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# Effective Community Capacity Building and Mentoring for Coastal and Marine Resource Governance



**A case study of  
Beach Management Units  
(BMUs) in Kwale County, Kenya**





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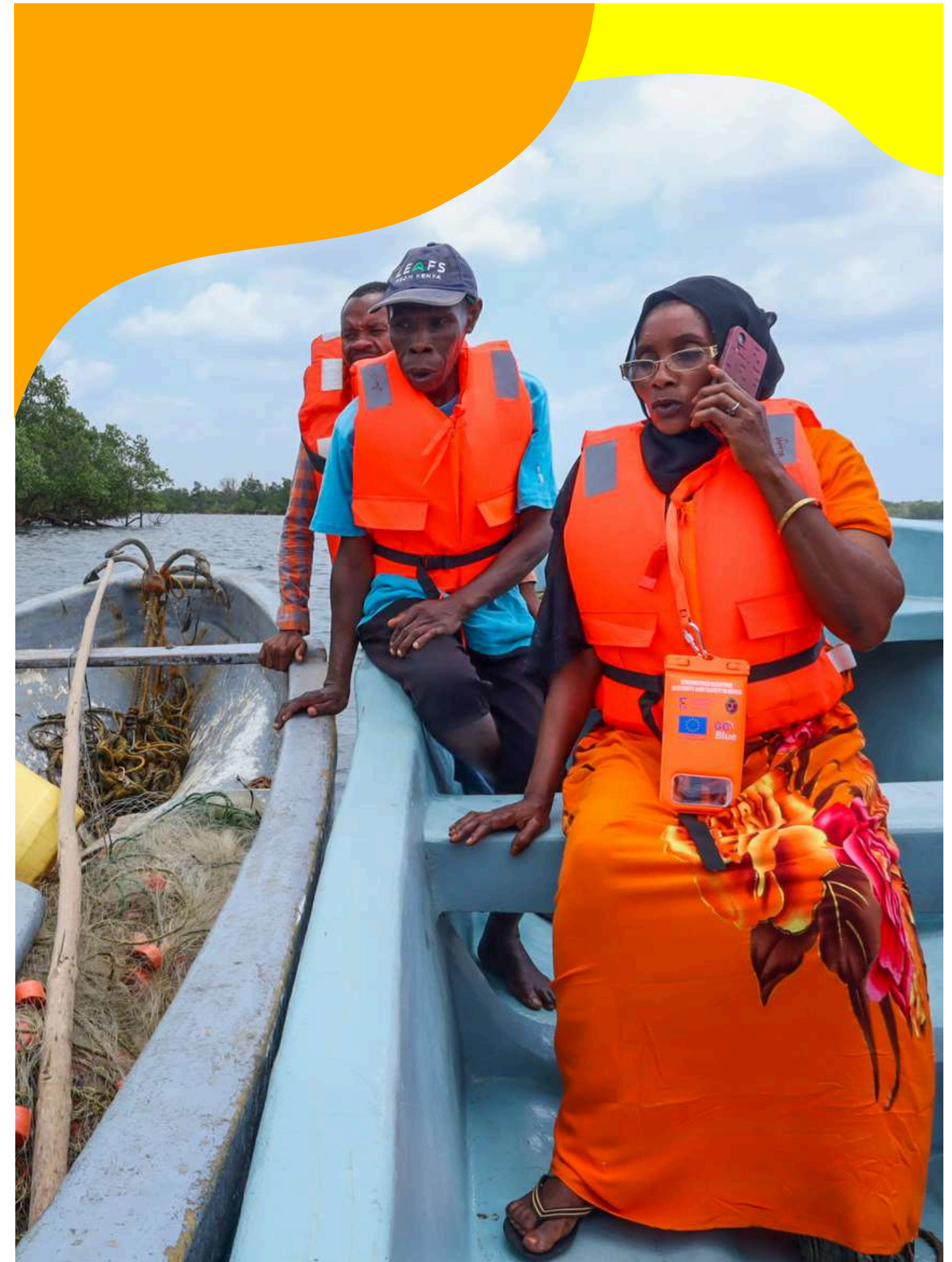
# About this handbook

This handbook offers guidance on conducting community mentoring for capacity building in coastal and marine resource governance. It is designed to provide actionable and accessible advice to practitioners on governance capacity building and mentoring within the communities they serve. The handbook applies to practitioners from government or non-governmental organizations (NGOs) to community-based organizations (CBOs).

It draws from the valuable experiences and lessons learned from a community mentoring program designed specifically for the leadership (i.e. executive committees) of eight Beach Management Units (BMUs) in Kwale County, Kenya. The program was implemented between 2021 and 2022 by Coastal and Marine Resource Development (COMRED) with financial and technical support from Blue Ventures.

