

Marine Stewardship Council

Toolbox for stakeholder participation in RBF assessments

April 2013

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Acknowledgements

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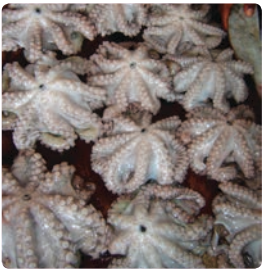
Cover photography

Image caption

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1. Introduction

The Marine Stewardship Council (MSC) has developed a set of assessment methods for assessing data-deficient fisheries called the Risk-Based Framework (RBF).



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Successful application of the RBF is dependent on qualitative data provided by stakeholders within the fishery. This information may not be available in a published or documented format; rather it needs to be extracted using a range of participatory techniques which should be applied by the assessment team.

The choice of these techniques depends on the characteristics and type of fishery being assessed, as well as on the type of information needing to be obtained.

Effective stakeholder participation is also particularly important when considering informal and traditional management approaches within fisheries. Conclusions made about such management systems need to be made using different participatory methods and opinions cross-checked in order to validate the outcome.

Stakeholders represent a critical source of information regarding a fishery. Meaningful consultation allows for expert opinions, local and traditional knowledge, hands-on experience and fishery-specific views to be considered and inform fishery assessments.

Within RBF assessments, input from stakeholders is used in a number of ways:

- To assist in understanding the scope of a fishery's activities
- To assess the risk and consequence that the fishery poses to species, habitat and ecosystems
- To establish the scale and intensity of the fishery

We recognise that in order to achieve these objectives you will need to go beyond a one on one meeting with a stakeholder. You will need to use engaging techniques, participatory methods and verification skills to help you come to a decision you can feel confident in making.

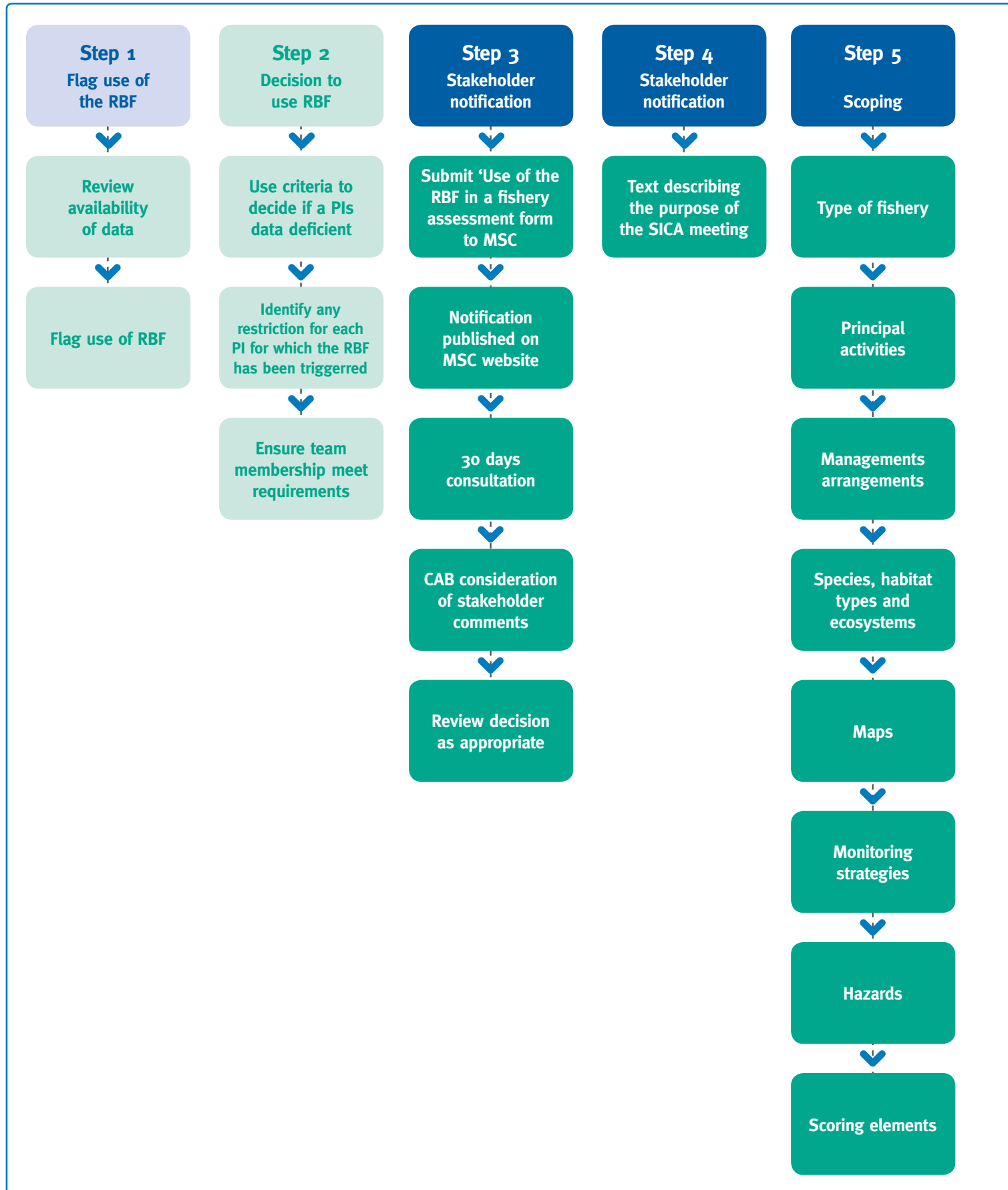
This toolbox aims to provide you with some of the ways you might like to better engage with stakeholders. From planning for effective consultation, to facilitating large groups of stakeholders, this toolbox will provide you with the skills and methods you need to ensure your assessments include the meaningful input necessary for a robust MSC assessment.

