

Report of the Final Regional Training of Trainers Workshop for Mentors



July 6-9, 2015

Anguilla

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1 Introduction

The Caribbean Natural Resources Institute (CANARI) convened the final regional training of trainers workshop for mentors, as part of the project *“Enhancing food security from the fisheries sector in the Caribbean: Building the capacity of regional and national fisherfolk organisation networks to participate in fisheries governance and management”*¹ This project, funded by the European Union Europe Aid Program², is being implemented over a four year period (2013 - 2016).

The project is being implemented by CANARI in partnership with the Centre for Resource Management and Environmental Studies (CERMES) of the University of the West Indies (UWI) and Panos Caribbean, in association with the Caribbean Network of Fisherfolk Organisations (CNFO) and the Caribbean Regional Fisheries Mechanism (CRFM). The goal of the project is to improve the contribution of the small-scale fisheries sector to food security in the Caribbean through building the capacity of regional and national fisherfolk organisation networks to participate in governance. The project spans seventeen (17) Caribbean countries, namely Anguilla, Antigua and Barbuda, the Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St. Kitts and Nevis, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago and Turks and Caicos Islands.

This report of the final regional training of trainers’ workshop for individuals who were identified to serve as mentors to fisherfolk leaders and organisations provides an overview of the proceedings of the workshop, including the objectives, methodology, highlights and main findings from sessions, and next steps. It will serve as a reference for the mentors as they seek to develop close working relationships with the mentees to provide the sustained and responsive support needed for the development of the fisherfolk organisations. The workshop was held in Anguilla, from July 6 - 9, 2015.

2 Objectives of the workshop

The objectives of the workshop were for the fisherfolk mentors to:

- strengthen their capabilities in mentoring and facilitation;
- develop their capabilities in project development, management and monitoring and evaluation;
- enhance their understanding of the implications of key policies for sustainable small-scale fisheries development in the Caribbean; and
- become familiar with the positions of fisherfolk on key fisheries and related policies and how they plan to engage in advocacy and awareness

¹ <http://www.canari.org/strengthening-caribbean-fisherfolk-to-participate-in-governance/>

² http://eeas.europa.eu/delegations/guyana/index_en.htm

3 Participants

Mentors from thirteen (13) of the seventeen (17) project countries, the president of the Anguilla Fisherfolk Association (AFFA), representatives from the Department of Fisheries and Marine Resources (DFMR) and the Anguilla National Trust (ANT), and five resource persons participated in the fisherfolk mentors' workshop. Mentors are mainly volunteers from public and private sector agencies, fisherfolk and civil society organisations. The resource persons were representatives from the partner agencies (CANARI, CNFO, CRFM and UWI-CERMES). The list of participants is shown in Appendix 1.

4 Methodology

The approach to delivering the workshop was participatory and interactive, using a variety of facilitation techniques such as plenary presentations and discussions, small group work, panel discussions and a field trip. Throughout the various sessions, the facilitators sought to draw on participants' knowledge and experiences. A field visit to various landing sites in Anguilla, including Crocus Bay, Shoal Bay, Forest Bay, Blowing Point and Cove Bay was undertaken to highlight some of the challenges being experienced by fisherfolk in Anguilla. The presentation slides are appended to this document while the small group work outputs is provided in the body of the report.

5 Highlights from sessions

5.1 Opening ceremony

Ms. Kafi Gumbs, Director of Fisheries and Marine Resources made opening remarks and introduced the mentors from the thirteen project countries and the representatives of project partners.

Mr. Larry Franklin, Permanent Secretary, Department of Fisheries and Marine Resources (DFMR), highlighted the importance of fisheries to livelihoods in the Caribbean, and expressed the hope that interactions with the fishers in Anguilla would assist in achieving the objectives of the SCFPG project to build the capacity of fishers to be involved in fisheries governance.

Dr. Patrick McConney, Senior Lecturer, UWI-CERMES, gave remarks on behalf of the partners. He noted that the SCFPG project was typical of the collaborative type of projects implemented by CANARI and pointed out that the project would result in improving the well-being of the fisherfolk and people of the Caribbean.

Mr. Othlyn Vanderpool, Fisheries Advisor, DFMR, congratulated Anguillan fishers on establishing the Anguilla Fisherfolk Association (AFFA), noting that it was important for fishers to be well-organised to effectively participate in the fishing industry. He further commended the regional implementing and funding agencies that made the opportunity possible at the national level. Speaking to the mentors, Mr. Vanderpool noted that many times fishers' groups were created and left without any support, but in this case the mentors would be expected to ensure the sustainability of the groups. Speaking on policies, he stated that too often policy makers developed policies without regard for coastal areas and their impacts on the fisheries sector. In this regard, he said that fishers were taken for granted and as such needed a

voice. He believed that the training provided by the project would ensure that communities and government would listen.



Figure 5.1 Mr. Othlyn Vanderpool, Fisheries Advisor, makes his remarks during the opening ceremony for the Final Training of Trainers Workshop for Fisherfolk Mentors in Anguilla (Seated from L-R: Ms. Kafi Gumbs, Director of Fisheries; Mr. Larry Franklin, Permanent Secretary in the DFMR and Dr. Patrick McConney of UWI-CERMES)

Mr. Mitchell Lay, Coordinator for the CNFO, provided the closing remarks on behalf of small scale fishers' organisations. In his remarks, he emphasised the importance of the SCFPG project and further noted that fishers must be in a position to influence the decisions that impact them. He added that fisheries in the Caribbean region were largely under-developed, noting that the region is comprised of more sea space than land scape. However, there were limited resources within national budgets allocated to the development of marine resources. It was his hope that the project would benefit people not only through improved food security but also through improved fisheries development. He thanked the mentors for their dedication to giving back to the fishing community.

Ms. Melanie Andrews, Technical Officer, Caribbean Natural Resources Institute (CANARI) thanked the Director of Fisheries and Marine Resources for assisting with the workshop arrangements, the media for the important role they play in sharing information about the project, the mentors and project partners for coming to participate in the workshop, and the European Union's EuropeAid programme for funding the project.

5.2 Welcome introductions and agenda

Ms. Melanie Andrews, Technical Officer, CANARI welcomed participants to the workshop and utilised an ice-breaker to allow participants to learn a bit about each other and introduce themselves. She highlighted the workshop objectives and reviewed the workshop agenda (See attached at Appendix 2). Participants were then asked to share their expectations from the workshop which are noted below:

- Sharing of knowledge and mentoring experiences of others
- A better understanding of the expectations of the mentor or their role

- To be motivated to better work with fisherfolk
- To examine our progress
- To enhance capacity in project development and monitoring
- To obtain ideas for institutional strengthening
- To identify a strategy to mobilize and organise fisherfolk
- To seek ways that allow fisherfolk to unite and have a collective voice
- Be able to share the information learnt with fisherfolk
- To observe the progress of mentors and establish the way forward
- Gain knowledge from others to develop an action plan and write proposals to obtain funding
- To learn about the challenges being faced (i.e. whether existing or new)
- To identify possible collaboration with Fisherfolk Strengthening Fund (FSF) to provide funds for FFOs

5.3 Progress report on the implementation of the Strengthening Caribbean Fisherfolk to Participate in Governance project

The facilitator gave an overview of the SCFPG project including the objectives of the project, implementing partners and specific actions, key achievements and mentors component (please see presentation at Appendix 3),.

Mentors were given an overview of the projects that were conditionally approved under the Fisherfolk Strengthening Fund, the small grant facility under the SCFPG project, with it being pointed out that many of the projects were focused on internal governance, communication and participation.

Mentors were informed of the supportive role they would be required to play in assisting mentees in implementing, managing and monitoring and evaluating their respective FSF projects. Mentors were also advised that, in collaboration with NFOs/Lead PFOs, they would be expected to assist in arranging and co-facilitating the second round of National Fisherfolk Workshops in the eight focus countries.

Discussion

In response to a question on the need for continued support to fisherfolk organisations after the SCFPG project ended in December 2016, mentors were informed that there would be other opportunities coming on stream that would support the strengthening of fisherfolk organisations in their respective countries. It was noted that mentorship roles should continue after the SCFPG project ended. Mentors were encouraged to think beyond the SCFPG project.

It was suggested that a communication strategy should be developed to improve communication between the mentors and the FFOs and that the mentors could be added to the CNFO online forum. WhatsApp could also be used for communication on specific activities.

5.4 Fisherfolk engagement in policy influence

Mrs. June Masters, Statistics and Information Analyst, CRFM, and Mr. Mitchell Lay, Coordinator, CNFO, co-facilitated a plenary discussion to make mentors more aware of key fisheries policies at the regional and international levels which would impact on the development of the fisheries sector in the Caribbean. It was noted that while many islands do not have national fisheries policies, there are regional and global policies such as the Caribbean Community Common Fisheries Policy and the FAO Code of Conduct for Responsible Fisheries (CCRF) respectively that could help drive the process for developing national policies.

The Coordinator, CNFO, spoke about the CCRF and Small-Scale Fisheries Guidelines while the Statistics and Information Analyst, CRFM, spoke about the CCCFP. Some of the key points from the discussion are given below:

United Nations Food and Agriculture Organisation (FAO) Code of Conduct for Responsible Fisheries

The 1995 FAO Code of Conduct for Responsible Fisheries (CCRF) sets the tone for all other fisheries policies and it is the platform for most fisheries management planning in the Caribbean. Key components of the CCRF include:

- Participation of fisherfolk in fisheries management processes in the fisheries sector.
- Application of the precautionary approach to fisheries management i.e. in the absence of scientific evidence, fisheries managers should not stop taking action to manage fisheries, but make decisions that err on the side of caution.
- Rights access
- Aquaculture
- Ecosystem-based management approach
- Post-harvest practices and trade
- Fisheries research.

Small-Scale Fisheries Guidelines

Given the importance of the small scale fisheries sector to food security, the FAO Committee of Fisheries (COFI) saw it prudent to develop a policy for small-scale fisheries. To this end the Voluntary Guidelines for Small-scale Fisheries was produced. The SSF Guidelines highlight that fisherfolk must be included in the decision-making process and focuses on matters such as social protection, climate change, value-chain and trade issues.

Caribbean Community Common Fisheries Policy

The Draft Agreement Establishing the Caribbean Community Common Fisheries Policy (CCCFP) was guided by international policy instruments. National level policies should be guided and aligned to the objectives of the CCCFP. The regional policy focuses on such things as sustainable development;

harmonisation of management measures; improving the welfare and interests of fishermen; preventing and eliminating Illegal, Unreported and Unregulated (IUU) fishing; and building institutional capacity and modernizing fisheries legislation (please see presentation attached at Appendix 4) . A Plan of Action for the CCCFP had been drafted though it was not yet available for wide distribution. The CRFM was seeking further input and was in consultation with fisherfolk in its continued development. The mentors could help their mentee organisations to review the CCCFP and provide input into the Plan of Action.

The CNFO Coordinator highlighted the CNFO's engagement in relation to these policies.

- CNFO was at an infancy stage when the CCCFP was first being developed. Once the CNFO became visible, however, members were able to provide traditional knowledge and were active participants in the drafting of the policy.
- CNFO garnered the issues that affected fisherfolk and then developed a statement/common position which was presented at the table for discussion.
- Partnership building has been key as the CNFO has benefitted from its relationships with CANARI, CRFM and CERMES.
- CNFO also developed partnerships at the global level, with other international fisherfolk and fisheries organisations. This facilitated their participation at global meetings (COFI).
- In relation to developing the SSF guidelines, fisherfolk organisations were mainly observers and the States had the decision-making power. However, the Chair of COFI allowed civil society to make contributions to the meeting. Civil society/fisherfolk organisations lobbied with the States to push an agenda that reflected their concerns/issues.

He noted the importance of advocating for national fisheries policies which are consistent with regional and global policies, and advised the mentors that they could help build the advocacy capacity of fisherfolk organisations.

5.5 Experiences of mentors in supporting fisherfolk

During this session, participants were asked to undertake a small group exercise to share their experiences as mentor supporting fisherfolk organisations. The session was facilitated by the Technical Officer, CANARI.

Participants were split into groups of five (5) and collectively reflected on their mentoring experience in a "reflection circle". Each group was asked to reflect on and respond to the following questions:

- In what ways/roles have you interacted with fisherfolk organisations?
- What images or ideas did you have of fisherfolk organisations before you started to interact with them?
- Did your pre-interaction ideas change after working with fisherfolk organisations? How?
- What are some successes as a mentor (or other form of interaction) that you would like to share?
- What are some challenges you experienced as a mentor (or other interaction)?
- How did you benefit from being a mentor?
- What was your approach to mentoring?

- What recommendations do you have for other mentors?



Figure 5.2CNFO coordinator, Mitchell Lay, shares some points with one of the groups during the reflection exercise

After the group sessions, participants reconvened in plenary and shared their experiences. Some of the responses from the exercise are presented in Table 5.1 below:

Table 5.1: Responses from reflection circle exercise on mentoring experiences

Reflection question	Responses
In what ways/roles have you interacted with fisherfolk organisations?	<ul style="list-style-type: none"> ○ Mentor ○ Trainer ○ Coach ○ Assisting with project implementation (Technical assistance) ○ Consultant ○ Director of Fisheries ○ Customer/consumer ○ Mediator
What images or ideas did you have of fisherfolk organisations before you started to interact with them?	<ul style="list-style-type: none"> ○ Men dominated fisherfolk cooperatives ○ Fisherfolk organisations never lasted long ○ Fishers come together only when problems arose ○ Fishers were not organised ○ Fishers were distrustful ○ Fisherfolk organisations were poorly managed ○ Fishers were difficult to work with

<p>Did your pre-interaction ideas change after working with fisherfolk organisations? How?</p>	<p>Yes:</p> <ul style="list-style-type: none"> ○ There are a lot of women in fishing cooperatives ○ In Saint Lucia the groups stay together after a problem is solved ○ Management skills were better than expected ○ Fishers were already organised <p>No:</p> <ul style="list-style-type: none"> ○ Trust is an issue in fisherfolk organisations ○ Fishing groups don't last very long (with the exception of groups in Saint Lucia)
<p>What are some successes as a mentor (or other interaction) that you would like to share?</p>	<ul style="list-style-type: none"> ○ Helped with the formation of the National Fisherfolk Workshop in Anguilla ○ Assisted in the development of business plans for the fisherfolk organisation for the Eastern Caribbean Marine Managed Areas Network (ECMMAN) project ○ Helped to create a more gender neutral board ○ Facilitated better sharing of experiences within the (fisherfolk) organisation
<p>What are some challenges you experienced as a mentor (or other interaction)?</p>	<ul style="list-style-type: none"> ○ Getting fishers to change old habits ○ Learning to listen to fishers ○ Getting limited support from cooperatives ○ Attracting younger fishers ○ Identifying clearly defined roles in the organisation ○ Breaking independence and individualism among fishers ○ Accessing information from Fisheries Department on technical reports ○ Communication ○ Getting consistent meeting attendance
<p>How did you benefit from being a mentor?</p>	<ul style="list-style-type: none"> ○ Developed my people skills ○ Helped me to listen more ○ Got to see fisherfolk and fisherfolk organisations from a different perspective ○ Gained new learning experiences
<p>What was your approach to mentoring?</p>	<ul style="list-style-type: none"> ○ I tried to be seen as part of the group and not an "outsider" ○ I used a participatory approach when addressing issues ○ I helped them to identify their (fishers) problems and provided knowledge on benefits and opportunities for fisherfolk groups to gain their trust ○ I did a lot of listening ○ I engaged with fisherfolk on their level
<p>What recommendations do you have for other mentors?</p>	<ul style="list-style-type: none"> ○ Be yourself ○ Be patient ○ Do not hand down your ideas to the fisherfolk organisations. Use participatory approaches to arrive at decisions.

	<ul style="list-style-type: none"> ○ Have an open mind ○ Encourage participation ○ Remind them of your role as mentor ○ Know your audience (e.g. literacy levels, etc.) ○ Be a facilitator of change not an enforcer ○ Obtain proper knowledge on fisheries policies ○ Create a comfortable atmosphere
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5.6 Development of skills in mentoring

The facilitator for the session, Technical Officer, CANARI, went through a PowerPoint presentation which covered some basic aspects related to mentoring (please see presentation attached at Appendix 5), such as:

- What is mentoring
- Difference between mentoring, coaching and training
- Capacities of mentors
- The mentoring model
- Developing individual FF Mentor’s Work Plan

To make the session interactive, the mentors and other participants were encouraged to engage in plenary discussions at specific points during the presentation and share their practical experiences as being mentors. The highlights from the plenary discussions are presented by topic below.