This handbook documents the mentoring process undertaken and emphasizes the importance of moving beyond one-off training to deliver capacity building for governance. It is structured around a four-step process that was adopted during the mentoring program.

1. Identifying BMU governance needs.
2. Co-designing and planning a capacity building and mentoring program.
3. Building and retaining needs-based knowledge and skills.
4. Evaluating effectiveness and impact.





# 1. Introduction

Fisheries resources play a vital role in supporting the livelihoods of coastal communities in Kenya. However, ensuring the equitable and sustainable management of fisheries remains a challenge due to poverty, high dependence on fisheries to support livelihoods, use of destructive fishing gears, increasing negative climate-related habitat destruction (e.g. coral bleaching), and weak governance systems (Kimani et al., 2018[1]).

## 1.1 Moving towards fisheries co-management

Since the country became independent in 1963, Kenyan fisheries management has been centralized under the State Department of Fisheries. However, the fisheries sector was operating without a comprehensive legal policy or framework and thus faced many challenges including declining fish stocks (Tuda et al., 2023[2]). Recognizing the need for effective fisheries management and overall sustainable use of marine ecosystems and fisheries resources (Tuda et al., 2023), a co-management strategy between the government and communities was introduced to involve fishers in decision-making, implementation, and monitoring (Kimani et al., 2018).

Co-management was formalized in 2008 by the Kenyan government, which enacted the Fisheries Act providing a legal framework for the establishment of Beach Management Units (BMUs). BMUs are the designated local body through which coastal fishing communities participate in fisheries management with the government. The formation of BMUs changed how fisheries were managed in Kenya, shifting from a top-down model to a bottom-up co-management system. BMUs have been given the mandate to manage fisheries within their areas of jurisdiction, usually known as a co-management area (CMA). The main objective of a BMU is to strengthen the management of fish landing stations and fisheries within their CMA. This is done in collaboration with the State Department of Fisheries (i.e. the Kenya Fisheries Service, KeFS) and at the County level, the County Director of Fisheries. BMU operation is guided by the BMU Fisheries Regulations and bylaws[3].

[1] Kimani, E., Okemwa, G., & Aura, C. (2018). The status of Kenya Fisheries: Towards sustainability exploitation of fisheries resources for food security and economic development.

[2] Tuda, P., Imam, R., Kiilu, B., Omukoto, J. (2023). Kenya Case Study One. In: Wolff, M., Ferse, S.C., Govan, H. (eds) Challenges in Tropical Coastal Zone Management. Springer, Cham. [https://doi.org/10.1007/978-3-031-17879-5\\_2](https://doi.org/10.1007/978-3-031-17879-5_2)



[3] Laws that guide the implementation of BMU activities. These laws are developed at the BMU level and support the sustainable management of resources within the BMU co-management area

## 1.2 Governance and administration of BMUs

The administrative structure of a BMU comprises an assembly, an executive committee, and multiple sub-committees (Figure 1). The assembly membership includes fishers, fish processors and traders, boat owners, crew members, boat makers, and fish gear traders. The executive committee has a maximum of 15 members representing different user groups, and according to the 2016 Fisheries Development Act and the 2008 BMU regulations, it must include one-third women.

The main role of the executive committee is to supervise the general management of BMU activities and the implementation of bylaws. Within the executive committee, five office-bearer roles (i.e., chair, vice chair, secretary, vice secretary, and treasurer) are filled by the executive committee members. BMUs are required to keep management records (e.g., accounts of income and expenditure, member registers, meeting minutes, and patrol<sup>[4]</sup> reports), which are to be presented by the BMU secretary and treasurer monthly to the executive committee and quarterly to the assembly.

