Migration for Adaptation

A Guidebook for Integrating Migration and Translocality into Community-Based Adaptation

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#MigrationGuide

www.transre.org/action

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Foreword

Dear Development Practitioners,

As the UN Migration Agency, the International Organization for Migration has been at the forefront of operational, research, policy and advocacy efforts seeking to position environmental migration at the heart of international, regional and national concerns.

As environmental change is an increasingly important driver of population movements, policymakers and researchers need to recognize the role that migration can play as an adaptation strategy. IOM is therefore committed to providing reliable and precise information on migration and environmental change, including climate change, as well as to promote policy options by identifying recommendations, good practices and lessons learned to harness the positive impacts of migration in adapting to environmental changes.

The work of IOM is therefore aligned with that of the TransRe Project and its focus on the potential of migration to strengthen the ability of households and communities to respond to climatic risks and sustain their livelihoods and well-being.

Migration has always been one of the ways in which people have adapted to changing environments and as a coping strategy can serve to reduce the risks of vulnerable populations, whilst enabling diversification of incomes and enhancing capacities to deal with environmental and climatic changes.

Climate change is expected to increase the frequency and severity of extreme weather events such as droughts, storms and floods. These changes, in turn, will likely influence further population movements. Even gradual changes will pose challenges to population movements in the future.

Taking the above into account, it is critical that practitioners in the field of community development programming integrate aspects of migration in their work, in order to enable the integration of migration and translocality into community development programming to be addressed in a holistic manner.

IOM is honored to provide the foreword to this Guidebook, which it is hoped will facilitate and strengthen the provision of tailored responses that acknowledge and capitalize upon the opportunities migration presents to rural livelihoods through the generation of financial and social remittances. It is our goal that a proactive approach to facilitating migration linked to climate change will strengthen both household and community overall wellbeing.

Dana Graber Ladek,
Chief of Mission, IOM Thailand

International Organization for Migration (IOM)
The UN Migration Agency

Preface

You work in community development and climate change adaptation in a rural village in Thailand, India, Kenya, anywhere – a place that you think of as isolated and disadvantaged, and prone to increasing environmental risks such as drought, floods or severe storms. After a while, you notice that this remote and marginalised place is not as cut off from the rest of the world as it may seem. People talk to you about their children, spouses, relatives, and friends not living in the village – they're working somewhere else – but in faraway cities or even foreign countries. Some of them moved away with their whole family. Others have left individually, leaving their families back home. Some go away for years, others only for months, coming back when crops are being harvested. Some send back money to support their family, parents or relatives. Some come back for festivities. Some return for good. Some keep regular contact – using modern communication technologies like Skype, Facebook, Line, and WhatsApp – and are a part of village life as if they were still there. Have you ever thought about how these migrants influence your work with the community? How does the mobility of people and their connectedness through the transfer of money, information, or ideas influence community life? Does it play a role in the way villagers use their resources or deal with climate-related risks? Could it play a role in your work with the community?

In the past, migration in the context of climate change was considered only as a problem – as an action of last resort and as a source of insecurity. However, in recent years, many researchers, policymakers, and practitioners have begun to recognise the potential of migration. Migration has always been a part of rural livelihoods in most parts of the world – a traditional way for people to deal with risks, maintain their livelihoods, and use resources in more strategic ways. Its influence is multifaceted and complex, and not always clearly positive or negative. In some places the impact might be marginal, in other places considerable.

> *"In recent years, more and more researchers, policymakers, and practitioners are recognising the potential of migration."*

The important thing is that migration is not just "people moving away" – but that, through different forms of migration, rural societies are increasingly connected beyond community boundaries. Mobility and connectedness are so common in most rural areas that they should not be overlooked, nor should they be seen as exclusively problematic.

As a professional working in the field of community development, you will want to understand what influence migration has on the local area in which you work – for example, on resource conservation, on agricultural innovation, on the way communities deal with and recover from climate-related risks, and on community development more broadly. In addition to developing such an understanding, you can explore if and how migration could be beneficial – as a resource that can be tapped into and harnessed to achieve community development and other objectives.

This guide will help you to understand the influence of migration on your work by applying a "translocal" perspective that highlights mobility and connectedness beyond community boundaries. In doing so, this guide assists you with recognising and realising the potentials of migration to amplify positive and sustainable impacts of your work.

How to read this guide?

This guide consists of two parts. The first part (chapters A and B) describes the background and the concepts of translocality and migration, and why they matter for community development. The second part (chapters C and D) provides practical and hands-on instructions for assessing the role of migration within a community, and for integrating this knowledge into community adaptation and development programming. Throughout the guide you will find reference to numerous real life scenarios in which migration played a role in local livelihoods. Each of these examples are meant to be illustrative. They are in no way meant to be prescriptive or to serve as "best practice". At the end of this guidebook you will find references to a number of reports, websites, and materials for further reading on the topics of migration, translocality, climate change adaptation, and resilience.

While this guide specifically focuses on the *out-migration* of community members in the villages you work in, it acknowledges in-migration also plays an important role in rural areas. However, it should be noted that while the activities outlined throughout were made with an eye towards out-migration, many can be repurposed to take into account issues of in-migration as well.

Thus the chapters of this guide are structured in the following way:

- **Chapter A** provides an introduction to the topic and explains why migration is important for community development.
- **Chapter B** provides an explanation about the concept of translocality and introduces to translocal perspective on migration and community development. It also presents general principles for participatory community development work that can be applied to work on translocality and migration.
- **Chapter C** presents a number of activities that can be used to assess and analyse the role of translocality and migration for community development and adaptation.
- **Chapter D** proposes some activities that can help to capture the benefits and opportunities of translocality and migration in community development projects.

The guidebook closes with a list of **resources,** providing reference to a number of reports, websites, and materials for further reading on the topics of migration, translocality, and climate change adaptation or resilience.

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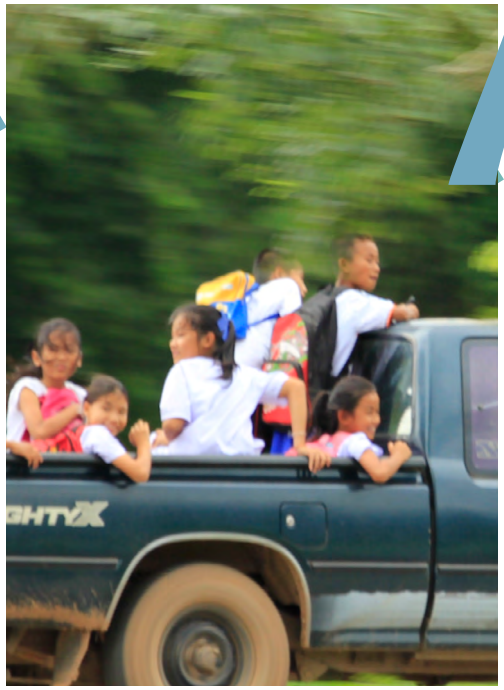

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WHY THIS GUIDE?

Over the last few years, migration has become a hot topic for the development community. In 2015, the Sustainable Development Goals (SDGs) integrated migration issues in a number of goals, including SDG 10, which targets "facilitating orderly, safe, regular and responsible migration and mobility of people including through the implementation of planned and well-managed migration policies" and reducing the costs of migrant remittances. In 2016, 153 UN member states came together to improve international cooperation and governance of migration and refugee issues, culminating in the "New York Declaration", which committed to developing a "Global Compact on Safe, Regular and Orderly Migration."

While these statements circulate at the international level, this guide seeks to provide practical means to putting such global commitments into action in a tangible way on the ground.

A.1| Why should rural development work

This guide makes the case for integrating aspects of migration in community development. This is necessary because migration often has direct implications for the outcomes of development work at the local level and beyond. Only through careful planning can development practitioners help to shape migration-related outcomes – to both harness positive impacts and limit potential negative aspects of migration on local livelihoods.

There is an array of potential **positive impacts** of migration that can be harnessed through community development work:

Financial remittances to sustain rural livelihoods. Money sent back home by migrants, either regularly or in times of need, can help to cover daily household expenses (e.g. education, agricultural inputs, housing and consumer goods) and/or buffer adverse impacts of climate and market risks. Savings from migration can be used for strategic investments in land and machinery, or in setting up small-scale business, which can support a household's ability to innovate and be flexible over the longer-term (see the example of Manit).

Ideas, knowledge, and skills to drive adaptive changes. Ideas, knowledge, and skills acquired during migration and when away from home can foster the adoption of improved agricultural crops and better practices, and the exploration of alternative business models, e.g. opening up new marketing and produce sale avenues. Drawing on translocal social networks acquired during migration, return migrants can act as incubators or catalysts of agricultural change. They can become important capacity and knowledge hubs in local agricultural networks (see the case of Wiparad).

Example 1:

Intergenerational livelihood diversification

Manit worked in a factory in South Korea for a number of years. He was able to send remittances home regularly to pay for the education of his son and daughter, as well as to buy additional land and some pigs. His daughter, after graduating from university, started working in a factory in Bangkok, allowing her to send money back to support her younger brother's university education and to buy cows. Upon graduating, her brother also started working in the city, and now invests his salary into growing lime trees. The example of Manit shows how migration can help to improve livelihoods – in this case by investing additional revenue in diversifying agriculture and education.

Social remittances that may change social norms and institutions. Typically, migration has a profound personal impact on migrants and close family members staying behind. Migration can change people's mindset, their aspirations for life, and their willingness to change, as well as providing new ways of seeing and doings things. Further still, it can help overcoming existing social dichotomies, such as between the young and old, rich and poor, and male and female members of the community. These changes have the potential to improve livelihoods for many rural people.

"Translocal connectedness" and participation back home. Though migrants are often away for months or years, it does not mean that they are disconnected from daily village life. New communication technologies (Information and Communica tion Technologies, ICTs) have made it much easier to keep connected and to share various kinds of information through chats, messenger apps, video calls, and all kinds of social media. Through this, migrants can still take part in their families' lives back home as well as stay up-to date with community development. This translocal connectedness and participation can foster a sense of belonging for migrants and also stimulate their active role as agents of change (see the example of Arthit).

Example 2:

Returning to the village with money and ideas

Wiparad decided to work in Bangkok instead of joining the family business of farming. She strategically saved all the money she earned "for her future in the village". After ten years of factory work in Bangkok, she returned to her parents' household and started pig breeding. She used her savings from the factory to construct a pigsty and buy small pigs. Following a learning-by-doing approach, she and her husband continued developing the breeding business step-by-step. Wiparad thereby diversified the household's livelihood, and could both take care of her ageing parents and also live her life in the village as she wanted to.

Example 3:

Translocal village committee

Arthit has been working in Singapore for almost 20 years. Over the years, he has continued to be a member of his village committee back home in Thailand. The committee plays an important role in the day-to-day governance of village life, including maintenance of public buildings and organizing festivals. Arthit maintains his role through the smartphone messaging app LINE. The villagers call him when any issues arise and, in urgent cases, he can fly back to his hometown.

At the same time, migration and translocality can also lead to potentially **negative consequences** for community development:

Declining labour availability and community skill sets. Often, those that move out of rural communities are the young and able-bodied, leading to skewed demographics and a loss of community capacity. On a practical level, outmigration of young people results in having less community members around to, for example, harvest crops, when the time comes. In turn, a lack of local labour may mean that families have to spend already scarce funds for hiring labour from outside of the community, invest in machines, or reduce the labour intensity of their farming (see the example of Sunan).

Disrupting social cohesion and increasing socio-economic disparities. Those that are able to move are most often people from households that have the means to do so. Remittances then may contribute to further enrich already well-off households and may even increase disparities among community members. Remittances may be exclusively invested in individual activities and projects that do not necessarily contribute to the overall welfare of the household, let alone the community – including bigger and better houses, vehicles for individualised transport, and electronic equipment. These material gains can increase social divisions within a community, by allowing migrants to become part of an emerging middle class, while potentially leaving some "behind", both geographically and socio-economically. Such changes induced by migration can also lead to livelihood challenges within individual families (see the example of Fon's family).

Example 4:

"Retirement farming" to adapt to social change

Sunan worked in Singapore for over ten years and has recently returned home. By using remittances he sent home, his daughter and son were able to attend university. The children were able to get jobs in the non-farm sector as a teacher and an accountant. Despite this success in securing a stable income, Sunan complains that they have no proper skills to run a farm. No one is taking over his farm although he is getting old. Many of the tasks (e.g. the sugarcane harvest) have become too difficult for him. Thus, he decided to adapt his farming system to his abilities. He has become what he calls a "retirement farmer", keeping water buffalo, pigs, frogs, fish, and poultry and only growing rice for his own consumption. He has converted the sugarcane fields into pasture for his livestock.

Example 5:

Depending on remittances as the only source of income

Fon used to work in an electronic factory in Chonburi, however she had to return to her village due to health problems. Without her income, her husband decided to work in Taiwan. However, he had to return earlier than planned and couldn't pay back his travel costs. As a consequence, Fon had to sell all of the household's land – which wasn't much in the first place. Her husband went to Taiwan a second time, and luckily, has been successful thus far. However, today remittances are the household's only income source, as Fon lacks land and means of investments.

NOTE: Usage of the word "migration"

Defining migration. There is no one agreed upon definition of "migration." In general, however, there are some defining features, including timing and distance of movement. For example, if a villager drives a few hours away to work and returns everyday, s/he should be considered a "commuter" and not a "migrant". The TransRe team used the criteria of a person moving to another province for 3 months or more to define a "migrant." However, you should set the terms of your own definition based on the interests and goals of your development project.

