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Michael Murunga and Joan Kawaka

November, 2014

# “Listen, Teach, Act”

Building Capacity for Marine Community Conservation Area Initiatives In Kenya

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# TRAINING NEEDS ASSESSMENT REPORT

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November, 2014

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Boat yard in Shimoni, South Coast, Kenya.

## Acknowledgement

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## Acronyms

BMU	Beach Management Unit
CCA	Community Conservation Area
CORDIO	Coastal Oceans Research and Development in the Indian Ocean
CRC	Coastal Resource Center
COAST	Collaborative Actions for Sustainable Tourism
EAWLS	East African Wildlife Society
GEF	Global Environmental Facility
GOK	Government of Kenya
ICM	Integrated Coastal Management
KCDP	Kenya Coastal Development Project
KWS	Kenya Wildlife Services
MPA	Marine Protected Area
NGO	Non – Governmental Organization
SDF	State Department of Fisheries
SGP	Small Grants Programme
SHG	Self Help Group
UNEP	United Nations Environmental Programme
UNDP	United Nations Development Programme
UNIDO	United Nations Industrial Development Organization

## 1.0 Introduction

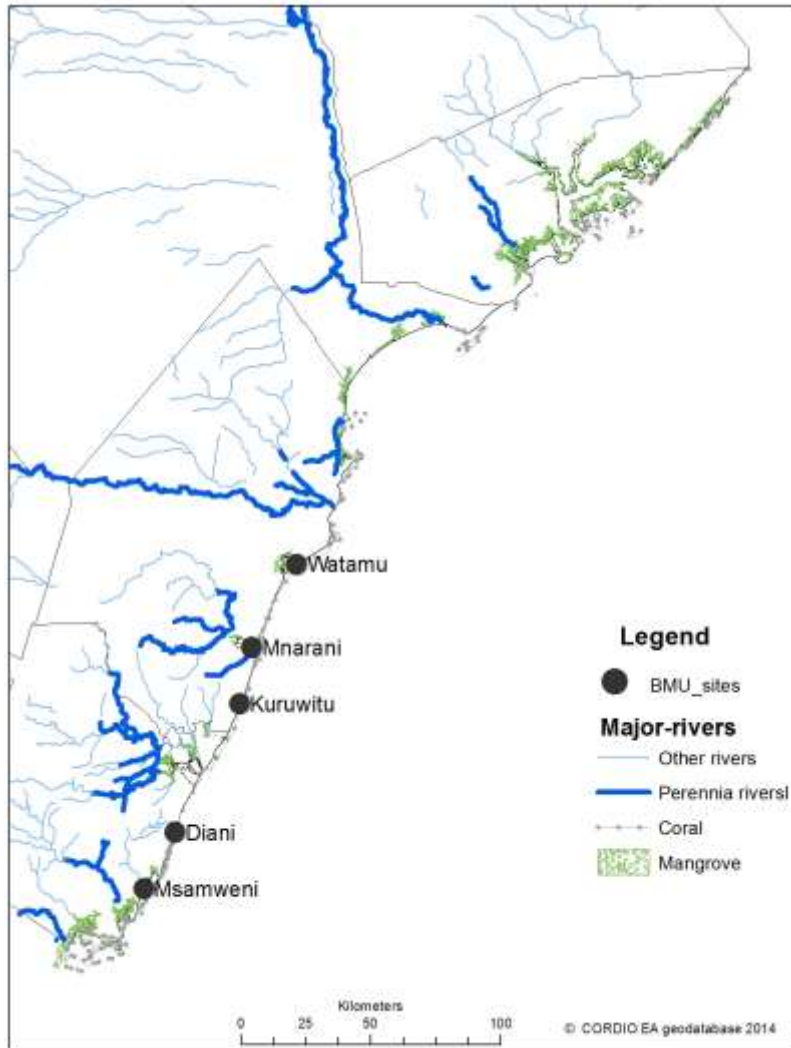
The UNDP-SGP-GEF (Global Environmental Facility) funded project, '*Mainstreaming biodiversity conservation into marine ecosystems and fisheries management in Kenya*', is geared towards addressing critical marine conservation issues that revolve around overfishing and poor artisanal fisheries management. One of the objectives of the project was to *coordinate technical advice and inputs to marine community conservation areas (CCAs)*. The first step in this process was to carry out a technical and training needs assessment in consultation with relevant key stakeholders for effective CCA management in order to identify the balance of suitable materials and tools for community training, and preferred coaching approaches.

