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MANAGEMENT

SUSTAINABLE FISHERIES PROJECT (SFMP)

Training for Ankobra CBFM Community Chiefs



OCTOBER 2018

THE UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF OCEANOGRAPHY



Hen Mpoano



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Cover photo: Chiefs from the five participating communities in the Ankobra CBFM watching a handwashing experiment conducted on kids to illustrate behavioral change (Credit: Hen Mpoano)

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ACRONYMS

CBFM	Community-Based fisheries Management
SFMP	Sustainable Fisheries Management Project

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EXECUTIVE SUMMARY

Community-based fisheries management is one of the tried and tested approaches to fisheries management, where resource users participate in managing the resource. It is an alternative to the top-down management approach which has failed largely.

Under the SFMP, three of such community-based approach to fisheries management is being piloted in Densu estuary in Greater Accra Region; Pra and Ankobra Estuary in Western Region. In the Ankobra pilot site, one important recommendation made by the co-management association, as an ingredient to a successful implementation, was training for community chiefs. The association believed that bridging the knowledge gap between them and the chief will facilitate a smooth and successful implementation of the CBFM.

Based on this recommendation, SFMP, through its partner Hen Mpoano, organized training workshop for the chiefs and council of elders from the five participating communities – Adelekezo, Ajomoro Eshiem, Eziom, Kukuavile and Sanwoma. The training workshops focused on co-management, effective teamwork, conflict management and behavioral change. Parallel to this, was orientation training for the new CBFM Association members

The training modules were designed to: (i) improve understanding of co-management as a tool to resource management, (ii) enhance understanding of the role of the Ankobra community-Based Fisheries Management (CBFM) Association and how the chiefs complement this role, (iii) emphasize the importance of conflict and its management in fisheries management and (iv) create a feedback platform as means of monitoring the implementation progress of the CBFM action plan and performance of the CBFM Association.

To promote effective learning, a visual and interactive approach was adopted. Video, demonstrations and team exercise were used to enhance the learning experience. This proved productive as it got the participants engaged throughout the training session.

SECTION 1: BACKGROUND

Ankobra Community-Based Fisheries Management (CBFM) in the Western Region forms one of the three community-based managements pilots under the project. It involves five communities – Adelekezo, Ajomoro Eshiem, Eziom, Kukuavile and Sanwoma – along the lower Ankobra river basin whose livelihood depends on the river. The process is being led by a co-management association, the Ankobra Community-Based Fisheries Management Association. The membership of the association is drawn from both men and women from the five communities who depend on the river for livelihood or have interest in the management of the Ankobra river fisheries resources.

The association leads implementation action at the community level in accordance with the CBFM plan and feedback to the project through scheduled meetings. Recommendation from one the scheduled meeting was to train the community chiefs to better understand the community-based fisheries management concept. Although the CBFM operates with endorsement from the chiefs, the training was considered as a critical step by the association for a successful implementation. They indicated that “if the chiefs know what they know from attending training meetings organized by SFMP, then carrying out their function as an association will be effective”.

Based on this recommendation, SFMP scheduled training meeting for the chiefs as part of year four project implementation activities. On 3 April and 23 August 2018, Hen Mpoano organized these trainings at Wantapa hotel, Esiama, Ellembelle District of Western Region.

A total of 10 chiefs and key members of their council were trained on topics such as co-management, teamwork, behavioral change and conflict management. The training also provided a feedback channel for the chiefs to assess the performance of the CBFM Association.

To facilitate implementation of the plan, more resource users from the estuarine communities were also recruited into the leadership of the fisheries management association. Consequently, 237 newly initiated members were trained on strategies for implementation of the community-based fisheries plan.

1.1 Training Workshop Objectives

The objectives of the training by the project were to:

- Improve understanding of co-management as a tool to resource management,
- Enhance understanding of the role of the Ankobra community-Based Fisheries Management (CBFM) Association and how the chiefs complement this role,
- Emphasize the importance of conflict and its management in fisheries management
- Create a feedback platform as means of monitoring the implementation progress of the CBFM action plan and performance of the CBFM Association.

1.2 Expected outcomes

Expected outcomes of the training workshop included:

- Improved understanding of co-management as a fisheries management tool and the role of co-management association in the management process
- Understanding of conflict management and how existing community conflict management process fits into the CBFM
- Feedback on the implementation process in the communities

SECTION 2: TRAINING METHOD

The training design considered the literacy level, age of the participants and experience from working with communities on resource management. To maintain the participants' concentration through the sessions, videos and games were used to convey content of modules, e.g., the hand washing experiment used to demonstrate behavioral change. Where PowerPoints were used, the text was explained in Fante for effectiveness.

Participants were also engaged through questions that allowed them relate the modules to events or processes in their communities; e.g., how conflicts are managed locally in the communities. This type of question allowed the Chiefs to narrate how conflicts are resolved in palaces and how sanctions are applied. It also encouraged participation and opportunity for the “student” to teach the “teacher”. All training materials can be accessed in the report's annex.



Figure 1: Chiefs and council of elder members watching a handwashing experiment video used to explain the process and factors necessary for behavioral change

SECTION 3: MODULE SUMMARIES

The training modules were essentially the roadmap for the workshop. They can be accessed in the annex of this report. However, this section gives a summary of content and the objective of each module.

