Guidance for the Implementation of the RFLP Livelihoods Development Work in the Philippines

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PURPOSE OF DOCUMENT

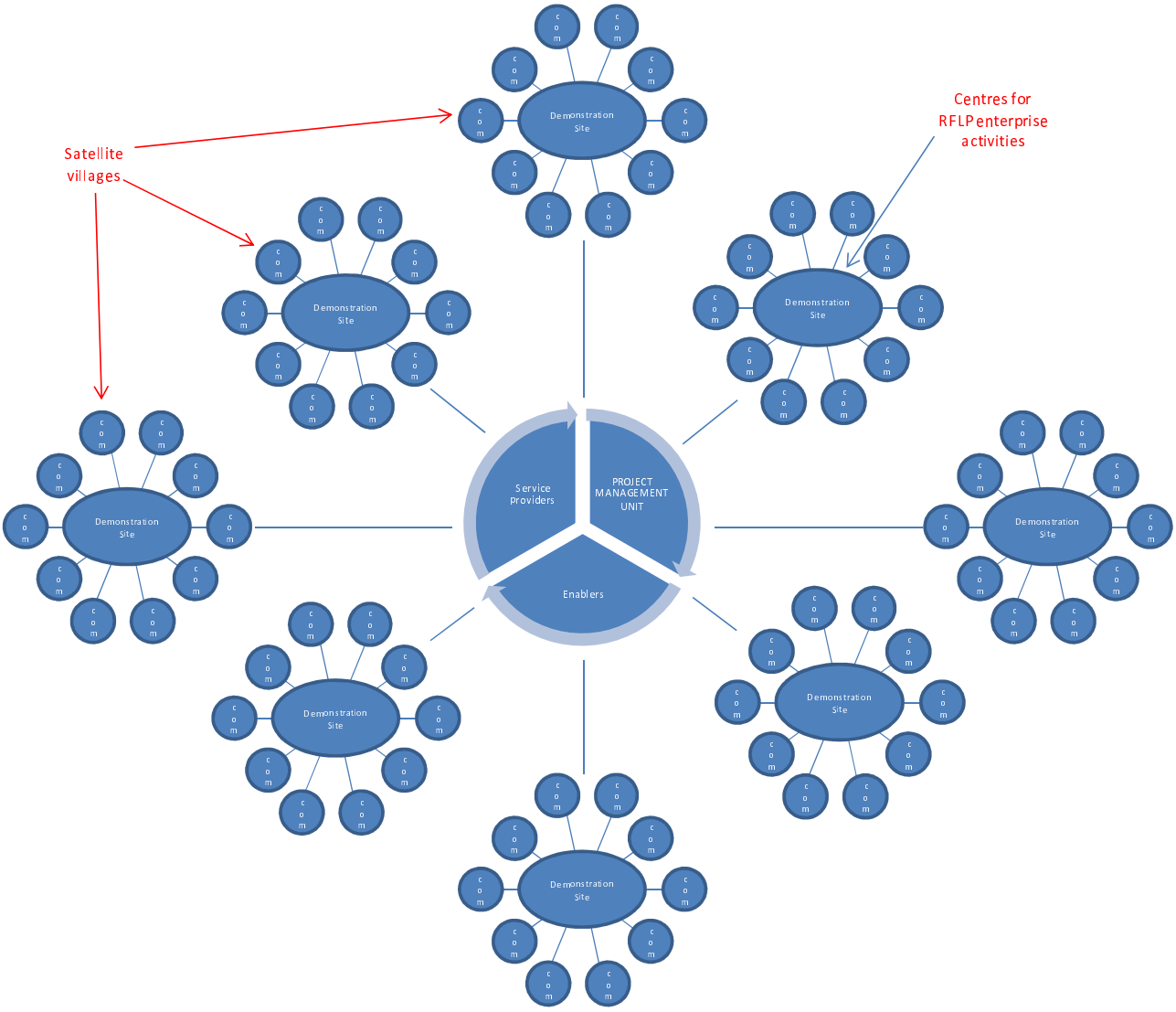
These materials are designed to support the planning process that the RFLP Philippines team is currently undertaking for their work to deliver livelihood development (RFLP PHI Output 4). The document is intended for the RFLP Philippines management team.

1. POTENTIAL FIELD-LEVEL IMPLEMENTATION MECHANISM AND IMPLEMENTATION PHASES

The purpose of this section is to provide ideas and questions to stimulate the livelihood development planning process.

1.1 IMPLEMENTATION MECHANISM

An illustration of the structure that could support the implementation of the project is described below.



