Essential EAFM.
Ecosystem Approach to Fisheries Management Training Course

Volume 2 – for Trainers

The five steps of EAFM

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Fisheries Management Training Course**

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Cover image adapted from FAO EAF Nansen Project.

Foreword

For the past twenty years, approaches to fisheries management have been slowly evolving. It is now widely recognized that for the effective management of a fishery, it is not enough to consider only targeted species in isolation of their environment and other influences. An ecosystem approach to fisheries management (EAFM) offers a far greater chance of developing realistic, equitable, and sustainable management plans. This approach pursues sustainability by balancing ecological and human well-being through good governance.

Effective fisheries management has always been a challenge in the complex multi-species, multi-gear fisheries of the Asia-Pacific region. Traditional stock-based approaches have largely been ineffective, with management measures often not taking the other important aspects of the fisheries into account. As many of the region's coastal fisheries have declined over the past 30 years, the need for more effective and equitable management is increasingly evident.

While support for an EAFM has long been in place through a range of global declarations and policy instruments, progress in the implementation of an EAFM at national and regional levels has been slow, partly due to fisheries managers lacking the relevant skills and experience to apply such an integrated and holistic approach. In recognition of the need for capacity development to promote the application of an EAFM in the region, a number of multi-country initiatives were being put in place by U.S. National Oceanic and Atmospheric Administration (NOAA) and the Coral Triangle Support Partnership (CTSP), funded by the U.S. Agency for International Development (USAID), the Bay of Bengal Large Marine Ecosystem (BOBLME) project, the United Nations Food and Agricultural Organization (UN-FAO), and the Asia Pacific Fishery Commission (APFIC).

By 2012, it was clear that harmonization of these training initiatives was necessary to avoid confusing trainees and allow a degree of standardization of EAFM training in the region. A unique partnership was formed between these organizations, bringing in training specialists, IMA International to develop a training course, entitled "Essential Ecosystem Approaches to Fisheries Management" (Essential EAFM). This handbook is based on the Essential EAFM training course.

The Essential EAFM course has been designed for situations typical to the Asia-Pacific region, with an implied focus on the complex, data-poor fisheries with weak management. A practical 'hands-on' approach is used to show how EAFM plans can be developed under the constraints common to the Asia-Pacific region. The course is targeted at mid-level fisheries managers and staff concerned with the social, economic, environmental and planning aspects of fisheries management and conservation, but can also be taught to junior-level officers or students at fisheries research institutes and training colleges.

This Essential EAFM handbook provides an overview of a comprehensive framework for implementing an EAFM. When used as part of the Essential EAFM training package, readers will become equipped with the planning, analytical and people skills to develop and

implement an EAFM Plan, based on more structured and informed management processes. As a result, the Essential EAFM course will assist current and future fisheries managers ensure their approach to fisheries management will be ecologically sound and properly account for human needs while promoting good governance.

The Essential EAFM training course is a long overdue contribution to support fisheries and ecosystem managers in performing their functions. Not only will this book be invaluable for training, but we believe it will also become a standard practitioners' guide for the Asia-Pacific region as well as fisheries institutions around the world. Together with the course, this handbook offers a practical and realistic approach to addressing capacity development for fisheries management and we believe it will make a valuable contribution to improving fisheries management in the future.

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Contents

"Essential EAFM. Ecosystem Approach to Fisheries Management Training Course Volume 2 – For Trainers" consists of five documents for use by the trainers providing the training course.

Essential **EAFM**

(Ecosystem Approach to Fisheries Management)

TRAINER RESOURCE GUIDE

Version 1

1.1 Navigating the Essential EAFM training package

The course package consists of the nine main elements, plus additional resources. Figure 1.1 below shows which of the elements are for participants, which are for trainers only, and those that are shared. This visual can be found on the back cover of all documents.

Figure 1.1 Navigating the Essential EAFM training package
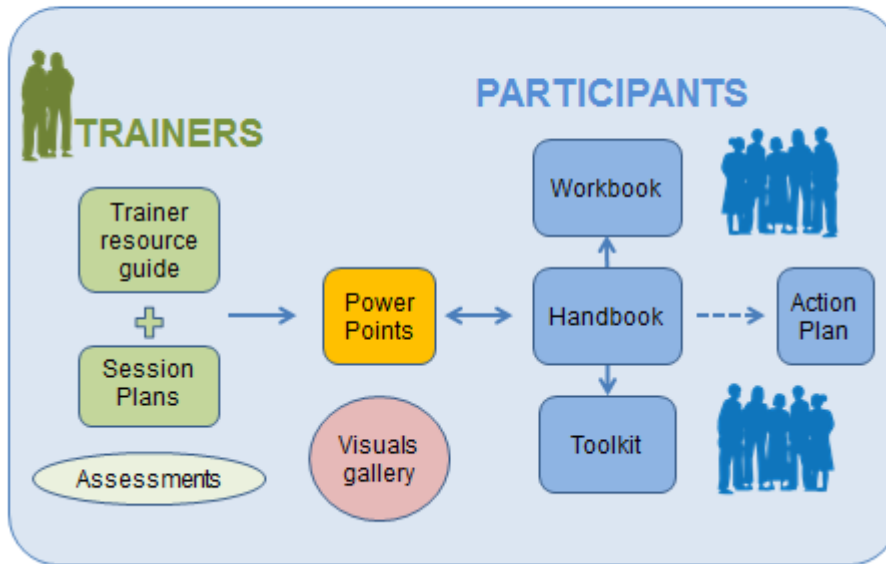
The nine main course elements include:

- Participant Handbook (Introduction, 17 modules and recommended reading)
- Participant Workbook
- Toolkit
- PowerPoints (17 presentations)
- Session Plans (SP) for each session explaining in detail how to deliver the session
- Action Plan Booklet
- Trainer Resource Guide
- A2 Visuals Gallery (key elements for wall display)
- Assessment Folder

NB. The course timetable and detailed session objectives are included in the Handbook introduction as well as in this guide (section 1.5).

Additional resources include:

- Additional trainer resource folder
- Slideshow (for breaks)
- 1-page Essential EAFM in a nutshell (see Handbook introduction)
- Websites and resources (listed as resources in Participant Handbook)
- Participating partner websites

1.2 Aim of course

This Essential EAFM training course is designed to develop capacity on how to apply EAFM for fishery and environment agency staff, as well as related economic development and planning staff, who are responsible for administering fisheries and the marine environment at the provincial/state and district/local levels.

The course provides basic knowledge on the EAFM process and how this can assist in decision-making for responsible and sustainable fisheries.

1.3 Expected results:

Short-term
- understanding of EAFM and the need for EAFM plans;
- enhanced capacity to develop EAFM plans;
- motivation/willingness to develop EAFM plans; and
- motivation for joining community of practice/collaboration.

Participants will produce:
- draft worked examples of EAFM plans; and
- individual action plans linked to group plans (which can be followed up).

Long-term
- more effective fisheries management in the region.

1.4 Key elements trainers need to be aware that:
- EAFM is not a new concept, it is an evolution of what participants already know and currently do;
- EAFM builds on existing structures/processes/people (it is not about recreating whole new systems/practices);
- EAFM is a process; and is all about taking little steps one at a time;
- participants must realise they can actually make small changes (without leadership backing, within their own sphere of influence);
- the 3 components of EAFM: ecological wellbeing human wellbeing and governance, are a practical way of organising and prioritising issues and subsequent action;
- the key course resources, such as EAFM guidelines, were primarily written by scientists from developed countries so they are not always directly applicable to course participants' situation.
- beware when using acronyms because agencies often use acronyms that mean different things or represent already existing concepts – clarify these as early as possible.
- this course focuses on marine capture fisheries, but the steps and process are equally applicable to aquaculture, inland fisheries and other types of fisheries.

One of the long-term goals of the course is to achieve more effective fisheries management in the region, and an important responsibility of a course trainer is to build further training capacity to deliver the course. As a trainer, you should always be on the lookout for agents of change amongst the course participants; and ask yourself, are there potential candidate trainers in the audience?

	DAY 1: What & why	DAY 2: How	DAY 3: Plan & check	DAY 4: Do & check	DAY 5: Present
Morning 08.30 – 10.10	**Registration Introductions Course overview 1. Threats & issues in fisheries**	**5. Moving towards EAFM** US case study	**10. Step 1: Define & scope the Fishery Management Unit (FMU)** 1.1 Define the FMU 1.2 Agree on the vision 1.3 Scope the FMU	**13. Step 3: Develop the EAFM plan** 3.1 Develop management objectives 3.2 Develop indicators and benchmarks	Quiz review Participant work: refining EAFM plans & preparing presentations
Break					
10.30 – 12.30	**2. Fisheries management and the ecosystem approach** **3. The what and why of EAFM?**	**6. EAFM plans: the link between policy and action** **7. EAFM process overview** **8. Startup A** Preparing the ground	**11. Step 2: Identify & prioritize issues & goals** 2.1 Identify FMU-specific issues 2.2 Prioritize issues 2.3 Define goals **12. Reality Check I** Constraints and opportunities	**14. Step 3: Develop the EAFM plan** …*cont'd* 3.3 Agree management actions 3.4 Include financing mechanisms 3.5 Finalize EAFM plan **15. Step 4: Implement the plan** 4.1 Formalize, communicate and engage	Participant presentations on EAFM key elements to illustrate learning Feedback on presentations
Lunch					
Afternoon 13.30 – 14.45	**4. Principles of EAFM**	**8. Startup A** Preparing the ground …*cont'd*	**12. Reality Check I** Facilitation skills	**16. Reality Check II** Align to EAFM principles Supporting environment	Course review Individual action planning
Break					
15.05 – 16.30.	**(4a) How much EAFM are you already doing?**	**9. Startup B** Engaging stakeholders	**12. Reality Check I** Conflict management	**17. Step 5: Monitor, evaluate and adapt** 5.1 Monitor and evaluate performance 5.2 Review and adapt the plan **EAFM QUIZ**	Course evaluation Course closure and certification
17.00 wrap up	Homework: EAFM progress			Homework: Presentation preparation	

1.5 Course timetable and objectives

Overall course objective: You will understand the concept and need for an Ecosystem Approach to Fisheries Management (EAFM) and acquire skills and knowledge to develop, implement and monitor an 'EAFM plan' to more sustainably manage capture fisheries.

This is a five-day course with the following daily objectives:

Day 1: To understand what EAFM is and why we should use it
Day 2: To understand what moving towards EAFM entails
Day 3: To work through the EAFM planning process
Day 4: To work through implementing EAFM plans
Day 5: To present and receive feedback on group EAFM plans

Day 1 – WHAT and WHY

Participant introductions and course overview:
At the end of the session you will have:
- Introduced yourselves and communicated your personal hopes and concerns for the course;
- Stated aims and objectives of the course;
- Identified threats and issues faced by your fisheries and associated ecosystems.

Fisheries management and the ecosystem approach:
At the end of the session you will be able to:
- Realize a new management approach is required to address the many threats and issues facing; capture fisheries;
- Recognize how ecosystems benefit human societies;
- Understand the concept of the ecosystem approach (EA);
- Describe some of the benefits of using an EA.

The what and why of EAFM?
At the end of the session you will be able to:
- Understand what EAFM is;
- Describe the benefits of using an EAFM;
- Explain how EAFM complements other approaches;
- Understand the complexities of multiple societal objectives.

Principles of EAFM
At the end of the session you will be able to:
- Understand the principles of EAFM and their link to the FAO Code of Conduct for Responsible Fisheries (CCRF).

What is EAFM and how much are you already doing?
At the end of the session you will be able to:
- Revisit your threats and issues and cluster them according to the three EAFM components;
- Understand that you are already doing some aspects of EAFM;
- Analyze your current fisheries practices and identify what EAFM you are already doing;
- Identify gaps in your EAFM practices and possible ways to move forward.

Moving towards EAFM
At the end of the session you will be able to:
- Learn how an example national government has moved towards EAFM over time;
- Appreciate that the process of moving toward EAFM can consist of a progression of simple actions over many years;
- Understand there is no set form or shape for EAFM because it is country, context and culture specific;
- Determine where your country is at in moving towards EAFM;
- Identify challenges your country faces in moving towards EAFM.

EAFM plans: the link between policy and actions
At the end of the session you will be able to:
- Recognize the need for effective planning and plans to translate policies into actions.

EAFM process overview
At the end of the session you will be able to:
- Describe the key steps of the EAFM process and how to plan, implement and monitor EAFM;
- Identify the planning steps in the EAFM process;
- Familiarize yourselves with an EAFM plan.

Startup
A. Preparing the ground
At the end of the session you will be able to:
- Define startup tasks needed to initiate the EAFM process and co-management;
- Learn how to identify stakeholders.

Startup
B. Stakeholder engagement
At the end of the session you will be able to:
- Define participatory approaches to stakeholder engagement;
- Understand how to organize and hold stakeholder meetings;
- Understand the basic concepts of co-management.

Day 3 – PLAN and CHECK

Step 1 Define and scope the Fisheries Management Unit (FMU)
At the end of the session you will be able to:
- Understand and practice FMU defining and scoping;
- Understand visioning and be able to agree on a vision.

Step 2: Identify and prioritize issues and goals
Steps 2.1 to 2.3
At the end of the session you will be able to:
- Identify your FMU-specific issues;
- Discuss how to prioritize issues through risk assessment;
- Develop goals for the EAFM plan.

Reality Check I

At the end of the session you will be able to:
- Identify the constraints and opportunities in meeting your FMU goals;
- Use facilitation skills with co-management partners in focus group discussions (FGDs);
- Understand the need for conflict management in EAFM and practise a range of techniques.

Step 3: Develop objectives, indicators and benchmarks
Steps 3.1 & 3.2

At the end of the session you will be able to:
- Develop management objectives;
- Develop indicators and benchmarks related to the objectives.

Step 3: Management actions, compliance, finance & finalize EAFM plan
Steps 3.3 to 3.5

At the end of the session you will be able to:
- Agree on management actions and how stakeholders will comply with these;
- Include financing mechanisms in the plan;
- Bring it all together – finalize the EAFM plan.

Day 4 – DO and CHECK

Step 4: Implement the plan
Step 4.1 Formalize, communicate and engage

At the end of the session you will be able to:
- Develop an implementation work plan;
- Summarize what is meant by formal adoption of the EAFM plan;
- Develop a communication strategy.

Reality Check II

At the end of the session you will be able to:
- Check on the status of the EAFM plan implementation;
- Consider whether implementation is in line with the principles of EAFM;
- Check on the practicalities – is the supporting environment in place?
- Re-visit the constraints and opportunities in meeting your FMU goals.

Step 5: Monitor, evaluate and adapt
Steps 5.1 & 5.2

At the end of the session you will be able to:
- Monitor how well management actions are meeting goals and objectives;
- Understand what has to be monitored, why, when, how and by whom;
- Evaluate monitoring information and report on performance;
- Review and adapt the plan.

Participant group work preparing presentations
At the end of the session you will have:
- Prepared your FMU group EAFM plans presentations.

Participant presentations
At the end of the session you will have:
- Presented your FMU group EAFM plans or tools related to the plan to the wider group;
- Received feedback on your presentations;
- Given constructive feedback on others' presentations.

Course review and individual action planning
At the end of the session you will have:
- Discussed key learning from the course;
- Developed an individual action plan and potential next steps for your agency, to be acted on upon your return to work.

Course evaluation
At the end of the session you will have:
- Completed final course evaluation forms.

Course closure and certification*:*
At the end of the session you will have:
- Received your course certificates.

2.1 How adults learn

To be a good trainer one needs to understand how adults learn. Most of our learning takes place informally, even unconsciously, through everyday experiences. Examples include solving problems, making decisions, and our actions and interactions with others. The experiences from which adults learn are not always pleasant and it is important to remember that we can learn as much from painful and confusing experiences as we can from enjoyable ones. If we do not complete the cycle of learning we are wasting valuable learning opportunities. There are a number of reasons why people sometimes do not learn properly from what they experience. These include:

- not putting aside the time necessary to analyse and reflect upon experiences because of immediate work pressures;
- "running away" or closing oneself off from painful or threatening experiences;
- rationalising bad experiences;
- finding difficulty in questioning one's values, assumptions and perceptions of people and things in general.
- not being courageous enough to try out new ways of doing things in the future.

All of the reasons listed above may contribute to why people do not learn effectively and why they tend to repeat mistakes already made.

All our learning experiences involve going through various stages (or styles):

Concrete experience – feeling. The person is involved in a problem, situation, event or experience. For example, having time to think things over, including brainstorming.

Reflective observation – watching. The person observes what is happening/has happened regarding the problem, situation, event or experience and reflects on it afterwards. For example, step-by-step thinking through, or lectures.

Abstract conceptualisation – thinking. The person uses the observations and reflection in order to generate new ideas, theories, notions and ways of looking at things involving the experience. For example, experimenting with new ideas, looking for practical application or field work.

Active experimentation – doing. The person forms plans for taking action in the future based on the above analysis; trying the plans out in similar future experience, event, problem or situation. For example, new experiences, involving others, role-playing, Focus Group Discussions (FGDs), applying learning in field work.

To achieve real learning, we need to complete a cycle of learning stages/styles.

2.2 Learning styles[1]

There are four recognized adult learning styles. Figure 1.2 below represents these four styles and the necessary cycle of learning.

Figure 1.2 The four learning styles
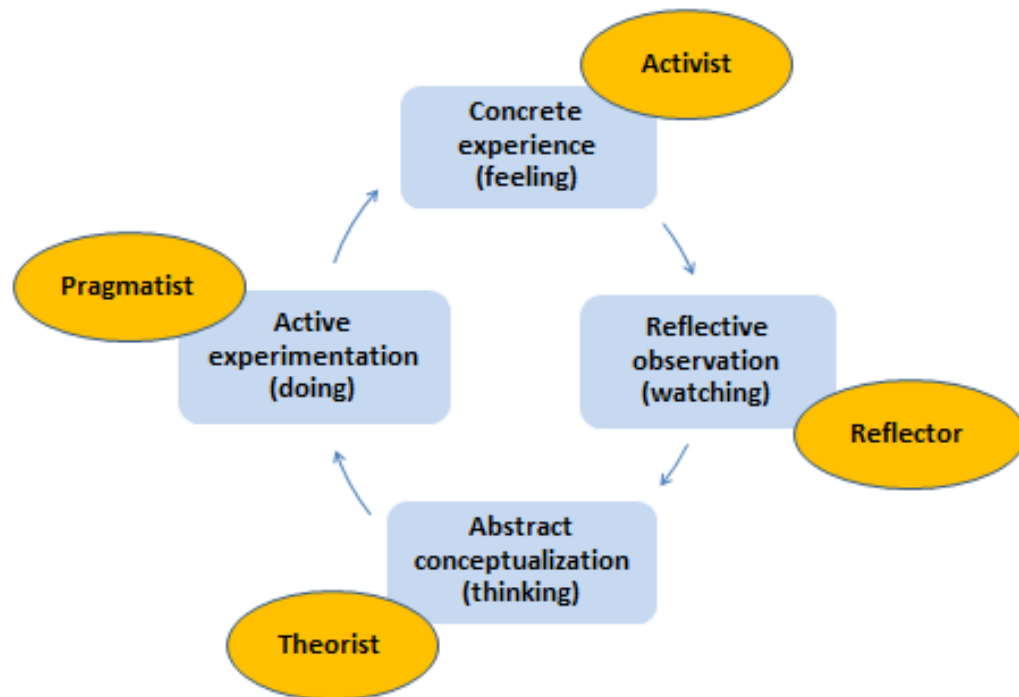
No single learning style is more effective than another; however each tends to have related strengths and weaknesses. Individuals can practice their learning techniques in order to benefit from the *strengths* of each style.

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, non-sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but in doing so they seek to centre all activities around themselves.

[1] Honey, P. & Mumford, A. 1982. Manual of Learning Styles. London: P Honey.

Strengths	Weaknesses
• Flexible and open-minded; • Happy to be exposed to new situation; • Happy to have a go; • Optimistic about anything new and therefore unlikely to resist change.	• Tendency to take the immediately obvious action without thinking; • Often take unnecessary risks; • Rush into action without sufficient preparation; • Tendency to do too much themselves; • Get bored with implementation/ consolidation.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Strengths	Weaknesses
• Careful; • Thorough and methodical; • Rarely jump to conclusions; • Thoughtful; • Good at listening to others and assimilating information.	• Tendency to hold back from direct participation; • Slow to make up their minds and reach a decision; • Tendency to be too cautious and not take enough risks; • Non-assertive and not particularly forthcoming with little 'small talk.'

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are; 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit within it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Strengths	Weaknesses
• Logical 'vertical' thinkers; • Rational and objective; • Good at asking probing questions; • Disciplined approach.	• Restricted in lateral thinking. • Full of 'should, ought to and must;' • Low tolerance for uncertainty, disorder and ambiguity; • Intolerant of anything subjective or intuitive.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it works, it's good'.

Strengths	Weaknesses
• Keen to test things out in practice; • Practical, down to earth, realistic; • Business-like; gets straight to the point; • Technique oriented.	• Tendency to reject anything without an obvious application; • Not very interested in theory or basic principles; • Tendency to seize on the first expedient solution to a problem; • Impatient with waffle; • On balance, task oriented, not people oriented.

Implications of the adult learning cycle

The implications of the adult learning cycle, as described above, are twofold:
- everyone is responsible for his or her own learning development and the practice of learning from experiences should become an integral part of our daily lives;
- those who work in the area of human resources development and training have a responsibility to provide people with the right environment and experiences from which to learn and to help people to learn from them.

Teaching adults is very different to teaching children. The main differences are:
- adults will only learn those things that they perceive will be of use to them, and they need time to decide just what is useful. Children, on the other hand, see anything new as a challenge;
- once having decided to learn something, adults are more strongly motivated than children;
- adults have a wide knowledge and experience; they expect to be treated as equals and not inferiors;
- adults are generally more conservative than children;
- adults have little time available because of other commitments.

As trainers, we therefore have to ensure that the approaches and tools we use are suited to the variety of learning styles.

Activists are more likely to favour…	Theorists are more likely to favour…
• Games and role-play • Brainstorming • Icebreakers and energisers • Problem-solving activities • A wide range of different activities • Experiential activities • Unstructured "play-it-by-ear" activities	• Presentation of theories, models, concepts, systems • Relating the training activity to the relevant theory/model • Ideas; stretching the intellect • Question & answer sessions • Analysis of information • Structures situations • Handouts with detailed background information
Reflectors are more likely to favour…	**Pragmatists are more likely to favour…**
• Observation activities • Video • Research; analysis • Structured group discussions • Exchange of information • Reviewing process; reflecting on group activities and learning from them • Activities building on pre-course work	• Case studies closely linked to participant's own experience • Demonstrations • Practical exercises: giving participants the opportunity to try things out • Simulations of "real" issues/problems • Actions planning with an obvious end product • Anything with an immediate, practical application • Activities whose end result is quantifiable

2.3 The trainer's role

The trainer has to wear many hats, but he/she does not need to master everything. However he/she is responsible for the following functions:

i.   **Preparation** (see section 3)
   • of training material – researching course content, sequence of presentation, training aids, preparing text, etc.;
   • of him or herself – learning course content, practising teaching methods;
   • of the training area – obtaining and setting up equipment and furniture, distributing training materials, "timetabling," etc.; and
   • of the participant – motivating, supportive, giving feedback, etc.

ii. **Presentation and facilitation**
The trainer has to be able to:
   • demonstrate skills and techniques;
   • facilitate group work and group dynamics;
   • present information with slides or other visual supports;
   • use questioning techniques;
   • clarify understanding;
   • assign work and tasks;
   • oversee practical assignments;
   • foster a learning environment; and
   • be confident enough in the course content to be flexible and deviate from the session plan when necessary.

Course trainers need to be familiar with, and actively use, Tools no.1, 3, 6 and 8 from the Essential EAFM Toolkit as part of their own training.

iii. Monitoring and Evaluation (see sections 4 & 5)
- of the participants – by observation, by assessing participation, by direct questioning, quiz or test; and
- of the training course – through participant daily feedback and final evaluation questionnaire.

iv. Reporting and sharing learning (see section 5)
- to the participants – through constructive feedback, for guidance of participant actions and to motivate progress;
- to organisers/management and fellow trainers – to share lessons of what worked, what did not, to suggest improvements; and
- to him or herself – to consolidate trainer skills, and to suggest course adjustments or improvements.

v. Caring and helping people to learn

So far, the general ideas have not acknowledged the fact that you – the trainer – are a human being. But participants will often do things for one trainer which they will not do for another. How then can you use this to help your participants learn?

One thing that encourages participants to make more effort is the belief that the trainers care about the participants. It is not enough for the trainer to care. The participants must know that the trainer cares. This should not be done by giving higher marks than other trainers or allowing poor standards of work or behaviour. In fact, this gives the opposite impression. Instead, the way you as a trainer behave will show whether you care or not.

You, the trainer, have to think of ways of making your training sessions more meaningful for participants. You have to be imaginative and think of activities which will be useful for those on the course. You have to take the trouble to give feedback to your participants and to show that you care about their success.

Listed below are some of the key things that will help make it easier for people to learn. Try and ensure you think of these things when you plan and conduct a training session or course.

Training element	How you do it
Active learning	Foster participation and group discussions; ask questions; set problems; organise project work with physical outputs; and practice skills taught
Giving feedback	Explain how well each participant is doing and how his/her work could be improved
Clarity	Make your training clear; participants need to see and hear – speak loudly, write tidily, use visual aids and use simple language
Making your teaching meaningful	Relate what you are talking about to participants' lives and work; use examples; explain how training will contribute to participants improving their work and summarise key points
Ensuring mastery	Check that all participants know the necessary tasks and can perform the necessary skills before and after each session
Individual differences	Let participants learn at their own speed; leave enough free time and use a variety of training methods
Caring	Show that you care whether participants learn; set high standards and get to know each participant; prepare thoroughly for sessions; listen to participants' comments and show respect

To check the "balance" of training design and the results achieved, trainers should ask:
- *Did the training meet the learning objectives identified?*
- *Which sessions worked best and why? (or why not?)*
- *Are there any subject areas or sessions I need to improve?*
- *Are there any training methods I need to practise?*

vi. Self development

In addition to developing others through training, trainers need to constantly develop and learn from actual training experiences by identifying their own strengths and weaknesses and working to improve their training performance each time training is carried out. Continuous development and improvement will help to sustain the trainer's own motivation and commitment to training in the future.

2.4 Training tips

- Ensure training approach is empowering and highly interactive. Use PowerPoints as triggers for discussion. Break into groups/pairs, in different combinations so as to maximize contact and sharing of experiences between all participants. On day 2 to 5, participants need to work in their specific "FMU/area" groups, however, try to ensure they are mixed in other combinations as much as possible during the generic and people skills sessions. This is to maximize exchanges and learning.

- Discussions: many group discussions are built into the sessions, each with allocated time. However, more discussion time will be needed, so trainers need to make more time if possible, e.g. if one activity/presentation finishes early, ensure you use the extra time gained by having more discussion later. Be aware of where the discussions are in each session as you prepare and think of how to create more discussion space.

- Encourage participation as much as possible, by brainstorming and eliciting ideas and experiences. It is the trainer's job to ensure participants feel safe and motivated to contribute to discussions/group work.

- Repeat key messages many times (e.g. the five steps of EAFM; the three components of EAFM – ecological well-being, human well-being and governance; the seven principles of EAFM).

- Draw out links between sessions and topics as much as possible.

- When introducing a new term, agree to a definition (make use of glossary). Be very careful how you use terms to avoid confusion. Ensure the term is translated and understood in participants' main language(s).

- It is the trainer's responsibility to do research/find out a little about the country/region in which training will take place. This is to ensure that they are aware of the various contexts predominating in each situation.

- Trainers have to act in a culturally sensitive manner; they need to know their audience and what is acceptable in terms of participation.

- Use the notes in PowerPoint slides to explain each slide and expand on the content. Also bring in your own experience by contributing relevant examples.

2.5 Role play as a training technique

Role playing is a training technique in which participants assume another identity to cope with real or hypothetical problems in human relations and other areas. In the Essential EAFM course, role play is used to explore conflict resolution and mediation between stakeholders in Session 12 Reality Check I.

In role playing, participants act out behaviour patterns they believe are characteristic of those roles in specific social situations. For example, two participants might act out an exchange (one taking the role of a fisher, the other that of government fisheries officer). Major variables include (a) the role itself; (b) the role requirements (that is, the specific behaviour patterns the player builds into the role); (c) the social situation presented to the person playing the role; and (d) the participant's own personality as it takes on the character of the role it is playing.
The advantages of role playing include:
- providing an opportunity for developing insight into what is happening when it is happening;
- emphasizing the importance that feelings and emotions play in many problems, especially problems associated with human relations;
- enabling the participant to see a situation from a different perspective;
- role playing, successfully handled, develops the interest of the learner, thereby providing a dynamic situation during the course of which old attitudes can be modified and new attitudes developed.

Structured role playing
In this type, the trainer selects both the situation and roles to be enacted, and specifies the goals of the role playing activity. This type of pre-planned role playing provides, in some cases, very

elaborate written materials describing the roles and the situation, and elicits complex responses from the observers. In simpler cases, for example, if the goal for the group is to study different mediation patterns, the trainer /facilitator might assume the role of the mediator in the role play, and orally assign the other roles.

Spontaneous role playing
This approach relies on the problem situation arising from the group discussion, without advance planning by the group or leader. In this instance, the enactment itself serves as the "briefing" to the group on the problem and the situation.

Both structured and spontaneous role playing relate to learning through:
- doing;
- imitation;
- observation and feedback;
- analysis.
Therefore, role playing represents a form of experiential learning.

Designing the role play
A role playing session begins with a preparation period during which the participants and the audience are given as much information, written or oral, as necessary to create a situation that parallels reality. Players must be given time to fix their characters in their minds, and the audience is usually oriented to what they should watch for.

The simple role playing design calls for the enactment of the role play, followed by discussion. The analysis and discussion centre around criticising the character's handling of and reaction to the conflict situation. In order to maintain the illusion and the low-pressure atmosphere, role names rather than real names are usually used. To discuss the role play, the audience can be divided into sections or special observers may be chosen in advance to form a panel.

Role playing procedures are quite effective in examining feelings and providing opportunities for skill practice in a realistic setting. New principles and concepts can be provided while participants experience the actual feelings involved. Constructive feedback allows for self-analysis and reflection.

Procedures for conducting a role play

Pre-work

Carefully choose or write a role play that will enable participants to "experience" the particular situation or practice a particular skill or both. Prepare brief, informative guidelines covering i. general information and background (if necessary), ii. brief information for each "player" (usually two or three), and iii. guidance for observers.

Introduction and warm-up

Explain that the purpose of the role playing exercise is to provide insight and an opportunity to practice skill. By being in real life situations, participants will be able to try things out in a situation where it is safe to make mistakes. Hold a brief discussion to provide warm-up of the topic. Divide group into sub-groups or small units and assign "roles". Give directions, pass out sheets for each role, ask participants to read the role descriptions and "get in the mood" to role play. It may be necessary to remind participants that that they should approach the role play seriously and that they are not allowed to invent new details. When doing multiple role playing, all should be conducted at once. When each small group is finished, participants should discuss what happened and what can be learned from the experience. Within the small group, there may be opportunity for the observer to provide feedback.

<u>After the role play</u>
All small groups should reconvene. If appropriate, the trainer calls on each group to report what happened and what has been learned from the role play. Key roles provide their feedback first, then observers, then others. The pattern for discussion with individual groups or with the whole group usually follows this general format: What happened? How did various participants "feel" during the interview? Ask participants, what opinions do they have about the situation and about the other person? How did these factors affect the communication and outcome of the role play?

If the purpose of the role play was to practice a particular skill or technique, then it is important for the trainer to discuss the ways in which these are effective or ineffective. The trainer should ensure that gains relating to insight and skills are summarised and clarified at the end of the role play session.

3.1 Planning and logistics

As soon as course dates have been agreed and a venue has been arranged, course organisers need to designate a small support team which assist with the planning, organizing and actual day-to-day logistics of the course. Such an administrative team is of vital importance to a successful training course. Not only can they be responsible for arranging the training room, transport, refreshments, accommodation and entertainment, they can also help to type up participant outputs and sort out any practical problems that may arise so as to allow the trainers to focus solely on delivering a good quality course.

3.1.1   Resources needed in training room:
Room layout
The training room needs one wall or screen onto which the PowerPoint slides are projected. Displaying course materials and participant outputs is an integral part of the course, therefore, all the other walls must have as much space as possible for displaying large posters, visuals, photos, and all group outputs (using sticky tack/ pins). Additional moveable pin boards/ white boards are useful.

Other major considerations include:
- the training venue will be suitable for up to 35-40 people, real daylight preferable;
- arrange 5-6 round or square tables in café/cabaret style, with 5-6 chairs placed around each one. Do not arrange room in U-shape;
- 1 main laptop (dedicated to projecting PowerPoints) connected to a projector arranged on a small table to project to a screen at the front of the room;2-3 other spare tables (rectangle shape) at back of the room for paperwork/ resources/ spare trainers;3 separate flip chart stands (and a good supply of flip chart paper) and working (!) pens;
- white boards;
- plenty of extension leads;
- spare laptop to use for administrative tasks;
- a few pens / pencils and paper for participants;
- possibility of space for break out groups;
- internet and access to a portable printer in the room
- space to store participants' outputs.

Stationery requirements include:
- scissors x 8 (approx.);
- paper clips;
- 2 packs white A4 paper;
- 4-5 packs of coloured A4 card (at least 3 different colours);
- few packs of colored A4 paper;
- sticky tape;
- masking tape;
- 10-15 blocks of post it notes of different colours;
- 10 packs of sticky tack;
- pins for pin boards;
- sticky dots, labels, etc.

Ensure you can keep the same training room for the duration of the course, and that it is available overnight (this allows you to store all course materials and outputs/displays without having to rearrange everything each morning).

3.1.2   General training checklist

Training facilities

- Availability of training rooms?
- Are they clean and tidy?
- Is a blackout / electricity cut possible?
- Are there enough white/blackboard/flipcharts?
- Is there enough wall/display space?
- Are there enough tables and chairs?
- Can the furniture be re-arranged?
- Has projection equipment been ordered and checked?
- Is there a reliable internet connection?
- Are there any spare bulbs, extension leads, markers, chalk?
- Is there a refreshment/rest area?
- Is there sufficient space for breaking out into smaller groups?
- Are there administrative support staff; have you clarified their role before the start of the course (responding to logistical queries, administrative support for trainers (e.g. typing up course outputs on a daily basis; ensuring all materials and stationery available, etc.)?

Training materials

- Is there enough paper, pens, tools, etc. for each participant?
- Enough copies of printed handouts, text books, etc.?
- Is there one main laptop for projection and a spare for trainers?
- Have PowerPoint slide sets, training activities/cards/games been prepared?
- Is there a complete (and spare) set of session plans?
- Are there display materials?
- Is all necessary stationery assembled?

Trainers

- Is there a timetable with clear session allocation (i.e. which trainer delivers which session)? Are all trainers prepared for their sessions?
- Have guest speakers or resource persons been arranged?
- Do they need transport and/or accommodation?
- Do they understand any set procedures, established methods and monitoring requirements?

Training field work (optional)

- Is there enough transport?
- Have the details of the itinerary been prepared (especially timing)?
- Have the people you intend to visit been notified?
- Have these people been met before to ensure they are suitable?
- Will refreshments be made available?
- Will all equipment and materials be provided or do they need to be taken with you?

Residential training

- Accommodation?
- Food and refreshments?
- Entertainment?
- Study areas and resources?
- Security?
- Financial allowances?

3.2 How to prepare to deliver a session

Trainers should have a good understanding of the material to be presented; however, you are not expected to be an expert in all areas. You may be required to read up on topics that you know you are less familiar with in order to be able to facilitate the session to the level required for the audience you are working with.

Session Plans (see section below 3.3) are key to a successful session. Also, be sure to go through the PowerPoints for each day to check your own understanding. Depending on the feedback from participants, you may want to edit the presentations or adjust your delivery style.

When you start presenting, be sure to remind participants where they are in the course and link the current session to the previous sessions (in some cases this may be the last session delivered but could also a delivered session from much earlier in the course). Start steadily and be sure to acknowledge that participants understand what you are expressing through both verbal and non-verbal communication. To help with this, be sure that you are able to read body language.

