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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Ghana Fisheries Leadership Program: Training of Trainers Guide

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THE UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF OCEANOGRAPHY

CRC
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For more information on the Ghana Sustainable Fisheries Management Project, contact:

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Detailed Partner Contact Information:

**USAID/Ghana Sustainable Fisheries Management Project (SFMP)
10 Obodai St., Mempeasem, East Legon, Accra, Ghana**

Telephone: +233 0302 542497 Fax: +233 0302 542498

Maurice Knight   Chief of Party maurice@crc.uri.edu
Kofi Agbogah   Senior Fisheries Advisor kagbogah@henmpoano.org
Nii Odenkey Abbey   Communications Officer nii.sfmp@crcuri.org
Bakari Nyari   Monitoring and Evaluation Specialist hardinyari.sfmp@crcuri.org
Brian Crawford   Project Manager, CRC brian@crc.uri.edu
Ellis Ekekpi   USAID AOR (acting)   eekekpi@usaid.gov

Kofi.Agbogah
kagbogah@henmpoano.org
Stephen Kankam
skankam@henmpoano.org
Hen Mpoano
38 J. Cross Cole St. Windy Ridge
Takoradi, Ghana
233 312 020 701

Andre de Jager
adejager@snvworld.org
SNV Netherlands Development Organisation
#161, 10 Maseru Road,
E. Legon, Accra, Ghana
233 30 701 2440

Donkris Mevuta
Kyei Yamoah
info@fonghana.org
Friends of the Nation
Parks and Gardens
Adiembra-Sekondi, Ghana
233 312 046 180

Thomas Buck
tom@ssg-advisors.com
SSG Advisors
182 Main Street
Burlington, VT 05401
(802) 735-1162

Victoria C. Koomson
cewefia@gmail.com
CEWEFIA
B342 Bronyibima Estate
Elmina, Ghana
233 024 427 8377

Lydia Sasu
daawomen@daawomen.org
DAA
Darkuman Junction, Kaneshie Odokor Highway
Accra, Ghana
233 302 315894

For additional information on partner activities:
CRC/URI: http://www.crc.uri.edu
CEWEFIA: http://cewefia.weebly.com/
DAA: http://womenthrive.org/development-action-association-daa
Friends of the Nation: http://www.fonghana.org
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ACRONYMS

CRC	Coastal Resources Center/ The University of Rhode Island
FoN	Friends of the Nation
GITA	Ghana Industrial Trawlers Association
GIFA	Ghana Inshore Fishermen's Association
IUU	Illegal Unreported Unregulated
NGO	Non-Governmental Organization
PAX	Participants
SFMP	Sustainable Fisheries Management Project
ToT	Training of Trainers
USAID	U.S. Agency for International Development

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INTRODUCTION

To improve fisheries in Ghana a major shift in how stakeholders engage with one another to develop trusting relationships, resolve conflicts and comply with rules is required. To achieve this, a co-management approach has been endorsed by stakeholders leading to the Government of Ghana beginning the process to formally recognize the mechanism.

The United States Agency for International Development (USAID) funded Sustainable Fisheries Management Project (SFMP) launched a leadership program to support existing and emerging leaders in the Ghana fishery system to create a common vision, develop leadership skills and act together (Figure 1). The strategy has been to start with a small group and seek early adopters who can build the movement from both the bottom-up and top-down as a workaround political roadblocks.

The core behavior shifts promoted were: from blame to responsibility, I to we, single species to ecosystem, top-down to bottom-up, and short term to long term thinking. Skills development that can help make these shifts include leadership, teambuilding, fisheries co-management, conflict management, behavior change and communications. At the heart of the program is the understanding that fisheries management is about managing people's behavior and it starts with the emotion and is followed by joint action.

This document serves as the Fisheries Leadership Training-of-Trainers (ToT) Guide by combining the fisheries leadership content with competencies in how to design and deliver quality adult learning programs. The Fisheries Leadership Curriculum has been documented in a 2016 SFMP publication in which the Leadership Alumni have full electronic copies. Therefore, this ToT document focuses on the facilitator skills of designing and delivering fisheries leadership programs to local co-management communities.

VISION AND GOALS OF THE LEADERSHIP PROGRAM

Before the ToT is outlined, it is helpful to appreciate the vision, goals and history of the Leadership interventions in Ghana. This provides a context for how the ToTs will play out going forward and just as importantly, how the leaders can network with peers to take joint action.

The vision is that key fishery leaders are using their unique attitudes and skills to guide the majority of stakeholders towards a co-management arrangement. These leaders are changing how stakeholders see the fishery system that is leading the majority to take responsibility to improve the fishery. This has resulted in improved environmental conditions, added value to the fishery and healthier livelihoods.

By 2019 Ghana will have achieved the following goals:

- 1000 Leading Voices across the fishery taking responsibility and joint action for improved fisheries rules at the national level (by having the leverage to move the majority forward)
- Four Co-management locations that serve as proven examples for how leadership skills can transform a fishery from the bottom-up

Overview of the URI Fisheries Leadership Program

Key Messages

- Fisheries Management is about Changing People: To overcome obstacles speak to the heart
- We are stuck in problems rooted in short-term thinking and blaming others
- Government can't solve it on their own
- Leadership across the system that combines the heart and mind is required - take responsibility and follow their heart
- These leaders need the tools to act – understand the linkages (Systems), find Early Adopters to grow the movement (Behavior Change), put aside conflicts by addressing anger and power (Conflict Management) to reach vision, teamwork, trust and quick wins

Leadership Shifts

Behavior Shifts of Leaders

I	to	We
Short Term	to	Long Term
Blame	to	Responsibility
Problems	to	Opportunities
Single Species	to	Systems
Individual	to	Teamwork
Government	to	Co-Management

Leadership Tool Box

- Leadership skills – Know Yourself and Act
- Systems – natural and social
- Power Dynamics
- Teamwork
- Conflict Management – Mutual Gains Approach: Win-Win
- Fisheries Co-Management – Compliance
- Behavior Change – Individuals and Institutions
- Fisheries Management Planning

Process of Change

- Establish a sense of urgency
- Create the guiding coalition of leaders
- Develop a vision and strategy
- Communicate the change vision
- Overcome barriers to change
- Generate quick wins
- Grow the movement
- Anchor the new approach in management

(*Kotter, 1996, Heart of Change*)

Figure 1 Overview of the Fisheries Leadership Program messages and approaches.

THREE YEAR STRATEGY

The strategy is to support fishery leaders across the system at local levels to create quick wins that can lend legitimacy and hope for national advances. Below are potential activities for 2017-2019 to achieve the goals. SFMP will support some of these actions.

2017

- **Conduct Local Leadership Programs** for the co-management committees at local areas:
  - Pra Estuary
  - Ankobra Estuary
  - Densu Oyster Fishery/Estuary
  - Elmina artisanal and semi-industrial fishery
- **Support Cooperative Research** to forge new partnerships and build trust through joint fact finding:
  - Cuttlefish fishery in Central Region – across three communities and with national trawlers. This includes Elmina, one of the ports with reluctant attitude towards change.

2018

- **Cross Site Learning Alumni Retreat** – seek financial support from industry and corporations that want to be recognized for bringing stakeholders together. Focus on lessons from the co-management sites.
- **Expansion of the leadership training to early adaptors in more local communities to expand the network of change makers** – Leadership alumni to continue capacity development programs with the co-management committees to implement management plans.
- Action on collaborative management of the cuttlefish fishery by fishermen and among fishermen (Ghana Industrial Trawlers Association GITA, Ghana Inshore Fishermen's Association GIFA, Ghana National Canoe Fishermen's Council GNCFC).
- **Leadership Awards –** promote those who have taken significant and meaningful actions with stakeholders to improve the fishery.

2019

- **Cross Site Learning Alumni Retreat** – continue the retreat to strengthen the network and add skills. Focus on bringing in the most active leaders and new alumni to expand relationships.
- **National competition** between groups to highlight the projects that would be made into a publication of positive stories (like we did in Senegal)
- **Leadership Alumni use a national platform to organize and lead across the fishery.** They can use existing organizations and platforms or create a new one as deemed necessary by the leaders.

Indicators of Success

By 2019, the following indicators of success will be achieved:

- Local co-management committees have applied the skills which results in high perceptions of legitimacy and respect
- Joint compliance actions have been conducted with local stakeholder groups to seek mutual gains in the fishery.
- New local co-management initiatives have started and requested Alumni support

- Alumni program has grown through addition of key early adopters that have been initiated and supported by our leadership alumni
- Improved information through use of local knowledge and collaborative research.
- Operational collaborative management activities on cuttlefish stocks among the various fisher groups (trawlers, inshore, canoes)

ACTIONS TO DATE

To achieve the desired vision and goals, SFMP and partners have conducted the following activities:

National Courses

Several (4) Ghanaians attended an international course in 2010 at the University of Rhode Island. A national course was offered in Ghana in 2015 and was followed up with a two-week study tour for the Ghana Industrial Trawlers Association in Rhode Island. One leadership course was offered in Ghana in 2016. Ghana now has an impressive alumni network of over 64 leaders across the fishery system.

Study Tours

At the start of SFMP, a group of project staff and leading fishery stakeholders visited the Philippines to understand how co-management operates and the potential opportunities for Ghana. Additional tours have been to The Gambia to see another version of co-management within the African context. Following on that a group of shell fishing women from The Gambia visited produces in Ghana. Many of these study tour participants are part of our Leadership Alumni network and have presented on their tour experience at Leadership events.

