

## Proceedings of the Multi-Stakeholder Participatory Learning Census Workshop – Kilifi District, Kenya

Dhows Hotel, Kilifi, 13<sup>th</sup> – 15<sup>th</sup> November 2002



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**Facilitators:**

FANRM Research Consultants

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**Organizers:** Department of Fisheries, Regional Office Mombasa and District Office Kilifi Kenya; FANRM Research Consultants Tanzania; MKK Kenya and MRAG UK.

**Workshop Facilitators:** Francis M. Shao, Shekania Z. Bisanda, Erasto E. Mlay and John Muturi

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***MULTI-STAKEHOLDER PROBLEM CENSUS WORKSHOP***

13<sup>th</sup> – 15<sup>th</sup> November 2002  
Kilifi District, Kenya

***PURPOSE***

*The purpose of this workshop is for District and Local level Marine Fisheries stakeholders to identify constraints to sustainable development of their resource and through multi-stakeholder learning approach chart out what needs to be done to address those problems so as to improve their livelihoods.*

*The workshop will also examine the consequences of a learning approach for artisanal fishers and service providers so that follow-up actions can be developed.*

**Contents**

- Workshop Objectives
- Understanding the Ecology and status of Marine Capture Fishery Resources
- Introducing Multi-Stakeholder Participatory Learning and past experiences in Tanzania, Kenya, Uganda and other countries
- Importance of Fisheries within Complex Livelihood Strategies of the Poor
- Ranking of Factors Influencing Livelihood Choices
- Past, Present and Future Marine resources in 3 Villages of Kilifi District
- Forming Multi-Sector Fisheries Reference Groups
- Evaluating the Census/Learning Workshop

**Learning Framework – Day 1; Wednesday 13th November 02**

| <b>Time</b>  | <b>Activity</b>  | <b>Approach/facilitator</b>                                 | <b>Materials</b>  | <b>Learning Objectives</b>   |
|--------------|--|---|---|--|
| <b>08:00</b> | <i>Registration of Participants</i>  | <i>Plenary session MC</i>                                   | <i>Participants list</i>  |  |
| <b>09:00</b> | <i>General Welcome</i>   | <i>- E. Mlay</i><br><i>DFO Kilifi</i>                       |   |  |
|              | <i>Participants introductions</i>  | <i>All</i>  |   | <i>Getting to know each other</i>  |
|              | <i>Official opening speech</i>   | <i>Guest of honour (C. Oduol-ADF)</i>                       |   | <i>Flagging off the action</i>   |
| <b>10:10</b> | <b>Tea break</b>   |   |   |  |
| <b>10:40</b> | <i>Morning program</i><br><i>Participants expectations</i>   | <i>Muturi</i><br><i>Plenary session -</i><br><i>Bisanda</i> | <i>Cards</i>  | <i>Brainstorming the outcome;</i><br><i>Identifying common and priority</i><br><i>expectations</i> |
|              | <i>Workshop objectives</i>   | <i>Shao</i>   | <i>Flip chart using</i><br><i>mind mapping to</i><br><i>visualize</i> | <i>Clarifying the scope of the</i><br><i>workshop</i>  |
|              | <i>Understanding the ecology and status of</i><br><i>marine capture fishery resources in Kilifi</i>                                | <i>Muturi/ Ndoro</i>  |   |  |
| <b>12:45</b> | <b>Lunch Break</b>   |   |   |  |
| <b>14:00</b> | <i>Introduction to afternoon program</i>   | <i>Muturi</i>   | <i>Flip charts</i>  |  |
|              | Multi-Stakeholder Learning Approach for natural resource utilization and experiences in Tanzania, Kenya Uganda and other countries | Plenary discussions<br>Mlay/Shao                            | <i>-do-</i>   | <i>Understanding the Multi-stakeholder Learning Approach.</i>                                      |

| 15:30 | Afternoon Tea break   |  |                    |  |
|-------|---|--|--------------------|--|
| 16:00 | <i>Understanding of the importance of fisheries within complex livelihood strategies of the poor and the factors influencing their livelihood choices</i> | <i>Plenary discussions<br/>Bisanda</i> | <i>Flip charts</i> | <i>Clarifying and prioritizing participants expectations of the workshop</i> |
| 17:30 | <i>Facilitators meeting</i>   |  |                    | <i>Planning schedule for day two</i>   |

### Opening Speech –

#### MARINE FISHERIES MULTI-STAKEHOLDER PROBLEM CENSUS WORKSHOP: 13 – 15 NOVEMBER 2002

By C. Oduol – Assistant Director of Fisheries, Kenya

Distinguished Guests, Workshop organisers, Workshop participants, Ladies and Gentlemen;

The importance of the fisheries resource in Kenya cannot be over emphasized. With a contribution of approximately 8% to the Gross Domestic Product, and its support of a large number of the inhabitants of the Coast and Lake Regions, the resource is of invaluable importance to us all.

The marine fisheries resource is the major lifeline and source of vital protein for the coastal communities. Major fishing activities feature prominently in Mombasa, Kilifi, and Lamu Districts. Other livelihood activities associated with the resource include boat making and repair, net mending, fish processing and marketing. Of the total coastal fish landings the artisanal fishers contribute the largest volume. However, the trend in recent times has shown a worrying decline both in quantity and quality of the fish landed.

Several factors have contributed to this situation. Key among these are: overexploitation of the resource, use of destructive fishing gear, environmental degradation and poor management methods.

There is need therefore, for an incisive study to understand fisheries associated livelihood, their constraints and prospects to the socio-economic development of the dependent communities. This will enable development of better plans to manage this vital resource for sustainability of the bio-diversity and the economic welfare of the dependants.

The current study is hence a response to this need to learn more about the status of the resource and its dependants. The study will be implemented in different phases. Phase one included baseline surveys to determine the status of the resource and the stakeholder' degree of dependence on it. Phase two (this one) involves holding multi-stakeholders/problem census workshops involving major stakeholders who are dependent on the fishery resource. The aim is to learn from each other the constraints and prospects of this enterprise in enhancing sustainable

development. This phase is of vital importance because by sharing experiences we should understand better the contribution of the resource to the local livelihoods. At the end we shall be in a position to plan the way forward, i.e. what actions are required for sustainable utilisation without jeopardizing the requirements of the future generations.

Through such workshops it is possible to foster greater participation of the stakeholders at the grass root level, rather than the conventional top-down approach, which has proved to be less effective. This workshop has come at the right time. Based on our experience we have initiated the Community Based Conservation Programmes called Beach Management Committees (BMC), which are still learning how to manage their own resource within their socio-physical environments. Our initial experience shows that the approach is leading to success and this workshop is expected to reinforce and strengthen our efforts. We hope by the end of the workshop you will come up with plans and resolutions that will help to strengthen the Community Based Conservation Programmes.

The results of this workshop will supplement other surveys and will be used to make management decisions for the improvement of the marine resources. This study being carried out in collaboration with the Marine Resources Assessment Group (MRAG) of the United Kingdom, the Department of Fisheries (Kenya), Fisheries Department of Tanzania, Food, Agriculture and Natural Resources Management (FANRM) Research Consultants of Tanzania and MKK Consultants of Kenya, covers the coastal areas of Kenya and Tanzania.

On behalf of the Fisheries Department of Kenya, I wish to thank the organizers, the participants, and all those who contributed to the success of this workshop. Special thanks are to the Department of International Development (DFID) of the United Kingdom for financing the research study.

I take this opportunity to welcome you all to this workshop, and wish you the best in your discussions and deliberations. It is expected that when you go back to your villages you will share with other stakeholders the knowledge gained from this workshop. You are expected to be good ambassadors of sustainable utilisation of the natural resource.

With those few remarks, I wish to declare this workshop officially opened. Thank you.

#### **WORKSHOP EXPECTATIONS - Dr. Bisanda**

The facilitator explained the difference between a seminar and a workshop; the former being a situation whereby only one man does the talking while the other participants do the listening; a situation common in religious gathering. In a workshop, all participants have equal chances of airing their views and that all are encouraged to participate. The facilitator emphasized the need for all to share experiences, and briefly discussed some of the norms that participants should observe, including:

- respecting other peoples views;
- participants should exercise their freedom of expression; and
- nobody will be intimidated for doing so.

He also explained in a very clear way that each participant will participate in one way or another. At one time each participant will have a chance to write down or present in a plenary what his or her group has deliberated on. As such the facilitator went further to demonstrate how to write on flip charts and manila cards by insisting on writing legibly.

In his introduction, the facilitator explained to the participants that under any circumstance all the participants came all the way from their various villages with some expectations, which they wanted to achieve by the end of the workshop. As an example the facilitator on arrival at Kilifi had expected hear the Kiswahili accent similar to that spoken in Kisumu. On the contrary the opposite is true. People here speak the Swahili language similar to that generally spoken in Tanzania.

In order to understand the expectations of workshop participants, the facilitator distributed manila cards and marker pens to each participant. He then asked each participant to write in a single sentence what he/she was expecting from the workshop. Since each participant wrote in his/her own words, the facilitator suggested that the cards be clustered into related themes. In so doing all cards fell into two broad categories, i.e. gaining new knowledge and being enabled to improve the fisheries sector. Two cards carried messages with expectations for financial payments at the end of the workshop as summarized below:

|  |  |
|--|--|
| <p><b>Learning (gaining) new knowledge</b></p> <ul style="list-style-type: none"> <li>◆ Improve my knowledge</li> <li>◆ To learn</li> <li>◆ Learning</li> <li>◆ Gaining knowledge on the status of fisheries</li> <li>◆ Learning how I may benefit from my daily activities</li> <li>◆ Sharing knowledge, making friends with other people and learning the objectives of the workshop</li> <li>◆ Gaining knowledge on the economic importance of the marine resource</li> <li>◆ Learning how to conserve the environment</li> <li>◆ Find out why the economic potential of the marine resource is diminishing</li> <li>◆ Gaining knowledge on fisheries environment</li> <li>◆ Sharing experiences and knowledge on development issues</li> <li>◆ Learning new skills on the marine fisheries</li> <li>◆ Gaining knowledge on environmental issues</li> </ul> | <p><b>Improvement of the fisheries sector</b></p> <ul style="list-style-type: none"> <li>◆ Self advancement</li> <li>◆ Recognition of my fishing as development activity</li> <li>◆ Improvement of my fish trading activity</li> <li>◆ Understanding how to develop</li> <li>◆ Beneficial expectations</li> <li>◆ Improved fishing methods</li> <li>◆ Success in fishing</li> <li>◆ Partnership with other fish traders</li> <li>◆ Elimination of illegal fishing methods</li> <li>◆ Stop dwindling fish catches due to bad fishing methods</li> <li>◆ Development</li> <li>◆ External/Donor support</li> <li>◆ Support to fisher communities</li> </ul> |
|  | <p><b>Financial Gain</b></p> <ul style="list-style-type: none"> <li>◆ Hope to be paid</li> <li>◆ Expect some payment at the end of the workshop</li> </ul>   |

**Workshop Objectives – Dr. F. M. Shao****The main objective:**

*As a follow-up to the participants' expectations, the facilitator presented the workshop objectives and asked the participants to observe whether their expectations fit within those of the workshop. Participants were also asked to keep on assessing till the end of the workshop whether their expectations will be addressed.*

The main workshop objective is learning through stakeholder participation (sharing knowledge) how to utilize the marine resource sustainably and plan for its future development. As point of clarification the word stakeholder (in this context) means all those whose livelihoods depend on the fishing industry (have a stake in the marine resource), either directly or indirectly.

