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What have we learned about  
building knowledge and capacity  
through participatory networks?

**FIKRET BERKES**  
UNIVERSITY OF MANITOBA

# How can place-based communities become better engaged in integrated management?



Engaging in participatory, integrated resource management has important requirements:

- Building knowledge and capacity to support community involvement
- Not just the communities but also researchers, decision-makers as well
- Leading to community management, co-management, adaptive co-management

What have we learned? What are the next steps?

# Many “experiments” of communities getting engaged in management



- Coastal CURA
- Other CURAs; other community-based projects; integrated conservation-development projects
- “Protected area creation, culture and development at the Cree community of Wemindji, James Bay, Quebec” (Colin Scott, McGill, PI)
- Where Weminji Cree designed and created their own 4,000 sq km Biodiversity Reserve









# Context of participation



The understanding of participation has changed in recent years

Participatory management seems to involve:

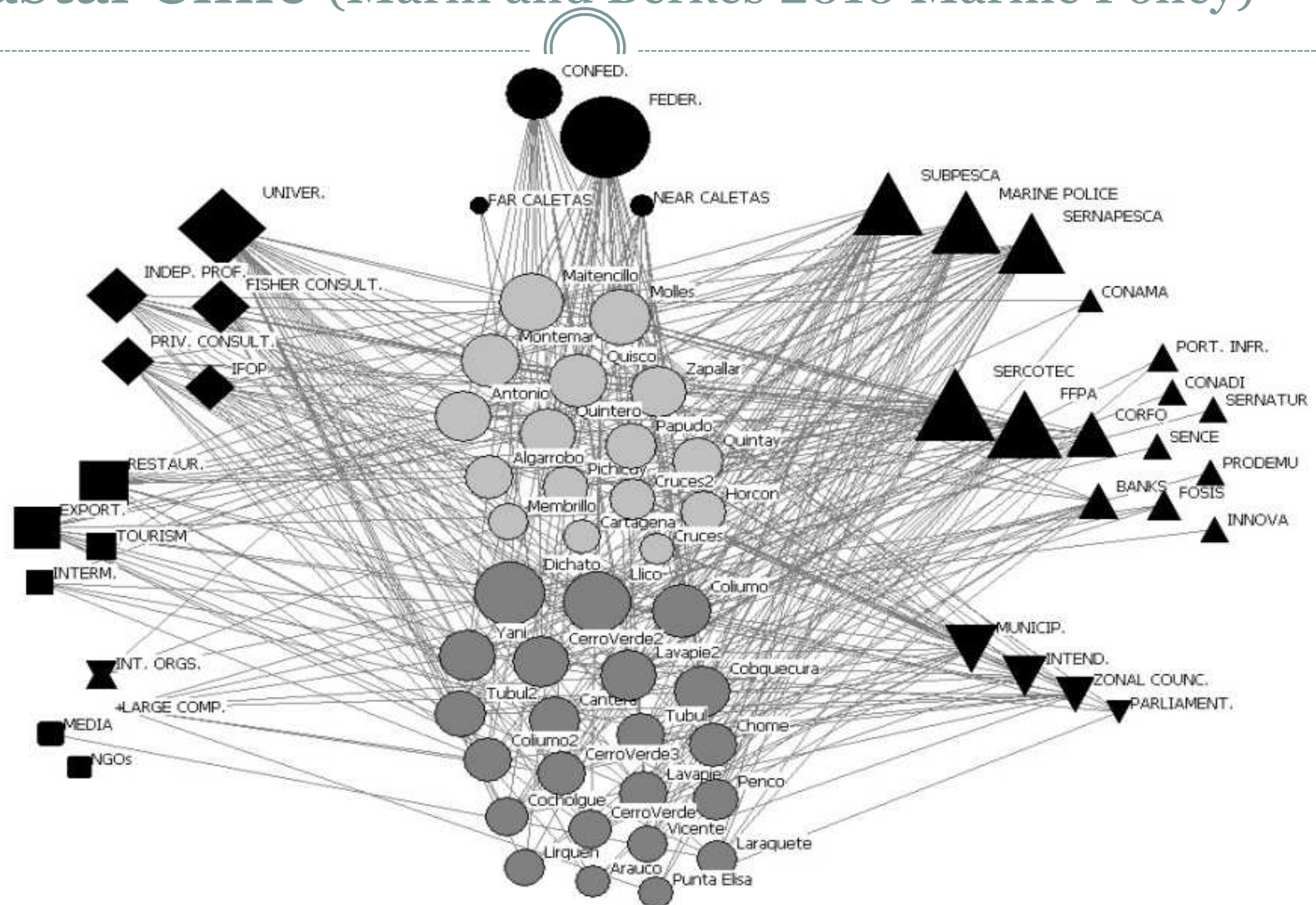
- Multiple **linkages**
- Social relationships in the form of **networks**

Examples...



