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Summary

This guide was compiled by the NOAA Fisheries Pacific Islands region (PIR) to share our approach and lessons learned on coordinating internal Equity and Environmental Justice (EEJ) workshops. The goals of the workshops are to provide a strong foundational understanding of EEJ for staff, increase capacity for EEJ work within NOAA Fisheries, and identify actions and activities to include in the upcoming PIR EEJ Implementation Plan.

This guide provides materials for interactive, internal workshops and outlines an overall program with two different workshop models including materials and facilitation approaches. The steps and approaches we used are included—generic materials are provided as an example—but are meant to be adaptable. It will look different for each NOAA Fisheries region and program office, so please make this guide your own! We are all still learning, and with every workshop we refine our approach.

A quick checklist can be found in the accompanied supplemental materials.

If you have any questions or comments, please contact Danika.Kleiber@noaa.gov and Michelle.Chow@noaa.gov.



Background

In May 2023, NOAA Fisheries published the national [Environmental Equity and Justice Strategy](#) (EEJ) to provide guidance to the agency on how to advance and implement EEJ. Using the national EEJ strategy as a guide, NOAA Fisheries regions and program offices were tasked with creating individualized EEJ implementation plans tailored to their specific geographic and programmatic needs.

To develop each plan, programs were directed to engage with the communities they serve—as well as internal leadership and staff—to create a plan reflective of their community and staff priorities. Engagement strategies for the individual implementation plans were submitted to NOAA Fisheries headquarters in spring 2023.

The PIR EEJ Working Group, co-led by Michelle Chow (Pacific Islands Regional Office [PIRO]) and Danika Kleiber (Pacific Islands Fisheries Science Center [PIFSC]), submitted the Pacific Islands Region Environmental Equity and Justice Engagement Plan, which included both external and internal engagement. For internal engagement and capacity building, we emphasized:

Integrating EEJ into our work to fulfill our mission of providing vital services equitably for the entire nation requires participation of the entire staff across PIFSC and PIRO. To truly embed EEJ in our work, staff will need to have a strong foundational understanding of EEJ, why it's critically important, and they need the support, guidance, and training to apply EEJ in their daily operations, strategic planning, and other aspects of their work. Recognizing the importance of "bringing staff along," part of our Engagement Activities is dedicated to internal staff engagement and capacity building.¹

We proposed to host workshops with all PIFSC and PIRO programs as an opportunity to provide initial training on EEJ and practice reframing existing work through an EEJ lens as a primary activity of the workshops. Participation in the workshops will be critical for helping staff tangibly adopt the principles of EEJ and plan for how this broader framework fits into their individual work plans. The final deliverable of the workshops are actions and activities for each division to include in the PIR EEJ Implementation Plan.

¹ Pacific Islands Region Equity and Environmental Justice Engagement Plan. 2023. Internal Document.

Overall, the objectives for the workshops include:

- Create a shared understanding of EEJ across PIFSC and PIRO;
- Support staff to tangibly adopt the principles of EEJ and plan for how this broader framework fits into their individual work plans;
- Improve support across divisions of EEJ integration into programmatic work;
- Inform development of Regional Implementation Plan, due December 2023.

Workshop structure

We created a series of internal workshops intended to engage staff across PIFSC and PIRO. All workshops were hosted jointly between PIFSC and PIRO. Our overall approach and purpose for the workshops included:

1. Create an EEJ workshop facilitation team;
2. Host a leadership workshop: create a vision and set expectations;
3. Host divisional workshops: learn and make connections;
4. Assign divisional homework: identify EEJ activities;
5. Develop supporting materials.

For the divisional workshops, similar programs were paired up to facilitate collaboration and exchanging of ideas regarding shared issues. For example, PIFSC Protected Species Division and PIRO Protected Resources Division were paired to jointly explore EEJ opportunities within protected resources. The remainder of this document discusses best practices for planning and facilitating the workshops.

Create an EEJ workshop facilitation team

Workshops were planned and facilitated primarily by the PIR EEJ working group. Each divisional workshop conducted a planning meeting with the PIR EEJ working group members from the respective divisions or asked the Assistant Regional Administrators/Directors to provide a point of contact from their division to help develop an agenda tailored specifically for their division. In some cases, the points of contacts also helped facilitate the workshop. [Table 1](#) outlines the roles and duties of the facilitation team.

