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CORALI

SLED Approach - Development Workshop 2

3 June 4th – June 10th 2007

Workshop Report

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Contractual Obligations

The workshop contributes to the livelihoods-related components of the EU-ICRAN project "Institutional Strengthening and Capacity Development for the Long-term Management and Conservation of MCPA's encompassing Coral Reefs in South Asia" funded by the EU to United Nations Environment Programme. This workshop also contributes to the IUCN Global Marine Programme project "Management of Climate Change Impacts on Coral Reefs and Coastal Ecosystems in Tsunami-affected Areas of the Andaman Sea and South Asia" is funded by the Foreign Ministry of Finland in support of activities under Coral Reef Degradation in the Indian Ocean during 2006-2007.

This workshop fulfils the requirements of work specified in the Schedule between UNEP/WCMC - ICRAN and Integrated Marine Management (schedule reference 562/07).

Specifically this workshop responds to the following deliverables:

- Coordinate a regional workshop to provide training for teams on the application of the SLED methodology.
- Verify the methodology based on field trials and partners experiences
- Bringing the pilot teams together to share their experiences with each other
- Develop a socioeconomic monitoring framework for South Asia

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Executive Summary

The second of three planned workshops under the Coral Reefs and Livelihoods Initiative (CORALI), was the middle stage in the action research process that has been developed to test and refine the SLED approach. This workshop was held over 7 days in Negombo, Sri Lanka between the 4-10 June 2007. It brought together the field-teams who are involved in the process of pilot testing the SLED approach in 7 sites across south Asia.

This workshop followed on from the first CORALI - SLED workshop held in Tuticorin, India between January 27- February 3 2007. During the first workshop, the participants: adapted the Sustainable Livelihoods Framework for South Asia; built up the SLED Approach; and outlined the challenge for the pilot testing in communities.

Following the first CORALI-SLED workshop the field-teams worked in coastal communities, between February and June 2007, to implement the first phase of SLED, which included activities: to raise awareness about the SLED approach; build relationships with the community; gain an understanding of livelihoods and livelihood diversity and identify groups / service providers in communities.

At this – the second CORALI-SLED workshop - the field-teams worked towards the following objectives:

1. Define the challenge and process for stage 2 fieldwork
2. Define more precisely SLED process
3. Define the relationship between CORALI and SLED
4. Refine guidance for SLED process
5. To decide on the purpose of the CORALI network and to strengthen the relationships between the network members
6. Develop a socioeconomic monitoring framework for use with the communities they work with

At the end of the workshop all objectives had been achieved and participants were prepared to undertake the second phase of fieldwork which will be implemented between August – October 2007 in 7 sites: Anadaman Islands (India), Baa Atoll (the Maldives), Weh Island, Aceh (Indonesia), Bar reef (Sri Lanka), Gulf of Mannar (India) and the Lakshadweep Islands (India).

A final workshop in the SLED research process will be held in November 2007 to consolidate findings as well as plan activities to continue the work that has been initiated through the CORALI project.

Acronyms

CORALI	Coral Reefs and Livelihoods Initiative
CBO	Community Based Organisation
CORDIO	Coral Reef Degradation in the Indian Ocean
EU	European Union
HH	Household
ICRAN	International Coral Reef Action Network
IMM	Integrated Marine Management
INGO	International Non Governmental Organisation
IUCN	World Conservation Union
MCPA	Marine and Coastal Protected Area
MPA	Marine Protected Area
NGO	Non Governmental Organisation
PRA	Participatory Rural Assessment
SACEP	South Asian Cooperative Environment Programme
SL	Sustainable Livelihoods
SLED	Sustainable livelihoods Enhancement and Diversification
WCMC	World Conservation Monitoring Centre

Part 1: Introduction & Background

1.0 Background to the CORALI Initiative

The Coral Reefs and Livelihoods Initiative (CORALI) has been funded by two regional coral reef projects:

1. The United Nations Environment Programme (UNEP) Project "Institutional Strengthening and Capacity Development for the Long-term Management and Conservation of MCPA's encompassing Coral Reefs in South Asia" funded by the EU. This is coordinated by the South Asia Cooperative Environment Programme (SACEP) together with the International Coral Reef Action Network (ICRAN), and IMM Ltd.
2. The IUCN GMP project "Management of Climate Change Impacts on Coral Reefs and Coastal Ecosystems in Tsunami-affected Areas of the Andaman Sea and South Asia" funded by the Foreign Ministry of Finland in support of activities under Coral Reef Degradation in the Indian Ocean (CORDIO) during 2006-2007.

Though each project has its specific objectives and priorities, in 2006 the project management teams recognised the potential for collaboration around a common challenge that they faced, which was: how to better promote livelihood development as key part of a more holistic approach to coral reef conservation. The management teams agreed on an initiative that incorporated: the development of a regional skills and knowledge network; the development of an improved approach to socio-economic monitoring; and finally the further development of an approach to Sustainable Livelihood Enhancement and Diversification (SLED) in coral reef dependent communities.

1.1 The SLED Development Process so Far

The process has been designed to build on the wealth of experience with livelihood development initiatives that exists globally and within South Asia. Its overall aim is to:

> *To develop and test a globally appropriate approach to livelihood enhancement and diversification in association with coral reef management.*

To do this an action research process has been designed to take lessons from past experiences (global and regional) and use the local knowledge and field-experiences of partners in the region to further develop and field-test the SLED approach. This process will be implemented over the course of thirteen months with teams from across South Asia and Indonesia. The process and progress is described below:

i. **SLED Development Workshop 1** ***(completed Jan 2007)*** – The participants, representing the field-teams: adapted the Sustainable Livelihoods Framework for South Asia; built up the SLED Approach; and outlined the challenge for the pilot testing in communities.

ii. **Fieldwork phase 1** ***(completed June 2007)*** – The field-teams worked in communities to implement the first phase of SLED, which included activities: to raise awareness about the SLED approach; build relationships with the community; gain an understanding of livelihoods and livelihood diversity and identify groups / service providers in communities.

iii. **Reviews of SLED Experiences** – ***(completed June 2007)*** – Two studies were undertaken to review experiences of facilitating livelihood change. The first study

covered global experiences from across a number of different sectors. The second study reviewed experiences of facilitating livelihood change specifically with rural communities in South Asia and Indonesia.

iv. **SLED Development Workshop 2** ***(completed June 2007)*** – The field-teams adapted the SLED framework, using their field experiences and knowledge of the Global Overview of SLED experiences, they then reflected on the process and outputs from their fieldwork and identified the areas where they still needed to work; participants reviewed some of the key skills that they require for SLED and designed a fieldwork challenge and guidance for the second phase of field testing.

v. **Field work phase 2** ***(July – October 2007)*** – The field-teams will work to implement the second phase of the SLED Approach (Direction) which will include: scoping opportunities; building visions with groups and communities; community mobilisation; identifying opportunities for supporting sustainable livelihood improvement activities; building linkages; and testing a framework for socio-economic monitoring.

vi. **SLED Development Workshop 3** ***(planned for October 2007)*** – The final of the SLED development workshops will allow the field-teams to reflect back on the SLED approach; develop training and guidance materials for the first two phases and plan micro projects aimed at facilitating livelihood change in the communities.

vii. **Implement SLED Initiatives** ***(planned for October 2007 - January 2008)*** – Pilot teams will be funded to implement micro-projects that will support livelihood change in the communities where they are working.

viii. **Development of Policy Guidance materials** ***(planned for October – March 2008)*** – Based on the experiences of implementing SLED a series of training and guidance materials will be produced.

ix. **Management and Policy Forum** ***(planned for December / January 2007)*** – The forum will be used to showcase the findings of the research process.

Part 2: CORALI-SLED Development Workshop 2

The second of three planned workshops under the Coral Reefs and Livelihoods Initiative (CORALI), was the middle stage in the action research process that has been developed to test and refine the SLED approach. This workshop was held over 7 days in Negombo, Sri Lanka between the 4-10 June 2007. It brought together the field-teams (see table 1 for a summary and Annex 2 for a detailed list) who are involved in the process of pilot testing the SLED approach in 7 sites across south Asia.

Table 1: SLED fieldwork teams

Country	Pilot Site	Team Members	Organisation
India	Andaman Islands	Manish Chandi	The Andaman and Nicobar Environmental Team (ANET)
		John Aung Phong	Karen Youth Association
	Gulf of	JK Patterson Edwards[1]	Suganthi Devadason Marine Research

[1] *As SDMRI was unable to participate due to work constraints,, SDMRI was represented by PAD for the purpose of this workshop.*

	Mannar		Institute (SDMRI)
		Rajendra Prasad	Peoples' Action for Development (PAD)
	Lakshadweep Islands	Vineeta Hoon Hemal Kanvinde	Centre for Action Research on Environment, Science and Society (CARESS)
Sri Lanka	Bar Reef	Indra Ranasinghe Upali Mallikarachchi	Coastal Resource Management Project, Ministry of Fisheries and Aquatic Resources
Maldives	Baa Atoll	Abdulla Didi	Addu Atoll Male, Ministry of Environment Energy and Water
		Ali Rasheed	Foundation of Eydhafushi Youth Linkage (FEYLI)
Indonesia	Weh Island, Aceh	Ahmad Mukminin	Wildlife Conservation Society - Indonesia
		Renita Syafmi	Yayasan PUGAR (Centre for People's Movement and Advocacy)

2.0 Workshop Approach

Throughout the workshop, an informal, participatory approach was used and participants were constantly engaged in creating their own outputs and in reflecting on the content of the sessions. This approach seemed to be widely appreciated and helped to generate a sense of **ownership** among participants in relation to the materials created during the course of the workshop (see workshop evaluation Annex 9).

Other the course of the workshop the participants took a field visit to Kandakulya to learn about the work of the ADB CRMP and to talk with people about their livelihoods and their aspirations.

Participants were also encouraged to reflect critically on the process undertaken by the trainers as a means of developing their own sense of **self-critical awareness** and **critical thinking**. At the end of each day participants were given a chance to review the workshop content and approach by responding to the following questions:

- What new learning or insights did you gain
- What went well What could be improved

The review provided the opportunity for the trainers to gauge the impact and uptake of the workshop and of course gave a chance to clarify or respond to any issues as they arose.

