

ICES TCFMBC REPORT 2013

Report of the Training Course: Fisheries Management to meet Biodiversity Conservation needs (TCFMBC 2013)

18–20 June 2013



ICES

International Council for
the Exploration of the Sea

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Conseil International pour
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Participants at the course “Fisheries Management to meet Biodiversity Conservation needs” conducted 18-20 June 2013 at ICES Headquarters in Copenhagen.

**Report of the ICES training course:
“Fisheries Management to meet Biodiversity
Conservation needs,”**

by

Jake Rice and Mark Tasker

Summary

This was the second course that has been provided by ICES on the intersection of the biodiversity conservation and fishery management policy areas. The course attracted twenty-five participants from eleven countries and a very diverse range of backgrounds, including staff members from fishermen’s organizations, fishery enforcement agency staff, nature conservation advisors, researchers, and NGO staff members. Only a few participants had previous experience of ICES. This diversity posed challenges in striking an appropriate level to pitch the training; both because of the disciplinary diversity of participants and because of the differences in the depth of experience in how the science-policy interface functions and the role of ICES at that interface. However, the diversity also led to good discussions, particularly in the breakout groups, with participants coming from a wide variety of perspectives.

The course content was a mixture of presentations, general discussion and small (6-8 people) break-out group discussions on topics relevant to each presentation. Participants were encouraged to intervene during presentations if a point was not understood or if further elaboration would be of interest, and every presentation was followed by opportunity for questions and general discussion. The course sharepoint site allowed participants to view the presentations on line. After each breakout discussion, groups reported back to the full course and there was further opportunity for open discussion. On the final afternoon there was an exchange between the instructors and course participants regarding issues that participants had not had opportunity to bring up during the earlier sessions.

Pdf’s of the presentations, a small library of background legal documents and a folder of relevant background documents were available for participants to consult or to download. Many course participants asked for additional background material to be placed on the SharePoint site, and many also indicated that they planned to make use of the background material after the course concluded. Web-links were provided from some of the presentations. The standard feedback form for training courses was augmented with a few further course oriented questions. These sources of feedback were harvested for suitable recommendations – many of which confirmed our own thoughts.

For most topics covered, a common structure was adopted of starting first with global policy developments, following by developments in both policy and implementation at the European scale. The content of the course began with the global legal background, including the most up to date developments in both fisheries and biodiversity policy, followed by the major EC policies: the Marine Strategy Framework Directive and its more focused predecessors, the Birds and the

Habitats Directives. Building on this basis there was as a series of examples of how the global and European legal commitments are being implemented at national, European and NE Atlantic scales. This mixture was appreciated but feedback suggested that more emphasis could have been put on what is about to happen at the national/regional scale, with details of the historical evolution of the policies and past implementation efforts covered in background material available before the course met. Future foreseeable developments include:

- a greater emphasis, in both biodiversity conservation and in fisheries management, on economic valuations of ecosystem goods and services; and
- better quantification of the social links of community dependencies and livelihoods to uses of the ocean.

Recommendations (partly based on oral feedback)

- The relevance of much of the historical information presented at the start of the course to material covered subsequently was poorly developed and could either be improved in the presentation to made background material that course participants would have read before the course commenced.
- Acronyms were not appreciated and need to be avoided or better explained.
- Too much material was provided during the three days of the course; the next time the course is run, a summary abstract against each course topic and some annotated suggested reading should be provided (preferably on Sharepoint) well in advance of the course. This could particularly cover more factual and historical parts of the course whose talks could then be scaled back and turned into more of a discussion. This approach was strongly preferred over dropping any of the thematic topics from the course content.
- More detail and greater depth might be interesting in the case studies; perhaps more time in considering the exercises and their relationship with the case studies.
- The number of talks needs to be cut; again replaced better use of preparatory material on the SharePoint site. Participants generally agreed the information the development of the policies was important to understanding their implications – it was just that the material made for very “dense” lectures. .
- The break to smaller groups was appreciated as it gave the less voluble and assertive course members a chance to speak and be heard. The small group exercise questions need to be clarified and sessions should last about 45 minutes, but obviously appropriate to the question being considered.
- In addition to the above, the course should attempt to gain a greater participation in the group sessions, rather than these being dominated by a few voices (in other words, chair the plenaries harder!)
- If biographical information was sought in advance (and made available on the SharePoint site), it would be easier to tune the course to meet needs and expectations, and to enable the use of the knowledge of participant within the course, possibly even in giving short presentations.
- The forward looking thoughts/sections were appreciated and could perhaps be enlarged upon.
- More planning as a learning experience rather than a series of lectures (seminar) would probably help.

