

TRAINING REPORT



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Introduction

The Essential Ecosystem Approach to Fisheries Management (EAFM) Training course is the result of a unique partnership involving several regional organizations such as the UN-FAO, Bay of Bengal Large Marine Ecosystem (BOBLME), US Coral Triangle Initiative, Asia-Pacific Fishery Commissions and IMA International among others. With the support and initiative of the Worldfish ECOFISH Bangladesh project funded by the USAID, the Trainers Manual on Ecosystem Approach to Fisheries Management appropriate to the situation of Bangladesh through exploring information related to EAFM from the Philippines Bureau of Fisheries and Aquatic Resources, Southeast Asian Fisheries Development Center (SEAFDEC), United Nation's Food and Agriculture Organization (FAO), and from <http://eafmlearn.org> was developed. The training course is designed to develop a pool of EAFM champions and trainers who will contribute to the adoption of Ecosystem Approach to Fisheries Management (EAFM) for better fisheries management in Bangladesh.

The training course on EAFM is a 5-day training program that aims to provide basic knowledge on ecosystem approach to fisheries management and how this can assist in the decision making for responsible and sustainable fisheries in the country. This represents a move away from fisheries management system that focus only on sustainable harvest of target species setting aside the decision-making processes that balance ecological and human well-being within an improved governance framework.

The trainer that conducted the training have successfully completed a similar course and the EAFM- Training of Trainers and had conducted several training in the Philippines and in other countries. The training was successfully conducted at Golden Tulip Hotel, Banani, Dhaka, Bangladesh on June 16-20, 2019 with the support of Ms. Israt Zahura, the Training Specialist of ECOFISH-Bangladesh who has completed the training course last year. It was attended by twenty nine (29) participants from the different universities in Bangladesh, Department of Fisheries (DoF), BFRI Officials, NGO and ECOFISH staff concerned in fisheries management in the country.

Outputs of Training Sessions

Day 1: The training course started with the registration of participants followed by the opening ceremony. Ms. Israt Zahura formally introduced herself as a training coordinator for the course followed by her formal presentation of the participants to Dr Abdul Wahab, Project Leader, EcoFish Project-Bangladesh and to Ms. Masud Ara Momi, Project Director from the Department of Fisheries. After which Dr. Romeo M. Cabungcal, provided a short introduction of himself as the Lead Trainer. This was followed by the message of Ms. Masud Ara Momi, Director from the Department of Fisheries which emphasized the need to acquire such knowledge for the effective implementation of fisheries management of the country. She also cited the significant effect of some strategies in fisheries management for Hilsa fisheries being introduced in the country. Dr. Abdul Wahab on his message provided the significance of the training program for the effective fisheries management of the country and urged the participants to actively participate in the training program. The said training course will provide them



additional knowledge on the concept of Ecosystem Approach to Fisheries Management that can be adopted and implemented in their respective areas of responsibility as an EAFM champion.



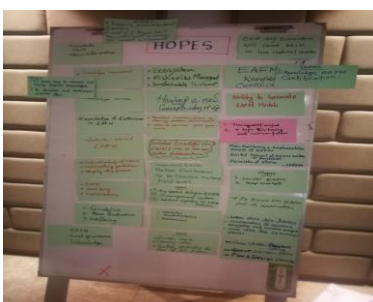
Dr. Wahab, Project Director, ECOFISH-BD delivering his opening message.

After the opening ceremony Dr. Cabungcal engaged participants in an energizing activity for them to be acquainted with each other. Participants were requested to get their pair and were given five (5) minutes to know each other and later each pair was tasked to introduce his/her pair as his/her new-found friend. This was done to initially promote a good working relationship between and among participants in the next four (4) days of training course.



Session 1 covering the aims, objectives, key topics, course curriculum/ schedule were discussed Ms. Zahura. Thereafter, the pre-assessment form was filled-up by each of the participant. After completing and submitting the form, another group activity was facilitated by Dr. Romeo Cabungcal. This activity allowed participants to express their hopes, concerns, and what they bring in the training. Three flip charts were posted on the sides of the room for this purpose. Participants answers were written in the idea cards, posted on respective flip chart, and processed in order to get the consensus response of the group. Result of activity on determining the participants hope, concerns, and what they bring in the training are presented below.

Output:



Summary of Participant’s hopes, concerns, and what they bring in the training.

Hopes	Concerns
Gain knowledge on EAFM Better understanding on the concept of EAFM Develop an EAFM plan Ability to generate EAFM models Build network with other fisheries program implementers One day ecosystem will come back in his natural condition	Depleting marine ecosystem Overfishing Decreasing fish stocks and fish productivity Illegal fishing activities Pollution Stakeholders participation Lack of governance, difficulties in EAFM implementation Application at the field level Lack of theoretical knowledge in EAFM
WHAT I BRING	
Information to share about the fisheries in Bangladesh Previous work and experiences Passion and desire to learn Some knowledge about fisheries Knowledge in research that can be used in implementing EAFM program	

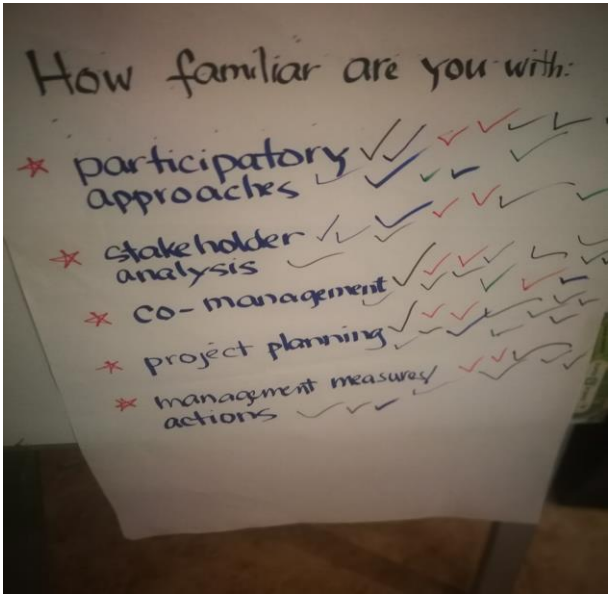
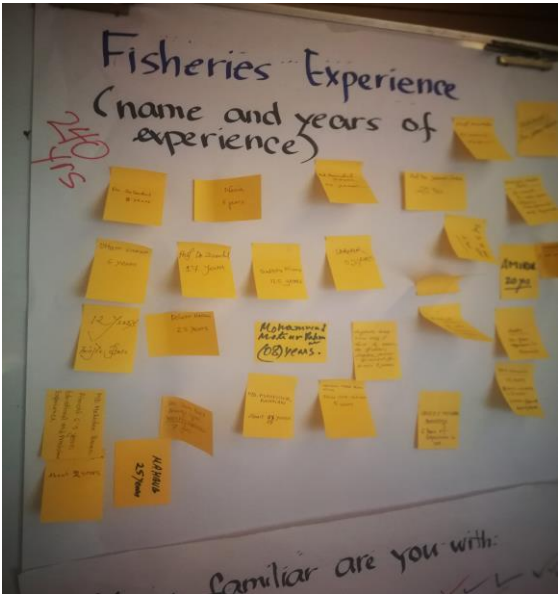
Session 1 also included the activity on formulation of house rules or course codes. House rules are essential part of EAFM training course. This sets the training norms that will guide participants in the Dos and DONTs of the training course. Participants were asked about their views on the topic and their answers were consolidated. Below is the summary of course codes/norms that they formulated and agreed to observed and/or followed until the duration of training course.



