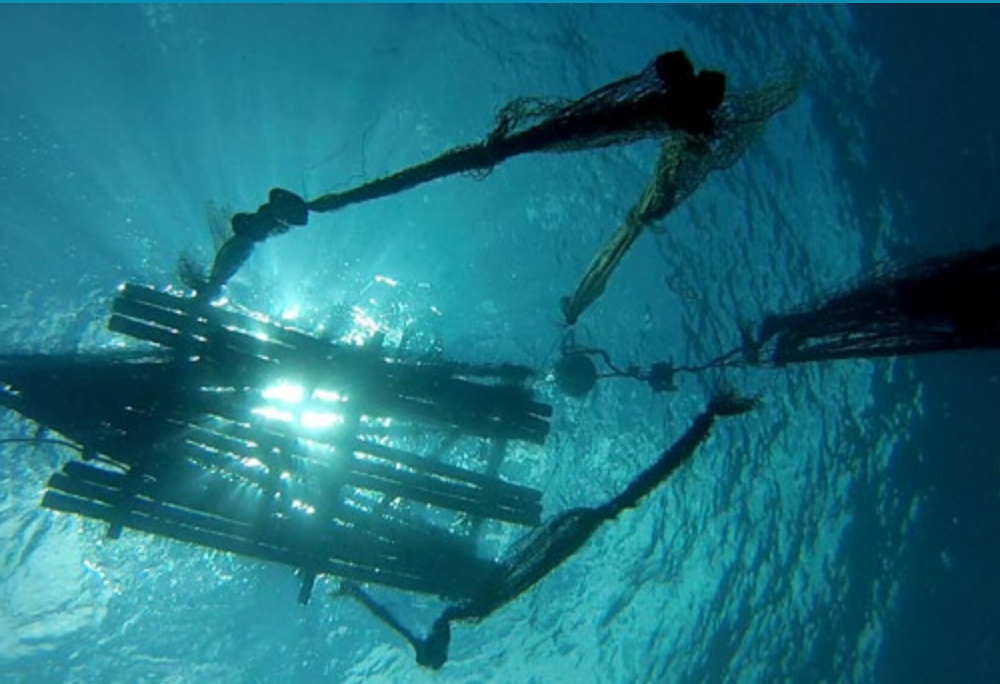




**MINISTRY OF FISHERIES
& MARINE RESOURCES**



**Community Based
Resource Management
Training Package**

Reference:

Ministry of Fisheries and Marine Resources (2022). *Community Based Resource Management Training Package*. Edited by G. Orirana & P. Kenilorea. MFMR/WorldFish.

Acknowledgements:

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Introduction

In the Solomon Islands, more than 80% of the population are rural dwellers who commonly build livelihoods from subsistence agriculture and fisheries. Indigenous people own more than 80% of the land including the shorelines. Recognizing this customary land tenure, the Solomon Islands Government has decided that Community Based Resource Management (CBRM) is the main strategy for coastal resource management in the country (sometimes also referred to as CBFM or Community Based Fisheries Management).

The Fisheries Management Act (2015) is a key guiding instrument for the application of CBRM in Solomon Islands. There are also other instruments, such as the Environment Act (1998), Protected Areas Act (2010), Wildlife Protection and Management Act (1998), that sets out legislation and government mandates for their implementation. Both the Ministry of Environment and Conservation (MECDM) and The Ministry of Fisheries and Marine Resources (MFMR) have mandated roles to enact these legislative documents. The MFMR is the government agency with the dedicated mandate to regulate fishing and the key custodian of the Fisheries Management Act (2015). The Inshore Fisheries Division at MFMR facilitates the sustainable management of coastal fisheries for livelihoods and food security and is a key CBRM implementer and partner in the country. The fisheries officers are mandated officers expected to be the core facilitators of CBRM. Together with their partners, MFMR is responsible for building the capacity of their staff with relevant information, knowledge, and skills to facilitate CBRM as expected.

Article 14 of the Fisheries Management Act (2015) outlines the responsibilities of Provincial Governments. Of note is that:

(1) *“...each Provincial Government shall have primary responsibility for the conservation, management, development and sustainable use of fisheries resources within its provincial waters”*

This CBRM training package aims at improving existing knowledge, understanding, and capacity of provincial fisheries officers (PFO) to support them in their mandated as CBRM facilitators. The PFOs are the lead facilitators in information dissemination in community engagement. Thus, it is vital that PFOs fully understand the various topics and facilitating techniques that are relevant to implementing and scaling CBRM at the community level. This requires PFOs to undertake three to four days training on various topics ranging from fisheries biology to fisheries regulations and applicable activities for conducting awareness and developing community management plans. The modules contain objectives, key messages, content which is structured according to the key messages, assessment, resources, and favorite asked questions (FAQ). Each module would be facilitated by staff of WorldFish and MFMR.

Each module has an assessment. Assessment will be done in provincial teams and these are practical assignments rather than tests (for example preparing presentations participants could use in CBFM awareness). Assessment is not ranked but everyone will be given a pass, fail or excel grade, based on how they do the practical assignment.

Summary of Training Modules

WHAT	FOR WHO	WHY	WHEN
An introduction and practical skills to conducting awareness in communities about CBRM and fisheries law	Provincial level government staff, and others with responsibilities and interest in CBRM. Assessment sheets for assessors are also provided in this pack.	Provincial officers are mandated officers and facilitators of CBFM	This training package takes approx. 3 days, or it can be delivered in 5 modules of 2 hours each module.

Module 1:

Introduction to basic marine biology, fish and healthy diets (4 hours)

OBJECTIVES

- For officers to understand marine biology (lifecycles and habitats)
- For officers to explain why marine biology is important for CBRM

KEY MESSAGES

Habitats & Lifecycles

MESSAGE 1

All marine species need healthy habitats to survive.

- Coral reefs and mangroves serve as a nursery, a breeding ground and feeding ground for fish, prawns, and other marine animals. Seagrass is a nursery and feeding ground for dugongs, turtles, and rabbitfish.
- When people harvest and use marine areas, they must consider the effects on habitats.

MESSAGE 2

Over harvesting of fish and other marine animals during one stage of life could result in animals not breeding, thus, a decline or disappearance of the species.

- For example, parrotfish takes 2-3 years to grow before it can breed, and turtles can take 30 -40 years to reach breeding stage, but people have caught too many when the species are still developing causing declines in most parts of Solomon Islands
- Community members need to understand lifecycles, so they do not overharvest, and species remain abundant

MESSAGE 3

Some human activities and fishing methods can cause damage to marine habitats or even result in species extinction.

- Land based activities can cause coastal pollution which are damaging to coral reefs and harmful to mangroves.
- Fishing method such as dynamite fishing is destructive and non-selective and can result in overfishing
- Communities can ban dynamite fishing and ban use of non-selective gears in their management rules

MESSAGE 4

Fish contain iron and other fatty acids that are vital for brain development and human body growth and health in general.

- Fish helps in the brain development of infants and children and can provide healthy breast milk for babies.
- Fish is the most affordable animal protein available to all in Solomon Islands

CONTENT

MESSAGE 1 All marine species need healthy habitats to survive.

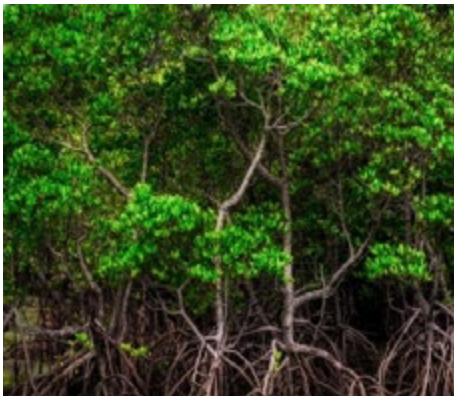
Important habitats in Solomon Islands include coral reefs, mangroves, seagrass areas and estuaries (mouths of rivers). Each of these provide important shelters and sources of food for marine animals and plants that people use for food. Some habitats, like coral reefs and mangroves also protect the land from strong waves and wind during cyclones and storms.



Coral reef is a natural home of many marine animals such as fish, turtles, invertebrates (such as lobsters and crabs), and mammals. It also serves as a spawning, nursery, hiding and feeding ground. Coral reefs also provide nutrient and beautification of the marine environment. Like mangroves, it protects the coastline from strong waves during cyclones and storms. More importantly, it is a source of food and income for people.



