



13th SPC Heads of Fisheries Meeting

1–4 June 2021 – Virtual meeting



Original: English

Background Paper 4

Evaluation of capacity development efforts at FAME

[Draft final report, 27 May 2021]

FAME Secretariat



EVALUATION OF CAPACITY DEVELOPMENT EFFORTS AT FAME

Draft Final Report

27 May 2021



ALLEN+CLARKE

ABOUT ALLEN + CLARKE

Allen + Clarke is a consultancy firm based in Wellington, New Zealand and Melbourne, Australia. We specialise in policy and programme development and implementation, research and evaluation, business change, operational management and risk, and secretariat and programme support services. A key component of our work is undertaking reviews and developing and implementing policies that improve the outcomes for the public. Founded in 2001, the company is owned and managed by senior staff and has a team of approximately sixty other practitioners, analysts, and project support staff. Our company works extensively for a range of government agencies in New Zealand, and international clients and non-government organisations in the Pacific and Asia. More information about our work can be found on our website: www.allenandclarke.co.nz.

THE EVALUATION TEAM

This evaluation was undertaken by Danny Eyre from *Allen + Clarke* and Bruce Chapman, an independent fisheries expert. Erika Langham of *Allen + Clarke* also provided data analysis support.

ACKNOWLEDGEMENTS

Allen + Clarke is grateful to the evaluation participants who completed the survey and made themselves available for interviews, many at short notice and during a busy time of year. Your experiences and ideas shared were invaluable to the evaluation process. We are thankful to the FAME staff for their time, insights and experience.

Allen + Clarke has been independently certified as compliant with ISO9001:2015 Quality Management Systems



Quality
ISO 9001

Cover photo by Arnie Papp, CC BY 2.0,
<https://www.flickr.com/photos/apapp/albums/72157664888680830>

CONTENTS

ABOUT ALLEN + CLARKE	I
GLOSSARY	III
LIST OF TABLES	IV
LIST OF FIGURES	IV
1. EXECUTIVE SUMMARY	1
PART I: EVALUATION OVERVIEW	
2. INTRODUCTION	5
3. FAME’S APPROACH TO CAPACITY DEVELOPMENT	6
4. EVALUATION PURPOSE, OBJECTIVES AND SCOPE	9
5. EVALUATION APPROACH AND METHODOLOGY	2
PART II: EVALUATION FINDINGS	
6. RELEVANCE	14
7. EFFECTIVENESS	19
8. EFFICIENCY	23
9. IMPACT	28
10. SUSTAINABILITY	32
11. GENDER AND SOCIAL INCLUSION	35
12. ADAPTING TO COVID-19	39
PART III: EVALUATION CONCLUSIONS	
13. CHALLENGES AND OPPORTUNITIES	43
14. CONCLUSIONS	46
15. RECOMMENDATIONS	49
REFERENCES	54
APPENDIX I: KEY EVALUATION QUESTIONS	I
APPENDIX II: FAME TRAINING CATEGORIES, 2016-2020	IV
APPENDIX III: SURVEY RESULTS AND GRAPHS	VI

GLOSSARY

AQ	Aquaculture section (CFAP)
CBFM	Community-based Fisheries Management section (CFAP)
CFAP	Coastal Fisheries and Aquaculture Programme (prior to 2021, this was known as CFP)
CFSM	Coastal Fisheries Science and Management section (CFAP)
DAC	Development Assistance Committee
DEVCO	European Union Directorate-General for International Cooperation and Development
DM	Data Management section (OFP)
EQAP	Educational Quality and Assessment Programme (SPC)
FAD	Fish-aggregating devices
FAME	Division of Fisheries, Aquaculture and Marine Ecosystems
FEMA	Fisheries and Ecosystems Monitoring and Analysis section (OFP)
FFA	Forum Fisheries Agency
HOF	Head of Fisheries meeting
HRSD	Human Rights and Social Development Division (SPC)
KEQ	Key Evaluation Question
MCS	Monitoring, Control and Surveillance
MEL	Monitoring, Evaluation and Learning section (FAME)
MFAT	New Zealand Ministry of Foreign Affairs and Trade
NFDS	Nearshore Fisheries Development section (CFAP)
OECD	Organisation for Economic Cooperation and Development
OFP	Oceanic Fisheries Programme
PEUMP	Pacific-European Union Marine Partnership
PFTP	Pacific Fisheries Training Programme
PICTs	Pacific Island Countries and Territories
PIFP	Pacific Islands Fisheries Professionals
PIRFO	Pacific Islands Regional Fisheries Observer programme
SAM	Stock Assessment and Modelling section (OFP)
SAW	Stock Assessment Workshop
SPC	Pacific Community
TAFE	Technical and Further Education institutions
TDW	Tuna Data Workshop
USP	University of the South Pacific
WCPFC	Western and Central Pacific Fisheries Commission

LIST OF TABLES

Table 1: Capacity development statistics by methodology, 2016-2020	4
Table 2: Stakeholder interviews	9
Table 3: FAME CSFM section training, 2016-2020	12
Table 4: FAME SAM section training, 2016-2020	13
Table 5: Costs for different capacity building modes (illustrative, USD)	21
Table 6: Regional Personnel trained by FAME, 2016-2020	22
Table 7: PIFP participation	24
Table 8: Training profile of selected individuals, 2016-2020	30
Table 9: Participant gender ration by section, 2016-2020	23

LIST OF FIGURES

Figure 1: Evaluation overview	7
Figure 2: Survey participants by sub-region	8
Figure 3: Survey results on Reaction	14
Figure 4: Survey results on Learning	16
Figure 5: Survey results on Behaviour	25
Figure 6: Survey results on Results	26
Figure 7: Survey results on gender and social inclusion	33
Figure 8: Online training was successful during COVID-19	37
Figure 9: Survey participants' access to internet	38
Figure 10: After COVID-19, FAME should prioritise online training	39
Figure 11: After COVID-19, FAME should prioritise face-to-face training in our country	39

1. EXECUTIVE SUMMARY

The Division of Fisheries, Aquaculture and Marine Ecosystems (FAME) of the Pacific Community (SPC) provides specialist expertise and technical assistance to support fisheries management and sustainable development in the Pacific.

As part of FAME's work for the 22 Pacific Island Countries and Territories (PICTs) in the region, it supports capacity development in fisheries and aquaculture.

This support is very broad. It encompasses both coastal and oceanic fisheries; it provides a combination of set-piece, annual regional training and needs-specific in-country support; and the people it supports range from community members, government officials, up to sectors' leaders.

FAME provides its capacity development across three main delivery modalities:

- experiential workplace-based attachments and training
- formal training
- other non-accredited training and mentoring.

This report presents the findings of the first FAME-wide evaluation of its capacity development support. FAME commissioned *Allen + Clarke* to undertake the evaluation from November 2020-May 2021. It primarily focuses on the period 2016-2020, which is covered by the current FAME Business Plan.

Given COVID-19 has impacted how FAME delivers capacity development, the evaluation also considers what lessons can be gleaned from this experience and applied in the future.

1.1. Evaluation purpose and methods

The evaluation took a future-focused approach with recommendations to inform the next five-year Business Plan and improve FAME's capacity development support. The overall purpose of the evaluation is to:

- investigate FAME's capacity development approaches, including its internal and external processes and systems, in responding to PICTs' capacity development needs, aspirations, and priorities
- capture lessons learned and provide information on the nature, extent and, where possible, the potential impact and sustainability of FAME capacity development.

The evaluation used a mixed-methods approach, combining data and insights from interviews with key stakeholders, an online survey for training participants, and analysis of programme design, implementation and review documents and the FAME Results Dashboard.

The report's findings focus on six key themes:

- relevance
- effectiveness
- efficiency
- impact
- sustainability
- gender and social inclusion.

1.2. Evaluation conclusions

The consistent theme throughout this evaluation is that FAME's capacity development enjoys the support and appreciation of PICTs and training participants across the Pacific.

Participants across each training modality, and in the offshore, coastal and aquaculture areas, highly valued FAME capacity development, including as a vehicle for career progression.

Our findings and recommendations sit within the context of FAME being considered by its key stakeholders as a relevant, effective and impactful provider of capacity development.

Just as capacity development needs change and evolve, there is also room for FAME to change and evolve its approaches to delivering and tracking its capacity development support.

The key themes raised through this evaluation were:

Relevance: The mix of regular, ongoing courses and bespoke support is a pragmatic way to manage the tension between supporting a common, regional fisheries at the same time as a national, diverse inshore fisheries.

Effectiveness and impact: Participants rated highly the effectiveness of FAME capacity development. There are also opportunities to improve both the teaching ability of training staff as well as the accountability of participants, in a way that would improve the broader impact on organisations. FAME also faces some constraints in this area from the way that participants are nominated for some courses.

Efficiency and sustainability: The efficiency and sustainability of FAME's capacity development must be considered in

the context of consisting largely of donor-funded programmes and projects.

Within individual programmes and projects, this evaluation found that FAME staff are generally mindful of seeking best value for their interventions.

There is potential for greater efficiencies across FAME by greater coordination between sections. The step-change toward greater online training and materials also provides an opportunity for FAME to rationalise some of its travel to focus on where face-to-face capacity development provides particular value.

Gender and social inclusion: During 2016-2020, FAME has made progress in mainstreaming gender equity and social inclusion in its capacity development support. It has produced – and updated – resources such as the *Pacific Handbook for Gender Equality and Social Inclusion*, and there is some evidence of FAME staff, including non-experts in gender mainstreaming using these resources.

In 2017, FAME invited the Human Rights and Social Development Division to do a gender stocktake of its capacity development. FAME has begun implementing its recommendations although further work remains.

Under the Pacific-European Union Marine Partnership, FAME have added a gender mainstreaming expert, leading to both improvements in both programming and upskilling of other staff.

Across all FAME sections, only 29% of participants were women in the period from 2016-2020. There is also significant variance on gender inclusion between the FAME section that delivers the capacity development. Some sections had less than 10% women among its participants.

For some sections, this may reflect the composition of some areas of the fishing.

With the growing appreciation of the important roles that women in all aspects of fisheries, however, this representation means that even where outcomes from capacity development courses benefitted the women involved, there are still too few women that experience this opportunity.

It is difficult to draw conclusions on the outcomes of FAME capacity development for people of vulnerable groups, such as disabled people. There is limited data on these groups' participation, including from the evaluation survey.

COVID-19: FAME's capacity development model has largely been predicated on international travel. With COVID-19 extinguishing this avenue, FAME pivoted quickly to providing what training it could online. The overall number of courses and participants inevitably dropped, but some of the key annual fixtures were able to continue virtually.

Many FAME staff considered that COVID-19 accelerated the move to more online training and support; and that this should continue in the future. This was supported by views from other stakeholders that online capacity development will have a greater role even once international travel resumes. There was still a strong desire, however, for this to be supplemented with in-country support.

1.3. Recommendations

Recognising that much of FAME's capacity building is working well, we propose a suite of changes aimed at improving FAME's delivery and outcomes at national level.

Relevance

The evaluation recommends that FAME:

- 1. Continue providing capacity development with a mix of annual courses and responsiveness to country needs.**

While responsiveness introduces a range of challenges, including for planning and efficient use of resources, it is highly valued by PICTs and considered an integral part of FAME's overall value proposition.

- 2. Work in close partnership with Members, especially in relation to coastal fisheries**

The diversity of SPC's membership means that PICTs have differing levels of capacity and development. The character of training needs to recognise this and be tailored to meet the needs of specific local circumstances. This may mean, for example, focus on in-country group training, and bringing in specialist expertise where FAME lacks the relevant skills. In some instances, sub-regional level training may be appropriate, where common issues are being faced.

- 3. Use regional frameworks for longer term planning**

Recognising that there are multiple drivers for FAME's work, it should make greater use of regional frameworks and strategies to guide its medium-term planning. This, blended with FAME's regional knowledge, would enable it to extend the planned time horizon for scheduling support at national level, and identify future skills required in house to meet these needs (e.g. through donor support).

Effectiveness and impact

The evaluation recommends that FAME:

- 4. Enhance the monitoring and evaluation framework**

Section 13 proposes a set of enhancements to FAME's practice in Monitoring, Evaluation and Learning. This involves identifying clearer objectives for specific capacity building activities, improved tracking over time (database), and greater feedback loops to improve delivery.

5. Approach 'training' as a specialist skill

The review found that the quality of training / trainers made a significant difference to participants' experience and learning outcomes. FAME should recognise this and provide training for its staff (especially new staff) to improve presentation and communication skills in a Pacific Island context.

6. Review its privacy policy, and ensure it is understood by staff and implemented consistently

This should include anonymising the personal data currently available on the FAME Results Dashboard.

The role of PICTs

Recognising that SPC members can assist with improving effectiveness, the evaluation also recommends that SPC Members:

7. Focus on trainee selection and feedback

Home government managers of training participants should ensure that staff are selected for training that matches their role, experience and potential career path. Clear expectations of trainees should be set ahead of courses and steps taken to enhance accountability. This could be achieved through mechanisms such as requiring presentations upon returning to the workplace.

Efficiency and sustainability

The evaluation recommends that FAME:

8. Increase the focus on cost-effectiveness

The costs of training, on a per person basis, vary significantly under different modes of delivery. We encourage FAME to apply some formal consideration of relative costs of different methodologies in designing capacity development programmes, while also seeking the best training outcomes.

COVID-19 has shown the cost savings possible with remote technologies, as well as providing clearer signals about what works remotely, and where there are clear benefits from working face-to-face.

9. Build on experience with on-line training

As an opportunity to improve efficiency and effectiveness, FAME should consider providing more refresher courses online. This can be a time-efficient way to keep skills current.

10. Enhance intra-FAME coordination

FAME should also enhance communication across its two programmes and respective sections, so that staff have a greater awareness of each other's work and schedule. This need has been increased due to expanded on-line training, which can lead to different programmes/staff simultaneously scheduling virtual events with the same in-country staff or teams.

11. Increasingly partner with other providers

FAME should explore opportunities to partner more with local (national) institutions, including educational institutions and NGOs. This can be cost effective where further enhancing local capacity in the sector.

12. Heighten intra-Pacific cooperation

FAME should actively seek opportunities to support or broker intra-Pacific cooperation in training and capacity development.

Gender and social inclusion

The evaluation recommends that FAME:

13. Continue to implement the recommendations of the FAME Gender stocktake

Building off the work of the Human Rights and Social Development Division and progress made to date, FAME should continue to implement the

recommendations of the FAME Gender stocktake.

As part of this, recruiting a social scientist would be valuable for improving gender analysis as well as enabling wider understanding of the effectiveness and impact of FAME's other programmes.

14. Increase participation and outcomes for women, youth and vulnerable groups

Given that less than 30% of participants during the evaluation period were women, FAME should develop strategies to improve gender participation across the board, and especially in those areas with lowest participation rates. To support this, FAME should refresh course materials to ensure they incorporate gender representation and perspectives.