3.1 Co-management as a tool in fisheries management

Co-management of natural resources has been proven as an effective alternative to the failed top-down approach to resource management. This module introduced participants to the concept of co-management and how the Ankobra CBFM fits into local level co-management units.

3.2 Behavioral change

To change behavior requires time, persistence and a combination of multiple factor as demonstrated in the video used as the teaching materials. Participants were introduced to how they can influence behavior change and build support for the co-management using their office as traditional authorities.

3.3 Effective teamwork

This module looked at teamwork in the context of the co-management and why working together is critical to the proper functioning of the association. When the association thrives, chances of succeeding increases.

3.4 Conflict management

Conflicts are an inherent part of community interaction and are not always a negative indicator. In building a co-management, conflicts will occur from within and without, managing it will be critical to the successful progression of the association. This module introduced participants to types of conflict, possible source of conflicts and how to manage them. It also, through community examples, looked at how the chiefs will be pivotal in managing conflict that may arise in the association.

SECTION 4: WAY FORWARD

It is important for all actors participating in co-management to have same understanding of the process. This may be critical to the success of the Ankobra CBFM as indicated by the association members. It also creates sense of involvement among the key actors in this case the chiefs from the five communities.

The training should be interactive with visual and local examples to engage participants. Chiefs can become facilitators of such training to share experience and build sense of ownership through their participation.

The scope of the training could be extended to include assembly men in the community. Their inclusion will build relationship and create partnership between the CBFM and the district assembly.

Hen Mpoano will visit the communities to access progress of implementation and level of involvement of the chief in action plan implantation.

5.0 ANNEX

5.1 Module 1: Co-management as a tool in fisheries management



Ankobra Estuarine Community-Based Fisheries Management: Co-management as a tool



Hɛn Mpoano

Objectives

Participant will know and understand the Community-Based Fisheries Management Approach

- ✓ Outline the process adopted for the Ankobra Estuarine CBFM under the SFMP
- ✓ Assess the extent to which the process has been implemented
- ✓ Success and challenges

Method

- Presentation
- Question and answer section

Ankobra River



What is Co-Management?



What is fisheries co-management?

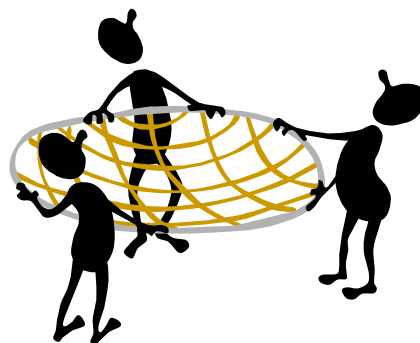
- Co-management is a participatory and flexible management strategy that provides and maintains a forum or structure for action on participation, rule making, conflict management, power sharing, leadership, dialogue, decision-making, negotiation, knowledge generation and sharing, learning, and development among resource users, and government.
- The level of co-management depends on the ability for a community to control its own resources, the degree possible within the legal system, the ability for fishers to coordinate and organize. Co-mgmt assumes an equal access to information, with community having traditional knowledge and government having access to academic knowledge.

Some definitions of Co-management

- **Collaborative management, or co-management, has been defined as** 'the sharing of power and responsibility between the government and local resource users' (Berkes et al.,1991: 12). Singleton (1998: 7)defines co-management as 'the term given to governance systems that combine state control with local, decentralized decision making and accountability and which, ideally, combine the strengths and mitigate the weaknesses of each.
- **The World Bank has defined co-management as** 'the sharing of responsibilities, rights and duties between the primary stakeholders, in particular local communities and the nation state; a decentralized approach to decision-making that involves the local users in the decision-making process as equals with the nation-state' (The World Bank, 1999: 11)
- **Co-management can be understood as** 'a situation in which two or more social actors negotiate, define and guarantee amongst themselves a fair sharing of the management functions, entitlements and responsibilities for a given territory, area or set of natural resources' (Borrini-Feyerabend et al., 2000: 1).

Why Co-management?

- Search for better management approaches
 - Ineffective centralized fisheries management is the need to change the structure of governance. Fishers can no longer depend on government to solve their problem
 - Conventional fisheries management approach has been widely called part of the problem rather than of the solution of resource exploitation,
 - The crisis in fisheries and coastal community is pressuring national governments to look for alternative management strategies, (Many gov. view co-management as a way to deal with the crisis)



What is co-management good for?

The following can more easily be accomplished by establishing well functioning co-management systems:

- (1) Data gathering,
- (2) Logistical decisions such as who can harvest and when,
- (3) Allocation decisions,
- (4) Protection of resource from environmental damage,
- (5) Enforcement of regulations,
- (6) Enhancement of long-term planning, and
- (7) More inclusive decision-making.