Alumni Retreat

In 2017 we gathered the alumni together to share their leadership activities, reflect on the challenges and refine their leadership skills. The alumni recognized their significant advances individually and jointly as a group which led to their commitment to reconvene going forward using a variety of resources.

Ripple Effect: National Cooperative Research

Based on the 2016 course, a group of alumni forged new partnerships between the Ghana Industrial trawlers (GITA), Ghana Inshore Fishermen Association (GIFA), canoe fishermen, University of Cape Coast and the NGO Hen Mpoano to conduct cooperative research on cuttlefish. This is one example of how leaders are moving towards co-management which can have a profound effect throughout the fishery as fishermen actively participate in the research activities. This was the first time that fishermen have committed financial resources to support industry driven research for sustainable management of stocks in the country, resulting in active participation and feeling of ownership.

Figure 2 Photos of the cuttlefish joint research effort.

Ripple Effect: Training the Local Co-Management Leaders

The leadership program has been able to directly impact 60 people, though the true impact of the initiative will be felt as actions are taken and the philosophy of leadership spreads. One of these actions was to create new trainers that could develop and deliver courses in the local language at local levels. In February 2017 alumni gathered to fine tune their skills and adapt the course for a local Ghanaian audience. They have developed plans for building the capacity of co-management committees in three local inshore fisheries. These local pilots will test how co-management can proceed in Ghana and serve as learning sites for the national fishery. The leadership program will be integrated into the fishery co-management planning process to ensure there is a swift transition from planning to implementation by planting the seeds of trust, legitimacy and joint action from the start.

OVERVIEW OF THE FISHERIES LEADERSHIP COURSE

Before focusing on the ToT curriculum, it is important to understand the targeted competencies for the Fisheries Leadership course delivered at the national level, from which local iterations will be designed.

The five-day Leadership for Fisheries Management course is designed to flow from concepts of leadership and co-management to practical strategies for improving the fisheries in Ghana. Applying a bottom-up approach based on an ecosystem-wide perspective to fisheries management was the overarching theme of this leadership development experience. Participants explored new and innovative concepts in leadership and affecting change in the fisheries sector.

To guide curriculum design, the following core Fisheries Leadership Competencies were selected (Table 1). ToT programs should expand on these competencies when developing activities.

Table 1 Core Fishery Leadership Competencies.

Knowledge	Skills	Attitudes
Understand how to build strong teams by avoiding the 5 dysfunctions	Facilitate a planning process	We can share when everyone understands what they want
What a fisheries management plan contains and does	How to communicate with a focus on solution	Positive Interaction leads to success
How to write a fisheries management plan	Apply concepts of Interest Based Mutual Gains Conflict Management	Community - we are all connected across the Fishery System
Understand the Fishery System	Assessing a conflict situation to identify proper interventions	Communication is key to building team and trust
	Behavior Change analysis and strategy development	Trust among the team and across the fishery system
		Be Innovative to Move the Fishery forward

> In all aspect of work there should be trust, love and system identification to make informed decisions and effective implementation.
>
> Every system is in 'UBUNTU' (I am because you are), therefore I don't have to overlook things but be part of it establishment"
>
>   - Participant of the 2015 course

CENTRAL THEMES

Systems-Based Approach to Fisheries and Co-Management

The application of systems, both social and ecological, approach to fisheries management is an overarching theme of this course. This combines the ecosystem based management (EBM) thinking to fisheries management along with the larger social system of the fishing business and governance. (Figure 3). The purpose of systems-based approach is to plan, develop and manage fisheries in a manner that addresses the multiple needs and desires of society without jeopardizing the options for future generations to benefit from the full range of goods and services provided by the marine ecosystem. Central to this is the co-management concept. There are many options for implementing a co-management approach which needs to be tailored to the local context. To have success in co-management, there needs to be an understanding and engagement from the whole fisheries system beyond the fishermen and government.
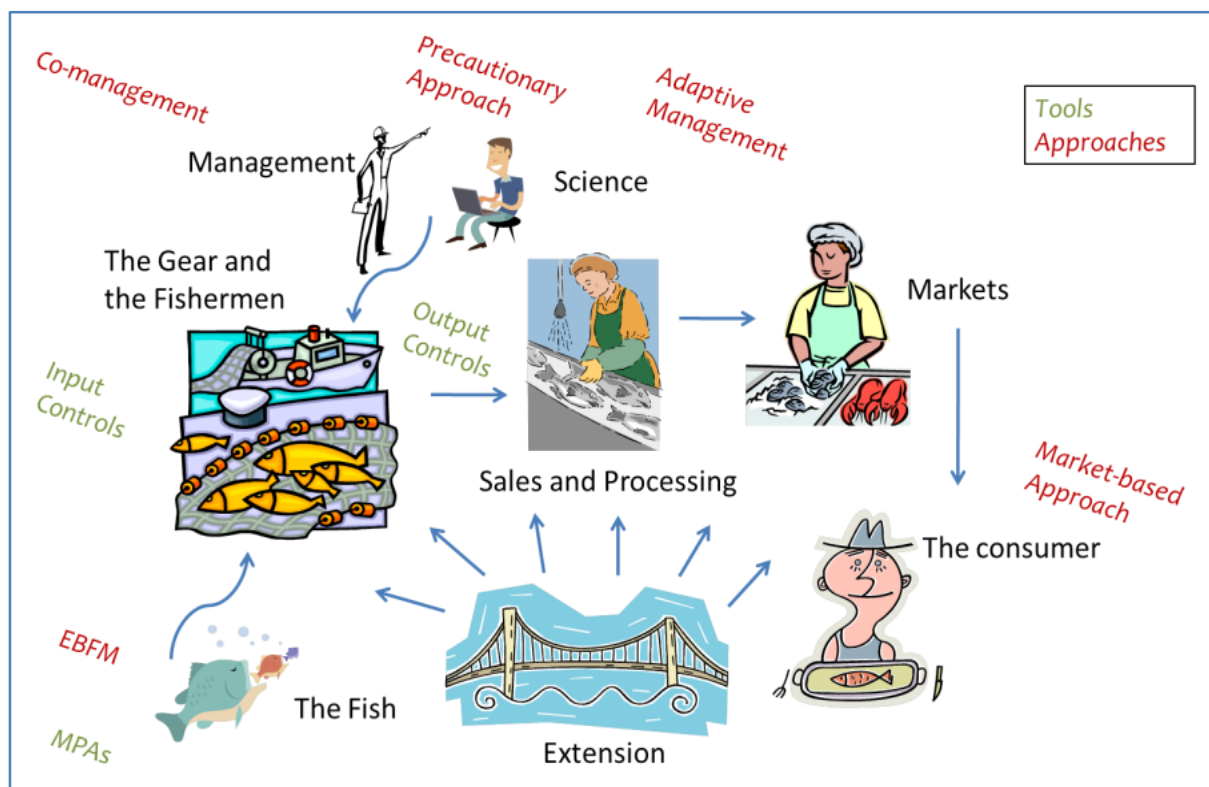
Figure 3 The systems approach to fisheries management requires all stakeholders working together.

Leadership

The course was based on leadership development, focusing on transformational change at the individual through societal levels. As we move away from the failed fisheries paradigm of increasing effort, diminishing economic return and overfished stocks, a new vision of fishing is emerging- of catching less fish with greater value, less effort, and less habitat alteration. The changes occurring in the fisheries revolve around the shift from short to long term views; acknowledgement that these resources are limited yet renewable; that fish and fishermen can co-exist; that we are linked in the global food supply network and that ecosystems are the

level of management action. This requires new processes for science and management, as well as engagement of the participants. Participants must experience change also. There is a shift from blame to more responsibility and engagement; bottom up vs top down and a focus on solutions rather than problems.

Team building

This is a theme woven throughout each day and a major benefit of the program experience. The bigger the things are that we want to do in the world, the less likely we can do them alone. The ability to work effectively in teams, to lead teams, to communicate and network among teams are essential skills if we are to have more sustainable fisheries worldwide. (Figure 4). The Ghanaian group is fortunate to bring a large cross section of stakeholders to the training, so that they can take advantage of a rare focused opportunity to work together, live together and learn together. They are now establishing a critical mass to support one another in applying the new information and approaches to their work upon their return. Participants will leave with a deeper level of appreciation of their own talents and those of their colleagues, practical skills in team work, personal growth and a deep bonding with other participants that is remarkable.

Figure 4 Leadership program participants practicing a mutual gains concept.

TRAINING OF TRAINERS PROGRAM

The remainder of this document outlines a proposed scale-out strategy for Ghana to expand the leadership competencies to local co-management committees. The alumni of the Leadership program will serve as the trainers/facilitators to the co-management committees. They need to combine the leadership competencies with high quality adult learning methods to achieve desired results.

OBJECTIVES

By the end of the Training of Trainers (ToT) course, participants will be able to:

- Form teams across organizations that will support one another in the revision and delivery of a fisheries leadership program for co-management committees.
- Develop fisheries leadership programs for three local fisheries co-management committees built upon the principles of adult learning methodologies and appropriate for the culture and audience to increase learning effectiveness.
- Transfer course ownership to a Ghanaian team to organize and deliver programs.
- Apply advanced facilitation skills to confidently lead sessions related to personal leadership.
- Create a draft training instructional plan for a future course that includes all of the dimensions covered in this course.