The word "migration" in different settings. A word of caution for designing questions or activities in countries where you don't speak the native language. The word "migration" may carry unforeseen connotations, and may need to be adjusted accordingly. For example, in Thai, the word "migration" is automatically seen as negative. Therefore, the TransRe team used a variety of qualifiers to stimulate discussion, such as "moving away for work or school."

Burdening of the "left behind" and separation of families. Many migrants who leave their community are young mothers and fathers. This means leaving elders and children behind—with grandmothers serving as full-time carers for their grandchildren. This places an additional burden on those "left behind", who need to pick up additional tasks and juggle multiple roles, including those traditionally held by younger members of the community (see the example of Pattana).

Although not exhausting, the examples presented highlight that migration, oftentimes neglected in community development projects, can have significant impacts on rural communities. Often these impacts are complex and neither simply 'positive' or 'negative'. Hence, community workers aiming at integrating migration-related aspects in rural community projects need adequate tools that help them harness potentials and mitigate negative aspects of migration, where possible.

Section C provides you with activities for assessing the role of migration and its potential for community development.

Example 6:

When families fall apart

Pattana worked in Singapore for more than 18 years. Because of his work contract he could only visit his wife, Pim, and the children once a year. It was difficult for him and his wife to maintain their relationship while he was away. A few years after Pattana left the village, they broke up. Pim went to Pattaya to find work, and the children have been growing up with their grandparents. Such separations place additional burdens on elderly people in the village, like Pim and Pattana's parents.

A.2| About the guide

The primary purpose of the guide is to strengthen human capacity to sustain livelihoods in the face of environmental change by realising the potential of migration for community development. By adopting a translocality perspective to community development, the guide has two primary objectives:

- To assist community development workers with analysing the actual and potential roles that migration can play for community development;
- To increase the capacity of community development workers for harnessing the potential of migration for community development.

Purpose of this guide

Who should read this guide?

This guide was developed for practitioners working in the field of community development and climate change adaptation. The perspective and the activities suggested in this guide were inspired by field work conducted by researchers and community development practitioners in Thailand, but they will also be relevant in other rural contexts.

While community development workers are the primary target audience for this guide, some of the activities will also be of interest to community leaders, officials in funding agencies, and NGO head offices as well as researchers and consultants working in rural development.

This guide was developed as part of the transdisciplinary research project: *"Building resilience through translocality. Climate change, migration and social resilience of rural communities in Thailand (TransRe)"*, funded by the German Federal Ministry for Education and Research (BMBF), and based at the Department of Geography at the University of Bonn, Germany.

In order to bridge the gap between science and practice, TransRe collaborated with the Raks Thai Foundation (RTF), a non-governmental organisation (NGO) in Thailand, which is part of the CARE International network. Researchers from the University of Bonn and RMIT University (Australia) joined forces with RTF staff in order to design activities for integrating migration and translocality into community development approaches.

This guide is the result of a three-year co-design process, where initial ideas about the relevance of migration and translocality for community development were refined through research and practical testing in the field. The guide highlights those activities that emerged as most relevant and effective through this co-design process (see Section C).

All activities were tailored to fit the project planning and implementation processes of RTF and, by extension, CARE International. The examples and case studies included in this guide originate from scientific fieldwork that was conducted in the context of TransRe in four study sites in North and Northeast Thailand and in places of destination of migrants. Testing occurred in ongoing RTF projects and as part of a pilot project carried out by RTF in Udon Thani and Nan provinces in Thailand.

Origin of this guide

This is a QR code. You can scan it with an app on your mobile phone and it'll take you straight to the relevant website.

The **TransRe Project** offers a fresh perspective on the environment-migration nexus. Given the fact that migration is already occurring – regardless of future climate change impacts – and will continue to be a major dynamic of global change, the project studies the role that migration plays for resilience building of vulnerable households in rural areas. More information about this research project can be found at: **www.transre.org**

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B

APPROACH

This guide builds on the notion that migration and the related concept of "translocal connectedness" are common in most rural areas and therefore need to be integrated into community development programming.

Researchers and practitioners increasingly acknowledge that migration is more than just people moving from one place to another. Instead, the mobility of people is far from simple and one-directional: people may move permanently, temporarily or seasonally; they move into other communities, regions or countries; and they move due to a variety of reasons. And when people move, they are not gone – they stay connected with their households and communities back home. Harnessing the potentials of migration for community development necessitates a perspective that shifts attention to mobility and connectedness between and across places. This guide draws on the concept of translocality as a framework for understanding and assessing the impacts of migration on rural livelihoods.

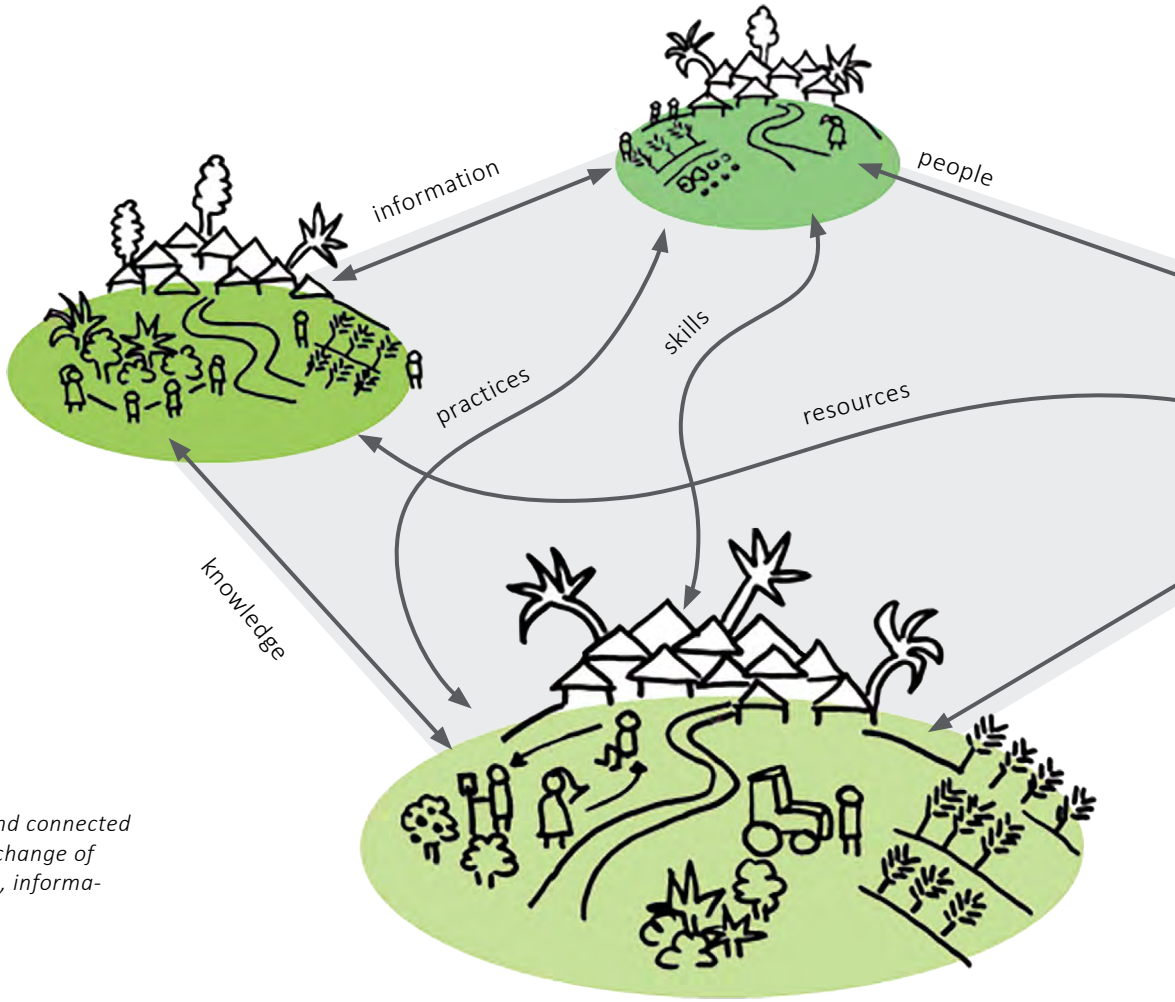
B.1 | A translocal perspective

Translocality describes the fact that places and localities can no longer be seen as spatially and socio-economically isolated. In times of globalization and diversifying migration flows, localities are more than ever connected to outside places. Conditions or events (e.g. floods, droughts, economic downturns) at one place simultaneously influence the conditions or decisions taken at other places (e.g. remittances, job changes, household expenditures).

The examples above (section A) show that household members who live and work outside their place of origin commonly maintain connections to family members at home. They thereby influence the respective household and the community as a whole, e.g. by sending back remittances or by sharing their experiences or contacts with household or community members. In these situations, localities are interdependent and connected across space. This translocal connectedness has the potential to strengthen the ability of households and communities to respond to climatic risks and sustain their livelihoods and well-being.

What is **translocality?**

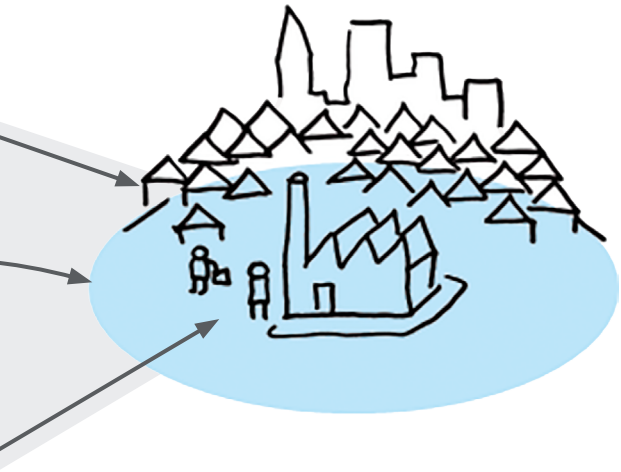
Translocal connections between different places are manifold. Though these connections are not solely linked to migration, human mobility plays a key role in establishing these "translocal spaces". People are increasingly on the move and they connect their places of origin to other places by exchanging resources (e.g. remittances, goods and commodities), information (e.g. about available jobs), and also skills and knowledge (e.g. business ideas, agricultural innovations), which can be of great value in different places. The graphic below illustrates these connections, with the green places being the communities of origin and the blue place being a destination of migrants. Flows of information, resources etc. are by no means one-directional – rather, exchanges of various kinds occur frequently and in many different ways between places.



The translocality concept:

Places are interdependent and connected across space through the exchange of people, resource, knowledge, information, skills, and practices.

By using the concept of translocality, attention can be shifted to translocal connections made by migration. These can be taken into account in community development projects and programmes – with the potential to increase the effectiveness of such programmes. Adopting a translocality perspective in migration and community development implies that migration (and the effects of migration) cannot be understood separately from translocal connectedness. Translocal connections are based on the joint activities of migrating and non-migrating household members (at both the place of destination and the community of origin) to sustain individual households and improve their livelihoods. Migrants are in most cases still members of their household and community of origin, despite being physically absent for a period of time. Drawing on their contributions to the village and tapping the potential of translocal connectedness may thus be a fruitful approach to enhance community resilience towards climate change impacts and other forms of environmental change.



Translocality **in practice**

Adopting a translocality perspective to community development raises a number of basic but also more fundamental questions, such as:

- How many people are migrating, where to, and for how long?
- Who is migrating and why?
- What are the consequences of migration for community project goals?
- What are the resources migrants send back home?
- How are these resources used?
- Can these resources be used in a way that also supports the project goals, yet without patronising migrants' and pre-empting household decisions?
- How can the knowledge and skills that migrants have gained from migrating contribute to reaching project goals, and how could these resources be factored in?

The community development activities suggested in this guide will help you find answers to these questions in the communities you work in.

Utilising the concept of translocality as a framework, the remaining sections of this guide cover a set of suggested principles and activities for integrating migration considerations in community development planning and programming:

- **Section C** proposes a number of assessment and analysis activities that can be used to understand translocal livelihoods and assess the role of migration for community development and adaption.
- **Section D** suggests activities for implementation that can help to utilise the opportunities of translocality and migration in community development.

B.2| Guiding principles

When it comes to working with communities on harnessing the benefits of translocality and migration, the challenge lies in not only integrating community members, but also actively including current migrants (i.e. those not residing in the community) in the analysis and decision-making process. As a means to that, this guides draws on methods commonly used by community development practitioners, such as participatory rural appraisal (PRA) and a range of related participatory facilitation approaches, and adapts them to fit a migration and translocality context.

It is of critical importance that participatory community development work adheres to ethical standards, and that participants are made aware of how the information collected during the activities will be used and safeguarded from unauthorised third-party access. For this reason, the core values for public participation stipulated by the International Association for Public Participation (IAP2) should be adhered to (see box).

Core values for public participation:

1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.
7. Public participation communicates to participants how their input affected the decision.

(Source: IAP2 2007, more information at www.iap2.org)

CASE STUDY

"BAN DUNG FAMILY" DIVERSIFIES AGRICULTURAL PRODUCTION AFTER RETURN MIGRATION WITH THE HELP OF FAMILY REMITTANCES.

After several years of renting out her small plot of land, Surana returned to her home village to start farming two years ago. Her husband had just returned from several stints working abroad in New Zealand, Korea, Taiwan, and Libya. With her husband's savings from labour migration, Surana bought six rai of land and built an additional farm house with a big backyard. Today the household owns 14 rai of land, farming various crops including rice, banana, fruits, mushrooms, vegetables, as well as a small pig farm. Since Surana's husband gained experience in the agricultural sector in New Zealand, he has explored alternative ways of agricultural production at home, including using drip irrigation to water the fruit trees.

