



Manual for implementing the **COMMUNITY LEADERS PROGRAM**





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ABSTRACT

Communities around the world have always had natural leaders who, in most cases, catalyze changes that benefit the community as a whole. However, there are individuals with different social leadership profiles who do not always find the tools and opportunities to develop their skills. Hence, since 2012, Comunidad y Biodiversidad A. C. has been working to strengthen leadership in fishing communities in order to support sustainable fishing and marine conservation. This manual systematizes the phases of the Community Leaders Program, conducted over two generations (2013–2019). The social fabric and the preservation of the environment are paramount if the ultimate goal is sustainability. In this program, the leaders experienced key moments of personal growth, resulting in the development of community initiatives based on the common good, inclusion, diversity, and gender equality. This manual is a tool to replicate the program and deepens both on the steps and the practical considerations (human resources, budget, capabilities) that will allow other civil society organizations around the world to replicate this experience and adapt it to the reality of the contexts in which they work.

Keywords: *leadership, social innovation, fisheries sustainability..*

RESUMEN

Las comunidades de todo el mundo han contado siempre con personas con liderazgo natural que, en la mayoría de las ocasiones, catalizan cambios que benefician a la comunidad en su conjunto. Sin embargo, existen personas con distintos perfiles de liderazgo social que no siempre encuentran las herramientas y oportunidades para desarrollar sus habilidades. Desde 2012, Comunidad y Biodiversidad A. C. (COBI) trabaja impulsando el liderazgo en comunidades pesqueras, con el fin de apoyar la pesca sustentable y la conservación marina. Este manual sistematiza las fases del programa de liderazgo comunitario a lo largo de dos generaciones (2013-2019). El tejido social y la preservación del medio ambiente son factores indivisibles si se quiere trabajar en aras de la sostenibilidad. De este modo, quienes lideran han vivido momentos clave de crecimiento personal, que se han plasmado en el desarrollo de iniciativas comunitarias basadas en el bien común, la inclusión, la diversidad y la igualdad de género. Este manual es una herramienta para replicar el programa y profundiza tanto en los pasos como en las consideraciones prácticas (recursos humanos, presupuesto, capacidades) que permitirán a otras Organizaciones de la Sociedad Civil a lo largo del mundo replicar la experiencia y adaptarla a la realidad de los contextos en los que trabajan.

Palabras clave: *liderazgo, innovación social, sostenibilidad pesquera.*

THIS MANUAL

Since 1999, Comunidad y Biodiversidad (COBI) has worked to encourage the conservation of marine biodiversity and the establishment of sustainable fisheries through effective participation. The work is subdivided into four areas, namely strengthening leaders and fisheries organizations, sustainable fisheries, marine reserves, and public policies. Specifically, the area of strengthening leaders and fishing organizations focuses on three levels:

1. Community leaders. Promotion of human development (individual level).
2. Fishing organizations. Working with cooperatives and fishing organizations to promote its legality and competitiveness (level of groups of people).
3. Collective action. Strengthening partnerships and management committees through collective action (level of networks of groups).

This manual embodies the lessons learned from two generations (2013-2019) of the Community Leaders Program (CLP), which covers topics such as sustainable fishing practices, marine conservation, social leadership, and community development¹.

The goals of this manual are:

1. *Systematize* learning and knowledge acquired in the implementation of the Community Leaders Program.
2. *Share* knowledge with other civil society organizations (CSOs), fisheries sector groups, institutions and foundations, among others.
3. *Facilitate the replicability* of the program in other regions or countries.

This manual presents the how-to steps of implementing a CLP in a systematized way as well as a series of practical examples - in the blue boxes - based on COBI's experience with the two generations of trained community leaders.

¹ Watch the associated video *Equality and Gender in the Sea* at <http://igualdadanelmar.org/>

"I learned that being a leader is not sitting on a throne giving orders."

Daniel Valdez, a Community Leader 2013-2016 Generation.
Fishing community, Mexico, summer 2012.

Q: What are you going to do in the afternoon?

Fisherman: Today we have "cinito". (Cinito - a colloquial way of saying cinema in Mexico).

Q: What is "cinito"?

Fisherman: I rent films about nature and project them on the wall so the kids in the neighborhood can watch them and we can talk about the importance of the seas.

There are leaders in each coastal community.

Box 1. The program is derived from observation during the talks with the community.

COASTAL FISHERIES

Coastal fisheries (artisanal or small-scale) provide 20% of the animal protein for almost half of the world's population (FAO, 2018) and are highly important for employment, income distribution, and the development of coastal communities. Only in Mexico, between 170,000 (INEGI, 2014) and 270,000 (CONAPESCA, 2013) people are registered as working solely in fishing. However, coastal fishing is facing problems related to unsustainable fishing practices (e.g., unsustainable fishing methods and illegal, irregular and unreported fishing, among others). Hence, an organized coastal fishing sector that integrates strengthened leadership is key to achieving the responsible use of resources and marine biodiversity (Gutiérrez et al., 2011).

STRENGTHENING SOCIAL LEADERSHIP

Environmental and social degradation are linked, both nationally and internationally, due to a lack of leaders at the local level who possess a sense of belonging and promote sustainable development (Gutiérrez et al., 2011). Thus, actions that strengthen entrepreneurship and social leadership present an extraordinary opportunity to build pillars for sustainable development (ASHOKA, 2016). These pillars have a greater impact and become more effective in the cost-benefit balance when the social and environmental components are integrated effectively.

Social leadership in a community context implies, on the one hand, enhancing existing resources in the community itself and, on the other hand, encouraging participation in those processes and activities that require planning and intervention, or at least, listening and informing the community (Rojas, 2013). Some of the skills that enhance social leadership are related to conflict or problem resolution, the knowledge developed in the area of interest (in this case, sustainable fisheries and marine conservation) as well as the development of a vision of change (Lau Chin et al., 2007).

All of these components contribute to strengthening the social fabric of the communities in which we work. Only organizations strengthened with social leadership and collaborating with other organizations have the ability to invest in fisheries conservation and sustainability (Nenadovic et al., 2018). Likewise, initiatives that include an approach to the gender perspective when working in fisheries present more conscious and comprehensive solutions (FAO, 2017).

