

# Data collection worksheets

# Community-based fisheries management plan reviews





© WorldFish, Pacific Community (SPC) and the University of Wollongong (2021)

All rights for commercial/for profit reproduction or translation, in any form, reserved. WorldFish, Pacific Community (SPC), and the University of Wollongong authorise the partial reproduction or translation of this material for scientific, educational or research purposes, provided that WorldFish, Pacific Community (SPC), the University of Wollongong and the source document are properly acknowledged. Permission to reproduce the document and/or translate in whole, in any form, whether for commercial/for profit or non-profit purposes, must be requested in writing. Original SPC artwork may not be altered or separately published without permission.

Original text: English

Prepared for publication at SPC headquarters  
Pacific Community (SPC), B.P. D5, 98848 Noumea Cedex, New Caledonia, 2021  
[www.spc.int](http://www.spc.int)

## Acknowledgements

The preparation of this document was funded by the Australian Government through the Australian Centre for International Agricultural Research (ACIAR) project FIS-2016-300 and undertaken as part of the CGIAR Research Program on Fish Agri-food Systems (FISH).



This document has been produced with the financial support of the Pacific-European Union Marine Partnership (PEUMP) programme, funded by the European Union and the Government of Sweden. Its contents do not necessarily reflect the views of the European Union or the Government of Sweden.



# Community-based fisheries management plan reviews

## Facilitation guide

### Prepared by:

Anouk Ride, Meshach Sukulu, Chelcia Gomese and Hampus Eriksson (WorldFish), Dirk Steenberg and Aurelie Delisle (University of Wollongong), Pita Neihapi, Douglas Koran, Vasemaca Malverus, Abel Sami and Regina Ephraim (Vanuatu Fisheries Department).

### Reviewed by:

Constructive review was provided by:

Watisoni Lalavanua and Celine Muron (SPC), Teri Tuxson, Hugh Govan and Caroline Vieux (Locally Managed Marine Area Network), Sangeeta Mangubhai and Annisah Sapul (WCS), Tarateiti Uriam, Rooti Tioti, Toaiti Vanguna and Beia Nikiari (Ministry of Fisheries and Marine Resources Development, Kiribati), Martin Jasper, Jill Houma and Alick Konmalefou (Malaita Provincial Fisheries Office, Solomon Islands)



### Illustrated by:

Jipé Le Bars (Pacific Community)

### Laid out by:

Constance Odiardo (Pacific Community)

### Attribution:

Please cite this publication as follows

WorldFish and University of Wollongong. 2021. Community-based Fisheries Management Plan Reviews – Data collection worksheets. Noumea, New Caledonia: Pacific Community. 16 p.

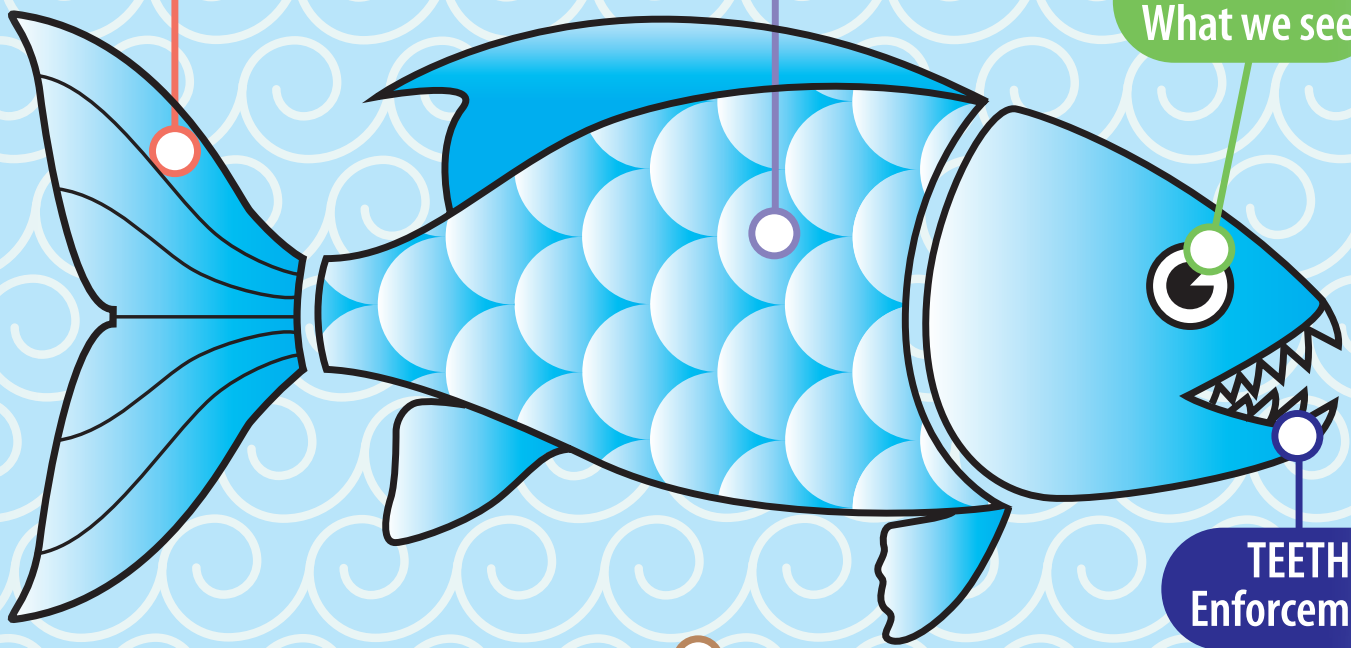
**TAIL**  
Community committee

**SCALES**  
The rules

**EYES**  
What we see

**TEETH**  
Enforcement

**CURRENTS**  
Changes over time





# Getting started

## Worksheet 1



What are the three most easily recalled rules?