Estuaries are permanent homes for plants and animals. They provide nutrients and act as breeding grounds and shelter for fish. Estuaries also filter sediments and pollution. Also, estuaries provide routes for transportation and support local economies with bait fish and aquatic foods.



Mangroves serves as a nursery, a breeding ground and feeding ground for fish, prawns, and other marine animals. It aids as a feeding ground for fish and many marine animals. The mangroves also act as a filter and protects the coast from strong wind and waves.

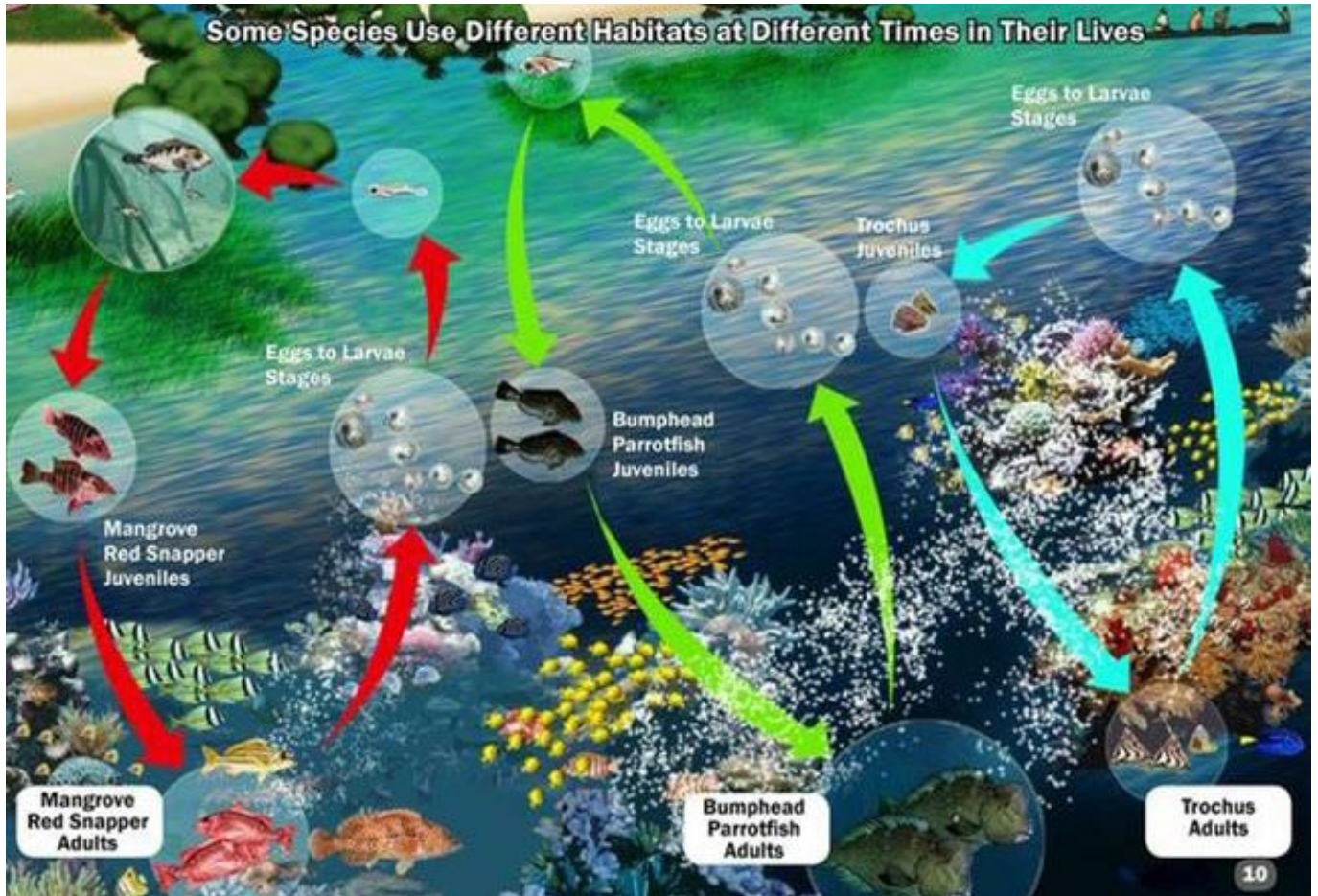


Seagrass is a natural home of many fish and invertebrates. Seagrass is a source of food for some species under threat such as dugongs, green turtles, and rabbit fish. Seagrass is also a nursery area and hiding place for juveniles. It also maintains water quality and stabilizes the sea bottom with its roots.

MESSAGE 2

Over harvesting of fish and other marine animals during one stage of life could result in animals not breeding, thus, a decline or disappearance of the species.

Fish and other marine animals have a lifecycle. Like human beings, these organisms reproduce and undergo different stages of life before reaching sexual maturity. Successful reproduction depends on location, size, and timing. Also, it is important to recognize and know that some fish can change sex during their lifecycle and some fish can grow faster than others. Thus, over harvesting of fish and other marine animals during one stage of life could result in an incomplete lifecycle. Community members need to understand life cycles, so they do not overharvest, and species remain abundant.



Some species that communities reported to be hard to find or catch include parrotfish, grouper and some of the larger invertebrates such as giant clams, some types of lobsters and sea cucumber (*beche-de-mer*). This is due to overharvesting, and in particular harvesting of species before they reproduce. For example, parrotfish and groupers start out life as females, take several years before they reproduce, and change to males in the middle of their lives, meaning there are limited times for them to breed, so, if taken at these times or when they are too young, their numbers can decline.

Species	Age of reproduction	Lives for	Adult size	Hard to find in Solomons
Parrotfish	2 to 3 years for small species, later for bigger species	5 to 6 years small species, 15 years bigger species	30 to 50 cm*	Yes
Grouper	3 -7 years	5 -15 years	40 -50cm for most groupers, 3m for giant grouper	Yes
Giant Clam	2 years	100 years	1m	Yes

Species	Age of reproduction	Lives for	Adult size	Hard to find in Solomons
Conch	3-5 years	30 years	6 -12 inches	Yes
Silvermouth Turban			10cm	Yes
Coconut Crab	5 years	30 years	8cm carapace	Yes
Slipper Lobster	3 years	10 years	Total length 18cm	Yes
Black Teatfish	4 years	10 years, one estimate even 100 years	30 to 40 cm	Yes
Bonito	1 -2 years	12 years	40 -45cm	No
Bream	4 years	14 years	66cm	No
Snapper	3-4years	54 years	130cm	No
Jobfish		32 years	127cm	No
Coral Trout 2 -4 years		14 years	21 -60cm	Sometimes
Saddleback Trout			48cm	Sometimes
Kingfish	2 -3 years	15 years	200cm	Sometimes
Trochus	2 years	15 years	5 -7cm	Sometimes
Mudcrab	2 years	3-4 years	Shell width-24cm	No
Venus Shell			6cm	No
Beach Clam			4cm	No
Pacific Asaphis			11cm total length	No
Antique Ark			10.5cm total length	No
Spiny Lobster 3 – 5 years		10 years	8cm carapace	Sometimes

*Green Humphead Parrotfish grows to 1.3 m long

Source: SPC. SPC has excellent resources on different marine species at the following location: <https://coastfish.spc.int/home-pages/393-guide-and-information-sheets-for-fishing-communities>

MESSAGE 3

Some human activities and fishing methods can cause damage to marine habitats or even result in species extinction.

Activities that could cause negative impacts on marine resource are referred to as threats. Land based activities and some fishing behaviors are some of major threats to the marine environment and resources. As communities depend on marine resources for food, income, and cultural significance, it is vital that people understand the threats. Having such understanding would allow communities to employ realistic management actions that would lessen negative impacts on marine resources and aquatic foods.

Major threats

Overfishing

Overfishing occurs when people use overly efficient gears such as gillnets that are non-selective. Such fishing practices take too many fish from the wild that the natural stock could not replenish itself. This could result in stock depletion or even extinction.

Destructive fishing

There are fishing methods that are harmful to marine resources and the people themselves. Dynamite fishing is a common example of destructive fishing. Such methods of fishing destroys habitats, non-selective, and is dangerous to the fisher themselves.