AUDIENCE

The ToT is designed for alumni of URI's Fisheries Leadership Program who are building the capacity of local stakeholders, specifically the pilot co-management committees along Ghana's coast. The trainers have a solid foundation in the core leadership concepts and techniques and now are seeking guidance on how to design and deliver a highly interactive and impactful learning experience.

METHODOLOGY

The ToT is based on the principles of adult learning with a focus on interactive activities, participants' needs and immediate options for application. The course provides opportunities for participants to practice skills within the course each day and to build on those skills over a series of engagements. The focus of the sessions will alternate between attention on individual skills and knowledge versus team workplans and curriculum drafts. ToT participants will be provided with modest long-distance coaching as they develop their instructional plans for a future training event. This extends the learning period and reinforces course lessons during immediate application.

CONTENT

The ToT is designed around nine modules with each module containing distinct sessions. The first four modules are basic training design and delivery competencies. Modules five through nine are content specific to fisheries leadership and would serve as the content and resources for designing a learning program. Details of modules five through nine are provided in a previous 2016 SFMP document that introduced the Fisheries Leadership curriculum: Ghana Leadership for Fisheries Management Course 2016: Report and Recommendations. http://www.crc.uri.edu/download/GH2014_SCI021_CRC_FIN508.pdf

Module 1 – Curriculum Design

Ability to design effective curriculum based on the needs of participants and the concepts of adult learning. Participants will be able to draft an instructional plan based on clear learning objectives.

Module 2 – Interactive Training Methods

Ability to use a diverse set of training methods to increase participation in the learning process. Participants will practice conducting energizers as well as adding interactive methods in their draft session plans.

Module 3 – Delivery

Ability to engage participants in a powerful and comfortable manner to achieve the most out of the curriculum. Participants will practice public speaking, delivering presentations and incorporating storytelling into their key messages to increase audience retention and focus.

Module 4 - Next Steps and Evaluation

Ability to implement a plan of action to apply the ToT skills to the next training course and to provide feedback on how to improve the ToT course.

Module 5 –Leadership Competencies

Ability to identify key leadership competencies and how to lead group exploration and practice.

Module 6 – Teamwork

Able to work as a team across organizations by understanding team dynamics, challenges and personality types to achieve results.

Module 7 – Conflict Management

Able to understand the roots of a conflict then apply mutual gains approaches to seek common visions and address each parties' interests.

Module 8 – Behavior Change

Able to apply good practices from behavior change methods that move stakeholders towards improved practices.

Module 9 – Fisheries Co-Management

Able to explain the concept of co-management and lead a committee through a fisheries planning process that then leads to high compliance.

MATERIALS

Basic training materials are required. In small groups most of the sessions can be delivered with flip charts and discussions. Each session plan includes details on materials, training activities and key messages. If field activities are incorporated into the design then logistics for site visits will be required – such as vehicles, boats, and food.

TIME

At least three days are required to quickly cover the first three modules and provide opportunities for participants to practice key skills. The ToT could be extended to provide more time for developing session plans and then practice delivering these sessions for peer feedback. Modules five through nine are summaries of content from the Leadership program and thus review for the alumni. If beginning with new participants then a full course to cover all modules would require at least ten days plus feedback once the participants begin to apply the skills on the job.

SESSION PLANS

Detailed sample session plans are available in the appendix to provide guidance in how to facilitate the sessions. It is imperative that a skilled facilitator be involved in the delivery of the course to maintain participant motivation, focus, energy and fun throughout. Subject matter experts can provide supporting roles to deliver key materials and respond to questions.

AGENDA

A sample agenda is provided on the next page (Figure 5). The modular approach allows facilitators to move sessions around to meet learning and logistical issues. In this case the instructional plan follows a chronological sequence. The colored agenda gives a nice higher level understanding of the flow of the course content and modules.

INSTRUCTIONAL PLAN

A detailed instructional plan is provided in Table 2. This was used to design the course before the production of course materials. Again, the module and session packaging of the course provides an easy means for adapting the course flow and content based on the participant needs.

RESOURCE MATERIALS

All of the course materials are available electronically by SFMP and the initial alumni trainers. This includes the handouts, presentations and reference materials.

Travel Day	Day 1	Day 2	Day 3	Travel Day
	Overview of Objectives	SESSION 2.2 Energizer	SESSION 2.2 Energizer	
	SESSION 1.1: Planning Your Next Training	SESSION 1.6: Designing Course Curriculum - Instructional Plan	SESSION 3.3: Presenting with Visuals	
	SESSION 1.2: Status of Training Styles			
	BREAK	BREAK	BREAK	
Resource Team Briefing	SESSION 1.3: Self-Assessment of Training Skills	SESSION 1.7: Organizing Session Content	SESSION 1.6: Course Curriculum (cont'd)	
	SESSION 1.4: Adult Learning Theory - the Basics			Travel Home
	LUNCH	LUNCH	LUNCH	
Participants Arrive	SESSION 1.5: Creating Clear Learning Objectives	SESSION 2.3: Introduction to Facilitation	SESSION 4.1: Finalizing Plans for Replication of Leadership Program	
	SESSION 2.1: Designing Interactive Sessions			
	BREAK	BREAK	BREAK	
	SESSION 3.1: Public Speaking	SESSION 3.2: Telling Stories	SESSION 4.2: Closing and Evaluation	
SOCIAL DINNER	DINNER	DINNER	DINNER	

ToT Modules are:				
1. Curriculum Design	2. Interactive Training Methods	3. Delivery	4. Next Steps & Evaluation	

Figure 5 Sample agenda for three-day ToT course.

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Table 2 Sample instructional plan for a three-day ToT course.

Module Focus/Themes	Sessions	Session Objectives	Methods	Materials	Time
Overview and Objectives – participants will work in teams to catalyze national capacity building institutions for coastal adaptation	Introductions and Overview of Course Objectives	- know the purpose of the course - explain the realities of changing their training style - Identify their national ToT Teams for future support	Hopes and Fears, Ice Breaker	name tags, binders	30 min
Module 1. Curriculum Design Ability to design effective curriculum based on the needs of participants	1.1 Planning Your Next Training	- Identify the timing, place and key participant groups at their next training course on climate change - Describe the overall goal of the course	Team Activity	Training Development Protocol	1 hour
	1.2 Status of Training Styles in Your Country	- Evaluate the Leadership Course: What worked well, what would you change and how? - Identify the style of training currently conducted in most courses - good, bad and must be changed	Brainstorming, buzz groups	Fisheries Leadership Curriculum	1 hr
	1.3 Self-Assessment of Training Skills	- Understand the variety of skills required to be an effective trainer/facilitator - Aware of their strengths and weaknesses	Self-assessment and discussion	Self-assessment quizes	1 hour

Table 2, continued. Sample instructional plan for a three-day ToT course.

Module Focus/Themes	Sessions	Session Objectives	Methods	Materials	Time
Module 1. Curriculum Design Ability to design effective curriculum based on the needs of participants	1.4 Adult Learning Theory: The basics	- Explain the principles of adult learning - Describe the steps in behavior change communication for individuals	Presentation, exercise	Session 2 in USAID ToT Manual	1 hour
	1.5 Creating Clear Learning Objectives	- Describe four major learning outcomes - Develop learning objectives for a training	Team Activity	Session 4 in USAID ToT Manual	2 hour
	1.6 Designing Course Curriculum	- Produce an instructional plan for an entire course - Sequence sessions to provide a clear flow to participants	Team Activity	Instructional Plan template and examples	3 hours
	1.7 Designing the flow of a Session	- Differentiate between instructional plans and session plans - Develop a session plan according to a provided template	Presentation, exercise	Session 9 in USAID ToT Manual	2 hours

Table 2, continued. Sample instructional plan for a three-day ToT course.

Module Focus/Themes	Sessions	Session Objectives	Methods	Materials	Time
Module 2. Interactive Training Methods Ability to use a diverse *set* of training methods to increase participation in the learning process	2.1 Designing Interactive Trainings	- Outline various common training methods according to knowledge, thinking skills, physical and attitudes - Use appropriate training methods for a session on training on relevant topic - Discuss the advantages, limitations, and tips for improvement of each training method	Brainstroming, Exercise	Session 6 in USAID ToT Manual	1 hour
	2.2 Icebreakers and Energizers	- Describe the types of ice breakers and energizers and the purpose they serve -Produce an energizer and relate it back to climate change context	Exercise - Each participant conducts their energizer	Jump Higher, mind riddles, hokey pokey, bum numbers, human knot, outward bound, straws,metaphors	2 hours
	2.3 Introduction to Facilitation	-Engaging the Audience as Heroes, Exploring Values, Attitudes and Debating	Discussion, exercise		1 hour

Table 2, continued. Sample instructional plan for a three-day ToT course.

