FISHERIES DEVELOPMENT
FACILITATION MANUAL
FOR FIELD WORKERS AND
COMMUNITY LEADERS

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ACRONYMS

AGM  - Annual General Meeting
BOOT - Built, Own Operate and Transfer
CAP  - Community Action Plans
CIC  - Community Implementation Committee
DoF  - Department of Fisheries
EIA  - Environmental Impact Assessment
FFC  - Fisheries Facilitation Cycle
FPEA - Fisheries Participatory Extension Approach
HIV/AIDS - Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IGA  - Income Generation Activity
LG   - Local Government
MACO - Ministry of Agriculture and Cooperatives
NGOs - Non-Governmental Organisations
PEA  - Participatory Extension Approach
PLARD - Programme for Luapula Agricultural and Rural Development
PRA  - Participatory Rural Appraisal
SSI  - Semi-Structured Interviews
SWOT - Strengths, Weaknesses, Opportunities and Threats
US$  - United States Dollars
VMCs - Village Management Committees
VRMCs - Village Resource Management Committees
ZMCs - Zonal Management Committees
PREFACE

Luapula Province is situated in the high rainfall belt of the Central Africa plateau. The land surface area of the Province is 30,600 square kilometres, of which 11,600 is considered arable with mostly sandy soils. Its 30,600 square kilometres fall roughly between 8 degrees and 12 degrees 24’ south latitude and 28 degrees 30’ and 30 degrees east longitude. Luapula Province has two major fisheries, the Bangweulu in the south-eastern corner and Mweru-Luapula in the north-western corner of the Province. The lakes, swamps and associated wetlands take up 43.5% of the total available land in Luapula Province.

In socio-economic terms, fishing in the province ranks first followed by agriculture as an income source and as an employer. Fishing and fish trading are a way of life and act as a stimulus to many other economic activities in the province. In the province, the fish provides 75% of animal protein intake to Luapula province communities. The fishery of the Bangweulu (and its associated swamps) and Mweru-Luapula are artisanal small-scale multi-gear, multispecies fisheries. The general impression from the local administration as well as from the fishers is that the fish stocks in the two fisheries are heavily fished (there is economic overfishing).

The Government of Zambia through the Department of Fisheries has put in place policies and strategies for the development of the Fisheries Sector with a view to contribute to increase food insecurity, incomes and general livelihoods of the people.

Programme for Luapula Agriculture and Rural Development PLARD is a development initiative undertaken by the Government of the Republic of Zambia and Government of the Republic of Finland under a bilateral co-operation agreement, whose main objective is to contribute to the development of an efficient, competitive and sustainable agricultural sector which ensures increased income and food security for the rural people of Luapula Province.

The Department of Fisheries does not have extension staff at camp level, but through PLARD, Community Facilitators have been engaged. Their main function is to mobilize the community to participate in co-management activities.

One of the main strategies to enhance fisheries development is boosting co-management of natural water bodies. Till now, PLARD has in this respect been successfully operating in Mweru-Luapula Fishery, where a solid ground for organized co-management has been laid. Village Management committees have been established, their stakeholders have been sensitized in the objectives of co-management. Zonal committees are also in place. The Fishery Management Committee (FMC) is in the process of being gazetted.

The sustainability of the co-management structure is on its part supported by the Amendment of Fisheries’ Act of 2007. The appointment of Fishery Management Committee, in line with the Fisheries Act Cap 200 of the laws of Zambia and covering the whole fishery on the level, is finally to ensure strong relationship between the authorities and the community structures and thereby facilitate the committees to fulfil their intended mandate.

The Department of Fisheries do not have, till now, a comprehensive manual that can be used for the purpose of guiding and facilitating the intended policy, legal and institutional frameworks for development of the Fisheries sector. Therefore this manual is an important effort, which, after working with it, should be revisited and updated.

This manual has been written as a facilitation guide for extension staff, facilitators, Committee leaders and other stakeholders who are involved in fisheries development. It is intended to give them information, practical instructions and guidance for working with fishing and fish farming communities in a participatory manner.
The contents of this Manual are simple and do not require high calibre or mathematical thinking. It requires minds which are prepared to accept a new way of learning, and a new way of doing things.

The Manual is a comprehensive handbook for day to day use by field staff and in certain cases community committee members. This contains processes, procedures, skills, techniques and tools required for the implementation of activities in the development of the Fisheries sector. This is a well tailored training and facilitation manual establishing “what to do, how to do, and when to do” manual.

It provides information for building knowledge and understanding, guidance on the way fisheries extension should be carried out, refreshes on some subject matter content, processes for facilitating community participation in the management of the fishery, and is based on the challenges that the Fisheries extension delivery system is facing in the Luapula-Mweru fishery.

I sincerely believe that the intended users of this manual will find it really useful.
ACKNOWLEDGEMENT

I am grateful to Department of Fisheries and PLARD Management for affording me an opportunity to contribute to the fight against poverty, food insecurity and rural underdevelopment, through producing this manual, which I hope will be of great use to the staff of DoF, Facilitators, Fisheries Community leaders and other would be users.

I am greatly indebted to the Programme Director, the Chief Technical Advisor, the Fisheries Coordinator of PLARD, and the Provincial Fisheries Officer for their administrative and logistical assistance, and to Mr. Lumbwe Kalumba and Mrs. Mazuba Muzyamba for their input, without which this work would have not been possible.

I am also grateful to my family for the inspiration and moral support.

C. Mutuna
Consultant
CHAPTER 1
1.0 Policy and Legal Frameworks
Objective: To enable Field workers and Community leaders comprehend the government policy and legalities as concerns the management and development of the fisheries sector, and teach the fishing communities and other stakeholders.

CHAPTER 2
2.0 Managing the Capture Fisheries
Objective: To create knowledge and understanding of the fishery management mechanisms, co-management, institutional structures – Committees, and the roles and responsibilities.

CHAPTER 3
3.0 Strategies for Aquaculture
Objective: to enable Facilitators understand the DoF strategies for Aquaculture.
Focus: Policy objectives, Fisheries development objectives, specific objectives for the Aquaculture management and extension, Strategies for achieving the specific objectives for the Aquaculture management and extension, Promotion of aquaculture.

CHAPTER 4
4.0 The Extension Approach for fisheries
The objective of this section is aimed at building on the existing knowledge and understanding of the extension approach for implementation of the activities in the fisheries sector. It focuses on the Participatory Extension Approach (PEA) and (but) introduces a Fisheries Participatory Extension Approach specifically for fisheries activities

CHAPTER 5
5.0 The Facilitation process for Fisheries Extension
Objective: To provide guidance on the participatory process that should be followed in the facilitation of fisheries and aquaculture development in the fishing areas. This chapter will look at the Facilitation cycle and key stages (Preparation, Diagnostic, Needs assessment, Training and exposure, Action planning, Resource mobilization, Implementation, Monitoring and evaluation)

CHAPTER 6
6.0 Tools and Techniques for Facilitating Fisheries extension
Objective: To introduce the tools and techniques which are used in the different phases, stages and activities of the Fisheries Facilitation Cycle, and creates knowledge, understanding and skills for their effective utilization. Various Tools and techniques are used under the phases, stages and activities of the FFC. The most commonly used ones are Tools for collection and analysis of data and information, Tools for Problem analysis, Tools for searching for solutions, Tools for planning, Tools for community organization, Tools for participatory monitoring and evaluation, and tools for taking fishing and fish farming as a business.

CHAPTER 7
7.0 Guidelines for Fisheries Community Development
Objective: To introduce the Guidelines and techniques that are used for building institutional and organizational capacities for effective and efficient performance of the fishing Communities.
Focus: Guidelines for; Community mobilization and organization, Formation of committees, Management committees and their roles, Community Implementation Committees, Empowerment of the Community, Ensuring sustainability in the community, Promoting sustainable self-management, Understanding leadership, Making a Group Constitution, Group dynamics, Conflict Management, Resource management planning, Financial management (Simple accounting, budgeting, sourcing of funds, writing project proposals).
CHAPTER 8
8.0 Skills and Competencies for Fisheries Development
Objective: To introduce the necessary important skills and impart knowledge, understanding, and build capacities for their utilization in order to make fisheries extension service delivery more effective and efficient.
Focus: This chapter focuses on; skills for Facilitation, Training, Communication, Reporting, and mainstreaming and integration of HIV/AIDS and Gender.
1. Policy, Legal Framework

1.0 Introduction

Sustainable fish resource management cannot be achieved without a policy and legal framework that provides appropriate guidelines, rules and regulations. It is essential for all stakeholders to have clear understanding of the policy, and legal framework of the Fisheries sector.

It is important therefore for Field workers and Community leaders comprehend the government policy, legalities, and extension approach as concerns the management and development of the fisheries sector, and teach the fishing communities and other stakeholders.

1.1 Policy framework for Fisheries

1.1.1 The national vision for the fisheries sector
Zambia has a national vision for modernising development sectors by the year 2030. The national vision for the fisheries sector is “to attain sustainable exploitation of the fishery resources at the highest possible levels without compromising availability of fish for both present and future generations and without degrading the environment”.

1.1.3 Fisheries sector goal
The overall fisheries sector goal is to ensure increased and sustainable fish production and utilisation by properly managing capture fisheries, promoting aquaculture and reducing post harvest losses.

1.1.4 Fisheries policy objectives
The overall objective is to increase fish production and promote sustainable utilization of fisheries resources, thereby contributing to the economy through the generation of employment, income and improved availability of fish. The focus is to promote community based resource management of capture fisheries thereby improving catches. Concerted efforts are to be made for promoting aquaculture development. Better marketing and processing facilities are to be promoted and the distribution network improved.

To enhance fish productivity, several measures are to be put in place to conserve and maintain biodiversity of aquatic resources through improved monitoring, creation of fish sanctuaries and restocking over fished water bodies. Other efforts will aim at encouraging better management and stopping use of illegal gear, Marketing, exploitation and movement of endangered and ornamental fish species and trading of fish gears to be regulated and controlled.

Legislation for sustainable exploitation of fisheries resources are to be strengthened and the Government through Ministry of Agriculture and Cooperatives (MACO) to collaborate with neighbouring countries in the management of aquatic resources in shared water bodies.

The Fisheries policy objectives therefore focus on;

- Sustainable management and development of fisheries
- Decentralization and community participation in fisheries management
- Inter-district, fishery and community co-operation in fisheries management
- Administration and funding mechanisms
• Planning and policy making
• Investment in fisheries
• Information
• The environment and fisheries
• Aquaculture
• Post-harvest fish quality and value addition
• Fish marketing and trade
• Human resource development
• Research

1.1.5 Fisheries Development objectives
Based on the national vision, sector goal and policy objectives, Zambia’s fisheries development objectives embrace the following dimensions and aspirations:

• A flourishing fisheries and aquaculture sector, in which over 120,000 tonnes of fish are harvested annually from stable populations of wild fish stocks living in healthy aquatic ecosystems and modern aquaculture technologies;
• Fully modernised and highly skilled fisher folk communities that have high human development indicators (access to potable water exceeding 80%, infant mortality of less than 40%, universal school enrolment, high standard of hygiene and sanitation, clean and attractive environment) that use appropriate modern and efficient fishing gears and equipment;
• Participatory fisheries management arrangements that build on community and stakeholder structures leading to the generation of adequate incomes to alleviate and prevent poverty particularly for rural communities in fishery areas;
• A sustainable increase in the consumption of fish by the national population achieved through better and improved resource management, better fish handling and marketing with a per-capita fish consumption of not less than 10 kilograms/year;
• A fully developed and productive aquaculture systems for all water bodies in agro-ecological zones and integrated into agro-farming systems;
• Self sufficiency in the production of fish and fish products based on well managed capture fisheries and developed aquaculture;
• Increased trade in fish and fish products within the country and
• A sustainable basket of exports of fish, fish products and other aquatic products with foreign exchange earning exceeding US$ 200m per annum.

1.1.6 The specific objectives for the Capture fisheries and Aquaculture management and extension
The specific objectives for the Capture fisheries and Aquaculture management and extension are:

• To promote and conserve Fisheries resource.
• To contribute to increased food security and nutrition through increased production and consumption of fish
• To promote sustainable fisheries management through participatory approach by involving various stakeholders
• To ensure monitoring, control and surveillance of the country’s fisheries and fish resources
• To strengthen management strategies and the dynamics of the aquatic resources
• To promote aquaculture production
To promote conservation of the environment and indigenous fish species for sustainable aquaculture production
To promote and facilitate private sector participation in the development of aquaculture and provision of aquaculture services

1.1.7 Strategies for achieving the specific objectives for the Capture fisheries and Aquaculture management and extension

- Provide techniques that would add value to fish products, improve post-harvest management and the flow of marketing information to fish producers, processors and traders
- Provide legal framework for community participation in sharing the responsibility for better management of aquatic resources
- Conserve and maintain bio-diversity of aquatic resources through improved monitoring, creation of fish sanctuaries and restocking overfished water bodies
- Regulate and control the marketing and trading of fishing gears and fishing practices through appropriate legislation
- Regulate and control the exploitation, movement and marketing of endangered and ornamental fish species
- Facilitate capacity building among stakeholders in the fisheries sub-sector
- Collaborate with neighbouring countries in the management of aquatic resources in shared watercourses or water bodies
- Strengthen legislation to provide for sustainable exploitation of the fisheries resources
- Promote the formation of community fishing groups or associations to be promoted and encouraged for effective dissemination of fisheries management information and appropriate fishing techniques.
- Promote aquaculture by providing appropriate extension services and the production and distribution of quality fish seed
- Regulate and control fish escapees from fish farms, cages, fish pens or any other aquaculture facility into the natural fisheries
- Regulate the introduction and use of exotic fish species and use of genetically improved fish species in aquaculture
- Enforce the legislation on aquaculture

1.2 The Legal Framework for Fisheries

The law, regulations and restrictions concerning the fisheries sector are contained in the Act (1974) CAP 200 of the Laws of Zambia and other regulations which came later e.g. the Fish ban which was introduced in 1986. These stipulate the following:

- Restrictions on fishing and non fishing areas
- Fishing time and fish ban period
- Suitable and banned fishing gear and fishing methods
- Licensing and levying provisions etc.

For details refer to the Fisheries Act and Legislature.
### Table 1; How to Create Awareness on Fisheries Act and Legislation

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Facilitator asks for what the people know about fisheries restrictions and regulations (legal and traditional).</td>
</tr>
<tr>
<td>2. Using probing skills, all the responses are written on a flip chart</td>
</tr>
<tr>
<td>3. The Facilitator contributes to the list of responses on the flip chart by adding, subtracting, and clarifying any observed misconceptions by reference to the ACT and Legislature.</td>
</tr>
<tr>
<td>4. The participants are then asked to discuss the consequences of each of the listed restrictions and regulations if not followed from the legal point of view and effects on the fish resource.</td>
</tr>
<tr>
<td>5. All the responses are listed against each restriction or regulation</td>
</tr>
<tr>
<td>6. The Facilitator summarises the discussion of the meeting, pointing out (in a simplified form) what the act exactly says.</td>
</tr>
</tbody>
</table>

A hand out of the Fishery legislation is then given to each participant. (Possibly a translated version of the Act in Bemba or applicable language. See attachment 1 for the English version.)
CHAPTER 2

2. Managing the Capture Fisheries (Roles and Responsibilities)

2.0 Introduction

One of the main strategies to enhance fisheries development is boosting co-management of natural water bodies. To attain this, there is need for establishing management structures and mechanisms for effective implementation of activities. A solid ground for organized co-management has to be laid.

The sustainability of the co-management structure is on its part supported by the Amended Fisheries’ Act of 2007. The appointment of Fishery Management Committee, in line with the Fisheries’ Act and covering the whole fishery on the level, is finally to ensure strong relationship between the authorities and the village committees and thereby facilitate the committees to fulfil their intended mandate. Therefore this chapter explores the Fishery management mechanisms co-management, institutional structures, and roles and responsibilities.

2.1 Institutional arrangements in fishery management

Institution arrangement for fisheries development has been based on the concept of Co-management concept.

Fisheries in Zambia has been run on the classic centralised model, with teams out-posted in Provincial and District officers policing the use of the resource and offering advice and support to fishing communities. The Centre, the Minister and the Director of Fisheries make policy decisions and drafted laws to support implementation. These tasks are not, in general, executed in a consultative manner, but the system has the advantage of applying a consistency of approach across widely differing administrative and ecological areas.

Today the policy alludes to adoption of a practice where the Local Governments in the area and resource users are more directly responsible for the resources in their administrative areas and consultation is becoming the norm. On the other hand, since resources are often shared between administrative regions, there is no cohesive means of co-ordination and addressing the management needs.

One of the objectives of this policy therefore is to encourage formulation of fisheries legislation where local communities can eventually take full control of the management of fisheries in their areas.

The fisheries sector policies allude to the importance of getting fishing communities and other stakeholders in the management of the fisheries. To this effect institutional arrangements have been suggested to include; Central government, Local Government at provincial and district levels, The Communities or Community Based Institutions, The Civil Society, and Private sector. Co-management simply means involving all these in managing the fishery together (in terms of responsibilities and roles to play).
2.2 Institutional Roles and Responsibilities

The government intention is to put in place participatory fisheries management arrangements that build on community and stakeholder structures leading to the generation of adequate incomes to alleviate and prevent poverty particularly for rural communities in fishery areas. The institutions identified for participating in the management and development of the fishery and their envisaged roles are elaborated:

2.2.1 The Central Government

- Planning for fishery community development and poverty reduction;
- Seeking funding for fishery community led development projects;
- Ensuring compliance with national laws and policies on water bodies;
- Adapting such laws and policies to local needs;
- Establishing forums for effective management of resources shared by more than one District;
- Promoting co-management and responsibility sharing with local communities;
- Supporting the regulation of major international water bodies in partnership with central authorities where appropriate;
- Building capacity and provide support and guidance to fisheries communities in livelihoods enhancement strategies;
- Representing the views of communities at national level through the central fisheries body and through the Department of Fisheries;
- Collecting the revenues necessary to ensure sustainable Local Government, and to reinvest in fisheries development.
- Enacting appropriate laws for the sub-sector.
- Involving stakeholders in the design of new fisheries management institutions;
- Enacting appropriate legislation for institutional reform, to establish transparent fisheries management institutions and structures, including the fisheries central agency, that are accountable and which promote equitable benefit sharing acquired from utilization of the fisheries resources;
- building capacity and provide suitable training and resources, including human resources, to enable fisheries management institutions at all levels to account for the revenues and expenditure in a transparent manner to communities and the Central fisheries Management Authority or Agency;
- Establishing sustainable direct and indirect funding mechanisms to support community fisheries management institutions;
- Identifying additional potential direct and indirect sources of income, such as fish levies, for fisheries management institutions; and
- Establishing monitoring systems and performance indicators to measure the sustainability of new fisheries funding and administrative arrangements.
- Establishing administrative structure, committees at national level representing stakeholders to process investment in the sector
- Removing constraints for investment in the fisheries sector;
- Identifying and implement institutional reforms needed to simplify and streamline decision making processes regarding investment applications;
- Promoting the development of credit and micro-credit schemes to encourage investment in fisheries and which also enable the poor and vulnerable to obtain access to credit;
• Identifying and supporting aspects of proposed local infrastructure development plans that may encourage private investment;
• Establishing systems for the routine dissemination of advice to fisheries management institutions from inter-district to community level and to individual and community enterprises on sources of public investment funding; and
• Promoting investments in commercial intensive aquaculture and recreational fisheries that also benefit communities.
• Enacting new legislation to ensure that fisheries planning for each fishery area is clearly documented and formulated in full consultation with stake-holders;
• Require fisheries management activities to take place on the basis of local, district, inter-district and national fisheries management plans that will be based on the precautionary approach;
• Supporting local governments and communities to prepare local, district and inter-district fisheries management plans which will conform to national minimum standards and guidelines for fisheries management;
• Ensuring that national, inter-district, district and local fisheries management plans and policies are subject to periodic review;
• Ensuring that stakeholders have access to adequate information to enable them to meaningfully participate in planning and policy making processes;
• Co-ordinating fisheries management policy and plan making with other sectoral planning and policy activities at all appropriate levels;
• Creating greater awareness among government officials and the local community of the benefits of adopting participatory approaches to increase the sustainability of fisheries resources; and
• Ensuring effective representation and participation of the disadvantaged and the poorer sections of the community, particularly the youth, women and disabled persons in the planning processes at all levels.
• Developing methodologies for the collection and analysis of fisheries information in response to national and local fishery data requirements;
• Providing advice, training, technical assistance and support to local governments and communities concerning appropriate data collection, storage, analysis and interpretation;
• Require local governments and communities on whom fisheries management tasks have been conferred to provide specified data to district, and national fisheries management institutions;
• Collecting, analysing, storing and disseminating data of national importance to the fisheries and aquaculture sectors;
• Conferring rights of access to information on stakeholders to enable them to meaningfully participate in planning and policy making processes and to ensure the transparent operation and proper functioning of fisheries management institutions;
• Periodically reviewing information requirements and collection processes to identify gaps; and
• Devising reporting requirements and identify performance indicators to continually monitor the performance of fisheries management institutions at the community, district, inter-district and national level.
• Ensuring that national agencies to consult with national, district, sub-county and community fisheries management institutions in respect of activities that may affect fisheries;
• Subjecting sector plans and programmes, as well as proposals for developments, that may have significant impacts on fisheries to environmental impact assessment (EIA), and ensure that potential adverse impacts on fisheries and aquatic ecosystems are specifically addressed;
• Establishing binding minimum standards for the protection of the environment from fisheries and aquaculture activities;
• Establishing and/or maintaining systems to monitor the quality of aquatic environments that support active fisheries;
• Promoting public awareness of the need to protect aquatic ecosystems that support fisheries;
• Promoting multi-disciplinary research into adverse environmental impacts on aquatic ecosystems that support fisheries;
• Issuing guidelines, from time to time, for the integration into policies, plans and programmes of best measures and practices to protect fisheries and aquatic ecosystems;
• Providing in legislation for the establishment of inter-sectoral management institutions, involving all relevant stakeholders, that are able to take an integrated approach to the management and protection of ecosystems that may impact on fisheries; and
• Ensuring increased and effective participation of non-state actors in environment protection and conservation of fisheries resources.

2.2.2 The Local Governments role at Provincial and District levels
• Enact/pass appropriate bye-laws for identified district fisheries concerns to give effect to the policy;
• Set aside funds for district fisheries management and development
• Undertake licensing of fishing activities devolved from the Centre as a tool to control access in line with the fisheries policy framework;
• Implement stocking programmes in dams, reservoirs and small water bodies with participation of the communities and in a manner that does not degrade fish biodiversity;
• Prepare district plans, standards and guidelines for sustainable development and utilisation of the fisheries tailored to local situation but in consonance with national policy.
• Ensure effective participation and involvement of all stakeholders in the formulation of fisheries polices and management regulations.
• Enact bye-laws to permit the establishment of fisheries management structures and institutions and devolve some decision making powers to communities or community based institutions;
• Facilitate strengthening of district fisheries management units to efficiently co-ordinate decentralised fisheries services;
• Provide legal recognition in the district fisheries ordinance to communities and provide for their rights of neighbourhood oversight.
• Ensure that the necessary legal framework is in place to permit the establishment of effective inter-district and intercommunity fisheries management arrangements;
• Give powers to inter-district fisheries management arrangements and structures to raise and retain a portion of revenue to facilitate their operations;
• Provide technical and other support for the establishment and operation of inter-district and inter-community fisheries management arrangements.
• Enact bye-laws for districts, and communities that share common fisheries resources to co-operate and co-ordinate with neighbours as partners;
• Facilitate inter-district fisheries management mechanisms with sustainable funding arrangements for joint planned activities.
• Recognise traditional and other fisheries management institutions and facilitate plans for them to generate funds for fisheries management;
• Identify training needs for fisheries management institutions (e.g. village, zone and fisheries management Committees) in financial management;
• Establish and run funding mechanisms to support fisheries management especially cost recovery from the fisheries itself at local levels;
• Establish forums for consultations amongst fisheries management institutions.
• Offer investors in fisheries and aquaculture incentives for identified ventures that are socially and environmentally sustainable;
• Offer concessions for management and utilisation of fisheries within jurisdiction that present a “win-win situation” for communities, LGs and the investor;
• Negotiate terms and conditions for fisheries concessions or contracts for management of infrastructures including Built, Own, Operate and Transfer (BOOT) investments.
• Ensure the availability of the socially and environmentally feasible sites for aquaculture development within their districts or provinces.
• Enact ordinances that ensure participation of relevant stakeholders in the policy and planning processes in local fisheries management;
• Encourage the involvement of the fishing community in fishery plan formulation and implementation through their relevant community institutions and administrative structures.
• Collect, analyse, store and disseminate district data on fisheries and aquaculture sectors;
• Train and guide the communities in data collection and processing

2.2.3 The Communities or Community Based Institutions
• Enact appropriate regulations for local neighbourhood fisheries concerns in conformity with bye-laws or national fisheries legislation;
• Manage and provide neighbourhood oversight on fisheries and related activities at landing sites;
• Raise funds from fish landing sites enterprises and set aside a fraction for neighbourhood beach management;
• Put in place sanitary facilities or amenities and maintain cleanliness at beaches and other fish landing sites
• Link with local governments to address extra-community concerns and lobby for neighbourhood landing site development.
• Enact bye-laws recognising community based institutions and linkage with Local Government services for fisheries management;
• Enact bye-laws on best local practices and management of local fishing; sanitary (hygienic concerns) in consonance with district ordinances or national laws;
• Strengthen beach management institutions for management of landing sites and neighbourhood fishing.
• Register traditional or other fisheries management institutions with Fisheries Management Authority or Agency;
• Participate in rules setting and definition of roles of traditional or other fisheries institutions;
• Participate in recurrent decision making consultations in institutional fora already established.
• Participate in negotiating terms, conditions and concessions for fisheries investments to ensure community concerns are addressed;
• Participate in recurrent monitoring and oversight of investments to ensure it is in consonance with community interests;
• Provide services and labour force required by local investments and generally take advantage to acquire new skills introduced by investors
• Develop and implement plans for their landing site and neighbourhood fisheries management.
• Implement fisheries, wetlands, and other natural resource management policies
• Collect fisheries data on the number of fishing gears, boats/canoes and crew (fishing effort) etc.
• Monitor fish catches in their areas
• Local communities who are expected to possess extensive knowledge of local resources and constraints will share the information with government agencies and other stakeholders.

2.2.4 The Civil Society Role
• Mobilise and sensitise communities at Provincial and District Administrations on the need for sustainable management and development of the local fisheries;
• Identify and characterise the various interests and concerns in the fisheries and mobilise all for sustainable fisheries management and development;
• Advocate for responsible fisheries governance at national, Provincial, District and community levels.
• Mobilise and advise local communities to enact fisheries bye-laws;
• Sensitise all stakeholders on roles and responsibilities of Local Communities in fisheries management at various levels as provided in the policy.
• Mobilise and sensitise Districts and communities that share common fisheries resources to harmonise fisheries management measures.
• Support traditional or other fisheries institutions to facilitate consultations and decision making and recording financial transactions;
• Support local registration of grass-root fisheries institutions revolving around management, marketing and other livelihood concerns.
• Support communities and districts collect, analyse and disseminate information on the social, economic, environment and cultural issues in the fisheries.

2.2.5 The Private Sector Role
• Invest in areas which promote sustainable fisheries development and reduce poverty;
• Introduce profitable technologies that promote sustainable and wise use of fisheries resources taking into account biological, social and environmental concerns;
• Partner with communities or community organisations, local governments and central government and enterprises that promote sustainable fisheries and reduce poverty.
• Consult Local Governments/communities on fisheries related investments in their areas and define rights and obligations for all parties;
• Forge partnerships with Local Governments/Communities in win-win ventures
• Provide financial support to Districts and communities that exhibit best joint management practices.
• Support establishment of transparent and accountable inter-district, and inter-community fisheries management institutions which permit the effective participation of all stakeholders.
• Support the development of harmonised approaches to the management and development of shared fisheries and aquatic resources.
• Provide mechanisms for preventing and resolving conflicts regarding shared fisheries resources, including such matters as access and revenue sharing.
3. Strategies for Aquaculture

3.0 Introduction

In order to attain fisheries development in Zambia, the department of fisheries has put in place some important objectives (overall and specific) and certain strategies that one needs to know when championing aquaculture development.

3.1 Department of fisheries strategies for Aquaculture

The Fisheries policy objectives for the development of aquaculture focus:

- The environment and fisheries
- Aquaculture
- Post-harvest fish quality and value addition
- Fish marketing and trade
- Human resource development
- Research

3.2 Fisheries Development objectives

The Zambia’s fisheries development objectives for aquaculture embrace the following dimensions and aspirations:

- a flourishing fisheries and aquaculture sector in which over 120,000 tonnes of fish are harvested annually from stable populations of wild fish stocks living in healthy aquatic ecosystems and modern aquaculture technologies;
- a sustainable increase in the consumption of fish by the national population achieved through better and improved resource management, better fish handling and marketing with a per-capita fish consumption of not less than 10 kilograms;
- a fully developed and productive aquaculture systems for all water bodies in agro-ecological zones and integrated into agro-farming systems;
- self sufficiency in the production of fish and fish products based on well managed capture fisheries and developed aquaculture;
- increased trade in fish and fish products within the country and
- a sustainable basket of exports of fish, fish products and other aquatic products with foreign exchange earning exceeding US$ 200m per annum.

