Final Technical Report

TRAINING IN INSTITUTIONAL AND ORGANISATIONAL DEVELOPMENT FOR THE LAKE VICTORIA REGIONAL BEACH MANAGEMENT UNIT NETWORK (RBN)

Project ref. No. CU/PE1/UG/11/010

Region: Eastern Africa
Country: Kenya, Tanzania and Uganda

Date 25 May 2011

A project implemented by:

Caroline T. Kirema-Mukasa

TRAINING MANUAL
FINAL DRAFT
## CONTENTS

<table>
<thead>
<tr>
<th><strong>Introduction to Training Manual</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Sessions</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction to the Training</td>
<td>1 hour</td>
</tr>
<tr>
<td>2. Brief on the National BMU Network Status on Lake Victoria</td>
<td>1 hour 30 mins</td>
</tr>
<tr>
<td>3. Co-management Approaches for Fisheries</td>
<td>3 hours 30 mins</td>
</tr>
<tr>
<td>4. Participatory Approaches</td>
<td>1 hour 30 mins</td>
</tr>
<tr>
<td>5. Multi-Stakeholder Processes</td>
<td>1 hour</td>
</tr>
<tr>
<td>6. Conflict Management</td>
<td>1 hour</td>
</tr>
<tr>
<td>7. Institutional and Organisational Development</td>
<td>4 hours</td>
</tr>
<tr>
<td>8. Animation Techniques and Networking</td>
<td>2 hours 30 mins</td>
</tr>
<tr>
<td>9. Information Management Systems</td>
<td>2 hours</td>
</tr>
<tr>
<td>10. Planning for RBN</td>
<td>2 hour</td>
</tr>
<tr>
<td>11. Way Forward</td>
<td>30 mins</td>
</tr>
<tr>
<td>12. Training Evaluation and Closing</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
DISCLAIMER

This Training Manual is meant as a document and training tool and the ACP Fish II, the LVFO and Consultant do not assume any liability for its content.
INTRODUCTION TO TRAINING MANUAL

This Training Manual was initially prepared to train the Lake Victoria Regional Beach Management Unit Network (RBN) in Institutional and Organisational Development. The Manual is a reference point for the Regional BMU Network for training, implementing and strengthening in institutional and organisational development. The Manual also provides reference to the trainers of BMUs and Staff of Fisheries Departments to enrich their expertise in the management of the BMU Networks along the chain.

The Manual contains 7 Modules:

1) Co-management Approaches for Fisheries
2) Participatory Approaches
3) Multi-stakeholders Processes (MSPs)
4) Conflict Management
5) Institutional and Organisational Development
6) Animation Techniques and Networking
7) Information Management Systems (IMSs)

The objective of the training was to equip the members of RBN with knowledge and skills to establish and make the RBN operational. The members of the Co-management RWG, who participated in training the RBN also benefited and are in position to train the lower level BMU Networks in organisational development.

The Training was timely because as a young organisation the RBN requires technical support and guidance to start the operations of the Institution. It was expected that after training, the RBN would embark on the process of finding a home for the Regional BMU Network and start implementing its function and responsibility.

The training methods and materials used are adjustable to suit the training environment. This Manual can be used widely to sensitize the stakeholders to appreciate the role of the BMU Networks in advocating and lobbying for better delivery of services to the fisher communities.
PLANNING FOR TRAINING

Planning is important to the success of the training course. A checklist is an important tool in managing the training and should be prepared early enough.

**Checklist for the Training Coordinator**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approval of Training proposal and authorisation of funds</td>
<td></td>
</tr>
<tr>
<td>2. Identification, Preparation and approval of Participant List (including number, characteristics, location, contact details)</td>
<td></td>
</tr>
<tr>
<td>3. Identification, selection and approval of resource persons/trainers (including number, specialisation, location and contact details)</td>
<td></td>
</tr>
<tr>
<td>4. Preparation and approval of Budget and Training Programme</td>
<td></td>
</tr>
<tr>
<td>5. Establish accounting system</td>
<td></td>
</tr>
<tr>
<td>6. Book and Confirm the Training Venue at an appropriate location with appropriate facilities (a power generator (in case of electricity blackout), meeting equipment, furniture and training aids)</td>
<td></td>
</tr>
<tr>
<td>7. Book and Confirm, appropriate Accommodation either at the venue or near the venue for all groups with regard to their varied per diems (including Senior officials). If accommodation is far, budget for commuting transport</td>
<td></td>
</tr>
<tr>
<td>8. Communicate to Selected Participants and Resource persons (provide information on Title and Purpose of the Training course, Tentative programme and Venue, Travel arrangement (including refund), Arrival time &amp; Reporting place, Accommodation including per diem arrangements and documents to carry</td>
<td></td>
</tr>
<tr>
<td>9. Visit and inspect the Venue and Accommodation facilities</td>
<td></td>
</tr>
<tr>
<td>10. Prepare a comprehensive list of required equipment and materials and ensure they are purchased or secured in time.</td>
<td></td>
</tr>
<tr>
<td>11. Re-confirm the Venue and Accommodation and inform the Participants accordingly</td>
<td></td>
</tr>
<tr>
<td>12. Organise training materials, make photocopies and store the materials</td>
<td></td>
</tr>
<tr>
<td>13. Revisit the Training Programme and prepare details for opening and closing</td>
<td></td>
</tr>
<tr>
<td>14. Organise for field activity</td>
<td></td>
</tr>
<tr>
<td>15. Organise meeting refreshments and food</td>
<td></td>
</tr>
<tr>
<td>16. Arrange for recreational activities</td>
<td></td>
</tr>
<tr>
<td>17. Manage Evaluation and analyse and keep the assessment</td>
<td></td>
</tr>
<tr>
<td>18. Prepare and submit training report and other required documents</td>
<td></td>
</tr>
</tbody>
</table>
1. INTRODUCTION TO THE TRAINING COURSE

1.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No: 1</th>
<th>Date:</th>
<th>Duration: 1 hour 30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> INTRODUCTION TO THE TRAINING COURSE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objectives:** By the end of the session, participants should be able to:

1. State the names and interests of the fellow trainees and resource persons through personal introduction of neighbours
2. Describe the purpose of the Training in Institutional and Organisational Development
3. Appreciate the need to build skills of the RBN Members
4. State the expectations of the course participants

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Introduction** | 1. Registration of Participants  
2. Prayer  
3. Opening remarks | Completion of registration forms  
Remarks by Programme Manager  
Opening by the Guest of Honour | 30 mins |
| **Development** | 1. Introductions of participants  
2. Participants expectations  
3. Background to the assignment  
4. Purpose of the course  
5. Implementation  
6. Expected output  
7. Training programme  
8. Logistics arrangements | Presentation followed by discussion | 30 mins |
| **Conclusions** | 1. The training course is formulated to achieve what and why. | Review and discussion on timetable to make the sessions rhyme and smoothly link into each other. | 15 mins |

**Training Materials:**
- Registration form, Training programme, Information prepared on background, purpose, implementation and expected outputs of the assignment.

**Evaluations:** Questions and Answers
## 1.2 TRAINERS NOTES

<table>
<thead>
<tr>
<th><strong>Title: Introduction to the Training Course</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trainer</strong></td>
</tr>
<tr>
<td>Introduction (30) Minutes</td>
</tr>
<tr>
<td>1. Registration</td>
</tr>
<tr>
<td>2. Opening Remarks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Development (30 Minutes)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction of Participants</td>
</tr>
<tr>
<td>2. Expectations of Participants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. Background to the Assignment</strong> (Needs Assessment; TORs, preparation for the training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions and Answers on the overall objective of the ACP Fish II Programme and the current assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3.1 Background</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides summarised information on ACP Fish II, the BMU development of Lake Victoria including the Regional BMU Network (RBN).</td>
</tr>
<tr>
<td>Participants are briefed on the genesis of the training and recall the RBN formation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. Purpose</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides information on the purpose of the assignment.</td>
</tr>
<tr>
<td>Participants are briefed and discuss on issues arising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>5. Issues to be addressed by the training:</strong> Such as the level of capacity of the participants e.g. the RBN members, levels of recognition for the BMU organisation and development plans for the organisation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants deliberate and agree on issues to be addressed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6. Implementation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who are the target group to be trained, the resource persons, the training modules, the delivery including the methods of training, whether needs assessment was done and what similar institutions can provide lesson learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>7. Outcomes of the Assignment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need to share information on the outcomes of the assignment, which are predetermined in most cases</td>
</tr>
<tr>
<td>Participants discuss, agree and note the outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>8. Reports</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The technical outputs are:</td>
</tr>
<tr>
<td>• Draft and Final Technical Reports</td>
</tr>
<tr>
<td>Participants discuss, agree and note the kind of reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>9. Training Methods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The approach and methods are explained to the participants and these may be discussed with the participants on their suitability</td>
</tr>
<tr>
<td>Participants discuss and agree on the training methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>10. Training Programme</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It allows discussion and adjustment of the training programme or time table to enable smooth learning and recapping of sessions.</td>
</tr>
<tr>
<td>Participants review and agree on the training programme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>11. Expectation at the end of the Training</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This would depend on the participants’ expectation and the planned outcome.</td>
</tr>
<tr>
<td>Participants clearly understand their role in fisheries co-management and institutional &amp; organisational development of RBN</td>
</tr>
</tbody>
</table>
## 1.3 Training Aids

### Handout 1: Training Programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
<th>Resource Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/05/2011</td>
<td></td>
<td>Arrival</td>
<td></td>
</tr>
<tr>
<td>16/05/2011</td>
<td>08.30 – 09.00</td>
<td>Registration</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>09.00 – 10.00</td>
<td>Opening&lt;br&gt;Prayer&lt;br&gt;Participants introduction&lt;br&gt;Remarks by ACP Fish II Regional Manager (RFU-EA)&lt;br&gt;Opening Remarks by LVFO Executive Secretary</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>09.30 – 10.00</td>
<td>Introduction to the training</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>10.00 – 10.30</td>
<td>Status of National BMU Networks on Lake Victoria</td>
<td>RBN Members</td>
</tr>
<tr>
<td></td>
<td>10.30 – 11.00</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.00 – 13.00</td>
<td>Co-management Approaches - Fisheries Governance</td>
<td>Vincent</td>
</tr>
<tr>
<td></td>
<td>13.00 – 14.00</td>
<td>LUNCH BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.00 – 15.30</td>
<td>Co-management Approaches to fisheries</td>
<td>Vincent</td>
</tr>
<tr>
<td></td>
<td>15.30 – 16.00</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16.00 – 17.00</td>
<td>Conflict Management</td>
<td>Radhimina</td>
</tr>
<tr>
<td>17/05/2011</td>
<td>08.30 – 10.00</td>
<td>Participatory Approaches</td>
<td>Joyce</td>
</tr>
<tr>
<td></td>
<td>10.00 – 10.30</td>
<td>Multi-Stakeholders Processes</td>
<td>Joyce</td>
</tr>
<tr>
<td></td>
<td>10.30 – 11.00</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.00 – 13.00</td>
<td>Information management systems</td>
<td>Vincent</td>
</tr>
<tr>
<td></td>
<td>13.00 – 14.00</td>
<td>LUNCH BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.00 – 15.30</td>
<td>Animation techniques and networking</td>
<td>Germina</td>
</tr>
<tr>
<td></td>
<td>15.30 – 16.00</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16.00 – 17.00</td>
<td>Animation techniques and networking</td>
<td>Germina</td>
</tr>
<tr>
<td>18/05/2011</td>
<td>08.30 – 10.30</td>
<td>Institutional and Organisational Development</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>10.30 – 11.00</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.00 – 13.00</td>
<td>Institutional and Organisational Development</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>13.00 – 14.00</td>
<td>LUNCH BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.00 – 15.00</td>
<td>Institutional and Organisational Development</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>15.00 – 15.30</td>
<td>Action Planning for RBN Operations</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>15.30 – 16.00</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16.00 – 16.30</td>
<td>Action Planning for RBN Operations</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>16.30 – 17.00</td>
<td>Training evaluation</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td>17.00 – 17.30</td>
<td>Way forward and Closing by the LVFO Executive Secretary</td>
<td>Carol</td>
</tr>
<tr>
<td>19/05/2011</td>
<td>08.00 -</td>
<td>Departure</td>
<td></td>
</tr>
</tbody>
</table>
1.4 REFERENCE MATERIAL

1.4.1 Introduction to the Training

1 Background

The EU-funded ACP Fish II on Strengthening Fisheries Management in ACP Countries focuses on fisheries sectoral policy reforms and building capacities of fisheries institutions to promote sustainable fisheries. In Eastern Africa the member countries are Burundi, Djibouti, Eritrea, Ethiopia, Sudan (North and South), Kenya, Rwanda, Somalia, Tanzania, and Uganda and the Regional coordinating office is in Kampala, Uganda. The Beach Management Units (BMUs) are the recent fisheries institution that has been formed to work in partnership with fisheries administrations in the management of the fisheries resources. The BMUs are the vehicle on which the co-management regime has been built on Lake Victoria. In March 2010 the BMUs formed a Regional BMUs Network (RBN) to coordinate their activities on the lake and to link them to higher co-management and government structures to promote sustainable fisheries and improved livelihood. The RBN represents a total of 1069 BMUs on Lake Victoria with 281 in Kenya, 433 in Tanzania and 355 BMUs in Uganda. The East African Community Partner States identified the need to build capacity of the newly formed RBN and sought the assistance of the EU-funded ACP Fish II under the Regional Fisheries Unit of the East African Programme, to strengthen the institution in order to play its rightful role in fisheries management. Under the first ACP Fish II Programme Estimate (PEI) 2010/2011, Training in Institutional and Organisational Development for Lake Victoria Regional Beach Management Unit Network was included and the actual training was conducted in Mukono, Uganda from 16th to 18th May 2011.

2 Purpose

The purpose of the assignment is to provide technical assistance support to develop and deliver training module for RBN around Lake Victoria in institutional and organisational development for effective, equitable and sustainable fisheries management. This training aims at addressing challenges that have emerged with the formation of RBN, such as:

(i) large and quite complex system association not only within BMUs but also fish processing and exporter industry at national and regional level;
(ii) higher level networks with different levels of government administration (e.g., sub-district, district, national) to link with government development plans and budgets;
(iii) higher information sharing systems between BMUs and partners;
(iv) maintaining information links between networks;
(v) complex institutional and development organisation.

The training targeted the RBN with the aim of building capacity in the new Institution and organisation including the national and lower BMU Networks along the chain. The training targets the core RBN members who are the Chairpersons of the National BMU Networks on Lake Victoria in Kenya, Tanzania and Uganda.

3 Implementation

The training covered the following aspects.(i) Co-management approaches to fisheries; (ii) Participatory approaches; (iii) Multi-stakeholder processes (MSPs); (iv) Conflict management; (v) Institutional and organisational development; (vi) Animation techniques and networking; (vii) Information management systems

The LVFO Co-management RWG was involved to provide technical input to the training, recognising their role in the development process of the BMUs. A participatory learning approach was used to learn, share information and also plan for the operations and functionality of the RBN. A needs assessment had been done and information had been generated from similar institutions such as ECOVIC, UFFCA and OSIENALA, which were used as examples in development. The training delivery was under the supervision of the Regional Manager of ACP Fish II – RFU Eastern Africa and the Executive Secretary of Lake Victoria Fisheries Organization.

The outcome of the assignment includes:

- Improved institutional and organisational capacity among the members of RBN with greater clarity on their roles and functions, their responsibility in a co-managed fishery
- RBN Committee workplan against which their performance can be measured
- Increased publicity surrounding the RBN and its role in fisheries co-management

4. Expected output

2. STATUS OF NATIONAL BEACH MANAGEMENT UNITS NETWORKS (NBN) ON LAKE VICTORIA

2.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No: 2</th>
<th>Date:</th>
<th>Duration: 1 hour 30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATUS OF NATIONAL BMU NETWORKS ON LAKE VICTORIA – PRESENTATION BY RBN MEMBERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By the end of the session, participants should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Describe the status of the BMU Networks on Lake Victoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Understand the challenges facing the BMU Networks on Lake Victoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Explain the challenges and identify the bottlenecks in making the RBN operational</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1. Overview of the session. Putting the training in context</td>
<td>Brief Lectures, Q &amp; A</td>
<td>5 mins</td>
</tr>
<tr>
<td>Development</td>
<td>1. National presentation on the Status of BMU Networks on Lake Victoria (20 minutes each) in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kenya</td>
<td>Presentation followed by discussion</td>
<td>1 hr 15 mins</td>
</tr>
<tr>
<td></td>
<td>• Tanzania</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uganda</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5 minutes each for discussion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>3. Identify common areas and differences amongst National BMUs Networks</td>
<td>Discussion on how to reorganise the sessions and delivery of training</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>4. Recognise the need to address the challenges and constraints in the proceeding session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations prepared by Chairmen of National BMU Networks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions and Answers</td>
</tr>
</tbody>
</table>
2.3 TRAINING AIDS

HANDOUT 1 – STATUS OF THE NATIONAL BMU NETWORKING ON LAKE VICTORIA

2.3.1 Overview

The East African Partner States Kenya, Tanzania and Uganda are endowed with many large fresh water lakes and rivers abundant with fisheries resources. The most prominent fisheries is Lake Victoria, the second largest freshwater lake in the world, with an area of 68,800 km². Lake Victoria annual fish catch is estimated at 1 million tons of which 60% is Dagaa, 23%, Nile perch, 7% Tilapia, and 10% other species. The catch is valued at US$350 million at the beach level. A total of 81,000 tonnes of Nile perch fish and fishery products are exported from Lake Victoria, generating a further $250 million. Per capita fish consumption is 5kg in Kenya, 8kg in Tanzania and 11 kg in Uganda, which is below the world average of 16 kg per person per annum. The Lake Victoria basin supports a population of over 30 million people, with a rate of growth of 3.5%. Over 1 million people derive their livelihood from the lake and of who 200,000 are fishers. The rapid increase in human populations, climate change, environmental degradation, fishing capacity and use of illegal and destructive fishing gears threaten the sustainability of the fisheries resources. The major challenge today is the illegal trade in undersized fish, especially to DR Congo and Southern Sudan. To address the threats and challenges, the EAC/LVFO Partner States adopted co-management on Lake Victoria on recognition that the fisheries management command and control approach has failed.

The co-management approach advocates for government to work in partnership with the resource users to assure sustainable fisheries resources and livelihoods. This led to the formation of 1069 Beach Management Units (BMUs) around Lake Victoria as community-based fisheries management organisations. The BMUs were further strengthened by formation of national BMU Networks following government structure in each Partner States. The national BMUs networks formed Regional BMU Network for Lake Victoria in March 2010 as the apex body representing all the BMUs on Lake Victoria. The training on Institutional and Organisational Development aims at equipping the RBN Members with the knowledge and skill to run their organisation.

The following status reports were prepared by the RBN Members in respect to their respective countries as Chairpersons of the National BMU Networks in Kenya, Tanzania and Uganda.

2.3.2 Kenya

Kenya has 6% of Lake Victoria area coverage, with a total of 281 BMUs, over 300 fish landing sites, and a population of 48,000 fishers. More BMUs conduct regular meetings (at beach level). The BMU Executive Committee meets monthly, while the assembly meets quarterly. Some BMUs may not hold regular Assembly meetings due to issues ranging from water hyacinth infestation and, migration of fishers from their landing sites; to wrangles and financial misappropriation. During IFMP, the BMUs participated in meetings held by the line ministries; this has however stopped, with the closure of the IFMP in 2010. Most BMUs (90%) have bank accounts which are operational but the cash held in most accounts do not reflect growth. There are more withdrawals than deposits, an indicator of reduced incomes at the beach level. Some BMUs are exemplary in specific areas of operation, such as: monitoring, control and surveillance (MCS), advocacy on HIV/AIDS, introduction to microenterprise organization and linkages with funding agencies, such as Constituency Development Fund (CDF), and Local Authorities Trust Fund (LATF). Activities undertaken include construction of fish sheds (bandas) access roads, and sanitary facilities.

2.3.3 Uganda

There are 355 BMU’s around the Uganda portion of Lake Victoria; out of which some networks have been developed at different levels i.e. Sub County, district and the National level. The National level is composed of 11 members from the 11 riparian districts of Lake Victoria. This National network hold its meetings on a quarterly basis, has work plan, and it is much focused on carrying out MCS through its lower district network level. Some members have not been so effective, more so in attending meetings as was the case in the last meeting held at Hotel Tourist Kampala which was blessed by the Commissioner for fisheries.

12

Logo company

Project Funded by the European Union

A project implemented by C.T. Kirema-Mukasa
The concept of MCS has also not been so successful as expected as some BMU members had continued to abetting illegalities themselves and some members have lost direction, control, honesty and respect of their duties. The National BMU Network vice-chairperson who was also a district chairperson was relieved of his duties and his authority withdrawn publicly by the competent officers from the Department of Fisheries Resources (DFR). The National BMU Network Chairperson and his MCS team while on duty were intercepted by a gang of hostile illegal fishers and were rescued by the police.