COMMUNITY LEADERS PROGRAM

The Community Leaders Program (CLP) was launched in the Gulf of California in 2013 by COBI in collaboration with the National Commission on Protected Natural Areas (CONANP by its Spanish acronym) and Pronatura Noroeste A. C., with whom the work areas were shared. The CLP aims to train and strengthen fishers to lead social change and fishing sustainability in their communities.

The first generation of the CLP of COBI (2013-2016) was attended by 27 participants, of whom 15 leaders (eleven men and four women) graduated under the theme "Common Good" (Figure 1).



Figure 1. Graduation of the first generation of the Community Leaders Program.

The second generation of the CLP (2017-2019) had 16 members, of whom 13 leaders (three men, ten women) graduated, specializing in "Gender Equality in the Sea" (Figure 2). Hereby, social impact community projects were generated, focusing on the conservation of the marine environment and sustainable fisheries.



Figure 2. Graduation of the second generation of the Community Leaders Program.

The development of a CLP is structured in three phases (Figure 3):

1. Program design,
2. Training and project design,
3. Follow-up of projects and program extension.

BUDGET CONSIDERATIONS

A generation of the CLP may develop within two to three years to achieve its goals. The budget required will vary according to the scale (local/regional/national), the number of participants, and the country in which it is deployed.

It is necessary to hold at least two workshops, one at the beginning and the other at the end of the program, as well as two individual coaching sessions in the communities where the leaders live; therefore, all trips that are necessary for these activities should be budgeted for. There must also be a team of facilitators for Phases I and II, experts in the necessary topics to develop the curriculum, and a human development coach for Phases II and III.

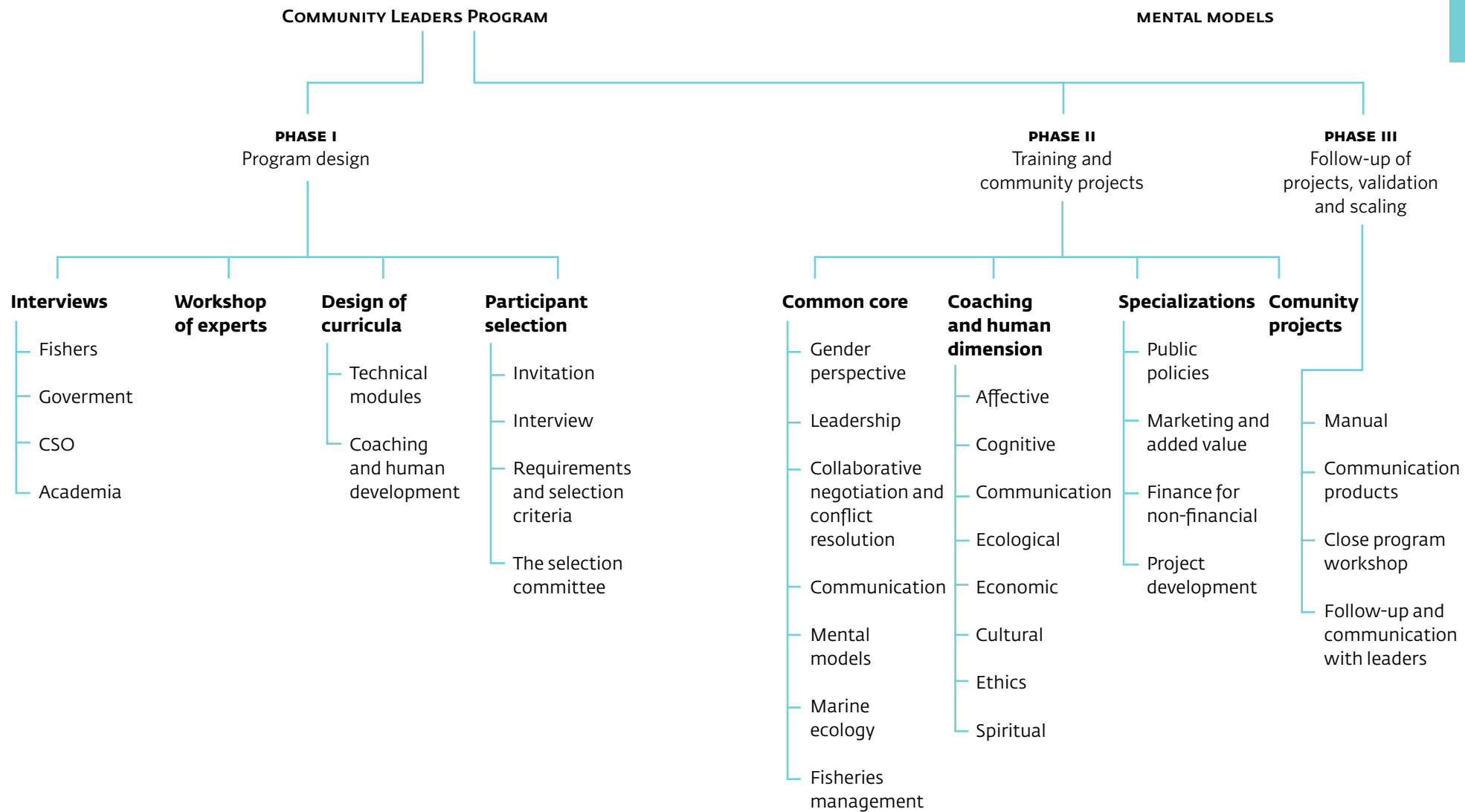


Figure 3. Conceptual map of the phases and main activities of the CLP.

PHASE I: PROGRAM DESIGN

Define the problem and envision the desired change

Your organization's mission must be aligned with the CLP's mission, sharing the commitment to sustainability and the conservation of natural resources. Your organization must also have the necessary technical, operational, and administrative capacities to develop such a program.

Select a representative community that can serve as a model for others, and consider its historical context, natural resource use tradition, and ecological importance.