Defining a mentor

Three definitions of mentoring, set out below, were provided during the presentation:

- Mentoring is a relationship which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process. *Mentoring Made Easy: A practical guide for managers (1997)*
- Mentoring is a power free, two-way mutually beneficial learning situation where the mentor provides guidance, shares knowledge and experiences using a low pressure, self-discovery approach. *Matt Starceovich (2009) Center for Coaching & Mentoring, Inc.*
- Mentoring is a developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person’s growth, knowledge, and skills, and responds to critical needs that prepares the individual for greater productivity or achievement in the future. *CWIT Mentoring Tool Kit (2004)*

Participants were asked to indicate whether they agreed with the definitions and then asked to add to the definitions if they felt they were incomplete. They added the following statements:

- Relationships are two way undertakings, and mentoring is a two way relationship between the mentor and the mentee. Two way communication is also included in this relationship

- Trust between the mentor and the mentee is very important. Mentors should be aware that conflicts are also a part of relationships, and should be properly managed in the mentor mentee relationship.

Managing conflicts in the mentor mentee relationship

The mentors agreed that drawing from managing conflicts in everyday experiences would help in managing conflict in the mentor mentee relationship. It was suggested to the mentors that they could draw on their experiences in managing conflicts within a marriage relationship (as most of the mentors were married) and use that knowledge to assist them in managing conflict in the mentor mentee relationship. Mentors were also asked to assist each other in handling conflict in their various mentor mentee relationships.

In examining the mentor/mentee relationship, mentors were reminded of the five (5) stages of relationships - acquaintance, build-up, continuity, deterioration and termination and encouraged to keep a close watch on what stage their mentor mentee relationships were currently at. Mentors were also advised that where relationships were determined to be in the deterioration phase, that actions should be taken to build up the relationship and get it back to the continuity phase.

Establishing trust

In response to a query on how to handle a case where fisherfolk were reluctant to allow the mentor into the “trust circle” of the fisherfolk organisation, it was suggested that the mentor could demonstrate to the fisherfolk that he/she was capable of assisting them to get things done, by successfully bringing an issue to an expected end, with and for the fisherfolk. This would encourage the fisherfolk to trust the mentor as someone who could assist them in bringing issues to a successful end. This can be described as “*a short term achievements to establish trust*”. However, it was pointed out that mentors should be careful with using this method as it could lead to total dependence on the mentor (development of a *dependency syndrome*).

Mentors were reminded that the preferred situation was for the fisherfolk to be in the lead position on issues. Mentors must be careful to assist the fisherfolk in their development so that the fisherfolk could take the lead position on issues. Mentors were also encouraged to form relationships with personnel from the Cooperative Department who could assist them in their growth as mentors.

Difference between mentoring, coaching and training

The facilitator indicated that one of the differences between mentoring coaching and training was that the mentees (the learners) set the direction and the agenda for interactions with their mentors, while in a coaching or training relationship the trainers/coaches set the direction for the interaction with the learners.

It was pointed out by a participant that the fisherfolk (the mentee) responded to and were expecting that the mentor would be able to provide skills, leadership and help, and were also interested in what

connections the mentor could bring to the table to open up opportunities for the fisherfolk. In this instance, the traditional views/methods of mentorship was not applicable, so in some scenarios the soft methods may have to be abandoned in the face of tough situations. As such, the method of either mentoring, coaching or training would depend on the situation in which the mentor has to work. It was suggested that though each scenario might demand different interventions, the main focus of mentoring should be to build or develop the abilities/capacities of the mentee.

In a situation in which a mentor was involved in promoting the formation of new groups, it was indicated that the groups were being taken through the different stages of group formation (forming, storming, norming and performing), with the main issue being that the groups seemingly wanted to skip stages of the process and proceed to the performing stage right after the forming stage. Given this scenario, the mentor indicated that the role being played here was one of facilitator, with a query as to whether there was a difference between a facilitator and a mentor. In response, it was pointed out that facilitating was one tool of mentoring.

Capacities of mentors

The facilitator pointed out to the participants that an effective mentor was someone who manages the relationship, encourages, nurtures, teaches, offers mutual respect and responds to the mentee's needs using the skills of knowledge, values, feelings, attitudes, relationships and resources.

In the discussion that followed, the participants added that mentors should be patient and flexible and in the face of conflict should ensure that the dignity of all is maintained. It was also agreed that in most situations, the mentee had the answer to the issue affecting him/her and the job of the mentor was to encourage and ask questions until the mentee recognised the answer to his/her situation/question.

In terms of a definition of "nurture". Participants offered various explanations such as helping, guiding, protection and trust, with examples such as taking baby steps / taking it small and slowly and convincing someone to take a medicine that is not liked, in order to get better.

Mentors were advised that they would often be called upon to assist the mentee in situations that could require a range of skills (could be seen as wearing different hats), so they were encouraged to use their different skills as the need arose.

5.7 Development of skills facilitation

The Senior Lecturer, CERMES, facilitated this session which had as its objectives to discover the mentors' views and experience with facilitation; discuss the difference between facilitation other group process skills; present on basics of professional facilitation and allow participants to practice some of the basics of facilitation. .

A PowerPoint presentation which covered some basic principles related to facilitation was made (please see presentation attached at Appendix 6). The co-facilitator elaborated on the definitions and differences between chairmanship, resource person, trainer and facilitator. These were given as:

- **Chairmanship** – control, authority or power conferred on the chairperson for the situation
- **Resource person** – person possessing skills, knowledge in a particular area.
- **Trainer** – person with skills or knowledge who transfer that skill or knowledge to others
- **Facilitator**– person skilled in extracting/pulling out information from individuals or groups (this is a grey area but it is not exactly the same as mentoring).

Mentors were encouraged to analyse which tool is needed at what time (which hat to wear at what time).

Other points made during the presentation included the use of control/authority during the facilitation process (control to make sure that all the views are expressed); using creativity to pull out information and provide explanation to participants (for example asking individuals to express their personal dreams and vision so that they could better understand that there is also a vision for the organization) and using ice breakers.

There was also discussion on the facilitation preparation and planning process - the why, who, when, where what of planning. On the point of *when* to facilitate, the mentors highlighted that a rule of thumb is to be practical.

Discussion

In response to a query as to whether or not provision of incentives (in particular, a stipend) to fishers would encourage them to attend meetings, the consensus was that stipends/money would motivate fishers to attend meetings. However, they might only be in attendance to collect the incentive and not because they wanted to genuinely participate or assist. Participants agreed that money was not a good incentive.

In relation to a comment that there was always a “*political what*” in the Caribbean, participants noted that mentors should be mindful of the political environment in which they operated.

The presentation and discussion was followed by a short group work exercise in which participants were asked to organise into small groups and select a scenario with a fisherfolk organisation that they think could benefit from professional facilitation. Groups were asked to briefly set out, the scenario and the critical points to consider in planning facilitation. The groups reconvened in plenary and reported on key learning from the exercise. The scenarios, planning points and key learning are set out in Table 5.2 below

Table 5.2: Scenarios, planning points and key learning from facilitation small group work

Scenario	Planning for facilitation	Key learning
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<p>Fishers believe that capturing sea turtles is a part of tradition. They believe the ban on sea turtles should be lifted.</p>	<ul style="list-style-type: none"> ○ Understand why and when the ban was implemented. ○ Get information on the current status of turtle stocks ○ Be clear about the interpretation of the situation from both parties (law makers and fishers) ○ Understand the impacts of the ban ○ Hold consultations with both parties separately and together 	<ul style="list-style-type: none"> ○ Be aware that you may not reach a consensus and that a plan of action would be needed for further consultations ○ Facilitator should remain neutral ○ Manage personalities and emotions by setting ground rules ○ Don't pre-empt the outcome
<p>To prevent conflict between fisherfolk and government in the acquisition of a lot of land</p>	<ul style="list-style-type: none"> ○ Meet with all stakeholders (fisherfolk, Department of Lands and Planning) ○ Seek advice from resource persons to clarify options and provide direction ○ Seek feedback from stakeholders in arriving at a decision ○ Apply for the plot of land 	<ul style="list-style-type: none"> ○ At the outset of the scenario it looked as if it would be about land acquisition but it was about conflict resolution
<p>Presenting a project proposal to fishers to use fish by-products to manufacture a manure for plant-based agriculture</p>	<ul style="list-style-type: none"> ○ Meet with fisherfolk to discuss the project ○ Collaborate with the Fisheries Division and CARDI to organise training in processing, marketing and labelling ○ Set up processing plants 	

5.8 Development of skills in project development

During the workshop it was noted that nine (9) fisherfolk groups under the SCFPG project had developed project proposals and received conditional approval for small grant funding from the Fisherfolk Strengthening Fund to implement their projects. It was further noted that project development was a key capacity that needed to be continued to be developed among fisherfolk organisations in the Caribbean and that this was a key area in which mentors could play a role.

The Senior Lecturer, CERMES, co-facilitated the session on project development, noting that the objective of the session was mainly to refresh mentors' experiences with project development as many of them in their various professional capacities would have been engaged in project development at some point. Participants were provided with an overview of the basic project cycle and its stages and the principles of adaptive management (please see presentation attached at Appendix 7).

Discussion

The presentation was followed by group work exercise in which participants were asked to identify the main points that a mentor should bear in mind when mentoring on project development. Responses included:

- Help the mentee to identify a need for a project to address. This can be done by undertaking a needs assessment. Prioritising needs is important.
- Determine the scope of the project (clearly defines goals, objectives and expected outcomes).
- Ensure that the project is aligned with the strategic plan for the fisherfolk organisation.
- Determine the feasibility of the project.
- Determine how long the project will take to implement and how it will be financed. Identify possible sources of funding (e.g. donor funding).
- Prepare a project proposal.
- Let the mentee know that implementation will require commitment by all of the group.
- Implementation should be strategised before-hand.
- During implementation monitor and evaluate progress.



Figure 5.3 Participants share in plenary, their main points from the project development group work exercise

5.9 Status of fisheries in Anguilla

Mr. Kenroy Rawlins, Fisheries Officer, Department of Fisheries and Marine Resources (DFMR), Anguilla presented the group with information on the status of fisheries in Anguilla (see presentation attached at Appendix 8). Also, Mr. Lindsay Richardson, Fisherfolk Action Learning Group (FFALG) member for Anguilla (under the SCFPG project) presented on some of the key challenges affecting fisherfolk and fisherfolk organisations in Anguilla that had been identified during consultations held with fishers during 2013-2014, (see presentation attached at Appendix 9). The purpose of the presentations was to familiarise mentors with the fisheries situation in Anguilla, with emphasis on issues related to

governance, policy and food security, so that they could compare and contrast their situation to that observed in their own countries and bring the noted similarities and differences into the project development discussions in the field and for the remaining sessions.

Some of the highlights from each presentation are presented below.

Status of fisheries in Anguilla

- Fishing is mainly artisanal and contributes over 1.2% to the GDP
- There are 6 landing sites (Island Harbour, Crocus Bay, Road Bay, Cove Bay, Blowing Point Bay and Forest Bay) and approximately 200 fishers.
- In 2014, 752 metric tons of fish were landed, valued at more than EC\$184,654.00
- Main markets are restaurants associated with hotels, local restaurants, local markets, St. Martin and the French Caribbean islands, USVI and Puerto Rico

Challenges for fisherfolk included no processing plants for storage and marketing; marketing is too dependent on the hospitality industry; and high cost of fuel and fishing goods

Challenges for DFMR included small staff complement of eight; inadequate stock assessment; limited data due to lack of cooperation; fishers distrust of Government; outdated and ineffective legislation; and near-shore stocks depleted



Figure 5.4 Mr. Kenroy Rawlins, Fisheries Officer with the DFMR, presenting on the status of fisheries in Anguilla

Challenges experienced by fisherfolk in Anguilla

- A culture of independence in doing business and consequently an inherent distrust which has historically obstructed the coming together of fishers to do joint ventures/projects. Hence the lack of a collective and unified voice to approach and lobby government and to influence policies affecting fishers.

- The formation of the Anguilla Fisherfolk Association (AFFA) in April 2015 provided a window of opportunity to break through and address critical issues affecting food security under three categories: advocacy, supply and marketing.
- Need for fuel pumps at key ports for easier access by fishing vessels.
- Limited availability of parts, supplies and bait locally.
- Inadequate cold storage.
- Lack of a flake ice machine on the island that could adequately supply all the fishers.
- Inadequate infrastructure, such as landing and fish processing facilities that would meet the required standards for export to regional and international markets.
- Small local market
- Inadequate legal and institutional framework to address issues of quality assurance and food safety, to promote and facilitate the marketing of fish and fish products at the local, regional and international levels.

Following the presentations participants were taken on a field trip to visit the various fish landing sites in Anguilla and the Viceroy Hotel to observe first-hand some of the challenges identified in the presentations. The notes from the field exercise are attached at Appendix 10.

5.10 Development of in skills in project preparation, management and monitoring and evaluation

Senior Lecturer, CERMES, facilitated the sessions on project preparation, project management and monitoring and evaluating projects. The purpose of the sessions was to briefly reacquaint the mentors with the basic principles of each topic by going through short PowerPoint presentations on each topic (See presentations attached at Appendix 11a -c) and facilitate learning by doing through small group work. The small group work provided the mentors with the opportunity to think through the mentoring process if they had to provide support to their respective fisherfolk organisations in each topic area.

Project preparation

After going through some key points related to preparing a project, the groups undertook a small group exercise in which they selected a realistic project preparation scenario from a fisherfolk organisation proposal that they were familiar with and undertook a brief feasibility analysis that considered the following:

- | | |
|-------------------------------------|---|
| ○ Background of the project | ○ Detailed description of the project |
| ○ Information on the project site | ○ Scope of the project and project site |
| ○ How the project was formulated | ○ Analysis of technical feasibility |
| ○ Major policy issues of the sector | ○ Availability of materials and labour |
| ○ Policy responses to the sector | ○ Estimate of the project cost |
| ○ Objectives of the project | ○ Implementation schedule |
| ○ Analysis of the necessity | ○ Institutional arrangements |
| ○ Comparison of viable alternatives | ○ Uncertainties and project risks |

- Adaptation option measures
- Approval recommendations

The groups were asked to outline the scenario and use the feasibility analysis headings to sketch out the major considerations they would likely address as a mentor and then reconvene in plenary to share their key learning from the group exercise. Some of the responses from the plenary discussion are presented below:

- The feasibility analysis exercise would give fisherfolk a better understanding of what is involved in project development and help to improve articulation of their ideas
- Fisherfolk may be aware of what they want but not in terms of project costs, so the analysis is a good opportunity to start thinking about these things
- Mentors must be aware of overarching fisheries policies
- The mentor should be aware of appropriate project partners
- The mentor may have to play different roles in this situation e.g. resource person and coach
- Mentor's should be knowledgeable of the feasibility analysis process and show competence
- A fisherfolk organisation could be easily intimidated by this process if they don't know what their contributions are
- The process can be a mutually beneficial one, in terms of learning, for the mentor and mentee
- The mentor should have a clear idea of what the mentee wants before undertaking the analysis
- Be careful about how alternatives are suggested. Mentors need to be wary of forcing their ideas on mentees



Figure 5.5 Mentors from Anguilla, Grenada and Saint Vincent and the Grenadines discuss

Project management

The facilitator covered some key points on project management but noted that what was being presented only addressed the tip of a very large ice-berg of tools, skills and processes that can be used to manage projects. He used the session to briefly cover common project management tools such as the logical framework, work breakdown structure, Gantt charts, flow charts and responsibility matrix.

During the plenary discussions on project management, it was noted that while many of the tools seem technical, if the mentor had a basic understanding of what the tools were trying to achieve that this could be communicated to the mentee, and the tools could be adapted/tailored for the mentee's use based on their level of comfort. It was further noted that understanding the mentee's comfort level in using the tools would require some form of assessment. In such a case, the mentor could call upon resource persons that possess a more in-depth understanding of project management to assist with the assessment and/or further training for the mentee, if necessary.

The plenary presentation and discussion were followed by a small group work exercise in which the mentors selected a realistic project scenario from a fisherfolk organisation proposal that they were familiar with and made notes on the pros and cons of some project management tools and techniques that they could mentor on. Key learning from the exercise was reported in plenary. Some of the responses from the plenary discussion are presented below:

- It is important not to assume the mentee's reasoning ability. (Many of the mentors found that they were presenting tools based on what they thought the mentee would understand.)
- If the mentor is undertaking the assessment he/she should have a good understanding of the tools and be prepared to answer questions on the tools. If the mentor is not so well versed in the tool it may be best to call on a resource person. Remember the mentor doesn't have to know everything!
- As part of the assessment, the mentor (or resource person) should be aware of the mentee's level of computer literacy and be able to adapt tools for mentees that have lower levels of computer literacy. For example tools like the Gantt chart can be done on paper.
- Where projects are simple, it is best to limit the number of project management tools used, but it is also important to note that one tool may not have all the solutions.
- In explaining the tools to mentees, mentors (or resource persons) should make use of analogies that are familiar and that the mentee can relate to in order to break things down.

