



**Food and Agriculture
Organization of the
United Nations**

ECOSYSTEM APPROACH TO FISHERIES MANAGEMENT TRAINING COURSE (INLAND FISHERIES)

VOLUME 4: TRAINING SESSION PLANS



Cover image: Emmanuela D'Antoni, "Inland Fisheries" (FAO, 2003).

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FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
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PREPARATION OF THIS DOCUMENT

This Ecosystem Approach to Fisheries management (EAFm) inland fisheries training course is a development of the Essential-Ecosystem Approach to Fisheries Management (E-EAFm) training course, which was developed over several years starting in 2012. The consortium of institutions and projects which developed the course consisted of: the Food and Agriculture Organization (FAO) of the United Nations, the National Oceanic and Atmospheric Administration (NOAA) and IMA International.

The Essential-Ecosystem Approach to Fisheries management (E-EAFm) training course and E-EAFm Training of Trainers Course are rooted in, and closely follow the EAF Guidelines and Tools produced by FAO from 2003 onwards, through the EAF-Nansen Project (and tested and applied mainly in Africa and the Caribbean). In mid-2012, IMA International was invited to explore and coordinate the potential and opportunity for harmonizing or merging regional EAFm capacity development processes.

A first EAFm curriculum development ‘writeshop’ was held in November 2012 in Phuket, Thailand. This was followed by a second ‘writeshop’ in Manila, Philippines, in January 2013. A training package was produced and used as course material for a first “Essential EAFm” pilot-training and training-of-trainers in Kota Kinabalu, Malaysia, in June 2013. Based on the experience gained from this pilot training, the course material was further improved and finalized.

The drafting team for the original E-EAFm training handbook included Rusty Brainard (NOAA), Silvia Capezzuoli (IMA International), Simon Funge-Smith (FAO), Chris Grose (IMA International), Adel Heenan (NOAA), Rudolf Hermes (BOBLME), Paulo Maurin (NOAA), Megan Moews (NOAA), Chris O’Brien (BOBLME), Robert Pomeroy (USAID-CTSP) and Derek Staples (Fisheries Management Consultant). Nygiel Armada, Robert Pomeroy and Derek Staples drafted the original written modules for this course. Additional input was provided by Janna Shackeroff, Robert Schroeder, Jarad Makaiau and Max Sudnovsky (all NOAA) and Magnus Torell (SEAFDEC). Figures used and adapted with permission from the United Nations Environment Programme (UNEP) and the International Collective in Support of Fishworkers (ICSF).

The original coastal/marine-focussed E-EAFm has been modified for application in a number of countries and regions by FAO, SEAFDEC, The Nature Conservancy and USAID funded projects.

The modification for application of the E-EAFm handbook and training materials to inland fisheries contexts, was undertaken by Simon Funge-Smith (FAO), Rick Gregory (FAO), John Jorgensen (FAO) and Silvia Capezzuoli (IMA International) during 2018-19.

The EAFm Inland fisheries training course was piloted in Mangochi, Malawi in March 2019 and the material finalized in May 2019.

ABSTRACT

This Ecosystem Approach to Fisheries management training course (Inland Fisheries) is designed as a complete training course for the sustainable management of inland fisheries using the ecosystem approach. It is targeted at middle-level fishery and environment officers, extension workers, facilitators and other stakeholders engaged in the planning and management of inland fisheries.

This training course is designed to be applicable to many inland fishery contexts around the world (including overlapping freshwater fishery and aquaculture systems). It is also intended to be adapted to suit specific local contexts.

This is the first of three volumes, developed for the training course:

VOLUME 1: HANDBOOK FOR TRAINEES

VOLUME 2: INLAND FISHERY CASE STUDIES

VOLUME 3: TRAINING COURSE PRESENTATIONS & VISUALS

VOLUME 4: TRAINING SESSION PLANS

This volume is VOLUME 4: TRAINING SESSION PLANS and contains detailed descriptions for EAFm trainers on how to run each of the training sessions of an EAFm training course. The plans contain the session timings, notes for the slide presentations and explanations as to key messages to deliver. The activities that are used to break up the training and reinforce the learning are also described.

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SESSION 1	INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES				08:00–10.20 (140 minutes)			
Date	Day 1 Session 1							
NB. Where 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 1 st morning break.								
Objectives	<ul style="list-style-type: none"> • Registration • Official welcome • Participants introduce themselves • Trainer runs through course objectives and overview • Review, logistics, queries • Communicate your personal hopes and concerns for the course • Identify threats and issues faced by your fisheries and associated ecosystems 							
Notes:								
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)								
Activity = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time		Expected Participation					Resources used
			1	2	3	4	5	
DAY 1 Registration	8.00- 8.30 30m	<p>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.</p> <p>Participants sign register, collect blank name badges and write on them the name they want to be called during the course.</p> <p>Participants can sit where they like.</p> <p>Trainers welcome participants as they come into training room, and explain the task below to the firstcomers (so this activity becomes self- managing).</p>					X	<p>Participant Handbook, Workbook, Toolkit, Action plans, register, name badges</p> <p>NB. These should all be laid out/ ready the day before</p> <p>Trainers must memorise participant names as soon as possible</p>

SESSION 1	INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES					08:00–10.20 (140 minutes)
		Check every now and then that all participants complete rapid assessment below.				
Rapid assessment (this is happening during registration)	8.00-8.30 30 m	<p>Have 3 large charts up on wall. (NB. Prepare these the day before)</p> <p>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).</p> <p>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)</p> <p>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).</p> <p>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.</p> <p>Optional: 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)</p> <p>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 morning break we have everyone's names up.</p>			X	3 Prepared flipcharts + post-its nearby, sticky dots, pens, Camera for photos and printer

SESSION 1	INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES					08:00–10.20 (140 minutes)
		Have a resource person / support staff take photos of each participant in the room. You will need to print these photos passport-size before 10 am and add them to participant cards for mapping ID cards on wall at morning break.				
Welcome 15 minutes	8.30– 8.45 15	Welcome from organisers (ideally this should only be a few words)	X			Slide with official event title or banner; slide 1
Trainer and participant introductions	8.45– 9.00 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
<i>Ice breaker activities</i> <i>Activity 1</i>	9.00– 09.05 5	Activity 1 (5 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 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).				X
Complete pre-course assessment	9.05– 9.20 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.				X Pre-course assessment forms Trainer analyse forms during morning+ lunch break day 1; check for any issues

SESSION 1		INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES					08:00–10.20 (140 minutes)					
		Give 15 minutes to complete it. Collect all pre-course assessments.										
Course overview	9.20–9.40 20	<p>Course Overview: Trainers run through slides giving quick overview of course:</p> <p>Slides 3-5: set context; slide 6 timetable and content; Reminder of venue/local facilities; logistical arrangements, breaks, lunches, any socials; day 1 morning break slightly later - admin support identified</p> <p>Slide 7: 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); 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).</p> <p>Slides 8-9: methodology: adult learning, different methods, trust, openness, sharing of experiences in safe space to enhance learning.</p>					X					Slides 2-9 Flip chart and pen for course code
Course code		<p>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.</p> <p>Explain that we will have a 'parking lot' where we will note down difficult terms / concepts (this is also important for translation issues)</p> <p>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</p> <p>After slide 9, Agree course code (3 mins) 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.)</p>										Keep course code displayed throughout the week, and refer back to it if needed

SESSION 1	INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES					08:00–10.20 (140 minutes)
<p>Participant Hopes & Concerns</p>	<p>09.40–09.50</p> <p>10</p>	<p>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.</p> <p>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, (optional: on 3rd colour write WHAT YOU BRING TO THE COURSE (cards can be anonymous). Use marker pens. Big writing.</p> <p>Participants work individually for 1 minute, completing a few cards each. They may have several hopes and concerns, as long as they are all written on separate post-its. Invite participants to stand up and place their post-its on relevant flip charts. Everyone to have a look at all post-its displayed.</p> <p>Now, or after break: Trainers 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-content issues can be quickly responded to in morning break with specific individuals.</p> <p>Distribute blank post cards. Ask participants to write their name and agency on card, leave space to stick photo (they will do this just before break)</p>				<p>X</p> <p>3 different sets of coloured post-it notes or small cards</p> <p>3 flip charts on wall/ stand with 1 post-it of a different colour in each:</p> <ol style="list-style-type: none"> 1. HOPES (e.g. yellow) 2. CONCERNS (e.g. pink) 3. optional: WHAT I BRING TO THE COURSE (e.g. green) <p>These outputs are kept to one side (can stay on wall) and can be revisited throughout course +on last day as part of course evaluation.</p> <p>Small postcard size cards for ID cards (have demo)</p>
<p>Activity – identify threats and issues</p>	<p>09.50–10.15</p> <p>25 total</p>	<p><i>At table groups. This is generic exercise (not area groups). Set the context for this course with slide 10. Give clear task instruction. 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; this is a foundation for next few days.</i></p> <p>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.)</p>				<p>X</p> <p>Instructions on slide 10</p> <p>Flipchart, pens, cards, sticky tack, sellotape</p> <p>Trainer: refer to Module 1 for possible threats + issues; you can use this as prompt participants run out of ideas</p>

SESSION 1	INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES				08:00 – 10.20 (140 minutes)		
	20	<p>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).</p> <p>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.</p> <p>Recap with summary slide 11. Explain that Handbook module 1. Threats and issues in fisheries contains lots of detail. They need to read this in evening and keep referring to it.</p>					<p>Threats and issues stay posted up on Flipcharts as they are needed later</p> <p>Slide 11 summary</p> <p>Admin staff to have printed out participant photos passport size; glue; trainers dedicated decide wall space beforehand</p>
Break + photo	10.20 -10.40	BREAK, photo, any latecomers complete rapid assessment					
<p><i>Optional for course longer than 5 days: Ice breaker activities Activity 2</i></p>		<p>Activity 2 (20 minutes): Participant mapping</p> <ol style="list-style-type: none"> 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). <p>Output - generate large map of who is on this training course, what agencies are represented.</p> <p>(At this point ensure that photos are attached to respective participant cards.)</p> <ol style="list-style-type: none"> 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. 				X	<p>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)</p>

SESSION 1	INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES					08:00 – 10.20 (140 minutes)	
		<p>Ask again if their current relationships are represented on the map; they add more as necessary.</p> <p>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.</p> <p>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.</p> <p>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!).</p> <p>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.</p>					
<p><u>Notes for trainers:</u></p>							
<p><u>Trainer Feedback</u></p>							

SESSION 2	FISHERIES MANAGEMENT AND THE ECOSYSTEM APPROACH				10.45–11.55 (70 minutes)			
Date:	Day 1 session 2							
Objectives	<ul style="list-style-type: none"> Realize that a broader management approach is required to address the many threats and issues facing capture fisheries; Recognize how ecosystems benefit human societies; Describe the concept of the ecosystem approach (EA); Explain some of the benefits of using an EA <p>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.</p>							
Notes:								
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)								
Activity = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		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 to 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 cards generated earlier on wall; Module 1. Threats and issues in fisheries
Introduction + objectives	2	Slides 1-2: Explain in this session we will discuss fisheries management and introduce the concept of EA.	X					Slides 1-2
Existing fisheries management	10	Start by defining the objective of fisheries management (slide 3), the various activities covered by fisheries management (slide 4), possible structure of a Fisheries Agency to carry out these activities and the roles of a fisheries manager (slide 5). Then outline the possible characteristics of existing fisheries management (slide 6).	X					Slides 3-7 Module 2 Fisheries management and the EA. Slide 4: see same figure 2.1 in Module 2 Participant Handbook
Activity: what threats	15	Activity in same groups as before break:					X	

