

Catching THE Potential

D4.4 Evaluation report first pilot France

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INTRODUCTION

Catching the potential is a project started in 2019. The goal of this project is to develop a sustainable fisheries training standard for fishers in Europe (or even the world). As input for this standard, the project conducts sustainable fisheries trainings in seven European member states spread over the various sea basins located within the EU. In the member states different partners have been identified to develop and conduct the training pilots.

Two partners within the project represent the European fishing industry. These partners are Europêche and PFA, and they will contribute to the project through assisting in the development and implementation of the standard at the European level.

To make the training standard effective and efficient, we need to evaluate the pilots in the seven different European member states. This report describes the lessons learned and the evaluation process of the sustainable fisheries training pilot in France with partner CEFCM.



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1. QUICK SCAN

A quick scan was done for every partner at the start of Catching the Potential. The goal of this quick scan is to collect some background information on all partners in the project and the fisheries sector in the various EU member states. Two main questions were investigated:

1. **Background partner:** Who are our partners? What do they do?
2. **Background fishing sector:** What, how, where do they fish? What are relevant/sensitive topics that require attention in the development of the training?

The following checklist with topics was followed during the quick scan:

Background partner

1. School or institute
2. Size (number of students, age, teachers)
3. Type of education, level, duration, theoretic/practical, structure and internships
4. Method/mission
5. Relation to fisheries sector
6. Language
7. Country specifics

Background fishing sector

1. Size of the fisheries sector (economics, employment, ships)
2. Characteristics fisheries sector (type of fishery, target species, size of companies, number of ships, innovations)
3. Fishing grounds (location, status stocks, issues)
4. Geographical/regional spread
5. Challenges, issues, threats, opportunities?
6. Country specifics

The next chapter discusses the outcomes of this quick scan which we conducted with our partner CEFCM from France.



1.1 CEFCM: EUROPEAN MARITIME TRAINING CENTRE.

CEFCM is a maritime training institute in France with about 4,200 trainees per year; thereby it is the largest French professional training institution in terms of number of trainees. All trainings focus on the training of maritime professionals, being seafarers, sailors, and fishers.

CEFCM has developed a network of more than 150 speakers, all professionals in the maritime world, capable of responding quickly and effectively to any question relating to the development of maritime professions and skills.

Working in a network is the institutes imperative, their motto and their strength. According to CEFCM it allows them to mobilize rare and expert skills from an international set of actors.

1.1.1 SCHOOL/INSTITUTE

CEFCM is the only training institute in France offering the Fishing master program. They have various locations situated in:

- Concarneau
- Saint-Malo
- Paimpol
- Lorient
- Etel

1.1.2 SIZE (NUMBER OF STUDENTS, AGE, FOCUS GROUP, TEACHERS)

The youngest students are in the age of 16 to 18 years old, following education at the French college level 5. This is the starting age and level to become a fisher at CEFCM. For the Captain 200 (C200) certificate¹ you need to be at least 18 years, but the oldest recorded trainee was 60.

¹ Certificate to exercise either deck duties as chief watch officer on the bridge, second captain or captain on armed commercial vessels of less than 200 gross tonnage, going up to 20 miles from the coast, or to perform engineering duties as officer in charge of the engineering watch, second engineer or chief engineer on all ships with a propulsion power of less than 250 kW.

<http://www.cefcm.fr/capitaine-200>



Usually, the number of C200 students lies between 5 to 15 students. The group of students following the 'Fishing master' training consists usually of 10 to 25 students.

1.1.3 TYPE OF EDUCATION, LEVEL, DURATION, THEORY/PRACTICE, STRUCTURE, INTERNSHIPS?

CEFCM is a very broad maritime training institute. The education system in France provides various training pathways for fishers. The starting training level is the **deckhand certificate**. After obtaining this certificate it is possible to work on a fishing vessel as a deckhand, but this is not necessary since they can also choose the shipping or sailing vessel.

After obtaining a deckhand certificate, students must gain four years of practical experience on board a vessel and develop navigation skills on sea. Once they have build-up enough practical experience, they can follow the **captain 200** course to obtain the C200 certificate. With this course trainees can choose to specialise in fishing, shipping or on becoming a vessel owner. When students do not want to choose a specialisation of their **captain 200** course, they can follow a non-specified C200 course or a **captain 500** course which enables them to operate larger vessels.

After obtaining a C200 fishing, C200 (not specified) or C500 certificate, students can either start their own fishing company or work on a fishing vessel.

If a fisher wishes to continue his/her training, they can participate in the fishing master course (*Capitaine du Peche*). This training prepares fishers to operate larger trawlers and enables them to work for trawler companies. This course takes 9 months, and every French trawler vessel needs to have at least two fishers on board with a fishing master certificate.



Training catalog

CEFCM training

Regulatory maritime training

- Learning
- Business training
 - Entrance doors to seafaring professions
 - Merchant navy
 - Deckhand
 - Captain 200
 - National Pont Module - NP-1
 - Captain 500 - Chef de Quart 500
 - Small Aptitude Certificate for Small Vessel Driving - BR
 - Certificate of Aptitude for the Operation of Small Vessels - BACPN
 - Deckhand - Fishing Option
 - Captain 200 - Fishing
 - Fishing Lieutenant
 - Fishing boss
 - OCQP - Fishing Captain
 - Fishing module
 - Small Fishing Command Aptitude Certificate (CACPP)

Figure 1. Overview of CEFCM's training catalogue for fisheries.

Multiple options for group formation of the pilot were discussed. The audience for the pilot would either be a mix of three levels (e.g. deckhand, captain 200 and captain 500) (approx. 30 students) or consist of only one level (deckhands, approx. 10 students).

The fishing master course has students with an age between 25 to 45 years old. The course is focussed on bigger vessels and the students already have practical experience and knowledge. Students in this course recently expressed concerns about their future and want to learn more about sustainable fishing techniques.

1.1.4 LANGUAGE

French will be the main language during the pilot trainings. The teachers from CEFCM should be able to deliver the training after running a train-the-trainer program in English.

1.1.5 COUNTRY SPECIFICS

There are a few specifics when talking about the training of fishers in France:

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1. There is a high variety in age of the trainees, with the youngest student being 16 and the oldest student being 60. It is important to keep in mind that different generations can participate in the training and might require different approaches.
2. Students must gain 4 to 5 years of practical experience before they can obtain a higher level of certification.
3. On every French trawler vessel, you need at least two fishers with a fishing master certification.
4. The number of new entrants to the industry is relatively low, but stable.

1.2 FRENCH FISHERIES SECTOR

No information on the French fisheries sector was shared during the quick scan of CEFCM. The focus was on clarifying the training curriculum in France. Information on the French fisheries sector was collected during meetings after the quick scan and through the visit to Concarneau.

2. FOR ALL COUNTRIES: DEVELOP A SET OF MATERIALS AS STARTING POINT FOR THE PILOT

The overall goal of Catching the Potential is to develop an international training standard for all fishers on sustainable fisheries training. To make sure we can compare all pilot trainings given with our partners, it is important to have the same starting point. To determine this starting point, we looked at all available best practices on sustainable fisheries training through a desk study (D2.2). In addition, we made an overview of all important rules and regulations for fisheries that we should incorporate in the training material (D2.1).

Through this desk study we identified that several countries provide training on various aspects of sustainable fisheries to fishers, but that the 'Fishing with a future' training is offering the most holistic approach to sustainable fisheries training. The desk study also revealed that some additional topics should be added to this training, mainly on social sustainability topics such as:

1. Fair wages
2. Save working environment.
3. Slavery



4. Corruption

2.1 FOR ALL COUNTRIES: DEVELOP PRESENTATION OF STARTING POINT

A set of PowerPoint presentations was made to form the backbone of the various training pilots. These PowerPoint presentations can be found in deliverable D4.1 Evaluation report Greece.

3. FINDING AND COMMUNICATION WITH LOCAL PARTNERS (TASK 4.1)

CEFCM is part of the core group. Catherine Germillac (English teacher CEFCM) and Alain Pomes (director CEFCM) participated in the first consortium meeting in Utrecht (Netherlands) in November 2019 at the start of the project. Since that meeting there has been a lot of communication with CEFCM on the French training system for fishers and on how to incorporate the first pilot training in the existing training curriculum. This has been a difficult process because of limited time and space in the existing curriculum.

After the exploratory phase of the project, activities focused on planning and conducting the pilot training. The existing material at CEFCM were first discussed to make sure the training material to be developed is not repetitive for the students. After a lot of discussions, a strategy was developed for the first and second pilot as is shown in table 1 below.



Pilot Level	Total time (days)	Available time (in hours)	Format	Assessment
Prep. time/pre-program <i>"Only on CEFCM MARITIMUS distance learning platform. To be completed before accessing Levels 1 and 2 Duration: 1 hour "</i>		1	Introduction into the training	+ Multiple Choice Quiz suggested as light assessment
1. Deckhand/Fishery Merchant Navy 2. Yacht Master 200/ Fishing module	Day 1	7	4 hours face to face 3 hours e-learning*	Assessment to be defined (e-learning?)
	Day 2	6	6 hours e-learning*	
Remainder or CTP project presentation <i>For those who didn't attend Levels 1 / 2, we could provide access to CEFCM MARITIMUS e-learning resources of such levels, if necessary</i>		Only on CEFCM MARITIMUS distance learning platform after completing of Levels 1 / 2 Must be completed before accessing Levels 3 / 4 Duration: 2 hours		+ Multiple Choice Quiz suggested as light assessment
1. Officer in charge of the navigational watch/Fishing Mate 2. Fishing master	Day 1	7	4 hours face to face 3 hours e-learning*	Assessment to be defined (e-learning?)
	Day 2	5	5 hours e-learning*	

(*) As suggested by ProSea, bite-size hours to dispatch within the timeframe allowed for on-site learning i.e., 4 hours max. per two levels.

CTP Pilot training: 4 days = Total 28 hours

Reminder: CEFCM requirements are **4 hours maximum X 2 for on-site learning** (levels 1 and 2 + levels 3 and 4) = 8 hours. Remaining 20 hours dispatched via CEFCM Maritimus e-learning platform.

4. PREPARATION PILOTS (TASK 4.2)

When a strategy was agreed, ProSea and CEFCM started to adapt the pilot material. To ease this process and get more acquainted with each other ProSea visited the training institute of CEFCM in Concarneau and Lorient for four days. During this visit,



the project met with many possible partners for the pilot training. The next section contains the most important outcomes from this visit.

4.1 FIRST CATCHING THE POTENTIAL VISIT TO CEFCM IN FRANCE

On Monday the 27th of September 2021, the first visit to a partner took place within the [Catching the Potential](#) project. Due to covid-19 restrictions it had not been possible to travel before that time. The visit started with a meeting of the core team, consisting of Europêche, CEFCM and ProSea. The project progress and planning for the coming months was discussed.



Figure 2. At the left you see the CEFCM training centre in Concarneau where we held the core meeting.

Despite the delay due to covid-19 restrictions, a lot of preparatory work had already been done. Training material has been developed and adapted to the local context, e-learning modules were built and tested, and partners are involving a broader network within their country to find support to include sustainability training within the training of fishers. Meanwhile, a lot of progress has been made to include sustainability training in the international training requirements for fishers at IMO (STCW-F).



4.1.1 CHALLENGES IN THE FRANCE FISHING INDUSTRY

Brexit is probably the biggest concern for the fishers of Bretagne. There is a lot of fighting over access to British waters, since this access has been refused to several French fishers. Next to Brexit, the industry is also facing the consequences of the construction of offshore windfarms, marine protected areas, and an aging fleet, both in the age of the vessels and crew.

