately a (somewhat poorer) household whose livelihood is based on paddy cultivation and supplemented by net repair. These two households provide a selective picture of two different livelihoods.

(Richer) Owners of Fishing Boats

The first owner interviewed had two boats: one for *Hilsa* and another for assorted fish (e.g., Mackerel and Sea Bass). The fishing activity is conducted by a total of 17 people, the boat owner and two crews of eight people. The *Hilsa* boat stays in the fishing grounds for ten days and the other boat for 20 days. Before going they collect diesel, food stuffs and fresh water for drinking. The *Hilsa* boat takes ice to chill fish; the crews engaged in catching assorted fish take salt to process the catch on board by salting and drying. [The livelihood analysis tool used is shown being presented back in Figure 15.]

They sell all the fish to the collecting centers in the township. On returning they stop in the village to let off most of the crew then proceed to Kгатk Township with the owner and several crew.

The owner also has 45 acres of paddy and has constructed a house where six people live who manage the rice: five men and one woman. Almost all the apparatus and utilities for the paddy cultivation are kept at the field house. The yield is 50 baskets (46 lbs each) per acre. The farmer raised eight cows for working as well as chickens and ducks. There is also a small vegetable plot for family consumption.

One distinct thing is that there is no market in the village, and there are not even vegetable sellers. So vegetables and meat are exchanged between households in the village.



Figure 15 Livelihoods System Analysis Tool

The fishing nets need repairing after almost every fishing trip. This activity is led by the wife of the household. She also cooks and takes care of the fishers and net repairers, and settles the salary of the repairers, fishing crews and paddy laborers. There are four net repair women who receive two meals (lunch and dinner) and 300 Kyat/day.

This household has five members. They fish for the whole year except for May. The busiest months are July, December and January. They have to contact the Fisheries Department for permission (and a license) to fish

and the Agriculture Department for paddy growing⁷. When they do this, they are also able to get advice and recommendations on how to get loans where appropriate from the Myanmar Fisheries Development Bank (e.g., for fish processing) and the Myanmar Agricultural Development Bank (e.g., for paddy cultivation).

During Buddhist Lent (June through August) over three months they visit the monastery and bring rice and food commodities (as charity), after which they usually return with a sense of 'mental perfection'. Women and children visit the temple at this time while the men remain at home.

The activities of the women are not limited to the family. Most women are members of the Committee for Maternal and Child Care, which meets, discusses and supports good things for the village. For example, they have raised funds to build one lane in the village. The first lady of the country is the chair of this NGO. They make good friends here. They support net repair and paddy work.

The expectation is that the household would like to increase the number of bullocks and the boats for fishing. According to the family, they are dependent on the state of the fishery and the state of the market. They see few other constraints.

(Poorer) Fish Net Menders

A household of five (woman, man, sister and two boy children) was interviewed. The family is growing paddy on ten acres and also has two boats. The main business is paddy growing while the wife repairs nets for a daily wage and the sister looks after the house. The two boys are students.

The wife eats at the fish owner's house and earns 300 Kyat daily. The family has to get permission from the authorities to grow paddy. They wish to expand their paddy operation but no one is willing to sell land so they are trying to increase the number of cows they have for plowing and to increase the yield.

Reportback from Discussions with Women

The Mandalay group's purpose was to understand about the livelihoods of women in the village. They used the livelihoods system analysis tool.

Thirty years ago the former village was lost to erosion; the current village has existed since that time. There are 310 households and 898 women. The team looked at selling groceries, sewing, repairing nets, paddy planting and working in government service. They considered female children, students, employed and elderly people.



Figure 16 Reportback on the Livelihoods of Women in Chaung Wa Village

⁷ This enables them to get inorganic fertilizer at a reduced government price and recommendations required to receive credit.

There are:

- Fifteen permanent shops and five temporary grocery stores (earning 65-75,000 Kyat with expenditure 15-30,000 Kyat/month)
- Five sewing businesses (which are minor businesses earning about 15,000 Kyat/month)
- Three hundred women who are involved in part-time net repairing (nine months of the year at 250 Kyat/day plus two meals)
- A further fifty women grow paddy seedling and do nursing for around 20 days each year
- Five women with government jobs (earning 10,000 Kyat/month)

In the Myanmar tradition the kitchen, childcare, care of the elderly and the household income and expenditure is managed by women and the jobs above are in addition to these tasks. Most women are in the moderate wealth category although some women may have limited access to experiences outside the household and village. However, to date, there are seven university graduates from this village; six of these are women and only one a man.