Level of co-management – Seven steps of participation

- | | |
|------------------------------|---|
| 1. Informing: | Community is informed about decision that the government has already made. |
| 2. Consultative: | Mechanism exists for government to consult with fishers: gov. make decision |
| 3. Cooperative: | Community has input into management |
| 4. Communicative: | Two-way information exchange: local concerns are represented in management plans |
| 5. Advisory: | User advise government of decisions to be taken and government endorses these decisions |
| 6. Partnership: | Partnership of equals with joint decision-making |
| 7. Community Control: | Power delegated to community to make decisions and inform government of these decisions |

Categories of Co-management

1. Community-centered Co-management

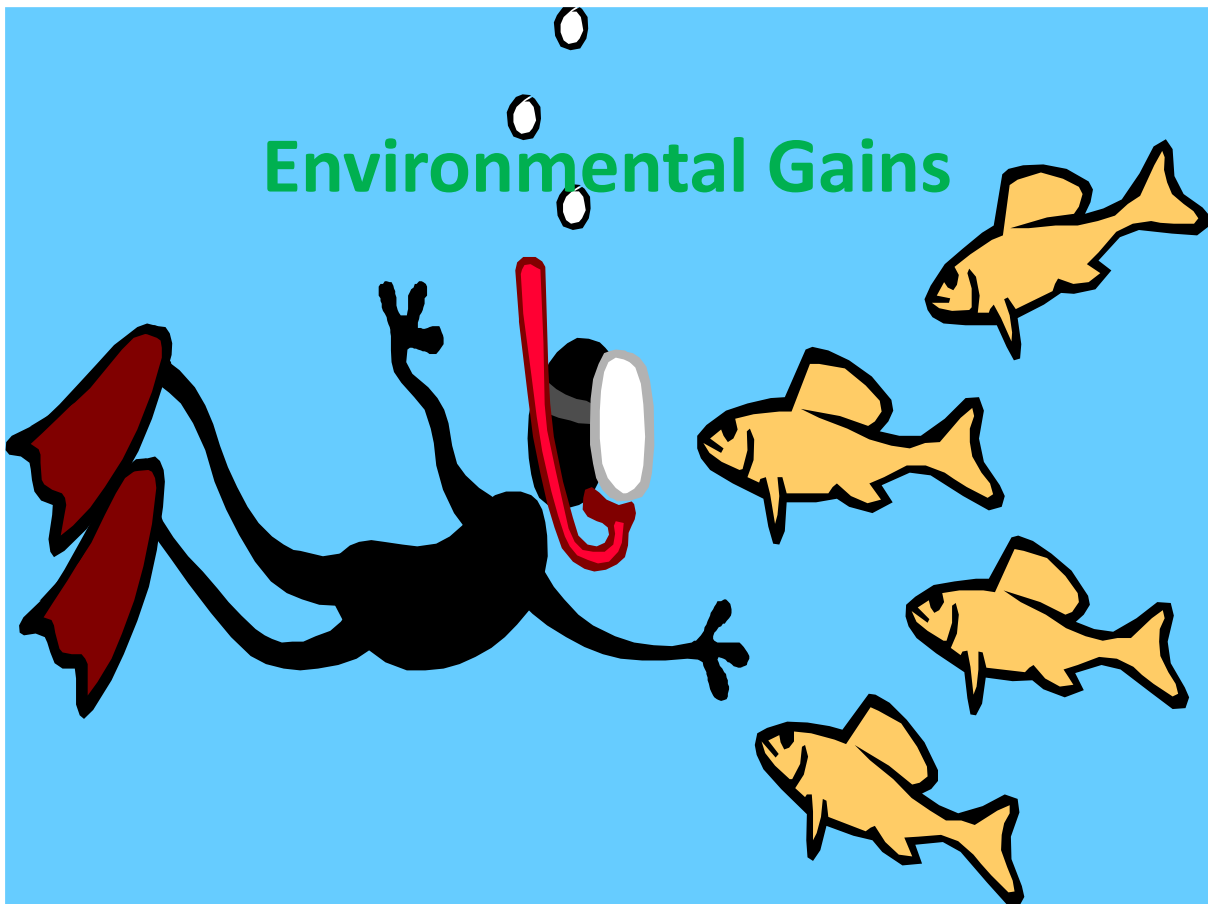
- people-centered, community-oriented, resource-based and partnership-based
- Seems to be found most often in developing countries
- More complex, costly and time consuming to implement.

2. Stakeholder-centered Co-management

- More common in developed countries,
- Emphasis on getting the users participating in the resource management process.
- Could be characterized as government-industry partnership.
- Little or no attention is given to community development and social empowerment of fishers.

Advantage of Co-management





- Sustainable utilize fisheries resources: Create ownership on the resources: a powerful incentive, long-term asset.
- Conservation of fishing habitat: coral, mangrove, sea grass..



- More open, transparent autonomous management process
- Minimize social conflict and maintain social cohesion: compliance with rules and regulations
- Create ownership and allow fishers take responsibility for number of managerial functions, allowing the community to develop flexible and creative management strategies that meet fishers' needs and local condition
- Adaptive management: lesson learn and adjustment
- Through the process, communities (individual) are empowering knowledge, cognitive and practical skill
- Can make maximum use of indigenous knowledge and expertise



- More economical than centralized system, less spend on admin... and enforcement.
- Sustainable income from fishing occupation.

