

SESSION	4. PRINCIPLES OF EAFM + 4A. HOW MUCH EAFM ARE YOU ALREADY DOING? 13.30-14.45 (75 minutes) +15.05-16.30 (85 minutes)									
Date:	Day 1 session 4 and 4a									
Objectives	<p>What is EAFM Timeline 13.30-14.00 (30 minutes)</p> <p>Principles of EAFM 14.00 – 14.45 (45 minutes)</p> <ul style="list-style-type: none"> Understand the principles of EAFM and their links to the FAO Code of Conduct for Responsible Fisheries (CCRF) <p>How much EAFM are you already doing? 15.00 -16.15 (75 minutes)</p> <ul style="list-style-type: none"> Revisit your threats and issues and cluster them according to the three EAFM components; Understand that you are already doing some aspects of EAFM; Analyze your current fisheries practices and identify what EAFM you are already doing; Identify gaps in your EAFM practices and possible ways to move forward. 									
Description of Contents	Time		Expected Participation					Resources used		
			1	2	3	4	5			
Introduction to the afternoon	5	Quickly explain plan for afternoon: 1. Timeline to look at changes in our fisheries; 2. Considerations for EAFM; 3. Analyze threats and issues; 4. Discuss how much EAFM you are already doing.	X					Slide 1 Flipchart on wall with 4 headings outlining 4 parts of afternoon session (so participants know what to expect for pm session)		

Activity: Timeline - what has changed in your fishery? 13.30-14.00	30 minutes total Intro: 5	<p>Start with Slide 3</p> <p>Either all together or in groups. Trainers to decide depending on composition / natural groupings. For multiple nationalities, group by country, even if groups are of different size; the resulting products will be more interesting and valuable. Trainer puts up Flipchart sheets on wall, explains that line represents time + writes a few key dates and 'now' next to the line. Instruction: "We are going to go back in time. Think of events that have happened in your fishery, in your environment and in your community - events that have affected your fishery. Write each event as 1 - 2 sentences only (with dates) on a separate card + plot these onto timeline" (e.g. obvious increases, reductions in resources / new laws / changes in practices / fuel price ups or downs / natural disasters / changes in government / set up of MPA... anything that has affected their fishery). Elicit an example, write it down as 1 sentence on card and stick it on timeline to show participants what to do.</p>	X					<p>Slide 3</p> <p>For each group: pens, cards, sticky tack (or pins), 2xFlipchart sheets sellotaped together lengthwise (have others spare), line drawn across horizontally represents time (prepared beforehand)</p>
	20	<p>Participants make a timeline illustrating major changes in their fishery/ environment / community over a certain period of time (e.g. in last 20 years / last 30 years). The discussion is just as important as the final product, as it brings out institutional memory.</p> <p>Trainer needs to ensure that events related to people, policy and environment (many external drivers) are expressed (not just cards with fishery events). Purpose of this exercise is to pool together knowledge, and get participants thinking about the inter-relatedness of resource / environment / human aspects / policy. Trainers try to foster realisation / understanding of these linkages (and relate back to 3 EAFM components explained before lunch).</p> <p>Participants walk around and view each other's timelines (sharing).</p>					X	<p>Finished timeline(s) can stay up on wall as part of gallery and participants can add to it during the week</p> <p>Ensure that timelines have a title and participants names (reflecting ownership).</p>
	5	<p>Quick plenary / summary eliciting a few comments. Trainers point out how non-fisheries / broader events have affected fisheries. Show the connections between local-national-global. Show how economic /non-fishery policy / natural events can affect fishery (linkages). EAFM encompasses all these elements. Re-iterate that 3 components provide a framework, and that 5 step process provides a guide.</p> <p>Say that we will refer to these timelines later in afternoon and during the rest of the course.</p>		X				
Principles of EAFM 14.00-14.45								
Introduction to the 7 EAFM principles		Introduction to session + objectives	X					Slide 1-2

