

# Catching THE Potential

## D3.2 Second Seminar Fishers Educators Network

Tuesday, 23<sup>rd</sup> of May 2023

### ProSea

Version 2

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## INTRODUCTION

On the 23<sup>rd</sup> of May 2023, the second Catching the Potential seminar on Sustainability Fisheries Trainings was held in Brest, France. Project partners of the following organisations were present: BBZ (Germany), CEFCM (France), CETMAR

(Spain), EDM on behalf of DRP (Azores), Enaleia (Greece), Europêche, Novikontas (Latvia), the PFA, and a representative of BIM (Ireland). In addition, various fisheries educators from the Netherlands were present, as well as MATER, an organisation identified from the best practices (WP2).

This report gives an overview of the seminar day, including the shared experiences, feedback for the sustainable fisheries training standard, and the outcomes.

## CATCHING THE POTENTIAL IN 5 STEPS

The ultimate goal of the Catching the Potential project (CTP) is to develop a standard for sustainability training of fishers and start the implementation of this standard in the EU. To achieve this, the following steps have been undertaken:

1. The first step of the CTP project was a desk study (WP2) to gather information about sustainability training for fishers. Firstly, this included the identification and documentation of best practices in sustainability training of fishers in EU countries. Secondly, it included identification of elements on sustainable fisheries in existing instruments or guidelines.
2. The second step was the setup of an international network of fishing academies and training institutes to facilitate the exchange of best practices and experiences within the CTP project (WP3).
3. The third step in CTP (WP4) was to conduct country specific trainings in seven EU member states: France, Germany, Greece, Ireland, Latvia, Spain, and the Azores. It is essential to recognise that the fishing sector in every EU member state is different and unique in many aspects. Setting up a sustainable fisheries training for fishers in different countries requires that the training should be adjusted to the specific situation for that country or region, and adjusted to training level, language, culture, specifics of the fishing sector and the local environment.
4. The fourth step is the development of an EU standard for sustainable fisheries training (WP5). The pilot trainings and implementation process in the seven CTP countries, combined with the exchange of experiences in the international network of fishing trainers, will provide valuable insights into what sustainable fisheries means on an overarching and international level. This insight would serve as a firm foundation for the more formal setting of an international standard for sustainable fisheries training. This training is

consistent but also offers sufficient room for adaptation to the local or regional circumstances in which fishers (will) operate.

5. The fifth and final step in CTP is the implementation of the international standard. This project will setup a strategy to work with partners and stakeholders to incorporate the sustainability training for fishers standard into international policy and to contribute to the establishment of adequate and uniform competence requirements for fishers (EU, and ultimately FAO and IMO STCW-F).

## WP3 – FISHER EDUCATORS NETWORK

The objective of WP3 is to establish an international network of fishing academies, training institutes, scientific institutes, and sector representatives to facilitate the exchange of knowledge, ideas, and opinions about sustainability training of fishers.

To establish and grow this network, an address list was created, the concerning institutes have been informed about the goals of the CTP project, (digital) meetings were set up, and two networking seminars were organized. This is the report of the second WP3 seminar.

## SECOND SEMINAR

The second seminar for Catching the Potential was held in the Best Western Plus Europe Hotel in Brest, France on the 23<sup>rd</sup> of May 2023. A total of 26 people were present at the seminar, of which a list with names and organizations can be found in Attachment 1A.

## OBJECTIVES

This seminar was organised with the intention of sharing experiences after having completed at least one pilot per partner country, strengthening the existing network of sustainable fisheries trainers, and discuss the continuation of the project. The goals of this seminar were to:

1. Share personal experiences of the conducted pilots with each other.
2. Finalise the developed standard for sustainable fisheries training using the partners' input and experiences.

3. Assure that all partners feel a sense of ownership of CTP and the materials developed in the project.
4. Discuss the next steps in the project.
5. Build a lasting network with the partners that persists after the official termination of the project with the help of a resolution.

## PARTICIPANTS

Present CTP partners are shown in the figure below. A representative of Escola do Mar (Azores) was present on behalf of the Regional Directorate for Fisheries (DRP). Furthermore, fisheries educators from several Dutch fisheries schools were represented, being ROC Friese Poort Urk, ROC Kop van Noord-Holland, and STC. In addition, of the several organizations identified from the best practices (WP2), Mater (Basque Country, Spain) was present. For a full list of participants and their organizations, see Attachment 1A.



## SEMINAR PROGRAM

Below a concise explanation per program section of the seminar day can be found. See Attachment 2 for the program for May 23<sup>rd</sup>. The results of the seminar will be discussed in the next chapter.

The seminar was opened by Roos Swart (ProSea), who welcomed the group and introduced two new ProSea employees (Anne Krake and Daphne Pezij). Afterwards, a round of introductions was held amongst the group for any newcomers. Roos then discussed the goals of the seminar, as are written in the objectives section of this report. She also briefly discussed the European Maritime Day conference (EMD) that took place during the next two days in Brest, where CTP was featured in an exhibition booth and during a workshop. Lastly, Roos asked the group to share their experiences with CTP and the seminar on social media to increase online engagement.

Next, an icebreaker game was played to stimulate partners to talk to each other about the pilots that had taken place. The group had to stand in a queue from least to most:

1. Participants of the first pilot
2. Date of the first pilot
3. Active fishers in the first pilot



*Figure 1. Participants queuing up from least to most based on their pilot experiences.*

The following part of the seminar was focussed on allowing the partners to share experiences of their pilots. Some weeks prior to the seminar, the partners were asked to prepare a personal experience with the group in the form of a picture or anecdote portraying a funny, unique, or memorable moment. The shared experiences are briefly set out below. The accompanying photos and/or PowerPoint slides can be found in Attachment 3.

- CEFCM (France): During the pilot in France, there was commotion about the slide ‘when are you the best fisherman’. A discussion erupted about the phrasing, which may be because of the difficulty of adding nuance during the translation to French. Another reason could be that during the French pilot most of the participants were stakeholders, so the discussions often had a political nature.
- Enaleia (Greece): Evi Papadopoulou stated that “More participation from the policy makers is needed in this project according to fishers”. During the two pilots it became apparent that the fishermen lack a sense of understanding and support from the state. As a result, the fishers sat down together and created the first local fishing association one week after the second pilot.
- MATER (Not a consortium partner, Basque country, Spain): Izaskun explained the activities they do at Mater and Mater being an old fishing vessel now used for training and research. Before the start of Catching the Potential, a training was done in Basque Country with Mater, the training included a trip with the



ship. Izaskun explained that she liked the communication lecture where she played the actor in this workshop.

- Novikontas (Latvia): The participants of the first pilot went on an excursion to a fish processing facility, which raised mixed feelings. Some participants were very enthusiastic, whereas others did not enjoy seeing what happened to the fish during the processing. Overall, another excursion during the second pilot would be highly appreciated. It was also mentioned that the translator present during the first pilot was now an expert in fishing terminology and was very keen on joining the next pilot.
- EMD (Azores): Ana Rita Rodrigues shared her funny experience of the fishing game with the group. She mentioned that some participants abruptly quit the game because it went too fast. Another conclusion she shared was that she has noticed a difference in mindset between older and younger generations based on a story she told in which differently aged fishers dealt with orcas attacking their fishing vessel.
- CETMAR (Spain): A lesson learned during the Spanish pilot was that too much guidance during excursions should be avoided. A fun story was shared about a roleplaying game that was played, where an old fisherman has two boats and needs to gift one to a younger fisher.
- BBZ (Germany): Karsten Zumholz expressed the passion and enthusiasm of students during the fishing game with the German pilot. Games like these make the students enjoy the training very much, and are a very important part of the training.. The training was even more enjoyed by the students because of foreign people conducting the training in English. For these trainers to come all this way made the students feel very special.
- BIM (Ireland): Mike Fitzpatrick shared that he appreciated the participants and their involvement, he believes that they are the most important and interesting part of this project. He explained that one participant during the Irish training was convinced that the fishing sector would only improve if the mindset and attitude of the people changed, according to this participant nothing will change with a negative mindset.

After a well-deserved break, the next part of the seminar was dedicated to receiving specific feedback on the sustainable fisheries training standard from the partners to incorporate it in the standard and finalise it. This was done in two parts. Firstly, in



the form of a plenary discussion, and secondly, in a group assignment where partners were divided into predetermined groups of five people to discuss specific components of the standard. Prior to discussing the standard, Erik Bogaard (ProSea) summarised the purpose and approach of the standard, as well as the relation to the STCW-F Code revision. The outcomes of the plenary discussion and group assignment can be found in the next chapter.

After having discussed the feedback on the standard in depth, Thomas van Schie (ProSea) took over to talk about what happens next in CTP. He mentioned that four more pilots would take place before the end of the project, in Latvia and Germany in June and France and the Azores sometime in September. Greece is interested in doing a third pilot. He also stressed the importance of dissemination and communication about the project.

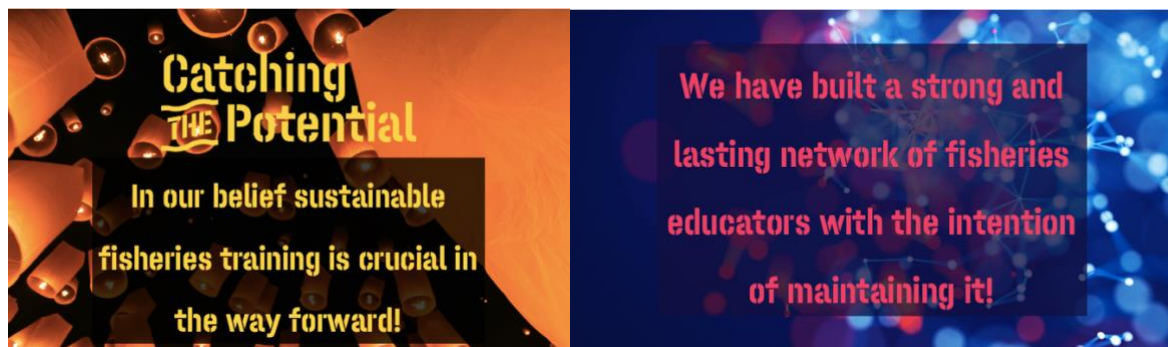
Adding to the ‘What happens next’ part of the seminar, Rosalie Tukker (Europêche) introduced and invited all partners to the European Dissemination Conference 2023 that will likely take place September 20 & 21 in the European Parliament in Brussels. Invitees of the event consist of various interesting stakeholders and organisations, including MEP Isabel Carvalhais. The event is a great opportunity to showcase Catching the Potential in the European Parliament and further implementation of the sustainable fisheries training standard.