Course Codes
1. Cellular phone off or in silent mode 2. No calls acceptance inside the venue 3. Participate actively in all aspect of group activities 4. Be attentive

5. Respect the ideas of the co- participants
6. Minimize unnecessary movements during the session

After the course code was formulated, the participant’s level of understanding on different important key approaches to EAFM was determined. For this activity, two flip charts were posted on the wall. In the 1st flip chart, participants wrote their names and years of experiences relating to fisheries and in the 2nd flip charts, their familiarity on EAFM approaches. The process and summary of participant’s responses are presented below.



The participants

experience in fisheries management ranged from 1-35 years or a total of 240 years for all of them. These rich experiences in fisheries management can be used for effective implementation of fisheries management coupled with the concepts of EAFM that can be taken from the training. More specifically, all 28 participants are familiar with participatory approach in fisheries management. Most of them are also familiar with stakeholder’s analysis and co-management approach in fisheries. Project planning and management measures/actions were known to some but these will require further explanation or exercises for their better understanding. In terms of familiarity on aquatic ecosystem most of them are familiar with the river system and the Bay of Bengal.

Session 2 was discussed again by Dr. Romeo M. Cabungcal. This covered the identification of threats and issues in the fisheries of Bangladesh. The participants at this point were grouped into four to identify the threats and issues affecting their fisheries, participants in the group were asked to individually write their ideas in the cards (one idea, one card). Threats were



written on yellow idea cards while the issues on blue cards. Each team was allowed to discuss and process their inputs in order to generate the list of threats and issues in fisheries of Bangladesh and thereafter all participants were requested to move from one table to another to have insights on the issues and threats identified by their co-participants.

Summary of Threat and Issues in Fisheries of Bangladesh as Perceived by the Participants

Low income of fishers
Overfishing
Gender inequality
Low level of community participation
Less diversified livelihood opportunities
Use of destructive fishing gears
Pollution
Destruction of marine habitats
Lack of coordination among stakeholders
Lack of government policy support
Lack of efficient manpower and logistical support
Weak resource management
Climate change related issues
By-catch
Catching of fry, juveniles that leads to fishery depletion
Inadequate research
Inadequate post harvest facilities
Money lender/middlemen
Poverty and overpopulation



After the discussion on ecosystem approach and fisheries management, the participants were asked to revisit their identified threat and issues in the previous activity and sort these into two, those that we think can be addressed by current fisheries management tools/approach in Bangladesh and otherwise. They put an x mark for those issues and threat that cannot be addressed by existing fisheries management in the country and a check mark (/) if it can be addressed. From this, the

participants were able to realize that there are several issues and threats in the fisheries sector of Bangladesh that cannot be addressed by existing fisheries management approaches or tools. As such, a more holistic approach like the EAFM is essential.



Session 3, focused on the discussion of the What and Why of EAFM. This session emphasized the importance of EAFM and the need to adopt it as a holistic approach in fisheries management since it promotes sustainable development by providing balance between the ecological and social well-beings through good governance. This also exemplified that EAFM is not a new approach rather an integration of best practices from existing fisheries management and therefore complements other approaches e.g. the co-management, ICM or ICZM, and Marine Spatial Planning (MSP).

The day 1 session was concluded with the deliberation of daily monitoring form accomplished by each group. One representative from each group was requested to present their responses to what they want to: Keep, Change, Add, and Will Remember from the day 1 of training course. This activity is also an important component of the course since this allowed trainers and training organizers to get feedback from the participants, for the improvement and necessary adjustments for the conduct of next sessions.

Before leaving the session hall, the participants were likewise reminded to put a check mark in the daily mood meter posted in one corner of the hall. This is another way of assessing the participant's level of understanding and appreciation of the training course. The samples of daily monitoring feedback and mood meter are presented below.

The Daily Mood

Participant's Feedback on Day 1, June 15, 2019

Keep it	Change it
Group work and discussion Video clips Participatory group work Discussion with all groups Ice breakers and energizers Presentation of sessions	Flexibility on time schedule
Add it	What participants will remember
More energizers More Documentary videos Relaxing Activities Fish in food menu	Presentations Energizers Hope, concerns and what you bring Pairing system on introduction Issues and threats on fisheries Group selection

The **second day** of the training program started with a recapitulation of all activities conducted on day 1 of training course by the assigned host team for the day. This was followed by an energizer to set the learning-mood for this day's lecture, presentations, and group activities/discussions.



Session 4, focused on the discussion on the Principles of EAFM. The session highlighted the 7 principles of EAFM, which was coined from the FAO- Code of Conduct of Responsible Fisheries (CCRF). The presence of these 7 principles makes EAFM a unique approach when compared to other existing fisheries management approaches. Example of existing fisheries management approaches in Bangladesh were solicited from the participants for supplemental discussion. Prior to the discussion of EAFM principles, the participant were asked to group into two and they were asked to think of fisheries-related events that had happened in Bangladesh over the last thirty years. These were sorted out to generate a summary of events per group and they were later asked whether these identified events were properly manage or not and what were the challenges noted as far as management aspect is concerned.