This model structure for the delivery of livelihood support projects incorporates a number of levels / units of delivery. These are described below.

Management and Support Unit

The **Management and Support Hub** is made up of the project management team with a close relationship to the key enablers and service providers within the project area. The key elements of the central project hub include:

- The ***project management team*** **-** mainly responsible for management, coordination, technical support, monitoring and reporting of activities. However, the project office will lead on certain activities directly involved in building an enabling environment for the project.
- At the very centre of the project key **enabling agencies** (regional government representatives, and sectoral agencies) and **service providers** (public, private and NGO) will be involved in the project design and monitoring. These agencies will of course be critical in delivering services to the communities that can complement the livelihood development activities.

NGOs

6 NGOs will be responsible for implementing the project within the village clusters. Typically, each NGO will have responsibility for leading the process of community mobilisation in 11 villages. They will undertake activities within the communities in partnership with community groups. Each NGO will ensure that at least one person is dedicated to each community, to ensure a continued process of contact.

Village Clusters

The project implementation will be based around village clusters. The clusters will be based on geographic areas and so will help communities to benefits from economies of scale around the supply and demand both for local products and for goods and services. The village clusters will also provide the basis for community exchanges, both in terms of goods and services and skills and knowledge transfer. Each village cluster will be made up of approximately 11 villages. The key units of implementation within the village clusters are:

- **Demonstration sites:** The NGOs will support the development of an enterprise in 12 villages. The activities surrounding these will provide a focus for building the capacity of stakeholders to learn from the on ground experiences of "best practice" implementation. The sites will act as laboratories for the generation of skills, mobilisation processes, knowledge and systems to support the implementation of the RFLP process in the village clusters. Some of the key functions that they will perform include:
  - *Implementation of community mobilisation process;*
  - *Focus for training:* providing centres of excellence that will be used for building the capacity of: project officers (both *cluster facilitators* and *implementing partners)* to initiate a dynamic and flexible approach; the community to articulate and respond to their visions for development; and of enablers and service providers to support the process of development.
  - *Focus for research and information:* providing information to the satellite villages on issues such as: Understanding the factors that help or inhibit change; analysis of local economy and service provision; analysis of opportunities for both income and non-income opportunities;
  - *Focus for building an enabling environment for the project:* allowing enablers and service providers to gain experience with the process and to plan for how best to engage;

- *Focus for sharing ideas and experience across cluster:* Providing both training facilities and more experimental work which can be used to engage participants from within the demonstration village and across the satellite villages in project activities;
- *Village livelihood development centres:* providing access to information about the project; information about opportunities for jobs and business development; information about rights and responsibilities; information about service providers and enablers; and perhaps access to internet and communications technologies. Where possible the centres will be established in existing facilities within the communities, and will be established in partnership with government or private sector service providers.

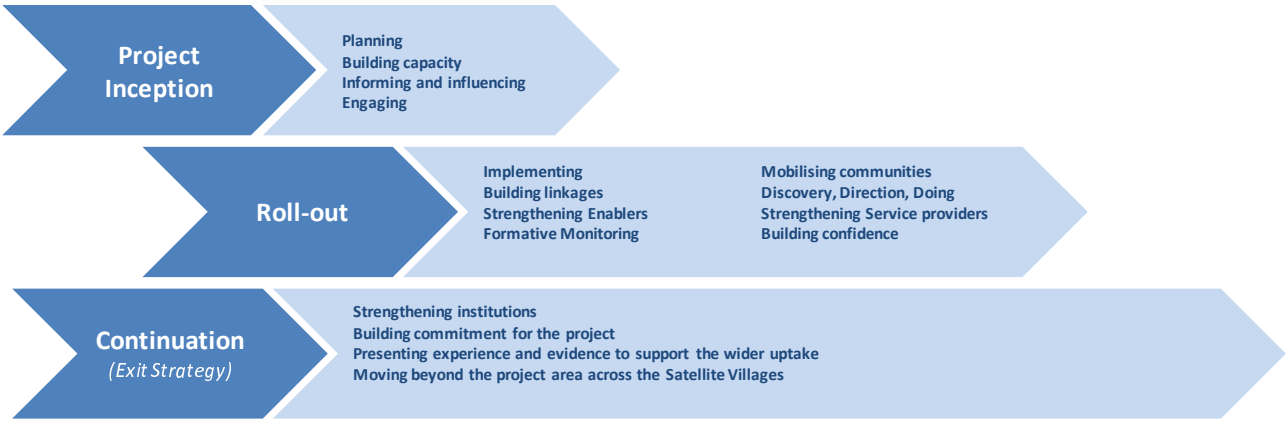
Satellite sites

Surrounding each of the demonstration sites will be 10 satellite villages. These villages will receive limited inputs but people within these communities will be "mobilised". The sorts of activities would include:

- Showing people what's happening in the demonstration site;
- Celebrating success and culture;
- Facilitating access to government services and other projects:
  - Including social security;
  - Pensions;
  - Health care;
  - Education;
  - Etc...
- Where clearly identified – small inputs for appropriate projects

1.2 IMPLEMENTATION PROCESS

The project will be rolled out over the course of 2 years and will be implemented in 3 phases: the inception phase; the role out phase; and the project exit strategy. The process is described in the diagram below.



A. Project Inception Phase

The aim of this Inception Phase is:

> "To establish an enabling environment for the implementation of the livelihoods development project".

An "inception" phase of the project is critically important for ensuring that the subsequent phases are effective and build sustainability into the process. The complex, multi-stakeholder nature of the project means that a process approach is essential and much of the detailed definition of project partners and project activities must be carried out as part of this inception phase and based on a more in-depth understanding of the cultural, institutional and political realities in which the project is to be implemented.

The activities that make up this inception phase will be led by the *project management team.* The table below includes examples of the inception activities:

• Engagement of supporting institutions that are likely to play a role in the long-term support of the project; • Building understanding of livelihoods and the RFLP in these potential partner institutions; • Identification of potential champions for supporting the RFLP process; • **Undertaking studies of the local economic, social, political and institutional context and its linkages with household livelihoods*;** • **Identification of issues to be addressed and development of informing and influencing strategies for creating a supportive environment** ;**	• Building an M&E system and undertaking the baseline studies to support this; • **Identifying key implementation NGOs, including detailed analysis of institutions and the political economy to identify strengths and opportunities, weaknesses and obstacles***;** • Identifying the capacity-building needs of NGOs; • Building partnerships with these NGOs; • More detailed project design and definition with NGOs; • Planning of capacity building activities; • Establishment of Demonstration Sites.

*see section 2 ** see section 4 ***see section 3

B. Project Roll Out

The RFLP livelihoods support is about making a significant upfront investment in people to identify their potential and build their capacity and confidence to make demands for, and take action to, develop their livelihoods now and in the future. The approach is designed to build on the strengths and harness the power that people have to take their destiny in their own hands.

These activities are described in more detail below:

Project Implementation in the Demonstration Villages

At the village level the implementation of the project will be fully implemented in the 12 villages where the enterprises will be supported. In these core locations the focus on community mobilisation and enterprise development will be used to inspire development in the satellite villages.

An important role of the intervention will be to ensure that appropriate means of monitoring progress and assessing impacts, which are useful both for the project and for people at the community-level, are developed and provide a constant flow of information which can inform the Satellite Villages where the project will be used as a force for positive influence and change. As the process gathers pace and coverage spreads from the initial core sites to the Satellite Villages possibly involving new partners.

The project's preparatory work during the Inception Phase will have ensured that appropriate service providers, and particularly finance and micro-finance organisations, are ready and prepared to step in as different communities, groups and individuals identify their courses of action for livelihood change, develop and plan their own livelihood development and present proposals for service support. Where appropriate mechanisms are lacking or capacity is limited, local-level funding mechanisms might be set up directly through the project to ensure access to Micros finance and other finance for new livelihood activities. Such mechanisms might well be required, at least initially, to provide support to weaker and more vulnerable groups whose access to more formal mechanisms may remain difficult until their viability has been well-established.

Satellite Villages

As the project continues its progress in the demonstration communities the roles of the NGOs will be to support the further dissemination of the approach beyond the project area. They will also provide the support services to enable a flow of information between the villages in the cluster and also between the villages and key service providers.

RFLP Management and Support Hub

Within the Management and Support Hub the initial focus will be on project design, but this will be closely related to the identification and engagement of key enabling agencies and service providers. Work will continue through the project to inform and influence policies and strategies to support the NGOs and communities and to build the capacity of service providers to respond to the demands of the fisher communities.

C. Continuation Strategy (RFLP Exit Strategy)

The purpose of the continuation phase is to create the conditions that will promote sustainable support to processes beyond the end of the project.

A well-planned and concerted continuation phase is critical for ensuring that the project is not perceived as a permanent or necessary element in supporting the process but takes on a catalytic role which has a defined life-span and which can then be taken on by others once the process is well-established. The project's emphasis on capacity-building and engagement with local partners right from the detailed design of project activities through to implementation aims to ensure that the project's role is never central to the process but can be withdrawn as soon as is feasible.