Table 1. Roles and duties for EEJ workshop facilitation team.

Team Role	Duties	Suggested number of people
Lead facilitators (PIR EEJ working group co-chairs)	<ul style="list-style-type: none"> ● Organize overall workshop structure ● Set dates for workshops ● Communicate with leadership ● Lead workshop planning meetings (2–3) <ul style="list-style-type: none"> ○ Develop and process the agenda ● Set up meeting room ● Prepare and present workshop materials ● Facilitate breakout group discussions ● Facilitate overall workshop ● Write/review workshop reports 	2
Day of facilitators (EEJ working group members)	<ul style="list-style-type: none"> ● Participate in workshop planning meetings (2-3) <ul style="list-style-type: none"> ○ Write and process the agenda ● Set up meeting room ● Facilitate breakout groups ● Provide feedback to core facilitators on strengths and areas needing improvement 	2–4
Leadership/divisional points of contacts	<ul style="list-style-type: none"> ● Participate in (2–3) workshop planning meetings <ul style="list-style-type: none"> ○ Write 4–6 topic areas relevant to their division ○ Write and process the agenda ● Set up meeting room 	2

Team Role	Duties	Suggested number of people
	<ul style="list-style-type: none"> ● Participate in the workshop ● Provide feedback to core facilitators on strengths and areas needing improvement 	
Documenter	<ul style="list-style-type: none"> ● Participate in (2–3) workshop planning meetings ● Set up meeting room ● Take notes during discussions ● Photograph and collect post-its ● Create draft notes that capture all discussions ● Create a draft report that summarizes all discussions ● Updates notes and reports based on feedback from lead facilitators and workshop participants 	1

Leadership workshop

Purpose

Recognizing the importance of leadership support in advancing EEJ, we decided to start the workshops with a meeting of leadership consisting of the Regional Administrator, Science Director, Deputies, and all Directors, Division Chiefs, and Assistant Regional Administrators. Starting with the leadership workshop helped to:

- Develop a shared vision for EEJ;
- Create a preliminary brainstorm of EEJ priorities; and
- Set expectations for staff for EEJ implementation.

PIR leadership shared positive feedback following the workshop and felt like it was a good use of their time. The workshop took two hours and everyone attended in person. We strongly suggest holding a leadership workshop first to set clear guidelines and expectations on what EEJ implementation will look like for the organization and help set a template for the rest of the staff.

Before the workshop

Table 2. Summary of recommended actions and details to do before conducting the workshops.

Action	Details
Pre-workshop meetings	Conduct 2–3 meetings Include lead facilitators, day-of-facilitators, divisional points of contact, and documenter.
Develop a workshop agenda	Utilize the Leadership Workshop Agenda (Appendix A), which can be adapted to your needs.
Develop an activity process and clear facilitation plan	<p>We opened with an icebreaker to start the conversation and allow everyone to share their responses to one of the three Jamboard questions up front.</p> <p>We reviewed the Jamboard themes and discussed what this said about the overall vision for EEJ as a larger group.</p> <p>We then split into two groups to discuss the following topics and shared our results at the end:</p> <ol style="list-style-type: none"> 1. Brainstorm leadership priorities 2. Identify boundaries for implementation plan 3. We had note takers capture the discussion on flip chart paper
Choose a meeting location	Preferably a space where each breakout group has room for discussion.
Create a Leadership Workshop Presentation	Example of the presentation can be found in Supplemental Material A.
Invite the Regional Administrator/Science Director to speak	This helps give divisional-specific guidance to the group.