The case of Surana demonstrates how experience and savings from labour migration can be used in order to diversify household's livelihood after return as well as the importance of long-term translocal connectedness for household livelihoods. While all her siblings have moved out of the village (either to Bangkok or Germany), Surana is the only one around to take care of her mother, nieces, and nephews. At the same time, her siblings send back money to the household regularly. This money is used for taking care of the mother (e.g. medical and hospital costs), and also for diversifying agricultural activities. All family members have close contact and communicate regularly via a LINE group chat that they have labelled "Ban Dung Family".

C

ACTIVITIES FOR ANALYSIS

This section contains activities that can help to better understand the occurrence and impacts of different forms of migration and translocality in a given community. These analytical activities are based on well-known participatory community development planning methods, but in addition to standard methods, they highlight different aspects of translocality and migration. They can therefore be integrated into existing appraisal and assessment activities at the beginning of engaging a community in development planning.

C.1| Mobility mapping

Assessing patterns and dynamics of translocal livelihoods

goal

- Gain an overview of migration patterns in the project area: places of destination, purpose of migration, duration of migration, as well as an overview over translocal connectedness (communication, exchange of resources).
- Raise awareness among participants on the local and regional patterns of migration.

description

This activity combines a focus group discussion with participatory mobility mapping. It explores migration patterns: Who migrates? To where? For how long? What are the reasons for migrating? How do migrants and those left behind stay in touch and keep up relationships? What kind of exchange of resources (e.g. financial remittances) are common?

The activity would be useful during the starting and exploration stage of any migration-related project in the target area. It can be used to assess the potentials of migration for community development programs, in particular in areas with high outmigration.

Migration is a common strategy used by households to diversify livelihoods and therefore is an important aspect for poverty reduction, food security and community development in general. As a non-locally based activity, migration is often neglected by actors in community development working in a locality.

- Meeting place with a wall or a big table to place the sheets / cards on
- Facilitator & note taker
- Big sheet of paper (A0 size or large brown facilitation paper)
- Smaller paper / moderation cards, e.g. A5 size
- Sticky tape, pins or glue
- Marker pens
- Snacks and drinks

resources

time

1.5 - 2 hours

It is important to have a mixed group (as the aim is to get a general overview of current migration patterns) that includes

- Village leaders,
- Representatives from different age and gender groups with migrants in their households
- Members of different occupational groups.

Number of participants: 6-8

participants

Step 1: Introduction

Introduce yourselves and the project and explain the aim (to understand migration and the impact of migration in the households and the community) and the steps of the activity. Also explain how the information collected will be stored and for what purpose it will be used.

Step 2: **Getting an overview**

Talk about the village and raise the question how many people are living here and how many of them moved to another place permanently or seasonally. You can differentiate between international and domestic migration. You can ask why people are migrating.

Step 3: Mapping migration destinations

Ask participants where they and other village residents have actually migrated to. Explain that both temporary and permanent migration is of interest here.

process

Questions to initiate discussion:

- Where do people of your village migrate to?
- Does anybody also migrate internationally?
- Why are these destinations popular?

Visualization & documentation:

Write down the geographic target areas of outmigration on cards – only one destination per card. Probe if there are any destinations not mentioned. Place each mentioned destination on a large sheet of paper. It can help to place the destinations in geographic relation to each other, e.g. places in the east are placed on the ride hand side of the paper, places in the south at the bottom, etc.

C.1| Mobility mapping

process

Step 4: Number of migrants
For each destination, discuss with participants how many migrants from the village have gone there, either temporarily or permanently.

Questions to initiate discussion:

- Can you write down the approximate percentage (or number) of actual migrants to these destinations?
- Why are some destinations more popular?
- Less popular?

Visualization & documentation:

Note approx. number of migrants on the cards. Take additional notes about reasons for destinations being popular / less popular.

Step 5: Migrant activity in the destination area
Ask about the migrants' occupations at the destination places. You can also address the advantages and disadvantages of the different occupations.

Questions to initiate discussion:

- What are the migrants doing in these destinations?
- How do they get there?
- How do you find work there?
- How is life there (you could classify into "good life", "average life", "hard life")?
- If you have a serious problem at the destination, whom do you ask for help?

Visualization & documentation:

Note the answers on the cards and/or take additional notes, as necessary. Make sure to cover the following:

- *Reasons for migration: [reasons], e.g. job available*
- *Migration process: how do migrants get there: agents, personal networks, self-organised*
- *Living conditions: good/fair/bad*
- *Contract work available: yes/no*
- *Support: if you have a serious problem at the destination, whom do you ask for help?*

Step 6: Timing and length of stay
Ask about the timing of migration, and raise the question when and for how long migrants are going to the respective destinations. You can also address the topic of what this timing means for the people who stay at home (e.g. availability of work force).

Questions to initiate discussion:

- To which of these destinations do people migrate mainly seasonally, during particular times of the year?
- To which destinations do they migrate for long-term stays?

Visualization & documentation:

Note on the cards an "S" for seasonal and "L" for long-term.

Step 7: Remittances
Ask about the remittance flow from the different destination areas. Don't forget to mention that the information are kept confidential.

Questions to initiate discussion:

- How much money are migrants usually able to send home?

Visualization & documentation:

Note the range – if known – of remittances, e.g. "rem.: 60,000 – 90,000 THB". Alternatively, if you sense that participants are not comfortable with providing remittances figures, use a symbolic way of representing differences between one migration destination and another, such as:

- $=small remittances,
- $$=medium remittances,
- $$$=high remittances.

Step 8: Skills acquired and knowledge transferred
Ask about special skills, knowledge or new ideas that migrants acquire at the different destinations.

Questions to initiate discussion:

- At which of these destinations do migrants usually learn new skills?
- Which skills are these?
- Which of these skills can be used by the migrants after returning to the village?

Visualization & documentation:

Note skills, experiences and knowledge on the destination cards, e.g. skills that can be applied in the home village, such as business and agriculture related skills. Also note on the card if they are used upon return to the home village, using a symbol of your choice.

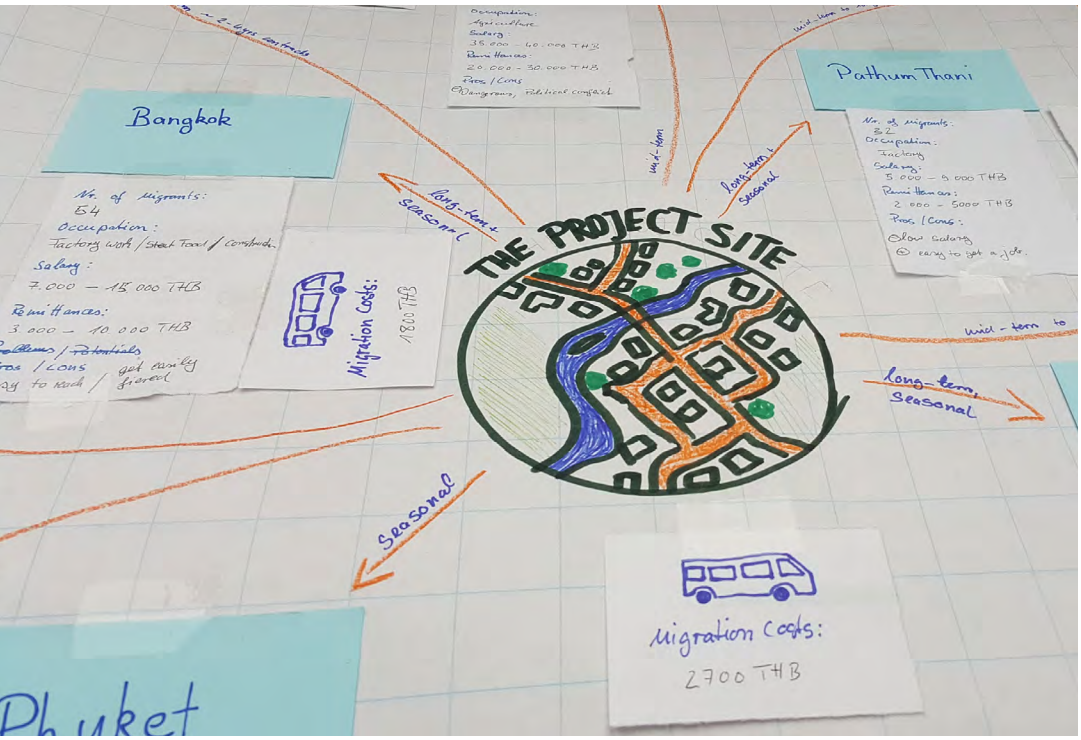
process

Step 9: Reflection and closing
Talk about what the participants learned from the session. Summarize the results and what you learned from the migration map. Don´t forget to thank everyone for their time, participation and valuable input. You might also talk about the next steps of the project.

The activity can result in a visual overview of current migration patterns, as well as notes on the discussions that take place while creating the diagrams:

outcome

Example of a mobility map:



NOTE: The activity has also been applied in the "Where the Rain Falls" Project, in which CARE was involved:

C.2 | Stakeholder analysis

Identifying key actors in migration

goal

- Identify the stakeholders (institutions, businesses and persons) relevant for migrants, migrant households and for the process of migration.
- "Map" these stakeholders according to their importance and closeness to the community, and differentiate them by their attitude towards migration.
- Participants have a better understanding of the influence of stakeholders on regulating, enabling and constraining migration.

description

This activity is a Venn-diagram exercise for getting information on stakeholders who are important for migration (e.g. the migration decision, the actual migration/moving, staying connected, returning). It provides knowledge on the institutional context for projects that target migration systems, migrant and translocal livelihoods, or return migration.

The activity identifies people and institutions that should be included when planning projects related to migration, or who can be helpful in addressing problems related to migration. The activity can also help identify stakeholders with deeper knowledge on migration who can function as key informants for further enquiry, or to identify persons who for example can provide trustworthy information on migration to other potential migrants.

NOTE: This activity can be used for any kind of migration (e.g. labour migration, studying, seasonal migration,etc) that is relevant to your project. In fact, you may encounter or be interested in more than one type in your village, and this activity can be repeated for each, or you may consider just using different colours to stand for the different migration types in one session.

- Meeting place with enough space for a big sheet
- Facilitator & note taker
- Big paper sheet (to place the stakeholders on)
- Circular paper cards (3 or 4 different sizes)
- Small paper cards (moderation cards, e.g. 1/3 A4)
- Marker pens
- Snacks and drinks

resources

time

1 - 1.5 hours

Try to find a group of knowledgeable persons who know about the social structures in the village or region, but also, if possible, persons who are integrated in migration networks:

- village head,
- village committee members,
- members of social groups,
- and different age groups (preferably mixed gender).

Number of participants: 6-12

participants

process

Step 1: Introduction

Introduce yourselves and the project and explain the aim and steps of the activity. Also explain how the information collected will be stored and for what purpose it will be used.

Step 2: Collecting stakeholders

Ask participants to name, a) local, regional, national institutions, b) private businesses and c) individuals (or types of individuals, if this is more appropriate) that are important for migration.

Questions to initiate discussion:

- Who is important for migration in this village? This can be official institutions or organizations (e.g. ministry of labour, village committee), private businesses, or individual persons here or abroad.
- Can you think about the migration decision making, the actual migration, the way migrants remain connected with their households in the village, and also the returning of migrants?

Visualization & documentation:

Write them down on cards, each one on one card. If participants are literate, they can be asked to write down their ideas on paper cards.

Preparation for steps 3 and 4:

Take a large sheet of paper. Draw arrows at the edges, indicating gradients from low to high, and label them ("easy" / "difficult" for accessibility and "positive" / "negative" for attitude towards migration).

C.2 | Stakeholder analysis

process

Step 3: Stakeholders' influence

Discuss the stakeholders with regard to their importance and influence over migration-related issues.

Questions to initiate discussion:

- How important are those stakeholders for migration?
- To which extent do they, for example, influence migration decisions, or the ability of people to migrate?

Visualization & documentation:

Copy the stakeholders on the circular cards of different sizes, with big cards for influential and small cards for less influential.

Step 4: Stakeholder "mapping"

Discuss how easy the community members can access or even influence these stakeholders.

Arrange the stakeholders' cards accordingly on the large paper sheet, with regard to their accessibility *(easy - difficult to approach)* and their attitude towards migration *(positive - negative).*

NOTE: The questions for Step 4 are meant to stimulate thinking related to "attitude" and "accessibility". They of course may be adjusted and/or extended according to the needs of your own project.

Additionally, you may want to explore different X and Y axes that may suit your project even better.

Questions to initiate discussion:

- How easy is it for you to talk to these stakeholders, and get them to listen to your interests?
- Can you get these stakeholders to act on your behalf?
- What is the attitude of these stakeholders regarding migration?
- Do they see migration and migrants as rather positive, rather negative or neutral?

Visualization & documentation:

Arrange the stakeholders' cards on the paper sheet with the matrix.

Step 5: Reflection and closing

Discuss the final stakeholder map and reflect with the group on its meaning and any lessons learnt during the process. Talk about possible ways how to better approach stakeholders that are important but difficult to reach. Also address in how far an information exchange could be fostered between the stakeholders and future migrants.

Questions to initiate discussion:

- Look at the stakeholders on the "map" – does their positioning reflect their importance and closeness / accessibility?
- Who of these stakeholders should or could be integrated into a project that concerns migration?

