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Programme Implemented
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Final Report

Training of lead personnel of small-scale fishermen's groups at landing sites in basic socio-economic matters in Sierra Leone ART050SLE

September 2010



Strengthening Fishery Products Health Conditions in ACP/OCT Countries



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**Training of lead personnel of small-scale fishermen's groups at landing sites in
basic socio-economic matters in Sierra Leone
(16th – 31st August 2010)**

September 2010

Dr M.W. Dickson

**Cardno Emerging Markets (UK) Limited in association
with Megapesca Lda and MacAlister Elliott and Partners Ltd**

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The picture on the cover shows fishermen at Mama Beach near Tombo, Sierra Leone

Module 4

Strengthening National Health Control Capacity for Fishery Products

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Strengthening Fishery Products Health Conditions in ACP/OCT Countries 8ACPTPS137



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ABBREVIATIONS

ACP	African, Caribbean and Pacific States (Lomé Convention IV)
ACP-OCT	African, Caribbean and Pacific States Overseas Territories and Countries
ACP-SFP	African, Caribbean and Pacific States Strengthening Fishery Products
ADB	African Development Bank
AFDEP	Artisanal Fisheries Development Project
CA	Competent Authority
DG	Directorate General
EC	European Commission
EU	European Union
FAO	Food and Agriculture Organisation (of the United Nations)
FP	Fisheries Products
FVO	Food and Veterinary Office
HACCP	Hazard Analysis and Critical Control Points
ISO	International Organisation for Standardisation
Le	Leone (currency)
MCS	Monitoring, Control & Surveillance
MFMR	Ministry of Fisheries and Marine Resources
MOHS	Ministry of Health and Sanitation
PCBs	Polychlorinated biphenyls
PMU	Project Management Unit
QA	Quality Assurance
SANCO	DG Health and Consumer Protection
SFP	Strengthening Fishery Products
SL	Sierra Leone
SLAAFU	Sierra Leone Amalgamated Artisanal Fishermen's Union
SLAFU	Sierra Leone Artisanal Fishermen's Union
SPS	Sanitary and Phytosanitary
ToR	Terms of Reference
ToT	Training of Trainers
TURFS	Territorial Use Rights Fisheries
UNDP	United Nations Development Programme
WARFP	West Africa Regional Fisheries Programme

LAYMAN'S SUMMARY

The aim of this mission was to support the development of fisheries organisations in Sierra Leone through the delivery of training. There are very few community-level fisheries organisations in Sierra Leone at present. There are very small-scale self-help groups and apex-level fisheries unions in place but not much in between, although these groups will be a necessary part of fisheries co-management arrangements to be introduced through implementation of the West Africa Regional Fisheries Programme (WARFP) and other projects in the near future. The approach used was to train staff from Sierra Leone's Ministry of Fisheries and Marine Resources and Ministry of Health and Sanitation at the start of the mission. These staff were then involved in the delivery of field training at five landing sites and should be able to continue delivering training to support the development of fisheries organisations in Sierra Leone in the future. The initial training of trainers course (6 participants) and the field training were both very successful, involving 127 participants across five fishing communities. The formation of sustainable groups will be a long-term process requiring support from the fishing unions and government services.

EXECUTIVE SUMMARY

This two-week mission to Sierra Leone was aimed at supporting the development of artisanal fisheries organisations in the country. The government will soon introduce a system of fisheries co-management to Sierra Leone through the implementation of the World Bank-funded West Africa Regional Fisheries Programme. (WARFP) This intervention needs representative management committees to be established. Many other fisheries programmes will also need organised fishing groups including the African Development Bank (ABD)-funded Artisanal Fisheries Development Project (AFDEP) fish landing and processing centres. The fishing unions, the Sierra Leone Artisanal Fishermen's Union (SLAFU) and the Sierra Leone Amalgamated Artisanal Fishermen's Union (SLAAFU) also need to build community level organisations to ensure their sustainability.

The approach was to train staff from two key government ministries, the Ministry of Fisheries and Marine Resources (MFMR) and the Ministry of Health and Sanitation (MOHS), in creating and strengthening fisheries organisations and improving their training skills. As part of their training, each of these staff was asked to deliver training on fisheries organisations during fishing community workshops at a range of locations in Sierra Leone. The intention was to develop a group of staff who would be able to carry on delivering this training in the future.

Four MFMR and two MOHS staff attended the training of trainer (ToT) workshop held at the office of the Competent Authority (CA) in Cline Town. The ToT course was successful in creating a team of 4-5 trainers.

Field training was carried out at five locations, from Tombo to Conakry Dee and involved 127 participants. The training took the form of participative workshops allowing time for discussion of the issues facing the fishing communities. There was little evidence of community-level organisations apart from very small-scale self-help groups, groups based on fishing together in the same canoe and 'co-operatives' set up to access project micro-credit.

The training focused on the reasons for forming fisheries organisations, the structure of the organisations, the roles and responsibilities of committees, means of raising finance for fisheries organisations and the relationship between the fishing unions and community-level organisations.

This training now needs to be spread more widely across Sierra Leone. This could be carried out by the team of trainers formed under this mission; however they would need financial support to do this as there is insufficient time for further interventions under the SFP programme. Possible sources of support are the Food and Agriculture Organisation (FAO), the European Union (EU, possibly under the ACP Fish II), the World Bank (WARFP) or other donors.

The status of the fishing unions, SLAFU and SLAAFU was considered during the mission. There have been many suggestions that the two should amalgamate; however this is very unlikely to happen. While they are intended to be umbrella bodies for the artisanal fisheries sector, they lack the community-level structures that would ensure that they are truly representing the needs of their members and ensure their financial sustainability. Both now appreciate the need to build up community-level organisations and plan to do so.

Suggestions are also given for the future management of the ADB-funded fish landing and processing centres built by the AFDEP. These were built to assist the artisanal fisheries sector although the creation of management organisations has been disrupted by disagreements over micro-credit. A consultant has been asked to recommend management strategies for the centres and there have been discussions on leasing the centres to commercial fish processors; however this is unlikely to assist the artisanal fishers and processors. They must be involved in some way as owners and managers of the centres otherwise they are unlikely to give the centres their support. The suggestion from this mission is that the centres should be managed and owned by commercial co-operatives in which the local fishing community are the main shareholders. During the initial phase of operations they could be managed for the benefit of the sector by the MFMR assisted by experienced managers supported by donor-funded Technical Assistance. As well as the commissioning and the initial operation of the facilities the MFMR/technical assistance team should be responsible for facilitating the creation of fisheries co-operatives, training locally recruited managers and handing over the facilities to the co-operatives as soon as they are able to assume responsibility for them.

RÉSUMÉ POUR NON-SPECIALISTES

Le but de cette mission était de soutenir le développement des organisations de pêche en Sierra Leone en fournissant une formation. Actuellement, il y a très peu d'organisations de pêche au niveau de la communauté en Sierra Leone. Il y a des groupes d'entraide à petite échelle et des syndicats de pêche au niveau de l'apex, mais pas beaucoup d'intermédiaires. Cependant, ces groupes seront une part nécessaire des accords de cogestion des pêches qui seront introduits dans le proche avenir, à travers la mise en œuvre du Programme régional des industries de la pêche pour l'Afrique de l'Ouest (WARFP) et d'autres projets. L'approche utilisée était de former le personnel du Ministère de la pêche et des ressources marines et du Ministère de la santé et de l'hygiène au démarrage de la mission. Ce personnel a été ensuite impliqué dans la délivrance de formation sur place sur cinq sites de débarquement et devrait être capable de continuer à assurer cette formation pour soutenir à l'avenir le développement des organisations de pêche en Sierra Leone. La formation initiale du cours pour formateurs (6 participants) et la formation sur place ont affiché toutes les deux beaucoup de succès, impliquant cent vingt-sept participants dans cinq communautés de pêches. La formation de groupes viables sera un processus à long terme nécessitant le soutien des syndicats de pêche et des services du Gouvernement.

RÉSUMÉ OPÉRATIONNEL

Cette mission de deux semaines en Sierra Leone visait à soutenir le développement des organisations de pêche artisanale dans le pays. Le Gouvernement introduira bientôt un système de cogestion des pêches en Sierra Leone à travers la mise en œuvre du Programme régional des industries de la pêche pour l'Afrique de l'Ouest financé par la Banque Mondiale. Cette intervention a besoin d'établir des comités de gestion représentatifs. Bien d'autres programmes d'aménagement des pêches auront aussi besoin de groupes de pêche incluant les centres de débarquement et de traitement AFDEP financés par l'ADB. Les syndicats de pêche, SLAFU et SLAAFU ont également besoin de créer des organisations au niveau de la communauté pour garantir leur viabilité.

L'approche était de former le personnel des deux ministères clés du Gouvernement, du MFMR et du MOHS, à la création et au renforcement des organisations de pêche et à l'amélioration de leurs compétences en matière de formation. Cela faisant partie de leur formation, on a demandé à chaque membre du personnel de fournir une formation sur les organisations de pêche dans le cadre d'ateliers de communauté de pêche dans plusieurs endroits en Sierra Leone. L'intention était de développer un groupe de personnel qui serait capable d'assurer cette formation à l'avenir.

Quatre membres du personnel du MFMR et deux du MOHS ont participé à l'atelier de formation des formateurs tenu au bureau de l'Autorité compétente à Cline Town. Le cours de formation des formateurs a réussi à créer une équipe de quatre à cinq formateurs.

La formation sur place a été dispensée à cinq endroits, de Tombo à Konakri Dee et a impliqué cent vingt-sept participants. La formation a pris la forme d'ateliers participatifs laissant le temps de discuter de problèmes auxquels les communautés de pêche doivent faire face. On a constaté que peu d'organisations au niveau de la communauté, à part les groupes d'entraide à petite échelle, les groupes qui pêchent ensemble dans la même pirogue et les « coopératives » créées pour l'accès au projet de micro-crédit.

La formation s'est concentrée sur les raisons de former des organisations de pêche, la structure des organisations, les rôles et les responsabilités des comités, les moyens de lever des fonds pour les organisations de pêche et les rapports entre les syndicats de pêche et les organisations au niveau de la communauté.

Cette formation doit être plus largement diffusée à travers la Sierra Leone. Elle pourrait être assurée par l'équipe de formateurs formés dans le cadre de cette mission. Cependant ils auraient besoin d'un

soutien financier pour cela car il n'y a pas suffisamment de temps pour d'autres interventions dans le cadre du programme SFP. D'autres sources de soutien possibles sont par exemple la FAO, l'UE (éventuellement dans le cadre du programme ACP Fish II) ou la Banque mondiale (WARFP).

Le statut des syndicats de pêche, le SLAFU et le SLAAFU a été pris en compte lors de la mission. Il y a eu de nombreuses suggestions comme quoi ils seraient profitable qu'ils fusionnent, cependant il est très peu probable que cela se produise. Ils doivent être compris comme organisations faitières pour le secteur des pêches artisanales, cependant ils manquent de structures au niveau de la communauté qui leur permettraient de représenter de manière fiable les besoins de leurs membres et garantiraient leur durabilité financière. Ils apprécient maintenant tous les deux le besoin de créer des organisations au niveau de la communauté et prévoient d'agir ainsi.

Des suggestions ont été également faites pour la gestion future des centres de débarquement et de traitement du poisson financés par l'ADB et construits par l'AFDEP. Ils ont été construits pour aider le secteur de la pêche artisanale, cependant la création des organisations de gestion a été interrompue par des désaccords sur le micro-crédit. On a demandé à un consultant de recommander des stratégies de gestion pour les centres et il y a eu des discussions sur la location à bail des centres aux transformateurs de poisson, cependant il est peu probable que cela aidera les pêcheurs artisanaux et les transformateurs. Ils doivent être impliqués en quelque sorte comme propriétaires et comme gestionnaires des centres, sans quoi, il est peu probable qu'ils apportent leur soutien aux centres. La suggestion de cette mission est que les centres devraient être gérés et aux mains de coopératives commerciales, les communautés de pêche locales y étant les actionnaires majoritaires. Au cours de la phase initiale des opérations, ils pourraient être gérés au profit du secteur par le MFMR assisté de gestionnaires expérimentés soutenus par une assistance technique financée par un donateur. Outre la mise en service et l'opération initiale des infrastructures, l'équipe MFMR/assistance technique devrait être chargée de faciliter la création de coopératives de pêche, de la formation des gestionnaires recrutés localement et de remettre ces infrastructures aux coopératives dès qu'elles seront capables d'en assumer la responsabilité.

1 INTRODUCTION

This report summarises the results of training carried out by Dr Malcolm Dickson in Sierra Leone in support of Module 4 – Strengthening Small-Scale Fisheries – of the SFP ACP/OCT Programme. The Terms of Reference for the mission are attached in ANNEX 1.

The work focused on the strengthening of small-scale fisheries organisations in Sierra Leone and followed similar work by the consultant in Ghana (ART041GHA), in Liberia (ART047LBR) and a manual written by the consultant for SFP Module 4 – Improved Planning and Management of Artisanal Fisheries Organisations (ART025GEN).

The work followed earlier missions for Module 4 by Ansen Ward to Sierra Leone (ART001SLE, ART034SLE) designed to improve hygiene, sanitation and handling practices at Sierra Leone artisanal fish landing sites.

The two week mission (16th-31st August 2010) included a 3-day training of trainer (ToT) workshop for field staff from the Sierra Leone Ministry of Fisheries and from the Competent Authority (CA) at the Ministry of Health followed by field training at five coastal landing sites.

2 CONTEXT OF THE ASSIGNMENT

2.1 Work environment

Sierra Leone has a 300-kilometre long coastline with highly productive fisheries for tuna, barracuda, small pelagics, croakers, snappers, catfish groupers, lobsters and cephalopods. The World Bank has estimated that the fisheries sector provides direct employment to some 100,000 people and indirect employment to some 500,000 (almost 10 percent of the population). More specifically, in coastal areas some 25 percent of the male population of working age is reported to be involved in fishing at least part-time.

In recent years the main trends have been significant increases in small-scale catches from between 40,000 to 50,000 tonnes in the 1980s and 1990s, to 120,000 tonnes in 2006. This appears to be matched by declining industrial fisheries catches although much of the fish caught in Sierra Leone's waters is landed elsewhere as the country is not certified to export to the European Union (EU).

Meanwhile Sierra Leone is emerging from a period of post-conflict reconstruction following a decade of civil war (1991-2001). Over the last decade, economic performance has been robust, resulting from improvements in agriculture, fisheries and mining. However the state faces many challenges including poor infrastructure, weak governance, corruption, low levels of literacy and high levels of unemployment.

The cultural and socio-economic importance of the artisanal fisheries sector in Sierra Leone is hard to overstate. Fish supplies up to 70% of the population's animal protein. While fishermen find employment catching the fish, women are involved in processing and selling the catches. Fisheries also provide socio-economic opportunities for many of the country's poorest and dispossessed. The entry costs to the sector are relatively low, however many of the fishing methods adopted such as cheap monofilament gill nets and beach seines are illegal.

Traditional enforcement methods have failed but there are moves underway to implement co-management arrangements (through a World Bank project), where fishing communities are given long-term responsibility for artisanal fishing zones in exchange for helping the government to enforce basic regulations that will enhance the sustainability of the resource. This should be a win-win situation for artisanal fishermen as effective Monitoring, Control and Surveillance (MCS) will control the activities of industrial fishermen, excluding them from the inshore fishing zone, which should result in less conflict (loss of fishing gear, collisions), more fish to be caught and more fish landed in Sierra Leone for women to process and market.

However for this project (and many others being implemented in the artisanal fisheries sector) to work, the stakeholders need to be organised into representative groups.

