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CBCRM Learning and Research Network (CBCRM LeaRN)
Centre File: 100953-005

Final Technical and Financial Report

10 February 2005 – 09 May 2006

Submitted by the

**Community Based Natural Resources Management Learning Center,
Inc. (CBNRM LC)**

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“Weaving our Story Together: Building a Learning Network”

Learning and networking are about storytelling.

Both involve sharing of experiences through stories as a way of communicating, synthesizing, and consolidating knowledge, ideas, values and norms. Stories are powerful tools for learning and networking. Such power derives from the capacity of stories to convey both information and emotion, both tacit and explicit knowledge (Snowden 2000 in Sole and Wilson 2004). In a learning network where the participants are animated and mobilized by the common goals of generating and applying knowledge, stories constitute an effective means for continually building and renewing trust, sharing highly contextual knowledge and wisdom across diverse learners and participants in the network, and maintaining a healthy enthusiasm for joint inquiry and action that helps promote participation.

In LeaRN, stories are told

- **To teach** - they communicate concepts, ideas, values and ways of doing things. LeaRN's research and advocacy components provide venues where stories on current research works and challenges in CBCRM can be shared and discussed with other practitioners, and disseminated to the wider NRM community through the publication of manuals, case studies, reports, newsletters and other learning materials.

In LeaRN, stories are told

- **To empower** - network participants are encouraged to evolve and weave their own stories into that of the network. By providing technical and capability-building support to IDRC-funded projects and other CBCRM efforts in the region, LeaRN has continued to expand the formation and development of in-country resource pools that help sustain local efforts in CBCRM. Engagements with new partners have continually renewed LeaRN as a network.

In LeaRN, stories are told

- **To mobilize** - CBCRM practitioners and advocates work together towards common learning goals and activities. LeaRN's workshops and other learning events have in themselves enacted collective stories wherein participants have contributed their own individual and institutional stories of hope, successes, and challenges in various aspects of CBCRM work.

In LeaRN, stories are told

- **To build relationships and trust** – they facilitate the expression of shared identities among the network participants. Such stories have been shared in celebrations and other similar commemorative events that have helped create friendships among CBCRM practitioners and advocates while promoting CBCRM values and vision.

In LeaRN, stories are told

- **To interpret** – they represent ourselves and the network to the world and the global CBNRM community, in word, symbol and deed. LeaRN's stories attempt to summarize the CBCRM experiences of communities, people's organizations, individuals and institutions in Southeast and South Asia and share these with practitioners in other regions.

In LeaRN we weave new stories out of old ones by linking stories of individuals, communities, organizations, and nations. Our individual stories are about who we are (our background, our organizations), where we are going (our goals, our interests), and how we are getting there. Stories are tools for learning and networking.

1 BACKGROUND

The CBCRM Learning and Research Network (CBCRM LeaRN) is a four-year project that would have ended on 09 February 2005. An extension up to 09 May 2006 was granted to enable the project to learn lessons from its experiences and plan on how to take the network forward.

LeaRN aims to develop and enhance a learning community of CBCRM researchers, practitioners and advocates in the Philippines, Cambodia, Vietnam, Indonesia, and other Asian countries in order to further evolve the theory and practice of community-based coastal resource management (CBCRM). It generates learning from experience, theorizes on these learning and experiences, and disseminates & ensures a shared understanding of these insights and theories.

The key project strategies include (a) research support, (b) mentoring and capability building, (c) networking and policy advocacy support, and (d) library, documentation and publication.

Under research support, LeaRN provides technical assistance to partners in the region as well as small grants for research. For mentoring and capability building, it facilitates national and regional training activities and supports the development of national and regional learning teams. With networking and policy advocacy support, it strives to strengthen the link between research and policy formulation, and popularizes issues and good practices in CBCRM. The fourth component supports documentation, analysis and synthesis of CBCRM experiences for wider learning. It harnesses multiple communication forms (e.g. newsletter, website, books, e-forum, etc.) and maintains a special library/resource center on CBCRM.

The Fellow/Resource Pool system continues to be adopted by the project as a learning mechanism. Individual Fellows make up the Resource Pool which is a multi-disciplinary team of people from NGOs, the academe and research institutions. This pool of Fellows serves as a forum for dialogues among practitioners in evolving the theory and practice of CBCRM particularly in the areas of community organizing, law and governance, participatory monitoring and evaluation, fisheries management, gender, disaster management, organization development and sustainable livelihoods.

LeaRN is tapping the expertise of the Fellows to provide mentoring and capacity building activities for its partners, as well as in organizing activities for knowledge generation.

2 PROJECT ACCOMPLISHMENTS

2.1 RESEARCH SUPPORT

2.1.1 Small Grants

Only one grant was awarded on this extension period due to the failure of other pre-selected researchers to submit proposals. The proposals expected to be submitted would have addressed resource assessment and gender-related issues in the post-tsunami scenario.

The lone grant was awarded to a pre-selected researcher from the Philippines, a popular musician with environmental advocacies, to document and eventually popularize “songs of the seas”, as sung by fisherfolks.

A Survey of Musical and Oral Tradition in Five (5) Coastal Communities

Joey Ayala, Bagong Lumad Productions, Inc.

In rural Filipino, the word “bukana” refers to the opening of a river where its waters eventually flows out to sea. The imagery provided by this meeting point of the river and the sea has recently inspired Joey Ayala, a popular and multi-awarded song composer and performer in the Philippines, to embark on a small action research project with LeaRN aimed at documenting and enriching local musical traditions in selected coastal communities around the country. The project hopes to facilitate cultural exchange and transfer of technologies among the researcher and participants from local communities. Among the expected outputs from the research project are field recordings of local oral traditions and field reports on interactions between the artist-in-residence and the fishers.

The bukana image came to Ayala as he was trying to imagine the interactions that could take place under the research between him and the fisherfolks. For him, the bukana symbolizes the merging of the creative energies of two perspectives: that of the ‘middle-class’ artist with self-avowed advocacy-driven motivations and access to state-of-the-art systems, and the ‘grassroots’ culture-bearer steeped in the language, symbols and aspirations of the economically disadvantaged. Ayala also emphasized the exploratory nature of the research, pointing to the fact that it has

been quite some time now since somebody has thought of doing this beyond the local or regional scale. With all its foreign and market-oriented influences, Ayala likewise acknowledged the difficulties involved in such an undertaking given that popular tunes nowadays would be what one gets from the TV or radio. Songs that people used to associate closely with their work or livelihood, like fishing, have been forgotten.

LeaRN hopes that the research project will contribute to the work of popularizing coastal management issues and the community-based approach. CBCRM efforts in the Philippines have always banked on participatory and creative methods of educating local people on their role in sustaining and managing the environment. With the innate musicality of Filipinos, local activists and development workers have often utilized songs, poems, and theater in popular education activities and community organizing efforts. Following the documentation process, the project proponent plans on pushing for the next phase involving the recording and production of a full-length CD album, tentatively dubbed "Songs of the Seas". LeaRN also sees this as contributing to its strategic direction of further broadening the learning process in CBCRM by documenting and disseminating local knowledge and culture to a wider audience.

The research project will utilize an interactive immersion strategy wherein Joey Ayala will meet and interact with culture-bearers in selected CBCRM sites. These sites include Guiuan, Bohol, Danao Bay, Sorsogon and Batangas. LeaRN has already contacted local NGO and PO partners in the selected areas to help facilitate Ayala's immersion in July and August 2006.

To date, Danao Bay Resource Management Organization (DBREMO), Coastal Core Sorsogon, and Participatory Research, Organization of Communities and Education towards Struggle for Self-Reliance (PROCESS)-Bohol have already expressed their interests in participating in the project. Other organizations invited by LeaRN to host Joey Ayala were Samahan ng mga Maliliit na Mangingisda ng Calatagan (SAMMACA) and Guiuan Development Foundation, Inc. (GDFI).

On the other hand, four grants earlier awarded on the last year of the project were completed during the extension period: two from the Philippines and one each from Vietnam and Indonesia, to wit:

Institutional Interplay: A Study of the Multi-stakeholder Approach and Cross Level Linkages in Resource Management: Case of Murciellagos Bay

PARTS, Inc with Aproniano Panorel and Prof. Alma Salvador

This research sought to go back to the significant work on the integrated community based coastal resources management done in Murciellagos Bay in northeastern Mindanao in the Philippines to draw out interesting lessons on the multistakeholders body and its mediating, facilitating or obstructing role in horizontal and vertical interplay of bay-wide institutions. Both this and the multi-stakeholders body provided a key feature to the integrated and ecological approach to resource management of the project managers led by PIPULI, Inc., an NGO in the area.

The writers of this research were convinced that the multi-stakeholders body as a specific organizational feature of co-management has not been explored deeply even if CBCRM works have looked into it as a mechanism for participation. The main thrust of this research thus was to highlight the design elements of the structures and organizations of the Murciellagos Bay multi-stakeholders body. It examined how project intervention objectives envisioned its contribution to the making and passage of an integrated set of institutions for users of the bay with preference to its primary stakeholders—municipal fishers.

To do this, the research focused on the aspect of design and then probed into specific aspects of institutional interplay, such as the interplay of institutions of like organizations. Of greater concern in the paper included how a multi-stakeholders setting enhance or not the coordination and accountability of actors in government and the community in crafting of new rules of the game.

