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BOBLME contract: PSA-LEN 7/2/2015

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# Training of Trainers (TOT) Report

by Silvia Capezzuoli

<table>
<thead>
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<th><strong>Course Code</strong></th>
<th>852</th>
</tr>
</thead>
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<td><strong>Course Title</strong></td>
<td>Training of Trainers (TOT) in Essential EAFM - Ecosystem Approach to Fisheries Management</td>
</tr>
<tr>
<td><strong>Client</strong></td>
<td>Bay of Bengal Large Marine Ecosystem (BOBLME), UN Food and Agriculture Organization</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>March 2015</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Rayong, Thailand</td>
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1. Summary
In early 2012, IMA International was invited by FAO’s Bay of Bengal Large Marine Ecosystem (BOBLME) to coordinate the development of an interactive training course package on Ecosystem Approach to Fisheries Management (EAFM), together with an associated Training of Trainers (TOT). IMA developed the TOT as a tailored 3.5 day training specifically targeted at participants who have taken part in the Essential EAFM course. IMA has been involved in quality assessment since the first pilot course in Kota Kinabalu (KK), Sabah in July 2013 and continues to play a key role in the support for the development of a training team in the region. TOT has now been delivered six times: in KK July 2013; Rayong, Thailand January 2014 and March 2015, Chennai August 2014, Chittagong November 2014 and Sri Lanka March 2015.

The TOT described in this report was held in Rayong, Thailand, 10-12 March 2015, just after the Rayong Essential EAFM course. It was supported by BOBLME, and organised by SEAFDEC, who also organised the EEAFM course. The 10 participants all had attended the EEAFM the previous week from 2-8 March delivered by the SEAFDEC training team.

The two senior SEAFDEC trainers from the EEAFM acted as resources throughout and further developed their skills as trainers. The TOT lasted 3 full days and we managed to add 2 valuable hours on the rest day in between the EEAFM course and TOT outside the training room which helped to differentiate it from the preceding week.

The TOT was definitely successful in upgrading the personal skills and awareness of all 10 participants. Those participants who already had training experience could relate to the content and were able to come away with take home messages. Individually, on a personal scale, participants will be able to promote EAFM messages. A few of them may even have the opportunity to act as trainers in the region, as long as they are supported and further coached for this role. The 2 Malaysia participants would benefit by linking up with the existing EAFM national team. The Thai participants developed personal strategies for promoting EAFM related to their jobs.

This report outlines the course methodology, details the content of each training day and explains the daily feedback process. It provides an analysis of evaluations, explaining lessons learnt and makes recommendations for taking the EAFM training forward. Since this TOT, and future ones, support roll-out of Essential EAFM in the region, we feel that all partners concerned can benefit from such a level of detail.

2. Introduction
In early 2012, IMA International was invited by FAO’s Bay of Bengal Large Marine Ecosystem (BOBLME) to coordinate the development of an interactive training course package on Ecosystem Approach to Fisheries Management, together with an associated Training of Trainers (TOT). This EEAFM TOT, run in March 2015 in Rayong, Thailand, and the one in Sri Lanka immediately afterwards, are the 5th and 6th TOTs that IMA International has delivered since the EEAFM pilot course and TOT in 2013. It is clear that in both TOT held in Thailand, participants’ poor
understanding of the English language remains a major barrier to overall understanding. This is because the regional courses organised by SEAFDEC target nationals from a variety of different countries in the region, with at least 4 nationalities represented at any one time, including countries where English is not as commonly used.

The TOT took place after SEAFDEC had delivered the EEAFM over 7 days. The IMA trainer attended the last 3 days so as to observe the EAFM course and provide continuity when delivering the TOT. The SEAFDEC training team had consisted of 2 senior trainers and 4 junior trainers (all of whom who attended the EEAFM course and TOT in January 2014). The SEAFDEC team had done a very good job in creating a friendly, trusting and fun atmosphere, and this really helped create support when it came to participants actually delivering mini sessions for the first time. The 2 senior trainers, as well as the EAFM coordinator, took part in the TOT and acted as key resource persons during group work. One of the junior trainers also observed and was able to gain valuable skills. The SEAFDEC SG and Head of TD also observed the TOT and took part in discussions.