Yak praised the hard work and success of all the teams in the field, the (essential) detail that they had reported and the wide spectrum of information over and above information about income. He also highlighted the dangers of generalizing and mentioned that households are a good level of analysis rather than whole communities. He also highlighted the importance of drawing conclusions from analysis and not making assumptions that are not supported by evidence.

Lessons Learned from the Community Visit

After the break, Yak introduced a session to look at the lessons learned. Participants were asked to answer the question in Box 8, and their responses follow.

<i>Box 8</i>
Lessons Learned from the Community Visit
<ul style="list-style-type: none"> • How could you improve what you did?

- The study should involve more people.
- We should get more information in advance about the community before we go to the field, so we can categorize them more easily (e.g., duck raisers, fish growers) and also find out about workers and laborers.
- This is a learning study in the village. Where we went the standard of living was high compared with remoter areas of the country. We should go there. The real study should be expanded to the inland areas as well as the coastal areas.
- In the Cambodia study there was a lot of secondary information and then they went to the field. We should try and use that study as an example.
- We need to have more time.
- We should choose the tools that we are going to apply.
- We need to verify or check what the community really means.
- We should thoroughly study and understand the tools so that we know how to use them.
- We should try to build trust and relationships.

Day Five

Review of Days Two to Four

Kath highlighted how we had worked together during the last four days under the headings of:

- Livelihoods, livelihoods approaches, livelihoods analysis
- Frameworks, tools, relationships and trust
- Working with communities
- Learning about livelihoods
- Now what?

Kath reminded us about the learning we had all shared this week about livelihoods, livelihoods approaches and analysis. She outlined the importance of issues of trust and building relationships, and talked about how we had taken the tools introduced by Yak to Chaung Wa Village where we tried them out. The people from Chaung Wa Community shared information about their lives and we presented that information back to the group, then thought about how we could improve the way we learn and communicate about people's livelihoods. Yak shared some of his experience from Cambodia. Finally, Kath talked about why we do livelihoods analysis and what this might lead on to. She then highlighted the guide that is being developed to help us with learning about livelihoods.

Towards a Draft *Guide for Livelihoods Analysis*

Kath introduced a session to consider the sort of *Guide for Livelihoods Analysis* which the teams around Asia-Pacific considered necessary for development. The purpose of the *Guide* would be to help us understand how people live and 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, as well as 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. She commented that we might want a general guide which would be in English but also local language versions in Myanmar language with the help of the Communications Hub Manager, Khin Maung Soe.

To start the process of developing the guide, participants discussed these questions:

- What sort of Guide do we need to develop?*
- What should be included?*
- What do we need to do to produce the guide?*

Participants then offered the following suggestions:

- It should lead to poverty alleviation
- It should include means and ways to learn about the community
- Explanations of the tools that can be used in livelihoods analysis
- Examples of how the tools can be used

- Clarifications about how the tools are interrelated
- Explanations about the fact that livelihoods are dependent on many environmental factors
- Diagrams
- Explanations about the complex nature of livelihoods (relationship between policy-makers, environment, community) and examples
- Considerations about different groups and people
- Simple English and it should be interpreted into Myanmar language or other local languages

U Myint Soe and U Than Chaung presented to the group their concept of what would be included in the guide: they drew this as a diagram, rather like a livelihoods framework.