Participatory Research in Laguna Lake: Challenges for Organizational Strengthening and Sustainable Livelihood in Nine Coastal Communities in Rizal

UGMMARIZ with Prof. Tess Tungpalan

Industrialization, urbanization, and worsening poverty are perceived to be the main causes for the degradation of Laguna de Bay, the largest freshwater lake in the Philippines. The most affected sector in this situation is the small fisherfolks who are dependent on the lake for their livelihood. Changes in the lake

have direct effects on livelihoods, organizations and lives of the people living around the lake.

Based on this, a local people's organization, UGMMARIZ, conducted the research to gather information on the state of the lake and ongoing programs and projects related to Laguna Lake; the status of the local organizations and the livelihood conditions of the people living in the nine coastal communities in Rizal province.

Some of the major findings of the research include:

- The impending death of the lake and the general lack of concern by the communities
- This impending death has direct implications in the livelihoods of the small fisherfolks who have since branched out to other livelihood options to survive
- Despite the programs and projects implemented by the government and the private sector, the living conditions of the people dependent on the lake has not improved
- Community organizations have slowly lost interest in their efforts, with less and less people attending meetings, lack of second-line leaders, and other weaknesses in organizational functioning.

Aside from the data collected, the process undergone by the local researchers was also an important factor. Their collective experiences and lessons learned can inform future researches and has provided them the opportunity to be developed as future leaders of UGMMARIZ.

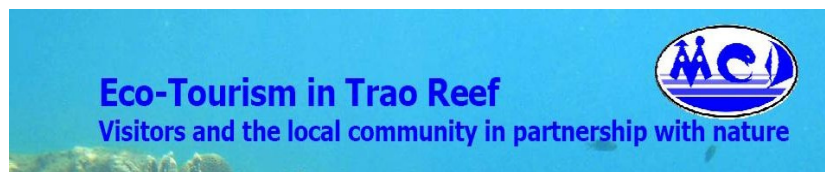
Research on the Possibility of Developing Ecotourism as an Alternative Livelihood for Local Community of Trao Reef Locally Managed Marine Reserve, Khanh Hoa, Vietnam

International Marinelife Alliance - Vietnam

The Trao Reef Marine Reserve is known as the first kind of locally managed marine reserve in Vietnam. It is located 60 km away from Nha Trang, one of the biggest tourism destinations in the central south of Vietnam. The village extends for 4 km along the shore of Van Phong Bay which is designated by the Vietnamese government as one of the four major coastal tourism areas targeted for future development. It has more than 4,000 people and is characterized by its environmental, historical and cultural

ethic that makes it unique in the coastal Central South region of Vietnam. The village also has a small pagoda on a hill overlooking the bay and a nice church, with clean yards around the homes and friendly market. All these are part of the village's charm. It is also surrounded by fish cages and was awarded a certificate of "Cultural Fishing r and the pride of the local community for its rich marine biodiversity. It has 13 prominent coral reefs and significant seagrass beds in the vicinity. Several efforts were made by the local community to conserve the marine biodiversity at the Trao Reef including education awareness and training about Trao Reef marine resources protection, coral transplantation and development of sustainable livelihoods (such as environmentally friendly aquaculture). Consequently, the coral ecosystem and reef resources were rehabilitated and created a home for many fish species, including the potential for eco-tourism development. Over the last years, Trao Reef received various groups from other communities, MPAs, and scientists for study tours. Several models were demonstrated especially attractive to and learnt by visitors (including LeaRN's supported aquaculture model). However, it is not enough to support the Marine Reserve and its sustainability depends also on other livelihood alternatives that would bring benefits to both local people who have been affected by the Marine Reserve and the Marine Reserve itself.

In this regard, eco-tourism development as alternative livelihood was seen as a possibility by the local community and could help foster marine conservation efforts and respect for cultural values. It is found that people who earn money from eco-tourism are more likely to protect their natural resources and support conservation efforts. Eco-tourism projects help forge a direct link between the economic benefits and protection of bio-diversity. Apparently, the eco-tourism at Trao Reef would help further develop other livelihood activities in the Xuan Tu village. This includes sustainable aquaculture to provide local food (green mussel and oysters), fruit plantation (coconuts), services provision and job creation for many community people including women. Women are more likely to be engaged in services and participate in the community based eco-tourism cycle and thus they will increase participation in the development of sustainable livelihoods.



The Trao Reef Living World

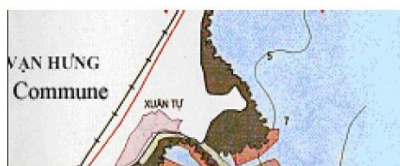
The Trao Reef ecosystem is home to many species of fish, coral, and invertebrates. Beautiful hard corals, in massive and branching formation, cover more than half of Trao Reef. Colourful soft corals and seaweed are also found and provide a habitat and food to many fish including butterflyfish (Cá Bướm), wrasse (Cá Mỏ), snapper (Cá Rôc), grouper (Cá Mù) and barred soapfish (Cá Thia). Species of large invertebrates can also be found including molluscs, crustaceans, sea urchins and starfishes.

Over-fishing, destructive fishing and pollution in Trao Reef in the past has decreased the abundance of many species. The establishment of the Trao Reef locally managed marine reserve in 2001 by the local community in Van Phong Bay, has increased populations of species in the area and some species that had become locally extinct have returned to Trao Reef. The number of fragile sponges found in the area is also increasing.

Trao Reef locally managed Marine Reserve

Trao Reef Marine Reserve in Van Hung Commune, Van Ninh district, Khanh Hoa province was established in November 2001 with official approval of the Provincial People's Committee. It is part of Van Phong Bay, approximately 60km north of Nha Trang, in South Central Vietnam.

Trao Reef is very well-known for its coral reefs and marine environment, its local fishing villages



After a series of consultations and capacity building activities, the research enabled stakeholders in the marine reserve to develop an eco-tour program and other related livelihood options supportive of the initiative. Linkages with relevant institutions were forged and support facilities established and/or enhanced, e.g. village environmental learning center, 3-D model of the reef, guardhouse, buoys and marker system, and promotional materials like brochures.

Solution to Terminate Coral Reef Destruction in Pulau Serangan, Bali

Coastal Fishermen Association "Karya Segara", Indonesia

Pulau Serangan is a small island in the southeastern part of Bali, Indonesia. Formerly occupying only 112 hectares, the island has expanded to 481 hectares due to the reclamation on the eastern, southern and western coasts. This beautiful island encompasses a large area of sea grass and harbors marine biodiversity that can provide a better future. The native Hindus and the Bugisnesees have for generations been building a harmonious traditional and cultural relationship.

These days, the majority of Serangan communities, notably fishers, are living a worsening life as the reclamation has destroyed their sources of livelihood. The lack of alternative livelihoods or guarantees for a better future has forced them to harvest coral reefs to support their lives. Consequently, this has been degrading the environment and diminishing coastal resources. Most of the Serangan communities are facing more and more difficult lives, with increasing rate of unemployment and school dropouts, reduced productivity and lower incomes.

The island is unique since it is inhabited by Balinese traditional fishers. The island is known as one of the marine tourism sites

(dive spot) because of its beautiful coral reefs and other marine life that harmonize with the traditions of the religious fishers' community.

Since 1996, however, Serangan has been faced with a very big threat. Private companies made investments together with the local government to reclaim Serangan Island. The results are rapid development of the connecting road with the mainland and lots of buildings for mass tourism. This situation clearly destroyed the diversity and unique marine and coastal resources in Serangan. On the other hand, this destruction also encouraged local communities to do the exploitative practices of natural resources utilization. When their sea was destroyed, then their income decreased drastically. They earned alternative income through coral mining.

Based on participatory assessment with local communities in Serangan, some of the more important problems identified were:

- Lack of stream barrier to prevent coastal abrasion;
- Decreased spawning ground for the fish;
- Loss of economic revenue from tourism activities because of coral reef destruction;
- Less involvement of women's groups in utilizing marine resources; and
- Less independence in coastal and marine resource management by local communities.

Learning from these problems, Karya Segara, a local fisherfolk association in Serangan, implemented a coral reef rehabilitation project in the area that enabled them to institute measures to:

1. provide ecological recovery for Serangan Island as tourism and fishing area;
2. provide alternative income for local communities in diving tourism;
3. increase the role of women's groups in utilizing marine resources to augment their family income.;
4. enhance community awareness in the conservation of marine and coastal area; and
5. In the long run, the project will provide a starting point to provide basic arguments for local community to manage their own marine and coastal resources (CBCRM).

The action research helped in reforming destructive fishing methods in the island, organizing the fishers and building capacities to manage their fishing grounds, and in

developing coral reef rehabilitation areas for ecotourism. It also enabled the fishers to increase their income by operating small scale enterprises on coral reef transplantation and ecotourism.

2.1.2 The 2nd LeaRN Small Grants Research Forum

The 2nd LeaRN Small Grants Research Forum was held at the University of the Philippines campus last 16 September 2005. Researchers and representatives from community-based organizations who constituted the second batch of grantees graced the activity, entitled "From Lakes to Seas: CBCRM Research Forum", to present the results of their respective studies under the program. They were joined by individuals from the academe, research institutions and nongovernmental organizations who participated in the ensuing discussions.