Targeting of certain fish species during spawning periods

Marine animals have a life cycle which begins with spawning. Targeting fish and other marine animals during spawning seasons would result in incomplete lifecycles. Such practices could lead to species loss or extinction.

Coastal pollution

Coastal pollution is a common threat to marine life. This is pollution caused by land-based activities such as clearing land for housing, mining and logging. Some wastes from such activities are poisonous and non-biodegradable. For example, plastics are the most common wastes that are found along the beaches. Such wastes may continue to pollute the marine environment and can cause death to many marine organisms.

MESSAGE 4

Fish contains vitamins, micronutrients fatty acids that are vital for brain development, body growth and human health in general.

Fish is an essential source of protein and nutrients that is accessible and affordable to many coastal communities in the Solomon Islands. It contributes more than 50% of animal protein in the diets of the majority of Solomon Islanders. It is the most vital animal food for healthy women and babies, and everybody in general. It is important that people are aware of the benefits of consumption of fish.

Benefits of eating fish for infants, children, and women

- Brain development
- Healthy child growth
- Healthy pregnancy
- Good breastmilk
- Protection against illness

Fish has various nutrients that plays different functions in the body. Vitamin A & D which are important for normal vision and bone growth. Calcium which is vital for strong bones and blood clotting process. Zinc which important for proper functioning of immune system and iodine which is vital for regulating body metabolism, growth, and normal mental development. Thus, it is vital to inform people and encourage eating of fish, particularly by mothers who are pregnant or breastfeeding and infants, replacing unhealthy processed foods with more fish products.

RESOURCES

When you are out in communities, many different and unexpected questions may come up about species and habitats. It is recommended you take these resources on trips to cover questions about types of fish, fish names, maturity, and others.

- [SPC information pack](#)
- The Fish Nutrition Poster by WorldFish

FISH

Food for good health

Fish is the most important animal food for good health of infants, children and women in rural Solomon Island villages

Benefits of fish for women

- Healthy pregnancy and good breastmilk
- Protects against illness



Benefits of fish for infants and children

- Healthy child growth
- Brain development

Eat fish daily with a variety of different coloured vegetables and fruit

Eat fish regularly when pregnant and breastfeeding to support your growing child



Give fish to infants from 6 months of age

For infants, remove all bones and meme/mash fish together with orange vegetables, fruit, leafy greens and root crops

Local and fresh is best !

- 🐟 Cook and eat fish when it is fresh from the ocean
- 🐟 Eat fish everyday with leafy greens, vegetables, fruit and root crops
- 🐟 Wash hands before preparing food, cooking and eating food



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RESEARCH PROGRAM ON
Fish

ASSESSMENT

Trainees

- Prepare a PowerPoint presentation on information about species and habitats communities need to know to use in your community awareness. Use the resources provided and question your other trainees and trainers to get the information you need.
- The presentation must cover the following topics:
 - key habitats for your province
 - key species for your province and their lifecycle indicating which habitat the species spent part of their lives.
- what communities can do/have done to protect species and habitats (using real life examples from the province or other places)
- Ask each trainee to present while the audience prepare questions for the presenter to answer.

FAQ

How do you know fish is mature, what size, length?

- Maturity varies among species. For example, surgeon fish can reach 17cm, mullet 30 -40cm or even 100cm, trevallies 60 -95cm, reef snappers 11 -16cm, parrot fish 30-50cm in length

How long it takes for coral to grow?

- Massive corals grow at a rate of 1 to 2cm per year, often 50- 100 cm high, but can grow to over 8 m in height
- Plate/flat corals, typically 50-100 cm in diameter and only 5-10 cm high.
- Branching corals 10 cm/year, only grows to 50 cm high

Which fish species can change sex?

- Humphead Wrasses
- Clownfish (the “Finding Nemo” fish)
- Parrot fish change sex from female to male
- Coral trout change sex from female to male

Module 2:

Fisheries Management Act 2015 and Regulations (3 hours)

Objectives

- For PFOs to familiarize themselves with the Fisheries Management Act 2015.
- For PFOs to be able to understand and explain the various fisheries regulations in force under the Fisheries Management Act 2015.
- For PFOs to be able to understand and explain the Second Schedule under the Fisheries Management Act 2015 to communities and other partners.
- For PFOs to be able to answer questions in response to community queries regarding the fisheries laws in Solomon Islands.

Key messages

MESSAGE 1

Fisheries laws are there to guide communities to sustainably manage their marine resources

- Fisheries laws give management plans 'teeth to bite'.
- There is a process in place to guide communities should they decide to gazette their community management plans.
- Information regarding the fisheries laws is accessible at the MFMR Office or [PaLii website](#).

MESSAGE 2

Fisheries officers are the mandated government officers to implement the fisheries laws.

- PFOs are employed by the Ministry of Fisheries and Marine Resources, thus, it is part of their job to be knowledgeable on the fisheries laws in Solomon Islands.
- PFOs should carry out community awareness on the Fisheries Management Act 2015 and its regulations.

MESSAGE 3

When communities are aware of the fisheries laws, they would adhere and support the government to implement the laws.

- Some community management plans include size limits and bans as part of their community rules.
- Communities can enforce penalties and report offenders to fisheries officers by applying their management rules and penalties.

Content

MESSAGE 1

Fisheries laws are there to guide communities to sustainably manage their marine resources

To support communities to sustainably manage their marine resources, the National Parliament of Solomon Islands has passed the Fisheries Management Act 2015 as the primary legislation. There are also fisheries secondary laws or known as fisheries regulations that are in force to ensure that marine resources are properly managed for the benefit of communities now and in the future. It is important to understand that the purpose of having such fisheries laws is to guide fishing behaviors and practices and not to penalize local communities. The Fisheries Management Act 2015 is the governing law that any organization or individual working in the fisheries sector should uphold when working with local communities. MFMR, all relevant stakeholders, and local communities are responsible for ensuring such law is understood and adhered to by all that engage in fisheries.

Below are the existing fisheries laws guiding the usage and management of inshore fisheries resources in Solomon Islands.

1. Fisheries Management Act 2015

- Section 18 of the Fisheries Management Act 2015 provides for Community Fisheries Management Plans.
- Second Schedule of the Fisheries Management Act 2015 provide guidelines for the development and implementation of the Fisheries Management Plans.

2. Fisheries (Amendment) Regulations 2003

- The Regulations prohibits use of scuba diving and other under-water breathing apparatus for the purpose of harvesting any marine resource.

3. Fisheries Management (Prohibited Activities) Regulations 2018

- The Regulations prohibits certain activities within the fisheries waters of Solomon Islands.
- It prohibits fishing of any mud crab of the species of *Seylla serrata*, any crayfish of the genus *Panulirus*, coconut crab of the species *Birgus latro*, any oyster shells of the genus *Pinctada*, golden cowrie shell of *Callistocypraea aurantium*, glory of the sea cone shell of the species *Conus gloriamaris*, green snail of *Turbo marmoratus*, any maori wrasse (*Cheilinus undulatus*), any bumphead parrotfish (*Balbometopon muricatum*), any nesting turtle, leather turtle of *Dermochelys coriacea* or any dugong (*Dugong dugong*), any turtle, clam meat or clam products of the genus *Tridacna* and *Hippopus*, triton shell of the genus *Charonia*, branching coral *Acropora humulis*, soft coral *Euphyllia glabrescens* and mushroom coral *Fungia fungites*.
- It also prohibits destroying of turtle nest or eggs, turtle with a tag attached or tag attached to a turtle and shark finning of sharks, export of crocodiles or any of its parts or crocodile products, all live and dead corals or live rock and import and selling of seine net, gill net, trawl net or tangle net.
- The Regulations also provides carapace length of the species and penalties and fines to be enforced to offenders.

4. Fisheries Management (Prohibited Activities) (Amendment) Regulations 2018

- The Regulation has amended the Fisheries Management Regulations 2018 by deleting clause 1(i)(1) and inserting after clause 2(ii) a new paragraph of any trochus of the species *Trochus niloticus* and inserting after clause 3(v) a new paragraph for squaretail coral grouper (*Plectropomus areolatus*), leopard coral grouper (*Plectropomus leopardus*, camouflage grouper (*Epinephelus polyphkadion* and brown marbled grouper (*Epinephelus fuscoguttatus*)
- For its penalties and fines, refer to the Fisheries Management (Prohibited Activities) Regulations 2018.