Action	Details
<p style="text-align: center;">Send prep-work to participants</p>	<p>Because we wanted to keep the leadership workshop brief, we developed a Leadership Jamboard to complete ahead of time. We requested that each participant submit one to three responses to each of the questions:</p> <ol style="list-style-type: none"> 1. What does an Empowering Environment look like? 2. What is your leadership responsibility to EEJ? 3. What is your vision for EEJ in your office? <p>We selected themes from the Leadership Jamboard to present at the workshop.</p>
<p style="text-align: center;">Prepare facilitation tools</p>	<p>In-person facilitation tools:</p> <ol style="list-style-type: none"> 1. Large post-its and/or flip chart paper 2. Name tags 3. Sharpie pens and markers for note taking 4. Printouts of agenda 5. Printouts of the NMFS National EEJ Strategy for reference 6. Coffee, tea, snacks <p>Virtual Facilitation tools:</p> <ol style="list-style-type: none"> 1. Jamboard or other collaboration platform

During the workshop

- Set up the room in a circle or U shape
- If discussion becomes fixated on outreach and engagement, ask for consideration of the other five areas

After the workshop

- Compile the notes and include pictures
- Create a synthesis report of the notes, highlighting overall themes

- Send notes and report to participants for review

Divisional Workshops

Purpose

The divisional workshops provide an opportunity to engage staff at all levels. To enhance cross regional office and science center collaboration, we designed a paired workshop structure by the focus of each division. This also allows for discussion of structural EEJ issues that might occur in the communication between scientists and managers who, when working on the same topics, are also likely engaging the same stakeholders. While this pairing may not be appropriate for all offices, it was extremely effective for a regional approach.

Table 3. Division groups for the Pacific Islands region.

Program area	Science Center	Regional Office
Fisheries	Fisheries Resource Management Division	Sustainable Fisheries Division International Fisheries Division
Protected Resources	Protected Species Division	Protected Resources Division
Habitat	Ecosystem Science Division	Habitat Conservation Division
Operations	Operations, Management, and Information Division Science Operations Division	Operations, Management, and Information Division
Director	Director's Office	Directorate
Cross programs	EEJ Workgroup	EEJ Workgroup

Attendees

We recommended that leadership and deputy level staff and supervisors attend divisional workshops. We also suggested that the workshop be open to all staff, but to send a minimum of 3–4 people that could represent different sections of their division. Though these meetings were not mandatory, we did urge leadership to encourage staff participation.

In-person attendance was encouraged, although we did provide a hybrid option for all workshops.

Before the workshop

- Reach out to division/program to identify a time and point of contact from the program to support the facilitators
- Hold 2–3 pre-workshop meetings with the lead facilitators, day of facilitators, divisional points of contact, and documenter.
- Develop a workshop agenda
 - We designed a Divisional Workshop Agenda (see [Appendix B](#)), which can be adapted to your needs.
 - Work with divisional points of contact to develop relevant topics for breakout groups.
 - Breakout groups in the first divisional workshop were assigned by division. Participants voiced that they wanted an opportunity to collaborate across programs, which is a primary goal of the workshops.
 - In the next divisional workshop, we proposed four topic areas, and the breakout groups included a mix of managers and scientists. The narrower scope provided by the topic areas allowed an easier entry point for discussion. The focused discussions created an opportunity for early divisional input into the workshop content.
 - We discovered that having topic areas improved overall participation.
 - Review and discuss the questions with the facilitation group for greater understanding ([Discussion Questions](#)).
 - We developed these questions over the course of a few workshops. Initially, our questions were focused on mapping out specific connections between management or science actions, specific communities they impacted, and what those impacts were. We found this was too detailed and broad in scope as participants struggled with analyzing EEJ connections across their entire program.
 - In subsequent workshops, we developed five more standalone questions. While they do build on each other, they don't require direct connections which has allowed for broader discussion of a variety of topics.

- Develop an activity process and clear facilitation plan
 - We had great success with large sticky notes (see [Figure 1](#)). Everyone in the group was encouraged to write their own answers to questions, which allowed people who weren't comfortable speaking to participate.
 - Throughout the course of the discussion, the facilitator may have to remind participants to capture their ideas on a sticky note.
 - Alternatively small group discussions could be captured on flip chart paper. This would require a dedicated note taker for each small group.
 - This does have the potential to capture nuanced discussions, but the note taker would need to be adept at summarizing and documenting the ideas shared.
- Choose a meeting space with ample wall space so that each breakout group has room to post their input for the first activity.
- Create a Divisional Workshop I Presentation (see Supplemental Material B)
 - This presentation is designed to be used for the entire workshop including background presentation and pacing for the activities. We have added explanatory notes and speaker notes where appropriate.
- Prepare facilitation tools
 - The workshops were designed to be very interactive, and we strongly encouraged in person attendance. With this recommendation, most staff did attend in person although those that cannot attend in person should be accommodated.
 - In person facilitation tools may include:
 - Workshop materials
 - Large sticky notes and/or flip chart paper
 - Name tags
 - Sharpie pens for all
 - Printouts of agenda (including discussion questions and topic areas)
 - A few printouts of the NOAA Fisheries National EEJ Strategy for reference
 - Coffee, tea, snacks