The problem of having few new entrants coming to work in the industry is also recognized by the CEFCM training centre. There are few people who chose a career within the fishing industry, and it is even harder to keep those few within the industry after they finished their training. Most likely reason is the harsh working conditions. The new generation wants to have things like Wi-Fi on board and spend more time with family and friends. This is also in line with the Desk Study (chapter 2).

4.2 INCLUDE BROADER NETWORK

Several visits were paid to institutions that could play an important role during the training. Either as supplier of relevant information to adjust the training, or as guest lecturers during the training, or in supporting the implementation of the training once the project ends. These parties included Blue Fish, the Pêche Committee of Morbihan, the University of South Brittany, and the Marine Biological Station in Concarneau.

4.2.1 BLUE FISH – DIRECTOR ARMAND QUENTEL

Blue Fish is an NGO that tries to bring the voice of the French fishing industry forward within the regional, national, and European policy arena. According to Blue Fish the construction of offshore windfarms is one of the biggest challenges for the fishers. Blue Fish is trying to protect the interests of the fishing industry during stakeholder sessions by suggesting areas where offshore windfarms have the least impact on the fishing grounds. It is important to enter dialogue and make your voice heard. This is in line with some of the goals of the sustainable fisheries training. During the communication workshop the importance of entering dialogue instead of



avoiding the negotiation table is discussed. Blue Fish is in full support for the project.



Figure 3. Blue Fish and the Pêche Committee of Morbihan were located near the fishing port of Lorient.

4.2.2 PÊCHE COMMITTEE OF MORBIHAN – JEAN PIEL

Jean Piel works as the communication manager at the Pêche Committee of Morbihan and prepared a PowerPoint presentation in which he explained their role and responsibilities. France consists of 95 districts and that they represent the fishing industry of the Morbihan district. All fishers within that district need to be a member. They are a private organization and represent 1300 fishers that are active in a wide variety of fishing activities. Their activities include overseeing the quota exhaustion, assisting fishers with training and career planning, aiding the industry to improve their safety and sustainability performance, and actively communicating about the industry towards a broad set of stakeholders.

The project learned more on how the French quota systems works and how they try to involve fishers in various research projects. Like Blue Fish, the Pêche Committee of Morbihan is in support for the pilot and is willing to play an active role where possible. The information shared by the Pêche Committee of Morbihan was integrated in the pilot training in the subject of fisheries management. Jean Piel was invited and present during the first pilot training.

4.2.3 UNIVERSITY OF SOUTHERN BRITTANY – CLAIRE ALLANOS, MORGAN DEROINÉ

At the University of Southern Brittany, a presentation was given by Claire Allanos and Morgan Deroiné. The University is involved in the INdIGO-project. This project consists of 10 organizations from France and the United Kingdom that work together on two main objectives, being:

1. The development of the first fishing gear with a controlled lifespan that is biodegradable in the marine environment.
2. The improvement of the recycling process of fishing gear at the end of its life.

A tour through the research facility was organised afterwards. During the tour the challenges of developing a gear that is biodegradable in the marine environment were discussed. The nets need to be strong enough for fishers to use, but not so strong that it still lasts in the marine environment for many years before it starts to degrade.



Figure 4. Presentation of the INdIGO-project.

The University is more than willing to share their knowledge for the pilot and a visit might be an interesting excursion for students in the future. Information on the INdIGO-project was integrated in the training on solid waste. An invitation was sent to Ifremer and INdIGO project for the first training pilot. If there is enough time in the curriculum for the second pilot a visit could be organised.

4.2.4 MARINE BIOLOGICAL STATION CONCARNEAU – GUILLAUME MASS

At the Marine Biological Station in Concarneau, a tour through the station was organised by Guillaume Mass. It is the oldest marine research station from France, and it was established to study the cultivation of lobsters and oysters. Nowadays, there are still some activities that focus on the cultivation of marine species like the locust lobster as seen below. Most of their work however focusses on conducting applied marine biological research and teaching various audiences.



Figure 5. Old wells at the Marine Biological Station in Concarneau where they used to breed lobsters and oysters.



Figure 6. Scyllorus arctus is a small European Locust lobster. This lobster is relatively easy to cultivate because it is not aggressive.

The Marine Biological Station is in support of the project and gave relevant input for adopting the pilot training to the local context. Guillaume was also present during the first pilot training and was added to the basecamp surrounding to give feedback on the training material.

4.2.5 CONCLUSION

This visit contributed to common understanding of the project. A lot of work was done on the training material to adapt it to French situation. Many bonds were forged with important stakeholders surrounding the French fisheries sector. All the visited stakeholders were invited to the first pilot training.



Figure 7. A group photo at the end of our stay. Left to right Catherine Germillac, Tim Haasnoot, Roos Swart and Marine Tekavcic. Sadly, Alain Pomes, Mustapha El Ketab and Charlotte Delzenne couldn't join us for the picture.

4.3 ORGANISING THE FIRST PILOT

After the visit to Concarneau a lot of progress was made on the French versions of the pilot material. ProSea prepared the pilot presentations, and CEFCM translated everything in French and added some local examples.

At first, it was agreed to conduct the pilot training for a group of trainees of CEFCM which would consist of various hours of e-learning combined with classroom lectures. However, including a sustainable fisheries training in the bureaucratic training system of France is challenging and requires the support of a broader set of stakeholders. Some stakeholders indicated that they still had questions regarding the goal and intentions of this project and training. By involving them in the first pilot training, it was possible to give extra information on the project and to give them an impression of the training content.

Since the first pilot needed to be conducted in French, CEFCM suggested to do a train-the-trainer program in English first (so before the first pilot training). This enabled the trainers to learn from ProSea about didactics and to get familiar with the content. It helped them in delivering the training themselves for the trainees. Another advantage of this strategy was that the newly trained trainers could practice during a one-day pilot training for a group of relevant stakeholders, see section 4.1 for some of the stakeholders.

The first pilot was initially planned in the spring of 2022, but due to the busy schedules of both CEFCM and ProSea it was decided to plan the first pilot on June 30th, 2022. An invite was created and spread among relevant stakeholders in the French fisheries sector, the invitation can be found in Annex 1. The list of stakeholders that were invited can be found in Annex 2. The final list of participants can be found in Annex 3. An overview of the sustainable fisheries training program can be found in Annex 4.

Venue and lunch

The pilot training was hosted at CEFCM in the conference room. CEFCM arranged food and drinks for all the participants.

This same venue was used for the train-the-trainer program which consists of 3 days of training prior to the pilot with the French stakeholders. See section below for more details on the Train-the-trainer program.



Classroom material

All the material necessary was collected in a shopping list which can be found in Annex 5. Quiz questions and others material that required translation to French was shared in advance for translation by CEFCM.

4.4 TRAIN THE TRAINER

Prior to the first pilot training for a group of French stakeholders, ProSea conducted a train-the-trainer program with two external trainers that would like to provide (elements of) the training after finishing the project. This train-the-trainer program was focussed on transferring the learning objectives, didactic workshops and interactive elements to the new trainers.

The two trainers were Tangi le Bot and Gwenhael Allain. Gwenhael already provides several trainings at CEFCM and has a background in marine biology. Tangi is a former student of CEFCM and will start teaching at CEFCM in the next school year.

Next to the two external trainers, Mustapha el Kettab also participated in the train-the-trainer program on behalf of CEFCM. Mustapha used to teach a lot at CEFCM but since being deputy director at CEFCM there is little time left to teach. However, he is very interested in the training content and wanted to learn more about the didactics behind it.



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Figure 8. The three trainers of CEFCM practising the fishing game during the train-the-trainer program.

The train-the-trainer program consisted of two days in which ProSea gave all lectures and workshops of the basic training material package to the trainers. During the third day, ProSea gave more background to the training approach and didactics. Eventually the trainers also had to practice themselves. In the end ProSea and CEFCM agreed what parts of the pilot would be delivered by ProSea and which parts by the (hired) trainers of CEFCM. The entire train-the-trainer program can be found in Annex 6.

5. CONDUCTING THE FRENCH PILOT (TASK 4.3)

Date and Location

The first pilot took place on Thursday 30th of June 2022. The first pilot training was held in Concarneau at the training institute of CEFCM.

Participants

The group consisted of 14 participants of local stakeholders with various backgrounds. Some participants worked as fishing industry representatives, some as scientists, while others were involved in the value chain or in the training of fishers as can be seen in Annex 3.

Course leaders/ trainers

The first pilot training was conducted by:

1. Mustapha el Kettab (CEFCM)
2. Tangi le Bot (CEFCM)
3. Gwenhael Allain (CEFCM)
4. Roos Swart (ProSea)
5. Tim Haasnoot (ProSea)

The training was led by Mustapha El Kettab, Gwenhael Allain and Tangi le Bot. ProSea opened the training pilot in English to give participants some background on the Catching the Potential project and about ProSea. Next to that, ProSea assisted during some of the interactive workshops.



The pilot was shortened to one day, since it was difficult for the participants to find more time to participate in this pilot. Consequently, each topic had to be shortened drastically and focused on informing participants about the main learning goals of each lecture. CEFCM and ProSea agreed to keep all workshops, games, and quizzes in the program. An overview of the sustainable fisheries training program can be found in Annex 4. The complete French training can be found in Annex 7.

The following workshops were given:

Top 5: this workshop is given after the introduction in sustainability. Participants are now familiar with the concept of sustainability and are asked to rate the challenges in their work/sector related to sustainability. The participants are divided in groups of 4 or 5 and asked to describe a Top 5 of challenges in a sustainable fisheries sector on a A2/flip over sheet. Then all groups present their findings and ideas and explain why this is a big challenge hence nr. 1 or a less important/threatening challenge hence nr. 5.

Atelier – Votre opinion

1. Mettez-vous en petits groupes
2. Faire une liste **des challenges les plus importants pour la pêche durable**

En quoi est-ce urgent? Pourquoi?

- ❖ **Nommer un animateur et un présentateur**
- ❖ **Débattez sur les challenges (15')**
- ❖ **Ecrivez votre Top 5 sur le paper board (10')**

3. Séance plénière (tous les groupes)
 - ❖ **Présentation des résultats (20')**

Priorité	Challenge	Pour cette priorisation ?
1		
2		
3		
4		
5		

Figure 9. Training material on Top 5 workshop





Figure 10. Trainer Tangi le Bot discussing the outcomes of the TOP 5 workshop with participants during the first pilot training.

Kahoot: Many of our participants were familiar with the concept of ecology and plastic pollution. Therefore, it was decided to shorten these subjects in a Kahoot quiz. This is an interactive way of teaching and quizzing. This tool is used in the pilot when participants have already followed an e-learning on a subject.



Figure 10. Trainer Gwenhael Allain playing the marine ecology quiz during the pilot training.

Fishing Game: The subject of fisheries management starts with the question: why is management needed? The answer is given by playing the fishing game. The group must make teams of two. Of the two participants one is blindfolded and has a teaspoon the other can guide and collect. Together they must fish candy from a tub which represent the fish and the sea. They have 30 seconds and multiple teams' fish in the same tub/sea. When the 30 seconds are over the sea is replenished, but only when there is still fish left. This created a tragedy of the commons when the tubs are empty. From the concept of tragedy of the commons comes the need of management.

From catch to TAC: This is a boardgame. There is a board with empty squares which are connected. The cards are all players in fisheries management and steps in the route from fisheries catch to the EU Total Allowable Catch. The participants must figure out the steps in between.



Figure 9. Participants of the pilot training playing the 'Fisheries management game' under supervision of trainer Mustapha el Kettab.