However, the network is still in form and committed to fulfilling its obligation to conserve the fishery of Lake Victoria. What is lacking are some financial and other basic logistics, government commitment towards this cause and at least honesty and some self-evaluation by some individual BMU members who have gone astray.

In a wider concept, there are a lot of expectations from the National BMU network, that is to say; advocating, lobbying for the poor, sick as well as initiating other social and economic programmes for the fisher community to create alternative livelihoods which will in turn off load the burden of overcapacity and maximum fishing efforts from this now declining fishery.

2.3.4 Tanzania

Tanzania with 51% of the lake area has 433 BMUs. The main activity of the NBN has been ensuring the BMUs do their work well on Lake Victoria. The BMU networks exist at village, district and provincial level. The meetings are held at village, ward, and district level but not regularly due to inadequate resources. They have not been able to hold national level meeting. Minutes from the district level have not been sent to the national level. At the BMUs level, patrols have been conducted and culprits and illegal gear handed to the fisheries office. There is need to extend this training to assist the networks to perform their roles well.
3. FISHERIES GOVERNANCE REGIMES

3.1. TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No: 3</th>
<th>Date:</th>
<th>Duration: 1 hour 30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> FISHERIES GOVERNANCE REGIMES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objectives:** By the end of the session, participants should be able to:

i) Explain the meaning of fisheries governance

ii) Describe the various fisheries management systems

iii) Outline key international and regional fisheries protocols informing fisheries Governance

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>1. Overview of the session. Putting the training in context</td>
<td>Brief Lectures, Q &amp; A</td>
<td>5 mins</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>1. Definition of fisheries governance</td>
<td>Presentation and discussion Handouts</td>
<td>1 hr 30 mins</td>
</tr>
<tr>
<td></td>
<td>2. Existing fisheries management systems and factors (role of BMUs and higher BMU networks)</td>
<td>Groups discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Key international and regional protocols that guide the management of fisheries resources</td>
<td>Presentation and plenary discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>1. Summary of the session</td>
<td></td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>2. Test understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Link to next session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Training Materials:**
Fisheries Acts and subsidiary regulation
CCRF, RPOAs, Conventions & Agreements
Flipcharts, pens, paper, Audio visuals
Samples of illegal gears

**Evaluations:** Exercises in form of questions and answers
3.2 TRAINERS NOTES

Session No: 3  Date:  Duration: 1 hour 30 mins

Title: FISHERIES GOVERNANCE REGIMES

Objectives: By the end of the session, participants should be able to:
   i) Explain the meaning of fisheries governance
   ii) Describe the various fisheries management systems
   iii) Outline key international and regional fisheries protocols informing fisheries governance

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1. Overview of the session. Putting the training in context</td>
<td>Brief Lectures, Q &amp; A</td>
<td>5 mins</td>
</tr>
<tr>
<td>Development</td>
<td>1. Definition of fisheries governance</td>
<td>Presentation and discussion, Handouts, Groups discussions, Presentation and plenary discussion</td>
<td>1 hr 30 mins</td>
</tr>
<tr>
<td></td>
<td>2. Existing fisheries management systems and factors (role of BMUs and higher BMU networks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Divide participants into groups of three. Ask each group to discuss and list the need for fisheries governance and what can be done to ensure sustainable fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use flipchart to summarize the above</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Through question and answer, identify owners of the fisheries resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain the nature of ownership of these fisheries resources and the access rights to use and benefit from them (- common property, - held in trust)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use flipchart to summarise and add any new points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fishery is not “open access”; it is theoretically controlled by Licensing System. Question – Does it work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain that stricter access control through licensing is on the way. This will be done through equitable access agreements made in a participatory way in partnership with the resource users</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Key international and regional protocols that guide the management of fisheries resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>1. Summary of the session</td>
<td></td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>2. Test understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Link to next session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training Materials:
Fisheries Acts and subsidiary regulation; CCRF, RPOAs, Conventions & Agreements; Flipcharts, pens, paper, Audio visuals; Samples of illegal gears

Evaluations: Exercises in form of questions and answers
3.3 TRAINING AIDS

**Handout 1 Characteristics of Fisheries Governance**

- a. guiding principles and goals, both conceptual and operational;
- b. the ways and means of organization and coordination;
- c. the infrastructure of socio-political, economic and legal institutions and instruments;
- d. the nature and modus operandi of the processes;
- e. the actors and their roles;
- f. the policies, plans and measures that are produced; as well as
- g. the outcomes of the exercise.

**Handout 2 The key characteristics of good governance:**

- a. Participation: providing all men and women with a voice in decision-making
- b. Transparency: built on the free flow of information
- c. Responsiveness: of institutions and processes to stakeholders
- d. Consensus orientation: differing interests are mediated to reach a broad consensus on what is in the general interest (Bavinck. M. R. et al., 2005)

**Handout 3 Fisheries Management Systems**

- a. No Management
- b. Command and Control
- c. Co-Management

3.4 REFERENCE MATERIAL

**3.4.1 Fisheries Governance**

Fisheries governance is a challenging, and daunting, concept. It sits on the threshold of the new millennium, propelled by globalization, emerging international agreements, cooperation, technologies, and above all the recognition that in most cases, present systems of fisheries governance have failed to ensure resource conservation and economic efficiency.

**What is fisheries governance?** An explanation of its components will assist in understanding the context in which regional fisheries bodies (RFBs) operate.

First, fisheries governance is an emerging concept. It is more than “conservation and management” or “sustainable development” of a mobile resource. It is a process which values the adaptability of RFBs to existing and future needs and challenges.

Second, fisheries governance is a “system”. It is carried out at all levels, and knits into a global network. At one level, international agreements and instruments provide a common framework for regional and national standards, laws, policies and processes.

At another level, national governments directly provide for detailed management standards, laws, policies and processes over the fisheries resources within their areas of jurisdiction. National fisheries agencies serve as a gateway in this system between global and local levels of fisheries governance. They are mandated as regulatory body to apply internationally agreed standards, laws, policies and processes to the national, local or species concerned.
Third, fisheries governance is “Governance”. The Concise Oxford Dictionary defines governance as the “act or means of governing, the office or function of governing, sway or control.” The report of the Commission on Global Governance describes governance as the sum of the many ways individuals and institutions, public and private, manage their common affairs. It is a “continuing process through which conflicting or diverse interests may be accommodated and cooperative action may be taken.”

In this manual the working definition for fisheries governance is:

“A continuing process through which governments, institutions and stakeholders of the fishery sector – administrators, politicians, fishers and those in affiliated sectors – elaborate, adopt and implement appropriate policies, plans and management strategies to ensure resources are utilized in a sustainable and responsible manner”. It could be at global, regional, sub regional, national or local levels. In the process, conflicting or diverse interests may be accommodated and cooperative action may be taken.

The Commission on Global Governance foreshadows that the creation of adequate governance mechanisms will be complicated because these must be more inclusive and participatory – that is, more democratic – than in the past. They must be flexible enough to respond to new problems and new understanding of old ones.

Fisheries governance is thus a systemic concept relating to the exercise of economic, political and administrative authority. It is characterized by factors outlined in 3.3. above. The concept of governance recognizes that formal and informal institutions need to be carefully understood and selectively supported or promoted if positive development objectives are to be realized. Adoption of effective governance systems will therefore involve reforming and strengthening the existing system of intergovernmental institutions, and improving its means of collaboration with private and independent groups.

In summary, governance is expected to undertake the following responsibilities:

a. establish overriding principles and objectives;

b. maintain and adapt infrastructure and instruments;

c. develop policy and regulatory frameworks, plans, norms and regulations;

d. connect government with civil society;

e. organize and coordinate collective action;

f. legitimate and balance stakeholders interaction;

g. harmonize individual, sectoral and societal perspectives;

h. maintain productive socio-ecological systems and social order;

i. enforce decisions and regulations;

j. maintain coherence across jurisdictional, space and time scales;

k. define the conditions for allocation of power, resources and benefits;

l. interact with other governance systems; and

m. maintain the capacity to learn and change. (FAO 2005 – 2011)

The key characteristics of good governance as outlined by (Bavinck M. R. et al., 2005) are shown in 3.3. above.

### 3.4.2. Fisheries management

Fisheries management is characterized by multiple and conflicting objectives, multiple stakeholders with divergent interests and high levels of uncertainty about the dynamics of the resources being managed. This provides for the use of different approaches in fisheries governance which range from no fisheries management to highly participatory approaches.
Fisheries management (as defined in the FAO CCRF) is: “the integrated process of information gathering, analysis, planning, consultation, decision-making, allocation of resources and formulation and implementation, with enforcement as necessary, of regulations or rules which govern fisheries activities in order to ensure the continued productivity of the resources and accomplishment of other fisheries objectives.”

Purposes of fisheries management include to:
- Ensure conservation, protection, proper use, economic efficiency and equitable distribution of the fisheries resources both for the present and future generations.
- Regulate exploitation of the fisheries resources so as to maximize the long-term flow of economic benefit from the resource rationally at sustainable biological and economic yield levels.

The Objectives of Fisheries Management on the Lake Victoria as described by the LVFO are to:
1. Earn foreign exchange for the three governments and improve the standard of living in the riparian communities.
2. Increase fish supply to the riparian communities (through more effective use of available fisheries resources at regional and national levels).
3. Create employment opportunities, particularly for riparian communities.

Common features of fisheries management systems and approaches
Whichever approach to fisheries management is adopted, the process should include an analysis of where we are now (the current situation), decisions on where we want to be and how to get there (the policies and plans), the identification and implementation of actions required by different stakeholders (the action plan), the implementation of these actions and the assessment of progress and performance (Fig. 1):

Fig. 1: Systematic approach to fisheries management

Source: EU/ACP Fish II/LVFO 2011: Regional Training on Monitoring, Control and Surveillance (MCS) for Enforcement Officers on Lake Victoria. Trainers Manual (Draft)

The Monitoring Control and Surveillance system

Monitoring is the collection, measurement and analysis of fishing activity including, but not limited to: catch, species composition, fishing effort, by-catch, discards, area of operations, etc. This information is based on primary data that fisheries managers use to arrive at management decisions. If this information is unavailable, inaccurate or incomplete, managers will be handicapped in developing and implementing management measures.
**Control** involves the specifications of the terms and conditions under which resources can be harvested. These specifications are normally contained in national fisheries legislation and other arrangements that might be nationally, sub-regionally or regionally agreed. The legislation provides the basis for which fisheries management arrangements, via MCS, are implemented.

**Surveillance** involves the regulation and supervision of fishing activity to ensure that national legislation and terms, conditions of access and management measures are observed. This activity is critical to ensure that resources are not overexploited, poaching is minimized and management arrangements are implemented. (FAO).

Monitoring, control and surveillance (MCS) is a key feature of an effective fisheries management process. MCS is a challenge in the governance of small-scale fisheries, where large numbers of fishermen are involved, using a large number and variety of vessels. Successful MCS requires innovative arrangements that involve fishermen, at a local level, in the design and implementation of the process.

In cases where fisheries resource extends into more than one jurisdictional area, governance requires that the management authority exercises control over the entire range of the target fisheries resources. This has implications at all scales, from local decentralized management systems to international fisheries management, and from shared stocks to straddling stocks.

**Management systems and approaches**

The existing fisheries management systems include: no management; command and control; community-based management; co-management; right-based management; ecosystem management; integrated management; and precautionary approaches. Although some of these systems are used in isolation, in most cases they are used in combination.

i. **No fisheries management (Free-range)**

The situation of no fisheries management provides for unrestricted exploitation with open access unregulated and unreported fishing. This can be found in cases of minor waters such as springs, swamps and where a fishery is of no socio-economic importance. Civil strife or wars can disrupt fisheries activities leading to non-implementation of fisheries management activities. The fishery is free for all.

ii. **Command and control management**

“Command and Control is essentially a centralised system where power and authority is vested at the top and where policy and implementing decisions are made and passed on to lower levels down to grassroots. There is very little community participation and if any it is limited to communities being recipient of directives and interventions with laid up comprehensive rules and procedures for operations”. Fisheries Command and Control success thrives on strict law enforcement by the authorities.

Investigation on the performance of different governance arrangements (command-and-control, self-governance and co-management) in terms of long-term sustainability and conservation of fisheries resources, self-governance management regimes do better than command-and-control. The decision whether to promote a command-and-control management system or a self-governance or co-management structure will depend on: (i) the magnitude of the inter-temporal preferences of both the fishers and the regulator; and (ii) the relative weight or political influence of the fishers on the regulators’ decision-making process. Command-and-control can be less sustainable than self-governance and it is important to take account of inter-temporal preferences in the decision-making process if a governance system for a given fishery is to succeed.

iii. **Co-management**

Cooperative management or co-management can be defined as a partnership arrangement in which the community of local resource users (fishers), government, other stakeholders (boat owners, fish traders, boat builders, and fisheries related businesses) share responsibility in fisheries management. Co-management covers various partnership arrangements and degrees of power sharing and integration of local (informal, traditional, and customary) and centralized government management systems (Fig. 2).
Co-management is a partnership arrangement in which the resource user groups (including fishers and other stakeholders such as boat owners, traders, boat builders, net menders and business people), government, NGOs, universities and other private sector organisations (e.g. fish processors’ associations) share the responsibility for the management of the fishery. Through consultations and negotiations, the partners develop a formal agreement on their respective roles, responsibilities and rights in management, referred to as 'negotiated power'. Co-management is also called participatory, joint, stakeholder, multi-party or collaborative management.

Co-management covers various partnership arrangements and degrees of power sharing and integration of local (informal, traditional, and customary) and centralized government management systems (Fig. 3 above). Fisheries co-management can be classified into five broad types according to the roles government and fishers play (Sen and Nielsen, 1996):

- **Instructive**: There is only minimal exchange of information between government and fishers. This type of co-management regime is only different from centralized management in the sense that the mechanisms exist for dialogue with users, but the process itself tends to be government informing fishers on the decisions they plan to make.
Training in Institutional and Organisational Development for the Lake Victoria Regional Beach Management Unit Network (RBN) CU/PE1/UG/11/010

- Consultative: Mechanisms exist for government to consult with fishers but all decisions are taken by government.
- Cooperative: This type of co-management is where government and fishers cooperate together as equal partners in decision-making.
- Advisory: Fishers advise government of decisions to be taken and government endorses these decisions.
- Informative: Government has delegated authority to make decisions to fisher groups who are responsible for informing government of these decisions.

It is generally acknowledged that not all responsibility and authority should be vested at the community level (Box 1). The amount and types of responsibility and/or authority that the state level and the various community levels have will differ, and depend upon country and site-specific conditions and also on the ability of the community. The substance of this sharing of responsibility and authority will be negotiated between community members and government and be within the boundaries of government policy. Determining what kind and how much responsibility and/or authority to allocate to the community level is ultimately a political decision in which government will always play a more decisive role. However, the key to co-management is negotiated power where the interaction of the state and non-state actors would be an important factor in defining a common and acceptable balance in sharing power and allocating responsibilities.

**Box 1. Community.**

The term 'community' can have several meanings. Community can be defined geographically by political or resource boundaries or socially as a community of individuals with common interests. For example, the geographical community is usually a village political unit (the lowest governmental administrative unit); a social community may be a group of fishers using the same fishing gear or a fisher organization. A community is not necessarily a village, and a village is not necessarily a community. Care should also be taken not to assume that a community is a homogeneous unit, as there will often be different interests in a community, based on gender, class, ethnic and economic variations. Recently, the term 'virtual community' or 'community of interest' has been applied to non-geographically based communities of fishers. Similar to the 'social community', this is a group of fishers who, while they do not live in a single geographical community, use similar gear or target the same fish species or have a common interest in a particular fishery.

**Source:** FAO. © 2008-2011 – Small-scale fisheries (web)

### 3.4.3. International instruments in fisheries governance

The historical development of exploitation of the global marine commons led to depletion of many major fish stocks and to a growing recognition of the need to take global collective action to limit exploitation of the oceans and fisheries resources. A number of international protocols and agreements on fisheries management have been reached. These include:

i) **The FAO Code of Conduct for Responsible Fisheries** (CCRF) (1995) – overall objective is sustainable fisheries. The CCRF framework includes the International Plans of Action (IPOAs), such as, the International Plan of Action to prevent deter and eliminate Illegal, Unreported and Unregulated fishing (IPOA-IUU) and the International Plan of Action for the Management of Fishing Capacity (IPOA-Capacity). These two IPOAs have been domesticated by the EAC Partner States as Regional Plans of Action, namely RPOA-IUU adopted in 2002 and RPOA-Capacity adopted in 2007.

ii) 1992 Biological Diversity Convention

iii) 1972 World Heritage Convention

iv) 1971 Ramsar Convention on Wetlands of International Importance

v) 1992 UN Framework Convention on Climate Change (UNFCC)

vi) 2002 Plan of Implementation of the World Summit on Sustainable Development
3.4.4. Regional Conventions, Protocols and Instruments:

i) Treaty for the Establishment of the East African Community
ii) The Convention for the Establishment of Lake Victoria Fisheries Organization
iii) The protocol for sustainable development of Lake Victoria Basin
iv) The Convention on Sustainable Management of Lake Tanganyika
v) The Cooperative Framework Agreement (CFA) for the Nile Basin
vi) New Partnership for Africa’s Development (NEPAD)

3.4.5 References:


22
4. PARTICIPATORY PROCESSES

4.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No 4</th>
<th>Date:</th>
<th>Duration: 1 hrs 30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: PARTICIPATORY APPROACHES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objectives: By the end of the session, participants will be able to:
Describe participatory approaches
Explain application of participatory approaches to co-management

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
</table>
| Introduction | 1. Recap of previous session  
2. Overview of the sessions | Lecture  
Brainstorming | 5 mins |
| Development | 1. Participatory approaches  
2. Levels of participatory planning  
3. Application of Participatory | Questions & answers  
Lecture  
Powerpoint presentations | 1hr 15mins |
| Conclusion | 1. General comments and observations relevant to BMU operations  
2. Summary of main issues arising from the training session | Plenary  
Final presentations by facilitator | 10 mins |

Training materials:
Flipcharts, Marker pens, handouts, masking tape, pair of scissors, pens, files and note books, Audio-visual Aids

Evaluation:
Oral assessment

4.2 TRAINERS NOTES

Title: Participatory Approaches

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Trainees</th>
</tr>
</thead>
</table>
| Introduction (10 mins) | Participants answer questions by reflecting the previous session  
Participants explain how this session link to training purpose |
1. Quickly ask participants questions to recap the previous session
2. Give an overview of the session, and put it into context of training

Development 1hr 50 mins

4.2.1. Participatory Approaches

1.1. Definition | Participants define consensus building
1. Everyone’s participation should be welcomed and respected, and the process shouldn't be dominated by any individual or group, or by a single point of view.

Summarise
1.2 Objectives of Participation
Outline the objectives of participatory process
Participation activities may be motivated from an administrative perspective or a citizen perspective.

| Participants take note, compare relevance to their BMU situation and share with the rest. |

1.3. Key questions
Participation is based on three key questions:
Who is allowed to participate, and are they representative of the population?
What is the method of communication or decision-making?
And how much influence or authority is granted to the participation

| Participants take active part by asking questions and making any relevant input, observations and parallels with their respective country situation. |

4.2.2. Levels of participatory planning
Ask participants to describe what they think are levels of participatory planning

<table>
<thead>
<tr>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
</tr>
<tr>
<td>Consultation</td>
</tr>
<tr>
<td>Deciding together</td>
</tr>
<tr>
<td>Acting together</td>
</tr>
<tr>
<td>Supporting independent community initiatives</td>
</tr>
</tbody>
</table>

The least you can do is tell people what is planned.
You offer a number of options and listen to the feedback you get.
You encourage others to provide some additional ideas and options, and join in deciding the best way forward.
Not only do different interests decide together what is best, but they form a partnership to carry it out.
You help others do what they want - perhaps within a framework of grants, advice and support provided by the resource holder.
Each of these levels may be appropriate in different circumstances, or with different groups, although only at "deciding together" and above do they really begin to be fully participatory in the sense that the term is used in this section.

4.2.3 Participatory planning at BMU level
Highlighting the process followed during participatory planning at BMU level

| Appreciate and understand how guidelines and legislations were developed. |

4.2.4. Community Meetings
Explain points that must be taken into consideration when holding community meetings.

i. Plan meeting times around the convenience of those attending.
ii. Hold the meeting in a place that's convenient and comfortable for everyone involved. If the community is multilingual, make sure to have translators.
iii. Plan activities so that everyone at the meeting has a chance to be heard, either in the larger group or in a smaller one.
iv. By the end of the meeting, there should be a clear next step, and everyone should know what it is.
### 4.2.5 Participatory Methods

There are many different types of participatory approaches that can be utilized to help a community to define its needs, e.g., Participatory Rural Appraisal (PRA) and the Beneficiary Assessment (BA).