5. Fisheries Management (Amendment) Regulations 2019

- The Regulation provides for export license fees for marine commodities.

6. Fisheries (Beche-de-mer) (Amendment) Regulations 2014

- The Regulations provides for the Solomon Islands National Sea Cucumber Fishery Management and Development Plan Fisheries.
- It provides for the targeted species, authorities, roles and responsibilities, fisheries management objectives and management measures of sea cucumber.

7. Fisheries Trawling or Dredging Prohibit Regulation 2002

- The Regulation prohibits any person to use bottom trawling or dredging method for the purpose of harvesting sedentary and other ethnic resources.
- It also provides penalties and fines for offenders who breach the Regulation.

MESSAGE 2

Fisheries officers are the mandated government officers to implement the fisheries laws.

MFMR is the principal implementer of the fisheries laws in Solomon Islands. As employees of the national government, the fisheries officers are mandated and expected to understand, uphold, and implement the fisheries laws accordingly. It is important that fisheries officers are well versed with the various fisheries laws, policies, strategies, and standard operating procedures to do their job thoroughly.

Being able to interpret the fisheries laws in a way that is understandable to local communities is a way forward to successfully implementing it.

MESSAGE 3

When communities are aware of the fisheries laws, they can adhere and support the government to implement the laws.

The fisheries laws are meant to assist communities to sustainably manage their marine resources. Communities are key partners in implementing the fisheries laws as they are the resource owners and users. It is vital that communities are informed of such fisheries laws so that they could implement the laws through their community management plans or even community by-laws. Informing and allowing communities to implement the laws at their level would enable them to see the importance of having and abiding to the fisheries laws.

Resources

Publications

- CBRM Strategy 2021 - 2025
- [Fisheries Management Act 2015](#)
- [Fisheries Management Regulations](#)
- Schwarz, A.M, Gordon, J, & Ramofafia, C. 2020. [Nudging statutory law to make space for customary processes and community-based fisheries management in Solomon Islands](#). *Maritime studies*. DOI: 10.1007/s40152-020-00176-0

Assessment

Trainees

- Divide into two groups. Each group is to prepare a presentation using the resources provided under the fisheries laws to be presented to a particular province (any province can be picked for the purpose of this exercise, but just one province per group).
- Prepare a simple presentation on the Fisheries Management Act 2015 and the fisheries regulations using the resources provided. Attention should be paid to the interests and needs of the community or province, for example, if fisheries management ordinance apply to a popular species for fishing in the province, those regulations should be emphasized in presentations.
- Each group presents their presentations, and takes questions from the other group, who must role play community members and ask at least three relevant questions from the FAQ section in this module.
- Each group then provides feedback to the other group on the information covered in the awareness and how they respond to community questions regarding the fisheries laws.
- Feedback should be given using the following table:

	Interesting	Not so interesting	Easy to understand	Not so easy to understand	Relevant to local communities	Not so relevant to local communities
What parts of the presentation was...						
What parts of the answers to questions was...						

If a community reports an offence under the fisheries laws, who does the penalty fine go to?

- There is no indication of fines going to the province or communities. For sustainability of community initiatives (especially when reporting an offence committed) as well as provincial revenue (resources are within provincial jurisdiction), this is a gap now in the system.
- If the offence is under the fisheries laws, the matter can be dealt with administratively or in court proceedings, fines and penalties will be enforced by the State. Otherwise, if the offence is under the Community Management Plan then the community can enforce penalties against the offender(s) in the community.

Has MFMR ever fined a person under the fisheries laws?

- There were few reported cases. For example, on 13 November 2018 in Central province, a dynamite case was reported, the police arrested and charged the offender for using dynamite for fishing.
- There are reported cases over beche-de-mer that were dealt with administratively and offenders were fined by the Director of Fisheries.

What is in it for us to follow the fisheries laws? (I.e. there are no other opportunities for us, what are you going to do?)

- Fisheries laws are there to guide us on our conduct for sustainable fishing practices. It is one form of management tools or management measures used in fisheries.
- Police and PFOs cannot be everywhere seeing what is happening in fisheries, so communities are encouraged to have their own CBRM plans to manage what happens in their respective areas and can use management plans to enforce rules in their area. Many communities have their own patrols, rangers and men, women and youth reporting on people breaking the rules and the chiefs or other leaders or Committees can deal with the offenders.

What is the extent of the boundary for CBRM for communities to undertake management?

- According to Section 18(2) of the Fisheries Management Act 2015 it states that management plan shall not apply to an area no greater than the extent of the customary rights of the relevant community. In this case, the management plan shall not extend beyond the outer edge of the reef or fringing reef and provincial waters.

How are/should fines be distributed according to penalties? Does the communities and provinces have a stake in it? Can it be shared to communities too?

- It depends on the seriousness of the crime or nature of the offence. The Fisheries Management Act 2015 provides maximum fines under the First Schedule. Communities should also develop their management plan penalties, fines, and sanctions as part of their management measures and if the case or crime committed is within the limits of the community area it should be paid to communities. Crimes committed within community managed areas, then fines should be for the community. Each Provincial Government has a primary responsibility for the conservation, management, development, and sustainable use of fisheries resources within its provincial waters therefore the Provincial Government has the responsibility to pass fisheries management ordinances and regulate penalties within its jurisdiction.

What is the role of police in CBRM enforcement?

- According to Section 65(4) of the Fisheries Management Act 2015 a police officer acting within the limits of his or her authority is deemed to be an authorized officer. It can be a police officer stationed in the province. The police officer is an enforcement officer to arrest anyone who breaches the fisheries laws.
- Police are not directly involved in CBRM enforcement. However, they can be accompanied by the PFOs to any reported matters by the community for the purposes of enforcing the fisheries laws. Police only attend to matters reported under community-by laws (under Community Policing Program of RSIPF). The RSIPF Crime Prevention Strategy and local crime prevention committees can work in partnership with CBFM management plans and committee, where they exist and use bylaws.

When we make a management plan, when can we apply the rules? Do we have to wait for it to be gazetted?

- If the management plan is accepted by the community and its local leaders (such as chiefs, women leaders, and church leaders), it may be a good practice to adhere to the rules. According to the Section 18(7) of the Fisheries Management Act 2015 it provides that a Community Fisheries Management Plan shall be deemed to have legal effect of a bye-law upon adoption by provincial assembly and publication in the Gazette which means that the provincial assembly must assent and published the plan in the gazette.
- As a good practice, communities need to make awareness within and among themselves as well as other nearby communities on the rules in place with their managed area.
- When a community gazettes its management plan, does the management site then become government owned?
- “No” it is for the community ownership, but it is recognized by government or everybody, like or same as any other fisheries laws of the land.
- The community will be the main player with regards to implementation of agreed program activities and the day to day running of the managed area. MFMR’s main role will be that of advice.

If an offence is committed, what is the process a community member can take? A PFO can take? What is the notification chain?

- Suggested process: Firstly, report to the management committee and community elders and leaders for hearing at community level. If the offence cannot be settled at the community level, then report to PFO, and then PFO forward to the Director with written report and police may intervene to arrest the offender and lay charges as per the Penal Code or can be penalised under the fisheries laws.

How do you measure the legal size of mud crabs?

- Measure the carapace length, less than 12cm is not allowed for harvesting as well as when carrying eggs.

What is the prohibited size for harvesting trochus shell?

- 8 -12cm economical, below 8 cm and more than 12 cm should not be harvested

Sometimes fishing boats are seen fishing near the shore. How far from the shore should they fish?

- 3 nautical miles is provincial waters, different arrangements for types of fishing vessels, need to report to MFMR if any vessels are fishing in wrong areas (Call 39143). Inform communities that all large ships are monitored by electronic devices and will be known easily if entering provincial waters.

Module 3: Community Based Resource Management (2.5 hours)

Objectives

- For PFOs to understand CBRM and CBRM processes
- For PFOs to be able to explain CBRM to local communities
- For PFOs to be able to facilitate the process of developing community management plan

Key messages

MESSAGE 1

National Government recognised and endorsed CBRM approach as the strategy for communities to manage their resources.

- Government and relevant partners have worked with some communities to develop community management plans.
- Communities can take the lead in implementation of CBRM and not wait for external support from Government and NGOs

MESSAGE 2

Communities are the resource owners and users so are looking after their resources using local practices.