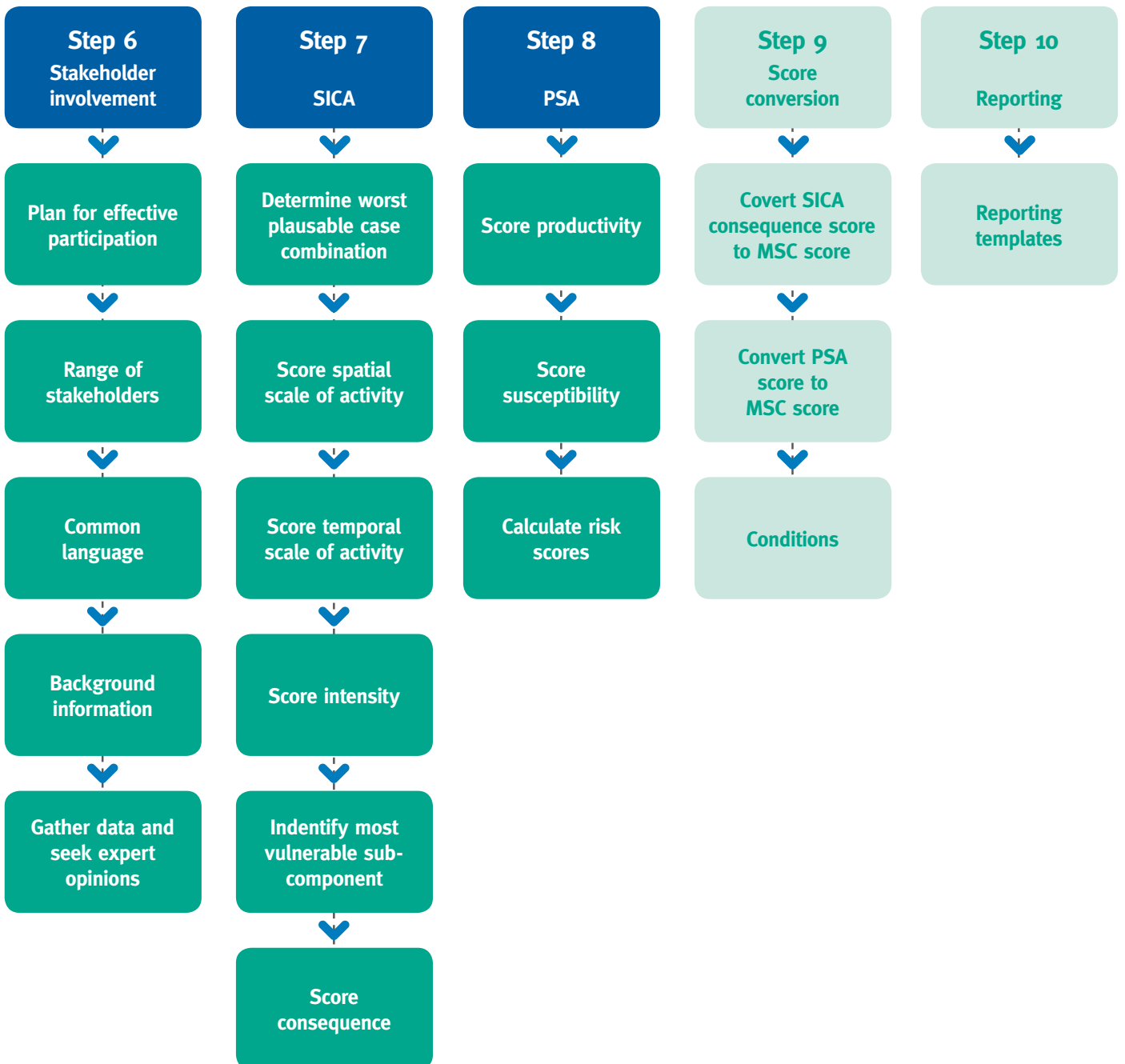


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1. Introduction *continued*

RBF Stages





2. Principles of Effective Engagement

The following Guiding Principles are intended to provide a framework for you to consider your approach to and design of meaningful stakeholder consultation.

1. Equality

- Know your stakeholders, every group is different
- Be aware of your own and other people's assumptions, biases, world views and perspectives
- People's knowledge and opinions are informed and shaped by their unique experiences, education, culture and society
- Allow diverse perspectives
- Different set-ups, styles, content and tools will be required

2. Inclusivity

- Encourage contribution
- Foster courageous conversations
- Encourage collaborative dialogue
- Different set-ups, styles, content or tools will be required to draw out people's wisdom and knowledge
- People may bring their own or specific group agendas, positions, interests or needs
- Every group is different
- Listen for deeper insights
- Search for patterns
- Triangulate conflicting viewpoints

3. Opportunity

- Allow all views to be known
- Understand your stakeholders – might there be conflict?
- Which tools are suited to your situation?
- Ask simple, clear relevant questions to focus your discussion
- Help people to be curious about their own assumptions, biases and perspectives in contrast to others
- Think about the scale, scope and complexity of the fishery and its effects – and therefore the number and range of stakeholders that might be involved

4. Transparency

- Create a safe and trusting environment conducive to participation
- Clarify the context of the meeting
- Inform stakeholders how their input will be used

5. Responsibility

- Follow-up with stakeholders – for further information
- Inform stakeholders of how the final decision was met and how their views were taken into account
- As well as stakeholders' knowledge, use the expert judgement and expertise brought by assessment team members



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3. Planning

Achieving robust results, strengthening credibility and overall stakeholder support for a certification starts with a well-planned stakeholder consultation strategy.

Identifying stakeholders

Early identification of stakeholders is vital to ensuring effective consultation during the assessment process.

Identifying stakeholders need to occur both through contacts made known by the client, and also via active engagement methods. The choice of method(s) depends on the circumstance of the fishery, and consideration should be given to using at least some of the following methods:

- Newspapers
- Radio
- E-mail
- Local organisations etc.

A range of stakeholders need to be consulted as part of the assessment process.

Stakeholders will offer local knowledge, expertise and a range of opinions on the fishery. At a minimum, the following groups should be included in the engagement strategy:

- Scientists
- Conservationists
- NGOs
- Government representatives
- Client fishers
- Neighbouring fishers
- Indigenous representatives
- Local residents
- Fish processors
- Others as necessary

Effort should be made to contact these groups as early as possible in the assessment process, to ensure that effective engagement can be maintained throughout the process.

Process

Once stakeholders have been identified, the next part of the strategy to plan is what Process is most appropriate to lead to effective and meaningful stakeholder consultation.