- Virtual facilitation tools may include:
 - Jamboard or other collaboration platform. We developed Jamboards to mirror the in-person activities and added a group facilitator, when needed, dedicated to online participants. This is different from the Jamboard for the leadership meetings because this is used during the workshop rather than before. Note that [Jamboards](#) are discontinuing on December 31, 2024.
- Invite divisional leadership that will be attending the workshop to open with some words to help set the stage for their staff.

During the workshop

- Arrange the meeting room in a circle or U shape.
- If possible, supply breakout group areas with sticky notes for the five discussion questions.
- If there are online participants, have one facilitator devoted to their group.



Figure 1. Example of the input via sticky notes for the five discussion questions (numbered on the pink sticky notes).

After the workshop

- Write up the notes, include pictures
 - Create a synthesis report highlighting overall theme ([Appendix C](#))
- Send a follow up email to participants ([Appendix D](#)) with instructions that include:
 - Drafted workshop report and notes
 - Link to table to input EEJ activities (Supplemental Material C)

Divisional homework

Purpose

Our goal with assigning homework was to create an initial list of EEJ activities and actions at the individual and divisional levels. The first workshop focused on learning and making connections between current work and EEJ; the follow-up homework is intended to apply what was learned into developing EEJ activities and actions to include in the Implementation Plan. Actions should be developed by programs to improve support and success of action implementation. Actions will be reviewed by the directorate/director offices and regional EEJ working group before integration into the Implementation Plan.

Output

- Example Instructions ([Appendix D](#))
- Spreadsheet of proposed EEJ activities (Supplemental Material C) completed by workshop participants

Leadership review of EEJ activities

Purpose

Leadership will review proposed EEJ activities, prioritize, and set measurable metrics and timelines. The actions synthesized by the EEJ co-chairs and working group, and selected by leadership will be included in the Implementation Plan.

Before meeting with leadership

- Hold one to two prep meetings with the facilitation team
- Create an agenda
- Review the EEJ topics shared so far and categorize them

During the meeting

- Work with leadership to prioritize the list of activities and assign responsibility and timelines

After the workshop

- Integrate activities into the implementation plan

Developing supporting materials

We tailored a presentation for each workshop and provided read-ahead materials.

Pre-workshop homework materials

- Review NOAA Fisheries' [national EEJ strategy](#)
- Review EEJ examples for your office(s), see below for more information

Workshop materials

- Large sticky notes and/or flip chart paper
- Name tags
- Sharpie pens for all
- Printouts of agenda (including discussion questions and topic areas)
- A few printouts of the NOAA Fisheries [national EEJ strategy](#) for reference
- Coffee, tea, snacks
- Jamboard or other virtual collaboration platform

Other Resources

We created a checklist ([Appendix E](#)) summarizing this internal workshop guide.

We also developed the following resources to provide background information for staff:

- EEJ examples from your office or region
 - To help people better understand the scope of EEJ, we compiled PIR examples (Supplemental Material D) for each of the six core areas of EEJ outlined in the national strategy. Some people found that examples helped understand the different core areas. Links to the examples were sent for participants to view before the workshop and were also included in the presentation.
- Synthesis of community feedback

- In the PIR, we conducted listening sessions in FY22. The major themes from community feedback were synthesized and included in the EEJ Division Workshop Presentation (Supplemental Material B, slide 22). The process of developing themes from community feedback should include social science staff.

Acknowledgments

Members of the PIR EEJ working group including Stephanie Bennett, Michelle McGregor, Mia Iwane, Kirsten Leong, Beth Lumsden, Shawn Murakawa, and Marlowe Sabater were instrumental in developing and testing the workshop materials. Irene Kelly helped with the development of the Protected Resources Workshop. We are grateful for the support and vision of PIFSC and PIRO leadership.