The IMA trainer felt that overall, TOT participants’ level of understanding of EAFM was reasonable. Concerns included: poor English; some participants not grasping EAFM concepts very well; and realising that some participants on EAFM course would have been better candidates for TOT than some of those who actually stayed on. These concerns were reflected in the quality of the mini sessions which were of average quality.

Training objective
The Essential EAFM course and complete training package is designed to be implemented routinely in the wider South and Southeast Asia region. Therefore the key objective of the TOT is for ‘candidate trainers to acquire EAFM training skills so as to build up a pool of EAFM trainers in the region.’

TOT Background – please refer to IMA's report on Rayong January 2014 TOT

We would like to extend our thanks to staff of SEAFDEC for administration throughout the course.

3. Lessons Learnt and Recommendations

All the recommendations made in Rayong January 2014 TOT report and Chennai September 2014 TOT report remain valid. These reports are available and have been circulated. They are an important vehicle for learning and improving the delivery and content of the EEAFM course and related TOT. The recommendations below also align with Sri Lanka 2015 TOT (which took place immediately after this Rayong TOT).

1. Content and design
   - The TOT remains a valued and well appreciated element. Participants always benefit on a personal skills level and most will share what they have learned and try to make small contributions in terms of advocating for EAFM (in their limited personal spheres of
influence). On each TOT there are at least a few (sometimes more) individuals who will
definitely take more positive action to promote EAFM and possibly have a chance of
actually training the EEAFM course

- Retain revised and improved timetable which integrates EAFM content review with
  training skills (always allowing for flexibility)
- Retain the 2 hour pre-session on the rest day (if TOT follows straight after EEAFM
course) where possible. Ideally return to 3.5 day model to allow for more practise time
- Add some time at end of TOT to gather written/video insights that participants are
  willing to share about their experience of the TOT (this is useful feedback)

2. Participant selection

Despite selection criteria and a real commitment on the part of organising institutions,
a large proportion of participants to date on both the EEAFM course and for TOT are
unsuitable candidates. Ultimately this can undermine the potential impact of the
overall initiative. Selection of participants beforehand for the TOT is critical.

- The careful selection process used for pilot in KK resulted in ALL participants becoming
  active EAFM trainers who continue to deliver EEAFM course. We should consider using
  a similar nomination for future TOTs.
- More needs to be done upstream by funding and organising agencies to find ways of
  ensuring the correct people attend these courses. Selection criteria need to be clearly
  outlined in invitation letters, and adhered to. On regional courses, it may be worth
  asking for 4 nominations knowing that two will be filtered out. Creative thinking is
  needed to find other mechanisms/channels for advocating that countries send
  appropriate candidates
- Selection criteria suggested for EEAFM course: years of experience; years of remaining
  service committed to; level of English language. Also for the organiser to invite not only
  fisheries, but also staff from NR/environment/wildlife/forestry departments, and
  NGO/academia/research as well as government.
- Selection criteria for TOT: all of the above plus: good understanding of EAFM concepts;
  years of delivering training experience; personal soft skills
- EEAFFM collaboration partners could agree that they only fund initiatives which adhere
  to these criteria
- The planned LEAD course and related products will help to increase awareness and get
  ‘buy-in’ at senior policy levels, and hopefully this will translate into a better
  understanding and more responsible nomination process of participants
- Try out different models to address poor participant selection. Possibly with SEAFDEC
deliver TOT as a stand-alone course, a few months after the EEAFM course. This allows
  a few months’ time for filtering, selection and invitation of a smaller group from the
  wider EEAFM course trainees. In this case an extra additional day would have to be
  added as a refresher (so total 4 days TOT, or even 4.5). The filtering and selection of
  participants for the TOT needs to be an agreed quality process. IMA can be involved to
  support training team in this process, (carrying out and analysing TNAs) ensuring most
  suitable candidates are selected. The additional cost implications need to be weighed
  against having an unsuitable target group which does not achieve TOT objective.
- National TOTs could also be run as the recent one in Sri Lanka where EEAFM course participants were invited to stay on for TOT during the actual EEAFM course (in other words there was no pre-selection beforehand). A few days into the course, trainers ask everyone 3 questions, and if the answers are positive to all, these individuals are invited to stay for TOT. Questions: Are you interested in delivering training; Is training in your job description; Are you available to attend TOT after this EEAFM course? This does also incur challenges (see report from Sri Lanka March 2015).