A particularly important output of this phase will be the establishment of a network of linkages between communities, groups and individuals within communities, NGOs working at the local level, key institutions and agencies, including service providers and financial institutions, and the private sector to

ensure that localised livelihood developments can quickly be integrated into wider economic processes. Flows of information in both directions will be particularly important here so that:

- Livelihood groups who have been through the process have access to the information they need to make informed choices about different options;
- Service providers know what services are needed, where they are needed and when they are needed;
- Private sector operators know where they can find products or demand for their services and can respond quickly;
- Administrators and policy-makers are aware of new activities and opportunities and can consider how they can best be facilitated through changes in policy or regulations.

A dedicated continuation phase is important in order to ensure that, as the project evolves, it is forced to shift the emphasis of its activities from direct support, facilitation and capacity-building to ensuring that the mechanisms for **sustainable** support are in place. In many cases this will still require capacity-building activities, but rather than training future implementers, the project should concentrate on ensuring that local training capacity is in place and capable of preparing future operators and that there is the necessary commitment in key institutions to continue to catalyse the livelihood development process in the future. Often this will mean taking difficult decisions to reduce the level of direct involvement of project personnel in field activities and pushing implementing partners into taking on more responsibility.

In a programme context, where there are opportunities for the process being repeated and scaled-up, this exit phase would also serve to lay the basis for moving into new areas or initiating work on a wider scale by engaging with new institutions and service providers.

The key activities of this continuation phase are:

• The establishment of the capacity to provide on-going training for local institutions. • Ensuring appropriate mechanisms to provide funds for future financial support for livelihood development. • Ensuring policy-level support for fisheries livelihood development	• Strengthening the network of institutions and service providers that provide the supportive environment for fisheries communities • Developing a consensus around strategies for the continuation and development of in the future.

2. GUIDANCE FOR THE STUDY OF THE LOCAL ECONOMY AND SERVICES

Introduction

Livelihoods are interdependent within and between communities and closely linked to the wider economy. Responding to this livelihood diversity and interdependence is challenging, but sustainable livelihood change requires that it be addressed – single solutions, or predefined packages of solutions, rarely prove to be widely appropriate and often generate new problems with markets, competition and lack of diversification which undermine long-term viability.

Livelihood development is not a process that can be limited to working within specific communities or just at the household level. The long-term viability of new livelihood activities and the poor's capacity to realise their potential will depend on an economic and institutional environment that encourages their efforts and ensures their access to the supporting services they need. Technical knowledge, business development advice, access to key resources and access to finance for investment, will depend on institutions that are aware of the potential of the poor and are willing to make the changes in their attitude and modes of service delivery that will ensure that the poor have access to the support they need.

Generating well-articulated demand from communities and individuals for this kind of support is critical, but institutions and agencies have to have the capacity and the incentives to respond to that demand. This requires a systematic, and often time-consuming, process of building understanding within these institutions of the linkages between the wider rural economy and the livelihoods of the poor and understanding the factors that can help or inhibit institutions from providing the appropriate support. Policies, regulations and the market all need to be understood and processes set in motion which can bring about positive and supportive change. Many of these changes at the policy level may require a long timeframe, but where sufficient momentum and critical mass can be achieved in selected areas, the basis for wider change can be established and a cycle of positive change initiated.

Contents of the Study

The study should be undertaken at a local and national level, focusing on the areas surrounding the project communities. The study should address the following areas:

1. **Policies** – focusing on those policies that may directly influence the ability of people to take new opportunities for livelihood development. These could range from: regulations governing use and access to resources; property rights; and human rights.
2. **Services** – identifying services available to the community that could potentially support livelihood development. These include a wide range covering areas such as: health care and education; business advice / grants / technical support; insurance / pensions / savings; information; and transport. For each of the services the study should also consider:
    a. Current levels of awareness / use of these services;
    b. Factors that help or inhibit the delivery of these services to the fisher communities.

    See framework for identifying service providers at the end of this section

3. **Markets and economic trends** – characterizing the key economic trends in the region – highlighting the areas of growth and decline. Identifying emerging markets, significant employment opportunities and opportunities for people to access new markets or improve their access to existing markets.

Using the Information

The information for the study should be used to meet a number of objectives:

1. To inform fisher communities of the services that are available to them;
2. To inform fisher communities of their rights and responsibilities;
3. To inform fisher communities of the enterprise and employment opportunities that may exist;
4. To identify potential partners for supporting the RFLP implementation;
5. To help Government service providers to improve the delivery of services to fisher communities;
6. To identify opportunities for RFLP to intervene and improve the delivery of key services and implementation of key policies.