There are two main fishing unions in Sierra Leone, the Sierra Leone Artisanal Fishermen's Union (SLAFU) and the Sierra Leone Amalgamated Artisanal Fishermen's Union (SLAAFU). SLAFU was formed in 2001 as an umbrella organisation 'seeking the welfare of all fisher folks in the whole of Sierra Leone with special bias to coastal communities'. The SLAAFU was formed more recently with the intention of uniting representation for the sector. It was to bring together SLAFU and other smaller organisations into one umbrella organisation, however the leadership of SLAFU decided not to amalgamate and have continued operating as a separate organisation.

Although both organisations claim to represent fishermen and many others involved in the fisheries sector, they are primarily trade unions (the workforce in Sierra Leone is relatively highly unionised) whose function is to protect the working conditions of employees in the fisheries sector. As such they cannot represent the interests of employers, including owners of businesses such as fish processors or even boat owners.

The Ministry of Fisheries and Marine Resources (MFMR) provides overall management of the fisheries sector although local management arrangements include a master fisherman designated for each beach landing site while as a result of decentralisation, District governments are responsible for licensing fishing activities and collecting revenue from landing and marketing activities. The MFMR has fisheries extension officers based at major fishing sites.

The Food Unit, located within the Environmental Health Division of the Ministry of Health and Sanitation (MOHS) based in Cline Town is the designated Competent Authority (CA) responsible for the inspection and control of fishery products destined for export. Sierra Leone lost access to EU markets in 2000/01 and regaining access to the EU for Sierra Leone's fishery products is the CA's top priority. The CA has received support in terms of advice and training at the beginning of the EU/ACP Strengthening of Fishery Products Health Conditions programme and has harmonised Sierra Leone's fishery products regulations with those of the European Commission (EC). A significant amount of work remains to be done in terms of strengthening the capacity of fish processing operations to comply with EC food safety regulations and of developing effective inspection and control systems. These must now cope with new traceability regulations making it even more difficult to regain access to EU markets.

Both the MOHS and MFMR are constrained by a lack of equipment, vehicles, and resources to enable staff to effectively carry out their duties. Salaries for most staff are low, meaning that other opportunities such as participating in workshops or training programmes can take priority over their day-to-day activities.

2.2 In relation to other TA and development initiatives

The major development project that will impact the Sierra Leonean fisheries sector in the near future is the West African Regional Fisheries Programme (WARFP). Sierra Leone is one of 4 countries selected for implementation of the first tranche of activities in a US\$56 million intervention of which US\$20 million will go to Sierra Leone. The programme's objectives are to promote sustainable fisheries management, reduce illegal fishing and increase the contribution of fish to the local economy. The programme's implementation is the responsibility of the Ministry of Fisheries and Marine Resources.

The WARFP will introduce co-management arrangements, establishing a legally recognised partnership between the Government and coastal fishing communities for the creation of areas where artisanal fishing communities have exclusive fishing rights in the form of territorial use rights fisheries (TURFs) covering a 6-mile zone from the shoreline.

Local communities and resource users to whom these rights are conferred would have the right to manage the nature and extent of the use of fish resources in TURFs and to assume increasing control over access to TURF resources as well as increasing responsibility for ensuring community compliance with regulations on fishing gear and methods. They would also keep benefits from rights to access the TURFs, and assume responsibility for managing and monitoring the health of beach and in-shore environments, including on sanitation, waste disposal and water quality.

The WARFP will support the co-management creation process through facilitation and training and will cover some of the operational costs of committees as well as supporting alternative livelihoods and improving access to local and international markets. It will support and provide technical assistance to foster community-based management and community cohesion as a means of readying communities for transparent and effective TURF management.

WARFP will finance infrastructure and service centres at one or two key landing sites in each country. In Sierra Leone the first of these is scheduled for Conakry Dee, near Lungi Airport where an EU funded fisheries development project was undertaken in the 1980s.

The other main artisanal fisheries project in Sierra Leone in recent years has been the ADB Artisanal Fisheries Development Project (AFDEP) which has built four fish landing and processing centres at strategic locations; Goderich, Tombo, Shenge and Bonthe. The AFDEP started in 2003 and was due to finish in 2007. It has since been extended to 2009 although the centres are still not finished. The Tombo centre is almost complete, Goderich is not far behind and Shenge and Bonthe are even further behind schedule. While accompanying community development activities ceased earlier in 2010 these appear to have achieved little success; there should be functioning community-based organisations ready to take responsibility for the centres when they are completed however problems with micro-credit have hampered their development.

The EU is also supporting the Institutional Support for Fisheries Management in Sierra Leone project, which has set up participatory systems for fisheries data collection, and a review of fisheries policies in Sierra Leone in collaboration with the FAO/UNDP.

3 METHODOLOGY

While the main objective of the mission was to carry out training for fishing groups in fisheries villages and at landing beaches along the Sierra Leonean coastline, a secondary objective was to develop the knowledge and training skills of key staff capable of continuing with the delivery of training after the end of the mission.

3.1 Training of Trainers

In order to achieve the above, the mission started with a three-day Training of Trainers (ToT) course at the offices of the CA in Cline Town near Freetown. This was followed by field training sessions during which the participants in the ToT course had a chance to practise delivering training sessions as part of a 2-4 hour training workshop for fishing groups.

The timetable, session plans and training materials for the three-day ToT course are attached in ANNEXES 3 and 5. The course started with a day focusing on the development and strengthening of fisheries organisations based on the SFP Module 4 manual ART025GEN - A Guide for Improved Planning and Management of Artisanal Fisheries Organisations. This was followed by a day focused on developing the training skills of the course participants (based on the Training Manual in ANNEX 5). During the final day of the course the participants planned and delivered short training sessions on fisheries organisations to their colleagues.

3.2 Field training sessions

The next stage of the training was for ToT course participants to deliver a field training session on fisheries organisations to fisheries groups.

There were 6 participants in the Training of Trainer course however there was only time for 5 field training sessions. Most of the participants delivered training sessions on their own; however Khalil and Alfred delivered training together. The schedule for the fishing group training workshops is shown in Table 1.

Table 1 – Field Training Schedule

Day (July 2010)	Time	Venue	Trainer 1	Trainer 2
Monday (23 Aug)	10.30	Goderich	David Charles	
Tuesday (24 Aug)	10.00	Conakry Dee	Paul	
Wednesday (25 Aug)	10.30	Tombo	Momoh	
Thursday (26 Aug)	14.00	Tortkelleh	Kadi	
Friday (27 Aug)	10.00	Old Wharf	Khalil	Alfred

The overall design for the field training workshops was developed in consultation with the Ministry of Fisheries and the Competent Authority.

4 PERFORMANCE IN RELATION TO TERMS OF REFERENCE

4.1 General response to Terms of Reference

The expected outputs of the mission were to deliver training sessions on the strengthening of small-scale fisheries organisations at a number of sites in Sierra Leone. The resultant report was to include an action plan and Terms of Reference covering future socio-economic activities.

A secondary objective was to develop the training skills of a number of key staff on fisheries organisations so as to ensure their capacity to continue delivering training to other fishing communities not covered during the mission.

4.2 Training of Trainers

A total number of 6 people took part in the three-day Training of Trainer course. The participant list is shown in ANNEX 3. It included 4 Ministry of Fisheries and Marine Resources staff and 2 Competent Authority staff (Ministry of Health and Sanitation).

The venue for the ToT course was the conference room at the newly built office for the Competent Authority. The building is only just starting to be used however the conference room provided a good venue for the 3-day course. It was bright and well ventilated and there was plenty of space available.

Table 2 shows a summary of the training evaluations by the consultant from the practice training sessions delivered by the participants (Full evaluations are in ANNEX 3). The participants' evaluation of the training course is in ANNEX 3.

Table 2 – Evaluations of practice training sessions during the ToT course

Trainers	Score (1-5)	Comments
Paul Jaia	4	This was a good training session - well structured, thought out and delivered
David Charles	3	Charles could be a good trainer however this training session had no real content
Khalil O. Bangura	4	A good training session that could be even better with practice

Trainers	Score (1-5)	Comments
Momoh Danda Kamara	3.5	Momoh did quite well despite having to change the focus of his training at a late stage. He will improve with practice.
Alfred L. Sesay	2.5	Alfred finds delivery of training very difficult however there were positives such as his use of the flipchart. He could still be involved in training if he practiced.
Kadijatu Jolloh	4	Kadi is an experienced presenter although she needs to work more on participation.

The group included people with a range of training skills, from experienced trainers such as Kadi and Paul to others who clearly found the course more challenging. This was a very intensive ToT course covering a new technical subject area (creating and strengthening fisheries organisations) for most of these participants and asking them to improve their training and presentation skills. The participants' evaluation of the course was very positive, showing that they valued both the course content and the opportunity to improve their training competency.

4.3 Field training

The field training programme served two main functions. The first was to give an opportunity to the ToT course participants to deliver a training session to a fisheries group while supported by the consultant. The second objective was to deliver training to the fisheries groups to help create new groups and strengthen existing organisations.

The main subjects covered during the 2-3 hour long training workshops were:

- Why form a fisheries organisation?
- Community level and apex level organisations
- The World Bank WARFP
- The formation process for fisheries organisations
- Roles and responsibilities of the management committee
- Financing fisheries organisations
- The relationship between SLAFU/SLAAFU and community level fisheries organisations

The precise format and delivery of the workshops varied according to the group. In general, the SFP Module 4 manual - Improved Planning and Management of Artisanal Fisheries Organisations (ART025GEN), was used as a hand-out and training resource combined with a series of short participative training sessions developed by the consultant using a flipchart as the main training aid.

At each workshop at least one of the ToT course participants had the opportunity to present a short training session which was integrated into the overall workshop. Other sessions were presented by the consultant and accompanying MFMR and MOHS staff, in particular Paul Jaia, Kadijatu Jolloh and Momoh Danda Kamara. There was also a representative from one of the fishing unions, SLAFU or SLAAFU at all the workshops. These were given the opportunity to speak about the status and plans for development of their organisations.

Participant lists for the training workshops are attached in ANNEX 4.

A total of 5 training workshops were delivered in Goderich, Conakry Dee, Tombo, Tortekelleh and Old Wharf to 127 participants.

Table 3 – Field Training Locations

Location	Training venue	Participants	Comments
Goderich	Office rented by the AFDEP project	Co-organised by the AFDEP staff – included 4 women, Head man, Harbour master	The AFDEP project has finished. This group had little or no connection with the fishing unions. The AFDEP fish landing centre should be completed in 2-3 months time
Conakry Dee	Conference room of a former EU-funded fisheries project	Co-organised by SLAAFU – all male, including chief + local council representative	The project buildings are quite dilapidated but still functional. Will be a base for initial WARFP activities
Tombo	Under a lean-to roof at the former GTZ-funded fisheries project	Co-organised by SLAFU – included 6 women. Very enthusiastic participants	Training session took place during heavy rain – no electricity so too dark inside but very noisy outside. The Tombo AFDEP centre is nearing completion
Tortekelleh	In a small open-sided community centre in the village	Co-organised by SLAFU – included 5 women. Included representatives from near-by villages however many participants were illiterate	Tortekelleh is a very small community. The training time was changed because of a Ministerial visit to Tombo
Old Wharf	In a school near the landing beach	Co-organised by SLAAFU – included 6 women. Also included representatives from Portee and neighbouring communities	Very few of the participants were involved in organisations of any sort

Although there were many small-scale organisations represented at the workshops these tended to be very small-scale self-help groups or to have been formed based on sharing of a particular fishing canoe rather than being affiliated to organisations at the landing beach or fishing area level. On the other hand the fishing unions SLAFU and SLAAFU claim to have widespread membership levels across the country and assisted in organising the workshops. This meant that some time had to be spent at each workshop explaining the concept of community-level fisheries organisations and their potentially important role in fisheries co-management as well as their relationship to apex bodies such as the SLAFU and SLAAFU.

The consultant's evaluations of the ToT course participants' training sessions are attached in ANNEX 4 and summarised in Table 4.

Table 4 – Evaluation of Course Participants’ Training Sessions

Trainer	Location	Score (1-5)	Comments
David Charles	Goderich	4	Charles is a good talker who can deliver training well if he has a clear structure to follow – and he sticks to it. He has a tendency to lecture but showed in this session that he can also engage the participants – a major improvement over the practice training session.
Paul Jaia	Conakry Dee	4.5	Paul is an excellent trainer who could easily design and manage training for the MFMR.
Momoh Danda Kamarah	Tombo	4	This was a very good training session – Momoh was well prepared and responded well to the participants.
Kadijatu Jolloh	Tortekelleh	4	Kadi is an experienced trainer and delivered a very good training session.
Khalil O. Bangura	Old Wharf	4.5	Khalil put a lot of effort and enthusiasm into this training session. He is an excellent trainer.
Alfred L. Sesay	Old Wharf	2.5	Alfred is not a natural trainer and had not prepared well for this training session.

Four of the ToT course participants delivered better training sessions to fisheries groups than they had during the ToT course indicating that they had prepared and practised their training skills after the course. Of course there is also a clear incentive to perform well in a real training situation compared to a practice session.

Some of the ToT course participants were already experienced trainers; however others with little previous experience were able to show that they can deliver very effective training sessions. The ToT course has resulted in a core group of around 5 fisheries staff (2 MOHS, 3 MFMR) who have the skills to continue with the delivery of future training workshops on creating and strengthening fisheries organisations.

It was not possible to carry out a formal participants’ evaluation of each workshop because of shortage of time; each workshop only lasted 2-3 hours, while a formal evaluation would take at least 15 minutes. Nevertheless the workshops were well received and at each workshop a statement was made by the participants thanking the consultant and the trainers for the training. Praise and support for the training was also very evident from the fishing unions, SLAFU and SLAAFU. Both have only recently realised the need to develop community-level organisations to support their apex level organisations and repeatedly said that this was exactly the sort of training that is now required to achieve this.

5 DISCUSSION

5.1 Organisational training for fishing communities

While there is a growing appreciation of the need to organise Sierra Leonean fishing communities into functioning groups or organisations there is very little evidence of anything being in place on the ground beyond very small-scale self-help groups at community level. The fishing unions SLAFU and SLAAFU have members in many fishing communities however they are not yet organised into functioning groups.

The type of organisational training carried out under this intervention appears to be completely new to Sierra Leone, dealing with the reasons for forming community level organisations and spelling out in detail how such organisations can be formed and how they should manage their affairs. This is worrying as the implementation of major projects such as the World Bank WARFP and the ADB AFDEP will be dependent on the presence of functioning community-level fishing organisations. In particular the WARFP will depend on the active involvement of co-management organisations (Community Management Associations) which must bring together representatives of fishing communities within each management area. The formation of effective community-level organisations is a long-term process. Each group needs to achieve ‘maturity’ – the stage where it can manage its own affairs and generate sufficient revenue to ensure sustainability – before it can contribute effectively to the co-management process.

Similarly the AFDEP fish landing centres will need strong fishing organisations to assume responsibility when they are handed over from the construction contractor. This is imminent for the Tombo centre and not far off for the centre in Goderich.

The creation and strengthening of broad based community-level organisations is therefore a real priority if these projects are going to work. This means that an extensive training programme will be required covering all the main fishing centres in the country, combined with follow-up support for emerging organisations.

5.2 Creation of a fisheries training team

The mission was successful in creating a training team capable of delivering organisational training for fishing communities in the country. However this should only be considered as the start of the process. The ToT course was very intensive, compressing into 3 days a course that could easily take 2 weeks. The training team of 4-5 staff from the MFMR and MOHS will need additional financial resources if they are to extend the coverage of the training to other fishing communities in Sierra Leone.

5.3 Developing the fishing unions SLAFU & SLAAFU

Although the fishing unions, SLAFU and SLAAFU have been in existence for some time, they have only recently become aware of the need to organise themselves at community level. In the training workshops they were described as “being in an unstable state, like a tree without roots”. They now need to grow roots in order to provide the committed membership and financial resources required for them to become sustainable.