Limited data is gathered by FAME on the inclusion of people of vulnerable groups. In the absence of such data, it is difficult to assess the outcomes for these groups. FAME

should begin collecting such data to fill these gaps and assess whether there are barriers to participation for people of vulnerable groups.

COVID-19

The evaluation recommends that FAME:

15. Build off the COVID-19 step-change

COVID-19 has catalysed a sudden and substantive shift in attitudes and capacity to use online training and resources. To build on this FAME should invest in producing more online materials, videos, and app-based systems. This has the potential to address some challenges of distance, and to improve efficiency and sustainability.

FAME should also explore practical steps to improve engagement for online training, such as sending materials in advance to minimise impacts from internet disruption and working with organisations to ensure access to adequate facilities.



PART I:
EVALUATION OVERVIEW



2. INTRODUCTION

2.1. Overview

The Division of Fisheries, Aquaculture and Marine Ecosystems (FAME) of the Pacific Community (SPC) provides specialist expertise and technical assistance to support fisheries management and sustainable development in the Pacific.

FAME's goal is to ensure "the fisheries resources of the Pacific region are sustainably managed for economic growth, food security and environmental conservation."¹

FAME's Business Plan 2016-2020 sets out divisional objectives, including Objective 6:

Support capacity development in fisheries and aquaculture among Pacific Island countries and territories (PICTs).

The UNDP defines capacity development as "the process through which individuals, organisations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time."²

FAME delivers capacity development to the 22 PICTs primarily through three modalities:

- experiential workplace-based attachments and training
- formal training
- other non-accredited training and mentoring.

These modalities address the needs of individuals who receive training, national organisations that identify specific needs, and the broader Pacific region through workshops addressing common challenges.

FAME's capacity development projects are largely funded by donors, although some are core-funded. Projects are designed in partnership between FAME members, donors, and recipients. FAME's capacity development, therefore, changes over time to reflect donor and PICTs' evolving priorities.

While there have been evaluations of individual FAME projects, and of SPC-wide efforts, there has not been an evaluation of FAME-wide capacity development efforts.

To address this, FAME commissioned *Allen+Clarke* to evaluate its capacity development.

The evaluation ran from November 2020 to June 2021, a period in which COVID-19 continued to affect lives and livelihoods across the Pacific. It, therefore, also assessed how FAME adapted capacity development to the pandemic environment.

The evaluation recommends actions to improve FAME's capacity development, including lessons from the COVID-19 experience that may endure into the future.

2.2. Structure of the report

This report is structured as follows:

- Section 3 details FAME's methodologies
- Sections 4-5 present the evaluation's purpose, scope, and methodology
- Sections 6-12 details the theme findings
- Section 13 details challenges and opportunities to improve
- Section 14 presents overall conclusions
- Section 15 sets out recommendations.

¹ (Division of Fisheries, Aquaculture and Marine Ecosystems, 2019)

² (United Nations Development Programme, 2009)

3. FAME'S APPROACH TO CAPACITY DEVELOPMENT

FAME is structured into two programme areas:

- Oceanic Fisheries Programme (OFP)
- Coastal Fisheries and Aquaculture Programme (CFAP).

The Director's Office supports OFP and CFP through the provision of information management and Monitoring, Evaluation and Learning (MEL) support.

OFP is the region's centre for oceanic fisheries science and information, providing essential data collection, data management and modelling and analysis services to the Pacific.³

The tuna fishery is pelagic and fished commercially. It therefore needs to be managed regionally.

OFP's capacity development tends to address common regional needs, enabling a more standardised approach to its workplan, workshops, and content.

CFAP provides science and technical support to PICTs to enhance the management of coastal fisheries, and the sustainable development of aquaculture and nearshore livelihoods across the region.⁴

Coastal fisheries and aquaculture are diverse, local, and smaller in scale. These resources are managed nationally rather than regionally, and there is significantly more variance in the needs of PICTs.

CFAP's capacity development, therefore, tends to be more bespoke to national circumstance and more varied in its content.

These characteristics affect the shape and design of the projects of OFP and CPAF. Both programmes, however, deliver capacity development through three modalities:

- experiential workplace-based attachments and training
- formal training
- other non-accredited capacity development.

Each modality has strengths and can address different aspects of the process to "obtain, strengthen and maintain the capabilities to set and achieve their own development objectives."⁵

FAME's capacity building over the Business Plan 2016-2020 is presented on the online Results Dashboard. Over this period, it provided capacity building in 205 subjects, for a cumulative 4,691 participants.⁶

Many people are trained in more than one course.

As such, the total number of people trained across this period will be significantly lower. Table 1 presents this data broken down by methodology.

Annex II lists the FAME training categories for the period of the evaluation, drawn from the FAME Results Dashboard.

³ (Division of Fisheries, Aquaculture and Marine Ecosystems, 2019)

⁴ (Division of Fisheries, Aquaculture and Marine Ecosystems, 2019)

⁵ (United Nations Development Programme, 2009)

⁶ (SPC Fisheries, Aquaculture and Marine Ecosystem Division, 2021) Note: the overall dashboard gives 187 subjects, but when aggregated across the three modalities, the total is 205 subjects.

Methodology	Subjects	Participants	Gender ratio (M:F, %)
Workplace attachments	27	84	39:61
Formal training	113	3,536	68:32
Non-accredited training	65	1,071	83:17
Total	205	4,691	71:29

Table 1: Capacity development statistics by methodology, 2016-2020

3.1. Experiential workplace-based attachments and training

Workplace-based attachments and training involve participants working in one of FAME's offices, most commonly in Noumea but sometimes also in Suva (especially for aquaculture).

Short attachments may run from 1 week to a month and are often focused on completing a specific piece of work. For example, drafting a report on field work, a fisheries management plan, or drafting regulation.

Longer attachments include the 1-year Pacific Islands Fisheries Professionals (PIFP) programme, and Pacific Fisheries Training Programme (PFTP).

3.2. Formal training

FAME delivers some formal, **accredited training courses**, in partnership with educational institutes.

For example, the Pacific Islands Regional Fisheries Observer programme (PIRFO) is implemented jointly with the Forum Fisheries Agency (FFA). PIRFO standards are recognised by the Western and Central Pacific Fisheries Commission (WCPFC), so

this course is a pathway to becoming an offshore observer.⁷

For inshore fisheries, SPC and FFA created the Certificate IV in Coastal Fisheries and Aquaculture Compliance, delivered with the University of South Pacific.⁸ FAME also offers leadership training through a consortium including the University of Queensland, which can confer a Graduate Certificate in Leadership.⁹

FAME also provides some micro-credentials with partners.¹⁰

FAME also runs **regional workshops**. Many workshops are annual, such as OFP's Stock Assessment (SAW) and Tuna Data (TDW) workshops, while others are convened for a specific purpose, such as Community-based Fisheries Management (CBFM).

They are considered formal training as, while not accredited, they are structured, have key learning objectives, and often incorporate competency-based testing.¹¹

3.3. Other non-accredited training and mentoring

FAME also provides a variety of other forms of capacity development that does not fit neatly into the earlier delivery modalities.

For instance, as part of its support for data management, FAME provides assistance

⁷ (Pacific Community & Pacific Islands Forum Fisheries Agency, 2019)

⁸ (Pacific Islands Forum Fisheries Agency & Pacific Community, 2020)

⁹ (Pacific Community, 2019b)

¹⁰ (Pacific Community, 2020b)

¹¹ (Pacific Community, 2020b)

through the online Slack platform. This enables daily communication and resolutions of issues, including with an element of capacity development. In the four years it has been operating, more than 400 people have participated in the FAME Slack channel.

Much of FAME's capacity development is also in response to requests from SPC membership for targeted trainings and informal mentorship on specific areas. These requests reflect national circumstances and needs identified by the requesting government.

Many requests are received at the Heads of Fisheries (HOF) meeting (previously biennial, but now annual); some at other

regional meetings; and many are received throughout the year direct from ministries

These requests are very diverse, generating an enormous heterogeneity of support. This can range from one-on-one support on a specific piece of work, to small group training, or tailored support.

Typically, such capacity development is delivered in-country, can be very practical by nature, and highly specific to local circumstances. Examples include installing fish-aggregating devices, beche de mer sampling techniques, and pearl farming.

FAME staff within CFAP estimated there might be 5-10 requests at any one time, which they would try to manage within a rolling 3-6 months' time horizon.

4. EVALUATION PURPOSE, OBJECTIVES AND SCOPE

4.1. Purpose

The purpose of the evaluation is to:

- investigate FAME’s capacity development approaches, including its internal and external processes and systems, in responding to PICTs’ capacity development needs, aspirations, and priorities
- capture lessons learned and provide information on the nature, extent and – where possible – the potential impact and sustainability of FAME capacity development.

4.2. Objectives

The objectives for this evaluation are to assess the extent to which FAME’s capacity development delivers on six key themes:

- relevance
- effectiveness
- efficiency
- impact
- sustainability
- gender and social inclusion.

These themes align with the OECD/DAC Evaluation Criteria, which have been used as a reference point for the evaluation.¹²

Each theme was explored through several Key Evaluation Questions (in Appendix I).

The evaluation assesses the methodologies outlined in Section 3 under each theme.

It also evaluates the mechanisms and processes used by FAME to identify and respond to the specific needs of PICTs,

including prioritisation, resourcing, and linking to country or regional priorities.

The evaluation also considers FAME’s systems and tools for tracking progress and changes from capacity development.

In requesting an evaluation on capacity development in 2019, HOF also called for sought to “better understand reasons behind imbalances by gender and by country / territory”.¹³ This is integrated throughout the evaluation.

Cutting across each of the themes and modalities is an assessment of how FAME adapted to life in the time of COVID-19. In reflecting on this period, the evaluation aims to identify lessons that can be applied once the pandemic has abated and have enduring relevance.

4.3. Scope

The evaluation primarily focuses on the period 2016-2020, as covered by FAME’s current Business Plan. Survey and interview participants were, however, able to offer insights into capacity development prior to this period. Such information has been integrated into the evaluation.

The evaluation assesses FAME’s efforts where capacity development is an explicit intention, whether as a primary objective or as integrated components of projects that may have a different primary objective.

This evaluation focuses on FAME activity where capacity development is an explicit end. It is acknowledged that nearly all FAME activity includes elements of capacity development, incidental capacity development is out of scope.

¹² (OECD/DAC Network on Development Evaluation, 2019)

¹³ (Pacific Community, 2019a)

5. EVALUATION APPROACH AND METHODOLOGY

The evaluation took place over three phases as outlined in Figure 1. It used a mixed-methods approach that gathered data from a document review, an online survey of training participants, and interviews with diverse stakeholders.

The collected data was analysed and integrated to provide coherent, evidence-based findings and recommendations.

5.1. Document review

The evaluation reviewed key documents, including:

- project and programme design documents
- course materials and presentations
- evaluations of specific FAME projects and the SPC-wide evaluation
- FAME annual reports, SPC Strategic Plans and mid-term reviews
- country needs assessments.

5.2. Online survey

FAME training participants were invited to complete an online survey, in English and French, on their experiences.

The survey ran for a month, with two reminders sent. It was hosted on the SurveyMonkey platform.

Participants’ email addresses were compiled from available FAME databases covering 2016-2020. Once duplicates were removed, the survey was sent to 847 people.

The survey was modelled on the Kirkpatrick model of training evaluation, which assesses participants’ experience at four levels:¹⁴

- **Level 1: Reaction:** The degree to which participants found the training favourable, engaging, and relevant to their jobs. We consider this under *Relevance*.
- **Level 2: Learning:** The degree to which participants acquired the intended knowledge, skills, attitude, confidence,



Figure 1: Evaluation overview

¹⁴ (Kirkpatrick Partners, 2009)

and commitment based on their participation in the training. We consider this under *Effectiveness*.

- **Level 3: Behaviour:** The degree to which participants applied what they learned during training when they are back on the job. We consider this under *Impact*.
- **Level 4: Results:** The degree to which targeted outcomes occurred due to the training and the support and accountability package. We consider this under *Impact*.

Questions on gender and social inclusion, and experiences during COVID-19, were also included. Free text responses were also sought on the strengths and possible improvements for each methodology.

Overall, there were 145 valid responses. This is a response rate of approximately 17%. Response distribution was as follows:

- 17 of the 22 PICTs were represented
- 57% male; 41 % female; 3% preferred not to say¹⁵

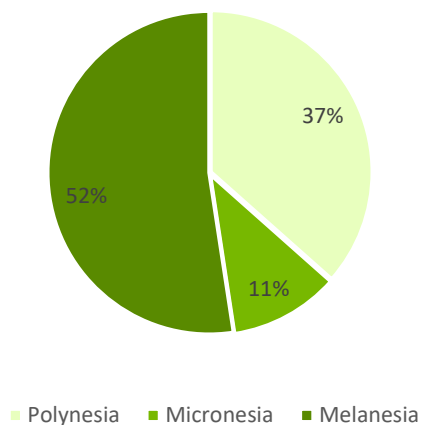


Figure 2: Survey participants by sub-region

¹⁵ These percentages sum to 101% due to rounding.

¹⁶ In 2020, Melanesia was 90.1%, Polynesia 6.4% and Micronesia 3.4% of the Pacific

- 52% were from Melanesia; 37% were from Polynesia; and 11% were from Micronesia¹⁶ (See Figure 2).
- all delivery methodologies were represented:
 - 35 workplace attachments
 - 64 formal training
 - 97 non accredited training.
- 80% of survey participants worked as government officials; 8% worked in fishing; 6% worked in other industries (6% did not say).

Given this, the survey sample generally reflects the demographics of FAME training participants. The survey questions and results are attached as Appendix III.

5.3. Stakeholder interviews

We interviewed 31 key stakeholders, drawn from FAME nominations; volunteers through the online survey; frequent participants identified in the FAME database; and some stakeholders that heard of the evaluation from FAME's introductory letter to HOF.

Stakeholders covered key cohorts of FAME staff, training participants, PICT officials, and development partners (as outlined in Table 2; some individuals belong to more than one cohort). We interviewed 21 males and 10 females. Stakeholders also covered each of the three Pacific sub-regions.

5.4. Limitations

Limitations to the evaluation included:

- People with a positive experience or relationship with FAME are more likely

population. This is influenced Papua New Guinea (72% of the Pacific). (SPC Statistics for Development Division, 2021)

to respond to survey or interview invites, meaning data is likely to an overall positive bias.

