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Fish for Livelihoods

Good Post-harvest Practices for Fresh Fish Trading



Project



GOOD POST-HARVEST PRACTICES FOR FRESH FISH TRADING

FACILITATOR GUIDE

Contents

ACKNOWLEDGEMENTS

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ACKNOWLEDGEMENTS

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Fish for Livelihoods aims to increase fish production, labor productivity, food availability and fish consumption especially for women and children from vulnerable households. It will provide opportunities for entrepreneurial activities in small-scale aquaculture systems, and promote social behavioral change messages that direct home production and market purchases toward nutrition conscious household decisions. The activity is implemented in Magway, Mandalay, Sagaing, Kachin, Eastern Shan and Southern Shan through BRAC, KMSS, MFF, PACT, Inle Lake Authority and the Pekhon Lake Committee.

The Myanmar Sustainable Aquaculture Program (MYSAP), funded by the European Union (EU) and the German Federal Ministry for Economic Development and Cooperation (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH has the following objective:

Support the sustainable intensification of the aquaculture sector, thereby realizing its potential for food security, nutrition and sustainable livelihoods.

MYSAP is promoting small-scale aquaculture and improved human nutrition in three townships in Shan State and the Sagaing Region of Myanmar through its inland component MYSAP Inland which is being realized by WorldFish under a GIZ grant agreement, with Ar Yone Oo, BRAC Myanmar and Malteser International as sub-contracted implementing partners.

Asper Consulting Limited wishes to express their thanks to the participating fresh fish vendors, the staff of the non-government organizations Ar Yone Oo, BRAC Myanmar, Malteser International, KMSS Pekhon and MYSAP Inland and Fish for Livelihoods project team for their support and feedback during the virtual testing of the Facilitator Guide on Good Post-Harvest Practices for Fresh Fish Trading. This feedback has been incorporated into Myanmar and Big Shan language versions of the facilitator guide that MYSAP and USAID has also supported.

INTRODUCTION

What is the guide about?

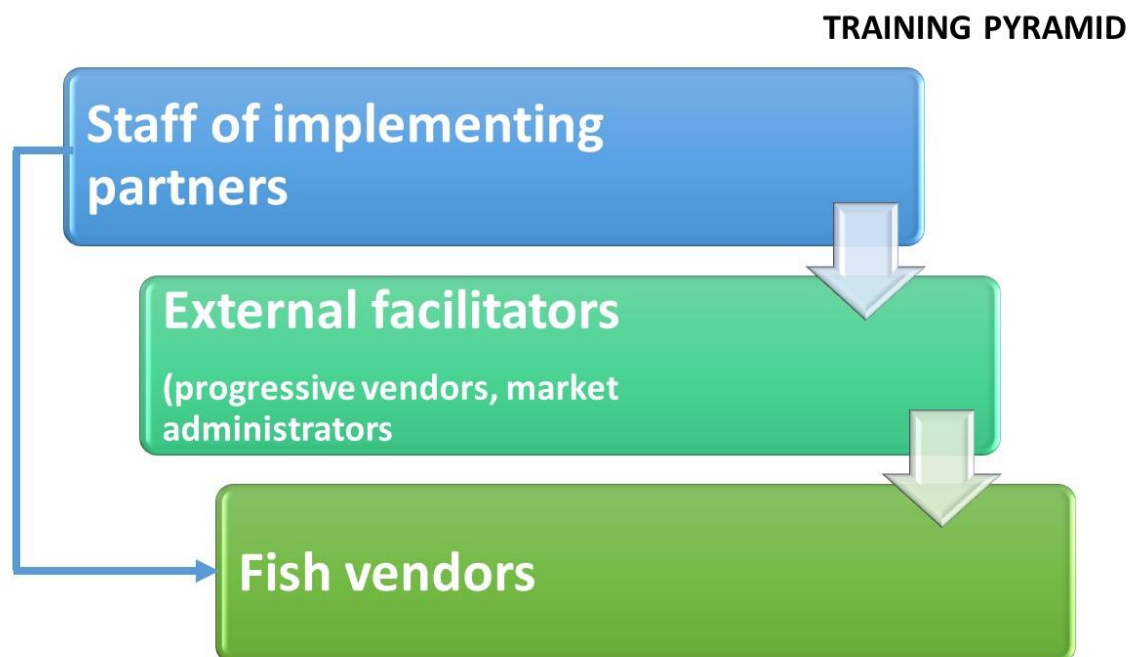
To address food and nutrition security in Myanmar, Fish for Livelihoods activity is promoting integrated agriculture-aquaculture with vegetable and fruit production on pond embankments, fish culture in small-scale fish ponds and providing training on the benefits of eating fish and improved diet diversity. Fish for Livelihoods activity is also supporting post-harvest training and extension activities including; food safety, preservation, and value added processing of fish. These interventions aim to reduce post-harvest loss and spoilage, and to provide fish that is safe for consumers as well as increased income through value added fish products.