After this, the first step in the design of your CLP is to define:

1. The **problem** to be solved;
2. The **change** you wish for.

Problem and change in the CLP in Gender Equality in the Sea

Problem: Women in Mexico are not recognized as fishers and do not participate in equal conditions in fisheries decision-making.

Change: Women and men participate equally in the Mexican fisheries and their role is recognized and valued.

Box 2. Problem and change in the CLP in Gender Equality in the Sea.

In your region, there will be key actors who can participate in the training, including CSOs and institutions. You will need to identify them and talk with them to share your vision of the problem and the change. You will have an opportunity to share your goals and to increase the interest in the development of the program so that you can receive help determining whom to invite to participate in the CLP. They must also be able to give you first-hand information about the situation in the area and previous conservation work as well as recommend other organizations or individuals who could be contacted.

Later, you can periodically bring together those who collaborate with you or your organization, thereby fostering common relationships and relations around the CLP, informing them about the development of the program, and suggesting their collaboration on it, if necessary.

Interviews

Once the objectives have been shared and interinstitutional commitments and alliances have been set up, an analysis of the socioeconomic and sociocultural context in the area must be performed. In order to do this, the first step is to conduct semi-structured interviews in which you look to solve key questions while allowing the interviewee to develop the topics that, from their point of view, are the most relevant. There are two types of interviews, categorized according to the audience:

- a. Interviews with governmental institutions, CSOs, and academic institutions.
- b. Interviews with fishers and residents of fishing communities.

Interviews in the Midriff Islands Region, Gulf of California

In 2013, as part of the CLP, 38 interviews were held with fishers, 13 with CSO representatives, six with government institutions, and two with universities with experience in research and/or fieldwork in fishing communities in Northwest Mexico.

The objective of the interviews with **CSOs, governmental and academic institutions** was to learn about the work and experience of these organizations in fishing communities and their basic recommendations. The questions were the following:

1. In your perception, what are the principal conservation challenges faced by the fishing communities?
2. What training courses has your organization/institution provided to fishers?
3. Do you have a curriculum or course materials? Could you participate in the project by incorporating the materials into the curriculum² of the CLP?
4. In your opinion, which courses or trainings are pertinent to be included in the curriculum to train community leaders?
5. Which experts would you recommend to impart these courses or trainings?
6. In your opinion, what criteria should we take into consideration when selecting fishers?

² This refers to the curriculum or training program in which the training structure is established as well as the educational, didactic or technological materials.

The interviews with the **fishers and members of the community** aimed to capture the opinion of the community about the problem presented, and thus recognize the needs and problems that the communities themselves detect. This interview contained the following questions:

1. What problems do you face as a fisher? What do you think are the biggest challenges for the fishing activity?
2. What do you think are the skills a fisher needs to learn to become a leader and steward of the sea?
3. What topics would you like to learn more about?
4. In your opinion, which courses or trainings are pertinent to be included in the curriculum to prepare community leaders?
5. In your opinion, what criteria should we take into consideration when selecting fishers?

Box 3. Interviews in the Midriff Islands Region, Gulf of California.

Workshop of experts

In order to comprehensively design the training program or curriculum to be followed, it is recommended to hold a workshop of experts in the chosen topic for this generation of community leaders in order to codevelop the curriculum. For this, it is necessary to have expert facilitators to help structure the dynamics as well as moderate and orient the objectives of the workshop to achieve the expected results. The steps for the development of this curriculum are the following:

1. Conduct exhaustive research on courses and/or workshops that other organizations and institutions have imparted around the topics of interest. Take note of the people and institutions involved to create a potential list of attendees of the workshop of experts.
2. Brainstorm the topics of interest that will help you organize the workshop dynamics in conjunction with the team of facilitators.
3. Subsequently, prepare a workshop of experts, where the problems to be worked on during the CLP training can be identified.

4. Turn the problems detected in the workshop of experts into primary objectives for your CLP.
5. Once the social problems have been identified, we suggest that you classify the challenges around the human dimensions (Figure 4). In order to achieve this objective, COBI hired a consultancy to coach each participant individually and in a group. These sessions were held in addition to the training events (workshops) and were reinforced with specific sessions during the workshops. This point is explored further below.



Figure 4. Eight human dimensions form the basis for the work of human development applied with the program participants.

Curriculum development

The curriculum is the set of training objectives that support the topics (modules) that are identified as necessary to successfully achieve the contents. The interviews, the review of readings, the recommendations that the experts presented in the workshop, and the needs expressed by the fishers, nourish the design of the CLP training model. Some modules, by the nature of their content, will be part of the common core while others will be specialization modules. This point is deepened in Phase II of this manual.

Curriculum design, CLP for Gender Equality in the Sea:

In the workshop of experts, six modules were defined to be included in the CLP:

1. COMMON CORE

- a. **Human Dimension:** Mental models and personal aspects that limit people's equal participation.
- b. **Gender Perspective:** The systems, sex-gender, gender-equity, femininities-masculinities, discrimination, inequality, violence and power relations.
- c. **Conservation and Sustainability:** The state of the oceans - national and international contexts, problems and challenges of the fisheries and the seas (climate change, introduced species).
- d. **Common Good:** Governance of commons, cooperativism.

2. SPECIALIZATIONS

- a. **Participatory cinema and cinematographic language:** Creative communication, life stories.
- b. **Regulatory framework of fisheries in Mexico and the participation of women in fishing activities:** Public policies of the environmental sector and fisheries, fishing regulations, opportunities for the participation of women in the fisheries sector, the role of men and women in fisheries.
- c. **Coaching:** Decision-making, conflict resolution, collaborative negotiation, teamwork efficiency with a gender perspective, structures for change.

For each module, one or more training objectives were set; for example, for module one regarding the human dimension, these were:

1. To identify the origin of each participant's mental models (beliefs and prejudices) and how these influence their behavior.
2. To reformulate the mental models on the participation of men and women in different decision-making spaces.
3. To identify poor communication practices that restrict the free and meaningful participation of men and women in decision-making spaces.
4. To value good practices and recommendations to improve communication in decision-making processes.

Box 4. Curriculum design for the CLP on Gender Equality in the Sea.