Training is a systematic process used to modify and develop ability of organizations and individuals (NARO, 2004). Training results in good performance, requires motivation, ability, confidence and suitable conditions (resources). Kenya's coastal communities implementing CCA initiatives have had both informal and formal sensitization from different stakeholders. However, there is no standard training on CCA management, hence the need for this document to strengthen CCA operations.

The overall aim of this training needs assessment was to identify gaps in technical skills, training and develop an understanding of Kenya's local coastal communities' needs towards effective marine CCAs management. This assessment would aid in development of a training programme which will form a basis for (a) development of technical capacity requirement for the target/ primary beneficiaries to effectively implement the various project activities, (b) increase capacity of stakeholders to effectively manage CCAs in the region, (c) structure a capacity building program for training Kenya's coastal communities with relevant materials and reference tools.

Despite the fact that a number of technical and capacity needs assessments for different aspects on Beach Management Units (BMU) management, Marine Protected Areas (MPA) Management and Integrated Coastal Management (ICM) have been conducted in the region in the past, no training needs has been conducted with regards to the key objective of the UNDP-SGP GEF project, *coordinating technical advice and inputs to marine CCAs in Kenya to strengthen the effectiveness of CCAs in biodiversity conservation*. Organizations that have conducted such surveys included; <sup>(1)</sup> UNIDO (Collaborative Action for Sustainable Tourism (COAST) Project (Manning, 2010); <sup>(2)</sup> WIOMSA and CRC for ICM (Kiambo, 2001); <sup>(3)</sup> WIOMSA and UNEP for advancing land based activities (Uku & Francis, 2007) and <sup>(4)</sup> KCDP and GOK on BMU education needs (GoK, 2013).

The objectives of the assessment are to identify capacity needs in CCA establishment along the Kenya coast, and identify potential training participants. It is intended to assist the trainers of CCA management in designing an effective training strategy that will build both individual and institutional capacity. It establishes: (1) scope and purpose of training, (2) training gaps and needs and (3) level, nature and type of training.



*Figure 1: Five sites where training needs assessment was conducted.*

## 2.0 Past Education/ Training Needs Assessment

Management of coastal and marine resources has shifted from a top-down to a bottom-up approach (Government of Kenya, 2013); (Uku & Francis, 2007). The BMUs are recognized as the lowest governance institution under the fisheries structure (GOK, 2007), and are a great step forward in improving the capacity of fishers to manage their resources (GOK, 2013). The BMU structure has offered local stakeholders (local community) key responsibility, roles and authority to manage marine and coastal resources. However, comprehensive awareness and capacity building is needed for the BMUs to operate effectively.

Several capacity building needs assessment in the country involving coastal communities have been conducted in the past; results of which are partially relevant to this project's activities. The COAST program by UNIDO whose goal was to demonstrate best practice and strategies for sustainable tourism development (Manning, 2010): recommended that all coastal stakeholders need training on roles and responsibility of



*Plate 1: Fish traders preparing sardines for the market in south coast of Kenya.*

reef conservation. The study highlighted that there was a general lack of capacity in reef conservation and management and proposed that more training be conducted on value of MPAs, relationships between coastal zones and climate change, tourism management, biodiversity conservation and monitoring, and best practice in reef tourism. It acknowledged that Kenya coastal communities have been trained in how to minimize their impact on the environment through training on waste management, types of fishing gears, and alternative livelihoods activities.