Appendix A. Leadership EEJ Workshop Agenda

Purpose

Host leadership workshops to support the overall EEJ workshop plan, designed to help [your office(s)] divisions identify their role in EEJ implementation and identify key actions for the [region/office] EEJ implementation plan.

Objectives

- Create a shared understanding of the National EEJ Strategy
- Identify leadership responsibility and priorities to EEJ Strategy implementation

Pre-work

- Review
 - List of examples of PIR EEJ work (Supplemental Material D)
 - Executive summary of [national EEJ strategy](#)
- Add 1–3 responses to each question on the [Jamboard](#).
 - Questions
 - What does an “empowering environment” look like? (Empowering environment is a core area of the national EEJ strategy.)
 - What is your leadership responsibility to EEJ?
 - What is your vision for EEJ in your office?

Agenda

1. Ice breaker (2 minutes per person)
 - Name, division, number of years at NOAA
 - Choose one question to answer
2. EEJ Presentation
3. Activity 1: Review output from Jamboard
4. Activity 2: Explore shared vision of EEJ
5. Activity 3: Breakout groups

- Form two breakout groups to:
 1. Brainstorm leadership priorities
 2. Identify boundaries for implementation plan
 - Report back to the larger group
2. Activity 4: EEJ Rating

Appendix B. EEJ Divisional Workshop Agenda

Purpose

Host internal workshops to help [your office(s)] divisions identify their role in EEJ implementation and identify key actions for the [region/office] EEJ implementation plan.

Objectives

- Create a shared understanding of EEJ across [your office(s)]
- Support staff to tangibly adopt the principles of EEJ and plan for how this broader framework fits into their individual work plans
- Improve support across divisions of EEJ integration into programmatic work
- Inform the development of EEJ Implementation Plans

Overall Divisional Workshop Structure

1. Pre-workshop homework
 - a. Review the [national EEJ strategy](#)
 - b. Review the list of [your office(s)] [PIR EEJ examples, Supplemental Material D]
2. Workshop 1 (DATE and TIME)—3 hours
 - a. Overview of EEJ
 - b. Brainstorm
3. Homework
 - a. Identify division/program level actions

Workshop facilitators team

- List main facilitators and divisional points of contact that helped develop the Topics.

Workshop Agenda

1. Leadership remarks—15 minutes
2. Facilitator presentation: EEJ overview—20 minutes
3. Break—10 minutes

4. Activity 1: Small Group Discussion by Topic—60 minutes
 - Attendees will sort into four breakout groups (number in person, number online) with 5–7 people per group.
 - Each group will use one [topic](#) area to explore the five EEJ [discussion questions](#).
 - If working with multiple divisions, mix the groups.
 - For each discussion question, everyone in each group can write down ideas on sticky notes and place on the wall ([Figure 1](#)). Make sure there is one idea per sticky. The group can discuss and come up with more stickies to add to the wall.
5. Break—10 minutes
6. Activity 2: Group Presentations—60 minutes
 - Each group presents back to the larger group—15 minutes per group
7. Next Steps—5 minutes
8. Evaluation (on your way out)

Topics

The following examples were developed by Shawn Murakawa (PIFSC) and Irene Kelley (PIRO) for the PIR Protected Species and Protected Resources Divisions EEJ Workshop.

1. **Protected species projects in the territories**—NOAA’s sea turtle research in the Pacific states that “Partnerships represent a fundamental component of our work and are essential to successful sea turtle research activities throughout the Pacific Islands Region.” The Rose Atoll, American Samoa nesting and in-water surveys research project is an example of a collaboration between U.S. Fish and Wildlife Service, American Samoa Department of Marine and Wildlife Resources, and PIFSC Marine Biology Assessment Program. Similar multi-agency cooperation occurs throughout the region which may also include Department of Defense and non-governmental organization partners.
2. **Species listing and recovery planning**—Engaging the local communities and stakeholders prior to Endangered Species Act (ESA) listing, developing recovery plans, status reviews, or critical habitat designations by hosting informational meetings and public hearings.
3. **Community/stakeholder engagement of growing protected species populations (turtles and seals) in the main Hawaiian Islands**—Populations of ESA and Marine Mammal Protection Act (MMPA) listed species, such as sea turtles and monk seals, are generally increasing in the main Hawaiian Islands in habitats that are shared and utilized

by both humans and protected species. While populations may be perceived to be increasing, they also remain protected. Hence, we promote coexistence as we monitor, study, and work to protect and recover these species within Hawai'i. Numerous communities are engaged and partner in our efforts ranging from stranding response, management and research.