Afterwards, Thomas continued discussing the next steps. Once the standard is finalised, it will be sent to the EU. Furthermore, other forms of dissemination could be achieved through the Sectoral Social Dialogue Committee or FAO. He also discussed potential cooperation with OSPAR and the creation of an IMO model course. All in all, there is a lot to be done after the completion of the standard.

It was also discussed that there will not be an official continuation of CTP. However, alternatives were discussed, such as initiating a new project. When the group was asked about their thoughts on “how we can move this forward”, Cor Blonk (PFA) mentioned to continue developing e-learnings, while Lucía Fraga (CETMAR) suggested to only use the e-learnings for train-the-trainer courses for efficiency. When Erik (ProSea) asked “If we could keep doing this, would everybody continue coming?”, the group agreed, and it was suggested to carry on organising a yearly seminar to maintain the fisheries educators’ network. Finally, Thomas asked all partners to remain to discuss the administrative aspects of the project, such as finances and time management.

The seminar day was concluded with an evening program, starting with a three-course dinner. A few weeks before the seminar several partners reached out to us to

discuss possible cooperation of visits between trainers and even students of the different training facilities. These questions about exchanging trainers, students and knowledge between facilities was answered after dinner. Three 10-minute rounds of speed dating in duos were organised for the participants to further connect with each other and exchange any suggestions for cooperation, as well as contact details. After the speed dating, the day was finished in a meaningful way, all participants agreed that sustainable fisheries training is crucial in the way forward and the strong and lasting network of fisheries educators should be maintained even after this project. These two statements were shown to the group (see below) and if participants agreed with the statements, they could physically sign the declaration. All participants signed the declaration fortifying the unique bond between partners and concluding this seminar with a common goal and intention for the future. After all the participants signed the declaration, the successful seminar day was finished off with drinks and meaningful conversations.



*Figure 2. Declaration statements shown to the participants.*

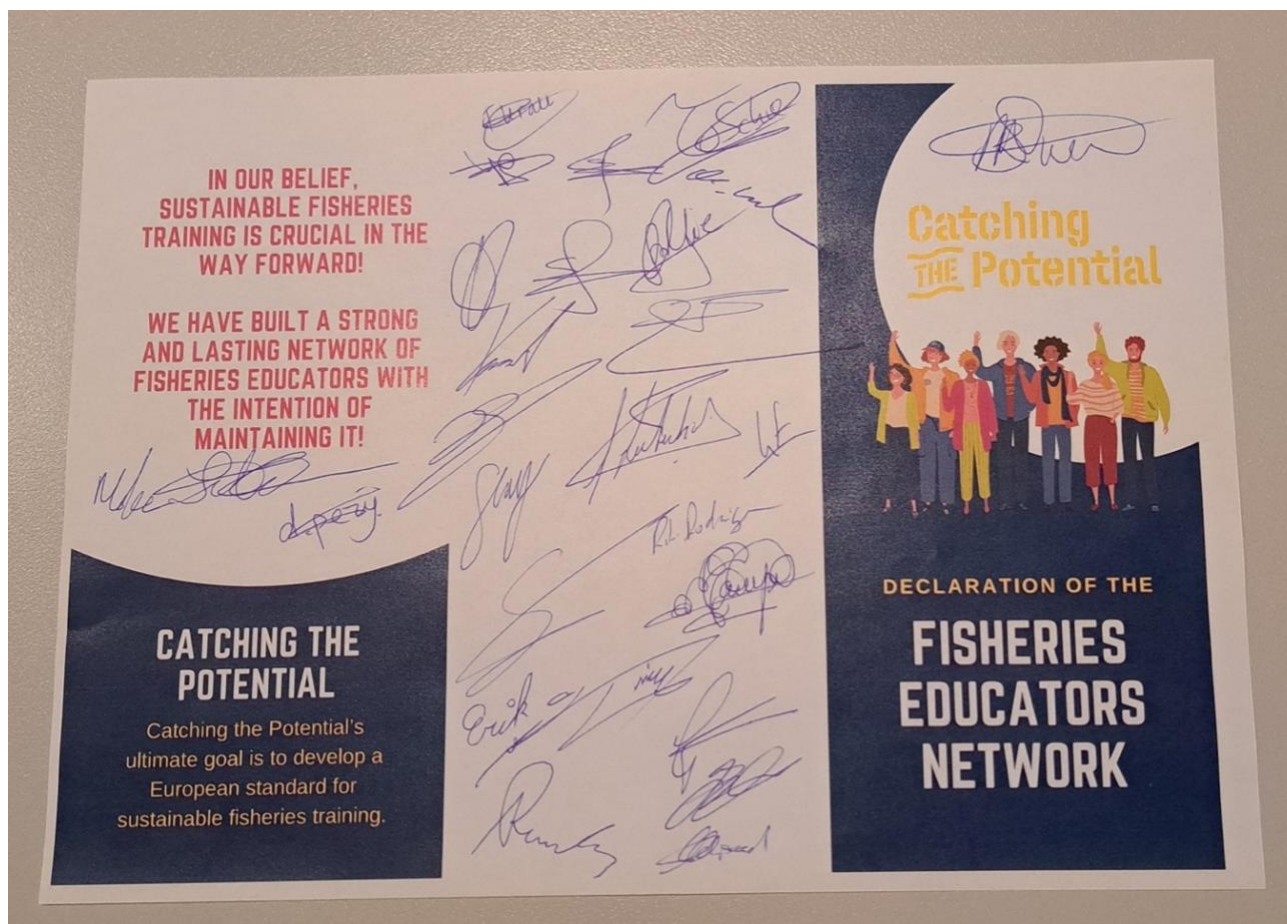


Figure 3. Declaration signed by all participants.



Figure 4. Group photo with the signed resolution held up in the middle.



## FEEDBACK ON THE STANDARD

### PLENARY DISCUSSION

A general point that was made, was that this training should activate trainees to put the information into practice. Some examples from previous training on the activation of students in different topics could, for instance, either be added to the trainer manual or introduction. In addition, the ‘what’s in it for me’ factor in practice should be discussed more. For instance, the role and responsibilities in fisheries management seems irrelevant to many students. They can, however, play a role in fisheries management by contacting their representatives or association. An activation assignment could be created to figure out which representatives are available to them and what their program is about.

Dimitris (Enaleia) asked how the success of the pilots can be measured on a long-term base and if a follow-up survey could be done after a few months. Unfortunately, this is not possible as it is not part of the project and generally difficult to undertake. It is, however, possible to reach out to fishermen after the pilot on your own accord to inquire about the effects of the training.

Mustapha and Marine (both CEFCEM) were curious about the way of dealing with different levels of education and positions, such as captains, deckhands etc. They were slightly sceptical about having one general training for all maritime personnel. Erik (ProSea) answered that the sustainable fisheries requirements for officers in the STCW-F are not mandatory for the management level, only for the operational level, because it is assumed that all managers are first trained at the operational level.

In addition, some requirements are included in the basic safety course for all fishers, regardless of the vessel size and fishing region. This also included deckhands. Another point was raised regarding the definition of ‘deckhand’, as this differs amongst countries.

### GROUP ASSIGNMENT

Two rounds of meetings in groups were held to allow partners to give feedback on two different topics. The first round consisted of the following topics: Opening Sustainable Fisheries, Fisheries Management, Profit P, Prevention of Pollution. The second round had the participants discuss the following topics: Marine Environment, Fisheries Management, Profit P, and People P. The topics ‘Fisheries

Management' and 'Profit P' were discussed twice, as they were deemed particularly important and feedback from as many partners as possible was valued. An overview of the participants per group can be found in Attachment 4. The groups were asked to discuss the following points regarding their assigned topic of the standard:

## Questions:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives:
  - Do they cover the content well enough?
  - Will you be able to achieve these with 'your' training?
  - Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.

To facilitate the discussions, the groups were given handouts containing the text from the CTP standard, objectives, and the description from the teacher's manual relevant to their topic (see Attachment 5). Each group was joined by somebody from ProSea to take notes on the discussions. The main outcomes of the feedback per training topic are discussed below.

### OPENING SUSTAINABLE FISHERIES

The discussion was opened by Izaskun (MATER), who stated that the opening of the training had been fitting sufficiently. The main message regarding the opening part of the training was the importance of adapting it to the local reality and context of a region. It was deemed important for the participants to recognise the fisheries situation of their region for self-identification. Lucía (CETMAR) argued that "The introduction is the most important to make relevant to local reality, as it is the first part that draws the participants in". It was also made clear that the introduction and local examples should be adapted depending on the (knowledge) level of the students. Ana Rita (EDM) agreed that the pilot in the Azores could have benefitted from more local examples and adaptations.

## FISHERIES MANAGEMENT

It was mainly stressed to recognise the protected animals that are present in fishing areas, and possible conflicts and challenges that arise with fishing activities and protected animals such as birds, dolphins, seals, and sharks. Many fishing areas have specific species that prey on fish caught by fishermen, which causes conflicts with fishing practices. This should be elaborated on more in the teacher's manual by, for instance, discussing solutions to minimize the contact with such species. It is also important to emphasize that deliberately causing harm to protected species can lead to negative consequences for the fishers.

## PROFIT P

The supply chain differs greatly per country, it was discussed that Latvia and Germany do not have auctions to sell the fish, but the Netherlands and France do. It was suggested to add a part on communication with the consumer, as this is important for Germany, where the fish is not sold through an auction. Another suggestion was made regarding excursions. It was generally agreed that having an excursion is beneficial to make the training feel different than normal classes and leave an impression. The Latvian excursion to the fish processing plant could be taken as an example. It was also suggested to visit an auction and do a roleplaying game afterwards, to create awareness of the next steps in the supply chain. A creative idea was pitched to develop a board game similar to Monopoly.

Overall, it was thought that the Profit P part of the training could further emphasise that profit can also be sustainable, for instance, when using less fuel. At the beginning of the lecture, the participants could be asked "what can you do to receive the best price for your fish?", as this can differ greatly per country. The teachers' manual lacks details required for people who have not previously seen a sustainable fisheries training. This could be improved.

