

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**

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

*Ranchi, Jharkhand, India
2-6 February 2004*

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

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Acronyms

CBO	Community-based Organization
DFID	Department for International Development (UK)
DOF	Department of Fisheries
FAO	Food and Agriculture Organization of the United Nations
GVT	Gramin Vikas Trust
L&L	Languages and Livelihoods
Lao PDR	Lao People's Democratic Republic
M&E	Monitoring and Evaluation
NACA	Network of Aquaculture Centers in Asia-Pacific
NGO	Non-governmental Organization
OVI	Objectively Verifiable Indicator
SPARK	Sharing and Promotion of Awareness and Regional Knowledge
STREAM	Support to Regional Aquatic Resources Management
TCP	Technical Cooperation Program
UK	United Kingdom

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.
- Dr Virendra Singh and staff of GVT, for assisting in the organizing of the workshop, for lending their support to NACA-STREAM, and for providing us with the opportunity to visit the Jabarrah community where they work.
- Jharkhand Department of Fisheries Director Rajiw Kumar, Deputy Director Ashish Kumar and staff, for their support and provision of a venue, and in particular, for hosting the workshop.
- The workshop participants, for bringing their experiences and sharing them generously with each other.
- The community of Jabarrah, 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 “GVT/NACA-STREAM/FAO International Workshop on Livelihoods Approaches and Analysis” that was conducted in Ranchi, India from 2-6 February 2004. The purpose of the workshop was to develop and document mechanisms for training in livelihoods approaches and analysis, and to build national capacity to conduct livelihoods analysis. The workshop in Ranchi was a joint India-Nepal event, with colleagues coming to participate from Kathmandu and other areas of Nepal. The workshop in Ranchi was the second in a series, the first of which was held in Iloilo City, Philippines, in November 2003. Subsequent workshops will take place in other countries in the region, including Lao PDR, Myanmar and Yunnan, China.

The objectives of the workshop were to:

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

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

A central element of the workshop was a visit to the Jabarrah community, where participants carried out activities to learn about the community’s livelihoods. In addition to gaining information about the Jabarrah community itself, participants also had important insights into how best to conduct livelihoods analyses.

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

Follow-up actions from this workshop include the dissemination of information about livelihoods analysis and approaches, piloting of a livelihoods analysis in Nepal, 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 “GVT/NACA-STREAM/FAO International 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 Ranchi, Jharkhand with GVT, the host partner of NACA³-STREAM’s⁴ India Country Office. The workshop (program in Appendix 1) is the second in a series of workshops, the first of which was conducted in Iloilo City, Philippines in November 2003. Other workshops will take place in Lao PDR, Myanmar and Yunnan, China.

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

Purpose and Objectives

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

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

Inputs, Outputs and Outcomes

The workshop was informed by the learning and documentation which emerged from a “livelihoods workshop-series” in Cambodia and Vietnam, carried out in pre-STREAM 2001 by NACA with DFID⁵ support; as well as by the outputs of other NACA-STREAM-related livelihoods initiatives such as⁶:

² Food and Agriculture Organization of the United Nations

³ Network of Aquaculture Centers in Asia-Pacific

⁴ Support to Regional Aquatic Resources Management

⁵ Department for International Development, UK

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

- *A Process and Practice for Understanding the Livelihoods of Fishers and Farmers* (from the original CD)
- Cambodia, Philippines and Vietnam reports
- Cambodia and Vietnam livelihoods studies
- Livelihoods and Languages Workshops reports
- *Guide to a Process for Learning and Communicating about Livelihoods* (draft),
- *Facilitating Languages, Participation and Change - National and Regional Cases*
- *STREAM Journal*
- Livelihoods Connect Distance Learning Guide, and
- Workshops on Livelihoods Approaches and Analysis: Philippines.

It was anticipated that one output from this workshop would be a draft outline of a *Guide for Livelihoods Analysis*, which will be modified through the series of FAO TCP “Workshops on Livelihoods Approaches and Analysis”. The second workshop output would be livelihoods analysis activity plans.

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

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

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

For the purposes of the workshop, the participants were grouped into four teams, which were based on likely livelihoods analysis locations or informant groups: Jharkhand, Orissa and West Bengal, Eastern Nepal and Western Nepal. These teams worked together during most of the workshop activities and discussions, including the community visit.

Day One

Opening Ceremony

Opening Remarks

Virendra Singh, Project Manager, GVT East

“GVT has had a long collaboration with NACA-STREAM, and the aim of this collaboration is to improve livelihoods. GVT works in the three states of Jharkhand, Orissa and West Bengal. You will go to our clusters and you will be able to see the changes at first hand. These are the poorest of poor districts but since 1995 we have found that aquaculture really helps improve people’s lives. There are many opportunities to work with communities to improve their livelihoods. During the visit to the community, try to find out the significant changes in people’s lives.

During this workshop, we will have many discussions. I hope the workshop will achieve the objectives. There is a lot of discussion about money among government, NGOs and people,

but money is not a problem if we have a process. We realize that if we have dedication and commitment, we start the process and it will happen. We will be able to disseminate information and learnings from our project to other countries, through the STREAM India Communications Hub. We have a lot of experiences to share.”

Welcome Address

Mr A K Sarkar, Commissioner, Fisheries, Government of Jharkhand

“The Government of Jharkhand has many projects for improving the lot of fishermen. In this state, we are going to almost double the outlay for the fisheries sector in the next financial year. Recently we sent some fishermen to Andhra Pradesh to gain first-hand experience in improving productivity. We are conducting training, developing hatcheries and we have many schemes for fishermen. Your suggestions from this workshop will go a long way to developing fisheries in this state. We would like to share in your experience and you will share in ours, and maybe even get some ideas from our state as well as an understanding of the strengths and weaknesses of our approaches. This will help us all.”

Special Address

Mr Rajiv Kumar, Director, Department of Fisheries, Government of Jharkhand

“Today it is a pleasure that Mr Sarkar has come here to address us. It is also a great pleasure for us that you have selected this place for your workshop. I welcome you all.

This workshop is aimed at the development of poor people, especially those in the fisheries sector. Jharkhand is a new state and we are pleased to do new things here. We will give you all the support we can. What comes out of this workshop will definitely help the fishers in this state.

Jharkhand has a particular geographical position. Here 13% of the land is irrigated and the rainfall is good, but the soil is porous and perforated and the water retention is bad. The soil is not capable of retaining water, and high levels of seepage mean that there is a low capacity to store and use water. We need to think about how to improve water storage and adapt simple processes for our needs. One way that we are attempting to improve water capacity is to culture fish in areas where water can be retained. Fish play an important role in this because the culture of Common Carp has the capacity to stop the leakage.

The Government of Jharkhand is working hard to develop fish production. There are many programs, but many drawbacks also. Information about other plans and programs are not always communicated to people. We need to consider how our plans and programs can be communicated to poor people in more effective ways. You should also take part in communicating these things to people.

We have a common goal: for the Government of Jharkhand and NGOs this is the same. The fish production level is below average. It is not 25-30 kg per hectare as in other states, but 2-3 kg per hectare. We need to consider how we can use the small ponds for fish farming and also storm water bodies so that fish culture can improve.

My best wishes are with you and I hope that something real will come out of the workshops and we will help the lot of poor people.”

Messages

Rubu Mukherjee, STREAM Communications Hub Manager

I am thankful to all visitors for coming. We have a common motto and is why we are here and we are grateful for the support of all colleagues.

