Bay of Bengal Large Marine Ecosystem Project

Report of the Essential EAFM course

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Essential EAFM Course Report

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with input from

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Acronyms

BOBLME	Bay of Bengal Large Marine Ecosystem
COFI	Committee on Fisheries
CPUE	Catch Per Unit Effort
CTI	Coral Triangle Initiative
CTSP	Coral Triangle Support Partnership
DOF	Department of Fisheries
EAF	Ecosystem Approach to Fisheries

EAFM	Ecosystem Approach to Fisheries Management
EEAFM	Essential EAFM
FAO	Food and Agriculture Organisation
FMU	Fisheries Management Unit
ICSF	International Collective in Support of Fishworkers
IUCN	International Union for Conservation of Nature
LME	Large Marine Ecosystem
MCS	Monitoring Control and Surveillance
MFRDMD	Marine Fishery Resources Development and Management Department
MPA	Marine Protected Area
NGO	Non-Governmental Organisation
NOAA	National Oceanic and Atmospheric Administration
RFPN	Regional Fisheries Policy Network
SEAFDEC	Southeast Asian Fisheries Development Centre
TOT	Training of Trainers
UNEP	United Nations Environment Programme
USAID	United States Agency for International Development

Informal start: years of experience in fisheries
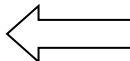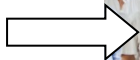
Developing FMU maps

1. Summary

In early 2012, IMA International was invited by FAO's Bay of Bengal Large Marine Ecosystem (BOBLME) to coordinate the development of an interactive training course package on Ecosystem Approach to Fisheries Management (EAFM).

After a pilot training course in Malaysia in June 2013, and Training-of-Trainers (TOT), the course package was further refined. The first Essential EAFM course was hosted by the Southeast Asian Fisheries Development Centre (SEAFDEC) and the FAO-SEAFDEC Shrimp Trawl Management (REBYC-II CTI) project at Samut Prakan, Thailand 20-25 January 2014.

The associated TOT which took place directly after the course is analysed in a separate report.

The course acted as a showcase for role modelling as the three regional trainers working with the IMA trainer were part of the cohort trained on the TOT in Malaysia six months earlier. Having TOT 'graduates' from the 2013 Malaysia pilot and TOT train on this Essential EAFM course illustrates the success of the in-built capacity building element.

This course was hosted and organised in conjunction with SEAFDEC Training Department (TD), and supported by the FAO-SEAFDEC REBYC II-CTI Project. As a regional training organization, SEAFDEC is ideally placed to take on the responsibility for delivery and roll out of further Essential EAFM training. SEAFDEC has the support of all the partners involved in the development of the course so far to take on this role.

The course therefore had dual objectives: the main objective was to train in Essential EAFM skills and a second objective was to foster ownership and build capacity of SEAFDEC staff (mainly TD, but also key staff in other departments) so that SEAFDEC feels comfortable rolling out the course.

As for the pilot 6 months earlier, for this course, the *process* of delivery was as important as the content. In terms of content, participants were exposed to concepts and information about EAFM (some of which many of them were already familiar with). The structured, participatory method of delivery using adult learning methodologies was critical to the experiential learning. Active group work, and the sharing of experiences through guided discussions, enabled participants to consolidate learning in a progressive manner. We fostered the sharing of experiences between participants of different agencies and countries, as well as in-depth fisheries management unit (FMU) work for developing draft EAFM plans. Participants were learning at multiple levels throughout the 5.5 days.

The learning strategy for this course involves pre - and post - course assessment (at individual level). In future, it is advisable for the course organizers to carry out a 6-month follow up of action plans at outcome level to assess change in behaviour/ practice - i.e. improved EAFM practices.

Since this course was clearly aimed at building SEAFDEC capacity, only 4 (from DOF Thailand, and fisheries officers from Vietnam and Indonesia - all REBYC member countries) of the 29 participants actually fitted the target audience for the course (in terms of whom the course is designed for). This did prove a challenge for meaningful group work. However, we did explain that this course was being run 'one level removed' as we were focusing on a training organization, who in turn will deliver the course to the correct target audience.

This course definitely succeeded in improving individual EAFM understanding and skills of multiple agency staff. It strengthened the team spirit of a younger cohort of 14 SEAFDEC staff, as well as 4 junior RFPN (Regional Fisheries Policy Network) members. The majority younger staff definitely learned from more experienced colleagues and resource persons while at the same time taking more responsibility. Given the expressed support of the SEAFDEC Secretary General, the course (together with the subsequent TOT) provided a real opportunity for this regional organization to foster team cohesion (between various SEAFDEC departments). It also provided the opportunity for participants from SEAFDEC member countries to consolidate relationships and linkages. Thirdly, a

few 'observer' participants from regional organizations (UNEP and IUCN) participated on the course with a potential future view of adopting elements from the course and actually supporting its roll out in the region. From the perspective of capacity building for regional rolling-out of the course, the course also exposed candidate EAFM trainers to alternative, and much needed, participatory training delivery techniques.

The feedback and review at the end of the course showed that all the key messages about EAFM had been understood, to different degrees, and there was a certain consistency in responses. The need for increased stakeholder participation throughout EAFM process was clearly understood and reflected back to us in key learnings. These learnings were also reflected in the end-of-course evaluation in terms of what participants actually felt they were 'taking home' from this course.

In terms of the longer term aim of building capacity for EAFM within existing regional structures, after the pilot we recommended marketing the EAFM options on the table by outlining and making public an overall EAFM strategy for the region so as to maximise uptake at all levels. Networking and lobbying on behalf of regional uptake has been, and continues to be, carried out, but these efforts could be more strategically directed. The LEAD course, funded by NOAA-CTI, is no longer active yet this would provide a much needed companion and door-opener course to the Essential EAFM. Efforts should be made by the partners concerned to re-activate the LEAD course, or similar course contents, ensure it aligns with the now updated and finalised Essential EAFM and promote it at senior/ policy level decision makers. The resource persons have finalised a 20-minute EAFM overview presentation, with policy brief (in progress) to which we can add a few visuals/ footage (for example, excerpts from the recently completed 10-minute video clip by SEAFDEC - this is footage of the January course). This is a very concise PR tool that should be made use of as much as possible to 'spread the word.'

See section 2 below for clear recommendations at multiple levels.

This report outlines the course methodology, details the content of each training day and explains the daily feedback process. It provides an analysis of evaluations (Section 6), explaining lessons learnt (Section 3) and makes recommendations for taking the EAFM training forward (Section 3). Since this course was the first actual course after the pilot, and SEAFDEC will be delivering it as a package starting in April 2014 (and in the long run enriching it), we feel that all partners concerned can benefit from such a level of detail.

2. Introduction

In early 2012, IMA International was invited by FAO's Bay of Bengal Large Marine Ecosystem (BOBLME) to coordinate the development of an interactive training package on Ecosystem Approach to Fisheries Management (EAFM). This collaborative process has evolved to include more partners and will continue until March 2014 when it is envisaged to have a final version of the training package which will then be made public on partner websites. The related TOT developed by IMA is explained in the accompanying TOT - Rayong report.

2.1.   Course background

IMA started this development work in 2012; was involved in 2 regional meetings in 2012 and 2013 with the wider partnership (FAO, and USAID-funded Coral Triangle Initiative (CTI), implemented by the National Oceanic and Atmospheric Administration (NOAA) and Coral Triangle Support Partnership (CTSP), and delivered a pilot course and related TOT in June-July 2013. After the pilot, the course package was substantially refined. The first Essential EAFM course was hosted by the Southeast Asian Fisheries Development Centre (SEAFDEC) and the FAO-SEAFDEC Shrimp Trawl Management (REBYC-II CTI) project at Samut Prakan, Thailand 20-25 January 2014.

The course is designed to build human capacity in understanding EAFM in order to operationalise EAFM and influence decision making processes on marine resources and fisheries management.

2.2.   Training objective

The key course objective is to 'understand the concept and need for Ecosystem Approach to Fisheries Management (EAFM), and acquire skills and knowledge to develop, implement and monitor an "EAFM plan" to better manage capture fisheries'.

For this particular course hosted by and held at SEAFDEC in Thailand, there was a dual objective of fostering ownership and building capacity of SEAFDEC staff (mainly - TD, but also key staff in other departments) so that SEAFDEC feels comfortable rolling out the course.

To support this dual objective, it was crucial to have regional trainers who had participated in the Essential EAFM course and TOT in Malaysia in 2013. The aim was to showcase the capacity building element of the Essential EAFM training package and also to reassure the (mainly) SEAFDEC participants that they too would be capable of delivering the course. The IMA trainer, acting as course director, coordinated a selection process from the original 11 Malaysia KK 2013 TOT 'graduates', and provided continuous coaching and training support during the course. We also wanted a country - and a gender-balance. The Malaysia candidates contacted could not attend for various reasons (political unrest in Bangkok, and health reasons). The invitation process to regional trainers was happening right over the December holiday period and we had a few hiccups with timing and lack of availability. To avoid this stress and to have sufficient time to invite and process contracts, it is recommended that on future courses regional trainers are contacted well in advance. Our team was made up of 2 graduates from the Philippines and 1 from Indonesia, and the IMA trainer. The 4 trainers worked solidly as a team, building on their skills, and acting as role models.