Step 9: Closing

Close the session by explaining what you learned and thank the participants for their input.

outcome

This activity results in:

- A list of individuals and institutions important for the migration context and a stakeholder 'influence'.
- Additionally this session can improve the participants' overview over the stakeholders and information sources for the migration process.

Example of a stakeholder mapping from Northern Thailand:

variation

The Migration Stakeholder Analysis can also be integrated into a 'normal' stakeholder analysis that is performed as a standard procedure by many organizations.
If a stakeholder analysis is performed anyway, the migration part can be completed as an add-on. In this case, it would be sufficient to ask a number of additional questions, once the regular stakeholder analysis is completed:

Relevant persons for migration

- *Question: Who of these stakeholders is important for migration – for the decision making, the actual migration, for keeping connected, but also for return migration?*
- *Visualization: Mark the stakeholders accordingly (e.g. with "M"), or, if new stakeholders are named, write them on cards, plus an "M", and add them.*

Step 4: Influence on migration

- *Questions: How important are those stakeholders for migration? How much do / can they influence migration decisions, or the ability of people to migrate?*
- *Visualization: Mark the stakeholders' cards accordingly – e.g."VI" for "very important", "I" for important.*

Step 5: Access to migration stakeholders and their attitude towards migration

- *Question: How easy is it for you to talk to these stakeholders and get them to listen to your interests - or even to act on your behalf?*
- *Visualization: Mark the stakeholders' cards accordingly – e.g."VA" for "very accessible", "A" for accessible.*
- *Questions: What is the attitude of these stakeholders regarding migration? Do they see migration and migrants as rather positive, rather negative or neutral?*
- *Visualization: Mark the stakeholders' cards accordingly – you can use single or multiple plus (+, ++, +++) or minus signs (-, --, ---) to indicate the attitude and degree.*

C.3 | Impact diagramming

Identifying the socio-economic effects of migration and translocality

goal

- Understand the underlying social and economic impacts and implications of migration for households in the project area.
- Explore the different linkages between the impacts of migration.

description

This activity uses a variation of impact diagramming to help analyse the impacts of migration on households and the communities of origin: How does migration influence the well-being of households (e.g. food security, financial security)? How does migration influence agricultural production and innovation?

- Meeting place with a wall or a large table to place the sheets / cards; alternatively large floor space
- Facilitator & note taker
- Large sheet of paper (A0 size or large brown facilitation paper)
- Paper / moderation cards, A5 size or smaller
- Sticky tape, pins or glue
- Marker pens
- Snacks and drinks

resources

time

1 - 2 hours

It is important to have a mixed group of participants who can shed light on different aspects of migration and its impacts. Try to include:

- return migrants,
- representatives from different age and gender groups with migrants in their households,
- members of different occupational groups.

Number of participants: 6-12

participants

Step 1: Introduction

Introduce yourselves and the project and thank the participants for their participation. Explain the aim and the steps of this session to the participants.

Step 2: Collect impacts

Ask the participants to think about any possible or actual, direct and indirect impacts of domestic migration (i.e. migration within the country of origin) and international migration. These impacts could be positive and negative. Write down the answers, one item per card.

Questions to initiate discussion:

- What direct impact does domestic or international migration have on you or on other households in the village?
- What indirect impacts does domestic or international migration have?
- For example, what are the impacts on people who are staying in the village, on the social structure of the village, on agricultural production, etc.?

Visualization & documentation:

Use small cards – either large post-its or A6 moderation cards. You may consider using different colours to represent positive (for example, blue) and negative (for example, red) impacts so that they may be easily distinguished.

Step 3: Cross-check

Read out the list of the identified impacts and ask participants whether issues need to be added or deleted. Accordingly add or remove cards. Place all cards step by step on a large sheet of brown paper. It can help if you prepare a big paper sheet with the word MIGRATION in the middle.

process

NOTE: If it proves difficult to get concrete answers from participants, it may be useful to refer to the five dimensions listed in the Sustainable Livelihoods Framework (human, natural, financial, physical, and social). You may also want to add other dimensions, such as gender, age, etc.

See here for more information on the Sustainable Livelihoods Framework:

C.3 | Impact diagramming

process

Step 4: Linkages

Ask participants what linkages and relations the cards have. Ask the participants to rearrange the cards and link the cards with lines drawn with chalk or a marker, showing the linkages. Encourage participants to add new impacts at any time and to make modifications. The last point is very helpful to discover underlying impacts of migration which might be less obvious at the beginning.

Questions to initiate discussion:

- Looking at all the cards, are there linkages between the different impacts you mentioned?
- Are these linkages making the issue worse or better?
- Are there further impacts/implications liked to this?

Visualization & documentation:

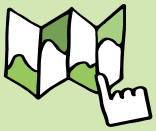
Draw lines to represent linkages between different cards. Use thick lines to illustrate strong links and thinner ones for weaker links.

Step 5: Reflection and closing

Ask participants to summarise the finished diagram and raise questions if issues are unclear to you. Thank everyone for their time, participation and valuable input they made.

Visualization & documentation:

- *Note down explanations of the participants.*
- *Take a picture.*



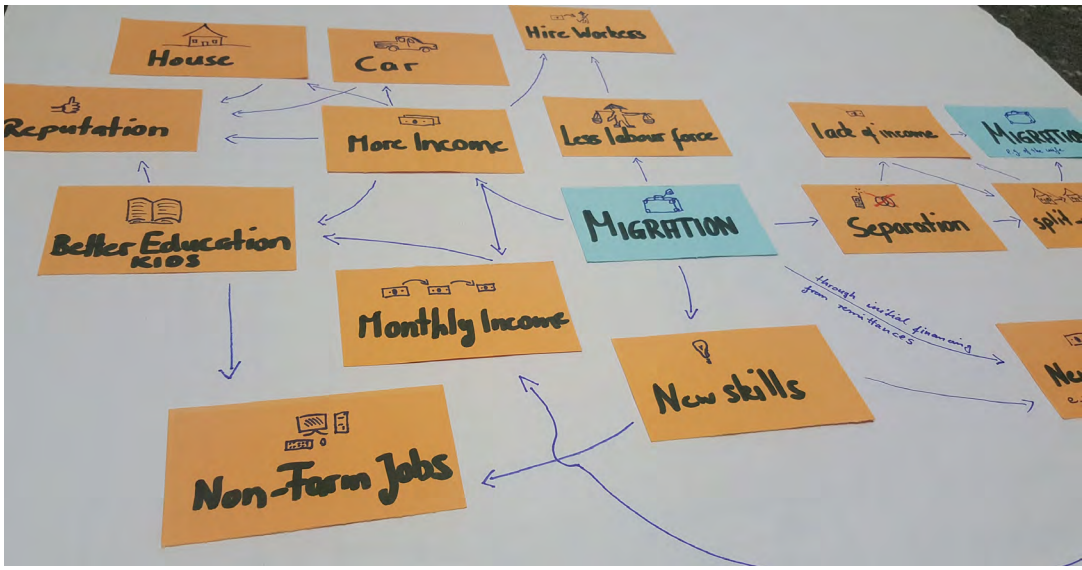
outcome

The activity results in a diagram of positive and negative impacts of migration prevalent in a community. The impact diagram will also show underlying / indirect impacts of migration that might not be obvious from the very beginning.

For the further project planning, these impacts should be considered:

- How can negative impacts be prevented or eased?
- How can the positive impacts that were mentioned be fostered?

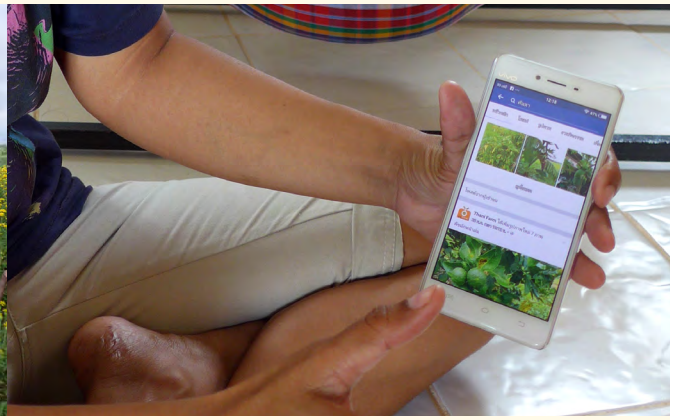
Example of an impact diagram:



NOTE: This activity can be complemented with activity C.5 (Adaptation and Migration Mapping).

CASE STUDY

THANIFARM: A YOUNG RETURN MIGRANT EXPLORES ONLINE BASED FARMING



Tired of city life in Bangkok and Phuket, Pueng returned to her village and set up a small flower farm on her parents' land. She shares her experience and seeks advice on vegetables, fish, and fruit farming with her friends on social media. Several of the friends she met in the city have now also returned and started their own agricultural business. Pueng decided to invest in marigold flower farming in order to generate cash income in the agricultural lean season. She got the idea for this type of crop through internet. Today, she has established herself as a middleman selling flowers of other villagers to the district market. However, in recent years several farmers have started to sell their produce independently and she has a problem finding producers. Despite a self-made drip-irrigation system, she also has problems with dry spells, which impact the quality and quantity of flower production. As the agricultural extension agencies do not provide tailored support for flower producers, Pueng uses the internet as tool for finding solutions. Additionally, she is offering her products via her facebook site "Thanifarm".

C.4| Capturing climate change

Identifying climate risks and adaptation strategies

goal

- Assess climate related risks and how climate change is perceived in your project area. Furthermore, identify and understand strategies that participants use for responding to climate risks and change.
- Identify constraints and bottlenecks for the implementation of these strategies.
- Discuss the option for strengthening local adaptive capacity.

description

This activity helps to identify climate change adaptation strategies used by the participants. This session can be conducted as a standalone activity or as part of a participatory workshop with other activities introduced in this guide. Beyond identifying specific strategies, the activity also provides an opportunity for learning and exchange between the participants. So it is important to give enough space to the participants to explain their adaptation strategies in detail.

Outputs from this activity can be used tailor specific adaptation planning and support interventions that harness the benefits of migration.

NOTE: This tool is a shortened version of Care International's "Climate Change Vulnerability and Capacity Analysis (CVCA)". If you've used this tool already, you may skip this suggested activity. If you would like a more detailed and step-by-step oriented guide to identifying risks and adaptation strategies, please feel free to read the CVCA in whole.

- Meeting place (e.g. community hall) with large table or wall
- Facilitator & note taker
- Large brown paper
- Coloured paper cards: red, green
- Coloured markers
- Snacks and drinks

resources

time

2.5 hours

The selection of participants should address the following aspects:

- Representatives from across the local community, including men and women, elderly and youth, and people from different socio-economic groups
- people who are particularly affected by climate change / innovative people

Number of participants: 6-12

participants

process

Step 1: Introduction

Introduce yourselves and the project, and thank the participants for their participation. Explain the aim of the session: to understand how people in the community currently deal with the changing climate.

Step 2: Climate change

Ask participants about climate related risks that they face, and ask for any changes to the local climate that they have observed in the past 10 years. Encourage them to also consider increasing intensities or frequencies of existing climate risks (e.g. more frequent hail storms; extending dry spells, etc.).

Questions to initiate discussion:

- Which climate risks do you face in your community?
- How have weather patterns (e.g. temperature, rainfall amount or timing) changed in the past 10 years?
- Did existing climate risks become stronger or do they happen more often (e.g. hail storms, dry spells, etc.)?

Visualization& documentation:

Note the climate risks and patterns of climate change on cards – each risk or aspect of change on one card. Note the direction of change (e.g. "+" for more, "-" for less).

Step 3: Climate impacts

Lay out the cards in a row from top to bottom and go through each of them by asking which impact it has on livelihoods.

Questions to initiate discussion:

- What effects do these climate risk and the changing climate have on the way people live their lives and earn a livelihood?
- How strong are these impacts?

Visualization & documentation:

Note the impacts on livelihoods on cards, one impact per card. If one impact is the outcome of more than one aspect of climate change, you can also duplicate the cards. Mark the cards with dots of different sizes, indicating the strength of the impacts.

C.4| Capturing climate change

process

Step 4: Adaptation strategies
Ask how people deal with these risks and changes. It might help to ask also what people do after things happen (after a drought, flood, delay of rain etc.), and what they do to prepare for future risks.

Questions to initiate discussion:

- What activities do people engage in, in order to deal with these risks and changes?
- What do they do if any of those risks have already happened?
- And what do they do to be prepared for possible future risks?
- Are there any changes, things that people do differently than in the past?

Visualization & documentation:

Note these activities and strategies on cards – both for dealing with past, and with future events: one activity / strategy per card. Place them beside the risks.

Step 5: Adaptation success
For each of the adaptation strategy cards, assess how helpful the mentioned strategies are. Ask for examples of what the participants consider as successful strategies.

Questions to initiate discussion:

- If you look at these cards – how helpful were they for dealing with the risks?

Visualization & documentation:

Mark the cards of helpful or not so helpful strategies accordingly (e.g. "+" for helpful, "-" for not so helpful).

Step 6: Ease to implement
For each of the adaptation strategy cards, ask how easy they are and were to implement. Talk about resources or knowledge need to implement such strategies.

Questions to initiate discussion:

- How easy were these strategies to implement?

Visualization & documentation:

Mark the cards accordingly (e.g. "E" for easy, "D" for difficult).

Step 7: Enabling and constraining factors
For each of the adaptation strategies, ask participants for factors that help them in implementing them, and which factors are constraining them.

Questions to initiate discussion:

- Looking at the cards, what makes it easy, what helps you in doing these things?
- What makes it difficult, or why can some people not implement these strategies or changes?
- Do these strategies bring other risks or costs with them?