**Aims of the workshop:**

By the end of the workshop, participants would be expected to:

- Understand different aspects of the multi-stakeholder participatory learning approach
- Identify the needs of the multi-stakeholder learning groups
- Identify different stakeholders of the marine fisheries resource and related partnerships
- Identify indicators for measuring the results of the multi-stakeholder participatory learning and actions resulting thereof
- Be able to plan for the future directions
- To gain experience for continuing multi-stakeholder participatory learning approach
- Be able to link (disseminate) the different activities at different levels – village, district, provincial, national and international levels.

**Structure of the workshop:**

The workshop will mainly focus on the following:

1. The present condition of the fishery resource – participants will discuss the past and present status of the resource and who were/are involved (contributed) to the present status (who brought the change?).
2. The best way of managing the fishery resource to meet the needs of the present and the future generations. What are the changes needed in the management, who will be involved and how will they be linked – so as to achieve sustainability of the marine fisheries resource.

## **The Ecology and Status of the Marine Capture Fishery Resources in Kilifi District– Messrs. J. Muturi and Ndoro**

### **Introduction**

Kilifi is one among the seven districts that form the Coast Province of Kenya. It covers an area of 4,779.2 km<sup>2</sup>, with a coastline of about 67 km., stretching from Mtwapa to Mida. Kilifi is one of the least developed districts in Kenya with more than half of the estimated 500,000 inhabitants living in absolute poverty. It is estimated that 20% of the population depends on the fishery resources for their livelihood. There are eight fish landing beaches namely – Mtwapa, Shariani, Takaungu, Kilifi, Bofa, Kidundu and Uyombo.

### **General Ecology**

The district borders the Indian Ocean. It has no permanent rivers but few seasonal streams and dams. There are three creeks namely Mtwapa, Kilifi and Mido within which are mangrove forests. Most fisheries are done within the reef and along the creeks. This makes the inshore fishery. Very few fishermen venture beyond the reef i.e. the open sea due to lack of modern fishery vessels and gears.

### **Resources**

Various fishery resources are harvested from Kilifi Indian Ocean Waters. These include various types of finfish such as rabbit fish, scavengers and jacks; crustaceans such as prawns, crabs, and lobsters; and molluscs such as oysters, octopus and squids.

### **Fishing Effort**

Most of the fishermen are artisanal whereby they use small dug out canoes. On average the district has approximately 500 fishers using 200 canoes. The number of motorised boats averages at 10. Common fishing gears in use are traditional traps – ‘madema’ and ‘uzio’, gill nets, seine nets, cast nets, hand lines and long lines. Some fishers use illegal fishing methods and gears such as the beach seine, monofilament nets, fish herding and spear guns.

### **Fish production**

During the year 2001 a total of 299,593 kg of fish valued at Ksh. 23,686,461.00 was landed in Kilifi District. The demersals category recorded a total of 111,878 kg while pelagic fish stood at 73,947 kg. A total of 7,940 kg was recorded in the crustacean category while sharks/rays and sardines had 17,194 kg. Oysters, octopus and squids recorded a total of 18,909 kg.

**Comparative landings for the last three years** - 1998 (317,380 KG); 1999 (284,556 KG); 2000 (158,534 KG); 2001 (299,593 KG).

**Constraints** – (1) Lack of financial resources to purchase modern fishing vessels and gears (2) Lack of cold storage facilities to prevent/minimise post-harvest losses (3) Conflicts between local fishing communities and migrant fishermen.

## **Multi-stakeholder Participatory Learning Approach for natural resource utilisation and experiences – Mr. E. Mlay and Dr. F. M. Shao**

### **Meaning**

The meaning of multi-stakeholder participatory learning was given as learning together through exchanging or sharing experiences and ideas on economic, cultural and social activities as a process of fostering development. The learning together should involve the stakeholders at all levels; village, district and national level. At the village level, participants can be the village elders, fisher groups, community organizations such as the Beach Management Committees and co-operative groups. Other levels may include the divisional, provincial, or regional and international levels.

### **Why should we learn through a Participatory Approach?**

Participatory learning approaches will enable us to properly understand and plan how to manage the use of the available natural resources (fishery resources) for sustainability. It also makes the stakeholders perceive a sense of ownership of the resource, hence be willing to invest in it for their benefit. This approach enables us to share and plan together and as such the community is empowered to make their own decisions and take actions that benefit them most.

### **What issues do we learn in this participatory approach?**

#### 1. How the situation was in the past and what is it like today

- Environmental situation
- Food security
- Poverty eradication
- Sustainability of the resource

#### 2. Policies

- Legal framework – basic laws enacted by the government on the use of the resource; by-laws made by the people themselves to control the use of the existing limited resources, traditional/communal laws that determine who owns the resource e.g. land and other natural resources, common resources such as roads, utilities, etc.
- Privatization – privatized service institutions (eg, research, extension); how does this affect the livelihoods of the fisher communities?
- Decentralisation - decision-making process done at the community /village or district levels rather than at national level. What is the effect on the community livelihoods?
- Gender mainstreaming

#### 3. Services

- Which ones are available from the government? (i) guidelines (ii) inspectorates to ensure resources are properly used without damage or negatively affecting other members of the community (iii) Common services - which include research, extension services and reports (dissemination of information on markets etc.).
- The private sector also offers some services to the fishing industry, including marketing, production and distribution of the fishery harvests. How do all these services from the sector affect the livelihoods of the fishers?

**How to start Multi-stakeholder Learning Group at a Fishing Village**

A team of motivated and interested individuals who have been sensitized and trained like the workshop participants spearheads the whole process. The team often referred to as a **Multi-stakeholder Coalition Group** takes the initiative to work together and sensitize the village Government and the community on the importance of working together to plan their own development utilizing the natural resources available in their own village. They discuss who is to be involved, services needed, level of their input, external support needed and from whom, which partners are available and where they are found, what laws and regulations are needed to ensure compliance with agreed action procedures and other matters.

**Stage 1:** Identification of the different stakeholders involved to form the Coalition Group. This has to be done by the pioneer/reference group (participants in this learning workshop). For the future visions, who are the new stakeholders/partners needed to bring about change? It should be noted that the vision change must be positive.

**Stage 2:** Creating awareness among the people or sensitising them to the importance of their working/planning/learning/acting together and how best the process can be continued sustainably. The community can be sensitised at different fora, including workshops, meetings and (agricultural) shows.

**Stage 3:**

Take the necessary steps as agreed. A development plan is made, where necessary using available support from the extension staff or NGO service staff in the area. Members of the village are informed through the Village Government and action begins to take place.

**Stage 4:**

As plans are implemented a stage will be reached (say 6 months or one year) when the need will arise to have the programme evaluated so that any constraints or limitations may be corrected. Should it happen that plans are not being implemented, with certain stakeholders not fulfilling their roles, immediate action would be needed, including using the necessary laws to penalize the wrong doers. The village is empowered to take such actions according to the law.

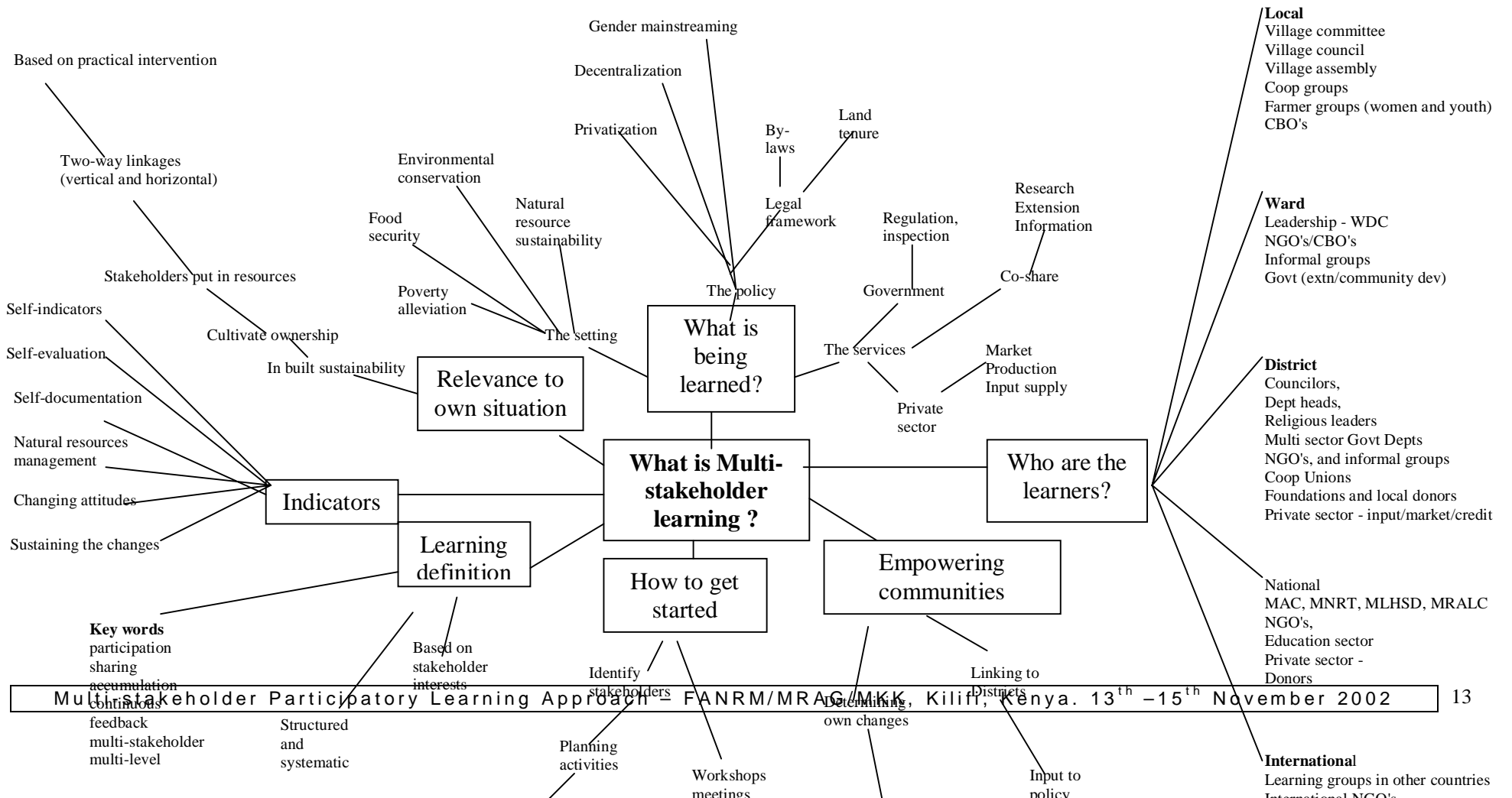
**Indicators**

For the learning process, plans developed or actions taken, some mechanism of measuring the performance has to be envisaged. These may be through physical measures and evaluations, reports and/or documentation, management activities, etc. This is vital, in order that if the results are not positive at some stage then the plan may be reviewed, dropped or modified depending on the performance.