2.3.   Training methodology

The interactive course was delivered in 5.5 days at SEAFDEC TD, Samut Prakan, Thailand from 20-25 January 2014. As per the pilot six months earlier, topics were mainly introduced with Powerpoint presentations; group work and pair-work were used to consolidate learning through examples and participatory exercises. The purpose of the exercises was twofold: to clarify and deepen understanding through discussion as well as to produce 'outputs' (for example charts, maps, tables, matrices) which visually represented the conclusions of their discussions. These are to be considered more as 'work in progress' than actual conclusions. Some of these outputs are included as visuals in the appendices.

The focus was very much on experiential (hands on) learning by doing. As a result:

i.   Younger trainees benefitted from open participation as they had a good chance to talk/ initiate processes (this was possible thanks to the supportive resource persons and trainers).

ii.   All candidates for the subsequent Training of Trainers (TOT) benefitted from being engaged in a more active way; experiencing a different way of training delivery from that which they are used to. This was reflected when we ran the TOT.

iii.   **Without exception all participants stressed how much they had enjoyed and learned from the process.**

2.4.   Target groups

There were a total of 29 participants on this course: 10 from SEAFDEC training department; 4 SEAFDEC secretariat (including 2 staff with Swedish project); 4 RFPN; 2 from MFRDMD linked to SEAFDEC; 2 from Thailand DoF; 1 fisheries officer Vietnam; 1 fisheries officer Indonesia; 1 NOAA; 1 UNEP; 1 IUCN and 2 from RFU/ REBYC II CTI project.

In contrast with the pilot, almost all of the course participants also took part in the TOT. This meant that as part of a capacity building strategy, we were able to keep a look out for potential trainers among the wider group. So we were noting all responses and levels of participation/ facilitation, and also asked key SEAFDEC staff to do daily reviews and lead some of discussions.

Throughout the delivery of the course, we were fully aware that the manner in which we prepared for, delivered and reacted on the course was potentially a role model for SEAFDEC staff who eventually become course trainers. This strategy reflected positively in participant comments for both the course and TOT evaluations. We focused on exposing participants to diverse participatory training and course management methods, and technical content was provided by the three regional trainers, supported occasionally by resource persons. The resource persons had agreed to share their thoughts during the training only when asked by the trainers to give the trainers full control of the training flow.

We would like to extend our thanks to all partners, for their technical assistance and input into the design process, and to staff of SEAFDEC and REBYC II-CTI for their excellent administration and technical support throughout the course.

3. Lessons learnt and recommendations

3.1. Regional EAFM uptake

1. **Partners should ensure sustained, planned and active support for at least one more year (ideally longer) to ensure a greater uptake of the Essential EAFM course in the region.** Specific funding needs to be earmarked for inauguration events/ PR; backstopping support for SEAFDEC as they start delivering the course; future courses and linked TOT with other regional potential course providers (including availability of a resource person); regional trainer exchanges (see point 9 below) and for translation into key languages (see point 15 below).

2. Essential EAFM roll out needs a regional coordinator /focal person (possibly based at SEAFDEC, or sharing a counterpart role) to : support roll out of future EAFM courses; spread EAFM work and do networking at multiple levels and across the region; support mainstreaming of course; follow up on past course participants; support SEAFDEC with enriching the course; provide an element of quality control by monitoring EAFM courses and staying in regular contact with trainers; ensure materials to partner websites are consistent and updated; and be on the lookout for EAFM resources to compile a 'live' directory (video clips, publications…). This person would be the initial contact point for existing national EAFM coordinators (e.g. Malaysia) and needs to link with CTI countries and their EAFM work (EAFM TWG), as well as South Asia (BOBLME countries).

3. Ensure the final training package is available on all partner websites and inform all interested parties (including past participants) about how to access and use the package.

4. Use the (in progress) 1-page policy brief (and possibly also reviewed 10-minute clip from SEAFDEC, or an excerpt from it) for PR and advocacy work at high policy levels. Have the policy brief translated into Thai and Bahasa Indonesia/Malaysia as soon as possible, and other languages.

5. Use the revised 20-minute EAFM overview presentation and 1-page course nutshell for marketing with different agencies, universities and donors. Have the course nutshell translated into Thai and Bahasa Indonesia/Malaysia as soon as possible, and other languages.

6. Hold a proper official inauguration with SEAFDEC as planned for April 2014, supported by key persons. Ensure all logos present for official opening (as support and reinforcement). Have this publicized as widely as possible.

7. Partners to participate in COFI annual meeting June 2014 in Rome and ensure the training package gets maximum PR and media coverage. Have the 20-minute EAFM overview presentation, EAFM in a nutshell page and policy brief as printed documentation, as well as a sample handbook to share.
8. Ensure the relevant departments at FAO-HQ in Rome have a complete hard copy of the training package as a demo, and can explain where to access the package to interested parties.
9. Share nutshells and package with other LMEs. Identify who is collating information about EAFM in practice and doing analysis (or identify someone to actually do analysis; i.e. lessons learned). This is a job for the future regional coordinator.
10. Support the SEAFDEC Implementation Plan, as presented at TOT 29-1-2014, and confirmed in their email 12-2-2014 (see Appendix of TOT report). One element of this is the agreed support for when SEAFDEC first roll out the course end of April 2014.
11. Foster exchanges between core TOT trainers to strengthen the EAFM trainer network, even when courses are run nationally. So next time course runs in Philippines, factor in having a TOT candidate from KK or Rayong participate as supporting trainer. Ideally this would also happen on Malaysia and Indonesia courses (another job for the regional coordinator).
12. Foster sharing of EAFM experiences (IMA has started an email loop for KK and Raying TOT candidates) in creative ways; make use of and 'piggy back' existing processes and planned events to share EAFM knowledge and experiences. Always be on the lookout for opportunities to enhance the uptake of EAFM.
13. Always offer a resource person to national courses (whether this offer gets taken up or not).
14. Discuss the option of offering and supporting the 3-day TOT linked to planned national courses (with the aim of identifying more regional trainers).
15. Support translation of course package into key requested languages (e.g. Bahasa Melayu and Thai) as soon as possible. This will need resource persons fluent in national languages as well as conversant with EAFM and fisheries management concepts. Translating the package is a big task and could be done in steps, piloting and testing selected key materials. IMA can offer suggestions for the process.

3.2.   Next time the course runs

1. Have 1 resource person (from current group) for the foreseeable future/ next few courses so as to provide continuity, explanations and support to trainers as well as necessary quality control. This needs to be factored into costs for future courses.
2. Ensure that some of core TOT KK and Rayong trainers are key trainers and work with counterparts (whether in Thailand, or S Asia). For this course the 3 regional trainers were instrumental in showing that this Essential EAFM course is for the region to be delivered by people of the region who have come through the process. They embodied the capacity building element that was integral from the outset, i.e. to build a team of capable regional EAFM trainers, consolidate it, and slowly continue to expand it. The Malaysia trainers running their 2013-14 national courses are part of this team. All participants clearly understood the need to experience the whole course, as it was delivered, to be able to (with support) deliver it themselves. As former candidates from KK pilot, the 3 regional trainers clearly understood that for them to train on this course and TOT training "also served to test their skills as EAFM trainers."
3. The success of this training package relies on the fact that it is a COMPLETE package. All the elements support and reinforce each other. The learner experiences the main EAFM concepts and principles, and content, in multiple ways, with constant reinforcement of key messages.
4. On future courses ensure participants do fit the target audience, and try to have some who actually have the mandate/ power to be able to implement the required changes (be this

through seniority, position, other…). This builds a stronger case for participants feeling they can be change agents.

5. Ensure trainers explain to participants how to complete the pre-course and end-of-course assessments; this is especially important when the course is not run in regional languages (to ensure the questions are properly understood).

3.3. Immediate course improvements & follow up

1. The end-of-March 2014 deadline for all revisions and completion of final course package has been kept to. Resource persons worked very hard during the course and subsequent TOT to ensure all comments were fed back and materials streamlined. Feedback from the regional trainers was essential in improving clarity and navigation. Further agreed revisions were made to content and layout. Partners need to work out the minimum management needed once complete training package is uploaded on their websites in April 2014 (this relates mainly to planned additional resources folders as discussed with SEAFDEC.)

2. The main revisions since the January course include: revised sequence in sessions 2+3; simplified session 4; improved all Power Point presentations (added summary slide for each session (from daily feedback); all slides are less 'wordy' and have better visuals; handbook is equally aligned to slides; workbook revision includes template for moving towards EAFM exercise; trainer resource guide has been revised to support trainers navigate the complete training package (clearer layout; additional sections on adult learning and role play; addition of a 4th scenario on aquaculture for conflict role play; clearer trainer instructions as Power Point notes and in session plans; additional checklists for preparation and logistics; inclusion of additional trainer resource folder; evaluation forms reflect the revised sequence; quiz has been amended to avoid confusing questions; and all session plans align with Power Points and handbook.

3. Follow up on the few individual action plans in 4-6 months (possibly from IMA as training provider, or by BOBLME/SEAFDEC?)