The first decision is how to plan the meetings with individual stakeholders:

1. Where to hold the meetings

The location of meetings is very important to ensure good participation of stakeholders. Factors that will affect your choice of meeting location could be:

- Meetings should be organised to allow for the highest participation of stakeholders depending on their location
- If stakeholders are spread over a wide area, it might be necessary to hold more than one set of meetings to allow for participation
- The choice of venue need to be considered depending on the numbers of stakeholders attending the meetings and the space needed for engagement
- Meetings can be both formal and informal
- Engagement can be effective in any location whether inside or outside as long as you are prepared

2. How to organise the meetings

Stakeholder meetings can be organised using a number of approaches: workshops, focus groups, separate meetings or a blended approach. The decision on how to structure the meetings depends on a number of considerations:

- Number of Pls that are being assessed using the RBF. It might be better to hold a separate RBF workshop with those who have information relevant to the Pls, with other stakeholders attending a different meeting(s)
- Stakeholder dynamics within the group will affect the choice of deciding on who to meet with together and who separately
- There may be conflicting opinions among group members. It might be useful to allow these opinions to be shared to help you draw conclusions from the stakeholders

3. Planning *continued*

- Cultural sensitivity needs to be understood when planning meetings with different stakeholders. Where different language groups, educational/vocabulary levels or cultural behaviours are present, you should consider separate consultations tailored to those specific groups

Informing

In order to make the most out of face-to face engagement, background information on the fishery needs to be provided to all stakeholders ahead of the meetings. This will ensure that the consultation process can be focused on stakeholders providing information that is required for scoring the fishery, while allowing participants to express their expert opinions. Background information should be provided ahead of the face to face meetings which includes:

- Information about the type of fishery (species, gear used, area)
- A list of scoring elements for the PI being considered (species, habitat types, ecosystems)
- Maps of the distribution of fishing effort and scoring element distribution
- Descriptions of monitoring strategies in place
- Hazards that have been identified for each scoring element
- Information already known about the fishery relating to the MSC PIs being assessed
- Background information on the RBF process
- Information about the role of stakeholders in MSC assessments, and in particular RBF assessments
- Consideration should be given to the option of sending pre-workshop questionnaire to stakeholders as another means of collecting information about the fishery
- Clarification of the context to stakeholders

Tools

There are a range of participatory tools and techniques that you can use to increase the effectiveness of stakeholder consultation. All of the tools can enhance stakeholder consultation, deciding which tools to use depends on a number of factors:

- Knowing your stakeholders: depending on how you have planned your meetings with stakeholders depends on which tools and techniques you should use
- Conflict: if there is likely to be conflict between stakeholders there might be tools that can help deal with conflict
- Decision-making: if you need to make a decision based on the views of different stakeholders, some methods can help tease out differences in opinion or where agreement exists
- PIs which are being assessed using the RBF: different participatory tools can be better suited to finding out pieces of information to score particular PIs
- Materials: you may need materials to help you apply some of the participatory methods such as sticky dots, pens, flipcharts. In situations where you can't use your materials, such as outside, you can adapt your materials by using other objects such as shells instead of sticky dots, sand instead of paper, camera phones instead of flipchart records
- Background information: when using a method such as generating a list, or mapping you should have materials ready such as partly filled in lists, or acetate covered maps that stakeholders can build on. These should be ready ahead of time so that the meetings can focus on stakeholders providing information about the fishery which you do not already know



Checklist

Planning

Where to hold the meetings

- Where are the stakeholders located?
- What is the geographical spread of stakeholders?
- Have you allowed time for informal meetings outside of the scheduled meetings?
- Where is the venue most suitable for your meeting(s)?
- Where can meetings be held to ensure greatest participation of stakeholders?
- Is there is a large geographical spread of stakeholders?

How to organise the meetings

- Which PIs are being scored using the RBF?
- Which stakeholders will be able to meaningfully contribute to providing information on particular PIs?
- Would it be better to hold a workshop with those who have information to score RBF PIs and other meetings separately?
- Is a multi-stakeholder workshop may be more cost-effective than separate meetings?
- Are there cultural considerations which need to be considered in terms of organising which stakeholders to meet with and when?
- What are the dynamics within the group and have you accommodated for these in the design of the strategy?
- Will you use workshops, separate meetings, focus panels or a blended approach?
- Have you considered the language of stakeholders and ensured that consultation is undertaken in a language understood by all stakeholders?
- Have you considered different educational/ vocabulary levels of different stakeholders when deciding who to include in meetings together?



Informing stakeholders

Have you provided background information for stakeholders on the following:

- Information about the type of fishery (species, gear used, area)?
- A list of scoring elements for the PI being considered (species, habitat types, ecosystems)?
- Maps of the distribution of fishing effort and scoring element distribution?
- Descriptions of monitoring strategies in place?
- Hazards that have been identified for each scoring element?
- Information already known about the fishery relating to the MSC PIs being assessed?
- Background information on the RBF process?
- Information about the role of stakeholders in MSC assessments, and in particular RBF assessments?
- Consideration should be given to the option of sending pre-workshop questionnaire to stakeholders as another means of collecting information about the fishery?

Tools

When selecting which participatory tools you are going to use in your consultation, have you considered the following:

- What tools are best suited to your stakeholders?
- Is there likely conflict between stakeholders, and which tools might help deal with this conflict?
- Do you need to reach a decision based on stakeholder views, which tool might help you make this decision?
- What information do you need to score the RBF PIs, and what participatory method(s) is the best way to extract this information from stakeholders?
- What materials you need to be able to apply the participatory methods, do you have these available?
- Have you prepared as much background information as possible to help apply the tools effectively, such as acetated maps, partly filled in lists etc.

4. Getting started

Room set-up

The set-up of the room can have huge impact on the effectiveness of stakeholder consultation. Your choice of set-up should consider the following the things:

- Size of the group: the number of participants in your meeting will determine your options for a room set-up. The higher the number of participants, the more flexibility you have with arranging them. A larger group allows participants to be organised into smaller consultation groups for engaging conversation
- Seating arrangements: the arrangement of seats can have a huge effect on the participants' ability to engage. Classroom or long table style seating is not usually associated with open dialogue, rather they create a teaching atmosphere. By arranging the chairs in groups, it will allow for smaller group conversations, after which the groups can feedback via a plenary. Multiple round tables provide an open space for dialogue amongst members of the group
- Stakeholder dialogues: stakeholders might not have met each other ahead of the meetings, so to encourage dialogue you might decide to keep the same stakeholders together, or alternatively mix group members up after each session to get to converse with a new set of people
- Seating plan: it might be useful to put together a seating plan ahead of the meeting to ensure that stakeholder groups are mixed up, or to help deal with potential conflict that might exist among group members
- Seating vs. standing: in day workshops it can be useful to move participants around rather than keeping them seated at the same table for a day's workshop. Moving people around can revitalise a group and rejuvenate minds. Tables might be necessary if exercises involve looking at maps or documents, but removing tables can also increase inclusivity for the members

Opening

Whilst stakeholders should have been provided with background information on the purpose of the meetings and their role in the assessment/RBF process ahead of the meetings, the opening of the meeting is extremely important to increase transparency to stakeholders. The opening should clarify the context of the meeting, inform stakeholders how their input will be used, and create a safe and secure environment for stakeholders.

