

| SESSION | 16. REALITY CHECK II | | | | | | | | | | 13.30-14.45 (75 minutes) | | | | |
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| Date: | Day 4 session 16 | | | | | | | | | | | | | | |
| Objectives | <ul style="list-style-type: none">• Check on the status of the EAFM plan implementation• Consider whether implementation is in line with the principles of EAFM• Check on the practicalities – is the supporting environment in place?• Re-visit constraints and opportunities in meeting your FMU goals | | | | | | | | | | | | | | |
| Description of Contents | Time | | Expected Participation | | | | | Resources used | | | | | | | |
| | | | 1 | 2 | 3 | 4 | 5 | | | | | | | | |
| Introduction: why we need Reality Check II | 5 | Do an energiser after lunch if necessary Introduction to session with slides 1-3 Slide 4: explain why we need a second Reality Check – to see if we have all the building blocks in place to implement the EAFM plan. Highlight main elements here (cannot work through the elements as this can only be done at real implementation stage) Slide 5: remember the 7 principles Module expands in much more detail; they should read this after the course. | X | | | | | | Slides 1-5 Module 16 Reality Check II | | | | | | |
| Key success factors | 5 | Slide 6: If we want to pull out key success factors for EAFM: it is important to highlight good governance . Explain again what makes good governance. Slide 7: A check list for good governance could contain: (i) Legal basis for EAFM, (ii) rules and regulations agreed (iii) effective compliance and enforcement, and (iv) effective governance arrangements in place. Slide 8: One example of a coordination and cooperation arrangements based on Management Advisory Committees (MACs) and an overarching Council Slide 9; A check list of question for the key success factors based on other principles | X | | | | | | Slide 6 - 9 | | | | | | |

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| Supporting environment | 10 | <p>Slide 10: explain that even if a good plan is developed it cannot be implemented unless there is a supporting environment. In addition to all the questions on implementing EAFM principles, a SUPPORTING ENVIRONMENT is also needed; look at five elements for this. For X...refer back to Y...:</p> <ul style="list-style-type: none"> • Political will • Adequate resources: see Reality Check I (Day 3 & Day 4) when resources were covered (Module 12 & 14) • Effective financing mechanisms • Appropriate institutional structure <p>Refer to Module 16 section B, especially questions in shaded boxes. Slide 11-13 gives some examples of the questions that need to be asked about political will, resources, and financing mechanisms. Slide 14: One example of an organogram for a fisheries agency. Point out that this example has (i) a MCS section and (ii) Fisheries management section. These are often missing in developing countries.</p> | X | | | | | Slide 10 - 15 Module section B |
| Summary | 5 | <p>Slide 15: summarise key elements</p> <p>Say that after break we will do final Step 5.</p> | X | | | | | Slide 15 Workbook |

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| Activity: revisit constraints and opportunities to achieving FMU goals | (35 total) 5 5 5 10 10 | Slide 10: instruction Plenary activity: Groups revisit constraints (challenges) and opportunities developed in session 5 (for fisheries management in participant's country) and refined in session 12 (for achieving participant's FMU goals). 1. Groups find their cards 2. Make a large string circle on the floor at back of the room (as big as 2-3 flipcharts). Groups place their (yellow) opportunity cards inside the circle, and their (green) challenges cards outside the circle. Ensure any duplicates/ similar cards are placed together. 3. All walk around and re-read cards 4. Trainer reminds that these are their own-identified constraints and opportunities to achieving FMU goals. Facilitate a discussion, asking: "Now that we understand more about the EAFM cycle, consider: are constraints/challenges still valid?" Consider each constraint card in turn, and ask participants' opinions. Have some constraints become opportunities? (if so, take the card and place inside the circle); others may be considered less serious and so can be moved closer to the circle. How can remaining (fewer) constraints be addressed? Discuss opportunities, are there any more? End on a positive note as many of the constraints are likely to be moved. 5. Participants must record relevant outputs in their Workbooks, as they are needed for EAFM plan | | X | | | | | X | Slide 11 FMU constraints (challenges) and opportunities cards from Day 3 session 12 (if not use country ones from Day 2 session 5), string, spare cards (same 2 colours), pens |
| BREAK | | | | | | | | | | |

Notes for trainers
The purpose of the second activity is to show that once participants have a greater awareness of EAFM and its broader, more inclusive perspective, some of the challenges and constraints they originally identified to achieving their FMU goals are in fact NOT constraints. Some may even be thought of as opportunities. The idea is to show participants that we are likely to identify many constraints when we think in a more conventional 'silo' mentality; however when we think more cooperatively, and with better coordination and participation/ engagement, these constraints are reduced, and may in effect be maximised in a positive way.

Trainer Feedback