BMUs are used to address issues of declining fisheries and sustainability through development

of community conservation areas, networks and resource use conflict management. The State Department of Fisheries (SDF) in Kenya in collaboration with other local NGOs under the KCDP umbrella conducted an education needs assessment for BMUs in 2013 to identify capacity needs and priorities. The assessment found that BMUs have limited understanding of the BMU structure, co-management concept and infrastructural resources. The BMUs face a myriad of challenges such as limited alternative income sources, financial literacy, lack of transparency and accountability. It recommended training in simple financial management, leadership, enforcement, BMU management, data collection and analysis, fish handling, marketing and gender mainstreaming.

A BMU organizational and training needs assessment conducted by EAWLS in conjunction with SDF and other partners in 2010 led to the development of three training modules that covered capacity development: BMU orientation; fisheries co-management and financial management.

Earlier studies were conducted by CORDIO East Africa (Obura, 2008) on capacity of fisher folks to implement BMU in the Diani – Chale area. Other trainings were conducted by Samoilys & Tuda, 2009, Samoilys & Maina, 2012. However, BMUs consulted had limited knowledge on the concept of co-management, the BMU management structure, financial reporting, conflict management and accountability; the assessment proposed that training in BMU management and conflict management be conducted for the BMUs.

In summary, it is clear there are several training gaps that have been identified and proposed by several agencies or organizations. It is apparent that capacity building efforts are needed for coastal BMUs. However, all the studies did not highlight particular technical needs for marine CCAs. Thus this assessment will seek to link above findings to those specific for CCA management.

### **3.0 Methods**

We carried out interviews through a semi-structured questionnaire (appendix 4); that was administered and filled with the guidance of the interviewer. Face-to-face discussions were conducted with BMU leaders and key practitioners in the marine conservation field to determine their understanding of the CCA concept, technical needs that needed considerations and training conducted for the BMUs. Assessment guiding questions were designed to determine and identify the existing capacity and potential training needs for the target communities and further informing gaps that could be explored for all the CCAs in the country. Feedback was obtained from varied participants; EAWLS, KWS, SDF and with inputs from several Beach Management Units (BMUs) as shown in (appendix 3). A limiting factor to this assessment was the small sample size based on target groups and institutions. Besides, there was adequate time for follow up.

## **4.0 Results and Discussion**

This section highlights the diverse points of view by different stakeholders in relation to local communities' capacity to manage marine CCAs initiatives in Kenya. A diversity of views were found from the different stakeholders and these are summarized by stakeholder group below. The relevance of each group to CCA management is also detailed.

### **4.1. Kenya Wildlife Services**

KWS was involved in the assessment due to their willingness to collaborate with other institutions and their knowledge and skills in MPA management, development of MPA management plans, and previous involvement in training communities in patrolling, surveillance and data collection. KWS highlighted the need for community involvement at all stages of planning and implementation of CCAs; further highlighted on the negative attitude towards KWS and other agencies displayed by the Diani BMUs. Thus more training and awareness in relation to conflict management, benefits of partnership was needed. KWS emphasized the importance of training on patrol procedures to enable effective monitoring of activities on CCAs.

### **4.2 Wildlife Conservation Society**

Wildlife Conservation Society has been widely involved in BMU and fisher folks unit's capacity building through marine research. Collaboration and partnership with fishers has enabled participatory research (biological, social economic) with different groups along the Kenya coast. WCS holds an annual information dissemination fisher's forum to deliberate on research conducted and related matters. WCS has been involved in training of BMUs on several themes namely BMU management, leadership, conflict management and community based monitoring. They provide extensive CCA technical support during establishment; advising on best sites, and facilitating BMUs in drafting management plans for CCAs.