Limitations of Co-management

- May not be suitable for every fishing community.
- Require leadership and appropriate local institution which may not exist in some communities.
- The risk involved in changing fisheries management strategies may be too high for some communities and fishers.
- The cost for individuals to participate in co-management strategies (time, money) may outweigh the expected benefits.
- Sufficient political will may not exist.
- No guarantee that a community will organize itself into an effective governing institution.
- Particular local resource characteristics, such as fish migratory patterns, may make it impossible for the community to manage the resource.

Conditions Affecting the Success of Fisheries Co-management

- **Supra-community Level**
 - Policy support: Administration Arrangement and facilitating co-management
 - Legal support: Legal right to organize and implement co-management
 - External agents: understanding and willingness.



- **Community Level**

- Clear defined boundaries,
- Clear defined membership,
- Group cohesion,
- Participation by those effected (inclusivity)
- Cooperation and leadership at community level,
- Empowerment,
- Use rights over the resource,
- Partnerships and having sense of ownership of the co-management, and
- Strong co-management institution.



- **Individual Level**

- Individual incentive structure is responded
- Credible rules and effective enforcement



So....,

Co-management balances well:

- **The roles of government and resource users.**
- **Benefits sharing among stakeholders.**



Main strategies adopted by HM on Ankobra Estuarine CBFM

- Stakeholder engagements
- Financial empowerment through VSLAs
- Information gathering through surveys and PRAs
- Secure wetlands
- Strengthening local institution to implement co-management

Success

- Mangrove degraded areas replanted
- Community-owned boat on the Ankobra
- Formation of Co-management committee

How Do We Initiate and Sustain Behavior Change?



What usually happens?

One of the greatest pains to human nature is the pain of a new idea. It makes you think that after all, your favorite notions may be wrong, your firmest beliefs ill founded. Naturally therefore, common men hate a new idea, and are disposed more or less to ill treat the original man who brings it.....

Tools for Change

- Analyze the situation
 - Observations
 - Surveys and Interviews
 - Problem Analysis
- ID Actions
- Diffusion of Change
- Collecting facts
- Analyzing facts
- Identifying problems and potential
- How will the local problems be solved
- How will local potential be developed?

Problem Analysis

ADKAR

- A: Awareness of the need to change
- D: Desire to participate and support the change
- K: Knowledge of how to change (what the change looks like)
- A: Ability to implement the change
- R: Reinforcement to keep the change in place

- | | |
|---------------------------------------|--|
| 1. Establish a sense of urgency | Identifying and discussing issues and identifying opportunities |
| 2. Creating a guiding coalition | Putting together a group with enough power to lead the change
Getting the group to work as a team |
| 3. Developing a vision and a strategy | Create a vision to help direct the change effort |
| 4. Communicating the change vision | Develop strategies to achieve the vision
Use all means to communicate the new vision and strategies
Have the guiding coalition model the desired behaviour |
| 5. Empowering broad based action | Get rid of obstacles
Change systems that undermine change
Encourage risk taking and non-traditional ideas activities and actions |

6. Generate short term wins

Plan for visible improvements

Create the wins

Visibly recognize and reward people who make the wins popular

7. Consolidate wins and produce more change

Used increased credibility to change all systems and policies that don't fit together and don't fit the transformation vision

8. Anchor new approaches in the culture

Reinvigorate the process with new projects, themes and change agents.

Create better performance through better leadership

Articulate the connections between the new behaviours and the success

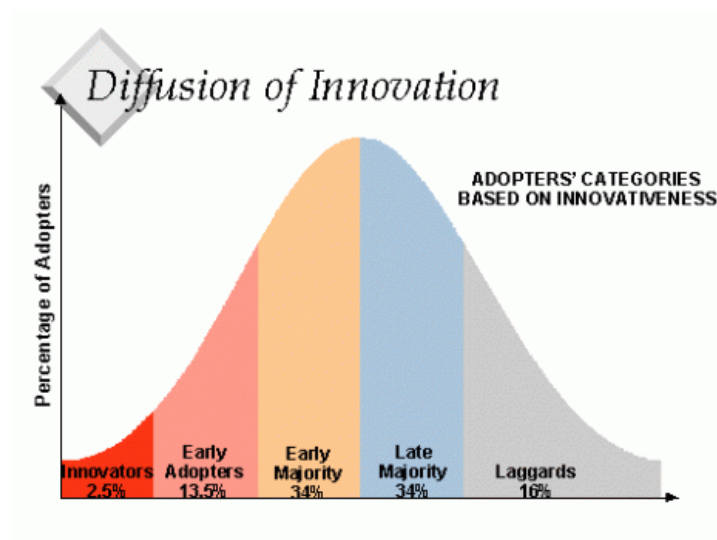
Diffusion of Change

The Innovator



Not afraid of risk. May be marginal to society. May be external agent.

Innovation-how does it spread?

