

| SESSION | 8. START UP A - PREPARING THE GROUND | | | | | | | | | | 11.40-12.30 (50 minutes) + 13.30-15.05 (75 minutes) | | | | | Total time = 125 minutes | | | | |
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| Date: | Day 2 Session 8 | | | | | | | | | | | | | | | | | | | |
| Objectives | <ul style="list-style-type: none">Define start up tasks needed to initiate the EAFM cycle and co-management;Learn how to identify and prioritize stakeholders. NB. Move straight into this after 7. EAFM cycle overview. Session 8.Start up A starts before lunch and continues until afternoon break | | | | | | | | | | | | | | | | | | | |
| Description of Contents | Time | | Expected Participation | | | | | Resources used | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | |
| Introduction to session | 5 | Slides 1-3: trainer introduction: this session is about the one-off tasks that need to be done to set the whole EAFM cycle rolling. It is basically preparing the ground. We start before lunch, and continue until afternoon break. Slide 4 - show the 8 tasks of Start up A and say we will focus on 5 of these tasks in this session (for the purpose of this training course). Slide 5 - baking a cake analogy. This analogy helps us understand what Start up A is. | X | | | | | | Slides 1- 5 Module 8. Start Up A | | | | | | | | | | | |
| Tasks i and iii. Identify team + develop a work plan | 5 | Run through the slide. Lead agency is often the fisheries agency. Core EAFM team needs to develop short start up work plan identifying what tasks need to be carried out, and who will be responsible for theses. It also sets timelines and looks at the budget available to do the tasks. NB. Participants may already have a core team or an agency who is responsible. | X | | | | | | Slide 6 | | | | | | | | | | | |

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| Task vi. Identifying stakeholders and organisations (part 1 + 2) | 10 | <p>1. Set the scene: Explain importance of getting FMU stakeholders on board for EAFM cycle. Remind participants of sustainability theme – EAFM cycle has to ensure ownership, increase motivation and willingness to cooperate.</p> <p>2. Briefly run through Slides 7-8, debate on ‘who’ stakeholders are, and explain ‘negatively as well as positively affected’; refer to visuals gallery</p> <p>3. Quickly brainstorm possible stakeholders of the FMU to get participants thinking; then using Slide 9 show the breadth / spectrum of EAFM stakeholders.</p> <p>Slide 10 - Show and explain matrix for stakeholder analysis, saying participants will be shortly doing this in an activity.</p> | X | | | | | <p>Slides 7-10 Module 8 Start Up A</p> <p>Refer to trainer checklist of possible stakeholders in Trainer resource guide, section 9</p> |
| | | <p>Slide 11. Briefly describe that the result of a stakeholder analysis helps us prioritise stakeholders. Say that we will return to this after they have done a group activity.</p> | X | | | | | <p>Slide 11</p> |

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| 1) Activity Identifying FMU stakeholders (stakeholder analysis using Influence / Interest 2x2 matrix) | 12.00-12.30 30 | <p>Explain activity 1:</p> <p>Slide 12: In their groups, participants think of their broad FMU and do 1 step at a time :</p> <ol style="list-style-type: none"> 1. List all possible stakeholders 2. Write each stakeholder on a separate card 3. Groups copy the 2x2 matrix from Slide 9 onto flipchart sheet. Then they consider each FMU stakeholder (card by card) and ask what level of influence / power each has in the EAFM process. Then ask their level of interest (how much they can influence the EAFM process.) Plot each stakeholder onto the matrix (using cards, so they can be moved about as discussion evolves). <p>Quick plenary to highlight what participants have discovered / produced.</p> <p>.</p> <p>Look at the interpretation of results after lunch.</p> | X | | | | | X | <p>Slide 12 Activity</p> <p>Cards, pens, flipchart, sticky tack</p> <p>Refer to Toolkit for other stakeholder analysis tools (5. Focus group discussions, 18. Matrices, 13. Venn diagrams.).</p> <p>Module 8 Start Up A</p> <p>Keep all group outputs for reference - these will be needed for Day 5 presentations.</p> <p>Tool 18 Stakeholder engagement matrix in Toolkit</p> <p>(Slide 11) <u>NB. All the FMU outputs produced from now on may be needed for the EAFM plan, so they are to be stored safely and in an orderly manner in the training room (NB. Have appropriate group space for this)</u></p> |
| LUNCH | 12.30 – 13.30 | Remind participants we will continue working on stakeholders after lunch. | | | | | | | |