- CBRM is not new but has been part of our culture through the customary land and marine tenure, most provinces had tabu areas and seasonal closures when there was no fishing in the past
- Many communities who already have CBRM have reported stock recovery and species come-back are now benefiting, in terms of increase sales and increased supply of fish for food.
- Communities may use existing traditional practices to manage fishing behaviours.

MESSAGE 3

We are given the stewardship responsibility to look after our resources.

- Genesis 1:26, Then God said, “Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth.”

MESSAGE 4

Communities have better knowledge of fishing activities in their communities and can develop a management plan to guide their fishing behaviours.

- Many communities are already doing CBRM throughout the country
- Communities may organise a community meeting to discuss possible objectives, rules, and penalties for their community management plan.
- Options to manage the effects of fishing include
 - Close off fishing grounds (e.g., make tabu a habitat – mangrove/ coral reef/ river mouth)
 - Have seasons for fishing and no fishing (e.g., marine species have seasons for spawning aggregation and feeding so no fishing during karai time or mamamu time)
 - Place bans on harmful practices (e.g., no dynamite fishing)
 - Restriction to fishing gear types (e.g., no use of magnet for fishing, no using of torchlight)

MESSAGE 1

Government endorses CBRM as the strategy for communities to manage their resources.

CBRM can be defined as resource owners and users together managing their natural resources such as forestry or marine resources at the community level. It is the recognized strategy by the national government for managing natural resources in the Solomon Islands. The Fisheries Management Act 2015 allows communities to develop community management plans which they could use to manage their fisheries resources. Also, MFMR developed the *CBRM Strategy 2021- 2025* to serve as a framework to guide the government and other stakeholders to work together in supporting the efforts to scale up and improve CBRM.

MESSAGE 2

Communities are the resource owners and users so are looking after their resources using local practices.

More than 80% of land including the coastal zone are customarily owned by the people. Also, most of the coastal resources are harvested and utilized by coastal communities. Moreover, local women, men and youth are experts about their resources and fishing behaviors and techniques as they are the ones using coastal areas every day. So, communities are in the best position to put in place relevant management measures that would allow them to retain maximum benefit out of their resources. Below are the values and benefits to communities when taking responsibility to manage their marine resources.

- Food security from abundant marine resources
- Income from sustainable harvesting practices
- Opportunities for alternative livelihoods such as eco-tourism
- Health and quality of life from healthy food sources
- Cultural practices such as tribal totem of marine animals could be maintained
- Benefits are long-term, ensuring resources for children, grandchildren and great grandchildren

MESSAGE 3

We are given the stewardship responsibility to look after our resources.

Solomon Islands is a Christian country with more than 90% of indigenous people claiming to be Christians. As Christians it is only proper to uphold what the bible preaches and put it into action. Which means men and women to take responsibility and be good stewards to all resources to meet current generation's needs without compromising the resources needs of future generations.

MESSAGE 4

Communities have better knowledge of fishing activities in their communities and can develop a management plan to guide their fishing behaviours.

Local communities continue to look after their marine resources using traditional methods such as establishing closed (tabu) areas. CBRM is normally driven by local communities with support from the government and other NGO partners. The key players in CBRM are members of the community and CBRM committees include all types of people such as chiefs, church leaders, leaders of youth and women's groups and men and women fishers. It is important that communities do not have to wait for outsiders to start managing their fisheries or improve management of their resources but do it on their own. That way, communities develop a management plan that reflects what they really need and want. A community management plan should have a goal, management rules and penalties, and a management committee that represents men, women, youth and people with special needs, harvesting fish and other marine species from the community's coast and riverine areas.

Below are the processes communities might have to follow when implementing CBRM.

Process by the community

Step 1	Community has desire for marine resource management.
Step 2	Community agrees on key goals, the desired results.
Step 3	Community develops a management plan.
Step 4	Community establishes a small group to work on management plan.
Step 5	Management Plan is well-known to all resource owners and neighbouring communities.
Step 6	Carry out the plan and apply the actions.
Step 7	Check to see the management measures and actions are carried out.
Step 8	Check to see if management plan is working and the goals are achieved.

Should a community decide to gazette their management plan under the Fisheries Management Act 2015, below is the process to follow.

Process by MFMR



Activity 1: Fish tool.

This tool would be used to review an existing management plan or could also be used to develop a new plan. Details can be found in the [CBFM Review Facilitators Guide](#).

In summary, the fish tool aims at supporting PFOs with the process and requirements for developing or reviewing a community management plan. There are different steps in creating or reviewing a plan, which are symbolised in the parts of the fish in the fish diagram below.

Step 1: Direction the fish is swimming

the goal of the CBRM plan. What is it that you want this management plan to do or achieve?

Step 2: Eyes

Map what can be seen. This helps to manage fish, marine plants and other marine animals, it is first necessary to determine if they are healthy, easy or difficult to find, and well used or overused, and to make other distinguishing observations.

Step 3: Scales on the body

are the rules. The scales should be strong to protect the community's marine resources. It helps to start off by identifying what are some of the key threats to fisheries resources and habitats in their communities, so what rules should limit these threats

Step 4: Teeth

The teeth of the fish represent enforcement of the rules (e.g. fines, rangers, monitoring at the market, notices to stop fishing, etc.). The teeth need to be strong for the management plan to be effective.

Step 5: Currents

are expected and unexpected challenges or difficulties. The CBRM Plan (the fish diagram) can be affected by unexpected challenges, including disasters, population changes, environmental changes, and political changes.

Step 6: Tail

the CBRM committee. Just as a fish is steered by its tail, fisheries management is steered by the Committee. A strong tail is not flat but has ridges, each of which represents the diverse people in our community (e.g. chiefs, women, men, youth, fishers, farmers, etc.)

Step 7: Fin

The helpers. Sometimes communities would work with the government and other partners to implement their CBRM activities. Fish has different fins which represent the different specialities and technical know-how of each helper or partner.

For this activity, you can divide into two groups, and assign each group to an example community (see below). Assign each group member a character to play, chiefs, the fisher men, the fisher or seller women, youth from the community, male facilitator, female facilitator.

The male and female facilitator must work as teams to start making a CBFM plan based on community views. Each group must get the communities to agree to three rules as a start.