Module Focus/Themes	Sessions	Session Objectives	Methods	Materials	Time
Module 3. Delivery Ability to engage participants in a powerful and comfortable manner to achieve the most out of the curriculum	3.1 Commanding Presence: Public Speaking	-Identify the key tips for being comfortable, controlling body language - -Deliver a short talk that is engaging	Exercise	Present for 1 minute by telling something about one self	2 hours
	3.2 Telling Stories to Make Your Message Memorable	- Incorporate stories into key messages to make them more memorable/meaningful - Show confidence when telling stories as part of training sessions	Exercise, Discussion	Present for 5 minutes using stories to highlight key message	2 hours
	3.3 Presenting with Visuals/ Powerpoints	- Deliver a well-organized and memorable presentation using visuals/ powerpoint	Presentation, exercise	PPT presentation and computer	2 hours
Module 4. Next Steps and Evaluation	4.2 Evaluation and Closing	- Reflect on key messages of course - Return home with motivation and focus - Evaluate the usefulness and effectiveness of course	Evaluation Form, Circle Time, Hopes and Fears Review	Evaluation form, Hopes and Fear papers from day 1	1 hour

LOCAL LEADERSHIP DEVELOPMENT PROGRAMS

This section summarizes the initial draft leadership program designs produced at the ToT by the three teams that will provide capacity development support to the co-management committees. These were quick drafts that need to be further refined with associated session plans to describe in detail how lessons will be conducted. This is similar to the instructional plan template used in the ToT. The teams will share materials and lessons across sites to model good leadership networking and systems thinking. Activities will be conducted between April and September 2017. The estimated budget to conduct these activities is 78,000 Cedi or USD$18,500.

CENTRAL REGION LEADERSHIP PROGRAM

Vision statement

To develop vibrant community leaders equipped with skills to spearhead fisheries management

Objectives/goals

- Build constituency that understands and support fisheries management
- To build the community capacity in facilitation skills and conflict management
- To strengthen community capacity to facilitate in voluntary compliance of the fisheries laws and regulations

Focal issues pertaining in the fishing industry: a case study in central region

ISSUES	COMMUNITY(IES)
SAIKO (Fish transshipment)	ELMINA, APAM
LIGHT FISHING	ELMINA, MOREE, KOMENDA, MUMFORD
THE USE OF CHEMICALS AND EXPLOSIVES	MOREE, ELMINA

Who is involved (early adopters)

- Boat owners
- Trawler owners
- Captains
- Crew members
- Fish mongers, traders and processors
- DCEs (exclude government representatives? Should be entirely fishers)
- Chief fisherman
- Landing beach committee
- Service providers
- Chiefs and elders
- Opinion leaders

How to identify the early adopters?

- Share vision with the stakeholders: face to face interaction
- Recommendation of early adopters by stakeholders based on shared vision
- Interaction with the recommended early adopters to suggest more adopters

First meeting with early adopters

- Invitation through letters and follow up with phone calls
- Share our vision
- Show heart touching video of issues in the fishing industry
- Discuss objectives/goals
- Ask for their opinions
- Assurance of a follow up meeting (on our plan programs)

Duration of meeting

Not more than three hours (a day's meeting) per day to allow members to do their other tasks.

Venue

Elmina, Sea View Hotel

Content/Issues of the Training Program

Training will be within 5 days: 3 days for the first week, 2 days for the 2nd week

- Development of shared vision together with the adopters: Vision should Centre around the cuttlefish fishery which feeds into a broader vision of marine fisheries management
- Build knowledge on leadership
  -Use visuals, verbal, role play, simulation games, videos

- Skill development
  - ➢ Communication skills
    How:
      - Getting everybody talk at meetings
      - Getting participant names and pairing them based on factors that are common to each pair to interact
      - Videos on how others are doing it
      - Use of incentives
  - ➢ Facilitation skills
    How:
      - Presentation on facilitation skill
      - Role play
  - ➢ Conflict resolution skills
    How: Simulation games. e.g orange or bottle of water

- Behavior Shift
  - ➢ Shift from blame to responsibility
    How:
      - Use colors to represent issues or blame
      - Let fishers pick all the blame according to what they think

- All selected blames put together and burnt: representing that no one is to blame
- ➢ Shifting from short term to long term
  - **How:**
    - Fishers will help with collection of cuttlefish eggs
    - Eggs are hatched in the lab
    - Hatched eggs return to the sea: stock replenishing

Recommendations

- Facilitation teams may fall on members from other teams with needed expertise
- Develop training materials that best suit the local level

Time lines for activities

Activity	Date
Get early adopters	March 2017
Initial training	April 2017
Developing of training materials	May 2017
Training	June 2017
Follow up activities	July to September 2017
1st, 2nd and 3rd meeting	Last week of March, 2017,
2nd Meeting	April 2017
3rd Meeting	May 2017

Team Members

NAME	INSTITUTION	CONTACT #
Nana Obrenu Dabumii	GCC	
Fiifi Robertson	GIFA	
Nana Jojo Solomon	GCC	
Jerome Deamesi	GITA	
Isaac Okyere	UCC	
Samuel Thompson	GIFA	
Matilda Ajakameh	FC	
Godfred Ameyaw	UCC	
Sheila Fynn-Korsah	UCC	

Budget

Table 3 Budget For Initial Event, Central Region

BUDGET FOR INITIAL EVENT			
ITEM	**UNIT COST (GHS)**	**QUANTITY**	**TOTAL COST (GHS)**
Venue	500	1	500
Refreshment	15	30	450
Transport	50	30	1,500
Stationary	100		100
TOTAL			**2,550**
PRE EVENT ACTIVITIES			
Meeting for 10 team members	50	3	1,500
Video documentary	2,000	1	2,000
Errands	500		500
TOTAL			**4,000**
MAIN EVENT			
Venue	1,000	5	5,000
Transportation for 30 people	50	5	7,500
Lunch and snack	40	30	6,000
stationaries ,Printing and Photocopies	1,000		1,000
Materials for simulation games	500		500
Post training activities	3,000		3,000
Total			**23,000**
GRAND TOTAL			**29,550 GHS**

PRA AND ANKOBRA LEADERSHIP PROGRAM

Goal

Building a team of leaders with the right knowledge and skills to promote co-management in the Pra and Ankobra.

Objectives

- To improve the knowledge of fisher folks on co-management
- Assign roles and responsibilities for early adopters
- To enhance the facilitation skills of selected fisheries leaders
- Promote collaboration amongst stakeholders
- To develop the advocacy skills of selected fisheries leaders

Who is involved (early adopters)

- Boat owners(4)
- Captain(4)
- Bosun (GITA, GIFA etc.)(4)
- Fishermen(4)
- Processors(5)
- Chief fishermen(5)
- Konkonhema (leader of fishmongers)(5)
- District Assemblies(4)
- Religious groups
- Landing beach committee(4)
- Traditional authority(4)
- FC(2)

What for

To transfer knowledge (move from '**I'** to '**We'**)

To change attitudes of fisher folks to think long term instead of short term

How

- Show short videos
- Have demonstrations
- Focus group discussions
- Organize interactive games that tell a story and gets everyone involved

When

- 4days x 6hours in the **month of June**

Where

Axim, Ankobra and Asanda together for one site and Sekondi and Shama at another site. They can meet for sharing later in the process.

Venue

Community centers – Shama

Agenda

How to start with an impact: role play/sketch to introduce the topic and end with old perception that needs to be addressed.

Table 4 Agenda in Pra and Ankobra Event

TIME	DAY 1	DAY 2	DAY 3	DAY 4
8:30am-9:00am	Registration	Registration and Recap	Registration and Recap	Registration and Recap
9:00am-10:00am	Fish game to open discussions (Move from blame to taking responsibilities, thinking long term instead of short term)	• Group discussion on co-management • Q&A	• Visioning • Leadership styles and qualities (skit) • Discussions	• Drama on advocacy • Discussion on effective communication • The whisper game
10:00am-10:30am	Breakfast			
10:30am-11:00am	Show videos/ short documentary on co-management initiative	• Role play	Poster presentation(Facilitation skills)	Develop an action plan
11:00am-1:00pm	• Experiences in Pra and Ankobra • Vision building and presentation	• Group discussion on co-management 2 – Strengths and weaknesses of committee • Q&A	Team building exercise (Yarn coil, tower building, bending stick)	
1:00pm	Lunch and closure			

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Team Members

Facilitators: Cephas, Theophilus, Sister-Hope

Organizers: Socrates, Adiza, Emelia

Energizers: Emelia**,** Sister-Hope

Scientific demonstration: Elizabet, Adiza

Minute and Report: Socrates and Elizabeth

Budget

Participants: 60

Table 5 Budget For Initial Event, Pra and Ankobra

ITEMS	, NO.	Unit Cost (cedis)	COST	Total Cost *4 days
Chairs	60	0.5	30	120
Tables	4	5	20	80
Venue	1	300	300	1200
Hiring of Generator	1	200	200	800
Stationary (Flip chart, posters, markers, Cardboard, Masking tapes, Sticky notes, A4 sheets, Envelop, pens, stamp pad, Scissors)	1	500	500	500
Yarn	1	15	15	60
PA system, projector			0	0
Toffees, Spoons, disposable cups			0	0
T&T	30	60	1800	7200
Breakfast	70	10	700	2800
Lunch	70	20	1400	5600
Water	70	2	140	560
Accommodation (outside location of event)	30	250	7500	30000
T-Shirts				
Flip chart stand				
Camera				
TOTAL				**48,920GHS**

DENSU ESTUARY LEADERSHIP PROGRAM

Vision

Empowering leaders to institute good fishing practices and promote co-management in the Densu Estuary and other marine communities in the Greater Accra region.

Goal

Building and empowering leaders with knowledge and skills to promote co-management of fisheries resources in the Densu Estuary.