2.1 Workshop Process and Outputs

The workshop was split into six overlapping components:

a Workshop Introduction and CORALI progress Update

b Rebuilding the SLED Framework

c Reviewing the Fieldwork

d Developing the Skills and Methods for SLED

e Developing a framework for Socio-Economic monitoring

f Setting the task for the fieldwork teams

An overall schedule for the workshop is included in Annex 2 and each of the components is described in the sections below.

2.1a Workshop Introduction and CORALI Progress Update

The purpose of this session was to update the participants on the progress and outputs from CORALI since the workshop in January 2007; to clarify any immediate issues relating to the SLED development fieldwork; and to set the tone and agree on the objectives for this workshop. The process and outputs from this section were, as follows:

• Workshop Introduction

In the introductory session of the workshop participants reflected on the work that they had undertaken at the 1st SLED workshop (Jan 2007) and in particular the Sustainable Livelihoods Framework that they had developed for the SLED process. This brief refresher session was designed to ensure that the framework and principles for SLED were at the centre of the participants minds as they reviewed the work that they had done and considered their future plans.

This session was followed by a skills appreciation exercise – designed to help participants to analyse and consider the skills and strengths that they have. In this exercise, the participants were asked to present the strengths that they had in terms of their head (intelligence), hands (skills) and heart (emotions).

• Workshop Objectives & Expectations

Following a discussion about the expectations for the workshop and a consideration of the skills and experiences that the participants brought to the workshop the facilitators and participants agreed on the following objectives for the workshop:

1. To define the challenge and process for stage 2 fieldwork;
2. To define more precisely SLED process;
3. To define the relationship between CORALI and SLED;
4. To refine the fieldwork guidance for SLED process;
5. To decide on the purpose of the network and strengthen our network;
6. Influence the Coral Reef Taskforce.

• Objectives for CORALI and SLED

As part of the introductory session, the participants spent a short time reflecting on their fieldwork experiences in a plenary discussion. During this discussion, a key challenge was raised. This concerned the ability of the field-teams to articulate the objectives of CORALI as opposed to the objectives of the SLED approach itself.

The participants agreed that, in terms of their field-testing a key objective for CORALI is:

- *To develop a globally appropriate approach to livelihood enhancement and diversification*

It was also recognised that as part of the CORALI the following objectives were also important to their work:

- *To develop an approach to socio-economic monitoring in South Asia and Indonesia*
- *To inform and influence policy and decision makers about the principles of the SLED approach*

The participants noted that the CORALI objectives were specifically related to the development and dissemination of processes for improving the way development work is approached.

In terms of the SLED approach, the participants recognised that its objective was about enabling change in people's livelihoods, and they agreed on the following objective:

- *To Empower people to enhance, diversify and develop their livelihoods*

The dynamic between these two objectives is a very good illustration of the process of Action Research that is being employed by the field teams. Action Research was described by Moris & Copestake 1993[2] as being "Activities or interventions intended to achieve tangible development goals while at the same time increasing our understanding of how those goals can be achieved". The research process is facilitated through a series of feedback loops (which for CORALI are the workshops and website) which enable action and evaluation to proceed simultaneously.

• Global Overview of SLED Experiences

As a part of the SLED development process IMM conducted a desk review of global experiences with implementing livelihood diversification processes. There are many situations in society where people's livelihoods need to change and there have been many different initiatives designed to facilitate this. The review of global experiences started with the area where much of the current approaches to livelihood change is situated: rural community development. We then considered examples where livelihood change has specifically been used to address conflicts between livelihoods and aquatic resource sustainability. A third theme of the overview was to look towards the area of the development process concerned with promoting entrepreneurship and success in enterprise formation. Finally the review considered the challenges of corporate enterprise staff development and growth.

On day 1 a presentation of the review of Global Experiences with SLED was given to the participants. The presentation itself provided a very effective framework that enabled the participants to begin their analysis of their own field experiences and to consider the implications of new dimensions to the approach.

Table 2 gives a summary of the lessons presented in respect to some of the key activities in the SLED approach.

[2] Moris J. & Copestake J., (1993) *Qualitative Enquiry for Rural Development – A Review.* Intermediate Technology Publications Ltd

Table 2: Lessons from the Global Overview

Development practitioners adopting the right attitude for SLED • Recognising that people can be powerful change agents themselves; • Building shared leadership and partnership; • Building upon people's strengths.	**Building consensus for change** • Developing a shared understanding of the need for change; • Sharing a vision of the future; • Developing a plan for the future, turning visions into reality.
Understanding people's livelihoods • Recognising and responding to the complexity of people's lives; • Recognising the interdependence of livelihood components; • Recognising the different needs of different stakeholder groups; • Understanding what helps people to decide to change; • Understanding what is important to people about their livelihoods (likes and dislikes).	**Providing support for change** • Stakeholder analyses can provide a valuable way of differentiating groups and beginning to understand what they need in order to change; • Enhancing existing livelihoods where possible; • Catering for a diversity of skill levels; • Building innovative capacity and continuing livelihood development; • Building entrepreneurial capacity early; • Targeting service provision.
Addressing the enabling environment • Developing policies and institutions that reflect diverse range of livelihood needs; • Providing services that respond as peoples demands change.	**Recognising opportunities** • Understanding the options for change; • Seeing opportunities and impacts and appreciating own potential; • Understanding and matching needs to the market; • Building upon existing livelihood diversity.

Together with the lessons learnt the report presents a series of principles for addressing livelihood change that have emerged from the research. These are included in Annex 3 and will be developed in light of the experiences of the field-teams at the third SLED workshop in October 2007.

- ***Website***

On day seven a presentation of the website was made and the participants discussed the structure and function of the website, and how it could assist. It was felt that the website would be a useful tool for sharing information and providing participants with convenient access to each other's work, as well as acting as a repository for useful resources. It was agreed that the website would be updated and revised to reflect the participant's ideas and needs. The website, managed by IUCN in Colombo, Srilanka, can be accessed at the following URL:

www.coraliweb.org

2.2b Rebuilding the SLED Framework

Given the complexity of the challenge that SLED presents, field teams needed to develop an in-depth appreciation of both the role of the individual components and their position in the overall SLED process. This was important in terms of their assessment of the progress and planning of activities, but also in terms of their ability to articulate the purpose of their activities to the people in the communities.

On the afternoon of the first day the participants reassessed each of the components in the SLED framework, that they had developed at the first workshop. This process was started for the first phase of the SLED approach on Day 1 where the participants capitalised on their field experiences and assessment of the Global Overview. The process was repeated on Day 3 for the second phase and then in preparation of the fieldwork guidance – at a much more general level for the third phase (given that SLED activities will be defined by the work in the first 2 stages).

Rebuilding the SLED Framework

Figure 1 shows the SLED framework with the components (expressed as objectives) that were developed.

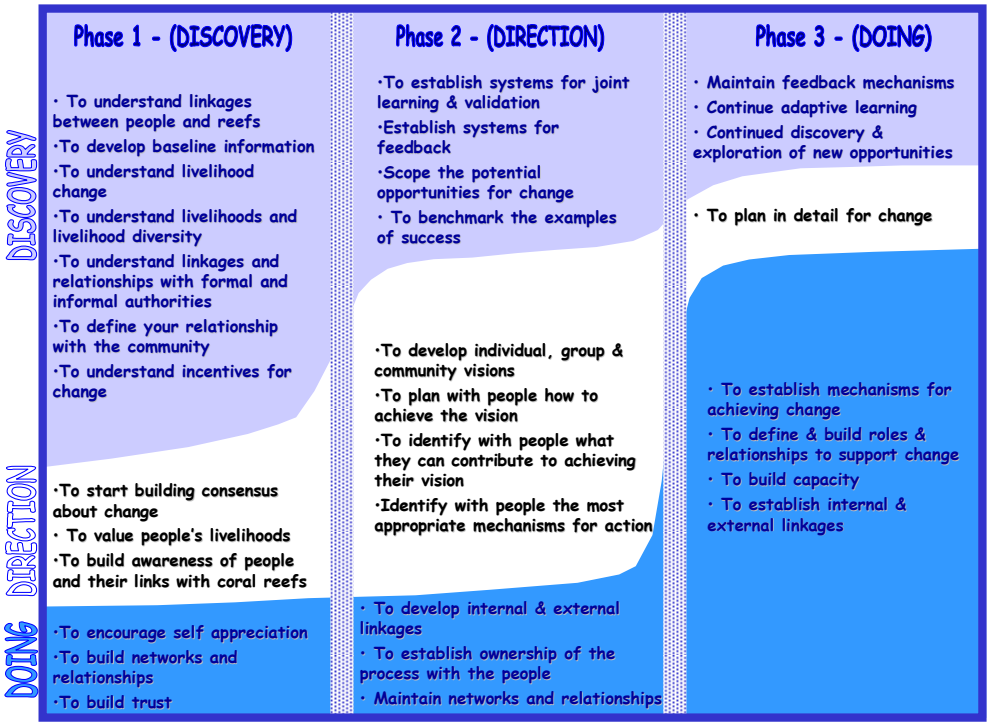


Figure 1 The Draft SLED Framework

The titles of the three phases reflect the predominance of the type of activities in that phase – for example in the discovery phase – most effort will be placed on discovery activities though both direction and doing activities will also be important.

A more detailed elaboration and description of each of the components in the discovery stage and direction stage is given in Annexes 4 and 5 This reflects the discussions that were had and the background research that has underpinned the development of the process.

2.2c Reviewing the First Stage of SLED Fieldwork

The participants reviewed the fieldwork from two perspectives:

- The process – analysing what they did and how it worked;

- The outputs – analysing what they produced and the impacts that it had, and the progress they had made.

• *Fieldwork Process*

The participants reviewed the steps that they had taken to address the fieldwork challenge, which was to:

1. Understanding the available information in the community
2. Building Relationships with communities for development
3. Understanding livelihoods and livelihood diversity within coral reef dependent communities
4. Documenting information and validating with community
5. Reporting and outputs

With respect to each step the participants considered:

i. What went well

ii. What was difficult

iii. What could be improved

From this analysis, the participants identified the key lessons that they had learnt about the fieldwork process. For a detailed description of this discussion see Annex 6

Fieldwork presentations

• *Fieldwork Outputs*

In reviewing the fieldwork outputs the participants were asked to consider both; What they had learnt and achieved; and What the community had learnt and achieved.