3.3 Using session plans (SP)

There is a detailed session plan to guide each session of the course. Each session plan details the day, session title, objectives and planned time slot. There are five columns which are fairly self-explanatory:

1. Description of contents (title of each topic covered).

2. Time (planned time for each topic/activity).

3. How to run the session (steps trainer actually goes through to run the session – i.e. what you do).

4. Expected participation ranging from low to high on a scale of 1-5
   1:    the trainer talking/presenting.
   2–3: there is a bit of discussion/brainstorming, but topic is trainer-led.
   4:    participants working in groups much of the time.
   5:    complete group/pair work, or individual work. Trainer only facilitates group processes.

This section gives a quick indication of how active participants will be in the session. The aim is to have a balance between trainer-led topics and those where the trainer takes a more backstage role when participant engagement is high (remember what was previously discussed in the active experimentation stage of the adult learning cycle).

5. Resources used (this will show which slides to use and when; what Toolkits to refer to and when; which module to refer to; what stationery you need, etc.). Use this to ensure you are prepared ahead of starting the session.

6. Notes. The bottom section is for any additional notes/points that trainer needs to be aware of, as well as trainer feedback after running the session (to improve on subsequent session or Essential EAFM course).

Note: Session plans are designed to provide step-by-step guidance. However, they may need to be adapted to different training situations, depending on participants and context. See next page for an example of a session plan from this course.

SESSION	11. EAFM STEPS 2.1–2.3 IDENTIFY AND PRIORITIZE ISSUES AND GOALS							10.30–12.00 (90 minutes)
Date:	Day 3 session 11							
Objectives	• Identify your FMU-specific issues • Discuss how to prioritise issues through risk assessment • Develop goals for the EAFM Plan NB. This session finishes at 12.00 and then session 12 Reality check runs 12.00- 12.30 BEFORE lunch.							

Description of contents	Time	How to run the session	Expected participation					Resources used
			1	2	3	4	5	
Introduction	5	Explain Step 2; refer to flipchart of EAFM cycle on wall. We are still at the stage where stakeholders are engaged through participatory workshops; now need to identify the fishery issues. On Day 1 participants identified various fishery management issues; in this session we will refine these for their FMUs.	X					Slides 1-3
Identify issues	5	Slides 4-5: how to identify issues, run through what you need to think about. Explain that on Day 1 of the course we identified issues as an icebreaker. But in the EAFM process Step 2.1 is when you would get stakeholders together and identify issues. EAFM team would have a prior idea of some of these, but the participatory nature of the exercise should ensure that issues do reflect diverse views and needs. Expect some discussion/conflict even at the identification stage. Need to keep breaking down issues until you get to ones that can be addressed by management actions. Refer to examples in Issue checklist in Module 11 section 2.1. Slides 6-7: examples of identifying issues using causal chain analysis	X					Slides 4-7 Module 11 Step 2, section 2.1
Group work: *Activity: revisit issues*	20	Slide 8 : activity instructions Revisit fisheries issues from day 1 (on flipcharts from generic groups, not FMU specific) and modify to reflect your FMU. 1. In their groups, participants revisit the general issues that were generated on Day 1 morning and initially categorised on Day 1 afternoon. Now, knowing their FMU, participants modify issues to those relevant to their FMU at a level that can be addressed by management actions (remove drivers and look for root and proximate causes). They still need to reflect 3 EAFM components. Session Output: an issue categorization for each FMU on flipchart and in their workbooks. 2. Participants move around and look at each other's work; brief plenary: challenges in identifying/categorizing; possible tools.					X	Group work slide 8 Flipcharts with issues from day 1 Cards (different colours), pens, flipchart sheets, sticky tack Trainer refer to checklist of possible issues in Trainer resource guide
Prioritising through risk assessment	5	Run through slides 9-11, explain purpose of risk analysis. You have identified lots of issues; they cannot all be managed; need to prioritize those that are high risk and try to manage those. Elicit if anyone is familiar/has experience with risk analysis. For what? It is a common tool in project management. Refer participants to Module 11, section 2.2 for more tools for risk assessment).	X					Slides 9-11, Module 11, section 2.2

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Activity	Time	Description						Resources
Identify FMU goals	5	Slide 12: building the EAFM plan – we now add Goals Slide 13: developing goals for identified sets of issues. A goal is a general statement of the desired state towards which the stakeholders are working. A good goal meets the following criteria: it is relatively general and addresses a set of issues that can be grouped under a theme.	X					Slide 12-13
Summary	5	Slides 14- once you have done Step 2, the outputs can be slotted into the EAFM plan Slide 15- key messages	X					Slides 14-15
Activity: FMU risk assessment work	(40 total) 10+ 10+ 10+ 10	Now the groups actually do their FMU risk assessment work. Instructions slide 16. 1. Groups do a risk assessment for their issues: either using the low/medium/high matrix (semi quantitative risk assessment) or a simple ranking (can do pairwise or cards). The aim of the activity is that they need to identify those issues which are HIGH RISK, as these are the ones we will develop objectives for, etc. Medium risk issues may also need action or monitoring. Low risk issues need only monitoring. 2. Now participants group their high risk issues by theme (they may end up aligning with three EAFM components). Participants need to record this on flipcharts as well as in their workbooks (allow 10 of the 30 minutes to ensure outputs are written up). 3. Agree goals for EAFM plan. Participants write up in their workbooks.					X	Group work slide 16 Tool 29 Workbook
Embedding EAFM Plan	5	Living the EAFM plan pyramid (see photos in trainer resource guide) Everyone stand at back of the room. Hand out the A4 cards for the four elements of pyramid so far (see slide 12). Get participants to stand in positions that represent the slide (but do NOT show the slide). After the first few times, they will understand what to do. They all enjoy 'living' the visual. Conclude by saying we are slowly building the elements of the EAFM plan (Steps 1-3). Tomorrow we will work on developing objectives and indicators from their issues. Now go straight into Reality check I for 30 minutes before lunch.					X	A4 cards with words: vision, goals, participation (split into 5 syllables) + informed decisions (split into 2)

<u>Notes for trainers</u>
 If identifying issues takes less time, move on to risk assessment and give more time to do this.
Over lunch trainer looks at FMU issues that have come up and thinks of 4-5 objectives as examples: good (those that can be addressed by management actions) and bad (those that cannot be addressed by management actions) to explain in session 13 first thing on Day 4.

<u>Trainer feedback</u>

4.1 Pre-course assessment

After registration on the first day of the course, participants need to individually complete a pre-course assessment (refer to assessment folder). This takes about 20 minutes and will provide trainers with a snapshot of participants' knowledge of key EAFM issues. The end of course assessment completed on the last day has a similar format so that trainers can assess level of learning and improvement.

4.2 Daily monitoring

This is done on Days 1 to 4 of the course. The course can use both qualitative (4x4 matrix) and quantitative (mood meter) daily monitoring. The main point is that trainers need to get feedback at the end of the training day to know what participants are thinking, and feeling, and this feedback needs to be anonymous.

Monitoring groups

Agree monitoring groups at the end of Day1. Ensure the groups are different from the course FMU groups; you could use the fish cards (see Session Plan n. 4 and Additional trainer resource folder) or another group sorting process. At the end of each day all the groups discuss for five minutes and complete the 4x4 daily monitoring matrix pictured below on a sheet of A4 paper. Trainers need to have printed enough A4 size copies of the matrix (start the course with 20 blank copies). Then the trainer meets with a group formed of one representative from each monitoring group. These representatives feed back to the trainers the comments from their group. This allows for all concerns to be voiced, but the person who feeds them back is not necessarily the original voice. Trainers note down all feedback and collate it daily. They must respond to feedback and address as appropriate. Monitoring groups stay the same for each day; ensure a different representative stays behind to feed back each day. Refer to Assessment folder for an A4 sample of the daily monitoring matrix to copy and use.

Keep it:	Change it:
Add it:	What I will remember:

Mood meter

The mood meter can be used after morning or afternoon sessions, or at the end of a day. Put up a flipchart sheet with five smiley faces from very happy to very unhappy on horizontal axis, and along the vertical axis put the days (divided into a.m. and p.m.). Give each participant a sticky dot which they place next to the face that most represents how they feel at that point in the course. It is best if the trainer shows how to do this, but then does not look at who is putting which dot where (so as to keep anonymity). Give dots a score of 5 to 1 from very happy to very unhappy and add up the scores for all dots to get the daily score. If you get dots in the middle, or towards the unhappy face this is a signal to trainers that things are not going well and trainers need to pay extra attention to comments/feedback to ensure the majority of the group is kept happy. The downside of using a mood meter is that people tend to place dots where others have placed them; this can have a negative visual effect if they lean towards unhappy.

4.3 Daily review

At the beginning of Days 2 to 5 there is a 10 minute review of the contents/issues of the previous day. This can be i) trainer- or ii) participant-led. If the trainer does the review, ensure that you elicit the main points from the previous day from participants using different techniques (i.e. not just standing at the front, in a lecture type format).

If the review is to be led by participants, explain the task at the end of Day 1: every day a different group will do the review. Get some participants to volunteer for each day (random groups), write this list down and keep it visible so groups know when it is their turn. The trainer must ensure that the review covers main issues, by commenting/adding. The trainer also needs to address issues that come up in daily monitoring if these have not already been covered.

If the Essential EAFM course has a Training of the Trainers (TOT) component attached to it, ensure that the potential trainers on the Essential EAFM course get a chance to lead the daily reviews (this gives you an idea of their training/facilitation skills so that you can better tailor the TOT).

4.4 Energizers (refer to IMA energizer booklet in Additional trainer resource folder or use your own).

Energizers are quick (5 to 10 minute) fun activities that help to re-energize participants, enable them to physically move about, laugh and think of something totally unrelated to the training course. Use energizers when you feel concentration is dwindling; when you see participants dropping off; after you come back in from lunch break, etc. All trainers should be comfortable with trying out a few routine as well as new energizers.

4.5 Dealing with challenging situations

When faced with a challenging situation, try to assess whether the challenge presented is within your circle of influence. This can help you decide what to do and whether to do anything at all.

Dominant participants: they are common on all courses. The idea is to try and channel their energy and enthusiasm by giving them tasks, i.e. get them to write on the board and gather information from the group. Always be polite, ask for their respect for fellow participants and check on the ground rules each day.

Quiet participants: again, they are common and can be a combination of genuinely shy to lazy. Remember, people often find it difficult to offer suggestions or participate in discussions in groups of more than eight so keep group sizes manageable and be sensitive during the plenary sessions. Direct questions to them individually and if you feel comfortable with this ensure they are responding to something they know about easily i.e. "tell us about the work you do...".

Challenges with venue: rooms can be too small, too hot/cold, noisy, etc. By visiting the training venue before the event begins, you may be able to solve some of these issues prior to the event starting.

EAFM Quiz

At the end of Day 4, participants are asked to complete an EAFM Quiz (refer to assessment folder). This tests the participants' knowledge of key EAFM areas and shows current understanding of EAFM issues. Trainers distribute the quiz and score sheet to everyone. Participants have 15-20 minutes to complete the nineteen questions individually by marking their answers on the score sheet. Trainers collect the score sheets and mark them after the course closes on Day 4 (using the trainer answers), noting the areas that need further clarifications. Trainers run through the answers on Day 5 to ensure all participants are comfortable with key elements. The results need to be collated and recorded using the Excel score sheet (this can be done by administrative staff early on Day 5).

If there are any training-of-trainers candidates or potential trainers on the EAFM course, it is hoped they would score over 75% on this quiz.

End of course evaluation

At the end of training you will need to get participants to quietly and anonymously complete evaluation forms. Refer to Assessment folder for end of course evaluation which is divided into two parts. Part 1 asks participants whether they feel the course objectives have been achieved and asks them to rate the usefulness of the course as a whole as well as the importance they give to different course components. Part 1 is structured in the same way as the pre-course assessment so that questions can be taken from each and compared for 'before' and 'after' opinions. When analysing the forms, trainers can compare question 3. in the pre-course assessment with questions 6. and 8. in the post course evaluation Part 1.

Part 2 asks participants how they rate trainers, course delivery and the course as a whole. This part does not deal with course content; instead it asks participants to assess delivery, style, approach and support facilities.

The completed forms need to be collated and the results included in the trainer course report. Trainers and course organisers need to analyse evaluation results, share lessons and make recommendations for future training. Feedback on trainer delivery and behaviour also needs to be taken into account as self-analysis and self-development are important trainer skills.

The Essential EAFM Assessment folder contains the following elements. See the relevant session plans for more details.

Assessment element	When to use it
Pre-training course assessment	Day 1, SP session 1
Quiz - participant	Day 4, SP session 17
Quiz - participant multiple choice form	Day 4, SP session 17
Quiz - trainer answers	Day 4, SP session 17
Quiz - Excel score sheet	Day 4 or 5, SP session 17
End of course evaluation – part 1	Day 5, SP session 20
End of course evaluation – part 2	Day 5, SP session 20
Daily monitoring form	Days 1 - 4, SP sessions 4,9,12 and 17.

In the table below are the key messages for each session. Trainers must ensure participants understand these messages.

Session & module	Key messages
1. Threats and issues to fisheries	• There are many threats and issues to sustainable fisheries • Many of these are familiar to participants • Issues are common across the region and some are transboundary; it is therefore a good idea for countries to cooperate in addressing them and learn from each other
2. Fisheries management and the Ecosystem Approach (EA)	• Threats and issues to sustainable fisheries are broad in scope with a number of threats and issues falling outside existing fisheries management approaches • EA is about integrative management across land, water and living resources • EA is a way of implementing sustainable development that promotes balancing ecological well-being with human wellbeing through good governance so that future generations can also benefit from the ecosystem services that healthy ecosystems can provide
3. The what and why of EAFM?	• EAFM is simply applying EA to fisheries and because it is an approach to promote sustainable development, it has three components – ecological well-being, human well-being and good governance • There are many benefits in using an EAFM • EAFM builds on existing management (i.e. we move towards EAFM) • It complements and overlaps with other forms of integrated resource management (e.g. ICM/ICZM)

4. Principles of EAFM	• EAFM principles are not new and are based on the FAO Code of Conduct for Responsible Fisheries (which your country agreed to implement)
	• EAFM has seven main principles
	  1. Good governance
	  2. Appropriate scale that takes into account connections within and across ecosystems and social systems; across administrative scales, and across time scales i.e. the impact of short- and long-term climatic variability of fisheries
	  3. Increased participation of key stakeholders
	  4. Management for multiple objectives (balancing societal trade-offs)
	  5. Cooperation and coordination horizontally both across different levels of government and society and across agencies and sectors
	  6. Embracing change, learning, adapting (adaptive management)
	  7. Adopts the precautionary approach when uncertainty exists
	• The principles can be used to track the implementation of EAFM

5. Moving towards EAFM	• These case studies demonstrate that implementing EAFM takes time • EAFM is an iterative and adaptive process, lessons learned along the way • Many fisheries are doing EAFM in part, moving towards EAFM does not require drastic change but many small steps through time

6. EAFM plans – the link between policy and action	• High level principles and policies cannot be implemented as they stand • EAFM plans provide a link between higher level policy (e.g. National fisheries policy) and management actions on the ground • In this way, management actions in EAFM will promote the implementation of the high level policies over time
7. EAFM process	• The EAFM process is based on the simple adaptive management cycle of (i) planning, (ii) doing/implementing and (iii) checking and improving • The five steps of the EAFM process are repeated throughout the course and are fundamental. Steps 1-3 are planning steps: 1. Define and scope the Fisheries Management Unit (FMU) 2. Identify and prioritize issues and goals 3. Develop the EAFM plan Step 4 is doing: 4. Implement the plan Step 5 is checking and improving 5. Monitor, evaluate and adapt
8. Startup A – Preparing the ground	• Before embarking on the EAFM cycle, some preparatory work to get organised and initiate stakeholder engagement is important • There are eight tasks to carry out in Startup A that include: forming an EAFM team with a facilitator; identifying the broad area for management; identifying stakeholders and forming a key stakeholder group; coordinating with other agencies and carrying out a legal review • The key to good preparation is the identification and formation of the key stakeholder group; this can be achieved through a stakeholder analysis
9. Startup B: Stakeholder engagement	• Stakeholders need to be engaged right from the beginning of the process, and once initiated, their involvement will continue throughout the EAFM process (planning, implementation, and monitoring and evaluation) • EAFM involves developing co-management arrangements: i.e. "Partnership arrangements in which a community of local resource users, government, other stakeholders and external agents share responsibility and authority for the management of the fishery, with various degrees of power sharing" • Stakeholder engagement requires good people skills and there are a number of tools that can be used
10. Step 1 - Define and scope the FMU	In Step 1: • The fishery and boundaries of the unit to be managed are agreed (FMU) • A common vision for the FMU is developed with stakeholders • Background information on the existing ecological and human aspects and governance arrangements of the FMU is collated
11. Step 2 – Identify and prioritise issues and goals	In Step 2: • Issues are prioritized so that only the most important ones are addressed in the EAFM plan • Based on themes for prioritized issues, goals are agreed for each theme

12. Reality Check I	• At this stage in developing an EAFM plan, it is a good idea to step back and assess the constraints and opportunities that may hinder or help meeting the goals • Many of the so-called constraints may be overcome through more effective focus group discussions and better conflict resolution
13. Step 3.1-3.2 – Develop objectives, indicators and benchmarks	In Step 3.1-3.2: • Management objectives are developed. This involves agreeing on what is to be achieved for each high-priority issue • Objectives are paired with indicators and benchmarks to assess in future whether the objective is being achieved
14. Step 3.3-3.5 Management actions; compliance, finance and finalize EAFM plan	In Step 3.3 – 3.5: • Management actions are decided for each objective • Compliance with management actions is also considered • Duplicate actions are removed • One management action can often address several objectives • The outputs from the preceding steps are used to create the EAFM plan • Included in the plan are details on finance and references to communication and reviews • The plan can now be finalized.
15. Implementation. Step 4.1: Formalize, communicate and engage	In Step 4.1 • An implementation work plan is needed to put the plan into action – outlining who does what, how and by when • The EAFM plan needs to be formally adopted, otherwise it will be just another document on someone's desk or shelf • The plan needs to be communicated widely through a communication strategy
16. Reality Check II	• Reality check II involves checking the status of the plan implementation and considering whether governance, co-management and the supporting environment are in place • It does not matter how good the plan is, without the supporting environment it will not be successful
17. Step 5.1 - 5.2 Monitor and evaluate performance (M&E) and adapt the plan	In Step 5: • Monitoring and evaluation (M&E) and reviewing and adapting the plan completes the adaptive management cycle • Yearly review: are the plan objectives being met? (if not, adapt the management actions and compliance arrangements) • 5-yearly review: are the plan objectives and goals being met? (if not may, it be necessary to revisit issues, goals as well)

This is a list of all the activities that participants carry out during the course.

Session	Step/phase	Activity/group work
1		Identify threats and issues in fisheries
2		Discuss fisheries management in your country
2		Sort threats and issues
2		Brainstorm benefits of an ecosystem approach
3		Balancing societal objectives – discuss video clip
4		Plot your fishery timeline
4		Discuss scaling your fisheries management
4a		Revisit threats and issues and cluster into three EAFM components
4a		Identify EAFM elements you are already doing; identify the gaps, suggest ways to improve
4a		EAFM continuum for individual fishery
5		Review EAFM continuum for individual fishery and plot for local or country fishery
5		Identify challenges and opportunities in moving towards EAFM
7		Embedding EAFM steps (circle activity)
7		Form FMU groups
8	Startup A	List all FMU stakeholders and plot them onto importance/influence matrix
8	Startup A	Plot FMU stakeholder relationships onto a Venn diagram
9	Startup B	Draw good/bad facilitator
9	Startup B	Practise active listening
10	Step 1.1	Map your FMU
10	Step 1.2	Agree FMU vision
10	Step 1.3	Identify type of information needed for scoping FMU
11	Step 2.1	Revisit FMU threats and issues, select those that can be addressed by management
11	Step 2.2	Prioritize issues through risk assessment, group into themes
11	Step 2.3	Identify a goal for each theme
12	Reality Check I	Consider constraints and opportunities to meeting these goals
12	Reality Check I	Practise focus group discussion
12	Reality Check I	Map your FMU conflicts
12	Reality Check I	Win-win role play (conflict management)
13	Step 3.1	Develop operational objectives
13	Step 3.2	Select indicators and benchmarks for objectives
14	Step 3.3	Agree management actions, and relevant compliance and enforcement actions
14	Step 3.4	Agree financing mechanisms
14	Step 3.5	Finalise the EAFM plan
16	Reality Check II	Seven principles review matching exercise
16	Reality Check II	Revisit constraints and opportunities to achieving your FMU goals

Session	Module	PowerPoint	Workbook link	Trainer Resource Guide	Tool No.
DAY 1					
1. Course overview & Threats and issues	9 pages	10 slides	n/a		
2. Fisheries management and the ecosystem approach	7 pages	21 slides	n/a		
3.The what and why of EAFM	8 pages	15 slides	n/a	Video clip cards (activity balancing societal objectives)	
4. Principles of EAFM	13 pages	20 slides	n/a	Photo of timeline	1, 2, 8, 20, 21, 22, 38
4a. How much EAFM are you already doing?	n/a	4 slides	Continuum table p. 3-4		
DAY 2					
5. Moving towards EAFM	7 pages	20 slides	Continuum table p. 3-4 Challenges and opportunities p. 5		
6. EAFM plans - the link between policy and action	5 pages	8 slides	n/a		
7. EAFM process overview	6 pages	17 slides	n/a		
8. Startup A Preparing the ground	8 pages	17 slides	Stakeholder list and matrix p. 6-7 Venn diagram p. 8	Trainer checklist of possible stakeholders; photos of matrix and Venn diagram	
9. Startup B Stakeholder engagement	9 pages	18 slides	n/a		1, 2, 3, 4, 9, 11, 12, 16, 17, 18, 37

DAY 3					
10. Step 1.1-1.3 Define and scope the FMU	7 pages	26 slides	Define FMU and vision p. 9; scope FMU p. 10	Photo of maps Photo of building EAFM plan	11, 12, 16, 17, 20, 21, 22, 23
11. Step 2.1-2.3 Identify and prioritize issues and goals	7 pages	16 slides	Identify and prioritize p. 11-12 Goals p. 13	Trainer checklist possible EAFM issues	26, 27, 29
12. Reality Check I	8 pages	18 slides	Constraints and opportunities to FMU goals p. 13 Win-win solution role play p. 14	Role play scenario cards	7, 8
DAY 4					
13. Step 3.1- 3.2 Develop objectives, indicators and benchmarks	6 pages	20 slides	Develop objectives p. 15; agree indicators p. 16	Photo of building EAFM plan	3, 30, 31, 32, 38
14. Step 3.3 - 3.5 Management actions, compliance, finance + finalize the plan	9 pages	22 slides	Management actions and finance p. 17	Photo of building EAFM plan	28, 33, 34, 35
15. Step 4.1 Formalize, plan, communicate and engage	5 pages	13 slides	Implementation work plan p. 18 Communication plan p. 19		3, 4, 13, 14, 15, 25, 36
16. Reality Check II	14 pages	10 slides	Re-visit constraints and opportunities to FMU goals p. 20	7 principles review matching exercise cards	1, 2, 3, 4, 5, 6, 9, 10, 19, 22, 38
17. Step 5.1-5.2 Monitor, evaluate and adapt	6 pages	19 slides	Performance template p. 21-22 EAFM progression matrix p. 23-24		38

9. Selected resources

A. Balancing societal objectives discussion cards for session 3
B. Additional trainer checklists for session 8
C. Additional trainer checklists for session 11
D. Conflict role play scenarios for session 12
E. Seven EAFM principles matching exercise for session 16
F. Photos of sample participant outputs (only in version with photos)

1. Read the question 2. Watch the video clip and use question for discussion What impacts are the fishing activities having on target and associated species and the broader ecosystem?	1. Read the question 2. Watch the video clip and use question for discussion What impacts are the fishing activities having on human resources?
1. Read the question 2. Watch the video clip and use question for discussion What impacts are the fishing activities having on the economics of the sector and society as a whole?	1. Read the question 2. Watch the video clip and use question for discussion What other drivers encourage/discourage the fishing activities? (these may be beyond the control of fishery management)

Trainer instruction: this checklist details possible stakeholders in the EAFM process. Not all stakeholders listed will be relevant to groups on the course, but many will be.

This checklist is only for the trainer. Have a hard copy with you so you can refer to it during session. In Startup A Task vi. the trainer asks groups to list all the possible stakeholders for their FMU. Let participants start with this activity and use the checklist to make suggestions and prompt the groups, either if they cannot think of any stakeholders, or if they can only think of few obvious ones. The idea is that you want them to think *as broadly as possible* and realise that many more agencies/bodies are FMU stakeholders than they originally thought. It may be that the groups generate many of these categories and do not need prompting. Remember to tailor this list for the course audience, make sure you know the local specific names or terms for these organizations.

NB. This list is a work in progress: as trainers you should to keep adding to this list.

1. **List of possible FMU stakeholders which DO/MAY HAVE responsibilities and/or a legal mandate in coastal fisheries or other coastal environment-related activities:**
   - Government department
   - National Fisheries department
   - National Environment/Conservation department
   - Police department
   - Quarantine
   - Ports and marine authority
   - Customs and Excise department
   - Tourism department
   - Agriculture department
   - Health department
   - Government training facility (Fisheries/Marine)
   - Provincial/state/local environment/conservation
   - Provincial/state/local fisheries
   - Traditional "marine species management" authority
   - Lands/Mineral Resources department
   - Island Council/Other general local government
   - Local NGOs
   - Local community
   - Local fishers' association
   - Natural resources conservation service
   - Department of Commerce
   - Investment authority
   - Ministry of Works, Infrastructure and Transport
   - Village councils
   - Military
   - Planning

2. **List of possible FMU stakeholders which DO NOT have responsibilities and/or a legal mandate in coastal fisheries or other coastal environment-related activities:**
   - Donors
   - International agencies
   - Traders' associations
   - Commercial fishing companies

Trainer instruction: this checklist details possible threats and issues in the EAFM process. Not all of these threats and issues will be relevant to groups on the course, but many will be.

This checklist is only for the trainer. You can have a hard copy with you so you can refer to it during session. In Step 2.1 the trainer asks groups to revisit the threats and issues generated on Day 1, and to identify specifically the ones relevant to their group FMU. Participants can usually think of plenty of issues; the challenge is to ensure that they think broadly and include socio-economic and governance issues. Use the checklist to make suggestions.

NB. This list is a work in progress: trainers to keep adding to list.

Possible categories of issues to consider when planning and implementing an EAFM.

Ecosystem issues: ecological well-being	

Target species
Bycatch species
   • Retained
   • Discarded
Special species (protected species; vulnerable species)
Targeting spawning aggregations
Fish community structure
   • Trophic structure changes
	Ecosystem/habitat
	   • Habitat damage from fishing equipment
	   • Water quality changes
	   • Land-based impacts
	   • Natural impacts (coral bleaching, earthquakes, storms, etc.)
	   • Man-made impacts (dredging, sediment, sand mining, etc.)

Socio-economic issues: human well-being	

Fishers
   • Income
   • Safety and work-related injuries
   • Food
   • Well-being
   • Health
Community
   • Employment
   • Food
   • Fees
   • Cost to alternative activities or opportunities
   • Social disputes – resource ownership, equity, benefits
   • Fuel, boats
   • Training
   • Cultural values and issues
   • Climate change
   • Natural disasters
	Small-scale commercial sector
	   • Income, profit
	   • Work-related injuries
	   • Shipping
	   • Community relations
	   • Fuel, supplies
	   • Fees and licenses
	   • Training
	   • Market price variability
	   • Demand fluctuations
	   • Infrastructure
	National
	   • Management capacity
	   • Export income
	   • License fees
	   • National social and economic plans
	   • Food security
	   • Market forces
	   • Development
	   • Human migration and displacement

Governance *(ability to achieve)*	

Institutional
Legal framework
   • National
   • Provincial/state
   • Local
   • Other
Ineffective management plan
Compliance
Enforcement
Monitoring and research does not aid management decisions
Research
Community leadership and structures
Resources to manage at national, provincial and community levels
   • Staff capacity
   • Financial resources
	Consultation
	   • Community
	   • Industry
	   • Provinces/states
	   • Interagency
	   • NGOs
	Reporting
	Information and awareness
	Interagency cooperation and coordination
	Community - national agency cooperation
	External factors (natural and human induced)
	External drivers affecting governance (fisheries and non-fisheries sources)
	   • Climate change impacts (bleaching, etc.)
	   • Development (e.g. tourism related)
	   • Market forces

Table adapted from "A community-based ecosystem approach to fisheries management: guidelines for Pacific Island Countries", Secretariat of the Pacific Community (SPC), 2010.

Example from Pacific Island Countries: issues with target species, fishing gear and methods that impact on coastal ecosystems in PICs.

Target species issues	Impacts
Selectively targeting a single species	Imbalance in food webs/ecosystems
Targeting spawning aggregations	Overexploitation, disrupted spawning, changes in sex ratios
Catching threatened/protected species	Further reduction in size of threatened populations
Targeting large individuals	Loss of large egg-bearing females, changes in sex ratios
Damaging gear and methods	**Impacts**
Explosives, commercial poisons, plant poisons	Collateral damage to corals and wider ecosystem
Intensive gleaning, fish drives	Physical damage to corals and wider ecosystem
Gear that makes contact with the sea floor	Habitat damage
Gear that requires setting by walking on reefs	Coral damage
Breaking corals to catch sheltering species	Collateral damage to corals
Overly efficient gear and methods	**Impacts**
Gill nets	Excessive catches and ghost fishing when lost
Seine nets	Excessive catches of schooling species
Barrier nets (set across passages and channels)	Excessive catches schooling species
Fence traps	Excessive catches, bycatch issues, ghost fishing
Scuba gear	Overexploitation of lobsters, trochus, sea cucumber
Fish traps	Habitat damage, bycatch species
Throw nets	Habitat damage, bycatch species
Underwater lights, night spear fishing	Devastation of large key reef species

Trainer instruction: these role play scenario cards are for exploring conflict management. The skills practised during the role play include negotiating, questioning, listening, facilitating and mediation.

Before the session think how many participants will be in each of the four scenario groups for the role-plays. Ideally, all four scenarios could be played out; however, some may be more relevant to participants than others. Each group needs 2 to 3 participants in roles (a) and (b) (the two types of stakeholders in conflict) and one facilitator playing role (c) (fishery officer). The following pages contain guidance text for the four different scenarios. Print enough copies of each of the four scenarios (each participant gets a card with only the scenario and their role (either a, b, or c). Participants do not see the other roles in their same scenario.

Refer to session plan 12. for more detailed instructions and step-by-step guidance on how to run this role play.

Scenario 1 (Trainer copy)

Context: Artisanal fishing boundary of 5km from coastline is being infringed by commercial trawlers. Local fishers have limited gears, but trawlers have greater catch capacity and use this to their full advantage.

Conflict: Between small-scale artisanal fishers (from coastal communities) and commercial trawlers. Small-scale fishers feel they cannot compete; that their main source of income is being taken by others.

Roles:

a) *You are a representative of small-scale fishers/fisher cooperative* (men and women). You have formed a cooperative and rely on species X for income (both to supplement your diet and for income: the women dry/smoke/cure the fish and sell it to increase household income). Your community depends on this resource as there are not many options for agriculture/other income.

b) *You are a commercial trawler member* (not organised). You have commercial backing, greater resources and bigger vessels with more gear. You fish for profit and the more you can catch the better. You make full use of fuel subsidies. You sell the bycatch for fish meal for aquaculture.

c) *You are a district/provincial level fishery officer*. Within the current decentralized system, the fisher community and trawlers both come under your jurisdiction. As part of your role in fisheries management you need to bring different fishers together to resolve the dispute over key resources. The current conflict has escalated to violence (arson, fights) as well as some recent bad press in the local and national media.

Scenario 1

Context: Artisanal fishing boundary of 5km from coastline is being infringed by commercial trawlers. Local fishers have limited gears, but trawlers have greater catch capacity and use this to their full advantage.

Conflict: between small-scale artisanal fishers (from coastal communities) and commercial trawlers. Small-scale fishers feel they cannot compete; that their main source of income is being taken by others.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Role:

a) *You are a representative of small-scale fishers/fisher cooperative* (men and women). You have formed a cooperative and rely on species X for income (both to supplement your diet and for income: the women dry/smoke/cure the fish and sell it to increase household income). Your community depends on this resource as there are not many options for agriculture/other income.

You need to talk with commercial trawler members and district/provincial level fishery officer.

Scenario 1

Context: Artisanal fishing boundary of 5km from coastline is being infringed by commercial trawlers. Local fishers have limited gears, but trawlers have greater catch capacity and use this to their full advantage.

Conflict: Between small-scale artisanal fishers (from coastal communities) and commercial trawlers. Small-scale fishers feel they cannot compete; that their main source of income is being taken by others.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Role:

b) *You are a commercial trawler member* (not organised). You have commercial backing, greater resources and bigger vessels with more gear. You fish for profit and the more you can catch the better. You make full use of fuel subsidies. You sell the bycatch for fish meal for aquaculture.

You need to talk with representatives of small-scale fishers/fisher cooperative members and district/provincial level fishery officer.

Scenario 1

Context: Artisanal fishing boundary of 5km from coastline is being infringed by commercial trawlers. Local fishers have limited gears, but trawlers have greater catch capacity and use this to their full advantage.

Conflict: between small-scale artisanal fishers (from coastal communities) and commercial trawlers. Small-scale fishers feel they cannot compete; that their main source of income is being taken by others.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Role:

c) *You are a district/provincial level fishery officer*. Within the current decentralized system, the fisher community and trawlers both come under your jurisdiction. As part of your role in fisheries management you need to bring different fishers together to resolve the dispute over key resources. The current conflict has escalated to violence (arson, fights) as well as some recent bad press in the local and national media.

You need to talk with representatives of small-scale fishers/fisher cooperative members and commercial trawler members.

Scenario 2 (Trainer copy)

Context: One defined geographical area is being fished by mixed gears (small-scale and bigger) with a fair degree of cooperation. All gears respect the seasonal ban on breeding grounds. However, there is a high incidence of IUU because trawlers from neighbouring provinces infringe this rule and fish in these breeding grounds.

Conflict: IUU from outsider intervention. Fishers from different geographical/spatial area fishing in locals' area.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Roles:
a) *You are a representative of fisher cooperatives and trawl associations* who all fish within specific geographical/spatial area - their traditional area. The small-scale fishers keep closer to land; the trawlers fish further out and although there is no written agreement they each keep to their zones.
b) *You are a representative from fishing associations/cooperatives* from neighbouring province who are expanding and don't respect the seasonal ban. You claim that there has been a decrease in key fish species in your province (possible pollution) resulting in fishers needing to expand their area of fishing into neighbouring waters. There are no clear jurisdictions/legal agreements, so you feel you also have a right to fish in this area.
c) *You are a provincial level fishery officer.* The geographical/spatial area of dispute comes under your jurisdiction. As part of your role in fisheries management you need to resolve this conflict. The conflict has badly affected your agency's relationship with neighbouring provinces and the national level is requesting action.

Scenario 2

Context: One defined geographical area is being fished by mixed gears (small-scale and bigger) with a fair degree of cooperation. All gears respect the seasonal ban on breeding grounds. However, there is a high incidence of IUU because trawlers from neighbouring provinces infringe this rule and fish in these breeding grounds.

Conflict: IUU from outsider intervention. Fishers from different geographical/spatial area fishing in locals' area.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Role:
a) *You are a representative of fisher cooperatives and trawl associations* who all fish within specific geographical/spatial area - their traditional area. The small-scale fishers keep closer to land; the trawlers fish further out and although there is no written agreement they each keep to their zones.

You need to talk to representatives from neighbouring fishing associations/cooperatives and provincial level fishery officer.

Scenario 2

Context: One defined geographical area is being fished by mixed gears (small-scale and bigger) with a fair degree of cooperation. All gears respect the seasonal ban on breeding grounds. However, there is a high incidence of IUU because trawlers from neighbouring provinces infringe this rule and fish in these breeding grounds.

Conflict: IUU from outsider intervention. Fishers from different geographical/spatial area fishing in locals' area.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Role:

b) *You are a representative of fishing associations/cooperatives* from neighbouring province who are expanding and don't respect the seasonal ban. You claim that there has been a decrease in key fish species in your province (possible pollution) resulting in fishers needing to expand their area of fishing into neighbouring waters. There are no clear jurisdictions/legal agreements, so you feel you also have a right to fish in this area.

You need to talk to representatives of neighbouring fisher cooperatives and trawl associations and provincial level fishery officer.

Scenario 2

Context: One defined geographical area is being fished by mixed gears (small-scale and bigger) with a fair degree of cooperation. All gears respect the seasonal ban on breeding grounds. However, there is a high incidence of IUU because trawlers from neighbouring provinces infringe this rule and fish in these breeding grounds.