4. Clarify resource persons as links for all participants, and especially for trainers. Who will contacts be (in SEAFDEC/BOBLME/FAO/NOAA?) for questions on EAFM content? IMA can be contacted for training-related questions.

5. On a case by case basis, trainers to discuss whether to include the revised 20-minute EAFM overview presentation at end of day 4 as a recap. This would need to factored into the timetable. If the TOT is running straight afterwards, definitely retain the overview presentation as a refresher for TOT.

3.4. Pre-conditions for EAFM

During this course, it became clear that the ideal pre-conditions for an uptake of EAFM include:

- Political commitment
- Buy-in from senior management
- Flexible structures, processes and systems that support an EAFM approach
- Organisational culture that promotes openness, learning, transparency, collaboration and sharing
- Willingness to reach out and cooperate/ communicate with other departments, agencies, sectors
- Motivated staff

In a context where EAFM is needed but these pre-c0nditions do not exist, organisers/ promoters need to brainstorm strategies for somehow fostering some initial support at medium/high level;

most likely using informal networking, existing processes and planned events rather than formal processes. Part of the regional coordinator's role would be to develop such informal networks and be constantly on the 'lookout' for opportunities to build on to 'spread the word.'

4. Review of course delivery

The course was run by 1 IMA International trainer (on behalf of BOBLME), and 3 regional trainers engaged by FAO-SEAFDEC REBYC-II CTI (as explained above). The 6 resource persons agreed to share their thoughts during the training only when asked by the trainers to give the trainers full control of the training flow. The role of resource persons was different from that in the pilot, as technical presentations were primarily the responsibility of the regional trainers (see 4. Feedback loops).

The methodology used was participatory and output-oriented. Each day, groups produced charts with cards reflecting thinking and analytical processes. These needed to remain visible for maximise learning. Different methods were used to reinforce learning (activity resulting in chart output, followed by individual recording in workbook). Outputs were pinned up sequentially on the walls in the training room to illustrate course journey and acted as prompts and linkages. Throughout the course, trainers consistently reinforced EAFM linkages and key messages, referring to visuals and course materials.

Thanks to 2 SEAFDEC administrative staff, we were able to record a certain amount of participant group outputs (circulated on CDs), but did not need to as much as for the pilot. We ensured that participants used their workbooks for recording. This practice really needs to be continuously reinforced by trainers. In addition, SEAFDEC organised for the whole course to be professionally filmed. The extensive footage is now available on 7 DVDs (240 minutes) which can be used for familiarization/training of trainer purposes. Once reviewed, the SEAFDEC 10-minute clip (or excerpts from it) should be used for promoting the course to countries and other partners in the region.

Different energisers were used 1-2 times a day, depending on need, and they were well appreciated (usually after lunch and sometimes when reconvening after breaks). The purpose was twofold: i) energising participants by having fun so as to maximise their engagement and concentration and ii) expose potential candidate trainers to the use of energisers.

The EEAFM course is designed to have maximum interaction between trainers, resource persons, and participants within a 5-day period. The 5-day course is packed full of concepts and activities. However, many participants felt there was not enough time to discuss the outputs of the various group activities.

Since many of the participants were not English native speakers, we had to try different means of engaging them and communicating the EAFM concepts and approach. We were reminded daily to talk more slowly; also some concepts used in the course have no direct translation to Thai or other languages, and we felt time was needed to ensure everyone understood key concepts in their own language.

Participants also asked for more examples in explaining the EAFM concepts in their feedback from day 1. We adjusted by giving our own experiences as examples and requesting resource persons to contribute particularly in topics which were a bit difficult to explain or understand.

4.1.   Opening day
As for the pilot, IMA had recommended that we have an extra short session before the 5 days, as a soft introduction to the course, together with a welcome dinner. This afternoon programme started with an opening ceremony where Dr Chumnarn Pongsri, SG of SEAFDEC gave the official welcome, followed by partner statements. The aim was to create sense of participation and active learning right from the start. We had a rapid assessment activity during the 60 minutes registration and

logistics so as participants came into the training room they were actively generating information about themselves: a) dot matrix on familiarity with key course approaches; b) years fisheries/ NR experience and c) asking participants to list their names, and most familiar fishery area and resource. Activity (c) was a newly added to help trainers cluster participants for FMU groups later on day 2 (as the participants on this course were not from natural clusters/ groupings). Newcomers explained this rapid assessment process to late comers. After brief introductions, participants individually completed a pre-course assessment (see 5. Analysis). The rapid assessment chart showed that not many participants were familiar with participatory approaches; many of the tools we used during the week were new to them and they were well appreciated.

We then gave a brief course overview, and carried out a mapping exercise to plot everyone in the room (their departments/ agencies) and show linkages between them. We also plotted important EAFM actors who were not present, and drew their linkages. This map was kept displayed on a large pin board and referred to during the course, especially when discussing stakeholder relationships.

On future 5-day courses, the rapid assessment can be done during the first 30 minute registration and the participant mapping exercise can also be incorporated into the first part of the morning.

4.2. Day 1

Most of the day was spent thinking at the generic/ higher level-with the aim of introducing concepts and background, necessary for understanding of EAFM and putting it in context of their own fisheries.

The icebreaker 'Hopes, concerns and what I bring' revealed that most participants were open to learning, eager to know more, and reflected concerns about language (worries about the course being in English). SEAFDEC was already thinking of translating the course in coming year, into Thai to start with. Issues of language and terminology, especially for translation, do remain. The regional trainers suggested encouraging participants in the future to write words or phrases which they still didn't understand on a common board or flipchart. This would also help improve the EAFM manual's glossary and maybe result in a Frequently Asked Questions collection.

Issues and threats brainstormed on cards for their fisheries worked well. Groups independently grouped their issues in the 3 EAFM components without any trainer prompting, showing a degree of overlap between groups' outputs.

The new session 2 'What is EA?' went smoothly, with no concerns with new concept of 'ecosystem benefits'. However, the flow of logic from threats and issues, to EA (a more "Sustainable Development guided" approach) to applying EA to fisheries with EAFM, was still not clear (the final version has revised the logic between session 2 and 3).

Session 3 'What is EAFM?' also worked fairly well. There are now 7 EAFM principles. The use of video clip was appreciated as a different form of delivery. We only showed one fisheries-related video clip; and another clip on day 4 for negotiation. Participants requested more videos and there is a wide selection available (mainly on You Tube, and from key websites, e.g. the ICSF). As a general comment, if trainers want to add video clips to the training they need to watch the clips first, be sure of their added value to the course and be clear if participants are asked to do a task while watching or not.

The timeline exercise after lunch was a way of building on institutional knowledge in the room (per country group). This was very well appreciated especially from the larger Thailand group; the group's younger age was reflected in their responses, and they benefited from resource person input for the exercise. The timelines were re-visited on day 2. Resource persons and observers supported the participants from the other 5 countries represented.

Session 4, now renamed 'Principles of EAFM', essentially explains the 7 principles and remained 45 minutes long, and lecture style. It has now been revised and is now simpler and more active.

Daily feedback showed that day 1 is still very full of new concepts, sometimes leaving participants overwhelmed. In the revised version, Day 1 remains a day of necessary generic principles, and trainers need to stress that participants may feel a little 'lost' until day 3 which is when they really get to grips with their respective FMU issues.

The template for Moving towards EAFM homework exercise in Workbook was amended at the last minute, to make it an easier continuum to complete.

Daily Feedback:

A lot of feedback came from participants using the "4 fields" matrix (see appendix A2). The main points that trainers reacted to and changed for day 2 consisted of keeping group work, activities, energisers, sharing experiences, clarifying technical terms and speaking more slowly for the few participants who had difficulty in English.

4.3.   Day 2

We retain the USA example case study for session 5 Moving towards EAFM (presented by Rusty Brainard) as it reflects the key messages of slow incremental move to EAFM. Some participants fed back that there was too much detail (again this was a language issue); in the long run a regional example would be appropriate.

Forming FMU groups was a much more complicated process than at the KK pilot, because as explained most of the participants were not the real course target audience and they did not share 'natural groupings'. Rick Gregory, Simon Funge-Smith and Isara Chanrachkij of SEAFDEC brainstormed possible combinations and came up with 4 meaningful groups for days' 2-4 work on EAFM draft plan. The groups worked well, so it was worth spending time in planning. One group was definitely more disparate and had a harder time agreeing an initial focus; what helped them focus was the physical plotting of their agreed FMU map, as this enabled them to really clarify boundaries and issues. On future courses, it is preferable to have clusters of participants who share geographic/ FMU typology, as then they can work in these recognisable groups for drafting EAFM plan.

Session 6 Plans-Linking policy to action went as planned, highlighting the importance of planning. Session 7 Process overview needs to be a very brief session; instead this was delivered with too much detail. Slides and session plan have been revised to keep this session snappy. The 5 steps in a circle activity to embed EAFM worked well, and daily feedback said participants would remember this, so we decided to develop a similar experiential learning experience with the visual pyramid we use for showing how all the EAFM process pieces come together (first introduced in session 13 Step 1, day 3).