In the discussions that followed, several key points were made, including:

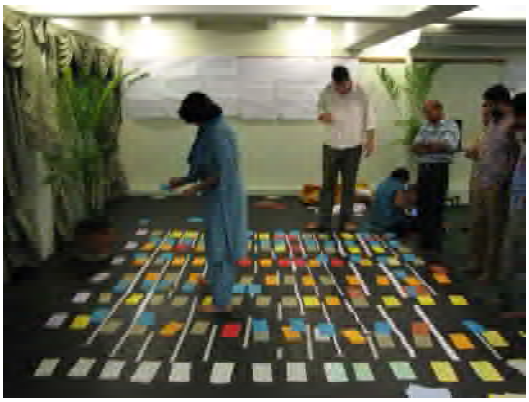
- The community took us seriously because we demonstrated that we were well prepared and willing to work with them;
- There is a wide diversity of factors that help or inhibit people from changing their livelihoods;
- The community is resilient and capable of adapting to changing conditions;
- There is a need for continued feedback and joint-learning with people – as it takes time to help people to "internalise" information – particularly about the complex relationships that they have with the coral reefs;
- People have certain cultural and social attachments to their current livelihoods and it is important to recognise these before you proceed;
- It is possible to achieve consensus between groups and the community as a whole when they have taken time to develop "shared dreams";
- It is more encouraging for people to stress the things that they have and can do rather than dwelling on their weaknesses;
- Many groups in the communities have hidden depths;

- The importance of creating networks that enable livelihood change – both between people in the community and between the community and the authorities and service providers;
- Just because we are studying livelihood change, income is not the be all and end all – it may help us to understand to a limited respect peoples economic incentives for change – but people's decision-making and livelihood strategies are based on far broader considerations;
- Though people may recognise the destructive impacts of their activities, if they see no alternative they will not change;
- The influential people for the SLED approach may not be those who hold the formal positions. People who have had success in their lives or who are very motivated and enthusiastic for change may be very powerful advocates for the SLED process;
- Merchants / moneylenders are often key people in communities – particularly in enabling people to make changes;
- Working with community members to help them to present the findings of the fieldwork can be a very effective way of disseminating knowledge and building confidence;
- Undertaking joint activities with the people can be a very effective way of building trust;
- It is important to understand peoples skills, capacity, and their aspirations when considering the types of intervention that will help them to develop their livelihood;
- Skills to support enterprise growth and innovation (marketing, accounting, sales, research and development) are essential in helping people to maintain their livelihood development in the face of a changing world.

For pictures of the fieldwork experiences see Annex 8.

Following the presentations and discussions of the outputs the field-teams assessed the progress of their SLED work against the objectives for the components of the Discovery Phase. To do this they used a "traffic light" system, which indicated with respect to each component:

- Red – work not started
- Orange – Work started but ongoing
- Green – Component completed



Using a traffic light system to review fieldwork progress

The results of this progress review are included in Annex 7. The exercise proved to be a very good basis for a systematic discussion around the worth of the different SLED components, and helped the field-teams to further reflect on the interconnectedness of those components.

For both the Process Review and the Outputs Review the participants gave power point presentations. These are on the CORALI website – see www.coraliweb.org

2.2d Developing the Skills and Methods for SLED

Following the systematic review of progress against the SLED component objectives in the SLED first phase, the participants considered the key tools and methods that they had used to undertake the work.

Some of the tools – that demonstrated the innovative approaches adopted by the field-teams included:

- **Partner review matrix:** In assessing the partner agencies for SLED and then planning how best to engage with them one of the teams used a matrix (see Figure 2) to systematically assess the capacity, resources and willingness of that agency.

	Capacity	Resources	Time	Willingness
CHF	H	M	H	H
SFCS	H	M	M	H
HFCS	M	L	M	H
CL1	H	M	L	M
CL2	M	L	H	M
CRMP	M	H	L	H

Figure 2: Assessing skills and capacity of potential partners

- **Valuing work:** Though not a specific tool, the efforts made by the field-teams to value the livelihoods of the people in the community proved to be a key element in their attempts to both build relationships and build the people's confidence for SLED.
- **Using secondary information:** Using secondary information not only makes sense in terms of research efficiency and not wasting time repeating work – but also in terms of taking secondary information back to the community to work with people to validate it. It shows the people the types of information that exists, it gives them an opportunity to express their opinions and shows that the field-teams respect the opinions of the people.
- **Household monitoring books:** Small books that can be left with households so that they can record the changes that are happening in their lives and in the community around them. The books are firstly for the people themselves but can provide the field-team with useful perspectives.
- **Show and tell:** Asking people to show the field-team what they do and how they work can be both informative, give people a chance to celebrate the things that they do well and demonstrate that the field-team values that persons livelihood. This type of exercise can also be used to generate understanding between different groups of people within the community.
- **Incorporating local information needs into research:** When designing the activities to learn about livelihoods it can be helpful to people in the community if you ask firstly what sort of information they use and what sort of information would be useful to them. This can increase the levels of buy in and enthusiasm from the community to participate.

It was noted, that illustrating the use of the tools in the implementation of the SLED process is an important aspect of developing the guidelines that are required for CORALI. Over the course of the next 4 months the field-teams will develop short

illustrative examples of the tools that they have used and the situations that they have used them in.

Following on from the review of the tools that the field-teams had used in the first phase of fieldwork and the definition of the components in the *Direction Phase* (see Annex 5) the Participants discussed the tools and methods that they may require for the second phase of fieldwork. The discussions centred around three key challenges:

1. **Visioning with Groups** – How to work with group and community meetings to help people to develop visions that reflect the complexity of their livelihoods. The facilitators provided the participants with an example of an approach to visioning – and discussed the importance of the emphasis on peoples best experiences and their strengths.
2. **Scoping (mapping) Potential Opportunities:** Here the participants recognised the need to build the peoples capacity to analyse new opportunities and appreciated that the scope of opportunities went beyond just new economic activities. This was a reflection of their findings about the diversity of factors that help or inhibit people from changing.
3. **Developing Strategies with People:** The participants recognised the need for a clear and transparent structure for planning to achieve visions with people. The strategies are the first step that people can take in considering what they can do themselves to achieve the visions. As part of the strategies the people will also identify which types of service providers may be useful.

The outcomes of these sessions were incorporated into the guidance for the phase 2 fieldwork (see Annex 8).

2.2e Developing a Framework for Socio-economic Monitoring

On days 5 and 6 the participants developed a framework for socio-economic monitoring, which built on the analysis - undertaken at the first CORALI-SLED workshop – of their experiences with socio-economic monitoring. They also considered the role that socio-economic monitoring can play in SLED. The participants decided on the following qualities of a good socio-economic monitoring system:

- Accessible to the community as well as outsiders;
- Low on development resources – particularly the time and efforts of field workers and community members
- Updated reliable and relevant information;
- Simplified / easy to understand;
- Transparent;
- Should reflect and respond to culture, religion and social norms.

In the discussions that followed the participants felt strongly about the need to be clear about the role of socio-economic monitoring. They reflected that the terminology (i.e. monitoring) implied that outsiders monitor the lives of people in order to make decisions about those people. In essence it was recognised that this was in direct contradiction to the notion of empowerment and so as it stood does not sit well with the objectives and approach of SLED.

The participants agreed that if they – as community development workers – were able to implement socio-economic monitoring then the system used should to enable the people themselves to analyse the changes that are happening. The people could then use their understanding of the changes to articulate their perceptions to outside agencies.

Following this discussion the participants decided that the system that they introduced should be named something that better reflects their intent. The following title emerged:

"Reef Changes and Action from the Peoples Perspective (RECAPP)"

Considering the resource and time constraints that will affect the ability of teams to undertake RECAP, the framework has been developed to tackle the challenge of understanding the complex and ever changing relationships between people and coral reefs in communities where time and resources do not permit expansive socio-economic surveys. A copy of the framework is included in Annex 8, as part of the fieldwork guidance notes.

The RECAPP framework has been designed to be used by fieldworkers at regular intervals to learn about the changes that are happening with the coral reefs and the people who depend upon them. A key purpose of the RECAPP system is to generate information that provides an indication of the changes that are happening in different areas for policy and management decision makers. However, if the RECCAP process is conducted with the people in the coral reef communities it will also contribute to their understanding of the changes that are affecting them. It may also help them to understand how communities in other areas – and perhaps even other countries – are responding to similar changes.

As a part of the SLED approach the RECAPP framework is primarily a tool that can be used for joint learning and feedback, it is may also be of direct use in building a consensus for change.

2.2f Setting the Task for the Fieldwork Teams

On days six and seven the participants developed the challenge for the second phase of SLED fieldwork and created the fieldwork guidance (see Annex 8). They considered the challenge with respect to the component objectives that they had developed for the Second Phase of SLED. In determining their challenge, the participants also reflected on the CORALI objectives and the SLED objectives. The challenge for the second phase of fieldwork is:

A To complete and review the tasks and outputs from the discovery phase:
   - Including systematic analysis of factors that help or inhibit change – with stories.

B To validate the findings of discovery phase with the community.

C To undertake, with the reef dependent communities, a scoping study of the potential opportunities for livelihood development.

D To establish mechanisms for joint learning and feedback:
   - In the community;
   - For the project;
   - For policy makers;

- Implement socioeconomic monitoring (RECAPP).

E To develop visions with groups and communities.

F To develop strategies with groups and communities – to achieve vision pathways.

G To develop strategies for continuation of SLED.

H To document outputs and process – using reporting structure (to be provided).

Fieldwork Outputs

- Findings of Discovery Phase validated with community;
- Mechanisms for joint-learning & feedback established;
- RECAPP framework tested and report produced;
- Potential opportunities for livelihood development identified;
- Visions for groups and communities developed;
- Strategies for achieving group & community visions developed;
- Process documented.

2.3 Workshop Close

At the final session, the participants completed an evaluation of the workshop (see Annex 9). The facilitators thanked the participants for their time and very constructive contribution to the workshop.