Output



Session 5, focused on the discussion of the status of EAFM in Bangladesh which the Trainer engaged participants in an interactive discussion among their groups. Thereafter, the participants were instructed to revisit their identified threats and issues and categorized these into ecological, social, and governance-related issues and threats. Each group was then given enough time to discuss and present their output.

Group Work on Categorization of Issues into 3 components of EAFM



Summary of Issues into three components of EAFM

Component	Issues
Ecological	Use of Destructive Gears in Fishing
	Catching of fry, juveniles that leads to fishery

	depletion
	Climate change and climate variability
	Habitat degradation
	Pollution
	Overfishing
	By catch
Human Well-being	Population
	Food security
	Poverty
	Less diversified livelihoods
	Gender Inequality
	Poor health infrastructure
	Low income of fishers
Governance	Low level of community participation
	Lack of coordination among stakeholders
	Lack of government policy support
	Weak resource management
	Inadequate research studies
	Inadequate post harvest facilities
	Money lender/middlemen
	Lack of efficient manpower and logistical support
	Lack of public awareness

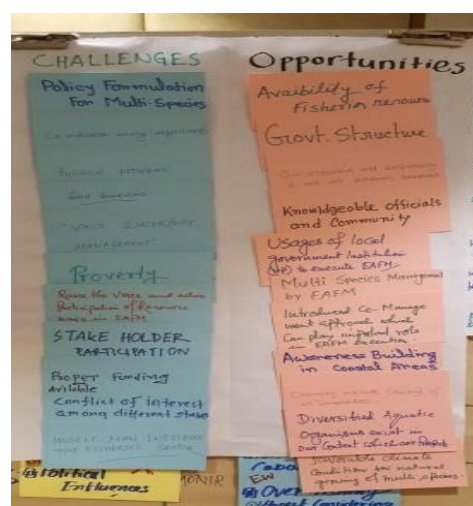
Result of the above activity enabled participants to realize that there are certain issues and threats related to ecological and human well beings as well as to governance. In the case of Bangladesh, there are more issues on governance as compared to ecological and human/social dimensions of EAFM.

Another activity in this session was the gap analysis. For this, participants were asked to identify the current fisheries management practices in Bangladesh that they are familiar with and considering the 7 EAFM principles, they determined the gaps and ways in moving forward to EAFM approach in fisheries management.

Participant’s identified gaps and ways in moving forward to EAFM

Principle of EAFM	Existing fisheries Management	Gap Analysis	Way to move forward
Good Governance	-Rules and regulations (seasonal closure) -Gear restriction -Fisher ID card -Boat registration -Establishment of marine protected area	-Follows the rule of law -Lack of proper implementation -Lack logistic & skilled manpower	-Proper implementation of rules and regulations -Provide necessary logistics and manpower
Appropriate Scale	Top down policy	Lack of local need base policy	Bottom up approaches
Increased Participation	Upper level stakeholder participation	Women participation Inadequate leadership	Ensure participation in all level
Multiple Objectives	-AIGA support -Focused single species -Community based management	-Resource ownership & utilize -Political influence	-Resource ownership -Political commitment -Multi species plan
Cooperation and Coordination	-GOs & NGOs -Coordination in Act implementation	-Inadequate inter-ministerial -Lower to upper coordination	Increase cooperation and coordination
Adaptive management	-Lower level co-management trying to reduce fishing pressure & fishing gear	-Upper level co-management committee -Fishing effort	Co-management at different level More appropriate research studies
Precautionary approach	-Gear restriction -Size restriction -Survey -Mesh Size -Seasonal closure	-Single species size restriction -Selective gear -Poor survey	In depth research Intensified data collection and monitoring

Session 6, Moving towards EAFM was presented by Dr. Cabungcal. This session discusses some case study from the USA experience which states that moving towards EAFM is an evolving process. Shifting from traditional fisheries management approach to EAFM will take time but the



end-result is very significant as far as fisheries management is concerned. From the gap analysis done in session 5, participants were asked to think and discuss among themselves the challenges and opportunities in moving towards EAFM in Bangladesh.

All identified challenges were written in blue cards while the opportunities in orange cards. A representative from each group presented the output of their activity.

Sessions 7 and 8, focused on the discussion on EAFM Planning- the link between policy and



action and EAFM Process Overview were discussed by Dr. Cabungcal. Session 7 emphasized the need for an effective planning to translate policies into action. Accordingly, most policies are not implemented because of the lack of plans. Plans link policy to objectives for action. On the other hand, session 8 was all about the steps in EAFM process. These steps are important and should be remembered by the participants thus an ice breaking- related activity was performed in this session.

Participants were asked to form a circle and around the circle are numbers 1-5 representing the 5 step in EAFM process. When the facilitator goes to a certain number (e.g. No. 3) in the floor, the participants should immediately response and tell what are being done in that particular step.



Session 9 involves the discussion of the Start-up task that needed to be done before the EAFM planning

process takes place. In this session, the eight tasks needed in preparing the ground or moving forward to step 1 of EAFM process were explained. The activity centered on stakeholder's analysis, considering their significant roles in the whole EAFM process. For stakeholders analysis, a 2x2 matrix tool was employed that focused on the degree of importance and influence of certain stakeholders while Venn diagram was used to determine the degree of relationship/linkages between or among themselves.



Stakeholder's Analysis using the 2x2 Matrix

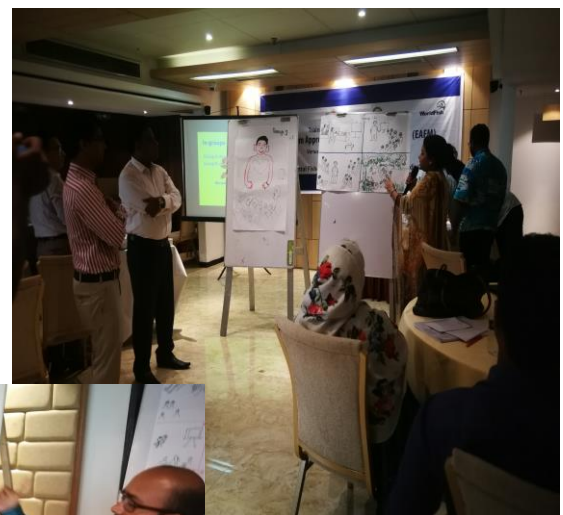
High importance/Low influence Fisher	High importance/High influence DoF Local Admin BFRI Local Govt. Arotdar Donor
Low importance /Low influence Retailer DAE Ice factory and supplier Meteorological Department Net and Equipment's suppliers Department of Environment	Low Importance/High influence NGOs BWDE Political Influence Coast Guard Police Fisher Association

Day 3. The session for this day started also by a recapitulation day 2 activities by the assigned host team of the day followed by an energizing activities to set the tone for the different session allotted for the day.

