



Food and Agriculture  
Organization of the  
United Nations



# Capacity Development Strategy

**FishAdapt Project, Myanmar**



## 1. Executive Summary

The fisheries and aquaculture sector in Myanmar is critically important to the country's food and nutrition security and economy. Climate change is forecast to have a significant impact on the sector. In order to address these issues, Myanmar has developed its National Adaptation Plan of Action (NAPA) for climate change, yet at present, Myanmar faces significant challenges in achieving sustainable management and utilisation of its aquatic resources. These challenges include weak governance, organizational capacities, institutional arrangements, limited technical capacity and knowledge; and limited resources for the development and implementation of adaptation plans. FishAdapt Project is designed to enable inland and coastal fishery and aquaculture stakeholders to adapt to climate change by understanding and reducing vulnerabilities, piloting new practices and technologies, and sharing information.

This CD strategy document informs the project particularly of key practices to be carried out when delivering training or conducting workshops. There are agreed principles of conduct and professionalism that the project adheres to in all Capacity Development (CD) initiatives and these are highlighted in this document.

## 2. Goal of FishAdapt Project Capacity Development (CD)

Specifically the project addresses three main barriers to climate change adaptation, including:

- Lack of climate resilient sector policies, and limited integration of fisheries specific climate responses into national policies
- Lack of capacity and resources within the sector to support communities in planning and responding to climate related stressors and fisheries and aquaculture adaptation to climate change impacts.
- Limited knowledge sharing and communication within the sector and with fisheries and aquaculture dependent communities, limited coordination and lack of real-time/working level understanding of climate change and its' impacts on fisheries, aquaculture and their livelihoods.

The project will work specifically in the following areas:

- Legal/Policy (Fisheries, Aquaculture, CCA, DRM)
- Communications (Related to the other 7 areas)
- Fisheries (Inland and Coastal)
- Aquaculture (Marine, Brackish and Freshwater, including Mangroves and Rice Paddy)
- Climate Change adaptation (CCA)
- Disaster Risk Management (DRM)
- Gender and most vulnerable groups
- Monitoring (related to CCA and DRM)



### 3. Strengths and Weaknesses of the FishAdapt Team

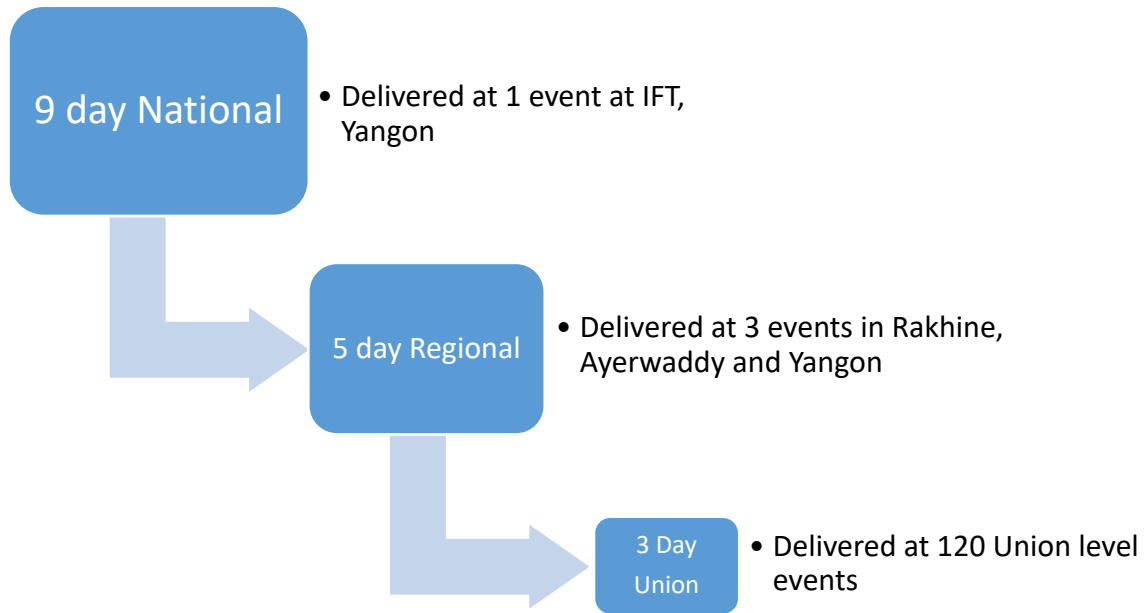
Human resources are both a strength and a weakness with positions filled with exceptional talent both locally and internationally. There are however a few positions that have only recently been filled or are now vacant. To support this the FishAdapt project will encourage the development of a supportive knowledge management strategy that not only supports the capacity development being delivered by the project but also provides well documented and explicit information from each team. For those that leave the project a process of exit interviewing will take place to gather and document knowledge that is leaving the project. FishAdapt Project itself is working to be a learning organisation at every level, highlighted by its commitment to monitoring, evaluation, improving and adapting its work practices.

