

EAFM for Leaders, Executives and Decision Makers (LEAD)



EAFM Half-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 |
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| I. Opening and Introductions | <p>Objective: To introduce participants and facilitators, set the stage on what will be covered and how the consultation will be conducted.</p> <p>1. Welcome speech/speeches (e.g. Host)</p> <p>2. Introductions</p> <ul style="list-style-type: none"> Name Affiliation and position Expectations for the consultation <p>3. Meeting Code (Code of Conduct)</p> <ul style="list-style-type: none"> Have participants provide meeting rules. <p>Facilitator introduces the consultation Speaks to a handout including:</p> <ul style="list-style-type: none"> Objective of the consultation Annotated agenda Resource handbook | <p>1. Respect local culture on importance of having welcome speeches; keep it short</p> <p>Refer to “key elements of being a good facilitator”</p> <p>3. 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?) Keep this brief.</p> | <p>List of participants Name tags (to wear and place on table) Sign in sheets</p> <p>Flip chart/markers</p> <p>Handout with - Objective - Agenda</p> <p>Handout - Resource booklet</p> <p>Optional: Slide show of powerful images (preferably images from participants’ home country/locality)</p> <p>Note: eafmlearn.org has a slide show, but needs internet connection to display it</p> | 30 mins |

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| | | <p>NOTE: Try to start on time, but keep in mind that adjustment is needed if meeting starts late.</p> <p>Prepare alternatives to make up for lost time, if this is the case.</p> <p>Optional: Run slide show of powerful images while participants are registering and coming in (as well as during coffee breaks)</p> | | |
| <p>II. Threats, Issues and vision for the future</p> | <p>Objective: To begin thinking more holistically beyond fisheries and in the broader development context and envisage the future.</p> <p>1. Icebreaker/discussion on threats and issues</p> <ul style="list-style-type: none"> • Facilitator introduces the consultation engaging participants to think about their national and/or local fisheries issues and threats. • Each participant to write down 2 high priority issues/threats onto separate cards. • Facilitator to place these onto a pre-prepared flipchart or get participants to pin onto flipchart: | <p>1. Be prepared to elicit broader picture if the issues only cover fish resources and fisheries.</p> <p>Check that issues cover the 3 components of EAFM (<i>without using the terms “EAFM” or “3 components”</i>). Note that the Ecological component = Fishery resources + Environmental</p> <p>Later: Remember to refer back to</p> | <p>Reference: E-EAFM Handbook → Module 1</p> <p>“Common Issues in Fisheries” document [Toolkit – Reference materials]</p> <p>Resource booklet Page 3</p> <p>Visual gallery “balance” with 3 components</p> | <p>30 mins</p> |

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| | <table border="1"> <tr> <td data-bbox="359 191 592 339">Fishery resources</td> <td data-bbox="592 191 829 339">Environment</td> </tr> <tr> <td data-bbox="359 339 592 493">Human</td> <td data-bbox="592 339 829 493">Governance</td> </tr> </table> | Fishery resources | Environment | Human | Governance | <p>the issues that have been listed in relation to topics/discussions.</p> | <p>the issues that have been listed in relation to topics/discussions.</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>Resource booklet Page 3</p> | |
| Fishery resources | Environment | | | | | | | | |
| Human | Governance | | | | | | | | |
| | <ul style="list-style-type: none"> Facilitators to summarize threats/issues and as appropriate, ask the questions: <i>What about the people? Habitat? Governance issues?</i> <p>2. Activity to jointly agree key words for a Vision</p> <ul style="list-style-type: none"> Ask participants to brainstorm words that describe their future visions Discuss and agree on top three key words for their vision for the future (and write these on a flip chart). Match the keywords with the main threats and issues <p>Output: List of priority threats/issues and a common 'vision' which facilitator then uses for later session discussion.</p> | | | | | | | | |

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| | COFFEE/TEA BREAK and GROUP PHOTO | | | 30 mins |
| III. Overview of EAFM: What and why EAFM | <p>Objective: To understand why EAFM is needed for sustainable fisheries and development, what EAFM is, and recognise how much EAFM is already being carried out.</p> <p>1. Presentation on the Ecosystem Approach to Fisheries Management</p> <ul style="list-style-type: none"> Start the short video (9 mins) Follow up video with presentation based on the brochure <u>OR</u> 16 PPT slides – If using brochure, take LEADers through the brochure page by page <p>Note: a combination of some of the 16 PPT slides plus links to video could be used.</p> <p>2. Continuum activity to assess “how much EAFM are you already doing?”</p> <ul style="list-style-type: none"> Using the template in the Resource booklet (based on the principles) ask participants to plot how much EAFM their country/locality is already doing Brief discussion in plenary based on the question “What are you already doing?”. <p>Output: Charts showing how much EAFM their country/locality is already doing</p> | <p>1. Thorough understanding of EAFM (to be able to explain convincingly to leaders)</p> <p>When using the brochure OR 15 slides focus on points not covered in the video. For example, *Summarize* and elaborate on selected two or three out of the 7 principles, in particular “Precautionary Approach”, “Scale” and “Cooperation and coordination”)</p> <p>Some knowledge of what the principles are will be needed for later Continuum Activity</p> <p>Use posters when appropriate</p> | <p>Reference E-EAFM: Handbook → Modules 2 & 3</p> <p>FAQs [Toolkit-Reference materials]</p> <p>Short version of video (9 min)</p> <p>Brochure <u>OR</u> 16 slides</p> <p>8 Posters</p> <p>Resource booklet Page 4</p> | 30 mins |