WCS pointed out the need to expose fishers to the CCA concept as applied in the wider region. This would enable communities to learn from challenges faced by others and how they could be overcome. This is in addition to focused areas of need such as training on biological resource monitoring, financial management and leadership.

### **4.3 East Africa Wildlife Society**

EAWLS has a long standing history in CCA establishment in Kenya providing technical guidance and inputs to various CCA in the country. EAWLS recommended that communities should be equipped with standardized tools and methods for monitoring and patrolling. Further, communities should be sensitized on leadership and governance, financial management, compliance and alternative sources of livelihoods with clear emphasis on the benefits that communities can gain from conservation initiatives. EAWLS acknowledged extensive sensitization that has reached local communities. However, with changing global

circumstances there is need to equip local communities with recent technological tools for effective management.

#### 4.4 Kuruwitu Conservation and Welfare Association

Kuruwitu is the oldest CCAs in the country from which lessons on CCA establishment can be obtained. Kuruwitu was set up in 2003 in response to the growing extraction of small coral reef fish species for aquarium trade. It has over a decade of experience which has made them frequently act as role models and example of best practice for other communities in marine conservation. During our interactions it was noted that Kuruwitu CCA has had their fair share of challenges. During establishment for instance, not all members of the community accepted the concept and the project. However, through extensive awareness on biodiversity and importance of marine conservation most people appreciated the benefits of the initiative.

The success of Kuruwitu CCA is linked to the understanding of the CCA concept by the community, visionary leadership, patrolling and surveillance. Other success factors have been: Collaboration (between state agencies, NGOs and donors) and partnerships, trust, support from local administration and embedding the CCA model into BMU by-laws. Kuruwitu proposed sensitization on benefits of conservation, training on conflict management, monitoring and significance of partnerships.

#### 4.5 State Department of Fisheries

The State Department of Fisheries has been actively involved in fisher folk's livelihoods. With the adoption of the BMU model along the Kenya coast. The model has over time been received as a positive platform for fisheries governance and participatory fisheries management. SDF has conducted several trainings for most coastal BMUs along the Kenya coast and though it has not reached most fishers it has aided in informing fishers on their rights and responsibility.

It was noted that more fishers need to be trained and sensitized on the concept of co-management and financial management with other key topics such as conflict management and leadership (KCDP, 2013).



*Plate 2: Boats docked off Mkunguni BMU landing site*

## 4.6 Beach Management Units

While addressing the question of *what would you do to have an effective CCA?* Participants from the BMUs expressed mixed concerns on the CCA concept with most acknowledging that it is a good model, though not well understood.

All BMUs acknowledged that they had been involved in many research activities ranging from biological to social economic; however they had not seen how such projects benefited their lives, thus the hesitation in embracing the co-management model.

Despite this, most fishers highlighted that they needed much more awareness and sensitization to understand better the co-management concept and benefits of conservation to biodiversity and sustainability of fisheries.



*Plate 3: Mkunguni BMU discussing technical needs for successful CCA implementation*

However, despite the challenges towards CCA establishment; most BMUs stated that they would go ahead with CCAs establishments following the limited guidance and awareness conducted to them by the SDF and other NGOs partners. They noted that they have been trained in BMU management, co-management, BMU orientation, data collection, and basic financial management. They acknowledged further that diverse courses (for instance: conflict management, leadership, governance, monitoring, patrolling and project management) should be designed and administered to fishers for effective CCA management in Kenya.

While noting the accomplishments made to date in raising capacity of Kenya coastal communities, it must also be emphasized that behind all success is often a long journey of constraints and challenges. The following section notes the efforts made to date by the government and the civil society in relation to educating communities towards sustainability and the gaps in training.

## 4.7 Efforts by the government and the civil society in educating communities

Training to raise capacity for community marine resource management had been conducted in the past by different organizations. The SDF trained fishers on BMU orientation, co-management and basic financial management. The EAWLS and WCS highlighted that extensive though selective training had been done for various BMUs on various themes as conflict management, leadership, data collection, community based biological monitoring and compliance. Some CCAs had received training from KWS on patrolling and surveillance procedures.