SESSION 2	FISHERIES MANAGEMENT AND THE ECOSYSTEM APPROACH					10.45–11.55 (70 minutes)	
<p><i>& issues can existing fisheries management address?</i></p>		<p>a) discuss what you know about existing fisheries management in your country</p> <p>b) Now refer back to all the threats and issues they brainstormed before break (walk to wall and point out 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 (e.g. with a tick), and ii) others. Participants will need to see / walk to wall where all issue cards have been displayed.</p> <p>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.</p> <p>Conclude by showing slide 9, which leads the discussion towards a need for more inclusive / broader form of management.</p>	X				<p>Activity slide 8</p> <p>X</p> <p>Slide 9</p>
Ecosystems and their benefits	15	<p>Put up slide 10 and ask participants what they can see (refer to visual gallery). 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.</p> <p>Show the 5 minute videoclip which expands on these ecosystem interactions. Elicit any comments.</p> <p>Explain what we mean by 'ecosystem' (slide 11). Point out that scientists have a different picture of an ecosystem (Slide 12). This is useful for looking at ecosystem functioning, but not for the ecosystem approach.</p> <p>Explain about linkages in an ecosystem (slide 13); if we remove / change one element, this may impact on other elements (need to think of consequences).</p>	X				<p>Slides 10-14 Module 2 Ensure slide 10 is displayed as visual gallery.</p> <p>X See same figure 2.2 in Module 2 Participant Handbook</p> <p>Videoclip Inland fisheries- the bigger picture (as mp4 file or on YouTube)</p>

SESSION 2		FISHERIES MANAGEMENT AND THE ECOSYSTEM APPROACH				10.45–11.55 (70 minutes)	
		Introduce idea that ecosystems provide services to humans (slide 14) and refer to Module section 2. The idea of ecosystems providing 'services' (to us) may be new, so need to explain.					
EA and sustainable development	5	<p>Now we introduce the ecosystem approach (EA). Explain it is a form of integrated management (slide 16) that promotes sustainable development (SD). Elicit from participants if anyone can define sustainable development, then show slide 16 (refer to visual gallery) So any form of fisheries management should aim for SD. Slide 17: the 3 components Slide 18: Sustainable development definition</p>	X				Slides 15-18 Ensure slide 16 is displayed as visual gallery Slide 16- see same figure 2.3 in Module 2 Participant Handbook
<i>Activity: benefits of EA for fisheries</i>	5	<p>Slide 19 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).</p>		X			Slide 19
Benefits of EA approach	10	<p>Now trainer runs through benefits of taking an EA to fisheries (slides 20-21), inviting participants to comment if they had identified these benefits in their discussion above. Refer to 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).</p>	X				Slides 20-21
Summary	5	Briefly summarize main points	X				Slide 22
<p><u>Notes for trainers</u> Now lead straight onto session 3. The what and why of EAFM - keep any linkages alive.</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 3		THE WHAT AND WHY OF EAFM					11.55–12.30 (35 minutes)				
Date:		Day 1 session 3									
Objectives		<ul style="list-style-type: none"> • Understand what EAFm is; • Explain the benefits of using an EAFm; • Explain how EAFm fits with other approaches; • Recognize the difficulty in dealing with multiple societal objectives. <p>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.</p>									
Notes:		<p>Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)</p> <p>Activity= activities are <i>italics</i> and highlighted in yellow</p>									
Description of Contents	Time in minutes		Expected Participation					Resources used			
			1	2	3	4	5				
Intro	2	Slides 1-2: Link to objectives	X					Slides 1-2 Trainers must have put up 2 visuals gallery elements relevant to this session; or co-trainer displays as slide is mentioned			
What is EAFm?	10	<p>Slides 3-5: Explain what EAFm is - using EA approach specifically to manage fisheries.</p> <p>Definition on first page of Participant Handbook Module 3.</p> <p>Show slides 4+5 (refer to visuals gallery), remind participants we defined sustainable development in session 2; so now we say EAFm can help move towards sustainable development by supporting the BALANCE between human wellbeing and ecological wellbeing through good governance.</p>	X					Slides 3-5 Participant Handbook Module 3 The what and why of EAFm (and fig 2.3 in Module 2)			

SESSION 3	THE WHAT AND WHY OF EAFM					11.55–12.30 (35 minutes)
		<p>Slide 5: the 3 components of EAFm. EAFm 3 components provide a <i>framework</i> for achieving wellbeing and for dealing with the potentially conflicting societal objectives.</p> <p>See Participant Handbook Module 3 Figure 3.1 for fisheries example of the 3 components</p> <p>Explain that EAFm cycle involves identifying all issues and categorising them according to these 3 components (will do example later in the afternoon).</p>				
EAFM builds on existing fisheries management	3	<p>Slide 6: Move towards EAFm. Refer to Module 3, Table 3.2</p> <p>Refer to earlier discussion on ‘existing fisheries’ (Participants will explore this more for homework and on day 2).</p> <p>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.</p>	X			Slide 6 Refer to Participant Handbook Module 3, detailed Table 3.2 Moving towards EAFm continuum.
Why EAFm?	5	<p>Slides 7 – 8: Explain benefits of EAFm (echo the benefits of EA in session 2, specifically for fisheries).</p> <p>Refer to Module 3, Table 3.1. 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.</p>	X			Slides 7 - 8 Refer to Participant Handbook Module 3, detailed Table 3.1.
EAFm and other approaches	5	<p>Slide 9: Introduce other approaches - Co-management and IWRM</p> <p>Slide 10: ILM and FCA/Zs</p> <p>Slide 11: Complementary approaches to fisheries management. Note how EAFm complements and includes other resource planning approaches (co-management, freshwater conservation, ILM, IWM). This slide may cause debate (<i>see trainer notes below</i>).</p>	X			Slides 9 - 11
EAFM = finding a balance	3	<p>Slide 12: 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 FCZs and protect endangered species. On the</p>	X			Slide 12

SESSION 3		THE WHAT AND WHY OF EAFM					11.55-12.30 (35 minutes)		
		<p>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.</p> <p>Under the seesaw we have a balanced solution in the case of participatory use of FCAs and limiting fishing effort.</p> <p>(this cartoon is from ICSF booklet which is an EAFm resource on websites)</p>							
<i>Optional activity: trade-offs</i>	4	<p>EAFm entails dealing with multiple societal objectives.</p> <p>Ask participant to discuss trade-offs at their respective tables (activity on last page of Participant Handbook) and possibly elicit an example from each group (if time allows).</p>			X			This activity is optional- depending on time	
Key messages	2	Ensure these are understood	X					Slide 13	
Summary	1	<p>Summarize the morning; explain about lunch.</p> <p>Agree pm start time (if we are behind schedule)</p>	X						
LUNCH									
<p><u>Notes for trainer</u></p> <p>Slide 10: not all will agree with how EAFm / ILM/ IWM and others are positioned in Venn diagram. Trainer to stress this is one perspective, but may differ for each country.</p> <p>Refer participants to glossary for definitions.</p>									
<p><u>Trainer Feedback</u></p>									

SESSION 4 + 4A		PRINCIPLES OF EAFm + 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	<p>What is EAFm Timeline 13.30-14.00 (30 minutes)</p> <p>Principles of EAFm</p> <ul style="list-style-type: none"> Examine the principles of EAFm and their links to the FAO Code of Conduct for Responsible Fisheries (CCRF) <p>How much EAFm are you already doing? 15.05 -16.30 (85 minutes)</p> <ul style="list-style-type: none"> Revisit your threats and issues and cluster them according to the three EAFm components; Realize that you are already doing some aspects of EAFm; Analyze your current fisheries practices and identify what EAFm you are already doing; and Identify gaps in your EAFm practices and possible ways to move forward. 							
<p>Notes: Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups) <i>Activity</i>= activities are <i>italics</i> and highlighted in yellow</p>								
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
Introduction to the afternoon	2	Slide 1-2: Quickly explain plan for afternoon: 1. Timeline to look at changes in our fisheries; 2. Principles for EAFm; 3. Analyze threats and issues; 4. Discuss how much EAFm you are already doing.	X					Slide 1-2 Optional: have a flipchart on wall with 4 headings outlining 4 parts of afternoon session (so participants know what to expect for afternoon session)
<i>Activity: Timeline - what has changed in your fishery?</i> 13.30-14.00	30 minutes total	Start with Slide 3 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.	X					Slide 3 For each group: pens, cards, sticky tack (or pins), 2xFlipchart sheets sellotaped together lengthwise (have others

SESSION 4 + 4A		PRINCIPLES OF EAFm + HOW MUCH EAFm ARE YOU ALREADY DOING? 13.30-14.45 (75 minutes) +15.05-16.30 (85 minutes)					
	Intro: 3	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 conservation area.. anything that has affected their fishery). Elicit an example, write it down as 1 sentence on card and stick it on timeline to show participants what to do.					spare), line drawn across horizontally represents time. (NB. trainers to prepare timeline sheets beforehand)
	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	Finished timeline(s) can stay up on wall as part of gallery and participants can add to it during the week 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							

SESSION 4 + 4A		PRINCIPLES OF EAFm + HOW MUCH EAFm ARE YOU ALREADY DOING? 13.30–14.45 (75 minutes) +15.05–16.30 (85 minutes)					
Introduction to the 7 EAFm principles		Slide 1-2: Introduction to session + objectives	X				Slide 1-2 Refer to Participant Handbook Module 4 throughout session
	5	Slide 4: Show 7 EAFm principles: 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 (refer participants to Boxes 4.1, 4.2 (and 4.3?) in Module 4 for more detail)	X				Slide 4-5 Refer to slide 4 in visuals gallery See Participant Handbook Module 4, Figure 4.1
P1: Good governance	5	Slide 6: Good governance is a key principle of EAFm (as well as one of 3 components). Read out first few lines of Governance section in Module 4 to ensure participants understand the term 'good governance'. Good governance should ensure human 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	X				Slide 6
P 2: Appropriate scale	5 5	Slide 7: Consider the 4 types of scaling we need to be aware of and give examples of extremes for each using slide 8 . Slide 9: explain the realities of scale 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			X	Slides 7-10
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

SESSION 4 + 4A		PRINCIPLES OF EAFm + HOW MUCH EAFm ARE YOU ALREADY DOING? 13.30-14.45 (75 minutes) +15.05-16.30 (85 minutes)				
P 4: Multiple objectives	4	Slide 13: 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
P 5: cooperation and coordination	4	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: types of cooperation / coordination (same visual in Participant Handbook Module 4, Figure 4.4) 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 Display poster of slide 15 in Visual gallery Refer to participant mapping ID cards on wall from day 1 (can they see opportunity for cooperation?)
P 6: Adaptive management	5	Slide 17: Explain that adaptive management is learning while doing, and through this increasing knowledge base. See same visual in Participant Handbook Module 4, Figure 4.5. Refer participants to definition in glossary.	X			Slide 17
P 7: Precautionary approach	5	Slide 18: 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
Summary	2	Slide 20: 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