Conflict: IUU from outsider intervention. Fishers from different geographical/spatial area fishing in locals' area.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Role:

a) *You are a provincial level fishery officer.* The geographical/spatial area of dispute comes under your jurisdiction. As part of your role in fisheries management you need to resolve this conflict. The conflict has badly affected your agency's relationship with neighbouring provinces and the national level is requesting action.

You need to talk to representatives of fisher cooperatives and trawl associations and representatives from neighbouring fishing associations/cooperatives.

Scenario 3 (Trainer copy)

Context: Environmental NGO advocating MPA and complete no-take zone, while local fishers have depended on this fishing ground and resource for generations and claim a traditional user right to it.

Conflict: conflict of interests e.g. conservationist agenda vs. resource user needs.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Roles:

a) *You are a representative of local environmental NGO*. You have international donor backing, lots of funding, political influence, access to networks and media. Conservation scientists have data showing the negative effect of local fishing in the area. Strong demand for creation of MPA, or even a no-take zone to conserve biodiversity and allow regeneration of marine life. You really believe that resource X is in danger of extinction and that it needs to be completely protected. You also believe that your scientific data supporting this theory is more real and trustworthy and definitive than local people's knowledge. The NGO also has business backing from large tourist complex which is being built nearby; the hotel company is hoping that diving and a pristine marine environment will boost tourist numbers.

b) *You are men and women who traditionally harvest resources X/Y/Z* (fish/seaweed/ crustaceans, etc.). Your parents and their parents before them always relied on this resource; it is a mainstay for the economy and well-being of the local community (i.e. used as food, but also sold for income). You believe that resource X is not being overharvested. You certainly don't believe the environmental NGO representative and think they are scaremongering. You are critical of them as outsiders coming in and telling you how you should use resources you have always had a right to.

c) *You are a district/provincial level fishery officer*. The fisher community and the proposed MPA/no-take area come under your jurisdiction. As part of your role in fisheries management you want to bring the local fishers and the environmental NGO together to discuss ways forward. You are aware of both sides of the debate. You know that the fishers do not have a long-term perspective and do not see the "bigger picture", but you are equally aware that environmental concerns in the region are pushed by donor money.

Scenario 3

Environmental NGO advocating MPA and complete no-take zone, while local fishers have depended on this fishing ground and resource for generations and claim a traditional user right to it.

Conflict: conflict of interests e.g. conservationist agenda vs. resource user needs.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Roles:

a) *You are a representative of local environmental NGO.* You have international donor backing, lots of funding, political influence, access to networks and media. Conservation scientists have data showing the negative effect of local fishing in the area. Strong demand for creation of MPA, or even a no-take zone to conserve biodiversity and allow regeneration of marine life. You really believe that resource X is in danger of extinction and that it needs to be completely protected. You also believe that your scientific data supporting this theory is more real and trustworthy and definitive than local people's knowledge. The NGO also has business backing from large tourist complex which is being built nearby; the hotel company is hoping that diving and a pristine marine environment will boost tourist numbers.

You need to talk to men and women who traditionally harvest resources X/Y/Z and the district/ provincial level fishery officer.

Scenario 3

Context: Environmental NGO advocating MPA and complete no-take zone, while local fishers have depended on this fishing ground and resource for generations and claim a traditional user right to it.

Conflict: conflict of interests e.g. conservationist agenda vs. resource user needs.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Roles:

b) *You are men and women who traditionally harvest resources X/Y/Z* (fish/seaweed/ crustaceans, etc.). Your parents and their parents before them always relied on this resource; it is a mainstay for the economy and well-being of the local community (i.e. used as food, but also sold for income). You believe that resource X is not being overharvested. You certainly don't believe the environmental NGO representative and think they are scaremongering. You are critical of them as outsiders coming in and telling you how you should use resources you have always had a right to.

You need to talk to a representative of the local environmental NGO and the district/provincial level fishery officer.

Scenario 3

Context: Environmental NGO advocating MPA and complete no-take zone, while local fishers have depended on this fishing ground and resource for generations and claim a traditional user right to it.

Conflict: conflict of interests e.g. conservationist agenda vs. resource user needs.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Roles:

c)   *You are a district/provincial level fishery officer*. The fisher community and the proposed MPA/no-take area come under your jurisdiction. As part of your role in fisheries management you want to bring the local fishers and the environmental NGO together to discuss ways forward. You are aware of both sides of the debate. You know that the fishers do not have a long-term perspective and do not see the "bigger picture", but you are equally aware that environmental concerns in the region are pushed by donor money.

You need to talk to a representative of the local environmental NGO and men and women who traditionally harvest resources X/Y/Z.

Scenario 4 (Trainer copy)

Context: Aquaculture (shrimp farming) is increasingly encroaching on traditional mangrove use. Outsiders with money are buying up land in mangrove areas, intensively farming shrimp with use of pesticides and relying on trash fish from trawler bycatch as the main source of fishmeal for shrimp feed. The shrimps are then exported worldwide.

Conflict: Between local mangrove users and shrimp farmers.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Roles:

a) *You are a representative of the local mangrove users.* You have lived in the mangrove area for generations with other men, women and children. Mangroves are your livelihood. You use timber from mangroves to build your houses, produce wooden furniture, and for charcoal for fuel. You also use the land to grow fruit trees and subsistence crops. Your village has lived in a close relationship with the mangroves for as long as you can remember; the mangroves are part of your cultural heritage. You are very worried about the effect of pesticides from the shrimp farms, as well as the spread of 'white spot' a common disease which thrives on intensively-farmed shrimp in ponds. Local shrimp, which you eat as a regular part of your diet, are susceptible to white spot. Although you have no scientific proof, you know that when farmed shrimp are liable to flooding, they spill out into the wild waters and can infect local shrimp. In addition, you are concerned about water pollution from the aquaculture venture. The shrimp farms pump water from the estuary into their ponds, releasing the dirty water back into the estuary (full of nutrients, which in turn affects local fish species and causes algal bloom). You know that shrimp farms get their fish meal from trawlers' bycatch, so trawlers come close to the shore and want to catch as much as possible.

b) *You are a shrimp farmer.* You were born in the mangrove village, have been to college and have worked in different places. You want to improve the livelihood of your family and the community by trying out a more profitable option. You have backing by an external entrepreneur to finance this aquaculture enterprise; in fact you have gone into business with him. You are cutting down the mangroves at a fast rate as you know that other entrepreneurs may soon come to this area. In addition, you have invested capital into this venture and want to maximise you gain. You really believe that you can provide an alternative livelihood to the mangrove users; you have promised many of them jobs to work on the shrimp farm.

c) *You are a district/provincial level fishery officer.* Within the current decentralized system, the fisher mangrove community and shrimp farms both come under your jurisdiction. As part of your role in fisheries management you need to bring them together to resolve the dispute over key resources. The current conflict has escalated to violence (arson, fights) as well as some recent bad press in the local and national media.

Scenario 4

Context: Aquaculture shrimp farming is increasingly encroaching on traditional mangrove use. Outsiders with money are buying up land in mangrove areas, intensively farming shrimp with use of pesticides and relying on trash fish from trawler bycatch as the main source of fishmeal for shrimps. The shrimps are then exported worldwide.

Conflict: Between local mangrove users and shrimp farmers.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

Role:

a) *You are a representative of the local mangrove users.* You have lived in the mangrove area for generations with other men, women and children. Mangroves are your livelihood. You use timber from mangroves to build your houses, produce wooden furniture, and for charcoal for fuel. You also use the land to grow fruit trees and subsistence crops. Your village has lived in a close relationship with the mangroves for as long as you can remember; the mangroves are part of your cultural heritage. You are very worried about the effect of pesticides from the shrimp farms, as well as the spread of 'white spot' a common disease which thrives on intensively-farmed shrimp in ponds. Local shrimp, which you eat as a regular part of your diet, are susceptible to white spot. Although you have no scientific proof, you know that when farmed shrimp are liable to flooding, they spill out into the wild waters and can infect local shrimp. In addition, you are concerned about water pollution from the aquaculture venture. The shrimp farms pump water from the estuary into their ponds, releasing the dirty water back into the estuary (full of nutrients, which in turn affects local fish species and causes algal bloom). You know that shrimp farms get their fish meal from trawlers' bycatch, so trawlers come close to the shore and want to catch as much as possible.

You need to talk with the shrimp farmers and district/provincial level fishery officer.

Scenario 4

Context: Aquaculture shrimp farming is increasingly encroaching on traditional mangrove use. Outsiders with money are buying up land in mangrove areas, intensively farming shrimp with use of pesticides and relying on trash fish from trawler bycatch as the main source of fishmeal for shrimps. The shrimps are then exported worldwide.

Conflict: Between local mangrove users and shrimp farmers.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

b) *You are a shrimp farmer*. You were born in the mangrove village, have been to college and have worked in different places. You want to improve the livelihood of your family and the community by trying out a more profitable option. You have backing by an external entrepreneur to finance this aquaculture enterprise; in fact you have gone into business with him. You are cutting down the mangroves at a fast rate as you know that other entrepreneurs may soon come to this area. In addition, you have invested capital into this venture and want to maximise you gain. You really believe that you can provide an alternative livelihood to the mangrove users; you have promised many of them jobs to work on the shrimp farm.

You need to talk with representatives of the local mangrove users and district/provincial level fishery officer.

Scenario 4

Context: Aquaculture shrimp farming is increasingly encroaching on traditional mangrove use. Outsiders with money are buying up land in mangrove areas, intensively farming shrimp with use of pesticides and relying on trash fish from trawler bycatch as the main source of fishmeal for shrimps. The shrimps are then exported worldwide.

Conflict: Between local mangrove users and shrimp farmers.

The parties in conflict have already met the mediator various times. They both trust the mediator, whom they believe can remain neutral.

c) *You are a district/provincial level fishery officer*. Within the current decentralized system, the fisher mangrove community and shrimp farms both come under your jurisdiction. As part of your role in fisheries management you need to bring them together to resolve the dispute over key resources. The current conflict has escalated to violence (arson, fights) as well as some recent bad press in the local and national media.

You need to talk with representatives of the local mangrove users and the shrimp farmers.

1. **Governance**

2. **Appropriate scale**

3. **Increased participation**

4. **Multiple objectives**

5. **Cooperation and coordination**

6. **Adaptive management**

7. **Precautionary approach**

Is there an adequate legal framework?
Are effective compliance and enforcement arrangements in place?
Are effective management institutions and arrangements sufficiently developed?
Is management at the appropriate ecological, social and governance scale?
Is co-management with relevant stakeholders working?

Have the different objectives for management been considered and trade-offs made?
Are nested institutions and resource user groups working?
Is cooperation, coordination and communication taking place?
Can the management system learn by doing and adapt accordingly?

Are the results of the M&E being communicated and acted on by adapting the plan and subsequent management?
Has management commenced despite a lack of data and information?
Are management actions more conservative when there is greater uncertainty?

F. Example photos of outputs

1. Fishery timeline (Malaysia)
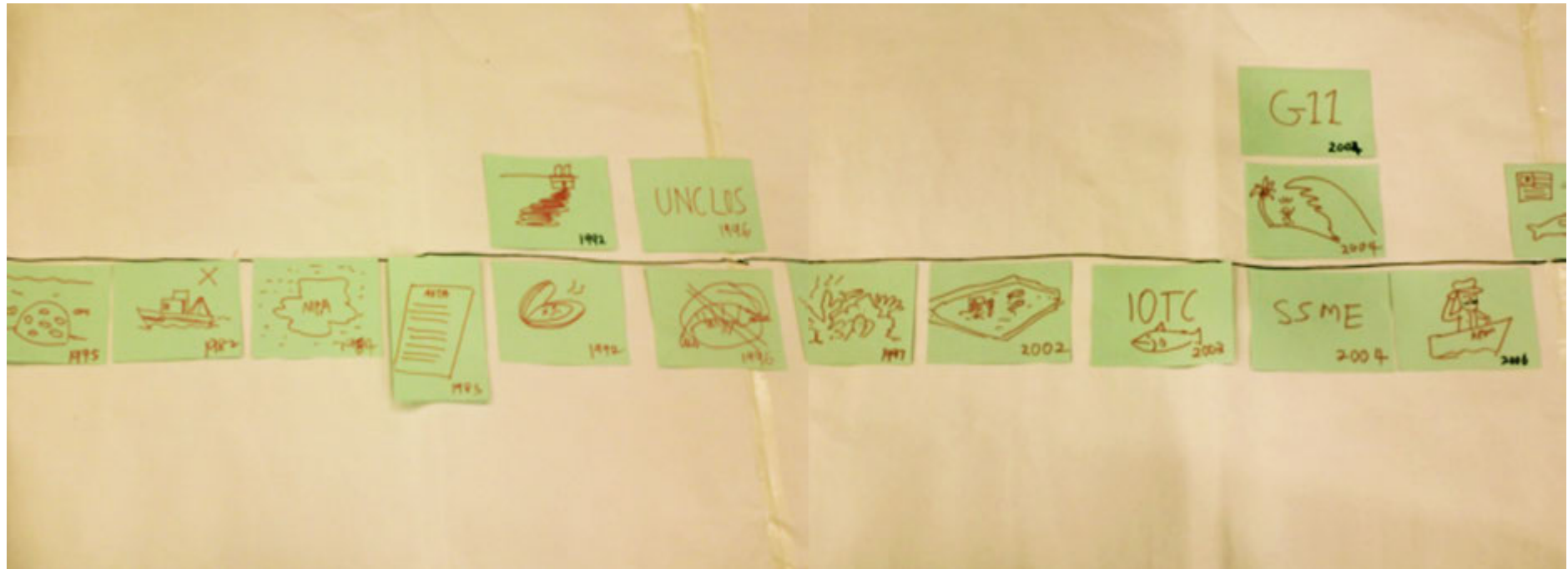
F. Example photos of outputs

2. Venn diagram of FMU stakeholders

3. Venn diagram showing stakeholder linkages

F. Example photos of outputs

4. Stakeholder matrix

Low Impact Very Likely — Conflict between small-scale and trawlers

High Impact Very Likely — Decline of fish stocks due to trawl encroachment; Little coordination among DRRC, DoF and etc.; Fish stocks due to oil spill; Ineffective enforcement; Income decrease for fishers, restaurants due to decrease fishery resources

Low Impact Not Likely

High Impact Not Likely — Sand bottom degradation from oil spill; Lack of policy & concern from Gov. (oil spill); With stocks due to cyanide

5. FMU map

Municipal Fisheries of the ISDA Calamianes Group of Islands (Palawan. Philipines)

ISDA Philippines

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F. Example photos of outputs

6. FMU map

7. FMU map

8. Issues and threats to fisheries management
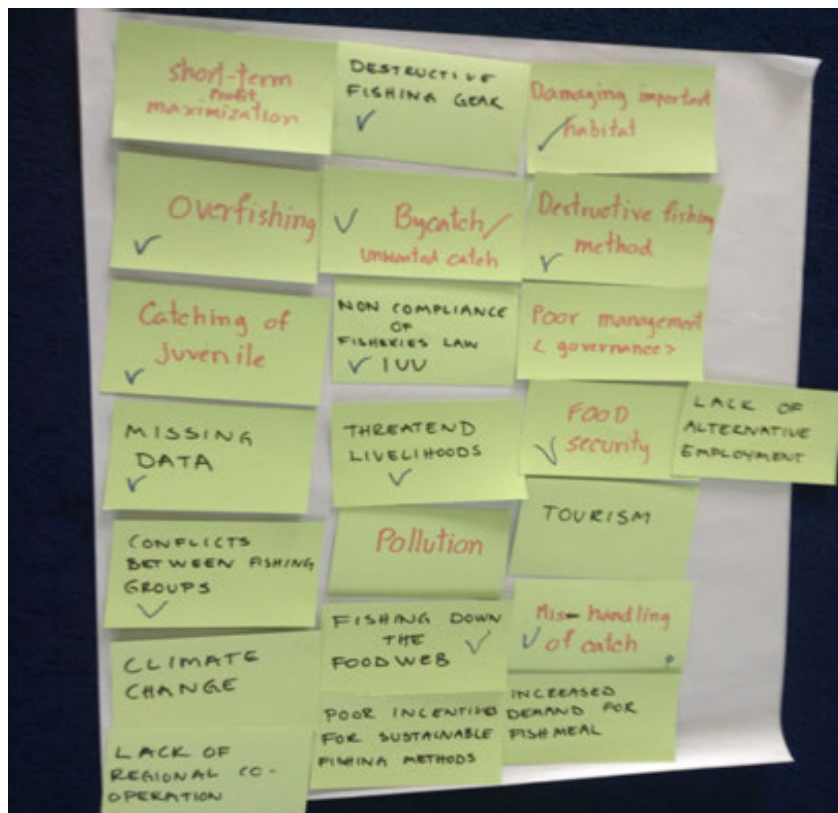
9. Issues and threats to fisheries management

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F. Example photos of outputs

10. Outputs for EAFM plan

F. Example photos of outputs
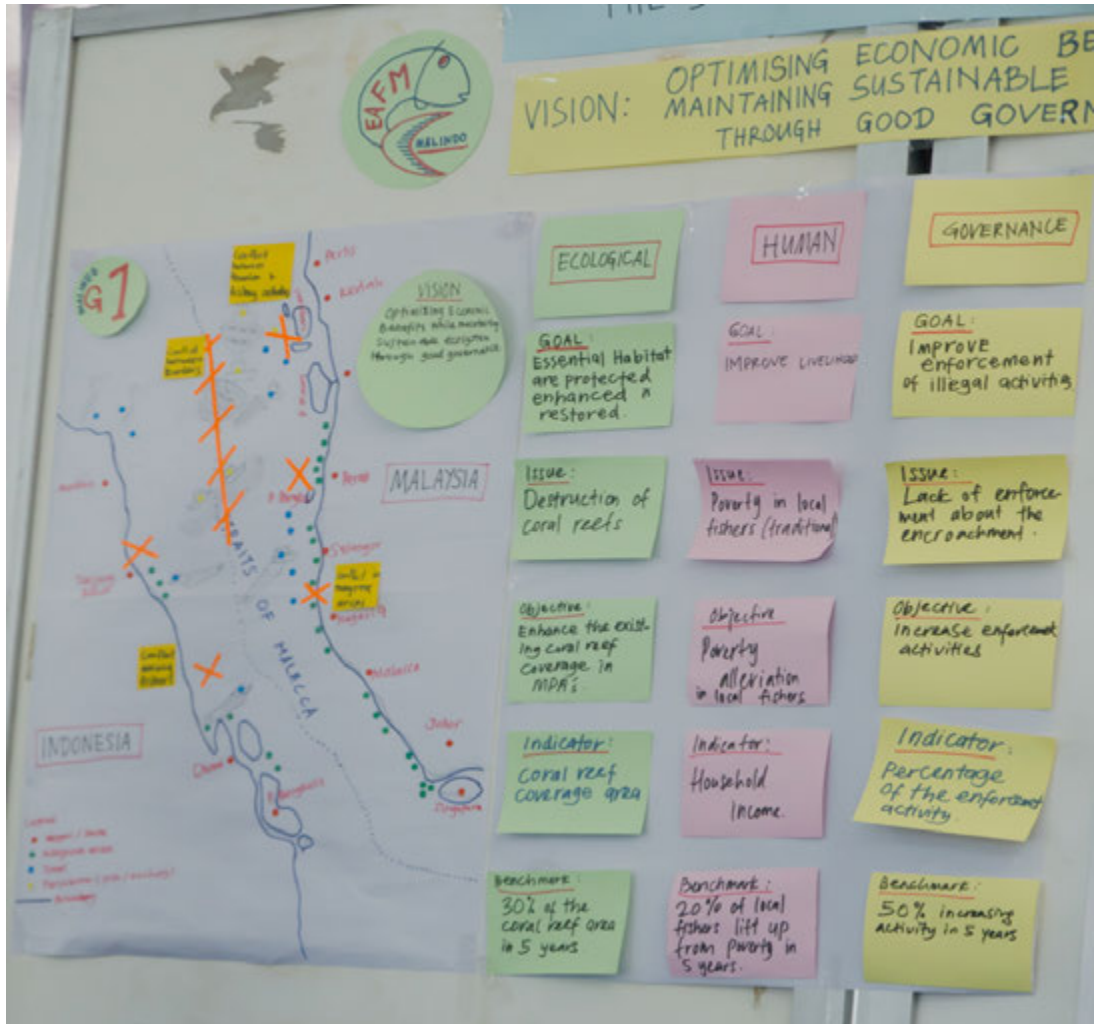
11. Elements of draft EAFM plans

12. Elements of draft EAFM plans

13. Draft EAFM plan
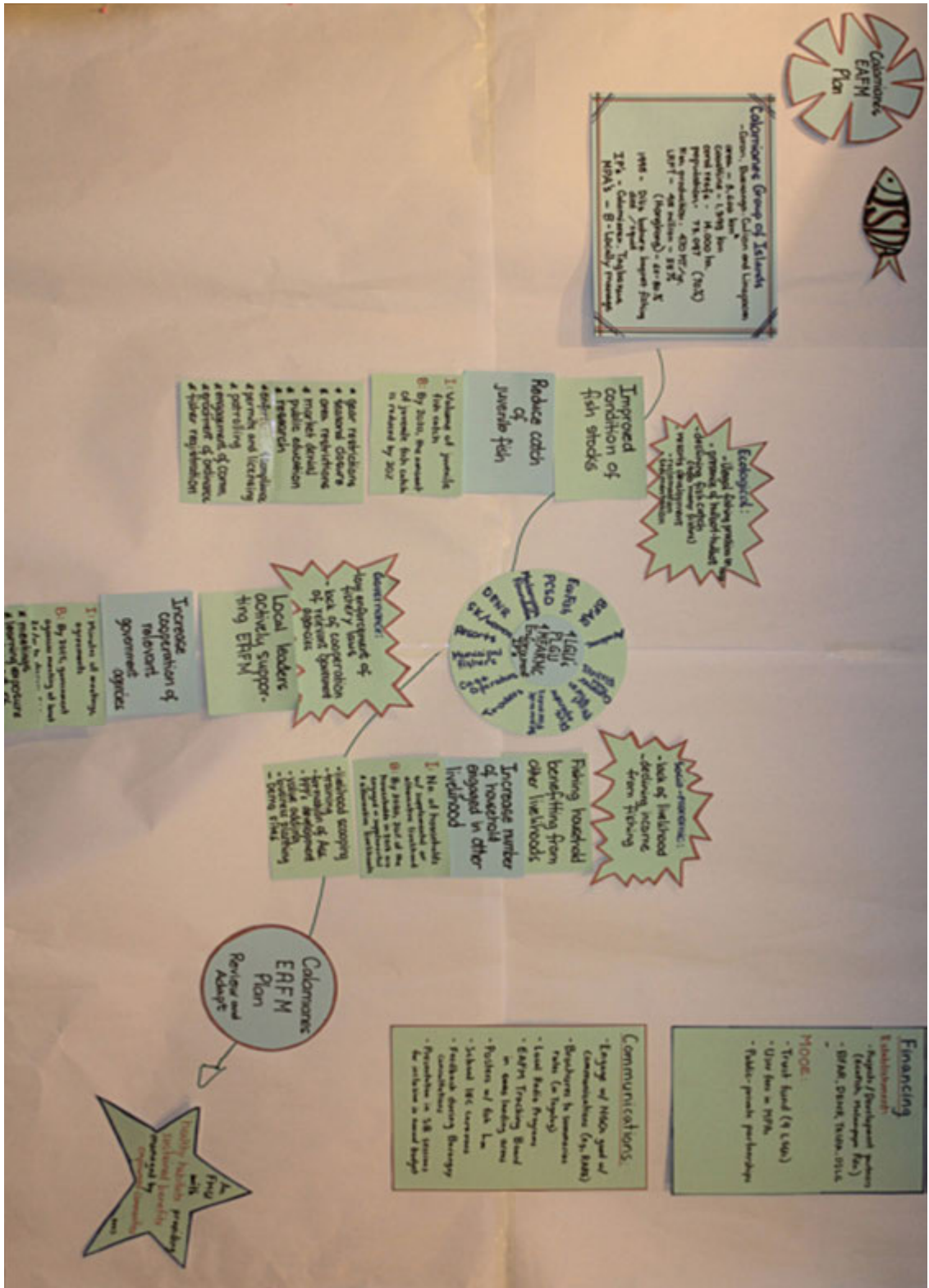
F. Example photos of outputs

14. Building the EAFM Plan (Steps 1+3)

NB. In final version this diagram is slightly different; please refer to Power Point slides for exact elements.

Step1: Define and
scope the FMU

Step 3.1-3.2 Develop objectives,
indicators & benchmarks

Step 3.3 Agree management actions

Navigating the Essential EAFM training package

Essential EAFM

(Ecosystem Approach to Fisheries Management)

TRAINER

SESSION PLANS

Version 1

SESSION TITLE	0. INTRODUCTION + 1. COURSE OVERVIEW AND THREATS & ISSUES							
Date	Day 0 session 1 AND Day 1 session 1							

NB. Where the organisers allow for 5.5 day course, the introduction and course overview can be done on the afternoon preceding day 1, and be followed by a dinner/ social, as per this session plan. You can plan for 3 (220 minutes) or minimum 2 hours (120 minutes) for this session.

Ideally, all courses should plan for 5.5 days as the short afternoon start really contributes to the team building and sharing spirit. If organisers can budget for an opening dinner this also acts as icebreaker.

If the course is 5 days long in total, this introduction and course overview need to fit into first session of day 1, so trainers will need to reduce time for stakeholder mapping activity (or have this during Day 1 morning break), and also the identifying issues and threats will need to be shortened. Day 1 needs to start promptly at 8 am to ensure participants have enough time to collect all the materials at registration. You can also do "hopes and concerns" during 1st morning break.

| Objectives | **Sunday: Introduction + Course Overview**
2.00- 5.30 (220 minutes) (Minimum is 120 minutes)
Registration
Official welcome
Participants introduce themselves
Trainer runs through course objectives and overview
Ice breaker activities
Monday: Issues and threats to fisheries
08.30-10.10 (100 minutes)
Review, logistics, queries Communicate your personal hopes and concerns for the course Identify threats and issues faced by your fisheries and associated ecosystems | | | | | | | |

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
SUNDAY Registration 2.00-2.30	30	Outside room have table laid out with all materials for participants to collect. Participants receive 4 booklets each: Course Handbook, Workbook, Toolkit and Action plan. They also receive pre-assessment form, and are asked to complete this. Trainers will collect this form. Participants sign register, collect blank name badges and write on them the name they want to be called during the course.						Participant Handbook, Workbook, Toolkit, Action plans, register, name badges, pre-course assessment Trainers must memorise participant names as soon as possible

					X				3 Prepared flipcharts + post-its nearby, sticky dots, pens,
Rapid assessment (this is happening during registration) 2.00-2.30		Have 3 large charts up on wall. Explain how this works with first participants in the room, and then get them to explain to others as they come in (i.e. the first ones in become helpers). 1st chart has title: Our fisheries experience. On post-its participants write their short name and years of fisheries (management) experience and /or years of 'natural resources' experience. E.g. for an older participant: 40 years (have a demo) 2nd chart has a matrix with title: How familiar are you with: A number of approaches included in EAFM are listed down in a vertical column (participatory approaches, stakeholder analysis, co-management, project planning, management measures / actions) Along the top have 3 emoticons (smile, neutral, sad) Participants take a sticky dot and place one for each approach , under the emoticon that most reflects how familiar they are with it (e.g. if they are very familiar with participatory approaches they place it under the smiley face; if they don't know anything about them, dot is placed under sad face). These outputs quickly build a snapshot of experience in the room; useful content for trainers as well as informal sharing / learning about others for participants. 3rd chart will help with eventual FMU groupings. Have title: For the purpose of course work and discussion, list which fishery area and (fishery) resource you are most familiar with. Have 3 columns i) name; ii) fishery area; iii) resource (and choice a) + choice b) Latecomers will not manage to complete these charts. Ensure they do so later on (e.g. after pre-course assessment, or after mapping activity). Thus by end of session we have everyone's names up (if not complete Monday morning as they come in). Have a resource person / support staff take photos of each participant in the room. You will need to print these photos passport-size during the break and add them to participant cards for the mapping ice breaker (or you can print later and ensure you add them first thing next morning)							Camera for photos and printer
Admin	30								

Activity / Time	Min	Description						Notes
2.30-3.00								
Welcome 3.00-3.30	30	Welcome from organisers (ideally this should only be a few words)	X					Slide with official event title or banner
Break + photo 3.30-4.00	30	Break, photo, any latecomers complete rapid assessment						
Trainer and participant introductions 4.00-4.15	15	Trainers briefly introduce themselves In table groups, ask participants to each say their name, designation (job title), organisation and country (one sentence only). Then ask everyone to stand up, walk around and greet whoever you don't already know (with same one sentence). This immediately gives a feel for who is in the room.				X		
Complete pre-course assessment 4.15-4.30	15	Hand out pre-course assessment: participants complete this individually. Explain this is a way for us and participants to see what they are really interested in / whether the course content will meet their expectations / needs. This is not a test; it is to ensure we can deliver appropriate content. Give 15 minutes to complete it. Collect all pre-course assessments.				X		Collect pre-course assessment and analyze before day 1 start- feedback any issues. (on 5-day course pre-course assessment to be analyzed during morning+ lunch break day 1)
Course overview 4.30-4.45	15	Trainers run through slides giving quick overview of course: timetable; content; check participants have all have materials. Call out each document one by one, participants have to find it and write their name on own copy; also show them the visual of navigating course package on back of each document); methodology-adult learning, different methods, trust, openness, sharing of experiences in safe space to enhance learning. For Handbook: explain that ☺ shows the first time a term is used and can be found in glossary; explain that highlighted text shows links to Toolkit (for cross referencing). Agree course code by eliciting from the group and write up agreed suggestions on a flipchart which will remain on display on wall (e.g. mobiles on silent, time keeping, listening, respecting others' views, etc.)	X					Slides 1-7
Ice breaker activities Activity 1 4.45-5.00	15	Activity 1 (l0 minutes): Line of experience Ask everyone to stand in a line from 0 years' experience in fisheries (management) to 50+ years. (Optional: ask participants to do this without talking - using only sign/ body language). Trainer should be able to see from rapid assessment done earlier the various years of experience in the room; this line makes it more visible for all. Also shows trainer possible resource pockets (this is always useful). Conclude by saying we have wealth of experience in the room				X		

		Optional: you can then ask the two ends of the line (least and most experienced to join hands so that you end up with participants in a circle, representing the learning and exchanges that we can benefit from during the course).						
Ice breaker activities *Activity 2* 5.00-5.15	15	Activity 2 (20-30 minutes): Participant mapping 1. Have large flipchart/on floor. Give each participant an A5 card of same colour. Ask them to write their name and department, + agency on card 2. Then they get up and place on floor- They will have to decide how to cluster the cards (probably by country/ agency). Output - generate large map of who is on this training course, what agencies are represented. (At this point ensure that photos are attached to respective participant cards.) 3. Ask them to think of whom they partner / work with for fisheries management, and to take a piece of same-coloured string / wool and connect the cards where relevant. See what connections / partnerships are visualised. Ask again if their current relationships are represented on the map; they add more as necessary. 4. Think about which important agencies / departments are not represented on this course but are important fisheries partners (potentials for future courses). Write each one on a different coloured card and plot on map. 5. Ask participants to think of whom they could / should partner with in the future for fisheries management; take different coloured string to represent these relationships. 6. Hand out the passport size photos of all participants (taken and printed earlier). They must place each photo on correct name card. (these photos will also help trainers remember all the names!). Trainer sums up what has been produced: explain all the dimensions that this map they have created now shows; it is work in progress and can be added to. Participants will learn more about each other's work, share experiences, and they are already identifying linkages. The course is also about strengthening linkages and fostering new ones.					X	Postcard size cards of 2 different colours, 4-8 flipcharts sellotaped together to make 1 big rectangle on the floor, pens, coloured wool/string (ideally 2 different colours) Camera or other device to take photos of participants (this could be done earlier during registration/ rapid assessment) Printer to print out passport size photos of all participants
Bingo (optional)	10	Optional icebreaker activity (On 5 day course can be done on day 1 morning break). See instructions at end of this session plan and template in additional trainer resource folder.					X	Pre-printed and cut up bingo cards for all

Close 5.30		Trainer closes opening day. Reminder to look through handbook, timetable and objectives. Homework: generally familiarise yourself with all materials. Reminder Day 1 start time: 8.30 prompt. Enjoy the Welcome dinner!	X					
MONDAY 8.30-8.45	15	Trainer review timetable and objectives Run through course overview slides again (if necessary) to remind participants. Review course code (Agree on code (mobiles, time keeping, listening, etc.) list on flipchart to keep up on wall) Reminder of venue/local facilities; logistical arrangements - admin support identified feedback any issues arising from pre-course assessment they completed day before Answer any questions. Reminder of experience in the room - foster trust. Sharing, non-competitive; these are all part of an approach. Also ways of learning: explain some learn by thinking / doing / practice… we will practise all of these to have full learning experience- you will be challenged - be prepared for this. Explain that we will have a 'parking lot' where we will note down difficult terms / concepts (this is also important for translation issues) Note: trainers explain that we will mix all groups - sometimes they will need to be in working units / groups, for EAFM plan, at other times we need them to mix as much as possible and share experiences	X					Flip chart for 'parking lot'
Participant Hopes & Concerns 8.45-9.05	20	Hopes and concerns: the purpose of this quick activity is to give participants a chance to express their individual hopes and concerns (fears) about attending this EAFM course. It also acts as an ice breaker. Trainer distributes 3 coloured post-its to each participant. Ask them to write one HOPE on e.g. yellow post it, and one CONCERN on e.g. pink post it, on 3rd colour write WHAT YOU BRING TO THE COURSE (cards can be anonymous). Participants work individually for 1 minute, completing 3 cards each. Invite participants to stand up and place their post-its on relevant flip charts. Everyone to have a look at all post-its displayed. Trainer quickly verbally reviews the main hopes and concerns and asks for clarification as necessary. This provides trainers with an immediate snapshot of participants' expectation and concerns. Content-related ones can then be addressed by referring to specific aspects of course. Any content issues which are not going to be covered directly by sessions can be parked / trainers to discuss how they can be addressed. Any problematic non-					X	3 different sets of coloured post-it notes or small cards 3 flip charts on wall/ stand with 1 post it of a different colour in each: 1. HOPES (e.g. yellow) 2. CONCERNS (e.g. pink) 3. WHAT I BRING TO THE COURSE (e.g. green) These outputs are kept to one side (can stay on wall) and can be revisited throughout course +on last day as part of course

		content issues can be quickly responded to in morning break with specific individuals.					evaluation.
Activity – identify threats and issues 09.05-10.10	5	*Divide participants into random groups (table groups or groups from attendance register). This is generic exercise (not area groups). Set the context for this course with slide 8. Give clear task instruction with slide 9. Brainstorm THREATS AND ISSUES in current fisheries management. Write each threat / issue on a separate card.* This is the 1st of many group tasks so ensure participants clearly understand how it works. Explain that this approach is part of team building and getting to know each other; foundation for next few days.				X	Slide 8 Instructions on slide 9 Flipchart, pens, cards, sticky tack, sellotape
	20	Groups discuss and write threats and issues on cards. Then they stick cards onto Flipchart spread on tables or on wall. It is up to the groups if they want to cluster issues in way they want. Trainers can feed issues into discussions if groups get stuck (refer to Module 1 for ideas.) If participants seem to run out of ideas, or are unclear, trainer can prompt: 'Is everything ok with fisheries management in the region'? Elicit participant responses, slowly get them to realise / voice the problems. Point out that policies / legislation do exist (we will go into detail later in course) but still need better management of fisheries (more effective, responsive, efficient).					Trainer: refer to Module 1 for possible threats + issues; you can use this is as prompt participants run out of ideas Threats and issues stay posted up on Flipcharts as they are needed after lunch.
	25	Then 1 participant from each group remains at table / wall, and others move on to learn about other groups' outputs (market place). The 1 participant who remains has 3 minutes to explain to incoming participants. Rotate 2-3 times so most participants get to see most outputs. (OR if trainer prefers, all walk round Flipcharts together as a plenary with groups explaining their issues very briefly). This sharing needs to be done before starting on session 2. Trainers need to be looking out for overlap in issues, and also possible gaps (for afternoon session). Trainers explain that EAFM can help us to ADDRESS SOME OF THESE issues.	X				
	5	Recap with summary slide 10. Explain that module 1. Threats and issues in fisheries contains lots of detail. They need to read this in evening and keep referring to it. Trainer rounds off for break. Reminder of break times.	X				Slide 10 summary

BREAK	10.10-10.20							

Notes for trainers:

The 10-minute BINGO game is an option for morning break on 5 day course; on 5.5 day course it can be done after participant mapping. See Additional trainer resource folder for Bingo template. Copy and pre-cut enough cards for everyone to have one. Instruction: you need to talk to each other and ask questions so as to complete the card with 9 different participant names. The same name cannot appear twice. The first person to complete their card with 9 different names shouts 'Bingo!' and they have won. You could have 1-2 small prizes (such as bars of chocolate) for the first 2 winners. This game allows for more fun mingling and getting to know each other informally.