The uncoordinated and piece meal approach to knowledge dissemination created disparity among different CCAs. There was lack of a general awareness of the benefits of CCAs to fishers and the rest of the local community. Most BMUs with CCA initiatives in place or proposed had constraints in technical capacity for management. Some BMUs attributed existing internal and external conflict to difference in ideology.

Illiteracy also hindered exploration of data collection and management programmes. Mwadamo BMU for instance acknowledged that they were dysfunctional due to poor leadership. Other BMUs argued that lack of researchers (biological/ ecological/ social) willingness to transfer skills to them hampered them to effectively monitor their reefs and its associated benefits.

Key concern for the Gazi BMU was that some CCAs are proposed too far offshore which becomes a challenge during patrolling and ensuring compliance to management measures put in place. Proper and better knowledge on site identification was therefore needed in order to select the best sites for CCAs.

It emerged that training and awareness exercise is often targeted at BMU executive members, thus capacity is always limited to few individuals in the community. With the advent of CCAs being under the co-management umbrella and responsibility bestowed to the BMU, the chances of mismanagement and conflict is notably high if ordinary BMU members are not enlightened and adequately empowered.

## 5.0 Training Needs

This section lists the gaps that have been highlighted in the results above, focusing on the technical requirements of community groups for managing marine conservation areas.



Other topics identified from individual respondents and considered important are:



This report builds on other reports produced on capacity needs for coastal communities and indicates that there are a number of barriers and gaps in current and future delivery of training along the Kenya coast. The report acknowledges that a considerable amount of training is being delivered within the coastal

communities. It is essential that current or proposed training be streamlined to meet the needs of co-management and CCA management, rather than continue with the current ad hoc approach.



Plate 4: Fishing Community landing site in south coast Kenya

## 6.0 Summary

While noting the accomplishments to date in raising the capacity of coastal communities in CCA implementation and management; it must also be emphasized that behind all success is often a long journey of constraints and challenges. While government and civil society in relation to educating communities have made considerable efforts, four key challenges have emerged from the results of this study.

Firstly, the questionnaire results and ensuing discussions with stakeholders revealed a certain lack of coordination in knowledge dissemination. The EAWLS and WCS highlighted that extensive though selective training had been done for certain BMUs on various themes such as conflict management, leadership, data collection, community based biological monitoring and compliance. Some CCAs had received training from KWS on patrolling and surveillance procedures. SDF had trained fishers on modules that were developed in Lake Victoria, Kisumu, thus not fully relevant to the coastal situation. Other courses had been conducted by other NGOs. This lack of coordination has created disparity among different CCAs.

Secondly, training and awareness exercises were often targeted at BMU executive members, thus capacity was built in only a few individuals in the community. Thus running into the risk of mismanagement and conflict if BMU assembly members are not included and adequately empowered. It also means there is still a general lack of awareness of the benefits of CCAs to fishers and the rest of the local community.

Thirdly, most BMUs with CCA initiatives in place or proposed had constraints in technical capacity for management. Some BMUs argued that many researchers (biological/ ecological/ social) were unwilling to transfer technical skills to them and therefore they were unable to monitor their reefs. A key concern for Gazi BMU was that some CCAs are proposed too far offshore rendering a huge challenge during patrolling and ensuring compliance of fishers to the site. They said BMUs need better knowledge of sites to select the best sites for CCAs.

Fourthly, some BMUs attributed internal and external conflict to differences in ideology and/or partial illiteracy. For example Mwadamo BMU acknowledged that they were dysfunctional due to poor and unconcerned leadership styles.

