

Catching THE Potential

D4.6 Evaluation report Ireland

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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, evaluating the pilots in the seven different European member states is key. This report describes the lessons learned and the evaluation process of the sustainable fisheries training pilot in Ireland with partner Bord Iascaigh Mhara (BIM).



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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:

- **Background partner:** Who are our partners? What do they do?
- **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 was conducted with project partner BIM from Ireland.

1.1 BIM & THE IRISH FISHING INDUSTRY

Bord Iascaigh Mhara (BIM) helps to develop the Irish Seafood Industry by providing technical expertise, business support, funding, training, and promoting responsible environmental practice. BIM focusses on aquaculture and fisheries and provides support throughout the whole fisheries value chain.



BIM offers and provides training (e.g., Basic Safety Training, and Skipper Full Certificate of Competency) for those who have chosen a career in fisheries and/or aquaculture. Some trainings last only a couple of days (2-3 days), while other trainings (14 weeks full-time study to become a skipper or 1 academic year to become an engineer) last several weeks/months. Trainings do not necessarily need to be followed in a continuous period, they can be spread over the year. It is essentially about contact hours (a minimum number of hours a fisher receives active instruction as part of a study).

These trainings are followed by mostly new entrants or fishers that want to expand their level of competency. The basic safety training is the starting training to become a deckhand on board. Active fishers usually don't follow these trainings despite low training fees. This is because they need to take a leave for 14 weeks in which they generate no income.

To facilitate the necessary training to all maritime professionals, BIM travels along the coasts to give various trainings (<http://www.bim.ie/training/safety-training/> and <http://www.bim.ie/training/radio/>). There are several schools they cooperate with to provide the skipper and engineer course (Castletownbere, Greencastle, Galway).

1.1.1 SCHOOL/INSTITUTE

BIM has two training centres that offer trainings to fishers. These locations are situated in:

- Castletownbere (south)
- Greencastle (north)

Next to these training centres, BIM owns mobile training units which travel throughout the country.

The pilot sustainable fisheries training to be developed is not a mandatory training. Fishers are educated via certifications schemes in the above-mentioned training centres. As a result, integrating a 4-day training in the existing training programs is not possible now. Fishers simply lack the time as the time needed for the curricula is already maximally utilized. BIM and ProSea decide to develop a training for 2 to 3 days.



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

All trainings provided by BIM are performed in a classroom setting. They offer the following trainings that are relevant for fishers:

- **Radio communication training:**
 - o Global Maritime Distress and Safety System (GMDSS) General Operators Certificate (10 days)
 - o GMDSS Restricted Operators Certificate (5 days)
 - o GMDSS Short Range Certificate (3 days)
- **Safety training:**
 - o STCW Medical Care Aboard Ship (5 days)
 - o Three Day Basic Safety Training (3 days)
 - o First Aid Responder (3 days)
 - o Advanced Firefighting (5 days)
 - o STCW Elementary First Aid (1 day)
 - o STCW Personal Survival Techniques (1 day)
 - o STCW Personal Safety and Social Responsibility (1 day)
 - o STCW Medical First-Aid (3 days)
 - o STCW Fire Prevention and Firefighting (3 days)
 - o Enhanced Safety Training Course (1 day)
- **Skippers and crew:**
 - o Deck Officer Second-Hand Limited Certificate of Competency (Fishing) (405 hours over 9 weeks)
 - o Navigational Control Course (Fishing) (10 days)
 - o Electronic Navigation Systems (Fishing) (3 weeks)
 - o Deck Officer Second-Hand Full Certificate of Competency (Fishing) (405 hours over 9 weeks)
 - o Deck Officer Skipper Full Certificate of Competency (Fishing) (405 hours over 9 weeks)

The focus of the trainings and courses offered by BIM is to meet the minimal legal requirements that allow you to fish. Ireland has not ratified the STCW-F Convention and applies the STCW Convention for fishers.

Most of the trainings offered by BIM contain a lot of theory. Trainees follow part of the training in a classroom setting but are also ought to study independently. Through this way, they can reduce the amount of time spent in the classroom.

Trainees receive various exams to check if they possess the desired knowledge and competences. In the training they make use of video material and student are



comfortable using a digital environment. It is BIM's experience that most of the older fishers are usually active on Facebook, whereas young fishers mostly use Instagram as the most popular social media channel to gather information on fishing.

1.1.3 LANGUAGE

All trainings are offered in English, their native language.

1.1.4 COUNTRY SPECIFICS

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

- Fishers need to pay for the training that they follow, but also must pay for their accommodation since most fishers do not live in the villages where the BIM training colleges are located.
- Since some of the trainings last several weeks, most trainees do not earn an income over that period. Only in some cases the costs of training are covered by an employer (fishing company).
- Training fees are relatively low and grant aid by the government is offered in some cases.

1.2 IRISH FISHERIES SECTOR

No information on the Irish fisheries sector was shared during the quick scan with BIM. The focus was on clarifying the training curriculum in Ireland. Information on the Irish fisheries sector was collected during meetings after the quick scan and through the visit to Castletownbere in 2021, see chapter 4. First Catching the Potential visit to BIM in Ireland.

2. FOR ALL COUNTRIES: DEVELOP SET MATERIALS AS STARTING POINT FOR PILOT DEVELOPMENT

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, an overview was made of all important rules and regulations for fisheries that we should incorporate in the training material (D2.1).



This desk study 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)

ProSea connected to BIM from the start of the project in 2019. BIM provided ProSea with information on the Irish fisheries sector, the training structure in Ireland and BIM (see chapter 1. Quick Scan), and on potentially interesting contributors to this project and the training. Catherine Barret (BIM) vised us to visit the Irish Skipper Expo in April 2020 (<https://theskipper.ie/irish-skipper-expo/>), because it would be a great opportunity to meet the technical BIM staff to discuss with them what they would add to the training content as they are on the front line in terms of legislation and challenges in the industry. Since they are not based in Castletownbere it would be wise talking to them as well about the training content at the Expo. According to Catherine core training instructors do not usually deal with fishery conservation issues /sustainability in their current suite of trainings, so she advised ProSea to collect input for those aspects with the technical BIM staff.

In January 2020 the aim was to find a suitable time in the year and place for the sustainable fisheries training pilot. BIM and ProSea agreed to visit the Irish Skipper Expo in April 2020. This would give good insight in the Irish Fisheries sector and ProSea would be able to meet the current BIM trainers and other staff.



Unfortunately, ProSea had to cancel the trip to the Irish Skipper Expo in 2020 due to the covid-19 outbreak.

After cancelling the trip to the Irish Skipper Expo, it was agreed to continue preparing the training pilots as much as possible by having online videocalls on the training content. This would allow the project to work on adapting the training material to the Irish context. Next to covid-19, an additional complicating factor for making progress was the number of people involved from BIM's side, which made it unclear who was responsible for what. The following BIM staff was involved from the start:

- Huan Tan (BIM training instructor)
- Grainne Devine (BIM aquaculture environmental officer)
- Darina Plunkett (BIM technical staff)
- Catherine Barrett (BIM fisheries development officer)
- Ian Mannix (BIM skills development services)
- Shane Begley (BIM college principal Castletownbere)

Eventually Ian Mannix was assigned as being the main contact person for BIM. However, Ian also decided to include Huan Tan in going through the training material and adapting it to the Irish context since he had a clearer idea on the content that was already provided at the Fisheries colleges in Castletownbere and Greencastle.

4. PREPARATION FIRST PILOT (TASK 4.2)

Together with Huan and Ian of BIM, ProSea discussed the basic PowerPoint material for the training and highlighted parts which needed adaptation to the local situation. Several online meetings were held where the training material was discussed. ProSea asked BIM for input to customize the training to the Irish situation but received very little response. In addition, a discussion was held on what parties should be included as part of the local network. Requests were made to connect us with contacts in the fisheries sector, processing companies, marine institutes, NGO's, policymakers, and other relevant parties. Although several ideas on who to include were mentioned, no concrete contacts were shared by BIM during this phase of the project. Complicating factors here were the lack of personal contact due to the covid-19 restrictions and the fact that input requires the contributions of various BIM departments, as described in the previous chapter.



In 2021 most covid-19 restrictions were lifted, and travelling was possible again. There was minimal communication between BIM and ProSea after having discussed the training material in detail. The project had come to a standstill in Ireland and therefor ProSea decided to visit BIM in October 2021. This visit was combined with attending the 8th Atlantic Stakeholder Platform Conference in Dublin where CTP would host a workshop. A summary of this preparatory visit in October 2021 can be found below.

4.1 FIRST CATCHING THE POTENTIAL VISIT TO BIM IN IRELAND

The first visit of ProSea to BIM took place from October 20th till 28th, 2021. The trip started with the 8th Atlantic Stakeholder Platform Conference (ASPC). The project gave a workshop about the goals of CTP and discussed the challenges of training fishers on sustainability. During this workshop an interview was conducted with Ian Mannix from BIM about their motivations on participating in the project. The PowerPoint presentation that was used during the ASPC 2021 can be found in Annex 1.

For the time left, BIM identified some stakeholders of the Irish fishing industry that can help with developing and/or implementing the Irish sustainable fishing training. All stakeholders are active or have an interest in the Irish fishing industry. In the following days the project visited:

- the BIM training institute in Castletownbere, fishers are trained in this location.
- Damien Turner - owner of the fishing vessel Roise Catriona.
- Donal Kelly - managing director of Fast Fish, a fish trader.
- John Nolan - head of the Fishermen's Co-operative Society, the biggest fish processor in Ireland.
- Patrick Murphy - CEO of Irish South & West Fish Producers Organization. The organisation represents fishers in the south and west coast of Ireland and has membership of primarily whitefish vessels ranging from 12m to 30m.
- Tracy Floyd - Fishing trawler consultant at Dorans Skippers Mate. She is promoting Irish Seafood and works on the implementation of the ILO Work in Fishing Convention.

These visits allowed the project to get an overview of the challenges in the Irish fisheries sector and the perspectives of the stakeholders involved.



4.1.1 MEETING BIM

On Friday 22nd October 2021 ProSea met with Ian Mannix at the Dublin office of BIM. Here we worked on some administration, developed a plan to conduct the first pilot with active fishers and stakeholders in the Irish fisheries sector and prepared our visit to Castletownbere and Howth.



Figure 1. View from BIM's office in Dublin.

After the weekend ProSea visited Castletownbere which is a fishing community where one of the training locations of BIM is located. On Tuesday the 26th of October we met with Shane Begley and Fergus O Driscoll at BIM's training location in Castletownbere. ProSea discussed the project with them and after that Shane and Fergus gave a tour through the training facilities.



Figure 2. Firefighting training facility of BIM in Castletownbere

Finally, ProSea and BIM discussed the pilot and how to develop and implement this. According to Shane it would be simple to plan a pilot quickly and then discuss how

to include the training content in the training program of BIM. To make the sustainable fisheries training fit to the local context and to make sure there will be ambassadors to continue the training after ending the project, ProSea believes that is of vital importance to involve a broader set of stakeholders in preparing and developing the pilot training. Involving a broader set of stakeholders however takes time, so we agreed to explore opportunities for doing the first pilot in 2022.