Trainer Feedback

SESSION TITLE	2. FISHERIES MANAGEMENT AND THE ECOSYSTEM APPROACH						10.30- 11.30 (60 minutes)	
Date:	Day 1 session 2							
Objectives	• Realize a new management approach is required to address the many threats and issues facing capture fisheries; • Recognize how ecosystems benefit human societies; • Understand the concept of the ecosystem approach (EA); • Describe some of the benefits of using an EA Session Logic: define fisheries management; recognise threats + issues in your context you identified earlier; so understand now why there is a need to manage fisheries in a wider ecosystem; understand benefits (goods and services) that ecosystems provide to human societies; understand what EA is, and how it links to sustainable development; understand the benefits of EA to fisheries.							

Description of Contents	**Time**		**Expected Participation**					**Resources used**
			1	2	3	4	5	
Link to issues and threats brainstorm from previous session.	3	Refer to threats and issues outputs brainstormed before break; ask participants read Module 1 overnight, and to continue referring to it. Explain we will revisit issues and threats after lunch and they will have a chance to add to these.			X			All flipcharts generated earlier on wall; Module 1. Threats and issues in fisheries
Introduction + objectives	2	Explain in this session we will discuss fisheries management and introduce the concept of EA	X					Slides 1-2

Existing fisheries management	5	Start by defining fisheries management (slide 3) and outlining characteristics of existing fisheries management (slide 4).	X					Slides 3-4 Module 2 Fisheries management and the EA, section 1
Activity: what threats & issues can existing fisheries management address?	5	Activity in same groups as before break: a) discuss what you know about existing fisheries management in your country					X	Activity slide 5
	10	b) Now refer back to all the threats and issues they brainstormed before break (walk to wall and point out flipcharts with all their ideas on cards). At their tables, participants categorize their previously identified threats and issues into 2 categories (i) those that can be addressed by existing fisheries management, and ii) others. Participants will need to see / walk to wall where all issue cards have been displayed.						
		The purpose of this activity is to illustrate that most of the threats and issues are not fisheries-specific but broader to the wider ecosystem. Get participants to see that all these issues/ threats **go beyond** 'fishery' silo. The intent is to instil a need for management of ecosystem, for a more holistic approach.					X	
		Conclude by showing slide 6, which leads the discussion towards a need for more inclusive / broader form of management.	X					Slide 6
Ecosystems and their benefits	10	Put up slide 7 and ask participants what they can see. Any ideas / comments? Get participants thinking that we need to think beyond just fish for management purposes; we need to consider the many elements of an ecosystem. Explain what we mean by 'ecosystem' (slide 8) (refer to visual gallery). Explain about linkages in an ecosystem (slide 9); if we remove / change one element, this may impact on other elements (need to think of consequences). Introduce idea that ecosystems provide services to humans (slide 10) and refer to Module section 2. The idea of ecosystems providing 'services' (to us) may be new, so need to explain. Explain that fisheries cannot be managed in isolation (slide 11)	X					Slides 7-11 'Nansen' visual needs to be displayed from beginning of this session. Module 2 section 2 Ensure slide 8 is displayed as visual gallery.

			X					
EA and sustainable development	5	Now we introduce the ecosystem approach (EA). Explain it is a form of integrated management (slide 12) that promotes sustainable development (SD). Elicit from participants if anyone can define sustainable development, then show slide 13 and 14 (refer to visual gallery). Ecological - slide 15 Human - slide 16 Governance – slide 17 So any form of fisheries management should aim for SD.	X					Slides 12-17 Ensure slide 13 is displayed as visual gallery Module2, section 3
Activity: benefits of EA for fisheries	5	Trainer asks participants to identify benefits of taking an ecosystem approach to fisheries and discuss them - can do this by discussing in pairs (no need to feedback).		X				Slide 18
Benefits of EA approach	10	Now trainer runs through benefits of taking an EA to fisheries (slides 19-20), inviting participants to comment if they had identified these benefits in their discussion above. Refer to section 4 in module 2. Also link to later sessions. Stress that an EA to fisheries management can help you – it won't solve all the problems but it does provide tools and practical help. We want to show the value / instil a need for good management (you get more from and for your fishery if you manage it well).	X					Slides 19-20 Module 2 Module 3, Table A p 4-5
Summary	5	Briefly summarize main points	X					Slide 21
Notes for trainers Now lead straight onto session 3. The what and why of EAFM - keep any linkages alive.								

Trainer Feedback

SESSION TITLE	3. THE WHAT AND WHY OF EAFM	11.30– 12.30 (60 minutes)						
Date:	Day 1 session 3							
Session & Objectives	• Understand what EAFM is; • Describe the benefits of using an EAFM; • Explain how EAFM complements other approaches; • Understand the complexities of multiple societal objectives. Session logic: define EAFM; explain 3 components can help with this by providing a framework for categorising issues and eventually developing objectives to address these; define key EAFM principles; EAFM is a way of implementing and abiding by CCRF; so with this broader perspective challenge is to find balance between societal objectives, EAFM is an extension of conventional fishery management + fits into other approaches; remember it is about finding a balance.							

Description of Contents	**Time**		**Expected Participation**					**Resources used**
			1	2	3	4	5	
Intro	2	Link to objectives	X					Slides 1-2 Trainers must have put up 3 visuals gallery elements relevant to this session; or co-trainer displays as slide is mentioned
What is EAFM?	10	Explain what EAFM is - using EA approach specifically to manage fisheries. Show slides 3+ 4 (refer to visuals gallery), remind participants we defined sustainable development in session 2; so now we say EAFM can be thought of as finding the BALANCE between human wellbeing and ecological wellbeing through good governance. Slide 5 - the 3 components of EAFM. EAFM 3 components provide *a framework* for achieving wellbeing and for dealing with the potentially conflicting societal objectives (which we will discuss later in this session - with video clip). Explain that EAFM process involves identifying all issues and categorising them according to these 3 components (will do example later in the afternoon) Slide 6 - the 3 components in a fishery context	X					Slides 3-6 Module 3 The what and why of EAFM, sections 1-4.

			X					
EAFM builds on existing fisheries management	3	Run through slide 7 refer to module 3, section 4, table 2 - Moving towards EAFM for detail. Refer to earlier discussion on 'existing fisheries' (Participants will explore this more for homework and on day 2). Emphasize key features of EAFM (middle column on slide): explain that we will cover key considerations after lunch, and in more detail in later days.	X					Slide 7
Why EAFM?	5	Explain benefits of EAFM (echo the benefits of EA in session 2, specifically for fisheries). Refer to Module 3, section 3, Table1. Features of EAFM which outlines in more detail how EAFM-specific features can help address the issues and threats identified earlier. Explain that table has linkages to other Handbook sections for easy reference.	X					Slides 8-9 Module 3, section 3, Table 1.
EAFM and other approaches	5	Slide 10 - Complementary approaches to fisheries management. Note how EAFM complements and includes other coastal resource planning approaches (co-management, MSP development, ICM, MPAs). This slide may cause debate (*see trainer notes below*). Slide 11 - Co-management and ICZM Slide 12 - MSP and MPA (a form of MSP). Note: MPAs cannot replace EAFM as they don't address all issues	X					Slides 10-12
EAFM = finding a balance	3	Slide 13 reflects what EAFM is about: finding a balance between ecological and human wellbeing. Cartoon shows 2 conflicting camps: On the left, the pro-ecological well being groups who want to ban fishing, put in more MPAs and protect endangered species. On the right, the pro-human wellbeing groups who want increased fish catches through increased technology, make fishery resources available to everyone and increase profits at any costs. Under the seesaw we have a balanced solution in the case of participatory use of MPAs and limiting fishing effort. (this cartoon is from ICSF booklet which is an EAFM resource on websites)	X					Slide 13
Key messages	2	Ensure these are understood	X					Slide 14

Balancing of different societal objectives, and the related trade-offs *Activity: video clip*	25 total 5 10 10	As EAFM takes a broader Sustainable Development perspective (beyond only fisheries), we need to be aware of conflicting needs (environment, people, resource users…). Management decisions are made and each time you need to consider whose needs / which needs are being prioritized, and which are not being addressed. There will always be a 'trade off' (some benefits over others). Any prioritization of needs involves tradeoffs. The point about EAFM is that this is transparent process. Explain: we will now watch a very short video clip that raises the issue of tradeoffs. 1. Distribute card sets on trade-offs. Each table can have a different question; all at same table must have same question. Participants read question(s). 2. Watch video clip 3. Discussions about tradeoffs - in table groups Use the YouTube clip 'Grinding Nemo': that shows impacts of Thai trawl fishing on bycatch and the seabed (using fishmeal for feeding prawns (unregulated).				X		Slide 15 (YouTube clip). Link is not embedded. Trainers need to have live internet connection to get onto YouTube. Activity Card sets with 4 questions (copy and cut up from Trainer resource guide) NB. Have the YouTube page open on laptop as you run through session so it can upload and be ready for when you need to show video. 'Grinding Nemo' video clip is 9 minutes long
Summary	2	Summarize the morning; explain about lunch. Agree pm start time (if we are behind schedule)	X					
LUNCH								

Notes for trainer

Trainers need to view video clip beforehand to be able to discuss issues and see the relevant points.

Slide 10: not all will agree with how EAFM / ICM and others are positioned in Venn diagram. Trainer to stress this is one perspective, but may differ for each country. In Philippines, where ICM training has been rolled out over past 20 years (and to lesser extent Indonesia and Vietnam); participants will likely see through ICM 'lens'. Difference: ICM - focuses on coast (so no deep water) and on conservation? EAFM - focuses on fishery (coast and deep water- so broader?). Possibly get participants to re-draw slide 10 to reflect their understanding of how approaches fit together.

Refer participants to glossary for definitions.

Trainer Feedback

SESSION TITLE	4. PRINCIPLES OF EAFM + 4A. HOW MUCH EAFM ARE YOU ALREADY DOING?	13.30-14.45 (75 minutes) +15.05-16.30 (85 minutes)
Date:	Day 1 session 4 and 4a	
Objectives	**What is EAFM** Timeline 13.30-14.00 (30 minutes) **Principles of EAFM** 14.00 – 14.45 (45 minutes) • Understand the principles of EAFM and their link to the FAO Code of Conduct for Responsible Fisheries (CCRF) **How much EAFM are you already doing?** 15.00 -16.15 (75 minutes) • Revisit your threats and issues and cluster them according to the three EAFM components; • Understand that you are already doing some aspects of EAFM; • Analyze your current fisheries practices and identify what EAFM you are already doing; • Identify gaps in your EAFM practices and possible ways to move forward.	

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Introduction to the afternoon	5	Quickly explain plan for afternoon: 1. Timeline to look at changes in our fisheries; 2. Considerations for EAFM; 3. Analyze threats and issues; 4. Discuss how much EAFM you are already doing.	X					Slide 1 Flipchart on wall with 4 headings outlining 4 parts of afternoon session (so participants know what to expect for pm session)
Activity: Timeline - what has changed in your fishery? 13.30-14.00	30 minutes total Intro: 5	Either all together or in groups. Trainers to decide depending on composition / natural groupings. For multiple nationalities, group by country, even if groups are of different size; the resulting products will be more interesting and valuable. Trainer puts up Flipchart sheets on wall, explains that line represents time + writes a few key dates and 'now' next to the line. Instruction: "We are going to go back in time. Think of events that have happened in your fishery, in your environment and in your community - events that have affected your fishery. Write each event as 1 - 2 sentences only (with dates) on a separate card + plot these onto timeline" (e.g. obvious increases, reductions in resources / new laws / changes in practices / fuel price ups or downs / natural disasters / changes in government / set up of MPA... anything that has affected their fishery). Elicit an example, write it down as 1 sentence on card and stick it on timeline to show	X					Slide 1 For each group: pens, cards, sticky tack (or pins), 2xFlipchart sheets sellotaped together lengthwise (have others spare), line drawn across horizontally represents time (prepared beforehand) Finished timeline(s) can stay up on wall as part of gallery and participants can add to it during

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		participants what to do.						the week
	20	Participants make a timeline illustrating major changes in their fishery/ environment / community over a certain period of time (e.g. in last 20 years / last 30 years). The discussion is just as important as the final product, as it brings out institutional memory. Trainer needs to ensure that events related to people, policy and environment (many external drivers) are expressed (not just cards with fishery events). Purpose of this exercise is to pool together knowledge, and get participants thinking about the inter-relatedness of resource / environment / human aspects / policy. Trainers try to foster realisation / understanding of these linkages (and relate back to 3 EAFM components explained before lunch). Participants walk around and view each other's timelines (sharing).					X	Ensure that timelines have a title and participants names (reflecting ownership).
	5	Quick plenary / summary eliciting a few comments. Trainers point out how non-fisheries / broader events have affected fisheries. Show the connections between local-national-global. Show how economic /non-fishery policy / natural events can affect fishery (linkages). EAFM encompasses all these elements. Re-iterate that 3 components provide a framework, and that 5 step process provides a guide. Say that we will refer to these timelines later in afternoon and during the rest of the course.		X				
Principles of EAFM 14.00-14.45								
Introduction to the 7 EAFM principles	5	Introduction to session + objectives Show 7 - EAFM principles (slide 4): read them out but do not explain them. In this session we will explore each of these principles in detail. Reminder to participants: the 7 principles are what makes EAFM different from existing fisheries management. Slide 5 - how EAFM principles link to CCRF	X					Slides 2-3 Slide 4-5 Refer to slide 4 in visuals gallery Module 4, sections 1-2
P1: Good governance	5	Good governance is a key principle of EAFM (as well as one of 3 components). Read out first few lines of section 3.1 in Module 4 to ensure participants understand the term 'good governance'. Good governance should ensure human	X					Slide 6 Module 4, section 3.1 (expands on the slide)

		and ecological wellbeing, and equitable allocation of benefits. Issue of accountability: need transparency and access to information. The slide shows 8 characteristics of good governance						Refer to visuals gallery
P 2: Appropriate scale	5	Consider the 4 types of scaling we need to be aware of (slide7) and give examples of extremes for each using slide 8. Slide 9- explain the realities of scale	X					Slides 7-10 Module 4 p. 4-7 Refer participants to Module 4, section 3.2 Philippines scaling case study
Activity: what is correct scale?	5	Slide 10: Quick discussion: ask participants in pairs to think about scale issues and answer the question: "Is the district / municipality the correct scale to manage all fisheries?" Consider how they could upscale / broaden their current activities and what scale is most effective / realistic? Think about what scales participants are working at.					X	
P 3: Increased participation	5	Explain that we will cover a lot more on participation on Day 2 as part of Start up B and participants will get to practise facilitation on Day 3 Reality Check I. Show slide 11 and ask: is this a good example of participation? Elicit comments from participants (see power point notes). The main idea is to get participants thinking beyond just 'fishers' as the resource users and the ways they will engage with all stakeholders. Slide 12 shows diversity of possible EAFM stakeholders (if visual is too small to read on slide refer participants to diagram in Module 8).	X		X			Slide 11-12 Module 4, section 3.3 Refer participants to Module 4, section 3.3: two case studies on participation reducing conflict
P 4: Multiple objectives	3	Explain that since EAFM deals with multiple objectives (different actors and sectors); there is a need to balance multiple objectives. And to do this you need to be able to engage with stakeholders in different ways (covered on Days 2 +3) as well as have negotiation / mediation skills (we discuss on day 3)	X					Slide 13 Module 4, section 3.4
P 5: cooperation and coordination	5	Stress that increasing cooperation and coordination needs to start at home first (within fisheries), then expand out to fishery related and fisheries unrelated sectors. Slide 14 - levels of cooperation / coordination Slide 15 - institutions involved and required linkages Use slide 16 to outline some practical ways in which increased cooperation and coordination could be achieved. Elicit examples from participants. (Optional: Look at participant map we generated on Sunday, look at current and potential linkages - see where you could increase cooperation)	X		X			Slide 14-16 Module 4, section 3.5 (refer to case study on lack of cooperation) Participant map (with string) from course overview session
P 6: Adaptive management	2	Explain that adaptive management is learning while doing, and through this increasing knowledge base. Refer participants to definition in glossary.	X					Slide 17 Module 4, section 3.6

			X				
P 7: Precautionary approach	5	Slide 8: the main point is a) to dispel the myth that you need to know about all aspects of the ecosystem before making decisions / acting and b) in cases where you are not sure, management should take less risk. Run through 2 examples in slide notes (slides 18-19)	X				Slide 18-19 Module 4, section 3.7
Summary	2	Repeat that these 7 principles are what makes EAFM different. (Refer to what was generated in timeline after lunch - see connections with broader picture and how these 7 principles can help with this).	X				Slide 20
BREAK 14.45-15.05							

Part 4a 15.05-16.15
 	
Activity 1: Revisit threats and issues and cluster them into 3 EAFM components
 	
(15.05-15.40)
	35 total (5+20+10)
	
	5
	
	20
	
	10
		In mixed groups (mix countries for this; country groups will be used for Day 2 morning, then FMU working groups will be decided during session 5 Day 2). This activity contributes to the EAFM Plan work that participants will work on during rest of course and will eventually develop into an EAFM Plan on Day 4 + present it on Day 5.
		    i) Revisit threats and issues on Flipcharts on wall from before morning break. Do any more need to be added, now that we all better understand EAFM? Also consider what came up in the timeline. Allow any additions
		    ii) Now working as a group - start to cluster / categorise the issues + threats into the **three major EAFM components**:
		
		Human and societal issues; ecological issues (including fisheries) and governance type issues.
		HOW: participants write down the issues from the wall on blank cards (or they move original cards) and group the cards on their flipchart paper on their tables. Can have 2 sheets stuck together to create more space. Must have 3 components as headings on paper.
		
		After 20 minutes, participants walk around - ensure they all see each others' work. Explain that they will come back to these categorised issues on Day 3 (as part of EAFM step 2). All participants need to keep notes of their group work.
						X	Slide 1-2: introduction + with instructions for this activity. Blank cards + pens. Flipchart paper on which participants will write 3 EAFM headings. (trainer can prepare beforehand)
							Refer to 3 components (have these up on another Flipchart or see visuals gallery)
							
							Participants must keep own notes (for group work for rest of week). If they have worked on Flipchart, ensure all Flipcharts clearly labelled with names and date.
							
							Have space in room where each group can 'store' their outputs as they will need to refer back and consult these.

(15.40-16.05) *Activity 2: Analyze their current fisheries practices and identify*	25 total (5+10+5+5)	In same groups. Explain that now participants have had an overview of what EAFM is (before lunch) and EAFM principles (after lunch); they need to think about their own fishery and consider if they are already doing any EAFM. They may be doing some elements though not calling them 'EAFM'. Have participants refer to Modules 2 and 3 for reference. (Trainer can refer to Workbook but do not show to participants during this activity; use it for					Slide 3 with instructions. Refer to Modules 2 and 3. Participants jot down own notes

which elements of EAFM they are already doing		prompting). Participants must take own notes. Elicit (or give) some examples to get groups going.					(trainer to decide if need to write these on cards as well, for easier sharing). If so have pre-cut cards/ post-its ready
	5	1. Think individually - write down what EAFM aspects you are already doing.				X	
Activity 3:	5	2. Now that we tentatively recognise what EAFM aspects you are already doing, participants can identify possible gaps and think of ways to move towards EAFM.				X	
Identify gaps in their EAFM and possible ways to move forward	10	3. Share individual views in 2's or 3's or table groups. At this point it is brainstorming, so be as open as possible to new ideas / ways. (We will work in more structured way on this at beginning of Day 2). Trainer job is to question / challenge / elicit all these elements of 'what', linking them to issues that have been identified on cards in the morning and to the aspects of EAFM that have been explained. So, if participants have MPAs, or do ICM, or do some kind of co-management, or some kind of participation / engaging with multiple stakeholders, or even adaptive management, then in fact they are already doing some EAFM.		X			
Plenary	5	4. Trainer round up-plenary. No time to go into detail of each group. Trainer pulls out / elicits some key points (i.e. some aspects of EAFM they are ALREADY doing and some ideas for ways forward) and explains we will review this for homework + tomorrow morning again. Important here for trainer to reinforce the fact that participants are ALREADY doing some elements of EAFM. Need to end the day on a high, 'feel good' factor ('I can do it!" feeling) (not daunting prospect of what lies ahead).	X				
Summarise the day 16.05-16.10	5	Trainer briefly summarises what we have covered today (all of Day 1) - refer to visual / flipcharts on walls as reminders.	X				All outputs generated today, point them out as displayed
Set Homework 16.10-16.15	5	Explain task and refer to Workbooks: 'Moving towards EAFM continuum'. Homework is extension of activity 2.	X				Slide 4 with instructions Participant workbooks
Action planning (16.15-16.25)	10	Trainer explains how to use Action Plan booklets (distributed in morning). Participants work individually 10 minutes to write up key learnings from the day and how these can be applied to their work. Trainers don't collect this info, though need to check that participants are doing it correctly. This is purely a self-				X	Action Plan booklets

		learning tool.						
Select volunteers for review Day 2 morning	5	Explain task- every day a different group; 5 minutes only to verbally review topics we covered today. Get volunteer groups for Days 2-5; write down names on flipchart and keep this visible.	X					
Daily monitoring (16.30-16.40)	10	Daily monitoring: do group feedback (mood meter optional). See detailed instructions in Trainer resource guide section 4.2. Form 4-6 random groups (using fish cards or another method). 5 minutes - each group completes a daily monitoring form 10 minutes - one representative from each group stays behind (others can leave) to give feedback to trainers after discussion with their group. Trainers then collate all feedback and decide what needs addressing for the next day.					X	Daily monitoring sheets (+ fish cards) Mood meter + dots

Notes for trainers

Time line activity acts as an energiser after lunch, and brings out important institutional memory. All this info needs to come out on Day 1.

Ensure homework is set; ensure participants are clear about what was covered on Day 1.

Daily review: have all participants volunteer their name for one review (Days 2-5). Write names down and ensure all participants are aware of when they each will do the daily review (this means they have to pay more attention that day!).

Trainer Feedback

SESSION TITLE	5. MOVING TOWARDS EAFM						08.30-10.10 (100 minutes)
Date:	Day 2 Session 5						
Objectives	- Learn how an example national government has moved towards EAFM over time; - Appreciate that the process of moving towards EAFM can consist of a progression of simple actions over many years; - Understand there is no set form or shape for EAFM as it is country, context, culture specific; - Determine where your respective country stands in terms of moving towards EAFM; - Identify challenges your country faces in moving towards EAFM.						

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Review Day 1	10	Trainer responds to any issues from Day 1 daily monitoring. Designated group of participants highlights key points learned from Day 1 (as agreed on Day 1).			X			Daily monitoring from Day 1
Introduction Day 2	5	Trainer introduction: Today we will look at moving towards EAFM; planning as the link between policy and action; and we have an overview of EAFM processes + steps. We then start working on some of the EAFM steps in designated groups. This session: we start with **moving towards EAFM** Given the challenges in fisheries management identified on Day1, we want to support you moving to EAFM. For this, you need to understand what EAFM is (covered Day 1) and that moving from existing fisheries management towards EAFM is a slow, adaptive and evolving process. We use a case study to illustrate this process.	X					Slides 1-2 Refer participants to course timetable and objectives
US Case Study	20	Introduce case study. The purpose of this case study is to show that moving to EAFM can take a long time, is incremental, and involves small steps at a time. Case study is an example of US transitioning to EAFM. The lobster fisheries is also relevant to the Asia-Pacific region. Elicit who of the participants has lobster as part of their fishery? As a target species? Or not? The EAFM principles have been highlighted with the same coloured 'explosions' to show when and how they were applied. Follow trainer notes to explain slides. Trainers need to have read Module 5 to understand the case study better, before delivering this session.		X				Slides 3-18 Module 5 Moving towards EAFM explains the process undertaken by this US fishery for transitioning to EAFM (what kinds of steps - i.e. laws, agency structure, etc.). Also provides a timeline for the process.

Topic / Activity	Time	Description						Materials
		NB. If a resource person is available on the course, ask them to support you explaining the case study.						
Moving towards EAFM\n\n*Activity 1*	09.05-09.35 (30 total)	Have participants sitting in COUNTRY groups. This activity is an extension of activity 2 from Day 1 pm, and of Day 1 homework; participants will have more time to think about current application of the7 EAFM principles in their fisheries and i) continue to identify where their fishery is on the continuum and ii) plot their local or country fishery on the same continuum.	X					Slide19 Use Workbook p. 3+4
	5	1. Participants work <u>individually</u> to review their homework - plotting their fishery on continuum 0-5 in their Workbooks, p. 3. Trainers must ensure that all participants have plotted each of the 7 principles on continuum.				X		
	10	2. Refer to Workbook p. 4 continuum. In groups, participants discuss and then plot their local or country fishery on continuum table. The work can be done directly in the Workbooks; participants can add notes if they want.						
	10	3. Groups look at each other's outputs (sharing)						
	5	4. Trainer comments on output and links to next activity.		X				
What are the Challenges + Opportunities in moving towards EAFM?\n\n*Activity 2*	09.35-10.05 30 (total)	In same country groups. Link to continuum exercise above.					X	Slide 20 Completed continuums in Workbooks, as well as outputs from activity 1. Modules from Day 1. Postcard-size cards, in 2 different colours, pens, 2 flipcharts labeled on the floor at back of room.
	5	1. Participants share initial ideas with neighbour (in pairs)						
	5	2. As a group, identify and write 2-3 constraints (challenges) THEIR COUNTRY might face in trying to move towards EAFM (refer to output from activity 1). *Write only 1 challenge per card, e.g. on green cards.*			X			
	5	3. Get the same groups to identify *opportunities (write these on different coloured cards, e.g. yellow).* A challenge in one country may be an existing opportunity in another.						
	5	4. Get all groups to walk to back of the room and place constraints and opportunity cards on the floor (on 2 differently-labelled flipcharts).						
	5	5. Trainer groups these cards (on floor, with all participants helping) and facilitates a brief discussion. Match opportunity cards to challenges cards if possible. Have brief discussion about overcoming challenges - elicit ideas from participants (linking to local / country continuum table produced earlier on flipchart, as well as threats and issues from Day 1). We will REVISIT these on Days 3 + 4. For now, there is a need to end session on						Resource persons can help with 'good practice' examples for overcoming challenges

	5	positive note (i.e. trainer to ensure positive exchange of experience / lessons / suggestions within the room.) 6. Participants record challenges and opportunities in their Workbook, p.5. [Afterwards, trainer must group challenges and opportunities under key headings (throw duplicates) and stick these on flipcharts as they will be referred to in Session 12 Reality check I and Session 16 Reality check II]. NB. Country opportunities for EAFM may arise as part of this discussion (e.g. supportive laws, conditions, existing partnerships…). Ensure these are recorded separately by groups, and included in plenary so as to reinforce the idea that EAFM has a solid base. The supporting laws / policies possibly mentioned will be elicited / referred to at the start of next session (link between policy and action).							
Wrap up	5	Trainer recaps what participants have learned in the morning regarding where countries are at in terms of EAFM and some of the challenges they are facing moving from conventional fisheries management towards EAFM. Stress here that to move towards something, *Planning* is required – so we will be discussing planning for EAFM after the break. Ensure that participants plot their country continuum in their workbooks / on handouts.	X						
BREAK 10.10									

Notes for trainers

Trainers need to familiarize themselves with USA case study.

Card outputs from challenges and opportunities must be kept. Trainer to group challenges and opportunities under key headings (throw duplicates) and stick these on flipcharts as they will be referred to in Session 12 Reality check I (Day 3) and Session 16 Reality Check II (Day 4).

Trainer Feedback

SESSION TITLE	6. EAFM PLANS-LINK BETWEEN POLICY AND ACTION							10.30.11.00 (30 min)
DATE:	Day 2 Session 6							
OBJECTIVES	**EAFM Plans - the link between policy and action** 10.30.11.00 (30 min) • Recognise the need for effective planning and plans so as to turn policies into actions NB. This morning session between break and lunch also includes 2 other sessions (listed here below) to be covered before lunch (see separate session plans) **7. EAFM Process Overview + Grouping for Learning Exercise** 11.00 – 11.35 (35 minutes) 11.35 – 11.50 (15 minutes) + **8. Start up A (introduction to this), main part of Start Up A comes after lunch** 11.50-12.20 (30 minutes)							

Description of Contents	**Time**		**Expected Participation**					**Resources used**
			1	2	3	4	5	
Introduction - **EAFM Plans – the link between policy and action** Instil the need for planning	10 total 5 5	1. Trainer introduces topic and WHY we need to have planning. On Day 1 we covered what EAFM is, why use it, and before break today, how we can move towards it. Now, the aim of this session before lunch is for participants to understand i) the NEED for good planning and ii) HOW TO DO good planning (and next: EAFM process overview). 2. Read out session objective on slide 2 then elicit existing fishery-related policy frameworks / agreements that participants may be aware of relating to their countries. As participants voice them, trainer writes up on flipchart for reference (possibly refer to opportunities from previous session). Also refer to any frameworks / laws that were identified in fishery timeline on Day 1. So, we see that countries DO have policies, BUT we recognised on Day 1 that there are still many threats and challenges in current fisheries. The missing link is that many of these policies are not implemented properly. Explain how plans can help to implement these policies: plans link policy to objectives for action. Make sure you mention the link to adaptive management.	X		X			Slides1 + 2 Module 6. EAFM plans - the link between policy and action. (Optional: Have pre-prepared flip chart on wall with Venn diagram of interconnecting circles. Each circle represents one of the countries participants are from. As participants suggest policies / laws, trainer writes these up in respective circles, incl. shared ones. Output = visual of regional policies; can be added to).

Why planning for EAFM is different	5	1. Planning for EAFM differs from planning for existing fisheries management as you have to deal with multiple management objectives "fisheries, ecosystem, socio-economic" (Principle 4). Remind participants of 3 components on EAFM learned Day 1, and activity when they categorised issues into 3 components. Stress that because EAFM deals with multiple issues at multiple levels, good planning is ESSENTIAL.	X					Slide 3
The management cycle		2. So we review planning skills (link to conventional project cycle). Draw conventional project management cycle on flipchart if this helps participants to recognise cycle. Emphasise planning skills - be open, for those participants experienced in planning it can be a review (get new ideas); for those without planning skills, this course will help them LEARN planning steps. Explain that the planning phase is crucial in any fisheries management and EAFM provides a plan template as guidance which we will work with.						Slide 4
Good planning: how management supports and does planning	10	Run through slides. Slide 5: explain link between 'principles' and 'actions'. NB. Objectives should not be formulated as activities. Stress the importance of formulating management objectives that are 'actionable' (see slide notes). Brainstorm examples of management objectives to get participants thinking about being specific, and the need for indicators to be able to measure these. Slide 6 - benefits of planning (expanded in Module p. 3-4) - run through these briefly. Slide 7 - nested plans. EAFM plan must be nested so as to have commitment / legal / institutional framework and support. It must sit within broader country /national strategy. A plan in isolation will not get anywhere.	X		X			Slides 5-7
Recap	5	So now we can all agree on the need for good planning for EAFM. EAFM offers the structured framework to help with this planning and doing - which we now move on to.	X					

Notes for trainers

Trainer must keep to time for this session as the morning is very full.

[Introduction activity: trainer can either elicit the policies / laws directly, or first get participants to brainstorm in pairs and then elicit. Either way you want a recording of country / regional laws / policies / regulations. Some of these may have been voiced in last activity in session before morning break; or even may have been mentioned as part of timeline done on Day 1. The point is to show that a good base / foundation exists, but needs implementation. It may be that many countries have existing legislation and policy that may not explicitly support EAFM and will require amendment or updating.].

Trainer Feedback

SESSION TITLE	7. EAFM PROCESS OVERVIEW		11.00-11.50 (50 minutes)
DATE:	Day 2 Session 7		

Objectives	**7. EAFM Process Overview**
	11.00 – 11.35 (35 minutes)
	    ▪ Describe the key steps of the EAFM process and how to plan, implement and monitor EAFM
	    ▪ Identify the planning steps in the EAFM process
	    ▪ Familiarize yourselves with the EAFM Plan
	
	Grouping for Learning Exercise
	11.35 – 11.50 (15 minutes)
	    ▪ understand the EAFM planning process exercise to be carried out this week

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
EAFM Process Overview Overview of 5 Steps	10	Say that we will now BRIEFLY run through the EAFM process (steps and cycle) so participants have an overview of what we will cover in depth in the next few days. As trainer goes quickly through slides refer participants to 2 relevant visuals gallery on the wall. Trainer needs to have put these up during morning break. 1. Run through slides briefly. The 5 EAFM steps main cycle slide will be used as intro for each step session. 2. Explain Start Up A+B (these are NOT steps). 3. Stress 5 main steps in the EAFM process and each main step has a number of sub-steps to implement it. 4. NB. Highlight which steps are the Planning steps (from Step 1-3 = slide 12.) 5. Modules in their Handbooks follow this sequence of steps. Refer participants to Module 7 for details on each step and sub-step. We will go through steps in detail today, Day 3 + 4. 6. Course sessions are structured following these steps. This overview is NOT a time for discussion: explain that we will go through each step in detail and for each step they will work through their own examples. (We already identified and categorised issues on Day 1 (part of Step 2) and will work on this in more detail on Day 3).	X						Slides 1–13 Introduction slides 1-2 Slide 3 EAFM cycle (+ visual gallery) Slides 4-5 Start Up A + B Slides 6-12 the 5 steps outlined Slide 13 the 'planning' steps in EAFM Module 7 EAFM process overview

		To avoid this session being too trainer heavy; ensure that participants familiarise themselves with the EAFM process by individually looking through their Handbooks so they see sequencing and understand structure of course. NB. EAFM Plan template headings do not match 5 steps exactly. Explain that the input for the EAFM Plan comes from Start Up A + B, and steps 1-3. Then steps 4+5 are the doing and checking.						
Introduction to an EAFM Plan and how participants will develop one themselves	5	Slide 14 shows main components of the EAFM plan. More detail is in plan template in Module 7, last page. Explain we will work our way through this and participants have the Workbook to help guide them. Locate plan template in Workbook. Explain how to use the Workbooks: workbook is structured to follow steps of EAFM plan. So for each step and sub steps there is space for participants to write down conclusions of their group work. Stress that it is the participants' responsibility to complete each section. In some sessions trainers may assist by typing up notes that they can slot into workbooks, but this will depend on time. Participants need each workbook section completed to be able to then develop and present EAFM plan on Day 5. Make sure participants are clear about how to use their workbook (they will already have used it to for 'Moving towards EAFM' as well as for Day 1 homework)	X						Slide 14 EAFM plan template (+ visual gallery) EAFM plan template is in participants' Workbooks as well as in Module 7, last page.
Summary	2		X						Slide 15
Activity: embedding EAFM steps	15	Activity to embed EAFM steps. After slide 15 (EAFM plan template), ask all participants to stand at the back of the room / outside (need space for big circle). During presentation above, 2nd trainer places large circle of string on the floor and 5 blank pieces of paper (representing EAFM cycle and 5 steps, but do not say this). Everyone stands in larger circle outside the string. 2. Trainer invites some participants (e.g. all those wearing glasses, wearing black shoes….) to stand in 1st place near/ on piece of paper. Ask: 'where are you now?' (Elicit: EAFM step 1); ask 'what happens at this stage?' (e.g.. define and scope FMU); ask 'What happened before?'(Start up A+B). Repeat the process for all 5 steps so by the end, everybody is standing at one of 5 steps, and all have experienced the EAFM cycle and reviewed what happens at each step. This is basically an activity to embed the EAFM process and steps 3. Ask some questions to check if all understand which of the 5 steps are planning, and which are other functions. Show of hands: Who is implementing? (should be only Step 4), Who is doing M&E? (should be Step 5), Who is planning? (should be						X	Slide 16 String 5 sheets of flipchart with nothing on them
			X						

					X		

		Steps 1-3). Show the linkages between these phases.					
		Ask where Reality check I happens, place something along the circle (e.g. a chair) to represent this. Do the same for Reality check II. Explain in one sentence what happens / what we do in the reality checks.					
		Thank participants and ask them to return to their tables.					
Activity: Grouping for EAFM planning	15	Showing slide 17, explain that now we need to divide all participants into working groups for next few days. Groups are identified according to area / institution / meaningful grouping. We basically want groups that will be able to agree on a shared FMU, but we don't actually say FMU here as we have not introduced this yet. (Participants will need to focus on an agreed and shared FMU). Trainers need to be thinking about possible groupings from Day 1(or even before based on register).Some groupings will be self-evident (i.e. participants from the same geographical area). There may be some participants who don't 'fit' anywhere; they need to be slotted into groups to act as 'consultants.' They will not 'own' outputs as much as the others but will still benefit from exercises and processes. Action planning at the end of every day ensures sessions are turned into meaningful learning for everyone. Explain the planning process exercise and the output to be generated. We are going in detail through each step of the planning process. We will have exercises to emphasise different aspects of the planning process – leading towards a draft example of an EAFM Plan for your group which you will present on the last day. Groups to think of "team name" and logo.			X		Slide 17 with instructions Flipchart for each team Post card-size cards for team logos and names Trainers must keep note of names in each group, and flag those participants who don't seem to 'belong;' keep an eye on them for rest of afternoon, to see if they need to change group.
Start Up A		(see separate session plan)					
		Start up A will continue after lunch up to afternoon break					
LUNCH							
Notes for trainers							

Need to have clearly identified groups BEFORE you start with Session 8 Start up A. Group composition will depend very much on where participants are from; they must share some working geographical commonality. Ideally, participants would be grouped according to real FMUs. On the courses there will be participants from natural clusters (i.e. from same fishery area) and these will probably be the FMU groups. Country groups and regional area groups are also possible, depending on participants' origin.

