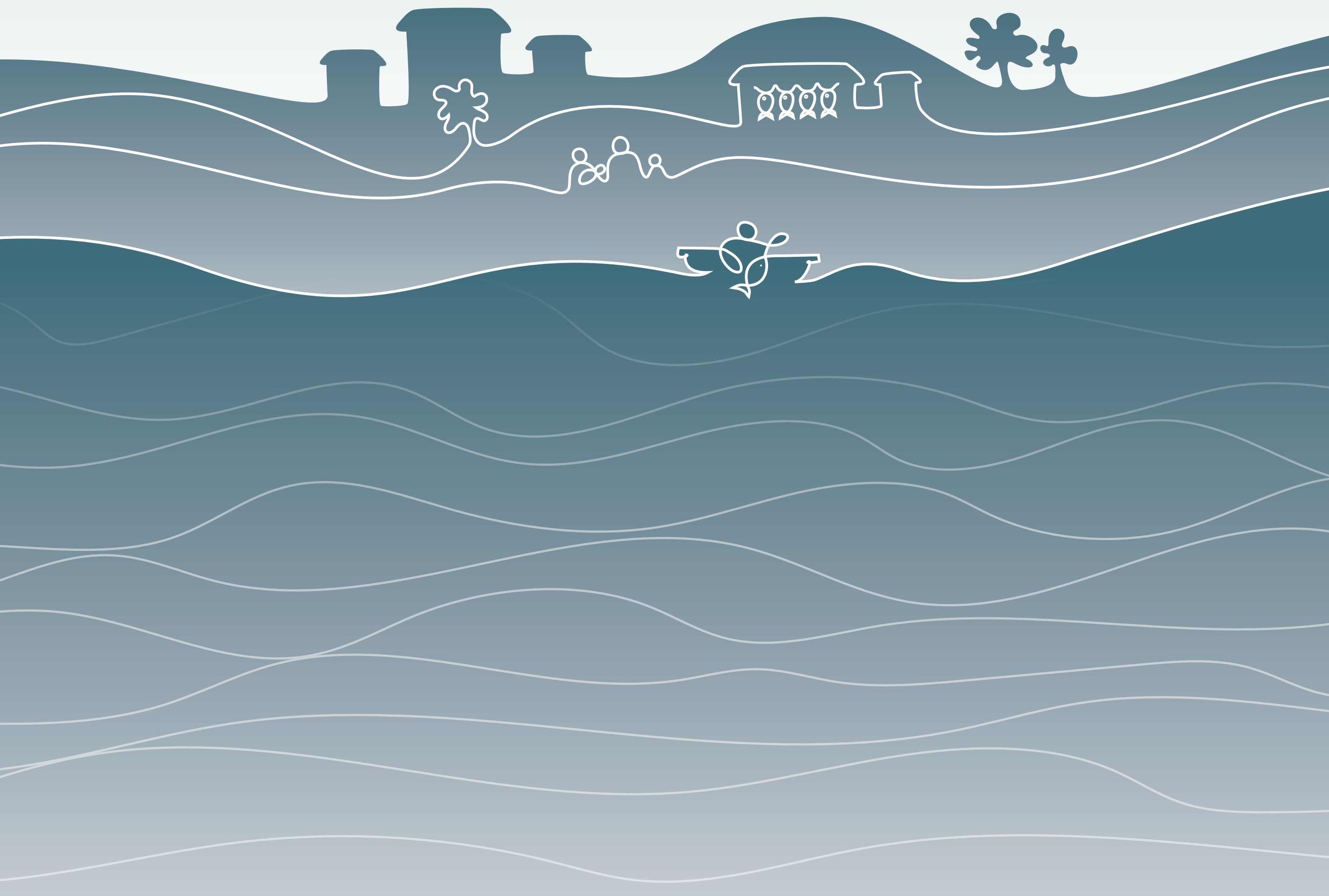
Food and Agriculture Organization of the United Nations

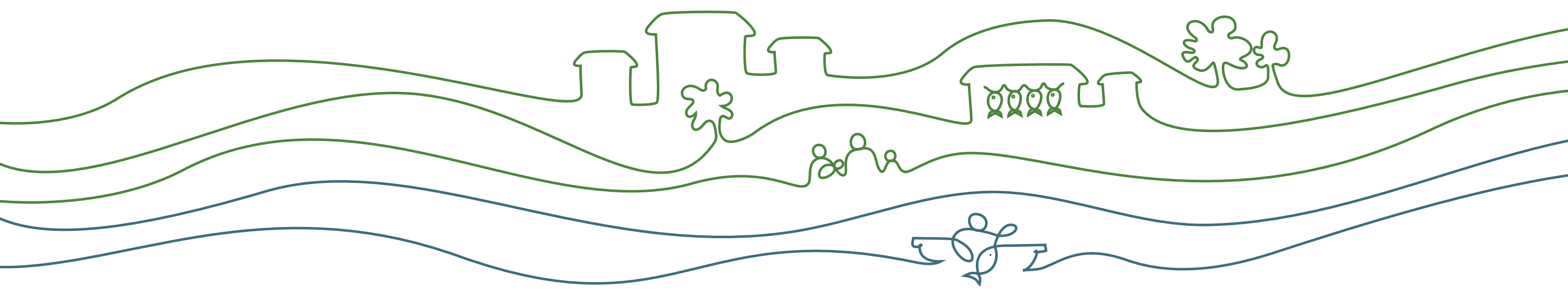
Developing and implementing a National Plan of Action for Small-Scale Fisheries (NPOA-SSF)

Guide for trainers



Developing and implementing a National Plan of Action for Small-Scale Fisheries (NPOA-SSF)

Guide for trainers



Food and Agriculture Organization of the United Nations
Rome, 2024

Required citation:
FAO. 2024. *Developing and implementing a National Plan of Action for Small-Scale Fisheries – Guide for trainers.* Rome. https://doi.org/10.4060/cc9776en

ISBN 978-92-5-138598-2

Contents

Abbreviations

EQM	evaluation questions matrix
FAO	Food and Agriculture Organization of the United Nations
M&E	monitoring and evaluation
MEL	monitoring, evaluation, and learning
NP	national platform
NPOA-SSF	National Plan of Action for Small-Scale Fisheries
PPT	Microsoft PowerPoint
PR	public relations
SDG	Sustainable Development Goal
SOP	standard operating procedure
SSF	small-scale fisheries
SSF GUIDELINES	Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication
TOC	theory of change
TOR	terms of reference

Acknowledgements

This guide for trainers, as well as the National Plan of Action for Small-Scale Fisheries (NPOA-SSF) webpage and related materials contained therein, are the result of a collective effort. Sincere gratitude goes to the aquatic resource management consultant agency Poseidon, especially to Tim Huntington and Graeme Macfadyen, but also to the support staff that contributed to the development of the NPOA-SSF process and tools.

The comments, contributions, and additions from the following members of the Fisheries and Aquaculture Division of FAO greatly enriched the NPOA-SSF process and tools: Lena Westlund, Rubén Sánchez Daroqui, Mele Tauati, Ana Suárez Dussan, Manoela Militão de Siqueira, and Nicole Franz. The NPOA-SSF process and tools also benefited from the administrative support provided by Romina Toscano, as well as from the work of Sarah Pasetto and Joanne Morgante and Roberto Magini on proofreading and design and layout respectively. Equally important were the efforts from countries that are either developing or implementing their respective NPOA-SSF, which served as testing ground.

Financial support for the preparation of this guide and other related NPOA-SSF materials was provided by the Swedish International Development Cooperation Agency (SIDA) through the Technical Cooperation Programme “Creating an enabling environment for securing sustainable small-scale fisheries.” and by the Norwegian Agency for Development Cooperation (NORAD) through the “Empowering women in small-scale fisheries for sustainable food systems” project.

Introduction

Introduction to this guide

In the context of the FAO Umbrella Programme for the promotion and application of the Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication, the Food and Agriculture Organization of the United Nations (FAO) has developed a process and tools that identify and describe stages, steps, outputs and tools to develop and implement a National Plan of Action for Small-Scale Fisheries (hereafter, NPOA-SSF).

A training programme around the NPOA-SSF process and available tools has been developed in support of the NPOA-SSF process at national level.[1] The training helps participants use the NPOA-SSF tools when initiating, developing and implementing an NPOA-SSF process.

This document is for those delivering the NPOA-SSF training. Ideally, at least two trainers should be involved in delivering the training.

This guide for trainers explains the content of the training, and provides detailed information, suggestions and practical tips on delivering it.

All materials necessary to deliver the NPOA-SSF training can be found in the SSF Guidelines website.

Pre-training planning is essential to tailor this material to the national context (for example, to consider any steps towards developing an NPOA-SSF that may have already been taken) and the logistics of the training (for example, considering the number, type and location of participants and the audiovisual technology available).

Overall learning objectives of the training

At the end of the training, it is intended that participants will be able to:

- describe the main NPOA-SSF stages, steps, outputs and tools; and
- lead a national process to develop and implement an NPOA-SSF.

Secondary objectives of the training are for trainees to be better equipped to:

- plan and carry out the NPOA-SSF training themselves; and
- use a range of training skills and methods.

[1] In some cases, subnational or regional plans of action may be appropriate.

Training agenda and overview

The structure and duration of the training is provided in the training agenda below.

The training includes ten sessions, each lasting 90 minutes, with each 90-minute session incorporating a 5- to 10-minute break. Fifteen-minute breaks are provided between sessions. In addition, each day starts with a short recap of the previous day and an introduction to the training that will be provided that day.

When run remotely, the training is ideally spread over five half-days, in line with the agenda below. However, the agenda can be adapted to run over two-and-a-half or three full days, which may be more feasible when delivered in person.

The programme is flexible. You should review the sessions in advance and decide whether to deliver the training programme in full or in part. You may decide that some sessions[2] could be reduced or provided at a later stage.

Following Session 1 (Introduction), Session 2 focuses on consultation as a theme cutting across all three stages of the NPOA-SSF process. This session is thus important to deliver at an early stage in the training, as it stresses the need for an inclusive and participatory process at all stages. Sessions 3 to 8 focus on the contents of the different stages of the NPOA-SSF process. Session 9 provides participants with some skills to conduct trainings themselves. Finally, Session 10 is used to discuss next steps and to evaluate and close the training programme.

TABLE 1 - NPOA-SSF Training schedule

TIMING	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
15’	**Start-up**	**Recap and introduction**	**Recap and introduction**	**Recap and introduction**	**Recap and introduction**
90’	**Session 1:** Introduction	**Session 3:** NPOA-SSF initiation	**Session 5:** NPOA-SSF development	**Session 7:** NPOA-SSF implementation	**Session 9:** Trainer skills
15’	Break				
90’	**Session 2:** Consultations and stakeholder engagement	**Session 4:** NPOA-SSF initiation (Part 2)	**Session 6:** NPOA-SSF development (Part 2)	**Session 8:** NPOA-SSF monitoring and evaluation	**Session 10:** Next steps, evaluation and close

N.B. Five- to 10-minute breaks are included within each 90-minute session.
Source: Authors’ own elaboration.

[2] For example, Session 8 on monitoring and evaluation, or Session 9 on trainer skills.

Annex 1 provides a training workplan based on the ten sessions delivered over five half-days. This can be used as a template to produce your own workplan tailored to your own training structure and duration, along with notes to plan for conducting the group exercises.

Activities to be completed prior to the training

Well before the date on which the training may take place, trainers will have engaged with national stakeholders to plan and organize it.

When logistics are confirmed, and prior to the training itself, you should:

1. read the whole of this guide for trainers;
2. familiarize yourself with the NPOA-SSF process, tools and its training materials;
3. agree on and make revisions to the structure and duration of sessions;
4. finalize the training agenda and workplan;
5. familiarize yourself with the meeting software and any other Internet-based resources to be used;[3]
6. agree who will lead each session, who will act as a moderator of "chats" and keep notes, and then practice running through all sessions; and
7. send to participants, at least one week before the training:

- an agenda for the training sessions;
- the necessary documents to be used during the sessions of the training. These materials are identified in this guide for trainers;
- the complete NPOA-SSF process and tools (provided in a separate folder, titled "NPOA-SSF process and tools"); and
- the Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines) (available for downloading here).

Things to keep in mind for all sessions

1. The importance of small-scale fisheries organizations and government decision-making bodies

- Small-scale fisheries actors and their organizations are the main drivers of change and play a major role in "bottom-up" processes. The SSF Guidelines empower collective action to ensure that small-scale fisheries are mainstreamed into relevant policies, strategies and actions at local, national and regional level and that these are then implemented.
- Government departments – not only those competent for fisheries, but also those involved in overall socioeconomic development – have a key responsibility to incorporate the SSF Guidelines into relevant policies and strategies and to make implementation happen. Political will is needed to realize the new vision for small-scale fisheries.
- Other players (such as academia and research, regional organizations and non-governmental organizations) are at the interface of this dual strategy, with a function to connect, supplement, document and strengthen the abovementioned efforts.

2. Refer back to the SSF Guidelines text throughout the training process. Remind participants that this is what the NPOA-SSF is aiming to implement.

[3] For example, see www.miro.com, which provides a virtual "whiteboard".

Session 1 – Introduction

LEARNING OBJECTIVES

By the end of the session, participants will know:

- when and how the SSF Guidelines were developed;
- the scope and purpose of the SSF Guidelines;
- the guiding principles underlying the SSF Guidelines;
- the key sections of Parts 2 and 3 of the SSF Guidelines;
- some key facts, figures and issues relating to small-scale fisheries;
- ways in which implementation of the SSF Guidelines can be supported;
- how an NPOA-SSF can help the small-scale fisheries subsector; and
- the main purpose of the NPOA-SSF process and its three main stages.

KEY MESSAGES

The key messages to be conveyed during this session are the following.

- Ninety percent of people employed in capture fisheries work in small-scale fisheries; more than 90 percent of small-scale fisheries are in developing countries; around 50 percent of the workforce in the fisheries sector are women; more than 50 percent of catch in developing countries is from SSF; around 37 million people are employed in small-scale fishing and aquaculture; and 100 million more are employed in related supply chain activities.
- The SSF Guidelines are global in scope and apply to marine and inland fisheries, as well as to upstream, production and downstream processing and trading subsectors; however, they do not apply to aquaculture.
- The SSF Guidelines are intended to guide dialogue, policy processes and actions at national, regional and international level.
- Part 2 of the SSF Guidelines has five thematic chapters, and Part 3 has four chapters that relate to creating an enabling environment.
- An NPOA-SSF should include all these components.
- The NPOA-SSF process helps to operationalize implementation of the SSF Guidelines at the national level (and potentially at subnational level), by developing an NPOA-SSF.
- The NPOA-SSF process has three stages are: (1) initiation; (2) development; and (3) implementation.

It is suggested to show some videos from FAO in this introduction session (links to down load the files are provided below on section 3 "The SSF Guidelines"). You may decide as part of preplanning that some local video material is also relevant, for context.