Visualization & documentation:

Note the helping factors on green cards and the difficulties on red cards and place them next to the adaptation strategies.

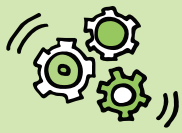
Step 8: The future
Based on the activity so far, initiate a discussion with the participants about the future.

Questions to initiate discussion:

- Which risks can be expected to become more severe in the future?
- Which strategies have proven to be especially helpful?
- Which strategies can possibly help preparing for these risks?
- What resources or opportunities can you possibly make use of?

Visualization & documentation:

Note the major issues (e.g. central risks that the participants expect; possible starting points for project activities; key resources that could be mobilized, etc.) on cards or on a large sheet of paper.



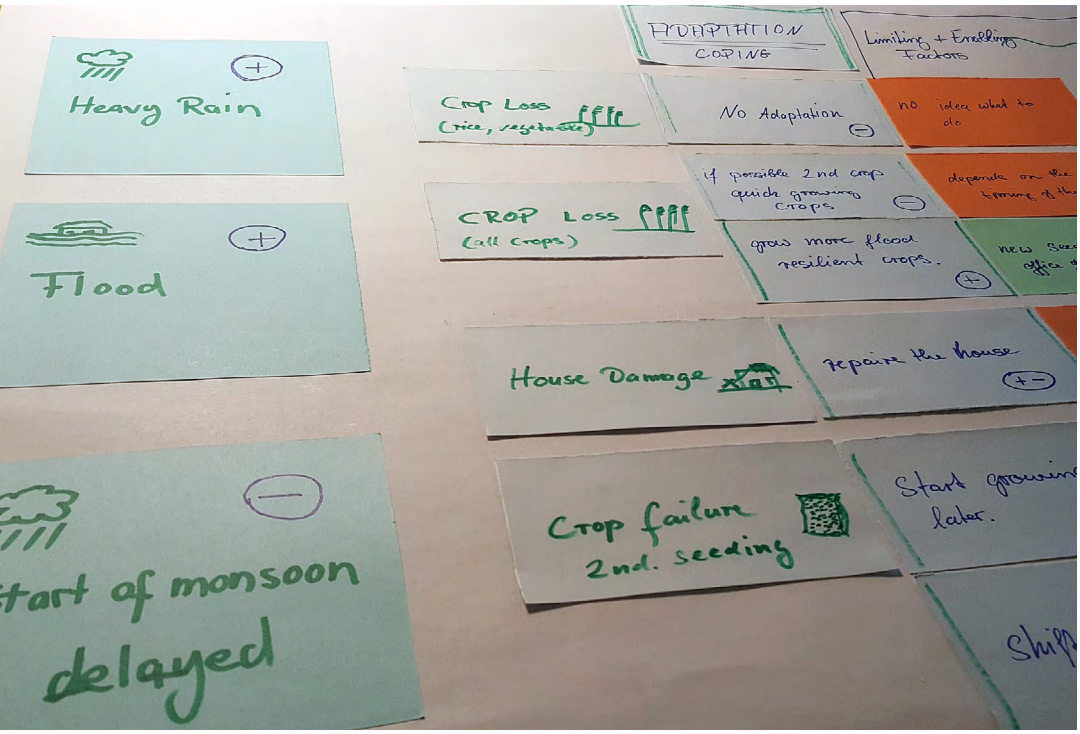
process

Step 9: Closing
Thank participants for their time and efforts.

This activity results in a structured overview of climate change impacts and related adaptation strategies, which are more or less successfully applied. This session also gives you a sense of how climate change is perceived in your project area.

Most essentially, the outcome of this session provides information on the vulnerabilities and adaptive capacities of the community towards climate risks and climate change. At the same time, you will get hints on how to change this and to improve the community-based adaptation strategies.

Example of a structured overview of climate change impacts and adaptation strategies:



outcome

NOTE: It may be beneficial to also use C.2 (Stakeholder Analysis) as a basis for mapping out climate change adaptation stakeholders.

The activity can be complemented with activity C.5 (Adaptation and Migration Mapping).

C.5 | Adaptation and migration mapping

Exploring migration as adaptation strategy

goal

- Explore in how far migration – actually and potentially – contributes to adaptation strategies.
- Explore how the positive effects of migration could be further increased, and how negative effects could be mitigated.
- Increase the awareness for the potentials and challenges of migration for adaptation.

description

Migration can be an important part of adaptation strategies, but it can also have negative side effects. This activity explores the role of migration for adaptation strategies by focusing on the existing but untapped potential of migration.

This activity comprises two parts – (1) exploring how migration can contribute to adaptation strategies, and (2) how these (and other positive) effects of migration can be increased, and negatives ones be avoided or mitigated.

The results from this activity can be used to integrate migration aspects into adaptation planning, or to tailor specific project activities regarding migration.

- Meeting place (e.g. community hall) with large table or wall
- Facilitator & note taker
- Large brown paper (three sheets)
- Coloured paper cards: e.g. red, green, white, etc.
- Coloured markers
- Snacks and drinks

resources

time

2 hours

NOTE: As this activity builds on activties C.3 and C.4, bring the cards with adaptation strategies (from the activity: *'Capturing Climate Change and Adaptation Strategies' C.4)* as well as the cards with positive and negative impacts of migration (from the activity *'Impact Diagramming' C.3)*.

In case you haven´t conducted the activities C.3 and C.4 you can adjust this activity by collecting adaptation strategies (towards climate change / risks) and positive and negative impacts of migration at the beginning of the session.

The selection of participants should address the following aspects:

- Representatives from across the local community, including men and women, elderly and youth, and people from different socio-economic groups
- Try to invite participants who have migration experience or who are active in adapting to different problems the community faces

Number of participants: 6-12

participants

Step 1: Introduction

Introduce yourselves and the project and thank the participants for their participation. Introduce the concept of migration and translocality in simple words (section B) and explain the aim of this session: to understand how migration influences adaptation strategies.

process

Step 2: "Mapping" migration with adaptation strategies

First pin or hand the cards with the adaptation strategies on the wall, board or on the ground. Ask the participants if they want to add or remove any adaptation strategies (in particular when the participants differ from the previous sessions).

Then go through the adaptation cards and ask in how far migration influences this adaptation strategy.

Questions to initiate discussion:

- When looking at each of these adaptation strategies, does migration have anything to do with it?
- Does migration support this strategy of adaptation, or maybe even impede it?
- Why is that so?
- What specific aspects of migration are relevant?

Visualization & documentation:

Note down the aspects of migration and the reasons on cards; each one on one card; use green cards for supportive links, and red cards for inhibiting links. If some links are especially strong, this can be marked on the cards, e.g. with a filled circle. Place these cards at the side of the respective adaptation card.

C.5 | Adaptation and migration mapping

process

Step 3: Enhancing positive and mitigating negative effects of migration on adaptation
For each of the migration cards collected in step 2, ask participants how the positive aspects can be increased, and how the negative ones can be mitigated or decreased.

Questions to initiate discussion:

- Looking at the aspects of migration that are supportive of adaptation activities – how can these positive effects be enhanced?
- And looking at the negative aspects – how can they be mitigated or avoided altogether? How did people do this in the past?

Visualization & documentation:

Note down the ideas for increasing and decreasing, one on one card, and place them next to the respective migration cards.

Step 4: Enhancing positive and mitigating negative effects of migration in general
Now take the cards with the positive and negative effects of migration [from the migration impact diagram C.3] and place them on a board, table or the ground. If they were not already mentioned in Step 3, ask for each positive and negative impact how they can be enhanced or avoided.

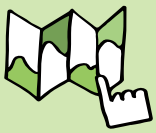
Questions to initiate discussion:

- For each of the cards with positive effects, please tell me: What do you think how these positive impacts can be increased?
- And for each of the cards with negative impacts: How can these impacts be mitigated or avoided altogether?

Visualization & documentation:

Note the strategies how people deal with the negative effects of migration on red cards, and how they think the positive effects can be increased on green cards. Place these cards next to the respective impacts.

Step 5: Reflection and closing
Ask participants to summarise the finished diagram and raise questions if issues are unclear to you. Thank everyone for their time, participation and input they made.



outcome

This activity results in a list of migration related aspects that either support or inhibit adaptation activities. At the same time the results can show how positive effects of migration can be enhanced, and how the negatives can be avoided or at least minimized.

Example of a diagram listing supporting and inhibiting factors:

CASE STUDY

VILLAGE-BASED PORK SKIN PRODUCTION

When Gochagorn, a former factory worker in Bangkok, had to leave her job due to the 2011 flood, she followed her husband to his home town, a tiny, relatively remote village in Northern Thailand. Lacking any experience and skills in farming, Gochagorn convinced her husband to sell fruits at nearby markets in order to contribute to the household budget. This business did not, however, prove to be satisfying on the long run due to the frequency of travelling and the village's remoteness. But Gochagorn did not give up. Inspired by one of her husband's friends who sold crispy pork skin, she and her husband bought his recipes and started producing and selling the same pork skin snack in the district where they live. While Gochagorn buys the fresh pork skin from factories, every step of the production – from boiling to packaging – is carried out in their house in the village. Gochagorn thereby managed to diversify the farming-based livelihood by establishing this small-scale family-run business. They also run their production business relatively independently, i.e. without middlemen to buy, resell, and market their product. The village's remoteness is still an issue though. But, as Gochagorn prefers a village-based life for the time being, she is committed to developing her business in a learning-by-doing approach.

C.6 | Distilling analysis results

Identifying factors for community livelihood improvement and adaptation

goal

- Systematically analyse the results of previous assessments
- "Distill" relevant information for livelihoods improvement and adaptation

description

This activity helps to systematically review and analyse information that has been gathered before. It can be applied to any kind of assessment results – it fits well to the tools used in this guideline or the CVCA (see resources).

NOTE: This activity is based on the ORID-approach for 'Focused Conversation' that aims at reflecting and interpreting information and experiences. The process separates the reporting of objective information, the participants' reflection of their attitude towards this information, the interpretation of the information, and the decision on further action (for more information see e.g. "The Art of Focused Conversation").

- Meeting place with large table or wall
- Large brown paper
- Flipcharts
- Coloured paper cards in four colours
- Coloured markers (at least as many as participants)
- Snacks and drinks
- And the results of the assessment tools (e.g. of this guidebook or the CVCA): all the large brown papers with the stakeholder diagrams, migration mapping, timelines, hazard maps, risk matrices, etc.

resources

time

4 - 6 hours, depending on the assessment results

NOTE: This is not a one-time activity, but rather an extensive process. It may require multiple days of teamwork and/or approaching participants several times to get to the bottom of results.

Number of participants: depends on your organization and project team.

- The target group is the team of field workers and facilitators who were conducting the assessment workshop(s) / sessions.
- Plus those field workers who will be engaged in the community project / work (if they are not the same persons).

participants

The session entails four core parts
(the underlined letters represent the parts of the ORID approach):

1. Collect the most important results from the assessment (Objective facts)
2. Note how the participants relate to these facts, their feelings and mood (Reflection part)
3. List the key insights about adaptation and livelihoods (Interpretation)
4. Discuss them and decide on the information that should be communicated back to the community (Decision)

process

Step 1: Preparation

Place the results' documentation (timelines, hazard maps, migration mapping, etc.) of the assessment in the room, e.g. by hanging them on the walls. Participants should be able to walk between them and stand in front of them.

Step 2: Introduction

Introduce the objective to your colleagues and ask them to take a look at the results and visualizations from the assements sessions.

Step 3: Collecting objective facts

Collect important facts on the community, its vulnerabilities, problems, adaptation strategies, etc. that the assessment yielded.

Questions to initiate discussion:

- What (objective) facts can you take from the assessment results, regarding the situation of the community?
- Consider especially the vulnerability of people, the causes for that, the risks they are exposed to, existing adaptation strategies, resources or opportunities that they have.

Visualization & documentation:

Ask participants to note the information on card, one issue / topic on one card.

C.6 | Distilling analysis results

process

Step 4: Clustering
Cluster the cards from step 3: group them and hang them close to each other in thematic groups. Find headings for these groups and add these headings to the clusters.

Step 5: Reflection
How do the participants relate to this information? Collect feelings, emotions, moods related to these cards and clusters.

Questions to initiate discussion:

- How are you connected to these cards?
- What surprised you?
- What encouraged, what discouraged you?
- How does this make you feel?

Visualization & documentation:

Ask participants to note their feelings on cards with different colours and add them to the clusters.

Step 6: Interpretation / Enabling and constraining factors
With the results of steps 1-5 in mind, list enabling and constraining factors for livelihood improvement and adaptation. Also try to identify knowledge gaps.

Questions to initiate discussion:

- What does the data tell us?
- What are the factors that enable the community to have a good livelihood, to improve their livelihood and to adapt to climate risks?
- What are the factors that constrain the community in improving or adapting? [Sort these points according to the importance.]
- What does the data not tell us – what else might we need to know?

Visualization & documentation:

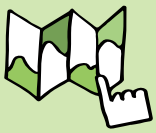
Note the enabling and constraining factors on cards. After sorting them according to importance, note the ordered points as two lists on flipcharts.

Step 7: Decision
Discuss the results of step 6 and decide on what to communicate back to the community. Also decide how to proceed and inform the community about the next steps.

Questions to initiate discussion:

- Did we cover all aspects sufficiently in these lists?
- Are there other aspects that are relevant and should be communicated with the community?
- What should be done regarding the missing data identified in step 6?