**Conclusion**

The Multi-stakeholder Participatory Learning Approach encourages communities to share experiences (learn from each other) and plan together so they are empowered to make own decisions and take actions that benefit them most. This is achieved through community empowerment in management and sustainable use of their natural resources. A summary of the learning process for the Multi-stakeholder participatory learning approach is given in the chart on the next page.

### Multi-stakeholder Learning Approach in relation to Marine Fisheries Resource



### **Experiences of Multi-stakeholder Participatory Learning Approaches**

This type of learning started in 1998 in liaison with a non-governmental, non-profit making organisation called International Support Group (ISG). The group met for the first time in Nyeri (Kenya) in 1998, where workshops were organised for two different groups with the aim of looking for ways of developing their agricultural resource base (cattle). In Kisii, through participatory learning approaches, farmers formed a group that mainly looked into ways of promoting ecological sustainable agricultural practices, ie. farming that does not lead to ecological degradation.

In Tanzania, the first workshop on Multi-stakeholder Learning Approaches was done in June 2000, in Kilosa district. Using the knowledge gained in the workshop, the participants sensitised their communities on sharing their experiences and learning how they could improve their livelihoods through proper use of their resources. The results of the learning process culminated in (i) enactment of by-laws which curbed forest fires, (ii) prohibition of farming in water catchment areas, and (iii) farming in steep slope areas being improved by constructing terraces or planting trees in the worst affected areas. Other stakeholders with stakes in the natural resources (basically wild life and sugar estates) surrounding these villages were sensitised too, e.g. tourists, estate owners, mission centers etc. As such, for the first time, there was an effort to conduct ecological sustainable tourism, tree harvesting by the estate managers was controlled and all began to share conservation activities and supported development programmes for the village communities, leading to improvement of their roads, schools and health centers.

The second workshop was held in Lushoto district. The participants had a vision of having good roads in their villages, modern houses, terraces in steep slopes etc. A number of these have today been achieved, and some are in the process of being implemented.

Participants of the present workshop were reminded that they should take similar actions when they go back to their villages. They need to sensitize the other members of their communities and other stakeholders in their areas and together they can improve their livelihoods. They need to use the knowledge gained and self-organisation within their mandate, then plan and act accordingly. They have the natural resources at their disposal. This training workshop is geared to capacity building for community planning and stakeholder involvement while developing their economic activities.

In Uganda, multi-stakeholder learning approaches emphasized on farming, including how to start partnerships between farmers and extension officers in collaboration with international organizations. Most of the extension services are offered through government agencies but the private sector is being developed to take over such services on contractual basis. The farmers would pay for services offered. This means the villagers decide what services they need when. This has been achieved through community empowerment in management and sustainable use of the natural resources.

### **Understanding the importance of fisheries within complex livelihood strategies of the poor and the factors influencing their livelihood choices**

#### **How the fishery resource contributes to community livelihoods and their development**

The facilitator started by elaborating on the meaning of a livelihood in very simple language. He said that a livelihood comprises the capabilities, access to production capital assets and activities that people require for a means of living. He insisted that most of the assets required for a

livelihood are within the reach of the local communities. But assets have not necessarily been harnessed to contribute to improved livelihoods. The facilitator explained that different livelihood strategies are aimed at reducing poverty.

1. There are different ways of making a living and which may be used to reduce/alleviate poverty within the household e.g. fishing, farming, carpentry, crushing stone, etc.
2. Different members of the household may do different economic activities, which contribute to the well being of the entire family e.g. father (fishing), mother (marketing), son (quarrying), etc. These people meet in the evening and bring what they have earned/produced for use in the family.
3. Basically all living things depend on natural resources for their livelihood; soil, forest, marine resources, etc. Fisheries resources may be the core for many livelihoods. We/human beings are dependent on these resources for survival. These resources belong to not only us (present generation) but are even more critical to future generations.
4. These natural resources are limited, and subject to degradation to an unsustainable level if mismanaged. This would be to the detriment of our survival.
5. There are different ways of using natural resources to obtain a living.

We invest in the available resources for our livelihoods. There are different types of resources at our disposal. These resources can be grouped into;

- **Natural resources;** Water, land, forest, wildlife, etc.
- **Social resources;** population, human resources (labor), different social groups, participatory democracy.
- **Infrastructure;** Road networks, markets, hospitals, fishing equipment, cold storage facilities, etc.
- **Economic assets** (Funds/ financial assets); credit facilities, off-fishing employment, pension scheme, money for children
- Others (**Human**); education, health, proper nutrition, etc.

To improve their livelihoods, the local people need to plan activities that utilize the stated capital assets. For instance, in order to use marine resources, one may decide to start a fishing activity. A woman may start a fishmonger activity as her income generating activity. Another person may decide to make and sell charcoal out of forestry resources.

### **Sustainable livelihoods**

- Depend on how these assets and resources are gainfully utilized;
- Do not depend on one activity alone only;
- During emergency different assets are used to save human life;
- Must be the outcome of good working environment (good governance).

Good governance includes good fishing policies and guidelines, which can be implemented without negatively affecting the people or the environment. Community-based organizations therefore need to empower their members to making decisions best suited to them. A participatory approach in formulating policy and guidelines is key in proper resource management. There is need to involve the NGOs and the community-based organizations to share their experiences with the communities they serve during the decision-making processes.

Thus, the sustainability of livelihoods depends on how people utilise those assets on both a short and long-term basis, while not undermining the natural resource base, which is the basis of all livelihoods. Sustainable livelihoods are able to cope with, and recover from unforeseeable shocks and stresses (drought, floods, civil policy failure) through adapting and coping strategies. Furthermore, sustainable livelihoods are economically effective; that is, they are able to use minimal inputs to generate a substantial amount of outputs. Sustainable livelihoods are also ecologically sound (do not degrade the natural resource base) and socially equitable, which suggests that livelihood opportunities of one group should not foreclose options of other groups.

The facilitator emphasized that since livelihoods are largely dependent on the natural resource base, we should not deplete it. Everyone needs to conserve the natural resource base in one way or another. He reminded participants that the natural resource base that we utilize today was “lent to us by future generations”, implying that we must use it wisely and sustainably, so that future generations may also live.

In order for the participants to practice their understanding of their livelihood strategies and factors determining their livelihood choices they were to break up into four groups. Women were asked to form their own group while all men were asked to sit according to their villages. This sitting arrangement was prompted by the fact that women’s livelihood strategies are often different from those of men. The facilitator said that very often when men and women sit together to discuss livelihood strategies, those that are specific to women are often not mentioned because group discussions are dominated by men. Each group was asked to mention four livelihood strategies in order of their importance.

*The objective of this exercise was to show how various economic activities relate to each other in their livelihood choices, and how each activity assists towards development of the others, particularly with respect to fisheries; i.e. how the various livelihood activities support/relate to each other. For each activity mentioned they were asked to mention reasons.*

**Learning Framework – Day 2; Thursday 14th November 02**

| <b>Time</b>  | <b>Activity</b>  | <b>Approach/facilitator</b>                             | <b>Materials</b>   | <b>Learning Objectives</b>  |
|--------------|--|---|--------------------|---|
| <b>8:30</b>  | Identification of fishermen's livelihood strategies (including ranking of factors influencing choice)  | <i>Group presentations and discussions<br/>Bisanda</i>  | <i>Flip charts</i> | <i>Reflections on communities<br/>perceptions of poverty<br/>eradication strategies</i> |
| <b>10:10</b> | <b>Tea break</b>   |   |                    |   |
| <b>10:40</b> | <i>Identification of constraints (problem analysis) to fisheries dependent livelihood strategies (to be categorized by vulnerable social groups)</i> | <i>Presentation and Plenary discussions<br/>Bisanda</i> | <i>Flip charts</i> | <i>Involve the community members in identifying their constraints in</i>                |
| <b>12:45</b> | <b>Lunch Break</b>   |   |                    |   |
| <b>14:00</b> | <i>Presentations of the problem analysis</i>   | <i>Plenary discussions<br/>Bisanda</i>                  | <i>Flip charts</i> |   |
| <b>15:30</b> | <b>Afternoon Tea break</b>   |   |                    |   |
| <b>16:00</b> | <i>Past, present and future marine resources in Kilifi</i>   | <i>Group presentations (3 groups) - Mlay</i>            | <i>Flip charts</i> | <i>Reflecting on experiences in Past and present marine resources in Kilifi</i>         |
| <b>17.30</b> | <i>Facilitators' reflection meeting</i>  |   |                    |   |



**PLENARY PRESENTATIONS**

**Group 1: MTONDIA Village (men)**

| Priority Livelihood Activity       | Reasons for the choice  |
|------------------------------------|---|
| 1. Stone mining (quarrying)        | (i) Continuous employment all year round (non-seasonal activity)<br>(ii) Source of capital to support other business<br>(iii) Can be done by anyone (men; women; different age groups)<br>(iv) No need of formal education (skill easily acquired)<br>(v) Major resource for building houses (used by the majority).<br>(vi) Employment opportunities for builders/masons and labourers |
| 2. Fishing                         | (i) A season free source of income for both the young and older men<br>(ii) Source of income for the fish traders<br>(iii) Source of quality food (protein and others) for all<br>(iv) Major source of income for women fish fryers<br>(v) Cheap source of protein for the poor   |
| 3. Farming/Livestock keeping       | (i) Source of income to be used for purchase of other household needs (coconuts, cashew, mango)<br>(ii) Source of food for the household (maize, pigeon peas, cowpeas, cassava, etc.)<br>(iii) Source of quality protein (milk, eggs, chicken, meat)  |
| 4. Retail (small-scale) businesses | (i) Means of earning income for purchase of sundry items in the household particularly important for women<br>(iii) Provides employment for a good number of the population   |

|  |
|--|
| (iv) Source of capital business ventures (self credit facilitation; women loan each other to support their businesses) |
|--|