SESSION 4 + 4A		PRINCIPLES OF EAFm + HOW MUCH EAFm ARE YOU ALREADY DOING? 13.30-14.45 (75 minutes) +15.05-16.30 (85 minutes)					
BREAK 14.45-15.05							
Part 4a 15.05-15.45 <i>Activity 1: Revisit threats and issues and cluster them into 3 EAFM components</i> (15.05-15.45)	40 total (5+20+10+5) 5 20 10 5	<p>Slides 1-2 objectives</p> <p>Slide 3: instructions:</p> <p>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.</p> <ol style="list-style-type: none"> 1. 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 2. Now working as a group - start to cluster / categorise the issues + threats into the three major EAFm components (using 3 headings provided) <p>Human and societal issues; ecological issues (including fisheries) and governance type issues.</p> <p>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.</p> <p>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.</p> <p>Round up activity- elicit any comments</p>	X			X	<p>Slide 1-2: introduction</p> <p>Slide 3 instructions for this activity.</p> <p>For each group: Blank cards (in 3 EAFm colours) + pens. Pre-prepared sets of 3 EAFm headings for groups, flipchart paper.</p> <p>Refer to 3 components (have these up on another Flipchart or see visuals gallery)</p> <p>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.</p> <p>Have space in room where each group can 'store' their outputs as they will need to refer back and consult these.</p>
(15.45-16.15) <i>Activity 2: Analyze their current fisheries practices</i>	30 total (5+10+10+5)	<p>Slide 4 : 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'. At this point it is brainstorming, so be</p>	X				<p>Slide 4 with instructions. Refer to Modules 2 and 3.</p> <p>Page 5 in Participant Workbook</p>

SESSION 4 + 4A	PRINCIPLES OF EAFm + HOW MUCH EAFm ARE YOU ALREADY DOING? 13.30-14.45 (75 minutes) +15.05-16.30 (85 minutes)						
<p><i>and identify which elements of EAFm they are already doing</i></p>	<p>5</p> <p>10</p> <p>10</p> <p>5</p>	<p>as open as possible to new ideas / ways. (We will work in more structured way on this at beginning of Day 2).</p> <p>Have participants refer to Modules 2 and 3 for reference, and use Workbook. Elicit (or give) some examples to get groups going.</p> <p>1. Participants work individually: Think which, if any, of the 7 EAFm principles you are already applying in your fishery, and to what extent. Participants must take own notes. Can refer to Workbook p5 and Handbook Module 4, figure 4.1</p> <p>2. Share in table groups</p> <p>3. Trainer rounds-up in plenary. Elicit ONE point / positive example from each table (i.e. aspects of EAFm you are ALREADY doing and some ideas going forwards).</p> <p>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 conservation areas 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.</p> <p>Round up activity- elicit any comments</p> <p>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).</p>				<p>X</p> <p>X</p> <p>X</p>	<p>Handbook fig 4.1 and visual gallery poster</p>
<p>Summarise the day 16.15-16.20</p>	<p>5</p>	<p>Trainer briefly summarises what we have covered today (all of Day 1) - refer to visual / flipcharts on walls as reminders.</p>	<p>X</p>				<p>All outputs generated today, point them out as displayed</p>
<p>Action planning</p>	<p>15</p>	<p>Trainer explains how to use Action Plan booklets (distributed in morning). Participants work individually 10 minutes to write up key</p>				<p>X</p>	<p>Action Plan booklets</p>

SESSION 4 + 4A		PRINCIPLES OF EAFm + HOW MUCH EAFm ARE YOU ALREADY DOING? 13.30-14.45 (75 minutes) +15.05-16.30 (85 minutes)					
(16.20-16.35)		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- 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 (16.40-17.00)	20	Daily monitoring: do group feedback (mood meter optional). See detailed instructions in Trainer resource guide section 4.2. Form 4-6 random groups (or use table groups). 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
<p><u>Notes for trainers</u></p> <p>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.</p> <p>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!).</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 5		MOVING TOWARDS EAFM		08.30–10.10 (100 minutes)				
Date:	Day 2 Session 5							
Objectives	<ul style="list-style-type: none"> Recognize how other countries are moving towards EAFm principles (case study - linking fisheries, environment and socio-economic considerations) (35 mins) Determine your country progress towards EAFm Identify your country challenges to achieving this 							
Notes:								
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)								
Activity = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		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	<p>Slides 1-2: 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 cycle + steps. We then start working on some of the EAFM steps in designated groups.</p> <p>This session: we start with moving towards EAFm</p> <p>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.</p> <p>We use a case study to illustrate this process.</p>	X					Slides 1-2 Refer participants to course timetable and objectives
Case Study	08.45–09.05 20 m	<p>Slides 3 onwards of the relevant case study</p> <p>Introduce case study. The purpose of this case study is to show that moving to EAFm is incremental, and involves small steps at a time.</p> <p>Trainers to use PowerPoint of selected case study.</p> <p>The structure of each case study is similar to all:</p> <ul style="list-style-type: none"> ecological description of the case study area description of the fishery, and problems/issues encountered 	X					Slides 3 onwards Module 5 Moving towards EAFm and selected case study Word document

SESSION 5	MOVING TOWARDS EAFM		08.30-10.10 (100 minutes)				
		<ul style="list-style-type: none"> • human well-being and value of the fishery for income, food and employment. • Timeline of changes (ecological, human and governance) • Governance approaches • How the case study reflects the 7 principles of EAFm • Capacity development and needs for the future. • Key Messages <p>Follow trainer notes to explain slides. Trainers need to have read Module 5 and review the relevant case study before delivering this session.</p> <p>NB. If a resource person is available on the course, ask them to support you explaining the case study.</p>					
<i>Discussion activity: lessons from the case study</i>	09.05–09.15 10m	<p>At table groups participants discuss lessons from the case study which could apply to their country fisheries; trainer elicits an example from each table in plenary.</p> <p>This activity helps make the case study meaningful to participants; they immediately have to relate the case study example to their own country fisheries.</p>				X	
<p>Moving towards EAFm</p> <p><i>Activity 1: Where is your COUNTRY in terms of moving towards EAFm</i></p>	<p>09.15–09.40 (25 total)</p> <p>10</p> <p>15</p>	<p>LAST TWO slides: This activity is an extension of activity 2 from Day 1; participants will have more time to think about current application of the 7 EAFm principles in their fisheries and continue to identify where their fishery is on the continuum as a country as a whole.</p> <ol style="list-style-type: none"> 1. Give each group an A4 card that has one of the 7 EAFm principles written on it (Some groups may need to get two cards if there is less than 7 groups) 2. Groups take 10 minutes to discuss where their COUNTRY lies on the continuum for that principle(s), scoring it 0-5 (similar to p.5 of the workbook). 3. Mark out the floor with two lines (zero and 5), a few meters apart (use string/ paper/ whatever is available). (Do this outside if weather allows). 4. Ask a representative for each principle to stand on the zero line. Say each principle, one at a time, and ask each rep one at a time to pace out their score and remain in that position. 	X			X	<p>Use Workbook p.5</p> <p>X Seven A4 cards, each with one principle written clearly</p> <p>X</p>

SESSION 5	MOVING TOWARDS EAFM		08.30-10.10 (100 minutes)				
		5. After all 7 reps are placed on continuum, draw conclusions in plenary discussion as to where their country is on the continuum in moving towards EAFm.					
What are the Challenges + Opportunities in moving towards EAFm? Activity 2: Challenges and opportunities	09.40-10.05 25 (total) 5 5 10 5	<p>Final slide: In same country groups. Link to continuum exercise above.</p> <ol style="list-style-type: none"> At table groups, participants identify and write 2-3 challenges THEIR COUNTRY might face in trying to move towards EAFm (think of earlier continuum activity). <i>Write only 1 challenge per card, e.g. on green cards.</i> Get the same groups to identify <i>opportunities</i> (write these on different coloured cards, e.g. yellow). NB. A challenge in one country may be an existing opportunity in another. Get all groups to walk to back of the room and place challenges and opportunity cards on the floor (on 2 differently-labelled flipcharts). Trainer facilitates a discussion on floor, with all participants helping: remove any duplicate cards; 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 positive note (i.e. trainer to ensure positive exchange of experience / lessons / suggestions within the room.) 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]. <p>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</p>			X	X	Final slide Workbook p 5. Participant Handbook Modules from Day 1. Postcard-size cards, in 2 different colours, pens, 2 flipcharts labeled on the floor at back of room. Resource persons can help with 'good practice' examples for overcoming challenges

SESSION 5		MOVING TOWARDS EAFM	08.30-10.10 (100 minutes)				
		be elicited / referred to at the start of next session (link between policy and action).					
Wrap up	2	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, <i>Planning</i> 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		The 10-minute BINGO game is an option for morning break on 5 day course; See 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. This game allows for more fun mingling and getting to know each other informally.					Bingo cards 1-2 small prizes (such as bars of chocolate) for the first 2 winners.
<p><u>Notes for trainers</u></p> <p>Trainers need to familiarize themselves with selected case study (see relevant PowerPoint and Word document). 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).</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 6		EAFM PLANS-LINK BETWEEN POLICY AND ACTION			10.30–11.00 (30 min)			
Date:	Day 2 Session 6							
Objectives	<p>EAFM Plans - the link between policy and action 10.30–11.00 (30 min)</p> <ul style="list-style-type: none"> Recognise the need for effective planning Understand how to translate policies into action <p>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)</p> <p>7. EAFM cycle Overview 11.00 – 11.35 (35 minutes)</p> <p>+ Grouping for Learning Exercise 11.35 – 11.50 (15 minutes)</p> <p>+8. Start up A (introduction to this), main part of Start Up A comes after lunch 11.50-12.20 (30 minutes)</p>							
Notes:								
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)								
Activity = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
<p>Introduction - EAFm Plans – the link between policy and action</p> <p>Instil the need for planning</p>	<p>10 total</p> <p>5</p> <p>5</p>	<p>Slide 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 cycle overview).</p> <p>Slide 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.</p>	X					<p>Slides1 + 2</p> <p>Module 6. EAFm plans - the link between policy and action.</p> <p>(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).</p>