Selected Responses from course participants

- I missed access to important course material, to be able to prepare. The first day was used for verbal presentation of too much information, which I would have preferred to read about in advance.
- I found that the instructors did not take the benefit of the competence of the course participants and played more in interactions, including all this experience in the course, instead of hours of verbal lectures on their own.
- Thank you for a very interesting course. The information was all very relevant and interesting; however, it was difficult to absorb the amount of information. This could be improved by changing the form of presentations. First of all, some of the information could have been presented as background material (homework) and the PowerPoint slides could have been used more appropriately.... Also, an index of acronyms used in the presentations would have been great to have either in a printed version or as background material.
- There is a tension between sending the material out prior and expecting the participants to read it prior to the course, and therefore allowing more time for exercises. However, I would not have had time to digest all the material prior to the meeting and also remember the concepts better if they are presented to me so my view is that you got it about right. ...I will certainly be using the information from the course in my work and the SharePoint files as a useful source.
- It may be useful to tailor-make the exercises and break-out sessions towards the expertise of (some) of the trainees who have signed up. This may help to tie more in-depth break-out sessions to more generalists' presentations which provide the big picture and setting.
- Great group of participants. Good overview of documents provided on the sharepoint. Too many ppt presentations. Group discussions were not well prepared. Seemed like this difficult and broad package of information had not been synthesized into main conflicts and problems between management goals and approaches depending on whether the focus is fisheries or biodiversity management.
- Due to my limited background on the subject it was sometimes hard to follow or take up all the new information. A suggestion could be to specify the background that is needed of the participants who want to take the course beforehand, or some extra information could be posted on the SharePoint in advance. Despite this, I believe the course was very useful and important. As such, I hope you will continue with this course and I will definitely recommend it to other scientists from the institute. An overview of the different governments and organizations, participating in policy could also be useful as a background document. The exercises/discussion groups were very useful to me, as this allows us to discuss what we have seen in the theory and try to implement it in the exercises. What could maybe be improved is the participation of the facilitators in these little sessions.

- Practical exercise and subgroup work proved most helpful. While a few of the session spent a great deal of time informing of background to Conventions, regulations etc., I feel this could have been addressed to some degree pre-course with suitable hand outs for participants to study in advance
- I enjoyed the course a lot and felt motivated to think about what next. It would have been great to explore this more, thinking about where we are now and pragmatic ways to move forward, using more detailed case studies both in plenary and break-out. If the course can't be lengthened to accommodate this perhaps some of the history of how we got to where we are (although interesting) could be pared back in the presentations. A reading list would be well received too.
- The course covers too many fields of fisheries management and biodiversity/conservation issues in just three days. It would had been helpful, and fair for the price paid, that some supporting documents (glossary of terms, detailed course outline, etc.) should had been prepared and distributed among trainees, along with at least a folder and some paper to take notes. The breakdown groups and exercises were a good idea but not properly set up. Sometimes it was also not very clear what the purpose of the exercises was. Furthermore, it would be very helpful to count with one instructor to moderate the exercises and to promote the discussions. Also, either the content was too much or the time was too little, but the slides were scanned at a pace impossible to follow for most trainees. The lecturers did a great job answering questions but were not the best in the pedagogical side. Overall the course was interesting because of the exchange of experiences and different backgrounds of people attending.
- ... circulate relevant material (background documents/studies) prior to the beginning of the course to make sure all participants are on a fairly equal level with regard to some main issues - less content/text in the presentations - more space/time for open discussion from participants where they can bring in their knowledge and experiences from their respective working fields ...: helpful ICES staff; friendly atmosphere within ICES and participants; interesting mix (but where are people from non-EU countries?! would add to debates!); good evening programme; nice location.
- 1. It would have been helpful to receive advanced documentation. Access to slides and background material is no substitute for a coordinated and focused series of lecture notes, with illustrative examples and a full reference list. 2. I was indeed very surprised that there was no course booklet. From the outset there was a feeling and impression created that the very obviously experienced and busy Instructors were just too busy to devote time to course preparation and delivery. 3. Training, as with communication in general is a skill. I have to say that there was a gradient: the ICES contributor was clear, dynamic and made an effort to generate slides with synthesis and clarity. Sadly, the opposite was true. Cutting and pasting from previous documents, and systematically presenting reams of typeface is no way to enthuse or instruct.. ... Sadly, the Instructors, and especially one, was too convinced of his own opinion. While expertise is