3.3 The specific objectives for the Aquaculture management and extension

The specific objectives for the Aquaculture management and extension are:
• To contribute to increased food security and nutrition through increased production and consumption of fish
• To promote aquaculture production
• To promote conservation of the environment and indigenous fish species for sustainable aquaculture production
• To promote and facilitate private sector participation in the development of aquaculture and provision of aquaculture services

3.4 Strategies for achieving the specific objectives for the Aquaculture management and extension

• Strengthen legislation to provide for sustainable exploitation of the fisheries resources
• Promote the formation of community fishing groups or associations to be promoted and encouraged for effective dissemination of fisheries management information and appropriate aquaculture techniques.
• Promote aquaculture by providing appropriate extension services and the production and distribution of quality fish seed
• Regulate and control fish escapees from fish farms, cages, fish pens or any other aquaculture facility into the natural fisheries
• Regulate the introduction and use of exotic fish species and use of genetically improved fish species in aquaculture
• Enforce the legislation on aquaculture

3.5 Promotion of Aquaculture

Promotion of aquaculture is envisaged through formation of community fish farming groups or associations in order to effectively disseminate fisheries management information and appropriate aquaculture techniques. The processes of forming groups, organizing them, selecting their leaders etc, are elaborated under chapter 4. Further, aquaculture should be taken as a business. Guidelines have also been given for this. The Facilitator should refer to Tools, Guidelines, Skills and techniques which are contained in this manual when dealing with community development, business development, and management and conservation issues for fish farming activities.

Aquaculture will be promoted through provision of appropriate extension services and the production and distribution of quality fish seed. Appropriate FFC phases, stages and activities will need to be applied even with fish farmers. The FPEA elaborated in Chapter 2 will be followed.

The legal framework as contained in the Fisheries Act concerning regulate and control fish escapees from fish farms, cages, fish pens or any other aquaculture facility into the natural fisheries will be followed.

The same legal frameworks will apply for regulating the introduction and use of exotic fish species and use of genetically improved fish species in aquaculture

The DoF staff will be required to enforce the legislation on aquaculture
4. The Extension approach for Fisheries development

4.0 Introduction

MACO has adopted the Participatory Extension Approach (PEA) as the “modus operandi” because it has demonstrated considerable potential for improving the relevance and effectiveness of extension for reducing poverty and achieving sustainable rural development.

Since its inception, PLARD has adopted the Participatory extension approach. PEA makes the extension service more responsive to farmer needs, more relevant and more acceptable to the target communities, all of which leads to enhanced effectiveness.

Some of the features of the Participatory Extension Approach (PEA) have been slightly modified in order to fit in for the purposes of fisheries sector. The objective of this section is aimed at building on the existing knowledge and understanding of the extension approach for implementation of the activities in the fisheries sector.

4.1 Background to extension approaches

Participation aims at bringing about change in people’s attitude towards their environment and the adoption of interventions for fishery and rural development.

There have been a lot of developments in the use of participatory approaches. Some of these focus more on problem diagnosis; others are more oriented to community empowerment, while some concentrate on facilitating farmer-led research and extension. In all cases, the design involves professionals and facilitators in the field to listening to, and learning from fishers.

4.1.1 Definition of PEA

Participatory Extension Approach is a participatory learning process, in which all village residents are involved in identifying, prioritizing and analyzing problems, making action plans to address the problems, implementing and monitoring the activities through the village organization committees.

PEA provides a methodology to empower rural people at community levels to get involved in implementing those action plans that address priority problems that have been identified by the communities themselves. It is a community based extension system and the focus is on cumulative joint learning between professionals and local people. PEA covers the whole spectrum of fisheries and rural development. (reference; PEA Facilitation Manuals; MACO 2009)

4.1.2 Objectives of PEA

The overall objectives of the PEA process are:

- To mobilize and empower the rural population by involving them in every step of planning and implementation of activities,
- To strengthen on-going decentralization process,
- To strengthen the planning, co-ordination and delivery of rural services,
- To strengthen the management of social and rural development.
Table 2: Specific objectives of PEA

The specific objectives of PEA:

- To facilitate the community to identify their problems, potentials and opportunities and prioritize them
- To enable community residents to analyze their problems, causes and propose solutions
- To involve community residents in the formulation of action plans to solve their problems
- To legitimize the community problems. The residents recognize and own the plans since they are a product of their efforts
- To aid mobilization of resources from within and outside the community to implement the action plan, and to put pressure on different partners (government services, NGOs and other active institutions in the rural area) to deliver quality services in a timely fashion
- To encourage the residents to monitor and evaluate the implementation of their action plans.

NB: The above specific objectives show the process envisaged by the PEA

4.1.3 Key features of PEA

The key features of PEA are:

- All community residents are involved
- The community residents identify their priorities, make their own decisions and set their own agenda
- More comprehensive and systematic approach to planning
- Plans are broad based to address all the concerns of rural development
- Establishment of community committees to oversee implementation of the community action plans
- Empowers community to demand for quality and timely services.
- Communities are responsible for conducting participatory monitoring of implementation and assessment of the impact and results.

4.1.4 General Principles of PEA

Group Learning Process / Community Mobilization

- The strength of the poor depends on their numbers but their numbers are nothing if they are not organized.
- The complexity of the world will only be revealed through group analysis and interaction.
- People need to be mobilized for planning and action, taking equal partnership, contributing knowledge and skills and learning from each other.

Building Community Capacity

- To identify problems, plan and manage actions to solving them,
- Promote farmers’ capacity,
- To adopt / adapt and develop new and appropriate technologies and innovations,
- Building farmers’ willingness & capacity,
- To getting involved in technology development i.e. blending indigenous and outside ideas,
- Recognizing that Communities are not homogenous,
- Specificity, appropriate interventions, negotiating and reconciling to attain sustainable growth,
- Multiple perspective approach,
• Seeking diversity, everyone is different and important, perceptions vary but all are accommodated,
• Extension staff as facilitators/ Change agents/catalysts
• Facilitating peoples’ intentions and capabilities,
• Leading to change and debate about change,
• Joint analysis and dialogue helping to define changes for improvement,
• Motivating people to take action to implement the defined change

4.1.5 The Role of PEA in Strengthening Fishery Extension Delivery
PEA strengthens the delivery of extension services in the ways elaborated in table 3 below;

<table>
<thead>
<tr>
<th>Way of strengthening extension delivery</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>All those involved in the FPEA process benefit through learning. The community residents learn how to identify, prioritize, analyze their problems and make action plans to address these problems. In this way, the educational element in PEA facilitates better understanding between the community residents and the extension staff and leads to faster adoption. Extension staff also increases their knowledge of the community socio-economic environment and the community dynamics. This improves their effectiveness.</td>
</tr>
<tr>
<td>Involvement</td>
<td>Community resident’s involvement in every step in planning and implementation makes them recognize the plan as their own. This creates a sense of commitment to implement. Sustainable rural development and improving the living standards of rural communities can only be achieved through a process of complete involvement of the community residents in the planning, implementation and evaluation of actions, which reflect their priorities and needs rather than those of external agents. Community residents, who are involved in the planning process, act as disciplines to all corners of the community. This leads to a higher multiplier effect and accelerated pace of adoption of recommended practices.</td>
</tr>
<tr>
<td>Empowerment</td>
<td>The empowerment of individuals and communities results in residents gaining more self-confidence in making decisions to determine their own programmes for improving their welfare, as well as to demand for services.</td>
</tr>
<tr>
<td>Participation</td>
<td>The community residents are actively involved in decision making and execution of their plans. This generates higher levels of motivation, enthusiasm and change of attitudes. This helps the community to development a vision and aspirations for progress.</td>
</tr>
<tr>
<td>Equity</td>
<td>The participation of all the socio-interest groups with different socio-economic status and resource structure (fisher folk, vulnerable and marginalized groups, women farmers, etc) ensure that no sub-group is marginalized in terms of resources utilization and benefits.</td>
</tr>
<tr>
<td>Partnership</td>
<td>PEA promotes partnerships among NGOs, Private sector, Government Agencies, and other Stakeholders with rural communities by involving them right from planning up to implementation stage. This strengthens the extension and other rural services and helps to harmonize and rationalize resource use.</td>
</tr>
</tbody>
</table>
4.1.6 Challenges and risks of PEA
PEA like any other approach, has its own challenges and risks. Some of these are elaborated in the table below;

Table 4; Challenges and risks of PEA

<table>
<thead>
<tr>
<th>Challenges of PEA for Fishery extension delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soliciting support for the Community Action Plan by the community residents; the community residents’ problems cut across different sectors (Education, Health, Community Development, Works, etc). Consequently, the agencies in charge of these sectors should support the community residents for the successful implementation of the Action Plans. These sectors, however, belong to different ministries and NGOs and their priorities differ.</td>
</tr>
<tr>
<td>The situation may be addressed as follows:-</td>
</tr>
<tr>
<td>- Linking Community Concerns with Camp, District and National development priorities so that these concerns are put into consideration when allocating resources.</td>
</tr>
<tr>
<td>- Putting in place a body to coordinate PEA activities, publicize achievements and ensure flow of communication among all rural actors at district and national level.</td>
</tr>
<tr>
<td>- The implementation committees at all levels are to sustain the people’s commitment and interest to implement the Action Plans.</td>
</tr>
<tr>
<td>- Field staff should cope with increased demand for their services</td>
</tr>
<tr>
<td>- The community residents should build strong capacity to monitor and evaluate the implementation of the Action Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risks of FPEA for Fishery extension delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The approach, which will be in-built in the extension system, is likely to be faced with organizational, financial and macro-economic risks. Promoting partnerships among the intervening agencies would contain safeguards against these. Resources should be devoted for human resource development and strengthening planning and management capacity. Involvement of various partners having different concepts and approaches to extension is likely to affect the speed with which decisions are reached and implemented.</td>
</tr>
<tr>
<td>Coordination with decentralized extension services may experience bottlenecks if effective linkage mechanisms between districts and the centre are not clearly spelt out. Increased work load due to integration of PEA in extension will constrain the extension workers. However by provision of motorcycles to Field Extension Workers and adequate logistical support this should be minimized.</td>
</tr>
<tr>
<td>Central government and district authorities will have to accord rural development activity priority in their budget allocations. This will be necessary for implementation of the PEA approach and particularly for micro projects not to be hampered by inadequate funding. This risk will be partially minimized by phasing of district coverage and allocation of funds for rural development. Risks of delays and dilution of focus on programme objectives will be addressed through clear scheduled action plans and the participatory monitoring and evaluation.</td>
</tr>
</tbody>
</table>

Summary

It is important for the Facilitator to understand very well the importance of the FPE approach for working with and explaining to the fishing communities and other stakeholders.
4.1.7 Participation

Within the context of the department of fisheries (DoF), participation is a genuine popular participation, which requires that the ordinary masses of people should have the mechanisms and structures which enable them to participate in the decision-making processes that form the basis for the planning, execution and control of all those activities which affect their lives.

For participation to be realistic there may be need to develop community mechanisms and structures through which community can effectively and more beneficially participate. In Luapula province this has been taken care of through mobilizing and organizing fishing communities into functional institutions like: Village Management Committees (VMCs), Zonal Management Committees (ZMCs), Fishers Associations,

a) Types of Participation

The commonly known types of participation are;

- Passive participation (being told what to do and compliance).
- Participation in information given (answering questions posed by extractive researchers).
- Participation by consultation (manipulative).
- Participation by material incentives (e.g. food for work).
- Functional participation (forming groups to meet predetermined objectives).
- Interactive participation (people participate in joint analysis leading to joint action plans).
- Self-mobilization (collective action and empowerment).

b) How to Promote Genuine Participation

Promote total participation by:
1. Identifying and involving key stakeholders.
2. Involving multi-disciplinary teams (experts with various backgrounds).
3. Listening and incorporating community members’ contributions, i.e.
   - Indigenous knowledge and skills
   - Indigenous technology
   - Indigenous cultural orientations, etc.
4. Adapting to local situations, e.g.
   - Appropriate dress code
   - Courtesy to traditional leaders
   - Respect in the use of language, etc.

c) Benchmarks of Successful Participation

- Members have common interest.
• Members have clear understanding of the objectives of the DoF in relation to their own requirements and objectives.

• Members are honest and work hard to achieve their objectives.

• Members write the constitution for their groups and agree to obey it.

• Members hold regular meetings.

• Members elect a Committee.

• Members participate in discussions, decision-making activities, savings, record-keeping and sharing of benefits.

**Conclusion: Key Message**

• Participation is tailored to encourage stakeholders’ involvement in each stage of the development process.

• Participatory approaches empower the beneficiaries (i.e. the rural forestry community people) with:
  • Skills and knowledge
  • Decision-making opportunities
  • Communication process
  • Access to resources, etc.
5.0 Facilitation Process for Fisheries Extension

5.1 Introduction

The participatory process to be implored under the fisheries sector, in order to establish and operationalise sustainable capture fisheries and aquaculture interventions, will involve a logical sequence of stages which is called the Fisheries Facilitation Cycle (FFC). This involves the following stages:

1. Preparation
2. Diagnostic
3. Needs assessment
4. Training and exposure
5. Action planning
6. Resource mobilization
7. Implementation
8. Monitoring and evaluation

The process is iterative (back and forth and may start at any point depending on circumstances) and is interactive. After a period of time the action plans are evaluated and the diagnosis updated to reflect the progress, the short comings, and the lessons learned during the previous period.

DoF staff and Community Facilitators need to comprehend the stages that a facilitator can follow in implementing Fisheries activities with the committees and target communities.

5.2 Stages of the Fisheries Facilitation Cycle

The stages of Fisheries Facilitation Cycle are highlighted below and illustrated in Figure 1.

Stage 1: Preparation

This is the first step in the participatory process and it involves various activities;

- **Training of a core team of trainers/facilitators;** in order to equip them with the knowledge and skills to train other extension workers and community residents and provide continuous backup as well as learning.

- **Creating awareness among key district stakeholders;** which is the first task of the Core Team in order to create awareness of the concepts, objectives and working principles of the project or activities and methodology of the Participatory process among key District stakeholders and actors.

- **Building a District Training Team;** The core team of trainers in the districts should preferably be multi-disciplinary. Trainers should be drawn from a range of organizations or departments involved in fisheries e.g. Departments of Fisheries.
• **Identification/selection of the community:** The fourth step which involves selection of the Community. The District leadership, DoF and the civic leaders must agree upon the choice of the community based on an identified selection criteria. The process of selecting a target community is as durable as the product of the project. It ensures that DoF is not only sectorally mandated but legally mandated and socially accepted to operate in an area under the local authority. The selection team need to pay attention to the definition of a fishing area or fishery.

<table>
<thead>
<tr>
<th>The definition of a fishing area or fishery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The key selection criteria for a fishery or fishing area is abundant water resource, availability of or potential fish resource, lie within identified fishery, fishing community etc.</td>
</tr>
</tbody>
</table>

The selection process stages are elaborated in table 4 below.

**Table 5; Stages in the community selection process**

<table>
<thead>
<tr>
<th>Stages in the selection process</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The <em>consultative stage</em> is important for developing a common understanding of the project at District level.</td>
</tr>
<tr>
<td>• The <em>reconnaissance stage</em> is important for ensuring that sufficient information is gathered before decisions are made.</td>
</tr>
<tr>
<td>• The <em>contact stage</em> is important because this is the time of engaging the communities directly and getting their acceptance or rejection of the project.</td>
</tr>
<tr>
<td>• The <em>approval stage</em> ensures that all agreements are made through a memorandum of understanding between the concerned stakeholders e.g. DoF/PLARD, the Council and the local communities in case of Luapula province, at a project launch by all parties involved.</td>
</tr>
<tr>
<td>• <strong>Feedback stage:</strong> This stage ensures the structuring of the areas, establishment of committees and development of action plans. Basically, it is a consolidation stage.</td>
</tr>
</tbody>
</table>

The selecting team need to have the following **useful characteristics**;

- Multi-disciplinary,
- Credible,
- Excellent communication skills,
- Have good knowledge of the District,
- Have fair understanding of the Project objectives,
- Good Facilitators of participatory approaches

• **Entering the community and building trust:** The trained Core Team members will arrange a meeting with community leadership. During the first meeting with the community leaders, the team explains the purpose for their being there and the Participatory process to be followed. They must be precise enough in order to build confidence and trust in the community. The community leaders should be requested to take responsibility of the activities. This is elaborated more under community development. See the guidelines below on Dos and Don’ts for community entry:
**DOs for community entry:**

- Courtesy call on local leadership
- Keep time
- Keep programme short and simple (KISS)
- Listen carefully to questions and responses
- Treat communities with respect
- Treat stakeholders as partners
- Respond appropriately (keep to mandate)
- Make arrangements for the way forward

**DON’Ts for community entry:**

- Do not create undeliverable expectations.
- No superiority complex.
- No lies, do not postpone programmes unnecessarily.
- Do not create biases.
- Do not overlook the contribution of women, youth and vulnerable.
- Do not entangle yourself in local politics, conflicts and vices

*Figure 1: Contacting the local leadership (Dos and Dons)*
**Stage 2: Diagnosis**

Diagnosis is an examination and analysis of any given situation. In the context of PEA, diagnosis examines the community, practices, opportunities, the problems they encounter, and their causes. This crucial information is obtained by using Participatory rural appraisal tools and techniques such as; secondary data, mapping, transect, vein diagram and semi structured interviews. These are elaborated under Chapter 6.

Being the second step in the participatory process, it examines and analyses the village situation. It avails an opportunity for the facilitators to understand and appreciate the community and the environment they will be working in.

Similarly the community residents get to analyze the economic, social and environmental conditions of their village as a first step in identifying problems and suggesting solutions to them.

| A full understanding of the limitations and potential of an area, and of the physical and social-economic landscape makes it easier to find appropriate solutions. |

With the help of the multidisciplinary team acting as facilitators, the community residents learn how to analyze the current situation using various steps. However, it should be noted not to exclude the resource-poor community members, including women who have different needs from the other subgroups.

**Stage 3: Needs Assessment**

Needs assessment entails participatory identification of needs felt and experienced by farmers and small scale entrepreneurs. The needs are classified by category to help the identification of programme responses. The objective is to identify needs which when addressed will help individuals, interest groups and community at large to implement a chosen economic activity productively and profitably.

**Guideline:**

- At each interest group, identify the Interest Group (IG) members (both individual and collective) and classify them. Then formulate an action plan to address the member’s needs.
- At household level assess needs of individuals and individual households and classify them with a gender perspective assess critical constraints to women’s participation.
- At community level where a number of IGs identify the same infrastructure constraint to local economic development. Here, assess the extent of the community’s need for the infrastructure, whether it is a real community priority, and how to access funds to supplement the community’s own effort in acquiring the infrastructure.

The needs may include; technical, information, management, exposure, financial, infrastructural, security, networks and commercial needs. The facilitators help the community discuss the needs based on these.

**Stage 4: Training and exposure**

This step constitutes the various responses which DoF or other fisheries oriented organizations are able to contribute to address felt needs identified under the needs assessment. The responses are also classified according to the same categories and the table below shows possible responses;
<table>
<thead>
<tr>
<th>Type of Need</th>
<th>Type of appropriate response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical</td>
<td>Mobile Training, residential training, exchange visits, tours</td>
</tr>
<tr>
<td>Information</td>
<td>Source information; information packs; networks</td>
</tr>
<tr>
<td>Exposure</td>
<td>Exposure visit</td>
</tr>
<tr>
<td>Commercial</td>
<td>Marketing; networking</td>
</tr>
<tr>
<td>Management</td>
<td>Training, Business micro-training</td>
</tr>
<tr>
<td>Networks</td>
<td>Networking (collaborator links)</td>
</tr>
<tr>
<td>Financial</td>
<td>Savings’ group; IG links to micro-bankers, infrastructure, Committee training</td>
</tr>
<tr>
<td>Security</td>
<td>Interventions by Chiefs and local leadership, area development committees</td>
</tr>
</tbody>
</table>

Stage 5: Action Planning

The action planning is the next step which involves determining the activities to be carried out, the resources required, the timing as well as the responsibility. In the action plan the objectives of the community are operationalised. With regard to responsibilities, this can relate to community leaders or institutions that have to support specific activities.

The planning stage involves three sessions;

- **During the first session**, the community residents propose actions that can help reach their objectives.
- **During the second session**, the facilitators with a small group of village residents examine the list, and eliminate actions that are not feasible, propose alternatives, and add technical solutions the villagers were not aware of. The revised list is then discussed with the community.
- **During the third session**, the community residents name the practical steps needed to implement the activities and specify to discuss the tasks and roles of all the partners involved in the process.

The guidelines for development of community action plans are elaborated in Chapter 6.

Stage 6: Resource Mobilization

Resource mobilization means sourcing a number of necessary resources for the enterprise to proceed. For example cash, physical inputs (equipment, fingerlings, feeds, nets etc) and labor. The objective is to discuss, support and network sufficiently to source the logistics necessary to implement the action plan. Local resources and external resources need to be elaborated separately. The resource mobilization guidelines are elaborated further under community development.

Stage 7: Implementation

The activities in the action plan need to be implemented or carried out in order to achieve the objectives. It must be noted that the activities can relate to fisheries development, agricultural development, sanitation, nutrition, water supply, and others. During this stage the community residents decide on the kind of organization they need to coordinate and implement the development activities. Implementation is an important but also difficult stage that needs the Facilitator to constantly monitor progress, give encouragement and motivate performance. Guidelines for formation and functions of
implementation committees are discussed under community development. Implementation is critical because “it is easier said than done”.

**Stage 8: Monitoring and Evaluation and Impact assessment**

Monitoring and evaluation is an important stage in the facilitation of fisheries activities. This can go hand in hand with sharing of experiences in order to achieve multiplier effects. A participatory approach is employed for monitoring and impact assessment. The indicators to be used will be those decided upon by the community or the particular interest group. An annual Impact assessment is made to gauge the progress or otherwise being made and the impact of this progress on the well being of the community. The whole process is then reviewed in a last step, and new actions planned. The whole process constitutes the cycle of action and reflection (the learning cycle). The monitoring and evaluation guidelines are given in Chapter 6. The Fisheries facilitation cycle is elaborated in the figure below;

**Figure 2: Stages of the Fisheries Facilitation Cycle**

![Fisheries Facilitation Cycle Diagram](image)

### 5.3 Phases and activities of the Fisheries Facilitation Cycle

The phases and activities of the FFC have been illustrated in the table below for purpose of giving more guidance and understanding of what activities to do at what stage. Development does not come by accident. It is usually a result of good planning, logical sequencing of activities, long term commitment and financial support.

Therefore a Fisheries facilitation cycle has been developed with specific phases, stages and activities which are summarized in the table below:
Table 7; Summary of phases, stages and activities for FFC

<table>
<thead>
<tr>
<th>Phases of Fisheries Facilitation Process</th>
<th>Stage</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE I PREPATORY</td>
<td>Preparation</td>
<td>Training of trainers, Selecting Communities, Contacting authorities, Awareness, meetings, data collection</td>
</tr>
<tr>
<td></td>
<td>Diagnosis</td>
<td>Primary data collection and analysis, Problem and solution identification and analysis, Institutional analysis</td>
</tr>
<tr>
<td>PHASE II ANALYSIS</td>
<td>Needs assessment</td>
<td>Identification of various needs (technical, information, exposure, commercial, management, financial, networking, infrastructure, security etc.)</td>
</tr>
<tr>
<td></td>
<td>Training and exposure</td>
<td>Mobile Training, exchange visits, tours, net working, access</td>
</tr>
<tr>
<td>PHASE III PLANNING</td>
<td>Action planning</td>
<td>Individual action planning, Community action planning, Group action planning, Household action planning</td>
</tr>
<tr>
<td></td>
<td>Resource mobilization</td>
<td>Listing resource requirements (land, inputs, finances, etc.)</td>
</tr>
<tr>
<td>PHASE IV IMPLEMENTATION</td>
<td>Implementation</td>
<td>Putting plans into Action, monitoring, reporting/reviewing</td>
</tr>
<tr>
<td>PHASE V MONITORING/ EVALUATION</td>
<td>Monitoring and evaluation</td>
<td>Reviewing progress, achievement, impact</td>
</tr>
</tbody>
</table>

Each phase, stage and activity has various tools and techniques that are applied in order to fulfil them. This is discussed under the next chapter.
6. Tools and Techniques for Facilitating Fisheries extension

6.1 Introduction

Various Tools and techniques are used under the phases, stages and activities of the FFC. The most commonly used ones are;

- Tools for collection, and analysis of data and information
- Tools for Problem analysis
- Tools for searching for solutions
- Tools for planning
- Tools for community organization
- Tools for participatory monitoring and evaluation
- Tools for taking fishing and fish farming as a business

6.1.1 Range of Tools and Techniques

The range of tools and techniques is wide and is as such termed as “Basket full of tools and techniques”. The most common tools and techniques are categorized in the table below but once learnt, they constitute the PRA tools and techniques earlier referred to under diagnosis stage in Chapter 5.

Table 8; Basket full of tools and techniques

<table>
<thead>
<tr>
<th>a) Diagramming, Mapping and Modelling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Transect Walk</td>
</tr>
<tr>
<td>- Maps (resource, social, farm)</td>
</tr>
<tr>
<td>- Venn diagrams (institutional analysis)</td>
</tr>
<tr>
<td>- Seasonally analysis (seasonal calendarisation)</td>
</tr>
<tr>
<td>- Historical analysis (time lines, trend lines, activity profiles)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) Ranking and scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pair wise ranking</td>
</tr>
<tr>
<td>- Matrix ranking</td>
</tr>
<tr>
<td>- Matrix scoring</td>
</tr>
<tr>
<td>- Well-being analysis and Wealth ranking</td>
</tr>
<tr>
<td>- Proportional piling</td>
</tr>
<tr>
<td>- Pie charts (injera charts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c) Problem analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Problem tree</td>
</tr>
<tr>
<td>- Objective tree</td>
</tr>
<tr>
<td>- Action Planning</td>
</tr>
</tbody>
</table>

6.1.2 Selection of tools and techniques to use

There is a wide range of tools and techniques that can be used for the purposes of diagnosis and analysis of community situations, and development of action plans. It is not possible to use all of them in a given situation. Selecting the right and suitable tools and techniques is very important and a pre-
requisite to successful participatory extension approach. The methods and tools presented here can be considered as a tool box: the facilitating team selects the tools from the tool box that are most likely to achieve the desired objectives within time available.

Field experience from other countries show the tools most often used are; village mapping semi-structured interviews, transect, Venn diagrams and tools dealing with HIV/AIDS. Use of the various tools requires different skills and personal abilities. The team facilitating should decide who to use which tools, based on each member’s skills and interest.

A wide range of techniques are used under PEA for different purposes. Some tools and techniques are used for collecting information and others are for collection and analysis at the same time. This also guides selection of the tools and techniques to use.

*Figure3; An example of a mechanic selecting the right tool for solving a problem*

6.2 Tools and techniques for the preparation stage of Fisheries Facilitation Cycle (FFC)

The main tool used for the preparatory stage is the secondary data review, while the following activities may be carried, training of trainers, selecting of communities, contacting authorities, entering the community, creating awareness, consultative meetings, and data collection. Guidelines on how to carry out some of these activities have been discussed in relevant chapters.

**TOOL 1: Secondary data review**

Secondary data collection provides basic knowledge about the community and its level of development, and helps to synthesize the available data, from which the general diagnosis will be undertaken by the Facilitator or multi-disciplinary team.
Introduction
Secondary data refers to information gathered from reports, newspapers, leaflets, pamphlets, library sources, surveys, studies, folklore and other classified documents. This information is derived from researchers, NGOs, departmental reports and documentaries. It is desirable to gather information on a community before going to the field to conduct the actual information collection and diagnosis with the people.

After the selection and approval of the village, the survey team or the PEA lead person must ensure that collection and synthesis of the basic data on the community is done before the in-depth exercise.

Secondary data review helps to save time, avoid duplication, develop gaps and issues for follow up, clarify the PRA topic by reviewing what has been said, written about and missed before. Secondary data can be written in form of diagrams, tables and lists, brief summary paragraphs and copies of maps and photographs.

Methodology
The following steps are followed:

a) Determining types of data to be collected which may include:

- Demography of the village (number, ethnic groups, men/women, etc)
- Important historical facts and events total population size
- Religious data
- Natural resources (land, water, forests)
- Fishing system, types of fish and catches
- Socio-economic infrastructure (roads, schools, health centres, markets, etc)
- Community organizations – formal and informal
- Past and ongoing development initiatives, if any.
- Any special reports and or studies relevant to the respective community.
- Social cultural features (marketing days, cerebrations and others)
- Impact of HIV/AIDS (number of orphans, HIV/AIDS prevalence changes in mortality and the like.
- etc

If there is not sufficient data available on a village/community, the Facilitator should undertake a simple survey using the above as the checklist.

b) Writing a Village data sheet

The Facilitator/Extension Officer should synthesize the data and information in a presentable and understandable village data sheet which provides a summary description of:

- Social cultural characteristics of the population
- The natural resource base of the area
- Fisheries and aquaculture in the area
- Other aspects of the village economy.

c) Sources of Information

These can include:

- Reports prepared by the extension agents and other development organizations providing services in the community/village
- Census reports
- Topographical maps to indicate the location of the village
- Thematic maps (soil types, geology, vegetation)
- Documentation through videotapes, baseline data, pictures etc.