Areas of weakness are also identified in translation of materials. Being a capacity development project there are multiple training materials for use at various levels (State, Region, Union) and translation services are required constantly. Currently, it seems that technical professionals are heavily involved in translation of materials produced by international consultant team members. If translation services are procured separately for the project (budget not withstanding) then national technical team members will have more time to add their technical knowledge and skill to the proceedings.

### 4. Target Beneficiaries

Project controlled capacity development initiatives for each of the lead areas are planned at all levels; State, Region and Union. Beyond the Union level, at the community level, this capacity development will be delivered by the Implementing Partners (IPs) consisting of NGOs, University, IFT and DoF staff. Letters of Agreement (LoA's) are being established with these IPs for the duration of the project and they will be the main providers for training delivery at the village/community level. A key challenge facing the project is the cascade delivery of training through different levels. The project delivers training at the state level which considers some skills in training of trainers in addition to technical content and process delivery. Typically, these courses are 2 times as long as those then delivered at the regional level in the same subject and up to 3 times as long as those delivered at the union level.

For example, the 9 day Ecosystem Approach to Aquaculture Management, Capacity Plus and ToT, is followed by a 5 day version at the Regional level and a 3 day version for IPs at the Union level.



In section 7, we talk of principles and agreed ways of working for the FishAdapt Project which goes into more detail and offers suggestions as to how the Project may overcome some of these challenges from the start. Principally, the Project will embrace a learning organisation mentality, with a focus on constantly improving the capacity development initiatives supported, whether they are directly delivered by project staff or through IP’s.

Other target beneficiaries of the Project’s CD initiatives include; various government departments (Environment and Conservation Department, Department of Agricultural Land Management and Statistics, Department of Forests, Meteorological Department, Myanmar Fisheries Federation (MFF), Government Administration Department (GAD), etc.

### 5. Capacity of Target Beneficiaries

A needs assessment has been conducted of key target beneficiaries to inform the development of initial CD training initiatives. This has been completed for DoF and the communities being targeted under this project. The survey clearly shows in its different sections the key role that capacity building and transfer of technologies play in the development and in the resilience of the aquaculture sector. There is apparently a large need to update the skills and technologies of DoF staff to pull the sector to more industrial levels and to make it more adapted to the future climate change and disaster management challenges. According to the DoF informants, aquaculture, fish breeding, feed formulation/preparation, disease management and water quality are the top training topics to support the sector.

A capacity needs assessment includes a summary of an organisation’s resources available, both human and physical, as well as the motivation to complete their mission. Do staff in an organisation know well their purpose, why their organisation is doing what it does, are they well trained in how to do their job and are they able to work autonomously at all.



Prior to each national and regional training event a learning needs assessment (LNA) will be conducted for each participant, providing the Project with a baseline to work with. At the community level expectations and experience of participants attending will be gathered by facilitators at the start of the training event (this should be sensitive to those that are illiterate, i.e. gathered through discussion rather than asking participants to write comments on paper) and then facilitators will check and confirm that expectations have been met and key messages described by participants to check basic learning. Given time constraints the principle of precautionary approach is to be adopted by the Project, meaning that without detailed evidence it is assumed that training in the areas identified by each team lead will be conducted. By including LNAs at the start of training and evaluation at the end the Project will be able to identify if training has managed to reach level one and two training evaluation objectives from Kirkpatrick's Training Evaluation Model. Level one being the reaction stage, whereby participants concur whether the training was enjoyable and useful to them. Level two moves to learning and identifies whether participants actually learnt anything. This level two will be picked up by evaluation forms being completed and indicating levels of competence post training.