#### 4.2.5.1 Participatory Rural Appraisal

PRA moves from information sharing, through consultation and collaboration into empowerment with qualitative methods of semi-structured interviews, mapping, and Venn diagrams. The community through mapping can identify the problems, resources and solutions within their community.

#### 4.2.5.2 Beneficiary Assessment

BA is the qualitative method of information gathering on beneficiary perceptions toward an activity.

### 4.2.6 Application of Participatory approaches

**Participation = interaction involving learners**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Participate in discussions and understand guidelines and legislation were developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a code? – is a starting point, provides a link to existing experience (e.g. photograph, drawing, song, role play, etc.)</td>
<td></td>
</tr>
<tr>
<td>Codes can be used to: start people talking, arouse emotions, draw out concerns and find solutions</td>
<td></td>
</tr>
<tr>
<td>Analyzing a code - In a participatory manner take participants through questions and ask them to reflect what is going on in their community</td>
<td></td>
</tr>
</tbody>
</table>

### 4.2.7 Advantages of a participatory planning approach

Ask participants what they perceive to be the advantages:

i. Participation carries with it feelings of ownership, and builds a strong base for the intervention in the community.

ii. It ensures credibility for the intervention in all community segments.

iii. Bringing a broader range of people, perspectives and ideas to the planning process.

iv. It avoids pitfalls caused by ignorance of the realities of the community.

v. It involves important players from the outset.

vi. Provide an opportunity for often-disenfranchised groups to be heard.

vii. It teaches skills which last far beyond the planning process.

viii. It can bring together community members who might not normally meet.

ix. It builds trust.

x. It reflects the mission and goals of grassroots and community-based organizations.

xi. It implies respect for everyone in the community.

xii. Finally, it does things the way they should be done.
4.2.8 Disadvantages of a participatory planning approach?

It's crucial to understand and anticipate the disadvantages, and to decide when and how a participatory planning approach can work in your situation.

i. A participatory process takes long.

ii. Members of the target population or the community may not agree with the "experts" about what is needed.

iii. Lots of education may be needed, both for community members and the organisation.

iv. One determined individual can wreck the whole process if he or she is not handled well.

v. It may be difficult to assure that all the right people get to the table.

vi. A participatory planning process takes patience and commitment on everyone's part.

4.2.9 Conclusion (30mins)

1. Recap main points

2. Test understanding

3. Link to next session

Demonstrate understanding and relevance to country situation

Answer questions

4.3 TRAINING AIDS

HANDOUT 4.1 Samples of Codes
Refer to Fig.4 Monofilament nets one of illegal gears on Lake Victoria

Fig. 5 – Immature Nile perch

4.4 REFERENCE MATERIALS

4.4.1 Participatory Approaches

1.1 Definition

In its simplest terms, a participatory approach is one in which everyone who has a stake in the intervention has a voice, either in person or by representation.

Staff of the organization that will run it, members of the target population, community officials, interested citizens, and people from involved agencies, schools, and other institutions all should be invited to the table. Everyone's participation should be welcomed and respected, and the process shouldn't be dominated by any individual or group, or by a single point of view.
1.2 Objectives of Participation

From the administrative viewpoint, participation can build public support for activities. It can educate the public about an agency's activities. It can also facilitate useful information exchange regarding local conditions. Furthermore, participation is often legally mandated.

From the citizen viewpoint, participation enables individuals and groups to influence agency decisions in a representational manner.

4.4.2 Levels of participatory planning and when they may be appropriate to use Information

Information-only may be appropriate when: The course of action has already been decided - by a funder, for instance. You're simply reporting on something that's already in progress. You're keeping people informed so that they'll have the information to be part of a participatory effort later.

Consultation-only may be appropriate when: You want to evaluate or improve existing services. There are limited options, and you're trying to choose among them. There are technical reasons - again, perhaps because of a funder - why only certain people or groups can be officially involved in the planning process.

Deciding together may be appropriate when: It's important that everyone feels ownership of the plan. You want fresh ideas from as many sources as possible. You can pull in people whom the intervention will directly affect. There's a commitment to provide support through the process for those who need it. There's enough time.

Acting together may be appropriate when: The intervention will be more effective than if it were run by a single entity. There is a funder's requirement for community oversight. There is commitment to the development of a real partnership. Everyone benefits from acting together. One goal of the intervention is the eventual assumption of leadership or the learning of leadership skills by the target population and/or others in the community.

Supporting local initiatives may be appropriate when: There is a commitment to community empowerment. The community has the desire and at least some of the tools to start and run a successful intervention. There is a commitment to provide training and support where needed. Your organization can only provide support, or can only run an intervention for a short time. Each of these levels may be appropriate in different circumstances, or with different groups, although only at "deciding together" and above do they really begin to be fully participatory in the sense that the term is used in this section.

2.1 Participatory planning at BMU level

Participatory planning is done through meetings. A proposed plan of action is presented and members are allowed to debate and give their views. All actions are based on consensus.

2.2 Organising Community Meetings

i. Plan meeting times around the convenience of those attending, rather than the convenience of the organization. Evenings, weekends - even holding two or more meetings at different times - may make it possible for more people to participate.

ii. Hold the meeting in a place that's convenient and comfortable for everyone involved. If the community is divided into factions, choose a neutral place that everyone considers "safe." If there's no such problem, choose a place that's relatively easy to find and reach for everyone and centrally located. If the community is multilingual, make sure to have translators present, or to present everything in multiple languages, so that everyone feels included.

iii. Plan activities so that everyone at the meeting has a chance to be heard, either in the larger group or in a smaller one. You asked people there to participate in a planning process: they should see from the very beginning that you were serious about that, and that their ideas will be taken seriously.
iv. By the end of the meeting, there should be a clear next step, and everyone should know what it is. Nothing can sidetrack a participatory planning process more quickly than generating enthusiasm and leaving it with no place to go.

A large meeting is not always the best way to convene a process and it may be intimidating to some individuals or groups. Several smaller meetings, or meetings with one or two or three individuals or at group level (boat owners, boat crew or mongers may be the way to start.

2.3 Participatory Methods

PRA - techniques that you can use include:

- **brainstorming**, which will help you and your team generate as many ideas as possible in a short time
- **prioritization matrix**, which helps rank problems or solutions
- **focus group**, which will help describe the problem or define users' perceptions

BA is the qualitative method of information gathering on beneficiary perceptions toward an activity. Through focus groups, semi-structured interview, and observations, information can be gathered, quantified, and tabulated to show how improvements will be valued by stakeholders.

2.4 Application of Participatory approaches

Participation = interaction involving learners

People learn more easily when:

- the new idea links with what they already know
- they identify problems & solutions themselves
- they go through a process of critical analysis & reflection

What is a Code and Using codes are fully explained in Trainers Notes 4.2 above

**Analysing Codes**

The Code can be analysed by asking the following questions:

i. Describe what is happening here.
ii. How does it make you feel?
iii. Have you seen anything like this in your community?
iv. Why is it happening?
v. What can we do to change the situation?
vi. Who will do what?

vii. Commit to reporting back, and reflecting on & evaluating what has been achieved.

4.4.3. What are the advantages of a participatory planning approach?

**a) Participation.** If people are involved in planning then that intervention will be theirs. They have a stake in it as its originators. They will do what they can to see it succeed, e.g. BMUs with Fisheries co-management.

**b) It ensures credibility of the intervention.** If people learn with similar views and experience as the target group were instrumental in making the intervention, they will assume that their interests were attended to.

**c) Bringing a broader range of people to the planning process.** Different people with divergence views may bring on board various views that can be debated upon to guide the planning process.

**d) It avoids pitfalls caused by ignorance.** Holding lunch meetings during Ramadan may keep away the Muslims members. Long-time community members can keep the group from repeating past mistakes.

**e) Important players are involved from the outset.** If the intervention needs the support of a particular individual, agency or group, and they've been part of the planning, their cooperation is assured.

**f) It can provide an opportunity for disenfranchised groups to be heard,** and teach the community that they have important things to say.

**g) It teaches skills which last far beyond the planning process.** People learn to run meetings, to analyze data, to construct strategic plans - in short, to become community resources and leaders.

**h) It can bring together and establish ties among community members amongst people of different classes** creating long-term relationships and break down social barriers.
i) It builds trust. This trust can serve as a foundation for future community development and action.

j) It reflects the mission and goals of grassroots and community-based organizations. Embodies the ideals that form the foundations of most grassroots and community-based organizations.

k) It implies respect for everyone in the community, and thus sets a standard for community participation and empowerment that other organizations - and the community at large - may feel compelled to follow.

l) Logically, It is effective. It includes the views and perspectives of everyone affected by the intervention ensuring that all assets and needs are identified and addressed, and unintended consequences are minimized.

m) Finally, it does things the way they should be done. It respects everyone's intelligence, values everyone's ideas and experience, and affords everyone a measure of control. Some level of participatory approach is almost always the most ethical way to plan a community intervention.

### 4.4.4 What are the disadvantages of a participatory planning approach?

a) A participatory process takes long. A diverse group always takes longer than an individual or small group to make decisions and may lose an opportunity or valuable time to solve another problem.

b) Members of the target population or the community may not agree with the "experts" about what is needed. Disagreement may mean that the target population don't have access to the knowledge or expertise to appreciate the intervention is a good idea. Some experts do not listen.

c) Lots of education may be needed, for community members and the organization. The target population/ the community may not have important technical knowledge or experience, and the organization may also need to learn more about local culture, political issues, and community history to tailor the interventions.

d) A determined individual can wreck the process if not well handled. Someone with a conflict or thinks he/she knows what's right for the community can hinder participatory process it needs both tact and toughness.

e) It may be difficult to assure that all the right people get to the table. Some key people may not want to participate due to factions in the community, past failed attempts to deal with problems, ignorance or mistrust

f) Planning process takes patience and commitment on everyone's part. People have to maintain their commitment over time, remain civil discussing sensitive issues and be willing to compromise. Misplaced words or key people losing interest can upset the whole process. Overcoming the disadvantages may increase the possibility of designing and carrying out an effective community intervention.

### 4.4.5 When is participatory planning appropriate and when isn’t it?

There are also some general guidelines for when a participatory planning process may not be appropriate at all, including:

1. **When there’s simply no time.** An immediate grant or a crisis, participatory planning may be done after the fact, either to adjust the intervention before it begins, or to plan its next phase.

2. **When a community is so brutally divided,** it's difficult to get the rival factions to the same table.

3. **When there's no way to provide proper support** - facilitation, structure, etc. - for the process.

4. **When the target population is simply not interested in participating,** and just wants the organization to take care of it. To get them interested, may to be part of the intervention, rather than part of the planning.

5. **When the intervention rests on technical knowledge not available in target population/community.**

6. **When involving all/most stakeholders isn't logistically possible,** due to distance, time, or other issues.

7. **When funding constraints or funders' regulations don't allow it.**

8. **When there is no trust between your organization and the community.** Due to organization being new and unproven, or because of past history. It is important to re-establish trust, but may not be possible before the intervention.

### 4.4.6 Who should be involved in a participatory planning process?

The ideal answer here is everyone who is affected by the proposed intervention. If there are too many use the following questions in a participatory way to identify those that will provide strong and effective representation.

1. **The “targets of change” i.e. the people at whom the intervention is aimed or whom it is intended to benefit.** That could be very specific (e.g. teen mothers, for a job training programme aimed at teen parents) or very general (the community as a whole, for a smoking prevention and cessation initiative aimed at everyone in the community). There are really two groups to be considered here.
i. Members of the target community, both those on whom the intervention is specifically focused, and others who share their culture, age, language, or other characteristics.

ii. Significant opinion makers/leaders. They may be members of the target population itself or outsiders - clergy, advisors, former community members who now move in circles of power, politicians, etc. - whom people in the target community trust and rely on.

2. The "agents of change", i.e. the people who make or influence policy or public opinion. These include actual policymakers, influential people in the community, who can help or block an intervention by their support or opposition.

a) Policymakers
   - Local elected or appointed officials.
   - Government elected or appointed officials who have influence in the community or over the issue at which the intervention is aimed.
   - Local public agency heads (welfare, e.g.) who actually administer policy in the community. If they’re involved from the beginning, they may be able to bend rules or otherwise alter their procedures to smooth the way for the intervention.
   - Local university professors or researchers who are viewed as experts on the issue in question.

b) Influential people in the community
   - Members of the business community. They tend to be practical, often a helpful trait, and conservative, so that if they support the effort, their credibility -They are often directly affected by such issues as illiteracy, employee health, insurance, the environment, etc., and so may be quick to see the need for an intervention. They often have access to money, which is important to sustain the intervention over time.
   - Clergy and the faith community. In many communities, clergy wield great influence, and see involvement in community issues as part of their spiritual mission. Faith-based groups can be powerful forces in a community due to their cohesiveness, sense of purpose, and moral standing.
   - Natural/opinion leaders, those whom others respect and listen to.
   - The media or others who have a public platform.
   - Directors or staff of other organizations affected by the problem or issue. Many of these people may be highly respected or well known in the community.

3. Interested members of the community at large. These might include parents, youth, or school personnel, for instance, for an intervention dealing with youth. Many seniors have the time, the desire, and the experience to be excellent community volunteers. People with a personal or professional interest in the issue may also want to participate - parents whose children have had drug problems, graduate students, retired teachers or doctors.

4. Members of the organization itself: Administrators and line staff, volunteers, current participants, board members, and supporters.

4.4.7 What do you need to do to get a participatory planning process up and running?

7.1 Recruit stakeholders

The obvious first step toward starting a participatory planning process is finding people to participate. Some of that relies simply on networking and old-fashioned legwork, but there's a logical process that accompanies it as well.

How do you define stakeholders? The list of possible participants for example in a BMU is one place to start. Your intervention may not need all, or even many of these groups or individuals. To determine who should participate, the best question to ask is "Who will be directly affected by this intervention?"

Answers here will vary greatly, depending upon the nature of the intervention. If the taxpayers will be asked to pay for it directly - through property taxes, for instance, as they would be for many school programs - then both community officials and ordinary taxpayers should have some voice in it. If the police or other community employees are to be asked to take on extra duties or to cooperate in specific ways to make the intervention work, they should be included in the planning.

30
These should always include, at the very least, members of the organization’s staff and Board and the target population. In general, it also makes sense to include members of the community, especially if:

- The intervention needs community support or participation in order to succeed.
- The intervention will affect the community as a whole.
- The community is being asked to change in some way - its attitudes, behaviour, assumptions, bylaws, etc.

Even if the community is not a specific stakeholder, it may make sense to involve community members in a planning process. Every intervention needs some level of community support in order to succeed. Community participation in planning will help to assure that support.

7.2. Get the word out

If your process is meant to be as inclusive as possible, then you should be using as many avenues as possible to inform the community about it - press releases, newspaper stories, fliers, posters, and public service announcements (PSA’s) on radio and television, as well as community presentations, personal contact (either face-to-face or by phone), mailings, etc. If you're trying to inform only specific groups in the community, start with people in those groups you already know. They'll help to spread the word to their friends and acquaintances, who will pass it on further still. They can also help you decide where to place other information so the target groups will be likely to encounter it.

7.3 Convene the planning process

a) Choose someone to convene the process. Regardless of what happens afterwards, someone needs to call people together and run a first meeting. If that person is identified with a particular group, then that group will probably be seen as in charge of the planning process. Depending upon the community, it could be important to think carefully about who should be in that position.

Sometimes it is best to find someone from outside the group - often an elected official or other respected figure - to run a first meeting. This type of choice both lends credibility to the intervention, and identifies it as a community effort, rather than that of a particular organization.

In a situation where a diverse core group (e.g. BMU executive committee) has initiated the process, it may make sense for that group to convene a first meeting. The group's chair might then be the convener. In other cases - particularly where the organization will need a large amount of community support to make it work - it may make sense to present the intervention as the project of your organization.

b) Hold an initial meeting. An initial meeting might be open to a very large number of people (the whole community, or all of the target population, for instance) or to a smaller group (one representative from each of several agencies and organizations, a few selected members of the target group, etc.). The time, place, and tone of this meeting are all important in making sure that people will be willing to participate in it and in the process that follows.

Some things you can do to help make it successful:
Before the meeting, try to personally invite as many people as possible. People are much more likely to come if they know someone cares about their being there. Also keep in mind the points raised above in regards to holding a community meeting.

c) Maintain the planning process

Once the planning process has started, it has to be maintained. Participants have to continue to be interested, support has to be provided when it’s needed, conflicts have to be resolved, methods have to be devised to keep the process reasonably efficient, goals and deadlines have to be set, etc. **Choose someone to guide the planning process.** Someone - (the director or another administrator of the organization, a Board chair, an outside facilitator, or a community member) - has to monitor what's happening and make sure that nothing derails the planning. (Due to conflict of interest an outside facilitator is sometimes a good investment.)

d) Decide who will issue final approval on a plan. If, as is often the case, the actual planning is done by a relatively small group, there is usually a mechanism to have the plan approved by some larger or governing body. This body might take one of several forms:

- A meeting of all stakeholders, a diverse group chosen to oversee the intervention , a community meeting, the Board of the organization or a very small group - the director and Board chair, for instance, or even just one of them.
e) **Determine how long the planning process will go on.** The planning you want to do might be for a single initiative or campaign, or might encompass years of collaboration on working with a large and diverse population. If the planning group is meant to continue, to keep developing and changing the intervention to suit the community's needs change, an ongoing participatory approach is important to the intervention's success.

7.4 **To sum up**
A participatory planning process - one in which all the stakeholders are involved - is often the most effective and inclusive way to plan a community intervention. It provides community ownership and support of the intervention; information about community history, politics, and past mistakes; and respect and a voice for everyone. It also takes time, care, mutual respect, and commitment.

4.4.8 **Conclusion**

For effective participation and to minimize disadvantages one must carry out stakeholder analysis before the start of the programme.
5. MULTI-STAKEHOLDER PROCESSES

5.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No:3</th>
<th>Date:</th>
<th>Duration: 2 hrs 30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Multi-stakeholder processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objectives: By the end of the session, participants will be able to:**
1. Define who is a stakeholder
2. Describe what stakeholder analysis is
3. Explain how stakeholder analysis is conducted
4. Reflect on how to apply stakeholder analysis in their BMU work

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
</table>
| Introduction | 1. Recap of previous session  
2. Overview of the sessions | Lecture  
Brainstorming | 10 mins |
| Development | 1. What are multi-stakeholder processes?  
2. Principles of MSPs  
3. Why MSPs  
4. Sustainable Development  
5. Who is A Stakeholder  
6. What is stakeholder analysis?  
7. What are the benefits of Stakeholder Analysis?  
8. When to carry out stakeholder analysis | Questions & answers  
Lecture  
PowerPoint presentations | 1hr 50mins |
| Conclusion | 1. General comments and observations relevant to BMU operations  
2. Summary of main issues arising from the training session | Plenary  
Final presentations by facilitator | 30 mins |

**Training materials**
- Flipcharts, Marker pens, handouts, masking tape, pair of scissors, pens, files and note books, Audio-visual Aids

**Evaluation**
- Oral assessment
### 5.2 TRAINERS NOTES

<table>
<thead>
<tr>
<th>Title: Co-management of Lake Victoria: The Process of Consensus building</th>
<th>Page: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trainer</strong></td>
<td><strong>Trainees</strong></td>
</tr>
<tr>
<td><strong>Introduction (10 mins)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Quickly ask participants questions to recap the previous session</td>
<td>Participants answer questions by reflecting the previous session</td>
</tr>
<tr>
<td>2. Give an overview of the session, and put it into context of training.</td>
<td>Participants explain how this session links to training purpose</td>
</tr>
<tr>
<td><strong>Development 1hr 50 mins</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5.2.1 What are multi-stakeholder processes?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Definition?</strong></td>
<td>Participants define multi-stakeholder processes</td>
</tr>
<tr>
<td>• The term multi-stakeholder processes (MSPs) describes <em>processes which aim to bring together all major stakeholders</em> in a new form of <em>communication, decision-finding</em> (and possibly <em>decision-making</em>) on a particular issue; and aim at achieving equity and accountability.</td>
<td>Summarise</td>
</tr>
<tr>
<td><strong>1.2 Principles of MSPs</strong></td>
<td>Participants take note, compare relevance to their BMU situation and share with the rest.</td>
</tr>
<tr>
<td>Outline the principles of multi-stakeholder processes</td>
<td></td>
</tr>
<tr>
<td>• <strong>Transparency and participation</strong>, and aim to develop <strong>partnerships</strong> and <strong>strengthened networks</strong> between stakeholders;</td>
<td>Participants take active part by asking questions and making any relevant input, observations and parallels with their respective country situation.</td>
</tr>
<tr>
<td>• MSPs cover a wide spectrum of structures and levels of engagement e.g. dialogues, consensus-building, decision-making and implementation;</td>
<td>Participants give their views</td>
</tr>
<tr>
<td>• <em>MSPs require transparent communication channels</em>;</td>
<td></td>
</tr>
<tr>
<td>• The procedures and methods of decision-making should be open and transparent so that effective participation is possible;</td>
<td></td>
</tr>
<tr>
<td><strong>1.3. Why MSPs?</strong></td>
<td>Participants contribute to the definition of a stakeholder and identifying fisheries co-management stakeholders</td>
</tr>
<tr>
<td>• MSPs have emerged because there is a perceived need for a more inclusive, effective manner for addressing the urgent sustainability issues of our time.</td>
<td></td>
</tr>
<tr>
<td><strong>5.2.2 Sustainable Development</strong></td>
<td></td>
</tr>
<tr>
<td>Ask participants to describe what they understand by sustainable development.</td>
<td></td>
</tr>
<tr>
<td>• Sustainable development is a process of dialogue, consensus-building, defining the problem, designing and implementing the solution, and monitor and evaluate outcome by all stakeholders as partners.</td>
<td>Participants give their views</td>
</tr>
<tr>
<td><strong>5.2.3 Who is a Stakeholder</strong></td>
<td></td>
</tr>
<tr>
<td>Ask participants to define what a stakeholder is.</td>
<td></td>
</tr>
<tr>
<td>• A stakeholder is any person or organization, who can be <em>positively or negatively impacted by</em>, or <em>cause an impact</em> on the actions of a company, government, or organization.</td>
<td></td>
</tr>
<tr>
<td>• Types of stakeholders are: Primary stakeholders, Secondary stakeholders and Key stakeholders (who can also belong to the first two groups).</td>
<td></td>
</tr>
</tbody>
</table>
## Fisheries Co-Management Stakeholders

- BMUs
- Central and Local governments
- Research Institutes
- Fish Processors and Exporters
- NGOs/CBOs in fisheries
- Other government agencies – Police, Judiciary

Each of this has a different interest, different level of influence and power in fisheries management.