Representatives from the Ugnayan ng mga Maliliit na Mangingisda sa Rizal (UGMMARIZ), Institute of Social Order (ISO) and the Murciellagos Bay research team went through the basic designs of their researches and some of the key findings, conclusions and recommendations of their studies. UGMMARIZ's research centered on assessing the current status of environmental and organizational issues among fishing communities around Laguna Lake, the largest freshwater body in the Philippines. ISO's study involved a biophysical inventory of the remaining mangrove stands in selected coastal communities of Panukulan in Quezon Province. The Murciellagos Bay research meanwhile sought to further examine the capacity of people's organizations in policy-making as well as the dynamics between communities and government in integrating efforts in resource management. A panel of reactors was asked to comment on the research results.

In her reactions to the UGMMARIZ report, Rebecca Guieb focused attention on the organization's capacity in learning from experience as an important component of a long-term program for ensuring ecological and organizational sustainability. "Past experiences in CBCRM have noted the important relationship of ecosystem changes and people's livelihood. This understanding is actually behind all our recent efforts at diversifying and developing sustainable livelihoods options as an important aspect of resource management," Guieb reminded the forum participants. In light of these, Guieb encouraged the local researchers from UGMMARIZ to further draw insights from the research towards addressing the "participation fatigue" among local people around Laguna Lake and reviving the local movement for change.

Sev Salmo of the UP Marine Science Institute noted the strengths of the ISO mangrove inventory in terms of providing a good historical accounting of population changes and trends through the years. "In light of the very few studies done on mangroves, the ISO study represents a very big accomplishment. We need to emphasize the need for proper inventory if we are to manage our natural resources effectively," explained Salmo. The reactor urged the ISO researchers to look into the cost and benefits of various socio-economic and ecological services provided by mangroves, particularly those involving sustainable use like aqua-silviculture. He explained that mangrove reforestation alone can not help solve the problem of mangrove destruction. "People have to see also that mangroves can be more useful in the long-run if left uncut," added Salmo.

Commenting on the Murciellagos Bay research, Prof. Elmer Ferrer of the CBCRM Resource Center reflected on learning in terms of working out frameworks for existing practice. The recent Murciellagos study, according to him, has shown how higher policy-making bodies are able to integrate efforts or policies from lower bodies in natural resources management. "But, we still need to determine the factors that influence and sustain such process, specially within the context of the eventual phase out of development catalysts and partner NGOs from the area," clarified Prof. Ferrer. The Murciellagos Bay experience has often been cited in recent CBCRM literature as pointing to possible directions in terms of vertical scaling-up of community-based resource management initiatives.

Copies of the reports of these researches have been uploaded to the Resource Center website for easier access to researchers and CBRM practitioners.

Overall, the small grants program was particularly effective in democratizing access to resources as well as in building LeaRN's constituency. With relatively "smaller" partners, the initial efforts built their confidence and capacities for generating new knowledge, although there is a need to improve on analysis and theory building. Potential grantees also need support in terms of writing quality research proposals. Furthermore, there is a growing clamor from partners to increase the size of the grants.

2.1.3 Regional Consultation

Twenty-eight (28) practitioners and advocates of CBCRM from the Philippines, Indonesia, Cambodia, Vietnam, Sri Lanka, India, and Canada

gathered last 28-30 April 2005 to share national experiences in networking and discuss possible trajectories for LeaRN.



With the theme “Re-imagining a Regional Learning Network in CBCRM”, the regional consultation provided the venue for network members and partners to assess their own work vis-à-vis LeaRN and craft processes, programs and structures towards more effective networking in the region.

In discussing the priority challenges that LeaRN should address in the coming months, the participants laid out a number of strategic directions for the network. These included providing various support services to national and local capacity building activities like facilitation of exchanges and documentation of local experiences, exposure visits, and training on CBCRM, participatory research, sustainable livelihoods, participatory monitoring and evaluation, and case study writing. The workshop groups envisioned the establishment of Country Resource Centers (CRCs) that would help in linking up the learning communities involved in CBCRM and in facilitating the development of community-based approaches to natural resources management in each country.

Interim focal points that would work towards the formation of such CRCs were identified: Jaring Pela in Indonesia, CBNRM Learning Institute in Cambodia, Hue University in Vietnam, Sri Lanka Centre for Development Facilitation (SLCDF) in Sri Lanka, and the CBCRM Resource Center in the Philippines. “The plan towards the establishment of Country Resource Centers is already a big step in spreading the work of LeaRN to other countries. But that’s as far as we can go. How these resource centers will eventually go about relating with learning communities may be different in each country,” explained John Kearney, in discussing the strategic direction of setting up the national LeaRN centers and the new role for the regional committee.

While emphasizing the need for maintaining the partnership with Canadian practitioners, delegates to the consultation also saw the importance of increased participation among Asians in LeaRN’s Regional Coordinating Committee (RCC). The new regional governing body will therefore include representatives from the CRCs.

National Consultations to flesh out country level priorities and plans were set for the second half of the year. The strategic directions identified during the regional consultation and the results of the national consultations will be taken into account in finalizing the proposal for the LeaRN project's next phase.



2.1.4 National Consultations

In taking forward the recommendations agreed on during the LeaRN Regional Consultation in April 2005 that drew lessons on the experiences in learning and networking over the past three-and-a-half years, national consultations were held in all the covered countries (Vietnam, Cambodia, Philippines, Sri Lanka, and Indonesia).

The consultations were aimed primarily at getting a better understanding of the priority needs in doing CBCRM/CBNRM work in the country, getting to know the practitioners and their programs, clarifying the concept of "learning communities", and discussing how local and regional networks like LeaRN can support country-specific needs.



Consultative Meeting on CBCRM Learning Communities in Vietnam

The consultation in Vietnam was organized by the Tam Giang Lagoon Project Team based at the Hue University of Agriculture and Forestry, with Dr. Truong van Tuyen as lead convenor. Twenty-five (25) CBCRM practitioners from the north, central, and south regions of the country participated in the workshop.

The first workshop identified the activities being undertaken by the different organizations, the issues they are addressing, and the continuing challenges they face.



They identified learning communities as groups that learn and share with each other. While one group identified particular learning groups like mass organizations, user groups, authorities at all levels, related stakeholders, and mass media, the two other groups referred to learners as “everyone”. What was emphasized, though, was the importance of a bottom-up process that addresses local needs, builds consensus, shares responsibility, and involves partnerships among many people.

Among the many challenges, they identified low awareness and capacities as priority and suggested very particular learning activities between and among groups. They agreed to consider the participants present as the “core group” that will initially form the national network in Vietnam and also affirmed Hue University as the focal point. Sharing of CBCRM experiences and lessons learned across Vietnam was suggested as an initial activity.

CBNRM Consultation Meeting in Cambodia

The consultation in Cambodia was organized by the CBNRM Learning Institute with its SL Project Manager Sim Bunthoeun as lead person. Twenty (20) people from NGOs, government institutions, and university students attended.



Using the same process in Vietnam, the Cambodians identified activities, issues and challenges particularly in implementing community fisheries (CF). There was confusion in understanding “learning communities” in the absence of a direct translation to Khmer and the participants were used to equating “community” with “village”. The ensuing discussion, though, was helpful in clarifying the concept and arriving at a common understanding. They identified villagers, local authorities, NGOs, international

organizations, research institutes, overseas study tours, and stakeholders as sources of learning.

Suggestions to take the process forward included the need for CBNRM documents and resource materials at national and regional levels, coordination to provide support on documentation, sharing and learning workshops, and meetings among country networks. It was also suggested to have an MOU between LeaRN and the CBNRM LI as focal point.



National Consultation in Sri Lanka: Moving towards Wholeness in the Post-tsunami Period

The National Consultation in Sri Lanka was held last 21 September 2005 where some 80 representatives from Kalutara, Matara, Galle, and Hambantota districts discussed natural resource management and other related issues, and identified priorities in the post-tsunami period.

The activity was organized by the Sri Lanka Centre for Development Facilitation (SLCDF) and followed the format of previous national consultations in Vietnam and Cambodia, with some modifications on the process in light of the post-disaster condition in the communities and the experiences from the other national consultations.



The participants identified specific concerns related to loss of livelihoods, health problems, environmental degradation, disruption of children's schooling, and destruction of roads and other infrastructures. The ensuing discussions highlighted the fact that while there have been past efforts by civil society groups and the Sri Lankan government to address some of these issues, many of these efforts have not really gone deeply towards developing more long-term and integrated solutions to such

problems. Responses of non-governmental and community-based organizations working in tsunami-affected communities so far have also been largely uncoordinated and are therefore much prone to duplication. In his synthesis of the workshop results, Prof. Ferrer emphasized the role of sharing and learning in responding to the post-tsunami situation. "By going through the virtuous learning cycle of identifying our problems, evaluating our resources and capacities, and assessing the challenges before us, we are in effect applying knowledge towards improving our responses and projects," explained Prof. Ferrer.

After the workshop reports and synthesis, Dr. Sarath Kotagama, Professor of Environmental Science at the University of Colombo, gave a talk on the on-going planning and rebuilding process related to the disaster. Dr. Kotagama stressed the need to tap people's environmental knowledge and traditional values in rebuilding local communities and managing degraded natural resources. "We need a more forward planning approach, looking far ahead into the future and trying to anticipate where our present actions would lead us," explained Dr. Kotagama. We need to adopt a more precautionary principle in interacting with the environment. All these of course requires mindfulness on our part and a certain amount of humility in accepting the fact that while humans have extensive knowledge of their world, there are still a lot of things they don't know about it," he added.