Community leader profile

This brings us to the profile of each participant, whereby three things must be remembered:

- 1) the problem identified.
- 2) the curriculum, and;
- 3) the human dimensions.

The selected individuals must have certain characteristics and attitudes in accordance with the objectives of the CLP. Depending on the chosen theme and objectives, we will seek a certain profile or another. It is recommended to have a diverse sample in terms of gender, age, and even areas of the same sector. For example, for a fishing community, it is interesting to have representatives from all the stages of the value chain, not merely those involved in extractive activities.

Each participant must be open to acquiring new knowledge, and the intention and motivation to learn. It is very important that they want to be part of the process that is about to start, with honesty, empathy and solidarity. It doesn't have to be the person who stands out in the community for alleging or provoking controversy.

We find different **types of leadership** in fishing communities: the leader of an organization, of the neighborhood, of a fishing boat or the one who is entitled with leadership, among others.

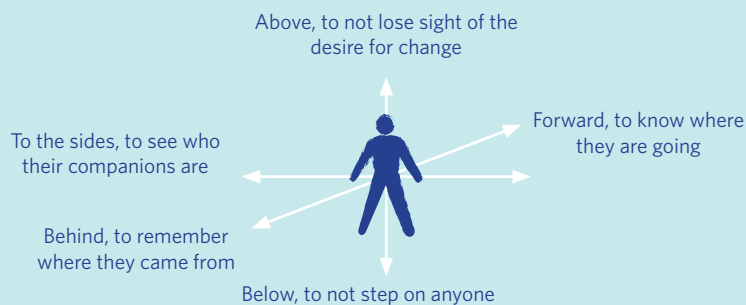
There are many types of leadership and you should be able to have a balanced sample of different styles. The selection criteria are decisive for the impact of the program at the personal level and, above all, the community level.

Leadership vision, Look for leaders who have:

- A strong sense of belonging and an attachment to the community.
- A strong voice in public speaking. Sometimes, we will find silent leaders who may not speak much in public but whose opinions - when expressed - are analytical, reflective, and seek the common good - and, for that reason, are heard.
- The initiative to motivate changes in their community.

Each participant will reinforce the skills they already have and will strengthen their ability to negotiate collaboratively, empowering themselves to promote and achieve social change and transformation. Ethical leaders will be formed with knowledge of the general culture, in addition to their empirical knowledge.

The work dynamics can be adapted to the expectations that each participant has formulated. The first serious reflection on “*What would I like to change?*” and “*Where would I like to reach?*” at the end of the training will enable each person to develop a vision in five directions:



With this training, one acquires the ability to detect a problem and determine the type of action that the community must take to solve it.

Box 5. Leadership vision.

Invitation and call

The invitation and call process may vary depending on the scope of your CLP (a community or several communities, a specific region or on a national scale, for example). In general, the following is suggested:

1. Launch the call in the defined geographical area. If you are dealing with a specific community, you should know the formal and informal media of that community as well as their strategic places (schools, public buildings, community organizations, among others). It is advisable to place posters in these places to expand the dissemination.
2. Organize small meetings with the interest groups in which the objectives of the program are explained, the generalities are described, and the application process is cleared up, as well as any question that may arise.
3. If those who collaborate with the CLP or the experts consulted have identified individuals with prior experience in community work, it is recommended to contact them via personalized invitations and/or phone calls.

Participant selection

It is recommended to summon small selection committees representative of the locality; they will allow you to have an overview of the different stakeholders who may get involved and contribute with their expertise.

This selection committee may be formed by people from the community as well as participants from organizations or institutions that work in the area, but always aiming for equal representation of sectors, genders, and ages.

Note that the number of members in your CLP may vary during the course of the training, with a tendency to decrease during the process due to external factors that you are unable to control, primarily those related to the personal life of each participant.

The candidatures presented in the committee are reviewed and individual preselection interviews are conducted to finally choose between 15 and 20 participants.

Selection committee, CLP in the Midriff Islands Region, Gulf of California

In each community, a selection committee was organized consisting of a coalition of community members, COBI staff, organizations, and institutions working in the communities.

1. In Bahía de Kino, the committee was formed by CONANP and COBI.
2. In Puerto Libertad, the Local Committee on Fisheries and Aquaculture and COBI formed part of the selection committee.
3. In Bahía de Los Ángeles, the committee was composed of the CONANP, Pronatura Noroeste and COBI.

A total of 38 people from the three fishing communities in the Midriff Islands Region applied to the program: 17 from Bahía de Kino, 13 from Bahía de Los Ángeles, and 8 from Puerto Libertad. Three people from two fishing camps who learned about the program from their colleagues, one from El Barril (Baja California) and two from Playa del Sol (Sonora), also submitted applications.

The selection criteria contemplated in the interview for the final selection of those who participated were:

1. An interest in participating in the CLP.
2. Living permanently in the community.
3. Having demonstrated the ability to work in a group.
4. An interest in the conservation of the environment.
5. Being a responsible person.
6. Knowing how to read and write.
7. Demonstrated leadership in previous projects.

Twenty participants were selected from four communities, whereby 60% of the people selected were fishers, including a fishing permit holder, a marketer, and others indirectly involved in fishing or working in conservation groups.

It was intended that the number of representatives per community would be proportional to the number of fishers or residents from each one of the localities. Five of those selected were women, one of them involved in extraction and the others, in the fisheries' value chain.

Box 6. The selection committee.

Guiding thread (coaching)

For the success of your CLP, it is necessary to have a coach who intertwines training and technical information with personal work and human development, seeking to extract the best from the leaders.

The coach must ensure that the training given is used to maximum effect by relating each element of the method to the leaders' daily life. The coach must also be able to combine observation, questioning, feedback, reflection, and awareness to create dialogs that drive accelerated learning and improved performance during your program.

Each coach must know the context of the communities in which they will work and their social problems as well as have the ability to motivate reflection and the involvement and commitment of their team and, above all, empower the self-determination of community leaders.

This person must have experience of working with communities, human development goals, and personal and professional growth. Your organization must provide:

1. The curriculum developed for the CLP, including the training objectives.
2. Profiles of each participant; if they are leaders with whom your organization has already collaborated, the profile should state when, in what activity, and what results were achieved.
3. Information on the theme that will be the axis of the CLP: reports, articles, audio-visual material, among others.