## PREVENTION OF POLLUTION

Various ideas to add to this part were suggested. Firstly, the requirements and possibilities to recycle gear could be discussed in either prevention of pollution or fisheries management. Especially information on the recycling of metal parts of gear was requested. It was questioned what the fisherman's responsibility is in this recycling story. Does the responsibility lie with the gear manufacturers or the user

(fisherman)? Secondly, there should be a bigger focus on the role and responsibility of fishermen themselves, rather than the rules in ports.

## MARINE ENVIRONMENT

The marine environment lecture was considered quite theoretical, with too many digital examples. The participants could benefit from having an excursion or seeing marine animals in real life, such as under a microscope. Nowadays, people are exposed to a lot of digital content on social media, so seeing organisms/processes discussed in the lecture in real life could leave a bigger impression. It was also suggested to invite lecturers from outside the school, as it helps participants to pay attention.

## PEOPLE P

A few points of feedback were made on the People P component of the standard. It was mainly argued that more emphasis should be placed on the relations aboard vessels, regarding crew management. It was discussed that good leadership is crucial to steer the crew to more sustainable fishing, as IUU fishing often stems from the lack of a good example. Mutual respect and asking, not demanding, were thought to be important factors of good leadership. It was proposed to add a section to the standard along the lines of “Understanding that proper crew management and establishment of good relations among the crew benefit the results of activity and sustainable fishing”.

Other suggestions were made, such as to recognise the importance of local communities, their importance in fisheries villages, and their vulnerability in the transition from family-owned business to a big business. It is also necessary to recognise that good practices, such as fair pay, good working conditions, and availability of space and privacy will attract more people to the sector.

It was discussed that mostly negative examples of fishing and shipping are given. Are there positive examples to be added? Some people had a problem with the Margiris examples being told as a Dutch story, while the Margiris is not a Dutch flagged ship. However, the Margiris is part of a Dutch company, and the message of the story still stands. It was also suggested to discuss how to deal with fake or exaggerated news and how to change the mindset of people.



## CONCLUSION, DISCUSSION, AND CONSEQUENCES FOR CTP

The second CTP seminar has been very successful. The atmosphere was excellent, and the educator's network is becoming a team dedicated to sustainable fisheries training. Members of the network are getting to know each other individually and starting to explore bilateral cooperation.

Central to the meeting was the discussion of the CTP standard. Overall, the standard was received well with several suggestions made to improve it, especially regarding the manual for teachers. The feedback and suggestions will be considered and incorporated in the finalisation of the standard for sustainable fisheries training.

The main feedback points for the standard were:

- To further adapt current lectures to the reality of different countries by using local examples and initiatives.
- To organise more excursions and opportunities to showcase examples in real life rather than digitally.
- To further discuss the relations aboard fishing vessels and how good leadership and crew management can lead to more sustainable fishing practices.
- To discuss the personal role and responsibility of the fisherman in their practice, such as the recycling of fishing gear.
- To add more details to the teacher's manual to facilitate the training execution for trainers who have not priorly witnessed a sustainable fisheries training.

Overall, everybody is very keen to continue cooperating, also after the CTP project ends. As a result, a declaration was accepted and signed by all participants which states all participants share the intention of continuation of the achieved goals of Catching the Potential. While a follow-up project for Blue Careers was not granted,

partners will pursue other options for follow-up, for instance, bilateral cooperation in Erasmus+ projects.

## ATTACHMENTS

### ATTACHMENT 1A. LIST OF INVITED/ATTENDING PARTNERS

#### **Present:**

1. Karsten Zumholz (BBZ)
2. Marko Kramer (BBZ)
3. Mike Fitzpatrick (BIM)
4. Mustapha El Kettab (CEFCM)
5. Marine Tekavcic (CEFCM)
6. Lucía Fraga (CETMAR)
7. Adrián Comesaña Campos (CETMAR)
8. Ramón Otero (CETMAR)
9. Ana Rita Rodrigues (Escola do Mar)
10. Evi Papadopoulou (Enaleia)
11. Dimitris Kouletsis (Enaleia)
12. Rosalie Tukker (Europêche)
13. Ainārs Rukkalns (Novikontas)
14. Ilze Sūniņa (Novikontas)
15. Cor Blonk (PFA)
16. Roos Swart (ProSea)
17. Erik Bogaard (ProSea)
18. Tamar Poppelier (ProSea)
19. Thomas van Schie (ProSea)
20. Anne Krale (ProSea)
21. Daphne Pezij (ProSea)

#### **Invited but not present:**

1. Ian Mannix (BIM)
2. Huan Tan (BIM)
3. Gwenhael Allain (CEFCM)
4. Tangi le Bot (CEFCM)
5. Student of CEFCM
6. Alexandra Guerreiro (DRP)

7. Nikos Therapos (Enaleia)
8. Zeta Kabardi (Enaleia)
9. Stamatios Kotsarinis (Enaleia)
10. Yanis Athinaios (Enaleia)
11. Daniel Voces (Europêche)
12. Margarita Espejo (IMPA)

## ATTACHMENT 1B. LIST OF INVITED/ATTENDING EXTERNALS

### Present:

1. Henk Schaap (STC)
2. Cornelis Melissant (STC)
3. Gerrit Kraak (ROC Kop van Noord Holland)
4. Gerrit Meinen (ROC Friese Poort Urk)
5. Izaskun Superbiola (MATER)

### Invited but not present:

1. Auke van Slooten (ROC Friese Poort Urk)
2. Pieter Kaptein (ROC Friese Poort Urk)
3. Jacob Ruiten (ROC Friese Poort Urk)
4. Tjeerd de Boer (ROC Friese Poort Urk)
5. Geert Hoekstra (ROC Friese Poort Urk)
6. Jo Visser (ROC Friese Poort Urk)
7. Jan Beets (ROC Kop van Noord Holland)
8. Erwin de Haan (ROC Kop van Noord Holland)
9. Robert Zwagemaker (STC)
10. Henk Braam (STC)
11. Cor van Wijngaarden (STC)
12. Simon Kramer (STC Zwolle)
13. Nico Waasdorp (SVO)
14. Arie van der Plas (Nova College)
15. Jelmer Wind (Scalda)
16. Arno Siereveld (Scalda Vlissingen)
17. Annick de Waele (Maritiem Instituut Mercator)
18. Sofie van den Bossche (Maritiem Instituut Mercator)
19. Adrian Bartlett (Fishing into the Future)

20.Emma Plotnek (Fishing into the Future)

21.Maria Uyarra (AZTI)

## ATTACHMENT 2. SEMINAR PROGRAM

# Catching THE Potential

## May 23rd

- 10:00**                    **Opening**  
Introduction to CTP standard
- 10:30**                    **Sharing experiences**
- 11:15 BREAK**
- 11:30**                    **Let's talk about the CTP standard**
- 12:00**                    **Introduction group assignment**
- 12: 30 LUNCH**
- 13:30**                    **Group assignment**
- 15:00**                    **Plenary discussion**
- 15:30 BREAK**
- 15:45 - 16:30**        **What happens next?**
- 19: 00 DINNER**
- 20:30**                    **Evening program**



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## ATTACHMENT 3. MATERIALS USED FOR EXPERIENCE SHARING



**CEFCM (France)**



## 1<sup>st</sup> Pilot: Marathon (Attiki, Greece)



09/11/2021 & 10/11/2021



Natalia Athinaïou, Ichthyologist

### Most Interesting Points

- ✓ **Participation that exceeded our expectations:** 14 fishers on the 1<sup>st</sup> day & 16 fishers on the 2<sup>nd</sup> Day.
- ✓ **Very friendly & hospitable venue** → fishers felt more comfortable discussing and absorbing new ideas.
- ✓ **Theoretical Knowledge VS Practical Knowledge** → Although fishers know many things in practice, they lack critical knowledge, such as **what phytoplankton is and what it does**.
- ✓ **High engagement of fishers;** they felt that someone listens to their opinion and understands them → felt comfortable talking about their problems.
- ✓ **Very positive feedback from the fishers;** they suggested carrying out the courses **all over Greece**.



## 2<sup>nd</sup> Pilot: Volos (Magnesia, Greece)



10/11/2022 & 11/11/2022



Stamatis Kotsarinis, Ichthyologist

### Most Interesting Points

- ✓ Participation that exceeded our expectations: **16 fishers**, out of which **6 women**.
- ✓ **The Importance of Communication** → We achieved to motivate the fishers of Volos to unite their voices and create the **1<sup>st</sup> Local Fishing Association one week after the 2<sup>nd</sup> Pilot**.
- ✓ **High engagement of fishers;** fishers that were initially more reluctant to participate got immersed in discussions sharing their responsibilities on environmental issues.
- ✓ **The fishing game went very well!** Fishers showed an exceptional interest in interactive workshops and videos.
- ✓ **Again, very positive feedback from the fishers;** they suggested carrying out the courses all over Greece.





## Lessons Learned

- The importance of **CTP** in educating fishers on critical topics regarding sustainable fishing and their role within the **3-Ps system** (People, Planet, Profit).
- The importance of **communication** and giving the floor to fishers to express themselves and their problems.
- The importance of a friendly and hospitable **venue**.
- The importance of **approaching** fishers in a friendly manner, **communicating**, **listening** to their problems, and **learning from them**.
- The importance of communication **between partners, organization, flexibility, trust**, and mutual **feedback**.
- The importance of a **specialized trainer** with a good knowledge of the **fisheries industry, experience** with educational programs, and **being close to** fishers and their reality.
- The importance of **a holistic training**, highlighting the role of all the stakeholders relevant to the fisheries industry.
- The importance of **a balance** between the CTP Standard and the Greek Standards.

