

# EAFM for Leaders, Executives and Decision Makers (LEAD)



## EAFM One-day High-level Consultation for Leaders, Executives and Decision Makers (LEAD): Session Plan

Note: This session plan sets out an example agenda. Facilitators can adapt the agenda using any of the tools in the LEAD tool kit, including the detailed Powerpoints that are in the Reference materials. The outline and the agenda would then be updated accordingly. The toolkit is flexible and adaptable and can be used as the facilitator sees fit.

Facilitators should also bear in mind that they may need to adjust the Session Plan depending on whether the consultation is with 1 country vs. multiple countries, or with only fisheries leaders vs. leaders from multiple sectors, or with national/provincial level leaders vs. mayors, traditional leaders, and community leaders.

Timing is indicative only and needs to be adjusted according to the audience. Facilitators also need to be flexible and be prepared to drop/shorten some sessions, if running over time.

Important to have everything set up and well thought through BEFORE the Consultation, as every minute will count.

Topic/session	Activity Guidance	What facilitator needs to know	Resources	Time
I. Opening and introductions	<p><b>Objective: To introduce participants and facilitators, set the stage on what will be covered and how the consultation will be conducted.</b></p> <ol style="list-style-type: none"> <li>Welcome speech/speeches (e.g. Host)</li> <li>Introductions <ul style="list-style-type: none"> <li>Name</li> <li>Affiliation and position</li> <li>Expectations for the consultation</li> </ul> </li> <li>Meeting code (Code of Conduct) <ul style="list-style-type: none"> <li>Have participants provide meeting rules</li> </ul> </li> </ol> <p>Facilitator introduces the consultation</p> <p>Speaks to a handout including:</p> <ul style="list-style-type: none"> <li>Objective of the consultation</li> <li>Annotated agenda</li> <li>Resource handbook</li> </ul>	<ol style="list-style-type: none"> <li>Respect local culture on importance of having welcome speeches; keep it short</li> </ol> <p>Refer to “key elements of being a good facilitator”</p> <ol style="list-style-type: none"> <li>For meeting code, be prepared to help participants brainstorm; may need to ask questions and make suggestions (eg Is it OK to use cell phones to text, call, etc during the meeting?)</li> </ol> <p><b>NOTE:</b> Try to start on time, but keep in mind that an adjustment will be needed if meeting starts late.</p> <p>Optional: Run slide show of powerful images while participants are registering and coming in (as well as during coffee breaks)</p>	<p>List of participants</p> <p>Name tags (to wear and place on table)</p> <p>Sign in sheets</p> <p>Flip chart/markers</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>- Objective</li> <li>- Agenda- Resource booklet</li> </ul> <p>Optional: Slide show of powerful images (preferably images from participants’ home country/locality)</p> <p>Note: eafmlearn.org has a slide show</p>	60 mins

<p><b>II. Threats, issues and vision for the future</b></p>	<p><b>Objective: To begin thinking more holistically beyond fisheries and in the broader development context and envisage the future.</b></p> <p>1. Icebreaker/discussion on threats and issues</p> <ul style="list-style-type: none"> <li>• Facilitator introduces the consultation, engaging participants to think about their national and/or local fisheries issues and threats.</li> <li>• Each participant to write down 2-3 high priority issues/threats onto separate cards.</li> <li>• Facilitator to place these onto a pre-prepared flipchart <u>or</u> get participants to place the card on the flipcharts (or several flipcharts if a big group):</li> </ul> <table border="1" data-bbox="264 919 646 1162"> <tr> <td>Fishery resources</td> <td>Environment</td> </tr> <tr> <td>Human</td> <td>Governance</td> </tr> </table> <p>Facilitators to summarize threats/issues, emphasizing that the 3 components – Ecological well-being, Human wellbeing and</p>	Fishery resources	Environment	Human	Governance	<p>1. Be prepared to elicit broader picture; need to get leaders thinking beyond only fish and the fishery during this activity. Start with what they provide and broaden, if necessary.</p> <p>Check that issues cover the 3 components of EAFM (without using the terms “EAFM” or “3 components”). Note: Ecological component is divided into Fishery resources + Environment. If necessary ask questions such as: <i>What about the people? Habitat? What about the Governance issues?</i></p> <p>Later: Remember to refer back to the issues that have been listed in relation to topics/discussions.</p>	<p>Reference: E-EAFM Handbook → Module 1</p> <p>“Hot News and the LEAD course” document [Toolkit-Conversations]</p> <p>“Common Issues in Fisheries” document [Toolkit – Reference materials]</p> <p>Resource booklet Page 3</p>	<p>30 mins</p>
Fishery resources	Environment							
Human	Governance							