Session 10, Start-up B- Stakeholder Engagement was again discussed by Dr. Cabungcal. In this session, the concepts of participatory approach, stakeholder's engagement, and co-management were given emphases. Participants were able to draw and describe a "good" and "bad" facilitator. They were able to learn also skills in facilitation, active listening, and conflict management through role playing and video presentation.



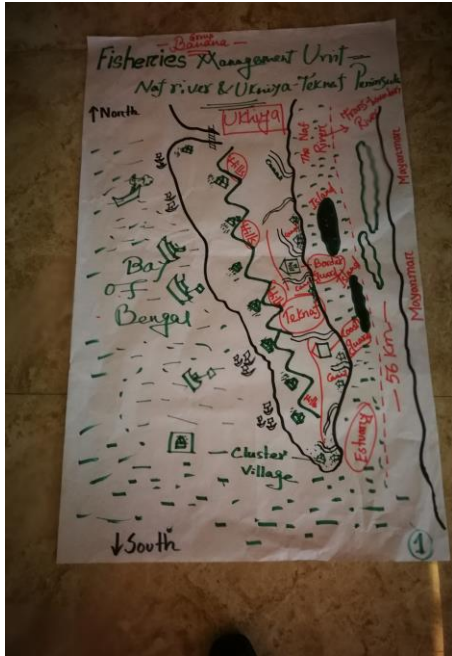
Presentation of Good and Bad Facilitator



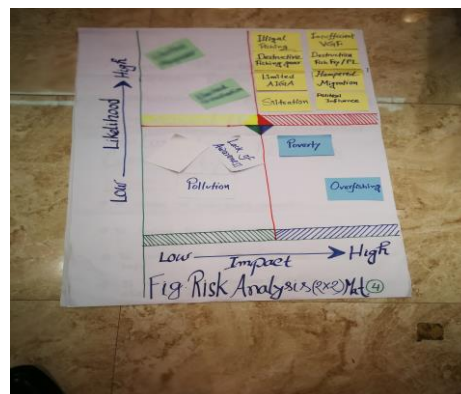
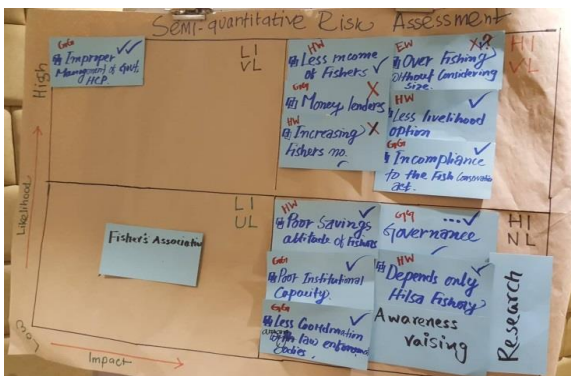
Active Listening

Session 11, On this session Dr. Cabungcal discussed the **Step 1: Defining and Scoping the Fisheries Management Unit** This session focused on defining a certain fisheries management unit (FMU) taking into considerations the ecological, social, and political or jurisdictional boundaries. This further allowed participants to develop their vision for the defined FMU. To do this, participants shared ideas on what they know about their identified FMU particularly on fish resources, habitat, social issues

in the area, and the existing institutional or governance arrangements in the area.



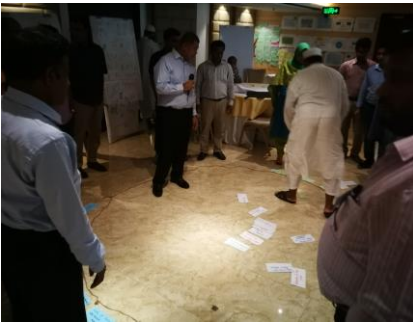
Session 12, Step 2: Identifying and prioritizing issues and goals was the focused of the discussion for this session Most importantly, this allowed the participants to revisit the threat and issues categorized based on the three dimensions of EAFM from the previous session and identified properly the “real issues and threats” by eliminating the drivers and prioritizing the root and proximate causes. At this point, participants should only select issues and threats that are relevant to their defined FMU and prioritized these using the 2x2 matrix, degree of likelihood versus degree of impact as the variables.



Session 13, Reality Check 1 This session aimed to identify constraints and opportunities in meeting the FMU goals. This likewise introduced a range of techniques that can be employed in conflict management among the EAFM stakeholders. Facilitation, co-management, and focus group discussion were given emphases in this session. Participants were given a scenario, which they talked about during the focus group discussion (FGD). They were also asked to revisit their identified challenges and opportunities in moving towards the EAFM process and tried to re-analyze whether these remained the same after they had gone through start-ups A and B and steps 1 and 2 of the EAFM cycle. For this activity, participants were asked to place all their identified opportunities inside the circle and the challenges outside of the circle. After which, they were given

time to think whether their previously identified constraints remained as constraints in moving towards the EAFM cycle.

Day 4.



Session 14, Step 3: Developing EAFM Plan: This session clearly explained benchmarks, indicators, and targets in the context of fisheries management planning. Accordingly, these variables should be specific and established link to management objectives so that the later can be measured and its success or failure can easily be evaluated. In this session, a number of examples were presented in order for the participants to formulate their own management objectives, benchmarks, indicators, and targets in the development of their respective EAFM plan.