- Continue using the TOT TNA questionnaire for all TOTs, as a way of trainers a) filtering and selecting participants and b) understanding their individual experience, strengths and weaknesses so as to maximise the training. For some questions the English can be made clearer/simplified: e.g. Q 1 should read 'how many years' experience do you have of delivering training?'

- It may be more effective to continue supporting in country national trainings, rather than regional ones, especially for TOT.

3. EAFM training teams

- EAFM training teams should always include one national of the country where course is being delivered to ensure relevant national context experience.

- It would be good to foster more exchanges and sharing amongst EAFM trainer pool, and also include the other Philippines trainers who have subsequently been trained.

4. Awareness raising

- If the TOT (and EEAFM course) are filmed professionally then the videos should be uploaded on the organisation’s relevant website for public viewing as this increases exposure to EEAFM. Credits and acknowledgements to EEAFM collaboration partners need to be included.

4. Review of TOT

Methodology

Training skills

As per TOT objectives, participants practised:

- presenting sessions individually, in pairs/mini groups
- running energisers and sharing their own energisers
- doing reviews
- facilitating pair work, small group work, role play and plenary

IMA has taken on board feedback from various TOTs run since 2013, and the TOT content has been revised as a result, as have the SPs (session plans). Each day now has added activities to reinforce EAFM content, as well as incrementally providing the necessary training skills. The timetable flow is more structured and SPs now align completely with the timetable. In addition we felt it important to add a few extra hours to really allow for reflection and practice. The original pilot TOT in KK 2013
was 3.5 days, as it was felt that participants need sufficient time for actual practice as well as exposure to skills, and review of content. Flexibility remains key; whenever the TOT runs, actual mini session practice options will vary depending on participant numbers. In Rayong we ran 6 mini sessions, with the 7 SEAFDEC regional invited participants all having a chance to deliver. TOT trainers need to ensure that we use every opportunity to reinforce EAFM content learning (by eliciting, questioning, playing devil’s advocate…and listening out for EAFM messages in participants’ responses).

As for the EEAFM course which immediately preceded this TOT, language was an issue, especially for participants from Myanmar, Indonesia and Thailand. The participants were 7 from SEAFDEC member countries, and 3 junior staff from SEAFDEC’s own team (see Appendix for breakdown of participant profiles from Rayong TOT).

The SEAFDEC cameraman was able to film each of the mini sessions and play them back immediately. It was good to have this resource. Watching yourself and others on video is an important part of building trainer awareness, and everyone appreciated this process it.

We offered a 1-1 support after class but no one took advantage. Only 1 participant signed up and in fact his question was answered by the change agent activity on day 3. It could be that the TOT is already so intensive, after a week of EAFM that people find it hard to have extra discussions when not in their own language.

**Prep- session**

Held a 2 hour preparatory session on Monday 9th, as in the past the TOT used to be 3.5 days and we need this time. Aim is to have a fairly informal session, not in training room; set the scene and differentiate TOT from preceding course. Clarified expectations, trainer self-analysis, reflection on trainer qualities; these are all necessary as ground work to build on over next 3 days. Set up buddy system to work together. Most of the 10 participants were lacking confidence and feeling nervous.

**Day 1**

We started day one with an empty room: participants were given 20 minutes to set it up ready for an EAFM course with 15 participants. This very practical introduction was quite a new experience for most people. All outputs from informal prep-session were displayed, setting the context for this interactive TOT which builds on content as well as skills. We carried out a matching exercise on key EAFM principles, followed by overview PowerPoint to really embed messages from previous week. We then covered introduction to course package; followed by adult learning which was enjoyed by all. Input for managing training part 1-4, included plenty of tips and tricks. SPs were new to all, as predicted, so needed to explain function. After lunch we had first set of 3 mini sessions each of 10 minutes (selected elements from sessions 3, 7, 8). Each mini session was filmed and immediately played back directly before feedback discussion. The reflection on all 3 mini sessions: drew out lessons and what participants learned from practice, including useful input from SEAFDEC trainers who had delivered the week before.
**Day 2**