Note the existing data may not always be reliable. It is therefore important to enter this exercise with an open, inquiring mind.

d) Application of Secondary Data

The data collected and synthesized by the Facilitator/Extension Officer can be used as background information to the Action Plans to be developed by the community. Furthermore, this data can be used to validate information obtained from the semi-structured interviews.

6.3 Tools for diagnosis stage

Diagnosis stage involves collection of information and data about the current status of the selected village or area (or where the Facilitator is working). The tools and techniques implored under the diagnosis stage of the Fisheries Facilitation Cycle are; Community mapping, Transect walk, Vein diagramming, Semi-structured Interviewing, Historical analysis, HIV/AIDS analysis and Ranking. The important ones for Fisheries extension includes; Community mapping, Vein diagramming, Historical analysis, HIV/AIDS analysis and Ranking. The Semi-structured Interviewing is an important technique for the whole process of facilitation and is focused to greater detail.

TOOL 2: Community mapping

Introduction
Mapping, as a diagnostic tool, is used as a reference throughout the village level participatory exercise. Community mapping is the methodology used to help the village residents to know and understand clearly the actual situation of their village. It provides information on how the community is being utilized. The village mapping is used as a mirror to see clearly and identify problems, constraints and the potential of the community.

Since the community is not homogeneous, it is necessary to let each socio-interest group come up with its map. This helps the community residents to exchange ideas about their village and increase their knowledge and understanding of their situation. The maps prepared by the socio-interest groups may present different impressions of the community and this enhances complementarily in the synthesis map. Note that whether literate or not, community residents are generally capable of drawing the map.

Methodology
The village mapping includes four stages:
1) an introduction where explanation is given about the mapping exercise
2) the physical drawing of the maps by the socio-interest groups
3) presentation of the maps by each group to all the community residents in a plenary meeting
4) integration of the socio-interest group maps into a final synthesis map of the community

a) Explanation of the mapping exercise:
- Before the community residents start on the mapping exercise, they must understand very clearly the objectives of the map.
- The community residents are then divided into the socio-interest groups for example women, men, youth, and elders and livestock farmers.
- The socio-interest groups move to a suitable site where they can draw the Map.
b) **Drawing of the community map:**
Drawing the community map comprises of the steps indicated in the table below;

<table>
<thead>
<tr>
<th>Table 9; Steps for drawing a community map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
</tr>
<tr>
<td>Selection of draft persons</td>
</tr>
<tr>
<td>Drawing the map on paper</td>
</tr>
<tr>
<td>Selection of reporter per sub-group</td>
</tr>
</tbody>
</table>

c) **Presentation of the map at the plenary:**
Each socio-interest group presents their map in the plenary. Community residents are allowed to express their views on the maps presented to stimulate discussion and clarification of issues. See below photo of a group map presentation in plenary.

**Wrap-up**
The facilitator wraps up this session by requesting the community residents to select the map, which has the most representative features of the village. He/she should point out that the maps could be further improved by indicating the various agricultural activities in the village and other features, which might have been left out.

*Figure 4; Women group drawing a map*
d) Integration of the maps
The facilitator guides the plenary to select a committee consisting of two people from each of the socio-interest group to draw the comprehensive map of the community. This map is referred to as the Synthesis Map. It is then presented to the participants in a plenary session for their comments, approval and adoption as the community map. When completed this map is used as a tool for discussions. Steps to be taken for the integration of the maps of the sub-groups are shown in Table 10. An example of the community map is shown in Fig.:

Table 10; Steps for integrating the sub-group maps

<table>
<thead>
<tr>
<th>Phases</th>
<th>Measures to be taken – practical suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction by the lead facilitator</td>
<td>Explain the objective of the meeting, indicate the context in a sense of complementarity of each map and not of confrontation between the groups</td>
</tr>
<tr>
<td>Presentation and explanation of maps per sub-group</td>
<td>Ask advice of old people for the correct order of presenting maps. Invite members of each sub-group to support the reporter in his/her presentation. Subsequently, invite participants to ask questions for clarification and reactions. It is not so much a question of appreciation of the map, but of comprehension from the sub-group’s perspective.</td>
</tr>
<tr>
<td>Synthesis of presentation by the lead facilitator</td>
<td>Prepare a summary of the presentations of various sub-groups emphasizing the focal points of the various groups, which shows that reality is different for every sub-group. If we only have a map of one group it is not enough to fully describe the community. It has to be completed by other groups</td>
</tr>
</tbody>
</table>
Points to note
Although the map drawn by the socio-interest group is a sketch and not drawn to scale, this does not prevent the community residents from utilizing the information conveyed by the map. What is important is the representation of the essential elements and land use patterns. The presence of these elements of the landscape (agricultural land, pasture land, valleys, hills etc) encourages discussions about the natural resources of the village (soils, vegetation covers, etc). Explain that the map is not a tool to formally demarcate the boundaries of the village or community.

**Figure 4: Example of community Map**
TOOL 3: TRANSECT WALK/BOAT CRUISE

Introduction
This tool is used for on spot verification of the information obtained through mapping of the community and to provide source of information for semi-structured interviews, to discover the diversity of resources, potential and problems in the community, and to identify the tendencies and problems of each zone of the village or area (which may include river or lake).

A transect is a walk or cruise across the community/village, lake, river following a pre-determined route on the map which indicates environmental, physical and socio-economic diversity. It involves recording the water/landscape, soil types, vegetation, fishing activities, degradation tendencies, services and other socio-economic activities. This walk verifies what has been indicated on the map. It enriches the Facilitator and resident’s knowledge about their community and fills in the information gaps missed during mapping. Transects take place in mixed groups (men, women, youth) to stimulate discussion from various points of view. Generally, the community residents appreciate this “trip to the field” for it helps them to internalize problems related to farming, health, roads and other socio-economic aspects, which affect development. Transects portray the interactions between the physical environment and human activities over space and time.

Importance of the Transect
- During the walk or cruise the participants make visual observations of their village and get to know it better
- It instils a sense of participation in the community residents
- It enables the community residents to discover new aspects of their community and make on spot observations and discussions
- It stills a deeper appreciation of the community problems and opportunities
The Transect Process

**Step 1:** The facilitator of the day introduces the topic of the transect to the village plenary meeting. The objective of transect are explained.

**Step 2:** Selection of transect routes using the synthesis map. Together with representative of the community, decide on a line through a cross-section of the landscape. The routes for the transect should preferably be determined taking into consideration the diversity of the environment and agricultural activities.

**Step 3:** Composition of the transect sub-groups; The transect is made by mixed sub-groups with representatives from the various socio-interest groups. The multidisciplinary team is divided ensuring that the various disciplines are equally represented to probe and give technical explanations during the walk.

**Step 4:** Selection of a pacesetter and recorder. Each subgroup should select a pacesetter and recorder to take notes of what will be observed.

**Step 5:** The transect walk/cruise;
- Each subgroup is assigned a transect route
- The groups are flagged off from a common starting point e.g. harbour
- Before starting the walk/cruise, the facilitator for each group again briefs them on what to do.
- During the course of the walk, attention is paid to the different socio-economic activities, opportunities, exploitation problems, and the solutions put in place.
- Going from one zone to the next, the village residents indicate the boundaries and specify characteristics distinguishing one zone from the other.

**Step 6:** Drawing the transect diagram; At the end of the walk, the information collected from the transect conducted is presented in a tabulated form. The recorder makes the drawings with the approval of the subgroup. A rehearsal on the presentation of the transect diagram should be made in the subgroup before the plenary session.

**Step 7:** Presentation of the transect diagram; A member of the sub-group volunteers to present the drawing of the transect to other community residents during the plenary session.
Figure 7; Community members doing a transect walk
Figure 8: An example of the transect axis and transect diagram

TRANSECT AXIS AND DIAGRAM OF KASAKA SETTLEMENT - KAFUE
TOOL 4: THE VENN DIAGRAM

Introduction
This tool enables the Facilitator gain knowledge and understanding of institutions in the area. This tool helps a facilitator to understand the roles of local organizations and the perceptions that people have about them. It clarifies which institutions are the most important, which have the respect and confidence of different social groups in a community, and who participates and is represented by which ones. It also helps to identify what outside group’s work with which community groups and which groups can effectively engage in sustainable development activities. The tool furthermore highlights the strengths and weaknesses of the different organizations and this informs other steps of the PEA cycle, particularly those that deal with strengthening of local institutions’ capacity for implementation. The tool is usually used when analysing institutions together with the members of the community.

Specifically this tool will help to:

- Understand how important decisions are made in the village
- Identify and obtain information on the activities of key individuals, NGOs and institutions and other organizations in the community
- Collect information on relationships between organizations
- Get the population’s perceptions of the roles and contribution of these organizations to the development of the village
- Highlight interpersonal interactions and institutional linkages

The Venn diagram is a tool used to analyse the institutions that exist in the area, their roles, inter-relationships of external and internal organizations, and also key individuals in the community. It is very important for the Facilitator/ Extension Officer who else is working in the area he operates in for the purposes of co-ordinating, complementing efforts, linkage of fishers to other services and avoiding duplication and wastage of resources. The analysis of the organizations is carried out in a participatory manner. It involves representatives of the different socio-interest groups and other individuals who, for various reasons, cannot take part in the transect walk.

Methodology
- Get to know the names of the different institutions prior to using the tool. This helps the planning as well as the subsequent steps of the process. Make a list of the existing organizations both internal and external
• Divide group by gender, age or other criteria. Alternatively, you can use the tool without dividing people and in this case you can use the tool with representatives from the community.
• Ask each group to determine criteria for the importance of an organization and to rank them according to these criteria.
• Let the participants write the name or put a symbol on the appropriate square or circle to represent an organization.

A large circle is drawn representing the community/village. Inside this circle other smaller circles are drawn to represent organizations which exist within the community. One of the circles drawn inside the large circle must be community/village. Other smaller circles are drawn outside the large circle to council represent organizations, which are external to the community.

The size of the circle reflects the importance and impact of the organization on the development activities of the community. Ask the participants about the relative sizes of the circles and to indicate where the arrows from the outside circles should stop (whether they should penetrate and how deep inside the big circle).

The location of the circle and degree of penetration of the arrow indicates the extent to which the organization has reached the village residents.

The interaction between organizations is symbolized by the direction of arrows.

If the services of the institution/organization are not reaching the village residents, the arrow from that circle should be drawn hanging (not touching the community circle) to indicate that services of that particular unit do not reach the community residents.

Simulation is done in the sub-groups. One of the participants is later called upon to present the Venn diagram to the plenary.
Figure 9: An example of a Venn diagram

Scope of the Venn diagram

Plotting the interpersonal interactions and the flow of information and knowledge from one individual/organization to the other can also further extend the scope of the Venn diagram. Besides, this will help to identify the key individuals (opinion leaders) who will be instrumental in influencing the behaviour of others in the village. Such knowledge of interpersonal and inter-organizational interactions will facilitate the intervening agencies in general and Extension Workers in particular, to use them in accelerating the pace of technology transfer and promoting cooperative spirit. The concepts of self-help, mutual help and cooperation can also be promoted.
TOOL 5: THE PROJECT INSTITUTIONAL ENVIRONMENTAL ANALYSIS - PIEA

Introduction
This tool provides a framework for analysis in which Facilitator can identify a variety of institutional linkages so as to manage them effectively.

The DoF and PLARD, are surrounded by institutions, organisations, groups and individuals. The actions and reactions of some of the institutions or groups and individuals can affect the DoF and PLARD positively or negatively. It is, therefore, necessary for Facilitators to know how to manage the institutional environment effectively.

Definition
PIEA is an analysis of the relationships or linkages between different relevant implementation organisations and bodies of and PLARD, on one hand and the institutions, organisations, groups of persons and individuals that surround them on the other hand.

The Components of Project Institutional Environmental Analysis (PIEA)
The PIEA comprises the following:

- Project supporters and sponsors
- Cooperating agencies
- Project beneficiaries
- Project losers
- Professionals
- Political parties and
- Members of the general public

Classifications of PIEA and the Benefits to the Facilitator

i. Enabling Linkages: All those relationships (institutions) that provide authority to operate or permit access to essential resources.

ii. Functional Linkages: All those organisations which provide the implementing agency and the facilitating organisation with project inputs and those which purchase the project outputs.

iii. Normative Linkages: Relationships with organisations which share overlapping policies or commitment to the objectives of the implementer.

iv. Diffuse Linkages: Private organisations such as newspaper representatives, etc. that can influence the acceptance of the changes which the implementer and facilitating organisation (e.g. DoF and PLARD) are intended to bring about.

Summary & Conclusions

- PIEA is a useful way of analysing the organisations and institutions which surround the implementer and funding organisation (e.g. DoF and PLARD) so as to mobilize their support for implementing activities.
TOOLS 6: SEMI-STRUCTURED INTERVIEWS

Introduction
This tool helps impart knowledge and sharpen ability to conduct interviews or effective discussions using the Semi-structured interviewing tool and techniques in order to:

- Fill in the gaps on the knowledge obtained from the village maps, transect and Venn diagram
- Discover the problems and opportunities of the village as perceived by the various socio-interest groups.

Most Facilitator’s work consists of talking, discussing, and interviewing. Gaining the skills of doing these is very important whether for formal or informal purposes. For conducting effective dialogue sessions with either a community, a group or an individual, the use of semi-structured interviewing techniques is useful. A semi-structured interview (SSI) is an informal discussion based on a pre-formulated guideline containing the essential subjects or topics to be discussed.

In order for a semi-structured interview to be successfully carried out, the facilitator should prepare an interview guide and should be flexible in his/her approach. It is also important for both the facilitator and the members of the sub-group to be at ease in order to establish a dialogue.

In other words, a semi-structured interview is a guided conversation in which only the topics are predetermined and new questions or insights arise as a result of the discussion and visualized analysis.

Effective interviewing depends on:
- self-critical awareness
- perceptive listening and
- careful observation

Although all these are difficult to master, plenty of practice and constructive feedback from colleagues can greatly help one to be an effective interviewer.

Methodology
The following are the steps for conducting SSI:-

Preparatory stage:

Step 1: The facilitator prepares to conduct interviews with identified socio-interest group
Step 2: The facilitator should know properly the local language or use an interpreter where necessary
Step 3: The Facilitator must prepare an interview guide based on the topic(s) to be discussed e.g.
- the general checklist of topics to be discussed
- or Specific checklist of issues to be discussed on a selected topic
- specific points pertaining to that socio-interest group or with individuals
- various natural resources, constraints and their uses
- the state and quality of the soil, vegetation, water points etc.
- decision making on use of resources in the community and at home
- farming enterprises and access to means of production
- changes in the use on natural resources for the past 20 years and reasons for change
- favourable and unfavourable factors to promote land improvement
- agriculture and related activities; major crops, rotation, manuring of the fields, working hours per day, sowing, weeding, harvesting, agricultural calendar, a forestation, etc.
- Animal production/husbandry, fisheries, storage, marketing of produce, etc.
Tasks of the Facilitator:

- Makes the introduction and supervises the process of the interview/discussion
- Should be able to quickly formulate questions following the responses of the village residents
- Should encourage everybody in the group to express his/her views and help the group to develop consensus
- Should use probing and questioning techniques in order to encourage response (see probing and questioning techniques below)

Techniques in SSI;

a) Recording of responses

It is better for community responses to be recorded. Therefore the Facilitator ought to have another colleague/partner for this purpose.
- Responsible for taking notes during the interview
- Records the information as it is presented by the community residents and not to interpret or translate it into technical terms

Figure 10; Semi-structured interviews with an interest group

b) Conclusion of semi-structured interview

- The facilitator should inform the group that he/she is winding up the discussion
- He/she should ask them if they have questions to clarify on any issues
- He/she should request them to finalize the list of problems identified in their sub-group.
To facilitate group discussions, it is essential that all those present are able to face and hear each other.

The facilitator should create an atmosphere that is conducive for discussion and request the members of the sub-group to select a recorder who will note the problems identified.

The facilitator tells the group the objective of the interview and how it will be conducted (topic and time required).

Ask simple questions first to make people feel at ease and ask more complex ones later. The facilitator should avoid unclear questions as indicated in table below.

Listen to the various opinions of the group and do not rush members.

The Facilitator should pay full attention to the responses from the village residents so as to be able to formulate other questions.

In concluding each topic the facilitator summarizes the discussion with the assistance of the partner to make sure that the topic was understood.

c) Probing and listening techniques

Probing is a skill which is used simultaneously with good listening. It involves making appropriate comments and asking relevant questions as naturally and unobtrusively as possible, whilst listening to a speaker to ensure that the speaker clarifies his thinking and deepens the analysis he is engaged in.

Table 12; Listening/probing techniques

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying</td>
<td>To help the speaker more fully</td>
<td>Can you just clarify…..? is this the problem as you see it now?</td>
</tr>
<tr>
<td>Restatement</td>
<td>To check one’s understanding, to check on interpretation of facts, to show how well you are listening, to give encouragement to the speaker to continue</td>
<td>As I understand it….., Is this what you have decided to do?; and the reasons are……</td>
</tr>
<tr>
<td>Neutral</td>
<td>To convey your interest and that you are really listening</td>
<td>I see….., Yes Yes, I understand, That a good one</td>
</tr>
<tr>
<td>Reflective</td>
<td>To show that you understand how the speaker is feeling</td>
<td>You feel that…..? So you were really shocked by that? Do you think that was fair</td>
</tr>
</tbody>
</table>
| Summarizing| To bring all the discussion into focus in the form of a summary        | These are the key areas then You have mentioned…… What about……?
|           | To move the discussion on to another level                             | What do you think you can do about it                                    |
|           | To focus attention on the need to translate words into action          |                                                                           |
d) Questioning techniques

Try to avoid using leading/closed questions e.g. don’t you think you should grow onions? This requires only a yes or no answer, do not promote any reflective process and provide external direction instead of helping the person to reason towards their own decision.

Try to use open ended questions e.g. how do you feel about that?, what are some reasons for that? what do you have happened?, can you help me understand this problem a bit better? These questions do not direct the response but require the other person to expand on what they are.

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed questions: Do you go to the market in Lusaka? Alternative question: Where do you go shopping?</td>
</tr>
<tr>
<td>Questions for orientation: This is a good maize variety; don’t you think so? Alternative question: What do you think of this maize variety?</td>
</tr>
<tr>
<td>Implicit presumptions: What have you prepared for dinner, sweet potatoes or rice? Alternative question: What did you have as your main meal?</td>
</tr>
<tr>
<td>Vague questions: Is it difficult to grind millet? Alternative question: How much time do you spend to grind millet for one meal?</td>
</tr>
<tr>
<td>Unknown measuring units: How many kg of yam are you going to prepare? Alternative question: How many yams are you going to prepare?</td>
</tr>
</tbody>
</table>

TOOL 7: HISTORICAL ANALYSIS (How to know about the past)

Introduction
This tool imparts the knowledge and techniques for conducting an historical analysis in order:
- To learn about the major historical events that have taken place in the community.
- The historical event exercise serves as the basis for identifying changes in the fishing and production systems over time.
- To identify major changes in the community which have influenced the communities activities and livelihood
- To get logical order of events

The Facilitator will need to know about the history of the area/village where he/she works. The historical background tool can be used. This tool enables the community to go back over a certain time period or number of years and establish the major historical events. It merits special attention as it yields information linking the history of change in a community with the institutions and organizations which have influenced that change. This can be important in cases of trends or changes that have taken place in the fishing sector.

Methodology
- The Facilitator and partner discusses between themselves and decides on the type of information to be collected.
They may also decide to ask the community residents to think as far back as they can remember or may chose to use a certain period of years say 20 or 30 years back depending on the situation.

This exercise is usually done in a mixed group setting as each generation has something to offer, both the young and old. However, the community may be asked about the sort of grouping it prefers.

**The Process**

- Ask the participants to identify the important events that have occurred in the community in relation to the topic for discussion.
- Each event is written and the year it took place.
- Try to focus on the local events in the community such as trends in fish depletion, famine, droughts, production and marketing patterns, wars, diseases and many others, let it be an open discussion.
- Ask what major changes have taken place in the area.
- What problems have been experienced because of these changes and what activities have been adapted to co-op up with the change.
- Write each event on the card and the change on another card.
- Ask the members of the sub-group one to volunteer to present the historical profile during the plenary session to rehearse his or her presentation.

**The Facilitator’s Meeting**

After the plenary, the facilitators with a few representatives from the community meet to evaluate and complete the list of problems and resources.

**Important Points to note**

- There is a tendency during discussion one member to dominate the discussion which discourages other members of the group to contribute.
  Try to use your facilitation skills to allow others to contribute
- The key historical events may be written on cards arranged in a logical sequence. Or they may be written on a large sheet of papers.

**Duration:**
The whole exercise may take 2 – 3 hours or more depending on the situation.
Table 13: Example of Community Historical Key Events

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1936</td>
<td>Village started</td>
</tr>
<tr>
<td>1946-</td>
<td>Village shifted to new site owing to dwindling fish resource at the original site</td>
</tr>
<tr>
<td>1947</td>
<td>Smallpox outbreak</td>
</tr>
<tr>
<td>1948</td>
<td>Famine in the village due to drought</td>
</tr>
<tr>
<td>1949</td>
<td>Flood in the village</td>
</tr>
<tr>
<td>1953</td>
<td>Famine owing to destroyed crop. People survived on fish in natural ponds</td>
</tr>
<tr>
<td>1954</td>
<td>Bilharzia outbreak</td>
</tr>
<tr>
<td>1960</td>
<td>Village well dug</td>
</tr>
<tr>
<td>1962</td>
<td>Maize growing introduced in the village</td>
</tr>
<tr>
<td>1977</td>
<td>Village school (Mukalashi Primary) built on self basis</td>
</tr>
<tr>
<td>1998</td>
<td>Fisheries officer sent to village</td>
</tr>
<tr>
<td></td>
<td>Fertilizer use introduced in the village</td>
</tr>
<tr>
<td>1999</td>
<td>Illegal fishing became rampant</td>
</tr>
<tr>
<td></td>
<td>Government renovated the existing well</td>
</tr>
</tbody>
</table>

TOOL 8: SEASONAL CALENDER AND SCHEDULE OF ACTIVITIES

Introduction
This tool enables the Facilitator gain the techniques for obtaining information about the activities, occurrences and happenings in a community with a view;
- To understand seasonal activities
- To get deeper understanding of the division of labour according to the various seasons between men and women.
- To coming up with a more practical plan of action.

This tool is used to increase the Facilitator and community’s understanding and analysis of the activities that take place in the locality. It helps to identify daily tasks and show how responsibilities are shared over seasons between gender and age. The information gathered from the community is extremely useful in coming up with action plans of the projects/activities the community wants to undertake.

Methodology
- In the resident meeting (plenary session) explain the objective of the exercise and then form mixed groups.
• The facilitator can ask the people how they would like the groups to be formed (according to gender, age, activity interest groups).
• Mixed groups help the community to understand the different roles played in carrying out various activities.

Process

• In the sub-groups ask the members of the group to describe the various seasons in a year. Usually the local people have different names for the various months, use these names for describing the different seasons because they have a deeper meaning to the community.
• Ask the members of the group to describe the primary activities in each season using words or symbols or different colours.
• Draw the outline of the calendar on the ground first using stones, leaves, wood, charcoal, ash, coloured paper. Alternatively the calendar can be straight away be drawn on a large sheet of paper using markers. Ask the group what they prefer.
• Facilitate the village residents to discuss the various activities carried out in different seasons/months. For example ask when the following activities are carried out.
  • Fishing and agricultural activities
  • Economic activities (marketing)
  • Certain cultural celebrations and ceremonies
  • What are the peak periods for agricultural and fishing activities?
  • The period of fish ban.

Plenary

Let the representatives of the group report to the plenary, so as to get consensus of the whole community.

Table 14: Example of a seasonal calendar

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>J</th>
<th>F</th>
<th>M</th>
<th>A</th>
<th>M</th>
<th>J</th>
<th>J</th>
<th>A</th>
<th>S</th>
<th>O</th>
<th>N</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD CROPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FISHING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| FOOD AVAILABILITY
| - MAIZE         |   |   |   |   |   |   |   |   |   |   |   |   |
| - SWEET POTATO  |   |   |   |   |   |   |   |   |   |   |   |   |
| - GOURDA        |   |   |   |   |   |   |   |   |   |   |   |   |
| - MANGO         |   |   |   |   |   |   |   |   |   |   |   |   |
| - MASUKU        |   |   |   |   |   |   |   |   |   |   |   |   |
| - BANANAS       |   |   |   |   |   |   |   |   |   |   |   |   |
| DISEASES
| - COCCIDIOSIS   |   |   |   |   |   |   |   |   |   |   |   |   |
| - FOOT & MOUTH  |   |   |   |   |   |   |   |   |   |   |   |   |
| - MALARIA       |   |   |   |   |   |   |   |   |   |   |   |   |
| - COUGHING      |   |   |   |   |   |   |   |   |   |   |   |   |
| - DIARRHOEA     |   |   |   |   |   |   |   |   |   |   |   |   |
| RAINFALL        |   |   |   |   |   |   |   |   |   |   |   |   |
TOOL 9: SCORING AND RANKING

Introduction
This tool enables the Facilitator gain the skills for leading the community or group through a process of setting priorities. During the day to day work of a Facilitator, situations occur when the community makes lists of issues, problems, preferences etc. without making any priorities at all. A Facilitator has to lead the community or group through a process of setting priorities. Scoring and Ranking Tools are used. Ranking means giving scores to items and then placing them in order of importance.

At the end of group discussions through semi-structured interviewing, the social interest groups can come up with a list of problems, for example, which were presented in the plenary session.

General process of Prioritization
- The facilitator asks the socio-interest groups to prioritize say, the five most important problems, issues, types of fish, fishing methods etc from the general list.
- Each socio-interest group presents the prioritized these problems, issues, types of fish, fishing methods etc.
- The list of priority problems, issues, types of fish, fishing methods etc is developed in the plenary by merging similar problems while differing problems get added on to the list.

Types of Ranking
 Ranking means giving scores to items and then placing them in order of importance. Common methods include:

- General Consensus
- Reference ranking
- Pair-wise matrix ranking
- Wealth ranking

1. Ranking by General Consensus

Community residents brainstorm on each of the identified problems in a plenary and agree on which ones are most critical. The advantage with this method is it is time saving, ad generates more participation and commitment. However, it is not very accurate as a few individuals may dominate the discussion.

2. Ranking by Preference

Community residents work in socio-interest groups and determine the main problems or preferences.

Steps:
- Choose a set of problems or preferences to be prioritized
- Use stones or beans, or any other objects for scoring
- Ask community residents to assign scores to each problem (5 stones most critical problem, 1 stone less critical)
- Tabulate the response
- Sum up the scores from each socio-interest group for a particular problem and rank according to order of priority.
Table 15: Preference ranking by group and total

<table>
<thead>
<tr>
<th>Socio-Interest Group</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Total score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unsafe drinking water</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>2. Malnutrition</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>3. Fish depletion</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>4. Unavailability fishing gear</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>5. Dilapidated school</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Guide: 5 = Most important, 1 = Least important

In this example, the most critical problem is fish depletion, followed by unsafe drinking water, unavailability of fishing gear, malnutrition, and lastly dilapidated schools. This method encourages effective participation and minimizes bias in ranking.

3. Pair wise Matrix Ranking

Pair wise ranking determines the main problems of preference by individual community members identify their ranking criteria and easily compare the priorities of different individuals.

Steps to be followed:-

1. Choose a set of problems or preferences to be prioritized.
2. Choose with the help of the community members/key individuals, six or less of the most important problems
3. Note down each of the six items on a separate card
4. Place two of the cards in front of the community residents and ask them to choose the more critical problem giving reasons for their choice. Mark down the response in the appropriate box in the priority ranking matrix.
5. Present different pairs and repeat the comparison
6. Repeat steps 4 to 5 until all boxes have been filled.
7. List the problems/preferences in the order in which the community residents have ranked them by sorting the cards in order of priority.
8. Check with the community residents whether any important problems/preferences have been omitted from the list. If there are any, place them into the appropriate position in the ranking table.
9. As a useful cross check to the responses, complete the ranking session by asking the Community residents the most critical problem.
Table 16: Example of Pair-wise problem ranking

<table>
<thead>
<tr>
<th>Problems</th>
<th>Number of Times Preferred</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe drinking water</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Malnutrition</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Fish depletion</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Unavailable fishing gear</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Dilapid. schools</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Diseases &amp; pests</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Poor farming methods</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

- From the above example, Fish depletion ranks first while poor farming methods ranks last.

The major advantage with this approach is that it enables concise comparison between the problems. However, it is time consuming and therefore not suitable for application where problems are many.

4. Wealth ranking

Purpose
This tool helps to identify the different wealth categories in a community and to bring out its values and aspirations. In addition to identification of wealth categories, the wealth ranking exercise shows the spread of the community over different wealth categories. Further analysis of this information could show gender, age, and other social factors associated with wealth. The wealth ranking exercise informs other tools that may want to generate perception of different social groups of the community into different issues. Such tools can be resources for mapping and problem and needs identification survey. Wealth ranking allows both the well off and the worse-off to be identified and their views actively sought.