4.2 INCLUDE BROADER NETWORK

During the second half of Tuesday and all of Wednesday ProSea met with stakeholders active in the Castletownbere fisheries sector. It started with a visit to Patrick Murphy, the CEO of the Irish South and West Fish Producers Organisation CLG. Followed by a meeting with Damien Turner, owner of the fishing vessel Roise Catriona. ProSea and BIM also met with John Nolan head of the Fishermen's Co-Operative Society in Castletownbere. Finally, a meeting took place with Donal Kelly managing director of Fast Fish.

On Thursday ProSea went back to Dublin to fly back to the Netherlands. Just before ProSea and BIM had one last meeting with Tracy Floyd in Howth. Below you can find a summary of what has been discussed with these Irish stakeholders.

4.2.1 THE IRISH SOUTH AND WEST FISH PRODUCER'S ORGANISATION CLG

The South and West PO aims to improve and guarantee market stability. In addition, they are an important communication chain between their members and national and international policies. The PO also oversees the quota's given for the different species and areas.

CEO Patrick Murphy told the project about the many challenges the Irish Fishing sector is currently facing. One of the biggest problems according to him is that the fishing industry doesn't feel the support of the Irish government. He said: "Ireland is an island state with almost the biggest shoreline area and connected waters of Europe, yet we have the least rights to fish here". Irish fishers should receive a larger share of the quota in Irish waters and the South and West PO tries to make this sound heard in Ireland and the EU.

There is a lot of feelings of unfairness in the Irish fisheries. Due to Brexit, they are setting up a decommissioning scheme for the Irish fishing fleet. According to Patrick



it is unfair to decommission so many Irish fishing vessels, while other EU Member States fishing Irish waters can continue without decommissioning schemes.



Figure 3. The office of the South and West PO with a banner asking for equal rights and opportunities.

Another challenge is trust between all parties involved in the Irish fishing industry. Patrick gives an example of a fisher that shared a location where he had caught undersized fish so other fishers could avoid the location. Instead of thanking him for his transparency, an inspection vessel was sent out and fined him. He also noted that the scientific advice given by the Marine Institute does not reflect actual catches and trends that fishers are experiencing at sea.

Biggest challenge of introducing a sustainable fisheries training in Ireland is according to him is answering the ‘What is in it for us?’ questions. Patrick says that it is important to explain the added value of such a training for fishers. Training takes up time that cannot be spend on fishing and comes with travel and accommodation expenses for participating fishers. He tells us most fishers will be reserved to join the project or help if it results in more rules and paperwork.

Although he asked many critical questions, he admitted that he sees the potential added value if the project involves the fishing industry from the start. This is essential if CTP wants to create support for this training. Involving a broader set of stakeholders next to BIM was a good strategy according to him.

Patrick works hard to stand up for the PO members and he has a close relationship to his members. One of the members he likes to introduce us to is Damien Turner. He is the skipper/owner of the vessel Roise Catriona and board member of the South and West PO.

4.2.2 ROISE CATRIONA

Together with Patrick Murphy CTP visited Damien Turner on board of the Roise Catriona. Damien is owner of the ship but is not fulltime active as the skipper anymore. He has a captain who can operate the vessel without him. On board they try to do as much as possible to be more sustainable said Damien.



Figure 4. The vessel Roise Catriona

When the aim of the project is explained, he reacts positive; “Nobody is against a good education.” According to Damien there is a bit of a gap between the theory that is taught at the training institute and how trainees apply their acquired knowledge in practice. Damien struggles with this when hiring new fishers. “They still have to learn a lot when they start working on board.” Again, he stressed the importance of involving the industry when setting up a new training to bridge these potential gaps.

He thinks he would join the pilot course and colleagues of him would probably do so too. He ends with a warning that they don’t need any more rules and regulations resulting in more paperwork and mandatory trainings that are not benefitting the fishing industry. To give us an impression of the amount of paperwork they need to fill-in, he shows us a book of information and forms to comply with the ILO Work in Fishing Convention (C188).

4.2.3 FISHERMEN'S CO-OPERATIVE SOCIETY IN CASTLETOWNBERE

The next local partner to visit was John Nolan, the director of the Fishermen's Co-operative Society in Castletownbere. The Fishermen's Co-operative Society, or Co-Op as everyone calls it, is the biggest fish processor in Ireland.

ProSea and BIM had a long conversation with John about the challenges that the Irish fisheries sector is facing. According to him the Irish fishing industry is having a hard time due to Brexit, an unfair distribution of quota and changes in the distribution patterns of target species due to climate change. Although his interests as a trader sometimes conflict with the interests of the fishers, he is proud of the sector and wants to protect the remaining Irish fishing fleet.



Figure 5. View from Castletownbere on the Fishermen's Co-operative Society in Castletownbere

There was a long discussion about what 'sustainability' and 'sustainable fisheries' means. He noticed that a lot of people speak about sustainability without having a clue what it exactly means. After explaining our approach to sustainability (People, Planet, Profit) he lowered his guard and agreed that it is important to equip fishers with skills and knowledge to proactively take control and responsibility over how the industry is organized and represented.

He also told us about the importance of this port for the local economy. Without the maritime industry it would be a big struggle to keep people in the area. It is important to him that CTP aims for a sustainable impact. He has seen too many projects and consultants during his career with great plans that disappear after finishing a report and never to return. If CTP make sure that it can contribute

something to the local community and respect that community by taking them seriously, then he gives us his full support.

4.2.4 FAST FISH

On Wednesday November 27th of October Donal Kelly, the CEO of Fast Fish, was visited. Our conversation with Donal did not start differently than the conversations with Patrick, Damien, or John. From these conversations it becomes clear that the Irish fisheries sector is having a lot of challenges coming towards them. The sector feels unappreciated and neglected by governmental institutions both in Ireland and the EU. This makes it difficult for the fishers to trust and participate in a project like Catching the Potential. This is illustrated by the following quote from Donal: *“If you come here to do your project and expect a tick in the box just to leave us with the paperwork, you can turn around right now. Are you here to make an actual change and provide a training that benefits the industry, then I am happy to help and even get these fishers to participate!”*

ProSea made it clear that Catching the Potential won't resolve all the challenges in the Irish fisheries sector. It will however give fishers the skills and knowledge which empowers them to make different choices, and to proactively take control and responsibility over how the industry is organized and represented. This will eventually open opportunities to be better heard, represented, and taken seriously by governmental and scientific institutions.

Donal is also on the board of the Marine Institute in Galway. Here he plays a vital role in connecting fisheries scientists and fishers. He tells us about the difficulties between these two parties. They don't trust each other and have a hard time cooperating. One of the reasons leading to this lack of trust is that the Marine Institute is hired by the government to produce some advice, but these advisory reports cannot be shared with the fishing industry. This lack of transparency stands in the way of honest and good cooperation and communication between science and fishers.

At the end of the meeting, he offers us names and contact details of several researchers at the Marine Institute that we should contact. He also offers us a room to accommodate a pilot and is willing to gather fishers to participate in a pilot. In his enthusiasm he makes clear to us that we should not only focus on the Southwest area, but also approach and conduct pilots with the other PO's. Again, he is willing to assist us with finding the right people to talk to in other PO's.



4.2.5 DORANS SKIPPERS MATE

Right before we went to the airport, we had a short meeting with Tracey Floyd and Ian Mannix in a fish restaurant in Howth Harbour. Tracey works for Dorans Skippers Mate as a fishing trawler consultant based in Howth. She is also on the Board of BIM and provides training to some fishers in Howth. In addition, she works on various projects that try to promote Irish seafood products amongst consumers and restaurants. By promoting the locally caught seafood, she also hopes to increase the market value for the Howth fishers.



Figure 6. Fishing vessels at the quay in Howth

Next to the promotion on Irish seafood, she has also been active on the implementation of the ILO Work in Fishing Convention in the Irish fishing fleet. There has been a lot of negative news on human trafficking and slave labour on the Irish fleet. According to her the actual situation was different than the image brought forward in the news. However, fishers need to prove that they are compliant (reversal of the burden of proof), and Dorans Skippers Mate tries to help fishers with that. The atypical workers scheme also resolved a lot of the issues that were brought forward.

She is very excited about the Catching the Potential project and on setting up a broader set of stakeholders that overlook the content and implementation of the training in Ireland. She let us know that she is willing to help in any way she can. Tracey and Ian are enthusiastic about this plan, and it is agreed to try and make this work in the start of 2022.

4.2.6 CONCLUSIONS

The visit of ProSea to BIM and some of the stakeholders in the Irish fishing industry made perfectly clear there is a long way to go when it comes to building trust between all parties (for instance between fishers and policymakers or scientists). This has become a focal point in developing the pilot ever since ProSea visit. Communication is key to gain trust for all stakeholders and the sustainable fishing training provides an excellent platform to bring these stakeholders together and overcome differences.

4.3 ORGANISING THE FIRST PILOT

After the preparatory visit to Castletownbere and Howth in October 2021 the project was better equipped to prepare a pilot in Castletownbere. All parties that had been visited during the preparatory visit were excited to contribute and join. ProSea strongly believed not all relevant stakeholders were mapped or being contacted. In February 2022, ProSea performed a desk study to map additional stakeholders. This stakeholder analysis can be found in Annex 2. Based on this stakeholder analysis it was decided to contact Debbi Pedreschi and Dave Reed from the Marine institute, responsible for fisheries research including stock assessments.

BIM (Ian Mannix, Huan Tan) and ProSea agreed to prepare a pilot training for active fishers and other interested stakeholders. This training would be linked to one of the scheduled trainings for skippers at BIM's location in Castletownbere. A suitable date was found in October 2022. We chose for a comparable setup of the training as performed in Greece, meaning conducting a pilot over two evenings. This would allow the trainees from the skipper training to participate but would also enable other interested stakeholders to join.

There was a clear division of the tasks between ProSea and BIM for preparing this first pilot. ProSea adapted the training material to the local situation in Ireland with help from Debbi Pedreschi and Dave Reed from the Marine institute. They gave very helpful feedback on the marine ecology lecture. BIM arranged the logistics like a venue, meals and drinks (because of the evening training program), material for the games and workshops, and for recruiting participants for the pilot training and the train-the-trainer program. ProSea made an invitation that BIM shared in their network to invite them to the pilot training. This invitation can be found in Annex 3.



Next to adapting the training material to the local context, ProSea was also responsible for conducting the pilot training. Through this way, BIM staff could experience the approach and didactics used by ProSea trainers. The idea is that this will enable them to play a more prominent role during the second pilot. By also inviting BIM staff to a train-the-trainer program, which was scheduled a day after finishing the first pilot training, they would have all the tools to conduct the second pilot training by themselves.

4.3.1 ORGANISATION OF PRACTICAL ASPECTS

Materials

ProSea adjusted all PowerPoint presentation to the local Irish context. These presentations were shared with BIM a month before the first pilot, allowing them to add/change the material where needed. The material was also discussed a week prior to the pilot. Suggestions were made by BIM to make more links to BIM's Fisheries Improvement Projects (FIP) and to include more information on reading stock assessments. It was agreed by all parties to mention the FIP's in the marine ecology lecture, but that no information on reading stock assessments could be added because of the limited time available and the complexity of this topic.