Capacity of participants will be checked throughout the sub areas of the project:

- Legal/Policy (Fisheries, Aquaculture, CCA, DRM)
- Communications (Related to the other 7 areas)
- Fisheries (Inland and Coastal)
- Aquaculture (Marine, Brackish and Freshwater, including Mangroves and Rice Paddy)
- Climate Change adaptation (CCA)
- Disaster Risk Management (DRM)
- Gender and most vulnerable groups
- Monitoring (related to CCA and DRM)

## 6. Partners working in CD

As part of the CD strategy it is useful for the project to know who else is doing work in the sub areas highlighted above and also those specifically conducting CD work in these areas.

The idea of a CD Forum is to be explored by the CD national adviser and to assess whether there is interest in this area within the development community in Myanmar initially. A CD forum would be a collection of CD advisers from different project and organisations gathering initially monthly or bi monthly to ensure buy in and give the forum some energy to work. It may well reduce to quarterly meetings or even every 6 months. The purpose will be to share CD experience, processes, and particularly learnings. This Forum may form a network that can be accessed remotely and articles and information shared online. In fact facilitators may also be shared through this network in certain areas and with agreement.

## 7. Operations Plan for each Area

Discussions held with individual teams; Aquaculture (1 national), Communications (1 national), Gender (1 national and 1 international – Skype), Legal and Policy (1 national and 1 international – intern), CCA/DRM (1 national and 1 international),



**Legal and Policy (Fisheries, Aquaculture, CCA, DRM).** This team mention that there are two key laws. Freshwater Law at the Regional and State Level, and Fisheries Law at the Union Level. Both Laws are moving towards some sort of commonality of co-management which is likely to be key within this area of the Project. A key document being used for reference in this area is the Fishery Statistic 2018 which also includes many guiding principles that the support best practice in Fisheries and Aquaculture Management.

Starting at Union level and working up through Regional and State level. This area very much sees their work as incorporating needs at the community level and those of the state. They will conduct workshops in October 2019 regionally to agree areas to focus on and how information will be collected. Training will not take place until first quarter 2020. Much of the training will be around climate change friendly legislature authority and listening to the community when making any law and policy. Supporters here include the ambitious Environment and Conservation Department of the Ministry of Natural Resources and Environmental Conservation.

For more details on the following areas please see attached annex excel sheet for work-plan for each area of the project going forward.

**Communications (Related to the other 7 areas).** Plans to include mobile application peer to peer platform. This will be in all 3 regions at regional level first for DoF, IPs, University and some community level participants. The other sub area is for IP and IU and DoF staff to learn how to share stories through participatory communication for development to include success stories, case studies, and photo documentation as examples.

**Fisheries (Inland and Coastal).** There are 3 sub areas: Fishery Data Collection Process for DoF at Regional, Township and Union level will be carried out in a one day workshop. This will discover how this is currently being done and how to improve this going forward. Also Safety at Sea training will be a ToT training for 3 regions at the regional level IP, DoF, University, IFT. The third sub area is for post-harvest management to increase adaptive capacity in this area. Again this will be at 3 regions and similar participants in ToT style so those who receive training will then go on to deliver at the community level. All this training will be delivered in 60 fishery communities.

**Aquaculture (Marine, Brackish and Freshwater, including Mangroves and Rice Paddy).** The first two sub areas for aquaculture will be similar to fisheries, with different participants. The third area is mangrove friendly aquaculture (supporting community resilience to climate change).

**Community Based Climate Change Adaptation (CCA).** Yangon, Ayarwaddy and Rakhine. Integrated rice fish training to support climate change resiliency.