The reasons why there are two very similar organisations in Sierra Leone have already been discussed earlier in this report. Having met with some of the leaders of both organisations, it is unlikely that they will amalgamate in the near future. The SLAAFU claim that they are meant to be the ‘amalgamated’ union representing all fishing communities; however the SLAFU say they are the original organisation and it is true that some level of competition between the unions will keep everyone on their toes.

In principle, there is no problem with there being two fishing unions; while it would be easier for everyone if there were only one (this view was expressed repeatedly by participants during the training workshops) and it is unfortunate that their acronyms are so similar, they both clearly have members and support. The SLAFU are probably stronger in terms of membership but appear to be more geographically restricted to the Tombo area. It is difficult to obtain clear figures on active membership, particularly of the SLAAFU.

Both now understand the urgent need to develop their support structures, particularly at the level of fishing communities.

There may be a misconception that these organisations will provide the basis for future fisheries co-management organisations in Sierra Leone. They will certainly play a part in these organisations,

however both the SLAFU and the SLAAFU are trade unions established to represent the interests of fisheries workers and cannot be expected to function as co-management organisations as they do not represent the other stakeholders that need to be involved (local councils, traditional authorities, fishing chiefs, harbour masters, boat owners, etc).

5.4 Management of AFDEP facilities

The ADB-funded Artisanal Fisheries Development Project (AFDEP) has been operational since 2003 and was due to finish operations in 2007 but was extended to 2009. The project included the construction of four, major fish processing centres at Goderich, Tombo, Shenge and Bonthe designed to support the development of the artisanal fisheries sector. Each site includes a cold store, ice-making facilities, a fish-smoking building, a fish-processing building, storage lockers, offices, a fuel station and generators.

These centres have still not been completed; however the facility at Tombo is almost finished as is the centre in Goderich. Apparently the Shenge and Bonthe facilities are even further behind schedule.

Management plans for the centres appear to have been thrown off-course by problems with micro-credit schemes, the result being that there are no functioning community groups ready to take responsibility for the centres when they are completed. The current plan appears to be that they will be leased out to the private sector, however this defeats the purpose for which they were built – to support the artisanal fisheries sector. A private sector operator will only offer services on which a profit can be made and privately managed facilities are very unlikely to be supported by the artisanal fishing communities, who will most likely continue to land their fish elsewhere.

On the other hand it will take time to set up organisations, such as co-operatives, that could manage these complex facilities. An option that should be considered is to bring in experienced managers through technical assistance with responsibility for commissioning and managing the start-up of the facilities, as well as establishing the community organisations that will take on the responsibility for managing the centres in the future. The advantage is that community involvement in management and ownership should improve the likelihood of the centres being used by the artisanal fishing community. The technical assistance could be phased out after 3 years or so, as soon as Sierra Leoneans have been trained to take on the main management functions at the centres.

A suitable ownership/management model would be to establish community co-operatives, with the members (fishing community members who buy or are given shares) being represented by a management committee. Day-to-day management should be undertaken by a team of full-time staff who report to the co-operative's management committee. Oversight of each co-operative could be carried out by an advisory board with wider stakeholder representation (Sierra Leonean government, local government, traditional authority, etc).

The SLAFU have also proposed that these operations should be supported by a Sierra Leone Artisanal Fish Marketing Board that would be responsible for promoting overseas sales of fish from the fish processing operations.

6 CONCLUSIONS AND RECOMMENDATIONS

6.1 The need for organisational training

There is a clear need for organisational training throughout the artisanal fisheries sector in Sierra Leone. The up-coming WARFP needs organised fishing groups who can contribute towards the fisheries co-management process. The AFDEP centres need co-operatives to take long-term responsibility for their management. The fishing unions SLAFU and SLAAFU need to build community-level networks to build a sustainable base for their apex-level activities.

However training requires resources, both human and financial, to plan, organise and implement activities. This intervention has successfully created a core team of 4-5 trainers who could deliver further organisational training, which means there are limited, but suitable human resources. With the imminent closure of the SFP programme, other sources of finance will have to be found to continue their work. Possibilities are FAO/UNPD, the EU Delegation, the EU ACP Fish II Project and the World Bank WARFP or other programs.

Recommendation:

All avenues need to be explored for accessing finance in order to spread fisheries organisational training across a greater number of artisanal fishing communities in Sierra Leone. This should be combined with activities to further develop the fisheries training team established during this mission through further training and expansion of the team.

6.2 SLAFU & SLAAFU

While it would be less confusing if the two fishing unions were to amalgamate, clearly this is not going to happen in the near future and they both have every right to represent their members. Both unions now recognise the need to develop community-level organisations to develop a sustainable support base for their activities. Until now they seem to have been focused on garnering financial support from international agencies and donors rather than their members.

Recommendation:

Both SLAFU and SLAAFU need to concentrate on developing the grass-roots organisations that will ensure their sustainability. Their leadership needs to develop systems to achieve this through organising meetings and providing training for group leaders. They should co-ordinate with the fisheries training team in this matter.

6.3 The AFDEP Centres

The AFDEP fish landing and processing centres were established to aid the artisanal fishing community. It would be wrong if they could not achieve this objective and this will be the case if they are leased out or managed by private sector fish processors. They will end up only offering the services that are most profitable and will probably not be supported by the artisanal fisheries community. Although the process used to develop community-based organisations to take on their management has suffered setbacks this does not mean that it should be abandoned.

Recommendation:

Donor support should be sought for Technical Assistance to support the commissioning and initial management of the centres, combined with further efforts to establish co-operatives to assume management responsibility as soon as possible.

7 LIST OF ANNEXES

Annex 1: Terms of Reference

Annex 2: Programme and People Met



Annex 3: Training of Trainers Course

Annex 4: Field Workshops

Annex 5: Training Materials

ANNEXES

ANNEX 1: TERMS OF REFERENCE

 SFP ACP/OCT Programme 	
8ACPTPS137 or 8.ACP.PTN.REG.001 or 8.ACP.PTU.REG.001 ¹	
Assignment Name	Training of lead personnel of small-scale fishermen's groups at landing sites in basic socio-economic matters in Sierra Leone
Mission Schedule Number	ART050SLE
Coordinator	Claus-Norbert Fink
Technical Verifier	Food Safety Expert at the PMU
Background to assignment	<p>Sierra Leone is emerging from a period of post-conflict reconstruction after a decade of civil war (1991-2001). Post-conflict economic performance has been robust, owing to recovery in agriculture (32% Gross Domestic Product, GDP), fisheries (9.4% GDP) and mining (19.5% GDP). Major challenges however are: 70 per cent poverty; weak governance; corruption; weak private sector; very limited infrastructure; limited human resource development; high youth unemployment with a ranking of 176 out of 177 countries in the Human Development Index (DFID, World Bank, FAO 2007).</p> <p>The Food Unit, located within the Environmental Health Division of the Ministry of Health and Sanitation (MOHS) based in Kline Town is the designated Competent Authority (CA) responsible for inspection and control of fishery products destined for export. Regaining access to the EU for Sierra Leone's fishery products is the CA's top priority. The CA has received support in terms of advice and training during phase 1 of the EU/ACP Strengthening of Fishery Products Health Conditions project and has recently harmonised Sierra Leone's fishery products regulations with those of the European Commission. These have been review by an SFP consultant in June/July 2009. A significant amount of work remains to be done in terms of strengthening capacity of fish business operations to comply with EC food safety regulations and developing effective inspection and control systems. The 'farm to fork' approach to food safety adopted by the EC requires that the whole fishery products supply chain be compliant with EC regulations and that standards and food safety control systems be at least equivalent to those that apply to EU member states (Mees & Esser 2007).</p> <p>Fish and fishing have always been important in Sierra Leone. Fish is a significant and acceptable component in the diet of Sierra Leoneans', reputedly supplying 70% of their animal protein. A substantial coastal artisanal fishing sub-sector has developed to supply this demand, which, in turn, is a significant source of employment, not only in the coastal areas, but throughout the country in terms of those processing, selling and transporting</p>

¹ Choose one in accordance with the fund to be used.

	<p>the fish. According to Mees & Payne (2007) coastal artisanal fisheries directly support around 600,000 people which, taking into account those dependent on processing and marketing would probably double to over a million people in a country with a total population of around 5 million. These people will include some of the poorest, vulnerable and dispossessed in the wake of the conflict.</p> <p>The sector as a whole is important economically for both men and women, with women in particular dominating processing and marketing including the supply of informal credit. An industrial fishery operated substantially by foreign fishing fleets also prosecutes the marine fisheries within the Exclusive Economic Zone (EEZ) (Mees & Payne 2007). Recent evidence suggests that total landings are around 140,000tonnes of which the artisanal sector produces 120,000 tonnes. This is a tremendous increase in artisanal production which has been caused by a big shift of rural population towards the coast as a result of the conflict where, deprived of land, the default activity becomes fishing. Local management arrangements for fisheries include a master fisherman designated for each beach landing site, fisher cooperatives and Unions. As a result of the decentralisation, District governments are responsible for licensing fishing activities and collect revenue from landing and marketing activities.</p> <p>Module 4 of the Strengthening Fishery Products (SFP) programme has provided training at selected landing sites in Sierra Leone in order to develop knowledge of Good Hygiene Practices in the small-scale fisheries sector and thus improve the competence of handlers of fish as raw material for human consumption. (Missions ART001SLE, ART034SLE)</p> <p>A second important step toward enabling the artisanal fishers to become a competent partner in the international and national markets is to build on their capacity to organise themselves in functional groups or associations. This training of lead personnel/decision-makers of selected landing sites also includes training on laying down an appropriate Business Plan (BP) in order to facilitate access to credit or loans from interested donors.</p> <p>The training will be carried out on the bases of the manuals and the related PowerPoint presentations already elaborated by previous SFP module 4 projects (ART025GEN, ART026GEN and ART038GEN).</p>
Issues to be addressed	<p>In partnership with the Food Unit, located within the Environmental Health Division of the Ministry of Health and Sanitation (MOHS) landing sites and lead personnel to be trained have to be identified. The selection is to be made in close cooperation with the concerned national bodies depending on the criteria of availability, and some understanding of group management and book keeping. The indicative selected landing sites are: Goderich: Gpendembu, Konowater and Shallawater with their related communities.</p> <p>(The list of landing sites may be revised by the expert depending on the situation encountered locally).</p> <p>The main issues to be addressed are outlined in the related manuals:</p> <ol style="list-style-type: none"> 1) Organisation and management of small-scale fisheries organisations <ul style="list-style-type: none"> • Reasons for developing artisanal fisheries organisations • Criteria for good artisanal fisheries organisations

	<ul style="list-style-type: none"> • Preparation to form such organisations <ul style="list-style-type: none"> - Initial group meeting - Management committee • Developing and Running of an organisation • Reporting systems • Specific types of small-scale fisheries organisation <p>2) Setting up a Business Plan for artisanal fisheries organisations</p> <ul style="list-style-type: none"> • Preparing a business plan • Description of the business • Marketing plan • Organisational plan • Operational plan • Financial plan <p>3) Elaborate an “Action Plan” to demonstrate the need for further activities regarding the management and organisation of small groups of fishermen indicating timelines, responsibilities and possible execution as bases for further Terms of Reference (ToRs) in the field.</p>
Activities of the Consultant	<p>The consultant should, in close cooperation with the concerned national authority (MOHS), select appropriate landing sites and the lead personnel to be trained prior to the commencement of training on the criteria of availability, and some understanding of group management and book keeping. The consultant shall organise the training including the training material needed e. g. paper, pencils, flip charts etc. (There will be no per diems and travel costs for participants as these are considered to be national government contributions).</p> <p>The consultant will adopt a Training of Trainers (ToT) approach, by first of all training staff from the concerned authorities of MOHS in the subjects to be covered and helping them to design appropriate training sessions to pass the main learning points to the fishing groups. The consultant will then, in consultation with the authorities (Food Unit) organise training sessions at least 4 landing sites possibly Goderich, Gpendembu, Konowater and Shallawater. This list of landing sites is provisionally and may be revised by the expert depending on the situation encountered locally.</p> <p>At each site the training will be led by the newly trained staff supported and supervised by the consultant. This means that the training can easily be continued after the consultant has left Sierra Leone and builds the skills of the concerned staff. The persons to be trained at the selected places are chosen in order that they can pass on the main messages to their group members and to other interested groups in other fishery communities.</p> <p>The training given will be reported through the presentation of participant lists and an evaluation sheet of the training session.</p> <p>Based on the research on appropriate landing sites/lead personnel, the expert will carry out the training sessions using the “train the trainer” approach in order that the leading personnel trained can transmit their new knowledge to</p>

	<p>other decision-makers.</p> <p>The training will be secured by presenting participant lists and an evaluation sheet of the training session.</p>			
Expected outputs	<p>The expected outputs of the mission are:</p> <ul style="list-style-type: none"> • A number of training sessions containing the issues as addressed above in order to improve capacities of small scale fisheries organisations; • Description of the training and outlook for further training sessions in an action plan covering future activities in the socio-economic field in a report; • The report should include the training material, participant lists and evaluations of the training sessions. <p>The report to be produced using MS Word (and other MS Office software if necessary) and be available in hard copy and electronic form, both in Word (and other MS Office Programmes as appropriate) and all the elements together in single file PDF format. All training materials should be included in the report.</p>			
Format of each report	<p>MS Word Styles for SFP Programme Reports and Technical Papers</p> <p>Structure:</p> <ul style="list-style-type: none"> • Title pages in model format as per other Programme Reports • Table of contents, to three levels, formal format • List of annexes • Tables of tables, figures and pictures all formal format • Abbreviations and acronyms • Layman's summary (4-5 lines) in English, and French • Executive Summary (1 to 2 pages), in English, and French • Introduction • Main body of report divided into different sections as appropriate, normally Context, Methodology, Performance in relation to Terms of Reference, and Discussion (up to 20 pages) • Conclusions and recommendations (each recommendation must be preceded by a conclusion, that refers to a discussion in the main body of the report) • Annex 1 These terms of reference • Annex 2 Schedule and people met (with contacts) • Annex 3 Training material including evaluations • Annex 4 List of participants • Annex 5 Action Plan • Annex 6 ToR(s) for future complementary actions • Any other annex(es) as appropriate • Format as per PMU indications. 			
Report to be reviewed by	Programme Manager of the PMU			
Duration	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Action</td> <td style="width: 33%; text-align: center;">Working days</td> <td style="width: 34%;"></td> </tr> </table>	Action	Working days	
Action	Working days			

	Briefing at PMU in Brussels	1	
	Travel to country	1	
	Briefing with Delegation in-country	1	
	Preparation of training e.g. adaption of training material to local situation with national authorities	3	
	Training of trainers at different landing sites including adjusting training material to best didactic use.	10	
	Debriefing to Authorities and Delegation	1	
	Travel to Europe	1	
	Debriefing of PMU in Brussels	1	
	Writing of report	3	
	Total	22	
	Total working days will equal 22 calendar days.		
Start date	August 2010		
Completion dates for Reports and fee payment schedule	Draft report	5 working days after the return to Europe	
	Comments from PMU	Within x weeks after reception	
	Final report	5 working days after reception of comments by SFP/PMU including comments of authorities	
	Final report basis for relevant payments		
Experience and qualification	<p>Category 2 / At least Ten years of experience</p> <p>Small-scale fisheries economy expert- (LTE 2 – Economist)</p> <p>- <i>Qualifications and skills</i></p> <p>University diploma in economy, agro-industries, fish-food technology or equivalent.</p> <p>English- or French-speaking.</p> <p>Long-term experience in economic issues of artisanal fisheries organisations</p> <p>- <i>General professional experience</i></p> <p>At least 10 years' relevant project experience in fisheries development and economic conditions in ACP countries</p> <p>- <i>Specific professional experience</i></p> <p>At least 10 years' work in artisanal fish processing from catch to industry. Good knowledge of European Union (EU) standards for fish for human consumption and experience in setting up and organising small-scale fisheries businesses is essential.</p>		
Locations and travel	<p><i>to be completed by the proposer</i></p> <p>Based in UK, 2 travels to Brussels and 1 travel to Sierra Leone, internal travel and up to 19 (2 in BX and 17 in SLE) nights' per diem.</p>		