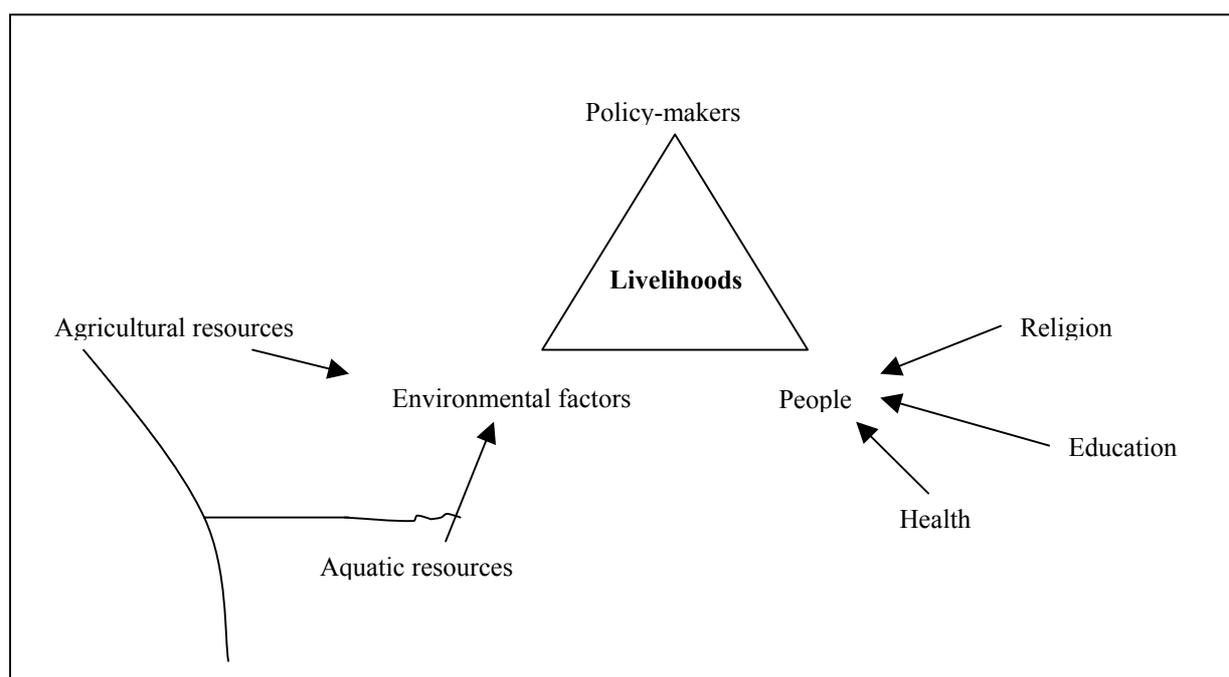


Figure 17 A Locally Derived Livelihoods Framework

This diagram was then transcribed into the diagram above which was changed from the original with the addition of arrows linking some of the elements, presented back to all participants and discussed. It was suggested that such a locally derived “livelihoods framework” might have more meaning for people in the workshop than ones developed by others (such as the one from DFID demonstrated earlier in the workshop).

There was strong agreement about the three elements (in the triangle) having an impact on people’s livelihoods in Myanmar. There was extensive discussion about the links between the components which contribute to the three livelihoods elements, especially the direction of arrows relating health, education and religion to people, which reflected a deeper discussion of the conceptual livelihoods diagram that was created.

To bring these deliberations to a conclusion the group finally voted overwhelmingly in favor of the diagram as presented above.

Planning Activities for Livelihoods Analysis and Follow-up Actions

In this session, participants worked in plenary to identify follow-up actions for undertaking livelihoods analyses. Khin Maung Soe facilitated this session in Myanmar language. Participants considered the questions in Box 9.

<i>Box 9</i>
Planning activities for livelihoods analysis
<ul style="list-style-type: none"> ▪ What do you want to achieve through the livelihoods analysis? ▪ How will you take what you have learnt about livelihoods analysis forward? ▪ How would you use livelihoods analysis in your work? ▪ Who would you consult and work with? (i.e., who are the stakeholders?) ▪ What would livelihoods teams look like?

Several activities and follow-up actions were decided.

What do you want to achieve through the livelihoods analysis?

- To understand the basic livelihoods of particular study areas
- To understand the strugglings of the people for their daily life, not only physical but also mental
- The livelihoods of the people in different areas are different so that livelihoods analysis could help to understand the different traditions and practices that frame people's daily lives
- To understand the real living standard of people in a particular area
- From the results of the livelihoods study, one should perform the upgrading of the living standard of the particular community
- Through the livelihoods study, one can understand the resources of a certain area and the people who are using these resources
- Livelihoods understanding can help to plan how people can use their resources
- Through livelihoods study, one can upgrade the livelihoods of people appropriately

How will you take what you have learnt about livelihoods analysis forward?

- We should initiate the process of livelihoods analysis in the Divisions and State from which the workshop participants are drawn
- The livelihoods study teams should be formed with workshop participants as the core members
- The approach should be to conduct wealth ranking first then understand resource use of the different wealth groups
- The priority study area should be communities engaged with fisheries
- We will study the impacts of seasons on the people's livelihoods
- We will aim to gain as much understanding as possible of the livelihoods of people that we work with

How would you use livelihoods analysis in your work?