SUPPORT Tool - Framework for Identifying Key Service Providers and Controllers

Like other features of people's livelihoods, the local institutional environment is dynamic and the information gathered during this initial phase of RFLP on institutions and organisations will need to be constantly updated and reviewed during the process. In some cases it may be difficult to fully understand these local institutions right at the beginning of the RFLP teams' work and it may take time and greater familiarity with the community before everything in the table below can be fully understood. This is particularly the case where sensitive issues concerned with local politics or power structures are involved.

The table below provides a structure for organizing research and the outputs of research into the key service providers and enablers in the RFLP communities.

REPORTING FORMAT FOR IDENTIFYING SERVICE PROVIDERS AND ENABLERS				
KEY INSTITUTIONS / ORGANISATIONS	**FORMAL ROLES & FUNCTIONS**	**ACTUAL ROLES & FUNCTIONS**	**MEMBERSHIP & PARTICIPATION**	**IMPACTS ON LIVELIHOODS**
The name of the institution or organisation	*What is it **supposed** to do?* *What is its mandate?* *Who establishes this?* *Is it an enabler or a service provider?*	*What does it **actually** do?* *What do local people identify as its mandate?* *How has this been established?* *How does it "enable" people in their*	*Who are the members?* *Who participates in decision-making?* *Why?*	*How does it affect the livelihoods of different groups in the community?* *What relationships does it have with different groups in the community?*

		livelihoods? *What services does actually it provide?*		
e.g. Village administration	• To ensure the enforcement of laws & regulations • To coordinate local level development • To resolve conflicts	• Selective enforcement of laws & regulations • Ensures well-being of particular groups linked by kinship and/or political grouping • Effective mobilisation of resources for community infrastructure	• Almost all members from the same local clan • Limited participation by village population • **No** participation by poorer groups •	• Supportive for groups which are "allied" with village leadership • Generally neutral in relation to other groups • Supports interests of own clan and wealthy groups in conflicts
e.g. Informal fishing caste leadership	• To resolve conflicts within caste group • To promote the interests of the caste group • To make decisions on local fisheries management • To organise caste celebrations	• Same as formal roles but mostly internal conflict resolution • Role in fisheries management decisions in decline • Also protection of caste members from intimidation by others • Frequent involvement in issues relating to marriage & dowry	• All members of the fishing caste	• Very active in day-to-day life of fishers • Important social capital for fishers dealing with disputes and conflicts • Limited effectiveness in protecting caste interests v. other castes or groups • Limited political influence
Etc.	•	•	•	•

3. GUIDANCE FOR RECRUITMENT OF NGO IMPLEMENTATION PARTNERS

NGOs will be contracted by the RFLP to support the implementation of the livelihood development work within the village clusters. Along with providing the community mobilization support for the work in the 12 demonstration villages each NGO will have responsibility for leading the process of community mobilisation in 10 satellite villages. They will undertake activities within the communities in partnership with community groups. Each NGO will ensure that at least one person is dedicated to each community, to ensure a continued process of contact.

Skills and Attitude Requirements

Undertaking livelihood development projects is a challenge that requires a broad range of cross-sectoral skills and capabilities.

These are set out in the following two tables:

Skills and Knowledge Requirements for Supporting Livelihood Development

Skills and Knowledge	Discovery	Direction	Doing	Supporting Processes
Sustainable Livelihoods Approach	✓✓	✓✓	✓✓	✓✓
Participatory approaches	✓✓	✓✓	✓✓	✓✓
Community mobilisation	✓✓	✓✓	✓✓	✓✓
Using informing and influencing frameworks	✓✓	✓✓	✓✓	•
Meeting facilitation	✓✓	✓✓	✓✓	✓✓
Process planning	✓✓	✓✓	✓✓	✓✓
Market analysis	•	✓	•	•
Risk assessment	•	✓	•	•
Environmental impact assessment	•	✓	•	•
Log-frame planning	•	✓	•	•
Project management	✓✓	✓✓	✓✓	✓✓

Essential for the NGO Team - ✓✓

Essential for the Process - ✓ (but can utilse other experts as needed)

Key Attitudes for Facilitating Livelihood Development

People can do – recognising that people are able to plan and act for themselves if they are given the space, the confidence and the means to do so.

Confidence, common sense and flexibility – Project teams should always look to adapt what they do so that is appropriate to the resources and capacity available, the local social and cultural context and the priorities and objectives that emerge from local people.