6. EVALUATION FIRST PILOT IN FRANCE (TASK 4.4)

The evaluation of the first pilot in France has four parts (read the explanation below) and will be discussed per part.

1. Close-out session at the end of the training

This includes both a close-out session at the end of the train-the-trainer program and at the end of the pilot training program with local stakeholders (5 to 10 minutes). Through these close-out sessions we invite participants to share their overall impression and opinion about the training, guided by a set of open questions, for example:

- What is your general impression about the training?
- Which parts were most enjoyable?
- Which parts were most interesting?
- Which parts were most useful for you?
- Which parts did you like the least?
- What will you do with what you have learned?

2. Evaluation form for participants

All the participants in the first pilot training received an evaluation form. Participants were asked to complete the evaluation form. This form invites them to share their opinion of the training and is designed to assess the results of the training with a focus on their understanding before/after the training, area/topics participants liked and/or benefited from, topics they did not like and how they see their personal role in the sustainable development of the fishing industry.

3. Evaluation form trainer(s)

Where possible, pilot trainings will be led by a local trainer in the fisher's language, possibly with the assistance of ProSea and/or local experts. As the primary contact with the participants, the trainer is asked to answer a series of open questions (evaluation form for the trainer). In the case of the first pilot training in France, there were three trainers that had to fill-in this form.

The focus of this evaluation form is threefold. First, the trainer is asked about her/his opinion about the training materials after completing the train-the-trainer



program. Are the training materials applicable to the local situation and level of the group? Which adjustments need to be made? Second, he/she is asked for an assessment of what went well during the pilot, what could have gone better and how was the interaction with the participants. Third, the trainer can express what he/she needs to continue the training independently, for example indicating the need for extra training/coaching.

4. Evaluation form CTP partners

CTP partners in the pilot country evaluate the pilot training by sharing their experiences and opinions on the development, organization, and execution of the pilot training in their country. In addition to sharing what went right or wrong in the pilot training, the form identifies lessons-learned and consequences of the pilot for the development of the standard training in WP5 of the CTP project and elaborates on next steps to take for the second pilot and for implementing sustainable fisheries training in the pilot country.

This evaluation form was filled out by Mustapha el Kettab and can be found in Annex 10. The questions in this form are the same as in ‘Evaluation form trainer(s)’, with three extra questions.

6.1 CLOSE-OUT SESSION AT THE END OF THE PILOT

In general, the participants were positive about the training content and training approach. Several participants gave the feedback that they would have liked to discuss certain topics in more detail (e.g. marine ecology, fisheries economics, fisheries management, climate change) but they understood that choices need to be made in the program since there was only one day available.

Especially the communication exercises were considered the most enjoyable. All participants participated actively and there was a lot of laughter and joy during that part of the training.





Figure 12. Roos Swart leading the close-out session.

When discussing which parts of the training they considered most interesting, opinions varied. In general, they were very interested in the approach used and in how such a training would work with active fishers. Some participants were sceptical if fishers would like to participate in a sustainable fisheries training and were mainly interested to learn on how this training was received by fishers in the Netherlands.

Two participants, both fisheries representatives, indicated they did not like all the content discussed in the introduction to sustainability lecture and the fisheries economics lecture. They requested that changes should be made to the content before we could count on their support. Their remarks were noted, and changes will be made when preparing the second pilot. See 6.2.2. for more details on what aspects they did not like and the changes that are suggested.

Overall, participants were positive about the training and were willing to help in adjusting the material further to the local context. The local scientific institute and the local fish auction made several suggestions in terms of target species, stock data and population dynamics. They will be contacted before the second pilot to incorporate their suggestions in the training material.

6.2 EVALUATION BY PARTICIPANTS

Most participants of the training took part in the evaluation by filling in the evaluation forms. Unfortunately, some participants had to leave directly after the last lecture and were unable to fill-in the form. Other participants forgot to fill in both sides of the form. All the collected evaluation forms were translated into English and a summary of the evaluation results can be found below. The original evaluation forms can be found in Annex 8.

6.2.1 HOW FAMILIAR WERE YOU WITH SUSTAINABLE FISHING BEFORE AND AFTER THE TRAINING?

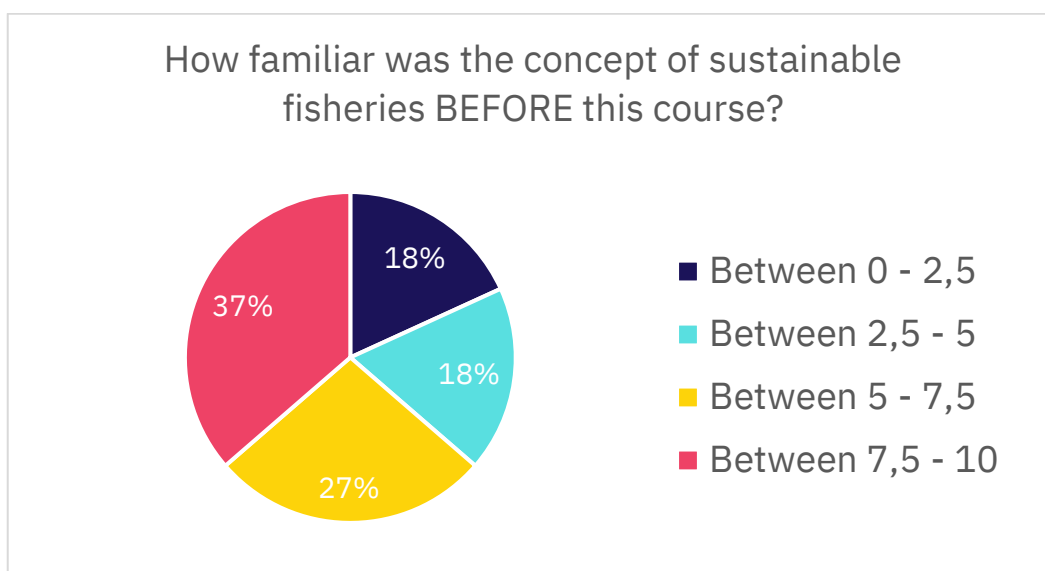


Figure 13. How familiar was the concept of sustainable fisheries before this training? (0 – 2,5: not familiar at all, 2,5 – 5: a little familiar, 5 – 7,5: familiar, 7,5 – 10: very familiar).



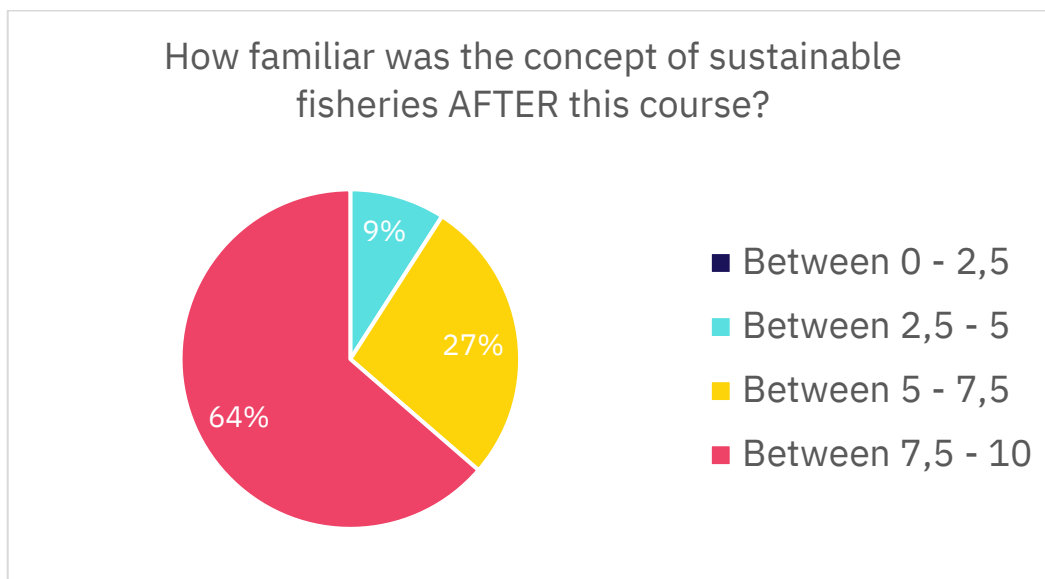


Figure 14. How familiar was the concept of sustainable fisheries after this training? (0 – 2,5: not familiar at all, 2,5 – 5: a little familiar, 5 – 7,5: familiar, 7,5 – 10: very familiar).

When asked to assess their familiarity with the concept of sustainability before and after the training, participants indicated a significant improvement of understanding (Figure 14).

6.2.2 APPRECIATION OF THE TRAINING CONTENT

Participants were asked to give a score to each of the training topics. Their feedback on the evaluation form is presented below in Figure 15. The best valued topics were ‘Communication lecture & workshop’, ‘Fisheries management’, and the ‘Workshop Top 5’ on the 5 most important challenges for a sustainable fisheries sector (see chapter 5 for a detailed explanation on the workshops).

When looking at the topics that were appreciated the least by the participants, then ‘Introduction’ and ‘Fisheries economics’ stand out. After the training a consultation was held with the two participants that were critical about these aspects to clarify why they rated these topics with a low score.

For the ‘Introduction’ it mostly was a matter of wording and interpretation. This lecture was given by ProSea in English. In the fisheries sector the relationship between the French and Dutch fishers is tense. In addition, most fishers are suspicious of non-governmental/ environmental organisations. This made some participants representing the fisheries sector suspicious towards ProSea as a Dutch NGO.

Criticism was aimed at the statement that ‘economic and political processes often focus more on the short term, whereas ecological processes are often long-term and thereby creating a mismatch which started the sustainability approach/way of thinking’. According to these participants making this statement is too short sighted, because there are also plenty of companies and politicians that focus on the long-term. This is true, so making this nuance would solve the problem.

Another point of criticism was directed at the triple P approach. According to these participants ‘Democracy’ was missing as overarching pillar. They made the statement that NGOs are increasingly influencing policy processes without being elected and they questioned their legitimacy. The emergence of more and more marine protected areas (MPAs) was named as an example of their influence. Although it would be very interesting to start a philosophical discussion around democracy, NGOs, and their legitimacy, this lies outside the scope and learning goals of this training.

In the sustainable fisheries training the opportunity to express different opinions and to be able to have a well-founded conversation is important. The project is by no means pushing an agenda. It is up to the participants to form their own opinion on subjects like MPAs. MPAs are covered in the training in a factual way, showing multiple interpretations to the subject. In the training the role of NGO’s is touched upon during various lectures, but not at the level of detail requested by these two participants. As such, no changes will be made to the training for the target group CTP is aiming at.