Sessions 15 and 16, Developing EAFM Plan: Management Actions, Compliance, Financing, and Finalizing EAFM Plan and Implementing the Plan: Formalizing, Communicating, and Engaging were discussed again by Dr. Cabungcal. Session 15 allowed the participants to identify the necessary management actions, compliance mechanisms, and funding sources in order to attain the objectives and goals of their respective FMU and to finally complete the plan. Session 16 was more on formulation of an implementation work plan, adopting the EAFM plan, and developing a communication strategy looking into the different key messages that should be provided to certain stakeholders of the EAFM

Session 17, Reality Check II highlighted the discussion on the need to check the status of the EAFM plan implementation, consider whether implementation is in line with the principles of EAFM, check on the practicalities, and re-visit constraints and opportunities in meeting the FMU goals.

Session 18, Step 5, Monitoring, Evaluation, and Adapting EAFM Plan was discussed by Dr. Cabungcal. This session elucidated the need to monitor and review the implementation of the plan to determine whether the management actions and compliance arrangements are still in place. If these are not being addressed by the plan, revising the plan is a necessity prior to its re-implementation.

Since this is already the last step in EAFM process, participants were given a set of keywords (vision, goal, objectives, indicators and benchmarks action, participation, informed, decision) and asked them to build the EAFM plan, considering the proper alignment or linkage of one variable to the other (e.g. objectives to goal). This activity provided participants the hierarchy of such element in the EAFM plan and reminded them what they have gone through the preparation of EAFM plan. The formal closing ceremony was done in the evening of day 4 with distinguished guests from the different concerned agencies operating in Bangladesh. The key messages provided by the distinguished guests on the said affair was they should “go and multiply” and be an active member of the EAFM network around the globe as an EAFM champions.

Day 5. This is the last day of the training course. Post training activities were facilitated. These included the participant's individual action plan and the evaluation of the course, trainers, and administration staff. This was followed by group presentation of draft EAFM plans, which were commented by the participants, trainers and staff from ECOFISH-Bangladesh.

Comments and suggestions for the participants draft EAFM plans were the following;

1. Each group was able to craft an EAFM plan in a short period of time and their active participation is highly appreciated.
2. The presentation of the different EAFM plan of the four (4) groups shows that the participants meant that they understood the EAFM process, particularly its basic elements and principles.
3. Participants were able to develop skills in formulating the goal, objectives, indicators and benchmarks, and management actions for a certain fisheries management unit though these need further improvement and refinement in crafting a more meaningful EAFM plan.
4. Enrichment of the draft EAFM plans is necessary prior to implementation.
5. It was mentioned that the challenge was how to proceed with their respective action plans after the training course and be a change agent in effective management of fisheries resources of Bangladesh.

Participant's Learning Evaluation

Usefulness of EAFM Topics

Usefulness of the following topic to the participants before and after the training course

Topic	Pre-Assessment	End of course evaluation
Why use EAFM	3.94	4.42
What is EAFM	4.16	4.45
EAFM Principles	3.55	4.45
Start up tasks (what to do before embarking on EAFM process)	3.39	4.55
Stakeholder engagement	2.22	4.42
Scope and profile of the Fisheries Management Unit (FMU)	2.70	4.40
Identify issues+ prioritize issues through risks assessment	3.61	4.21
Develop objectives, indicators and benchmarks	3.83	4.17
Agree on management actions and MCS, agree on sustainable financing	4.33	4.50
Implementation, formalize, communicate +engage	4.05	4.45
Governance check	3.11	3.87
Co-management for implementation	2.78	4.20
Conflict Management	2.88	4.25

Monitor, evaluate, review and adapt	4.44	4.52
Develop draft EAFM plan	4.42	4.45
Participation and facilitation	4.22	4.55
Preparing giving presentations on EAFM plan	3.55	4.33

Topics presented above had different level of usefulness to the participants. Prior to the discussion of EAFM related topics, nearly all of them considered most of the topics relevant to them regardless of the nature of their current jobs/positions. However, after the training course, they realized their respective significant role in the EAFM process and its implementation. Participants from Department of Fisheries found almost all topics relevant to them because fisheries management is the agency’s mandate and it is expected from them to be the EAFM lead in their respective locality after the training course. Participants from the academe, whose primary mandate are teaching and research considered topics e.g. conflict management, governance check, and development and presentation of EAFM plan less relevant to them.

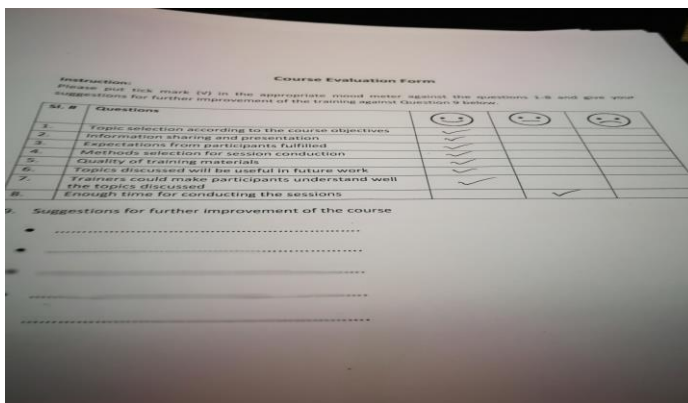
EAFM Quiz

Generally, all participants learned a lot from the training course as revealed by the results of their EAFM quiz. Out of the 28 participants who took the quiz, 2 scored 18/19, another 4 got 17/19 and 8 scored 16/19. Participant’s pre and post assessment forms and EAFM quiz are in Annex J.

Participants Assessment/Evaluation of the Course and the Trainers

Course Evaluation

Majority of the participants were fully satisfied with the course, its content, methods of delivery or presentation, quality of materials, usefulness in their future work, and timeliness. However some of them suggested that there is still a room for improvement for the following aspects of the course e.g. the quality of training material (English version of the Trainer Manual should also be provided) , time allotment per session (too short), presentation of EAFM case studies, and information sharing and presentation from the participants.



Participant's Suggestions to further improve the EAFM Training Course

Suggestion	No. of Participant
Practical session needed more/ Case studies	14
EAFM Modeling/ Videos/Visual documents	4
Successful EAFM examples	15
More time allotment per session	12
To develop EAFM plan on a particular place	3
Additional facilitators	14

Trainers/Administration Staff Evaluation

The trainers and the administration staff acquired excellent rating from most of the participants although there is still a room for improvements on the part of the trainers and the training administration staff.