Be a facilitator – in order to be genuinely people-centred in their approach, teams have to become facilitators who support others to plan and act for themselves, providing advice, new techniques and a positive example and support where it is needed. But they should not "take over" the process or try to take control of the outcomes. They must be willing to let people make decisions for themselves.

"Self-critical awareness" – the capacity to constantly reassess what you do as a practitioner and analyse your own strengths and weaknesses in order to improve.

Openness – to new ideas, to the ideas of others, and to criticism of what you do; also willingness to share your knowledge and experience with others.

Listening – implementing livelihood development involves being constantly open to new learning and this means being a good listener.

Patience – building relationships with people and working with them to understand their livelihoods and develop their visions takes time and resources and should be treated as a continual process – not a one off event.

Recognising the limits of knowledge – accepting that you don't know everything and can't know everything is an important step in approaching the complexity of other people's livelihoods.

4. UNDERSTANDING AND RESPONDING TO INFORMATION NEEDS

The field teams will need to identify agencies and institutions that should play a role in the RFLP livelihood development work (including government agencies and service providers). This is a key element in the process of establishing a supportive environment for the RFLP work and building linkages between the community and key service providers.

In doing this they will need to assess which groups are likely to be required to respond to the demand for services and support generated by the process, and which groups will be needed to enable the implementation of the process itself. Once prospective partners have been identified, the teams should develop a strategy for informing and influencing them to support the RFLP (see attached guidance for development of an informing and influencing strategy).

Based on this strategy the field team should plan how they will present the RFLP objectives and process to potential partners. The field team should meet with the potential partners to present the RFLP objectives and process and discuss their potential role. The field-team should decide:

i. Which partners should directly participate in the activity

ii. Which partner will just need to be informed of the progress of the process

iii. What further work they will need to undertake to prepare the partners for engaging in the RFLP process

The teams should record their assessments of the partners who have been selected on the following table:

RECORDING FORMAT FOR PARTNER ASSESSMENTS				
POTENTIAL PARTNERS FOR RFLP	**DESCRIBE CURRENT ROLES**	**WHY THEY HAVE BEEN SELECTED FOR THE RFLP PROCESS / WHAT ROLE TO THEY HAVE TO PLAY IN THE RFLP PROCESS**	**WHAT ARE THEIR PRINCIPLE INTERESTS REGARDING THE PROCESS - why they may be interested (incentives) or opposed to the process**	**WHAT INFORMATION IS REQUIRED TO INFLUENCE THEM TO PARTICIPATE IN RFLP AND WHAT IS THE BEST WAY TO DELIVER IT**
Describe the groups / individuals who can assist	What services do these groups offer now e.g. licensing, health care, business support etc.	Assess the services that they can provide either for the facilitation team or directly to the community in the context of.	e.g. time constraints, fear of new methods, interested in collaboration etc.	e.g. details of the RFLP process given through: training programmes, RFLP information sheets. Trips to the community to see the process.

Understanding Community Information Needs

A key element in any process of community engagement is the way in which the field team shares information with the community. People will access and utilise information in many different ways, and it is therefore important for the field team to understand the most effective ways to communicate with the community.

As the first step in this process, the RFLP team should try to understand what information is currently available, who has access to it, how this is delivered and how people use this to make their choices. The RFLP team should talk with community leaders and a cross-section of people to build this picture. Table 2 provides a basic structure for this exercise.

Subject of information	**Information Source**	**Information Users**	**Information form**	**Actual effect of information**	**Other comments**
What aspect of the person's livelihood strategy is this related to?	*Who produces the information e.g. ngo (say who), friends and family, government …?*	*Who uses or has access to this information?*	*Is this written down, verbal, on the radio, internet etc.?*	*Is the information used effectively – do people understand it? Do they ignore it?*	
e.g. Status of the fishery	*e.g. Government research department*	*e.g. Literate people, local teachers, local administrators*	*e.g. Academic paper*	*e.g. Researcher access – fishermen don't understand or have access, and so don't respond*	*e.g. Information is not disseminated to the resource users in a way that is accessible to them*
e.g. New livelihood opportunities	*e.g. family and friends* *Observing others in the community* *TV programmes* *Radio*		*e.g. Verbal information*	*e.g. often information is incomplete and not based on evidence*	*e.g. information often leads to people making choices for new livelihood opportunities based on what they see others doing rather than on an assessment of their own skills and potential, and the real risks associated with the change.*

5. EXAMPLES OF TOOLS / APPROACHES TO STRENGTHEN RFLP LIVELIHOODS DEVELOPMENT WORK

This section provides an example of four tools / approaches that could be used to strengthen the implementation of the RFLP livelihoods support work. At this stage these are illustrative of the technical support that can be provided and further tools can be articulated in terms that are specific to the activities that are being planned.