Report Annexes

Annex 1: CORALI Workshop Overview

June 4th – 10th 2007 – Negombo Sri Lanka

Day 1	Day 2	Day 3	Day 4
AM • Introductions • Presentation of Global Review of SLED • Set Workshop Objectives • Overview of the Process so far	**AM** • Fieldwork Presentations ○ Process Analysis	**AM** • Fieldwork "Traffic Light" Progress Evaluation -	**AM** • Fieldtrip to Kandakuliya

PM
• Rebuilding the SLED framework –
  ○ Discovery Phase
	PM
	• Fieldwork Presentations
	  ○ Outputs
		PM
		• Rebuilding the SLED Framework
		  ○ Direction Phase
			PM
			• Fiedltrip to Kandakuliya

Day 5	Day 6	Day 7
AM • Identifying skills and tools for SLED • Developing skills for SLED ○ Visioning	**AM** • Setting the fieldwork challenge • Developing fieldwork Guidance	**AM** • Fieldwork logistics and planning • Strategies for long term SLED • Website Review

PM
• Developing skills for SLED
  ○ Scoping Opportunities
  ○ Strategy Development
• Developing a framework for socio-economic monitoring
	PM
	• Developing fieldwork guidance
		PM
		• Workshop Review
		• Workshop Evaluation
		• Workshop Close

Annex 2: Workshop Participants and Organisers

No.	Name	Country	Site	Organisation
1	Mr. Manish Chandi	India	Andaman Islands	The Andaman and Nicobar Environmental Team (ANET)
2	Mr. Saw John			Karen Youth Association
3	Mr.N. Rajendra Prasad	India	Gulf of Mannar	Peoples' Action for Development (PAD)
4	Ms. Vineeta Hoon	India	Lakshadweep Islands	Centre for Action Research on Environment, Science and Society (CARESS)
5	Ms. Hemal Kanvinde			Covenant Centre for Development (CCD)
6	Mr. Indra Ranasinghe	Sri Lanka	Bar Reef	Coastal Resource Management Project, Ministry of Fisheries and Aquatic Resources
7	Mr. Mallikarachchige Upali Mallikarachchi			Coastal Resource Management Project, Bar Reef SAM site
8	Mr. Abdulla Mohammed Didi	Maldives	Baa Atoll	Addu Atoll Male, Ministry of Environment Energy and Water
9	Mr. Ali Rasheed			Foundation of Eydhafushi Youth Linkage (FEYLI)
10	Mr. Ahmad Mukminin	Indonesia	Weh Island, Aceh	Wildlife Conservation Society - Indonesia
11	Ms. Renita Syafmi			Yayasan PUGAR (Centre for People's Movement and Advocacy)

Name of organisers and guests	Organisation
Phillip Townsley	Integrated Marine Management (IMM)
Ben Cattermoul	Integrated Marine Management (IMM)
Gaya Sriskanthan	IUCN Ecosystems and Livelihoods Group, Asia
Shehani Peiris	IUCN Ecosystems and Livelihoods Group, Asia
Dr. Naveen Namboodiri (guest)	SACEP, Coordinator of EU-ICRAN MCPA project

Annex 3: Principles for SLED – As derived from the Global Overview of Experience

Based on the overview of global experiences the following principles have been identified:

1. *Understanding the complexity of people's existing livelihoods, how they have evolved and how those livelihoods interact with the reef and why.*
2. *Understanding what facets of people's livelihoods are important to them and why.*
3. *Developing a shared understanding of the need for change and a shared vision of a better future.*
4. *Recognising people's capacity to initiate change and helping them to make the right decisions.*
5. *Building an understanding of the options for change and demonstrating their viability especially with regard to the market.*
6. *Collaboratively planning the change process and agreeing the plan.*
7. *Understanding and building on the potential for enhancing existing livelihoods as a first course of action.*
8. *Recognising the diversity of needs, capacities and aspirations of different stakeholder groups and designing interventions to cater for this.*
9. *Starting to build on existing strengths, strengthen existing livelihood strategies where possible and build on existing livelihood diversity.*
10. *Fostering a sense of community leadership, ownership and partnership in the change process.*
11. *Recognising the importance of the local context and the relationships with powerful elites in the change process.*
12. *Recognising the dynamic nature of change and the need for future innovation and continuing livelihood development.*
13. *Recognising the importance of an enabling and supportive government and civil society environment for livelihood change, and facilitating the development of that environment.*
14. *Promoting the need to target support services at the needs, capacities and aspirations of different stakeholder groups.*
15. *Where possible help to build the strong livelihood foundations of future generations of people by enhancing the ability and willingness of young people to adopt better and more sustainable livelihood options in the future.*

These principles have influenced the development of the SLED framework and will be reviewed together with those generated by the field-teams as a result of their fieldwork experiences.

Annex 4: The Components of the SLED Process Phase 1

	OBJECTIVE	SUB COMPONENTS	DESCRIPTION
Discovery	To understand linkages between people and reefs	➢ Understanding relationships reef dependence ➢ Understanding how different groups of people relate to the reef	People in coastal communities depend upon coral reefs in complex ways that are difficult to see or understand. Some rely one reefs continuously for survival, others only periodically when land-based opportunities are few (e.g. in the agricultural low season) and some depend on reefs as a vital social safety net. People get a diverse range of benefits from coral reefs that extend beyond income. Reefs provide social benefits, cultural and customary benefits and often provide vital barriers for protection against vital. Understanding the linkages between reefs and communities provides key insights into both people's incentives and disincentives for conserving them.
	To understand livelihood change	➢ Understanding how change is impacting on people's livelihoods and how they respond to this. ➢ Understanding factors that help & inhibit people to change ➢ Benchmarking – examples of success	To make choices about their livelihoods people need to recognise that a change has occurred and also recognise the implications of that change on their livelihood. Poor people do not sit idly about and passively accept the changes that are occurring around them. They are active participants in the process of change. Considering the factors that have helped and inhibited people to make changes to their livelihoods can provide indications of the sorts of interventions that are likely to be suited to supporting change in the future. Likewise learning from successful livelihoods in communities can provide inspiration to others and indicators of those factors that have best contributed to the successes.
	To understand livelihoods and livelihood diversity	➢ Understanding stakeholders & livelihood diversity ➢ Understanding livelihood strategies ➢ Identifying strengths ➢ Understanding community resources ➢ Identifying community groups & associations ➢ Identifying common interest groups for discovery	Only by understanding people's livelihoods and the differences between the livelihoods of different groups can we see how people are likely to respond to new "opportunities" and actually use them to create positive change. This understanding must go beyond an aggregated view of a community so that it reflects the diversity of livelihoods within a community. It must also include considerations of people's relationships with the resource – relationships that may well extent beyond simple economic ties. Recognising and building on the positive capacities and strengths of people should be at the centre of development efforts. Using participatory approaches that combine the sustainable livelihoods approach with appreciative enquiry will enable project staff to focus on people's strengths and what they do well—giving a much more positive and strengths-based entry point for project planning.
	To understand linkages and	➢ Identify the policies and	Getting policies right and implementing regular policy impact assessments is crucial to creating and maintaining an

	relationships with formal and informal authorities	legislation that affect livelihood change ➢ Identify the relationships that different groups have with different authorities	environment that enables livelihood change strategies. Impacts from policies may change over time and between different groups in the community – perhaps causing unintended effects. Fostering good relationships between the community and policy makers is a key step in ensuring a more enabling policy environment.
	To define relationship that the Implementing agency has with the community		As an outside agency seeking to work with people on a long term process that is designed to "empower people to develop their own livelihoods" it is important that the agency is aware of the role it can play in this process and the relationship that it should have with the community – and the different groups within the community. For example; at the beginning of the process the agency may need to take a lead in the process but as people become more engaged the role of the agency may switch to that of a facilitator, and perhaps even service provider. Likewise as relationships between the agency evolve the types of activities that the agency The role and relationship are also likely to evolve with the SLED process and so the
	To understand incentives for change	➢ Understanding peoples attitudes towards change ➢ Identifying incentives for change ➢ Understanding people's aspirations	Concepts of sustainability and rationality should be understood from the point of view of the people and the choices that they make. These may be quite different from those of the development worker and it may take time to align the two perspectives. As people's lives progress their motivations for acting will change. Understanding people's experiences with change and their attitudes to future change will indicate key issues that the project should address in working towards **a *consensus for change***, and ***in building visions for SLED***. Likewise considering the incentives that people have for change will indicate areas that may need to be addressed or indeed reinforced to enable the SLED process.
	To develop baseline information	➢ Identify indicators of attitudes towards change ➢ Identify indicators of relationships with natural resources ➢ Develop indicators of livelihood change	Baseline indicators provide both managers and the community with a reference point against which they can assess the impacts of an intervention and the community progress towards sustainable livelihood enhancement and diversification. This information can only benefit the community if they are involved in the process of identifying this information. This can most effectively be done as a pat of the process of validating the information collected as a part of the discovery stage.

	OBJECTIVE	SUB COMPONENTS	DESCRIPTION
Direction	To start building consensus about change	➢ Gain awareness that change is happening ➢ Develop appreciation that people need to change ➢ Help people to agree on the types of change that is needed	A key step in any process of change management is identifying a shared understanding of the need for change. While this may be clearly identified by MPA managers, this may not be recognised by the community – either in terms of the fact that change is required or indeed with respect to the direction that the change may take. Together with it is also important to inform and influence government and NGO workers about the needs for livelihood change – and the roles that these two types of groups can play in facilitating that change.
	To value peoples livelihoods		A key part of the process of "empowering people to change" is helping people to appreciate their own strengths and potential. This not only helps them to consider which opportunities that they are capable of taking but can also give them the confidence to go ahead and act. The process of Appreciative Inquiry and reinforcing success can help people to value what they have and what they do, but it is also important that the Implementing Agency also demonstrates that they value what the people have and what they do.
	To build awareness of people and their links with Natural Resources		Using information from the discovery phase can help people to explore their relationships with natural resources and to appreciate how these relationships may change as the status of the resources change. Such changes may come as a result of management interventions, economic trends or environmental degradation. This is clearly a key part of the process of developing a consensus both of the need to change and perhaps even over the type of change that is required.

	OBJECTIVE	SUB COMPONENTS	DESCRIPTION
Doing	To encourage self appreciation		For people, such as the poor, who are used to seeing almost any change as a threat, helping them to recognise and mobilise their own strengths – such as adaptability, resilience, skills, knowledge – is often a key first step in building their capacity to deal with, and take advantage of, change. What is widely called "empowerment" of the poor should consist of exactly this.