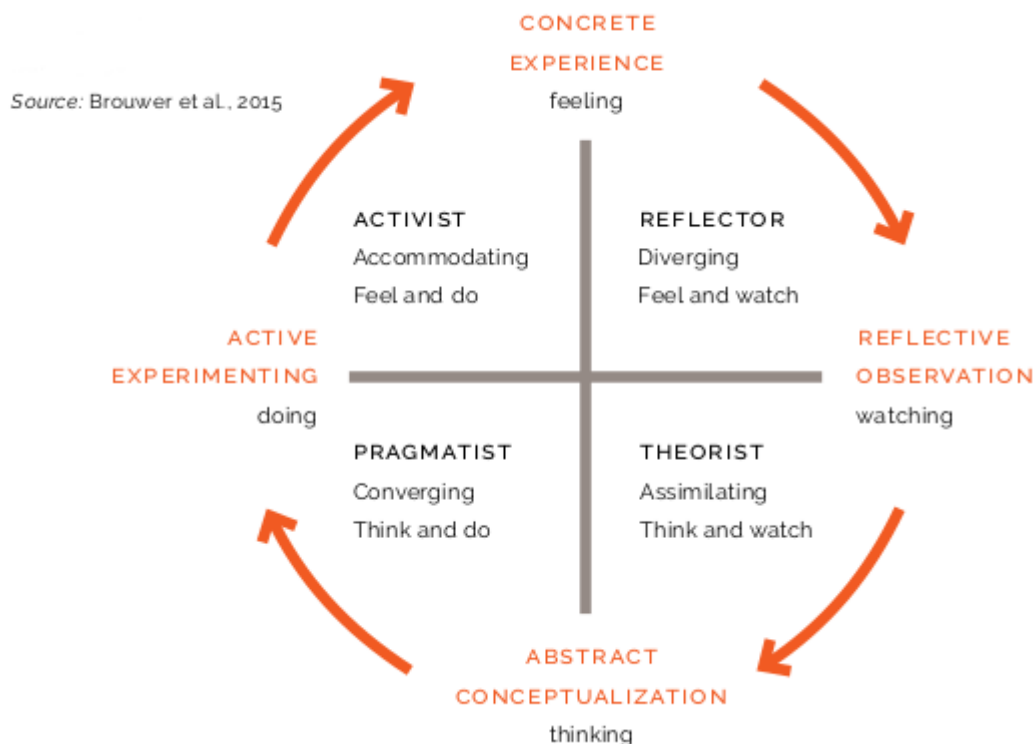
**Community Based Disaster Risk Management (DRM).** Yangon, Ayarwaddy and Rakhine.

**Gender and most vulnerable groups.** The focus here is developing a gender strategy and from that an action plan and detailed work plan. All training will include 1.5 – 2 hour gender module related to each technical area.

**Monitoring & Evaluation (related to EAAM, EAFM, CCA and DRM).** To be conducted at all levels throughout the project areas and for each CD event. This is discussed in more detail in section 9 of this CD strategy report.

## 8. Principles and declared ways of working on FishAdapt CD

Principles agreed with trainers from the EAAM course (30/09/2019 – 09/10/2019) and other team members of FishAdapt include; always know the audience (experience, context, motivation); gender responsive; participation using best adult learning principles (Kolb's learning cycle, peer to peer learning); provision of high quality always (facilitation, materials and post training support); focus on application of training through action/behaviour change from all participants. Have a safety net for quality (ie do/do not run if delay in training delivery). Maintain a checklist for course design, delivery and evaluation. This is designed so as not to miss any of the areas of the project, particularly the cross cutting ones of Communications, Gender and Vulnerable Groups, Legal/Policy, CCA/DRM and Monitoring. Be a learning organisation (project)



All IP's and those delivering training need to appreciate and follow the principles of FishAdapt project which includes:

- **Always know the audience,** includes the following: High level to high level for clarifying importance of training. Provide fact sheets for training. Have an advance programme – perhaps a briefing. Be clear, well planned and well in advance. Can categorise training (again making everything clearer). Indicate the expected capacity of the individual. Videos on website of participants talking about the course after the national level
- **Be gender responsive:** Both around the process of design, delivery, monitoring and evaluation, and the content of the training.
- **Full participation:** Using the participatory approach from the facilitators, active listening.
- **High quality always:** To be well designed, prepared and delivered. Facilitators should feel comfortable to seek support or help where necessary.
- **Focus on applicability:** All training will be practical and include practical elements in the participation during the training/workshop. No lectures.