Objectives

- To enhance the knowledge, skills and attitudes of stakeholders/early adopters in the fishing communities
- To facilitate the ability of selected community leaders in advocacy activities.
- To empower selected leaders in determining spoiled fish along the value chain.
- To enhance the abilities of leaders to impact on their communities (Densu estuary).
- To institute fisheries co-management culture in communities in Greater Accra region.

Who is involved (early adopters)

- Chiefs/Queen mothers/ Community elders.
- Head of fishmongers (Konkonhema).
- Chief Fishermen/Fishermen.
- Canoe Council.
- Executives of NAFTPA (National Fish Traders and Processors Association).
- District Assemblies/Local Government.
- Zonal/District officers of FC/MOFAD.
- Youth leaders.
- Beach volunteers.

What for/reason

To locate community leaders with requisite knowledge, skills and attitudes to collectively direct affairs in their communities to sustainably improve fish quality along the value chain

How

- Impacting on emotions by addressing social issues in videos/films/PowerPoint presentations/ role plays/demonstrations
- Assuring all that they are leaders/boosting their egos
- Meetings/Group discussions
- Warm ups/Energizer/Group games to depict collective involvement in solution of problems (win-win attitudes/mutual gains)
- Sharing individual experiences
- Building organizational capacities
- Seeing-is-believing tours in communities (visit to the Ada Clam harvesting sites)

When

Four (4) days including a trip to Ada Clam harvesting site

Where

Tsokomey: All stakeholders in Tsokomey and surrounding communities will converge for training

Community entry

Starting in May 2017 (specific date to be determined by DAA to suit their activities)

People to meet are the following:

- Chiefs.
- Queen mothers.
- Fish processor queens (Konkohema).
- Fishermen.
- Community elders.
- Youth leaders

First day: Trip to Ada Clam harvesting site

Second day: Ten (10) minutes Introduction of meeting with self-introduction/assessment by each leader, short video show on bad and good fish attributes

Agenda

Table 6 Agenda in Densu Estuary Event

Day	Time	Item	Facilitator
1	8:00 am- PM	Trip to Ada clam fishery	Margaret Ottah Atikpo
2	8:30 am – 8:40 am 8:40 am – 8:45 am 8:45 am – 8:50 am 8:50 am – 9:00 am 9:00 am – 9:20 am	Registration Opening Prayer Introduction of purpose Self-introduction and short video show Discussion on video show on oyster fishery	Kojo Ampratwum Edith Osabutey-Okumo Margaret Ottah Atikpo Participants/Facilitators Danny Nii Quaye, Wradi Borley
	9:20 am – 9:30 am	Coffee Break	
	9:30 am – 11:30 am 11:30 am – 12:30 pm	What is co-management? Why co-management? Composition of the co-management committee; Vision Building and group discussions Vision building and assigning roles and responsibilities	Nii Odametey, Seth Kedey, Nene Joseph Agama Participants
	12:30 pm – 1:30 pm	Lunch break/Departure	

3	8:30 am – 8:40 am	Registration	Danny Nii Quaye
	8:40 am – 8:45 am	Opening Prayer	Margaret Ottah Atikpo
	8:45 am – 9:45 am	Recap Day 1 activities/Fishing game on team building	Edith Osabutey-Okumo
	9:45 am – 10:45 am	Who is a leader? Role play on leadership qualities	
	10:45 am – 11:20 am	Energizer/Discussion	Participants/Facilitators
			Kojo Ampratwum, Wradi Borley
	1120 am – 1140 am	Coffee Break	
	11:40 am – 12:40 pm	Communication skills/Team building (Castle building exercise and Tug-of-peace)/Closing prayer	Danny Nii Quaye Kojo Ampratwum
	12:30 pm – 1:30 pm break/Departure	Lunch	
4	8:30 am – 8:40 am	Registration	Edith Osabutey-Okumo
	8:40 am – 8:45 am	Opening Prayer	Kojo Ampratwum
	8:45 am – 9:45 am	Recap Day 2 activities	Danny Nii Quaye, Margaret
	9:45 am – 10:45 am	Role play on Advocacy/Communication skills	Participants/Facilitators
	10:45 am – 11:20 am	Energizer/Discussion	
			Edith, danny
	1120 am – 1140 am	Coffee Break	
	11:40 am – 12:40 pm	Action plan for long term activities/Closing prayer	Margaret Ottah Atikpo Danny Nii Quaye
	12:30 pm – 1:30 pm break/Departure	Lunch	

Team Members

	Name	Organization	Tel. No.
1.	Edith Osabutey-Okumo	NAFPTA	
2.	Nii Odametey	GNCFC	
3.	Wradi Borley	NAFPTA	
4.	Kofi Amador	FSSD/FC	
5.	Nene Joseph Agama	GNCFC	
6.	Seth Kedey	GNCFC	
7.	Kojo D. Ampratwum	GITA	
8.	Danny N. Quaye	GITA	
9.	Margaret Ottah Atikpo	SFMP	

Budget

This estimate is based on 60 people for three days at Tsokomey and a field trip to Ada.

Table 7 Proposed Budget For Leadership Training Course

Proposed Budget For Leadership Training Course At Dftc For 60 + Ada Field Trip				
	No. of Units	Unit Cost	Line Total	Comments
T&T to Ada			1,000.00	Cost of bus hire for one day
Lunch & Snacks	60	30	4,800	Two coffee/snack break; one lunch for 3 days
Lodging (20 people for 3 nights	20	250	15,000	Lodging for 3 days
Canopy rental	9	100	900	3 pcs for 3 days
Venue - Chairs	180	1.5	270	60 pcs for 3 days
Venue - Tables	18	10	180	6pcs for 3 days
Transport	20	200	4,000	20 Lodging participants
Transport	40	25	1000	25 Non-Lodging participants
Dinner & incidentals for Lodging	20	40	800	
Stationery	60	20	1200	Flip charts, markers, note pad, file covers, Cardboard, Masking tapes, Sticky notes, A4 sheets, Envelop, pens, stamp pad, Scissors etc.
Printing of training manuals	60	10	600	
Preparation - Fuel, T&T	3	200	600	
Preparation - Communication	1	200	200	
Generator Rental	3	100	300	
T-Shirts	60	20	1200	
TOTAL				GHS32 ,050

APPENDIX of TOT SESSION PLANS

Below are draft session plans to help start the event planning process. Each of these session plans need to be modified for the context, participants and facilitators to ensure an effective learning experience.

MODULE 1: Curriculum Design

      SESSION 1.1: Planning Your Next Leadership Training

      SESSION 1.2: Status of Training in Ghana

      SESSION 1.3: Self-Assessment of Training Skills

      SESSION 1.4: Adult Learning Theory: The basics

      SESSION 1.5: Creating Clear Learning Objectives

      SESSION 1.6: Designing Course Curriculum

      SESSION 1.7: Designing the Flow of a Session

MODULE 2: Interactive Training Methods

      SESSION 2.1: Designing Interactive Trainings

      SESSION 2.2: Icebreakers and Energizers

      SESSION 2.3: Introduction to Facilitation

MODULE 3: Delivery

      SESSION 3.1: Commanding Presence: Public Speaking

      SESSION 3.1: Commanding Presence: Public Speaking

      SESSION 3.2: Telling Stories to Make Your Message Memorable

      SESSION 3.3: Presenting with Visuals/Powerpoint

MODULE 4: Next Steps and Evaluation

      SESSION 4.1: Finalize plans for owning the Leadership Curriculum

      SESSION 4.2: Evaluation and Closing

MODULE 1: Curriculum Design

SESSION 1.1: Planning Your Next Leadership Training

Introduction

Participants (pax) will learn about the purpose of the Ghana Leadership course and next steps for action at their community-based site.

Objectives

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

1. Identify the timing, location and key participant groups who will attend the next leadership training event
2. Describe the overall goals of the training which will guide the objectives and curriculum

Key Teaching Points

List your key teaching points. Ask participants at the end of the session what they learned; then compare.

- Follow a simple method to design your training to ensure meeting the learning needs of participants and your resource team is clear about purpose and roles.

Duration: 1 hour

Room setup needs (tables, chairs…): Have 4-5 groups of tables to fit each team around.

Resources: Session 3 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. OPTION to follow session 3 in the USAID ToT Guide. PAGES 25-29 (See electronic package for the document)	Lead Facilitator
40 minutes	**Team Activity** Hand out the Training Development Protocol worksheets and assign the teams to start working through the first section which asks about purpose of course, timing, location, participants. Don't go into objectives yet. Refer to the Ghana Fisheries Leadership introduction sessions for background on the state of fishing in Ghana and the leadership program. Have teams write out their details on large piece of paper for sharing later. Post them on a table/wall.	Training Development Protocol worksheets
10 minutes	**Discussion and Wrap Up** Have participants compare the types and goals of the trainings. Find commonalities and how goals and logistics will influence course design later.	Paper and markers

	Ask them if they are clear about: • how to start planning for a course Remind people where to access reference materials. Full detailed curriculum and sessions for the Ghana Leadership Course are available in the electronic package.	
	OPTIONAL MATERIALS FROM USAID GUIDE SESSION 3 **See the electronic folder for a copy of the USAID ToT Guide that includes these handouts and all others in the following session plans.** Handout 3.1: Steps in Planning a Learning Event Handout 3.2: Training Tasks and Responsibilities (before, during and after training) Handout 3.3: Training Action Plan Format	

MODULE 1: Curriculum Design

SESSION 1.2: Status of Training in Ghana

Introduction

Participants (pax) will reflect on how training is conducted now in Ghana and summarize the good and not so good aspects.