Trainers' Overall Impression of the Training

The training course organized by the ECOFISH Project-Bangladesh was successfully completed with an active participation of all the participants. The dynamic interactions between the participants and the trainers provided a great success in the conduct of training. Open discussions and sharing of ideas and experiences gave more insights on how to implement EAFM in their respective area. The combination of lecture and workshops in every module, using the session plan provided by the course developer was very much appreciated by the participants and these gave them better understanding on the different stages of EAFM process. The provision of time for the sharing of experiences of the participants also provided an avenue to express their skills in fisheries management since most participants had undertaken fisheries related extension programs in their respective area. The presentation of the EAFM plan for a particular fisheries management unit (FMU) they are operating showed that the participants have acquired better understanding on the different cycles/stages of EAFM process. The video presentations and real examples provided during the training course aided participants to better understand the EAFM. The role playing on stakeholder's engagement and other activities with interaction from other participants were very much enjoyed by them.

The complete package of materials including the session plan, technical notes, and tool kits provided to participants during the training course from the course developer is a comprehensive reference, which can easily be adopted in the conduct of EAFM Training or in the actual implementation of EAFM in certain Fisheries Management Unit (FMU). A session plan was followed diligently by the trainer thus kept the facing of the training activities smoothly.

The 5-day duration of the training course was just enough although this required overtime works especially during the preparation of the group's EAFM plan covering all the topics for the participants to have a better understanding of EAFM given that all participants have fisheries backgrounds.

The organizer/ administration staff did a perfect job in securing good venue and accommodations for the participants. They likewise provided the entire materials required for the training and addressed the needs of everyone. Grateful acknowledgement to ECOFISH Project-Bangladesh administration and staff, particularly to Dr. Abdul Wahab, the Project Director and Ms. Israt Zahura who supported in the conduct of the training. Food served during the training was excellent as well as the accommodation provided to participants and the overall facilitation of the training course.

The final outputs of the training were the EAFM plans, developed by the participants for a number of FMUs. The group outputs were presented and later can be improved involving their actual stakeholders in the ground to come up with a more comprehensive EAFM plan. Participants were not allowed to use computers to work on their EAFM plan instead the use of flip charts and other materials were encouraged. This was done so that all participants can participate actively and spontaneously share their ideas and creativity to their group

ANNEX A
EAFM plan Presentation



ANNEX B
Photo Documentation (Closing
Ceremony)



ANNEX D

Directory of Participants

Name	Gender	Position	Affiliations/Organizations

Course Schedule

Course Schedule

June 15-19, 2019

Day-1: What & why

Time	Session	Topic
09:00-10:30	Session-1	Registration, Introductions, Pre-Assessment, Expectations, Course Overview
10:30-10:45	Tea	
10:45-13:00	Session-2	Threats and Issues in Fisheries, Fisheries Management, Ecosystem Approach
13:00-14:00	Lunch	
14:00-15:00	Session-3	The what & why of EAFM
15:00-15:15	Tea	
15:15-16:45	Session-4	Principles of EAFM
16:45-17:00	Closing of Day-1	Recap main points of the day.

Day-2: How

Time	Session	Topic
09:00-09:30	Review of Day-1	What and why of EAFM
09:30-10:30	Session-5	Status of EAFM in Bangladesh
10:30-10:45	Tea	
10:45-13:00	Session-6	Moving towards EAFM
13:00-14:00	Lunch	
14:00-	Session-7	EAFM Planning - the link between policy and action

Time	Session	Topic
14:30		
14:30-15:30	Session-8	EAFM Process Overview
15:30-15:45	Tea	
15:45-16:45	Session-9	Startup-A: Preparing the Ground
16:45-17:00	Closing of Day-2	Recap main points of the day.

Day-3: Plan & check

Time	Session	Topic
09:00-09:30	Review of Day-2	How of EAFM
09:30-10:30	Session-10	Startup-B: Stakeholder Engagement
10:30-10:45	Tea	
10:45-13:00	Session-11	Step 1: Defining & scoping the Fisheries Management Area (FMU)
13:00-14:00	Lunch	
14:00-15:15	Session-12	Step 2: Identifying & prioritizing issues & goals
15:15-15:30	Tea	
15:30-16:45	Session-13	Reality Check-I
16:45-17:00	Closing of Day-3	Recap main points of the day.

Day-4: Do & check

Time	Session	Topic
09:00-09:30	Review of Day-3	
09:30-10:30	Session-14	Step-3: Developing EAFM plan: Objectives, Benchmarks and Indicators
10:30-10:45	Tea	

Time	Session	Topic
10:45-11:45	Session-15	Step-3: Developing EAFM plan: Management actions, compliance, financing & finalizing EAFM plan
11:45-13:00	Session-16	Step 4: Implementing the plan: Formalizing, Communicating and Engaging
13:00-14:00	Lunch	
14:00-15:15	Session-17	Reality Check-II
15:15-15:30	Tea	
15:30-16:45	Session-18	Step 5: Monitoring, Evaluation and Adapting EAFM Plan
16:45-17:00	Closing of Day-4	Recap main points of the day.

Day-5: Refine and present EAFM plan

Time	Session	Topic
09:00-09:30	Review of Day-4	Do & check
09:30-10:30	Session-19	EAFM Plan Preparation and Presentation on Specific FMU
10:30-10:45	Tea	
10:45-11:45	Session-19	EAFM Plan Preparation and Presentation on Specific FMU (contd..)
11:45-14:00	Session-20	Action Planning, Course Review, Evaluation and Closing
14:00-15:00	Closing Lunch	

ANNEX F

EAFM Plan Template

EAFM plan for FMU XXXX

1. VISION

The broad goal of management.

2. BACKGROUND

Description of the area and resources to be managed, including maps at different scales.

The fisheries management area

Area of operation of the fishery, jurisdictions and ecosystem "boundaries" (including national/province/district jurisdictions). Map of FMU.

History of fishing and management

Brief description of the past development of the fishery in terms of fleets, gear, and people involved, etc.

Current status of the fishery

Description of the fishery resources and fleet/gears used; Resource status;

Map of resource use patterns.

Socio-economic benefits, including postharvest

Description of stakeholders and their interests (including socio-economic status);

Description of other uses/users of the ecosystem, especially activities that could have major impacts, and arrangements for coordination and consultation processes;

Social and economic benefits, both now and in the future.

Special environmental considerations

Details of critical environments, particularly sensitive areas and endangered species.