	OBJECTIVE	SUB COMPONENTS	DESCRIPTION
			Coupled with this must be the process of building the confidence that people have in their own capacity, and the capacity of others in their community to participate in and drive the process of livelihood change.
	To build networks and relationships		Supportive relationships are a key part of a successful SLED process. A key relationship in this will be that which exist between the development agency and the and the community, This relationship must be founded on mutual trust and respect. A clear understanding of the objectives of the development agency and the role that the development agency can play in facilitating the SLED process are essential to this relationship
	To build trust		Mutual understanding, confidence building and a shared vision will provide a very solid platform for forming partnerships within the community and between the community and supporting agencies. These partnerships will be a key feature of long term SLED. A key part of the work to achieve this platform will be helping both the community and supporting agencies to appreciate the benefits that such partnerships can bring to all concerned. This is likely to include a challenge to change the attitudes of the supporting agencies from "us and them" to "we", and to demonstrate to them that people have the potential to lead development processes rather than just be passive recipients of them.
	To build local capacity for self learning		It is inadequate to help people to change their livelihoods and then leave them at the mercy of the changing world without the skills and confidence that will enable them to evolve their livelihoods on a sustainable basis. The skill to continually assess your own livelihood in the context of the changing world around them is a key attribute that allows people to make choices and form strategies that are most likely to work for them.

Annex 5: The Components of the SLED Process Phase 2

	Objective	Sub components	Description
Discovery	Identify potential opportunities for development	➢ Review individual, group & community strengths identified during livelihoods analysis ➢ Review successful strategies used to deal with change in the past (from livelihoods analysis) ➢ Review access to local resources identified during livelihoods analysis ➢ Review market linkages identified during livelihoods analysis ➢ Review service provider & institutional support identified during livelihoods analysis ➢ Compile list of areas for development where existing strengths, proven strategies, local resource access, & market & service provider linkages combine	This stage of the process is a **scoping** activity in which the facilitating team take stock of what they have learnt regarding the potential for development open to individuals, groups & communities concerned. This is **not** a detailed analysis or even a positive identification of what is feasible and what partners in the community should be doing in the future in terms of sustainable livelihood development. It is a very initial assessment by the facilitation team to look for possible linkages between people's strengths and possibilities (proven by their past experience and successes) with the potential around them. The initial exercise should be guided by the visions that people have developed and the factors that have been shown to help or inhibit livelihood diversification. This will then facilitate the process that the people go through to plan to achieve their visions.
	Establish systems for continual joint learning & validation	➢ Identify levels & mechanisms where joint learning & validation should take place (groups & community) ➢ Consider frequency & format for joint learning & validation ➢ Develop framework / checklist based on key areas of learning from analysis of livelihood change in Discovery Phase	The achievement of this objective aims to ensure that the process of joint learning used during the Discovery Stage of the workshop continues and is developed upon to constitute a central part of future activities. The continuation of this process is above all a mechanism to support the community and give them better control and understanding of the process. Information required in the future by the facilitators, and by other service providers & supporting agencies should be generated, as far as possible, by this process, rather than by dedicated systems of M & E.
	Establish systems for feedback (how to feedback)	➢ Identify key stakeholders needing to be informed of SLED process ➢ Consider community authorities, service providers, local authorities & development agencies, donors	The achievement of this objective will ensure that information generated by systems of joint learning in the community feed back to those stakeholders that have a role, or an interest, in the SLED process. The focus should be on ensuring that this feedback is provided at the time and in the form that is required by these agencies. Determining what that timeframe & format might be is the task of the facilitators.

D ..	Objective	Sub components	Description
		➢ Identify why they need to be informed, how often, and about what ➢ Discuss with these stakeholders what they need to know and the form ➢ Compare & harmonise the information generated above with the processes identified by the Informing & Influencing Strategy below ➢ Establish system for providing required feedback	

Direction	Objective	Sub components	Description
	Develop people's visions (where they want to go)	➢ Work with groups to develop group visions ➢ Bring groups together to create community visions	Helping people to think about the situation in which they would like to be in the future should be the starting point of any process for livelihood development. It provides the reference point around which they can assess options and make the choices that will most effectively contribute to their livelihood development. The process of visioning helps people to think, not about specific actions and possessions they will have in the future, but about the conditions that these actions will create for them. People's visions for their livelihoods in the future will reflect not just their own personal aspirations for income enhancement or diversification, but also their wider livelihood priorities. Therefore, the strategies for income enhancement and diversification will also cover wider aspects of people's livelihoods.

	Objective	Sub components	Description
	Plan how to get there	➢ Work with groups to develop strategies for group visions ➢ Work with community to develop strategies for community visions	Where individuals, groups and communities have developed their visions the process of turning these visions into reality is complex. As a first step the project teams will need to work with a simple and accessible planning process with the groups and, where it is appropriate, with the community. The "strategies" will build on the visions that people have developed and, taking into account the learning about livelihoods and change from the discovery phase, define "pathways" that they can take to reach their visions. The strategies will be used as the first step in the development of the response to the visions and to outline those areas that people can start to work on to achieve positive change.
	Identify with people what they can contribute to achieving their visions	➢ Review people's strengths & how they are related to their visions ➢ Review positive experience from the past	A key element of the strategies will be to identifying those areas of SLED that the community can drive themselves. Many, perhaps most, of the strategies that people develop will involve action by specific groups, or even individuals – this will be particularly so for the development of new economic or income-generating activities. In many cases people may be reluctant to take the lead and will need to be supported over time as they develop the confidence and capability to
	Identify with people appropriate mechanisms for action	➢ Review objectives for short, medium & long-term action ➢ Identify the role to be played by people in the community ➢ Consider the level at which action is required (individual, group, community) ➢ Identify appropriate forms of organisation to achieve those objectives	The process of developing visions will have taken place a range of different levels from the individual, to groups of different sizes & compositions, to the community. Likewise, the actions identified to achieve those visions will require action at different levels – by the individual, group & community. Identifying how people should organise themselves to undertake action requires a careful consideration of the precise objectives that they have set themselves. Particular care is required to distinguish between those objectives that are best achieved by individual action & those that require group organisation of one form or another.

	Objective	Sub components	Description
Doing	Build linkages between people, service providers and government authorities.	➢ Identify individuals, agencies & service providers who have a role to play in achieving the people's visions ➢ Define carefully what their roles are in achieving different objectives ➢ Develop and implement a strategy to engage with the key players	Supportive linkages between people and service providers will be a key part of moving people through the SLED process.
	Maintain relationships & networks		Supportive relationships are a key part of a successful SLED process. A key relationship in this will be that which exists between the development agency and the and the community, This relationship must be founded on mutual trust and respect. A clear understanding of the objectives of the development agency and the role that the development agency can play in facilitating the SLED process are essential to this relationship
	Establish people's ownership		Throughout the SLED process the sustainability and momentum will come from the extent to which the people in the community see this as their process

Annex 6: Lessons Leant from the Fieldwork Process – Discovery Stage

Fieldwork Steps	Lessons learnt
1. General Approach to fieldwork	1. **Importance of having a balance of gender in the field-team** – Quite simply where the team are looking to engage with women in the SLED process having women in the field-team will make them more accessible and thus likely to form a working relationship with all the community. 2. **Good to select appropriate time and place for fieldwork** – Though practical logistical constraints must be considered field-team should select an appropriate time and place for fieldwork. This should be defined largely by the people in the community. Teams should remember that the people in the community have their own commitments and priorities and may not be comfortable to meet with outsiders at just any location. By incorporating the wishes of the people in the fieldwork planning, the team are likely to get a higher level of participation and it demonstrates from the very beginning that you respect the people as equal partners in the SLED process. 3. **Preparing and supporting the field-team is essential** – It is vitally important to prepare the field-team to undertake the fieldwork. They must at least be confident in explaining the objectives of the work and in using the fieldwork "tools". Beyond this it is very effective to rebuild the SL framework (in the local language) with the staff and construct the SLED process with them – though this takes time it gives the fieldworkers the context and depth required to innovate and adopt a more flexible / appropriate approach through their fieldwork. The field team should be supported through the fieldwork process and be facilitated to learn and adapt. 4. **Continual learning and reflection with the field team** – Throughout the fieldwork the teams should reflect on their findings and reflect on the process that they have undertaken. By developing their skills and self critical awareness it can help them to respond to the process. 5. **Translated fieldwork materials**– Both for the field team translating the SLED materials and approach into the local language as a group activity can be a very effective method of training and is likely to produce a more robust appreciation of the approach. 6. **Using simple and easy to understand language and approach** – Working with the community it is essential that the field team ensure that the approach that they adopt and the language that is used is plain and easy to understand. While we may be surrounded by "development speak" and "planning lingo" to most people it is inaccessible and daunting. 7. **Difficult to get govt to engage** – Government servants are often short of time and resources and so can be reluctant to engage in new development initiatives. The field-teams will need to think through their informing and influencing strategy and consider how they can best present the SLED approach to government officers. It is not enough to just send them a letter. 8. **Importance of face to face meeting to brief partners on the purpose of the process** – Once prospective partners have

	been identified for the SLED process (i.e. those agencies who will affect the likely success of the process) it is useful to meet with them face to face. You are likely to build up more respect this way and by talking through the SLED objectives and the approach that you will take helps to avoid over expectations 9. **Facilitation skills are important** – the role of the Field-teams throughout the SLED process will often include that of facilitating people. **10. Best just to be relaxed and "normal" when talking to households** – By respecting the people in the communities where the field-teams are working as just normal people who we consider to be partners in the development process we are more likely to develop the type of relationships that can make development work. By treating people as research subjects who are passive players in the development process we are likely to further entrench ideas of hopelessness and dependency. 11. **Dealing with Expectations** – It is not reasonable to expect people not to have expectations about the work that we are doing. They have after-all often been exposed to a long history of development initiatives where they have been asked to state their needs and await delivery. Beside people always have expectations when they meet new people. We need to recognise this and deal with this in a clear and transparent way, by helping people to understand the SLED approach, by being clear about who we are and what we can bring to the community.
2. Understanding the available information in the community	1. **Talk to other researchers and businessmen about past attempts to diversify livelihoods** – People who live and work in the communities will have a lot of knowledge and experience about past efforts that people have made to Develop their livelihoods. They may be efforts that have been initiated by the people themselves or by outside agencies. The experiences may provide valuable guidance in how the teams should implement the SLED approach. In our discussions with other researchers, business people, government officers etc. it is important that we maintain an open and analytical mind to the observations that are made – remembering that 2 people may have very different interpretations of the same event. 2. **Very good to introduce secondary literature to community** – In researching literature about the community it can be a very positive exercise to take the secondary information back to the community to demonstrate to them the types of information that exists about them and perhaps even to validate it with them. As an exercise this can be both revealing for the field team and community and can be very <u>good for building trust</u> and relationships
3. Building Relationships with communities for development	1. **Important to stress the objectives and outputs of the fieldwork** – As a key first step in building relationships with communities, the people must appreciate the objectives and purpose of the fieldwork. This proved to be a particularly challenging task. The field-teams found it important to articulate the objectives of their work with clear and simple language. In some cases the teams discussed and then practised the best way to present the process to the community. They also tried to think about how the people in the community may perceive the field-team, and therefore how they should present themselves. It should also be considered that the teams have the even more difficult task of explaining both the objectives of CORALI and the objectives of SLED.