The opening is also the opportunity for participants to introduce themselves to each other. As well as telling the other participants their role, icebreakers can be a useful method to encourage stakeholders to speak to one another in a less formal context.

Participatory tools

The tools you choose to use engage with stakeholders will form the building blocks of an effective engagement strategy. The more effective the strategy, the more credible scores that will result, with robust rationales.

Participatory tools can be used to:

- Engage stakeholders and encourage the highest quality participation and outcomes from groups
- Create an environment conducive to participation
- Increase inclusivity of participants to ensure all have an opportunity to participate and share their knowledge
- Triangulate and reconcile conflicting or contradictory viewpoints

In regards to RBF assessments, the tools including in this Toolbox have been adapted to specific steps within the SICA and PSA methodologies. The information needed to score elements of the RBF methodology have been identified, and the method to obtain this information developed. There are many participatory methods that have not been included in this Toolbox, but which have great value in engaging with stakeholders and these should also be used. No one technique is the correct one, successful implementation depends on the engagement strategy, environment created, stakeholders present, and the needs of the RBF assessment.



The steps within the RBF process (Annex CC of Certification Requirements) where qualitative information is needed to score the fishery have been identified as:

SICA Step 1: Determine “worst plausible case”

- a. Identify fishery activities
- b. Identify scoring elements
- c. Identify hazards
- d. Determine “worst plausible case” scenario.

SICA Step 2: Score spatial scale

- a. Understand spatial scale

SICA Step 3: Score temporal scale

- a. Understand temporal scale

SICA Step 4: Score Intensity

- a. Understand intensity

SICA Step 5: Identify the most vulnerable subcomponent of the scoring element and score consequence

- a. Identify most vulnerable subcomponent
- b. Understand consequence

PSA Step 1: Score species for productivity

- a. Identify scoring elements

PSA Step 2: Score species for susceptibility

- a. Understand areal overlap
- b. Understand vertical overlap
- c. Understand selectivity
- d. Understand Post-Capture Mortality

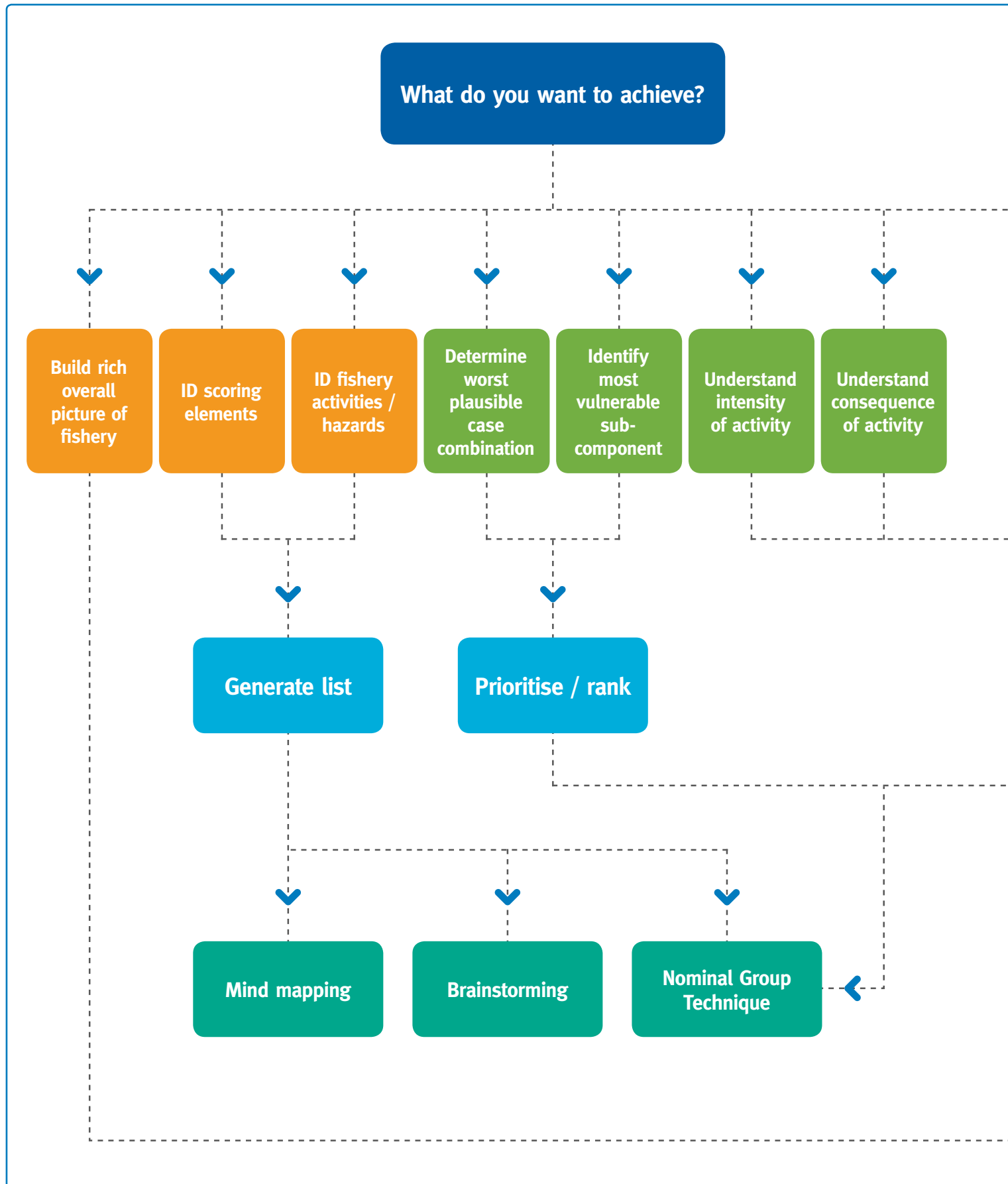
The Decision Tree on the following page identifies the process that is associated with each of these steps and the range of Participatory Methods that might be used to undertake the process.