Process
The techniques discussed under semi-structured interviews are useful and applicable for a wealth ranking exercise. Wealth ranking may be carried out using the following steps in the table below:

Table 17: Steps for wealth ranking exercise

<table>
<thead>
<tr>
<th>Steps for wealth ranking exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify a group of people in a community to be ranked who know reasonably well all members of the community and ask these to meet with you at their convenient time and venue.</td>
</tr>
<tr>
<td>• Before the meeting, obtain all the community household names and write these on some cards, one name to each card.</td>
</tr>
</tbody>
</table>
• At the meeting explain clearly the intention and the purpose of the exercise and dispel suspicion as much as possible. Ensure confidentiality of the results of the exercise in terms of who fell into what rank.

• Ask each member of the small group of community representatives to group the rest of the community households according to how well off they are using the names on the cards. The cards should be placed in-groups on the ground.

• After all the households have been grouped, interview the community representatives to find out what criteria they used to make the difference wealth groups. In this way the wealth categories are defined.

• Repeat the exercise with different community representatives to generate the community’s common view.

An example from an actual wealth ranking exercise is presented in table below. In this actual exercise, the information was used to draw a sample for the problem and needs analysis with a heavy bias towards the worse-off families. The needs and problem identification survey used semi-structured interviews and diagramming.

Caution. Wealth ranking is a very sensitive exercise. If not carried out with due sensitivity, it can prove counter-productive and arouse great suspicion as to the purpose of the exercise. This can lead later to a lack of cooperation among certain members of the community. Wealth ranking should be used only in special circumstances and then only by very experienced and skilled facilitators.

Wealth categories. Richest; with machine boat, plenty of nets, burnt brick and iron-sheet roofed house, good clothes, Rich; just boat, good number of nets, ordinary burnt house, good clothes, Poor; a canoe, one to two nets, grass roofed, Poorest; No canoe, no nets, works for fish and other foods, poor house

| Table 18: Results of a community wealth ranking exercise |

<table>
<thead>
<tr>
<th>Wealth rank</th>
<th>Indicators of wealth rank</th>
<th>Percentage households in each rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>enough assets (with machine boat, plenty of nets, burnt brick and iron-sheet roofed house, good clothes)</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>enough assets for own use but not to share (just boat, good number of nets, ordinary burnt house, good clothes)</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>some assets but (just a canoe, one to two nets, grass roofed), which they have to borrow</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>own very little or no assets (No canoe, no nets, works for fish and other foods, poor house)</td>
<td>36</td>
</tr>
</tbody>
</table>

6.3 Tools for Problem Analysis
During discussions, interviews with communities lists of problems are made and after ranking exercises, priority problems are selected. The selected problems require to be analyzed. The tool used for analysis of problems found out during the diagnosis stage is the Problem tree.

TOOL 10: PROBLEM TREE

Introduction
This tool helps to impart the knowledge and skills for Facilitator to be able to analyze, with community residents the causes and effects of the problem, and identify the most relevant causes for the search for solutions.

The problem tree is one of the tools used to analyze problems. The image of a tree is used for identifying causes and effects (Figure 11). The roots represent the causes. The trunk represents the main problem while the branches and fruits represent the effect and consequences. Like the roots of the tree, the cause(s) of a problem are hidden and not easy to identify unless you dig into the ground. That is why it is important to have a detailed analysis of the problem to unearth the real causes. On the other hand, the effects of the problem are easy to identify just as it is easy to see the branches and fruits of the tree. Figure 11 demonstrates a design of a problem tree.

Methodology
The steps in developing the problem tree include:-

1. **Explanation of the problem tree tool and the procedure**
   - The facilitator uses the image of the tree to introduce the tool
   - He/she explains the steps to follow in its construction
   - Making an inventory of causes
   - Construction of roots of the tree
   - Making an inventory of effects and consequences
   - Construction of the branches of the tree and fruits

2. **Verification of the tree**
   The verification of the tree starts with selection of causes on which actions are feasible. Presentation of the problem tree to the plenary:
Figure 11: A Design of a Problem Tree

i) Making an inventory of Causes
The facilitator of the sub-group stimulates discussion by asking the community residents “why the problem exists”, and encourages everyone to propose causes. The recorder notes each cause agreed upon a card/paper/chalk board. A list of all causes is then obtained without classifying them.

ii) Construction of the roots
• After all causes have been identified, the sub-group members are requested to choose the ones directly responsible for the problem.
• For each direct cause, the sub-causes are identified from the list and placed below the direct cause.
• In case new causes not listed earlier are identified, they are written on new cards and placed in the relevant positions.

iii) Making an inventory of effects and Consequences
• The facilitator asks what would happen if the problem is not solved, i.e. the effects of the problem.
• Participants submit ideas, which are then discussed. Every idea agreed upon is recorded on a card or paper/board. A list of effects is then developed.

iv) Construction of the Branches and Fruits
• The same procedure is followed as for roots.
• The effects of the problem should be studied.
• The Facilitator requests the participants to select the direct effect of the problem.
• For each direct effect, its consequences are selected and placed above it.
• It is important to consider the realistic effect, not those that are imaginary.

An example of a problem tree for declining fish population is shown in Figure 12.

v) **Verification of the tree**
During the development of the problem tree, it is important to verify the logic or reasoning. Reasoning is done starting from the sub-causes, to main causes, to the trunk (problem), effects and consequences (leaves and branches). For example, in the case of the problem tree of decline in fish population, theft of fish gear, inaccessibility to proper gear and lack of compliance leads to use of illegal fishing gear and ultimately results into decline in fish population.

vi) **Selection of causes on which actions are feasible**
• The facilitator explains that the impact of certain causes may be greater than others, and it may be more difficult to deal with certain causes.
• He/she requests the village residents to identify causes, which they could and would like to deal with.
• A selection of causes on which actions are feasible is then made.

vii) **Presentation of the problem tree to the plenary**
• Each sub-group selects one of the members to present the problem tree.
• A simulation exercise is carried out in the sub-group.
• Following each presentation, the facilitator asks the village residents to make comments.
• The facilitator summarizes the major points and concludes the discussion of the problem tree.
• The causes and effects of simple problems are presented in tabular form during the plenary.
Figure 12; Problem tree for decline in fish population

DECLINE IN FISH POPULATION

Decline in Fish Catches

High Fishing Pressure

Decline in Fish Catches

Destruction of habitat/breeding grounds

Increase in no. of fishers

Lack of compliance

Post-privatisation unemployment

Inadequate fish stock monitoring mechanisms

Lack of farmer training in appropriate fish gear

Use of illegal fishing gear

Inadequate specialists in fish gear technology

Inaccessibility to fishing gear

Inadequate fishing Craft

Inadequate fish conservation strategies

Inadequate awareness

Inadequate funds to undertake activities

Inadequate funds

Inadequate training of DoF staff in Gear Technology

Inadequate funds to undertake activities

Inadequate awareness

Absence of legal framework for co-management

Inadequate specialist training of DoF staff in Gear Technology

Lack of benefits to Households

Failure to Implement Co-Management

Inadequate fishing Gear

Inadequate funds to undertake activities

Inadequate awareness

Inadequate funds

Lack of benefits to Households

Inadequate fishing Gear

Inadequate funds to undertake activities

Inadequate awareness

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Lack of benefits to Households

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Inadequate fishing Gear

Inadequate funds to undertake activities

Inadequate awareness

Inadequate funds

Lack of benefits to Households

Inadequate fishing Gear

Inadequate funds to undertake activities

Inadequate awareness

Inadequate funds

Lack of benefits to Households

Inadequate fishing Gear

Inadequate funds to undertake activities

Inadequate awareness

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Inadequate funds to undertake activities

Inadequate awareness

Inadequate funds

Lack of benefits to Households

Inadequate fishing Gear

Inadequate funds to undertake activities

Inadequate awareness

Inadequate funds


6.4 Tools for Search for Possible Solutions

Introduction

Following completion of the problem analysis, a list of relevant causes will have been developed. The next stage is to formulate solutions to solve the problem. This is the tool used for searching for possible solutions. The solutions should be practical, action-oriented and realistic.

Tools are:

- Objective tree
- Table of community solutions

TOOL 11: OBJECTIVE TREE

Introduction

An objective is an expression of the ends towards which development efforts are directed. The objective tree can be used to translate problems identified during the diagnosis into objectives. This is achieved by translating the problem tree (developed in the course of the problem analysis stage into positive situation which is desirable. This helps to:

- Translate problems into objective to come up with an inventory of actions needed to achieve desired situations based on the problems and causes identified in the problem tree.
- Determine the feasible activities which may be carried out successfully.
- To provide the community with an overview of prerequisites necessary for a realistic plan of action.

Methodology

The exercise is carried out in mixed groups, preferably in the same groups that developed the problem tree.

Introducing the exercise

During the introductory meeting the facilitator explains the objectives and asks the participant’s if they want to discuss the solutions to solve the problems identified. This stimulates the communities in desiring to deal with village problems.

Constructing the objective tree

The objective tree is similar to the problem tree in arrangement. If the problem has not been well formulated it will often be difficult to translate the problem into an objective.

- The trunk becomes the objective
- The activities and actions to be undertaken to attain the objective are the roots.
- The desired consequences are the branches and leaves.

(i) Developing the objective tree

- The starting point is the “problem tree” with the “Problem” being transformed into “objective”.
- The facilitator stimulates discussion and creative thinking among the group members by asking them to reflect on the problem tree.
- The community residents brainstorm on the solutions and activities that will lead to the attainment of the objective.
- The facilitator guides the village residents to examine the feasibility of the actions, and retain only those which are realistic (attainable) under the village residents’ circumstances.

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The construction of roots of the objective tree should follow a logical sequence of actions (i.e. what should happen first to make this action possible? What will this action lead to?)

Following the same principle, the branches and leaves (consequences) are constructed.

An example of an objective tree is shown in Figure 13, it was developed from the problem tree.

(ii) Verification of objective

- As was the case with the problem tree, it is now important to verify the logic of activities/actions and how they lead to the objective and consequences.
- What conditions must be met and what proposals should be made so that one action leads to another. A list of conditions and proposals is made.
- Are these conditions and proposals feasible? If so, what must be done to reach the objective? What actions should be planned to reach the objective? If not, the action should not be carried out because there is little chance it will succeed.

Points to note

- If a problem is not properly formulated or analyzed, it will be difficult to translate it into objectives. It may be necessary to re-examine its analysis. Experiences of intervening agencies, the community and studies already undertaken should be utilized.
Figure 13; Objective tree for increased fish production and productivity
TOOL 12: TABLE OF COMMUNITY SOLUTIONS

Introduction
Having developed the objective tree, the next stage is for the community residents to propose solutions to the problems. The participants from the community are asked to reflect on the list of opportunities, potential and resources available in the community. This enables them to propose solutions that are feasible. These are then tabulated in a table of community solutions.

This exercise is done in the same mixed subgroups established for the problem and objective tree analysis.

Methodology
The facilitator explains to the community residents the objective of the Table of community Solutions. The next stage is for the community residents to propose solutions to the problems.

The facilitator stimulates the residents to propose and list possible solutions to the selected causes whose activities will lead to desired situations.
Help the community to list possible solutions by asking questions such as;

- What need to change to overcome this problem?
- What can you do to bring about change?
- What are the necessary steps to be carried out?
- What resources do you have that could bring about this change?

The community residents are asked to reflect on the list of opportunities, potential and resources available in the community. This enables them to propose feasible solutions. These are then tabulated in a table of village solutions. This work is done in the same mixed sub-group established for the problem and objective analysis.

Step 1. Inventory of village solutions
Facilitator stimulates the residents to propose solutions to the selected causes whose activities will lead to a desired situation. For example:

- If the problem is unsafe drinking water, the community residents reflect on the water sources opportunities/potentials in the village (rivers, lakes, boreholes, etc), their numbers, location and status.
- For low crop yields, the community residents discuss the state of soils, farming methods, land tenure systems, level of knowledge and skills of farmers, etc.

For each relevant cause, the proposed solutions are discussed to examine the possibility of realization. The solutions agreed upon are tabulated.

Step 2. Discussion of other solutions

- The multi-disciplinary team studies the solutions proposed by the community residents.
- If there are solutions known but not identified by the residents, the team introduces them.
- The residents discuss the feasibility of the new solutions.

Step 3. The facilitator summarizes the solutions proposed for each problem.

Step 4. Preparation for presentation to the plenary

- The sub-group selects one of the members to present.
• A simulation exercise is carried out before presentation.

Table 19 illustrates an example of a table of community solutions derived from the problem of declining fish population.

**Table 19: Example of a Table of Community Solutions**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Causes</th>
<th>Community solutions</th>
<th>Possibilities for realization (if not, why not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline in fish population</td>
<td>Destruction of fish habitat</td>
<td>Enforce regulations and restrictions</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Use of illegal fishing gear</td>
<td>Introduce co-management</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Inadequate fish conservation strategy</td>
<td>Extension and training through education</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Step 5. Wrap-up meeting**

During the wrap-up meeting all sub-groups present the results of the table of community solutions. Each sub-group comments on the results and the plenary meeting expresses its opinion about the relevance and feasibility of the various solutions proposed. This facilitates exchange of ideas on possible solutions and agreement on continuation of activities.

• The main facilitator introduces the objective of the wrap up meeting. Subsequently he/she requests the various groups to present their results.
• Each group presents the list of solutions and the table of solutions.
• Following each presentation, he/she requests the community residents to make comments. The facilitator summarizes the major points and concludes the discussion of the work of the group before continuing with the next presentation.

At the end of the presentations, the facilitator informs the group about continuation of activities. He/she stresses that the proposed solutions will be analyzed in greater detail by the various intervening agencies to study their feasibility and the conditions to implement these activities. The intervening agencies will present their ideas in the course of the next meeting. The village residents are also requested to reflect on the implementation of these proposals. This will enable the people to exchange ideas at the next meeting and to jointly decide on what action to take and to draft a programme.

**Note:** Ideally the problem tree should be presented separately (as indicated in the problem analysis) followed by discussion, before presentation of table of solutions. However, in some cases, if time is a limiting factor, all may be presented in one session.
6.5 Tools for Planning

Introduction
Once feasible community solutions are found out, actions must be taken to solve them. However one has to plan how to act, when to act, with what resources to act and even who to act. The Facilitator has to take the community or group though the process of planning. The tools most commonly used for planning are the SWOT Analysis and the Community Planning Table.

Planning is a process which translates objectives into activities/actions for implementation within a given time frame and budget. In this planning phase, action plans are developed from the table of community solutions.

The planning format indicates objectives, activities/actions to be undertaken by persons responsible for implementation, period and target group(s). The plan also indicates the resource requirements and indicators of achievement. In short, a timetable of activities or actions jointly programmed by intervening agencies and the community residents is developed.

TOOL 13; ANALYSIS OF ACTION PLANS USING A SWOT ANALYSIS METHOD

Introduction
The various fishing Groups within the Fisheries, develop Action Plans as a basis for undertaking income-generation and other activities. Such Action Plans may be either too optimistic or too pessimistic. SWOT Analysis can facilitate the development of more realistic Action Plans.

Definition
SWOT means: Strengths, Weaknesses, Opportunities and Threats.
The above are the factors taken into account when conducting a SWOT Analysis.

SWOT and the Planning Process
The planning process begins with:

- clarification of vision goals
- Setting up objectives and targets.

Setting up objectives and targets has to be done by taking in the four elements of SWOT Analysis, thus making strategic choices.

Planning Analysis: which involves:

- Analyzing the Groups’ Strengths and Weaknesses (internal factors).
- Analysis of the external environmental factors in which the project or the activities are expected to be planned and implemented.

This analysis focuses on the Threats and Opportunities; both internal and external.
FORMAT FOR SWOT ANALYSIS

The format for SWOT analysis is given below. The Facilitator and the community members will fill in their response(s) in the box below the issue. An example is given in the Table below.

Table 20: Format for swot analysis

<table>
<thead>
<tr>
<th>SWOT ANALYSIS FORM</th>
<th>Goal/Objective under consideration: (of the particular group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Strengths of your group</td>
<td>How can you best take advantage of these?</td>
</tr>
<tr>
<td></td>
<td>List Weaknesses</td>
</tr>
<tr>
<td></td>
<td>How can you minimise the Impact of these?</td>
</tr>
<tr>
<td>What Opportunities does this Project have?</td>
<td>How can you best take advantage of them?</td>
</tr>
<tr>
<td></td>
<td>List Threats (those risks or obstacles that might prevent success).</td>
</tr>
<tr>
<td></td>
<td>How can you deal with each identified threat?</td>
</tr>
</tbody>
</table>

An example of SWOT for a fishing area in Nchelenge district

**Strengths:**
- Availability of rich fish resources in the Area.
- Motivated group members.
- Support from local leadership.
- Availability of indigenous skills.
- Other strengths.
Weaknesses:
- Inadequate own resources to undertake fishing meaningfully.
- Inadequate communication, transportation and other infrastructure.
- Low level of literacy among group members.
- Other weaknesses.

Opportunities:
- Favourable fisheries policy for stakeholder participation in the DoF and PLARD activities
- Availability of support and services from the PLARD.
- Capacity building programmes.
- Others.

Threats:
- Depletion of fish resources caused by local and external agents.
- Low market demand and poor marketing channels for fish products.
- Suspicious and unsupportive local leadership.
- Political interference.
- Others.

Summary & Conclusions
- Action Plans are developed and implemented by the various Groups in the Fisheries activities.
- The SWOT approach provides a good and systematic analysis for the basis of Action and other kinds of plans.
- Facilitators can guide their Fisheries Groups to develop viable Action Plans.
**TOOL 14: COMMUNITY PLANNING TABLE**

**Introduction**
This tool helps the Facilitator to know how to;

- Make an inventory of technical solutions that complement the village solutions
- Translate the village residents solutions into short term and long term
- Make a feasibility analysis of the proposed solutions
- Develop a detailed action plan enabling the village residents and the intervening agencies to monitor and evaluate implementation of activities.

The activities during the planning phase include preparation of draft action plans by intervening agencies, preparation of the action plans in the sub-groups and presentation in the plenary for adoption and implementation. The Phase also details out mechanisms of confirmation in other communities of the Village/Zone, to develop wider Community Action Plans (District or province).

**Methodology**
For the sake of developing community action plans, a planning cycle is followed which is elaborated in the steps below;

**Step 1. Brainstorm in plenary on:**
- What is action planning?
- Why should action plans be produced?
- What types of action plans do you know?

Give participants cards and markers and pin all the responses on the board. The cards that have the same idea, should be grouped on their own. Take out a card or come up with a new card that best summarizes all the other cards according to the participants. Do this for all the questions until a final product is produced.

**Step 2. The facilitator explains what a Community Action Plan is**
- He/she asks the community/participants whether they have experience in organizing an activity or a project together. This could be a marriage, a journey, a garden project, school block construction etc.
- Take for example a school and ask what they have done and who did benefit from this project?
- Explain that this benefit was at that time their goal, i.e. a better learning environment. Beneficiaries in this example are students.

The steps include:

1. Preparation of draft plans by intervening agencies
2. Preparation of community planning formats for completion in the subgroups
3. Completion of the draft action plan with community residents in subgroups
4. Presentation of action plans for approval and adoption prior to implementation
5. Wrap-up meeting

**Step 3. The facilitator explains that this is how a CAP is formulated, and it’s not new; communities have been doing it in their own ways.**
- Now the community has to formulate its CAP for a project developed from the priority ranking.
• Explain carefully that the elaboration of a CAP and keeping track of the follow-up will need good co-ordination within the community. Therefore, a community committee could be a suitable organization to co-ordinate the activities that will start after the end of the exercise.

• The key elements of action plan are as follows:

  a) Activities to be carried out
  b) By who
  c) Period
  d) Target group
  e) Resources
  f) Budget
  g) Indicators of achievement
  h) Assumptions.

**Step 4. Preparation of plans by Intervening Agencies**

Having obtained the community solutions, the multi-sectoral teams examine these solutions in detail and prepare the Intervening Agencies draft plan. These plans are discussed by the intervening agencies in the context of their feasibility and resource requirements to avoid proposing actions that cannot be implemented. The different solutions as suggested by the community residents and multi-sectoral team are then arranged in a tabular form.

The intervening agencies and multi-sectoral teams should examine the opportunities, potential and resources of the community and relate them to the solutions they propose. Examples of these opportunities include roads, infrastructure, market centres, knowledge and skills of the community residents and the existing community organizations.

In some cases, the intervening agencies are already part of the multi-sectoral teams, and this enables them to complete their sector plans. However, where the relevant intervening agencies are not available, they should be consulted as a later stage to fine-tune the plan.

**Step 5. Preparation of Community Planning Formats**

After preparing the draft plan by the intervening agencies, the multi-sectoral agencies prepare planning formats for developing action plans with the community residents.

• The community planning formats are presented in the sub-groups for completion

• The role of the multi-sectoral team is to facilitate discussions within the subgroups. The village residents analyze the logic and feasibility of each activity themselves before filling in the various sections of the planning format.

• The format for preparing the community action plan is as shown in the table below.

**Table 21: Format for Community Action Plan**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>By who</th>
<th>Period</th>
<th>Target Group</th>
<th>Resources</th>
<th>Budget</th>
<th>Indicators</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Com</td>
<td>Others</td>
<td>Com</td>
<td>Others</td>
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<td></td>
</tr>
</tbody>
</table>
Step 6. Completion of draft action plan
The discussions of the draft planning tables with the community residents are conducted in the subgroups. This is mainly to enable more effective participation, and understanding of their plan. The operational steps are as indicated in Table 22 below.

Table 22: Operational steps for a draft action plan

<table>
<thead>
<tr>
<th>Step</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory meeting</td>
<td>Overview of activities &amp; results of previous phases</td>
</tr>
<tr>
<td></td>
<td>Explanation on work done by the multi-sectoral teams</td>
</tr>
<tr>
<td>Division of work in mixed groups</td>
<td>The sub-groups are constituted. Each group should have representatives of various socio-economic groups</td>
</tr>
<tr>
<td></td>
<td>Members of multi-sectoral team are distributed among the sub-groups. In each group there should be at least one facilitator &amp; an expert in the field in question. The expert fulfils the role of resource person &amp; should not play the role of facilitator so as not to influence the discussions too much</td>
</tr>
<tr>
<td>Completion of draft action plan</td>
<td>The facilitator starts by explaining the progress of the work. He/she encourages the community residents to freely express themselves, analyze the feasibility of each activity &amp; encourages them to suggest actions for which tangible results can be obtained.</td>
</tr>
<tr>
<td></td>
<td>The community residents are encouraged to complete the action plans for their sub-group. If required, planning tables for intervening agencies will provide support, but these are not discussed with the community residents.</td>
</tr>
<tr>
<td></td>
<td>Each solution, action, target groups, resources, etc, must be clearly specified. Monitoring indicators are identified to enable the community to evaluate the impact of actions.</td>
</tr>
</tbody>
</table>

Step 7. Presentation of the Community Action Plans for approval and adoption
This is undertaken in the wrap-up meeting.

- The main facilitator explains to the community residents the objectives of the wrap-up meeting and calls upon the sub-groups to present their action plans.

- After each presentation, members of the sub-group make additional contributions and clarifications before the rest of the community residents express their views. This enables the community residents to approve the activities in the plan.

- Following the presentations, the main facilitator synthesizes the proposed plan. He/she explains the progress the activities and for each activity, the intervening agencies responsible;
the monitoring and evaluation programme. He informs the community residents that they are also required to take responsibility for monitoring the activities.

- Thereafter, he/she explains to the community residents the concept and the need to form a community implementation committee.

### 6.6 Tools for Facilitating and Controlling Implementation

**TOOL 14: COMMUNITY BASED IMPLEMENTATION**

**Introduction**
This tool enables Facilitators have more understanding of some basic techniques for controlling project implementation process.

The implementation phase of a project involves:
- Controlling work in progress to ensure that it is carried out according to plan.
- Providing feedback to those working on the project.
- Negotiating for materials, supplies and services and
- Resolving differences among those involved with the Project.

The role of the Facilitator encompasses all the above functions. The focus of this presentation will be on the task of controlling project activities.

**Essentials of Project Implementation Control**
1. Establishing standards of performance, and selecting control indicators.
2. Gathering and analysing information on project implementation performance and comparing that to implementation plans (monitoring).
3. Establishing procedures for taking corrective action when deviations from the plan occur

**How to Conduct Field Inspection for Project Control**
Do the following:
1. Get out into the fishing Area/Village where the Working Groups undertake project activities.
2. Observe, closely, what is going on.
3. In particular find out about:
   - the quality
   - the cost of production and
   - market demand of the fish and fish products, (or what ever expected result) being produced by the fishing group members.
4. Again, watch out for: unnecessary waste of materials for other poor working practices.
5. Ask questions and listen to explanations.
6. Prepare comprehensive and precise notes for discussions with the involved stakeholders.
Summary and Conclusions

- A major function of Facilitators is to ensure activity or project control during implementation of Group Action Plans.

- Among other things such control would include:
  - Ensure that Group activities are carried out according to plan (in the Action Plan).
  - Gathering and analysing information on the ongoing activities.
  - Preparing and submitting reports (periodically).
  - Ensuring that follow-up and corrective actions are undertaken.

6.7 Tools for Participatory Monitoring and Evaluation

Introduction
Once implementation of the activity is in progress, the Facilitator and the Group committee together with the members will require to monitor the progress being made and at one time evaluate the performance of the activity.

The tools used for participatory monitoring and evaluation are:
- Participatory monitoring,
- Participatory evaluation, and
- Re-consideration.

Participatory Monitoring and Evaluation are important functions that have to be undertaken in any activity. Whereas Monitoring is a continuous process that starts from the initiation through all the phases of Fisheries Facilitation Cycle, evaluation is a periodic assessment of the implementation and impact. These two functions are important in gauging the success in implementation of the planned activities.

- The objective of monitoring is to track implementation progress, identify shortfalls and then take remedial actions.
- The objective of evaluation is to examine the relevance, efficiency, effectiveness and impact of implemented activities.

Monitoring and evaluation of a system needs to answer the following questions:

- Relevance (do the interventions address community resident’s needs)?
- Efficiency (are the resources utilized wisely)?
- Effectiveness (are the defined results achieved)?
- Impact (to what extent have the interventional activities brought about changes for the betterment of community residents)?

TOOLS 15: PARTICIPATORY MONITORING

Introduction
Participatory Monitoring is a continuous process that starts from the initiation through all the phases of the cycle.
Methodology

Steps for monitoring progress

1) List of what should be monitored
The first step is to make a list of what should be monitored in a given activity. These can include;

- What progress of each activity is being made
- Whether the budget is being followed
- Is the activity on schedule (based on action plan)
- Are the expected targets and results being realized
- How the co-ordinating committee are functioning
- The relationship of the community with external agencies

2) Getting the community involved
The facilitator should hold a meeting with the community. Explain the reasons why it is important to make constant follow ups while the activity is going on.

The facilitator asks the group to identify the things that should be monitored. These are listed on flip chart

The Facilitator emphasizes that monitoring involves the process of measuring, recording, collecting, processing and communicating information about the performance of the project in different stages, and then let participating communities or committees brainstorm on “who should monitor a community project?”

The outcome could be:

- The community itself as a whole
- The community’s committee
- The fisheries officer
- The community Facilitator
- The government extension agents
- The councillor, chiefs

Monitoring is only useful if the people involved in the implementation of the project are willing to take the necessary corrective measures. Community self-monitoring is an integral part of the empowering process. It is also important to agree on who should monitor what.

The tools for monitoring Fisheries activities

The tools for monitoring at different levels will include the following:

- Focus group reviews, both special groups representative of each socio-economic and or interest group, and the interest groups themselves
- Key individuals interviews
- Progress reports
- Review meetings
- Field supervision reports

The Committees will concern themselves with conducting review meetings and writing progress reports.
Communities should be encouraged to use those performance indicators of progress, success, failure, and impact that they would normally use. Communities have their own indicators and these will vary according to fishery system, wealth ranking, socio-economic status, and so on.

TOOLS 16: PARTICIPATORY EVALUATION

Participatory evaluation requires the facilitators/beneficiaries of a project to take an active part in its evaluation. The people themselves examine the strengths and weaknesses so that they can contribute more to the success of their own work.

The different steps for Evaluation are found in the table below.

Table 23: Evaluation steps

<table>
<thead>
<tr>
<th>Step 1: Preparation (clarifying and defining)</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Why evaluation is wanted</td>
</tr>
<tr>
<td>♦ What to evaluate</td>
</tr>
<tr>
<td>♦ Who and When</td>
</tr>
<tr>
<td>♦ How (tools and techniques to use)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Gathering Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Actual process of collecting information needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Diagnosis and Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Analyzing information</td>
</tr>
<tr>
<td>♦ Draw conclusion</td>
</tr>
<tr>
<td>♦ Adjust future course of action accordingly or recommend future course of action</td>
</tr>
</tbody>
</table>

Evaluation by extension

The effectiveness and efficiency of the fisheries extension system as a whole, would be evaluated in terms of comparing the current status with the past by both the Facilitators and the community, in regard to:

- Attitude of extension staff and those of other rural service providers
- Accessibility to extension services
- Changes in production, productivity, etc
- Participation in extension services
- Ability for extension to respond to the needs of the community residents

One important aspect of evaluation is the development of the checklist that should be used by the facilitators during the fieldwork in order to evaluate the Fisheries Facilitation process. Results of such an evaluation by the facilitators would be important for making improvements in the fisheries sector.