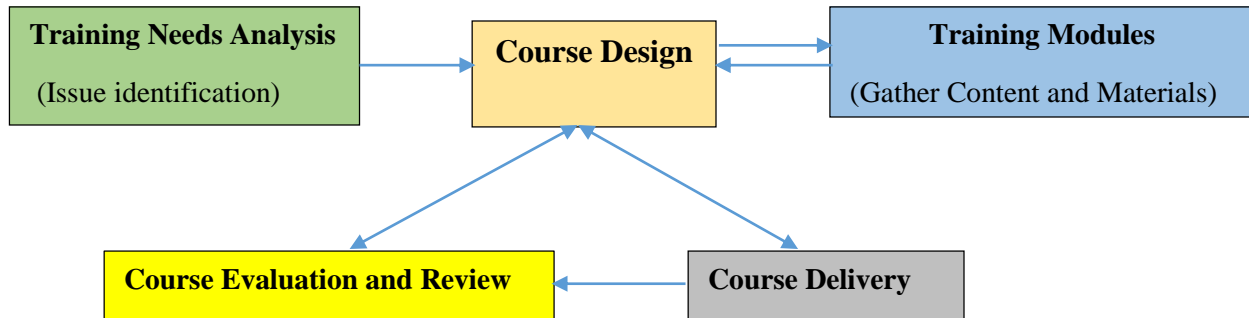
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## Appendices

### Appendix 1: Training Programme

#### TRAINING PROGRAM FOR BUILDING CAPACITY FOR EFFECTIVE CCA MANAGEMENT IN KENYA



#### Overview

Training needs arises when there is a difference between the existing and desired level of performance. The training programme has been designed to serve and develop capacity required in order to effectively implement various project activities and increase capacity of stakeholders in the region to effectively implement CCA initiatives. From the needs assessment training courses have been proposed.

These courses are broadly categorized into phases identified for CCA establishment in Kenya (Conceptualization, Inception, Implementation, Monitoring and Management, Ongoing adaptive management) (Kawaka et al., unpublished report). Proposed trainings have been aligned to fit into the UNDP – SGP project objectives and can be used to enhance effective implementation of project activities.

#### Identification of Training Needs

Project implementation teams need to have a clear insight of the training needs of the local community, community based organization, among other groups in order to build overall capacity for effectiveness. Capacity building and training needs of coastal communities should take into account changing strategies to fisheries management; organizational and governance structure; leadership and environmental dynamics.

#### Levels of Training on CCA Management

Training should be conducted at two levels:

Task and personal level: To enhance skills, knowledge and attitude

- Task level: Communities should be effectively trained to manage and handle tasks that are related to conservation of biodiversity and marine areas.
- Personal level: Communities need to be equipped with enhanced skills that builds on; to improve on management and inform attitude change towards marine conservation.

## **Goals of the Training Programme**

The education and training programme has an overall goal of improving the technical skills and managerial capacity of stakeholders (local communities) in CCA establishment along the Kenya coast.

## **Objectives and Activities of the Training Programme**

- 1.1. Introduce fishers to an understanding of basic marine ecology, interactions and some key species and their economic interrelationship.
- 1.2. Enhance and impart fishers knowledge and skills on different strategies and options used in fisheries management in Kenya
- 1.3. Demonstrate to fishers the concept of co-management and equip them with necessary tools to establish their own management plan and strategies.
- 1.4. Highlight to fishers how their livelihood actions are interlinked to fisheries sustainability in Kenya.

## **Target Groups**

Primary Beneficiaries

- Beach Management Units (Executives and Assembly Members)
- CBO (especially those directly involved in implementation)
- Women (to enhance gender parity)
- Youths (enhance complete buy – in and sustainability).

## **Facilitation**

Facilitator should be knowledgeable enough on the topics being handled in the training programme. Trainers should develop suitable content, prepare lecture notes and handouts prior to commencement of training.

## **Methods of Instruction**

Training will be conducted using: (1) facilitated lectures using power points and (2) group discussions. The use of case studies will be encouraged where they seek to enhance knowledge and increase comprehension.