The consultation ended with a plenary prioritization activity that allowed the participants to identify key areas for intervention in the coming months. Based on the discussions, these areas included sustainable livelihoods, natural resources management and rights to basic services. There was a consensus among the participants in the national consultation that capability building could be a viable strategy in addressing these key concerns within the present context, and that a regional network such as LeaRN could play a pivotal role in such effort.

LeaRN National Consultation in the Philippines: Building Learning Communities in CBCRM

The consultation in the Philippines in September 2005 was led by the CBCRM Resource Center and gathered some 30 representatives from partner NGOs all over the country. Following on the format of the previous consultations, the participants were able to establish the following:



The CBCRM activities commonly implemented by NGOs in the country were grouped into five broad areas: establishment of Marine Protected Areas and other resource management activities, sustainable livelihoods and enterprise development, community organizing, capacity building, networking and advocacy, research and documentation, and multi-disciplinary approaches to gender mainstreaming.

In carrying out these activities, they identified three key issues and continuing challenges: (a) governance,

which had a lot to do with issues on policies, enforcement, and government support; (b) sustainability, both of the organizations and the resource management activities and efforts; and (c) monitoring and evaluation, that had to do with measuring outcomes of capacity building and networking activities, attribution, and impact of countervailing forces at various levels, local to global.

The participants also put forward several recommendations by which learning communities can address the issues and challenges. These included local sectoral representation, strengthening of co-management bodies, documentation and dissemination of good practices in CBCRM, donor-CBCRM community dialogue, capacity building, setting baseline information, popularization of M&E results, and networking.

National Consultation in Indonesia

The last leg of the national consultations was in Indonesia held on November 2005. The participants identified pressing issues and challenges in the CBCRM movement in the country which they think can be addressed by learning communities. Among the challenges identified were:



- Conflicts in community-based property rights, spatial planning and coastal resources management
- Conflict of fishing gears and fishing grounds at the local level (combating trawlers and other destructive fishing methods)
- Conflict between national and local policies, as well as inter-sectoral
- Lack of appropriate baseline data concerning CBCRM in Indonesia
- Lack of capacity in developing good communication mechanisms at various levels, from the field up to the national level
- Weak capacities of local human resources in networking (communication, sharing), documentation (writing skill), research (analytical skill), as well as in sustainable fisheries management and in organizing communities
- Lack of resources in communication means and facility, both at the national and the local level
- Vast area to cover, diverse communities and stakeholders to deal with and requires vast amounts of time and resources (human and financial).
- Limited funds available for field work and coordination

These issues and challenges were immediately taken up during the succeeding Jaring Pela General Assembly where the network's strategic direction in the next five years was formulated (see related report in succeeding sections).

Overall, the consultations were instructive in surfacing how much has already been done by groups in all the countries covered. The need to value their experiences and be able to learn from them was stressed. The interim CRCs proved to be very capable focal organizations in their respective countries and could provide the leadership in strengthening national networks of CBCRM practitioners that continue to share and learn from each other.

2.2 MENTORING AND CAPABILITY BUILDING

Two workshops were conducted with partners in the region which sought to clarify a collective understanding of “learning communities” and developing participatory development communication strategies.

Workshop on LeaRNING Communities

This activity was conducted back-to-back with the National Consultation in the Philippines in September 2005. The main objective of the workshop was to have a better understanding of how learning in CBCRM takes place among organizations in the country. Presentations on



current practices were made by selected partners, focusing on what they wanted to find out; the process undertaken/methods used; what new knowledge was generated as a result; and how such knowledge was shared with others.

The sharing was then linked with the concept of learning communities and how these can be maximized to further improve the theory and practice of CBCRM.

Workshop on Participatory Development Communication

During the LeaRN Regional Consultation in April 2005, the partners proposed that the network’s strategic direction in the next three years should be to provide regional support to local work through country networks. Major areas of support will be in terms of capacity building, research, policy advocacy, and information/resource development.



Central to these activities is a good communication process that will help partners generate learning from experience, theorize on these learning and experiences, and disseminate and ensure a shared understanding of these insights and theories.

Representatives from the interim focal points were invited to participate in this workshop held in Bangkok in October 2005. The main objectives of the workshop were: to understand the communication needs and objectives of the focal points; to identify the current communication strategies being practiced by the focal points; to surface issues and challenges; and to identify possible ways to improve communication.

Cambodia Study Tour

Study Tours have been a key strategy for learning and capacity building for it offers an integrative and participatory approach to individual and collective learning. A well-planned and executed study tour allows for direct involvement of participants and hosts in determining learning objectives, content and methods, as well as in evaluating the outcomes of learning. Hence learning becomes a mutual and shared concern, both the study tour participants and host/s. Moreover, study tours offer an opportunity for direct observation, face-to-face exchange and discussions with multiple actors/stakeholders that are difficult to meet in other learning activities. Study tours value the experience and knowledge of everyone involved, and everyone involved is allowed to take responsibility for his/her own learning and development.

The Analyzing Development Issues (ADI) project grew out of a need assessment conducted among Cooperation Committee for Cambodia (CCC) members in 1998. The CCC is a network of NGOs, donor agencies and international organizations operating in Cambodia that aims to strengthen cooperation among NGOs to enhance the equitable development of Cambodia. The ADI Project is a special project run by CCC that analyses development issues to help strengthen the capacity of Cambodian NGO managers. The findings of the need assessment revealed that there remains two key areas that require strengthening. The first is an understanding how global issues and current development trends affect NGO work. The second area is the ability to analyze changing conditions and develop creative solutions to existing problems or new areas of needs.

Since 1999 ADI has been providing courses to senior and middle level NGO managers to build critical thinking skills and to help participants make the linkages between micro experiences and macro development issues. ADI also conducts Issue Briefing Workshops on topics related to its research studies. Recently, they have begun offering community level courses for field workers. The motivation for ADI to offer a community level course comes from a desire to see greater impact of its work at the local level. In each course it will work with a lead NGO to ensure follow up at the community level. The courses will be organized around participatory action research.

The study tour was meant to help build the capacity of the ADI team as well as to gain more insights in developing further their community level courses for field workers.

The first day of the tour was spent on an Orientation Programme on CBCRM in the Philippines. Inputs and discussions on the Philippine fisheries situation and policies, history and guiding principles of CBCRM, and some of the CBCRM processes (i.e. community organizing and environmental education, policy advocacy and legislation, resource management planning, and sustainable livelihoods development) were done. The Cambodians also made a presentation on the specific context in which they work (i.e. Cambodian fisheries situation, problems and issues being addressed, programs, and continuing challenges).

The next five days were spent on the field, visiting CBCRM project sites of two LeaRN partners: the Anda CBCRM Program of UPSARDFI in Pangasinan and SIKAT in Zambales. The actual interaction with fishers and community leaders were found to be very effective by the Cambodian participants in their learning.

Upon returning to Manila, a debriefing session was conducted with the participants to process what they learned and observed in the field, as well as to clarify some concerns they may have had in the course of the tour. A presentation on learning and knowledge management based on LeaRN's experiences was also made per request of the participants as that is also one area they are trying to develop in their work.

2.3 POLICY ADVOCACY SUPPORT AND NETWORK BUILDING

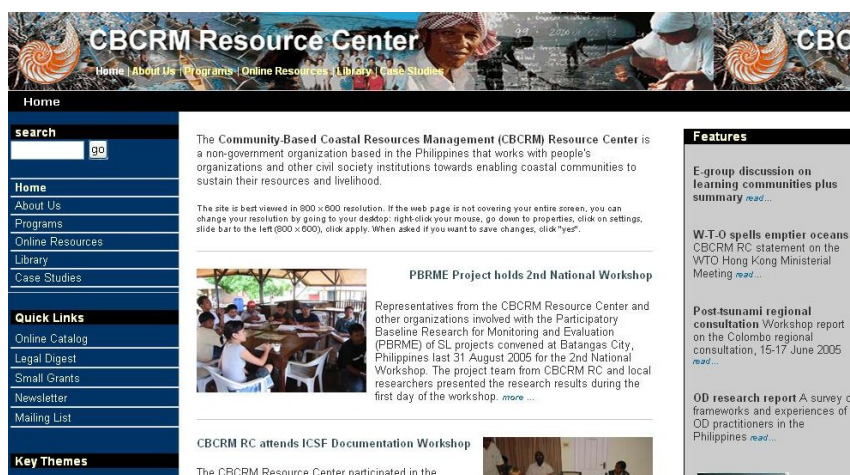
The activities for this period focused mainly on improving the design of the website to make it more effective as a tool for knowledge sharing, advocacy and networking, as well as in facilitating egroup discussions to generate better understanding of relevant issues in CBCRM. LeaRN also supported the holding of the General Assembly of the Jaring Pela network which is the main focal point in Indonesia. More importantly, in response to the call for more integration and collaboration among CBNRM/CBCRM initiatives in the region, LeaRN has partnered with several related projects for joint activities.

2.3.1 Web-based Activities

The Resource Center boosted its capacity for web-based activities by subscribing to a cable internet connection that provides for two static IP addresses that will allow it to operate its own server under its own domain name. The server now has the capacity to host its own website and email accounts, as well as enabling the library catalogue to be available online.

RC Website

A new design for the website (<http://www.cbcrmllearning.org>) has been developed to make it more accessible to users and to provide a venue for knowledge management and sharing. New webpages and materials were developed, including those for the resource pool, post-workshop Governance site, complete legal digest site, updates, more documents and links, small grants research reports, link to the database, bibliography, as well as selected Filipino materials. With these improvements, it is expected that access to information and other materials on CBCRM will be made easier.