In session 8 Start Up A, there was confusion between the various tasks (partly because the session could have been presented better, but also because the material was confusing), and also we realised that we needed a simple metaphor for start-up A. Bob Pomeroy provided us with the cake metaphor (he explained this as part of the review on day 3) and we now have simplified messages, and have included the cake metaphor in the materials to stress that Start up A is about preparation.

Session 9 Start-up B worked well; participants appreciated the Venn diagram for stakeholder relationships, though they had a harder time working with the influence/ importance matrix. Both were clearly new tools to everyone, and the matrix activity needs to be explained clearly (i.e. the trainer has to feel comfortable with it) and given sufficient time. What trainers need to stress throughout the course is that we are in an artificial classroom context demonstrating how to use these tools, whereas in reality, using these tools as part of the EAFM would take much more time and discussion.

4.4.   Day 3

Day 3 worked well with the revised flow since the pilot and ran as planned as per session plans, covering steps 1, 2 and Reality Check I. Step 1 Scoping FMU session worked well as participants really

enjoyed drawing maps of their FMUs. The FMU group that until now had not gelled properly really benefitted from this very hands-on, grounding, practical activity. It is interesting that one group's daily feedback comment was 'why did we not simply give out FMU ready-made maps for this exercise?' In fact the other groups realised why: actually going through the negotiating and discussion process as they draw and populate their FMU map on flipcharts, enables groups to really visualise and clarify their FMU, and also helps the whole team building aspect.

Step 2 Identifying and prioritizing issues also worked as planned, though the risks matrix took longer than planned, and groups felt they did not have enough time for proper discussion (or agreeing by consensus). There were time issues with the group work in both steps 1 and 2 (possibly because participants were not the target audience, so they were having to make quite a knowledge and conceptual jump).

Reality Check I was supposed to start before lunch, but given the need for discussion above we had to wait until after lunch to start this new session. As a compromise we then looked at constraints and opportunities as part of Reality Check II on day 4. We also wanted to really embed Step 1 and 2 before lunch, and as explained above we had developed the visual pyramid activity for 'how the elements fit together', and we ended at lunch time with a high as participants physically built he steps. We had prepared A4 cards with the various elements written on them (vision, goal, participatory approach, …) and at the end of each Step session, participants stand at the back of the room and physically create this pyramid (so we involve more and more participants each time, until the end of step 5) (see photo in appendix). This activity is now included in the revised package.

The new Reality Check I, which now incorporates the facilitation and conflict mediation skills fits well on day 3 afternoon, and provides much needed activity and fun session. As a way of cross referencing, and so as to ground the conflict management discussion in their FMUs, we asked groups to plot their conflicts on their FMU maps. This directly related to the next conflict mediation session. Everyone loved drawing good and bad facilitators (which raises awareness about facilitation); the active listening exercise; the FGD facilitation exercise, and the conflict mediation role plays. Each of these activities had been elaborated on from the pilot, especially all the role cards and scenarios for the conflict mediation. The feedback discussion after the role play generated some very good ideas for improvement, and some valid considerations for real life situations. It was pointed that the role cards reflect clearly identifiable 'good' and 'bad' roles, and that the situation in real life would be much 'greyer'; this is a valid point but for the purpose of such an exercise you need to use more stereotypical roles. It is up to the trainer afterwards to highlight all the likely problematic areas and suggest tips/ ideas for how to deal with these. These comments have been incorporated into the trainer resource guide and session plans. In addition, a 4th scenario and role cards (on conflict with aquaculture) has been developed.

4.5. Day 4

Day 4 was also an appreciated day. Step 3.1-3.2 went well and the idea of FMU objectives, indicators and benchmarks was understood. Trainers gave their own examples and also elicited examples from participants and resource persons. Step 3.3-3.5 needs more time on developing management actions in their FMU groups. We also needed to spend more time discussing finance options (this was fed back to us). Step 4 was brief and we focussed only on 3 elements. The communication strategy discussion was well received.

We added a 2-part activity to the new session 16 Reality Check II at the last minute, and this proved very valuable so has been retained for the final version. First we showed the 7 principles slide, and did a matching exercise where participants had to match the 7 principles with questions from module 16; this acts as check to see if they have retained key messages. Next, we revisited the Thailand opportunities (yellow) and challenges (green) from day 1 by physically taking the same cards that had been generated, and asking participants in plenary to place them on the floor; opportunities inside a large string circle, and challenges outside the circle. We then discussed

whether some of the challenges could be (re)moved, now that we understand EAFM better. The resulting discussion showed that participants could understand that some challenges can actually be thought of as opportunities; and that others can be manoeuvred closer to opportunities. In other words the discussion validated the broader awareness and understanding of EAFM concepts in relation to fisheries management. This revised structure will be retained, so Reality check II links back and revisits challenges, and allows for mind-sets to shift.

The last session on day 4 'M&E and adapt' worked well and much better than for the pilot. Participants enjoyed the bus stop exercise as a prompt for discussion, and the session ended with live re-enactment of the visual pyramid one last time, adding the M&E elements to the picture and having one participant running forwards and backwards to show the adaptive process of reviewing and adapting.

4.6.   EAFM Quiz

The 20-question EAFM quiz (administered at end of day 4) provides a snapshot of whether participants understand the key elements of EAFM, and is used more for trainers to see whether we have delivered in a way understandable to the group. It is not designed as a test for participant's knowledge. Results show that 64% scored 15 or above out of 20. This is a lower score than at pilot, and language barrier definitely played a part in scores. The purpose of the quiz is to assess general knowledge about EAFM. It acts as a measurement for trainers to see if they have delivered the objectives. We reviewed the quiz on day 5 morning, although we did not return answer sheet to participants. The quiz had not been revised since the pilot, and there were issues not only with difficult English, but also terms no longer matched the handbook/ power points. For the final version, the quiz is being simplified and revised to ensure it aligns with the other materials.

We have an Excel template for quiz responses, and a worksheet for scoring answers so this can now be used by trainers/ admin staff to enter the quiz results, for tabulating and summarising.

4.7.   Day 5

4.7.1.   Presentations

We had explained from the outset that participants would have to give presentations on the last day relating to their FMU draft EAFM plans which they had progressively developed during the week. At the end of day 4 the training room was available for a couple of hours, and a couple of groups stayed behind to prepare for day 5. On day 4 we had already been re-arranging the training room so as to have 4 separate work stations with wall/board space for all of their respective FMU outputs. Country timelines produced on day 1 were also available as support, but were not used as much as in the pilot. Groups were given one hour to finalise their presentations and we had purposefully stipulated no PowerPoints; they were only allowed to use paper, card, photos and other available stationary. The pedagogical reason behind this is that if not done properly, PowerPoint slides can be far too busy, boring, not interactive enough, and also there is a risk of 'copy and paste' syndrome, with little learning actually taking place. Using basic flip charts, cards and creative imagination gives everyone in the group a chance to contribute.

Each group then had a 20 minute slot: 10 minutes to present their draft EAFM plan, and 10 minutes of feedback from participants and resource persons. All 4 presentations were of a high standard, with everyone in each group having a chance to present aspects of the plan. Most of the groups were very creative, both in terms of the content (see Appendices 4 and 5) and in the way they told and visually represented their story, many of them using part or fully fledged role play to convey key messages very imaginatively (see Appendix 4). Resource persons played a key role during presentations by asking relevant questions (it is important to remain critical and continue probing, so participants understand these draft plans are work in progress and can be improved).

On this course we were lucky to have a fulltime camera man; and we asked him to film the presentations. We did not offer TOT participants the option to watch these presentations (as we did

on the pilot) as we felt that we had enough video footage of the mini sessions to focus on. In retrospect we could have offered this as an evening/ extra option. Although we did not watch them again during TOT, they remain useful footage for SEAFDEC internal learning purposes.

Notes for trainers: it is important that trainers comment on each group's presentation. We had resource persons to do this; but ordinarily you do want to ensure some comments are voiced, and these need to be critically constructive. It is also important to plan the sequence of the presentations. By the end of day 4 trainers will have a feel for expected quality of the presentations, and can therefore decide a draft sequence: have the stronger groups present first and last, and the weaker ones in the middle. Quickly type up 1-page A4 programme with FMU group names, acronyms and photos of their logos (these should all have been decided by end of day 4). Print the programme out and distribute to all; this gives a sense of formality as well as clarifying sequence. Ensure you move from group to group by criss-crossing the room, not predictably round in a circle.

Day 5 afternoon consisted of course review (see below), action planning, closing speech by SEAFDEC Deputy Secretary General Mr Hajime Kawamura and certificates.

We added a new activity straight after lunch, which was to revisit the draft EAFM plans still on display. Each group looked at another group's management actions and discussed whether these actions actually addressed the agreed FMU objectives. So this acted as a cross checking exercise and worked quite well. The reasoning is that all the draft plans will need improvements as it is inevitable that multiple objectives (one of key EAFM principles) are unlikely to be properly addressed. This activity is now built into the revised version, making use of existing review template in workbook. This affects the afternoon timing, and we therefore make an assumption that standard course continues until 4pm.

4.8.   Course review

We used 2 techniques for revisiting course concepts and key learnings as we wanted to see whether the main principles of EAFM (and how it differs from conventional fisheries management) had been understood.