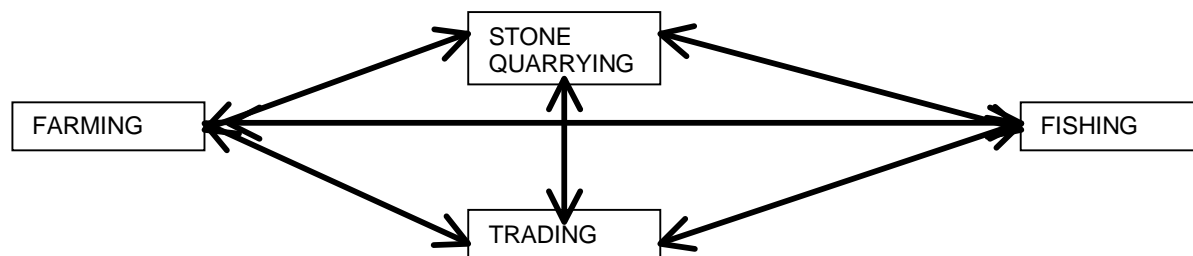
The purpose of the exercise was to understand how the various activities support each other in Mtondia. The lessons learned from the presentation include:

- *Livelihood activities are interdependent: A small loan scheme for small-scale businesses, for example, may generate income for the household, and any savings from this activity are then used as capital ('mitaji') to acquire fishing gear or a dairy cow.*
- *The residents of Mtondia engage in the listed activities as a means of earning their livelihoods: source of employment, income generation and food. In this case, their most important livelihood activity is stone quarrying, with fishing second.*
- *Both men and women, of a variety of age groups, are engaged in stone mining, making it an attractive activity;*
- *In a household where both the wife and husband are engaged in stone quarrying (or any other activity), unfortunately the man tends to control the income accrued.*

#### Important observations:

(1) How the various activities relate to each other, for example;

- Seasonal business relations
- Sharing of the profits among members of family to run other small business.
- Chain of support in each activity like starting of an economic activity leading to progress in the other.



(2) The social capital resource plays a great role in making decisions towards sustainable use of the natural resources like control of prices, hence a bargaining power. This is an indication of sustainable development to safeguard the business. It was concluded that fishing, farming, small business and stone quarrying somehow depend on each other.

**Group 2: Women group (Mtondia, Chumani and Kidundu villages combined)**

| Priority Livelihood Activity  | Reasons for the choice   |
|---|--|
| 1. Farming (Agriculture)  | (i) Continuous food supply (maize flour, grain legumes, etc.); Food security<br>(ii) Source employment to meet various needs in the family (hired labour)<br>(iii) Excess household produce sold to get money for other uses |
| 2. Frying and selling fish  | (i) Source of income for the women engaged in the business<br>(ii) A good number of women is engaged in the business   |
| 3. Cooking and selling (food supply) to the fishermen                   | (i) Source of income for clothing, educating children and saving for future use or borrowing/credit to other associates.<br>(ii) Source of food for the household  |
| 4. Weaving and selling coconut leaves (“ <i>Makuti</i> ”) for thatching | (i) Source of income for buying food and other needs<br>(ii) Used as building material (roofing, fence making, etc)<br>(iii) May be used to make bedding   |

It was concluded that the food providers’ target the fishermen hence a direct relation in the two activities. All these activities are source of employment, provision of food and provision of money to meet other basic needs in the family. From all the activities by the women groups, farming being the major activity provides towards fishing, food providing. The fishing activity on the other hand contributes towards food providers and fish frying business.

Women in the three villages have formed economic/cooperative venture groups a number of which are already registered. The following are already operational as follows:

|                                     |   |   |
|-------------------------------------|---|---|
| Mtondia village (registered groups) | Chumani Women Groups                    | Kilifi community women groups           |
| (i) Furaha women group              | (i) Strong push women group             | (i) Kilifi community conservation group |
| (ii) Kitunze women group            | (ii) Ufuoni women group                 |   |
| (iii) Dzumbare women group          | (iii) Tuelewane women group             |   |
|                                     | (iv) Elimikeni Adult school and project |   |

Unity is the strength of the poor producers (fishers and others). Gives them economic and bargaining power. Unfortunately it was learned that all of women groups formed in Kidundu and a number of others in the other villages had failed or could not take off. Cases of cooperative societies (*Vyama Vya Ushirika*) failing have also been observed in other countries e.g. Tanzania (the collapse of the Co-operative Unions or *Ujamaa* Village Ventures). The main question is who/what led to the failure of these cooperative activities? Can they be revamped and made to serve the communities in a better way?

**Group 3: Kidundu Village**

| Priority Livelihood Activity                           | Reasons for the choice   |
|--|--|
| 1. Fishing   | (i) Major source of income for the majority of the people in the Kidundu village<br>(ii) Provides employment to most occupants of the village<br>(iii) A source of cash for other needs e.g. schools fees; medical care, and other taxes<br>(iv) Fishing boats are also used as means of transportation between different points |
| 2. Fish Trading  | (i) Self-employment and income generating activity.<br>(ii) Supports fishing as marketing outlet.<br>(iii) Earnings used to meet other essential needs; food, school fees building houses, etc.  |
| 3. Farming/Livestock keeping                           | (i) Provision of food<br>(ii) Source of income to meet other needs, such as school fees, weddings and burial expenses.<br>(iii) Farm land/trees/produce or livestock may be used as security to get some credit or facilitate borrowing for emergency needs.   |
| 4. Lumbering/mangrove tree cutting (forest harvesting) | (i) Self-employment and income generating activity<br>(ii) The wood is used to make timber for constructing buildings, boat building and repairs, part of it used as source of energy (firewood)<br>(iii) Money earned used buy daily essentials and payment of school fees  |

**Caution:** Effect of excessive harvesting may jeopardize the natural resource base leading to forest disappearance. Participants were therefore advised to adhere to forestry utilization regulations including sustainable utilisation.

**Group 4: Chumani Village**

| Priority Livelihood Activity  | Reasons for the choice  |
|---|---|
| 1. Fishing  | (i) Major source of the daily income<br>(ii) Provides major employment opportunities for the villagers<br>(iii) The activity unites the community members socially and economically |
| 2. Farming  | (i) Source of food<br>(ii) Source of income.  |
| 3. Stone block quarrying (rock harvesting)  | (i) Basic material for house construction<br>(ii) Source of income; money earned used for other essential needs   |
| 4. Utilisation of coconut by-products (making of mats, furniture, thatch weaving, taping palm wine, etc.) | (i) Self-employment<br>(ii) Source of immediate income for essential household needs<br>(ii) Social values associated with palm wine (unites communities during social functions)   |

**In summary:** Most of the activities mentioned by the four groups relate to the fishing activity in one way or another. Hence the occupation is an important social security. In fact the activities mentioned by various groups are interdependent and they complement each other. Fishing has been indicated as the major economic activity in the three villages. Meanwhile, it appears that farming is an important activity among women because they are more concerned about household food security.

#### **Identification of Constraints (problem analysis) to fisheries dependent livelihood Strategies – categorized by vulnerable Social Groups**

In this particular session, participants were supposed to identify problems or constraints that hinder the communities from attaining their ends. In particular, the facilitator started by defining what constitutes a problem or constraint in this context. Generally a problem or constraint is that which prevents people from attaining intended objectives. When addressing problems faced in the various livelihood activities defined criteria and indicators are used to assess the level or extent of the problem. Criteria used to define a problem and means of measuring the same may be categorized as follows:

- The problem should be an issue for more than 20% of the representative group.
- Should be a recurring problem within the same area
- Indication of the efforts towards solving the problem.
- Many people should be aware of the problem and should indicate ways of solving the problem.
- After efforts to solve it, is the problem eliminated (“*limekwamisha*”) and is the outcome of any progress/development (“*maendeleo*”)
- Should have a great impact in production or on income.
- Must have persisted in the community for a relative long period.

#### **Session 2: Afternoon (Dr. Bisanda)**

From the previous discussions, various activities were identified. Participants were asked to revisit the major livelihood activities within their groups and identify what are the main problems that constrain each. These were presented in the next plenary session.

**PLENARY PRESENTATIONS****Mtondia**

| <b>Main Activity</b>    | <b>Constraint /Problems</b>                              | <b>Root Cause</b>   |
|-------------------------|--|---|
| (1) Coral block mining  | (a) Low prices of the rocks (construction blocks)        | (i) No organized market and/or pricing<br>(ii) Lack of cooperation among the people carrying out the activity<br>(iii) Lack of standardized measurements of the blocks leading to reduced quality<br>(iv) Haphazard and over-taxation loaded on buyers by town authorities  |
|                         | (b) Lack of reliable market                              | (i) No proper/organized market research<br>(ii) Most buyers prefer machine shaped and standardized blocks<br>(iii) Poor transportation to access the harvesting area due bad roads  |
| (2) Fishing             | (a) Low fish catch                                       | (i) Decline in fish stocks<br>(ii) Poor fishing methods/technology and gear<br>(iii) Use of destructive gear<br>(iv) Inadequate extension services  |
|                         | (a) Low fish prices                                      | (i) Lack of favourable pricing policy<br>(ii) Lack of cooperation among the stakeholders in the fisheries sector<br>(iii) Price domination by the trader/buyer over the fisher<br>(iv) Seasonality (bad weather during Kusi) affecting fish catch<br>(v) Inadequate storage facilities leading to increased after-harvest losses<br>(vi) Poverty among fishers preventing acquisition of efficient fishing gear |
| (3) Farming             | (a) Poor harvests, particularly the main staples (grain) | (i) Inadequate farming methods<br>(ii) Lack of proper extension services<br>(iii) Lack of recommended/certified seed<br>(iv) Frequent bad weather (droughts)<br>(v) Unaffordable prices of inputs (fertilizers and pesticides)  |
| (4) Trading (retailing) | (a) Unreliable / temporary activity                      | (i) Inadequate investment (due to poverty)<br>(i) Excessive losses where sales are slow   |

**Summary**

It was learnt that at Mtondia there is lack of cooperation among individual traders and no set rules/bylaws to safeguard exploitation by middlemen. There is need for better extension and education from the government departments, which is currently not adequate. The farmers /fishermen need to understand their rights through such training. Participatory learning process is crucial to the village of Mtondia.