Monitoring and evaluating projects

The facilitator noted that project monitoring and evaluation can be thought of simply as the process through which those implementing a project learned from what they did during project implementation. He emphasised, however, that evaluation can occur all along the project cycle and did not have to be restricted to the end of the project. He differentiated participatory monitoring and evaluation (PM&E) from conventional monitoring and evaluation by noting that PM&E actively includes the primary stakeholders of the project in each of the stages of monitoring and evaluation process i.e. planning, gathering data, analysing data and sharing information. The mentors were encouraged to present PM&E strategies to their mentees to reinforce the need for participatory approaches in managing projects. PM&E was highlighted as being important because it facilitated the following:

- Management in close collaboration with partners and the local population.
- Learning with (not around) the local population and key stakeholders (both men and women) at different levels.

- Empowerment of the local people and partners in the field so that they own and contribute to management.
- Accountability upward (to a leader), and downward (to people we are working with).

Learning from the plenary presentation was reinforced during a small group work exercise in which mentors were asked to reflect on a project PM&E scenario from a fisherfolk organisation project that they were familiar with and discuss the main considerations that they think they would face as they mentor organisations on PM&E. The groups reconvened in plenary and reported on key learning from the exercise. Some of the responses from the plenary session are presented below:

- It is important when evaluating a project using a participatory process that a common understanding of “success” is defined. Success may be adaptive depending on changing circumstances.
- Ensure that time and funds for PM&E are considered during the planning phase for the project. You must be able to adequately fund monitoring and evaluation.
- PM&E is not an easy task, it requires a lot of time and dedication
- Develop cost effective PM&E strategies to reduce budget costs
- Mentors need to be knowledgeable about the PM&E process
- It is important that from the outset the project has clearly defined goals and objectives



Figure 5.6 Participants convene in "Dialogue Alley" to discuss key learning from the PM&E small group work exercise

5.11 Mentors present their work plans

Using a work plan template, mentors were asked to share how they would continue to provide mentoring support to the leadership of the NFOs and/or PFOs in their respective countries and at the

regional level for remainder of the SCFPG project. Work plans for Barbados, Jamaica, The Bahamas, Suriname, Montserrat, Saint Lucia and Guyana are attached at Appendix 12.

6 Workshop Evaluation

At the end of the workshop, participants were asked to complete a workshop evaluation form for the organisers to gain feedback on the impact of the workshop and how subsequent workshops could be improved. The findings of this evaluation are attached as Appendix 13 of this document.

7 Next Steps

Mentors will:

- Network via the WhatsApp group created for mentors by CNFO's Secretary, Nadine Nembhard
- Seek to implement as much as possible the activities set out in their individual work plans
- Consult with the executive of the NFOs in Dominica, Saint Lucia, Barbados, Jamaica, Anguilla, Grenada, St. Vincent and the Grenadines and Suriname to decide on dates for their respective national fisherfolk workshops.
- Assist their mentee organisations with sourcing funding for projects

CANARI will:

- Make all workshop materials available to mentors by way of Dropbox
- Follow-up with mentors regarding the confirmed dates for the national fisherfolk workshops and provide further information on the arranging and convening of the workshops.

Appendix 1: Final FFMW, Anguilla -Participants List

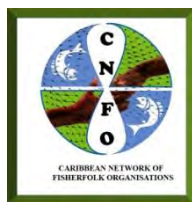
Participants List Final regional training of trainers workshop for fisherfolk mentors

No	First Name	Last Name	Job Title/Position	Department	Organisation	Telephone	Telephone Mobile	Email 1
1	Kafi	Gumbs	Director	Department of Fisheries and Marine Resources	Government of Anguilla	1 264 497 2871	1 264 584 9998	Kafi.Gumbs@gov.ai
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15	Patrick	McConney	Senior Lecturer	Centre for Resource Management and Environmental Studies (CERMES)	The University of the West Indies			patrick.mcconney@cavehill.uwi.edu
16	Mitchell	Lay	Coordinator		Caribbean Network of Fisherfolk Organisations (CNFO)			mitchlay@yahoo.co.uk
17	June	Masters	Statistics and Information		Caribbean Regional Fisheries Mechanism (CRFM)	1 784 457 3474	1 784 433 6842	june.masters@crfm.net
18	Melanie	Andrews	Technical Officer		Caribbean Natural Resources Institute	1 868 626 6062		melanie@canari.org
19	Farah	Mukhida	Executive Director		Anguilla National Trust			fmukhida@hotmail.com

20	Aristo	Richardson			Anguilla Fisherfolk Association			ladymaude99@hotmail.com
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CANARI/CNFO/UWI-CERMES/PANOS/CRFM: Enhancing food security from the fisheries sector in the Caribbean: Building the capacity of regional and national fisherfolk organisation networks to participate in fisheries governance and management

Final Regional Training of Trainers Workshop for Fisherfolk Mentors

July 6 - 9, 2015

Workshop objectives:

By the end of the workshop, the fisherfolk mentors will have:

- strengthened their capabilities in mentoring and facilitation
- developed their capabilities in project development, project management and monitoring and evaluation
- enhanced their understanding of the implications of key policies for sustainable small-scale fisheries development in the Caribbean
- become familiar with the positions of fisherfolk on key fisheries and related policies and how they plan to engage in advocacy and awareness

***Draft Agenda**

Monday, 6th July	
8:30 am	Registration
9:00 am	Opening Ceremony
10:00 am	Health Break
10:30 am	Welcome, introductions, expectations, review of workshop objectives and agenda, workshop roles, logistics
11:40 am	Progress report on project implementation
12:30 pm	Lunch

1:30 pm	Fisherfolk engagement in policy influence
2:45 pm	Health Break
3:00 pm	Experiences of mentors in supporting fisherfolk organisations
4:30 pm	End of Day 1
6:00 pm	Group dinner (Leave hotel by 5:45pm; return to hotel by 8:30pm)
Tuesday 7th, July	
9:00 am	Review of Day 1
9:20 am	Development of skills in mentoring <ul style="list-style-type: none"> • What is mentoring • Difference between mentoring, coaching and training • Capacities of mentors • The mentoring model • Developing of individual FF Mentor's Work Plan
10:30 am	Health Break
11:00 am	Development of skills in facilitation <ul style="list-style-type: none"> • Discover participant views and experience with facilitation • Difference between facilitation other group proces skills • Presentation on basics of professional facilitation • Participants practice some basics of facilitation
12:30 pm	Lunch
1:30 pm	Development of skills in project development <ul style="list-style-type: none"> • Case study: Fisheries in Anguilla
2:00 pm	Field Trip
4:30 pm	End of Day 2
Wednesday 8th, July	
9:00 am	Review of Day 2
9:20 am	Review of the project cycle and promoting adaptation for development

10:30 am	Health Break
11:00 am	Project preparation: Deciding what and how to do
12:30 pm	Lunch
1:30 pm	Project management: doing it good
3:00 pm	Health Break
3:15 pm	Project monitoring and evaluation: Learning as to do things better
4:30 pm	End of Day 3
Thursday 9th, July	
9:00 am	Review of Day 3
9:10 am	Presentation of individual FF Mentor's work plan
10:45 am	Next steps
11:30 am	Workshop evaluation
12:15 pm	Wrap-up, thanks and closing remarks
12:30 pm	End of Workshop and Lunch

**Please note that some agenda items are still subject to change*


Appendix 3: Introduction and progress report of the SCFPG project



Introduction and Progress Report

Final Regional Training of Trainers Workshop for Fisherfolk Mentors
Anguilla
6 – 9 July 2015

Strengthening Caribbean Fisherfolk to Participate in Governance project



Introduction

- Seeks to enhance the capacity of fisherfolk organisations to participate effectively in fisheries governance and management of shared living marine resources to improve food security in the Caribbean region.
- Project targets the CNFO and its member NFOs in 17 CRFM/CARICOM countries [Anguilla, Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St. Kitts and Nevis, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago and Turks and Caicos Islands]



Introduction cont'd

- 4 year project (January 2012 to December 2016)
- Funded by the European Union EuropeAid Programme €1,032,099
- Being implemented by 5 partners (Project Steering Committee):
 - Caribbean Natural Resources Institute (CANARI)
 - Centre for Resource Management and Environmental Studies (CERMES) of the University of the West Indies (UWI)
 - Panos Caribbean
 - Caribbean Network of Fisherfolk Organisations (CNFO)
 - Caribbean Regional Fisheries Mechanism (CRFM)



Specific objectives

- i. strengthen the CNFO and its member NFOs in the CARICOM countries
- ii. build the capacity of the regional and national networks of fisherfolk organisations and their individual members to better participate in fisheries governance and management at the national and regional levels
- iii. enhance communication within and among the networks of fisherfolk organisations for exchange of information, collaboration, and development of consensus on policy for the governance of Caribbean fisheries in relation to food security
- iv. improve the effectiveness and equity of participation of fisherfolk in decision-making processes in the governance of Caribbean fisheries in relation to food security.



Project implementation and monitoring and evaluation



Activities

- Update the Needs Assessment (2005)
- Establish Fisherfolk Leaders Action Learning Group to support effective participation of fisherfolk and their organisations in governance and management of the small scale fisheries sector in the Caribbean – **4 meetings**
- Train mentors to assist fisherfolk organisations in the 17 countries in building their capabilities for governance – **2 meetings**
- Convene national workshops in 8 countries to identify challenges to fisherfolk in FFOs playing an effective role in fisheries governance and management; identify priorities for strengthening FFOs; identify opportunities for FFOs to address some of the challenges by getting involved in key national, regional and global policy and decision-making processes; and confirm which challenges the project can help to address under the SGF (FSF) – **2 sets of workshops**



Activities cont'd

- Produce participatory video products and other communication products to enhance vertical communication with decision-makers as well as horizontal communication with fisherfolk in other countries that may not be part of the project [policy influence]
- Sponsor fisherfolk participation in key regional meetings to give fisherfolk strategic opportunities to directly participate in high-level regional decision-making on fisheries governance and management
- Implement the Small Grants Facility [total €100,000] - at least 15 grants of €1,000 - €10,000 will be made available to registered fisherfolk organisations to be used to strengthen their capacity to participate in governance.



Work Plan for 2015

- Award, implement and monitor FSF projects (November 2014 – October 2015)
- Facilitate and report on the final training of FF mentors workshop (July 2015)
- Facilitate and report on the second set of national fisherfolk workshops in 8 focus countries (July – September 2015)
- Facilitate and report on the third FFALG (& PV) workshop (September/very early October, 2015)
- Keep updated and facilitate online project webpage and input into discussion forum
- Support and facilitate participation of fisherfolk representatives in at least two key decision-making meetings.



Achievements to date

- Updated the Needs Assessment
- Established the Fisherfolk Action Learning Group. The Second Regional Workshop for the Caribbean Fisherfolk Action Learning Group was held in the Bahamas from October 20-24, 2014.
- Established a group of mentors to provide support to local, national and regional fisherfolk organisations in the Caribbean islands to enable them to more effectively participate in fisheries governance and management. The First Regional Training Workshop for the Mentors was held on November 19 – 22, 2013, in Saint Lucia.
- Completion of first round of national fisherfolk workshops in Barbados, Dominica, Grenada, Jamaica, Saint Lucia, St. Vincent and the Grenadines and Suriname [December 2013 – June 2014]. Scoping visit to Anguilla.



Achievements cont'd

- Conducted PV workshop for fisherfolk in TnT (Matura – Matelot), August – September 2014. PV produced (Fishing for a living: North Coast facilities. PV was also done at the Second FFALG Workshop in the Bahamas on IUU Fishing. PV being edited.
- CNFO participation in 2WSFC, Mexico, September 2014; CWA, Suriname, October 2014, and GCFI, Barbados, November 2014.
- Launched the Fisherfolk Strengthening Fund – September 12 to October 31, 2014.
- Independent Mid-Term Evaluation, October 15 – December 15, 2014 (still in progress)



National Fisherfolk Workshops

Building the capacity of national fisherfolk organisations



Purpose

- to build capacity of national fisher networks to participate in fisheries governance, to include: (a) analysis of issues at the national level; (b) analysis of policy and planning initiatives at the national level and opportunities for fisherfolk participation; (c) review or validation of policy positions and the communication plan components; (d) analysis of capacity needs by fisherfolk organisations to effectively participate in governance and management.



Some of the areas in which common challenges identified included...

- Internal governance
- Leadership
- Management and membership of fisherfolk organisations
- Financial sustainability
- Cost of operations
- Marketing
- Onshore infrastructure



- Social security
- Youth in fisheries
- Conflict management
- Importance of fisheries/status
- Fisheries policy and management
- Praedial larceny
- Illegal Unregulated and Unreported Fishing (IUU)
- Environmental protection



Fisherfolk Strengthening Fund (FSF)

- Purpose: to support activities (projects) by fisherfolk networks to build capacity to participate in fisheries governance and management
- Total fund of maximum €100,000,
- awarding grants, within the range of €\$1,000 - \$10,000.



More about the FSF

- Fisherfolk Strengthening Fund was launched – September 12 to October 13. Extension to October 31 (request from SVG, hurricane Gonzalo and shut down of Anguilla).
- 16 proposals received from 9 countries (Anguilla, Belize, Grenada, Guyana, Haiti, Jamaica, Saint Lucia, Trinidad and Tobago, Turks and Caicos)
- Projects were:
 - ✓ pre-screened to ensure that they met the basic criteria of the FSF
 - ✓ reviewed by a panel of reviewers: Dr. Patrick McConney (UWI-CERMES), Mr. Mitchell Lay (CNFO), Raymon Van Anrooy (FAO), Mrs. Anna Hadeed (CANARI), Mr. Terrence Phillips (CANARI)
 - ✓ Successful proposals were given conditional approval and then taken through a participatory technical review and refinement phase where CANARI provided assistance with refining the proposals for implementation. (March – June, 2015)
 - ✓ Currently in the finalization and contract agreement phase.



- 11 proposals received conditional approval (2 T&T proposals combined, 3 Saint Lucia proposals with similar objectives set out in 2 stand-alone proposals) – March, 2015
- Total of 9 proposals moving forward (Anguilla, Belize, Guyana, Haiti, Jamaica, Saint Lucia, Trinidad and Tobago, Turks and Caicos)
- Summary of conditionally approved fisherfolk strengthening fund projects



Fisherfolk Mentors' Programme

Role of the mentors



How it started

The establishment of the regional group of fisherfolk mentors (FF mentors) and the development of their capacities to assist fisherfolk organisations in the 17 project countries got on the way at the *Regional Training of Trainers Workshop for Mentors*, which was held in Saint Lucia, November 19 - 22, 2013.



Purpose of the FF Mentors

- To provide direct support to fishers and their networks for their participation in governance.



Purpose of the FF Mentors Workshops

- to develop the capacities of the mentors to assist fisherfolk organisations
- to share knowledge and experiences
- to learn and get better



How the FF Mentors can support

- In collaboration with NFOs/Lead PFOs, arrange and co-facilitate the second round of National fisherfolk workshops in the eight project countries on project proposal development
- Support the fisherfolk organisations in terms of implementing, monitoring and evaluating their FSF projects



Developing a work plan

- See work plan outline in Dropbox
- To do as home work and present on last day of the workshop



For more information contact
CANARI

<http://www.canari.org/cm2.asp>

Appendix 4: Caribbean Community Common Fisheries Policy



THE DRAFT AGREEMENT ESTABLISHING THE CARIBBEAN COMMUNITY COMMON FISHERIES

INTRODUCTION/PREAMBLE

The Agreement starts out with a preamble or introduction which outlines the judgments, thoughts, and circumstances that were used to formulate the agreement.

- **Being guided by** the Principles and Rights enunciated in the Revised Treaty of Chaguaramas,
- **Conscious of** the decision of the Conference of Heads of Government of the Caribbean Community in 2003, to elaborate a Common Fisheries Regime;
- **Committed to** fostering cooperation and collaboration among Participating Parties in the conservation, management and sustainable utilisation of fisheries resources and related ecosystems for the welfare and well--being of the peoples of the Caribbean

THE BODY OF THE AGREEMENT- ARTICLES

- **Article 1 Definitions**
- **Article 2: Establishment of the Caribbean Community Common Fisheries Policy**
- **Article 3: Participation**
- **Article 4: Vision, Goal and Objectives.....**
- **.....Article 28: Withdrawal** – by giving written notice to the Secretary--General.