- **Maintain a checklist:** Checklists are designed and encouraged to ensure quality and support good practice. All those involved in design, delivery and evaluation are able to use the checklists and junior staff can question others if checklist contents not followed. Nobody is above the checklist process and there should be no skipping of practices unless of course changes are made through learning and after action reviews.

**Training Checklist example from the Trainers Resource Guide:**

Training facilities • Availability of training rooms? • Are they clean and tidy? • Is a blackout / electricity cut possible? • Are there enough white/blackboard/flipcharts? • Is there enough wall/display space? • Are there enough tables and chairs? • Can the furniture be re-arranged? • Has projection equipment been ordered and checked? • Is there a reliable internet connection? • Are there any spare bulbs, extension leads, markers, chalk? • Is there a refreshment/rest area? • Is there sufficient space for breaking out into smaller groups? • Are there administrative support staff; have you clarified their role before the start of the course (responding to logistical queries, administrative support for trainers (e.g. typing up course outputs on a daily basis; ensuring all materials and stationery available, etc.)?)

Training materials • Is there enough paper, pens, tools, etc. for each participant? • Enough copies of printed handouts, text books, etc.? • Is there one main laptop for projection and a spare for trainers? • Have PowerPoint slide sets, training activities/cards/games been prepared? • Is there a complete (and spare) set of session plans? • Are there display materials? • Is all necessary stationery assembled?

Trainers • Is there a timetable with clear session allocation (i.e. which trainer delivers which session)? Are all trainers prepared for their sessions? • Have guest speakers or resource persons been arranged? • Do they need transport and/or accommodation? • Do they understand any set procedures, established methods and monitoring requirements?

A before, during and after checklist can be developed by the CD team going forward based on the above ideas. E.g.

Before	During	After
Communications – Letters to participants explaining purpose of course/workshop	Communications – Filming of presentations for example; Using social media during the event to promote the message to a wider audience	Communications – After action Review (AAR); Activity Report; Media write up

- **And not But.** As a principle of participation and development of ideas the way we use language does matter. The suggestion is for the project to encourage the use of ‘and’ when developing ideas from training workshops to meetings in the office and elsewhere. When we respond to someone’s idea with an ‘and’ then there will usually be healthy development and inclusivity of ideas and solutions. If we use ‘but’ this usually stops participants from contributing more – which of course is not useful for further idea development.
- **Solution Focus.** This holds 3 key principles. 1. What we focus on GROWS! 2. No problem happens all the time. 3. Small changes bring about change. The project will encourage a solution focus throughout its work by looking at what is being done to move towards a future perfect (vision).





- **Be a learning organisation.** The project will learn from its actions and activities by clear monitoring, evaluation and focus on lessons learned. We will use practices like the After Action Review (AAR) and the current activity report put in place by the project (more details in the next section on Measurement). All facilitators will be required to check reports and findings and lessons learned from previous training so that learning takes place and is acted upon.

## 9. Measurement

Course reports will be based on current reporting within the project. This is called ‘activity report’ and has headings that include: Course title, Participants, Participation stakeholder organisation, Findings, Result and outcome of the training and workshop, Constraints and challenges, Lessons Learned, Recommendation and follow up based on the lessons learned (includes what should be changed, followed up).

All training will include an After Action Review. This is at all levels; National, Regional and Community. The format is:

1. What was supposed to happen?
2. What actually happened?
3. Why were there differences?
4. What did we learn?

These AAR’s should be reviewed quarterly by the CD national advisor and key lessons learnt shared across the facilitator network of IPs and Project so that changes can be carried and improvements made.

Monitoring of training needs to be done on a sample basis and include questions around preparation, knowledge of training material, delivery techniques, use of visual aids, responsiveness to participants needs, monitoring of training, reporting of lessons learned and finally making changes based on lessons learned and response from observer feedback.