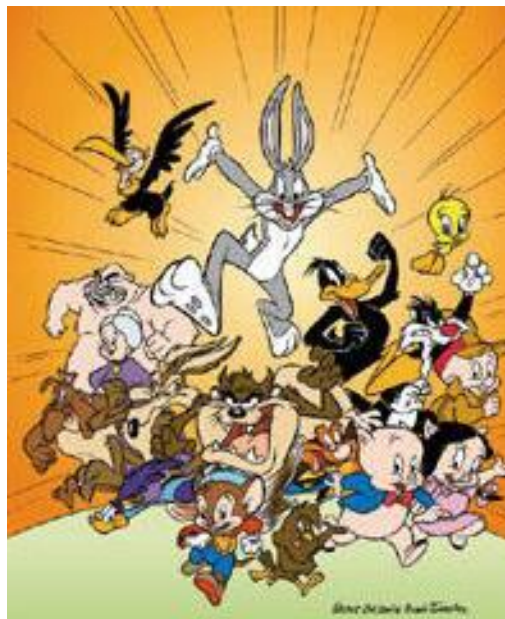


Be not the first by whom the new is tried, nor the last to lay the old aside

Early Adopters



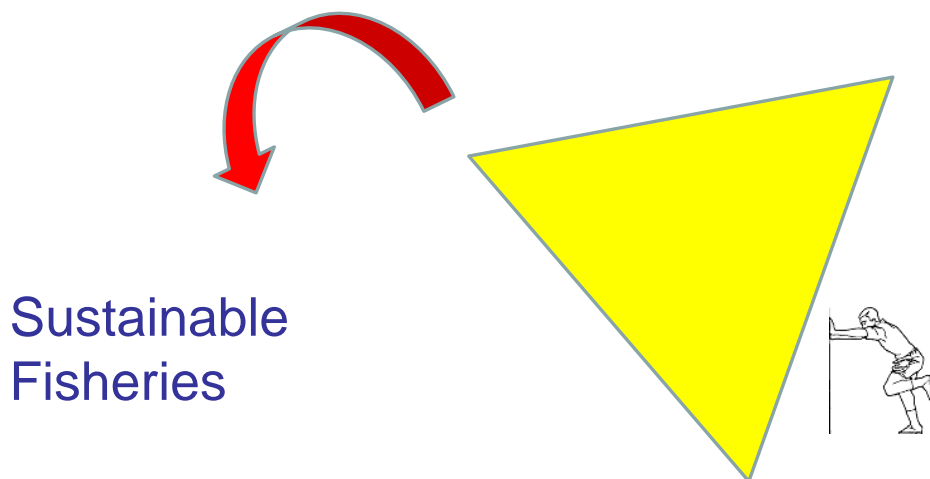
Majority



Laggards

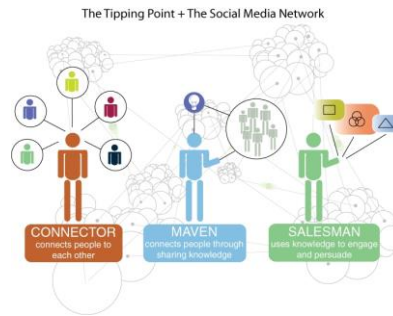


Tipping Point



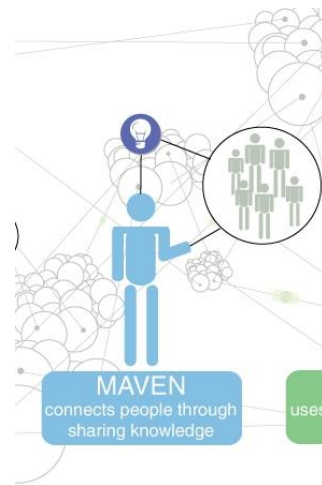
Law of the FEW

- There are people with a particular set of social gifts.
 - Connectors
 - Mavens
 - Salesmen



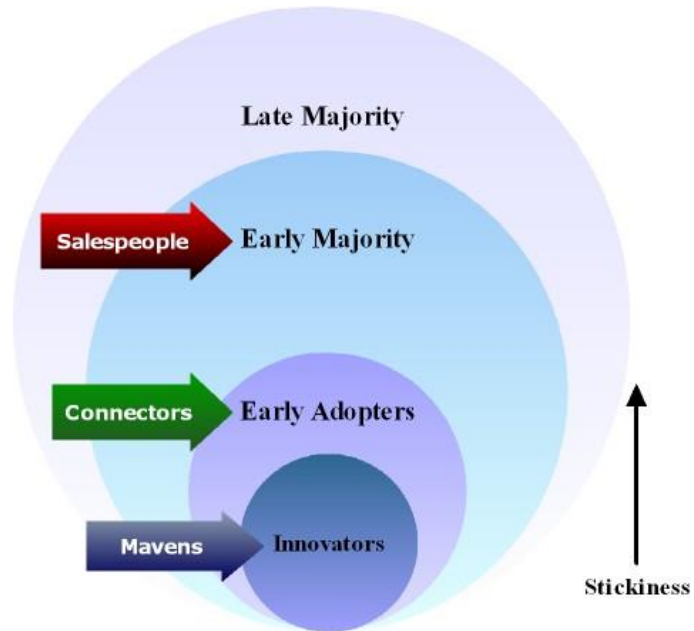
Connector: Links us to the world. Special gift for bringing people together

Maven - New information specialists. Have knowledge, social skills and ability to communicate.