1.

2.

3.

What are the three least easily recalled rules?

1.

2.

3.

Notes









# Mapping what we can see

## Worksheet 2

3 For each of these plants and animals, are there more or less since the management plan started? (Refer to the SPC poster diagrams, number the species and write responses here)	Species number	Species name	Easy	Difficult to Find	Not Found Here
4 Are there any disagreements on the use of marine resources?	Where have the disagreements arisen?	Who is involved?			
5 What have been some benefits of the rules? Which groups of people benefit from them?  6 Which groups of people miss out on the benefits?					
7 Do you need help from any other groups or organisations to determine what is going on in the CBFM area?					



# The rules

## Worksheet 3

<p>Photos of the scales (Facilitators: Take photos and include them)</p>		
<p>Scale check!</p>	<p>Do the scales have:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> The rules</li><li><input type="checkbox"/> The reasons why the rules are retained</li></ul>	
<p>8 What rules/scales do you want and why?</p>	<p>Rules description</p>	<p>Why</p>
<p>Notes</p>		



# Shocks and changes to the CBFM Plan over time

## Worksheet 4

Photos of the scales (Facilitators: Take photos and include them)	Major Event or Change 1	Major Event or Change 2	Major Event or Change 3	Major Event or Change 4
<p>9 Draw any major events or changes that have taken place in the community on the timeline and label them (e.g. cyclone, election dispute, logging).</p>				
<p>10 Write the date or year when the event or change took place.</p>				

\*An easy way to estimate the number of households affected is to bring a set of 10 rocks and ask the group members to put the number of households they think have been affected (represented by the rocks) in a group. You can take a photo of this and use it in this report.

# Shocks and changes to the CBFM Plan over time

## Worksheet 4

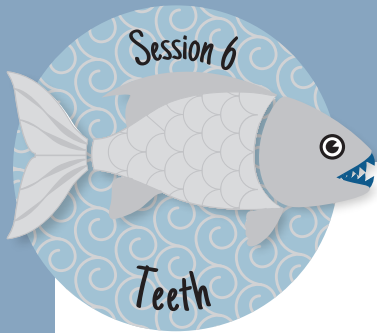
	Major Event or Change 1	Major Event or Change 2	Major Event or Change 3	Major Event or Change 4
<p>11 Provide an estimate* of the number of households affected. What groups of people were affected (e.g. elders, women, people on the beachside, etc.)?</p>				
<p>12 How did the event change people's use of food or marine resources? (e.g. changed local food market, fishing, settlement in coastal areas, other change)</p>				
<p>13 Was the CBFM Plan used in any way to address the event or change (e.g. were rules changed or suspended, were new actions taken?)</p>				



# The CBFM Committee

## Worksheet 5

<p>Photos of the tails (Facilitators: Take photos and include them)</p>	
<p>Tail check!</p>	<p>Does the tail (committee) include:</p> <p><input type="checkbox"/> Different groups of people in the community and actions to engage them in the committee</p>
<p>14 What suggestions do you have to make the committee work well?</p>	
<p>15 Are different people (women, men, male youth, female youth, distinct tribal or religious groups) in the community represented in the tail (committee)?</p> <p>Refer to the list of persons/groups that "missed out" (Session 3). Draw the tail with the different groups of people who you think should be on the committee overseeing the plan.</p>	
<p>16 What can the committee do to ensure a diverse array of people participate in the plan?</p>	
<p>17 Is there any information or action needed by the local government (e.g. Tribal Council, Island Council, Provincial Government), national government or other organisations to assist the committee?</p>	
<p>Notes</p>	



<p>Photos of the teeth (Facilitators: Take photos and include them)</p>	
<p>18 What are the three rules that are broken most often? Why?</p>	
<p>19 How can the rules be enforced (e.g. fines, monitoring, awareness, market checks on catch size, etc.)? Write these on the teeth.</p> <p>20 Who will sharpen these teeth? Who is going to be involved in enforcing the rules?</p>	
<p>21 Are there other organisations involved in enforcement of the plan? Is any information or action needed by the local or national government?</p>	
<p>Notes</p>	



# Approved fish diagram of the CBFM Plan

## Worksheet 7

Community Name..... Record-Keeper Name.....

Photos of the fish drawing (Facilitators: Take photos and include them)	THE FINAL FISH	
	eyes	scales
22 New fish (CBFM plan) : What are the agreed rules and means of enforcement?		
23 What actions are needed to enact the plan?		
24 Who will take these actions?		
Identify any help needed from facilitators or other organisations or communities		
25 When is the next meeting?		



# Approved fish diagram of the CBFM Plan

## Worksheet 7

THE FINAL FISH	
teeth	tail
Notes	





