

Learning through collaboration and conflict resolution in Protected Areas governance in Brazil



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Guiding question

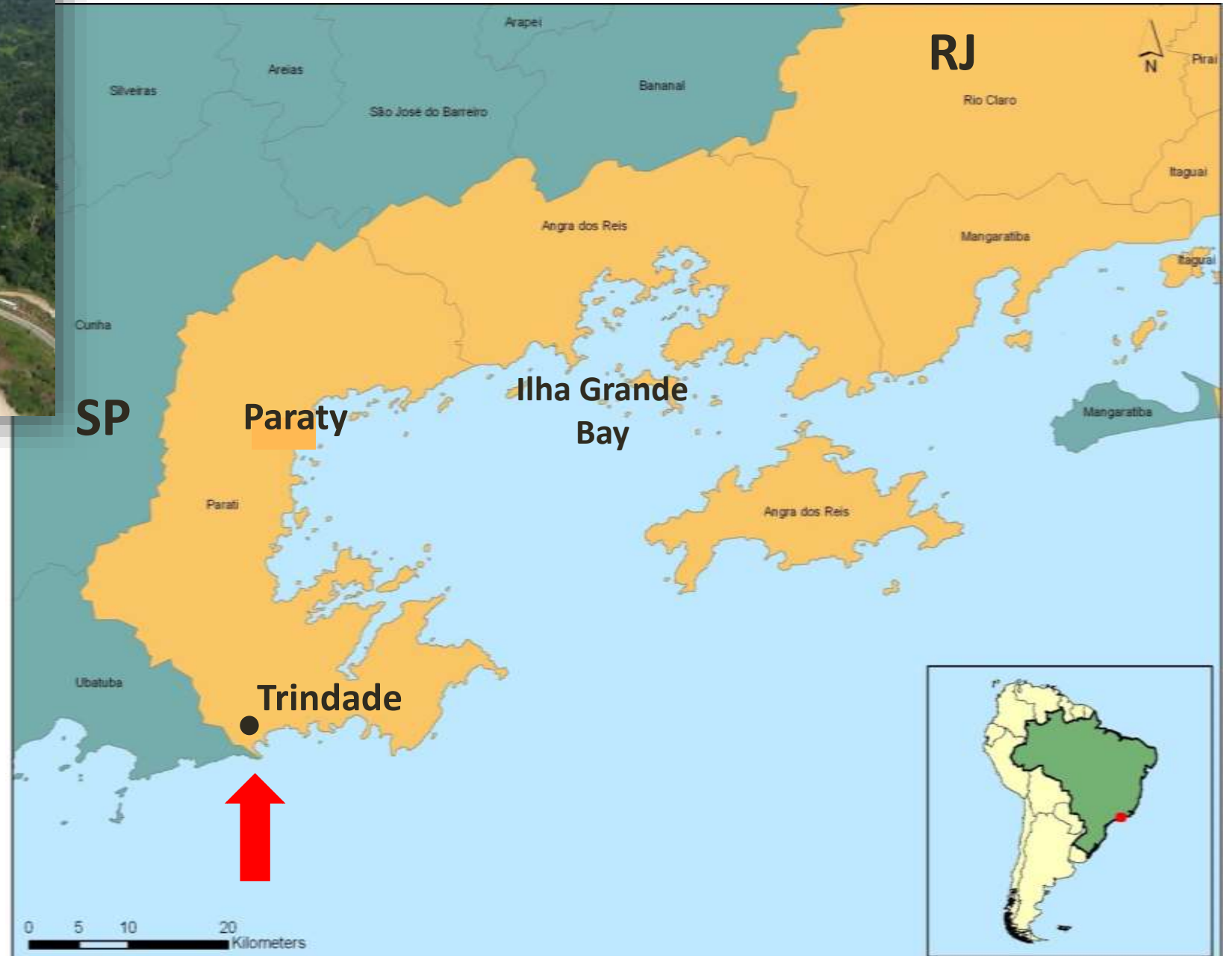
What communities' leaders and Protected Areas managers have learned when interacting in governance processes?



- Paraty - southeastern coast of Brazil
- Last 10 years
- Serra da Bocaina National Park
- Community of Trindade



Study Area





Governance context



WHAT GOVERNANCE PROCESSES ARE WE TALKING ABOUT?

- (i) Consultative Council of Serra da Bocaina National Park (since 2010)
- (ii) Review of the Management Plan of the Serra da Bocaina National Park (2012 – 2014)
- (iii) Negotiation to build an agreement on tourism activities by the boatmen of Trindade (2010 – ongoing process)
- (iv) Redesign of the Park's boundaries (2008 – 2018)
- (v) Monitoring and control of tourist number during Summer Season (2018)
- (vi) Demand for Fisheries agreements (2010 – ongoing process)



Methods and Framework

METHODS

- Semi-structured interviews (2016 – 2018):
 - ✓ 3 managers of the Serra da Bocaina National Park
 - ✓ 13 community leaders
- Participant observations in Trindade (2015 – 2018)

THEORETICAL FRAMEWORK

- Learning Theories (Social Learning, Experiential Learning and Transformative Learning) (Armitage et al. 2008)
- Pedagogy of the Oppressed (Paulo Freire 1968)

Main Results

Learning was developed through interacting and experiencing in negotiation, conflicts and collective actions over the years



Community leaders and Park managers are aware of each other learning progresses. They mutually acknowledge each other efforts towards more collaborative and problem-solving actions.

Main Results

Both parties are learning to ...

1. mobilize individual capabilities to manage and overcome conflicts
2. be more flexible to negotiate rules of access and use of natural resources and areas within the Park
3. enhance organizational capacities (government agencies and CBOs) to deal with management challenges
4. improve the understanding about each other point of view about conservation issues



Main Results

About Environmental Conservation

Managers of the Park and community leaders recognize that few advances have been made in the implementation of continuous environmental conservation actions by the Park.

What managers have learned about conservation management?

- The extension of the Park (104,000 ha) is a challenge for conservation actions
- Trindade CBOs (AMOT and ABAT) are important partners in collective actions towards conservation efforts
- There has been a poor engagement of partners for conservation due to poor fund raising for research
- Communication towards conservation actions has been weak



Main lessons learned by community leaders

Main Results

- Becoming open to dialogue
- The importance of leading collective actions
- The need to interact with people with different histories, values and emotions
- Listening more and talking less in meetings
- Knowing when to be flexible
- Ensuring income security is essential to make social participation feasible



- Valuing what one has learned with his/her ancestors
- Better understanding of the local culture
- Understanding about environmental legislations, tenure rights, environmental conservation concepts
- Becoming aware that struggling for land claim rights is a long and hard process

Concluding remarks

Social Learning

- ✓ is a continuous and long term process
- ✓ requires opportunities of reflexion
- ✓ stimulates knowledge development
- ✓ improves leadership, collaboration and innovation
- ✓ strengthens self confidence
- ✓ prepares to be open to change and transformation





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Thank you!
(Obrigada!)



Community Conservation
Research Network

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