

# Good Practices and Lessons Learned from the Marine-Coastal Adaptation Project in Peru

November 2024



## Knowledge Management in Action: Good Practices and Lessons Learned from the Marine-Coastal Adaptation Project in Peru

### 1. Context

Between 2018 and 2023, Profonanpe was responsible for implementing the project titled “Adaptation to the Impacts of Climate Change on the Coastal Marine Ecosystem of Peru and Its Fisheries—PAM.” This project was financed by the Adaptation Fund and coordinated with the Peruvian Sea Institute (IMARPE), the National Program to Eat Fish, and the Ministry of Production.

The objective of this project was to support the Peruvian government in reducing the vulnerability of coastal communities to the impacts of climate change on marine-coastal ecosystems and their fishery resources. The project executed actions at two pilot sites: (i) Máncora, which spans from Máncora to Cabo Blanco, and (ii) Huacho, which covers the area from Carquín to Chancay. The project comprised four components<sup>1</sup> focused on:

1. Implementing interventions to improve the resilience of coastal communities.
2. Deploying an environmental monitoring and prediction system.
3. Developing a knowledge management system to implement ecosystem-based adaptation and an ecosystemic approach to fisheries.
4. Promoting policies, regulations, and rules aimed at enhancing the resilience of coastal ecosystems and local communities.

Near the end of the project, in November 2022, Profonanpe prepared a proposal for a “Learning Grant” to be presented to the Adaptation Fund under the “Support to Facilitate Learning and Knowledge Exchange” framework. This initiative aimed to identify good practices and lessons learned from PAM and disseminate them through a strategy designed to share knowledge generated by fishermen's associations on climate change adaptation measures. To achieve this objective, five components were proposed, as illustrated in Illustration 1, which have been progressively implemented. We are currently in the final stage of this intervention.

**Figure 1 – PMAC Learning Grant Component**



<sup>1</sup> The main results included the formalization of 10 tourism initiatives and the approval of two tourism development plans at the provincial level with support from local actors; the formalization of 22 artisanal fishing vessels and the implementation of a commercial model with traceability for 33 vessels; the establishment and formalization of three pilot plants for the production of biofertilizers directed by women's associations; the implementation of oyster farming and aquaponics systems; among other achievements.

## 2. Profonanpe Knowledge Management Strategy

It's important to highlight that the initiative developed by Profonanpe aligns with the knowledge management strategy that has been implemented as part of the Knowledge Management System. The goal of this strategy is to integrate and produce institutional knowledge while fostering an organizational culture of collaboration and continuous learning. This is supported by an accessible technological framework known as the Knowledge Hub.

In this context, the implementation of the Learning Grant following the PAMC represents a significant milestone in institutional knowledge management practices. It emphasizes the importance of generating information from projects to facilitate institutional learning and knowledge exchange. As the first initiative of its kind, it enables the identification of valuable lessons learned at the conclusion of a project, contributing to the development of educational materials that enhance institutional learning and strengthen connections with beneficiary populations, ensuring the sustainability of results obtained in previous projects.

From the beginning, the Learning Grant was designed to promote exchanges of learning with local communities. This approach has proven enriching, allowing for the validation and enhancement of learning identified by the PAMC. Through evaluation reports and systematizations conducted in two rounds of interviews with over 20 project beneficiaries and field staff, key testimonies and insights into the knowledge needs of local populations were gathered.

These testimonies have been incorporated into the courses developed, serving as a motivational element to explore best practices and essential lessons learned. From this feedback, useful concepts have been expanded through practical examples that ease understanding of climate change, business management, and project management. Consequently, the courses adopt a more personal approach, where beneficiaries see their own experiences reflected in the audiovisual materials. This not only motivates them to participate but also encourages their peers, who may not have been directly involved in the project, to engage with these courses.

The Learning Grant has also helped maintain relationships with beneficiaries after the project's completion. This continued connection has shown that most of the ventures remain operational, with some even being replicated post-project. Notably, fostering a closer relationship with the population has allowed us to devise additional initiatives related to the original intervention, promoting both sustainability and scalability.

## 3. Courses as a Dissemination Tool

### 2.1 Importance of the Courses

The courses developed under the Learning Grant initiative have been structured based on testimonies collected from beneficiaries in the community. During this process, three key areas were identified that served as the foundation for organizing various conceptual frameworks, best practices, and lessons learned. These insights, gathered through interviews, have been integrated into the courses as testimonials from the beneficiaries. This approach aims to create a personal connection, allowing each participant to see their contributions reflected in the curriculum and to

inspire their peers, as well as other organizations and individuals interested in learning from their experiences.

Through this method, we promote participatory and personalized learning that enhances knowledge in climate adaptation, encourages alternative economic activities, and fosters the management of sustainable projects. This framework enables others to replicate these best practices in similar contexts.

## 2.2 Course Topics

The three courses developed address the following key topics:

- **Course 1 - Waves of Change: Keys to Climate Resilience:** The objective of this course is to train participants on the importance of understanding and applying effective strategies for adapting to climate change in their marine-coastal communities. The course will provide and reinforce knowledge about climate change, adaptive techniques in fishing, and the diversification of economic activities as opportunities for adaptation.
- **Course 2 - Blue Horizons: Navigating the Coastal Economy:** This course aims to equip participants with effective financial management strategies, guidance on formalizing ventures, direct marketing, the formation of associations, sustainability practices, and quality control in the marine-coastal context. By the end of the course, participants are expected to have the necessary tools and knowledge to improve the sustainability, efficiency, and economic resilience of their ventures, thereby promoting sustainable economic development in their communities.
- **Course 3 - Coastal Custodians: Management of Marine-Coastal Projects:** The objective of this course is to train participants in managing marine-coastal projects through a comprehensive approach that encompasses planning, execution, monitoring, and sustainability. There will be a special emphasis on adaptation to climate change, social inclusion, and a territorial approach. These key practices will be highlighted as opportunities for replication by other stakeholders involved in project management.

## 4. Sustainability of Initiatives

Although the project has concluded, Profonanpe is committed to ensuring the sustainability of the activities and partnerships it has established. The ongoing demand for knowledge and the continuous exchange of best practices empower beneficiaries to maintain the necessary skills required for scaling up these initiatives. These efforts contribute to the autonomy of local communities and enhance their capabilities in adapting to climate change and managing resources sustainably.

While we recognize that developing virtual courses is a cost-effective strategy to reach a wider audience, we have also identified technological and connectivity gaps that may hinder the effective delivery of these courses. To address this, we have incorporated a component of personalized support in the field, provided by the project's territorial coordinators. They facilitate learning through face-to-face meetings with local populations, ensuring that the courses are effectively delivered.