

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

The Small-Scale Fisheries (SSF) Guidelines Curriculum’s monitoring and evaluation plan is designed to help track the initiative’s progress over time and to gather evidence to test against the project’s outcomes and assumptions. The new learnings derived from the monitoring and evaluation will help adapt and adjust the project’s theory of change based on sound evidence and updated to changing circumstances and contexts.

The plan contains the project's overall impact vision, a description of the products and services delivered (the project outputs), the expected outcomes (long, mid, and short-term changes), as well as how outcomes will measure over time (indicators). In addition, it includes a set of information collection tools for the curriculum's educators and facilitating partners to gather, assess and share valuable SSF data necessary to understand and provide evidence of the project's impacts on the youth and the community at large. Local fishing communities can also use these tools to monitor the implementation of the SSF Guidelines themselves within their local areas.

MONITORING & EVALUATION PLAN INDEX:

1. Impact Vision
2. Project Outputs
 - 2.1. Output 1 - *Comprehensive SSF Guidelines Curriculum*
 - 2.1.1. Description
 - 2.1.2. Sub outputs
 - 2.2. Output 2 - *Monitoring and Evaluation Plan*
 - 2.2.1. Description
 - 2.2.2. Sub output
 - 2.3. Output 3 - *Concept Note: Strategy to Scale the Curriculum & Co-Create the SSF Guidelines Curriculum’s 2nd Edition*
 - 2.3.1. Description
 - 2.4. Outputs Indicators

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

3. Project Outcomes

3.1. Outcome 1 (long term): *Support Quality Education in SSF Communities*

3.1.1. Description

3.1.2. Outcome indicators

3.1.3. Assumptions

3.2. Outcome 2 (long term): *SSF Youth Capacity Building*

3.2.1. Description

3.2.2. Indicators

3.2.3. Assumptions

3.3. Outcome 3 (Interim): *Youth are Involved in the Monitoring & Evaluation of the SSF Guidelines' Implementation at the Local Level*

3.3.1. Description

3.3.2. Indicators

3.3.3. Assumptions

3.4. Outcome 4 (short term): *SSF Youth are Increasingly Aware of the SSF Guidelines*

3.4.1.1. Description

3.4.1.2. Indicators

3.4.1.3. Assumptions

3.5. Soft Outcomes

3.5.1. Description

3.5.2. Soft Outcomes Indicators

3.5.3. Soft Outcomes Assumptions

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

4. Collection and Assessment Tools:

- 4.1. [Core Lesson plan completion assessment \(for participants\)](#)
- 4.2. [Lesson plan completion assessment \(for facilitators\)](#)
- 4.3. [Curriculum completion assessment survey \(for participants\)](#)
- 4.4. [Curriculum completion assessment survey \(for facilitators\)](#)
- 4.5. Participatory collection methods
- 4.6. Review and prioritize outcome indicators.

5. Evidencing Impact

- 5.1. The specific role of the project on the long-term impact vision.
- 5.2. Other factors and actors
- 5.3. Stakeholder's map

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

1. IMPACT VISION

"Utilizing the FAO SSF Guidelines as a framework for young learners to explore and engage with their aquatic social-ecological systems in creative ways can inspire a generation of local change-shapers who are better prepared to address anthropogenic stressors threatening their fishing communities' sustainable futures and support the SSF Guidelines' implementation at the local level."

The *impact vision* represents the big-picture change that the project will contribute to as part of FAO's Blue Transformation Roadmap 2022-2030. Through workshops and discussions, the curriculum development team co-created the impact vision over the course of the International Year of Artisanal Fisheries and Aquaculture (IYAFA). It represents the real-world change all partners can unite around and call upon as a reminder of what the project ultimately seeks to achieve as the curriculum evolves.