- We will record fish landings, the place, time, species and gear used as well as processing and marketing
- We will process our understanding of the livelihoods of all the people involved

- We will process our understanding of the activities of fishers in different areas of the country
- Combining this with the records of fish landings, we can plan how to support fishers in the future
- We can focus on the support of the livelihoods of people living in areas with limited resources and evaluate the capacity of inland fisheries to support their livelihoods
- We will record fish production and check whether it is increasing or declining
- Through an understanding of wild capture fisheries and aquaculture production, we can begin to understand how to provide support services such as information, diesel, feeds, hatcheries or ice plants

Who would you consult and work with? (i.e., who are the stakeholders?)

- First of all we should make a program for conducting community visits and then report to the appropriate departments and fishery organizations as well as to the management of the appropriate communities
- Each of the participants should understand the responsibilities in the team
- Before we visit the community we should inform them in advance that we are coming there
- In the community after reporting to the appropriate management the livelihoods team would work together

What would livelihoods teams look like?

- The team should include persons who understand the fisheries business
- The participants should have the capacity to work sensitively with rural people
- The team should include responsible personnel from local management and local fisheries line agencies, as well as local people

Evaluation

The significant change stories which participants wrote (Appendix 4) demonstrate participants' learning during this workshop. One participant said:

In the beginning, I thought that "livelihoods" in general is the daily life of people. Now I have understood it is an outcome of the interrelation between people, resources and policy. Also I realize that understanding the real livelihoods of people could lead to proper planning for further development of a certain community.

Another participant said:

I thought that livelihoods only related to wealth, education and ability to achieve business opportunities. Through the lessons learnt from the workshop and community visit, my understanding has changed into the concept that "livelihoods are different in accordance with the interaction of many factors including desire, providence of work opportunity and availability of resources."

Closing Ceremony

The closing ceremony commenced with the participants presenting souvenirs to Graham, Kath, Nil and Yak.

Closing Address

Khin Ko Lay, STREAM National Coordinator

Good afternoon, Mingalabar, Dr Graham, distinguished guests, participants, ladies and gentlemen. First of all, I am grateful to all the participants who gave up their time to take part in this national workshop. And I appreciate the hard work of STREAM personnel, especially Dr Graham and Ms Copley, during the whole workshop.

I would also like to thank the following people for the additional help and support: Mr Khin Maung Soe for his excellent facilitation and translation skill; Dr Graham, Ms Copley, Mr Sem Viryak and Mr Nilkanth for their assistance and guidance in the workshop; the participants from Chaung Wa Village in Kyauk Tan Township for being enthusiastic, receptive and hospitable during the community visit.

As you well know our country has abundant aquatic resources and our capacity to develop and take advantage of these is also newly developing. There is a need to develop our resources rapidly to improve the livelihoods of our people. I encourage all participants to apply the knowledge and experiences acquired from this workshop when they go back to their workplace. We can say we have completed a first step towards poverty alleviation. I do believe that this workshop will help members of the poor communities to improve their livelihoods.

Dr Graham and distinguished resource persons, on behalf of the Ministry and Department of Fisheries and myself, I would like to apologize to you all if there is any inconvenience we have caused you during your stay in Myanmar. In conclusion, I wish all of you a pleasant trip and safe journey home. Thank you.

Closing Comments

Graham Haylor, STREAM Director

I would like to thank Khin Ko Lay and Khin Maung Soe for their hard work before the workshop. Also I would like you to pass on thanks to the Director General and Deputy Director General for their attendance at the opening and hosting a dinner. I would also like to thank all our colleagues from the States and Divisions who have worked so hard this week. The whole team has been hugely impressed with your participation, the speed with which you have taken on new ideas and great events such as the visit to Chaung Wa Village. Personally I would like to thank specifically Kath, Yak and Nil for their work this week. In her absence I would like to thank Reby who worked to ensure that everything from the STREAM side worked well. And on all our behalfs we are grateful to FAO for funding the workshops. Khin Ko Lay asked us to accept his apologies, but I can't because there were no inconveniences this week. So finally from me, thank you.

Thanks from Participants

U Myint Soe and Daw Aye Aye Zaw

On behalf of all participants I would like to say thank you to Mr Graham, Ms Kath, Mr Yak and Mr Nil. This workshop has been good and all participants now know the sign for quotation marks!