- Similarly, FAME proposed some interview participants, who may also have positive bias. To mitigate this, invites were also sent to the most frequently trained participants, including some not recommended by FAME. This may have provided a more independent group.
- These participants were able to provide rich data across a range of training modalities but may have a positive bias too having been ‘frequent fliers’ of FAME training.
- Participants were invited to rate their experience over the last FAME Business Plan – 2016-2020 – with the ability to note if they had received training prior to that. The less recent the training, the more likely they are to be influenced by recall bias.
- However, this period also enabled a broader sampling across the Pacific given that training numbers differ from year to year (see Box 1: Distribution of FAME capacity development).
- We recognise there are numerous languages used across the Pacific. As all interviews were conducted in English, the evaluation findings may have more limited applicability to PICTs where English is less widely spoken.
- This risk was mitigated for the survey by FAME translating the survey into French. At least three participants completed the survey in French.

Stakeholder cohort	Interviews
FAME staff	13
Development partners	7
Training participants	12
PICT officials	13

Table 2: Stakeholder interviews

- Given the constraints of COVID-19, all interviews were conducted virtually. This format created some challenges, such as inconsistent internet connectivity, and difficulty maximising key stakeholder engagement.
- We mitigated this risk by giving advance notice of the evaluation and providing flexibility in timing of interviews. However, we were still unable to interview some targeted stakeholders.
- Some participants were less likely to have email addresses in the database. These tended to be nearshore fishing crew, whose contact details were often given only as the name of the vessel. Consequently, the views of these people were underrepresented in the survey.
- It was not always clear to which modality a specific training belongs.



PART II:
EVALUATION FINDINGS



6. RELEVANCE

This section identifies the extent to which FAME capacity building activities are relevant to SPC members.

It focuses on the subjects provided through FAME's capacity development activities, the approaches used, and responses to COVID-19, through addressing three questions:

- How well do FAME's capacity development efforts align with regional and PICT priorities?
- Are FAME's approaches to capacity development the best way to meet the capacity gaps in the region?
- How relevant and appropriate was FAME's approach to capacity development during COVID-19 restrictions?

6.1. How well does FAME's capacity development align with regional and PICT priorities?

Regional priorities are set at a high level through such documents as the *Regional Roadmap for Sustainable Fisheries*, and *A New Song for Coastal Fisheries: Pathways to Change (The Noumea Strategy)*, which are endorsed by HOF, Pacific Islands Fisheries Ministers,¹⁷ or even by the Pacific Islands Leaders Forum (PIF).¹⁸

The key priorities set out in these documents are expressed in the FAME Business Plan through six divisional objectives:

1. Enhance data collection and provide data management services for fisheries and marine ecosystems
2. Provide analyses and advice for evidence-based fisheries management
3. Support the sustainable development of aquaculture
4. Identify diverse and sustainable marine-based livelihood options for fishing communities
5. Provide, and facilitate access to, fisheries information
6. Support capacity development in fisheries and aquaculture among PICTs.

These objectives highlight FAME's divisional role to deliver scientific and technical advice relating to fisheries (including aquaculture), with a key function being to support capacity development in these areas (Objective 6).

Viewed at this broad regional- and divisional-level FAME's capacity development work is well aligned with current regional priorities.

FAME's training categories, events, and participants are identified in the division's Results Dashboard for the period 2016-20.¹⁹ Annex II summarises the types of training (by category) delivered by each FAME section over the review period.

This shows a core of regular training activities, overlaid by a focus on specific areas that change over time.

For example, Table 3 shows training delivered by the CFAP Coastal Fisheries Science and Management (CFSM) section over the period 2016-20. It shows some categories (for example, survey methods and analysis) continue throughout the review period prior to COVID-19, as well as

¹⁷ (Pacific Community, 2015)

¹⁸ (Pacific Community & Forum Fisheries Authority, 2015)

¹⁹ (SPC Fisheries, Aquaculture and Marine Ecosystem Division, 2021)

CSFM training category	Year				
	2016	2017	2018	2019	2020
Fisheries report writing					
Post disaster needs assessment					
Biological sampling					
Creel and market surveys and analysis					
Invertebrate surveys and analysis					
Geographical information systems					
Ecological surveys and analysis					
Fisheries policy and management plans					
Coastal fisheries and aquaculture MCS					
Finfish surveys and analysis					
Aquaculture management and development					
Legislation					
Climate change					
Data management					
Aquarium fish					
Survey design and data management					
Small fishing vessel operations					

Table 3: FAME CSFM section training, 2016-2020

the introduction of a new set of thematic areas from 2017.

Several of these new categories, such as Policies and plans; legislation; Monitoring, Control and Surveillance (MCS), were introduced through new project funding developed by FAME (in partnership with the donor, in this case the New Zealand Ministry of Foreign Affairs and Trade (MFAT)) in response to needs identified in the coastal fisheries sector.

The evaluation heard that shifts in emphasis are made in response to SPC Member needs

and priorities expressed during regular regional meetings (HOF, Regional Technical Meeting on Coastal Fisheries), or through direct Member requests for assistance.

Similarly, in relation to oceanic fisheries, the OFP Stock Assessment and Modelling (SAM) section has provided continuous support for stock assessment training over the review period and introduced new training on harvest strategies from 2019. This additional focus reflects, and responds to, developments in the regional tuna management negotiations under the WCPFC. This is shown in Table 4.

SAM training category	Year				
	2016	2017	2018	2019	2020
Stock assessment					
R software and programming					
Harvest strategies					

Table 4: FAME SAM section training, 2016-2020

In the aquaculture area, the focus early in the review period was on aquaculture species/stocks (tilapia, prawns, seaweed, etc.), while more recent training has targeted more generic issues such as financial literacy, economic analysis, and legislation.

The data indicates other changes, including:

- shifts in organisational structure over the review period
- crossover of certain categories (e.g., financial literacy, legislation) between sections
- donor-funded project activities
- introduction of training categories on climate change, gender, and human rights in recent years.

Viewed overall, FAME's work is well aligned with regional priorities, and has responded to changes in regional and national needs/priorities.

However, changes in emphasis require new skills within FAME's staff, which in turn depends on successful donor partnerships.

In this respect, there may be significant lag between identifying new needs/priorities and developing donor partnerships, leading ultimately to the recruitment of qualified staff and delivery of programmes. Also, there is significant diversity between national fisheries departments in terms of their capability and needs. It is challenging for FAME to respond to the specific needs of across all countries/territories, of especially in situations where national staff develop

their own capacity and take on more sophisticated tasks.

National relevance was corroborated through stakeholder interviews. At the same time, interviewees made observations about the relevance at national level, including:

- staff were keen to engage in training, and were inclined to participate in training even when not specifically aligned to their role (people 'take what is offered')
- preference for national training (i.e., in-country) tailored to specific national circumstances – particularly in relation to coastal fisheries
- relevance could be enhanced in some areas by focusing on sub-regions with similar fishing characteristics, enabling more tailored training.

Participants' views

The survey also sought participants' views on the relevance of courses. Consistent with Kirkpatrick Level 1, this looked at their reaction to the training. It asked three questions: did they enjoy the training; was it relevant to their work; and was it a good use of their time. Results for these questions, split across the three modalities are set out in Figure 3.

Answers were assessed on a scale of 0-4. For example:

- A great deal = 4
- Considerably = 3
- Moderately = 2

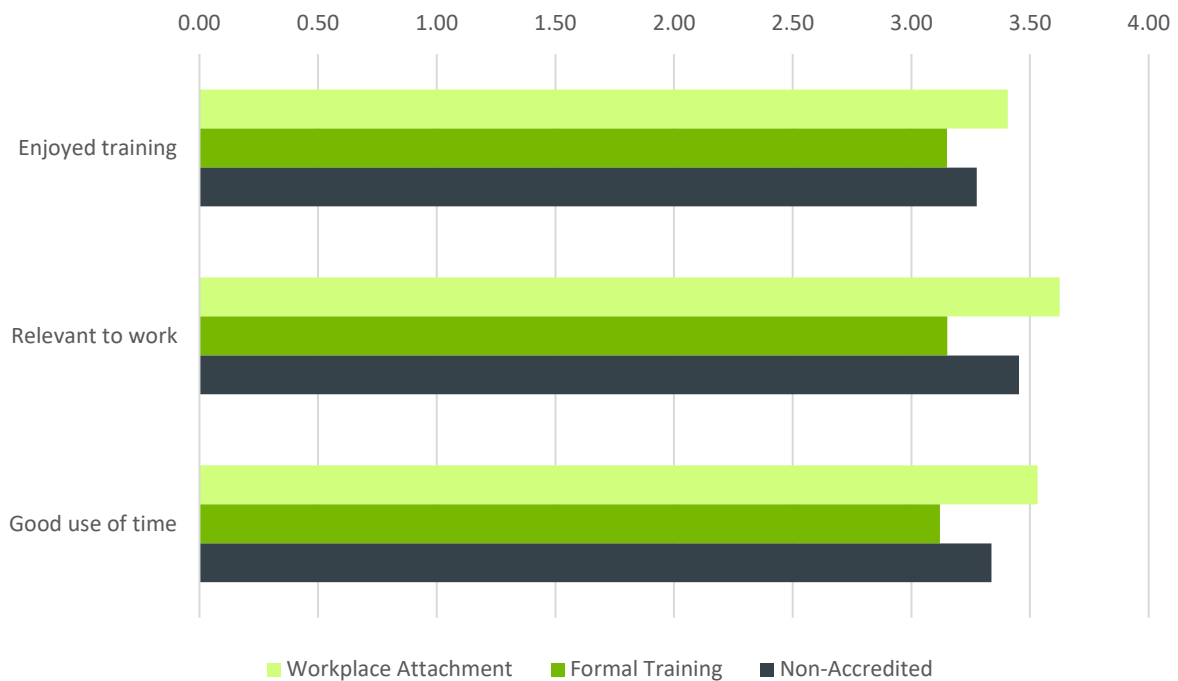


Figure 3: Survey results on Reaction

- Slightly = 1
- Not at all = 0

The results were:

- **for workplace attachments**, scores ranged from 3.41 to 3.63.
- **for formal training**, scores ranged from 3.12 to 3.15.
- **for non-accredited training**, scores ranged from 3.28 to 3.45.

Looking across the modalities, participants consistently rated workplace attachments the highest. This aligns with information from interviews and survey comments.

Workplace attachments, both short and long, were valued for the direct application to a piece of work or outcome.

Formal training received (marginally) the lowest scores across all three questions. Stakeholder comment indicated this was often seen as the most 'technical' form of capacity development.

Understanding the science of data management and stock assessment for tuna, for instance, was often not considered to

relevant day-to-day for training participants, but it was seen as an important baseline knowledge for regional management of the tuna fisheries.

6.2. Are FAME's approaches to capacity development the best way to meet the capacity gaps in the region?

Recognising the breadth of FAME's mandate and the range of national circumstances amongst its members, it is not always straightforward to identify the 'best' way to address capacity gaps and priority needs across the region.

The three delivery modalities (and the sub-modes within them) cover a broad range of capacity building options.

FAME is continually adapting its training methods, courses and delivery in response to changing needs; however, there always needs to be a compromise made between addressing individual, institutional and regional needs, and the limitations on

FAME's capacity, in terms of staff and other resources.

These aspects are discussed further in Sections 7 (Effectiveness) and 8 (Efficiency).

6.3. How relevant and appropriate was FAME's approach to capacity development during COVID-19 restrictions?

FAME's capacity building / training work has been overwhelming based on (sub)regional workshops, national level engagement and individual placements – all of which depend on international travel.

With COVID-19, FAME, along with all of SPC and other regional agencies, was forced to adopt new methods of engagement using internet-based ('virtual') communications. This was not only appropriate but necessary under the global circumstances.

It is clear from the data displayed in Annex II that FAME had to make decisions about the kind of training that could be delivered virtually. With these changes introduced, the total numbers of people trained remained a similar level as the preceding period (2016 –2019).

This issue is explored in more detail in Section 12.

7. EFFECTIVENESS

FAME have done an awesome job with trainings, workshops, and work attachments. I have learned a lot from these and even though I have left the fisheries sector I still carry with me the skills and understanding I gained from them. I hope they continue the awesome job they do with capacity building for Pacific Island fisheries.

– Former government official

This section identifies the extent to which FAME's capacity development has been effective.

The OECD/DAC defines effectiveness as: "The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups." (OECD/DAC Network on Development Evaluation, 2019)

Effectiveness can be assessed on different levels: the individual, their team, their organisation, and across the region.

This section considers effectiveness primarily based on the experience of the Pacific peoples that received capacity development (whereas Section 9: Impact considers higher-order effects and broader changes to team and organisations) through two questions:

- is FAME likely or unlikely to achieve its Business Plan Objective 6?
- are FAME's systems and tool effective in tracking progress and measuring change from capacity development? How can they be improved?

7.1. Effectiveness for individuals

At an individual level, participants rated the extent to which they understood training, gained skills, knowledge and understanding. Results for the three delivery modalities are presented in Figure 4.

For workplace attachments, gaining knowledge and confidence were the highest scores, both averaging 3.56. Scores for understanding the training and gaining skills were 3.41 and 3.44.

Stakeholders comments gave insight into this pattern. The main benefits of workplace attachments were considered to be:

- working directly with experts, face-to-face and often one-on-one
- being free from competing priorities to focus on pieces of work
- gaining a sense of professionalism from working closely with FAME staff.

When asked for ways to improve workplace attachments, participants identified the benefit of clearer expectations or preparation in advance of the attachment and more follow-up after the attachment.

We note though that 'workplace attachments' included both short term placements (1-2 weeks) as well as long term placements through the Pacific Islands Fisheries Professional (PIFP) programme. Interviews revealed that the experiences differed for these two modes; the PIFP programme was highly regarded across all while the experience of short-term placements was more mixed.

For formal training, all questions averaged between 3.24 and 3.49 with the highest being understanding the training and gaining knowledge. Again, gaining confidence was seen as a key benefit from formal training.