**Chumani Village**

| <b>Main Activity</b>   | <b>Constraint /Problems</b>   | <b>Root Cause</b>   |
|--|---|---|
| (1) Fishing  | (a) Lack of good fishing gear and vessels   | (i) Lack of financial resources   |
|  | (b) Environmental mismanagement   | (i) Destructive fishing methods<br>(ii) Laxity in law enforcement<br>(iii) Corrupted officials during implementation of fisheries laws and regulations  |
|  | (c) Rough seas during bad weather   | (i) Caused by rain, windy conditions and rough seas during S.E. Monsoons (Kusi)   |
|  | (d) Extensive post-harvest losses   | (i) Lack of efficient transportation to market<br>(ii) Lack of proper preservation equipment (cold storage facilities)  |
| (2) Farming  | (a) Poor soil fertility   | (i) Continuous bad agricultural practice  |
|  | (b) Limited/Lack of farming land  | (i) Population increase   |
|  | (c) Lack of adequate financial resources  | (i) Lack of employment opportunities<br>(ii) Poverty among community members<br>(iii) Lack of adequate credit facilities  |
|  | (d) Lack of agricultural knowledge  | (i) Poor extension services<br>(ii) Limited agricultural trainers   |
| (3) Coral block mining   | (a) Lack of proper tools  | (i) Lack of financial resources<br>(ii) Poverty among the people  |
|  | (b) High royalty pay demand by the stone quarry owners and price dominance by buyers  | (i) Lack of cooperative action to strengthen bargaining power   |
|  | (c) Lack of own quarry  | (i) Limited land<br>(ii) Poor land distribution among community members   |
| (4) Utilisation of coconut by-products (making of mats, furniture, thatch weaving, taping palm wine, etc.) | (a) Inadequate transport to markets   | (i) Bad roads and high transport costs  |
|  | (b) Lack of market and low product prices   | (i) Inadequate market research<br>(ii) Lack of cooperative action in bargaining for better prices   |
|  | (c) Lack of expertise for making good marketable products;<br>Small scale businesses (tapping and selling coconut made alcohol) | (i) Inadequate training and experience<br><br>(ii) Constrained by transportation problem because the trade is outlawed by the government and therefore cannot be ferried using public transport. Currently, transportation of wine from areas of production to the consumers is done on bicycles. |

**Fishing** - Problems faced by fishermen are lack of proper fishing equipment due to lack of capital. Also the catches are low (decreasing number of fish) resulting from continued use of destructive gears and fishing methods. This problem could have been aggravated by laxity in law enforcement.

Other problem is lack of storage facilities - Fish and other fishery resources are highly perishable products. Lack of storage facilities makes the artisanal fishermen suffer losses as the fish sometimes reaches the market when partially decomposed. The problem is compounded by the lack of good and all weather road networks that connect the landing beaches and the urban areas.

**Farming** in Chumani gives very poor yields due to low soil fertility, inability to buy fertilizers due to high prices, poor farming practices and use of inferior seed. Another problem is associated with low crop prices. Other problems include land scarcity and inadequate extension services.

**Coral block mining** - The use of poor equipment to do coral block mining is the main constraint to the development of the activity. This problem came as a result of lack of capital to invest in the activity. There is also exploitation of the coral miners by the middlemen who buy from them (miners) at a very low price and sell at exorbitant prices, making very high profit margins. Lack of cooperative societies makes these coral miners vulnerable to exploitation by middlemen.

There is currently limited area for coral block mining. Most of the formerly quarried areas were not rehabilitated, and therefore not given time to replenish.

**Small-scale businesses** (tapping and selling coconut made alcohol) - This activity is constrained by transportation problem, and this is because the trade is outlawed by the government and therefore cannot be ferried using public transport. Currently, transportation of wine from areas of production to the consumers is done on bicycles.

#### Kidundu Village

| Main Activity | Constraint /Problems                                 | Root Cause   |
|---------------|--|--|
| (1) Fishing   | (a) Low fish catch resulting into low income         | (i) There is competition for few fish stocks with fishermen from Pemba in Tanzania<br>(ii) Bad fishing methods e.g. trawling destroys breeding sites, destroys spawns and kills juvenile fish and destroys feeding grounds |
|               | (b) Destruction of mangrove forests                  | (i) Causes beach erosion destroying fish spawning areas<br>(ii) Destruction of shaded areas where fish rest during bright daylight, thus scaring them away to open sea   |
|               | (c) Poor fishing gear                                | (i) Lack of financial resources<br>(ii) Poverty limiting acquisition of better fishing gear and vessels  |
|               | (d) Lack of alternative income generating activities | (i) Many of the unemployed resort to fishing, thus overstressing the resource  |

|                                       |  |   |
|---------------------------------------|--|---|
| (2) Small businesses (fish retailing) | (a) Low investment                                       | (i) Income not enough to support family thus business does not grow   |
|                                       | (b) Lack of proper transport and cold storage facilities | (i) Bad access roads<br>(ii) Lack of capital to acquire cold storage facilities   |
| (3) Farming and Livestock raising     | (a) Poor harvests  | (i) Inadequate farming methods (not recommended seed sometimes carried over from previous harvests and poor equipment used in farming and livestock raising)<br>(ii) Lack of proper extension services to farmers and livestock keepers<br>(iii) Disease prevalence and no money for treatment and prevention |
| (4) Tree harvesting                   | (a) Low income from the activity                         | (i) Overexploitation of the resource  |

### Summary

**Fishing:** Low fish catches has contributed to low incomes, use of destructive and illegal gears e.g. the seine nets leading to environmental degradation. Poverty levels in this village are high, making the fishermen unable to afford better fishing gears. Sometimes this makes the local fishermen engage in ecologically destructive gear to earn a living. Lack of off-sea employment opportunities makes people resort to fishing as the only alternative source of livelihood, exhausting the fishing grounds. Also there is competition for few fish stocks with fishermen from Pemba in Tanzania.

**Fish trading:** Lack of adequate capital affects the livelihoods of the people concerned in the distribution of fishery products, namely the middlemen (*wachuruzi*) and women fishmongers (*mama karanga*). The earnings are normally shared among family members in various ways. Finally, individualism among fish traders has made them unable to control the market, thus becoming vulnerable to their clients.

**Infrastructure:** Accessibility to some landing beaches is not easy because of unplanned developments. Also there is gross lack of storage facilities.

**Unplanned harvesting of mangroves:** This has led to siltation affecting crab habitats. This also affects some other marine ecosystems such as corals and the sea grass beds. Cutting down mangrove trees as a source of livelihood to some people in the village has led to deforestation. Low awareness on the role of trees in the maintenance of biodiversity is another cause for uncontrolled tree felling.

**Crop and animal farming:** Incomes from the agricultural sector have been low over some time, reasons being the use of poor seeds, poor soils, and crop attack by pests and wild animals. Other problems include poor climatic conditions, inadequate extension services, livestock diseases and low farm-gate prices.

**WOMEN GROUP**

| Main Activity                               | Constraint /Problems                          | Root Cause   |
|---|---|--|
| (1) Farming                                 | (a) Poor harvests                             | (i) Inadequate farming methods (not recommended seed sometimes carried over from previous harvests and poor equipment used in farming)<br>(ii) Lack of proper extension services to farmers<br>(iii) Unpredictable weather (frequent droughts) |
|   | (b) Access to markets                         | (i) Low prices<br>(ii) Poor and costly transportation<br>(iii) Lack of business education  |
| (2) Small businesses (fried fish retailing) | (a) Low fish supply                           | (i) Rough seas, particularly during bad weather<br>(ii) Poor cooperation between the fryers and fishers (often the fresh fish is obtained on credit, payable after selling)  |
|   | (b) Unreliable market                         | (i) Bad access roads<br>(ii) Lack of capital to acquire cold storage facilities  |
|   | (c) Hygiene                                   | (i) Lack of good hygienic frying and selling locations (platforms)<br>(ii) Lack of capital to acquire cold storage facilities  |
|   | (d) Inadequate frying and handling facilities | (i) Lack of adequate financial resources   |
| (3) Food supply (cooking)                   | (a) Unstable market                           | (i) Different languages used by food seller and customer affect communication<br>(ii) Poor hygiene conditions caused by lack of health education   |
|   | (b) Weak business initiation                  | (i) Lack of enough equipment to start the business<br>(ii) Lack of satisfactory initial capital  |
| (4) Weaving palm leaves ( <i>Makuti</i> )   | (a) Unreliable market                         | (i) Lack of cooperation among weavers leading to weak price bargains<br>(ii) Unprofessional weaving resulting into poor quality product  |
|   | (b) Limited raw materials (palm tree leaves)  | (i) Limited supply of raw materials (palm tree leaves) from the source<br>(ii) Seasonality - lower supply during rainy season  |

**Summary**

**Farming:** Poor harvests due to low education on good farming techniques, erratic climatic conditions, poor soils due to continuous cultivation without replenishing the nutrients and use of poor quality seed due to low knowledge on seed management skills. Market problems can be attributed to low prices and poor communication with customers. Fishmongers (*Karanga*) face the problem of low availability of fish mainly due to seasonality affecting the activity during the *kusi* season; fish catches are poor to the extent that women cannot make a good business. There is low cooperation between fishermen and traders, making the fishmongers sometimes buy fish at high prices. Also the poor relationship between the two makes the fishers not give the *mamas* fish on credit when they (*mamas*) are in difficult financial situations. Lack of market - for the *mama karanga* has been contributed by low or no co-operation with other traders, lack of same language with the customers, hindering communication.

**Health:** The lack of clean environment for the *mama karanga* to do their operations affects the sales. There is also a lack of education on good hygiene (no educational visits by public health technicians). The working conditions are poor, with women being exposed to heat for long periods, and thus many fall sick and cannot stay long in the business. Most *mama karanga* are self-dependent and do not have any other source of income.

**Food Providers:** They are mainly affected by an unpredictable market for the foodstuffs, low health standards affecting their services and the incomes accrued from this activity. There is also a lack of initial capital to invest in equipment and purchase of fish.

**Weaving palm leaves (*Makuti*):** Problems affecting women that conduct this activity are a lack of market due poor cooperation between different makers, and poor marketing. Inferior equipment affects workmanship. There are some seasons when dry *kanza* needed for *makuti* are in short supply.

Lack of training in small-scale businesses management hinders advancement of all their economic ventures detailed above.

### **Past, present and future marine resources of 3 villages in Kilifi District - E. Mlay**

During the workshop sensitization and preparation stages each group representing a village was asked to draw a sketch map of their village in which they would show the major resources that they utilize for their livelihood activities, indicating how the situation was in the past (say 30 years ago) and the status of the same resources at present. Other important services including roads, settlements, schools, health centers, electricity supply, water sources, etc, were to be shown on the maps. The purpose of the exercise was to learn how past experiences can be used to visualize future plans in the effort to reverse the trend of deteriorating resources so that they can be used sustainably in the future. The community's development depends to great extent on how efficiently the existing resources are utilized for their current needs and for future generations.

Service providers were also requested to present the services currently offered by the department so that the fishers are aware of services available and where any improvement is needed to address their needs.