4. **Bycatch reduction**—The bycatch of living marine resources is a central concern for commercial and recreational fisheries, resource managers, conservation organizations, scientists, and the public. NOAA Fisheries is mandated to address bycatch under the MMPA, the ESA, and Magnuson-Stevens Act (MSA). In 1996, Congress amended the MSA with the Sustainable Fisheries Act which added national standards, one of which (Standard #9) states that “Conservation and management measures shall, to the extent practicable, A) minimize bycatch and B) to the extent bycatch cannot be avoided, minimize the mortality of such bycatch.” Within our region both pelagic and coastal fisheries interact with the protected species we are tasked to manage and drive fishery management policy. Stakeholders, partners and communities are diverse and fishery-specific.

Discussion Questions

1. What parts of [your office(s)] work in this topic area impacts human communities?
 - a. How does this work impact human communities in [your region]?
2. Who are the human communities impacted by [your office(s)] work?
 - a. Who are the stakeholders?
 - b. Are there any underserved communities that the work impacts?
3. What are the impacts of [your office(s)] work on human communities?
 - a. Identify specific community that is impacted if relevant.
4. How can [your office(s)] integrate EEJ into (and improve upon) this work?
 - a. What could change about the [your office(s)] approach to this work to incorporate EEJ?
5. What more does [your office(s)] need to know about the community and stakeholders to better incorporate EEJ?

Support Division Discussion Questions

1. Identify underserved communities

- a. From an EEJ perspective, who are the communities we should be centering with our work?
 - b. Which communities (that we serve) are harder to reach?
2. EEJ operationalization: How does [your office(s)] empower and support the EEJ Workgroup?
 - a. Specifically, how do you support key initiatives identified by the workgroup? Process? (Discussion)
3. Identify EEJ activities/actions in groups (comms, environmental compliance, operations) in spreadsheet.
 - a. Create a vision: what does EEJ mean for [division]?
 - b. Identify communities: who are the communities we serve?
 - c. Impact pathways: how does your work impact communities?
 - d. Identify existing work: how does [division] already support EEJ efforts?
 - e. Identify future activities: What else could [division] do to support EEJ efforts?

Appendix C. Workshop Report

Notes on this report template

Throughout the report:

- Text that appears in (parentheses) are explanatory notes that give greater detail to the purpose of certain sections;
- Text that appears in [brackets] are meant to be filled in by the user;
- Text that appears in *italics* are examples that came from a Pacific Island Region Divisional EEJ Workshop.

Summary

[List divisions] participated in a three-hour workshop on [date], to create a shared understanding of EEJ, share examples of current ongoing work, and explore the impacts of their work through an EEJ lens. This report summarizes the discussion and key findings from the workshop.

This workshop will help inform the development of the [region or program office] EEJ Implementation Plan.

Workshop Overview

The workshop walked each division through several activities:

1. Presentation on EEJ;
2. Direction setting by divisional leadership feedback;
3. Methods;
4. Core EEJ areas;
5. Identified communities;
6. Summary of activities.

Findings

Direction setting by divisional leadership

(High level overview of leadership introduction)

Leadership from [participating divisions] shared their thoughts on the discussions and integration of EEJ in their work moving forward.

Methods

(Overview of methods used to produce the report)

Participants worked through two activities. For activity descriptions, see the agenda. Notes were coded to identify key topics within discussion areas. The most frequently discussed issues are included in the report. For a more comprehensive discussion please see the notes. The final report was reviewed by participants to ensure coding and interpretation accurately summarized the discussion and identified key topics.

Core EEJ Areas

(Identified core ideas for each of the six EEJ core areas)

Empowering Environment

All participants identified the need for hiring territorial liaisons and local staff.

Policy and Planning

Participants identified concerns over economic challenges and regulatory burdens impacting fishing communities.

Research and Monitoring

Participants expressed the importance of incorporating locals in research and management decisions and utilizing Local and Traditional Indigenous Knowledge (LTIK).