### BMU STRUCTURE

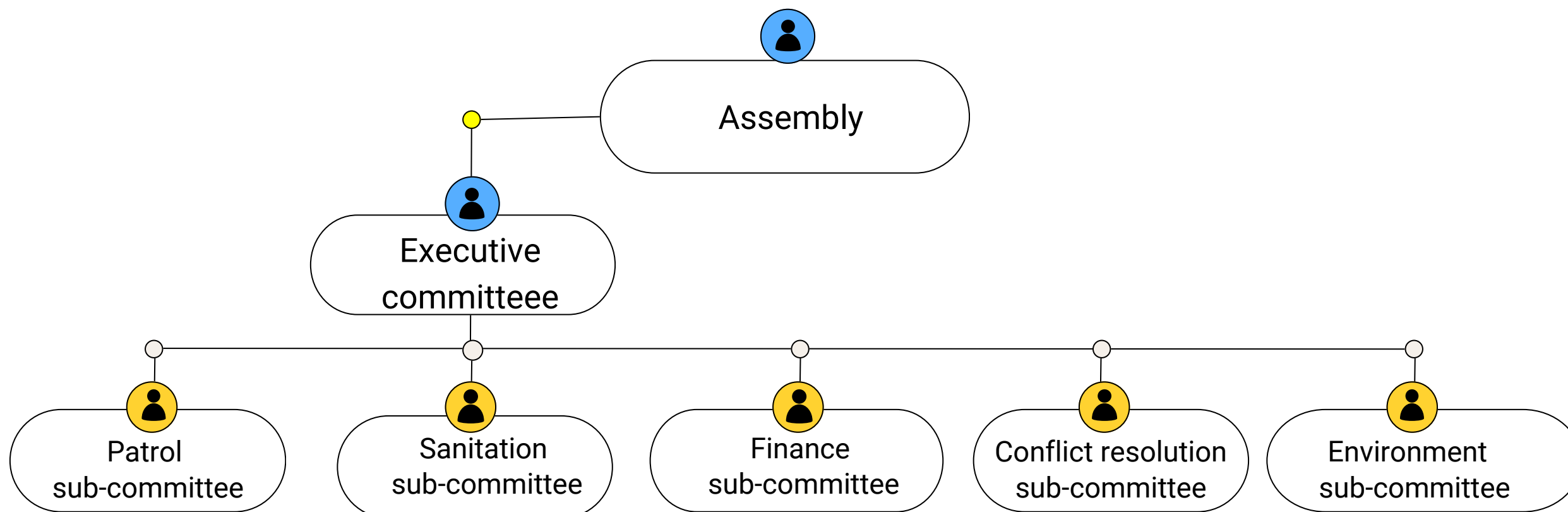


Figure 1: Beach Management Unit (BMU) administrative structure

[4]A patrol here refers to an expedition to keep watch over a BMU co-management area and report, control, or arrest any fisher committing illegalities (e.g., using destructive gears).



## 1.3 Key challenges for BMU leadership

Many BMUs in coastal Kenya face challenges with governance and administration. These challenges include poor understanding and implementation of leadership roles and responsibilities, lack of financial transparency and accountability, poor record-keeping (e.g., meeting minutes, income and expenditure reports), and low participation of members in BMU activities. In many cases, women lack the confidence to take on leadership positions, and some are committed to family roles and might not have adequate time to take on leadership responsibilities.

Financial management often poses a challenge for many BMUs due to office-bearers' limited understanding of financial systems. Outdated financial records and dormant bank accounts have undermined the credibility of many BMUs and their executive committees in Kwale County. In some cases, this lack of financial transparency and accountability has led to a reluctance by fishers to pay fish levies, often resulting in delays in updating financial records. In addition, most BMUs do not have an office, making it difficult to access, maintain, and store official documents and records. Often, newly appointed BMU leaders face challenges in asserting their authority and influence over BMU members, especially in regard to ensuring compliance with fisheries regulations.

To address some of these challenges, marine and coastal governance training has been delivered by numerous stakeholders. This was done however in an ad-hoc manner, mainly through one-off training sessions. This approach has lacked adequate follow-up or refresher training, largely due to limitations in funding or short project life cycles. Local communities that receive support in this way or in such short timeframes may find it difficult to fully understand training content or put their newly acquired skills into practice.









## 2.1 The capacity building and mentoring process

This section describes the four key steps in establishing and delivering a governance capacity building and mentoring program. These steps are based on the experiences, approaches, and lessons learned during the implementation of the “**Improving Capacity of BMUs in Governance to Improve Marine Resource Management**” project.

This process can be used, adapted and/or replicated by institutions that support BMUs or community-based natural resource management and governance.