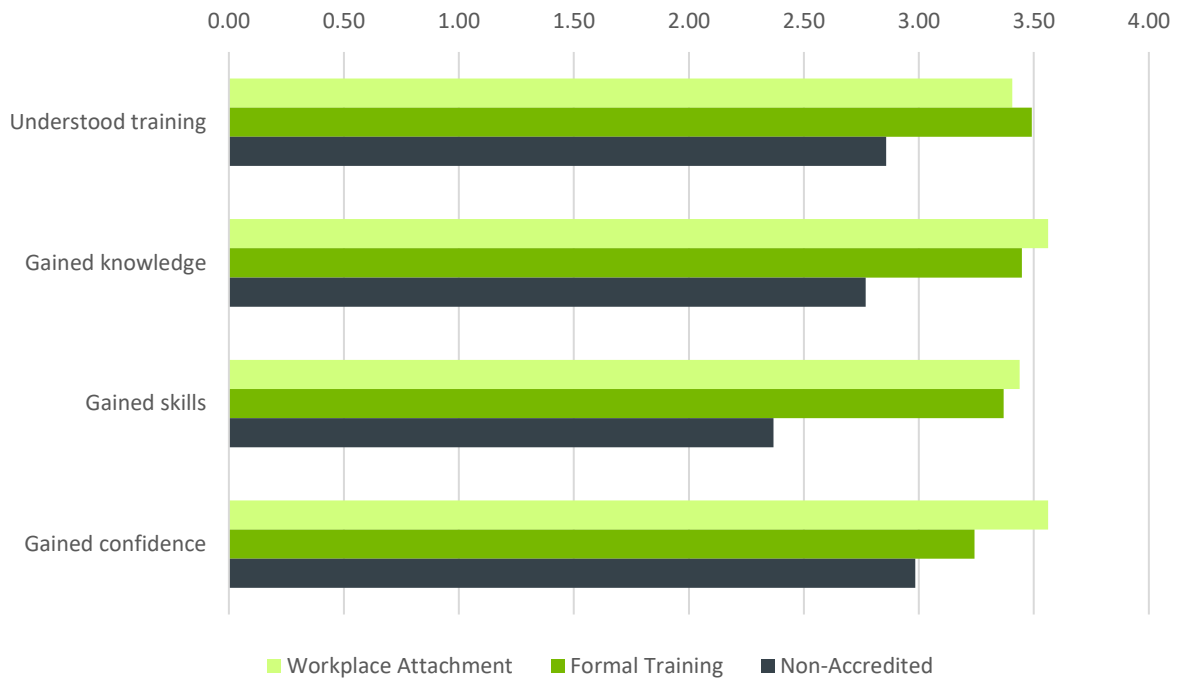


Figure 4: Survey results on Learning

Participants also valued the expertise of the instructors and gaining a formal recognition from the capacity building.

Some contrasted this with “participation” certificates from informal training, which was not valued.

Formal certified training enhances our understanding of day-to-day tasks, but in a more structured and clear way. It is recognised formally and boost work morale, confidence and can lead to promotion as well.

– Government official

When asked for ways to improve formal training, themes included needing to update course materials, and introduce new scenarios and case studies. This was particularly so when participants attended the same training in multiple years, such as the annual OFP workshops.

Some participants also raised the need to improve training and communication, especially related to technical issues.

For non-accredited training, scores ranged between 2.37 (gaining skills) and 2.99 (gaining confidence). It was unexpected to see gaining skills as the lowest score given that non-accredited training is often more practical.

This may be due to the question wording, which mentioned “new skills” rather than improving existing skills.

The strengths of non-accredited training were the ability for more people to participate; a more informal environment which was seen to assist learning; and being more specific to national circumstances.

When asked for way to improve, many participants wanted the courses to be accredited, and run over a longer period.

Overall, participants highly valued FAME capacity development.

7.2. Challenges to effectiveness

By virtue of being a service provider, FAME faces constraints to its effectiveness. Some of these can be addressed or mitigated, but

some are inherent in being responsive to PICT needs.

Selecting participants

One challenge, especially for short-term attachments and some formal training, is that FAME cannot select participants.²⁰

There was a consistent theme that a minority of participants were not invested in the capacity development they received. For example, a workplace attachment might be created to write reports on a field trip, but the person sent was not involved in the field trip.

For other courses, such as the annual OFP workshops, the same participant may attend year on year (as illustrated in Box 1 below). While this is particularly appropriate for refresher courses, it is not appropriate for all courses and may limit the ability of FAME to broaden the capacity base.

FAME sometimes mitigates these challenges by specifying qualifications of the desired participant (level and type of experience).

Greater accountability

Equally, we heard a desire from some national fisheries organisations for more feedback on the performance of training participants. For some, this would create more accountability between trainer, participant, and manager.

This can also create challenges in addressing gender and social inclusion, discussed in Section 6. Some recommendations to address this are included in Section 15.

- Work with participants' managers to build in expectations prior to courses (especially attachments) and

requirements to, for instance, deliver a presentation after courses.

- Ensure course materials are periodically refreshed.
- Work with managers to set expectations for providing feedback on participants' performance.
- There is a responsibility upon PICT ministries to consider the best candidates to send to certain training courses to build longer term capacity.
- Provide more training for trainers or require them all to have completed the course.
- Consider distinguishing more clearly between refresher and beginner courses or offer more refresher courses.
- Consider providing some training courses at the sub-regional level – or countries with similar fishing profiles – to increase relevance.

Intra-Pacific Cooperation

Some SPC members have developed high levels of capability in specific areas. This creates the opportunity to utilise existing capacity in-country to assist in training / development of staff in other Pacific Island countries and territories through intra-Pacific cooperation. In practice this may involve funding a skilled person in one country to visit and pass on skills to people in another country. We are aware that project funding has been used for this purpose in other sectors with considerable success. Although it has some costs for the 'donor' country (absence of staff) it also has significant benefits in personnel development for both parties. This could be equally effective in an environment of virtual communications.

²⁰ This is not the case for all capacity development. Some courses have competitive

entry, such as the Professionals course, where FAME assesses and selects applicants.

7.3. Systems and tools for tracking progress and change

Currently, FAME has limited systems and tools for tracking progress and change from individual programmes. There is a standardised form for all capacity development that is completed at the end of each course. This collects demographic information as well as participants' views on the course.

Some courses also send a feedback form six months after a course has been completed, asking participants to reflect on how they have applied the course once back at their place of work.

The demographic information is used to report in FAME's Annual Report. It successfully captures data on the amount, type and location of training, and the gender, age of participants. It is effective for this purpose.

However, there are some significant gaps in data collected. Many entries lacked contact information, some only listed the vessel or crew that participants were attached to, and some only had postal entries.

This meant that, for instance, from the 4,691 training entries only 800 email addresses could be identified for the survey.²¹

FAME training data is not compiled across years. This means there is no easy way to track participants over time. There is also no easy way to know how many individual people were trained over long period.

Would this be useful for FAME? Databases to track individuals over time are expensive, both to purchase and to maintain, and will always have limitations. The evaluators are not convinced that this is needed for FAME.

It might be helpful in identifying where participants are repeat attendees, but this is likely known by the trainers themselves, and we note the limitations FAME has in selecting participants.

Protecting personal data

Protecting the privacy of participants' personal data needs to be a key consideration when tracking progress.

The more information that is gathered about training participants, the greater the potential for breaches of privacy.

As a regional organisation, SPC and FAME need to consider their responsibility and potential legal obligations to protect the data of training participants.

We note, for instance, that publicly accessible parts of FAME's online Results Dashboard include the names, gender, age and country of training participants, and the courses they have completed.²²

SPC's 2017 privacy policy is available on the OFP portion of FAME's website.²³ It notes:

SPC only collects personal information for purposes that are directly related to its official functions or activities, and only when it is necessary for or directly related to those purposes.

SPC will generally only disclose personal information where ... it is necessary to fulfil the purposes of the original collection.

We recommend FAME anonymise the personal data currently available on the FAME Results Dashboard. We also recommend FAME refresh its privacy practices and ensure staff are briefed on it, to ensure consistent application across the division.

²¹ Noting there are significant duplicates within this figure.

²² (SPC Fisheries, Aquaculture and Marine Ecosystem Division, 2021)

²³ (Pacific Community, 2017)

8. EFFICIENCY

This section considers issues of efficiency in FAME's delivery of capacity building activities in the context of four key evaluation questions:

- To what extent have initiatives to support capacity development been effective and represent good use of resources (value for money, best fit), compared to possible other approaches of support to PICTs?
- To what extent were FAME resources (technical support) allocated to capacity development in the region/PICTs in an efficient manner?
- To what extent were FAME resources allocated to capacity development during COVID-19 restrictions?
- To what extent did the FAME collaborate with other areas in SPC to achieve capacity development outcomes?

8.1. To what extent have initiatives to support capacity development been effective and represent good use of resources (value for money, best fit), compared to possible other approaches of support to PICTs?

FAME uses a range of methods and approaches to address different capacity building issues, circumstances, and stakeholder groups. The approach in each case has been developed over time, and frequently modified based on experience.

FAME also commonly works with other regional agencies and development partners, contributing to a package of skills

and expertise imparting knowledge to staff of national fisheries agencies.

As appropriate, contracted trainers / experts are used to provide necessary additional skills. In this way, it can be seen that FAME aims to adopt methods and employ personnel that provide a good fit with the specific training activity.

Further, Section 7 (Effectiveness) shows that FAME has achieved significant success using these approaches.

Consideration of value for money requires an assessment of costs, both overall and in relation to the different methods employed. In large part the costs of training / capacity building are incorporated into the design (budget) of donor funded programmes; it is common practice for project designs to include budget allocations for staff travel, national and sub/regional workshops, and workplace placements.

Recently, FAME has also successfully sought and received donor support for more specialised initiatives such as the PIFP.

In this respect, FAME's capacity building activities are, in many cases, fully budgeted, covering the costs of staff employment, travel (for staff and regional participants) and associated training materials/activities.

In practice, specific training activities may draw from different donor / institutional funding sources and/or be conducted in partnership with other agencies. In some instances, this makes the total costs difficult to track.

Viewed overall, FAME provides a suite of interlinking capacity building options covering different skills, and target audiences, at different costs. It is useful to compare the comparative costs of training per person for different approaches; an illustrative example is shown in Table 5.

This shows very large differences in the per person costs of capacity building using different modes. In terms of value for money, it is necessary to have a sense not only of the costs, but also of the value of the knowledge transferred. We do not attempt to do this, due to the vastly different objectives and content in each case, and the

uncertainty around the level and useability of knowledge transferred. We noted during consultations that FAME staff and national representatives provided little comment on these relative cost-per-person differences, instead viewing each training activity as a separate exercise delivered for a specific purpose, irrespective of costs.

Training	Number of FAME staff	Duration	Staff (Full costs)	Travel costs	Training costs	Number trained	Cost per trainee
In country practical workshop	1	1 week	3,000	3500	1,000	10	750
In-country skills training	4	2 weeks	10,000	14000	500	15	1,600
Regional workshop in Noumea	10	1 week	24,000	(1 person x 16 PICTs) 56,000	2,000	16	5,125
PIFP	Multiple	1 year	100,000+ (PIFP only)		10,000	1	110,000+

Table 5: Costs for different capacity building modes (illustrative, USD) ²⁴

8.2. To what extent were FAME resources (technical support) allocated to capacity development in the region/PICTs in an efficient manner?

Table 5 above illustrates that there are trade-offs involved in the choice of approach to capacity development across the region.

Some forms of technical knowledge may be transferred more effectively through hands-on training at national or community level, while others may benefit from the collective approach of a regional workshop (with the

opportunity for knowledge-sharing and regional networking).

While it appears FAME staff may take into account the relative costs and value for money, at least informally, in the choice of training mode (for example, whether to do training in-country or centrally), we consider that it would be useful for FAME to apply some formal consideration of these relative costs in designing its capacity development programmes.

One additional factor of interest is the distribution of capacity building activities across the SPC membership.

Box 1 provides data on training provided to different country/territory personnel over the review period.

²⁴ Notes:

- FAME staff cost includes salary and all associated employment costs (such as relocation, housing, insurance, etc.)
- Travel costs are estimated at \$500 per day for fares + DSA.
- PIFP costs do not include costs of FAME staff support.

Box 1: Distribution of FAME capacity development, 2016-2020

FAME's database over the period 2016-2020 (containing over 4,000 entries) was analysed to show how training was allocated across SPC Member countries and territories. Table 6 summarises this data.

Table 6: Regional Personnel trained by FAME, 2016-2020 (Source: FAME database)

	2016	2017	2018	2019	2020 [COVID-19]	Total [Database]
American Samoa	1	1	0	0	0	2
Cook Islands	18	23	12	28	17	98
Fiji	202	242	136	186	269	1,035
French Polynesia	11	7	17	7	19	61
FSM	24	35	33	113	17	222
Guam	0	0	0	1	0	1
Kiribati	115	54	120	106	142	537
RMI	17	46	86	86	7	242
Nauru	37	16	15	21	47	136
New Caledonia	4	7	6	19	52	88
Niue	8	30	56	0	3	97
Palau	6	89	27	9	6	137
PNG	31	151	79	66	73	400
Samoa	63	53	16	34	35	201
Solomon Islands	36	48	38	134	98	354
Tokelau	6	3	6	5	5	25
Tonga	66	86	52	131	123	458
Tuvalu	60	32	5	29	5	131
Vanuatu	97	97	59	66	75	394
Wallis and Futuna	2	8	42	2	17	71
Total	804	1,028	805	1,043	1,010	4,690

Colour coding: Over 100 trained 51-100 trained 0-50 trained

Note that:

- There is a shift of emphasis over time – with different countries/territories receiving higher levels of training at different times over the evaluation period.
- Participation lifts when workshops are held in-country (for example. Palau in 2017; Wallis and Futuna in 2018).
- Fiji stands out as having a high number of personnel trained – this is largely due to the fact that many regional workshops are hosted in Fiji, allowing multiple Fiji staff to attend.
- Total training numbers fell significantly in 2020 due to COVID-19.

8.3. To what extent were FAME resources allocated to capacity development during COVID-19 restrictions?

The travel restrictions imposed due to COVID-19 forced FAME to review its delivery of capacity development services.

This necessitated the use of internet-based (virtual) communications, along with a systematic identification of which capacity building initiatives could be delivered through virtual media and adapting of training / capacity building programmes to respond to the changed mode of delivery.

Recognising that travel related costs represent a significant of FAME’s annual costs, the Divisional budget was also revised, based on potential scenarios about what could be delivered under COVID-19 restrictions.

In terms of capacity development / training, Table 6 shows a similar number of people trained in 2020 compared to previous years. Similarly, the distribution across countries did not show a clear difference from previous years.

The range of training (i.e., number of training ‘categories’, refer Annex II) offered in 2020 was similar to previous years.

It is evident that COVID-19 resulted in a reduction in expenditure during 2020, while delivering a similar amount and diversity of capacity building during the year.

This has shown that virtual media have become a well-accepted part of the communications landscape and offers efficiency gains for some activities in certain circumstances.

Equally, the COVID-19 experience has highlighted the real value of face-to-face meetings. These are lessons that can be absorbed in the design and delivery of

Table 7: PIFP participation
(as at February 2018)

Data from the PIFP Programme is not included in the FAME database and is shown separately.

PICT	No of PIFPs
Fiji	3
Kiribati	1
Niue	1
PNG	2
RMI	1
Samoa	2
Solomon Islands	1
Tuvalu	1
Vanuatu	2
Total	14

capacity building as the COVID-19 restrictions recede.

8.4. To what extent did the FAME collaborate with other areas in SPC to achieve capacity development outcomes?

FAME staff reported interactions with two other SPC divisions in its capacity development activities:

- **HRS**D – The Human Rights and Social Development Division has provided input on gender and human rights aspects of FAME’s work
- **EQAP** – The Educational Quality and Assessment Programme oversees the SPC qualification assessment framework and has provided input in relation to FAME training/qualification standards (for example, PIRFO)
- **SPL** – The Strategy Performance and Learning unit in the Office of the

Director-General deals with overall SPC programming including Country Programming (which includes activities across all SPC divisions)

FAME also works in partnership with other regional agencies, including:

- USP, in the delivery of formal training / certification
- tertiary education institutions in Pacific Island countries, Australia and New Zealand
- other regional technical agencies, especially FFA.