Before the 15-minute start-up session, make sure that the PowerPoint file[4] is open and that all the files needed for that session and the video material are accessible and play appropriately (check computer sound settings, preferably by testing them beforehand with a colleague).[5]

[4] Titled "NPOA-SSF process training session presentations.ppt".

[5] For example, if you are using Zoom as the meeting software, when you play a video in shared screen mode, click the "More" tab at the top of the shared screen and make sure that you have ticked "Share audio" and "Optimize for video clip".

1. Start-up (15 minutes)

Begin Day 1 with a 15-minute "start-up" period to:

- show **Slide 1** – "Session presentation" on the screen;
- allow participants into the meeting (for remote participants);
- check that all participants can hear you and each other as they join;
- make any housekeeping announcements (facilities, timing, etiquette – see "Zoom etiquette" in Annex 1 for remote participants); and
- let participants know you are recording the sessions, if you plan to do so.

2. Introductions (10 minutes)

Move to Slide 2 – "Introductions"
Ask participants to introduce themselves. Give each participant 1 or 2 minutes to provide their name and organization and a little bit of information about their work experience.

If participants do not already know each other, you could include an icebreaker exercise: when giving this introduction, ask participants to state one personal fact about themselves they would be happy to share (for example, something they like to do or something unusual they have done). Start with yourself and the moderators.

3. The SSF Guidelines (70 minutes)

Move to Slide 3 – "Training journey".
Start by stating clearly that the training has two main objectives, which are to enable participants and trainees to:

- describe the main stages, steps, outputs and tools as presented in the NPOA-SSF process; and
- lead a national process to develop and implement an NPOA-SSF.

Briefly explain the contents of the slide describing the training journey.

Emphasize the importance of small-scale fisheries organizations in the NPOA-SSF process, and how the SSF Guidelines underpin the development of the NPOA-SSF.

Move to Slide 4 – "Some key facts about SSF".
Run through the facts on the slide, and ask participants to share a few facts about small-scale fisheries in their country or to comment on the main types of SSF – fleet types, target species, marketing channels (domestic or international), levels and types of small-scale processing, etc. You can suggest using Document "2-1 NPOA-SSF factsheet" to help facilitate this task.

Show Video 1 on the FAO SSF Guidelines.
The video is available at https://www.youtube.com/watch?v=uqC9Bef-IwE

[Have the video downloaded in advance on the computer used to present the session and, as a reminder, check that the video can play with the correct sound settings.]

After the video, have a short discussion asking participants what they think is "the purpose of the SSF Guidelines and their scope".

For remote participants, you could use the chat function, or you could share your screen and use a virtual whiteboard (as available for example on www.miro.com) to note responses, ideally using one-word equivalents.

Sum up that the main purpose is to guide dialogue, policy processes and actions in support of small-scale fisheries at national, regional and international levels. The specific objectives of the SSF Guidelines, which can be used to prompt responses, are:

- to **enhance the contribution of small-scale fisheries to global food security and nutrition** and to support the progressive realization of the right to adequate food;
- to **contribute to the equitable development of small-scale fishing communities** and poverty eradication, and to improve the socioeconomic situation of fishers and fishworkers within the context of sustainable fisheries management;
- **to achieve the sustainable utilization**, and prudent and responsible management of fisheries resources, consistent with the Code of Conduct for Responsible Fisheries and related instruments;
- **to promote the contribution of small-scale fisherie**s to an economically, socially and environmentally sustainable future for the planet and its people;
- **to provide guidance that could be considered by states and stakeholders** in the development and implementation of ecosystem-friendly and participatory policies, strategies and legal frameworks for the enhancement of responsible and sustainable small-scale fisheries; and
- **to enhance public awareness** and promote the advancement of knowledge **on the culture, role, contribution and potential of small-scale fisheries**, considering ancestral and traditional knowledge, and their related constraints and opportunities.

Ask participants what they think the scope of the SSF Guidelines is – that is, what do they cover in terms of sectors and geographical areas.

Summarize that the SSF Guidelines are global in scope, apply to marine and inland fisheries, and relate to upstream, production and downstream small-scale subsectors. State that while the SSF Guidelines recognize links between small-scale fisheries and aquaculture, they focus on capture fisheries.

Break (5–10 minutes)

Request that people return promptly, noting the required time, and mention that there will be a longer break at the end of the session. In case of online trainings, leave the meeting running or open and ask participants to stay logged in, but suggest that everyone turn off their videos and mute their microphones until they return (so that you can understand that people have returned when these features are turned on again).

Move to Slide 5, "Guiding principles of the SSF Guidelines", and say that the SSF Guidelines specifically itemize each of these principles, with some explanations of what they mean and why they are important.

Move to Slide 6, "Main contents of the SSF Guidelines", noting that Part 2 of the SSF Guidelines has five thematic chapters and Part 3 has four chapters that relate to creating an enabling environment. Say that the link on the slide is where participants can watch short videos on some of the chapters. Note that there is no time during the session to watch them all immediately, but that the first one will be watched as an example; participants can watch others themselves at a later stage.

Show Video 2 on governance of tenure and resource management. The video is available here: http://www.fao.org/voluntary-guidelines-small-scale-fisheries/resources/detail/en/c/1287531/. Ask participants for any specific comments or thoughts.

Move to Slide 7, on the four main ways FAO and others can support with actioning and implementing the SSF Guidelines.

Notes on the four pictures

Supporting implementation

- FAO aims to strengthen collaborations between multiple actors, to create a supportive environment for implementing the SSF Guidelines. As an example, FAO encourages and supports partnerships and learning exchanges between actors.
- FAO is also helping to establish and strengthen national- and regional-level platforms with cross-sectoral representation and strong participation of fisher and fishworker organizations to address issues of priority to the members.

Raising awareness

- The implementation of the SSF Guidelines is supported through awareness-raising at fisheries and non-fisheries events at global, regional and national levels.
- Awareness is also raised through handbooks, compilations of good practices, and other guidance material that help explain what it means to apply the SSF Guidelines in practice.

Empowering stakeholders

- Institutional mechanisms and informed, capable stakeholders are essential for participatory implementation of the SSF Guidelines.
- FAO works to develop the capacity of stakeholders – including governments, public institutions, fishers, fishworkers and their organizations – so that they can implement the SSF Guidelines.

Strengthening the policy–science interface

- There is a need to better connect science and policy in support of small-scale fisheries.
- FAO provides technical support and legal assistance to review policy and legal frameworks, with the goal of creating an enabling environment for implementing the SSF Guidelines.

4. Introduction to the NPOA-SSF process (10 minutes)

Move to Slide 8, "Overview of the NPOA-SSF process".
The NPOA-SSF process is a practical example of how FAO is helping to support implementation of the SSF Guidelines. It describes suggested stages, steps, outputs and

tools to develop and implement an NPOA-SSF in support of the implementation of the SSF Guidelines.

Note that the NPOA-SSF process itself is only guidance and can be adapted as needed.

Spend 5 to 10 minutes explaining the main stages and steps in the process.

Move to Slide 9 – Break before Session 2 (15 minutes):

Session 1 is now complete.

- Confirm what time participants should be back.
- For online trainings, as before, leave the meeting running but suggest that everyone turn off their videos and mute their microphones until they return.
- During the break, make sure that you close all tabs that you do not need on your computer, and open those you will need for the next session.

Session 2 – Stakeholder consultation and engagement

LEARNING OBJECTIVES

By the end of the session, participants will know:

- the steps of each of the three stages of the NPOA-SSF process;
- the steps involved in planning and conducting consultations;
- different approaches to consultation;
- the types of stakeholders to be involved in consultations; and
- how to plan effective engagement with stakeholders during the NPOA-SSF process.

KEY MESSAGES

The key messages to be conveyed during this session are the following.

- Good consultation is active, free, effective, meaningful and informed.
- Consultation involves planning, consultation design, the consultation itself and post-consultation follow-up activities.
- Developing an NPOA-SSF is likely to involve government (policymakers and implementers, not only from fisheries but also other relevant administrations), small-scale fisheries representatives and organizations, researchers and academia, civil society, non-governmental organizations and donors.
- Including vulnerable and marginalized groups, such as women, indigenous peoples and youth, is important.
- The NPOA-SSF process contains tools on effective stakeholder engagement and how to assess: (i) the extent to which stakeholders are impacted by decisions and their influence on decisions; and (ii) connections with other stakeholders.
- It helps to identify "champions of change" and prepare a stakeholder engagement table.

1. Energizer (5 minutes)

A quick energizer can be useful between sessions to re-engage participants and to lighten the mood. Some examples of energizer activities are provided below. Choose something you are comfortable delivering.

- One place in the world they would most like to visit.
- Their top three favourite music artists.
- What they have read in the news or on social media overnight that interested them.
- If conducting a virtual training, ask someone to show something in their room that is interesting and shows something about them, or have others try to guess where it is from or what it is.
- More ideas for energizers are available at: https://www.sessionlab.com/library/energiser

2. Stakeholder engagement (45 minutes)

Display Slide 10, "Stakeholder consultation and engagement".

Note that consultation is one of the guiding principles of the SSF Guidelines.

Move to Slide 11, "Overview of the NPOA-SSF process".

This is a "cross-cutting" session, as consultation happens throughout the NPOA-SSF process. Implementation of the SSF Guidelines should adopt a human rights-based approach that includes stakeholder participation at every stage.

The quote "Good communication is the bridge between confusion and clarity" is attributed to Nat Turner, who led a slave rebellion in Virginia, In the United States of America, in 1831.

Move to Slide 12, on effective engagement, and list the bullet points describing the benefits of effective engagement.

Spend a minute or so asking participants to give their ideas on what makes for good engagement.

Move to Slide 13, describing good engagement. You might agree to add further characteristics based on their suggestions.

Move to Slide 14, "The ladder of engagement". It is important to appreciate where different stakeholders may be on this ladder. This relates to the point about how good engagement happens when stakeholders are informed.

Move to Slide 15, which introduces the document "0-1 SSF Stakeholder engagement tool". Explain that the tool describes the steps to take, includes tips and ideas, and is based on the FAO resource titled *Communication for Rural Development* (fao.org/3/a-i3492e.pdf).

Open the **0-1 SSF Stakeholder engagement tool** Word or PDF file and briefly go through its contents.

You will go through the steps it proposes in a group exercise, to understand different stakeholder types and how to engage with them.

Move to Slide 16 – "Things to think about", and go through that list.

Move to Slide 17, containing instructions for the group exercise.

Break (10 minutes, or cut to 5 minutes if participants need more time to complete the group exercise)

Move through **Slides 19 to 24.**

Slides 19 to 24 allow you to collect the results of the group exercise **(25 minutes)**.

Group exercise 1 (20 minutes total)

Groups use “Session 2 GE 1 Stakeholders template.ppt”.

Allocate one of the five stakeholder types to each group. Make a note of who is allocated which stakeholder type. Two or more people may work on the same stakeholder type, depending on the numbers (it may take 5 minutes to carry out this allocation).

For each stakeholder type, ask participants to:

- list what groups or organizations are part of that stakeholder type in their country; and
- use the stakeholder engagement table slides to answer the following questions.
    - What are the stakeholder’s own interests and attitudes?
    - Why do you want to engage with them?
    - What could they gain from engaging with this process?
    - What are the best ways to communicate with these stakeholders?

Give participants approximately 15 minutes (or however long you have up to the break) to note down their answers.

Stay online or otherwise available to answer any questions they may have.

Plan for about 5 minutes per stakeholder type; remember that more than one participant may provide input on each stakeholder. You could rotate which participant answers first.

The moderator or trainer fills in each column with summary text.

Allow for brief comments, and then move to the next group.

Move to Slide 25 – “How to use the engagement table results”.

Note that the outputs from **Group exercise 1** can also be used for **Session 3** on stakeholder mapping.

Move to Slide 26 on Document “0-2 SSF Consultation workshop kit”.

Open the **0-2 SSF Consultation workshop kit** Word or PDF file and briefly describe its contents.

Move to Slide 27 – “Workshop preparation” and explain the three parts: objectives, team and task allocation.

Move to Slide 28 – “Group exercise 2”.

Group exercise 2 (10 minutes)

Discussion on what makes for successful events

- Think about the best events you have attended – what made them so good?
- There may be many contributing factors.

In case of remote training, participants can use the chat box to type their views or "raise a hand" to comment. The facilitator should make a note of the order in which people raise their hands.

Move to Slide 29 containing consultation workshop reminders.

The slide also reminds participants of the cross-cutting tools available to help plan such events, the **0-2 SSF Consultation workshop kit** and the **0-3 SSF Public relations and launch guide**. If time allows, open the Word or PDF files of these tools and briefly describe their contents.

Move to Slide 30 showing the progress made and the sessions to follow.

Move to Slide 31, marking the end of Session 2.

Day 1 is now complete.

- Thank participants for their good participation.
- Remind them of the start time for the next day.
- Be clear that today's meeting is now closed.

Session 3 – NPOA-SSF Initiation

LEARNING OBJECTIVES

By the end of the session, and using the tools and templates in the NPOA-SSF process , participants will be able to:

- articulate the four steps associated with Sections 1.1–1.4 of the NPOA-SSF process ;
- draft terms of reference for a Task Force and an initiation plan;
- describe the typical contents of a preliminary SSF profile and prepare one;
- describe and undertake stakeholder mapping; and
- describe how to produce an SSF governance review and gap analysis.

KEY MESSAGES

The key messages to be conveyed during this session are the following.

- The first four initiation steps: (i) Task Force Formation; (ii) Preliminary SSF Profile; (iii) Stakeholder Mapping; and (iv) SSF Governance Review and Gap Analysis.
- The Task Force should be representative while not being excessively large (10–12 people maximum).
- The NPOA-SSF process includes the document "1-2 SSF Profile template", which suggests the contents of the SSF profile.
- Producing the small-scale fisheries profile should be relatively quick, and provide important baseline information to help those involved better understand the scope, issues and stakeholders involved in small-scale fisheries.
- A governance review and gap analysis, based on a desk review and a stakeholder workshop, helps to consider existing governance against the 13 themes of the SSF Guidelines.

Before you start the 10-minute recap and introduction, make sure that all the tabs and files you will need for the next session are open on your computer.

1. Recap and introduction

Put up Slide 32 – NPOA-SSF process – Training journey.

Give a recap of the previous day's session.

Move to Slide 33 and then **Slide 34**, showing the key messages from the previous sessions.

Ask participants if they have any other points, they would like to raise related to the previous day's training.

2. NPOA-SSF initiation

Move to Slide 35.

This session goes through the first four steps of the "Initiation" stage (Steps 1-1 to 1-4). Aim to fully cover Step 1-1 and start on Step 1-2 by the half-time break. The group exercise on Step 1-2 will be concluded after the break. As Step 1-3 has mostly been covered within Session 2 ("Stakeholder engagement and consultation"), the rest of Session 3 will focus on document **1-4 SSF Governance review template** and gap analysis.

Move to Slide 36 – "Overview of the NPOA-SSF process ". Remind participants of the three stages of an NPOA-SSF. Sessions 3 and 4 concern the inception stage. The steps and tools available to help you will be examined.