1. Building Relationships for Development

The following are a selection of ideas that can support the process of building relationships for development.

Responding to community information needs – In designing the process for learning about livelihoods and livelihood diversity the field-teams should work with reference groups (perhaps village elders or CBOs) to develop the survey approach. A very good way of demonstrating the mutual respect and providing immediate returns to the community is to talk with them about the types of information that they are interested in. It may be possible to integrate their information needs with yours. Perhaps integrate their needs into the RFLP M&E process.

Good to involve local government in training and preparation of field team – An effective way of building relationships with local government officers is to involve them in the process of training and preparing the field-teams. They may also benefit from being involved directly in the community training and workshops that may take place under the process.

However, field-teams should also consider the implications of involving the local government in the fieldwork itself, particularly where they may try to push their own agenda, influence the response of the people or make people less willing to participate.

Cultural programmes to develop the raporte with the community and to celebrate their strengths – Cultural programmes can be a very effective way of getting people from across the community to participate together in an exercise which strengthens community relationships; celebrates strengths and helps the field team to learn about the community in a very different way.

Stay in the community – Where the field-team has the opportunity it can be very useful to stay in the community in the periods where you are undertaking the fieldwork. It makes the field team accessible to the people and provides much more scope for informal discussions both within the team with people in the community

Need to help all people to participate more – This may sound obvious but…. there are often groups of people in communities who have not had experience with participatory development and may lack the confidence and understanding to engage in the process. It is very difficult to help all types of people to participate and for some groups field-teams may need to spend time building their confidence and understanding of planning processes.

Have to work with community members. Working with people in the community both in terms of undertaking the fieldwork and using local resources sends a good message that you have confidence in

the community and the things that it can do. Where possible use the resources from within the community to support the project activities.

2. Understanding the Factors that Help or Inhibit Change

i. Use the structure below and for each aspect of the RFLP livelihoods framework:

- Look through the information that has been generated in the baseline studies and livelihoods assessments and identify any factors which have been linked to changes in the community, or were identified in your work as being important in people's livelihoods;
- Where information hasn't been collected this provides an opportunities to visit the communities and ask (see matrix for information collection).
- Focus on the different pull and push factors causing change and the constraints to future change;
    i. How do the different factors influence the household's ability to change their activities?
    ii. Who, or what type of household, is affected by these factors?
    iii. Consider the types of response that could support those positive factors or address the negative factors.

RECORDING FORMAT FOR IDENTIFYING INFLUENCING FACTORS			
Factors related to livelihood components	**How does it influence the household's ability to change their activities (push/pull/constraint)?**	**What type of household is affected?**	**Ideas for actions to support positive influences and address negative influences**
Use the livelihoods framework to list each of the components (e.g. personal characteristics, assets, service providers, influencing factors etc.) *e.g. Lack of technical skills*	*With respect to each of the factors consider their influence on the change* *e.g. CONSTRAINT / PUSH - lack of technical skills constrains opportunities to find new work, and forces people to take up low-skilled labouring jobs*	*Consider the diversity of households in the community; are single households affected, groups or the whole community?* *e.g. very poor, poor households*	*Identify key positive and negative factors that can be influenced and develop specific actions to tackle these* *e.g. Consider options for targeted vocational training for the very poor*

3: Framework for Identifying Opportunities to Support livelihood Development

This tool is taken from the SLED process. (See manual). It was initially designed to be used in cases where people / groups / communities have been involved in a process of visioning. However it can also be used in response to work to analyse factors that help or inhibit change or in respect to broader areas that people are interested in.

i. The teams and groups should begin this process by reviewing and recording:
   - The individual, group and community visions; and/or
   - The key factors that have helped or inhibited livelihood change.

ii. With respect to the visions and factors that help or inhibit change they should assess:
   - What different types of activities people already do in terms of:
     - Income generation
     - Non-income livelihood improvement
   - What different activities people do in similar communities nearby
   - The changes that are happening with respect to the area as a whole and the wider economy (e.g. markets, industrial development, tourism development etc.)

iii. As they identify potential opportunities, they should consider the basic characteristics of the opportunities and outline any possible areas of conflict (rules, regulations, social and cultural aspects)

iv. They can use the following framework (which includes examples) to guide their systematic analysis of opportunities for direct income generation and enabling activities (i.e. those that will support livelihood change):

Note: This Framework is not designed to provide an assessment of the viability / sustainability of opportunities. Its role is simply to help people to start to see what opportunities they may have.