We started the day with a content review using EAFM PowerPoint from BOBLME website. Then followed a matching exercise to review key messages from each of 17 course sessions, and key training elements and managing training parts 5-8. Showed short video clips of 2 senior SEAFDEC trainers presenting from week before (with their consent) to illustrate different presentation styles. A further revision exercise was run to review training elements. For practice we had three more mini sessions (selected elements from sessions 10, 12, 13). We ran session 12 role play after lunch as it needed more time, and then expanded into a discussion on the use of role play as a training technique. We generated a good brainstorm and outputs for this method which is fairly new to all. Participants appreciated the walking meeting on challenging situations, with a good plenary afterwards resulting in many tips and ideas for addressing 5 types of challenging situations. As all regional participants had had a chance to deliver mini sessions, we dedicated day 3 to more reviews and EAFM change agent strategy.

**Day 3**

Day 3 ran as per the new SP. We included 5 slides with animation as a brief review of EAFM purpose. We revisited strengths and weaknesses, making some changes as people felt they had increased in confidence, reflected that they do have certain skills already and then participants were able to identify actual ways of improvement. We shared a new short handout on relevance of TOT and top tips for future EAFM trainers which IMA trainer had compiled two weeks earlier from an email interview with EAFM TOT trainees. This top tips is a work in progress and hopefully can be updated. Session on M&E of training well appreciated as was explanation of course debrief process that we expect training team to go through at end of EEAFM course. We shared report template already circulated in 2014 by EEAFM coordinator to reinforce message for consistent and meaningful reporting for learning purposes.

The session on change agents spanned before and after lunch. In country groups (Myanmar supported by some Thai participants), they worked on their strategy for rolling out EAFM. Tools introduced to help them are circle of influence, force field analysis and commitment matrix. The trainer had set scene by explaining how EAFM course situates within the broader perspective of having a LEAD as well as existing community level inputs. Groups worked hard and generated some useful actions and insights, especially for personal actions. They did find it hard to think more broadly in terms of networking and identifying other influential persons to promote EAFM in country. This lack of knowledge was more evident with junior level participants. The Thai group consisted of 3 SEAFDEC and 2 local officers; they developed relevant personal actions. The Malaysians had quite a strong network and identified key players, yet even there the IMA trainer had to make suggestions about connecting with existing strong Malaysia EAFM trainers (from original pilot in KK). The older Indonesian participant could potentially have quite a bit of personal influence given his role, but his English was so poor that much remains unclear.

The TOT concluded with a participatory course review exercise where participants listed on cards all the elements we covered during the TOT; this is basically a group reflection resulting in a rich
picture of the 3 intensive days. This helped them complete their evaluation forms, which also took longer than normal because of language difficulties.

SEAFDEC produced a 10-minute video of the TOT which gives a flavour for what we covered. Also see IMA’s YouTube video link (to be shared).

5. Feedback loops
We used a mood meter to reinforce this way of assessing daily feedback, as well as same daily monitoring from previous week to really embed this tool (see Appendix for collated results). No changes were required aside from requests for snacks/fruits which we accommodated.

6. Analysis of TOT evaluations

Q 1. The overall usefulness of the training for you to be a trainer on future EAFM training courses was rated as follows: four scored the TOT as extremely useful and 6 scored it as useful to a large extent. Overall the TOT was felt to be very useful.

Q 2. Which training topics, as delivered, did you find most useful as a trainer? See table below. Seven out of ten scored all the topics as 4 (useful to large extent) or 5 (extremely useful) (except 2 topics for 2 individuals).

Usefulness of topics for you as a trainer

<table>
<thead>
<tr>
<th>Topic</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting up the training room</td>
<td>5.00</td>
</tr>
<tr>
<td>Self analysis, strengths and weaknesses as...</td>
<td>4.50</td>
</tr>
<tr>
<td>Reviewing, for future EAFM training courses</td>
<td>4.00</td>
</tr>
<tr>
<td>Understanding adult learning styles</td>
<td>3.50</td>
</tr>
<tr>
<td>Managing training logistics</td>
<td>3.00</td>
</tr>
<tr>
<td>Practice delivery of mini-presentations</td>
<td>2.50</td>
</tr>
<tr>
<td>Managing training/trainer preparation</td>
<td>2.00</td>
</tr>
<tr>
<td>Giving and receiving feedback</td>
<td>1.50</td>
</tr>
<tr>
<td>Monitoring and evaluation of training</td>
<td>1.00</td>
</tr>
<tr>
<td>Walking meetings/brainstorming</td>
<td>0.50</td>
</tr>
<tr>
<td>Tips for challenging situations</td>
<td>0.00</td>
</tr>
<tr>
<td>Review of EEAFM course content</td>
<td>4.40</td>
</tr>
</tbody>
</table>
Q3 – What was missing from TOT? only a few suggestions were made: public speaking and body language