Evaluation of an activities by Facilitators

The Facilitators may be required to conduct their own assessment of how the community activities are fairing in terms of; community participation, timeliness of carrying out activities, financial management, results and impacts.
Evaluation by the Community

The communities through the Committees will conduct an evaluation of their activities. However at this level the issues to examine may include the points in the table below:-

**Table 24: Checklist for evaluation by community**

<table>
<thead>
<tr>
<th>Checklist for evaluation by community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this approach new, in what way?</td>
</tr>
<tr>
<td>Is it useful (explain)</td>
</tr>
<tr>
<td>Areas of benefits (usefulness)</td>
</tr>
<tr>
<td>Did you understand the process</td>
</tr>
<tr>
<td>The timing of activities, period, duration, adequacy</td>
</tr>
<tr>
<td>Methods and tools used, usefulness, any changes required</td>
</tr>
<tr>
<td>Action plans, are they realistic and implementable</td>
</tr>
</tbody>
</table>

**TOOL 17: RECONSIDERATION**

**Introduction**

The Reconsideration tool addresses the lessons learnt from the annual assessment studies/reviews undertaken to establish the implementation status of the Community Action Plans. This tool brings together the Facilitator, the community implementing committees and Intervening Agencies, to search for ways to improve on performance as well as to chart the way forward. Along with community groups, it is also important for assessing impact and the status of qualitative indicators such as community and family welfare, attitude of extension and other service providers, changes in wealth status, improved access to rural amenities, and so on.

Reconsideration tool helps:

- to address constraints/weaknesses in the Community Action Plans highlighted in the Evaluation reports
- to consider complementary interventions or New Action Plans for the follow-on phase
- to chart out new strategies to improve effectiveness of implementation
- to review the performance of Community Implementation Committee and the organizations
- to evaluate the impact of the activities under taken

**Methodology**

Steps to be followed:

- Community Implementation Committees present their reports
- Discussion of Evaluation Report(s)
- Planning meetings for Community Implementation Committees, Multi-disciplinary teams and intervening Agencies.
- Discussion of follow-up Action Plans for approval by community residents.
- Reviewing the performance of the committees.
- Focus and sub-group assessment of impact and qualitative indicators.
- Reconsider the relevance of criteria/indicators and consider whether new ones should be used.
6.8 Tools for taking fishing and fish farming as a business

6.8.1 Introduction

Now that the DoF has adopted the concept of “fishing as a business” it is important that all change agents pick up the same orientation and consider all fishing activities as potential business undertakings. The challenge then remains that of the right choice of a fishing business. Choice of a fishing business is a process that requires that intending entrepreneurs generate and analyze various business ideas in order to select an appropriate enterprise which is then used as a basis of a business plan (discussed below) and subsequently developed into a successful business. Making an informed choice of an enterprise by the fisher, trader, processor etc, therefore requires special business skills in Business Ideas Generation which can be offered also to change agents in a full package.

The tools to be focused here therefore, will cover the topic; Developing a business idea business planning, pricing, marketing and financial management.

TOOL; 18 DEVELOPING A BUSINESS IDEA

Introduction

It should be emphasized that there is need to recognize that fishing enterprises contribute greatly to socio-economic and ecological livelihoods and values to local communities in the community. Indigenous knowledge and technology can blend very well with modern knowledge and technology in improving the welfare of the people and their ecosystem. It is important to start with the selection of the business that one intends to engage in, and develop into a business idea.

Definition of a Business Idea.

A business idea is a short and precise description of the basic operation of an intended business. A good business starts with a good business idea that brings out the following:

- Which need your business will fulfill for the customers.
- What product or service your business will sell. In fishing as a business products may include primary products e.g. commercial fishing or secondary products if farmer wishes to add value to fish by converting into selling processed fish.
- Who your business will sell to. Outlets may include middlemen, processors, community members etc.
- How your business is going to sell its products or services. This could be direct to customers especially for primary or retailers for processed products.

Basically a good business idea requires that one balances knowing what the customer wants, skills and experience, knowing what it costs to provide it, and knowing how much the customer is willing and able to pay. However, one has to be wary of the fact that these factors are always changing and hence the need to keep an eye on these factors.
Steps for generating a Business Idea.

STEP 1. Think of as many ideas as possible and make a list of all business opportunities you can think of through experience, visits around the fishery, and investigating the environment. Brainstorm with family members. The idea list example is given in table 25 below:

Table 25: Idea list for my own business

<table>
<thead>
<tr>
<th>IDEA</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supplying of fish to retailers</td>
<td>I have supplied fish before and it did not give me much problems. I am the only one in the area who will be selling fish. I can find out what they want and how much they will pay for it and make a good profit. I will enjoy in supplying fish especially that I have undergone fish supplying training.</td>
</tr>
<tr>
<td>2. Supplying dried fish</td>
<td></td>
</tr>
<tr>
<td>3. Trading in fish to Copper-belt</td>
<td></td>
</tr>
<tr>
<td>4. Buying and selling fish at local level (Namakupula)</td>
<td></td>
</tr>
</tbody>
</table>

STEP 2. Analyze the business ideas and select the best ones. This involves the process of screening or trimming the idea list to key priority ideas- the ones that are most suitable for you. Think carefully about each idea using the following helpers:

- **WHICH** need do you want to satisfy for the customers? What needs will your products or services satisfy for the customers?
- **WHAT** product or service do your customers want? What quality of your product do your customers want? What information do you know about the products or service for this business?
- **WHO** will be your customers for this particular business? And will there be enough? Who are your competitors?
- **HOW** will you be able to supply goods and services the customers wants? How much do you know about the quality of goods and services the customers want? How does running this sort of business suit your personal characteristics and abilities? How do you know there’s a need for this business in your area? Do you imagine yourself running this business in ten years time?

Other important areas to consider;

- Where can you get advice and information about this business?
- Will this be the only business of this kind in your area?
- If there other similar businesses, how will you be able to compete successfully?
- Why do you think this business will be viable?
- Does this business need equipment, premises or qualified staff? Do you think you will be able to get the finances to provide what is needed?
- Where will you get the resources to start this business?

STEP 3: Analyze the prioritized business ideas on the basis of the market considering factors that will help you accept or reject a business idea. Two methods normally used are field research and SWOT. If
you are conducting a field visit ensure that you make a plan for getting the necessary information. The plan could look something like this.

<table>
<thead>
<tr>
<th>BUSINESS IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What I need to find out ______________________________________</td>
</tr>
<tr>
<td>• Who I will talk to ___________________________________________</td>
</tr>
<tr>
<td>• Questions I will ask _________________________________________</td>
</tr>
</tbody>
</table>

Each business idea must have its own plan. When you have gathered all this information you will begin to see which idea is the best one.

If one decides to use the SWOT Analysis, this method helps to focus on possible problem areas and potential advantages of each idea. This is discussed under Tool number 13. What is important however is to know how to use the results of this analysis to conclude the business idea assessment? The following questions could be used as a guide to the logical conclusion of the SWOT Analysis:

- Are there more opportunities than threats?
- How will I deal with the weaknesses?

This step marks the end of the initial process in preparing to start a business and what remains now is to provide a summary of the business idea.

STEP 4: Summary of the business idea. The summary could be provided in any format. An example is as given in table below:

<table>
<thead>
<tr>
<th>Table 26; Summary of the business idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY:</td>
</tr>
<tr>
<td>My business Idea: _____________________</td>
</tr>
<tr>
<td>Type of Business: _____________________</td>
</tr>
<tr>
<td>Fishing ________ Retailing ____________</td>
</tr>
<tr>
<td>Processing ________ Service provision</td>
</tr>
<tr>
<td>My products or services will be: ______</td>
</tr>
<tr>
<td>My customers will be: ________________</td>
</tr>
<tr>
<td>The needs of the customers that will be satisfied are: ______________________</td>
</tr>
<tr>
<td>Skills, knowledge and experience I have of this type of business are? __________</td>
</tr>
<tr>
<td>I have chosen this type of business idea because? ____________________________</td>
</tr>
</tbody>
</table>

At this stage the intending entrepreneur can now proceed to the next process in starting his/her own business i.e. preparing a business plan for a processed business.
TOOL 19; GENERATING A BUSINESS PLAN

Introduction
Planning under the concept of fishing as a business takes various forms including the following: An action plan, a business Activity plan and a business plan.

a) **An action plan** is defined as a logical and sequential list of realistic, intended future actions and targets sets in a specified time frame. It always sets out WHO does WHAT and When. Some details ones also set out WHERE and HOW.

b) **A business activity action plan or enterprise plan** is a comprehensive plan made by an individual farmer/ entrepreneur/ farm household, usually with the help of a change agent, to successfully produce and market a specific product (fish, livestock, processed output etc.) in line with business principles within a specified time frame (usually seasonal and/or single cycle.)

c) **A business plan** is a document required by financing, credit institutions to justify an application for loan facilities for a business venture.

How to Generate a Business Plan
A business plan is a document which sets out the background and plan for the future of the business. It normally includes:

- Background to the loan proposal
- Objectives of the loan
- Market analysis
- Summary of improvements expected as a result of the loan
- Cash flow for a period of loan
- Likely problems
- Items loan to be used for and estimated costs
- Implementation schedule for period using loan
- Records and current cash book system
- Progress and monitoring reports to be submitted to bank as lender.

An Example of a Business Plan Format

<table>
<thead>
<tr>
<th>Table 27; An Example of a Business Plan Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Executive summary</strong></td>
</tr>
<tr>
<td>Name of business:</td>
</tr>
<tr>
<td>Type of business:</td>
</tr>
<tr>
<td>Product or service:</td>
</tr>
<tr>
<td>Customers:</td>
</tr>
<tr>
<td>Owners:</td>
</tr>
<tr>
<td>Number of staffs:</td>
</tr>
<tr>
<td>Required start-up capital:</td>
</tr>
<tr>
<td>Source of start-up capital:</td>
</tr>
<tr>
<td>Amount:</td>
</tr>
<tr>
<td><strong>b. Business idea</strong></td>
</tr>
<tr>
<td>Name of business:</td>
</tr>
<tr>
<td>Type of business:</td>
</tr>
<tr>
<td>My products or services will be</td>
</tr>
<tr>
<td>My customer will be</td>
</tr>
</tbody>
</table>
The needs of the customers that will be satisfied are:

---

c. Market research

Product or Service

Customers

Needs and preferences of customers

Competitors

d. Marketing plan (PRODUCT)

Quality

Type

Size of fish

Packaging

Price

How much customers are willing to pay

Competitors' price

Reasons for setting this price

Place

Location:

Describe the planned location of the business

Reason for choosing this location

Method of distribution

The business will sell to

Reasons for choosing this way of distribution

Promotion

Type of advertising

Details of choosing this business

Cost of advertising

Type of sales promotion

Details of sales promotion

Cost of sales promotion

e. Form of business

The business will operate as

Reasons for choosing this business

Owner(s) of business

Description of skills

Relevant experience

F. Staff

Number of staff

Skilled staff

Performed by myself

Salaries/wages

Evaluation of the Action Plan
At the end of its timeframe, each Business Action plan must be evaluated by the Household members with the help of the facilitator.

- Record the actual performance and compare it with the action plan.
- Discuss with the household the variations and help them to analyse WHY they have occurred.
- Make sure that the reason is an honest reflection of what happened.
- Assess the reason and see if it can be duplicated (if positive) or avoided (if negative)
- Make a list of lessons learned and major steps to be undertaken in the next plan’s timeframe. Include them in discussion of the next plan.

**TOOL 20; MAKING A MARKETING PLAN**

**Introduction**

The questions to ask when making marketing considerations are; What does a marketing plan entail? Is it appropriate for fishers, traders and or processors? What minimum of discussion and planning is required to take marketing issues into account? Planning one’s marketing involves; conducting a market research and planning which takes account of the information collecting during the market research.

**Conducting a Marketing Research**

Market research is the collection of data about potential buyers, their needs, their preferences, their prices etc. It can help identify buyers for one’s produce/products so that one can grow with confidence that one will be able to sell the produce.

**Steps for conducting market research**

1) Find out about potential buyers of the proposed product-
   - Where are they situated?
   - Are they big or small enterprise?
   - Are they willing to enter into a contract with a producer?
   - What price have they been buying at over past 3 years? How do their prices compare with other buyers’ prices?
   - Do they have a reputation for honesty and reliability?
   - Do they pay cash?
   - When do they pay?

2) Find out about the product that they are looking for. Ask questions about

   **Quantities:** What quantity is the buyer likely to want to buy?
   Could that quantity be reached by bulking with other fishers, traders etc?
   What is the minimum quantity he would buy?
   Would he collect and transport from the landing sites?
   Would he charge for that service? How much?

   **Quality:** What type of fish is s/he looking for?
   In what form does s/he want the fish to be (fresh, dry, salted) and size?

   **Packaging:** will s/he buy unpackaged?
   What type of packaging (bundles, baskets, koli etc?)

   **Timing:** When would the buyer want to buy?

**IMPLICATIONS:** What would these different marketing activities cost?
Marketing action plan

A marketing action plan follows the format of general action plans which looks at who does what and when. Make a list of activities in fishing i.e. from planning to fishing, processing/marketing etc, and give them timeframes. Use the Action Planning format discussed under planning. For details Refer to TOOL 14.

TOOL 21; PRICING OF A COMMODITY

Introduction
The marketing of fish in Zambia is unorganised and often putting fishermen in a very vulnerable situation. The manner in which fish marketing is conducted makes it very difficult for the sector to contribute effectively to poverty reduction particularly in rural areas.

The relationship between the fishermen and the traders is not purely a business one. The fish traders buy fish from fishermen process it and then transport the fish to urban areas where they sell it to retailers in markets. It is very rare for fishers to transport the fish to markets in urban areas.

The other important aspect is the fact that in some, if not most, cases the traders determine prices offered to fishers. And if the fishers determine the price, they do it without thinking about their costs. Several studies have demonstrated that large percentage of the profits, in the fisheries sector, are made by the traders who in many situations are not resident in fishery areas. This may therefore be the main reason why the fisheries sector cannot make a significant impact to the development and reduction of poverty in rural areas.

The disparities concerned with pricing are as a result of lack or inadequate market information. Market information is all data that can help the producer to meet and satisfy the demands of their clients. In a nutshell, it is a structured approach to collecting, analysing and communicating about markets and marketing in order to make more informed choices about production and sale.

Market information provides information on;

- Product characteristics: size, colour, quality and packaging.
- Place and distribution channels: names and schedules of markets, traders, wholesalers, retailers.
- Prices of various products over time (seasonality and trends).

Pricing of Fish

Factors affecting prices:
- Seasonality – availability/scarcity
- Quantity/Quality: amount produced
- Distance: to market centres
- Transport: cost, mode and time
- Value for cash: rural communities perceptions and objectives
- Shelf life
- Security: of goods and sellers

How to Price

- Know your costs
- Know your customers’ willingness to pay
- Know your competitors’ prices
- Know how to make your prices attractive
Summary

Market Information is important because both producer and buyer need solid information on the product and the price. It is a transparent mechanism that helps people to make informed choices about the commodity.

TOOL 22; MONITORING OF PERFORMANCE OF A FISHING ENTERPRISE

Introduction

Monitoring is defined as the regular collection and management of data, which relate to the predefined target values for the indicators in the log from, work plan or other tools. Monitoring also involves analysis and use of information. Monitoring information is collected on a occurs in different ways and at various levels

For the purpose of ensuring effective implementation of fishing as a business, the following aspects shall have to be closely monitored and/or followed up:

- Performance of fishing enterprise
- Development levels of the target group
- Programme objectives

Monitoring of enterprise performance

It is important for Fisheries change agents and community management committees to know that the fisheries plans made are nothing if there are not implemented. In order to ensure smooth implementation of the plans, there is need for all concerned to make constant follow-ups. Every follow-up requires documentation as it provides basis for subsequent follow-ups.
The action plan field follow-up format is suggested bellow:

Date______________________    Date last visited______________________

Names of individual(s) met____________________________________________________________

Enterprise being followed_____________________________________________________________

Recap on last Action plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who(with who)</th>
<th>Deadline date</th>
<th>Status</th>
<th>Comment</th>
<th>Reasons for uncompleted activities in last Action Plan</th>
<th>Proposed solutions/new action plan</th>
</tr>
</thead>
</table>

*Status; completed, on-going, not done well    Comment; statement on quality

Performance of enterprise to attain objective (circle the appropriate status)

a) Improved,    b) on-course,    c) decline

Or

a) better than projected performance, b) within projected performance,    c) below projected performance

Name of reporting Facilitator__________________________________  Camp/Area________________
7. Guidelines for Fisheries Community Development

Introduction

This Chapter aims at introducing the Guidelines and techniques that are used for building institutional and organizational capacities for effective and efficient performance of the fishing Communities.

In order to succeed in facilitation of fisheries development, the capacities of people who are expected to participate in the management of the fisheries have to be developed. This manual looks more at building their organizational capacities and sharpening their abilities for self-management and leadership.

Implementation arrangements deal with actions to execute planned activities. On completion of the community action plan, a community coordinating body to oversee implementation has to be constituted. This body is called the Community Implementation Committee (CIC).

Community Action Plans in order to be successful require careful attention of the community residents to communicate and coordinate among themselves, the local organizations in the area, the local administration authorities and various development partners.

It is, therefore, important to create or strengthen a village organization to lead the development efforts, coordinate and evaluate planned activities and communicate to external partners.

The guidelines and embedded techniques for community development are discussed below.

Guideline 1; Community Mobilisation and Organization

Introduction

This session looks at community mobilization and group formation, taking into account that:

- Community mobilization lays the groundwork or foundation for the participation of local people in the FRMP or any other project.
- Group formation on the other hand ensures that people of similar interests within the community come together to identify the potentials for enhancing their livelihoods within the context of the programme whilst adding value to the objectives of other groups within the community.

Note: The strength of the poor lies in their numbers. Numbers are nothing if they are not working together.

Definitions

Community mobilization is an activity that involves giving information and educating a community in order to promote widespread acceptance and participation in a proposed activity.

Group formation on the other hand is rallying people with specific interests to come together in order to plan and implement income generating projects or pursue a common interest within the full project scope.
Steps for Community Mobilization

1. Conduct formal meetings with key stakeholders.
2. Explain clearly the programme’s goals and objectives, its way of working and conditionalities.
3. Where possible, make a door to door (village to village) visit in order to build trust.
4. Identify a technical person from the appropriate sector to assist you.
5. Obtain common acceptance and goodwill from the community.
6. Correct any misunderstanding that may arise.
7. Give honest answers.
8. Talk about the need for self reliance.
9. Ensure message is consistent at all places visited.
10. Create socio-economic and environmental awareness.

Steps for Group Formation

1. Convene community meetings to discuss current socio-economic and ecological conditions.
2. Facilitate a problem analysis of the entity.
3. Find out local conflict resolution and decision-making mechanisms.
4. Find out utilization trends of local resources and people involved.
5. Find out what motivates resource utilization.
6. Identify individual interested in forming particular local resource user groups.
7. Discuss roles and responsibilities of members in the group and its coordination.

Basic Principles in Group Formation

- Group should be relatively small, i.e. 8 – 15 people, if it goes beyond, it should not exceed 25 people.
- Each particular fish resource user group should pursue common economic interests (develop a common product).
- Groups should be formed around income-generating activities.
- Groups should be both voluntary and democratic.

Group Structure

- Membership based
- Democratically elected leadership
- Guided by group constitution
- Membership contribution towards the good of the group
- Skills development programme/with gender considerations.

Summary

- Community mobilization through sensitisation and awareness creation helps people to accept to participate in a project/ programme or activity.
- Members need to have clear objectives.
- Members should have common interests.
- Members need to meet regularly to discuss development of their Working Area and Group.
- Membership and coordination should be guided by a constitution.
- Members need to keep a good record of their activities.

Conclusion

Community mobilization and Group formation ensures full understanding of the project objectives by the community whilst at the same time giving them a voice and a platform for participating beneficially in the projects/programmes.
Guideline 2; Formation of Committees

Introduction

Once a community is organized, the community residents decide on the kind of organization they need to coordinate and implement the development activities. Two committees that do these are the; the management committee and the implementation committee.

Definition

A committee is a group of people working together to achieve a common objective. Fisheries committees are responsible for administering and managing the co-management in collaboration with the Fisheries Department on behalf of the committees they represent.

Major tasks of committees

- General fisheries administration.
- Planning and work organization.
- Monitoring of fisheries activities.
- Making and enforcing rules and regulations.
- Collecting and sharing of fisheries revenue.
- Operating and accounting local funds.
- The committee should make rules and regulations to help them execute these duties.

Note: The strength of the poor lies in their numbers. Numbers are nothing if they are not working together. A committee acts as a group and speak as a group.

Steps for Committee formation

1. Identify the body to form the committee.
2. Determine committee position and their functions.
3. Identifying tasks, responsibilities and qualifications of the committee members.
4. Selecting the committee members according to the specified positions and qualifications.
5. Establishing a list of committee members indicating their functions and tasks.

Possible Committees for Fisheries development

Various forms of committees can be formed for fisheries development. What’s important is making sure that they are functional and yield results that are beneficial to all members. In Luapula province a model has been adopted (given as an example) of possible committees i.e. having Village management committee (VMC) and Zonal management committee (ZMC).

Positions in a Committee

- President/ Chairman
- Vice President/ Chairman
- Secretary
- Treasurer
- Auditor
- Women Representative
- Youth representative
- Patrolmen
- Trustees
Committee should be as small as possible but representative. Big committees are difficult to deal with. In practice, the first four positions do have “Vices” in case the incumbent is absent.

**Characteristics of a good committee**

- Composed of legally accepted members/representatives
- Must be gender sensitive
- Must have able leadership chosen by the people
- Must solve people’s problems
- Must have clear guidelines, rules. Regulations, Constitution
- Have rights and powers to control its own area
- Must be committed and honest
- Should not be very dependent on the FD on what and what not to do
- Should have regular meetings
- Have same vision
- Must be supported by law
- Must work together
- Must be multi-sector

**Duties and responsibilities of committee members**

**Chairman:**
- Organising or calling for meetings
- Presiding over meetings
- Monitoring the activities of the fisheries
- Delegating and co-ordinating activities
- Motivating others
- Signatory
- Making an AGM report

**V. Chairman:**
- Takes over when the Chairman is not present

**Secretary:**
- Keeping records of all committee businesses, discussions, decisions
- Writing letters of invitations to meetings, and others as decided by the committee or requested by the Chairman
- Writing and submitting annual reports
- Taking minutes of all meetings

**Treasure**
- Keeps records of finances
- Keeping Custody of finances
- Writing reports of or informing the committee about financial status

**V. Secretary:**
- Takes over when the Secretary is not present

**Auditor**
- Audits the accounts

**Women Representative**
- Represents the interests of women

**Youth representative**
- Represents the interests of the youth
Guideline 3; The management committee and its role

Introduction

This guideline helps to learn the roles and responsibilities of a Management Committee and enable the Facilitator to guide the Committees. Management is to run affairs on behalf of others. Therefore a management committee involves itself with the tasks of; planning, decision making, control, implementation, monitoring and evaluation.

Roles and responsibilities of management committees

Planning; is the process of formulating or working out modalities of how to go about certain things.

- Diagnosis
- Objective development
- Determining ways of achieving the objective.
- Accessing advantages and disadvantages of each way.
- Determining which way is suitable
- Determining the roles of each member involved.
- Monitoring and evaluation

Decision making; is agreeing on what to do.

Control; is to be able to direct things or activities in a way you want them to be done.

Implementation; is putting plans into practice or effect.

Monitoring; Is being able to constantly check on progress.

Evaluation; Is carrying out an inventory of activities.

Guideline 4; Formation and roles of a community implementation committee

Introduction

This guideline concerns itself with the objective of establishing a functioning body to oversee the implementation of the community action plan and acts as a co-coordinating body at community level to liaise with service delivery agencies.

Once the planning stage is completed community residents should decide on the kind of organization they need to coordinate the activities. A committee is a group of people working together to achieve a common objective. It should have major tasks for its composition, i.e. General fisheries administration, should plan and work together, act as a group and speak as a group, monitor fisheries activities, make and enforce rules and regulations and operate and account for local funds, and.
The above committee is charged with the following tasks:

- Organise the work plan
- Mobilize resource to carry out the planned activities
- Serves as the point of contact between the community and the external partners and service providers.
- Take charge of participatory monitoring and evaluation of activities in the action plan.

This stage presents an overview of objectives, methodology, composition and functions of Community Implementation Committee (CIC).

**Methodology**

The steps of committee formation are as follows;

- Identify the body to form the committee.
- Determine committee position and their functions.
- Identifying tasks, responsibilities and qualifications of the committee members.
- Selecting/electing the committee members according to the specified positions and qualifications.
- Establishing a list of committee members indicating their functions and tasks.

**Formation of the CIC**

The steps to elect the community implementation committee are:-

- Introductory meeting
- Discuss the need to create the CIC
- Explaining the roles and the CIC
- Informing the community residents the composition of the CIC
- Election of the CIC

1. **Introductory meeting**

The facilitator, together with the community residents review activities accomplished since the beginning of the in-depth exercise.

2. **Discuss the need to create the CIC**

The facilitator together with community residents should make a list of all development activities reflected in the CAP. The community residents are given a chance to indicate which action they will implement initially, using their own resources. A Venn diagram is used to identify and analyze existing organizations and their importance for community development.

After thorough analysis of the development activities, existing internal and external organizations, and deciding on the required institutional situation, the community residents become convinced on the need to create the CIC.

3. **Explaining the Roles of the CIC**

   a) To oversee the implementation of the community action plan,
   b) Mobilizing community residents to implement the planned activities
   c) Facilitating communication and dialogue within the community, neighbouring communities and intervening agencies.
d) Liaison with external actors to spearhead the demand for services as indicated in the action plan
e) Undertaking competition and motivational programmes to foster a competitive spirit in implementation of community action plans.
f) Organizing exchange visits within the community
g) Preparing regular reports on implementation of the planned activities
h) Organize savings and credit schemes at community level to finance grass root project.

Figure 14; A CIC following up on implementation of a project

The number of members on the CIC may vary from community to community depending on the planned activities in the community action plan. Generally most committees do compose the following positions:

- President/Chairman
- Vice President/Chairman
- Secretary
- Treasurer
- Women Representative
- Youth representative
- Trustees

Committee should be as small as possible but representative. Big committees are difficult to deal with. Duties and responsibilities of each position should be clearly spelled out and known by other committee members.

4. Election of the CIC

- The CIC is elected in the general meeting after presentation and adoption of the Community Action Plan.
• The community residents nominate the individuals to be on the committee. These have to be seconded before voting.
• Voting is done by a show of hands
• The elected team stand up to be acknowledged
• The community residents discuss and decide on the term of office for the CIC
• Finally, the community residents discuss and agree on the schedule of feedback meetings
• The CIC also decide on the schedule of their review meetings.

Characteristics of a good committee

It is important to encourage development of good leadership and good leadership is one, which encourages the following qualities:
• Multi-direction communication,
• Open sharing of information, and
• Active participation in decision-making by all its members.

In other words, the leaders of an effective community organization must be good facilitators. And the role and challenge of outsiders in facilitating rural development is to help the process of community leaders developing into good community facilitators.

<table>
<thead>
<tr>
<th>Table 28: Characteristics of a good committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARACTERISTICS OF A GOOD COMMITTEE</td>
</tr>
<tr>
<td>• Composed of legally accepted members/representatives</td>
</tr>
<tr>
<td>• Must be gender sensitive</td>
</tr>
<tr>
<td>• Must have able leadership chosen by the people</td>
</tr>
<tr>
<td>• Must solve people’s problems</td>
</tr>
<tr>
<td>• Must have clear guidelines, rules, Regulations, Constitution</td>
</tr>
<tr>
<td>• Have rights and powers to control its own area</td>
</tr>
<tr>
<td>• Must be committed and honest</td>
</tr>
<tr>
<td>• Should not be very dependent on the FD on what and what not to do</td>
</tr>
<tr>
<td>• Should have regular meetings</td>
</tr>
<tr>
<td>• Have same vision</td>
</tr>
<tr>
<td>• Must be supported by law</td>
</tr>
<tr>
<td>• Must work together</td>
</tr>
<tr>
<td>• Must be multi-sector</td>
</tr>
</tbody>
</table>

Formation of Sub Committees of the CIC

• Election of sub-committees of the CIC
• The members of the CIC form sub-committees among themselves to oversee implementation of specific programmes e.g. on fish ban, illegal fishing gear, construction of fish landing floors, health, education, production, fuel saving stoves, soil and water conservation, etc.
• These sub-committees may co-opt members from the community
• Following the in-depth study, the CICs should spearhead profile studies to identify micro-projects for the community.

Points for future direction

• Members of the CIC need to be trained to equip them with planning, organizational skills and project proposal write-up skills to build grass root capacity.
CICs could eventually become community based NGOs that oversee development in their areas of operation.

**Guideline 5; Empowerment of the community**

**Introduction**

The concept and goal of empowerment is particularly important in participatory approaches. Within the DoF, the fishing community people are being empowered to enable them to be fully involved and hence benefit fully from the project.

This guideline serves to;
- widen the scope of Facilitators’ understanding of empowerment.
- enable Facilitators to operationalize the concept of empowerment in their project implementation decisions

**Definition**

- Empowerment is a multi-dimensional social process that helps people to gain control over their own lives” – Page & Czuba (1999).
- Within the context of the DoF, empowerment means capacity building in skills and knowledge related to sustainable exploitation of fisheries resources, real control over resources and participation in decision-making processes and information sharing.