ARTICLE 4: VISION, GOAL AND OBJECTIVES

4.3 The objectives are

- (a) **promote the sustainable development of fishing and aquaculture industries in the Caribbean region** as a means of, *inter alia*, increasing trade and export earnings, protecting food and nutrition security, assuring supply to Caribbean markets and improving income and employment opportunities;
- (b) **develop harmonized measures and operating procedures** for sustainable fisheries management, post-harvest practices, fisheries research and fisheries trade and the administration of the fishing industry;
- (c) **improve the welfare and livelihoods of fishers and fishing communities;**
- (d) **prevent, deter and eliminate IUU Fishing** illegal, unreported and unregulated fishing. Including by promoting the establishment and maintenance of effective monitoring, control, and surveillance systems;
-

OBJECTIVES CONTINUED

- (e) **build the institutional capabilities of Participating Parties, *inter alia***, to conduct research, collect and analyse data, improve networking and collaboration among Participating Parties, formulate and implement policies and make decisions;
- (f) **integrate environmental, coastal and marine management considerations into fisheries policy** so as to safeguard fisheries and associated ecosystems from anthropogenic threats and to mitigate the impacts of climate change and natural disasters;
- (g) **transform the fisheries sector towards being market-oriented, internationally-competitive and environmentally-sustainable**, based on the highest international standards of quality assurance and sanitary and phytosanitary systems;
- (h) **strengthen, upgrade and modernize fisheries legislation; and**
- (i) **facilitate the establishment of a regime for SPS for the fisheries sector.**

THE CASTRIES (ST. LUCIA) DECLARATION ON ILLEGAL, UNREPORTED AND UNREGULATED (IUU) FISHING

The IUU Declaration was adopted at the 2nd Special Meeting of the CRFM Ministerial Council held in Castries, St. Lucia, on July 28, 2010.

OUTLINE OF THE DECLARATION

- 22 paragraphs of preamble (setting the context)
- Body of the Declaration, containing 7 sections and with sections 4-7 speaking to 28 specific actions

PREAMBLE (1)

1. Recognises the contribution of fisheries to human and social well-being, particularly, food and nutrition security and employment
2. Defines illegal unreported and unregulated (IUU) fishing, recognises its negative impacts worldwide, and the vulnerability of CRFM States to IUU fishing activities practiced on national, regional and international scales
3. Aware that IUU fishing practiced by both local and foreign vessels, & the fight against IUU fishing requires regional cooperation to be effective
4. Recalls international & regional laws that prescribe responsible and sustainable fisheries management, compliance with management/ conservation measures, including the FAO IPOA IUU & The CRFM Agreement, and notes importance of improved implementation of these

PREAMBLE (2)

5. Notes specific concerns about IUU impacts on health of resources, artisanal/ small-scale fisheries, and countries' economies and sustainable management efforts
6. Notes flag and port state responsibilities, coastal state responsibilities
7. Aware of the need for an effective Monitoring Control and Surveillance (MCS) system to combat IUU fishing
8. Recognises the need for regional and international cooperation and for capacity-building

BODY OF DECLARATION (SECTIONS 1-3)

1. Determined to work together (stakeholders, regional, multi-lateral partners)
2. Committed to intensifying efforts to implement the relevant international instruments
3. Committed to implement the principles contained in same declaration

BODY OF DECLARATION (SECTION 4)

RESOLVE & RENEW EFFORTS:

1. Integrated approach (social, economic, environmental) & considering varying state responsibilities under international law
2. Phased implementation via national & regional plans of action
3. Adopt management actions for long term sustainable use of resources
4. Revise legislation and regulations, with strong sanctions to combat benefits derived from IUU
5. Work to identify, reduce/ eliminate economic incentives of IUU, and adopt market measures in accordance with international standards
6. Database of vessels in good standing
7. Participatory approach (across CRFM membership, and stakeholders)
8. Implement plans of action with transparency
9. Seek to improve capacity

BODY OF DECLARATION (SECTION 5)

CALL UPON:

1. Member States to cooperate in implementing harmonized minimum terms & conditions of MCS
2. Member States to maintain records of fishing vessels fishing within national jurisdictions & the High Seas
3. International Community to cooperate with and support CRFM States to build necessary capacity to prevent, deter, eliminate IUU

BODY OF DECLARATION (SECTION 6)

AGREE ON THE NEED:

1. Holistic & integrated approach
2. Monitor & regulate transshipment operations to prevent IUU fishing & illegal catch laundering.
3. Regional network of information exchange meshing with International MCS Network
4. Strengthen relevant coastal and port state measures
5. Further international actions against 'Flag of Convenience' vessels & require 'genuine link' between states and vessels
6. Strengthen CRFM to cope with expected contributions
7. Vessel marking requirements consistent with agreed international & regional standards
8. CRFM working group on IUU to deal with methods of data collection
9. Promote all related information exchange between states and CRFM

BODY OF DECLARATION (SECTION 7)

URGE ALL MEMBER STATES:

1. To implement relevant provisions of FAO Code of Conduct for Responsible Fisheries & Plan of Implementation of the World Summit on Sustainable Development
2. Supply information on fishing vessels to the CRFM
3. Become parties to relevant international fisheries conventions and agreements that provide support against IUU fishing
4. Supply data on authorized High Seas vessels to FAO on voluntary basis, if not yet party to the FAO Compliance Agreement
5. Exercise full control of vessels flying flag



Introduction to mentoring

Strengthening Caribbean fisherfolk to participate in governance

Final Training of Trainers Workshop for Fisherfolk Mentors


Anguilla

6 – 9 July 2015




What is mentoring?

- Mentoring is a relationship which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process. *Mentoring Made Easy: A practical guide for managers (1997)*
- Mentoring is a power free, two-way mutually beneficial learning situation where the mentor provides guidance, shares knowledge and experiences using a low pressure, self-discovery approach. *Matt Starcevich (2009) Center for Coaching & Mentoring, Inc*
- Mentoring is a developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs that prepares the individual for greater productivity or achievement in the future. *CWIT Mentoring Tool Kit (2004)*




What is the difference between...

- Mentoring
- Coaching
- Training



	Mentoring	Coaching / Training
Goal	Transformational! An expectation of change, growth, development, empowerment.	Build skill(s)
Timing of the relationship	Long term	Short to medium term
Expertise	The individual typically has a broad range of knowledge and experience and may also have a strong network of contacts	Has expertise in the required area



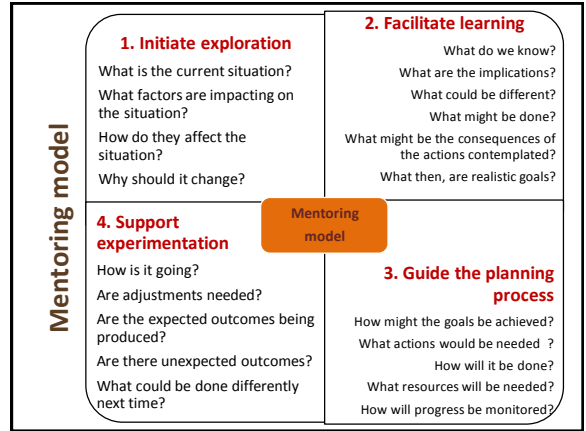
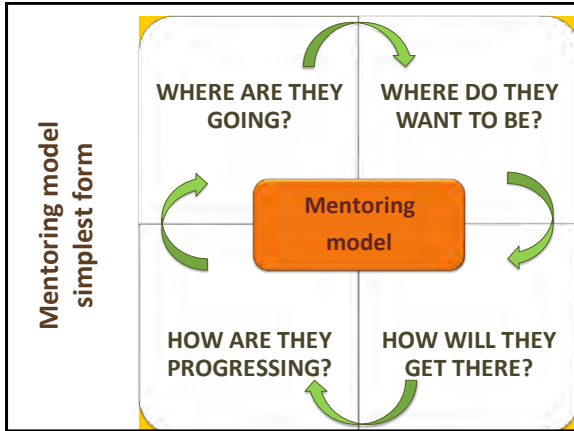
	Mentoring	Coaching / Training
Direction	Mentees (the learners) set the direction and the agenda for interactions with their mentors.	Trainers/Coaches set the direction for the interaction with the learners.
Feedback	Both mentors and mentees participate in mutual sharing and reflection	Trainers/Coaches provide feedback to the learners.



Capacities of mentors

An effective mentor is someone who:

<p>M – Manages the relationship</p> <p>E – Encourages</p> <p>N – Nurtures</p> <p>T – Teaches</p> <p>O – Offers Mutual Respect</p> <p>R – Responds to the mentee's needs</p>	<p>Skills</p> <p>Knowledge</p> <p>Values</p> <p>Feelings</p> <p>Attitudes</p> <p>Relationships</p> <p>Resources</p>
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Appendix 6 - Development of skills in facilitation

Development of skills in facilitation

they're going to make decisions. These actions that are based on an intuitive sense that something in the meeting is important. Though this is not a fundamentally important skill, it is an essential one. A facilitator focuses on the process of the meeting (meeting dynamics) allowing the participants to focus on the content of their work together.

Basic Facilitation Skills

With a Facilitator's understanding of the skill set and techniques that are the foundation for the process, the facilitator can help the participants to focus on the content of their work together.


Participants are referred to as "clients" or "customers" in the context of a facilitation process. The Human Leadership and Development Division of the American Society of Facilitators (ASFA) and the International Association of Facilitators (IAF) use these terms interchangeably. It is generally recognized that



References:
 The Human Leadership and Development Division of the American Society of Facilitators (ASFA)
 The International Association of Facilitators (IAF)
 May 2002

Facilitation


- Facilitation helps exchanges, meetings or decision-making to run smoothly and reach desirable ends.
- Facilitation, by itself, does not mean problem-solving. It is not the same as chairmanship, resource person, etc.
- The role of the facilitator is not to control a group or make final decisions on anything— it is to guide.
- The facilitator is trained to be responsible for ensuring that group processes are inclusive, productive, and effective.



3

When is facilitation useful?

- Meetings or workshop occur for a number of reasons where participants are called upon to:
 - make decisions
 - share information
 - plan work
 - create buy-in
 - solve problems
 - learn from one another
- Facilitation can be useful for these and more



A trained facilitator

- Distinguishes process from content
- Manages the client relationship
- Prepares thoroughly for planning
- Uses time and space intentionally
- Evokes participation and creativity
- Maintains objectivity at all times



5

A trained facilitator

- Reads underlying group dynamics
- Releases blocks to the process
- Adapts to the changing situation
- Shares responsibility for process
- Demonstrates professionalism
- Shows confidence and authenticity
- Maintains personal integrity



6

Styles of facilitation

- Facilitator works closely with the client
- Transparent process helps to build trust
- Acknowledge and work with
 - personal differences in style
 - differences in competencies
 - consequences for learning
- *Inside or outside the process*
- *Reflective versus problem-solving*
- *Integrative or distributive mediation*



One of the most important roles of a facilitator is to understand and question the rationale behind a participatory intervention

Table 1. Facilitation styles compared

	Reflective Facilitator	Instrumental problem solver	Distributive mediator	Integrative mediator
System thinking and practice involved	Yes	No	No	Yes, likely to be
Rationale	Communicative	Strategic	Strategic	Communicative
Position of facilitator	Facilitator is one of the actors in the process	Facilitator is outsider assisting participants in solving problem situation	Facilitator is outsider manipulating participants as strategic subjects	Facilitator is one of the participants in the process

Groot, A., & Maarleveld, M. (2000). *Demystifying facilitation in participatory development*. IIED.

Facilitator preparation and planning

- Whether you are the facilitator, or the person hiring a professional facilitator, preparation and planning makes achieving success likely.
- Preparation involves deciding what methods and tools to use/provide, depending also on the style of facilitation to be used (see slides).
- The following questions aid decision-making.

Why?

- Why is the meeting being held?
- What tasks are planned?
- What is the overall goal of the meeting?
- Is this meeting only a part of a larger goal?
- Has this been written down?



Who?

- Who is invited?
- If decisions need to be made, will the right people be present?
- Who is not going to be there?
- How does attendance affect successful completion of tasks?
- Who cannot come?
- Who is not invited? Why?



When?

- When is the meeting scheduled?
- How long should it be?
- Is there enough time?
- If it is close to lunch or dinner, should it be catered?
- How much time can be allotted for each agenda item?



Topic	Situation	Intervention
Staying on Time	The group has a lot to cover in their agenda, but they seem to go down rabbit holes and may veer off into other topics.	1. Invoke the "keep focused" ground rule: Suggest the use of a <i>Parking Lot</i> to capture items that need to be pursued, but are not the focal points for this meeting. 2. Specifically re-focus on the particular topic/agenda item: "I'd just like to remind you that we are discussing item 4, team budget, please hold discussion on other topics until we get to them."

Topic	Situation	Intervention
Never-Ending Discussion	Information Barriers Sometimes a discussion will not come to closure, usually because of information that is insufficient, inaccurate, or unreliable. Sometimes a topic leads to significant emotional reactions.	Follow the same guidelines under "Staying on Time" it may be that there is insufficient valid information to progress, in which case the team should park the item for another meeting. If the remainder of the meeting is dependant on the completion of this item, then re-schedule the meeting with action items to ensure that participants bring whatever is required next time.
	Personal Agenda or "Hobby Horse"	1. Gentle interruption:

Topic	Situation	Intervention
Conflict: Personal Attacks	Individual Attacked A group member takes "pot shots" at other team members. For example, Bill is taking 'shots' at Joe.	1. Apply gentle humor: If you don't know this team or the individuals, observe Joe's reaction and Bill's demeanor and body language. Say nothing the first time unless you are sure that it was intentional, or make light of the first occurrence: "I hope that comment isn't an indication that we need armor for this meeting." 2. Restate the ground rules: Make eye contact with Bill and say, "Our ground rules clearly state that . . . We welcome all ideas, comments that build or clarify ideas etc., but not negativity."
	Bill takes another shot	

Facilitation group work guidance

1. Form three groups, each containing a mix of facilitation experience, and men and women, speak to strangers
2. Organise yourselves with a leader, note-taker and reporter; get your minds and materials ready
3. Select a scenario with a fisherfolk organisation that you think could benefit from professional facilitation
4. On a flip chart or slide — briefly set out (a) the scenario (b) critical points to consider in planning facilitation
5. If you have time, do a short planning role play between the fisherfolk group and facilitator to test the scenario
6. In plenary you will report on key learning from the exercise so note points down on the flip chart or slide

Facilitation reporting

Scenario	
Planning points	
Your key learning	

Styles of facilitation

- Facilitator works closely with the client
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- Is there enough time?
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Where?

- Where is the meeting to be held?
- Do the participants need directions, lodging, etc.?
- Are there adequate resources (projectors, flip charts, white boards) available?
- How is the room arranged?
- Is the room appropriate for the task?
- Would it be better to have the meeting outside?



What?

- What are the possible group dynamics?
- Do participants know each other? How well?
- What is the history of the participants?
- How long have they been meeting?
- Have they had specific problems working together in the past?
- What are potential problems with this meeting?
- Can they be mitigated or eliminated before the meeting begins?



Common Ground Rules:

- Attend all meetings and be on time.
- Listen to and show respect for the opinions of others
- Follow the agenda - stay on track
- The only stupid question is the one that isn't asked
- Ensure that credit is given to those to whom it is due
- No disruptive side-conversations
- Cell phones and pagers off

Ground rules

- Social contract amongst the participants, and with the facilitator, for the duration
- Process of negotiating and agreeing on the ground rules can be as key as the product
- Not all events need them
- If ground rules are abused it may be worse than having no ground rules at all ... be wise

Using cards to analyse ideas



Focus
Query
Think
Write
Share
Sort
Analyse
Learn

Remember, however, that —
Discussion is not a substitute
for good data and information

meeting on track, with example suggestions on how to intervene in each situation

Keeping on track

- ☞ Side-Bar Conversations
- ☞ Staying on Time
- ☞ Never Ending Discussion
- ☞ Conflict (personal attacks)

Keeping the team on track
The team on track
includes the use of
appropriate process interven-
tion. Process interven-
tion is an interruption by
the process and conversation
in order to return to
Desirable outcomes can
be achieved if the
ground rules or group norms are always
stated and followed. The facilitator
should always start the meeting by
repeating the ground rules and
encourage participants to
support them. The facilitator should
also use the ground rules to
balance the discussion.
2. Selecting the right tools for
these occasions requires
good planning and skills

Topic	Situation	Intervention
Side Bar Conversations	A member of the group is having side-bar conversations with other participants throughout Sam's presentation.	1. A friendly reminder: "Just a reminder, we agreed to 'one conversation at a time' in our ground rules for today."
		2. Direct the reminder: Make eye contact (with Susan) and restate, "One conversation at a time please."
		3. Personalize it: "Susan do you have a clarification question for Sam?" or "Susan I can see that you have something to contribute; when Sam has finished we'll hear from you."

Topic	Situation	Intervention
Staying on Time	The group has a lot to cover in their agenda, but they seem to go down rabbit holes and may veer off into other topics.	1. Invoke the "keep focused" ground rule: Suggest the use of a <i>Parking Lot</i> to capture items that need to be pursued, but are not the focal points for this meeting. 2. Specifically re-focus on the particular topic/agenda item: "I'd just like to remind you that we are discussing item 4, team budget, please hold discussion on other topics until we get to them."