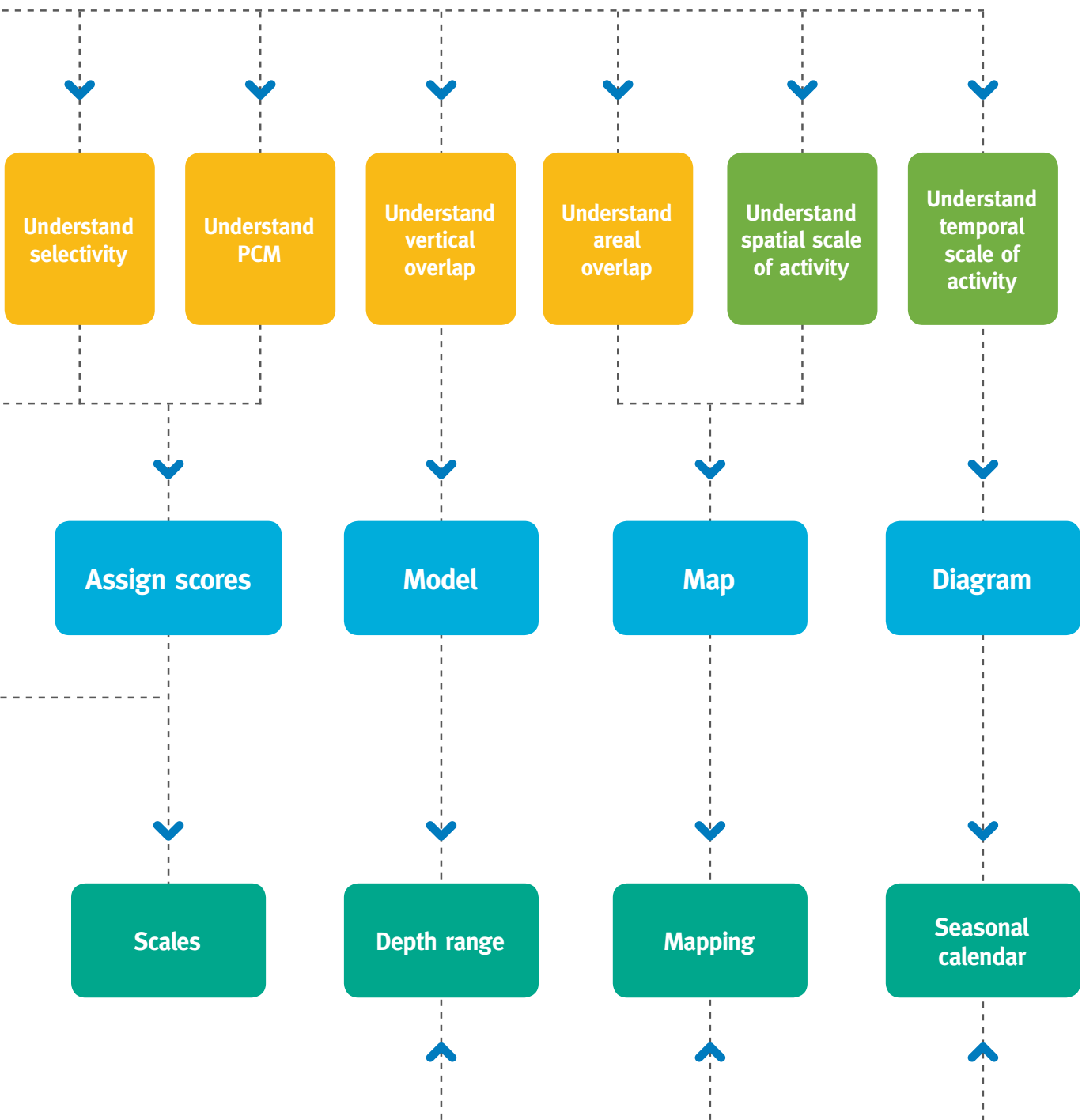
The tree should be used to help you decide which method to use as part of your stakeholder engagement.

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The Decision Tree





5. Tools

The following section outlines each of the Participatory Methods that you might apply as part of the RBF consultation process.

Each tool is presented in the same format:

- Why: Why you might choose this tool for a particular RBF stage
- When: When the circumstance might best suit this tool
- What: What materials you need to successfully implement the tool
- How: How to apply the tool in practice

The toolbox has been set up so that you can pull a particular tool methodology out and keep it as reference during your consultations.

5.1 Opening

WHEN:

In all stakeholder meetings

WHY:

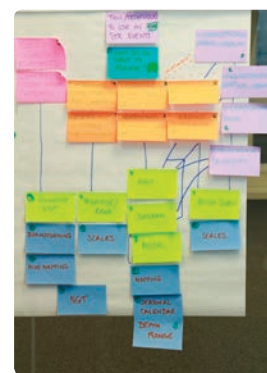
To open a meeting in a culturally appropriate way, to help you understand participants' expectations and to introduce participants to one another.

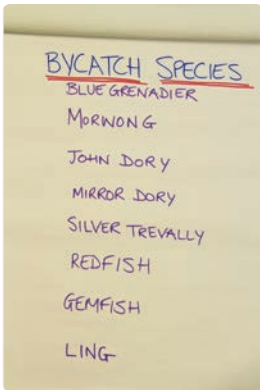
WHAT:

- Post-it notes or cards
- Flipchart paper
- Coloured marker pens

HOW:

1. Consider cultural situation of the fishery and appropriateness of opening statement
2. Allow opportunity for stakeholders to contribute to opening, perhaps via opening ritual, blessing etc.
3. Procedure that brings the group together in expressing their expectations or hopes for the meeting or workshop. This will help you understand who is in the room, the various perspectives they bring and how they express them initially. It also serves to introduce participants to one another
4. Distribute post-it notes or cards to each participant and ask them to express their expectations for the meeting in two ways – what they bring (or give) to the event (in terms of their experience, skills, knowledge) and what they would like to take away (or get) from the event (such as a better understanding of impacts, or an appreciation of others' perspectives about the fishery). Have participants write those down on the post-it or cards. Give them 5 minutes or so to do this
5. Invite people to share their 'bring' / 'takeaways' or 'gives' / 'gets' by introducing themselves and telling the group what they've written on their card
6. Collect the cards or post-its and place on flipcharts headed appropriately (see picture)
7. If you think it appropriate, cluster like expectations with like
8. Consider privacy of stakeholders as they may not all be willing to share their thoughts, but always allowing the opportunity to engage





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5.2 Thought Showering

WHEN:

- Identify fishery activities
- Identify scoring elements
- Identify hazards

WHY:

To generate lists, to build a richer picture of the fishery, including collecting and cataloguing information about informal or traditional management approaches.

WHAT:

- Flipchart paper
- Coloured marker pens
- Printouts/hand-outs of pre-prepared lists
- Computer and projector (if appropriate to context)

HOW:

1. Distribute existing species, or habitat, or ecosystem, or activity / hazard, or management lists to each person (or project on screen)
2. Choose whether to thought shower as a single large group, or divide into groups of four or five (some people may work better in smaller sized groups, depending on their levels of confidence or the cultural context in which they exist)
3. Take each list in turn
4. Anyone who has something to add to a list, simply call it out, no judgement or discussion by others (you will be able to sort things out in subsequent ranking/prioritising session)
5. Facilitator (if in one large group) records additions on a master list (on flipchart or computer projection). Alternatively, nominated person from each group records additions in a group list
6. Ensure everyone who wants to contribute has had an opportunity to do so
7. If appropriate, groups report back – a single person calls out additions, facilitator adds to master list. Each group takes it in turn to add only new items to the list (no need to repeat what others have already contributed).