Venue

BIM arranged the logistics like a venue, meals, and drinks because of the evening training program. Eventually BIM's training building in Castletownbere was picked as the venue for the first pilot.

Participants

BIM oversaw sending out the invitation in their network and recruiting participants for the first pilot and for the train-the-trainer program. The focus of the pilot training would be on active fishers, trainees participating in the skipper certificate training and on other relevant stakeholders. This way the training material can be tested with the target group and collect feedback for the second pilot. For the train-the-trainer program the focus was on BIM staff.

Classroom material

All the necessary material for conducting the pilot was present in the classroom. There was a screen, sound and a flip-over.



5. CONDUCTING THE FIRST IRISH PILOT (TASK 4.3)

The first pilot training in Ireland was conducted on October 4th and 5th 2022 in Castletownbere at the training college of BIM. This training was conducted by Tim Haasnoot and Roos Swart from ProSea.

During the pilot there were 9 participants that followed the entire pilot training. Seven participants were trainees that followed the training for a skipper certificate at BIM's training college in Castletownbere. Three of them were still young and at the start of their fishing career. Two participants were older, very experienced fishers that could bring in a lot of practical experience during discussions. This combination of older and younger fishers created very productive and lively discussions.

Next to the fishers, there were two trainees that followed the training for the skipper certificate as part of their work at the Irish Custom agency. They were not very familiar with the fishing industry and as a result often asked good questions and gave a different perspective on some of the challenges faced by the Irish fishing industry.

Also, two trainers from BIM participated in the pilot next to the trainees of the skippers training. These trainers were Huan Tan and Fergus O'Driscoll. Unfortunately, Fergus was unable to join the second day of the pilot. Next to the trainers from BIM, Mike Fitzpatrick from the technical team of BIM's Fisheries Improvement Projects joined the pilot.

A list of all participants can be found in Annex 4. BIM decided not to invite other stakeholders as they were afraid that other stakeholders in the Irish fisheries would not appreciate the topic. Their strategy was to first await how the first pilot would be received.

The final program can be found in Annex 5. On request of Shane Begley (BIM) the time schedule of the training program for the second day was changed so he could join the pilot. This meant that the evening program was moved to the afternoon. Eventually he was not able to join the second day of the pilot after all for unknown reasons.

The train-the-trainer session, which was originally scheduled for day 3 of the pilot, did not take place as BIM was not able to organize BIM staff to join the train-the-trainer due to a lack of capacity.





Figure 7. Participants of the pilot training listening to the fisheries management lecture.



Figure 8. Participants playing the 'Fisheries management game'.



Figure 9. Participant Adrian Lavelle (r) volunteering in the communication workshop with trainer Tim Haasnoot (l).



Figure 10. Group photo at the end of the pilot training.

6. EVALUATION FIRST PILOT IN IRELAND (TASK 4.4)

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

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

This part includes the close-out session at the end of the pilot training program with the participants (5 to 10 minutes). Through these close-out sessions participants were invited 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 by trainers

The first pilot training in Ireland was conducted by two trainers of ProSea. Both trainers sat together and evaluated this first pilot training. This evaluation will focus on what went well during the pilot, what could have gone better and how the interaction was with the participants.

4. Evaluation BIM and ProSea

CTP partners in the pilot country evaluate the pilot training by sharing their experiences and opinions on the development, organisation, and execution of the pilot training in their country. For the pilot in Ireland this is filled in by BIM and ProSea.

In addition to sharing experiences on the pilot training, the evaluation 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.



6.1 CLOSE-OUT SESSION AT THE END OF THE PILOT

At the end of the second day of the pilot training, a close-out session with the participants was conducted. Participants were asked about their first impressions on the pilot training. The trainers received a lot of compliments.

What the participants liked

When asked what they liked best about the training, they mentioned the following points:

1. They appreciated the training approach. It was very interactive and lively.
2. The quality of the presentations that were being used. Little text was used, and a lot of nice pictures and informative videos were presented. Because of the many Irish content that was being used, they could connect with the content of the training.
3. Participants also liked the approach that everyone was allowed to share their opinion, for example through the TOP 5 workshop. In the TOP 5 workshop participants are asked to form a group (usually between 3 and 5 participants per group) and answer the following question: 'What are the TOP 5 challenges for the Irish fishing industry to become more sustainable?'. Each group makes a flip over and present their opinion to the whole group.
4. They also liked the broader perspective on sustainability and the fact that no one-sided agendas were being pushed.



Figure 11. Close-out session at the end of the first pilot.

Points for improvement

When asked about changes that could be made on the content, they came with the following suggestions:

1. The fisheries management lecture could pay more attention on how fishers in Ireland are being involved in the management process/legislation development process. They have the impression that they are not being heard/represented and would be keen to learn more on how they can become more involved.
2. In the fisheries management lecture, the example of the collapsed herring stocks in the North Sea in the 70's is used. Participants mentioned that it would be better to use the example of the Celtic herring instead to make the training fit better to the Irish context.
3. Participants recommended to include more information and examples on the consequences of climate change for Ireland and the Irish fishing industry.

6.2 EVALUATION BY THE PARTICIPANTS

At the end of the pilot training, all participants were asked to fill in an evaluation form. A summary of the evaluation results can be found below. The original evaluation forms can be found in Annex 6. This section is concluded with a more comprehensive evaluation by Mike Fitzpatrick. Mike was asked by BIM who he works closely with the Irish Fishery Improvement Projects (FIPs), to attend and review a pilot sustainable fisheries training course.

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

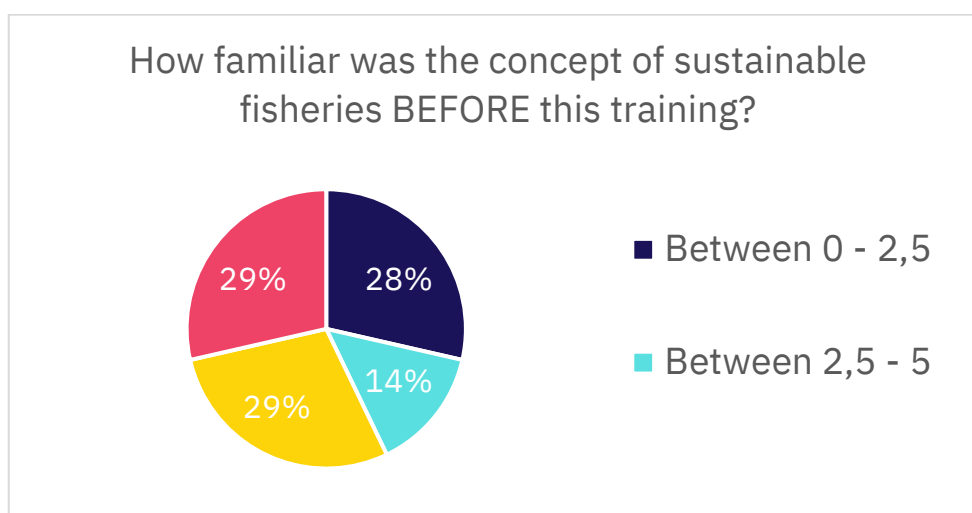


Figure 12. How familiar was the concept of sustainable fisheries before this training? (0 – 2,5: not familiar at all, 2,5 – 5: a little familiar, 5 – 7,5: familiar, 7,5 – 10: very familiar).

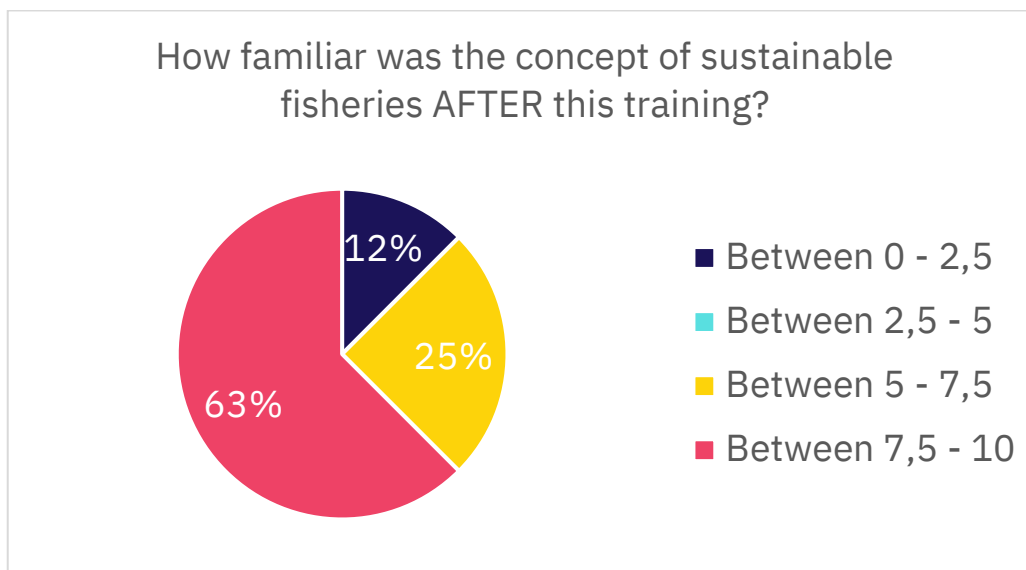


Figure 13. How familiar was the concept of sustainable fisheries after this training? (0 – 2,5: not familiar at all, 2,5 – 5: a little familiar, 5 – 7,5: familiar, 7,5 – 10: very familiar).

When asked to assess their familiarity with the concept of sustainability before and after the training, participants indicated a significant improvement of understanding (Figure 13).

6.2.2 APRECIATION 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 14. The best valued topics were ‘Communication lecture & workshop’, ‘Introduction to sustainable fisheries’, and the ‘Workshop Top 5’.