Selection of consultants for the training program

If you do not yet have a wide range of specialists to deliver the training, workshops, and methodologies that your curriculum requires, use the previous suggestions made by CSOs, government, and academic institutions.

Find specialists in the areas of leadership, effective communication, social problem solving, and coaching as well as the topic that guides your CLP.

Once you have designated your team, allow yourself the necessary time to conduct interviews and review previous practices that allow the consultants to know your work and your target audience; likewise, it is important that your language, clothing, and above all, the methodology and techniques are appropriate for those participating in the CLP.

Selection of indicators

In order to follow-up on the CLP, it is necessary to define indicators that help to measure the success and progress of the program as well as evaluate the most visible progress at four levels:

1. Individual -changes that the graduates make in their communities.
2. Progress of the projects promoted.
3. General impact of the program -in the community and in other organizations.
4. Other elements of the context that your organization is interested in quantifying.

It is also interesting to develop indicators of the social impact and human development of each leader.

Performance/impact indicators

The **impact indicators** assess the success of the CLP. Some of those used in both generations of leaders were:

1. Number of people trained according to the necessity of fisheries projects and marine reserves. Disaggregated by gender.
2. Number of leaders invited to participate in the program compared to graduates. Disaggregated by gender.
3. Number of projects developed by the leaders. Disaggregated by subject.
4. Number of people who directly benefited from the programs developed by the leaders. Disaggregated by gender.
5. Number of times the CLP has been replicated. Disaggregated by region (if possible).

The **performance indicators** are related to the impact on the human and social development of each individual; these were more complex to measure. The change in personalities was measured with a Personal Development Analysis (PDA International, 2018), which describes personality and leadership types, strengths and weaknesses, working styles, and personal motivations. It is also possible to apply an entry/exit diagnosis in each training and conduct a comparison at the end of the program to monitor progress in certain key areas, e.g. the ability to speak in public, confidence in one's own abilities, and projection into the future.

Box 7. Performance and impact indicators.

PHASE II: TRAINING AND PROJECT DESIGN

At the beginning of Phase II of the program, your organization should have:

1. Defined the training plan (curriculum).
2. Selected the community leaders.
3. Engaged a coach in human development.
4. Contacted experts to provide formation in the training.
5. Defined the leader performance and program impact indicators.

If you have these resources, you can move on to Phase II, in which the training is conducted and the community projects that the leaders will commit to implementing as a result of the program start to be designed.

Coaching

To start the program, each coach, accompanied by at least one person from the organization's staff (the person responsible for the program), conducts a series of one-day visits to each leader in their community. These visits should be considered and budgeted as it is important for the first contact to occur in an environment that is comfortable for those participating in the program. It is a sign of respect and it also helps to develop an understanding of the conditions of their living environment.

Each leader chooses where the meeting will take place and sets the schedule. In this session, it is better for the staff person of the organization to leave the site and allow the session to take place behind closed doors between the participant and the coach. This is because sensitive issues such as family, livelihoods, and aspirations are usually addressed, and it is important to provide privacy for the process.

The coach formulates triggering questions that facilitate an understanding of the vision of each participant towards the main theme for that generation of the program. Both the coach and the participant come to an agreement regarding the capacity for change and the positive impact on the community, in other words, what will become each participant's community project.

These individual sessions are performed on two occasions:

- At the beginning of the program, before training begins.

- In the period between the two training workshops, to follow-up on the agreements.

Although the sessions will be private between the coach and the participant, each coach must report the critical points to the staff of the organization to strengthen the leadership of that person as well as the agreements reached. The leader must know at all times that while this basic information is shared, the rest remains private.

The training

Training workshops should be designed in a dynamic, horizontal and participatory way. To do this, you should have a team of facilitators who suggest the structure of the workshop and integrate the different sessions that will help you to include the topics of the training curriculum in a dynamic and pedagogical manner. The coach is also essential in designing the workshop, as s/he has analyzed the personalities of the leaders and is in a position to make recommendations that influence how to present the information as well as the type of materials that are most appropriate for the group profile. You can use participatory tools (Geilfus, 2002) to propose dynamic and efficient sessions with community groups, ensuring that you:

1. Keep the attention and interest of the leaders.
2. Encourage their participation.
3. Promote the generation of transversal knowledge.
4. Connect the topics with the life circumstances of the community leaders.

Whoever opens the workshop must have the capacity to have an impact on the human level in the group and foster cohesion. It is also recommended that this person is accompanied by the person who performed the individual coaching to allow the participants to experience an atmosphere of trust.

You must be very watchful with the selection of the place and work schedules, which are intensive (entire days are prioritized before several half-days) to foment the sense of belonging to a group; it is important that the workdays are not exhausting to prevent desertion. An open-air activity should be included towards the end of the workshop (but not on the last day) to facilitate and encourage the integration of the group in a different and more relaxed environment.

Each participant has to demonstrate their commitment from the moment of selection. It is important that they are aware that their time is part of the co-investment they are making.

It is suggested that the sessions of each day are conducted in short periods (no more than 50 minutes for theoretical sessions and 1.5 hours for theoretical-practical sessions). The location should be spacious, luminous, well-ventilated, and sometimes outdoors, if the work session allows it.

Organization of training workshops in both generations of the program

The training workshops are organized over several intensive days, meaning these are days in which the participants cannot attend their work activities and they may even have to travel to attend. This should be very clear from the beginning and sufficient notice should be given (minimum two months) so that they can organize themselves and make the necessary preparations in advance. Days off should not be compensated financially by the organization as this can affect the commitment and motivation of leaders to the program. Their participation is an investment in their future.

The workshops are divided into several modules based on the curriculum developed. The days are organized from 9:00 a.m. to 5:00-5:30 p.m. The general scheme of a training workshop is as follows:

- Day 1. Common Core I: Introduction to the program, concepts, gender perspective. Group coaching sessions in the afternoon.
- Day 2. Common Core II: Collaborative negotiation, the common good, governance systems.
Specializations I: Introduction to community projects, communication.
- Day 3. Specializations II: Regulatory framework, public policies, incidence spaces. Group coaching sessions in the afternoon.
- Day 4. Outdoor living activity.
Specializations III: Community projects.
- Day 5. Reflections, exposition of community projects (ideas, progress or results achieved; as possible according to time), presentation of commitments and closure.

