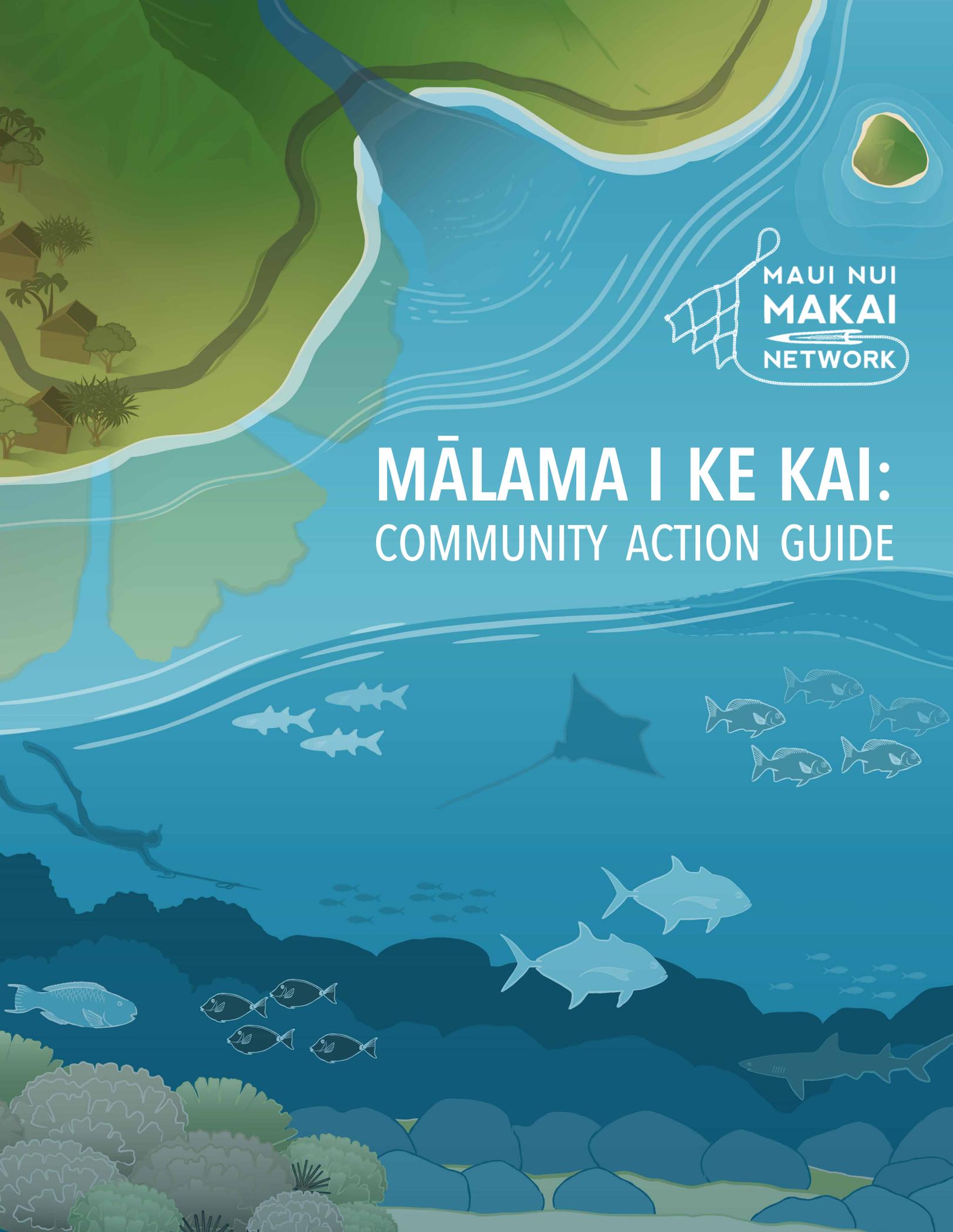




MĀLAMA I KE KAI: COMMUNITY ACTION GUIDE



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ABOUT THE MAUI NUI MAKAI NETWORK

The Maui Nui Makai Network is a non-profit learning network established in 2013 by community groups located on Maui, Moloka'i, and Lāna'i and supporting organizations. The Maui Nui Makai Network seeks to protect and restore the healthy coastal and marine ecosystems that the people of Maui Nui depend on. Our purpose is to share and learn from our diverse experiences, lessons, and best practices to help member sites mālama makai areas. To learn more, visit mauinui.net.

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HAROLD K.L. CASTLE
FOUNDATION

PAIPAI A OLA 'O MAUINUIAKAMA

Haku 'ia e Shari Frias, 'Elika Jardin, Nāhulu Maioho, a Kanoë Steward
Haku 'ia no ka Maui Nui Makai Network

He kaula, he hi'a, he haha kā'upena
He piko, he maka, he hīpu'u, he puamana,
A ho'okomo i ka hōkeo
Ka hōkeo 'upena o Mauinuiakama

Paipai 'ia nā i'a a holo
Nā kama, keiki papa, nā kupa o ka 'āina
Pā mai nā 'ale, nā 'ale nui o Pailolo
Kiola 'upena, hopu a holo

A Kalohi a i Kealaikahiki,
Kiola 'upena, hopu a holo
A Lāhaina i o 'Au'au
Kiola 'upena, hopu a ua lako

Paipai a lako,
Paipai a ola,
'O Mauinuiakama

Ola Mauinuiakama

*A cordage, a needle, a net spacer
A center, a space, a knot, an expanded net,
Placed in the calabash
The fishing net calabash of Mauinuiakama*

*Encouraged are the fish to holo
The people, the lineal descendants, the native people of the land
Blown are the waves, the waves of Pailolo
Cast the net, catch and holo*

*To Kalohi and towards Kealaikahiki
Cast the net, catch and holo
To Lahaina through 'Au'au
Cast the net, hopu and well-supplied (filled)*

*Motivate until well-equipped,
Encourage until thriving,
'O Mauinuiakama*

Mauinuiakama flourishes



Message from the Network

Aloha kākou,

The community groups that form the Maui Nui Makai Network share one goal: to restore abundance to our 'āina and kai (land and sea) by perpetuating the traditions of our kūpuna (elders, ancestors), thereby conveying their extraordinary cultural and natural legacy to future generations.

Some of us have been able to enjoy healthy and abundant resources in our lifetimes. Others have not. Sadly, all of us have seen dramatic declines in limu (algae), coral, fish, and other marine life across Maui Nui whether over decades from increasing population and development and fishing pressures along our coasts or in recent years from the impacts of climate change. We are committed to halting these declines through community-based management of makai areas by working to protect and restore coastal and marine ecosystems in ways that honor and perpetuate Hawaiian traditions, customs, and knowledge supported by the best of scientific insight.

We formed our learning network in 2013 to share and learn from each other, so we can each benefit from other's experiences, coordinate advocacy and education efforts, and use time and resources more efficiently.

We actively and purposefully support community-driven efforts to mālama 'āina under the direction of nā kūpuna (elders) and other knowledgeable community members. With humility, we put fish first to ensure that ka pae 'āina o Hawai'i (the Hawaiian archipelago) will return to abundance during our lifetime and for future generations.

The 'upena (net) in our 'oli and logo are a symbol of the Network. Just as an 'upena cannot exist without the kaula (line), the hi'a (the needle that threads the line), the hipu'u (knots), the maka (eyes), our Network would not exist without the individuals, communities, the bonds and relationships between all. At the piko (center) of this 'upena, the source of our connection is a common drive. We are motivated by our love for our island home. As a Network we support, encourage, and inspire one another, with the knowledge that we are not alone in this work, but part of a larger collective.

It is in this explicit interest of sharing and learning that we developed the *Mālama I Ke Kai: Community Action Guide* to offer to communities across Hawai'i nei (here in Hawai'i), and beyond. The *Guide* integrates fundamental and time-tested components of community-based management planning, augmented by personal reflections and lessons from Network members based on our experiences, to help community groups organize and develop plans to restore makai resources using adaptive management.

We refined the *Guide* over many years to ensure it reflects a thoughtful and feasible process to help us all mālama i ke kai (care for the sea). Ultimately, success across our pae 'āina (archipelago) will require that we work collectively to sustain nearshore resources, share what we learn to improve management approaches in this era of rapid change, and pass along our knowledge and traditions to the next generation of island stewards.

We hope you will join us in this effort and become part of the growing 'upena of communities working together to perpetuate our heritage and restore 'āina momona (abundant land).

Paipai a ola (encourage and live),

Maui Nui Makai Network

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Hui Mālama O Mo'omomi | Ka Honua Momona | Kīpahulu`Ohana

Maunalei Ahupua`a CMMA | Nā Mamo O Mū`olea | Polanui Hiu | Wailuku CMMA

KĀKO`O MEMBERS

Kua`āina Ulu `Auamo | Maui Nui Marine Resource Council | The Nature Conservancy



Acknowledgements

First and foremost, we honor those who have come before us—our kūpuna who have gifted their legacy of knowledge and practice to future generations across Hawai‘i nei.

We are grateful to the individuals and groups who have helped us learn, integrate, and test new tools and processes included in the *Mālama I Ke Kai: Community Action Guide* to help further that legacy.

Mahalo nui loa (thank you very much) to The Nature Conservancy’s former Hawai‘i Marine Program Deputy Director John Parks, who had the foresight to connect us with the Fiji Locally Managed Marine Area (LMMA) Network and to produce “train-the-trainers” materials that provided the foundation for the *Guide*.

Mahalo piha (filled gratitude) to Fiji’s LMMA Network, especially Ron Vave, who served as a source of inspiration for the Maui Nui Makai Network and as a critical mentor in our fledgling efforts. We share this *Guide* to honor your generous spirit and inspire other groups to join the effort.

Mahalo to the trainers, individuals, community groups, and the many Hawai‘i Conservation Conference attendees who participated in our workshops over the years. Your generous hospitality, active participation, and thoughtful feedback helped us refine and improve the materials and processes included in this *Guide*.

We are grateful for the extensive work done by NGO partners, countries, and communities of the Coral Triangle Initiative on Coral Reefs, Fisheries, and Food Security. The materials developed for the Initiative have been an important source of guidance and inspiration for this *Guide*.

We are grateful to all who have provided feedback on early drafts to help ensure the *Guide* carries forward the best of the participatory community planning methods championed by the LMMA Network and the place-based conservation planning methods of the Conservation Coaches Network and the Open Standards for the Practice of Conservation. Mahalo especially to Cristina Lasch, Audrey Newman, and Greg Low for their insightful contributions. Thank you to the conservation coaches of Australia for sharing the indigenous community-focused Healthy Country Planning model of the Open Standards.

We offer this *Guide* to honor the people and communities whose voices are reflected within it. The experts, articles, organizations, and processes that have informed the *Guide* are listed in Resources for easy reference.



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Mālama I Ke Kai

Inā mālama 'oe i ke kai, mālama no ke kai iā 'oe—if you care for the ocean, the ocean will care for you. This Hawaiian proverb eloquently expresses the reciprocal relationship so important to maintaining healthy and productive natural systems and using and managing resources sustainably.

As with indigenous peoples across the Pacific, kanaka maoli (Hawaiian people) held reciprocal relationships with their island environment, communities, and ancestors—relationships that were essential for survival and that persist today. The foundational element of this relationship with nature is that kanaka (human beings) and their environment share a familial relationship. Inherent in this relationship is practice of self-restraint and concern about the well being of future generations. Rules that guide behavior are often tied to spiritual beliefs concerning respect and reverence for the 'āina, the virtues of sharing and not taking too much, and a holistic perspective and understanding of organisms and ecosystems that emphasize balance and co-existence. It is traditional for kanaka maoli to “consult nature” so that fishing is practiced at times and places and with gear that cause minimum disruption of natural biological and ecological processes. Mālama i ke kai is as much about caring for our skilled lawai'a (fishers), traditions, communities, and way of life as it is caring for the ocean.

The holistic perspective was evident in the traditional ahupua'a and moku approach to management. Through careful management of connected systems from mauka to makai (the mountains to the sea), kanaka maoli were able to meet their needs and maintain an abundance of natural resources.



Traditional management of connected systems from mauka to makai (the mountains to the sea) ensured a sustainable and abundant supply of natural resources for kanaka maoli.



General Differences Between Traditional and Modern Fisheries Management in Hawai'i

Traditional		Modern
People are an integral part of the natural ecosystem	COMMUNITY CONNECTION	People are removed from the natural ecosystem
Experiential: continuous long-term observation of natural resources, environment and ecosystems; substantial cumulative knowledge	KNOWLEDGE SOURCE AND COLLECTION	Documents: collection of short-term observation of resources in the environment; brevity of data
Fisheries access rights tied to customary tenure system	TENURE/OWNERSHIP	No limited access rights; fisheries part of the commons
At community level	MANAGEMENT APPROACH	Via remote central authority
Determined by proper conduct at specific times and places	CONTROLS ON HARVEST	Predetermined and codified harvest and effort limits
Long term; generational	MANAGEMENT PLANNING HORIZON	Short term; political appointments
Adaptively tighten/relax controls on resource use to match low or high cycles in resource productivity and social needs	MANAGEMENT MINDSET	Conserve each species in its present abundance
Integrated utilization and conservation	MANAGEMENT GOAL	Conservation and utilization are different agendas

These cherished traditions, communal land tenure systems, and the society in which they thrived were largely displaced through colonialism, commodification of land and resources, and globalization. They were replaced with centralized management approaches, new laws, and different cultural norms. Across the islands, the loss of these traditions and the impact to *kanaka maoli* and local communities have been compounded by development

and the impacts from overfishing, sedimentation, land-based pollution, and invasive species, leading to significant declines in nearshore resource health.

Personal interviews and historic data on the nearshore resources of Hawai'i help us understand the extent of this decline. Kepā and Onaona Maly noted that of more than 30 *kūpuna* they interviewed on the topic, many—including all who were interviewed

after 1990—“commented on changes they had observed in the quality of the fishery, and the declining abundance of fish, noting that there were significant declines in almost all areas of the fisheries, from streams to near-shore and the deep sea.” Scientists have confirmed these observations, documenting a 40% decline in living coral reefs in some areas in the last 40 years and a 90% decline of prized reef fish species in populated and accessible areas over the last century. The population of Hawai’i is expected to grow by 15% in the next 25 years, placing increasing pressures on reefs and fisheries already strained by 1.4 million residents and over ten million annual visitors.

In addition, the impacts of Earth’s warming climate place increasing pressures on already stressed resources and people in various ways:

- Increased air temperatures and more frequent and intense storms and droughts lead to food and water insecurity and more sedimentation on reefs
- Sea level rise causes coastal erosion and wetland flooding, contaminates aquifer and agricultural soils with salt, and decreases suitable habitat for fish, birds, and plants
- Ocean acidification decreases the ocean’s concentration of calcium carbonate minerals, the building blocks for the skeletons and shells of many sea creatures, including corals
- Increased sea surface temperature causes coral bleaching and loss of habitat for reef life

“He kāka’ikahi loa paha ka po’e e lawai’a nei i kēia mau lā i lawa maoli ma kēia ‘oihana, a he mea minamina loa ho’i ‘ia na mākou ka nalo aku o kēia ‘ike i huli ‘ia me ka ho’omanawanui e nā kūpuna o kākou.”

Rare indeed today are those people that are fishing who are truly expert in this field, and it would [be] very regrettable to us if this knowledge, so patiently acquired by our ancestors, should be lost.

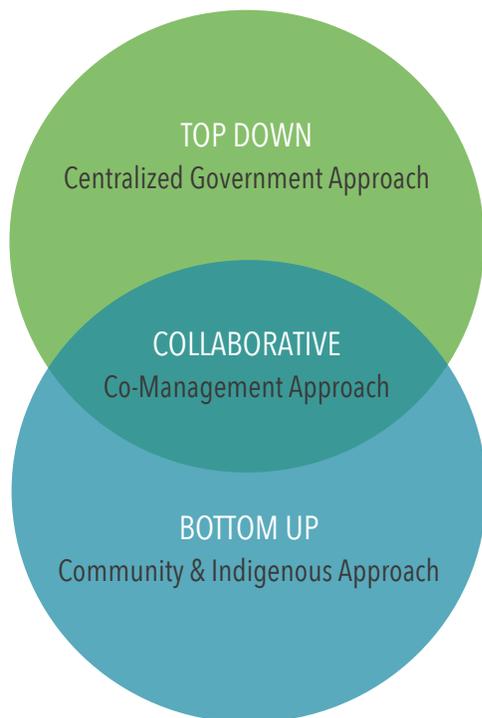
– Daniel Kanewanui

Most of us have already seen these pressures impacting communities, places, and natural resources along our coasts. We are also beginning to understand how we can mitigate or adapt to the pressures by building resilience. Resilience refers to the ability to withstand or recover from climate change impacts and other threats. Healthy resources tend to be more resilient than resources that are degraded. Restoring and maintaining natural systems, such as coral reefs that harbor reef fisheries and wetlands that absorb and filter sediment, are the most cost-effective and environmentally sound way to increase coastal and reef resilience.



Building on Island Traditions

Mounting evidence shows the effectiveness of community and indigenous resource management approaches. These approaches are being revived around the world in collaboration with local governments. Hailed as win-win solutions, these collaborative efforts can benefit governments who lack the budgets, staffing, and local expertise to effectively manage resources across countries and states. By reflecting local expertise and customary practice, collaborative efforts can benefit small-scale fisheries and the people that depend on them so that future generations can continue to survive and thrive there. Local leaders and community groups are vital to this success.



The co-management or collaborative approach blends the top down and bottom up approaches.

Sometimes called community-based or co-management, the efforts combine traditional expertise with modern tools and science. They often involve agreements between government agencies and community groups to define their respective roles and ensure they reflect customary practices and meet community needs with respect to culture, access, sustainable harvest, and confidentiality.

The approach is improving marine management and the health of natural resources across the Pacific, including here in Hawai'i, where the leaders and communities advocating for collaborative management are deeply connected and committed to their places. Data shows community efforts are highly effective with:

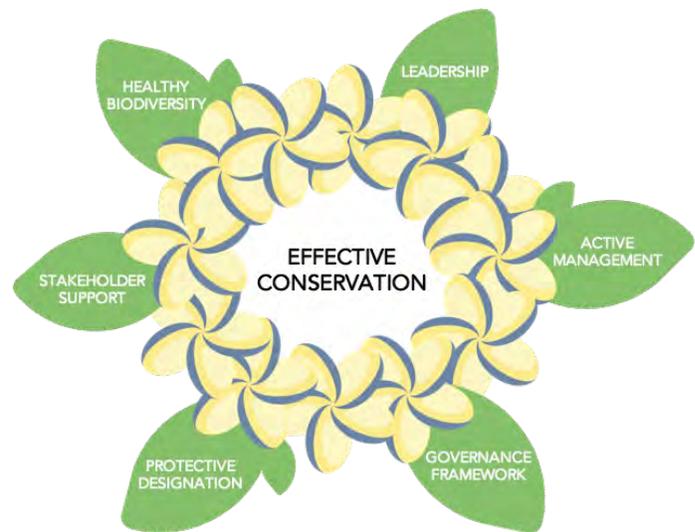
- greater marine life abundance at the proposed Mo'omomi-North Coast of Moloka'i and Kīpahulu Moku Community-Based Subsistence Fishing Areas;
- increased marine life at the Hā'ena Community-Based Subsistence Fishing Area on Kaua'i and at the community-led Ka'ūpūlehu Marine Reserve on Hawai'i Island; and
- increased 'opihi abundance in voluntary rest areas at Mū'olea and Kīpahulu in East Maui.

Across Oceania, this community-led place-based approach is called a Locally Managed Marine Area. In Hawai'i, the approach is commonly referred to as a Community Managed Makai Area (CMMA), a geographic area that encompasses the community's scope of interest, typically to improve habitat and abundance of fish and other harvested species to ensure benefits to the community. A CMMA is not a legal

designation in Hawai'i, but rather an approach that honors traditional Hawaiian ahupua'a and moku management in that it seeks to build upon the inherent connections and resilience of social and natural systems. The approach relies on community involvement, including guidance as to where, when, and how to apply marine management tools.

Community-led place-based approaches are most successful when they build upon the inherent resilience of social and natural systems to address these six factors of effective conservation: leadership, stakeholder support, governance framework, healthy biodiversity, active management, and protective designation. Leadership comes from the community, often in the form of an individual, family, or small group of knowledgeable, passionate, and respected members who are capable of developing and driving a makai management project forward. Stakeholder support means the community is engaged and supportive of the management. For this to work, an equitable governance framework needs to be factored into planning and management of an area. Healthy biodiversity means that the area must have functioning or restorable ecosystems. Active management means that problems are being actively and effectively addressed. Protective designations typically include rules, such as restrictions on gear, size, and seasonal take, that span the entire CMMA with additional restrictions applied to smaller areas, or zones, within the CMMA.

These zones can be designated as sanctuaries or refuges to protect key species and habitats. In Hawai'i, the terms for these zones vary and include rest, try



Community-led place-based approaches are most successful when they build upon the inherent resilience of social and natural systems to address these six factors of effective conservation: leadership, stakeholder support, governance framework, healthy biodiversity, active management, and protective designation.

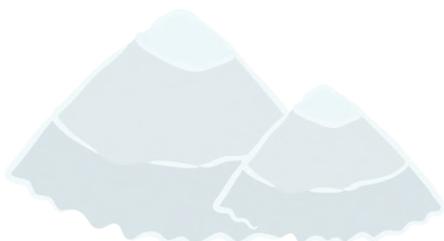
wait, kapu (taboo), reserve, sanctuary, replenishment/nursery and pu'u honua (refuge) areas. Regardless of the terms used, these zones and rules are essential components that provide species with the healthy habitats and safe spaces they need to eat, live, grow, and reproduce. This type of protection results in a spillover of adults and larvae from the replenishment area into other areas where they can be sustainably harvested.

Since marine systems are connected through wind, currents, and the movement patterns of species, the health of one system often depends on the health of nearby and connected systems. It can be difficult to protect a system's overall health in the long term if you only manage one small area. Managing larger and multiple areas through networks of CMMAs with

zones to protect key species and habitats increases the likelihood for success and lowers the risk of ecosystem collapse since there will be a genetic seedbank or larval source nearby that can help re-seed and replenish neighboring areas.

This principle has been aptly demonstrated by Network communities in East Maui who have shown that abundance within and down current from 'opihi rest areas (voluntary no-take areas) increased by 2 to 10 times. And at Mo'omomi, on the Northwest coast of Moloka'i where the upcurrent protected reefs of Kalaupapa provide down current larval dispersal. As such, it is advantageous to work with nearby communities to improve health, abundance, and resilience through networks spanning larger areas or regions for greater community benefits in terms of food and economic security and ecological integrity.

What we have learned over recent decades is that communities must be strong and involved to ensure sustainability of resources and healthy ecosystems over the long term. CMMAs and other collaborative approaches provide opportunities for communities across Hawai'i to mālama i ke kai and pass on a resilient and vibrant natural and cultural legacy to future generations. Holomua!



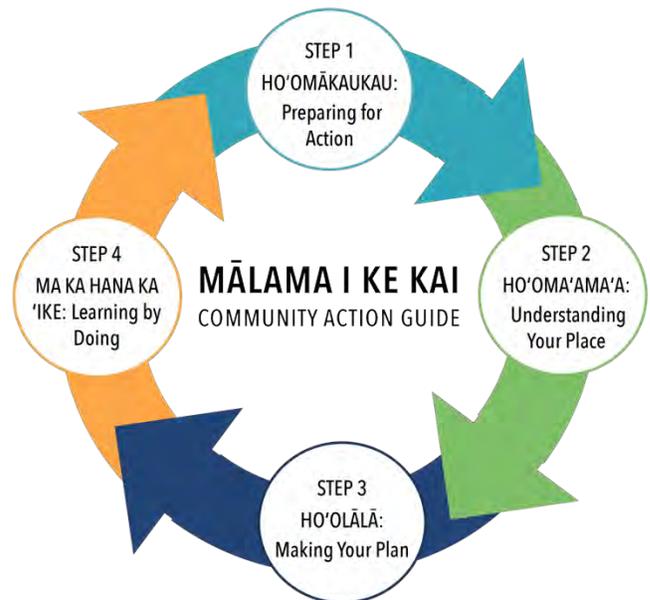
Introduction

Maui Nui Makai Network members are working to protect and restore coastal and marine ecosystems in ways that honor and perpetuate local community and Hawaiian traditions, customs, and knowledge and embrace the best of scientific insight. In 2013, we formed our learning network to benefit from others' experiences, coordinate advocacy and education efforts, and use time and resources more efficiently to accelerate the adoption of effective community-based makai management in Maui Nui. Our efforts have been strengthened by the activities and processes we have compiled in the *Mālama I Ke Kai: Community Action Guide* and companion workshop series (see Appendix C: Sample Agenda) to help other groups embark upon or strengthen existing community-based management efforts.

Coastal community groups and leaders, the organizations and agencies who support them, and trained facilitators can undertake the process independently or with assistance from our Network's coaches. We encourage you to adapt the process to meet your own unique needs and situation. For example, groups already engaged in makai projects may opt to complete specific activities to strengthen existing efforts or address gaps. No matter how you choose to use the *Guide*, we encourage you to share insights, lessons, and suggestions, so together we can continue to refine and improve upon it.

WHAT IT IS

The *Guide* is a comprehensive, systematic, and participatory community action planning process that honors community needs and knowledge. Through the development of a community action plan, a community group can leverage their leadership and ability to engage effectively with government and other stakeholders and attain their goals.



It provides step-by-step guidance, based on our experiences and those of colleagues across the Pacific, on activities to help your group organize and develop and implement makai management plans. It serves as both a facilitator's guide and a participant workbook and results in a written *Community Action Plan* (see Appendix D: *Community Action Plan* Outline).

COMMUNITY ACTION PLANNING PROCESS SUMMARY		WORKSHOP				ESSENTIAL
		1	2	3	4	
STEP 1 HO'OMĀKAUKAU: Preparing for Action						
1.1	HO'OLIULIU: Organizing Your Group and Activities*					
1.2	KA'APUNI: Touring Your Place Together	✓				
1.3	PALAPALA'ĀINA: Mapping By Your Community	✓				✓
1.4	MO'OLELO: Making an Historical Timeline	✓				
1.5	HO'OMAU: Declaring Your Group's Aspirations and Intentions	✓				✓
1.6	KAHUA HANA: Developing Your Group's Vision, Values, Mission	✓				✓
1.7a	PŌ'AI A OLA: Creating a Seasonal Calendar	✓				
1.7b	KUMU KĀNĀWAI: Developing a Code of Conduct for Your Place	✓				
STEP 2 HO'OMA'AMA'A: Understanding Your Place						
2.1	HO'OWAE: Identifying Priorities and Project Area		✓			✓
2.2	PILIKIA PAHA: Identifying and Ranking Problems		✓			✓
2.3	KUMU LĀ'A: Analyzing the Situation		✓			
2.4	NĀNĀ I KA NU'U: Setting Goals		✓			
STEP 3 HO'OLĀLĀ: Making Your Plan						
3.1	HO'ONOHONOHO: Identifying Strategies - Objectives and Actions			✓		✓
3.2	'IMI HO'OMALU: Seeking Governance and Management Frameworks			✓		
3.3	HŌ'OIA'I'O: Assessing Strategies by Validating Assumptions and Expectations			✓		
3.4	HO'OIKAIKA: Assessing Capacity by Identifying Strengths and Needs			✓		✓
3.5	'IMI 'IKE: Creating a Monitoring Plan to Measure Your Impact			✓		✓
3.6	HO'OHANA: Creating a Work Plan - A 'To Do' List to Guide Your Efforts			✓		✓
STEP 4 MA KA HANA KA 'IKE: Learning by Doing						
4.1	A'O Ā MA'A: Learning and Adapting				✓	✓
4.2	HO'OMĀLAMA 'AELIKE: Developing and Honoring Mutually Beneficial Relationships				✓	
4.3	'ŌLELO POEKO: Communicating Effectively				✓	
4.4	HO'IKE: Creating and Sharing Your Plan				✓	✓
4.5	HŪLŌ A E PILI MAU: Celebrating Your Achievements and Staying Connected				✓	
<i>*Organizing and planning for the process must be done in advance of Workshops</i>						

WHY IT'S USEFUL

Makai management is complex, and the success of community-based efforts rely on broad engagement and participation. The participatory processes we recommend promote community cohesion, help to create opportunities for broad engagement, and ensure your group focuses on the issues, needs, and priorities that really matter.

For those embarking on a new makai project, it is beneficial to complete the activities in the order they are presented as they build upon each other. As you gain new information, insights, and perspectives throughout the process, you will likely want to revisit and refine your earlier work. This is to be expected and makes your plan stronger.

HOW TO BEGIN

ASSESS YOUR READINESS

Community Readiness is essential for this process to be worthwhile for all involved. Ask yourselves the questions below to help determine whether you and your community are ready for and committed to the process, as makai area management is an effort that will require many hands working together over many years:

- Is there an existing community group or leader with the necessary time and skills willing and able to lead community members and other stakeholders through the process of developing, building support for, and implementing a community action plan over the long term? If not, can you identify and organize a “core” group of 4-6 members willing to accept this kuleana (responsibility)?

- Is the group willing to learn new skills and invest in the long term?
- Do you know what outcomes you want from a community planning process? How will a planning process contribute to conservation results within your area? Who is interested in following through and using the community plan?
- Do you or your group have good relationships in your community that will allow you to engage and form partnerships with knowledgeable individuals, such as lawai'a (fisherman), kūpuna (elders), 'ōpio (youth), teachers, scientists and researchers, non-governmental organization representatives, and government officials, and build support among your community and other resource users?
- Are the conditions appropriate for implementing the plan after the planning phase is completed?
- Are minimum funds available to support the workshops within the expected timeframe?
- Are you able to enlist a trained, experienced coach or facilitator to guide your group through the process?

If you answered yes to all or most of these questions, you are in a good position to use this *Guide* to help you pursue a community-based management approach to improve your makai resources.

ENLIST ASSISTANCE

Though our *Guide* can serve as a do-it-yourself tool for a community group, we recommend enlisting a Network coaching team (facilitator and notetaker) or experienced facilitator to assist and guide

you through what might seem like a daunting process. The benefit of using a Network coaching team is that they bring experience and lessons, which can help you avoid problems already encountered by others.

CONSIDER COLLABORATION

While it is useful to start small, you may want to consider joining forces with neighboring communities and undertaking the process together. This multi-group approach allows you to coordinate efforts over a larger area, benefit from potential biological and social connectivity and synergy, and use time and resources more efficiently.

SCHEDULE TIME

With thoughtful planning, adequate preparation, and the help of a Network coaching team, an individual community or multiple community groups can complete the activities in this *Guide* and develop the components of a *Community Action Plan* in four weekend workshops (see Appendix C: Workshop Agenda). Whether you undertake the process alone or with other groups, it is essential to organize your group and plan your workshops in advance (see Step 1, Activity 1.1 and 1.2).

We recommend scheduling the workshops 1-3 months apart and scheduling a day or some time each month to refine and/or implement your *Community Action Plan*.

For example, the first Saturday morning or the third Wednesday of the month. This will help your group maintain momentum, while providing ample time between workshops to reflect on and transform your work into a brief, yet compelling, narrative plan to share with and generate support from your community and potential partners. Sticking to this schedule and producing the components of your *Community Action Plan* between workshops allow you to document the information while it is fresh and complete the process and plan in about a year.

DIVE IN

Of course, it is not necessary to complete the activities in the *Guide* prior to taking any action. Indeed, we encourage you to seize opportunities to conduct easy-to-implement and time-sensitive activities as you develop your *Community Action Plan*.

BE PATIENT

It is important to recognize that there is often a lapse of time between initiating action and reduction of a problem, and an even longer lapse of time showing positive changes in biodiversity and resource health. Persistence and patience are key—and ultimately rewarding, as evidenced by the results in East Maui; Hā'ena, Kaua'i; Ka'ūpūlehu, Hawai'i; and Mo'omomi, Moloka'i.

Contact the Maui Nui Makai Network via email at coordinator@mauinui.net



STEP 1

HO'OMĀKAUKAU: Preparing for Action

Ho'omākaukau (to make ready or prepare) is an essential first step in your makai management process. These activities will help your group establish a strong foundation to guide your work and build the relationships and trust to help you function as a cohesive team over the long term. These participatory activities allow people of various ages, genders, and backgrounds to share 'ike (knowledge, experience) and mana'o (thoughts, ideas) about the resources you want to protect and the values you want to perpetuate.

- 1.1 HO'OLIULIU: Organizing Your Group and Activities (done prior to workshops)
- 1.2 KA'APUNI: Touring Your Place Together
- 1.3 PALAPALA'ĀINA: Mapping By Your Community
- 1.4 MO'OLELO: Making an Historical Timeline
- 1.5 HO'OMAU: Declaring Your Group's Aspirations and Intentions
- 1.6 HO'OPIII: Declaring Your Group's Vision, Values, Mission
- 1.7a PŌ'AI A OLA: Creating a Seasonal Calendar
- 1.7b KUMU KĀNĀWAI: Developing a Code of Conduct for Your Place

'A'ohē hana nui ke alu 'ia.

No task is too big when done together by all.



Activity 1.1

HO'OLIULIU: Organizing Your Group and Activities

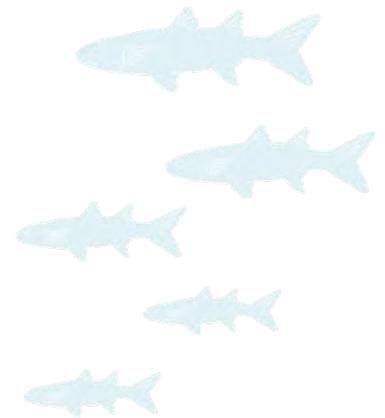
(4 hours – to be conducted in advance of Workshop 1)

WHAT IT IS

This first activity, Ho'oliuli (to make ready), will help your group prepare for and get clarity on the roles and processes required to complete a participatory community action planning process, develop your *Community Action Plan*, and undertake management activities. The activity is presented in two parts: 1) Organizing Your Group and 2) Organizing Your Activities.

WHY IT'S USEFUL

Community-based management is a significant commitment, and participatory approaches like the ones presented in this *Guide* can seem like a lot. Thoughtful planning and preparation will help your group build trust, reduce conflict and confusion, avoid pitfalls, and manage expectations. It can also help your group be practical about the pace at which you and your larger community can realistically move, thus making the most of your—and your community's—time and effort. This planning and preparation will provide your group with a strong foundation to undertake the activities in this *Guide* and implement long-term management of your makai area.



HOW TO CONDUCT THE ACTIVITY

ORGANIZING YOUR GROUP

1. **Organize a core group of community members** who are committed to the long-term process of effective management in your area, beginning with development of your participatory *Community Action Plan*. If you have an existing community group that is working together, consider forming a committee to focus on makai management.

2. **Identify leadership roles for your core group based on people's skills, talents, and the tasks that need to be completed.** Having clarity on who will be responsible for each aspect will help your group be productive and effective. Of course, people may choose to take on more than one role and/or ask for help from others when needed. At a minimum, you will want to identify:
 - **Leader:** Select one group leader (rather than co-leaders). This will help your group achieve clarity and progress. The leader ensures essential aspects of the process, from preparation through implementation, are completed.
 - **Secretary:** Select someone to be in charge of notetaking, consolidating the worksheets, storing the physical and digital copies of the information your group generates, and leading on writing your *Community Action Plan*. As you complete the activities, you will create the key components of your plan. Consolidating and presenting this information in narrative form with additional context will give community members and partners (old and newcomers alike) a clear understanding of your intentions, processes, and paths traveled to date.
 - **Logistics Coordinator:** Select someone to be in charge of logistics, such as when and where you will meet and what you will eat. The logistics coordinator arranges venue (e.g. tables and chairs, shaded areas), supplies, and refreshments and ensures the comfort of kūpuna and other participants for well-attended and well-organized events.
 - **Outreach Coordinator:** Select someone to be in charge of publicizing and inviting potential participants to your community workshops. They would also send reminders to your group and others to ensure participants are alerted to events.
 - **Coach or Facilitator:** Identify or enlist someone to keep discussions focused on tasks and outcomes and to help people to feel part of a productive process. Someone in your group may have the skill set to lead the community through this process. If not, we encourage you to enlist a coaching team from our Network or an experienced facilitator. (See Appendix G to get a sense of what facilitation entails.)

3. **Agree on your goal(s) – what you want to achieve.** For example, your core group's goal may be to develop and implement a *Community Action Plan* for your makai area through a participatory process.

4. **Discuss and determine how you will work together in a supportive, respectful, and thoughtful way.**

Consider best practices that your core group can agree to, for example:

- Meet regularly (decide how often and adjust as needed).
- If you don't understand something, ask questions until you do. Chances are, if you don't understand, others probably don't either.
- Be transparent with other team members about what you are doing.
- Make only realistic commitments to each other.
- Write down your agreements clearly and simply, and kindly and consistently hold each other accountable to your commitments.
- No team member should be assigned a role without their agreement and a reasonable expectation that they can fulfill the role.
- If a group member is unable to fulfill an obligation or assigned role, they will alert the group/leader as early as possible, so other arrangements can be made.

5. **Determine a system for record-keeping and data management.** Develop and maintain procedures for writing up and maintaining meeting notes, reports, and data analyses. This is vital. Keep good notes for ALL meetings, including participant names and contact

information. If you eventually decide to enter a rule-making process, these details will become part of your administrative record. You can download and use the *Mālama I Ke Kai: Community Action Guide* Worksheet Supplement to document components of your *Community Action Plan* in electronic form. There are also software programs available to help. (See Resources, page 148, for links to learn more or download the software.)

6. **Identify a place and process for safe and redundant storage of physical and digital copies and files** (e.g. a file cabinet, computer and cloud-based service, such as Dropbox or Google Drive or other cloud storage, to ensure backup and access for other team members) of the information you collect and compile as you complete the activities in this *Guide*. As a general rule, we recommend: 1) keeping your original documents (e.g. maps, flip charts, etc.) so you can refer to them throughout the process and 2) taking and keeping digital photos of those documents for reference and as back-ups.

7. **Consider how you might want to share or restrict the information you will compile through this process and draft an agreement that reflects your intentions.** The agreement should be principle- and process-oriented to help you in your decisions on a case-by-case basis going forward. Keep in mind that some information will be sensitive or potentially sensitive. Some information may help generate support, while other information could threaten privacy or put marine resources at risk for overharvest. This can be very straight

forward and simple. For example, an agreement might be: "Our core group will only share our information with others after we all agree on the details. We will discuss the situation, the benefits and the risks, and agree on the content and format and with whom to share prior to sending something out."

8. **Using Worksheet 1.1a: Potential Participants, identify people in your community and beyond who would be important to engage in developing your *Community Action Plan*.** Think about people essential to each workshop or activity because of the expertise or perspective they bring. Work to get them to the table, if not for the duration, at least for the parts where they would offer the greatest contribution. Remember, it is important to be open, transparent, and inclusive. You may not know everyone in your community, so it is beneficial to get the word out broadly. When thinking about who to include, consider:
- Traditional and historical knowledge keepers in your community: the ʻŌhana and kupa ʻĀina, well acquainted families and natives of that place or land.
 - People in your geographic area and also those who may not reside locally but are important to the success of your process because of

their knowledge, influence, position, relationships, or other factors.