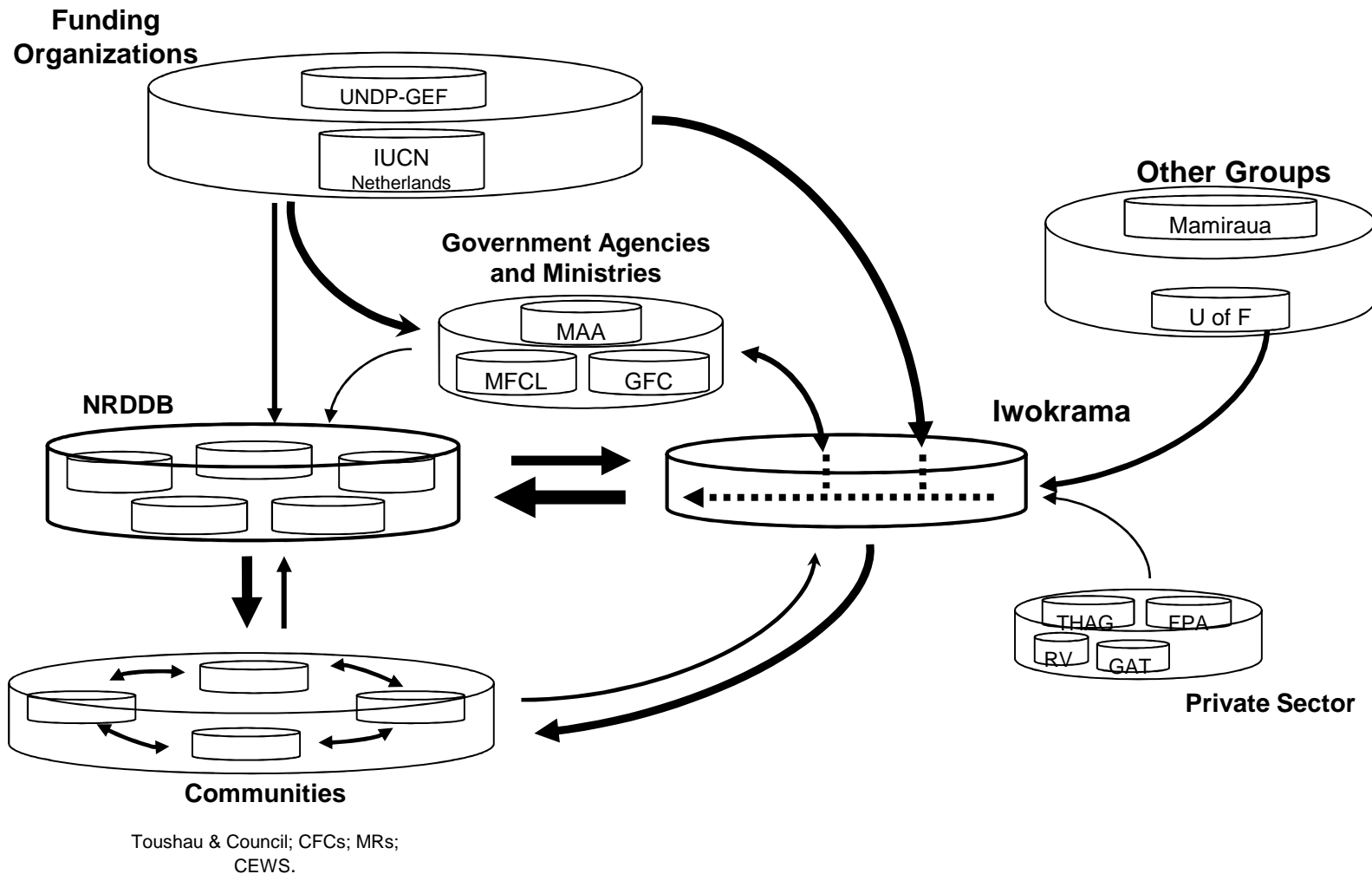


# Co-management as network: example from coastal Chile (Marin and Berkes 2010 Marine Policy)



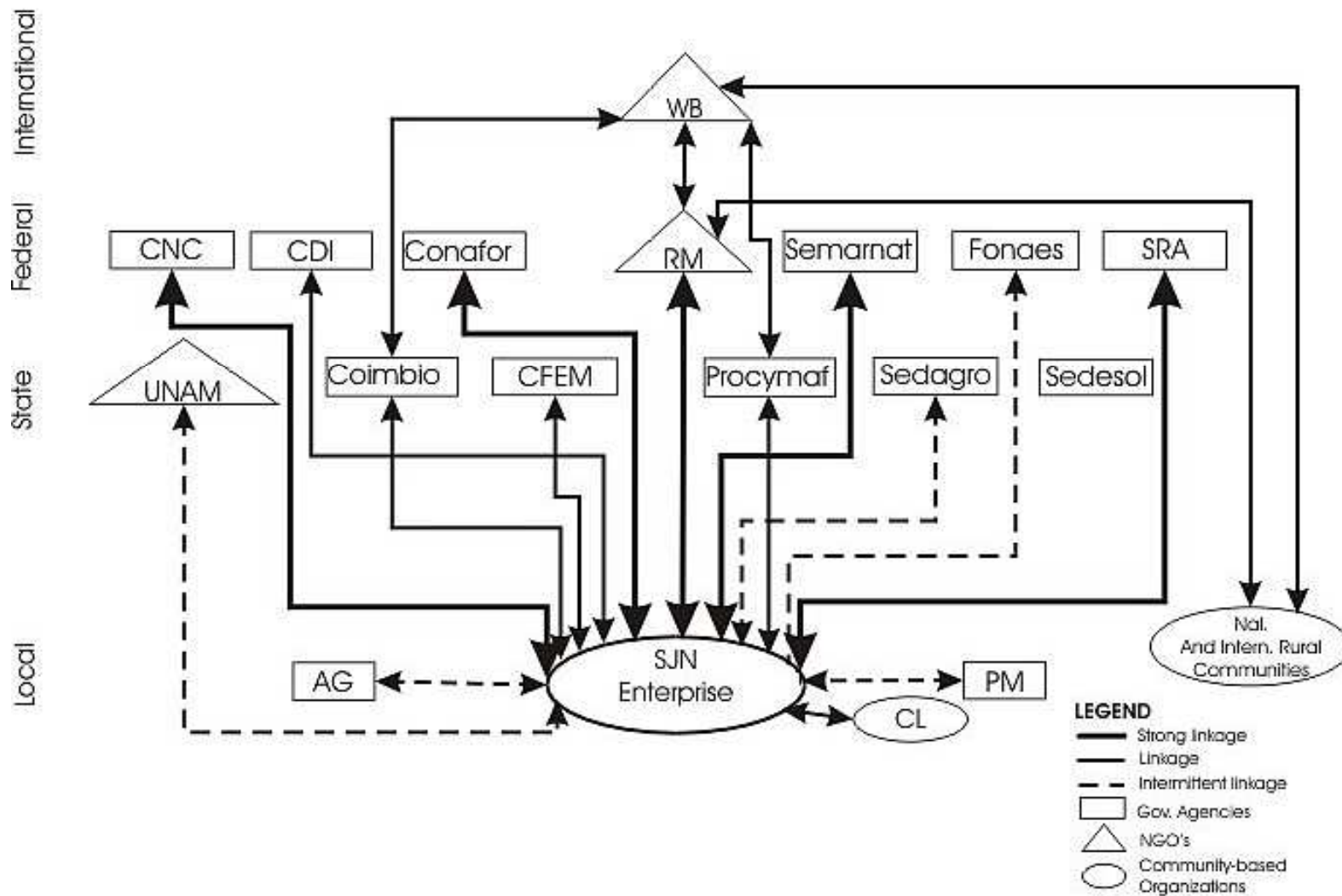


## Amazon fish Arapaima conservation, Guyana (Fernandes 2005; Berkes 2007)



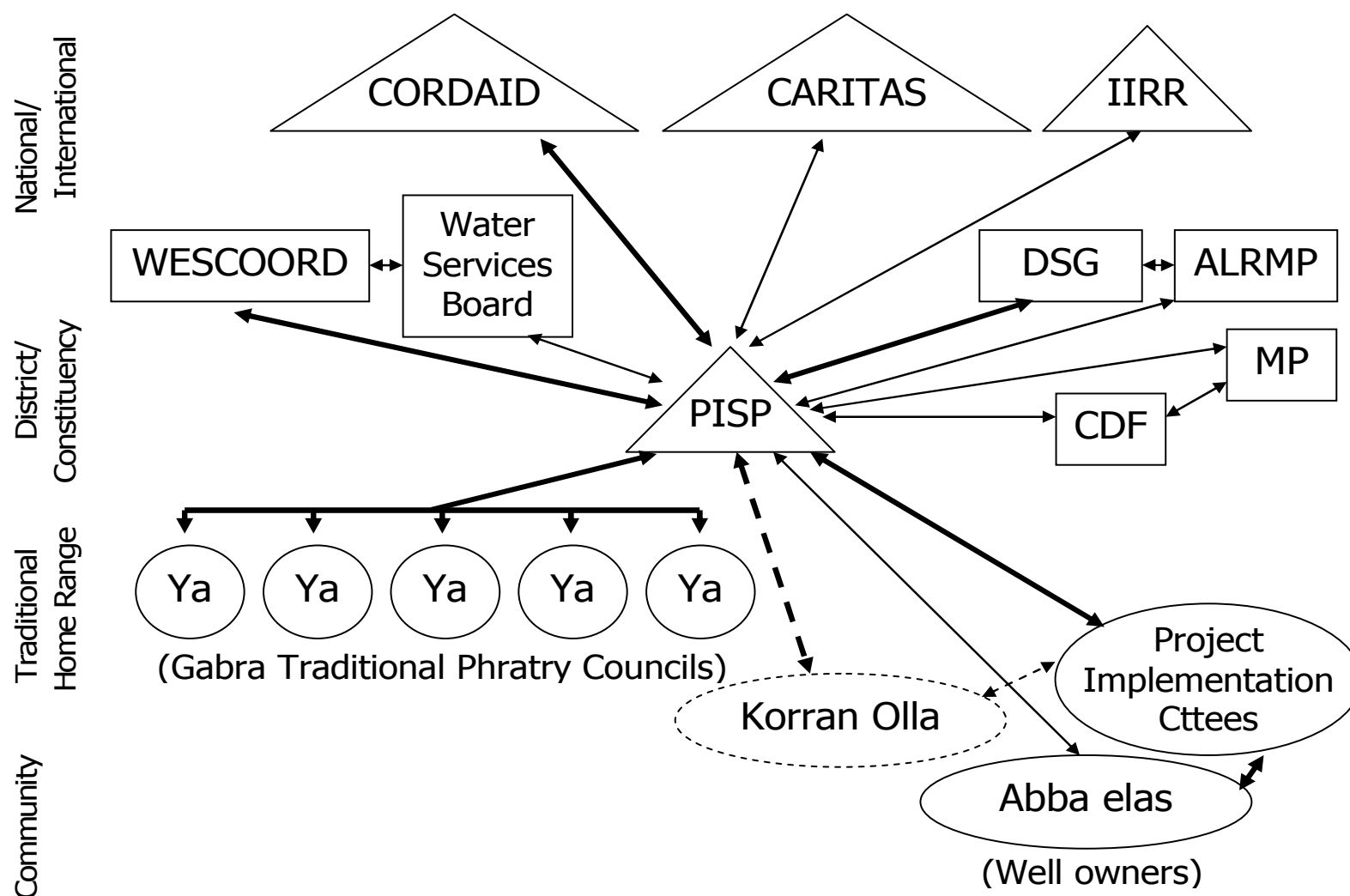
# San Juan Nuevo community forest enterprise, Mexico

(Seixas and Davy 2008 IJC; Orozco and Berkes 2010 JEC)



## Pastoralist Integrated Support Program (PISP), Kenya

(Seixas and Berkes 2010 IJC; Robinson and Berkes, GEC in press)





# Lessons from UNDP Equator Initiative



- Sample of ten UNDP EI projects typically involved 10 to 15 partners
- Local and national NGOs; local, regional and (less commonly) national governments; donor agencies; universities and other research organizations
- These partners interact with the local community to provide a range of services and support functions

## Services & support functions for community management



- Raising funds;
- Institution-building;
- Business networking and marketing;
- Innovation and knowledge transfer;
- Technical training;
- Research;
- Legal help
- Infrastructure;
- Community health & social services