Appendix 1 Program**DOF/NACA-STREAM/FAO Workshop on Livelihoods Approaches and Analysis
Yangon, Myanmar, 11-15 May 2004****Program (draft)**

Context

Organized by DoF⁸ Yangon, the host partner of NACA⁹-STREAM's¹⁰ Myanmar Country Office, this workshop is an activity within an FAO¹¹-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 analysis¹²
- Plan activities for carrying out livelihoods analyses
- Consider how to build capacity in monitoring and evaluation (M&E) and "significant change"

8 Department of Fisheries

9 Network of Aquaculture Centres in Asia-Pacific

10 Support to Regional Aquatic Resources Management

11 Food and Agriculture Organization of the United Nations

12 Workshop participants will spend a day with one of the DLF-STREAM "site communities".

Input

An important input to the workshop will be the learning and documentation which emerged from a “livelihoods workshop-series” in Cambodia and Vietnam, carried out in pre-STREAM 2001 by NACA with DFID¹³ 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:

- DOF/MFF¹⁴(involved with), planning, extension, training and communication
- Other NGOs, and projects who might wish to send participants

13 Department for International Development, UK

14 Myanmar Fisheries Federation

Agenda

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

Day One - Tuesday, 11 May	
0800-0900	Registration
0900-0915	Opening Remarks <i>Mr U Than Tun Director-General Department of Fisheries Ministry of Livestock and Fisheries</i>
0915-0925	Welcome Address <i>Mr Khin Ko Lay, Director of Fisheries, STREAM National Coordinator</i>
0925-0935	Welcome Remarks <i>Mr U Khin Maung Soe, STREAM Communications Hub Manager</i>
0935-0945	Special Address <i>Graham Haylor, STREAM Initiative</i>
0945-1000	<i>Break</i>
1000-1015	Introduction of Participants
1030-1045	Overview of purpose and objectives
1045-1100	Experiences and Expectations
1100-1130	Overview of the Workshop and Monitoring and Evaluation (M&E)
1130-1200	Introduction to DOF, MFF, NACA-STREAM and FAO
1200-1300	What are “livelihoods” (approaches, analysis)? [1]
1300-1400	<i>Lunch</i>
1400-1530	Learning about and Understanding Livelihoods - Livelihoods Frameworks and Approaches [2]
1530-1545	<i>Break</i>
1545-1700	Language, Relationships and Power [3]

Day Two - Wednesday, 12 May	
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 - Thursday, 13 May	
Morning	Community Visit [6]
	<i>Lunch</i>
afternoon	Community Visit [6] (continued)

Day Four - Friday, 14 May	
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	Reportback from Community Visit - Lessons Learned [7] (continued)
1530-1545	<i>Break</i>
1545-1700	Towards a Draft <i>Guide for Livelihoods Analysis</i> [8]

Day Five - Saturday, 15 May	
0900-0915	Participant Review of Days Two, Three and Four
0915-0945	Stakeholders and Teams [9]
0945-1030	Languages, Relationships and Power [3] (continued)
1030-1045	<i>Break</i>
1045-1230	Planning Activities for Livelihoods Analysis [10]
1230-1330	<i>Lunch</i>
1330-1415	Follow-up Actions [11]
1415-1500	Thinking about M&E and "Significant Change" [12]
1500-1545	Evaluation [13]
1545-1600	<i>Break</i>
1600-1615	Closing Remarks <i>Mr U Khin Ko La, National Coordinator</i>
1615-1635	Impressions from Participants <i>(to be arranged with participants)</i>
1635-1640	Thanks and close by STREAM

Agenda Notes

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

Day One - Tuesday, 11 May

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

A session to build shared understandings of “livelihoods” and associated terms, using adaptations of L&L¹⁵ Phases 2 (Sharing Meanings) and 3 (Sharing Understandings).

[2] 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?”

[3] 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.

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

Day Two - Wednesday, 12 May

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

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

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

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

¹⁵ Livelihoods and Languages, from the SPARK-STREAM Guide for Learning and Communicating about Livelihoods

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

Day Three - Thursday, 13 May

[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 - Friday, 14 May

[7] Reportback from Community Visit

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

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

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

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

Day Five - Saturday, 15 May

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

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

[10] Planning Activities for Livelihoods Analysis

This session will result in workplans for the livelihoods teams.

[11] 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].

[12] 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”.