**How to ensure empowerment among members of fishing groups**

a) Devolution of authority and resources down to the community level, i.e. the establishment of decentralized structures.

b) Availability of credit.

c) Local participation in planning, implementation, monitoring and maintenance.

d) Availability of technical assistance, skills training and facilitation.

e) Ownership of productive assets and resources.

f) Increased incomes and employment opportunities.

g) Dissemination of knowledge and information related to sustainable exploitation of fish resources.

h) Building of team work capacity.

**Summary & Conclusions**

Among other things, empowerment means helping the community people to earn their livelihoods through:
- acquisition of skills related to sustainable exploitation of fisheries resources;
- production of fish and assured markets.
• decentralised institutional structures which create opportunities for participation in decision-making processes and control over production assets and resources

Guideline 6; Ensuring sustainability in the community

Introduction

Sustainability issues are cardinal to the planning and implementation of the Fisheries activities because the resource is prone to depletion if sustainability of its availability is not focused. This guideline aims at enhancing the capacity of Facilitators to incorporate sustainable aspects/considerations in their implementation decisions of fisheries activities.

Definition

Sustainability: The process of managing the fisheries to achieve one or more specified objective(s) of management with regards to production of continuous flow of desirable fish and fish products and services without undue reduction of inherent values and future productivity and without undue undesirable effects on physical and social environment.

The Pertinent Aspects of the Definition include: process of managing, permanent fishery, specific objectives of management, continuous flow of desirable fisheries products and services, without undue reduction in its inherent values and productivity, and without undue undesirable effect on physical and social environment.

Critical Factors or Benchmark to consider may include;

- Management –structures in place and capacities built,
- Resource- are they going to be available through and through,
- Policy- is it enabling and may not change soon,
- Benefit- are benefits being accrued by participants,
- Impact on resources- is the resource getting negatively affected,
- Impact on the environment-are the activities detrimental to the environment.

Multi-Dimensional Nature of Sustainability

Sustainability can be looked at from different dimensions (aspects), but the facilitator need to be aware of the benchmarks/indicators for each dimension. See table 29 below.
5. MULTI-DIMENSIONAL NATURE OF SUSTAINABILITY

<table>
<thead>
<tr>
<th>Dimensions:</th>
<th>Benchmarks/Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecological</td>
<td>- Biological diversity</td>
</tr>
<tr>
<td></td>
<td>- Wise use of natural resources.</td>
</tr>
<tr>
<td></td>
<td>- Forest regeneration methods.</td>
</tr>
<tr>
<td>Economic</td>
<td>- Continuous flow of income and employment generation.</td>
</tr>
<tr>
<td></td>
<td>- Even distribution of wealth.</td>
</tr>
<tr>
<td></td>
<td>- Other economic aspects.</td>
</tr>
<tr>
<td>Institutional</td>
<td>- Robust institutional structures which outlive project implementation period.</td>
</tr>
<tr>
<td>Social</td>
<td>- Improved nutritional status.</td>
</tr>
<tr>
<td></td>
<td>- Levels of literacy.</td>
</tr>
<tr>
<td></td>
<td>- Increased access to social services and facilities such as health and water supply.</td>
</tr>
</tbody>
</table>

Assessing the Extent of Sustainability in fishing Activities

Look out for the following among other things:

- Level of participation in FISHERIES activities among the community people.
- Extent of income and benefit distribution among the community people.
- The degree to which the community people are aware of the FISHERIES facilities, regulation and restrictions.
- The proportion or percentage of the community people that adopt or adopted a particular message, service or training of the DoF.
- The extent to which the sense of ownership, contribution and control is inculcated in the members of the community/beneficiaries.

Summary and Conclusion

- Sustainability is a concept or principle underlying the strategies of the DoF.
- It is expected of Facilitators to incorporate sustainability considerations in their project implementation activities.
- Sustainability is multi-dimensional in nature and has: Ecological, Economic, Institutional and Social dimensions.

Guideline 7; Promoting sustainable self-management

Introduction

This guideline aims at enhancing the Facilitators’ capacity for instilling into the members of the Fisheries Groups the spirit of self-reliance and self-management. The rural fishing community people
are expected to be self-reliant after the project implementation period. It is essential, therefore, that Facilitators prepare members of their working groups towards the post-project era.

Definition:

**Sustainable Self-Management;** a desirable future situation:

- When the rural/fishing community people will be **self-reliant**;
- Where the rural community people without the current DoF interventions will be able to **continuously** make their own decisions, and have **responsibilities** for their own activities;
- Where group members possess a variety of skills and knowledge relevant to group tasks, with powers to determine such matters as the kind of income-generating and other activities to undertake, how to mobilize their own resources, how and where to market their outputs and how to share benefits, etc.

**Benchmarks of sustainable self-management:**

In the context of the definition, self-reliance is evidenced in:

- Continuous capacity for making own decisions.
- Have own responsibilities for own activities.
- Possession of variety of skills and knowledge relevant to group tasks.
- The means and power to determine such matters as income-generation activities to undertake.
- Capacity for mobilizing own resources and
  - Capacity for marketing own products and sharing of benefits

**Preparing working groups to become self-reliant**

- Diversification of Group Income-generating activities.
- Improvement in savings and overall financial management capabilities of the Fishing Groups.
- Inspiring confidence and independent outlook of the fishing Groups and
- Promotion of inter-group cooperation

**Ensuring that fishing groups grow to the status of self-reliance and maturity**

- Growth in financial management capabilities.
- Stability among group membership.
- Regularity of meetings and group interactions.
- Participatory processes within the groups, i.e. decision-making, delegation and leadership functions.
- Credit-worthiness (an indication of viability of group activities).
- High level of enthusiasm – indicating motivation in group activities.
- High level of initiative.
- Linkages with service providers

**Summary and Conclusions**

- The DoF has, currently, provided the rural fishing community people with inputs and supporting services.
- The inputs and services provided are intended to enable the beneficiary (i.e. the fishing community people) produce fisheries products on a sustainable basis.
• The DoF is intended to enable the beneficiaries generate incomes and employment through the sale of fish products.
• The self-management approach is to ensure that the community people can continue to operate successfully after the DoF interventions.
• In short, the community people should be taught how to fish and not merely to be provided with fish.

Guideline 8; Understanding leadership

Introduction

Within the context of the DoF (in Luapula province), there are community-level institutional structures such as the Zonal Management Committees (ZMC), Village Management Committees (VMCs), Fishing Groups etc, and district/provincial structures e.g. Fishers Associations. Leaders operate in all these structures and Leaders in all these structures play vital roles for the achievement of group visions, goals, objectives and targets. These leaders have to be identified and selected.

The guideline therefore aims at creating knowledge and understanding of what leadership is and enable Facilitator help people choose their leaders

Definition

Leadership is the responsibility given to a group or an individual to guide others. It is the capability to have clear vision to mobilize and motivate others to translate visions into desirable and concrete achievement.

Who is a leader?

A leader is one who:
• Observes what goes on in groups
• Identifies the needs of the groups
• Learns ways of dealing with these needs
• Practices this skill in different ways or situations
• Takes people's feelings seriously
• Listens to feedback
• Makes changes in their behaviour.

It takes time to develop a leader. He must be sensitive, approachable, compassionate but firm. To be a good leader, it requires experience.

Leadership styles

There are different styles of leadership and each type has its advantages and disadvantages;

• Deforming type of leadership; which is a destructive type
• Forming type of leadership; which is constructive
• Work oriented type of leadership which ensures work is done

Leadership Types

There are different types also of leadership and each type has its advantages and disadvantages;
• Authoritative – Giving strict and harsh instructions, showing he/she is the boss
• Consultative or Enabling – at most times asking for the opinion of others/group, not making decisions alone

Leadership Roles

The role of a leader is to facilitate or bring about achievements. It is therefore important for a leader to be:
• Hard working
• Knowledgeable
• Practical
• Understanding
• Firm
• With organizing ability

To attain the above qualities the behaviour should be acceptable. When you are a leader you have to change your life style.

Leadership demands:

• Time and energy
• Creativity
• Emotional maturity
• Optimism
• Perseverance
• It causes sleepless nights and makes you feel you are a different person.

Guideline 9; Selection of leaders

Introduction

This guideline aims at strengthening the Facilitators’ capacity to help groups to choose their leaders and train group leaders

How to help groups to choose their leaders

A leader is someone who is:
• Generally acceptable and recognized by the people as a natural leader.
• Able to coordinate and keep the group together all the time.
• Capable of motivating the group to work.
• Able to work hard, dedicated and honest.
• Experienced in inter-personal skills and is able to resolve conflicts.
• Well-behaved and commands respect among the people.
• Able to communicate distinctively with all others.
• Able of liaising/coordinating effectively between the Facilitator and the community people.

Ask the people to choose people who qualify in most of the above aspects/criteria for choosing a leader(s).
Some of the major responsibilities of leaders

Take note of the following:

- Focussing on group vision and guiding, encouraging and monitoring group efforts.
- Motivating group members to participate in all group decision-making processes and activities.
- Introduction of innovations into group activities.
- Ensuring compliance with the constitutional rules and regulations.
- Continuous monitoring and reporting of group progress to the Facilitator.
- Helping the group to plan and implement group activities.
- Being source of inspiration and example for group members to follow.

How to coach and groom potential group leaders

Do the following:

- Identify group members with leadership qualities.
- Create an opportunity for coaching/grooming such persons, e.g. through delegation of leadership functions.
- Put in place appropriate strategies for training such potential leaders, e.g. organise leadership training sessions.

Summary and Conclusions

- The FRMP has community-based institutional structures in which leaders play vital roles towards the achievement of group visions.
- Facilitators do not elect or appoint group leaders – instead Facilitators guide and advise groups to elect their leaders.
- Once the groups appoint their leaders, Facilitators have a function to groom and coach group leaders.
- Facilitators have a duty to organize leadership training sessions at community level.

Guideline 10: Making group constitution

Introduction

The DoF, in Luapula province, has institutional structures including the VMCs and the ZMCs. The Committee members of the various structures need group constitutions in order to enable them function in an orderly manner.

Therefore this guideline aims at enhancing the capacity of Facilitators to educate their group members about the importance of group constitution, and to help the groups in preparing their own constitutions

Definition

A constitution is a written agreement which controls or governs the inter-relationships of a group of people who have:

- Common interests
- Rights and
- Obligations
Why it is necessary for groups to have constitution

Group constitutions provide rules on:

- Sharing of benefits.
- Issues of obligations and rights.
- Leadership positions.
- Working relationships among group members.

Helping the groups to prepare constitution

Constitutions are not made for groups; groups are guided to make constitutions.

- Discuss/educate the groups about the importance of constitution.
- Divide them into groups and let them come up with own ideas of constitution.
- Bring groups together to submit their ideas/answers.
- Get a group consensus about what a constitution should be.
- Lastly, suggest your own ideas.

Facilitators’ guidelines/checklist for making group constitution

A good constitution need to have all of the aspects discussed and included in it;

1. **Vision & Objectives** of the Group.
2. **Membership**: rights, obligations, etc.
3. **Rules & Regulations**: discipline, conduct, etc.
4. **Hierarchy & Positions**
5. **Procedural matters**: meeting schedule, voting, etc.
6. **Financial matters**:
   - Financial contributions
   - Financial record-keeping, etc.
   - Credit/loans, etc.
   - Cost/benefit sharing
7. **Other matters**.

Summary and Conclusions

- Within the context of the DoF, Group constitutions are necessary to enable members of the fishing Groups to work together in an orderly manner and in a participatory process.
- Constitutions are not made for groups; they are guided to make it for themselves.
- Group constitutions guide members about the rights, benefits and obligations
Guideline 11; Understanding group dynamics and conflict

Introduction

Group dynamics are the forces in play as group members interact with each other. These dynamics affect the effectiveness of the group.

Groups exist in all situations. The simple act of more than two people coming together to do something, however briefly, constitutes the formation of a group. Groups which function well are more powerful than anyone one individual. If members of the group pull together, they can make things happen. If they are divided amongst themselves, the group will disintegrate.

Stages of group Development

There are said to be four stages that any group passes through i.e. Forming, Storming, Norming and Performing.

a. In the forming stage, the group is merely a collection of individuals without shared experience.

b. As a formed group, the members pass through a storming stage where individual personalities, strengths and weaknesses become apparent. Each individual or group wants to show that they are better, know better, are stronger, and bring and want to express and impose their character, beliefs and so on others. This breeds conflict. When the group has worked out its common objectives and agenda, roles and responsibilities are assigned to individual members. If there is too much conflict and disagreement at this stage, the group will collapse.

c. As people get used to each other they will work out norms (rules, regulations and limits) of group behaviours.

d. Then they will be ready to start performing as a group.

Groups generally produce fewer ideas than individuals working separately. However, the group is a good place to bring individual ideas for others to help evaluate and refine them. The group’s collective experience can help improve criticism, planning, implementation and evaluation of both ideas and activities.

In a good group, members are open to each other, listen to each other, and are constructively critical of each other. However in a bad group members have different and deviant ideas, plans and intentions that can be destructive to good performance of a group. Facilitator need to check on the characteristics of group members; see the illustration below;

Conflict is a fact of life:

Conflict can happen at home, work place, in a group and in any relationship.

Table 30: Advantages and disadvantages

<table>
<thead>
<tr>
<th>Advantages of conflicts</th>
<th>Disadvantages of conflicts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps to reorganize the system</td>
<td>They slow decision making process</td>
</tr>
<tr>
<td>Helps to identify problems</td>
<td>They waste time</td>
</tr>
<tr>
<td>Help to energise leaders to be more</td>
<td>They bring stress</td>
</tr>
</tbody>
</table>
Sources of conflict:  
Sources of conflict are numerous. A conflict can be introduced, induced, intensified or created for various reasons. See table on factors that cause conflicts.

Effects of covering up conflict:  
Covering up brings conflicts to explosive state (demonstrations, violence, and will bring injustice, instability, fear, stress, pain, suffering (psychosomatic diseases)

Conflict management  
Conflict can be defined as a relationship between two or more parties (individuals or groups) who have or think they have incompatible goals. It can also be explained as a state of disagreement or argument between opposing groups, ideas or principles. Conflicts are a fact of life, inevitable and often creative. They happen to people who pursue goals which clash. But it is not always bad. It can help generate more ideas and self-criticism. If the conflict is excessive, and one person or one clique dominates the group, the group will not be able to operate for long.

Conflict can have constructive or destructive effects to an individual or an organization. The Fisheries community Facilitator need to know the causes and sources of conflicts, whether conflicts are deliberately caused, effects of covering up conflicts, and some methods for managing conflicts (assertiveness/ responsiveness/being proactive/being reactive.

Causes of Conflict:  
Causes of conflicts are based on some theories which are; community relationship theory, human need theory, identity theory, intercultural miscommunication theory, conflict transformation theory.

**Table 30: Causes of conflicts**

<table>
<thead>
<tr>
<th>Causes of conflicts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community relationship theory; conflicts caused by mistrust among people, committee members, in the society. These are resolved by; improving communication in a community, understanding each other's culture, creating understanding between communities, promotion of tolerance of each other, holding meetings, signing treaties or agreements, equal sharing of resources, benefits, responsibilities.</td>
</tr>
<tr>
<td>Human need theory; conflicts caused by frustrated access to human needs e.g. housing, working space e.g. fishing area, food, and enough money. Facilitator need to aware of the obtaining basic needs that may bring about conflicts.</td>
</tr>
<tr>
<td>Identity theory; Feeling of threatened identity causes conflict. This may be resolved by; facilitating workshops, seminars, and meetings to resolve conflicts, as well as reaching joint agreements between conflicting parties.</td>
</tr>
<tr>
<td>Intercultural miscommunication theory; this is caused by incompatible cultural elements. This</td>
</tr>
</tbody>
</table>
is solved by avoiding or not emphasizing those cultural elements that are incompatible and are detrimental to development.

**Conflict transformation theory:** Conflict is caused by real problems of inequality in economic, social and cultural amenities. These are resolved by improving long term privileges to the less privileged, and introducing elements of reconciliation and forgiveness.

---

**Factors that are likely to cause conflict in a group**

The following factors are likely to cause conflict in a group; Discrimination, tribalism, nepotism e.g. training opportunities, personal interest above organizational goal, poor communication, differences of opinion among the team or committee members, uneven work distribution, lack of clear defined responsibilities, lack of co-ordination, lack of incentives, poor management styles by supervisors, poor organization culture, suppression of individuals, lack of induction training for new employees or members of the team/committee, instructions or orders from above, conflict of interest.

These factors should be discussed with the community or committees. Facilitator should know which factors are relevant in the community and which ones relates to who?

**Symptoms of a conflict**

Conflict can be expressed in raised voices, sharp language, tense atmosphere, even silence. The facilitator needs to be observant and sensitive about possible conflict development in a group.

**How to go about avoiding conflict in a group**

The following factors help avoid conflict in a group;
- Guiding and counselling
- Adequate planning (all inclusive)
- Having a clear line of command
- Having clear job specification and description (including roles and responsibilities)
- Group structure should be clear
- Be sensitive to conflict indicators
- Involving all in budgeting and decisions making

The following table highlights considerations which are important for avoiding conflicts in groups;

<table>
<thead>
<tr>
<th><strong>Table 31: Considerations for avoiding conflicts in groups</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Considerations:</strong></td>
</tr>
<tr>
<td><strong>Mixed group;</strong> The mix of the group is very important. It can affect the group’s performance. For example, if very junior people are mixed with very senior people, the juniors may never speak. If a Chief is included in the group, his subjects may never criticize (possible also with in-laws in some cases). Check the composition of the group, that the members do not conflict one another from different points of view.</td>
</tr>
<tr>
<td><strong>Roles and responsibilities;</strong> If a group is to realize its objectives, members must take on specific roles. Individuals are good at different things e.g. seeking information, planning, organizing, implementing, getting other people involved, and keeping everyone informed, keeping and accounting for money. Ensure that people are given jobs that fit their capabilities – the roles and responsibilities are more important than official titles.</td>
</tr>
</tbody>
</table>
**Having good leadership in place:** A leader must earn the respect and trust of the people s/he leads. Therefore s/he must be Hardworking, Honest, Fair, Knowledge, Helpful, Approachable, Able to allocate tasks, Able to diffuse conflicts, Able to promote good teamwork, Make people feel included and respected, Keep his/her word, Do things on time. Bad leadership breeds conflict.

The Facilitator need to have the following attributes in place;

- Knowing your group members well
- Having good players and leaders
- Good time management
- Having good communication skills
- Having good group members welfare facilities
- Good activities appraisal and encouragement
- Good and clear roles and responsibilities

**Resolving conflicts**

There are many way of resolving a conflicts; Dealing with the conflict and managing a conflict.

**a) Dealing with the conflict**

The table below gives hints for dealing with a conflict:

*Table 32: Dealing with conflict*

<table>
<thead>
<tr>
<th>Dealing with conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to diffuse conflict by;</td>
</tr>
<tr>
<td>1. Taking the individual involved to one side and talking to them, trying to find out their point of view</td>
</tr>
<tr>
<td>2. Using others who have a personal relationship with the individuals concerned</td>
</tr>
<tr>
<td>3. Using influential members to find out the cause of the conflict</td>
</tr>
<tr>
<td>4. Bring the issue into the open and allow others to comment</td>
</tr>
<tr>
<td>5. Giving the people concerned special roles to play which will focus their energies and attention away from the conflict</td>
</tr>
</tbody>
</table>

**NB:**
- Do not deal with difficult individuals in a public manner
- Do not deal with sensitive issues in public
- You do not need to use all above ways. Stop at a stage once the conflict is resolved
- When talking to the person or persons concerned; sit upright, have an open posture, lean forward, maintain eye contact, Relax.

**b) Counselling**

One very effective method for effective conflict management is counselling. But what is counselling? It is a:

- A professional service
- A human relationship
- Involves values, attitudes, philosophical concepts of man
- A means for helping people confront and cope with problems
• A learning-teaching process
• A process for reaching compromise

To be a counsellor one needs to have or develop the following qualities;

• Good listener
• Understanding
• Good time manager
• Patient
• Confidentiality
• Good morals
• Knowledgeable-skillful
• Probing skill
• Questioning skill
• Analytical skill
• Should be objective
• Empathetic and not sympathetic
• Effective communicator
• Not judgemental
• Approachable
• Focused
• Welcoming
• Be able to apologize
• Paraphrasing skill
• Summarizing skill

**Guideline 12; Conflict resolution within the community**

**Introduction**

The nature of project implementation makes conflicts inevitable. In case of the DoF and PLARD in particular, conflicts can arise in connection with:

- Allocation and exploitation of fishery Resources
- Sharing of benefits.
- Personality clashes within the various Groups.
- Leadership and power struggles.
- Other kinds of problems among the community people which can creep into project work.

It is important therefore that the Facilitators’ skills for resolving conflicts among members of their fishing Groups are improved and that His/her capabilities for coping with conflicts and frustrating situations involving himself/herself are strengthened.

**Definition**
A conflict is a disagreement among two or more parties concerning issues and matters which affect their individual or collective interests.

**The Three Possible Outcomes of Resolving Conflicts**

1. **WIN** LOSE situation
2. **LOSE** LOSE situation
3. **WIN** WIN situation

In (1), a settlement has been achieved but one party aggrieved. This is a recipe for further trouble.

In (2), no settlement has been achieved – the problem unresolved and that may lead to collapse of the group.

In (3), conflict resolved. Each party happy and that is most desirable.

**Some Strategies for Conflict Resolution**

i) **Avoidance:** Tendency to *ignore* a conflictual situation be it actual or potential (to allow tempers to *cool* down).

ii) **Diffusion:** An attempt to intentionally *distract* attention from the conflict. This is done to avoid outright confrontation.

iii) **Confrontation:** Facing of conflict directly. This is done through: the use of coercion or power to force one party to accept settlement *or* the use of negotiations to reach mutually negotiated settlement.

**Some Useful Advice on Conflict Resolution: The 5 Don’ts**

- Don’t ignore a potential or actual conflict among members of your working group.
- Don’t threaten anyone.
- Don’t become emotionally involved (Be calm and cool down parties who may be angry).
- Don’t take sides (Do not bring into the conflict your own biases; be objective and *neutral*).
- Don’t trample on any one’s self-respect.

**Conclusion**

Whatever the conflict in your project is, it is always urgent to apply a lasting solution.

A conflict which is allowed to remain for long causes damage to the project.
Guideline 13: Resource management planning

Objectives
The objectives of resource management planning are:
- To equip the community members with a tool for integrated fishery resource management.
- To promote a bottom-up process that gives responsibility to the community to come up with their own self-perceived plans which will chart their own development.
- To establish a community based framework for technical organisational interventions.
- To establish community based principles for sustainable resource use.

Introduction
This session will examine the community resource management planning process in view of:
- Problem Analysis and Needs Assessment
- Goal establishment
- Analysis and synthesis
- Design
- Decision to implement
- Implementation
- Monitoring and Evaluation

Definition
Resource management planning is deciding the best way to manage a diversity of natural resources for the benefit of the community and the environment

Planning Assumptions
- The area has sufficient populations to participate in participatory fishery resource management planning processes.
- There is a felt need for a replicable approach that will have a multiplier effect in the different Zones of the Area.
- There is a wide range of resources for management and income generation.

Methodology: Participatory Fishery Resource Management Planning has eight steps

Step 1: Problem Analysis and Needs Assessment
- Multi-disciplinary team of district and community facilitators.
- Community undertakes social and resource mapping in groups.
- Communities discuss ecosystem conditions and human well being with reference to the maps.
- Facilitators assist the community to describe in one sentence what they perceive to be the problem

Step 2: Goal Establishment
The community should:
- Identify the cause(s) of the current situation.
- How they propose to come out of that situation.
- What hinders them to come out of the situation.
- Draw a social map describing their desirable future.
- Draw a resource map showing their desirable ecosystem.
- In one statement, describe their desired future in terms of human and ecosystem well being.

Step 3: Data Collection
Facilitators select members of the community to assist in the collection of physical and socio-economic data
Step 4: Analysis and Synthesis
Stage of critical reflection.
- Examine both physical and social-economic data.
- Relate it to cultural understanding.
- Interpret the understanding into meaning.
- Assist them to create a vision.
- Assist communities to propose strategies and actions that will meet their desired vision of both ecosystem and human well being.
- Formulate self reliant learn by doing process. Facilitators to backstop.
- Prepare community based indicators

Step 5: Design Elements of a Plan (On a Flip Chart)

Step 6: Decision to Implement
Prepare work plans using the following questions:
- What should be done?
- Who shall do it?
- Where is it to be done?
- When will it be done?
- Why should it be done?
- How should it be done?

Step 7: Implementation
Facilitators guide the communities in the implementation of the action plan whose results could be:
- Fishery resource management plans implemented by the community
- Working Teams (groups) in place.
- New values and behaviours institutionalised as social norms.
- Lessons learnt documented.
- Innovations produce multiplier effect.
- General agreements on implementation procedure.

Step 8: Monitoring and Evaluation
- Community-based indicators applied.
- Technical indicators applied.
- Lessons learnt used for value adding to the process of corrections

Agreement Associated with Fisheries Resource Management
- Capacity building
- Infrastructure development
- Community Investment Fund
- Food and natural resource security
- Constitutions

Summary
Participatory Resource Management Planning has eight basic steps:
- Problem analysis and needs assessment
- Goal establishment
- Data collection and analysis
- Synthesis
- Design
- Decision to Implement
- Implementation
- Monitoring and Evaluation
All these steps require that
- Communities voice their concerns and interests.
- Communities should formulate their vision.
- They should look at their strengths, weaknesses, opportunities and threats and weigh them against reality.

**Guideline 14; Financial management**

Financial management is that aspect of administration that involves; Sourcing, Planning, Handling, and Deciding on how to use or utilize the finances while keeping records of all business transactions.

It is important that the community leaders/committees who will be vested with responsibilities of handling and expending finances gain some knowledge in simple elements of financial management.

**Elements of Financial management**
- Simple accounting
- Budgeting
- Sourcing of funds
- Writing project proposals for sourcing funds

This guideline will introduce basics of Financial Management and enable the Facilitator to teach the Fishers.

**Guideline 14a: Simple accounting**

Simple accounting is a way of keeping all business transactions recorded for the purposes of;
- Effective planning
- Evaluation of performance
- Determining progress made

**Purpose of simple accounting**
- It creation of transparent financial transactions
- Provides a clear picture of financial situation
- Prevention of dubious transactions
- Assurance to all community that the finance is being handled properly
- Shows profit and loss-sales
- Motivate everyone to participate
- Good planning and smooth running of the business.

**Accounting sheet**

Simple accounting is a particular way of keeping up-to-date every day business transactions. Two things must be known to keep a cash book.
- How much money has been received [cash in]
- How much money has been spent [cash out]
Money in
The Money in must be written on the left hand side. The amount of money or cash at the beginning of
the day is called the balance or cash at hand. Showing the amount of money paid by debtors and cash
sales fills in cash received during the day.

Money out
The Money out must be written on the right hand side. This money is paid out during the day. It may
be obtained from invoices or receipts records. Balance of cash in hand is the difference between the
money in and money out.

Format for Simple Accounting sheet.

<table>
<thead>
<tr>
<th>MONEY IN</th>
<th>MONEY OUT</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>N</td>
<td>K</td>
</tr>
<tr>
<td>K</td>
<td>N</td>
<td>K</td>
</tr>
</tbody>
</table>

The above format does not show the purpose for which the money was used and where it came from.
It advisable to indicate the type of activity or payment that was made for records sake. Therefore the
formats is suggested to be extended as below.

<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME OF ACTIVITY</th>
<th>DETAIL</th>
<th>CHEQUE NO.</th>
<th>CASH</th>
<th>MONEY IN</th>
<th>MONEY OUT</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

**Guideline 14b: Budgeting**

**Introduction**

A budget is a plan or guide on how to spend resources.

**Advantages of budgeting.**

- It helps to operates within your means.
- It avoids unnecessary problems-debts.
- Needs are easily identified
- It can help you to improve by means of correct and appropriate planning.

**What should be considered when budgeting?**

- Immediate needs
- Alternatives
- Duration over which the budget is being planned for.
- How much resources do you have/ available.
Appropriate planning in budgeting helps improve lives leading to quality life. It can also be used as a tool for costing and pricing in order to know the profit.

Simple calculations for business enterprise

**Profit**

Profit = Selling - Cost price

**Cost price per unit/each item**

Cost per unit = Cost of production/Number of item produced

**Selling price**

Cost per unit + difference between market price

Guideline 14c: Sourcing of funds

Introduction

Before you look for external sources of funding to finance a job, an estimate should be made of how much of your own capital will be needed to keep the job running.

Capital required for a business

**Working capital** is the money that pays for immediate costs of running the business until payments come in from the clients. Working Capital circulates in business. Working capital is the money that circulates round your business in the same way that blood circulates in your body.

**Fixed capital** such as the tools and equipment needed to do the work is a more permanent investment in the business and can only be repaid gradually out of profits. Fixed Capital rarely circulates. Fixed capital is the money you need to operate your business. E.g. land and buildings, tools and equipment (nets, boats, drying kilns).

Sources of Capital

There are different ways of raising the money to run a business, but these funds can be basically divided into two; Owner's capital or equity and Outside capital, usually loans.