Q4: Based on actual experience/learning you have acquired from the training, select 3 topics you consider most useful for you in a training role.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Score (1,2,3,4,5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting up the training room</td>
<td>2</td>
</tr>
<tr>
<td>Self-analysis: strengths and weaknesses as a trainer</td>
<td>2</td>
</tr>
<tr>
<td>Visioning for future EAEFM training courses (using Circle of Influence)</td>
<td>2</td>
</tr>
<tr>
<td>Understanding adult learning styles (Reflector/Theorist/Pragmatist/Activist)</td>
<td>1</td>
</tr>
<tr>
<td>Running energisers</td>
<td>2</td>
</tr>
<tr>
<td>Managing Training- logistics</td>
<td>0</td>
</tr>
<tr>
<td>Managing training-trainer preparation</td>
<td>1</td>
</tr>
<tr>
<td>Using session plans</td>
<td>3</td>
</tr>
<tr>
<td>Practice delivery of mini-presentations</td>
<td>3</td>
</tr>
<tr>
<td>Giving and receiving feedback</td>
<td>1</td>
</tr>
<tr>
<td>Sharing training mistakes and learning from them</td>
<td>1</td>
</tr>
<tr>
<td>Monitoring &amp; evaluation of training</td>
<td>2</td>
</tr>
<tr>
<td>Using the Trainer resource guide</td>
<td>2</td>
</tr>
<tr>
<td>(Walking meetings)/brainstorming</td>
<td>0</td>
</tr>
<tr>
<td>Tips for challenging situations</td>
<td>5</td>
</tr>
<tr>
<td>Managing Role Plays</td>
<td>1</td>
</tr>
<tr>
<td>Familiarization with Essential EAEFM training package</td>
<td>1</td>
</tr>
<tr>
<td>(Developing personal change agent strategy)</td>
<td>0</td>
</tr>
<tr>
<td>Review of Essential EAEFM course content</td>
<td>0</td>
</tr>
<tr>
<td>Extra addition: tips, tricks and techniques</td>
<td>1</td>
</tr>
</tbody>
</table>

Q5: Are you considering sharing experience/learning from the training with others: all listed wanting to share, and wanting to improve/learn more.

Testimonials: at very end of the TOT we asked participants to write down an insight from the TOT which they wanted to share. Again language was an issue here when they wanted to express themselves. Insights shared include:

“This is a very high efficient training course. I learned a lot of things from the course. My trainer ability improves even just after finishing the first day.”

“Miracle approach.”

“Very satisfied. No pressure.”

“Interesting; I have got much information, experience, friends. Thanks for all the sharing. I’m happy.”
7. Logistics and Administrative Support

The TOT was held at Maepim resort, Rayong, Thailand. Good venue in the sense that training room was large enough; there was outside space to access; breakfast and lunch worked well. Downside was that hotel had very poor internet.

SEAFDEC admin staff and a junior trainer were present to support the TOT, and efficiently arranged food, logistics and a final dinner in a local restaurant at end of TOT. They did their best to accommodate participant requests.