Trainer Feedback

SESSION TITLE	8. START UP A - PREPARING THE GROUND 11.50-12.15 (25 minutes) + 13.15-14.40 (85 minutes) Total time = 110 minutes
Date:	Day 2 Session 8
Objectives	• Define start up tasks needed to initiate the EAFM process and co-management; • Learn how to identify stakeholders. NB. Move straight into this after 7. EAFM Process overview. Session 8.Start up A starts before lunch and continues until afternoon break

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Introduction to session	11.50-12.15 (25 in total) 5	Participants move to sit in their newly formed FMU groups. Slides 1-2: trainer introduction: this session is about the one-off tasks that need to be done to set the whole EAFM process rolling. It is basically preparing the ground. We start before lunch, and continue until afternoon break. Slide 3 - show the 8 tasks of Start up A and say we will focus on 5 of these tasks in this session (for the purpose of this training course). Slide 4 - baking a cake analogy. This analogy helps us understand what Start up A is.	X					Slides 1- 4 Module 8. Start Up A
Tasks i and iii. Identify team + develop a work plan	5	Run through the slide. Lead agency is often the fisheries agency. Team needs to develop short start up work plan identifying what tasks need to be carried out, and who will be responsible for theses. It also sets timelines and looks at the budget available to do the tasks.	X					Slide 5
Task vi. Identifying stakeholders and organisations (part 1 + 2)	15	1. Set the scene: Explain importance of getting FMU stakeholders on board for EAFM process. Remind participants of sustainability theme – EAFM process has to ensure ownership, increase motivation and willingness to cooperate. 2. Briefly run through Slides 6-7, debate on 'who' stakeholders are, and explain 'negatively as well as positively affected'; refer to visuals gallery 3. Quickly brainstorm possible stakeholders of the FMU to get participants thinking; then using Slide 8 show the breadth / spectrum of EAFM stakeholders. Slide 9 - Show and explain matrix for stakeholder analysis, saying participants will do this after lunch.	X		X			Slides 6-9 Module 8 Start Up A Refer to trainer checklist of possible stakeholders in Trainer resource guide, section 9

LUNCH		Remind participants we will continue working on stakeholders after lunch. Try and have lunch break a bit earlier, so as to have a slightly longer afternoon.						
1) Activity *Identifying FMU stakeholders* (stakeholder analysis using Influence / Interest 2x2 matrix)	13.20-14.00 (40 in total) 5 5 5 15 5	Have Slide 9 up when participants return from lunch. Start on time, as long as you have 1-2 people in each group. Recap on the 2x2 matrix (Slide 9). Explain this 2x2 matrix is a tool for stakeholder analysis, focusing on importance vs influence. (Mention that such a 2x2 matrix can have any variables you want to compare). Here we ask *how important* each stakeholder is for the EAFM process, and how much each can *influence* the EAFM process. Explain activity 1: Slide 10: In their groups, participants think of their broad FMU and do 1 step at a time : 1. List all possible stakeholders 2. Write each stakeholder on a separate card 3. Groups copy the 2x2 matrix from Slide 9 onto flipchart sheet. Then they consider each FMU stakeholder (card by card) and ask what level of influence / power each has in the EAFM process. Then ask their level of interest (how much they can influence the EAFM process.) Plot each stakeholder onto the matrix (using cards, so they can be moved about as discussion evolves). Quick plenary to highlight what participants have discovered / produced. 4. Show Slide 11. This outlines strategies for each of 4 stakeholder categories. It explains 'how to deal' with each category. Once you know a strategy, you can think of actions. **Result:** Those in the <u>red box </u>are key stakeholders for EAFM success; you need to keep them motivated and on board, they are your 'allies'. Keep communicating results to them. You don't need to convince them of importance of EAFM - they already know. Those in the <u>green box </u>are not interested and have little influence - keep them informed and involved, with	X					X	Slide 9 matrix and Slide 10 instructions Cards, pens, flipchart, sticky tack Refer to Toolkit for other stakeholder analysis tools (5. Focus group discussions, 18. Matrices, 13. Venn diagrams.). Module 8 Start Up A Keep all group outputs for reference - these will be needed for Day 5 presentations. Tool 18 Stakeholder engagement matrix in Toolkit (Slide 11) NB. All the FMU outputs produced from now on may be needed for the EAFM plan, so they are to be stored safely and in an orderly manner in the training room (NB. Have appropriate group space for this)

			X					

		minimal effort, just monitor. Those in the <u>yellow box</u> you must have *strategies* for. <u>High influence + low importance</u>: these ones you need to move along to the red box, you need to get them to 'buy in' into the EAFM process, as they could be potential supporters and could use their influence to support EAFM process. However, some of these influential ones could also hinder / block the EAFM process (political / other gain…), so you need to watch out for them. Those with <u>high importance + low influence</u> are often the most affected (i.e. have a high stake in the EAFM process) but do not have the power / a voice. They need to be represented, be supported in having more of a say and influence over the EAFM process.					
2) Activity Mapping FMU stakeholder relationships	14.00-14.35 (35 total) 5	Any EAFM planning effort should be built on existing processes and institutional arrangements. 1. Explain we will now use a Venn diagram as a tool for analysing stakeholder relationships (Slide 12). Elicit / explain what a Venn diagram is, show Slide 13 and explain how you plot the already identified stakeholders in from previous activity. Draw a quick example on flipchart if necessary.	X				Slides 12-13 Flipchart sheets, pens, pre-cut coloured circles of different sizes for Venn diagram for each group Tool 13 from Toolkit (also tool 22)
	5	Do activity: Slide 14 instructions. Groups do Venn diagram of their FMU stakeholder groups. 1. Write each stakeholder (identified in previous activity) on a pre-cut circle of card and decide if they are important (big circle) or not so important (smaller circle).				X	Keep all group outputs for reference - they will be needed for Day 5 presentations
	10	2. Identify the degree of contact and overlap between each circle in terms of decision-making. Overlap occurs if institution /stakeholder asks or tells another to do something or if they have to cooperate in some way. Arrange on blank flipchart as follows: Separate circles = no contact Touching circles = information passes between institutions Small overlap = some cooperation in decision-making Large overlap = considerable cooperation in decision-making Use pre-cut circles on a flip chart sheet so stakeholders can be moved around as discussion progresses. Stick circles onto sheet with sticky tack / sellotape, so		X			

		sheets can be displayed.						
	5	3. Identify the interrelationships and linkages between agencies and institutions						
	5	4. Discuss: What could strengthen linkages and coordination?						
	5	Feedback / share ideas. Refer to Tool 22 for institutional analysis, which could be done as well as analysing relationships						
vii. Establish key stakeholder group	2	Stress this is made up of stakeholders representing the community who guide the EAFM process after start up	X					Slide 15 Module 8 Start Up A
Summary	3	Show Slide 16 which is an overview of what Start up A includes; refer participants to checklist at end of Module 8. Summarize with Slide 17. All FMU groups have 2 outputs: stakeholder matrix and Venn diagram of stakeholder relationships						Slides 16-17
BREAK								

Notes for Trainers

This is the first time that 'FMU 'groups actively start working together. They will inevitably go through forming, storming, norming and performing stages of team building during the 5 days. Trainers need to be aware of this - and reassure participants.

Trainer Feedback

SESSION TITLE	9. START UP B Stakeholder Engagement							15.00-16.30 (90 minutes)
Date:	Day 2 Session 9							
Objectives	• Define participatory approaches to stakeholder engagement; • Understand how to organize and hold stakeholder meetings; • Understand the basic concepts of co-management.							

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Introduction	10	Have Slide 1 up Bus stop exercise: put up Flipcharts during break so as participants come back in from afternoon break they can start reading them / writing on them. Remind participants that we have just talked about who EAFM stakeholders are before the break. Divide participants into 3 random groups; each group to a Flipchart; discuss and write up comments; after 3 minutes groups move to next Flipchart and add any other comments (no repetition). After 3 minutes they move on to last Flipchart. So by the end all participants have discussed all 3 Flipchart topics. 1. What do we mean by participation? 2. What do we mean by 'facilitation'? 3. What are the challenges when trying to promote participation (in EAFM context)?						X	Slide 1 3 Flipcharts up with 3 different headings (trainer to prepare these during lunch break): 1. What do we mean by participation? 2. What do we mean by 'facilitation'? 3. What are the challenges when trying to promote participation?
	5	Now show Slides 2-3 as introduction to session. NB. Start Up B entails ONGOING activities during EAFM process (as opposed to Start Up A that are one-off activities). Focus on participation as key approach, then facilitation as essential for participation; then aspects of community organising and co-management. Explain that the participants will actually get to practise skills on Day 3.	X						Slides 2-3 Module 9 Start Up B
Participation: principles + approach	5-8	Slides 4-6: Trainer reviews referring to participants' comments on relevant Flipcharts. Slide 4-5: main principles of participation Slide 6: participatory approach. Stress that a participatory approach involves changes in attitude and behaviour; link to facilitation: these are 'people' skills that you need to develop to engage stakeholders (refer to Toolkit) Slide 7 explains different ways of ensuring / accessing stakeholder input into the EAFM process. See slide notes. Stress importance of meetings. Elicit from participants what has worked / not worked at meetings they have	X						Slides 4-7 Module 9 Start Up B, section 1 and 3 Also refer to Toolkit

Topic	Time	Description						Resources
		conducted / been involved in - draw out tips on flipchart. Refer them to Toolkit specific tools for meetings / workshops / FGDs…						
Facilitation *Activity: draw a good and a bad facilitator*	(20 total) 5 5 10	Facilitation is essential to fostering participation (and so co-management) Facilitator drawing activity: Slide 8 Elicit: What experience do participants already have of facilitation? **Group exercise:** What are the qualities of a good facilitator? In groups (keep same FMU ones or random): group(s) A draw a cartoon that illustrates a good facilitator; group(s) B draw a bad facilitator. The picture can only be a drawing; no writing is allowed. The idea is to visually represent qualities; ask participants to be imaginative (e.g. big ears represent good listening; big heart represents empathy, big mouth and towering posture for a bad facilitator, etc.). The important part of the exercise is the plenary. Do not make suggestions - just see what drawings emerge. Put Flipchart pictures up on the wall or gather around on the floor and a representative from good and bad group(s) to explain their drawing. Trainer ensures all the qualities of a facilitator are covered by referring to Module 9, section 2 and Tool 1.	X		X			Slide 8 to introduce activity Flipchart sheet for each group, pens Module 9 Start Up B, section 2 Tool 1
Co-Management	10	Trainer presents slides: Slide 9: co management is crucial to EAFM and encompasses all 5 bullets Slide 10: definition (refer to visuals gallery) Slide 11: power can be shared to different degrees Slide 12: co-management in practice example from Thailand (+2nd example from South India self-enforced alternate days for fishing in slide notes) Trainer elicits from participants: what elements of co-management they have experienced / are familiar with? Share real examples.	X			X		Slides 9-13 Module 9 Start Up B, section 5 Slide 10 in visuals gallery
Engaging stakeholders	5	Slides 14-15: elaborate on how to prepare stakeholders to actively engage with the EAFM process. Remind participants that to engage some stakeholders, awareness raising (Tool 9) and community mobilization (Tool 10) will be needed (always consider stakeholder categories and context).	X					Slides 14-15 Technical Toolkit
Assessing stakeholder interest and commitment	2	Assessing stakeholder interest and commitment - Slide 16. This slide is here to show another tool that can be used as part of stakeholder analysis. It allows you to work out strategies for how to engage with different stakeholders. Whatever course of action the EAFM team will take, it is very likely to involve participation and facilitation.	X					Slide 16, Tool 18 Module 9 Start Up B, section 4

Activity	Time	Task						Materials
Activity: *Active listening to build rapport*	15	Aim: to practice active listening skills for building rapport (for better communication with stakeholders, for facilitation). Time: 15 minutes, in threes Task: Show slide 16 instructions. Quickly brainstorm characteristics of active listening onto flipchart, explain paraphrasing (make a few suggestions from Tool 2 to get participants started). Explain we will now do a quick activity where participants practise this skill. In groups of 3s, two people discuss co-management experiences, while the 3rd person observes (and can take notes) and then feeds back. Rotate so that they all get a chance to speak and observe. Trainer draws out key lessons / tips = Importance of using active listening when facilitating.	X				X	Refer to Tool 2 Slide 16
Summary	5	Slide 17 - key messages from this session Trainer briefly summarizes what has been covered on Day 2, refer to any outputs.	X					Slide 17
Action planning. 16.25	5	Individual action plans completed – facilitators to support if required					X	Action plans
Daily monitoring and review of day (16.30-16.40)	10 total	Daily monitoring: do group feedback as per Day 1 (mood meter optional). Remind groups that one group of volunteers is presenting the review of this day tomorrow morning - as agreed on Day 1 (refer to list on wall).					X	Daily monitoring sheets (+ fish cards) Mood meter + dots

Notes for trainers:
This session deals specifically with EAFM Start Up B and highlights / discusses the 'people' skills of facilitation and participatory attitudes and behaviour). Stress that these participatory skills underpin the EAFM process, as much as understanding and willingness to foster co-management.

Trainer Feedback

SESSION TITLE	10. EAFM STEPS 1.1,1.2,1.3 DEFINE + SCOPE THE FMU							08.30 – 10.10 (100 minutes)
Date:	Day 3 Session 10							
Objectives	• Understand and practice FMU defining and scoping • Understand visioning and be able to agree on a vision.							

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Review	10	Trainers feed back on daily monitoring. Interactive review of Day 2: participants feed back / present			X			Day 2 daily monitoring
Introduction to Step 1	2	Explain we are starting EAFM Steps. Step 1 (see EAFM steps visuals gallery). The focus is on defining and scoping / profiling the FMU. This is a critical session as it sets parameters within which the participants will work.	X					Slides 1-2
Why scope FMU	3	Explain why we must scope and profile the FMU, i.e. do research: to set parameters; to allow us to have a 'unit' for which one can plan and manage. Slide 3: recap of Start up's aim - to prepare the ground. Slide 4: tools used for scoping (some were discussed in Start up)	X					Slides 3-4 Module 10 Step 1 Define and scope the FMU.
Define your FMU Step 1.1	5	Run through Slides 6-8, explaining how to define the FMU; these are points to consider. Ideal vs. reality, and how to deal with what is not included in your FMU.	X					Slides 6-8
Activity: Map your FMU	20	Group work: create a map of your FMU area of operations. Slide 9 instructions: 1. Group work: In FMU groups participants map the FMU. From now on the clusters are pretty definite as all subsequent steps are related to this, to prepare for Day 5 presentations. On a Flipchart participants prepare a map of their area (they can refer to actual charts of area / online maps, etc.) including major habitat areas, reefs, mangroves, community establishments, markets, fish landing sites, ports, fishing areas, political boundaries. The maps need to show ecological, human and governance aspects and can be as detailed as they want. Trainer to ask questions to prompt for human and governance elements as these are harder to map (e.g. where are the ports / landing sites? where is a fishery officer located?					X	Slide 9 Cards, Flipchart, coloured pens, post-its, sticky tack, sticky dots / stars / shapes, maps Keep outputs as work in progress and for Day 5 presentations

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		Which are traditional / customary use areas?...)						
Building EAFM plan	5	Run through slides explaining that Slide 10 visual is one that we will build upon as we go through the steps. Slide 11 - explain vision, goals, objectives (differences between them) Slide 12 - introduces the hierarchy; explain this and show how levels slot in to each other.	X					Slides 10-12
Agree FMU vision Step 1.2 *Activity: agree your FMU vision*	5 10	Explain the need for an FMU vision Group work: agree your FMU vision (in writing). Participants can also draw their vision if this helps. Tip for this: remember these are draft only, initially put together by action group. All this to be discussed / agreed at stakeholder meetings.	X				X	Slide 13 Flipchart, pens Module 10, section 1.2
Scope the FMU Step 1.3	10	Run through process for scoping (similar to any research) Slide 14-15: scoping process includes these basic 3 phases Information needs slides 16-20: Slides 16: from data to informed decisions Slide 17: explain types of data - ensure participants agree with definitions (qualitative / quantitative; primary / secondary) Slide 18: need information reflecting the 3 EAFM components Slides 19: ask what types of data you may need from each of the red boxes. Slides 20: Use both existing and new information - slide Inform participants will do a scoping activity before break.	X					Slides 14-20 Module 10, section 1.3
After scoping	5	Slides 21-22: explain what to do with data gathered during scoping and how to make use of it. Validation and feedback and final report in formats accessible to all stakeholders. Link to Start Up B participation principles and tools in Toolkit. Explain importance of feeding back. Slide 23: presenting findings back to stakeholders	X					Slides 21-23
Summary	2	Slide 24: having finished Step 1, we then insert this information in the EAFM plan template Slide 25: key messages	X					Slides 24-25
Activity: information needs for scoping your	20	Group work: information needs for scoping your FMU Instructions: Slide 26	X					Slide 26 group work Cards, flipchart, pens, post-its,

FMU		Groups need to identify what types of information they would collect to cover all 3 EAFM components, what collection methods they would use and where they would access this information. Participants will tend to focus on ecological information, so trainers must ensure they think also of the other 2 components. The purpose of this activity is to highlight the need for other types of information that are beyond existing management, to get participants to think about synergies, cooperation between agencies, beyond the traditional fisheries stakeholders. All outputs to be recorded on Flipchart and in their Workbooks.					sticky tack, maps
BREAK							

Notes for trainers

Trainer Feedback

SESSION TITLE	11. EAFM STEPS 2.1–2.3 IDENTIFY AND PRIORITIZE ISSUES AND GOALS							10.30–12.00 (90 minutes)	
Date:	Day 3 session 11								
Objectives	• Identify your FMU-specific issues • Discuss how to prioritise issues through risk assessment • Develop goals for the EAFM Plan NB. This session finishes at 12.00 and then session 12 Reality check runs 12.00- 12.30 BEFORE lunch.								

Description of contents	Time	How to run the session	Expected participation					Resources used
			1	2	3	4	5	
Introduction	5	Explain step 2; refer to flipchart of EAFM cycle on wall. We are still at stage where we are involving stakeholders through participatory workshops; now need to identify the fishery issues. On Day 1 participants identified various fishery management issues; in this session we will refine these for their FMUs.	X					Slides 1-3
Identify issues	5	Slides 4-5: how to identify issues, run through what you need to think about. Explain that on Day 1 of the course issues were identified as an icebreaker. But EAFM process Step 2.1 is when you would get stakeholders together and identify issues. The EAFM team would have a prior idea of some of these, but the participatory nature of the exercise should ensure that issues do reflect diverse needs. Expect some discussion/conflict even at the identification stage. Need to keep breaking down issues until you get to ones that can be addressed by management actions. Refer to examples in Issue checklist in Module 11 section 2.1. Slides 6-7: examples of identifying issues using causal chain analysis	X					Slides 4-7 Module 11 Step 2, section 2.1
Group work: *Activity: revisit issues*	20	Slide 8 : instructions Revisit fisheries issues from Day 1 (on flipcharts from generic groups, not FMU specific) and modify to reflect your FMU. 1. In their groups, participants revisit the general issues that were generated on Day 1 morning and initially categorised on Day 1 afternoon. Now, knowing their FMU, they modify them to be relevant to their FMU at a level that can be addressed by management (remove drivers and look for root and proximate causes). They still need to reflect three EAFM components. Session Output: an issue categorization for each FMU on flipchart and in participant workbooks. 2. Participants move around and look at each other's work; brief plenary: challenges in identifying/categorizing; possible tools.					X	Group work slide 8 Flipcharts with issues from day 1 Cards (different colours), pens, flipchart sheets, sticky tack Trainer refer to checklist of possible issues in Trainer resource guide

Prioritising through risk assessment	5	Run through slides 9-11, explain purpose of risk analysis. You have identified lots of issues; they cannot all be managed; need to prioritize those that are high risk and try to manage those. Elicit if anyone is familiar/has experience of risk analysis. For what? It is a common tool in project management. Refer participants to Module 11, section 2.2 for more tools for risk assessment).	X					Slides 9-11, Module 11, section 2.2
Identify FMU goals	5	Slide 12: building the EAFM plan – Goals are now added Slide 13: developing goals for identified sets of issues. A goal is a general statement of the desired state towards which the stakeholders are working. A good goal meets the following criteria: Relatively general and addresses a set of issues that can be grouped under a theme.	X					Slide 12-13
Summary	5	Slides 14 - once Step 2 is complete the outputs can be slotted into the EAFM plan Slide 15 - key messages	X					Slides 14-15
Activity: FMU risk assessment work	(40 total) 10 10 10 10	Now the groups actually do their FMU risk assessment work. Instructions Slide 16. 1. Groups do a risk assessment for their issues: either using the low/medium/high matrix (semi quantitative risk assessment) or a simple ranking (can do pairwise or cards). The aim of the activity is that they need to identify those issues which are HIGH RISK, as these are the ones we will develop objectives for, etc. Medium risk issues may also need action or monitoring. Low risk issues need only monitoring. 2. Now participants group their high risk issues by theme (they may end up aligning with three EAFM components). They need to record this in this on flipcharts as well as in their workbooks (allow 10 of the 30 minutes to ensure outputs are written up). 3. Agree goals for EAFM plan. Participants write up in their workbooks.					X	Group work slide 16 Tool 29 Workbook
Embedding EAFM Plan	5	Living the EAFM plan pyramid (see photos in trainer resource guide) Everyone stand at back of the room. Hand out the A4 cards for the four elements of the pyramid so far (see Slide 12). Get participants to stand in positions that represent the slide (but do NOT show the slide). After the first few times, they will understand what to do. They all enjoy 'living' the visual. Conclude by saying we are slowly building the elements of the EAFM plan (Steps 1-3). Tomorrow we will work on developing objectives and indicators from their issues. Now go straight into Reality check I for 30 minutes before lunch.					X	A4 cards with words: vision, goals, participation (split into 5 syllables) + informed decisions (split into 2)

Notes for trainers

If identifying issues takes less time, move onto risk assessment and give more time to this.
Over lunch trainer looks at FMU issues that have come up and thinks of 4-5 objectives as examples (good and bad) to explain in session 13 first thing Day 4.

Trainer feedback

SESSION TITLE	**12. REALITY CHECK I** 12.00-12.30 (30 minutes) + 13.30-16.30 (180 minutes as minus the break)						
Date:	Day 3 session 12						
Objectives	**THIS SESSION STARTS BFORE LUNCH AND CONTINUES ALL AFTERNOON** • Identify the constraints and opportunities in meeting your FMU goals; • Use facilitation skills with co-management partners in focus group discussions (FGDs); • Understand the need for conflict management in EAFM management and practise a range of conflict management techniques. Session note: This is mainly an interactive practice session; slides are only for backup. Use info from Module from Start Up B and People Toolkit-refer to discussions on Day 2. **Aim of the session is to review concepts of co-management and stakeholder involvement from Day 2 and practise skills for these as part of implementation**.						

Description of Contents	**Time**		**Expected Participation**					**Resources used**
			1	2	3	4	5	
Introduction	5	Explain purpose of Reality Check: having covered Start up A and B, and done Steps 1 and 2, it is time to check whether we are on track. Two Reality Checks are in-built into the EAFM process to ensure we are realistic and manage all the planned elements. Show where it is on EAFM steps visual.	X					Slides 1-3 Module 12 Reality Check I
Activity: constraints and opportunities to achieving FMU goals	5 10 5	Explain that for each goal identified in 2.3 (in previous session) there will be constraints and opportunities. Expand/ elicit examples on bullets slide 4. FMU group work : instruction slide 5 1. Brainstorm the constraints and opportunities in meeting your FMU goals (as identified in step 2.3); write constraints on green cards and opportunities on yellow cards. Refer to outputs from session 5 if participants need ideas. 2. Record outputs in Workbooks Trainers ensure that outputs are stuck onto flipchart paper for use in Reality Check II					X	Slides 4-5 Flipchart, pens, pots-card size cards in yellow and green Workbook Challenges and opportunities outputs from day 2 session 5
LUNCH		Break 10 minutes earlier for lunch if possible, then can start afternoon session earlier.						

Activity: plot your FMU conflicts	15	Have slide 6 up. Welcome everyone back after lunch. Explain we will briefly spend time plotting FMU conflicts on participants' maps. Keep to 15 minutes maximum. This activity acts as an energiser straight after lunch and allows groups to start thinking about their FMU conflicts. The session content after break can then be contextualised; trainer to refer to actual plotted and identified conflicts while explaining slides of more general concepts. Leave the maps after 15 minutes and focus on FGD activity.					X	Slide 6 Group FMU maps from session 10, pens, sticky dots, stickers
FGDs Focus Group Discussions	5	Explain that we will now practise the key skill of facilitation. Slides 7-8: Ensure participants are familiar with FGDs - explain briefly key elements of FGDs. Refer to Tool n 5. Also refer to good/bad facilitator drawings on wall from Day 2.	X					Slide 7-8 Good + bad facilitator drawings on Flipchart from day 2, Module 9. People Toolkit tool 5
Activity: FGD *40 minutes total*	(40 total) 5 10 10 5 10	Instructions slide 9. Explain activity. Get into different groups of 5/6. 1. Groups select discussion topic from slide 10, one facilitator + one observer, others respondents. Plan for few minutes. (trainer supports facilitator and observer to plan (using tips from tool 5) 2.FG discussions 10 minutes (trainer observes) 3.Plenary Feedback process: observer, facilitator, trainer, respondents 4.Trainer draws out key learning points from exercise (refer to slides/ module for guidance) 5. Summarise FDG: when to use FGDs in EAFM process? With whom? For what purpose? Stress this is a key tool Say we will a have break and then practise a different skill.				X	X	Slide 9-10 People Toolkit tool 5
BREAK								

Activity	Time	Description						Resources
Conflict energiser	5	Have energiser for when they come in from break: related to conflict. Have flipchart sheets up 'What is conflict?' and get individuals to post their ideas on this. [OR trainer does another more appropriate energiser]. This is to get a culturally appropriate understanding of what conflict means for participants (and therefore trainers can relate this to EAFM process) Ask participants to sit in different groups (not their FMU groups) (possibly with people whom they have not got on well with/ have disagreed with during the course?)					X	Post its, card, pens , flipchart Possibly have visuals of conflict as triggers (cartoons printed out and posted around room) (or colours representing conflict in different world regions…)
Conflict management-introduction	5	Trainer asks: Why do we need to talk about conflict management on this EAFM course? Elicit responses. Elicit real examples from participants experience-trainer groups into possible categorises (types of conflict). Show slides 2-3.	X					Refer to EAF- net consultation tools website People Toolkit , tools 6-8
Conflict in EAFM	10	Run through slides, discussing points together Slide 11: discuss five EAFM step-process: when is conflict likely to occur? Is conflict always bad? Optional: quick pair discussion: negative and positive effects of conflict. Slide 12: explain conflict as a process of change, can be positive; you need to capitalise on process. What is conflict management/resolution? (Refer to Module 12, section 3). Make sure participants understand what we mean; some of them may be doing this already? Elicit examples. Discuss these skills - how important? Refer to listening/ communication activity in earlier session. Remind participants about all facilitation skills we have covered. Refer to strategies and techniques in Module section 3, and tips in Tool 8.	X	X				Slide 11-13 Module 12, section 3
Negotiating	5 5	Slide 14: negotiating strategy; for Win-Win outcomes see Module 12 for ideas. Slide15: powerful questioning Explain that we will watch a short video on negotiation (key element in managing conflicts) and then do a role play to practise various skills, including negotiation. Slide 16: watch 4 minute Youtube clip on negotiation	X				X	Slides 14-16 Slide 16 with video clip link

Activity: Role play- Practice conflict management and mediation skills	45-60 total	Slide 18 - instructions Role play practise achieving win–win solutions with four possible EAFM scenarios. Groups can do different scenarios, or all do same scenario (trainer to decide which is more suitable, depending on participant profiles).					X	Slide 18 Role play cards (from Trainer resource guide, section 9 resources). Make enough copies for each participant to have one specific role card. It is easier to print each scenario in a different colour, so all members of same group have same coloured cards.
	5	1. Divide participants into different groups, distribute different role play scenarios to each group (all scenarios are potential EAFM conflicts)						
	5	2. Each group needs: one conflict mediator, one observer, enough of all stakeholder categories listed. So need at least six people per group. Each participant gets a scenario card with THEIR role listed. They know other roles in their group but do not know their motivations. Refer groups to People Toolkit for more on relevant skills to use.						
	5	3. Possibly ask all participants to study win-win solution form in Workbook before the role play- so all are familiar with process (but you would need extra time for this)						People Toolkit tool 8 Win-Win resolution form in Workbooks
	5	4. All prepare for five minutes. Trainer to support all the conflict						
	10	5. Carry out role plays. Trainers observes and take notes.						

	15-20	6. After the activity, have a debrief/ feedback using tips in the Module and Toolkit. For debrief, follow this sequence: 1st mediator feeds back, then observer, then others in group.
		Trainer must draw out key elements: the scenarios are stereotypical; reality is not so black and white. Unlikely you will resolve conflict; what you want to aim for is mediation and negotiating next steps/ next actions (even as simple as agreeing to next meeting). A mediator is usually someone who is trusted by both parties and has to remain neutral. You need to be able to acknowledge others' anger and negative feelings, while at same time seeking a way forward.
		
		Option 2: have two mediators (one of whom is charged with filling in Win-Win form). This provides a more structured framework for the role play. Trainer helps mediators prepare by explaining how to follow win-win solution process and fill in form (headings summarised below):
		    a) Set the scene: "Let's find a way to solve this that works for everyone"
		    b) Define problem in terms of Needs/Outcomes. Define original problem and individual needs, as well as expected outcomes.
		    c) Identify the shared (relationship) needs.
		    d) Brainstorm possible solutions
		    e) Evaluate the solutions
		    f) Choose solutions
		    g) Plan what action will be taken
		    h) Evaluate results
				X				

summary	5	Summarise all techniques/tools we have practised in this session (facilitation, negotiation, mediation). Summary of whole Day 3 – refer to outputs	X					Slide 17
Action planning.	5	Individual action plans completed – facilitators to support if required.					X	Action plans
Daily monitoring and review of day (16.30-16.40)	10 total	Daily monitoring: do group feedback as per Day 1 (mood meter optional). Remind groups that one group of volunteers is presenting the review of this day tomorrow morning as agreed on Day 1 (refer to list on wall).					X	Daily monitoring sheets (+ fish cards) Mood meter + dots

Notes for trainers:

For the conflict role play: not using the Win-Win sheets in Workbooks means that the role play is freer, but less structured. If there are no language issues, it is a good idea for mediators to try and work with the Win-Win framework. Or you could have one group use the framework only, and then compare results.

Trainer Feedback

SESSION	13. EAFM STEP 3 DEVELOP EAFM PLAN: 3.1 AND 3.2 OBJECTIVES, INDICATORS + BENCHMARKS 08.30-10.10 (100 minutes)
Date:	Day 4 session 13
Objectives	• Develop management objectives • Develop indicators and benchmarks related to the agreed objectives

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Review	10	Trainers feed back on daily monitoring. Interactive review of Day 3: participants feedback/ present			X			Day 3 daily monitoring
Introduction	5	Introduce Day 4 saying we will cover the rest of Step 3, Step 4 and Step 5. And we will have EAFM quiz at the end. It will be a busy day! Introduce session with slides 1-3, and remind participants where we are in EAFM step cycle. Slide 4: building EAFM plan. We have done Steps 1-2, and are now on Step 3. Through the risk assessment on day 3 (Step 2) we identified the high risk issues affecting success of EAFM. So now we need to develop objectives to address and manage these.	X					EAFM steps cycle visual on wall Slides 1-4
Identifying objectives and introducing indicators	5	Slide 5: discuss the need for objectives Slide 6: good and bad objectives Refer to Module 13, section 3.1 for key questions and examples. Explain hierarchy of objectives linked to their issues (what come first/ logic cause and effect). See Tool 30 Operational objectives Slide 7: introduce need for indicators and explain	X					Slide 5-7 Module 13 Step 3.1-3.2, section 3.1 See Tool 30 (example) objectives
Examples	5	Slides 8-11: good and bad examples of objectives and indicators, relating to three EAFM components. Discuss these. Elicit some examples of specific objectives from their group work on issues (trainer have examples ready).			X			Slides 8-11

Indicators and benchmarks	10	Slide 12: SMART indicators Slide 13: explain benchmarks Slide 14: simple example Slide 15: another example using a graph See relevant Tool 31 hypothetical fishery and discuss indicator list. Look at all three components. May need to discuss the social/ governance indicators as participants not as comfortable/ familiar with these. Also focus on specific indicators: process, stress reduction, environmental status. Also refer to Tool 32 gender sensitive indicators	X	X				Slides12-15 Tool 31:Objectives + indicators for hypothetical fishery Tool 32 gender sensitive indicators
Data and info needs Participatory Monitoring and Evaluation (PM&E)	5	Slide 16: data + info needs (link to Step 5.1, as well as principle #3. Remind participants of earlier discussion about data requirements: indicators need to link with data you can actually access and collect (otherwise not feasible). Slide 17: key indicator questions Slide 18: purpose of PM&E (link to earlier steps 1.2, 1.3 and step 5.1). Mention in next session when we discuss management actions, there will be examples of community monitoring (so link to PM&E), to show that you can have local collection methods that are quantifiable Elicit briefly any experience of PM&E- examples from their fisheries.	X					Slides 16-18
Summary	2	Briefly summarise we have covered 3.1-3.2 and after break will finish step 3, 4 and 5.	X					Slide 19
Activity: develop FMU objectives, indicators and benchmarks	(40 total) 5 20	Explain activity: instructions slide 20 1. Participants work in their FMU groups to develop objectives from their categorised and prioritised issues. Use different coloured cards. Ensure participants develop objectives for at least four issues that were categorized as hi/hi (two ecological (one fish & one environmental)); (one human & one governance). They will already have some objectives, so no need to start from scratch. 2. They also agree indicators and benchmarks for their FMU objectives. They will already have some indicators, so no need to start from scratch. Think about: conflict of interest/outcomes: how and who will you prioritise? NB. remember to include those stakeholders who do NOT have a voice (given					X	Slide 20 Cards of different colours, pens, Flipchart Refer to Module 13, section 3.1 for questions and actions.

		social norms, etc.): poor, women, ethnic groups/ other? Ensure you develop objectives from their perspective. Challenge: who has selected indicators you are currently using? Could other stakeholders have been involved? What can you change as part of EAFM process, i.e. be more inclusive? Challenges: what do we mean by wellbeing? They must develop outputs relating to all three EAFM components.			X		
	15	3. Share group outputs, discuss plenary All outputs must be recorded in Workbooks. Keep all flipcharts accessible for next session, and for Day 5					
Embedding EAFM Plan	5	Living the EAFM plan pyramid (see photos in trainer resource guide, section F) Everyone stand at back of the room. Hand out the A4 cards for the seven elements of pyramid so far (see Slide 4). Get participants to stand in positions that represent the slide (but do NOT show the slide). After the first few times, participants will understand what to do. They all enjoy 'living' the visual. Conclude by saying we are slowly building the elements of the EAFM plan (Steps 1-3).				X	A4 cards with words: vision, goals, participation (split into 5 syllables) + informed decisions (split into 2), objectives, indicators + benchmarks
BREAK		Finish this session early, so can have longer for session before lunch as it can take more time					

Notes for trainers

In practice objectives and indicators need to be developed together, so it may be better to run thru all objectives and indicator slides first, and then groups work on both elements together. There is always A LACK OF indicators for human wellbeing and governance.

