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| **SESSION** | **13. EAFM STep 3 DEVELOP EAFM PLAN: 3.1 and 3.2 OBJECTIVES, INDICATORS + BENCHMARKS** 08.30-10.10 (100 minutes) | | | | | | | |
| **Date:** | Day 4 session 13 | | | | | | | |
| **Objectives** | * Develop management objectives * Develop indicators and benchmarks related to the agreed objectives | | | | | | | |
| **Description of Contents** | **Time** |  | **Expected Participation** | | | | | **Resources used** |
| 1 | 2 | 3 | 4 | 5 |
| Review | 10 | Trainers feed back on daily monitoring.  Interactive review of Day 3: participants feedback/ present |  |  | X |  |  | Day 3 daily monitoring |
| Introduction | 5 | Introduce Day 4 saying we will cover the rest of Step 3, Step 4 and Step 5. And we will have EAFM quiz at the end. It will be a busy day!  Introduce session with slides 1-3, and remind participants where we are in EAFM step cycle.  Slide 4: building EAFM plan. We have done Steps 1-2, and are now on Step 3. Through the risk assessment on day 3 (Step 2) we identified the high risk issues affecting success of EAFM. So now we need to develop objectives to address and manage these. | X |  |  |  |  | EAFM steps cycle visual on wall  Slides 1-4 |
| Identifying objectives and introducing indicators | 5 | Slide 5 discuss the need for objectives . Objectives often address the core problem as identified in the “problem tree”  Slide 6: good and bad objectives  Refer to Module 13, section 3.1 for key questions and examples. Explain hierarchy of objectives linked to their issues (what come first/ logic cause and effect).  See Tool 30 Operational objectives  Slide 7: introduce need for indicators and explain | X |  |  |  |  | Slide 5-7  Module 13 Step 3.1-3.2, section 3.1  See Tool 30 (example) objectives |
| Examples | 5 | Slides 8-11: Examples of objectives and indicators, relating to three EAFM components. Discuss these.  Elicit some examples of specific objectives from their group work on issues (trainer have examples ready). |  |  | X |  |  | Slides 8-11 |
| Indicators and benchmarks | 10 | Slide 12: explain benchmarks  Slide 13: simple example  Slide 14: another example using a graph of mangrove area  See relevant Tool 31 hypothetical fishery and discuss indicator list. Look at all three components. May need to discuss the social/ governance indicators as participants not as comfortable/ familiar with these. Also focus on specific indicators: process, stress reduction, environmental status.  Also refer to Tool 32 gender sensitive indicators | X |  | X |  |  | Slides12-14  Tool 31:Objectives + indicators for hypothetical fishery  Tool 32 gender sensitive indicators |
| Data and info needs  Participatory Monitoring and Evaluation (PM&E) | 5 | Slide 15: 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 16: SMART indicators and benchmarks  Slide 17: key indicator data and information questions  Slide 18: purpose of PM&E (link to earlier steps 1.2, 1.3 and step 5.1).  Mention in next session when we discuss management actions, there will be examples of community monitoring (so link to PM&E), to show that you can have local collection methods that are quantifiable  Elicit briefly any experience of PM&E- examples from their fisheries. | X |  |  |  |  | Slides 15-18 |
| Summary | 2 | Slide 19 Link back to EAFM Plan template  Briefly summarise we have covered 3.1-3.2 and after break will finish step 3, 4 and 5.  Key messages | X |  |  |  |  | Slide 19-20 |
| *Activity: develop FMU objectives, indicators and benchmarks* | (40 total)  5  20  15 | Slide 21: Show a picture of what we are going to build in Step 3  Explain activity: instructions slide 22  1. Participants work in their FMU groups to develop objectives from their categorised and prioritised issues. Use different coloured cards. Ensure participants develop objectives for at least four issues that were categorized as hi/hi (two ecological (one fish &one environmental)); (one human &one governance).  They will already have some objectives, so no need to start from scratch.  2. They also agree indicators and benchmarks for their FMU objectives. They will already have some indicators, so no need to start from scratch.  Think about: conflict of interest/outcomes: how and who will you prioritise?  NB. remember to include those stakeholders who do NOT have a voice (given social norms, etc.): poor, women, ethnic groups/ other? Ensure you develop objectives from their perspective.  Challenge: who has selected indicators you are currently using? Could other stakeholders have been involved? What can you change as part of EAFM process, i.e. be more inclusive?  Challenges: what do we mean by wellbeing?  They must develop outputs relating to all three EAFM components.  3.Share group outputs, discuss plenary  All outputs must be recorded in Workbooks. Keep all flipcharts accessible for next session, and for Day 5 |  |  | X |  | X | Slide 21  Slide 22  Cards of different colours, pens, Flipchart  Refer to Module 13, section 3.1 for questions and actions. |
| Embedding EAFM Plan | 5 | Living the EAFM plan pyramid (see photos in trainer resource guide, section F)  Everyone stand at back of the room. Hand out the A4 cards for the seven elements of pyramid so far (see Slide 4). Get participants to stand in positions that represent the slide (but do NOT show the slide). After the first few times, participants will understand what to do. They all enjoy ‘living’ the visual. Conclude by saying we are slowly building the elements of the EAFM plan (Steps 1-3). |  |  |  |  | X | A4 cards with words: vision, goals, participation (split into 5 syllables) + informed decisions (split into 2), objectives, indicators + benchmarks |
| BREAK |  | Finish this session early, so can have longer for session before lunch as it can take more time |  |  |  |  |  |  |
| Notes for trainers  In practice objectives and indicators need to be developed together, so it may be better to run thru all objectives and indicator slides first, and then groups work on both elements together. There is always A LACK OF indicators for human wellbeing and governance.  QU: are they also developing performance measures here? This will come naturally out of discussion, but be dealt with more in next session.   * Remember to focus on specific indicators: process, stress reduction, environmental status   During break, trainers to look at groups’ outputs and quickly think of some relevant management actions and MCS that could apply- use these to prompt thinking in session after break.  Timing leeway: There are approximately 10 minutes to spare, so could finish earlier so as to have bit longer for next session and afternoon. | | | | | | | | |
| Trainer Feedback | | | | | | | | |