Institutional aspects

Legislative background;

Existing co-management arrangements – roles and responsibilities; MCS arrangements;

Consultation process leading to the plan and ongoing activities; Details of decision-making process, including recognized participants;

Nature of rights granted in the fishery and details of those holding the rights; Maps of management interventions/user

rights/jurisdiction boundaries.

3. MAJOR THREATS AND ISSUES

Ecological issues

Fisheries resources and general environmental issues, including both the impact of the fishery on the environment and vice versa.

Social and economic issues

Issues relating to the people involved in fishing, the general public and at the national level, including gender issues.

Governance issues

Issues affecting the ability to achieve the management objectives.

4. GOALS OF MANAGEMENT

Higher level goals, i.e. the ultimate goal of management.

5. OBJECTIVES, INDICATORS AND BENCHMARKS

Priority issues, objectives, benchmarks for the fishery, covering:

- fishery resources;
- environment (including by catch, habitats, prey protection, biodiversity, etc.);
- social;
- economic;
- governance (ability to achieve the plan).

6. MANAGEMENT ACTIONS

Agreed actions for the plan to meet all objectives within an agreed time frame, including bycatch, habitat protection, socio-economic benefits, good governance, etc.

7. COMPLIANCE

For actions that require rules/regulations - arrangements for ensuring that the management actions are effective.

8. DATA AND INFORMATION NEEDS¹

Data and information needs to monitor implementation of the plan. Clarify where the data are to be found and who collects, analyses and uses the information.

9. FINANCING

Major sources of funding.

10. COMMUNICATION²

Link to communication strategy.

11. REVIEW OF THE PLAN³

Date and nature of next review(s) and audit of performance of management.

ANNEX G

Work Plan

Individual Work Plan Template for EAFM

Period: From (mm/yy) To (mm/yy)

Name:

Designation:

Organization:

Work place:

FMU:

I. #	Activity	When	Remarks




ANNEX H

Course Evaluation

Course Evaluation Form

Instruction:

Please put tick mark (√) in the appropriate mood meter against the questions 1-8 and give your suggestions for further improvement of the training against Question 9 below.

I. #	Questions			
1.	Topic selection according to the course objectives			
2.	Information sharing and presentation			
3.	Expectations from participants fulfilled			
4.	Methods selection for session conduction			
5.	Quality of training materials			
6.	Topics discussed will be useful in future work			
7.	Trainers could make participants understand well the topics discussed			
8.	Enough time for conducting the sessions			

9. Suggestions for further improvement of the course

-
-

ANNEX I

Pre Assessment

Pre-assessment Form
What you hope to get from the training?

Name: _____ Date: _____
Designation /position: _____ Place of work: _____

Question 1:

Please define what you understand by “Ecosystem Approach to Fisheries Management”:

--

Question 2:

a) In relation to EAFM and fisheries management, what are the main constraints encountered in your job?

--

b) How do you think the training course could provide solutions?

--

Question 3:

Please score the following topics as how much this is relevant to you: (1= not at all relevant, 2= to little extent, 3= to some extent, 4= to large extent, 5= fully relevant)

Topic	Score (1, 2, 3, 4, 5)
Why use an ecosystem approach (EA)?	
What is EAFM and why do we need it?	
EAFM principles	
Startup tasks (preparation for the EAFM process)	
Stakeholder engagement	
Define and scope the fisheries management Area (FMU)	
Identify and prioritize issues and goals	
Develop objectives, indicators and benchmarks	
Agree with management actions and Monitoring, Control and na (MCS)	
Agree with sustainable financing	
Implementation: formalize, communicate and engage	
Governance	
Co-management	
Monitor, evaluate and adapt	
Develop draft EAFM plan	
Conflict management	
Participation and facilitation skills	
Preparing and giving presentations on EAFM plan	

Question 4:

Please select 3 highest rated topics from Question 3 and explain why you think these topics are most relevant in your job:

Topic1:

Topic2:

Topic3:

Any other comments:

ANNEX J

Pre and Post Test Questionnaire

Pre/Post Test Questionnaire

Name of Participant:

Organization:

Time: 15 minutes

Instructions: Please circle the appropriate answer. Ensure you have included your name and, once completed, return the form to the trainer.

Section 1. What is EAFM?

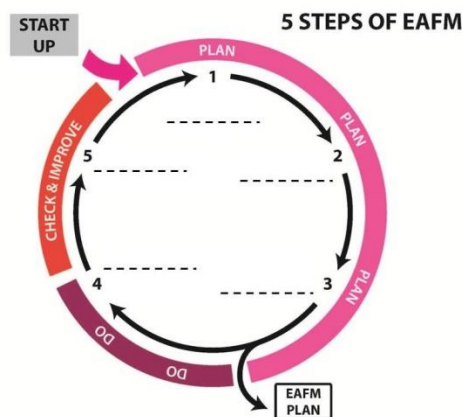
1. The three main components (or pillars) of EAFM are:
 - a) ecological, economical, governance
 - b) ecological well-being, human well-being, governance
 - c) biology, society, economy
 - d) fisheries, institutions, and society
 - e) living resources, non-living resources, regional structure
2. Which one of the following statements about an ecosystem is correct?
 - a) it changes little over time
 - b) it contains plants, animals (including humans), micro-organisms and non-living components of the environment
 - c) changing the population size of one species will not affect an ecosystem
 - d) it contains a collection of plants and animals that co-exist because of their compatible needs and behaviors
 - e) is defined by predator-prey relationships of living organisms for any given environment
3. Which of the options below is NOT an example of ecosystem goods and services?
 - a) seafood (including seaweed)
 - b) natural flood control
 - c) outdoor recreation
 - d) cultural and spiritual connections
 - e) monitoring, control, and surveillance
4. Why are scaling considerations key to EAFM?
 - a) temporal scales can help account for sustainable use over time
 - b) spatial scales allow for EAFM implementation at different levels
 - c) governance scaling allow for harmonizing policies and divisions
 - d) a and c only
 - e) a, b, and c
5. What type of information do you need to develop an EAFM plan?
 - a) scientific data (social and ecological)
 - b) qualitative
 - c) traditional