9. IMPACT

This section identifies impact (both intended and unintended) of FAME capacity development.

The OECD/DAC defines impact as: “the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.”

9.1. Impact on teams and organisations

The survey asked questions focused on Kirkpatrick levels three and four.

Individual change

For level 3, participants were asked the extent to which they applied what they learned in the workplace, individual behaviour change, and the extent to which they shared what they had learned.

These questions go to the extent to which FAME’s capacity development had an impact once participants returned to their place of work.

Again, the answers were applied to a scale from 0-4, as depicted in Figure 5.

For workplace attachments, both applied in the workplace and shared learning scored 3.25 and 3.11, whereas individual behaviour change was the lowest score overall on 2.61.

For formal training, individual behaviour change was the highest score overall, at 3.74. The other two scores were 3.04 and 3.19.

For non-accredited training, results were between 2.81 and 2.91. This is remarkably consistent but is the lowest overall average.

When looking at the comparative advantage of each methodology, formal training appears to be the best intervention for producing sustained individual change.

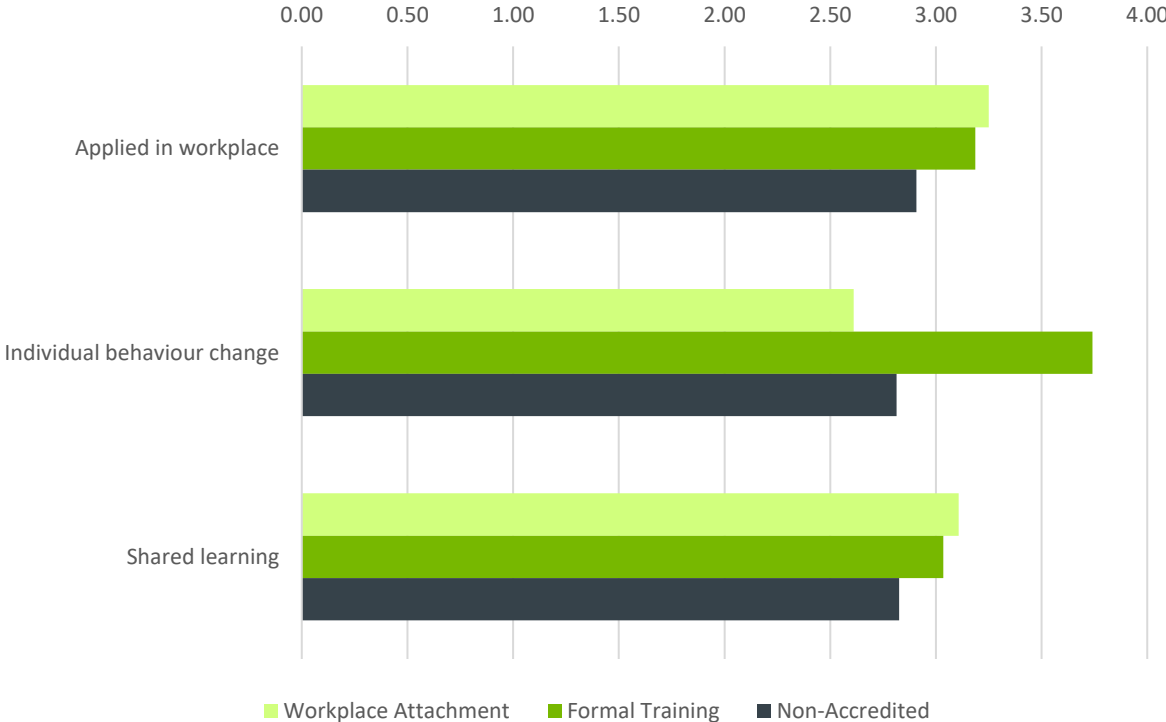


Figure 5: Survey results on Behaviour

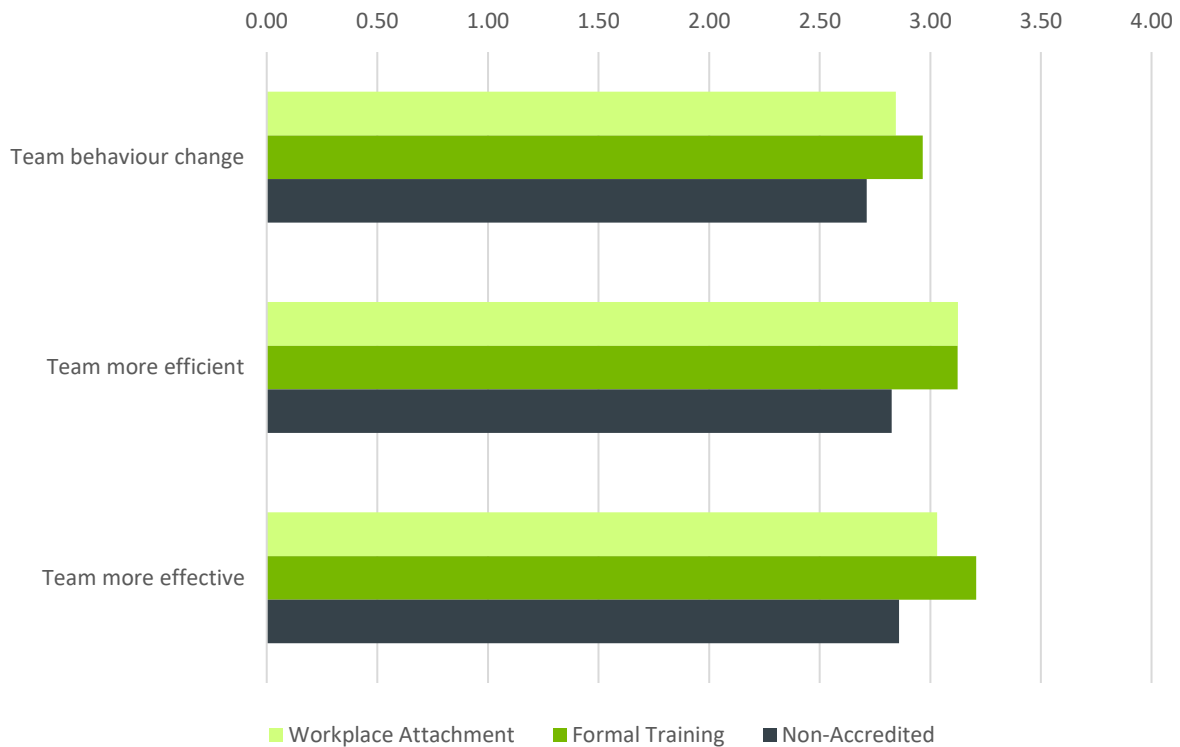


Figure 6: Survey results on Results

Team change

For level 4, participants were asked the extent to which their team behaviour changed or became more efficient (defined as ‘with least wasted time and effort’) or effective (defined as ‘achieving intended outcomes’). The results are depicted in Figure 6.

For workplace attachments, scores ranged from 2.84 to 3.13.

For formal training, scores ranged from 2.97 to 3.21. There were highest across the three modalities.

For non-accredited, scores ranged from 2.71 to 2.86. This may reflect the practical nature of the skills but is also of concern.

Many stakeholders raised concerns over the sustainability of much of the training. It was felt that many courses were offered multiple times without improvement or change, or

that skills were held tightly by some recipients.

As discussed in greater detail in Section 10, FAME staff have tried to introduce measures to mitigate this risk. These include providing training only when it is embedded in a larger training programme.

The team change scores are all lower than the equivalent scores for individual change.

This is consistent with the findings in the SPC-wide evaluation conducted in 2020, which also found outcomes tended to be stronger at the individual level than the team level.²⁵

Organisational change

This assessment looks at a narrow slice of the impacts of FAME’s capacity development: the individual and the team they work in.

FAME also has an impact across organisations, with capacity development

²⁵ (RREALI, Charles Darwin University, 2020)

available for different career levels and different needs.

Box 2 illustrates the impact FAME has at the level of organisations, and different interventions available.

Box 2: FAME capacity development contributions in a Pacific Fisheries Department

1 Head of Agency

In addition to external qualifications, agency Heads are likely to have participated in FAME training earlier in their careers. The FAME database shows several current agency Heads have attended workshop training during the review term, for example updating knowledge of Harvest Strategies and Tuna Data Management.

2 Senior and mid-management

Managers are likely to have experienced a range of training through their career pathways; one may have participated in the PIFP, another currently engaged in the Leadership programme.

Managers are generally supportive of staff gaining skills and experience through FAME training, but in some instances this has to be weighed against the temporary loss of capacity when staff are away, especially in small agencies.

3 Core divisions: Offshore, inshore/coastal, community fisheries, licensing, policy/planning, statistics, aquaculture, etc.

A proportion of staff in core divisions will have experienced some form of FAME training relevant to their role; data management, survey methods, FAD deployment; legal drafting and the like.

Of five staff that participated in the Tuna Data Management course four years ago, three have moved on to other roles and no-longer directly use this information, one has left the department, and one has remained in the role.

Several have applied for PIFP placements, but not been accepted.

4 Specialist roles: Compliance Officers, Observers

Staff in these specialist positions will have received the training necessary to perform their role; MCS certification, observer training, with some moving on to higher levels (for example, Observer debriefer)

In summary

FAME training / capacity development is reflected throughout the department. It plays a role in building capability from the ground up, and at successively more qualified career levels.

Note: This is an illustrative example. In reality, there are significant differences in capacity between fisheries agencies in different countries and territories; for some, capacity and capability has developed strongly, while others, especially small departments, may struggle to maintain coverage.

Impact during COVID-19

FAME's pivot during COVID-19 seemed largely focused on ensuring that its capacity development could continue, albeit in a constrained form online.

In large part, this reflected an attempt to continue 'business-as-usual' as far as possible, in line with the programme and project design agreed with its donor partners.

It generally did not consider the broader negative impact of the pandemic. Box 3, however, presents a case study where FAME changed its approach to reflect the major impact on livelihoods. This is best practice in considering the broader impact of its programme.

Box 3: Pivoting from offshore to onshore

COVID-19 impacts extended far beyond FAME's capacity building. FAME's PIRFO course qualifies fisheries observers to work on all purse seiner vessels under the Forum Fisheries Agency and Parties to the Nauru Agreement.

COVID-19 meant these observers could not board fishing vessels. This affected livelihoods but also compromised data needed to analyse fish population trends.

In June 2020, FAME provided online training as port samplers to a group of fisheries observers in the Federated States of Micronesia and the Republic of the Marshall Islands.

With this support, these fisheries observers were able to work in ports where longline fishing vessels tranship their catch. This also enabled valuable data collection to continue despite disruptions.²⁶

²⁶ (Jaynes, 2020)

10. SUSTAINABILITY

This section discusses sustainability of capacity development based on three key evaluation questions:

- To what extent did the beneficiaries of FAME's capacity development efforts in the past five years observe or witness change (both at personal and institutional levels)? To what extent were institutional or individual change in the PICTs attributable to FAME's capacity development effort?
- How well FAME is currently monitoring and evaluating the outcomes of capacity development?
- What can be learned from FAME's experience delivering capacity development during COVID-19 that can be applied to the post-COVID-19 context?

10.1. To what extent did the beneficiaries of FAME's capacity development efforts in the past five years observe or witness change (both at personal and institutional levels)? To what extent were institutional or individual change in the PICTs attributable to FAME's capacity development effort?

The survey results set out in Figures 5 and 6 respectively show the extent to which respondents experienced individual change and organisational change as a result.

As noted above, the formal training mode gained the highest ranking for 'individual behaviour change' as well as (marginally)

for changes in team behaviour efficiency and effectiveness. These results reflect participants' experience of changes that arose from their specific training experiences. In this sense, the changes are directly attributable to the training received (although other factors are also likely to have influenced the outcomes).

Consultations with SPC member participants highlighted the fact that different participants gained satisfaction from different modes and categories of learning, according to their organisational role and circumstances, for example:

MCS Certificate: one of the best [training experiences] – given on-line training and support – then you go to workshop with fellow PICs and learn how to apply what you learned over previous three months.

SAW: very, very helpful it throws you in deep but that is the only way you can get into it.

Leadership Programme: – it is just suiting our needs very, very well, particularly for mid-level managers.

The course itself is very intensive, as it is set at post graduate level, and it requires a lot of critical thinking.

Further insights on individual experiences can be gained by identifying individuals who have participated in multiple training/courses over the review period.

Analysis of the FAME training database shows that 21 individuals participated in 7-10 different capacity building activities over the period 2016-2020 (10 being the maximum number observed).

Table 8 shows the training experiences of four of these participants.

Table 8: Training profile of selected individuals, 2016-2020 (Source: FAME database)

Year	Participant 1 (8)	Participant 2 (10)	Participant 3 (8)	Participant 4 (9)
2020	Legislation (GESI)	Harvest strategies		
	Fisheries policy and management plans			
2019	Legislation (Drafting)	Stock assessment		Harvest strategies
	Fisheries policy and management plans	Tuna data management and software		Stock assessment
		Tuna data workshop		Tuna data workshop
2018	Fisheries policy and management plans			Tuna data workshop
2017	Coastal fisheries and aquaculture MCS (cert)		Tuna data workshop	Tuna data workshop
	Coastal fisheries and aquaculture MCS		FAD fishing	Pacific Islands Regional Fisheries Observer training (PIRFO)
	Finfish surveys and analysis		Fisheries policy and management plans	
			Stock assessment	
2016		Biological sampling	Sampling	Stock assessment
		Creel and market surveys and analysis	Fisheries report writing	
		R software and programming	R software and programming	
		Stock assessment		
		Tuna data workshop		
		Tuna data management software (TUFMAN 2)	Tuna data management software (TUFMAN 2)	

It is beyond the scope of the evaluation to investigate the circumstances of each participant; however, some scenarios can be identified from this information:

- Participant 1 appears to follow a path in the coastal fisheries area, moving from survey work and MCS through to policy and planning / legislation drafting, suggesting an upward progression of roles within the agency
- Participants 2 and 4 have focussed largely on tuna data and, latterly, stock assessment / harvest strategy work.

- Participants 2 and 4 both repeated certain training courses – notable the ‘tuna data workshop’ (attended in four consecutive years by participant 4).
- Participant 3 attended eight courses in 2016-17, and none subsequently, perhaps representing a move out of the sector.
- The full data set also shows that groups of people may attend the same training series, especially if these are held in-country.

These scenarios show that the way that training supports personnel development

and institutional capacity is complex, and it is not straightforward to link individual training with organisational capacity.