Salesmen – persuaders, powerful negotiation skills. Others want to agree with them

How Does Behavior Change Work?



5.3 Module 3: Effective teamwork



Topic: Team work
Putting the pieces together for effective Community-Based Fisheries Management



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Objective

- Participants would be able to understand the significance of team work in their official roles

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Teamwork Defined



- **Andrew Carnegie**
Teamwork is the ability to work together toward a common vision.
- It is the fuel that allows common people to attain uncommon results.

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1. Everybody is needed

- People try to achieve great things by themselves mainly because of the size of their ego, their level of insecurity, or simple naiveté and temperament. One is too small a number to achieve greatness.



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2. Goal not Role



- The goal is more important than the role.
- Members must be willing to subordinate their roles and personal agendas to support the team vision.

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3. Know the strength of the members



- All players have a place where they add the most value.
- Essentially, when the right team member is in the right place, everyone benefits.

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4. Focus on the team not the challenge



- As the challenge escalates, the need for teamwork elevates.
- Focus on the team and the dream should take care of itself.

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6. Catalyst



- Winning teams have players who make things happen. These are the catalysts, or the get-it-done-and-then-some people who are naturally intuitive, communicative, passionate, talented, creative people who take the initiative, are responsible, generous, and influential.

Catalyst cont'd

Synonyms:

- catalyst, compulsion, desire, drive, impetus, incentive, incitement, irritation, pressure, prod, spur, urge, whip, zeal passion, motivation,

Antonyms:

- deterrent, diversion, restraint discouragement,

7. Vision/Goal

- A team that embraces a vision becomes focused, energized, and confident. It knows where it's headed and why it's going there.



8. Bad Apple

- Rotten attitudes ruin a team. The first place to start is with your self. Do you think the team wouldn't be able to get along without you?



9. Accountability



- Teammates must be able to count on each other when it counts. Is your integrity unquestionable? Do you perform your work with excellence? Are you dedicated to the team's success?

10. Price Tag



- The team fails to reach its potential when it fails to pay the price.
- Sacrifice, time commitment, personal development, and unselfishness are part of the price we pay for team success.

11. Identity



- Shared values define the team.
- The type of values you choose for the team will attract the type of members you need.
- Values give the team a unique identity to its members and the public.
- Values must be constantly stated and restated, practiced, and institutionalized.

12. Communication



- Interaction fuels action. Effective teams have teammates who are constantly talking, and listening to each other. From leader to teammates, teammates to leader, and among teammates, there should be consistency, clarity and courtesy.

13. Leadership

- The difference between two equally talented teams is leadership.
- A good leader can bring a team to success



14. Credit and success



- Make the decision to build a team, and decide who among the team are worth developing.
- do things together, delegate responsibility and authority, and give credit for success.



THANK YOU



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CONFLICT MANAGEMENT TRAINING



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Objective

To understand natural resource conflicts and how to manage it.

INTRODUCTION

- Natural resource management has been associated with conflicts due to the multiple actors with diverse interests, perceptions, values and claims involved in the use and management of these resources
- Natural resource conflict is not always negative.
- There is increasing evidence in several situations where conflicts have yielded positive transformation and change in terms of improving equity and justice among natural resource users (see cases in Buckles, 1999, Doornbos et al. 2000 and Castro and Nielsen 2003).

INTRODUCTION

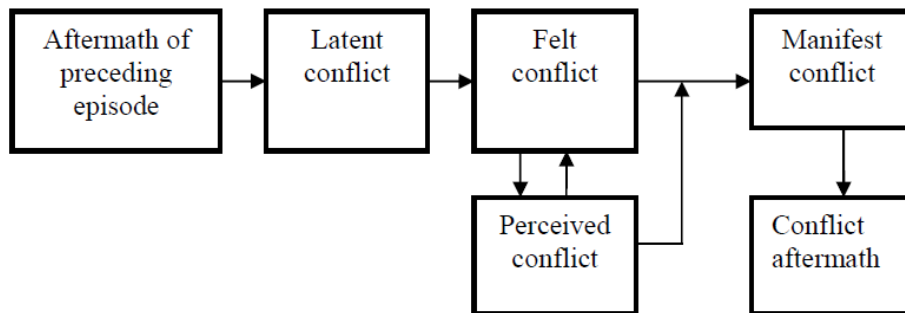
- Conflict, in general, can be perceived also as a means of social learning in which predominant practice or current state of affairs can be contended and new lessons for improvement proposed (Hirschman, 1994; Burgess and Burgess, 1996).
- In the context of natural resource conflicts, there has been a call for conflict management rather than resolution since natural resource conflicts often involve complex issues that cannot be completely resolved.

- Natural resource conflicts are not only inevitable and unavoidable, but also desirable to the extent that it can lead to negotiated and innovative agreements among stakeholders.
- Thus, the desire for conflict management in natural resource conflicts is for conflicts to be regulated within constructive limits.

Increased co-operation, Increased complexity.