SESSION 6		EAFM PLANS-LINK BETWEEN POLICY AND ACTION				10.30–11.00 (30 min)	
Why planning for EAFm is different	5	<p>Slide 3: 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).</p> <p>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.</p> <p>Slide 4: Planning is part of the management cycle (link to conventional project cycle).</p> <p>Refer to Participant Handbook Module 6, Figure 6.1</p> <p>Draw conventional project management cycle on flipchart if this helps participants to recognise cycle.</p> <p>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.</p> <p>Explain that the planning phase is crucial in any fisheries management and EAFm provides a plan template as guidance which we will work with.</p>	X				Slide 3 Slide 4
The management cycle							
Good planning: how management supports and does planning	10	<p>Slides 5 +6: Run through slides. Explain link between ‘principles’ and ‘actions’.</p> <p>Refer to Participant Handbook Module 6, Figure 6.2.</p> <p>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.</p> <p>Slide 7: benefits of planning (expanded in Participant Handbook Module 6) - run through these briefly.</p> <p>Slide 8: linked (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.</p> <p>Refer to Participant Handbook Module 6, Figure 6.3.</p> <p>Refer to Visual Gallery poster.</p>	X		X		Slides 5-8 Trainers display visual gallery (slide 5+8 combined)
Recap	5	<p>Slide 9: 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.</p>	X				Slide 9

SESSION 6	EAFM PLANS-LINK BETWEEN POLICY AND ACTION	10.30–11.00 (30 min)
<p><u>Notes for trainers</u></p> <p>Trainer must keep to time for this session as the morning is very full.</p> <p>[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.].</p>		
<p><u>Trainer Feedback</u></p>		

SESSION 7		EAFm CYCLE OVERVIEW					11.00–11.40 (40 minutes)				
Objectives		<p>7. EAFm Cycle Overview 11.00–11.30 (30 minutes)</p> <ul style="list-style-type: none"> Describe the key steps of the EAFm cycle and how to plan, implement and monitor EAFM Identify the planning steps in the EAFm cycle Describe the outline of an EAFm Plan <p>Grouping for Learning Exercise 11.30–11.40 (10 minutes)</p> <ul style="list-style-type: none"> understand the EAFm planning process exercise to be carried out this week 									
Notes:											
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)											
Activity = activities are <i>italics</i> and highlighted in yellow											
Description of Contents	Time in minutes		Expected Participation					Resources used			
			1	2	3	4	5				
<p>EAFm cycle Overview Overview of 5 Steps</p>	15	<p>Say that we will now BRIEFLY run through the EAFm cycle (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.</p> <p>Run through slides briefly.</p> <p>Slide 3: The 5 EAFm steps main cycle slide will be used as intro for each step session. See Participant Handbook Module 7, Figure 7.1. See table 7.1 for a summary of all the EAFm steps.</p> <p>Slides 4-5: Explain Startup A+B (these are NOT steps).</p> <p>Slides 6-9: The 3 planning steps. Stress 5 main steps in the EAFm cycle and each main step has a number of sub-steps to implement it. Highlight which steps are the Planning steps (from Step 1-3 = slides 1-9)</p>	X					<p>Slides 1–14</p> <p>Introduction slides 1-2</p> <p>Slide 3 EAFm cycle (+ visual gallery)</p> <p>Slides 4-5 Startup A + B</p> <p>Slides 6-9 the 3 planning steps</p> <p>Slide 10 LINK to EAFm Plan template</p> <p>Slides 11-13 Doing & checking</p> <p>Slide 14 Summary of steps in EAFm</p>			

SESSION 7	EAFm CYCLE OVERVIEW		11.00–11.40 (40 minutes)				
		<p>Slide 10: NB EAFm Plan template align with steps 1-3 steps. Explain that the input for the EAFm Plan comes from Startup A + B, and steps 1-3.</p> <p>Refer to Participant Handbook Module 7, EAFm Plan template (last 2 pages of module).</p> <p>Slides 11-13: Then steps 4+5 are the doing and checking.</p> <p>The Modules in their Participant Handbook 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.</p> <p>Slide 14: Course sessions are structured following these steps.</p> <p>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.</p> <p>(We already identified and categorised issues on Day 1 (part of Step 2) and will work on this in more detail on Day 3).</p> <p>To avoid this session being too trainer heavy; ensure that participants familiarise themselves with the EAFm cycle by individually looking through their Handbooks so they see sequencing and understand structure of course.</p>					Participant Handbook Module 7 EAFm cycle overview
Summary	2	Slide 15: Key messages	X				Slide 15
Activity: embedding EAFM steps	15	<p>Slide 16: 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.</p> <p>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?' (Startup A+B). Repeat the process for all 5 steps so by the end,</p>				X	Slide 16 String 5 sheets of flipchart with nothing on them

SESSION 7	EAFm CYCLE OVERVIEW		11.00–11.40 (40 minutes)				
		<p>everybody is standing at one of 5 steps, and all have experienced the EAFm cycle and reviewed what happens at each step.</p> <p>This is basically an activity to embed the EAFm cycle and steps</p> <p>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 Steps 1-3). Show the linkages between these phases.</p> <p>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.</p> <p>Thank participants and ask them to return to their tables.</p>	X				
<p>Activity: Grouping for EAFM planning</p>	10	<p>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.</p> <p>PARTICIPANTS MOVE TO SIT IN THEIR NEWLY FORMED FMU GROUPS.</p> <p>Groups to think of "team name" and logo.</p>			X		<p>Slide 17 with instructions Flipchart for each team Post card-size cards for team logos and names</p> <p>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.</p>

SESSION 7	EAFm CYCLE OVERVIEW		11.00–11.40 (40 minutes)				
Start Up A		(see separate session plan)					
		Startup A will start at 11:40 and continue after lunch up to afternoon break					
<p><u>Notes for trainers</u></p> <p>Need to have clearly identified groups BEFORE you start with Session 8 Startup 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.</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 8		STARTUP A - PREPARING THE GROUND 11.40–12.30 (50 minutes) + 13.30–15.05 (75 minutes) Total time = 125 minutes						
Date:	Day 2 Session 8							
Objectives	<ul style="list-style-type: none"> Define start up tasks needed to initiate the EAFm cycle and co-management; Learn how to identify and prioritize stakeholders. NB. Move straight into this after 7. EAFm cycle overview. Session 8.Start up A starts before lunch and continues until afternoon break							
Notes:								
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)								
Activity = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
Introduction to session	5	<p>Slides 1-3: trainer introduction: this session is about the one-off tasks that need to be done to set the whole EAFm cycle rolling. It is basically preparing the ground. We start before lunch, and continue until afternoon break.</p> <p>Slide 4: show the 8 tasks of Startup A and say we will focus on 5 of these tasks in this session (for the purpose of this training course).</p> <p>Slide 5: baking a cake analogy. This analogy helps us understand what Startup A is.</p>	X					Slides 1- 5 Throughout session refer to Participant Handbook Module 8. Startup A
Tasks i and iii. Identify team + develop a work plan	5	<p>Slide 6: Run through the slide. Lead agency is often the fisheries agency. Core EAFm 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.</p> <p>NB. Participants may already have a core team or an agency who is responsible.</p>	X					Slide 6
Task vi. Identifying stakeholders and organisations (part 1 + 2)	10	Set the scene: Explain importance of getting FMU stakeholders on board for EAFm cycle. Remind participants of sustainability theme – EAFm cycle has to ensure ownership, increase motivation and willingness to cooperate.	X					Slides 7-10 Trainers display Visual Gallery posters

SESSION 8		STARTUP A - PREPARING THE GROUND 11.40–12.30 (50 minutes) + 13.30–15.05 (75 minutes)				Total time = 125 minutes	
		<p>Slide 7-8: Briefly run through Slides 7-8, debate on ‘who’ stakeholders are, and explain ‘negatively as well as positively affected’; refer to visuals gallery</p> <p>Slide 9: Quickly brainstorm possible stakeholders of the FMU to get participants thinking; then using Slide 9 show the breadth / spectrum of EAFm stakeholders.</p> <p>Slide 10: Show and explain matrix for stakeholder analysis, saying participants will be shortly doing this in an activity.</p> <p>Refer to slides 9+10 in Visual Gallery.</p> <p>Slide 11: Briefly describe that the result of a stakeholder analysis helps us prioritise stakeholders. Say that we will return to this after they have done a group activity.</p>	X		X		<p>Refer to trainer checklist of possible stakeholders in Trainer resource guide, section 9</p> <p>Slide 11</p>
<p>1) Activity</p> <p>Identifying FMU stakeholders (stakeholder analysis using Influence / Interest 2x2 matrix)</p>	<p>12.00–12.30</p> <p>30m</p>	<p>Slide 12 Activity: Explain activity 1:</p> <p>In their groups, participants think of their broad FMU and do 1 step at a time :</p> <ol style="list-style-type: none"> List all possible stakeholders Write each stakeholder on a separate card 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). <p>Quick plenary to highlight what participants have discovered / produced.</p> <p>Look at the interpretation of results after lunch.</p>	X			X	<p>Slide 12 Activity</p> <p>Cards (same colour), pens, flipchart, sticky tack</p> <p>Refer to Toolkit for other stakeholder analysis tools (5. Focus group discussions, 18. Matrices, 13. Venn diagrams.).</p> <p>Keep all group outputs for reference - these will be needed for Day 5 presentations.</p> <p>Tool 18 Stakeholder engagement matrix in Toolkit</p> <p><u>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</u></p>

SESSION 8		STARTUP A - PREPARING THE GROUND 11.40-12.30 (50 minutes) + 13.30-15.05 (75 minutes)					Total time = 125 minutes	
							<u>orderly manner in the training room (NB. Have appropriate group space for this)</u>	
LUNCH	12.30-13.30	Remind participants we will continue working on stakeholders after lunch.						
Interpretation of 2x2 matrix	13.30-13.50 10m 10m	Allow 10 minutes to finish 2x2 matrix Start with Slide 11 again after lunch. This is the result of a stakeholder analysis. 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 minimal effort, just monitor. Those in the <u>yellow box</u> you must have <i>strategies</i> 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.				X	Slide 11 - Matrix interpretation	
20 Activity Mapping FMU stakeholder relationships	13.50-14.40	Any EAFm planning effort should be built on existing processes and institutional arrangements. Explain the concept of a Venn diagram. 1.						