	5	Show 7 - EAFM principles (slide 4): read them out but do not explain them. In this session we will explore each of these principles in detail. Reminder to participants: the 7 principles are what makes EAFM different from existing fisheries management. Slide 5 - how EAFM principles link to CCRF						Slide 4-5 Refer to slide 4 in visuals gallery Module 4, sections 1-2
P1: Good governance	5	Good governance is a key principle of EAFM (as well as one of 3 components). Read out first few lines of section 3.1 in Module 4 to ensure participants understand the term 'good governance'. Good governance should ensure human and ecological wellbeing, and equitable allocation of benefits. Issue of accountability: need transparency and access to information. The slide shows 8 characteristics of good governance	X					Slide 6 Module 4, section 3.1 (expands on the slide) Refer to visuals gallery
P 2: Appropriate scale	5	Consider the 4 types of scaling we need to be aware of (slide7) and give examples of extremes for each using slide 8. Slide 9- explain the realities of scale	X					Slides 7-10 Module 4 p. 4-7 Refer participants to Module 4, section 3.2 Philippines scaling case study
<i>Activity: what is correct scale?</i>	5	Slide 10: Quick discussion: ask participants in pairs to think about scale issues and answer the question: "Is the district / municipality the correct scale to manage all fisheries?" Consider how they could upscale / broaden their current activities and what scale is most effective / realistic? Think about what scales participants are working at.					X	
P 3: Increased participation	5	Explain that we will cover a lot more on participation on Day 2 as part of Start up B and participants will get to practise facilitation on Day 3 Reality Check I. Show slide 11 and ask: is this a good example of participation? Elicit comments from participants (see power point notes). The main idea is to get participants thinking beyond just 'fishers' as the resource users and the ways they will engage with all stakeholders. Slide 12 shows diversity of possible EAFM stakeholders (if visual is too small to read on slide refer participants to diagram in Module 8).	X			X		Slide 11-12 Module 4, section 3.3 Refer participants to Module 4, section 3.3: two case studies on participation reducing conflict
P 4: Multiple objectives	4	Explain that since EAFM deals with multiple objectives (different actors and sectors); there is a need to balance multiple objectives. And to do this you need to be able to engage with stakeholders in different ways (covered on Days 2 +3) as well as have negotiation / mediation skills (we discuss on day 3)	X					Slide 13 Module 4, section 3.4
P 5: cooperation and coordination	4	Stress that increasing cooperation and coordination needs to start at home first (within fisheries), then expand out to fishery related and fisheries unrelated sectors. Slide 14 - levels of cooperation / coordination Slide 15 - institutions involved and required linkages Use slide 16 to outline some practical ways in which increased cooperation and coordination could be achieved. Elicit examples from participants. (Optional: Look at participant map we generated on Sunday, look at current and potential linkages - see where you could increase cooperation)	X				X	Slide 14-16 Module 4, section 3.5 (refer to case study on lack of cooperation) Participant map (with string) from course overview session

P 6: Adaptive management	5	Explain that adaptive management is learning while doing, and through this increasing knowledge base. Refer participants to definition in glossary.	X					Slide 17 Module 4, section 3.6
P 7: Precautionary approach	5	Slide 18: the main point is a) to dispel the myth that you need to know about all aspects of the ecosystem before making decisions / acting and b) in cases where you are not sure, management should take less risk. Run through 2 examples in slide notes (slides 18-19)	X					Slide 18-19 Module 4, section 3.7
Summary	2	Repeat that these 7 principles are what makes EAFM different. (Refer to what was generated in timeline after lunch - see connections with broader picture and how these 7 principles can help with this).	X					Slide 20
BREAK 14.45-15.05								
Part 4a 15.05-16.15	35 total (5+20+10)	In mixed groups (mix countries for this; country groups will be used for Day 2 morning, then FMU working groups will be decided during session 5 Day 2). This activity contributes to the EAFM Plan work that participants will work on during rest of course and will eventually develop into an EAFM Plan on Day 4 + present it on Day 5.					X	Slide 1-2: introduction + with instructions for this activity. Blank cards + pens. Flipchart paper on which participants will write 3 EAFM headings. (trainer can prepare beforehand)
Activity 1: Revisit threats and issues and cluster them into 3 EAFM components (15.05-15.40)	5	i) Revisit threats and issues on Flipcharts on wall from before morning break. Do any more need to be added, now that we all better understand EAFM? Also consider what came up in the timeline. Allow any additions						Refer to 3 components (have these up on another Flipchart or see visuals gallery)
	20	ii) Now working as a group - start to cluster / categorise the issues + threats into the three major EAFM components : Human and societal issues; ecological issues (including fisheries) and governance type issues. HOW: participants write down the issues from the wall on blank cards (or they move original cards) and group the cards on their flipchart paper on their tables. Can have 2 sheets stuck together to create more space. Must have 3 components as headings on paper.						Participants must keep own notes (for group work for rest of week). If they have worked on Flipchart, ensure all Flipcharts clearly labelled with names and date.
	10	After 20 minutes, participants walk around - ensure they all see each others' work. Explain that they will come back to these categorised issues on Day 3 (as part of EAFM step 2). All participants need to keep notes of their group work.						Have space in room where each group can 'store' their outputs as they will need to refer back and consult these.