**Thank you everyone for making this program true!**

**Special Thanks to Roos, Erik, and all the colleagues from PROSEA for their time, support, trust, and passion for Sustainable Fisheries & our trainers, Natalia & Stamatis, for offering their expertise, passion, and personal experiences to the program!**

**We hope these two pilots are just the beginning of a new sustainable fisheries reality!**

**Enaleia (Greece)**



MATER (Basque country)



Novikontas (Latvia)





CETMAR (Spain)



EMD (Azores)



BBZ (Germany)



BIM (Ireland)



## ATTACHMENT 4. ASSIGNMENT GROUPS

Part 1			
<b>Group 1</b> Opening Sustainable Fisheries	<b>Group 2</b> Fisheries Management	<b>Group 3</b> Profit P	<b>Group 4</b> Prevention of Pollution
Lucía Fraga (CETMAR)	Gerrit Kraak (ROC)	Cornelis Melissant (STC)	Henk Schaap (STC)
Adrián Comesaña Campos (CETMAR)	Rosalie Tukker (Europêche)	Cor Blonk (PFA)	Dimitris Kouletsis (Enaleia)
Ramón Otero (CETMAR)	Evi Papadopoulou (Enaleia)	Ainārs Rukkalns (Novikontas)	Ilze Sūniņa (Novikontas)
Izaskun Suberbiola (MATER)	Mustapha el Kettab (CEFCM)	Karsten Zumholz (BBZ)	Mike Fitzpatrick (IONL)
Ana Rita Rodrigues (EDM)	Marko Krahmer (BBZ)	Marine Tekavcic (CEFCM)	Gerrit Meinen (ROC)

Part 2			
<b>Group 1</b> Marine Environment	<b>Group 2</b> Fisheries Management	<b>Group 3</b> Profit P	<b>Group 4</b> People
Evi Papadopoulou (Enaleia)	Karsten Zumholz (BBZ)	Rosalie Tukker (Europêche)	Lucía Fraga (CETMAR)
Cornelis Melissant (STC)	Ilze Sūniņa (Novikontas)	Dimitris Kouletsis (Enaleia)	Adrián Comesaña Campos (CETMAR)
Marine Tekavcic (CEFCM)	Mike Fitzpatrick (IONL)	Gerrit Meinen (ROC)	Ramón Otero (CETMAR)
Gerrit Kraak (ROC)	Henk Schaap (STC)	Ana Rita Rodrigues (EDM)	Izaskun Suberbiola (MATER)
Ainārs Rukkalns (Novikontas)	Cor Blonk (PFA)	Marko Krahmer (BBZ)	Mustapha el Kettab (CEFCM)

## ATTACHMENT 5. GROUP ASSIGNMENT HAND-OUTS

### FIRST ROUND, GROUP 1

#### INTRODUCTION TO SUSTAINABLE FISHERIES AND TOP-5 WORKSHOP

Below is the text from the CTP standard that is directly related to the introduction of the course and the first workshop: (1) The detailed learning objectives and (2) The description from the teachers' manual. The group facilitator will introduce the subject and take a few minutes to remind everyone of the content of this part of the course.

Please:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives below:
  - Do they cover the content well enough?

- Will you be able to achieve these with 'your' training?
- Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.

#### DETAILED LEARNING OBJECTIVES

- Explain why the fishing industry works towards sustainable fisheries.
- Define sustainable development as a balance of People, Planet, Profit, where all three P's get sufficient attention (the Triple P concept).
- Name several practical examples of sustainable fisheries (initiatives) in the fishing sector.
- Express an opinion about challenges (problems) for a sustainable fishing industry.
- Relate his/her opinion to other participants.

## TEACHERS' MANUAL – OPENING LECTURE

The starting point of the training should be a reference to the long history of (local) fishing by showing an old fishing vessel. Comparing this to a picture of a modern vessel shows that fishing is not the same as it used to be. Going through some of the recent changes in fishing emphasizes that being a fisher today is different than 100, even 10 to 20 years ago. The job has changed due to increasing costs, more regulations, competition with farmed fish products on the market, and a higher demand for responsible and sustainable fish products. In addition, our seas are used for more than fishing alone, so fishing grounds are under pressure. Also, and partially as a reaction to these developments, the fishing sector itself has experienced large changes in the past 10 to 20 years such as new fishing techniques and more market-focused thinking.

In these modern times, fishers need to operate as entrepreneurs, who can make well-informed choices in their fishing practices, and operate in an ever-changing world. To be able to do this, fishers need new knowledge and new skills, different than the knowledge and skills needed in the past.

The concept of sustainable fisheries is introduced as a way of long-term thinking about solving economic, social, and environmental challenges. Sustainable development is defined as: “Meeting the needs of the present without compromising the ability of future generations to meet their own needs.” Sustainability is not just focusing on making as much profit as possible in the short term but taking social aspects and care for the environment into account as well. In business terms, finding an acceptable balance between social, economic, and environmental performance, often illustrated as the Triple P concept or three P’s: People, Planet and Profit.

**Several examples from other businesses should be given.**

Legislation, technical installations, procedures, and technological innovation all help in the sustainable development of the fishing industry. It should be emphasized that these can only be effective if people, fishers, and all others involved, have the right competences and attitude to strive for sustainable fisheries and to make the right choices. So, also in the strive for sustainable fisheries, competent people are essential. This training is designed to give fishers awareness, knowledge and skills related to the three Ps of sustainable fisheries, with the goal to enable fishers to make the right business choices, to minimize pressures, and to participate in the sustainable development of the fishing industry.



A time schedule of the training should be presented – special attention should be paid to the varied setup of the training as a mix of lectures and workshops. Instructors should stress that the training is more than listening to information about different aspects of sustainable fisheries. Participants are required to be actively involved and to share their knowledge, ideas, and opinions (also when these are different than what is presented!).

## TEACHERS' MANUAL - WORKSHOP TOP 5

This workshop is set up early in the training program to establish a starting point and assess the current knowledge of the participants about sustainable fisheries. It invites them to become actively involved in the training, shows them that their opinions matter, and gives a feeling of ownership of the training content. It also enables participants to relate their ideas and opinions to the ideas and opinions of others.

Participants will have prior knowledge, ideas, and experiences with sustainable fisheries. In this workshop, they are asked to share this knowledge and their opinions about different aspects of sustainable fisheries. The group is divided in subgroups of 4-8 participants and each group works on an assignment. Different types of assignments can be used. One that works very well is asking the groups to make a list of different aspects of sustainable fisheries and give their opinion about their respective importance, for example: Make a Top 5 of the most important aspects of sustainable fisheries (your opinion).

All groups present their results in a plenary session, so all participants are aware of the results of the other groups. The plenary session gives instructors the chance to ask questions when things are not clear and to point out common themes or differences between the groups.

Instructors are encouraged to give participants the chance to voice their opinions and to listen to the opinions of others. At this point in the training, little attention should be given to the correctness of arguments. It is important for the participants to feel that their opinions and ideas are important, so they are more likely to share their opinions, thoughts, and feelings during the rest of the training. The instructor should listen closely to the groups and the plenary presentations, because it will give him or her information about the current knowledge and awareness of the participants. This will enable the instructor to emphasize certain information in his/her lectures later.

## FIRST ROUND, GROUP 2

### FISHERIES MANAGEMENT WORKSHOP

Below is the text from the CTP standard that is directly related to fisheries management: (1) The detailed learning objectives and (2) the description from the teachers' manual. The group facilitator will introduce the subject and take a few minutes to remind everyone of the content of this part of the course.

Please:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives below:
  - Do they cover the content well enough?
  - Will you be able to achieve these with 'your' training?
  - Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.

### DETAILED LEARNING OBJECTIVES

- Define fisheries management.
- Explain why fisheries management is needed.
- Name relevant international instruments concerning the responsible conservation, fishing management, responsible fisheries, and development of living aquatic resources as well as key international instruments related to the fight against illegal, unreported, and unregulated (IUU) fishing.
- Recognize that rules for fishing are not only made in one country, but in a European context (and often stem from international conventions and declarations).

- Recognize that scientists, governments, fishers, and NGOs have different roles in fisheries management.
- Recognize central themes of the Common Fisheries Policy from the EU, such as technical measures, closed areas, fish stock assessment, Maximum Sustainable Yield (MSY), and the landing obligation.

#### ADD-ON – DETAILED LEARNING OBJECTIVES

##### *Common Fisheries Policy*

- Describe the goals of different elements of the Common Fisheries Policy to achieve responsible harvesting practices and the use of responsible fishing gear, including technical measures, closed areas, Maximum Sustainable Yield (MSY), and the ecosystem approach.

##### *Landing obligation*

- Recognize the objective of the landing obligation as part of the Common Fisheries Policy.
- Recognize the importance of responsible fishing gear selectivity.

##### *Roles of stakeholders*

- Describe the roles of scientists and managers in fisheries management.
- Describe how fishers can play an active role in fisheries management policy.

##### *Fish Stock assessment*

- Describe in general terms how data are collected, and fish stocks are assessed.
- Understand that for stock assessment, information from research vessels and from the fishery itself is used.

#### TEACHERS' MANUAL – FISHERIES MANAGEMENT

A sustainable development of the fishing industry means a sustainable management of fish stocks. This part of the training provides basic understanding of fisheries management, including why management of fisheries is necessary for a sustainable fishing industry, what fisheries management entails and who is responsible for it.

This program starts with a fishing game that illustrates the principle of the tragedy of the commons. In the game, participants with blindfolds are fishing for candy (fish) with their fishing gear (teaspoon) in several plastic tubs (the sea). Several rounds of fishing often involve investment in better fishing gear, severe competition, and empty seas. The game illustrates that when more fishers operate in the same sea, it seems profitable for every individual fisher to catch as much fish as possible (and make the most profit in the short term), but when everyone does that without limits, the sea suffers, fish stocks get depleted and catch for all fishers goes down. To avoid this, proper management of fish stocks and fisheries is important, not just for the sea, but also for business (in the short and long term).

A lecture shows relevant international instruments concerning responsible conservation, fisheries management, responsible fisheries, and development of living aquatic resources as well as key international instruments related to the fight against illegal, unreported, and unregulated (IUU) fishing.

The lecture then focusses on the EU Common Fisheries Policy (CFP). EU countries share seas and share the common resource of fish in those seas. That is why the EU is responsible for fisheries management. The CFP is a set of EU rules for managing European fishing fleets and for conserving fish stocks. It gives European fishing fleets equal access to EU waters and fishing grounds and allows fishers to compete fairly. The CFP aims to ensure that fishing is environmentally, economically, and socially sustainable (People, Planet, Profit) and that it provides a source of healthy food for EU citizens. Its goal is to have a dynamic fishing industry and to ensure a fair standard of living for fishing communities. Although it is important to maximize catches, there must be limits to make sure that fishing does not have excessive impact on the marine environment and that fishing practices do not harm the ability of fish populations to reproduce.