William Savage, STREAM Communications Specialist

On behalf of the participants and NACA-STREAM, we are happy to finally be able to work in the DOF facilities and look forward to continuing our work with our friends from GVT. It is our aim to work with as many of the important parties as possible. This workshop is a good sign that we can do this. Thank you for that collaboration.

Introduction of Participants

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

Experiences and Expectations

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

Overview of the Workshop and Monitoring and Evaluation

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

Introduction to NACA-STREAM, FAO and GVT

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

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

In India, NACA-STREAM has a close partnership with GVT, an organization which has many years of good experience of working in villages with self-help groups. We are fortunate to have a good partnership with a strong Indian NGO.

What are 'Livelihoods' (Approaches, Analysis)?

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

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

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

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

During the discussion about the terms, several important questions were raised, and participants were asked to think about these during the workshop.

- What is the difference was between 'livelihoods' and 'jobs'?
- What is your livelihood?
- If someone does not have a sustainable income, does that mean they do not have a livelihood?
- Are livelihoods only for poor people?

Box 1

Sharing Understandings

What are your shared understandings of these terms?

- Livelihoods
- Livelihoods approaches
- Livelihoods analysis

Table 1 Sharing Understandings of 'Livelihoods'

	Livelihoods	Livelihoods Approaches	Livelihoods Analysis
Group 1	<ul style="list-style-type: none"> □ Culture of fishes in ponds and coordinate about organic farming products that are used in fish culture □ Nothing but a means of a person to live with, e.g., groups of people catching fish in river systems for food and other basic needs □ Process of poverty alleviation by organizing groups of poor people □ Means by which a person maintains his economic and social status □ A way of life or a means of earning a living □ Similarities: it's a process, means or a way, by which a community can maintain or increase its status (could be economic or social) 	<ul style="list-style-type: none"> □ Ways or processes of understanding the livelihood, a way of life of people □ Methods of gathering information from a community of poor people to know their needs so that we could find ways to address them □ Different scope and ways accepted by people which they think are easier to maintain their livelihoods □ Methods of organizing and managing systems-resources-inputs based on problems addressed to uplift the living standard of poor people with fruitful results □ Similarities: ways, process, method, whereby information is gathered (gathering data, organizing and managing systems) 	<ul style="list-style-type: none"> □ Comparing baseline data and expected data □ Process of understanding the status of people so that you could increase their economic status □ To go through the negative and positive senses of livelihood of different castes and categories of people below, on and above the poverty line □ Process of understanding the way of life of people or the way they earn a living □ Method of comparing the socio-economic status of different community members □ Similarities: process of comparing data, status, information
Group 2	<ul style="list-style-type: none"> □ Way of survival □ Economic activities people do to survive □ Everyday work to change their lifestyle 	<ul style="list-style-type: none"> □ Profession (agriculture, fisheries) □ Process to work with community well-up □ Capacity-building 	<ul style="list-style-type: none"> □ Study of social, economic, environmental, cultural and natural correlation and influences on community life
Group 3	<ul style="list-style-type: none"> □ Survival for poor people with self-help □ Means (resources) of lifestyle (individual, family and group) □ Living pattern and style of people □ Understand and realize his or her capabilities and their uses for improvement of socioeconomic condition □ Standard of living for people and families for the betterment of socioeconomic and educational conditions □ Similarities: way of life, socio-economic elements □ Differences: means, resources, conditions 	<ul style="list-style-type: none"> □ Way of livelihoods approaches □ System applied for betterment of individual and family utilizing their resources □ Method of study and identifying best ways to understand livelihoods □ Socioeconomic and cultural values and approaches for betterment of life pattern □ Similarities: target group (farmers, fishermen, poor people, deprived people), users (NGO, IGO, CBO, GO) □ Differences: betterment of life, study of life 	<ul style="list-style-type: none"> □ To know the changes in living standard of target group □ To find out the changes between the baseline survey and after completion of livelihood programs □ Similarities: comparison of socioeconomic condition
Group 4	<ul style="list-style-type: none"> □ Means of living □ Sustainable income □ Basic needs fulfillment □ Improving the standard of living 	<ul style="list-style-type: none"> □ Identification of resources □ Management of available resources □ Use of proper methods, tools, technology 	<ul style="list-style-type: none"> □ Identification of parameters which affect livelihoods □ Grading and ranking of livelihood levels

Teams and Stakeholders

The purpose of this session was to explore the complex nature of the communities and groups with whom we work and to consider the need for and possible composition of potential “(national) livelihoods teams”. Additionally, we tried to identify who the stakeholders might be in a livelihoods analysis. To do this, we used an adaptation of Languages and Livelihoods Phase 1 (Defining the Conversation Group) and Tools 1 (Conversation Partners) and 2 (Relationships), and aimed to clarify several questions (Box 2). Participants discussed these questions and reported back to the whole group on Day Two.

Box 2

Teams and Stakeholders

Teams

1. What are the ‘(national) livelihoods teams’?
2. Why are we here?
3. What can we do together about [an objective] with people in [an area]?
4. How should we build teams?

Stakeholders

1. Who are stakeholders?
2. What groups do they represent?
3. What do we want to achieve through the livelihood analysis?

Day Two

Review of Day One

Day One was reviewed by the Orissa and West Bengal participants. They outlined the activities: the opening ceremony, brainstorming sessions and discussions about livelihoods concepts. They pointed out that many of the communities in our countries experience similar problems. The meanings of ‘livelihoods’, ‘livelihoods analysis’ and ‘livelihoods approaches’ were discussed.

Ranjit Das commented that at first when the group started discussing livelihoods, he thought it was just a word with nine letters, but as discussions went on, he realized it was much more complex. He reminded us of a proverb (to the right) and said that this is a wide subject with limited time. He hoped we would go deep into the matter so that we could help ourselves and others to understand to be able to serve people in a better way.

**Many saints,
many opinions**

Experiences and Expectations Revisited

After the review of Day One, we revisited the participants' experiences (Box 3) and then compared their expectations (Box 4) with the workshop objectives, indicating where these could be addressed and where they might not be met.

Box 3

Experiences

Technologies

- Fish conservation and farming in natural ponds/bodies and waterlogged areas, providing subsidies, repairing and maintenance of the water body;
- Capture fishing, integrated fish farming, local and natural resource mobilization, plantation and mono-culture of crab and organic fish farming for rural people
- Kitchen ponds, cage culture, freshwater fish production, drying fish, other fish processing
- Ornamental fish culture technology

Working with people

- Technological input and support: sharing information with farmers, dissemination, mass media communications, central and regional farm radio programs
- Use of extension approach such as providing training to people in how to utilize inputs and maximize outputs and resources
- Working with people and helping them solve their problems

Box 4

Expectations

Understanding livelihoods concepts

- To find out and be clear about livelihoods concepts
- To apply knowledge of Livelihoods Analysis and Approaches in our own work and in our own areas
- To understand how to measure livelihoods, (indicators, monitoring and evaluation, statistical tools)
- To be able use Livelihoods Analysis and Approaches techniques

Learning about working with communities

- To understand how to plan development and manage the programs based on livelihoods approaches
- To learn how to apply these approaches to the rural poor and how to improve rural people's livelihoods
- To motivate villagers to use the resources in a optimal way

Sharing experiences

- To share experiences and also learn from the community visit
- To share experiences from different regions
- Learn about self-help groups and group strength, because in the government sector people are working individually

Teams and Stakeholders

The reportbacks from this discussion activity on Day One (questions in Box 2) were given on the morning of Day Two. The Nepali group wanted to work together because they want to build a team who can work together in the Ministry of Agriculture. The colleagues from Jharkhand, Orissa and West Bengal were encouraged to think about possible livelihoods teams in their own work contexts and how they might introduce these ideas to others there.