## Key function of partners in networks: social learning

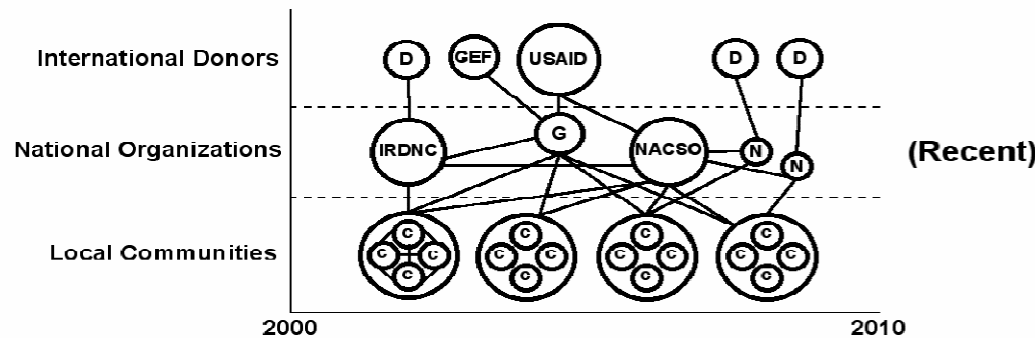
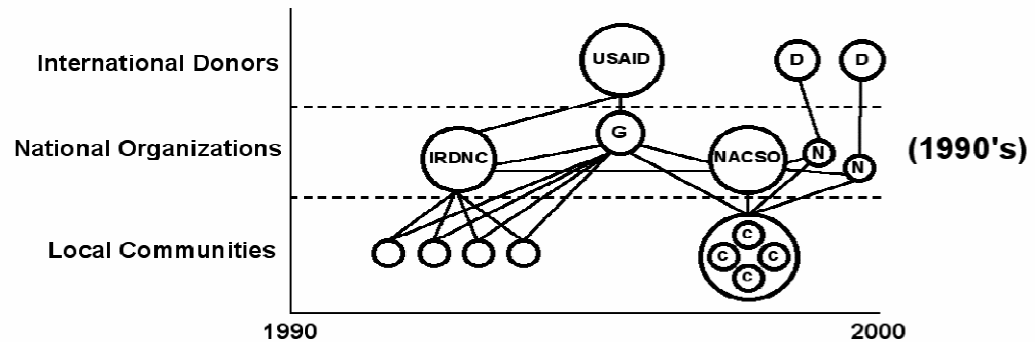
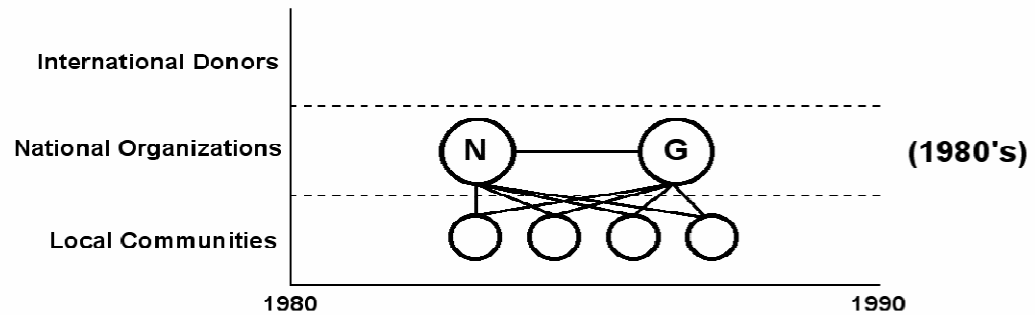


- Detailed case studies illustrate the ways in which network relationships can evolve
- Networks help deal with a succession of problems
- Much of this problem-solving occurs through informal **learning networks** and **communities of practice**
- Development of the networks themselves seem to parallel development of social learning



## Development of Conservancies in Namibia

(Hoole 2008 IJC)



### SYMBOL LEGEND

(N) National NGO	(C) Conservancy	(USAID) USAID & WWF (U.S.)	(NACSO) Namibian Association of CBNRM Support Organizations
(G) Ministry of Environment & Tourism or Predecessor	(D) Other International Donors	(IRDNC) Integrated Rural Development and Nature Conservation	
(O) Local Community	(GEF) Global Environment Facility		