The current policy sets catch limits that are sustainable and maintain fish stocks in the long term. Central themes in the CFP are technical measures (like mesh size, selective fishing, fishing effort, fishing gear choice and real time closures), closed areas, fish stock assessment, Maximum Sustainable Yield (MSY), and the landing obligation.

Emphasize that the EU, the fisheries manager, is responsible for the policies. Scientists, NGOs, and fishers also play a role in fisheries management. Scientists research fish stocks, measure and calculate, and advice the EU. In advisory committees (advisory councils), fishers and environmental NGOs meet and give

advice to the manager about the policies. However, at the end, it is the EU that decides.

## TEACHERS' MANUAL – ADD-ON PLANET P

The PLANET P add-on gives more in-depth information that can be included in the fisheries management lecture. This add-on is an interactive session where the participants work on several assignments to gain understanding about several key aspects of fisheries management.

The biomass of fish (in kg) will increase when fish grow and reproduce, and will decrease when fish die, by natural causes or because they are caught by a fisher. Both nature and humans influence the fish stocks in the sea. However, we cannot change the natural causes (only try to understand them) and therefore, fishery management focusses on the role of humans.

Central themes connected to fishery management are technical measures (like mesh size, selective fishing, fishing effort, fish gear choice and real time closures), fish stock assessment, and the landing obligation. Instructors are encouraged to give the participants a series of assignments to help them understand (some of) these important themes. The assignments should be designed with the specific local situation in mind and may vary greatly per country. However, the goal of the selection of exercises is to gain a basic understanding of the background of fishery management and understanding of where rules and regulations come from.

Possible assignments include:

- Elements of the Common Fisheries Policy to achieve responsible harvesting practices and the use of responsible fishing gear, including technical measures, closed areas, Maximum Sustainable Yield (MSY), and the ecosystem approach.
- Fishing gear selectivity
- Landing obligation
- Fish stock assessment
- Role of fishers in fishery management and stock assessment

## FIRST ROUND, GROUP 3

### PROFIT P

Below is the text from the CTP standard that is directly related to the Profit-P: (1) The detailed learning objectives and (2) The description from the teachers' manual. The group facilitator will introduce the subject and take a few minutes to remind everyone of the content of this part of the course.

Please:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives below:
  - Do they cover the content well enough?
  - Will you be able to achieve these with 'your' training?
  - Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.

### DETAILED LEARNING OBJECTIVES

- Appreciate that the Profit P is part of sustainable fisheries.
- Realize that making money as a fisher not only depends on the number of fish you catch.
- Describe the size of the fishing fleet in his/her country/region.
- Explain the economics of fishing in general, including all costs and proceeds associated with operating a fishing vessel and/or company.
- Explain the steps in the fish supply chain (the way fish travels from fishers to consumers).
- Explain how being a fishing entrepreneur is different from being just a fisher.





## ADD-ON - DETAILED LEARNING OBJECTIVES

- Describe the development of the fishing fleet in the last 10 – 50 years with regard to size (number of vessels) and engine power.
- Recognize challenges and opportunities of the increase of other activities at sea.
- Explain the economic context of (recent) developments in the fishing sector, such as cost reduction and the use of other fishing techniques.
- Identify partners and their roles in the fish supply chain.
- Describe the economics of the supply chain (what determines the price of fish for the consumer).
- Describe ways that fishers can be involved in the fish supply chain.
- Recognize that successful fishers are entrepreneurs.

## TEACHERS' MANUAL – FISHERIES ECONOMICS

The profit P is part of sustainable fisheries. This training emphasizes that fishers should have a basic understanding of the economic aspects of fisheries, about the size of the fishing fleet and fish consumption, about proceeds and costs of a business, about the way fish travels from their ship to consumers (the fish supply chain), and about the role of certification.

The lecture starts with a set of cartoons that show participants that there is no clear answer to the question "when are you the best fisher". These cartoons show that catching the most fish does not always make you the most successful fisher. A smart fisher also takes other economic aspects into account, including costs, quality and size of the catch, and demand by consumers.

By asking questions to the participants, the instructor addresses the history, size, and composition of the national (or regional) fishing fleet.

Fishing entrepreneurs need to have a clear understanding of the proceeds and costs of a fishing business and how to influence them. Participants will have some prior knowledge and it is the instructor's job to make an inventory of what they know and fill the gaps, and, to challenge them to come up with ideas how fishers can influence both proceeds and costs:

- Proceeds: Fishers sell the fish they catch, either at an auction, to wholesale, or directly to customers. The price they get will be influenced by the selling

method, but also, for example, by the assortment, quality, and certificates/labels.

- **Costs:** Running a fishing business requires making costs and the participants probably can come up with a long list of costs. These costs can be divided in technical cost (e.g., ship, nets), fuel cost, crew salaries, auction cost, insurance costs, cost for the ship owner (loan interest, and depreciation), and taxes.

After completing the list of costs for the ship owner, it is important to focus on how they earn money as crew, as fishers. How does the salary system work? And how about taxes?

After the fishers land the fish, the fish travels (sometimes a long way) to the consumer, the person eating the fish. As a fishing entrepreneur, it is important to understand the different steps the fish takes (e.g., auction, wholesale, processor, exporters, restaurants, retail).

#### TEACHERS' MANUAL – ADD-ON PROFIT P

The PROFIT P add-on gives more in-depth information that can be included in the fishery economics lecture. This add-on emphasizes that fishers are entrepreneurs that make informed choices, including those related to sustainable fisheries.

In addition to knowing the history and size of the fleet and the fishing methods they use, it is important to talk about the economic importance (macro-economy) of fishing and discuss the economic context of (recent) developments in the fishing industry, including impact of regulations, cost reduction, and the use of other fishing techniques. In addition, when possible, a connection between the catch and (national) fish consumption should be made. Let's put this in perspective: Who eats the fish that we catch? How much fish do people eat? Do we catch enough to supply that fish? How much fish would we need to catch if everyone ate fish twice a week, or once a month, as an example.

After identifying the different steps in the fish supply chain, participants should identify which partners are involved in the fish supply chain, what their roles are, what happens to the fish during those different steps, and, how that influences the price of the fish. Why is the fish in the supermarket so expensive, while I as a fisher only get this low price? What determines the price of fish for the consumer?

Ask the participants for ideas how they can work with partners in the supply chain in an economical profitable way and give examples where fishers have been successful.

## FIRST ROUND, GROUP 4

### ENVIRONMENTAL CHALLENGES AND PREVENTION OF POLLUTION

Below is the text from the CTP standard that is directly related to environmental challenges and the prevention of pollution: (1) The detailed learning objectives and (2) The description from the teachers' manual. The group facilitator will introduce the subject and take a few minutes to remind everyone of the content of this part of the course.

Please:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives below:
  - Do they cover the content well enough?
  - Will you be able to achieve these with 'your' training?
  - Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.

#### **detailed learning objectives**

- Name the main impacts of fishing on the marine environment and the effects of operational or accidental pollution.
- Describe the environmental impact of oil in the marine environment, including the effects of oil on sea birds and zooplankton.
- Recognize the contribution of the fishing industry to plastic pollution, including abandoned, lost or otherwise discarded fishing gear.

- Describe the impacts of plastic waste in the marine environment, including the plastic soup, entanglement, ingestion, and microplastics.
- Recognize that the climate is changing.
- Describe (potential) impacts of climate change, including effects on temperature, weather events, sea level, the marine environment, and fisheries management.
- Name relevant IMO conventions and other international instruments to prevent pollution to the marine environment.
- Recognize personal responsibilities to prevent pollution of the marine environment.
- Recognize the role fishers can play in decreasing the number of plastics in the ocean, including proper garbage handling on board and disposal in ports, use of materials, recycling of fishing nets, and participation in the Fishing for Litter project.
- Recognize the importance of pro-active measures to protect the marine environment.

## TEACHERS' MANUAL – ENVIRONMENTAL CHALLENGES

Environmental challenges connected to and relevant for the fishing industry include oil pollution, marine litter, and climate change. It is important to have a basic understanding of the environmental challenge, the connection to the fishing industry, MARPOL-regulations, and the role fishers are playing and can play to contribute to solutions for these environmental challenges.

### Oil

Ecological impacts of oil include toxic effects on zooplankton, fouling of the plumage of birds and the fur of mammals, tainting of shellfish, and oiling of coastal habitat such as beaches, mangroves, and tidal areas. Economic effects include clean-up costs and damage to fisheries and the tourism industry. The exact impacts from an oil spill depend on several factors, including where an oil spill takes place. Not only accidents with oil tankers are a problem. A small spill or discharge at the wrong place, at the wrong time, can cause a lot of damage.

## Marine litter

When solid waste ends up in the marine environment, it is called marine litter. This includes all man-made objects that do not naturally occur in the marine and coastal environment. In many regions, plastics constitute the majority (up to 90 per cent) of the total amount of marine litter. Marine litter includes items that are abandoned, discarded, or lost directly into the sea, brought to the sea indirectly by rivers, or left by people on beaches, in harbours and on shores. Marine litter is found everywhere in the marine environment, all around the world. However, most of the litter sinks to the seafloor. It is a truly global problem, illustrated by the plastic soup, floating garbage that collects in so-called gyres. Besides on beaches and in the water column, litter is found on the seafloor.

Entanglement and ingestion are the two primary kinds of direct damage to wildlife:

- **Entanglement** means that an animal becomes encircled or ensnared by litter. This may happen accidentally or because the animal is attracted to litter out of curiosity or when in search of food or shelter. Entanglement can impede natural behaviour in all sorts of ways and can eventually lead to death.
- **Ingestion** occurs when animals swallow litter items. Generally, animals swallow litter items because they resemble their natural prey. Typical examples of such food mix ups are when turtles eat plastic bags (mistaking them for jellyfish), birds feed plastic to their young, or fish mistake plastic pellets for fish eggs. In addition, shellfish may ingest plastic when filtering plankton out of the water they ingest. Ingestion can lead to malnutrition or starvation. The swallowed litter items can accumulate in the digestive tract and make the animal feel “full”, while the litter has no nutritional value.