2. PROJECT OUTPUTS

2.1. Output 1 - Comprehensive SSF Guidelines Curriculum

2.1.1. Description: Leveraging expeditionary and social-emotional practices through an emergent strategy, the edition of the SSF Guidelines Curriculum is a learning framework that engages learners to explore, imagine, and mobilize the FAO's *Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication* (the SSF Guidelines) in their beautiful, complex and changing fishing villages as aquatic social-ecological systems and common worlds shared with non-human beings and elements. The curriculum enables participants as a fishing village's youngest rightsholders to explore the SSF Guidelines as reflected in their realities, focusing on strengths, changes, challenges, and opportunities in the context of food security, poverty eradication, natural-cultural heritage, biodiversity, health, climate, and sustainability. The curriculum's 1st edition consists of 10 core lesson (CL) plans, each corresponding to a chapter of the SSF Guidelines, including; Part 1: Introduction as one introduction core lesson plans covering chapters one through four of the SSF Guidelines. One to four optional enrichment activities (EA) support each core lesson plan. There are 24 enrichment activities in total. In addition, 69 handouts consisting of key terms and definitions,

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

presentations, and worksheets support participants in gaining the most from the content. Each core lesson and enrichment activity involves investigation and imagination by participants. Through investigation, young learners apply community-based participatory research techniques and approaches to gather information about themes outlined in the SSF Guidelines. Participants then use their imaginations to mobilize the knowledge collected through photo series, mosaic murals, stop-motion animations, and more creative impact storytelling mediums.

2.1.2. Sub outputs:

- Literature Review
 - Description: The literature review is the foundation of the curriculum that introduces and explores; background information, educational pedagogies, approaches to community engagement, youth in SSFs, implementation, and monitoring of the guidelines, and the overall state of SSF. In-depth research of these topics provides important background information for the entire curriculum development project and future implementation plans.
- Participant Workbook
 - Description: The Participant Workbook accompanies the curriculum and offers independent space for participants to reflect and cultivate a deeper, playful relation to themes embedded in core lesson plans and enrichment activities.
- SSF Curriculum's Website
 - Description: Besides a virtual space to host the curriculum, the SSF Guidelines Curriculum's website serves as a platform to share about the project and reach educators in SSF communities from coast to coast. The website contains resources and references for educators who seek further information about the SSF Guidelines and chapter themes, as well as contains links to assessment surveys and the literature review.

2.2. Output 2 - Monitoring and Evaluation Plan

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

2.2.1. Description: The SSF Guidelines Curriculum's Monitoring and Evaluation Plan (M&E Plan) outlines how the project will be monitored and evaluated to determine if it is achieving its goals. It identifies indicators to measure against the project's outcomes. These include students and young learners' knowledge and awareness of topics related to the SSF Guidelines, leadership skills; educator and school or nonprofit administrator buy-in to the importance of teaching these topics; participants' families and communities' awareness levels; and changes in intentions of the households of participating students. The M&E Plan includes quantitative and qualitative methodologies, including surveys and participatory methods. It captures lessons learned and best practices from the pilot and evaluates the effectiveness of the different lesson plans and enrichment activities.

2.2.2. Sub output:

- [Collection and Assessment tools](#) - the specific **information collection and assessment methods and tools** that will be used to evaluate the project. It includes four (4) digital surveys to be completed by participants or facilitating partners several times at different stages of the process. It also offers mechanisms to report findings and share feedback with FAO and other stakeholders.

2.3. Output 3 - Concept Note: Strategy to Scale the Curriculum & Co-Create the SSF Guidelines Curriculum's 2nd Edition

2.3.1. Description: A strategy and comprehensive work plan to scale the curriculum that includes a process for updating and adapting the curriculum after the co-creation of the 1st edition concludes. This will consist of integrating feedback from educators, participants, SSF rightsholders, fisheries researchers, practitioners and other stakeholders working with FAO to develop a plan for integration into national curriculums and conducting advocacy with FAO and with school officials to ensure its consideration and adoption.