Table 2 Teams and Stakeholders Reportback

	Teams	Stakeholders
Jharkhand	<ul style="list-style-type: none"> □ A group of people may be farmers, businessmen or anything else working in a team; A group of people engaged in homogeneous activities □ We are here to get some information from other people that may be from other states, country, etc. and utilize the information in our working in our fields to enrich the livelihoods, approaches and analysis, and build national capacity □ We together can make people to identify their available resources in better way and help them how to utilize their resources for upliftment of their livelihoods □ We should build teams by identification of project task objective; persons for building a team should be brought together 	<ul style="list-style-type: none"> □ Groups of people coming from different field sharing responsibility for a common objective/goal. Eg. NGO, INGO, CBO, government agencies, SHG and community workers, community people □ They represent NGO, INGO, CBO, GO, community people □ Identification of cultural, economic and social parameters by which livelihoods conditions of a person or a community can be changed.
Nepal	<ul style="list-style-type: none"> □ National Livelihoods Teams composed of <u>persons having knowledge and experience</u> of conducting livelihoods analysis work to achieve the <u>livelihoods analysis objectives</u> □ To develop the capacity on approaches by sharing experiences among us □ We can work together to facilitate the poor people whose livelihoods depend on aquatic resources □ We build teams <u>nationally and regionally</u> within the country and with the participation of livelihoods aware people (in support of the Ministry and Department...) 	<ul style="list-style-type: none"> □ Stakeholders are the <u>people</u> or <u>institutions</u> involved in the project (mission) - a fish farm, bank , community □ GOs, INGOs, NGOs, FAO, DfID, CBOs, local governance, farmer groups, cooperatives and families □ What do we want to achieve through Livelihoods Analysis resources, culture, social relationships, social norms and values, access, limitations
Orissa and West Bengal	<ul style="list-style-type: none"> □ Organizations, NGOs, GOs, maybe experts from the sociology department, etc □ For capacity building ourselves □ We will disseminate the ideas □ By involving field officers, those who are working in the field with groups directly or indirectly 	<ul style="list-style-type: none"> □ Those who are involved and responsible for the development of a particular aim/objective □ Underdeveloped/developing groups or as per specific activity □ To enter deep into the matter to intervene livelihoods activities in the field in a better and advanced way in future

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 four groups and then presented their ideas to the whole group. Although each group came up with distinctly different versions of "what they needed to learn about", the livelihoods frameworks that the groups produced shared common elements. These included the need to find out about natural or physical resources, to have an understanding of threats, vulnerabilities and problems, and to have an understanding of socio-economic, socio-political or socio-cultural situations.

Jharkhand

Table 3 What do we need to learn about to understand how people live? (Jharkhand)

Socio-cultural situation	Language Mentality/values Daily routine activities Health Education Communication (how do they get information and news)
Economic situation	Type of houses Living standards Size of the family
Natural resources	Availability/quality of water Types of soil Depth of the pond

Orissa and West Bengal

- Available resources and its utilization
- Available technology for utilization of the resources
- Social, educational, personal, cultural and economical aspects
- What do they have or what do they not have? - i.e. Infrastructure, facilities and other amenities
- Availability of institutional finance and assistance
- How to introduce ourselves to penetrate among the people/target group

Eastern Nepal

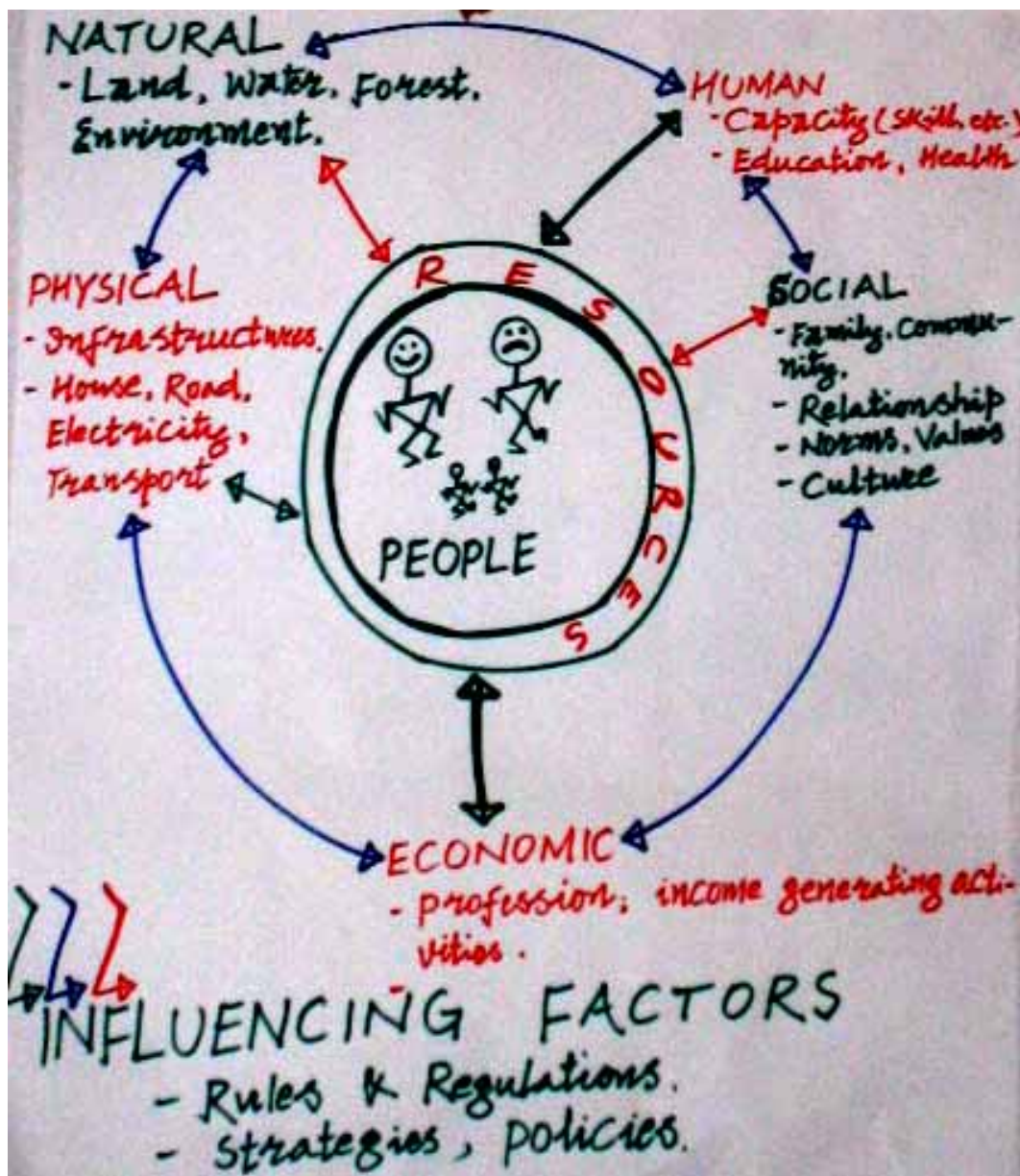


Figure 1 What do we need to learn about to understand how people live? (Eastern Nepal)

Western Nepal

Table 4 What do we need to learn about to understand how people live? (Western Nepal)