In many cases people move to different roles as they advance in their careers (or move to a different agency). It is also well recognised that there is a high level of turnover of staff in national agencies, meaning that it is necessary to repeatedly train new cohorts of staff, year by year (illustrated by the continuation of, for example, tuna data and harvest strategy training).

10.2. How well FAME is currently monitoring and evaluating the outcomes of capacity development?

FAME has systems in place to monitor the delivery of capacity development activities and collect data on participants. This

enables the tracking of certain parameters, such as the age range and gender of participants, for reporting purposes.

FAME also routinely invites feedback on participants' experience of workshop-based training, the results of which are analysed through FAME's MEL team.

There is also a policy of following up with participants six months after their training to assess the extent to which they are using the knowledge gained, however the evaluation was advised that this was not carried out routinely.

Assessing the *outcomes* of capacity development is a complex undertaking and depends, in the first instance, on there being clear objectives sought from the separate modes and categories of capacity building. The review found that the training objectives were set informally for all but the formal (certified) training activities.

11. GENDER AND SOCIAL INCLUSION

This section assesses how gender and social inclusion has been addressed in FAME’s capacity development.

Mainstreaming gender and youth, reflecting UN Sustainable Development Goal 5, is part of FAME’s Business Plan 2016-2020.²⁷ FAME has identified six key areas to focus on, including to “facilitate the participation of women in capacity development activities.”

There are quantity and quality elements to each of these elements.

11.1. To what extent have women benefitted from FAME’s capacity development?

Over the period 2016-2020, FAME provided capacity development across 4,691 people-events. Within this, 71% of participants were male and 29% were female.²⁸ This ratio, however, differed significantly between methodologies and sections:

- workplace attachments were 39% male to 61% female (out of 84)
- formal training was 68% male to 32% female (out of 3,536)
- non-accredited training²⁹ was 83% male to 17% female (out of 1,071).

Table 9 sets out the gender ratio for FAME sections across the OFP, CFAP and two sections that cut across both. Of note:

- FEMA and NFDS, each with more than 800 participants, train 90% males
- three sections train between 50-60% males (DM, SAM and CFSM)
- PEUMP and IM have significantly higher ratios of women.

These statistics indicate that, at a high level, FAME needs to do more if it is to achieve its gender mainstreaming goal.

It is occasionally suggested that gender ratios in training can reflect the ratios in the sectors themselves – for instance, that there are more males working in the tuna industry. However, this depends on how the sector is defined, with significant female employment in onshore tuna processing.

Redefining the scope of the sector to ensure it captures the full supply chain could enable FAME to ensure its capacity development mainstreams gender from the outset.

Selecting participants

FAME currently has limited opportunity to influence the gender representation. As discussed under Section 6 (Effectiveness), participants for most capacity development courses are selected by ministries.

	OFP			CFAP			Other	
	FEMA	DM	SAM	AQ	CFSM	NFDS	PEUMP	IM
Ratio (M:F, %)	94:6	51:49	58:42	67:33	59:41	90:10	39:61	21:79
Participants	893	418	318	1279	700	842	163	78

Table 9: Participant gender ration by section, 2016-2020

²⁷ (Division of Fisheries, Aquaculture and Marine Ecosystems, 2019)

²⁸ (SPC Fisheries, Aquaculture and Marine Ecosystem Division, 2021)

²⁹ Non accredited training was described as ‘on-the-job training’.

This is particularly the case for formal training (including workshops) and non-accredited training, but also for many of the short workplace attachments.

FAME does select participants for the PIPF and Pacific Fisheries Leadership Programme (PFLP),³⁰ which both have competitive entry.

Both these programmes have good gender balance, suggesting that where FAME has greater control over participant selection, there is greater gender balance.

While FAME cannot take responsibility for nominations that are the prerogative of members, it would be helpful for FAME to consider strategies to increase nominations of female participants.

This has been reinforced by some project evaluations³¹ and the FAME Gender Stocktake, which recommended FAME “Ensure equitable access to training for women (where there are gaps) at all levels and in all dimensions of fisheries”.³²

The results from PEUMP, INFO and DM demonstrate that gender balance across participants is possible with the right policies in place.

At least one stakeholder said FAME had previously tried some courses designed solely for female participants, but that these had been resisted by PICTs.

Some female participants considered there were extra challenges to their participation in workplace attachments, such as caring for family and children. This was particularly the case for longer attachments.

Women currently represent more than 60% of workplace attachments, so such challenges do not appear to affect their

selection, but may still impact on the overall experience.

Ensuring gender balance among participants enables mainstreaming but is not sufficient by itself.

Gender mainstreaming also requires that training materials and the training experience contributes to gender inclusion in the fisheries sector, including in decision making processes.

We analysed the survey outcomes for males and females. Most average scores across the Kirkpatrick levels were similar and within the margin of error. We conclude that in general, FAME’s capacity development across each methodology delivers similar quality outcomes for males and females.

The exception was in workplace attachments. Females reporting larger gains in confidence and changes to their workplace behaviour.³³

Workplace attachments were also the only modality with more females than males.

Given this amplified impact for women from workplace attachments – and that FAME has more ability to select participants for attachments – this is an area to focus on for lifting the benefit to women from FAME’s capacity development.

Gender representation and leadership

Gender mainstreaming is supported by greater visibility of women’s participation, especially in decision-making roles.

The survey asked participants if they recalled examples of women, and women in leadership, and disabled people from course materials and presentations. The options

³⁰ (Pacific Community, 2019b)

³¹ (Kotvojs, 2018)

³² (Leduc, 2017)

³³ Confidence levels, females (Md=4, n=15) and males (Md=3, n=17) U=188.50, z=2.820,

p=.02, r=0.5. Individual behaviour change, females (Md=3, n=18) and males (Md=2.5, n=10) U=63.50, z=2.251, p=.03, r=0.5

were 'Yes', 'Not sure' and 'No'. The results are presented in Figure 7.

- Examples of women’s participation were recalled by 65% of males and 59% of females.
- Examples of women in leadership were recalled by 57% of males and 54% of women.

Given the period over which participants were recalling, this result is encouraging. The higher recall for males may reflect that such examples stood out relative to their expectations.

From interviews with trainers, most considered the training materials to be 'gender-neutral'. There was not clear evidence of a deliberate effort to includes such examples. This suggests there is room for FAME staff to improve.

There were also some examples of FAME staff who were not gender mainstreaming experts delivering training based on the

Pacific handbook for gender equity and social inclusion in coastal fisheries and aquaculture.³⁴

We endorse the recommendations from the gender mainstreaming stocktake was to 'include a session on gender mainstreaming in training/workshops wherever possible'.³⁵

Gender-based discrimination

The survey also asked whether participants felt they had been discriminated against due to gender or felt that others had been subject to discrimination.

- Six women felt discriminated against and two that thought other participants were
- Three men that felt discriminated against and three that thought other participants were
- One person who did not state their gender that felt discriminated against.

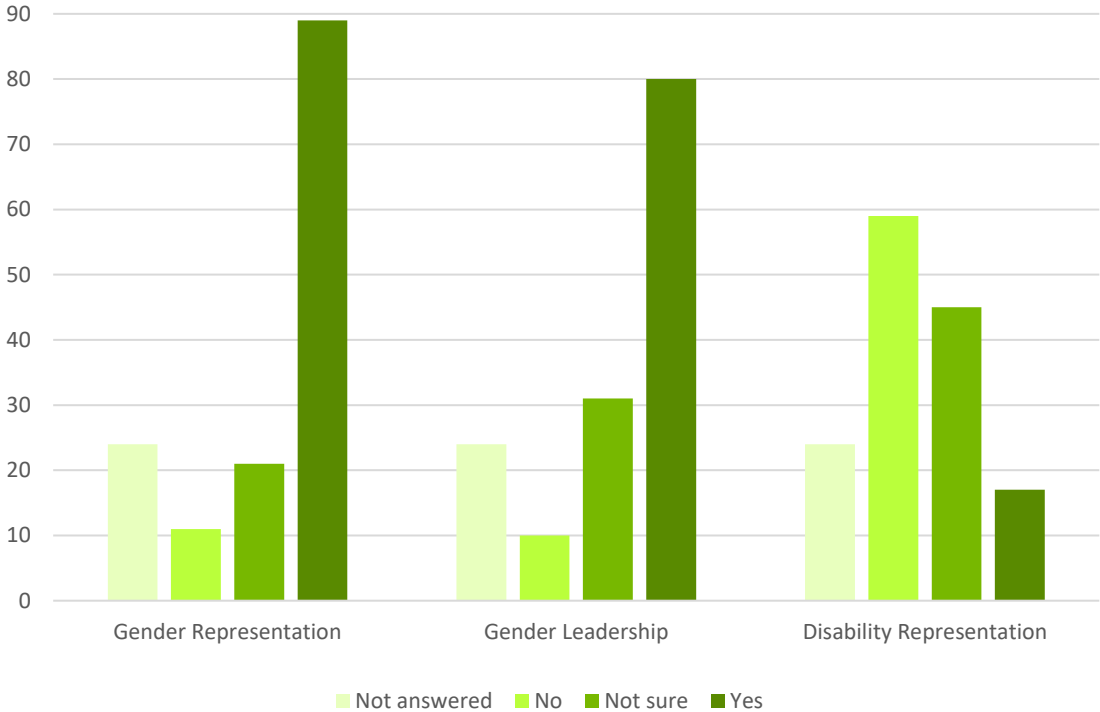


Figure 7: Survey results on gender and social inclusion

³⁴ (Pacific Community, 2020a)

³⁵ (Leduc, 2017)

This was from a total of 56 women, 65 men, and four who did not state their gender.

Without case-specific details, it is challenging to draw specific conclusions as to the extent and validity of any discrimination experienced. Again, there appears to be room for FAME to improve.

We recommend greater implantation of the recommendations from the gender stocktake to address these issues.

Our survey found no difference in internet connectivity between males and females. Given our recommendation for greater online capacity development post-COVID-19, connectivity is unlikely to provide a barrier to greater gender inclusion.

11.2. To what extent have people of vulnerable groups benefitted from FAME's capacity development?

The survey asked three questions related to disability inclusion. No one in the survey identified as having a disability (115 said no; six preferred not to say, and 24 did not answer).

No one reported experienced or seeing discrimination based on disability.

The absence of disabled people makes it difficult to draw conclusions in this area. It can also be more difficult to include relevant and representative examples within training materials or presentations without relying on a limited number of physically visible disabilities (which risks being stereotypical).

The more significant question is why there was no one that identified as disabled in the survey. Are there barriers to participation in capacity building that exclude disabled people from the outset?

There may also be barriers to participation in the fishing sectors that FAME provides capacity development for. We recommend FAME assess whether there are barriers to including disabled people that can be addressed.

Disability inclusion by representation

The survey also asked if participants recalled any examples of disabled people in the training materials and presentations.

Most people did not recall any examples, while 17 people said yes.

11.3. Youth

The survey was designed to include the age demographics of participants, but this was not captured by SurveyMonkey.

Consequently, we cannot disaggregate the data to compare the experience of youth versus adult participants.

We note that during 2020, FAME introduced at least one programme with a youth focus: a course on FAD fishing targeted at women and youth. This was implemented as part of the PEUMP programme.

Projects that are explicitly designed to improve youth outcomes are more likely to contribute to FAME's capacity development goals.

12. ADAPTING TO COVID-19

*COVID-19 has given us [SPC] some breathing space to develop systems.
– SPC staff member*

*At the moment training is all done virtually. Although this is good, it has its downsides for us participants. Mostly, supervisors release you to take part but, since you are still in the office, there is always work there that you need to tend to so you are distracted from the online presentations. Maybe, SPC could also assist in funding rooms for participants to take in the online training, particularly the certified training.
– Government official*

This section assesses how FAME adapted its capacity development to COVID-19. There is a particular view to what lessons can be applied after the pandemic has abated.

12.1. How did FAME adapt to COVID-19?

COVID-19 forced fundamental changes to how FAME could deliver capacity development. This section assesses how effective FAME was in adapting to the constraints of COVID-19 with a view to identifying lessons that can be applied when travel restrictions are lifted.

The impact of the pandemic differed across modalities, but there are many examples of FAME pivoting online to continue providing capacity development.

Most workplace attachments stopped; the PIFP participants were already in Noumea so that continued, but without the regional travel that was previously a rich part of the experience. Some aquaculture attachments in Fiji at the USP campus were also able to continue.

Formal training was potentially less affected with presentations able to shift online. For example, the MCS Certificate IV already had an online component, which was able to continue. The practical assessments were shifted online with some reduction in effectiveness.

The OFP annual workshops were also shifted online. Some stakeholders felt there were examples where the online course worked better than the original, for instance as a refresher course. Box 3 outlines a creative shift by FAME to support PIRFO-trained observers.

Non accredited training, which typically occurs in-country, was perhaps the most impacted. Some of this capacity development also moved online, with a greater focus on videos as a medium to demonstrate practical skill

Staff at FAME were also highly complimentary to the Information section that rapidly enabled the shift online and provided practical support in creating short, impactful videos.

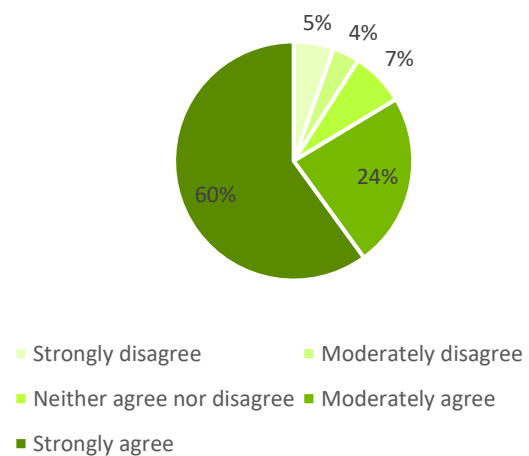


Figure 8: Online training was successful during COVID-19

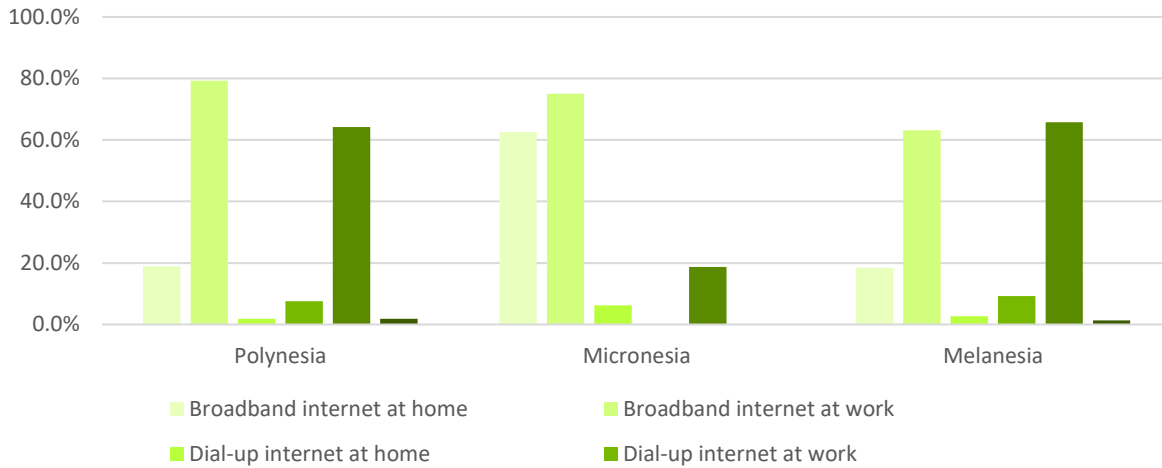


Figure 9: Survey participants' access to internet

12.2. How effective was FAME in adapting its capacity development to the context of COVID-19?

Overall, 74% of respondents said online training was successful during the pandemic. 9% moderately disagreed and 4% strongly disagreed that it was successful (See Figure 8).