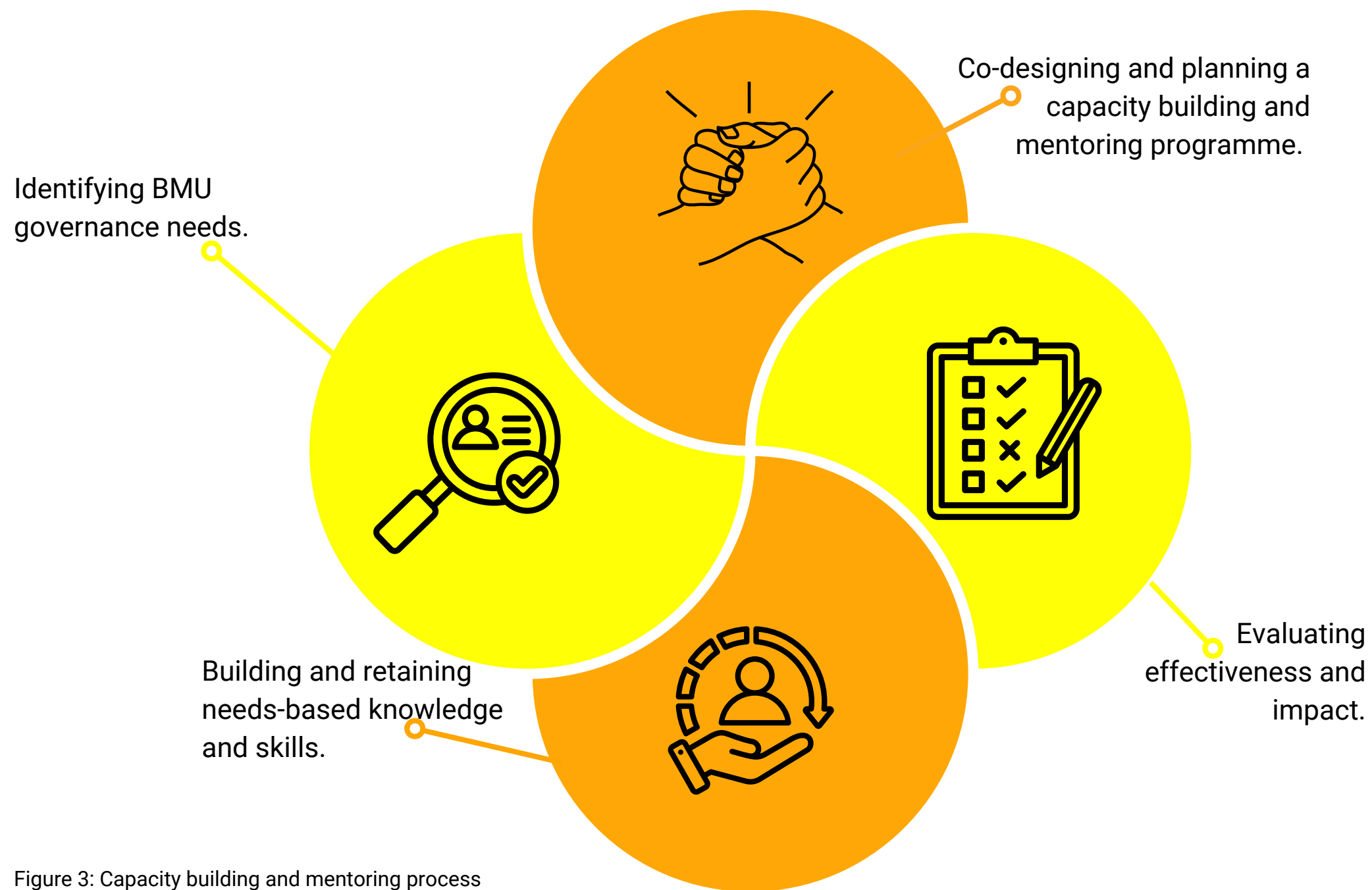


Figure 3: Capacity building and mentoring process



## STEP 1

# Identifying BMU governance needs

***To ensure the effectiveness of a capacity building and mentoring programme, it is crucial to align its goals and objectives with the local context and the specific governance needs and expectations of the BMU. Several approaches can be used to gain a comprehensive understanding of what these needs might be, including holding community meetings, focus group discussions, key informant interviews or surveys and questionnaires. Combining these approaches may provide the best result, however, this will depend on the available resources for the programme. Mentors should also consider the practical aspects (e.g. logistics and availability of participants) and feasibility of each approach to make informed decisions.***

During the project, COMRED organised a workshop attended by forty-five (30 men and 15 women) executive committee members, aimed at identifying governance challenges faced by BMUs in Kwale County and potential interventions to address them. Through discussions and activities held during the workshop, it was revealed that many newly appointed executive committee members lacked the skills needed and even an understanding of their roles and responsibilities. Poor transparency and accountability in administrative and financial management, coupled with the low participation of members in BMU activities, also proved to be challenges for BMUs.

Building on information gathered during the workshop, a survey was conducted using a questionnaire (Annex 3.2) to gather baseline data and information on BMU operations, executive committee roles and responsibilities, challenges and solutions. The survey involved 40 office-bearers (32 men and 8 women) from eight BMUs and was conducted over two months.

During the survey, office-bearers were assessed on how well they understood their roles and responsibilities by having to describe each one and receiving a performance-based score. The results of the survey highlighted the need for enhanced capacity in areas like leadership, financial management, bookkeeping, conflict resolution and communication.