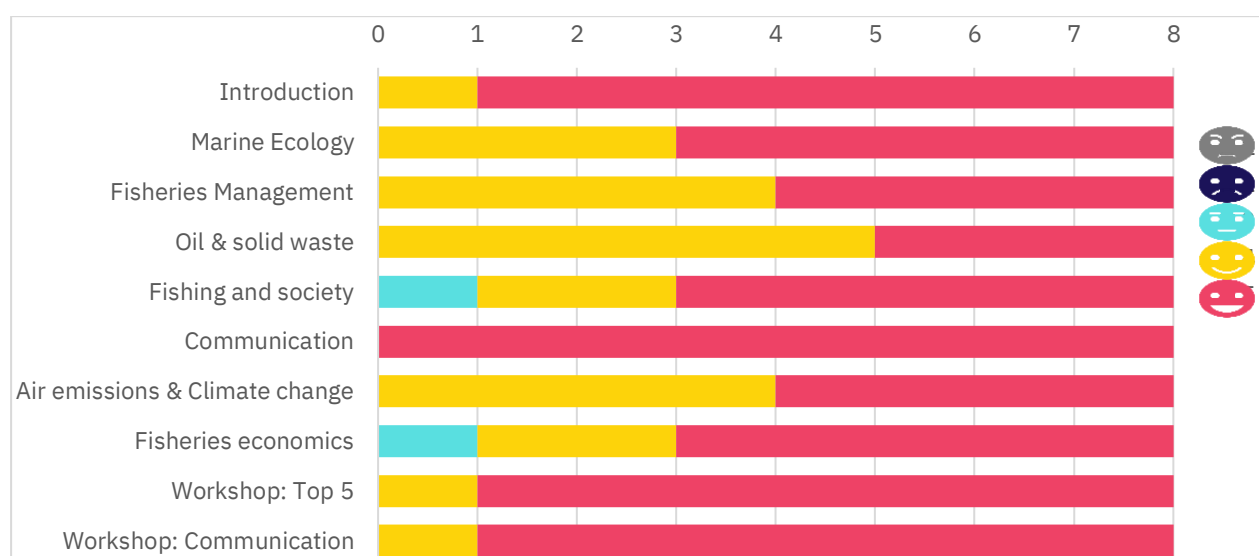


Figure 14. An overview on how participants appreciated the various training topics.

When looking at the topics that were appreciated the least by the participants, then ‘Fishing and society’ and ‘Fisheries economics’ are the only topics with a light blue bar indicating a lower score. However, this only amounted to one participant in both cases and still is a sufficient score.

6.2.3 INFORMATION SOURCES USED BY PARTICIPANTS

The chart below gives an overview of the information sources used by the participants to stay up to date with developments in the Irish fishing industry.

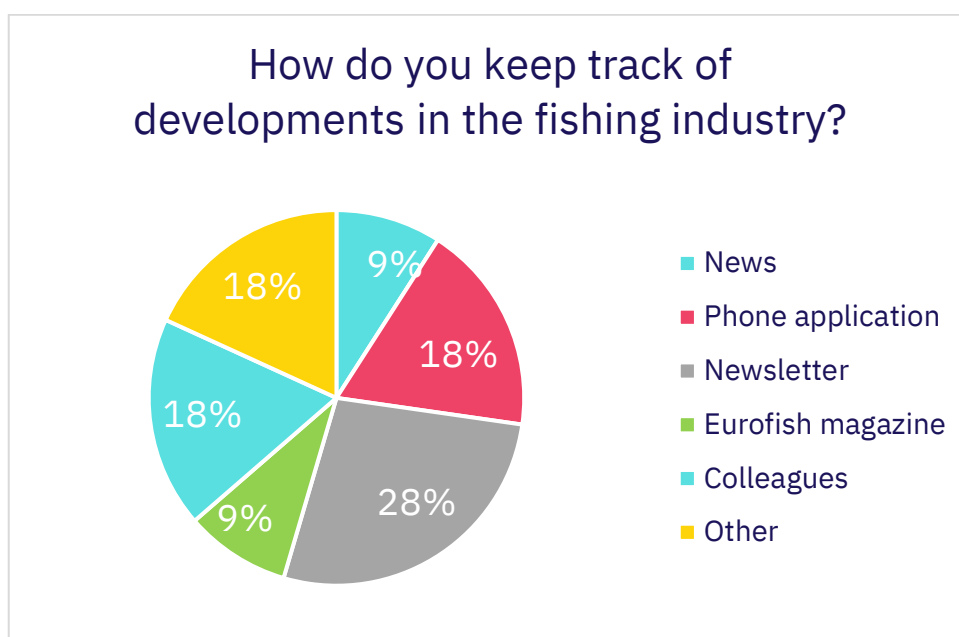


Figure 15: Pie chart of information sources used by the participants to stay up to date on developments in the fishing industry.

Most participants kept up to date through journals like the ‘Marine Times Newspaper’ and ‘The Skipper’. Phone applications used were Facebook and YouTube. Other ways of staying up to date were by following various media or through talking to other fishers.

6.2.4 WHAT TOPICS DID YOU LIKE MOST AND WHICH LEAST?

All topics were reviewed positively by the students as can be seen in figure 14. Some topics were specifically mentioned in the evaluation form when participants were asked to indicate what topics they liked most. Fishing and society, Communication, Plastic pollution, Fisheries economy were mentioned by some individuals, but most participants mentioned ‘Fisheries management’ as the best



liked topic. It gave a lot of new and interesting information which could be helpful in their future career.

Only three topics were addressed in the evaluation form as being less interesting. These topics included 'Oil pollution (considered less relevant for fishers). The participants working for customs stated that 'Climate change' and 'Fisheries management' does not link to their role in the fishing industry and therefore considered less interesting.

6.2.5 HOW DID YOU LIKE THE VARIOUS TRAINING METHODS, SUGGESTIONS OR RECCOMENDATIONS?

The participants were all very positive on the various teaching materials. Interaction and participation were considered very important and engaging. Participants indicated that the training was put together and delivered well.

When asked about recommendations, comments, or suggestions only a few were made. One participant would like to see more Irish examples in some subjects. Another participant would like the use of more interactive material. In addition, it was recommended to structure a full day for this training and have it taught by properly trained instructors or keeping it outsourced.

6.2.6 PERSONAL ROLE IN SUSTAINABLE FISHERIES

Not all participants had a clear view of their personal role in sustainable fisheries. Some addressed more talking about and contributing to good practice, some mentioned reducing pollution or being more sustainable while fishing. Answering this part of the evaluation form was probably a bit harder for this group of participants since we had to skip the final workshop on 'Your personal role' for time constrains. In this workshop the participants are challenged (it basically comes down to answering the questions: 'What can you do?') on what they will take home and do with the acquired information themselves in their daily operations.

6.2.7 EVALUATION BY MIKE FITZPATRICK (BIM) ON THE TRAINING

Here the main points of Mike Fitzpatrick's evaluation are presented. The full evaluation can be found in annex 7.

1. The course is an excellent introduction to the area of sustainable fisheries.



2. It was surprising to notice that there was a largely positive engagement by all participants. This was helped by the open approach taken by the trainers of ProSea.
3. A very good mix of course elements which went well beyond the use of PowerPoint lecture type material (games, discussion, workshop exercises).
4. Even for an experienced professional in the industry some of the course elements were unexpected and went beyond straightforward discussions of sustainability. These less obvious elements broadened the scope of the discussion and reduced the tendency for fisheries sustainability discussions to be simplistically boiled down to a fishers vs environmentalists argument.
5. 2 days is probably an ideal length for the course and while the concept of sustainability in fisheries training is still a new one any more than 2 days may be counterproductive.

6.3 EVALUATION BY THE TRAINERS ON FIRST PILOT

Below you can find the evaluation of the ProSea trainers on the first pilot training. The evaluation focusses on both the practical aspects of the pilot training and on the training itself.

6.3.1 PARTICIPANTS

Participants were very interested and contributed to several good group discussions. Contributions of Huan Tan and Mike Fitzpatrick during the pilot were much appreciated. After the training a lot of positive feedback and compliments were received from the participants.

The number of BIM staff who joined the training was low. Only Huan Tan participated in the entire training on behalf of BIM, but he is about to leave the organization for a new position. A missed opportunity for BIM to experience the training and get a feel with the content and approach. It would have contributed greatly to discussions on training content, training methods/didactics and the strategy for implementation in Ireland.

6.3.2 VENUE

Overall, the training college of BIM in Castletownbere offered all needed facilities. When thinking of potential points for improvement, it was noticed that the trainees of the skipper training program had been in the same classroom all day. It might have been more stimulating to have invited them in a different surrounding than the classroom, since now it felt like an extension of their normal school day.



Due to miscommunication on BIM's side, no dinner had been arranged for the participants on the first evening. Luckily enough Huan Tan (BIM) was able to make some last moment arrangements and managed to get some sandwiches for the participants. His effort to solve this miscommunication is much appreciated by the participants.

The room where participants could dine was rather small, not everyone could sit there. It would be good to look for a larger room when the second pilot will be conducted at the same location. For the second day ProSea was able to arrange fish and chips for dinner and this was highly appreciated by the participants.

6.3.3 TIME OF THE PILOT

The first day of the pilot training took place between 16:30 and 21:30. Although the participants were very involved in the pilot, it was noticed that it was not beneficial for the energy levels of some participants that had already gone through an entire day of classroom training.

The time schedule for the second day of the pilot was changed on request of Shane Begley (BIM). Despite making changes to the program, Shane did not participate in the pilot for unknown reasons.

Overall, almost the entire training could be delivered within this time schedule. The fisheries economics lecture had to be shortened and the final workshop was skipped where we challenge participants to think about their personal role/responsibility on improving the sustainability performance of the fishing industry, but this had no negative impact on the training. However, we would recommend scheduling a more time (at least 4 hours) for the second pilot.

6.3.4 MATERIALS AND TECHNICAL EQUIPMENT

All the material that had to be printed (program, participant list, fisheries management game cards) and that was on the shopping list was collected and prepared by Huan Tan (BIM). All other technical equipment that was required for the pilot training was present.

6.3.5 TRAINING MATERIAL

Several suggestions were made by participants on adding local content to the training (e.g. herring stocks in Celtic sea as example fisheries management).



Specific comments on how BIM funded sustainability programs such as the FIPs, fishing gear selectivity and other Irish fisheries sustainability initiatives could be more integrated into the course.

This is useful input for the second pilot, and the project will make some changes to the material. Mike Fitzpatrick contributed a lot of work to this adaptation of the material; suggestions can be found in Annex 8. Overall, the training content was received well, and this training package is suitable to be used for sustainable fisheries training in Ireland.

6.4 EVALUATION ON THE DEVELOPMENT PROCESS

Next to evaluating the pilot training itself, both BIM and ProSea evaluate the development, organisation, and execution process.

Throughout the project the communication between ProSea and BIM was challenging. At first this was mainly due to the high number of people involved on behalf of BIM in the project. After appointing two contact persons from BIM, it was easier to connect. However, the appointed persons had little time and space in their daily work to devote to the project. To give an example, the planning on meeting local partners during ProSea's preparatory visit of Ireland in October 2021 started when members of ProSea were already in Ireland.

The relationship did not change after preparatory visit in October 2021. No visible progress was made on adjusting the content of the training material to the Irish context or on involving a broader set of stakeholders to gather support for this type of training and stimulating the implementation in Ireland.

Eventually a first pilot training was planned. Agreement was on a clear set of tasks for both BIM and ProSea on preparing the first pilot. BIM did manage to find participants (active fishers) for the training. However, BIM did not deliver on sending out the invitation and recruiting a broader set of participants. BIM decided not to invite other stakeholders as they were afraid that other stakeholders in the Irish fisheries would not appreciate the topic. Their strategy was to first await how the first pilot would be received. Next to that, participation on behalf of the BIM staff was low and there were not sufficient trainers to conduct a train-the-trainer program. This makes implementation in Ireland more challenging.

After finishing the first pilot, the project team found out that there is already a training on sustainability being taught at BIM college in Greencastle. It would have



been very interesting to have learned more about the content of that training before the first pilot to make use of structures already in place in each country. The project will investigate this for the second pilot.