### 5.2.4 What is stakeholder analysis?

- Stakeholder analysis (SA) is a term that refers to the action of analyzing the attitudes of stakeholders towards something (most frequently a project).
- It is frequently used during the preparation phase of a project to assess the attitudes of the stakeholders regarding the potential changes.

### 5.2.5 SA steps

Whatever method is used for stakeholder management, following are essential steps for stakeholder analysis:

- Stakeholder identification and documenting their interests in the project whether positive or negative
- Assessing the power of importance and level of impact upon, each stakeholder
- Identifying how best to engage stakeholders in the project by analyzing their reactions or response in different situations.

### 5.2.6 Stakeholder Mapping

Some of the commonly used ‘dimensions’ to classify stakeholder characteristics include:

1. Power (high, medium, low)
2. Support (positive, neutral, negative)
3. Influence (high or low)
4. Need (strong, medium, weak)

### 5.2.7 What are the benefits of Stakeholder Analysis?

- **Participation = interaction involving learners**
  - People learn more easily when:
    - the new idea links with what they already know
    - they identify problems & solutions themselves
    - they go through a process of critical analysis & reflection

Participants contribute to the definition of a stakeholder and identifying fisheries co-management stakeholders.
### 5.2.8 When to carry out stakeholder analysis

Ask participants to reflect on various programmes in the community where they think stakeholder analysis may be required.

- Participation carries with it feelings of ownership, and builds a strong base for the intervention in the community.
- It ensures that the intervention will have more credibility in all segments of the community.
- Bringing a broader range of people to the planning process provides access to a broader range of perspectives and ideas.
- A participatory planning approach avoids pitfalls caused by ignorance of the realities of the community or the target population.
- It involves important players from the outset.
- Can provide an opportunity for often-disenfranchised groups to be heard.
- It teaches skills which last far beyond the planning process.
- It can bring together and establish ties among community members who might normally have no contact.
- A participatory planning process builds trust.
- A participatory planning process generally reflects the mission and goals of grassroots and community-based organizations.
- It implies respect for everyone in the community.
- Logically, a participatory planning approach should be effective.
- Finally, it does things the way they should be done.

### 5.2.9 Disadvantages of a participatory planning approach

1. A participatory process takes longer than an individual or small group.
2. Members of the target population or the community may not agree with the "experts" about what is needed.
3. Lots of education may be needed, both for community members and the organization.
4. One determined individual can wreck the whole process if he's not handled well.
5. It may be difficult to assure that all the right people get to the table.
6. A participatory planning process takes patience and commitment on everyone's part.

### 5.2.10 Conclusion (30mins)

1. Recap main points
   - For effective participation of BMUs in co-management there is need for application of multi-stakeholder processes in the running of BMU affairs
2. Test understanding
3. Link to next session

| Participate contribute and relate to situations in their communities |  
| --- | --- |
| Logo company |  
| Project Funded by the European Union | A project implemented by C.T. Kirema-Mukasa |
5.3 TRAINING AIDS

Handout 1

Fig. Power/Interest Grid for Stakeholder Prioritisation

Stakeholder Analysis Matrix

Source: Mind Tools: Stakeholder Analysis, 2011 (website)

5.4 REFERENCE MATERIALS

5.4.1 Multi-stakeholder Process (MSPs)

1.1 What are multi-stakeholder processes?

- MSPs aim to bring together all major stakeholders in a new form of communication, decision-finding (and possibly decision-making) on a particular issue.
- They are also based on recognition of the importance of achieving equity and accountability in communication between stakeholders, involving equitable representation of three or more stakeholder groups and their views.

1.2 Principles of MSPs

- The exact nature of any such process will depend on the issues, its objectives, participants, scope, timelines, etc.
- People need to be able to know who is talking to whom, when and about what. Lobbying and bargaining behind the scenes can undermine trust which leads to weakened commitment. On the other hand, decentralized, flexible, and spontaneous communication opportunities are desirable, as informal modes of communication are suitable to build trust and discover commonalities. There is a need to strike a balance between those benefits and the need for transparency.
Transparency is based on the free flow of information so that processes, institutions, and information are directly accessible to those interested in them. In the same vein, MSPs need to be as transparent as possible towards the outside. Lack of disclosure of information of any of the aspects, decisions or steps related to an MSP will decrease its credibility and, consequently, its effectiveness. Obfuscate or unclear structures and processes create an open door to the abuse of processes or accusations of abuse. It is in the interest of an inclusive process to enable participants and non-participants to comment, question, and input.

1.3 Why MSP?
- A lack of inclusiveness has resulted in many good decisions for which there is no broad constituency, thus making implementation difficult.

5.4.2 Sustainable Development
- Through working together on sustainable development processes, such activities, stakeholders can build relationships and knowledge which will enable them to develop sustainable solutions to new challenges.

5.4.3 Stakeholders
Project stakeholders are individuals and organizations that are actively involved in the project, or whose interests may be affected as a result of project execution or project completion.

Stakeholders are all those who need to be considered in achieving project goals and whose participation and support are crucial to its success. So identification of all stakeholders is an important activity of the project manager to ensure project success.

Stakeholder Management processes for a project involves (but not limited to)
1. Identifying all stakeholders
2. Documenting stakeholders needs
3. Assessing & analyzing stakeholders interest/influence
4. Managing stakeholders expectations
5. Taking actions
6. Reviewing status & repeat

Fig. 6 Stakeholder Management Process

Source: Leadership Champions 2011 (website)
3.1 **Types of stakeholders:**

- **Primary stakeholders:** are those ultimately affected, either positively or negatively by an organization's actions.
- **Secondary stakeholders:** are the ‘intermediaries’, that is, persons or organizations who are indirectly affected by an organization's actions.
- **Key stakeholders:** have significant influence upon or importance within an organization.

With information on stakeholders, their interests, and their capacity to oppose reform, reform advocates can choose how to best accommodate them, thus assuring policies adopted are politically realistic and sustainable.

It is frequently used during the preparation phase of a project to assess the attitudes of the stakeholders regarding the potential changes. Stakeholder analysis can be done once or on a regular basis to track changes in stakeholder attitudes over time.

3.2 **Fisheries Co-Management Stakeholders**

- BMUs
- Central and Local governments
- Research Institutes
- Fish Processors and Exporters
- NGOs/CBOs in fisheries
- Other government agencies – Police, Judiciary

Each of this has a different interest, different level of influence and power in fisheries management.

5.4.4 **Stakeholder Analysis**

SA is a methodology used to facilitate institutional and policy reform processes by accounting for and often incorporating the needs of those who have a ‘stake’ or an interest in the reforms under consideration. With information on stakeholders, their interests, and their capacity to oppose reform, reform advocates can choose how to best accommodate them, thus assuring policies adopted are politically realistic and sustainable. Stakeholder analysis can be done once or on a regular basis to track changes in stakeholder attitudes over time. The starting point is stakeholder identification to see who is to participate.

5.4.5 **Steps in Stakeholders Analysis**

**Step 1: Stakeholder identification**

Some of the key questions a project manager may ask at this step include (but not limited to):

- Who is threatening the target of this project?
- Who is most dependent on this project?
- Has there been a similar project in the community or area? If so, to what extent did it succeed? Who was in charge and how did local stakeholders respond?
- Who possesses claims – legal jurisdiction and customary use – over the project/resources at stake?
- Is any government department to be involved in this project?
- Are there national and/or international bodies involved in this project because of specific laws or treaties?
- Who are the people or groups most knowledgeable about, and capable of dealing with the project at stake?
- Are the stakeholders and their interests stable within their geographic scope or is an identifiable pattern exist?
- Are there major events/trends/activities currently affecting the stakeholders?
- Is this project replaceable by other project(s)?

Best tool in identifying the key stakeholders and their interests is brainstorming. Begin by brainstorming all possible stakeholders using a questionnaire (like the one listed above). Then research the general stakeholder behaviour. Talk to various stakeholders, and ask them who they would see as potential stakeholders for the initiative in question. The list of stakeholders may grow or shrink as the analysis progresses, and the understanding deepens. Further, try to learn about each stakeholder group in as much depth as possible.
Step 2. Assessing the power of importance of and level of impact upon each stakeholder

In this step, stakeholders are organized and categorized according to their likely influence over decisions to be made, and the likely impact of project decisions upon them.

Key questions for this second step in a stakeholder analysis include (but not limited to):

- Who is directly responsible for decisions on issues important to the project?
- Who holds positions of responsibility in interested organizations?
- Who is influential in the project area (both thematic and geographic areas)?
- Who will be affected by the project?
- Who will promote/support the project, provided that they are involved?
- Who will obstruct/hinder the project if they are not involved?
- Who has been involved in the area (thematic or geographic) in the past?
- Who has not been involved up to now but should have been?

Power-Interest grid (as shown below) is the best tool to plot the stakeholders based on the outcome of above questions. Depending on the quadrant a stakeholder is plotted in, project manager needs to plan his or her future actions. There are multiple categories of models available, some of them include:

- Power/Interest grid
- Power/Influence grid
- Influence/Impact grid
- Power/Interest grid is widely used tool in stakeholder analysis and it is used in assessing stakeholders in this model, each stakeholder is mapped to different quadrant based on their interest against the influence (power) they have over the project.

Step 3: Identifying how best to engage stakeholders in the project by analyzing their reactions or response in different situations.

Finally, the third step involves determining how to involve the different stakeholders. Different types of stakeholders will be engaged in different ways in the various stages of the project from gathering and giving information to consultation, dialogue, working together, and partnership. Determining who needs or wants to be involved, and when and how that involvement can be achieved provides the basis for developing collaborations. Good-faith efforts are often derailed because the parties are not skilled in working together and because insufficient attention is given to designing and managing it. An inclusive, transparent approach during project development and implementation will help build ownership and commitment. If it is not possible or realistic to have all key stakeholders from the outset, then a gradual involvement process is needed.

5.4.6 Stakeholder Mapping

The following list identifies some of the best known and most commonly used methods for stakeholder mapping:

- Mitchell et al. (1997) propose a classification of stakeholders based on power to influence, the legitimacy of each stakeholder’s relationship with the organisation, and the urgency of the stakeholder’s claim on the organization. The results of this classification may assess the fundamental question of “which groups of stakeholders deserve or requiring manager’s attention, and which are not?” This is salience - “the degree to which managers give priority to competing stakeholder claims.
- Fletcher et al. (2003) define a process for mapping stakeholder expectations based on value hierarchies and Key Performance Areas (KPA).
- Cameron et al. (2010) define a process for ranking stakeholders based on needs and the relative importance of stakeholders to others in the network.
- Savage et al. (1991) offer a way to classify stakeholders according to potential for threat and potential for cooperation.
- Turner and Thurloway (2002) have developed a process of identification, assessment of awareness, support, influence leading to strategies for communication and assessing stakeholder satisfaction, and who is aware or ignorant and whether their attitude is supportive or opposing.
Mapping techniques include the following sub-set of results from a Web search of analysis techniques being used by aid agencies, governments or consultant groups:

- Influence-interest grid (Imperial College London)
- Mendelow’s Power-interest grid (Aubrey L. Mendelow, Kent State University, Ohio 1991)
- Three-dimensional grouping of power, interest and attitude (Murray-Webster and Simon 2005)
- The Stakeholder Circle (Bourne 2007)

The first step in building any stakeholder map is to develop a categorised list of the members of the stakeholder community. Then assign priorities and then to translate the ‘highest priority’ stakeholders into a table or a picture. Focus on the ‘right stakeholders’ and visualise this critical sub-set of the total community. The most common presentation styles use a matrix to represent two dimensions of interest with frequently a third dimension shown by the colour or size of the symbol representing the individual stakeholders.

Some of the commonly used ‘dimensions’ are mentioned in 5.2.6

**High power, interested people (B):** these are the people you must fully engage and make the greatest efforts to satisfy and to manage closely.

**High power, less interested people (A):** put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.

**Low power, interested people (D):** keep these people adequately informed, and talk to them to ensure that no major issues are arising. These people can often be very helpful with the detail of your project.

**Low power, less interested people (C):** again, monitor these people, but do not bore them with excessive communication.

### 5.4.7 Stakeholder analysis Benefits

Stakeholder analysis helps with the identification of the following:

- The interests of all stakeholders, who may affect or be affected by the project
- Potential issues that could disrupt the project
- Key people for information distribution during execution phase
- Groups that should be encouraged to participate in different stages of the project
- Communication planning and stakeholder management strategy during project planning phase
- Ways to reduce potential negative impacts and manage negative stakeholders

Therefore, stakeholder analysis has the goal of developing cooperation between the stakeholder and the project team for successful outcomes. Stakeholder analysis is performed when there is a need to clarify the consequences of envisaged changes or at the start of new projects and in connection with organizational changes generally. All stakeholders are identified for the purpose of identifying their success criteria and turning these into quality goals.

### 5.4.8. When to carry out stakeholder analysis

Stakeholder analysis can be undertaken throughout all stages of the project cycle

- Planning phase - A detailed stakeholder analysis, involving all key stakeholders, will help in the development of strategic actions and risk analysis, & very important in communication planning.
- In the Execution phase, stakeholder analysis will help identify who, how and when stakeholders should be involved and who to communicate to regarding project progress.
- During the Monitoring and Evaluation phases, the SA serves as a tool, providing a baseline against which projects can monitor and evaluate the effectiveness of their engagement with stakeholders/

### 4.9. Disadvantages

Associated with participatory planning need to be considered so that the MSPs are not undermined. (5.2.9)

### 4.10 Conclusion

For effective participation of BMUs in co-management there is need for application of multi-stakeholder processes in the running of BMU affairs.
## 6. FISHERIES CONFLICT MANAGEMENT

### 6.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No: 6</th>
<th>Date:</th>
<th>Duration: 1 Hours</th>
</tr>
</thead>
</table>

**Title: Fisheries conflict management**

**Objectives:** By the end of the session, participants should be able to:

i. Explain what is fisheries conflict  
ii. Describe how to manage conflicts  
iii. Describe how these issues and their management are relevant to their country

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Introduction** | Recap previous sessions  
2. Overview of session and putting the listing into context | Brainstorm & Q & A | 10mins |
| **Development** | 1. Fisheries related conflicts  
2. Fisheries related conflicts management  
3. The relevance of the topic (?) to participants’ localities | Discussion Questions and Answers | 45 min |
| **Conclusions** | 1. Summary of the session  
2. Test understanding  
3. Link to all previous sessions | | 5 mins |

**Training Materials:**
- Guidelines for BMUs on Lake Victoria
- PowerPoint presentations

**Evaluations:** Questions and answers
6.2 TRAINERS NOTES

<table>
<thead>
<tr>
<th>Title: Fisheries Conflict Management (Case of Lake Victoria)</th>
<th>Page: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Trainees</td>
</tr>
<tr>
<td>Introduction (10mins)</td>
<td></td>
</tr>
<tr>
<td>1. Through brainstorming, ask participants to reflect back to all the past sessions</td>
<td>Participants name the main issues they can pick out</td>
</tr>
<tr>
<td>2. Tell participants what this session is about</td>
<td></td>
</tr>
<tr>
<td>Development (45 minutes)</td>
<td></td>
</tr>
<tr>
<td>1. Definition:</td>
<td>Participants discuss the conflicts</td>
</tr>
<tr>
<td>Conflicts are broadly defined as a situation of non-cooperation between parties with contradictory objectives.</td>
<td></td>
</tr>
<tr>
<td>2. Fisheries related conflicts</td>
<td></td>
</tr>
<tr>
<td>What are the major causes of conflict on Lake Victoria and other lakes in participating countries</td>
<td></td>
</tr>
<tr>
<td>- Conflicts in fisheries are often viewed in the context of the allocation or access rights to the limited resources among stakeholders with diverging economic and social motivations.</td>
<td></td>
</tr>
<tr>
<td>- Caused by perceived or actual competition between interests. These conflicts could be:</td>
<td></td>
</tr>
<tr>
<td>- Substantive: e.g. the fishing grounds, the stock</td>
<td></td>
</tr>
<tr>
<td>- Procedural: e.g. incentives, fees or levies</td>
<td></td>
</tr>
<tr>
<td>- Psychological: e.g. environmental awareness</td>
<td></td>
</tr>
<tr>
<td>- Pre-determined Conflicts</td>
<td></td>
</tr>
<tr>
<td>2. Why Conflict?</td>
<td></td>
</tr>
<tr>
<td>- Categories of conflict</td>
<td></td>
</tr>
<tr>
<td>- Main conflict drivers</td>
<td></td>
</tr>
<tr>
<td>- Causes of conflict on Lake Victoria</td>
<td></td>
</tr>
<tr>
<td>- Potential areas for fisheries conflict</td>
<td></td>
</tr>
<tr>
<td>- Examples of conflicts on Lake Victoria</td>
<td></td>
</tr>
<tr>
<td>3. Fisheries related conflicts management</td>
<td></td>
</tr>
<tr>
<td>- How do conflicts affect co-management</td>
<td></td>
</tr>
<tr>
<td>Existence of conflicts among fishermen can undermine agreed upon management actions as cooperation among participants is lost.</td>
<td></td>
</tr>
</tbody>
</table>
### 4. How do you manage conflicts?

- Conflict management is about helping people in conflict to develop an effective process for dealing with their differences.
- Understanding the conflict process is important to determine whether a conflict is at a point in time in which interventions may be accepted.
- At different stages in the conflict process different conflict management & resolution approaches are needed.
- Procedures ensuring more or less structured processes attempting the joint resolution of anticipated or existing conflicts before reaching the threshold of juridical confrontation and by involving all concerned, including, if need may be, a neutral party.

### 5. The Role of LVFO in Fisheries Conflict Management

1. Ask participants to suggest how the conflicts being addressed now. While noting this on a flip chart.
2. Any other suggestions for long lasting solutions.
3. Discuss the Regional Strategy on Crossborder fishing and fish trade and its impact on Lake Victoria.

**Participants discuss the implementation of the regional strategy on crossborder fishing and fish trade.**

**Conclusion (5mins)**

<table>
<thead>
<tr>
<th>1. Recap main points</th>
<th>Contribute points/concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Test understanding</td>
<td>Answer questions</td>
</tr>
</tbody>
</table>

### 4.3 TRAINING AIDS

**Handout 1**  
Pictorial representation of conflict management

**Fig. 7 Learning Peaceful Conflict Resolution**

**Source:** Electronic Resource Centre for Human Rights Education (HREA), 2011 (website).
L. Victoria conflict areas


Handout 3

CROSS-BORDER Memoranda of Understanding (MoUs) BY BMUs

BMUs agreed to:
- Share information on registration of fishers and their fishing inputs, ‘lost and found’ fishing inputs, fish process at beaches, fishers arrested and fishers using illegal gears and methods;
- Provide letters of introduction to migrant fishers;
- Arbitrate on conflicts arising from net entanglements;
- Assist fishers who have drifted by wind across the border;
- Convene regular (quarterly) cross border meetings; and
- Review the MoUs after every two years.

6.4 REFERENCE MATERIALS

6.4.1 Fisheries related conflicts

1.1 Definition:
Conflicts are broadly defined as a situation of non-cooperation between parties with contradictory objectives (FAO 1998).