Participants received the following materials: TOT presentations; ICSF cartoon booklet; report template, top tips handouts, as well as all the SEAFDEC-produced photos and video.
APPENDIX

1. **TOT timetable: 10-12 March 2015, Rayong, Thailand**

**Overall Objective:** participants from Essential EAFM course acquire EAFM training skills so as to build up a pool of EAFM trainers in the region

We expect you to:
- present sessions individually, in pairs/mini groups
- practise running energisers and share your own energisers
- practise reviews
- facilitate pair work, small group work, role play and plenary

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday 10</th>
<th>Wednesday 11</th>
<th>Thursday 12</th>
</tr>
</thead>
</table>
| 08.30-12.30 | Review:  
- TOT Overview: Why & What, & expectations  
- Key trainer elements  
- Trainer self-analysis (SWOT)  
Setting up the training room  
Why use energisers  
E EAFM course review  
E EAFM course package  
Adult learning  
Managing Training:  
1. Practicalities  
2. Knowing participants  
3. How to deliver a session  
4. Using session plans | Content & key messages review  
Key training elements  
Managing Training:  
5. Daily reviews  
6. Using trainer resource guide  
7. Handling technology  
8. Course objectives  
Group/individual preparation | Embedding learning: reflection on past EAFM courses  
Revisit trainer SWOT  
Top tips  
Monitoring and assessing training  
Course debrief process  
Practice: mini sessions  
Becoming a change agent for EAFM: developing a strategy |
| 13.30-17.00 | Group/individual preparation  
Practice: mini sessions  
Daily monitoring | Practice: mini sessions  
Discussions: challenging situations  
Daily monitoring | TOT reflection  
Individual action planning  
Evaluation + close |
| Homework-  
1. Familiarise yourself with Trainer Resource Guide  
2. Prep of allocated sessions  
3. Think of energisers | Homework-  
1. Familiarise yourself with Trainer Resource Guide  
2. Prep of allocated sessions  
3. Think of energisers | |
2. Collated daily monitoring

10/3/15 (day 1)
Keep it: Mini session practice; video recording; energisers; course code; time keeping; seafood + dessert for lunch; coffee break (fruit/snacks); participation
Change it: table layout; sit on the floor
Add it: sweets, watermelon

What participants will remember: mini session practice; training room preparation; EAFM course package; (handbook, toolkit, etc.); EAFM module review; types of trainer; (new) energisers; managing training (before and during training); use the resources in the training; 5 steps of EAFM; adult learning

11/3/15 (day 2)
Keep it: course code; time keeping; group activities; buddy activities (outside); candy; mini session practice; video recording; coffee break; dessert; walking activity
Change it: nothing
Add it: more tips and tricks; EAFM presentation in own language (to let trainee show their nature); mango; prawns; give video of mini session practice to participants who participated in this activity

What participants will remember: Content and key EAFM messages review; 17 key messages; training elements (bus stop method) role play and why we use it in training; video presentation of Panit and Bird presenting (from last week); challenges when delivering training; mini sessions; tips for building confidence and delivery of training

3. Breakdown of participant profiles

<table>
<thead>
<tr>
<th>country</th>
<th>Current role</th>
<th>Years’ experience of delivering training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaysia</td>
<td>Fisheries officer</td>
<td>2</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Fisheries officer</td>
<td>10</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Human resources for extension</td>
<td>10</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Cooperation staff</td>
<td>0</td>
</tr>
<tr>
<td>Thailand</td>
<td>Fishery biologist</td>
<td>3</td>
</tr>
<tr>
<td>Thailand</td>
<td>Fishery biologist</td>
<td>3</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Assistant fishery officer</td>
<td>0</td>
</tr>
<tr>
<td>Thailand</td>
<td>Fishery researcher</td>
<td>5</td>
</tr>
<tr>
<td>Thailand</td>
<td>Fishing ground info scientist</td>
<td>3</td>
</tr>
<tr>
<td>Thailand</td>
<td>Data collection officer</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential EAFM Rayong TOT March 2015 – Photos

Discussing trainer qualities

Matching review of EEAFM course messages

Preparing a mini session

Reviewing principles of training

SG reviewing principles of training

Discussing challenging situations
Malaysia blockers and drivers to rolling out EEAFM

Malaysia commitment chart

Thailand personal circle of influence + action

Thailand drivers + blockers to rolling out EAFM

Indonesia circle of influence
Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Sri Lanka and Thailand are working together through the Bay of Bengal Large Marine Ecosystem (BOBLME) Project to lay the foundations for a coordinated programme of action designed to better the lives of the coastal populations through improved regional management of the Bay of Bengal environment and its fisheries.

The Food and Agriculture Organization (FAO) is the implementing agency for the BOBLME Project.

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For more information, please visit www.boblme.org