5. Tools *continued*

5.3 Mind Mapping

WHEN:

- Identify fishery activities
- Identify scoring elements
- Identify hazards

WHY:

To generate lists, to build a richer picture of the fishery, including collecting and cataloguing information about informal or traditional management approaches.

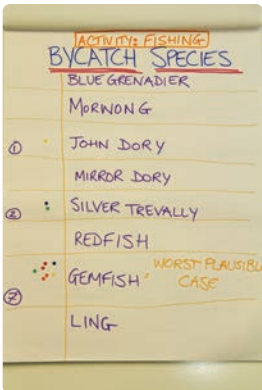
WHAT:

- Flipchart paper
- Coloured marker pens
- Sticky dots
- Computer & projector (if appropriate to context)
- Mind mapping software (if available)
- Computer and projector (if appropriate to context)

HOW:

1. The aim is to create a visually structured list of associated, non-linear elements – a mind map that clusters the participants' ideas and contributions into lists of species, habitats, ecosystems, and activities with their associated hazards, or relevant management approaches
2. It is recommended this activity be conducted in one large group rather than multiple small groups because of the challenge and complexity of reconciling multiple mind maps
3. Tape two pieces of flipchart paper together to form a single large canvas upon which you can draw or 'map' a visually structured list of non-linearly related elements
4. Take each list in turn. Write the specific topic (e.g. Target Species; or Habitats; etc.) in a circle in the middle of the flipchart paper
5. Invite those who have something to contribute to the mind map to call out their ideas in turn. As each person calls out, ask where their idea should be placed on the mind map, record their ideas and draw line(s) connecting them with associated clusters of information – this will ensure that ideas are clustered or associated in ways that participants understand. Do not engage in lengthy discussion about what should be associated with what – the aim is to simply allow the process to generate associations in people's minds
6. Be creative, draw pictures or figures to help cluster the contributions into associated clusters, or use different coloured markers or draw lines between clusters to reaffirm classifications or associations
7. Build as complete a picture as possible by encouraging and inviting quieter participants to add their ideas
8. People's ideas can be transcribed into linear lists for ranking or prioritising, or people can be invited to rank and prioritise elements listed on the mind map itself by sticking sticky dots by the most important (e.g., most vulnerable species or habitat) or marking the items in some other way to indicate rank or priority





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5.4 Nominal Group Technique (NGT)

WHEN:

- Determine “worst plausible case” scenario
- Understand intensity
- Identify most vulnerable subcomponent
- Understand consequence
- Understand selectivity
- Understand Post-Capture Mortality

WHAT:

- Partial or full pre-prepared lists
- Flipchart paper taped/tacked to a surface to create a landscape oriented ‘canvas’
- Coloured marker pens
- Writing paper & pens
- Sticky dots
- Computer & projector (if appropriate to context)

HOW:

1. If you need to generate additions to a partial list, give a copy of each list to every participant
2. Take each list in turn. Give participants a few minutes to silently review the list and write down any additions they want to make
3. Conduct a round robin: ask participants, in turn, to contribute ONE idea each without repeating duplications. Leaving a 15cm space for a column on the left hand side of the flipchart, record each idea – one line per idea, leaving a 2 cm space between each line
4. Whether you have a partial or already have a full list, transcribe information onto flipcharts (if feasible) – one line per idea, leaving a 15cm space for a column on the left side of the flip
5. Using a different coloured marker, transform the list into a table by drawing thick horizontal lines between each idea from one side of the flipchart paper to the other, and a thick vertical line creating a blank column on the left side of the flipchart (see picture overleaf)
6. Provide each participant with a coloured marker pen, or sticky dots, or other means of making marks on the flipchart
7. To rank or prioritise (e.g., ‘most vulnerable’) allocate each person the same number of ‘votes’ and ask them to go to the flipchart to cast their vote(s) in the blank column on the left side of the flipchart – use dots or marks to indicate their ‘most vulnerable’. You have a choice about how many votes (dots) to allocate, some people may feel constrained by having only one vote, perhaps they can vote for their ‘top’ three (it may help the process)
8. Tally up the votes to determine the ranking (or priority etc.). Write the number of votes/marks by each item. If necessary, repeat voting with a reduced list of ‘highest’ ranked items
9. Transcribe the relevant information and results (e.g., worst plausible case scenarios) into the appropriate SICA scoring template
10. Record this process, the discussion and the eventual rationale for choosing the worst plausible case scenario(s)
11. People’s ideas can be transcribed into linear lists for ranking or prioritising, or people can be invited to rank and prioritise elements listed on the mind map itself by sticking sticky dots by the most important (e.g., most vulnerable species or habitat) or marking the items in some other way to indicate rank or priority

5. Tools *continued*

5.5 Depth Range

WHEN:

Understand vertical overlap.

WHY:

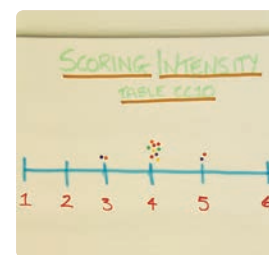
To create a model or diagram of the depth range of the fishery.

WHAT:

- Flipchart paper on which participants can draw
- Coloured marker pens
- Computer & projector (if appropriate to context)

HOW:

1. Give each group a piece of flipchart paper and a selection of coloured markers
2. If appropriate, and to accomplish the task in a reasonable timeframe, assign each group a species/stock assemblage or an area of the fishery or some other sub-division. Alternatively, have each group work on the same assemblages / areas / fishing gear / etc. Clearly indicate at the top of each flipchart which assemblage / area / gear / etc.
3. Down the left and right hand sides draw long lines almost the length of the paper, leaving enough room to include a Legend or Key at the bottom of the paper. Mark depth intervals as appropriate to the fishery. For example, 10 metres, 100 metres, 250 metres and so on
4. Decide upon a Colour Code for the species or stocks to be included on the flipchart – record this at the bottom of the flipchart
5. Working through a list relevant to the sub-division, ask participants to draw a line representing the depth range in which the relevant fishing gear is deployed
6. Then ask participants to draw lines (using the Colour Code) that represent the depth range of the species/stocks in the given area or the fishery (whichever is appropriate to the sub-division chosen for that group)
7. Determine (estimate) the percentage of vertical overlap between the species/stock and the gear
8. If necessary, allow discussion among participants before reaching their decisions about how to mark up the depth range
9. Continue until the chart is filled or all variables have an estimate of depth range and vertical overlap



5.6 Mapping

WHEN:

- Understand spatial scale
- Understand areal overlap

WHY:

To map information on fishing activities with their associated hazards in relation to habitats or ecosystems, or map information on resource distribution in relation to fishing activities, to map and illustrate fishing grounds, breeding or nursery areas, distribution of resources and habitats, or to map traditional or informal spatial management arrangements.