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6. In plenary you will report on key learning from the exercise so note points down on the flip chart or slide

Facilitation reporting

Scenario	
Planning points	
Your key learning	

Fisheries in Anguilla



Presenter: Fisheries Officer, Mr. Kenroy Rawlins
 Date: Tuesday 7th July 2015
 Venue: Paradise Cove, Cove Bay Anguilla
 CANARI Fisherfolk Mentorship Workshop 6th-9th July 2015

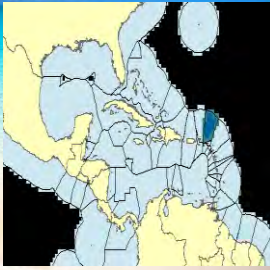
DFMR Responsibilities

- Fisheries
- Coastal Resources
- Marine Parks

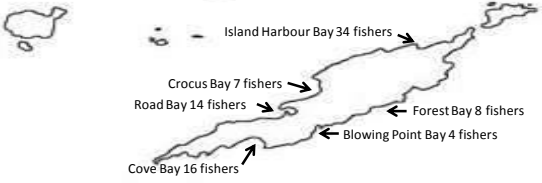
Mission of the DFMR
 To manage & regulate the use of Anguilla's fisheries and marine resources, in a suitable manner, for the maximum economic & recreational benefit of the people residing in Anguilla

Introduction

- 85,500sq km EFZ, it extends 200miles north into the Atlantic Ocean
- Fishing is mainly artisanal. Fishers use 35-40miles of the EFZ
- Fishing contributes over 1.2% to the islands gross domestic product



Landing sites



Anguilla

- Island Harbour Bay 34 fishers
- Crocus Bay 7 fishers
- Road Bay 14 fishers
- Forest Bay 8 fishers
- Blowing Point Bay 4 fishers
- Cove Bay 16 fishers

83 licensed fishers, estimate 200 fishers (unlicensed, part time and full time fishers)

Status of Fisheries

- Lobster *P. argus* & *P. guttatus*
- Snapper
- Pelagics (Mahi Mahi, Wahoo, Yellowfin Tuna, Sword Fish)
- Reef fish (Parrotfish, grunts, grouper, hinds)
- Queen Conch *S. gigas*
- Seine fishery (Jacks, Scads, Cavalli, Ballyhoo)
- In 2014 752 metric tons of fish was landed, valuing more than EC\$184,654.00

Gear Type



Markets



- Restaurants associated with hotels
- Local restaurants
- Local markets
- St. Martin & French Caribbean
- USVI & Puerto Rico
- (Need reliable export markets)



Opportunities & Challenges of Anguilla's Small Scale Fishery



Opportunities

- Small easy to manage vessels
- Speed, get to fishing site quickly
- Intimate relationships with markets
- Personal ownership of vessels and operations

Challenges

- Not much storage space on vessels
- Inefficient gasoline engines
- Intimate relationships with markets
- Lack of companies, individual fishing (inefficient)

Opportunities & Challenges of Anguilla's Small Scale Fishery



Opportunities

- Allow time for alternative jobs
- Easy way to earn a living
- Use of diesel engines on trawlers more efficient

Challenges

- No middleman, fisher is the 'fisher, supplier & bill collector
- No processing plants for storage and marketing
- Too dependent on the hospitality industry
- High cost of fuel and fishing goods

DFMR Challenges



- Small staff compliment of eight
- Thorough stock assessment needed
- Limited data due to lack of cooperation
- Distrust of Government
- Outdated and ineffective legislation
- Untimely landing of catch
- Near-shore stocks depleted

Building A Relationship With Fisherfolk



- Assisting with Fisherfolk Association
- Regular communication
- Outreach programs e.g. First Aid Training, Fish Hygiene, Money Management Workshop, FAD's
- Fishermen Day celebration
- Extension services

User conflict



- Hospitality industries have issues with where fishing takes place e.g. on wrecks, viceroys break water, Island Harbour channel
- Land based sources of pollution from hotels affecting coral reefs and sea grass beds

Organizational Development



- Fisherfolk Association established in December 2014
- Eight members
- Meet every 1st and 4th Saturday of the month
- Two of the most critical issues that they wish to tackle are the high cost of fuel and the removal of the tax on shelf goods for fishing

Thank you



Appendix 9 - Opportunities and challenges for Anguillan fisherfolk

ANGUILLA FISHER FOLK ASSOCIATION (A.F.F.A.)
OPPORTUNITIES & CHALLENGES BEING EXPERIENCED BY THE A.F.F.A. AND THEIR RELATIONSHIP TO GOVERNANCE, POLICY AND FOOD SECURITY.

1/7/2015

PRESENTED BY REV. LINDSAY K. RICHARDSON, ANGUILLA ALG REPRESENTATIVE TO THE REGIONAL FISHERFOLK MENTORS WORKSHOP

FINDINGS FROM CONSULTATIONS HELD WITH FISHERS DURING 2013-2014

- **Issues of Governance and Policy Development are adversely impacted by:**
 - A culture of independence in doing business and consequently an inherent distrust which has historically obstructed the coming together of locals and fishers in particular to do joint ventures/projects; hence
 - the lack of a collective and unified voice to approach and lobby government and to influence policies affecting fishers.
 - Individual fishers lacking the capacity to effectively engage in governance and advocacy.
- **The formation of the AFFA in April 2015 provides a window of opportunity to break through and address critical issues affecting food security under three categories: ADVOCACY, SUPPLY and MARKETING.**

1/7/2015

PRESENTED BY REV. LINDSAY K. RICHARDSON, ANGUILLA ALG REPRESENTATIVE TO THE REGIONAL FISHERFOLK MENTORS WORKSHOP

FINDINGS FROM CONSULTATIONS HELD WITH FISHERS DURING 2013-2014

- **ISSUES REQUIRING ADVOCACY**
 - High fuel prices (including Government taxes, etc.)
 - Need for fuel pumps at key ports for easier access by fishing vessels.
 - Need for a more efficient process for procuring duty free concession on imported parts and supplies for the fisheries sector.
 - Inadequate research on sustainable fishing so as to satisfy regional and international instruments /agreements/policies in order to export seafood products (e.g. CITES and the export of queen conch)
 - Inadequate legal and institutional framework to address issues of quality assurance and food safety, to promote and facilitate the marketing of fish and fish products at the local, regional and international levels.
 - Inadequate infrastructure such as landing and fish processing facilities that would meet the required standards for export to regional and international markets.

1/7/2015

PRESENTED BY REV. LINDSAY K. RICHARDSON, ANGUILLA ALG REPRESENTATIVE TO THE REGIONAL FISHERFOLK MENTORS WORKSHOP

FINDINGS FROM CONSULTATIONS HELD WITH FISHERS DURING 2013-2014

- **SUPPLY / INFRASTRUCTURE ISSUES**
 - Need for fuel pumps at key ports for easier access by fishing vessels.
 - Limited availability of parts, supplies and bait locally.
 - Inadequate cold storage.
 - Lack of a flake ice machine on the island that could adequately supply all the fishers.
 - Inadequate infrastructure, such as landing and fish processing facilities, that would meet the required standards for export to regional and international markets.

1/7/2015

PRESENTED BY REV. LINDSAY K. RICHARDSON, ANGUILLA ALG REPRESENTATIVE TO THE REGIONAL FISHERFOLK MENTORS WORKSHOP

FINDINGS FROM CONSULTATIONS HELD WITH FISHERS DURING 2013-2014

- **ISSUES OF MARKETING**
 - Small local market
 - Inadequate legal and institutional framework to address issues of quality assurance and food safety, to promote and facilitate the marketing of fish and fish products at the local, regional and international levels.
 - Inadequate fish processing facilities that would meet the required standards for export to regional and international markets.

1/7/2015

PRESENTED BY REV. LINDSAY K. RICHARDSON, ANGUILLA ALG REPRESENTATIVE TO THE REGIONAL FISHERFOLK MENTORS WORKSHOP

THE FUTURE

- The A.F.F.A. is poised and ready to embrace this opportunity and overcome the challenges presented here with the help of:
 - its mentor Ms. Kafi Gumbs,
 - the DFMR
 - the ANT through its Director Ms. Farah Mukhida, and
 - through its involvement with this project led by CANARAI and its partners.

Thank You

1/7/2015

PRESENTED BY REV. LINDSAY K. RICHARDSON, ANGUILLA ALG REPRESENTATIVE TO THE REGIONAL FISHERFOLK MENTORS WORKSHOP

Final Training of Trainers Workshop for Mentors

Held as part of the project

Strengthening Caribbean Fisherfolk to Participate in Governance

July 6-9, 2015

Anguilla

Field Trip Notes

Viceroy Hotel

At the Viceroy hotel the group met with Mr. Rafael Gonzalez, Executive Chef and Mr. Steve Watson the Chief Engineer.

Rafael Gonzalez, Executive Chef shared with the group good practices and challenges in securing sea food for the needs of the hotel. He informed the group that the main sea foods used by the hotel were snappers, Mahi Mahi, Tuna, oysters, mussels, clams, lobster, crayfish and conch. He further informed the group that seventy percent (70 %) of the fish used by the hotel was obtained from local fishers. Tuna oysters, mussels and clams are imported from the United States while lobsters, crayfish snappers, conch and Mahi Mahi are sourced from local fishers. The Executive Chef reported that the quality of the local fish was very good.

The method used to secure fish is direct contact with fishers. The Viceroy has a network of fishers who supply the hotel with local seafood. The supply is consistent and reliable. The challenges experienced with this system are: (1) Disabled vessels; where a vessel is disabled it sometimes take a long time to receive parts from overseas to fix the vessels. This causes a breakdown in supply as fishers are unable to go to fishing (2) Sea swells and other weather phenomena that prevent fishers from going to sea.

The Chief Engineer showed to and explained to the group the system of breakwaters stretching from Barnes Bay around the point where the Coba restaurant is located to Meads Bay. The system is about 85-90% complete and Mr. Watson explained that in addition to the lessening of wave activity (waves used to break with such force that the restaurant was being affected), fish were already accumulating in the area. Some of the species noticed were lobsters, sting rays, nurse sharks and barracudas. He also indicated that the influx of fish has already attracted fishers and conflicts have arisen (user conflicts between fishers setting pots and the tourism product). He further stated that the Viceroy was thinking of handing over the breakwater to the National Trust of Anguilla for protection as it seems to be developing into a fish nursery site.

Mr. Watson acknowledged that during the first phase of development of the hotel, local knowledge was perhaps not incorporated in the development. He noted that the previous developer went into bankruptcy and the present developer started the breakwater system to minimize erosion of the cliff bases near Spa, Cobà and Barnes Bay. He cited the benefits of the having the hotel continue in Anguilla compared to losing the hotel as, loss of five-hundred (500) jobs and a symbiotic relationship with the culture of Anguilla. He noted that the stakeholders were involved in the process of the development of the breakwater system as consultations, town meetings, an environmental impact assessment and an open book policy to all stakeholders ensure that the local knowledge and other views were taken on-board.

Fishing supplies and depots

Other stops on the field trip were used to showcase different aspects of the fishing industry and demonstrate user conflicts that may occur in the fishing industry. Stops included:

- **Fishery and Fishing Supplies** – A gear and equipment supply outlet and
- **The Fresh Fish Depot**- A fish retail supplier.

Landing sites

Road Bay - This is one of the major landing sites in Anguilla and also one of the official ports of entry. The jetty at Road Bay is used by pleasure and chartered boats and it is also the main docking areas for dinghies from the yachts that moor in the harbour. The different competing uses of the area can lead to conflict.

Crocus Bay – this landing site showcased a number of user conflicts such as; sludge and polluted runoff from a manufacturing entity polluting the beach (conflict between government and private citizen), fishers shooting fish which was not consistent with the tourism product (conflict between tourist and fishers), a private pier was constructed and fishers were not allowed to use the pier (conflict between fisher and private citizens).

Shoal Bay landing site – a white sand beach which is used for bathing and fish landing. Conflict normally occurred between the fishers and the bathers as well as between the commercial operators on the beach. The area is also a marine park and some of the issues affecting the area included erosion, pollution and overfishing.

Forest Bay - A heavily used beach - used for fish landings and bathing by tourist and locals.

Blowing Point – the environs had large amounts of Sargassum (brown seaweed). Numerous beaches and bays of islands in the eastern Caribbean have reported that this seaweed washed ashore in such large quantities that operations on the beach and perhaps fish life were affected.

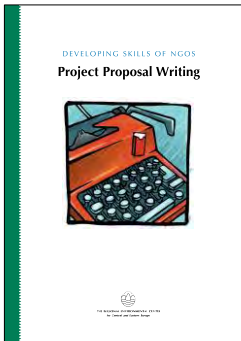
Cove Bay - Cove Bay is the landing site that caters specifically to the St. Martin/St. Maarten market and the site also function as a fish landing site. The main area of conflict is competition between the fishers and pleasure and charter boats for space at the jetty.

Project preparation: Deciding what and how to do it

Project proposal preparation and internal appraisal

What is project preparation?

- Project preparation brings a project plan to the point amenable to appraisal. In other words, the level of maturity where it is possible to determine whether the project may be effectively implemented (and if so, how it might be implemented) – Japan International Cooperation Agency (JICA)



Planning Considerations

Issues to be considered at the beginning of project planning

- Beneficiaries of the project
- Project team and cooperative partners
- Success criteria
- Goal and objectives
- Methods chosen to achieve project goal
- Costs and expenditures
- Own contribution
- Potential funders

Considerations for Each Planning Step

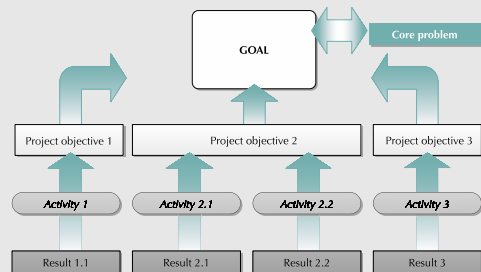
Identifying the goal, objectives, results expected and target group	Background of the project Defined goal and objectives The societal vision of the organisation Expected short-term and long-term results Beneficiaries of the project Problems solved by the project
Content of the project	Theme and main issues to be covered Methods chosen to realise the goal and objectives Activities to be implemented Further needs to continue the project
Project location(s) and time schedule of activities	Location of different activities Duration of the project Starting and ending dates of the project Schedule for individual activities Summarised timeline of the project
Resources	Human resources Financial resources Infrastructure

Considerations for Each Planning Step

Cost/income sources	Total budget of the project Detailed budget by activities and cost types Rate and form of own contribution Potential funders and sources of income
Description of the implementing organisation and partners	Description of the implementing organisation Analysis of capacity and capability Description of cooperative partners Analysis of partners' capacity and capability
Project team and management	The project coordinator Communication method of the project team Communication strategy and practice with the external environment
Monitoring, evaluation and follow-up	Success criteria of the project Methods and timing of monitoring and evaluation Further plans and follow up

FIGURE 5

Hierarchy of Goal, Objectives, Results and Activities



Feasibility (1)

1. Background of the project
2. Information on the project site
3. How the project was formulated
4. Major policy issues of the sector
5. Policy responses to the sector
6. Objectives of the project



Feasibility (2)

7. Analysis of the necessity
8. Comparison of viable alternatives
9. Detailed description of the project
10. Scope of the project and project site
11. Analysis of technical feasibility
12. Availability of materials and labor



Feasibility (3)

13. Estimate of the project cost
14. Implementation schedule
15. Institutional arrangements
16. Uncertainties and project risks
17. Adaptation options, measures
18. Approval recommendations



Project preparation group work guidance

1. Form three groups (according to oral instructions) with a leader, note-taker and reporter; organise yourselves
2. Select a project preparation scenario from a fisherfolk organisation proposal that you know; must be realistic
3. On a flip chart or slide — outline the scenario and use the feasibility analysis headings to sketch out the major considerations you would likely address as a mentor
4. For each item in the analysis put no more than three (3) bullet points; skip if unsure; manage your time wisely
5. In plenary you will also report on key learning from the exercise so note points down on the flip chart or slide

Project preparation reporting 1

- Scenario (bullet points on project situation)
 - Where?
 - Who?
 - When?
 - Why?
 - What?