2.4. Outputs Indicators

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

- 2.4.1. Outputs delivered:
- Comprehensive SSF Guidelines Curriculum including ten (10) core lesson plans, 24 enrichment activities, 69 additional handouts, and the participant workbook
 - Curriculum's website
 - Literature Review
 - Monitoring and Evaluation plan including a set of information collection and assessment tools.
 - Concept Note with a Strategy to Scale the Curriculum &
 - Internal Narrative Report
 - Video: Realization of the Entire Project
 - External Report
 - Video: Coastal Pilots
 - Videos (two): Inland Pilots
 - Virtual Pilots Report: Educator and Student Focus Groups
- 2.4.2. Number of people reached/supported by the SSF curriculum (participants and facilitators)
- For example, during the pilots and focus groups stages, the project reached the following:
 - Coastal Pilots - # participants, # educators/facilitators
 - Inland Pilots - # participants, # educators/facilitators
 - Focus group Peru - # participants, # educators/facilitators - # participants, # educators/facilitators
 - Focus group India - # participants, # educators/facilitators
 - Focus group Madagascar - # participants, # educators/facilitators
 - Focus group Nigeria - # participants, # educators/facilitators
- 2.4.3. Profiles of people supported by the curriculum (participants and facilitators)
- Profile of participants of Coastal Pilots:
 - Schools El Nuro, Los Organos
- 2.4.4. Levels of user satisfaction among curriculum's participants and facilitators (relevance and usefulness)

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

3. Project Outcomes

3.1. Outcome 1 (long-term): Supporting Quality Education In SSF Communities

3.1.1. Description: Support quality education for learners in small-scale fishing communities worldwide. Specifically focused on adapting to young people's social-ecological realities and aspirations through working in partnership with local educators and stakeholders.

Target groups: SSF educators, community-based education centers, and local youth.

3.1.2. Assumptions:

- Supporting quality education adapted to local social-ecological realities and aspirations leads to the enhancement of the adaptive capacities of new generations to address the anthropogenic stressors that threaten the sustainable futures of SSF communities and the valuable role they play in the context of food security and poverty eradication.
- By participating in place-based, experiential, and social-emotional learning, young people gain an understanding of their realities and an interest in the future of their communities in the context of a changing climate and industrializing planet. This understanding and interest lead young people to invest their time and ideas into their SSF and become well-informed leaders committed to the well-being of their communities and fisheries as social-ecological systems shared with non-human beings and elements.
- Rural schools are trusted, established channels for knowledge exchange, social capital hubs, and physical spaces for discovery and dialogue. Tremendous potential exists for SSF community schools to play an active role in monitoring SSF Guideline's implementation.

3.1.3. Outcome indicators:

- Number of youth enrolled in schools: This indicator can be used to track the number of youth in ssf communities who are enrolled in schools and provide insight into the access to education in the community.

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

- Drop-out rates: Tracking drop-out rates can help identify the factors contributing to youth dropping out of school and inform strategies to improve retention rates.
- Teacher qualifications and training: This indicator can track the number of educators with qualifications and training in teaching the guidelines in small-scale fishing communities, which can impact the quality of education provided.

3.2. Outcome 2 (long term): SSF Youth Capacity Building

3.2.1. Description: By capacity building, it is meant that youth have the social and ecological capacities that are involved to some degree in their SSF and allow them to deal with anthropogenic stressors threatening their community's future.

Target group: Community youth

3.2.2. Assumptions:

- Addressing educational pains that may lead to low retention rates, out-migration, and less adaptive capacity leads to better management of anthropogenic stressors threatening SSF's sustainable futures.
- When participants study their community and get directly involved with residents, they value their community more highly.
- While young people may leave their fishing communities to realize their unique dreams, they will remember where they came from and remain advocates for their hometowns.
- Youth who decide to stay and pursue careers in their local SSF will not be burdened with the stigma of failure because they did not move to urban centers. Rather, these young people will feel their capacity to make opportunities for themselves across the value chain or within other jobs that support their communities' well-being and sustainability.