<p><u>Social factors</u> Family, neighbors, relatives Norms, values, beliefs, culture and tradition Castes, ethnic groups, religion, languages Social system, social relations</p> <p><u>Economical/financial factors</u> Banks, cooperatives Landlords, businessmen, friends/relatives</p> <p><u>Physical facilities</u> House, vehicle, communications facilities Entertainment, external/internal facilities Library, sports</p> <p><u>Infrastructure</u> Roads, electricity, transportations Water supply, health and education facilities</p> <p><u>Personal capability</u> Knowledge, behavior, attitudes Skills and experiences, feelings</p> <p><u>Natural and Environmental Factors</u> Climate, topography Natural resources Pollution</p>	<p><u>Policies</u> Rules and regulations Legal factors, cultural norms</p> <p><u>Political factors</u> Political system, political stability Role of political institutions</p> <p><u>Others</u> Vulnerabilities Natural calamities Risk and uncertainty Technology</p>
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Livelihoods Analysis - Processes, Practices, Studies, Languages and Stories

Some of the current STREAM (and SPARK) livelihoods analysis documentation (available on a CD-ROM) was introduced to the group, including:

- *A Process and Practice for Understanding the Livelihoods of Fishers and Farmers* (from the original CD)
- Cambodia, Philippines and Vietnam reports
- Cambodia and Vietnam livelihoods studies
- Livelihoods and Languages Workshops reports
- *Guide to a Process for Learning and Communicating about Livelihoods* (draft),
- *Facilitating Languages, Participation and Change - National and Regional Cases*
- *STREAM Journal*
- Livelihoods Connect Distance Learning Guide, and
- Workshops on Livelihoods Approaches and Analysis: Philippines.

Participants were shown how the Cambodian livelihoods teams had worked to come up with three livelihoods studies. Bill explained about the sustainable livelihoods framework and how STREAM has adapted this for its own use and why. He discussed how the Livelihoods and Languages Workshops with SPARK had been an opportunity for us to

simplify the DFID sustainable livelihoods framework to make it easier to understand and work with.

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

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

Box 5

Community Visit Purpose

To learn about:

- Socio-economic and -cultural conditions
- How resources and technology are being mobilized, especially in terms of community contributions
- The community's 'needs' (or 'problems') and how are they fulfilling ('solving') them, and what they 'want'

- The nature of GVT's support and interventions, and working patterns
- The role of government in that community

- Changes in people's lifestyles
- Feelings of the community
- Perceptions of the community towards 'outsiders'

Day Three

Community Visit Preparation Reportback

The first session of Day Three was spent discussing the community visit preparations. Each group in turn outlined whom they were going to work with, what their group purpose was in terms of the kind of information they wanted to learn, and what tools they were going to use to do that.

Language(s), Power and Relationships

The purpose of this session was to consider communication issues which might arise in the process of a livelihoods study. For this session, we discussed the question in Box 6. We then used an adaptation of Tool 3 (Communication Issues) from the *Guide to Learning and Communicating about Livelihoods*. This tool offers users the opportunity to explore issues around language(s), power and relationships: languages to be considered, whether there may be power and status issues to be mediated, and how people have opportunities to build relationships.

Box 6

What makes people comfortable enough to talk?



When asked the question in Box 6, participants made many suggestions:



- Smiling and being friendly
- Using the same language
- Showing and sharing an interest in talking
- Listening
- Keeping an appropriate distance
- Using simple and realistic queries related to the informant
- Environmental setting
- Clothes
- Being appreciative
- Being aware of factors like time, gender, confidence, trust, security, age, privacy, personal interests and relationships.

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

- What language issues are there?
- What are the power relationships that we need to be aware of?
- What opportunities are there for relationship-building?

An example of the “Communications Issues” tool from the Western Nepal groups appears in Figure 2.

LANGUAGE POWER RELATIONSHIP	COMMUNITY	DISTRICT A9 DEVELOPMENT OFFICE	NGO
COMMUNITY	• NEARLY SAME • NOT EQUAL • GOOD	• ADACHI, NEPALI • NEARLY EQUAL • GOOD	• ADACHI, NEPALI • BALANCED • VERY GOOD
DISTRICT AGRICULTURE DEVELOPMENT OFFICE	• NEPALI, ADACHI • NOT EQUAL • GOOD	• NEPALI • NOT EQUAL • GOOD	• NEPALI • BALANCED • GOOD
NGO	• ADACHI, NEPALI • BALANCED • GOOD	• NEPALI • BALANCED • GOOD	• NEPALI • UNBALANCED • AVERAGE

GROUP WEST NEPAL

Figure 2 Example of "Communications Issues" Tool

Day Four

Community Visit

During the community visit (Figure 3), workshop participants worked in several groups. The informants from the community were divided into groups of community leaders, women, men and young people. Each of the livelihoods teams worked with different groups. The West Nepal team worked with the young people, the Jharkhand team worked with the women, the Orissa and West Bengal team worked with the community leaders and the East Nepal team worked with the men.

We left Ranchi at about 7:00 am and arrived in Purulia at around 11:30 when we met the GVT staff. From there we went to Jabarra and congregated at the GVT Community Hall. The discussions and activities lasted for two hours, during which time the teams worked with the community members.



Figure 3 Images from the Jabarrah Community Visit

Day Five

Review of Days Two, Three and Four

The Nepal group reviewed Days Two, Three and Four:

On Day Two, Mr Das talked about his commitment to livelihoods work. We talked about teams and stakeholders. Then we divided into four groups and discussed what we need to know about people's lives. Rubu talked to us about the visit to Bagda. Then we prepared for the visit.

On Day 3 we were not able to go to the Bagda community, so the schedule for the day changed. In the first session of our changed program we discussed the situation and other difficulties. Then we discussed the community visit preparation for the four different groups, then had more information about the community visit from Rubu and got some tips from Mr Das. We talked about language, power and relationships and we did an exercise and presented the work. It was a valuable, interesting experience.

On Day Four, we went on the community visit to Jabarrah Village. First we went to Purulia, visited the GVT office and found out about their activities. Then we went

to Jabarrah. There were two groups from India and two groups from Nepal. Everyone discussed their themes and got a lot of information from the community. The discussions with community members from Jabarrah took more than two hours, then we returned to Purulia and had lunch.

Community Visit Reportback

The community visit was reported back using a poster session. One member of each group explained their findings to the other groups. Their posters are in Appendices 3 (Western Nepal), 4 (Eastern Nepal), 5 (Jharkhand) and 6 (Orissa and West Bengal).

During the post-reportback session, the issue of contradictory information was raised. Bebet pointed out that during a real livelihoods analysis, you would have more time, but you would also check information with the community when there appear to be discrepancies. You would 'triangulate' information to get a more realistic picture of the community's lives. People will give you real information if they trust you - so the relationship aspect of livelihoods analysis is crucial.

Participants made several comments about how they might work differently in the future:

- Spend more time in the community and in preparation of the tools.
- We have a lot of information but it needs to be in pictorial form - so go with your tools prepared.
- Resource maps, social maps and other kinds of maps can be drawn with the community and in that way, community members can verify the information.
- Go at a time which is good for the community and be respectful of villagers' time because we are taking time from their livelihoods. We need to meet with them at appropriate times for them, not us.
- Share the information back with the community at the end of a livelihoods study period to show them what has been learned, and that way information can be checked.
- The team cannot speak the local language so it would be good to have an interpreter.

In this community visit, the women from Jabarrah were asked what their main activity after dinner was. They said that they went to sleep. When the boys were asked, they said they watched TV, but the women said there was no TV in the village. This is the kind of information that can be verified.