Objectives

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

1. Evaluate the Fisheries Leadership course – what worked well and what needs to change for your context.
2. Identify the style of training currently offered in most courses – good, bad, must be changed

Key Teaching Points

List your key teaching points. Ask participants at the end of the session what they learned; then compare.

- You can lead a change in how training is conducted. The current method is not always the best for participants.

Duration: 1 hour

Room setup needs (tables, chairs…): Have 4-5 groups of tables to fit each team around.

Resources: Fisheries Leadership Course Curriculum Binders

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time.	Lead Facilitator
40 min	**Team Activity: Evaluate the Fisheries Leadership Course** Ask teams to pick one of the modules from the Fisheries course. Review the session plans, objectives and activities. Identify what worked and what needs to be changed. Write up summary on front board in a single column. This should be a rapid exercise to get initial reflections and sharing. Ask each module review team to highlight 2-3 key points.	Fisheries Leadership Curriculum
15 minutes	**Status of Training in Country** Lead a roundtable discussion asking each person for one good or bad training skill/method that is often used in their country. Write them on the board. Ask for recommendations on how it could be changed going forward. Option to vote on top 3 things that MUST BE CHANGED/or widely adopted. Have participants vow to build their skills and change behavior. Consider offering sessions in ToT to practice.	Markers

MODULE 1: Curriculum Design
SESSION 1.3: Self-Assessment of Training Skills

Introduction

Participants (pax) will reflect on their current capacity to facilitate training courses and commit to improving specific skills.

Objectives

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

- Understand the variety of skills required to be an effective trainer/facilitator
- Aware of their strengths and weaknesses

Duration: 1 hour

Room setup needs (tables, chairs…): Have 4-5 groups of tables to fit each team around.

Resources: Fisheries Leadership Course Curriculum Binders

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time.	Lead Facilitator
55 min	**Activity: Self-Assessments** **Hand out the self-assessment forms on leadership and training. Ask each person to complete individually.** Once everyone has completed the forms. Together review and discuss the types of skills/knowledge that was included in the assessment. Generate some discussion on how useful these are or valuable to their context. Participants can keep their results private. Ask them to write down their greatest strength then also write down to of their weaker skills that they want to improve. Ask them to commit to improving them if possible at the ToT.	Self-assessment forms

MODULE 1: Curriculum Design
SESSION 1.4: Adult Learning Theory: The basics

Introduction

Participants (pax) will be introduced to the ideas of how to educate and train adults.

Objectives

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

- Explain the principles of adult learning
- Describe the steps in behavior change communication for individuals

Duration: 1.5 hour

Room setup needs (tables, chairs…): Open format.

Resources: Session 2 from the USAID/AED ToT in Methodologies and Principles of Adult Learning
Guide

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. You will be following the session plan from the reference USAID guidebook listed above.	**Lead Facilitator**
20 min	**Presentation – Behavior Change model** Show the model of the stages of behavior change. Emphasize that information alone is usually not enough to convince a person to change behavior. Discuss each stage and interventions to help people move through each stage. • Ask participants to close their eyes and think about a personal behavior they are trying to change (not an addictive behavior such as alcohol or tobacco). Ask them to identify at which stage they are and why. Ask what they think they will need to move to the next stage. • Divide participants into groups of four or five. - Ask groups to think about a time when someone told them what to do. - Ask them to think about how they felt. - Encourage group members to share their feelings. - Ask them to look for common themes or feelings. • Ask participants to think about a time when someone asked them what they wanted to do. - Ask them to think about how they felt in this situation.	**Session 2 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide Pages 15-24**

	- Encourage group members to share their feelings. - Ask them to look for common themes or feelings and compare the two experiences. • In plenary discuss the difference between how it felt to be told what do to and how it felt to be asked what they wanted to do. - Ask a few participants to share their feelings. - Write common themes on a flipchart. - Discuss how these experiences relate to communicating with community members - Ask: What is one way to get people to change their behavior? - How can we be facilitators when we counsel mothers? - Reinforce that this training focuses on facilitating behavior change.	
10 m	**Definition of behavior change communication** Behavior change communication (BCC) is any communication (interpersonal, group talks, mass media, support groups, visuals and print materials, videos) that fosters a change in individual, family, or community behavior. Behavior change theories share the idea that benefits motivate people to change their behavior and barriers keep them from changing or trying to change.	
40 min	**2.3.2 Principles of adult learning** **Needs assessment**: Determine what learners need to learn. Learning must address their needs and interests. Adults come to learning with **personal goals and objectives**, which may not be the same as those that underlie the learning situations. Find out what they expect.	**Session 2 for materials**
	Materials to use from the USAID Guidebook on ToT • Flipcharts, markers, and masking tape • Cards for writing adult learning principles • Handout 2.1: Stages of Change Model • Handout 2.2: Stages of Change and Interventions • Handout 2.3: Principles of Adult Learning • Handout 2.4: The Experiential Learning Cycle	

MODULE 1: Curriculum Design
SESSION 1.5: Creating Clear Learning Objectives

Introduction

Participants (pax) will practice writing clear and measurable learning objectives to support the goals of their training programs.

Objectives

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

- Describe four major learning outcomes/objectives
- Develop 4 learning objectives indicating outcomes.

Duration: 2 hour

Room setup needs (tables, chairs…): Open Format.

Resources: Session 4 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. You will be following the session plan from the reference USAID guidebook listed above.	Lead Facilitator
20 min	**Presentation – Definition of learning objectives** Learning or behavioural objectives describe the outcomes of specific training activities (Mager 1984; Tracey 1992). Learning objectives describe the expected behaviour of trainees or doers as a result of learning experiences.• In plenary discuss the difference between how it felt to be told what do to and how it felt to be asked what they wanted to do. - Ask a few participants to share their feelings. - Write common themes on a flipchart. - Discuss how these experiences relate to communicating with community members - Ask: What is one way to get people to change their behavior? - How can we be facilitators when we counsel mothers? - Reinforce that this training focuses on facilitating behavior change.	Session 4 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide Pages 30-37
10 m	Outcomes of learning objectives (Examples are provided of learning objectives applied to various topics.)	

20 min	**Learning objectives are useful** (Mager 1984; Tracey 1992)	Session 4 for materials
	Guidelines for choosing course content and training methods Basis of evaluating what participants have learned Guidelines for learners to help organize their own learning	
	Qualities of learning objectives see session.	
60 m	**Formulation of learning objectives**	Handout 4.1: Action Words for Learning Outcomes
	Because trainees should be the focus of each learning objective, objectives should be stated in terms of what trainees will be able to "know, think, do, or feel" as a result of the training. These categories of learning objectives are cognitive, thinking skills, psychomotor, and affective domains. A learning objective should have an opening statement, for example, "The participant will be able to (action verb)" and a content reference which describes the subject being learned.	Handout 4.2: List of Sample Learning Objectives
	Materials to use from the USAID Guidebook on ToT **Materials** • Flipcharts, markers, and masking tape • Handout 4.1: Action Words for Learning Outcomes • Handout 4.2: List of Sample Learning Objectives	

MODULE 1: Curriculum Design
SESSION 1.6: Designing Course Curriculum

Introduction

Participants (pax) will practice drafting instructional plans that provide a logic and flow to the sessions.

Objectives

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

- Produce an instructional plan for an entire course
- Sequence sessions to provide a clear flow to participants

Duration: 3 hour

Room setup needs (tables, chairs…): seating for teams.

Resources: Instructional Plan Template

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time.	Lead Facilitator
20 min	**Discussion – the Instructional Plan Template** Review the layout and purpose of the template. Show examples of the CCA Course and how it was used to keep the team focused on the flow and diversity of training methods. Ask participants how they currently develop their courses.	Instructional Plan Template and examples
120 m	**Design Your Course** Group pax in teams and allow them to start the instructional design process. Fill out the template from left to right. Don't worry about the training methods section at this time. Use flip chart paper and post it notes to brainstorm sessions then see if they can be clustered into modules. Work on the flow.	Flip chart paper, markers, small colored paper
20 min	**Sharing** Have a gallery session for everyone to review how others developed their sessions. Understand the logistics and context to appreciate the rationale behind the instructional plan design. Match groups up based on similar training topics of formats to allow for sharing and peer teaching.	

MODULE 1: Curriculum Design
SESSION 1.7: Designing the Flow of a Session

Introduction

Participants (pax) will practice outlining session plans with details based on their knowledge of facilitation and training methods for adults.

Objectives

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

1. Differentiate between an instructional plan and a session plan.
2. Develop a standard session plan according to the format provided.

Duration: 2 hour

Room setup needs (tables, chairs…): Open format.