Each organization should set the agenda according to the group needs and the technical, social, and human objectives to be pursued. This outline is for guidance only.

Box 8. Organization of the training workshops.

Common Core

The common core is composed of those modules that serve to standardize general knowledge, including topics that are repeated in each generation. The common core modules offer an homogeneous working base, which allows the training to delve deeper into more specialized topics.

Common Core Modules

Module 1: Human Dimension

Objective: To identify the mental models that originate behaviors that define the attitude towards the gender perspective.

Duration: Half-day.

Content:

- Mental models.
- Personal aspects that reinforce or hinder active, free, and meaningful participation.

Module 2: Gender Perspective

Objective: To learn the difference between sex and gender, equality and equity, and other basic concepts biased by socio-cultural foundations.

Duration: Half-day.

Content:

- The sex-gender system.
- Gender equality and equity.
- Femininities and masculinities.
- Discrimination and inequality.
- Violence, types of violence, power relations.

Module 3: Conservation and Sustainability

Objective: To build a sense of belonging and pride in the conservation of the seas and oceans.

Duration: half-day to one day.

Content:

- State of the oceans: National and international contexts.
- Problems and challenges of fisheries and seas.
- Climate change, introduced species, pollution.

Module 4: Common Good

Objective: To orient personal and professional development objectives towards the common good.

Duration: half-day.

Content:

- Introduction to the tragedy of the commons.
- Importance of cooperation and organization.
- Governance of the commons.
- Cooperative movement in Mexico.

Box 9. Common Core modules.

Specializations

The training should be complemented with a specialization process according to the requirements of each of the chosen projects and the interests of the leaders. We suggest that you previously select both your specialists and the activities that you are going to implement for your specializations, as shown in the following example.

Specializations, leaders of the Midriff Islands Region.

Communication II: Training of the Instructors. In this course, given to ten leaders; public communication was covered, developing skills to present topics, provide training and communicate messages effectively. Each participant practiced developing presentations and dynamics for their audiences.

Organization, management, and development of the projects.

This specialization developed the following topics: a) types of fisheries organizations, b) importance and benefits of organizing and legalizing, c) 10 basic steps to forming a cooperative, d) project management, e) project development, f) types of funding from different institutions, g) requirements and opportunities for calls for funding, and h) opening dates of calls. The course was attended by 12 leaders.

Finance for non-financials and small businesses. The course, which was attended by 10 participants, addressed personal, family and small-scale administration in businesses or cooperatives.

Added value and marketing exchange between cooperatives. This course consisted of a study visit to the cooperative Buzos y Pescadores de la Baja California, S. C. L., in Isla Natividad, Baja California, which is part of the Regional Federation of Cooperative Societies of the Fishing Industry Baja California F. C. L. (FEDECOOP by its Spanish acronym). These cooperatives are a national example because of their level of organization, operation, marketing and the added value that their products offer. The purpose of this trip was for the four leaders to learn first-hand knowledge of how the Isla Natividad cooperative works, familiarizing themselves with the processing plant and its different processes, the abalone sowing and growth laboratory, the repairing area where members of the cooperative fix its engines, its offices, the auditorium, and all the infrastructure. This visit allowed the leaders to learn, through the cooperative's history and experiences, the models that have led them to both successes and failures.

Box 10. Specializations.

Personal Development Analysis - PDA

It is recommended that each participant take two Personal Development Analysis (PDA) tests, one at the beginning and another at the end of the program. This test reflects the development of the leaders' profile, and the changes they are experiencing throughout the program. This enables a more effective detection of each person's capabilities, personal evolution and the assignment or choice of tasks. This analysis will serve as a reference for the organization to determine the profile of the group with which you will be working.

Personal Development Analysis

The analysis of the results of the PDA applied to 15 leaders (Figure 5) in the program of the Midriff Islands Region indicates that 80% of them had a high tendency to follow the rules (norms), with the ability to work in harmony with discipline and cooperation. It was observed that 86% had a tendency to spontaneity and emotion, involving their feelings and emotions in the decision-making process.

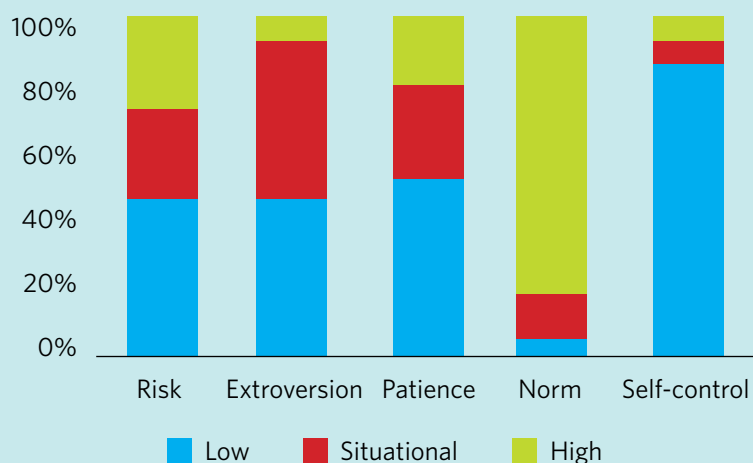


Figure 5. Percentage of the axis trends (risk, extroversion, patience, norms and self-control) of the development profile of the 15 leaders.

Box 11. Personal Development Analysis.

The analysis of the PDA, in conjunction with the testimonies of the leaders (Annex 1) collected after each workshop allows us to have an idea of the personal and professional evolution of the leaders.

Definition of conservation projects and sustainable productive projects

Here, we consider the socio-environmental problems that were detected during the design of the CLP, since some of them will be addressed in the projects that your organization will design along with the leaders.

In Annex 2, you will find a format sent to those who participated in order to facilitate the reflection and documentation of the information on their community projects.

