

SESSION	7. EAFM CYCLE OVERVIEW										11.00-11.40 (40 minutes)				
Objectives	7. EAFM Cycle Overview 11.00 – 11.35 (35 minutes) <ul style="list-style-type: none">Describe the key steps of the EAFM cycle and how to plan, implement and monitor EAFMIdentify the planning steps in the EAFM cycleFamiliarize yourselves with the EAFM Plan Grouping for Learning Exercise 11.35 – 11.50 (15 minutes) <ul style="list-style-type: none">understand the EAFM planning process exercise to be carried out this week														
Description of Contents	Time									Expected Participation					Resources used
										1	2	3	4	5	

EAFM cycle Overview Overview of 5 Steps	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> <ol style="list-style-type: none"> 1. Run through slides briefly. The 5 EAFM steps main cycle slide will be used as intro for each step session. 2. Explain Start Up A+B (these are NOT steps). 3. Stress 5 main steps in the EAFM cycle and each main step has a number of sub-steps to implement it. 4. Highlight which steps are the Planning steps (from Step 1-3 = slide 12.) <p>NB. EAFM Plan template align with steps 1-3 steps. Explain that the input for the EAFM Plan comes from Start Up A + B, and steps 1-3. Then steps 4+5 are the doing and checking.</p> <ol style="list-style-type: none"> 5. Modules in their Handbooks follow this sequence of steps. Refer participants to Module 7 for details on each step and sub-step. We will go through steps in detail today, Day 3 + 4. 6. Course sessions are structured following these steps. <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. (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>	X					<p>Slides 1–14</p> <p>Introduction slides 1-2</p> <p>Slide 3 EAFM cycle (+ visual gallery)</p> <p>Slides 4-5 Start Up 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> <p>Module 7 EAFM cycle overview</p>
Summary	2	Key messages	X					Slide 15

Activity: embedding EAFM steps	15	<p>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?' (Start up A+B). Repeat the process for all 5 steps so by the end, everybody is standing at one of 5 steps, and all have experienced the EAFM cycle and reviewed what happens at each step.</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					Slide 16 String 5 sheets of flipchart with nothing on them
Activity: Grouping for EAFM planning	15	<p>Showing slide 16, 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>
Start Up A		(see separate session plan)						
		Start up A will start at 11:40 and continue after lunch up to afternoon break						

Notes for trainers

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

Trainer Feedback