- Trained professionals with knowledge that you need, for example, an experienced fisheries or marine biologist from a government agency or non-governmental organization to complement the knowledge of your group and kūpuna.
 - Age, gender, and ethnic diversity for differing perspectives.
 - People who may be considered marginalized or with relatively less power, as their support is crucial to your success.
9. **Consider how to best reach them.** The form of communication may vary among participants. Will you call, email, or visit? Will you mail a flyer to all households or post on local bulletin boards and businesses, or use a combination of both? Meeting people 'where they are' is important, so sometimes a personal visit or phone call is the best way to involve them (and keep them updated on your progress). By going to someone's home, you can explain the process and your intentions and gather and incorporate their thoughts, thereby building a foundation of trust going forward.



MAKE THE MOST OF YOUR MEETINGS WITH THESE USEFUL TIPS

TIPS FOR CORE TEAM

- ✓ Communicate with invited participants about what to expect so they can be prepared.
- ✓ Meet in a place where people can be comfortable. Provide adequate food and water.
- ✓ Provide a sign-in sheet to record participants' names and contact information. Be sure to take a photo of the sheet and store with your records.
- ✓ Ask participants if they are okay with having their picture taken and honor their wishes. You may want to have participants sign a photo release and liability waiver, so that you can use the photos in your plan and on-line media. A template is provided in Appendix E.
- ✓ Respect participant's time by sticking to the workshop schedule and time allotted for each activity as best you can. If you are going to go over time, check in with the group first to get agreement on the new end times.
- ✓ Record meeting notes on flip chart paper with bold markers so that everyone can visually track the conversation. If possible, also have someone take notes on the computer to save time transcribing after the workshop.
- ✓ Record date, participants, location, activity, and the outcomes of your meeting, activity, or event, and next steps.
- ✓ Following the meeting, transfer the flip chart notes into a document on your computer if they were not recorded during the meeting. Keep these notes organized for easy reference as you write up a short plan. A template is provided in Appendix D.

TIPS FOR MEETING FACILITATORS

Participatory planning and decision-making are fundamental to collaborative community-based management. Generally speaking, higher levels of participation will generate more empowerment, involvement, and support, and thus, more successful outcomes. Follow these expert tips to make the most of your participatory meetings. Appendix G includes more extensive guidance for workshop facilitators.

- ✓ Propose a Meeting Code of Conduct to your group. For example, you can start with the sample Meeting Code of Conduct (Ground Rules) provided by the Network [above](#). Allow time for group to discuss, adjust, and come to agreement on code they want to adopt.
- ✓ Be creative and make learning fun and interactive to maintain participant interest.
- ✓ Set an appropriate pace. This may depend on the personality of your participants and the norms within your community.
- ✓ Offer activities to energize your group during the workshop (see suggestions in Appendix C).
- ✓ Hold meetings under a tent outdoors if you can.
- ✓ Provide opportunities for informal discussions outside of structured activities to help build relationships, for example during meals.
- ✓ Listen to the group. Be flexible, adaptive, and responsive to group dynamics and needs.
- ✓ Be culturally relevant. Avoid process jargon and acronyms and define uncommon terms.

ORGANIZING YOUR ACTIVITIES

1. **Using Worksheet 1.1b: Workshop Schedule and Planner, agree on dates and locations for completing your Community Action Plan.** As discussed earlier, the process can be completed over four weekends as outlined in the sample Workshop Agenda (see Appendix D). We recommend scheduling workshops 1-3 months apart, as that allows sufficient time to fill information gaps, refine your work, and develop appropriate components of your *Community Action Plan*. Will that pacing and timing suit your core group and others you'd like to participate? If not, modify as desired, weighing the need to build and maintain momentum, while at the same time being respectful of other considerations (e.g. conflicting obligations, holidays, etc.). Note that if you decide to undertake this process with multiple groups at one time, workshop days will be longer and you will want to work together to agree on a schedule that is suitable for all groups.
2. **Review the materials list and the draft agenda to establish a budget for the process.** Think about the venue, food, or supply costs you might incur and where the funds will come from. Does anyone need travel support to fly from another island? Use that information to create a budget for conducting the workshops. Cost will vary widely depending on how many people you think will attend, how much can be donated or supplied by the community, and what would need to be rented or catered. Do you have funding available through partners, grants, or donations? If you have partners involved, how might you share the expenses?
3. **Plan your Ka'apuni.** See Activity 1.2 for planning guidance.

Budget for Community Action Planning Process - Example				
Workshop	1	2	3	4
Rentals: tables, chairs, venue, toilets	\$0 - \$1,500	\$0 - \$1,500	\$0 - \$1,500	\$0 - \$1,500
Meals: 4 per workshop (2 per day) Need est. count and cost/person	\$200-\$500	\$200-\$500	\$200-\$500	\$200-\$500
Supplies and printing	\$250	\$250	\$250	\$250
Other expenses (e.g. travel, transportation, lodging)	\$250	\$250	\$250	\$250
Estimated total	\$700 - \$2,500	\$700 - \$2,500	\$700 - \$2,500	\$700 - \$2,500

SUPPLIES NEEDED FOR WORKSHOP SERIES

(see Activity 1.2: Supplies Needed for Ka'apuni)

- Flip charts (4)
- Easels
- Colored flip-chart markers**
- Clips to hold flip chart paper in wind
- Painter's or masking tape
- Sticky notes* or index cards*
- Pens
- Pencils
- Note paper
- Colored sticky dots
- Scissors
- Chalk (optional)
- Butcher paper (optional)
- Clipboards
- Sign-in sheets
- Pop-up tents or other shelter
- Tables and chairs
- Current map
- Historic maps
- Completed activities
- Liability Waiver & Photo Release (see sample in Appendix E)
- Computer, phone and/or camera for notes/photos

*Sticky notes in various colors to organize input/ideas: yellow, pink, violet, fuchsia, green, blue, gray, light yellow

** It is important to get flip chart markers, NOT dry erase board or permanent markers.



FOR EACH WORKSHOP

4. **Identify people to help your core group handle key facets so the event runs smoothly and is properly documented.**
Key workshop roles include:
 - **Timekeeper** to keep group and activities on schedule
 - **Note takers (2)**, one person to document input and decisions using markers on flip chart paper so that everyone can visually track the conversation, and another to capture notes on a laptop or in a notebook to be digitized/distributed to group later
 - **Photographer** to capture the event with images of the group in action and a group photo (with participants' permission)
 - **Food preparation** (invite everyone to participate)
 - **Set-up, break down, and clean up** (invite everyone to participate)
 - **Follow-up on action items and with participants**, as appropriate, and to incorporate workshop/activity outcomes into your *Community Action Plan*
3. **Collect relevant background information and have on hand at events, including previously conducted research, biological or cultural inventories, and the like.** For example, people may have old family photos of the area, agencies or researchers may have conducted monitoring or research in your area. You can share the information where appropriate, such as during the Ka'apuni or Community Mapping Activities, as these are not meant to be comprehensive and other information may be available to augment local knowledge.
4. **Consider and arrange for any participants with special needs (e.g. language, access, transportation, dietary) and alert facilitators so they can accommodate as necessary.**
5. **Following the workshop, use the information, notes, and graphics your group generated to develop the appropriate components of your *Community Action Plan* (see Appendix D).** Your plan does not need to be comprehensive. Focus on key points and include photos that illustrate your project and place.

SAMPLE | Meeting Code of Conduct (Ground Rules)

- Participate and own the experience
- Share the floor
- Listen for understanding
- Be kind to each other, but tough on the issues
- Everyone's ideas are valued
- Respect privacy and maintain confidentiality
- Cell phones silent, be fully present
- Minimize side conversations
- Have fun!



Worksheet 1.1b: Workshop Schedule and Planner									
Activity	Date Time	Place	Logistics Coordinator	Coach or Facilitator	Note Takers (2)	Time keeper	Photo-grapher	Food	Set up, break down
Workshop 1 Day 1									
Workshop 1 Day 2									
Workshop 2 Day 3									
Workshop 2 Day 4									
Workshop 3 Day 5									
Workshop 3 Day 6									
Workshop 4 Day 7									
Workshop 4 Day 8									
Notes:									
Community/place name and date:									
Planning Team members present:									



Activity 1.2

KA'APUNI: Touring Your Place Together

(2 hours advance planning; 2-3 hours to conduct)

WHAT IT IS

A Ka'apuni is a group tour of your area to document the presence, status, and customary, commercial, and recreational uses and cultural and spiritual values of marine and coastal resources and associated habitats that the community believes are of highest importance in your area of interest. These may include freshwater (e.g. in a stream), brackish (e.g. in a muliwai [estuary]), intertidal (e.g. above water level at low tide, underwater at high tide), marine (e.g. on reef flats or coral reef), or terrestrial (e.g. turtle or monk seal basking, native seabird nesting areas) habitats and species. The activity involves walking, wading, and/or swimming along a straight line (or transect) across a specified cross-section of habitat types found within the environment(s) of interest, observing, discussing, and documenting important resources, uses, and values along the way.

SUPPLIES NEEDED

- Tabis (felt bottom)
- Mask, snorkel, fins
- Sun protection (rash guard, hat, sunscreen, sunglasses)
- Data sheets (2-4 per group) printed on waterproof paper
- Map with transect
- Digital audio or video recorder
- Drinking water, snacks
- First-aid kit
- Clipboards with pencils (submersible preferred)
- Canoe/boat, personal floatation device
- Photo release and liability waiver

WHY IT'S USEFUL

Visual observation and discussion foster a shared understanding of an area's marine and coastal resources among group members and helps each person learn new information and recognize and internalize their own expertise. It can also be a fun experience that allows your group to bond and rediscover your place. Making this visit with people across generations and paying attention to cultural values can strengthen connections in the community by sharing knowledge across different ways of knowing (generations, traditional knowledge, scientific knowledge, etc.).

By completing a Ka'apuni, your group should be able to:

- Characterize the most important (or "target") habitat types and resource species found within the marine and coastal habitats in your area; and
- Identify and describe cultural and spiritual values and resource uses, issues, and opportunities related

specifically to your area and management interests. Many resource management issues and opportunities are area-specific; in other words, they are not the same from community to community, and in some cases may be unique to only one community.

HOW TO CONDUCT THE ACTIVITY

PLANNING FOR THE KA'APUNI (2 hours)

1. Hold a meeting of your core group to develop a plan for your Ka'apuni.

Discuss the purpose and process (outlined below) for completing the Ka'apuni. Then, using a map of your area of interest, work together to select the location(s) to conduct the Ka'apuni. Start by asking where they have kuleana, where they harvest resources, where the essential nursery or spawning areas are located, and where other areas of local use and interest are located that a larger group can safely visit. Based on your discussion, select a few accessible areas to visit. It is

REFLECTIONS

It is important to identify and contact as many people as possible in the community. Getting folks to engage and participate in the first meeting was very important for us. Even if they only came once or twice, maintaining that contact with them is essential to effective community engagement and support. For Polanui Hiu, the Ka'apuni was a fun event that brought the community together. We split into three groups, and being well organized prior to that, and not being so time sensitive or structured, we were able to adapt with the community. We learned that:

- *Some people weren't prepared to go into the water, so we needed to adjust to that by having a conversation circle on land.*
- *Be open to everyone's opinion, and they become more comfortable to share.*
- *Three hours to half-day is enough time.*
- *Time management and good facilitation is important.*
- *Engaging is more comfortable with food available.*

– Polanui Hiu



important to recognize that people have differing abilities and may not be able to get into the water, so plan for some to participate on land. For land participants, decide how your conversations will take place: for example, will you walk along the beach or coast, or sit in some chairs under a tree? For the aquatic areas, draw a transect that crosses over relevant habitat types or other areas of interest. For example, if your area is nearshore, you might want to design a transect line that starts on the shoreline, crosses the intertidal zone, and then runs out to the outer reef in such a way that it crosses other important habitat types such as mud flats or tidepools, seagrass and limu beds, sand channels, patch reef, back reef flat, fringing reef, and out to the fore reef slope. If a mauka to makai transect is not practical because of steep depth gradients or other conditions, it is perfectly fine to conduct a transect parallel to the shore. Some groups have found it helpful to consult a resource management professional for guidance on where to locate transects to ensure that all relevant habitat types are included.

2. **Select topics to be discussed and documented during your Ka'apuni, focusing on those most important to the community.** The topics below are included in Worksheet 1.2, a data sheet to record your observations. Feel free to modify it as necessary to meet your needs.

- Species observed
- Ecosystems (e.g. estuary, coral reef, tide pools) and composition of the seafloor (e.g. sand, mud, rock, live reef)



Sample transect extending from shore to outer reef.

- Target resources (i.e. those most important to the community and ecology)
 - Traditional uses, place names, management practices, hula, 'oli, mo'olelo (dance, chant, story)
 - Other uses (e.g. customary, recreational, commercial)
 - Memories, histories, and events (where families lived, stories)
 - Threats, problems or issues
 - Opportunities or solutions
3. **Develop a safety plan.** List the protective gear that each participant should bring to avoid sun exposure, hypothermia, injuries (e.g. hat, sunscreen, rash guard, tabis) and the necessities your group will supply, including a first-aid kit. Document what

will happen if someone is injured or has an allergic reaction (e.g. where is the nearest hospital) and designate someone to assess weather and surf conditions, conduct a safety briefing, and lead emergency response, preferably someone trained in first aid/CPR. If anyone in the community is trained in emergency services (such as a lifeguard, EMT or firefighter), we suggest asking them to participate for safety purposes.

4. **Review the list of supplies you will need (above) and make arrangements to get them.** Supplies include a map of where you are going (can be printed from Google Maps), a clip board and several data sheets for those that will stay on land, and several submersible (salt water proof) clipboards, pencils attached with string or rubber bands, data sheets on waterproof paper, and mask, snorkel, fins or tabis for those going in the water. If your group plans on going into waters deep enough that require people to snorkel, it may be useful to include a canoe or small boat so those recording data and perhaps kūpuna have the option of being in the canoe/boat. Most of our groups had the necessary supplies and equipment on hand or were able to secure them from friends and family. Clipboards and pencils can be purchased locally at reasonable costs. Network or NGO partners may be able to assist with waterproof paper, which is expensive and must be purchased online.
5. **Select a date and time to conduct your Ka'apuni.** Begin on a day when conditions are favorable, such as a low tide so that the water is clear and you

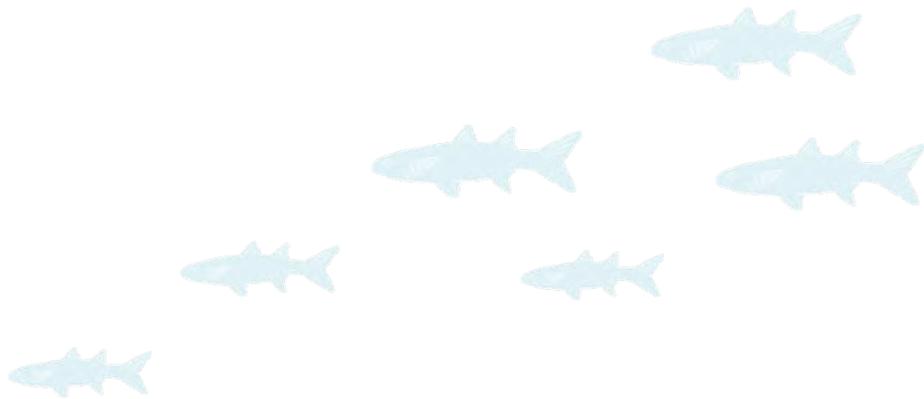
can access intertidal habitats. Ideally, the Ka'apuni would be conducted early enough in the morning for optimal weather, sea, and wind conditions. We advise against conducting a Ka'apuni in poor weather or rough seas since these pose unnecessary risks and because results will be inadequate and/or inaccurate. If rough weather is forecast or conditions are not calm and favorable on the day of the Ka'apuni, reschedule or conduct on land.

6. **Refer to the roles and assignments your group identified in Activity 1.1 and confirm who will 1) organize logistics, 2) lead the activity and discussions, 3) record information collected during the event, and 4) take photos.**
7. **Consult the invitation list and schedule you developed in Activity 1.1 and invite and organize your community to complete a Ka'apuni in your group's area of interest.**

CONDUCTING THE KA'APUNI

1. **Welcome and Opening Remarks.** You may want to thank participants for coming, thank those who have helped plan the event, and do introductions. Talk about why you are here today—why you have chosen this place to conduct your Ka'apuni, what you hope to achieve, how it fits into the overall process, and what people can expect during the Ka'apuni.
2. **Make safety a priority when conducting your Ka'apuni.** Before entering the water, review the safety plan for the group to follow.

3. **If you have 6 or more people in your group, we recommend breaking up into teams of 3-6 people each, depending on abilities and expertise.** Try to ensure each group has different expertise represented (kūpuna, scientists, fishermen, etc.) and include a land-based group if people cannot get in the water. Each group should include a leader and a notetaker with a clipboard, attached pencil, and two data sheets. For in-water transects, plan to have one clipboard per 2-3 people. If you are not getting in the water, your group size can be larger, up to 12 participants, which is acceptable if you have only a few experts speaking about the places. However, the smaller the group, the more input you are likely to get from each participant.
4. **Beginning at the agreed-upon transect starting point, proceed slowly along the transect so participants have sufficient time to observe and discuss each habitat and topic on the data sheet.** Notetaker(s) should record participants' comments from beginning to end, grouping natural resource observations on one side of the data sheet and social and cultural observations on the other. If you encounter other community members while conducting the Ka'apuni, consider including them in what the group is doing and ask them to share their perspectives and use of resources in the area as it relates to the topics in your data sheet.
5. **Once the Ka'apuni is complete, compile and record information from the data sheet(s) digitally for ongoing use in developing your *Community Action Plan*.** If desired, summarize key points, experiences, and photos in a format of your choice (poster, handout, flipchart, digital) for presenting to workshop participants.



Worksheet 1.2: Ka'apuni Data Sheet

Date:	Start time:
Location:	Recorder:
Participants:	Tide: high or low Moon phase: Weather: Wind (speed/direction): Ocean conditions (rough, calm): Wave height:

1. Natural Resource Observations. Guiding questions: Describe/list the plant/animal life observed or known to occur here; which of these are important resources to the community and the ecology; describe what types of ecosystems occur here (estuary, coral reef, tide pools, etc.) describe the bottom type (e.g. sand, mud, rock, live coral, etc.)

Worksheet 1.2: Ka'apuni Data Sheet (continued)

2. Social and Cultural Resource Observations. What are the traditional place names, human uses (past and present), and management practices in this area? What happened here in the past (memories, histories, and events, mo'olelo)? What are some of the threats, problems or issues that occur here for the ecosystems, fisheries, and people? What are some of the opportunities or solutions to these issues?



Activity 1.3

PALAPALA'ĀINA: Mapping by Your Community

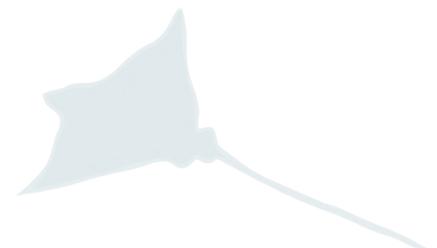
(1.5+ hours)

WHAT IT IS

The Palapala'āina (map, land document) is a participatory community mapping process to develop a community map. It is a collective documentation of an area's biological, social, and cultural resources of interest and the relationships between the resources and the people who rely on them. It is an open and inclusive process that often involves the entire community. The more people involved, the more beneficial the outcome, as the map will reflect diverse and intimate knowledge and expertise from across the community, including important histories, memories, and genealogies. Ownership of a community map rests with the community, who decides if, how, and with whom to share the information. Creating a community map is a powerful process that requires time, transparency, and trust and must be based on the utmost respect.

SUPPLIES NEEDED

- Large flip chart or butcher's paper
- Colored markers
- Painter's or masking tape
- Large printed map of the area



WHY IT'S USEFUL

Participatory community mapping provides a valuable visual representation of local knowledge, perceptions, and interests.

Using this process, you can:

- Identify, discuss, and understand what resources and assets are important to your community
- Document tangible and intangible resources, such as cultural features, customary uses, and traditions of the community
- Understand what the threats are to these resources and where they are coming from
- Understand what and where target resources can be improved
- Understand spatial relationships between targets, human uses, and sources of stress to your targets

HOW TO CONDUCT THE ACTIVITY

1. Explain the purpose of this community mapping process, discuss its utility and

potential sensitivity concerns.

Questions to stimulate discussion include:

- What is a map to you? Why do we want to make a map? How will it help us?
- What mapped information could be sensitive and why?
- How might we address these concerns?
- Given this discussion, how should we proceed with this mapping activity?

2. Identify a system using numbers, letters, and colors for recording information on maps and on **Worksheet 1.3a: Participatory Mapping Documentation** (see sample below). Your secretary or note-taker can record on paper or directly to computer, keeping up with the quick pace of this activity.

Worksheet 1.3a Participatory Mapping Documentation - EXAMPLE			
Number or letter and color assigned to polygon	Reference point (a nearby place on the map) in case it is needed	Who provided the information? Include other references, if applicable.	Details of conversation or information shared
Threat A Green point	Access point north of the harbor	Malia	A lot of people access this area for night fishing. I see their lights in the water on low tide nights. No more parrotfish now.
Threat B Brown polygon	Sediment flowing from Papua gulch during big rain	Kawika, USGS report	This is a high priority threat - The sediment gets really bad in the bay when there is a big rain. It stays chocolate brown for weeks after that.
Target 1 and Traditional practice Yellow polygon	Shore north and south of Mala	Aunty Marialani	Two targets identified - 'ōpelu and 'ōpelu mama. Kūpuna shared that when they were children many 'ōpelu mama (giant barracuda) were found in this place and they helped us fish from our canoes for 'ōpelu.
Fish nursery and spawning area	Harbor	Takeo	The nehu, halalū, and akule come into the calm brackish waters of the harbor in the summer
Cultural site	Near the summit of Haleakalā	Mark	Our ancestors would light a signal fire there to let people in other districts know about something going on.

3. Define the geographic area your group wants to work in and document information on that area. As you begin, give some thought and discussion to determine the initial scope for this mapping exercise. Do you focus on the immediate area used by the community to a certain traditional boundary (e.g. ahupua'a or moku), or do you consider a larger area that some resources you depend upon require? What are the pros/cons of each? Once you have identified an agreed upon area, ask your group to create a free-form map in the sand with sticks, on concrete with chalk, or on a large sheet of paper with markers. Now, invite participants to sketch the physical features of the area, noting that it does not have to be to scale or perfect. Encourage participants to identify all areas with resources important to the community (e.g. springs, fishing grounds, limu gathering areas, fields, forests, cultural sites, etc.). The purpose is to record the significant resources and your community's relationships with and impressions of them. For any sensitive information, you may want to provide generalized rather than exact locations. Your map may include:

- Natural features – streams, mountains, valleys, springs, reefs and other underwater features, wave breaks, outcroppings, tree groves/forest, fields, winds, currents
- Cultural features – place names and stories, significant events, burials, caves, ko'a (fishing shrine or grounds) archeological sites
- Infrastructure – roads, electricity, water supply, bridges, sewer



REFLECTIONS

Mapping keeps you in the perspective of your place. In the context of i ka wā ma mua, i ka wā ma hope (the future lies in the past), you need to do mapping & historic timeline together. You can learn the basics separate, but the history of the place needs to be understood. Biggest lesson: you need to adapt the map and timeline exercise to your audience.

– Wailuku CMMA

Drawing the map on the ground with everyone standing around the map gets the participants very engaged in the process and it's better than seeing a map on the screen—gets them to stand outside. This is a good tool.

– Kīpahulu 'Ohana

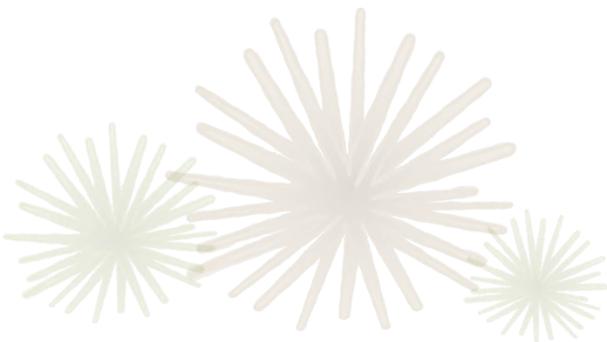
We needed to take our participation into the next level, and the participatory mapping helped us to recollect, familiarize and capture our resources, fishing methods, practices and uses, identifying important cultural areas, challenges and how to create solutions. This process was based on our own views, memories, practices, experience and familiarity of our place.

– Maunalei Ahupua'a CMMA

- systems, stream channelization, landfills, developments, hospitals, historic buildings
- Fishing areas and fished or harvested resources
 - Docks, harbors and boat launch areas
 - Crops and farming areas
 - Population centers – residential areas, known landmarks for easy orientation
 - Recreation areas
 - Sources of pollution and other problems – river mouths, wastewater facilities, cesspools
 - Access trails, areas of high human activity
4. **If you haven't done so already, add locations to your map of critical threats that are currently present or could be present in the next 10 years, and the trends of expansion.** Ask the people who know the areas well to mark each area where a given threat is present. Where appropriate, use arrows to show the direction in which a threat is advancing.
5. **If you haven't done so already, add locations to your map of past and present traditional and customary management practices, especially related to makai resource use and management,** including which groups make use of the resources there.
6. **For resources that are identified as needing management or protection (these will be your targets), ask guiding questions to depict the spatial distribution and to identify the factors affecting the resources.** Identify critical areas necessary for each marine species' life phase, such as:
- Nursery areas for juveniles
 - Foraging and feeding areas
 - Aggregation areas for spawning
 - Nesting or resting areas
 - Stream mouths for fish (e.g. gobies) that migrate between freshwater and the sea
7. **Based on this community map, categorize the features and create a legend.** Use different color pens to classify the different categories of information. Take a picture of the drawing and keep the digital copy in your records so you can refer to it.
8. **Use the information to generate a list of target resources that you want to protect and mālama and a list of threats to those targets in Worksheet 1.3b: Community Mapping.** These lists are key components of your *Community Action Plan* and will be discussed further in Step 2.
9. **Evaluate your map.** This is where expert local knowledge is key. How complete is the information? What is missing? Is the information displayed on the map accurate? What are the most important parts of the map? A visual ground-truthing of the map—conducted by driving, walking, or swimming in the area—can be a useful and fun activity to help validate the map's accuracy. Various types of current and older maps can also be referenced, such as kingdom or territory era or USGS quadrangle maps, some of which can be found online.

10. We recommend transferring this information onto a Global Information System (GIS) (or another satellite image map like Google Earth) so it is reflected in a geographically accurate format for use in your plan. Identify someone in your group who has the capacity to create such a map or knows of a trusted partner that can help, such as a non-governmental conservation organization, college or university, or government agency. Using GIS data, an expert can clean up and digitize the information, considering both the participatory input and information from other maps. If a GIS map is created for the community plan, the information should be shared with the community group to show how things are depicted and make sure people agree with the final maps.

11. Congratulations, you've created a community map—a vital tool in informing your planning process! This map is valuable intellectual property that your group will want to carefully manage, maintaining confidentiality, as appropriate. If not managed with proper care, adverse impacts could result. For example, you will likely not want your map to end up in the next version of a tourist guidebook! Before sharing your digitized map with others (e.g. decision-makers, agencies), review as a group to decide the level and detail of information depicted to ensure it protects and promotes your community's goals and aspirations. Remember, you can create internal and external versions for use within your group and for sharing beyond your group. *As you go through this process, remember to keep updating and adding information to the map as it is generated.*



Worksheet 1.3b: Palapala'āina Targets and Threats

Date:	Time:
Location:	Recorder:
Participants:	
Targets (resources of importance identified for management)	Threats, problems and issues to your targets



Activity 1.4

MO'OLELO: Making an Historical Timeline

(1 hour)

WHAT IT IS

The Mo'olelo (to tell a story, tale, history, tradition) activity guides your group to create a historical timeline that identifies important events and major decisions that have occurred within your community's history. The Mo'olelo helps to illustrate and provide context for changes that have happened over time. Many scales of history may have had local impacts on a region, island group, state, nation, or globally. However, these scales may vary in relevance to your project (e.g. increase in tourism versus warming climate). Personal and family memories also are important components to the timeline.

WHY IT'S USEFUL

Thinking through a timeline identifies when, where, and why an impact to resources or way of life occurred. It fosters understanding of the cultural, social, economic

SUPPLIES NEEDED

- Large "sticky notes" (~ 3"x5")
- Flip chart paper or butcher paper
- A long wall or table
- Markers and pens (different, dark colors)
- Painter's or masking tape

and political context of those changes and provides important information to shape future actions. It can be a great way to foster cross generational knowledge exchange.

Through the process of completing a historical timeline, participants learn to:

- Better understand the historical events that shaped the current social and environmental context of their community.
- Consider how major changes and your community's present identity and behavior are related to its overall history.



REFLECTIONS

It is very important to include the mo'olelo and proper place names and their meanings in your plan. For Lāna'i, our historic timeline begins in the 1400s with the mo'olelo of Kaululā'au – a mischievous boy known to pull up breadfruit trees. This was done so often that the trees became scarce in Lele, a district in Lāhaina. After much consideration, his father and chief of Maui, Kaka'alaneo, banished Kaululā'au to Lāna'i, where ghosts were plentiful. Kaululā'au is famed for defeating the numerous ghosts on Lāna'i with his wit and skill and made it a place fit to be inhabited by people as it is now. The cave in which Kaululā'au found shelter was at Ka Lae Hi, which lies close to Makalau, meaning 'four- hundred eyes'. This is a wahi pana (storied place) that has reference to the eyes of the multitude of searching ghosts who intended to devour Kaululā'au. However, Kaululā'au entrapped the ghosts and sealed their eyes with breadfruit gum upon the mountain, Lāna'i Hale (As told by Abraham Kauila and Nami Ka'ōpū'iki Makahanaloa).

– Maunalei Ahupua'a CMMA

Historic timeline was awesome; it was a history lesson for all involved.

– Polanui Hiu

We really need to know our place, and to use resources available to us. Puakea Nogelmeier did a lot of research and wrote about traditional fishing and all that information is really valuable—but we are losing all the practitioners and their information is not being passed on to families or to people next in line. I would suggest the people getting involved in the Network have some kind of knowledge about all this stuff (their place and traditional knowledge).

– Hui Mālama O Mo'omomi

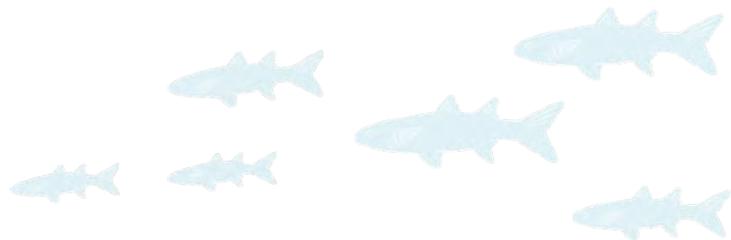
- Identify, discuss, and understand how past events and decisions relate to or influence your community's use of its coastal and marine resources and the health of those resources, and how this information can be used to shape a better future.

HOW TO CONDUCT THE ACTIVITY

1. **Tape three sheets of flip chart paper together to form one long horizontal sheet and put on wall or table for participants to develop timeline.**
2. **Explain the purpose of the activity and encourage participants to share events that led to changes in resources and resource use in your area of interest, along with an estimated timeframe.** Record the information on sticky notes and arrange on the timeline in chronological order, placing local events above the timeline and regional, national, and global events below the timeline. Seek to identify lessons from past actions. Ask guiding questions to draw out information. For example: How and when did these things change? How did people you know experience these changes? Factors to explore include changes in:
 - Shift from traditional practices (including management)
 - Effects of climate change

- Land uses and land cover changes
- Recreation uses
- Infrastructure development (e.g. roads, electricity, bridges, sewer systems, stream channelization, landfills)
- Fishing methods and farming practices
- Population trends (e.g. growth, migrations, settlements)
- Political events
- Natural disasters (e.g. tsunamis, floods, hurricanes, earthquakes)
- Employment, health, and education
- Resource depletion

3. Based on what participants have recorded, decide what overall time frame you will use for the timeline (e.g. 1790-2020, 1950-2010, 2004-2019, etc.). Ask participants to help mark out years on the timeline. Using different color pens to categorize for easy reading, transfer the information from the sticky notes onto the timeline, completing to the group's satisfaction. Take a photograph to include in your digital records and transfer the information to a computer program such as Microsoft Word or PowerPoint to include in your *Community Action Plan*. In addition to your timeline, it might be useful to be able to write down the history of your community as if you were telling a story.



OTHER WAYS TO COMPILE AND DOCUMENT CHANGE

Reference and compare historical photos: To delve deeper into understanding land use and coastal changes over time, it helps to reference old Hawaiian maps and historical photos. Historical photos can be downloaded from the United States Geological Survey (USGS) website and Ortho-rectified Historical Shoreline Mosaics can be downloaded from the University of Hawai'i at Mānoa's School of Ocean and Earth Science and Technology (SOEST) Hawai'i Coastal Geology Group. The SOEST collection includes aerial photos for only parts of Maui, dating back to 1949, 1960, 1975, the 1980s, and the 1990s.

Conduct kūpuna interviews: Ask kūpuna in your area if they would like to “talk story” about the way things were in the past in your place. Ask permission to record their voice (via audio recorder or mobile phone). An Oral History Interview Agreement is included in Appendix F. In addition, take notes. Transcribe the interview from the recording and share with the kūpuna later to make sure you got it right. Be respectful of their time and energy by keeping interviews to an agreed upon length of time. For more information on conducting oral history interviews, contact the University of Hawai'i Center for Oral History at (808) 956-6259 for their publication *How to Do Oral History: A Step-by-Step Manual*. You can access previously conducted oral histories by calling or emailing the University of Hawai'i at Mānoa Hamilton Library or the [Department of Ethnic Studies' Center for Oral History](https://ethnicstudies.manoa.hawaii.edu/center-for-oral-history/contact-coh/) (<https://ethnicstudies.manoa.hawaii.edu/center-for-oral-history/contact-coh/>), the [Bishop Museum Library and Archives](https://www.bishopmuseum.org/library-and-archives/) (<https://www.bishopmuseum.org/library-and-archives/>), and the [Hawai'i State Archives](https://ags.hawaii.gov/archives/) (<https://ags.hawaii.gov/archives/>).

Conduct a literature search: For more information on the culture and history of your area, do a literature search online (ulukau.org) and at your local or university library archives. Ask family members, including high school or college students from your area, to conduct the search as this process will foster engagement, inclusion, and a better understanding of themselves and their place. It also capitalizes on and/or strengthens research skills they possess.





Activity 1.5

HO'OMAU: Declaring Your Group's Aspirations and Intentions

(1 hour)

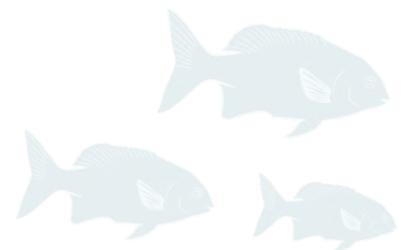
WHAT IT IS

The Ho'omau (to perpetuate) is a **statement that reflects your group's shared aspirations and intentions**. It should articulate the action you plan to take and inspire collaboration. (This statement complements the vision and mission statements you will develop in Activity 1.6.)

A strong and useful Ho'omau is comprised of several sentences that clearly state why the group is agreeing to work together and what they hope to achieve in language that reflects the community's voice. A Ho'omau may be phrased actively (e.g. "We agree to work together to protect and restore ecosystems and feed and empower our families...") or passively (e.g. "By coming together, the ecosystem will be restored and families fed and empowered..."). The statement may also include geographic scope or boundaries of an entire makai area or specify areas of interest.

SUPPLIES NEEDED

- Half sheets of paper or index cards, a few for each person
- A wall or table to place the paper on and work from
- Pens and/or pencils
- Painter's or masking tape



WHY IT'S USEFUL

First, developing the agreement helps your group distinguish your site-based efforts from other initiatives and build consensus around a shared purpose. Second, the agreement can serve as a starting point for collaboration, helping you motivate others with mutual interest(s) to join or support your effort. You may choose to develop a Ho'omau statement for your group or with a collection of groups across a larger area.

HOW TO CONDUCT THE ACTIVITY

1. If your group already has a collective statement that articulates your shared aspiration, it may be a relatively simple process of revisiting and reconfirming this existing statement as it relates to supporting your group's makai management efforts.

EXAMPLES

The Abundance of Fishes Committee of the Maui Nui Marine Resource Council formed this hui to help communities of Maui Nui establish Community Managed Marine Areas in order to protect and restore their ecosystems. We are motivated by our love for our island home and concern for the sustainability of our natural resources. We will actively and purposefully support community efforts to mālama 'āina under the direction of kūpuna and other knowledgeable community members. Our efforts will perpetuate core traditional Hawaiian values and practices. With humility, we put the fish first to ensure that ka pae 'āina will return to abundance during our lifetime and for future generations.

– Maui and Lāna'i participants of the Maui Nui Marine Resource Council's Train-the-Trainers Workshop, October 2010

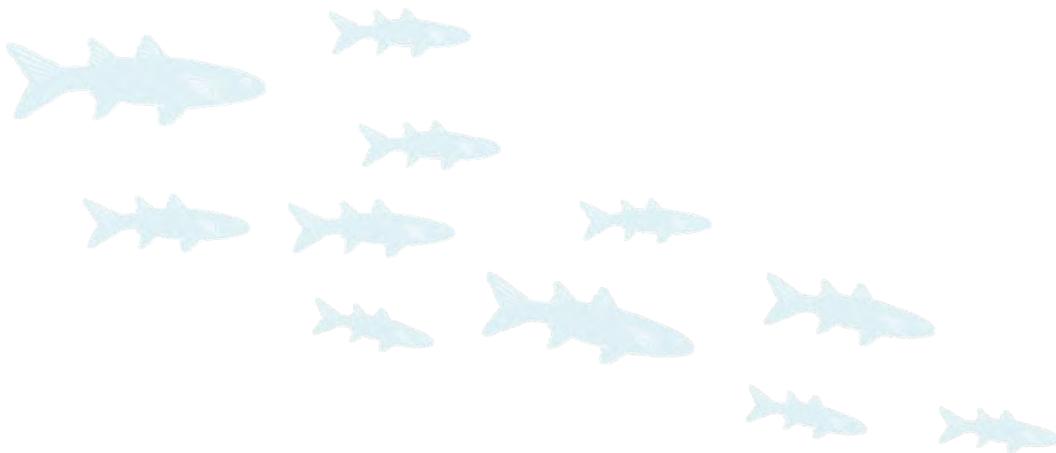
'O Maui Hikina Kākou! We are East Maui! Ko'olau, Hāna, Kīpahulu, Kaupō. We work together to honor our kūpuna, future generations, and lāhui. We strive for a life rooted in sustainability ensuring an abundance of resources. We protect and preserve our communities' traditions. From mauka to makai, our forests, streams, and ocean are full of life that feeds and empowers our families. As one 'ohana, we celebrate each other's commonalities and differences, committed to learn, share, and support all our efforts to mālama 'āina. Unified, we are stronger, more efficient, knowledgeable, compassionate, and resilient. In this, we honor our hā. 'O Maui Hikina Kākou! We are East Maui!