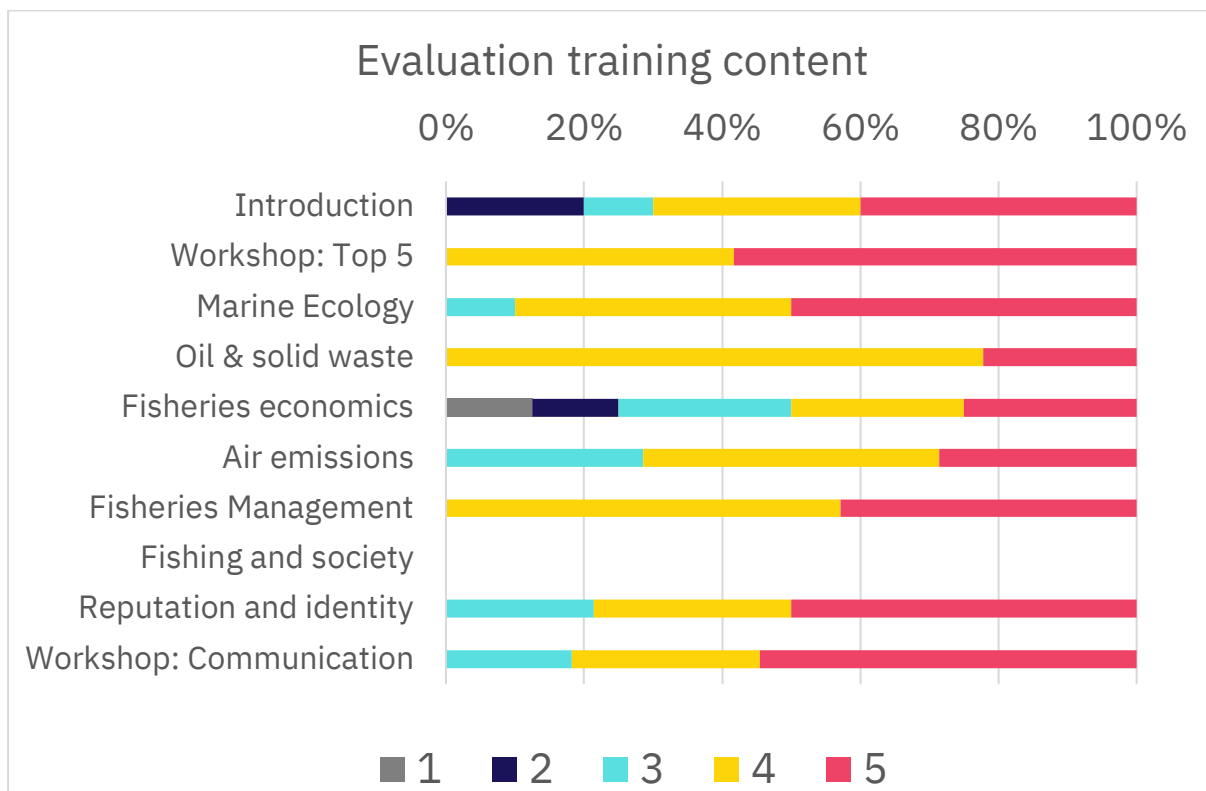


Figure 15. An overview on how participants appreciated the various training topics.

Criticism on the fisheries economics lecture mainly focused on the cartoons being used to illustrate that there are various indicators that could be used to measure success and to determine who is the most successful fisher.



1



2



Main message is that catching the most fish does not automatically mean you're the most successful fisher. There are also indicators like quality of the catch, your expenses and participating in a label scheme (e.g., MSC label) to generate additional value.

Somehow the cartoons triggered discussions about 'small-scale vs. large-scale fisheries' and 'the unfair display between various fishing methods. The trainers tried to explain that this is not what the cartoons tried to address nor matched with the learning objectives of the training. The training does not take a stand in this discussion since each method has its own impacts and challenges when it comes down to sustainability. The cartoons give a very simplified and overexaggerated representation just to facilitate a discussion on the various indicators of success. Somehow this became heavily politicized by these participants, but these sorts of discussions never came up during any other trainings where these cartoons were used.

6.2.3 SUGGESTIONS FOR IMPROVEMENT FROM PARTICIPANTS

In the evaluation form the participants were asked for suggestions to improve the training. These suggestions were given:

1. Add more local examples to the training, as was done with the INDIGO project. Make a French version with more local examples.
2. Give concrete examples and provide more information than just the main principles.
3. There is a lack of discussion about the importance of the ecosystem and how best to preserve them.
4. Do not put all NGOs and associations in the same basket.
5. Invite available and interested fishers to the training (for example young retirees, staff representatives, sailors in training etc.).

6. It seems that the training would need data to support the arguments in one direction or another. There is a lack of real elements.
(The participant did not express what this is referring to)
7. Improve knowledge on regulatory decision-making.

Some of the suggestions (6, 7) make clear that in some cases the participants are not fully aware of level of education/interests of the target group. This can partly be explained because the group of participants are experts and passionate about their field of work. However, an important principle in the CTP project is that you put the target group (fishers) in a central position in your story. Meaning you will have to adjust the course material to ‘their world’. Of course, this does not mean that you cannot try to stretch the boundaries every now and then. Furthermore, it was expressed before the pilot that this one day would provide an impression of the whole course. As a result, the time to go into a high level of details is limited (suggestion 2 and 3).

In chapter 8 the next steps and recommendations are presented in more detail. Some suggestions will be adopted for the second pilot.

6.3 EVALUATION BY THE TRAINERS AFTER THE TRAIN-THE-TRAINER PROGRAM

The three partners of CEFCM followed a train-the-trainer program of three days. At the end of the third day, we held a close-out session with the trainers. They came with the following general feedback points on the training:

1. The training is an effective tool to discuss the future of the fishing industry and as a tool to let fishers think about the various topics themselves.
2. The current setup creates a comfortable way to discuss sensitive topics with fishers. They especially liked that the training does not make value judgement like ‘good or bad’ and ‘wright or wrong’ but challenges participants to form their own opinion and to critically think about topics themselves.
3. They liked the approach of starting the training with the TOP 5 workshop (see chapter 5 for a detailed description on all workshops). It allows participants to express their ideas and opinions, which involves them actively in the



training and enables the trainer to see which topics are considered relevant by the trainees.

4. An advantage of the current setup is that you challenge trainees to keep a broader perspective. Marine ecology for example is something fishers can relate to, but climate change is probably not. By linking everything together in the training, trainees can start to see how things are connected.
5. There were several topics that are currently not part of the training of fishers in France such as, climate change, fisheries economics and communication, but which could easily be integrated in the existing curriculum.
6. Although the training is very relevant for active fishers, the trainers question if it is feasible to provide the training to active fishers. It could be interesting to target this training at stakeholders around fishers (e.g., fishing industry representatives) and for them to become ambassadors.
7. They felt challenged to adjust the training even more to the French context, for example by adding more examples of the small-scale/artisanal fleet since they have different challenges and solutions.

A more detailed evaluation on the training of Tangi le Bot can be found in Annex 9. A more detailed evaluation on the training of Gwenhael Allain can be found in Annex 10. Mustapha el Kettab filled-out the evaluation form for the partner, which can be found in Annex 11.

6.4 EVALUATION BY CEFCM AND PROSEA

BY PROSEA

The outcomes of this first pilot training and the train-the-trainer program are satisfactory. The cooperation with CEFCM and the hired trainers worked well and was also very inspiring for the trainers of ProSea. It was interesting to experience the cultural differences at first hand. ProSea is used to share experiences and examples of the Dutch fishing industry. It was noticed that the trainers and participants in France reacted quite differently to some of the examples presented. For instance, there are various developments in the Dutch fleet which focus on wider implementation of Artificial Intelligence (AI), more automation, higher efficiency, and a focus on technological innovation. In the Netherlands these developments are seen as 'good and innovative' by fishers, whereas in France it is



not always considered as the wishful direction for the future of the fishing industry. Social innovation, equality, a more local focus and aiming for low-tech solutions were considered as important topics when talking about the future of the fishing industry in France. This is something that will be incorporated when developing the standard.

It was also the first time within the CTP-project to conduct a one-day training for relevant local stakeholders. The various training topics were drastically shortened to make it fit in one day. Goal was to give participants an impression of the training content and approach in order to build trust and generate support for the wider implementation of the training in France. It was noticed that the language barrier sometimes caused confusion and that certain words and expressions were interpreted different than intended. Because we had to shorten certain training topics (e.g. marine ecology, fisheries economics, fisheries management, climate change and plastic pollution), a lot of details and local examples were not touched upon during the pilot.

Major learning point for us with this pilot setup was that these participants are not all necessarily accustomed to work and interact with fishers. As a result, it is sometimes hard for them to identify with fishers and to see their perspective on matters. Since CTP aims for a training standard for all fishers, topics are approached at a level at which everyone should be able to follow the training and to participate in discussions. Some participants complained that there was not enough nuance and detail in the training, but by doing so they reason from their own level of expertise, level of education and their wishes and needs and not necessarily from the actual target group. To tackle this point for the future, we highly suggest extending the number of days to a minimum of two and/or to include fishers (active or retired) in the participant group.

BY CEFCM

COOPERATION BETWEEN CEFCM AND PROSEA ON THE PROJECT

CEFCM, which has participated in the project since the beginning, took some time with the preparation of the pilot and conducting activities of the project especially since the two members of CEFCM, directly concerned by the project: Mustapha EL Kettab and Marine Tekavcic, were involved relatively late.



This small delay has been largely made up thanks to a strong and positive dynamic that has been established between ProSea and the CEFCM. The cooperation between the two teams has continued to strengthen and produce.

The CEFCM has become an important and active member of the CTP consortium. It participates in several WP of the project; contributes to the organization of managerial actions (Core Meeting) and to the various events planned by the project leader (visits to France, training of trainers, test training, seminars, etc.).

The cooperation with the ProSea team is exemplary. It is now based on mutual understanding, a shared vision of the project issues and objectives. There is a fluidity of communication and action.

At the current stage of the project's achievements, the CEFCM is largely satisfied with the results obtained and wishes to continue this positive dynamic cooperation with the other partners to work towards achieving the final objectives of the project. CTP objectives, which expected long-term benefits, will be very beneficial for the fishing sector and its actors.

COOPERATION BETWEEN CEFCM AND PROSEA ON THE PILOTS

Even if it was a little difficult at the start of the project to determine exactly how we were going to set up these pilot actions, Roos and Tim were always available and were able to answer our questions.

Our training courses represent different levels of qualifications, some of which already include training in marine biology, fisheries economics, and prevention of marine pollution. Added to this is a regulatory framework that reduces our freedom of action in the organization of these pilot actions. We therefore worked in collaboration with ProSea and after several exchanges we were able to determine an action plan respecting the objectives of the project and our regulatory constraints.

Regarding the organization of our first pilot action, our collaborative work was more than satisfactory with the ProSea team. They were available and responsive. We were able to organize this action together and it was a success. All documents: course material, workshop, evaluations were all available on time. They accompanied us throughout the process, which facilitates the organization of actions and the achievement of our objectives.



For our trainers, this pilot and the trainer's training was a very good experience. It was a time for them to learn new pedagogical technique, activities that they can apply to their students. It was also an opportunity to know the vision of local representatives, scientists, fishers on sustainable fisheries.

7. LESSON LEARNED AND CONSEQUENCES FOR STANDARD – WP5

In this part of the evaluation, we identify lessons-learned and consequences of the pilot for the development of the training standard (WP5) of the CTP project. After conducting the first pilot in France we have learned the following lessons:

1. In general, the participants were positive about the training content and training approach. Adjusting the training content even further to the local context is important moving into the future.
2. The pilot with the group of local stakeholders had to be done in one training day. Certain training topics (e.g. marine ecology, fisheries economics, fisheries management, climate change and plastic pollution) had to be shortened and a lot of details and local examples were not addressed during the pilot. This creates the risk that there is no time to have a more in-depth discussion on sensitive topics and that content must be simplified, even if they are not simple. This does not benefit the training. One training day is not sufficient for a standard sustainable fisheries training.
3. In line with the previous point. CTP aims for a training standard for all fishers, topics are approached at a level at which everyone should be able to follow the training and to participate in discussions. Some participants complained that there was not enough nuance and detail in the training, but by doing so they reason from their own level of expertise, level of education and their wishes and needs and not necessarily from the actual target group. It is important to make this very clear in advance to create the right expectations of the training.
4. The fisheries economics lecture triggered discussions about 'small-scale vs. large-scale fisheries' and 'the unfair display between various fishing methods.' Social innovation, equality, a more local focus and aiming for low-



tech solutions rather than a strong focus on technological innovation were considered as important topics when talking about the sustainable future of the fishing industry in France. This makes it very clear that the way a society looks at fishing as a profession is crucial to consider when developing a sustainable fishing training.