**Commented [SW1]:** Add at least 15 more minutes to allow sufficient time for all activities.

	<p>Governance is a convenient way to think about EAFM.</p> <p>2. Activity to jointly agree key words for a Vision</p> <ul style="list-style-type: none"> <li>Ask participants to brainstorm words that describe their future visions</li> <li>Discuss and agree on top three key words for their vision for the future (and write these on a flip chart).</li> <li>Match the keywords with the main threats and issues</li> </ul> <p><b>Output: List of priority threats/issues and a common 'vision' which facilitator then uses for later session discussion.</b></p>	<p>2. Know some key words that could be used in a vision statement e.g healthy fishery resources, increased benefits for coastal communities, healthy marine environment etc</p> <p>Vision should contain elements relating to both ecological well-being and human well-being</p> <p>Keep these lists posted throughout the day.</p>	<p><a href="#">Resource booklet Page 3</a></p>	
	<b>COFFEE/TEA BREAK and GROUP PHOTO</b>			30 mins
<b>III. Overview of EAFM: What and why EAFM</b>	<p><b>Objective: To understand why EAFM is needed for sustainable fisheries and development, what EAFM is, and recognize how much EAFM is already being carried out.</b></p> <p>1. Presentation on the Ecosystem Approach to Fisheries Management</p> <ul style="list-style-type: none"> <li>Present the full video (12 min version with principles)</li> <li>Follow up with presentation based on the brochure - take</li> </ul>	<p>1. This part is CRITICAL Engage leaders throughout the session and encourage questions.</p> <p>Thorough understanding of EAFM is necessary (to be able to explain convincingly to leaders)</p>	<p><a href="#">Reference E-EAFM: Handbook → Modules 2 &amp; 3</a></p> <p><a href="#">FAQs [Toolkit- Reference materials]</a></p> <p><a href="#">12 min version of the Video</a></p> <p><a href="#">Brochure OR_15 slides</a></p> <p><a href="#">7 Posters</a></p>	45 mins

	<p>LEADers through the brochure page by page <u>OR</u> the 15 slide PPT.</p> <p>Note: A combination of some PPT slides with link to the video is effective.</p> <p>If using brochure, mention that we will look at the flyers in greater detail later on.</p> <p>2. Continuum activity to assess “how much EAFM are you already doing?”</p> <ul style="list-style-type: none"> <li>• Form small groups (e.g. closest neighbours). Note: If the neighbours are from different countries, do the activity as individuals.</li> <li>• Using the template in the “Resource” booklet (based on the principles) ask participants to plot how much EAFM their country/locality is already doing</li> <li>• Report back and compare the outputs</li> </ul> <p><b>Output: Charts showing how much</b></p>	<p>When using the brochure OR 15 slides, focus on points not covered in the video. Elaborate on some of the 7 principles but not in too much detail</p> <p>Some knowledge of the principles will be needed for the later Continuum Activity</p> <p>Refer to the posters where applicable.</p> <p>2. Be familiar with the 7 EAFM principles and be able to explain them (but not in detail)</p> <p>Main messages: You are already doing some aspects of EAFM and not calling it “EAFM” ...There is always room for improvement...</p>	<p><a href="#">“How many EAFM-type actions are you doing and how are they linked?” document [Toolkit - Reference Materials]</a></p> <p><a href="#">Resource Booklet Page 4</a></p>	
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	<b>EAFM their country/locality is already doing</b>			
<b>IV. National roles, responsibilities and existing frameworks</b>	<p><b>Objective: To recognize that global/regional frameworks support EAFM and that national legislation also often supports an ecosystem approach.</b></p> <p>1. Brainstorm global/regional conventions, instruments and arrangements</p> <ul style="list-style-type: none"> <li>• Have leaders brainstorm some global/regional conventions, instruments and arrangements relating to fisheries and/or the three components of EAFM</li> <li>• Write these on a flip chart</li> </ul> <p><i>Do these frameworks support EAFM?</i></p> <p>2. Brainstorm and discuss national laws/policies</p> <ul style="list-style-type: none"> <li>• Ask leaders to write 2-3 National laws/policies that are relevant to EAFM –one per card</li> <li>• Pin on a board and arrange into the 3 components of EAFM (Human/Ecological/Governance)</li> <li>• Discuss following question: <i>Do your national laws/ policies prevent you from doing EAFM?</i></li> </ul>	<p>Facilitator should consult with local partners about country’s legal framework to prepare well for this session.</p> <p>1. Have knowledge of existing global/regional instruments</p> <p>Background knowledge of how conventions/agreements address priority issues from different angles (e.g. IUU covered by ILO convention, UNCLOS, CCRF etc)</p> <p>2. Knowledge of the range of laws/policies that encompass EAFM and the country’s legal framework; be able to group (with help from participants).</p> <p>Stress that national legislation often reflects and aligns with the international agreements.</p> <p>Conclude by emphasizing that EAFM is supported by many international and national instruments, that the countries are responsible for implementation and they have a role to play.</p>	<p><a href="#">Reference E-EAFM: Handbook Module 5</a></p> <p><a href="#">Resource Booklet Page 5</a></p> <p><a href="#">Blank cards</a> <a href="#">Resource Booklet Page 6</a></p>	<b>30 mins</b>