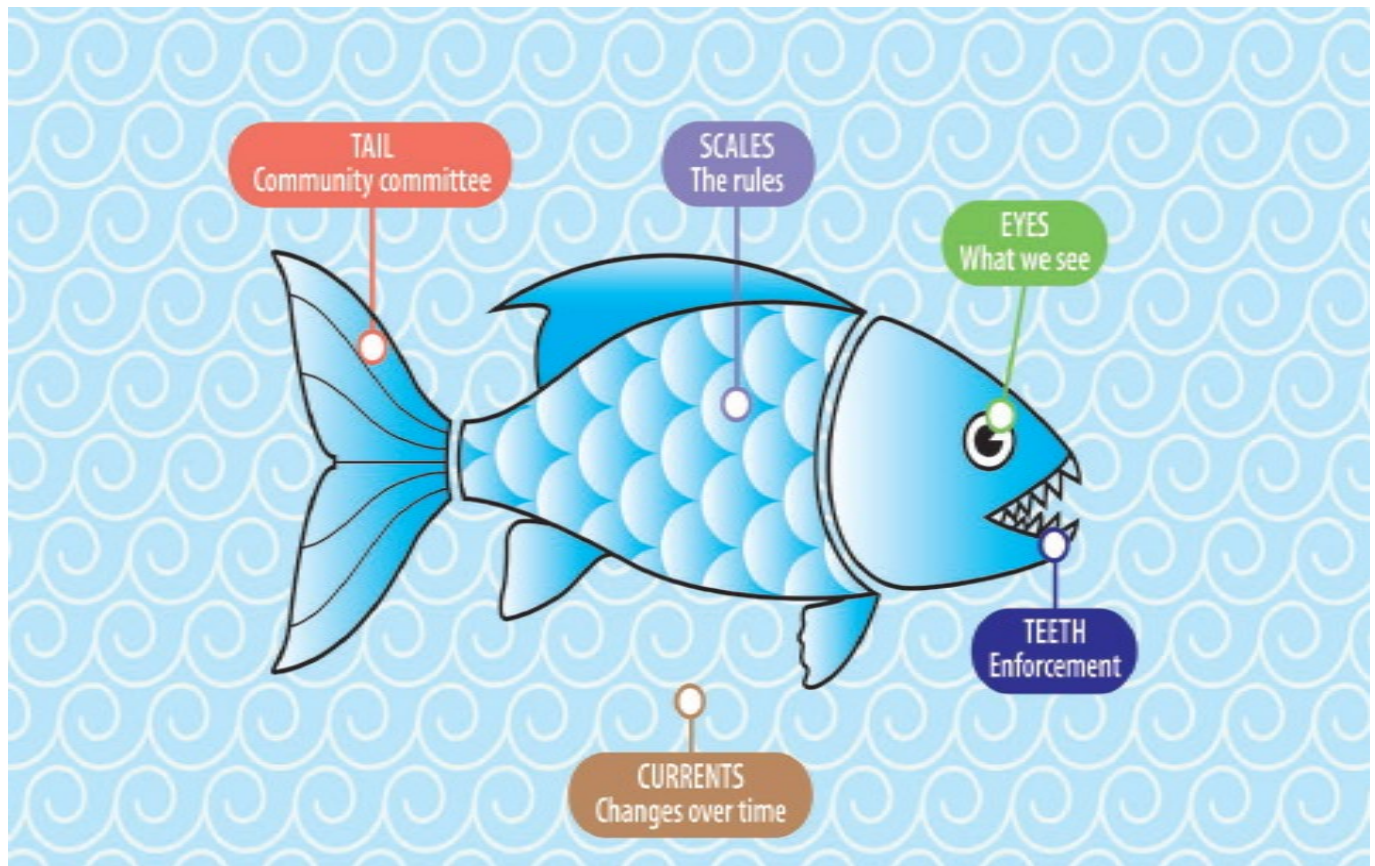
Example Communities

Community A:

Community A is a small cluster of villages that rely on food they get from mangroves and coral reefs for fish, crabs and mud shells. The problem is that because many of the women collect and sell the shells and crabs at market, these species have gone down in number, while men cutting coral for building materials has also seen coral reefs to die off, and host fewer fish species. The community has a committee but it's not very active about fisheries matters and is mostly made up of older males. These men complain that it is difficult for them to monitor how people are using the coastal areas, while the youth say there are not any rules in place for fishing that they know of.

Community B:

Community B is one large village that has a large reef off its shores and their main foods are reef fish and other species they find there (such as octopus). The community traditionally had a tabu area, but not recently, the tabu area covered almost half of the reef and fishers say they do not want to close off such a large area. The area traditionally would belong to two tribes but there are some old disputes between them. So, there is no community committee existing that could deliberate on CBFM for the area. The reef itself is in reasonable shape except fishers notice the larger fish are rarer and women and kids selling the fish say the fish caught is often undersize. The population of the village is increasing so there are some worries that if the tribes cannot work together and manage the area, fish will decline.



Resources

Publications

- [WorldFish and University of Wollongong. 2021. Community-based Fisheries Management Plan Reviews – Facilitation Guide. Noumea, New Caledonia: Pacific Community. 20 p.](#)
- [WorldFish \(2013\) Community-based marine resource management in Solomon Islands: A facilitator's guide. Based on lessons from implementing CBRM with rural coastal communities in Solomon Islands \(2005 - 2013\). CGIAR Research Program on Aquatic Agricultural Systems. Penang, Malaysia. Manual: AAS-2013-17](#)
- Solomon Islands Community Based Coastal and Marine Resources Management Strategy 2021-2025

Assessment

To come following Module 4. See assessment Module 4.

FAQ

If we implement CBRM, what are you going to support us with?

- CBRM is how communities can manage their coastal resources for their own benefit. Without communities managing fishing and other practices that damage their resources, like cutting mangroves or collecting coral, then these practices could mean declines in species and food for the communities in future. MFMR, PFOs and partner NGOs support with information, relevant trainings for capacity building, and can link your community to other relevant stakeholders

MFMR and WorldFish are going to close the reef from fishing?

- No, it is the community's decision

How long should a community close their reefs?

- The closure period depends on the community themselves. Coral can grow 1 to 10cm a year, so if the closure is to allow coral to recover, the closure should be for some years. If the closure is to allow for some fish or other animal species to recover, learn more about the lifecycle of the animal to find out how many years will make a difference in terms of closing the area. Generally speaking, communities have observed more fish after closures of two years, but it depends on the community and the species involved.

Why do river mouths have lots of algae?

- Sediments from the land washed down stream, thus, increase nutrients in the water which creates suitable environment for algal growth

Why did government allow logging to occur when effects on communities are already known?

- Logging contributes to governments revenue. However, the communities are the decision makers here. Local landowners own the land and allow the logging to operate in exchange for royalties. The decision is in your hands. Think about the future, minimizing or stop logging will have a positive impact on the health of fish and other species in rivers and coastal areas. Each community has to decide is the cost of logging in terms of the damage it does to rivers and coasts, worth the royalties they get.

What alternative livelihood can MFMR or WorldFish support the community with?

- These agencies can help the communities build or deploy Fish Aggregating Devices (which attract fish), and can also connect the community to other service providers in their network. After all, CBRM is for the good of the community. Not for WorldFish or MFMR.

Is it possible that fish from our tabu area will travel to other places?

- Yes, some fish are highly migrated species. They can travel anywhere. But if you have healthy reefs, mangroves, and sea grass, these habitats will help retain the fish stock in your area.

How far from the shore should FADs be deployed?

- At least 3 Kilometres

Module 4:

Gender (3.5 hours, including assessment for Module 3 and 4)

Objectives

- Understand key gender and social inclusion (GESI) concepts relevant to CBRM
- Be able to apply gender inclusive approaches in CBRM consultations, awareness, trainings, and management plans development

Key Messages

- | | |
|-----------|---|
| MESSAGE 1 | Understanding key gender and social inclusion (GESI) concepts is important for CBRM. |
| MESSAGE 2 | Participation of women and youth needs to be included in plans and committees for CBRM. |

Content

- | | |
|-----------|--|
| MESSAGE 1 | Understanding key gender and social inclusion (GESI) concepts is important for CBRM. |
| MESSAGE 2 | Participation of women needs to be included in plans and committees for CBRM). |

To explore how these work in practice, the Fair/No Fair! Activity can be used with groups of trainees.

Activity: Fair / No Fair!

Purpose

- To explore the barriers to women's participation in different steps of CBRM
- To explore perceptions of how fair these barriers are and identify ways to get around it.

Materials

- Printouts of the stories below
- A drawing of 'Mary' and 'Diane'

Preparation

- "We will read you a series of small stories about two women in this community who want to participate in the CBRM decision making.
- "In each story, Mary will feel that the event was 'unfair', and Diane will feel that the event was 'fair'."
- "We will ask if you agree with Mary or Diane, and ask you to tell us why"
- "We will also ask some follow up questions"
- "Each event will relate to a step of participation (see the last page of your handout)"

Story 1 [Printout]

The community

There is an island community not far from here (see map on other side). They have one village next to a shallow fishing area where people glean for shells and use hooks and nets to catch fish at high tide. All the other fishing areas require a canoe, and the other gleaning area on a small island to the west requires a motorboat.

The people

The “Bird” family have long ties to this island and members of this family have traditionally made the rules about fishing in this community. The “Dolphin” family is the other big family in this village, and they moved here more recently. There are also some outsiders from different provinces. Most people here live off food from the ocean and small-gardens, and some make shell crafts or sell tuna at the market they can access by motorboat.

A new CBRM plan

This year the community is taking the first steps in creating their own CBRM plan. Last year Provincial fisheries officers and NGO workers came by and let them know that the law now encourages communities to manage their own fishing areas. The community has noticed that the fish and shells have become smaller and fewer in their nearshore fishing area. After the first big community meeting one big management idea has gotten everyone talking. The idea is to put a permanent no-take area around the near shore fishing area.

Some people think the no take area will help improve fishing around the island, and because the no-take area is close to the village it will be easy to monitor. Other people worry that that they won't be able to fish anymore, since they can't access other fishing grounds easily, and want to think about other ways to manage their fishing grounds.

Mary, Diane and Mark

Mary and Diane are sisters-in-law and like to collect shells in the intertidal zone near their houses, although they have noticed that it's a little harder these days to find shells. They mostly collect shells for food but they also collect shells for shell crafts that the leader of the women's church group sells for them at the market.