WHAT:

- Partial or full lists of resources, habitats, activities, management
- Nautical or bathymetric charts at the most appropriate scale for the fishery or participants
- Clear acetate or flipchart paper on which participants can draw
- Coloured marker pens appropriate to writing surface, sticky dots
- Masking tape, sticky tack
- Images of habitat (hard copy or digital)
- Computer & projector (if appropriate to context) with relevant maps and data, GIS software
- Camera or camera phone

HOW:

1. Prepare materials so you can start with the most comprehensive possible list of species or habitats or ecosystems, and/or activities and hazards. If asking stakeholders to draw from 'blank' sheets rather than pre-prepared maps, use a nautical chart to orient the map in relation to points of the compass – draw compass points on the paper and draw bathymetric contours or coastal features to provide participants with reference points they recognise
2. Divide stakeholders into groups of four or five and provide each group with either blank flipchart paper or a pre-printed nautical or bathymetric chart of the relevant area, along with a sheet of clear acetate (transparency slide) big enough to cover the map. If relevant, lightly pin or tape the acetate to the pre-printed chart (so they can easily be separated). Draw compass points on each acetate to ensure the correct orientation on the base map and to enable multiple acetates to be layered at the end of the process to create one single map
3. Agree upon a Legend Key for markings (see hand-drawn map overleaf), or a Colour Code for the sticky dots – assigning a colour for activities, or species or habitat types. Create a picture of the Legend Key or Colour Code on a flipchart that can easily be seen by everyone
4. Assign each group a specific task at a specific 'station' in the room. For example, if doing habitat mapping in a fishery that operates in inshore, continental shelf and continental slope areas, assign each area to a unique station and assign a group to work on information relating to that area
5. Ask each group to discuss and make marks (or place dots) according to the to indicate where things occur in relation to the information being sought, where key features are located using the Substrate, Geomorphology, Biota (Flora/Fauna) categories used in the RBF

5. Tools *continued*

5.6 Mapping *continued*

HOW:

6. Use habitat imagery, if available and appropriate to the task you are asking people to undertake – ask participants to stick pictures of habitat types on the maps (instead of some other marking or dots)
7. After an appropriate amount of time, ask the groups to rotate to the next station. Ask one person to stay behind at each map to explain to the incoming group what they are looking at. The incoming group adds their contributions to the map using the same Legend Key or Colour Code
8. Rotate to the next station, one person stays behind to explain, and so on
9. When each group has contributed at each station, conduct a ‘Gallery Showing’ – The whole group gathers at each station and have one stakeholder point out the main features of the map. Discuss further if necessary. Whole group moves to the next station, and so on
10. To compile acetates into a single map, layer them one on top of the other, with the original bathymetric or nautical map underneath, ensuring that compass or other orienting marks line up
11. Photograph the results for the record. If relevant and possible, transfer the ‘data’ collected into appropriate GIS software and project on screen for participants to see
12. The number of stations will depend on the subject matter and the number of participants. Use common sense to determine how many stations will yield valuable results without compromising the amount of time spent on the activity – e.g., four or five stations would be about the maximum. Similarly, conducting a maximum of two or three mapping activities should leave enough time to do the other things necessary in an RBF assessment



Uditium exped
moluptaque volor aut
pore suntio. Intiis as
eum vallis sintotam
quiatum fugit as

5.7 Seasonal Calendar

WHEN:

Understand temporal scale.

WHY:

To create a diagram of the temporal scale of the fishery from an ecological perspective, and to record when any relevant informal or traditional management approaches may be applied in the fishery.

WHAT:

- Flipchart paper on which participants can draw
- Coloured marker pens
- Masking tape, sticky tack
- Computer & projector (if appropriate to context)

HOW:

1. Create a calendar template by taping together two or three pieces of flipchart paper, end to end (landscape orientation), mark out the months of the year across the top of the flipchart papers, list the elements (e.g., retained or bycatch species or fishing methods) down the left side of the flipchart
2. Decide upon a Colour Code or Legend Key for agreed attributes, such as green arrows for catch season, blue squares for spawning, red stars for main catch season, brown boxes for method 1, orange dots for closures or restricted months, and so on – record this on the right side of the flipchart
3. Working down the list, ask people to call out the seasons in months for each attribute, Colour Code each relevant month to create a picture of the times of the year that are significant to the fishery and are relevant to assessing the risk the fishery poses to each element or component being assessed
4. If necessary, allow discussion among participants before reaching a decision about how to mark up the calendar
5. Alternatively, draw a large circle on your flipchart, divide the circle into 12 evenly sized wedge shapes, assign each wedge a month (around the outside of the circle)
6. Decide upon a Legend Key using symbols to represent species, life cycles, fishing method, etc
7. Working down a list of species or habitats, place the relevant symbol in the wedge for that month. Arrange symmetrically so you can see at a glance what the cycles (seasons) represent and for how long they last
8. Questions for participants should begin with “When”. For example, when do you encounter X species? When do you fish in Y habitat? When do you use Z gear? If there are important life cycle stages for X species, that relate to fishery impacts, when are they? When do you impose management restrictions?

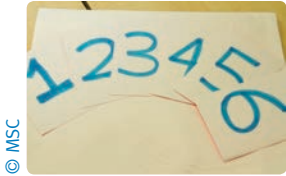
5. Tools *continued*

Seasonal calendar continued:

Attribute / Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Mullet gill net fishing	↔			↔									↔
Mullet spawning									♥	♥	♥		
Silver mackerel gill net migration							↔						
Silver mackerel migration	🐟	🐟	🐟	🐟	🐟	🐟	🐟					🐟	
Shellfish collection	↔												
Trap fishing in Northern fishing grounds			🏠	🏠	🏠	🏠	🏠	🏠	🏠	🏠	🏠	🏠	
Trap fishing in Southern fishing grounds	🏠	🏠	🏠	🏠	🏠							🏠	
Etc													



The Vietnam Ben Tre clam hand-gathered fishery was certified in November 2009.