COMRED and the executive committee members from eight BMUs identified the need for targeted and in-depth mentoring to ensure the effective performance of office-bearers in leadership, financial management and conflict management.

1. Leadership included an understanding of bylaws and executive committee roles, teamwork, problem-solving (i.e. leaders' ability to timely respond to issues raised by members), members' participation in decision-making and BMU activities, and BMU minutes review and approval by leaders and members.
2. Financial management included financial control systems such as budget approval and review of financial records by BMU leaders and members, an active bank account with frequent reconciliation, planning and budgeting, and accounting systems.
3. Conflict management included the assessment of conflict and its management by a functioning conflict sub-committee for both internal (i.e. within the BMU) and external (e.g. partners, donors, government agencies and other BMUs) conflicts.

### Useful tip

Mentoring is more meaningful and beneficial to the mentee when it focuses on addressing their needs or helping them solve real challenges. A mentoring programme that is tailor-made specifically to fit the target audience will be more likely to be well-received by the mentees and more beneficial to them. This could include finding out if there are any gender-specific needs of the mentees. At the project onset, the mentor and mentee should discuss the purpose of the mentoring programme and expectations to ensure the mentee's needs are met. Transparent and clear communication here is key.



## STEP 2

# Co-designing and planning a capacity building and mentoring programme

*In this step, a capacity-building and mentoring plan is jointly created. This collaborative approach ensures that the BMUs have full ownership over the process, thus increasing the likelihood of its success. The plan includes the establishment of clear goals and objectives that align with the BMU's needs and aspirations. Specific activities are identified, a realistic timeline is set, roles and responsibilities are defined, an approach and methods are agreed upon, and necessary tools and resources are identified to support the mentoring activities.*

In May 2022, through a participatory process, including in-person meetings, COMRED and 40 (32 men and 8 women) BMU leaders in Kwale agreed on and co-designed a comprehensive plan (including a logframe - Annex 3.1) for long-term governance capacity building for BMUs.

### Useful tips

For training and mentoring to be effective, it is crucial for both the mentor and mentee to clearly understand their roles and responsibilities and what is expected of them at the onset, as this creates accountability.

Understanding how gender dynamics could influence the relationship between mentors and mentees would be an important consideration while planning mentoring to provide the best possible outcomes for all mentees.

The plan involved starting with initial group training sessions, followed by monthly group and one-to-one mentoring sessions. The training and mentoring sessions were focused on leadership roles and responsibilities, conflict resolution and communication, as well as financial management and bookkeeping.

For the mentoring programme, the main responsibilities of the COMRED mentors were to lead mentoring sessions and activities, provide guidance and resources on areas identified for capacity building and provide constructive and actionable feedback. It was agreed that mentees were expected to openly and honestly communicate problems and challenges they faced, seek guidance from the mentors, apply the knowledge and skills they acquired, and regularly share progress.

### Training design

Swahili was the main language of instruction used during the training. The slides also had a Swahili translation. The mode of delivery was through lectures and discussions. Writing materials were provided to participants to write down notes. Training sessions were participatory and included a brainstorming session at the beginning of each training topic, during which participants' ideas were noted on flipcharts and compared with the notes from the training manuals.



## STEP 3

# Building and retaining skills and knowledge

***This step focuses on capacity building delivered through tailored training and mentoring sessions led by knowledgeable trainers and mentors. These sessions use adaptable tools and resources and involve multimedia (e.g. audio, video, text and images) to meet different learning needs. Follow-up and refresher training and mentoring sessions help BMU office-bearers retain skills, receive guidance, and assess the programme's alignment with their expectations.***

COMRED, in collaboration with KeFS and County Fisheries Officers, organised a comprehensive training programme for executive committee members from the eight BMUs. The Kwale County Fisheries Department works closely with BMUs on managing fisheries resources. To harness this, a collaboration between COMRED, KeFS, and the fisheries department was crucial to delivering a relevant and effective training experience. Prior to the training, COMRED, with KeFS's support, developed tailored training materials based on three existing fisheries training modules<sup>[5]</sup> specifically designed for BMUs. This ensured that the training content was aligned with the needs of the BMU leaders.

The governance training programme was conducted over three days with 90 BMU (31 women and 59 men) executive committee members (Annex 3.4). Each training session accommodated a maximum of 35 participants<sup>[6]</sup> (25 men and 10 women), including trainers. It encompassed both theoretical and practical sessions, covering topics such as office-bearer roles and responsibilities, leadership skills, decision-making, teamwork, conflict management, financial management, and bookkeeping.