	2. **Responding to community information needs** – In designing the process for learning about livelihoods and livelihood diversity the field-teams should work with reference groups (perhaps village elders or CBOs) to develop the survey approach. A very good way of demonstrating the mutual respect and providing immediate returns to the community is to talk with them about the types of information that they are interested in. It may be possible to integrate their information needs with yours. Use community people in discovery phase. Create basic 3. **Good to involve local govt in training and preparation of field team** – An effective way of building relationships with local government officers is to take them through the approach and its background. In some cases it may even be possible to involve them in the process of training and preparing the field-team. However, field-teams should also consider the implications of involving the local government in the fieldwork itself, particularly where they may try to push their own agenda, influence the response of the people or make people less willing to participate. **4.** **Cultural programmes to develop the raporte with the community** – Cultural programmes can be a very effective way of getting people from across the community to participate together in an exercise. This type of experience can be very constructive and useful for the SLED process. 5. **Stayed in the community** – Where the field-team has the opportunity it can be very useful to stay in the community in the periods where you are undertaking the fieldwork. It makes the field team accessible to the people and provides much more scope for informal discussions both within the team with people in the community **6.** **Need to help all people to participate more** – This may sound obvious but.. there are often groups of people in communities who have not had experience with participatory development and may lack the confidence and understanding to engage in the SLED process. It is very difficult to help all types of people to participate and for some groups field-teams may need to spend time building their confidence and understanding of planning processes. 7. **People understood SLED framework** – If given the opportunity to consider and reflect on the SLED approach, the fieldteam found that people did understand and accept it. 8. **Having faith in working with community members.** Working with people in the community both in terms of undertaking the fieldwork and using local resources sends a good message that you have confidence in the community and the things that it can do.
4. Understanding livelihoods and livelihood diversity within coral reef dependent communities	1. **Important to help people to thing about what the have and what they do** – People are often used to talking about what they don't have, what they don't do and what they need, particularly when they are communicating to development agencies. Field-teams should not be surprised when it is difficult to steer people away from weaknesses and needs. However, in the process of learning about livelihoods the field-teams need to help people to explore their successes, the things they do, the strengths that they have and the things that support them. **2.** **Need to think about negative and positive relationships between different stakeholder** – Understanding the relationships that exist within the community is key to adapting the approach to SLED to suit local conditions. Where positive relationships

	exist the field-teams should seek to build on these and of course where negative relationships exist the field-teams should look at ways that they may be improved or adapt their work accordingly. 3. **It is difficult to communicate with very poor.** There is no escaping the fact that is difficult to both communicate with and work with the very poor. Part of the reason that they are very poor may be that they are difficult to communicate and work with. This means that it will take time for the field-teams to engage with very poor groups, they may take longer to move through the SLED process, and the field-teams will have to use the best of the facilitation skills to help very poor people to appreciate their strengths and potential and build their confidence. It is a difficult challenge and a process of action – reflection – action – reflection will help the teams to refine the ways that they work with very poor groups. Understanding how the teams from across CORALI have dealt with this challenge will also be helpful.
5. Documenting information and validating with community	1. **Difficult to get consensus on validating the secondary data** – Taking secondary data back to the community to discuss its implications with community groups is a very useful way of both building relationships and being effective. However, some field-teams noted that it can be difficult to validate secondary data. The teams should approach this information with an open mind and be as critical as they would when speaking with a interview respondent. Where differences arise the teams should ask why? Where groups do not agree – the teams should ask why? There is no firm requirement to reach a consensus on secondary information – it may raise as many questions as it answers – but the teams should simply consider how this adds to their knowledge of the livelihoods of the people in the community. 2. **Need to validate information with team** – Validating the information with the team is a very good way of improving the field teams skills and approach and most importantly it can help them to explore and appreciate the quality of the information that they have collected. Where field-teams treat information with respect – they will also treat the people who have that information with respect. 3. **Validated data immediately after each exercise** – At the end of an interview, or meeting or indeed another fieldwork exercise, the field-teams should validate the information that they think they have – with the people who are at the meeting. This chance to reflect on the learning both helps to clarify misleading assumptions and gives the respondents (the people) the chance to appreciate the process that they have gone through.
6. Reporting and outputs	1. **Find that they are different stages of the process for different groups** ..Within a community different groups of people may move though the SLED process at different speeds. Those who are educated and organised may move fast, those who are uneducated and very poor may take time. For those interventions that are designed to enable specific groups to develop their livelihoods it is possible to proceed through the SLED process, but for other interventions that require the support of the whole community it will be necessary to prepare the representatives of the different groups from across the community. Clearly community planning may take more time. A key challenge will be how to demonstrate this in the guidance notes. 2. **Importance of Demonstrating progress** – Small interventions and "quick wins" can help to show the community the potential of engaging in the SLED process. Working with those groups who are "advanced" will be useful in this respect, however it will be important to show this progress to the whole of the community.

	3. **Need to be flexible in approach with guidelines** – It is important that the guidelines for SLED are directive enough to give the field-teams certainty of the components and their objectives, but flexible enough to allow the teams to us locally appropriate methods and approaches to achieve those objectives. 4. **Simplified the matrix to make it clearer** – The fieldwork guidance should not be overly complex and it needs to be accessible for the field teams.

Annex 7: Fieldwork Progress Review – Discovery Phase

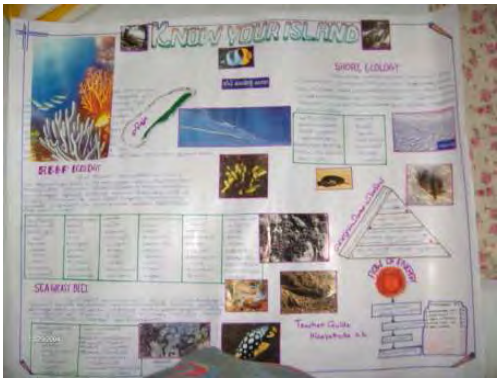
		Field teams					
	Objective	**Sri Lanka**	**Maldives**	**Lakshadweep**	**Andamans**	**Gulf of Mannar**	**Indonesia**
Phase 1 (Discovery)	To understand linkages between people and reefs	more awareness programmes needed		clear understanding	ongoing	some more work on understanding needed	communities already aware we already understand
	To develop baseline information	done in survey	develop indicators and specific baseline	should do it throughout project stage	survey	analysis is needed	need validation
	To understand livelihood change	ongoing			have old stories need more	to be done	need more work
	To understand livelihoods and livelihood diversity	need to work with more stakeholdes		needs regular updating	ongoing	listed more understanding needed	more discussions
	To identify champions of change		exploration to be continued and validated		ongoing	conciously has not been identified	need to engage potential champs of change
	To understand linkages and relationships			needs constant inquiries		deeper understanding is pending	
	To define relationship with community			always changing constant engagement necessary	begun	done	only in one village
	To understand incentives for change	started				on goingneed to do deeper analysis	
Phase 2 (Direction)	To start building consensus about change	ongoing work	validate information	ongoing process			
	To value peoples livelihoods	need more	revisit and validation	we understand …do they?	to be done through meeting and livelihood monitoring	done	
	To build awareness of people and their links with Natural Resources	ongoing work		we need more awareness	not started yet but can build on past work	ongoing	
Phase 3 (Doing)	To encourage self appreciation	ongoing work	build confidence and develop on their stranegths		more to do	onoing	
	To build networks and relationships	meetings to be done	communicate with stakeholders -- be transparent	people need more exposure	more meetings	ongoing	just started
	To build trust	individual meetings will help	continue working with communities and show short term results	already done needs constant attention		ongoing	just started

Annex 8 – Pictures from the Fieldwork to implement SLED Phase 1

Building the SL Framework with the field-teams & practicing for the fieldwork in the Maldives

Learning about Livelihoods in Maldives

Learning about Livelihoods in Sri Lanka



Building Awareness of the Island Ecosystems in Lakshadweep

Working with a womans group in Lakshadweep

Working with a community group in Aceh - Indonesia

Meeting with village elders in Gulf of Mannar

Using Participatory Tools in the Gulf of Mannar

Traditional Canoe construction – Karen Community in the Andamans

Working on community activities to build confidence and local networks in the Gulf of Mannar

Annex 9: Fieldwork Guidance for Phase 2 Fieldwork

A - PLANNING TO UNDERTAKE THE SLED COMPONENTS

The SLED approach is made up of a series of related components. The fieldwork to complete each component will require careful planning. The field teams may find it useful to use the following steps to plan their fieldwork for each component:

1. **Component Objective** – As defined by the objectives listed for the different SLED components.
2. **Community Context** – assessment of the current state of knowledge and attitudes and activities underway that may contribute or inhibit the way you achieve the component objective. This assessment should describe the following:
   - *Strengths* – factors that *are* contributing to the component objectives (e.g. previous work done, existing soc-mon system, community willingness to participate);
   - *Weaknesses* – factors that *will* make achieving the component objectives more difficult (e.g. lack of information, dependency culture);
   - *Opportunities* – factors that the team *could* utilise to help them to achieve the objective (e.g. opportunities for collaboration, existing village structures);
   - *Threats* – factors that *could* make achieving the component objectives more difficult (e.g. lack of enforcement for reef management, bad experiences with past development projects).
3. **Skill Requirements** of the facilitation team:
   - Outline training materials and process.
4. **A Plan of Action:**
   a. Method;
   b. Approach;
   c. Timeframe & milestones;
   d. Resources.
5. **Objectively Verifiable Indicators** – consider how you and the community will know when you have achieved the objective.