[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	U Khin Ko Lay	Director	Department of Fisheries	Yangon
2	U Khin Maung Soe	Deputy Director	Department of Fisheries	Yangon
3	U Htay Win	Fisheries Officer	Department of Fisheries, Aquaculture	Yangon
4	Daw Aye Aye Zaw	Assistant Fisheries Officer	Department of Fisheries - Inland Fisheries	Yangon
5	Daw Thi Thi Win	Deputy Administration Officer	Department of Fisheries	Yangon
6	Daw K. Khine Tint	Deputy Assistant Fisheries Officer	Department of Fisheries	Yangon
7	Daw Wah Wah Phoo	Deputy Assistant Fisheries Officer	Department of Fisheries	Yangon
8	Daw Cho Cho Do	Assistant Fisheries Officer	Department of Fisheries	Yangon
9	Daw Nilar Kyaw	Fisheries Officer	Department of Fisheries, Inland Fisheries	Yangon
10	U Min Thant	Assistant Fisheries Officer	Department of Fisheries	Shan State
11	U Kyaw Zaw	Executive, MFF	Department of Fisheries	Shan State
12	U Saw Myint Shwe	Executive, MFF	Department of Fisheries	Shan State
13	Daw Nu Nu Yee	Deputy Fisheries Officer	Department of Fisheries	Mandalay Division
14	U Moe Naing Kyaw	Executive, MFF	Department of Fisheries	Mandalay Division
15	U Myint Soe	Township Fisheries Officer	Township Fisheries Development Office	Nyaung Done Ayeyardwaddy Division
16	U Win Kying	Township Fisheries Officer	Township	Waw-Bago Division
17	U Than Chaung	District Fisheries Officer	Department of Fisheries	Thandwe-Rakhine State
18	U Zeyar Maung	District Fisheries Officer	Department of Fisheries	Mone ywa- Saging Division
19	Mr Nilkanth Pokhrel	STREAM Communications Hub Manager	Agriculture Information and Communication Center, Kathmandu	Hariharbhawan, Lalitpur, Nepal
20	Mr Sem Viryak	STREAM Communications Hub Manager	Community Fisheries Development Officer, DOF, Phnom Penh	Phnom Penh Cambodia
21	Ms Kath Copley	Communications Specialist	STREAM	Bermagui, Australia
22	Ms Rebecca Cajilig	Program Manager	STREAM Regional Office	Bangkok, Thailand
23	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

U Zeyar Maung

Monywa District Fishery Officer, Saging Division, DoF

I have learnt from this workshop:

- Analysis and analytical thinking is important in the study of livelihoods.
- Livelihoods not only depend on household income and expenditure. But other factors relating to environment, resources and social affairs influences the livelihoods of the community.
- In the livelihoods study, tools are essential in community survey.
- The practical works in the community visit to Chaung Wa Village and discussion in the reportback session highlighted in my mind that livelihoods is a complex phenomenon and we cannot interpret the living standards of a community only by a short-period study.
- I became interested in the livelihoods of my surroundings and wish to find out ways to upgrade living standards using existing resources.
- Also I have in my mind is to analyze the livelihood of my self.

U Myint Soe

Fishery Officer, Nyaungdone Township, Ayeyarwaddy Division, DoF

I understood that “livelihoods” means education, wealth ranking, health etc. Several discussions in the workshop and community visit practice have changed my mind to realize livelihoods are the function of multifactored interactions between people, environment and policy.

U Win Kyaing

Fishery Officer, Waw Township, Bago Division, DoF

In the beginning, I thought that “livelihoods” in general is the daily life of people. Now I have understood it is an outcome of the interrelation between people, resources and policy. Also I realize that understanding the real livelihoods of people could lead to proper planning for further development of a certain community.

U Than Chaung

Fishery Officer, Thandwe District, Rakhine State, DoF

Before, I thought that “livelihoods” only relates to activities of people for food, shelter and clothes and all these are factors of income and expense. The workshop and community visit made up my mind that income and expenditure alone could not reflect the whole picture of livelihoods in communities. The nature of resources, capacity to utilize the resources, environment (nature, physical and mental) and the people themselves are key factors in the livelihoods of a community.