Project preparation reporting 2

Background of the project	
Information on the project site	
How the project was formulated	
Major policy issues of the sector	
Policy responses to the sector	
Objectives of the project	

Project preparation reporting 3

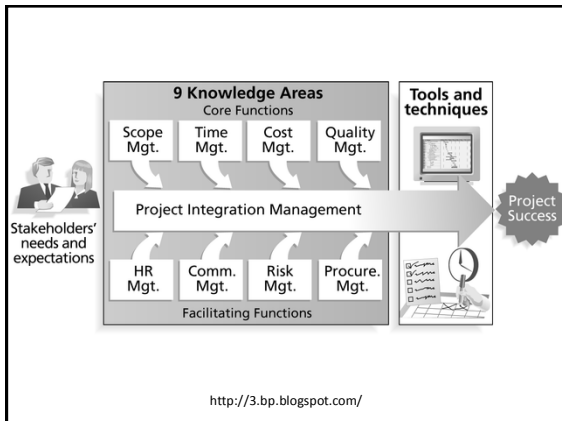
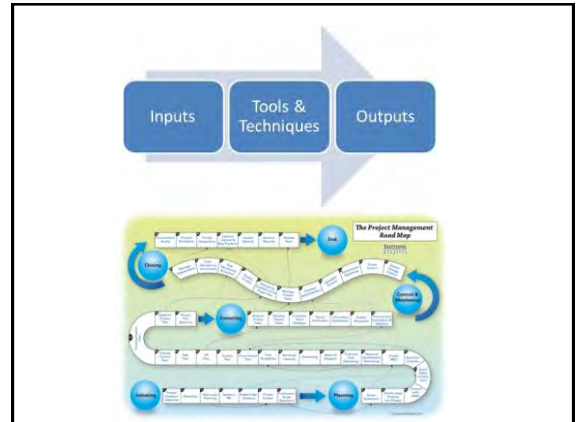
Analysis of the necessity	
Comparison of viable alternatives	
Detailed description of the project	
Scope of the project and project site	
Analysis of technical feasibility	
Availability of materials and labor	

Project preparation reporting 4

Estimate of the project cost	
Implementation schedule	
Institutional arrangements	
Uncertainties and project risks	
Adaptation options, measures	
Approval recommendations	
Key learning from the group exercise	

Project management: doing it good (while aware of the bad and ugly)

Review of project management for implementation



Project Management

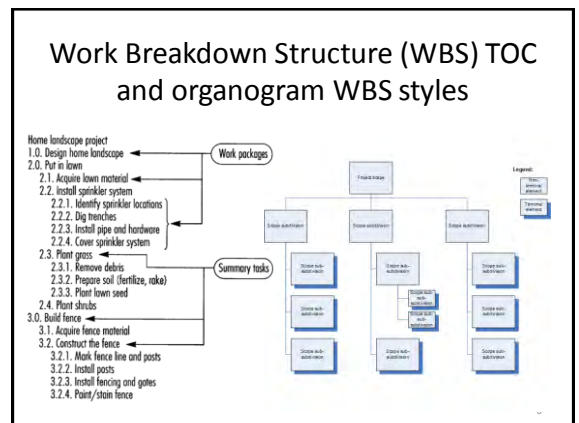
The 10 Key Project Leader Skills

1. Developing a grand vision.
2. Building the project management team and leading the team.
3. Leadership skills; building and leading the project team.
4. Communication skills.
5. People-management skills.
6. Facilitation skills.
7. Skills at interfacing across the organization.
8. Ability to accept criticism, feedback, and input from others.
9. Skills in using team-based tools.
10. Selling skills. The ability to promote and sell the project.

Evolving: Entrepreneurial Role of the Project Manager

1000ventures.com

Logical Framework			
Objectives	Indicators	Evidence	Assumptions
Overall Outcome			
Project Purpose			
Outputs			
Activities			
			Pre-condition



Project monitoring and evaluation: learning from what we did so as to do it better

Participatory monitoring and
evaluation for adaptation

What is Participatory Monitoring & Evaluation?

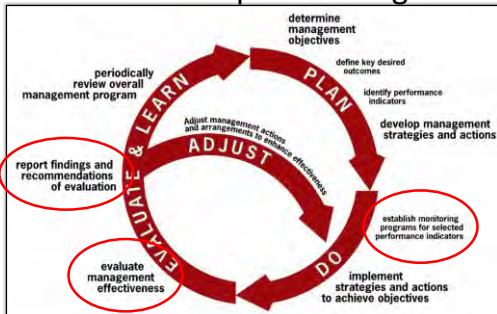
Participatory monitoring & evaluation (PM&E) is a process through which stakeholders at various levels:

- engage in monitoring and evaluating a particular practice, project, program, plan or policy
- share control over the content, the process and the results of the M&E activity and
- engage in taking or identifying corrective actions; learning and adapting.

PM&E builds upon the active engagement of primary stakeholders and their means of communication

2

Remember adaptive management



3

Why is PM&E important?

Participation is important to the M&E process since:

- it offers new ways of assessing and learning from change that are more inclusive
- it allows managers to be more responsive to the needs and aspirations of those most directly affected.



4

Why is PM&E important?

PM&E is geared towards not only measuring effectiveness, but also towards:

- building ownership and empowering beneficiaries
- building accountability and transparency
- taking corrective actions to improve performance and outcomes
- management and re-planning
- impact assessment
- institutional learning
- understanding and negotiating stakeholder perspectives



5

Why is PM&E important?

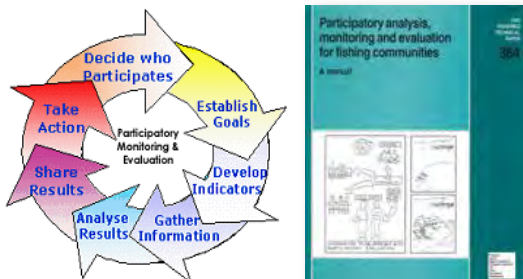
To summarise, PM&E has 4 main overall purposes:

1. **Management** in close collaboration with partners and the local population.
2. **Learning** with (not around) the local population and key stakeholders (both men and women) at different levels.
3. **Empowerment** of the local people and partners in the field so that they own and contribute to management.
4. **Accountability** upward (to a leader), and downward (to people we are working with).



6

PM&E process



Methods for PM&E

Step 1: Planning the PM&E process and determining objectives and indicators

Step 2: Gathering data

Step 3: Analyzing data

Step 4: Sharing information and defining actions to be taken



8

Methods for PM&E in more detail

- STEP 1: Reflections on PM&E capacity within the organization
- STEP 2: Identifying interests of M&E stakeholders
- STEP 3: Defining the purpose and scope of the M&E
- STEP 4: Defining impacts, outcomes and outputs
- STEP 5: Developing performance questions and indicators
- STEP 6: Baseline assessment
- STEP 7: Setting performance targets
- STEP 8: Developing M&E data collection tools
- STEP 9: Participatory monitoring
- STEP 10: Using and communicating M&E information



Difference between PM&E and conventional monitoring and evaluation approaches

Who plans and manages the process:

Conventional:

- Senior managers or outside experts

Participatory M&E:

- Local people, staff, managers, and other stakeholders, often helped by a facilitator



10

Difference between PM&E and conventional monitoring and evaluation approaches

Role of primary stakeholders (the intended beneficiaries):

Conventional:

- Provide information only



Participatory M&E:

- Design and adapt methodology, collect and analyze data, share findings and link them to action

11

Difference between PM&E and conventional monitoring and evaluation approaches

How success is measured:

Conventional:

- Externally-defined, mainly quantitative indicators

Participatory M&E:

- Internally-defined indicators, including qualitative judgments



12

Difference between PM&E and conventional monitoring and evaluation approaches

Approach:

Conventional:

- Pre-determined
- so very little flexibility

PM&E:

- Adaptive
- based on learning together



13

Who leads, and who follows?

Internally led PM&E

- joint management of PM&E where project staff and representatives of beneficiaries co-design and co-manage the entire PM&E cycle

and/or

Externally led PM&E

- process is designed and managed by NGO, donor or government agency, and primary stakeholders are involved mostly in information collection and interpretation

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Audience for PM&E

Stakeholders who will intentionally or unintentionally benefit from the PM&E in terms of involvement and products (lessons, new ideas, etc.) generated.

- PM&E activities are intended to improve the capacity to promote a learning culture among linked stakeholders at different levels, with an emphasis on local and national stakeholders.
- Identification of broad audiences is a necessary initial step.
- Expanding the range of MPA stakeholders, especially at local and national levels, is key for PM&E.

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Principles of PM&E — a synthesis

1. flexible for adaptation in different contexts
2. iterative, with regular and periodic assessment
3. relevant and useful for stakeholders
4. long term perspective
5. realistic
6. analytical
7. outcome-based
8. not "target driven"
9. indicators defined at local/national levels
10. fewer, rather than more, indicators
11. multi-dimensional, context specific approach to poverty
12. vulnerable groups, especially women, must benefit



16

Factors that influence PM&E sustainability

- Perceived benefits (and partial or short-term costs) of PM&E
- Relevance of PM&E to the priorities of participating groups
- Flexibility of the PM&E process to deal with diverse and changing information needs
- Quick and relevant feedback of findings
- Capacity to act on recommendations that might arise from PM&E findings; responsiveness

17

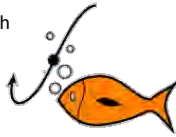
Factors that influence PM&E sustainability

- Degree of maturity, capabilities, leadership and identity of the groups involved, including their openness to sharing power
- Local political history, as this influences society's openness to stakeholders' initiatives
- Dealing with short-term survival needs of participants, while pursuing longer-term information needs
- Material support to make the PM&E possible (e.g. pens, books, training, etc.)

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PM&E example: bio-physical

1. Plan PM&E
 - Agree on target species to measure, monitor
2. Gather data
 - Do landings and at sea surveys with fishers
3. Analyse data
 - Group analyse trends in species dynamics
4. Decide to act
 - Change regulations, practices, monitoring, etc



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PM&E example: socio-economic

1. Plan PM&E
 - Identify which livelihoods are essential ones
2. Gather data
 - Community members report on employment
3. Analyse data
 - Monthly forums determine work level trends
4. Decide to act
 - New incentives/blocks to adjust employment



20

PM&E example: governance

1. Plan PM&E
 - Decide what indicates success of workshops
2. Gather data
 - Conduct evaluation surveys after workshops
3. Analyse data
 - Ask participants for reasons behind responses
4. Decide to act
 - Collaboratively (re-)design future workshops



21

Project PM&E group work guidance

1. Form three groups (according to oral instructions) with a leader, note-taker and reporter; organise yourselves
2. Select a project PM&E scenario from a fisherfolk organisation proposal that you know; must be realistic
3. On a flip chart or slide — outline the scenario and use the following slides to to add in the main considerations you may face as you mentor organisations on PM&E
4. Put no more than three (3) points to each step and be sure to manage your time wisely; add slides as needed
5. In plenary you will also report on key learning from the exercise so note points down on the flip chart or slide

Project PM&E reporting 1

- Scenario (bullet points on project situation)
 - Where?
 - Who?
 - When?
 - Why?
 - What?

Project PM&E reporting 2

- STEP 1: Reflections on PM&E capacity within the organization
 - E.g. Consideration 1
 - E.g. Consideration 2
- STEP 2: Identifying interests of M&E stakeholders
- STEP 3: Defining the purpose and scope of the M&E
- STEP 4: Defining impacts, outcomes and outputs
- STEP 5: Developing performance questions and indicators

24

Project PM&E reporting 3

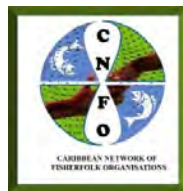
- STEP 6: Baseline assessment
- STEP 7: Setting performance targets
- STEP 8: Developing M&E data collection tools
- STEP 9: Participatory monitoring
- STEP 10: Using and communicating M&E information

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Project PM&E reporting 4

- Key learning from the group work exercise
 - Lesson 1
 - Lesson 2

26



Mentoring to support fisherfolk to participate in fisheries governance and management

Work Plan

July 2015

1. Purpose of the work plan

This work plan will demonstrate how the mentor will continue to provide mentoring support to the leadership of the NFOs and/or PFOs in their respective countries and at the regional level during the remainder of the [Strengthening Caribbean fisherfolk to participate in governance project](#).

In creating your work plan please be guided by the following:

Purpose of mentors

To provide support to local, national and regional fisherfolk organisations in the 17 project countries in the Caribbean to enable them to more effectively participate in fisheries governance and management.

Functions and duties of a mentor

- facilitating or co-facilitating national training workshops under the project;
- providing individual coaching and mentoring to organisations;
- advising project partners on needs, capacity building undertaken, results, lessons learnt, and relevant issues; and,
- sharing information on experiences and lessons learnt with other Mentors and providing peer coaching and support.

Work plan period:

The work plan will cover the remainder of the Strengthening Caribbean Fisherfolk to Participate project which will come to an end in December 2016.

Project activities conducted during the evaluation period:

Keeping in mind the purpose, main functions and duties of the mentor set out above, the work plan should be based on your expected contribution to the implementation of the following project activities as well as any other activities that you would undertake in your capacity as mentor with the local and/or national fisherfolk organisation with which you have been/will be working.

Project activities during the remaining period include:

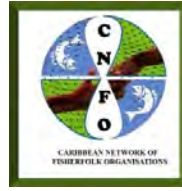
- Award, implement and monitor FSF projects (November 2014 – 2016)
- Facilitate and report on the final training of FF mentors workshop (July 2015)

- Facilitate and report on the second set of national fisherfolk workshops in 8 focus countries (July – September 2015)
- Facilitate and report on the third FFALG (& PV) workshop (September/very early October, 2015)
- Keep updated and facilitate online CANARI project webpage, and input into discussion forum on the CNFO webpage
- Support and facilitate participation of fisherfolk representatives in at least two key decision-making meetings.
- Facilitate and report on the fourth FFALG workshop (September/very early October, 2016)

What activities do you intend to conduct to support fisherfolk organisations and what results do you expect to achieve

Project activity	Description of mentoring activity	Timeframe for engagement	Expected Achievement/ Output	Comments
Facilitate or co-facilitate national fisherfolk workshop under the project	<ul style="list-style-type: none"> • Liaise with leader of BARNUFO to mobilise fisherfolk • Liaise with CERMES mentors to co-facilitate workshop • Confirm session plan 	<ul style="list-style-type: none"> • Mid-late August 	<ul style="list-style-type: none"> • At least 10 fisherfolk trained in project development • At least one area identified for project development 	
Provide mentoring to local, national and/or regional fisherfolk organisation(s) in the implementation, monitoring and evaluation of their FSF projects	Not applicable			
Provide coaching and mentoring to local, national and/or regional fisherfolk organisation (s)	<ul style="list-style-type: none"> • Membership drive • Board development 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Increased members in BARNUFO • Better understanding of their roles 	
Share information on experiences and lessons learnt with other Mentors and	<ul style="list-style-type: none"> • Participate in approved forum – photos etc 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • TBD 	

provide peer coaching and support				
Advise CANARI on needs, capacity building undertaken, results, lessons learnt, and relevant issues	<ul style="list-style-type: none"> • Participate in approved forum and report to CANARI as needed 	<ul style="list-style-type: none"> • On-going until 2016 	<ul style="list-style-type: none"> • TBD 	
Provide mentoring support in the implementation and monitoring and evaluation of a FFO livelihood project under the ECMMAN project	Not applicable			
Provide mentoring support in the implementation and monitoring and evaluation of FFO capacity building project under the CC4Fish project	Not applicable			
Other mentoring activities with FFOs	<ul style="list-style-type: none"> • Determine project interest of BARNUFO Conduct workshop to help them develop a project for SGP funding • Share info relevant to fisheries-related projects funded by GEF SGP and other funding opportunities • Work with new primary FFOs (Conset Bay) 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • At least one project developed which focuses on institutional strengthening 	



Mentoring to support fisherfolk to participate in fisheries governance and management

Work Plan

July 2015

1. Purpose of the work plan

This work plan will demonstrate how the mentor will continue to provide mentoring support to the leadership of the NFOs and/or PFOs in their respective countries and at the regional level during the remainder of the [Strengthening Caribbean fisherfolk to participate in governance project](#).

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Work plan period:

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Project activities conducted during the evaluation period:

Keeping in mind the purpose, main functions and duties of the mentor set out above, the work plan should be based on your expected contribution to the implementation of the following project activities as well as any other activities that you would undertake in your capacity as mentor with the local and/or national fisherfolk organisation with which you have been/will be working.