important and illuminating, the training courses should foster critique and alternative views: there was no encouragement, and in many circumstances, little opportunity, for such engagement. 8. More illustrative examples would have been instructive, together with opportunities for critique and plenary discussion on assessing the value and impact of different possible strategies. 9. Finally, experience and expertise is no substitute for commitment and imagination when it comes to communication of any type. Overall, there was the creation of an illusion that because the Instructors have Chaired or guided so many international initiatives/meetings that we should be grateful that they were spending time talking to us. It is very disappointing to have to point out that contribution and effectiveness of any training is measured by ability to engage, enthuse and motivate, as well as to inform. Such was virtually absent in my view, though I have no doubt that others will, and possibly justifiably so depending on expectations, will be happy.

Course description

Context

In April 2002, the Parties to the Convention on Biological Diversity (CBD) committed themselves to achieve by 2010 a significant reduction of the current rate of biodiversity loss at the global, regional and national level as a contribution to poverty alleviation and to the benefit of all life on Earth. This target was subsequently endorsed by the World Summit on Sustainable Development and the United Nations General Assembly and was incorporated as a target under the Millennium Development Goals.

In 2010 the third edition of the Global Biodiversity Outlook confirmed that the 2010 biodiversity target has not been met, and the CBD 2010 Strategic Plan notes that “actions [to achieve the 2010 target] have not been on a scale sufficient to address the pressures on biodiversity. Moreover there has been insufficient integration of biodiversity issues into broader policies, strategies, programmes and actions, and therefore the underlying drivers of biodiversity loss have not been significantly reduced”. The Strategic Plan includes a new series of targets for 2020 together “*Taking action now to decrease the direct pressures on biodiversity*”.

There is an increasing societal need to use fisheries management measures to achieve biodiversity conservation needs, and an increasing societal expectation that fisheries managers should account for conservation of biodiversity when selecting and applying fisheries management measures. At present, many of those wishing to conserve biodiversity have limited understanding of fisheries assessment and management mechanisms, while those advising on the management of fisheries have limited knowledge of national and international commitments and obligations to conserve biodiversity and little familiarity with the tools for doing so.

Objective

The objective of this course is to raise the level of understanding of middle and senior level advisors on fisheries and biodiversity issues. There may also be some interest from fisheries and biodiversity managers.

The course is intended not only to present the theoretical elements but also to guide participants in putting theory into practice through case studies and exercises. Specific objectives are to provide participants with:

- 1) understanding of the role of biodiversity in fishery science and management;
- 2) familiarity with international policies and targets for fisheries and for biodiversity;
- 3) experience in fishery management measures to meet biodiversity as well as fisheries policy targets.

By the end of the course, the participants will

- be aware of international policy targets and management measures;
- understand the data-collection needs for different management measures;
- be familiar with the factors that affect the ability of various management measures to keep fisheries and their impacts on biodiversity sustainable ecologically and economically;
- be familiar with indicators and reference points, both biological and economic, as tools in fishery management to meet policy targets.

Course Programme and Instructors

The three-day course is organized as a series of lecture, exercise and discussion sessions that focus on policy targets and applied concepts associated with assignments and work sessions. The course programme is in Annex 2.