**MAP PRESENTATIONS (PAST & PRESENT)****Kidundu Village**

| <b>Village</b> | <b>Past situation (30 years ago)</b>   | <b>Present situation</b>  |
|----------------|--|---|
| Kidundu        | (a) Few families and all the resources were available<br>(b) Few fish traditional traps – mainly uzio and tsatsa (kiso)  | (i) Increased use of illegal/small mesh size nets<br>(ii) Low production of species<br>(iii) Reduction in mangroves forests<br>(iv) There are visiting fishermen who use illegal methods  |
| Chumani        | (a) Good forest cover<br>(b) Good access route to the sea<br>(c) Presence of fringing reefs with good biodiversity<br>(d) Open channels to the fishing grounds<br>(e) Few illegal nets | (i) Development in the shopping center – few trees/ intensified cutting<br>(ii) Increase in inhabitants<br>(iv) Beach residents and activities have increased<br>(v) Increase in nets and other fishing methods<br>(vi) Decrease in fish production |
| Mtondia        | (a) Few inhabitants<br>(b) Few stone quarrying actors (wachimbaji mawe)<br>(c) Fish production high<br>(d) Extensive mangrove forests  | (i) Rock harvesting has increased several-fold<br>(ii) Beach inhabitants and activities have increased<br>(iii) Few farms near the shore<br>(iv) Low fish production  |

**Summary:**

In general all marine resources in Kidundu, Chumani and Mtondia have deteriorated, indicating over utilisation and mismanagement. If no action is taken these resources may soon be wiped out.

**FISHERIES DEPARTMENT – Summary of services offered by the fisheries dept**

- ❖ Extension services – the formation of beach management units is a result of this
- ❖ Issuance of licences
- ❖ Inspection of boats and shops
- ❖ Conservation of the environment
- ❖ Law enforcement – set rules and regulations
- ❖ Co-management – management structure / administration structure
- ❖ Co-operation with Community Based Organisations (CBOs), NGOs and other agencies
- ❖ The dept has not been in a position to give credit facilities, but gives advice on how to get loans/credit facilities.

### Planning for future management of the Marine Fisheries Resources in Kilifi district (Vision Based Plans)

The past and present map presentations have indicated change of the status of the marine resources towards overexploitation, at least in the areas accessible by the artisanal fishermen. If further overexploitation is allowed to happen it means dangerous threat to the livelihoods of the people living in these villages. The next question is how to reverse the trend to avoid extinction or improve the situation such that the communities continue benefiting from utilizing the resources for their livelihoods. In other words **what are the future plans?**

In order to plan for the future it is important for the community members to visualize what they would like their village to look like. What improvements they would like to make so that they reach the dreamed target. In order to plan what needs to be done, the following issues have to be taken into consideration in order that the plans are implementable and successful.

- ❖ Get a clear picture of what/which resources belong to our village/community, their situation in the past and the present status and what were the results of the change (positive or negative).
- ❖ Consider reasons that contributed towards the change of status (from what it was to what it is currently). Was the change due to natural occurrence affecting the resource, or was it due to technical performance, or services needed to effect action not available.
- ❖ To what extent can we use past experience to improve the lives of the people (development) and avoid errors in our planning for the future? We have to analyse what causes led to the present situation (misuse of the resource, poor/bad technology or methods, education, available services, implementation time etc.).
- ❖ Involve all stakeholders and select partners needed to implement planned activities. The right partnership leads to success.

The workshop participants worked in four groups (3 villages and one service group) to prepare vision-based maps of their respective villages so that they would indicate improvement they wished to see in their villages for the future. This would show the same major resources that are utilized by the communities for their livelihoods. In addition to the future map they would also indicate on a separate chart what changes they envisage on the resource and services needed to reach that goal.

**Learning Framework – Day 3; Friday 15th November 02**

| <b>Time</b>  | <b>Activity</b>  | <b>Organisation</b>   | <b>Materials</b>                 | <b>Learning Objectives</b>  |
|--------------|--|---|----------------------------------|---|
| <b>8:30</b>  | <i>Past, present and future marine resources in Kilifi<br/>Future plans (Vision-based plans - VBP)</i> | <i>Group discussions (&gt;3<br/>Groups)<br/>Muturi and Mlay</i>         | <i>Flip charts</i>               | <i>Reflecting on experiences in Past<br/>and present marine resources in Kilifi</i>                         |
| <b>10:10</b> | <b>Tea break</b>   |   |                                  |   |
| <b>10:40</b> | <i>Stakeholders analysis/Partnerships building<br/>and Institutional Consequences</i>                  | <i>Group discussions and<br/>plenary presentations<br/>Bisanda/Shao</i> | <i>Flip<br/>charts<br/>cards</i> | <i>Enhancing and strengthening<br/>local and external collaboration<br/>and linkages among stakeholders</i> |
| <b>12:45</b> | <b>Lunch Break</b>   |   |                                  |   |
| <b>14:00</b> | <i>Workshop evaluations</i>  | <i>Plenary</i>  |                                  |   |
| <b>15:30</b> | <b>Afternoon Tea break</b>   |   |                                  |   |
| <b>16:00</b> | <i>Closing and departing</i>   | <i>Local Leader/DFO</i>   |                                  |   |



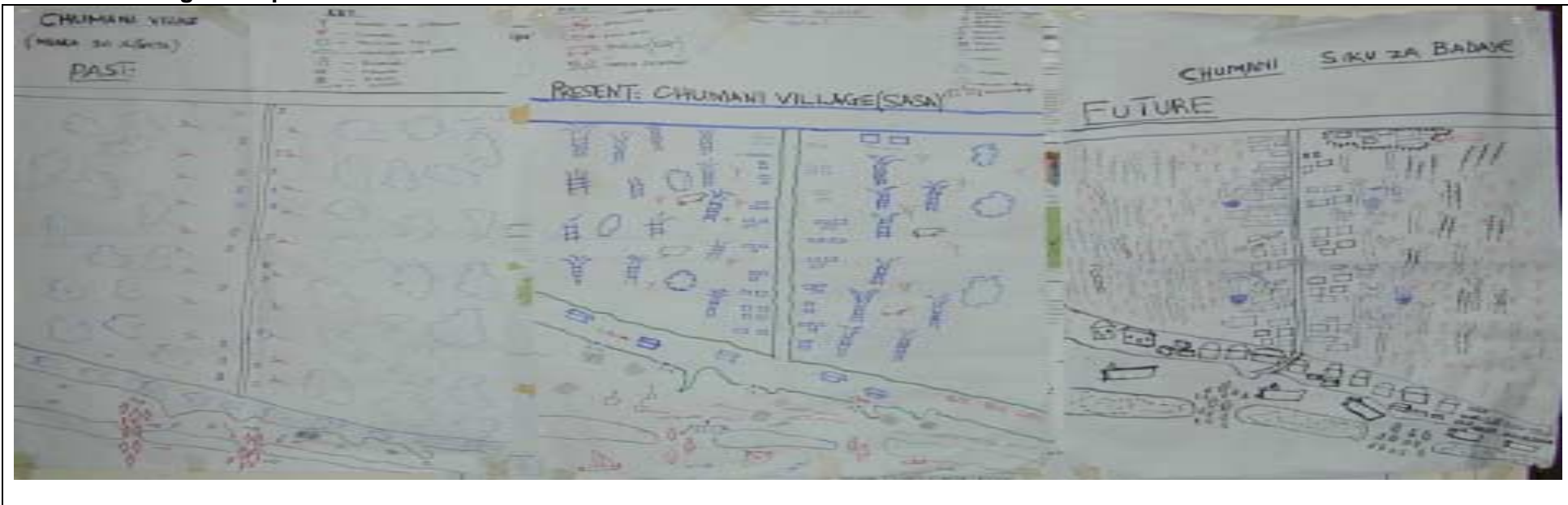
**GROUP PRESENTATIONS**

**Mtondia Village**



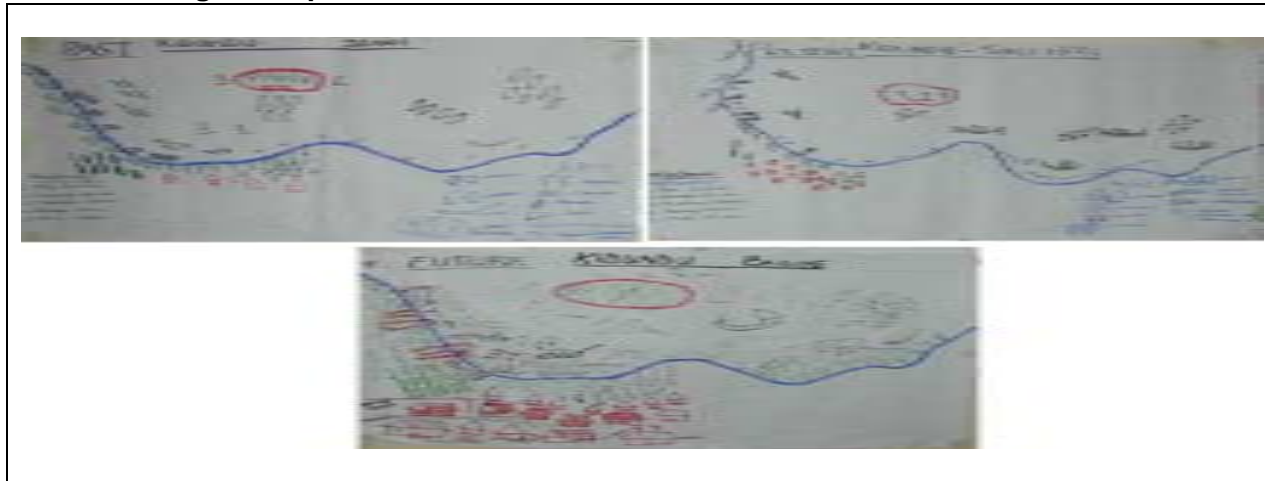
| Major resource | Past situation                    | Present situation  | Future vision   | Action needed to reach vision target   |
|----------------|-----------------------------------|--|---|--|
| Coral rock     | Mining land available and large   | Greater portion has been exploited leaving behind large pits | Open pits to be refilled with sand and areas planted with trees | -Education on environmental protection<br>-Sensitisation by environmentalists<br>-Community to unite (cooperate)   |
| Fish           | Good harvest, hence better income | Very low catch   | Increased fish population and large ones                        | -Better fishing gear and methods<br>-Education on conservation of the ocean environment  |
| Farming land   | Production was high               | Low production   | Increased soil fertility and therefore improved production      | -Agroforestry (plant more trees) that improves soil and increase moisture regime<br>-Good farmer/extension officer partnership                               |
| Small business | Fewer retailers                   | Many retailers, low purchasing power                         | Improved business (selling and buying)                          | -Industrial development, revitalize previous factories (cashew nuts, coconut oil, timber)<br>-Peoples' earning power improved through increased productivity |

**Chumani Village Group**



| Major resource             | Past situation  | Present situation   | Future vision   | Action needed to reach vision target  |
|----------------------------|---|---|---|---|
| Fishing                    | -Good fish harvest, hence better income<br>-Few fishers             | -Very low catch<br>-Number of fishers increased             | -Increased fish population and large ones   | -Better fishing gear and methods<br>-Education and cooperation among fishers  |
| Agriculture (Farming land) | -Enough and reliable rain<br>-Fertile soils<br>-Production was high | -Less and unreliable rain<br>-Poor soils<br>-Low production | -Increased soil fertility, hence improved production<br>-Source irrigation water from wells | -Availability of fertilizers and pesticides at affordable prices<br>-Farmers to construct water wells for irrigating their land |
| Rock mining                | -Mining land available and large<br>-Less rock mined                | -Increased number of miners<br>-Mining pressure increased   | -Alternative activities in the mined areas<br>-Reduce mining activity                       | -Better mining plans and use of machinery to improve quality<br>-Miners to shift to other alternative activities                |
| Coconut products           | -Fewer trees<br>-Limited use  | -More trees planted<br>-Less product use                    | -Better management of coconut trees   | -Industrial development, revitalize previous factories (oil, timber, candles, etc)  |