First we had all participants sit in 4 random circles, with an inner core of 3 chairs facing outwards, and another circle of 3 chairs facing inwards. Participants sat in pairs facing each other and discussed what they felt they had learned during the week. The outer circle rotated a few times so each participant got to speak to 2-3 others. Resource persons sat in to listen to these discussions. This was a semi guided discussion with the main question being 'What have you learned about EAFM this week?').

Next we asked groups to carry out a pairwise ranking of what makes EAFM different from conventional fisheries management. The task set was a simple question: 'You are returning to work. What are 5 key messages about EAFM that you will take back to your boss/ colleague?" In different groups, participants then discussed and agreed on 5 elements by consensus (applying their own criteria for selection), and then compared the same elements pairwise, asking each time which is the most important one. Basically we would expect the 7 principles and broader EAFM messages to be coming out of this exercise; this would show that key messages had been retained by participants. Clearly if these key messages were not being voiced then we would know as trainers we would not have done our job (i.e. not achieved course objectives). This exercise did in fact show us that all the key messages about EAFM had been understood, to different degrees, and there was a certain consistency in the group choices and responses. The need for increased stakeholder participation throughout EAFM process was clearly understood and reflected back to us in key learnings. There is a clear positive correlation between the results of this exercise, and the end-of course evaluation Q 6 and 8, in terms of what participants actually feel they are 'taking home' from this course.

4.9. Action planning

Personal action planning was a new concept and not many of the participants were familiar with action planning booklets which we distributed on day 1. We had to explain that the function of these booklets was not for us to check on what they had learnt, but to facilitate individual learning. At the end of each day participants were given time to review the day's content and jot down a few notes on what tools/ concepts they had most learnt and how they would apply these in their work context. On this last day, participants spent some time looking through their personal notes. We decided to leave personal action planning for the end of the TOT, as most of the participants were staying on. Participants were then given time to complete the post-course evaluation, before the closing speeches and certificates.

5. Feedback loops

We had daily monitoring groups (using fish cards to designate groups) for feedback so as to improve course design, content and delivery (see Appendix 2). Participants consistently gave extremely useful feedback and we were impressed by the level of commitment and ideas. We responded each day by feeding back on the daily monitoring, explaining how we were adapting/ changing, and what we would not address. We differentiated between logistics (food, snacks, AC - very few comments on these) and content/ process. Examples of how we responded include: giving more real examples; ensuring difficult terms and concepts were translated; summarising after each session; and ensuring groups' discussion outputs were shared.

6. Analysis of evaluations

### 6.1. Pre - and post - assessment comparisons (using formats adapted from FAO)

We administered a pre-assessment on the opening day of the course, before the course overview; and related questions were asked in the end-of-course evaluation on day 5. These 2 forms provide us with participants' knowledge on EAFM-related topics before and after the course, as well outlining their expectations.

Q. 5. Now that you have finished the course, how would you rate the overall usefulness of the training from your job perspective on a scale from 1= not useful at all to 5= extremely useful. Out of 29, three scored '5'; eight scored '4'; two scored '3'; while nine left this blank , and four had misunderstood the question. *So 42% definitely felt the course was useful to a large extent (or more). Unfortunately 50% left this blank or misunderstood the question, so it is difficult to extrapolate a more conclusive result from this question. In retrospect, the trainers should have explained more clearly how to complete these forms to ensure that everyone understood the questions written in English. However, the more in-depth questions below clearly reflect how well appreciated the course was, as well as revealing learning.*

Comparison of Q. 3 in pre-course and Q. 6 in post-course assessment

From the bar chart below we can see learning occurred for MOST topics we delivered on the course (i.e. there was an increase from expected relevance of topic in pre-course assessment (blue) to usefulness of topic after course in post-course evaluation (red). *Anomalies are for governance, co-management and M&E. For co-management, many of the SEAFDEC staff had recently attended a co-management course so they may have felt that for them this course provided less new material on this (although content was different). Governance was not considered to be an important topic from their job perspective, and this probably reflects the fact that, as explained earlier, most participants were not the target audience for the course. When participants are actual fisheries managers and implementers, it is likely that governance will remain a top issue. As for M&E, it is not clear why it does*

not score higher in Q.6., since it is one of the topics that was mentioned as being most useful (see below Q. 8.)
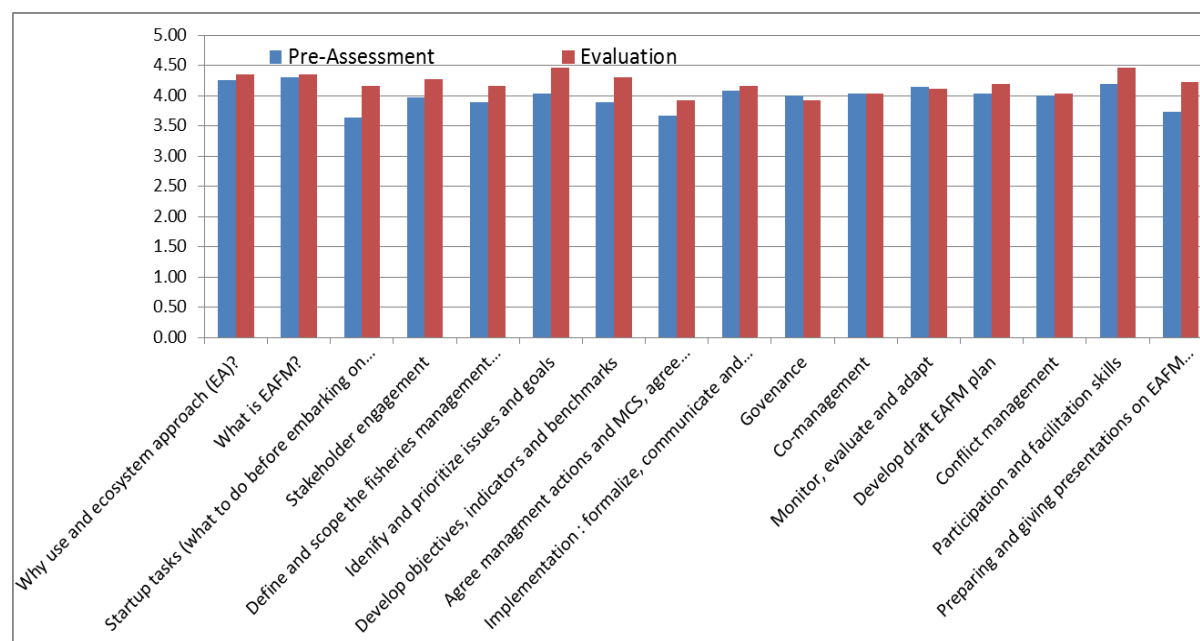
The end-of-course evaluation (Q.8) expands on Q. 6 above, highlighting the topics that participants felt were most useful for them for their work (as they had been delivered). The topics that scored highest were: participation and facilitation skills (x10); developing EAFM plan (x9); stakeholder engagement (x7); M&E and adapt (x 6); what is EAFM (x6); identify and prioritise issues (x5) and develop objectives, indicators and benchmarks (x5). *These are positive responses and reflect an appreciation of the training approach as well as EAFM content.*

Q.7. asks if any topics were missing from course. Various were mentioned only once (community development; gender in fisheries sector; application to inland fisheries; negotiation process). The ones that were mentioned 3-4 times each were financing and the need for a case study/ more examples of an EAFM plan being implemented. *The discussion on financing EAFM plan in session 14 needs to have enough time. As for providing real examples, with SEAFDEC building a repository of knowledge/ experience hopefully such examples will be documented.*

The FAO post course assessment does not include any assessment/questions on actual facilitation/training techniques; so it was supplemented with 1-page standard IMA end of course evaluation form since training delivery is a critical element for learning and uptake (i.e. the course needs to be delivered in a way that actually *promotes* learning). This form is now Part 2 of the end-of-course evaluation to be handed out separately in future as it needs anonymous responses.

6.2. Follow-up

We suggest a 4-6 month post-course follow up of action plans (coordinated by SEAFDEC, supported by IMA if necessary.) Although only a few of the participants produced action plans (since the SEAFDEC group concentrated on working with an organisational plan), all participants cold be followed up. The simplest format is an email questionnaire, but this could be complemented by focus group discussions/ meetings to understand not only what worked and what did not, but also *why*? In this way we are role modelling: we need qualitative information at outcome level to assess change in behaviour/ practice - i.e. improved EAFM practices.

7. Logistics and administrative support

The training was held at SEAFDEC training department on SEAFDEC campus in Samut Prakan, on the outskirts of Bangkok. Each participant was provided with the following materials: handbook, workbook, toolkits, action plan, and SEAFDEC bag, note pad, pen, introductory notes. At the end of the course they received a CD with electronic versions of most of their FMU group work outputs, power points and course photos. The large and light training room was well-equipped with whiteboards, projector, flip charts, internet access as we had requested. Lack of solid walls to put up materials and workshop outputs were compensated by the organizers by providing several board panels. The Secretariat provided 2 printers/copiers, spare laptops and all necessary stationery as requested.