Move to Slide 37 – "NPOA-SSF initiation", and talk through the seven steps, highlighting that the session focuses on the first four steps (and noting that Step 1-3 was already covered in the previous session).

Move to Slide 38, on the document **1-1 SSF Initiation plan template,** which helps plan the steps needed for Stage 1.

Open the **1-1 SSF Initiation plan template** Word or PDF file and describe its contents. Briefly mention the column headings. Explain that this is a living document that will become more complete and could be revised as they work through the initiation stage.

Move to Slide 39, explaining that the objective of Stage 1 is to move from an idea to taking action, and highlighting that this is very difficult to do alone. This is why we need to establish an Task Force.

Go through **Slides 40 to 42** and explain the steps to establish an Task Force.

Emphasize the importance of involving small-scale fisheries organizations, if any are established.

Move to Slide 43, containing instructions on Group exercise 3.

Group exercise 3 (10 minutes)

Discussion – Who do you think should be on an NPOA-SSF Task Force?

- Think about the different types of stakeholders.
- Think about the type of individuals you want to include.
- Aim for a manageable group size, of no more than about 12 components.

In remote trainings, participants can use the chat box to type their views or "raise a hand" to comment. The facilitator should make a note of the order in which people raise their hands.

Note down the names and organizations proposed – allow for discussion on the advantages and disadvantages of the suggested Task Force members. Remember the following.

- Keep the discussion positive.
- There is no need to agree on the shortlist.
- This small group will not be fully representative – that is a characteristic for the National Platform, as will be seen later.
- Members would be invited: it is not certain that they would agree to participate.

Move to Slide 44 on the document **1-1 SSF Task Force terms of reference template** and state that all eventual members of the Task Force should sign up to these.

Open the **1-1 SSF Task Force terms of reference template** Word or PDF file and briefly describe its contents.

Move to Slide 45 on document "1-2 SSF Profile template", explaining why it is useful to do this at this early stage.

Open the **1-2 SSF Profile template** Word or PDF file and briefly describe its contents.

The SSF profile helps to develop a shared understanding among Task Force members of the small-scale fisheries and the issues associated with it. This will be further developed and periodically reviewed as the NPOA-SSF process progresses. It begins with an operational definition and characterization of small-scale fisheries.

Move to Slide 46 on defining small-scale fisheries. This is text from the SSF Guidelines. Stress that no single definition exists, but that the points state what is usually expected in terms of the characteristics and scope of small-scale fisheries.

Move to Slide 47 on Group exercise 4 **(15 minutes)**.

Note down all the views of participants – is there consensus on the definition and scope of small-scale fisheries? Where are the points of disagreement? Note these and move on.

Does anyone know if there is legal recognition of small-scale fisheries, i.e. if they are referred to in laws or regulations at various levels (national, regional, local, customary)?

Be sure to capture any sources of data on small-scale fisheries. This will be useful for filling in the profile information.

Move to Slide 48, Break (5-10 minutes)

Move to Slide 49 on 1-2 Preliminary SSF Profile.

Open the **1-2 SSF Profile template** Word or PDF file and briefly describe its contents.

Ask participants to provide or estimate some of the numbers – a quick search on internet beforehand can give you some of these and will allow you to give some global comparisons/rankings for interest.

Group exercise 4 (15 minutes)

Discussion – How would you define small-scale fisheries in your country?

1. Is a definition of small-scale fisheries already in use?

- Are terms such as “artisanal fisheries” or “subsistence fisheries” used?
- Is a maximum scale specified (e.g. vessel size or engine power)?
- Are types of fishing operations specified (e.g. static gear, open boats, daily trips)?
- Are coastal and inland fisheries included?
- Post-harvest activities should be included and may be known by different names in different communities and fisheries.

2. What is the legal standing of small-scale fisheries?

3. Are there data on the small-scale fisheries sector?

In case of remote training, participants can use the chat box to type their views or “raise a hand” to comment. The facilitator should make a note of the order in which people raise their hands.

Group exercise 5 (30 minutes)

Governance rapid assessment

Groups use “Session 3 GE 5 Governance Rapid Assessment Template.doc”.

The questions on the slides are structured around the following chapters of the SSF Guidelines:

5.a. Responsible governance of tenure

5.b. Sustainable resource management

6. Social development, employment and decent work

7. Value chains, post-harvest and trade

8. Gender equality

9. Disaster risks and climate change

You can allocate the themes to smaller working groups.

Agree upon the ranking or scoring in advance, so that all participants know what low, medium and high scores mean in general (for example, governance in relation to small-scale fisheries may be poor, or just fine with some improvement or good).

Run through each of the questions, asking for brief responses.

Remote participants can use the chat box to type their views or “raise a hand” to comment. The facilitator should make a note of the order in which people raise their hands.

The facilitator or presenter can type summary responses into the columns.

Remember that there are 16 questions. Therefore, you can only spend about 2 minutes on each. Where there is a clear message, reasonable consensus or few comments, move on to the next question.

Note the different views given – there are no right or wrong answers and all views are valid.

Note down all information provided, as this helps the Task Force to complete their preliminary SSF profile. Do not worry if there are gaps – the activity serves only to show that this should be a relatively quick exercise to help characterize the small-scale fisheries subsector and set it in a national context.

Move to Slide 50 on other information for the SSF profile, and go through the other aspects proposed in the template – focus on small-scale fisheries management and small-scale fisheries knowledge (as the other aspects – stakeholder groups and issues, etc. – are covered in Steps 1-3 and 1-4). Ask participants to suggest what information might be included under these sections for their country, or where they might find such information.

Move to Slide 51, which presents the document **1-3 SSF Stakeholder mapping template** – remind participants that stakeholder types were discussed and detailed in Session 2.

Move to Slide 52, presenting document **1-4 SSF Governance review template.**

Mention that governance of tenure in small-scale fisheries and resource management is a key focus of the SSF Guidelines, with considerable guidance being provided in Part 2, Chapter 5.

The assessment distinguishes between regulations and policies (what is on paper) and the decision-making organizations and the involvement of small-scale fisheries (what happens in practice). The following group exercise will consider these further.

Move to Slide 53 on Group exercise 5 (approximately 30 minutes).

Move to Slide 57 – "End of Session 3".

Move to Slide 58, Break 15 minutes

Confirm what time participants should be back. As before, leave the meeting running, but suggest that everyone turns off their videos until they return. During the break, make sure that you close all tabs you do not need, and open those that you will need for the session that follows.

Move to Slide 60 - "Session 4 NPOA-SSF initiation (*Part 2*)

Session 4 – NPOA-SSF Initiation (Part 2)

LEARNING OBJECTIVES

By the end of the session, and using the tools and templates in the NPOA-SSF process , participants will be able to:

- articulate the three steps associated with Sections 1.5 to 1.7 of the NPOA-SSF process ;
- develop a rationale for an NPOA-SSF;
- prepare an NPOA-SSF development plan; and
- establish a National Platform.

KEY MESSAGES

The key messages to be conveyed during this session are the following.

- The final three steps of Stage 1: Initiation are: developing a rationale for an NPOA-SSF; preparing an NPOA-SSF development plan; and establishing a National Platform.
- The rationale for an NPOA-SSF should be a short document intended for high-level government officials. It should summarize how an NPOA-SSF is relevant to national policies, laws, regulations and international commitments.
- The Task Force should agree on a plan for developing the NPOA-SSF.
- The National Platform is an inclusive body of stakeholders that provides an advisory role to the Task Force as it develops and implements the NPOA-SSF.

1. Energizer (5 minutes)

After the break, it can be useful to have a quick energizer to re-engage participants and to lighten the mood. Ask participants to use the chat box [in case of an online training] to provide answers to one of the following (choose one from the list below that you have not used in a previous session).

- One place in the world they would most like to visit.
- Their top three favourite music artists.
- What they have read in the news or on social media overnight that interested them.
- If conducting a virtual training, ask someone to show something in their room that is interesting and shows something about them, or have others try to guess where it is from or what it is.
- More ideas for energizers are available here: https://www.sessionlab.com/library/energiser

2. Initiation stage (continued): Steps 1-5 to 1-7

Move to Slide 60 to show that this session covers the final steps in Stage 1: Initiation, and that by completing it, everything will be in place to move to Stage 2, NPOA-SSF development.

Move to Slide 61, on document **1-5 Rationale for an NPOA-SSF template**. This is a short briefing document that clearly shows how the NPOA-SSF supports the objectives that various government departments and ministries have in relation to human rights, responsible fisheries and sustainable development. This helps them to appreciate the benefits of the NPOA-SSF for their own policy agendas and to make the argument for the NPOA-SSF in their own discussions.

Open the **1-5 Rationale for an NPOA-SSF template** Word or PDF file and describe its contents.

Move to Slide 62 presenting a table from the following paper: Said, A. & Chuenpagdee, R. 2019. Aligning the sustainable development goals to the small-scale fisheries guidelines: A case for EU fisheries governance. Marine policy, 107. https://doi.org/10.1016/j.marpol.2019.103599.

The main points are the following.

- There are two major areas of overlap with Sustainable Development Goals (SDGs) 14 and 8; however, there are also many other links between the SSF Guidelines and the SDGs.
- Sustainable Development Goal 8 is a general objective on economic development that cuts across numerous different sectors (and therefore government ministries); thus, it supports a country's own economic development policies.

Move to Slide 63, Group exercise 6 (approximately 20 minutes).

Move to Slide 64, on the "1-6 NPOA-SSF development plan template".

Group exercise 6 (20 minutes)

Rationale for an NPOA-SSF

Groups use "**Session 4 GE 6 Rationale for an NPOA-SSF template.doc**".

The left-hand column presents the chapters of the SSF Guidelines. The middle column is to list relevant national laws and policies. The right-hand column is to list relevant international commitments.

Run through each of the rows, asking participants for responses.

Remote participants can use the chat box to type their suggestions or "raise a hand" to comment. The facilitator should make a note of the order in which people raise their hands.

The facilitator or presenter can type those suggestions into the columns, for participants to see.

Note down all suggestions – there are no right or wrong answers at this stage.

Open the **1-6 NPOA-SSF development plan template** Word or PDF file and describe its contents: the column headings suggested and the inclusion of a Gantt chart or timeline.

Move to Slide 65 to remind participants that the document "1-6 NPOA-SSF development plan template" is a living document, to be agreed upon and used by the Task Force to plan the NPOA-SSF development stage and check its progress.

Move to Slide 66, Break 10 minutes.

Move to Slide 67 on the document "1-7 National Platform terms of reference template".

Open the **1-7 National Platform terms of reference template** Word or PDF file.

Remind participants that these are suggestions – the Task Force should draft the terms of reference, and the National Platform members should agree upon them.

Move to Slide 68, on what the National Platform is and why it is needed. Make reference to the fact that creation of the National Platform helps to align the NPOA-SSF process with the requirements of the SSF Guidelines on good consultation, and especially of ensuring a central role of small-scale fisheries organizations in implementing the SSF Guidelines.

Group exercise 7

National Platform Establishment (30 minutes)

Work as a group to answer the following questions.

Use the stakeholder lists from Session 2 as a starting point when proposing members of the national SSF platform.

Are there others to add?

Remember that you should be inclusive, so think about each stakeholder type and the geographic coverage of groups.

How can these suggested members best engage with the NPOA-SSF development process and its implementation?

Which members might help provide support with funding for NPOA-SSF development and implementation?

What gaps in representation remain, and how could these gaps be filled?

Can this be done during NPOA-SSF development, or will it be done as an action for the NPOA-SSF?

Move to Slide 69 on the roles of the National Platform. These are focused on overseeing the development and implementation of the NPOA-SSF; however, ask participants if there are other roles it could also have, such as supporting the government in policy development or being a consultative body. Talk through the structure and roles shown in the diagram on the right, stressing that this is only a suggestion and the actual arrangement will depend on the existing organizations involved and the local context.

Move to Slide 70 on Group exercise 7 (approximately 30 minutes) to plan the establishment of the National Platform. Open up the stakeholder lists developed in Session 2 as a starting point for Question 1.

Move to Slides 71 and 72 to answer the other questions.

Move to Slide 73, showing that the “Initiation” stage is complete and that they are ready for Stage 2, on developing the NPOA-SSF.

Congratulate the participants on this achievement!

Move to Slide 74, marking the end of Session 4.

Day 2 is now complete.

- Thank participants for their good participation.
- Remind them of the start time for the next day.
- Be active in closing the meeting so that participants know that the meeting is closed, and they can leave.

Session 5 – NPOA-SSF Development (Part 1)

LEARNING OBJECTIVES

By the end of the session, and using the tools and templates in the NPOA-SSF process , participants will be able to:

- articulate the first three steps (Sections 2.1–2.3) of Stage 2 (on NPOA-SSF development) of the NPOA-SSF process ;
- launch and build awareness of an NPOA-SSF development process;
- develop an intervention logic (theory of change) for the NPOA-SSF; and
- know how to discuss and reach agreement on this intervention logic with stakeholders.

KEY MESSAGES

The key messages to be conveyed during this session are the following.

The first three steps in the development stage are: (i) Process Launch and Awareness-building; (ii) NPOA-SSF Intervention logic; and (iii) Stakeholder consultation. The intervention logic should relate closely to the objectives and content of the SSF Guidelines, and be developed based on stakeholder consultations. These three steps are described more fully below.

3. Launching the NPOA-SSF development process should involve planning for the launch, publicizing the launch event, holding a launch event, and additional post-event awareness raising.
4. An intervention logic for the NPOA-SSF should be developed first by the NPOA-SSF Task Force. It starts with identifying the problems to be addressed by the NPOA-SSF as the basis for defining what its overall objectives should be. It then sets out what the main activities might be, and how the outputs will lead to positive outcomes for small-scale fisheries. It should also include information about the assumptions that must hold true for the logic of the intervention to be realized.
5. Stakeholder validation of the NPOA-SSF intervention logic. The intervention logic should then be shared more widely with the National Platform and other stakeholders, to obtain their views and validation. This involves planning and undertaking a consultation, collating feedback, and documenting the consultation process.

Materials to send in advance

Send the following materials to trainees in advance. If the trainees are together in a single physical location, then it would be worthwhile discussing these with the training facilitator in advance, in order to organize the group exercise.

1. **0-3 SSF Public relations and launch guide**

2. **Session 5 GE 8 intervention logic template**

Before you start the 15-minute recap and introduction, make sure that you have opened all the tabs and files you will need for the following session.

1. Recap and introduction (15 mins)

Move to Slide 75 to show the "Training journey".

Move to Slides 76 and 77 to run through the key messages of the two previous sessions.

Ask participants if they have any other points they would like to raise, based on the previous day's training.

Move to Slide 78 – Session 5: NPOA-SSF Development (Part 2)

2. NPOA-SSF development

Show **Slide 79** (Overview of Stage 2 of the NPOA-SSF process) and go through the individual steps of Stage 2, in order.