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| Interpretation of 2x2 matrix | 13.30 - 13.50 | | | | | | | Slide 11 – Matrix interpretation |
| | 10 | Allow 10 minutes to finish 2x2 matrix | X | | | | | X |
| | 10 | Start with Slide 11 again after lunch. This is the result of a stakeholder analysis. Those in the <u>red box</u> are key stakeholders for EAFM success; you need to keep them motivated and on board, they are your ‘allies’. Keep communicating results to them. You don’t need to convince them of importance of EAFM - they already know. Those in the <u>green box</u> are not interested and have little influence - keep them informed and involved, with minimal effort, just monitor. Those in the <u>yellow box</u> you must have <i>strategies</i> for. <u>High influence + low importance</u> : these ones you need to move along to the red box, you need to get them to ‘buy in’ into the EAFM process, as they could be potential supporters and could use their influence to support EAFM process. However, some of these influential ones could also hinder / block the EAFM process (political / other gain...), so you need to watch out for them. Those with <u>high importance + low influence</u> are often the most affected (i.e. have a high stake in the EAFM process) but do not have the power / a voice. They need to be represented, be supported in having more of a say and influence over the EAFM process. | | | | | | |

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| 20 Activity Mapping FMU stakeholder relationships | 13.50- 14.45 | Any EAFM planning effort should be built on existing processes and institutional arrangements . | | | | | | |
| | 5 | Explain the concept of a Venn diagram. 1. Explain we will now use a Venn diagram as a tool for analysing stakeholder relationships (Slide 13). Elicit / explain what a Venn diagram is, show Slide 13 and explain how you plot the already identified stakeholders in from previous activity. Draw a quick example on flipchart if necessary. | X | | | | X | Slides 13-15 |
| | 40 | Do activity: Slide 15 instructions. Groups do Venn diagram of their FMU stakeholder groups. 1. Write each stakeholder (identified in previous activity) on a pre-cut circle of card and decide if they are important (big circle) or not so important (smaller circle). 2. Identify the degree of contact and overlap between each circle in terms of decision-making. Overlap occurs if institution /stakeholder asks or tells another to do something or if they have to cooperate in some way. Arrange on blank flipchart as follows: Separate circles = no contact Touching circles = information passes between institutions Small overlap = some cooperation in decision-making Large overlap = considerable cooperation in decision-making Use pre-cut circles on a flip chart sheet so stakeholders can be moved around as discussion progresses. Stick circles onto sheet with sticky tack / sellotape, so sheets can be displayed. 3. Identify the interrelationships and linkages between agencies and institutions 4. Discuss: What could strengthen linkages and coordination? | X | | | | | Slide 15 Flipchart sheets, pens, pre-cut coloured circles of different sizes for Venn diagram for each group Tool 13 from Toolkit (also tool 22) Keep all group outputs for reference - they will be needed for Day 5 presentations |
| | 5 | Feedback / share ideas. Refer to Tool 22 for institutional analysis, which could be done as well as analysing relationships | | | X | | | |
| vii. Establish key stakeholder group | 2 | Stress this is made up of stakeholders representing the community who guide the EAFM cycle after start up | X | | | | | Slide 15 Module 8 Start Up A |

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| Summary | 3 | Slide 16: another task we are just mentioning briefly here is to determine the legal basis for EAFM. NB. The question should be “Does the legislation block you from doing EAFM?” Show Slide 17, which is a visual overview of what Start up A includes; refer participants to checklist at end of Module 8. Summarize with Slide 18. All FMU groups have 2 outputs: stakeholder matrix and Venn diagram of stakeholder relationships | X | | | | | Slides 16-18 |
| BREAK | 14.45-15.05 | | | | | | | |
| <u>Notes for Trainers</u> This is the first time that ‘FMU ‘groups actively start working together. They will inevitably go through forming, storming, norming and performing stages of team building during the 5 days. Trainers need to be aware of this - and reassure participants. | | | | | | | | |
| <u>Trainer Feedback</u> | | | | | | | | |