SESSION 8		STARTUP A - PREPARING THE GROUND 11.40–12.30 (50 minutes) + 13.30–15.05 (75 minutes)				Total time = 125 minutes	
50 m total		<p>Slide 13: Explain we will now use a Venn diagram as a tool for analysing stakeholder relationships.</p> <p>Slide 14: Elicit / explain what a Venn diagram is. Explain how you plot the already identified stakeholders in from previous activity. Draw a quick example on flipchart if necessary.</p> <p>Do activity: Slide 15 instructions. Groups do Venn diagram of their FMU stakeholder groups.</p> <ol style="list-style-type: none"> 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). 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 <p>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 sheets can be displayed.</p> <ol style="list-style-type: none"> 3. Identify the interrelationships and linkages between agencies and institutions 4. Discuss: What could strengthen linkages and coordination? 	X				Slides 13-15
5			X			X	
40							Slide 15 Flipchart sheets, pens, pre-cut coloured circles of different sizes for Venn diagram for each group
							Tool 13 from Toolkit (also tool 22)
							Keep all group outputs for reference - they will be needed for Day 5 presentations
5		Feedback / share ideas. Refer to Tool 22 for institutional analysis, which could be done as well as analysing relationships			X		
vii. Establish key stakeholder group	2	Slide 15: From all the identified stakeholders and organisations, a key group needs to be established. Stress this is made up of	X				Slide 15

SESSION 8		STARTUP A - PREPARING THE GROUND 11.40–12.30 (50 minutes) + 13.30–15.05 (75 minutes) Total time = 125 minutes					
		stakeholders representing the community who guide the EAFm cycle after start up					
Summary	3	<p>Slide 16: another task we are just mentioning briefly here is to determine the legal basis for EAFm. NB. The question should be “Does the legislation block you from doing EAFm?”</p> <p>Show Slide 17, which is a visual overview of what Start up A includes; refer participants to checklist at end of Module 8.</p> <p>Slide 18: Summarize All FMU groups have 2 outputs: stakeholder matrix and Venn diagram of stakeholder relationships</p>	X				Slides 16-18
BREAK	14.45-15.05						
<p><u>Notes for Trainers</u> 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.</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 9		STARTUP B Stakeholder Engagement		15.05–17.00		(115 minutes)		
Date:	Day 2 Session 9							
Objectives	<ul style="list-style-type: none"> Apply participatory approaches to stakeholder engagement; Organize and hold stakeholder meetings; Describe the basic concepts of co-management. 							
Notes: Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups) <i>Activity</i> = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		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. <ol style="list-style-type: none"> What do we mean by participation? What do we mean by 'facilitation'? 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): <ol style="list-style-type: none"> What do we mean by participation? What do we mean by 'facilitation'? What are the challenges when trying to promote participation?
	5	Now show Slides 2-4 as introduction to session. NB. Startup B entails ONGOING activities during EAFm cycle (as opposed to Startup 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. Stress	X					Slides 2-4 Refer throughout to Participant Handbook Module 9 Startup B

SESSION 9		STARTUP B Stakeholder Engagement		15.05–17.00				(115 minutes)	
		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)							
Participation: principles + approach	10	<p>Slides 5-7: Trainer reviews referring to participants' comments on relevant Flipcharts.</p> <p>Slide 6: main principles of participation</p> <p>Slide 7: explains the aim of participatory approaches. See slide notes. Stress importance of meetings.</p> <p>Slide 8: possible methods for facilitating stakeholder input. Elicit from participants what has worked / not worked at meetings they have conducted / been involved in - draw out tips on flipchart. Refer them to Toolkit specific tools for meetings / workshops / FGDs...</p> <p>Point out Visual Gallery poster</p>		X					<p>Slides 5-8</p> <p>Trainers display Visual Gallery poster (combination of slide 5+7)</p> <p>Also refer to Peope Toolkit</p>
Facilitation	(20 total)	Facilitation is essential to fostering participation (and so co-management)							Slide 9 to introduce activity
<i>Activity: draw a good and a bad facilitator</i>	5	<p>Slide 9: Facilitator drawing activity</p> <p>Elicit: What experience do participants already have of facilitation?</p> <p>Group exercise: What are the qualities of a good facilitator?</p> <p>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.</p>					X		Flipchart sheet for each group, pens
	5	<p>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.</p> <p>Trainer ensures all the qualities of a facilitator are covered by referring to Module 9 and Tool 1.</p>							People Toolkit, Tool 1
	10			X					

SESSION 9	STARTUP B Stakeholder Engagement		15.05–17.00				(115 minutes)
Co-Management	10 5	<p>Trainer presents slides:</p> <p>Slide 10: co management is crucial to EAFm and encompasses all 5 bullets</p> <p>Slide 11: definition (refer to visuals gallery)</p> <p>Slide 12: power can be shared to different degrees</p> <p>Refer to Participant Handbook Module 9, Figure 9.2: Degree of control and consultation in different forms of fishery management</p> <p>Slide 13: Key elements of co-management</p> <p>Slide 14: co-management in practice example from Cambodia (see details in slide notes)</p> <p>Trainer elicits from participants: what elements of co-management they have experienced / are familiar with? Share real examples.</p>	X			X	Slides 10-14
Engaging stakeholders	5	<p>Slides 15-16: 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).</p>	X				Slides 15-16 Technical Toolkit
Assessing stakeholder interest and commitment	2	<p>Slide 17: Assessing stakeholder interest and commitment.</p> <p>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.</p>	X				Slide 17, Tool 18
Summary	5	<p>Slide 18: key messages from this session</p> <p>Trainer briefly summarizes what has been covered on Day 2, refer to any outputs.</p>	X				Slide 17
Activity: Active listening to build rapport	20	<p>Slide 19:</p> <p><u>Aim:</u> to practice active listening skills for building rapport (for better communication with stakeholders, for facilitation).</p> <p><u>Time:</u> 15 minutes, in threes</p> <p><u>Task:</u> Show slide 16 instructions. Quickly brainstorm characteristics of active listening onto flipchart, explain paraphrasing (make a few</p>	X			X	Refer to Tool 2 Slide 19

SESSION 9		STARTUP B Stakeholder Engagement		15.05–17.00		(115 minutes)	
		<p>suggestions from Tool 2 to get participants started). Explain we will now do a quick activity where participants practise this skill.</p> <p>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.</p> <p>Trainer draws out key lessons / tips = Importance of using active listening when facilitating.</p>	X				
Action planning. 16.35	10	Individual action plans completed – facilitators to support if required				X	Action plans
Daily monitoring and review of day (16.45–16.55)	10 total	<p>Daily monitoring: do group feedback as per Day 1</p> <p>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).</p>				X	Daily monitoring sheets
<p><u>Notes for trainers:</u></p> <p>This session deals specifically with EAFm Startup 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.</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 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	<ul style="list-style-type: none"> Describe FMU defining and scoping Undertake visioning and be able to agree on a vision. 							
Notes:								
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)								
Activity = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		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 and objectives	2	Slides 1-3: 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 1-3
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 4: recap of Startup A and B's aim - to prepare the ground.	X					Slide 4 Throughout refer to Participant Handbook Module 10 Step 1 Define and scope the FMU.
Define your FMU Step 1.1	5	Run through Slides 5-7 , 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. Refer to Participant Handbook Module 10, Figure 10.1- same visual as slide 6 The reality is that some arrangements will be in place, especially jurisdictional arrangements.	X					Slides 5-7

SESSION 10	EAFm STEPS 1.1,1.2,1.3 DEFINE + SCOPE THE FMU		08.30–10.10 (100 minutes)				
Activity: Map your FMU	30	<p>Group work: create a map of your FMU area of operations.</p> <p>Slide 8: instructions:</p> <p>Group work: In FMU groups, participants map the FMU. From now on the FMU groups are pretty definite as all subsequent steps are related to this, to prepare for Day 5 presentations.</p> <p>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.</p> <p>The maps need to show ecological, human and governance aspects and can be as detailed as they want.</p> <p>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? Which are traditional / customary use areas?...)</p>					<p>X</p> <p>Slide 8</p> <p>Cards, Flipchart, coloured pens, post-its, sticky tack, sticky dots / stars / shapes, maps</p> <p>Keep outputs as work in progress and for Day 5 presentations</p>
Building EAFm plan	5	<p>Slide 9: Run through slides explaining that Slide 9 visual is one that we will build upon as we go through the steps.</p> <p>Slide 10: explain vision, goals, objectives (differences between them)</p> <p>Slide 11: introduces the hierarchy; explain this and show how levels slot in to each other. Same visual in Participant Handbook Module 10, Figure 10.2.</p>	X				Slides 9-11
Agree FMU vision Step 1.2 Activity: agree your FMU vision	5 15	<p>Slide 12: Explain the need for an FMU vision</p> <p>Group work: agree your FMU vision (in writing). Participants can also draw their vision if this helps.</p> <p>NB. Each group must read out their vision in plenary- so all groups hear each other's visions (this helps the refining process).</p>	X				<p>Slide 12</p> <p>Flipchart, pens</p>

SESSION 10	EAFm STEPS 1.1,1.2,1.3 DEFINE + SCOPE THE FMU				08.30–10.10 (100 minutes)			
		Tip for this: remember these are draft only, initially put together by action group. All this to be discussed / agreed at stakeholder meetings.						
Scope the FMU Step 1.3	5	Run through process for scoping (similar to any research) Slide 13: the scoping process Slides 14: from data to informed decisions Slide 15: explain types of data - ensure participants agree with definitions (qualitative / quantitative; primary / secondary) Slide 16: need information reflecting the 3 EAFm components Slides 17: this is same visual as session 2 slide 10 (in Visual Gallery). Stress that for a comprehensive EAFm plan data is needed for the main elements of the ecosystem (in its broadest sense). Slide 18: Use both existing and new information Inform participants will do a scoping activity before break.	X					Slides 13-18
After scoping	3	Slides 19: 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 Startup B participation principles and tools in Toolkit. Explain importance of feeding back. Slide 20: presenting findings back to stakeholders	X					Slides 19-20
Summary	2	Slide 21: having finished Step 1, we then insert this information in the EAFm plan template Slide 22: key messages	X					Slides 21-22
Activity: information needs for scoping your FMU	15	Group work: information needs for scoping your FMU Slide 23: Instructions 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.	X					Slide 23 group work Cards, flipchart, pens, post-its, sticky tack, maps

SESSION 10	EAFm STEPS 1.1,1.2,1.3 DEFINE + SCOPE THE FMU					08.30–10.10 (100 minutes)	
		<p>Participants will tend to focus on ecological information, so trainers must ensure they think also of the other 2 components.</p> <p>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.</p> <p>All outputs to be recorded on Flipchart and in their Workbooks.</p>					
BREAK							
<p><u>Notes for trainers</u></p>							
<p><u>Trainer Feedback</u></p>							

SESSION 11		EAFm steps 2.1–2.3 IDENTIFY AND PRIORITIZE ISSUES AND GOALS			10.30–12.30 (120 minutes)				
Date:	Day 3 session 11								
Objectives	<ul style="list-style-type: none"> • Identify your FMU-specific issues • Develop goals for the EAFm Plan • Discuss how to prioritise issues through risk assessment NB. This session finishes at 12.00 and then session 12 Reality check runs 12.00–12.30 BEFORE lunch.								
Notes:									
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)									
Activity = activities are <i>italics</i> and highlighted in yellow									
Description of contents	Time in minutes	How to run the session	Expected participation					Resources used	
			1	2	3	4	5		
Introduction and objectives	5	Slides 1-3: 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 for FMU	5	<p>Slide 4: how to identify issues, run through what you need to think about.</p> <p>Explain that on Day 1 of the course issues were identified as an icebreaker. But EAFm cycle 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.</p> <p>Slide 5: Considering causes and effects can help sort out the issues</p> <p>Slides 6-8: One tool is a “problem tree”. Explain how to use the problem tree. Terms are defined and two examples are presented.</p>	X					Slides 4-8 Throughout refer to Participant Handbook Module 11 Step 2	