Step 8: Closing
Thank participants for their time and efforts.



outcome

This activity produces a list of enabling and another list of constraining factors for community livelihood improvement and adaptation. Additionally it leads to a shared knowledge and understanding of all participants about the community situation.

CASE STUDY

SALT, RUBBER, PALM OIL: RURAL BUSINESS DEVELOPMENT THROUGH MIGRATION-BASED WORK EXPERIENCE

When still a teenager, Pirom moved to Bangkok to find work; and soon moved on to Southern Thailand, and then Malaysia, where he worked on rubber and palm tree plantations. He remained working and travelling outside the village until his early 30s. Once back, he realised that the salt business was more lucrative than farming rice, so he gradually converted his wife's rice fields into salt fields. With income from this business, he started buying land to cultivate rubber and palm. However, both crops have proven less profitable than salt, and he reinvested in 60 rai of land to convert into salt fields. Now, he also hires labour on both a daily and monthly basis. Pirom was able to draw on his agricultural experiences outside the village, which ultimately helped him become a successful salt farmer and plantation owner. He has also been flexible and fairly innovative, by investing in less proven crops and resource exploitation, respectively. Pirom has managed to create jobs for other villagers, and contribute to the economic diversity of the village.

C.7 | Translocal visioning

Integrating the migrants' perspective

goal

- To integrate absent migrant household and community members into the community visioning and planning process.
- To take the positive and negative effects of migration into account in community visioning and planning processes.

description

A community visioning process aims at developing a shared vision of positive change, usually facilitated by external experts (e.g. NGO or community development workers). It lays the ground for coordinated and inclusive planning in communities – identifying needs, opportunities, and possible development pathways.

Depending on the number of migrants or absentee villagers, it can be important to consider migration and migrants in the visioning process: first, migrants often comprise an economically active and socially mobile population, including many household heads; and second, the economic, social, and demographic effects of migration can be a relevant factor for many development activities.

This modification of 'classic' visioning processes thus helps to integrate absentee community members, as well as taking migration effects into account.

The most important aspects are:

- to conduct the visioning process in at least two steps, giving the participants enough time to consult their absent household or family members about the content and most important decisions.
- to include migration and translocality as topics (e.g. the economic, social and demographic aspects) in the visioning.

- Meeting place with a wall or a big table to lay the sheets / cards
- one, or better, two facilitators
- two note takers (can be from the community)
- Big paper (A0 size or large brown facilitation paper)
- Smaller paper / moderation cards (e.g. A1size)
- Sticky tape, pins or glue
- Marker pens
- Snacks and drinks

resources

time

2 sessions of each 1.5- 1 day

The participants should comprise all socio-economic groups of the village (young, elderly, men and women, farmers, non-farmers, etc.).

Number of participants: 30-70 community members

participants

The following main steps can be used to design a customized process:

Step 1: Preparation

Preparation meeting with village leaders to agree on the scope, objectives, and outputs of the visioning process beforehand; to avoid unrealistic expectations; to schedule a date when different community members are able to participate; and to select local facilitators who can help to moderate and document the visioning process.

Step 2: Introduction

Introduce yourselves and the project and thank the participants for their participation. Explain the aim and the steps of this session to the participants.

Step 3: Review

Present and discuss the outcomes of previous assessments (e.g. CVCA or migration assessments; this information can be synthesised, for example, with the analysis tool presented in this guide in 4.6.) and/or external information (where available; for example, past data and future scenarios for climate data, migration, demography, and economic trends; such information should be presented in a way that is meaningful for the participants – e.g. breaking down abstract climate scenarios in possible changes of rainfall amount or patterns).

Step 4: Brainstorming

Do a brainstorming of how the participants would like their community to be in the future, including how the issues mentioned in step 2 can be addressed and how opportunities can be utilised. Note the mentioned points on cards and cluster them in sectors or areas of concern that the participants are familiar with (e.g. “land titling”).

Step 5: Development goals

Put these areas of concern into sentences, indicating development goals (e.g. “we want to hand each community member a document with their land title”).

process

NOTE: There are numerous approaches to community visioning – many organisations have developed their own standards.

The visioning process sketched here is inspired by the CARE visioning tool for Community Watershed Management.

C.7 | Translocal visioning

process

Step 6: Prioritising

Prioritise these areas of concern, using categories such as relevance, urgency, consistency with other development objectives or the sustainability on the long run. Indicate in which of these areas your organisation can realistically be of help for the community, and where other organisations or institutions could be mobilised.

Step 7: Discussion

Leave the visualisation results of the last steps with the community and ask them to discuss the results also with absent (migrant) household members.

> *After such a first run of the visioning process, make a break of 2 or 3 weeks – to allow participants to discuss these issues within the community and especially with their absent (migrant) household members.*

In the next meeting with the community:

Step 8: Reflection

Review the areas of concern and the priorities: ask about any additions or changes as well as priorities.

Step 9: Feasibility and supporting actors

Identify the areas of concern where your organisation can realistically provide assistance, and those where other organisations or institutions can do so.

Step 10: Planning for implementation

For the most important areas of concern (depending on the number of areas of concern), discuss how these goals can be achieved: what action needs to be taken? What resources are necessary? What are the first steps, and who should be responsible?

Step 11: Action plan

Agree on how these goals can be worked into an action plan with your organisation (including budgeting, responsibilities, etc.).

Step 12: Communication

Additionally, these development objectives could/should be communicated with sub-district and/or district officials.

Step 13: Closing

Thank participants for their time and efforts.

outcome

- A broader vision of community development, including the perspectives of as many different community member groups as possible, including absent migrant members
- A list of concrete development goals, prioritised for relevance, urgency, sustainability, and overall consistency
- An implementation plan for these / the most important development goals
- A roadmap for a concrete project with your organisation

CASE STUDY

CASHEW: MARKET-ACCESS AND VARIATION OF CROP CULTIVATION THROUGH MIGRATION AND TRANSLOCAL CONNECTEDNESS

Seeking alternative income sources, as land was too scarce to sustain a family, Nongnoot moved to Chonburi almost 30 years ago, where she and her husband found work in a cashew nut processing factory. During short return visits, they used to fetch the cashew produce in the village and recruit labour for the factory when necessary. At that time, other villagers gradually expanded their small-scale (subsistence) cashew cultivation or started to plant cashew trees on their land, respectively. Especially on high-lying land where growing rice or maize is more difficult, cashew is considered a suitable plant as it tolerates relatively dry conditions and marginal soils. While Nongnoot finally returned to the village, her younger son, based out of another province in Northern Thailand, is now involved with the "cashew business," acting as a middleman to buy and resell cashew cultivated in the village, with villagers earning 35 THB per kilogram.

D

ACTIVITIES FOR IMPLEMENTATION

This section lists possible fields of action where it would be most useful to consider migration and translocality. For each of these fields it gives illustrative examples of interventions and/or real-life stories of how migration positively impacted household or community wellbeing. It builds on the understanding of how migration affects a particular community and its members – information that can be obtained through the tools and activities listed in the assessment part of this guide (Section C). The activities are intended as 'inspiration', and of course they need to be adapted to fit the different contexts and needs of communities and practitioners.

D.1| Planning and policy making

The relevance of migration and translocality for the livelihoods of many households and communities calls for considering them also in community and local development planning. This comprises utilising the development potential of translocality on a community and individual level (without however patronizing the individual migrants and their households who are the 'owners' of translocal resources), as well as taking into account the absence of migrants and their integration into community level decision making processes, for example, through:

- integrating migrants, migration and translocality into community development activities;
- integrating the topics of translocal connectivity, demographic change and other effects of migration into planning processes on higher levels (for example sub-district, district, etc.).

Suggested Activities

The following activity provides an example on how this can be achieved in the village and at higher levels (e.g. sub-district, district) of the policy and planning processes.

- **Suggested Activity:** Capacity-building workshop on migration with local leaders and policy makers

Capacity-building workshop on migration with local leaders and policy makers

- To raise awareness about migration and migrants' livelihoods among local leaders, policy, and decision makers
- To identify how migrants and their families can best be supported through policy interventions or practical measures

goal

- Local leaders (e.g. village head, village committee members, party politicians, local government officials, etc.)
- District and sub-district policy makers
- A similar number of migrants' families

target group

description

This suggested activity can help raise local leaders' and policy makers' awareness for the special needs and problems, but also the potentials, that migrants and their families have. Here, the focus is on local leaders and policy makers from the local and district levels, who may well be aware of migration in broad terms but who may not have had reason or opportunity to reflect on how local and regional institutions can support migrants and their families, or how the positive effects of migration can better be utilised for achieving community development goals.

By conducting a thematic workshop, participants get an opportunity to explore the opportunities and challenges that migration poses for community members. The workshop can be utilised to identify concrete areas for how community leaders and policy makers can support migrants and their families in the local community context.

suggested activities

There are many different ways such a workshop could be run. You could simply try to use part of a regular meeting of local decision makers, or you might see the opportunity to organise a dedicated workshop on migration.

In any case, it will be important to ask participants for the meanings and impacts they attribute to migration, including positive and negative ideas. You might also start the discussion by asking local leaders what they think migrants themselves consider to be the impacts of migration. Useful questions could be:

- What does having a migrant in the household mean to you/ the households / the community?
- What are effects of migration for a household and the community?

You could use well known participatory planning processes, such as asking each participant to write their answers on paper cards and subsequently place them on a board according to two axes:

- *positive <-> negative*
- *migrants' view <-> policy makers' view*

You could then facilitate a discussion to analyse what people have said, which will take you further into understanding the present challenges and opportunities associated with migration. Have a look at the results and discuss them with the participants. Are there contradictions in the perception of migration among the different people that are present?

At the end, you should arrive at a discussion about what measure can be taken by local leaders and decision makers to improve the situation for migrants, for their families staying behind or for returning migrants. You would also want to steer the discussion into concrete actions that the workshop participants could take to make best use of migration in their respective areas of decision making.

NOTE: It may be difficult to bring migrants and community leaders together to discuss sensitive issues or outcomes related to migration (e.g. human trafficking, drug use, broken families, etc.). In this case, this activity may require an additional preliminary step, in which your team will need to talk to migrants and their families directly to glean relevant information. Your team will then have to act as a representative for these stakeholders when meeting with policymakers.

D.2| Financial remittances

As highlighted in sections A and B, migration means much more than just people leaving a place – most migrants keep close ties with their area of origin. This leads to substantial amounts of financial remittances, from both domestic and international migrants, with a considerable potential impact for development on household and community level. Remittance sending and spending are mostly based on individual and household level decisions, and thus can (and should) only be influenced to a certain degree by development interventions. However, there are a number of approaches that could be taken here, for example:

- pooling (a part of household) remittances for community projects that are not necessarily migration-related, such as schools, medical centres etc.;
- creating community funds and/or taking advantage of existing ones, as a means of both pooling and channelling remittances for community benefit, but also as an investment opportunity for households;
- financial training for individuals and households (e.g. savings, or investment in economic activities and business development);
- making remittance transfers easier and safer.

Suggested Activities

The following two activities show how some of this can be achieved on household and on community level, and the examples demonstrate how villagers have utilised financial remittances to improve their household livelihoods.

- **Suggested Activity 1:** Financial literacy and planning for individuals and households
- **Suggested Activity 2:** Funding migration for community resilience
- **Case Study 1:** Sura's smart investment: from landless labourer to small-scale business owner
- **Case Study 2:** From rice to rubber: Sompong's investment in perennial tree crops

Financial literacy and planning for individuals and households

goal

- To enable migrants and households to make the most of financial remittances.
- Promoting financial literacy and strengthening financial planning skills.

target group

- Members of households with current migrants
- Future migrants
- Return migrants
- Community members with business and financial management skills
- NGO staff, etc.

description

In many cases, the financial benefits of migration could be used more productively:

- If migrants and households had the skills to better calculate the costs and returns of migration and
- If they had the means to make informed decisions about long-term saving and investments plans.

Migration can help improve the livelihoods of migrants and their household members, in most cases through sending back financial remittances and savings. If invested wisely and at the right time, for example, in land and agricultural productivity, financial returns from migration can significantly improve the household's long-term economic situation. With sound saving and investment plans, migration can serve as the basis for adapting and exploring alternative livelihoods, for example, by upgrading agricultural activities and tapping agricultural business opportunities.

However, in many cases, remittances are rather used as a means of coping, for sustaining household livelihoods, subsidising agricultural activities or invested in consumer goods, rather than being invested in a strategic manner.

suggested activities

Development practitioners working in a migration context can refer to a broad spectrum of elaborated tools, geared towards the strengthening of the financial literacy of farmers (e.g. CARE Farmers' Field and Business Schools) and households in general, and in particular with regard to migration (e.g. ILO-Migration Toolkit, see resources).

These tools could be fine-tuned by combining them with tools for exploring the community migration context and for migration related stakeholders described in this toolkit (see section C) in order to prevent one-size-fits-all blueprints and to gain contextual understanding of potential migration costs and benefits.

Financial literacy and financial planning skills could be promoted in the form of short courses, or weekly lessons. Target groups are farmers and households with minimum writing and calculation skills interested in developing financial planning skills, regardless of household income and migration status.

NOTE: Strengthening financial literacy and financial planning skills can enable migrants and their families to make the most out of migration. However, it should be noted that financial issues, such as decisions on income and expenditure are private responsibilities. Hence, instead of making normative claims about how to spend money, and for what purpose, financial trainings should focus on strengthening private decision making capacities, rather than providing investment recommendations.