Example vision: A community where everyone can read and write

FRAMEWORK FOR SYSTEMATIC OPPORTUNITY ANALYSIS				
The Vision	**Factors that help or inhibit livelihood change**	**Potential Opportunities**	**Description of opportunity**	**Considerations about suitability of opportunities**
A community which has the basic skills to enable them to take up new livelihood activities	*Illiteracy*	*Education department runs offers adult literacy courses in a nearby college*	• *The course operates in the evenings over the course of 3 months.* • *The cost of the course is $----*	• *People unaware of the course* • *Travel to nearby town takes a long time.* • *People not convinced of the benefits of literacy* • *Funds exist but are difficult to access* • *People lack confidence to re-enter education* • *Women may be restricted.*
		People in a nearby community have set up and run their own literacy programme	• *Local teachers trained by NGO to run literacy courses within their community* • *Etc.*	• *They needed to have well educated and willing people within the community to train as teachers.* • *They need the facilities for the courses.* • *It is difficult to ensure the quality of the teaching.* • *Etc.*
		Etc.	• ….	• …

Example: Scoping opportunities for economic improvement

FRAMEWORK FOR SYSTEMATIC OPPORTUNITY ANALYSIS				
The vision	**Income generation**	**Potential opportunities**	**Description of opportunity**	**Considerations about suitability of opportunities**

A village where we have access to employment all year round	*Opportunities for year round small businesses is limited*	*Government has resources to provide small business grants*	• Grant programme existed for 5 years • There are examples of other successful applicants • Applicants need to be member of association • People require banks accounts • Etc.	• People had bad experience with formal funding in the past • Many people not members of formal associations • Many people lack administrative skills to complete applications • People lack confidence with formal credit schemes • Etc.
		Increased demand for handicrafts in nearby town	• Recent transport links to mainland have opened up market for handicrafts • Merchants in local town are interested in buying products • People in nearby villages have started to produce handicrafts • Etc.	• Not sure how sustainable or extensive the demand is • Unclear about the market chain • People have skills that they could utilise but will need specific training • People have had bad experiences with this type of scheme in the past • Etc.
		• *Etc…..*	• ….	• ….

4. Participatory Market Chain Analysis

The Participatory Market Chain Approach (PMCA) stimulates networking, links small farmers to markets and fosters productive partnerships based on trust and knowledge sharing. Active participation - or a lack of it - by the many actors along the food chain can make or break the system. PMCA systematically involves people in identifying and assessing market opportunities and identifying commercial, technical and institutional innovations

The Participatory Market Chain Approach is an instrument for facilitating change in market chains that lack coordination, so creating an environment that fosters interaction among market chain actors, promotes mutual learning and trust and stimulates shared innovations.

See PMCA Manual.

6. POTENTIAL FOR FURTHER SUPPORT TO THE RFLP PHILIPPINES

This section provides an overview of the types of activities that could be enhanced through further external support.

Capacity Strengthening for Local Government Officers

Provide a three day training course (or a series of training courses) for local government officers from the key departments that support the fisher communities.

The objective is to help them to develop their appreciation of the livelihoods of the people in the community, their role in supporting the people and opportunities for improving.

This can both help the officers to see what they can do better with the resources that they have but also identify opportunities for the RFLP to provide appropriate support. This input is both important for the mainstream livelihood development work but also for the Exit Strategy.

The inputs could include:

- Deliver training courses (or at least the first two courses);
    - As the training course is delivered we can use it to build the capacity of the RFLP staff or local; NGO staff to provide similar training courses;
- Provide Training Guidance and Extension Materials;
- Provide recommendations for appropriate interventions to build capacity of local government.

For an example of this type of support see attached workshop report from the FAO Fish Landing Sites project in Sri Lanka.

Building the Capacity of NGOs to Support Community Mobilisation and Livelihood Development

Provide a course and extension materials relating to livelihoods and community mobilisation that can be used to support the implementation of the RFLP project activities. This can help to ensure that the NGOs approach the work with skills and attitude that will enable the RFLP team to achieve the most effective results.

The input could include:

- Develop training course;
- Deliver training course (again with view to building capacity of RFLP Staff or local NGO staff to replicate the training);
- Provide guidance and extension materials that complement the RFLP work.

Developing Further Guidance and Technical Support for the Fieldwork Process

Depending on the requirements of the field process other areas of support can be discussed.