The Nepalese team found that although they thought people did not speak Hindi, after being friendly, they found that the boys could speak Hindi. With the group of women, the Jharkhand team spoke Hindi and the women spoke Bangla, but they understood each other enough to have a conversation. Sometimes people have language resources we do not expect.

Towards a Draft *Guide for Livelihoods Analysis*

The purpose of this session was to consider the sort of *Guide for Livelihoods Analysis* which the teams considered necessary for development. The purpose of the *Guide* would be to help us understand how people live, and to help us understand what communities and individuals really need to improve their lives. It should reflect our experiences of the

purposes of a livelihoods study, the ways we worked and how we would improve them, and what we learned about the community's livelihoods.

In thinking about how to develop an outline of the *Guide*, we need to define what should be included so that it presents a simple, yet comprehensive understanding of livelihoods approaches and analysis, and so that it could be used by our 'livelihoods teams' for their purposes, and for the purpose of modification throughout the continuing NACA-STREAM/FAO Workshops on Livelihoods Approaches and Analysis. We want a general guide which would be in English and we also want local language versions in Bangla, Hindi and Oriya with Rubu's help, and in Nepali with Nil's help.

In the Philippines, to start the process of developing the guide, participants discussed these questions:

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

They decided that the *Guide*⁷ should be:

- Multi-purpose [e.g., for Information, Education and Communication (IEC)]
- Multi-audience (e.g., national and local government agencies, NGOs, people's organizations, communities]
- Practical
- Simple-yet-comprehensive directions for carrying out livelihoods analysis (plain English and other languages)
- Continuously evolving and documented through monitoring and evaluation (M&E)

In the Philippines, they identified potential team members who are from peoples' organizations, NGOs and government agencies. There will be an inception report where they will develop a detailed workshop. They have not been able to meet yet, but will do that soon. Bebet will take the leadership on that with support from other people.

Planning Activities for Livelihoods Analysis and Follow-up Actions

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

*What can you do when you go home to take what you have learned forward
in your own context?*

Several activities and follow-up actions were decided.

⁷ The draft outline of the *Guide for Livelihoods Analysis* is in Appendix 7.

STREAM

- Bill, Kath and the Communications Hubs Managers will discuss how to take the draft *Guide* forward.
- STREAM will send the reports of the workshop to the directors of fisheries in Jharkhand, Orissa and West Bengal. We will finalize and send the report to everyone as soon as possible, hopefully by the end of February.

Nepal

- We will share ideas with colleagues.
- We will conduct at least one pilot livelihoods study in April.
- For the continuing year, we will try to keep this as a regular program in the Directorate of Fisheries.
- We will give the workshop information in our radio programs. We will conduct a program to disseminate a summary of this workshop so that people will know what livelihoods analysis is.
- The Nepal team will send a report of the pilot livelihoods study to STREAM, which will give feedback on that.

Jharkhand

- The Government of Jharkhand and NGOs will work together as a team to plan and develop and improve livelihoods in the local area.
- Both will plan an analysis of local resources and the farming community as a team. The Government of Jharkhand will try to motivate communities through discussion to help the community. Projects will be monitored and we will analyze the result of the work.
- We need to decide with the NGOs which communities to work with and then plan the work we are going to do. With the communities and local bodies, we will work to improve livelihoods, work with the NGOs to motivate the members of that community and offer technical help to the NGOs. NGOs and government bodies will analyze the work to find out if targets have been reached. The Jharkhand Department of Fisheries and the NGOs will find ways of working together through meetings and discussions.

Dhenkanal District, Orissa

After departure from here and reaching home, I would like to go through all the supplied materials and guidelines for experience, and intimate to my higher officials to take up the livelihoods study in the fisheries sector for future planning.

Mindapur District, West Bengal

I will submit my report of what I learnt and share understandings of livelihoods approaches, analysis and methods to the Director of Fisheries, making policies with NGOs. I will suggest to the Director to select community villages, and how to get started with livelihoods analysis using different media for the purpose of fisheries extension and education. For this purpose similar training and M&E of this workshop will be arranged among the target group. I hope that NGOs and government will have good relations for this work so our people will benefit.

Keonjhar, Orissa

I will disseminate the ideas gathered from the workshop, along with my suggestions, through our authorities to be transmitted into the field through extension policies

controlled by the DOF and Government of Orissa. We will use training, monitoring and evaluation, case studies, feedback from the field, financial support, infrastructure facilities, for the targeted groups and people, for the purpose of sustainable livelihoods with optimum utilization of the available aquatic resources. Some policy decisions are also needed for coordination between DOF and NGOs working together for the benefit of the target groups. I will report this seminar and transmit information through a training and interaction workshop. It will take some time to change policies and coordination between NGOs and government and there needs to be more monitoring and evaluation.

Thinking about M&E and Significant Change

One aspect of the STREAM Monitoring and Evaluation (M&E) System focuses on understanding positive changes in the behavior of individuals and/or the practices of organizations. These significant changes can be explored by stakeholders through “significant change stories” which document changes that have taken place from various perspectives.

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

Evaluation

The “significant change stories” written by workshop participants are in Appendix 8. These stories demonstrate participants’ learning, and some show a change away from a more ‘resource-centered’ development approach to a more ‘people-centered’ one.

Closing Ceremony

The workshop was closed with comments by Mr Ashish Kumar, Deputy Director of Fisheries, Jharkhand, and Dr Virendra Singh, Project Manager, GVT East.

Appendix 1 Program**GVT/NACA-STREAM/FAO International Workshop on Livelihoods Approaches
and Analysis
Ranchi, Jharkhand India, 2-6 February 2004****Program (draft)**

Context

Organized by GVT⁸ Ranchi, the host partner of NACA⁹-STREAM's¹⁰ India 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 Gramin Vikas Trust

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 GVT-STREAM "site communities".

Appendix 1 Program (continued)**Input**

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

- GVT (involved with), planning, extension, training and communication
- State Fisheries Department
- Other NGOs, and projects such as WORLP and JTDS

13 Department for International Development, UK

Appendix 1 Program (continued)**Agenda**

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

Day One - Monday, 2 February	
0800-0900	Registration
0900-0915	Opening Remarks <i>Virendra Singh, Assistant National Co-ordinator</i>
0915-0930	Welcome Address <i>Secretary, Fisheries, Government of Jharkhand</i>
0930-0945	Message <i>Rubu Mukherjee, STREAM Communications Hub Manager</i>
1000-1015	Introduction of Participants
<i>1015-1030</i>	<i>Break</i>
1030-1100	Experiences and Expectations
1100-1130	Overview of the Workshop and Monitoring and Evaluation (M&E)
1130-1200	Introduction to GVT, NACA-STREAM and FAO
1200-1300	What are "livelihoods" (approaches, analysis)? [1]
<i>1300-1400</i>	<i>Lunch</i>
1400-1530	Teams and Stakeholders [2]
<i>1530-1545</i>	<i>Break</i>

Appendix 1 Program (continued)

Day Two - Tuesday, 3 February	
0900-0930	Participant Review of Day One
0930-1030	Teams and Stakeholders [2]
1030-1045	<i>Break</i>
1545-1700	Learning about and Understanding Livelihoods - Livelihoods Frameworks and Approaches [3]
0930-1030	Livelihoods Analysis - Processes, Practices, Studies, Languages and Stories [4]
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>

Day Three - Thursday, 5 February	
0900-1030	Preparation for Community Visit - Reportback
1030-1045	<i>Break</i>
1045-1230	Languages, Relationships and Power [6]
1230-1330	<i>Lunch</i>
1330-1530	Towards a Draft <i>Guide for Livelihoods Analysis</i> [7]
1530-1545	<i>Break</i>
1545-1630	Final Preparation for Community Visit

Day Four - Thursday, 5 February	
Morning	Community Visit [8]
	<i>Lunch</i>
Afternoon	Community Visit [8] (continued)

Appendix 1 Program (continued)

Day Five - Friday, 6 February	
0900-0930	Participant Review of Days Two, Three and Four
0900-1030	Reportback from Community Visit [9]
1030-1045	<i>Break</i>
1045-1230	Reportback from Community Visit [9] (continued)
1230-1300	Towards a Draft <i>Guide for Livelihoods Analysis</i> [7]
1300-1315	Planning Activities for Livelihoods Analysis [10]
1315-1400	<i>Lunch</i>
1400-1415	Follow-up Actions [11]
1415-1430	Review of Program Purpose and Objectives
1430-1500	Thinking about M&E and "Significant Change" [12]
1500-1530	Evaluation [13]
1545-1600	<i>Break</i>
1600-1615	Closing Remarks <i>Virendra Singh, Assistant National Co-ordinator</i>
1615-1635	Impressions from Participants <i>(to be arranged with participants)</i>
1635-1640	Thanks and close by STREAM

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

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

Day One - Monday, 2 February

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

A session to build shared understandings of “livelihoods” and associated terms, using adaptations of L&L¹⁴ Phases 2 (Sharing Meanings) and 3 (Sharing Understandings).

[2] Stakeholders and Teams

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

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

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

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

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

Day Two - Tuesday, 3 February

[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

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.

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

Appendix 1 Program (continued)**Day Three - Wednesday, 4 February****[6] 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.

[7] 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 Four - Thursday, 5 February**[8] 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 Five - Friday, 6 February**[9] 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?

[10] Planning Activities for Livelihoods Analysis

This session will result in workplans for the livelihoods teams.

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

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

[12] Follow-up Actions

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

[13] Evaluation

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

Appendix 2 Participants

1. Nil Kantha Sharma	Agriculture Communication Officer	Agriculture Information and Communication Center	Hariharbhawan, Lalitpur, Nepal
2. Ramesh Humagain	Agriculture Extension Officer	District Agriculture Development Office	Chautara, Sindhupalchook, Nepal
3. Jageshwar Yadav	Fisheries Development Officer	District Agriculture Development Office	Saptari, Nepal
4. Kamal Prasad Sah	Fisheries Development Officer	District Agriculture Development Office	Kapilvastu, Nepal
5. Mahesh Chand Gupta	Fisheries Development Officer	Fisheries Development Center Office	Bhairahawa, Thukipipal, Nepal
6. Yugal Kishore Tiwari	Fisheries Development Officer	District Development Officer	Bankey, Nepal
7. Krishna Bahadur Bista	Assistant Fisheries Officer	Directorate of Fishery Development	Balaju, Kathmandu
8. Gayatri Raj Wagle	Assistant Fisheries Development Officer	Indrasarobar Fisheries Development Center	Kulekhani, Makabanpur, Kathmandu
9. Nikanth Pokhrel	STREAM Communications Hub Manager	STREAM Nepal Country Office, Agriculture Information and Communication Center, Ministry of Agriculture and Cooperatives	Hariharbhawan, Lalitpur, Nepal
10. Lipika Banerjee	Assistant District Fisheries Officer	Department of Fisheries	Ranchi, Jharkhand, India
11. Ramanuj Kumar	Laboratory Assistant	Department of Fisheries	Ranchi, Jharkhand, India
12. Jaydeep Kumar Sinha	Junior Fisheries Research Officer	Department of Fisheries	Ranchi, Jharkhand, India
13. Ranjit Keshari Das	District Fisheries Officer	Fish Farmers Development Agency	Dhenkanal, Orissa, India
14. Pulin Bihari Das	Fishery Extension Officer	Assistant Director of Fisheries, Junput Fish Technological Station	Junput, Contai, Purba, Midnapur, India
15. Navendra Kumar Pradhan	District Fisheries Officer	Fish Farmers Development Agency	Keonjar, Orissa, India
16. Ravi Shankar	District Fisheries Officer	Doranda Fish Farm	Ranchi, Jharkhand, India
17. Virendra Singh	Project Manager	GVT East	Ranchi, Jharkhand, India
18. Rubu Mukherjee	Communications Hub Manager	STREAM India Country Office, Gramin Vikas Trust	Ranchi, Jharkhand, India
19. Nguyen Song Ha	Communications Hub Manager	STREAM Vietnam Country Office, Ministry of Fisheries	Hanoi, Vietnam
20. Elizabeth M Gonzales	Communications Hub Manager	STREAM Philippines Country Office, BFAR VI Regional Office	Iloilo City, Philippines
21. Kath Copley	Communications Specialist	STREAM Regional Office	Bermagui, Australia
22. William Savage	Communications Specialist	STREAM Regional Office	Bangkok, Thailand
23. Rebecca Cajilig	Program Manager	STREAM Regional Office	Bangkok, Thailand
24. Wirate Udomplarp	Finance Officer	STREAM Regional Office	Bangkok, Thailand

Appendix 3 Western Nepal Community Visit Reportback

Western Nepal with Group Leaders

Purpose of Field Visit: to find out socioeconomic condition of the community (situation analysis)

What do you want to learn?

1.1 What are the resources and how they are utilizing the resources?
Resource and Social Map

What are their problems?

1.2 General problems

1.3 Problems related with fish farming

Problem ranking and analysis

From where they are getting support?

Key informants, focus group

What is the history of the community?

1.4 History of fish farming?

1.6 Historical timeline

Management practices of fish farming

1.7 Seasonal calendar

State: West Bengal, Block: Hura, Village: Jabarrah, District: Purulia

Status of Village

Population: 2,000

Number of families: 260

Literacy: 30%

Number of groups: 19

Religion: Hindu

Caste: Mahato, Gorai (Teli), Mandal (major), Lan (Bengali), Rabidas, Kayast, Jaleya (minor)

Activities: agriculture, vegetable production, fish farming, labor

Resources

Primary school

Post office

Community Hall by GVT

Ponds: 16

Groups: 7, public: 3, others: 6

Shiva Mandir: 1

Electricity: 15% of households

Land size: 7.5 ha (1%), 5-7 katha (60%), < 5 katha (20%)

Landless: 100 families (only house)

Road: muddy, black-topped road 3 km from village

Drinking water

Tubewell and handpipe

Private well: 20, seasonal (5), all year round (15)

Public well: 8 (supported by GVT), handpipe = 4 (3 GVT, 1 government)
 Bathing and washing place: only ponds
 Service holder: 7 (one woman)
 Hat bazaar: 3 km away
 Rice husking mills: 2
 Forest: small area
 Shops: 4
 Main market: Purulia (18 km away)
 Transport: cycle (90% of households)
 Rural industry: bamboo-related
 Club: Nabin Club (cultural programme)
 Family income: Rs 30-60/day farm labor (Rs 5 less for women)

Name of Group: Navodaya Dal

Members: 14 men only

Date of establishment: 1996

Supported by Hindustan Fertiliser Company, then KRIBHCO, then GVT

Group fund: 2 lakh (Rs 10/head/month)

Recording systems: well

Activities: agriculture, vegetable production, fish farming

Number of ponds: 2 (2 ha and 1.5 ha)