- d) quantitative
 - e) a,b,c,d
6. The precautionary approach is:
- a) when new information is collected before taking any management action
 - b) an approach that replaces informed decision-making in management
 - c) an approach that supports taking cost effective measures to prevent environmental degradation
 - d) when scientific uncertainty is used as a reason to implement measures to prevent environmental degradation whatever the cost
 - e) a reason not to collect any more data and information

Section 2: How to implement EAFM

7. Adaptive management is:
- a) a process of continually improving management policies and practices by learning from previous experience
 - b) an experimental approach to management
 - c) when management strategies are tried until they fail, at which point another, new strategy is put in place
 - d) management adapted to local customs, traditions and institutions
 - e) whenever there is insufficient or incomplete information, cautionary measures are adopted
8. Insert the five steps into the correct order on the dashed lines in the diagram below: A) Development of the EAFM plan, B) Implementation, C) Define/Scope Fisheries Management Area, D) Monitoring, evaluate and adapt and E) Identifying and prioritizing goals

- a) A, B, C, D, E
- b) A, C, E, B, D
- c) C, E, A, B, D
- d) E, C, A, D, B
- e) C, D, E, A, E



9. Who are the stakeholders that need to be involved in the EAFM process?
- a) fishers
 - b) some key community members and government
 - c) representatives from the fisheries agency at both the national and district level
 - d) people and organizations that affect and are affected by the fishery
 - e) everyone in the coastal villages
10. At which point is stakeholder participation important in the EAFM process?
- a) developing the EAFM plan

- b) implementing the EAFM plan
 - c) monitoring the EAFM plan
 - d) at all points in the process
 - e) only when stakeholders demand participation
11. A good facilitator is?
- a) inclusive and fair
 - b) a stakeholder in the process
 - c) a government official
 - d) one-way communicator of information to stakeholders
 - e) in control of the timing of the EAFM process
12. If a stakeholder group repeatedly objects to a critical management action agreed upon by the rest, the EAFM team should:
- a) remove stakeholder group from EAFM process
 - b) negotiate and modify action if possible, but still adopt it
 - c) remove management action from EAFM process
 - d) implement other, non-controversial management actions only
 - e) abandon EAFM process, since it cannot operate without consensus

Section 3: The EAFM plan

13. Place the following in the order in which they are developed during the EAFM cycle:
- a) vision, goals, objectives, management actions
 - b) goals, management actions, vision, objectives
 - c) vision, goals, management actions, objectives
 - d) management actions, objectives, goals, vision
 - e) vision, objectives, management actions, goals
14. The definition of a goal in the context of management is:
- a) what is intended to be achieved through an EAFM management intervention
 - b) a pair of posts linked by a crossbar and typically with a net between, forming a space into or over which the ball has to be sent in order to score
 - c) the broadly desired result of the EAFM plan
 - d) an action that can be applied to the system in order to achieve a desired result
 - e) what each stakeholder involved has agreed to do as part of EAFM
15. Within an EAFM plan, an indicator:
- a) defines the goal we are trying to achieve
 - b) specifies the controls applied to achieve the management objective
 - c) can be used to measure the current status and changes over time
 - d) links the objective to the management action
 - e) both c and d
16. How are benchmarks and indicators related?
- a) benchmarks do not relate to indicators
 - b) indicators are applied without benchmarks
 - c) a benchmark can point to past or desired point as measured by indicator
 - d) one benchmark for one or more indicators
 - e) they're related, but as distant cousins

Section 4: DO and CHECK the EAFM plan

17. Which are the general principles of good governance?
- a) accountability and transparency
 - b) responsiveness and effectiveness
 - c) efficiency and rule of law
 - d) all of the above
 - e) incorporates ecosystem science

18. Why is conflict management important to EAFM?
- a) helps save marine species
 - b) because of the broader scope and participatory nature of EAFM
 - c) because every EAFM management action creates conflict
 - d) because of the regional nature of EAFM
 - e) because of the long-term view of EAFM
19. How does monitoring relate to adaptive management?
- a) it informs management by providing feedback
 - b) monitoring is not part of adaptive management
 - c) it allows for participatory data-gathering
 - d) it helps test assumptions
 - e) both a and d

ANNEX K

Daily Monitoring Form

Daily Monitoring Form

Monitoring group feedback Course: Date:	
Keep it:	Change it:
Add it:	What participants will remember:

ANNEX L

Post Assessment Form

Post Assessment Form

Name: _____	Date: _____
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Question 1:

Now that you have finished the training course, how would you rate the overall usefulness of the training from your job perspective?

Please use a scale from 1 to 5 (1= not useful at all, 2= useful to little extent, 3= useful to some extent, 4= useful to large extent, 5= extremely useful).

Score:

Question 2:

Please score the following training course topics, as delivered, in terms of their usefulness to you from a job perspective: (use the same scale as in Q. 5 above)

Topic	Score (1, 2, 3, 4, 5)
Why use an ecosystem approach (EA)?	
What is EAFM and why do we need it?	
Principles of EAFM	
Startup tasks (preparation for the EAFM process)	
Stakeholder engagement	
Define and scope the fisheries management area (FMU)	
Identify and prioritize issues and goals	
Develop objectives, indicators and benchmarks	
Agree management actions and MCS, agree sustainable financing	
Implementation: formalize, communicate and engage	
Governance	
Co-management	
Monitor, evaluate and adapt	
Develop draft EAFM plan	
Conflict management	

Participation and facilitation skills	
Preparing and giving presentations on EAFM plan	

Question 3:

Are there any particular elements/topics that you were missing in this training course and which you would recommend including in future training courses?

Topic 1:
Topic 2:

Question 4:

Based on the actual experience/learning you have acquired from the training, please select, in prioritized order, three topics you consider to be the most useful to you from a job perspective and explain briefly why you find them useful (use the suggested list of topics from Q6 as guidance and add topics as needed).

<p>Topic 1 _____</p> <p>Why useful?: _____</p> <p>_____</p> <p>_____</p>
<p>_ Topic 2 _____</p> <p>Why useful?: _____</p> <p>_____</p> <p>_____</p>
<p>_ Topic 3 _____</p> <p>Why useful?: _____</p> <p>_____</p>

-

Question 5:

Are you considering sharing experience/learning from the training with others? Y/N

If yes, please indicate how (e.g. post-visit briefing workshop/seminar; dissemination of training materials, etc.) and with who?

How: _____

With whom:
