REGIONAL FISHERIES TRAINING FRAMEWORK (RFTF)

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CONTENTS

1   INTRODUCTION

The Pacific Islands Forum Fisheries Agency (FFA) subscribes to the principle of capacity building in order to build the human skills and institutional capacity of members in fishery management and related disciplines[1]. Traditionally FFA's role in training included a commitment to facilitate and coordinate activities for members to improve capacity in fisheries management and development. The medium term forecast encapsulated in a Statement of Intent (SOI) demonstrates the Secretariat's intended approach to ensure the successful implementation of FFA's mandate.

Due to the nature of specialist expertise at FFA (fisheries knowledge) and the technical work performed by staff (institutional arrangements, support for leadership etc), FFA is in the business of building and developing capacity. However, it is not primarily a provider of tertiary education and as such does not conform to any national qualifications framework.

FFA's role in regional fisheries training has now evolved to include being on tertiary education provider advisory boards (industry and faculty) to ensure students across a broad range of associated disciplines have sufficient understanding of oceanic fisheries issues relevant to their field, as well as to improve the more focused oceanic marine fisheries core and advanced programs and courses in a defined and structured mode of regional fisheries training. There is also involvement of FFA staff in regional and national fisheries capacity development needs identification, some aspects of funding coordination (including involvement in selection processes for students to be awarded with scholarships) and the design of various fisheries courses with specialist delivery on core modules.

FFA partners with a select number of recognized tertiary education providers like national or regional universities or fisheries colleges to design career pathways within a discipline of (tuna) fisheries. This initially commences as partnering up on individual courses that when combined result in a program of study eventuating in a formal academic or vocational qualification.

1.1   FFA Context

As an organisation committed to capacity building, FFA will deliver training on the basis of formal requests from members and recommendations made through the Forum Fisheries Committee (FFC). When a justified need is identified, consideration will be given as to how the need can best be met within the constraints of limited resources and available expertise. FFA will endeavour to ascertain whether an existing program can be accessed to achieve the desired outcomes and if not then other options will be investigated before any assurances are made to members.

The logic behind FFA continuing to be involved with fisheries training is demonstrated in our ability to implement mandates for a membership that is diverse and includes varying levels of development, institutional capacity and governance. National priorities are considered within the national context and regional training programs are derived from members' needs and goals.

The resultant increase in expertise amongst FFA members offers cooperative capacity building opportunities between members. Regional or subregional approaches such as pooling of resources for specialist skills and sharing of information underlines the key strength of FFA members, which is cooperation.

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[1] FFA Strategic Plan 2005 – 2020

1.2   Purpose

To provide the framework within which FFA contributes to members' capacity building needs through capacity development initiatives targeting fisheries management, development and operational enforcement and compliance.

1.3   Definitions

> Over the past five years, a broad common conceptual framework has emerged. This approach is increasingly being adopted by the development cooperation community. It involves a **System Perspective** that addresses various levels of management capacities *in different working environments* (i.e. capacities of institutions, individuals, overall countries and regions)[2]. This approach puts greater emphasis on the Capacity Development process itself, on local ownership of its process and on equal partnership in its support[3]. **Capacity Building** involves human resource development, the development of organizations and promoting the emergence of an overall policy environment, conductive to the generation of appropriate responses to emerging needs[4] (Garriga, 2013).

The levels of capacity building are **individual** (changing attitudes and behaviours – imparting knowledge and developing skills while maximizing the benefits of participation, knowledge exchange and ownership), **institutional** (organizational performance and functioning capabilities, as well as the ability of an organization to adapt to change) and **systemic** (policy framework in which individuals and organizations operate and interact with the external environment).

For the purposes of this training framework, FFA defines terminology as per Attachment 1.

1.4   Assumptions/Facts:

  i.   That current/existing needs (gaps) are documented through various FFA reports.
  ii.   That Country Service Level Agreements (CSLAs) identify country capability needs (gaps).

2   TYPES OF TRAINING

In view of the assumptions and facts listed above, FFA will continue to provide different types of training:

2.1   General Technical Training

This category includes all national fisheries administrative, enforcement, legal and industry personnel in member countries that have identified capability gaps in specific areas. These areas may include observer training, enforcement training, competent authority (food safety) training etc. Technical

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[2] Vallejo, S.M., 2006, Are we meeting the challenges for capacity building for managing ocean and coasts?, Balboa, Panama, November 13-14, 2006

[3] Lafontaine, A., Assessment of Capacity Development Efforts of Other Development Cooperation Agencies. Capacity Development Initiative, GEF-UNDP Strategic Partnership, July 2000

[4] UNDP/UNDOALOS, 1994, Report on the Consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development, Sassari, Sardinia, Italy, 21-23 June, 1993. United Nations Development Programme and Division for Ocean Affairs, United Nations, New York"

training is aimed at helping/assisting personnel understand technical issues and implement relevant processes. For the future, it is intended that fellowships which are currently being used for exposure to FFA activities in Honiara, will be documented and developed into flexible modular format for consistent and progressive training leading to possible accreditation. Delivery can cover multiple members. However, FFA acknowledges the fact that members often seek very diverse purposes for attachments.

2.2   Specific/Specialised/National Issues/Gaps

This category will be identified under the CSLAs allowing FFA to tailor training programmes (on the job coaching, in-country workshops or attachments) to specific needs of Member countries where appropriate and with specific deliverables produced to contribute to progressing national fisheries management, development and operations. Delivery would be on a one to one basis (FFA & specific Member Country) where applicable or jointly with other members who have common training needs. This training will address the duties and responsibilities for specific functions such as fisheries information management, fisheries surveillance, enforcement and compliance with national and regional fisheries arrangements, database management, CMM implementation etc

2.3   Training for Fisheries Managers

This category will focus on leadership in Member countries using either one of the above approaches. The training will focus more on strategic issues and equipping national managers to think ahead by developing sustainable fisheries plans (eg. Tuna Management and Development Plans etc). There will also be a focus on knowledge and skills required to manage staff and to run a department/section/unit. This has been a key gap in institutional strengthening reviews.

2.4   Training for sustainability and/or Training of Trainers

This category may use any of the above approaches. However counterparts at the national level will need to be identified to ensure lessons learnt become sustainable. This will also link to career development and succession planning in Member countries including establishing and developing a professional mentoring relationship with learner(s)/trainee(s) through the development of a mentoring plan, facilitating and monitoring the relationship and evaluating the effectiveness of the mentoring.

Standardisation of training. One of the priorities will be to standardise the training material package in order to achieve consistent and effective training that permits continuous improvement. The core principles must be conveyed, despite the possible need to adapt to meet particular local needs. This will also allow FFA to manage expectations where there are similar needs across member countries. This approach has been successfully pioneered with the Pacific Island Regional Fisheries Observer (PIRFO) program and subsequently adopted for the Regional Fish Inspectors course to meet new EU export requirements and the new MCS Officers' Course.

Accredited Qualification. Courses, programs and intensive short courses will include a written examination (and oral examination for competency-based courses) in order to be eligible for certification that could lead to formal qualification. Assessment of course work will be recorded and available for scrutiny or auditing while working towards demonstrating equivalent competence, allowing for credit points to be accumulated and transferred to certificates or diplomas. There will also be a credible system of recognition of prior learning or assessment of current competencies in order to facilitate learning.

E-learning. A concerted effort will be made to promote distance modes of learning through online access to curricula, resources and training material for flexible learning and assessment.

3 KEY GUIDING PRINCIPLES

3.1 Capacity development continues to be a strategic priority

FFA is committed to provide capacity development opportunities to help build capacity of members to meet the constant changes of day-to-day fisheries management, development and operational enforcement and compliance. In order to create a skilled, innovative, and respectful Pacific fisheries workforce, it is critical that capacity development continue to be a strategic priority for FFA. This means continuing to invest time and budget to support capacity development initiatives for member learning and development. Over time, FFA will promote a learning culture in fisheries agencies where employees are motivated and rewarded for developing new skills and provided opportunities to do so. This involves providing scholarship awards, establishing an exchange program and a young fisheries professional development program to give trainees a chance to develop and apply new competencies. A learning culture is shown to be a critical part of developing a high performing workforce.

3.2 Align training with fisheries management, development and operational needs

Training activities need to support FFA's strategic objectives. This can be done by creating a capacity development plan in alignment with member CSLAs, in-country training needs analyses fed by FFA staff trip reports on technical assistance provided to members, institutional strengthening recommendations and the FFA divisional annual work plan and budget (AWPB) for delivery of training activities to members. Adult learning theory and practice indicate that learning is most effective when the activity is directly related to needs and is immediately relevant. Timely access for immediate needs is critical for effective outcomes as are longer-term development strategies.

3.3 Provide appropriate learning options

There are a variety of learning options that may be considered as part of a trainee's learning and development. On the job learning may include project based opportunities, acting transfers, lateral career moves, vertical or promotion career moves, external secondments, taking on additional responsibilities; or more traditional training opportunities such as courses, certificates, webinars, conferences, degrees, seminars, and research supported by donor partner funding of scholarships for member trainees.

3.4 Maintain minimum trainer qualifications for FFA staff who deliver training

FFA will endeavour to ensure that its staff who deliver training maintain minimum trainer qualifications such as Certificate IV in Workplace Training and Assessment. Considering the size, composition and location of the target audience, all available means need to be used to provide training. This could possibly include:

a. Distance/e learning initiatives.
b. Mobile training team deployments from FFA for subregional or national delivery of training package. This will be linked to technical assistance.
c. Strengthening of network of regional training focal points.

     d.   Training of trainer programs and qualifications.

     e.   RIMF or FFA website as a permanent source of information for training resource material (student learner guides) and sample assessment / evaluation questions.

3.5   Share knowledge

As part of instilling a learning and professional development culture, an organization needs to make knowledge sharing a common practice. This means that when an employee attends a seminar, training or conference they need to share the content with their peer group. For example, the employee may choose to provide copies of the course material to others who did not attend; or during a team meeting the employee may present the key lessons learned. This will be a mandatory requirement for members who participate in FFA sponsored training activities and will be monitored through tracer studies to assess impact at national level.

Rule*: The course isn't over until the learning has been successfully applied on the job.*

Knowledge sharing goes beyond that gained in a formal institutionalized program of study. An organization must also ensure that knowledge and experience is shared between staff on an ongoing basis through management making time for the mentoring and coaching of high potential staff. This is particularly important to successful succession planning to retain corporate knowledge and develop future leaders. FFA will promote this practice among national counterparts, noting that a number of institutional strengthening reviews have recommended improving information management processes in national fisheries agencies so that staff across the organisation have access to information necessary to do their job, and to understand the broader context within which their role sits. Of importance also is the need to consult and work with stakeholders, so that FFA members can benefit from this knowledge and use it to improve performance.

Where fisheries administrations are small and where it may be unlikely that they maintain all required staff with technical knowledge and skills to manage and develop fisheries or monitor compliance, capacity supplementation could be an option. This would be viable if there is a regional pool of skilled personnel available for labour transfer. There is potential to develop and maintain such a pool through schemes such as a post graduate internship programme. FFA can also take advantage of NZ and Australian volunteer programmes where positions are advertised to fill key capacity gaps in the short term and transfer that knowledge to build institutional capacity in the longer term.

3.6   Evaluate training

Evaluation of training serves three important purposes. It indicates whether money has been spent wisely, tracks regional adoption of this framework, and implements continuous improvement of training in response to evaluation and feedback. It is important that evaluation is programmed in from the start. Proper consideration should be given on what to evaluate, when and how. For example, training on topics such as monitoring, control and surveillance (MCS) must be tracked to ensure compliance with relevant required monitoring and enforcement. When assessing training options, it is recommended that multiple training options be looked at and the return on investment (ROI) be considered to ensure value for money spent. For certain types of training like soft skills training it may not be possible to accurately calculate the ROI of training based upon indicators (qualitative and quantitative) established as a key element of the design of each training programme.

4 KEY DRIVERS FOR TRAINING AND DEVELOPMENT IN PACIFIC TUNA FISHERIES MANAGEMENT, DEVELOPMENT AND OPERATIONS

- The need for regional cohesion to tackle the greater challenges that are usually addressed through training (MCS, illegal, unreported and unregulated (IUU) fishing etc.)
- The need to identify common and cost-effective national training opportunities to promote the implementation of Pacific regionalism
- Complexity and increasing volume of compliance requirements under international fisheries regulations and regional agreements
- Increased requirements for MCS functions
- Increasingly complex and diverse criminal activities and IUU threats
- Increased global demand and value-added initiatives for Pacific tuna
- Growing complexity of market access requirements and trade preferences
- Growing overcapacity of distant water fishing nations (DWFN) fleets
- Growth in fisheries development activities and value-adding ventures
- Rising interest in maximising economic rents from access to tuna fisheries resources and value-adding fisheries processing ventures and the complexity of assessing costs and benefits of different options
- National priorities and needs in tuna fisheries as reflected in CSLAs
- Understanding environmental pressures such as climate change and ocean acidification
- Increasingly educated public and stakeholders, with greater expectations of transparency and participation in management

5 TARGET AUDIENCES

There are many distinctive categories of personnel, each of which presents its own unique context, dynamics and training requirements as outlined below and detailed in Attachment 2:

1. **National Fisheries Officials.** This category includes local government / public sector officials for fisheries (inclusive of skills sets in Executive Management and Policy, Administration, Finance, Fisheries Management, Fisheries Operations (MCS), Observer Program Management, Fisheries Development).

2. **Other public sector officials.** This category includes other local government / public sector officials for example Foreign Affairs, environment, trade including health, legal (prosecution, treaty and drafting, contract etc) border control – customs, quarantine, police, navy (defence), immigration; or officials from ministry/department of finance, information, etc.

3. **Fishing Industry.** This category includes a broader range of stakeholders including fishers, handlers, boat-owners, fishing industry entrepreneurs, private fisheries stakeholders and any other groupings particularly targeted.

4. **All FFA and associated personnel.** This category includes all FFA locally and internationally recruited staff and staff affiliated with FFA, contractors and consultants, etc who act as facilitators or trainers.

5.   **Kay Ancillary Support Groups.** This category applies to academics, external trainers who provide accredited fisheries qualifications and the media or social networking moderators.

6   TRAINING STRATEGY

FFA will develop and deliver standardised fisheries management, development and operational training in the most efficient and effective manner, respecting best practice. There are various **categories** of training applicable to the different target groups as elaborated upon in definitions in Attachment 1.

7   KEY SUCCESS METRICS

It is important that FFA evaluate its progress towards implementing this framework and promoting the building of a learning & professional development culture within national fisheries entities. The list below includes learning & professional development success metrics that FFA currently has access to for tracking its progress towards adopting this framework. However, the success of rolling out learning and professional development is dependent on the adoption rate of performance management across national fisheries entities.

In addition, an FFC training and professional development report will be used to benchmark FFA's and member countries' progress[5] on implementing this framework through analysis of a combination of the following key metrics:

1.   % of member country trainees with training or professional development plans: indicates the percentage of trainees who have a training or professional development plan in place = a/b

> a = the number of trainees who have created a training and development plan
>
> b = the total number of trainees

2.   Similar to above, the % of member trainees who have successfully completed various learning activities organised and funded by FFA <u>and</u> responded to tracer studies on national impact.

3.   Training content:
     i.   Measure of perception and learning (student feedback and tests) – FFA Performance Metrics & Activity Evaluation plus Assessment data (% passing externally assessed examinations)
     ii.   Application (application on the job) – tracer studies/audits/supervisor feedback
     iii.   Impact (national level impact) – tracer studies

4.   Trainee Competency Testing (checks on key indicators of knowledge through quizzes or tests prior to commencement of training and the % of trainees that are pre-selected) including but not limited to:
     a.   Technical Content Knowledge
     b.   Practical Skills
     c.   Communication Skills

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[5] Member countries' progress will be monitored through training supported, provided or facilitated by FFA and encapsulated in the SOI, CSLA, AWPB and Institutional Strengthening recommendations.

d.   Problem Determination and Resolution

5. Training Development and Delivery

Over 80% of critical job learning happens on the job so FFA aims to design and deliver only 20% or less by traditional training means!

Internal metrics (enabling objectives assessed by FFA – primarily formative)

- Are we focussing on the right initiatives? Are we doing enough?
- Are we developing effective designs? Eg. competencies, embedded skill application.
- Have we the right balance between design and delivery?
- Are we communicating effectively?
- Is our delivery matched to our trainees ability to access them? Do they value it?
- Are trainees satisfied when they leave? Would they recommend the training to others?
- Are people learning? Do they apply what they learn?
- Are trainers giving right advice? Have trainers achieved minimum qualification?

External metrics (terminal objectives assessed by donors and clients - summative)

- o Are we addressing the most critical training needs?
- o Are we focussing the training budget on the right trainees?
- o Have we provided training that has improved the employment chances of individuals?
- o Is the training we support making a difference in job performance?
- o Have we achieved the right balance between strategic and operational training?
- o Are we offering members an opportunity to grow and remain employable?
- o Does everyone have an individual training plan and are they implementing it?
- o Is the training administered efficiently and is it easily accessible when and where needed?
- o How does our training compare with that of our competition or with international best practice?
- o Are we doing all this at an acceptable cost to our donors?

Subjective vs Objective

- Objective evidence is gathered by trainers
- Anecdotal comments and serendipitous reports are subjective.

But bad news travels fast so FFA can influence generating good subjective anecdotes by:

1. Setting good communications at every available opportunity;
2. Avoiding making training mandatory but enticing the target audience with incentive techniques;
3. Using peer groups to increase effectiveness (sharing experiences especially at national level); and
4. Consistent, caring customer service behaviours from FFA staff and sensitised external training providers.

8 ROLES AND RESPONSIBILITIES

8.1 FFA members' senior management team

- Identify key learning priorities that will assist the organization in meeting its business objectives based on the relevant approved strategic plan;
- Identify options for meeting training needs. Is there an existing course or program? If so, how can it be accessed? If not, what can be done to develop an appropriate program and what is FFA's role;
- Identify which training is mandatory and optional;
- Identify and seek budget and resources to meet the learning and development needs of the workforce;
- Communicate the importance of key learning priorities each year;
- Create targeted capacity development opportunities that are aligned with national fisheries needs to prepare employees for future roles and opportunities;
- Hold managers and supervisors accountable for creating quality training plans with their employees as part of the performance appraisal process.

8.2 FFA staff or consultant training facilitator or trainer

- Perform administrative and logistical planning and implementation of tasks;
- Cater for queries and any emergencies that may arise during training;
- Maintain record of attendees with details as per FFA database criteria;
- Administer training evaluation and feedback from participants; and
- At the conclusion of the training course, provide FFA with a training report including analyses of participants' feedback and recommendations for improvement.

8.3 Nominated and selected trainees

Selected and FFA-approved nominees (trainees) will be expected to:

- download and peruse any provided links to student guides or additional reading material prior to attending the training course;
- have read relevant sections of student guides or recommended readings in advance of course content delivery scheduled in timetables;
- complete an initial quiz on commencement of the training (if applicable) to gauge the level of understanding and/or existing knowledge of subject;
- bring their own laptops to the training course when teaching material will be provided in electronic format only;
- note the training course learning times and assessment or examination processes;
- fully attend all sessions in order to be eligible to complete final assessment for which a certificate may be awarded for those who also pass all of the course examination and required coursework;
- be aware that that they will be expected to fully commit to completing after hours assignments and assessments on demanding training courses;
- participate in any future FFA training audits or data requests that collect evidence on key success metrics;

- share their learning with colleagues upon their return home (potentially prepare presentation to deliver at home during training course); and
- complete tracer study questionnaires sent out by FFA nine to twelve months after the training to obtain evidence of the impact that capacity development has had at the national level.

8.4   Trainee's supervisor/manager from FFA member country

- Create quality training plans for employees as part of the performance appraisal process;
- Ensure all data on employee training and employment is captured for each employee and the national fisheries training and employment database remains updated;
- Supervisors may be expected to understand the mentoring process and be willing and able to provide ongoing coaching to staff including the documentation in record books;
- Encourage employees to share the knowledge gained by making presentations to peers after the training event;
- Supervisors may be asked to participate in any future FFA training audits or data requests that collect evidence on key success metrics; and
- Liaise with national senior management teams on succession planning for fisheries.

9   REFERENCES

The Capacity Building Concept. Garriga, M. 2013.
http://www.coastalwiki.org/wiki/The_Capacity_Building_Concept Retrieved from the Internet 02 September 2014.

Drivers of Change. UNDP. 2014.
http://www.undp.org/content/undp/en/home/ourwork/capacitybuilding/drivers_of_change/ Retrieved from the Internet 02 September 2014.

10   ATTACHMENT 1: DEFINITIONS

Assessment	documented measurable terms of knowledge, skills, attitudes, and competencies of individual and group learners used for allocation of course work marks.
Benchmarking	comparison of processes and performance metrics using specific indicators across similar training activities utilizing participant feedback.
Capacity development	has evolved as a concept and an approach to replace the earlier emphasis on training and technical cooperation. From empirical work on the ground, UNDP identifies four drivers of change where tactical interventions yield significant and lasting gains on capacity. These four drivers of change are institutional arrangements, leadership, knowledge and accountability. In other words, a large number of capacity challenges fall into these broad categories and can be diagnosed through rigorous capacity assessments [UNDP: http://www.undp.org/content/undp/en/home/ourwork/capacitybuilding/drivers_of_change/]
Competency	measurable or observable knowledge (practical or theoretical understanding of subjects), skills, abilities, (natural or learned capacities to perform jobs) and behaviors (patterns of action or conduct) critical to successful job performance.
Conferences or Meetings	often feature keynote presentations delivered to all attendees, as well as multiple break-out sessions. Attendees often expect to receive information about industry trends and developments.
Course work	Work assigned for students for the purposes of learning inclusive of assessment pieces as individual or group exercises, assignments, projects or practical demonstrations.
Curriculum	all aspects of the planned teaching and learning process for trainees, namely its *prescriptive* design, implementation, assessment (evaluation process) and review. The written curriculum identifies in detail what is to be taught, such as instructional units, material and resources (teaching and learning guides), lesson plans and syllabuses.
Evaluation	continual and systematic process of assessing the value or potential value of a training program, course, activity or event where results are used to guide decision-making around various components of the training (e.g. instructional design, delivery, results) and its overall continuation, modification, or elimination.
Examination	oral or written measure of knowledge, skills, attitudes, and competencies of an individual administered and scored in a consistent manner.
Meeting or Conference	features keynote presentations delivered to all attendees, as well as multiple break-out sessions. Attendees often expect to receive information about industry trends and developments.
Mentoring' or 'Coaching	an experienced person providing guidance and advice to less experienced ones usually over a period of time.
Performance Metrics	measure of FFA's training activities and performance against standard requirements and trainee value in terms of objectives, scope, timeliness, quality and resources.
Professional Development	refers to the acquisition of skills and knowledge, both for personal development and for career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice.

Attachments or Secondments	sending employees to work in another organisation for a specified period of time in order to gain relevant skills, knowledge and experience.
Seminar	educational events that feature one or more subject matter experts delivering information primarily via lecture and discussion.
Syllabus	is the *descriptive* summary and outline of topics to be covered (content) in the training course, containing specific information such as how, when and where to contact the trainer, an outline of what will be covered in the course, a schedule with assessments and assignments due plus grading policy, specific rules etc.
Symposium	typically a more formal or academic gathering, featuring multiple experts delivering short presentations on a particular topic.
Summit	a gathering of the highest level of leaders and experts.
Teleseminars	seminars that are delivered via a conference call over the telephone and/or over the internet. The instructor moderates the call, while the attendees listen. To engage listeners, many instructors provide outlines, notes sheets or copies of PowerPoint slides to follow when listening to the presentation.
Tracer Study	a retrospective look at the evolution of the situation of a sample of trainees already provided with or exposed to fisheries training from FFA. It is an enquiry approach at a single point in time that generates data on already achieved impact.
Training	the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.
Training courses	a series of lessons or lectures teaching the skills that you need for a particular job or activity requiring the successful completion and pass of a written examination prior to certification/qualification.
Webinars or Web-conferences	presentations that involve an audio and video component. The audio portion of the event is delivered via phone or over the internet, so that participants can listen via their computer speakers. The video portion of the event is delivered via the internet, giving participants a presentation to watch while listening to the instructor.
Workshop	tends to be smaller and more intense than seminars. This format often involves students practicing their new skills during the event under the watchful eye of the instructor.
Resources	can include people, time, material and money.

11 ATTACHMENT 2: DETAILED TARGET AUDIENCES

Level	Medium (How capability activities are delivered)	Audience (consists of but not limited to the following)	FFA's Role
Strategic Policy (Can be on multiple levels eg international level - Negotiations with DWFN or at WCPFC Regional level – Policy advice to Leaders Subregional level or national level Policy Advice on fisheries management, development or MCS issues)	Joint Ministerial reviews Ministerial strategies and briefs Policy level workshops and sessions	Ministers	Policy advice support for members as required for international, regional, subregional and national meetings or negotiations
	Technical Briefs – talking points and issues	Senior Officials	Policy and technical advisor
Strategic Policy – national level	Request for follow up support – CSLAs for instance in • review of national legislations • development of National Fisheries Management and Development Plans	Attorney General – Parliamentary Counsel and staff Fisheries Officials Police and Border management agencies All of govt stakeholder joint consultations	Provide fellowships at FFA headquarters to observe FFA operations and participation at technical workshops • In-country technical assistance by FFA staff
Institutional Strengthening	Identify and address gaps in • National Fisheries Security Authorities and agencies • Industry • Legislative instruments and processes • Investment/development bodies (Govt, quasi govt and private sector)	• Fisheries and Police and Border management agencies responsible for MCS • Exporters • Development/investment stakeholders	Provide technical input to institutional strengthening as it relates to Fisheries Management, Development and MCS functions.
Operational Level	Request for follow up support – CSLAs for instance in • Vessel Monitoring System operations • MCS – Legal training on Boarding prosecutions • Deterring IUU	Police and Border management agencies Fisheries officials Attorney General – Public prosecutors	Provide technical trainings in • VMS operations • Legal process for boarding vessels and prosecutions • MCS compliance standards as per RMCSS
	Assist with compliance to WCPFC requirements – • Observer trainings • Implementation of Conservation Management Measures	Fisheries Officials National Observer Program Coordinator/Officials Police and Border Management agencies	• Provide joint Observer trainings with SPC to PIRFO certified standards • Provide technical assistance in country

Level	Medium (How capability activities are delivered)	Audience (consists of but not limited to the following)	FFA's Role
Policy Level	Request for follow up support – CSLAs for instance – • Fisheries development – Joint venture Strategy between member country and an interested party	National Fisheries Authority, Fisheries Association and Industry Ministry of Finance or Economic Development and Industry	Provide advice as required through staff work in-country or through provision of on hand support by consultant
Operational Level	Request for follow up support in development and marketing of new fisheries products	Individual fisheries producers or fisheries industry	Provide technical advice and training by staff work in-country

12   ATTACHMENT 3: ABBREVIATIONS

Abbreviation	Full terminology
%	percent
AWPB	Annual Work Plan and Budget
CSLAs	Country Service Level Agreements
DWFN	Distant Water Fishing Nations
FFA	Pacific Islands Forum Fisheries Agency
FFC	Forum Fisheries Committee (FFA's Governing Body)
IUU	Illegal, Unreported and Unregulated
MCS	Monitoring, Control and Surveillance
PIRFO	Pacific Islands Regional Fisheries Observer
RIMF	Regional Information Management Facility
RMCSS	Regional Monitoring, Control and Surveillance Strategy
ROI	Return on Investment
RFTF	Regional Fisheries Training Framework
SOI	Statement of Intent
SPC	Secretariat of the Pacific Community
UNDP	United Nations Development Programme
VMS	Vessel Monitoring System
vs	versus
WCPFC	Western and Central Pacific Fisheries Commission