Fisher field exchange visits should be encouraged where it seeks to increase impact of learning and information sharing.

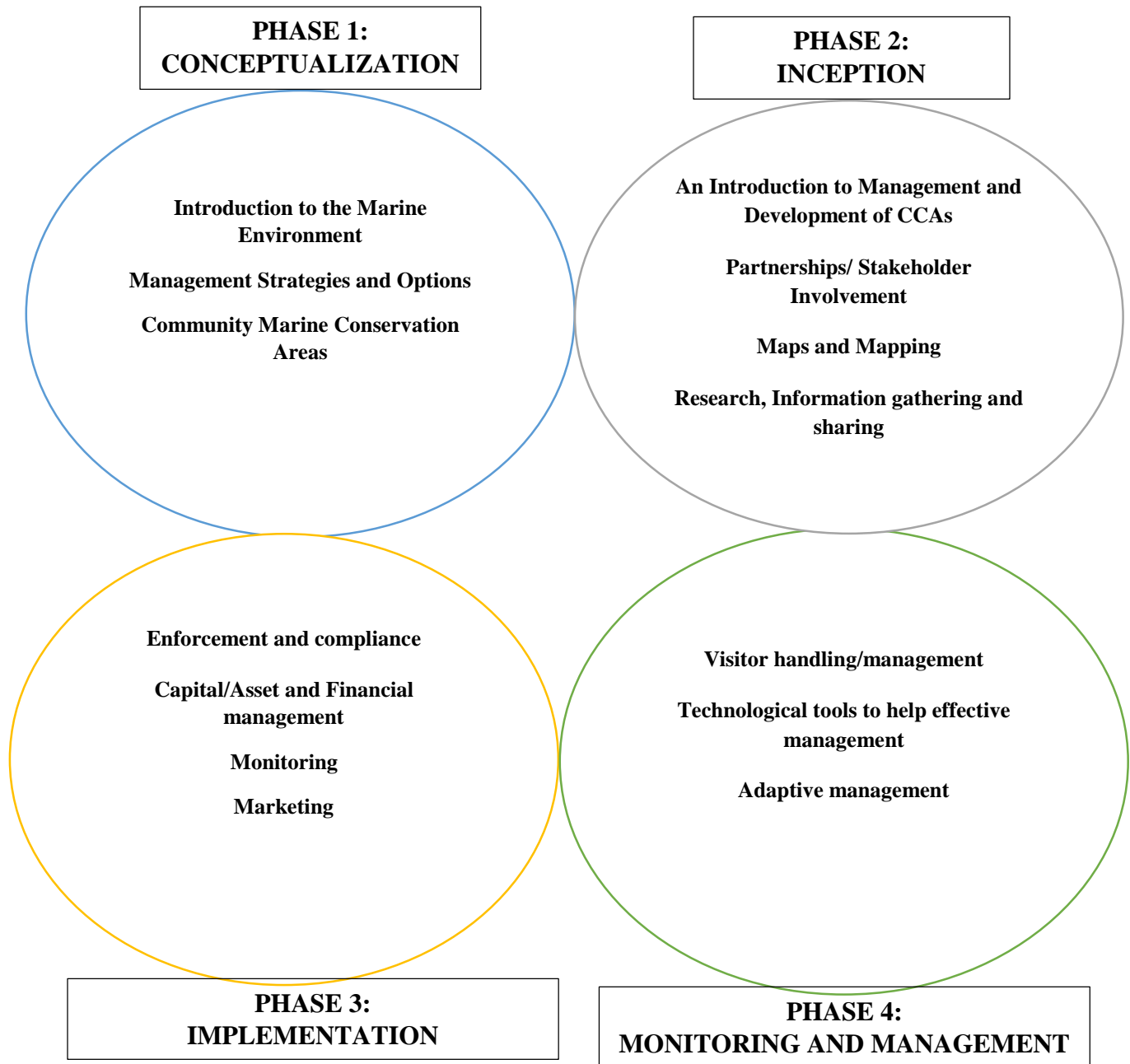
## **Course Assessment**

Facilitator should create an assessment tool for participants to evaluate their comprehension of the course. In retrospect the participants should be able to evaluate the course using a standard form and ascertain the relevance of such a course to fishers.