Food facilities were good. There were two refreshment breaks during the training day and lunch was organized in the building next door. Breakfast was provided for participants residing on SEAFDEC campus, as well as for trainers and resource persons. Participants, resource persons, admin support and trainers ate together at lunch; this provided an opportunity for informal discussion and interaction which definitely helped with group bonding.

2 staff from Secretariat provided essential full-time administrative support throughout the training as well linking with programme-related support when required.

Trainers and resource persons stayed in hotel accommodation 30-minutes' drive away; while most participants stayed on SEAFDEC campus. This did mean extra logistics to move trainers and resource persons as necessary (especially when you have to factor in hours of preparation time after the course close at 5 pm). An ideal set-up for such a training course would be to house the trainers, resource persons, and participants in the same hotel or accommodation. This would allow for more time to interact among each other and make participants more comfortable during the training. It would help break the barrier of 'lecturer-learner' assumption which is always present at the start of a training programme. The whole course approach does do this from the start.

Appendix I   Assessments comparison and feedback

Pre - and post-course assessment comparison

These results from Q 3 in the pre - and Q 6 in the post-course assessment are visually depicted and analysed in a bar chart in section 3. Analysis of the main course report.

TOPIC	Pre-Course Assessment	Evaluation
	Total Score	
Why use an ecosystem approach (EA)?	4.26	4.35
What is EAFM?	4.30	4.35
Start up tasks (what to do before embarking on EAFM process)	3.63	4.15
Stakeholder engagement	3.96	4.27
Define and scope the fisheries management unit (FMU)	3.89	4.15
Identify issues + prioritise issues and goals	4.04	4.46
Develop objectives, indicators + benchmarks	3.89	4.31
Agree management actions and MCS, agree sustainable financing	3.67	3.92
Implementation : formalise, communicate + engage	4.07	4.15
Governance	4.00	3.92
Co-management	4.04	4.04
Monitor, evaluate and adapt	4.15	4.12
Develop draft EAFM plan	4.04	4.19
Conflict management	4.00	4.04
Participation & facilitation skills	4.19	4.46
Preparing + giving presentations on EAFM plan	3.73	4.23

Comments and feedback
We did not get many written comments from this course (probably because we relied on verbal feedback). Trainers could ensure that they elicit written comments as part of the course review on the last day (this could be done by simply giving each participant a post-it or mall card asking for 1-2 comments in a few minutes).

The few comments that participants wrote in their end of course evaluations are:
- This is a new approach, with many specific topics learnt in a short time
- Long course, lots of topics, days go quick
- Should go a little bit slow and provide more time for group activities
- Good/ bagus
- Full of support
- The process of course design is very well - keep it up
- This team is so cooperative, helpful, knowledgeable with help from resource persons. They are always responding to participants
- All training methods are very good. All the trainers made improvements and adapted to participant
- Very good administration staff
- Just enough for 5 days session

Appendix II Daily monitoring - participants

Daily monitoring was carried out at the end of each day using an anonymous 4x4 FAO matrix (see collated day 1-4 comments below). Trainers took comments on board and addressed all in the following day's review, improving on most of them.

The 4x4 matrix has 4 boxes: keep it, add it; change it; what I will remember. In groups, participants were asked to discuss their impressions of the day and 1 person took responsibility for writing down comments for each of the 4 sections. This qualitative assessment shows the trainers what was appreciated (or not) during the training day. It also gives all participants to air their views knowing they will not have to necessarily feedback directly to trainers. Trainers then met with all the scribes who fed back their group's comments. Trainers then collated all the comments (see below) and agreed what they could/ should respond to.

Monitoring Group Feedback EEAFM Samut Prakan, Thailand Day 1 (21/01/2014)	
Keep it: • Mix of group activities and lectures • Sharing + dialogue • Group activities • 3 EAFM components • Progression from individual reflection to small group discussion, then larger discussion • Energisers • Video • Participatory approach • All topics	**Change it:** • Talk more slowly • Explain by giving real life examples • Scaling principle - hard to grasp • Do more to keep people alert after lunch • Reduce subjects/information for today • Reduce text in slides • Translate/explain technical words • Translate glossary beforehand
Add it: • More concrete examples of how to apply concepts • Give examples/case studies of 'conventional' as we have different interpretations • More discussion after group work • More breaks • Microphone as can't hear at the back • More video • More pictures in slides • More summarising by trainers • More time for presenting as well as feedback after group work (including any corrections) • More sharing of country experience • More detail on governance • How to capture some of individual examples being shared in small groups	**What participants will remember:** • 3 EAF components • 7 principles • Exercises • Threats + issues and need for EAFM • Sustainable development balance slide • Examples of case studies from group discussions • Most of us already doing some EAFM; it is not new, but we need to expand • Participants have different perspectives

Monitoring Group Feedback EEAFM Samut Prakan, Thailand Day 2 (22/01/2014)	
Keep it: • Course code • Group exercises and dynamics • Activities and play together • Small group discussion	**Change it:** • Boring presentations • More explanation on matrix used for stakeholder analysis • Slides have too much text

• Energisers • Case studies • Use microphone • Talk slowly • Drawing good/bad facilitator • 5 steps of EAFM circle activity • Explaining principles through to actions by using examples • Active listening	• Be gender aware - use 'fishers' not fishermen • Need more time for sharing experience for active listening • Omit unnecessary information from case study presented
Add it: • More time for exercises, especially stakeholder exercise • Summarise at end of each session • Do recording in Workbook straight after session, not at end of day • More multimedia • More examples • More on stakeholder analysis • Need pre-visioning before identifying stakeholders • More activities like the EAFM steps circle • More info on Thai example (session 9) • Have an activity for each of Start-up A tasks (8)	**What participants will remember:** • Good + bad facilitator • Stakeholder analysis • 5 steps of EAFM and circle activity • Start-up A (identify) and B (engage) • Matrix and venn diagram for stakeholder analysis • Co-management

Monitoring Group Feedback EEAFM Samut Prakan, Thailand Day 3 (23/01/2014)	
Keep it: • Video • Microphone • Resource persons giving more examples • Everything • Active + lively sessions • Lots of feedback from resource persons • Many activities - good • Slow pace • Learnt a lot from conflict session • Causal chain analysis • Role play and facilitation • Mapping of FMU= bringing FMU to life • Appreciated new examples being shared	**Change it:** • Slide session 11 (can/ cannot be addressed) • More real examples • improve way trainers call back attention after group work (i.e. some people continue talking) • Ensure slides have clear and exact instructions; don't ask additional tasks as it's confusing • Check all participants are completing Workbook correctly (during a summary activity) • Fewer sweet snacks • Would like 2 choices for breakfast • Remember to talk slowly

Add it:	What participants will remember:
- Increase time for group discussions - More info on prioritization/ risk matrix; still not sure where to place stakeholders - Shopping excursion/ going port - More role play; can learn more from participants actually - Ask participants to use already generated maps/ or provide already made maps - Mapping: how can you bring human and governance aspects to the map; how can we capture these components? - Use the information generated on this course as case studies for learning materials for future courses	- Role play - More real examples 1st hand experience - Bob's cake metaphor or start-up A and B - Hands on experience - Step 1-Define and scope FMU - Step 2-Identify + prioritize Issues + goals of FMU - Lessons learnt from conflict management role play - Example of skills: facilitator characteristics and mediation/ observer - Identify issues and threats - Vision and goal are good - Reality check - good and bad facilitator activities - living/ being the steps 1 and 2

Monitoring Group Feedback EEAFM Samut Prakan, Thailand Day 4 (24/01/2014)	
Keep it: - Visual pyramid (embedding 'how it all fits together' slide) - EAFM quiz - Support from resource persons - Recording group outputs in workbook - Everything is good - Group exercises - Energiser	**Change it:** - EAFM Quiz: have larger font and simplify English - More examples - More time on identify indicators and objectives
Add it: - Case study and examples - Resource person should comment on all groups' work - More detail on financing options/ budgets - More video related to topic	**What participants will remember:** - Step 3: objectives, indicators and benchmarks; actions; finance - M&E and adapt - SMART objectives - Reality check II - Visual pyramid of plan (embedding 'how it all fits together' slide) - Action planning - Communication and reporting - Differences between indicators and benchmark; between M and E - The 5 EAFM steps