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5.8 Scales

WHEN:

- Determine ‘worst plausible case’ scenario
- Understand intensity
- Identify most vulnerable subcomponent
- Understand consequence
- Understand selectivity
- Understand Post-Capture Mortality

WHY:

To choose an option from within a suite of options or assign a rating on a numeric scale.

WHAT:

- Flipchart paper, coloured marker pens, sticky dots OR;
- White board, whiteboard pens, magnets OR;
- Masking tape OR;
- Index cards, each one with a single number clearly marked (1 to 6), create enough for one set of cards for each person OR;
- Computer

HOW:

1. Draw a line across the flipchart paper and mark out the numerical intervals relevant to the SICA or PSA Step to be scored; OR
2. Draw boxes across the whiteboard for each variable to be scored; OR
3. Use masking tape to mark out a large scale on the floor (or use a stick to draw a scale in the sand or dirt), including the intervals relevant to the step to be scored; OR
4. Distribute a set of six index cards marked 1, 2, 3, 4, 5 or 6 clearly in large symbols to each participant
5. Ask participants to assign a score or number value to the variable being scored – if using a flipchart, invite participants to come to the flipchart and stick a dot or make a cross (x) on the number corresponding to their score; if using a whiteboard, ask participants to make their mark with a whiteboard pen or place a magnet against their score; if using a taped scale on the ground or floor, ask participants to place an object (a pebble, a shell) on their score or go and stand at the number representing their score; or ask participants to hold up the card with the number that represents their score
6. Tally the total number of ‘votes’ for each score. Record the results for your records
7. If there are outliers, ask people to share the reasons why they scored so differently to the majority. Record the reasons. Ask some from the majority to share their reasons. Some may choose to change their scores - others may have legitimate reasons that may impact upon your assessment team scores. Record the discussion for later reference by the assessment team
8. Record all scores on RBF templates on the computer
9. Repeat procedure for each relevant Step in the RBF
10. If people are self-conscious, you could conduct a secret ballot by asking each person to write their score on slip of paper, collect the scores and tally the results, post the data on a flipchart, record results for your records

6. Responsibility

Throughout the stakeholder consultation process, you have responsibilities to ensure that consultation has been planned for, conducted in and followed-up in a transparent and open manner.

Facilitation

It is your responsibility to ensure that participants have been able to contribute their knowledge and express opinions in a safe and comfortable environment.

a. Ground rules

As a facilitator, you might choose to engage the group in establishing some ground rules for how to conduct the day. The three 'Rs' might be a good place to start:

- **Respect** – for each other, listening and only one person speaking at a time, not leaving the room while someone is speaking, turning off mobile phones, not checking e-mails etc.
- **Responsibility** – for sharing appropriately and with integrity, sticking to the agenda and timings for sessions, not being late etc.
- **Risk** – making sure everyone understands that it is okay to have different opinions, and everyone should be allowed to speak freely

The group might develop their own rules for how to conduct the day, and depending on the cultural situation.

b. Dealing with conflict

The ultimate goal of the stakeholder engagement is for you, as the assessment team, to make a decision about how to score the fishery based on the different stakeholder opinions. Whilst it would be beneficial to reach consensus among stakeholders, it is likely that conflict will result in some situations. You are not required to reach consensus between the stakeholders, rather are required to be able to deal with the range of opinions and use your own expert judgement to reach a conclusion.

These tools aim to offer you means of allowing divergent opinions to be shared, and you should explore the reasons behind the different viewpoints. It may be possible for stakeholder to develop a deeper understanding of the

fishery based on different stakeholders' opinions, and change their mind, but if you need to make sure that you understand why stakeholders have their opinion and use the information accordingly in the assessment.

Transparency

It might be difficult to reach a final conclusion about how the fishery will be scored within the meetings themselves, especially if divergent opinions are present amongst stakeholders. Your final decision may be influenced by other information made known after the stakeholder meetings, or by meetings held following your meetings with particular stakeholders. Your decision on how to score the fishery should be precautionary where you are unsure or unable to produce a robust rationale for your decision. However you reach your decision, you need to communicate this with stakeholders. For those that have been engaged in the RBF process, it may be appropriate to communicate your decision before the assessment report is published so that stakeholders are clear as to how their information has been used.

Reporting

As part of your engagement, stakeholder interactions need to be recorded and reported on in the assessment reports. As well as notes, minutes and written submissions you should consider including photographs showing your participation following the employment of techniques. Also, your efforts into planning for effective engagement should be included.

Given that the rationales for the RBF scores will be informed by qualitative information, this needs to be properly described in the rationales with detail of the sources of information and how you reached your final conclusion.



7. Further information on Participatory Techniques

MSC

Scheme Documents
www.msc.org/documents/scheme-documents

Staff Contacts

www.msc.org/about-us/offices-staff/msc-staff/corporate

Sources on Methods

- Brown, J. and D. Isaacs (2005) *The World Café: Shaping Our Futures Through Conversations That Matter*. San Francisco: Berrett-Koehler Publishers, Inc. 242pp.
- Buzan, T. (2005) *The Ultimate Book of Mind Maps*. London: Thorsons. 256pp.
- Chambers, R. (2002) *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities*. London: Earthscan. 220pp.
- Highmore Sims, N. (2006) *How to Run a Great Workshop*. Harlow: Pearson Education. 195pp.
- Kaner, S. and L. Lind, C. Toldi, S. Fisk, D. Berger (2007) *Facilitator's Guide to Participatory Decision-Making*. 2nd Edition. San Francisco: Jossey Bass. 341pp.
- Rogers, J. (2010) *Facilitating Groups: Getting the Best Out of a Group*. Maidenhead: Open University Press, Magraw-Hill Education. 191pp.
- UNAIDS (2010) An Introduction to Triangulation. UNAIDS Monitoring and Evaluation Fundamentals Series. 80pp.
www.unaids.org/en/media/unaids/contentassets/documents/document/2010/10_4-Intro-to-triangulation-MEF.pdf

Software tools

Think Buzan's iMindmap
www.thinkbuzan.com/uk/products/imindmap

Mindjet – Mind-mapping / brainstorming
www.mindjet.com/sem/static/brainstorm-uk/?lang=en_UK&source=SEM&gclid=CMb_qMq_hbMCFaTJtAodVTYA1w

SeaSketch – Mapping
www.seasketch.org

This Toolbox should be used as a starting block on how to undertake effective stakeholder engagement. We are expecting this to be built on, by you, as experienced MSC assessment team members and facilitators. This Toolbox will be evolving, and we would like to hear from you with your positive and less positive experiences of stakeholder engagement in MSC fishery assessments. Please send your feedback to standards@msc.org

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