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| <p>IV. Linking policies to action and the importance of EAFM plans</p> | <p>Objective: To recognize that EAFM plans are needed to link policy to action and that EAFM needs to be included in national/ provincial/ district long term plans.</p> <p>1. Introduction to linkages of policy to action</p> <ul style="list-style-type: none"> To prepare for activity below, 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 poster/slide/brochure) <p>2. With LEADers, develop another example</p> <p>Output: Discussion results</p> | <p>Facilitator should consult with local partners to prepare well for this session.</p> <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) Habitat example: <i>Policy</i> : Healthy fisheries habitat <i>EAFM plan</i>: Restore mangrove areas back to the area covered in 1970, based on historical photos of satellite observations <i>Management action</i>: Coordinate with Environment agency and plant mangroves</p> | <p>Reference E-EAFM: Handbook Modules 6, 7</p> <p>Legislation, policies and management plans definitions [Toolkit-Reference Materials]</p> <p>Poster “linking policy to action” <u>OR</u> Slide of “linking policy to action” (from the “what/why” slides) <u>OR</u> Brochure picture of “linking policy to action” (from the “what/why” slides)</p> | <p>15 min</p> |
| <p>V. EAFM Planning Process</p> | <p>Objective: To Introduce the EAFM management cycle and the EAFM planning process</p> <p>1. Who are the main stakeholders?</p> <ul style="list-style-type: none"> Get participants to identify major | <p>1. Know the major stakeholder groups including other users</p> | <p>Reference E-EAFM: Handbook Modules 6, 7</p> <p>FAO ecosystem picture (Poster/Slide/Brochure)</p> <p>Resource booklet Page</p> | <p>15 mins</p> |

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| | <p>stakeholders in the FAO ecosystem picture (poster/slide/poster) Ask which main stakeholder is not in the diagram. Answer = compliance and enforcement</p> <p>2. Introduce “how” to engage in the EAFM planning process</p> <ul style="list-style-type: none"> Refer to EAFM management cycle diagram. Explain that planning is an important part of the Plan/Do/Check cycle. <p><i>Within the cycle discuss what is role and responsibility of LEADers at the different steps</i></p> <p>Output: Discussion results</p> | <p>2. Do not go through all the details. Only stress that planning involves</p> <ul style="list-style-type: none"> Effective startup, including development of an EAFM Team Engaging Stakeholders Agreeing on management area Prioritizing issues Developing goals, objectives and management actions to address the issues Evaluation and adaptation, as this is a cyclical process | <p>6</p> <p>Poster/slide/brochure of EAFM cycle</p> | |
| <p>VI. Policy trade-offs</p> | <p>Objective: To understand that in looking at broader ecosystem interactions, policy tradeoffs may be needed.</p> <p>1. Policy trade-offs</p> <ul style="list-style-type: none"> Show animation on “Policy trade-offs” <p>2. Discussion based on question: <i>Are your policies consistent across the sectors and throughout levels of government? Do</i></p> | <p>Start 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 the fishery resources.</p> | <p>Animation of Policy trade-offs</p> <p>Resource booklet Page 7</p> | <p>15 mins</p> |

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| | <i>they all support the same goals or do they conflict?</i> | | | |
| VII. EAFM-governance frameworks | <p>Objective: To understand the importance of having effective governance frameworks in place and supported by a functional fisheries management infrastructure.</p> <p>1. Presentation on EAFM Governance Framework</p> <ul style="list-style-type: none"> • Present “EAFM Governance Framework animation” as a conceptual framework <p>2. Discussion on governance frameworks.</p> <ul style="list-style-type: none"> • Discussion based on following questions <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>Output: Discussion results</p> | <p>1. Need to understand the animation and how the governance framework works.</p> <p>2. To guide discussions separate “vertical” (i.e. coordination across different levels of government and jurisdictions) from “horizontal” (i.e. coordination across different agencies and sectors at a given level of government).</p> | <p>Reference E-EAFM: Handbook Modules 4, 8, 9, 12; People Toolkit</p> <p>EAFM Governance Framework Animated Powerpoint</p> | 15 mins |
| VII. Developing | Objective: | | Flip chart/markers | 25 mins |

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| <p>capacity for EAFM: Next steps and action plans</p> | <ul style="list-style-type: none"> • To encourage participants to support their staff/agency, influence their leaders and leaders of other sectors to develop capacity in EAFM. • To agree on next steps, including action plans, to move towards EAFM. <p>1. Inform participants about EAFM capacity development materials</p> <ul style="list-style-type: none"> • Refer to brochure with flyer inserts on E-EAFM course and LEAD toolkit • Emphasize eafmlearn.org as a website where materials can be found <p>2. Discussion: <i>What are the benefits to you?</i></p> <p>4. 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</i></p> | <p>1. Facilitator needs to be fully conversant with LEAD suite of products and EAFM package, and also EAFM trainer network</p> <p>Refer to brochure and flyers, For the LEAD, 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>Optional: Refer to PPT slide on “What’s in it for you”</p> | <p>Have a 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>Brochure and the 2 flyers</p> <p>Resource booklet Page 9</p> | |
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| | <p><i>agency can take to move toward an EAFM?</i></p> <p><i>c. 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>Output: agreed next steps for 3 levels: as an individual, your agency and the country in general. Output: Facilitator writes actions/ideas on flip chart and records/sends these to participants as follow-up.</p> | | | |
| IX. Closing | <p>1. Summary by facilitator</p> <p>2. Closing statements</p> | <p>Facilitator very briefly summarises the consultation and concludes by reiterating agreed next steps at national and agency level, and pointing out that each individual leader has a role to play</p> <p>Optional: Run slide show of powerful images while making closing statements</p> | <p>Optional - Meaningful photo/slideshow as backdrop to conclude</p> | <p>5 mins</p> |