Projects can be categorized as follows:

1. Conservation.
2. Management/resource management.
3. Productive.
4. Educational.
5. Community governance.

The role of your organization will be to support leaders in the implementation of their projects and to provide guidance on procedures, liaise with other partners, identify funding agencies, and supervise the stages of the project. Be careful not to succumb to paternalism: your organization must know how far to accompany projects. Leaders have been trained to achieve their goals and objectives in the medium term and to become independent even in their negotiations and procedures.

Follow-up sheet for community projects, leaders for gender equality.

To maintain privacy, the leader's name has been changed and the community name has been omitted.

The following presents the model community project follow-up sheet for one of the leaders for gender equality. It is important to make periodic follow-up calls and facilitate communication, whereby you should look for the easiest access platform for leaders; it is also important to keep in mind that in some communities both access to Internet and electricity are limited.

Name of the community leader: Juan Pérez		
Progress of the Community Project		
The project topic	Name of the project	Percentage of progress
Economic alternatives for women and men in coastal communities.	A. B. Ladies Fly's	100

Project Description

Juan's project consists of the formation of a group of women who are being trained to make flies for Fly fishing rods in the fishing community. Juan presents this activity as an economic alternative for women because his community hosts a very important Fly fishing tournament, in which these products can be marketed and even positioned as a brand.

In addition, Juan is building a tourism cooperative (oriented to diving) in which he plans to include women.

Observations/comments

Juan is very committed to the project. He has already held several sessions in which he also involved his wife. In addition, he has released his first video about the project.

Box 12. Follow-up sheet for community projects.

The table presented above allows you to add dated observations and record the progress until the project is complete. In this way, you will be able to measure the project leader's performance and the impact of the project.

The implementation and success of each project present challenges related to regulatory compliance, planning, and funding. We recommend that your organization does not provide financial support but rather guides each participant and helps them to find their own sources of funding. Sometimes, certain projects may not require external funding as they are made with materials that can be obtained during the participants' workdays or that are available from the fisheries organizations to which they belong.

FASE III: PROJECT MONITORING AND PROGRAM EXTENSION

Follow-up

Develop a monitoring plan with biophysical, socioeconomic, and governance indicators as well as project-specific indicators. The indicators will establish a baseline to follow-up each project. We recommend quarterly visits during the first year to assess progress as well as make periodic phone calls.

During the follow-up, the development of the project should not interfere with the day-to-day work activities of the leaders; as far as possible, you can offer guidance, clear up doubts, and answer their questions. Be aware that there will be factors external to your organization that do not depend on the will of the leaders, ranging from climate factors to excessive bureaucracy, which can hinder the progress of the projects.

Take the opportunity of the coaching sessions to give individual follow-up; the workshops will provide the opportunity to present progress to the group and receive feedback. Accompaniment is a priority in matters related to the identification of allied instances and financing organizations, training, orientation in procedures, management, and institutional liaison as well as moral and technological support.

Graduates should be accompanied by your organization throughout the process even though, as mentioned above, they have been trained to have greater initiative, independence, and decision-making capacity. As this is a time and energy-consuming process, your organization should motivate each participant to ensure that they reach their goals.

Outreach

Throughout the CLP, each activity must collect information, results, and lessons learned in a systematic and creative way, which will allow effective dissemination of the results. During the implementation of your CLP, it is important to disseminate its advances on social networks and other media, as this will help leaders to become known and gain recognition.

CLP divulgation. Some examples of diffusion in both generations:

1. Midriff Islands Region. Two promotional videos presenting a general view of the projects were designed by the RGI leaders within the CLP; these videos were posted on the COBI website (www.cobi.org.mx) and shared by the participants.
2. Presentation of the CLP in the X Convention on Environment and Development in Havana, Cuba.
3. Workshop of experts and decision-makers in Mexico City to give feedback on the CLP and identify alliances between the CLPs and organizations that perform social entrepreneurship work.
4. The community leaders presented their projects at the *Good Practices in Conservation and Sustainable Use of Coastal-Marine Biodiversity in the Gulf of California*, 2014 expo, promoted by the German Society for International Cooperation (GIZ by its German acronym) and CONANP. This was in addition to attending a meeting for the exchange of experiences in Guasave, Sinaloa, which was attended by participants from 22 projects being developed in four different states (Baja California, Nayarit, Sinaloa and Sonora).

Gender equality

1. Presentation in different forums and congresses:
 - Forum of Fishing Women (Oaxaca)
 - Teaching and Learning Forum for Sustainability (Baja California Sur)
 - Congress of the Gender Studies Network of Northern Mexico (Sonora).
2. Gender Equality website developed (www.igualdadenelmar.org).
3. Case study presented for the Sixth National Biodiversity Report, on actions that contribute to the fulfillment of the Convention on Biological Diversity.

Box 13. CLP Divulgation.

Replicating the program

A CLP aims to increase the capacity of local communities to develop conservation and sustainable fishing projects. To this end, it is very important to spread the experience and encourage collaboration with other organizations that share the same objectives, informing the authorities and facilitating their collaboration for the support and adoption of the CLP as a tool that improves the quality of life of the communities.

CLP replication extension to CSO in the Midriff Islands Region, Gulf of California:

COBI trained Gulf of California Civil Society Organizations (CSOs) to customize and implement the CLP. For this purpose, an open invitation was extended to the organizations with which COBI collaborates. The organizations prepared a letter of interest expressing their commitment to understand and replicate the CLP in the mid-term. This training was attended by 10 people from three different CSOs.

For this extension process, the contents of this manual were followed. During the training, three visions of the CLP were presented: from the implementing organization (COBI), from the beneficiary population (community leaders), and from the development work and human dimensions (program coach).

Box 14. CLP extension to other regions (program replication).

Considerations

1. Leadership programs can be especially effective in communities where there is a common use of resources.
2. The results of the CLP demonstrate that each trained participant will be able to lead a change towards sustainable development, for the common good, and with care for the environment.
3. The CLP is based on common reflection and education that combines knowledge and technical skills. It absorbs the attention of its participants by being inclusive, adaptive, and dynamic.
4. Community leaders retain more information and learn more easily when knowledge is transmitted through pedagogical dynamics and when recreational activities are incorporated.
5. Some leaders leave the program; this is a situation that must be predicted, and it is the reason why it is necessary to flexibilize the spaces of participation to reduce the desertion to the minimum.