Ask if there are any questions before you start examining each step in detail with the participants. Inform the participants that Sessions 5 and 6 focus on the different tools, for example the intervention logic and the logical framework approach.

Move to Slide 80, on Step 2-1, "Process Launch and Awareness-building".

This step kicks off the development process by launching the NPOA-SSF, making stakeholders aware of the NPOA-SSF, what will happen during the development process and how they can be involved. Go through the four steps.

1. Plan the launch

- Launching the NPOA-SSF development process gives a clear starting point for the development phase. It is an opportunity to explain, to a wide group of stakeholders, what the NPOA-SSF is going to do, what the development process is and how they can be involved.
- Key points include the following.
  - It may be advisable to hold the event at the same time as a key event for the National Platform, for example, its inaugural meeting.
  - You need to consider who should attend, the location of the event, whether it needs to be repeated on a regional basis, and the associated costs of different options.
  - This launch should emphasize that it is the beginning of the NPOA-SSF development process and that it is only the start of detailed stakeholder consultation on its content.

- A number of tools are provided by the NPOA-SSF process , including the document "0-3 SSF Public relations and launch guide". Spend 5 minutes asking the participants the following questions.
  - What type of launch event do they think would be appropriate for their context – for example, would they combine it with another event?
  - Who might be the main participant groupings?
  - Is this best done centrally, or repeated more widely?

2. Publicize the event

- To maximize exposure and awareness-raising, the event should be:
  - publicized in advance (when details are known, a press release and media advisory should be made available);
  - circulated on social media while it is happening (and even potentially live streaming); and
  - reported on after it has happened.

3. Hold the event

- Make sure that the agenda is full and that everyone involved knows what they need to do in advance. If possible, have a practice run.
- Ensure that someone is tasked with recording the event and sharing the results (group and key speaker photos, videos, contents of key speeches and stakeholder responses and interviews), via social media as well as stakeholder websites and relevant industry press outlets.
- However, do ensure that you have the necessary permissions to share this information!

4. Follow-up awareness-raising

- It is key to remember that this event will provide a boost to the development process; however, it will also raise expectations. Efforts must be made to capitalize on this and not to disappoint people by a lack of timely follow-up.
- Do continue to post social media on the feedback generated by the launch, and encourage others – such as National Platform members – to reach out on the NPOA-SSF launch process.

Move to Slide 81, on **2-2 NPOA-SSF Intervention Logic.**

This step is the central building block for the NPOA-SSF, which is why we devote the longest amount of time – 45 minutes – to it.

The term "intervention logic" sounds rather grand, and is also known as a "theory of change". It is part of the more widely known process called the logical framework approach (or logframe), which is used by several development agencies to design objective-driven workplans.

Go through the following three points.

- **Intervention logic –** identifies problems that need to be addressed by the NPOA-SSF and allows objectives, outcomes, outputs and actions to be developed.
- **Logframe –** using the intervention logic, this ensures that the NPOA-SSF actions will enable achievement of its objective. It also develops indicators for monitoring and evaluation (M&E).
- **Monitoring, evaluation, and learning (MEL)** – when the NPOA-SSF is implemented, some form of MEL will need to be conducted. This is based directly on the structure of the intervention logic.

Move to Slide 82 showing the structure of the intervention logic.

Go through each section.

- **Problem statement –** A brief (two- to three-paragraph) summary of the main problem(s) facing the small-scale fisheries subsector. It should describe the existing environment, where the problem(s) occur and what impacts these have on the small-scale fisheries subsector. This will have been largely developed in Step 1 of the NPOA-SSF development process.
- **Objective(s) –** The overall NPOA-SSF objectives or goals – in terms of the broader issue (at the national or sectoral level) to which the NPOA-SSF seeks to contribute – are defined.
- **Outcomes –** A localized result that the NPOA-SSF seeks to achieve in support of the objective. This statement should clarify what will be changed, and who will benefit.
- **Outputs** – The observable, measurable changes and tangible products and services to be delivered by the NPOA-SSF actions, which serve to achieve the outcomes and objectives.
- **Activities** – The main actions and tasks that will be undertaken as part of the NPOA-SSF in order to achieve the desired outputs. These will form the basis for the NPOA-SSF workplan.
- **Inputs** – This provides an idea of what types of inputs will be needed. It may include financial, material, personnel, time, etc. inputs. At this stage, it is probably not possible to quantify these (this can be done later, in Step 2-4, "NPOA-SSF Logframe").

Because of its complexity, we suggest that this intervention logic be prepared by the NPOA-SSF Task Force in a workshop environment. This will then be subject to stakeholder scrutiny in Step 2-3.

Mention clearly here that the SSF Guidelines should be used to inform this process (as the idea behind having an NPOA-SSF is precisely to help with implementing the SSF Guidelines).

Group exercise 8 (30 mins)

Developing the intervention logic

Now, conduct an exercise to partially develop the intervention logic for the country in question. Use **"Session 5 GE 8 Intervention Logic template.doc"** to develop:

1. a short, two- or three-sentence problem statement;
2. the objective of the NPOA-SSF;
3. at least one outcome of the NPOA-SSF (what has changed, who will benefit);
4. at least one output that will result in the outcome above;
5. at least two activities that will be required to produce the output above; and
6. identify any key assumptions and risks to achieving the above.

Spend about 5 minutes on each stage. Remote participants can also send their suggestions through chat. Try to bring all the participants into the process.

The "2-2a NPOA-SSF Intervention logic" document can help with this process.

Note that we will be using this intervention logic for Session 6, **so please keep the results**

Move to Slide 83, on Group exercise 8.

Move to Slide 84 on **2-3 Stakeholder consultation on the intervention logic.** As the intervention logic will have been developed by the Task Force in a workshop, it should then be shared with key stakeholders for their comments and validation. Quickly go through the four steps.

Plan the consultation

- The key objectives are to: (i) consult as many stakeholders as possible; and (ii) ensure that all feedback is recorded and considered in developing the final intervention logic.
- Think about different approaches to doing this, for example regional meetings, a travelling roadshow or remotely, such as by email.
- Hold a quick discussion on what might work best in the country.

Undertake the consultation

This needs to be coordinated and delivered by the Task Force.

Use the **0-2 SSF Consultation Workshop Kit** document to help undertake the consultation.

Collate and review feedback

All the responses received from stakeholders must be recorded and collated.

Some simple analyses can be done, for example identifying the number of responses by stakeholder type, recurring themes and views, or thoughts on the drivers for these recurring themes.

The **2-3 Preliminary comments on NPOA-SSF development** and **2-6 SSF NPOA-SSF General comments** documents can be used to assist this process.

The Task Force will then use this evidence to formally update and finalize the intervention logic.

Ask participants how they would collate responses in their own situations. Would there be any problems to reach particular stakeholder groups to obtain their feedback?

Document the consultation process

- It is good practice to share the revised outputs and document the whole consultation process. The Task Force should agree on how the revised outputs and the consultation document should be shared.
- The stakeholder consultation report does not need to be lengthy. It should simply state:
  - who was consulted, when and how;
  - majority views or comments;
  - the main revisions resulting from the consultation, if any;
  - where the revised output can be found; and
  - what the next steps in the process are.

Ask participants how they would share the stakeholder consultation report.

Session 5 is now complete.

Move to Slide 85, Break (15 mins)

- Confirm what time participants should be back.
- In case of online training, as before, leave the meeting running but suggest that everyone turn off their videos and mute their microphones until they return.
- During the break, make sure that you close all tabs you no longer need, and open those that you will need for the session that follows.

Session 6 – NPOA-SSF development (Part 2)

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- articulate Steps 2.4-2.7 of the NPOA-SSF process ;
- develop a logframe for the NPOA-SSF;
- describe the main sections of the "2-5 NPOA-SSF template" document;
- know how to discuss the draft NPOA-SSF with stakeholders; and
- ensure the NPOA-SSF is finalized, endorsed and published.

KEY MESSAGES

The key messages are the following.

The final four steps in the development stage are:

1. developing a logframe for the NPOA-SSF;
2. drafting the NPOA-SSF (by the Task Force);
3. consultation with the National Platform on the draft NPOA-SSF; and
4. ensuring the NPOA-SSF is finalized, endorsed and published.

The NPOA-SSF logframe is based on the intervention logic.

The NPOA-SSF logframe is a tool for developing and monitoring the links between inputs, outputs, objectives and goals that sets out how a plan will be implemented. This helps to organize the plan, ensuring a structured design and monitoring and evaluation process.

Materials to share with participants in advance
Send the following materials to participants in advance. If the trainees are together in a single physical location, then it Is worthwhile discussing these with the training facilitator in advance.

Session 6 GE 9 logframe template

2-5 NPOA-SSF Template

2-5 Workplan and budget

1. Energizer (2 mins)

After the break, it can be useful to have a quick energizer to re-engage participants and to lighten the mood. Ask participants to provide one of the following (choose one from the list below that you have not used in a previous session).

- One place in the world they would most like to visit.
- Their top three favourite music artists.
- What they have read in the news or on social media overnight that interested them.
- If conducting a virtual training, ask someone to show something in their room that is interesting and shows something about them, or have others try to guess where it is from or what it is.
- More ideas for energizers are available here: https://www.sessionlab.com/library/energiser

2. NPOA-SSF development (continued)

Move to Slide 86 – "NPOA-SSF development (Part 2)".

Move to Slide 87 – "Overview of Stage 2 of the NPOA-SSF process " and quickly go through Steps 2-1 to 2-3, discussed earlier.

Move to Slide 88 – "Step 2-4. NPOA-SSF logical framework" (often shortened to "logframe") explaining that it is a tool for developing and monitoring the links between inputs, outputs, objectives and goals that sets out how a plan will be implemented. It helps to organize the plan, ensuring a structured design and monitoring and evaluation process.

The logframe uses the same hierarchical structure as the intervention logic: objective, outcomes, outputs, and activities and inputs.

For each of these, the following are then identified:

1. indicators;
2. a means of verification; and
3. any important risks and assumptions.

The logframe should be:

- simple and concise – if possible, it should fit on one page; in any case, it should not exceed two pages.
- a "stand-alone document" – comprehensive yet immediately understandable;
- not just a design tool – it should be maintained as the primary M&E tool throughout the project; and
- a "living document" – it should be reviewed regularly during the NPOA-SSF lifetime as per the MEL plan.

At this point, ask if anyone has used the logframe approach before. If so, what for? Ask if there are any questions on the logframe.

Move to Slide 89, on Group exercise 9.

Group exercise 9 (30 minutes)

Use "Session 6 GE 9 NPOA-SSF Logframe template.doc" to develop the intervention logic you prepared earlier into a full logframe.

Alternatively, this can be done on a whiteboard software such as that available at www.miro.com

1. Transfer the objectives, outcomes, outputs and activities from "2-2a NPOA-SSF intervention logic" to "2-4 NPOA-SSF logframe".
2. Develop the current activities, outputs and outcomes. Do they need more detail? Where possible, try to set targets or quantify activities, outputs and outcomes. For instance, an activity might be to "conduct alternative livelihood training for 1 500 small-scale fishers and 500 small-scale processors in five provinces by Year 3".
3. Add objectively verifiable indicators. For each output, outcome and objective, it is necessary to identify an independently verifiable indicator (for activities, a list of inputs is provided instead). For instance, for the example activity given above ("conduct alternative livelihood training…"), this might be the number of (i) men and (ii) women trained in alternative livelihoods in each province by Year 3. Indicators need to be specific, measurable, achievable, relevant and time-bound (SMART).
4. Add the means of verification. This is simply the source of the information used to obtain quantitative and qualitative information on the indicator results. Collecting these data can be expensive; therefore, it is important to use existing independent sources where possible. These sources can include project reports, project surveys and government statistics.
5. Add the important risks and assumptions. This last column needs to identify what risks and assumptions lie behind the relevant activity, output, outcome and objective.

When drafted, check the hierarchy; for example, whether the activities will produce the stated outputs; whether these outputs will provide the outcomes; and whether the outcome will contribute towards the objective.

Stress that the indicators and their verification will be important for monitoring, evaluating and learning from the experience of implementing the NPOA-SSF. This will be covered in Stage 3 tomorrow.

Move to Slide 90 – **Break (10 minutes).**

Move to Slide 91 – "Step 2-5. Draft the NPOA-SSF". This is a key step in Stage 2. It brings together the scoping and planning from Stage 1 with the logframe in Stage 2 to prepare the actual NPOA-SSF document.

The NPOA-SSF process provides a **2-5 NPOA-SSF Template** document. Open this and briefly show the main contents. The document includes the activities in **2-4 NPOA-SSF Logframe** and adds descriptive details on what will be done, by who and by when. It will also present information from some of the earlier (Stage 1) steps, including a summary of the **1-2 SSF Profile template, 1-4 SSF Governance review template** and **1-5 Rationale for an NPOA-SSF** documents.

Go through **Slides 91 to 97** for Step-2-5.NPOA-SSF Draft Consultation". Once the NPOA-SSF has been drafted, it should be reviewed and validated by key stakeholders.

Move to Slide 99 – "Step 2-7. Final NPOA-SSF Publication". This slide introduces the steps for the finalization, endorsement, publication and official launch of the NPOA-SSF document. Go through the points on the slide.

Move to Slide 100 – "Overview of Stage 2 of the NPOA-SSF process ". We have now covered all seven steps and completed Stage 2, on NPOA-SSF development. Congratulate the participants on this achievement.

Move to Slide 101, marking the "End of Session 6".

Day 3 is now complete.

- Thank participants for their good participation.
- Remind them of the start time for the next day.
- Be active in closing the meeting so that participants understand clearly that the meeting has finished.

Session 7 – NPOA-SSF Implementation

LEARNING OBJECTIVES

By the end of the session, and using the tools and templates in the NPOA-SSF process , participants will be able to:

- describe the roles and leadership necessary during implementation;
- develop and work with standard operating procedures (SOPs);
- describe how information related to the NPOA-SSF should be managed; and
- articulate how communication with stakeholders during implementation can be maintained.

KEY MESSAGES

The key messages to be conveyed during this session are the following.

Implementing the NPOA-SSF requires explicit recognition of the challenges for stakeholders in small-scale fisheries to effectively engage with consultations and of the additional effort needed to ensure their participation.

NPOA-SSF implementation can be fostered by defining roles and leadership and using SOPs.

All NPOA-SSF information should be stored in a centralized knowledge base, and kept up-to-date.

Communication and consultation should continue during implementation. The “0-2 SSF Consultation workshop kit” and “0-1 SSF Stakeholder engagement tool” documents in the NPOA-SSF process can be used.

The National Platform should remain involved during implementation for the purposes of monitoring and oversight (see Chapter 13 of the SSF Guidelines)

.Before you start the 15-minute recap and introduction, make sure that all the tabs and files that you will need for the following session (starting from Slide 102) are open on your computer.

1. Recap and introduction (15 minutes)

Show **Slide 102,** illustrating the training journey to date.

Move to Slides 103 and 104 and go over the key messages from the day before. This will help to embed these key issues into participant learning.