ANNEX 2: PROGRAMME AND PEOPLE MET

Date	Location	Name and Title	Remarks/Activities
16/8/10	UK/Brussels/Freetown		Travel to Sierra Leone
17/8/10	Freetown	<p>Mr H. Robbie Deputy Director, Ministry of Fisheries and Marine Resources, Freetown Tel: 076617042 Email: hotangaa@yahoo.com</p> <p>Mr Alpha Bangura, Director of Fisheries, Ministry of Fisheries and Marine Resources Tel: 076674658 Director of Fisheries</p> <p>PS to the Minister of Fisheries Mr Gibrille T. Bundu, Head of Competent Authority, Food Unit, Environmental Health Division, Ministry of Health Tel: 076243920</p> <p>Kadijatu Jalloh, Senior Fisheries Officer, Ministry of Fisheries and Marine Resources, Freetown Tel: 076619276 Email: jalloh.kadijatu@yahoo.com</p> <p>Ritchie Jones, Project Officer, EU Delegation, Freetown Tel: 022234060 Email: Ritchie.jones@ec.europa.eu</p>	Briefing, discussions, development of workplan and preparation for training
18/8/10	Freetown	<p>ToT Course participants Head of the MOH office in Cline Town Kevin Gallagher, FAO Tel: 076541445 Beatrice Chaytor, FAO Consultant tel: 076671446</p>	Training of Trainer course, Cline Town
19/8/10	Freetown	ToT Course participants	Training of Trainer course, Cline Town
20/8/10	Freetown	ToT Course Participants	Training of Trainer course, Cline Town
21/8/10	Freetown		Report writing & training material preparation

Date	Location	Name and Title	Remarks/Activities
22/8/10	Freetown		Report writing & training material preparation
23/8/10	Freetown & Goderich	Field training workshop participants	Delivery of field training workshop in Goderich
24/8/10	Freetown & Conakry D	Field training workshop participants	Delivery of field training workshop in Conakry D
25/8/10	Freetown & Tombo	Field training workshop participants	Delivery of field training workshop in Tombo
26/8/10	Freetown & Tortekelleh	Field training workshop participants Deputy Minister of Fisheries and Marine Resources, Hon. Haja Jenneh Kandeh, 7 th Floor Youyi Building, Freetown. Tel: 076788375. Email: jenekandeh@yahoo.com	Meeting with Deputy Minister, MFMR Delivery of field training workshop in Tortekelleh
27/8/10	Freetown & Old Wharf	Field training workshop participants	Delivery of field training in Old Wharf
28/8/10	Freetown		Report writing
29/8/10	Freetown		Report writing
30/8/10	Freetown	Ritchie Jones, Project Officer, EU Delegation, Freetown Tel: 022234060 Email: Ritchie.jones@ec.europa.eu David Goebbels, Trade Section, EU Delegation, Freetown Tel: 022234060 Email: david.goebbels@ec.europa.eu Kadijatu Jalloh, Senior Fisheries Officer, Ministry of Fisheries and Marine Resources, Freetown Tel: 076619276 Email: jalloh.kadijatu@yahoo.com Mr Thomas M Amara, Chief Health Lieutenant, Environmental Health Division, Ministry of Health and Sanitation Tel: 076681957 foodsunit@yahoo.com Mr David Charles, EHO, MOHS tel: 076771788 T.D.K Taylor, MFMR tel: 033655907 Email: tdkaylor@yahoo.com	De-briefing meeting, EU Depart Freetown
31/8/10	UK		Arrive UK

ANNEX 3: TRAINING OF TRAINERS COURSE**Fisheries Organisations Training of Trainers course – Sierra Leone****18-20 August 2010**

Trainer: Dr Malcolm Dickson

Trainees: MFMR and MOHS staff

Aim: To develop a team of trainers/facilitators who will be responsible for setting up and developing the skills of artisanal fisheries organisations in Sierra Leone.

Objectives:

By the end of the training course the participants will:

- Understand the principles of setting up fisheries organisations
- Understand the importance of the training cycle, training techniques and lesson planning.
- Have practiced a range of training techniques.
- Deliver a training session on setting up fisheries organisations.

Day 1 (18/8/2010)

Time	Session
9.30-9.45	Introductions & course opening
9.45-10.00	Course introduction & outline
10.00-10.30	Why set up fisheries organisations?
10.30-11.00	Overview of the process for setting up a fisheries organisation
11.00-12.00	Preparation for setting up a fisheries organisation
12.00-13.00	Lunch
13.00-14.00	Setting up a new fisheries organisation
14.00-14.30	First steps for new fisheries organisation
14.30-15.30	Financing fisheries organisations
15.30-16.00	Developing IGFOs

Day 2 (19/8/2010)

Time	Session
9.30-10.00	Introduction to training skills development
10.00-10.30	Training Needs Assessment
10.30-12.00	Aims & Objectives
12.00-13.00	Lunch
13.00-14.30	Session planning
14.30-15.30	Trainers notes & training aids
15.30-16.00	Training skills

Day 3 (20/8/2010)

Time	Session
9.30-12.00	Designing a training session
12.30-15.30	Practice training sessions
15.30-16.00	Evaluation & course closing

The course participants will deliver training sessions to artisanal fishing groups after the course (23/8/2010 – 30/8/2010)

COURSE REGISTRATION

No	Name	Job Title	Location	Contact
1.	David Vivian Charles	Health Inspector	MOHS, Goderich	076771788
2	Momoh Danda Kamara	Health Inspector	MOHS, Tombo	0883250741
3.	Khalil O. Bangura	Dock Observer	MFMR, Murray Town Axis	076453285
4.	Alfred L. Sesay	Senior Fisheries Assistant	MFMR HQ	076715363
5.	Kadijatu Jalloh	Senior Fisheries Officer	MFMR HQ	
6.	Paul Jaia	Fisheries Assistant	MFMR Conakry Dee	076751395

Practice Training Sessions

Trainer: Paul Jaia

Subject: Mobilising capital for fisheries organisations

Assessment point	Score (1-5)	Comments
Preparation of materials	5	Very well prepared session plan/notes
Structure of the session	4	Good structure to the session
Interaction with participants	3	Tended to lecture rather than involve the participants
Body language	4	Good body language
Use of materials	2	Did not use the flipchart or other visual aids
Response from participants	3	Did not get much response from the participants
Transfer of knowledge	4	Checked with Q&A
Overall rating	4	This was a good training session – well structured, thought out and delivered

Trainer: David Charles

Subject: Forming an organisation

Assessment point	Score (1-5)	Comments
Preparation of materials	3	There was a last minute session plan
Structure of the session	2	Poorly structured and thought out
Interaction with participants	4	Good interaction
Body language	4	Good body language
Use of materials	3	Used the flipchart
Response from participants	3	OK
Transfer of knowledge	2	Went through the motions but no substance
Overall rating	3	Charles could be a good trainer however this training session had no real content

Trainer: Khalil O. Bangura

Subject: Forming a fish marketing organisation

Assessment point	Score (1-5)	Comments
Preparation of materials	4	Prepared a session plan
Structure of the session	4	Followed a clear structure
Interaction with participants	4	Good interaction
Body language	4	Good body language
Use of materials	3	Used flipchart but not very well
Response from participants	4	Good response
Transfer of knowledge	3	Checked with Q&A
Overall rating	4	A good training session that could be even better with practice

Trainer: Momoh Danda Kamara

Subject: Why form a fish marketing organisation

Assessment point	Score (1-5)	Comments
Preparation of materials	4	Had prepared extensive materials but much too broad – re-wrote a last minute session plan
Structure of the session	3	There was structure but lacked content
Interaction with participants	3	Good interaction but questions not thought through
Body language	4	Good body language
Use of materials	3	Used the flipchart but not well
Response from participants	4	Good response

Assessment point	Score (1-5)	Comments
Transfer of knowledge	3	No real checking of learning
Overall rating	3.5	Momoh did quite well despite having to change the focus of his training at a late stage. He will improve with practice.

Trainer: Alfred L. Sesay

Subject: Forming fisheries organisations (roles and responsibilities of the committee)

Assessment point	Score (1-5)	Comments
Preparation of materials	3	Prepared a brief session plan
Structure of the session	3	There was a structure
Interaction with participants	2	Very awkward
Body language	2	Poor body language
Use of materials	3	Used flipchart quite well
Response from participants	2	No clear response
Transfer of knowledge	2	Did not check learning
Overall rating	2.5	Alfred finds delivery of training very difficult however there were positives such as his use of the flipchart. He could still be involved in training if he practiced.

Kadijatu Jolloh

Subject: Need to form fishing community organisations

Assessment point	Score (1-5)	Comments
Preparation of materials	4	Prepared session plans & notes
Structure of the session	4	Good structure – based on the manual
Interaction with participants	3	Little direct interaction with the participants
Body language	4	Good presentation skills
Use of materials	4	Used the flipchart
Response from participants	3	Should have been better
Transfer of knowledge	4	Checked understanding with questions
Overall rating	4	Kadi is an experienced presenter although she needs to work more on participation.

Training course evaluation

Subject: Artisanal Fisheries Organisations Training of Trainers course

Venue: CA Office, Cline Town, near Freetown, 18-20 August 2010

Please give a score for each of the sessions or aspects of the overall course according to whether you were satisfied with the training.

1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = excellent

SESSIONS	1	2	3	4	5
DAY 1 Setting up fisheries organisations					6
DAY 2 Training skills development				4	2
DAY 3 Preparation and delivery of practice training sessions				2	4
OVERALL COURSE	1	2	3	4	5
Quality of the training facilities				4	2
Overall quality of course materials				3	3
Presentation of the subjects				3	3
Overall usefulness of the training				2	4

Any other comments:

- The training is completely timely and important for us the fisheries staff of Sierra Leone. Hopefully it will continue in due course.
- The personality of the trainer is wonderful.
- Time of training is very short – need more time in future. Need for future trainings.
- It should be 4 day training the time is short.
- We need more training to be able to prepare our people and communities for better fish product.
- The overall training is highly important thinking about the fact that most fisheries interventions are on fisheries stock assessment. The aspect of fisheries economics and the social aspect of fisheries is lacking in Sierra Leone. I am therefore happy to be part of this training that deals with fisheries organisations. The need to have this group is therefore very important and I will inform the Directorate about this.

ANNEX 4: FIELD WORKSHOPS - LISTS OF PARTICIPANTS, SUBJECTS COVERED & ASSESSMENT OF TRAINING DELIVERY

GODERICH – 23/8/10 – 10.30 hrs

WORKSHOP PARTICIPANTS

1	Raymond Paris	Fisherman	033526366
2	Robin B, Sesay	Fisherman	077801965
3	Eldred A Williams	Fisherman	033302022
4	Allie Kargbo	Fisherman	
5	Yusifi S. Turay	Fisherman	
6	Abdul Kabbia	Fisherman	088958457
7	Ibrahim Turay	Fisherman	088881759
8	Abu Bakkar Ajale	Fisherman	
9	Ibrahim Conteh	Fisherman	
10	Salifu Kamara	Boat Owner	076819605
11	Alpha S. Koroma	Secretary/Boat owner	033375741
12	Abdul Bangura	Boat owner	077985926
13	Augusta Akus	Treasurer	088863670
14	Bisor Suma	Secretary	077843543
15	Lois Lavalie	Treasurer	077703042
16	Isatta Kargbo	Fishmonger	033158578
17	Kamanda Kamara	Fisherman	
18	Samtigie Kargbo	Harbourmaster	088344164
19	Manfred Hooke	Master Fisherman	033127128
20	Joe Bahom	Fisherman	078525009
21	Sulaiman Kann	Fisherman	
22	Mohamad Kamara	Fisherman	
23	Mustafa P. Kamara	Headman	088441586
24	M.S. Fofama	AFDEP	077583192
25	Adbul D. Sesay	AFDEP	077736320
26	Mamoud Kamara	AFDEP	077582556
27	Purcell Fornah	AFDEP	077563381
28	Sammy I. Kamara	SLAAFU	077582003

Sierra Leonean Trainer: David Charles

Supported by: Malcolm Dickson & Paul Jaia

Subjects covered:

- Why form a fisheries organisation?
- Co-management arrangements for The World Bank WARFP
- Community level & apex level fisheries organisations
- Preparing to form fisheries organisations
- Roles & responsibilities of the management committee
- Financing fisheries organisations
- The role of SLAAFU

Trainer assessment:

Charles dealt with the section on roles & responsibilities of fisheries organisations

Assessment point	Rating (1-5)	Comments
Preparation of materials	4	Well prepared training materials
Structure of the training session	4	There was a clear structure however Charles sometimes got side tracked
Interaction with participants	3	Started off just lecturing however later managed to involve the participants
Body language	4	Good body language
Use of materials	4	Used the flipchart well
Response from participants	4	The participants were fully engaged in the training
Transfer of knowledge	4	Charles checked that the participants understood and allowed time for questions
Overall rating	4	Charles is a good talker who can deliver training well if he has a clear structure to follow – and he sticks to it. He has a tendency to lecture but showed in this session that he can also engage the participants – a major improvement over the practice training session.

