

# Center for Community-Based Resource Management (CBRM)

Natural Resources Institute, University of Manitoba

## CBRM Database

<b>Date:</b>	<b>May 17, 2010</b>	<b>Entry Number:</b>	<b>1096</b>
<b>Case Study Name:</b>	Learning for Sustainability: Participatory Resource Management in Cambodian Fishing Villages		
<b>Authors:</b>	Marschke, M., and Sinclair, A. J.		
<b>Document Type:</b>	Paper in a scientific journal		
<b>Year:</b>	2009		
<b>Language:</b>	English		
<b>Document Location:</b>	Journal of Environmental Management 90, 206-216		
<b>Full Citation:</b>	Marschke, M., and Sinclair, A. J. 2009. Learning for Sustainability: Participatory Resource Management in Cambodian Fishing Villages. <i>Journal of Environmental Management</i> 90, 206-216		
<b>Region:</b>	Southeast Asia		
<b>Country:</b>	Cambodia		
<b>Ecosystem Type:</b>	Coastal marine		
<b>Social Characteristics:</b>	indigenous community		
<b>Scale of Study:</b>	Community, regional		
<b>Resource Type:</b>	Fisheries		
<b>Type of Initiative:</b>	Research driven-project		
<b>Community-Based Work:</b>	Resource management		
<b>Keywords:</b>	Transformative learning; Participation; Local resource management committees; Cambodia		
<b>Summary:</b>	<b>Considerable attention is now being given to the role and importance of education and learning implications of participatory resource and environmental governance. The contention is that such learning has the potential to</b>		

	<p>transform behaviour, and in the case of resource management, may help change current patterns in resource use towards a more sustainable social ecological system. Our purpose is to establish the opportunities for learning afforded to those participating in local level resource management committees in two Cambodian fishing communities and consider the learning outcomes from such opportunities. Our approach was qualitative and used a case study design. The findings establish a wide range of committee resource management activities that resulted in both instrumental (e.g., learning about administrative procedures) and communicative (e.g., insights into the need to conserve mangroves) learning. It was revealed that such learning can lead to changes in behaviour at the community level (e.g., managing local waste). Our findings also indicated a number of motivators and enablers of learning such as opportunities for dialogue, leadership and the presence of declining resources.</p>
--	--