BIM staff that was involved in the preparation of the first pilot, except for Huan Tan, did not show any interest in the outcomes of the first pilot training. After finishing the first pilot training an article was prepared that could be shared through BIM's social media channel (or other communication channels), but it remained silent and there has been no communication on the pilot at all. This is also disappointing towards the participants, since many were very enthusiastic and willing to give quotes on how they had experienced the training.

Overall, a sense of 'ownership' at BIM and in Ireland is lacking. Throughout the project meetings were held with numerous people and parties, but planning, organizing and communication remains difficult. To achieve further implementation in Ireland in a structured way (or at least work towards further implementation during the project) it is needed that at least one enthusiastic person take responsibility for both content and organisation of the training, that has a clear goal on what he/she wants to achieve with the training, and who is willing to connect parties. BIM admits that capacity was a major challenge for them to take their role in the CTP project so far. Furthermore, the topics covered in the training is addressed by a lot of different BIM staff. This makes it difficult to appoint 1 focal person overseeing the project. In chapter 8, a solution is proposed to improve the collaboration between BIM and ProSea in the CTP project.

7. LESSONS LEARNED & CONSEQUENCES TRAINING STANDARD

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 Ireland we have learned the following lessons:

1. Participants in Ireland appreciated the current setup of the training, the training content, and the training approach.
2. Having a mixed group of participants (new entrants and experienced fishers) resulted in having good discussions and on bringing forward different perspectives.
3. Adapting the training content to the local situation is crucial for the success of the training. Including practical examples from Ireland in the lectures to support the theory helped in bringing across the learning goals. There is still room for further adaptation of the content to the Irish context.



4. The part in the fisheries management lecture on ‘fair division of fishing rights’ was a sensitive topic in Ireland. It led to interesting discussions on what is ‘fair’. Should it only be based on historic rights? Or should also be looked at other factors like importance of resource to coastal communities, the sustainability performance of the fisher or the entire fleet of a particular country. There is no ‘right’ or ‘wrong’ answer here, but it might be good to elaborate a bit more during the training on what participants consider ‘fair’ so that they can at least speak their minds and enable the trainer to prepare other perspectives.
5. Participants in Ireland did express the feeling of not being heard in the policymaking process. Often, they come across regulations that are ‘unfair’ or ‘unclear’ in their perspective, but they feel powerless to address this. In their eyes things become political quickly and leave little room for discussion. They would like to learn more on how they can let their voice be heard and become involved in the policymaking process.

We 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 Ireland, the following steps are proposed, and recommendations are given:

1. ProSea and BIM will make changes on the training material based on the feedback of the participants.
2. BIM shares the content and/or training outline of the sustainability training that is offered at BIM’s college in Greencastle for comparison with the CTP training material for Ireland. According to Mike Fitzpatrick, who spoke to several BIM staff, there is no conflict between the Catching the Potential pilot course with the training being currently offered at Greencastle fisheries school which is only touching on sustainability topics in a very tangential way.
3. Assign at least one enthusiastic person to become responsible for both content and organisation of the training, that has a clear goal on what he/she wants to achieve with the training, and who is willing to connect parties in order to achieve further implementation in Ireland in a structured way (or at least work towards further implementation during the project).

The engagement of a suitably qualified and motivated independent individual or organization working closely with BIM may resolve any difficulties encountered in terms of adaptation of the course material to the Irish context and also point the way towards further development of the course in advance of a second Irish pilot in Greencastle.



Furthermore, rather than leaning on already fully occupied resources within the BIM training personnel the use of suitably qualified external personnel may provide the best solution to move from a pilot stage to making a sustainability course a fixed feature of fishermen's training in Ireland. Someone with experience of teaching similar material and with good connections across the various Irish institutions relevant to fisheries sustainability would be ideally placed to assist with such a task. Whoever is tasked or contracted to fulfil the sustainability training role in the future would need to participate in at least one detailed train the trainer session with ProSea staff and run through the suggested new material to ensure that it is aligned with the overall CTP message. It may be a good idea for the selected person or persons to jointly present the course for the second pilot in Ireland.

BIM and ProSea believe that Mike Fitzpatrick can take up this role. Mike is experienced, is part of the fisheries network in Ireland and knows BIM very well. This will make it easier to communicate and connect with the stakeholders.

4. Plan a date for the second pilot and a train-the-trainer program.
5. In the future if sustainability training becomes more of an integral part of Irish fisheries training the length of this course could be tailored at lengths appropriate to the type of qualification/training undertaken i.e. potentially a longer course could be provided for a skippers ticket with a shorter one being given for basic deckhand training.

9. CONCLUSIONS

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

1. The first pilot training in Ireland was pilot training number 5 in the CTP project. The project has now completed 5 out of 14 pilots (35% completion). In total the project has trained 99 active fishers or other relevant stakeholders in the European fishing industry out of an expected total of 300 (33% completion).
2. There was a different expectation with the CTP project about the implementation of sustainable fisheries training between ProSea and BIM in Ireland. In addition, BIM had less time/capacity available than expected. The pandemic is partially to blame for not setting up the connections and communication at the beginning of the project, but the process of setting up the first pilot taught us how important it is to invest in the relationship between partners and to be very clear about expectations, roles, and responsibilities. It worked out at the end, a successful pilot took place and with the involvement of Mike Fitzpatrick, we are now in a better spot to conduct the second pilot and think about further implementation. This is also a lesson for the sustainable fisheries standard, and especially about the implementation of the standard. Just having a high-quality standard with content that is based on the STCW-F Code is not enough. It



is important to actively work together with partners to implement it. The standard should address this.

3. For the first pilot, the stakeholder visits prepared the ProSea course leaders to not only adjust the materials, but also to conduct the pilot. However, the course leaders were not part of the Irish network which made it harder to relate. The second pilot will be conducted by a local course leader, who is part of the fisheries network in Ireland. This makes it easier to communicate and connect with the stakeholders.
4. An important conclusion is that the structure and method of the course is also successful in Ireland, 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.
5. One of the challenges in the CTP project was to find out where the different 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 Ireland (when customized). In Ireland, however, discussing the fisheries management part proves to be an emotional challenge. This was less the case in the other pilot countries. This makes this a more important subject in Ireland than in other countries and it is important to raise it carefully and take the time to do so. And to do so in line with the requirements in the STCW-F Code. While fisheries management is less important in some countries, for example for small-scale fishers, it is an essential element for Ireland. The project will take this into account in the CTP standard. It might be interesting to develop an add-on package for 'Fisheries management' in the standard since this a hot topic for debate in Ireland.



ANNEX 1. PRESENTATION ASPC 2021

Catching THE Potential

SUSTAINABLE FISHERIES
How to get there?







 Tim Haasnoot & Roos Swart
 ASPC Dublin 21-10-2021

FISHERIES EDUCATION

Catching THE Potential





PROJECT CONSORTIUM

Fishing sector









APPROACH

Desk study + Establish network + Country specific courses

6 tailor-made courses, 2 pilots for each country

International standard + Implementation strategy






COURSE PROGRAM

<p>Day 1</p> <ul style="list-style-type: none"> Introduction Personal opinions – workshop Marine Ecology Excursion in the field <p>Day 2</p> <ul style="list-style-type: none"> Fisheries economics Image and Identity - workshop 	<p>Day 3</p> <ul style="list-style-type: none"> Tragedy of the commons - Game Fisheries management Communication – training <p>Day 4</p> <ul style="list-style-type: none"> Environmental challenges Fishers of the future - workshop
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LASTING, GROWING IMPACT

Country specific courses

- 12 pilot courses
- >300 students
- >20 teachers

Implementation of the course

- Hundreds/year

All fishers!




LASTING, GROWING IMPACT

- Country specific courses
 - 12 pilot courses
 - >200 students
 - >20 teachers
 - Implementation of the course
 - Hundreds/year
- All fishers!

RELEVANCE TO EU

BIM – CTP-partner Ireland

Let's play a game

Who wants to volunteer?

Best practices

- Common language
 - Scale & time
- Perception
 - Landing obligation
- Challenge, not accuse
- $E = K \times A$

Common language

Scale & time

- There is plenty of fish in the sea (Fisher)
- The stocks in the North Sea are declining (Policymaker)
- We had cod of 2m in the North Sea 100 years ago (MGO)
- This stock is recovering in ICES area X (Scientist)

Perception

Landing obligation

Effort (increased) is less than or equal to effort (decreased)

Effort (increased) leads to Many fish die, which leads to Many fish survive, which leads to Effort (decreased) and Effort (increased).

Effort (decreased) leads to Increased mortality, which leads to New recruits, which leads to Less effort of codder, which leads to Lower fish stock recovery, which leads to Increased growth for fisherman.

Effort (increased) leads to Many fish survive, which leads to Effort (decreased) and Effort (increased), which leads to North all Atlantic (codder aims to increase productivity), which leads to Increased mortality, which leads to New recruits, which leads to Higher fishing pressure, which leads to Increased mortality of more expensive big fish, which leads to Effort (decreased) and Effort (increased), which leads to Effort (decreased) and Effort (increased), which leads to Effort (decreased) and Effort (increased), which leads to Effort (decreased) and Effort (increased).

© Cass & Verweij, 2020

Challenge, not accuse

Effectivity = Knowledge x Acceptance

Catching THE Potential

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



ANNEX 2. STAKEHOLDER ANALYSIS IRELAND

Stakeholder fisheries Ireland

25-02-2022

After a desk study, we identified the following stakeholders that we could involve in the local network for Ireland and which we can invite for the first pilot.

Department of Agriculture, Food & the Marine

The Department of Agriculture, Food and the Marine is a department of the Government of Ireland. The mission of the department is to lead the sustainable development of a competitive, consumer focused agri-food sector and to contribute to a vibrant rural economy and society. It is led by the Minister for Agriculture, Food and the Marine who is assisted by two Ministers of State.

The agri-food sector is one of the most exposed to the impacts of Brexit, primarily due to its exposure to the UK market. The seafood and fishing industries are also uniquely exposed to Brexit, given the sharing of fishing grounds with the UK.

Could deliver information on: Impact Brexit fisheries

Contact: No contact identified yet

Marine Institute

Marine Institute is the State Agency responsible for marine research, technology development and innovation in Ireland. They provide scientific and technical advice to Government to help inform policy and to support the sustainable development of Ireland's marine resource. The Marine Institute was set up under the Marine Institute Act 1991 and has grown from a staff of one to over 170.

Could deliver information on:

- Marine environmental monitoring services including phytoplankton monitoring, benthic monitoring, and marine chemistry.
- The Marine Institute's Fisheries Ecosystems Advisory Services (FEAS) team assesses many of the key commercial fish and shellfish stocks around Ireland.