The marine environment contains a vast quantity of tiny pieces of plastic smaller than 5 millimetres in diameter. These are called microplastics, as much of this material is microscopic in size. As small animals at the base of the food chain ingest microplastics, the toxic chemicals in plastic enter the food chain. These chemicals interact with numerous biological processes and may eventually pose health risks for humans eating contaminated marine organisms.

Marine litter also causes serious damage to people, property, and livelihood, and has significant economic repercussions on coastal and fishing communities. Adverse impacts include damage to fishing vessels and gear, safety risks at sea, damage to power stations, contamination of beaches, and clean-up costs.



Fishing is one of the contributors to the marine litter problem, for example through improper waste management on board or in ports, loss of fishing nets and ropes, or abrasion of plastic materials. Fishing can also be part of the solution, for example through projects like 'Fishing for Litter'.

### Climate change

Climate change is a pressing issue on political agendas and in the media. Climate change has been investigated by scientists for decades, of which the last two decades by The Intergovernmental Panel on Climate Change (IPCC). The IPCC defines climate change as: "Any change in climate over time, whether due to natural variability or as a result of human activity".

The sun warms the earth's surface and atmosphere. Some of the sunlight striking the earth is absorbed and converted to infrared radiation (heat), which warms the surface. The surface also emits this infrared radiation back to the atmosphere. Greenhouse gases (GHGs) like carbon dioxide, methane, and nitrous oxide in the atmosphere trap this infrared radiation like the glass walls of a greenhouse. This process warms the atmosphere and is called the "greenhouse effect". Without the natural greenhouse effect, life on earth as we know it would not be possible. The average world temperature would be  $-18^{\circ}\text{C}$ , rather than  $+14.5^{\circ}\text{C}$  which is the current average.

Greenhouse gases are produced by natural processes, such as volcano eruptions, natural forest fires, and decaying plants and trees. Since the beginning of industrialization around 1750, humans have also started producing GHG. Some examples of human activities producing GHG are combustion of fossil fuels (by cars, airplanes, ships, etc.), electricity and heat production, and agriculture. Since the beginning of industrialization, concentrations of GHG in the atmosphere have notably increased. This enhances the natural greenhouse effect. Of all greenhouse gases produced by humans, the amount of  $\text{CO}_2$  is the most influential.

During the past century, scientists have measured that, on average and worldwide, global air and ocean temperatures are rising, snow and ice are melting, and sea levels are rising. According to the IPCC, anthropogenic (human) greenhouse gases have very likely caused most of these changes over the last 50 years. The IPCC-report states that it is extremely likely that the observed change in world temperatures is not only due to natural processes.

There is scientific consensus about the causes and occurrence of climate change. But the future effects, consequences and developments of climate change are much more difficult to predict and subject to many uncertainties. That's due to the

complexity of processes in the earth's climate system. Nonetheless, some predicted effects include sea level rise, loss of biodiversity, increase of human diseases, damage to coral reefs, and unpredictable weather patterns, including increase of storm intensity.

CO<sub>2</sub> emissions from fishing continues to decrease to a 40% reduction compared to 1990 and the energy efficiency (ton of fish/litter of fuel) of the industry has increased tremendously over the years. Energy efficiency, gear selection and innovation will be important aspects of a sustainable fishing industry.

## SECOND ROUND, GROUP 1

### MARINE ENVIRONMENT

Below is the text from the CTP standard that is directly related to the marine environment and basic marine ecology: (1) The detailed learning objectives and (2) The description from the teachers' manual. The group facilitator will introduce the subject and take a few minutes to remind everyone of the content of this part of the course.

Please:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives below:
  - Do they cover the content well enough?
  - Will you be able to achieve these with 'your' training?
  - Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.

### DETAILED LEARNING OBJECTIVES

- Describe why the oceans are important for all people worldwide, including production of food, climate, and oxygen.

- Describe basic principles of marine ecology and the production of fish.
- Explain the role of phytoplankton as the primary producer (photosynthesis).
- Give an example of a food chain with phytoplankton at the base.
- Recognize that food chains are connected in food webs.
- Recognize that all large sea life, including fish, depends on small sea life (phytoplankton, zooplankton, bacteria, and viruses).
- Explain that coastal seas and the open ocean are different, for example in physical circumstances, abundance of marine life, the production of fish, and environmental regulations.

#### TEACHERS' MANUAL – MARINE ENVIRONMENT AND BASIC ECOLOGY

Starting point of sustainable fisheries is basic knowledge and a (personal) connection with the marine environment. The marine environmental lecture consists of 4 parts: the importance of the sea for humans (ecosystem services), basic ecological knowledge of 'how the ocean works', an explanation of the differences between open ocean and coastal seas, and a description of the diversity and difference between marine areas.

Over 70% of the world's surface is covered with water – the ocean. The biodiversity in the ocean is enormous. The ocean also plays a very important role for human life on earth. It provides food and oxygen, regulates our climate, and is economically important, for instance because it provides a means for transport, and over 200 million people work in the fishing industry. The video 'The importance of the Ocean' shows many ecosystem services in a dynamic video of 2 minutes.

Most people are familiar with bigger ocean life like fish and whales, and fishers have first-hand experience with amazing sightings. However, most plants and animals in the ocean are small, and they are very important. Microscopic organisms called phytoplankton or algae are the basis of almost all ocean life. These green plants transform carbon dioxide and water into glucose (sugar) by using sunlight. This process is called photosynthesis. It has oxygen as a by-product. The organic matter (sugars, proteins, lipids, etc.) generated by phytoplankton is passed on to other marine organisms in the food chain. In a food chain, primary producers such as phytoplankton are consumed by plant-eating organisms (herbivores), which in turn are consumed by animal-eating organisms (carnivores or predators). All food chains

are connected in more complex food webs. After all, most organisms eat more than one type of food and can be eaten by more than one type of predator.

In marine food chains, about 90% of the energy of the ingested food is used for processes like movement, breathing, eating, and reproduction. A considerable part of the energy is lost as heat. Only 10% of the energy gained from food is used to grow. When a plant or animal is eaten, it is the organic material from this 10% weight gain that is passed on to the next level in the food chain. This 10 percent rule means that you need a huge number of algae at the base of the food chain to produce one big fish at the top of the food chain.

Food chains are not straight lines: they are circular, because nutrients are recycled. Here, bacteria play an important role. Bacteria break down waste products and dead organisms, releasing nutrients and carbon, which can re-enter the food chain via the primary producers.

Oceans can roughly be divided into the open ocean and coastal seas. The coastal sea is the shallow (<200 m) sea area above the continental shelf. Beyond that, the open ocean extends. The open ocean is relatively deep, on average 3.7 km. The physical and biological characteristics of the open ocean and coastal seas are very different. The open ocean is a nutrient-poor environment, whereas coastal waters contain many nutrients, thanks to run-off from rivers. Other differences include the penetration of sunlight, the temperature, the salinity, and mixing of water layers.

This also has consequences for the living conditions for marine organisms in these areas, and for types of plankton, levels of primary production, and food chain lengths. In the open ocean, only the very small phytoplankton cells can survive the nutrient-poor and stable waters. In nutrient rich coastal areas plankton is large (diameter up to 300  $\mu\text{m}$ ) and has more complex shapes. Bigger plankton means more food for fish, shorter food chains and therefore, better fishing!

After the general information about marine ecology and the difference between open ocean and coastal seas, it is important to apply this knowledge to a variety of different marine areas, including the specific sea that the fishers are working in. Show pictures that emphasize the beauty and biodiversity, elaborate on the importance for humans, and show a local area as an example of a coastal sea (with a food chain, food web etc.). Finally, address that the ocean is not used by fishers alone but has lots of activities going on by other (economic) sectors. As a fisher, you need to be aware of the environment that you are working in and of the other activities taking place in the ocean.

## SECOND ROUND, GROUP 2

## FISHERIES MANAGEMENT WORKSHOP

No additional comments were made, all comments can be found in hand-out of the first round, group 2.

## SECOND ROUND, GROUP 3

## PROFIT P

No additional comments were made, all comments can be found in hand-out of the first round, group 3.

## FIRST ROUND, GROUP 4

## PEOPLE P

Below is the text from the CTP standard that is directly related to the People P and communication: (1) The detailed learning objectives and (2) The description from the teachers' manual. The group facilitator will introduce the subject and take a few minutes to remind everyone of the content of this part of the course.

Please:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives below:
  - Do they cover the content well enough?
  - Will you be able to achieve these with 'your' training?
  - Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.



## DETAILED LEARNING OBJECTIVES

- Recognize that the People P is part of sustainable fisheries.
- Recognize that the ILO Work in Fishing convention sets standards for decent working conditions in the fishing industry.
- Know what your rights are as a fisher.
- Acknowledge that many players (stakeholders) are interested in the fishing industry, including governments, NGOs, and consumers.
- Describe his/her opinion of (the importance of) the reputation or image of the fishing industry.
- Recognize the importance of communication with other fishers and stakeholders outside the industry.

## ADD-ON - DETAILED LEARNING OBJECTIVES

- Describe the general content of the ILO Work in Fishing convention and national legislation concerning safe and humane working conditions in the fishing industry.
- Recognize the importance of fair treatment of fishing vessel personnel, including but not limited to fair wages, safe working conditions, and humane treatment.
- Recognize that social standards are important for (some) supply chain parties and consumers.

## TEACHERS' MANUAL – PEOPLE P

With the changes in the fishing industry in the last 20 years, the interest of stakeholders for fishing and fishers has increased. Nowadays, everyone seems to have an opinion about fishing, including governments, environmental organisations, media, and consumers. People do realise that the fishing industry is important in supplying food, but the fishing industry also received attention because of an increased emphasis on the importance of a healthy marine environment. In addition, consumers are increasingly critical and demand to know where their products come from.

Sustainable development of the fishing industry is more than earning good money in a responsible way (Profit P) and taking care of the environment (Planet P). A sector like fishing also must be aware of the people part of sustainability (People P).

The People P is about fair salaries for workers, a safe and decent working environment and tolerable working hours as set out in the Work for Fishing Convention (Convention 188) from the International Labour Organisation (ILO).

The People P is also about the relationship between fishing and society. It is often said that for economic sectors, acceptance by society is a license to operate, or in case of fishing, a license (privilege) to produce. As some stunning examples in the past (like the Brent Spar and the Dutch trawler Margiris) have shown, society can withdraw this license, for example by stopping to buy certain products (like fish) or voting in political parties that are more critical of the industry. Another potential side effect of a negative image for the fishing industry is the challenge of attracting new entrants into the industry. This aspect of the People P will be explored during a workshop.