All of the components are interrelated and so working on any one of theme has implications for others. Therefore, the project team should plan for all of the components in each of the SLED phases. That way the team can identify those components that may be undertaken jointly, and can ensure a consistency of approach and objectives.

B - ESTABLISH MECHANISMS FOR CONTINUOUS JOINT LEARNING AND FEEDBACK

A system for monitoring and feedback should benefit the community itself, the project managers and more generally policy and management decision makers - both in terms of community development and in terms of fuelling the process of continued learning and doing.

As the people plan and then take action to sustainably enhance and diversify their lives, their livelihoods will evolve and their outlooks are likely to change. Where positive changes are understood and celebrated by the people they can contribute to the people's confidence in their potential and inform them of new opportunities for continued livelihood improvements.

Likewise, as the SLED process goes on the project team should continually reassess the effectiveness of their interventions and use this information to evolve their role within the community.

At a higher level understanding how people are changing their livelihoods and their relationships to coral reefs, can help policy and management decision makers to create policy and strategies that are most likely to enable positive actions at the local level.

Qualities of a good joint learning and feedback mechanism

- Accessible to the community as well as outsiders;
- Updated reliable and relevant information;
- Simplified / easy to understand;
- Transparent;
- Should reflect and respond to culture, religion and social norms.

Process Guidance for Establishing Mechanisms for Joint Learning and Feedback

For the community:

- Conduct focus group meetings and community meetings;
- Validate findings of our discovery activities with them, share our experiences and theirs from previous activities/projects/ successes and challenges;
- Conduct detailed reflection and planning with focus groups / communities and discover their strengths / potential/services available / enablers and develop alternatives;
- Engage community groups /leaders to exchange information on regular basis (visiting other communities and learning);
- Build on existing systems to share information – use of community notice boards, wall news, news letters, community radio, community information centres, data bases.

For the project:

- In planning for each of the SLED components consider the objectives and determine how the Project Team and the Community will know when the objective has been achieved;
- Develop systems to ensure that the field team are able to reflect on their work and continually develop their skills to facilitate the SLED process;
- Develop systems feedback the learning from the fieldwork into the ongoing design for the SLED process.

For policy and management decision makers (see RECAPP framework – in *Fieldwork Guidance Note C*):

- Work with people to understand the changes that are happening with reef use;
- Develop RECAPP report.

C - REEF CHANGES & ACTION FROM THE PEOPLES PERSPECTIVE (RECAPP)

This framework has been developed to tackle the challenge of understanding the complex and ever changing relationships between people and coral reefs in communities where time and resources do not permit expansive socio-economic surveys.

The RECAPP framework is designed to be used by fieldworkers at regular intervals to learn about the changes that are happening with the coral reefs and the people who depend upon them. A key purpose of the RECAPP system is to generate information that provides an indication of the changes that are happening in different areas for policy and management decision makers. However, if the RECCAP process is conducted with the people in the coral reef communities it can contribute to their understanding of the changes that are affecting them. It may also help them to understand how communities in other areas – and perhaps even other countries – are responding to similar changes.

As a part of the SLED approach the RECAPP framework is primarily a tool that can be used for joint learning and feedback, it is may also be of direct use in building a consensus for change.

Qualities of a good RECAPP system

- Accessible to the community as well as outsiders;
- Low on development resources – particularly the time and efforts of field workers and community members
- Updated reliable and relevant information;
- Simplified / easy to understand;
- Transparent;
- Should reflect and respond to culture, religion and social norms.

Process Guidance for RECAPP

The following is a simple process that the teams should follow to implement the RECAPP framework:

- Use the validation/scoping process – for the findings of the discovery phase - to enable people to know what is happening around them and the larger environment, to create a mechanism of feedback *(for information and continuity);*
- Introduce the RECAPP framework and outline how the information will be used;
- Elicit responses on changes and the various users and perception on their livelihood using the RECAPP framework;
- Illustrate the responses with stories about people's livelihoods that are representative of the changes and their impacts;
- Validate the report;
- Celebrate these responses including the benefits of exchanging information;
- Present the published report back to the community.

RECAPP Framework

- Project teams should use this framework to structure their exploration about the changes in coral reefs and their stakeholders;
- The framework should be illustrated with stories and pictures that are representative of the key issues raised.

PART 1: CHANGES	
What changes have affected the coral reefs?	
Fishing	
Collecting from the reef (reef gleaning, boulders, etc.)	
Other activities on the reef (diving, glass-bottom boats, etc)	
What other changes have there been that have affected the reef & reef use?	
Changes at sea (natural shocks and trends such as bleaching, erosion, storms etc.)	
Changes on land	
Changes in demand for reef	

products and use	
Changes in policy or regulations	

PART 2: AFFECTS OF THESE CHANGES
How have these changes affected people?
Think about affects: ➢ *on people who use reefs directly,* ➢ *on people who make use of food & products from the reef* ➢ *on people who gain other benefits (coastal protection, recreation etc) from the reef.* *Are different groups affected in different ways, for example:* ➢ *poor fishermen and rich fishermen* ➢ *men and women* ➢ *old people*

PART 3: RESPONSE TO THESE CHANGES	
What action has been taken to deal with these changes? / how have people adapted to these changes?	
By reef users	
By other local stakeholders	

By government agencies	
By other organisations or agencies	

D - IDENTIFYING POTENTIAL OPPORTUNITIES FOR LIVELIHOOD DEVELOPMENT

This component of the SLED framework is concerned with helping people to explore their potential to improve their livelihoods. This is a process that is focused on a scoping (or mapping) of opportunities that is grounded by the strengths and potential of the diverse groups of people in the community.

For people to respond to an opportunity they must firstly recognise that it exists, secondly understand the potential impact and risks of that opportunity on their livelihoods; thirdly have the skills and capacity to respond and finally have the awareness of their skills and the willingness and confidence required to take action.

The outcome of this component should widen people's perceptions of the opportunities that are available to them. This should not be a one-off exercise, as people's livelihoods change with the world around them so the opportunities that are open to them will change. Therefore, by working with people to scope these opportunities the team can build the people's capacity to do this on a continuous basis

What do we mean by identifying potential opportunities for livelihood development?

- Opportunities for livelihood enhancement and diversification
    - Opportunities for enhancing their livelihood strategies (doing what they do better)
    - Opportunities for new or improved employment
    - Opportunities for enterprise development
- Opportunities for promoting the factors that help livelihood change, and redressing the factors that inhibit livelihood change, including:
    - Opportunities for improving conditions, services, support in the community (education, health care, sanitation, etc.)
    - Opportunities for improving access to supporting services.

Process for Scoping (mapping) Opportunities

The field-teams should take the following steps:

1. **Analyse your learning from SLED Phase 1 (*discovery phase*) and highlight:**
    - What different types of activities that people already do with respect to:
        - Income generation;
        - Non-income livelihood improvement;
    - The diversity of skills and capacity within the community;
    - How they have dealt with change in the past.
2. **Scoping opportunities beyond the community**:

- What different activities that people do in similar communities nearby;
- Changes in the enabling environment that may affect how people are able to access their resources;
- The changes that are happening with respect to the wider economy (e.g. industrial development, tourism development etc.).

3. **Identify the factors that may help or inhibit people from taking these opportunities:**
   - Consider their strengths;
   - Their access to assets;
   - The factors that influence what they do;
   - The vulnerability context they have to deal with;
   - Their levels of self-confidence;
   - Enabling environment;
   - Service provision;
4. **Validate and walk through the opportunities with people to identify any that may be in conflict with existing laws and regulations, social and cultural values and sustainability of reefs:**
   - Developing/presenting the information to the groups/community in a manner that enables their comprehension and understanding;
   - Presenting findings and observations to the groups/community for information and validation;
   - Revisiting and validating identified strengths and potential for new/existing opportunities;
   - Identify and clarify potential areas of conflict and advantage (rules, regulations, social and cultural aspects);
   - Widen scope of opportunities by sharing information on potential opportunities and best practices;
   - Given prior experience with change and vulnerabilities identify areas in need of strengthening/buffering.
5. **Record the opportunities and potential in a form that is accessible to the community**

E - DEVELOP GROUP AND COMMUNITY VISIONS

Helping people to think about the situation in which they would like to be in the future should be the starting point of any process for livelihood development. It provides the reference point around which they can assess options and make the choices that will most effectively contribute to their livelihood development. The process of visioning helps people to think, not about specific actions and possessions they will have in the future, but about the conditions that these actions will create for them.

People's visions for their livelihoods in the future will reflect not just their own personal aspirations for income enhancement or diversification, but also their wider livelihood priorities. Therefore, the strategies for income enhancement and diversification will also cover wider aspects of people's livelihoods. The process of visioning requires facilitation to encourage people to develop visions that are challenging, and based on people's strengths and past success rather than their problems and weaknesses, both for people and for the community as a whole.

Everybody has different visions for the future. Building visions first of all with groups of people with common interests and common characteristics creates an environment where people have the confidence to participate and can reflect on both their individual, and the group's, strengths and potential. Working in small peer groups can also build a recognition that people have common elements in their visions and a feeling that they are not a lone voice.

This can help to create confidence and build capacity to articulate ideas and aspirations and this in turn can play an important role in enabling people to participate effectively in larger meetings, such as community meetings.

The community visioning process, where representatives of these groups participate, should be focussed on addressing those elements of the visions of different groups that are common and that either affect, or require action by, the community as a whole. These may include actions such as health care, access to education, sanitation facilities or local infrastructure which are fundamental to creating the conditions for effective livelihood enhancement and diversification. Developing and sharing a vision of where a community wants to go as a whole will also stimulate community cohesion and momentum for positive change

Role of the Visioning Process

- To develop challenging visions for people's livelihoods which are based on their own strengths and past successes;
- To build consensus for change, within common interest groups and within the community;
- To identify those visions that are shared by the community and require community action to achieve.