**Owner's Capital**

Owners of a business always have to bear the first share of the risk. If you don't have enough cash of your own to finance your business, it might be worth thinking about going into partnership. **Partnership**; One can have the required skills and the other has capital and some knowledge of accounting and business practices.

**Outside Capital**

The hire of money requires money to be paid back. Major sources are;

- Banks
- Down payments from customers
- Credit from suppliers
- Loans from micro-credit institutions
Work for money or capital in form of goods or items.

The major source of fund is proper organization and commitment translated into effort and results.

**Guideline 14d; Writing a project proposal**

*Project Proposal;* is a document drawn by an individual or a group of people in order to ask for assistance to enable them to conduct a business activity. The main purpose is to access support such as Material, Finances or otherwise.

**Components of project Proposal**

- **Project Title;** What you will call the project.
- **Project description;** What the project is all about/ Introduction/ Background. Location and important features of the project. Goals and priorities.
- **Justification;** Reasons why the project should be conducted, and Target beneficiaries
- **Expected situation at the end of the project;** Achievements to the beneficiaries/ what will it bring to the area.
- **Coordinating Arrangements;** Who will do what?
- **Reasons for requesting assistance;** Why need help
- **Objectives;** What the project is intended to attain
- **Budget;** How much money or material you need to be assisted with.
CHAPTER 8

8. Skills and Competencies for Fisheries Development

8.0 Introduction

Most of the DoF staff and Facilitators are technically trained and may not have all the necessary skills for effective facilitation, communication of implementation, training of adults and effectively reporting on the activities and achievements. It further explores the mainstreaming and integration of gender and HIV/AIDS.

This Chapter aims at introducing the necessary important skills and impart knowledge, understanding and build capacities for their utilization in order to make fisheries extension service delivery more effective and efficient.

8.1 Skills and competences for facilitation

8.1.1 Understanding Facilitation

Introduction

The DoF has chosen facilitation as the main mechanism for implementing its activities in the field. This manual provides some facilitation guidelines and principles for Fisheries, Community facilitators and other staff involved in implementing DoF activities.

Definition

Facilitation is the employment of approaches for realizing community involvement. It is a process where the facilitator or an agent of change assist engagement in meaningful dialogue, activities and projects.

Table 33: Definitions of Facilitation

<table>
<thead>
<tr>
<th>OTHER DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation is a process, which involves, problem identification, causes of the problem and finding solutions to the problems where full participation is allowed in a community.</td>
</tr>
<tr>
<td>To facilitate is to transmit certain ideas from e.g. policy makers, research and down to the receiving community.</td>
</tr>
<tr>
<td>It is the process of which the facilitator and the community identify a problem and come out with the solution.</td>
</tr>
<tr>
<td>It is the ability to combine leadership skills in order to create awareness, interest, and desire so as to achieve the set objectives of the community.</td>
</tr>
<tr>
<td>It is a process where the community is fully involved in bringing development to the area but with initiated by an individual or a small group of people.</td>
</tr>
<tr>
<td>It is the process where you guide and lead while allowing free participation in order to have a voluntary change.</td>
</tr>
<tr>
<td>It is the process of helping the community go through the project cycles of their choice.</td>
</tr>
</tbody>
</table>

Summary: Facilitation is a process through which target groups and
communities are assisted to:
• Analyse their present situation (problems, constraints).
• Assess their local resource potential and opportunities.
• Identify and clarify desired situations (objectives).
• Develop and implement action plans to achieve objectives.

Becoming a Facilitator

Today’s demand is for Extension agents to change from manipulating to facilitating fishers’ aspirations. The way in which you communicate with the group depends on whether you are manipulating the group or you are facilitating it.

What is the difference?

• **Manipulating** (is trainer centred, you are in charge and everyone knows it, you know it all).

• **Facilitation** (is learner centred, you are helping others to learn, you are learning too). Facilitation encourages creativity and reflection by participant, leading to shifts in attitudes and awareness.

But manipulation should not be seen as entirely wrong. You may combine the two but you ought to be careful of when and how to do that (e.g. at the beginning of a subject the trainer is the dominant figure, directing the training. But as the lesson progresses the trainees need to be facilitated to grow more comfortable with one another and overall process, group cohesion will increase and they will begin to assert their own authority over the training). This will enhance active participation.

Qualities of a good facilitator

A good facilitator ought to have most, if not all, of these qualities in the table below.

Table 34: Qualities of a good facilitator

<table>
<thead>
<tr>
<th>Unbiased</th>
<th>Good personality (sober mind)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and experienced in the application of training methods</td>
<td>Presentable</td>
</tr>
<tr>
<td>Good listener</td>
<td>Flexibility to accommodate eventualities</td>
</tr>
<tr>
<td>Exposure</td>
<td>Approachable</td>
</tr>
<tr>
<td>Appropriate approaches</td>
<td>Sense of humour</td>
</tr>
<tr>
<td>Knowledge of subject matter</td>
<td>Good organizer</td>
</tr>
<tr>
<td>Time manager</td>
<td>Confidence/confidentiality</td>
</tr>
<tr>
<td>Patience/tolerance</td>
<td>Integrity and credibility</td>
</tr>
<tr>
<td>Motivator, Builds the process</td>
<td>Provision of feedbacks and acknowledgements</td>
</tr>
<tr>
<td>Good communicator</td>
<td>Good facilitator</td>
</tr>
<tr>
<td>Sensitive</td>
<td>Team work/spirit promoter</td>
</tr>
<tr>
<td>Good planner</td>
<td>Willingness to learn from the trainees/others</td>
</tr>
<tr>
<td>Good documented (recording and report writing)</td>
<td></td>
</tr>
</tbody>
</table>
Facilitation skills

A Facilitator acts as catalysts in group learning; he/she encourages interaction among community members by asking questions that are conducive to learning. The facilitator should aim at having local knowledge and experience as integral parts of the communication. This ensures a high degree of local relevance and promotes empowerment through local control.

The key elements of facilitation skills:

- Sharing the knowledge
- Sharing the information
- Sharing experiences
- Skill to communicate
- Skill to notice and resolve participant’s problems
- Skill to organize
- Skill to plan

- Social skills
- Skill to manage time
- Skill to resolve conflict
- Skill to add clarity to issues
- Skill to control a process
- Teaching/training skills
- Skill to facilitate a discussion and reach conclusion

What makes a good Facilitator?

Becoming a good Facilitator requires time, experience and learning by doing. Most effective facilitators have the following range of key characteristics;

A warm personality, with the ability to show approval and acceptance of trainees
Social skills, with an ability to bring the group together and control without disorganizing or destabilizing it
A manner of teaching which generates and uses the ideas and skills of participants
Organizing ability, so that resources are booked and logistical arrangements smoothly handled
Problem analysis skills in noticing and resolving participants problems
Enthusiasm for the subject and capacity to put it across in an interesting way
Flexibility in responding to participants’ changing needs
Knowledge of the subject (fisheries)

N.B. Some of the above can be attributed to one’s personality BUT some can be learnt or improved through experience and practice.

Some Key Points for the Facilitator to Consider

- The primary task of a facilitator is to enable the group to manage and to assume the responsibility for its own learning
- Communities that are empowered to solve their own problems are more successful than those, which rely on instructions from outsiders.
- Only the communities themselves can achieve liberation and empowerment of communities.
People themselves know how they got into problems, and they know best how to solve them.

Extension workers cannot do things for communities; they can only work with them as equal partners. They are catalysts and facilitators, not teachers.

The success or failure of an interactive learning programme depends on skilled facilitation. Facilitation requires experience and intuition in creating a sequence of activities that allow the group to give all of its potential to the learning process. Additionally, facilitators need skills in introducing rules for interaction, in posing the right questions at the right moment, in dealing with group dynamics and in writing and visualising clearly.

Self-organization is important.

The group approach is more effective for problem solving.

Team spirit and common understanding are important.

Top-down messages/instructions do not necessarily solve people’s problems.

### Table 35: Results of good facilitation

<table>
<thead>
<tr>
<th>RESULTS OF GOOD FACILITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sustainability</td>
</tr>
<tr>
<td>• Raised community ability to making decisions (well informed)</td>
</tr>
<tr>
<td>• Community benefits realized</td>
</tr>
<tr>
<td>• Development will take place</td>
</tr>
<tr>
<td>• Community ownership promoted</td>
</tr>
<tr>
<td>• Good name for the facilitator</td>
</tr>
<tr>
<td>• Community made ready for other interventions and assistance</td>
</tr>
<tr>
<td>• Good leadership</td>
</tr>
<tr>
<td>• Strong community groups</td>
</tr>
<tr>
<td>• Reduced dependence syndrome</td>
</tr>
<tr>
<td>• Promoted confidence</td>
</tr>
<tr>
<td>• Experienced staff</td>
</tr>
<tr>
<td>• Raised community capacity</td>
</tr>
<tr>
<td>• People who cannot easily be deceived</td>
</tr>
<tr>
<td>• Self reliant</td>
</tr>
</tbody>
</table>

### 8.1.2 Main Functions and Roles of a Facilitator

**Objective**

To enable the Facilitator gain a better understanding of his/her main functions and roles, in order to implement project activities and to manage the affairs of the Fisheries more effectively

**Introduction**

The role of the Fisheries facilitator is to ensure the success of implementing project activities at the field level, using the facilitation process. In doing this, he/she facilitates many different activities e.g. meetings, trainings, discussions, field days, demonstrations and many others for achieving different purposes. In order to do this he/she further assumes different roles e.g. in a training course, the facilitator assumes two roles:

- **A methodological resource person**: The facilitator designs a daily schedule of activities and proposes different methods for interaction to the group.
- **A technical resource person:** Presenting a conceptual frame and tools for diagnosing and analyzing problem situations and for elaborating strategies for improving them.

The facilitator is not the leader or teacher of the group. If the facilitator dominates the group by imposing his/her scientific wisdom and professional experiences by giving lectures using, for example, the overhead projector with uncountable and unreadable transparencies, little learning takes place.

Instead, the primary task of a facilitator is to enable the group to manage and to assume the responsibility for its own learning. The facilitator merely takes part in the learning activities initiated and controlled by the participants themselves. Participants initiate and control their learning and become the directors of the training programme, while the facilitator is just an assistant to the group in making the learning adventures as fruitful as possible.

**Facilitation techniques for playing the role of a Facilitator**

The major task in the roles of a Facilitator lie in the “how to begin the facilitation process and how to control it to end”;

**Beginning the facilitation process**

- Clearly define your role at the start of the meeting. Be brief but be sure and do this. Check if there are any questions.
- If there is scepticism about the role, use a negative vote, e.g., “Any objections or concerns you have about the role?”
- Periodically ask for feedback (at halfway point or after a break) e.g. “How are you doing? Is there anything you want me to do more of less of?”
- Get as many “small” agreements as early as you can, e.g. agreement on a time for closure, agreement on how to discuss or make contributions e.g. raising hands, agreement on the outcomes, agreements on the first step of the meeting etc.
- Use the group memory to remind them of what they have accomplished, what they are trying to accomplish at the moment, and what they are trying to accomplish for the entire meeting.
- Boomerang questions back to the group. “I don’t know. What do you think is the next step here?”
- Make suggestions “lightly”, e.g., “You may want to defer on evaluating until you have got all of your ideas out,” or, “Let’s try listing the advantages and disadvantages of these options before deciding. Any objection to taking a few minutes to do that?”

**Techniques for controlling the facilitation process**

The facilitator need to be mindful of certain participant’s characteristics and behaviours that may be detrimental to the learning or discussion process e.g.

- Discouraging others
- Being talkative
• Reluctant to mix with others due to age differences
• Noisy
• Being Sabotage
• Reluctant to mix with others due to different political affiliations in a multi-party
• Bringing in a political climate
• Ambitious demands
• Having participants with different levels of understanding of issues at hand due to different levels of education (Literacy)

Controlling unruly behaviour

What would you do if one or more people have above characteristics and behaviours in the group you are facilitating? This culminates into conflict management. Some of the tried solutions apply to humble motives (not getting directly involved in resolving) like:

• Making agreement on code of conduct and some light punishment if agreed
• Asking local authorities to take charge and control
• Keeping them busy with some assignment
• Asking group on whether the displayed behaviour, the topic brought forward, the argument etc. is acceptable.

But also indicating what is outside the topic at hand, and that it cannot be entertained.

Main Functions of a Facilitator

• To create and manage a suitable environment for knowledge and skills acquisition.
• To analyse community problems and facilitate activity planning and implementation.
• To assist groups implement their action plans.
• To obtain and make available relevant information.
• To create effective linkages between groups and various service providers.
• To assist the groups develop a business focus.
• To control the project implementation process at district level.
• To identify training needs and conduct training

Conclusion/Summary

The position of the Facilitator in DoF is critical for effective implementation of project activities. It is therefore necessary and important that both the Facilitator and his/her supervisor have a clear knowledge of the main functions and skills requirements of the position.

8.2 Skills and competences for training of adults

Introduction

To impart knowledge, understanding, and skills for conducting training for Adults who are involved in Fisheries development activities. This section deals with understanding training for adults and introduces necessary skills for training adults.
8.2.1 Understanding Training of Adults

Introduction to Basics

This section aims at bringing about basic understanding of Teaching and Learning, motivation to learn, and how adults learn.

Teaching and Learning

Teaching assumes one person knows and tries to encourage others to know too (Empty tank filling). Learning is not usually an outcome of formal teaching. It comes from a process of self-development through experience. Our Learners are Adults. Adults have particular problems with learning e.g.

- The process of learning is more important than the actual subject. How you take them from beginning to end is more important than content.
- As we grow older our short-term memory faculty becomes less efficient and more easily disturbed. We find it difficult to translate what we see or hear to long-term memory. Any method that relies on short term memory e.g. lectures, demonstrations etc. is doomed to failure. Active involvement, and participation with hands-on, ensures learning in adults.

The motivation to Learn

Unless participants are motivated, they will not and cannot learn. You must always tap into and keep refuelling the motivation by building strong self-esteem in each participant (e.g. ask participants to mention all things they are able to do). Lack of Motivation is one of the main reasons why learning fails. Some of the reasons for lack of motivation are:

- Instructed to attend
- Do not know why they are attending
- Aware of work mounting at home
- Teaching style not involving them (their skills, insights)
- The subject is a repeat
- They harbour misconception about Facilitator and his/her organisation

Hints for motivating participants

Motivation may change during workshop. Deal with suspicious participants, make things clearer etc. Start with Workshop Expectations e.g." Why are you attending this..." or "What are the personal reasons for coming to this..."

Common signs of Demoralization: Lateness, absenteeism, poor work, inattentiveness, challenging perceived authority etc.

Adult Learning

Adults are voluntary learners. They perform best when they have decided to attend the training for particular reasons. They have a right to know why a topic or session is important to them. Adults have usually come with an intention to learn. If this motivation is not supported, they will switch off or stop coming. Adults have experience and can help each other to learn. Encourage the sharing of that
experience and your sessions will become more effective. Adults learn best in an atmosphere of active involvement and participation. Adults learn best when it is clear that the context of the training is close to their own tasks or jobs. Adults are best taught with real world approach.

<table>
<thead>
<tr>
<th>What Affects Learning in Adults?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Relevance of the topic</td>
</tr>
<tr>
<td>Presenter’s conduct</td>
</tr>
<tr>
<td>Venue</td>
</tr>
<tr>
<td>Training method</td>
</tr>
<tr>
<td>Language</td>
</tr>
</tbody>
</table>

### 8.2.2 Training Competences and Skills

#### Competence and skills 1; Characteristics of a Good Trainer

**Objective**
To learn good characteristics of a trainer, and training skills

**Introduction**
To be a good trainer one needs to have certain qualities and characteristics, and training skills that are favourable to training activity. In absence of such, there would be little or no learning.

**Becoming a Good Trainer**

**Purpose;** To learn good characteristics of a trainer. Learning to a large extent depends on the personality and skills of the trainer or Facilitator. To be a good Trainer or Facilitator requires time, experience and learning by doing. Most effective Trainers and Facilitators have following range of key characteristics:

- A warm personality, with the ability to show approval and acceptance of trainees
- Social skills, with an ability to bring the group together and control without damaging it
- A manner of teaching which generates and uses the ideas and skills of participants
- Organizing ability, so that resources are booked and logistical arrangements smoothly handled
- Skill in noticing and resolving participants problems
- Enthusiasm for the subject and capacity to put it across in an interesting way
- Flexibility in responding to participants’ changing needs
- Knowledge of the subject

**NB:** Some of the above can be attributed to one’s personality BUT some can be learnt or improved through experience and practice.
Competence and skills 2; Basic Skills for conducting a Training

Objective
To impart the knowledge, skills and techniques necessary for planning and conducting a training session.

Introduction
The basic skills and techniques for training are:

- Basic Preparation
- Development of training objective,
- Knowledge of participants,
- Choice of venues or training rooms,
- Seating arrangement,
- Timing of sessions,
- Pace and content of session,
- Planning training programme,
- Methods of training,
- Training performance and use of teaching aids for visualization.

Basic Preparations

The basic preparation starts with own-self. The Trainer must be ready mentally and physically. Training is not an accident it should be planned.

Figure 15; A Trainer preparing for training
Development of Training Objective

Developing a training objective starts with answering the questions: Why are you going to do training? Whom are you training? What is the primary content of your training?

The Six General Objectives for developing training objectives are:

- To change Behaviour,
- To Persuade, To Inform,
- To Stimulate Thought,
- To Entertain,
- To motivate.

However each training must have a specific objective for the workshop based on the subject matter.

Types of objectives:

Qualitative objectives: Uses words like: to understand, to appreciate, to know and to recognise. These are difficult to measure.

Quantitative Objectives: Centres on what participants will be able to do and uses words like: ABLE to make, to plan, to construct, to solve etc. The skills to be learnt are pronounced.

Examples
- The trainees will understand the principles underpinning participatory learning approaches for development.
- At the conclusion of the workshop the participants will be able to plan their own use of participatory methods in their fieldwork.

Knowing the Participants

It is important to know the People you are going to train in terms their literacy level and knowledge of the subject matter to help determine the Program, Training Materials and Teaching Aids, and in terms of their culture and religious affiliation. It helps to Know their Cultural and Religious affiliations which might have implications on issues like timing, types of meals etc.

Things to Know about the participants:
- number of participants
- reason for attending, own idea or instructed
- their hopes and expectations, fears and concerns
- their range of experience, discipline, age, gender, status,
- their biases towards or against you or your organization
- their prior knowledge on the subject

Choice of Venue and Rooms

It is important for the trainer to choose a suitable venue. If you cannot influence choice of venue, you may need to know the chosen venue and how it will affect your participant’s ability to learn. Therefore:

- Visit the venue before participants arrive and set up your materials
- Check on suitability of the room for different assignments
- Identify potential sources of distraction in the room
- Walk around the room before starting
• Check for utility points and adjust positioning and placement of Aids

Seating Arrangements

Seating arrangement can have an influence on the session. There are Six Types of seating arrangements i.e.

• Rows of tables and chairs
• Hollow U-shape
• Banquet or Fish born type
• Conference table
• Circle of chairs

Figure 16; Different Seating Arrangements

Each type has advantages and disadvantages. With Community training you need to be more creative than just suggesting on any of the above. The suitable arrangement is one which makes it possible for all participants to see the trainer and trainer see all the participants.

Timing of sessions

The Content depends on what the participants:
• MUST know,
• SHOULD know,
• COULD Know.

Always strive at must know. You need to play your cards well for this knowing to happen.

Planning a training programme

Proper timing of training is necessary especially where it concerns community participants. The trainer need to be mindful of the effects of length of the session and the time of the day, season, and others on concentration.
The length of your session: Avoid lengthy sessions. If the training session is too long the trainer must include interludes e.g. -jokes, active participation, exercises, stories or breaks.

The time of the day: Avoid lecture type of training especially after people have just had lunch, or make the session more lively and interactive.

Season of the year: The training should take place during the season when there are fewer activities in the field.

The training period should give ample time for the practical work.

Pace and Content of Sessions

It is important to structure each session carefully. The Pace depends on: How much do they know already, what do they need to learn, and how much time is available to cover the material. Avoid rushing through at all times.

Planning

Planning is the first step to success. In training different Formats are used. For this manual the suggested two types are the daily time table and the indicative training time table;

Daily Time Table: Some daily timetables cover topic/objective, time, method, content and responsibility, and logistical needs. The Trainer must be careful of the sequence and logical flow of topics.

Format for daily time table

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Objective</th>
<th>Content</th>
<th>Method</th>
<th>Responsibility</th>
<th>Logistical needs</th>
</tr>
</thead>
</table>

Indicative Training Time Table: An indicative training timetable shows the DAYS OR DATES and TOPICS or SUBJECTS to be covered each day. It is used to show the plan of training over some days.

Format for indicative training time table

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>topics/subjects</th>
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</thead>
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</table>
Competence and skills 3; Training methods

Objective
To introduce the Facilitator to different training methods, and impart knowledge and skill for utilizing them.

Introduction
Many METHODS of training are available and can be used. No single one is better than the other. For training which stresses active participation and open dialogue, it is essential that methods that are consistent with the values of participation are used. For adult training the methods used are cardinal. Use a combination of learning methods to alter the tempo of the training.

Training methods
There are many training methods that a Facilitator can use for conducting training at organization and community levels. Some of the methods commonly used are:

- Lectures or plenary sessions
- Card collection
- Visualized lectures
- Information market
- Modelling
- Case studies
- Field work
- Games and exercises
- Buzz Groups
- Group works
- Brainstorming and Collecting ideas
- Role play
- Notes and Visual Aids

The above methods can be used; singly, collectively, interchangeably and so on, depending on the content, purpose, stage of training etc. The facilitator need to select the right method(s) for the training he/she has to conduct. Some of the methods of training are explained below;

- **Plenary sessions**

The plenary session is the centre of any event. This involves presentation and discussions. Here is where the discussion starts and where the final evaluation takes place. The participants intervene in the steering process of the event and the conclusions are elaborated. But plenary sessions can become boring so its use must be carefully considered.

- **Card collection**

**Purpose:** This technique is very powerful in quickly gathering the ideas, expectations, and interest of participants on a specific topic. It produces a collective mirror on the group’s opinion in a visualised and structured manner on a pin board.

**Description:** The facilitator visualises the question to be answered and distributes a certain number of cards. The participants write on their cards silently and these are then pinned by the participants themselves on the board. Alternatively, the facilitator collects the cards, reads the ideas written on them and pins them on the board. In this way, the writer remains anonymous. Associated ideas are put in the same cluster, according to the instructions of the participants.
Once all the cards are on the board, the participant’s review the clusters and revise restructure and label them for further discussion, prioritization, analysis and documentation.

- **Visualised lecturettes**

  **Purpose:** Principally, lectures have no place in an interactive learning programme because it is a rather inefficient method of transmitting ideas and concepts. It is based on the passiveness of the listeners, and rarely geared to the day-to-day professional problems of participants.

  But brief lecturettes of about 15 minutes duration can be used as motivating inputs for further discussion.

  **Description:** If the facilitator visualises the main points with cards in a step-by-step manner, they can hold the attention of the participants, demonstrate the logic of their thinking through progression and arrive at conclusions that can be shared. The contents of a visualised lecturette are not lost because they remain on the pin-board. If the subject matter under discussion is complex, several pin-boards can be placed simultaneously to link the content and highlight inter-relationships. Note taking by participants is not necessary.

- **Group work**

  **Purpose:** It offers a change, which stimulates and intensifies the exchange between participants. Everybody gets involved.

  **Description:** Participants are divided into groups and given questions to answer, issues to discuss or analyse. They then have to present their results. The presentation of group work results may be visualised or may be in the form of a role-play or an interactive exercise. Some rules are essential for the successful functioning of group events. The rules given below are just common sense, but they are important to stimulate interaction and improve understanding.

- **Information market**

  **Purpose:** The information market is a technique of facilitating the exchange of information among many persons within a limited period of time. The idea behind is to give everyone a chance to freely choose the information she/he wants.

  **Description:** The method is based on the idea of a free market, that is, buying and selling. The participants, who exhibit their pin-board, sell their information to other members of the group who function as buyers. The buyers go from one board to another, read the information written, and may raise questions and enter in a discussion on the areas they are interested in. Once the buyer is satisfied with the information obtained from the seller’s information shop he may approach another one.

- **Modelling**

  **Purpose:** used to collect the ideas of participants on a subject or issue in a symbolic way. E.g. market outlets for fish

  **Description:** Participants arrange their seats in a circle. In the very centre, the facilitator develops with the participants the subject with symbols, drawings, etc. on the floor. Everybody can contribute to the construction of a model by inventing new symbols, adding drawings, visualising inter-relationship, etc.
• **Case studies**

**Purpose:** This method is used to work out, in detail, a problem definition and analysis, solutions, proposals, and actions from which general conclusions can be drawn. The success of the case study method depends to a large extent on how relevant the content of the study is to the day-to-day activities of the group members. To ensure practical relevance, all course participants are requested to prepare their own case studies for the course.

• **Field work**

**Purpose:** Fieldwork is an excellent technique for learning and is a very important aspect of the course. It offers a particular chance to link the course process with concrete situations in a real-life setting. It provides opportunity for first-hand observation and personal contacts with community members. It also offers a means of exercising some participatory techniques and dialogue.

**Description:** For conducting the field work, the participants are divided into several groups. The methodology (Rapid Rural Appraisal, Participatory Rural Appraisal, Participatory Needs Assessment, Participatory Monitoring and Evaluation) is introduced, the objectives and tasks are discussed and the preparatory arrangements are explained. The group then prepares for the field work. It prepares its checklist, established working procedures, determines the division of labour for the observations and discussions in the field, the analysis of results, report writing, and presentation back to the plenary.

• **Group dynamic games and exercises**

A number of group dynamic games and exercises can be conducted to introduce certain topics. The objectives and procedure for conducting these games differ depending on the overall purpose, e.g., the Squares Game for illustrating the importance of cooperation and teamwork.

• **Ice breakers.**

**Purpose:** The objectives of icebreakers are to animate participants to motivate them for the next session and to reach a higher level of concentration for the next activity, or for changing an exercise from a purely intellectual activity to one where more senses become involved. A lot of adult games can be adapted as icebreakers.

**Description:** Their use depends entirely on the kind of group, the setting and the mood of the group. An experienced facilitator will be able to decide when to apply each game, e.g., to wake up participants in the morning, to change the subject, to renew concentration after lunch, etc. It is good to link an icebreaker with the course process.

• **Brainstorming and collecting ideas**

**Purpose:** To quickly gain a lot of ideas from a group without getting caught up in detailed discussion.

**Description:** Ask the group to think of as many ideas as they can about the topic in question, then go around the group asking each person to briefly state their idea. Don’t let the activity get bogged down in detailed discussion or debate. Everybody’s ideas should be treated equally at this stage. Once they are all up, then there can be some analysis. The ideas can be captured using the mind mapping or card techniques. This can be done in small or larger groups and can take from five minutes to one hour, depending on the subject, detail needed and number of people.
• **Buzz groups**

**Purpose:** To quickly gain a lot of ideas from a group without getting caught up in detailed discussion.

**Description:** Similar to group work, but the participants are asked to form quick small groups of two or three, and asked to quickly answer, discuss question or issue put before them. They then submit their results. This does not require major movements but participants remain in their seats but just turn to their group mates and discuss for given period of time.

**Competence and skills 4; Training Performance**

**Objective**
To expose the Facilitator to useful self-techniques during training performance

**Introduction**
To train well is to give a performance. Remember that the trainer is a living “VISUAL AID”. Some of the things that are covered in being a living visual aid are; self presentation, Articulation and expression, Dealing with nerves and Dealing with questions and answers.

**Facilitator as a living Visual Aid**

The Facilitator need to be always aware of his/her being a Visual aid in front of a group/participants. The following aspects are important to NOTE;

- **Self presentation:** this involves the way you PRESENT yourself, your STYLE of performance are important, the WORDS you use and how you use them, the TONE of your voice, and your BODY LANGUAGE (movements and gestures). Your gestures and body language communicates more than just words e.g. looking at participants, smiling and avoiding distractive movements and objects.

- **Articulation and Expression:** More than 50% of the message is conveyed by how you say the words. In order to build a favourable learning climate and thought articulation; Do not be afraid of pausing, use a wide range of vocal tones and pitch to strengthen expression and emphasis in your message. Act a little, speak clearly, Speak up but do not shout.

- **Dealing with Nerves:** It is normal to be nervous. Even experienced trainers become nervous before beginning training. But it’s not a pleasant state. It ought to be controlled. Let your nerves help rather than fail you:
**Table 36: Hints for avoiding being nervous**

<table>
<thead>
<tr>
<th>Hints for avoiding being nervous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare thoroughly</td>
</tr>
<tr>
<td>Do not be defensive in your presentation.</td>
</tr>
<tr>
<td>Visualize how wonderful you are going to perform</td>
</tr>
<tr>
<td>Spend some little time alone</td>
</tr>
<tr>
<td>Do some neck exercise</td>
</tr>
<tr>
<td>Inhale and exhale deeply several times</td>
</tr>
<tr>
<td>Relax by flexing the tense parts</td>
</tr>
<tr>
<td>Start talking to participants as they come</td>
</tr>
<tr>
<td>If possible do a “who we are”</td>
</tr>
<tr>
<td>As you put others at ease, you do to yourself</td>
</tr>
<tr>
<td>Speak to participants as equals (using we, our, not you, your)</td>
</tr>
<tr>
<td>Try a quick easy exercise for the group</td>
</tr>
</tbody>
</table>

- **Dealing with Questions and Answers:** Questions and answers are good for checking on participant understanding, not testing and for seeking clarification on topics and points after you have finished. Always reserve time for questions, and check through questioning participants understanding.