Ask participants if they have any other issues or points they would like to raise, based on the previous day’s training.

2. Introduction to the implementation stage (5 minutes)

Move to Slide 105 – "Session 7 – NPOA-SSF implementation".

Move to Slide 106 – "Overview of Stage 3 of the NPOA-SSF process ". Go through Steps 3-1, 3-2, 3-3 and 3-4.

Move to Slide 107, which shows how Stage 3 is a cycle. In fact, these implementation functions are not steps as such (that is, they are not a sequential set of actions). They are more a cycle of implementation, monitoring, evaluation and lessons learned.

Note there are various support tools, as for the other stages of the NPOA-SSF process .

Move to Slide 108 – "NPOA-SSF implementation – project roles". This section describes the roles and leadership you might expect to have in place when implementing the NPOA-SSF. The specific structure and titles will depend on the agreed arrangements for your NPOA-SSF.

Group exercise 10 (15 minutes)

Hold a group discussion on what structure and roles might work best in the country.
se a whiteboard or virtual whiteboard (such as that available on www.miro.com) to write down ideas.

Move to Slide 109, "NPOA-SSF implementation – Standard Operating Procedures".

The NPOA-SSF must clearly describe and communicate the roles of individual staff and any officeholders or groups involved in implementing the NPOA-SSF. This is often described through a SOP, including the roles and responsibilities (as set out in Step 3-1).

The need for – and structure, function and content of – an SOP will depend on local circumstances: how the NPOA-SSF secretariat is set up, etc.

Ask participants if SOPs are used by their organization(s). If yes, could they be adapted for this purpose?

Go through the slide, making the following additional points under each of the main headings.

- **Purpose**. This describes the purpose of the SOP. Normally, it will cover all procedures for managing and implementing the NPOA-SSF.
- **Introduction**. This should direct readers to background information (such as the NPOA-SSF) and any available guidance or best practices.
- **Scope**. This section serves to explain who the SOP is aimed at and what topics it includes. It may also specify what is not covered in the SOP.
- **Responsibilities**. Here, project roles are described and formalized (see Slide 108).

- **Specific procedures.** Some suggestions are provided on specific implementation procedures.
- **Forms and templates to be used**. Examples include standard documents for minutes, progress reporting and budgeting.
- **Internal and external references**. This is a list of internal and external documents and online resources available to the NPOA-SSF.
- **Change history.**

Open the **3-2 NPOA-SSF Standard operating procedures template** Word or PDF file. Show that its contents are the same as those shown on the slide.

Move to Slide 110 – "NPOA-SSF implementation – Information Management" (15 minutes).

Explain why information management is important: having all project-related data in a single place means that you can find material when you need it, and past knowledge is gathered to facilitate dealing with issues that may arise in the future. This does require staff to manage the storage of and access to electronic copies of documents; however, you should also consider the management of hard copies of documents, if these are to be kept.

The exact arrangements will depend on the organizational structure of your NPOA-SSF (whether it is a project with its own delivery team or within an existing departmental structure).

You should consolidate all project-related information into a centralized knowledge base. Anyone working in project-management-related roles should be able to access this information.

The slide lists several items that might be included in this knowledge base. Go through the discussion points with the participants.

Move to Slide 111, on "Communication".

The final aspect of implementation to mention is communication. Successful implementation requires effective communication. Highlight that communication is specifically addressed in the SSF Guidelines, at Part 3, Section 11.

You should therefore think about how best to communicate internally, between those directly involved in the project, as well as externally, to those interested in the project.

You can set out in the SOPs what reporting should be done, how frequently and who it should be shared with.

Remember to keep the small-scale fisheries subsector engaged in the delivery of the NPOA-SSF. Use the **0-1 SSF Stakeholder engagement tool** to plan out how best to maintain communication with small-scale fisheries stakeholders.

Session 7 is now complete.

Move to Slide 112 – **"Break" before Session 8** (15 minutes).

- Confirm what time participants should be back. As before, leave the meeting running but suggest that everyone turn off their videos and mute their microphones until they return.
- During the break, make sure that you close all tabs you do not need now, and open those you will need for the session that follows.

Session 8 – NPOA-SSF Monitoring and evaluation

LEARNING OBJECTIVES

By the end of the session, and using the tools and templates in the NPOA-SSF process , participants will be able to:

- describe the main MEL components and their importance;
- specify the reporting typically required;
- understand the key roles and responsibilities of those involved in the process; and
- construct an evaluations questions matrix (EQM).

KEY MESSAGES

The key messages to be conveyed during this session are the following.

- NPOA-SSF implementation should be monitored and evaluated to ensure accountability and to learn from the experience, in order to improve national support to small-scale fisheries.
- Monitoring focuses on assessing ongoing progress towards completing the activities and outputs in the logframe.
- Evaluation studies the monitoring results, to assess success in implementing the NPOA-SSF and what outcomes and impacts are being achieved.
- Typically, at least semi-annual or annual reports are used for monitoring, with mid-term and final evaluations after two-and-a-half and five years (if the NPOA-SSF covers a five-year period).
- The MEL system enables learning from the successes and failures to strengthen future planning.

1. Energizer (5 minutes)

After the break, it can be useful to have a quick energizer to re-engage participants and to lighten the mood. Ask participants to provide one of the following (choose one from the list below that you have not used in a previous session).

- One place in the world they would most like to visit.
- Their top three favourite music artists.
- What they have read in the news or on social media overnight that interested them.
- If conducting a virtual training, ask someone to show something in their room that is interesting and shows something about them, or have others try to guess where it is from or what it is.
- More ideas for energizers are available at: https://www.sessionlab.com/library/energiser

Group exercise 11

Monitoring and evaluation group discussion (15 minutes)

Ask participants to provide responses, either verbally or through the chat box, to each of the following questions in turn (ask one question at a time). For this exercise, you may choose to use only the chat function associated with your meeting software and respond to the points being raised, or, alternatively, to share your screen and use a virtual whiteboard such as that provided on www.miro.com. You could transpose ideas from the chat onto the virtual whiteboard that can be seen by all participants.

1. Can you describe some of the key purposes of monitoring and evaluation?
2. What are the key distinctions between (i) monitoring and (ii) evaluation?
3. What does accountability mean to you, and why is it important?
4. Why is learning important?
5. When and how often do we perform monitoring, and at what stage do we normally evaluate?

Be positive about participants' suggestions (trying to bring all of them into the discussion).

2. Introduction to the monitoring and evaluation process

Move to Slide 113, introducing "Session 8 – NPOA-SSF monitoring and evaluation". This session focuses on the M&E process that should accompany implementation of the NPOA-SSF.

Move to Slide 114, which provides an "Overview of Stage 3 of the NPOA-SSF process ". The cycle shows that MEL are important steps in the implementation cycle.

Then, start this session by saying that you are going to launch a short questions-and-answers session on what MEL means to the participants.

It may be helpful to first ask participants whether they have previous experience of MEL. In case of online training, you could ask them to type their answer in the chat box.

Move to Slide 115 – "Why do we do monitoring and evaluation and what does it involve", saying that the slide provides our suggestions, prepared in advance, to the questions discussed during the group exercise. The following text elaborates on the points on the screen.

- NPOA-SSF implementation should be monitored and evaluated to ensure accountability and to learn from the experience, in order to improve national support to small-scale fisheries.
- <u>Monitoring</u> is a process with a focus on assessing ongoing progress towards completing activities and outputs in the logframe.
- <u>Evaluation</u> is a process by which the monitoring results are studied, methods and successes in implementing the national plan are reviewed, and the focus is shifted towards assessing achievement in terms of outcomes and impacts.
- <u>Learning</u> puts together all the above to learn from the successes and failures of the implementation, in order to strengthen future planning.

- Typically, at least semi-annual or annual reports are used for monitoring, with mid-term and final evaluations (after two-and-a-half and five years respectively, if the NPOA-SSF is planned over a five-year period).

Highlight that monitoring is given special focus in the SSF Guidelines in Part 3, Section 13. It is helpful to think about and discuss the types of M&E outputs in the form of reports, and for each one, their:

- target audience
- timing
- contents.

Move to Slide 116 – "Monitoring and evaluation report contents and template – progress reports" and run through the key points. Additionally, you can note that:

- much of the content of a progress report can be provided in a table format showing the status of each activity (and associated outputs) against the time-bound plan and those responsible for them, and the planned activities;
- reports do not need to be long;
- a key source of information for the progress reports will be the logframe indicators, especially at the "activity" level; and
- it may often be the case that short progress reports are provided quarterly and more comprehensive ones are provided on an annual basis.

Move to Slide 117 – "Monitoring and evaluation report contents and templates – mid-term and endline reports", and run through the key points. As you do so, note the following additional points.

- At mid-term, emerging achievements in moving towards the stated outcomes and impacts can be assessed, and observations can be made as to whether those stipulated in the logframe are likely to be achieved.
- Both the mid-term and endline measure outcomes and impacts against the baseline situation before implementation of the NPOA-SSF began.
- A key source of information will be the logframe indicators at all levels.

Move to Slide 118, which shows the typical report structure for mid-term and endline reports. Note that a template for each is presented in the "3-5 NPOA-SSF MEL report templates" document.

Open the **3-5 NPOA-SSF MEL report template** Word or PDF file and go through its contents, explaining that guidelines are also provided in the document.

Ask participants who they think would normally complete: (i) progress reports; (ii) mid-term reports; and (iii) endline reports. Obtain some answers.

Move to Slide 119 – "Monitoring and evaluation reports – who is responsible for their completion?". Explaining that mid-term and endline evaluations can benefit from external input, and should typically be conducted by third parties that are not involved directly in the implementation of the NPOA-SSF.

This provides a fresh look at how implementation could be or could have been improved, and a level of independence in the findings, conclusions and recommendations that provides credibility.

Move to Slide 120 – **Break (5 minutes).**

Confirm what time participants should be back. As before, for online trainings, leave the meeting running but suggest that everyone turn off their videos and mute their microphones until they return.

When everyone is back, ask participants if anyone has developed or used an evaluations questions matrix (EQM) before, as this may influence how you run the session; you may need to involve different participants in different ways.

Move to Slide 121 – "What is an evaluation questions matrix and why is it useful?" and talk through the key points on the slide.

Note to participants that the starting point for developing an EQM consists in the evaluation questions to be answered. Mention that there is no standard set of questions: the Task Force or National Platform should specify what questions they want answered in the terms of reference provided to evaluators.

Group exercise 12

Preparing an evaluation questions matrix (30 minutes)

Bring up the blank EQM template from the "**Session 8 GE 12 NPOA-SSF EQM exercise.doc**" file that contains the evaluation questions (with the first subquestion completed), and work through each subquestion in turn by moving across the columns from left to right, asking participants for ideas on the judgement criteria, indicators, etc. When you have completed one row, move down to the next one, until the whole table has been completed. You should type in the content you wish to include as you go, so participants can see the table filling up on the screen. If suggestions are made that are not "correct", take care to be positive about the suggestion when replying that it is not exactly what could go in that box. For example, be careful when facilitating the suggestions made for the methods and sources column, and distinguish (i) methods – such as questionnaires, interviews, surveys, focus group discussions and review of secondary information – from (ii) sources, such as fishers, documents and records.

An example of a fully completed table is available in the NPOA-SSF process (see the "3-5 NPOA-SSF MEL EQM guidance and template" document). If the discussion becomes blocked at any stage, you could use some of its contents to show how a row or box might be completed, so that you can keep the discussion moving. However, be careful not to "lead" the discussion excessively and let suggestions come from the participants first, if possible.

This exercise should take around 30 minutes, but do not worry if you do not complete the table before the session expires.

Upon completion of the exercise, be positive about the discussions and proposals made, and say that you will send participants the completed table you have worked on together overnight. Highlight that there is no right or wrong way to complete an EQM, and that there are many different types of indicators and evaluation methodologies that can be used to answer specific evaluation questions.

Move to Slide 122 – "Typical evaluation questions". Stress that these are only examples of the type of evaluation questions that endline evaluations might seek to answer. It is common to assess the fulfilment of the objectives as stated in the NPOA-SSF intervention logic and logframe, as discussed in earlier sessions.

When actually developing the EQM, the Task Force should formulate questions to align as much as possible with the SSF Guidelines. The questions specified here are only for the purposes of the EQM training exercise, to show how an EQM should be constructed, and are not comprehensive.

Move to Slide 123 – "Typical evaluation subquestions". Explain that subquestions might logically be asked as a way to help answer the main evaluation questions. This slide provides some subquestion suggestions for the first two questions on Slide 122.

Move to Slide 124 – "Typical evaluation subquestions (part 2)". This slide suggests some subquestions for Questions 3 and 4 on Slide 123.

Move to Slide 125 – "Evaluation questions matrix format", and talk through the table making the following points.

- The table takes only Question 1 and its related subquestions.
- The judgement criteria are the basis on which you will determine and judge the answer to the question.
- The indicators are the qualitative and quantitative evidence that will be provided to make the judgement.
- The methods are how the indicators will be collected.
- The sources show from where the indicators will be obtained.
- The evaluation criteria relate to aspects of relevance, coherence, acceptability, efficiency and effectiveness.

Move to Slide 126 – "Evaluation questions matrix – evaluation criteria" and run through the text on the slide. You can say that these are the most common criteria, but others, such as sustainability (for example, is an action likely to continue beyond the funding?) can also be considered in evaluations.

Move to Slide 127 - The rest of the session is a group exercise to complete an EQM, using the EQM template document based on the questions that have already been presented.

Move to Slide 128 – "Overview of Stage 3 of the NPOA-SSF process ". The sessions on implementation of the NPOA-SSF and Day 4 are now complete.

Move to Slide 129, marking the "End of Session 8".

- Thank participants for their good participation.
- Remind them of the start time for the next day.
- Be active in closing the meeting so that participants understand clearly that the meeting has finished, and they can leave.

Session 9 – Trainer skills

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- describe the role and responsibilities of a trainer;
- manage challenges and challenging behaviour encountered during training; and
- use a range of training skills and methods.

KEY MESSAGES

The key messages to be conveyed during this session are the following.

- The trainer must be ready to play three roles: instructor, facilitator and learner.
- The trainer's own learning style should be recognized and may reflect their tendency to be an activist, theorist, reflector or pragmatist.
- The trainer must manage the content, the process and the learning environment. Challenges may occur concerning all of these aspects; however, they can be managed.
- Trainers can deliver several useful tips related to training methods, using PowerPoint presentations and flip charts, briefing or debriefing, giving feedback, and working with individuals and groups.
- Icebreaker and warm-up exercises are a good way to start a day or session (especially for in-person training).

Before you start the 15-minute recap and introduction, make sure that all the tabs and files you will need for the following session are open on your computer.

1. Recap and introduction (15 minutes)

Open **Slide 130** – "NPOA-SSF process – Training journey" that shows the previous day's sessions have been completed.

Move to Slides 131 and 132. Go over the key messages to sum up the most important points from the day before. This will help to embed these key issues into participant learning.