Daw Aye Aye Zaw

Assistant Director, Inland Fisheries, DoF

I had in my mind before that “livelihood” is the struggling of people in different ways to fulfill their basic requirements, food, shelter and clothes, for their daily life. During the workshop and community visit, I understood that “livelihoods” expresses how people live and survive in particular environments and the resources they can avail in relation to desire, religious considerations, wealth, health, education, policy etc. Through the livelihoods study we can understand the satisfactions and struggling of people and groups of people by wealth ranking. Now, in collaboration with STREAM Initiative I have my desire to support and assist the livelihoods of rural people who are engaging in the fisheries business and struggling for their daily life.

U Htay Win

Fishery Officer, Aquaculture Division, DoF

Now, I have realized that through a livelihoods study we can understand the creation and formation of jobs and business opportunities. Livelihoods are not only limited to people's daily lives but are also related to the resources, environment, social structure, wealth and the nature of people in a community. I also came to realize that through the understanding of livelihoods, one can find out means and ways to develop a community. Livelihoods analysis and approaches are intended to upgrade people's living standard so that it can be said to be another kind of charity.

U Min Thant

Deputy Assistant Fishery Officer, Shan State, DoF

Livelihood is complicated; it's not only daily requirement of food, shelter and clothes. I have learnt from the workshop, livelihood is another way of correlating man and his environment.

Daw Nu Nu Yee

Deputy Fishery Officer, Mandalay Division, DoF

From the workshop, I learnt that "livelihoods" is not a simple process. It is an interrelation of resources, people's and permission to sustainably exploit and/or utilize resources for their life and also for the generations coming after them.

Daw Thi Thi Win

Deputy Staff Officer, STREAM Country Office, Myanmar

I had in my mind that "livelihoods" is normally the nature of people's daily works. During the workshop and community visit my thoughts changed to the idea that "livelihoods" is an outcome of interaction between the environment (policy, resources, climatic condition, religious structures etc.), work opportunity and the desire of the people themselves. Without livelihoods analysis, a certain community could not plan for its development. It is complicated but interesting. I wish to participate in livelihoods analysis activities in future.

Daw K Khine Tint

STREAM Country Office, Myanmar

Before, I simply thought that "livelihood" is a phenomenon concerned with movement of people to reach their desire in their daily life. From the workshop, I have learnt livelihood is a complex phenomenon and also understood the factors that influence livelihoods.

Daw War War Phoo

STREAM Country Office, Myanmar

I thought that livelihoods only related to wealth, education and ability to achieve business opportunities. Through the lessons learnt from the workshop and community visit, my understanding has changed into the concept that "livelihoods are different in accordance with the interaction of many factors including desire, providence of work opportunity and availability of resources."

Daw Nilar Kywe

Fishery Officer, Inland and Coastal Fishery, DoF

My mind was stuck on the idea that "livelihoods" is the study of people's daily life for food, shelter and clothes. But lessons learnt from the workshop alert me that the daily life of people is a reflection of its resources, environment, desire and capacity to achieve business opportunities.

Daw Cho Cho Oo

Deputy Fishery Officer

In the beginning I thought that “livelihoods” only related to people’s daily life for food, clothes and shelter. Now I have learnt livelihood is the outcome of the interrelation of the environment, its users and their capacity to use it.

U Kyaw Zaw

Executive, Myanmar Fishery Federation, Shan State

Before, I understood that livelihoods meant how people live and survive. The workshop and discussion after community visit provide me with the knowledge that there are many controlling factors in people’s livelihood and it’s really complicated.

U Moe Naing Kyaw

Executive, Myanmar Fisheries Federation, Mandalay Division

I am happy to be a participant in this workshop. In the workshop I noticed other factors that weren’t included in my thoughts relating to livelihoods before. Now I realize that “livelihoods” doesn’t only refer to people’s daily works, their earning and their expenses. Actually “livelihoods” is complex and there are many controlling factors to it but all these factors are surrounding us.

U Saw Myint Swe

Executive, Myanmar Fisheries Federation, Yangon Division

We live together with people of different living standards and haven’t distinguished the distinct characteristics of livelihoods among them. Since I am a member of Myanmar Fishery Federation, I always have in my mind to upgrade the living standards of rural people through the fisheries sector and have kept my interest in people who are engaged in fisheries. However, I have now learnt that my understanding of “livelihoods” is not a complete picture. The series of discussions in the workshop and the practical work in the community visit at Chaung Wa Village taught me that a livelihoods study is not completed without information relating to resources, environment, business opportunities, social structure, the desires of the people in the community and the encouragement of policy.