Process Guidance for Visioning

The following table gives an overview for the Group Visioning and Community Visioning processes. This overview should be supplemented with the resource materials provided at the 2nd SLED workshop – June 2007.

Group Vision Meetings
➢ Prepare the facilitators ➢ Identify & finalise the common interest groups ➢ Finalise the venue, time, tools and agenda and notify the community ➢ Help them to analyse their own strengths and past successes, best experiences and enabling conditions. ➢ Discuss their aspirations and dreams for the future ➢ Draw out the broad visions of the situation where they would like to find themselves in the future. ➢ Discuss the elements of each vision – get people to describe that situation in as much detail as possible, and to describe the characteristics of their vision. ➢ Summarise, review & celebrate
Community Vision Meetings
➢ Organise the community level meeting with the representatives from the common interest groups ➢ Ask the common interest group members to present their visions. ➢ Give people time to look at and understand each others' visions. ➢ Identify with people the common elements in the visions of the different groups. ➢ Based on the common elements, build the community vision tree. ➢ Review the community vision and discuss the key elements of the vision. ➢ Once it is complete, celebrate the community vision.

F - DEVELOP STRATEGIES FOR ACHIEVING VISIONS

Where individuals, groups and communities have developed their visions the process of turning these visions into reality is complex. As a first step the project teams will need to work with a simple and accessible planning process with the groups and, where it is appropriate, with the community.

The "strategies" will build on the visions that people have developed and, taking into account the learning about livelihoods and change from the discovery phase, define "pathways" that they can take to reach their visions.

The strategies will be used to respond to the visions and to outline those areas that people can start to work on to achieve positive change.

A key element of the strategies will be to identifying those areas of SLED that the community can drive themselves. Many, perhaps most, of the strategies that people develop will involve action by specific groups, or even individuals – this will be particularly so for the development of new economic or income-generating activities. Even where groups identify strategies for change that they hold in common as a group, that does not necessarily mean that the strategies require action **as a group**. For example, most income-generating activities are better managed by individuals. The process of strategy development will also identify those aspects where different service providers or external agencies may need to be involved in the detailed planning and delivery. Strong linkages and good relationships with the service providers will help this.

In some cases, where visions are common across the community, strategies to achieve them will require community action and may play an important part in creating the conditions that will allow livelihood change – better access to education, to health care, to sanitation are examples. For these, community strategies will need to be developed and the engagement of key agencies, decision-makers and service providers will be even more essential.

Strategies need to be developed:

- To explore the possible ways of achieving the visions with people;
- To outline achievable actions that the groups/community can take to pursue the vision;
- To give a sense of ownership and responsibility to the community about achieving their visions.

Characteristics of a Good Strategy Development Process

- High level of community/stakeholder contribution: we are just facilitating;
- Building on their strengths and understanding their own capabilities;
- Realistic, practical and consistent with culture and norms;
- Results in the development of clear options for people to assess;
- Identifies steps and individuals who can take responsibility for actualizing them.

Process Guidance

Pre-meeting preparation

- Identify groups to undertake strategy development process;
- Prepare the facilitation team;
- Consider the specific vision that will be addressed;
  - Understand livelihood diversity/resources/access to resources,
  - Outline people or group strengths,
  - Outline past successes & other revise scoped opportunities,
  - Outline livelihood linkages,
  - Outline support mechanisms and services for that livelihood,
  - Outline the factors that have helped and inhibited livelihood change.

In the meeting

Objectives

- To find each component of the vision/simplify/breakdown.
- To recall/develop with the group the vision tree.
- To explore the pathways for achieving for each vision in a focus group meeting.

Process

- Focus on a specific vision that has been developed for the group or community;
- Help them to describe the vision in more detail – elements, components, characteristics;
- Explain that each of these components represents the end of a pathway;
- "Walk" participants down each of these pathways, describing what they meet along the way:
  - What have you got that can help you travel along the pathway?– people's contributions, capacities, strengths;
  - Different "ways of travelling" down the road – the choices / the elements in each strategy – consider the scoping of potential exercise for ideas about different options for livelihood development;
  - What can help you on your journey? – enabling factors;
  - Who can you travel with? - identify key stakeholders to be involved;
  - What obstacles & threats are you likely to meet?
  - Who or what can help you deal with those obstacles and threats? – service providers, supporting agencies;
  - Why haven't you already made this trip? – highlight the factors inhibiting changes now;
  - What are you leaving behind? – what are the risks associated with undertaking this journey?
- Use people's past successes/highlight their current strengths in order to build

confidence of the group in their abilities;

- Use past failure / problems to illustrate obstacles and threats;
- Once the groups have analysed the different choices that they have to make to achieve their vision encourage them to share these with their friends and families;
- The responsibility for moving forward should rest with the people themselves.

Annex 10: Participants Workshop Evaluation

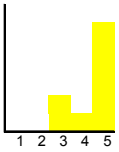
SLED process development workshop 2

June 4th – June 10th 2007

For each section rank your thoughts on the workshop on a scale of 1-5 and provide your comments in the box below.

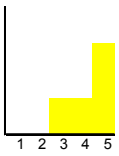
Scale:

1 – insufficient 2 – could be better 3 – OK 4 – good 5 – very good

CATEGORY	RATING
WORKSHOP PLANNING and ORGANISATION **Avg. 4.44**	
What went well ○ All ○ It was well planned and the venue was excellent. Likewise travel and transport. Being together with all the participants for the 2nd time developed more camaraderie . It was good to catch up with Ben, Phil and Gaya ○ Timing and cooperation and encouragement ○ The days agenda and completed it during the day ○ Good communication ○ Worked to agenda ○ Understood each other ○ Logistical arrangements was good ○ Well in advance Gaya sent us information regarding the second workshop and kept on reminding us. Well done Gaya ○ Very good planning all round	
What could have been better? ○ Less luxurious thing ○ Halal food and also the tools for cooking should be separated	

WORKSHOP FACILITATION

Avg. 4.33



What went well?

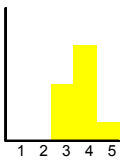
- Focus
- The facilitators allowed us to think the process and concepts and to develop them ourselves , very good
- The presentations were very good, the group work gave us time to reflect
- The process of each step went well and was clearly understood
- The process went on very well. I am very clear about the whole concept of CORALI & SLED. It was an empowering process
- Internet facilities, good environment, discussions on the floor
- Since both of you (Ben and Phil) are here it helped us to share our and your experiences. It was really good
- Both facilitators are very friendly , easy going and did a wonderful job. But the first couple of days were not very effective as they let loose to much
- Flexible

What could have been better?

- Some discussions were to long
- Fieldwork , if the long trip could have been shortened
- Need some more time to go through each days work individually and do revision
- Like the last 2- 3 days , do not allow for unnecessary discussions and be more effective and focused – develop checks and limits for everything
- Used simple words
- More energisers

REFLECTION AND ANALYSIS OF FIELDWORK STAGE 1

avg.4.44



What went well?

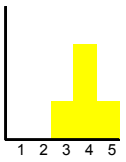
- Traffic lights – simple and effective – it's a good ideas for us to apply to all sites
- Going step by step over every objective and getting the teams to state the progress using the traffic light system was very useful.
- The way of presentation and scoring the objectives in the first phase fieldwork and the achievement. It made me clear about the gaps and the future fieldwork responsibilities
- Presentations with stories
- Sharing the approaches different groups have used was good
- Good illustrations and stories from some groups . New methods and tools learnt and shared
- Precise and focused

What could have been better?

- Though we were asked to evaluate what we learnt and what the people learnt – every team did not do this in detail
- Presentation could have been focused on what is required rather than what is in our mind
- Few groups did not contribute enough or seemed they had not done what was required (monitoring needed)
- Avoid being trapped on definitions

DEVELOPING THE SLED PROCESS

avg. 4



What went well?

- Starting with a repeat of the discovery phase – helped in focusing on the workshop and generated interest in the second and third phases
- Going step by step through the whole process provided time to reflect on each step and think about what we were doing
- It was learning by doing . I am very much clear about the objectives
- Vision trees
- Linking different phases and framework went very well and helped us to understand the process
- Good participation from everyone, and new ideas and information exchanged

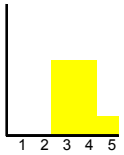
- Process is clear , step by step is good

What could have been better?

- Once again some discussions were out of focus , better facilitation required at those times
- Complexity needs to be reduced , to much intervention..

DEVELOPING A FRAMEWORK FOR SOCIO-ECONOMIC MONITORING (OR RECAPP)

avg.3.67



What went well?

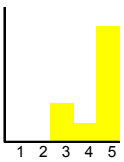
- The context was set and identified and it became clear that it was not necessary to quantify and measure everything – agreed to validate the trends and provide feedback
- The framework is very simple and non-threatening. I feel it is people centred not data centred.
- Understanding the need for learning and sharing information was good
- Learnt from ongoing projects / activities successes and failures
- More simple than socmon

What could have been better?

- We started by listing the negatives of monitoring and then justifying why we need it in a modified manner in SLED
- Most team just want a context and framework that they can go out an fill
- Lessons learnt in other places could of helped us
- Facilitators could have been more positive in their approach to Socmon
- Use other words not monitoring but still it wouldn't benefit the community

DEFINING THE FIELDWORK CHALLENGE AND GUIDANCE

avg. 4.44



What went well?

- Very clean – objectives – elements and activities
- The fieldwork challenge is better understood and helping to develop the fieldwork guidance proved to be a good internalising tool
- Forming the objective of the fieldwork challenge
- It was evolved from us. Therefore we own it
- I'm clear of what we have to do for the next stage
- Once again good contributions from field-teams . Good facilitation

- Give us some clue, mostly clear

What could have been better?

- Allow time to reflect as we go through
- To extensive and too driven

ANY OTHER COMMENTS

- The workshop built our confidence a lot in the field activities and encouraged us to lean as we progress through the SLED process
- Good opportunity to capacitate me about the concepts and methods to carry out the direction phase with the people.
- Ben and Phil you are too good to facilitate this entire process and hats off to you
- Good help and support from Gaya
- Keep up the good work
- The logistics and food were very good and we enjoyed the place and venue
- Should spend more time in the field
- More outdoor discussion
- Thanks to Gaya for the excellent arrangements and logistics
- Cooperation within the participants and the respect to each other helped us to share our experiences in an open way
- Very satisfied overall, good value for time