Instructors

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Annex 1: List of participants

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Annex 2: Programme for Training Course on Fisheries Management to meet biodiversity conservation needs. 18–20 June 2013

Tuesday, 18 June 2013	
9.00-10.00	<p>Welcome</p> <ul style="list-style-type: none"> ▪ ICES Training Programme (Søren Anker Pedersen) ▪ ICES Advisory Services – What is ICES? (Barbara Schoute) <p><i>Presentation 00</i></p> <ul style="list-style-type: none"> ▪ Practical issues (Claire Welling) <p>About this course (Jake Rice and Mark Tasker) Introduction of participants, background and expectations – 1 minute from each participant</p>
10.00-10.30	Tea/Coffee
10.30-13:00	<p>Biodiversity and new Fishery commitments</p> <p>Global – CBD 2020 targets, FAO guidelines on deep-sea fisheries, on bycatch and discards, IPOAs on seabird bycatch, on sharks, Evolving UNGA OLS and SF Resolutions, include VMEs and their detection</p> <p><i>Presentation 01</i></p> <p>Regional/ examples of national - EU Habitats and Birds Directives, Marine Strategy Framework Directive, (ASCOBANS/ACCOBAMS), CFP requirements, UK Commitments <i>Presentation 02</i></p>
13:00-14:00	Lunch
14.00-15.30	<p>Information needs</p> <p>Knowledge of habitat and species and effects of various fishing activities on these; sensitivity; Bycatch and discard observer schemes/systems in EU, example of sustainable reference levels for non-commercial species. <i>Presentation 03</i></p> <p>Generic sustainable reference levels for non-commercial species. <i>Presentation 04</i></p>
15.30-16.00	Tea/Coffee
16.00-18.00	<p>Implications of MSFD implementation for fisheries</p> <p>Which descriptors most relevant for the fisheries – biodiversity interface. Concept behind GES. Decision to go with indicator-based reporting. Challenge of integrating decision-making across many indicators and descriptors. <i>Presentation 05</i></p> <p>Status of implementation in EU, thoughts on how fisheries policy implementation may be impacted. <i>Presentation 06</i></p> <p><i>Exercise – What adjustments to the Common Fisheries Policy and its implementation might be needed to meet the intent of the Marine Strategy Framework Directive (possibly considered at a Regional Sea scale)?</i></p>
18.00-20.00	Icebreaker (optional) in ICES lunch room

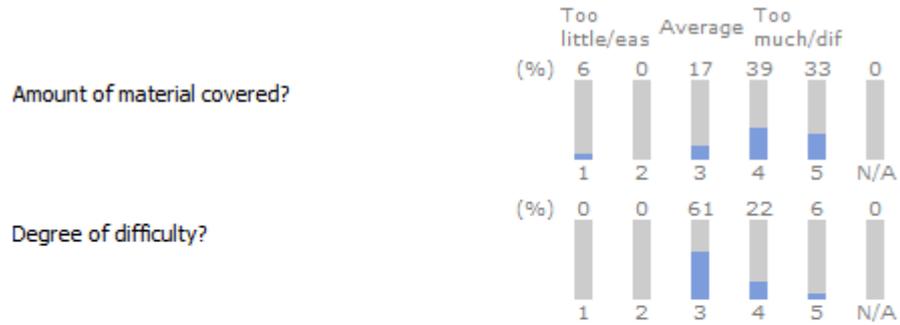
Wednesday, 19 June 2013		
9. 00-10.15	<p>Spatial Approaches to biodiversity conservation MPAs in High Seas Evolving IUCN categories, CBD Reporting, and “intent” EBSAs and VMEs – same criteria, different outcomes, and what this means for Science and Management – with NE Atlantic Review as feature. <i>Presentation 07</i></p> <p>MPAs in Europe (and the subtleties of those routes) – Natura, OSPAR/Helcom, MSFD/national – all nationally implemented and obligations vary. <i>Presentation 08</i></p>	
10.15-10.45	Tea/Coffee and Group photo	
10.45-13.00	<p>Traditional' Fisheries Advice How does traditional fish stock advice work – an understanding of the complexity, and how it is trying to address biodiversity issues in existing advice. What developments are occurring with advice (multispecies, fleet-based, ecosystem approach, MSY etc) Guest speaker: Barbara Schoute. <i>Presentation 09</i></p> <p>STECF review of effectiveness of fisheries closures. <i>Presentation 10</i> <i>Exercise: 1) ICES fisheries advice focuses on harvest rate (F) and not biomass (B), because F and be managed but B is affected by many things not under management control. However biodiversity conservation focuses much more on states of ecosystem properties (and functions dependent on State), and seeks advice on current status and trajectories of ecosystem properties, and ways to improve them. If fisheries advice has one focus (F) and biodiversity advice has another (B) what does that imply for coherence of management based on the separate lines of advice? Are there ways to improve coherence?</i></p> <p><i>2) Many people have had experience in developing closed areas, whether as MPAs, fisheries management tools, or other uses. What role, if any, did criteria play in identifying the areas? Which criteria? In the end did the criteria matter all that much, or did other factors – like inclusiveness of processes, have much more influence on outcomes?</i></p> <p><i>3) Uncertainty (and risk) keep coming up in our presentations and in comments from the participants. Once we get beyond the platitudes about “Uncertainty is high”, and “Advice/management needs to take uncertainty into account”, what really should be done to achieve those outcomes? Is the use of Risk Management Reference points enough? What else can / should be done?</i></p>	
13.00-14.00	Lunch	
14.00-15.30	<p>MPAs and fisheries management UNEP – FAO workshop on MPAs and fisheries management. <i>Presentation 11</i></p> <p>The Dogger Bank process. <i>Presentation 12</i></p>	