Contact: Ciaran Kelly, Helen Boles



Irish Fish Producers Organisation Ltd (IFPO)

The Irish Fish Producers Organisation is a body representing owners of commercial sea-fishing vessels of all sizes. It was established at the instigation, and with the support, of the EU as part of the organisational structure necessary for the operation of the Common Fisheries Policy. Formed in 1975, it is comprised of member fishers based coast wide. The Organisation is concerned with the management of member's fishing activities, both catching and marketing, with a view to making the best use of the available fish stocks and optimising returns. The IFPO represents those engaged in Pelagic, Whitefish, Shellfish and Inshore sectors. It has specific responsibilities under various EU Regulations. It maintains a watching brief on developments impacting on members' commercial activities and contributes to the formation of the fisheries policy through various Government and EU Committees.

Could deliver information on:

Industry

Contact: No contact identified yet

The Irish South & West Fish Producers Organisation

The Irish South and West Fish Producer's Organisation Ltd. (IS&WFPO) was established in 1995. The organisation represents fishermen in the south and west coast of Ireland and has membership of primarily whitefish vessels ranging from 12m to 30m.

Fish Producers Organisation (POs) were originally devised as a means of encouraging implementation of market stability mechanisms with the EU. However, this is not their sole function where the overall purpose of the POs is to:

- improve and guarantee where possible a fair income to producers
- regulate the market to adjust supply to market requirement.
- promote the application of common marketing standards

Could deliver information on:

Industry

Contact: Patrick Murphy, Damien Turner

The Killybegs Fishermen's Organisation Ltd



The KFO is committed to developing and advancing any sea fisheries issues of relevance to its members. The KFO also acts as a fish producer organisation and is designated as such under EU regulations.

Could deliver information on:

Industry

Contact: No contact identified yet

Federation of Irish Fishermen

The Federation of Irish Fishermen (FIF) was established in 2007 and is the umbrella organization for the three main Fish Producing Organizations (FPOs) in Ireland. It consists of The Irish Fish Producers Organization Ltd (IFPO), The Irish South and West Fish Producers Organisation Ltd. (IS&WFPO), and The Killybegs Fishermen's Organisation Ltd (KFO).

Presently, the FIF represents over 90% of the over 12 meter Irish fishing fleet and is run by a Board of 8 directors. The position of Chairman is rotated between the CEOs of the four FPOs, Sean O'Donoghue, CEO of the The Killybegs Fishermen's Organisation Ltd (KFO) currently holds the Chair since July 2009. The FIF's key aim is to provide a unified voice for the Irish Fishing Industry and to provide an active input into all policy making decisions both nationally and internationally.

Could deliver information on:

Industry

Contact: No contact identified yet

Sea-Fisheries Protection Authority

The Sea-Fisheries Protection Authority (SFPA) is the independent statutory body responsible for the regulation of the sea-fisheries and the seafood production sectors. They promote compliance with the EU Common Fisheries Policy, sea-fisheries law and food safety law relating to fish and fish products, verify compliance and, where necessary, enforce it.

The Sea-Fisheries and Maritime Jurisdiction Act 2006 places primary responsibility for the regulation of sea fisheries conservation law with the Sea-Fisheries Protection Authority (SFPA). To carry out its remit, the SFPA produces an annual Fisheries Control Plan. This plan is used for the management of monitoring, surveillance, and



control of sea fisheries at sea by the naval service, through aerial surveillance by the Air Corps and at landing ports in Ireland by SFPA staff.

Could deliver information on:

- Sea fisheries enforcement
- Brexit information

Contact: No contact identified yet

Irish Naval Service

The Fishery Monitoring Centre, part of the Naval Operations Command's Intelligence and Fisheries Section, oversees the identification, monitoring and surveillance of fisheries vessels in Irish waters as part of the Vessel Monitoring System. The Fishery Monitoring Centre coordinates with fisheries agencies in other countries.

Could deliver information on:

- Fishing activities Irish waters

Contact: No contact identified yet

Board Bia, Irish Food Board

Bord Bia/Irish Food Board was established by an act of the Irish parliament on 1 December 1994. On the 1 June 2009 the responsibility for seafood promotion in domestic and international markets was transferred from BIM to Bord Bia.

Could deliver information on:

- Seafood promotion
- Brexit information

Contact: No contact identified yet

Food Safety Authority

The Food Safety Authority of Ireland (FSAI) was established under the Food Safety Authority of Ireland Act, 1998. The principal function of the Food Safety Authority of Ireland is to protect consumers and raise compliance through partnership, science, and food law enforcement. We have national responsibility for co-ordinating the enforcement of food safety legislation in Ireland.



Legislation and guidance for fish and fishery products includes labelling of fish and fishery products, hygiene requirements, microbiological criteria.

Could deliver information on:

- Food safety

Contact: No contact identified yet

Department of Housing, Local Government & Heritage

In general terms, MPAs are geographically defined maritime areas with certain protections for conservation purposes. The Government aims to designate 30% of our maritime area as MPAs by 2030. Currently Irish MPA coverage is at 2.13%.

The Marine Protected Area (MPA) Advisory Group was established in December 2019 by the Minister for Housing, Planning and Local Government. This independent group of experts was invited to produce a report containing advice and recommendations that will support the expansion of Ireland’s network of Marine Protected Areas such that it is coherent, representative, connected and resilient and meets Ireland’s commitments under the Marine Strategy Framework Directive, the OSPAR Convention, the UN Convention on Biological Diversity Aichi target 11 and the UN Sustainable Development Goal 14, Life Below Water amongst others. The report “Expanding Ireland’s Marine Protected Area Network” is currently open for public consultation.

Could deliver information on:

- Marine Protected Areas

Contact: No contact identified yet

International Transport Workers’ Federation

The International Transport Workers’ Federation (ITF) is a democratic, affiliate-led federation recognised as the world’s leading transport authority. We fight passionately to improve working lives, connecting nearly 700 affiliated trade unions from 150 countries that may otherwise be isolated and helping their members to secure rights, equality, and justice. We are the voice for nearly 20 million working men and women across the world.

Could deliver information on:

- Social affairs in Irish fisheries



Contact: No contact identified yet

Birdwatch Ireland

BirdWatch Ireland is focussed on the conservation of birds and biodiversity in Ireland.

BirdWatch Ireland is Ireland's leading voice on marine conservation. We advocate for the sustainable management of our seas. We are actively working to end overfishing, and to promote marine protected areas and sustainable marine spatial planning.

Could deliver information on:

- MPA's
- Marine Spatial Planning
- Environmental impacts of fishing

Contact: No contact identified yet

Irish Coastal Environment Group - Coastwatch

Coastwatch Europe (CWE) is an international network of environmental groups, universities, and other educational institutions, who in turn work with local groups and individuals around the coast of Europe. The Coastwatch Survey is designed to give an overview of the state of the coast. It involves volunteers from all walks of life checking their chosen 500m stretch of coast (survey unit) once around low tide, and jotting observations down on the survey questionnaire while on the shore. This citizen science work can be augmented with water tests. Data is then collected and pooled to provide a snapshot of state in areas surveyed at that time.

Could deliver information on:

- 30 years of beach marine litter monitoring data
- Marine litter & role fisheries

Contact: No contact identified yet



ANNEX 3. INVITATION FOR FIRST PILOT

We hereby invite you to join our pilot
**SUSTAINABLE FISHERIES
 TRAINING**

Your expertise is needed to develop a
 sustainable fisheries training for all fishers!

**Catching
 THE Potential**

Where: Castletownbere
 When: October 4th and 5th, 2022
 For more information contact:
 Ian.Mannix@BIM.IE



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



Catching THE Potential

October 4th

- 16:30 - 17:30** Opening
Introduction in Catching the Potential and sustainability
- 17:30 - 18:15** Top 5 workshop
- 18:15 DINER**
- 19:00 - 19:30** Marine ecology
- 19:30 - 20:15** Oil and solid waste
- 20:15 BREAK**
- 20:30 - 21:30** Fisheries economics
- 21:30 - 22:00** Remaining question and end

October 5th

- 16:30 - 17:00** Opening
- 17:00 - 18:15** Fisheries management
- 18:15 DINER**
- 19:00 - 19:30** Fisheries management part 2
Fishing and society
- 20:00 - 20:30** Communication workshop
- 20:30 BREAK**
- 20:45 - 21:30** Air emissions and climate change
- 21:30 - 22:00** Remaining question and end



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Fund of the European
Union



ANNEX 4. LIST OF PARTICIPANTS



**Catching
THE Potential**

Participant list
First pilot Ireland

Name	Tuesday October 4th, 2022	Wednesday October 5th, 2022
Ronan Murphy	<i>Ronan Murphy</i>	<i>Ronan Murphy</i>
Seamus McDonagh	<i>Seamus McDonagh</i>	<i>Seamus McDonagh</i>
John Hayes	<i>John Hayes</i>	<i>John Hayes</i>
Mark Madigan	<i>Mark Madigan</i>	<i>Mark Madigan</i>
Laura Jackson	<i>Laura Jackson</i>	<i>Laura Jackson</i>
Adrian Lavelle	<i>Adrian Lavelle</i>	<i>Adrian Lavelle</i>
Donnacha Brosnan	<i>Donnacha Brosnan</i>	<i>Donnacha Brosnan</i>
Tim Haasnoot	<i>Tim Haasnoot</i>	<i>Tim Haasnoot</i>
Roos Swart	<i>Roos Swart</i>	<i>Roos Swart</i>
Huan Tan	<i>Huan Tan</i>	<i>Huan Tan</i>
Shane Begley		
Fergus O Driscoll	<i>Fergus O Driscoll</i>	
Mike Fitzpatrick	<i>Mike Fitzpatrick</i>	<i>Mike Fitzpatrick</i>

* By signing here, you agree that you can be filmed or photographed. This footage can be used in communication and reporting of the EU Catching the Potential project.



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ANNEX 5. FINAL PROGRAM FIRST PILOT IRELAND



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PROGRAM – SUSTAINABLE FISHERIES TRAINING IRELAND

Castletownbere, Ireland

4 & 5 October 2022

Tuesday October 4: Sustainability, marine ecology, Oil & solid waste, Fisheries economy

Time	Activity
16:30	Welcome and registration
17:00	Introduction CTP & 'Sustainable fisheries training'
17:30	Group assignment sustainable fisheries – Workshop
17:50	Presentations group assignment
18:15	Diner
19:00	Marine ecology: How does the sea work?
19:30	Oil and solid waste
20:15	Break
20:30	Fisheries economy
21:30	Remaining question and end



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Wednesday October 5: Fisheries management, Fisheries & society, Communication, Climate change

Time	Activity
13:00	Welcome and registration
13:30	Fisheries management <ul style="list-style-type: none"> ❖ Fishing game ❖ CFP ❖ Who does what?
14:30	Break
15:15	Fisheries management <ul style="list-style-type: none"> ❖ Stock assessment
15:45	Fisheries & Society <ul style="list-style-type: none"> ❖ Image workshop
16:15	Communication workshop
16:45	Break
17:00	Overview of air emissions and climate change
18:00	End of pilot <ul style="list-style-type: none"> ❖ Feedback and evaluation
18:15	Dinner



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ANNEX 6. EVALUATION FORMS PARTICIPANTS



Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

					Remarks
Lectures					
Marine Ecology				✓	
Fisheries Management				✓	Very good - maybe emphasize that fisheries can be involved in most a wide development
Oil & Solid Waste			✓		
Fishing & Fishing Society				✓	
Communication				✓	very interesting - not an issue I expected but very relevant.
Climate Change				✓	
Fisheries economy				✓	
Sea the future				✓	
Workshops					
Top 5 Challenges				✓	Very useful. A little tricky to make sustainability challenges from general fishing problems.
Communication				✓	
Final workshop				✓	
Excursions					
1.					
2.					



Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

Communication & Fishing and Society. They are topics that I did not expect to be covered but were really relevant.

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

Oil - less personal interest for me but obviously relevant for fishing.

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.)

I thought it was an excellent combination of slides (not too many) and workshops/participation opportunities.



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Fishing Potential

CTP

WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE?

I work on co-ordinating Fishery Improvement Projects which are based on making fisheries sustainable so hopefully it will be in that area/role.

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

- News show (tv)
Which one? _____
- News application (phone)
Which one? _____
- Newsletters
Which one? _____
- Eurofish Magazine
- Colleagues
- Other: Personal contacts / Meetings / Internet /
Fishing magazines / Academic journals

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?

In one or two areas some more concrete Irish examples would be useful eg Celtic Sea Herring instead of N. Sea Herring.



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Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

					Remarks
Lectures intro					
Marine Ecology				✓	
Fisheries Management				✓	
Oil & Solid Waste				✓	
Fishing & Fishing Society				✓	
Communication				✓	
Climate Change				✓	
Fisheries economy				✓	
Sea the future				✓	
Workshops					
Top 5 Challenges				✓	
Communication				✓	
Final workshop				✓	
Excursions					
1.					
2.					

Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

PLASTIC IN THE OCEAN

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.)

VERY GOOD

Unlocking Potential

WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE?

WORK WITH GOOD PRACTICE

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

- News show (tv)
Which one? YOUTUBE
- News application (phone)
Which one? SKIPPER.IE
- Newsletters
Which one? MARINE TIMES , SKIPPER
- Eurofish Magazine
- Colleagues
- Other: _____

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?



Catching THE Potential

Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

						Remarks
Lectures <i>intro</i>						
Marine Ecology					✓	
Fisheries Management					✓	
Oil & Solid Waste					✓	
Fishing & Fishing Society					✓	
Communication					✓	
Climate Change					✓	
Fisheries economy					✓	
Sea the future					✓	
Workshops						
Top 5 Challenges					✓	
Communication					✓	
Final workshop					✓	
Excursions						
1.						
2.						



Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

Stock assessment
Marine ecology

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

Fisheries management: cause in not chosen

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.)

Really engaging, honest, varied teaching methods made
it very interesting



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WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE?

Spread the word and support Irish fishing in the good environmental work they do.

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

- News show (tv)
Which one? _____
- News application (phone)
Which one? _____
- Newsletters
Which one? _____
- Eurofish Magazine
- Colleagues
- Other: _____

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?

*keeping the course outsourced
dont let BIM ~~lead~~ teach it.*



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Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

					Remarks
Lectures Intro				✓	
Marine Ecology				✓	
Fisheries Management				✓	
Oil & Solid Waste				✓	
Fishing & Fishing Society				✓	
Communication				✓	
Climate Change				✓	
Fisheries economy				✓	
Sea the future				✓	
Workshops					
Top 5 Challenges				✓	
Communication				✓	
Final workshop				✓	
Excursions					
1.					
2.					



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Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

sustainable fishing

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

Climate change

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.)



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WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE?

Being more sustainable while carrying out fishing

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

- News show (tv)
Which one? _____
- News application (phone)
Which one? _____
- Newsletters
Which one? The Skipper
- Eurofish Magazine
- Colleagues
- Other: _____

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?

Empty box for comments or suggestions.



Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

					Remarks
Lectures Intro				✓	
Marine Ecology			✓		
Fisheries Management			✓		
Oil & Solid Waste			✓		
Fishing & Fishing Society				✓	
Communication				✓	
Climate Change			✓		
Fisheries economy			✓		
Sea the future			✓		
Workshops					
Top 5 Challenges				✓	
Communication				✓	
Final workshop				✓	
Excursions					
1.					
2.					



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Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

The interactive topics because people got to work together to come up with solutions

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

None

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.). I thought it was informative and very well delivered.



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WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE? _____

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

- News show (tv)
Which one? _____
- News application (phone)
Which one? _____
- Newsletters
Which one? _____
- Eurofish Magazine
- Colleagues
- Other: _____

speaking to fishermen.

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?

More interactive material.



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Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

					Remarks
Lectures Intro				✓	
Marine Ecology			✓		
Fisheries Management			✓		
Oil & Solid Waste			✓		
Fishing & Fishing Society			✓		
Communication				✓	
Climate Change			✓		
Fisheries economy			✓		
Sea the future			✓		
Workshops					
Top 5 Challenges			✓		
Communication			✓		
Final workshop			✓		
Excursions					
1.					
2.					



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Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

The Fisheries management as it got everyone involved and you learned about other info that I didn't know before

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.)

They were Good



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Unlocking
THE Potential

WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE?

Reducing pollution Potentially

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

- News show (tv)
Which one? _____
- News application (phone)
Which one? _____
- Newsletters
Which one? _____
- Eurofish Magazine
- Colleagues
- Other: Media

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?



Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

					Remarks
Lectures intro				✓	very informative
Marine Ecology				✓	
Fisheries Management				✓	will take a lot of ideas away from this
Oil & Solid Waste				✓	
Fishing & Fishing Society				✓	same as fisheries management
Communication				✓	Excellent
Climate Change				✓	
Fisheries economy				✓	was surprised by a lot of the procedures
Sea the future				✓	A lot more to be done
Workshops				✓	E
Top 5 Challenges				✓	Excellent
Communication				✓	Excellent
Final workshop				✓	Excellent
Excursions					
1.				✓	Excellent
2.				✓	" "



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Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

Anything to do with fisheries management

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.)

Very engaging.



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Fishing Potential **CTP**

WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE? *Engaging with stonesside of fishing*

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

News show (tv)
Which one? _____

News application (phone)
Which one? *facebook*


Newsletters
Which one? _____

Eurofish Magazine

Colleagues

Other: *Skipper & fishing news application*

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?
*Course needs a designated full day for training.
& Properly trained instructors.*


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European Union

Evaluation form

First pilot course

Thank you for participating in the first pilot course of the Catching the Potential project! We are happy to receive feedback on the contents, teaching methods or trainers of this course.

QUESTIONS

WHAT DID YOU THINK OF THE COURSE IN GENERAL?

					Remarks
Lectures <i>intro</i>				<input checked="" type="checkbox"/>	
Marine Ecology			<input checked="" type="checkbox"/>		
Fisheries Management			<input checked="" type="checkbox"/>		
Oil & Solid Waste			<input checked="" type="checkbox"/>		
Fishing & Fishing Society			<input checked="" type="checkbox"/>		
Communication				<input checked="" type="checkbox"/>	
Climate Change			<input checked="" type="checkbox"/>		
Fisheries economy				<input checked="" type="checkbox"/>	
Sea the future				<input checked="" type="checkbox"/>	
Workshops					
Top 5 Challenges				<input checked="" type="checkbox"/>	
Communication				<input checked="" type="checkbox"/>	
Final workshop				<input checked="" type="checkbox"/>	
Excursions					



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Catching THE Potential

HOW FAMILIAR WAS THE CONCEPT OF SUSTAINABLE FISHERIES BEFORE THIS COURSE?

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

HOW FAMILIAR IS THE CONCEPT OF SUSTAINABLE FISHERIES NOW?

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

WHAT TOPICS DID YOU LIKE THE MOST? WHY?

Fisheries Management + fisheries-economics.
Both will be helpful in future.

WHICH TOPIC DID YOU LIKE THE LEAST? WHY?

The excursions course we didn't do that

HOW DID YOU LIKE THE VARIOUS TEACHING METHODS?

(LECTURES, WORKSHOPS, EXCURSIONS, ETC.)

Very well presented and put together
WELL DONE!!!



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Potential



WHICH ROLE DO YOU SEE FOR YOURSELF IN MAKING FISHERIES MORE SUSTAINABLE? *No a clue.*

HOW DO YOU KEEP TRACK OF NEW DEVELOPMENTS IN FISHERIES?

- News show (tv)
Which one? *all of them.*
- News application (phone)
Which one? _____
- Newsletters
Which one? _____
- Eurofish Magazine
- Colleagues
- Other: _____

DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENT?



ANNEX 7. EVALUATION WRITTEN BY MIKE FITZPATRICK (BIM)

Mike Fitzpatrick has been professionally involved in fisheries and marine resource management for almost 30 years. His expertise covers stakeholder liaison, conflict resolution, policy analysis, environmental, economic, and social impact assessments. Through his company, Irish Observer Network (ION) he is currently implementing sustainability plans through several Irish Fishery Improvement Projects which he coordinates. He also provides fisheries liaison and environmental assessment services for Irish offshore wind projects. Between 2018 and 2020 Mike chaired several expert groups for the European Commission's STECF committee on social data in EU fisheries and is a regular attendee at STECF fisheries assessment working groups. From 2015 to 2019 ION were SME partners in the Horizon 2020 project DiscardLess which focused on the implementation of the new discard policy in EU fisheries. Previous experience included 10 years working as assistant manager of an Irish fishermen's organisation. In 2012 he completed a PhD in fisheries governance at University College Cork.

Mike was asked by BIM, who he works closely with on the Irish Fishery Improvement Projects (FIPs), to attend and review a pilot sustainable fisheries training course provided by ProSea in Castletownbere Fisheries School on October 4th and 5th 2022. The report also includes some detailed comments on how the course material may be further adapted to the Irish context and to integrate more fully ongoing work being done by BIM and others on sustainability in Irish fisheries.

GENERAL REVIEW OF THE TRAINING

In summary I felt that the course was an excellent introduction to the area of sustainability in fisheries. The course presenters, ProSea, were obviously experienced in the topic and had developed a broad but very relevant suite of course components. Based on my own experiences in this field I had expected that some of the course participants might have some resistance to the topic of sustainability in fisheries but in fact there was a largely positive engagement by all participants across the 2 days of training. This positive engagement I feel was helped by the overall open approach taken by ProSea which was based on discussion of the topics rather than selling a sustainability message. Positive engagement was also helped by appropriate pitching of the level of information provided by the presenters which was neither too simplistic nor too academic.



There was a very good mix of course elements which went well beyond the use of PowerPoint lecture type material. These included plenty of opportunities for discussion, workshop exercises and games. All of these helped to keep engagement at impressively good levels despite the additional burden of long training days experienced by the participants.

Some of the course elements, e.g. Fishing and Society, Value Chain Analysis, Communication, were unexpected for me and went beyond straightforward discussions of sustainability. I felt that these elements added a lot to the overall relevance of the course and provided thought provoking material that was appreciated by all participants. In particular I found that these less obvious elements broadened the scope of the discussion and reduced the tendency for fisheries sustainability discussions to be simplistically boiled down to a fishers vs environmentalists argument.