		3. Stress that EAFM is supported by a combination of the national laws/policies (e.g. fisheries law, environmental laws) and some of these may be in conflict		
	<b>Output: Laws and policies relevant to EAFM arranged into EAFM components.</b>			
	<b>LUNCH</b>			60 mins
<b>V. Linking policies to action and importance of EAFM plans</b>	<p><b>Objective: To recognize that EAFM plans are needed to link policy to management actions and that EAFM needs to be included in national/ provincial/ district long term plans.</b></p> <p>1. Introduction to “linking policy to action”</p> <ul style="list-style-type: none"> <li>Refer to poster/slide/brochure on “Linking policy to action” and explain the importance of linking policy to action through EAFM plans (using the example given in the slide/poster/brochure )</li> <li>Develop another example for habitats with participants</li> <li>Facilitate a brief discussion about the need for plans by asking:</li> </ul>	<p>1. Management plans are needed to translate high-level policy statements into management actions.</p> <p>Need to stress that it is important to have EAFM principles embedded in national plans (provides budget/support)</p> <p>Habitat example:  <i>Policy</i> : Healthy fisheries habitat  <i>EAFM plan objective</i>: Restore mangrove areas back to the 1970 area based on historical aerial photos or/and satellite images  <i>Management action</i>: Coordinate with Environment agency to plant and protect mangroves as important habitat for fisheries resources</p>	<p>Reference E-EAFM: Handbook Modules 6, 7</p> <p>Legislation, policies and management plans definitions [Toolkit- Reference material]</p> <p>Poster “linking policy to action” (from the “what/why” slides)  OR  Slide of “linking policy to action” (from the “what/why” slides)  OR  Brochure picture of “linking policy to action” (from the “what/why” slides)</p>	25 mins

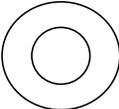
	<p><i>How do you implement your legislation/policies? Do you have fisheries/EAFM plans?</i></p> <p>2. Activity on Policy, plans and actions.</p> <ul style="list-style-type: none"> <li>Facilitator provides written examples of policies, EAFM plan with objectives and management actions on separate cards<sup>1</sup>. Participants match and link the appropriate policy with its plan objective and management action.</li> </ul> <p><b>Output: Cards linking policies with actions through EAFM plans</b></p>	<p>2. Need to know the correct linkages of the examples.</p> <p>Need to stress that policy is not enough; EAFM plans at the fishery level are needed so that policies/laws can be implemented through management.</p>	<p>Flip chart Cards with examples of policies, EAFM plans and management actions prepared before hand</p> <p>Annex 1 &amp; 2 examples and linkages</p> <p>Resource booklet Page 7</p>	
VI. EAFM Planning process	<p><b>Objective: To introduce the EAFM management cycle and the EAFM planning process.</b></p> <p>1. Who are the main stakeholders?</p> <ul style="list-style-type: none"> <li>Brainstorm stakeholders that can be seen in the FAO ecosystem picture (Slide/poster/brochure)</li> </ul> <p><i>Ask which main stakeholder is not in the diagram. Answer = compliance and enforcement</i></p> <p>2. Introduce “how” to engage in the EAFM planning process</p> <ul style="list-style-type: none"> <li>Refer to EAFM cycle diagram. Explain that planning is an</li> </ul>	<p>1. Know the major stakeholders on the FAO ecosystem poster/slide/brochure to identify major stakeholders</p> <p>2. Do not go through all the details. Only stress that planning involves:</p> <ul style="list-style-type: none"> <li>Engaging Stakeholders</li> <li>Agreeing on management area</li> </ul>	<p>Reference E-EAFM: Handbook Modules 6, 7</p> <p>FAO ecosystem picture (Brochure/Poster/Slide)</p> <p>Resource booklet Page 8</p> <p>Poster/slide/brochure pictures of the EAFM cycle Plan-Do-Check &amp; improve</p>	25 mins