SESSION 11		EAFm steps 2.1–2.3 IDENTIFY AND PRIORITIZE ISSUES AND GOALS	10.30–12.30 (120 minutes)				
		<p>Slides 7+ 8 are also same visuals in Participant Handbook Module 11, Figure 11.1.</p> <p>N.B. Take time to define the terms and explain the examples</p>					
Group work: <i>Activity Part A: revisit issues, use the problem tree</i>	25	<p>Slide 9: instructions</p> <p>Revisit fisheries issues from Day 1 (on flipcharts from generic groups, not FMU specific) and modify to reflect your FMU.</p> <p>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.</p> <p>They then categorize them as either drivers, effects, core problems and causes using a flipchart divided into 4 rows – Drivers, Effects, Core problem and Causes.</p>				X	<p>Group work slide 9</p> <p>Flipcharts with issues from day 1</p> <p>Flipcharts divided in 4 rows</p> <p>Cards (different colours for the 3 components), pens, flipchart sheets, sticky tack</p> <p>Trainer refer to checklist of possible issues in Trainer resource guide</p>
Using the problem tree	4	<p>Slide 10: Summary of how problem tree results can be used to set goals, objectives and management actions.</p> <p>Slide 11: shows the linkages diagrammatically.</p>	X				Slide 10-11
Prioritising through risk assessment	5	<p>Run through slides 12-14, 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.</p> <p>Slide 14 same visual as Participant handbook Module 11, Figure 11.3 (and in Visual Gallery).</p> <p>Refer participants to Module 11, section 2.3 for more tools for risk assessment).</p>	X				Slides 12-14 Trainers display Visual Gallery poster slide 14

SESSION 11		EAFm steps 2.1–2.3 IDENTIFY AND PRIORITIZE ISSUES AND GOALS				10.30–12.30 (120 minutes)			
Activity Part B: FMU risk assessment work	(35 total) 10+ 10+ 10+ 5	<p>Now the groups actually do their FMU risk assessment work.</p> <p>Slide 15: Instructions</p> <ol style="list-style-type: none"> Groups do a risk assessment for their core problems: 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. Now participants group their high risk issues by the 3 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). Agree goals for EAFm plan. Participants write up in their workbooks. Ensure each group reads out their goals in plenary 					X	Group work slide 15 Tool 29 Workbook Flipcharts Participant group issues	
Identify FMU goals	4	<p>Having prioritised issues, we can now set FMU goals.</p> <p>Slide 16: developing goals for identified sets of issues. A goal is a general statement of what they want the FMU to look like in 5 – 10 years' time for each of the 3 components of EAFm.</p> <p>Slide 17: Revisit the vision, goal, objective hierarchy</p> <p>Slide 18: building the EAFm plan – Goals are now added</p>	X					Slides 16-18	
Group work: Activity Part C: set goals	25	<p>Slide 19: instructions</p> <p>Looking at the effects set goals for the 3 components of EAFm</p>					X	Group work slide 19 Problem tree results on a flip chart from Part A	
Linking with the EAFm plan template	1	<p>Slides 20: once the first part of Step 2 is complete the outputs can be slotted into the EAFm plan</p>	X					Slide 20	
Summary	5	<p>Slide 21: key messages</p>	X					Slides 21	
Embedding EAFM Plan	5	<p>Living the EAFm plan pyramid (see photos in trainer resource guide)</p>					X	Pre-prepared	

SESSION 11	EAFm steps 2.1–2.3 IDENTIFY AND PRIORITIZE ISSUES AND GOALS		10.30–12.30 (120 minutes)				
		<p>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.</p>					<p>A4 cards with words: vision, goals, participation (split into 5 syllables) + informed decisions (split into 2), finance (split in 2) and compliance (split in 3)</p>
		LUNCH					
<p><u>Notes for trainers</u> 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.</p>							
<p><u>Trainer feedback</u></p>							

SESSION 12		REALITY CHECK I					13.30–17.00 (140 minutes minus the break)				
Date:		Day 3 session 12									
Objectives		<p>THIS SESSION STARTS BFORE LUNCH AND CONTINUES ALL AFTERNOON</p> <ul style="list-style-type: none"> Identify the constraints and opportunities in meeting your FMU goals; Use facilitation skills with co-management partners in focus group discussions (FGDs); Use conflict management to resolve conflict in EAFm <p>Session note: This is mainly an interactive practice session; slides are only for backup. Use info from Module from Startup B and People Toolkit- refer to discussions on Day 2.</p> <p>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.</p>									
Notes:											
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)											
<i>Activity</i> = activities are <i>italics</i> and highlighted in yellow											
Description of Contents	Time in minutes		Expected Participation					Resources used			
			1	2	3	4	5				
Introduction and objectives	10	<p>Sides 1-3: Explain purpose of Reality Check: having covered Startup 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 cycle to ensure we are realistic and manage all the planned elements. Show where it is on EAFm steps visual.</p> <p>Slide 4: 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.</p>	X					<p>Slides 1-4</p> <p>Throughout refer to Participant Handbook Module 12 Reality Check I</p> <p>Slide 4</p>			
<i>Activity: constraints and opportunities to achieving FMU goals</i>	5 10	<p>Slide 5: FMU group work : instructions</p> <p>1. Brainstorm the constraints and opportunities in meeting your FMU goals (as identified in step 2.3); write constraints on green cards and</p>					X	<p>Slide 5</p> <p>Flipchart, pens, post-card size cards in yellow and green</p> <p>Workbook</p>			

SESSION 12	REALITY CHECK I		13.30–17.00 (140 minutes minus the break)				
	5	<p>opportunities on yellow cards. Refer to outputs from session 5 if participants need ideas.</p> <p>2. Record outputs in Workbooks</p> <p>Trainers ensure that outputs are stuck onto flipchart paper for use in Reality Check II</p>					Challenges and opportunities outputs from day 2 session 5
<i>Activity: plot your FMU conflicts</i>	15	<p>Have slide 6 up.</p> <p>Explain we will briefly spend time plotting FMU conflicts on participants' maps.</p> <p>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.</p> <p>Leave the maps after 15 minutes and focus on FGD activity.</p>				X	Slide 6 Group FMU maps from session 10, pens, sticky dots, stickers
FGDs Focus Group Discussions	5	<p>Explain that we will now practise the key skill of facilitation.</p> <p>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.</p>	X				Slide 7-8 Good+ bad facilitator drawings on Flipchart from day 2, People Toolkit tool 5
<i>Activity: FGD (1) 25 minutes total</i>	(25 total) 7 10 7	<p>Instructions slide 9. Explain activity. Get into different groups of 5/6. Choose FGD topic from slide 10 options</p> <ol style="list-style-type: none"> 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. Observer feedback <p>Say we will have a break and then practise repeat using different roles</p>				X	Slide 9-10 People Toolkit tool 5

SESSION 12		REALITY CHECK I				13.30–17.00 (140 minutes minus the break)			
BREAK									
Activity: FGD (2) 25 minutes total	(20 total) 10 5 5	1. Repeat FG with different people 2. Observer feedback Trainer draws out key learning points from exercise (refer to slides/ module for guidance). Summarise FDG: when to use FGDs in EAFm process? With whom? For what purpose? Stress this is a key tool						X	Slide 9-10 People Toolkit tool 5
Conflict energiser	5	Have energiser after discussion on FGDs 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	3	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 slides2-3.	X						Refer to EAF- net consultation tools website People Toolkit , tools 6-8
Conflict in EAFm	3	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. Refer to Participant Handbook Module 12, Figure 12.1	X				X		Slide 11-13

SESSION 12	REALITY CHECK I		13.30-17.00 (140 minutes minus the break)				
		<p>What is conflict management/resolution? (Refer to Module 12). Make sure participants understand what we mean; some of them may be doing this already? Elicit examples.</p> <p>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 Figure 12.2 Conflict Strategies and Table 12.1</p> <p>See also Tool 8.</p>					
Negotiating	4	<p>Slide 14: negotiating strategy; for Win-Win outcomes see Module 12 for ideas.</p> <p>Slide 15: powerful questioning</p> <p>Explain that we will do a roleplay to practise various skills, including negotiation.</p>	X			X	Slides 14-15
<p><i>Activity: Roleplay- Practice conflict management and mediation skills</i></p>	<p>40 total</p> <p>5</p>	<p>Slide 16: key messages</p> <p>Slide 17: instructions</p> <p>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).</p> <ol style="list-style-type: none"> 1. Divide participants into different groups, distribute different role play scenarios to each group (all scenarios are potential EAFm conflicts) 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. 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) 4. All prepare for five minutes. Trainer to support all the conflict 5. Carry out role plays. Trainers observes and take notes. 				X	<p>Slide 16</p> <p>Slide 17</p> <p>Role play Scenarios (from Trainer resource guide, section 9 resources and appendix to SP 12). 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.</p> <p>People Toolkit tool 8</p>

SESSION 12		REALITY CHECK I					13.30–17.00 (140 minutes minus the break)			
	35	<p>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.</p> <p>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.</p>			X					
Summary	5	<p>Slide 16 key messages: .Summarise all techniques/tools we have practised in this session (facilitation, negotiation, mediation). Summary of whole Day 3 – refer to outputs</p>	X						Slide 16 key messages	
Action planning.	10	Individual action plans completed – facilitators to support if required.						X	Action plans	
Daily monitoring and review of day (16.50–17.00)	10 total	<p>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).</p>						X	Daily monitoring sheets	
<u>Notes for trainers:</u>										
<u>Trainer Feedback</u>										

SESSION 13		EAFm STEP 3 DEVELOP EAFm PLAN: 3.1 and 3.2 OBJECTIVES, TARGETS & INDICATORS 08.30–10.10 (100 minutes)						
Date:	Day 4 session 13							
Objectives	<ul style="list-style-type: none"> Develop management objectives Develop indicators and targets related to the agreed objectives 							
Notes: Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups) Activity = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
Review	10	Trainers feedback on daily monitoring. Interactive review of Day 3: participants feedback/ present			X			Day 3 daily monitoring
Introduction and objectives	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. Objectives often address the core problem as identified in the “problem tree.” Slide 6: good and bad objectives Refer to Module 13, 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	X					Slide 5-7 Throughout refer to Participant Handbook Module 13 Step 3.1-3.2. See Tool 30 (example) objectives

SESSION 13		EAFm STEP 3 DEVELOP EAFm PLAN: 3.1 and 3.2 OBJECTIVES, TARGETS & INDICATORS				
		08.30–10.10 (100 minutes)				
		Slide 7: Indicators: introduce need for indicators and explain what they are				
Examples	5	Slides 8-13: 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 8-13
Indicators and benchmarks	10	Slide 14: explain targets and limits for indicators Slide 15: simple example Slide 16: example target and limit: riparian habitat area See more detailed explanation of terms in Participant Handbook Module 13. 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	Slides14-16 Tool 31:Objectives + indicators for hypothetical fishery Tool 32 gender sensitive indicators
Data and info needs Participatory Monitoring and Evaluation (PM&E)	5	Slide 17: 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 18: SMART indicators Slide 19: key indicator data and information questions Slide 20: purpose of PM&E- involving stakeholders (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 17-20