Project activities during the remaining period include:

- Award, implement and monitor FSF projects (November 2014 – 2016)
- Facilitate and report on the final training of FF mentors workshop (July 2015)

- Facilitate and report on the second set of national fisherfolk workshops in 8 focus countries (July – September 2015)
- Facilitate and report on the third FFALG (& PV) workshop (September/very early October, 2015)
- Keep updated and facilitate online CANARI project webpage, and input into discussion forum on the CNFO webpage
- Support and facilitate participation of fisherfolk representatives in at least two key decision-making meetings.
- Facilitate and report on the fourth FFALG workshop (September/very early October, 2016)

What activities do you intend to conduct to support fisherfolk organisations and what results do you expect to achieve

Project activity	Description of mentoring activity	Timeframe for engagement	Expected Achievement/ Output	Comments
Facilitate or co-facilitate national fisherfolk workshop under the project	The second Regional Workshop for the Fisherfolk Action Learning Group (FFALG) was held in The Bahamas	20 - 24 October 2014	<ol style="list-style-type: none"> 1. Using a participatory approach a draft Caribbean Network of Fisherfolk Organization (CNFO) Constitution was prepared. 2. Mapping of a timeline of achievements and key activities undertaken by the CNFO from 2004 - 2014. 3. Participatory Video (PV) sessions were held as an advocacy tool to highlight an issue common to both The Bahamas and the region. The issue of Illegal, 	The Constitution has been finalised.

	<ol style="list-style-type: none"> 1. Assist with the formalization and purpose of the workshop. 2. Assist with the identification of a venue. 3. Assist with the identification possible financial donor sources to ensure the hosting of the workshop. 4. Assist with the preparation of workshop materials. 	<p>2016</p>	<p>Unreported and Unregulated (IUU) fishing was the focus of the PV. This issue was selected because it was/is a current topic of interest among fishers in the Bahamas.</p> <ol style="list-style-type: none"> 1. A more organized BCFA. 2. Administrators clear understanding of their roles. 3. A more efficient communication system utilizing social media and other forms of media. 	<p>Resource persons will be sourced from local experts, the DMR, etc.</p>
<p>Provide mentoring to local, national and/or regional fisherfolk organisation(s) in the implementation, monitoring and evaluation of their FSF projects</p>	<ol style="list-style-type: none"> 1. Assist with ensuring necessary finances are in place. 2. Ensuring in-kind commitments are in place if there is a commitment by the FFO. 3. Assist with ensuring the on-time implementation of the project(s) 4. Assist with ensuring 		<p>Goals and objectives are met.</p>	

	<p>activities are kept within budget.</p> <p>5. Ensure the best monitoring system/technique suited for the project is in place for FFO to closely monitor and understand where the project is at any given time.</p> <p>6. Assist with ensuring timelines are kept.</p>			
<p>Provide coaching and mentoring to local, national and/or regional fisherfolk organisation (s)</p>	<p>A. Coaching:</p> <ol style="list-style-type: none"> 1. Help to develop BCFA into the organization it has the potential of becoming. 2. Continually assess and monitor BCFA operations. <p>B. Mentoring:</p> <ol style="list-style-type: none"> 1. Engage in active listening. 2. Sharing and the provision of information about the industry/sector 3. Make suggestions, when the need arises. 4. Assist in establishing connections with useful 			

	individuals in the industry/sector.			
Share information on experiences and lessons learnt with other Mentors and provide peer coaching and support	Suggest/recommend the establishment of a network of Fisherfolk Mentors that can operate via social media or other means to exchange ideas on specific subjects/issues and to provide encouragement and support to colleagues.	<ol style="list-style-type: none"> 1. Dependent on whether Mentors accept the suggestion/recommendation. 2. Dependent on the form or media chosen. 	<ol style="list-style-type: none"> 1. Mentors support suggestion/recommendation. 2. Network of Fisherfolk Mentors is formed. 	
Advise CANARI on needs, capacity building undertaken, results, lessons learnt, and relevant issues	Preparation of bi-annual appraisals on the status of work/experience. The first appraisal indicating the status work/experience at a particular point in time and the final appraisal providing a complete overview of the CY.	If suggestion/recommendation is supported, the end of 2015.	Reports submitted to CANARI by Mentors on a bi-annual bases.	If the suggestion/recommendation is accepted a template for reporting can be designed by CANARI for Mentors to complete to ensure uniformity of reporting.
Provide mentoring support in the implementation and monitoring and evaluation of a FFO livelihood project under the ECMMAN project	<ol style="list-style-type: none"> 1. Assist with ensuring necessary finances are in place. 2. Ensuring in-kind commitments are in place if there is a commitment by the FFO. 3. Assist with ensuring the on-time implementation of the project(s) 4. Assist with ensuring activities are kept within budget. 5. Ensure the best monitoring system/technique suited for the project is in place 		<ol style="list-style-type: none"> 1. Livelihoods have been positively impacted under the livelihood component of the project. 2. A more organized BCFA. 	

	<p>for FFO to closely monitor and understand where the project is at any given time.</p> <p>6. Assist with ensuring timelines are kept.</p>			
<p>Provide mentoring support in the implementation and monitoring and evaluation of FFO capacity building project under the CC4Fish project</p>				
<p>Other mentoring activities with FFOs</p>	<ol style="list-style-type: none"> 1. Encourage on-going skills training for BCFA members. 2. Encourage a needs assessment of BCFA administrators. 3. Assist with coordination of training courses for BCFA members. 4. Exchange information on experiences with other Mentors regarding specific issues with their FFOs solutions those issues. 5. Assist with the organization of the Annual Fishermans Day. 			



Mentoring to support fisherfolk to participate in fisheries governance and management

Work Plan

July 2015

1. Purpose of the work plan

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- advising project partners on needs, capacity building undertaken, results, lessons learnt, and relevant issues; and,
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Work plan period:

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Project activities during the remaining period include:

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- Facilitate and report on the fourth FFALG workshop (September/very early October, 2016)

What activities do you intend to conduct to support fisher folk organisations and what results do you expect to achieve

Project activity	Description of mentoring activity	Timeframe for engagement	Expected Achievement/ Output	Comments
Facilitate or co-facilitate national fisherfolk workshop under the project	Assist in sensitizing and forming of Guyana's National Fisher folk Organization	August – December 2015	Fishers would have the GNFO representing their interest	
Provide mentoring to local, national and/or regional fisherfolk organisation(s) in the implementation, monitoring and evaluation of their FSF projects	Guiding the Upper Corentyne Fishermen's Cooperative Society Ltd. in implementation, monitoring and evaluation of their FSF project	July 2015- May 2016	It is expected that the Executive committee, management and staff would be developed to the capacity to handle this project and future projects	
Provide coaching and mentoring to local, national and/or regional fisherfolk organisation (s)	Work with the UCFCSL to engage them in preparing other project proposals. Guide other small fishing groups to form cooperatives or friendly society.	July 2015- February 2016	It is expected that with the formation of new groups, representatives would be selected to represent the group at the NFO level	
Share information on experiences and lessons learnt with other Mentors and provide peer coaching and support	Report to Fisher folks across Region 6 the information and experience gathered at this workshop and in future interactions with mentors at Regional level	July 2015- December 2016	Improved information sharing between fisher folks and the mentor	
Advise CANARI on needs, capacity		July 2015- December 2016	CANARI would be provided with	

building undertaken, results, lessons learnt, and relevant issues	Prepare report(s) and submit to CANARI		ready updates on the state of affairs on project and be fully informed of the activities in Guyana.	
Provide mentoring support in the implementation and monitoring and evaluation of a FFO livelihood project under the ECMMAN project				
Provide mentoring support in the implementation and monitoring and evaluation of FFO capacity building project under the CC4Fish project				
Other mentoring activities with FFOs	Visit and Interact regularly with fisher folks groups to check on their activities	August 2015- December 2016	Improved fisher folk and mentor relationship	



Mentoring to support fisherfolk to participate in fisheries governance and management

Petronila Polius
Saint Lucia

Work Plan
July 2015

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Keeping in mind the purpose, main functions and duties of the mentor set out above, the work plan should be based on your expected contribution to the implementation of the following project activities as well as any other activities that you would undertake in your capacity as mentor with the local and/or national fisherfolk organisation with which you have been/will be working.

Project activities during the remaining period include:

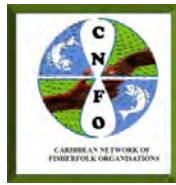
- Award, implement and monitor FSF projects (November 2014 – 2016)
- Facilitate and report on the final training of FF mentors workshop (July 2015)
- Facilitate and report on the second set of national fisherfolk workshops in 8 focus countries (July – September 2015)
- Facilitate and report on the third FFALG (& PV) workshop (September/very early October, 2015)
- Keep updated and facilitate online CANARI project webpage, and input into discussion forum on the CNFO webpage
- Support and facilitate participation of fisherfolk representatives in at least two key decision-making meetings.
- Facilitate and report on the fourth FFALG workshop (September/very early October, 2016)

What activities do you intend to conduct to support fisherfolk organisations and what results do you expect to achieve

Project activity	Description of mentoring activity	Timeframe for engagement	Expected Achievement/ Output	Comments
Facilitate or co-facilitate national fisherfolk workshop under the project	Co-facilitate national fisherfolk workshop	July to September 2015		Workshop title to be determined by CANARI
Provide mentoring to local, national and/or regional fisherfolk organisation(s) in the implementation, monitoring and evaluation of their FSF projects				Awaiting final approval of proposed projects
Provide coaching and mentoring to local, national and/or regional fisherfolk organisation (s)	In my capacity and abilities I believe that more effective mentoring will be given to a specific and inexperienced organisation {Gros Islet Fishermen’s organisation}. One on one interaction with various board members	On -going	-Board members will be more verse with the co-operative act/by laws -Understand the co-operative objectives -Development of an action plan for easy monitoring -Composition of board is diverse and so there is the	Resource person will be sourced from co-operative department Work plan is significant as it will be a guide for board of directors to account to its membership and for proper organisation of activities

	Work closely with other Regional mentors providing assistance where necessary		need to provide basic information (eg why co-operatives and not association More appreciation for members and help improve their livelihoods	
Share information on experiences and lessons learnt with other Mentors and provide peer coaching and support	One on one conversation/ Consultation via Whatsapp, emailing, telephone etc	On-going	Getting colleagues- to understand their roles as mentors – guiding a process Familiarise one-self with the sector Do not underestimate the persons you are working with Guide mentors to appropriate laws governing co-operatives - Co-operative act -Fisheries act/regulations -By laws of the organisation	
Advise CANARI on needs, capacity building undertaken, results, lessons learnt, and relevant issues	Provide periodical report which will also include photos, documents etc	On-going	Provide assistance in human resources or otherwise when necessary	
Provide mentoring support in the implementation and monitoring and evaluation of a FFO livelihood project under the ECMMAN project	Collaborate with assigned officer under the ECMMAN project in the implementation phase	On-going	facilitate knowledge sharing to fishers and organisation	

<p>Provide mentoring support in the implementation and monitoring and evaluation of FFO capacity building project under the CC4Fish project</p>	<p>Same as above</p>			
<p>Other mentoring activities with FFOs</p>	<p>Development of action page for meeting purposes</p> <p>Create avenue for policies to be written and documented</p> <p>Development of procedures manual</p> <p>Develop other fund raising activities</p> <p>Organise social gathering activities for members and community</p>	<p>On-going</p>	<p>Guide and easy reference of decision taken at meetings</p> <p>For continuity within the organisation</p> <p>For standard operating procedures and reference purposes</p> <p>Clearly defined roles</p> <p>Allow for monitoring</p> <p>Less dependent on government subsidies</p> <p>Getting fishers to appreciate themselves and fellow colleagues</p> <p>Allowing the fishing communities to contribute more to the development of the fisheries sector</p>	<p>Because of the history associated with these organisations eg. Managers misusing funds etc.</p> <p>The co-operative will be in a better position to give back to the community at their annual fishers feast</p>



Mentoring to support fisherfolk to participate in fisheries governance and management

Work Plan

July 2015

- **Purpose of the work plan**

This work plan will demonstrate how the mentor will continue to provide mentoring support to the leadership of the NFOs and/or PFOs in their respective countries and at the regional level during the remainder of the [*Strengthening Caribbean fisherfolk to participate in governance project*](#).

In creating your work plan please be guided by the following:

Purpose of mentors

To provide support to local, national and regional fisherfolk organisations in the 17 project countries in the Caribbean to enable them to more effectively participate in fisheries governance and management.

Functions and duties of a mentor

- facilitating or co-facilitating national training workshops under the project;
- providing individual coaching and mentoring to organisations;
- advising project partners on needs, capacity building undertaken, results, lessons learnt, and relevant issues; and,
- sharing information on experiences and lessons learnt with other Mentors and providing peer coaching and support.

Work plan period:

The work plan will cover the remainder of the Strengthening Caribbean Fisherfolk to Participate project which will come to an end in December 2016.

Project activities conducted during the evaluation period:

Keeping in mind the purpose, main functions and duties of the mentor set out above, the work plan should be based on your expected contribution to the implementation of the following project activities as well as any other activities that you would undertake in your capacity as mentor with the local and/or national fisherfolk organisation with which you have been/will be working.

Project activities during the remaining period include:

- Award, implement and monitor FSF projects (November 2014 – 2016)

- Facilitate and report on the final training of FF mentors workshop (July 2015)
- Facilitate and report on the second set of national fisherfolk workshops in 8 focus countries (July – September 2015)
- Facilitate and report on the third FFALG (& PV) workshop (September/very early October, 2015)
- Keep updated and facilitate online CANARI project webpage, and input into discussion forum on the CNFO webpage
- Support and facilitate participation of fisherfolk representatives in at least two key decision-making meetings.
- Facilitate and report on the fourth FFALG workshop (September/very early October, 2016)

What activities do you intend to conduct to support fisherfolk organisations and what results do you expect to achieve

Project activity	Description of mentoring activity	Timeframe for engagement	Expected Achievement/ Output	Comments
Facilitate or co-facilitate national fisherfolk workshop under the project	Assist in the strengthening of the M/Rat Fishermen Association	November 2015	The Association to become fully functional	People may be reluctant
Provide mentoring to local, national and/or regional fisherfolk organisation(s) in the implementation, monitoring and evaluation of their FSF projects	Have a group discussion to explain the benefits of an Association	November 2015	New comers to join Association	Conflict of interest in positions in association may arise
Provide coaching and mentoring to local, national and/or regional fisherfolk organisation (s)	Have talks with individual fishers about the new policy and laws governing marine activities	November 2015 and onwards	Fishers have a better understanding of their work environment	May be hard to grasp by some fishers
Share information on experiences and lessons learnt with other Mentors and provide peer coaching and support	Link with a neighboring island to exchange ideas on how to achieve goals	November 2015 and onwards	Better knowledge to perform mentoring task	Mentors may be reluctant to share ideas
Advise CANARI on needs, capacity building undertaken,	Monthly and quarterly reports will be sent to agency so needs can be	Timely basis	Improved relationship	

results, lessons learnt, and relevant issues	clearly identified.			
Provide mentoring support in the implementation and monitoring and evaluation of a FFO livelihood project under the ECMMAN project	Define goals and guidelines to fishers about the said project to assist and improve their livelihood	November 2015 and onwards	Improved relationships	
Provide mentoring support in the implementation and monitoring and evaluation of FFO capacity building project under the CC4Fish project	Define goals and guidelines to fishers about the said project to assist and improve their livelihood	November 2015 and onwards	Improved relationships	
Other mentoring activities with FFOs				



Mentoring to support fisherfolk to participate in fisheries governance and management

Petronila Polius
Saint Lucia

Work Plan
July 2015

1. Purpose of the work plan

This work plan will demonstrate how the mentor will continue to provide mentoring support to the leadership of the NFOs and/or PFOs in their respective countries and at the regional level during the remainder of the [Strengthening Caribbean fisherfolk to participate in governance project](#).

In creating your work plan please be guided by the following:

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Functions and duties of a mentor

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Work plan period:

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Project activities conducted during the evaluation period:

Keeping in mind the purpose, main functions and duties of the mentor set out above, the work plan should be based on your expected contribution to the implementation of the following project activities as well as any other activities that you would undertake in your capacity as mentor with the local and/or national fisherfolk organisation with which you have been/will be working.