<sup>1</sup> See attached page for examples and linkages. Select 1 for each EAFM component. Suggestions highlighted in yellow.

	<p>important part of the Plan/Do/Check cycle.</p> <p><i>Within the cycle discuss what is role and responsibility of LEADers at the different steps</i></p> <p><b>Output: Discussion results</b></p>	<ul style="list-style-type: none"> <li>• Prioritizing issues</li> <li>• Developing goals, objectives and management actions to address the issues</li> <li>• It is a cyclical process and adaptation to improve the plan is important</li> </ul>		
<b>VII. Policy trade-offs</b>	<p><b>Objective: Understand that in looking at the broader ecosystem interactions, policy tradeoffs may be needed.</b></p> <p>1. Show animation on “Policy trade-offs”</p> <p>2. Discussion based on question: <i>Are your policies consistent across the sectors and throughout levels of government? Do they all support the same goals or do they conflict?</i></p> <p><b>Output: Discussion results</b></p>	<p>Be familiar with Policy trade-offs animation</p> <p>Example of policy conflict - Promoting aquaculture that needs fishmeal creates other problems of increasing fishing capacity and catching small (including juvenile) fish that will deplete fisheries resources</p>	<p><a href="#">Animation of Policy trade-offs</a></p> <p><a href="#">Resource booklet Page 9</a></p>	25 mins
<b>VIII. EAFM – governance frameworks</b>	<p><b>Objective: To understand the importance of having effective governance frameworks in place and supported by a functional fisheries management infrastructure.</b></p> <p>1. Presentation on “EAFM Governance Framework animation” as a conceptual framework</p> <p>2. Activity: compare existing with ideal</p>	<p>1. Need to understand the animation and how a good governance structure looks.</p> <p>2. Break out to 2 groups and provide instructions for activity</p> <p>Need some knowledge of management structures, preferably from a number of countries</p>	<p><a href="#">Reference E-EAFM: Handbook Modules 4, 8, 9, 12; People Toolkit</a></p> <p><a href="#">EAFM Governance Framework Animation</a></p>	30 mins

	<p>structure</p> <ul style="list-style-type: none"> <li>In 2 groups;</li> </ul> <p>Group 1—draw existing governance structures across different levels of government (vertical structure);</p> <p>Group 2—draw existing governance structures across sectors (horizontal coordinating governance structure);</p> <ul style="list-style-type: none"> <li>Report out and discuss</li> </ul> <p>Note: Diagram could be a chart or a map</p> <p>3. Discussion on governance frameworks.</p> <ul style="list-style-type: none"> <li>Discussion based on following questions</li> </ul> <p>Q 1 : <i>How can you improve your existing structure to support EAFM and what modifications would you make to move toward an EAFM?</i></p> <p>Q 2: <i>What other levels of government should you collaborate with?</i></p> <p>Q 3: <i>What other sectors e.g. police, shipping, tourism, agriculture, development) should you collaborate /engage with?</i></p> <p><b>Output: groups, diagrams showing how they would develop or improve upon their governing body framework.</b></p> <p><b>Recognition of need for a) alternative/improved management structures and b)more collaboration/ horizontal and vertical cooperation</b></p>	<p>Need to know what an ideal structure might look like (see governance framework animation) and be able to compare existing with ideal</p> <p>Stress the importance of having a fisheries management “section” either as part of a Department of Fisheries or as an independent Authority.</p>	<p><a href="#">Flipcharts for each group</a></p> <p><a href="#">Resource Booklet Page 10</a></p>	
	<p><b>AFTERNOON TEA/COFFEE</b></p>			<p><b>30 mins</b></p>

<p><b>IX. Developing capacity for EAFM</b></p>	<p><b>Objective: To encourage participants to support their staff/agency, influence their leaders and leaders of other sectors to develop capacity in EAFM.</b></p> <p>1. Inform participants about EAFM capacity development materials</p> <ul style="list-style-type: none"> <li>• Refer to brochures with capacity development inserts on E-EAFM and LEAD toolkit</li> <li>• Briefly describe the E-EAFM training course and the LEAD toolkit</li> <li>• Emphasize <a href="http://eafmlearn.org">eafmlearn.org</a> – as a website where materials can be found</li> </ul> <p>2. Discussion/brainstorm on developing capacity (This could be a “bus stop” activity:</p> <p>1. EAFM for staff</p> <ul style="list-style-type: none"> <li>• <i>What are some ways that you can help your staff/agency develop capacity in EAFM? (encourage thinking outside the box)</i></li> </ul> <p>2. EAFM for your leaders</p> <ul style="list-style-type: none"> <li>• <i>How would you influence your senior leaders to buy into and support EAFM?</i></li> </ul> <p>3. EAFM for leaders across sectors</p>	<p>1. Refer to brochure and flyers,</p> <p>Do not describe every tool. Summarize by saying that they cover different audiences and range in materials from a 1 minute to 1 day engagement with leaders to a 1 week training comprehensive package for managers and resource persons (provide a couple of examples).</p> <p>Facilitator needs to be fully conversant with LEAD suite of products and E-EAFM package, and also EAFM trainer network</p> <p>2. Depending on profile of leaders in the room, facilitator decides whether to do part 1; part 2; part 3; or all</p> <p>Participants can help support staff and get support from superiors and other sectors.</p>	<p>Flip chart/markers</p> <p>Brochure and the 2 flyers</p> <p>Have hard copies of all LEAD Toolkit available for leaders to handle so they can really picture how to make best use of these in their agency context</p> <p>Have a printout of the <a href="http://EAFMlearn.org">EAFMlearn.org</a> homepage</p> <p>Resource booklet Pages 11-13</p>	<p>30 mins</p>
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	<ul style="list-style-type: none"> <li>How would you influence senior leaders of different sectors to buy into EAFM?</li> </ul> <p><b>Output: Facilitator writes actions/ideas on flip chart and records/sends these to participants as follow-up.</b></p>			
<p><b>X. Next steps and action plan</b></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>To Identify challenges, opportunities and benefits for country/locality in moving toward an EAFM</li> <li>To agree on next steps, including action plans, for individuals, agencies and countries in moving towards EAFM.</li> </ul> <p>1. Activity: Circle of Influence -Challenges and opportunities</p> <ul style="list-style-type: none"> <li>Draw 2 circles on a flipchart on a table.</li> </ul>  <ul style="list-style-type: none"> <li>Have participants write down opportunities and challenges/constraints on cards (different colours). One per card</li> <li>Place opportunities in centre circle and challenges in outer circle</li> </ul>	<p>1. Facilitator may need to prompt - challenges often match up with opportunities</p> <p>See “Selling Points” document [DOC-11]</p>	<p>Reference E-EAFM: Participant Handbook Module 8, 9, 15, 16; People Toolkit 1-8</p> <p>Resource Booklet Pages 14</p> <p>Circle of influence layout on floor</p>	<p>45 mins</p>

	<ul style="list-style-type: none"> <li>• Get participants to link challenges into opportunities and move the challenges into the opportunity circle</li> </ul> <p>2. Discussion: <i>What are the benefits to you?</i></p> <p>3. Discussion on Next Steps based on the following questions:</p> <p>a. <i>Reflection: What are next steps that you, as an individual, can take to move toward an EAFM?</i></p> <p>b. <i>In small groups; What are next steps your agency can take to move toward an EAFM? Come up with creative ways to promote EAFM in your agency and across agencies. Report out.</i></p> <p>c. <i>What are next steps your country can take to move toward an EAFM? (as a plenary)</i></p> <p>2. Facilitate a discussion on the action plans and share ideas.</p> <p><b>Output: agreed next steps for 3 levels: as an individual, your agency and the country in general.</b></p>			
<b>XI. Closing</b>	<p>1. Summary by facilitator</p> <p>2. Closing statements</p>	Facilitator very briefly summarises the consultation and concludes by reiterating	Optional - Meaningful photo/slideshow as backdrop	15 mins

		agreed next steps at national and agency level, and pointing out that each individual leader has a role to play  Optional: Run slide show of powerful images while making closing statements	to conclude. Note: <a href="http://EAFMLEARN.ORG">EAFMLEARN.ORG</a> has a slide show.	
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**Annex 1: Activity: Linking policies with actions examples**