The project consortium will take these lessons into account in the development process of the European training standard.

8. NEXT STEPS AND RECOMMENDATIONS

When looking at the next steps to take in preparing the second pilot and in the further implementation of the training in France, the following steps are proposed, and recommendations are given:

1. ProSea and CEFCM will make changes on the training material based on the feedback of the participants. Key point is to include more local context and examples. Various stakeholders who participated in the training will be contacted in this process. Some suggestions that were made:
 - There are plenty of companies and politicians that focus on the long-term, add this to the introduction of the 3P concept.
 - Adding more examples of the small-scale/artisanal fleet since they have different challenges and solutions.
 - Suggestions were made on target species, stock data and population dynamics of French fisheries.
2. Plan a date for the second pilot. One day of training is not sufficient. It is highly recommended to extend the number of days to a minimum of two for the second pilot.
3. To take the next step in the implementation of the training, it is important that fishers participate in the second pilot training.



9. CONCLUSIONS

Based on the first pilot in France the following conclusions can be drawn:

1. The first pilot training in France was pilot training number 4 in the CTP project. The project has now completed 4 out of 14 pilots (29% completion). In total the project has trained 45 active fishers or other relevant stakeholders in the European fishing industry out of an expected total of 300 (15% completion).
2. Despite the covid-19 pandemic, the cultural differences between the Netherlands and France, the rigid school system in which fishers receive education, ProSea and CEFCM were able to come to a mutual understanding and an action plan to organize the pilot training. This shows that getting to know each other well is a vital part of the process.
3. An important conclusion is that the structure and method of the course is also successful in France, as in the other pilot countries. The project has been successful in 100% of the pilot countries and that is a wonderful result. This means that the basis is good and that we can focus on more details in terms of content and implementation in the second pilots.
4. One of the challenges in the CTP project was to find out where participating countries differ from each other and how the project can take this into account in the standard. Most of the content (80-90%) is applicable in France (when customized). In France, however, discussing fisheries economics requires a different perspective (strong focus on social innovation, equality, a more local focus and aiming for low-tech solutions). This was less the case in the other pilot countries.
5. The group of participants in the first pilot showed that working and interacting with fishers requires specific skills. It was sometimes hard for them to relate with fishers and to see their perspectives. When growing/maintaining the CTP network in the pilot countries and beyond, it is important to make stakeholders aware of this and invest time and energy to make the fishers' perspectives a central focus of the training.



ANNEX 1 INVITATION

**Nous vous invitons à participer à notre
action de formation**

FORMATION A LA PECHE DURABLE

Votre expertise est nécessaire pour le
développement d'une formation à la pêche
durable pour tous les professionnels de la pêche !

Catching THE Potential

* Projet européen ayant pour objectif le développement d'une formation à la pêche durable à destination des professionnels de la pêche

Où: Concarneau

Quand: 30 juin 2022

Pour plus d'information:
marine.tekavcic@cefc.m



With the contribution of the
European Maritime Fisheries
Fund of the European Union



Catching THE Potential

Programme

09:00 Café d'accueil
Présentation du projet Catching The Potential
Introduction à la pêche durable
Evolutions de la pêche et challenges du secteur

09:45 Les challenges de la pêche durable

10:15 Un avenir pour la pêche : préservation et exploitation des ressources marines

12:30 DEJEUNER

13:30 Un avenir pour la pêche : Pollution plastique et pétrolière

14:00 Vers une pêche durable : assurer la pérennité de l'activité de pêche

15:00 Pêche durable : Acceptabilité sociale et communication

16:00 Synthèse

16:30 CLOTURE ET POT D'ECHANGES



With the contribution of the
European Maritime Fisheries
Fund of the European Union



ANNEX 2 INVITATION LIST

Name	Organisation	
General email	Blue fish	Fisheries representatives
General email	UBS projet indigo	Plastic pollution research
Julie Lassale	UBS	Researcher
Laurent Guillet	UBS	Researcher
General email	UBS Lab STICC	Researcher
Tabatha Thiebaut Rizzonni	UBS Lab STICC	Researcher
Julie Durand	Maison de la mer	Association (promoting maritime activities as a cultural object)
General email	CDPMEM 29	Fisheries representatives
Jean Piel	CDPMEM 56	Fisheries representatives
General email	CDPMEM 56	Fisheries representatives
General email	CDPMEM 22	Fisheries representatives
General email	CDPMEM 35	Fisheries representatives
Julien Dubreuil	CRPMEM	Fisheries representatives
Servane Bourree	BRPMEM	Fisheries representatives
General email	Coopération Maritime	Association to develop and maintain small scale fishing
Guillaume Masse	MNHN	Researcher
General email	ACO	Aquaculture and agricultural training center
General email	IFREMER Lorient	Researcher
General email	SCAPÊCHE	Société centrale des armements "Mousquetaires à la pêche"
General email	APAK	Armement
General email	Armement Bigouden	Armement
General email	Armement LAHOULE	Armement
General email	Conseil de Développement du Pays de Lorient	Association of Lorient's habitant, companies, local politics
Isabelle Thomas	BREIZMER	Association unites players in the fishing and aquaculture sector in Brittany
General email	CRC Bretagne Nord	Fisheries representatives
General email	CRC Bretagne Sud	Fisheries representatives
General email	Pêches & Développement	Association of sustainable fishery



General email	Festival du film pêcheurs du monde	Association (promoting fisheries practices all around the world by the film festival “fishers of the world”
General email	Quimper Cornouaille développement	urban planning and development agency - place of exchanges, reflection and elaboration of the development and planning policy of Cornouaille
General email	Vigie Mer	network of actors leading or supporting participatory science programs and tools in the marine environment
Yves Foezon	Pêcheurs de Bretagne	Fisheries representatives
Stéphanie Brule-Josso	Glaz Océan	sustainable innovations at the service of sailors
Dufresnoy Lucie	Criée Concarneau	Fish auction
Laurence Hegron Mace	SMEL - Synergie Mer et Littoral	Researcher
Bernard Martin	DREETS	regional directorate for the economy, employment, labor and solidarity
Jérôme Mauger	CEFCM	Trainer



ANNEX 3 PARTICIPANT LIST

	
Name	Organisation/Role
1. BRULE-JOSSO Stéphanie	Glaz Ocean – Psychologue du travail et ergonomiste
2. DUBREUIL Julien	Marin biologist - CRPM
3. DURAND Julie	Scientific mediateur – Maison de la mer
4. FOEZON Yves	Director – pêcheur de Bretagne
5. GUILLET Laurent	Teacher researcher - UBS
6. HEGRON MACE Laurence	Ingénieur - head of the maritime fishing department – Synergie Mer et Littoral
7. LASSALE Julie	Research ingénieur – UBS
8. MARTIN Bernard	DREETS Bretagne
9. MASSE Guillaume	Fisheries researcher
10. MAUGER Jérôme	Safety trainer CEFCM
11. PIEL Jean	Fisheries representative
12. THIEBAUT RIZZONNI Tabatha	Psycho ergonomiste – UBS
13. THOMAS Isabelle	Fisheries representative
14. CDPMEM 29	Fisheries representative



ANNEX 4 PILOT PROGRAM

Thursday June 30th, 2022: Sustainable fisheries training

Time	Title on program	Time	Activity
9:00	Cafe d'accueil Présentation du projet Catching The Potentiel Introduction à la pêche durable Evolutions de la pêche et challenges du secteur	09:00	Opening Introduction in Catching the Potential and sustainability
		09:45	Top 5 workshop
10:15	Un avenir pour la pêche : préservation et exploitation des ressources marines	10:15	Marine ecology quiz
		10:30 Break	
		11:00	Fisheries management ❖ The fishing game ❖ The management game
		12:00	Air emissions and Climate change
Dejeuner		12:30	Lunch
13:30	Un avenir pour la pêche : Pollution plastique et pétrolière	13:30	Oil & Solid waste
14:00	Vers une pêche durable: assurer la pérennité de l'activité de pêche	14:00	Fisheries economy
15:00	Pêche durable: Acceptabilité sociale et communication	15:00	Fishing and society
		15:30	Communication Workshop
		15:45 Break	
16:00	Synthese	16:00	Evaluation
		16:30	Closing remarks and drinks



ANNEX 5 LIST OF ESSENTIALS FOR CTP WORKSHOPS

WORKSHOPS

TOP 5

4. Flip-over with sheets
5. Markers
6. Space for people to work in groups

FISHING GAME (20 PARTICIPANTS)

7. 5 Washtubs



8. 100 – 150 Candies (in a wrapper and which fit on a teaspoon)



9. Spoons

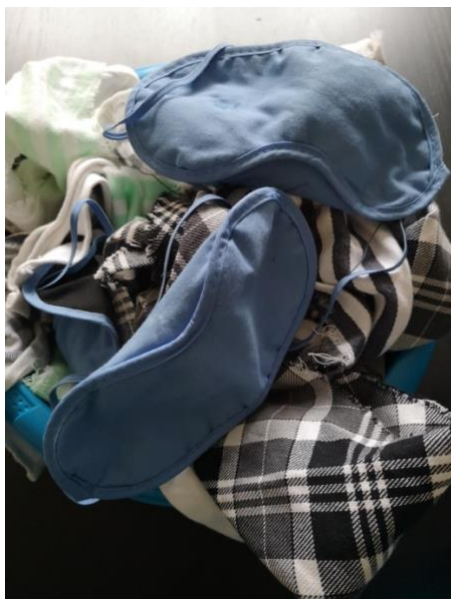


10.10 Teaspoons

11.5 Large dinner spoons

12.2 Large serving spoons

13.10 Blindfold



FISHERIES MANAGEMENT GAME



I have translated the cards in English and send those to you by email. If you translate them in French, we can print them!

KAHOOT

MARINE ECOLOGY KAHOOT

Shareable link: <https://create.kahoot.it/share/marine-ecology/61373475-44de-41cd-90d2-4ed9e260c9c6>

Questions that require translation to French

Start dia: importance of the ocean video

1. What did you see? (wordcloud)
2. When is something plankton?
 - A. When it's small



- B. When it's unable to swim against currents
 - C. When it's small and a plant
 - D. When it's at the base of the food chain
3. Phytoplankton is the base of the food chain.
 - True or False?
 4. Slide explaining photosynthesis phytoplankton
 5. How many viruses are on average in 5 ml of seawater?
 - A. 1000
 - B. 50 thousand
 - C. 50 million
 - D. 100 million
 6. In every trophic level energy is lost.
 - True or False?
 7. The amount of biomass is the same in every trophic level.
 - True or False?
 8. The food chain is actually a food pyramid!
 - 90% of energy is needed for growth and reproduction.
 - 10% will be transferred to the next trophic level.
 9. What happens when you take out or add a species to the food web?
 - a. Nothing will change
 - b. Everything changes
 - c. It is hard to predict
 10. Coastal seas and the open ocean are very different
 - True or False?
 11. Where can you find more fish?
 - a. Open ocean
 - b. Coastal sea
 12. Name a difference between the open ocean and the coastal sea (wordcloud).