Specific comments on how BIM funded sustainability programs such as the FIPs, fishing gear selectivity and other Irish fisheries sustainability initiatives could be more integrated into the course are contained in the technical review section in Annex 8.

RECCOMENDATIONS ON MOVING FORWARD

Due to the fact that there were only 2 days available for the training course as opposed to the more usual 4 some elements had to be shortened or dropped such as the fisheries economics lecture and the final workshop where participants are challenged to think about their personal role in improving the sustainability performance of the fishing industry. According to Tim and Roos from ProSea this didn't negatively affect the training. My own view is that for now 2 days is probably an ideal length for the course and while the concept of sustainability in fisheries training is still a new one any more than 2 days may be counterproductive.

In the future if sustainability training becomes more of an integral part of Irish fisheries training the length of this course could be tailored at lengths appropriate to the type of qualification/training undertaken i.e. potentially a longer course could be provided for a skippers ticket with a shorter one being given for basic deckhand training.

My understanding from speaking with BIM staff over the past few weeks is that there is no conflict between the Catching the Potential pilot course with the training



being currently offered at Greencastle fisheries school which is only touching on sustainability topics in a very tangential way.

Regarding the representation of BIM staff at the training course although I am not a BIM employee my presence and role at the course was at the request of BIM as I work closely with them on FIPs which are key elements of the Irish fisheries sustainability strategy.

The engagement of a suitably qualified and motivated independent individual or organisation working closely with BIM may resolve any difficulties encountered in terms of adaptation of the course material to the Irish context and also point the way towards further development of the course in advance of a second Irish pilot in Greencastle.

Furthermore, rather than leaning on already fully occupied resources within the BIM training personnel the use of suitably qualified external personnel may provide the best solution to move from a pilot stage to making a sustainability course a fixed feature of fishermen's training in Ireland.

Someone with experience of teaching similar material and with good connections across the various Irish institutions relevant to fisheries sustainability would be ideally placed to assist with such a task. Whoever is tasked or contracted to fulfil the sustainability training role in the future would need to participate in at least one detailed train the trainer session with ProSea staff and run through the suggested new material to ensure that it is aligned with the overall CTP message. It may be a good idea for the selected person or persons to jointly present the course for the second pilot in Ireland.



ANNEX 8. TECHNICAL REVIEW OF PILOT MATERIAL BY MIKE FITZPATRICK

TECHNICAL REVIEW OF THE COURSE AND FURTHER INTEGRATION WITH BIM WORK ON SUSTAINABILITY IN IRISH FISHERIES

This section of the report reviews each of the course components and provides recommendations on how other sustainability work being undertaken in Ireland can be incorporated into future iterations of the course.

POWERPOINT/MODULE 1 INTRODUCTION



Overall, this was a very accessible and well-pitched introduction to sustainability of fisheries. The emphasis on the 3 Ps (People, Planet, Profit) and the structure based around this was a good way of introducing the idea that sustainability is a broad area covering a lot more than fish stock health.

SLIDE NOTES/AMENDMENTS/UPDATES

Update slides 3-5 on Course presenters to include Irish presenters

Slide 9 provides an early opportunity for trainees to participate.

Slide 12 – Look for an Irish example of a state-of-the-art fishing vessel

Slide 14 – FIPs could be first mentioned but discussed in more detail later in the Fisheries Management module.

Slide 15 – Give an example of a specific Irish supply chain e.g. Irish trawled Hake going into an Irish supermarket chain.

Slide 18 – Add Social to the list of categories that post-its can be divided into.

Slide 22 – Change the word Eutrophication to nutrient runoff or something like aid understanding.

Slide 25 – Use Irish examples of changes in vessels over fishermen's lifetimes.

Slide 26 – Need long-term thinking but the big question is how? Discuss with Tim and Roos if there is an exercise on how to focus on long term thinking?

Slide 33 – This slide is a workshop on the Top 5 Sustainability Challenges. This was very useful, but it was difficult at times to differentiate specific sustainability challenges from general fishing challenges for example there was the usual emphasis on quotas.

POWERPOINT/MODULE 2 MARINE ECOLOGY



1. Importance

2. Ecology

3. Coasts & ocean

4. Ecosystems

This module was overall very useful and introduced the concepts of marine ecology with some biological oceanography also included.

SLIDE NOTES/AMENDMENTS/UPDATES

Slide 9 – Give the difference in annual temp gradient between Ireland and Toronto as a useful illustration of the benefits of the Gulf Stream. Also look for some up to date info about the status of the Gulf Stream and implications for Ireland.

Slide 19 – get video of Basking Shark filter feeding as example of shorter food chain resulting in bigger animals.

Slide 32 – A global image of primary production – look for a more zoomed in equivalent with European waters also.

Slide 40 – use example images of Irish deepwater corals.

Slide 46 – include as an Irish example the Orange Roughy fishery.

Slides 57 – Add some further Irish examples of Marine Protected Areas and discuss with trainees.

POWERPOINT/MODULE 3 FISHERIES MANAGEMENT



- 1. Tragedy of the commons**
2. Fisheries management
3. Common Fisheries Policy
4. Landing obligation
5. Players & roles in fisheries management
6. Fish stock assessment

This was an excellent module and seemed to get a very high level of engagement from the trainees. The Fishing Game certainly helped in that regard and served as a very thought-provoking primer for the topic.

There is plenty of scope to include several dedicated slides on BIM funded Fishery Improvement Projects (FIPs) in this module. These slides could cover an introduction to what FIPs are, what the role of fishermen in the FIPs is and how the FIPs are also evolving to include new areas such as social sustainability.

Slides 35 to 45 also provide an opportunity to tailor the material to include work by the BIM Conservation Team on mesh sizes and their impact on selectivity.

Liaise further with the Marine Institute to get additional Irish examples of the Stock assessment issues covered. Could include a very short element from MI on fisheries science e.g. by Macdara O Cuaig who is the fisheries liaison team leader.

SLIDE NOTES/AMENDMENTS/UPDATES

Slide 5 Tragedy of the Commons – Look for an Irish example. Related to the Tragedy of the Commons material it would be good to emphasise or discuss options for fishers to get involved in management and the development of rules through co-management etc.

Slide 10 – example of local fishery collapse – Celtic Sea Herring management and its boom and bust cycle – very similar trajectory to North Sea but would have more impact due to being a fishery that is familiar to the course participants.

Slide 18 – Who manages fish in EU waters – clarify the inshore situation. Explore further the questions “Who owns/manages the fish in Irish waters?”

Slide 29 – This is a very useful exercise which gets participants to think about how they would prevent overfishing. Look for another exercise which highlights the difficulty in achieving multiple objectives.

Slide 31 – discuss in detail. Discuss which measures are felt to be working or not.

Slides 36 to 42 – Selection Factor – get BIM Conservation Team involved here with good Irish examples.

Slide 45 and other Landing Obligation slides – get BIM Conservation Team input – Mesh size info and trials - especially videos of fish in codends etc. There was some confusion here - clarify start dates and current requirements for the LO.



Slide 55 – Introduce research on trust levels between players in fisheries. Also look at low uptake levels of selective gears – Dutch paper by Steins and Kraan very useful.

Slide 98 – Very topical and useful idea about data as bycatch – try to put it in an Irish context.

POWERPOINT/MODULE 4 OIL AND SOLID WASTE



This was another very useful module but personally I felt that the emphasis on oil could be shifted a bit in favour of a focus on Solid Waste. There is a great opportunity with this module to increase the level of Irish information on the Clean Oceans and Fishing for litter initiatives.

The Kahoot questions were very effective in engaging the participants in the topic. It would also be worth asking trainees if they feel that participation in the Fishing for Litter program reduces the likelihood of throwing litter over the side.

POWERPOINT/MODULE 5 FISHING AND SOCIETY

People P

- ❖ Fishing and society
- ❖ Reputation of fishing – workshop
- ❖ Discussion



This is a very participative module with a lot of opportunity for trainees to input. The emphasis on social issues is a rapidly emerging area of importance in fisheries sustainability and there is again an opportunity to bring in specific Irish examples such as how the FIPs are dealing with the new requirements of environmental certification relating to social responsibility.

I feel that there is also scope within this module to include examples of good news stories – e.g. the recovery of bluefin tuna, Basking Sharks, whale populations, the improved overall state of EU fish stocks seaweed in cattle feed, seaweed wrappers on burgers etc <https://www.euronews.com/green/2022/10/24/here-are-all-the-positive-environmental-stories-from-2022-so-far>

There is scope to create an exercise asking participants what they think about overall state of fish stocks and comparing it to the reality.

SLIDE NOTES/AMENDMENTS/UPDATES

Slide 8 - “Societal acceptance is your license to operate/produce” – good point which stimulates debate.



Slides 11-12 - Labour conditions – maybe edit for Irish context – introduce FIPs social requirements points

Slides 18 to 25 - The 2 assignments on the Image of Fishing and Fishers Identity are an excellent idea and lay the groundwork for the importance of the module on communication.

Workshop Assignment 1: What is the image of fishing? How do people see fishers?

Workshop Assignment 2: How do I see fishing/fishers?

Goal: Discuss the differences between image and identity. Description: Hang up all the images-posters together and all the identity-posters together so they are visibly separate. Ask the group to look at them and discuss where they are the same, and where they are different.

POWERPOINT/MODULE 6 FISHING WITH A FUTURE – COMMUNICATION



I found this to be a very interesting module and it was not one I expected. It was very relevant and gets beyond the them and us problem often experienced with fisheries sustainability discussions.

Again, it was a very participative module with several workshop elements which contributed to its usefulness.

There was a useful discussion on types of communication – verbal, non-verbal, aggressive, and constructive and a good video example of how conflict arises from poor communication.

POWERPOINT/MODULE 7 AIR EMISSIONS AND CLIMATE CHANGE



This module focussed on ships air pollution and climate change. The way the climate change element was pitched as objective, and the differentiation made between fact and opinion was very useful in avoiding unproductive debating about whether climate change is real or not.

I feel that some more Irish examples of climate change impacts on fish stocks and fisheries could be introduced to this module.

The emerging area of Carbon footprints in fisheries and a discussion of wind farms and their impacts on fisheries could also be included.

Look for good examples of win, win, win scenarios to include e.g. lighter fishing gear = less fuel = lower environmental impact.

Slides 4 and 5 provided some useful but easily understood science on different pollutants and the scale of their impacts.

POWERPOINT/MODULE 8 FISHERIES ECONOMY



- ❖ Who is the best fisher?
- ❖ Fleet size and economics
- ❖ Income and costs
- ❖ Supply chain

There were some very useful slides from the BIM Business of Seafood reports which along with slides from STECF reports on Irish fleet sectors provided a good Irish context to the material.

Slides 3-10 The exercise on “Who is the best fisher?” was a useful way to get participants thinking about priorities and economic sustainability i.e. earning more money from less fish – look for specific Irish examples.

SLIDE NOTES/AMENDMENTS/UPDATES

Slides 40 – 41 – Include a typical Irish value chain.

Useful slide - How to earn more money with the same fish?

Slides 50 and 51 – look for Irish examples of new products and shorter value chains.