Mary is married to Mark and they have 2 small children. Mark owns a canoe, and he and Mary are trying to save up to buy a motor. Mark is part of the Dolphin family and Mary moved to this community from the next island over when she married Mark.

The proposed no-take area

Mary and Diane heard from Mark that there is a new proposed CBRM rule that would put a no-take area where they collect shells. Because they don't have a motorboat, they wouldn't be able to collect shells anymore. Mary and Diane want to go to the next CBRM and Mary wants to propose other ideas that wouldn't put a permanent no-take zone in her fishing area.”

Step 1: Attendance

INFORMATION

“On the day of the meeting Mary and Diane realize they can't attend because they have to care for their young children, and were told children were not allowed in the meeting.”

Mary: “This is unfair, we should be able to go to this meeting”

Diane: “It's not unfair, Mark will tell us what happened”

QUESTION

“Do you agree with Mary or Diane?”

Form groups, take a minute to discuss why, then share with the whole group.

? FOLLOW UP QUESTIONS

- What are some other reasons Mary and Diane might not be able to attend?
- If the attendance process is unfair, what are ways to make this fair?
- How easy or difficult will it be for Mary to attend the meeting without Marks permission?
- And the reverse? How easy or difficult would it be for Mark to attend without Mary's permission?

Step 2: Understanding

i INFORMATION

"A few hours before the meeting Diane's mother came by and agreed to look after the children so Diane and Mary could attend the meeting. At the meeting a fisheries officer was there to explain the CBRM plan. He used words that Mary and Diane didn't understand. The fisheries officer supported the idea of having a no-take area in their fishing grounds, but Mary and Diane couldn't understand why it would be a good idea."

Mary: "This is unfair, he should explain what those words mean, and help us understand why it will be good to stop fishing there"

Diane: "It's not unfair, we can ask Mark later to explain it to us"

? QUESTION

"Do you agree with Mary or Diane?"

Form groups, take a minute to discuss why, then share with the whole group.

? FOLLOW UP QUESTIONS

- What are some other reasons Mary and Diane might not be able to understand?
- If the understanding process is unfair, what are ways to make this fair?

Step 3: Sharing

i INFORMATION

"During the meeting, once the fisheries officer has given his presentation, he opens it up for community members to voice their opinions. The first five people who talk are all men, even after Mary has raised her hand first."

Mary: "This is unfair, I should be able to speak in meetings!"

Diane: "It's not unfair, you can share your opinion with the women's group tomorrow."

? QUESTION

"Do you agree with Mary or Diane?"

Form groups, take a minute to discuss why, then share with the whole group.

? FOLLOW UP QUESTIONS

- What are some other reasons Mary and Diane might not be able to share in the meeting?
- If the sharing process is unfair, what are ways to make this fair?
- If Mary speaks up at the CBRM meeting, what kind of reputation do you think Mary will have in the village?
- Would it be different if Mark was the one speaking?

? FOLLOW UP QUESTIONS

- How does Mark feel about Mary speaking up?
- What kind of reputation does Mark have in the village and among his friends, if his wife speaks at the public meeting?
- If it was Mark speaking up how would Mary feel about it?

Step 4: Being valued

i INFORMATION

“While the first five men are speaking, the fisheries officer is summarizing their ideas and writing them down on a big paper at the front of the room. When someone is done speaking, he says “Thank you for that idea”. Finally, Mary is called on to speak. She is a little nervous, but she is determined to share her thoughts about what the no-take area would mean to her fishing. She proposes instead of a no-take area, having seasonal or moving closures, or at very least allowing for shell harvesting when the weather is bad. While she’s talking the men in the audience look down or talk to each other. One person interrupts her and says ‘no, rubbish idea, you’re a woman, me falla na save what for doing [we are the ones that know what to do]’. The fisheries officer does not write down her ideas and interrupts her before she is done talking by saying: ‘Ok, next!’”

Mary: “This is unfair, they did not listen to what I had to say”

Diane: “It’s not unfair, you had a chance to speak”

? QUESTION

“Do you agree with Mary or Diane?”

Form groups, take a minute to discuss why, then share with the whole group.

? FOLLOW UP QUESTIONS

- What are examples of how Mary and Diane might not be valued in the meeting?
- If the being-valued process is unfair, what are ways to make this fair?
- How easy or difficult will it be for Mary to convince the community of her ideas?
- Would it be different if Mark was the one speaking?

Step 5: Decision making

i INFORMATION

“A few weeks after the CBRM announced that they had written a management plan. It included a permanent no-take area in the nearshore fishing area.”

Mary: “This is unfair, they put the no-take area where we collect shells, they didn’t listen to our idea for a seasonal rotation, or to allow us to collect during bad weather”

Diane: “It’s not unfair, they know what they are doing. This is best for everyone”

? QUESTION

“Do you agree with Mary or Diane?”

Form groups, take a minute to discuss why, then share with the whole group.

? FOLLOW UP QUESTIONS

- If the process is unfair, what are ways to make this fair?

Step 6: Accountability

INFORMATION

“It has been three months since the no-take area was put in. Mary and Diane have had to give up on shell collecting. But they have heard some women still collect shells when they know they won’t be caught. The next time the fisheries officer comes to the village, Mary finds the courage to talk to him about the new no-take area. She tells him about the impact of the closure on her and people in the village, and how some people aren’t following the rule. She asks if there is any way to change the rules so that it works better. He tells her than now that it has been written down there is no way to change the rules.”

Mary: “This is unfair, the rules mean we can no longer collect shells, and it’s not even working! We should be able to ask for it to change.”

Diane: “It’s not unfair, we had our chance when they first made the rules.”

QUESTION

“Do you agree with Mary or Diane?”

Form groups take a minute to discuss why, then share with the whole group.

FOLLOW UP QUESTIONS

- What are some other reasons Mary and Diane might not be able to change CBRM rules that harm them or aren’t working?
- If the accountability process is unfair, what are ways to make this fair?
- Is there a different (better?) way for Mary to try and influence the CBRM rule?

Summary

The way PFOs, MFMR and NGOs talk to communities and interact with them can have a positive or negative impact on women and youth participation in CBFM. Modeling fairness, for example by having male and female facilitators, asking everyone to speak, having separate groups for men, women and youth to decide amongst themselves what ideas they want to raise at community meetings and holding meetings at a time and place that suits everyone can help. When we talk about gender and social inclusion, we should consider who might be left out of decisions or benefits from community fisheries resources, that could be women, youth, and people with disabilities, or ethnic minorities or other groups that are seen to have lower status within communities. If these groups are included, then CBFM is inclusive.

Facilitation by government and NGO officers can help create spaces for disadvantaged groups, which might be women, youth, people with disabilities, ethnic minorities, or others, to speak and be heard. Some examples of actions of what officers can do are:

Reaching out to these groups with personalized invitations to attend, with consent from community leaders (e.g. chiefs)

Meeting at times that suit different people (e.g. people who garden may prefer a certain time of day to meet) or ways that suit people (e.g. telling mothers it is OK to bring their children to awareness sessions, giving help to people with physical disabilities to get to the meeting venue)

Allowing these groups time to meet separately and decide which needs and priorities they want to present to the full community meeting

Thanking everyone who contributes, and recognizing women’s, youth’s, and people with disability’s ideas in meetings

Encouraging community committees to represent all types of people in their decision-making roles and responsibilities, by asking questions, e.g. “Are there any youth members in your committee?” “Do you feel like your committee membership includes all types of people who live here?”

Assessment (for Module 3 and 4)

Trainees

- Each province team prepares and presents the existing PowerPoint they have been using for CBRM awareness or prepare new PowerPoints or presentations on CBFM
- The materials should cover:
 - What is CBFM and why communities should consider it
 - Who is involved in CBFM
 - Some options for CBFM rules
 - Good examples from their province of a community seeing positive results from CBFM
- Each province team should also present five ideas of how they could conduct this CBFM presentation in a way that is inclusive of all community members

Resources

- [Pacific handbook for gender equity and social inclusion in coastal fisheries and aquaculture](#)
- [Follow the fish factsheet](#)
- [Gender-inclusive facilitation for community-based marine resource management](#)
- MFMR Gender Strategy
- [MWYCFA GEWD Policy](#)

FAQ

What is the difference between gender and sex?

- Gender is learned through socialization as children grow up and it varies across cultural groups and historical periods. It is not only about women. Sexual characteristics are physical – people are born with them.