QU: are they also developing performance measures here? This will come naturally out of discussion, but be dealt with more in next session.
- Remember to focus on specific indicators: process, stress reduction, environmental status

During break, trainers to look at groups' outputs and quickly think of some relevant management actions and MCS that could apply - use these to prompt thinking in session after break.

Timing leeway: There are approximately 10 minutes to spare, so could finish earlier so as to have bit longer for next session and afternoon.

Trainer Feedback

SESSION	14. EAFM STEP 3 DEVELOP EAFM PLAN:							
	3.3-3.5 MANAGEMENT ACTIONS, COMPLIANCE, FINANCE AND FINALIZE EAFM PLAN 10.30-11.50 (80 minutes)							
Date:	Day 4 session 14							
Objectives	• Agree management actions and how stakeholders will comply with these • Include financing mechanisms in the plan • Bring it all together – finalize the EAFM plan							

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Intro	2	We now look at last 3 sub steps of EAFM Step 3. Slide 3: show where we are on step cycle on wall. Slide 4: building EAFM Plan. We are still in Step 3	X					Slides 1-4
Introduction to management actions+ MCS	10	Slides 5+6: run through explaining that now we have developed objectives and indicators, we need to identify management actions that can be taken/ enforced to achieve the objectives. The two slides show what management actions should include. Slide 7: rules and regulations Slide 8: grouping management actions Explain that they will be developing actions in a short while. Refer participants to Manager's Toolbox Tool 33, explain this tool as they need to use it later.	X		X			Slide 5-8 Module 14, section 3.3a See also manager's toolbox Tool 33
Compliance + MCS	8	Show Slide 9 and explain compliance (essential otherwise action will not work and objective will not be achieved). Compliance may be voluntary. Enforcement = from others/ agency/departments Slide 10: what MCS needs to work Slide 11: top down MCS Slide 12: bottom up MCS Slide 13: top down vs bottom up MCS. Explain how stakeholder "buy-in" reduces the need for enforcement i.e. self-compliance. Developing the EAFM Plan with full stakeholder participation increases "buy-in". Examples: Slide 14: port monitoring Slide 15: monitoring fishing zones Slide 16: visual systems	X					Slides 9-16 See Tool 34 suggestions for improving MCS

		Ask participants to look at Tool 34 MCS. Give participants five minutes to read thru these briefly, explaining they will work with these ideas a bit later.						
Financing	5	Explain slide. Need sustainable finance to support the actions and MCS. Refer participants to table in section 3.4 in Module for reference	X					Slide 17 Module, section 3.4 table
Activity: management actions + compliance (MCS) + finance	40 total 10 10 10 10	Group activity: instructions Slide 18 1. Produce an agreed and coherent set of management actions for selected four objectives in each component. 2. For each action that requires rules and regulations, identify the appropriate. compliance and enforcement actions, taking into account feasibility and costs 3. Agree on financing mechanisms to support the above. 4. Participants walk around and see other's outputs- trainer guides plenary with key ideas/suggestions. This is a critical step. Need relevant and appropriate actions and also MCS that are enforceable (poor/ no enforcement undermines whole planning process). Trainer to ensure they do all three activities then share.					X	Slide 18 Flipchart, coloured cards, pens, sticky tack (they will be working with outputs from session 3.1-3.2 from before break)
EAFM Plan	5	Slide 19: have almost completed the plan Slide 20: note the last two elements of plan link to Steps 4 and 5 Slides 21: EAFM plan is complete. Reminder that Plan has been developed in Steps 1-3 and holds all the agreed information + decisions so far. See template in Module 14 last page and Workbook.	X					Slide 19-21 Module p section 3.5; Workbook
summary	2	Key elements of steps 3.3-3.5	X					
Embedding EAFM Plan	5-10	Living the EAFM plan pyramid (see photos in trainer resource guide) Everyone stand at back of the room. Hand out the A4 cards for the nine elements of pyramid (see Slide 4). Get participants to stand in positions that represent the slide (but do NOT show the slide). Vision person will have to stand on a chair. After the first few times, they will understand what to do. They all enjoy 'living' the visual. Conclude by saying we have completed the EAFM plan (Steps 1-3) and they will present their outputs tomorrow.					X	A4 cards with words: vision, goals, participation (split into 5 syllables) + informed decisions (split into 2), objectives (x3), indicators + benchmarks (x3), actions (x3), compliance

Notes for trainers
Keep to time. Ensure groups have time to discuss financing mechanisms as this often gets forgotten.
Trainer Feedback

SESSION TITLE	15. EAFM STEP 4 IMPLEMENTATION 4.1 FORMALIZE, PLAN, COMMUNICATE & ENGAGE							11.50-12.30 (40 minutes)	
Date:	Day 4 session 15								
Objectives	• Develop an implementation work plan • Summarize what is meant by formal adoption of the EAFM plan • Develop a communication strategy								

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Intro to EAFM Step 4	3	Intro to session: Step 4 Review where we are in EAFM process; Steps 1-3 were PLANNING; Step 4: now we focus on how to implement EAFM: i.e. the DOING phase.	X					Slides 1-3 Visual gallery of EAFM cycle
How to implement EAFM Plan	5	Slide 5: explain what cooperation/ institutional support will be required for implementing the plan Slide 6: visualises this cooperation needed	X					Slides 4-5 Module 15 Step 4: Introduction section
Work plan for implementing the EAFM Plan	5	Slide 7: to implement EAFM plan we need an implementation work plan Slide 8: elements of an implementation work plan Explain that the EAFM team needs to create a work plan for assisting in implementing the EAFM Plan: what, who and when. Explain need for this work plan (relate to operational plans in project management); need to assign responsibility, timelines and actual actions so they get done. It also means it can be managed. EAFM plan by itself does not translate into action. Elicit from participants any work plans/operational plan experience/ tips	X		X			Slides 6-7 Module, section 2, and refer to Work plan template in their Workbooks.
Formalizing the EAFM Plan	5	Slides 8-9: explain that we need to formalize the plan to avoid it staying on someone's desk and not being implemented. Discuss formalization: at what level? Other regulations/ regulatory frameworks needed?	X					Slide 8-9 Module 15, section 1

Communications plan	15 total	Stress the importance of communicating the EAFM plan to all stakeholders linked to next step.	X						Slides 10-12 Module section 3 See Communications strategy template in Workbook, as well as Communications strategy in Tool 36.
	5	Run through Slides 10-12. Discuss possible media by eliciting examples from participants from experience. Ensure discuss all possible media are discussed and when is it best to communicate i.e. audience availability. Refer to Tool 36 for BOBLME communications strategy example.							
	10	Discuss in pairs/ tables: how can communications plan foster linkages between fishery and environment sectors/ staff? Brainstorm ideas: think of current processes/ formats that each already have and tap into these. Do not recreate extra work but make use of informal + formal channels of communication. Trainer draws out key tips/ ideas to share for all.						X	Have a few copies of BOBLME Communication Strategy (6 pages) for reference (also copy for participant USB/ CD)
Summary and next	2	Briefly summarise we have covered: formalizing EAFM plan, work plan to implement EAFM plan and communications plan, but groups have not developed these in the session (i.e. still to do).	X						Slide 13
LUNCH		If possible, finish this session 10 minutes early, so that afternoon session Reality Check II can start a bit earlier							

Notes for trainers

This session can be done in 30 minutes.

Trainer Feedback

SESSION TITLE	16. REALITY CHECK 2							13.30-14.45 (75 minutes)
Date:	Day 4 session 16							
Objectives	• Check on the status of the EAFM plan implementation • Consider whether implementation is in line with the principles of EAFM • Check on the practicalities – is the supporting environment in place?							

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Introduction: why we need Reality Check II	5	Do an energiser after lunch if necessary Introduction to session with slides 1-3 Slide 4: explain why we need a second Reality Check – to see if we have all the building blocks in place to implement the EAFM plan. Highlight main elements here (cannot work through the elements as this can only be done at real implementation stage) Module expands in much more detail; they should read this after the course.	X					Slides 1-4 Module 16 Reality Check II
Activity: review of seven principles matching exercise	5 10	Slide 5: instruction Ensure all handbooks are closed. Trainer distributes one complete set of strips to each group. Groups match each of the seven principles with the relevant questions. First group to finish can shout "Bingo!" When they have finished ask them to check their answers by looking at table A in Module 16 Introduction. Discuss any issues Slide 6: recap with slide as a reminder of seven EAFM principles Refer participants to Module 16 section A for details on how to review and ask questions for each of the principles (see section A, 1-7). Questions are in shaded boxes.					X	Pre-copied and cut out sets for each group. See trainer resource guide, section nine resources. (from Table A: EAFM principles in practice from Module 16 Introduction.) Print seven principles in one colour and the questions in a different colour. Cut into strips and mix up. Prepare one set for each group. Visuals gallery
Key success factors	5	If we want to pull out key success factors for EAFM: it is important to highlight **good governance with effective compliance**, **co-managemen**t and **adaptive management** as the **key success factors**.	X					Slide 7

Supporting environment	10	Slide 8: explain that even if a good plan is developed it cannot be implemented unless there is a supporting environment. In addition to all the questions on implementing EAFM principles, a SUPPORTING ENVIRONMENT is also needed; look at five elements for this. For X…refer back to Y…:	X					Slide 8 Module section B
		• Adequate resources: see Reality Check I (Day 3) when resources were covered (Module 12) • Adequate financing: see step 3.4 financing (Module 14) (Day 4 morning) • Adequate data and information: see in Step 1.3 Scope the FMU (Module 10) and monitoring indicators (Module 13) we talked about data and information • Effective communication strategy: see Step 4.1 we covered communication strategy (Module 15, previous session) • Effective M&E: we will cover M&E in Step 5 next session Refer to Module 16 section B, especially questions in shaded boxes.							
Activity: revisit constraints and opportunities to achieving FMU goals	(35 total)	Slide 10: instruction Plenary activity: Groups revisit constraints (challenges) and opportunities developed in session 5 (for fisheries management in participant's country) and refined in session 12 (for achieving participant's FMU goals).					X	Slide 9 FMU constraints (challenges) and opportunities cards from Day 3 session 12 (if not use country ones from Day 2 session 5), string, spare cards (same 2 colours), pens
	5 5	1. Groups find their cards 2. Make a large string circle on the floor at back of the room (as big as 2-3 flipcharts). Groups place their (yellow) opportunity cards inside the circle, and their (green) challenges cards outside the circle. Ensure any duplicates/ similar cards are placed together.						
	5 10	3. All walk around and re-read cards 4. Trainer reminds that these are their own-identified constraints and opportunities to achieving FMU goals. Facilitate a discussion, asking: "Now that we understand more about the EAFM process, consider: are constraints/challenges still valid?" Consider each constraint card in turn, and ask participants' opinions. Have some constraints become opportunities? (if so, take the card and place inside the circle); others may be considered less serious and so can be moved closer to the circle. How can remaining (fewer) constraints be addressed? Discuss opportunities, are there any more? End on a positive note as many of the constraints are likely to be moved.		X				
	10	5. Participants must record relevant outputs in their Workbooks, as they are needed for EAFM plan						

Summary	5	Slide 10: summarise key elements Also present EAFM progression matrix (last page of Work book). Explain that this matrix is a set of questions to support practitioners and help them track their progress in implementing EAFM. It is a tool to support them after the course, when they are actually developing their EAFM plans. Say that after break we will do final Step 5.	X					Slide 10 Workbook
BREAK								

Notes for trainers

The purpose of the second activity is to show that once participants have a greater awareness of EAFM and its broader, more inclusive perspective, some of the challenges and constraints they originally identified to achieving their FMU goals are in fact NOT constraints. Some may even be thought of as opportunities. The idea is to show participants that we are likely to identify many constraints when we think in a more conventional 'silo' mentality; however when we think more cooperatively, and with better coordination and participation/ engagement, these constraints are reduced, and may in effect be maximised in a positive way.

Trainer Feedback

SESSION TITLE	17. EAFM STEP 5 MONITOR, EVALUATE, ADAPT						15.05-16.30 (90 minutes)
Date:	Day 4 session 17						
Objectives	• Monitor how well management actions are meeting goals and objectives • Understand what has to be monitored, why, when, how and by whom • Evaluate monitoring information and report on performance • Review and adapt the plan						

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Warm up	10	Bus stop activity. Have three flip charts up for when participants come back from break. 1. Why do we monitor? 2. Why do we evaluate? 3. Why and how do we adapt? Make three random groups, each to one flipchart, they each spend three minutes discussing the question and writing down ideas. Blow a whistle/ ring a bell and groups move onto next flipchart. Repeat for last flipchart. Do not review outputs (you will do this with slides later). Thank participants and ask them to sit down.					X	Three pre-prepared flipcharts with questions, pens
Introduction step 5	5	This is last step of five steps, and also last session of today. Slides 1-3, then use Slide 4 to show Step 5 links to EAFM cycles. Focus on steps 5.1 and 5.2 as part of EAFM Plan and process. Refer back to EAFM plan template, and link to communication (covered under 4.1 Implementation). Monitoring done *as part of* implementation (even if explained as separate step here).	X					Slides 1- 4 EAFM cycle on visuals gallery Module 17
Why M and E?	5	Slide 5: why do we need M and E? Critical step in management cycle. Ensure all participants understand definition and purpose of monitoring (as opposed to MCS.) Slide 6: steps 5.1 and 5.2 outlined	X					Slides 5-6 Bus stop activity outputs Module 17, section 5.1
5.1 Monitor performance	5	Slide 7: define monitoring (elicit participant views, ensure we differentiate M from E). Purpose of M to assess if you are on track (refer to flipchart outputs) Remind participants of WHO is involved in monitoring, assessment team? Ensure	X					Slide 7 Bus stop activity outputs Module 17, section 5.1

		we get participatory element; other stakeholders must be involved in monitoring, not just technical experts which are key to adaptive management.						
5.1 Evaluate Performance	5	Slide 8-9: purpose of E is to evaluate after/ periodically (refer to flip chart outputs). How do we evaluate performance: compare agreed indicators to benchmarks Refer to performance review template in Workbooks	X					Slides 8-9 Bus stop activity outputs Module 17, section 5.1 People Toolkit (some tools can be used for monitoring) Workbook
Communicating + Reporting	10	Slide 10: link back to implementation work plan, Step 4.1, as it outlined these responsibilities (refer participants back to their worked examples in their Workbooks.) Also link to communication strategy, Step 4.1, as it needs to be aligned. Explain information needs for different stakeholders. Reporting/ communicating on M (and E) needs to be related to audience needs. Slide 11: example of visual ways you can portray data (traffic light example). Elicit participants' experience of this Slide 12: example of visual ways you can portray data (instrument panel). Elicit participants' experience of this Optional: discuss in pairs about their experience in reporting on performance: what are challenges? some examples from groups	X		X			Slide 10-12 Module 17, section 5.1
5.2 Review and adapt	10	Slide 13: why do we need to review and adapt? (refer to flipchart outputs) Slide 14: short term Slide 15: long term Short term/ long term reviews: discuss differences and purpose. Reiterate that as EAFM iterative process, needs constant reviewing and possible changes/updating. Discuss examples of what might be adapted: objectives/ indicators/ priority issues? Elicit experiences of needing to adapt.	X					Slides 13-15 Module 17, section 5.2 Bus stop activity outputs
Summary	5	Slide 16: visual summarising the process Slide 17: key elements of this session Brief summary of the day: Steps 3-5, and Reality Check II. All five EAFM steps have now been covered. Now need to focus on consolidating and presenting EAFM Plans.	X					Slides 16-17 Module 17

EAFM Quiz	15-20	Explain that will now have a short quiz. This is to assess where participants are and to see if the training course has managed to convey all the key EAFM elements in an accessible way. Distribute quiz, participants complete individually and in silence Collect quiz, and say that will review answers first thing on Day 5. Trainers to check after session finishes					X	Slide 18 EAFM quiz copies to distribute (easier if printed all one colour: e.g. green) Trainer needs Excel scoring document
Set homework	10	Ensure participants understand how Day 5 is planned. Participants need to do evening work, will also get preparation time on Day 5 morning first thing. Ensure all participants have a copy of EAFM Plan template. See Slide 18 for instructions. No slide presentations; only flipcharts and cards.	X					Slide 19 instructions Ensure participants have all their FMU EAFM related info
Action planning	5	Action planning booklets – individual work					X	
Daily monitoring and review of day (16.30-16.40)	10 total	Daily monitoring: do group feedback as per Day 1 (mood meter optional). Remind groups that one group of volunteers is presenting the review of this day tomorrow morning as agreed on Day 1 (refer to list on wall).						Daily monitoring sheets (+ fish cards) Mood meter + dots

Notes for trainers

Home work: participants must be very clear about their homework task. Start EAFM Plan development by "cutting & pasting" results from Steps 1 – 3, using all their FMU group outputs. Ensure training room is available for any groups that want to stay on after daily monitoring. Make available all stationery (pens, paper, card, etc.).

Trainer Feedback

SESSION TITLE	PARTICIPANT WORK + PRESENTATIONS							(total 90+ 120 minus break =195 minutes)
Date:	Day 5 session 18 and 19							
Objectives	Participant work: 08.30-10.00 (90 minutes) • Prepare and refine your FMU group EAFM plan presentations Participant presentations 10.00 - 12.00 / 12.30 (120 minutes including break) • present your FMU group EAFM draft plan or tools related to the plan to the wider group • receive feedback on your presentations • Give constructive feedback on others' presentations.							

Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
Review	10	Interactive review of Day 4. Participants feedback/ present			X			Day 4 daily monitoring
EAFM Quiz review	10	Go over any questions which caused difficulties, i.e. quick review. Clarify any outstanding confusion re. key EAFM elements. Up to trainer discretion whether to return the actual quiz to participants. The quiz is not a test of their knowledge.	X					Quiz with scores Trainer answer sheet
Material preparation	60 minutes	Preparation time for groups to finalize their presentations. Trainers act as a resource. Ensure groups make full use of all the outputs they produced during the week. NB. Trainers need to have agreed beforehand the likely sequence of presentations. Have strong groups to start and finish, with weaker ones in the middle. Make a programme by listing the group's names and logos in sequential order. One trainer can be typing this up quickly during the preparation. It is motivational for participants to see their group names and logos on an A4 printed programme, this gives some formality to the presentations as they need to be taken seriously. Plan a couple of presentations, then short break, then continue with others. Room layout: at the beginning of the preparation session, arrange the room so that each group has a work station and wall space to display their outputs. Arrange a few chairs at each station. Participant audience will then move chairs from one work station to another (so everyone moves around the room to hear and see presentations).					X	Resources needed: All FMU group outputs, flipcharts, pens, stickers, cards, laptops, leads, printer, Table + Wall space

						X	
Group presentations	120 minutes	Actual plan for session to be designed by trainers after Day 4. It is best to have dedicated feedback after each presentation, as this allows for specific questions. Planning will depend on group numbers, and assumed quality of presentations. Timing: allow 10 minutes for presentation and up to 10 minutes of feedback per group. If there are more than five groups, times will need to be less. Be very clear when giving instructions on time. Trainer to agree a signal (e.g. "Two minutes of time left") which presenters can recognize. Presenting all key information succinctly is a skill, so stress that they cannot go over allotted time. Before starting group presentations, remind participants that this is a chance to learn from and support each other. We want to give sandwich feedback (one positive, one thing to change, one positive). If audience does not volunteer questions/ points after a presentation it is trainers' responsibility to pose a question/ make a remark to generate some discussion. Do not just move onto next group. At end of all presentations give 1-2 points of general feedback. Thank participants for their efforts (and creativity if applicable) and remind them that their plans will be revisited after lunch.				X	One A4 presentation programme printed for all Trainers need to take notes during presentations to feedback on content / consistency of EAFM draft plans, as well as presentation styles.
LUNCH							

Notes for trainers

Exactly how these sessions will run will be decided by trainers on Day 4, depending on types and number of presentations likely, as well as predicted quality (to ensure sustained interest). Each group needs to present and receive feedback. The aim of the session is for trainers to see evidence of participant learning as well as for participants to trial their ideas for their draft EAFM plans. Participant presentation skills also need to be assessed, so ALL need to take part (not just one speaker). This course requires presentations with flipcharts (or diverse media) rather than the usual slides (to avoid the 'reading slides' syndrome). The preparation session could be shortened depending on how much work participants actually still need (sometimes they work on Day 4 evening); and all the sessions brought forward so as to finish earlier.

Allow for a working coffee break while preparing, or if you have more than four groups it is better to start and then have break halfway through presentations.

Depending on course organization and country context, you can have a longer or shorter lunch break. It is advisable to have session 20 as a separate session as the evaluation element of the course should not be rushed after presentations.

If trainers decide that Day 5 will be a full day, allow one hour for lunch and then regroup to revisit plans, before doing course review.

Trainer Feedback

SESSION TITLE	20. COURSE REVIEW, ACTION PLANNING, EVALUATION + CLOSE		13.30 – 15.00 / 15.30 (90-120 minutes)						
Date:	Day 5 Session 20								
Objectives	- Revisit EAFM draft plans and check for consistency - Discuss key learning from the course - Develop an individual action plan and potential next steps for your agency, to be acted on upon your return to work - Complete end-of-course evaluation forms - Receive course certificates								

Description of Contents	**Time**		**Expected Participation**					**Resources used**
			1	2	3	4	5	
Revisit EAFM draft plans	(30 total) 10 + 10 + 10	Over lunch, trainers to have drawn up a simple table pairing up the groups for feedback on their EAFM plan. Each group gets to review another's plan, feed this back to plan owners, and then receive feedback on their own plan. Purpose of activity: to allow room for improvement on plans. Task: review X group's EAFM plan, consider whether the management actions are really addressing the objectives. See if any actions address multiple objectives. Ask if they can think of any more relevant/ suitable actions. - Groups review others' plan - Half the groups feed back to plan owners - Other half of groups feed back to plan owners NB. You may need to ask groups to focus on one issue from each component. The chances are that their plans will not have actions which address multiple objectives. It is important to remind participants that: a) EAFM plans WILL have multiple objectives, and that some actions will address more than one objective. Revisit the issues generated on Day 3 as part of Step 2 and decide if you need more management actions to address these (it may be that some key issues were not picked up in objectives, so remain unaddressed. This is a chance to rectify the plan. b) the FMU does not exist in isolation, so need to think about how external challenges will affect implementation of the plan As participants review their plan, changes can be recorded in Workbooks (see blank performance review template at end of Workbook).					X	All FMU group EAFM outputs still displayed; cards, pens, Workbook

Course review group activity- lessons learned 14.00-14.10 *Activity 1:concentric circles individual feedback*	10	Individuals reflect on the course as a whole, and draw out key learning points. During discussions above, arrange the room so that there are multiple concentric rings of chairs: three chairs in an inner circle facing outwards, three other chairs in outer circle facing inwards. So a group of six participants can sit at the ring. Have enough rings around the room to seat all participants. Ask them to sit where they want, facing another person.) Task: talk to the person in front of you and say what you have learned/ what you will remember from this course. Purpose of this activity is for participants to reflect on their individual learning and share this. Allow three minutes, then ask the outer ring to get up and move clockwise to next chair, so they meet new partner. Repeat process one more time if it looks as though participants are enjoying themselves. Trainers can hover and listen out for key leanings being expressed. Conclude by saying this was an exercise to share individual learnings.					X	Sets of six chairs grouped into small concentric circle facing outwards (3) with three chairs facing inwards, one opposite of inner circle ones. (Optional: participants' challenges from Day 1)
Activity 2: pairwise ranking of key EAFM messages	(30 minutes total) 5 10 10	1. Now ask participants to form different groups (5-6 per group). 2. Give each group one sheet of flipchart paper 3. Task: Imagine you need to tell your boss/ colleague about EAFM, what are the key five messages/ elements you would take back with you about EAFM? Groups must agree by consensus on the five messages. 4. Distribute 10 cards to each group. Ask them to write each of the five key messages/elements twice (on two separate cards) 5. Put up pairwise matrix on a flipchart/ board and give simple instructions. Explain how participants will now do a pairwise ranking. They draw a matrix on flipchart (can work on the floor/on tables). NB. Remember that half the matrix will not be used as you are only comparing each element with the other four. Then they place one set of cards along horizontal axis, and the other set of cards, in the SAME SEQUENCE, along vertical axis. Then they ask: between card one on vertical and card two on horizontal, which is the most important EAFM message? Write answer on matrix. Repeat the process so that all messages are compared with each other. Each time they must prioritize and agree, what for them, as a group, is the most important message/element.					X	Flipcharts sheets, pens, set of 10 post card cards per group Prep-prepared pairwise matrix on a sheet of flipchart, pre-cut cards Trainer can refer to tool 18 matrices

		6. The end result will be half a matrix with answers. Add messages up and see which one is the most mentioned. That is the group's agreed main message/element. 7. Groups move around and see each other's matrices. 8. Trainers sum up the key messages emerging from group work (similarities and differences), say that this tool is a called a pairwise ranking. As groups agreed on the five elements they were basically using their own criteria for selection. This tool is used for prioritizing and selecting (e.g. actions, inputs, etc.) through consensus. (Hopefully the messages emerging during the exercise reflect the main messages from the course). Conclude that the purpose of this activity was to consolidate and reinforce learning. Now they will do individual action planning.						
Action Planning 14.20-14.30-14.45	15 total 10 5	Action planning individually (share with partner if finish early). Explain how participants have 15 minutes to think through what we have covered on the course, look back through their action plan booklet bullet points and identify a few key actions which they plan to take on return to workplace. They write these in the one page table at the end of the booklet. *These actions ideally would be linked to/ nested in group EAFM plan presented earlier.* Encourage participants to put reminder for their actions on their calendars and smartphones (allowed phones just for this). Trainers copy/ take a photo of all one-page participant action plans to keep for reference (so participants can be emailed 3/6/12 months later as reminder and for level three assessment, either by trainers or agency sponsoring course). Optional: letter activity: provide each participant with paper and envelope. They write a letter to themselves outlining what they hope to have achieved in 3-6 months. Trainers collect letters and promise to post them in 3-6 months' time (acts as an individual reminder). Decide type of follow up. Possibly explain Buddy system for Action plans (see last page of action planning booklet). It is up to trainers' discretion to suggest this (this is where participants pair up, explain their action plans to each other, and commit to email each other					X	Spare last 2 pages of Action Plans (action points and Buddy system) Camera for photos/ photocopier? Blank letter paper and envelopes for all

|								
		for follow up + support).						
Course Evaluation 14.45– 15.00	15	Participants complete end-of-course evaluation form					X	Copies of end of course evaluation forms (see Assessment folder) (easier if printed all one colour, e.g. yellow)
Course Closure 15:00 – 15.30	15-20	Certificates and close						Certificates and USB/ CDs

Notes for trainers

Day 5 afternoon schedule may need to be flexible (to allow for closing ceremony). It is good to have at least 1.5 hours of discussion, if not two, before action plans and completing evaluations.

NB. Sponsoring agency/ trainers to email all participants immediately after course to say thank you for participating and reminder to put their agreed actions onto their calendars, as there will be follow up.

Ensure you have agreed type of follow up that will occur after the course so trainers can explain this here (trainers/ organizing agency to email participants?)

If course includes setting up/ fostering a community of practice (CoP), you need to include this before the course review. Trainers can use a simple A4 sign-up sheet to pass around and see if any participants want to sign up. CoP will only work if a few very engaged and motivated participants are identified by trainers during the course (one of these would then be asked to coordinate/ be the link).

Optional group feedback activity which is more general (not EAFM focused): use 'ball of string:'
All stand in a circle, trainer starts: 'an important lesson I will take home from this course is...'; throw string to next person, they say an important thing, then they throw string to another person, etc. Comments do not have to be content-related (although they often are), and can be about any aspect of the course. Explain that the resulting 'web' of string by the end of the activity is metaphor for linkages now in group (i.e. participants all share having been together on this course, and the group feeling can motivate, foster continuity, more learning, communication…).

Trainer Feedback

Overview of the Essential Ecosystem Approach to Fishery Management (EAFM) Course

What is EAFM?

- **EAFM promotes sustainable development in the fisheries sector**
- **Balances ecological well-being and human well-being through good governance**
- **For future generations (our sons and daughters)**

Ecological Well-being

Good governance

Human Well-being

For future generations
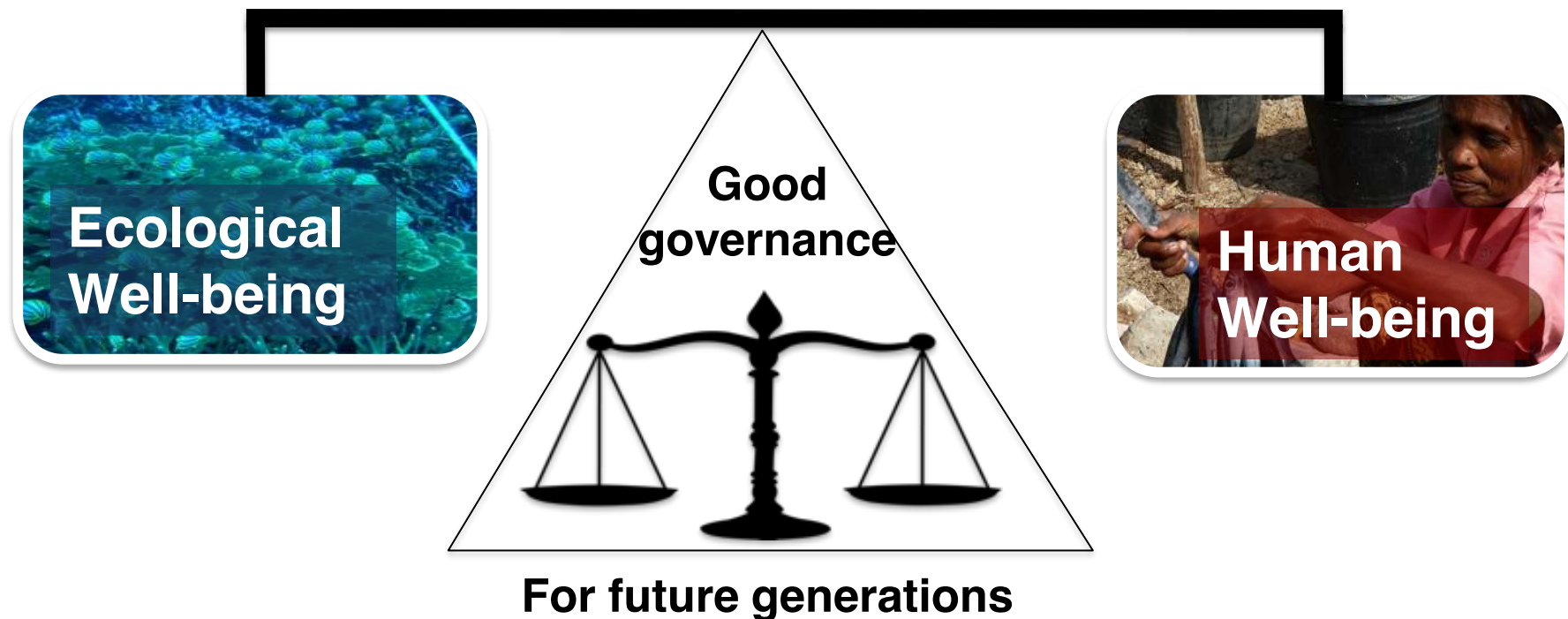
What are we trying to achieve through EAFM?

EAFM provides a practical way to sustainably maximize ecosystem benefits
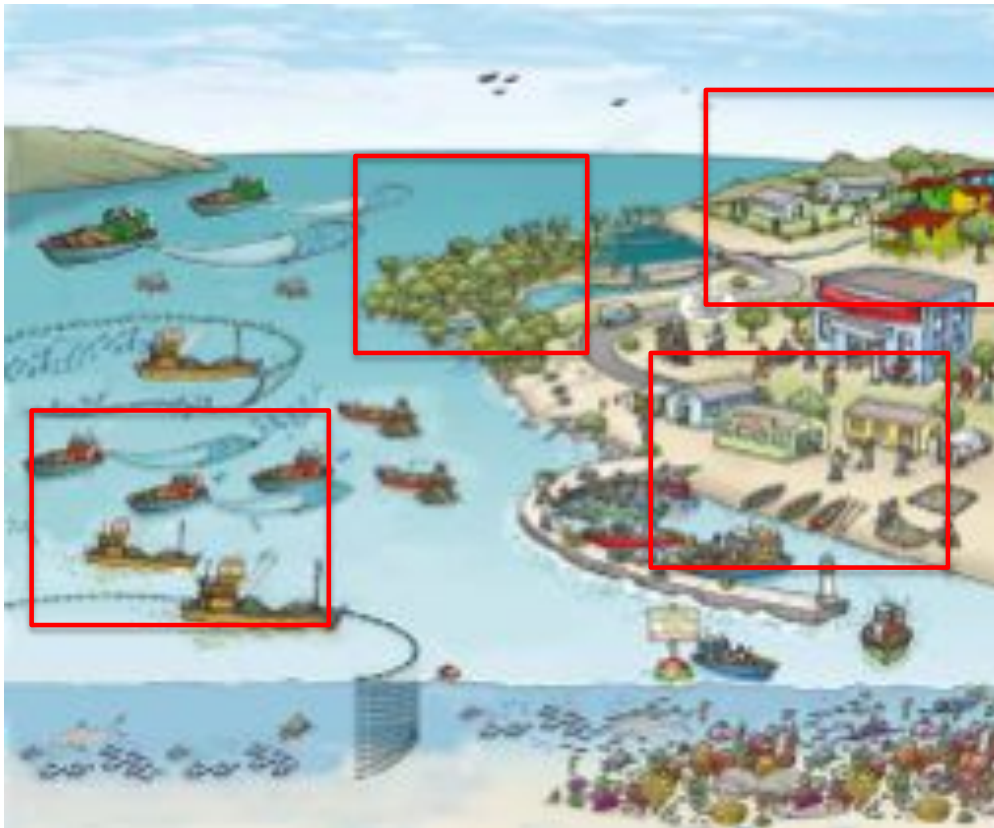
- **Fish for food**
- **Livelihoods**
- **Income**
- **Employment**
- **Coastal protection**

Source: Adapted from FAO EAF Nansen Project

Why is EAFM different from existing fisheries management?

- **Broader management approach**

  – Existing fisheries management usually covers a restricted number of issues and threats

  – Managing this narrow set of issues often misses important causes of problems in the fishery

Key characteristics of EAFM

- **Recognizes that there are different stakeholders in a fishery**

  – stakeholders need to be included in all stages of the process and work together (co-management)

- **Uses adaptive management**

  – management starts before we have all the answers and learns by controlled trial and error

- **Balances multiple objectives**

  – requires effective governance

The 5 steps of EAFM

Linking policy to action

Example:
Healthy environment

Objective:
Protect seagrass

Action:
Allocate a no-take area
to prevent fishing in
seagrass areas

Policy

↓

EAFM Plan

↓

Actions

Note: policies by themselves do not result in change

This may sound complicated!