There was a general sense that amidst all of the disruption the pandemic brought, people in the Pacific appreciated efforts to continue providing capacity development and were understanding of the shift online during the pandemic.

Both participants and trainers acknowledged that shifting online created challenges, with the need for sudden upskilling on online approaches and etiquette.

There were also challenges from connectivity. Some intermittent internet connections interrupted capacity development. Figure 9 shows the type of internet access available to survey respondents, across the Pacific sub-regions.

Between 60%-80% of respondent had access to broadband internet at their

workplace. This was significantly lower at home in both Polynesia and Melanesia.

Online courses enable more people to participate. This was generally seen as a positive, although at least one manager noted that business-as-usual work still needed to progress and so participants should still be limited.

Particularly for formal training that involves work or study outside of normal working hours, internet access could be a challenge. Some managers let staff use work facilities outside of working hours to assist with this.

Some trainees suggested FAME provide facilities for online courses in-country. If FAME staff are unable to travel, this could be funded from what would have been airfares.

Stakeholders also considered that COVID-19 accelerated in a positive way the move to providing more online resources and app-based resources. Training videos can be more efficient in that participants can watch multiple times or as a refresher.

12.3. What can be learned from delivering capacity development during COVID-19?

When asked if FAME should prioritise online training after COVID-19, 43% of participants agreed or strongly agreed; 35% disagreed or strongly disagreed; while 22% neither agreed nor disagreed (See Figure 10).

In contrast, when asked if FAME should prioritise face-to-face, in-country, 60% of participants strongly agreed; 24% moderately agreed; and 9% disagreed or strongly disagreed (See Figure 11).

Our conclusion from this and our interviews is that there is a high level of comfort that online training will play a greater role post-COVID-19 than it did immediately prior.

Pacific peoples have adapted and there has been an irreversible step-change toward greater online capacity development, especially where this enables efficiencies.

Online training will not, however, replace face-to-face training.

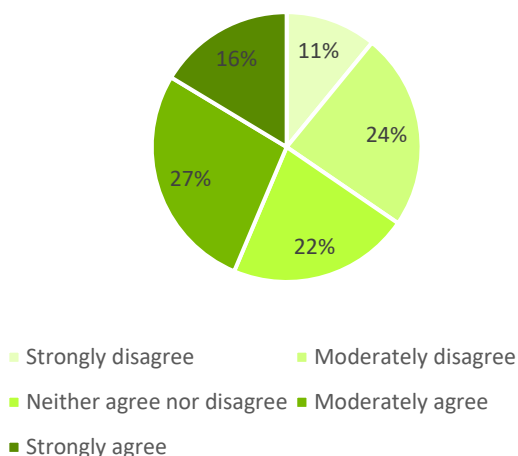


Figure 10: After COVID-19, FAME should prioritise on-line training

Stakeholders were clear that one of the major benefits of face-to-face training, whether in-country or in regional workshops, was the informal mentoring and exchange that happened in the margins of capacity development. Online training, no matter how engaging, cannot replace this.

In addition, there has been a growing sense of fatigue in relation to virtual meetings, associated with their particular character, and the increasing demands for departmental officials' time. As one stakeholder commented (in the context of a separate review):

[We were] enthusiastic at the start – now – sick of it – [there is an] SPC meeting every day!

– *Seconded fisheries adviser*

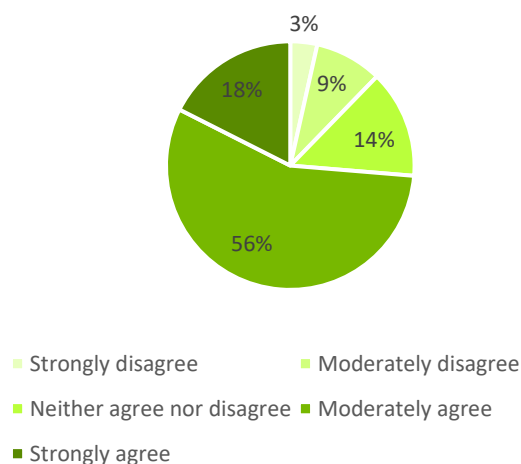


Figure 11: After COVID-19, FAME should prioritise face-to-face training in our country



PART III:
EVALUATION CONCLUSIONS

13. CHALLENGES AND OPPORTUNITIES

Drawing upon the evaluation's findings within each key theme, this section assesses some cross-cutting challenges to FAME's capacity development and the opportunities these can represent.

13.1. How to improve monitoring of programmes?

While Section 7 has considered the effectiveness of FAME's capacity development, monitoring and evaluation (M&E) processes can play an important role in both tracking progress and improving delivery of capacity development activities and programmes. In principle, M&E can provide systematic means/tools to identify strengths and gaps in current practice and offer feedback mechanisms to promote improvement.

FAME has clearly invested in M&E through establishment of an M&E team, which has, amongst other things, focussed on input into Divisional planning (for example, Theory of Change) codifying processes, project and programme reviews, and the development and monitoring of a regional fisheries indicator set.

In relation to capacity development the review considers that enhancements in M&E could add value to FAME's activities in several ways:

- **Clear objectives:** Capacity building can have different/overlapping objectives including improving individual skills, adding to organisational capacity, and supporting staff in career development.
- To monitor the effectiveness of training, it is helpful to have a clear understanding of which objectives are being targeted. For example, is the aim to pass on a specific skill to be used in the workplace, or to raise awareness of

issues or developments that may not be directly used in everyday work?

- Having a clear sense of these objectives opens the opportunity for more effective monitoring of effectiveness.
- **Tracking over time:** for some capacity development programmes it may be useful to track participants over longer periods to establish whether for example the learning is being absorbed into institutional change, or individual career development.
- **Data collection and maintenance:** Good quality data is needed to support monitoring. FAME currently maintains data on training participants but there are some gaps in this, and virtual training methods have brought new challenges.
- **Feedback loops:** It is important that there are ways for participants to provide genuine feedback on their experiences, and that there is a mechanism to implement changes in response this, as appropriate.

In summary, the review considers that improvements could be gained in the field of monitoring and evaluation through:

- clarifying the specific objectives of training – including informal training and mentoring as appropriate
- ensuring that monitoring data is collected, maintained and accessible
- ensuring that opportunities for feedback are provided that encourage honest /candid responses
- following up with a sample of trainees to track the ongoing use of knowledge (with their explicit agreement to this)

- using the information gained to improve the delivery and effectiveness of capacity development activities.

We emphasise that the intention is not to propose new and onerous processes, but to apply useful changes that directly support improved delivery.

We also highlight that while the MEL team can support this, much of it would rest with technical staff to clarify and adapt current processes.

13.2. How to maximise partnering with others?

Partnerships for capacity development

While FAME is an important component of the capacity development landscape in relation to Pacific fisheries, many other agencies and entities are involved. SPC, as a technical agency, delivers some programmes directly but also works in partnership with agencies in the education sector.

The primary example is with USP to deliver certified courses. SPC also works with tertiary institutions in Australia and New Zealand, and their extension partners in the Pacific (for example, TAFE).

Pacific national institutions – technical institutes and universities – also provide partnership opportunities that FAME could utilise to take advantage of their teaching expertise and locality (for example, providing access to local communities).

Other key partnerships are with Pacific regional agencies, notably FFA. Government agencies in Australia and New Zealand provide specific expertise (for example, in MCS, policy/planning) to support existing programmes, and in some instances run parallel capacity building support initiatives.

Non-government and community-based organisations can also play a role, the latter especially in relation to coastal and community-managed fisheries. These have the advantage of being locally based and familiar with local operating context and constraints. Similarly, there is the opportunity to work with private sector technical advisors as a means to cover technical areas where FAME may lack specific expertise.

Finally, FAME may partner directly with member countries and territories to fund and/or broker intra-Pacific exchanges and learning.

The review supports the continuing and expansion of such partnerships, in particular as they enable FAME's technical expertise to be used efficiently and effectively, without adding a formal 'education-sector' role to its existing functions.

Partnerships for sustainability of programmes

Section 10 has highlighted the role of donor projects/programmes in supporting capacity building in specific areas. These donor partnerships are crucial in maintaining FAME's capability in capacity development. In particular, FAME is in a strong position to guide the direction and priorities that donors support through programme initiatives.

Successful partnerships of this nature allow FAME to employ the appropriate skills/expertise to address shifting regional and national priorities.

13.3. Is COVID-19 the step-change FAME needs?

Section 12 assessed how FAME adapted to COVID-19, including looking at some options for the future. As one stakeholder said, adapting to the pandemic brought

forward some changes that were already underway. But it also forcefully underlined that virtual engagement is possible and mobilised the resources needed in many areas to make this change a reality.

With many mental barriers to remote engagement broken, there is an opportunity for FAME to reconsider how it engages with its members. There is an opportunity to improve efficiency and sustainability by expanding virtual training and only travelling in-country when the value-add is clear.

This has the potential to overcome some of the challenges created by distance, especially for the smallest and most remote PICTs. Some stakeholders raised the issue

that for small organisations, the cost of sending staff to capacity building – including the opportunity cost of not having the staff available to continue their day job – can be high. As mentioned in Box 1, for the longest attachments such as the Professionals course, it can be prohibitive.

Pivoting to deliver more formal training online and creating more digital resources and videos has the potential to be a leveller.

Capitalising on this opportunity will require some reallocation of resources, but this should be more than made up for by reduced cost of travel.

14. CONCLUSIONS

FAME is way ahead of anyone. There is nobody else in the region that can compete.

– Senior government official

Without FAME, I wouldn't have the opportunity to do my work. I got all my qualifications through FAME. I still need more from FAME capacity building!

– Government official

I am grateful to have this opportunity to share my views as capacity building is a great need for the development of our fisheries. [FAME] is really supportive and has contributed to my career development as it has provided a pathway to improve and learn more on new skills and knowledge acquired. Thank you so much FAME for your continuous effort in our capacity development.

– Government official

14.1. Overall approach

In evaluating FAME's capacity development across the Pacific, the overriding central theme was deep appreciation for its commitment to and focus to upskilling Pacific Islanders to manage this essential resource. Participants across each training modality, and in both OFP and CFAP, highly valued FAME training courses.

FAME's training courses were considered invaluable for career progression and positions were highly sought after. For some, FAME was their only source of professional development. Participants praised the professionalism of FAME staff, with workplace attachments clearly a favourite experience for many to work closely with a range of FAME staff.

Our findings and recommendations sit within this context: **FAME is considered to be a relevant, effective and impactful provider of capacity development.**

This is notable given the well-known challenges in the region. FAME serves a vast geographical region, with a dispersed and diverse population.

The capacity development needs of the region are highly heterogenous and FAME's mandate is broad, encompassing

commercial, pelagic fisheries, near shore coastal fishing and aquaculture.

It is also recognised that FAME is – first and foremost – a technical agency. Its core function is providing technical support to the region, not capacity development.

Just as capacity development needs change and evolve, there is also room for FAME to change and evolve in the way that it delivers its support. The key themes raised through this evaluation were:

14.2. Relevance

FAME provides a mix of regular, ongoing courses and bespoke support that responds to individual country needs. This is generally considered useful, and courses offered fit within the broad frameworks endorsed by Pacific leaders.

There is a tension, however, between its ability to plan and allocate resources in the most efficient manner and being responsive to members' immediate needs. Being responsive enables FAME to tailor support to specific circumstances, but this can come at the expense of providing greater

geographical balance or more structured training programmes.

Providing more sub-regional training for those with similar fisheries profiles may help address this.

OFP tends to be able to cater more to regional needs given the common approach to managing these fisheries. CFAP tends to cater to more diverse needs, and so must be more flexible – and opportunistic – in planning its support.

Within these constraints, one way that FAME staff try to strike the balance is by seeking to progressively embed training, especially in-country training, within national or ministry upskilling. This seeks to situate national training within a more sustainable context and should be continued.

There are also opportunities to standardise some of the more practical skills, including through the use of greater online and digital training resources.

14.3. Effectiveness and impact

Participants highly rated the effectiveness of FAME capacity development. There was some indication that some trainers were more effective than others. This means that are opportunities to lift the overall quality of instruction, with a view to increasing engagement in courses.

Some FAME staff indicated, for example, that over time they had shifted approach toward more participatory or group work; this trend should be supported by some professional development especially for newer staff.

There were also suggestions to increase the accountability of participants. These included setting clearer expectations especially prior to workplace attachment; working with managers to require participants to present when they returned

to their workplace; and practical steps to check understanding before and after courses.

14.4. Efficiency and sustainability

The efficiency and sustainability of FAME's capacity development must be considered in the context of consisting largely of donor-funded programmes and projects.

This means there are some limitations in FAME's ability to drive efficiencies across the breadth of its work, and to plan for long-term change beyond the horizon of its funding cycles.

Within individual programmes and projects, this evaluation found that FAME staff are generally mindful of seeking best value for their interventions.

There is potential for greater efficiencies across FAME by greater coordination between sections. The step-change toward greater online training and materials also provides an opportunity for FAME to rationalise some of its travel to focus on where face-to-face capacity development provides particular value.

14.5. Gender and social inclusion

During 2016-2020, FAME has made progress in mainstreaming gender equity and social inclusion in its capacity development support. It has produced – and updated – resources such as the *Pacific Handbook for Gender Equality and Social Inclusion*, and there is some evidence of FAME staff, including non-experts in gender mainstreaming using these resources.

In 2017, FAME invited the Human Rights and Social Development Division to do a gender stocktake of its capacity development. FAME has begun implementing its recommendations although further work remains.

Under the Pacific-European Union Marine Partnership, FAME have added a gender mainstreaming expert, leading to both improvements in both programming and upskilling of other staff.

FAME's gender and social inclusion looks different depending on the section.