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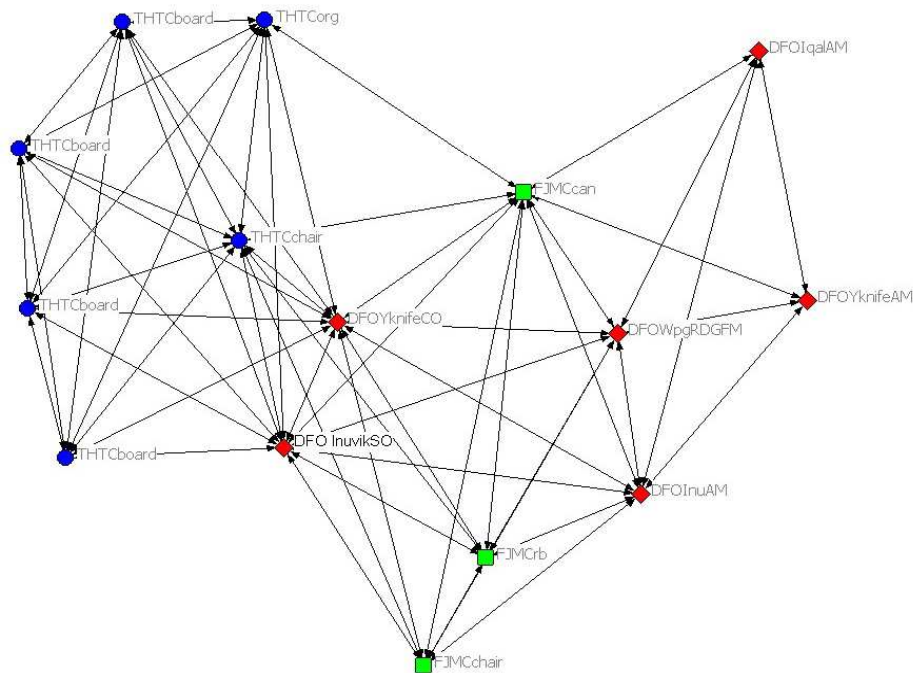