Purchase by their fund: one pond (1.5 ha), one generator (1.5 lakh)

Balance: Rs 15,000 in bank

Types of fish: rohu; catla; naini; silver, common and grass carps

Return: Rs 75-80,000 from 3 ponds (last year)

Role of GVT

- Facilitating in group formation
- Training, tour and field visit
- Empowerment, motivation
- Positive attitude towards GVT



Resource map of the village

General Problem of the Community

High technology (agriculture)
Irrigation
High school
Health centre
Phone
Employment
Future programme planning
Income
Knowledge (e.g., health)
News (printed and electronic)
Hybrid seed
Animals (improved breed)
Manure and fertilizer
Soil test
Soil and water conservation
Cold store (Purulia district)
Road

Problem Related with Fish Farming

Irrigation
Literacy and education
Trainings
Lack of equipment (pH meter, net)
Fish seed (quality, time and costly)
Credit facility
Lack of coordination (GO, NGO, CBO)
Fish feed
Medicine (fish)
Fish market
Poaching
Poisoning
Price (Fish: common and silver carp @ 25/kg, rohu @ 45/kg, catla @ 35/kg, mrigal @ 50/kg)
Netting (big)
Pond overflow
Transportation
Water quality test

Historical Timeline

Village: Jabarrah, District: Purulia

Origin: more than 200 years old

Jabarrah = jab (corn) + arrah (utensil) = "utensil full with corn"

Caste: dominated by Mahato (40%), Gorain (15%), Mandal (15%), rest (30%)

Ratio of men and women almost equal

River: Jor

Source of drinking water: river, well, handpipe

After 1994-95

NGO entered (Hindustan Fertiliser Company, KRIBHCO, GVT - 2001) and provided technology and inputs

- Species and improved varieties, e.g., Silver Carp, Common Carp, Grass Carp, Rohu, Naini, Catla, Tilapia
- Three types of pond: N/P, R/P, TF/P
- Farming in groups
- Selling price: 100 g = 40 Rs/kg; > 100 g = 4-70 Rs/kg
- Stocking in April with only cow dung as input
- Self-consume: 25% of harvest; Sell: 75% of harvest

Seasonal Calendar

Months	Activities
January	Selling of graded fish
February	Selling of graded fish
March	Pond drying, pond repair and maintenance
April	Stocking of hatchery and hatchery management
May	Fry shifting to rearing pond and management
June	Fingerlings stocking in big pond and management
July	Management of fingerlings and netting fish for group
August-September	Manuring, frequent netting (per week)
October	Angling (hooking) fish by customers
November	Shift bamboo in pond to avoid poaching
December	Harvesting of large fish and selling

Appendix 4 Eastern Nepal Community Visit Reportback

Eastern Nepal with Young People

Respondent Profile

Number: 8 (four men, four women)

Age: 19-35

Education: 0-10 years

Occupation: agriculture, livestock, fisheries, labor

Average family size: 8

Food sufficiency: maximum seven months

Marriage age: 20-25

Local club membership: 27 (age group: 15-20; educational levels of members: <5 years = 9, 5-10 = 10, >10 = 8; two teachers)

Club activities: puja (saraswati, durga), celebration of leaders' birthday, August festival, drama, mela, sports (football, cricket, gullidonda)

Club expectations: ditches, plantation

Habits: almost all smoking bidi, chewing tobacco, playing cards, caram board

General Knowledge

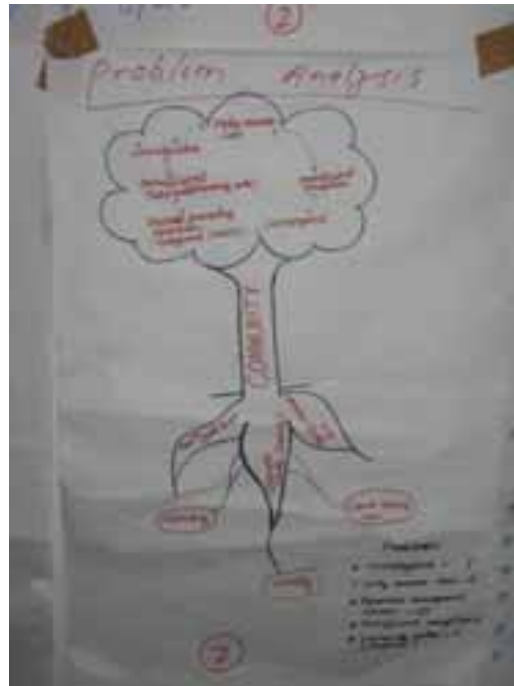
- All the members of Indian national cricket team,
- Mostly film actors
- GVT since 1996 (activities: community hall, training on fish, fish seed, seeds, sprayer, poultry, thresher, plough, houses for poor people)
- Name of Prime Minister
- But don't know the name of their Chief Minister or President

Thinking to Us

- Happy to outsiders
- Meeting is going on
- Nice to talk with foreigners
- Learn something new



Activity Clock



Problem Tree

Learning

- Livelihood is not dependent only on aquaculture
- Looking other options (labor, teacher)
- Good exposure

Work Method

- Questionnaire
- Informal gossip
- Participatory discussion
- Some PRA tools

Purpose Met

- Socioeconomic and cultural
- Resources
- Relationship
- Change pattern
- Expectations
- Perception

We Can Do Sustainable Resource Management

- Irrigation system: drip irrigation for vegetable pond
- Compost manure improvement programme
- Fish production management (nursery pond construction, fingerling production and management)
- Forestation (bamboo and fodder trees)
- Integration in pond (duck cum fish culture)

Appendix 5 Jharkhand Community Visit Reportback**Jharkhand Group with Women**

Purpose of field visit: To find out socioeconomic condition of the community

Method: Focus Group Discussion (FGD)

Participant profile: Five married women of ages 25-60 and four of five with primary-level education

Membership in Organization

Number of members = 11

Name of the group leader: Usha Mandal

Working pattern: They work in group. They are engaged in aquaculture and agriculture.

They are involved in feeding and marketing of fish. They are also involved in handicrafts in their spare time.

Economic Status	
Before Ten Years	After Ten Years
House: clay	House: bricks and tiles
TV: don't have	TV: some have
Cycle: some have	Cycle: most have
Purchasing capacity: less	Purchasing capacity: improved

Social Status	
Before Ten Years	After Ten Years
Don't come out of the house	Participating in all kinds of outdoor activities
They do not make any decisions	They make their own decisions
They have no role in their children's education	They are aware of their children's education
Unaware of family planning	Most aware of family planning
Cattle farming is less	Cattle farming gradually increased

Resources

- They are doing their work with limited resources like water.
- They work in agriculture like paddy and vegetables.

Problems

- Limited knowledge in handicrafts
- Limited funds
- There is no health center in the radius of 4 km

Dreams

- They want to participate in small-scale industries.
- They want health and handicraft education.
- They want government help.

