Report of the National Essential Ecosystem Approach To Fisheries Management Training Course (N-EEAFM)

7-11 October 2013, Aston Hotel, Nilai, Negeri Sembilan

reported by

Department of Fisheries Malaysia
Putrajaya

14 October 2013
1. **Introduction**

1.1 In the recent Essential EAFM (E-EAFM) Training held from the 23rd June to the 3rd July 2013 in Kota Kinabalu, Sabah, Malaysia had 5 trainers who were trained in the delivery of E-EAFM Training. The trainers are:

- Ms. Tan Geik Hong – Department of Fisheries Malaysia
- Dr. Norasma Dacho – Department of Fisheries Sabah
- Dr. Connie Fay Komilus – Universiti Sultan Zainal Abidin, Terengganu (UniSZA)
- Ms. Chitra Devi – WWF-Malaysia, Peninsular Malaysia Seas Programme
- Ms. Robecca Jumin – WWF-Malaysia, SSME-Malaysia Programme, Sabah

1.2 The five (5) trainers gave their commitments to roll out a pilot training on Essential EAFM in October 2013. The National Essential EAFM Training Course (NEEAFM) was conducted from 7-11 October 2013 at Aston Hotel, Nilai, Negeri Sembilan, Malaysia. The trainers who participated in this training are:

- Ms. Tan Geik Hong, Department of Fisheries Malaysia;
- Dr. Norasma Dacho, Department of Fisheries Sabah;
- Dr. Connie Fay Komilus, Universiti Sultan Zainal Abidin (UniSZA) and
- Ms. Robecca Jumin, WWF-Malaysia, SSME-Malaysia Programme, Sabah.

Ms. Chitra Devi from WWF-Malaysia, Peninsular Malaysia Seas Programme was unable to be involved as a trainer due to health reasons.

1.3 The facilitators who assisted in this training course:

- Ms. Haryati bte Abd. Wahab, Department of Fisheries Malaysia
- Mr. Victor Charlie Andin, WWF-Malaysia
- Ms Keni Anak Ngiwol, Department of Fisheries Malaysia
- Mr. Muhammad Abdul Rauf, Department of Fisheries Malaysia with
- Mr. Paul Ceylon, Department of Fisheries as the secretariat of the training course.

Trainers and Facilitators of the Training Course
2. The Training Course

2.1 This training course was attended by 18 trainees. There were eight (8) trainees from the Department of Fisheries Malaysia (Peninsular Malaysia - 4 and Sarawak - 4 ); seven (7) from the Department of Fisheries Sabah; two (2) from WWF-Malaysia and one (1) from Sabah Parks. This training course was made possible with funding arrangement both in kind and in cash from the Department of Fisheries Malaysia, Department of Fisheries Sabah, WWF-Malaysia and Universiti Sultan Zainal Abidin (UniSZA).

2.2 Registration for the training course began on the 6th October 2013 followed by a short introduction and the trainees had to fill up a pre-assessment form of the E-EAFM Training Course. The review indicated that all the participants wanted to know what is EAFM and how it can be applied to the fisheries sector and in their area of work.

2.3 A pre assessment on the participant’s familiarity with the key course approaches were conducted using dot matrix method. There was also a post assessment on this matter at the end of the training course to gauge the understanding of the trainees to this training course. As one of the important outcome of the training, a mood meter to gauge the mood of the trainees was recorded each day.
2.4 Course code were introduced as an agreement among participants on the code of conduct of the training course. The ice breaker: “hopes”, “concerns” and “what I bring”; and linkages between agencies were also conducted with an interactive mapping exercise. The other activities conducted include the years of experience of all the trainees, trainers and facilitators in the room, issues and threats and timeline.
Identification of Threats and Issues By Groups

Hopes, Concern and What I bring?

Our Experience: 322.8 years

2.5 The trainers conducted the training course by using the Sessions Plan (SP) provided by the US Agency for International Aid (USAID), National Oceanographic and Atmospheric (NOAA), Food and Agriculture Organization (FAO), Asia-Pacific Fishery Commission (APFIC), Bay of Bengal Large Marine Ecosystem Program and IMA International, United Kingdom who prepared the EAFM Course Module as a guide. However, this guide has to be adapted to suit the situation and condition of the trainees. The powerpoints was shown in English as provided. However, the trainers had to provide explanations in Bahasa Malaysia. Based on the daily monitoring, requests or comments from the trainees related to hotel and other administrative and logistic arrangements were duly reacted and changed. The trainees also requested to be provided with local examples and more videos to make them understand the concepts and lectures better. Field trips to see the actual EAFM project sites were recommended to be added as additional programme to the training course. More energisers were also requested and a new initiative was the establishment of an EAFM Clinic to provide tutorials to trainees who had difficulties in understanding the lectures. For better understanding of the five (5) EAFM process, the trainers came up with a song “Plan, plan, plan, do, do check” and DIDIM and energisers such as the circle of life and the newly innovated traffic light. The energisers were very effective for the trainees to remember the EAFM process.
3.0 Presentsions by Trainees

The trainees were divided into three (3) groups for the preparation of the group work. The titles of the three (3) group work presented were:

i. Lobster Fisheries in Semporna
ii. Cockle Culture in Kg. Semawang, Beluran, Sabah
iii. Lawas, Sarawak FMU
Cockle Culture in Sabah

Lawas, Sarawak, FMU
4.0 Feedback from trainees

4.1 Pre and Post Rapid Assessment
The pre and post rapid assessment through the dot matrix on familiarity of the trainees to the key course approaches are good indicators on the understanding of the subject matter by the trainees. As indicated on the last day of the course, and after the second day, all the participants were happy with the course approaches as compared to that on the first day.