D.2| Financial remittances

Funding migration for community resilience

goal

- To establish a migration fund: supporting migration to share its potential benefits among community members.
- To enable community-backed purposeful migration to "re-invest" migration-related experience and skills in the community in the foreseeable future, specifically to foster adaptation activities.
- "future-oriented"/well-informed migration decisions to make migrants potentials "usable" for adaptation/resilience.

target group

- Local leaders (e.g. village head, village committee members, party politicians, local government officials, etc.)
- Local youth
- Returning migrants
- Migrants' families
- Future migrants planning to depart soon

description

Although agriculture remains an essential livelihood activity in rural communities, off-farm work has gained importance in income generation of households. Migration (both international and domestic) plays a crucial role in this regard and is already widespread in rural communities. In the face of a changing climate, smallholders in rural areas need to adapt their agricultural practices. Communities therefore have an interest in improving existing, most-common sources of livelihood. In addition, the question arises whether or not migration can yield favourable outcomes for the community.

Examples of such valorisation include drawing on migrants' practical experience in an agricultural context elsewhere, which might spark ideas for suitable farming strategies in the migrants' home communities. Likewise, gaining skills in non-farming sectors might inspire initiatives to diversify livelihoods at the community level.

In addition, enabling informed decision making regarding the migration process can help reduce migrants' exposure to risks and avoid insecurities at the place of destination. Funding specifically 'adaptation-oriented' migration could provide another incentive for future migrants to share their skills and experience (e.g. agriculture- or business-related) for the benefit of the community, e.g. by initiating adaptation activities upon their return home.

suggested activities

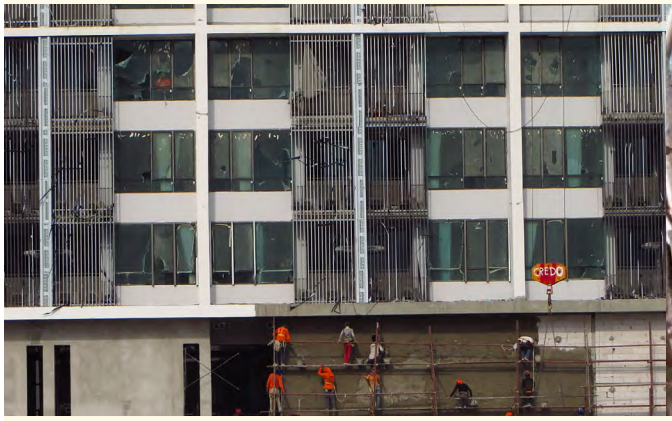
The process should entail identifying support and resource needs for outgoing migrants, combined with creating a community fund that could be partly or fully funded by returning migrants.

The following main steps can be used to design a customised process:

- Identify existing resources and capacities in the community (e.g. natural resources, communal land, ecosystem services, age structure and demography of the community, migration experience…), and evaluate how they interact. (See also: Analysis activities, section C above).
- Identify shortcomings or needs (e.g. equal access to water, availability of less hazardous fertilizer and plant protectants, sources of regular income, jobs…).
- Discuss how migration, or return migrants, could help address the identified needs. Consider short-term options for temporary migration, e.g. for training and up-skilling.
- Develop a migration strategy for one or several cohorts of community members who are planning to migrate in the near future. Discuss how they could be supported and how their knowledge and skill gains could best be used for the benefit of the whole community.
- Assess support options for the respective migration strategy, i.e. money lending schemes, sources to be tapped within the community (private lenders, village fund, village group…).
- Develop an implementation plan for the chosen strategy, e.g. a plan for setting up a community fund, for obtaining external support funds, for sharing knowledge etc.

CASE STUDY

SURA'S SMART INVESTMENT: FROM LANDLESS LABOURER TO SMALL-SCALE BUSINESS OWNER



In Kan Lueang migration used to be an important strategy for households without land or little land to sustain and diversify their livelihoods. For Sura, internal and international migration was the only way to support his household, as he didn't own any land. He spent 10 years migrating seasonally to Bangkok and Patthaya to work in construction, and more than 11 years in Taiwan. With the savings from his three trips to Taiwan, his household bought 7 rai of land, which they use for cassava and sugarcane. His wife Khammai also used this money to open up a beauty salon and to start a pork selling business. Khammai has been in charge of the businesses because her husband hasn't been around because of his continued labour migration. Thanks to the flourishing businesses, the economic situation of the household is steadily improving. This example of Sura and Khammai shows that financial returns from migration, if invested smartly and in combination with a viable business model, can help households to diversify and even transform their livelihoods. Thus, knowledge and practical experiences of how to invest and how to manage finances successfully are indispensable.

D.2| Financial remittances

CASE STUDY

FROM RICE TO RUBBER: SOMPONG'S INVESTMENT IN PERENNIAL TREE CROPS

In Ban Dung, several rubber plantations have been set up by return migrants, searching for opportunities to invest savings and generate continuous long-term revenue. After seven years of international migration as a construction worker in countries such as Libya, Saudi Arabia, and Singapore, Sompong decided to stop rice farming, buy additional land, and set up a rubber plantation. At this time he was one of the first in the subdistrict. He received a bit of financial support, but learned about the rubber business on his own. Today he owns 35 rai of rubber and 11 rai of palm, making him one of the biggest plantation owners in the subdistrict. Inspired by his example, relatives of Sompong also decided to invest their savings from migration in rubber plantations. His palm plantation is used as a demonstration plot for other farmers. Over the last few years, however, declining prices and recurring droughts are challenging his rubber and palm business. While smaller rubber farmers in the subdistrict are struggling with declining yields and prices, Sompong is able to generate additional money as a middleman in the region. Other rubber farmers report that they regret their investment decision and already have replaced rubber with other crops.

This example illustrates that agricultural businesses invested in with migration-related income are not viable for all farmers, as they require scale-effects and favourable market and production conditions to be successful. Moreover, migration induced changes in land use also can be detrimental for local livelihoods, if they are not adapted to local agri-ecological conditions and if they are highly susceptible external risks such as market fluctuations.

D.3| Social remittances and innovation

In addition to financial remittances, migrants also can bring in new ideas, knowledge, and skills – during their stay abroad, through communication and during visits, but also when returning to their places of origin. Social remittances can comprise practical knowledge, for example, on agricultural practices, or business skills, but also changed aspirations, social networks to cities and abroad, or negotiation and social skills. Return migrants can act as incubators or catalysts for agricultural and social change, and thus can become important capacity and knowledge hubs in local agricultural and / or business networks. Such developments can be fostered for example through:

- raising awareness for the value of knowledge and ideas conveyed by migrants and return migrants for innovation processes;
- organising public meetings with returning migrants, who have been flagged as especially charismatic or outspoken, at the neighbourhood or village level where returnees share their experiences and plans for the future;
- facilitating an atmosphere in which new ideas and innovations are valued and can thrive, and can thus have positive effects.

Suggested Activities

The following activity shows how the potential of return migrants for agricultural change might be strengthened, and the examples demonstrate how villagers have utilised knowledge, skills and networks to improve their household livelihoods.

- **Suggested Activity 1:** Strengthen capacities of return migrants for adopting alternative agricultural business models
- **Case Study 1:** Sanya's shifting to Integrated farming
- **Case Study 2:** Broadcasting and rice cutting: Migration related bottom-up innovations
- **Case Study 3:** Sustainable rice: from writing on agriculture to doing agriculture

Strengthening capacities of return migrants to adopt alternative agricultural business models

goal

To strengthen agricultural production and marketing skills and create opportunities for:

- the exchange of ideas and information on (small-scale) agricultural business.
- the collaboration among return migrants.

target group

- Return migrants
- Interested farmers in the community (in particular young farmers)
- Agriculturual professionals working / living in the community

description

Migrants and return migrants are important agents of agricultural change, innovation, and development:

- At their place of destination, migrants mingle with people beyond their village context. They get to exchange ideas and extend their social network.
- Sharing experiences, for instance, on agricultural practices or business options that prove to be lucrative in other parts of the country might spark ideas and initiatives to modify agricultural activities at their own place of origin, or to diversify livelihoods by means of new marketing strategies or alternative business.

After return, migrants are likely to have developed capacities to invest (e.g. savings) and social capital (e.g. networks, market links) required for striving successful agricultural businesses. Return migrants often bring back knowledge and inspirations to make a change to their agricultural livelihoods, for example, by exploring alternative modes of production or marketing channels.

Young return migrants are especially motivated to modify ways of doing agriculture, as they have encountered promising examples elsewhere. This includes, for example, the application of organic farming practices and the cultivation of local varieties, which are increasingly appreciated by a growing number of consumers, not only in urban areas (see case study on Niramon's rice berry business). Return migrants can utilise their migration experience for tapping alternative marketing channels (e.g. direct trade, online sale) and internet-based information systems (see case study on Pueng's flower business).

However, the potential of return migrants for promoting local agriculture remains underutilised in many cases, due to a lack of targeted support which would be needed in order to boost agricultural businesses to be economically successfully, but also to the benefit of local communities.

- The shift from non-agricultural occupations does not always come easy. Return migrants might lack practical experiences in agriculture.
- After being away from home for a longer time period, return migrants might feel isolated from the local community and they might find it difficult to change the mindset of local farmers, their lack of agricultural experience may also lead to a lack in trust by older farmers, who might not see the point in or lack the resources to take unknown risks (i.e. different crop variety, different type of fertilizer, different machines, higher investment,...).

D.3| Social remittances and innovation

suggested activities

Community development projects have multiple entry points for tapping the potential of return migrants for agricultural innovation.

The first step, and most important part of such a process, is the identification of return migrants, who are motivated to explore alternative agricultural business models and bring in necessary skills and means of investments.

Community development workers could establish and moderate a platform of exchange between these farmers, which could serve the following issues:

- Linking farmers at local/regional level,
- Facilitating the discussion and exchange of knowledge, and experience on crops, practices and business ideas.

And in particular:

- Identifying potential markets (regional markets, urban markets, direct trade)
- Linking farmers to public and private extension agencies, funders, trader, and processors
- Exploring potential support schemes (public and private development funds or community funds (see D.2))
- Exploring certification schemes and their requirements for particular markets (organic, fair trade etc…)
- Improving management skills (financial literacy (see tool), business planning, etc.)
- Improvement of and adherence to production and processing standards
- Strengthening bargaining and marketing skills (packaging, bulk selling, online marketing

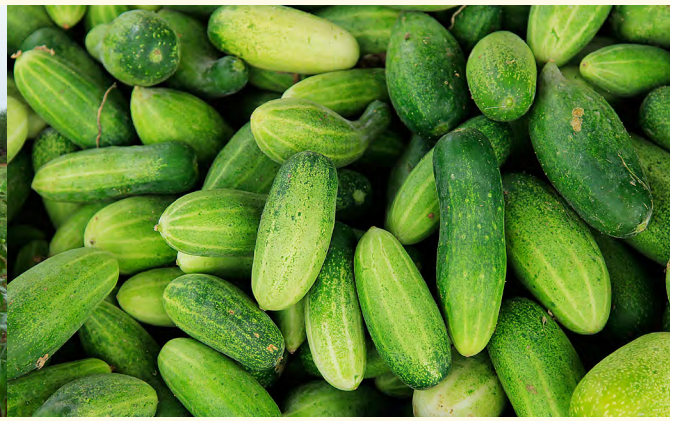
The returning migrants could act as multipliers or agents of change for other farmers, with the help of community development workers. In this way, activities can reach a broader group of beneficiaries above and beyond return migrants.

NOTE: Other toolkits provide detailed and tailored tools for fostering agricultural businesses, which are beyond the scope of this guidebook. From a translocal perspective it might be important to complement available tools and approaches with regard to the following questions:

- *What additional means of investments, what skills and what networks do return migrants bring in?*
- *What specific knowledge do return migrants bring back, what might be their specific knowledge gaps?*
- *What might be specific constraints after return migration?*
- *How is ongoing migration impacting agricultural business (availability of labour, markets, etc…).*

CASE STUDY

SANYA'S SHIFT TO INTEGRATED FARMING



Sanya, a factory worker in Bangkok, originating from Northeast Thailand, initiated the implementation of "integrated farming" in his village of origin (partially inspired by the "Sufficiency Economy" model which he came across as a part-time student in Bangkok). This included digging fish ponds in the fields and starting to raise chicken, in addition to the usual rice cultivation. In a joint effort with relatives in the village, he set up a water pumping system using ground water. Based on his savings and bonus payments from his factory job, he could provide the initial investment to test these measurements on his parents' land. He also supported other villagers in writing funding proposals and business plans to implement certain agricultural activities and request loans, and coordinated with the district administration office to establish village groups. Although, eventually, other villagers started following that model, he found it difficult to convince them in the first place. Instead of just telling them, he learnt that he had to prove the potentiality of this approach by putting on actions and setting a good example.

D.3| Social remittances and innovation

CASE STUDY

BROADCASTING AND RICE CUTTING: MIGRATION RELATED BOTTOM-UP INNOVATIONS

Small scale farming in Northeast Thailand is in rapid transformation. Driven by national policies and market developments, industrial crops, such as sugarcane, are increasingly replacing traditional staples. Although still important for household food security, rice farming is losing its economic attractiveness. An aging population and declining labour availability due to migration and intensification of industrial crop production, further reduce the viability of traditional rice farming.

Against this background, rice broadcasting has been established as a time saving low-budget alternative to time and labour intensive rice transplanting. As it doesn't require flooding of fields before planting, it also provides a strategy for adapting to declining rainfalls. A specific problem of broadcasting, however, is weed management. Hence, broadcasting is best applied in combination with rice cutting and flooding, a technique applied by farmers in Central Thailand. This technique has gained traction in the Northeast only recently. Early adopters learned about this technique during migration and trips to other provinces. When early adaptors started to implement rice cutting, others farmers were reluctant to follow because they were afraid to harm their rice. Only when early adaptors managed to increase their productivity, other farmers decided to follow.