SESSION 13		EAFm STEP 3 DEVELOP EAFm PLAN: 3.1 and 3.2 OBJECTIVES, TARGETS & INDICATORS					
		08.30–10.10 (100 minutes)					
Summary	2	<p>Slide 21: Link back to EAFm Plan template</p> <p>Briefly summarise we have covered 3.1-3.2 and after break will finish step 3, 4 and 5.</p> <p>Slide 22: Key messages</p>	X				Slide 21-22
<i>Activity: develop FMU objectives, indicators and benchmarks</i>	(40 total) 5 20	<p>Slide 23: Show a picture of what we are going to build in Step 3</p> <p>Explain activity: instructions slide 24.</p> <ol style="list-style-type: none"> 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. They also agree indicators and benchmarks for their FMU objectives. They will already have some indicators, so no need to start from scratch. <p>Think about: conflict of interest/outcomes: how and who will you prioritise?</p> <p>N.B. Remember to include those stakeholders who do NOT have a voice (given social norms, etc.): poor, women, ethnic groups/ other? Ensure you develop objectives from their perspective.</p>				X	Slide 23 Slide 24 Cards of different colours, pens, Flipchart Refer to Module 13, section 3.1 for questions and actions.
	15	<p>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?</p> <p>Challenges: what do we mean by wellbeing?</p> <p>They must develop outputs relating to all three EAFm components.</p>			X		
		3. Share group outputs, discuss plenary					

SESSION 13		EAFm STEP 3 DEVELOP EAFm PLAN: 3.1 and 3.2 OBJECTIVES, TARGETS & INDICATORS					
08.30–10.10 (100 minutes)							
		All outputs must be recorded in Workbooks. Keep all flipcharts accessible for next session, and for Day 5					
Embedding EAFm Plan	5	<p>Living the EAFm plan pyramid (see photos in trainer resource guide, section F)</p> <p>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).</p>				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					
<p><u>Notes for trainers</u></p> <p>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.</p> <p>QU: are they also developing performance measures here? This will come naturally out of discussion, but be dealt with more in next session.</p> <ul style="list-style-type: none"> Remember to focus on specific indicators: process, stress reduction, environmental status <p>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.</p> <p>Timing leeway: There are approximately 10 minutes to spare, so could finish earlier so as to have bit longer for next session and afternoon.</p>							
<u>Trainer Feedback</u>							

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	<ul style="list-style-type: none"> Identify management actions and how stakeholders will comply with these Include financing mechanisms in the plan Bring it all together – finalize the EAFm plan 							
Notes: Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups) <i>Activity</i> = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
Introduction and objectives	2	Slides 1+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+8 : grouping management actions – one management action may address two or more objectives. (Management actions need not be linear) For more detail, refer to Participant Handbook Module 14, Table 14.1: Typical EAFm management measures/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 Throughout refer to Participant Handbook Module 14. See also manager’s toolbox Tool 33

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)					
Compliance + MCS	8	<p>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</p> <p>Slide 10: what MCS needs to work</p> <p>Slide 11: top down MCS</p> <p>Slide 12: bottom up MCS</p> <p>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”.</p> <p>Examples:</p> <p>Slide 14: landing site monitoring</p> <p>Slide 15: monitoring of fishing zones</p> <p>Slide 16: visual systems (boat markings)</p> <p>Ask participants to look at Tool 34 MCS.</p> <p>Give participants five minutes to read thru these briefly, explaining they will work with these ideas a bit later.</p>	X			<p>Slides 9-16</p> <p>See Tool 34 suggestions for improving MCS</p> <p>X</p>
Financing	5	<p>Explain slides 17: Plan almost finished.</p> <p>Slide 18: Need to describe the data and information needs, especially in relation to indicators.</p> <p>Slide 19-20: Need sustainable finance to support the actions and MCS.</p> <p>Refer participants to Participant Handbook Module 14, Table 14.2 for examples of sources of funding.</p>	X			<p>Slides 17 – 20</p> <p>Module 14: Table 14.2</p>
EAFM Plan	5	<p>Slide 21: have almost completed the plan. Note the last addition to the Plan – Review timetable</p> <p>Slides 22: 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.</p>	X			<p>Slide 21-22</p> <p>Workbook</p>

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)					
summary	2	Slide 23: Key messages of steps 3.3-3.5	X				Slide 23
Activity: management actions + compliance (MCS) + finance	40 total 10 10 10 10	<p>Slide 24: Group activity: instructions</p> <ol style="list-style-type: none"> 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. <p>Slide 25: A visual of the output from the group activity 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.</p>					Slide 24-25 Flipchart, coloured cards, pens, sticky tack (they will be working with outputs from session 3.1-3.2 from before break)
Activity: Embedding EAFM Plan	5-10	<p>Living the EAFm plan pyramid (see photos in trainer resource guide)</p> <p>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.</p>				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
<p><u>Notes for trainers</u> Keep to time. Ensure groups have time to discuss financing mechanisms as this often gets forgotten.</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 15		EAFm step 4 implementation 4.1 FORMALIZE, PLAN, COMMUNICATE & ENGAGE 11.50–12.30 (40 minutes)						
Date:	Day 4 session 15							
Objectives	<ul style="list-style-type: none"> • Develop an implementation work plan • Summarize what is meant by formal adoption of the EAFm plan • Develop a communication strategy 							
Notes: Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups) <i>Activity</i> = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
Introduction to EAFM Step 4 and objectives	3	Slides 1-3: Introduction to session: Step 4 Review where we are in EAFM cycle; 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 4: EAFm plans are implemented through multi-agency cooperation NB: Planning is done at the ecosystem level, implementation at the sector level (requires coordination and cooperation) and M&E at the ecosystem level again. Slide 5: explain what cooperation/ institutional support will be required for implementing the plan Same visual in Participant Handbook Module 15, Figure 15.1.	X					Slides 4 - 5 Throughout refer to Participant Handbook Module 15 Step 4
Work plan for implementing the EAFM Plan	5	Slide 6: to implement the EAFm plan we need an <i>implementation</i> work plan Slide 7: How an implementation work plan can best be effective 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.	X					Slides 6-8 refer to Work plan template in their Workbooks.

		NB. EAFm plan by itself does not translate into action. Elicit from participants any work plans/operational plan experience/ tips			X			
Formalizing the EAFM Plan	5	Slides 9-10: 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 9-10
Communications plan	15 total 5 10	Stress the importance of communicating the EAFm plan to all stakeholders linked to next step. Run through Slides 11-13. Same visual in Participant Handbook Module 15, Table 15.1. 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 communications strategy example. 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				X	Slides 11-13 See Communications strategy template in Workbook, as well as Communications strategy in Tool 36. Optional; Have an example of a Communication Strategy for reference (also copy for participant USB)
Summary and next	2	Slide 14: 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 14
LUNCH		If possible, finish this session 10 minutes early, so that afternoon session Reality Check II can start a bit earlier						
<u>Notes for trainers</u> This session can be done in 30 minutes.								
<u>Trainer Feedback</u>								

SESSION 16		REALITY CHECK II					13.30–14.45 (75 minutes)				
Date:		Day 4 session 16									
Objectives		<ul style="list-style-type: none"> • 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 constraints and opportunities in meeting your FMU goals 									
Notes:		<p>Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)</p> <p>Activity= activities are <i>italics</i> and highlighted in yellow</p>									
Description of Contents	Time in minutes		Expected Participation					Resources used			
			1	2	3	4	5				
Introduction an objectives: why we need Reality Check II	5	Do an energiser after lunch if necessary	X					Slides 1-5 Throughout refer to Participant Handbook Module 16 Reality Check II			
	5	<p>Slides 1-3: Introduction to session</p> <p>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)</p> <p>Slide 5: remember the 7 principles</p> <p>Participant Handbook Module 16 expands in much more detail; recommend that participants should read this after the course. Refer to Table 16.1 for detailed questions.</p>			X						
Key success factors	5	<p>Slide 6: If we want to pull out key success factors for EAFm: it is important to highlight good governance. Explain again what makes good governance.</p> <p>Slide 7: A check list for good governance could contain:</p> <p>(i) Legal basis for EAFM, (ii) rules and regulations agreed (iii) effective compliance and enforcement, and (iv) effective governance arrangements in place.</p>	X					Slide 6 - 9			

SESSION 16		REALITY CHECK II					13.30–14.45 (75 minutes)				
		<p>Slide 8: One example of a coordination and cooperation arrangements based on Management Advisory Committees (MACs) and an overarching Council</p> <p>Same visual in Participant Handbook Module 16, Figure 16.2.</p> <p>Slide 9: A check list of question for the key success factors based on other principles</p> <p>Any questions?</p>									
Supporting environment	10	<p>Slide 10: 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...:</p> <ul style="list-style-type: none"> • Political will • Adequate resources: see Reality Check I (Day 3 & Day 4) when resources were covered (Module 12 & 14) • Effective financing mechanisms • Appropriate institutional structure <p>Refer participants to Module 16, especially questions in shaded boxes.</p> <p>Slides 11-13: gives some examples of the questions that need to be asked about political will, resources, and financing mechanisms.</p> <p>Slide 14: supportive fisheries structure. One example of an organogram for a fisheries agency. Point out that this example has (i) a MCS section and (ii) Fisheries management section. These are often missing in developing countries.</p> <p>Same visual in Participant Handbook Module 16, Figure 16.3.</p> <p>Any questions?</p>	X					X		Slide 10 - 14	
Summary	5	<p>Slide 15: summarise key elements</p> <p>Say that after break we will do final Step 5.</p>	X							Slide 15 Workbook	

SESSION 16	REALITY CHECK II		13.30–14.45 (75 minutes)				
<p><i>Activity: revisit constraints and opportunities to achieving FMU goals</i></p>	<p>(35 total) 5 5 5 10 10</p>	<p>Slide 16: instruction</p> <p>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).</p> <ol style="list-style-type: none"> 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. 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 cycle, 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? <p>End on a positive note as many of the constraints are likely to be moved.</p> <ol style="list-style-type: none"> 5. Participants must record relevant outputs in their Workbooks, as they are needed for EAFm plan 					<p>Slide 16</p> <p>X 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</p>
BREAK							
<p><u>Notes for trainers</u></p> <p>10 minutes to spare. You may need to recuperate time from morning sessions. Or can move into step 5.</p> <p>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.</p>							
<u>Trainer Feedback</u>							

SESSION 17		EAFm STEP 5 MONITOR, EVALUATE, ADAPT		15.05–17.00 (115 minutes)				
Date:		Day 4 session 17						
Objectives		<ul style="list-style-type: none"> • 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 						
Notes:		<p>Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)</p> <p>Activity= activities are <i>italics</i> and highlighted in yellow</p>						
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
Warm up	10	<p>Bus stop activity.</p> <p>Have three flip charts up for when participants come back from break.</p> <ol style="list-style-type: none"> 1. Why do we monitor? 2. Why do we evaluate? 3. Why and how do we adapt? <p>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.</p> <p>Do not review outputs (you will do this with slides later).</p> <p>Thank participants and ask them to sit down.</p>					X	Three pre-prepared flipcharts with questions, pens
Introduction and objectives Step 5	5	<p>Slides 1-3: This is last step of five steps, and also last session of today.</p> <p>Slide 4 : Use to show Step 5 links to EAFm cycles.Focus on steps 5.1 and 5.2 as part of EAFm Plan and process.</p> <p>Refer back to EAFm plan template, and link to communication (covered under 4.1 Implementation). Monitoring done <i>as part of</i> implementation (even if explained as separate step here)</p>	X					Slides 1- 4 EAFm cycle on visuals gallery Throughout refer to Participant Handbook Module 17