E-group Discussion on Learning Communities

LeaRN initiated an e-discussion to learn how people in the CBCRM/CBNRM community understand the nature of a learning community: how it works, how it is organized, and how knowledge is generated. Fellows and other colleagues brought up various questions revolving around the theme and a handful of interesting descriptions of relevant experiences. A Fellow then summarized the results of the discussions.

It was learned that among the necessary elements for a good learning community are a desire to communicate (about anything: not just case studies and best practices) and an interdisciplinary atmosphere so that all feel welcome to contribute. The learning community can also be done through a number of instruments including: email listserve, exchange visits, annual meetings, and regular publications.

There was a lot of sharing of examples that illustrated some ways by which learning was structured, e.g. workshops, sharing of experiences and best practices, actual demonstration, combining local knowledge with ideas from outside, etc. One lesson that stood out was that communication and learning processes require people to explicitly and consciously try and see things the way others do. The fact that different people learn in different ways suggests that people should be creative in structuring different modes of learning. We should learn new ways to communicate across distance and busy schedules: attachments to email, streaming video, downloading pictures, sharing project documents, and others.

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Messages
Message # Go Search: Search Advanced
Messages 22 - 53 of 53 Oldest < Older |

Messages: Simplify Expand (Group by Topic)	Author
22 Re: What is your context? Dear Jennifer, What I was trying to say is that I do not have a very concrete learning experience to share right now in the CBCRM work I am involved in....	Nalini Nayak tvm_nalini@...
23 Re: What is your most powerful learning experience? Dear Evan, Pauline, Rebecca K., Arjan and Nalini, Thank you for assuring us that your silence so far is not lack of interest but a matter of timing. But now...	Elmer Ferrer emferrer2002
24 Re: What is your most powerful learning experience? Dear all, I would like to apologise for coming late in this discussion. Our e-mail system has been dead for the past several weeks and therefore I could not...	Tendayi Mutimukuru tendayimutim...
25 RE : [cbscrmlern] What is your most powerful learning experience? Dear Elmer, Jen, and list, I have been following the discussions on the list with a lot of interest. It is really great to see people coming from so many...	Sabrina Doyon sabrina.doyon@...
26 Who are learning communities for?	jennifer graham

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26 Who are learning communities for? Thank you, Nalini and Sabrina for some interesting new thoughts. I found the context where Nalini is working in quite fascinating. As outside researchers we...	jennifer graham justajen2004
27 Re: Who are learning communities for? No Jennifer, The migrant workers are invisible to the government and although indispensable to the fishery, they get a rotten deal from the boatowners. I think...	Nalini Nayak tvm_nalini@...
28 Can learning communities bridge the gap? Hello everyone, Tendayi and Nalini's posts provide new insight into some of the challenges in building learning communities. Tendayi's account of stakeholder...	jennifer graham justajen2004
29 Re: Can learning communities bridge the gap? Hi Jennifer I tried to answer some of the questions you raised. Who are the facilitators and what are they learning in the process? We (My colleagues from...	Tendayi Mutimukuru tendayimutim...
30 Re: Can learning communities bridge the gap? Dear Jenni and community members, Herewith my contributions to the discussion. Kind regards, Arjan On 8 Oct 2004 at 10:03, Jennifer Graham wrote: To:...	arjan.heinen@...
31 Re: Can learning communities bridge the gap? Hi Arjan, Did you send your reactions as file attachments? The members did not receive them because the group's setting is "no attachments" to avoid viruses...	cbscrmlerning
32 Summary Notes on Learning Communities Dear Friends, Below is the "Summary Notes on Learning Communities" prepared by Raul Lejano. Raul is a Professor at the School of Social Ecology, University of...	cbscrmlerning cbscrmlerning
33 Learning communities Dear Jenni and community members, Herewith my contributions to the discussion. Kind regards, Arjan Herewith another try not as an attachment. I present them as...	arjan.heinen@...

One important thing that can happen with egroup/learning community is that people simply get to introduce themselves to the community of like-minded others. This can lead to people feeling encouraged to contact others for information on particular things and for smaller conversations to take place.

2.3.2 Linkages / Networking

Jaring Pela General Assembly



Jaring Pela, or the Indonesian NGOs and Individuals Network in Coastal and Marine Issues, is the focal point of LeaRN in the country. Its members consist of activists, academe, scientists, practitioners, NGOs, community/people organizations and youth organizations whose commitment, activities and experiences are dedicated to cope with marine and coastal issues.

In its last general assembly on November 2005 supported by LeaRN, Jaring Pela eventually decided to make CBCRM its centerpiece program and formulated three ways by which they will make it happen:

- Campaigns on CBCRM
- Policy Advocacy & Legal Protection of CBCRM Practitioners
- Strengthening Fishers Movement to develop CBCRM

In terms of its campaign activities, Jaring Pela plans to facilitate the development of learning sites on CBCRM across the country, document models of CBCRM in Indonesia, develop an information system on CBCRM, and design campaign strategies on CBCRM at national and regional levels.

For its policy work, the network will facilitate processes of conflict resolution on CBCRM cases, as well as to encourage policy advocacy at local and national levels.

In strengthening a fishers' movement, Jaring Pela aims to facilitate a fisherfolks forum and pursuing fishers' struggles at national and local levels.

As the main hub of the LeaRN network in Indonesia, Jaring Pela will facilitate the exchange of information and experiences among members and partners through the development of learning communities and learning sites. It will also work on bridging local and national issues through collaborative advocacy, campaign,

learning, and research. It will push for the empowerment of local activists, fishers organizations and coastal communities through training, exchange visits, and internships. Lobbying for policy reforms to support CBCRM initiatives will also be intensified, as well as the documentation of good practices in CBCRM.

Workshop on Processes of Documentation

LeaRN has established links with the International Collective in Support of Fishworkers (ICSF) based in India. ICSF has, in fact, supported the workshop on CBCRM organized by LeaRN in Sumatra, Indonesia last year (April 2004).

On July 17-24, 2005 ICSF invited LeaRN and seven other resource and documentation centers on small fisheries and coastal resources management working in Asia, Europe, Latin America and Africa to participate in a workshop on processes of documentation. The five-day workshop in Chennai, India was meant to provide relevant training on setting up resource centers and appropriate information management systems, and to serve as a venue for discussing ways of improving coordination among the participating organizations. ICSF also invited resource centers from other regions working on fisheries and coastal resources management to widen the field of potential sharing of experiences and technical knowledge.

LeaRN's Information Specialist attended the workshop and has brought back some very concrete ideas to improve the RC's information management system.

Sustainable Livelihood Workshop: Next Steps in Building Capacity for SL in CBCRM

On April 24-27, 2005 the Project Leader and the Network Coordinator participated in the workshop organized by the IDRC-funded SL Project being implemented by Dalhousie University in the Philippines, Vietnam and Cambodia. The workshop was meant primarily to share, review and deepen individual and collective analysis of SL experiences by individual partners and across countries. It was also an opportunity to continue working on individual and shared SL materials that will be used for capacity building. Planning for next steps of the SL project, especially the finalization of materials and wider collaboration with regional networks (like LeaRN and CBNRM LI in Cambodia) was also done.

Adaptive Learning Project

LeaRN recently forged partnerships with four other organizations to implement an adaptive learning project. The “Adaptive Learning and Linkages in Community-Based Approaches to Natural Resources Management” (ALL in CBNRM) is a Southeast Asian regional capacity building and networking program designed for research and action teams currently implementing CBNRM projects/initiatives. It aims to improve the capacity of practitioners in the use of participatory approaches and participatory development communication in their CBNRM work through an adaptive learning program that provides a forum for sharing knowledge and experiences with other groups of CBNRM researchers and field workers in the region. The participating learning groups will come from Cambodia, Indonesia, Laos, Philippines, Thailand, and Vietnam. The learning program will be implemented by five institutions: CBNRM LC-LeaRN, University of the Philippines in Los Banos-College of Development Communications (UPLB-CDC), International Institute for Rural Reconstruction (IIRR), CIP-Users Perspectives with Agricultural Research and Development (CIP-UPWARD), and the Regional Community Forestry Training Centre for Asia and the Pacific (RECOFTC) with support from IDRC.

Selected learning groups will participate in a 20-month learning program (starting June 2006) that includes the following activities:

- A face-to-face introductory workshop where the team is introduced to the concepts, cycles, and themes associated with the adaptive learning course in CBNRM ;
- Provision of material support for the learning groups’ activities related to CBNRM;
- Participation in a regional electronic forum (e-forum) that will enable participants to share experiences and learn online from other CBNRM learning groups in Southeast Asia;
- Backstopping from e-forum resource persons and facilitators; and
- An opportunity to send representatives to the face-to-face midterm and post evaluation workshops to be held in the Philippines or any of the countries where the participating learning groups come from.

Exploratory Regional CBNRM Policy Project

Another project with which LeaRN has forged a partnership involves policy work. Led by the International Institute for Rural Reconstruction (IIRR), the project is an exploratory initiative which will focus on CBNRM related policy issues in four selected Asian countries.

This 20-month project will have an action learning approach and is primarily intended to generate lessons that will provide a foundation for subsequent CBNRM related policy initiatives. It is seen as an experimental stepping stone towards more solid ground in regional CBNRM policy work in the Asia region in which a coalition of policy advocates has emerged.