Examples that could be used in a 1-day consultation are highlighted in yellow

Policy statements	Objectives of a plan	Management options
<b>A: Fishery resources</b>		
<ul style="list-style-type: none"> <li>• Sustainable fisheries</li> <li>• Healthy fishing resources</li> </ul>	<ul style="list-style-type: none"> <li>• To limit fishing effort and capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Limit and control the number of fishing vessels</li> <li>• Limit and control type and number of fishing gears</li> <li>• Cooperate with Environment agency to introduce MPAs/fish refugia</li> </ul>
	<ul style="list-style-type: none"> <li>• To restore fish stocks by restocking</li> </ul>	<ul style="list-style-type: none"> <li>• Raise fish in hatcheries and restock</li> </ul>
	<ul style="list-style-type: none"> <li>• To reduce catch of immature juvenile fish</li> </ul>	<ul style="list-style-type: none"> <li>• Increase mesh size</li> </ul>
<b>B: General environment</b>		
<ul style="list-style-type: none"> <li>• Healthy environment</li> <li>• Clean and healthy seas</li> <li>• Healthy fish habitats</li> </ul>	<ul style="list-style-type: none"> <li>• To reduce pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with environment agency to monitor and reduce pollution</li> </ul>
	<ul style="list-style-type: none"> <li>• To restore fish habitats back to earlier level</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with environment agency to plant mangroves and seagrass</li> </ul>
	<ul style="list-style-type: none"> <li>• To protect habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with environment agency to implement MPAs</li> </ul>
	<ul style="list-style-type: none"> <li>• To reduce damage by destructive gears</li> </ul>	<ul style="list-style-type: none"> <li>• Prohibit destructive gears</li> <li>• Cooperate with environment agency to introduce MPAs/fish refugia</li> </ul>
<b>C: Human well-being</b>		
<ul style="list-style-type: none"> <li>• Improve income and livelihoods</li> <li>• Increase benefits for stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the value of harvested fish</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce more selective fishing gears to increase “point-of-sale” price</li> </ul>
	<ul style="list-style-type: none"> <li>• To reduce conflict between large-scale and small-scale fishers</li> </ul>	<ul style="list-style-type: none"> <li>• Designate small-scale fishing only fishing zones</li> </ul>
	<ul style="list-style-type: none"> <li>• To improve fish handling and storage throughout the value chain</li> </ul>	<ul style="list-style-type: none"> <li>• To improve fish handling technology and build human capacity</li> </ul>
<b>D: Governance</b>		

<ul style="list-style-type: none"> <li>• Provide effective governance</li> <li>• Fight corruption</li> <li>• Improve compliance and enforcement (MCS)</li> <li>• Improve fisheries management through co-management</li> <li>• Prevent, deter and eliminate IUU fishing</li> </ul>	<ul style="list-style-type: none"> <li>• To strengthen legislative frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise legislation</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop appropriate governance structures across jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>• Review existing governance structures and implement structural changes, where appropriate</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop human capacity in MCS</li> </ul>	<ul style="list-style-type: none"> <li>• Provide human capacity development opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>• To empower local communities to participate in co-management and MCS</li> </ul>	<ul style="list-style-type: none"> <li>• Work with local communities and local governments to empower communities and provide human capacity opportunities for MCS</li> </ul>
	<ul style="list-style-type: none"> <li>• To increase cooperation with RFMOs and neighbouring countries</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information and participation to RFMOs, where appropriate</li> </ul>

**Annex 2: Linking policy to action activity – completed template**

	<b>Policy</b>	<b>Plan objective</b>	<b>Action</b>
<b>Fishery resources</b>	Sustainable fisheries	To limit fishing capacity and effort	Limit and control number of fishing vessels
<b>Environment</b>	Healthy fish habitats	To restore fish habitats back to earlier levels	Cooperate with Environment Agency to introduce MPAS/Fish Refugia Cooperate with Environment Agency to plant mangroves
<b>Human</b>	Increase socio-economic benefits to stakeholders	To reduce conflict between large-scale and small-scale fishers	Designate small-scale fishing only fishing zones
<b>Governance</b>	Combat IUU fishing	Develop human capacity in MCS	Provide MCS training