Appendix III   Summary of day 1 ice breaker

Concerns	Hopes
- English - I am worry if I could not understand the EAFM issues - Fear-That I do not have enough technical expertise to be an effective participant - Difficulty of EAF - Don't worry, be happy - Difficulties to bring concept expand to MCS - Not get the English explanations from and resource person - Cannot understand well because of not well in English language - Not being able to use EAFM regularly in my work so that the knowledge is lost - I worry that I will fall sick due to the weather and there are too much to learn and I may not cope with it - How can apply EAFM with trawl fisheries - No serious concerns getting back +forth in a timely manner between training venue +hours - Present without PowerPoint - Communication problem - Not to be able to use what I learned to this training for a year - Limited people who going to share the concept/limited capacity of human - Small-scale fisheries - Eco friendly fishing gears - English language - Lack of experience - Not fluent in English language (speaking and writing) - Not clear about EAFM concept - Have limited work experience in the field so couldn't share much experience - English language abilities may constrain some sessions - Language - No background in EAFM - How to explain EAFM to fishermen to more understand on their situation now - How to solve conflict between EAFM and FM - Can't get a few understand of EAFM - Can't get EAFM complete	- Can understand the EAFM and can apply to my work. - Find out linkage between human wellbeing & environment well being - Hope to learn & add knowledge on ecosystem approach / co-participants to the trainers - The EAFM will be well applied/implemented in all country. Being a good result to mankind to environment - Increases understanding & knowledge of EAFM - I hope to learn EAFM in depth and able to develop an EAFM plan - Networking - Exchange knowledge/experience - Be able to explain well the EAFM to others - Learn more on EAFM, governance, co-management, and other topic concern about fisheries management - To fully understand the EAFM framework for practical application in the areas where I work - To network with new people - Learn + adapt new training ideas/tools - Support the learning environment - Get different experiences on fisheries management from other agencies - To understand more EAF - To get more knowledge and experience on EAF - I can understand EAFM more clear and can apply to our work - I hope I can understand the EAFM issues in the region - Better knowledge on EAFM concept and know how to use EAFM with in respect job - Understand and adapt the EAFM to fisheries management - To see a new generation of EAFM specialists develop - That the course provide the type of "Soft Skills" that necessary to work with deficient sectors and policy environment (not only technical) - Clear and understanding more about EAFM - Able to apply EAFM in my responsible work - Learn as much as I can about EAFM - I would like to get knowledge this course to more create the good monitoring, good evaluate and good adaptation plan - To learn/get more knowledge on EAFM - To get the key of EAFM - Can increase the knowledge about ecosystem approach for management fisheries - I hope this course to I have more knowledge for me - To understand EAFM , How is co-management

➢ It English ➢ Language ➢ Difficulties in English speaking	base on ecosystem ➢ To understand well and can apply the knowledge/skill to my work

What I bring

- ➢ My experience to share with participants
- ➢ I bring my knowledge in fisheries but it is not directly related to resource management
- ➢ Experience of EAFM & fisheries management from another region
- ➢ An operation perspective
- ➢ Little knowledge EAFM , current work related to the concept
- ➢ Experience in fisheries field
- ➢ Need to invite local government concern to in coastal area to training to understand ecosystem well
- ➢ Willing to learn
- ➢ I bring Zero knowledge in EAFM but I have some experience in fisheries management
- ➢ Experience from other regions
- ➢ Intension to attend in this training course
- ➢ My intension and experience on my job
- ➢ Nothing but willing to learn
- ➢ Nothing, just be the good student
- ➢ Willing to learn
- ➢ Little experience in fisheries and enthusiasm
- ➢ Share the knowledge on fisheries management
- ➢ Fishing gear knowledge and very little of management
- ➢ Basic knowledge about ecosystem
- ➢ Could share same idea on how the mechanism of fisheries aspect could bring to higher policy considerations
- ➢ Experience from many Asian countries
- ➢ Field work experiences
- ➢ Knowledge, information, experience reworks of contacts ideas, support for leaning willingness to learn
- ➢ Extension experience
- ➢ Knowledge for fishing gear, experience in my work contact with fisherman
- ➢ Small scale fisheries management
- ➢ Basic information of my country background related to the ecosystem
- ➢ Sharing knowledge, will be a good trainee

Appendix IV   Photo outputs of group FMU draft EAFM plans
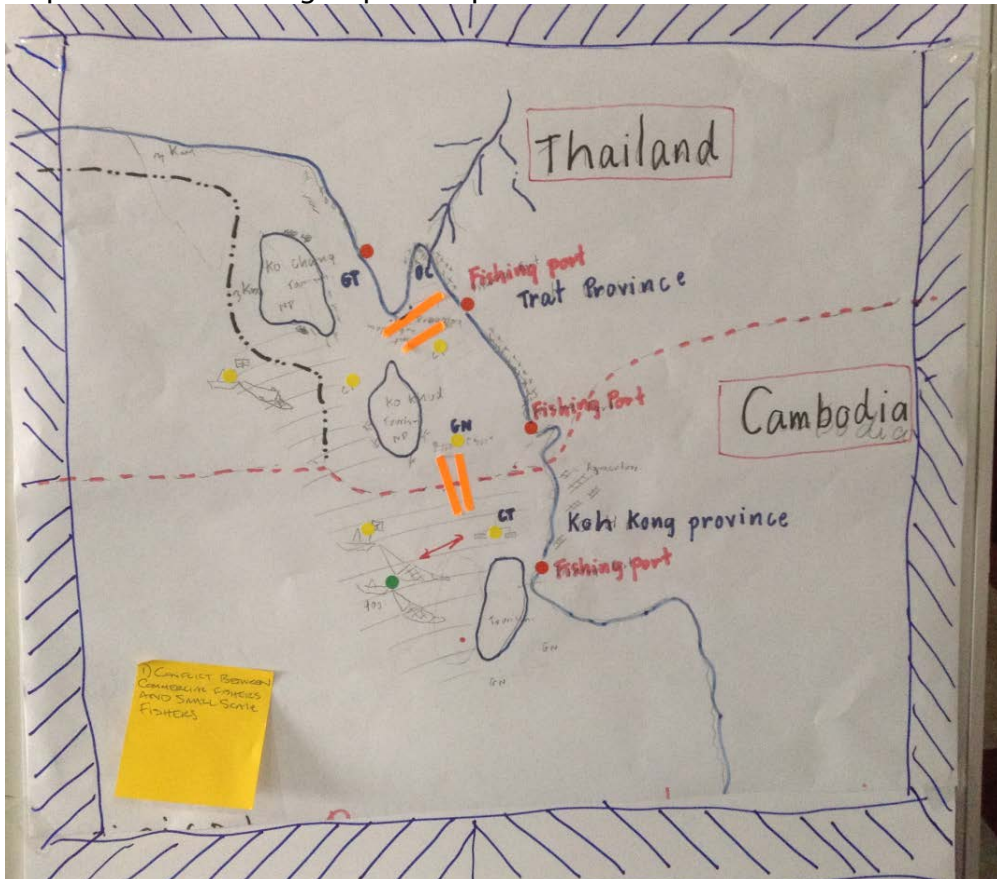
Elements of Malindo group draft plan

Elements of MPST group draft EAFM plan

Map element of JMPF group EAFM plan

Elements of Mr R group EAFM drfat plan (including map below)

Mr R role play presentation

JMPF presentation

Providing constructive feedback on presentations

Appendix V   Write up of group FMU draft EAFM plans

MALINDO

Members

FAISAL, TAMIMI, HEMALATHA, ARIF, INDRI

Title

MANAGEMENT PLAN FOR COMMERCIAL FISHERIES IN
THE NORTHERN PART OF THE STRAITS OF MALACCA

Vision

Optimizing economic benefits while maintaining sustainable ecosystem through good governance

Goal	Issue	Objective	Indicator	Benchmark	Activities	Regulation	Financing
Essential Habitats are protected, enhanced & Restored	Destruction of coral reefs	Enhance the existing coral reef coverage in MPA's	Coral reef coverage area	30% of the coral reef area in 5 years	- Conduct researches on coral reef - Building artificial reefs - Coral reefs transplantation	Regulations on marine protected areas	- Sharing budget (2G) MALINDO - Budget from private sector (CSR) - Propose for yearly budget from respective gov.
Improve livelihood	Poverty in local fishers (traditional)	Poverty alleviation in local fishers	Household income	20% of local fishers lift up from poverty in 5 years	Introduce alternative activities to generate income : focusing on downstream industry - Training on fisheries product processing	Regulations of community enforcement	- DOF (MALINDO) provide budget for training - FAO
Improve enforcement of illegal activities	Lack of enforcement about the encroachment	Increase enforcement activities	Percentage of the enforcement activity	50% increasing activity in 5 years	- Organize more enforcement activity with existing resources - Cooperation with other agencies to conduct enforcement	- Regulations on fisheries enforcement - MOU/LOT	- Proposed for yearly budget from respective government - Sharing budget MALINDO Government

JMPF

Members

ISARA, PENCHAN , LEAKHANA, HUNG, EFREN,
RICK, KONGPATHAI, MAX, ANGELA

Title

THE JOINT MANAGEMENT PLAN FOR THE TRAWL FISHERY OF THE KOH KONG AND TRAT
PROVINCE

Vision

Fish resources are abundant in the FMU for the sustainable livelihood of fishing
community

Goal	Issue	Objective	Indicator	Benchmark	Action	Rule	Budget
Healthy habitat and improved fish stock	Declining of fish stock (commercial important SPR.)	Increase fish stocks	CPUE of small scale fishery	10% increase in CPUE in one year for small scale fisheries	- Gear modification - Effort control - Zoning	Trawl cod-end mesh size 4 cm. Seasonal closure Colour coding	Govt. Donors
Harmonized relationship between small & commercial fishers	Conflict between small & commercial scale	Reduce conflict between small scale + commercial fishers	Reported number of fishing gears destroyed or lost	50% decrease in reported number of fishing gears destroyed or lost	Setting Artificial reef Local MCS	Provincial & Fisheries Regulation	- Local government - Private company - Tourism - NGOs
Improved cooperation between countries(KOH KONG & TRAT)	Less cooperation between countries	Increase cooperation between Koh Kong and Trat provinces	Plan created between the Koh Kong and Trat provinces	Agreed plan between Koh Kong and Trat provinces for joint management of fisheries	- Organize meeting in various level o Advisory o Technical o Stakeholders - Information exchange process - Harmonize rule & regulation	Port state measure	Govt.