Don't worry!.......If you follow the process, an EAFM plan can be quite straightforward

Importantly it focuses only on a few priority issues and management actions

Let us look at a worked example that goes through the steps

Trawl fishery in Thailand

Start-up: Identify & engage stakeholders
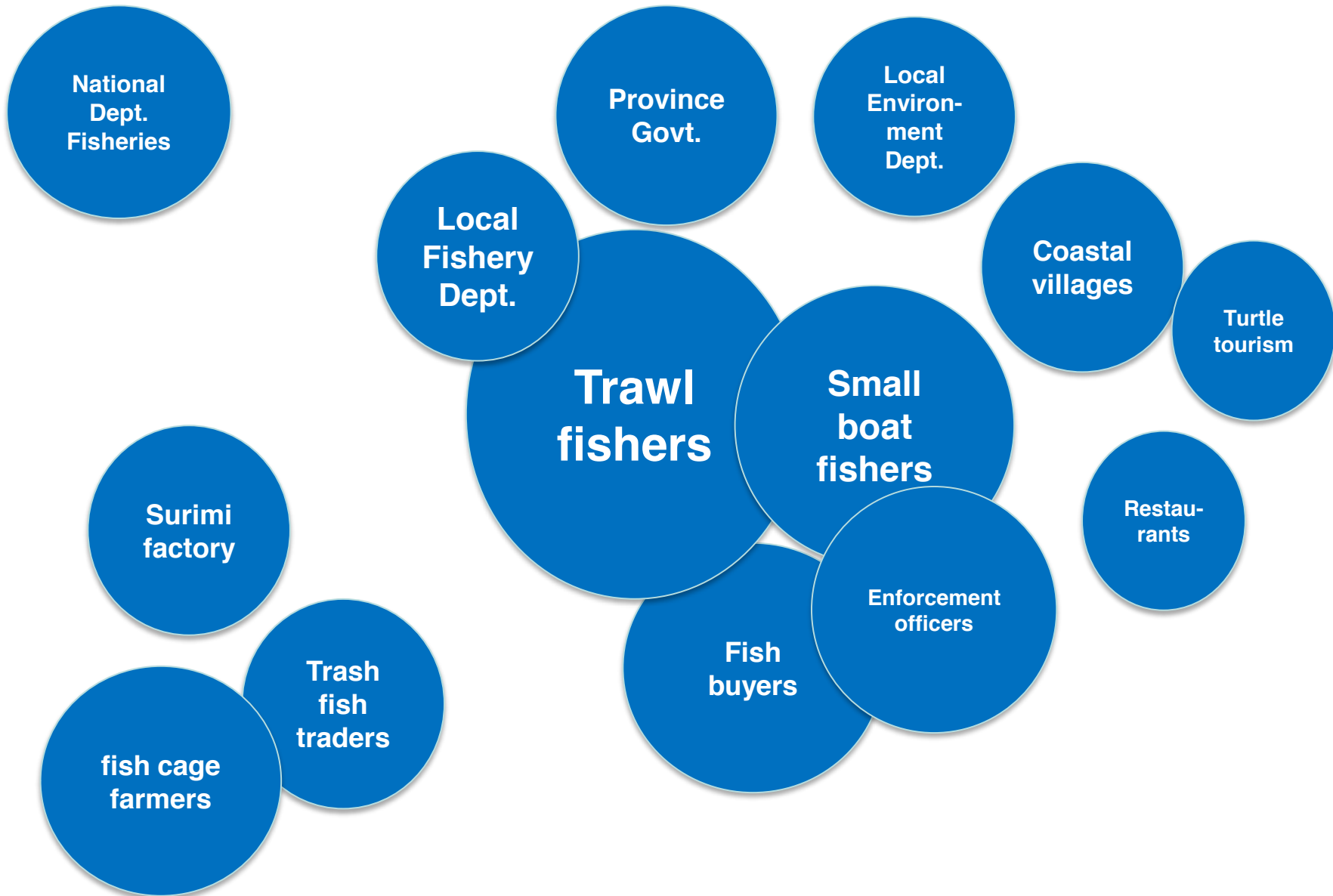
1.1 Define the Fishery Management Unit (FMU)

What are you trying to manage?

– In this worked example:
  Trawl fishery along the
  coast of Thailand, covering
  2 Provinces

1.2 Agree on a vision for the FMU

Stakeholders developed this vision:

"A profitable trawl fishery that has little impact on the environment and other marine resource users"

1.3 Scope & profile the FMU
# Provide some background to the fishery

- **A coastal trawl fishery**
  - operates in two provinces
  - trawling occurs up to 50 km from shore
  - three major ports

- **Interacts with other fishers**
  - artisanal gillnet fishery
  - light attracting squid fishery

- **Encroaching trawlers from other provinces**

20 km trawlable zone

Provincial boundary

5 km artisanal zone

Port 1

Port 2

Port 3

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1.3 Scope & profile the FMU (cont.)

Some management and enforcement in place:

- **Trawling banned from a 5 km artisanal fishery zone**

- **Closed season to protect the spawning fish**

- **3.5 cm minimum mesh size for the cod end**

- **One fishery patrol vessel**

20 km trawlable zone

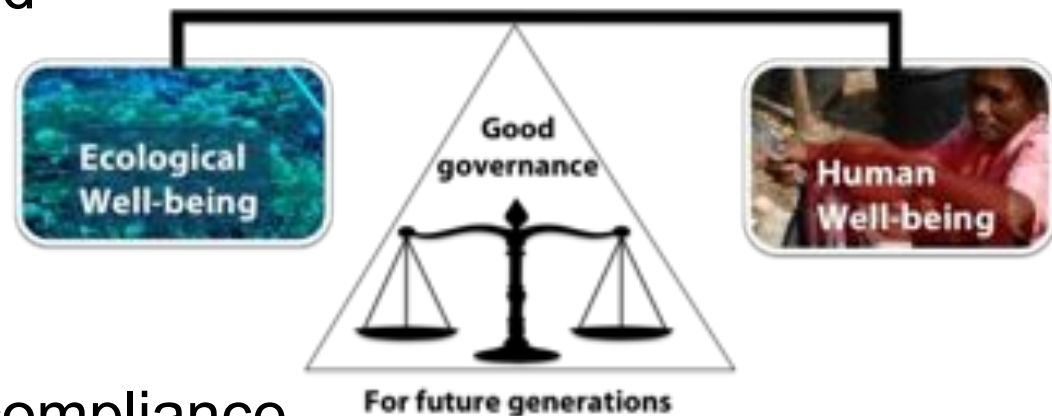Provincial boundary

5 km artisanal zone

Port 1

Port 2

Port 3
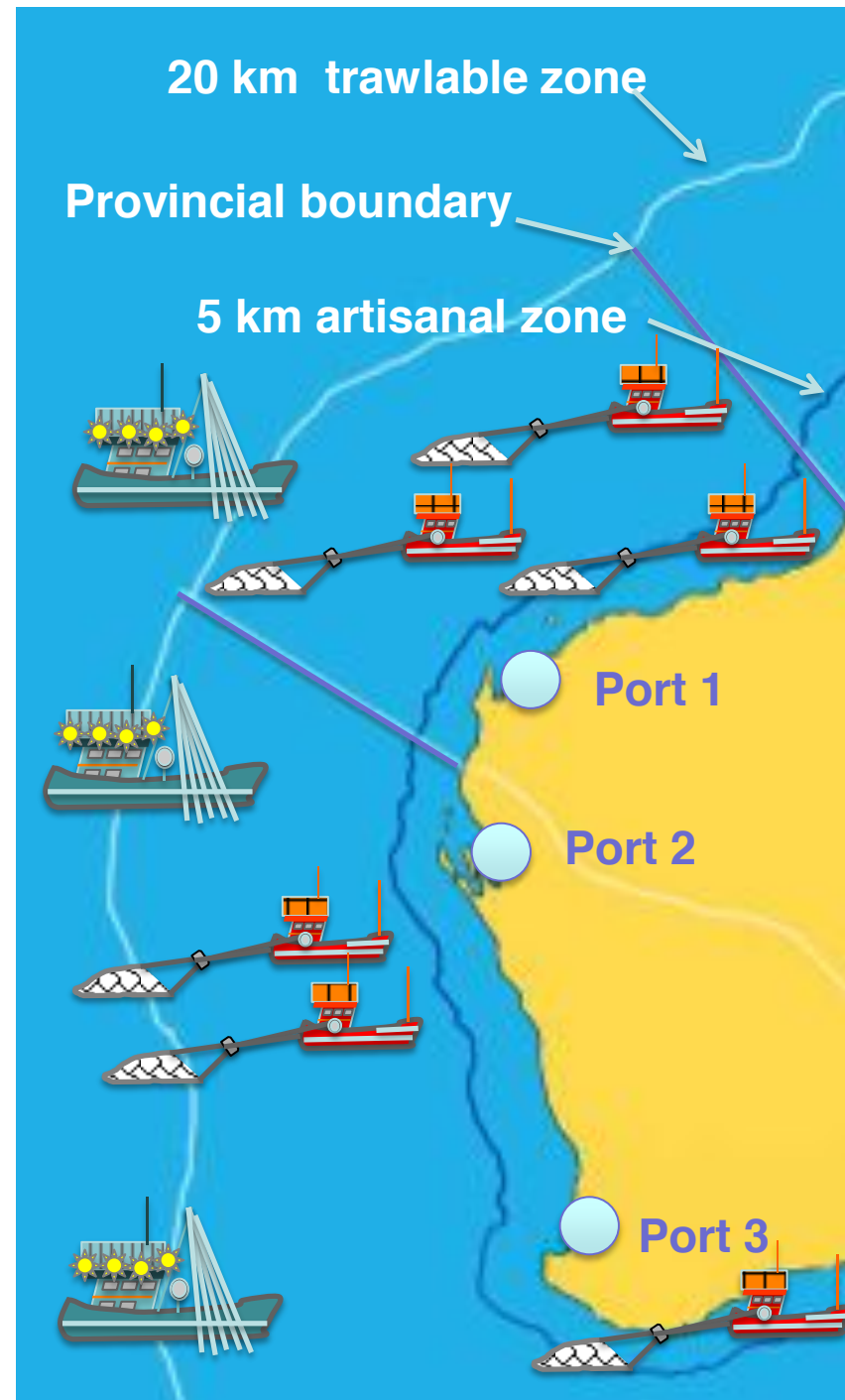
Step 2.1: Identify issues & threats

EAFM is about balancing ecological well-being with human well-being through good governance

- **Ecological issues**
  - fisheries resource related
  - environment related

- **Human issues**
  - social
  - economic

- **Governance issues**
  - enforcement and compliance
  - working together

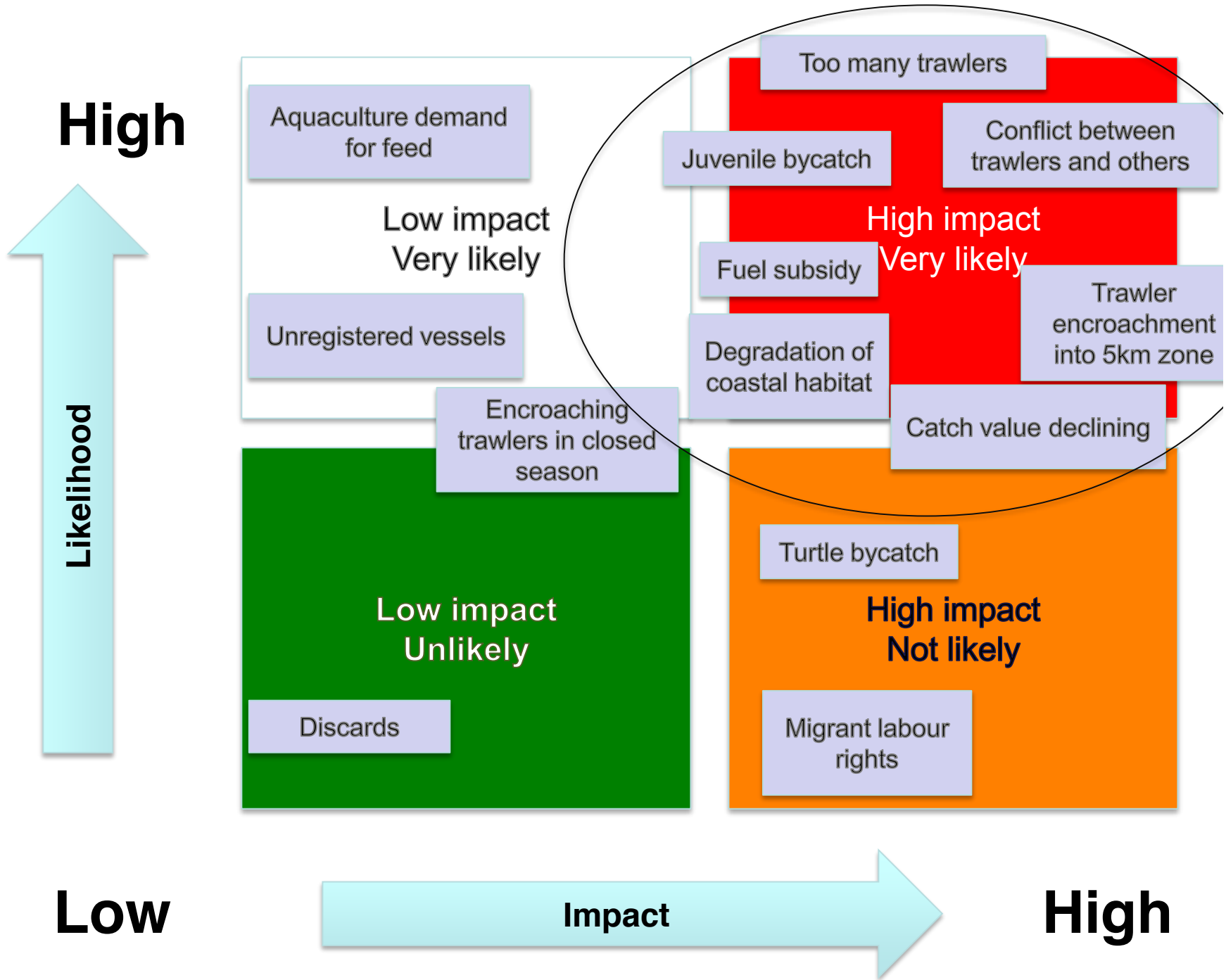| Ecological Fishery	Ecological Other	Human	Governance
Overfishing	Reduction in mangrove fringes	Demand for trash fish by cage aquaculture	Encroachment of trawlers
Catching too many juvenile fish	Benthos disruption by trawling	Tourism (beach/turtles)	Conflicts with small-scale
Shift to low value, fast recruiting species	Turtle egg collection	Low income in small scale fishery	Weak enforcement of mangrove protection
Small scale fishers cannot catch high value fish	Nutrient/sediment run off	Trawler profits depend on trash fish landing	Vessel registration/licen-sing inefficient
	Tourism demands for protection	Employment of local women in surimi factory	Fishery Subsidy (fuel/other)
		Markets, restaurants want higher quality fish	Fishery enforcement underfunded
			Limited engagement with SSF, co-management weak

Many issues

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2.2 Prioritize the issues & threats

- **Prioritize issues through stakeholder discussions**

  - stakeholder interests and priorities often differ, and may conflict

- **Evaluate relative importance of the issues**

  - using a risk-based approach
  - issues that are very likely to occur and will have a serious impact

High

Likelihood

Low impact
Very likely

Aquaculture demand
for feed

Unregistered vessels

Too many trawlers

Juvenile bycatch

Conflict between
trawlers and others

High impact
Very likely

Fuel subsidy

Degradation of
coastal habitat

Trawler
encroachment
into 5km zone

Encroaching
trawlers in closed
season

Catch value declining

Low impact
Unlikely

Discards

High impact
Not likely

Turtle bycatch

Migrant labour
rights

Low

Impact

High

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Priority ecological issues

- **Fishery**

  - too many trawlers (overcapacity)

  - bycatch: Large percentage of juveniles of commercial species

  - high volume of low value / trash fish

- **Other non-fishing ecosystem effects**

  - degradation of mangroves (nursery area)

Priority human issues

- **Conflicts**
  - trawlers conflict with small-scale fishers

- **Decreasing profitability**
  - because of the low value of overall catch, trawlers must land juvenile and trash fish to cover costs (break even)

Priority governance issues

- **Poor compliance with regulations and few incentives**

- **Encroachment**
  - artisanal fishery zone set at 5 km, but regular IUU by trawlers

- **Vessel licensing and registration system ineffective**

2.3 Define the goals for the EAFM plan

Goal 1: Fisheries and critical habitats have been restored and sustained

Goal 2: The trawl fishery is profitable with minimum conflict with other users

Goal 3: The compliance and enforcement of illegal activities are effective and efficient
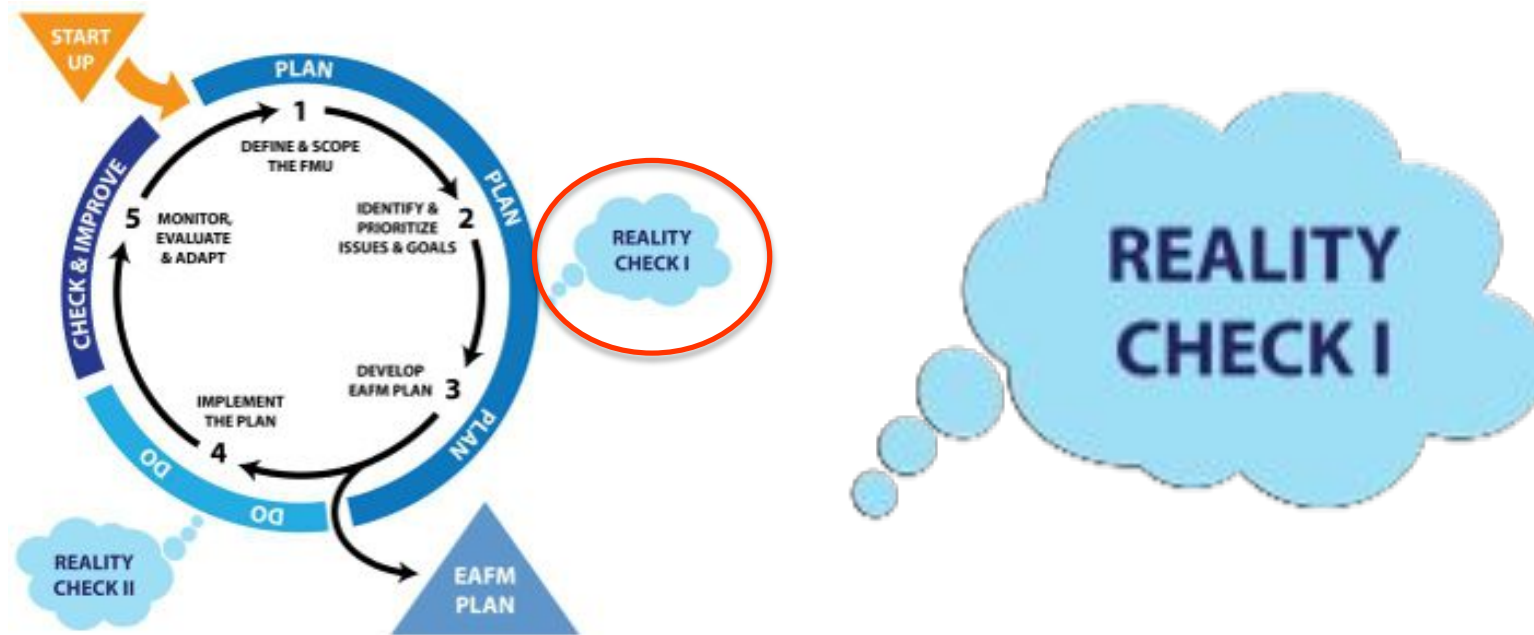
Are the goals achievable?

- Have we engaged with the right stakeholders?
- Do we have enough money?
- Do we have enough human capacity?
- Do we have political support?
- Do we have support from our agency / department?

3.1 Develop the management objectives

Goal 1: fisheries and critical habitats are restored and sustained

1. Reduce the catch of juvenile fish

2. Increase the area of mangroves

Goal 3: compliance and enforcement of illegal activities is effective and efficient

3. Reduce encroachment of trawlers

For this talk, only use 3 examples. In reality we would have at least one objective for each issue

3.1 How do we know if we are meeting the objectives

• **For each objective,**

  – develop an indicator (measures where you are)

  and

  – compare the indicator with a benchmark

  [where you want to be (target) or where you have come from (baseline) or where you don't want to be (limit)]

3.1-3.3 Develop indicators, benchmarks & management actions

Vision: A profitable trawl fishery that has little impact on the environment and other marine resource users

Goal 1: Fisheries and critical habitats have been restored and sustained

Management objective 1.1	Reduce the catch of juvenile fish		
Indicators	Percentage of juvenile fish at sample landing sites		
Benchmark	Target: Reduce the percentage to 20% in 5 years (currently 50%)		
Management actions	Expand no-trawl zone	Increase the mesh size of the cod end	Extend the closed season

3.1-3.3 Develop indicators, benchmarks & management actions

Goal 1: Fisheries and critical habitats have been restored and sustained

Management objective 1.2	Increased mangrove area	
Indicator	Hectares of mangroves	
Benchmark	Target: Mangrove coverage restored to 80% of 1970 area (currently 50% of 1970s mangrove coverage lost/degraded)	
Management actions	Cutting of mangroves restricted to legal user groups	Encourage and support local communities to plant mangroves

3.1-3.3 Develop indicators, benchmarks & management actions

Goal 3: The compliance and enforcement of illegal activities are effective and efficient

Management objective 3.1	Reduce encroachment of trawlers	
Indicators	Number of encroachments into artisanal zone reported by small-scale fisher group	Number of prosecutions for illegal fishing
Benchmark	Reduce to 10 incidences per month in two provinces	Currently zero per year
Management actions	Establish reporting system for small scale fishers (community watch)	Form an enforcement and compliance team to include the police, navy and coast guard

Management rules and regulations

- **Some management actions will need to be specified as rules and regulations (both formal and informal). For example:**

  – No-trawl artisanal zone = 8 km

  – Cod end mesh size = 5cm

  – Closed season extends for 4 months

- **These specifications are better in a separate document that can be changed without revisiting the plan**

What data and information do we need for the indicators?

- *Percentage of juvenile fish at sample landing sites*

  – Monitored by research institute through visiting the ports every 3 months

- **Hectares of mangroves**

  – Monitored by remote sensing

- *Number of encroachments into artisanal zone reported by small-scale fisher group*

  – Monitored by communities

- *Number of prosecutions for illegal fishing*

  – Data from legal agency

Finalizing the plan

3.3b Consider enforcement and compliance

– How do you get stakeholders to comply - Monitoring, Control & Surveillance (MCS)?

3.4 Identify sustainable financing

– Where the finances will come from?

– Stakeholders to share the costs?

The 5 steps of EAFM

The EAFM plan template

EAFM Management Plan for FMU XX

1. Vision (Step 1)
2. Background (Step 1)
3. Major threats and issues (Step 2)
4. Goals (Step 2)
5. Objectives, indicators and benchmarks (Step 3)
6. Management actions (Step 3)
7. Compliance (Step 3)
8. Data and info needs – source of data, etc. (Step 3)
9. Financing (Step 3)
10. Communication – link to communication strategy
11. Review of the plan

Implementation of the plan

4.1. Formalize, communicate & engage

- high level support – decree or proclamation
- present to local government authority for endorsement and formal recognition
- awareness raising for fishers and stakeholders (posters, announcement, meeting with organizations)
- communicate the plan to other users of the ecosystem

Trawl Regulations

- Trawl Areas/zones
- Trawl seasons
- Mesh size regulation

20 km trawlable zone

Provincial boundary

5 km artisanal zone
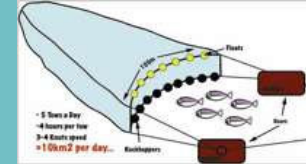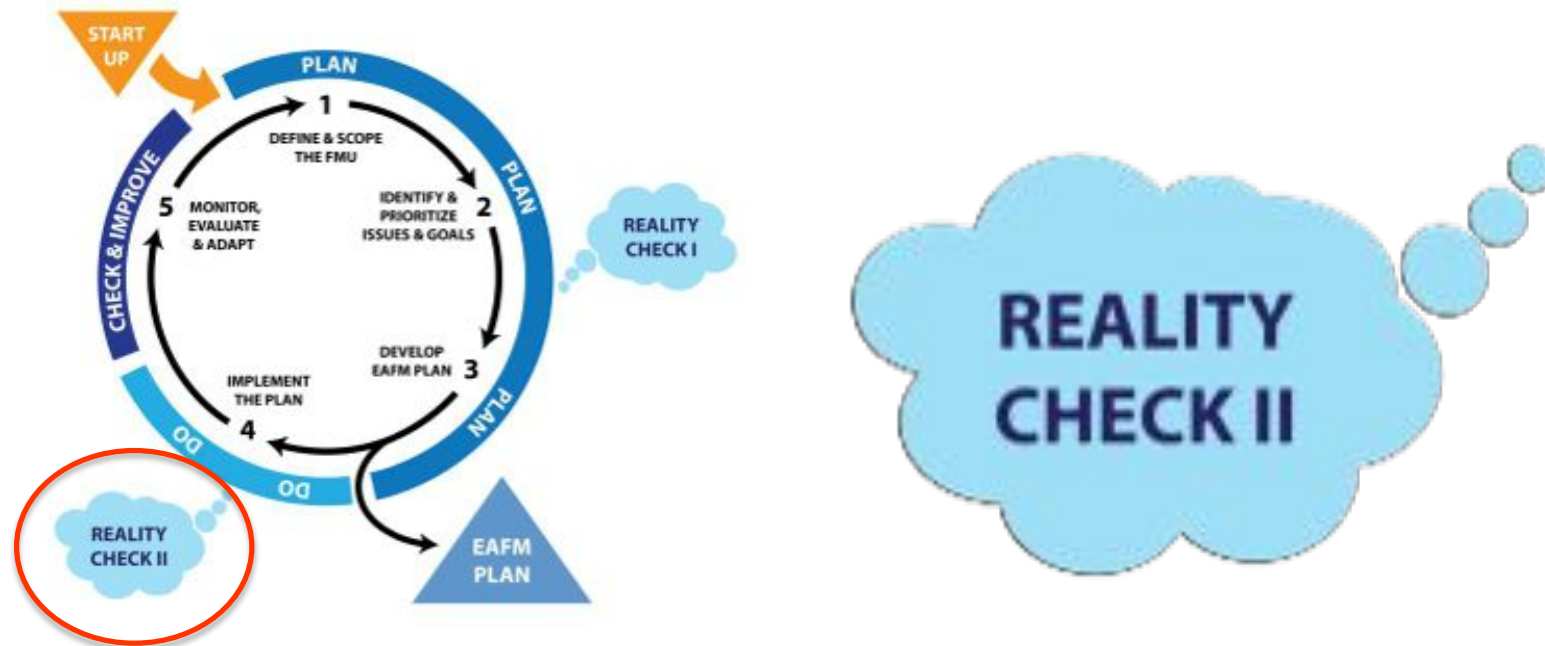
What stands in the way of implementing the plan?

- Is the legal framework adequate?

- Is management at the correct geographic scale to include all the relevant components that will affect the EAFM goals?

- Do we have sufficient coordination and cooperation to be able to work with others?

- Are we prepared to start managing and learn by doing?

5.1 Monitor and evaluate (M&E)

- **Monitor the indicators**

  - participatory monitoring
  - supporting information from other sources

- **Evaluate how well management is meeting the objectives and goals**

  - compare the indicators with the benchmarks
  - stakeholder perceptions

5.2 Review and adapt

- **At regular intervals review the plan against the M&E results**

- **Adapt the plan**

  - **every year**
    - adjust the management actions
    - examine why MCS is not working
  - **every 5 years**
    - revisit goals
    - revisit objectives
    - adjust the management actions
    - examine why MCS is not working

Essential EAFM Training Course

- Adult learning principles
- Highly interactive
- Use of Session Plans
- Learning controls and feedback
- Open access
- Training of Trainers
- EAFM Plan as output

Essential EAFM

(Ecosystem Approach to Fisheries Management)

TRAINER

VISUALS GALLERY

Version 1

Sustainable Development

"Development which meets the needs of the present without compromising the ability of future generations to meet their own needs."

Sustainable development is about maximizing the ecosystem benefits but at the same time not degrading the systems to the extent that the benefits can not be sustained
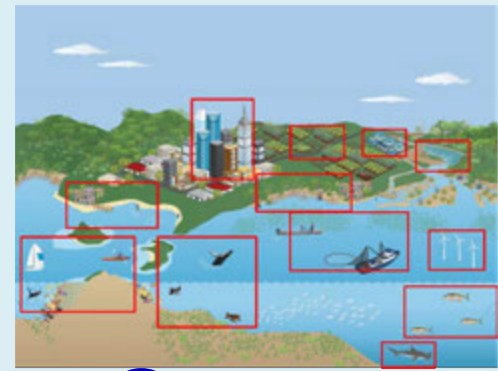
What is an ecosystem?

"An ecosystem can be defined as a relatively self-contained system that contains plants, animals (**including humans**), microorganisms and non-living components of the environment as well as the interactions between them." SPC (2010)

Sustainable development

Ecological Well-being

Good Governance

Human Well-being

for future generations

3 Components of EAFM

EAFM

| Ecological well-being | Human well-being | Good governance |
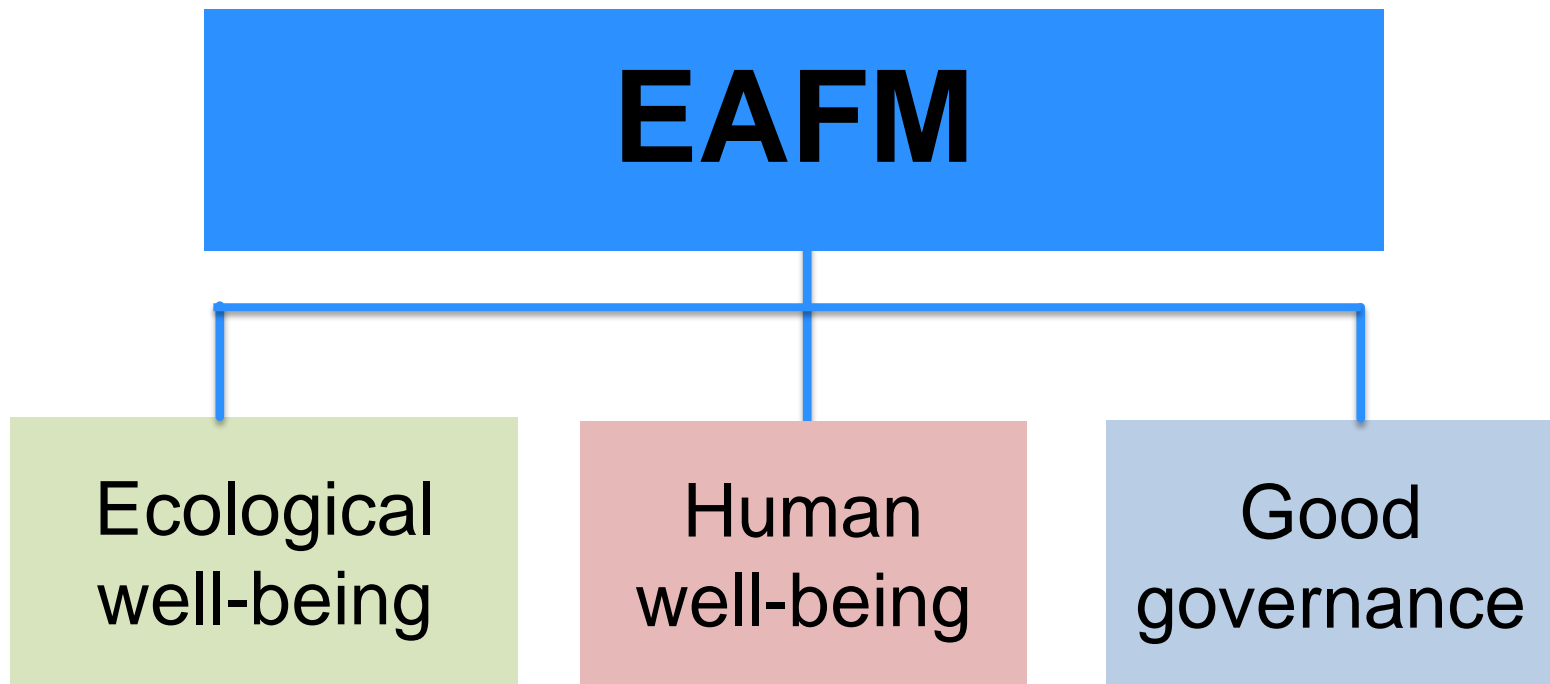
Key principles of EAFM

P1: Good governance

P2: Appropriate scale

P3: Increased participation

P4: Multiple objectives

P5: Cooperation and coordination

P6: Adaptive management

P7: Precautionary approach

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Good governance

Consensus orientated

Participatory

Follows the rule of law

Effective and efficient

GOOD GOVERNANCE

Accountable

Transparent

Responsive

Equitable and inclusive

The 5 steps of EAFM
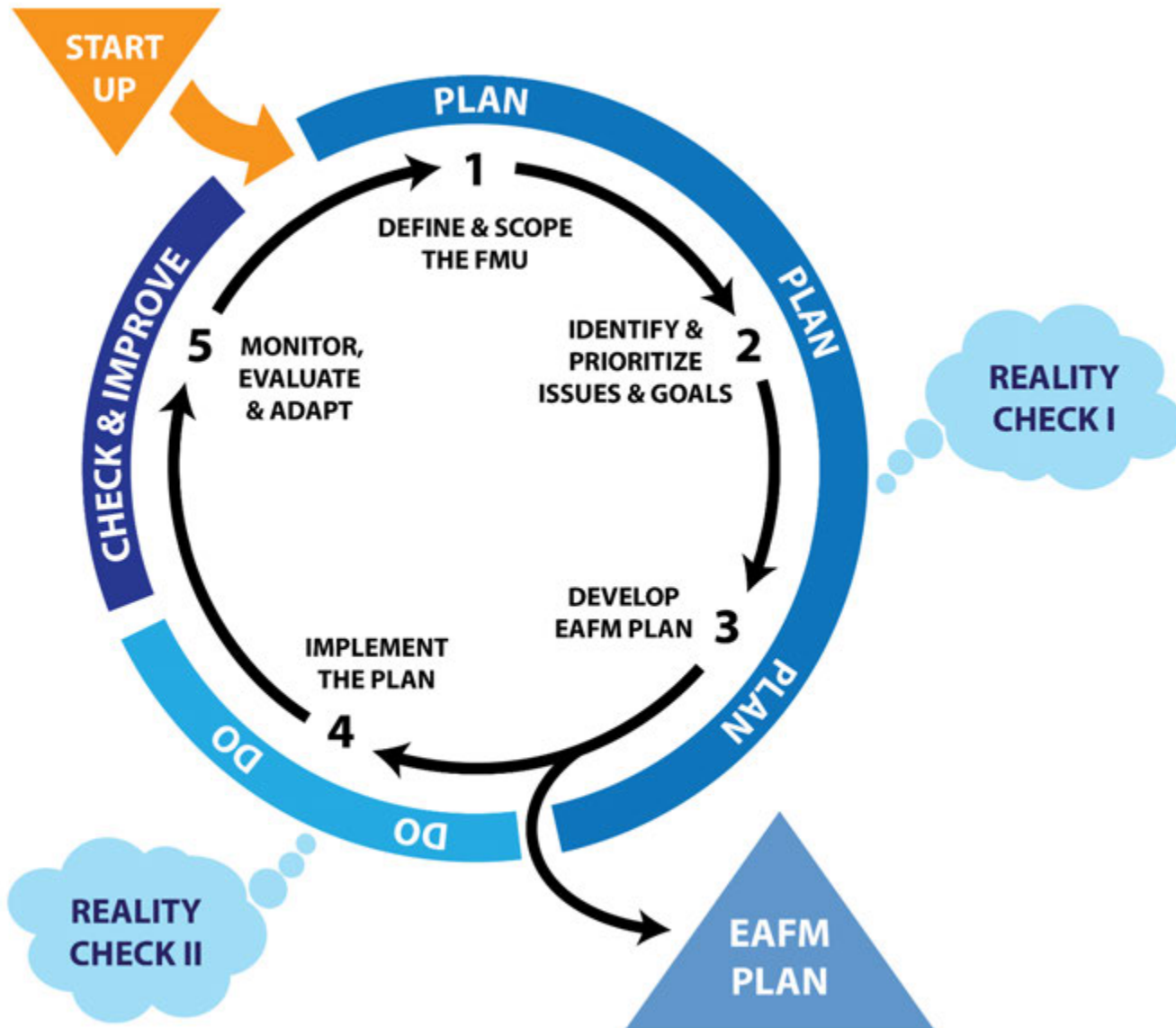
Who are your stakeholders?