**Competence and skills 5; Use Of Teaching Aids For Visualization**

**Objective**
To introduce some visual aids that are used in teaching adults.

**Introduction**
All contributions to a session are written down in key words with big letters, graphic symbols or even pictures, and then pinned on boards. The visualisation serves as a supplement to the spoken word and it also enhances the impact of training.

**Materials and equipment**
The following equipment/materials must be made available to the training team and, as applicable, to the multi-disciplinary team working in the communities: -

- A blackboard, chalk and duster
- Support for blackboard
- An overhead projector, screen and transparencies prepared in advance (where possible)
- Newsprint/Manila paper, felt pens
- Mask tape, pair of scissors

Usually, locally available materials can be adapted. For cards, coloured chart papers, re-cycled paper or newsprint may be cut; sheets of cloth can be hung on walls and cards can be pinned to the cloth. Other materials include:

- Oval cards in different colours
- Rectangular cards in different colours
- Circles indifferent colours
- Strips in different colours
- Clouds
- Pin-boards, pins
How to use the cards
Cards of different sizes and shapes are used in visualization. Cards should be used for written visualization. Consider the following aspects:

- Write only one idea per card
- Write only three lines on each card
- Use half sentences (a verb and key words), no full sentences!
- Write legibly

<table>
<thead>
<tr>
<th>Advantages of visual aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>📈 Increases retention rates</td>
</tr>
<tr>
<td>📈 Improves communication</td>
</tr>
<tr>
<td>📈 Makes group discussion more effective</td>
</tr>
<tr>
<td>📈 Makes processes of the group visible</td>
</tr>
<tr>
<td>📈 Makes contributions during the discussions visible for documentation</td>
</tr>
</tbody>
</table>

Competence and skills 6; How to Conduct Training

Objective
To improve the capacity of the Facilitator to train the community more effectively.

Introduction
One of the major objectives of the DoF and PLARD is to empower the community people which, among other things, include providing the fishing community people with technical and management skills related to their activities. Training, therefore, becomes a major function of the Facilitator.

Definition
Training is an activity designed to improve a person’s performance in his or her particular work.

Training is intended to:

- achieve knowledge and skills acquisition
- cause an attitudinal change
- achieve improved job performance

Important Steps for Conducting Training: The Training Cycle

- **Step One; Assessing the need** - Training objective and what to learn

What indigenous knowledge or skills do exist?

- **Step Two; Training design** - Different methods of training but you require: funds, time and training materials.

- **Step Three; Delivery** - Types of training methods

- **Step Four; Use** - There must be a follow-up to ensure that the knowledge or skill acquired is put to use.

- **Step Five; Evaluation** - Criteria for assessing the effectiveness and usefulness of your training activities.
How to train effectively at community levels.

Do the following:
- Demonstrate
- Analyse and explain
- Encourage the trainees (the community people) to make their own attempts/ experiments without interference.
- Be available to answer questions and help when asked to do so.
- Give useful feedback and encouragement at appropriate intervals.
- Obtain additional help if and when necessary

How to lead training at community levels.

Do the following:
- define the subject or topic; write it up and make clear and visible.
- generate discussions by asking leading and challenging questions.
- avoid expressing your own views until others have had their chance.
- if you express your views first, trainees will shy away thinking that you know better and that you have said it all.
- encourage the quiet and shy ones to talk while at the same time discouraging those who are talkative (using facilitation control tactics).
- prevent splinter groups from holding separate debates
Summary and Conclusions

- Training the community people is a major function of Facilitators.
- Training is intended for knowledge and skills acquisition and
- Improved job performance
- To achieve good results, training activities should be systematically conducted along the lines (steps) or the training cycle.
- Especially, in line with the cycle, there must always be a follow-up to ensure that trainees utilize their skills and knowledge.
- Coaching and discussion leading are effective methods of community level training.

8.3 Skills and competences for reporting

Introduction

Reporting involves communication to relevant authorities and stakeholders the progress, achievements, problems and recommendations concerning the project activities.

8.3.1 UNDERSTANDING REPORTING

At the beginning of the project, it is important to report and give feedback most frequently. Later when community capacity is built and all stakeholders gain better understanding of roles, responsibilities and general operations of the project the frequency of reporting can be reduced. Reports will be written at all levels on: Monthly, Quarterly and Annual basis. Other information of urgent nature will however be collected/reported during visitations.

Participatory reporting is the involvement of the community people in the monitoring of activities, achievements and progress, and reporting of the results to all stakeholders and relevant authorities. For Community based projects this is important because participating in monitoring and reporting helps to strengthen: ownership, relevance of work, commitment sharing of ideas and knowledge and sustainability.

In reporting it is important to; Decide what should be reported, select indicators for doing so, organize the collection of information (how, who, when), analyze and interpret data, and use the information generated.

The main purposes of reporting at community level:

a. Reporting is management tool to help people improve their efficiency and effectiveness
b. It is an educational process to increase people’s awareness and understanding of various factors that affect their life. It therefore empowers people to control the development process.
c. Creates opportunities for people to exchange ideas.

The Community members or committees need to be able to report on the efficiency and effectiveness of the project intervention and their own contribution, and the impact of the whole project on their lives. The beneficiaries need their own reporting system which enables them to gather, process,
analyze and report data which are relevant to them. This is similar to the concept of Beneficiary Contact Reporting.

**Objectives of participatory reporting**

**a) Checking Implementation**
- Record inputs, activities and outputs
- Identify deviations from work plans
- Identify constraints

**b) Assessing Performance, Quality and Relevance**
- Overall efficiency (cost-effectiveness)
- Overall effectiveness (achieving objectives)
- Suitability of new methods
- Long term impact (contribution to development)

**c) Reflecting and Learning**
- Learn from achievements and mistakes
- Increase capacity to perform better
- Take corrective action

**d) Communication**
- To share progress and results with others.

### 8.3.2 Reporting By DOF and Community

When we decide to involve community members in the reporting about implementation of a given project, then the system immediately demands for dualism of doing that. This becomes so because the communities will require to assess their perform and progress while the implementing organization will also want to check and report on what is going on. Therefore the two types of reporting systems / mechanisms suggested are Organization reporting and Community reporting

#### a) Reporting by Community Committees

Generally the community committees will be reporting on the implementation of the Community Action Plans which they will have made themselves. The items to report on could include:

**Community organization and performance of various committees** in terms of how often they are meeting, attendance and discussions and decisions made. Actions successfully carried out, constraints and problems faced and suggested solutions for the identified problems and actions for the coming period.

**Benefits they are accruing:** What benefits they are accruing either in physical or in kind.

Community should agree on what things to report on and frequency of reporting on the different activities. Basically reports are made on the PLANS made and ACTIONS taken, achievements, failures/problems and discuss reasons for failure as well as remedies.

**Format for reporting by community committees**

Community reporting ought not be complicated. Preferably this can be done even in vernacular language. A simple format for reporting could be as follows:
Table 37; Format for reporting by community committees

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Activity</th>
<th>Target (What planned)</th>
<th>Activity Carried out according to Plan Budget</th>
<th>Usefulness</th>
<th>What contributes to the success/failure and future actions</th>
</tr>
</thead>
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</table>

The format for reporting should very closely be related to that of the Action plans and stipulating the extents of achievement, failure and reasons for that.

b) Reporting by DoF

The DoF just like the Community Committees will also report on the Community organization and performance of various committees in terms of how often they are meeting, attendance and discussions and decisions made. Actions successfully carried out, constraints and problems faced and suggested solutions for the identified problems as well as actions for the coming period.

DoF will further report on all the project elements i.e. Objectives, Outputs, Activities and Inputs for their Impact, Effectiveness and Efficiency. Therefore the reporting format will be more elaborate than that of the communities. Achievements will have to be measured quantitatively and qualitatively.

MACO will focus on;

- The progress of each activity
- The effectiveness in reaching objectives
- The relevance to the priorities agreed upon by the community
- How the group in charge of the activity functions
- How the different activities are implemented and how the project evolves as a whole
- How the co-ordinating committee functions
- The relationship of the community with external agencies

The cross-cutting indicators for participatory reporting at community level are:

- The project impact as described above.
- Community participation
- Gender equity in the project
- The interaction of community with external agencies
8.3.3 Types of Reports under Fisheries Facilitation

Many types of reports may be implored for the Fisheries activities. Most common ones include:

a) Reports of Review meetings

Meetings offer a chance for the community and implementing agencies to monitor and evaluate each other. Meetings offer both the management and implementers a chance to hold each other accountable. But meetings should have a clear agenda, orderly and take proper records and action plans. The frequency of meetings depends on many factors such as agenda and cost. The deliberations of such meetings need to be reported on following the agenda, bringing out discussions and resolutions or decisions or conclusions made.

b) Periodic Reports to review progress

Progress reports are important monitoring and evaluation tools. The frequency of their production depends on each institution. A common format for reports is one that compares targets to achievements within any given time period as below;

Common Format for Periodic Reports

<table>
<thead>
<tr>
<th>Activity</th>
<th>Indicator</th>
<th>Target</th>
<th>Achieved</th>
<th>Comments</th>
</tr>
</thead>
</table>

Points to note

- Progress reports should be monthly/quarterly/annually
- The Facilitators should submit the report to his/her Supervisor and copies to the community implementation committee. The supervisor then reports to the District Fisheries Officer.

8.4 Skills and competences for communication

Introduction

One of the most important skills necessary in a facilitator is the ability to generate effective communication. Since a facilitator uses a process of dialogue to help other people identify problems and solutions, realize opportunities, analyse, plan and evaluate, it is important to understand how we communicate, what hinders effective communication, what real dialogue is and how to improve it.

Communication through dialogue

Two people of fairly equal status, exchange messages which are mutually understood. The sender and the receiver of the message are actively involved in this 2-way communication process.

In contrast, a monologue is one-sided. Only one person is sending messages and any other person involved is passive and silent. There is no real exchange of ideas or views.

Facilitator skills for perfecting effective communication

The table below gives a list of some of the skills for effective communication. A good facilitator ought to master all of them.
Table 38: Skills for effective communication

<table>
<thead>
<tr>
<th>Skills for effective communication</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>Non-verbal communication and body language</td>
</tr>
<tr>
<td>Clarity of speech</td>
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<tr>
<td>Probing</td>
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<tr>
<td>Questions</td>
</tr>
</tbody>
</table>

i) Listening

Effective listening means understanding the message as the speaker intended it and also understanding the speaker’s perception which are embedded in the message. It therefore requires:

An open mind; if you assume you know in advance what the speaker wants to say, the mind hears one’s own assumption instead of what the speaker is actually saying.

Attention to what the speaker is saying- it is easy to daydream, only half listen, switch off because we are a bit bored.

Impartiality; if you are upset by the speaker’s remarks or they contradict your own deeply held views; you tend to reject inwardly what is being said.

ii) Non-verbal communication and body language

Non-verbal communication is expressed through body language. We communicate a great deal through body language, but often unconsciously.

What is body language?
Facial expressions, gestures, stance, eye contact are all forms of body language which send message about our level of interest, commitment, attitude etc. it is important to be aware of the messages being sent by body language and the consequences of inappropriate body language. For example;

Facial expression – e.g. interest, anger, disdain, boredom, like, dislike etc.
Eye contact- keeping eye contact is a sign of interest and can convey an honest attitude. NB. Bear in mind, however, that there are cultural factors which affect women in particular from looking directly at a “superior”.
Gestures – certain gestures are highly charged culturally, especially pointing and dismissive gestures
Where one positions oneself in relation to others – can indicate shyness but it may also be interpreted as showing an assumed superiority

iii) Clarity of speech

To ensure that one’s message is clear, it is important to know in one’s mind precisely what one wants to communicate. Speaking it out to a friend or colleague can help to clarify one’s own thought and get the message into an understandable form. It helps one’s own understanding too.

Translation from English into the local language makes the message much longer and it will need more time to convey. It is also very difficult to find exact word for word translation of
English terms used in facilitation, development, MACO and other organizational jargon etc. consequently, translation MUST be practiced and tested on colleagues and knowledgeable bilingual members of the target group to ensure that they are correct and appropriate.

**Communication Barriers**

Good communication and free exchange of information is at the heart of all training and human resource development. But this can be threatened by Barriers constructed or already existing in both trainers and trainees. Despite choosing appropriate exercises and methods, other barriers may reduce the effectiveness of communication between the sender and the receiver.

**Some communication Barriers:**

- Not confirming if message is received
- Pre-conceived perceptions and notions
- Resistance to change
- Feelings and Emotions
- Making assumptions and ignoring feelings

**Typical communication Blocks**

Communication is seriously affected by the conduct and tendencies of the facilitator. Some of the typical communication blocks are as follows:

a) **Solution or advice** (you can't figure this one out? do it my way)
b) **Orders** (giving orders can provoke resentment as people are not given a choice and their feelings have not been considered.
c) **Threats** (we use our powers to tell people what will happen if they don’t do it our way. their feelings are not important.)
d) **Moralising** or lecturing (when we tell people what they should do or ought to do, we value our own values more than theirs.)
e) **Criticism or ridicule** (we deny people’s feelings by telling them that they are bad people and do not have a right to feel the way they do.)
f) **Praise or sympathy** (ill praise or sympathy.)
g) **Questioning** (by telling people to think logically, we deny their feelings.)

**Promoting Communication**

In order to promote communication the facilitator is required to apply to :

- **Passive Listening** (showing interest)
- **Acknowledgement** (aha, mmm, I see)
- **Door Openers** (tell me more, I want to hear more, is it so )
- **Content Paraphrase** (you are saying that if the plan works the problem will be solved?)
- **Active listening** (Making positive contributions)
- **Provision of Support** (responding to legitimate needs)
8.5 Skills and competences for gender mainstreaming and integration in the fisheries

8.5.1 Understanding Gender Mainstreaming and Integration

Zambia has recognised the need to integrate women and men in the development process to ensure that both women and men participate in all areas of national activity and equitably benefit from the development process.

Depending on the cultural set-up of the community, the facilitator has to be very conscious of gender imbalances that may exist and try to neutralize the situation. A deliberate effort to allow women to participate will yield useful results. Women play a central role in development but are often denied the information pertaining to their developmental activities and the opportunities to air their views on personal needs and problems. Further, they do not effectively get involved at all stages of development interventions. This is critical in the case of fisheries which is considered to be a male domain.

This requires special focus to the social-interest groups and will contribute to the success of the fisheries activities.

8.5.2 Skills and Competences; Mainstreaming Gender in Sustainable Fisheries Activities

Introduction

The objective of this session is to discuss the mainstreaming of gender in fisheries activities and explores the importance of incorporating gender in fish resource management. It will examine the following topics:

- Importance of mainstreaming gender in fish resource management.
- How to incorporate gender in fish resource management.

Definition

Gender mainstreaming is defining and incorporating the roles of men and women in development activities, and how they can mutually and equitably benefit from those activities.

Importance of Gender Mainstreaming In Fish Resource Management

- Gender mainstreaming helps to predict how both male and female members of the community are affected by fish resource management, the extent to which they participate and reap benefits from various activities.
- It helps facilitators and planners determine whether or not the programme or project will be effective, equitable and efficient.
- It ensures that the whole human resource potential is tapped and made use of.
- It identifies capacity building gaps and corrects them.
Gender Mainstreaming in Fish Resource Management District Structures

The format for mainstreaming gender in fish resource management structures at village and district level is given in the table here below for facilitators to use.

**Table 39: Gender mainstreaming form**

<table>
<thead>
<tr>
<th>Structures</th>
<th>Mechanisms for Mainstreaming Gender Issues</th>
<th>How Gender Issues have been addressed in those mechanisms</th>
<th>How Gender mainstreaming is monitored</th>
<th>Gender Indicators Formulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Development Coordinating Committees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental and Natural Resources Sub-Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zonal Management Committees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Village Management Committees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishers Association</td>
<td></td>
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</tr>
</tbody>
</table>

How to Incorporate Gender in Fish Resource Management

Analyse issues that concern men, women and youth in your programme through:
- Activity profile
- Access, control and benefit analysis
- Analysis of levels of participation
- Analysis of influencing factors
- Position and condition of women (change analysis)
Suggestions that can be applied

- Encourage women to participate in all income generating activities.
- Sensitise social structures that manage the local human resource on the importance of equal access and control.
- Build capacity in both men and women equitably.
- Empower women with credit.
- Ensure both men and women share in decision-making.

Though fishing is one sector where gender balancing cannot be automatic, there are specific areas and roles that women can play in the value chain.

Figure 18; Women participation in the fisheries sector (trading)
Gender roles in fisheries
Women do participate as members of Fishing Associations, Zonal Management Committees, and Village Fish Management Committees. Both men and women are involved in the activities within the value chain though the roles they perform are not exactly the same. Men are involved in actual fishing, mending and making of nets, while women do participate in the selling, processing (scaling and gutting) and the control of finance. Women are involved in selling of fish because men usually mismanage funds when mandated with the responsibility to sell. More women than men are involved in selling and trading of fish.

Summary

• Gender mainstreaming ensures full participation of both men and women.
• It ensures equitable access to the fisheries resource base.
• It ensures equitable control of the resource base.
• It ensures the building of capacity on both men and women.

Conclusion

• Balanced development involves both men and women and that gender mainstreaming should be done in all the planning frameworks.
8.5.3 Skills and Competences; Mainstreaming Gender In Fisheries Facilitation Cycle

Objective

To explain to Facilitators about how gender issues can be incorporated into the activities of the Fisheries Facilitation Cycle. Gender need to be incorporated in the planning, management and monitoring activities of the fisheries.

Introduction

Until recently, an implicit assumption underlying project planning was that both men and women gain equally from project benefits. This assumption has proved to be completely wrong. This is so because there are differences between men and women and hence the imbalance between the two in terms of sharing of project benefits. Systematic attempts have to be made in order to redress such imbalances.

Definitions

• The Fisheries facilitation Cycle comprises a group of closely inter-related investment activities intended to yield benefits and to meet some specified objectives.

• Fisheries Facilitation Cycle is the distinctive but closely related stages of investment activities which include:
  • Preparation
  • Diagnostic
  • Needs assessment
  • Training and exposure
  • Action planning
  • Resource mobilization
  • Implementation
  • Monitoring and evaluation

How to Mainstream Gender Into The Fisheries Facilitation Cycle

This can be done by analysing and asking pertinent questions during each stage of the FFC as follows:

• **At the Diagnostic, Needs assessment, Training and exposure and action planning Stages:**
  Between men and women, whose needs and problems assume priority in this project? Which constraints face both men and women?

• **At the Stage of Resource mobilisation and analysis:**
  What and how much resources are available and how can these be allocated to meet the special need of both men and women? Who bears most of the social cost of the project among men and women? How will the project benefits be shared among men and women?

• **At the Implementation Stage:**
  Between men and women, who occupies which positions in the project management hierarchy? Between men and women, who has access to project resources? How are project resources mobilised and allocated?
• At the Monitoring and Evaluation Stage:

What gender-related information. Seeking strategies are put in place within the Monitoring & Evaluation system. Does the Monitoring and Evaluation system reveal any gender imbalances? What outputs and benefits were actually produced by the project; and how were these shared?

Summary and Conclusions

• Project benefits and social costs do not benefit men and women equally.

• Systematic attempts have to be made during project planning and management period in order to address the imbalances which occur among men and women during project implementation.

A useful way to address the imbalances among men and women during project implementation is to analyse each stage of the Fisheries Facilitation Cycle and ask pertinent questions.

8.5.4 Skills and Competences; Key Indicators for Gender-Balanced Development Projects And Interventions

Objective

• To provide Facilitators with knowledge of key indicators useful for ascertaining the level of gender balancing in the DoF/PLARD interventions.

• At the end of this Unit, Facilitators would be expected to apply relevant gender-related indicators in their DoF/PLARD interventions.

Introduction

It is often the case that imbalances occur between men and women in terms of project gains and social costs. Such imbalances should be addressed in a scientific and objective way. A useful way to assess gender imbalances is to use some objective criteria which are indicators.

Definitions

• An indicator is defined as a variable or factor that is used to measure changes in a given situation. For instance, the level of incomes among the forest community people can be used as a measure of change in the living standards of the people.

• Indicators are designed to provide standards against assessment or measurements of changes among the community.

Basis of indicators in the context of the DoF

The impact of DoF/PLARD interventions on gender matters can be assessed with indicators related to:

(i) Incomes derived from the DoF income-generating activities.
(ii) Access to land and productive resources.
(iii) The level of participation in the various DoF institutional structures.
(iv) Leadership positions held by both men and women in the project.
Check-listing key gender-related indicators

There are three broad areas from where indicators can be check-listed:

- **General e.g.**
  - Funds, in percent, ear-marked for both men and women’s activities.
  - Percent of funds actually spent on both men and women.
  - Implementation of women’s component of the project relative to the rest of the project.

- **Project Inputs & Outputs:**
  - Percentage of both men and women receiving direct project benefits.
  - Percentage of both men and women receiving credit in the project.
  - Percentage of both men and women receiving other project inputs.
  - Percentage of both men and women receiving training among the total number of beneficiaries.

- **Project Impact on Beneficiaries:**
  - (a) Incomes, Expenditure & Savings:
    - Income differentials between men and women.
    - Income levels of the beneficiary population by sex.
    - Expenditure and savings differentials between men and women.
  - (b) Participation & Decision-making:
    - Leadership positions held by both men and women
    - Participation of both men and women in project-related meetings
    - Number of Clubs/Associations exclusively for both men and women

**Summary and Conclusions**

- Indicators are **objective** variables used as standards of measure to assess the extent of changes in a given situation.
- There are gender imbalances inherent in project management.
- Facilitators can use indicators to ascertain such gender imbalances.

**8.6 Skills and competences for mainstreaming HIV/AIDS in fisheries activities**

**8.6.1 Basics to the Understanding HIV/AIDS**

**Introduction**

AIDS stands for Acquired Immune Deficiency Syndrome. It is a disease caused by the Human Immunodeficiency Virus or HIV. It weakens the immune system, making the body susceptible to and unable to recover from other diseases. Once a person’s immune system is impaired, the body is unable to fight any infections or diseases which may occur. Thus when the immune system is attacked by the HIV virus and the person starts having infections he/she has the disease AIDS. HIV/AIDS is real and it is a killer disease. HIV/AIDS is a human tragedy of modern times. Besides the magnitude of infected persons, there is increased number of orphan’s manpower loss, reduced production, budget distortions within families and institutions which put a lot of strain on resources and related development efforts.
HIV/AIDS in Zambia

In Zambia the HIV prevalence is high and the impact of AIDS is increasingly severe. Almost every family has been affected in one way or another. The epidemic is emerging everyday with frightening speed and Zambia is one of the countries that is hit hardest in the world. Nonetheless, much can be done to lessen the impact of the disease and eventually bring the epidemic under control. Different intervention can be adopted to influence the transmission of HIV and AIDS. It is, therefore, important that for effective national response to HIV/AIDS this epidemic be based on an multi-sectoral approach. Where all people are committed to prevent and control and each one making a contribution according to their expertise and experience. The Extension Agent can play a vital role.

Unfortunately, during the diagnosis stage the communities rarely, bring up HIV/AIDS as one of their major problem. This is because of the nature of the disease and how it is transmitted. There is still stigma attached to this disease. It is important, therefore, that the facilitators encourage villagers to discuss the disease and identify ways to reduce its spread.

8.6.2 Skills and Competences; How To Handle HIV/AIDS Topic

Introduction

This is a sensitive subject and if you are not conversant on the subject and sure of yourself invite somebody else who knows the subject and can handle the discussion with the community well. People often do not like to discuss this subject, which touches on the sensitive areas of sexuality and death. But it is only an open discussion with the communities that the realities of the epidemic in all its aspects that the community can come up with an action plan to deal with the disease.

Methodology

- After the introduction in the Plenary by the facilitator, the community residents can be divided into homogeneous groups (women, men, youth and adults).
- The facilitator may use pictures to tell a story or introduce the topic in a way that encourages the individual members to contribute. It is very important that the facilitator is knowledgeable of the cultural norms so as not to offend the community.
- At the end of the discussion ask somebody to volunteer to present the group work to the plenary. After the discussions in the homogeneous groups, the residents will feel more comfortable to discuss and report to all the community residents.

Defining HIV AIDS and educating participants

The Facilitator attempts to define what HIV AIDS stands for (if possible even in vernacular or ask participants to indicate meanings in local language), and explains signs of HIV AIDS, how its transmitted and vulnerability to it as follows:

Definitions

**HIV:** Human Immunodeficiency Virus

**AIDS:** AIDS-Acquired Immuno Deficiency Syndrome

If you have this virus You are HIV+. There is no cure for AIDS

- a) Major signs
  - Marked weight loss (%);
• Diarrhoea daily or intermittent for more than one month II continuous fever or intermittent for more than one month;
• Repeated abscesses.

b) Minor Signs (Adults)
• Cough for more than one month;
• Generalized itching and skin rash;
• Herpes Zoster (Gods fire);
• Dementia > forgetfulness;
• Recurrent fungal infections of the mouth;
• Un explained nerve palsies or paralysis of sudden on set.

c) Transmission of HIV
• Hetero sexual intercourse (80%);
• Mother to Child Transmission (15%);
• Others (5%)

d) Mother to Child Transmission
• During Pregnancy
• During labour
• During breastfeeding

e) Through blood and blood products
• Needle stick injuries;
• Injection drug abuse;
• Use of sharp instruments.

f) Vulnerability
Women and girls are more vulnerable (cultural, social & biological reasons);

   Cultural factors:
   – Restrictive Gender roles;
   – Unequal power in sexual relations;
   – Taboos related to speaking about sex;
   – Practice of dry sex > injuries to vaginal wall;
   – Beliefs that AIDS is cured by sleeping with a virgin;
   – Girls initiation practices;
   – Sexual cleansing/widow inheritance

   Biological Factors
• Women have larger surface area (vulva) than men;
• Women receive large volumes of fluids from men during sexual intercourse;
• Rapture of condoms during sexual intercourse is more harmful to women
• Undeveloped reproductive organs of girls are more prone to rupture, bleed & contract HIV during sex with an infected person;
• Women are less likely to know that they have sores e.g. from STIs, that can facilitate HIV transmission.

Discussing effects of Myths & Misconceptions

Involvement of participants
• Write on board/flip chart about objectives of session and share with participants
• Put participants in 3-4 groups and ask them to;
• Identify cultural practices and beliefs that affect peoples health;
• Ask one group to present their responses in plenary;
• Make your comments and clarifications;
Discuss how:
• How HIV/AIDS affect on fishing sector
• How it affects fishers, fishers' spouses and relatives, and their livelihoods
• How it similarly affects traders
• Who else gets affected by HIV/AIDS in fisheries sector
• What are the impacts in the people

Discuss how:
• Traditional beliefs about HIV/AIDS can be changed;
• Ask who has the power about changing these beliefs;
• What is the community’s role in changing these beliefs?

The facilitator summarizes the presentations and wraps up

Role Plays on Spouse Inheritance

• A man has died from AIDS in Town;
• His young brother is obliged to inherit his widow according to custom;
• The widow is worried about this decision;
• Let participants bring out the widow's concerns about this decision;
• Let participants express their opinion about other traditional/cultural practices that put people at risk of contracting HIV.

Figure 20; Spouse inheritance BH

What about HIV/AIDS?
Well this is a traditional requirement, we have to obey
Figure 21;  You can’t tell by looking who has AIDS

Figure 22; Interventions to limit transmission
Interventions to limit transmission

It is important for the facilitator to have some knowledge of some of the interventions that may help in stopping the spread of the disease to others. This knowledge helps residents to be able to come up with some solutions and actions. See table below for interventions for limiting HIV/AIDS transmission.

**Table 40: Interventions for limiting HIV/AIDS transmission.**

<table>
<thead>
<tr>
<th>Interventions to limit transmission</th>
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<tbody>
<tr>
<td>Reduce the overall number of sexual partners</td>
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<tr>
<td>Promote abstinence before marriage and mutual faithfulness to one partner.</td>
</tr>
<tr>
<td>Control other sexually transmitted diseases.</td>
</tr>
<tr>
<td>Voluntary counselling and testing</td>
</tr>
<tr>
<td>While there is no special food for HIV/AIDS patients the food must be balanced. All the nutrients are</td>
</tr>
</tbody>
</table>
essential because they play different roles in maintenance of a health body. It is important therefore, to eat a variety of foods. Foods containing vitamins and minerals are usually neglected; they should always form part of the diet.

- Malnutrition increases the progression of HIV to developing AIDS. This further predisposes the individual to opportunistic infections which aggravates his/her conditions. This is why an HIV/AIDS person should have a balanced diet to prolong life.

- Organic farming, proper food storage and utilization should be encouraged to enhance good nutrition.

- Extension agents should encourage extended support systems and networks in sharing workloads within the family. This helps to reduce the workload and caring burden which often is left to women and the girl child.

**Points to note**

It is important to stimulate discussion on the daily lives and activities in the village.

The atmosphere should be conducive to stimulate a discussion to enable the community to identify this disease as one of the problem. This will lead the community to come up with possible solutions to combat the disease.

**REMEMBER: AIDS IS FOR REAL!**
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