## **Course Contents**

A detailed course content should be developed and designed by the facilitator. They will be developed for the various modules identified from the training needs assessment. Basic guidelines will be provided with a toolkit to be developed.

## Appendix 2: Education Courses for Enhanced CCA Establishment and Management



### Appendix 3: List of Participant

MWANDAMO BMU FISHERS MEETING			26 <sup>th</sup> March, 2014	
1	Name	Designation		
2	Hamisi Juma	BMU member	Name	Date
3	Mwanakambo Riziki	BMU member	John Njuguna	15/08/2014
4	Chidodo Hamisi	BMU member	Arthur Tuda	18/08/2014
5	Mbwana Abdalla	BMU member	Nicholas Ntheketha	15/08/2014
6	Majaliwa Salim	Expected Chairman	Caroline Abunge	7/08/2014
7	Ali Nasoro	BMU member	Agatha Ogada	June, 2014
8	Ali Mohamed Suleman	Treasurer BMU		
9	Kombo Mbware Kombo	BMU member		
10	Kombo Mohamed	BMU member		
11	Omar Juma	Member		
12	Juma Salim	Member		
13	Rehema Ernest	Vice chairperson		
14	Mwanaisha Msumbeta	BMU member		
15	Mwanamzungu Mohamed	BMU member		
16	Mwanasiti Umari	Member		
17	Isaac Njuguna	BMU member		
18	Rashid Mohamed	Member		
19	Omar Suleiman	BMU member		
20	Idd Juma	Not member		
21	Binti Hamisi	BMU member		
MVULENI FISHERS GROUP			27 <sup>th</sup> March, 2014	
	Name	Designation		
1	Rashid Masood	Treasurer		
2	Masood Jambiya	Committee member		
3	Yusuf Athman Hassan	Committee member		
4	Hassan Mwinyi	Proposed Chairperson		
5	Bakari Omari Kwambirwa	member		
6	Said Omari Mwatume	member		
7	Hemed Mohamed Mwafujo	Chairman, MFG, landing site, Galu Kinondo village		
8	Hamisi Rashid	Member		
9	Salim Diwa	Member		
10	Ali Keshi	Secretary MFG		
GAZI BMU			28 <sup>th</sup> March, 2014	
	Name	Designation		
1	Juma Said Mkuu	Acting Chairperson		
2	Omar	Assistant Secretary		
3	Evans Nyanjoka	KMFRI officer		

## Appendix 4: TNA Guiding Questions



### Training Needs Assessment Guiding Questions

#### **Introduction**

The purpose of the training needs assessment is to identify priority training needs for target communities/ beneficiaries to CCA initiatives along the Kenya coast. The data will help in development of training and education pathway. The CORDIO project funded by UNDP Small Grants Programme intends to build on needs assessments conducted in the past by different organizations and looks at an integrated approach to capacity building and training of communities along the Kenya coast.

We appreciate you taking this time to provide the required information that will go a long way in assisting the project achieve its objectives.



Name of Respondent/ Group:

- What do you understand by the term "CCA", Tengefu/ Vilindo Vya wenyeji/ Hifadhi za kijamii?
- What do you consider to be the greatest technical needs for effective CCA establishment in Kenya?
- What trainings have you had or conducted in relation to CCA / BMU management?
- Do you feel you (community) require further training to effectively manage a CCA?
- Who in the coastal community would you propose to be involved in training?
- Are there general comments/ issues relating to CCA that you would like to raise/ see being addressed?





### Contact Information

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