**Kidundu Village Group**



| Major resource              | Past situation  | Present situation   | Future vision  | Action needed to reach vision target   |
|-----------------------------|---|---|--|--|
| Fishing                     | -Good fish harvest, better income<br>-Few fishers   | -Low catch<br>-Low income                                   | -Increased fish catch (prawns), better income            | -Better fishing gear and methods<br>-Education on improved fishing methods<br>-Alternative employment opportunities  |
| Business (Selling fish)     | -Business was good  | -Business is bad  | Improved business opportunities                          | -Access to credit facility to improve investment<br>-Education on marketing and reduction of post-harvest losses   |
| Agriculture (Farming land)  | -Enough and reliable rain<br>-Fertile soils<br>-Production enough to meet demand (self sufficiency) | -Less and unreliable rain<br>-Poor soils<br>-Low production | -Good harvests (production meeting demand)               | -Availability of fertilizers and pesticides at affordable prices<br>-Access to suitable credit facilities for farmers<br>-Education on soil conservation                 |
| Forest products (lumbering) | -Plenty of trees  | -In many areas the usable trees have disappeared            | -Recovered mangrove forests, enough trees to meet demand | -Education on forest conservation and management<br>-Empowerment to control improper harvesting and observing conservation laws<br>-Alternative employment opportunities |

### Services Offered by the Fisheries Division

| Services offered                 | Change/improvement in Service provision (future vision)  |
|----------------------------------|--|
| Education                        | -Involvement of all stakeholders so that each assumes rightful and responsible action or roles   |
| Issuance of licenses             | -Speed up issuance of licences and on time<br>-Sensitisation on the importance of registration through licensing   |
| Inspectorate                     | -Improved and frequent inspections in fish processing factories to ensure adherence to national and international standards  |
| Conservation                     | -All stakeholders to be involved in the conservation of marine resources   |
| Law enforcement                  | -All stakeholders to observe laws and regulations set to conserve the marine resources and environment   |
| Technical support to BMCs        | -Sensitisation of all stakeholders to support the BMCs for the benefit of all<br>-Decentralisation of powers on resource conservation and use from the district level to BMCs (empowerment through the department)   |
| Collaboration with NGOs & others | -Collaboration in resource management, extension services, conservation and other activities related to development of the fisheries resource.   |
| Link to credit facilities        | -Increased advisory and linkage roles to private and public credit facilities available for fisheries development<br>-Some creditors require certain level of guarantee through the Fisheries Division<br>-Technical support to formation of fisheries cooperatives to qualify for credit facilities (reduced risks of defaulting) |

#### Summary:

All groups indicated serious deterioration of the status of their resources as compared to the past. Reasons for the trends range from natural causes to human activities (mismanagement/increased pressure) and lack of proper education. The future vision is recovery of the important resources through conservation, controlled use and better management as well as seeking for alternative opportunities to reduce pressure on the fisheries resource. Access to credit facilities was mentioned as means of acquiring investment capital so that better methods and equipment can be employed. Acquisition of better storage facilities will reduce post-harvest losses and stimulate improved market prices of fresh fish.

The demand for better services to facilitate the needed change and therefore improvement is important. The future outlook is to involve all stakeholders through sensitisation, education, decentralisation/empowerment, inspection and coordination/cooperation.

**Stakeholders' analysis (Strengthening partnerships)**

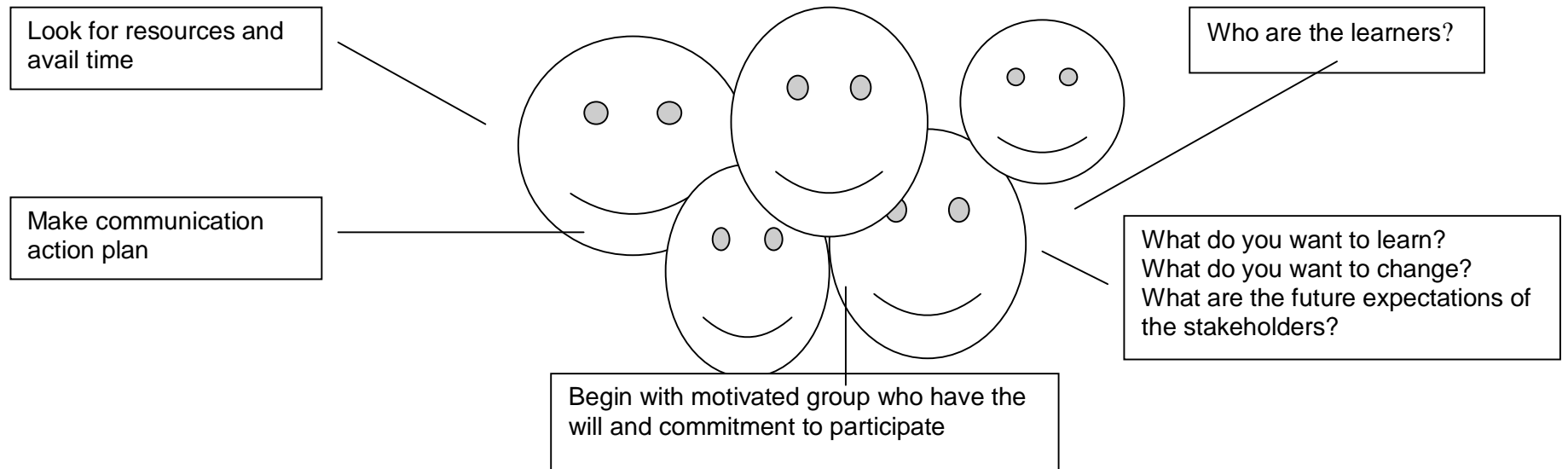
After identifying the livelihood strategies of different villages (men), plus the women's group, workshop participants were asked to think of partners with whom they can collaborate to ease the livelihood constraints that were identified during the previous day. For each partner/stakeholder, the participants were asked to mention the address (if known). The aim of this exercise was to enable participants to avoid activity duplication and also to know where they should go when they need technical advice. This exercise further enabled participants to understand other stakeholders who are involved in similar livelihood strategies. Below is an analysis of the stakeholders as developed by the workshop participants.

| Activity  | Responsible  | Stakeholders/Partners   | Address of partners |
|---|--|---|---------------------|
| <b>KIDUNDU</b>  |  |   |                     |
| Training on I) Fishery<br>ii) Agriculture<br>iii) Trading | Communities,<br>BMC (Beach<br>Management Committees) | Department of Fisheries<br>Department of Agriculture<br>NGOs  | Kilifi District     |
| Soil and Water Conservation                               | Communities and BMC                                  | Department of Lands<br>National Environment Management<br>Authority                                 | Kilifi<br>Nairobi   |
| Forestry Conservation                                     | Communities and BMC                                  | Forestry Department<br>National Environment Management<br>Authority                                 | Kilifi<br>Nairobi   |
| Increasing Employment<br>Opportunities                    | Communities and BMC                                  | Department of Fisheries<br>Department of Agriculture<br>NGOs  | Kilifi              |
| <b>MTONDIA</b>  |  |   |                     |
| Planting trees  | Communities  | Forestry Department<br>Green town, National Museum,<br>National Environment Management<br>Authority | Kilifi              |
| Enhancing Environmental<br>Education                      | Communities  | National Environment Management<br>Authority  | Kilifi              |

|   |              |   |   |
|---|--------------|---|---|
| Purchase of Appropriate Fishing Gear                            | Communities  | Community Based Nutrition Programme (CBNP), Kilifi District Development Programme (KDDP), Department of Fisheries | Kilifi  |
| Education of sustainable Fishery Approaches                     | Communities  | Department of Fisheries,<br>Marine Conservation Department  | Kilifi<br>Mombasa/Malindi                       |
| Training on health issues for <i>Mama Karanga</i> /Food vendors | Women Groups | Department of Health<br>Department of Fisheries   | Kilifi  |
| Training on Improved Agricultural Practices                     | Communities  | Ward Development Committee<br>Department of Agriculture   | Respective wards<br>Kilifi                      |
| Establishment of Small Scale Industries                         | Communities  | Department of trade and commerce<br>KDDP, CBNP; Plan Kenya  | Kilifi  |
| Establishment of Savings and Credit Schemes                     | Communities  | Department of Cooperatives<br>Kenya Women Finance Trust,<br>Cooperative Bank                                      | Kilifi<br>Mombasa                               |
| <b>CHUMANI</b>  |              |   |   |
| Training on Improvement of Fishery                              | Fishermen    | Department of Fisheries<br>Plan International<br>KDDP<br>DDPO<br>Action Aid                                       | Kilifi<br>Kilifi<br>Kilifi<br>Mombasa<br>Kilifi |
| Training on Improved Agricultural Practices                     | Farmers      | Department of Agriculture<br>AFC Financial Cooperation<br>Plan International                                      | Kilifi  |

### Formation of Reference Groups (Dr. F.M. Shao)

INSTRUCTIONS: Formation of District and village level multi-stakeholder Learning Coalition Groups



**Group Formation**– *There was no need to form new village level multi-stakeholder learning coalition groups as the existing Beach Management Units (BMUs) were performing similar functions as those proposed for the Coalition Groups.*

**Roles of the Coalition members:** – The Coalition members are supposed to learn together how to manage their natural resources, develop future plans and look for resources and link up with district, national and other partners. The BMUs are performing similar functions with regard to fisheries resources and environmental conservation.