It is designed to build upon and follow on from existing partnerships and previous initiatives such as the IDRC Research to Policy Studies work and specifically the lessons from the IDRC write shop in May 2004 in The Philippines that produced the book 'Community- Based Natural Resource Management, Action Research and Policy Change in Asia'.

This project is designed to take stock of policy formulation, implementation and advocacy processes related to CBNRM in four selected countries in the region. Learning from this stocktaking and in response to the constraints that CBNRM policy advocates face, capacity development -support initiatives will be designed and tested in the four selected countries. Finally an underlying aim of this project is to facilitate/catalyse the emergence of a coalition of actors in the region involved in CBNRM policy advocacy so that subsequent regional policy initiatives with broad ownership of activities can grow.

Learning to Evaluate Capacity Development for CBNRM

CBNRM LC-LeaRN will be participating in the development of this project that will be championed by CIP-UPWARD. The planned collaboration takes off from the idea that in Southeast Asia, there have been several efforts toward capacity development for CBNRM and other participatory research and development (PR&D) approaches. These include learning by doing activities (e.g., learning how to do participatory research), training courses and university curriculum development, publications and information services, web-based and multi-media tools, and networking. An emerging challenge is to document how these capacity

development initiatives are contributing to CBNRM performance of research and development organizations in the region.

There are some on-going efforts to document the process and results of these kinds of capacity development efforts, ranging from monitoring of outputs to assessing long-term outcomes in terms of strengthening organizational capacities. However, there has been very little cross-learning and sharing among organizations involved in CBNRM capacity development. A collaborative regional “platform” or “forum” could facilitate joint learning and more effective assessment approaches.

Monitoring and evaluation allow for integration of “good practices” in CBNRM capacity development. An evaluative learning framework would help enhance the existing pool of knowledge by offering valuable lessons and insights on effective strategies and success factors in capacity development; it also offers a critical outlook on issues in scaling up, sustainability and institutionalization.

As a key starting point for regional collaboration, a consultative workshop to assess needs, interests, and opportunities for collaborative learning and evaluation on CBNRM organizational capacity development will be held. From this workshop, a project proposal will be developed.

Building Institutions for Learning and Development (BUILD)

LeaRN continues to collaborate with the other project of the Resource Center operating at the national level. OGB and OHK jointly support the RC’s national programs on learning and knowledge management (LKM) and organization development (OD) in the Philippines. Called “Building Institutions for Learning and Development” (BUILD), the program aims to facilitate the development of learning organizations among CBCRM actors (NGOs, POs, academic and research institutions, etc.) towards equitable and sustainable natural resource management and community development practice. This is done by (a) providing capacity-building and opportunities to institutionalize learning and knowledge management among partners; (b) enhancing partnerships and exchanges between CBCRM actors; (c) advancing and applying the knowledge generated by the CBNRM LC and its partners in the areas of participatory monitoring and evaluation, fisheries management, community organizing, law &

governance, sustainable livelihoods, gender mainstreaming and organizational development; and (d) building on the experiences and practices of OD principles and tools that would advance the gains of the CBCRM movement as part of the broader social movement.

The CBNRM LC's work with **Fellows** is being facilitated through this program. These same Fellows are being tapped by LeaRN (with funding support from IDRC) to provide mentoring and capacity building support for its partners in the Tropical Asia region.

Field Visit to Serangan Island, Bali

To maximize the presence of other IDRC partners in the IASCP Conference in Bali, Indonesia, several post-conference activities were organized to promote inter-regional learning and networking. The first activity was a visit to a CBCRM site in Bali (Serangan Island) where LeaRN has extended support to a local fishers' organization under the small grants component. The visit was ably coordinated by Jaring Pela.



Participants from Brazil, Peru, Canada/IDRC, and the LeaRN focal points (Cambodia, Sri Lanka, Philippines, and Indonesia) had a lively discussion with the local fishers' group on their problems brought about by the reclamation project which was meant to boost tourism. The project though had grave effects on the island's environment, effectively destroying the marine ecosystem and consequently the livelihoods of the island's residents who depend primarily on the sea for their subsistence.

The reclamation project has since been discontinued, leaving behind a lot of environmental problems. One of the major activities being done by the fishers' group to reverse the damage is a coral transplantation project which they have been implementing in partnership with NGOs like Telapak and Bahtera Nusantara. The initial experimentation was supported by LeaRN thru its small grants component.

After a brief hands-on demonstration on coral transplantation, the group went out to sea to "plant" corals. It is the first time for many of the participants to do it so excitement was high. A short

debriefing session followed towards the end of the day to draw lessons from the day's experience. The lessons and insights were used as building blocks for the inter-regional meeting on aquatic governance the following day.

Some of the participants' reflections on the visit include:

- Doing conservation through development. One cannot do conservation without addressing people's needs.
- The level of commitment shown by the Serangan people was quite high and is a big factor in the project's success
- Several similarities were observed in the challenges faced by communities in Asia and Latin America and that these challenges operate at multi-levels
- The visit was deemed an exciting opportunity to transfer ideas
- For most of the participants, it is their first time to know corals can actually be "planted" → making technologies and information reach communities become all the more important
- The importance of building partnerships and networks cannot be emphasized enough
- There is a need to finding a balance among technology, livelihoods and action
- To generate support from the community, it is important to have concrete actions and to show results quickly
- There is a need to be ready to deal with pressure points and catalysts (e.g. tourism)
- The Serangan people displayed a great openness to innovation, but that much work had to be done in terms of changing mindsets



Inter-regional Meeting on Aquatic Governance

The meeting was held to explore issues on aquatic governance, talking about opportunities for shared learning and examining the opportunities and constraints of methodologically consistent cross-site comparison of CBNRM/co-management experiences.

Together with the LeaRN focal points in Asia and other IDRC partners in Latin America, the meeting focused on what can be learned from each other's experiences with CBNRM and/or co-management, from which a list of general categories or themes was developed. It sought to find out the common questions that should be asked, and/or key themes and specific variables that should be examined, across different geographic settings. There was also some discussion on the pros and cons of comparative cross-site research, and how it can be fostered to address identified priorities.

From an initial list of nine potential research themes emerging out of the discussions during the field visit, five were eventually prioritized:

1. adaptive learning
2. role of actors
3. governance
4. rights + access
5. ecosystem context

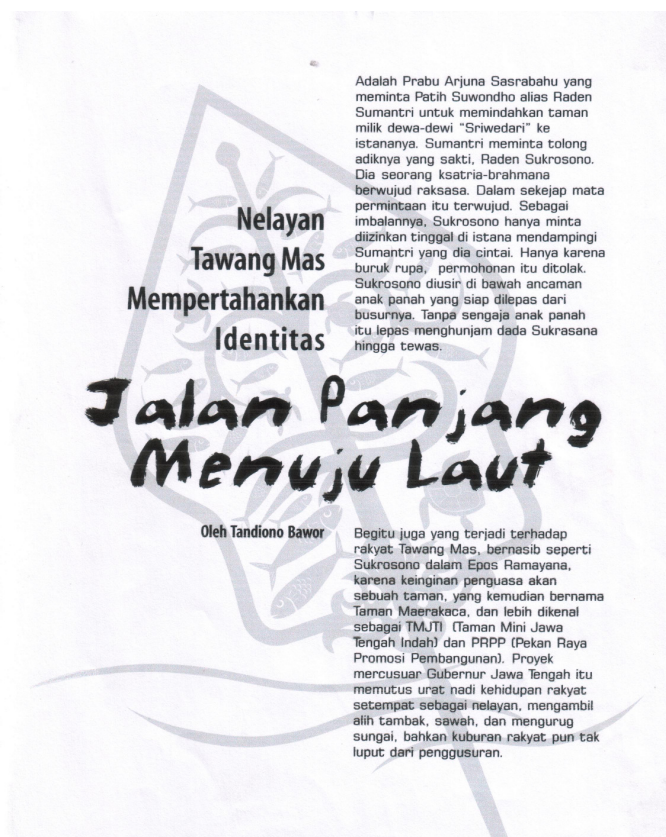
Research questions on the themes were then formulated by smaller workshop groups, and further fleshed out by identifying the key questions, sub-questions, methods to be used, data sources, and desired outcome.



2.4 LIBRARY, DOCUMENTATION AND PUBLICATION

2.4.1 Indonesia Book Writing Project

Jaring Pela proposed the development of a book writing project envisioned to be a compilation of case studies on the CBCRM movement in Indonesia and will be used for advocacy, education, and in advancing the theory and practice of CBCRM in the country. The project is also envisioned to be a learning process that will build the capacity of local NGOs to document and synthesize lessons learned from the field. The main case writers will be NGO activists but they will be expected to work closely with people's organizations in the development of the manuscript. The writers were selected from the three major geographical regions (Western, Central, and Eastern Indonesia).



For the first phase of the project, the area of activities focused on enhancing the writing skills of the NGO activists using participatory research approaches. During the process, a training-workshop on case writing was conducted followed by monthly supervision or mentoring on the research and writing progress of the participants. Participants continued their work and assistance to their PO partners, while transferring the skill and habit of documenting, writing, and analyzing the case.

Regional workshops were then conducted to discuss the progress of the writing process. These were opportunities for face-to-face consultations with the members of the editorial team and the editorial board. After that, a final national workshop was called to finalize the cases.