Conflict management is the positive and constructive handling of difference and divergence. Rather than advocating methods for removing conflict, [it] addresses the more realistic question of managing conflict: how to deal with it in a constructive way, how to bring opposing sides together in a cooperative process, how to design a practical, achievable, cooperative system for the constructive management of difference (Bloomfield and Reilly 1998, 18).
6.4.2. Why conflicts

Lake Victoria fisheries have been experiencing a biological decline, mainly due to growing fishing pressure. The fisheries are a source of food and income for the growing number of fishing households living at the subsistence level in the region. The fisheries are also under pressure from the commercialization and commoditization of fish in the global market, as well as from other development, industrial and recreational uses of this natural resource and its adjacent environment.

Conflicts in fisheries are often viewed in the context of the allocation or access rights to the limited resources among stakeholders with diverging economic and social motivations. However, they are often far more complex because of the multiple socio-economic factors, such as institutional and market failures, that add to the conflicts.

Conflicts arise when the many dynamic interactions among natural resources, humans and institutions contradict each other because of the underlying differences in priorities pursued by various fisheries players. Four categories of conflicts:

(i) Fishery jurisdiction;
(ii) Management mechanisms;
(iii) Internal and external allocation;
(v) Conflicts between fishers and those outside the fishery.

2.1 The main conflict drivers:

(i) policies, institutions for governance and property rights;
(ii) population increase and poverty; and economic incentives/markets and new/improved technology;
(iii) excess fishing capacity in the small-scale sector.

Conflict from excess fishing capacity in the small-scale sector cut across the social and biological dimensions of managing the fisheries. This complexity reinforces the challenge for all stakeholders to develop the necessary management and policy interventions.

Policies are typically developed at the national level, with devolution of functions and co-management at the community and municipality level. However, in between these levels of governance, some efforts are dissipated (due to poor implementation mechanisms) and would need further studies and collaboration.

2.2 Causes of conflict in fisheries of Lake Victoria

Cross-border fishing in 2001 led to conflicts and some of the drivers to these conflicts included:

(i) High demand for Nile perch in international market
(ii) Decline of the Nile perch due to increased fishing effort, fishing effort increased from 30,000 fishers in 1980, to 200,000 in 2008 (LVFO Frame Surveys 2000 – 2008)
(iii) Pursuit of national interest from Nile perch trade as a source of foreign exchange
(iv) Strict enforcement of national measures resulting into arrests of illegal fishers
(v) Little understanding by fishers of the laws applicable in one’s and neighbouring state, rendering them victims
(vi) Mobility of fish
(vii) Lack of clarity on who owns the resource – Central government, local government, or resource users
(viii) Need for individual districts to generate development funds & encourage fish to be landed in their districts

2.3 Potential areas for fisheries conflict

(i) Trans-boundary fisheries
(ii) Boundary jurisdictions between local governments (e.g. districts or BMUs)
(iii) Governance (e.g. between lower level and local authorities and BMUs, District Fisheries Staff and BMUs)
(iv) Access to fisheries resources (e.g. fishing grounds)
(v) Differences between complying and non-complying BMUs
(vi) Disagreements between legal and illegal fishers
(vii) Access to land along the shoreline
(viii) Domestic, household or community based disagreements

2.4 Examples of conflicts on Lake Victoria
Lake Victoria has experienced trans-boundary and boundary fisheries conflicts in 2001 -2003. This occurred at three common borders: of each partner states.
(i) Busia Kenya and Busia/Bugiri Uganda
(ii) Migori/Suba Kenya and Tarime Tanzania
(iii) Bukoba Tanzania and Rakai Uganda
(iv) Kenya and Uganda issue on Migingo (who owns the island)

The underlying cause of conflict was competition over the lucrative Nile perch as fishers fought for access to fishing ground.

2.5 Other situation within the communities
(i) Situation where national fishers unlicensed to fish in territorial waters do so
(ii) National fishers who are licensed to fish in their own waters do so, but land the fish in the jurisdiction of another state

6.4.3 How do conflicts affect co-management?
Conflicts undermine agreed upon management actions as cooperation and trust is lost.

6.4.4 How do you manage Conflicts?
Understanding the conflict process to determine which intervention is appropriate at the different stages of conflict. Conflict management is about helping people in conflict to develop an effective process for dealing with their differences

6.4.5 Role of LVFO in conflict management
Lake Victoria Fisheries Organization (LVFO) provides a platform to address conflicts as is a coordinating organ for East Africa Community (EAC) countries. The Organization has the mandate to:
(i) Foster cooperation amongst Partner States
(ii) Harmonize national measures
(iii) Develop and adopt conservation and management measures for the sustainable utilization of the living resources of Lake Victoria

5.1 Conflict Management Strategies on Lake Victoria
   i) Regional Strategy for Cross border Fishing and Fish Trade, 2002.

The strategy was adopted by the LVFO Council of Ministers, in June 2002, to manage crossborder fisheries conflicts on Lake Victoria. Agreed measures include:

1) Surveillance and patrols be carried out by Fisheries Authorities and supported by other government agencies
2) Seizure forms should be issued for confiscated items and official receipts be issued for any fines
3) Those arrested should be charged in court of law and information on culprits circulated to Partner States for black listing
4) Container collector boats that smuggle fish across borders should be banned from the lake
5) Artisanal cross border trade should be allowed when they comply with applicable laws and regulations of Partner States
6) Strongly condemn smuggling of fish by processors
7) Joint surveillance and licensing by Partner States should be encouraged
8) Regular joint cross border meetings should be held at the local levels
9) National surveillance taskforce should work closely with the Regional Fisheries co-authorities with adequate consultations and co-ordination
10) Sensitize the communities on the MCS system with all its advantages

ii) National strategy

At the National level the strategy involves:
1) Bilateral negotiation and/or appeal for clemency for the arrested fishers, sometimes by very high level political leadership
2) District Authorities sharing common borders hold regular meetings to address fisheries management issues
3) NGOs & CBOs advocate for the fishers’ rights for fishing and trading on Lake Victoria for their improved livelihood

iii) Community level strategy to reduce fishing conflict

1) Investigating sources of conflict
2) Provision of simplified information
3) Cross border exchange visits
4) Needs Assessment
5) Training
6) Sharing of experiences and ideas
7) Signing of MOUs
8) Developing implementation plans
9) Establishing cross border BMU Network
7. INSTITUTIONAL AND ORGANISATIONAL DEVELOPMENT

7.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No. 7</th>
<th>Date:</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: INSTITUTIONAL AND ORGANISATIONAL DEVELOPMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objectives:** By the end of the session, the participants should be able to:

i. define institutional and organisational development and explain their differences
ii. describe how institutional development can influence policies and help institutions to grow
iii. describe how organisational development is used to change organisations
iv. relate institutional and organisational development to the development of the BMUs on Lake Victoria

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce the topic to participants</td>
<td>Question &amp; Answers</td>
<td>5 min</td>
</tr>
</tbody>
</table>

**Development**

1. Define Institutional and Organisational Development (ID & OD)
2. Application of ID & OD
3. Discuss the need, use, advantages and disadvantages of ID & OD
4. Relate ID and OD to real situations

<table>
<thead>
<tr>
<th></th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Question &amp; answer</td>
<td>Lecture</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>Group discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusions**

1. Recap on the Session
2. Test understanding
3. Simple exercise to identify how ID & OD can help their organisations

<table>
<thead>
<tr>
<th></th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Plenary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Discussion</td>
<td></td>
</tr>
</tbody>
</table>

**Training Materials:**


**Evaluation:** Use evaluation forms

---

Logo company

Project Funded by the European Union

A project implemented by C.T. Kirema-Mukasa
### 7.2 TRAINERS NOTES

**Session No.7**
**Date:**
**Duration:**

**Title: INSTITUTIONAL AND ORGANISATIONAL DEVELOPMENT**

**Objectives:** By the end of the session, the participants should be able to:

(i) define institutional and organisational development and explain their differences
(ii) describe how institutional development can influence policies and help institutions to grow
(iii) describe how organisational development is used to change organisations
(iv) relate institutional and organisational development to BMUs development on Lake Victoria

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td>Question &amp;</td>
<td>5 min</td>
</tr>
<tr>
<td></td>
<td>Introduce the topic to participants</td>
<td>Answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recap on previous session through questions to the participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>7.2.1 Define Institutional and Organisational Development (ID &amp; OD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i) <strong>What is an Institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>An institution is any structure or mechanism of social order and cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>governing the behaviour of a set of individuals within a given human community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>An Institution is defined as an establishment, organisation, institute, foundation,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>society, association, body, tradition, custom, convention or ritual but may</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>refer to social, cultural, sectoral establishments where sometimes boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>are not clear and at times built on a long time custom or fraternity, e.g.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fisheries institution, institution of marriage. Sometimes a human being with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>special knowledge can be referred to as an “institution”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) <strong>What is Institutional Development?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is about changing the formal and informal rules of the game, which govern the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>relationships between policymakers (the enablers), service providers (the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>responders) and poor people, both as consumers of services and as citizens with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>voices. Institutional development includes institutional reform and organisational</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 7.2.1 What is Organisational Development?

**OD** is defined as:

1. The practice of changing people and organizations for positive growth.
2. It can be formal or informal; can be based on a specified area, concern or gap, it can be mutual, policy or legal requirement, decree or an act of parliament, it can be in a related or diversified area.

**Participants to define BMU, BMU Network and RBN**

**2 hours**

### 7.2.2 Where is ID & OD Applied?

ID is mainly applied to adaptation of macro-policies basically global, national or sectoral policies such as the Millennium Development Goals (MDGs), Privatisation, Liberalisation, Decentralisation and Fisheries Co-management and affect a broad spectrum of organisations.

1. OD is applied to adoption of micro-policies or changes for internal rearrangement, management or administration of an organisation.

### INSTITUTIONAL DEVELOPMENT

**Discussion on ID**

Institutional development is a complex, with tangible results emerging after a long time. Important aspects to consider in ID include:

1. **Governance** - comprise supreme decisions that guide implementation of sectoral or national wide performances.
2. **Basis for mainstreaming institutional development** – is to acknowledge that ID is about social transformation and calls for new ways of doing things (change).
3. **Core ID problem** – ignoring the needs of the poor or disadvantaged groups by the institutions.
4. **Critical aspects of ID** – ID is not a separate activity but it is about raising people’s awareness and how they can be involved in the process of change. Those affected define the problem better than the outsider.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>v)</td>
<td>A Process approach – This approach is used to bring all stakeholders right from the problem identification to the problem solution phase. <em>How</em> activities are performed and <em>What</em> they achieve is equally important. Recognises the evolving complex and, social nature of institutions.</td>
<td>Participants to discuss how ID relates to adoption of Fisheries Co-management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Participants to define the RBN in terms of its network role</td>
</tr>
<tr>
<td>vi)</td>
<td>The Role of the Facilitator - is to train the client on how to identify the problem and develop constructive interventions so that he or she could continue on his or her own.</td>
<td></td>
</tr>
<tr>
<td>vii)</td>
<td>Approaches used to implement ID include: Participatory Approaches; Multi-stakeholders processes, and Framework for Institutional Development and Organisation Strengthening (IDOS).</td>
<td></td>
</tr>
<tr>
<td>viii)</td>
<td>Tools used include the SWOT Analysis, Problem and Objective Trees, Flow Chart, and 7-S model.</td>
<td></td>
</tr>
<tr>
<td>viv)</td>
<td>(Note: Elaboration on each tool was not enough due to time limitation)</td>
<td></td>
</tr>
</tbody>
</table>

7.2.3 ORGANISATIONAL DEVELOPMENT (OD)

2. What is OD?

*Organisational development* (OD) is

i) a conceptual, organization-wide effort to increase an organization's effectiveness and viability.

ii) a particular kind of change process designed to bring about a particular kind of end result.

3. Discussion on OD

i) What does OD involve? - involves interventions in the organization's "processes," using behavioural science knowledge, organizational reflection, system improvement, planning and self-analysis.

ii) What is the role of a Facilitator/ Change agent in OD? - is to help the organization define and solve its own problems. Management should be responsible to identify the issue and genuinely seek the service of a facilitator or change agent. OD is based on a “helping relationship” and not a dictatorial connection.
### iii) Action approach:

- is used in the OD change process and primarily consists of a preliminary diagnosis, data collection, feedback data to the client, data exploration by the client group, action planning based on the data, and implementation.

### iv) Transformation change process:

- involves three steps 
  1. unfreezing – making the client aware of the problem and the need to change,
  2. changing – analyse the situation, explore and test new behavioural models
  3. refreezing - evaluated and adopted new behaviour.

### v) What is an Intervention:

- every action that influences an organization’s improvement program in a change agent-client system relationship can be said to be an intervention. Examples of interventions include organisational assessments, capacity building, team building, training, leadership skills and mentoring.

### vi) What are the types of Organisation Change:

1. Missionary changes
2. Strategic changes
3. Operational& structural changes
4. Technological changes
5. Attitudes and behaviours changes of personnel.

### vii) What are the major Obstacles to OD?

1. difficult in creating in the client’s organisation a conducive environment to learn and change. 
2. emerging new problems and behaviours as OD continues.

What are conditions for successful OD change?

1. Defining measurable stakeholders aims
2. Effective communication to stakeholders on OD change
3. Devising an effective capacity building scheme for the organisation
4. Counteracting resistance from the employees
5. Providing personal counselling to reduce change-related fears, and
6. Monitoring and evaluating the implementation and adjust accordingly.
viii) The tools used in OD include: - (1) **PESTLE** (Political, Economic, Social, Technical, Legal and Environmental); (2) **SWOT** (Strengths, Weaknesses, Opportunities and Threats) analyses; and (3) **Multi-Stakeholder processes analysis** – used to identify stakeholders, and develop a plan for their participation. Various Tools previously identified in ID can also be used in OD.

ix) The tools are useful in mapping the external environment, relevant drivers and internal situation within the organisation. The information generated is useful in strategic planning and management.

*Handout 1 – provides for a summary of 12 guiding principles of Organisation*

<table>
<thead>
<tr>
<th>4. <strong>Relate OD to real situations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>i) The institutional reform spurred into a major organisational development with the establishment of BMUs with structures that are operational at the lower level and have to be operational at the Networks levels.</td>
</tr>
<tr>
<td>ii) Needs assessment has to be undertaken to identify the needs of the organisation and the critical problem that may require OD intervention.</td>
</tr>
<tr>
<td>iii) OD interventions undertaken for BMUs included: Training in BMUs Orientation (operations); fisheries management, financial management, and mentoring as well as involvement in surveys data collection.</td>
</tr>
<tr>
<td>iv) The participants have to identify the institutional and organisational drivers and initiatives, i.e. within the fisheries sector and BMUs that affect BMUs operations and RBN establishment.</td>
</tr>
</tbody>
</table>

Participants to relate OD to BMU development or other similar or related organisations on the lake or in fisheries.
### UNDERSTANDING YOUR ORGANISATION

#### 8. Understanding your organisation is important because:

i) Organisations are complex and it is important to identify their nature and key functions and processes from the beginning and follow-up with regular periodic reviews.

ii) It helps in building a clear picture/perspective of the organisational/institutional framework and with regard to its nature, structure, and context at different levels, local culture, characteristics, needs, vision, mission, strategy and the cost benefit analysis of a proposed OD intervention.

iii) It helps in understanding who are the stakeholders, their needs and interests and to provide for their involvement in the organisation’s activities, lessen their negative impacts and promote their positive influence.

#### 5. Specific areas to enable Understanding Your Organisation

v) OD requires the client to understand his/her organisation to enable making effective positive changes. There are six areas that help the member/staff to understand his/her organisation:

1) Purposes: The members or staff of the organization have to be clear about the organization’s vision, mission, purpose, goal agreements, strategy and whether they support the organization’s purpose.

2) Structure: There should be adequate fit between the purpose and the internal structure of the organisation. There should be clarity on functions and responsibility of the Organisation, division of labour and a clear line of command to avoid ambiguity on who does what and who reports to whom.

| Participants engage in practical exercise more during this part of the session | Participants relate these areas to Operating Procedures for Lake Victoria RBN |
3) **Relationship:** The organisation should have clear linkages and interconnectivity to foster agreeable interactions between individuals, between units or department that perform different tasks, and with regard to the requirements of their job.

4) **Rewards:** The organisation should have an equitable reward or penalty system i.e. equal pay or allowance for equal work, skill and/or experience and equal punishment for similar offence.

5) **Leadership:** A leader should watch for any sign of discontent or trouble in any or amongst unit or department and address it immediately to maintain balance amongst them.

6) **Helpful mechanism:** The organisation should be a helpful entity with conducive environment that encourage seeking help and advice; promote creativity and provide help; in addition, to planning, control, budgeting, and other information systems that help organization member to accomplish (Weisbord)

**Note:** Refer to Operating Procedures for Lake Victoria RBN in relation to the above (Handout 2) & Attached to this report

### What are the main functions of RBN?

[Extracted from OP document to reference material]

**Participants to discuss the main functions of RBN with regard to ID & OD intervention**

#### 1. Situational Analysis

Three major tools are identified for situational Analysis:

1. **PESTLE** – This is useful in analysing external factors (Political, Economic, Socio-cultural, Technological, Legal, & Environmental). PEST (Political Economic, Social, & Technological) can be used for for analysis.

2. **SWOT** – (Strengths, Weaknesses, Opportunities & Threats) which is useful in analysing internal factors of the organisation/institution.

3. **Multi-Stakeholders Processes (MSPs)** – is used to identify the needs/interests of the different stakeholder groups and be able to plan for their involvement in the OD programme

*(Demonstrate use of tools)*
ii) Participants to use SWOT to analyse internal factors and initiatives within the fisheries and BMU Institutions that may or affect the BMU Networks operations;

(iii) Participants to use MSPs to identify major stakeholders and their needs/interests (using MSPs)

Participants to analyse the external factors and drivers impacting on the BMUs & BMU Networks (using PESTLE)

2. Vision, Mission & Plan

Every organisation has to have a strategic Vision, Mission and Plan stipulating where the Organisation should be, what it should do to achieve the desired goal and actions to take.

i) **Vision** is described as a foresighted outlook, an aspiration or an expression of what you would like to be or your organisation to be.

ii) **Mission** describes what you would want to do or undertake as an organisation to improve the situation or achieve a certain goal or vision.

iii) **Action plan** – comprise detailed activities to be undertaken to accomplish specified task.

Participants to propose Vision and Mission Statements for RBN

3. Development of Action Plan

i) The RBN Model is adopted as the RBN analysis model to highlight issues at each level of the BMU Networks.

ii) The results are used in the planning for the RBN activities.

iii) Matrix table is used in planning & the Annual work plans comprise columns on Activity, Unit cost ($), Number of units, Total cost (Shillings) & Period (months) (Demonstration of the use of the RBN Analysis Model and preparation of work plan)

Participants to identify priority issue at each level of the BMU network for planning purpose.

4. Lesson Learning from other Organisations

Information on other organisations/institutions should be shared, particularly regarding community-involvement initiatives, such as:

i) East African Communities’ Organisation for the Management of Lake Victoria Resources (ECOVIC), OSIENALA (Friends of the Lake), and Uganda Fisheries and Fish Conservation Association (UFFCA) for lesson learning. These NGOs started with small secretariats of 2-5 people and now employ more than 10 people depending on the programmes they handle.
Training in Institutional and Organisational Development for the Lake Victoria Regional Beach Management Unit Network (RBN) CU/PE1/UG/11/010

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Participants to discuss lessons learned from community involvement initiatives/organisations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recap on the Session</td>
<td>Plenary Group discussion</td>
</tr>
<tr>
<td>1. Test understanding</td>
<td></td>
</tr>
<tr>
<td>2. Simple exercise to identify how ID &amp; OD can help their organisations</td>
<td></td>
</tr>
</tbody>
</table>

Training Materials:

Evaluation: Use evaluation forms

7.3 Training Aids

Handout 1 - GUIDING PRINCIPLES OF ORGANISATION

Guiding Principles of Organisation

1. Principle of Unity of Objective. The entire organisation at all levels of organisational structure must be so geared as to produce the optimum co-ordination or efforts of the realization of the common objective.

2. Principle of Efficiency. The organisational structure should be such as to ensure the most efficient performance of the planned tasks. The test of efficiency is the most effective and economical attainment of the objectives.

3. Principle of Division of Work. The most effective attainment of the objectives, needs specialisation in organisational functions and specialisation in turn, depends on proper division of work. For that purpose, the total activities of enterprises should be broken down into units and sub-units so that these may be suitably grouped into departmental, sectional and individual activities. This will facilitate division of work.

4. Principle of span of Supervision. There is a limit to the number of subordinates that can be effectively supervised by an executive. This fact should be taken into consideration while grouping and allocating activities to departments, sections etc.

5. Principle of Scalar Chain of Authority. The chain or line of authority in the organisational structure must be clearly defined so that every subordinate knows who is his/her immediate superior and to whom all problems may be referred to for decision.

6. Principle of Authority level for Decision Making. There are different levels of authority for decision-making in the organisational structure. It should be seen that the decision making process moves from bottom upwards. When decisions cannot be made at a lower level of authority, only then it should be pushed upward.

7. Principle of Unity of Command. In allocating responsibility and delegating authority it should be seen that each subordinate has only one superior from whom he/she receives his/her orders. Otherwise, there may be confusion resulting from conflicting orders issued by more than one superior.

