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| **Session** | **11. eafm steps 2.1–2.3 IDENTIFY AND PRIORITIZE ISSUES AND GOALS**10.30–12.25 (120 minutes) | | | | | | | |
| **Date:** | Day 3 session 11 | | | | | | | |
| **Objectives** | * Identify your FMU-specific issues * Develop goals for the EAFM Plan * Discuss how to prioritise issues through risk assessment   NB. This session finishes at 12.00 and then session 12 Reality check runs 12.00- 12.30 BEFORE lunch. | | | | | | | |
| **Description of contents** | **Time** | **How to run the session** | **Expected participation** | | | | | **Resources used** |
| 1 | 2 | 3 | 4 | 5 |
| Introduction | 5 | Explain step 2; refer to flipchart of EAFM cycle on wall. We are still at stage where we are involving stakeholders through participatory workshops; now need to identify the fishery issues. On Day 1 participants identified various fishery management issues; in this session we will refine these for their FMUs. | X |  |  |  |  | Slides 1-3 |
| Identify issues for FMU | 5 | Slide 4: how to identify issues, run through what you need to think about.  Explain that on Day 1 of the course issues were identified as an icebreaker. But EAFM cycle Step 2.1 is when you would get stakeholders together and identify issues. The EAFM team would have a prior idea of some of these, but the participatory nature of the exercise should ensure that issues do reflect diverse needs. Expect some discussion/conflict even at the identification stage. Need to keep breaking down issues until you get to ones that can be addressed by management actions. Refer to examples in Issue checklist in Module 11 section 2.1.  Slide 5: Considering causes and effects can help sort out the issues  Slides 6-8: One tool is a “problem tree”. Terms are defined and two examples are presented.  N.B. Take time to define the terms and explain the examples | X |  |  |  |  | Slides 4-8  Module 11 Step 2, section 2.1 |
| Group work:  *Activity:*  *Part A*  *revisit issues, use the problem tree* | 25 | Slide 9 : instructions  Revisit fisheries issues from Day 1 (on flipcharts from generic groups, not FMU specific) and modify to reflect your FMU.  In their groups, participants revisit the general issues that were generated on Day 1 morning and initially categorised on Day 1 afternoon. Now, knowing their FMU, they modify them to be relevant to their FMU.  They then categorize them as either drivers, effects, core problems and causes using a flipchart divided into 4 rows – Drivers, Effects, Core problem and Causes. |  |  |  |  | X | Group work slide 9  Flipcharts with issues from day 1  Flipcharts divided in 4 rows  Cards **(different colours for the 3 components),** pens, flipchart sheets, sticky tack  Trainer refer to checklist of possible issues in Trainer resource guide |
| Identify FMU goals | 4 | Slide 10: Summary of how problem tree results can be used to set goals, objectives and management actions. Slide 11 shows the linkages diagrammatically.  Slide 12: developing goals for identified sets of issues. A goal is a general statement of what they want the FMU to look like in 5 – 10 years’ time for each of the 3 components of EAFM.  Slide 13: Revisit the vision, goal, objective heirarchy  Slide 14 building the EAFM plan – Goals are now added | X |  |  |  |  | Slide 10-14  Module 11, Section 2.2 |
| Group work:  *Activity:*  *Part B*  *use the problem tree and set goals* | 25 | Slide 15 : instructions  Looking at the effects set goals for the 3 components of EAFM |  |  |  |  | X | Group work slide 14  Problem tree results on a flip chart from Part A |
| Linking with the EAFM plan template | 1 | Slides 16 - once the first part of Step 2 is complete the outputs can be slotted into the EAFM plan | X |  |  |  |  | Slide 16 |
| Prioritising through risk assessment | 10 | Run through slides 17-19, explain purpose of risk analysis. You have identified lots of issues; they cannot all be managed; need to prioritize those that are high risk and try to manage those. Elicit if anyone is familiar/has experience of risk analysis. For what? It is a common tool in project management.  Refer participants to Module 11, section 2.3 for more tools for risk assessment). | X |  |  |  |  | Slides 17-19,  Module 11, section 2.3 |
| *Activity: FMU risk assessment work* | (35 total)  10+  10+  10+ | Now the groups actually do their FMU risk assessment work.  Instructions Slide 20.   1. Groups do a risk assessment for their core problems: either using the low/medium/high matrix (semi quantitative risk assessment) or a simple ranking (can do pairwise or cards).The aim of the activity is that they need to identify those issues which are HIGH RISK, as these are the ones we will develop objectives for, etc. Medium risk issues may also need action or monitoring. Low risk issues need only monitoring. 2. Now participants group their high risk issues by the 3 EAFM components).   They need to record this in this on flipcharts as well as in their workbooks (allow 10 of the 30 minutes to ensure outputs are written up).  3. Agree goals for EAFM plan. Participants write up in their workbooks. |  |  |  |  | X | Group work slide 20  Tool 29  Workbook |
| Summary | 5 | Slide 21- key messages | X |  |  |  |  | Slides 21 |
| Embedding EAFM Plan | 5 | Living the EAFM plan pyramid (see photos in trainer resource guide)  Everyone stand at back of the room. Hand out the A4 cards for the fourelements of the pyramid so far (see Slide 12). Get participants to stand in positions that represent the slide (but do NOT show the slide). After the first few times, they will understand what to do. They all enjoy ‘living’ the visual. Conclude by saying we are slowly building the elements of the EAFM plan (Steps 1-3). Tomorrow we will work on developing objectives and indicators from their issues. |  |  |  |  | X | A4 cards with words: vision, goals, participation (split into 5 syllables) + informed decisions (split into 2) |
|  |  | LUNCH |  |  |  |  |  |  |
| Notes for trainers  Over lunch trainer looks at FMU issues that have come up and thinks of 4-5 objectives as examples (good and bad) to explain in session 13 first thing Day 4. | | | | | | | | |
| Trainer feedback | | | | | | | | |