Outreach and Engagement

Participants stated that there is a need for an increased understanding of cultural norms. Additionally, participants mentioned that improving knowledge sharing and best media practices are needed to increase engagement with communities.

Benefits

Participants identified that regulations can negatively and positively impact these communities' access to oceanic resources.

Inclusive Governance

Participants expressed a need for in-person meetings with communities and better reporting systems.

Identified Communities

(Synthesis of communities identified in [discussion question 2](#))

Participants identified the communities that the divisions interact with. Please see the meeting notes for additional details.

Table C1. Synthesis of communities identified as impacted by [divisions] work.

Communities	Specific Examples
People who fish	Commercial fishers
	Subsistence fishers
	Nearshore fishers
Industries	Aquaculture
	Travel
	Local business owners
Species advocates	Hawaiian monk seals
	Green sea turtles
Communities of place	Underserved fishing communities
Communities of identity	International communities
	Native Hawaiians
	Pacific Islanders
Government partners	Fish and Wildlife Services
	Natural Resource Conservation Services
	Military

Communities	Specific Examples
Managers	Wildlife managers
Government workers	Politicians
Non-government workers	NGOs
	University students
	Visitors
	Ocean recreational users

Summary of Activities

Activity 1

(Provide bullet points of major themes from each group)

In this activity, participants were divided into breakout groups with [Divisions] mixed. There were four groups; three in person and one online. Each group was assigned a case study where they discussed the implications of their work. Each group was prompted to address the following questions:

- What parts of [Divisions] work in this topic area impact human communities?
 - How does this work serve PIR communities?
- How does [divisions] work impact the human communities?
 - Who are the stakeholders?
 - Are there any underserved communities that the work impacts?
- What are the impacts of [Divisions] work on human communities? (e.g., social, economic, cultural, or other)?
 - Identify specific community that is impacted if relevant
- How can [Divisions] integrate EEJ into (and improve upon) this work?
 - What could change about the [divisions] approach to this work to incorporate EEJ? Example: TEK integration

- What more does [divisions] need to know about the community and stakeholders to incorporate EEJ better?

The following is a summary of the major themes that participants identified:

Group 1 Protected species projects in the territories

- *Regulatory hurdles/burdens*
 - *Concerns over restricted access (branches nearshore waters) because of regulations*
 - *Income level challenges*
 - *Current Community Issues (not just marine-related)*
- *Community involvement*
 - *Hire permanent staff from the community and consult with community experts before initiating and during project discussions*
 - *Engage in talk stories with village and community leaders to better understand cultural history*
 - *Include local government, partners, and agencies in research projects and management decisions*
 - *Provide training, resources, support/guidance to local agencies*
 - *Include local and traditional Indigenous knowledge (LTIK) in research*
- *Cultural Knowledge*
 - *History of location*
 - *History/culture of the resource*
 - *Shifts in traditions*

Group 2 Species listing and recovery planning

- *Community involvement*
 - *Full-time local PRD/PSD staff in each territory and island*
 - *Incorporation of LTIK into the data collection/integration phase of reviews*
 - *Travel for hearings and add extra time on different days to talk stories on different topics*

- *Have federal agency partners attend council meetings, public hearings, scraping events, etc.*
- *Increased cultural competency (e.g., what to wear, greetings, communication style...)*
- *Better use of plain language and talk story*
- **Information sharing**
 - *Access to more resources for increased face-time w/community stakeholders*
 - *Understanding how the community gets their information (e.g., radio, newspaper, social media, talk story)*
 - *Best media (e.g., radio, paper, etc.)*
- **Cultural knowledge**
 - *Cultural trade and use of species*
 - *Loss of cultural aspects*
 - *Subsistence*
- **Challenges**
 - *Financial burdens*
 - *Unintended consequences*
 - *Addressing language barriers*

Group 3 Community/stakeholder engagement of growing protected species populations (green sea turtles and Hawaiian monk seals) in the main Hawaiian Islands

- **Challenges**
 - *Psychological impacts*
 - *Fear of regulation (e.g., fishers and ocean users)*
 - *Mixed messages*
 - *Economic considerations*
 - *Conservation of culturally and ecologically important resources*
 - *Best way to communicate information*
 - *Natural resource protection*
 - *Perceived privileged and restricted access*
- **Community involvement:**