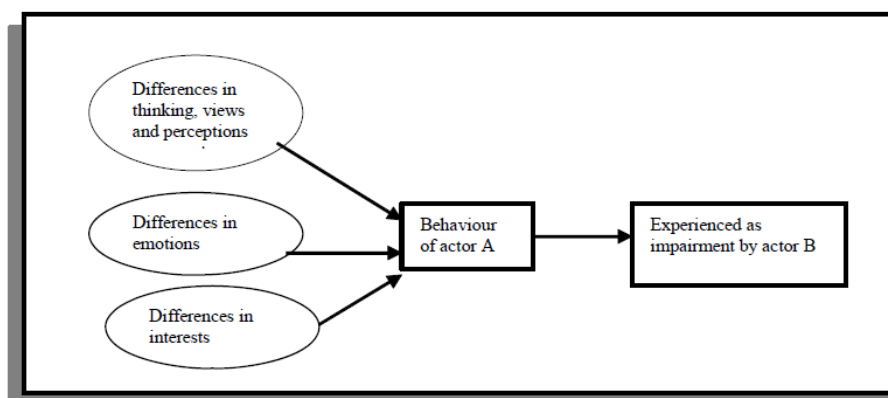
- One of the key dimensions of the desire for integration is how to bring the multiple stakeholders with varying interests together in planning and implementing sustainable forest management (Brown, 1995),
- However, while these emerging paradigms continue to gain acceptance, collaboration means increased co-operation as well as increased complexity.
- Mechanisms are thus required to promote understanding and cooperation of an increasing number of stakeholders, especially if resources are to be sustained to support present and future generations.

What is conflict??



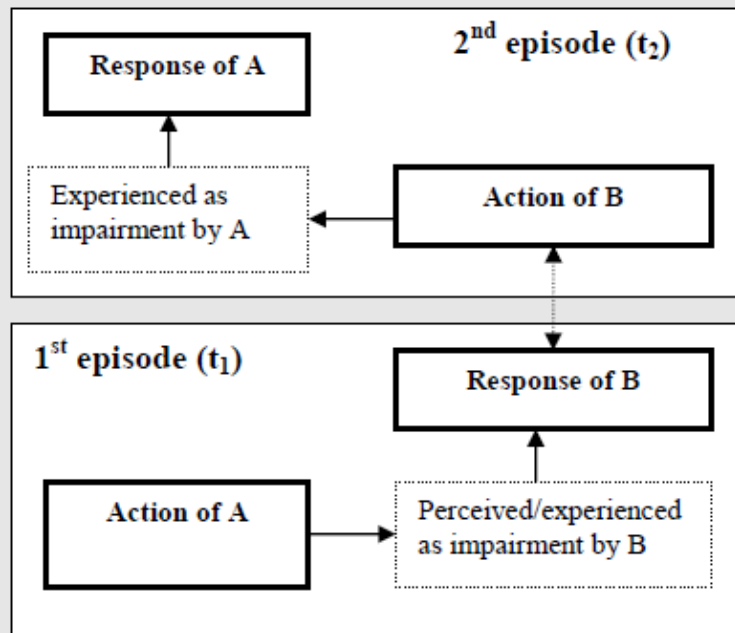
schematic diagramme of Pondy's organisational model, (1967)

What is conflict??



Glasl's model of conflict (1997)

Conflict episodes by Glasl



ACTOR EMPOWERMENT FRAMEWORK: Power resources

- Power resources: “any attribute, circumstance, or possession that increases the ability of its holder to influence a person or group” (Rogers, 1974)
- These range from human endowments such as intelligence and oratory, organised individuals and groups in society, legitimacy and authority of social agents and structures to more ideational elements such as symbols, information and ideologies.

summary of the categorizations of power resources

Main categories of Power resources (code)

Socio-economic

Social

Oriental

Institutional

Sub-categories (code)

Wealth

Expertise

Social network; Political network; Traditional network; NGOs and civil society network

Strategic framing, knowledge, information; ideologies; beliefs Threats; cultural symbols

Political state legitimacy; Administrative state legitimacy; Traditional/customary legitimacy

Law; Donors; Media

Summary of the categorizations of power resources

- Rogers (1974) made a useful classification when she distinguished power resources into instrumental and infra resources. She elaborated that:
- “**instrumental** resources are the means of influence; they can be used to reward, punish or persuade...and
- **infra**-resources are those attributes, circumstances, or possessions that must be present before the appropriate instrumental resources can be activated or invoked; in that situations they are the preconditions or prerequisites without which instrumental resources are useless (1974:1425).