Resources: Ghana Fisheries Leadership curriculum (Modules 5-8). Session 9 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. You will be following the session plan from the reference USAID guidebook listed above.	Lead Facilitator
25 min	**Brainstorm the meaning of "Session plan" and "instructional plan"** • Show examples of each. • In buzz groups of 3, have participants discuss some guidelines for developing a lesson plan. • Discuss and summarize in plenary.	Session 9 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide Pages 68-70
90 m	**Designing a Session Plan** Give participants the session plan format and ask them to develop session plans for their chosen session topic from the leadership program (Modules 5-8). Ask them to research the topic, select the audience, and use objectives, training methods, and audio and visual aids previously developed. ASK THEM TO USE THE SESSION PLAN TEMPLATE USED HERE or in the USAID book or another. Stay consistent. • Discuss and share in plenary.	Session plan template
	Materials to use from the USAID Guidebook on ToT • Flipcharts, markers, and masking tape • Flipchart, markers, and masking tape • Examples of a lesson plan and an instructional plan • Handout 9.1: Determining the Relevancy of Content	

MODULE 2: Interactive Training Methods

SESSION 2.1: Designing Interactive Trainings

Introduction

Participants (pax) will increase their knowledge of interactive training methods and apply them to session plans.

Objectives

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

1. Outline various common training methods according to knowledge, thinking skills, physical and attitudes
2. Use appropriate training methods for a session on training on relevant topic
3. Discuss the advantages, limitations, and tips for improvement of each training method

Duration: 2.5 hours

Room setup needs (tables, chairs…): Open format.

Resources: Session 6 from the USAID/AED ToT in Methodologies and Principles of Adult Learning
Guide

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. You will be following the session plan from the reference USAID guidebook listed above.	Lead Facilitators
25 min	**Training Methods Based on Category of Learning** Set-up 4 flipcharts throughout the room with a training method based on a category of learning: 1) Training Methods—Knowledge, 2) Training Methods—Thinking Skills, 3) Training Methods—Psychomotor Skills, and 4) Training Methods—Attitudes and Beliefs. • Divide participants into 4 groups and ask each group to go to a flipchart. • Give each group 5 minutes to write down the training methods that focus on the category in the title: knowledge; thinking skills; psychomotor skills; and attitudes and beliefs. • After 5 minutes have the groups rotate to the next flipcharts and write other methods that have not been written (some methods will overlap). • Rotate again until each group has had a chance to add to each flipchart. • Share results and discuss in plenary. • Ask the same groups to discuss the advantages and disadvantages of each method listed on their first flipcharts and tips for improvement.	Session 6 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide Pages 52-58

	• Discuss and share in plenary.	
90 m	**Selecting Training Methods** • Brainstorm the factors to take into consideration when selecting a training method • Ask the participant pairs to develop a training method to facilitate the session chosen by the team. • Have pairs demonstrate the different training methods in plenary. • Facilitate feedback and discussion.	
	Materials to use from the USAID Guidebook on ToT - Flipcharts, markers, and masking tape - Cards to write factors to take into consideration when selecting a training Method - Handout 6.1: Training Methods: Advantages, Limitations, and Tips to Improve - Handout 6.2: Training Techniques	

MODULE 2: Interactive Training Methods
SESSION 2.2: Icebreakers and Energizers

Introduction

Participants (pax) will learn how to use various ice-breakers and energizers to maintain participant focus and energy throughout a course.

Objectives

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

1. Outline various common training methods according to knowledge, thinking skills, physical and attitudes
2. Use appropriate training methods for a session on training on relevant topic
3. Discuss the advantages, limitations, and tips for improvement of each training method

Duration: 2 hours

Room setup needs (tables, chairs…): Open format.

Resources: Sample ice-breaker and energizer files in curriculum folder

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. Ask how you relax new groups using Ghanaian culture. Suggest they use some of the common community games.	Lead Facilitator
10 min	**Introduction to Ice-breakers and Energizers** Conduct an ice-breaker and energizer (select from any in the e-folder) or look online or design your own. After each one discuss the value and strategy behind the activity. Define the two types for the participants to understand. Ask pax for examples that they have done or participated in the past. Identify why they were quality experiences and memorable. Develop a short list of success factors in designing these activities. Use this for the next activity	Sample energizers and ice-breakers
10 m for each energizer x 20 participants	**Designing Energizers** Ask pax to design their own energizer that they must conduct with the class. We will have 2-3 people run their energizer during this ToT. Pax get to vote on the best energizers – have prizes for the top performers or have a prize for everyone and let the top vote earners pick first from the prizes. Have fun with this!	

MODULE 2: Interactive Training Methods
SESSION 2.3: Introduction to Facilitation

Introduction

Participants (pax) will practice basic skills in facilitating groups. For adult learning it is ideal for trainers to work as a team of facilitators. This section enables participants to improve training (in technical emphasis). The most important facilitation skill is the ability to listen actively. Participants feel valued when others listen to their comments, feelings, and beliefs.

Objectives

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

1. Outline effective facilitation skills to apply in the practicum.
2. Recall the negotiation skill: ALIDRAA.

Duration: 2 hours

Room setup needs (tables, chairs…): Open format.

Resources: Session 5 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. You will be following the session plan from the reference USAID guidebook listed above. DETAILED GUIDANCE IS GIVEN IN THE USAID ToT Guide.	Lead Facilitator
25 min	**Role Play - Facilitation** • Ask for 2 volunteers. • Ask 1 volunteer to role-play the facilitation of a group discussion on: The need to adapt to future climate change – in an inappropriate manner and ask the other volunteer to role play the group discussion in an appropriate manner. • Give checklist to the remaining participants to record their perceptions of the 2 role plays. • Ask participants to fill in their checklists to assess the facilitation skills. • Facilitate discussion and summary in plenary.	Session 5 from the USAID/AED ToT in Methodologies and Principles of Adult Learning Guide Pages 43-51
90 m	**Teaching by using Facilitation Skills** • Divide participants into 4 groups and give each group a written topic to discuss using appropriate facilitation skills. A facilitator should be present in each group. Depending on the content focus, topics can include: 1) What is climate change, 2) How storms will be worse in the future, 3) Acidification and reduced coral/fish health, 4) Adaptive Capacity of the community 5) how to measure erosion, 6) Assessing vulnerability of houses and so on.	

| | • Review together Handout 5.2: How to Teach a Skill | |
| | • Review listening and learning skills, and negotiation skills (ALIDRAA: ask, listen, identify difficulty, discuss, recommend, negotiate and agree on option, and follow up appointment). | |

MODULE 3: Delivery

SESSION 3.1: Commanding Presence: Public Speaking

Introduction

New trainers are often nervous about speaking in public or being in the spotlight. To ensure that tasks are carried out successfully, educators should not be asked to undertake activities that are beyond their limits.

Objectives

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

1. identify and practice skills in public speaking and facilitation.

Duration: 1 hour

Room setup needs (tables, chairs…): Chairs in circle.

Resources: Guidelines for ToT : A Curriculum Section 2 (on e-folder) - Detailed guidance is provided

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. You will be following the session plan from the reference guidebook listed above. DETAILED GUIDANCE IS GIVEN. The information below has been extracted from this guidebook.	Lead Facilitator
20 min	**Exercise – Public Speaking Skills** Process Tell participants that they are now going to focus on public speaking techniques. Discuss the major features of effective public speaking, such as: • Use of engaging and interactive techniques • Movement into and out of the audience • Use of gestures • Eye contact (of appropriate duration) • Modulation of intonation • Appropriate use of humor Practice these techniques as you explain them, and ask participants to watch closely. This allows the group to see how theory of good public speaking is actually applied. Then ask for feedback: 'How would you describe what I'm doing at this moment?' Make sure the main components of good public speaking are mentioned**.**	Guidelines for ToT Document pages 41-43

	After this, start a discussion about other factors that aid effective public speaking. Be sure to bring up the following areas: ▪ Use of storytelling as a technique to capture attention ▪ Caution about inappropriate use of slang terms or other unacceptable language ▪ Creation and maintenance of a safe learning environment for the audience ▪ Ways to respond to incorrect answers from the audience **Closure** Tell the participants that they will receive feedback on how they use their public-speaking skills throughout the training session.	
40 m	**Exercise – Sixty Seconds of Fame** **Process** Explain that each participant will be given 60 seconds to speak to the group about anything she or he would like. Tell the participants that: 'At the end of the 60 seconds, I will start to applaud to show appreciation for your effort. Don't be alarmed if you are in mid-sentence. My applause will be the signal for everyone else to begin applauding, which will show positive appreciation for your effort. During your 60 seconds, you can do whatever you want. However, even if you stop speaking, we will not begin to applaud until your 60 seconds are over. It is the job of everyone in the group to give each speaker their undivided attention and delighted, enthusiastic interest. Please do not interrupt any speaker in any way at all. Do not try to rescue them in any way. We should applaud as loudly for the last person as we did for the first, and for everyone in between.' Ask the first person to begin; after 60 seconds, even if she or he is in mid-sentence, you should begin applauding. You may sometimes have to remind the group to remain silent while a person speaks and to give every speaker their undivided attention. Also remind them to wait until you give the signal before they begin clapping. **Closure** After everyone has had 30 seconds to speak, lead a group discussion in which participants talk about how they felt doing the exercise. Which speeches best displayed effective public-speaking skills? How can these skills be applied to peer education training?	

MODULE 3: Delivery
SESSION 3.2: *Telling Stories to Make Your Message Memorable*

Introduction

Participants will learn about the importance of using a story framework to organize their ideas and deliver memorable sessions with a focused key message.

Objectives

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

1. Have a basic understanding of the purpose of storytelling in their profession
2. Have rudimentary skills in how to craft and tell "their" story

Duration: 2.5 hours

Room setup needs (tables, chairs…): Have 4-5 groups of tables to fit each team around.