8. Principle of Educational Definition. The duties and responsibilities assigned to every position and its organisational relationship with other positions should be clearly defined so that there may not be any conflict or overlapping of functions.

9. Principle of Parity of Authority and Responsibility. While allocating responsibility and delegating authority it should be seen that there is equality or parity between authority and responsibility. It means each subordinate must have sufficient authority to discharge the responsibility entrusted to him/her.

10. Principle of Balance. For effective grouping and allocation of activities to departments and individuals a proper balance should be maintained between factors having conflicting claims (e.g., between centralisation and decentralisation, span of supervision and lines of communication, etc.).

11. Principle of Flexibility. The organisational structure should be such that it can easily and economically be adapted to changes in the nature of business as well as technical innovations.

12. Principle of Continuity. The organisational structure should be capable of ensuring the continuity of existence of the enterprise through reappraisal of objectives, re-adjustment of plans and provision of opportunities for development of future management.
HANDOUT 2  DRAFT OPERATING PROCEDURES FOR THE REGIONAL BMU NETWORK OF LAKE VICTORIA, 2010

Refer to Annex 1 – attached as a full document.

HANDOUT 3  SITUATIONAL ANALYSIS MODELS/TOOLS

Fig. 9  Pest Analysis (1)  Fig. 10  Pest Analysis (2)

Source: provenmodels.com  Source: learnmarketing.net

Fig. 11  PEST ANALYSIS  Fig. 12  SMART OBJECTIVES

Source: mindjet.com  Source: learnmarketing.net
Fig. 13  PESTLE Analysis (1)  

Source: brighthub.com

Fig. 14  PESTEL (2)

Source: whatmakesagoodleader.com

Fig. 15  SWOT Analysis (1)  

Source: businessleader.org

Fig. 16  SWOT Analysis (2)  

Source:
7.4 REFERENCE MATERIAL

7.4.1. Definition of Institutional and Organisational Development

1.1 What is an Institution and an Organisation?

Institutions are identified with a social purpose and permanence, transcending individual human lives and intentions, and with the making and enforcing of rules governing cooperative human behaviour. The term “institution” is commonly applied to customs and behaviour patterns important to a society, as well as to particular formal organizations of government and public service. Institution is also defined as an organisation.

1.2 What is Institutional Development?

Institutional development is a complex, messy, risky and experimental area, with tangible results emerging only over a long period of time. It therefore calls for an approach with a long-term perspective, paying full attention to the endogenous dynamics, energies and stakeholders involved in change processes. Development agencies will have to rectify some of their ‘old habits’. If they do not, they may quickly lose their capacity to generate genuine value, based on adaptability and responsiveness.

1.3 What is organisational development?

There are various definitions for Organisational Development (OD)

- Organization - means the coming together of people and resources to form a unit.
- Development - implies change and growth.
- OD is the practice of changing people and organizations for positive growth.

1.4 A BMU is an Organisation

The Regional BMU Network (RBN) can be described as an Institution just like LVFO

1.5 What is a Beach Management Unit (BMU) Network?

A BMU Network is a grouping of BMUs (either vertically or horizontally) within a defined administrative area. It may be horizontal like the crossborder BMU network along the common borders or neighbouring BMUs or BMUs within the same jurisdiction borders such as sub-county/ward. It may be vertical like the District/National/Regional BMU network on Lake Victoria, whereby integration of BMUs starts from the village level to the national and regional levels. Normally regional integration is horizontal for each state has equal status (e.g., LVFO, EAC, and EU).

1.6 What is a network organisation?

A network organization is a collection of autonomous firms or units that behave as a single larger entity, using social mechanisms for coordination and control. The entities that make up a network organization are usually legally independent entities (separate units, firms) such as BMUs but not always.

1.8 What is the difference between a Network and an institution and an organisation?

(Participants to discuss this question)

1.9 Where is ID or OD applied?

In practice OD can take many forms; it can be informal or formal and can be built around specific area, concern or decree or an act of parliament.

61
The difference between institutional and organisational development is:

- **Institutional** – forces of change are external to the organisation such as decentralisation, policy or the Millennium Development Goals (MDGs).
- **Organisational** – forces of change are from within the organisation, such as measures to curb late coming to work, sick leave, and increase in pay.

Hence, ID can be applied to external forces of change and OD to eternal forces of change of the organisation.

### 7.4.2 Institutional Development

#### 2.1 Governance in Institutional Development

Exploitation of natural resources is strongly influenced by the institutional framework within which they operate.

The government plays a central role in establishing the institutional framework for various sectors. It provides broad policy directions. It defines the terms and conditions of public sector employment and the relationship between central and local governments and service providers (e.g. social services). It also legislates and enforces regulations to prevent dangerous practices and protect the public.

A wide variety of organisations have a stake in the fisheries sector, including bodies that represent different categories of resource users, the industry and non-governmental organisers, CBOs, service providers. Their behaviour strongly influences the implementation of fisheries policies and they need to be involved in decisions that affect their members.

One way to make them more effective is to: (i) provide information on the kind of services they require, (ii) provide information on the performance of services, such as fisheries MCS and extension services, and (iii) provide mechanisms through which they can voice their concerns and participate in monitoring the performance of service providers.

#### 2.2 Linking the BMUs with institutional development

The formation of BMUs on Lake Victoria is a major institutional reform within the fisheries sector which required structural adjustments in terms of policy, structure, functions, roles, relationship and linkages. It was not easily accepted. There was misconception on who belongs to a BMU with some people limiting to the BMU Committee. There was resistance to ‘change’ by the village councils, the fisheries staff and some local authorities. Politicians had a field day for it mobilised large groups of potential ‘voters’. It created visibility for the fishers and their status was elevated. It created an opportunity for the fishers to be heard. The establishment of BMU Networks is strengthening the BMU institution and link the BMUs to more organisations and higher level decision making.

#### 2.3 Benefits from having a Regional BMU Network

1. Provision of an institutional framework for international engagement
2. Provision of a single voice for BMUs
3. Provision of indigenous knowledge informing international fisheries management
4. Increased potential for recovery of threatened fish stocks
5. Reduced cross-border conflicts
6. Improved information flow
7. Co-ordinated actions by BMUs across the lake
8. Provision of a focal point for international investment and support, such as, this training in Institutional and Organisational Development for RBN was supported by EU through ACP Fish II. This brings the RBN in the limelight as a viable institution for donor support.
9. Enhanced international image and reputation of the LVFO
10. Serve as a success story for lesson learning by fisher communities from other shared water bodies.
2.4 Basic premises for mainstreaming institutional development

1) *Accept that institutional development calls for a new way of ‘doing business’.* A donor-driven process must become client-driven. A process obsessed by inputs must instead concern itself primarily with results on the ground.

2) *Adopt a comprehensive and coherent implementation strategy.* ID is an exercise in social transformation and therefore needs ‘systemic’ support. Political, economic and cultural factors that may affect institutional performance should be considered.

3) *Change donor culture and working methods.* Formal and informal rules and systems that determine how aid is delivered, managed, monitored and evaluated should be mainstreamed and agreed on.

4) *Mainstreaming won’t work without high-level political support.* Success is also likely to depend on the extent to which all actors (both at headquarters and in the field) involved in the mainstreaming exercise.

(Bossuyt, 2001)

2.5 Risks to Regional BMU Network Operations

i. Resistance by government to RBN engagement

ii. Inadequate commitment from BMUs and lower BMU Networks

iii. Inadequate communication between BMU Networks

iv. Inadequate skills, effort and motivation by RBN members

v. Inadequate capacity building of BMU Networks

2.6 Structure of BMU Networks on Lake Victoria

Fig. 17 Hierarchy of BMU Networks on Lake Victoria

Source: LVFO Report of the RBN Inaugural Meeting February 2010
The RBN has not established a Secretariat and this affects its operations. The Operating Procedures have not been adopted pending national consultations and amendments as recommended by the Fisheries Management Committee in 2010. This on-going training workshop will generate some recommendation to that effect, which will help in making the RBN operational.

2.7 Jurisdiction and legal mandate for RBN
The jurisdictional area of the RBN is the total of all areas of jurisdiction of individual BMUs registered and operating on Lake Victoria. The RBN has to ensure that the process of demarcation of individual BMU boundaries is completed in each Partner State. The RBN legal Mandate is derived from the legal mandate of BMUs. There is need to harmonise on this areas because there are divergences in the statutes.

The Regional BMU Network functions include:
1) Convene at least two meetings a year, and submit these to other BMU Networks and the LVFO Secretariat.
2) Open and operate a RBN bank account.
3) Lobby for completion of BMUs demarcation and gazettement of jurisdictional areas.
4) Lobbies on behalf of the interests of all Lake Victoria BMUs.
5) Ensure information flows between the RBN, other BMU Networks and other stakeholders.
6) Collaborate closely with the LVFO and its Secretariat and provide a representative to LVFO Regional Technical Advisory Committees, the Fisheries Management Committee and the Scientific Committee.
7) Interact with Government, development partners, industry, NGOs and Programmes on Lake Victoria.
8) Compile and synthesise regional fisheries management priorities of BMUs and agree on appropriate actions using available data.
9) Contribute to the development, review and co-ordination of implementation of harmonized regional fisheries plans, policies and legislation.
10) Review and harmonize actions to reduce illegal fishing and fish trade in line with the NPFMP, other fishery specific plans, the Regional Plan of Action to prevent, deter and eliminate Illegal, Unreported and Unregulated Fishing (RPOA-IUU) on Lake Victoria and the Regional Plan of Action for management of fishing capacity (RPOA-Capacity) on Lake Victoria.
11) Review outcomes of national joint Monitoring, Control and Surveillance (MCS) and make recommendations on future actions.
12) Negotiate a fair system of fish and fish products pricing for BMU members.
13) Assist government and private industry in the resolution of cross-border fisheries conflicts.
14) In collaboration with other LVFO bodies, formulate proposals for regional management and development interventions and submit to funding agencies.
15) In collaboration with other LVFO bodies, lobby for regional action from EAC for the provision of health and social services for fisheries communities.
16) Monitor the performance of BMU Networks at national level and recommend supportive measures.

2.8 Challenging Institutions
The central ID problem is the unresponsiveness of many institutions to the needs of the poor. Improving this is a long-term process, requiring the empowerment of the poor, open communication between all actors and better organisational performance. The BMU Guidelines provides for the disadvantaged/marginalised groups, such as, 30% of the BMU Committee members are the crew (labourers and do not own boats).

Institutional development is much more successful when institutions are challenged from the outside (that is, by citizens) than foreign-driven projects try to change them from the inside. Possibility of earning additional income is the best incentive for people to challenge ineffective institutions, since economic agenda is considered
2.9 **Funding of Regional BMU Network**

Sustainable funding is a major constraint to RBN’s operations. The Co-management Guidelines state that “funding of the recurrent operating costs of BMU Networks will come from BMUs paying a levy to the first level of BMU Networks, which will then each contribute to the next level and so on, and that the level of travel and allowances should be agreed nationally by BMUs”.

The Guidelines recognise that it will take time to mobilise upward transfers of funds from BMUs through BMU Networks for meetings and for development and management activities.

2.10 **A Process Approach: Managing Institutional Change with Facilitators**

Managing change requires external support and such persons are either called facilitators or change agents. The implementation of Co-management and establishment of the BMU institution on Lake Victoria was facilitated by International specialists and LVFO Regional technical teams under the EU-IFMP Project (2004 – 2008).

A **Process Approach** is normally used to manage Institutional Development because:

1) ID involves social transformation, which this is not a one day affair, and requires stakeholders to understand and own the process.

2) Many different stakeholders are involved, not all of them work according to the same rules, and are not equally powerful or influential.

3) ID often encounters fierce opposition, as changing the institutional rules also means changing power relations.

4) A process approach recognises the emergent, social nature of institutions and their complexity.

5) ID recognises that how activities are performed is just as important as what they achieve.

2.11 **What does a Process approach involve?**

A Process approach emphasises involving all relevant stakeholders in the entire process, from problem definition right through to problem solution. There are six reasons for using a process approach in complex situations:

1) **Commitment**: stakeholders have to be committed as effective decision-making and implementation is not possible without commitment, as stakeholders, not committed could block the process at a later stage.

2) **Reduction of insecurity**: where complex problems are involved, it is virtually impossible for one person to have access to all information. Different stakeholders will provide different perspectives.

3) **Enrichment of problem definition and planning**: following on from the previous argument, key stakeholders often have a variety of perspectives on a certain problem. The original definition of the problem can be enriched by bringing these different perspectives to bear on it.

4) **Dynamics**: institutional processes are processes of social transformation. This implies constantly changing contexts. A process approach captures change as it focuses just as much on the ‘how’ as on the ‘what’.

5) **Transparency of decision-making**: a process approach makes the decision-making process open to all, as all relevant stakeholders are involved. They all know what stage the process has reached, which decisions have already been taken and which have not, etc.

6) **Depolitisation of decision-making**: institutional change processes often arouse fierce opposition, especially on the part of those who are in the centre of the current system. By focusing more on the process (i.e. uncovering potential routes towards change) than on the content (i.e. what actually has to change), a process approach can make the changes seem less frightening and encourage key stakeholders to join in.
2.12 Approaches used in facilitating institutional change processes

Various approaches, both participatory and otherwise, have been developed to facilitate, or support, locally-owned organisational and/or institutional development processes, such as:

(a) IDOS: Framework for Institutional Development and Organisation Strengthening

IDOS intervention has two components: (i) an analysis of the institutional environment, and (ii) an analysis of the client’s internal organisation. These are synthesised in a plan to enhance the organisation’s or network’s ability to perform development activities. The IDOS consists of a flexible set of tools that can be used in institutional analyses.

(b) IPOD: Interactive Policy and Organisation Development

IPOD is an interactive methodology, which focuses on the interaction between the implementing organisation and its setting. IPOD can help a policy-making body or organisation to improve its effectiveness by undertaking a comprehensive analysis of external and internal factors and actors. IPOD consists of a flexible set of tools, and seeks to foster collaborative decision-making by bringing donor agencies and key stakeholders together.

(c) OOPP: Objective-Oriented Project Planning

The basic objective of OOPP is to improve the planning process by performing an in-depth analysis of the relevant actors, as well as the problems, their causes and their effects. It establishes a clear link between this analysis and the proposed project intervention. OOPP has often been used as (donor) planning instruments but can also be used by the beneficiaries in participatory planning exercises.

(d) RAAKS: Rapid Appraisal of Agricultural Knowledge Systems

RAAKS is an action-oriented research methodology that helps stakeholders learn together, enhancing communication and information exchange in support of innovation. RAAKS gives ownership of change processes to local stakeholders. It helps stakeholders to gain a better understanding of their performance as innovators and includes windows and tools for facilitating the change processes.

e) PRA: Participatory Rapid Appraisal

PRA is a series of methods and tools that can be used to empower local people by encouraging them to share, enhance and analyse their knowledge of life and conditions and to plan, act, monitor and evaluate on the basis of this analysis. By combining the information obtained from all the tools, a clear picture can be painted of the daily lives of the people in question.

d) MSP: Multi-stakeholder Processes

Multi-stakeholder processes and social learning are about setting up and facilitating long-term processes that bring different groups into constructive engagement, dialogue and decision-making. MSP brings together all key stakeholders involved in a particular problem to learn and share experiences.

2.13 Tools

Various tools and methods can be used in implementing these approaches and these include the following:

1) Defining the Objective of the Diagnosis

This tool is used to initially define the problem and state the objectives of the policy, programme or analysis (diagnosis) to be carried out. It is useful in drafting Terms of Reference; obtaining an idea of the processes to be analysed and the relevant actors; and obtaining an initial idea of the problems from different questions and perspectives.

2) Symmetry Test

The differences between the two parties involved in international development cooperation (donors and beneficiaries) are real. The difference in power and in financial and material resources should not lead to patronising/paternalistic behaviour on the part of the consultant/facilitator, or to dependency behaviour on the part of the local client. Symmetry is essential for dialogue and bringing balance in the relationship.

3) Semi-Structured Interviewing

Semi-structured interviewing is a strategy for getting people to talk about what they know. Usually the context is a one-to-one meeting, whereby the interviewer uses a series of questions to trigger the conversation.
4) Listening
Listening is the most difficult and also the most neglected element of communication. It is said that on average, of all our communication activities, 10% is spent writing, 15% reading, 30% talking and 45% listening. Listening is actively receiving all sorts of signals. It is about concentrating on what is actually being said. It is not passive hearing: it is an activity.

5) Brainstorming
This tool, with which almost all of us are familiar, can be used to gather many ideas quickly from a group of people by letting them freely express their creative and critical thoughts. It is often used as a first step in a discussion that is then followed by other methods.

6) Open Space Technology
Open Space Technology is a tool which enables a large group of different stakeholders (from 10-500 people) to discuss and work on burning and complex issues.

The process of Open Space is based on a set of four principles and one law (the law of two feet):

i) Whoever comes are the right people
ii) Whatever happens is the only thing that could have happened
iii) Whenever it starts is the right time
iv) When it’s over, it’s over (When it’s not over, it’s not over)

The law of two feet means that whenever a participant feels that he/she is neither contributing nor learning, he/she is encouraged to move to another place/discussion of interest.

7) Stakeholder Analysis
Stakeholder analysis is a systematic way of identifying a programme’s key stakeholders, assessing their interests and how these interests affect the risk level and viability of the programme. The general recognition of the key role played by stakeholders has made this a vital tool for policy managers.

8) 7-S Model
The 7-S model can be used to trigger discussions in a group to analyse internal issues within an organisation. It consists of seven key interdependent variables that need to be taken into account in organisational design. They focus on both the ‘hardware’ of an organisation – the strategy, structure and systems – and on the ‘software’ – its management style, staff, skills and shared values (i.e. culture).

Fig. 18 7-S Model

Key questions to include are summarised in the table below.
Table 1 .7-S Model

<table>
<thead>
<tr>
<th>Area</th>
<th>Examples of Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>Clarity of vision and goals that guide the organisation. Extent to which they are shared amongst planners. Level of participation in their formulation.</td>
</tr>
<tr>
<td>Structure</td>
<td>Organisation of functions. Definition of roles and responsibilities. Mechanisms for participation of key stakeholders – staff, other ministries and civil society.</td>
</tr>
<tr>
<td>Systems</td>
<td>Effectiveness of the human, financial and technology systems that support objectives. Nature of incentives within HR and budgeting policies and procedures.</td>
</tr>
<tr>
<td>Staff</td>
<td>Effectiveness of staff utilisation. Adequacy of staff resources. Level of staff motivation. Factors that would increase job satisfaction.</td>
</tr>
<tr>
<td>Skills</td>
<td>Nature of task requirements and individual skills/knowledge needed for task effectiveness. Adequacy of the task-skills match. Opportunities for training/knowledge sharing.</td>
</tr>
<tr>
<td>Style</td>
<td>Leadership style of ministers/senior civil servants and relationship with staff. Extent to which there is a supportive environment for staff. Level of communication.</td>
</tr>
<tr>
<td>Shared Values</td>
<td>Nature of the overt and covert rules, values, customs and principles that guide organisational behaviour. Extent to which core professional values are internalised.</td>
</tr>
</tbody>
</table>

9) Flow Chart

A flow chart is a visual instrument that helps to describe and analyse the various systems, such as: delivery of services, decision-making, accounting, monitoring and work procedures within an organisation. A flow chart also provides an overview of who-does-what in a work process, and in what sequence these activities take place.

10) Problem and Objective Trees

A tool which identifies a core problem and its effects/ends and root causes/means. These tools are often used in the preparation phase of a logical framework.

11) SWOT Analysis: Strengths, Weaknesses, Opportunities and Threats

A SWOT analysis is a tool (a matrix) to identify Strengths, Weaknesses, Opportunities and Threats in relation to an organisation or a particular reform option. It provides a clear basis on which to develop a picture of the changes needed to build on strengths, minimise weaknesses, take advantage of opportunities and deal with threats.

12) Own Tools and Experiences

Participants can be encouraged to develop their own tools basing on their situations and experience. The following tool is proposed as a tool that RBN can use to identify pertinent issues at each level of the BMU networks.

2.14 BMU Network Analysis Tool

A BMU Network analysis can be used to prioritise issues at each level and be able to address those which are pertinent. It is an important tool for planning appropriate interventions for each level of the BMU Network. This was proposed by the consultant during the RBN training on Institutional and Organisational Training in Uganda in May 2011.
**Fig. 19** Priority critical issue at each BMU Network Level

![Diagram showing priority critical issues at each BMU Network Level]

**Source:** Kirema-Mukasa, 2011, (developed for this training on ID & OD)
7.4.3 Organisational Development

3.1. What is Organisation?

Organisation is the coming together of people and resources to form an entity, which can be formal or informal for the purpose of achieving a common goal.

(Note: Participants to define an ‘Institution’ and ‘Organisation’ and OD as a refresher from first part of this session on ID & OD)

3.2. What is the Beach Management Unit (BMU)?

A BMU is a community-based, legally-recognized fisheries management organization, registered with the Fisheries Departments. BMUs have been formed all around Lake Victoria so that fishing communities manage the fisheries resources with government and other stakeholders.