Appendix 6 Orissa and West Bengal Community Visit Reportback

Orissa and West Bengal with Men



Resource Map Men

Village: Jabarrah/Budhudin
 Gram Panchayat: Jabarrah
 Block: Hura
 District: Purulia
 State: West Bengal

Households: 250
 Population: 1,500
 Family profile: average six persons
 Present income status: "below poverty line" and landless
 Income activities: bamboo basket-making, pisciculture, music (party bands), agricultural labor

Average annual income: Rs 16,200/year
 Average annual expenditure: Rs 17,100/year (hand loan with high interest of 10%/month)
 Institutional finance: Rs 2,500 (Mallubhum Gramin Bank, Lodhurkha Branch)
 Savings: Rs 10/month

Marketing: Lodhurkha weekly market (Saturday and Tuesday) - 3 km; shop at Purulia - 20 km; Ranchi - 145 km

Health post at Lodhurkha: 3 km

Education: Budhudin class V in the village; Lodhurkha high school (3 km); Laxmanpur college (5 km)

Literacy: 15% (men - 80%; women - 20%)

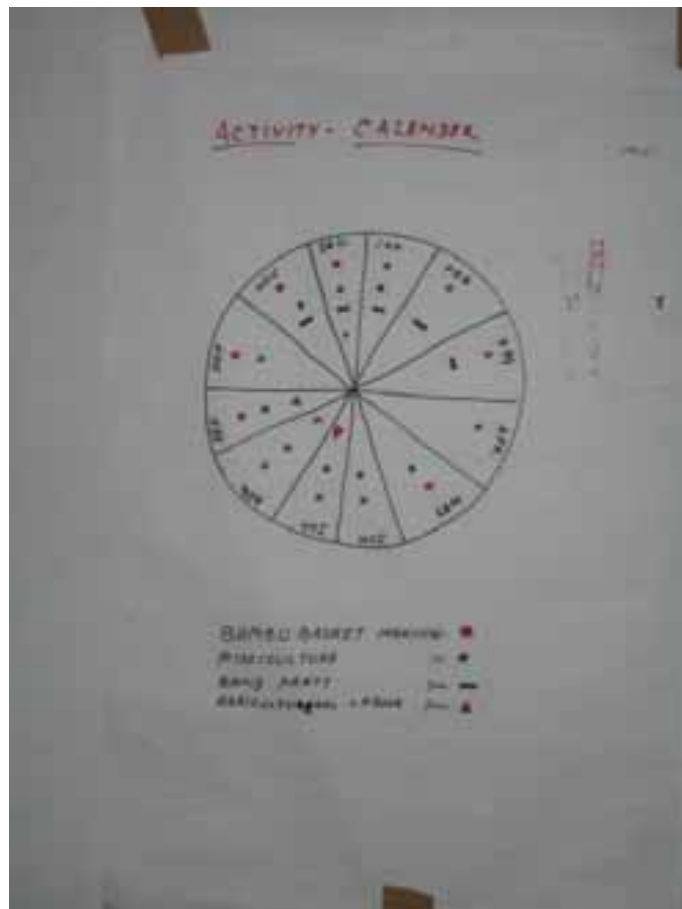
Conveyance: cycle, foot

Electricity supply: free from government

Cultural activities: Durga Puja, Kali Puja

Dreams and Aspirations

- Pucca (concrete) building
- Cemented well
- Piece of land for agriculture
- More institutional finance support
- Large community hall for social functions



Activity Calendar

Appendix 7 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 8 Significant Change Stories

Anonymous

The international workshop on 'national livelihoods' held at Ranchi was lively and the interaction and discussion among the participants including presentation was encouraging. We should be more practical and field-based and also concentrate on livelihood approaches and analysis of the poorest of the poor by going deep into them and also penetrate among themselves. Further, coordination among the different working forces is required to have a better sustainable livelihood by utilizing the available resources to an optimum level.

Kamal

I had never been attending this type of workshop before and I have not any experience about livelihood approaches and analysis. But after the completion of this workshop I knew some about livelihood. It is essential to know about his own livelihood everybody. This workshop helped me to analyze the livelihood of the community where I am working as a fisheries officer. There are a lot of governmental water bodies which are useless, so after this workshop I have an idea about to use these water bodies and improve the livelihood of community people.

Krishna

Before attending the workshop on livelihoods approaches and livelihoods analysis, I have no idea about these. But the workshop makes me capable to analyze the community on livelihood analysis concept. This will support me to work in fisheries community more effectively to improve their livelihoods. Really I am thankful to NACA-STREAM/FAO TCP to empower me.

Lipika

On the first day, our director asked me to join this livelihood workshop. That day I was hesitated because actually I don't know how to go through this workshop. In spite, I joined it. I came to know lots of things about livelihood, but still after five days, I think that I need more information about it. I will try my best to adapt some types of works that should change the livelihood of poor people who live around us. Today the time has come when we say good-bye to each other and again from tomorrow we will again join our daily routine, but I think this few days gave me a lots of good knowledge to change my livelihood also.

Mahesh

Before joining the workshop I just listen the word 'livelihood' but didn't know the meaning of this on our lives. On the progressing of workshop, I understanding the livelihood is itself big meaning and it cover the large area of our day to day life. I compelled to think about livelihood of my own and community where I do. When we understood I know well the livelihood of community then only we able to do something for community. So I feel significant change that workshop provide is to share understanding, participate with people for livelihood approaches and analysis.

Pulin

Before joining this workshop, I do not know about the livelihood approaches. After attend workshop, I have learned many thing about livelihood approaches. This is way of survival and struggle for existence of man. Sharing the understanding of livelihood approaches, analysis and methods, I want to work among target groups in my areas with NGO after consultation with our government policy.

Ramanuj

I am grateful to join this workshop and I changed my mind about the aquaculture field. I learn this workshop what I can planned and successful welfare program. I hope I implement all the idea in my work.

Ramesh

Before enter into the hall, the term livelihoods was easy and straight for me. Now at the end, this term, giving me multiple meaning and sketch of a community and individuals as well. It is nice to remember the example of Mr Ranjit, our friend: it is many clicks and figures of community, which we need at the time of every steps of development, i.e., planning to evaluation.

Ranjit

I reached Ranchi to take part in the national livelihood analysis program as only a fisheries technical person with an empty mind. After completion of the first day's programme I could able to learn some thing about the word 'livelihood'. Again as the days passed after learning different aspects from different participants from different countries and region, it became more convenient to introduce and involve myself in the programme as a result of which I could able to tackle the field situation at Jabarrah. The ideas and knowledge given were valuable, although the time period is less still than the beginning of the future programme will be helpful no doubt in course of time.

Sharma

In my opinion, the main theme of workshop is "if you give a man a fish, he will eat fish only one day. If you give idea about fish farming, he will eat fish in his whole life."

Sinha

There are some changes in my mind about the field work. In our department there are so many welfare programs, but the implementation and its presentation is different. In this NACA-STREAM workshop is help to me to change the working pattern idea. In this workshop, I can feel the planning, organizing and implementation work how can I plan. I hope myself utilize the idea and experiences of this workshop in my job. Thank the NACA-STREAM team to give opportunity to take experience and idea to utilize the welfare programs.

Wagle

The word 'livelihood' is simple but meaning is difficult. Before the workshop I think simple livelihood, but after the workshop the mind became clear, but there are a lot of bricks about livelihoods. When I will try to my field condition, then I utilize the bricks of livelihood in fresh way.

Yadav

It is a golden opportunity for me to participate in the workshop. Through wider exposure and sharing experiences during discussion in the workshop made me think of more than I was thinking of it before. Previously, livelihood was simple income generating activities are means of living, but now really it become a complex issue. So it is one of the most important significant changes in me that I could understand its meaning, approaches and analysis. This understanding (capacity built in me) will certainly lead me to carry out various livelihood approach analysis in my real job field in order to address concerned problems of target groups.

Yugal

One of the significant changes that made me change my ideas about livelihood is that livelihood is multi-sectoral approach to different agencies. From this workshop, we understand much more about livelihood, livelihood approaches and livelihood analysis.