Wednesday, 19 June 2013	
15.30- 16.00	Tea/Coffee
16.00- 18.00	<p>Special cases Highly mobile species. <i>Presentation 13</i> IUCN Criteria and the debate within fisheries, particularly over “decline” and CITES-FAO interactions. <i>Presentation 14</i> <i>Exercises: 1) The Dogger Bank example is probably particular to the North Sea and its circumstances. If an MPA were being planned in a different area (preferably one that you know) with biodiversity conservation goals, what would be the same, what would be different? What types of measures would have to be included in the fisheries management plans? How would the process of setting up management plans for the MPA have to proceed?</i> <i>2) IUCN is going to adopt quantitative criteria for ecosystems at risk by 2014 (proposed ones at bottom of page). What would be their implications for fisheries? If the criteria were applied to coastal ecosystems (like eelgrass beds) what will be the result and will it make sense? If they are applied away from the near-coast to systems that have been extensively fished, what will be the result, and would it make sense?</i> http://www.plosone.org/article/info:doi/10.1371/journal.pone.0062111 <i>3) Considering the issue of Misses and False Alarms in decision-making with uncertain/incomplete science, do the Fisheries and biodiversity conservation communities have inherently different risk tolerances overall? Do the communities have different tolerances for costs of Misses and False Alarms? What would be the implications of such differences for application of precaution? For Science advice? For decision-making by governance processes?</i></p>
19:00- 22:00	Course dinner at Riz-Raz restaurant (optional, cost to be covered by participants)

Thursday, 20 June 2013		
9.00-10.15	<p>Impact Assessments Types of Impact Assessment Strategic (SEA), Environmental (EIA), “Appropriate” (under Natura; AA) with illustrations from marine industries. <i>Presentation 15</i> FAO guidelines (and global assessment needs) plus CBD (Manila) guidelines; Comparative presentation of different bodies (FAO, IMO, ISA, etc. vs. best practices. <i>Presentation 16</i></p>	
10.15-10.45	Tea/Coffee	
10.45-13.00	<p>What are “Integrated” Assessments and how are they fitting into policy and management. <i>Presentation 17</i> <i>Exercise – what types of “assessments” will most efficiently serve MSFD implementation.</i></p>	
13.00-14.00	Lunch	
14.00-15.00	<p>CFP measures for Natura Introduction <i>Exercise: Natura information needs – how to complete the eleven questions, consider also</i></p> <ul style="list-style-type: none"> • <i>What more could be done (that can be done)?</i> • <i>What more might be done with better data?</i> 	
15.00-15.45	<p>Feedback on course contents <i>General feedback from participants</i> Summary and closing</p>	
15.45-16.15	Tea/Coffee	