SOLID WASTE KAHOOT

<https://create.kahoot.it/share/solid-waste/27c93436-e9bb-4e24-baee-533d8ea37ffa>

1. What kind of waste is most common in the ocean?
 - a. Wood
 - b. Plastic



- c. Metal
 - d. Glass
2. When was plastic discovered?
 - a. 1910
 - b. 1930
 - c. 1950
 - d. It always existed
 3. When did we start using plastic (in high quantities)?
 - a. 1910
 - b. 1930
 - c. 1950
 4. What happens to most plastic when it enters the ocean?
 - a. It sinks
 - b. It floats
 - c. It ends up on the beach
 - d. It gets eaten
 5. What is plastic soup?
 - a. Area in the ocean where a plastic island has formed
 - b. Area in the ocean with a lot of plastic
 6. If plastic breaks down, what will remain?
 - a. Nothing
 - b. Pieces of plastic
 - c. Chemicals dissolved in water
 - d. Oil
 7. How long before you do not recognize this as a cup in the ocean?
 - a. 5 years
 - b. 25 years
 - c. 10 years
 - d. 50 years
 8. How long before you do not recognize this as a bottle in the ocean?
 - a. 50 years
 - b. 100 years
 - c. 250 years
 - d. 450 years
 9. True or false: the smallest plastic particles can go through all filters
 10. True or false: the smallest plastic particles can be found in beer, honey, and seafood



11. Do you know any solutions to the plastic problem? (wordcloud)



ANNEX 6 TRAIN-THE-TRAINER PROGRAM

Monday June 27, 2022

Time	Activity	By
08:30	Introduction to Sustainability: People, Planet & Profit	ProSea
09:00	Workshop: Sustainability Top 5	Trainers
09:30	Break	
09:45	Marine Ecology: how does the ocean function?	ProSea
10:45	Break	
11:00	Fisheries Economics	ProSea
12:00	Lunch	
13:00	Fisheries Economics	ProSea
13:30	Marine litter / Oil	ProSea
14:30	Break	
14:45	Fishing & Society & communication	ProSea
16:00	End of day 1	

Tuesday June 28, 2022

Time	Activity	By
08:30	Fisheries Management	ProSea
09:30	Break	
09:45	Fisheries Management	ProSea
10:45	Break	
11:00	Fisheries Management	ProSea
12:00	Lunch	



Time	Activity	By
13:00	Air emissions & climate change	ProSea
14:30	Break	
14.45	Workshop: Sea the Future	ProSea
15:30	Final workshop	ProSea & trainers
16:00	End of day 2	

Wednesday June 29, 2022

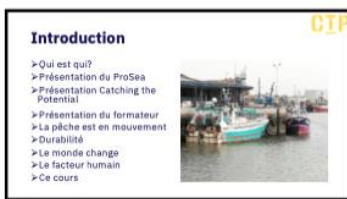
Time	Activity	By
08:30	Introduction train-the-trainer	ProSea
08:45	Evaluation/reflection on training 27th & 28th of June	ProSea & trainers
09:30	Break	
09:45	Philosophy & background	ProSea
10:45	Break	
11:00	Practice course elements	Trainers
12:00	Lunch	
13:00	Practice course elements	Trainers
14:30	Break	
14.45	How further from here?	ProSea & trainers
15:30	Evaluate train-the-trainer	ProSea & trainers
16:00	End of day 3	



ANNEX 7 FRENCH PILOT TRAINING



1



2



3



4



5



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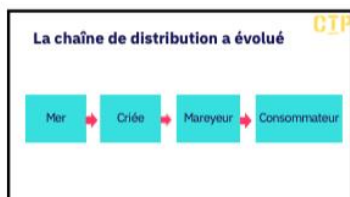


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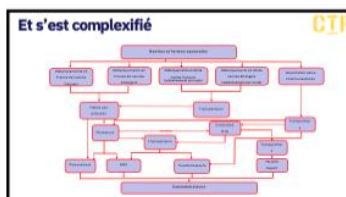


28





29



30

Le secteur de la pêche a changé !

New Mixture of Expertise:

L'acquisition de nouvelles connaissances et de nouvelles compétences professionnelles est nécessaire.

31

Durable?

Développement durable

Pêche durable

Objectifs du développement durable

32

Durable ?

La première chose qui vous vient à l'esprit

Ecrivez-le sur un post-it

Collez-le sur le tableau

33

Développement durable

"Répondre aux besoins du présent sans compromettre la capacité des générations futures à répondre aux leurs" (CMEF 1987)

34

Histoire du développement durable

L'humanité a changé

- ◆ Technologies
- ◆ Connaissances
- ◆ Mondialisation
- ◆ Usage des énergies
- ◆ Usage des ressources

35

Nous sommes devenus plus puissant et avons changé le monde quand nous le voulions:

36

Mais nous avons aussi changé le monde, Quand nous ne le voulions pas:

- ◆ Eutrophisation
- ◆ Appauvrissement de l'ozone
- ◆ Extinction d'espèces
- ◆ Changement climatique
- ◆ Espèces invasives
- ◆ Piscines de déchets

37





38



39



40

Développement durable

Signale que la terre est déséquilibrée, la récupération est plus difficile et plus lente

Les mesures politiques et économiques sont sur le court terme

- Nous devons agir maintenant!
- Nous avons besoin d'une vision à long terme!

YOU CAN'T BUILD A LONG TERM FUTURE ON SHORT TERM THINKING.

41

Le développement durable c'est...

Population: acceptabilité sociale	4	6
Planète: préserver la qualité environnementale	4	6
Profit: rentabilité des entreprises	9	8

pas durable durable

42

La voie de la durabilité

Régulations Innovations et procédures Personnes compétentes

43

Différents acteurs contribuent à la pêche durable

- ◆ Pêcheurs
- ◆ Traders
- ◆ Gouvernements
- ◆ ONG
- ◆ Scientifiques
- ◆ Techniciens

Il y a un besoin d'un niveau suffisant de connaissances et de compétences!

44

Ce cours...

- ◆ Un avenir pour la pêche
- ◆ Exercices
- ◆ Lectures
- ◆ Ateliers
- ◆ Visites
- ◆ Témoignages

... Vous préparera à un avenir meilleur en tant que pêcheur!

45

Programme

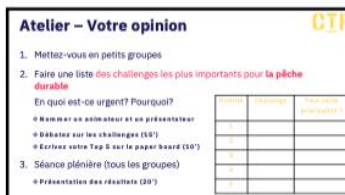
Aujourd'hui, nous discutons d'une sélection de sujets de formation pour vous donner une impression.

46

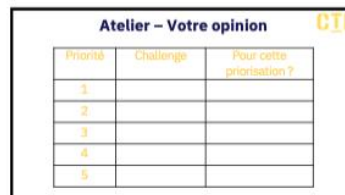




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54



55



Drame des communs

Nous nous soucions moins des choses que nous partageons les uns avec les autres

- ◆ Moi 'd'abord' – maximiser les profits
- ◆ Investir dans les moyens
- ◆ Les coûts sont partagés par la communauté (tout le monde)

56

Gestion durable des pêches

Un usage intelligent des stocks de poissons dans la mer
"A long terme, ne pêchons pas plus de poissons que ce que peut produire le stock"

57

Le poisson est une ressource renouvelable

La gestion de la pêche est la même que celle des forêts. À la différence que le poisson est invisible et en mouvement

58

Pourquoi ?

- ◆ Impact économique
- ◆ Impact écologique
- ◆ Impact social

59

Pourquoi?

Pêcheries de morue de Terre-Neuve (Canada) : Un exemple mondiallement connu d'écas de la gestion

60

Ce qui est nécessaire?

- ◆Règlements
- ◆Coopération
- ◆Vision à long terme

A différents niveaux !

Au sein de l'Europe, nous avons la politique commune de la pêche

61

Stocks de poissons transfrontaliers

Les zones économiques exclusives

Gérer les stocks de poissons est difficile, puisque nous les partageons avec des pays non européens.

- Pêche de l'UE
- Espagne, Italie
- Zones dépendant de la convention de l'Atlantique
- Mer Méditerranée

62

Si vous étiez le capitaine...

- ◆Pouvez-vous nommer des mesures utilisées pour la gestion de la pêche ?
◆Réviser de manière à mesurer
- ◆Que pensez-vous des mesures actuelles ?
◆Pour lesquelles êtes-vous en accord / désaccord ?
- ◆Que feriez-vous différemment en tant que capitaine ?
◆Nommez 3 problèmes pour préserver le stock

63

L'obligation de débarquement

64

Perception des politiciens

La rejet est une pratique consistant à rejeter à la mer les captures d'espèces indésirées.

Politique de pêche commune

- Stopper graduellement cette pratique
- Émettre une obligation de débarquement

Décision morale, justification scientifique

65

Perception des pêcheurs

Rejet de poissons sauvages

Les petits stocks sont un part essentielle de l'économie

Supplémentaire

BAU - une pêche encore plus sélective est impossible - Toutes les prises accessoires sont éliminées

Une mortalité contrôlée des petits poissons

Une sélection plus sélective de la pêche

Une plus grande mortalité pour certaines espèces

Préciser que l'économie

Faire support pour les pêcheurs

Les prises accessoires ne doivent pas être une source de perte de revenus

Appréhensions des pêcheurs sur la perte de revenus

66

Intérêt commun

Une plus grande sélectivité conduira à une meilleure qualité, meilleure survie des prises & plus de temps libre pour l'équipage

Ce contenu encourage l'amélioration des connaissances sur la survie et la sélectivité.

Pêche par attraction affective

Pêche la lune

67

1. Drame des communs
2. Gestion de la pêche
3. Politique commune de la pêche
4. Obligation de débarquement
- 5. Acteurs et rôles de la gestion de la pêche**
6. Évaluation des stocks de poisson

68

Rôles et acteurs: Qui fait quoi ?

69

Qui décide du quota ?

70

71

Qu'est-ce qu'une évaluation des stocks?

1. La quantité de poissons dans la mer
2. Dynamique de stock de poissons

72

Base : Pourquoi un stock change-t-il ?

73

Evaluation de stock

74

Le taux de capture est différent

L'enquête est la même tous les ans:

- ◊Même zone
- ◊Même saison
- ◊Même équipements
- ◊Même technique de pêche

Données des pêcheurs:

- ◊Ne couvre pas toute la zone
- ◊Les techniques de pêches changent
- ◊Les comportements changent (Poisson, quota, période)

75

Catching THE Potential

Emission de CO₂

30 Juin 2022

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CO₂ - Carbone → CHANGEMENT CLIMATIQUE

Halons et CFC → APPAUVRISSEMENT DE L'OZONE

SO_x - Oxyde de soufre → PLUIE ACIDE

NO_x - Oxydes d'azote → PLUIE ACIDE

PP - Pollution Particulaire → QUALITE DE L'AIR

COV - Composés organiques volatils → QUALITE DE L'AIR

78

CHANGEMENT CLIMATIQUE

APPAUVRISSEMENT DE L'OZONE

PLUIE ACIDE

QUALITE DE L'AIR

Mondial: →

Local: →

79

80

Definition Changement climatique

"Tout changement des températures et des précipitations au fil du temps en raison de la variabilité naturelle ou de l'activité humaine"

Le réchauffement climatique peut faire partie du changement climatique

"Changer" a été pris dans le même sens que "Climat"

81

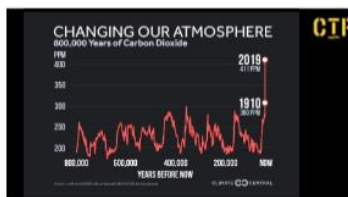
CO₂

O₂

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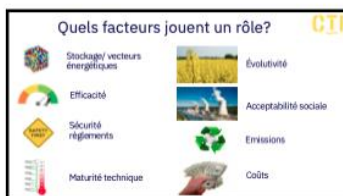
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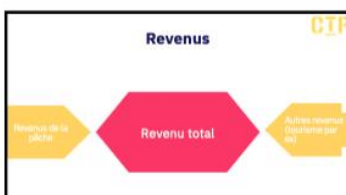
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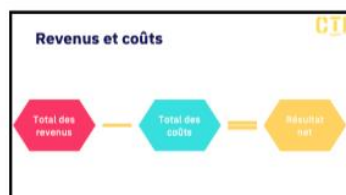
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Questions à se poser :

Comment est-ce possible qu'un consommateur paye plus de 12 euros un filet de poisson, quand vous recevez seulement 1,17 euros pour ce poisson ?