- *A workforce that reflects the community*
- *Establish and identify community liaisons*
- *Early engagement in projects and research*
- *Integrate Traditional Ecological Knowledge (TEK)*
- *Maintain relationships*
- *Perceptions and values*
 - *Better understanding of agency/staff perceptions of the community*
 - *Community/stakeholder priorities, motivations, issues, values, etc.*
 - *Awareness of sensitive issues*

Group 4 (online) Bycatch reduction

- *Community Impacts*
 - *Many of our activities can impact the community, which we serve. Everything related to natural resources, fishing, protection of species, etc.*
- *Management*
 - *The potential to limit catch/ fishing areas based on the number of bycatch interactions (closing fisheries can limit the availability of species, etc.)*
 - *This is related to maintaining/recovering species' populations*
 - *Present an ecosystem-based approach (importance of maintaining apex predators, etc.)*
 - *Limiting the ability to subsistence fish because of bycatch implications*

Activity 2

(Share overall themes from the feedback discussion)

After identifying the relevance of their work to human communities, the participants were asked to present and discuss their findings. Divisions addressed the impacts of their work and the need to focus on training, improving communication, and engagement with communities.

Participants expressed that they must consider the potential impacts of their work and how that may affect the economy and cultures. Because of this, divisions stated that they need information on sensitive issues that impact these communities.

Participants stated that there is a need to hire full-time cultural liaisons in each territory and use plain language and that this would help address these problems and improve engagement.

EEJ Activity

At the end of the workshop, each division was asked to complete the EEJ Activity emailed to them before the next workshop.

Attendees

[List attendees]

Facilitation Team

[List facilitation team]

Materials

[Provide links to presentation, agenda, and notes]

Appendix D. Post-Workshop Homework Instructions Email

Hello [divisions],

Thank you again for your participation and engagement in the EEJ workshop on [date]. We really appreciate you coming in with enthusiasm and so many great ideas.

Here are the [link to notes] and a [link to summarized report] from the workshop. If you have any corrections to either document, please let us know.

As promised, we are assigning homework that will be incorporated into the EEJ Implementation Plan.

Homework to complete by [date] - Add all actions to this EEJ action table [Supplemental Material C].

1. As a division, brainstorm actions across each of the core areas from the national strategy (empowering environment, inclusive governance, policy and plans, research and monitoring, outreach and engagement, and benefits) that your division can take to advance EEJ;
2. Identify which national action (see the national action tab) your regional action supports (if there is no equivalent national action, that's ok!);
3. Indicate the priority of the action;
4. Develop some examples of input metrics and output metrics that could be used to track success;
 - a. Input metrics: these are internal, for example, the number of meetings held, the % of staff trained, or the number of policies reviewed;
 - b. Output metrics: these are external, for example, satisfaction of stakeholders with our work, or increase of underserved communities applying for or receiving grants;
5. Provide a timeline.

We encourage you to think big and add the full range of possibilities—short term, long term, easy to implement, and dream space.

Division leads, please coordinate a process for this activity for your division.

Thank you,

Appendix E. EEJ Workshop Checklist

Before the workshop

- Create an EEJ workshop facilitation team;
- Reach out to division/program to identify a time and point of contact from the program to support the facilitators. Invite divisional leadership to provide remarks;
- Hold 2–3 pre workshop meetings with the lead facilitators, day-of-facilitators, divisional points of contact, and documenter;
- Develop workshop agenda ([Appendix B](#)) including discussion topics, activity process, and clear facilitation plan;
- Prepare pre-work and post-workshop plan;
 - Pre-work may require collecting EEJ examples from across your organization and synthesizing community feedback ahead of time;
 - Post-workshop plans may include assigning homework ([Appendix D](#));
- Create a presentation (Supplemental Material B);
- Prepare facilitation materials (e.g., Jamboard, flip charts, markers, etc);
- Send an email to all participants to serve as a reminder and to assign pre-work.

During the workshop

- Set up room in a circle, U shape, or another setup to encourage collaboration and engagement;
- Encourage participation from all participants by using prompts and facilitation techniques.

After the workshop

- Write up the notes;
- Create a synthesis report ([Appendix C](#)).

Send a follow up email ([Appendix D](#)) to participants that include the report, notes, and homework (as appropriate).