SESSION 17		EAFm STEP 5 MONITOR, EVALUATE, ADAPT				15.05–17.00 (115 minutes)	
Why M and E?	3	<p>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.)</p> <p>Slide 6: steps 5.1 and 5.2 outlined</p>	X				Slides 5-6 Bus stop activity outputs
5.1 Monitor performance	3	<p>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)</p> <p>Slide 8: Remind participants of WHO is involved in monitoring, assessment team? Ensure we get participatory element; other stakeholders must be involved in monitoring, not just technical experts which are key to adaptive management.</p>	X				Slide 7-8 Bus stop activity outputs
5.1 Evaluate Performance	3	<p>Slide 9-10: 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</p>	X				Slides 9-10 Bus stop activity outputs People Toolkit (some tools can be used for monitoring) Workbook
Communicating + Reporting	10	<p>Slide 11: 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.</p> <p>Slide 12: example of visual ways you can portray data (traffic light example). Same visual in Participant Handbook Module 17, Figure 17.2 Elicit participants' experience of this</p> <p>Slide 13: example of visual ways you can portray data (instrument panel). Same visual in Participant Handbook Module 17, Figure 17.3 Elicit participants' experience of this</p>	X		X		Slide 11-13

SESSION 17		EAFm STEP 5 MONITOR, EVALUATE, ADAPT					15.05–17.00 (115 minutes)		
		Optional: discuss in pairs about their experience in reporting on performance: what are challenges? some examples from groups							
5.2 Review and adapt	10	<p>Slide 14: why do we need to review and adapt? (refer to flipchart outputs)</p> <p>Slide 15: short term</p> <p>Slide 16: long term</p> <p>Short term/ long term reviews: discuss differences and purpose. Reiterate that as EAFm iterative process, needs constant reviewing and possible changes/updating.</p> <p>Discuss examples of what might be adapted: objectives/ indicators/ priority issues? Elicit experiences of needing to adapt.</p>	X					Slides 14-16 Bus stop activity outputs	
Summary	5	<p>Slide 17: visual summarising the process</p> <p>Same visual in Participant Handbook Module 17, Figure 17.4.</p> <p>Slide 18: key elements of this session</p> <p>Brief summary of the day: Steps 3-5, and Reality Check II.</p> <p>All five EAFm steps have now been covered. Now need to focus on consolidating and presenting EAFm Plans.</p>	X					Slides 17-18	
Set homework	10	<p>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.</p> <p>Ensure all participants have a copy of EAFm Plan template.</p> <p>See Slide 18 for instructions. No slide presentations; only flipcharts and cards.</p>	X					Slide 19 instructions Ensure participants have all their FMU EAFm related info	
EAFM Quiz	25	<p>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.</p> <p>Distribute quiz, participants complete individually and in silence</p> <p>Collect quiz, and say that will review answers first thing on Day 5.</p> <p>Trainers to check after session finishes</p>					X	Slide 20 EAFm quiz copies to distribute (easier if printed all one colour: e.g. green)	

SESSION 17	EAFm STEP 5 MONITOR, EVALUATE, ADAPT		15.05–17.00 (115 minutes)				
							Trainer needs Excel scoring document
Action planning	10	Action planning booklets – individual work					X
Daily monitoring and review of day (16.50–17.00)	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
<u>Notes for trainers</u> 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.).							
<u>Trainer Feedback</u>							

SESSION 18 +19		PARTICIPANT WORK + PRESENTATIONS					8.30–12.30 (total 90+ 120 minus break =195 minutes)				
Date:	Day 5 session 18 and 19										
Objectives	Participant work: 08.30-10.00 (90 minutes) <ul style="list-style-type: none"> • Prepare and refine your FMU group EAFm plan presentations Participant presentations 10.00 - 12.00 / 12.30 (120 minutes including break) <ul style="list-style-type: none"> • 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. 										
Notes:											
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)											
<i>Activity</i> = activities are <i>italics</i> and highlighted in yellow											
Description of Contents	Time in minutes		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	80 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. Optional: Make a programme by listing the group's names and logos in sequential order. One trainer can be typing this up					X	Resources needed: All FMU group outputs, flipcharts, pens, stickers, cards, laptops, leads, printer, Table + Wall space			

SESSION 18 +19	PARTICIPANT WORK + PRESENTATIONS		8.30–12.30 (total 90+ 120 minus break =195 minutes)				
		<p>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.</p> <p>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).</p>					
WORKING BREAK	10.10–10.30	<p>OR. grab a tea/coffee/snack and start presentations.</p> <p>Actual plan for session to be designed by trainers after Day 4.</p>					
Group presentations	120 minutes	<p>Timing depends on number of FMU groups.</p> <p>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.</p> <p>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.</p> <p>Presenting all key information succinctly is a skill, so stress that they cannot go over allotted time.</p> <p>Before starting group presentations, remind participants that this is a chance to learn from and support each other. We want to give constructive feedback. 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.</p>				X	<p>One A4 presentation programme printed for all</p> <p>Trainers need to take notes during presentations to feedback on content / consistency of EAFm draft plans, as well as presentation styles.</p>

SESSION 18 +19	PARTICIPANT WORK + PRESENTATIONS		8.30–12.30 (total 90+ 120 minus break =195 minutes)				
		<p>At end of all presentations give 1-2 points of general feedback. Thank participants for their efforts (and creativity if applicable)</p> <p><i>If trainers decide to have an extra EAFm Plan feedback/ revisiting session after lunch; inform participants now about this. NB need to plan this carefully.</i></p> <p><i>Optional: 30mins after lunch groups spend time on another group's plan and provide constructive note feedback (on cards?) and then share back with original group.</i></p>					
LUNCH	12.30–13.30						
<p><u>Notes for trainers</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>							
<p><u>Trainer Feedback</u></p>							

SESSION 20		COURSE REVIEW, ACTION PLANNING, EVALUATION + CLOSE			13.30-15.00 / 15.30 (90-120 minutes)			
Date:	Day 5 Session 20							
Objectives	<ul style="list-style-type: none"> • 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 							
Notes:								
Expected Participation: 1= trainer lead (trainer presenting) - 5= participant lead (participants working on their own/ in groups)								
<i>Activity</i> = activities are <i>italics</i> and highlighted in yellow								
Description of Contents	Time in minutes		Expected Participation					Resources used
			1	2	3	4	5	
Course review group activity-lessons learned 13.30-14.30 <i>Activity 1: concentric circles individual feedback</i>	(60 total) 15-20	After lunch, 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. Purpose of this activity is for participants to reflect on their individual learning and share this. This is a 3-step process: Step 1: In pairs, talk about all the things we have discussed this week (what have you learned/ what you will remember from this course). Allow few minutes, then ask people in the outer ring to get up and move clockwise to next chair in same outer circle, and sit down, so they meet new partner. Step 2: Now that you remembered everything from the week, in pairs talk about what, for you, were the key insights, the key 'Aha' moments. Allow few minutes, then ask people in the outer					X 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) All FMU group EAFm outputs still displayed; cards, pens, Workbook

SESSION 20	COURSE REVIEW, ACTION PLANNING, EVALUATION + CLOSE		13.30–15.00 / 15.30 (90–120 minutes)				
		<p>ring to get up and move clockwise to next chair in same outer circle, and sit down, so they meet new partner.</p> <p>Step 3: Now that you remembered everything from the week, and shared your key insights, what will you do differently when you return to work? Allow few minutes.</p> <p>Participants usually enjoy this sharing and reflecting opportunity.</p> <p>Trainers can hover and listen out for key leanings being expressed.</p> <p>Conclude by saying this was an exercise to share individual learnings.</p>					
<p>Activity 2: <i>pairwise ranking of key EAFM messages</i></p> <p>Either do activity 1 or activity 2 as small group review</p>	15-20	<ol style="list-style-type: none"> Now ask participants to form different groups (5-6 per group). Give each group one sheet of flipchart paper 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. Distribute 10 cards to each group. Ask them to write each of the five key messages/elements twice (on two separate cards) 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	<p>Flipcharts sheets, pens, set of 10 post card cards per group</p> <p>Prep-prepared pairwise matrix on a sheet of flipchart, pre-cut cards</p> <p>Trainer can refer to tool 18 matrices</p>

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		<p>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.</p> <p>7. Groups move around and see each other's matrices.</p> <p>8. Trainers sum up the key messages emerging from group work (similarities and differences), say that this tool is 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).</p> <p>Conclude that the purpose of this activity was to consolidate and reinforce learning.</p>					
Activity 3: Collective Reflection	15-20	<p>General sharing of collective feedback.</p> <p>Now ask participants to form a large circle. Ask them to respond to the following (one at a time – random, whoever wants to speak-with everyone else actively listening)</p> <p>Please reflect on the week's course and share with us your feelings about the course and what you have learnt.</p> <p>NB: This feedback is useful for your course evaluation report. This can be very useful for understanding how the course has influenced the participant's approach to fisheries management.</p>				X	Participants seated / standing in a circle.
OPTIONAL: Revisit EAFM draft plans	60	<p>Depending on time, you may want to review the EAFm Plans.</p> <p>2. 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.</p> <p>Purpose of activity: to allow room for improvement on plans.</p> <p>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.</p> <p>1. Groups review others' plan</p>				X	

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		<p>2. Half the groups feed back to plan owners</p> <p>3. Other half of groups feed back to plan owners</p> <p>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:</p> <p>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.</p> <p>b) the FMU does not exist in isolation, so need to think about how external challenges will affect implementation of the plan</p> <p>As participants review their plan, changes can be recorded in Workbooks (see blank performance review template at end of Workbook).</p>					
Action Planning 14.30–14.45	15 total 10 5	<p>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. <i>These actions ideally would be linked to/ nested in group EAFm plan presented earlier.</i></p> <p>Encourage participants to put reminder for their actions on their calendars and smartphones (allowed phones just for this).</p> <p>Optional: 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).</p> <p>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</p>				X	<p>Spare last 2 pages of Action Plans (action points and Buddy system)</p> <p>Blank letter paper and envelopes for all</p>

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		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 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
<p><u>Notes for trainers</u></p> <p>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.</p> <p>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.</p> <p>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?)</p> <p>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).</p> <p>Optional group feedback activity which is more general (not EAFm focused): use 'ball of string:'</p> <p>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...).</p>							
<p><u>Trainer Feedback</u></p>							

This Ecosystem Approach to Fisheries management training course (Inland Fisheries) is designed as a complete training course for the sustainable management of inland fisheries using the ecosystem approach. It is targeted at middle-level fishery and environment officers, extension workers, facilitators and other stakeholders engaged in the planning and management of inland fisheries. This training course is designed to be applicable to many inland fishery contexts around the world (including overlapping freshwater fishery/aquaculture systems). It is also intended to be adapted to suit specific local contexts. This volume is VOLUME 4: TRAINING SESSION PLANS and contains detailed descriptions for EAFm trainers on how to run each of the training sessions of an EAFm training course. The plans contain the session timings, notes for the slide presentations and explanations as to key messages to deliver. The activities that are used to break up the training and reinforce the learning are also described.

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