Pre-assessment of 6 October 2013
Post-assessment on 11 October 2013

4.2 EAFM Quiz
The EAFM quiz provides a snapshot on the understanding of the trainees on the key elements of EAFM. The marks ranged from 10-17.

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<tr>
<th>No.</th>
<th>Names</th>
<th>Score</th>
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<tr>
<td>1</td>
<td>Ernest Jinuat</td>
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<td>2</td>
<td>Angelene</td>
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<td>Ivoni Felix</td>
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<td>5</td>
<td>Fiazah Ibrahim Suhaili</td>
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<td>Buniamin Kiprawi</td>
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<td>7</td>
<td>Aman Shah</td>
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<td>8</td>
<td>Patricia Vera Komilus</td>
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<td>9</td>
<td>Bunyamin Halim</td>
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<td>Hajemi Hamli</td>
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<td>Ros Illyahni Sh Abd. Kadir</td>
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<td>Muniandy a/l Sinniah</td>
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<td>18</td>
<td>Talip Hassan</td>
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4.3 Questionaire on Course Evaluation

Based on the questionaire provided to the trainees on their knowledge before and after attending the training, on the average their understanding was from zero (0) knowledge to a rank of seven (7) which is an understanding of the subject matter (based on the scale of 0-10 with 10 as the highest understanding level). All trainees acknowledged that the course was very helpful for their daily work and need to be conducted. Other comments were:

i) effective and clear deliberations by the trainer;
ii) use of Malay language facilitates in understanding the subject matter;
iii) methodology of presentation with lots of activities related to the subject matter; and
iv) energisers makes the course very interesting
v) interactive training sessions make the course very effective and keep their interest high.

4.4 Insights of the trainees

On Day 5, every trainee was required to provide an insight of their initial feeling upon receiving the letter to attend the five days training course and their feeling on the fifth day. Most of the trainees had their reservations when they received the letter to attend the training course as they assumed that the course would be a conventional classroom approach and period for the training was too long. On the 5th day, all the trainees were very happy with the training course and agreed that the training course is one of the best training course that they have had ever attended and they have made 18 new friends. The trainees are of the opinion that they are practicing the EAFM process in their daily working life but these were not properly documented in accordance to the EAFM processes. They would have a higher percentage in understanding the contents of the course if the lecture notes and reference materials were to be in Malay language. Facilitators and trainers too shared their insights on the preparation of the course and were indeed happy and satisfied upon hearing the insights shared by the trainees.

5.0 Conclusion

Based on the feedbacks, the training course was a success with 18 more trainees trained as champions of EAFM in Malaysia. This group of 18 trainees together with the trainers and facilitators have established a communication linkage namely “Whats-App EAFM group” with immediate effect to keep in touch and to inform each other on the status of implementation of EAFM projects in their respective work place.
PHOTOGRAPHS OF ACTIVITIES CARRIED OUT DURING THE TRAINING COURSE

Ice breaking activities

- Getting to know you
- Mapping Activity

Time line – Participation of the trainees

- The Malaysian Fisheries Time Line

Participatory Approach

- Bus Stops
- Active Listening
Stakeholders Analysis - Venn Diagram

Role Play
Group Presentation

Group Discussion/Group Work
Qualities of A Good and A Bad Facilitator

**Energiser Snip Snap**

**Energiser Buaya & Biawak (Crocodile and Monitor Lizard)**
KUMPULAN KITA DISURUH MENYEDIAKAN SEBIJI BOTOL KACA YANG BERISI PADU 1,500 GRAM. DENGAN MENGISI DENGAN BAJA TANAMAN DIPANGGIL UREA, DICAMPUR DENGAN SEDIKIT MINYAK KEROSIN. ISI BOTOL PASTIKAN PADAT DENGAN KEDUA-DUA BAHAN INI. SELEPAS ITU MULUT BOTOL AKAN DISUMBAT DENGAN CAP SUMBU UNTUK DIBAKAR. SASARAN SETERUSNYA DI MANA KITA MAU LETUPKAN DI KAWASAN TERDAPAT BANYAK IKAN.

[Handwritten note:]
Sedikit botol, luas 150 ml air dalamnya.

[Handwritten note:]
Kerja kerapihan ini di kampung, tentera juga akan lalai orang anak dora.
Energizer EAFM Poco Poco
What Do I Remember?

Daily Monitoring

Lecture time