The women that receive capacity development reported larger gains in their confidence and changes to their workplace behaviour than their male counterparts. Overall, at least 50% of participants recalled seeing women represented in the fishing industry in their course materials and presentations, although the number of people that recalled examples of women in leadership were lower.

However, across all of FAME, only 29% of participants were women in the period covered by the evaluation. In some sections, less than 10% of participants were women.

For some sections, this may reflect the composition of some areas of the fishing. But it means that even where outcomes from capacity development benefitted the women involved, there are still too few that experience this opportunity.

It is difficult to draw conclusions on the outcomes of FAME capacity development for people of vulnerable groups, such as disabled people. There is limited data on these groups' participation, including from the evaluation survey.

While FAME cannot select participants for all its course, it should develop strategies to include more women and people of vulnerable groups within its training – including partnering more closely with members.

There is also some room to improve course content and experiences to support gender and social inclusion, such as those recommended in the 2017 Gender Stocktake. (Leduc, 2017)

14.6. COVID-19

The COVID-19 pandemic has – and continues to – affect the extent to which FAME has been able to deliver against the key themes of this evaluation in 2020 and 2021.

FAME's capacity development model has largely been predicated on international travel – whether staff providing coaching in-country, participants travelling to Noumea for attachments, or officials gathering for regional workshops.

With this avenue extinguished, FAME pivoted quickly to providing what training it could online. The overall number of courses and participants was largely maintained, and some of the key annual fixtures were able to continue virtually.

In the pivot online, FAME trainers were supported to switch to online conferencing platforms, as well as produce short videos to demonstrate practical skills.

Many FAME staff considered that COVID-19 accelerated the move to more online training and support; and that this should continue in the future. This was supported by views from other stakeholders that online capacity development will have a greater role even once international travel resumes. There was still a strong desire, however, for this to be supplemented with in-country support.

15. RECOMMENDATIONS

Recognising that much of FAME's capacity building is working well, we propose a suite of changes aimed at improving FAME's delivery and outcomes at national level.

Relevance

The evaluation recommends that FAME:

- 1. Continue providing capacity development with a mix of annual courses and responsiveness to country needs.**

While responsiveness introduces a range of challenges, including for planning and efficient use of resources, it is highly valued by PICTs and considered an integral part of FAME's overall value proposition.

- 2. Work in close partnership with Members, especially in relation to coastal fisheries**

The diversity of SPC's membership means that PICTs have differing levels of capacity and development. The character of training needs to recognise this and be tailored to meet the needs of specific local circumstances. This may mean, for example, focus on in-country group training, and bringing in specialist expertise where FAME lacks the relevant skills. In some instances, sub-regional level training may be appropriate, where common issues are being faced.

- 3. Use regional frameworks for longer term planning**

Recognising that there are multiple drivers for FAME's work, it should make greater use of regional frameworks and strategies to guide its medium-term planning. This, blended with FAME's regional knowledge, would enable it to extend the planned time horizon for scheduling support at national level, and identify future skills required in house to meet these needs (e.g. through donor support).

Effectiveness and impact

The evaluation recommends that FAME:

- 4. Enhance the monitoring and evaluation framework**

Section 13 proposes a set of enhancements to FAME's practice in Monitoring, Evaluation and Learning. This involves identifying clearer objectives for specific capacity building activities, improved tracking over time (database), and greater feedback loops to improve delivery.

- 5. Approach 'training' as a specialist skill**

The review found that the quality of training / trainers made a significant difference to participants' experience and learning outcomes. FAME should recognise this and provide training for its staff (especially new staff) to improve presentation and communication skills in a Pacific Island context.

- 6. Review its privacy policy, and ensure it is understood by staff and implemented consistently**

This should include anonymising the personal data currently available on the FAME Results Dashboard.

The role of PICTs

Recognising that SPC members can assist with improving effectiveness, the evaluation also recommends that SPC Members:

- 7. Focus on trainee selection and feedback**

Home government managers of training participants should ensure that staff are selected for training that matches their role, experience and potential career path. Clear expectations of trainees should be set ahead of courses and steps taken to enhance accountability. This could be achieved through mechanisms such as requiring

presentations upon returning to the workplace.

Efficiency and sustainability

The evaluation recommends that FAME:

8. Increase the focus on cost-effectiveness

The costs of training, on a per person basis, vary significantly under different modes of delivery. We encourage FAME to apply some formal consideration of relative costs of different methodologies in designing capacity development programmes, while also seeking the best training outcomes.

COVID-19 has shown the cost savings possible with remote technologies, as well as providing clearer signals about what works remotely, and where there are clear benefits from working face-to-face.

9. Build on experience with on-line training

As an opportunity to improve efficiency and effectiveness, FAME should consider providing more refresher courses online. This can be a time-efficient way to keep skills current.

10. Enhance intra-FAME coordination

FAME should also enhance communication across its two programmes and respective sections, so that staff have a greater awareness of each other's work and schedule. This need has been increased due to expanded on-line training, which can lead to different programmes/staff simultaneously scheduling virtual events with the same in-country staff or teams.

11. Increasingly partner with other providers

FAME should explore opportunities to partner more with local (national) institutions, including educational institutions and NGOs. This can be cost effective where further enhancing local capacity in the sector.

12. Heighten intra-Pacific cooperation

FAME should actively seek opportunities to support or broker intra-Pacific cooperation in training and capacity development.

Gender and social inclusion

The evaluation recommends that FAME:

13. Continue to implement the recommendations of the FAME Gender stocktake

Building off the work of the Human Rights and Social Development Division and progress made to date, FAME should continue to implement the recommendations of the FAME Gender stocktake.

As part of this, recruiting a social scientist would be valuable for improving gender analysis as well as enabling wider understanding of the effectiveness and impact of FAME's other programmes.

14. Increase participation and outcomes for women, youth and vulnerable groups

Given that less than 30% of participants during the evaluation period were women, FAME should develop strategies to improve gender participation across the board, and especially in those areas with lowest participation rates. To support this, FAME should refresh course materials to ensure they incorporate gender representation and perspectives.

Limited data is gathered on the inclusion of people of vulnerable groups. In the absence of such data, it is difficult to assess the outcomes for these groups. FAME should begin collecting such data to fill these gaps and assess whether there are barriers to participation for people of vulnerable groups.

COVID-19

The evaluation recommends that FAME:

15. Build off the COVID-19 step-change

COVID-19 has catalysed a sudden and substantive shift in attitudes and capacity to use online training and resources. To build on this FAME should invest in producing more online materials, videos, and app-

based systems. This has the potential to address some challenges of distance, and to improve efficiency and sustainability.

FAME should also explore practical steps to improve engagement for online training, such as sending materials in advance to minimise impacts from internet disruption and working with organisations to ensure access to adequate facilities.

REFERENCES

- Division of Fisheries, Aquaculture and Marine Ecosystems. (2019). *Business Plan 2016–2020*. 18.
- Jaynes, B. (2020). *SPC trains out of work fisheries observers as port samplers to continue flow of scientific data*. The Kaselehlie Press.
- <https://www.pirfo.org/index.php/component/content/article/91-featured-news/163-spc-trains-out-of-work-fisheries-observers-as-port-samplers-to-continue-flow-of-scientific-data?Itemid=437>
- Kirkpatrick Partners. (2009). *The Kirkpatrick Model*. Kirkpatrick Partners.
- <https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>
- Kotvojs, F. (2018). *Evaluation of Pacific Fisheries Training Programme (PFTP)*.
- Leduc, B. (2017). *Stocktake of the Capacity of SPC Fisheries, Aquaculture and Marine Ecosystems Division*.
- OECD/DAC Network on Development Evaluation. (2019). *Better Criteria for Better Evaluation: Revised Evaluation Criteria Definitions and Principles for Use*.
- <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>
- Pacific Community. (2015). *A new song for coastal fisheries: Pathways to change : the Noumea strategy*.
- Pacific Community. (2017). *SPC - Privacy Policy—V1.0*. <https://oceanfish.spc.int/spc-privacy-policy-v10-13032017?lang=en>
- Pacific Community. (2019a). *11th SPC Heads of Fisheries Meeting—HoF 11 outcomes*. 11.
- Pacific Community. (2019b). *Pacific Fisheries Leadership Programme—Course Guide*.
- Pacific Community. (2020a). *Pacific handbook for gender equity and social inclusion in coastal fisheries and aquaculture*.
- Pacific Community. (2020b). *Terms of Reference Evaluation of Capacity Development Efforts at FAME*.

Pacific Community, & Forum Fisheries Authority. (2015). *A Regional Roadmap for Sustainable Pacific Fisheries*. <https://www.ffa.int/system/files/FoF%20Roadmap%20FINAL.pdf>

Pacific Community, & Pacific Islands Forum Fisheries Agency. (2019). *PIRFO Training Framework*. Pacific Community, Forum Fisheries Agency.

Pacific Islands Forum Fisheries Agency, & Pacific Community. (2020). *MCS for Fisheries Officers Training Package Guide for Implementation*.

RREALI, Charles Darwin University. (2020). *Evaluation of SPC's Capacity Building*. 89.

SPC Fisheries, Aquaculture and Marine Ecosystem Division. (2021). *Training – SPC Fisheries, Aquaculture and Marine Ecosystem Division*. <https://fameresults.org/training/>

SPC Statistics for Development Division. (2021). *Population / Statistics for Development Division*. <https://sdd.spc.int/topic/population>

United Nations Development Programme. (2009). *Capacity Development: A UNDP Primer*. https://www.adaptation-undp.org/sites/default/files/downloads/cdg_capacity_development_primer.pdf



APPENDICES



APPENDIX I: KEY EVALUATION QUESTIONS

KEQ 1: Relevance – Assess the relevance and appropriateness of FAME’s approaches to capacity development in responding to the needs in the region

How well do FAME’s capacity development efforts align with regional and PICT priorities?

Are FAME’s approaches to capacity development the best way to meet the capacity gaps in the region?

How relevant and appropriate was FAME’s approach to capacity development during COVID-19 restrictions?

KEQ 2: Effectiveness – Assess the extent to which capacity development outputs, and outcomes of key capacity development initiatives have been achieved, and the major factors influencing success

To what extent is FAME likely or unlikely to achieve its Business Plan Objective 6 (Support capacity development in fisheries among PICTs)? What are the major factors influencing success?

To what extent are FAME’s systems and tools effective in tracking progress and measuring change resulting from capacity development? How can they be improved?

How effective was FAME in adapting its capacity development to the context of COVID-19?

KEQ 3: Efficiency – Assess the efficiency of delivery of capacity development initiatives

To what extent have initiatives to support capacity development been effective and represent good use of resources (value for money, best-fit), compared to possible other approaches of support to PICTs?

To what extent were FAME resources (technical support) allocated to capacity development in the region/PICTs in an efficient manner?

To what extent were FAME resources allocated to capacity development during COVID-19 restrictions?

To what extent did the FAME collaborate with other areas in SPC to achieve capacity development outcomes?

KEQ 4: Impact – Assess the impact (both intended and unintended) of FAME capacity development efforts at individual, institutional and regional levels

To what degree have FAME projects or programmes contributed to achieving planned capacity development results or objectives in FAME's Business Plan 2016-2020?

To what degree has FAME's capacity development initiatives contributed to observed improvements in capacity of the individual beneficiaries from PICTs or the institutional capacity of PICTs?

What are the possible unintended effects (positive and negative) of FAME's approach to capacity development – especially in PICTs?

What are the possible intended or unintended effects of FAME's approach to capacity development in COVID-19 restrictions?

KEQ 5: Sustainability – Assess the extent that capacity development included considerations of sustainability

To what extent did the beneficiaries of FAME's capacity development efforts in the past five years observe or witness change (both at personal and institutional levels)? To what extent were institutional or individual change in the PICTs attributable to FAME's capacity development effort?

How well FAME is currently monitoring and evaluating the outcomes of capacity development?

What can be learned from FAME's experience delivering capacity development during COVID-19 that can applied to the post-COVID-19 context?

KEQ 6: Gender and social inclusion – Assess how gender and social inclusion has been addressed in capacity development

To what extent have women, youth, and people of vulnerable groups in PICTs benefited from FAME's capacity building efforts?

To what extent have FAME's capacity development efforts contributed to gender and social inclusion in Pacific fisheries e.g., women's participation in fisheries, decision-making processes?

How have FAME's capacity development activities been distributed/allocated across the Pacific Islands region?

How has FAME's new approach to capacity development during COVID-19 restrictions integrated gender and social inclusion (GESI)

APPENDIX II: FAME TRAINING CATEGORIES, 2016-2020

FAME section	Training Category	Year				
		2016	2017	2018	2019	2020 (COVID-19)
Aquaculture (AQ)	Sandfish / sea cucumber					
	Tilapia					
	Pond farming					
	Grass carp					
	Aquaculture biosecurity					
	Aquaculture management and development					
	Freshwater giant prawn					
	Hatchery					
	Giant clam					
	Sea grape					
	Shrimp					
	Oyster					
	Seaweed					
	Financial literacy					
	Economic analysis					
	Legislation					
Gender and human rights						
Coastal Fisheries Science and Management (CSFM)	Fisheries report writing					
	Post disaster needs assessment					
	Biological sampling					
	Creel and market surveys and analysis					
	Invertebrate surveys and analysis					
	Geographical information systems					
	Ecological surveys and analysis					
	Fisheries policy and management plans					
	Coastal fisheries and aquaculture MCS					
	Finfish surveys and analysis					
	Aquaculture management and development [plan]					
	Legislation					
	Climate change					
	Data management					
	Aquarium fish					
	Survey design and data management					
Small fishing vessel operations						
Data Management (DM)	Tuna data Workshop (including WCPFC reporting)					
	Tuna data management software – TUFMAN 2					
	Tuna data management software – TUFMAN 2 and Tails					
	Tuna data management software					
	Artisanal fisheries data – Tails					
	Observer data					
Data scanning and reporting						

FAME section	Training Category	Year				
	Electronic monitoring					
	E-reporting software - Onboard					
	Data Management					
	E-tools					
Fisheries and Ecosystems Monitoring and Management (FEMA)	Pacific Islands Regional Fisheries Observer Training					
	[biological] Sampling					
	Tuna data management software - Onboard					
	Training and assessment					
	Tagging					
	Information management					
Nearshore Fisheries Development (NFDS)	FAD monitoring					
	Fishing techniques					
	Seafood safety					
	FAD fishing					
	Financial literacy					
	Small fishing vessel operations					
	Fisheries extension work					
	Economic analysis					
Stock Assessment (SAM)	Stock assessment					
	R software and programming					
	Harvest strategies					
Information Management IM [2019] IS [2020]	Communication and information					
	Information management					
	FAD fishing [awareness]					
PEUMP [2020]	Invertebrate survey and analysis					
	Survey design and data management					
	Gender and Human rights					
	Invertebrate survey and analysis					

APPENDIX III: SURVEY RESULTS AND GRAPHS

See separate attachment