CONAKRY D – 24/8/10 – 10.00 hrs**WORKSHOP PARTICIPANTS**

1	Alpha Mansaray	Fisherman, SLAFU	076435397
2	Lamin M. Kamara	Fisheries Enumerator, Conakry D	076277276
3	Joseph Kanu	Fisheries Officer	076749910
4	Sullay Koroma	Fisherman, SLAAFU	077223615
5	Ibrahim P Dumbuya	Fisherman, SLAAFU	088576791
6	Mohamed O. Kamara	Fisherman, SLAAFU	078269639
7	Unisa Kanu	Fisherman, SLAAFU	076387747
8	Foday L. Kamara	Fisherman, SLAAFU	
9	Andala Bangura	Fisherman, SLAAFU	
10	Saidu M. Kargbo	Fisherman, SLAAFU	077833625
11	Foday Turay	Fisherman, SLAAFU	076909463
12	Kabba Sorie Sumah	Fisherman, SLAAFU	076589970
13	Hassan Kamara	Fisherman, SLAAFU	076452232
14	Abu Fofanah	Fisherman, SLAAFU	076567548
15	Abdulah Kamarah	Fisherman, SLAFU	076999695
16	Kapri Dumbuya	Fisherman	076846306
17	Mohamed Kargbo	Fisherman	
18	Chernor Kargbo	Fisherman	076716975
19	Okeh Bangura	Fisherman	078384983
20	Usifu Sumah	Fisherman	
21	Sulaiman	Councillor	076226189
22	Pa Adikali Sumah	Fisherman, SLAAFU	076200927
23	Bakarr Point Kamara	Fisherman	033459772
24	Momoh Dumbuya	Fisherman	
25	Mohamed Sesay	Fisherman	076918285
26	Brima Kamara	Master Fisherman	076669338
27	Momoh Contea	Fisherman	076249593
28	Ibrahim Daramy	Fisherman	076219518

Sierra Leonean trainer: Paul Jaia

Supported by: Malcolm Dickson

Subjects covered in the training:

- Why form a fisheries organisation?
- Types of fisheries organisations
- The World Bank WARFP
- Preparing to form and the formation of fisheries organisations
- Financing fisheries organisations
- SLAAFU

Trainer assessment:

Paul dealt with the sections on preparing to form, the formation of and financing fisheries organisations

Assessment point	Rating (1-5)	Comments
Preparation of materials	5	Very well prepared with session plans & trainers notes
Structure of the training session	4	Good structure to sessions
Interaction with participants	5	Fully involved the participants
Body language	4	Good body language
Use of materials	4	Used the flipchart very well
Response from participants	5	Excellent response
Transfer of knowledge	4	Reviewed the session and asked questions as well as allowing time for questions
Overall rating	4.5	Paul is an excellent trainer who could easily design and manage training for the MFMR

TOMBO – 25/8/10 – 10.30 hrs**WORKSHOP PARTICIPANTS**

1	James Koroma	Beach Association	078737261
2	Masudi Koroma	United Brothers	078405852
3	Masie Bo Kamara	Fish Processor	076816797
4	Maseray Kamara	Lek we sef	078727691
5	Fatmata Kamara	Young Generation	088469131
6	Sallay Kamara	Tawopereh	
7	Marcama Jalloh	Tombo	
8	Hawanatu Jalloh	Tombo	
9	Kludie B. Koroma	SLAFU	076336357
10	Alhaji Conteh	MFMR, Tombo	076792845
11	Alhaji E. Bundu	One Ward	076435614
12	Thomas O. Turay	Tolongbo	076331793
13	Thomas F. Spencer	Tatesu/Secretary, SLAFU	076665945
14	Sheka Koroma	MFMR	0783162765
15	Abdul M. Koroma	Hands Together	076824913
16	Mabinty K. Sonkoh	Sorbeh	088870742
17	Mariatu Tonkaro	Alafia	
18	Ja Amie Conteh	Believe in God	
19	Momoh D. Kamara	PHO	
20	Mustapha Sesay	MOHS	
21	Mathew D Kpundeh	University student	033925500
22	Sheka Tarawallie	Student	076494887
23	Namina Jalloh	Fishmonger	
24	Tity Hava Jalloh	Fish Processor	
25	Daniella F. Sesay	Njala University	033405151
26	Mohamed Kemokai	Njala University	033182884
27	Daddie W. sankoh	MFMR	076945211
28	Aminata Carew	Kemuyu	088785756

Sierra Leonean trainer: Momoh Danda Kamarah

Supported by: Malcolm Dickson, Kadijatu Jolloh, MFMR

Subjects covered in the training:

- Why form a fisheries organisation?
- Types of fisheries organisations
- The World Bank WARFP
- Roles and responsibilities of committee members in fisheries organisations
- Financing fisheries organisations
- SLAFU (This organisation has its HQ in Tombo)

Trainer assessment:

Momoh dealt with financing fisheries organisations

	Rating (1-5)	Comments
Preparation of materials	4	Very clear session plan and notes used in the training
Structure of the training session	4	There was a clear structure
Interaction with participants	4	Good deal of interaction with the trainees but could have used a bit more
Body language	4	Very good body language
Use of materials	4	Used the flipchart very well
Response from participants	4	Good response
Transfer of knowledge	4	Reviewed the session and asked questions as well as asking for any questions.
Overall rating	4	This was a very good training session – Momoh was well prepared and responded well to the participants.

TORTEKELLEH – 26/8/10 – 14.00 hrs**WORKSHOP PARTICIPANTS**

1	Musa Kargbo	Intelligent Squad, Gbankor	088424181
2	Marian Kamara	Tamareneh, Tissana	077590165
3	Mariatu Bangura	Tamareneh, Tissana	077836263
4	Mohamed Kargbo	Tamareneh, Tissana	088232439
5	Fatmata Koroma	Intelligent Squad, Tissana	
6	Lasana W. Dumbuya	Hand-to-mouth, Tortekelleh	077385389
7	Idrissa Conteh	Hand-to-mouth, Tortekelleh	077525756
8	Solomon Thomas	Hand-to-mouth, Tortekelleh	088543286
9	Adama Kargbo	Hand-to-mouth, Tortekelleh	076478621
10	Yabom Bangura	Hand-to-mouth, Tortekelleh	
11	Shiek Idriss Bangura	Hand-to-mouth, Tortekelleh	077153210
12	Claud Moore	Hand-to-mouth, Tortekelleh	
13	Abubakar Turay	Tamareneh, Bangagrmind	088506695
14	Alhaji E. Bundu	Wan Word/SLAFU, Tombo	076435614
15	Wiidie B. Koroma	SLAFU	076336357
16	Mustapha Sesay	MOHS	088927293
17	Alhaji Conteh	MFMR	076792845

Sierra Leonean trainer: Kadijatu Jolloh

Supported by: Malcolm Dickson, Momoh Dandah Kamarah

Subjects covered in the training:

- Why form a fisheries organisation?
- Types of fisheries organisations
- The World Bank WARFP
- Roles and responsibilities of committee members in fisheries organisations
- Financing fisheries organisations
- SLAFU (This organisation has its HQ in Tombo)

Trainer assessment:

Kadi dealt with the sections on structure of fisheries organisations and roles & responsibilities of fisheries organisations

	Rating (1-5)	Comments
Preparation of materials	4	Written out notes
Structure of the training session	4	Kadi had a clear structure for her session
Interaction with participants	4	Could have been more interaction however this was not an essay group as many were illiterate
Body language	4	Very good body language
Use of materials	4	Used the flipchart well
Response from participants	3	Not a great response
Transfer of knowledge	4	Kadi summarised and asked for questions
Overall rating	4	Kadi is an experienced trainer and delivered a very good training session.

OLD WHARF – 27/8/10 – 10.00 hrs**WORKSHOP PARTICIPANTS**

1	Chief Paalimaty Mansaray	Old Wharf	077259884
2	Mustapha Bangura	Old Wharf	077945763
3	Serah Koroma	Old Wharf	
4	Alie J. Kargbo	Old Wharf	088732490
5	Lamin Mansaray	Old Wharf	077219594
6	Samuel Conteh	Old Wharf	077637431
7	Kadiatu Sellah	Old Wharf	
8	Zainbu Kamara	Old Wharf	077619910
9	Aminata Kargbo	Old Wharf	
10	Abu Kamara	Portee Wharf	077744907
11	Abass F. Sesay	Portee Wharf	077476200
12	Lamin Kargbo	Portee Wharf	077323483
13	Massa Kamara	Old Wharf	088675068
14	Adama Kamara	Old Wharf	
15	Isatu I.T. Kamara	Portee Wharf	076383217
16	Abu Kamara	Old Wharf	077919655
17	Abu Sankoh	Old Wharf	077947444
18	Alhaji S. Say	SLAAFU	077504233
19	Abu Baku Conteh	SLAAFU	077528498
20	Ibrahim Kamara	Rokupia	077851039
21	Aminul S. Kanu	Old Wharf	077793335
22	Hassan Conteh	Rokupa	077634419
23	Ibrahim Turay	Portee	077403868
24	Alie Bangura	Old Wharf	077769009
25	Marie Fofand	Rokupa	
26	Santigie kamara	Rokupa	088415344

Sierra Leonean trainers: Khalil O. Bangura & Alfred L. Sesay

Supported by: Malcolm Dickson & Kadijatu Jolloh

Subjects covered in the training:

- Why form a fisheries organisation?
- Types of fisheries organisations
- The World Bank WARFP
- The process for forming fisheries organisations
- Roles and responsibilities of committee members in fisheries organisations
- Financing fisheries organisations
- SLAAFU

Trainer assessment:

Khalil dealt with the formation process for fisheries organisations and Alfred dealt with the roles & responsibilities of the committee

Khalil

	Rating (1-5)	Comments
Preparation of materials	4	Prepared notes & session plans
Structure of the training session	4	Khalil had a clear structure for his session
Interaction with participants	5	He involved the trainees from the start and they acted out a role play
Body language	5	Khalil showed great body language
Use of materials	3	Khalil could have used the flipchart more
Response from participants	5	Very good response
Transfer of knowledge	4	He used Q&A to check learning and allowed opportunities for questions
Overall rating	4.5	Khalil put a lot of effort and enthusiasm into this training session. He is an excellent trainer.

Alfred

	Rating (1-5)	Comments
Preparation of materials	2	There was no session plan or notes
Structure of the training session	3	Alfred based his session on the fisheries organisations manual but did not use the manual
Interaction with participants	3	Alfred finds it difficult to interact with training participants
Body language	3	Body language was OK
Use of materials	3	Alfred used the flipchart
Response from participants	2	Poor response
Transfer of knowledge	2	There was little content in the session
Overall rating	2.5	Alfred is not a natural trainer and had not prepared well for this training session.

ANNEX 5: TRAINING MATERIALS**Fisheries Organisations Training of Trainers course – Sierra Leone****18-20 August 2010**

Trainer: Dr Malcolm Dickson

Trainees: MFMR and MOHS staff

Aim: To develop a team of trainers/facilitators who will be responsible for setting up and developing the skills of artisanal fisheries organisations in Sierra Leone.

Objectives:

By the end of the training course the participants will:

- Understand the principles of setting up fisheries organisations
- Understand the importance of the training cycle, training techniques and lesson planning.
- Have practiced a range of training techniques.
- Deliver a training session on setting up fisheries organisations.

Day 1 (18/8/2010)

Time	Session
10.00	Introductions & course opening
10.15	Course introduction & outline
10.30	Why set up fisheries organisations?
11.00	Overview of the process for setting up a fisheries organisation
11.30	Preparation for setting up a fisheries organisation
12.30	Setting up a new fisheries organisation
14.00	First steps for new fisheries organisation
14.30	Financing fisheries organisations
15.30	Developing IGFOs

Day 2 (19/8/2010)

Time	Session
9.30	Introduction to training skills development
10.00	Training Needs Assessment
10.30	Aims & Objectives
13.00	Session planning
14.30	Trainers notes & training aids
15.30	Training skills

Day 3 (20/8/2010)

Time	Session
9.30	Designing a training session
12.30	Practice training sessions
15.30	Evaluation & course closing

The course participants will deliver training sessions to artisanal fishing groups after the course (23/8/2010 – 30/8/2010)

Session Plans

Day 1

Date: 18/8/10	Time: 10.00	Duration: 15 minutes
Title:	Introductions & course opening	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To open the course and set the theme of active participation for the rest of the course	
Objectives:	The participants and trainers will each have had a chance to speak and will have an understanding of the concepts behind the course	
Introduction:	Explain the need for introductions	
Content:	<ul style="list-style-type: none"> • Trainer welcomes the participants and introduces the course. • Agree on timings for breaks, lunch, course closing, etc. • Invite one of the participants to say an opening prayer. • Trainer introduces him/her self and asks each of the participants to introduce themselves. • Trainer distributes course materials 	
Summary:	Introduce next session	
Training Aids:	Fisheries Organisations manual	
Date: 18/8/10	Time: 10.15	Duration: 15 minutes
Title:	Course introduction & outline	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To introduce the course concepts and outline to the participants	
Objectives:	By the end of the session the participants will know what is involved in the training course	
Introduction:	Link to introductions	
Content:	Distribute course timetable Run through timetable with participants Explain what will happen after the training course	
Summary:	Any questions?	
Training Aids:	Course timetable	

Date: 18/8/10	Time: 10.30	Duration: 30 minutes
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Title:	Why set up fisheries organisations?
Target Group:	Sierra Leone Fisheries staff
Aim:	To highlight the range of activities undertaken by artisanal fisheries organisations
Objectives:	The participants will be aware of the main types of artisanal fisheries organisation

Introduction:	Sierra Leone has a relatively short experience of fisheries organisations Other countries have had fisheries organisations for many years
Content:	<ul style="list-style-type: none"> • Trainer asks the participants to answer the question – Why set up fisheries organisations? (Brainstorming) • Trainer writes the main suggestions on the flipchart/whiteboard/blackboard • Trainer refers to pages 4 & 5 of the Fisheries Organisations Manual <ul style="list-style-type: none"> ○ Highlight main categories; management organisation, input supply, marketing organisation ○ Discuss which of these activities are already being carried out by Sierra Leone fisheries organisations and which could be carried out but are not at present
Summary:	Review the main reasons for setting up fisheries organisations Management organisation, input supply, marketing Link to next session on the process for setting up a fisheries organisation

Training Aids:	Flipchart, Fisheries Organisations Manual
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Date: 18/8/10	Time: 11.00	Duration: 30 minutes
Title:	Overview of process for setting up a fisheries organisation	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To make the participants aware of the process for setting up a fisheries organisation	
Objectives:	By the end of the session the participants will be able to state the main steps in setting up a fisheries organisation	
Introduction:	Link to previous session	
Content:	Refer to fisheries organisations manual Set out the main steps in forming a fisheries organisation: 1. Set up community level organisations (FCOs) 2. Strengthen the FCOs 3. Establish Apex body (IGFO)	
Summary:	Check understanding of the process Link to next session	
Training Aids:	Fisheries organisations manual	
Date: 18/8/10	Time: 11.30	Duration: 1 hour
Title:	Preparation for setting up a fisheries organisation	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To discuss the preparation that is needed when setting up a new fisheries organisation	
Objectives:	By the end of the session the participants will be aware of the steps needed to prepare for setting up a fisheries organisation	
Introduction:	Link to previous session on the overview of the process Introduce the small group exercise	
Content:	Organise the participants into groups (3-4 in each group) Ask each group to discuss in their groups the preparatory steps for setting up a fisheries organisation. Each group to present the results of their discussions on the flipchart. Trainer to review and collate the results of the discussions.	
Summary:	Review the results of the exercise Link to the next session – setting up an organisation	
Training Aids:	Flipchart paper, flipchart, market pens	

Date: 18/8/10	Time: 12.30	Duration: 1 hour
Title:	Setting up a new fisheries organisation	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To demonstrate how to organise a meeting for setting up a fisheries organisation	
Objectives:	By the end of the session the participants will know how to organise an initial meeting for setting up a fisheries organisation	
Introduction:	Link to previous session on preparation for setting up the organisation Introduce the role play exercise	
Content:	<p>Organise a role playing group (6 persons?) within the participants</p> <p>Ask the group to demonstrate to the rest of the course participants how they would conduct a meeting to set up a fisheries organisation</p> <p>Ask the other participants to contribute comments on the process</p> <p>Document the process conducted by the group</p> <p>Compare with the process described in the manual</p> <p>Ask the management committee to describe their roles and responsibilities – compare with the roles and responsibilities described in the fisheries organisations manual</p> <p>Refer to page 7 of the Fisheries Organisations manual – What makes a good organisation?</p> <ul style="list-style-type: none"> ○ Sound leadership ○ Commitment to work together ○ Group discipline ○ Financially sound ○ All resources within the group ○ Maximum 15 members (ideally) ○ Set realistic objectives ○ At least one numerate and one literate group member ○ Official registration 	
Summary:	Review the results of the exercise Link to the next session – first steps for the organisation	
Training Aids:	Flipchart paper, flipchart, market pens, fisheries organisations manual	

Date: 18/8/10	Time: 14.00	Duration: 30 minutes
Title:	First steps for a new fisheries organisation	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To make the course participants aware of the priorities for new fisheries organisations	
Objectives:	By the end of the session the participants will know what a new fisheries organisations needs to concentrate on once it has been set up	
Introduction:	Link to previous session setting up the fisheries organisation	
Content:	Use question & answer to draw up a list of actions to be carried out by a new fisheries organisation Prioritise the list Compare with the actions described in the fisheries organisations manual.	
Summary:	Review the results of the exercise Link to the next session – financing fisheries organisations	
Training Aids:	Flipchart paper, flipchart, market pens, fisheries organisations manual	
Date: 18/8/10	Time: 14.30	Duration: 1 hour
Title:	Financing fisheries organisations	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To discuss the various ways that new fisheries organisations can raise revenue to fund their operations	
Objectives:	By the end of the session the participants will have discussed a range of options for financing the activities of fisheries organisations	
Introduction:	Link to previous session on first steps for new fisheries organisations Introduce the small group exercise	
Content:	Split the participants into small groups Ask each group to discuss the various ways that new fisheries groups could raise revenue Each group to report back on flipchart paper to the rest of the course participants Develop a collated list of options Ask for reactions on which are realistic/could be implemented and those that aren't.	
Summary:	Review the results of the exercise Link to the next session – developing apex bodies	
Training Aids:	Flipchart paper, flipchart, marker pens	