Ask participants if they have any other issues or points they would like to raise based on the previous day's training.

2. Learning styles and training roles (20 minutes)

Move to Slide 133 – "Trainer skills".

Session 9 focuses on enhancing the training skills of participants, so that they are better able and equipped to conduct trainings and manage meetings themselves. This session is only a quick "taster" of some key skills trainers should have. Note that it takes more than one quick session to genuinely develop training skills, because of the need to practice, role play, etc.

Move through **Slides 134 to 137** ("Learning styles"). Run through the points on the slide.

Make the following additional points after you have been through the four slides.

- Everyone presents a combination of these styles, rather than only one; however, generally, people tend to lean more towards one style.
- The learning style of participants in any training may have an impact on the techniques they use as a trainer during a training, because people with different learning styles tend to respond well and learn best in different situations.
- Trainers also need to be aware of their own learning styles, because their learning styles will impact their own training style.
- Anyone can learn.

Move to Slide 138 – "Who can learn?". Ask if anyone knows the person depicted in this photograph. This picture is of Joseph Stephen Kimani Nganga Maruge, the oldest primary school pupil, according to the Guinness Book of Records. He enrolled in primary school in Kenya in 2004, after the Government started providing free primary school education. His motivation to learn was that he wanted to read the Bible and important government letters.

Move to Slide 139 – "The roles of the trainer". You can make the following additional points about the skills and attitudes of the three roles.

- *Instructor* – providing instruction and directions, presenting facts and theory, demonstrating skills, assessing knowledge.
- *Facilitator* – steering learners through questioning and discussion, setting up activities, managing the group process, giving constructive feedback.
- *Learner* – encouraging dialogue and exchange of experiences, using the prior experience of learners, learning from the experience in the room.

Make the additional points below.

- Trainers need to balance the three different roles depending on the objectives of the session and the needs of the audience (and the fact that they are adults).
- Trainers need to develop the skills and attitudes required to fulfil all three roles.
- The learner role is an attitude that requires some humility and is a way of connecting with the group.

Highlight that the trainer is responsible for delivering the content (the substance and topics) of the training and managing the process of learning (the learning cycle and group dynamics). This may mean developing the content of any training, or adapting it if it has already been prepared. It also means managing the training environment and individuals' conduct during the training. This example aims to highlight the need to have training content that is understandable. This is the responsibility of the trainer.

Group exercise 13

What kind of learner are you? (25 minutes)

This exercise will help participants identify what type of learner they are and also learn more about their fellow participants. It uses the "**Session 9 GE 13 Learning style simplified questionnaire.doc**" of in the trainee pack. Participants have been encouraged to complete the exercise in advance; however, time is available now to complete it and do the scoring.

Each participant needs a piece of paper and a pen.

Show the Honey and Mumford questionnaire (Word document) on the screen. Make the text big enough for all to read.

Ask participants to note down the question numbers only when they agree with the statement given. Ask them to be honest with themselves – there is no right or wrong answer.

There are many questions. Do not read out each one; offer to clarify any that may be unclear.

After a few minutes, check that all have completed responding to the question on screen and move to the next one.

Show the scoring table on the screen. Ask participants to put one mark against every question number they recorded under: Activist, Reflector, Pragmatist and Theorist.

Show the results table on the screen. Ask participants to raise their hands if they showed a very strong preference or very low preference for Activist, Reflector, Pragmatist or Theorist.

Ask who found out they are the learning style they expected, and who is surprised by the results.

Explore what the results might mean for trainers.

Usually, a variety of different learner types are present; therefore, it is useful to include a variety of training methods.

Different people learn in different ways and at different times – allow for this in the training schedule (for example, the daily recaps allow for reflectors to think about things and follow up at a later stage).

Work with the group using the Honey and Mumford questionnaire, so that participants can find out what kind of learners they are.

Move to Slide 140 – **Break (10 minutes).**

Confirm when participants should return.

Move to Slide 141 – "Training tips – dealing with challenging behaviour". Note that the slide provides some tips from trainers.

Remind participants that when they are in a training role, it is important to "de-link" their view of and reaction to behaviour from their view , recognizing that trainees may behave in a difficult way because of a specific reason, such as anxiety or a misunderstanding. Run through the bullets on the slide, making the additional points below.

- Anticipate – From the moment you start the workshop, observe and listen to participants to anticipate potential troublesome behaviour.

- Work the breaks – It is important to make contact with participants in the breaks. It also makes you more accessible to people, allowing them to bring up issues with you personally rather than in plenary.
- Encourage humour – Humour is a wonderful way of diffusing anger, and makes for a more informal, safer learning environment.
- Depersonalize the role of the trainer – It is easy to take negative comments personally; remember you are performing a role. Negative comments are normally about an issue, not about you personally.
- Drop the plan. If you need to, be prepared to change approach completely if you see the needs of the group are not being met.
- Allow complaining – Once people have had sufficient opportunities to air grievances or doubts, draw a line and move the group on to look at positive solutions. Do not allow people to slip back into the complaining stage.
- Introduce ground rules. These can be useful to bring people to order.

Try to understand. There is often a good reason why someone is behaving in a difficult way; make it your business to discover it.

Introduce a device for dealing with difficult issues – Examples are a "parking lot" or a session specifically devoted to answering concerns and questions.

Move to Slide 142 – "Training tips - Powerpoint presentations". Note that PowerPoints are very often used in trainings, and more generally in meetings. However, they are often used badly. The slide shows some simple tips about how to best use this tool.

Bring up Slides 143 and 144 on "Training methods", going through a few training methods and summarizing the following main points.

Brainstorming

This is a useful technique for generating creative ideas, information, and hopes and fears by encouraging participants' contributions in response to an idea, question or supposition. The results of brainstorming can be used in a variety of ways, ranging from icebreakers, idea creation and finding solutions, to assessing people's existing attitudes, skills and knowledge.

It is important to clarify the use of the brainstorming for participants, so that they know what to expect and can understand the purpose of the exercise. The role of the trainer is that of facilitator, who frames the exercise but only contribute ideas to spark group discussion.

All brainstorming should have a purpose, even if it is only a way to introduce a topic. Ideally, brainstorming should be followed by an exercise that uses the information gathered.

Considerations

- Define the topic, problem or issue as a statement or question.
- Clarify whether it is a controlled brainstorm (in which you will censor contributions, depending on their appropriateness) or an uncontrolled one (in which you will take all ideas, no matter how wild).
- Give people time to think of (and write, if necessary) ideas on their own, in a pair or in a group.

- Summarize ideas and sentences into one-word equivalents, and check that any changes are approved by the person offering the contribution.
- Use the results from the brainstorming as a basis for any ensuing activity, so that participants understand the point of the brainstorming.
  Tips
- Set clear parameters before doing the exercise (for example, whether it is controlled or uncontrolled).
- When conducting an uncontrolled brainstorm, do not evaluate input as it is given.

Structured discussions

Discussions are designed to initiate and focus debates or to emphasize key learning points. They can be conducted either in plenary or small groups, and should include enough time for participants to relate learning points to practice, or vice versa.

When discussions take place in small groups, a facilitator should also be nominated to chair the discussion and ensure that tangents are not pursued too vigorously. This is a useful technique to find out how a group responds to a contentious subject, or to cover all angles on a particular topic.

The facilitator generally initiates the discussions by asking predetermined questions and only influences or controls the discussion to summarize points or if there is a need, for example because of misunderstanding, rambling or irrelevant chatter.

Considerations

- Do not be afraid to stop a discussion that is not productive or to run with a discussion that occurs spontaneously.
- Formulate the discussion questions before the session, as they are not easy to formulate on the spot.
- Discussions can provide instant feedback for the trainer.

Tips!

- Regularly summarize and draw out the key discussion points.
- Be tough on people dominating the discussion.

Practical exercises

Use exercises with cards, models and frameworks to embed learning. Conceptual models and structured processes can be explained and demonstrated with PowerPoint presentations. Participants can then carry out exercises in groups, to actually work through the steps. Therefore, exercises involving sequential, progressive steps are helpful.

Considerations

- This can be used when participants need to work through actual steps or a progression of structured steps.

Tips!

Prepare all cards and props beforehand.

Case studies

Case studies describe a real or imagined scenario. Scenarios can be provided in narrative or image form by the trainer or produced by the group. They provide an opportunity for groups to analyse and problem-solve, applying theory to hypothetical practice.

Case studies can be used to develop understanding, skills and knowledge and can provide an invaluable opportunity to reinforce learning.

Considerations

- Case studies that relate directly to a real situation can be valuable because of their realism. However, they can impede participants' learning, as they bring their own lens of experience to the case study rather than approaching it directly. Political sensitivities can also give rise to problems.
- Scenarios that are created can be useful to provide "distance" for the participants. However, there can be a risk of oversimplifying issues.

Tips!

- Do not overload the scenario with an excessive number of details.
- Ensure that the information in the case study is accurate and relevant to the learning points – if it is not, there is a danger of losing credibility.

Role play

A role play is an enactment of a situation that allows participants to explore different behaviour and emotions in a given set of circumstances. A key characteristic of this method is that people act out roles, and an assigned observer gives feedback after the exercise.

Roles can be assigned, or participants can create their own roles. In either case, participants should understand that role plays are not about acting, but rather about simulating normal behaviour. Role play is useful for attitudes and skills training.

Considerations

- Give clear instructions.
- Role play encourages empathy, imagination and observation in an environment and, as a result, can be a powerful learning tool.
- Role play can be creative and fun.
- Role play can be risky if it is not facilitated carefully, and does not allow people privacy when carrying out the role play.
- Role play can require considerable preparation and time to carry out.

Tips!

- Role play requires a sensitive briefing and debriefing process. Do not forget to plan time for this when designing the session.
- Make sure you "de-role" role players before the debriefing.

Questions and answers

Facilitators can use questions in a planned way to elicit information, encourage thinking processes and to assess levels of knowledge and understanding. It can be a direct and immediate way of clarifying and gaining factual information, allowing participants to share their experience or knowledge, and it is an excellent way to start discussions.

Group exercise 14

What methods have you found to work well? (10 minutes)

If you have time at the end of this session, have a "round-the-table" discussion, in which you ask each participant or trainee if they are familiar with some or all of these methods from their earlier work, which ones they like or dislike and why.

Open questions allow learners flexibility in their answers and thus give the trainer a clearer idea of whether a learner has understood a topic. These questions are often prefaced by who, what, why, how and when.

Closed questions provide the trainer with yes/no short answers. These are useful if you need facts (for example, "Is this an aim?"). However, they are generally not useful for checking more complex understanding or learning (for example, "Do you understand?").

Reflective questions make people reflect on what is being said, through recapping.

Pick-up questions return to a previous point or discussion. These can be useful during quiet moments or to encourage participants to make links between subjects.

Direct questions are normally directed at one individual, with the purpose of inviting them to join in. These questions can be intimidating (although this may be the effect you desire); however, they can also give someone the chance to shine, when a trainer knows they will be able to answer.

Although facilitators are often the ones asking questions and handling answers (or are expected to do so), this should not always be the case. It can also be useful to throw questions from participants back to the group, and give the control to the group.

Questions provide a direct and immediate way of clarifying and gaining factual information. When preplanned, questions can be used to test understanding and levels of learning.

Tips!
- Think of some key questions that will help you assess participants' understanding of the learning points before starting a training session.

Move to Slide 145 – "End of Session 9".

Move to Slide 146 – **Break (15 minutes).**

Confirm what time participants should be back. As before, leave the meeting running but suggest that everyone turn off their videos and mute their microphones until they return.

During the break, make sure that you close all tabs you do not need, and open those you will need for the session that follows.

Session 10 – Conclusions

By the end of the session, participants will have:

- described the next steps to initiate the NPOA-SSF process;
- reviewed the initial agenda;
- checked achievement of the learning objectives and expectations;
- received their certificate; and
- evaluated the training

The final session helps participants plan next steps and serves to gather feedback on the training.

1. Next steps (20 minutes)

This session is not intended to be a detailed planning session within the NPOA-SSF initiation process. However, it is useful to organize a short brainstorming session while the full process is fresh in all participants' minds, so that trainers and participants can discuss what the next steps in initiating the NPOA-SSF process might be.

2. Recap of the training

Move to Slide 148 – "Recap of main training objectives".

Remind participants that the SSF Guidelines underpin all of the material covered during the training course.

Move to Slide 149 – "NPOA-SSF process – Training journey". Remind participants of all the sessions that have been completed and congratulate them on having achieved so much and participated so well over the duration of the course.

Ask all participants to provide one word summarizing how they felt at the start of the training. You can comment on the responses, or, if you prefer, copy them onto a whiteboard (such as that available at www.miro.com). In case of online training, you can use the chat function provided by the meeting software.

Then, ask participants to provide one word to describe how they feel now, at the end of the training.

Move to Slide 150 (illustrating the training certificates). Tell participants that you will complete a certificate for each person and send it to them by email following the session.

3. Course evaluation

Move to Slide 151 – "Evaluation forms".

Refer participants to the **course evaluation form** they were sent at the beginning of the training. Ask participants to spend 10 minutes or so completing this form. Mention that

Group exercise 15

Next steps for NPOA-SSF initiation (20 minutes)

This session can be managed verbally by the trainers. However, you may wish to use a whiteboard (such as the virtual form available at www.miro.com) to note suggestions. Alternatively, you could simply open a blank Word document on your screen so that participants can see the notes you are keeping.

During the session, try to get trainees to report on:

- the current stage of the process in their country;
- how long they think the initiation, development and implementation phases might take in their country; and
- what specific steps, as part of the initiation, should be taken (refer back to the contents of Sessions 2, 3 and 4). If the discussion is not flowing, bring up Slides 31 and 32 showing the three phases and the specific steps associated with the initiation stage.

As you facilitate the brainstorming session, ask participants to specify who should do what, and by when.

you are available for any clarifications about the questions. Check, during this time, how everyone is getting on. When everyone has confirmed that they have finished filling out the form, bring this part to a close.

Ask all participants to send you the forms by email now, bringing up this slide, on which the trainer should type his or her email address.

Ask everyone to confirm that they have done so (rather than you having to check your email at that time). In case of online trainings, you can use the chat function to do so.

Move to Slide 152 to ask participants if they have any questions (or general views and suggestions on the training course that they would like to share), before you close the training course.

4. Course close (5 minutes)

Move to Slide 153 – FAO SSF Team contact

Promise to send participants a copy of the PowerPoint presentation for the 10 sessions immediately after the training, along with the certificates. Mention that if they have follow-up questions on any aspects related to FAO's work on small-scale fisheries, they can contact the FAO staff shown on the slide. The FAO team can provide ongoing support as you progress towards implementation of the SSF Guidelines in your country.

Thank participants again and close the training and the meeting.

A round of applause is often a nice way to thank everyone who participated and signifies the close of the meeting.