<sup>[5]</sup> The training modules used for the mentoring programme were based on KeFS's BMU training modules, including Moana BMU Orientation Manual, BMU Financial Management, and Group Dynamics for Artisanal Fishers. These modules are currently being updated (March 2023). These modules are accessible to BMU's through KeFS and can be used by organisations interested in conducting fisheries-related training in collaboration with KeFS.

These training areas were informed by the workshop and survey involving BMU leaders and the assembly. To practise newly acquired skills and knowledge, COMRED assigned the trained committee members tasks such as developing work plans, updating financial records, and conducting executive committee meetings. Quarterly in-person group mentoring sessions were held by COMRED to provide post-training support.

During these sessions, COMRED was able to assess the progress made by BMU office-bearers using a simple assessment tool (Annex 3.3) and address any challenges by offering feedback and guidance to individuals. Open discussions provided an opportunity for office bearers to reflect on their experiences during the mentoring sessions or ask for advice on conservation activities, data collection, and patrol activities. To ensure accountability and progress, action points were prepared at the end of each session, clearly assigning responsibilities to each committee member based on their roles.

For example, the treasurer was responsible for updating monthly financial records, the secretary for sharing meeting minutes, and the chairperson for organising monthly and quarterly executive committee meetings. Monthly follow-ups via phone calls were conducted by COMRED to monitor the implementation of workplans, financial record keeping and meeting minutes. Challenges and gaps identified during these follow-ups informed the focus areas for the next mentoring sessions.

<sup>[6]</sup> At the time of the training, COVID-19 regulations impacted the training plans by limiting the number of participants per day.



## STEP 4

# Assessing capacity building and mentoring effectiveness and impact

*Assessing the impact of a capacity building and mentoring programme should be done at regular intervals to ensure the approach and technique used are effective and adaptable. To do this, baseline data should be collected at the start of the programme, followed by periodic assessments via group or individual check-ins during training or mentoring sessions.*

**1. Changes in skills and knowledge based on targeted training and mentoring sessions.** COMRED assessed how well the BMU office-bearers understood their roles and responsibilities before and after the training and mentoring sessions. This was done using the questionnaire-based survey (Annex 3.2), which served as a baseline against which performance was assessed post-training and mentoring using COMRED's simple performance assessment tool (Annex 3.3). Feedback and observations regarding changes in performance were also regularly communicated during mentoring sessions.

**2. Overall improvement in the governance and administration of the BMUs.** A questionnaire-based survey (Annex 3.2), was used to assess the overall performance of the BMU. This was done during a focus group discussion with 10 BMU assembly members. The findings from the survey helped build a baseline that informed subsequent performance assessments.

The participants of the mentoring programme were given the opportunity to reflect on and discuss their perceptions of the overall programme's effectiveness through meetings, focus group discussions and mentoring sessions throughout the programme. The discussion helped COMRED determine whether the programme goals and BMU members' expectations had been met and whether any gaps needed to be addressed in future mentoring programmes.

### Box 1: Improved performance of BMU committee members

BMU committee members reported having an improved understanding of their roles and responsibilities after participating in the mentoring programme which helped them implement their tasks more effectively. These tasks included maintaining up-to-date, accurate and timely meeting minutes and financial records which were shared monthly and quarterly with members for transparency.

"Because the BMU executive committee members now have a better understanding of their roles, there is unity and teamwork among leaders in BMU activities such as patrols." - **Mwanatumu, Chairlady, Vanga BMU.**

"As leaders, we have a better understanding of our roles as this was the first training we have received since we were elected as BMU leaders." - **Hatibu, Secretary Majoreni BMU.**



### Box 2: Improved governance and administration of BMUs

Seven of the eight BMUs involved in the mentoring programme (Mkwiro, Shimoni, Kibuyuni, Majoreni, Jimbo, Vanga and Mwandamu, except Wasini BMU) improved their planning and administration, having for the first time, adopted and implemented a work plan and budget.

"The training on developing a work plan and budget has been useful to us, and for the first time we have an endorsed work plan and budget guiding our operation even though a big challenge we are facing is inadequate finances to fully implement our work plan." - **Mwinyi Sebe, Secretary, Mwandamu BMU.**

Through the frequent follow-up and mentoring sessions with BMU committee members, the communities have felt COMRED's presence has strengthened the relationship between the community, BMUs and COMRED.

"We thank COMRED for holding our hand over the years and for being present whenever we need their support." - **Mwambwiza Tuweni, Secretary, Jimbo BMU.**

### Useful tips

As a training facilitator (mentor), take the time to identify and plan what you can offer to the training participants (mentees) and how best to deliver it. Ensure that you possess the necessary knowledge, skills, strengths, and experience to effectively support the mentee.

To foster active participation, employ interactive facilitation methods such as ice-breakers, storytelling, real-life examples, encouraging individual opinions, role-playing, and utilising visual aids like flip charts. This approach ensures that the mentee remains engaged and involved in the sessions, leading to increased productivity.

Be mindful of allowing all participants to engage and voice their opinions, especially those from marginalised groups such as women and youth. Trainers can encourage women and youth participants to engage by creating a safe space for questions and sharing or even using systems of anonymous feedback. This may sometimes include separate groups. Creating a peer-to-peer learning environment creates a safe and comfortable space for mentees to learn from one another. This provides valuable opportunities for them to enhance their knowledge and skills relevant to their daily activities.

To ensure accountability and effectiveness, it is recommended to assign tasks to each mentee at the end of every mentoring session. These tasks should be specific to their roles and responsibilities, and the mentees should be required to provide progress reports in the subsequent session. In addition to in-person meetings, regular follow-up through phone calls is essential to monitor the mentees' progress. If mentees encounter difficulties, the mentor should arrange additional in-person sessions to address and overcome these challenges.

When determining the style of communication, it is important to consider the convenience and preferences of the mentee. Physical meetings are effective for delivering practical guidance, while phone calls can be used for progress check-ins. Factors such as available financial resources, time constraints, time or cost of travel and the duration of the programme will determine the frequency of in-person meetings. For optimal results, it is advisable to run the capacity building and mentoring programme for a minimum of nine months to ensure mentees have sufficient time to fully benefit from it and achieve tangible outcomes.



## 3. ANNEXES

### 3.1 Kwale County mentoring programme logframe

Objectives	Principles of good governance	Activities	Output	Outcomes
<ul style="list-style-type: none"> <li>To improve the leadership capacity of BMU leaders and their ability to implement their roles and by-laws.</li> </ul>	<ul style="list-style-type: none"> <li>Efficiency and effectiveness</li> <li>Competency</li> <li>Participation</li> <li>Responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>Monthly check-in with the BMU executives on the implementation of their responsibilities.</li> <li>Discuss roles not being implemented and formulate a plan on how to implement them.</li> </ul>	<ul style="list-style-type: none"> <li>BMU leaders trained and mentored on their roles, by-laws, elements of teamwork, decision making styles, communication and information sharing and conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li>Improved BMU operation aligned with the BMU Standard Operating Procedures (SOPs).</li> <li>BMU leaders are implementing their roles and by-laws.</li> <li>Improved teamwork, reliability and trust among committee members.</li> </ul>
<ul style="list-style-type: none"> <li>To improve financial management and record keeping among BMUs.</li> </ul>	<ul style="list-style-type: none"> <li>Openness and transparency</li> <li>Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Check whether the BMU has an endorsed work plan and budget drafted following the required format, and is implementing it.</li> <li>If no work plan and budget are drafted, jointly develop it with the BMU executive committee.</li> <li>Check whether BMU has, uses, and is regularly updating the income register book and the recurrent expenditure register, noting mistakes and advice where necessary.</li> <li>Check whether the minutes of the executive committee and assembly meetings have been well written following the required format.</li> </ul>	<ul style="list-style-type: none"> <li>BMU leaders trained and mentored on financial management skills.</li> <li>BMU leaders trained and mentored on how to develop work plan and budget.</li> <li>BMU leaders trained and mentored on record-keeping.</li> </ul>	<ul style="list-style-type: none"> <li>The BMU has good financial management standards and practices.</li> <li>The BMU has a work plan and budget that guide activities and operations endorsed by members.</li> <li>The BMU has up-to-date records that are presented and available to members.</li> <li>The BMU has up-to-date meeting minutes and financial records that are presented and reviewed regularly.</li> </ul>



## 3.2 Questionnaire survey: assessing overall BMU performance

Focus Group Discussion Questions – 10 ordinary BMU members.

BMU	Date
Interview: Note taker:	Total No. of Respondents: Male: Female:
Start Time:	Stop Time:

### 1. BMU Reporting

- Which reports were presented during the BMU AGM and quarterly assembly meetings? How do you rate them on a scale of 1-5 (very poor, poor, good, very good, excellent)? Were they informative and useful and why?
- What can be done better?
- What other information would you like to see and why?

Report	Presented (Yes/No)	Very poor	Poor	Good	Very good	Excellent	Useful (Yes/No)	Reasons behind their rating
Financial report								
Fisheries statistics report								
Patrol report								
Update on BMU register								
Workplan and budget								

### 2. Performance of BMU leaders

- Based on your experience, please rate the current performance of the BMU leaders collectively (i.e. chair, vice-chair, secretary, vice-secretary and treasurer) on a scale of 1-5 (very poor, poor, good, very good, excellent)
- What changes have you noticed about the new leadership compared to the previous?
- How can the performance of leaders be improved?

Rating	Very poor	Poor	Good	Very good	Excellent	Useful (Yes/No)	Reasons behind their rating
Understanding of their roles							
Implementation of their roles							
Problem solving							
Team work							
Communication							

### 3. Participation of BMU members

- a. How do you rate the participation of members in the BMU (i.e. annual general meeting, quarterly assembly meetings, BMU activities, and decision-making) on a scale of 1-5 (very poor, poor, good, very good, excellent)?
- b. What can be done to improve their participation?

Rating	Very poor	Poor	Good	Very good	Excellent	Useful (Yes/No)	Reasons behind their rating
Frequency of meeting							
Attendance							
Exchange/discussion							
Decision-making							

### 4. Information sharing

- a. What type of information do you receive from the BMU and how often?

Information	Frequency



## 3.3 Performance assessment tool: BMU leadership

### Interviews for BMU leaders - Chairperson, secretary and treasurer

<b>Name:</b>	<b>Interviewer:</b>
<b>Position</b>	<b>Date</b>
<b>BMU:</b>	<b>Time Start:</b> <b>End:</b>

#### Understanding and implementation of responsibilities

(a) What are your responsibilities as a BMU chair/secretary/treasurer? (Score based on the number of responsibilities mentioned by the interviewee, matching the responsibilities of that position as in the BMU regulations)

#### Roles of the chairperson according to the BMU by-laws

<b>BMU chairperson responsibilities</b>	<b>Understanding of responsibilities (Tick where appropriate and calculate overall score)</b>	<b>Comments</b>
Chair meetings of the assembly and executive committee.		
Act as the official spokesman of the BMU.		
Be a signatory of BMU's bank account.		
Ensure timely submission of data, information and financial reports by the committee to the assembly and County Director of Fisheries.		
Powers to arrest any person whom he has reason to believe has committed an offence.		
Seize any fish, fishing gear, vessel, vehicle or other items that he has reason to believe has been used in the commission of an offence, or in respect of which an offence has been committed.		
Hand over to the authorized officer and other disciplined officers as soon as is reasonably practicable, any person arrested or item seized under the provisions in this regulation.		
Represent the BMU in the BMU Network.		
<b>Overall score out of 8</b>		

### Responsibilities of the secretary according to the BMU by-laws

BMU secretary's responsibilities	Understanding of responsibilities (Tick where appropriate)	Comments
Convene meetings of the executive committee in consultation with the chairman.		
Minutes of assembly and executive committee meetings.		
Maintain the correspondence of the beach management unit.		
Compile monthly, quarterly, and annual performance reports for submission and presentation to the executive committee.		
Maintain and update all records of the BMU members, equipment, statistics, and other records.		
Collect and submit all data and information as may be required by the County Director of Fisheries.		
Undertake such other duties as may be assigned by the chairperson.		
<b>Overall score out of 7</b>		

### Responsibilities of the treasurer according to the BMU by-laws

BMU treasurer responsibilities	Understanding of responsibilities (Tick where appropriate)	Comments
Prepare and make payments authorised by the executive committee.		
Maintain the record of financial transactions conducted by the beach management unit.		
Receive funds and make deposits to the beach management unit's bank account.		
Keep records of assets and liabilities of the beach management unit.		
Prepare monthly, quarterly, and annual financial reports.		
Submit and present financial reports to the executive committee and the assembly for scrutiny and approval.		
Be a mandatory signatory on the BMUs bank accounts.		
<b>Overall score out of 7</b>		



## 3.4 Capacity building and mentoring training workshop

### Day 1: Leadership training

#### Topics for day 1 included:

- Leadership styles
- Qualities of a good leader
- Elements of building trust
- Effective chairing
- Roles of BMU leaders
- Sources of BMU funds
- Results of governance survey: score
- Roles/responsibilities per BMU leader, challenges, and proposed solutions.

### Day 2: Financial management and bookkeeping

- Recap of the previous session
- Importance of financial management and constraints at the BMU level
- Financial management cycle
- Work plan and budgeting process
- Importance of bookkeeping
- Financial books
- Sources of BMU funds

### Day 3: Practical session on BMU financial books

- Recap of the previous sessions
- The third day involved a practical demonstration on how to fill financial recording books. It involves filling out each financial book, followed by a practical test for all mentees with guidance from mentors to ensure better understanding.



May **2024**

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Effective Community Capacity  
Building and Mentoring for  
Coastal and Marine Resource  
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