Pensez aux différentes étapes de la chaîne d'approvisionnement – qui fait quoi et combien cela coûte ?

Pêche et marché	
Coût du poisson net pour 1 kg de poisson	€ 1,17
Coût au consommateur	€ 12,00
Différence des coûts et marchés	€ 10,83

109

Comment mieux valoriser les produits de la pêche ?

Comment obtenir plus pour le même produit ?

- ◆ Label (MSC, etc...)
- ◆ Qualité
- ◆ Valorisation du produit
- ◆ Nouveaux marchés
- ◆ Commercialisation

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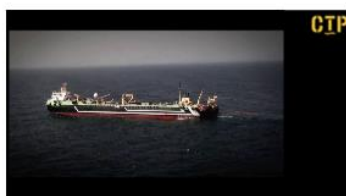
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L'acceptabilité sociale conditionne la pérennité de la production

- Standards sociaux
- Standards environnementaux
- Standards de pêche (bien-être animal)

120

Image de la pêche

Votre réputation reflète votre acceptabilité sociale

Perception de vos clients

Réputation Image de la pêche perçue par vos clients

124

Image de la pêche

Exercice n° 1:

- Quelle est l'image de la pêche?
- Comment les gens voient les pêcheurs?

- 15 minutes
- Répondre sur le paper board
- Présentation face au groupe

125

Image de la pêche

126

Identité de la pêche/ des pêcheurs

Exercice 2:

- Comment je vois la pêche / les pêcheurs?

- 15 minutes
- Répondre sur une feuille
- Êtes vous d'accord?
- Présenter devant le groupe

127

Identité de la pêche

128

Perception client - Ce que les gens pensent de votre image

Identité - Ce que vous êtes

Est-ce que l'identité et l'image sont deux choses différentes? Pourquoi?

129

Communication!

Identité

Image

Communication!

Perception client - Ce que les gens pensent de votre image

Identité - Ce que vous êtes

131

Catching THE Potential

Communication

30 Juin 2022

CEPAC

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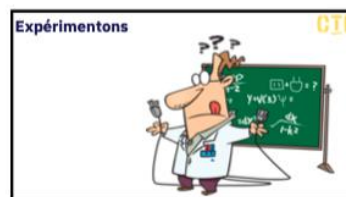
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ANNEX 8. EVALUATION FORMS



Evaluation formation pilote -
Participants

1ère formation pilote France

Merci d'avoir participé à cette formation sur la pêche durable. Il s'agit de la première formation du projet "Catching The Potential" en France et nous aimerions savoir ce que vous avez aimé ou moins apprécié durant la formation et quelles parties vous ont été utiles.

Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

						Remarques
Matinée						
Introduction à la pêche durable – Evolution de la pêche					2	
Activité - les 5 challenges de la pêche durable					2	
Ecologie marine					2	
Management de la pêche				2		
Activité – Jeu de pêche					2	very funny
Activité – Jeu management de la pêche					2	
Changement climatique et émission de gaz à effet de serre					2	
Après-midi						
Pollution plastique et pétrolière				2		
Economie des pêches				2		
Acceptabilité sociale et communication					2	
Activité - Communication					2	



DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

I was a sailor, but not fisherman, so... but I am curious and I liked every subject we saw.

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

I regreted some discussion of the audience based on details... not important.

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

I would like to see pollution of plastic in totality.

EN QUOI PENSEZ-VOUS QUE CETTE FORMATION PERMETTRA LE DEVELOPPEMENT DE NOUVELLES PRATIQUES DE PECHE?

Yes, that can open discussion and give some important informations.

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

Thank you very much. I liked this formation. I'd liked the pedagogic method too. I'm teaching a little formation based on Paris pollution, and it was very interesting.

Jérôme



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Evaluation formation pilote - Participants

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QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

					Remarques
Matinée					
Introduction à la pêche durable – Evolution de la pêche		X			
Activité - les 5 challenges de la pêche durable			X		
Écologie marine			X		
Management de la pêche					
Activité – Jeu de pêche			X		
Activité – Jeu management de la pêche			X		
Changement climatique et émission de gaz à effet de serre			X		
Après-midi					
Pollution plastique et pétrolière			X		
Economie des pêches		X			
Acceptabilité sociale et communication			X		
Activité - Communication			X		



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Catching THE Potential

CTP

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5

2,5 - 5

5 - 7,5

(7,5 - 10)

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5

2,5 - 5

5 - 7,5

(7,5 - 10)

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

Challenges pour la pêche durable

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

Economie. Pls avec l'approche retenue.

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

EN QUOI PENSEZ-VOUS QUE CETTE FORMATION PERMETTRA LE DEVELOPPEMENT DE NOUVELLES PRATIQUES DE PECHE?

Prise de conscience sur certains concepts probablement.

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

Donner des exemples concrets plus que des grands principes.



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Evaluation formation pilote - Participants

1ère formation pilote France

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QUESTIONS

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						Remarques
Matinée						
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Activité - les 5 challenges de la pêche durable				/		
Ecologie marine				/		
Management de la pêche				/		
Activité – Jeu de pêche					/	
Activité – Jeu management de la pêche			/		/	
Changement climatique et émission de gaz à effet de serre			/			
Après-midi						
Pollution plastique et pétrolière				/		
Economie des pêches				/		
Acceptabilité sociale et communication			/			
Activité - Communication			/			



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Catching THE Potential

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

EN QUOI PENSEZ-VOUS QUE CETTE FORMATION PERMETTRA LE DEVELOPPEMENT DE NOUVELLES PRATIQUES DE PECHE?

Peu possible de donner un avis en l'absence de contenu. - dispo pour evaluer le cours quand il y aura un contenu. les grande lignes sont bonnes

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

Planque de discussion sur le ecosysteme importante et comment le preserver au mieux



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Evaluation formation pilote - Participants

1ère formation pilote France

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QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

						Remarques
Matinée						
Introduction à la pêche durable – Evolution de la pêche				α		
Activité - les 5 challenges de la pêche durable					α	
Ecologie marine				α		
Management de la pêche						
Activité – Jeu de pêche					α	
Activité – Jeu management de la pêche						
Changement climatique et émission de gaz à effet de serre						
Après-midi						
Pollution plastique et pétrolière				α		
Economie des pêches						
Acceptabilité sociale et communication			α			
Activité - Communication					α	



DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

→ activités interactives

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

→ la partie sur l'image des pêcheurs

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

→ montrer les différentes instances qui interviennent dans les décisions de quotas.

EN QUOI PENSEZ-VOUS QUE CETTE FORMATION PERMETTRA LE DEVELOPPEMENT DE NOUVELLES PRATIQUES DE PECHE?

meilleure compréhension des enjeux de gestion des pêches.

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

→ y ajouter des exemples locaux comme ça a été fait avec le projet Indigo.

→ ne pas mettre toutes les ONG / asso dans le même panier



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Evaluation formation pilote - Participants

1ère formation pilote France

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QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

					Remarques
Matinée					
Introduction à la pêche durable – Evolution de la pêche					
Activité - les 5 challenges de la pêche durable				X	→ Faire une synthèse des 3 gdes etc ?
Ecologie marine					
Management de la pêche					
Activité – Jeu de pêche				X	→ Développer les solutions de coopération ?
Activité – Jeu management de la pêche				X	→ En faire une déclinaison par pays ? avec les spécificités (quotas, O.P., ...)
Changement climatique et émission de gaz à effet de serre					
Après-midi					
Pollution plastique et pétrolière					
Economie des pêches					
Acceptabilité sociale et communication				X	c'est important pour les pêcheurs,
Activité - Communication				X	mais peut-être

développe d'autres aspects du pilier "social" ?
 → Santé au travail
 → Collectif de travail
 → Gouvernance des ressources maritimes
 cf. E. Ostrom



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Catching THE Potential

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

Tous, mais le ton du sujet est vaste, ne pas négliger la question de la gouvernance et/ou, et entre autres (collectifs) → exemples concrets / la

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

tantôt.

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

EN QUOI PENSEZ-VOUS QUE CETTE FORMATION PERMETTRA LE DEVELOPPEMENT DE NOUVELLES PRATIQUES DE PECHE?

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

Inclure des mains pêcheurs disponibles et intéressés (ex: jeunes retraités; représentants du personnel; mains en formation; etc.)



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Evaluation formation pilote - Participants

1ère formation pilote France

Merci d'avoir participé à cette formation sur la pêche durable. Il s'agit de la première formation du projet "Catching The Potential" en France et nous aimerions savoir ce que vous avez aimé ou moins apprécié durant la formation et quelles parties vous ont été utiles.

Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

					Remarques
Matinée					
Introduction à la pêche durable – Evolution de la pêche			α		
Activité - les 5 challenges de la pêche durable			α		
Ecologie marine			α		
Management de la pêche					
Activité – Jeu de pêche			α		
Activité – Jeu management de la pêche					
Changement climatique et émission de gaz à effet de serre					
Après-midi					
Pollution plastique et pétrolière					
Economie des pêches					
Acceptabilité sociale et communication					
Activité - Communication					

Difficile à évoluer car les sujets m'ont pas été abordés dans le détail



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Catching THE Potential

CTP

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

Jeu de la pêche → très casual et donc très explicite.

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

? aucun en particulier.

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

Eder → jeu de la pêche

EN QUOI PENSEZ-VOUS QUE CETTE FORMATION PERMETTRA LE DEVELOPPEMENT DE NOUVELLES PRATIQUES DE PECHE?

Approche lente -

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

El me semble que la formation aurait besoin d'éléments "chiffés" pour appuyer les arguments dans le sens ou l'autre -
Manque d'éléments "réels".



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Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

					Remarques
Matinée					
Introduction à la pêche durable – Evolution de la pêche		X			
Activité - les 5 challenges de la pêche durable				X	
Ecologie marine			X		
Management de la pêche			X		
Activité – Jeu de pêche			X		
Activité – Jeu management de la pêche					
Changement climatique et émission de gaz à effet de serre				X	
Après-midi					
Pollution plastique et pétrolière				X	
Economie des pêches	X				
Acceptabilité sociale et communication				X	
Activité - Communication				X	



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DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

Challenges, pêche durable, parce que permet l'autonomie et flexion

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

Economie pêche, trop partiel dans la présentation

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

/

EN QUOI PENSEZ-VOUS QUE CETTE FORMATION PERMETTRA LE DEVELOPPEMENT DE NOUVELLES PRATIQUES DE PECHE?

Permettre une réflexion plus large de projection & perspective de l'activité et ses impacts, et donc 1 ou 2 petites prise en charge des responsabilités

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

Améliorer la connaissance sur la prise de décision réglementaire.