One of the first farmers who applied cutting in the subdistrict of Ban Chai, Udon Thani province was Suranat. He decided to implement broadcasting and cutting techniques when he returned back from a visit to Bangkok. In the same village, Wichit learned about the cutting technique from a colleague during construction work in Bangkok. Both farmers started to implement the technique on small plots first and gained knowledge and experience by doing. Today, many farmers that use broadcasting and cutting techniques credit Suranat as a good example. Over the timespan of only five years, the broadcasting and cutting techniques have spread throughout the whole village and farmers in other villages of the subdistrict have also started to experiment.

CASE STUDY

SUSTAINABLE RICE: FROM WRITING ON AGRICULTURE TO DOING AGRICULTURE

Niramon, a young return migrant, decided to go back to her roots as a farmer's daughter and become a farmer herself. While working for an agricultural magazine in Bangkok, she had learnt about the potentials of local rice varieties. Returning to her village of origin after 20 years in Bangkok, she decided to start a farming business following principles of organic farming and seeking to combine old values of farming and new knowledge and technology, deciding to grow a "rice berry" variety. Through her previous work as a journalist she was in contact with national research institutions and NGOs promoting sustainable rice cultivation. She sought additional support from the district agricultural officer, who recommended her to set up a farmer group in order to be eligible for funds through the Agricultural Bank. Today, Niramon is successfully heading a group of several farmers growing 2-3 rai of rice berry, red yasmine rice, and red sticky rice. Niramon provides seeds to group members who are growing rice on their own, but who have to adhere to sustainable farming practices such as the use of organic fertilizer and pesticides. In turn, group members sell the harvest at a premium price to Niramon, who packages and markets the rice. Currently the group receives support from the Department for Community Development, which makes links to national specialty markets (such as the One-Tambon-One-Product, etc.).

In this case, Niramon's networking and marketing skills (to market rice berry, she draws on the social network she established during her professional career in Bangkok, she visits fairs in the whole country, and currently she considers delivering supermarkets at province level) and the support by knowledgeable rice farmers at the local level, who introduced her to the basics of rice farming after she had spent many years working in offices in Bangkok, helped her to be successful.

D.4 | Mitigating the negative effects of migration

Apart from positive potential and impacts, migration almost always also has negative effects –in the dangerous and hazardous migration journeys or occupations, the separation of couples and families, the lack of labour and important actors in the social fabric of the village or through the long-term demographic effects, when only a few younger people are left in a community.

While it's impossible to prevent migration from happening, it is important to address and to mitigate, where possible, such negative effects, for example through:

- preventing people from engaging in dangerous and harmful migration pathways and/or occupations at their destination , e.g. by providing reliable information and advice before migration;
- mitigating the negative effects of the separation of families, households, and communities;
- dealing with labour shortages and lack of skilled individuals in the places of origin;
- considering that migration can also lead to further social economic disparities in the community, taking into account especially the very poor and their poverty-induced immobility.

Suggested Activities

The following activity shows how people can be better prepared when taking migration decisions, but also for living in a translocal – spatially separated – household constellation. The example shows how migrants can stay actively involved in agricultural activities even when being physically absent.

- **Suggested Activity:** Preparation and mentoring for future migrants and their relatives
- **Case Study 1:** Remote farming: managing agriculture from a distance

Preparation and mentoring for future migrants and their relatives

goal

- To share experience with and give advice to villagers who plan to migrate (internally or internationally) in order to work.
- To give future migrants the opportunity to think about challenges they might face during migration and to define personal goals they want to achieve through migration.
- To raise awareness about the situation of migrants and how their families at home might support them.

target group

- Future migrants planning to depart soon
- Returning migrants
- Migrants' families

description

Many migration decisions are taken in times of need, and are therefore mostly short-term decisions. Besides a health check and a basic skills training (in the case of international migration), most migrants do not have the opportunity to think in great detail about the potential benefits and risks of migration. As a result, domestic as well as international labour migration tends to be unplanned.

- For example, limited experience and knowledge, in combination with the necessity to earn money (to support or contribute to the household at home), make migrants at their place of destination more vulnerable and more susceptible to exploitation. Often, migrants follow a friend or relative from the same village or join some family member in the city, for instance, and try to find any kind of paid work upon arrival at the place of destination. Without having clear expectations regarding their future job and striving to support the family at home, unfair, unhealthy, and exploitative working conditions are tolerated. Providing preparatory information on types of jobs and contracts, and raising awareness on labour rights, for instance, can serve as protection against the most severe risk of migration-related exploitation.

Sometimes, relatives at home have high expectations but are not always aware of the hardship and challenges that migrants might face at their destination places. High expectations can place an additional burden on migrants.

- For example, besides trying to make a living in the city – by themselves, i.e. without the social support network of family and relatives at their place of origin – many migrants feel also obliged to support their household at home; the pressure on these migrants is especially high if their family has a hard time making ends meet. For the family at home, it is not necessarily understandable that their remittance requests are sometimes difficult to satisfy. Unable to share their hardships with family member, migrants might feel disconnected from home, and therefore even lonelier.

Raising awareness of migrants' difficulties at the place of destination might thus help to lower expectations towards them, and enable families to talk about such problems with migrating family members and thereby take some pressure off their shoulders.

suggested activities

The process should involve conducting a first mentoring meeting, where the benefits of mentoring are explained and discussed. A format should be devised that allows return migrants to talk about their experience and encourage future migrants to ask questions.

Each mentoring meeting could focus on a particular topic, e.g. contracts and legal issues; housing and living conditions; travel and health, etc. Individual mentoring relationships can also be encouraged and facilitated at these meetings.

D.4 | Mitigating the negative effects of migration

suggested activities

Topics for discussion at mentoring meetings include:

- Destinations and motives to choose the respective destination
- Useful information before migrating (e.g. expected travel costs and living costs at place of destination, expected housing conditions, expected salary and working conditions, …) and reliable sources of information
- Things to prepare before the departure
- Typical problems arising while working abroad/away from home and what are potential solutions, incl. whom to contact for advice or support, amongst others
- How to reduce the costs of migration (e.g. remittance services vs. bank transfer)

NOTE: The aim of this activity is neither to encourage the participants to migrate nor to deter them from migrating. Rather, individuals considering migration are encouraged to think about challenges and opportunities and to plan their migration process. This can reduce the dependency on dubious agents, informants or employers that are powerful actors in the field of migration.

CASE STUDY

REMOTE FARMING: MANAGING AGRICULTURE FROM A DISTANCE

After school, Tanomsak moved to the provincial capital city to do a vocational training and become a technician. He now works as a self-employed technician in the city, while at the same time he is also responsible for his in-laws' rice fields (in a neighbouring province) and contributes to farming activities at his own place of origin – from afar. As he used to work on a friend's rubber plantation, several years ago, he decided to plant rubber trees on his own small plot of land back in the village. He planted 370 rubber trees (on his 3 rai of land). First, Tanomsak managed the plantation by himself, but then asked his brother-in-law in the village to take over – for payment – as soon as the trees were ready for tapping. While Tanomsak works and stays in the city, he strengthened his connection to his place of origin by keeping his own land and a plantation there, and he also created an additional income source for his family members in the village.

Tanomsak is physically absent from the village most of the time, but through some visits per year, and especially through the mobile phone, he is able to remotely manage the plantation even on a day-to-day basis.

Resources

This guide, Migration for Adaptation: A Guidebook to Integrate Migration and Translocality into Community-Based Adaptation, is meant to introduce and familiarise practitioners in the field of community development to a new perspective on migration and translocality in their work. It contains tools and suggested activities to get to the bottom of these issues in their own working contexts. It should be noted, however, that this guide is not meant to be the silver bullet to all community development issues. It is meant to provide a good starting point.

You can download a digital version of this guide and additional training material (including slides for presentation) here:

www.transre.org/action

If you are interested in learning more about relevant migration issues in your work, you may want to explore these other guides:

Handbook to develop projects on remittances: Good practices to maximize the impact of remittances on development

The International Organisation for Migration (IOM) designed this handbook to serve as a guide for development workers to promote and strengthen the positive impact of the link between remittances, migration, and development. It seeks to provide a conceptual framework which explains the relationship between sending money, or remittances, and economic development; present a summary of good practices in development projects leveraging remittances; share a partnership model for carrying out development projects; and design a model for the preparation of development programmes which leverage the economic dynamics of remittances, migrant investments, and migrant philanthropy.

Migration, environment and climate change: Training manual (facilitator's guide)

The IOM created the Migration, Environment and Climate Change: Training Manual (Facilitators' Guide) to provide an in-depth overview on the concepts of the migration-environment nexus, mobility and disasters and slow-onset events, data, legal issues, regional perspectives, and a step-by-step roadmap on how to integrate human mobility into policies including climate change adaptation policies.

Migration for development: A bottom-up approach

This handbook was produced by the European Commission United Nations Joint Migration and Development Initiative (JMDI). It targets the role and contributions that can be brought by small-scale projects implemented by a range of organizations from civil society, the public and the private sector, including NGOs, migrant organizations, grassroots organizations, local authorities, universities, research and training institutes, micro-finance institutions, employer associations, trade unions, etc. It first explores the ways in which these actors collaborate between each other and with other actors in the implementation of their projects. In parts II and III, it continues to provide practical, hands-on sections, with alternative or complementary options that actors can choose from when setting up their own migration and development projects. This work can be complemented by other resources found in JMDI's e-Toolbox (http://www.migration4development.org/en/resources/toolbox/training), including an e-learning short course.

Participatory methods.org

The website "Participatorymethods.org" was developed by the Institute for Development Studies (IDS), and collects a range of activities, ideas and methods aimed at enabling ordinary people to play an active and influential part in decisions which affect their lives. The information on the website is grounded in the work of The Participation Team at the IDS and is meant to provide an alternative to mainstream approaches to development, which are often top-down and linear.

Vulnerability assessment and adaptation planning – training of trainers manual

This manual by CARE Nepal aims at increasing the ability of targeted human and ecological communities to adapt to the adverse impacts of climate change. It provides a practical step-by-step guide to assess integrated vulnerabilities of both ecosystems and human communities, to identify essential adaptation options, and to implement plans to effectively respond to threats and vulnerabilities. The manual's target audience is practitioners and agencies engaged in local development and climate change adaptation.

Migration and conservation: A toolkit for conservation and development practitioners

This toolkit was developed by the International Institute for Sustainable Development (IISD) to help conservation practitioners assess the impacts of human migration on critical ecosystems. It is intended as a roadmap to guide users toward a better understanding of migration dynamics and impacts to better protect ecosystems. It is not prescriptive, but instead aims to help practitioners design and implement activities that are sensitive to the dynamics and impacts of existing and potential human migration on livelihoods and natural resource use, and that address the consequent impacts on ecosystems and biodiversity in host communities.

Farmer's field and business school toolkit

CARE's Farmers' Field and Business Schools focus on a learning-by-doing approach, putting farmers at the heart of learning and decision-making around new agricultural techniques. The tools provided integrate multiple components, including sustainable agriculture practices, market engagement, gender and equity, food and nutrition security, group empowerment, and monitoring and evaluation.

CBA Project Toolkit (Community Based Adaptation)

This is a step-by-step guide to designing, implementing and monitoring Community Based Adaptation (CBA) projects, published by CARE. It includes a set of project standards and proposed milestones and indicators to help practitioners plan activities and track the progress made in building adaptive capacity. These resources reflect the fact that adaptation is a dynamic process that involves mapping the assets and conditions that must be in place for communities to manage current climate variability as well as adapt to longer-term climate change.

Budget smart – financial education for migrant workers and their families: Training manual

This training manual was published by the International Labour Organization (ILO) and introduces basic knowledge, skills and tools related to earning, spending, budgeting, and using financial services and insurance. It is designed for the use of trainers from government, the private, and non-profit sectors, such as recruitment agencies, organizations protecting workers' and women's rights, financial service providers, and migrant workers' associations or unions. The manual is part of a training package aimed at mitigating the risks and maximising the benefits associated with migration. Additional to the training manual, the package contains a guide for migrant workers and their families, which they can also use as a workbook during the training. This guide comes with a list of key messages related to financial education and with practical tips on what to consider before, during, and after migration It can be downloaded here: http://www.ilo.org/asia/publications/WCMS_171656/lang--en/index.htm.

CVCA Handbook (Climate Vulnerability and Capacity Analysis)

The CVCA handbook is CARE's most popular practitioner tool. By combining local knowledge with scientific data, the CVCA process builds people's understanding about climate risks and adaptation strategies. It provides a framework for dialogue within communities, as well as between communities and other stakeholders (e.g. local and national government agencies). The results provide a solid foundation for the identification of practical strategies to facilitate community-based adaptation to climate change.

Imprint

TransRe Project "Building Resilience through Translocality: Climate Change, Migration and Social Resilience of Rural Communities in Thailand"

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This guide makes the case for integrating **translocality and migration** into relevant aspects of community development work.

Applying a **translocal perspective**, this guide provides a framework for assessing the impact of migration and translocality on the outcomes of development work at the local level and beyond.

The guide assists community development workers with **tools for analysing** translocal livelihoods, including detailed descriptions of resources, participants, and step-by-step implementation advice.

Besides analysis, this guide suggests activities for shaping **migration outcomes** – in order to both harness positive impacts and limit potential negative aspects of migration and translocality on local livelihoods.

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