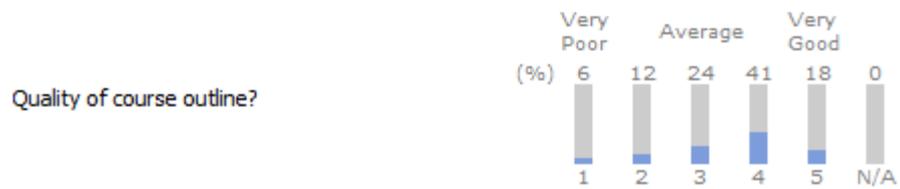
Annex 3: Course Evaluation Questionnaire

2. Course Content



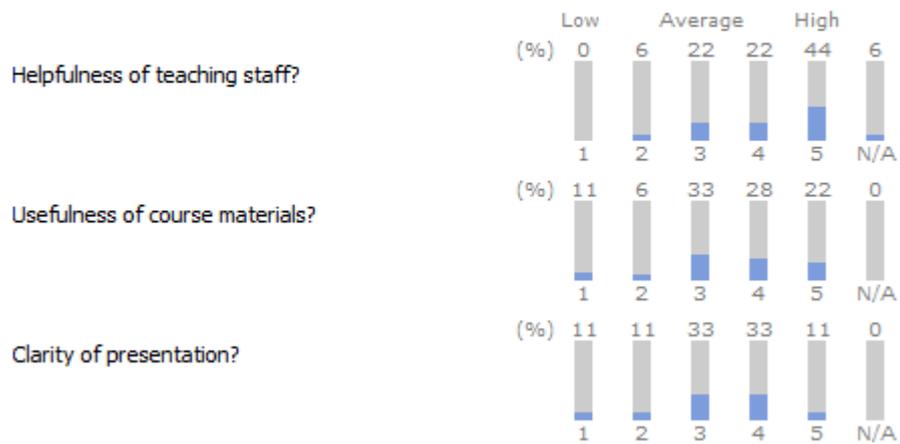
Total: 18

3. Course Organization



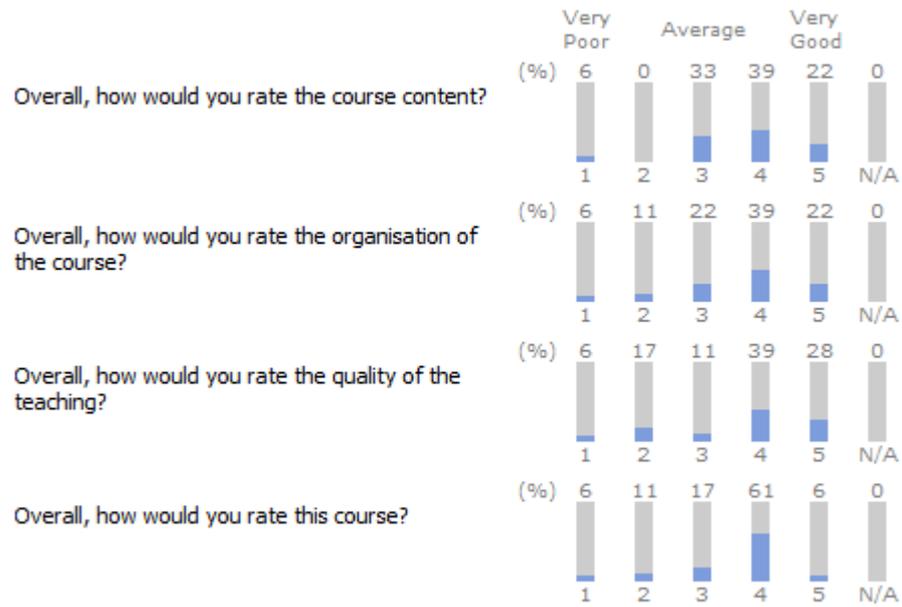
Total: 17

4. Teaching and Learning Support



Total: 18

5. Overall Evaluation



Total: 18