Date: 18/8/10	Time: 15.30	Duration: 30 minutes
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Title:	Developing Inter-Group Fisheries Organisations (Apex Bodies)	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To make the participants aware of the steps involved in setting up IFGOs (Apex bodies for fisheries organisations)	
Objectives:	By the end of the session the participants will be aware of the main steps involved in setting up IGFOs	

Introduction:	Link to previous sessions on setting up community level fisheries organisations	
	Link back to the session on an overview of the process for setting up fisheries organisations	
	Introduce the concept of Inter-Group Fisheries Organisations	
Content:	Present the main reasons for setting up an IFGO	
	Explain the main steps involved, referring to the fisheries organisations manual	

Summary:	Review the reasons for setting up an IFGO	
	Review today's training	
	Link to tomorrow's training – development of training skills	

Training Aids:	Flipchart paper, flipchart, marker pens	
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Day 2

Date: 19/8/10	Time: 9.30	Duration: 30 minutes
Title:	Introduction to training skills development	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To introduce the section of the course on training skills development	
Objectives:	By the end of the session the participants will be able to state the stages in the training cycle	
Introduction:	Link to yesterday's sessions on setting up artisanal fisheries organisations Remind participants of the timetable	
Content:	Distribute Training Manual Present the concept of the training cycle Refer to the 6 main steps required to carry out an effective training session.	
Summary:	Review the training cycle and 6 steps Link to next session on training needs assessment	
Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	
Date: 19/8/10	Time: 10.00	Duration: 30 minutes
Title:	Training Needs Assessment	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To present the main steps involved in carrying out a training needs assessment	
Objectives:	By the end of the session the participants will know how to carry out a training needs assessment	
Introduction:	Link to the main steps needed to carry out an effective training session and the training cycle	
Content:	Explain the factors that need to be considered when designing training; - social background, education, experience, environment, personal motivation, resources Explain how to use a training needs table to identify training needs Participants to practice filling in the training needs table.	
Summary:	Check understanding of the two steps in training needs assessment Refer to the training manual for more information Link to next session on aims & objectives	
Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	

Date: 19/8/10	Time: 10.30	Duration: 1 hr 30 mins
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Title:	Aims and Objectives	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To help the participants understand the need for setting training aims and learning objectives for training sessions	
Objectives:	By the end of the training session the participants will be to write training aims and learning objectives	

Introduction:	Link to steps for an effective training session	
Content:	<p>Explain why aims & objectives are important</p> <p>Give examples of good training aims and objectives</p> <p>Participants to practice writing aims and objectives (in pairs), then present their aims & objectives to the group</p>	
Summary:	<p>Review how to write aims & objectives</p> <p>First step in session planning</p>	

Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	
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Date: 19/8/10	Time: 13.00	Duration: 1 hour 30 mins
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Title:	Session Planning	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To make the participants aware of the need to plan training sessions	
Objectives:	By the end of the session the participants will know how to complete a session plan	

Introduction:	<p>Link to last session on aims and objectives</p> <p>Explain the need to document how every training session has been planned</p>	
Content:	<p>Present the information that needs to be contained in a session plan</p> <p>- timing, title, target group, aims & objectives, introduction, content, summary, training aids</p> <p>Explain that in order to fill in this information the trainer needs to first of all plan how they are going to deliver the training: the content of the training session, the training methods, the resources that they will use.</p> <p>Participants to practice writing session plans (in pairs) & present to the rest of the group</p>	
Summary:	<p>Check understanding of how to fill in session plans</p> <p>Link to next session on trainers notes & training aids</p>	

Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	
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Date: 19/8/10	Time: 14.30	Duration: 1 hour
Title:	Trainers notes & training aids	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To make the participants aware of need to write trainers notes and choose appropriate training aids	
Objectives:	By the end of the session the participants will know how to complete trainers notes and will be aware of how to use a range of training aids	
Introduction:	<p>Link to session planning</p> <p>Explain the need for additional documentation and choosing appropriate training aids</p>	
Content:	<p>Present the template for writing trainers notes</p> <p>Explain that this is a matter of personal preference – could use cards with information.</p> <p>Trainer’s notes act as a guide to keep the training session on track.</p> <p>Present the range of training aids that participants might use in field training: chalkboards, whiteboards, flipcharts, newsprint, flash cards, real materials & models, handouts and tips on how they are best used (from the Training Manual)</p>	
Summary:	<p>Ask the participants to explain which training aids they would use for the training sessions discussed in the last session.</p> <p>Link to next session on training skills</p>	
Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	

Date: 19/8/10	Time: 15.30	Duration: 30 mins
Title:	Training skills	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To make the participants aware of the importance of using participative methods in adult training	
Objectives:	By the end of the session the participants will be aware of a range of participative training techniques	
Introduction:	<p>Link to the list of steps required for an effective training session</p> <p>Stress the need to use participative training techniques particularly when carrying out practical training with adults</p>	
Content:	<p>Refer to the training manual – Step 6: Training Skills</p> <p>Work through the main factors, getting participants to practice some of the skills (time permitting)</p> <p>The trainer</p> <p>The training environment</p> <p>Training methods: Q&A, quizzes, brainstorming, pair work, small group exercises, role play</p> <p>Training delivery: body language, using your voice</p> <p>Effective presentation</p>	
Summary:	<p>Review the steps for an effective training session</p> <p>Link to tomorrow's work on planning a training session</p>	
Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	

Day 3

Date: 20/8/10	Time: 9.30	Duration: 2 hours 30 mins
Title:	Designing a training session	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To help the participants plan effective training sessions	
Objectives:	By the end of the session the participants will have planned a training session	
Introduction:	<p>Link to yesterday's work on planning training session – today they will plan a training session on fisheries organisations and deliver it to the rest of the group</p> <p>Introduce the table showing who will be delivering training where in the week after the ToT course</p>	
Content:	<p>Review the steps needed to deliver an effective training session</p> <p>The training topics need to be from the content of day 1 – the SFP manual on setting up and strengthening Fisheries Organisations</p> <p>Make the subject area is appropriate to the target group that they will be training – as they are not able to carry out a training needs analysis</p> <p>Work in the same pairs that will deliver field training in the following week</p> <p>Need session plans, trainers notes, training aids</p>	
Summary:	<p>Review documentation prepared by each pair</p> <p>Link to next session practice delivery of training</p>	
Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	
Date: 20/8/10	Time: 12.30	Duration: 3 hours
Title:	Delivering practice training sessions	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To give the participants practice in delivering a training session	
Objectives:	By the end of the session the participants will have delivered a practice training session	
Introduction:	Set timetable for practice training sessions	
Content:	<p>Participants deliver training sessions</p> <p>Give immediate feedback based on their performance and ways to improve</p>	
Summary:	<p>Stress the need for practice</p> <p>Finalise timetable for delivery of field training sessions</p>	
Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual	

Date: 20/8/10	Time: 15.30	Duration: 30 mins
Title:	Evaluation & course closing	
Target Group:	Sierra Leone Fisheries staff	
Aim:	To explain the need for evaluation and close the course	
Objectives:	By the end of the session the participants will have discussed the need for evaluation and completed an evaluation sheet for the course.	
Introduction:	<p>Congratulate the participants on their training sessions</p> <p>Explain the need for evaluation</p>	
Content:	<p>Refer back to the training cycle – evaluation</p> <p>Refer to the training manual – section on evaluation</p> <p>Discuss different levels of evaluation; individual reaction, immediate, intermediate, sectoral and organisation.</p> <p>Refer also to the remainder of the Training Manual on Adult Learning Theory</p> <p>Distribute course evaluation sheets and allow time to fill in</p> <p>Collect evaluation sheets</p> <p>Close course</p>	
Summary:	<p>Prayers</p> <p>Closing statements</p>	
Training Aids:	Flipchart paper, flipchart, marker pens, Training Manual, course evaluation sheets	

TRAINING MANUAL FOLLOWS:

Training Skills Development Course for Fisheries Staff, Sierra Leone 19-20 July 2010



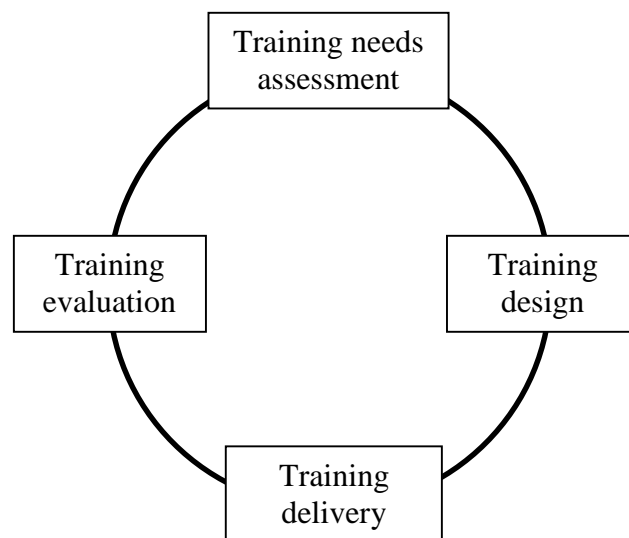
TRAINING MANUAL

By Dr M.W. Dickson

SFP Module 4 – ART050SLE

1. The Training Cycle

Training should form part of a cycle as follows:



1. Training needs assessment

You need to be very clear about who you are training, why they need training and what methods are best to use for that particular group.

2. Training design

The type of training methods used will be determined by the training needs assessment as well as the numbers, the training venue and the resources available.

3. Training delivery

You need to develop your training skills and confidence so that you can deliver an effective training session. The key is preparation and practice.

4. Training evaluation

There is no point in delivering training unless you evaluate the results. It will help you develop your training sessions and also help you to identify whether you need to cover some of the subjects again or which topics you should cover next with the same group.

2. Designing an effective training session

Anyone can be a trainer but for an effective training session you need planning preparation.

There are 6 main steps:

1. Carry out a training needs assessment (TNA)
2. Identify the aims and objectives
3. Draw up a session plan for your training
4. Write trainers notes to accompany the session plan
5. Prepare any visual & training aids
6. Develop your training skills

STEP 1. TRAINING NEEDS ASSESSMENT

The greater knowledge you have of your training target group BEFORE you begin to plan your group training sessions, the more effectively you will be able to assist those people with their learning.

Before starting training with a new group you should do some research to build up a target group profile. When you come to develop and deliver group training sessions you will be able to use this information to choose:

- whether your training messages should be simpler or more technical
- what methods of communication will best deliver your messages - holding discussions, making a presentation, giving demonstrations, distributing leaflets etc
- what kind of visual aid will be most easily understood by the target group - pictures, writing, models, real things

The FEATURES that make up a target group profile can be grouped under common headings. They are:

- Social background
- Schooling and education background
- Practical experience
- Working environment
- Personal motivation
- Resources

Identifying training needs

The next step is to identify training needs. This is usually carried out by identifying a training gap between what the training target group are doing now and what they should be doing.

One way to do this is by drawing up a table as follows:

CURRENT WORK PRACTICES	RECOMMENDED PRACTICE
MAIN DIFFERENCES	REASONS
TRAINING NEEDS 1. 2. 3. 4. 5.	

The Training Needs Analysis may show that no training is required or you may find that the changes in practice can be achieved without training in which case you need to think again about the need for training.

STEP 2: AIMS AND OBJECTIVES

Aims

It is important to think carefully about the aim of your training. An aim is a goal that the training will contribute towards.

e.g. To help a fishery organisation to implement the correct measures to control sanitation at landing beaches.

A training aim will normally specify the scope of your training in terms of:

- Target group
- Overall purpose of the training
- Geographical boundaries
- Time scale

Aims act as a reference point for the TRAINER.

Objectives

An objective is a clear statement of intent for the training course, or training session.

Objectives are a way of FOCUSING attention.

A clear objective will describe what a participant will be able to do after the training intervention that they could not do before.

e.g. By the end of the training session the trainees will be able to demonstrate that they know which type of fish boxes should be used at a landing beach.

Objectives should be linked to training needs.

Learning objectives should be participant focused and not trainer focused.

SMART OBJECTIVES

You can use SMART to check if you have written clear objectives:

S	Specific	Clear and meaningful language that precisely describes the conditions of the activity.
M	Measurable	You will need to be able to evaluate your achievement. The expected outputs of an activity should be observable or quantifiable.
A	Achievable	The task should be within the participant's ability.
R	Relevant	The task should be needed by the participant. The task should be suitable for the normal work situation.
T	Time-bound	A time limit helps to ensure the learning is broken into manageable steps.

STEP 3: SESSION PLANNING

The next step is to plan the training session and complete a session plan:

- Timing
- Title
- Target group
- Aims & objectives
- Introduction
- Content
- Summary
- Training aids

To do this you will need to consider many factors, in particular:

- The content of the training session
- The training methods you will use
- What resources you have available

Some of the background issues you may need to consider are covered in Section 4 of this manual – Adult Learning Theory

An outline for a session plan is shown below:

SESSION PLAN

Date: _____ Time: _____ Duration: _____

Title: _____

Target Group: _____

Aim: _____

Objectives: _____

Introduction: _____

Content: _____

Summary: _____

Training Aids: _____

STEP 4: TRAINERS NOTES

Your Trainers Notes are your directions to guide you through your group training session. There are many different ways of keeping notes and each person who undertakes a group training session has their own individual style from which they can most comfortably work.

In your notes write what you want to say, the questions you want to ask, the points you want to stress and what visual or other training aids you will be using and an indication of the timing of the presentation.

You should write your notes so that you can read them from about four feet away. Use colour, symbols, codes, in fact anything that you want to make it easier for you to deliver the presentation.

In Training Sessions your trainees will be carrying out a number of activities. It is therefore easiest to divide your page into two halves, split lengthways down the middle. Your activities as the Trainer are recorded in the left hand column. In the right hand column alongside the trainers' activity you write what the trainees are doing. This will include the responses you want from them, what activities they should do and the expected answers to your questions.

Trainers Notes

TRAINER	TRAINEE	TIME (Minutes)
Introduction		
Content		
Summary		

It is easier if you use a clipboard to store your training notes and handouts or leaflets. Sometimes it may be difficult to teach whilst holding onto a clipboard and so you can use small cards.

Cards of about 12 cm x 8 cm are easiest to use. Each card should carry one teaching point, what the trainer and farmers activities are and any aids that are being used. Number the cards in the order of use and fasten them with a ring of wire or a filing tag.