"A stakeholder is any individual, group or organisation who has an interest in or who can affect or is affected by, positively or negatively, the EAFM process"

Co-management …

Partnership arrangements in which community of local resource users, government, other stakeholders and external agents share responsibility and authority for the management of the fishery, with various degrees of power sharing

The coastal ecosystem

Source: FAO

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EAFM co-management

REGIONAL GOVERNMENT

NATIONAL GOVERNMENT

LOCAL GOVERNMENT

FISHERS

FISHERIES MANAGEMENT

VILLAGE GOVERNMENT

FISHERIES STAKEHOLDERS

EXTERNAL AGENTS

NGO

COASTAL STAKEHOLDERS
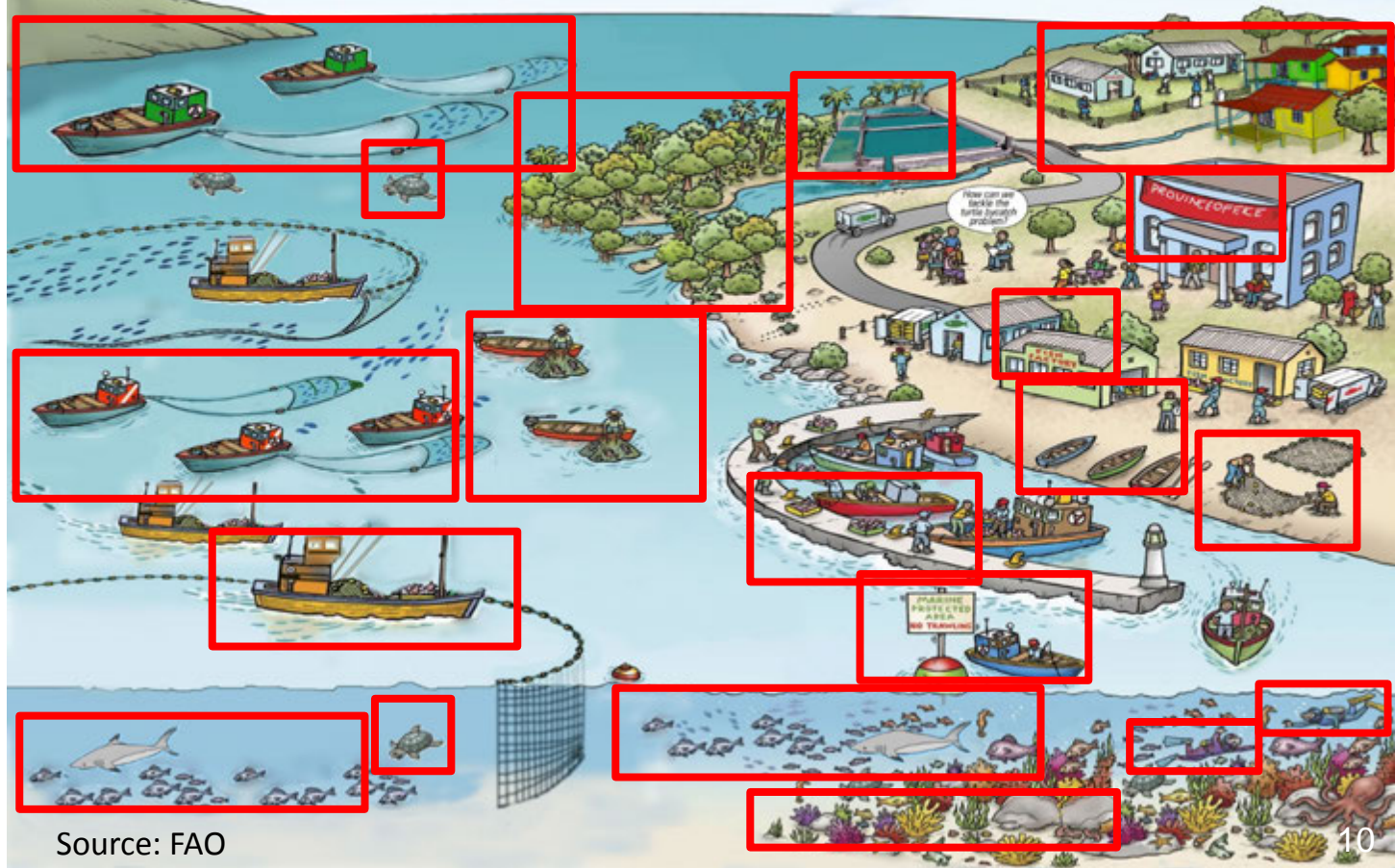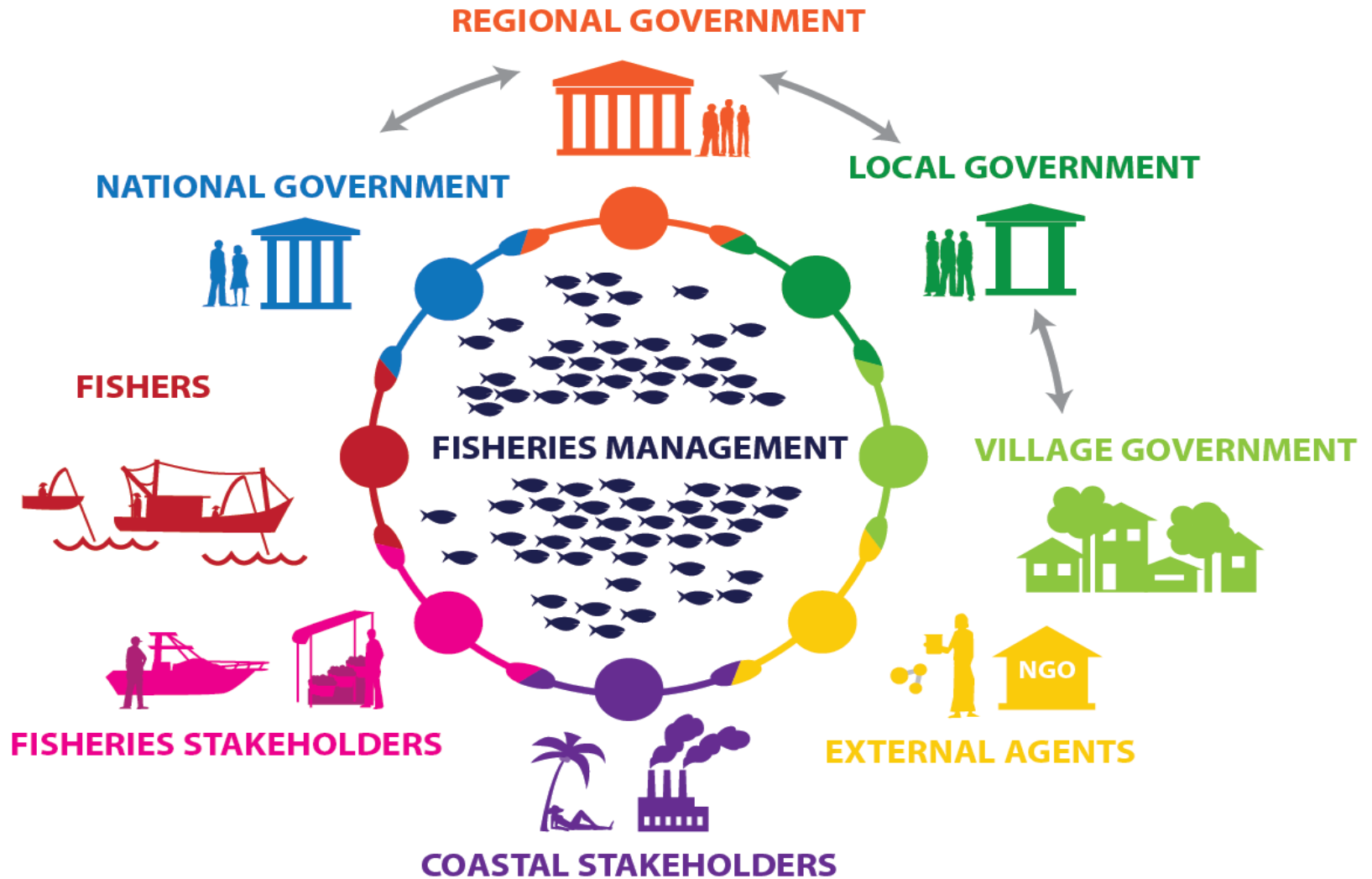
The active **PARTICIPATION** of people is at the heart of EAFM

Empowerment

Ownership

Equality (all voices heard)

Group Cohesion

Identifying opportunities for EAFM

BUILDING THE EAFM PLAN

ADAPTING THE EAFM PLAN
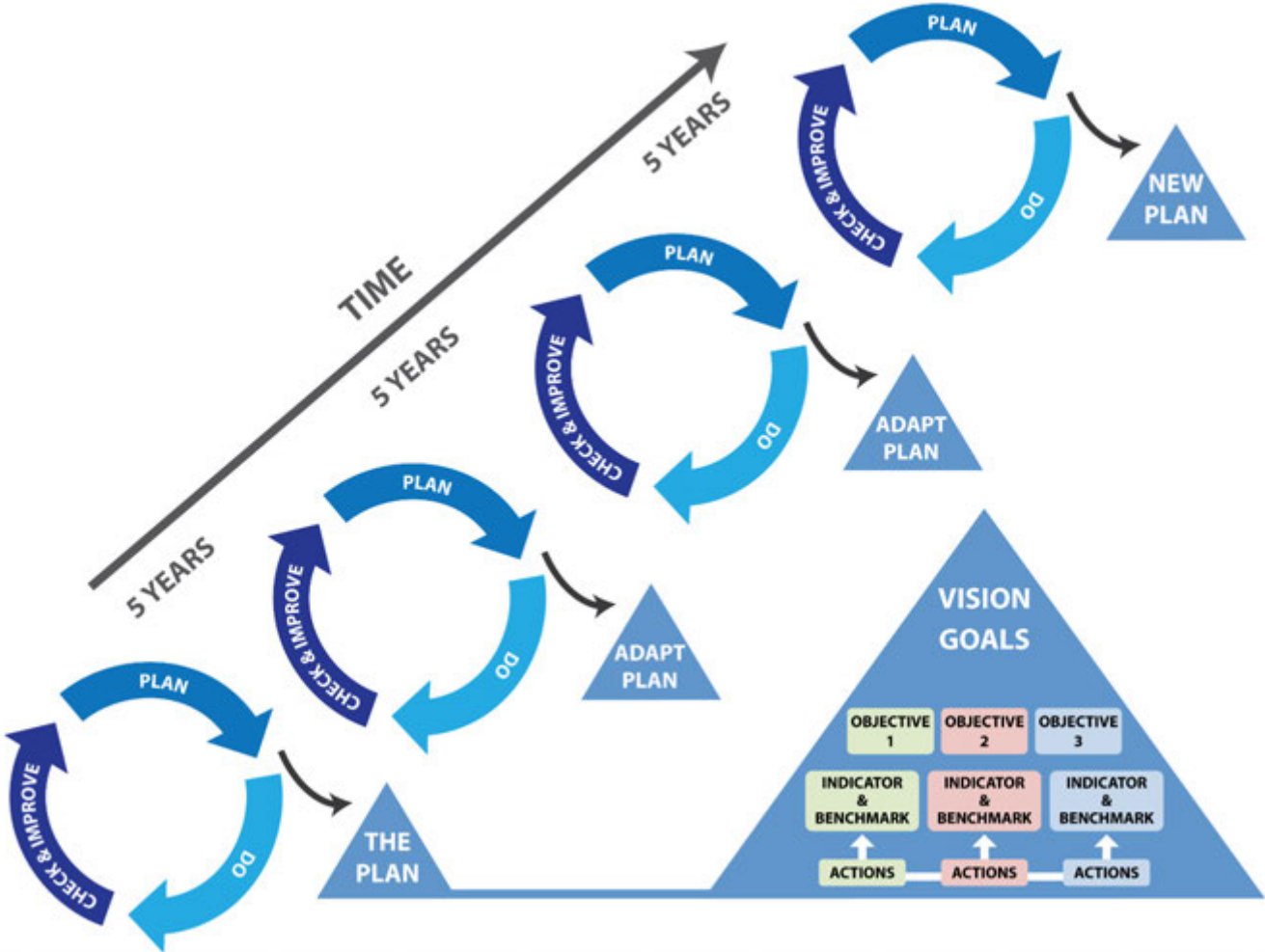
EAFM Plan outline

EAFM Management Plan for FMU XX

1. Vision (Step 1)
2. Background (Step 1)
3. Major threats and issues (Step 2)
4. Goals (Step 2)
5. Objectives, indicators and benchmarks (Step 3)
6. Management actions (Step 3)
7. Compliance (Step 3)
8. Data and info needs – source of data, etc. (Step 3)
9. Financing (Step 3)
10. Communication – Link to communication plan (Step 4)
11. Review of the plan – Link to frequency of reviews (Step 5)

Essential EAFM

(Ecosystem Approach to Fisheries Management)

TRAINER

ASSESSMENT FORMS

Version 1

What you hope to get from the training?

Name: _____ Date: _____

Designation /position: _____ Place of work: _____

Introduction

Please define what you understand by "Ecosystem Approach to Fisheries Management":

_____

_____

_____

Question 1

From a job perspective, what are your main expectations from participating in the training course?

_____

_____

_____

_____

Question 2:

In relation to EAFM and fisheries management, what are the main constraints encountered in your job?

1._____

_____

2._____

_____

How do you think the training course could provide solutions?_____

_____

_____

_____ PTO ⇨

Question 3:
Please score the following training course topics in terms of their expected relevance for you:
(1= not at all relevant, 2= to little extent, 3= to some extent, 4= to large extent, 5= fully relevant)

Topic	Score (1, 2, 3, 4, 5)
Why use an ecosystem approach (EA)?	
What is EAFM and why do we need it?	
EAFM principles	
Startup tasks (preparation for the EAFM process)	
Stakeholder engagement	
Define and scope the fisheries management unit (FMU)	
Identify and prioritize issues and goals	
Develop objectives, indicators and benchmarks	
Agree management actions and MCS, agree sustainable financing	
Implementation: formalize, communicate and engage	
Governance	
Co-management	
Monitor, evaluate and adapt	
Develop draft EAFM plan	
Conflict management	
Participation and facilitation skills	
Preparing and giving presentations on EAFM plan	

Question 4:
Please explain briefly for each of the three topics you rated as being most relevant to you in Q3 why you consider these topics to be of particular relevance to your job:

Topic 1 _____

Why relevant: _____

_____

Topic 2 _____

Why relevant: _____

_____

Topic 3 _____

Why relevant:_____

_____

Any other comments: _____

_____

Instructions: This is a multiple choice quiz. Record your answers on the separate quiz answer form. Ensure you have included your name and, once completed, return the form to the trainer.

Section 1. What is EAFM?

1. **The three main components (or pillars) of EAFM are:**
   a) ecological, economical, governance
   b) ecological well-being, human well-being, governance
   c) biology, society, economy
   d) fisheries, institutions, and society
   e) living resources, non-living resources, regional structure

2. **Which one of the following statements about an ecosystem is correct?**
   a) it changes little over time
   b) it contains plants, animals (including humans), micro-organisms and non-living components of the environment
   c) changing the population size of one species will not affect an ecosystem
   d) it contains a collection of plants and animals that co-exist because of their compatible needs and behaviours
   e) is defined by predator-prey relationships of living organisms for any given environment

3. **Which of the options below is NOT an example of ecosystem goods and services?**
   a) seafood (including seaweed)
   b) natural flood control
   c) outdoor recreation
   d) cultural and spiritual connections
   e) monitoring, control, and surveillance

4. **Why are scaling considerations key to EAFM?**
   a) temporal scales can help account for sustainable use over time
   b) spatial scales allow for EAFM implementation at different levels
   c) governance scaling allow for harmonizing policies and divisions
   d) a and c only
   e) a, b, and c

5. **What type of information do you need to develop an EAFM plan?**
   a) scientific data (social and ecological)
   b) qualitative
   c) traditional
   d) all of the above
   e) ecological data

6. **The precautionary approach is:**
   a) when new information is collected before taking any management action
   b) an approach that replaces informed decision-making in management
   c) an approach that supports taking cost effective measures to prevent environmental degradation
   d) when scientific uncertainty is used as a reason to implement measures to prevent environmental degradation whatever the cost
   e) a reason not to collect any more data and information

Section 2: How to implement EAFM

7. **Adaptive management is:**
   a) a process of continually improving management policies and practices by learning from previous experience
   b) an experimental approach to management
   c) when management strategies are tried until they fail, at which point another, new strategy is put in place
   d) management adapted to local customs, traditions and institutions
   e) whenever there is insufficient or incomplete information, cautionary measures are adopted

8. **Insert the five steps into the correct order on the dashed lines in the diagram below:**
A) Development of the EAFM plan, B) Implementation, C) Define/Scope Fisheries Mgmt Unit,
D) Monitoring, evaluate and adapt and E) Identifying and prioritizing goals

   a) A, B, C, D, E
   b) A, C, E, B, D
   c) C, E, A, B, D
   d) E, C, A, D, B
   e) C, D, E, A, E
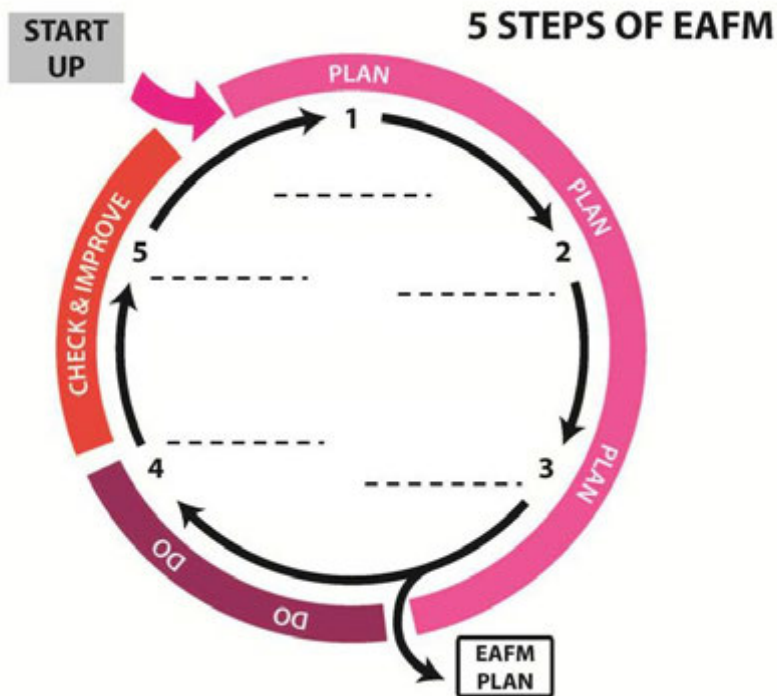
9. **Who are the stakeholders that need to be involved in the EAFM process?**
    a) people and organizations that affect and are affected by the fishery
    b) some key community members and government
    c) representatives from the fisheries agency at both the national and district level
    d) fishers
    e) everyone in the coastal villages

10. **At which point is stakeholder participation important in the EAFM process?**
    a) developing the EAFM plan
    b) implementing the EAFM plan
    c) monitoring the EAFM plan
    d) at all points in the process
    e) only when stakeholders demand participation

11. **A good facilitator is?**
    a) inclusive and fair
    b) a stakeholder in the process
    c) a government official
    d) one-way communicator of information to stakeholders
    e) in control of the timing of the EAFM process

12. **If a stakeholder group repeatedly objects to a <u>critical</u> management action agreed upon by the rest, the EAFM team should:**
    a) remove stakeholder group from EAFM process
    b) remove management action from EAFM process
    c) implement other, non-controversial management actions only
    d) abandon EAFM process, since it cannot operate without consensus
    e) modify action if possible, but still adopt it

Section 3: The EAFM plan

13. **Place the following in the order in which they are developed during the EAFM cycle:**
    a) vision, goals, objectives, management actions
    b) goals, management actions, vision, objectives
    c) vision, goals, management actions, objectives
    d) management actions, objectives, goals, vision
    e) vision, objectives, management actions, goals

14. **The definition of a goal in the context of management is:**
    a) what is intended to be achieved through an EAFM management intervention
    b) a pair of posts linked by a crossbar and typically with a net between, forming a space into or over which the ball has to be sent in order to score
    c) the broadly desired result of the EAFM plan
    d) an action that can be applied to the system in order to achieve a desired result
    e) what each stakeholder involved has agreed to do as part of EAFM

15. **Within an EAFM plan, an indicator:**
    a) defines the goal we are trying to achieve
    b) specifies the controls applied to achieve the management objective
    c) can be used to measure changes over time
    d) determines the management action
    e) both c and d

16. **How are benchmarks and indicators related?**
    a) benchmarks do not relate to indicators
    b) indicators are applied without benchmarks
    c) a benchmark can point to past or desired point as measured by indicator
    d) one benchmark for one or more indicators
    e) they're related, but as distant cousins

Section 4: DO and CHECK the EAFM plan

17. **Which are the general principles of good governance?**
    a) accountability and transparency
    b) responsiveness and effectiveness
    c) efficiency and rule of law
    d) all of the above
    e) incorporates ecosystem science

18. **Why is conflict management important to EAFM?**
    a) helps save marine species
    b) because of the broader scope and participatory nature of EAFM
    c) because every EAFM management action creates conflict
    d) because of the regional nature of EAFM
    e) because of the long-term view of EAFM

19. **How does monitoring relate to adaptive management?**
    a) it informs management by providing feedback
    b) monitoring is not part of adaptive management
    c) it allows for participatory data-gathering
    d) it helps test assumptions
    e) both a and d

Name: ....

Date: ....

Instructions: mark one box per question

Question	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
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Trainer notes [TRAINER VERSION/Answer key]

- Quiz can be administered either as a pre- and post-test, or as a post-test only. [For pilot June 2013 as post-test only.]

- Participants should be notified about the quiz prior to registration so that they know what to expect and the quiz does not come as a surprise. This can be mentioned in the course invitation letter, along with the fact that the course is highly participatory and will also involve presentations by each person.

- It is up to trainers and course designers to decide if there is a passing grade in the quiz in order for participants to receive a certificate.

- The quiz covers basic and essential concepts covered in the EAFM process – it can help to provide initial guidance and feedback to trainers on which key course areas are not being understood by participants.

- Trainers should emphasize that this quiz is mostly to obtain feedback on the efficiency of their teaching of the material - i.e. it is testing the trainers more than the participants.

- Time is allotted for the quiz at the end of the fourth day of the course. Trainers need to mark and identify common incorrect answers before or on the fifth day.

- If a passing grade is implemented, offer those who don't pass a second chance to take the quiz during the break/lunch on day 5.

- Highly recommended: if time allows, the trainer should run through answers with the entire class, providing explanations for the right answers, as this is an effective teaching practice. This could also be followed by a more open question session for any areas/topics participants want further explanation of [factored into day 5 of pilot].

- Give each participant a copy of the quiz and the answer sheet. Collect all answer sheets and use the Essential EAFM quiz scoresheet (excel file) to record and auto-calculate participant's total quiz score.

Post training follow up

- Action planning on day 5 involves participants developing individual action plans – what they hope to do and implement in the next three to six months. Trainers to make copies of these; participants retain originals. Participants can also write a letter to themselves including the same information.

- Trainers keep these letters and mail these to each individual participant at the end of the agreed time period (3 to 6 months), together with email follow up.

- "EAFM Buddies" can team up during the course to keep each other on check. [For pilot they team up on day 5].

1. **The three main components (or pillars) of EAFM are:**
   a) ecological, economical, governance
   b) ecological well-being, human well-being, governance
   c) biology, society, economy
   d) fisheries, institutions, and society
   e) living resources, non-living resources, regional structure

> **The correct answer is b:** *the three pillars of EAFM include ecology, human and governance components. "Economy" is important, but EAFM also needs to account for social factors outside economic activity (including cultural factors). Fisheries are an important component, but incomplete since it leaves out many other parts of the ecosystem.*

2. **Which one of the following statements about an ecosystem is correct?**
   a) it changes little over time
   b) it contains plants, animals (including humans), micro-organisms and non-living components of the environment
   c) changing the population size of one species will not affect an ecosystem
   d) it contains a collection of plants and animals that co-exist because of their compatible needs and behaviours
   e) is defined by predator-prey relationships of living organisms for any given environment

> **The correct answer is b:** *an ecosystem contains plants, animals, people and non-living components, nutrients and sediments are also part of an ecosystem. Also, ecosystems are dynamic and in constant flux. Predator-prey relationships are important, but only offer a limited view of the system's connectivity.*

3. **Which of the options below is NOT an example of ecosystem goods and services?**
   a) seafood (including seaweed)
   b) natural flood control
   c) outdoor recreation
   d) cultural and spiritual connections
   e) monitoring, control, and surveillance

> **The correct answer is e:** *Monitoring, Control, and Surveillance are part of a good EAFM plan, but are not considered to be goods and services provided by the ecosystem. An ecosystem, however, can provide food, can help flood control, provide for cultural connections and outdoor recreation.*

4. **Why are scaling considerations key to EAFM?**
   a) sustainable management considers both longer time scales
   b) spatial scales allow for EAFM implementation at different levels
   c) governance scaling allow for harmonizing policies and divisions
   d) a and c only
   e) a, b, and c

> **The correct answer is e:** *scale issues of EAFM should take place across all three scales: temporal, spatial, and governance.*

5. **What type of information do you need to develop an EAFM plan?**
   a) scientific data (social and ecological)
   b) qualitative
   c) traditional
   d) quantitative
   e) a,b,c,d

The correct answer is e: an EAFM plan should include scientific, qualitative and traditional information on the ecosystem and place. Relying only on information from scientific data leaves out important sources of information that should be taken into account.

6. **The precautionary approach is:**
   a) when new information is collected before taking any management action
   b) an approach that replaces informed decision-making in management
   c) an approach that supports taking expensive and unfounded measures to prevent environmental degradation
   d) when a lack of full scientific certainty is not used as a reason for postponing cost effective management
   e) a reason not to collect any more data and information

The correct answer is d: when scientific certainty cannot be established, this cannot be used as an excuse for not taking action. However, actions taken with incomplete data also need to account for the cost associated with their implementation. Action can and should be informed by the best available information and should also be cost-effective.

Section 2: How to implement EAFM

7. **Adaptive management is:**
   a) a process of continually improving management by learning from previous experience
   b) an inflexible approach to management
   c) when management strategies are tried until they fail, at which point another, new strategy is put in place
   d) management adapted to local customs, traditions and institutions
   e) whenever there is insufficient or incomplete information, cautionary measures are adopted

The correct answer is a: you do, monitor results, learn and adapt management. Adaptive management allows for flexibility in management actions in the future, instead of establishing rigid structures and action plans that are not informed by results from early action or changes in the ecosystem, socio-economy, or governance factors.

8. **Insert the five steps into the correct order on the dashed lines in the diagram below:**
A) Development of the EAFM plan, B) Implementation, C) Define/Scope Fisheries Mgmt Unit,
D) Monitoring, evaluate and adapt and E) Identifying and prioritizing goals
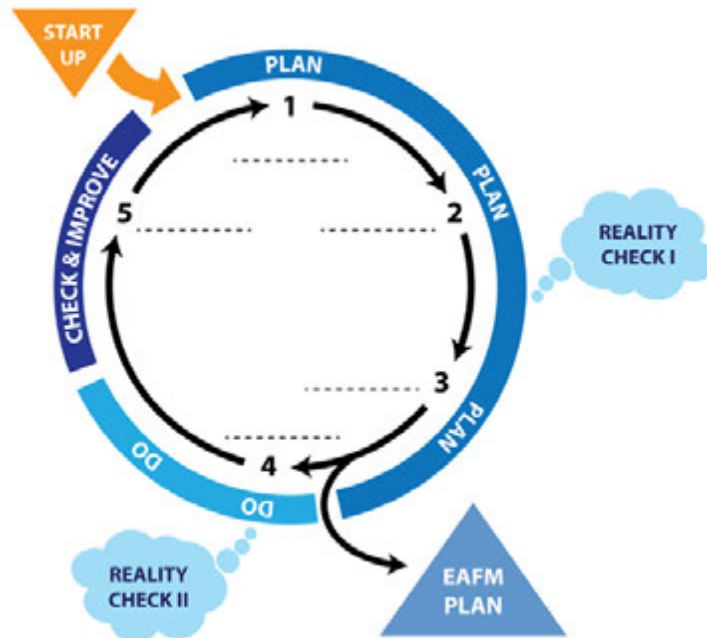
The correct sequence is:
1 = C (define/scope FMU)
2 = E (identifying & prioritizing goals)
3 = A (developing EAFM plan)
4 = B (implementation)
5 = D (monitoring, evaluate and adapt)

9. **Who are the stakeholders that need to be involved in the EAFM process?**
   a) fishers
   b) some key community members and government
   c) representatives from the fisheries agency at both the national and district level
   d) people and organizations that affect and are affected by the fishery
   e) everyone in the coastal villages

The correct answer is d: stakeholders in an EAFM process should not just be fishers and government officials; it needs to include, or be represented by, groups that are likely to be affected by, and affect, the resource. At the same time, it would be unrealistic for an EAFM plan to attempt to include everyone, except on few occasions when there's a very narrow spatial scale.

10. **At which point is stakeholder participation important in the EAFM process?**
   a) developing the EAFM plan
   b) implementing the EAFM plan
   c) monitoring the EAFM plan

d) a,b,c

e) only when stakeholders demand participation

The correct answer is d: stakeholders are involved during all points in the process because EAFM involves participatory management. This means that people who have a stake in the fishery are a part of decision-making in all aspects of the fishery management process.

11. **A good facilitator is?**
    a) inclusive and fair
    b) a stakeholder in the process
    c) a government official
    d) one-way communicator of information to stakeholders
    e) in control of the timing of the EAFM process

The correct answer is a: the role of the facilitator is to ensure the fair representation of all stakeholder groups, both in the communication of information and at points where decisions are made that affect the fishery and associated ecosystem. For this the facilitator has to be an inclusive and independent person who has no stake in the fishery resources being managed.

12. **If a stakeholder group repeatedly objects to a <u>critical</u> management action agreed upon by the rest, the EAFM team should:**
    a) r**emove stakeholder group from EAFM process**
    b) **n**egotiate and modify action if possible, but still adopt it
    c) remove management action from EAFM process
    d) implement other, non-controversial management actions only
    e) abandon EAFM process, since it cannot operate without consensus

The correct answer is b: broader stakeholder involvement inevitably will introduce conflict and divergent interests. But decisions have to be made. Compromise should be sought, and it is necessary to consider the risk of not doing it. But, if management action is considered <u>critical</u> to the EAFM plan and rest of stakeholders support it, action should not be abandoned (refer to conflict management module, step 4.4).

Section 3: The EAFM plan

13. **Place the following in the order in which they are developed during the EAFM cycle:**
    a) vision, goals, objectives, indicators, benchmarks, management actions
    b) goals, indicators, management actions, vision, objectives, benchmarks
    c) benchmarks, vision, goals, indicators, management actions, objectives
    d) management actions, benchmarks, objectives, goals, vision
    e) indicators, vision, objectives, benchmarks, management actions, goals

The correct answer is a: vision is needed early in the process, shared among stakeholders, reflecting what you want to see in future; it tends to be broad and general. Goals help clarify the vision. Objectives make the goals operational, and often times one goal leads to several objectives. Indicators and associated benchmarks are used to indicate the present status and measure change in the selected component of the system. Management action comes at the end, guided by each objective and it's the practical, doing part.

14. The definition of a goal in the context of management is:
   a) what is intended to be achieved through an EAFM management intervention
   b) a pair of posts linked by a crossbar and typically with a net between, forming a space into or over which the ball has to be sent in order to score
   c) The long-term outcome that management is striving to achieve.
   d) an action that can be applied to the system in order to achieve a desired result
   e) what each stakeholder involved has agreed to do as part of EAFM

The correct answer is c: a goal within EAFM is broadly desired result to come from the plan. Stakeholders generate the goals for the plan through agreeing on a set of key values and outcomes for the fishery in the future.

15. Within an EAFM plan, an indicator:
   a) defines the goal we are trying to achieve
   b) specifies the controls applied to achieve the management objective
   c) can be used to measure the current status and change over time
   d) links the objective to the management action
   e) both c and d

The correct answer is e: an indicator measures the current condition of a selected component of the ecosystem. The position and trend of the indicator in relation to a benchmark indicates the present status of the component. Indicators provide a bridge between objectives and action.

16. How are benchmarks and indicators related?
   a) benchmarks do not relate to indicators
   b) indicators are applied without benchmarks
   c) a benchmark can point to past or desired point as measured by indicator
   d) one benchmark for one or more indicators
   e) they're related, but as distant cousins

The correct answer is c: a benchmark provides a reference point for the desired state of an ecosystem component. The position of the indicator in relation to the benchmark shows the present status of the component and can be used to measure the effectiveness of the management action in place.

Section 4: DO and CHECK the EAFM plan

17. Which are the general principles of good governance?
   a) accountability and transparency
   b) responsiveness and effectiveness
   c) efficiency and rule of law
   d) a,b,c
   e) incorporates ecosystem science

The correct answer is d: governance refers to the way in which rules are set and implemented. The meaning of good governance will vary according the policy area in question, however the general principles

18. Why is conflict management important to EAFM?
   a) helps save marine species
   b) because of the broader scope of EAFM involves diverse stakeholders
   c) because every EAFM management action creates conflict
   d) because of the regional nature of EAFM
   e) because of the long-term view of EAFM

The correct answer is b: the broader scope and participatory nature of EAFM means that different stakeholder groups, which may often have diverging interests, are a part of decision-making during all aspects of the management process. EAFM aims to achieve balance between these divergent interests and conflict management is an approach through which this balance is achieved.

19. How does monitoring relate to adaptive management?
   a) it informs management by providing feedback
   b) monitoring is not part of adaptive management
   c) it allows for participatory data-gathering
   d) it helps test assumptions
   e) both a and d

The correct answer is e: adaptive management is the process of continually improving future management actions by learning from the outcomes of previous management actions. Monitoring provides the information with which management can be improved over time. It provides feedback on previous or current management actions to assess their efficacy in achieving the management objectives. This information can be used to review and adapt the plan with corrective action.

Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score
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Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score	Insert ame	Score
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Name (optional)_____ Date: _____

Designation/Position: _____ Place of work: _____

Question 5:
Now that you have finished the training course, how would you rate the <u>overall usefulness</u> of the training from your job perspective?
Please use a scale from 1 to 5 (1= not useful at all, 2= useful to little extent, 3= useful to some extent, 4= useful to large extent, 5= extremely useful).

Score:_____

Question 6:
Please score the following training course topics, as delivered, in terms of their usefulness to you from a job perspective: (use the same scale as in Q. 5 above)

Topic	Score (1, 2, 3, 4, 5)
Why use an ecosystem approach (EA)?	
What is EAFM and why do we need it?	
Principles of EAFM	
Startup tasks (preparation for the EAFM process)	
Stakeholder engagement	
Define and scope the fisheries management unit (FMU)	
Identify and prioritize issues and goals	
Develop objectives, indicators and benchmarks	
Agree management actions and MCS, agree sustainable financing	
Implementation: formalize, communicate and engage	
Governance	
Co-management	
Monitor, evaluate and adapt	
Develop draft EAFM plan	
Conflict management	
Participation and facilitation skills	
Preparing and giving presentations on EAFM plan	

Question 7:
Are there any particular elements/topics that you were missing in this training course and which you would recommend including in future training courses?

Topic 1:

_____

Topic 2:

_____

_____

Question 8:
Based on the **actual** **experience/learning** you have acquired from the training, please select, <u>in prioritized order</u>, **three topics you consider to be the most useful to you from a job perspective** and explain briefly why you find them useful (use the suggested list of topics from Q6 as guidance and add topics as needed).

Topic 1 _____

Why useful?:_____

_____

_____

Topic 2 _____

Why useful?:_____

_____

_____

Topic 3 _____

Why useful?:_____

_____

_____

Question 9:
Are you considering sharing experience/learning from the training with others? | Y/N _____ |

If yes, please indicate how (e.g. post-visit briefing workshop/seminar; dissemination of training materials, etc.) and with who?

How: _____

_____

_____

With who: _____

_____

_____

PART 2. Course design & delivery   Date: _____

Course design

Course too short <	1	2	3	4	5	> Course too long
Pace too slow <	1	2	3	4	5	> Pace too fast
Too few topics <	1	2	3	4	5	> Too many topics

Please comment:

Course trainers
Please rate each trainer according to each category: 1 = poor   2 = fair   3 = good   4 = excellent

Name of trainer: ....

Knowledge..................................	1 2 3 4	1 2 3 4	1 2 3 4
Style & approach.........................	1 2 3 4	1 2 3 4	1 2 3 4
Preparation & organization.........	1 2 3 4	1 2 3 4	1 2 3 4
Friendliness & responsiveness.....	1 2 3 4	1 2 3 4	1 2 3 4

Please comment:

Training methods

	Poor	Fair	Good	Excellent
Presentations	1	2	3	4
Practical activities	1	2	3	4
Group discussions and participation........	1	2	3	4
Other media/videos............................	1	2	3	4
Quality of materials	1	2	3	4

Please comment:

Administration

How do you rate the service from the course administration staff?
Poor <   1   2   3   4   > Excellent

Please suggest improvements:

Monitoring group feedback Course: ……………………………………………………… Date ……………………………………………………………	
Keep it:	**Change it:**
Add it:	**What participants will remember:**