- Legislation in each country gives legal status to BMUs.
- BMUs must include everyone involved in fisheries at a beach.
- BMUs must have at least 30 boats, so that they are big enough to plan, raise revenue and operate effectively. Some BMUs have more than one landing site.
- Fishing communities have democratically elected new Committees around the lake and there are now 355 BMUs in Uganda, 281 in Kenya and 433 in Tanzania, making a total of 1,069.
- There are approximately 250,000 people registered with BMUs lake-wide.
- About half of these members are boat crew and 20% are boat owners.
- One quarter of members are women and one quarter of the committee members are women lake-wide.

3.3 What is Organisational development?

There are various definitions of Organisational Development

- Development - implies change and growth and also introduces the notion of “gradual” change

Organizational development (OD) is defined as:

- a system-wide application and transfer of behavioural science knowledge to the planned development, improvement, and reinforcement of the strategies, structure, and process that lead to organization effectiveness.
- really creating good things in the environment.
- a response to change.
- a complex educational strategy intended to change the beliefs, attitudes, values, and structure of an organization so that it can better adapt to new technologies, markets, challenges, and the dizzying rate of change itself (Warren Bennis).

In practice, OD can take many forms and dimensions and means change. OD can be informal or formal, and can be based on a specified area, concern or gap, it can be mutual, policy or legal requirement, decree or an act of parliament, it can be in a related or diversified area.

Forces for OD in organisation may be external or internal, for example, laying off workers at government owned companies due to privatisation policy, which requires government to divest from running businesses.

3.4. Role of a Change agent in OD intervention

The change agent's (facilitator) main function is to help the organization define and solve its own problems. The change agent use theory and methods drawn from such behavioural sciences as (organizational psychology, sociology, communication, anthropology, administrative theory, organizational behaviour, economics, and political science to help the organisation change).

While in Institutional development, Process Approach is used, in Organisational Development it is Action Research Approach.
3.5. Action Research

Figure 20: summarises the steps and processes involved in planned change through action research.

*Figure 19: Systems Model of Action-Research Process*

Source: Lewin 1958)

The process of change involves three steps:

"Unfreezing": Faced with a dilemma or disconfirmation, the individual or group becomes aware of a need to change.

"Changing": The situation is diagnosed and new models of behaviour are explored and tested.

"Refreezing": Application of new behaviour is evaluated, and if reinforcing, adopted.

3.6. Interventions

"Interventions" are principal learning processes in the "action" stage of organization development.

Interventions are structured activities used individually or in combination by the members of a client system to improve their social or task performance.

Every action that influences an organization's improvement program in a change agent-client system relationship can be said to be an intervention.

1) Interventions may be designed to improve the effectiveness of individuals, deal with teams and groups, intergroup relations, and/or deal with entire organization.

2) Interventions may focus on tasks (what people do), and/or processes (how people go about doing it).

3) Interventions may be roughly classified according to which change mechanism they tend to emphasize: for example, feedback, awareness of changing cultural norms, interaction and communally or individually in the office.

4) Interventions may be introduced by a change agent as part of an improvement program, or they may be used by the client following a program to check on the state of the organization's health, or to effect necessary changes in its own behaviour.

"Structured activities" mean such diverse procedures as experiential exercises, questionnaires, attitude surveys, interviews, relevant group discussions, and even lunchtime meetings between the change agent and a member of the client organization.
Examples of interventions include Organisational assessments, team building, career development, training, coaching, innovation, leadership development, talent management, change management, mentoring, performance appraisal, downsizing, TQM, and leadership development. Training of RBN is an example of ACP Fish II intervention in organisation development of RBN.

There are many possible intervention strategies from which to choose, with the assumptions that (Beckhard, 1969)

1) Basic building blocks of an organisation are groups (teams) and is true for basic units of change.
2) Always relevant change goal is the reduction of inappropriate competition between parts of the organization and the development of a more collaborative condition.
3) Decision making in a healthy organization is where the information sources are, rather than in a particular role or level of hierarchy.
4) Organizations, subunits of organizations, and individuals continuously manage their affairs against goals. Controls are interim measurements, not the basis of managerial strategy.
5) One goal of a healthy organization is to develop generally open communication, mutual trust, and confidence between and across levels.
6) People support what they help create. People affected by a change must be allowed active participation and a sense of ownership in the planning and conduct of the change.

3.7. Obstacles to OD
The most difficult challenge to the change agent is to help create in the client system a safe climate for learning and change.

1) Due to new behaviour, new dilemmas and problems emerge as the spiral continues upward to new levels.
2) In an unfavourable climate:
   i) Learning is far less certain, and in an atmosphere of psychological threat, it often stops altogether.
   ii) Unfreezing old ways may be inhibited as employees feel that it is inappropriate to reveal true feelings, even though such revelations could be constructive.
   iii) Necessary feedback is not available.
   iv) Trying out new ways may be viewed as risky because it violates established norms.
   v) The law of systems may also inhibit change.
   vi) Hierarchical authority, specialization, span of control, and other characteristics of formal systems also discourage experimentation.
3) The change agent must address himself/herself to all of these hazards and obstacles and the following may help him/her:
   i) A real need in the client system to change
   ii) Genuine support from management
   iii) Setting a personal example: listening, supporting behaviour.
   iv) A sound background in the behavioural sciences
   v) A working knowledge of systems theory
   vi) A belief in man as a rational, self-educating being fully capable of learning better ways to do things.

3.8. Examples of Organizational Change

1) Missionary changes
2) Strategic changes
3) Operational changes (including Structural changes)
4) Technological changes
5) Changing the attitudes and behaviours of personnel

As a multidisciplinary practice that has evolved as a result of scholarly research, Organizational Change Management should begin with a systematic diagnosis of the current situation in order to determine both the need for change and the capability to change. The objectives, content, and process of change should all be specified as part of a Change Management plan.
3.9 Conditions for Successful change management

Successful change is more likely to occur if the following are included:

i) Benefits management and realization to define measurable stakeholder aims, create a business case for their achievement (which should be continuously updated), and monitor assumptions, risks, dependencies, costs, return on investment, detriment/losses and cultural issues affecting the progress of the associated work.

ii) Effective Communications that informs various stakeholders of the reasons for the change (why?), the benefits of successful implementation (what is in it for us, and you) as well as the details of the change (when? where? who is involved? how much will it cost? etc.).

iii) Devise an effective education, training and/or skills upgrading scheme for the organization.

iv) Counteract resistance from the employees of companies and align them to overall strategic direction of the organization.

v) Provide personal counselling (if required) to alleviate any change related fears.

vi) Monitoring of the implementation and fine-tuning as required.

3.10 Understanding Your Organisation

Organisations are complex and multi-faceted and it is important to identify their nature and key functions and processes at the beginning and with regular periodic reviews thereafter. Questions help in analysing and understanding the situation in your organisation.

(Exercise for the participants either individually, in groups or plenary.)

- **External environment and current drivers**
  - What external factors affect the operations of BMUs?
  - What external factors affect the establishment and functionality of Regional BMU Network?

What are the major drivers to BMUs development on Lake Victoria?
- Lucrative International Market for Nile perch?
- Growing Regional Market for Undersized fish?
- Access to social services?

- **Current institutional drivers and initiatives**
  - What internal factors (within the fisheries & BMU) that affect the BMUs operations?
  - What internal factors (within the fisheries and BMUs) that affect the Regional BMU Network establishment and functionality?

- **Alignment of your development to other institutional strategy and policy**
  - How is BMUs or Regional BMU Network operations affected by other related strategies and policies within the same Industry/ environment?
    - Local authorities development plans, Ordinances, bylaws
      - Revenue generation
      - Access to social services
      - Representation at Sub-county & District level
    - National Government
      - Ministerial strategies and policies, regulations (food safety & quality standard, enforcement, NEMA, Water and Sanitation)
      - Budgetary allocation to fisheries
      - Support through National Agriculture Development programmes
      - Development programmes (poverty alleviation)
      - Representation at national fisheries department/institutional level
      - Self-policing by Fish Processing Industry
    - NGOs/CBOs in fisheries or Lake Victoria basin
      - Linkages in advocacy and development
      - Collaboration or Competition?
Training in Institutional and Organisational Development for the Lake Victoria Regional Beach Management Unit Network (RBN) CU/PE1/UG/11/010

- Regional Level (LVFO, LVBC, EAC)
  - Representation in regional forums
  - Involvement in Regional Programmes
  - Access to Donor support

- How to use this knowledge to enable effective implementation of your development

The information generated from the aforementioned questions is useful in Strategic planning, management (implementation) and monitoring and evaluation of the organisational change.

- Basic tools used to analyse or assess your organisation

An understanding of the current status and position of an organisation or institution in relation to its external environment and current activities can be achieved in a number of ways, particularly by using situational analysis tools, such as

- PEST (Political, Environmental Social and Technological).
- PESTLE (Political, Economic, Social, Technical, Legal and Environmental)
- SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses
- MSP (Multi-Stakeholder Process) analysis – used to identify stakeholders, their interests and needs and develop a plan for their participation

The tools are useful in mapping of the external environment, relevant drivers and those internal within the institution or organisation. The information generated can be used as a basis for future planning and strategic management

- Why undertake stakeholder identification?

In order to understand your organisation, it is important to know who the stakeholders and how they relate to your organisations. It would help to understand the impact the change may cause on the various stakeholders, identify those who will benefit and those who will be negatively impacted on.

- To understand who the stakeholders are, their interests, needs and to provide for the participation in the organisation’s activities. It is also done to lessen their negative impacts and promote their positive influence.
- A stakeholder is an individual or group influenced by and with an ability to significantly impact (positively or negatively) the specified area of interest (Glackens, 2000).
- The primary stakeholders are those ultimately affected, either positively or negatively, and secondary stakeholders are intermediaries in the process.

Five categories of potential stakeholders related to public participation are (Van Asselt et al., 2001):

- Government - e.g. Fisheries Department
- Citizens - e.g. BMUs (Resource users/ artisanal fishers)
- Interest groups - e.g. NGOs, CBOs
- Business - e.g. Private Sector (Industrial Fish processors)
- Scientific experts - (Research, Training institutions)

Note: Participants to align stakeholders of RBN

- Why understanding your organization?

A six-step model for understanding organization:

i) Purposes: The organization members are clear about the organization’s vision, mission, purpose, goal and agreements, and whether people support the organization’s purpose.

ii) Structure: How is work divided up? Is there is adequate ‘fit’ between the purpose and the internal structure,(or does the organisational arrangement, in terms of staff deployment, units, linkages reporting system, information flow, management style, organisational culture and values, etc. conducive to promote desired change)
iii) Relationship: Between individuals, between units or department that perform different tasks, and between the people and requirements of their job.

iv) Rewards: Is there similarities between what the organization formally reward or punished for doing?

v) Leadership: Is to watch for blips among the other boxes and maintain balance among them.

vi) Helpful mechanism: Is a helpful organization that must attend to in order to survive, which, as planning, control, budgeting, and other information systems that help organization member accomplish (Weisbord, 1987)

- Institutional context

Entails building up a clearer picture of your own institutional framework or perspective by:

i) building up a profile of the nature and structure of your organisation,

ii) building an understanding of the context at different organisational levels,

iii) identifying local cultures and perspectives, and

iv) defining the characteristics of the organisation, its mission, niche market position and needs, including the associated risk and cost benefit analysis of implementing the proposed OD intervention.

- Institutional strategies and policies

i) An understanding of your institutional strategies is important because they provide an outline of how your institution carries out its key operations:

a) There is need to identify the strategies which are of particular relevance to the organisation’s development and how well they are linked up, aligned with the desired OD intervention and their impact on development.

b) There is need to think about where the OD intervention may impact on organisation across these strategies.

ii) There is need to consider the mechanisms for translating the strategies into practice:

This involves applying the knowledge and understanding of the external and internal environment to the OD including identification of key barriers and enablers. The following examples can be used to implement OD

a) What externally funded projects might provide useful resources? LVBC/LVEMP funds on environment conservation may be useful for BMUs projects on protecting fish breeding areas.

b) What local institutions could you link with to provide mechanism for enhancing stakeholder participation and demonstrate how OD intervention benefits other activities within the institution? For example, the District Water and Sanitation programme under the Micro-projects on improved toilets to fishing communities may also benefit a school within or nearby fishing village. Fishers may participate more in BMU activities and also may be encouraged to send their children to school.

c) How can current internal projects be adapted or aligned with the OD work? - If the OD intervention in the BMU is on Best fish handling practices in the BMUs, the Water and Sanitation project in a BMU may be realigned to contribute to improvement of fish handling facilities in the community.

3.11 Stakeholder perspectives

It is important to understand different stakeholder perspectives and agendas and to develop mechanisms for capitalising on this as well as managing expectations and dealing with political conflicts. Here we focus on the general stakeholders who need to be involved throughout the process.

With regard to Regional BMU Network, it is important to clarify the needs of different stakeholders (e.g. the fishers, fish traders, the industrial fish processors, local government, the CBOs, fishing gear suppliers, Fisheries Departments, Fisheries Research Institutes, BMU Networks, LVFO) and to work with them and appropriate external organisations (e.g. NGOs, NEMA, LVBC, Service providers, Development Partners). This includes identification of different stakeholder perspectives and analysis of the associated changing organisational roles and identities and the impact on changing practice.
3.12 Planning for RBN

The OD intervention for RBN may involve development of a vision, mission, objectives, strategies and action plans. These may be derived from the operating procedures and involvement of the stakeholders.

1) A **vision** is described as a visualisation, a dream or a foresighted outlook of what you would want to be or your organisation to become. Example of a vision statement is “Centre of excellence for information sharing and exchange”.

2) A **mission** is what you would want to do to achieve your goal or vision. Example of a mission statement is “To undertake regular data and information collection, processing, analysis and packaging for timely dissemination to stakeholders and interested parties”.

3) An **objective** is a purpose, goal or reason for undertaking a certain course of action. The objective should be ‘smart’: that is, Specific, Measurable, Achievable, Realistic and Timely.

4) A **strategy** is a deliberate plan of undertaking a specified action to accomplish a predetermined task or mission.

5) An **action plan** is a set/arrangement of activities undertaken to implement the strategy and accomplish the mission. A workplan is simultaneously used in reference to action plan, although workplan is more detailed and specific to actual implementation of an activity.

Note: - The participants should be guided through the process of developing the vision, mission, strategy and action plan and this was done during the training workshop.

3.12 Lesson Learning from other similar organisations

Information on relevant organisations, particularly whose activities include fisheries should be shared with the participants. Such organisations include ECOVIC, OSIENALA and UFFCA. These can be used as case references for institutional and organisational development. These three organisations started with small coordinating units and have expanded their mandate and scope over the years. Other lake-based organisations within the region need to be reviewed and see what lessons can be learned from them.

7.5 REFERENCES

8. ANIMATION TECHNIQUES AND NETWORKING

8.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No. 5</th>
<th>Date:</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> ANIMATION TECHNIQUES AND NETWORKING</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objectives:** By the end of the session, the participants should be able to:

i. define Animation Techniques and Networking
ii. describe the different types of animation techniques and networking
iii. describe the importance of animation techniques in creating awareness, sharing and disseminating information
iv. describe how they can be used to influence the fishers to stop illegal fishing
v. describe how networking can be used to cement relationships to access information, resources and services for the development of the BMUs on Lake Victoria

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce the topic to participants</td>
<td>Question &amp; Answers</td>
<td>5 min</td>
</tr>
<tr>
<td>Development</td>
<td>1. define Animation Techniques and Networking</td>
<td></td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>2. Application of Animation Techniques and Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Discuss the benefits and disadvantages of Animation Techniques and Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate and relate to real situation how they work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>3 Recap on the Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Test understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Simple demonstrations of Animation Techniques and Networking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Training Materials:**
Animation and Networking documents. Art-crafts, film, Flipcharts, pens, paper, Audio/visuals,

**Evaluation:** verbal evaluation recorded or transmitted to paper

8.2 Trainers Notes

<table>
<thead>
<tr>
<th>Title: Animation and Networking</th>
<th>Page: 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Trainees</th>
</tr>
</thead>
</table>

**Introduction (10 mins)**
1. Quickly ask participants questions to recap the previous session
   - Participants answer questions by reflecting the previous session
2. Give an overview of the session, and put it into context of training
   - Participants explain how this session link to training purpose

**Development 1hr 50 mins**

8.2.1. What is Animation?

1.1 Definition

"Animation" would be the technique of giving "soul" to inanimate objects, drawings, etc. i.e. make non-living things to appear live and perform what is done by a living thing.

Participants appreciate the techniques
### 1.2 Types of Animation

There are different types of animation such as:

a) Basic animation is an easy and single key frame animation
b) Cel animation which uses hand drawn pictures in different positions
c) Stop animation – a technique that makes objects move on their own
d) Puppet animation typically involves stop-motion puppet figures
e) Computer animation – is the latest technique of animation that includes 2D and 3D animation to enhance hand drawn pictures and make them appear real. 2D animation is used mainly in PowerPoint presentation while 3D is used in film making.
f) Flash animation - named after the flash programme of Adobe with which it was created. It is used mainly in advertising

### 1.3 Attractive use of media

Great animation, sound and graphics can make content come alive by evoking mood or emotion. It is a powerful tool that brings your presentation to life. When PowerPoint slides are static, people may lose interest as opposed to when animations are applied.

Use animation when:

i. You want to draw the audience attention to an important point
ii. You want to explain a complicated process
iii. You want to share information in a phased manner i.e. point by point. Do not use multiple effects in one PowerPoint presentation but stick to one. Use animation judiciously like your weapon.

### 1.4 Use of Video

Use video to give your audience an impression of a speaker’s personality. Focus on the head and do not use long shots. Use video to show things that move.

### 8.2.2 Networking

(Make connections, meet people and share ideas, make joint ventures, Interact, Support each other)

Networking implies, to some degree, that you make an effort to maintain contact with co-workers, or that you actively seek out individuals that are in some way connected to you and who can help propel your career forward.

Networking refers specifically to tapping your contacts, or people connected to your contacts. For effective work and avoidance of conflict

### Conclusion (30mins)

1. Recap main points
   - For effective participation of BMUs in co-management there is need for application of multi-stakeholder processes in the running of BMU affairs
2. Test understanding
3. Link to next session
8.3 Training Aids

Fig 4: Animation article on Illegal fishing
(with message to stop illegal fishing in local dialect).
8.4 Reference Materials

8.4.1 ANIMATION

1.1 Origin of the name

"Animation" derivate from the Latin *anima*, the "animating principle", the vital force inside every living creature. It is often used as a translation for the Greek word *psyche*, and related to the Christian concept of *soul*. "Animation" would be the technique of giving "soul" to inanimate objects, drawings, etc.

Fig. 22  *Egyptian burial chamber mural*

An *Egyptian burial chamber mural*, approximately 4000 years old, shows wrestlers in action. Even though this may appear similar to a series of animation drawings, there was no way of viewing the images in motion. It does, however, indicate the artist's intention of depicting motion. There is no single person who can be considered the "creator" of film animation, as there were several people working on projects which could be considered animation at about the same time.

Animation originates from the creativity of intelligent people that is displayed through different forms of media.

Animation is an illusion (false impression) that is created by quickly cycling through a series of images, each slightly different from the last. The brain perceives the group of images as a single changing scene. In film, this illusion is created by using cameras that record many photographs, or frames, each second. When the frames are played back by a projector, the audience sees a moving picture.

Animation on a computer is similar. For example, a program that makes a drawing of a rectangle fade out of view might work as follows.

- The program creates a timer.
- The program checks the timer at set intervals to see how much time has elapsed.
- Each time the program checks the timer, it computes the current opacity value for the rectangle based on how much time has elapsed.
- The program then updates the rectangle with the new value and redraws it.

Basic animation is an easy and single key frame animation. Animation is a presentation of various displays and movements, which adds liveliness to your site or film. The Internet users are usually fond of browsing a website that is well animated with good graphics. A web designer cannot ideate his website without the application of basic animation, due to its virtual advantages in the Internet market. In simple words, basic animation is the illusion of different movements, linked together in a proper way so that visitors/audiences get the effect of seeing a well coordinated set of actions. Generally, this beautiful animation art is created using the Java language:

**For example:**  If you want to show a bouncing ball, you need to draw various positions of the ball in different drawings or 'frames' as they are called. In the first drawing, you can show the ball resting on the ground, in the second frame, the ball slightly above the ground; the third one will show the ball 2 - 3 feet above the ground, in the fourth one the ball will come down a bit and so on till finally the ball is on the ground. These drawings are composed together with the help of computer scanning, use of software, matching sound effects, time management and shooting with a camera. In the final result you will find an animation similar to the live action of a boy bouncing the ball up and down on the ground.
1.2 Basic Types of Animation

The basic types of animation are the primary keynote for animation effect. The 3 basic types of animation are cel, stop and computer animation.

i) Cel Animation

Cel animation refers to the traditional way of animation in a set of hand drawings. In this process of animation, various pictures are created which are slightly different but progressive in nature, to depict certain actions. Trace these drawings on a transparent sheet. This transparent sheet is known as cel and is a medium for drawing frames. Now draw outlines for the images and colour them on the back of the cel. The cel is an effective technique that helps to save time by combining characters and backgrounds. You can also put the previous drawings over other backgrounds or cels whenever required. Here, you need not draw the same picture again as it has the facility of saving previous animations that can be used when required. Colouring a background may be a more difficult task than a single drawing, as it covers the whole picture. Background requires shading and lighting and will be viewed for a longer duration. Then use your camera to photograph these drawings. Today, cel animations are made more attractive by using the drawings together with music, matching sound effects and association of timing for each effect. E.g. To display a cartoon show, 10-12 frames are played in rapid succession per second to give a representation of movement in a cel animation.

ii) Stop Animation

Stop animation or stop motion animation is a technique to make objects move on their own. Here, a few images are drawn with some different positions and photographed separately. Puppetry is the one of the most used frame-to-frame animation types.