Objectives of training which includes Learning objectives (what participants will learn and why) and training feedback is not included in this current report format. The suggestion is that we include a pre/post-test to assess knowledge at National and regional level only.

Behaviour change surveys can be carried out 3 months after training. For national and regional training this will be more formal with a questionnaire designed by the CD team. An example of this is seen below:

So it has been over **three months** since you finished your (training subject here) training with us at FishAdapt in (location here).

At FishAdapt we hope that you enjoyed learning new techniques, information and overall the experience with us. If this is the case, then for us, that is the reaction and learning ticked when thinking about an evaluation of a training course. However, we are also particularly interested in the next level of behaviour change from Kirkpatrick’s Model, it goes on to results after this. Anyway, for us we think understanding what participants do after they return to their work place is so important



and we are interested in finding out more about your behaviour change at work based on the training you received from the project.

1. What are you doing differently at work now related to (insert training subject matter here)?
2. Did you share your learning with other colleagues? How many and who were they?
3. And perhaps they are doing something different now? Do you have any evidence of change?

If you have anything you would like to share please contact us through this (number/ email/ WhatsApp/ FB). We do hope that you are enjoying your new found knowledge and putting it to good practice.

For the community level behaviour change will be through discussion around a set of questions that bring out stories of change or information about improved practice. This process has been discussed with CD national advisor and includes for example;

**1. Reaction level.** Enjoyment reaction or feeling. Question might be: Did you enjoy the training? If yes what part did you enjoy most? Let's have three faces smiley / Ok / sad. Include a visual icon, and have very clear learning objectives that you can link learning from the community to. Feedback from community needs to match the learning objectives agreed at the start of the training.

**2. Learning level.** Tell us 3 things that you have learnt (new things)

3. Behaviour change. Are you going to use any new skills that you have just learnt in the future? Physically people can move to yes or no places. If yes, what are you going to do? Where are you going to do it?, when will you do it?, when will you complete it? And final question - why are you going to do it?

### **10. Strategic planning for trainings in time of Myanmar COVID 19 situation**

As Myanmar has been starting to face covid 19 like other international countries, project travelling from UN-FAO are not allow to travel project implementation areas starting from March , 2020 in three regions Yangon, Ayawady and Rakhine regions. Some of the capacity development training plans are needed to revise especially for training delivery time and training strategy in time of Myanmar COVID 19 situation and the team is looking for the best ways how the project can deliver trainings to fulfil Capacity Development Plan in 2020-2021. Enhancing planning capacities training will be delivered when traveling permission will be announced in future. In a mean time, the following consideration will be discussed by the team.

All the trainings or CD opportunities will be divided into two big groups, namely a) enhancing planning capacities and b) basic professional skills. Under Enhancing Planning Capacities we have the following training opportunities or courses: EAFM, EAA, CCA, DRM/DRR, EWS/EAP (Early Warning Systems / Early Action Plan).

Under Basic Professional Skills we will englobe to the rest of trainings like: S@S (Safety at Sea), Post-Harvest (both fisheries and aqua), peer -peer mobile platform application and if some basic training might be included under Basic Professional Skills.



**In our strategy, regarding the impact of Covid we will follow the following approach:**

a) Enhancing Planning Capacities related courses have to be conducted in person, physically. It is very difficult that to organise a community, to identify the management unit, engage the practitioners on new concepts as EAFM or DRR will get any success if implemented under tele training modality. These opportunities will be implemented when possible by our Implementing Units (IPs + others) attending in person to our targeted communities.

b) Basic Professional Skills: All these opportunities will be conducted by teletraining (until we can back to the communities), stabilising priorities) (based in relevance and available money). The mobile app + specific videos will be produced (ASAP) enabling this teletraining. .We are already working with New Wave Technology for developing the mobile app and with IMA for broadcasting the videos. Once we can back to the field we will decide if continue using teletraining via de mobile app OR if we will deploy specific teams to the communities based on the results and experience of the three first modules or courses. These three starting courses will be S@S, Post-harvest (both) and the mobile APP tutorial + introductory video to the teletraining approach and to the Basic Professional Skills Set of courses and opportunities.