Conclusions

1. Capacity building of community leaders has positive effects on the community, especially when the effort is sustained and the leaders are equipped to become agents of social change on a corresponding scale.
2. The aim is to have an impact on human development and the value of local solutions.
3. The training program for community leaders promotes the social cohesion of the group and contributes to creating a network of strengthened people with greater management capacity in their community.
4. Empowering the capacities of community leaders has increased the participation of the representatives of fishing communities in spaces of national relevance (workshops for the definition of national strategies, participation in the Senate, access to awards and national and international recognition).

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Annex 1. Testimonies of the leaders

The testimonies of the leaders guide us towards the qualitative indicators of the program, especially in the area of human development.

School of Learning

To me, the Leaders Program was a **school of learning**; there are things that people say can't be done, but they are done, and the program made it easier. The tools are already made because it is about fishing things, which we already have in our heads. There really is a benefit: the group of leaders and the projects, everything together has helped me and **now I don't want to keep the information just for myself**, but go out and talk to the people, talk to them about the importance of organizing to take care of what they have.

Manuel Arvizu, Bahía de Kino.

The Community Leaders Program represented a **great learning opportunity** for me and allowed me to **exchange ideas** with other communities, giving me the opportunity to **grow as the leader I am**, and being capable of giving more of myself.

Francisco Urías, Bahía de los Ángeles.

Personal Growth

For me, the Community Leaders Program **opened my eyes to many alternatives for improvement**. They made us new people and I grew a lot, so the program has changed my life.

Raymundo Molinares, Puerto Libertad.

For me, the Community Leaders Program is a **change** because from there I began to see **the thousand possibilities I have to do things** and to start acting to make a change in my life, and then share it with others. You can't imagine what this course meant to me. I learned and I was made to work on everything I that needed. This course represents **something that I wanted since I was a child**.

Daniel Valdez, Bahía de Kino.

For me, this Leaders' Program thing meant a lot. Before the program, I couldn't understand how people got caught up in problems, in very harmful ways of living. In the program, you learn many values and by becoming a leader you strengthen your principles. The program meant a lot to me, as if a part of my life was given to me by my parents and the community, and now community leaders have given me another part, **with a clearer vision of where I want to go**. This is how Community Leaders has helped me, **to have goals and know how to achieve them**. The program helped me to place myself in other people's shoes.

Lucina Cota, Bahía de Kino.

It has been **the best course** I have ever had in my life.

Héctor Urías, Bahía de los Ángeles.

It was a very cool experience and it gave me a lot of motivation. The training that they gave us was quite good because I have taken out of the project that which I formulated within the program: the club of children's photography the Tiburones Dorados of Bahía de los Angeles. In addition, it helped me **to know how to be more humble** and to have more than one way of dealing with people. Coaching left me with that, knowing how to talk to people, looking for a way to solve the projects I'm planning. That's why I would tell the people who are going to read the manual that if they trust this leadership program, **it's worth the effort to be a leader**. In my case, being a leader has changed me a lot: **it changed me as a person**.

José Smith, Bahía de los Ángeles.

Community Work

To me, the Community Leaders Program symbolizes **dreams come true** in spite of the problems we have to face, because before we were nobody, and **now we are working not just for our own benefit but for the whole community** because we would not have been able to do it alone. Right now I am not a teacher, lawyer or graduate, but I am prepared to work, to be a leader, to find the way to the goal, to fulfill the objective of completing the formation of our cooperative of Women of the Sea of Cortez and to have a zone of integral management.

Delfina Tinoco, Bahía de Kino.

It's kind of like if I was Diego before, then the Leaders Program came and now I'm someone else, and this isn't a joke. Before, I was someone just like everybody else and now I have a responsibility with people, I'm doing activities for my community. I'm in full view, so I can no longer behave in the same way. In addition, there has been a deeper change: the program **moved my conscience and made me see my responsibility to my people and my environment**. I had a great change within myself, with my children, with my parents, but above all with my soil, with my land. Now I feel that I will contribute a little to sowing the seeds, to changing the ways in which people conduct themselves, to giving them the tools so that they can awaken to their abilities, because **obviously we all have abilities, but we often keep them asleep**.

Diego León, Bahía de Kino.

Perseverance for Change

One of the most important challenges is to **understand that this is a process** and that we are not going to change people, at least in the short term, precisely because we are human. That was frustrating on a personal level. For example, we achieved changes in the grants in Bahía de Kino, the institutions began to train people, and we managed to get resources and information directly to the community. At that moment, people began to realize the importance of this: they asked for more information, started training, set up cooperatives or other groups and then, some time later, people stopped attending the meetings and calls that were made. Everything we had achieved was lost because of a lack of interest. But **the people who stayed and continued the program are now harvesting the fruits of their participation**.

Daniel Valdez, Bahía de Kino.

Annex 2. Format for the delineation of community projects.

This document is a tool that will help us to be clearer about the project/initiative that we are going to implement to promote gender equality in the fisheries sector. To do so, we can ask the following questions:

1. What project would I like to make?
2. Is it realistic/achievable?
3. Can I give a follow-up or continuity?
4. How can I include the gender perspective in the project?
5. Do I need support from someone else (community members, other institutions)?

Once we have an idea of what we want to do, we will define the project:

1. Write down who will be responsible for the project (implementer).
2. Think about a project topic, meaning what do we want to achieve or what will help us to achieve it?
3. Name the project.
4. Write briefly about the project.

Implementer	The project topic	Name of the project	Project description
First Name Last Name	Briefly describe (one sentence) the topic of your project	Project title	Describe in 50-100 words what your project is about, how you will achieve it, and where it will be implemented.
COBI	Promote gender equality in the fishing industry	Gender Equality in the Sea	To train a group of community leaders, enhancing their capacities to include the gender perspective, and generate positive changes in their community within the sphere of marine conservation and sustainable fishing.



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