Under the coordination and management of the Project Leader, an Editorial Team was constituted, consisting of three persons representing each region (Western, Central, and Eastern Indonesia) with the capacity of editing and supervising the writing process and participatory research activities on a regular bi-weekly or monthly basis. There was also an Editorial Board, consisting of five resource persons, who served as consultants to the participants in terms of writing and analytical skills, community

organizing and participatory research activities. The board members were fully involved during the training and finalization workshops. The members of the Editorial Board include experts on coastal indigenous people movement and property rights, community organizing, gender, journalism, and participatory research.

Final National Workshop

The final national workshop was held last 18-24 February 2005 in Bogor, Indonesia. LeaRN staff joined the Indonesian editors in giving final comments and inputs to some of the case study writers. The editors and the writers finalized the available manuscripts and the draft layout during the week-long event. They then capped the activity with an evaluation of the case study writing process, assessing the project's impact on the writers' capacities and how these were translated into the latter's work within their respective organizations and partner communities. Plans were drawn up for the publication of the Indonesian book and its English translation, the follow up work with the communities, and the next project phase in Eastern Indonesia.



Most of the insights and lessons identified during the final national workshop are bound to come out in the foreword and endnotes being planned by the editors for the Indonesian book. However, some initial observations and reflections on the learning process can be made here. First, documentation of communities' experiences and representation of knowledge, like knowledge generation, occur within a specific context. In fact, one question that the writers and editors faced during and after the workshops was how well the case studies described and analyzed the specific conditions in the communities. A related question was how the documentation and case study writing process contributed to local efforts to address community issues and effectively manage coastal resources. With most of the case study writers, the answers to these questions often depended on how well people participation had been integrated with their work in the communities.

While the writers followed a common outline and guide questions, the challenges being faced by the communities and the actual stories of people's struggles shaped both the format and contents of each case study. At the cursory level, many of the writers had to grapple with the

problem of finding more widely understood terms for idioms, local concepts, and indigenous technologies. The result was a varied collection of stories on CBCRM that reflected the diversity of approaches in community-based resources management even as they point to some common elements or processes.



Second, writing case studies in CBCRM is a socially-organized activity. And, as in other fields of practice, many of the technical problems encountered by the writers have also something to do with the particular social situations in which they write. Differential power relations and capacities usually define such social situations. In the case of the Indonesian workshops, capacity building was as much a concern as that of producing written materials on local experiences. The writers who are themselves members of people's organizations and coastal communities are better able to discuss local issues than their counterparts from the NGOs, but encountered more difficulties in organizing their thoughts and expressing them in writing. In the case of writers from the NGOs, the problems had to do more with validating what they wrote as lack of documentation at the community level forced them to rely on their own interactions with the people in presenting and analyzing community issues.

At another level are the relationships created by the organization of the writing workshops itself. A collectively drawn and agreed upon framework on CBCRM and guide questions for inquiry provided the general parameters for preparing the case studies. But much of the subsequent writing depended on the interactions and discussions among the writers and editors. A flexible workshop schedule, on-site community venues, discussions with local people and government officials, one-on-one consultations, and plenary discussions effectively promoted and maximized learning among the participants. However, during the final national workshop, editors and writers confronted squarely the task of defining limits to their respective work as problems on clarity and effective presentation of ideas persisted with some of the drafts, deadlines for layouting and publication were fast approaching, and editors were sometimes tempted to revise the materials themselves rather than offer comments and suggestions for the writers to work on.

The Indonesian version of the book is now published and the English version is underway. Jaring Pela sees the publication as

an important tool in their advocacy efforts to promote the community-based approach among communities and policy-makers in Indonesia.

2.4.2 Newsletter (CBCRM Learning)

The newsletter continues to serve as a forum for the exchange of ideas and insights on CBCRM/NRM in the region. Two issues were published during the extension period. The first issue focused on Learning and Networking, while the second issues looked at CBCRM in the region.

To encourage people in the region to read the articles, an innovation was introduced with the last issue whereby selected articles were translated into the local language (e.g. Khmer and Vietnamese) and inserted in the newsletter.

2.4.3 Other publications

The proceedings of the Governance in CBCRM Workshop is already in the press and will be out soon.

2.4.4 Library

New materials were acquired to add to the existing materials on CBCRM. The database was reinstalled with a new design and has been uploaded to the RC website. The Online Catalogue was designed to facilitate searching and retrieval of bibliographic records of books, serials, vertical files, and theses found in the library. The library system was developed using "open source" software, making it cost-free and yet very efficient and stable. User-friendly features were installed to facilitate searching. Keyword searching allows a person to enter keywords from the title, author, subject fields, etc. It can also narrow down the field by format, whether a book, serial, vertical file or thesis. Or you may choose to search only on the title, author, subject, or call number, or you may choose any field to search all searchable fields. The system also allows you to search by date, indicating specific date(s) of publication. In addition, links to related records were provided for names of authors and subjects. Clicking the author's name will search the database with works of that author and clicking the subject will search the database for records with similar or related subject.

2.5 POST-DISASTER RESPONSE

In the aftermath of one of the greatest disasters in recent history, LeaRN thought it could contribute in the task of rebuilding and rehabilitation, together with its partners in the two most affected countries, Indonesia and Sri Lanka. While LeaRN might not be in the best position to provide emergency relief assistance to families and communities affected by the disaster, it could play a role in laying the groundwork for assisting coastal communities to develop capacities for building resilience against disaster. Addressing some of the short-term needs of the partner organizations would also be explored.

A proposal for a regional consultation was proposed to discuss the issues and draw up a plan of action for medium and long-term resource management work in selected areas in the two countries. This was incorporated in the extension proposal for LeaRN. At the same time, Oxfam Hong Kong (OHK) expressed interest in the idea and a similar proposal was submitted to them.

Eventually, the proposal to OHK was approved first as it took some time before IDRC could process LeaRN's extension proposal. It was decided to push through with the consultation in Sri Lanka using OHK funds and ask for a restructuring to use IDRC funds for follow through activities in Indonesia.

2.5.1 Consultation on Post-Disaster Management and Prevention Strategies

This was an IDRC-sponsored consultation held in India where LeaRN was invited to participate. The consultation was aimed at identifying priority areas for research and to identify current and potential research organizations that are interested in building a proper research agenda. Following the meeting, a small group of researchers were to refine the research agenda and develop research proposals for submission to funding agencies. During the consultation, LeaRN made a presentation on the conduct of a Participatory Capacities and Vulnerabilities Assessment (PCVA).

2.5.2 Pre-consultation: Participatory Capacities and Vulnerabilities Assessment (PCVA)

LeaRN, in coordination with the Sri Lanka Centre for Development Facilitation (SLCDF) conducted a Participatory Capacities and Vulnerabilities Assessment (PCVA) in several tsunami-affected communities in Sri Lanka last 17-19 May 2005. The activity was part of the preparations for the Post-Tsunami Regional Consultation held on 15-17 June 2005 in Colombo, Sri Lanka.

The PCVA Team composed of LeaRN and SLCDF staff was led by Mr. Honorio de Dios, a Fellow of the CBCRM Resource Center. They visited the devastated areas of Kirinda, Kudawella, Gandara, Matara, and Peraliya. The team met with members of the Hambantota District Consortia and interviewed fisher-survivors in the affected communities.



An initial meeting with SLCDF staff preceded the field visits to orient them on the proposed post-tsunami regional consultation as well as on the PCVA framework for the pre-consultation workshops and data gathering activities. A highlight of the discussions on the PCVA involved the importance of looking at various vulnerabilities of the people before the disaster that might have worsened its impacts on the community. It was also clarified that the PCVA framework could actually be used in identifying the most vulnerable members of the community and therefore the best target group for any planned community development interventions.



The workshop was conducted with members of the Hambantota District Consortia, focusing on the physical/material and social/organizational conditions of the affected areas. "As expected, there were difficulties in understanding some of the basic concepts like

"capacities" which the participants expressed in terms of "recommendations" to increase their existing capacities", said de Dios. He did not attempt, however, to correct that on the spot but rather probed deeper and tried to get as much information about their perception of their capacities.

The results of the workshop and the succeeding interviews with fishers pointed to insights by the local people on various issues related to the disaster. Fishers noted, for example, how the impact of the tsunami was magnified in some areas by the lack of natural coastal defenses as a result of the destruction of the coastal environment. In Kudawella, people observed how the intact mangroves and coastal vegetation helped in lessening the destructive force of the huge waves.

The results of the PCVA were incorporated into the status reports on the impacts of the disaster that was presented during the actual consultation.

2.5.3 Post-Tsunami Regional Consultation

Around 80 community members, NGO workers, religious leaders, government officials, people from the academe and representatives of donor agencies participated in the Post-Tsunami Regional Consultation held in Colombo, Sri Lanka on 15-17 June 2005. Coming from the tsunami-affected communities of Sri Lanka and Aceh in Indonesia, the grassroots participants to the consultation called on government, donor agencies and local organizations to facilitate the development and implementation of more long-term programs that would help in ensuring the communities' recovery from the disaster and in strengthening local capacities for sustainable livelihoods.



The consultation was aimed primarily to provide a venue for various actors in the post-tsunami period to share information about the extent and impact of the disaster as well as to highlight successful local practices and experiences in enhancing community resiliency towards recovery. The activity also sought to come up with priority issues that need to be addressed as relief and emergency work move toward long-term rehabilitation. During the field visit a day before the actual consultation, the people expressed their desire to move on with their lives and be less dependent on outside assistance. Their local organizations

have initial plans for restoring some of their livelihood activities and exploring other livelihood options, but they need support for a more long-term program of building local capacities. There is also an urgent need to address issues such as the lack of adequate information on government policies with regards to relief, relocation and eventual rehabilitation.