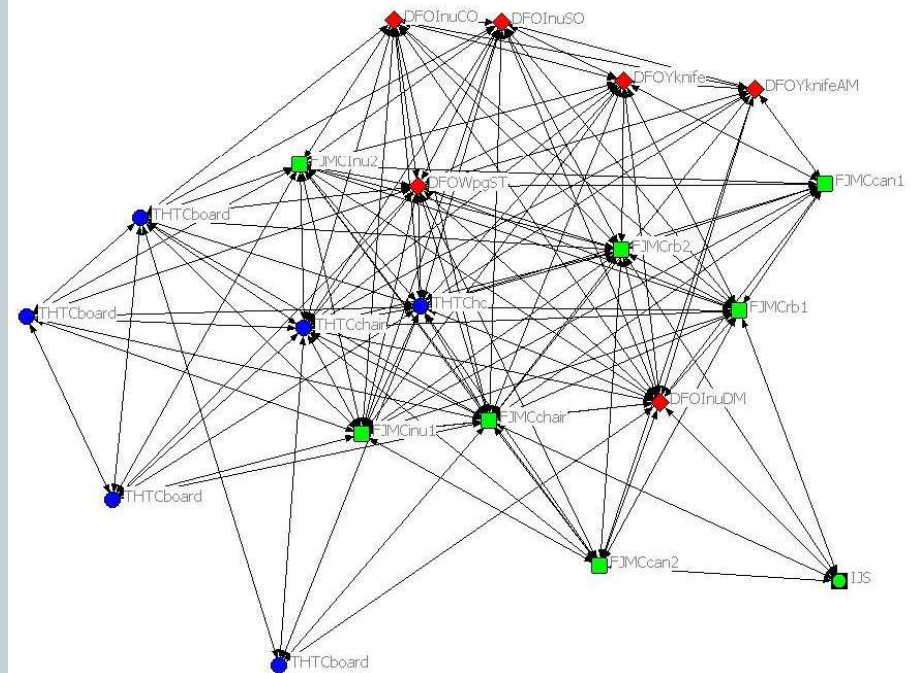


# Beluga management under the Inuvialuit Final Agreement of 1984(Kocho-Schallenberg & Berkes, in prep.)

**Early co-management, 1989**



**Mature co-management, 2006**









# Inuvialuit case: bridging organizations

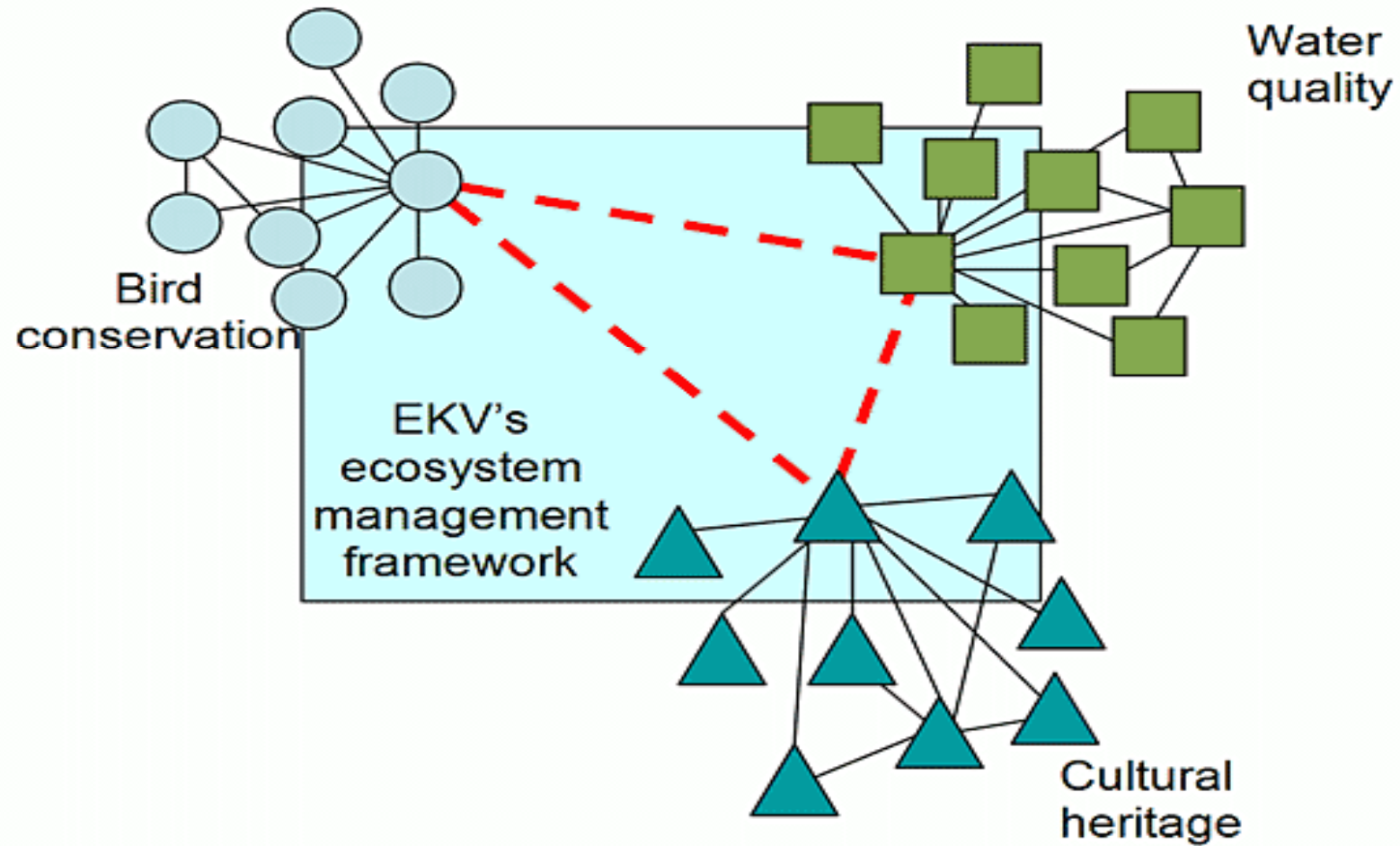


Bridging organizations provide a platform for

- co-production of knowledge,
- deliberation,
- visioning, and
- building social capital, trust and institutions

In the Inuvialuit beluga case, the bridging organization is the **Fisheries Joint Management Committee** (FJMC) created by the land claims Agreement.

# Bridging organization EKV in Swedish biosphere reserve case (Olsson et al. 2007 *Ecology & Society*)



# Building community management: a conceptual model



- We have learned quite a bit about building knowledge and capacity
- The model, not as a “blueprint” but as a diagnostic tool (Elinor Ostrom 2007 PNAS)
- As a useful way of summarizing
  - some of the pre-conditions of participation
  - deliberation and visioning
  - building social capital, trust, institutions
  - skills & capacity-building through partnerships
  - social learning

# Three forms of action of Habermas



Three phases of the model, initially based on the three forms of action of Habermas (1981):

- (1) communicative action aimed at the generation of understanding,
- (2) strategic action aimed at dealing with relationships, and
- (3) instrumental action

## (1) Communicative action



- Communication aimed at reaching a shared understanding of issues
- Creation of a shared vision
- Individual learning
- Deliberative process to think through objectives and to reflect on values and knowledge
- Combining science and fishers' knowledge (local knowledge or indigenous knowledge)