Project activities during the remaining period include:

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- Facilitate and report on the fourth FFALG workshop (September/very early October, 2016)

What activities do you intend to conduct to support fisherfolk organisations and what results do you expect to achieve

Project activity	Description of mentoring activity	Timeframe for engagement	Expected Achievement/ Output	Comments
Facilitate or co-facilitate national fisherfolk workshop under the project	Co-facilitate national fisherfolk workshop	July to September 2015		Workshop title to be determined by CANARI
Provide mentoring to local, national and/or regional fisherfolk organisation(s) in the implementation, monitoring and evaluation of their FSF projects				Awaiting final approval of proposed projects
Provide coaching and mentoring to local, national and/or regional fisherfolk organisation (s)	In my capacity and abilities I believe that more effective mentoring will be given to a specific and inexperienced organisation {Gros Islet Fishermen’s organisation}. One on one interaction with various board members	On -going	-Board members will be more verse with the co-operative act/by laws -Understand the co-operative objectives -Development of an action plan for easy monitoring -Composition of board is diverse and so there is the	Resource person will be sourced from co-operative department Work plan is significant as it will be a guide for board of directors to account to its membership and for proper organisation of activities

	Work closely with other Regional mentors providing assistance where necessary		<p>need to provide basic information (eg why co-operatives and not association)</p> <p>More appreciation for members and help improve their livelihoods</p>	
Share information on experiences and lessons learnt with other Mentors and provide peer coaching and support	One on one conversation/ Consultation via Whatsapp, emailing, telephone etc	On-going	<p>Getting colleagues- to understand their roles as mentors – guiding a process</p> <p>Familiarise one-self with the sector</p> <p>Do not underestimate the persons you are working with</p> <p>Guide mentors to appropriate laws governing co-operatives - Co-operative act -Fisheries act/regulations -By laws of the organisation</p>	
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<p>Other mentoring activities with FFOs</p>	<p>Development of action page for meeting purposes</p> <p>Create avenue for policies to be written and documented</p> <p>Development of procedures manual</p> <p>Develop other fund raising activities</p> <p>Organise social gathering activities for members and community</p>	<p>On-going</p>	<p>Guide and easy reference of decision taken at meetings</p> <p>For continuity within the organisation</p> <p>For standard operating procedures and reference purposes</p> <p>Clearly defined roles</p> <p>Allow for monitoring</p> <p>Less dependent on government subsidies</p> <p>Getting fishers to appreciate themselves and fellow colleagues</p> <p>Allowing the fishing communities to contribute more to the development of the fisheries sector</p>	<p>Because of the history associated with these organisations eg. Managers misusing funds etc.</p> <p>The co-operative will be in a better position to give back to the community at their annual fishers feast</p>



Mentoring to support fisherfolk to participate in fisheries governance and management

Work Plan

July 2015

1. Purpose of the work plan

This work plan will demonstrate how the mentor will continue to provide mentoring support to the leadership of the NFOs and/or PFOs in their respective countries and at the regional level during the remainder of the [Strengthening Caribbean fisher folk to participate in governance project](#).

In creating your work plan please be guided by the following:

Purpose of mentors

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- advising project partners on needs, capacity building undertaken, results, lessons learnt, and relevant issues; and,
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Keeping in mind the purpose, main functions and duties of the mentor set out above, the work plan should be based on your expected contribution to the implementation of the following project activities as well as any other activities that you would undertake in your capacity as mentor with the local and/or national fisher folk organisation with which you have been/will be working.

Project activities during the remaining period include:

- Award, implement and monitor FSF projects (November 2014 – 2016)
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- Facilitate and report on the fourth FFALG workshop (September/very early October, 2016)

What activities do you intend to conduct to support fisherfolk organisations and what results do you expect to achieve

Project activity	Description of mentoring activity	Timeframe for engagement	Expected Achievement/ Output	Comments
Facilitate or co-facilitate national fisher folk workshop under the project	Facilitate in setting up the national workshop in which the FFO's/Fishers will learn each other.	August 2015	The need for FFO's in all Fishing communities and to setup of an umbrella organisation.	
Provide mentoring to local, national and/or regional fisher folk organisation(s) in the implementation, monitoring and evaluation of their FSF projects	At this moment Suriname do not have any FSF projects			
Provide coaching and mentoring to local, national and/or regional fisher folk organisation (s)	We are already in the process of coaching in mentoring local and national fisher folk organisations.	This does not have a timeframe, because it is an ongoing process.	To facilitate/assist the fisher folk organisations to become strong that they can come up for their rights. The output should be a co-management system.	
Share information on experiences and lessons learnt with other Mentors and provide peer coaching and support	Sharing experiences with other mentors.	Ongoing process	Assist FFO's with the information gathered/collected.	

Advise CANARI on needs, capacity building undertaken, results, lessons learnt, and relevant issues	Build a working relation with CANARI	Soon as CANARI call on me	To have a good working relationship with CANARI in the benefit of the Fisher Folk organisations.	
Provide mentoring support in the implementation and monitoring and evaluation of a FFO livelihood project under the ECMMAN project	N.A.			
Provide mentoring support in the implementation and monitoring and evaluation of FFO capacity building project under the CC4Fish project	N.A.			
Other mentoring activities with FFOs	Finding out what projects the fisher folk organisations are pursuing.	Aug – Dec 2015	Build up a good working relation with the FFO's	
	Assist in seeking funding from FAO and other donors for Fisher Folk projects	2015-2016	Capacity building in decision making for the FFO's	

CANARI/CNFO/UWI-CERMES/PANOS/CRFM: Strengthening Fisherfolk to Participate in Governance

Final Regional Training of Trainers Workshop for Fisherfolk Mentors

July 6-9, 2015

Anguilla

Workshop evaluation form

1. Did you find the workshop objectives were achieved? Please rank for each objective and explain your answer. **Rank on scale of 0 to 4**

0 = not at all useful 1 = slightly useful 2 = moderately useful 3 = very useful 4 = extremely useful

Objective	Rank 0 to 4	Please explain your answer / give us any comments
<p>By the end of the workshop, fisherfolk mentors will have:</p> <ul style="list-style-type: none"> Strengthened their capabilities in mentoring and facilitation 	<p>4, 3, 3, 2, 4, 3, 4, 4, 3, 4, 3, 3, 2, 3, 3</p>	<p>It assisted with project preparation with log frames etc. and addressing issues without being biased.</p> <p>Was never exposed to mentoring before and the workshop was very compact for the time frame</p> <p>The idea of mentoring was clearly explained as it was first believed that mentors are to perform duties and guide</p> <p>The training is the tip of the iceberg. It has provided a basic strengthening</p> <p>The interaction with other mentors and shared experiences helped to sharpen skills</p> <p>Participants were given the opportunity to practice what was being taught. Even in the simple way of being the chair person on each day</p> <p>Do not think the workshop was structured enough in this regard. While shared experiences were helpful, the material to me was not comprehensive.</p> <p>I am now equipped to facilitate any projects FFO would like to apply for funding.</p> <p>The aspect of facilitation in the mentoring process was enlightening</p>
<ul style="list-style-type: none"> Developed their capabilities in project development, project management and monitoring and evaluation 	<p>4, 3, 3, 2, 3, 4, 3, 3, 2.5, 3, 2, 2, 2, 3, 2</p>	<p>Although you are familiar with these things. It is good to have a refresh. You always learn</p> <p>After an in-depth exercise and successful practical, this is achievable</p> <p>It gave me a not so clear image on how to manage and develop projects. It was my first</p>

		<p>and because of time constraints we could not go in depth.</p> <p>Organisations to date have not seen the need for them to freely participate in these activities as their mandate are profit making</p> <p>This area was clear and easy to understand</p> <p>Introduction of tools were welcomed but too short a timeframe</p> <p>Needed more on the actual project writing</p> <p>All participants were not exposed to this previously and I believe it was assumed that it was and hence the training was more geared toward building on that assumed knowledge and not tailored from scratch.</p> <p>I am now able to guide fishers in project development, management monitoring and evaluation.</p> <p>The need for more focused attention in this area may be necessary.</p>
<ul style="list-style-type: none"> Enhanced their understanding of the implications of key policies for sustainable small-scale fisheries development in the Caribbean 	<p>3, 2, 3, 3, 3, 4, 4, 3, 3, 3, 4, 3, 2, 3, 3</p>	<p>This issue was not addressed enough, but the understanding came from the group discussions.</p> <p>Understanding in this area can be more enhanced with time.</p> <p>Point and examples in order for one to be able to guide knowledge on the topic is useful</p> <p>From the workshop I became aware of the effects of policies on the fishing sector</p> <p>Enlightened continuously on key policies which guide the processes</p> <p>In order for projects to be implemented / approved the project proposal must tie into the overall objective of one's country policy</p> <p>Policy structure while it was touched on, wasn't very clear and seemed to be uncertain as to what applies regionally and locally. Main key policies should have been developed.</p> <p>I am now equipped with knowledge as to how to handle implications that may arise.</p> <p>Key emphasis is on small scale fisheries required to highlight policy implications.</p>
<ul style="list-style-type: none"> Become familiar with the positions of fisherfolk on key fisheries and related policies and how they plan to engage in advocacy and awareness 	<p>3, 3, 3, 3, 3, 4, 3, 4, 3, 3, 4, 3, 2, 4, 4</p>	<p>We became familiar with the positions of fisherfolk on key fisheries and related policies, but how they plan to engage in advocacy and awareness was not sufficient for me</p> <p>This area is fairly well understood, and aims and objectives are well in place</p>

		<p>I learnt the importance of this in order for proper communication with the fisherfolk. More familiar with policy but need more time to navigate More experiences needed to be shared in this area. I now understand as a mentor, I am in a better position to advocate on behalf of the fisherfolk. The importance of fisherfolk participation in policy making management cannot be over emphasized.</p>
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2. What is the most important thing that you learned / understood / felt from this workshop?

- The use of Gantt chart, log frames etc. in project planning.
- It looks difficult to work with fishermen, but everything will be easy at the moment you have won their trust.
- The areas of project monitoring and evaluation were very enlightening.
- Understanding is crucial in any form of project planning.
- Clearer as to the roles that mentors should play.
- The importance of obtaining as much knowledge of the sector in order to become an effective mentor, who works and guides the fisherfolk not control them.
- That my role as a mentor is to facilitate, coach and guide not dictate.
- As a fisherfolk president I learned that mentors do really have our best interest at heart
- That the FFO's are independent bodies from the department of fisheries and should be involved in policies that affect their livelihoods.
- Mentoring is a process for both the mentee and the mentor. Both learn from each other. There is no perfect or prescribed way to do the job but rather to guide in the process.
- The challenges we face as mentors are similar in the nature across the region. The workshop environment (resource personnel and mentors) was encouraging and created an atmosphere of warmth. The importance of establishing relationships.
- The concept of participatory monitoring and evaluation.
- The mentoring is a tough job that sounds easy and that it is more about relationship, communication, trust and support. That the mentors are not required to immerse themselves into the functioning of the organisation, but to support.
- I have learnt the whole concept of developing project proposals.
- I have a clear understanding of the steps in the preparation of documents and the importance of knowing what is the project to be undertaken.
- The need for focused attention to the value of monitoring and evaluation, the process of reaching policy reduction and food capacity.

3. What did you like about this workshop?

- The open discussions and group work

- Working in groups with practical situations
- The practical and group disseminations theory of ideas was excellent.
- I like the fact that it advanced my knowledge about mentoring and project implementation and that the notes were provided to me.
- Very engaging/participatory
- Learning by doing
- Activities were well organised
- Scenarios / Role plays
- The facilitation techniques were excellent, activities were well organised and the food was very good. The comradery was excellent.
- It was productive, yet fun.
- The participatory approach / group engagement
- Role plays, realization that issues are common regionally
- The practical exercises were useful. Learn and do sessions gave a better appreciation of the topic being discussed.
- The opportunity to share experiences and ideas.
- Learning from experiences of others (new and experienced mentors)
- Group sessions.
- The interaction, shared experiences, networking, provision of good information but will have to digest later.
- I like the openness of the mentors who have participated and shared their experience with the new mentors.
- New information on facilitation and evaluation.

4. What did you dislike about this workshop?

- Ned more discussions on fisheries policies and small scale fisheries.
- I always dislike the amount of work that is crammed into a few days
- None
- The experienced and new mentors were on the same playing field, more sharing on scenarios of experienced mentors could have been done.
- No dislikes.
- Personally prefer longer evenings after lunch with group scenarios after lunch
- Some topics were based on the assumption that the participants already knew about it. eg. Project writing, project tools and the project cycle.
- Thought that the workshop was generally good and it ensured there was participation and involvement of all participants.
- The activities were too intense to complete in the given time. However we still learned from the experience.
- A bit unclear about the work plan.
- That the teaching aspect missed several important steps.
- I don't think there is anything I dislike.
- The room temperature on the first day.

5. Which sessions did you find particularly useful:

- All
- Project preparation: Deciding what and how to do
- Project monitoring and evaluation
- The group session at the last day was particularly useful to me because it presented a real life scenario.
- Mentoring skills development
- Profit management (project cycle)
- Roles of a mentor
- Importance of M&E
- Development of skills in project development
- Wednesday, Tuesday as a fisherfolk president was able to feel apart.
- Experiences of mentors in supporting FFO's
- The session on project development.
- Interaction role playing during group work, which helped to prepare mentors to think on their feet and learn the process of rapid response.
- All group actives. However time was limited to complete them.
- Group work and interactions with the groups and sharing within the larger group of knowledge and experiences.
- I find the session defining the functions of a mentor to be very useful. Also the sessions we had and group discussions (role models/play) on how to develop project proposal.
- The session on facilitation and project development.

6. How could the workshop have been improved?

- Knowing that funds are limited, but the time was not enough to cover everything.
- Organize an open forum with fisherfolk representatives on each island workshops are conducted.
- Workshop was well delivered
- The scenarios and role plays schedule (they were scheduled one after the other) a bit exhausting.
- Along with mentors, have a representative from the grouping of mentees for each country to participate.
- Dissemination of more practical experiences of current functioning FFOs. Discussion of background information on status of FFOs in mentors' islands.
- More information on mentoring could have been given. Especially some success stories within the region.
- Was satisfied with the content of the workshop and activities planned.
- Focus on what is deemed the best tool for fisherfolk to manage projects, if possible. More detail could be given on the preferred tool.
- I do not think participants understood instructions clearly.
- Facilitation could have been a bit more specific particularly in the area of mentorship and to some extent in the project writing phase.
- It could improve by using boards, cards to increase more interactions among the mentors. Case studies could have been used to have mentors understand fully the problems of fishers and the way mentors could have used to guide fishers.

- Perhaps by smaller group involvement.

7. How would you rate the following areas of the workshop structure and delivery? Please tick one for each area.

	Very Good	Good	Fair	Poor
Clarity of objectives	1111111111	11111	1	
Content	1111111	111111111		
Materials	111111	1111111	1	
Facilitation	11111	111111111		
Relevance to your needs	111	111111111	1	

8. Do you have any additional comments on the above?

- More discussions with practical situations
- Facilitators and the objectives of the workshop were well met.
- Report on the status of local FFOs would have been appreciated.
- As I have previous mentors experience, I rated as far as it was a refresher for what I already know. Some areas were new.
- Whilst I believe the areas above were good, it could have been better.

9. What is one thing that you will apply from the workshop in your organisation's work?

- Gantt chart and log frames and the matrix etc.
- Project management: doing it good
- Effective evaluation
- Mentor to mentee interactions
- Mentoring skills
- Project cycle development
- Use of the project management tools in project development
- The work plan will be implemented
- The project management tools and skills in project development.
- How to mentor a fisherfolk group experiencing problems or wanting to meet a need.
- The fact that it is the mentors' role to coach, facilitate, teach as well as mentor the mentees.
- Improve my mentor skill with the community groups, including fisherfolk
- Promote participatory M& E
- Work on relationship building.
- To continue to work with fisherfolk in developing proposals. This will increase my knowledge which will be applied across the country.
- Engagement of fisherfolk on more regular basis.
- Development of formal organisational structures objectives, identification, targets time.
- Target the formation of an NFO by 2016

10. What would prevent you from applying the ideas discussed in this workshop?

- Collaboration/cooperation and the willingness of fisherfolk to work hand in hand.
- Nothing.
- The casual attitude of fishers.
- My supervisors may prevent me from applying ideas learnt in workshop.
- The ability of persons/organisations to accept or not accept change.
- Nothing
- Resistance from mentees could deter progress, but this is unlikely.
- Procrastination by stakeholders and support organisations, department of fisheries, department of co-operatives.
- The access to fisherfolk group because of the lack of financial resources, availability to transportation etc. and the visit to the beaches.
- Nothing, except in situations where finances are required to undertake certain activities and funds are not available.
- Lack of information on project management tools or those best suited for community based organisations.
- Level of literacy of fisherfolk
- Willingness of fisherfolk to listen / grasp information.
- Lack of opportunity to do so, i.e. getting fisherfolk to agree on suitable time to convene.
- I don't think there will be anything to prevent me from applying my ideas learnt in this workshop.
- Lack of adequate office equipment.

11. What recommendations would you like to make for this project?

- There should be a follow-up for this project
- To be consistent with effort and try to improve to maximum efficiency.
- I believe that this workshop should continue as refresher to remind mentors of their respective roles.
- Formation of a mentor network by creating a pool of mentors from which individuals can be pulled for future projects.
- That funding be sent to have an additional phase.
- There should be a plan of action for the perfect support.
- I recommend that the project incorporate a component for project writing: how to do it, the experience of writing one and the possibility for submission of same project.
- That CANARI seek to continue the mentorship training provided it can access the necessary donor funds required.
- A resource package on project management tool
- Case studies
- Dropbox is useful
- I recommend that you continue to provide mentors with training/tools so they could work closely with fisherfolk.
- That there be considerations for certain other islands to be chosen in the future.

Thank you!