– Mālama I Ke Kai: East Maui Community Action Planning Workshop, August 2019



2. **If your group does not have a collective statement of shared aspiration, we recommend beginning with a brainstorming session to identify areas of mutual interest.** Ask why those involved are coming together to take action around your site. Some groups found it helpful to brainstorm using the “preparing your voyaging canoe” exercise: Symbolically envision: “Where are we going (our ultimate destination)?”, “What do we hope to achieve when we get there?” and, “What do we need for the voyage and why?” Write these questions on three separate sheets of flip chart paper and ask participants to write their responses to each of these questions on sticky notes and place them on the appropriate sheet.
3. **Once brainstorming is complete, ask volunteers to categorize similar thoughts together, and read back the contributions to the group. Add any other thoughts that participants might have at this time.**
4. **Ask for a few volunteers to summarize the brainstorming into a compelling and inspiring paragraph of purpose to share later in the workshop. Review and edit as necessary as a group so the statement reflects the group’s shared aspiration.**

You may choose to read your Ho’omau at the start of each meeting as a reminder of the group’s shared aspirations.





Activity 1.6

KAHUA HANA: Developing Your Group's Vision, Values, and Mission

(2 hours)

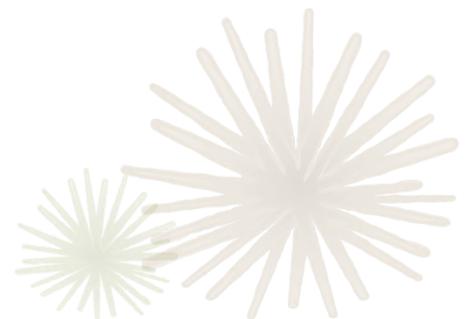
1.6a Articulating Your Vision for the Future

WHAT IT IS

The Kahua Hana (foundation principles) is a collection of the principles that will guide your work. It includes your vision, values, and mission. Your vision statement conveys what your resources, place, or community will look like once you achieve your mission (see Activity 1.6c). It is written in the present tense as if that envisioned reality were already occurring. A compelling vision is what will guide your group, keeping you focused on the work that needs to be done, giving you strength during challenging times, and moving you toward your ultimate goal. There is no one formula for creating a vision statement. Use your heart and gut as a guide. Does it inspire you? Will it focus your attention? Vision statements can be short (e.g. "we will have a man on the moon") or long. But, in either case, they must provide a clear and compelling picture of your preferred future. A good vision answers the question: "What will success look like?" A great vision empowers. This is your world. Shape it or someone else will.

SUPPLIES NEEDED

- Flip chart paper and easels
- Half sheets of paper or index cards, a few for each person
- A wall or table
- Pens or pencils and markers
- Painter's or masking tape



WHY IT'S USEFUL

New community groups often establish a vision at the beginning of the process to establish consensus and to guide issue and strategy identification. A vision should be widely disseminated and used to help guide your group's decisions and actions. A compelling vision can be transformative—a catalyst that will help you affect the change you want to see and motivate others to support your efforts.

HOW TO CONDUCT THE ACTIVITY

1. **Discuss what a vision is** – a compelling statement of a preferred future, stated in present tense (10, 20, or 50-100+ years from now). Decide how many years you want to look into the future.
2. **Provide all participants with a sheet of paper, a pen, and about 10 sticky notes.** Break into pairs and allow each person 10 minutes to interview the other, while simultaneously taking notes on the sheet of paper to capture their responses. Write these questions on a flip chart paper for all to see: "Tonight when you go to sleep, you have a deep, deep sleep and wake up 20 years later. While asleep, major positive changes have happened. You notice that your place/resources/community has become all you hoped it could be—the way you believe it ought to be. It is exciting to see. Describe what is happening—things that are new, different, or the same but even better. Talk about what is going on that exemplifies the ideal place/resources/community you have always hoped for."
3. **Between the two of you, decide which main points to share with the larger**

EXAMPLES



The waters of Polanui are thriving with an abundance of native fishes and limu. The community is empowered through aloha to mālama nā papa limu 'o Pi'ilani and ho'omau in our traditions for future generations to come.

– Polanui Hiu

We will pursue our vision of a healthy functioning ecosystem, providing safe environmental use and abundance that sustains people in a pono way guided by the stewardship traditions that allowed generations of Hawaiians to flourish in the moku of Wailuku and by the values they practiced.

– Wailuku CMMA

group and write each distinct point on a separate sticky note.

4. **Ask each pair to share the main points of their visioning with the group.**
5. **Group similar statements together on flip chart paper and give each grouping a title or heading.** Allow time for group members to reflect on the statements organized on the wall.
6. **Ask for volunteers to form a vision committee and synthesize the main points into a shared vision statement.** Later in the meeting or at a future meeting, have the vision committee share the draft vision statement with the

group for review and input. Work together to finalize a vision that is embraced by all. Research suggests that

visions that are concise, clear, future-oriented and inspiring are likely to bring about better results.

1.6b Identifying a Set of Shared Values

WHAT IT IS

Values are guiding principles that express the core beliefs of your group. They will influence what you will or will not do to achieve your vision. Values can be expressed in many forms including words, phrases, and sentences, but to be embraced and acted upon, they must reflect what you really care about.

WHY IT'S USEFUL

Values are important in the strategic planning process and in implementing your work as they outline or clarify expectations for group and individual interactions and decisions. Any discussion that focuses on the question, "What's more important, this or that?" is a discussion of values.

HOW TO CONDUCT THE ACTIVITY

1. **Discuss values that are important to you.** Share experiences, thoughts, and stories that demonstrate values in action. Think about your aspirations and vision. Which values will help you get there? Which will help you change things you might need to change or see differently? To augment your discussion, refer to Appendix H: List of Values and consider the questions below. Record all ideas on flipchart paper.

- What values would we like to reflect through our work?
- How will our work reflect those values?

SUPPLIES NEEDED

List of common values in Hawaiian and English
Colored dots
Flipcharts and easels
Markers and pens
Hawaiian Dictionary

- What do we want others to say about the way we do our work?
- How do we want to conduct ourselves and our work?

2. **Identify the values that are the most important, meaningful, and relevant to your work.** Count the values generated in the discussion. Give each participant one-third as many dots as the total number of values (for example, if there are 12 values, distribute 4 dots per person) and a few minutes to place their dots next to their top choices (one for each) on the flip chart paper. You may want to turn the flip chart away from the group so each person can have some privacy when selecting their choices.
3. **Tally the number of dots next to each of the values and discuss whether the values with the most dots are consistent with the group's preferred and true values.** Adjust as necessary to reach your set of shared high priority values. Recognizing that this activity may seem simplistic for an important topic with potential differences of opinion, and that people may not voice their dissent with the group, you can add an additional step if you feel it is needed:

4. Give everyone a slip of paper or sticky note and ask participants to anonymously write down any value they feel is missing or is not included. Use these notes to generate more discussion and define the values all can live with and by.
5. Embody and enact these values in your work together, in the decisions you make, the actions you take, and the spirit in which you interact and carry out your work. Consider sharing these values at the beginning of your group meetings.

EXAMPLES



We are inspired by and embody traditional values:

Pono – do and honor what is right

Kuleana – responsibility to people and place

Laulima – work together

Kōkua – unwavering and “no strings attached” commitment to helping others

Ho’omana’o – remembering, recollecting, and linking the past, present, and future

– Maunalei Ahupua’a CMMA

We are guided by our Hawaiian values:

Aloha ‘Āina – We have deep love and respect for the land and ocean

Konohiki - We utilize traditional Hawaiian knowledge in ahupua’a management practices and expertise

Kuleana - With the privilege of knowing the land comes the responsibility to care for it

Laulima - Working together, we feed our community

Lōkahi - Our spirit is of unity, agreement and harmony

Mālama - We take care of and protect the land, the ocean and each other

‘Ohana - We are one family

– Kīpahulu ‘Ohana

We believe that we will improve the lives of our people by providing experiences in a holistic and iterative process aligned with five core principles:

Ho’ēwe (Cultural Rootedness)

Kahu Ho’īlina (Environmental Stewardship)

Ka’i Like (Intergenerational Exchange)

Ka’imi’ike (Lifelong Learning)

Māhuaola (Health and Wellbeing).

– Ka Honua Momona

1.6c Developing a Mission Statement

WHAT IT IS

A mission is a definitive statement for why a group or organization exists, and what it intends on doing. The statement should answer the questions: **Why** are we here? **What** do we do? Whereas a vision “paints a picture” of the future, a mission explains what is being done now and why. In this regard, it is an important and complementary component to a group’s vision. Effective mission statements need not be longer than 10 words: A verb, a target population, and an outcome that imply something to measure. Why so succinct? It’s long enough to be specific and short enough to encourage clarity.

WHY IT’S USEFUL

An effective mission statement provides direction and a sense of identity for the group. It also helps to inspire support for your work. Your group may already have a mission statement. If so, use this opportunity to reflect on it. Does it still meet your needs and represent your group’s aspirations? Can it be updated to be even better?

HOW TO CONDUCT THE ACTIVITY

1. **Discuss the purpose and components of a mission statement as a group.**
2. **Provide each participant with a sheet of paper, a pen, and about 10 sticky notes.** Break into pairs and allow each person 10 minutes to interview the other. Ask: What action words describe the fundamental purpose of the group? Who is your target population? What are the desired outcomes of the group’s actions? Write the responses on the

SUPPLIES NEEDED

Flip charts and easels
Index cards or large sticky notes
Markers
Pens



EXAMPLES

Educate and unify the entire Kaupō community to embrace cultural and natural resource management.

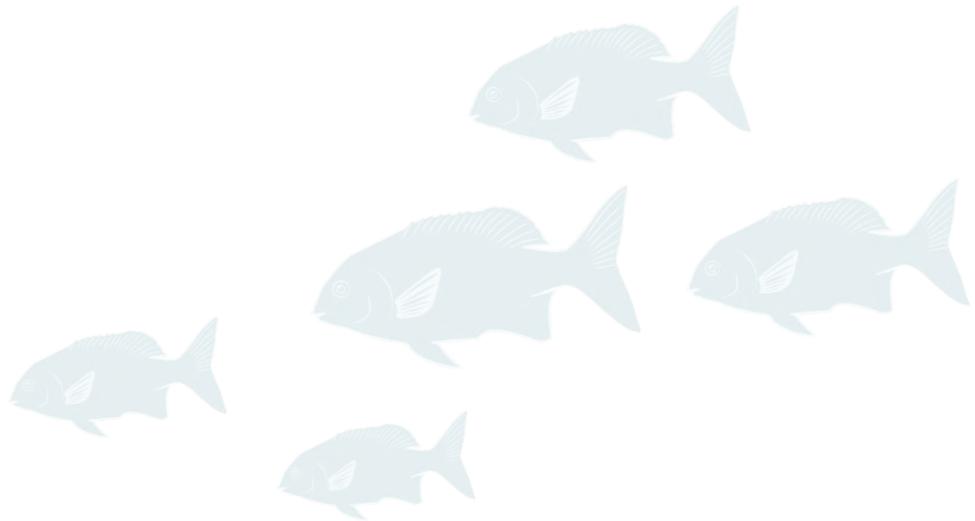
– Moku O Kaupō

To perpetuate local resources essential for the subsistence of present and future generations of Ho’olehua Homesteaders; to maintain subsistence as a viable option in Moloka’i’s fluctuating economy; and to encourage young Hawaiians to perpetuate traditional Hawaiian fishing practices.

– Hui Mālama O Mo’omomi

sheet of paper. Discuss which responses to carry forward to the larger group. Write these main points, one per sticky note from each question/response.

3. Ask each pair to share the main points with the group.
4. Categorize the statements on flip chart paper. Group similar statements together under "verb," "target population," and "desired outcome."
5. Your group may be able to create a compelling mission statement all together during this activity by putting together a sentence(s) using selected verb(s), target population(s) and desired outcome(s). Or you can form a mission committee to synthesize the most compelling main points into a mission statement. Later in the meeting or at a future meeting, have the mission committee share the draft mission statement with the group for review and input. Work together to finalize a mission that is embraced by all.





Activity 1.7a
PŌ'AI A OLA: Creating a Seasonal Calendar
(1+ hours)

WHAT IT IS

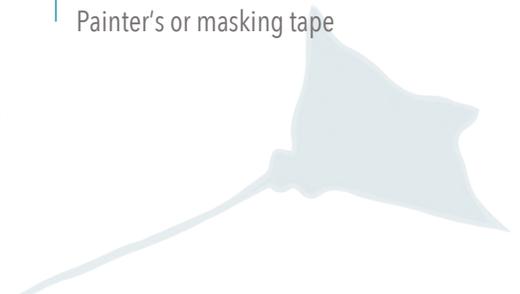
Your Pō'ai a Ola (cycle of life) is a calendar that reflects cyclical or seasonal events that occur within or outside of the marine environment over the course of a year. These events may be biological, cultural, or social, including things like fish spawning and migration periods, peak harvest seasons, and even fluctuations in human activity. In the same way a map helps us understand differences across a place, a seasonal calendar helps us understand differences over time. The accumulation of this information by a people in a place over decades and centuries reflects a valuable legacy of traditional knowledge.

WHY IT'S USEFUL

Effective resource management requires a keen understanding of seasonal and cyclical variations and impacts on the community and resources over a year. This knowledge allows us to adapt the way we use and manage resources. Today, climate change is exacerbating these cycles, and new and

SUPPLIES NEEDED

- Half sheets of paper or index cards, a few for each person
- A wall or table to place the paper on and work from
- Pens and/or pencils
- Painter's or masking tape



ongoing observations are crucial to better understand its impacts so we can adapt accordingly. The information you gather can also help your group identify knowledge gaps and the best times to engage the larger community (avoiding busier times of the year).

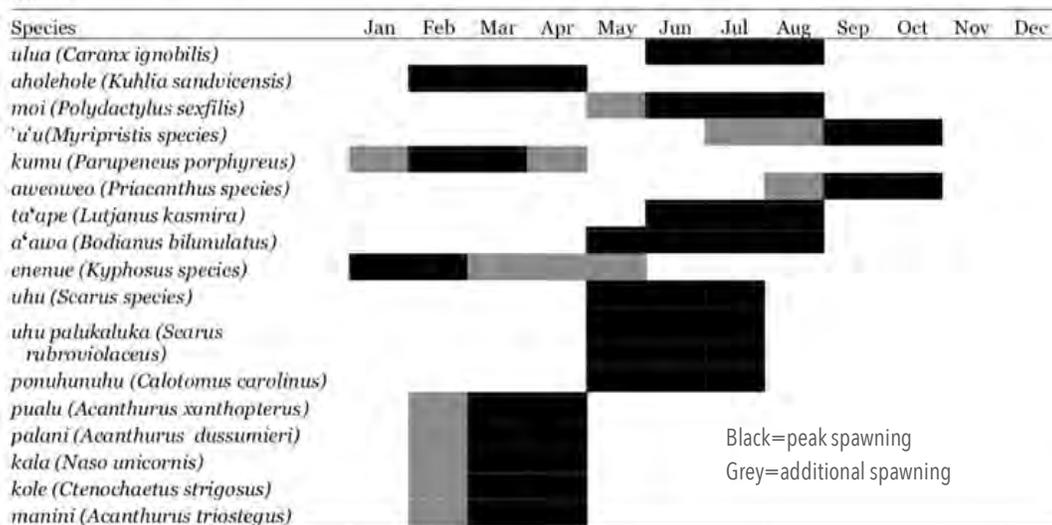
HOW TO CONDUCT THE ACTIVITY

1. Identify cyclical, seasonal, and monthly activities and events with impacts on your community or targets and their timing on Worksheet 1.7a. Use these questions to stimulate discussion.

- What are the main activities, including fishing, farming, harvesting, and other seasonal activities, that impact your targets and community? How do they vary over the year?

- What and when are the seasonal migrations, aggregations, spawning or mating patterns of your target species? If timing of these events has shifted over the years, note the specifics of the shift (e.g. earlier/later in the season or year, more/less frequent, etc.) in the notes.
- Are there seasonal cultural events, weather events or activities that dominate the community's time and attention or other patterns of note that may impact potential management activities?

2. Consider creating a Pō'ai a Ola of important biological information and best practices to share with your larger community. See examples below.





REFLECTIONS

One of my tutus was very good at making observations of weather over time. He was the one who told me the next seven years would be dry, and the seven years after that it will be wet. He lived to be 91 years old. Divide that into 7 year observations over nearly 100 years, and that is a lot. Looking at seasonality, my tutu would look for patterns and regularity in seven year cycles. But that doesn't seem to be the case now. Now we have periods of drought that last over 10 years and wet seasons that are shorter. For him, the seasons were about where and how to live and the locations of sources of fresh water and where they would fish, hunt and gather for themselves and forage for their livestock. In wet times they would live mauka in Kō'ele, and in dry times they would live makai in Keamoku. We have a saying: I ka wā mamua, i ka wā ma hope (the future can be found in the past). The idea is that the past experiences help you to understand how to live in the present time. If we can know past experiences of our people and how they were utilized, and understand and apply that in our time, it gives us a measure of continuity and ease, so we don't have to start from scratch. As we do that, we will discover if those ways of life still apply, giving us the ability to adjust, adapt, and innovate new ways of doing things.

– Maunalei Ahupua'a CMMA

Observe nature: ability to predict. Simply record the events of each moon phase to get deeper into the process of collecting data for everything. It takes time to get the answer, especially for the effects of climate change. What is going on? If you don't collect that information you have nothing to compare it to. For turtles, if the current changes, they might lose the route to the Northwestern Hawaiian Islands. For moi spawning aggregations in the spring, need to protect that. It's good to have other experts working on the same questions—recording questions along with observations. Different currents during different times of year—marine debris is part of that. The other part is analyzing the information—how do you know if you are coming up with the right analysis? Need to collaborate.

– Hui Mālama O Mo'omomi

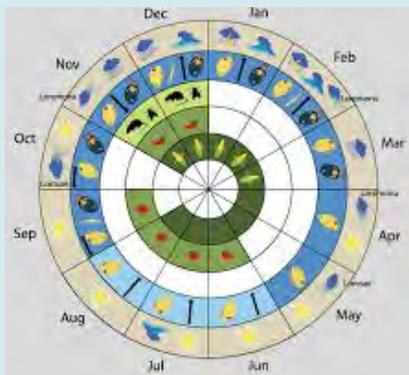
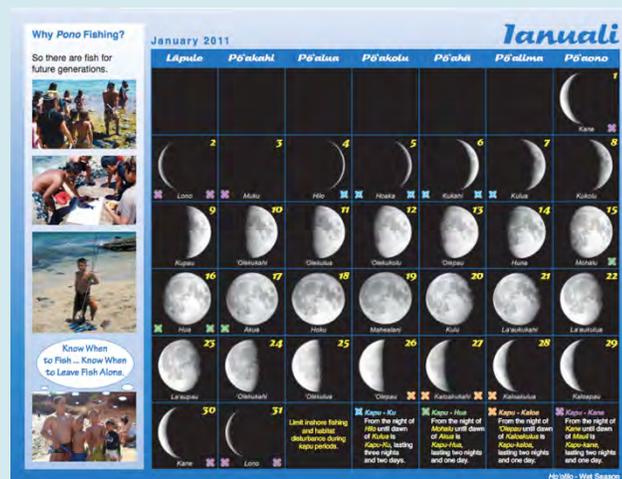
IDEAS FOR COMPILING AND PRESENTING YOUR PŌ'AI A OLA

There are many ways to compile and present cyclical and seasonal information and best practices. Sharing this information with the larger community via posters and calendars can help to perpetuate local knowledge and traditions.

Adopt the habit of journaling your observations at your place to build your own knowledge base (e.g. the connection between winter rains and limu growth). Note that a lack of activity is just as important to record as what you see happening. Continue to collect data over time to build your own knowledge and to populate your calendar. These activities help to build and bring traditional ecological knowledge into your management practice.

Create a Lunar Fishing Calendar

Create an annual Hawaiian lunar outreach calendar like Hui Mālama O Mo'omomi, see web link in Resources. To get started, fold six pieces of paper in half and staple the top so you have 12 sheets. Label each page for the 12 months of the year. Document what is happening with marine resources during each month and other events special to your place. Share this information along with pono practices for key events, such as spawning periods.



Create a Seasonal Community Calendar

Draw a big circle and divide into 12 pie pieces, each representing a month. Draw concentric circles inside the pie, designating each for a different category (e.g. targets, cultural events, fish spawning events, etc.). Create a symbol for each activity (e.g. spawning, peak limu harvest, etc.) and corresponding legend, then work together to complete the calendar by placing the symbols in the month(s) the event occurs. Once completed, take a photo of the calendar to include in your digital records.

Worksheet 1.7a: Pō'ai a Ola

Events / Timing	Main Community Activities	Weather Patterns	Special Events and Patterns	Fishing Types			
January							
February							
March							
April							
May							
June							
July							
August							
September							
October							
November							
December							
Notes:							
Community/place name and date:							
Planning Team members present:							



Activity 1.7b

KUMU KĀNĀWAI: Developing a Code of Conduct for Your Place

(1+ hours)

WHAT IT IS

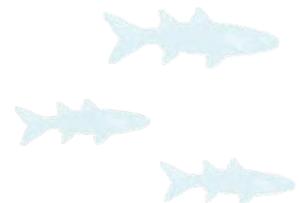
Your Kumu Kānāwai (code of rules) is a summary of the behaviors that, if followed, would improve the health of resources and quality of life in your place. A Kumu Kānāwai typically promotes pono practices for fishing and harvest and other non-destructive behaviors (e.g. don't leave trash, don't stand on or strike reef, etc.).

WHY IT'S USEFUL

A Kumu Kānāwai is extremely useful for educating resource users and visitors about healthy, constructive behavior at your site. Developing the document is also helpful in identifying issues or behaviors that have negative impacts on resources and resource users that should be addressed in your Community Action Plan, along with appropriate actions for addressing them.

SUPPLIES NEEDED

- Half sheets of paper or index cards, a few for each person
- A wall or table to place the paper on and work from
- Pens and/or pencils
- Painter's or masking tape



HOW TO CONDUCT THE ACTIVITY

1. **Conduct a brainstorming session to come up with ideas for your Kumu Kānāwai.** Ask your group: How you gonna act? In other words, how would you like people to conduct themselves in your place? These can be related to fishing and harvest or other behaviors such as picking up trash, where to park, and desired quiet hours.
2. **Work together to craft statements that encourage appropriate behavior.** It is important to frame statements in the positive, rather than the negative, to encourage voluntary compliance, so try to avoid using phrases like “do not.”
3. **Once you have a good draft, share it with others in the community to get feedback and continue to develop and revise the document in your group.**
4. **Use your Kumu Kānāwai to inform your Community Action Plan.** Later, your group will decide how and when you would like to use your code of conduct in signage or other outreach materials. You may also choose to formalize some or all of it.

EXAMPLES



- *Observe kapu periods (no-take periods) when fish are spawning. These times are important for many species to reproduce. Do not disrupt the spawning schools or habitat during peak spawning season.*
 - *In each month, there are four major ritual periods, collectively known as kapu pule. Limiting inshore fishing and other disturbances during these days and especially during the nights of the kapu periods is a pono fishing practice and strongly recommended.*
 - *Harvest only what you need.*
 - *Catch only what you can carry.*
- Hui Mālama O Mo'omomi, partial list on signage and in Pono Fishing Calendar
- *Communicate with other families to coordinate so you don't pick in the same area at the same time.*
 - *Take a few for your family tonight, not for your freezer (take only what you need).*
 - *Pick them bigger than a half dollar (1 ¼") or bigger, but not the really big ones.*
 - *Don't pick the big ones below the waterline (kō'ele).*
 - *Keep moving, don't take all from one area.*
- Nā Mamo O Mū'olea, Hāna cultural values for harvest developed to preserve current and future populations of 'opihi.

STEP 2



HO'OMA'AMA'A:

Understanding Your Place

In the spirit of Ho'oma'ama'a (to become accustomed to, familiar with something), you will delve deeper into understanding your place. What sites and realms require your work and which issues do you need to address? Using the information you generated in Step 1, these activities will help you identify priorities for makai management.

- 2.1 HO'OWAE: Choosing Priorities and Project Area
- 2.2 PILIKIA PAHA: Identifying and Ranking Problems
- 2.3 KUMU LĀ'AU: Analyzing the Situation
- 2.4 NĀNĀ I KA NU'U: Setting Goals

Ho'ohana aku, ho'ōla aku!

Use it, keep it alive!



Activity 2.1

HO'OWAE: Identifying Priorities and Project Area

(2+ hours)

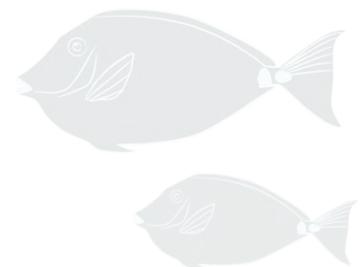
WHAT IT IS

A Ho'owae (to choose, select, discriminate) is one of the foundational steps for community action. Here, you will identify what specifically you want to improve or protect (targets) and your project's geographical area (scope). Building on the participatory activities in Step 1, this activity will guide your community group to further refine the list of targets and the scope you developed during the mapping activity. Here, you select and analyze the specific species and/or natural, social, cultural or economic targets that you will focus on, establish the current health of your targets, and define the geographic extent of your project.

Specific questions that this activity answers include “**what** are we seeking to care for, protect, or restore and **where** are we working.” Most projects can be reasonably well-defined by eight or fewer well-chosen targets that adequately account for the biodiversity at a location. Your targets may be specific species and/or ecological systems that support a variety of marine life (e.g. coral reef, sand patches, estuary) and/or those that support various aspects of human well-being (i.e. provide for physical, emotional, and cultural needs). Think about:

SUPPLIES NEEDED

- Flip charts
- Easels
- Colored flip-chart markers
- Community map



- Species important to livelihoods, diets, and cultural practice, such as reef fish, pelagic fish, invertebrates like 'opihi (limpet), or limu (seaweed)
- Species of special concern due to vulnerability, declining trends, or endemism
- Imperiled and endangered native species such as monk seals, sharks, sea turtles, manta rays, and corals
- Species aggregations, such as akule (bigeye scad), 'opelu (mackerel scad), nesting seabirds, and turtles
- Wide-ranging regional species and species critical to overall ecosystem health, such as predators like sharks and jacks or prey like nehu (endemic Hawaiian anchovy)

WHY IT'S USEFUL

Your Ho'owae will help your group focus energy and resources by identifying a strategic and realistic set of targets important to your place and community and by clearly defining the extent of your project's geographic boundaries. You also will identify:

- What a "good" health status looks like for your targets
- The key attributes that define the health status for each target
- The current health status of the targets and their key attributes (poor, fair, good, very good)

HOW TO CONDUCT THE ACTIVITY

PRIORITY TARGETS

1. Using the list of biological and human well-being targets you identified in your Palapala'āina, select the "most

important" targets to your community and write them in priority order (best as you can, from most to least important) in the first column of Worksheet 2.1a. If like most groups you have more than eight, consider nesting or combining targets into categories that share the same habitat and threats. For example, parrotfish and surgeonfish may be nested under reef fish or coral reef ecosystem. Record the nested targets in the first column as well. Including nested targets are useful as they help others see the breadth of resources that will benefit from your efforts. However, you should not nest if threats are unique or if the targets depend on very different things to be healthy and functional. Here are some considerations to keep in mind as you select your priority targets:

- Resources of concern to your community. These may be resources you have seen in decline or are important culturally, socially, or economically (e.g. 'opihi, coral reef, reef fish, akule, limu). Only include human well-being targets that are explicitly connected to natural resources (e.g. passing on inter-generational knowledge, healthy resource base that allows continuation of traditional practices such as gathering certain fish or invertebrate species, access to fresh water).
- Targets that represent the biodiversity at the site or capture the array of ecological systems, communities, and species in the project area (e.g. intertidal areas, reef flats, coastal wetlands).

2. For each target, describe what a "good" health status looks like in a few (3-5) sentences in the third column. For example, a description of "good" health for a coral reef might be: "Live coral covers more than half of the bottom. I see small and large corals. There are a lot of caves and ledges. There is an abundance of fish-eating limu. The water is clear most of the time."
3. Using these descriptions, determine and write the key attributes of good health status in the second column. For example, based on the description above, the key attributes of good health for a coral reef would be coral cover, coral age and size class, rugosity (amount of surface area of the habitat), abundance of herbivorous fish, and water clarity.
4. Based on the description of "good" health, rank the current health status for each target and its key attributes in the fourth column. Does its current condition match your description of "good"? Or, is it better (very good), worse (fair), or much worse (poor)? Color code your ranking: very good=green, good=light green, fair=yellow, poor=red. Leave the last column blank as you will complete that in Activity 2.2.

REFLECTIONS



When we started our planning process, we expanded our geographic scope from a single ahupua'a to the entire island of Lāna'i. The reasons were many. The reef at Maunalei is part of a large 1,800 acre reef on the northeast side of Lāna'i – we thought the reef should be managed as a whole. Additionally, our population is only about 3,000 people for whom subsistence fishing is important all around the island – we thought that all fisheries should be better managed. Lastly, all the makai areas around the island share a common problem of sedimentation due to excessive deer populations. Lāna'i is comprised of thirteen ahupua'a, three of which are unique in that they extend across the island from the kona to ko'olau regions. This speaks to the connectivity between the two sides of the island and how its inhabitants traveled to different parts of the island in order to harvest various resources.

– Maunalei Ahupua'a CMMA

Our community effort spans the moku of Wailuku, however, for our community action planning process, we decided to focus our efforts on an area within the moku where we were focusing our work – Kahului Harbor Fisheries Management Area. We selected two targets and eight nested targets. For Healthy Harbor Fishery – a place where juvenile fish take refuge and an essential component of healthy fisheries, the nested targets are: forage fish, akule, limu, water quality, and beaches and dunes. For Healthy Harbor Community – where community members can come to enjoy recreational activities in and around the harbor in a safe setting, the nested targets are: enhanced recreation, public access, and community stewardship.

– Wailuku CMMA

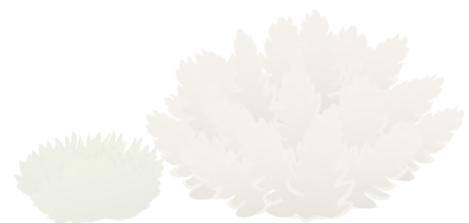
GEOGRAPHIC SCOPE**1. Using your Palapala'āina as your starting point, refine the boundaries of your project area based on the needs and geographic scope of your targets.**

Ultimately, the precise boundaries will be determined by your group's capacity and by the places and ecological systems essential to the health of your targets. Refining your project area will help your group focus its limited resources on the most vulnerable or threatened species or areas needing immediate attention. Keep in mind that species range is an important factor to consider as you determine your scope (see Movement of Coral Reef and Coastal Pelagic Fish Species in the Pacific Ocean below). You will want to ensure that your target species spend most of their life cycle (or at least a significant portion) within your project area. You will also want to identify where they go during the parts of their cycle when they are not in the project area. Reaching out to others with expert knowledge of a topic, such as where a target species spawns, can help you fill information gaps. As you acquire new information, you may continue to adjust the boundaries. As you begin to refine your boundaries, consider these questions:

- Over what area can your group effectively manage/have a positive influence?
- What areas are essential to species life cycles (e.g. nursery and spawning

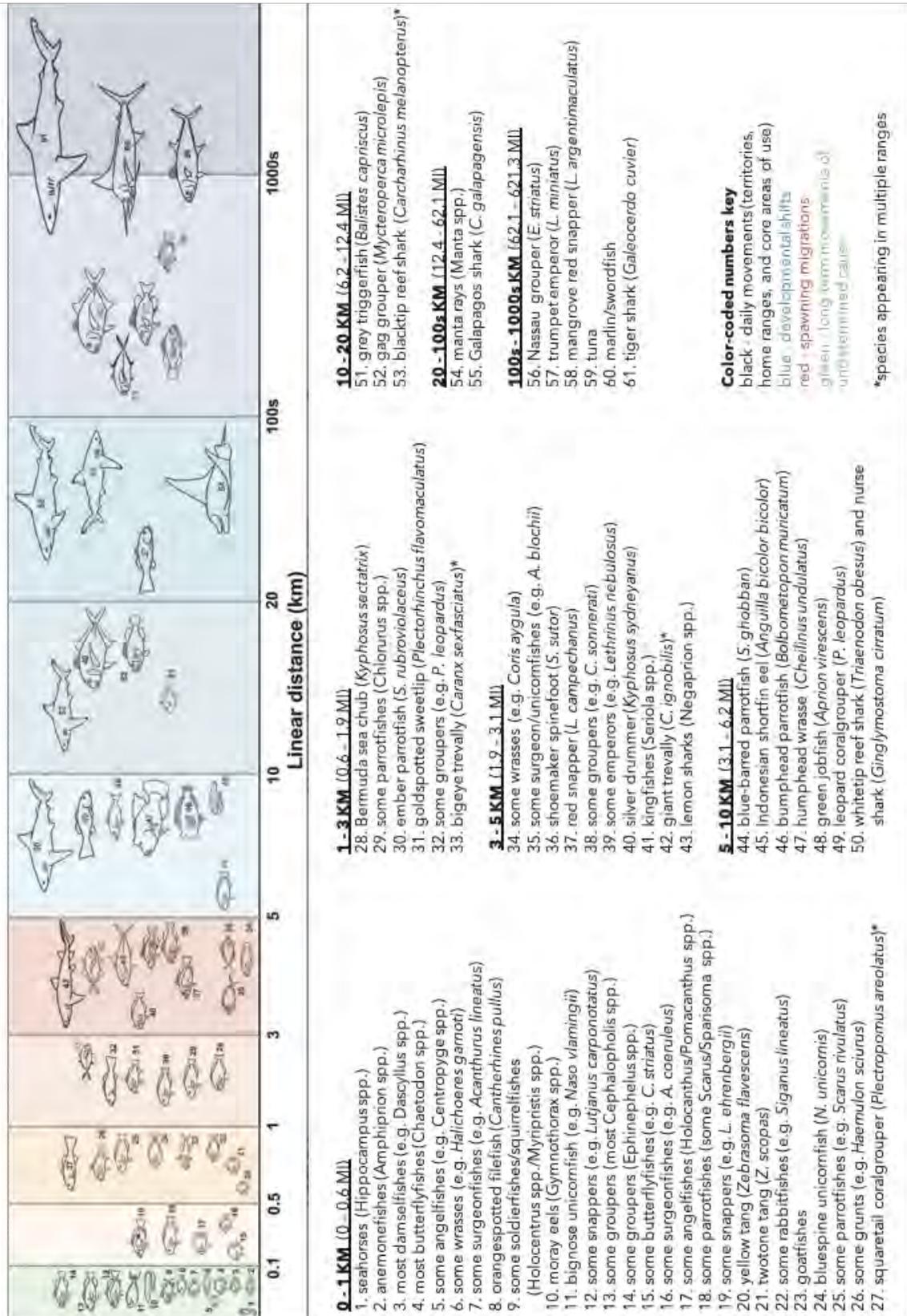
areas), migration patterns, and ranges?

- Where are key areas that influence the ecological processes in your place (e.g. streams, forests, wetlands, reefs, channels, surf zone(s), sources of pollution, etc.)?
- Where do people use resources and what do they do (e.g. gathering 'opihi, surfing, etc.)?
- Have you included biologically important habitats?
- Have you included any special or unique sites or species?
- What is the depth of ocean or distance from shore that will be included?
- Is your scope adequate for your targets?
- Would it make sense to use traditional, natural, or manmade features (e.g. moku, ahupua'a, stream, road) as boundaries for your area?
- Would it make sense to adjust the boundary to include the entirety of a natural system, such as a reef or estuary?
- Would it make sense to partner with others to mālama areas that extend beyond the scope you originally envisioned?

2. Write a description of the area and the reasons you selected it in Worksheet 2.1b.

Movement of Coral Reef and Coastal Pelagic Fish Species in the Pacific

Adapted from Green et al. 2014



Worksheet 2.1a: Priority Targets, Key Attributes, and Current Health - EXAMPLE

Targets (beginning with most important)	Nested Targets	Key Attributes What characteristics are essential to long-term health of the target?	Characteristics of Good Health What good health looks like for your target?	Current Health Is it good, better (very good), worse (fair), or much worse (poor)?	Threats by Target (Activity 2.2)
1. Coral reef	Coral, wana, crabs, fish that eat algae	<ul style="list-style-type: none"> • Coral cover • Young and old corals • Reef structure • Herbivore fish abundance • School size • Duration • Frequency • Presence of juveniles • Abundance • Size-class structure • Biomass • Diversity 	Live coral covers most of the bottom, and I see small and large corals. There are lots of caves and ledges. There is an abundance of fish-eating algae and the water is clear most of the time.	POOR	
2. Akule			Akule ball comes in every summer and stays for a month or more. Halalū too.	GOOD	
3. Reef fish	Parrotfish, manini, kole, etc		There are a lot of reef fish of many kinds on the reef. There are small young fish, large reproductive fish, and every size in between.	FAIR	
4. Intertidal species	'Opihi, limu kuhu, ha'uke'uke, pūpū				
5. Native stream life	'o'opu, 'ōpae				
6. Wahi pana					
7. Community fishing					
8.					

Worksheet 2.1a: Priority Targets, Key Attributes, and Current Health						
Targets (beginning with most important)	Nested Targets	Key Attributes What characteristics are essential to long-term health of the target?	Characteristics of Good Health What good health looks like for your target?	Current Health Is it good, better (very good), worse (fair), or much worse (poor)?	Threats by Target (Activity 2.2)	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						



Worksheet 2.1b: Geographic Scope

Description of geographic scope	Reasons why this scope was selected



Activity 2.2

PILIKIA PAHA: Identifying and Ranking Problems

(1.5+ hours)

WHAT IT IS

Pilikia Paha (possible problems) is an analysis that moves your group from a longer list of possible problems to a short list of direct threats to your targets. Direct threats are primarily human activities that immediately degrade a target (e.g. unsustainable fishing, nearby construction, wastewater, or introduction of invasive species). Direct threats also can be natural phenomena altered by human activities (e.g. increase in extreme storm events or increased sea level rise due to global climate change).

The analysis focuses on identifying the “source of the stress,” which is the factor or process that is directly causing the problem (e.g. feral ungulates denuding the landscape and contributing to runoff, coastal development, too many people fishing in a given area) and results in a ranked list of priority threats.

SUPPLIES NEEDED

- Community Map from Step 1
- List of Targets from Step 1
- Completed Worksheet 2.1a: Target Priority, Key Attributes, and Current Condition Table
- Large flip chart paper and easel
- Markers



WHY IT'S USEFUL

Understanding the source of stress to your targets and the significance of each can help ensure that the strategies you develop focus on are effective in addressing the most serious threats to the long-term survival and health of your targets.

HOW TO CONDUCT THE ACTIVITY

1. Identify the direct threats to each of your targets' key attributes and write them in the last column of Worksheet 2.1a: Priority Targets, Key Attributes, and Current Condition. These may be existing threats or threats expected to emerge in the next 10 years. Think specifically about the key attributes that are not doing well, the ones that are showing degradation symptoms. What might be causing this degradation? Think about the activity or process that is currently producing undesired results. For example, if sedimentation is smothering the coral reef, list the reasons why soil is free to wash into the ocean (e.g. fire, ungulates, fallow agricultural roads, nearby construction).
2. Assess and refine the sources of stress/direct threats you identified, combining where possible, and list up to 12 affecting some or all of your targets in the top row of Worksheet 2.2a: Threat Analysis Table and list your targets and key attributes in the first column.

REFLECTIONS

Historically, Kahului Harbor was an important subsistence and commercial fishery for nehu, a small, silver schooling anchovy that is an important food source for the community and commercially valuable as the primary bait for aku or skipjack tuna. Forage fish like nehu are the foundation of a healthy ecosystem. Forage fish typically feed on plankton and use limu and shallow waters for protection. These species are not only sought after by larger predatory fish but fishermen as well, and are important for both a healthy ecosystem and fishery.

For Kahului Harbor Fisheries Management Area (FMA), we identified nehu as our priority target and the priority threats as commercial take by hand-held 'ōpae nets exceeding the FMA rule of no more than 50 fish per person per day. To gain a better understanding of fishing and other activities within Kahului Harbor, we conducted a creel survey with our partners to estimate catch through continual observation and interviews with fishers over a set period of time. The survey recorded an estimated annual number of 7,826 fishermen, 33% of the fishing activity was identified as illegal, with the majority (96%) being attributed to nehu being caught using the two stick push net method ('ōpae net), with fishers catching greater than the allowed 50 specimens of marine life per day.

With this knowledge about the specific nature of the threat, we were able to target our efforts to alleviate the problem, an effort that continues today.

– Wailuku CMMA



Lump direct threats if:

- they are similar and are caused by the same actors
- they will require similar strategies
- you have a lot of direct threats

Example: all unsustainable fishing practices used by local small-scale fishers

Split if direct threats:

- are different and are caused by different actors
- will require different strategies

Example: unsustainable fishing practices used by local, small-scale fishers versus unsustainable fishing practices used by industrial fishing boats

- Using the Threat Ranking Guidance below and the current health of key attributes you identified in Worksheet 2.1a, rank each direct threat against each target and its key attributes and write your color coded ranks in

Worksheet 2.2a: low (L)=green, medium (M)=light green, high (H)=yellow, or very high (VH)=red. To determine threat rankings, consider the scope, severity, and irreversibility (defined below) and what changes can reasonably be expected within 10 years under current circumstances. Note that the time frame for invasive species and climate change is longer (20-50 years) and requires early action to be cost-effective. If a target is not affected by a threat, do not rank it, simply skip over it. Groups tend to over rank threats, seeing everything as a big problem. This is not helpful. The purpose of the analysis is to identify and agree upon the most pressing threats—the ones that must be addressed to ensure your target will thrive in the future. Be selective with your H and VH ranks. As indicated in the guidance below, a VH rank should correspond to a “Poor” current health ranking, H should correspond with “Fair,” etc. Discuss the results. Do they make sense? If not, revise as necessary.

Threat Ranking Guidance				
Ranking	Current Health	SCOPE Amount of Damage	SEVERITY How Bad	IRREVERSIBILITY Is It Fixable
Very High	Poor	Very widespread—everywhere target is	Destroy or eliminate	Not fixable, for all intents and purposes
High	Fair	Widespread	Seriously degrade	Fixable but really expensive
Medium	Good	More local	Moderately degrade	Fixable at reasonable cost
Low	Very Good	Very local	Slightly impair	Easily fixable at relatively low cost

4. Add the number of VH (4 points), H (3 points), M (2 points), and L (1 point) rankings in each column and write the totals in the bottom row. Higher numbers signify higher occurrence, scope, severity, or irreversibility of a direct threat. This ranking should reflect the most damaging threats to the targets you identified. Discuss these

results. Do they make sense? If not, revise as necessary.

5. Lastly, using the total scores at the bottom of the worksheet, list your top 3-6 threats in priority order from the highest to the lowest on Worksheet 2.2b: Threat Ranking Table.

Worksheet 2.2a: Direct Threat Analysis Table – EXAMPLE

Target and Key Attributes	Sources of Stress to Targets and Key Attributes						
	People leave trash	Fire risk	Many people fish here	High # of poles	Fishing contest during spawning	Soil erosion from goats	Loss of traditional knowledge
1. Special places	VH	H				H	H
2. Opihi			VH				
3. Ulua			VH	H	H		
4. Traditional knowledge							H
5.							
6.							
7.							
8.							
Total Score	4	3	8	3	3	3	6



Worksheet 2.2a: Direct Threat Analysis Table

Target and Key Attributes	Sources of Stress to Targets and Key Attributes									
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
Total Score										



Worksheet 2.2b: Threat Ranking Table

Priority Threat #1	
Priority Threat #2	
Priority Threat #3	
Priority Threat #4	
Priority Threat #5	
Priority Threat #6	



Activity 2.3
KUMU LĀ'AU: Analyzing the Situation
 (2-3 hours)

2.3a Situation Analysis – Identifying the source of problems

WHAT IT IS

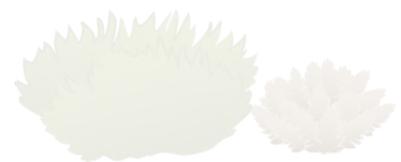
The Kumu Lā'au (teaching tree) is an analysis of the specific factors affecting your targets—the direct threats and the sources of those threats. The diagram you create will clearly illustrate the links between these things and, therefore, the opportunities for action or intervention.

WHY IT'S USEFUL

Understanding the factors, links, and opportunities for intervention is essential to figuring out how to effectively address the threats to your targets. This understanding will help to ensure that you focus on addressing the actual problem rather than the symptoms. It also will help to ensure that the strategies you develop to increase the health of your targets in Step 3 are focused and robust.

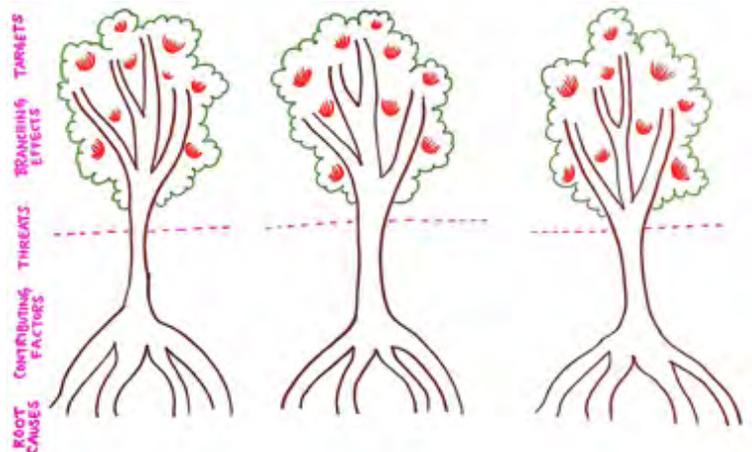
SUPPLIES NEEDED

- Large sticky notes or index cards with tape backing
- Large flip chart paper or butcher's paper
- Markers



HOW TO CONDUCT THE ACTIVITY

1. On several sheets of flip chart paper or a long piece of butcher's paper (5-6 feet), draw a diagram like the one on the right. Include one tree for each threat you will analyze.
2. Write your priority targets on green sticky notes and place them at the top of the tree canopy. Write the associated human well-being targets on tan sticky notes and place them above the priority targets.
3. Write your 3-6 highest-ranking threats from Worksheet 2.2b on pink or purple sticky notes and place them one at a time on the tree trunks above the dotted line. Link them to the targets they most impact by drawing a line or using a strip of painters tape.
4. For each threat and working toward the roots, add yellow sticky notes describing what is causing the threat to occur. Consider both the contributing factors and underlying root causes that have led to the problem as it now occurs or is expected to occur in the next 10 years if it is a potential threat. These may be social, economic, cultural, political or environmental causes, motivations, or structures. Ask probing questions about why the problem is occurring. Contributing factors that directly lead to or explain why the problem occurs, should be placed closer to the direct threat. Root causes that are indirect or underlie other root causes should be placed deeper in the root system. Review the root causes and contributing factors you have identified and remove any you deem



inconsequential, irrelevant, or redundant.

5. Write the effects of the threats to your targets on violet sticky notes and place between the targets and threats. Consider how the key attributes of your targets are affected (e.g. reduced water quality, reduced fish populations, fish are hard to catch).
6. Draw lines or arrows to show the links between the root causes, contributing factors, direct threats, and effects to targets and key attributes, adjusting sticky notes as necessary. Check the logic of the links by tracing them through the tree from the roots to the canopy. This should show how the root causes and contributing factors directly lead to the problem that is affecting your targets.
7. Write opportunities for making positive changes on blue sticky notes and place them near the appropriate threats, factors, or causes on your Kumu Lā'au. Opportunities could include social interests (e.g. desire to maintain traditions and lifestyle), market shifts (e.g. higher prices and expanded

market for kalo [taro]), new policies (e.g. the State's Holomua: Marie 30x30 initiative, mandated transition from cesspools), increased political will (e.g. decision makers committed to sustainability), etc.

8. **Write the key stakeholders associated with factors or opportunities on gray sticky notes and place them next to these.** Think about people who may benefit in the current situation. Think about those negatively affected if the problem continues.
9. **Review the diagram and mark any places your group feels like "we're not really sure" with an orange dot.**

Consider the places or links that might be based more on perceptions than facts. If your group decides these are critical areas to address going forward, you will want to identify ways to get the information necessary to improve your understanding of the situation so you can develop strategies that can effectively address the threats.

10. **Lastly, mark these places in the diagram where targeted action could pave the way for change with green dots.** These are your intervention points. You will focus on these as you develop your strategies in Step 3.

REFLECTIONS

In Kīpahulu we did a kumu lā'au for our top threat – unsustainable harvest. So much has changed in Kīpahulu in the past 40 years in terms of access. Forty years ago, very few people came to Kīpahulu. Today the road is paved, the population of Maui has tripled, and we have at least a million visitors to the Kīpahulu section of Haleakalā National Park annually. Our analysis of the situation, root causes, and stakeholders set us up nicely for finding a solution to unsustainable harvest due to increased access, including all the people involved or who may be affected. We are now seeking a Community-based Subsistence Fishing Area (CBSFA) designation and rules with the State Division of Aquatic Resources. The CBSFA and Community Action Plan will help us proactively protect the ecosystems, subsistence resources, and traditional and customary practices we depend on for our subsistence fishing, hunting, gathering, and farming way of life.

– Kīpahulu 'Ohana



2.3b Stakeholder Analysis

WHAT IT IS

A stakeholder analysis is a process to identify individuals, groups, or organizations who influence or have an interest in the resources that your community is focused on managing. Those with a large level of influence are primary stakeholders, while those with moderate to low levels of influence are secondary stakeholders. In the context of makai management, primary stakeholders typically include local community members, commercial, recreational, and subsistence fishers, ocean tourism operators, landowners or developers, government agencies, and non-government organizations. Examples of secondary stakeholders include hotel operators, restaurant owners, and researchers.

WHY IT'S USEFUL

Effectively engaging stakeholders is crucial to generating support and making change, and you can't engage your stakeholders until you have identified who they are. This activity will help you continue to identify your stakeholders and consider how they influence or impact your current situation and, therefore, how and when to engage them (e.g. invite them to join the core planning group to encourage regular involvement, engage occasionally through targeted outreach, or involve in solutions when your plan is completed). It will also inform the strategies you develop in Step 3.

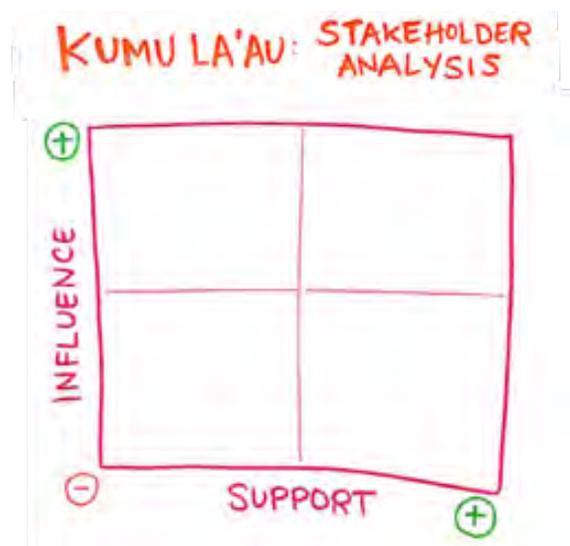
HOW TO CONDUCT THE ACTIVITY

1. Draw a stakeholder analysis diagram, like the one on the right, on a flip chart or butcher's paper.

SUPPLIES NEEDED

Large sticky notes or index cards with tape backing
Large flip chart paper or butcher's paper
Markers

2. Write the stakeholders (individuals or organizations) you identified in Activity 2.3a: Kumu Lā'au Situation Analysis on sticky notes and place them in the section that best describes their level and type of influence. Do they have a high level of influence (+) and are supportive (+)? Do they have a high level of influence (+) but are not necessarily supportive (-)? If a stakeholder has no interest in your community's resource management, then they are not a stakeholder.
3. Brainstorm additional stakeholders who impact your community's marine resources directly or indirectly and add their names in appropriate sections. Keep in mind that stakeholders may be different between marine and terrestrial areas (e.g. fishers versus landowners).



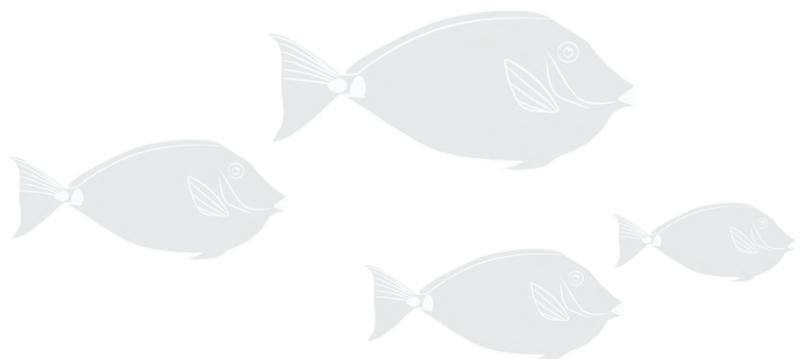
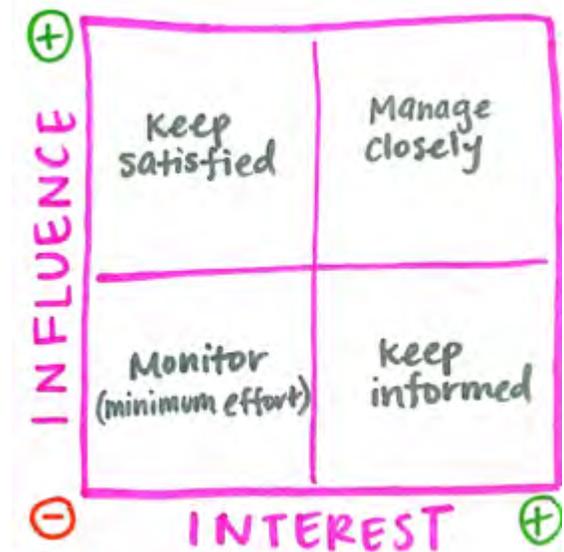
STEP 2 HO'OMA'AMA'A: Understanding Your Place

Pay special attention to people or groups who may be marginalized or perceived to have limited power, so you can avoid any unintended consequences of excluding them.

4. Determine where stakeholders fall in the grid to guide the ways you engage with them.

- ✓ **High influence, less interested people (Keep Satisfied):** put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.
- ✓ **Low influence, less interested people (Monitor):** monitor these people, but do not bother them with excessive communication.
- ✓ **High influence, highly interested people (Manage Closely):** fully engage these people and make the greatest efforts to satisfy them.

- ✓ **Low influence, highly interested people (Keep Informed):** adequately inform these people and talk to them to ensure that no major issues are arising. People in this category often can be very helpful with the details of your project.





Activity 2.4

NĀNĀ I KA NU'U: Setting Goals

(1 hour)

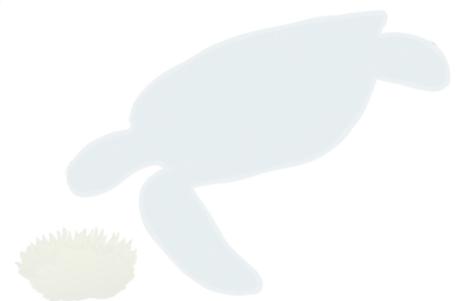
WHAT IT IS

Nānā i Ka Nu'u (look to the summit) is the identification of 2-3 broad goals that will guide your work. Each goal will have a set of associated objectives and actions. Goals and objectives differ and complement each other in the following ways:

- Goals relate directly to your community's vision and will help you to achieve it. Objectives relate to the specific change that your actions should achieve, so that you can meet your goals.
- Goals are written to be broad and general while telling us the direction of the change you seek. Objectives are written to be narrow and precise.
- Goals should be brief and simple to understand. Objectives should be detailed and can be lengthy.
- Goals are useful for communicating your work with outside audiences. Objectives are used internally to guide your actions.
- Goals need not be measurable. Objectives must be measurable.

SUPPLIES NEEDED

Large flip chart paper or butcher's paper
Markers
Completed products and worksheets



Each of your goals should be stated in such a way that it is easy for your group to remember. Often, goal statements are written as a simple phrase (for example, “abundant limu and more ‘opihi”), rather than as a complete sentence.

WHY IT'S USEFUL

Your goals are themes that serve as a “bridge” between your vision and your strategies (objectives and actions). Without strong and logical goals to guide your decisions and actions, you risk taking inadequate action, or worse, action that is ineffective because it does not keep the big picture in mind. In addition, your goals will help your group quickly and succinctly communicate your priorities to the outside world. Goal statements are often shared with those stakeholders who have high interest and influence over your community's marine area.

HOW TO CONDUCT THE ACTIVITY

1. **Refer to your vision that embodies the positive changes you expect to see as a result of your success and brainstorm ideas (words or sets of words) that as stated would reflect the main themes of your vision.** For example: “clean water,” “more, bigger fish,” “resilient community,” “‘āina momona.”
2. **Draft a couple goal phrases on flip chart paper (no more than 3).** Check and review your draft goal statement against the following “good goal” criteria, and adjust the draft statements as needed:
 - It is brief;
 - It is broad in scope and tells the direction of the change (more or less of something);



REFLECTIONS

Nā Mamo O Mū'olea's goals have helped us focus on our highest aspirations. Goal 1: Fulfill our kuleana to bring back resources and keep Mū'olea the way it is for future generations. Goal 2: Re-establish and perpetuate traditional practices for pono and sustainable resource management and replenishment.

– Nā Mamo O Mū'olea

Our two primary long-term goals are to develop indigenous education systems by revitalizing natural and cultural resources, and to perpetuate traditional knowledge and stewardship while evolving with modern technology.

– Ka Honua Momona

For a time, we struggled with goals and objectives, and defining what it was that we really wanted. We finally just said it in plain language – more 'opihi, more fish, more limu! In our Mālama I Ke Kai Community Action Plan, our goals are longer, but those words continue to guide us. Our goals are traditional Hawaiian sayings. Goal 1: Inā mālama 'oe i ke kai, mālama no ke kai ia 'oe. If you care for the ocean, the ocean will care for you. And, Goal 2: Hahai no ka ua i ka ululau. The rain follows the forest. Later our outreach slogans became: More 'opihi make more 'opihi; big fish make more fish; more limu make more fish; restore lo'i, revive traditions; and healthy forest makes more wai.

– Kīpahulu 'Ohana

- It is simple to understand and communicate;
 - It is stated using uplifting words and a positive tone;
 - It links directly to the group's vision; and
 - It relates directly to improving the status of specific priority target.
3. Write your goal statements in Worksheet 2.4.

Worksheet 2.4: Goals

Goal 1:

Goal 2:

Goal 3:

STEP 3



HO'OLĀLĀ:

Making Your Plan

In completing the first two steps—the Ho'omākaukau and Ho'oma'ama'a, you established the foundation for your makai management efforts by preparing your group, stating your intentions, and becoming more familiar with your place. Now, you will Ho'olālā (to make plans) a *Community Action Plan* that reflects your group's intentions and the knowledge you have accumulated. To ensure your plan is effective and feasible, you will assess the strategies you develop and consider whether or not your group needs to recruit others to help carry out your efforts. You will also create monitoring and work plans—essential building blocks of adaptive management—to guide your makai management and ensure you are on track to reach your goals.

- 3.1 HO'ONOHONOHO: Identifying Strategies – Objectives and Actions
- 3.2 'IMI HO'OMALU: Seeking Governance and Management Frameworks
- 3.3. HŌ'OIA'I'O: Assessing Strategies by Validating Assumptions and Expectations
- 3.4 HŌ'OIKAIKA: Assessing Capacity by Identifying Strengths and Needs
- 3.5 'IMI 'IKE: Creating a Monitoring Plan to Measure Your Impact
- 3.6 HO'OHANA: Creating a Work Plan – A “To Do” List to Guide Your Efforts

Inā mālama 'oe i ke kai, mālama no ke kai iā 'oe.

If you care for the ocean the ocean will care for you.



Activity 3.1

HO'ONOHOHO: Identifying Strategies – Objectives and Actions

(3+ hours)

WHAT IT IS

Ho'onohoho (to make arrangements) reflects the specifics of your plan—the **strategies**. Your strategies are comprised of objectives and actions. **Objectives** describe the outcomes you hope to achieve and answer the questions *what, where, by how much, in what time frame (usually 3-5 years), and for whom (if applicable)*. For example: Increase abundance and size of 'opihi by 5x over 50% of survey areas in the ahupua'a within 2 years.

Actions describe the how—the things you will do to accomplish your objective—and should be strategic with regard to benefits, feasibility, and cost. Actions should address social and ecological considerations, including how you will engage with the larger community to generate support for your endeavor. Actions also may address the establishment of traditional or government management frameworks that detail how people will use and

SUPPLIES NEEDED

- Flip charts
- Easels
- Markers
- Completed products and worksheets



interact with resources at your site to sustain community benefits and ecosystem resilience. For example, actions to achieve the 'opihi objective above might include: (a) conduct a survey with the community to understand the current status of 'opihi on our coastline; (b) share the findings broadly; (c) build support to establish 'opihi rest areas to increase the number of adult 'opihi creating larval spillover to adjacent areas; (d) establish 'opihi rest areas; and (e) monitor 'opihi rest areas with the community annually and report back to the larger community.

WHY IT'S USEFUL

Transparency is essential to successful collaborative community-based management. Your Ho'onohonoho provides that transparency, allowing anyone with an interest in your project area to understand your intentions and plans. Your **objectives** will help you clearly communicate the outcomes you expect to achieve with partners and the larger community. They also provide necessary context for the actions you will take. Your **actions** provide clarity and focus to ensure that you are directing your limited time and resources, both human and financial, to efforts that move you toward your desired outcomes.

HOW TO CONDUCT THE ACTIVITY

DEVELOPING OBJECTIVES

1. Using Worksheet 2.3a: Kumu Lā'au Situation Analysis, refer to the key 2-4 intervention points you marked on the diagram, where you thought you could make the change you seek most feasibly and effectively. Refer to other completed work as necessary: Worksheet 2.1b: Priority Targets, Key Attributes, and Current Condition,



REFLECTIONS

Perhaps equally important to achieving our many goals and objectives, is the way we approach our work. We believe that when we move in pono our actions can be effortless and joyous. Though not easy, they can be done with ease. We've established the following calibration points for our strategies that guides how we work toward our goals. We will create a culture of mahuaola— health and well-being—for our staff, volunteers, participants, and partners. We create routines and rituals that build on our existing organizational architecture. We recognize that it is imperative to maintain balance between pō and ao—activity and reflection, effort and rejuvenation, seasons of harvest and seasons of fallow. We place 'ohana at the center of our circle of impact recognizing that strong families nurture happy children, confident youth, thriving communities, and a world at peace. We recognize happiness as a key indicator of our success—internally with our staff, board members and core volunteers, and externally with our partners, participants and community. We seek to decrease our reliance on a cash economy by reigniting our ancestral systems of reciprocity.

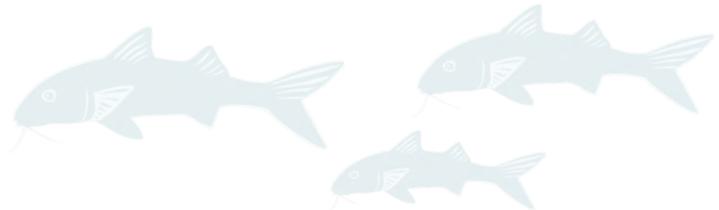
– Ka Honua Momona

Worksheet 2.2a: Threat Analysis, and Worksheet 2.2b: Threat Ranking Table.
Review and discuss the causes and effects of climate change, outlined previously on page 9.

2. State the positive outcome of the problem or need that you are addressing and write that on the flip chart as your draft objective. It may be helpful to refer to the description of "good" in the third column of Worksheet 2.1b. For example, if the priority threat to 'opihi abundance and size is overharvest, a desired positive outcome may be "increase size and abundance of 'opihi." You can also state an objective in terms of threat reduction, for example, "decrease overharvest of 'opihi," but that wording can be limiting and if the situation changes and overharvest is no longer the only threat reducing 'opihi populations, the positive statement

offers more options for creatively selecting effective actions. Will the objective guide you to your vision of success?

3. Clarify or expand your draft objective as necessary so that the statement is SMART: specific (S), measurable (M), achievable (A), realistic (R), and time-bound (T). This will ensure that it is clear enough for others to understand. Remember, the objective should describe what, where, by how much, in what time frame, and for whom (if applicable) but not how you will get there. For example, a SMART objective could be "increase abundance and size of 'opihi by 5x within 50% of the survey areas in the ahupua'a within 2 years."



EXAMPLE



<i>Objective 1.1:</i> Enhance catch of predator fish by at least doubling the size, number and duration of forage fish, especially nehu, halalū and mikiawa schools, entering the Harbor over five years.
<i>Strategic Action 1.1.1:</i> Conduct research and literature review to gain a better understanding of the habitat use, food, life cycle and migration patterns of nehu, halalū and mikiawa entering the Harbor to determine if there are constraining factors in the Harbor, in addition to fishing
<i>Strategic Action 1.1.2:</i> Change rules to increase forage fish and strengthen FMA rules enforcement, with DAR supporting a community process to develop a draft rule change
<i>Strategic Action 1.1.3:</i> Increase FMA rules compliance through community education, outreach, and on-site presence.
<i>Strategic Action 1.1.4:</i> Increase enforcement of existing and new rules

– Wailuku Community Marine Managed Area

DEVELOPING ACTIONS TO ACHIEVE YOUR OBJECTIVES

4. **Using the key issues, intervention points, and underlying factors from your Kumu Lā'au Situation and Stakeholder Analysis, think about actions you can take to achieve your objectives and write these potential actions on the flip chart.** Consider key links in the diagrams where you think that if you were able to change something, things could really improve. For examples of the types of strategies/actions people have taken in Hawai'i and around the world, refer to the **Conservation Strategy Toolbox** below and the **Fisheries Management in Hawai'i** in Activity 3.2.

As you consider actions, ask yourselves:

- Have you included ways to engage your community and stakeholders in your efforts?
 - Will the strategic action(s) adequately achieve the objective?
 - Do you know of a place that faced a similar challenge and things turned out successfully or failed? What did they do? What were the key elements of their success or failure?
 - What are potential adverse or unintended consequences of achieving the objective and how might these be addressed?
 - Who are the decision-makers, individuals, and key constituencies who must be influenced to implement the solution?
 - At what scale, and where, must the proposed protection or management action be applied to achieve the objective?
- What is the estimated cost to implement the actions? (e.g. \$100?, \$10,000?, \$100,000?, 1M?)
 - What is the leverage potential? Does the action have the ability to influence multiple factors (e.g. influencing policy or promoting good management practices)?
 - Does it address an urgent need?
5. **Discuss the usefulness and applicability of using modern and/or customary tools for improving ecological health and restoring target species.** Referring to your project map, the **Conservation Strategy Toolbox** below, and the **Fishery Management in Hawai'i** in Activity 3.2, assess options that would support your makai objective(s) and meet community needs. Keep in mind that formal State management designations, including zones and rules, provide increased protection in that they are enforceable, long-lasting, can build broad public support, and with the right governance structures allow for on-going community engagement, while customary tools tend to rely on voluntary compliance. If your group would like to pursue a formal designation, follow the steps in Activity 3.2.

6. **Repeat the process, identifying and developing 2-4 objectives and associated actions to address your top 2-4 priority targets and their threats.** Most communities find it is most realistic to focus on just a few objectives to get started. It helps you to learn,

build relationships, strengthen your capacity and achieve some early successes. The situation will be different in 2-3 years, when you revisit your plan, and new objectives to address other important needs can be added then.

7. **Pause and assess the objectives and the actions you have crafted to help your group prioritize them.** Often, there is simply too much proposed and no clear way to tell what things need to take priority. Discuss the potential impact, benefits, feasibility, and costs of your potential actions and prioritize those that will achieve your outcomes most effectively and efficiently, focusing on actions that:

- Reduce threat rank to at least "Medium" and/or increase target status to at least "Good" (see Worksheet 2.1a: Priority Targets, Key Attributes, and Current Conditions Table)

- Achieve long-lasting outcomes
- Catalyze the implementation of other strategic actions (and thus get the project started or achieve other important objectives)
- Your group can feasibly implement on its own or with the help of partners
- Motivate partners and stakeholders to work toward the objectives
- Produce high benefits for reasonable cost (in terms of both human and financial resources)

8. **Incorporate your objectives and actions and the goals you developed in Activity 2.4 into Worksheet 3.1: Identifying Strategies – Objectives and Actions, along with the Goals you developed in Activity 2.4.**



Conservation Strategy Toolbox		
All Strategy Types		Hawai'i Examples
Land/Water Protection	Site/Area Protection Resource and Habitat Protection	Community-Based Subsistence Fishing Area (CBSFA), Fisheries Management/Replenishment Areas (FMA/FRA), Marine Life Conservation Districts (MLCD)
Land/Water Management	Site Area Management	Fencing wetlands to protect birds from predators
	Invasive/Problematic Species Control	Alien algae removal; <i>Miconia</i> sp. control
	Habitat and Natural Process Restoration	Restoration of ecosystem function such as sediment control and water retention through healthy wetlands, streams and lo'i kalo (taro patches)
Species Management	Species Management	Removal of feral pigs and goats; removal of roi; creation of 'opihi rest areas
	Species Recovery	Biocontrol of the <i>Erythrina</i> gall wasp (to save wiliwili); use of native urchins to eat alien algae on coral reef
	Species Re-introduction	Moi rearing and reintroduction on O'ahu
	Ex-Situ Conservation	Captive breeding and release of nēnē and Hawaiian forest birds
Awareness and Education	Formal Education	Programs in universities, colleges, high schools (e.g MOP/QUEST at University of Hawai'i)
	Training	Train the Trainers 2011, Maui Nui Makai Network <i>Mālama I Ke Kai: Community Action Guide Workshops 2019</i>
	Awareness and Communications	Makai watch programs at 'Āhihi-Kīna'u Natural Area Reserve, Honolua-Mokulē'ia MLCD, and other locations around the state
Law and Policy	Legislation	Community-based Subsistence Fishing Area legislation; Aha Moku legislation
	Policies and Regulations	Within government agencies, board and councils
	Private Sector Standards and Codes	Voluntary codes of conduct, for example, reef etiquette used in the tourism industry or pono fishing practices at Mo'omomi
	Compliance and Enforcement	Regulation/law enforcement by DAR, DOCARE; educational materials such as DAR's Hawai'i Fishing Regulations, which seek to create voluntary compliance
Livelihood and Economic Incentives	Linked Enterprises and Livelihood Alternatives	Local eco-tourism, dive, surf, hike operators and farmers who are dependent on healthy native ecosystems; creation of culturally appropriate tourism opportunities
	Substitution	Substituting fish grown in a fish pond for fish caught on the reef; substituting ti leaf for maile in lei making
	Market Forces	Local i'a (fish): premium marketing of sustainably caught fish to pay fishers a higher price to reduce fish overharvest
	Conservation Payments	Conservation easements that pay the landowner to keep the land in conservation; emerging carbon markets for forest and land conservation
	Non-Monetary Values	Passing traditional ecological knowledge and values intergenerationally; perpetuating traditional values and practices
External Capacity Building	Institutional and Civil Society Development	Community groups, Maui Nui Marine Resource Council, Hawaiian Islands Land Trust
	Alliance and Partnership Development	Maui Nui Makai Network, E Alu Pū, 'Opihi Partnership; Watershed Partnerships
	Conservation Finance	Parking fees for non-residents in State parks

Worksheet 3.1: Identifying Strategies – Objectives and Actions

Goal 1:

Objective 1:

Action 1.1.

Action 1.2.

Action 1.3.

Action 1.4.

Objective 2:

Action 2.1.

Action 2.2.

Action 2.3.

Action 2.4.

Objective 3:

Action 3.1.

Action 3.2.

Action 3.3.

Action 3.4.



Activity 3.2

'IMI HO'OMALU: Seeking Governance and Management Frameworks

(1.5+ hours)

WHAT IT IS

The 'Imi Ho'omalū (seeking governance) activity is the identification of management and governance frameworks best suited to your makai area and achieving your goals. **Management frameworks** guide the use and harvest of marine resources and can be formal or informal. **Governance frameworks** refer to how a project will be managed and by whom. The three management frameworks and corresponding governance frameworks available in Hawai'i are listed in the table below.

SUPPLIES NEEDED

- Flip charts
- Easels
- Markers

WHY IT'S USEFUL

Management and governance frameworks provide the leadership and clarity required for successful makai management. These frameworks are at the heart of your effort. They are the systems that will guide people's behaviors in support of your objectives and goals.



Management and Governance Frameworks		
Management Framework	Description	Governance Framework
State/agency management	Involves State rules designating a distinct area that is different from the surrounding areas (e.g. Fisheries Management Area; Marine Life Conservation District); community does not have formal role, but can drive and shape rules and participate in management (e.g. Ka'ūpūlehu Marine Reserve)	Governed by the State, in consultation with stakeholders
Co-management	Formally involves the community and includes State rules designating a distinct area that is different from the surrounding areas (e.g. Community-Based Subsistence Fishing Area); managed in collaboration with community groups who request designation and submits management plan	Governance to be determined
Community management	Involves strictly voluntary compliance by all resource users; does not include State rules (e.g. 'opihi rest areas in East Maui)	Governed by a community group (or its board of directors), a representative advisory group comprised of stakeholders, or a local association; may be guided by a kūpuna council

HOW TO CONDUCT THE ACTIVITY

1. **Discuss and select the management option(s) (described in Table 2) best suited to your place and to achieving your goals and strategies.** Keep in mind that no matter which you choose, there are multiple Fisheries Management in Hawai'i (see below) that can be used independently or in combination to accomplish different objectives. Consider your targets and your threats. Will voluntary compliance be sufficient? Would your community, project area, or targets benefit from formal government protection? Is co-management an appropriate framework for your community? Include your choice in your Strategies as an Objective or Action.
2. **Identify a governance structure that best supports the makai management framework you selected.** Do you already have a good governance structure in an existing community group or in the group that came together to conduct this process? Consider the governance frameworks in the table above. The governing group should have the knowledge, respect, and influence to help achieve your goals, implement the strategies in your plan, and guide adaptive management. Consider who will help perpetuate traditional knowledge, bring under-represented voices to the table, and resolve issues or conflict that will arise. Consider community members, fishers, agencies, and others that can strengthen and advance your effort.
3. **Review and refine the Kumu Kānāwai you developed to ensure it addresses your targets, threats, and goals.** Referring to your Kumu Lā'au and the **Fisheries Management in Hawai'i** below, consider modifications that

would strengthen your Kumu Kānāwai. Think about the destructive activities taking place in your area. Consider your targets that are doing poorly and the threats, root causes, and contributing factors affecting those targets. Does your Kumu Kānāwai sufficiently address these activities and threats? Enlist guidance from kūpuna, lawai'a or other traditional practitioners, if necessary, as you consider enhancements to achieve your objectives.

If you selected the community management framework with voluntary compliance, proceed to Activity 3.3. If you selected State or co-management, proceed with 4-6 below.

PURSUING STATE OR CO-MANAGEMENT

4. Using the Best Practices for Designing Zones and Rules below, identify the species and places in your project area that would benefit from enhanced protection and the zones and rules that would support it (e.g. Fish Replenishment Area (FRA), ban on night harvest, etc.) Consider what should be allowed or not allowed and document your reasoning. Circle potential zones (e.g. rest areas) in pencil on your map and note the corresponding rules. Review and adjust as necessary for group agreement. As you consider enhanced protection, be mindful to ensure that:

- ✓ Zones and rules support your objectives, e.g. there are large enough areas of healthy habitat to ensure successful reproduction and life cycles for many or most of

your target species and ecosystems

- ✓ Zones and rules support the community's social, cultural, and economic needs, e.g. fishers still have access to high quality fishing grounds. Boundaries are easy to understand and enforce, e.g. use natural or local landmarks that community members and others can recognize to determine if they are inside or outside of a specific zone

5. Use a marker to clearly delineate the agreed locations of any zones on your project area map and write the proposed rules along with any State management designation (e.g. CBSFA, FRA, etc.) you would like to pursue for each area on flip chart paper so that they are easy to see and understand. Add the steps needed to achieve a formal designation with the State to your objectives and actions.

STEPS FOR PURSUING A FORMAL DESIGNATION WITH THE STATE

- ✓ Work with community and DAR to draft proposed rules (keep an administrative record)
- ✓ Submit proposal to DAR
- ✓ Continue outreach with community to get feedback and build support
- ✓ Work with DAR to conduct public informational meetings and hearings to secure BLNR and other approvals

For additional information on the administrative procedure for rule making (Chapter 91) under the Hawai'i Revised Statutes, visit <https://dlnr.hawaii.gov/dar/administrative-rules/>



REFLECTIONS

Mo'omomi was designated a Community-Based Subsistence Fishing Area (CBSFA) pilot demonstration project from 1995-1997. In 2018, after years of work, we applied for a new larger designation to protect the subsistence fishing practices of Ho'olehua Homesteaders. The proposed designation includes fishing and gathering rules along 17 miles of the Mo'omomi-Northwest Coast of Moloka'i with additional restrictions on activities in the Kawa'aloa Bay Nursey Area. In 2020 the proposal and management plan went out to public hearing.

– Hui Mālama O Mo'omomi

In 2015-2016, we led a group of Lāna'i residents and agency representatives to develop a community makai action plan for the ahupua'a of Maunalei, however, it was clear early on that the scope of the planing effort needed to be the entire island of Lāna'i. The group came up with a draft makai spatial plan and rules that we are sharing with the Lāna'i community for feedback. The intention of pu'uhonua is that it is actually setting aside areas that are intended to replenish for the greater good of the surrounding areas and other areas. Once a consensus is reached, we will submit to DAR, seeking to have island wide rules and replenishment areas to protect our subsistence lifestyle for the entire island of Lāna'i.

– Maunalei Ahupua'a CMMA

In 2019, we submitted a proposal for management of coastal fisheries, including 'opihi, in the Kīpahulu Moku through a CBSFA. CBSFA is one way that we can perpetuate lawai'a pono which means to fish responsibly and bring back place-based fishing and management practices. We want to fish in ways that honor the values of our elders for the benefit of our fish, fishermen, families, communities, and everyone who loves and fishes the places we call home. This is a step toward including communities in co-managing our resources and recognizing us as leaders who know and care for our place with the support of the State.

– Kīpahulu 'Ohana



REFLECTIONS

Between 2012 and 2015, we worked with fishers, the community, and DLNR to improve management of the heavily used Kahului Harbor Fisheries Management Area (FMA). It was clear from our research and observations that commercial take of akule and nehu in the FMA was detrimental to both the species and the ecosystem. We continue to engage DAR for a rule change to stop all harvest of the Hawaiian anchovy, nehu, and commercial harvest of akule in the FMA. In 2015, under our leadership, the Network hosted a workshop to explore the traditional uses, benefits, and challenges of pu'uhonua (areas of refuge for fish) for use in community-based makai management. The discussion and presentations centered on the use of pu'uhonua to help communities increase their area's fish populations and biodiversity. Many of these ideas are compiled and presented in this Guide.

– Wailuku CMMA

In 2014, along with Kīpahulu 'Ohana, we established voluntary 'opihī rest areas at Mū'olea in East Maui. With partners, we led a three-year study to determine if the rest areas were an effective fisheries management solution. The results showed that, yes, there were more adult 'opihī within the rest area and more juvenile 'opihī down current from the rest areas. We seek to continue our 'opihī rest area on a voluntary basis.

– Nā Mamo O Mū'olea

In 2012, we began engaging the Lāhaina community seeking to improve makai management. We have partnered to conduct many studies and have learned that we have big problems – our fish biomass is among the lowest in the state and reef strikes by recreating tourists are among the highest. In 2020 after a community action planning process, we formed a new community partnership which includes kūpuna, DAR, business leaders and fishers – Lahui Ho'okaulike I Ke Kai (people seeking balance for the ocean). Our goal is to lead with Hawaiian traditional kama'āina fisher knowledge to create a community supported State designation along eight miles of coast from Launiupoko to Keka'a Point.

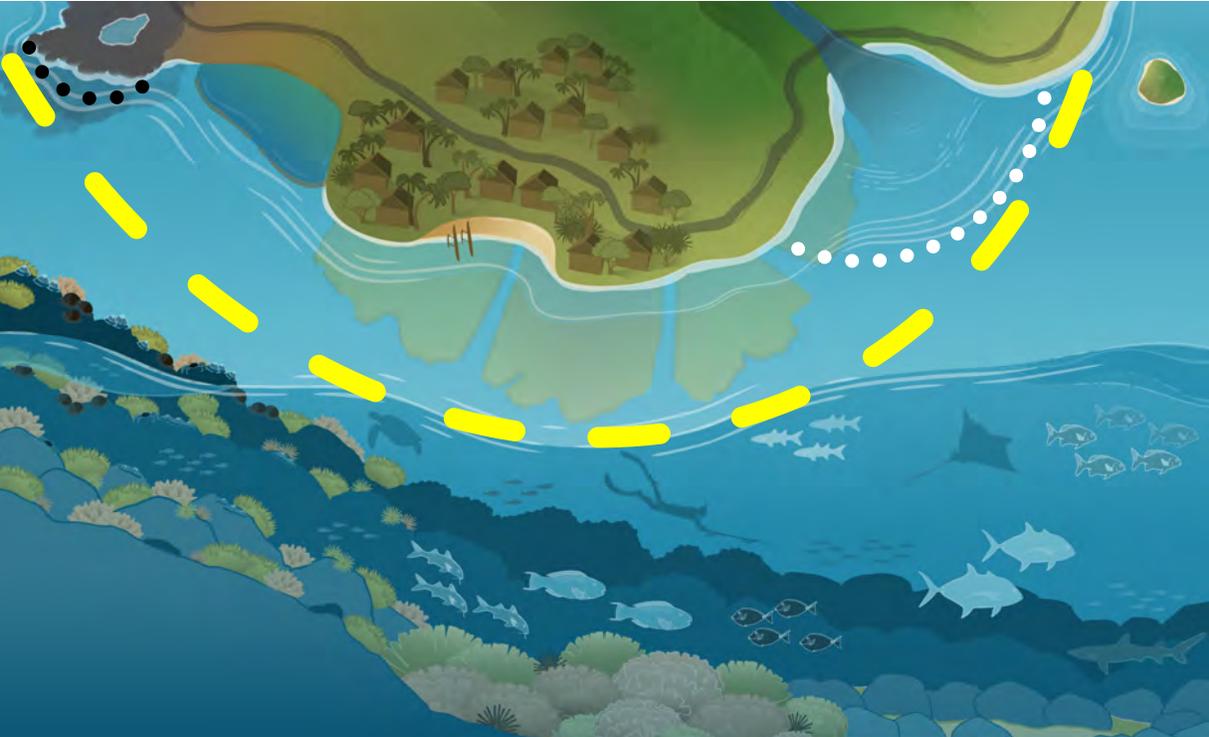
– Polanui Hiu

BEST PRACTICES FOR DESIGNING ZONES AND RULES

Replenishment areas are zones that are more restrictive than the larger geographic scope of the project. Zones are established for specific purposes and each has thoughtfully crafted rules regarding which activities are allowed and how activities may be conducted to achieve their purpose. These smaller areas within larger managed seascapes are a vital component of effective management. Follow the design guidelines below to ensure your kapu, pu'uhonua, rest area, no-take, or fish/invertebrate replenishment area(s) is ecologically and socially sound and able to achieve its intended purpose.

Your group will benefit from having realistic expectations of what a replenishment area can accomplish and by when, given variable pressures from fishing in adjacent areas and the quality of the overall ecosystem. If an ecosystem is in poor condition, food sustainability may not be possible for many years. That said, it's good to begin healing the 'āina and kai that sustain us. Uncle Ed Lindsey of Polanui and founding member of the Maui Nui Marine Resource Council always said, "More better we do something. We already know what happens when we do nothing." To align your community's expectations with plausible ecosystem recovery, make sure you have clear, measurable, and obtainable objectives.

- ✓ Ensure that community members are involved in, supportive of, and benefiting from the area's management.
- ✓ Establish strong fisheries regulations and other rules that prohibit destructive practices, and work to eliminate threats over as large of an area as possible.
- ✓ Aim to place 20-40% of each habitat type within no- or limited-take replenishment areas. Replenishment areas that include multiple habitat types, critical habitats (e.g. spawning, feeding and nursery areas), and special or unique habitats are highly recommended. The percentage depends on fishing pressure and if there is additional effective protection in place outside of replenishment areas. Represent major habitat types proportionally but over-represent critical areas like spawning and nursery habitats.
- ✓ If you are working with other nearby communities, replicate protection of habitats within networks throughout the region within 1-10 miles of each other.
- ✓ Be sure to include resilient areas (areas that are doing better than others) in replenishment areas.
- ✓ Whenever possible, create replenishment areas that are at least two times the size of the home range of your target species.
- ✓ Identify additional replenishment areas up-current to support down-current larval settlement.
- ✓ Establish long-term, permanent replenishment areas.
- ✓ Establish strong fisheries management rules and zones throughout the CMMA or region that protect large individuals, individuals which are spawning or carrying eggs, and areas that are important for reproduction.



In this example, the current runs from east to west with the trade winds and the yellow dashed line represents the CMMA boundary. The replenishment area (white dots) is designed to protect the estuarine nursery area and the up-current side of the reef, while keeping much of the reef open for fishing. The replenishment area provides a safe area for fish to grow large and produce larvae that is carried down current. Adult fish also cross into the open area. To the west, an 'opihi rest area (black dots) provides a place where 'opihi can grow and make more larvae to be taken down current to areas open for harvest.

Fisheries Management in Hawai'i

Fisheries management is a complex endeavor, especially in Hawai'i and across Oceania where subsistence, recreational, and commercial fishers harvest a multitude of species over expansive geographies using a variety of fishing gear and methods. Fortunately, we can look to and learn from the indigenous and customary expertise developed throughout these islands over centuries.

In the table below, we offer a brief summary of traditional and customary practices to manage and sustain life and somewhat similar methods used today. Remember, one size does not fit all. In considering these practices, know that they need to be modified for local conditions and customary knowledge. Many of the examples are place-specific and depend on the species of interest and the environmental and social conditions. In order for a management system to work effectively, education and outreach for voluntary compliance—disseminated in multiple forms to the many different users of a place—are key. Encourage pono fishing values (see examples in Activity 1.7b Kumu Kānāwai).

Fisheries Management in Hawai'i		
Customary	Description and Examples	Modern
<i>Kapu areas</i>	Konohiki declared kapu areas in which fisheries were rested. These were often not permanent.	Marine protected and managed areas, closed areas, rotational closures (contemporary rotational closures in Hawai'i have not been effective as there is no control on fishing effort once these areas are reopened, so replenished stocks are depleted immediately).
<i>Kapu periods</i>	Konohiki declared kapu periods in which fisheries were rested. These were often species-specific.	Seasonal restrictions, closed season.
<i>Kapu species</i>	Kapu on species could apply to everyone or reserve the species exclusively for the ali'i or konohiki. At one time, konohiki were required to issue public notice identifying the i'a ho'omalua (protected or kapu fish) of their choice—generally one each per land division.	Rules prohibit take of certain species, such as commercial consumptive take and sale of loli (sea cucumber).
<i>Lunar kapu</i>	In each month, there are four major ritual periods, collectively known as kapu pule. Limiting inshore fishing and other disturbances during these days and especially during the nights of the kapu periods is a pono practice and strongly recommended.	Hui Mālama O Mo'omomi practices and promotes this through their Pono Fishing Calendar. Spawning times are often location-specific so need to be careful not to implement rules based on knowledge from other locations.
<i>Limited access</i>	Only ahupua'a tenants (hoā'āina) had rights to the area. Others must request permission to fish or harvest.	Licensing and limited entrance to the fishery (e.g. Kaho'olawe Island Reserve); boating, parking or other restrictions, capacity limit (e.g. Hanauma Bay).
<i>Rotate harvest areas</i>	Rotate areas when collecting or fishing. Within the ahupua'a, fishers communicated about where they fished so that the next person did not go to the same place and overharvest.	Temporary or rotational closure; habitat restoration, creation and enhancement; restocking.
<i>Active management</i>	Konohiki had the responsibility of carefully observing marine life cycles and to open and close fishing of various kinds for various reasons. Maintenance and feeding of ko'a (fishing grounds) is important in some fisheries like 'ōpelu.	Customary management by local fishers, by CBSFA community and DAR partners, management by Division of Aquatic Resources. Also, habitat restoration, creation, and enhancement.
<i>Protect young</i>	No swimming in nursery areas. Marine life cycles are essential, thus people were sometimes not allowed to swim in the places where juvenile fish aggregated such as estuarine bays and nearshore areas that were known pu'uhonua.	CBSFA with pu'uhonua at Hā'ena; minimum size limits, area protections.
<i>Size limits to protect breeding stock</i>	Take neither the fish that is too small or too big, relative to the species. The big fish are essential to	Maximum size and slot limits.

	reproduction. This is particularly important for fish that change sex like moi and uhu.	
<i>Seasonal limits</i>	Fishing and harvest is kapu for species during their spawning season. For many species, this is the summer and winter months. A version of this practice has been adopted as State rules for some species.	Seasonal restrictions, closed season by Division of Aquatic Resources. Contemporary seasonal restrictions are based on customary Hawaiian spawning seasons. This is an effective strategy to ensure that species are able to spawn. However, seasonal restrictions are often tied to lunar calendars (rather than modern calendars), and with climate change, spawning times may be changing.
<i>Quotas on catch</i>	Taking too much is discouraged. Take only what you need. For throw netting, cast on the edge of the school so as not to take the whole school, allowing them to live and breed.	Catch limits or bag limits; gear restrictions; fishers led by pono fishing values (see Kumu Kānāwai for examples).
<i>Species limits</i>	Taking of some species is discouraged. In Hāna, don't pick the big 'opihi under the water line (kō'ele). Species can be limited for ecological or spiritual significance.	Species-specific harvest restrictions, such as prohibitions on the take of big blue uhu in Maui rules.
<i>Conservation ethic</i>	Do not over harvest—think of tomorrow and future generations; the ocean is our ice-box—freezing removes viable breeding stock from the fisheries, and leads to depletion of the resources; hānai (adopt) and mālama the ko'a; let the ko'a rest; think of how you can give back not just taking. Young “bag boys” follow around older fishermen, apprenticing and acquiring knowledge through observation.	Education and outreach for voluntary compliance; fishers led by pono fishing values; apprenticeships with lawai'a pono.
<i>Sharing and exchange</i>	The sharing and exchanging of goods were vital in a communal society. People from inland were the ones who provided the olonā (flowering shrub) cord for making nets and lines for hooking fish, and kalo, for example. Today, as in days of old, sharing your catch is encouraged. In Hāna, the saying is, the fish have ears – if you don't share the akule harvest, the fish won't come back.	This kuleana continues in many communities across the pae 'āina, including Hāna, Kīpahulu, and Mo'omomi.
<i>Penalties for rule breaking</i>	Kānaka maoli looked out for and policed the take of younger fishers to be sure they were following the rules regarding size, species, season, and amount, reprimanded them for transgressions and taught the correct ways. In ancient times, the laws were strict. If a person blatantly violated the kānāwai (laws, rules), the penalty was death.	Monitoring and enforcement; Makai Watch Program, a partnership between DOCARE and communities; fishers led by pono fishing values.



Activity 3.3
HŌ'OIA'I'O: Assessing Strategies by Validating Assumptions and Expectations
(1.5+ hours)

WHAT IT IS

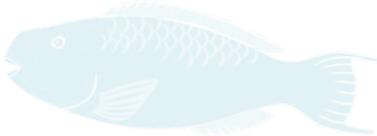
When we develop strategies, we make assumptions as to what will happen as a result of our actions (e.g. if we do this, it will achieve this outcome). This is called a theory of change. The Hō'oiā'i'o (to check, make sure) is the opportunity to validate the assumptions you have made and ensure that your theory of change flows logically to achieve your desired outcomes and objectives.

WHY IT'S USEFUL

Completing a theory of change helps your group identify gaps in logic so you can improve your strategies to achieve your desired results. It can also help your group determine if a given strategy will take too long, cost too much, or not achieve the desired results, in which case you can adjust your strategies and save considerable time, effort, and resources. Assessing your strategies using results chains, which we recommend, will also help you:

SUPPLIES NEEDED

- Flip charts
- Easels
- Markers
- Sticky notes
- Pens



- Determine any additional or supporting objectives or actions needed
- Make assumptions and uncertainties visible
- Identify intermediate results that will happen prior to achieving objectives
- Understand the expected results over time
- Identify research and information needs
- Develop the basis for measures and monitoring (in Activity 3.5)

HOW TO CONDUCT THE ACTIVITY

1. **Select one (or more if related) priority strategy (e.g. work with community to establish 'opihi rest areas), write it on a yellow sticky note, and place it on the left edge of a sheet of flip chart paper positioned horizontally. Write the associated target on a green sticky note if ecological (e.g. 'opihi population increase) or a tan sticky note if related to human well-being (e.g. 'opihi harvest increase), place it on the right edge of the page, and draw a circle around it. An example of a related strategy might be to educate and involve high school students and college interns in 'opihi and 'opihi monitoring.**
2. **Create a results-chain diagram by placing sticky notes (blue for intermediate result, purple for threat reduction result) between your objective and target (see Mū'olea example below). To fill in the boxes, ask "if-then" questions. "If we take this action, then what will result?" Write your responses in the boxes. Note that this is not a chain of actions, rather**

these responses are the intermediate results between your objective and the threat reduction and resulting positive effect you want to see for your target. The answers should lead logically from one result to the next in a cause and effect sequence. Typically, results that occur in the short term are closer to the action. Results that relate to factors you intend to influence (e.g. perceptions, behaviors, policies, etc.) tend to be in the middle and can take a couple of years. The results that occur in the long term (e.g. changes in a source of stress or improvements in the status of a target or an aspect of human well-being) are closer to your expected outcomes as they often need several years to show evidence of change. If you get stuck, ask: "What would you do next?" and "If you implement that activity well, what would be the result?" Once you have a solid draft, read it through to check your logic. This will help you to identify gaps and leaps of faith. Create the links between the results with arrows or lines. The chain does not have to be linear, depending on the complexity of the strategy(ies), boxes can be above and below, or clustered, or branch off into multiple chains.

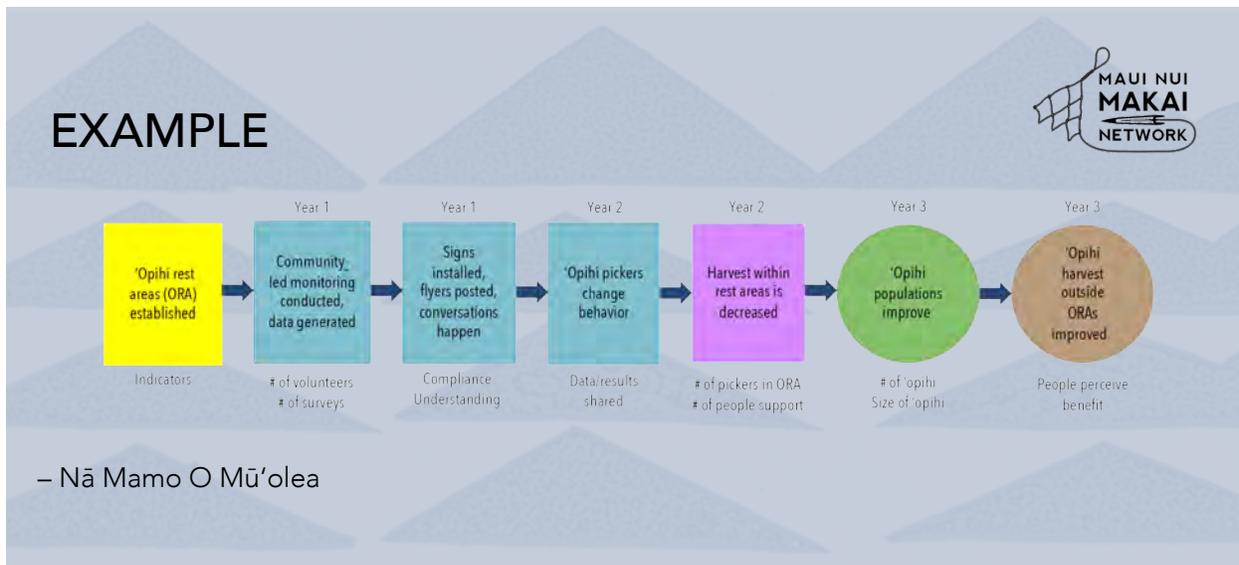
3. **Pause and reflect on whether you could be contributing to any unintended consequences if these results occur. Could anyone in the community be unintentionally harmed, or could you be making another problem worse and therefore affect the things you care about? Consider your community values and how well the results align with them.**

4. Under each sticky note, write down the indicator/evidence that will tell you how you know if you have achieved that result. Indicators can be for strategy effectiveness (e.g. number of events held, number of attendees, number of signs posted), or outcome measures (e.g. water clarity, abundance and size of 'opihi, biomass of fish). To help determine indicators, refer to the attributes and descriptions you identified in Worksheet 2.1a: Priority Targets, Key Attributes, and Current Conditions Table (columns 2 and 3) and ask questions like: How will we know if our target is improving? How will we know if we have implemented the strategy? How will we know if we have community support? A good indicator is:

- Measurable: can be recorded and analyzed
- Precise: defined the same way by all people
- Consistent: Meaningful and valid comparisons can be made over time.
- Sensitive: changes in response to actual changes in what you are measuring

5. Now, above the results chain write the estimated time frame for implementation.

6. Repeat these steps for your remaining high priority objectives.





Activity 3.4

HO'OIKAIKA: Assessing Capacity by Identifying Strengths and Needs

(1.5+ hours)

WHAT IT IS

Capacity, in this sense, refers to the internal and external factors deemed essential to achieving your vision, goals, and objectives. These factors include:

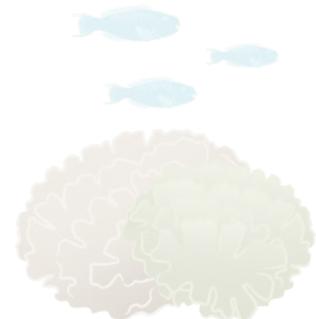
- a team capable of developing and implementing solutions and strategies and generating community support for the effort,
- legal frameworks to secure enduring results, and
- public or private funding for implementation.

SUPPLIES NEEDED

- Flip charts
- Easels
- Markers

WHY IT'S USEFUL

The Ho'oikaika (to make strong, to fortify) activity helps your group understand these factors and how they might support or impede your efforts. It is helpful to understand this from the outset, so you can adapt your plan as necessary. For example, you may realize you want to add an objective and/or action to recruit someone with skills that complement your group.



HOW TO CONDUCT THE ACTIVITY

1. Using the Capacity Assessment Tool below, determine a rating for each of the six factors and record it in **Worksheet 3.4: Capacity Assessment Scorecard**. Color code your ratings so that Very High is dark green, High is light green, Medium is yellow, and Low is red.
2. Discuss and reflect on these ratings and add one or more objectives and/or actions to those you developed in the previous activity as necessary. Where your scores are Very High or High, this is an area of strength for your community group; where they are Medium or Low, you will want to think about how you can build or recruit the needed capacity. Add objectives and/or actions to address these needs to your Worksheet.



REFLECTIONS

We used this tool in developing a Community Action Plan for the greater Lāhaina area. We found it extremely helpful to reflect on these factors to understand our existing strengths and areas we need to strengthen.

– Polanui Hiu



CAPACITY ASSESSMENT TOOL

Project Leader: The presence of a talented team member with responsibility for implementing the objectives and actions—one who has the communication skills, experience, time, and accountability needed to be successful in this position. If multiple leaders are involved, they also must have a shared vision of success and successful collaboration mechanisms in place.	
Very High	A team leader has (1) clearly assigned responsibilities, authority, and accountability for implementing the solutions; (2) the competencies required for the position; (3) experience in implementing similar conservation solutions; and (4) sufficient time and ability to focus on developing and implementing the conservation solution in the area. Although not recommended, if multiple team leaders are involved, they have a shared vision of success and successful collaboration mechanisms in place.
High	A team leader has most of the elements (e.g. responsibility, competencies, experience, and time). If multiple leaders are involved, there may be some difficulties in collaboration.
Medium	A team leader has some of the elements (e.g. responsibility, competencies, experience, and time). If multiple leaders are involved, they have conflicting visions of success and no collaboration mechanisms.
Low	No team member(s) with designated responsibility for implementing the strategies.

Project Team: Presence of an experienced team to develop and implement solutions—located within the lead community institution(s) or provided by partner organizations, with team members having the authority and ability to work together.	
Very High	The solutions receive sufficient/experienced support from a project team in all functions needed for successful implementation (e.g. science, policy, and fundraising). If team members cross organizational boundaries, they have the charge to work together and do work well together. Team meets regularly to assess results, adjust strategies, and implement action steps.
High	The solutions receive support from a project team—but regular assistance is not available in an important programmatic area needed for successful implementation. If team members cross organizational boundaries, they may be able to work together but not have full support from their respective organization. The team meets occasionally but not regularly.
Medium	The solutions receive support from a project team—but regular assistance is not available in several important programmatic areas needed for successful implementation. If team members cross organizational boundaries, they may not be able to work effectively together due to the lack of support from their respective organization. The team rarely meets.
Low	The solutions receive insufficient assistance in most areas; the team does not meet and/or is dysfunctional.

Institutional Leadership: A community group, government agency, other private sector institution, or some combination of organizations is providing leadership for developing and implementing the conservation solutions. If multiple organizations are involved, they must have a shared vision of success and successful collaboration mechanisms in place.	
Very High	Clear leadership is provided by one or a combination of institutions to implement solutions. If multiple organizations are involved, they have a shared vision of success and collaboration mechanisms in place.
High	Organizational leadership is being provided but acceptance or assignment of responsibility is not clear. If multiple organizations are involved, there may be some difficulties in collaboration.
Medium	Organizational leadership to implement the conservation strategies is ambiguous. If multiple organizations are involved, there are serious difficulties in collaboration.
Low	No organization has accepted clear responsibility to implement the conservation strategies.

Legal Framework for Conservation: Existence of an appropriate framework of protection tools and policy instruments that can be deployed to secure enduring conservation results at the project area. The potential legal protection tools include many types of ownerships and forms, such as parks, privately owned conservation areas, community reserves, conservation easements or public designations. The potential policy instruments also include many types, such as development ordinances, legal permits, seasonal restrictions or no-take fisheries zones. This factor seeks to assess whether the potential legal framework for conservation at the project area exists, not whether it has been fully deployed or fulfilled.	
Very High	An appropriate framework of protection tools and policy instruments exists and is either being deployed or has the potential to be deployed at the project area.
High	Most key elements of a legal framework exist, but one key protection tool or policy instrument needs to be authorized or substantially amended.
Medium	Some elements of a legal framework exist, but two or more key protection tools or policy instruments need to be authorized or substantially amended.
Low	Few or no elements of a legal framework for conservation exist.

Funding: Existence of sufficient funding to support implementation of the conservation strategies. Funding may come from both private and public sectors and be available through a variety of mechanisms and sources, such as appropriation of public funds, contributions by private donors, and other sources.	
Very High	Funding to implement the conservation strategies has been secured, pledged, and/or is highly probable for continued strategy implementation.
High	Funding to develop and launch the conservation strategies has been secured, pledged, and is probable for continued strategy implementation.
Medium	Funding has been secured or pledged and initial conservation strategy developed.
Low	Funding has not been secured or pledged for staff support and/or strategy development.

Community and Constituency Support: The project leader, team, and lead organization are able to engage the community and/or key constituencies in support of strategic actions.	
Very High	The project leader/team/organization are favorably received and supported by key constituencies—including those in the local community, and there are no major obstacles to solution implementation due to community or constituency/stakeholder resistance.
High	The project leader/team/institution are largely favorably received and supported by key stakeholders, but there is likely to be some difficulty in implementation due to community or stakeholder resistance.
Medium	The project leader/team/institution have mixed support in the community and there is likely to be some significant community or stakeholder opposition to implementation.
Low	The project leader/team/institution have very little support in the community and there is likely to be powerful community or stakeholder opposition preventing implementation.

Worksheet 3.4: Capacity Assessment Scorecard

	Very High	High	Medium	Low
Leadership and Support				
Project Leader				
Project Team				
Institutional Leadership				
Legal Framework for Conservation				
Funding				
Community and Constituency Support				



Activity 3.5

'IMI 'IKE: Creating a Monitoring Plan to Measure Your Impact

(2 hours)

WHAT IT IS

Your 'Imi 'Ike (to seek knowledge), or monitoring plan, provides a consistent way to observe, measure, and document change over time. You will identify indicators and methods—the primary means for measuring change. As previously discussed, **indicators** are a measurable entity related to a specific information need, for example, on the status of a species, ecosystem, or threat. Examples of indicators include 'opihi abundance or size, fish abundance and school size, number of people touching/damaging the coral per day, people's perceptions of resources, etc. **Methods** are the specific techniques (qualitative or quantitative) used to collect data to measure an indicator. We recommend using methods that will ensure accuracy, are feasible, and can determine change. An example of a good method would be counting and sizing a species of 'opihi on a given area of shoreline.

WHY IT'S USEFUL

Monitoring changes as you implement your activities will help your group understand if your actions are having the desired results over

SUPPLIES NEEDED

- All completed products you have produced so far
- Large flip chart paper and easel
- Markers



time or whether adjustments are needed. Annual monitoring gives you a sense of the effectiveness of your strategies and actions. It takes a little more time to begin to see changes in your threats (1-3 years) and targets (3-10 years). In addition to helping you learn and adapt your efforts where necessary, monitoring provides clear and transparent information that you can share with your community, partners, and funders and use to inform new strategies.

HOW TO CONDUCT THE ACTIVITY

INDICATORS

1. **Review the indicators you developed for your targets on Worksheet 2.1a: Priority Targets, Key Attributes, and Current Health and the results chains you created in Activity 3.3, and decide which are the most important to understanding your progress.** A good indicator is measurable, clear, and sensitive to the change you would like to happen. It is not possible to measure

everything, so focus on measuring what really matters. We recommend selecting a couple of indicators per objective, so you have less than 10 indicators overall for your plan. Strive for different kinds of indicators: target status (e.g. 'opihi size), threat status (such as sediment reduction), social indicator (related to people, such as catch per unit effort, number of volunteers, people's perceptions about the project, feelings of well-being), and strategy effectiveness (were you able to convince the stakeholders of the merits of the project, were the native species planted in areas of erosion). For strategy effectiveness indicators, consider whether there is a weak link in your results chain (e.g. "Our strategy is likely to fail unless...") or what part is going to be the most difficult to successfully implement. It is powerful to select meaningful indicators even though you may not know how you will measure them right now.

REFLECTIONS

It can be beneficial to work with researchers, universities, non-governmental organizations, or government agencies to meet your research or monitoring objectives. We recommend having an agreement with these partners, and have provided guidance for developing a research and data sharing agreement in Activity 4.2 HO'OMĀLAMA 'AELIKE: Developing and Honoring Mutually Beneficial Relationships.

- The Maui Nui Makai Network



METHODS

2. Determine the monitoring methods—the specific techniques you will use to collect data—to measure indicators.

Good methods are accurate, reliable (and repeatable), cost effective, feasible, and appropriate to your context and situation. Methods can be as simple as observing and recording observations at regular intervals. Or, they can be more involved. You will want to consult with other community groups, networks, or specialists (e.g. marine biologist or social scientist) for guidance on

methods suited to your group and efforts. Be sure to identify methods that involve local people and volunteers, as monitoring is a powerful way to engage and build support within your community. Methods can be quantitative (counting and sizing 'opihi, formal survey of community knowledge and perceptions) or qualitative (key informant interviews, focus group discussion, direct observation, participatory mapping). Consider low-cost qualitative options or less frequent monitoring rather than no monitoring at all.

Worksheet 3.5a: 'Imi 'Ike (Monitoring Plan) – EXAMPLE

Objective	Indicator	Monitoring method	Location	Frequency	Who will lead?	Who will analyze the data?	How will information be used?
Triple 'opihi abundance in 3 years	'Opihi abundance	Count all 'opihi (by species) and measure the size of each 'opihi in 2 meter transects	Inside and 4 locations outside the rest area	Annually	Roxie	Chris	To report to the board and community to build support for compliance
	# of people reached through outreach	Tally number of people reached through outreach efforts	Events, talks, one-on-one conversations	When events occur	Hank	Claudia	To report to the board for adaptive management
	Degree of voluntary compliance	Observe rest area monthly; record activities; tally counts of people and uses	Rest areas	Monthly	Mikala	Kehau	To report to the board for adaptive management
Traditional knowledge is honored and shared regularly	Traditional fishing knowledge passed to next generation	Direct observation; interviews with traditional fishers and families	Homes; fishing areas	Annually	Mahina	Mahina	To track progress on achieving objective and share as applicable
Erosion reduced by half in 5 years	Coastal water turbidity levels	Samples collected and analyzed according to quality assured protocols	4 locations in the bay	Every 3 weeks	James	Dana	To report to the board and community to share successes

DEVELOP A SIMPLE MONITORING PLAN

3. Using Worksheet 3.5a: Monitoring Plan, for each objective, record your indicators, monitoring methods, locations, frequency (how often, time of year, tide, etc.), who will lead and conduct the monitoring, who will analyze the data, and how the information will be used. See example below.
4. Add your priority monitoring activities to Worksheet 3.1: Strategies, where applicable.

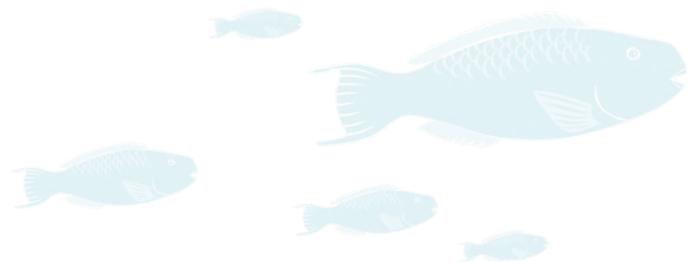
DOCUMENT INFORMATION NEEDS AND RESEARCH QUESTIONS

5. Using Worksheet 3.5b: Information Needs and Research Questions, think about any information needs or gaps you might have. Make a list of a few important burning questions—questions you feel are limiting your ability to make good management decisions for which you wish you knew the answers to, but do not, and perhaps dismissed as unanswerable. Questions that, if answered, can help you to reach your goals and objectives. For example: How can we increase the population of 'opihī in our area? What are the perceptions of residents about management of fisheries and coral reefs? Where is the most sediment coming from? What are the traditional mo'olelo of our area? These needs are likely to be different than those in your monitoring plan.

6. Prioritize by criteria such as importance or urgency. Who needs the information generated by this research and how will it be used?
7. Add your priority research needs to Worksheet 3.2: Strategies. We recommend including a specific research objective that includes all of these. By having them in one place, the community can share with research institutions that offer to help and want to know specific questions you need answered. This empowers your group to lead with your research needs when engaging with others.

ESTABLISH A BASELINE

8. Once you have a draft of a monitoring plan, you will need to collect baseline data. This should be done before or as close to the start of the project as possible. The data collected during the baseline survey will be kept as a record of the condition of resources (or situation) at the beginning of the project. Later, it will be compared to data from future monitoring to see what is happening as a result of your management actions. After establishing the baseline, it is important to conduct monitoring at regular intervals, using the same methods consistently.



INDICATORS AND MONITORING TIPS

- ✓ Consider who you need to share your progress with and what do you need to tell them (e.g. project team, board of directors, funders, partners, community group).
- ✓ Monitor your priorities – don't monitor something that you can't or won't do anything about.
- ✓ Keep it as simple as possible – focus on the essential monitoring.
- ✓ Include community/traditional indicators.
- ✓ How can you use the minimum amount of resources to give you the information needed to adapt?
- ✓ Be aware of a monitoring plan you will never use, or starting something you cannot continue.
- ✓ Consider the availability of baseline data or existing methods and partners.
- ✓ Use external, specialized expertise to help develop and review your monitoring plan.
- ✓ Monitoring data must be analyzed, and results used to inform decisions (this takes human resources).
- ✓ Monitoring requires time and money (and needs to be in your workplans and budgets) but doesn't need to be complicated or costly.

Worksheet 3.5a: 'Imi 'Ike (Monitoring Plan)

Objective	Indicator	Monitoring method	Location	Frequency	Who will lead?	Who will analyze the data?	How will information be used?

Worksheet 3.5b: Information Needs and Research Questions

Related to what need?	Information needs and research questions	Who needs this and how will it be used?



Activity 3.6

HO'OHANA: Creating a Work Plan

(1.5 hours)

WHAT IT IS

Your Ho'ohana (to work, manage), or work plan, is the "To Do" list that will guide your ongoing work for the coming year. The plan should include a detailed budget.

WHY IT'S USEFUL

The Ho'ohana will help your group prioritize, organize, track, and manage workflow.

HOW TO CONDUCT THE ACTIVITY

1. **Copy and paste your objectives and actions into Worksheet 3.6: Ho'ohana (Work Plan).** Put a 1 next to your group's highest priority, and 2 next to your next highest priority and so on. You may want to use 2-4 priorities to start.
2. **Identify any tasks required to implement your actions in the short (1 year) and medium term (2-3 years) and list the tasks under each action.** This can be done on flip charts but is best completed in an electronic spreadsheet or document. For each task identified, fill in:

SUPPLIES NEEDED

Objectives and Actions
(Worksheet 3.2)
Large flip chart paper
Easels
Markers
Computer



- Who is responsible to make sure the task gets completed?
- When will the task take place (timeframe)?
- What resources (e.g. funding, materials, equipment, partners) are needed?
- Where will the task take place?
- What is the priority for implementation?

3. Repeat the process of identifying only the tasks under each priority action that you intend to implement over the course of a year until all have been identified. Be realistic and strategic—you can't do it all well. Complete your

Work Plan being as specific and as detailed as possible.

4. Review your plan at your monthly (or quarterly) meetings to keep yourselves accountable. Use this color-coding system to track your progress so you can see how you are doing at a glance.
5. Repeat steps 1-4 each year.

Done: Successfully accomplished	
Working well: Ongoing, generally on track	
Little problem that needs fixing: Ongoing, but has minor issues that need attention	
Big problem that needs fixing: Ongoing, but has major issues that need attention	
Abandoned: No longer important	
Yet to do: Activity is not yet started	NA

Worksheet 3.6: Ho'ohana (Work Plan) – EXAMPLE

	Who will lead?	Time frame	Details/resources needed	Priority	Status
IMPROVE REEF HABITAT Objective 1: Starting now, reduce annual sediment input into Honolua Bay from 2016 levels (91 metric tons/year) by 50% by 2030, and by 90% by 2040.					
Action 1.1 Remove legacy sediments from lower Papua Gulch	Mary	1 year	Meet with Army Corps of Engineers weekly on modeling efforts	1	On-track
<i>other action or task</i>					
<i>other action or task</i>					
Fish and Marine Life Objective 2: By 2030, Lāhaina coastal waters are home to an abundance of diverse native fish that supports pono (sustainable) fishing and healthy reefs.					
Action 2.1 Work with DAR, community leaders, and West Maui stakeholders to develop proposal	Ekolu	1 year	Hold one-on-one meetings. Develop communications and outreach products	2	On-track
<i>other action or task</i>					
<i>other action or task</i>					

Worksheet 3.6: Ho'ohana (Work Plan)					
	Who will lead?	Time frame	Details/resources needed	Priority	Status
Objective					
Action					
Action					
Action					
Objective					
Action					
Action					
Action					
Objective					
Action					
Action					
Action					

STEP 4



MA KA HANA KA 'IKE: Learning by Doing

Congratulations! You have diligently considered and developed many key aspects of your *Community Action Plan*. Here, we focus on ma ka hana ka 'ike (in working one learns) and adapting based on what is learned. This thoughtful adaptive management will be key to your success. This step wraps up this *Guide* with powerful activities that can enhance your effort, including helping you identify specific ways to share and engage others.

- 4.1 A'O Ā MA'A: Learning and Adapting
- 4.2 HO'OMĀLAMA 'AELIKE: Developing and Honoring Mutually Beneficial Relationships
- 4.3 'ŌLELO POEKO: Communicating Effectively
- 4.4 HO'IKE: Creating and Sharing Your Plan
- 4.5 HŪLŌ Ā E PILI MAU: Celebrating Your Achievements and Staying Connected

Ma ka hana ka 'ike.

In working one learns.



Activity 4.1
A'O Ā MA'A: Learning and Adapting
(1 hours)

WHAT IT IS

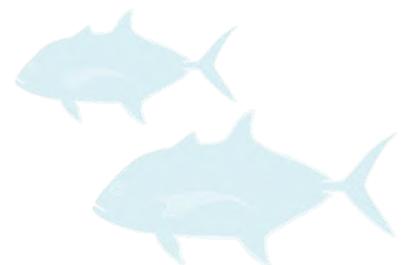
A'o ā Ma'a (learn in order to adapt) is a cyclical process of evaluating the results of your activities and measures and adjusting your management actions, as necessary. The process is often referred to as adaptive management and can be summarized as: plan, implement, assess, adapt, and repeat. Keys to adaptive management are good group cohesion, record keeping, and regular monitoring. As you do adapt, foster a learning environment by valuing both successes and failures. Document what you learn. Share what you learn.

WHY IT'S USEFUL

No matter how thorough your *Community Action Plan* is, time does not stand still. The world is constantly and unpredictably changing, and the assumptions you made when you drafted it may no longer be valid. Periodically evaluating your efforts lets you know when things are not going according to plan, so you can adjust as necessary to

SUPPLIES NEEDED

- Flip chart paper
- Easels
- Markers
- Notepad and pen, or computer



achieve your objectives, goals, and vision. A'ō ā ma'a helps you capitalize on changing circumstances and crises and contribute new insights and ideas to your group's work and your learning networks.

HOW TO CONDUCT THE ACTIVITY

MONTHLY OR QUARTERLY

1. **Meet regularly** to keep your work moving along. We recommend a standing monthly meeting at the same place, time, and day of the month so your schedule is predictable, making it easier for people to plan for and participate. Document meeting participants' names and contact information in your notes.
2. **Discuss implementation.** How is it going? What are you experiencing or observing? How are people reacting? What challenges are you experiencing? What successes? What adjustments have you made or need to make? Do you have sufficient resources, skills, equipment?
3. **Keep up with monitoring efforts and data.** As you and your partners collect and analyze your data, share and discuss the meaning of the results early and often. It is all too easy to let unanalyzed data pile up. Without this information, it is impossible to know if your actions are achieving the desired results. Analyze and reflect on results.
4. **Stay flexible and open to change.** As you seek to achieve your objectives, expect changes to your actions based on the data you are collecting and from learning by doing. Evaluating results and adjusting actions based on what has



REFLECTIONS

In 2016 with partners, we developed *Taking the Pulse of Your Community*, a survey designed to:

- Engage and elicit honest feedback from our board, their families, and other families that live in the area to encourage increased participation from them and their families at events, programs, activities, and meetings, and
- Provide an opportunity for all to reflect on accomplishments, voice concerns and suggestions, and chart future direction.

Our board appreciated the honest feedback and constructive criticism, which confirmed what we had been feeling over recent years. We incorporated the information we received when we updated our *Community Action Plan* in 2019. One board member pointed out that as board members change over time, it is important to document the evolution of our efforts—including adaptive management—for future board members. As such, we expect to repeat the survey, or a modified version of it, in the future.

– Nā Mamo O Mū'olea

been learned is essential. Document decisions, adjustments, and rationale for changes in your records for future reference.

5. **Store records of your meeting/discussions on a shared drive (e.g. Google Drive, Dropbox).**
6. **Document and share what you learn.**

ANNUALLY

1. **Report on your measures.** Report on measures and monitoring outcomes over the last year. What are you learning?
2. **Update your implementation plan.** Given your experiences to date, review and refine your annual implementation plan for the coming year.
3. **Check in on your capacity to implement your plan.** How are you doing with project leadership, team, funding, and community support? How can you ensure continuity in implementing your strategies? If needed, add objectives and strategic actions to meet your needs, recruit new members to your group, or reach out to partners, allies, or learning networks to request resources or assistance.
4. **Adapt your efforts as necessary.** Adapt your management strategies as

appropriate, based on your outcomes, experiences, and assessments.

Document decisions and rationales for changes in your approach or direction for future reference.

5. **Share what you are doing and learning with others.** Share with your local community, the larger community, and government agencies via networks, conferences, media, and other public venues. What you are doing is important.

EVERY 5 YEARS

1. **Conduct a formal evaluation of your project and use it to update your *Community Action Plan*.** In addition to the health of your targets and the status of your threats, stakeholder perceptions of the resources and your work likely will have changed over the course of five years. We recommend you conduct some type of outreach to give key stakeholders a formal opportunity to evaluate your efforts, such as a survey that allows them to voice issues or concerns and share insights and suggestions for moving forward (see sample in Appendix J). You can then use the information you gather as you update your plan. Like the initial stakeholder feedback you received, incorporating this feedback will make your plan stronger.





Activity 4.2

HO'OMĀLAMA 'AELIKE: Developing and Honoring Mutually Beneficial Relationships

(1-2 hours)

WHAT IT IS

Improving our understanding of marine systems is vital to restoring their health and abundance. One way to do that is by partnering with researchers, scientists, and organizations who share your interests and can assist with data collection and analysis or with journalists who want to help publicize your efforts. The Ho'omālama 'Aelike focuses on building and honoring mutually beneficial relationships with these external parties, beginning with developing Research and Data Sharing Agreements (see template in Appendix I) that help safeguard your knowledge and protect your community's interests. The agreements clearly state the concerns, interests, and needs of your community with respect to how outside parties are expected to reference, refer to, share and/or apply your community's customary belief systems, traditional practices, and/or local experiences and perspectives when applicable for grant reporting, communications material, media, etc. This activity walks you through the steps of developing

SUPPLIES NEEDED

- Data Sharing Principles example
- Data Sharing Agreement template
- Flip chart paper
- Easels
- Markers
- Notepad and pen, or computer for notetaking



an agreement for use with external parties covering the data/information they collect, or you collect together. The guidance we offer is drawn from our own experiences and from those of the Locally Managed Marine Area Network and includes best practices to help you identify and protect sensitive information and to understand how and what to share to help advance your efforts. A good rule of thumb is that the communities that generate and own data should have the final say as to how these are collected, documented, shared and distributed, though agreements must be mutually beneficial.

WHY IT'S USEFUL

It pays to be proactive to protect your community's data and knowledge for various reasons. Spatial information, such as spawning areas for fish and other location-specific data, is highly sensitive. For example, survey results that show abundance of certain fish species and exactly where these areas are on a map should not be shared publicly without careful consideration. Conversely, sharing data on poor fisheries assessment may galvanize a community and create the spark that is needed for addressing the issue.

In addition, collaborative research often aims to answer questions that pertain to human or environmental health and socio-economic issues, so some of the data and findings will be sensitive. You will want to ensure this information is used in ways that align with your values. Creating agreements in the voice of your community can be an important step in honoring and safeguarding this information.



REFLECTIONS

At the beginning of our project, we developed internal principles for sharing our information externally. These principles have protected us and we haven't had any issues so far with information going into the public realm without our permission and review. Over the years, we have had agreements with external partners who conduct research and monitoring to benefit our project. We always have had multiple opportunities to review written reports and papers before they are published. As a result, we have experienced the positive aspects of research in informing our efforts to mālama i ke kai.

– Polanui Hiu

By clearly articulating needs and expectations, the agreements can also help foster mutually beneficial relationships, minimize risks, including cultural misappropriation, theft of intellectual property (local knowledge and beliefs), and losing control of your story. It is not uncommon for communities to seek assistance from a partner agency or community learning network to develop, review, and witness their agreements. Learning networks often play this role. Being thoughtful and proactive in establishing these agreements at the outset helps ensure smooth outcomes down the road and paves the way for more successful collaborations to come.

HOW TO CONDUCT THE ACTIVITY

1. **Reflecting on Worksheet 3.5b: Information Needs and Research Questions, consider what kinds of collaborations you may want to develop to help answer your information needs.** Prior to meeting with potential research collaborators, review Maui Nui Makai Network's Principles for Forming Strong Research Collaborations below.
2. **When your group approaches an outside party or an outside party approaches your community with a proposal to conduct work and/or research in or adjacent to your community, begin the negotiation process with a meeting with them and key representatives from your group.** Ask them to clearly, simply, and succinctly describe—in writing—why they have an interest in conducting work/research in your community area, what activities they hope to do, and what outputs or products they intend on generating with the results of their work/research. During this preliminary meeting, ask any questions that you have regarding their proposed work/research, and raise any concerns or issues your group may have. Ask questions about the party's demonstrated values and track record to understand if they align with your community's goals. Discuss ways the proposal does or doesn't meet your needs. The ideal scenario is one where the project is mutually beneficial.
3. **Next, internally (within your community group) share what you learned from your preliminary meeting with the outside party,** then allow the community to openly discuss and document any concerns, issues, or needs that they may have regarding the outside party's interests and/or intentions. Identify any foreseeable negative consequences to people and/or natural resources of the work/research being proposed, including potential commercial value, and any social and cultural risks. Identify the benefits of the proposed research.
4. **If applicable, raise any concerns, issues, or needs that your group has with the requesting outside party.** Allow them an opportunity to address and resolve the community's concerns, issues, and needs, in writing. Share any responses from the outside party with your group to see if their concerns, issues, and needs are satisfactorily resolved.
5. **If your community agrees to proceed with working with the outside party, hold a facilitated meeting between**

them and key representatives from your group to draft an agreement (see template in Appendix I) to cover this work/research. As part of this meeting, it may be useful to identify, discuss, and mutually agree on any or all of the following items:

- Any non-commercial value of the work/research being conducted, such as professional or academic recognition and career advancement for the worker/researcher;
- Data management plan for any/all data and information collected as part of the work/research, including where the data will be housed, the legal and ethical requirements to protect confidentiality, and what information can and cannot be collected and shared;
- Intended outputs, including desired written products that will be produced from the work/research to be completed, and foreseeable future opportunities to use data and information collected; and
- How the community will be recognized/acknowledged.
 - a. Outline communication aspects of the project in the Research and Data Sharing Agreement. Expect to have additional engagement with the outside party during the communications stage of the work/research conducted, and when results and outputs are shared with specific audiences. As appropriate, your community may want to include in your

Agreement that the outside party present the results or outputs of their work/research with your group before sharing with any other audiences to allow an opportunity for you to preview how your knowledge and intellectual property are to be used (e.g. use code names for sites so they are kept confidential), and correct any shortcomings in how they are to be shared/referenced prior to being shared with external audiences;

- b. That your community be notified and invited to review, comment, and approve any proposed results, documents, research papers, presentations, videos, or other communications products in advance of their being published or publicly released;
- c. That hard and electronic copies of all relevant work/research results, documents, research papers, presentations, videos, or other communications products be provided to your group by the end of the project;
- d. That your group be notified and invited to be present at any event or activity where the outside party will be visually presenting (e.g., meetings, conferences, academic settings) or verbally sharing (e.g., news media interviews) the results of their work/research with external audiences; and



- e. That proper attribution, including citation and contact information, be agreed to at the outset to minimize breaches of agreement.
6. **Following the meeting between your small group and the outside party, discuss and decide how your group would like to proceed.** If agreed by the group (and any supporting partners), the next step would be to refine and finalize the agreement between your group and the outside party. As outlined in the template, the agreement should include details regarding: (a) the purpose of the proposed work/research; (b) the duration (start and end dates) of the proposed work; (c) the geographic area of the proposed work within and/or adjacent to the CMMA; (d) the work activities and/or research methods to be used by the outside party; (e) any other agreements you have reached (e.g. progress meetings, training/employing local residents, community recognition, compensation via funds towards other projects or some other type of benefit for the community); and (f) any recourse when a party does not honor agreements (e.g. mediation, arbitration, legally enforceable consequences).
 7. **Once the agreement is finalized by all parties, it should be signed by all parties and implemented.** Once the agreement has been implemented, project work/research may begin under the conditions stated and agreed upon. The onus should be placed on the outside party to ensure that all commitments and responsibilities agreed to under the agreement are honored.

REFLECTIONS

It's important to assess your resources and establish baselines to tell if things are getting better or worse over time, and partners can help with that. It is also important to plan ahead and anticipate unintended consequences of research, such as revealing the location of sought-after resources. Think about the need to protect sensitive information. Have discussions ahead of time to figure out ways to manage that information to meet community needs and concerns. And it's also important that the community efforts are given proper acknowledgement, so the community becomes part of the work, the knowledge base, so as to give the community ownership and kuleana of their own place.

– Maunalei Ahupua'a CMMA





PRINCIPLES FOR FORMING STRONG RESEARCH COLLABORATIONS

1. **Community Needs in the Lead:** Community groups need to identify their own top information needs and questions and seek research collaborations to meet those needs.
2. **Protect and Respect Community Knowledge and Cultural Values:** Partner with researchers who seek to respect the intellectual property rights of community partners. These include distinctive and original ideas, traditional knowledge, cultural expressions, stories, information, designs, or processes that have been created or discovered by an individual or a group, as well as local cultural values and norms.
3. **Needs and Interests Differ:** Recognize that research and community partners have distinct motivations and interests in conducting research, however, the project and relationship can fulfill mutual goals and outcomes, so long as both partners are transparent about their interests.
4. **Co-management:** Remember that the submerged lands and coastal waters out to three miles are under the management jurisdiction of the State of Hawai'i and the appropriate State agency should be consulted in any resource management and research activities and to obtain any required permits.
5. **Strong Partnerships:** In creating alliances with research partners, community groups need to have an agreed upon mission, values, goals, measurable outcomes and accountability, so that there is mutual trust, respect and commitment.
6. **Create an Agreement:** Co-develop an agreement early in the research process with finite start and end dates. Formalize the agreement by signing it, revisit it at regular intervals and update as needed. Upon request, the Network can provide review and guidance of the draft agreement.
7. **Co-authorship, Acknowledgement, and Equitable Benefits:** Know that if community members are contributing to at least two of the following six steps, then they should be considered for co-authorship: 1) Initiating the original idea, concept or design; 2) Obtaining funding; 3) Provision of resources, labor or time; 4) Collecting or processing data or contributing information; 5) Analyzing data; and 6) Literature search, writing and publishing the paper. If the person contributed to one step, they should be included in the acknowledgements and/or in a detailed list of author contributions. If community groups/members are contributing to the study, they could be compensated for their time. Discuss this in advance with your partners.
8. **Communication of Research Design and Results:** Request for research design and results to be presented to the community group for feedback in a timely manner, and time for all collaborators to review and comment on the manuscript prior to submission to the publisher. Understand that until a study is conducted, results are unknown, and once completed, the community may not agree with the results.
9. **Educational and Not for Profit:** Ensure that research partnerships with which you are engaged will lead to mutual learning among researchers and collaborating individuals, communities and institutions. Ensure that the research is strictly for non-profit purposes that are aligned with each organization's/agency's mission, including advocating for conservation measures and practices.
10. **Sharing is Power:** Research collaborations should support and empower community groups with capacity building and knowledge for improving management. Recognize that when research is community-driven and culturally appropriate, concerns are properly addressed, proper attribution is given, and sensitive information is protected, then broadly sharing the information generated from the research promotes learning and improved community management locally and around the world. In addition, researchers are generally required to submit data or reports to public databases by funding agencies and publishers, and this should be part of the conversations around data sharing and project agreements.

BEST PRACTICES FOR RESEARCH PARTNERS COLLABORATING WITH COMMUNITY GROUPS**1. Create an Agreement:**

- a. With the community group, co-create an agreement that includes the purpose of the proposed research, duration, the geographic area, and research methods. See Maui Nui Makai Network template in Appendix I.
- b. Understand, document and address community concerns about the foreseeable consequences of the research for resources and people including potential commercial value, and any social and cultural risks.
- c. Explain the potential non-commercial values, such as academic recognition and advancement for the researcher.
- d. Explain the guidelines that the research is following, as well as previous similar research projects.
- e. Co-create a data management plan that includes where the data will be housed, and legal and ethical requirements to protect confidentiality, and what can be shared. Typically, biological results are delinked from the geographic location.
- f. Discuss the intended and desired written products that will be produced from the research, and foreseeable future opportunities to use the information.

2. Communication of Research Design and Results:

- a. Provide copies of relevant project proposal documentation, or summaries to inform community partners about the nature of the research, rationale and supporting information.
- b. Work with the community group to notify the community at large about the proposed research (e.g. a public meeting, several smaller stakeholder meetings, newspaper article).
- c. Share findings at different stages if applicable and discuss the results with the community prior to submission to publishers or funders. If the research results are on-going or periodic, report at least annually to the community.
- d. A draft of any substantive work such as final report, dissertation, and journal papers should be sent to the community for feedback, prior to submission to publisher or granting agency. The onus is on the researcher to ensure that community collaborators understand the way the data is included and represented.
- e. Provide publications (including final papers and reports) and presentations arising out of the work to the community group contacts. If applicable, also be willing to share electronic copies of literature (mainstream and grey literature) pertaining to the research for the purpose of expanding and updating the community group's literature database.

3. Co-authorship, Acknowledgement, and Equitable Benefits:

- a. Agree on a protocol of acknowledgements, citations, authorship, and inventories, either citing local innovators or conservationists, and giving attribution where due, or respecting request for anonymity.
- b. Research costs should be borne by the researcher and associated institutions or partners.
- c. If applicable, researcher should plan to compensate community members involved in the research at an acceptable rate.



Activity 4.3

'ŌLELO POEKO: Communicating Effectively

(2+ hours)

WHAT IT IS

In implementing your *Community Action Plan*, communicating effectively means delivering the right message to the right people at the right time. The 'Ōlelo Poeko (eloquent speaking) activity will help you define your target audiences, craft effective messages, and identify the best means for delivering them. Generally, your stakeholders are your target audiences and since you have already identified them, it will just be a matter of refining that list.

WHY IT'S USEFUL

As you implement your *Community Action Plan*, you will need to engage with different individuals, groups, and agencies to report your findings or progress, solicit their support, or motivate them to change a certain behavior. 'Ōlelo Poeko helps you prepare for those interactions and achieve your desired results, while saving you time, resources, and energy.

SUPPLIES NEEDED

All completed products you have produced so far
Flip chart paper
Easels,
Markers
Notepad and pen, or computer for notetaking
Message Box worksheet



HOW TO CONDUCT THE ACTIVITY**IDENTIFY YOUR TARGET AUDIENCE(S)**

1. **Using Worksheet 4.2a: Target Audience & Tools/Tactics for Communication and starting with your top objective, think about the people and groups that can make your objective a reality by taking a specific action or changing a specific behavior.** Refer to your completed Worksheet 2.3b: Stakeholder Analysis. Think about decision makers, resource users and managers, businesses, and landowners. Identify specific individuals or groups. Do not be lured into targeting the opposition. Instead, focus on those who are on the fence but could be persuaded to support your effort as a result of thoughtful outreach. Write those you have identified in column 1.
2. **Next, for each person or group you identified, consider their core concerns (i.e. what they care about most) and potential barriers to taking action or supporting your cause.** What are their priorities (e.g. providing for family, perpetuating culture, the future of our keiki)? How do they feel about your project (e.g. actively or passively support, no interest)? What might prevent them from supporting it (e.g. competing priorities or allegiances, lack of political will)? Write your responses in column 2.
3. **Finally, consider what connections you have with the people or groups you have identified or with others who may be able to influence them.** Think about family and social connections you might

**REFLECTIONS**

After working for a few years with fishermen and community members on our *Mālama I Ke Kai Community Action Plan*, we developed outreach materials to promote the Community-Based Subsistence Fishing Area (CBSFA) we were proposing in Kīpahulu Moku. Our intention was to protect subsistence resources subject to a range of pressures and threats, and perpetuate public trust resources while recognizing the traditional and customary practices and subsistence lifestyles unique to Kīpahulu. Our most important audience was Kīpahulu and East Maui residents. They were very concerned about the health and usage of makai resources and perpetuation of Hawaiian practices and traditions, but also wary of outsiders and unwanted government action. We developed informational outreach materials with an organic, grass-roots look and feel, and hand drawings of our most important resources, mauka to makai. Our motto was "Our Moku. Our Kuleana." We printed brochures, banners, posters, stickers, hats and t-shirts with the drawings and motto and have gotten great feedback. Monies raised from these sales have helped offset some costs within the organization as well.

– Kīpahulu 'Ohana



STEP 4 MA KA HANA KA 'IKE: Learning by Doing

have (e.g. schools, kids, hālau (meeting house), canoe clubs). If you feel like you cannot directly reach or influence your audience, think about who can. Who are their trusted friends, colleagues, mentors, or family? Identify connections you have with these people. Write your connections in column 3.

4. Review other objectives and expand as necessary to reflect priority target audiences.

DETERMINE YOUR KEY MESSAGE(S)

5. Using Worksheet 4.2b: Message Box and beginning with your priority objective and one selected target audience (group or individuals), brainstorm core messaging about your work as a first draft. Write the overarching issue or topic (that you are addressing in your objective) in the middle box. Then, move around the box, beginning with "Problem(s)" and proceeding clockwise. What is the specific problem or part of the problem that your group is addressing? Why does this information matter to your audience? What are some of the possible solutions to this problem or actions you would like the audience to take? What are the potential short, medium, and long-term benefits of resolving this problem? Jot down your ideas as bullets in each part of the message box worksheet.
6. Now, starting with a new blank Message Box, refine your messages to address the perceived concerns or perspectives of your audience. The goal here is to condense the contents of each section into one or two sentences that are clear and concise.
7. In a group, take turns presenting your Message Box, pretending you are talking to your target audience, and give each other feedback.

Worksheet 4.3a: Target Audience and Tools/Tactics for Communication – EXAMPLE

Objective: Decrease sedimentation to nearshore areas by 90% in 5 years.

Target Audience/ Decision-Maker	Their Core Concerns and Potential Barriers to Taking Action	Connections	Tactics and How They Will Help You Reach Your Objective
Homeowners with sediment from yard going into ocean	<p><u>Concern:</u> Paying mortgage, bills, children's school, house maintenance</p> <p><u>Barriers:</u> No interest in thinking about sedimentation or ways to reduce sediments flowing from yard to ocean</p>	<p>Your kids go to school together. You know his/her uncle.</p> <p>You went to the same high school a few years apart.</p>	<p>Create a news story featuring local homeowners who have taken action to reduce sedimentation flowing from their property to the ocean to run in homeowners' preferred media.</p> <p>Partner with a local hardware store to develop a program that provides free sediment traps to homeowners (door-to-door), along with instructions (or help if needed) to install.</p>



REFLECTIONS

For our Mo'omomi-Northwest Coast of Moloka'i CBSFA designation proposal, we worked with partners to help us get our messages out about what the proposal includes and how it can help our community maintain our subsistence lifestyle and ensure resources for present and future generations. Years ago we made our logo and started an outreach effort to encourage responsible fishing - "Mo'omomi Pono Fisherman." We incorporated parts of our logo along with KUA's Lawai'a Pono logo into outreach for the CBSFA hearing in 2020.

-Hui Mālama O Mo'omomi



Worksheet 4.3b: Message Box – EXAMPLE

AUDIENCE: Homeowners with sediment from yard going into ocean

PROBLEM(S)? What is the specific problem or part of the issue I'm addressing?

Loose sediment that washes into the ocean can smother corals and impair their ability to eat and receive sunlight, contributing to coral stress and mortality. Loose sediment on private property is difficult to address without the property owner's help.

SO WHAT? Why does this matter to my audience? What's at stake to be lost?

If you are a homeowner near the ocean and erosion is a problem, this may eventually compromise the stability of your home and the value of your property. If you live close to a coral reef, you want to keep the coral reef healthy since they protect nearshore infrastructure by dissipating up to 97% of wave energy and prevent storm damage.

ISSUE?

What's the overarching topic?

Sedimentation is a threat to marine life and human health

BENEFITS? How would my audience benefit from resolving this problem?

By addressing sedimentation on your property, you have the benefit of protecting the foundation of your home from erosion, wave energy, and storm damage.

SOLUTION(S)? What would I like the audience to do? What would help solve the problem?

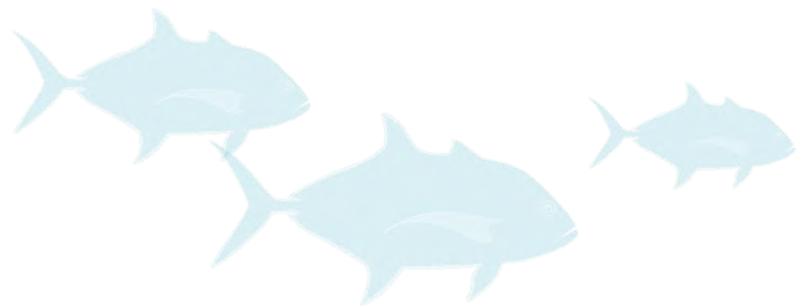
Locate the source of the sedimentation. If erosion is caused by exposed soil, replant the area to secure soil and install sediment barriers and traps to prevent soil from leaving your property.

*SELECT TOOLS/TACTICS FOR
COMMUNICATION*

8. **Brainstorm tools that are available to you and your audience to determine how best to deliver your message.** Think about ways to get their attention and connect. Some may respond to personal communication, events, TV/newspaper/online news, or brochures. Others may prefer connecting via social media or digital apps or respond best to giveaways (e.g. t-shirts). Site visits that allow people to experience your place, group, and work first-hand can also be very effective. As you consider ideas, the most important

thing is to be realistic. You are better off with a handful of smart, well-executed activities than to over-extend yourself and end up with many tactics but little impact. List your tools and tactics in column 4.

9. **Repeat steps for additional audiences or objectives.** Add the communications and outreach strategies you developed to your Worksheet 3.1: Strategies, as appropriate. To see more examples of Hawai'i communications strategies, go to reefresilience.org/communication.



Worksheet 4.3a: Target Audience & Tools/Tactics for Communication

Objective:

Target Audience/ Decision-Maker	Their Core Concerns and Potential Barriers to Taking Action	Connections	Tools and Tactics for Communication

Worksheet 4.3b: Message Box	
AUDIENCE:	
PROBLEM(S)? What is the specific problem or part of the issue I'm addressing?	SO WHAT? Why does this matter to my audience? What's at stake to be lost?
ISSUE? What's the overarching topic?	
BENEFITS? How would my audience benefit from resolving this problem?	SOLUTION(S)? What would I like the audience to do? What would help solve the problem?



Activity 4.4

HO'IKE: Creating and Sharing Your Plan

(1.5 hours)

WHAT IT IS

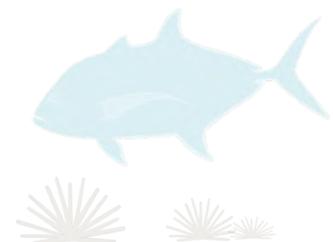
Now that you have completed your community action planning process, you will want to share your plan with the broader community to give them a chance to become involved and provide feedback. The Ho'ike (to show, cause to know or see) activity helps you develop a plan for sharing your efforts and results with your stakeholders.

WHY IT'S USEFUL

Sharing your plan is essential for generating support for your efforts. Community members and other stakeholders will want to understand your intentions and have a chance to express their thoughts and concerns. After all, they too have an interest in your project area. Soliciting, addressing, and incorporating this feedback will make your plan stronger. This outreach is just as important as everything else you have done to this point. It is key to generating the support you will need—from assistance with implementation to endorsements from respected community members—and can alert you to any potential opposition.

SUPPLIES NEEDED

- Flip chart paper
- Easel
- Markers
- Notepad and pen, or computer for notetaking
- Stakeholder Analyses from Activity 1.1 and 2.3



HOW TO CONDUCT THE ACTIVITY

SUMMARIZING YOUR COMMUNITY ACTION PLAN FOR EXTERNAL AUDIENCES

1. **Discuss and decide who will create a summary of your plan** (see *Community Action Plan* outline in Appendix D). This document is meant to inform, inspire, and persuade your community to support your effort and should be 10-20 pages at most. It is not necessary to include all the details of your planning process (e.g. situation diagrams, work plan, or budgets). When writing the plan, emphasize the problem you are addressing, your solutions, and the benefits to the community (refer to the Message Box in Activity 4.2). Think in creative ways about how to present your work using stories, graphics, and pictures that highlight the most critical and inspiring messages.

GETTING FEEDBACK ON YOUR PLAN AND SHARING RESULTS OF YOUR WORK

2. **Review the stakeholder analyses your group completed in Activities 1.1 and 2.3 to determine which stakeholders are important to include at this stage.** Identify who in your group will contact each person for a community, small group, or one-on-one meeting. Consulting all stakeholders is to your advantage and essential for enlisting support and identifying potential opposition. If key stakeholders do not participate in your meeting(s), arrange to meet with them separately.



REFLECTIONS

We shared our plan with the larger community at the “plaza,” a flat grassy area down at Mū’olea where we put up a big tent. We invited everyone to learn about the plan and have lunch together. So many people came out from Mū’olea that don’t come to regular monthly board meetings. That was nice to see. We had the objectives and actions printed on big paper on top of tables. People could go around the tent, discuss the actions with those of us involved in the planning, and put their comments on sticky notes. We built a lot of goodwill that day.

– Nā Mamo O Mū’olea

FOLLOWING THE MĀLAMA I KE KAI WORKSHOP SERIES

3. **Schedule your meeting(s).** Depending on which stakeholders you identified, consider whether you should organize a special meeting to share your plan or whether it is feasible to arrange a meeting that coincides with one of your or the stakeholder group's regularly scheduled meetings.
4. **At the meeting(s), present your plan in person and be open to the feedback you receive, especially to suggested changes and improvements.** Describe your plan and ask for their thoughts and feedback. Take careful notes that capture the feedback that is offered. Using their suggestions can help build shared ownership of your plan. However, do not modify your plan until you have heard from all key stakeholders so you can address any potentially conflicting feedback. Keep a digitized copy of your notes in your

record, so you can refer to these later in the process and incorporate if and when appropriate.

5. **Think about how you will share the results of your efforts, including your monitoring.** Ongoing updates and engagement with stakeholders are just as important as sharing your plan initially. Think about how your group will share your results in a regular way, such as at your monthly community meeting, via a newsletter, handout, and/or social media, or at a community event/festival. This kind of open and inclusive sharing can help build support in your community and among stakeholders.

PUBLICIZING YOUR PLAN

6. **Discuss and decide whether you want to publicize your *Community Action Plan*** to help build awareness, support, and momentum for your work (e.g. via a website). Refer to guidance in Activity 4.2 'Ōlelo Poeko as you consider.





Activity 4.5

HŪLŌ A E PILI MAU: Celebrating Your Achievements and Staying Connected (1 hour)

Hūlō a e Pili Mau (hooray and keep it up)! You've completed the community action planning process!

As you appreciate each other and celebrate this achievement, we encourage you to stay connected with us and others undertaking similar efforts. Like all of us, you will undoubtedly enjoy some successes and face some challenges as you implement your plan. Sharing what you learn and learning from others can benefit us all and accelerate the important work we are all doing. This is the fundamental role of learning networks.

At the Maui Nui Makai Network, we bring together communities active in makai

management from across Maui Nui, creating avenues for communication and learning across islands and organizations. We have found that when challenges are discussed and solutions are developed, applied, and tested collectively, we can improve practices and achieve exceptional results. Networks also help to strengthen our collective voice for change. The future of our reefs and fisheries rests on this work and exceptional, dedicated, and hard-working people like you coming together to mālama i ke kai.

If you are not already a member, you can learn more about the Maui Nui Makai Network and how to join at MauiNui.net or by e-mailing coordinator@mauinui.net.



REFLECTIONS

By embracing your kuleana, undertaking this process, and committing to mālama i ke kai, you are honoring and perpetuating Native Hawaiian traditions, customs, and knowledge, supported by the best of scientific insight. To honor this leadership and commemorate the community action planning process, we like to recognize Workshop participants with a Certificate of Completion (like the one shown here).

– The Maui Nui Makai Network

East Maui Ho'omau

'O Maui Hikina Kākou!
We are East Maui!

Ko'olau, Hāna, Kīpahulu, Kaupō.
We work together to honor our
kūpuna, future generations, and lāhui.
We strive for a life rooted in
sustainability ensuring an abundance
of resources. We protect and preserve
our communities' traditions.

From mauka to makai, our forests,
streams, and ocean are full of life that
feeds and empowers our families. As
one 'ohana, we celebrate each others'
commonalities and differences,
committed to learn, share, and support
all our efforts to mālama 'āina.
Unified, we are stronger, more
efficient, knowledgeable,
compassionate, and resilient.
In this, we honor our Hā.

'O Maui Hikina Kākou!
We are East Maui!



Certificate of Completion

to

*For successfully completing the Mālama I Ke Kai
Community Action Planning Workshop Series
Spanning May 10th - August 11th, 2019.*

*Mac Poepoe, Chair,
Maui Nui Makai Network*

*Karin Osuga, Coordinator,
Maui Nui Makai Network*

RESOURCES & APPENDICES



Resources

- Appendix A: Maui Nui Makai Network Member Profiles
- Appendix B: Glossary and Acronyms
- Appendix C: Workshop Series Sample Agenda
- Appendix D: Community Action Plan (CAP) Outline
- Appendix E: Sample Liability Waiver and Photo Release
- Appendix F: Oral History Interview Agreement
- Appendix G: Facilitation Guidance
- Appendix H: List of Values
- Appendix I: Research and Data Sharing Agreement
- Appendix J: Survey to Inform Adaptive Management

Resources

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3.2 'Imi Ho'omalu: Seeking Governance and Management Frameworks

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Gombos, M., Atkinson, S., Green, A., & Flower, K. (Eds.). 2013. Designing Effective Locally Managed Areas in Tropical Marine Environments: A Booklet to Help Sustain Community Benefits through Management for Fisheries, Ecosystems, and Climate Change. Jakarta, Indonesia: USAID Coral Triangle Support Partnership. [http://www.coraltriangleinitiative.org/sites/default/files/resources/9_Designing%20Effective%20Locally%20Managed%20Areas%20in%20Tropical%20Marine%20Environments_Facilitators%20Guide%20\(English\).pdf](http://www.coraltriangleinitiative.org/sites/default/files/resources/9_Designing%20Effective%20Locally%20Managed%20Areas%20in%20Tropical%20Marine%20Environments_Facilitators%20Guide%20(English).pdf)

Green, A., White, A., Kilarski, S. (Eds.) 2013. Designing marine protected area networks to achieve fisheries, biodiversity, and climate change objectives in tropical ecosystems: A practitioner guide. The Nature Conservancy, and the USAID Coral Triangle Support Partnership, Cebu City, Philippines. viii + pp 35. <https://www.coraltriangleinitiative.org/library/guide-designing-marine-protected-area-networks-achieve-fisheries-biodiversity-and-climate>

3.3 Hō'oiā'i'o: Assessing Strategies by Validating Assumptions and Expectations

Healthy Country Planning. 2019. Session 09 HCP Results Chains. Open Standards for the Practice of Conservation. <https://cmp-openstandards.org/library-item/healthy-country-planning/>.

3.4 Ho'oikaika: Assessing Capacity by Identifying Strengths and Needs

Applied Conservation. turboCAP Capacity – What's needed to implement your strategies? <https://sites.google.com/view/turbocap/hints-worksheets/capacity>

3.5 'Imi 'Ike: Creating a Monitoring Plan to Measure Your Impact

Healthy Country Planning. 2019. Session 10 HCP Measures and Monitoring. Open Standards for the Practice of Conservation. <https://cmp-openstandards.org/library-item/healthy-country-planning/>.

Pomeroy, Robert S., John E. Parks, and Lani M. Watson. 2004. How is your MPA doing? A Guidebook of Natural and Social Indicators for Evaluating Marine Protected Area Management Effectiveness. The World Conservation Union (IUCN), Gland, Switzerland and Cambridge, United Kingdom. <https://www.iucn.org/content/how-your-mpa-doing-a-guidebook-natural-and-social-indicators-evaluating-marine-protected-areas-management-effectiveness>

Sterling E.J., Pascua P., Sigouin, A. Gazit N., Mandle L., Betley E., Aini J., Albert S., Caillon S., Caselle J.E., Cheng S.H., Claudet J., Dacks R., Darling E.S., Filardi F., Jupiter S.D., Mawyer A., Mejia M., Morishige K., Nainoca W., Parks J., Tanguay J., Ticktin T., Vave R., Wase V., Wongbusarakum S., McCarter J. 2020. Creating a space for place and multidimensional well-being: lessons learned from localizing the SDGs. Sustainability Science. <https://link.springer.com/article/10.1007/s11625-020-00822-w>

The Nature Conservancy. 2016. Conservation by Design 2.0 Guidance Document. Arlington, Virginia. https://www.conservationgateway.org/ConservationPlanning/cbd/Documents/CbD2.0_Guidance%20Doc_Version%201.pdf

3.6 Ho'ohana: Creating a Work Plan

Healthy Country Planning. 2019. Session 11 HCP Work Plans and Capacity. Open Standards for the Practice of Conservation. <https://cmp-openstandards.org/library-item/healthy-country-planning/>.

STEP 4

4.1 A'o ā Ma'a: Learning and Adapting

Healthy Country Planning. 2019. Session 12 HCP Analyse Use and Adapt. Open Standards for the Practice of Conservation. <https://cmp-openstandards.org/library-item/healthy-country-planning/>.

Salafsky, Nick, Richard Margoluis, and Kent Redford. 2001. Adaptive Management: A Tool for Conservation Practitioners. Washington, D.C.: Biodiversity Support Program. Adaptive Management. <https://fosonline.org/wp-content/uploads/2019/01/AdaptiveManagementTool.pdf>

4.2 Ho'omālama 'Aelike: Developing and Honoring Mutually Beneficial Relationships

Free Prior and Informed Consent. <https://www.fpic.info/en/>;
<https://www.tnchumanrightsguide.org/module-2-free-prior-informed-consent/#understanding-fpic>

Paoakalani Declaration. 2003. <https://www.oha.org/news/statement-on-the-aloha-poke-controversy/paoakalani-declaration/>

United Nations Declaration on the Rights of Indigenous Peoples. 2007. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2019/01/UNDRIP_E_web.pdf

RESOURCES

4.3 'Ōlelo Poeko: Communicating Effectively

COMPASS. 2020. The Message Box. <https://www.compasscomm.org/leadership-development/the-message-box/>

Reef Resilience Network. Communication. <https://reefresilience.org/communication/>

Spitfire Strategies. 2020. Smart Chart 3.0. <https://www.spitfirestrategies.com/tools/#tab1>

4.4 Ho'ike: Creating and Sharing Your Plan

Applied Conservation. turboCAP software helps conservation projects jump-start their Conservation Action Plans. <https://sites.google.com/view/turbocap/home>

Healthy Country Planning. 2019. Session 13 HCP Telling Ourselves and Others. Open Standards for the Practice of Conservation. <https://cmp-openstandards.org/library-item/healthy-country-planning/>

Miradi Adaptive Management Software for Conservation Projects. <https://www.miradishare.org/ux/home>

4.5 Hūlō a e Pili Mau: Celebrating Your Achievements and Staying Connected

E Alu Pu Network. <http://kuahawaii.org/e-alu-pu/>

Global Island Partnership. <http://www.glispa.org/bright-spots>

Kai Kuleana Network. https://www.habitatblueprint.noaa.gov/wp-content/uploads/2018/07/Fact-Sheet_West-Hawaii-HFA_2018.pdf

Locally Managed Marine Area Network. <https://lmanetwork.org/>

Maui Nui Makai Network. <https://www.mauinui.net/>

Appendix A: Maui Nui Makai Network Member Profiles

ALAKA'I MEMBERS

HUI MĀLAMA O MO'OMOMI

We began our work in the early 1990s seeking to inspire our community of Mo'omomi on Moloka'i and other communities in Hawai'i to revive traditional customary practices based on natural resource cycles that help us regain knowledge and better sustain and manage our resources. Despite the rugged shoreline and windward exposure of Moloka'i's North Coast, it is regarded as an essential and extensively used traditional fishing and gathering area. The marine resources of this area have sustained the local Hawaiian population of north Moloka'i since at least 900 A.D. Early inhabitants of nearby north coast valleys made regular canoe voyages to Mo'omomi to fish and gather ocean and coastal resources. Accounts from oral history refer to a time when indigenous inhabitants walked on trails from Nihoa to Kalaeoka'ilio and beyond, monitoring and harvesting from managed ko'a (fishing grounds) which were marked along the shoreline by kū'ula (fishing shrines). The knowledge, function and protocols related to the fishing grounds and kū'ula have been passed on from one generation to the next and are known by the master fishermen of this area to this day.

To reverse the declines we've observed in resources along our coastline, we are building support for community-based management, including a [Community-Based Subsistence Fishing Area](https://www.mauinui.net/helpful-tools.html) (CBSFA) (<https://www.mauinui.net/helpful-tools.html>), and sharing 'ike to care for the ocean by mentoring youth and working with the community on the ground. To learn more about our programs go to <https://www.mauinui.net/hui-malama-o-moomomi.html>.

KA HONUA MOMONA

Ka Honua Momona (KHM) is a 501(c)(3) nonprofit, based on the island of Moloka'i. KHM's mission is to be a model of sustainability mauka to makai. We seek to foster connections between all aspects of the island ecosystem, including the people and culture, and we firmly believe that Moloka'i can again return to abundance and become a self-sufficient model for others. Our primary long-term goals are to: 1) Develop indigenous education systems by revitalizing natural and cultural resources; 2) Perpetuate traditional knowledge and stewardship while evolving with modern technology.

If you picture a kupuna sewing a Hawaiian throw net, he starts with a maka (an eye) and slowly, but steadily, connects the aho (rope) until he has made enough rows of connections to form an entire net. We believe that participants of our programs go through a similar, iterative process, by experiencing each of our five core principles as many times as is necessary to gain the wisdom of our kūpuna: Mahuaola: Health and Wellbeing; Kahu Hoilina: Environmental Stewardship; Kuka'i Ka Hā: Intergenerational Sharing; Ka 'Imi 'Ike: Life Long Learning; and Hoewe: Cultural Rootedness. To learn more about our programs, or to contact us, go to <https://www.mauinui.net/hui-malama-o-moomomi.html>.

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KĪPAHULU 'OHANA

We are a group of residents and kama'āina from Kīpahulu in east Maui dedicated to the cultural sustainability of Kīpahulu moku through the perpetuation of traditional Hawaiian practices from mauka to makai. Prized by Hawaiians for its fertile lands and waters, Kīpahulu sustained a population of thousands for generations. But in a small subsistence-based community, increased accessibility to our shorelines and a decline in traditional Hawaiian management has led to a well-documented decrease of our resources such as 'opihi, limu, and fish that the 'ohana of Kīpahulu rely on for sustenance. Thus in 1995, a small group of Hawaiian residents formed Kīpahulu 'Ohana to revive and promote traditional and cultural practices to reverse this trend and restore abundance in Kīpahulu.

One way we are working to restore these resources is through the establishment of an '[opihi rest area](#)' along the public access coastline of Haleakalā National Park. By voluntarily resting the area, we are ensuring food for the future and perpetuating our culture. In order to establish rules that support Kīpahulu's place-based traditions and culture and develop a collaborative management plan, Kīpahulu 'Ohana has formally invited the State Division of Aquatic Resources (DAR) to designate Kīpahulu moku's nearshore waters as a [Community-Based Subsistence Fishing Area](#) (<https://www.mauinui.net/helpful-tools.html>) and we are currently pursuing our CBSFA application. Check us out at <https://kipahulu.org/>.

MAUNALEI AHUPUA'A CMMA

We are a group of local residents and families on Lāna'i who promote community kuleana to mālama 'āina. In other words, we embrace the privilege and responsibility to care for our resources. Native Hawaiian and local resident families have thrived off of the natural resources of Lāna'i for generations. Today, marine resources, including coral reefs and near-shore fisheries, remain central to island life.

Despite its importance, the marine life of Lāna'i is endangered by a number of unmanaged threats both in the water and on land including sedimentation, climate change, and overharvest. One example is an increase in the deer population and invasive plant species in our ahupua'a, which has caused soil erosion. After it rains, sediment runs off the land and into the water, degrading coral reefs and essential habitat for fish and other important species. To combat this erosion issue, we have built - with help from local youth groups - gabions, or sediment traps, using wood from the invasive kiawe trees. To learn more about our programs go to <https://www.mauinui.net/maunalei-ahupuaa-cmma.html>.

NĀ MAMO O MŪ'OLEA

We are a group of family and residents in east Maui actively working to mālama our place and perpetuate our Hawaiian cultural values and practices so the 'ohana of Mū'olea can continue to rely on these lands and waters for our traditional subsistence lifestyle. Mū'olea, once the summer residence of King David Kalākaua, is steeped in cultural heritage and tradition. Careful tending of its shoreline and reefs has ensured sustainable food supplies for generations of Native Hawaiians. But in recent decades, the traditional systems and practices that helped maintain abundance have started to erode.

We aim to boost community engagement in the management activities of our place. One way we practice traditional ahupua'a management is by resting an area from the harvest of 'opihi, a highly-prized endemic limpet that is part of the traditional Hawaiian diet. We have established a voluntary 'opihi rest area along our coast, giving the 'opihi time to make more 'opihi and providing resources for the future. We also provide scholarships for youth and host an annual Hāna Limu Festival. Please visit us at <https://www.muolea.org/>, or <https://www.mauinui.net/na-mamo-o-muolea.html> for more information.

POLANUI HIU

We are a group of community members from west Maui working to restore the coral reefs, fisheries, and traditions once practiced within the ahupua'a of Polanui near Lāhaina town. Our efforts are enhanced by long-held values of laulima (cooperation) and kuleana, and strong community involvement.

Nā Papalimu O Pi'ilani, the reef off Maui's Lāhaina coastline at Polanui, was once known for its abundance of fish and edible limu. These resources, carefully tended by kūpuna, sustained Lāhaina families for generations. But like other Hawaiian reefs adjacent to high population centers, it now shows signs of significant human impact associated with overharvesting, recreational use, sedimentation, and poor water quality. These stressors are contributing to the reef's decline in health and consistently low fish populations. And as resources and habitats disappear, so do the roots, knowledge, and practices patiently acquired by Native Hawaiians over generations. One way we are addressing this challenge is by engaging our community in monitoring fish abundance, presence and absence, human recreational use, and coastal water quality. This community-gathered data will be used to make informed decisions related to Polanui's future management. Check out our website at <https://polanuihiu.com/>. To get involved, email us at polanuihiu@hawaii.rr.com.

WAILUKU CMMA

We are a group of local residents and families in central Maui focused on restoring a healthy fishery within the Kahului Harbor Fisheries Management Area (FMA) for forage species like akule and nehu that are the basis of the food-chain. Kahului Harbor is an important estuary environment for a variety of marine and coastal species. We are using a multi-prong approach to address the detrimental factors that have led to noticeable declines in akule and nehu populations. One approach is to increase compliance with FMA rules by promoting pono fishing, working with local fishermen, engaging our community, and hosting youth programs. We are also working with the Pacific Islands Ocean Observing System to monitor and improve water quality and restore limu abundance in collaboration with the Limu Hui and through our own efforts. Our approach honors the connection between forage fish, limu, and water quality, and acknowledges working to improve any one of these components is an effort to improve all three of them. To learn more about our programs go to <https://www.mauinui.net/wailuku-cmma.html>.

KĀKO'O MEMBERS

KUA'ĀINA ULU 'AUAMO

Kua'āina Ulu 'Auamo (KUA) is an innovative, movement-building “backbone” organization that serves and connects the efforts of rural communities throughout the islands (KUA meaning “back” or “backbone”). We have been a kākō'o member of the Network since September 2016.

KUA works to empower communities to improve their quality of life through caring for their environmental heritage together. We employ a community-driven approach that currently supports a network of more than 31 mālama 'āina community groups collectively referred to as E Alu Pū (moving forward together), 40 fishpond projects and practitioners called the Hui Mālama Loko l'a, and a new and growing hui of limu practitioners from across our state, known as the Limu Hui. Learn more or contact us at <http://kuahawaii.org/>.

MAUI NUI MARINE RESOURCE COUNCIL

Maui Nui Marine Resource Council (MNMRC) is a Maui-based nonprofit working toward our vision of healthy coral reefs, clean ocean water and abundant native fish for the islands of Maui County. We were co-founded in 2007 by marine biologist Robin Newbold and kupuna Ed Lindsey. We have been a kākō'o member of the Network since its founding in February 2013.

Many of the problems that threaten our reefs and undermine clean ocean water begin on land. That's why our work ranges from mountains to sea and engages the participation of the community, including more than 100 volunteers. Utilizing scientific research and guided by traditional Hawaiian values, we create innovative and effective solutions to challenging problems.

We invite you to join our committed group in restoring and maintaining Maui Nui's marine resources. MNMRC meets the first Wednesday of each month from 5-7:00 PM at Pacific Whale Foundation's Discovery Center. Learn more or contact us at <https://www.mauireefs.org/>.

THE NATURE CONSERVANCY

Guided by science and its mission to conserve the lands and waters on which all life depends, The Nature Conservancy (TNC) works with partners in 72 countries and all 50 United States to develop solutions to the world's toughest challenges so that nature and people can thrive together.

Since 1980, TNC has contributed to the protection of 2.5 million acres of Hawai'i's forests—the source of our fresh water and has led efforts to combat invasive species that devastate island habitats from mountains to nearshore coral reefs.

Today, TNC works with government and academic partners and more than 30 communities across the state to restore and protect the coastal habitats that support Hawai'i's culture, fisheries, economy, and way of life. These partnerships work to reduce pressure from polluted runoff, invasive species, and unsustainable fishing on reefs and fisheries, and to strengthen management efforts along Hawai'i's coasts. Learn more or contact us at nature.org/Hawaii.

Appendix B: Glossary and Acronyms

Hawaiian Terms

Aho	Rope
Ahupua'a	Hawaiian land division, typically extending from uplands to the deep blue sea
'Āina/aloha 'āina	Land/love of the land
'Aina momona	Land that is productive, plentiful, abundant with food resources
Akule	Big eyed scad (<i>Selar crumenophthalmus</i>)
Aloha kākou	Greetings to all
A'o ā ma'a	Learn in order to adapt (a'o: instruction, learning; ma'a to be familiar, used to)
'A'ole	No, not, never
Hawai'i nei	Phrase used when the speaker is physically in Hawai'i
Hō'ike	To show, cause to know or see
Holomua	To progress, go forward
Ho'ohana	To work, administer, manage, encourage
Hō'ōia 'i'o	To verify, check, make sure, acknowledge
Ho'olālā	To make plans or projects
Ho'oikaika	To strengthen
Ho'oliuliu	To make ready, preparations
Ho'oma'ama'a	To become familiar
Ho'omākaukau	To make ready, to prepare, to get ready for a coming event
Ho'omau	To continue, keep on, persist, renew, perpetuate, and persevere
Ho'onohonoho	To make arrangements
Ho'opili	To bring together, to attach oneself to a person, united as friends
Ho'owae	To choose, select, discriminate
Hūlō	Hurrah, cheers
'Ike	Knowledge, awareness, understanding, comprehension and hence learning
'Imi ho'omalū	Seeking governance (imi: seek; ho'omalū: to bring under the care of, to govern)
'Imi 'ike	Seek knowledge
Ka'ana 'ike	Equally sharing knowledge
Ka'apuni	To make a tour, go around
Kahua hana	Foundation principles
Kai	Sea
Kama'āina	Native born, one born in a place, host
Kānaka	People
Kanaka maoli	Descendants of the Polynesians who settled in the Hawaiian Islands before 1778
Ko'a	Fishing grounds/coral
Kū'ula	Fishing shrine, god of fishermen
Kapu	Taboo, prohibition, consecrated
Kuleana	Responsibility
Kumu kānāwai	Code of rules

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Kumu lā'au	Teaching tree (kumu: base, foundation, teacher; lā'au: tree, plant)
Kupa 'āina	Born of the land, a native of that place or land
Kupuna/kūpuna	Respected elder, grandparent, ancestor/plural of kupuna,
Laulima	Cooperation
Lawai'a	Fisherperson
Limu	Seaweed
Mahalo/	Thanks, gratitude
Mahalo nui loa/	Thanks very much
Mahalo piha	Whole-hearted gratitude
Maka	An eye
Maka'ala	To be alert, aware, vigilant, watchful, wide awake
Ma ka hana ka 'ike	In working one learns
Mākaukau	Prepared, ready
Makai	Toward the sea
Mālama/	To take care of, care for/care for the ocean
Mālama i ke kai	
Mana'o	Thoughts, ideas, opinions
Maui Nui	Islands of Kaho'olawe, Lāna'i, Moloka'i, and Maui
Mālama 'Āina	To care for and nurture the land
Mauka	Toward the mountains, inland, upland
Moku	District, island, section
Mo'olelo	To tell a story, tale, history, tradition
Muliwai	River mouth, estuary
Nānā i ka nu'u	Look to the summit (nānā: to look at, observe; i ka nu'u: towards the summit)
Nehu	Hawaiian anchovy fish (<i>Engrasichroma purpurea</i>)
'Ohana	Family
'Ōlelo poeko	Eloquent speaking
'Ōpelu	Pacific mackerel scad fish (<i>Decapterus sanctae-helenae</i>)
'Opihi	Endemic limpet species, makaiāuli (<i>Cellana exarata</i>), 'ālinalina (<i>Cellana sandwicensis</i>), kō'ele (<i>Cellana talcosa</i>), harvested as food.
'Ōpio	Youth, juvenile, youngster
Pae 'āina	Archipelago, united people
Paha	Maybe, perhaps, possibly
Paipai a ola	Encourage and live
Palapala'āina	Map, land document
Pilikia	Trouble, problem, nuisance
Pili mau	Keep together
Pō'ai a ola	Cycle of life
Pono practices	Behaviors that are moral, fitting, proper, righteous, just, virtuous, fair, beneficial
Pu'uhonua	Place of refuge, sanctuary, place of peace and safety

English Terms

Actions	In the context of a <i>Community Action Plan</i> , the activities or interventions that explain how objectives will be accomplished
Adaptive management	Adjusting your actions based on what you learn from implementing and monitoring
Area-based management	The integrated, sustainable management of the full suite of human activities occurring in large, spatially defined areas, which take into account biophysical, socioeconomic, and jurisdictional considerations, wherein no-impact and low-use areas may be necessary elements of biodiversity protection
Community	People who come together from across a wider geography to care about a place from many perspectives - anyone who cares enough, step up and help take care of and lift up a place is part of the community
Community group	Families and individuals who currently or previously reside within the area of scope, as well as stakeholders, or outside individuals with a related interest of taking care of the area
Community-based management	Natural resource stewardship regime in which a community comprised of an organized group of people with an ancestral, residential, and/or use-based relationship with a place is empowered through agreement, policy, or legal ownership to inform decision-making about how that place's resources are used, managed, and conserved. This includes a range of governance conditions, from a community playing a formal advisory role to a government agency, a community exercising exclusive collective ownership, or a hybrid set-up within this spectrum. The advisory type of community-based management is currently the most commonly practiced in contemporary Hawai'i.
Collaborative or Co-management	Occurs when two or more parties within the collaboration share decision making authority over common-pool resources (Berkes et al. 1991). The 1996 World Conservation Congress states via Resolution 1.42 that co-management is a "partnership in which government agencies, local communities and resource users, non-governmental organizations and other stakeholders negotiate, as appropriate to each context, the authority and responsibility for the management of a specific area or set of resources."
Goals	A simple phrase that succinctly communicates your aim or desired result
Herbivore/ Herbivorous fish	An animal/fish that feeds on plants
Indicator	In the context of a <i>Community Action Plan</i> , a measurable entity related to a specific information need
Intellectual Property	A category of property that includes intangible creations of the human intellect
Method	In the context of a <i>Community Action Plan</i> , a specific technique used to collect data to measure an indicator
Mission	A definitive statement for why a group or organization exists, and what it intends on doing
Network, managed area	Multiple, complementary areas managed collectively to sustain resilience, productivity, and diversity
Network, peer learning	A facilitated approach to build and share knowledge to increase collective expertise on a specific topic; a group who has joined to share best practices, lessons learned and to amplify their community voices

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Objectives	In the context of a <i>Community Action Plan</i> , the outcomes you hope to achieve that answer the questions what, where, by how much, and in what time frame
Participatory	The opportunity and expectation for individual participation
Peer learning	Method of learning from and with each other by sharing knowledge and experiences with peers
Resource/ Resource species	In the context of a <i>Community Action Plan</i> , something the community wants to protect. Typically, a plant, animal, or habitat of biological, social, cultural, and/or economic significance
Stakeholder(s)	In the context of a <i>Community Action Plan</i> , individual or group with interest in the geographic area/resources your group is working to protect
Target	In the context of a <i>Community Action Plan</i> , resources your group is working to protect
Threat	In the context of a <i>Community Action Plan</i> , people or things putting pressure on the resources your group is working to protect
Try wait	Please wait (do not fish for now) while the area rests and recovers in abundance
Viable/viability	Capable of survival
Vision	In the context of a <i>Community Action Plan</i> , conveys what your resources, place, or community will look like once you achieve your mission

Acronyms

CBSFA	Community-Based Subsistence Fishing Area
CMMA	Community Managed Makai Area
DAR	State Division of Aquatic Resources
IPA	Intellectual Property Agreement
KUA	Kua'āina Ulu 'Auamo
LMMA	Locally Managed Marine Area
MNMN	Maui Nui Makai Network
MNMRC	Maui Nui Marine Resource Council
PART	Participatory Aquatic Resource Transect
SMART	Specific, measurable, achievable, realistic, and time-bound
TNC	The Nature Conservancy

Appendix C: Workshop Series Sample Agenda

This agenda is for four 2-day community workshops. Please personalize for your unique situation.



AGENDA – WORKSHOP 1

Mālama I Ke Kai: Community Action Guide: Step 1

HO'OMĀKAUKAU: Preparing for Action

Date and Location

Saturday (7:30 AM- 5:00 PM)

Sunday (7:30 AM – 4:30 PM)

This Workshop Series is designed to help communities interested in the sustainable management of local nearshore marine and ahupua'a resources organize, develop and execute a community action plan to achieve their vision and goals. The timing for each activity is based on a community group of 6-12 people and a site of average complexity. Timing for each activity will vary based on the group size, project complexity, how you engage experts, partners, and stakeholders who do not attend, and how many times you wish to revisit and revise your work. In Workshop 1, your community will:

- Use participatory assessment techniques to organize community knowledge in support of local marine management efforts.
- Develop an agreement to work together, and vision, values and mission to help you function as a cohesive team over the long term.
- Strengthen relationships between participants.

Saturday (DAY 1)

07:30 AM Participant arrivals/sign-in, coffee, tea, breakfast, fill out photo/liability waivers

08:00 Workshop Welcome

- Welcome and opening remarks
- Thank you to participants and organizers
- Brief participant introductions

08:30 Overview of Workshop Series

- Review goals and timeline with list of steps on a flip chart
- Review and discuss objectives and agenda for first workshop
- Finalize working agenda
- Review and provide feedback on the workshop code of conduct
- Distribute workshop materials
- Participants share expectations
- Q&A

09:00 Activity 1.3 Palapala'āina: Mapping by Your Community (1 hour 45 min)

- Introduction to activity
- Complete participatory map
- Create summary lists of targets and threats identified in the mapping activity

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- 10:45 Group Photo/Break
- 11:00 Activity 1.4 Mo'olelo: Making an Historical Timeline (1 hour)
- Introduction to activity
 - Complete timeline
- 12:00 PM Lunch
- 01:00 Activity 1.5 Ho'omau: Declaring Your Group's Aspirations and Intentions (1 hour)
- Introduction to activity
 - Draft community agreement to work together
 - Identify a few volunteers who will work this evening to refine the Ho'omau statement
- 2:00 Break and energizer
- 2:30 Activity 1.6 Kahua Hana: Developing Your Group's Vision, Values, Mission (2 hours)
- Introduction to activity
 - Develop a vision, values, and mission in one large or small groups (if necessary – you may already have a vision or mission)
 - Identify a few volunteers who will refine the vision and mission statements this evening following the activity
- 4:30 Daily Wrap Up
- Plus/Delta – record what participants appreciated about the day and what they would like to see changed for the next day or subsequent Workshops
 - Review what to expect for Ka'apuni tomorrow
 - Request volunteer to provide summary of the day for tomorrow morning
- 05:00 Adjourn
- Sunday (DAY 2)
- 07:30 AM Participant arrivals at the pre-determined Ka'apuni location. Sign-in. Participants provide own breakfast and coffee. Workshop hosts provide water/drinks.
- 08:00 Welcome
- Welcome and opening remarks
 - Review of yesterday's activities and outputs by a volunteer participant
 - Review agenda for today
 - Respond to change requests from yesterday's Plus/Delta
 - Introduction to and what to expect on the Ka'apuni and a safety briefing
- 08:30 Activity 1.2 Ka'apuni: Touring Your Place Together (2 hours)
- Break into groups (if needed) and walk along transect in various habitats and areas recording observations and conversations on provided data sheets
 - Take group photo
 - Return to meeting location

- 10:30 In plenary – groups report back and discuss what was learned or experienced during the Ka’apuni. (30 min)
- 11:00 Activity 1.6 Kahua Hana: Declaring Your Group’s Vision, Values, Mission (continued) (1 hour)
- Volunteers who worked on Ho’omau and vision, values, and mission statements, share their work back to the group for feedback
- 12:00 PM Lunch
- 1:00 Activity 1.7a Pō’ai a Ola: Creating a Seasonal Calendar (1 hour 15 min)
- Introduction to activity
 - Conduct activity in small groups or plenary
- 2:15 Break and energizer
- 2:45 Activity 1.7b Kumu Kānāwai: Developing a Code of Conduct for Your Place (1 hour 15 min)
- Introduction to activity
 - Conduct activity in small groups or plenary
- 4:00 End of Workshop I Wrap-up (30 min)
- Reflect on what was accomplished over the weekend and discuss if any adjustments are needed to the work completed thus far
 - Check off what was accomplished on the list of steps
 - Discuss next steps and the next workshop dates, locations, and future topics
 - Distribute and collect workshop evaluations
 - Give closing remarks and thank everyone for their participation and support
- 4:30 Adjourn



AGENDA – WORKSHOP 2

Mālama I Ke Kai: Community Action Guide: Step 2

HO’OMA’AMA’A - Understanding Your Place

Date and Location

Saturday (7:30 AM – 4:30 PM)

Sunday (7:30 AM – 1:30 PM)

This Workshop Series is designed to help communities interested in the sustainable management of local nearshore marine and ahupua’a resources organize, develop and execute a strategic action plan to achieve their vision and goals. In Workshop 2, your community will:

- Learn how to use community assessment results to identify and set community priorities.
- Learn how to use priorities identified to create a community action plan.
- Strengthen relationships between participants.

Saturday (DAY 3)

07:30 AM	Participant arrivals/sign-in coffee, tea, and breakfast, waivers for new participants
08:00	<p>Workshop Welcome</p> <ul style="list-style-type: none"> • Welcome and opening remarks • Review what was accomplished in Workshop 1, where you are in the process, objectives, and working agenda for this workshop • Review “steps” check list • Brief “around the circle” new participant introductions • Ask for any thoughts participants may have had since Workshop 1
08:30	<p><u>Activity 2.1</u> Ho’owae: Choosing Priorities and Geographic Scope (2 hours)</p> <ul style="list-style-type: none"> • Introduction to activity • Reflecting on the participatory mapping, ka’apuni and other activities, refine the list of the most important targets to be conserved and refine project area as needed • Define what makes your target healthy and functioning, and the current and desired health status of your targets
10:30	Group Photo/Break
10:45	<p><u>Activity 2.2</u> Pilikia Paha: Identifying and Ranking Problems (1 hour 30 min)</p> <ul style="list-style-type: none"> • Introduction to activity • Small group work – from the list of problems from community mapping exercise, identify the sources of stress for each target and rank (in the provided table) threats from highest to lowest priority
12:15 PM	Lunch
01:00	<p><u>Activity 2.3</u> Kumu Lā’au: Situation Analysis (2 hours)</p> <ul style="list-style-type: none"> • Introduction to activity • Reference threat ranking table from Workshop 1 • This diagramming activity will help identify the points and opportunities for influence, so you can determine who needs to be involved to successfully address problems at the key points and opportunities of influence

- Break into small groups as needed
- 03:00 Break and energizer
- 03:30 Activity 2.3 Kumu Lā'au: Stakeholder Analysis (continued) (1 hour)
- Introduction to activity
 - Reference the situation analysis that you just completed
- 04:30 Daily Wrap Up
- Plus/Delta – record what participants appreciated about the day and what they would like to see changed for tomorrow
 - Review what to expect for tomorrow
 - Request volunteer to provide summary of the day for tomorrow morning
- 05:00 Adjourn
- Sunday (DAY 4)
- 07:30 AM Participant arrivals/sign-in coffee, tea, and breakfast
- 08:00 Welcome
- Welcome and opening remarks
 - Review of yesterday's activities and outputs by a volunteer participant
 - Review agenda for today
 - Respond to change requests from yesterday's Plus/Delta
- 08:30 Activity 2.4 Nānā I Ka Nu'u: Setting Goals (1 hour)
- Introduction to activity
 - Develop a few high-level aspirational goals
- 09:30 Activity 3.1 Ho'onohonoho: Identifying Strategies – Objectives and Actions (2 hours)
- Introduction to activity
 - Review and discuss the causes and effects of climate change, outlined in Mālama I Ke Kai
 - Develop one objective and a set of strategic actions. Include outreach needed for key stakeholders
 - Repeat process if time allows
 - Break into small groups as needed. If you do work in small groups allow time to report out and share your work in plenary
- 11:30 End of Workshop II Wrap-up (30 min)
- Reflect on what was accomplished over the past two days and discuss if any adjustments are needed to the work completed thus far
 - Check off what was accomplished on the list of steps
 - Discuss next steps and the next workshop dates, locations, and future topics
 - Distribute and collect workshop evaluations
 - Give closing remarks and thank everyone for their participation and support
- 12:00 PM Lunch
- 01:30 Adjourn



AGENDA – WORKSHOP 3

Mālama I Ke Kai Community Action Planning: Step 3

HO’OLĀLĀ – Making Your Plan

Date and Location

Saturday (7:30 AM – 5:00 PM)

Sunday (7:30 AM – 3:00 PM)

This Workshop Series is designed to help communities interested in the sustainable management of local nearshore marine and ahupua’a resources organize, develop and execute a strategic action plan to achieve their vision and goals. In Workshop 3, your community will:

- Use priorities identified to create a community action plan.
- Learn to assess your strategies and your capacity to implement.
- Develop measures and monitoring and implementation plans to help your group stay on track.
- Strengthen relationships between participants.

Saturday (DAY 5)

07:30 AM	Participant arrivals/sign-in, coffee, tea, and breakfast, waivers for new participants
08:00	<p>Workshop Welcome</p> <ul style="list-style-type: none"> • Welcome and opening remarks • Review what was accomplished in Workshops 1 and 2, where you are in the process, objectives, and working agenda for this workshop • Review “steps” check list • Brief “around the circle” new participant introductions • Ask for any thoughts participants may have had since Workshop 2
08:30	<p><u>Activity 3.1</u> Ho’onohonoho: Identifying Strategies – Objectives and Actions (continued) (1 hour 30 min)</p> <ul style="list-style-type: none"> • Review and discuss the strategies developed in the last workshop. Revise, refine and develop new objectives and actions as needed
10:00	Group photo/Break
10:15	<p><u>Activity 3.2</u> ‘Imi Ho’omalū: Seeking Governance and Management Frameworks (1 hour 45 min)</p> <ul style="list-style-type: none"> • Introduction to activity • Conduct activity to select and design governance and management frameworks
12:00 PM	Lunch
01:00	<p><u>Activity 3.3</u> Hō’oia’i’o: Assessing Strategies by Validating Assumptions and Expectations (1 hour 30 min)</p> <ul style="list-style-type: none"> • Introduction to activity • Develop results chains for the highest priority objectives and strategies
02:30	Break and energizer
03:00	<p><u>Activity 3.4</u> Ho’oikaika: Assessing Capacity by Identifying Strengths and Needs (1 hour 30 min)</p> <ul style="list-style-type: none"> • Introduction to activity

- Conduct scorecard activity
 - Develop objective and/or strategic actions to address your group's capacity needs
- 04:30 Daily Wrap Up
- Plus/Delta – record what participants appreciated about the day and what they would like to see changed for tomorrow
 - Review what to expect for tomorrow
 - Request volunteer to provide summary of the day for tomorrow morning
- 05:00 Adjourn
- Sunday (DAY 6)
- 07:30 AM Participant arrivals, coffee, tea, and breakfast
- 08:00 Welcome
- Welcome and opening remarks
 - Review of yesterday's activities and outputs by a volunteer participant
 - Review agenda for today
 - Respond to change requests from yesterday's Plus/Delta
- 08:30 Complete any work that needs to be finished from yesterday
- 10:00 Activity 3.5 'Imi 'Ike: Creating a Monitoring Plan to Measure Your Impact
(2 hours)
- Introduction to activity
 - Small group work – reflecting on your objectives, strategies and results chains, develop and select a few key indicators that will help you to understand if your efforts are having a positive effect on your targets and understand if the actions you are taking are achieving the desired results. Based on that work, discuss what kind of monitoring should take place and include monitoring actions under the appropriate objective (previously developed) as a strategic action.
- 12:00 PM Lunch
- 01:00 Activity 3.6 Ho'ohana: Creating a Work Plan
(1 hour 30 min)
- Introduction to activity
 - Develop implementation plan of priority strategies and measures for the next one to three years
- 02:30 End of Workshop III Wrap-up (30 min)
- Reflect on what was accomplished and discuss if any adjustments are needed to the work completed thus far
 - Check off what was accomplished on the list of steps
 - Discuss next steps
 - Distribute and collect workshop evaluations
 - Give closing remarks and thank everyone for their participation and support
- 03:00 Adjourn



AGENDA – WORKSHOP 4

Mālama I Ke Kai Community Action Planning: Step 4

MA KA HANA KA 'IKE: Learning by Doing

Date and Location

Saturday (7:30 AM – 4:30 PM)

Sunday (7:30 AM – 1:30 PM)

This Workshop Series is designed to help communities interested in the sustainable management of local nearshore marine and ahupua'a resources organize, develop and execute a strategic action plan to achieve their vision and goals. In Workshop 4, your community will:

- Learn about adaptive management.
- Learn and apply a strategic communications framework to help you communicate effectively.
- Launch your community action plan and celebrate a job well done by all!

Saturday (DAY 7)

07:30 AM	Participant arrivals/sign-in, coffee, tea, and breakfast, waivers for new participants
08:00	<p>Workshop Welcome</p> <ul style="list-style-type: none"> • Welcome and opening remarks • Review what was accomplished in Workshops 1, 2, & 3, where you are in the process, objectives, and working agenda for this workshop • Review “steps” check list • Brief “around the circle” new participant introductions • Ask for any thoughts participants may have had since Workshop 3
08:30	Review of all work developed to date. Discuss and complete parts as needed. (1 hour 15 min)
09:45	Group Photo/Break
10:00	<p><u>Activity 4.1</u> A'o ā Ma'a: Learning and Adapting (30 min)</p> <ul style="list-style-type: none"> • Overview and discussion of what adaptive management is and how you can incorporate these concepts in your work
10:30	<p><u>Activity 4.2</u> Ho'omālama 'Aelike: Developing and Honoring Mutually Beneficial Relationships (30 min)</p> <ul style="list-style-type: none"> • Overview and discussion of how to safeguard your knowledge and work when working with external partners
11:00	<p><u>Activity 4.3</u> 'Ōlelo Poeko: Communicating Effectively (1 hour)</p> <ul style="list-style-type: none"> • Introduction to activity • For one priority communication need: <ul style="list-style-type: none"> – Select Your Target Audience(s) - “Who are you trying to reach?” – Determine Your Key Messages - “What do you say and how should you say it?” – Select Tools/Tactics for Communication – “How can you get your messages heard by your audience?”
12:00 PM	Lunch

- 01:00 Activity 4.3 'Ōlelo Poeko: Communicating Effectively (continued; 1 hour)
- Refine and summarize work to the group's satisfaction
 - Add communication strategy to objectives and actions if applicable
- 02:00 Break and energizer
- 02:30 Activity 4.4 Ho'ike: Creating and Sharing Your Plan (1 hour 30 min)
- Introduction to activity
 - Plan how and when you will complete and share your plan
- 04:00 Daily Wrap Up
- Plus/Delta – record what participants appreciated about the day and what they would like to see changed for tomorrow
 - Review what to expect for tomorrow
 - Request volunteer to provide summary of the day for tomorrow morning
- 04:30 Adjourn
- Sunday (DAY 8)
- 07:30 AM Participant arrivals, coffee, tea, and breakfast
- 08:00 Welcome
- Welcome and opening remarks
 - Review of yesterday's activities and outputs by a volunteer participant
 - Review agenda for today
 - Respond to change requests from yesterday's Plus/Delta
- 8:30 Discuss, refine and complete products from workshop series as needed (2 hours)
- 10:30 Activity 4.5 Hūlō a e Pili Mau: Celebrating Your Achievements and Staying Connected (30 min)
- Group discussion on staying connected on implementing the community action plan and with larger networks
- 11:00 PM End of Workshop 4 and Workshop Series Wrap-up (1 hour)
- Reflect on what was accomplished
 - Check off what was accomplished on the list of steps
 - Discuss next steps now that the workshops are completed
 - Distribute and collect workshop evaluations
 - Give closing remarks and thank everyone for their participation and support
- 12:00 Lunch and Celebrate completion of the Mālama I Ke Kai: Community Action Guide process!
- 1:30 Adjourn

WORKSHOP ENERGIZERS

Yes, Let's (10 minutes; for groups of 5-25)

Standing in a circle, everyone takes turns calling out a suggested action, then everyone responds with an enthusiastic "Yes, Let's!". For instance, if someone calls out "Let's start jogging in place!" the group responds with "Yes, Let's!" and everyone starts jogging in place until the next person calls out a new activity. It's a great way to get everyone moving and laughing.

Animal Line-Up (10 minutes; for groups of 5-50)

Tell the group to silently think of their favorite animal. Then tell the group that without talking, they need to arrange themselves from largest to smallest animals by making gestures and the sound(s) of their animal. After they have finished, have group members go around and say the animal they were supposed to be to confirm they got the order right!

Zip, Zap, Zop (10 minutes; for groups of 5-25)

Standing in a circle, ask the group to repeat the words "Zip, Zap, Zop" three or four times, all together. Introduce the activity: Imagine that I have a bolt of energy in my hands. To start the game, I will join my hands in front of me with arms straight, and send the bolt of energy out of my body with a strong forward motion straight to someone else in the circle (use hands, body, eyes, and voice to make contact across the circle) and say, "Zip." Explain that the next person takes the energy and passes it immediately to someone else saying "Zap." That person passes it on to another participant with a "Zop." The game continues and the "Zip, Zap, Zop" sequence is repeated as the energy moves around the circle. Encourage all players to use their whole body to send energy and to make eye contact. They can send the energy to whomever they want but the goal is to include all players. The group challenge is to go very quickly and stay consistent in rhythm. If someone varies the rhythm or says the incorrect word, they are eliminated from the group, until there are only three remaining players.

Extreme Jan-Ken-Pon (10 minutes+, depending on group size; for groups of 15+)

Have each member find a partner and play Jan-Ken-Pon (Rock-Paper-Scissors) by standing facing each other a few feet apart. Place one hand flat out in front of you, palm up. Your other hand will be used to make the shape of the object you want to play once the game starts. To play "rock," simply ball your hand up into a fist when you and your opponent shoot. Rock beats scissors but loses to paper. Throw "paper" by extending your hand palm down with your fingers outstretched. Paper wins against rock but loses to scissors. For "scissors," use two fingers to mimic the shape of an open pair of scissors. Scissors has an advantage over paper but can be beat by rock.

Count-down to make your play (1-2-3). Agree on a cue that you'll use to throw your shape. In the majority of games, the players throw their shape on the count of three (sometimes counted off by reciting the words "Jan-Ken-Pon"). You can also count by 4, saying "Rock, paper, scissors, shoot!" On the word "shoot," both participants play one of the three objects against the opponent. Tap your closed playing hand against your palm as you count down. This will help you and your opponent get synchronized. You'll then name a winner based on which objects were played. If both players throw the same object, it's a tie. In this situation, simply play again until there is a clear winner. Have pairs play "best 2 out of 3," meaning that 3 rounds will be played.

Instruct those who lost to start cheering the name of the person who beat them and follow that person around to their next game, like a cheerleader. Have all the winners pair up and face off against each other while the ones they beat are cheering for them. When one winner beats the other, all the people behind the losing opponent should start cheering for the winning player. Repeat this process in elimination, tournament style, until there are only two players left. Each should have a large group of people cheering them on from their previous wins. Let them play the final match for the best two out of three rounds.

Animal Sounds (15 minutes; for groups of 10+)

Supplies needed: Small pieces of paper with a name of an animal on each (aim to have 2 or more of each animal). Ensure that the number of papers/animal pairs match your group size.

Standing in a circle, distribute a small piece of paper to each person, with a name of an animal on each card (aim to have 2 or more of each animal). The challenge will be to find all other animals of one's own kind. No one can talk or look at other people's card - only animal sounds can be used. When you say "Go!", very loud chaos ensues, then gradually order and unity emerges as animals find one another. Have people stand to the side once they've found their partners.

Possible animals (consider cultural context and avoid if animal is sacred or offensive):

Cat	Dolphin	Goat	Lion	Peacock	Snake
Crow	Elephant	Whale	Monkey	Pig	Wolf
Dog	Frog	Horse	Mosquito	Rooster	Duck

Two Truths and A Lie (20 minutes; for groups of 6-10)

Each person prepares three statements, two of which are true and one of which is a lie. In any order, the person shares the three statements to the entire group. The object of the game is to figure out which statement is a lie. The rest of the group votes on each statement, and the person reveals which one is the lie.

Variation: Two Truths and a Dream Wish

As an interesting variation to the classic Two Truths and a Lie energizer, people may also play a version called Two Truths and a Dream Wish. Instead of stating a lie, a person says something that is not true — yet something that they wish to be true. For example, someone who has never been to New Zealand might say: "I visited New Zealand when I was young." This interesting spin often leads to unexpected, fascinating results, as people often share touching wishes about their lives.

Stretch Circle (5 minutes; for groups of any size)

Stretching is one of the all-time best kinetic energizers you can do to re-energize a group. Stand in a circle and take turns leading different stretches.

Appendix D: Community Action Plan (CAP) Outline

Your CAP is meant to inform, inspire, and encourage your community to support your effort. It should be 10-20 pages at most, following the outline below. It is not necessary to include all the details of your planning process. Instead, emphasize the problem you are addressing, your solutions, and the benefits to the community. Think in creative ways about how to present your work using stories, graphics, and pictures that highlight the most critical and inspiring messages. For additional guidance on communicating effectively, see Activity 4.2.

CAP Outline	Description
Cover page	Title; logos to acknowledge partners, funders, supporters, if applicable; preferred contact information for your group
Table of contents	
Ho'omaui, Vision and Values	Your aspirational and guiding statements
Purpose and need	The issue or problem you are working to resolve
Introduction of your group and the planning process	Brief introduction and summary of the planning process, including acknowledgement of the people who participated in or contributed to the plan. You might also include roles and responsibilities of those implementing the plan and acknowledge other existing or relevant plans.
Site description and map with project boundaries	Your geographical scope and map, description of your place, community, and history and what makes it special and worthy of effort
Targets	Target health summary table and brief description of each target and nested targets
Threats	Threat ranking summary table and brief description of each priority threat
Strategies	Goals, objectives and actions
Adaptive management	Brief description of the adaptive management steps your group will take, such as how often you will meet and how you will implement and make decisions. Include your measures and monitoring plan.
References	List sources of information referenced in your CAP using a standard format
Appendix (optional)	If you would like to share, include your first-year implementation plan, target health indicators and condition tables, historical timeline, and other relevant products, being careful to keep sensitive information confidential

Appendix E: Sample Liability Waiver & Photo Release

DATE(S) OF PARTICIPATION: _____

LOCATION(S): _____

PARTICIPANT CONTACT INFORMATION			
Participant Name (please print)		Date of Birth/Age	
Residence Address (street)	City	State	ZIP/Postal Code
E-mail		Phone Number	
IF YOU ARE UNDER EIGHTEEN (18) YEARS OF AGE, PLEASE HAVE YOUR PARENT OR LEGAL GUARDIAN READ THIS LIABILITY WAIVER AND RELEASE AND SIGN THE PARENT/GUARDIAN RELEASE AT THE END OF THIS DOCUMENT.			

The Maui Nui Makai Network (MNMN) hosts semi-annual meetings and community workshops each year at various sites with partners, together known as the "Partners."

TERMS OF PARTICIPATION

You acknowledge and agree that you are participating in the activities described herein voluntarily and that you are not an agent or employee of any of the Partners for any purpose and are not entitled to receive compensation or any other employment-related benefits of any kind from the Partners. During the entire term of your volunteer participation, you shall be solely responsible for your own medical, disability, hazard and liability insurance coverage, and if you elect not to carry any such insurance, you do so at your own risk.

PHOTO RELEASE

You understand that you may be photographed during participation in the activities described herein as a part of the Partner's efforts to document its programs and highlight worthwhile projects to protect Hawai'i's ecosystems. You hereby give the Partners permission to use your likeness in materials including, but not limited to, newsletters, reports, publications, electronic media (e.g. video, CD-ROM, internet websites) and media releases. Use shall be for non-profit, conservation purposes, including education and outreach. You hereby waive the rights to inspect or approve the finished image and release the Partners, the photographer, employees, agents, contractors, directors, and affiliates or related subsidiary or parent companies of each, from liability for any violation of any personal or proprietary right that you may have in connection with such use.

ACKNOWLEDGEMENT AND ACCEPTANCE OF RISKS

By signing this Agreement, you acknowledge and understand that there is an inherent risk of personal injury associated with your participation in the activities described herein, including, but not limited to, illness, paralysis, permanent disability, damage to your personal property and even death.

You acknowledge and understand that a significant portion of the activities described herein will take place in or near open ocean, marine and/or coastal area environments, and during your participation in said activities and travel to and from activity sites, you may encounter certain dangers, including, but not limited to, rough water conditions and/or other water hazards, drowning, injuries inflicted by marine and/or terrestrial animals, insects or plants, natural and/or man-made objects in the ocean, including, but not limited to, corals, rocks, on-shore plant or debris, risk of slips or falls, extreme climate or weather conditions or other forces of nature including, but not limited to, strong winds, ocean currents, lightning, temperature changes, and ocean level changes.

You acknowledge and understand that you have been fully informed of the inherent risks and hazards associated with the activities described herein. Despite the potential hazards and dangers associated with the activities described herein, you voluntarily agree to participate in said activities and hereby accept and assume all risks, known and unknown, and assume all responsibility for losses, costs and/or damages following such injury, disability, paralysis or death, even if caused, in whole or in part, by the negligence of the Partners.

Appendix F: Oral History Interview Agreement

ORAL HISTORY RECORDING AGREEMENT			
[Project Name]			
Participant Name (print)	Date of Birth/Age		
Residence Address (street)	City	State	ZIP/Postal Code
E-mail	Phone Number		

Project Description: We, [community group name], would like to record the oral histories, stories and memories, of the [place name] community, especially nā kūpuna. Our kūpuna have experienced an important era of history, and we want to preserve their experiences and mana'o about our place for present and future generations. During their lifetimes they had intimate relationships with the 'āina and we hope their stories about those relationships will provide wisdom and guidance for us as we care for our place.

To carry out this project, we are enlisting the help of [organization name] to train some of the local youth and family members to conduct oral history recordings with their kūpuna. Having 'ohana conduct the interviews and record them allows them to have unique one-on-one experiences with their kūpuna, hearing stories first-hand and possibly hearing stories they have never heard before. It also provides the opportunity to build communication and technical skills.

The intent of the oral history recording is for use specifically by you and your family, [community group name] and the [place name] community. You will be provided a printed and digital copy of the recording. Upon your review and approval, recordings and or transcripts of your interview will be provided to the [community group name] Secretary and archived at [specific local or state or university library or cultural center or archived within the community].

Privacy: The Oral History recordings are first and foremost the property of the interviewee, in accordance with the Privacy Act of 1993.

By signing below, you understand and agree that you are volunteering to participate in the interview, and have it recorded via recording device or video camera for the purposes described above. You give permission to [community group name] to use your recorded interview for the nonprofit, educational and cultural benefit of the [place name] community.

This Agreement is freely and voluntarily executed as signed below.

 Participant Name (print)

Participant Signature

Date

Appendix G: Facilitation Guidance



TIP 1. SETTING THE EXPECTATIONS AND “MOOD”

The facilitator sets the stage for the meeting by:

1) Establishing a “doable” agenda that should achieve agreed outcomes.

- Participants should know what the agenda is for the workshop and be clear on why they are there. (“This plane is going to Miami. If you want to go to Milan, you aren’t on the right plane.”)
- As much as possible, understand the other outcomes that the participants desire. For those outcomes that are not possible to address within the context of the workshop, consider developing a follow-up plan with the participant to help them progress towards fulfilling that outcome. For example: recommend a book or article that they might read or person they might contact for help or information, etc.

2) Setting up the space.

- Minimize distances between people as much as possible in plenary discussion.
- Best to use round tables arranged in semi-circle whenever possible. This allows teams to sit together around the tables.
- With small groups, U-shaped tables work well for plenary. But anything over about 15-20 people often results in too much distance between the people sitting across from each other.
- With large groups, it may be best to have chairs arranged as much as possible in semi-circle and break-out spaces for the exercises.
- When using break-out spaces, establish fixed break-out areas for individual teams so that you minimize time needed to move from plenary to activity.

3) Allowing ample time for introductions.

- Don’t underestimate the importance of recognizing each person’s presence individually. If you can do this in a fun way, it becomes easier for the people to remember each other’s names.
- A good and easy introductory exercise is to have each person say their name, title, affiliation and to share something about themselves that would be a bit of a surprise (not likely to appear on a resume). If you write this anecdote next to your participants list in your notebook, this exercise will allow you as the facilitator a “hook” to use at different points in the session as a way to connect with some of the different participants.
- Another fun exercise is described in the resources section under the facilitator’s detailed agenda.
- Be careful to set up the exercise in a way that you can control the time each person takes.

4) Setting up the ground rules. It is important for group meetings to have some established ground rules.

- Workshop ground rules are time tested. Make sure you have them (or some variation) prominently displayed throughout the sessions.
- Some groups make up their own as a way to ensure buy in. For meetings you are doing for/with lots of partners, you might want to take the time to do this. You could let the group get at their ground rules through a brainstorming exercise and then make sure you ask “leading” questions to get at important ones that are missing in the group’s list.

Another way to do the same thing is to display a list of ground rules and ask if the group can live with these or would want to change or add to the list.

5) **Setting the tone with your mood and attitude.** The group will reflect your mood and attitude.

- Be happy to be with this group. It really helps to have a co-facilitator, especially in larger workshops. This enables you to keep your energy and spirits up and relieve each other when someone is fading. Tip: The breaks and field trips help to keep up your energy, too.

TIP 2. ENCOURAGING PARTICIPATION – “ROUND ROBIN” – GETTING EVERYONE ENGAGED

In a large group setting, the ideas of the more quiet or contemplative thinkers can often go unheard. Also, the ideas of the more extroverted participants can often end up too prominent. And in some cultures, establishing a “boss free” zone isn’t always easy.

You can help to address some of these issues by providing a few minutes (depending upon the question) for participants to either think about the question for a second or write down some ideas on their notepad and then go around the group one by one allowing the participants to articulate their ideas (one idea at a time). This method helps to ensure the following:

- 1) That everyone gets a turn;
- 2) A maximum diversity of ideas;
- 3) By having participants writing or thinking first, you often eliminate the “thinking out loud rambling” response; and
- 4) You can capture the points better on a flip chart (because they usually are a bit clearer in their articulation) or you can have them write on colored note cards or index cards to allow you to easily pick them up.

Note: It is important with this technique, as with brainstorming, to allow only clarifying questions from other participants when someone is sharing their idea or response.

TIP 3. AFFIRMATION TECHNIQUES

These are fundamental techniques that will make a huge difference in the participation of the individuals and cohesion and mood of the meeting.

- 1) **Listen intently when participants are speaking.** Give them your full attention. Maintain good eye contact. If you are distracted, recognize the distraction and indicate when you will be able to address and focus on what they are sharing.
- 2) **Validate everyone’s input** – do your best to be a “yes” person. Affirm and encourage participant’s ideas and comments, with positive reflections. Even when you think that their point is off base, practice “yes, and” not “yes, but” statements. Phrase your comment as much as possible in a positive light, “that is a good way of thinking about that, I wonder if you might also think about...”
- 3) **Trust in the knowledge of the group.** You are there to help to bring their wisdom and knowledge to light, not to tell them what you know. When you see something in their plan that you think needs work, try asking questions to the group that leads them to the concern, don’t offer it yourself right away. That said, however, remember that you are a coach and a coach wants the team to play their best and win, so if the issue that you see does not come out, find a way to tactfully share your observation with the team. Examples: “Since no one else has mentioned this, one thing that I am wondering about is...” or “can you talk a bit more about why you chose x?”

APPENDICES

- 4) **Address the participants by their first name as much as possible.** Some tricks to help you to do this are: make sure you have first names on their name tags large enough to read; use name plates at their tables; keep the participants list near; and write things next to the names when they introduce themselves that will help you to remember them (e.g. red hair, really tall, looks like my brother, etc. But remember always keep these comments kind and confidential).
- 5) **“Team gets last word.”** Always ensure that the team gets the last word. This act alone ensures participants that you recognize them as the experts on their site and that you are all there to help them to discover and enrich their own thinking.

TIP 4. BRAINSTORMING

This is a classic facilitation tool to get a group to generate ideas. The traditional technique was the following: participants share ideas and suggestions on a given topic without any group filters or judgement, and someone records these ideas. While widely accepted and used for decades, there is significant evidence that shows that groups that generate ideas through the classic brainstorming method, actually come up with far fewer ideas than if the same number of people worked alone and then shared their ideas.

Here we share a technique from [Liberating Structures](#) called **1-2-4-All**, that gives a voice to everyone in the group, fosters a wider emergence of ideas, and makes it easier for people to interpret things from diverse angles. It is easy for new facilitators to do and used regularly by highly experienced facilitators. It can be used to help a group build a list of ideas and “think outside the box” for almost anything. This is how it works:

- Start with an open question to explore (defined by the group or proposed by the facilitator).
- Every contribution is worthwhile - no censoring ideas.
- Encourage wild, weird, way-out, silly ideas - suspend judgment.
- Each person takes five minutes to write their ideas down.
- People pair up and share their ideas. At this point, they may find some common themes, a new idea may emerge from the conversation, or their ideas may fit together in a complementary way.
- Each pair joins another pair to discuss the ideas and learning in a group of four. Groups reflect on similarities and differences, and all ideas are recorded. Grouping is OK, as long as everyone agrees.
- Everyone returns to a discussion in the large group. Depending on what is needed from this exercise, participants can be asked to share one idea that stood out in their group or share all ideas.

Prioritizing a Brainstormed List

The easiest way to identify priorities from a long list of ideas is to:

- 1) **Cluster similar items.** Simply ask “Are any of the items on the list similar or closely related?” Using a bright color (e.g. pink, orange or red), label all the items in the first cluster with the letter “A”. Then go on to the second cluster and label it “B” and so on. It is okay to help the group see clusters, but it is not necessary to fit all items into a cluster. When the group has identified all the clusters, name each of the clusters to make it easy to refer to them.
- 2) **Vote using N/3.** One way to prioritize a list is to let the group vote. To determine the number of votes each person gets, count the number of items on the list with each cluster counting as one

(=N) and divide by 3*. For example, if there are 15 clusters and items on the list, each person gets $15/3 = 5$ votes. If you use the 1-2-4 technique, you can also ask pairs to order their ideas by assigning their votes as a group (and then you add up votes for similar ideas when all ideas are shared).

Give the group a chance to discuss the items, so everyone understands them. If you don't get their point, keep your questions simple. "Could you repeat that please?" If you really don't understand and sense no one understands what that person is saying, try "I am not sure I got that right, could you share it in a slightly different way?" or "I am not sure I understand, can you clarify?"

Encourage members to "make the case" for the items that they think are most important. After the discussion is done, let the group vote. You can do this with a show of hands, round-robin, secret ballot, or asking people to go up to the flip chart and mark their vote next to their top 5 priority items (with a pen or sticky dots). This almost always results in group agreement on a few items that are highest priority to address.

Now the group can focus their discussion on how to take action on these high priority items.

TIP 5. STACKING AS A WAY TO MANAGE DISCUSSION

This may seem simple, but it is a very important skill for you to seamlessly use when many people are eager to add to a discussion. As the facilitator, you need to manage that eagerness without stifling the quieter ones or "taking the wind out of the sails" of the more enthusiastic people. The technique:

- When many hands go up, you recognize everyone by name and suggest an order for who will speak. It isn't always necessary to suggest the order in the way in which you observed the hands going up.
- If you can, suggest the order based on who has spoken less or, if you know the people well, based on whom you believe might have the most useful and clearest comments to further the discussion on the specific point at hand.
- Do your best to remember the names and order or some individuals may take offense or withdraw. If there were many names, jot them down.
- Advanced: if someone really needs to follow up on the current topic before another topic is introduced, they can hold up 2 fingers – the facilitator can then allow them to jump the queue.
- If people keep raising their hands even when they have already been recognized, encourage them to know that you are excited about their input too and in the same breath, urge them to direct their attention to the point being made by the current respondent. "I know you've got something great to share, too, John, but let's give Mary our full attention right now."
- Hint: Be as natural as possible when you use this technique and don't overuse it as it can make the dynamic of the group too stiff.

* According to Donna Ching, N/3 usually works well for two reasons: 1) in any brainstormed list, about a third of the items are important and 2) everyone in the group will have at least one item they voted for in the top priority list.

TIP 6. MANAGING SIDE BAR CONVERSATIONS

The “no side bar” rule is one of the basic ground rules for workshops because when people carry on conversations with each other while the group is interacting, it can really disrupt the energy of the session. In the worst light, this activity implies disrespect for the meeting as a whole and for the other participants who currently are speaking. Sometimes it is the result of a quieter person having a thought or observation that they aren’t quite comfortable sharing with the group. In either case, it is a loss to the group process. Some suggestions for addressing side bar conversations when they arise:

- Say to the people who are carrying on the side bar conversation, in a very genuine way, “Could you please share that point with the group?”
- If room arrangement allows, stand next to the conversant.
- If you have good reason to suspect the conversation has nothing to do with the work at hand, kindly, remind them of the “no side bar rule.” You might add something like “we really need to have your best ideas and thoughts, too, if you’d like to share.”
- If it happens a lot with that same person(s), you might say “we really need to have one conversation at a time.” And at the break, as kindly as possible, ask if there is something you can do to help them to eliminate the side bar conversations, because it is really distracting to the group as a whole and people have spent a lot of time and money coming to the meeting.
- You can also ask the group at the beginning if they would like to set up the rule that if someone breaks the Ground Rules, they must pay dollars/rupiah/yuan into a kitty. And if you see side bar talkers, you can just walk over to them with a basket or envelope and, smiling, point to the rules and say, “pay into the kitty.” (Reminder: You have to have a way to use the money for the group figured out if you set up that rule (e.g., for beer, charity, etc.).

TIP 7. FLIP CHART “ETIQUETTE”

It is important to recognize that recording on flip charts is not merely a tool for keeping a record. It validates people’s words, making them feel their ideas are valued. It serves as a group memory, so people are free to keep thinking. It gives them a reference for strongly held views, so they don’t need to repeat their point to be sure it is remembered. It equalizes and balances individual input. It enlivens the discussion. Most importantly, it helps people work toward understanding and integrating each other’s points of view. It is one of the facilitator’s most fundamental tools for supporting groups to do their best thinking. Some facilitators do their own recording, but many prefer to have another person do this.

Many find these “marker management” tips helpful:

- Alternate 2-3 colors on a page
- Use “earth tones” for text (blue, brown, purple and green). Avoid black (reserve for numbering pages)
- Use “hot colors” for highlighting (red, orange, yellow, pink)
- Make thick-lined letters (with the wide end of the marker tip). 2” letters can usually be seen comfortably across an average classroom.
- Put date, title and page number on every page (can also do after meeting)
- Roll up (or fold) flipcharts at end of meeting and label them. Give them to the person responsible for recording and distributing the “group memory” or meeting notes.
- Tear off a bunch of strips of tape and have them ready for hanging the finished sheets

TIP 8. MORE ON ENCOURAGING PARTICIPATION

These workshops reach their potential when the greatest number of people really engage. You can enhance that in different ways.

- 1) **Vary the types of activities** and breakout combinations when possible.
 - Some people will be very active in the break-out group and quiet in plenary. It is okay if you are comfortable that they are engaged enough. You can also call on them in plenary when you noticed that they were really active on a point in breakout.
 - The field trip in the middle of the workshop does as much to increase the groups comfort with each other and stimulate the interactions as anything.
 - If you really have a quiet group, you can do an exercise in a way where you are pairing people for a short time and then have them return to the group. Example: you might break people into pairs to work on “threats” and sources for different “targets” and then bring their ideas to the team.
- 2) Give people some time to think about a question before hand and then **call on people who have not been as forthcoming**, you can break the ice for them a little. Different types of people will respond to different types of set-ups.
- 3) **Ask a quiet person to read your slide out loud.**
- 4) **Managing long talkers** – try these interventions:
 - “This is a good thought but let me stop you there because it would be good to get other’s ideas, too.”
 - “Please let me stop you there, I need to be sure that others have a chance to add before we go on to the next topic.”
 - “Maybe we can go into this topic in more detail at the break. But for now, we need to move on to get through the content.”
 - “This is all good content, could you give me your main point so that I can capture it faithfully on the flip chart?”
 - Sometimes the “long talker” is one of the more expert people in the room. If so, you can sometimes diffuse their need to share so much content by getting them involved in producing a particular product for the group.
 - Remember, whatever you do or say, always, always, always be polite and respectful!

TIP 9. FAST FEEDBACK TECHNIQUE – PLUS/DELTA

Use this to get positive, constructive feedback from a group at the end of each day and/or at the end of the meeting.

Plus/Delta is very quick (5-10 minutes) and groups find it very empowering. It also gives the meeting team feedback so they can adjust anything that might not be working well starting, the next day or the next meeting, which shows that the group’s input was valued and used to improve the meeting. This exercise is easy, so a facilitator-in-training can build confidence in their skills by doing this.

To get the group started, you can say the following:

“It is really important to me to make this meeting as good as it can be. And I also want to get your feedback on how we might improve when we do this again. So, I’d like to ask you all to do the “plus/delta” activity with me. A PLUS (+) is something that really worked today (or this weekend) and that we should be sure to continue in the future. A DELTA (a triangle) is something that we could

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change or do differently next time to make the meeting more effective. You can give us feedback on anything and everything - from logistics, like the room and food, to the agenda, discussions, presentations, etc.”

For quick feedback, let people volunteer and give you pluses or deltas in any order. If you want to hear from everyone (or no one is volunteering), you can go around the table and ask for at least one plus or one delta from each person. Record it all on a flip chart that is set up with two columns a plus sign heading one column and a triangle heading the other.

You can also set up two flip charts on the wall – one with “Plus” written at the top and the other “Delta” and ask people to write their plus/delta on the flip charts or on sticky notes and place them on the flip charts before they leave for the day.

TIP 10. REFLECTING AND REPHRASING – SPECIFIC EMPHASIS

Use this to ensure that participants are being understood and validated by you and by each other.

- 1) **Reflecting** involves carefully repeating what you heard or encouraging other participants to repeat what someone just said to ensure that the point was well understood. The idea is to be a mirror, not to distort the content or intention of the originator of the idea at all. This is harder than it sounds. The goal is to actively listen. Often people only listen enough to hear what they already know or to cue their own follow-up comments. Reflecting comments are meant to reflect as best as you can the meaning of the person’s statement, not necessarily a word for word imitation. Setting up a reflecting comment:

“I want to be sure I am really understanding you” or

“I really want to be sure I am hearing what you intend”

“I want to be sure you guys are really connecting on that point. Could you repeat what you heard him say just now?”

- 2) **Rephrasing** - you will use this often.
 - When you want to shorten someone’s comment to effectively capture it on a flip chart. (Always with their permission)
 - When you want to be certain you understood the content, but you find their phrasing confusing, you might ask their permission to rephrase. “Let me see if I really understand your point, is this another way to say the same thing?”
 - When someone says something that could be hurtful to another, you will want to help them to distill the valuable portion of their comment in a positive light.
 - Peer says to presenting team in reaction to their strategic action:
“I have no idea why you would want to do an education program with kindergartners, that seems crazy to me.”
You say: “Whoa, let’s try that again shall we? Turn to presenting team. “Talk to us about how you see this strategic action leading to realization of your objective?”

TIP 11. LIFTING THE MOOD

Hopefully you will have enough activities and diversity in your agenda and you will be staying in a lovely natural area, that you don’t have to worry too much about waning energy or a withdrawing

group but just in case, here are a few tricks. If you need them, you will find them easy to use and generally helpful.

- 1) For a sleepy afternoon slump. **Candy Bag** (Audrey Newman’s tried and true) – have a bag of candies and when people least expect it on a sleepy afternoon, pull it out and say, “Candy bag, pass it around.”
- 2) To stimulate more interaction. **Candy Toss**. Give everyone a small number of wrapped candies and tell them they are not to eat them. They are to give them to someone when that person says something they find new or interesting. This can be a fun thing to do in a strategy formulation session. Encourage them to say why they are passing or tossing that candy to the person. “You get a candy from me for
- 3) **Rearrange the agenda**. Ask the group if they would like a two-hour lunch and then work later into the evening? Or ask them if they would like to forego that element of the agenda as a group and take a short walk (usually we cram way too much into our agendas, incidentally).
- 4) Have the group do **something physical** – a few stretches, move their chairs into a new arrangement, etc.
- 5) Break and take your **group photo** after waivers are signed.
- 6) Take a break and call participants back with some funny music on your computer. E.g. if you are in Georgia, have music about Georgia on your computer. If you are doing a Climate Change adaptation segment, have “Heat Wave” on your computer.
- 7) **Lift your own spirits** somehow – this is so important!!!!
- 8) **Turn off the power point projector**. If you really must convey the content on the slides, have the participants read the printed slides in their binders and go around the room asking individuals to explain what they think selected points mean. If you don’t have to cover that content precisely, ask the participants to list what they want to know on that subject, on individual cards in the form of questions. Take a break and group their questions into logical subtopics. When they return from break, group the participants into breakout groups around the sub-topic for a discussion of the questions. Ask them to record the group’s answers to the questions.

TIP 12. FINISHING STRONG

How a workshop closes will leave a lasting impression on participants – so it is important that you end well.

- 1) **Prior Planning** – as with everything else in a successful workshop, prior planning and preparation will pay off by the end of the workshop.
- 2) **Plan for Full Attendance** – it is important for the entire group to participate through the end of the workshop. When people leave early it is disruptive and can mess with the group’s mood. Inform participants about the real ending times using the agenda and ask them to participate through the end. Think of something attractive to include at the end so the participants will look forward to it (it can be an award giving or graduation ceremony, a short interactive story/play, etc.)
- 3) Maintain the **Positive Mood** – maintain your energy level as a facilitator all the way through. Keep participants involved with icebreakers, games, and discussion to the end.
- 4) **Revisit Expectations** – it is important for the team to reflect about the success of the workshop. In the closing, provide the team with the opportunity to reflect about their own expectations. Tick off items from the list as the team’s discussion evolves. It can be powerful to have someone from the team facilitate the reflection.

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- 5) **Evaluation** – in order to practice adaptive management, it is important to gather information about how the participants felt about the workshop. Even a few basic questions not only help you determine how to improve the next workshop, but leaves the participants with the sense that you are listening and will use their feedback.
- 6) **Graduation** – depending on whether there is a training component to the workshop, a small graduation ceremony may be appropriate. Things to consider about graduation:
 - a. Some participants will appreciate a formal certificate of completion.
 - b. Individual recognition is important (vs. recognizing the group as a whole).
 - c. Photographs are also appreciated.
- 7) Offer Glimpses of the Future – the participants need to know how the results of the workshop will be used going forward:
- 8) Next steps – if the workshop is part of a larger work-stream, make the next steps clear, with clear deadlines and assignments.
- 9) Opportunities for more training & experience – if the workshop involves training, make sure that participants are aware of opportunities for:
 - a. Additional training
 - b. Gaining experience with their new skills
 - c. Linking up with other practitioners
 - d. Finding a mentor
- 10) Future outlook by participants – give a chance for the participants to share their views on how the Open Standards can be applied in their personal work and share it with the rest of the group; this will make them think about using the methodology on a very practical level and will allow them to hear various ideas.

ADDITIONAL RESOURCES ON FACILITATION:

- Institute for Cultural Affairs. www.ica-usa.org
- Interaction Associates. www.interactionassociates.com or www.interactioninstitute.org
- Kaner, Sam. 1996. Facilitator's Guide to Participatory Decision-Making. New Society Publishers. Published in cooperation with Community At Work. (www.newsociety.com or skaner@aol.com)

GOOD BOOKS:

- ✓ Justice, Thomas and David W. Jamieson. 1999. The Facilitator's Fieldbook. American Management Association (AMACOM)
- ✓ Thomas Kaiser. 2011. Mining Group Gold - How to Cash in on the Collaborative Brain Power of a Team for Innovation and Results.
- ✓ Ramon Vullings and Igor Bytsebier. 2005. Creativity Today – facilitating breakthroughs

Special thanks to Audrey Newman and Jora Young (both former TNC staff) for their wise contributions to this document!

Appendix H: List of Values

From Pukui and Elbert 1986

Ahonui	Patience
Akamai	Smart
Alaka'i	Leader
Aloha	Love, affection, compassion, greetings
Aloha 'āina	Love for land
Ha'aha'a	Humility
Hana	Work
Hanohano	Glorious, magnificent, noble, dignified
Hilina'i	Trust
Hō'ihi	Sacred, majestic, dignified, treated with respect
Ho'oikaika	Strong, powerful
Ho'ohiki	To vow, swear
Ho'oka'ana	To divide, share
Ho'okipa	To entertain
Ho'okūkū	Contest, compete, compare
Ho'omana	Supernatural, divine power, authority
Ho'omanawanui	Patience
Ho'omau	Perseverance, continuity
Huikala	Forgiveness
Ikaika	Strong
'Ike	Knowledge
'Imi na'auao	To seek knowledge or education
Kānāwai	Rule, code, regulation
Kapu	Taboo, prohibit
Koa	Courage, brave, fearless
Kōkua	Help, aid, assist
Kūha'o	Self-reliance
Kū i ka nī'o	Achievement
Kūkākūkā	Discuss, council, conference
Kūpono	Honest, fair

Laule'a	Peace, happiness, friendship
Laulima	Cooperation
Le'ale'a	Fun, amusement
Lōkahi	Unity, agreement, harmony
Lokomaika'i	Generosity, gracious
Ma'ema'e	Cleanliness, pure
Mālama	To take care of
Maluhia	Peace, quiet, security
Mana	Supernatural power, authority
Na'auao	Learned, enlightened, intelligent
No'eau	Clever, skillful, wise, talented
'Ohana	Family, relative
'Oia	Truth
Ola kino maika'i	Good health
'Olu'olu	Pleasant, satisfied, agreeable
Pa'ahana	Industrious, busy, hard working
Po'okela	Best, prime, outstanding, greatest
Waiwai	Goods, assets, valuables, wealth

Appendix I: Research and Data Sharing Agreement



TEMPLATE

Research and Data Sharing Memorandum of Understanding

This Memorandum of Understanding (MOU) is made on _____, 20XX, expires in XX years, and is entered into by the following parties (together the "Partners"):

Names _____

This MOU is among the partners that are implementing the _____ Project. In addition, there are many additional partners and community groups who are and will be part of the larger _____ that are not mentioned here.

Mission & Purpose

1. Our Mission is to:
2. Our purpose is to:
3. Specifically, the Partners are together implementing:
Describe the project/study
4. The research and monitoring activities seek to answer the following questions and is described as follows:
 - a. Questions to be answered
 - b. Objectives
 - c. Methods

The Partners agree to work together to fulfill the purposes described above according to the following terms and conditions:

Agreement

1. Project Name
_____ (herein after as the "Project")
2. Project Review Period
The Partners agree to undertake (state when and how often) _____ reviews of their performance in achieving program goals and agree to work together to adjust

roles and responsibilities and ensure effective implementation of the projects and the goals for this MOU.

3. Project Goal & Milestones:

The Project Goal is to:

The tasks are:

4. Partners' Individual Roles and Responsibilities

Identify the motivations/needs/interests of each partner and what they expect to get out of the project.

5. Data Management and Sharing

Include applicable principles here & specifics

- a. Intended use, products, and distribution of the data by whom
- b. Questions and concerns of community
- c. How those concerns will be addressed
- d. For use of data outside of community reports, data not to be traceable back to the specific site in order to protect against exploitation of resources. Therefore:
 - De-link place names with the biological data
 - Use data without geospatial reference (e.g. maps)
- e. For publications, presentations and reports: Partners shall give co-authorship or acknowledgement as applicable, and either include local innovators or conservators, or respect their request for anonymity.
 - Draft reports (including dissertation, journal papers, etc.) should be sent to the Partners prior to finalization, for comments/edits, and copies of final papers provided as well
 - Arrangements shall be made to have the executive summary discussed with the community
 - Contributions of all Partners should be acknowledged in all materials produced, including joint authorship when warranted
- f. Data Security: All data collected shall be stored securely with limited access by _____.
- g. Data Protection: How will sensitive data be protected?
- h. Chain of custody for data:

6. Project Management

- a. Management: Final decisions on the project will be made by _____. _____ will seek to arrive at all decisions through a process of consensus by all the Partners. Discussions leading to consensus aim to bring the group to mutual agreement by addressing all concerns. Consensus does not require unanimity. Rather, everyone must agree they can "live with" the decision. Consensus fosters creativity, cooperation and commitment to final decisions. Restating the agreements made and next steps to implement decisions will close discussion.

Coordination of the Project shall be conducted by _____ comprising at least one (1) representative from each organization.

Each annual meeting of the Project requires a quorum, which shall be _____, in person or phone. Meetings require advance notice by email at least a week. More meetings may be called if business requires. At the meeting, Partners will agree who will take notes, and then distribute notes by email to all Partners within a month after the meeting.

7. Mutual Responsibilities of the Partners

a. Ownership of Documents and Data: All rights, title, and interest to and including without limitation copyright, in any reports, studies, photographs, data and any other materials (the "Works") created under this MOU shall be used for non-profit conservation purposes only. The Partners agree that all intellectual property created under this MOU is jointly owned by the Partners. Any non-conservation use, publication or further distribution of the Works by the Partners shall require approval in writing by the other partner(s). The Partners agree that all intellectual property previously created by any party shall remain the exclusive ownership of the original creating party.

b. Use of Name and Logo: Partners may not use the other's name and/or logo in any way without prior written consent, except to the extent the work performed contemplates their inclusion in any required report or final product.

c. Confidentiality: During the course of the performance of this MOU, the Partners may have access to materials, data, strategies, trade secrets, proprietary information, systems or other information relating to the other party which are intended for internal partnership use only. Any such information acquired shall not be used, published or divulged in any manner or connection whatsoever without first having obtained the written permission of the other, in which permission may be withheld in their sole discretion.

d. Dispute Resolution: The Partners agree that, in the event of any dispute relating to this MOU or the performance of work, they shall first seek to resolve the dispute amicably, in good faith and through mediation. If a dispute cannot be resolved informally, seek to resolve the dispute through the program manager. If it cannot be resolved, the Partners agree that any party may leave the partnership with at least thirty (30) days of written notice, given by the terminating party. The Partners shall then work together in good faith in wrapping up any ongoing activities.

e. Responsibility: Each Partner shall be solely responsible for their own actions and/or omissions by all those who may be operating under their supervision who are involved in the implementation of the objective of this MOU, and accept all responsibility for the repair of any possible damage caused in the execution of this MOU, whether to the other Party, or to third parties.

f. Compliance with the Law: The Partners will observe all the applicable laws and regulations during the execution of the work implemented under the provisions of this MOU.

g. Validity of any Provision: If any provision of this MOU is held invalid, the other provisions herein shall not be affected thereby.

h. Entire Agreement: This MOU, including any attachments, embodies the entire and complete

understanding between the Parties, and any amendment to this MOU, and will only be valid if in writing and signed by all Partners.

i. Communications: External – all communications and a communication strategy regarding the Project must be managed with the consensus of all Partners. Internal – communications between the Partners regarding the business of the MOU should include all to promote a spirit of cooperation and transparency.

j. In-kind Resources: The Partners share resources to the extent practical including volunteers. Each will be sure to insure and minimize liability risks. Each will ask permission to use any in-kind resources for grants so not to double count. Each groups’ volunteer hours are their own, except when agreed upon otherwise.

k. Fundraising: The Partners each raises their own funds, collaborates when possible on funding opportunities, and notifies partners prior to any grant application and upon receipt of funding.

l. Transfer of Funds: The Partners will establish mechanisms to transfer funds when needed.

IN WITNESS WHEREOF, the Parties execute this Memorandum of Understanding, effective as of the date first above written.

_____ (signature)

Name and title

Organization

Address, phone and email

_____ (signature)

Name and title

Organization

Address, phone and email

_____ (signature)

Name and title

Organization

Address, phone and email



Appendix J: Survey to Inform Adaptive Management

EXAMPLE

Taking the Pulse of Your Community: Board of Directors Survey



Due on:
 Please return completed survey using enclosed envelope to: _____ at: _____

Mahalo for your time in completing this survey about the present and future status of _____ ahupua'a. This survey is confidential and results will be compiled in collaboration with _____, and reported to the _____ by _____.

_____ is a non-profit 501(c)3 organization formed in _____ to protect and manage the cultural and natural resources of _____. Our mission is to perpetuate traditional ahupua'a management of the _____ ahupua'a and to restore and maintain the area's natural, cultural, scenic, historic and marine resources for the benefit, education and enjoyment of our community and future generations. _____ meetings are held monthly, and are open to the community.

In moving forward, let us reflect our actions thus far, as set forth in the _____ plan.

1. _____ Was formed to protect and manage the cultural and natural resources of _____. Overall, would you say _____:
 _____:
 Has made a positive impact in the community
 Has made no difference in the community
 Has made a negative impact on the community
 I am not sure how much impact _____ has had
2. Over the past few years, do you think each of the following aspects of natural and cultural resource management in _____ ahupua'a have gotten better, worse, or stayed about the same?

	Better	Same	Worse	Not Sure
A. [Aspect A]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. [Aspect B]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. [Aspect C]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. [Aspect D]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. [Aspect E]	o	o	o	o
F. [Aspect F]	o	o	o	o

3. What are your main goals or priorities for _____ ahupua'a over the next five years?
What would you like to see accomplished?

4. What are six areas of focus for _____. For each, please say if you think we need to increase or decrease our effort and activities in that area, or stay about the same:

	Increase	Stay the same	Decrease	Not Sure
A. [Area of focus A]	o	o	o	o
B. [Area of focus B]	o	o	o	o
C. [Area of focus C]	o	o	o	o
D. [Area of focus D]	o	o	o	o
E. [Area of focus E]	o	o	o	o
F. [Area of focus F]	o	o	o	o

5. In the strategic plan, we identified four indicators of success. For each, how much progress do you think _____ has made:

	A lot of Progress	Some Progress	Not too much Progress	Not Sure
A. [Indicator A]	o	o	o	o
B. [Indicator B]	o	o	o	o
C. [Indicator C]	o	o	o	o
D. [Indicator D]	o	o	o	o

6. For each area, please describe an accomplishment or area _____ has contributed to improvement.

	Can't think of one
A. [Area A]	o

B. [Area B]		o
C. [Area C]		o
D. [Area D]		o

7. For each area, please describe any new project, initiatives or ways that _____ can improve it's positive impact.

		Can't think of one
A. [Area A]		o
B. [Area B]		o
C. [Area C]		o
D. [Area D]		o

8. For each area, please tell us the activities that you are most interested in supporting with your time and involvement. *Circle all that apply.*

[Area of interest]					
[Activity 1]					
[Activity 2]					
[Activity 3]					
[Activity 4]					
[Activity 5]					

9. Are there any activities or projects you would be interested in that we are not doing today?

10. Which of the following are challenges when it comes to volunteering with _____?

Circle all that apply.

- a. Lack of time
- b. Not sure what to do
- c. I don't think I have the skills to offer
- d. I am not sure who to contact
- e. Don't feel welcome
- f. Haven't heard about any opportunities to volunteer
- g. Don't agree with the projects/goals
- h. Had a bad experience in the past volunteering with _____
- i. Other PLEASE DESCRIBE:

11. Please give us any other comments or suggestions you would like to make as we plan for the future.

12. I am a:

- _____ Board Member
- _____ Alternate Board member
- Related to a _____ Board or Alternate Board member
- Community member with genealogical ties to _____
- _____ property neighboring landowner or resident
- Other PLEASE DESCRIBE:

13. How do you use the _____ coastal area?

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