This guide provides detailed information on how to facilitate best use of the Good Post-Harvest Practices for Fresh Fish Trading. This guide contains step-by-step descriptions of the learning activities including key messages to be shared to participants.

Key objectives of the training are to empower women and men fish vendors:

- To improve the quality of their fish to help them improve their incomes from sales
- To enhance their ability to provide safe and fresh fish to consumers.

Who is this guide for?



The guide is designed to be used by facilitators as guidance for conducting training on Good Post-Harvest Practices for Fresh Fish Trading. There are two levels of facilitators, namely:

a) Staff of Implementing Partners

- Train facilitators who will lead the training for vendors
- Provide direct training to target groups
- Support vendor-facilitators when conducting roll-out training.

b) External facilitators comprised of progressive vendors and market administrators

- Train and mentor fresh fish vendors.

One facilitator may deliver the training in its entirety, or two or more facilitators may choose to deliver the training together. Regardless of the number of facilitators, it is critical that they be familiar with the material.

How is the guide structured?

The training for target groups (fish vendors) consists of four sessions:

- Session 1: Good Post-Harvest Practices = Good Business
- Session 2: Quality Fish is in Your Hands
- Session 3: Ice for Profit
- Session 4: Clean and Attractive Work Places for Good Business

The training of facilitators consists of the above mentioned four sessions and a fifth session entitled, "Roles of the Facilitator and Facilitation Techniques".

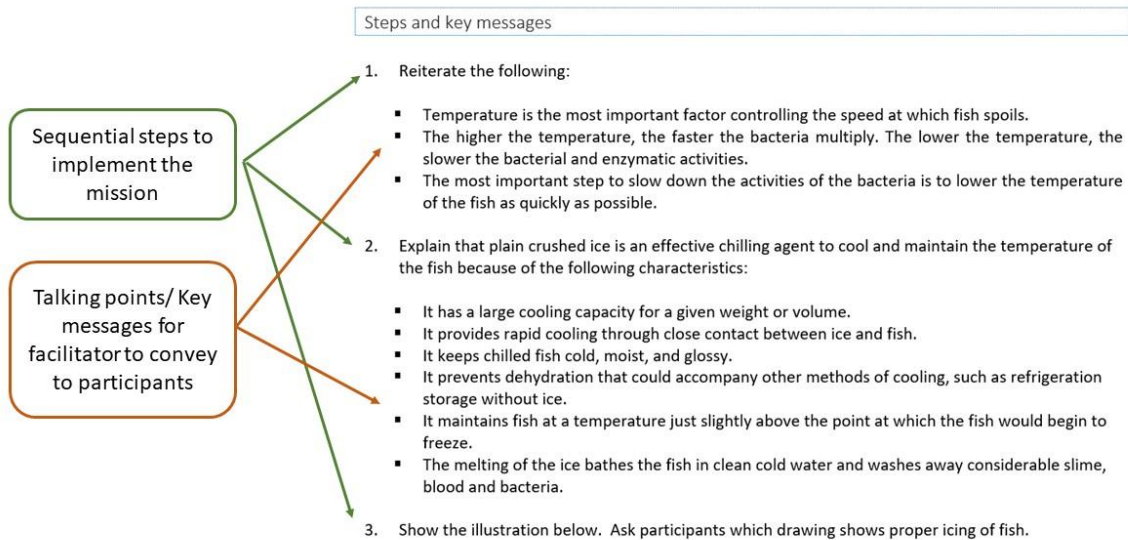
The guide for each of session contains the following:

Objectives: A description of key results the facilitator and participants should strive to achieve for in each session.

Materials: List of materials needed for the session. This will be provided by the Fish for Livelihoods.

Duration: The average estimated time required to complete the session. It can vary (longer or shorter) according to the learning aptitude and enthusiasm of the participants, previous knowledge and/or experience, etc.

Steps and Key Messages: A step-by-step description on how to facilitate the session. The bulleted texts are talking points for the facilitator to say.



Sessions and estimated duration



Training for vendors may be conducted for one full day or it can be spread out over 4-5 days of 1.5 to 2 hours per day.