STEP 5: VISUAL & TRAINING AIDS

CHALKBOARDS

Uses:

- to build up a simple visual message
- to record headings, important points or phrases, spelling of difficult or un-familiar words
- create a good summary of your session

Advantages:

- no power requirements
- inexpensive
- the one visual aid most likely to be found in a training centre
- lasts for a long time

Disadvantages:

- can be misused, becoming an oversized scribbling pad
- require the trainer to turn away from the trainees
- create a lot of dust

Hints on Use:

- plan what you are going to put up on the board, keep headings, phrases, drawings etc as simple as possible
- when you start a new stick of chalk, break it before use and use one of the broken ends
- avoid dark coloured chalks, yellow chalk can be used for emphasis but should not be used all the time
- the letters should be 2" for every 30 feet distance away from the board
- plan your use of the board so that you are never writing or drawing for more than a few seconds at a time
- plan when you want to rub out - make it a sensible break point (rubbing out reduces the importance of what you have said)
- always clean the board before and after each session between each topic
- don't talk when you are writing
- when referring to information on the board stand to one side so trainees can see what is written
- always clean the board when you have finished with it
- make sure that you always have spare chalk
- check that the board is stable especially if you are working outside or if the board is on a stand

WHITEBOARDS

Advantages:

- similar to chalkboard but much cleaner
- the use of colours is more effective than on a chalkboard
- easily made to any size using Formica and chipboard

Disadvantages:

- pens are expensive - can dry out unless the top is replaced
- can be easily marked or scratched which makes them harder to clean
- you must remember to use dry-wipe pens only, permanent pens will only come off by using petrol or white spirit
- in very sunny conditions the shiny surface makes them difficult to read especially when working outside, find some shade to work under

Hints on Use: Same as chalkboard but:

- remember that the pens dry out quickly and so you should always replace the cap no matter how short a gap between use
- always check that the pens are working before you start and carry spare pens with you, a pen will always run out just when you need it
- always check that you are using whiteboard markers, not permanent pens
- use colours carefully - yellow and red are useful highlighters but should not be used for text

FLIPCHARTS

Uses:

- used, either singly, or in a sequence to present information to small groups (max 20)
- often produced in quite large numbers by printing or pre-prepared by the trainer

Advantages:

- can be used to build up an increasing amount of information or reveal successive stages in an operation
- can be used to present very detailed information to small groups of trainees
- fairly easy to transport
- good for reviewing points at end of session

Disadvantages:

- modification is difficult if they are pre-prepared and all the information that they contain may not be appropriate in particular circumstances
- danger of letters and diagrams being too small for trainees to see in detail
- can be difficult to control under fans and outside in a wind

Hints on Use:

- prepare the material carefully making lettering and diagrams simple, bold and colourful
- add information during session
- pencil reminders in the corner
- outline complicated diagrams and information to add lightly in pencil
- give your trainees time to read the script
- use large clips to hold the pages of the chart together if it windy
- do not reveal the relevant information until the appropriate time, use blank pages or pages with a picture or symbol between teaching material
- some pens bleed through the paper of a flipchart, be careful therefore not to damage pictures or writing that you have made on pages underneath the one you are writing on
- use an OHP acetate to project an image for tracing in order to make a model chart for training
- turn over to a blank sheet when the session is finished

NEWSPRINT

Uses:

- used much like the chalkboard or whiteboard and the same hints on use apply

Advantages:

- can be used to record trainees comments, views etc and then put up on the walls and/or kept for future use
- paper and pens can be used to make posters, charts etc for teaching very in-expensively
- easy to transport, small numbers of sheets can be folded up and put in a bag

Disadvantages:

- as with flipcharts they can be difficult to control in windy conditions
- danger of using pad as a scribbling pad, getting through a large number of sheets with very little on them

Hints on Use:

- as with flipcharts make sure that your writing and diagrams are large enough for your trainees to see
- be prepared to have to give a poster or other information that you have prepared to your group of trainees, it is worth keeping rough copies of your work in case you need to produce more copies
- use colour wherever possible, permanent markers produce brighter colours on paper than dry-wipe markers

FLASH CARDS

Uses:

- for emphasising key points or show illustrations to small groups

Advantages:

- can be used to emphasise key points or generate recall
- good for showing sequences (eg life cycles)
- can be handed around small groups thus involving trainees
- very easy to transport
- cheap
- flexible uses

Disadvantages:

- can only be used with small groups

How to use:

- use single large bold words
- produce simple large line diagrams, black on white, cut out and mounted on coloured card
- protect with plastic sleeves
- encourage participants to handle them pass them around, put them into sequences etc

REAL MATERIALS AND MODELS

Uses:

- used to show the 'real thing', very often when teaching skills or in demonstrations
- provides trainees with the opportunity to use their other senses (touch, smell, taste) to assist learning
- bring into theory sessions as often as possible to help “transfer of training” to work situation

Advantages:

- have a strong impact if they are portable and can be seen by the whole group
- introduce a 'real' element into your training

Disadvantages:

- only suitable with smaller groups, or if you have a number of the same object or model to pass around a larger group
- planning and preparation using such visual aids takes more time and often requires a considerable amount of co-ordination with the suppliers of the aids

Hints on Use:

- make sure that you make all the arrangements necessary for the supply of the physical objects before you run your training session
- practice how you are going to use your model or real object in your training session, if used effectively these visual aids can have real impact
- if your objects are perishable or will not be used again for some time then dispose of them properly after use, possibly providing them to the trainees for their own use

HANDOUTS

Uses:

Handouts provide information relevant to the training topic. This information may be:

- diagrams
- summaries of key points
- tests
- instructions for practical exercises

They may be used during the session or handed out afterwards to strengthen learning.

Advantages:

- reinforce training points made by the trainer
- give step by step instructions
- provide quick reference materials for trainees
- give trainees an accurate record of information to support their own notes or remove the need for them to take notes
- allow trainer to control the amount of information given to the trainees at one time
- easy and fairly cheap to produce

Disadvantages:

- may be a distraction if given out at the wrong time
- trainees may have different levels of reading ability

Hints on Use:

- information must be relevant to the topic of training session
- information must be appropriate to ability of trainees
- should not be more than a few pages
- a good handout should be visually appealing
- information should be in logical sequence

Content:

A good handout should contain some or all of the following:

Title

- diagrams
- summary
- gaps for trainees to write in notes or answers
- bullet lists
- make sure that your handout information/diagrams matches exactly anything you have drawn on a flip chart, or on an O.H.P. acetate

STEP 6: TRAINING SKILLS

PARTICIPATIVE TRAINING TECHNIQUES

THE TRAINER

The trainer is the single most important factor in bringing about participative training. The amount that participants will involve themselves in the training course will be largely influenced by the approach and attitude of the trainer. The verbal and non-verbal messages given by the trainer will be read from the moment the training starts. To obtain maximum participation the trainer must:

1. Create a positive atmosphere

This is best achieved by using the 3 Es

- Energy
- Enthusiasm
- Encouragement

2. Show respect to participants

This can be achieved by:

- being well Prepared
- being Punctual (on time!)
- listening to the participants Points of view
- avoid Put-downs
- keep your Promises

3. Be genuine

This can be achieved by:

- being honest and open
- being consistent in what you say and do
- admitting your mistakes
- being yourself
- be clear about goals and responsibilities

4. The trainer is the manager of the learning experience. A good trainer can manage training sessions where different groups are working on different tasks or objectives.

THE TRAINING ENVIRONMENT

The arrangement of the training room can have a great influence on level of participation.

People will not participate in the learning process if they are uncomfortable.

Chairs should be comfortable.

Participants must have enough room to work.

Rooms should have good lighting and ventilation.

Seating patterns greatly influence the amount of participation.

- If there is more than one row of seats it will reduce participation.
- Participation decreases with distance. Participants in the back rows participate less those nearer the front.
- Those in the back rows cannot easily hear those in front and it is uncomfortable for the ones in front to turn to talk to the ones behind.
- The more curved the rows are the greater the involvement, a “horse shoe” or circular seating plan providing the maximum participation.
- For pairs work participants should physically turn their chairs to face each other if possible.
- For small groups work (3 - 5) people seat groups around small tables that they can work on.

Positioning of visual aids influences participation.

Positioning flip charts easels and writing boards to complete the circle helps to encourage participation.

If participants cannot see the visual aids they will not participate! Make sure that writing boards and flipcharts are visible to everyone.

TRAINING METHODS

The basic philosophy behind participative training is that people learn best by being actively involved in the training process. This applies just as much to theory sessions as it does to practical sessions but much theory teaching is still influenced by traditional methods where the teacher stood at the front and lectured to the students who sat in straight lines and listened!

1. Question and Answer

The use of good questioning technique is one the most important methods for obtaining participation. Although it seems like a simple method it takes preparation and practice to perfect the technique. Some keys to using this technique are:

- plan your questions and write them in your trainers notes
- direct your questions at individuals rather than the whole group
- use a “ question - pause - name” technique
- control over-enthusiastic participants to allow everyone to participate
- help weaker participants by directing easier questions at them (if you get no response, move onto a different participant - do not embarrass anybody)

2. Quizzes

Giving the participants quizzes is an extension of the question and answer method and can be a very good way of reviewing material covered. Quizzes can be carried out in various ways but some key points to using this technique are:

- try to make it into a “fun” activity
- create teams and run it like a panel game with a prize for the best team score
- get the participants to come up with the questions to be asked to whole group

3. Brainstorming

In this technique the trainer sets a topic and asks for immediate responses from the participants e.g. “What are the characteristics of.....?” or “What are the reasons for.....?” or “What are the advantages of.....?” Some of the key points to this technique are:

- trainer quickly lists all the answers on the board without making any comments
- there is no discussion until all the ideas have been listed
- trainer goes through list slowly making comments on each item in turn

4. Pair work

Put participants into pairs to carry out simple activities, such as compiling lists, doing calculations etc. Some key points to this technique are:

- if you ask for pairs work, make certain that they work together not as individuals
- make the participants physically move their chairs to sit together
- alternate pairs - side by side and front and back

5. Small group exercises

Small group exercises are a good participative method, because they will result in a lot of exchange of information between the participants and provide the participants with the opportunity to use information they have been given by the trainer. Some of the other benefits of small group exercises are:

- everybody has a greater chance to participate than in large class sessions
- a sense of competition helps keep participants enthusiasm high
- the pooling of knowledge helps the groups to achieve more
- weaker members can be helped to improve in a much less threatening atmosphere

There are a wide range of activities that can be carried out by small groups for example:

- problem solving
- carrying out calculations
- preparing materials
- case studies

Some of the key points of using this technique are:

- think about the exercise or task carefully
- prepare the exercise carefully
- if possible write down the instructions to give to the groups
- make sure you have any materials that are needed
- go through the instructions and check that the groups know what is required of them
- walk around to make sure the groups understand are tackling the task in the right way
- allow sufficient time for the task to be carried out
- allow sufficient time for all of the groups to feed back their results
- summarise the activity and the results at the end

Group exercises work best if the trainer controls the membership of the groups, this can be done in a number of ways the key points are:

- do not make the groups too large 4 or 5
- change group membership for different exercises
- try to include different ages and abilities in a group
- if there are two or three participants who dominate their groups put them in the same group

6. Role Play

Role play involves the participants acting out situations that they may encounter. Role play cannot be used for learning factual information, but they are good for improving the participants' attitudes and ability to handle difficult situations in the workplace. To organise a role play the trainer must set up the situation this will include the people, place and purpose of the role play.

Some of the key points in organising role plays are:

- take care briefing the characters before a role play
- if possible write down the characters role and give it to them to read
- give personal details of the characters - age, education, status, attitudes etc.
- tell observers (other members of training course) what to look for
- allow time to analyse role play fully afterwards

TRAINING DELIVERY

The key to training delivery is communicating. We communicate with people in 3 ways:

- what we say
- how we say it
- what we look like as we say it

Interestingly by far the most important of these is the last one, research shows that when someone gives a spoken message the listeners' understanding comes from:

7% Words (what we say)

55 % Body language (how we look)

38 % Voice (how we say it)

Obviously as a trainer it is very important that we understand how to communicate effectively with our bodies and voices, so that we pass on the right messages.

Body Language

Postures and gestures: How we hold our bodies when we are standing or sitting and how we use our hands when we are speaking.

Eye contact: Eyes are the most important feature of our faces and the things that people look at when we are talking to them. When training you should constantly sweep your eyes over the whole group.

Overall manner: Participants will be greatly influenced by your manner, if you are enthusiastic they will be.

Position: Where you stand is also very important. Standing close to the participants will indicate that you are friendly and they will respond. Standing at the centre of the class gives you control, standing to the side lets them have more control.

Looks: The way you dress and appear tells them something about you. It is important to be smart but comfortable.

Emotion: Your emotions are clearly shown in your facial expressions. If you are bored it will show and the participants will also be bored.

TYPES OF BODY LANGUAGE

Body language varies from culture to culture, but these are some fairly common types of body language:

Encouraging body language	Discouraging body language
Smiling (friendly)	Frowning (unfriendly)
Wide open eyes	Half closed eyes (lack of interest)
Eye contact (interested)	Looking away all the time (not interested)
Relaxed mouth	Tight compressed lips
Relaxed movements	Stiff , tense body movements
Free movement of arms and legs	Crossed arms and legs
Lean towards person	Lean away from person
Attentive expression	Tap fingers, put chin in hand, etc
Arm on shoulder, pat on back	No physical contact at all
Little noises of encouragement	Total silence, no encouraging noises

USING YOUR VOICE

The way we use our voices when we are giving a training session is even more important for communicating than what we say. Most trainers concentrate on what they are going to say and forget to think about how they are going to say it!

To use your voice effectively in a training situation you must:

Speak Clearly

It is very important that people can hear and understand what you are saying. You can achieve this by:

- Slowing down and emphasising key words
- speaking more loudly than normal but don't shout or you will strain your voice
- direct your voice to the back of the room
- don't speak when you are facing away from the participants
- pronounce words carefully
- don't read from your notes

Make your voice interesting

You can use your voice to keep your participants interested in what you are saying, use it like a musical instrument by:

- varying the tone
- varying the pitch

The speed you speak at will influence the pace of the session:

- speak faster to excite and stimulate the participants
- speak slower to emphasise information and maintain control on the participants

Use your voice to help people to recall information

- repeat key words and phrases
- emphasise key information by speaking slowly

EFFECTIVE PRESENTATION

You will usually make an effective presentation if you do all your preparation correctly. You must go through all the preparation steps and consider:

Who? Target Group Profile

What? Aims and Objectives

How? Session Plan, Trainers Notes, Simple Visual Aids, Participative Techniques, Handouts

Once you have completed these steps then you can be sure of an effective Session if you do three things:

1. Practise
2. Practise
3. Practise

3. Training evaluation

WHY DO WE EVALUATE TRAINING?

- To determine if the training is effective.
- So that we can improve the quality of the training:
 - Content
 - Level of difficulty
 - Relevance of objectives
 - Duration
 - Training style
 - Training methods
- To provide objective feedback to participants
- To provide data for managers
- To show the benefits gained by the training are worth the cost of training

There are 5 levels of evaluation:

1. Individual reaction
2. Immediate
3. Intermediate
4. Sectoral/area
5. Organisation

Different methods of measurement are appropriate for the different levels of evaluation

LEVEL 1 - Individual reaction (thinking/feeling)

To measure recipients reactions to training the following techniques can all be used:

- a. questionnaires
- b. interviews
- c. group discussions
- d. charts for daily feedback e.g. Mood Meter
- e. trainees preparing a report

Care must be taken over the timing of these methods. Immediately after a course the participants feeling towards what they have learned may be very different from their feelings after they have returned to the work place.

LEVEL 2 - Immediate

To measure whether learning objectives have been reached during training, various techniques might be used:

- a. marked assignments during training
- b. written tests before and after training (pre-test and post-test)
- c. structured exercises (these are often carried out in groups, so it is important that the contribution of individuals is recognised)
- d. participation in discussions during training
- e. practice sessions

LEVEL 3 - Intermediate

Requires measured assessment of improved performance on the job or transfer of training

This is easier to measure when jobs are accurately described. Training Needs Analysis by observation of individual's performance before training can be compared with observation or reports on performance after the training. Performance can also be compared to a pre-determined level of competence.

LEVEL 4 - Sectoral/area

Measuring the effect of training on a department or sector's performance.

The department's results depend on many people and many factors, however good training should contribute towards successful performance as shown in sector and area reports.

LEVEL 5 - Organisation

Measuring the effect of training on the organisation's overall objectives.

It is sometimes difficult to say which organisational results are the direct results of training because many factors may be involved. The trainer however needs to know which activities s/he has been involved in and if those areas are performing well against organisational objectives.