3.2.3. Outcome Indicators:

- Levels of youth retention in SSF. The number of youth that stay or come back to settle in their SSF community. Measuring out-migration levels can provide insight into the youth's adaptive capacities.

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

- Parental involvement: Measuring parental involvement in their children's education can provide insight into the level of support that youth receive from their families, which can impact their educational outcomes.
- Youth feel more optimistic about their community's sustainability and well-being.
- Youth feel capable of making opportunities for themselves across the SSF value chain.

3.3. Outcome 3 (Interim): Youth are Involved in the Monitoring & Evaluation of the SSF Guidelines' Implementation at the Local Level

3.3.1. Description: Democratize the IMPLEMENTATION & MONITORING of voluntary guidelines making it by, for and of the community. Local youth in SSF communities are in charge of monitoring the implementation of the guidelines at a local (even regional) level and proposing relevant indicators and tools.

3.3.2. Assumptions:

- Involving youth in monitoring the implementation of the SSF Guidelines through homework assignments, project-based learning, and other enrichment activities contributes to positioning the school as a pivotal partner and a community hub.
- Educators/facilitators monitor the results of each group of young learners that engages with the curriculum and document the changes with use and youth over time.
- Data created by local youth can be shared with other stakeholders to inform holistic fisheries management plans better and mobilize knowledge locally about being in a relationship with their SSF.
- Multiple stakeholder groups use knowledge mobilized by participants (through their participation in the curriculum) to ensure that SSF rights are protected under recommendations by the SSF Guidelines.
- Local youth contribute to a kaleidoscopic understanding of their SSF as a built-natural community.

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

3.3.3. Outcome Indicators

- Number of youth involvement in the SSF guidelines implementation.
- Number of young people (appointed) invited to meetings by the local fishers organization on important themes and topics.
- Number of new indicators proposed by SSF youth and the curriculum's facilitating partners.
- Diversity and quality of significant SSF data/information created by local youth and collected by facilitators.

3.4. Outcome 4 (short-term): SSF Youth (and their communities) are Increasingly Aware of the SSF Guidelines

3.4.1. Description: Implementing the core lessons of the SSF Guidelines Curriculum and additional activities increases awareness of the SSF Guidelines among learners, educators, and local fishing families.

3.4.2. Assumptions:

- The SSF Voluntary Guidelines are not known nor easily available to SSF communities, so there is a lack of awareness that needs to be addressed.
- SSF communities (and their valuable knowledge) are often overlooked and left out of decision-making processes regarding the sector.
- By raising awareness about the SSF voluntary guidelines and demystifying their content, SSF communities understand their relevance and importance for their local contexts.
- By understanding the SSF guidelines' relevance and implementation, SSF communities can get involved in participatory mechanisms that enable them to hold state actors accountable.

3.4.3. Outcome Indicators:

- Levels of youth awareness about the SSF Guidelines.
- Levels of other community stakeholders' awareness about the Guidelines.

3.5. Soft Outcomes

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

- 3.5.1. Description: Soft outcomes refer to the internal changes in the way youth and other community members feel, think or behave, and that might be difficult to observe directly or measure objectively. These could be specific behavioural changes and should be discussed and agreed on with the curriculum's facilitating partners so that they adapt to each specific circumstance and context. They should be measured through qualitative methods, such as interviews, focus groups, or case studies.
- 3.5.2. Soft Outcome Indicators:
- Youth engagement within the SSF community
 - Youth readiness to help others in the community.
 - Youth involvement in other community activities.
 - Youth retention in SSF community
 - How optimistic is youth while expressing their views about their community and future?
 - Participants' willingness to take leadership roles and responsibilities in the community.
 - Youth self-confidence
 - How confident young participants are to speak in front of a group.
 - Participants' readiness to make new social contacts.