ANNEX 1
NPOA-SSF training work plan and group exercise guidance

[COUNTRY] NPOA-SSF – training ([DATE])

Facilitator notes

Introduction

Timing and session options

The training was confirmed to take place over [NUMBER] days over [DATE]. The start time would be [TIME] ([SPECIFY TIME ZONE / CITIES] time). This means the following daily schedule:

09.00 – 09.15	**Start-up / recap / introduction**
09.15 – 10.45	**Session 1**
10.45 – 11.00	**Break**
11.00 – 12.30	**Session 2**

Please note that this timing is approximate, and day-by-day timings can be found in the detailed work plan overleaf.

Groups

[X] break-out groups of four or five persons each:

Group	Group facilitator (rapporteur to be appointed for each exercise)

There are four key roles.

1. **Trainer(s)** ([NAMES]): will lead the sessions and group exercises
2. **Moderator(s)** ([NAMES]): will work with the trainer to (i) monitor the chat; and (ii) ensure that the trainer is keeping to the time schedule
3. **Group facilitator(s)** ([NAMES]):
4. **Group rapporteur(s)**: (to be appointed from each of the [x] groups)

Approach

- [NAMES] will moderate each other's sessions. The moderator will keep an eye on the chat forum and bring these to the attention of the trainer.
- Each group has a nominated group facilitator (see above).
- The facilitator should nominate a rapporteur from each group for each exercise in advance. Change rapporteurs between different group exercises to encourage increased participation.
- Each group should have access to a laptop computer and be on the Zoom[6] call at least via the rapporteur.

Zoom etiquette

If the training involves video calls for some or all participants, the following etiquette is suggested to encourage effective engagement.

- As a default, requests to speak should be sent via chat to the moderator.
- The moderator will then ask you to speak when there is a suitable opportunity.
- However, there may be occasions when we will ask for free speech – in these cases, raise your hand and the moderator will invite you to speak in turn.
- One person speaks at a time; please mute your microphones when others are talking.
- Every speaker has the right to be heard and express their views.
- Be concise and to the point – give others a chance.
- Encourage each other to have a say.
- Aim to keep to the task.
- Speak for yourself and not for others.
- Use language all can understand – if you do not understand, then feel free to ask.

[6] Other video-conferencing platforms are also available.

Day 1: [DATE] (Sessions 1 and 2)

Session / subsession	Local time	Slides	Lead trainer	Moderator	Group sessions	Trainee resources
S1: Start-up (15 minutes)		1				
S1: Introductions (10 minutes)		2				
S1: The SSF Guidelines (30 minutes)		3–4			Discussion after Video 1	Video 1
Break (5–10')						
S1: The SSF Guidelines (30 minutes)		5–7				Video 2
S1: Introduction to the NPOA-SSF (10 minutes)		8				
Break (15')						
S2: Energizer (5 minutes)						
S2: Stakeholder engagement (25 minutes)		10–16				0-1 SSF stakeholder engagement tool
S2: Stakeholder engagement (group exercise) (20 minutes)		17			**Group exercise 1** Stakeholders	Participants fill out the "**Session 2 GE 1 Stakeholder template**" document. The moderator fills out Slides 20–24.
Break (10')		**18**				
S2: Stakeholder engagement (break-out presentations and introduction to workshop) (25 minutes)		19–27				
S2: Stakeholder engagement – Group exercise (10 minutes)		28			**Group exercise 2** What makes a successful event?	0-2 SSF consultation workshop kit
S2: Stakeholder engagement – Final session (5 minutes)		29				SSF workshop tool 0-3 SSF public relations and launch guide

Group exercise 1

Stakeholder identification and needs assessment (20 minutes)

Show the instructions for Group exercise 1.

Explain that there are five broad stakeholder groups (relevant to the exercise).

Allocate stakeholder types to each group (see the example below for three groups).

Day 1: [DATE] (Sessions 1 and 2)

Group	Stakeholder
A	Fishers, fishworkers and communities
B	Policy- and decision-makers
	Researchers and scientists
C	Non-governmental organizations
	Potential donors

- Participants use the "**Session 2 GE 1 Stakeholders template.ppt**" document for this exercise.
- Explain what we want each group to do.

1. Identify as many different stakeholders in your stakeholder type as possible; for example, identify as many different groups and associations through the supply chain as possible (from the fisher through to marketing parties).
2. Then, for two or three specific stakeholders, identify the following.
   - What are the stakeholder's own interests and attitudes?
   - Why do you want to engage with them?
   - What could they gain from engaging with this process?
   - What are the best ways to communicate with these stakeholders?

- Each group fills out the tables for the stakeholder groups allocated to them.
- Ask the group facilitator to ensure a rapporteur is assigned to each group with access to a laptop and is connected to Zoom.
- You have 15 minutes to do this.
- After the break, we will also ask each group to share their results and talk us through them. Five minutes should be allocated to each working group.

Break

After the break, invite the three group rapporteurs to present their results.

The moderator or trainer fills in each column with summary text in **Slides 20–24** in the main presentation, or, if they have time, puts the slides produced by the groups on the screen.

Group exercise 2

- Think about the best events you have attended – what made them so good?
- There may be many contributing factors.

Participants can use the chat box to type their views or "raise a hand" to comment. The moderator should make a note of the order in which people raise their hands.

Allow 5 minutes for each presentation (a little more if necessary).

Group exercise 2 – What makes a successful event?

Use a whiteboard or virtual whiteboard (such as those available via www.miro.com or the Microsoft Teams app) to note down suggestions.

- Go through the instructions.
- Say that 10 minutes have been allocated for this exercise.
- Check that a rapporteur has been appointed for each group and that each has access to Zoom.
- Ask each group to discuss between themselves: (i) examples of successful workshops or consultation events; and (ii) what the key success factors might have been. Inform participants that they have 5 minutes to complete this task and that they will be reporting back group by group. Participants will only have 2 minutes each to report back, so they should keep the responses concise and to the point!
- Give 5 minutes to let the groups chat among themselves.
- Allow each group to present their discussions in turn.

Day 2: [DATE] (Sessions 3 and 4)

SESSION / SUBSESSION	LOCAL TIME	SLIDES	LEAD TRAINER	MODERATOR	GROUP SESSIONS	TRAINEE RESOURCES
S3: Recap and introduction (10 minutes)		32–34				
S3: NPOA-SSF initiation (15 minutes)		35–42				1-1a SSF initiation plan template
S3: NPOA-SSF initiation – Group exercise 3 (10 minutes)		43			**Group exercise 3** Who is on the Task Force?	Moderator enters results onto the whiteboard
S3: NPOA-SSF initiation (10 minutes)		44–46				1-1b SSF Task Force terms of reference; 1-2 SSF profile template
S3: NPOA-SSF initiation – Group exercise 4 (15 minutes)		47			**Group exercise 4** Small-scale fisheries definition, scope, etc.	Moderator enters results on the whiteboard
Break (5')		**48**				
S3: NPOA-SSF initiation (15 minutes)		49–52				1-2 SSF profile template; 1-3 SSF stakeholder mapping template; 1-4 SSF governance review template
S3: NPOA-SSF initiation – group Exercise 5 (30 minutes)		53–56			**Group exercise 5** Governance rapid assessment	Participants use the "**Session 3 GE 5 Governance Rapid Assessment Template**" document. The moderator enters summary results on the whiteboard or Slides 54–56.
Break (15')		**58**				
S4: Energizer (5 minutes)		59				
S4: NPOA-SSF initiation (10 minutes)		60–62				1-5 Rationale for an NPOA-SSF
S4: NPOA-SSF initiation (Group exercise 6) (20 minutes)		63			**Group exercise 6** Rationale for an NPOA-SSF	The trainer enters the results into the "**Session 4 GE 6 Rationale for an NPOA-SSF template**" document.
S4: NPOA-SSF initiation (10 minutes)		64–65				1-6 NPOA-SSF development plan template
Break (5')		**66**				
S4: NPOA-SSF initiation (10 minutes)		67–69				
S4: NPOA-SSF initiation (Group exercise 7) (30 minutes)		70–72			**Group exercise 7** Establishing the National Platform	The moderator enters the responses on whiteboard

Day 2: [DATE] (Sessions 3 and 4)

Session 3 on initiation

Group exercise 3 (10 minutes)

Discussion – Who do you think should be on a Task Force?

- Think about the different types of stakeholders.
- Think about the type of individuals you want to include.
- Aim for a manageable group size: no more than about 12 members.

Participants can use the chat box to type their views or "raise a hand" to comment. The facilitator should make a note of the order in which people raise their hand.

- This is a general discussion led by the trainer using the whiteboard.
- Participants type comments in the chat box or ask to make a comment.
- The moderator reads out the suggestions in the chat box for the trainer to enter on the whiteboard; he or she also notes the order in which people have asked to make a comment, unmuting them when it is their turn.
- Each group takes 10 minutes to discuss and answer each of the three questions.

Group exercise 4 (15 minutes)

Discussion – How would you define small-scale fisheries in your country?

1. Is a definition of small-scale fisheries already in use?

- Are terms such as "artisanal fisheries" or "subsistence fisheries" used?
- Is a maximum scale specified (e.g. vessel size or engine power)?
- Are types of fishing operations specified (e.g. static gear, open boats, daily trips)?
- Are coastal and inland fisheries included?
- Post-harvest activities should be included and may be known by different names in different communities and fisheries.

2. What is the legal standing of small-scale fisheries?

3. Are there data on the small-scale fisheries subsector?

Participants can use the chat box to type their views or "raise a hand" to comment. The facilitator should make a note of the order in which people raise their hand.

- After 10 minutes, the trainer invites each group to report their answers. The facilitator or the person nominated reporter (if any) then takes about a minute to give the answers.
- The trainer can record these on the whiteboard.

Group exercise 5 (30 minutes)

Governance rapid assessment

The questions on the slides are structured around the chapters of the SSF Guidelines.

Allocate specific questions to each group.

Group	Topic
	5.a. Responsible governance of tenure
	5.b. Sustainable resource management
	6. Social development employment and decent work
	7. Value chains, post-harvest and trade
	8. Gender equality
	9. Disaster risks and climate change

Participants use the **Session 3 GE 5 Governance Rapid Assessment template.doc file.**

- Agree upon the ranking or scoring system in advance, so that all participants know what low, medium and high scores mean in general (for example, governance in relation to small-scale fisheries may be poor, modest or show good performance).
- Each group takes 20 minutes to consider the questions they are allocated.
- Remember that there are several questions to answer. Where there is a clear message, reasonable consensus or few comments, move on to the next question.
- The facilitator or nominated reporter types the summary responses into the tables in their version of the presentation or tool.

After 20 minutes, each group is asked to share their results with the plenary, in turn.

Note the different views given – there are no right or wrong answers and all views are valid.

Group exercise 6 (20 minutes)

Rationale for an NPOA-SSF

This exercise can be done using the same break-out groups as for the previous one, with each group taking 20 minutes to run through the questions and filling in Table 1 in the "**Session 4 GE 6 NPOA-SSF Rationale template.doc"** document.

The left-hand column presents the chapters of the SSF Guidelines. The middle column serves to list relevant national laws and policies. The right-hand column is to list relevant international commitments.

Run through each of the rows, asking for suggestions from participants.

Participants can use the chat box to type their suggestions or "raise a hand" to comment. The facilitator should make a note of the order in which people raise their hand.

Group exercise 7 (30 minutes)

Establishing the National Platform

Work as a plenary group or in smaller groups to answer the following questions.

1. Use the stakeholder lists from Session 2 as a starting point to propose members of the National Platform.

- Are there others to add?
- Remember that you should be inclusive, so think about each stakeholder type and the geographic coverage of groups.

2. How can these suggested members best engage with the NPOA-SSF development process and its implementation?

3. Which members might help provide support with funding for NPOA-SSF development and implementation?

4. What gaps in representation remain, and how could these gaps be filled?

- Can this be done during NPOA-SSF development, or will it be done as an action for the NPOA-SSF?

Session 4 – NPOA-SSF initiation (Part 2)
The presenter types in the suggestions into the columns for all participants to see.

Note down all suggestions – there are no right or wrong answers at this stage.

Slide 63 can then be filled in to summarize, when the groups report back to plenary.

This is a discussion – you can use a whiteboard to note down responses.

Day 3: [DATE] (Sessions 5 and 6)

Session / subsession	Local time	Slides	Lead trainer	Moderator	Group sessions	Trainee resources
S5: Recap and introduction (15 minutes)		75–77				
S5: NPOA-SSF development (10 minutes)		78–79				
S5: Launch NPOA-SSF development (20 minutes)		80				0-3 SSF public relations and launch guide
S5: NPOA-SSF intervention logic (45 minutes)		81-82				
S5: NPOA-SSF intervention logic – Group exercise 8 (30 minutes)		83			**Group exercise 8** Develop intervention logic	Use the **"Session 5 GE8 Intervention Logic template"** document or a whiteboard (see www.miro.com). 2-2a NPOA-SSF intervention logic
S5: NPOA-SSF intervention logic consultation (15 minutes)		84				2-3 Preliminary comments on NPOA-SSF development 2-6 SSF NPOA-SSF general comments
Break (15')		**85**				
S6: Energizer (5 minutes)		86				
S6: Reminder (5 minutes)		87				
S6: Develop NPOA logframe 2-4 (10 minutes)		88				
S6: NPOA logframe – Group exercise 9 (30 minutes)		89			**Group exercise 9** Logframe	**Session 6 GE 9 Logframe template**
Break (10')		**90**				
S6: Draft NPOA-SSF 2-5 (30 minutes)		91–97				2-5a NPOA-SSF template; 2-5b Workplan and budget
S6: Consult on NPOA-SSF 2-6 (5 minutes)		98				
S6: Publish NPOA-SSF 2-7 (10 minutes)		99				
S6: Wrap-up (5 minutes)		100–101				

Group exercise 8

Partial development of an intervention logic for an NPOA-SSF

(30 minutes: 20 minutes + 10 minutes feedback)

Use the intervention logic template (document titled "Session 5 GE8 NPOA SSF Intervention Logic template").

Divide the participants into smaller working groups.

They need to draft:

- a short, two- or three-sentence *problem statement;*
- the overall *objective* of the NPOA-SSF;
- at least one *outcome* of the NPOA-SSF (what has changed, who will benefit);
- at least one *output* that will result in the outcome above;
- at least two *activities* that will be required to produce the output above; and
- identify any *key assumptions and risks* to achieving the above.

After 20 minutes, ask the groups to share their results and talk us through them. Five minutes should be given to each working group.

Please save the results, as we will be using these for the logframe later today.

Group exercise 9

Partial development of a logical framework for an NPOA-SSF

(20 minutes + 10 minutes feedback)

Use the logframe template (document titled **Session 6 GE 9 NPOA SSF Logframe template**).

Ask the groups the following.