MR R

Members

PANITNARD, SIRIPORN, TANUT, RATTANA, NAKARET, SAWITREE, JENNY

Title

FISHERY RESOURCES RECOVERY PLAN FOR MAE RUMPHUNG BEACH, THAILAND

Vision

Recovered resources in Mae Rumphung Beach are used sustainably resulting in improved livelihood for all fishers.

Goal	Issue	Objective	Indicator	Benchmark	Action	Regulation	Financial
Fisheries Resources & it's habitat are managed at a sustainable level	1. Declining fish stocks due to encroachment	Decrease the number of encroachment	Number of encroachment	Number of encroachment trawl which enter to the coastal area will decrease by 50% in 3 years	Train fishers on Responsible fisheries manner Install 2 sets of artificial reefs (Total 4 km. distance)	-Regulation for artificial reef restoration	DOF+DMCR -> Provincial Gov. -> PTT.
	2. Declining fish stocks due to oil spill	Recover habitats for fishery resources	Density and diversity of benthos	Amount of benthic found density and diversity increase by 10% in 3 years	Release bacteria balls for petroleum particle decompose Set up 20 fish houses inside 3 km. (coastal areas) Install 2 sets of artificial reefs (Total 4 km. distance)	-Regulation for artificial reef restoration	
Improved fisher's livelihood	Income decrease for fishers, restaurants due to declining of fisheries resources	Increase fishers income	Income of fishers	Increase income for fishers and community by 20% in 3 years	Training for fishers on improved processing Train fisher + fisher folk on ecotourism		
Improve management & MCS	Little coordination among DMCR, DOF, etc.	Strengthened cooperation among DOF, DMCR & stakeholders	Number of coordination group formed multi-agency compliance plans formulated & groups meeting regularly	At least 3 MOA in 3 years	Consultation meeting among DMCR, DOF and gov. agencies concerns		

MPST

Members

AKANIT, JARIYA, JUNE, SUMITRA, KRIT, YANIDA, SAIVASON, MAEVE

Title

MANAGEMENT PLAN FOR SHRIMP-TRAP IN BAN DON BAY , SURAT THANI PROVINCE, THAILAND

Vision

Sustainable fisheries resources habitats and enhanced social well-being in Ban Don Bay, Surat Thani Province.

Goal	Issue	Objective	Indicator	Benchmark	Action	Rule	Budget
Enhancing fisheries resources	Catch all juvenile and shrimp	Reduce juvenile catch	Percentage of juvenile at landing site	30% of juvenile catch reduce within 5 years	- Collection data & Information at landing site in every month Experiment on identify of appropriate fishing group		Ecological Well-being 2 Million Baht
Increasing awareness and understanding on the ecosystem linkage to fisheries	Lack of education on ecosystem (low awareness)	Increase knowledge on ecosystem linkage to fisheries	Percentage of fishers during training understand in ecosystem linkage to fisheries	70% of fishers knowledge on ecosystem linkage to fisheries increase within 5 years	Workshop on ecosystem linkage to fisheries Conducting training on importance ecosystem linkage to fisheries Disseminate media/publication of ecosystem linkage to fisheries		Human Well-being 2 Million Baht
Improving enforcement of shrimp trap	Not include in fishery law (shrimp trap)	Promotion of the provincial announcement to control shrimp trap	Percentage of stakeholders agree to apply the provincial announce	100% of stakeholders agreed on the provincial announcement	- Fact finding by focus group discussion Consultations with stakeholders (base on finding information) - Final Agreement by stakeholder - Issue provincial proclamation (zoning)		Good Governance 1 Million Baht

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Appendix VI   Day 5 draft EAFM plan presentation schedule

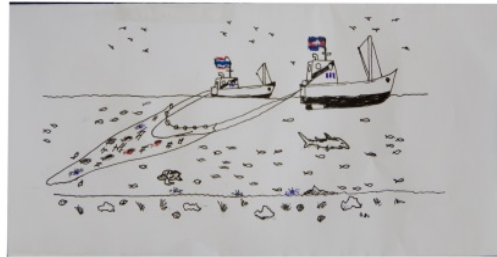### Essential EAFM presentations 24 January 2014

MPST
Management plan for shrimp-trap
in Ban Don Bay, Surat Thani
province, Thailand

JMPF
Joint management plan for the
trawl fishery of the Koh Kong
province, Cambodia and Trat
province, Thailand

MALINDO
Management plan for commercial
fisheries in the northern part of the
Straits of Malacca

MR R
Fishery resource recovery plan for
Mae Rumphung, Thailand

Appendix VII   Complete list of Essential EAFM course participants

		Name	Organization	Status
Trainees	1.	Mr. Arif Usman	Directorate General of Capture Fisheries, Indonesia	Staff
	2.	Mr. Pham Hung	Department of Capture Fisheries and Resources Protection, Vietnam	Officer
	3.	Mr. Akanit Kuapuag	Department of Fisheries Central Marine Fisheries Research and Development Center (Chumphon), Thailand	Fisheries Biologist Junior
	4.	Mr. Tanut Srikum	Department of Fisheries Eastern Marine Fisheries Research and Development Center (Rayong), Thailand	Fisheries Biologist
	5.	Mr. Mohammad Faisal Md. Saleh	Marine Fishery Resources Development and Management Department (MFRDMD), Malaysia	Staff
	6.	Mr. Mohd Tamimi Ali Ahmad	Marine Fishery Resources Development and Management Department (MFRDMD), Malaysia	Staff
	7.	Ms. Sumitra Ruangsivakul	SEAFDEC Training Department (TD)	Socio-Economics Section Head
	8.	Ms. Jariya Sornkliang	SEAFDEC Training Department (TD)	Socio-Economics Scientist
	9.	Ms. Rattana Tiaye	SEAFDEC Training Department (TD)	Fishery Governance & Management System Scientist
	10.	Ms. Penchan Laongmanee	SEAFDEC Training Department (TD)	Fishing Ground & Fishery Oceanography Section Head
	11.	Ms. Siriporn Pangsorn	SEAFDEC Training Department (TD)	Fishing Ground Information Scientist
	12.	Mr. Nakaret Yasook	SEAFDEC Training Department (TD)	Fishing Gear Technologist
	13.	Mr. Kongpathai Saraphaivanich	SEAFDEC Training Department (TD)	Information and Communications Technology Section Head
	14.	Ms. Panitnard Taradon	SEAFDEC Training Department (TD)	Training and Extension Section Head
	15.	Mr. Krit Phusirimongkol	SEAFDEC Training Department (TD)	Training and Extension Officer
	16.	Ms. Yanida Suttipol	SEAFDEC Training Department (TD)	Information Officer

	17.	Ms. Sawitree Chamsai	SEAFDEC Secretariat	Policy and Program Officer II
	18.	Ms. Saivason Klinsukhon	SEAFDEC Secretariat	Information Officer
	19.	Ms. Pattaratjit Kaewnuratchadasorn	SEAFDEC Secretariat	Program Manager
	20.	Ms. Jenny Nord	SEAFDEC Secretariat	Result Monitoring Expert
	21.	Ms. Chin Leakhena	RFPN from Cambodia	
	22.	Ms. Indri Yani Zaini	RFPN from Indonesia	
	23.	Ms. Hemalatha Raja Sekaran	RFPN from Malaysia	
	24.	Mr. Efren V. Hilario	RFPN from Philippines	
	25.	Ms. Angela Lentisco	UNEP	Ecosystem Management – Focal Point Support
	26.	Mr. Isara Chanrachkij	RFU Training Department	Fishing Technology Section Head
	27.	Mr. Richard Gregory	RFU Training Department	
	28.	Ms. Maeve Nightingale	IUCN	Capacity Development Manager Mangroves for the Future
	29.	Mr. Max Sudnovsky	NOAA	Ecosystem Operations Coordinator
Resource persons	30.	Derek Staples	Consultant BOBLME	Resource Person
	31.	Simon Funge-Smith	APFIC-FAO	Resource Person
	32.	Robert Pomeroy	USAID-CTSP	Resource Person
	33.	Adel Heenan	NOAA	Resource Person
	34.	Rusty Brainard	NOAA	Resource Person
	35.	Megan Moews	NOAA	Resource Person
Trainers	36.	Romeo Cabungcal	Provincial Government of Palawan	Assistant Provincial Agricultural Officer
	37.	Rollan Geronimo	Independent	Marine Biologist
	38.	Mukhlis Kamal	Bogor Agricultural University (IPB)	Lecturer
	39.	Silvia Capezzuoli	IMA International	Consultant-Trainer

Appendix VIII   Selected photographs

Some issues and threats to fisheries management

Discussing the building elements of the EAFM plan

Daily review (a few participants at the start of each day)

Developing FMU maps