4. Collection and Assessment tools

This section outlines the specific methods that will be used to evaluate the project and test against the outcome indicators.

The tools will be used to assess mostly the short and mid-term outcomes to determine if the project is meeting its objectives and is on the right track for achieving the desired long-term impact or if it is necessary to re-evaluate and prioritize outcomes, indicators or assumptions. The digital surveys provide a way for the curriculum's facilitating partners to continuously report findings and share their feedback directly with the curriculum development team, FAO or other stakeholders, making it a collaborative process and, therefore, more effective in achieving the desired outcomes.

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

4.1. [Lesson plan completion assessment \(for participants\):](#)

- **Related Outcomes:** Increased awareness of SSF Guidelines
- **Outcome indicators:** Number of students who comprehend the lesson plan's key concepts. Number of students who find it relevant for their communities.
- **Objectives:** Measure the lesson's effectiveness in raising awareness about the guideline. Measure specific guideline relevance for the community.
- **Format:** Questions are included in each core lesson. Students have 10 minutes to answer two (2) questions at the end of each lesson (x10 times, once per chapter). Facilitators save the answers as they will need them for their own assessments.
- **Questions:**
 - a. What is the main takeaway or message of the activity?
 - b. What does this main takeaway or message look like in your community?

4.2. [Lesson plan completion assessment \(for facilitators\)](#)

- **Related Outcomes:** Increased awareness of SSF Guidelines
- **Outcome indicators:** Measure if the lesson plan goals (think, feel, do) were achieved.
- **Objectives:** Evaluate the effectiveness of the core lesson plans in achieving its goals/ Gather fresh feedback from facilitators/ Channel learners' feedback through facilitators.
- **Format:** Online questionnaire (mix of closed and open-ended questions). To be filled at the end of each core lesson(x10). Facilitators will have to refer to the students' assessment answers.

4.3. [Curriculum completion assessment survey \(for participants\)](#)

- **Related Outcomes:** Increased awareness of SSF Guidelines
- **Outcome indicators:** Number of students who comprehend the lesson plan's key concepts. Number of students who find it relevant for their communities. **Objectives:** Measure overall satisfaction with the lesson plans and activities (which were

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

preferred and more relevant). Evaluate key takeaways from curriculum experience.

- **Format:** Handout with a questionnaire (mix of closed and open-ended questions). To be filled at the end of the curriculum after “Chapter’s 13 Closing activity”.

4.4. [Curriculum completion assessment survey \(for facilitators\)](#)

- **Related Outcomes:** Increased awareness of SSF Guidelines/ Youth are involved in the implementation of M&E/ Capacity Building/ Support Quality Education In SSF Communities
- **Outcome Indicators:** Levels of youth awareness about the SSF Guidelines/ Levels of youth engagement within the SSF community/ Levels of youth involvement in the SSF guidelines implementation/ Levels of youth retention
- **Objectives:** 1)Evaluate the overall effectiveness of the curriculum by measuring youth awareness of the SSF Guidelines, as well as their involvement, engagement and retention over time (long term). 2)Make recommendations for facilitators to plan the next steps considering the different assessments' results.
- **Format:** Online questionnaire of closed-ended questions to be filled at the beginning (pre-assessment to get a baseline) and at the end of the curriculum after “Chapter’s 13 Closing activity” + a [set of instructions](#) on how to read the results and recommendations for next steps. *Facilitators will have to refer to the results of the Core Lessons' individual assessments.

4.5. [Participatory Collection Methods](#)

Participatory methods are an important source of qualitative information that often cannot be accessed by other means. In the context of the SSF curriculum package, these consist of the collection and systematization of all the audiovisual materials and creative products resulting from each of the ten (10) core lessons. These products and materials can be individual or collective creations.

- **Related Outcomes:** Increased awareness of SSF Guidelines/ Youth are involved in the implementation of M&E/ Support Quality Education In SSF Communities
- **Outcome Indicators:** / Local youth contribute to a kaleidoscopic understanding of their SSF.