Resources: Storyboard template, Message Box and/or the three boxes method

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time.	Lead Facilitator

10 min	**Introduction - Why Stories**
	
	● How long have people been telling stories? (Since before the spoken or written word, i.e. told stories in pictures before words)
	● Why do you think people have felt the need to tell stories?
	  - a way in which we pass down information from one generation to another
	  - a way to engage the imagination of a reader or listener
	  - a way to "warn" us in a way that we will listen to what could be the consequences of our action
	  - TODAY, because there are many voices asking for the limited discretionary $$ of donors, and many voices asking for the limited time of stakeholders to get involved….. so your story needs to be compelling
	● When to tell a story – whenever, and for you all during these three weeks
	How to tell a story – simple steps and I will walk you through
		Flip chart and markers

30 min	**Parts of A Story** ▪ Beginning,-what, where, who, why – focus on main characters, dilemma or choices ▪ Middle – reasons, challenges, process – make it personal. Power of 3 – people only remember 3 messages at once ▪ End. – resolution, conclusions, thought-provoking finish	Beyond Bullet Points Storyboard Template, Message Box, Three Boxes

	Write this on Flip Chart	
	Strong Openings and Closings	
	2-3 minutes of a person's attention at first.	
	Interesting Open - use props, questions, sounds, taste, smell…	
	Quickly tell people why they are listening to you and what you want to tell them	
	In the middle tell a story to support your key message	
	Strength of 'In closing…" People wake up	
	End strong with a specific question or statement to support message …not 'TY or questions anyone?'	
	There are three simple tools available that can help you design a clear story and weave it into a focused message. These can be used for making a presentation to donors, your boss or community members. The presentation can be verbal, powerpoint or a written document. They all share the skill of organizing your message for the reader to understand it and feel connected.	
	Review the three tools and provide examples of how each could be used. Discuss the differences between the tools.	
	KEY POINT – Your entire presentation/talk should be organized into a story format AND you should tell personal stories within to support your key points!	
60 m	**Exercise Creating a Powerful Story**	
	Pax will select one of the tools presented above and apply it to one of their session plans developed earlier in the course. Pax can work on a longer 20 minute presentation and then see if they can summarize the key points in five minutes (for the next exercise). The Story Board Template offers a method to scale up or down in time.	
	Trainers should review the pax outlines and give critical feedback to the draft.	
50 m	**Exercise: Tell Your Story**	
	Pax should create teams of three. Then each person is to present or tell their story (a five minute version) to the other members of the triad. A trainer should be in each group to provide critical feedback.	
	Pax should feel comfortable about how the tools focus their message. Then secondly try to energize the message by telling a personal or emotional story that exemplifies the key points.	

MODULE 3: Delivery

SESSION 3.3: *Presenting with Visuals/Powerpoint*

Introduction

Participants will learn the key skills in how to present and use powerpoint.

Objectives

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

1. Deliver a well-organized and memorable presentation using PowerPoint
2. Understand the importance of professional skills in public speaking such as opening and closing statements, body language, voice control and eye contact
3. Identify appropriate uses of visual aids and how to increase audience retention and application through proper visual aids

Duration: 2.5 hours

Room setup needs (tables, chairs…): PPT and computer

Resources: PPT and computer, tip sheets, templates

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time. Ask – **Do you often struggle to communicate ideas, importance of a topic or focus a message?** DO YOU FREEZE UP WHEN HAVING TO STAND IN FRONT OF THE AUDIENCE TO PRESENT? Play devils advocate with candidate responses to highlight the value and importance of communication in all that they do. Ask one or two people to share their experiences. ▪ Scientists to Management ▪ Between supervisors and staff ▪ Management and Policy Makers ▪ Management and Stakeholders ▪ Communication can increase support, understanding and funding ▪ Improve your presentation skills- message, delivery and visually Explain that we will focus on presentation skills that can be applied to formal and non-formal conversations. They are encouraged to apply these new skills to their case study presentations.	Lead Facilitator

optional	**Lecturette on Storytelling** (skip if a repeat of Session 3.2)	PPT
	Ask candidates of what types of presentations they make and how often. Highlight that presentations can be formal or informal but they all share key ingredients.	
	Ask who tells the most memorable messages or lessons- storytellers and movies. What do they share?	
	▪ Beginning,-what, where, who, why – focus on main characters, dilemma or choices ▪ Middle – reasons, challenges, process – make it personal. Power of 3 – people only remember 3 messages at once ▪ End. – resolution, conclusions, thought-provoking finish Write this on Flip Chart	
	Strong Openings and Closings	
	2-3 minutes of a person's attention at first.	
	Interesting Open - use props, questions, sounds, taste, smell…	
	Quickly tell people why they are listening to you and what you want to tell them	
	In the middle tell a story to support your key message	
	Strength of 'In closing…" People wake up	
	End strong with a specific question or statement to support message …not 'TY or questions anyone?'	
10 min	**Discussion on Body Language**	Tip Sheet and PPT
	Voice – project your voice, move closer if necessary, UMMMs	
	Eye contact – connect with people	
	Body movements – hands, hair, coins in pocket – safety tool?	
	Stance – avoid hiding behind podiums, slow walk, face forward, ask for tech help if computer is in bad location.	
	DO NOT LOOK AT THE BIG SCREEN ON THE WALL. YOU KNOW WHAT THE SLIDE SAYS. FACE YOUR AUDIENCE TO KEEP THEIR ATTENTION ON YOU! (look at your laptop if you need a reminder).	
20 m	**Presentation on Beyond Bullet Points Method**	PPT and templates
	▪ Ask candidates for the best and worst of PPT --- List on flip… take a vote on whether we need PPT or not? ▪ Explain the purpose of visual aids, speaker is the main communication tool. Everything else is to help and not distract. ▪ Show research on impact of poor visual aids-retention, apply HERE are some of the major points –	
	• KEEP TEXT TO A MINIMUM ON SLIDES • ONE IDEA PER SLIDE! • MAKE A KEY POINT IN YOUR SLIDE TEXT HEADER (don't use subject headings like objectives or lessons, that doesn't say anything).	

	Explain the BBP method and how it combines the best of storytelling with visual aides. Show example. Show how to use the template to make slideshow.
	
	    1. Create story
	    2. Make slides
	    3. Add images at end
	
	Explain that this is just one method that could help. Optional to use in the Event. But candidates will be assessed for their ability to properly present a compelling message and use visual aides appropriately.
	
	Handout Tips Sheet	

5 min	**Wrap Up** Remind pax of the importance of communicating in all they do. BBP method is optional. Use the rest of today to improve and practice their presentations. Buddy up to practice.	
80 min	**PRACTICE** Pax should work on taking their draft session plans from previous sessions or their storytelling from session 3.2 to prepare a short five-minute presentation with powerpoint. Work in triads to support one another and to present. IT takes time to produce a quality presentation. Pax should be given this task as a night time assignment so they can prepare and practice. If time is limited then just ask people to outline a short and simple talk or use an old presentation and fix it up based on the tips given in this session. The skill here is to combine good body language with the skill of using multimedia (PPT). Remember the audience wants you to do well so don't focus on minor mistakes. But it helps your audience act on your message if you are clear and powerful.	

MODULE 4: Next Steps and Evaluation

SESSION 4.1: *Finalize plans for owning the Leadership Curriculum*

Introduction

Participants will work with their training teams to finalize plans for replicating the Ghana Fisheries Leadership course materials to suit their local context.

Objectives

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

1. Finalize plans for their next course offering
2. Describe their national strategy to establish a trainers network for fisheries leadership

Duration: 1 hour

Room setup needs (tables, chairs…): Have 4-5 groups of tables to fit each team around.

Resources: Fisheries Leadership Course Curriculum Binders

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time.	Lead Facilitator
20 min	**Final Plans for Next Course** Ask pax to regroup into their teams to update their instructional plans and Training Course Development Summary (protocol) sheets. Identify the next steps for each team member and due dates.	
30 min	**Discussion on National Leadership Facilitators/Alumni Network** Allow pax to discuss the options for establishing national training teams that can provide resources and services to others addressing fisheries in Ghana. How can teams share progress across the community-based fisheries sites?	

MODULE 4: Next Steps and Evaluation
SESSION 4.2: Evaluation and Closing

Introduction

Participants will evaluate the ToT for future improvements.

Objectives

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

1. Reflect on key messages of the course
2. Return home motivated and focused
3. Evaluate the usefulness and effectiveness of the course

Duration: 1 hour

Room setup needs (tables, chairs…): Open Format

Resources: Evaluation forms

Time	Activities	Resources
5 minutes	**Introduction** Review the objectives and session time.	Lead Facilitator
20 min	**Hopes And Fears Review** Or other exercise to allow for reflection. Use the papers from Hopes and Fears if done on first day. Or consider pax identifying areas that they have grown during the ToT and ask them to write a post card to themselves promising to work on select skills. Mail them in 3 months!	Hopes and Fears or Postcards
30 min	**Evaluation** Hand out the evaluation if not done so already and give people quiet time to reflect and evaluate the course. Collect all papers before moving on.	
10 min	**Motivation** Conduct a short motivational activity to raise spirits. Do what is locally appropriate. A poem, a song, a dance. Consider moving all chairs into a tight circle and let each person share something that they think or see differently based on the course. Remind people to stay connected through the SFMP WHAT'S APP platform and to attend the next Ghana Fisheries Leadership Alumni Retreat.	