Session 1: GOOD POST-HARVEST PRACTICES = GOOD BUSINESS

Objectives

After the session, participants will have:

- Recognized the importance of good post-harvest practices for improving the profitability of their business.
- Developed an understanding on why and how fish gets contaminated and spoils.

Materials

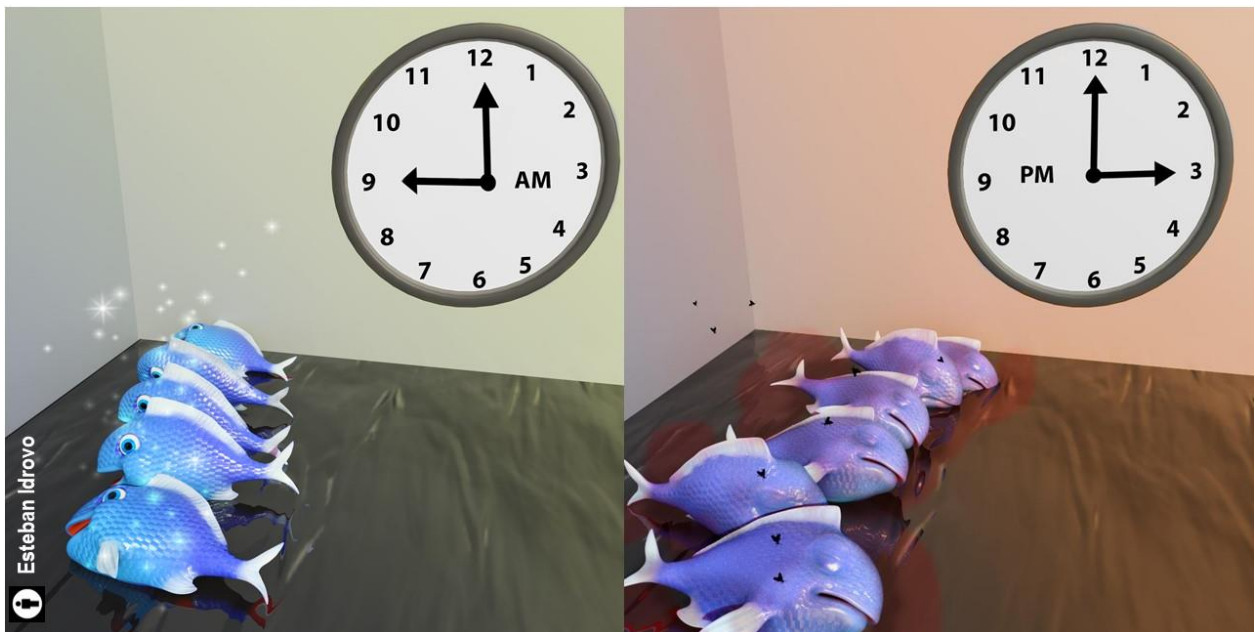
- Illustrations/Pictures – either in slide presentation or vinyl. A vinyl is more practical if training will be conducted by progressive vendors.
- Stickers

