

Center for Community-Based Resource Management (CBRM)

Natural Resources Institute, University of Manitoba

CBRM Database

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Case Study Name:	Community-based management of the environment: lessons from the past and options for the future		
Author:	Evans, S.M and Birchenough, A.C.		
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Region:	Global		
Country:	United Kingdom		
Ecosystem Type:	Aquatic		
Social Characteristics:	Coastal communities		
Scale of Study:	National		
Resource Type:	Fisheries		
Type of Initiative:	Research driven project		
Community Based Work:	Resource management		

Keywords:	community-based management; environmental management; community involvement; environmental education
Summary:	<ol style="list-style-type: none">1. Traditional community-based systems of managing coastal fisheries were (or in some cases are) successful in managing resources at sustainable levels. These systems are used as models in the present study.2. They were (or are) under-pinned by a sense of ownership and intimate knowledge of the environment in local people.3. Such features have been largely lost, as subsistence economies have been replaced by capitalist ones, and environmental management responsibilities have shifted from local communities to national or international government.4. There are, nevertheless, some examples of community-based management systems that still operate successfully and we believe that modern management practices, in general, would benefit from increased community involvement. This will require renewed emphases on feelings of ownership and increased knowledge of the environment in the general public.5. Environmental education will have a fundamental role to play in achieving this goal. However, its impact in schools and universities has been disappointingly ineffective so far in promoting a population that is sufficiently knowledgeable and well-motivated to partake meaningfully in environmental management processes.6. It is argued that educational initiatives, which involve all ages and sections of society, are required. Five promising possibilities are: (i) the participation of community groups in scientific projects; (ii) increased emphasis on life-long learning; (iii) educational campaigns; (iv) citizens' juries; and (v) the involvement of community groups in environmental planning and management processes.7. Wide-scale adoption of innovations of these kinds will require funding and this will be achieved only by national re-assessments of educational needs and priorities.