Puppet animation typically involves stop-motion puppet figures interacting with each other in a constructed environment, in contrast to the real-world interaction in model animation. The puppets generally have an armature inside of them to keep them still and steady as well as constraining them to move at particular joints. Examples include Puppetoon, created using techniques developed by George Pal, are puppet-animated films which typically use a different version of a puppet for different frames, rather than simply manipulating one existing puppet.

Fig. 23 Puppetoon

iii) Computer Animation

Computer Animation is the latest technique of animation that includes 2D and 3D animation. These animations not only enhance the hand-drawn characters but also make them appear real as compared to the abovementioned animations.
iv) **Flash Animation**

One final type of computer animation is Flash animation. Flash animations are named for the Flash program from Adobe with which they are produced, though today there are other programs that also allow animators to create “flash” animation. Despite its limitations in terms of movement and style, Flash is inexpensive to produce and therefore growing in popularity. Flash animations are often used in advertising and are common as video content on websites. Flash animation uses vectors to produce movement. This means that rather than containing an object in each of its states as it moves between points, the program simply stores relevant information about the characteristics of the object itself and then produces a mathematical formula that describes its movement. This process is useful for creating computer animations when file size is an issue, as in Web distribution or when animating on a personal computer.

**2D Animation:** It is used through PowerPoint and Flash animations. Though its features are similar to cel animation, 2D animation has become popular due to simple application of scanned drawings into the computer like in a cartoon film.

**3D Animation:** It is used in film making where we require unusual objects or characters that are not easy to display. War. There are different shapes, support of mathematical codes, display of actions and colours which are mind-blowing as if copied from an actual picture.

The abovementioned 3 basic types of animation have brought a new era of amazing technology in the field of Internet (website design and graphics), film industry and media. In addition, animation is the one of the popular Internet marketing strategies that makes visitors stay on your site for a longer time.

By Visalia Satwase

v) **Attractive Use of Media**

Great animation, sound, and graphics can make content come alive by evoking mood or emotion. It's hard to imagine one's favourite game or dramatic film without the music. Perhaps because it’s harder to avoid (without plugging your ears), bad music is more aversive to people than poor graphics. Computer users often turn their audio off to avoid annoying music, and may not remember to turn it back on for your site. Take special care to coordinate audio and video. Disjunctive or competing stimuli can cause your audience to leave your site.

Many of the following recommendations on audio, animation, and video were adapted from a convenient list by Jakob Nielsen, available at Jakob Nielsen's Alertbox, [http://www.useit.com/alertbox/9512.html](http://www.useit.com/alertbox/9512.html).

- Audio's main benefit is that it provides a channel separate from that of the display.
- Use audio to offer commentary or help without obscuring information on the screen. Use audio to provide a sense of place or mood.
- Mood-setting audio should employ very quiet background sounds that do not compete with the main information for the audience's attention. Use audio to demonstrate a piece of music. Use audio to give a sense of a speaker's personality. Use audio to teach the pronunciation of words (for example, see the Microsoft Wine Guide). Use audio to inform your audience about background events such as the progress of a file download or the arrival of new information.
1.3 When Should I Use Animation?

Animation is a powerful tool. It brings your presentation to life. When slides after slides are static, animation comes in to break the monotony. It draws the attention of the audience and gets your point across very effectively. You should use animation when:

1. You want to draw the audience attention to an important point
2. You want to explain a complicated process
3. You want to share information in a phased manner

1. You want to draw the audience’s attention to an important point.
You are presenting to investors that your company's sales grew the fastest last year when compared to competition. Assume this is one of your most important points. You show a graph with sales growth of all companies. At the end, you click and your bar graph goes shooting past the rest. This nails the point in the head of the audience vividly.

Use animation to make your most important points. Think of animation as your secret weapon, a weapon which you can only use a few times. Use it judiciously.

2. You want to explain a complicated process
You are explaining how steel is manufactured or how photosynthesis takes place. These are processes which have multiple steps. Use animation to show each process one after the other. After you are done, the entire process is there on one slide for all to see.

3. You want to share information in a phased manner
You want to share a lot of information but do not want to show all the points on a slide at once. You can then use animation to order bullet points. Do not use multiple animation effects (stick to one) and use something subtle.

"Use it when you make your most important point." I do not recommend much animation in business presentations. Some people think animation is silly and do not use it at all. Some use it so much.

1.4 When to use video

Use video to promote television shows, films, or other non-computer media that traditionally have used trailers in their advertising.

Use video to give your audience an impression of a speaker's personality. Focus on the head. Don't use long shots. Use video to show things that move (for example, ballet, sports, demonstrations, and so forth).

1.5 Timely/Current Information

Obviously, timely information is more reliable and more interesting than stale information. Most sites do a poor job of communicating that their content is fresh and that they have a release schedule with specific exciting events.

i) Overall checklist
- Will the site have the right amount of variety for the subject matter?
- Will the articles be the right lengths?
- Can people go into greater depth about topics if they desire?
- Will the graphics be appealing to the core audience?
- Will the audio be pleasing to the core audience?
- Does the music evoke the appropriate mood or emotion?
- Will the experience be enjoyable if a person views the site without audio?

ii) How to improve site timeliness (suitability)
- Use visual design cues to let people know that your information is timely.
- Include episode and article dates.
- Animation associated with dynamic content will reinforce its timeliness (appropriateness). Tie content to current real-world events (such as movies, events, political elections, holidays, and so forth).
Training in Institutional and Organisational Development for the Lake Victoria Regional Beach Management Unit Network (RBN) CU/PE1/UG/11/010

- Highlight timely content on your site's home page. Don't count on people navigating to discover that you have fresh content.
- Highlight fresh content in your promos to let people know you always have something new.
- Notify people to visit your site for exciting future events.

### iii) Appropriate Depth and Breadth

Your audience will judge the utility of a site partly on whether it has the right amount of information to suit their needs.

- Your site should have enough breadth to be relevant to more than a niche audience.
- However, if the subject matter is too broad, the goal of the site may be unclear.
- Links, archives, or search engines can provide a balance between providing valuable content depth/breadth and providing so much information that your site is hard to use or understand.

**How to improve content depth and breadth**

- Provide links to additional high-quality information in your articles or topics.
- Link people directly to relevant content page.
- Provide enough content breadth to appeal to a non-niche audience.
- Tailor search interface to the content domain. Present simple starting options. Prioritize and format results for easy scanning. Use query reformulation techniques (that is, indicate related concepts, or offer to find "more like this") to refine the search.

### iv) How to improve relevance

- Make relevant, high-quality content your number one priority. Everything else is secondary, including look and feel, ease of use, uniqueness to the medium, and promotion.
- Use market research to determine your target market and how valuable that market finds your site's primary content. Tell potential audience members how your site is relevant to them.
- Identify related topics or tasks that are important to your target market.

### v) Overall checklist

As you design and produce content for your site, use the following questions as a site review checklist:

- Will the topic matter be interesting to the core audience?
- Will people have an opportunity to learn?
- Will the site feature the latest information available on the topic?
- Does your site clearly tell a person when and how often content is updated?

### 1.6 CARTOONS

Why use cartoons:

- To entertain your guests
- To show your sense of humour
- To attract attention

Regular cartoon strips based on your area of business will show that your company has a sense of fun! They soon become a good regular attraction in any publication or website encouraging people to revisit often.

### 8.4.2 Networking

#### 2.1. Making Contacts

(Make connections, meet people and share ideas, make joint ventures, Interact, Support each other)

Networking implies, to some degree, that you make an effort to maintain contact with co-workers, or that you actively seek out individuals that are in some way connected to you and who can help propel your career forward. Networking refers specifically to tapping your contacts, or people connected to your contacts and for effective work and avoidance of conflict.

84
Unlike the managed wireless network, ad-hoc network is a wireless network that does not need an access point to manage communication among its computers. Each computer in the ad-hoc network can forward data between other pair of computers (i.e., it can act like a router). Computers can join and leave the ad-hoc network dynamically. Therefore, the path to forward data from a sender to a receiver is determined based on the network connectivity. Failure or departure of a computer along such a path will result in an automatic rerouting of the data. Therefore, ad-hoc network is immune against single point of failure unlike the failure of the access point in a managed wireless network.

2.2 Experiments
As networking systems have become more complex and expensive, hands-on experiments based on networking simulation have become essential for teaching the key computer networking topics to students and professionals. The simulation approach is highly useful because it provides a virtual environment for an assortment of desirable features such as modelling a network based on specified criteria and analyzing its performance under different scenarios.

Understanding computer networking requires learning technical protocols that are sophisticated and dynamic. These protocols are often difficult to understand if presented verbally or numerically. Typically graphic representation is favoured as a way of teaching these protocols. But it is still challenging to understand the dynamic networking protocols using static graphic representations. Therefore, animations should be superior to static graphics in depicting the dynamic networking protocols. They are expected to quicken the learning curve of computer networking learners. Many networking animations are available for networking students, educators, and professionals.
9. INFORMATION MANAGEMENT SYSTEMS

9.1 TRAINING SESSION PLAN

<table>
<thead>
<tr>
<th>Session No: 9</th>
<th>Date:</th>
<th>Duration: 1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: INFORMATION MANAGEMENT SYSTEM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objectives: By the end of the session, participants will be able to describe:

i) The critical type of information required and why;
ii) The institutions responsible for collecting, packaging and disseminating information for fisheries management;
iii) How the fisheries data and information is collected and managed; and
iv) The role of BMUs in collection and management of the information

<table>
<thead>
<tr>
<th>Content</th>
<th>Training Points</th>
<th>Methods</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1. Importance of fisheries information for Management.</td>
<td>Lecture and Discussions</td>
<td>10 mins</td>
</tr>
<tr>
<td>Development</td>
<td>1. Review scientific information (Fisheries, Environmental and Socio-economic) required meeting the challenges to sustainability of the fisheries resources.</td>
<td>Lecture and Guided Discussions</td>
<td>40 mins</td>
</tr>
<tr>
<td>Development</td>
<td>• Information on Socio-economic Dimensions of the Fishery derived from BMUs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>• Information collected by Organisations outside the BMU (e.g. Research Institutes and National and District Fisheries Offices).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>2. Requirements for effective community involvement in fisheries management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>• Make suggestions on how collection and accessibility of information for fisheries management can be improved.</td>
<td></td>
<td>10 mins</td>
</tr>
<tr>
<td>Conclusions</td>
<td>• Link to future course on information collection and use.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training Materials:
Fisheries Data, Frame survey reports, Data collection forms

Evaluations: Evaluation forms; Exercise on data management
## 9.2 TRAINER’S NOTES

<table>
<thead>
<tr>
<th>Title: Information for Management</th>
<th>Page: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trainer</strong></td>
<td><strong>Trainees</strong></td>
</tr>
<tr>
<td><strong>Introduction (10 mins)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Importance of fisheries information: without it, it is difficult to manage a fishery and management measures are based on precautionary approach and not on sound science.</td>
<td></td>
</tr>
<tr>
<td>2. Overview of the session: Introduction to information sources, collection, analysis and use. Detailed module to come later</td>
<td></td>
</tr>
<tr>
<td>3. What information is currently being collected at landings?</td>
<td></td>
</tr>
<tr>
<td><strong>Development (40 mins)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Discuss types of fisheries information that could be collected by BMUs: record on flipchart</td>
<td>Contribute suggestions</td>
</tr>
<tr>
<td>- Catch (by species and gear type)</td>
<td></td>
</tr>
<tr>
<td>- Effort (boats and gears)</td>
<td></td>
</tr>
<tr>
<td>- Catch rate (usually catch per boat per day)</td>
<td></td>
</tr>
<tr>
<td>- Fish size/age (gears of recommended types, mesh/hook size)</td>
<td></td>
</tr>
<tr>
<td>- Illegal fishing activities (unregistered boats, arrests)</td>
<td></td>
</tr>
<tr>
<td>2. Discuss types of socio-economic information that could be collected by BMUs: record of flipchart</td>
<td>Contribute suggestions</td>
</tr>
<tr>
<td>- Access to fisheries (e.g. % licences issued to crews or women)</td>
<td></td>
</tr>
<tr>
<td>- Fisheries revenue (per boat, landing or district)</td>
<td></td>
</tr>
<tr>
<td>- Fisheries stakeholders and dependency (total number of BMU members by sex)</td>
<td></td>
</tr>
<tr>
<td>3. Discuss types of information collected by organisations outside the BMU</td>
<td></td>
</tr>
<tr>
<td>4. Research Institutes and National and District Fisheries Offices: Handout 1</td>
<td></td>
</tr>
<tr>
<td>5. Discuss how to access this data or these services. If information were to be collected in a suitable manner for fisheries management, the following would be required (community involvement in information collection, analysis and use):</td>
<td></td>
</tr>
<tr>
<td>- Individual fishers and fisheries stakeholders keeping records of their operations</td>
<td></td>
</tr>
<tr>
<td>- Standardised forms and sampling procedures (Catch Assessment Survey)</td>
<td></td>
</tr>
<tr>
<td>6. Discuss the practicality of these arrangements</td>
<td></td>
</tr>
<tr>
<td>- Communities remunerating community data collectors</td>
<td></td>
</tr>
<tr>
<td>- Collected information being available to BMU members and government/local government officials</td>
<td></td>
</tr>
<tr>
<td>- Collected information being used locally for planning and management</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion (10 mins)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Recap main points. Q &amp; A</td>
<td>Contribute thoughts on the way forward</td>
</tr>
<tr>
<td>2. Discuss BMU role in information collection in the future.</td>
<td></td>
</tr>
</tbody>
</table>
9.3 TRAINING AIDS

Handout 1 Types of Information collected by Organisations outside the BMU (e.g. Research Institutes and National and District Fisheries Offices)

a) The importance and contribution of fish to the national and local economy
b) Number of people involved in the various sections in fish production, processing and marketing
c) Investment costs in production, processing and marketing
d) Annual total investment from districts and sub-counties for fisheries management
e) Income of different fisher communities along the production, processing and marketing chain
f) Opportunities for fishermen to invest earnings from the fisheries
g) Alternative livelihood options for fishers to reduce pressure on capture fisheries
h) Status of health, food security and social facilities and services among fishing communities
i) Marketing channels for fish and fishery products (markets, quantities and prices)
j) Biological and ecological parameters of the major commercial fish species (Nile perch, Nile tilapia and Dagaa) e.g. Fish length at first maturity
k) Critical habitats for fish survival and for biodiversity conservation
l) Breeding seasons, breeding and nursery grounds especially for the major commercial species
m) Information on post-harvest losses, fish handling and processing

9.4 REFERENCE MATERIAL

9.4.1. Importance of Fisheries Information

1.1 Why collect information on fisheries resources
Wild fish, unlike other natural resources, cannot actually be seen (until caught) and so information on fish stocks and trends must be collected from a variety of sources in order to make decisions over the management of the fishery.

As BMUs have legal powers and responsibility for fisheries planning and management, they therefore need to take seriously their responsibility for fisheries information collection and to use this information in making good fisheries management decisions. Fisheries information provides scientific basis for sound management measures, it is not easy to manage fisheries.

9.4.2 Types of Fisheries Information

2.1 Information on Fish and Fishing Derived from BMUs
The following key fisheries indicators could be estimated at the levels of BMU, sub-district, district and lake each month, quarter and year:
The sources of information upon which the indicators are based are given in brackets.
Note: CAS = directly Catch Assessment Survey
CAS* = indirectly with additional analysis of CAS outputs
MCS = Monitoring, Control and Surveillance reports

Catch:
1. Total catch of all species and all gears combined (CAS)
2. Total catch by gear type of all species combined (CAS)
3. Total catch by species of all gears combined (CAS)
4. Total catch of dominant species for each main gear type (CAS*)

Effort:
5. Average number of boats fishing per day (all gears combined) (CAS)
6. Total number of boats fishing per month (all gears combined) (CAS)

88
7. Average number of boats fishing per day (by gear type/method) (CAS)
8. Total number of boats fishing per month (by gear type/method) (CAS)
9. Average number of gears fishing per day (by gear type/method) (CAS*)
10. Total number of gears fishing month (by gear type/method) (CAS*)
11. Average catch per boat per day (all gears & all species) (CAS)
12. Average catch per boat per day (by gear type & all species) (CAS)
13. Average catch per boat per day (by gears type & species) (CAS*)
14. Average catch per standard gear by species (indicator of species relative abundance) (Research and CAS*)

Fish size/age:
15. Total number of boats using recommended gear size (mesh or hook size) (CAS*)
16. Total number of gears by gear type of recommended size (mesh or hook size) (CAS*)

Illegal fisheries activities
17. Total number of unlicensed fishing boats (CAS*)
18. Total number of arrests per month by MCS patrols on water (MCS)
19. Total number of arrests of fishmongers by MCS patrols on land (DFO reports, BMU minutes of meetings)

9.4.3 Information on Socio-economic Dimensions of the Fishery derived from BMUs

Access to fisheries:
20. Annual total number of fishing boat licences issued to fishing crew (DFO reports; BMU minutes of meetings)
21. Annual total number of fishing boat licences issued to women (DFO reports; BMU minutes of meetings)

Fisheries Revenue:
22. Average value of catch per boat (all species) (CAS)
23. Value of total catch per location (BMUs, local governments) (CAS)
24. Annual total income to districts and sub-counties from fisheries taxes (DFO reports; BMU minutes meetings)

Fisheries stakeholders and dependency
Annual total numbers of BMU members by stakeholder group and sex (BMU registers)

9.4.4 Information Collected by Organisations outside the BMU (e.g. Research Institutes and National and District Fisheries Offices)

1) The importance and contribution of fish to the national and local economy
2) Number of people involved in the various sections in fish production, processing and marketing
3) Investment costs in production, processing and marketing
4) Annual total investment from districts and sub-counties for fisheries management
5) Income of different fisher communities along the production, processing and marketing chain
6) Opportunities for fishermen to invest earnings from the fisheries
7) Alternative livelihood options for fishers to reduce pressure on capture fisheries
8) Status of health, food security and social facilities and services among fishing communities
9) Marketing channels for fish and fishery products (markets, quantities and prices)
10) Biological and ecological parameters of the major commercial fish species (Nile perch, Nile tilapia and Dagaa) e.g. Fish length at first maturity
11) Critical habitats for fish survival and for biodiversity conservation
12) Breeding seasons, breeding and nursery grounds especially for the major commercial species
13) Information on post harvest loses, fish handling and processing

9.4.5 Community involvement in collection of fisheries information

At the moment information on fish and fishing is collected by a number of different agencies for a number of different reasons (largely for the purpose of levying fees of various sorts). If the objective of sustainable collection of fisheries information for effective management purposes were to be achieved this would be likely to involve:
1) Individual fishers and fisheries stakeholders keeping records of their operations
2) Standardized forms and sampling procedures (Catch Assessment Survey)
10. Training evaluation

Participants should be given the opportunity to evaluate the Training course. The evaluation may be simple or elaborate, may be formatted or questionnaire to be filled in privacy by the Participants. It may be through a plenary discussion where participants can express their view openly or in groups.

A simple evaluation form was used for this training course and activities and facilities were graded ranging from excellent to unsatisfactory results.

Annex I – Draft Operating Procedures for Regional Beach Management Unit Network for Lake Victoria is attached to this Training Manual as a Handout 2 and part of reference material.

11 List of reports and documents consulted


EU/ACP Fish II/LVFO 2011: Regional Training on Monitoring, Control and Surveillance (MCS) for Enforcement Officers on Lake Victoria. Trainers Manual (Draft)


European Centre for Development Policy Management (ECDPM) Netherlands Ministry of Foreign Affairs, Poverty Policy and Institutional Development Division (DSI/AI): Institutional Development: Learning by Doing and Sharing: Approaches and tools for supporting institutional development


LVFO, 2010: Draft Operating Procedures for Lake Victoria Regional Beach Management Unit for Lake Victoria.


LVFO 2007 Guidelines for Beach Management Units (BMUs) on Lake Victoria.