Most of these issues were echoed by the resource persons and workshop participants during the consultation. Noting how the tsunami was quite a new phenomenon for many Sri Lankans, senior government officials gave an overview of the government's responses in the aftermath of the disaster, the issues related to relocation and the provision of temporary shelters for the victims. Two university professors provided a broader perspective on the environmental and socio-political issues arising from the tsunami's impact as well as on gender-related concerns in the post-tsunami period.

Warning the participants on the possible recurrence of tsunamis and other natural phenomenon in the future, the professor stressed the need for planning coastal development in Sri Lanka wisely. They would need to restore wetlands, protect the remaining sand dunes, and re-establish coastal vegetation to protect coastal areas.

Foreign participants to the consultation included representatives from community-based and fisher organizations, networks and international donor organizations. These included Oxfam Hong Kong, IDRC, International Collective in Support of Fishworkers (ICSF), Centre for Community-based Management (CCBM), world Forum of Fisher Peoples (WFFP). Jaring Pela, and the Northwest Atlantic Marine Alliance (NAMA). They expressed their appreciation for being part of the sharing of experiences on the tsunami, as well as their readiness to work with international and local partners towards addressing the issues raised during the consultation.



A report in CD format has been prepared and sent to the participants.

2.5.4 Research Forum on Resiliency and Sustainability

With the recognition that social-ecological systems are highly complex and are in a state of constant change, CBCRM practitioners grapple with issues of resilience and sustainability, particularly in terms of the resource management activities and organizations implementing them. Resilience is defined as " ... the capacity of a system to absorb disturbance and reorganize while undergoing change so as to still retain essentially the same function, structure, identity and feedbacks. A resilient social-ecological system can withstand shocks and rebuild itself, and may undergo those changes incrementally and or through dramatic modifications. Thus, the concept of resilience provides a way of studying how systems persist, transform themselves, or collapse" (Kofinas 2005).

This is particularly important in the design of disaster risk reduction programs (i.e. post-tsunami rehabilitation efforts). There is growing appreciation that vulnerabilities can be reduced by maintaining focus on local communities, in the belief that this helps build grounded theory and practice.



It is in this context that the forum was conducted in June 2006, gathering a small group of researchers and CBCRM practitioners in Indonesia to discuss the idea of resiliency and sustainability in resource management. The forum became a venue to generate exchanges and sharing of experiences in enhancing resiliency and in formulating ways to support the generation, sharing and application of knowledge on resiliency and sustainability.

The discussions took off from two initial presentations: (a) the keynote address provided by Arif Aliadi of LATIN where he discussed how unresponsive national policies and programs affected communities

dependent on forest resources; and (b) an introduction to Resiliency thinking as discussed by Allan Vera of the CBCRM Resource Center.

Three case presentations followed, given by three member NGOs of Jaring Pela: (a) KELOLA who presented the case of the conflict between traditional fishers and the tourism sectors in North Sulawesi; (b) YARI who made a presentation on the community based marine management initiatives in Saponda Island; and (c) YASCITA who talked about their programs on saving the Alaaha Forest through sustainable livelihoods projects.

2.6 ADMINISTRATION AND SUPPORT

2.6.1 Expanded LeaRN Coordinating Committee Meeting

A regional governing body for learning, exchange and more effective practice in CBCRM – this may well have been in the minds of representatives from the country partners of LeaRN at the conclusion of the Regional Coordinating Committee meeting held last 23-24 February 2006 in Manila. With point persons from national focal organizations in Cambodia, Indonesia, Philippines, Viet Nam, and Sri Lanka in attendance, the expanded Regional Coordinating Committee discussed specific steps in giving flesh to LeaRN's envisioned role of providing regional support to national efforts in CBCRM. At the end of the two-day meeting, the committee had agreed on an initial set of principles and processes in implementing a network project and in ensuring accountabilities among its regional, national and local bodies. These were duly noted for consideration in the preparation of the new LeaRN proposal.

The Regional Coordinating Committee meeting comes at the heels of the series of national consultations following the regional consultation in Manila last April 2005. The results of these consultations were presented by the national focal point representatives during the meeting and discussed in light of the new LeaRN proposal.

With the proposed activities lined up by the different country focal points, one major point of discussion during the February meeting was the transition towards a regional governing body in capacity building and learning among CBCRM practitioners. Apart from recognizing the need to establish accountability frameworks and guidelines, members of the Regional Coordinating Committee agreed on an initial system for allocating funds and resources among the country partners and within the different national networks. Members of the committee saw the

importance of balancing the actual needs of the different country focal points against their real capacities in implementing projects or activities to enhance CBCRM networking and practice within their respective countries.

Moving away from the initial set up composed of representatives from the LeaRN Consortium members (CBCRM RC, Dalhousie University, and St. Francis Xavier University), the Regional Coordinating Committee that met in February included representatives from country focal organizations identified during the April 2005 consultation in the Philippines. These national focal points included the CBNRM LI in Cambodia, Jaring Pela in Indonesia, Hue University in Vietnam, Sri Lanka Centre for Development Facilitation (SLCDF) in Sri Lanka, and the CBCRM RC in the Philippines. Present during the meeting were Sim Bunthoeun from CBNRM LI, Imran Amin from Jaring Pela, Dr. Truong Van Tuyen from Hue University, Dr. W.P.P. Abeydeera from SLCDF, Mike Reynaldo, Allan Vera, Randee Cabaces and Elmer Ferrer from CBCRM RC, Dr. Gary Newkirk from Dalhousie University, Dr. John Kearney from St. Francis Xavier University, and Dr. Brian Davy from the International Development Research Centre (IDRC) in Canada.

The expanded regional committee has also agreed on a number of steps to carry forward the transition towards a more active involvement of the country partners in LeaRN. These steps are also in line with the new LeaRN proposal that was submitted to IDRC for initial review. Along with their organizational and country profiles, the different country partners submitted to the Secretariat a list of possible activities that could be prioritized and supported by LeaRN during the next project cycle. Noting the lack of gender balance in its governance structure, the committee has also decided to push for more gender representation within its ranks as well as for more gender-oriented program activities and research themes with the next project proposal.

Noting the establishment of similar regional networks among community-based practitioners in other parts of the world, particularly in the Americas, the Caribbean and Africa, Dr. Davy shared some of the emerging thoughts and insights in IDRC regarding such efforts. He shared that among other things, IDRC's global plan hopes to address the question of how to deal effectively with these regional networks and how to bring their efforts to bear upon standing issues in CBNRM theory and practice. The current understanding is that these networks serve as a good modality for promoting learning and exchange among practitioners, and could perform a critical role in strengthening local capacities for influencing policies and governance in natural resources management. The new LeaRN proposal is expected to be finalized and forwarded to IDRC by the second quarter of the year.

A follow up meeting was also held in Bali, Indonesia in June 2006 to discuss the results of the initial review by IDRC of the LeaRN proposal and how best to take it forward.

2.6.2 Development of LeaRN Phase 2 Proposal

A proposal for the second phase of the project has been prepared and submitted to IDRC for initial review. An initial feedback on the proposal has already been provided by IDRC and this was discussed by the RCC during the meeting in Indonesia in June 2006. The proposal will require substantial revisions, especially in terms of:

- its essence → to think critically about where to go, to make it more research oriented (it comes across in its present form as a development and community support project instead of research)
- need for more specifics
- identifying clearly the key problems and why is LeaRN the best mechanism to address those problems
- it has to have a strong value added that it is not duplicating what the others are doing

The RCC agreed on the following next steps:

1. review national situation vis-à-vis CBNRM/CBCRM work
2. develop the national proposals: (concept notes by August 1)
 - a. outcomes
 - b. key research questions
 - c. capacities/gaps (where will you seek help/assistance?)
3. regional/LeaRN proposal (for submission by September 2006)
 - a. why the need for a regional network?
 - b. What needs/services do you think is best served at the regional level
 - c. "niche", value-added

2.6.3 Assessment and Planning Sessions

The project team together with the rest of the CBCRM RC staff held semi-annual program review and planning workshops designed to assess accomplishments vis-à-vis targets and to analyze what worked well and what didn't. They served as venues to reflect on lessons learned and in reinforcing sources of inspiration. The collective analysis helped in formulating a more responsive plan of action for the succeeding six months.

Regular bi-monthly team meetings were also conducted to monitor the progress of planned activities so that appropriate changes and/or improvements could be instituted.

**As LeaRN concludes its initial efforts
towards building a learning network in the region...**

LeaRN drew inspiration and energy from the power of complexity stemming from its diverse composition as well as from its varied efforts and activities which foster sharing and learning from each other. As a network, LeaRN saw its work as a continuous process of relationship-building, facilitating, enabling, coordinating, connecting, interacting, and engaging. In its efforts to realize the common goal of advancing CBCRM, LeaRN sought to promote the principle of participation by encouraging the development of actions, values and processes that empower those involved in the learning partnerships.

And LeaRN hopes to continue weaving stories together towards strengthening that learning network...

by providing regional support to local work through country networks.

Maraming salamat to IDRC and our partners and friends for the support.

3 FINANCIAL REPORTS

See following pages for the financial reports.