The following general approach to evaluation can be useful:

- set clear training objectives, expressed in behavioural terms or levels of competence which have specific performance indicators
- set objectives for each level
- evaluate at as many levels as possible to obtain the total picture

LINKS BETWEEN EVALUATION AND TRAINING NEEDS ANALYSIS

The Training Needs Analysis helped you decide:

WHAT to train,

WHY to train,

WHO to train

WHEN to train and

HOW to train.

The TNA helped you focus on your learning objectives. Referring back to that information will help you decide WHAT you need to evaluate.

Evaluation may be a comparison of performance against desired performance or a comparison of performance before training and after training.

4. Adult learning theory

THE HUMAN BRAIN

1. The human brain consists of two halves or hemispheres which have different functions

LEFT	RIGHT
Logical	Creative
Speech	Artistic
Calculations	Musical
Reading	Emotions
Writing	Recognition
Naming	Images
Sequencing	Colour
Analysing	Creativity

We have the ability to think with both sides (or hemispheres) of the brain, but as individuals we tend to make more use of one side or the other.

A good trainer encourages the learner to use both sides of the brain. Information should be given in different forms e.g.

Visual
Hearing
Feeling

2. The brain “shuts down” automatically after about 10 minutes if it is not given something to keep it active, so a good trainer should change activities regularly.
3. People store information in the brain as sounds, images and feelings so by giving the same message in different forms it will be stored in different parts of the brain and therefore increase the chance of recall.

It is useless to LEARN information if we cannot RECALL it when it is needed.

RECALL

Main Factors

1. We are more likely to remember the beginning of events or the first in a series of events.
2. Recall falls rapidly after 24 hours unless learning is reinforced.
3. We remember unusual events and things very easily.
4. Recall is higher for things which are linked by association (mnemonics) or analogies.
5. If a brain is given a message once the brain only remembers 10% a year later, if the same message is given six times the recall rises to 90%.
6. We are more likely to remember the end of events or the last in a series of events.

In any training we must help to keep recall high by:

- Always putting the most important information first and not confusing our trainees by giving them a lot of irrelevant information at the start of a session
- Providing opportunities for regular review of information after 24 hours, 1 week, 1 month, 6 months etc
- Introduce interesting or unlikely surprises into training
- Use associations and simple analogies as often as possible
- Always summarise the key points at the end of a training session

LEARNING PRINCIPLES

Definition of Learning: Change in behaviour and thinking through obtaining new experiences.

e.g. A child who touches a hot stove learns not to touch it again because it does not like the experience of being burned.

A trainer is concerned with structured learning experiences in the training environment with specific learning objectives in mind.

The following learning principles are based on research and experimentation and if they are applied to learning situations they are the keys that open the door to effective planning, preparation, presentation and evaluation.

There are nine principles that can be remembered with the mnemonic PROMOTING

P rimacy and Recency

R eward

O ver-learning

M ulti-sense Learning

O pportunities for Feedback

T ransfer of Training

I nvolve Learners Actively

N ibble

G o from the Known to the Unknown

1. Primacy and Recency

This principle is based on the fact that we remember best what comes first and last (or most recently).

As a trainer you can put this principle into practice if you:

- provide a summary of the session in the introduction
- prepare the first few minutes of your session very carefully
- review material regularly during long sessions
- highlight the important points at the end of the session

2. Reward learning

This principle is that if learning is rewarded and the learning environment is positive, it is more likely that the learning will be retained.

Learners need to know where they are going, they need to know their eventual goal. They have to be given help to map out how they are going to get there, what signs there will be along the way to show they are making progress and measures of how far they have got and how far they still have to go.

As a trainer you can put this principle into practice if you:

- provide a non-judgemental, non-threatening environment
- compliment correct answers
- allow for success by asking simple as well as difficult questions
- reward effort in answering questions even if the answer is incorrect
- find opportunities to give participants positive statements about their effort, dedication, hard work etc.

3. Over-learning

This principle is that retention and recall is significantly increased by practice and repetition.

Over-learning is encouraged by using different methods of repetition e.g. using visual aids, presenting same information in different ways.

As a trainer you can put this principle into practice if you:

- get participants to repeat information by asking frequent questions
- summarise information frequently
- ask participants to recall the content of the session
- use previews and reviews
- give participants exercises, role plays and discussions on the same topic
- suggest ways of carrying out private study of the topic

4. Multi-sense Learning

This principle is based on the fact that learning is far more effective if more than one of participants' five senses (sight, hearing, touch, taste and smell) are involved.

The most important sense is sight ("One picture is worth a thousand words") but the other senses are also important particularly the sense of touch which is very involved in skills learning.

Remember the saying:- "What I hear I forget, what I see I remember, what I do I understand."

As a trainer you can put this principle into practice if you:

- combine telling, showing and experiencing, in skills and theory training
- use visual reinforcement such as flip charts , posters, handouts, real objects etc
- try to involve as many senses as possible in the learning experience

5. Opportunities for Feedback

This principle is that when there is feedback exchanged between trainer and trainees the learning is more efficient.

Trainees depend on feedback from the trainer (and other trainees) to know how they are progressing so that they can monitor the quality of their performance. The best learning occurs where there is a good two-way communication system established. Trainers also need feedback from the participants to know that they understand and are keeping up.

As a trainer you can put this principle into practice if you:

- assess frequently and provide assessment results as soon as possible
- give feedback that is honest and can be seen to be so
- only criticise if an improvement can be suggested
- give accurate feedback, don't give undeserved praise and don't be afraid to say exactly where mistakes are occurring
- make sure that people have the time and facilities to make use of the feedback
- give feedback that relates to specific actions or points so people know how to correct themselves or why they are doing well
- be responsive to non-verbal feedback from participants e.g. puzzled looks, yawns, head nods etc
- encourage participants to ask questions and say where they are having difficulties
- ask lots of questions

6. Transfer of Training

This principle is that what trainees learn in the training situation is more likely to be applied on the job if the training conditions resemble real-life situations. The greater the similarity between the training conditions and the actual job, the more effective the training is likely to be.

As a trainer you can put this principle into practice if you:

- make real equipment and other materials available and use direct practice wherever possible
- use simulations of work place situations e.g. through role plays, realistic props etc to recreate as closely as possible all the conditions that apply

- make plenty of references to the on-the-job application of the training
- point out any differences between the real situation and the training situation
- help participants make the transfer through setting goals, action planning etc

7. Involve Learners Actively

This principle is that trainees learn most efficiently when they are actively involved in the learning process. This applies just as much to theory sessions as to skills learning.

People learn by doing, just listening and looking is not enough.

As a trainer you can put this principle into practice if you:

- structure activities and exercises to allow participants to discover the facts, don't present them with the information
- use practical projects and assignments which require the trainees to apply the information.
- make use of techniques to involve trainees e.g. open questions, discussions, case studies or role plays.
- let participants (in pairs or small groups) think of purposes, make comparisons, identify causes and effects, anticipate problems and imagine "what if" scenarios.
- encourage questions before giving information.
- ask participants to suggest how they could help others to learn.
- encourage suggestions from the trainees on how they think their learning could be helped.

8. Nibble (Spaced Learning)

This principle is that there is a limit to how much any learner can take in at one time. It is essential to break down a complex topic into bite-sized chunks that the learner can gradually take in. If you attempt to give too much information your trainees will be so swamped, they will end up confused.

As a trainer you can put this principle into practice if you:

- reduce complicated and difficult subjects into easily understandable sections
- allow time between one section and the next to give the brain time to take up the new knowledge
- avoid long sessions
- break up sessions by using a variety of training strategies
- encourage a period for reflection on what has been learned and how it can be applied.
- encourage feedback after each section or session

9. Go from the Known to the Unknown

This principle is based on the fact that trainees learn better when any new information is related to existing knowledge or prior experiences. Existing knowledge provides a frame of reference that new information can be attached to.

As a trainer you can put this principle into practice if you:

- make use of the participants target group profile so that you are fully aware of the participants technical and personal experience
- use lots of illustrations, analogies, examples or anecdotes that are familiar to the trainees
- refer back to any previous related sessions
- check what is already known and then gradually build the new information onto the existing knowledge

TEACHING ADULTS

Teaching adults is very different from teaching children, the main differences are:

- a. Adults will only learn those things that they think will be useful to them, and they need time to decide what is useful. Children see anything as a new challenge.
- b. Once adults have decided to learn something they are more motivated than children.
- c. Adults have a wide knowledge and experience and expect to be treated as equals, not inferiors.
- d. Adults are often more shy of trying new things than children.
- e. Adults have less time to devote to learning, because they have other commitments.

“Manager of learning”

Too often in the traditional teaching situation teachers consider they know everything and are there to pour out all their knowledge to the students. This traditional type of teaching is very authoritarian and dictatorial and particularly unsatisfactory when teaching adults.

Try to see yourself as manager of learning who is there to help the students to learn and discover new ideas for themselves.

This is the basis of participative training.

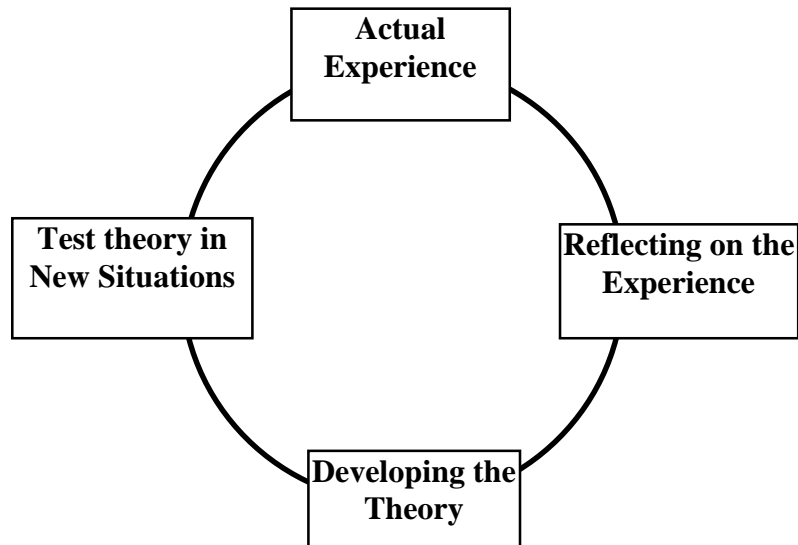
EXPERIENTIAL LEARNING

This simply means learning by experience....or learning by doing!

The following are the most important points to remember about experiential learning.

1. Exposure to experience is necessary for the learner.
2. The learner is involved in the active exploration of the experience.
3. The learner must reflect on their experience in a critical, selective way.
4. The learners must be committed to the process of exploring and learning.
5. There must be scope for the learner to achieve some independence from the trainer.
6. The teacher/trainer imposes some structure on the learning process so that the learners are not left to discover by random chance.
7. Experiential learning follows a linked cycle, so the trainer must provide appropriate learning activities and training methods for each stage.

The stages occur in a linked cycle known as Kolb's Learning Cycle:



LEARNING STYLES

Based on Kolb's Learning Cycle four learning styles have been recognised-Activists, Reflectors, Theorists and Pragmatists. The general characteristics of these learning styles are as follows:

1. Activists
 - Involve themselves fully with any new experience.
 - Enjoy and are enthusiastic about anything new that is presented to them.
 - Are open minded and not sceptical about things.
 - Like to fill their days with activity.
 - Thrive on new experiences and get bored by having spend a lot of time building on previous activities and consolidating.
 - Are sociable people and like to constantly involve themselves with other people.
 - Like to be at the centre of things.

2. Reflectors
 - Like to stand back and think about experiences and consider them carefully.
 - Collect a lot of data both personally and from others and take time to reach a decision.
 - Like to delay reaching a firm decision for as long as possible.
 - Generally tend to be cautious, thoughtful people.
 - Prefer to take a back seat in meetings and discussions.
 - Enjoy watching other people involved in activities.
 - Will listen to all arguments in a discussion before putting forward their opinion.

3. Theorists

- Adapt and develop observations into complicated theories.
- Think through problems in a step by step and logical way.
- Like to analyse different situations and develop solutions.
- Often pose questions such as “Does it make sense?” “How does that fit in?”
- Are perfectionists who won’t rest until things are tidy and fit into a logical pattern.

4. Pragmatists

- Keen on trying out theories, ideas and techniques to see if they work in practice.
- Actively search out new ideas and look for opportunities to try them out.
- Return from courses and Workshops with lots of ideas they are keen to try out in practice.
- Like to get on with things and act quickly and confidently.
- Do not like long, open ended discussions with no conclusions.
- Practical people who like making good practical suggestions for solving problems.

GROUP DEVELOPMENT

There are FIVE recognised stages in group development. These are Forming, Storming, Norming, Performing and Mourning. The people that make up the group exhibit different types of behaviour during each stage of development. They also have to accept that their behaviour has to change in order that they can progress from one stage to the next.

Stage One: FORMING

Behaviour: Polite, cautious, avoids conflict

Actions: Asks questions such as: What are we supposed to do? What are the groups’ objectives?

To move from Stage One to Stage Two the group members will have to:

- stop continued discussion on the objectives of the group and make a commitment to supporting the group in something with which they may not completely agree
- accept the possibility of conflict
- accept that they may be challenged personally

Stage Two: STORMING

Behaviour: Conflict, power struggles, challenging, criticising

Actions: Asks questions such as: What are the rules? How are we to be evaluated?

To move from Stage Two to Stage Three the group members will have to:

- establish roles, particularly those of group building and group support
- be able to listen and show some humility
- stop depending on their own views

Stage Three: **NORMING**

Behaviour: Friendly, thinks more of the group, joking occurs, builds team spirit

Actions: Sharing information, willingness to change, positive attitude to suggestions and ideas

To move from Stage Three to Stage Four the group members will have to:

- trust each other and risk that such trust may be broken
- develop their problem-solving abilities
- accept a consensus on decision making

Stage Four: **PERFORMING**

Behaviour: Committed, agrees to disagree, feels satisfied

Actions: Gives active support, adapts to change, no complacency

Stage Five occurs when it becomes obvious to members that the group's role is coming to an end.

Stage Five may also occur with those group members who leave the group at an earlier stage in its life.

Stage Five: **MOURNING**

Behaviour: Confused feelings, conflict and anger with leader, concern about the break-up of the group, disappointment

Actions: Breakdown of group skills, lethargy, frantic attempts to get the group to work

To allow the group to break up with the minimum of conflict the group members will have to:

- recognise that the group is coming to an end
- concentrate on the advantages that have been gained from belonging to the group and use those experiences when going through a new group formation process
- understand that social-emotional considerations should now have greater importance than persevering in the tasks that the group had originally set itself

IMPORTANT TEAM OR GROUP MEMBERS

Members of groups each play a role that helps the group to come to a decision. These roles are adopted naturally, according to the member's personality.

1.	TEAM WORKER	Keen to help Good with other people Hard worker but not always keen to take an initiative
2.	RESEARCHER /INVESTIGATOR	Likes to work on new ideas Keen to make progress Enthusiastic Usually has good contacts outside the organisation
3.	CHAIRMAN (CO-ORDINATOR)	A leader who can motivate a group Good at delegation Self-motivated Able to set targets for the team Manages a team well - keeps the team happy
4.	INITIATOR (IDEAS)	Able to think of original ideas Usually contributes a lot to meetings Not always good at finishing a task
5.	TECHNICIAN	A skilled person who likes practical problems May not always be good at communication Persists until the job is finished
6.	COMPLETER / FINISHER	Usually neat and well organised Self-motivated Does not usually initiate tasks Keen to co-operate with people to achieve objectives Works hard to finish the project
7.	SHAPER	Contributes well at meetings Makes useful suggestions Often able to see improvements to the ways in which tasks are done.