(15.40-16.05) <i>Activity 2: Analyze their current fisheries practices and identify which elements of EAFM they are already doing</i> <i>Activity 3: Identify gaps in their EAFM and possible ways to move forward</i>	25 total (5+10+5+5)	In same groups. Explain that now participants have had an overview of what EAFM is (before lunch) and EAFM principles (after lunch); they need to think about their own fishery and consider if they are already doing any EAFM. They may be doing some elements though not calling them 'EAFM'. Have participants refer to Modules 2 and 3 for reference. (Trainer can refer to Workbook but do not show to participants during this activity; use it for prompting). Participants must take own notes. Elicit (or give) some examples to get groups going.					Slide 3 with instructions. Refer to Modules 2 and 3.
	5	1. Think individually - write down what EAFM aspects you are already doing.				X	Participants jot down own notes (trainer to decide if need to write these on cards as well, for easier sharing). If so have pre-cut cards/post-its ready
	5	2. Now that we tentatively recognise what EAFM aspects you are already doing, participants can identify possible gaps and think of ways to move towards EAFM.				X	
	10	3. Share individual views in 2's or 3's or table groups. At this point it is brainstorming, so be as open as possible to new ideas / ways. (We will work in more structured way on this at beginning of Day 2). Trainer job is to question / challenge / elicit all these elements of 'what', linking them to issues that have been identified on cards in the morning and to the aspects of EAFM that have been explained. So, if participants have MPAs, or do ICM, or do some kind of co-management, or some kind of participation / engaging with multiple stakeholders, or even adaptive management, then in fact they are already doing some EAFM.			X		
	10	4. Refer to Page 4 in Participant's Workbook. Ask them to individually plot on the scale from 0 – 5 their scores for the different EAFM Principles for a fishery that they are familiar with. Briefly share with neighbours. Important here for trainer to reinforce the fact that participants are ALREADY doing some elements of EAFM. Need to end the day on a high, 'feel good' factor ('I can do it!' feeling) (not daunting prospect of what lies ahead).				X	Page 4 in Participant's Workbook
Summarise the day 16.05-16.20	15	Trainer briefly summarises what we have covered today (all of Day 1) - refer to visual / flipcharts on walls as reminders.	X				All outputs generated today, point them out as displayed
Action planning (16.20-16.35)	15	Trainer explains how to use Action Plan booklets (distributed in morning). Participants work individually 10 minutes to write up key learnings from the day and how these can be applied to their work. Trainers don't collect this info, though need to check that participants are doing it correctly. This is purely a self-learning tool.				X	Action Plan booklets
Select volunteers for review Day 2 morning	5	Explain task- every day a different group; 5 minutes only to verbally review topics we covered today. Get volunteer groups for Days 2-5; write down names on flipchart and keep this visible.	X				

Daily monitoring (16.40-17.00)	20	<p>Daily monitoring: do group feedback (mood meter optional). See detailed instructions in Trainer resource guide section 4.2. Form 4-6 random groups (using fish cards or another method). 5 minutes - each group completes a daily monitoring form 10 minutes - one representative from each group stays behind (others can leave) to give feedback to trainers after discussion with their group. Trainers then collate all feedback and decide what needs addressing for the next day.</p>					X	<p>Daily monitoring sheets (+ fish cards) Mood meter + dots</p>
<p><u>Notes for trainers</u> Time line activity acts as an energiser after lunch, and brings out important institutional memory. All this info needs to come out on Day 1. Daily review: have all participants volunteer their name for one review (Days 2-5). Write names down and ensure all participants are aware of when they each will do the daily review (this means they have to pay more attention that day!).</p>								
<p><u>Trainer Feedback</u></p>								