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

- Objectives: Draw out perspectives and feelings that may not have been articulated otherwise and that can be used to illustrate changes over time. (soft outcomes).
- Format: Facilitators will upload the products created by students to a Google Drive through the [Core Lesson Completion Assessment Survey](#) after each lesson.
- Types of products and materials:
 - i. Visual methods (drawings, photos, videos, etc.)
 - ii. Interactive verbal feedback (group discussions)
 - iii. Storytelling (letters, interviews, short stories, etc.)

5. Evidencing Impact

5.1. The specific role of the project on the long-term impact vision

The impact or longer-term effects of development projects can be challenging to evidence. It takes time to measure change over time, and usually, several different actors and factors are involved in creating significant, longer-term changes. Therefore it is essential to identify the specific role of the project in creating longer-term change and acknowledge the role that other stakeholders, organisations and broader factors also play.

The project consists mainly of an educational tool and resources whose target audiences are educators and young learners from SSF villages. According to the project's theory of change and rationale, by reaching these audiences, the results will eventually impact the entire community. Communities will benefit from a new generation of leaders and stewards, better prepared to face and adapt to the anthropogenic stressors threatening their communities' sustainable future.

Getting to grips with these issues often requires a more sophisticated approach to evaluation and a more detailed research design. Evidencing the project's longer-term impact will require more time, skill and resources than just evidencing the outcomes.

5.2. Other factors and actors

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

Several other factors and actors could affect the development of the SSF curriculum's M&E plan, which should be considered to ensure that it is as effective and accurate as possible. Some of these are:

- The SSF curriculum's implementation: This can significantly impact the monitoring and evaluation. For example, if the implementation is inconsistent, monitoring and evaluating the curriculum's impact over time can be challenging.
- Availability and quality of the data: If there are gaps in data collection or there's no availability of quality data, it can be difficult to measure the project's impact accurately.
- Engagement: Stakeholder engagement is critical. If they are not adequately engaged or their feedback is not taken into account during the monitoring and evaluation process, the results may not be as accurate or useful.
- Political and social context: political or social conditions in which the curriculum is implemented can also affect the monitoring and evaluation process, for example, it may be hard to gather quality data in a conflict area.
- Climate change: environmental context and climate change-related events can also affect the monitoring and evaluation process making it difficult to collect quality data and implement consistently.
- External funding and donor priorities: donors may have specific requirements and expectations around monitoring and evaluation that could affect the process and need to be considered in advance.

5.3. Stakeholder's map

Creating a map of the different stakeholders of the SSF sector and their relations was a helpful exercise for the SFF's curriculum planning, and it can also be valuable for the implementation of its monitoring and evaluation over time because of the following reasons:

- It helps understand the wider context in which the project is taking place, including the social, political, economic and cultural factors that may impact the SSF curriculum's implementation and its monitoring and evaluation.

The Small-Scale Fisheries Guidelines Curriculum

Monitoring & Evaluation Plan

- Identify key stakeholders: individuals or groups who have an interest in the SSF sector or are somehow impacted by the guidelines. Understand how they relate to each other and prioritize the project's engagement with the different stakeholders based on their level of importance to the project (for example, identify SSF youth and local educators as the primary audience).
- Building partnerships and collaborations: identify potential partners and collaborators that may be able to participate as facilitators or who may be able to provide additional resources, expertise or support to the project.
- Enhancing the project's sustainability: by mapping and engaging with a wide range of stakeholders and building strong relationships with them, the SSF development team can help ensure the curriculum's long-term sustainability beyond its initial funding and timeframe.
- Ensuring stakeholder engagement: stakeholders are more invested in the monitoring and evaluation process and therefore are more likely to support the project's outcomes.
- Improve data collection: Involving stakeholders in the data collection process helps ensure that the right data is being collected from the right people and helps the SSF development team understand and interpret the data more meaningfully.