

Building a learning community for participatory fisheries management in Paraty

Cristiana Simão Seixas

UNICAMP & FIFO

IDRC Project & CAPES/Ciências do Mar project

Learning communities concept

- **Learning communities** are “places where a dialogue can develop between local worldviews and external influences” (Kearney et al.) – to discuss governance issues, improve fisheries community-base management and co-management and support resource users in their efforts to develop the adaptive capacity required to deal with current global challenges needed to sustain fishing livelihoods.

Design of the IDRC Program

Three phases

Phase I (1st and 2nd years)

(i) Research to generate and/or mobilize knowledge needed for Phase II

- monitoring the use of and access to fishing and other livelihood resources;
- stakeholder analysis;
- analysis of current legislation on coastal resource management in Brazil
- ethnoecology;
- value chain analysis for valuable species;

(ii) Building local capacity to engage stakeholders in governance processes

- workshops involving fishers and other stakeholders (horizontal/peer-to-peer learning);
- assessing lessons learnt from Canadian and other international cases;
- training of stakeholders on adaptive co-management: concepts, opportunities and challenges (lessons learnt from other Brazilian cases)

Design of the IDRC Program

Phase II (3rd and 4th years)

- Development of a community-based resource management (CBRM) plan
- Implementation of the CBRM plan
- Development of value-added products and/or strategies for trading products at higher prices
- Building local capacity (training) for developing and marketing value-added products
- Assisting the development of community-based entrepreneurship.

Design of the IDRC Program

Phase III (5th year)

- Participatory monitoring and evaluation of social, economic and ecological variables necessary (a) to promote adaptive co-management and (b) to secure food access and livelihoods
- Revision/adaptation of the plan as needed, the feedback-learning step; analysis of barriers and opportunities;
- Developing institutional capacity for learning and innovating for governance; and
- Synthesizing lessons learnt from the process and sharing them with other fishing communities, NGOs, government agencies, funding agencies, academics, and others.

Chosing study sites

Starting point: Begossi et al. 2009 FIFO/IBIO report

Preliminary fieldwork

January 24th to 28th, 2010 (C. Seixas, N. Hanazaki, N. Peroni, L. Araujo, L. Cavechia, M. Giraldi)

- We visited 8 communities to gather information about: fishing, agriculture, use of plant resources, community size, relevant economic activities, infrastructure and social services. estimated number of canoes and boats (and *ranchos de pesca*) and manioc flour mills; leadership, local organizations and previous projects in the community.

March 11th to 18th, 2010 (F. Berkes, C. Seixas, L. Araújo)

- 3 more communities

Suggested micro-regions to focus research effort

Key characteristics	Micro-region I			Micro-region II		
	Barra Grande	Praia Grande*	Ilha do Araújo	Trindade*	Praia do Sono	Ponta Negra
Difficult to access	+	+	++	+	++	++
Tourism development	+	++	+++	+++	++	+
Potential of social capital	+++	+	+	++	+	++
Shifting agriculture	+++	+	+	+	+	++
Use of plants	+++	++	+++	+	++	+++
Fishing	+	++	+++	+++	+	++

* Fishing landing monitored by Begossis group
 + lower, ++ medium, +++ high

Suggested micro-regions



Source: Begossi et al. 2009

Building a learning community

- Bring together community members and leaders, different user-group representatives, civil society organizations, environmental and/development NGOs, academics working in the area (currently and in the past), government agencies from different levels (municipal, state & federal), etc.
- Present the concepts of *learning community* and *adaptive co-management*
- Identify key *governance issues* from different perspectives (i.e., different stakeholders)
 - Identify what is working and what is not working in different governance processes in the region and why

Building a learning community

- Identify knowledge gaps and search potential partners for collaborative action-oriented research (also as way to build local capacity)
- Search for potential solutions to overcome governance problems
- Set the motion to emerge leaders able to lead the development and implementation of an action plan regarding coastal community-based resource management.
- Make sure that participatory monitoring and evaluation takes place
- Synthesize lessons learnt from the process and share them

LC IS A CONTINUED PROCESS REQUIRING SEVERAL FORMAL AND INFORMAL INTERACTIONS WHERE LEARN TAKES PLACE

LC contribution to IDRC project

Three phases

Phase I (1st and 2nd years)

(ii) Building local capacity to engage stakeholders in governance processes

Phase II (3rd and 4th years)

- Development of a community-based resource management (CBRM) plan
- Implementation of the CBRM plan

Phase III (5th year)

- Participatory monitoring and evaluation to promote adaptive co-management and to secure food access and livelihoods
- Revision/adaptation of the plan as needed, the feedback-learning step; analysis of barriers and opportunities;
- Developing institutional capacity for learning and innovating for governance; and
- Synthesizing lessons learnt from the process and sharing them

THANK YOU!
OBRIGADA!