In this workshop, after an introduction of the People P, instructors should ask participants to think about the image of fishing (group assignment 1; what do others think about fishing and fishers) and about the identity (group assignment 2; what do I think about fishing and fishers). After the results are presented and summarized, participants are invited to share ideas and opinions about the difference between the image of fishing and their identity, and between what others think and what they think themselves. Keeping in mind that the image may give insight in how society thinks about fishing and about the acceptance by society, participants should be encouraged to think about the causes of this difference (why do we have this image), the consequences (how can a good image be helpful?), and ways to improve the image or to ensure that the image more closely resembles the identity of fishers and the fishing industry.

#### TEACHERS' MANUAL – ADD-ON PEOPLE P

The PEOPLE P add-on gives more in-depth information on the social aspect of the People P and can be included in the People P introduction lecture.

**The ILO Work in Fishing Convention helps to prevent unacceptable forms of work for all fishers. It provides regulations that prevent forced labour, trafficking, and other abuses. The convention addresses a wide variety of social aspects of fishing, including minimum age, manning – number and qualifications**

**of fishers, minimum hours of rest, wages and payment for work, accommodation requirements, medical care, accident prevention, and protection in the case of work-related sickness, injury, or death.**

Not just stakeholders, but also consumers pay more attention to the fishing industry. Consumers are demanding more information about the products they buy. For example, they might want to know about the quality, sustainability, and where the product comes from. This information is communicated through standards and labels. There are three kinds of standards for fish: environmental standards, social standards, and standards about fish welfare.

Some of the first and most important organizations in social standards are the conservation alliance for seafood solutions, Fair trade USA, Fish Wise, and Seafish. However, it should be mentioned that a social standard does not necessarily exceed the minimum standards in international conventions and sometimes even falls below them.

## COMMUNICATION

When everyone seems to have an opinion about fishing, and the fishing industry and individual fishers must deal with more interested stakeholders, good communication is important. When the image of fishers and the fishing industry is different than you think it should be, communication might be essential. For a lot of fishers, communication to people outside the fishing industry is a new skill.

Good communication is difficult and as with most skills, practice makes perfect. In this workshop, the participants will practice basic communication skills, including being aware of non-verbal communication, communication styles, and the importance of listening. How do you talk to people that you do not agree with? How do you present a good story? How to ask questions? Why is it important to use understandable language?

**ATTACHMENT 6. POWERPOINT PRESENTATION SEMINAR**



1



2

## Resolution

**May 23<sup>rd</sup> of 2023, Catching the Potential organized a multi stakeholder international sustainable fisheries training seminar.**

Within the project Catching the Potential 7 consortium members in 7 countries: France - CEFCM, Spain - CETMAR, Azores - EDM , Greece - Enaleia, Germany – BBZ am NOK, Latvia - Novikontas and Ireland - Novikontas have conducted one or two pilots on sustainable fisheries training. From this a standard on sustainable fisheries training for all fishers was written.

3

## ProSea: new faces



4



## Program today

### Catching THE Potential

May 23rd

10:00	Opening Introduction to CTP standard
10:20	Sharing experiences
11:15 BREAK	
11:30	Let's talk about the CTP standard
12:00	Introduction group assignment
12:30 LUNCH	
13:20	Group assignment
14:00	Memory exercises
15:30 BREAK	
15:45 - 16:20	What happens next?
16:00 DINNER	
16:20	Evening program

40% of the budget is for  
 research projects  
 financed  
 under the Horizon  
 Europe

5

#EMD2023

# EMD

EUROPEAN MARITIME DAY

## Brest

24-25 May 2023

6



7

**Let's talk about CTP!**

CTP

  #catchingthepotential

 @Catchingthepotential

8

## Let's share experiences!

CIP

Stand in a row of least to most:

- Participants of first pilot
- Date of first pilot
- Active fishers in first pilot



9

## Let's share experiences!

CIP

What was a  
funny/unique/memorable  
experience during the pilot?



10



11

CIP

## France

### 30th June - First seminar

- **Participants :**

13 people :

- Local representatives
- Scientists
- Researchers
- Associations
- Trainers

- **Goals :**

- Present the goals of the project
- Present the topics and the global content of the training
- Making sure that the content will fit with our local and professional concerns

12





13



14



## 1<sup>st</sup> Pilot: Marathon (Attiki, Greece)



09/11/2021 & 10/11/2021



Natalia Athinalou, Ichthyologist

### Most Interesting Points

- ✓ Participation that exceeded our expectations: **14** fishers on the 1<sup>st</sup> day & **16** fishers on the 2<sup>nd</sup> Day.
- ✓ **Very friendly & hospitable venue** → fishers felt more comfortable discussing and absorbing new ideas.
- ✓ **Theoretical Knowledge VS Practical Knowledge** → Although fishers know many things in practice, they lack critical knowledge, such as **what phytoplankton is and what it does**.
- ✓ **High engagement of fishers**; they felt that someone listens to their opinion and understands them → felt comfortable talking about their problems.
- ✓ **Very positive feedback from the fishers**; they suggested carrying out the courses **all over Greece**.



15

## 2<sup>nd</sup> Pilot: Volos (Magnesia, Greece)



10/11/2022 & 11/11/2022



Stamatis Kotsarinis, Ichthyologist

### Most Interesting Points

- ✓ Participation that exceeded our expectations: **16** fishers, out of which **6 women**.
- ✓ **The Importance of Communication** → We achieved to motivate the fishers of Volos to unite their voices and create the **1<sup>st</sup> Local Fishing Association** one week after the 2<sup>nd</sup> Pilot.
- ✓ **High engagement of fishers**; fishers that were initially more reluctant to participate got immersed in discussions sharing their responsibilities on environmental issues.
- ✓ **The fishing game went very well!** Fishers showed an exceptional interest in interactive workshops and videos.
- ✓ **Again, very positive feedback from the fishers**; they suggested carrying out the courses **all over Greece**.



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## Lessons Learned

CTP

- The importance of **CTP** in educating fishers on critical topics regarding sustainable fishing and their role within the **3-Ps system** (People, Planet, Profit).
- The importance of **communication** and giving the floor to fishers to express themselves and their problems.
- The importance of a friendly and hospitable **venue**.
- The importance of **approaching** fishers in a friendly manner, **communicating**, **listening** to their problems, and **learning from them**.
- The importance of communication **between partners**, **organization**, **flexibility**, **trust**, and mutual **feedback**.
- The importance of a **specialized trainer** with a good knowledge of the **fisheries industry**, **experience** with educational programs, and **being close to** fishers and their reality.
- The importance of **a holistic training**, highlighting the role of all the stakeholders relevant to the fisheries industry.
- The importance of **a balance** between the CTP Standard and the Greek Standards.

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**Thank you everyone for making this program true!**

CTP

**Special Thanks to Roos, Erik, and all the colleagues from PROSEA for their time, support, trust, and passion for Sustainable Fisheries  
&  
our trainers, Natalia & Stamatis, for offering their expertise, passion, and personal experiences to the program!**

**We hope these two pilots are just the beginning of  
a new sustainable fisheries reality!**

18





19



20



21



22





23



24

**Coffee break**


**11:15-11:30**



CTP

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**Let's focus on the CTP standard**



Desk study + Establish network + Country specific courses

7 tailor-made courses  
2 pilots for each country

International standard + implementation strategy

Logos: European Union, ILO, IMO, OSPAR

CTP

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## Inspiration for CTP standard

- WP2 results
  - Use 'Fishing into the Future' course as the basis for the pilots
  - Add social aspects of the people P
- WP4 pilot courses
  - Customized pilots for seven countries
  - Many 'lessons learned'
- WP6 – STCW-F Code revision

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## Reminder: STCW-F Code

The International Convention on Standards of Training, Certification and Watchkeeping for Fishing Vessel Personnel

- IMO global standard for the training and certification of fishers
- 1995
- Ratified by ten EU Member States (Belgium, Denmark, Latvia, Lithuania, Netherlands, Poland, Portugal, Romania, Spain, and France).
- **Revision ongoing**

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## STCW-F Code revision

By the IMO Sub-Committee on Human Element, Training and Watchkeeping (HTW)

- HTW meeting in February 2022 agreed on text about sustainable fisheries training:
  - Part A: mandatory
  - Part B: voluntary
- Maritime Safety Committee must approve of revised STCW-F
- Expected to be in force in 2024

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## CTP standard

The purpose of the CTP-standard is to:

- Inspire and assist
- EU Member States, fishing/maritime academies and training institutes, their teaching staff, and other experts
- To introduce and implement sustainable fisheries training for all fishers (both active fishers and future fishers)
- With the goal to implement this as a structural element in the training of fishers in the EU.

30

## CTP standard - approach

- PART A – The training framework
  - General objectives
  - Scope, link with STCW-F
  - Requirements for teachers
  - Active elements
  - The importance of customizing the training
- PART B – Training outline and timetable (EXAMPLE)
- PART C – Detailed teaching syllabus

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## CTP standard – Part D: Add-ons

- Based on voluntary parts of STCW-F
- Not (as) relevant for all fishers
- Three add-ons
  - Planet P: Fisheries Management in Depth
  - Profit P: Fishers are entrepreneurs
  - People P: ILO regulations

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## CTP standard – Part E: Instructors Manual

- General remarks
- Training elements
- How to teach theory
- How to conduct workshops
- Evaluation
- Description of program parts

33

**Catching  
THE Potential**

**Group assignment**

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

34



35

## Meeting subgroups 1

- 4 – 6 people per group

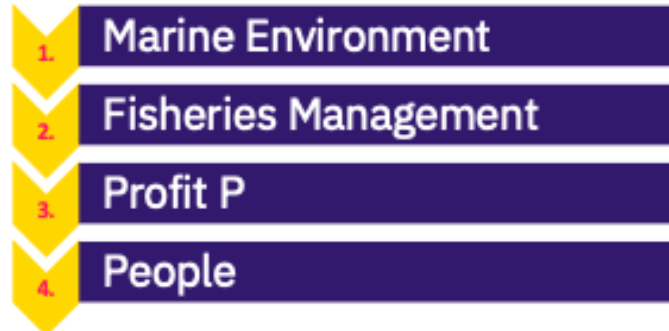
1. Opening Sustainable Fisheries
2. Fisheries Management
3. Profit P
4. Prevention of Pollution

**11.30-12.30!**

36

## Meeting subgroups 2

- 4 – 6 people per group



**13.30-15.00!**

37

## Questions:

- Share your experiences with this part of the training in your country.
- Discuss the learning objectives:
  - Do they cover the content well enough?
  - Will you be able to achieve these with 'your' training?
  - Any changes recommended? Additions? Text changes?
- Should we include anything else in the CTP-standard for 'new' teachers? (in addition to these detailed objectives, the teachers' manual and the PowerPoint presentation)
- Select one group member to share the main points of your conversation in the plenary session later today.