1. **First, transfer the objectives, outcomes, outputs and activities *from the intervention logic template* to the *logframe template***.
2. Consider developing the current **activities, outputs and outcomes**. Do they need more detail? Where possible, try to set targets or otherwise quantify the activities, outputs and outcomes. For instance, an activity might be to "conduct alternative livelihood training for 1 500 small-scale fishers and 500 small-scale processors in five provinces by Year 3".
3. Once these are finalized, add objectively verifiable indicators. **For each output, outcome and objective, it is necessary to identify an independently verifiable indicator** (for activities, a list of inputs is provided instead). For instance, for the example activity above ("conduct alternative livelihood training…"), this might be the number of (i) men and (ii) women trained in alternative livelihoods in each province

by Year 3. Indicators need to be specific, measurable, achievable, relevant and time-bound (SMART).

4. Then **add the means of verification**. This is simply the source of the information used to obtain quantitative and qualitative information on the indicator results. Collecting these data can be expensive; therefore, it is important to use existing, independent sources where possible. These sources can include project reports, project surveys and government statistics.
5. Finally, **add the important risks and assumptions**. This last column needs to identify what risks and assumptions lie behind the relevant activity, output, outcome and objective.

After 20 minutes, ask the groups to share their results and talk us through them.

Aim to provide 5 minutes to each working group.

Day 4: [DATE] (Sessions 7 and 8)

Session / subsession	Local time	Slides	Lead trainer	Moderator	Group sessions	Trainee resources
S7: Recap / introduction (15 minutes)		102–107				
S7: Project roles (20 minutes)		108			**Group exercise 10** What will work best in the country?	Use the document **"Session 7 GE10 input template**" or a (virtual) whiteboard.
S7: Standard operating procedures (15 minutes)		109				3-2 NPOA-SSF SOP template
S7: Information management (15 minutes)		110				
S7: Communication (10 minutes)		111				
Break (15')		**112**				
S8: Energizer (5 minutes)		113				
S8: MEL overview (15 minutes)		114				
S8: Monitoring and evaluation – Group exercise 11 (10 minutes)		115			**Group exercise 11** Monitoring and evaluation knowledge-building	**Session 8 GE 11 input template** or a (virtual) whiteboard
S8 Monitoring and evaluation contents (20 minutes)		116–119				
Break (10')		**120**				
S8 Evaluation questions matrix (40 minutes)		121–126				
S8 Group exercise 12 (30 minutes)		127			**Group exercise 12** Preparing an evaluation questions matrix	Use the document "**Session 8 GE 12 NPOA-SSF EQM exercise**". (see the end of the guide for trainers for a COMPLETED EXAMPLE)
S8: Wrap-up (5 minutes)		128				

Group exercise 10

What NPOA-SSF management structure works best in the country?

What roles are needed for implementation? (15 minutes)

The trainer should bring up **Session 7 GE 10 input templates.ppt**.or

use a whiteboard or virtual whiteboard (such as those available at www.miro.com or in Microsoft Teams) to note down suggestions.

All participants should brainstorm the following questions.

1. What roles do you think the NPOA-SSF secretariat might perform?
2. Who might host the NPOA-SSF secretariat?
3. What resources might the secretariat require?
4. Who would provide the oversight to the secretariat?
5. How would you ensure that they can provide a clean and independent perspective?
6. How would the secretariat work with the national platform and other key stakeholders?

The trainer should write down comments or types into the template as the exercise proceeds.

When finished, ask if there are any further questions on the NPOA-SSF management and oversight structure.

Some possible responses (which you can use as prompts) are the following.

Group exercise 11

Monitoring and evaluation knowledge building

(10 minutes)

The trainer should bring up **Session 8 GE 11 input templates.ppt**

or

use a whiteboard or virtual whiteboard (such as that available on www.miro.com or Microsoft Teams) to note down suggestions.

It may be helpful to first ask if any participants have previous experience with M&E. You could ask them to type their responses in the chat box.

Ask participants to provide responses verbally or through the chat box to each of the following questions, in turn (take one question at a time).

1. Can you describe some of the key purposes of monitoring and evaluation?
2. What are the key distinctions between (i) monitoring; and ii) evaluation?
3. What does accountability mean to you, and why is it important?
4. Why is learning important?
5. When and how often do we perform monitoring, and at what stage do we normally evaluate?

The trainer should type the responses into the template as the exercise proceeds.

Be positive about participants' suggestions (and try to bring all participants into the discussion).

Then, bring up **Slide 115** ("Why do we do monitoring and evaluation and what does it involve"), saying that the slide provides suggestions prepared in advance to the questions discussed during the group exercise.

Some possible responses (that you can use as prompts) are the following.

Question	Response
Can you describe some of the *key purposes* of monitoring and evaluation?	· Monitoring – to track progress against the NPOA-SSF · Measure success · Adaptive management · Evaluation
What are the key distinctions between *monitoring & evaluation*?	· Monitoring – tracking ongoing progress · Evaluation – analysis of monitoring data and tracking the end results. Focusing on the outcome and impacts
What does *accountability* mean to you and why is it important?	· Responsibility
Why is *learning* important?	· Enables adaptation and improvement; improved decision-making; creates room for new possibilities · Learning is continuous and allows for loopholes to be addressed
When and *how often* do we do monitoring, and at what stage do we normally *evaluate*?	· Monitoring – is on-going during the entire implementation process · Lower level evaluation should be done regularly – e.g. once per year. Probably internal. · Major evaluation takes place at predetermined intervals (e.g. mid-term and at the end). More likely to be external.

Group exercise 12

Preparing an evaluation questions matrix (30 minutes)

The trainer should send facilitators the evaluation questions matrix (EQM) template (file titled **Session 8 GE12 NPOA-SSF EQM exercise.doc**) in advance.

A complete example is provided overleaf for guidance.

Show the template on the screen.

1. Note that the first subquestion has been completed.
2. The trainer should work through each subquestion in turn, moving across the columns from left to right, asking participants for ideas on the judgement criteria, indicators, etc. You should type in the content that you wish to include as you go, so that participants can see the table filling up on the screen.
3. When you have completed one row, move down to the next one, until the whole table has been completed.

Session 8

This file is to be used in Session 8. It provides a completed EQM to accompany the one that will be filled in during the group exercise.

Group exercise 12

Completed example NPOA-SSF: evaluation questions matrix exercise (GE 12)

Subquestions	Judgement criteria	Indicators	Methods (sources in brackets)	Evaluation criteria and comments
Evaluation question 1. To what extent were the NPOA-SSF's objectives and outcomes achieved?				
1.1. To what extent was the NPOA-SSF objective achieved?	Stated objective (*role of small-scale fisheries in national food security and livelihoods support fully recognized and supported by public and private sectors*) realized.	Qualitative stakeholder views Associated logframe indicators (impact and outcome)	Primary information collection from face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups, key informants in government) Desk review of secondary information (NPOA-SSF MEL records)	Impact
1.2. To what extent were the NPOA-SSF outcomes achieved?	Small-scale fisheries less vulnerable to short- and long-term external shocks (COVID-19, climate change, etc). Small-scale fisheries livelihoods secured through assured tenure and co-management arrangements	Emergency funding or relief rules in place Tenure and co-management rules formalized	Government rules and regulations (literature review) Written agreements, government rules and regulations (literature review) Stakeholder verification through face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups)	Impact
1.3. Did the NPOA-SSF design provide a high likelihood of achieving the objective and outcomes?	Public consultation exercises reached all key groups, provided suitable mechanisms for feedback and were reflected in the final NPOA-SSF design	Consultation meeting records Evidence feedback incorporated into final NPOA-SSF design	Primary information collection from face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups, key informants in government) Desk review of secondary information (consultation and resulting national platform meeting records)	Impact
Evaluation question 2. What did the NPOA-SSF achieve across its different components?				
2.1 Have policies and legislation been improved or updated to better support small-scale fisheries?	Stated policies, strategies and supporting legislation improved to support NPOA-SSF implementation	Formal policy and strategy documents, and supporting legislation	Government rules and regulations (literature review) Written agreements, government rules and regulations (literature review) Stakeholder verification through face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups)	Effectiveness
2.2 Has data collection on small-scale fisheries been enhanced?	Suitably disaggregated data collection system funded, in place and working	Statistics related to small-scale fisheries compiled	Data analysis (data portals and written reports)	Effectiveness
2.3 Are small-scale fisheries stakeholders better involved in management decision-making than before?	Decision-making at relevant levels formalized and embedded into co-management systems	Co-management agreements and consultation requirements Qualitative stakeholder views	Primary information collection from face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups, key informants in government) Desk review of secondary information (NPOA-SSF MELrecords)	Effectiveness
2.4 Has small-scale fisheries' vulnerability to disasters been reduced?	Disaster relief funding and actions in place and operational	Formal agreement and publication of thresholds Evidence of effective use, if appropriate	Primary information collection from face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups, key informants in government) Desk review of secondary information (NPOA-SSF MEL records)	Effectiveness

Subquestions	Judgement criteria	Indicators	Methods (sources in brackets)	Evaluation criteria and comments
2.5 Are small-scale fisheries engaged in more value addition and better linked to markets?	Small-scale fisheries product diversity and per-unit values	Product and price statistics	Data analysis (data portals and written reports Market analysis (surveys)	Effectiveness
Evaluation question 3. What are the key lessons that can be learned from implementation of the NPOA-SSF?				
3.1 Were institutional arrangements for the NPOA-SSF appropriate, and did they function well?	National Platform functioning and representative across the small-scale fisheries subsector and value chain	National Platform terms of reference are appropriate National Platform representativeness	Primary information collection from face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups, key informants in government)	Efficiency
3.2 How cost-effective and efficient was implementation?	Planned NPOA-SSF budget adequate and well spent	Expenditure within anticipated budget limits or lines	Analysis of expenditure versus budget (NPOA-SSF accounts) Primary information collection from face-to-face stakeholder consultations (key informant interviews)	Efficiency
3.3 Was the NPOA-SSF implemented in a timely manner?	NPOA-SSF actions and outputs achieved on a timely basis	Associated logframe indicators (activity and output)	Analysis of key activity and outputs (project records and written or physical evidence)	Efficiency
3.4 What other projects and programmes impacted on or contributed to the NPOA-SSF?	NPOA-SSF well integrated into other relevant programmes and initiatives	Qualitative stakeholder views	Primary information collection from face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups, key informants in government)	Coherence
Evaluation question 4. To what extent did implementation of the NPOA-SSF address needs in terms of gender participation and involvement of small-scale fisheries representation?				
4.1 Did the NPOA-SSF include specific gender indicators or targets, and were they reached?	The NPOA-SSF included specific gender indicators or targets, and they were (or were not) reached	Gender inclusion targets Associated monitoring	Data analysis (data portals and written reports)	Effectiveness
4.2 Were small-scale fisheries representatives sufficiently involved in the implementation of the NPOA-SSF?	All small-scale fisheries representatives were included in the NPOA-SSF stakeholder consultation in a proportionate and equitable fashion	Qualitative stakeholder views	Primary information collection from face-to-face stakeholder consultations using focus groups and key informant interviews (small-scale fisheries focus groups, key informants in government)	Effectiveness

Day 5: [DATE] (Sessions 9 and 10)

Session / subsession	Local time	Slides	Lead trainer	Moderator	Group sessions	Trainee resources
S9: Recap and introduction (15 minutes)		130–132				
S9: Trainer skills (20 minutes)		133–139				
S9: Group exercise 13 (25 minutes					**Group exercise 13** Learning styles	Use document **"Session 9 GE13 Learning style simplified questionnaire"**
Break (10')		**140**				
S9: Training tips (15 minutes)		141–142				
S9: Training methods (20 minutes		143–144				
S9: Group exercise 14 (10 minutes)					**Group exercise 14** Training methods	Whiteboard, if available
Break (10')		**146**				
S10: Energizer (5 minutes)		147				
S10: Next steps (20 minutes)					**Group exercise 15** Next steps	Whiteboard, if available
S10: Training recap (10 minutes)		148–149				
S10: Course evaluation (15 minutes)		150				Use document **"Session 10 NPOA-SSF process training overall course evaluation form"**
S10: Course close (5 minutes)		151–153				

Group exercise 13

What kind of learner are you? (25 minutes)

This exercise will help participants identify what type of learner they are and also learn more about their fellow participants. It uses the Honey and Mumford learning styles questionnaire (see document **Session 9 GE13 Learning style simplified questionnaire.doc**). Some participants may have completed this task in advance. However, not all participants may have done so; therefore, allow time for them to complete the questionnaire now (paper and a pen are required).

Show the Honey and Mumford questionnaire (Word document) on the screen. Make the text big enough for all to read. Ask participants to note down the question numbers only where they agree with the statement given. Ask them to be honest with themselves – there is no right or wrong answer. There are many questions. Do not read out each one; offer to clarify any that may be unclear. After a few minutes, check all have completed responding to the question on screen and move to the next one.

Show the scoring table on the screen. Ask participants to put one mark against every question number they recorded under: Activist, Reflector, Pragmatist and Theorist.

Show the results table on the screen. Ask participants to raise their hand if they showed a very strong preference or very low preference for Activists, Reflectors, Pragmatists or Theorists. Ask who found out they are the learning style they expected, and who is surprised by the results.

As for what the results might mean for trainers, usually, each cohort will have a variety of trainee types present; therefore, it is useful to include a variety of training methods. Different people learn in different ways and at different times – allow for this in the training schedule (for example, the daily recaps allow for reflectors to think about things and follow up at a later stage).

Group exercise 14

Training methods (10 minutes)

Have a "round-the-table" discussion, in which you ask each participant or trainee if they are familiar with some or all of these methods from their earlier work, which ones they think are the most effective or which ones they like or dislike and why.

Group exercise 15

Next steps for NPOA-SSF initiation (20 minutes)

This session can take place simply as a discussion. However, you may wish to use a whiteboard to note suggestions. Alternatively, you could open a blank Word document on your screen so that participants can see the notes you are keeping. During the session, ask trainees the following:

- the current stage of the process in their country;
- how long the initiation, development, and implementation phases might take in their country; and
- what specific steps, as part of the initiation, should be taken (refer back to the contents of Sessions 2, 3 and 4). It may help to bring up the slides showing the three phases and the specific steps associated with the initiation phase.

As you facilitate, ask participants to specify who should do what and by when.

A training programme around the National Plan of Action for Small-Scale Fisheries (NPOASSF) has been developed to support these processes at national level. This guide for trainers was developed to be used along with the rest of trainings materials on how to to develop and implement an NPOA-SSF. NPOA-SSF processes are unique in their kind because they ensure that the voices and concerns of small-scale fisheries are heard and allow them to actively participate in decision-making processes that shape their lives and livelihoods. In doing so, implementing an NPOA-SSF is an effective way to align legal frameworks with the provisions of the Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines). These Guidelines unite social development with responsible fisheries, hence addressing the marginalization and vulnerability present in the sector, promoting a human rights-based approach.

Fisheries and Aquaculture Division – Natural Resources and Sustainable Production
Contact us: SSF-Guidelines@fao.org
Learn more: https://www.fao.org/voluntary-guidelines-small-scale-fisheries/en/

Food and Agriculture Organization of the United Nations
Rome, Italy

ISBN 978-92-5-138598-2
9 789251 385982
CC9776EN/1/02.24