Power strategies

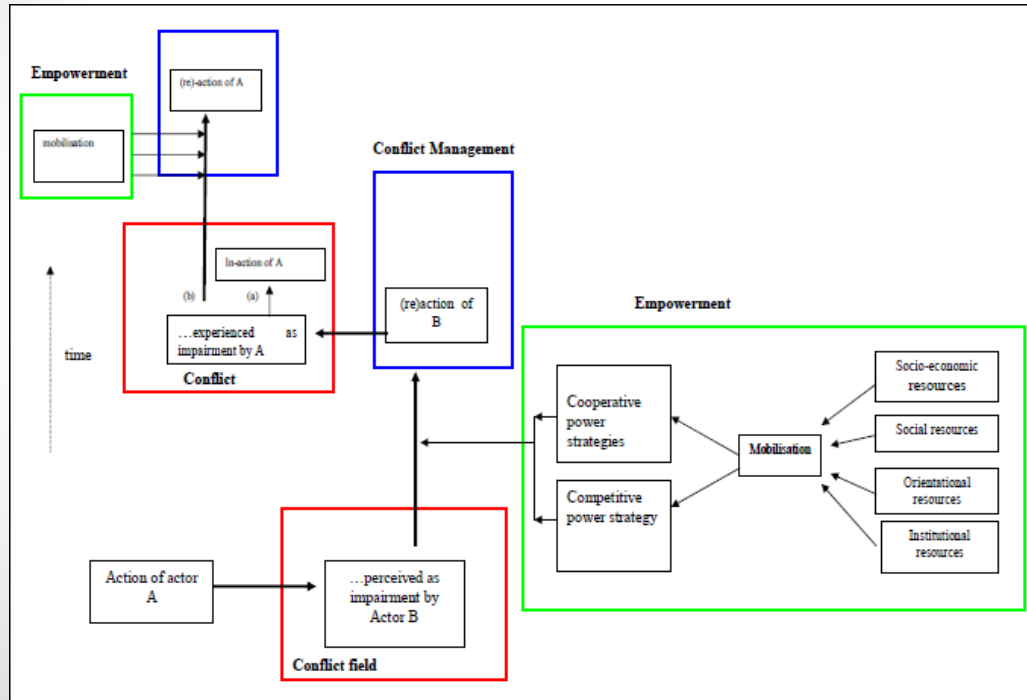
Description of conflict	Action to combat impairment (power strategy)
Behaviour of B impairs A	B curtails interactions with A to avoid direct contacts with A in order to sustain the impairing behaviour. This can be called Avoidance
Behaviour of A impairs B	B bargains by attempting to convince A to stop or change behaviour. This can be called Persuasive bargaining (persuasion)
Behaviour of A impairs B	B bargains by attempting to change the setting to constrain A's preferred behaviour. This can be called Manipulative bargaining (manipulation)
Behaviour of A impairs B	B seeks the support of neutral third party for non-adjudicative intervention to find solution. This can be called Mediation
Behaviour of A impairs B	B temporally seeks allies purposely to improve capacity to deal with A's behaviour. This can be called Coalition-building
Behaviour of A impairs B	B seeks for avenues to get A to jointly agree to seek non-court adjudication intervention. This can be called Arbitration
Behaviour of A impairs B	B seeks for court intervention. This can be called litigation .
Behaviour of A impairs B	B uses physical force on A to compel A to change his behaviour. This can be called Force .
Behaviour of A impairs B	It is also possible to imagine B withdrawing or accommodating in order to 'end' the conflict but these are not considered power strategies as they do not have a direct objective to influence A to change his behaviour.

Strategies sequences and resource requirements

Table 2.4 a summary of power strategies and their main power resources for deployment.

Strategy	Resources
avoidance	Social and institutional circumstances/opportunities
persuasion	Orientalional (signification) and institutional (legitimation)
manipulation	Orientalional
Coalition-building	Orientalional, institutional and social
Mediation	Social and institutional
arbitration	Social and institutional
litigation	Institutional and socio-economic
force	Social, institutional and socio-economic to allow material capability

TWO-ACTOR EMPOWERMENT GAME MODEL



The following process is useful for effectively managing conflict in your workplace, in relationships, or in other situations where you have an interest in seeking a negotiated solution. These steps won't guarantee an agreement, but they greatly improve the likelihood that the problems can be understood, solutions explored, and consideration of the advantages of a negotiated agreement can occur within a relatively constructive environment. They provide useful strategies to consider that reduce the impacts of stress, fears and "surprise" factors involved in dealing with conflict.

"Know Thyself" and Take Care of Self

- Understand your "perceptual filters," biases, triggers
- Create a personally affirming environment (eat, sleep, exercise)

Clarify Personal Needs Threatened by the Dispute

- Substantive, Procedural, and Psychological Needs
- Look at BATNA, WATNA, and MLATNA
- Identify "Desired Outcomes" from a Negotiated Process

Identify a Safe Place for Negotiation

- Appropriate Space for Discussion/ Private and Neutral
- Mutual Consent to Negotiate/ Appropriate Time
- Role of Support People (Facilitators, Mediators, Advocates), as needed
- Agreement to Ground rules

Take a Listening Stance into the Interaction

- "Seek first to understand, then to be understood" (Covey)
- Use Active Listening skills

Assert Your Needs Clearly and Specifically

- Use "I-messages" as tools for clarification
- Build from what you have heard - continue to listen well

Approach Problem-Solving with Flexibility

- Identify Issues Clearly and Concisely
- Generate Options (Brainstorm), While Deferring Judgment
- Be open to "tangents" and other problem definitions
- Clarify Criteria for Decision-Making

Manage Impasse with Calm, Patience, and Respect

- Clarify Feelings
- Focus on Underlying Needs, Interests, and Concerns
- Take a structured break, as needed

Build an Agreement that Works

- Review "Hallmarks" of a Good Agreement
- Implement and Evaluate - Live and Learn