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Evaluation formation pilote - Participants

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Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

					Remarques
Matinée					
Introduction à la pêche durable – Evolution de la pêche				X	
Activité - les 5 challenges de la pêche durable				X	
Ecologie marine				X	
Management de la pêche			X		
Activité – Jeu de pêche				X	
Activité – Jeu management de la pêche				X	
Changement climatique et émission de gaz à effet de serre			X		
Après-midi					
Pollution plastique et pétrolière				X	
Economie des pêches				X	
Acceptabilité sociale et communication				X	
Activité - Communication				X	



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DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5 2,5 - 5 5 - 7,5 7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

Ecologie marine → Bonne synthèse, vivante

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

Changement climatique → déjà connu

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

communication + jeu de pêche

QUEL ROLE VOUS VOYEZ-VOUS PRENDRE POUR RENDRE LA PECHE PLUS DURABLE? - COMMENT UTILISEREZ-VOUS CETTE FORMATION POUR CELA?

/

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

version française
avec exemples plus locaux



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Evaluation formation pilote - Participants

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Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

				Remarques
Matinée				X
Introduction à la pêche durable – Evolution de la pêche				
Activité - les 5 challenges de la pêche durable				
Ecologie marine				
Management de la pêche				
Activité – Jeu de pêche				
Activité – Jeu management de la pêche				
Changement climatique et émission de gaz à effet de serre				
Après-midi				X
Pollution plastique et pétrolière				
Economie des pêches				
Acceptabilité sociale et communication				
Activité - Communication				



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DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

All

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

Any thing.

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

Course au poisson. (Race to fish)

QUEL ROLE VOUS VOYEZ-VOUS PRENDRE POUR RENDRE LA PECHE PLUS DURABLE? - COMMENT UTILISEREZ-VOUS CETTE FORMATION POUR CELA?

?

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

Goal of this Training.



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Evaluation formation pilote - Participants

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Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

					Remarques
Matinée					
Introduction à la pêche durable – Evolution de la pêche			✓		
Activité - les 5 challenges de la pêche durable				✓	
Ecologie marine				✓	
Management de la pêche				✓	
Activité – Jeu de pêche				✓	
Activité – Jeu management de la pêche					
Changement climatique et émission de gaz à effet de serre			✓		} Un peu d'impact ?
Après-midi			✓		
Pollution plastique et pétrolière			✓		} manque d'approche systémique
Economie des pêches			✓		
Acceptabilité sociale et communication				✓	
Activité - Communication				✓	



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DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS ETAIT FAMILIER AVANT CE COURS?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

DANS QUELLE MESURE LE CONCEPT DE PÊCHE DURABLE VOUS EST FAMILIER MAINTENANT?

0 - 2,5

2,5 - 5

5 - 7,5

7,5 - 10

QUELS SUJETS AVEZ-VOUS LE PLUS APPRECIES? POURQUOI?

des 5 challenges (avec relax après formation)

QUELS SUJETS AVEZ-VOUS LE MOINS APPRECIES? POURQUOI?

moins pollution / feel less important

QUELS SUJETS / ATELIERS ETAIENT LE PLUS UTILES POUR VOUS?

All the "workshop" and games!

QUEL RÔLE VOUS VOYEZ-VOUS PRENDRE POUR RENDRE LA PÊCHE PLUS DURABLE? - COMMENT UTILISEREZ-VOUS CETTE FORMATION POUR CELA?

→ training the former fishermen
→ trying to do better for my boat.
with my companies

AVEZ-VOUS DES COMMENTAIRES OU DES SUGGESTIONS POUR AMELIORER CETTE FORMATION?

Adapt to the local / national context ☺



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Evaluation formation pilote - Participants

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Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

					Remarques
Matinée				2	
Introduction à la pêche durable – Evolution de la pêche			2		debat
Activité - les 5 challenges de la pêche durable				2	
Ecologie marine					
Management de la pêche				2	
Activité – Jeu de pêche				2	
Activité – Jeu management de la pêche				2	
Changement climatique et émission de gaz à effet de serre			2		
Après-midi					
Pollution plastique et pétrolière				2	
Economie des pêches			2		
Acceptabilité sociale et communication				2	
Activité - Communication				2	

Report de l'impact de la formation



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Evaluation formation pilote - Participants

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Merci pour vos réponses !

QUESTIONS

QU'AVEZ-VOUS PENSÉ DE LA FORMATION DANS SA GLOBALITÉ?

						Remarques
Matinée				X		
Introduction à la pêche durable – Evolution de la pêche					X	
Activité - les 5 challenges de la pêche durable				X		
Ecologie marine					X	
Management de la pêche					X	
Activité – Jeu de pêche					X	
Activité – Jeu management de la pêche					X	
Changement climatique et émission de gaz à effet de serre				X		
Après-midi						
Pollution plastique et pétrolière				X		
Economie des pêches			X			
Acceptabilité sociale et communication				X		
Activité - Communication				X		



ANNEX 9 EVALUATION FORM TANGI LE BOT

Catching THE Potential Tangi CTP

Evaluation Formateurs

PREMIERE ACTION PILOTE - FRANCE

Comment s'est déroulée la préparation et l'organisation des supports de cours ?

Très intéressant mais un peu dease

Avez-vous participé à la traduction ou à la personnalisation des documents ?

Oui ?

Comment s'est passé l'action de formation ? Décrivez votre **impression générale**.

Très bien - fatiguant

Qu'est-ce qui s'est bien passé ?

- Les échanges
- La construction
-

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Catching THE Potential

CTP

Qu'est-ce qui pourrait être amélioré ?

Adaptabilité au publique

Donnez votre avis sur le contenu du cours pilote et sur les supports de cours.

Très riche et dynamique

Un peu caricatural par un public averti ?

Décrivez les sujets qui ont été utiles et ceux qui pourraient être améliorés.

Y a-t-il des sujets qui devraient être omis la prochaine fois, ou y a-t-il des sujets qui manquaient et devraient être inclus ? Vous pouvez illustrer par des exemples et/ou des détails spécifiques à la conférence si nécessaire.

Donnez votre avis sur la mise en place du cours et les différentes méthodes d'enseignement. Il y a-t-il des changements nécessaires ?

Peut-être distiller les "cours" mais pêche (communication, climate change, ...)



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Catching THE Potential

CTP

Les participants se sont-ils impliqués et ont-ils participé durant l'action de formation ? Donnez des exemples si nécessaire...

Oui oui. Ça a beaucoup débattu

Quelles sont les trois principales leçons que vous avez tirées de ce cours pilote ?

1. Il faut vraiment adapter au public
2. Les parties interactives sont efficaces
3. Il faut savoir contenir les débats.

De quoi auriez-vous besoin dans le projet pour continuer à participer à l'animation de cette formation ?

De temps de construction sur les supports.

D'autres remarques ?

Merci



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ANNEX 10 EVALUATION FORM GWENHAEL ALLAIN

Catching THE Potential CTP

Evaluation Formateurs

PREMIERE ACTION PILOTE - FRANCE

Comment s'est déroulée la préparation et l'organisation des supports de cours ?

Très Bien (journée précédant la formation)
Bravo Tim & Roos !

Avez-vous participé à la traduction ou à la personnalisation des documents ?

Oui

Comment s'est passé l'action de formation ? Décrivez votre **impression générale**.

Le public était varié, a bien participé.
La principale difficulté est le décalage entre le public visé (stagiaires) et présent (représentants, experts) d'où des incompréhensions face à des documents simplifiés, parfois caricaturaux (pour être clairs)

Qu'est-ce qui s'est bien passé ? Bonne participation / implication des participants. Beaucoup de débats, de spontanéité. Bonne expression des points de vue - large

Les phases interactives ont mieux fonctionné que les exposés (regard critique / esprit de contradiction) de certains 😊



Catching THE Potential

Qu'est-ce qui pourrait être amélioré ?

La traduction des termes peut être améliorée pour mieux adapter le document

Donnez votre avis sur le contenu du cours pilote et sur les supports de cours.

Contenu varié, vivant, ^{outils} pédagogiques, intéressant.
diversifiés

Décrivez les sujets qui ont été utiles et ceux qui pourraient être améliorés.

Tous les sujets sont utiles, moyennant qq adaptations au contexte français.

Y a-t-il des sujets qui devraient être omis la prochaine fois, ou y a-t-il des sujets qui manquaient et devraient être inclus ? Vous pouvez illustrer par des exemples et/ou des détails spécifiques à la conférence si nécessaire.

Donner plus d'exemples / d'images / d'illustrations tirées du contexte français > néerlandais

Donnez votre avis sur la mise en place du cours et les différentes méthodes d'enseignement. Il y a-t-il des changements nécessaires ?

Modifier le vocabulaire sur certaines slides
Par Ex: People Profit Planet → Economie Ecologie Social



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Catching THE Potential

CTP

Les participants se sont-ils impliqués et ont-ils participé durant l'action de formation ? Donnez des exemples si nécessaire...

oui

Quelles sont les trois principales leçons que vous avez tirées de ce cours pilote ?

Variation les outils pédagogiques
Renforcer l'interactivité
Gérer des oppositions / personnalités dans le public

De quoi auriez-vous besoin dans le projet pour continuer à participer à l'animation de cette formation ?

Retravailler la forme (points ci-dessus)

Tester le pilote sur un public adapté (matelots ?)

D'autres remarques ?





ANNEX 11 EVALUATION FORM MUSTAPHA EL KETTAB

How did the preparation and organisation of the training materials go?

This was a crucial phase rich in exchanges and efforts to mutually understand the respective operating plans.

Where you involved in translating or customizing the materials?

No

How did the pilot training go? Describe your **overall impression**.

The team worked well upstream on the finalization of the materials, on the scripting of the training and on dividing the roles during the training.

In terms of pedagogical and logistical implementation, the training went as planned. Perfect!

The discussions with certain members of the audience were sometimes difficult, mainly due to their lack of understanding of certain objectives of the project and the biased interpretation of certain expressions, words, or illustrations.

How did the trainers do?

Each time, the members of the ProSea and the CEFCM team provided the necessary insights to focus the debate on the objectives of the pilot and not on peripheral details while considering the concerns of all participants. They did their best to reassure the participants that ‘jumped to conclusions’ and underlined the experimental and evolving nature of the training content.

What went well?

Overall, everything went well: preparation, organization, logistics, training, constructive exchanges, ...

What could be improved?

Some expressions should be modified, and some statements need to be put into perspective.

Reinforce the training aspects through the activity and restitution of the pedagogical approach.



Give your opinion on the **content** of the pilot course and on the course materials.

It is very good; it remains to be refined in the light of the observations and reactions of the participants.

Identify the parts that can be delivered via a remote way of training (e.g., e-learning).

Describe which subjects were useful and which subjects could be improved.

All topics were useful and substantive improvements are marginal.

Are there any subjects that should be left out next time, or are there any subjects that were missing and should be included? Make sure to provide reasons, examples and/or lecture specific details when needed.

No

Give your opinion on the **course set-up** and the different **teaching methods**. Any changes needed?

Very good teaching approach: more suited, however, to young students (more receptive) than to an adult audience that is often more sceptical and more critical. It should be involved with more subtlety, less theoretical input and more games, role-playing, case studies, etc.

Introduce more technological tools (smartphone, virtual reality, simulators, etc.)

How was the **engagement and participation** of the participants? Describe examples when needed.

Yes, all the participants were involved and contributed to the discussions and the role plays. Some were a little controversial on points of detail, but their observations and claims were treated with kindness.

What are your three **main lessons-learnt** from this pilot course?

1. Pay attention to susceptibilities and sensitivities on certain subjects (stereotypes, images, political subject, expressions with connotations, etc.) which risk offending some people and focusing discussions on peripheral aspects.
2. Maximize playful and participatory parts.



3. Pay attention to the differences in perceptions of objects and objectives between frames of reference (scientific, educational, administrative, political, professional, union, etc.).

What do you need from the project to continue involvement in the training in the pilot country.

A well finalized training material package, more educational exercises, more didactic tools.

Any other remarks?

No