Why is gender important in fisheries?

- Integrating a gender and social inclusion (GSI) perspective in coastal resource management and development improves our capacity to achieve the goal of improving the well-being of all people living in coastal areas¹.

Are we breaking our cultural norms when we are promoting gender equality?

- Gender equality is all about giving equal opportunity to both men and women in decision making regarding CBRM. Cultures are dynamic and changing, within most cultures there are harmful and positive norms, and community members themselves can decide which to preserve and which to change.

¹ FAO. 2015. Voluntary guidelines for securing sustainable small-scale fisheries in the context of food security and poverty eradication. Rome: FAO.

Module 5: Basic Report Writing (1 hour)

Objectives

- For officers understand the difference between report writing and other forms of writing
- For officers to be able to write factual, evidence based, reports on CBRM activities

Key Messages

MESSAGE 1

Report writing is a vital skill for staff working in any sector.

- Staff that can write reports can secure more funding, promotions, and get recognized for their work. As officers at provincial level become more responsible for their own funding, budgets and partnerships, report writing will be a key task.

MESSAGE 2

Reports should be factual, using details and facts, and formal rather than argumentative or using slang and popular language.

MESSAGE 3

In reporting on community participation, consider who is left out of community decisions and what ways you can facilitate and record inclusion of these groups.

Content

Writing reports is a key function of government officers, providing evidence of their activities and purpose, and good report writing often leads to more recognition and funding. Reports however, should be factual, rather than exaggerated. For example, in writing a media release or opinion piece for the newspaper, writers will use many descriptive words (e.g. of such writing “the meeting was very successful, the facilitation was perfectly aligned with the leader’s decisions”). Reports should instead use descriptive facts (e.g. of report writing “an estimated 70% of the community turned out to the meeting, so engagement was high, and the chiefs invited the team to come back to conduct further activities”).

The basic rule of writing factually is to “show, don’t tell”. Telling people what to think is generally less convincing than showing them the results or benefits from a particular approach, activity, or idea. Consider these examples:

Report language that TELLS...

Fish Aggregating Devices (FADs) are a very popular and sought-after intervention by communities across the province that needs more funding.

Report language that SHOWS!

Of the 32 people that visited Provincial Fisheries Office with unsolicited requests for information in 2019, 28 were community leaders requesting support for FADs. Typical requests were to deploy FADs (20 requests) and to mend broken FADs (8 requests). It was observed in community awareness sessions across Central, North and Southern parts of the province in 2019, requests for FADs were also common: of the 127 recorded questions from awareness sessions about fisheries conducted in villages, 63% of questions were about FADs. This underlines the need for investment in FADs to meet community needs.

As seen in the example of showing not telling above, details make good reports. Writing factually means

adding a lot of factual details. Specifically, it is good to add details on who, what, when, where and how?

- What?
- Where?
- When?
- Why?
- Then don't forget...Ws best friend... How?

Let's consider an example:

Report language MISSING the what, where, when, why and how...	Report language with what, where, when, why and how!
<p>Last Friday the team conducted awareness on fish hygiene in the Central region. There was a good turnout of people to the presentation and it was very successful.</p>	<p>On Friday 14 July 2020 and Saturday 15 July, the team (Project Manager, Administration Officer & Communications Officer) conducted awareness sessions of 2 hours each in markets at Central Town (Ward 9) and Little Town (Ward 13).</p> <p>The turnout at the sessions was high with 128 people (60% male, 40% female) in Central Town and 82 people (55% male, 45% female) in Little Town. The participants asked 21 questions in Central Town and 17 in Little Town indicating people's interest in fish hygiene. Local leaders, particularly three chiefs and two women's market representatives in Central Town and one chief and one women's representative in Little Town, thanked the team for sharing information with them and said with this knowledge fish sellers could monitor hygiene better.</p>

Reports also generally use formal language, although there can be exceptions as well. Some things to keep in mind when writing reports using formal language include:

- Address in impersonal terms – no “you” “I” unless specific need for it (e.g. if you are accounting for individual funding)
- No abbreviations – e.g. doesn't, can't
- No slang – e.g. do not write words like *lelebet*, *bagarup*
- Be factual as possible (facts are specific pieces of verifiable information, “show don't tell”)
- Actions – be clear about who you are addressing in internal reports, e.g. “It is recommended the Permanent Secretary”, “it is recommended the Director” etc, and more general in external reports e.g. “It is recommended the Fisheries Division...”

Community development approaches that consider gender and social inclusion, generally report on more than just the numbers of, for example men and women, attending an activity. Women and youth might attend meetings for example, but feel uncomfortable speaking, or they could speak but feel they are not heard and included in the meeting's final plan. We can think of attendance as the first step on a scale of participation:

Participation to inclusion



Reproduced with permission, Kleiber et al, 2019

Making note of the actions officers take to include people in activities is important to fulfil MFMR policies and many funding requirements. Decisions that are more inclusive have also proven to be more supported and sustainable in communities as well, so management rules and ways of operating have a good chance to work.

Resources

- [CBRM Report Template](#)

Assessment

Trainees

Submit a report about recent project activities.



Attachment A:
Assessor Sheets

MODULE 1

Presenting Province	Covered key messages? <i>Yes/No/Sometimes</i>	Is Engaging? <i>Y/N/S</i>	Is Understandable? <i>Y/N/S</i>	Answers questions well? <i>Y/N/S</i>	Overall Assessment <i>F/P/E</i>

Overall Assessment (tick one): FAIL PASS EXCELLENT

(Excellent for exceeding expectations, pass for covering key tasks and topics, fail for non attendance or not covering key tasks and topics)

Comments:

MODULE 2

GROUP 1 Feedback	Interesting? <i>Yes/No/Sometimes</i>	Easy to understand <i>Yes/No/Sometimes</i>	Relevant to local communities <i>Yes/No/Sometimes</i>
What parts of the presentation was...			
What parts of the answers to questions was...			
GROUP 2 Feedback			
What parts of the presentation was...			
What parts of the answers to questions was...			
Assessor Feedback			
What parts of the presentation was...			
What parts of the answers to questions was...			

Overall Assessment (tick one): FAIL PASS EXCELLENT

(Excellent for exceeding expectations, pass for covering key tasks and topics, fail for non attendance or not covering key tasks and topics)

Comments:

MODULE 3 & 4

Presenting Province	Covered key messages? <i>Yes/No/Sometimes</i>	Is Engaging? <i>Y/N/S</i>	Is Understandable? <i>Y/N/S</i>	Is inclusive in its plans to deliver CBFM? <i>Y/N/S</i>	Overall Assessment <i>F/P/E</i>

Overall Assessment (tick one): FAIL PASS EXCELLENT

(Excellent for exceeding expectations, pass for covering key tasks and topics, fail for non attendance or not covering key tasks and topics)

Comments:

MODULE 5

Reporting Province	Is factual? <i>Yes/No/Sometimes</i>	Is Appropriate language? <i>Y/N/S</i>	Is Understandable? <i>Y/N/S</i>	Records participation and inclusion well? <i>Y/N/S</i>	Overall Assessment <i>F/P/E</i>

Overall Assessment (tick one): FAIL PASS EXCELLENT

(Excellent for exceeding expectations, pass for covering key tasks and topics, fail for non attendance or not covering key tasks and topics)

Comments:

SOURCES:

Marine biology and species information

FishBase: a database on biological and ecological information about different fish www.fishbase.org

SeaLife Base: database on biological and ecological information on various marine species <https://www.sealifebase.se/search.php>

SPC information sheets: information on ecology and lifecycle (e.g. trochus, parrot fish, giant clams), habitats (mangrove, seagrass, coral reefs) and topics (CBRM) www.spc.int/coastfish/en/publications/brochures.html

SPREP fact sheet on coral reefs and climate change: information on importance of coral reefs and why it is important to maintain a healthy reef climatechangecoralreef_final_001.pdf (sprep.org)

CBRM Journal articles and reports

[Kleiber et al. 2019. Gender-inclusive facilitation for community-based marine resource management. An addendum to “Community-based marine resource management in Solomon Islands: A facilitators guide” and other guides for CBRM. Penang, Malaysia: CGIAR Research Program on Fish Agri-Food Systems. Program Brief: FISH-2019-08.](#)

[Pacific handbook for gender equity and social inclusion in coastal fisheries and aquaculture.](#)

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