38



## What happens next? Part 1 – in CTP

- 4 more pilots – Latvia, France, Azores, Germany
- Implementation in your country
- Talk about it!

39

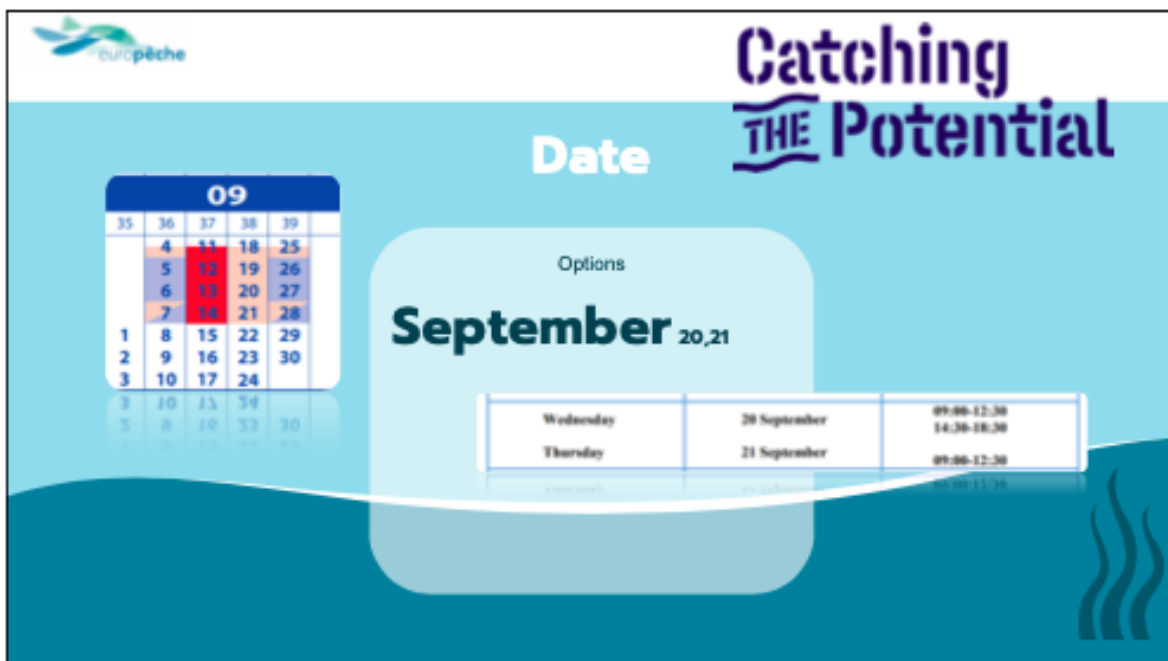
## What happens next? Part 2 - Implementation

- Standard -> EU
- MEP workshop (aim sept/oct)

40



41



42

**europäiche**

**Catching THE Potential**

**Place**

around 40-60 participants

**European Parliament**  
Brussels, BE

or

Hotel Meeting Room nearby the Parliament  
Renaissance Brussels Hotel

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**europäiche**

**Catching THE Potential**

**Host MEP**

Options

MEP Isabel CARVALHAIS, Portugal, Socialists and Democrats

Committee on Agriculture and Rural Development (since 2019) and the Committee on Fisheries (since 2020)

Speech & moderate

44

**europêche**

# Catching THE Potential

## Format

**Options**

- Theater** for large sessions + short lectures
- Reception** Stand-up social + beverages & foods
- Ovals** for sessions Involving small group discussions

45

**europêche**

# Catching THE Potential

## Agenda

<p><b>Part 1</b></p> <p><b>14:00</b> Welcome at Europêche premises</p> <p><b>14:05</b> Presentation and coordination final conference</p> <p><b>14:20</b> Project management and financial management</p> <p><b>16:00-16:15</b> Coffee break</p> <p><b>16:15</b> Policy workshop</p> <p><b>17:15</b> end</p>	<p><b>Part 2</b></p> <p><b>17:45-18:15</b> Reception of participants at the place of final conference</p> <p><b>18:30-20:30</b> Presentation and visualization of the training standard</p> <p><b>20:30</b> end</p>
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**evening event**

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# Catching THE Potential

## Agenda

Part 1	Part 2
<p><b>10:00</b> Welcome at Europêche premises</p> <p><b>10:05</b> Presentation and coordination final conference</p> <p><b>10:20</b> Project management and financial management</p> <p style="text-align: center;"><b>12:00-13:00</b> Lunch break</p> <p style="text-align: center;"><b>13:00</b> Policy Workshop</p> <p style="text-align: right;"><b>14:00 end</b></p>	<p><b>14:15-14:45</b> Reception of participants at the place of final conference</p> <p><b>15:00-17:00</b> Presentation and visualization of the training standard</p> <p><b>17:00 end</b></p>

**afternoon event**

47



# Catching THE Potential

## Agenda

Part 1	Part 2
<p><b>14:00</b> Welcome at Europêche premises</p> <p><b>14:15</b> Presentation and coordination final conference</p> <p><b>15:00</b> Project management and financial management</p> <p style="text-align: center;"><b>16:40-17:00</b> Lunch break</p> <p style="text-align: center;"><b>17:00</b> Policy Workshop</p> <p style="text-align: right;"><b>18:00 end</b></p> <p style="text-align: right;"><b>20:00 dinner</b></p>	<p><b>9:15-9:45</b> Reception of participants at the place of final conference</p> <p><b>10:00-12:00</b> Presentation and visualization of the training standard</p> <p><b>12:00 end</b></p>

**morning event**

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**Invitees**

**Catching THE Potential**

- EU Institutions
- Ministries
- Industry
- Trainers
- Fishermen and women
- OSPAR
- International Maritime Organization
- Public & Private Training Agencies
- Workers in the sector
- Civil Society
- Food and Agriculture Organization of the United Nations
- International Transport Forum

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**Press**

**Catching THE Potential**

**Production poster**

Share poster and project brochure with event invitation via MailChimp (email), Twitter, Website publication (&partners), LinkedIn

Remind and continue sharing via social media and partner channels

**Press Release afterwards**

Perhaps national press afterwards via partners

50





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## What happens next? Part 2 - Implementation

- Standard -> EU
- MEP workshop (aim sept/oct)
- Social Sectoral Dialogue Committee
- OSPAR, other regional cooperations
- FAO
- IMO model course

53

## What happens next? Part 3 – after CTP

We are not done yet!



Mutual recognition  
Attractiveness of the  
profession

54

**Thoughts on how we can move this forward?**

55

## **Administration**

Update end of May 2023

Please send us a message with time sheets and costs

56

## Administration

End date project – 31 October 2023

**You are not allowed to declare time after this date!**

1 pager on your role, country, contacts, implementation

**A format will be forwarded to you**

Finished?

**Make and send your financial statement to us!**

57



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59

CIP

## Let's connect

**Speeddating**

8 duos

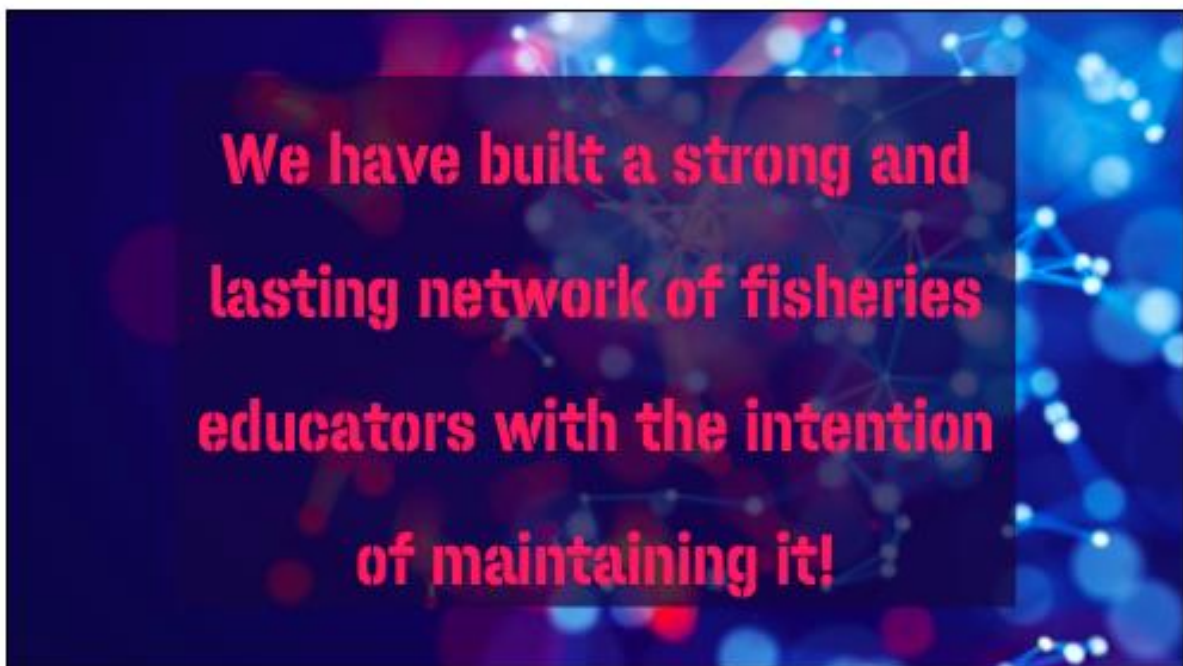
Speeddate round 1	10 min
Speeddate round 2	10 min
Speeddate round 3	10 min

60





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63