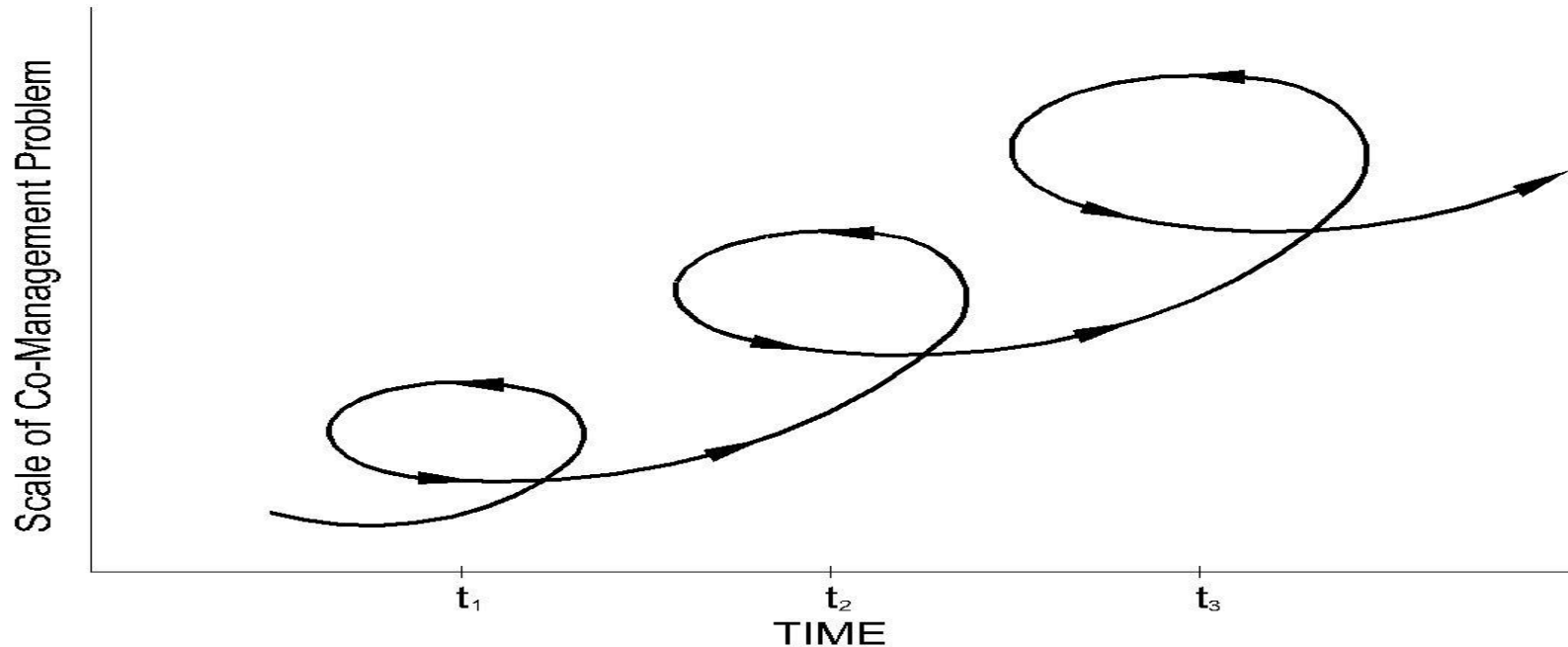
## (2) Strategic action (self-organization)



- Turns visions into plans that can be turned into action
- “Communities of practice”: learning-as-participation; learning networks
- Participatory approaches central to social learning
- Individual learning shared by the larger group, becomes **social learning** and is reinforced
- Spirals of action-reflection-action process

# Spirals of ever-expanding action-reflection-action

(Colfer and others, CIFOR; Olsson and Folke 2001 *Ecosystems*; Folke, Olsson, Berkes 2004 *Env Mgmt*; Berkes 2009 *J Env Mgmt*)



### (3) Instrumental action (joint action)



- Emergence of rules-in-use (institutions)
- Social capital (trust, reciprocity, shared rules, norms and sanctions)
- Enabling environment, in political, social and economic sense
- Knowledge and capacity-building, skill-building: often through networks and partners



# Obstacles to community-based management



- Lack of an enabling environment: governments and interest groups undermining community management
- Dealing with multi-level governance (current work here on both theory and practice), ACM etc.
- Time factor -- for local management and joint management to mature
- Time lags in professional education and practice: a new generation of managers needed!
- ... your list



## Conclusions: how can place-based communities become better engaged in management?



- Sharing of governance responsibilities is key, requiring building knowledge and capacity
- Need a rich network of partners for support function
- Bridging organizations: helps to have one
- Building knowledge and capacity takes **time**
- Learning from experience , social learning requires fostering learning institutions; adaptive co-mgmt
- Communities, governments, NGOs, universities and colleges

# Acknowledgements



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