**Working timetable:** The BMU management have their working timetable and activities to be implemented.

**Evaluation Form:** At the end of the workshop participants were asked to evaluate the participatory learning process for the 3 days. The results were as recorded below:

*(Instructions: Please indicate using the score guide provided below the extent to which you agree or disagree with the following statements about the workshop. A score should be given to each statement).*

**1=I do not agree at all. 2=I slightly disagree. 3=I am not sure. 4=I agree 5=I fully agree**

| Respon-<br>dents | Average<br>score |
|------------------|------------------|
|------------------|------------------|

**1. FIRST IMPRESSIONS the workshop led to:**

|  |      |     |
|--|------|-----|
| Open dialogue happening between stakeholders present | (27) | 4.6 |
| A better understanding of one another's situations   | (27) | 4.3 |

**2. The following FACTORS were important in this workshop**

|  |      |     |
|--|------|-----|
| The facilitators were willing to listen to participants opinions | (27) | 4.8 |
| The mix of stakeholders present was good                         | (27) | 4.5 |

**3. About the QUALITY OF COMMUNICATION during the workshop**

|   |      |     |
|---|------|-----|
| The workshop provided participants with the opportunity to create new ideas | (27) | 4.8 |
| The discussion encouraged the development of trust for working together     | (27) | 4.7 |

**4. About the OBJECTIVES and EXPECTATIONS of the workshop**

|   |      |     |
|---|------|-----|
| I have a better understanding of Multi-stakeholder Learning     | (27) | 4.5 |
| I have enough skills to facilitate a learning process back home | (27) | 4.7 |
| I have concrete follow up actions to take when I return home    | (26) | 4.7 |

Workshop Participant Categories

|                          |    |                                    |   |
|--------------------------|----|------------------------------------|---|
| Fishers                  | 11 | District Department Managers       | 1 |
| Fish Traders/Fryers      | 8  | Field Extension Officers           | 2 |
| Boat Makers/Repairers    | 1  | NGO/Extensionist                   | 1 |
| Food Supply/"Mama Lishe" | 1  | Hoteliers                          |   |
| Fish Trap Makers         | 2  | Octopus dealer/Ice blocks supplier |   |

Participants were also asked to comment freely what they felt on the workshop proceedings in their own perspective. The following comments were recorded

**GENERAL COMMENTS**

Many thanks to all participants, facilitators and sponsors

Language used enabled better understanding

The workshop was a success

More such workshops should be extended so that more stakeholders better understand their responsibilities and sustainable use of the existing resources

There is need for donors to involve the communities they intend to support when planning and prioritizing what is to be improved

More external support to fisher communities needed for faster development

Fishers need more empowerment

Request a copy of the workshop report as reminder of what we have learned and teach my fellow fishers about this useful education

Participants using spear guns to fish should learn from the workshop the negative effects of their fishing method, hence change to an alternative and better methods.

Use of local language (Swahili) facilitated better understanding even by those who had not passed through formal or beyond primary education

Request development and efficiency

Request facilitators to visit us from time to time in future to assess and enlighten us further as we apply the education we have learned

**OTHER COMMENTS ON WHAT COULD BE IMPROVED**

Increased living allowance

More time needed to grasp the good concept on sustainable education

There is need to increase the workshop time (days) for participants to learn more on the participatory learning approach

Strict adherence to time set for each subject scheduled

Community/stakeholder welfare

More education on how to fight poverty

Our existing natural resources

More education on bad fishing methods

Conserving the environment

None

Strengthened cooperation between neighboring villages/fishing communities

More on participatory learning and development

Fishing need to be expanded and modernized

**OTHER COMMENTS ON WHAT THEY LIKED MOST DURING THE WORKSHOP**

Participant cooperation, involvement and willingness to share experiences

Awareness on ways to deal with prevailing community problems

Good facilitation procedure

Understanding of the available natural resources and how to use and develop them sustainably

Participation for the first time in a Swahili run workshop and understanding more on the participatory learning approach

Learning the importance of conserving the available resources

Experience from another country (Tanzania)

Participatory learning

Sharing experiences and problem solutions with neighboring villages

Participatory learning approach that allows every participant to brainstorm existing problems and necessary solutions (immediate and future vision)

Education gained/useful and interesting

Improving fisheries sector

All the subjects taught

Exchange of ideas

Understanding how to initiate self development

Good education, facilitator friendliness, accommodation and food

**Closing (17/11/2002)****Vote of thanks - Rashid Shemte Kheri, on behalf of the participants**

1. We wish to thank the Fisheries Regional Director (Pwani) and Fisheries District Director (Kilifi) for the arrangements that enabled this workshop to take place in our district for three tight working days from 13/11/02 to 15/11/02. The planning and organization was good and we are all happy.
2. We also wish to thank the facilitators from Tanzania and Mombasa for educating us on Multi-stakeholder Participatory Learning approach in which we as participants were also given the chance to fully share our experiences during the learning process. The teaching was clear and education well received. We benefited on understanding better many issues and state of things that affect our well being including:
  - (i) Better understanding of the state of our resources in the past, to date and even visioned what the future we wish to look like.
  - (ii) Multi-stakeholder Learning approach in other sectors outside fisheries
  - (iii) The current state of our natural resources, fisheries policies and regulations, fishing experiences from other fishing villages and services offered by government (Fisheries Department).
  - (iv) The importance the fisheries resource and fishing as means of improving our livelihoods to remove poverty, improve our diets, taking care of our environment and improve our standard of living.
  - (v) Understanding and analyzing problem issues related to the fisheries sector and how to work together within community based organisations (CBOs) and non-governmental organizations (NGOs) in finding solutions to these problems.
3. Our promise is to implement what we have learned when we go back to our respective villages. In order to gain confidence with what we have learned we request to be given copies of the proceedings of this workshop so that we can use it as a learning manual as well as guidelines to teach the other members. It would be best if written in Swahili for our better understanding.
4. We thank Mr. Joseph Tunje for the logistical arrangements while working together during the study survey carried out in advance of this workshop. The work was tough and demanding, but we managed through his cooperation.
5. We request through the facilitators from Tanzania that arrangements be made so that we may be linked with stakeholders in Tanzania, and if possible some of us share experiences through attending similar studies in that neighbouring country.
6. Finally we wish all participants safe journey and all the best in your future activities.

**MARINE FISHERIES MULTI-STAKEHOLDER PROBLEM CENSUS WORKSHOP: KILIFI – MOMBASA, KENYA: 13<sup>th</sup> –15<sup>th</sup> NOVEMBER 2002**

Marine Fisheries resources in Kenya have played a great role as a major source of livelihood to most coastal communities and Kilifi district is not exceptional. Over the past years the fish production in Kilifi has been on the decline both in quality and quantity of the fish, hence the poor living standards of the fishing communities.

Several factors have led to the decline with over-exploitation due to use of destructive gears and methods hence the beginning of the associated problems.

The project, which is being carried out in Kilifi (Kenya) and Bagamoyo (Tanzania), was started in September 2002, with background surveys being conducted along the Kenya coast. Preliminary results showed that fishermen were living and working in difficult situations. The fish catches have been dwindling over time, due to environmental degradation and poor fishing and conservation methods leading to low living standards of the fisher communities.

The workshop therefore aimed at making the fisheries stakeholders identify the current status of their resources and their socio-economic situation. Essential information from the past was used to analyze the present situation and through the future and forecasting method, the participants identified priority areas that need intervention.

Through brainstorming, the participants were able to identify the main constraints that affect their daily activities, and how they can be minimized to meet their anticipated future status of both their marine resources and their livelihoods in general.

I hope the participants have gained adequate and useful knowledge that can be used to improve the livelihoods of fisheries dependent communities. This knowledge should be shared with the other village members so that all could participate in improving our livelihoods by ensuing sustainable utilization of the fishery resource. To the participants and facilitators I wish you the entire best and safe journey back to your respective villages and places of work. With those remarks I now declare the workshop officially closed.

**PARTICIPANTS LIST**

| No  | NAME                | POSITION                            | INSTITUTION/ADDRESS                         | TEL            | EMAIL                       |
|-----|---------------------|-------------------------------------|---|----------------|-----------------------------|
| 1.  | C. H. O. Oduol      | ADF                                 | Dept. of Fisheries, P. O. Box 90423 Mombasa | +254-11-315904 | fishdept@africaonline.co.ke |
| 2.  | Elizabeth Mueni     | FO                                  | Dept. of Fisheries, P. O. Box 90423 Mombasa | +254-11-315904 | fishdept@africaonline.co.ke |
| 3.  | Collins Ngoro       | DFO Kilifi                          |   |                |                             |
| 4.  | George Mwalungo     | AFO Kilifi                          |   |                |                             |
| 5.  | K. M. Mjitta        | AFO Kilifi                          |   |                |                             |
| 6.  | Mthawali Bibaraza   | Fish Scout Kilifi                   |   |                |                             |
| 7.  | Kaingu Kalune       | Fisher                              | Kidundu Village                             |                |                             |
| 8.  | Khamis Mohammed     | Fisher                              | Kidundu Village                             |                |                             |
| 9.  | Shida Chivatzi      | Fisher                              | Kidundu Village                             |                |                             |
| 10. | Kazungu Chiriba     | Fisher                              | Kidundu Village                             |                |                             |
| 11. | Mwatemo Chivatzi    | Fisher                              | Kidundu Village                             |                |                             |
| 12. | Charo Pimo          | Fisher                              | Kidundu Village                             |                |                             |
| 13. | Mrs. Samuel         | Fish Fryer                          | Kidundu Village                             |                |                             |
| 14. | Mohammed Juma       | Fisher/BMC Chairman                 | Chumani Village                             |                |                             |
| 15. | James Tsori         | Fisher                              | Chumani Village                             |                |                             |
| 16. | Karisa John         | Fisher Octopus                      | Chumani Village                             |                |                             |
| 17. | Darusi Mwaita       | Fisher Octopus                      | Visiting Fisherman                          |                |                             |
| 18. | Grace Akili         | Fish Fryer                          | Chumani Village                             |                |                             |
| 19. | Hajila Barisa       | Fish Fryer                          | Chumani Village                             |                |                             |
| 20. | Dama Kabuka         | Food Seller                         | Chumani Village                             |                |                             |
| 21. | Alfred Nguzo        | Fish Trader                         | Chumani Village                             |                |                             |
| 22. | Amri Fundi Juma     | Fisher                              | Mtondia Village                             |                |                             |
| 23. | Karisa Mwaluchi     | Fisher                              | Mtondia Village                             |                |                             |
| 24. | Rashid Kheri        | Fisher/Sec. Mtondia Fishermen Group | Mtondia Village                             |                |                             |
| 25. | Fatuma Mwaro        | Fish Fryer                          | Mtondia Village                             |                |                             |
| 26. | Halima Gladys Menza | Fish Fryer                          | Mtondia Village                             |                |                             |
| 27. | Mselimu Hamid       | Fisher/BMC Chairman                 | Takaungu Village                            |                |                             |
| 28. | Baya Mwanjaa        | Fisher                              | Takaungu Village                            |                |                             |

|     |                   |                          |  |                  |                    |
|-----|-------------------|--------------------------|--|------------------|--------------------|
| 29. | Michael Mataza    | Fish Trader              | Kilifi   |                  |                    |
| 30. | Samson Chai       | Fish Trader              | Kilifi   |                  |                    |
| 31. | Yusufu Ali Hatimu | Octopus/Ice block Dealer | Kilifi   |                  |                    |
| 32. | Ali Sharifi       | Boat Maker               | Kilifi   |                  |                    |
| 33. | John Jira         | Conservationist          | Kilifi   |                  |                    |
| 34. | Mr. Njogu         | Hotelier/Kilifi Bay      | Kilifi   |                  |                    |
| 35. | Joseph Tunje      | Researcher               | Kilifi   |                  |                    |
| 36. | Rogers Fondo      |                          |  |                  |                    |
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