Duration

90 minutes

Steps and key messages

1. Show the illustration below. Ask participants to describe what they see.

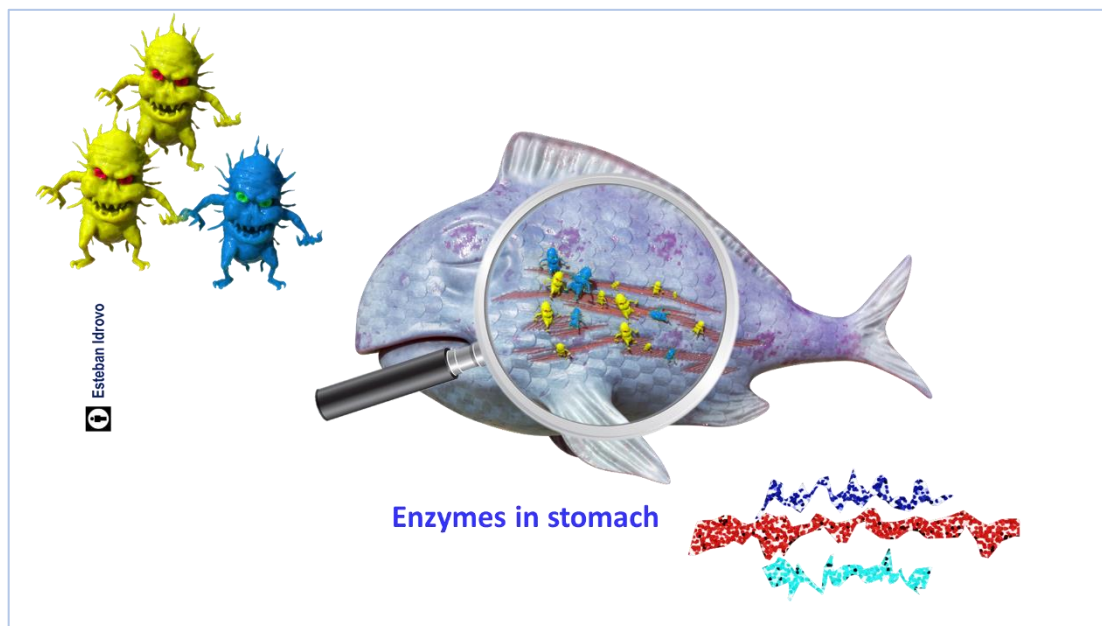


2. Build off from responses to explain:
 - A fresh fish is one whose original characters remain unchanged.
 - Spoilage of fish begins as soon as the fish dies. After fish die, changes take place which cause the fish to change color, change taste, produce smells and go soft. These things are used to judge the quality of fish and its influence on price.
 - Fish spoils quite rapidly when exposed to high ambient temperatures and poor handling.
 - Once the quality of the fish is allowed to deteriorate, it can never be regained.
3. Ask participants, “What are the bad effects on their business when quality of fish deteriorates?”
4. Summarize the responses of participants to explain that protection of fish against quality change through good post-harvest practices is very important in terms of income and consumer safety.
 - Helps maintain their price throughout the day. Damaged fish or fish that show signs of spoilage is sold for a lower price than that which would have been achieved if the fish were of “best quality”.
 - Fish will stay longer in good condition, which means that you do not have to rush to sell the fish at reduced price before they become totally spoiled.
 - Protects customers from getting sick, caused by eating not so fresh fish.
 - Promotes good health. Deterioration in quality of fish also means loss of nutrient value.
5. Show the picture and ask participants to identify practices that can potentially cause quality deterioration and ultimately may reduce their profit. If using vinyl, give stickers to the participants for them to mark the practices.



Answers: (i) fish directly on ground; (ii) rough handling of fish; (iii) non-use of ice; (iv) possible contamination from garbage; (v) possible contamination from fumes of truck; and (vi) stepping on fish

6. Tell participants that above bad practices accelerate the activities of bacteria and enzymes which are the major causes of quality deterioration. Discuss using the illustrations:
- Bacteria or germs are on the outside of the fish and in its stomach. Enzymes are chemicals in the fish found in the stomach, meat or muscle of the fish. They are like acid and make the fish go soft. Enzymes are used by the fish when it is alive to digest its own food in its stomach.
 - After the fish dies, bacteria and enzymes continue working and digesting the fish unless something is done to stop them. The following are some ways to reduce number of bacteria and enzymes in the fish or slow down their activities: (i) wash with clean water; (ii) use ice – this is the best way; and (iii) remove the stomach of the fish.

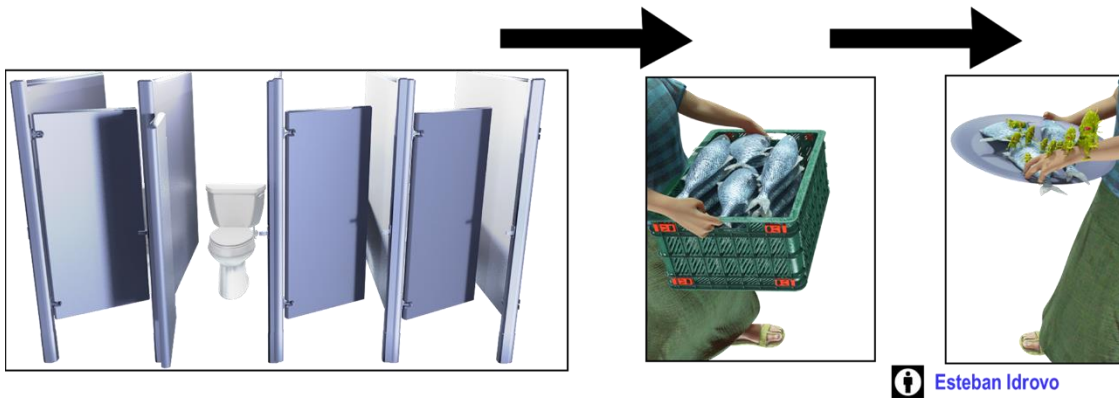


7. Ask participants to identify carriers of bacteria in the picture.



Use the illustration below to summarize the responses of the participants highlighting the following:

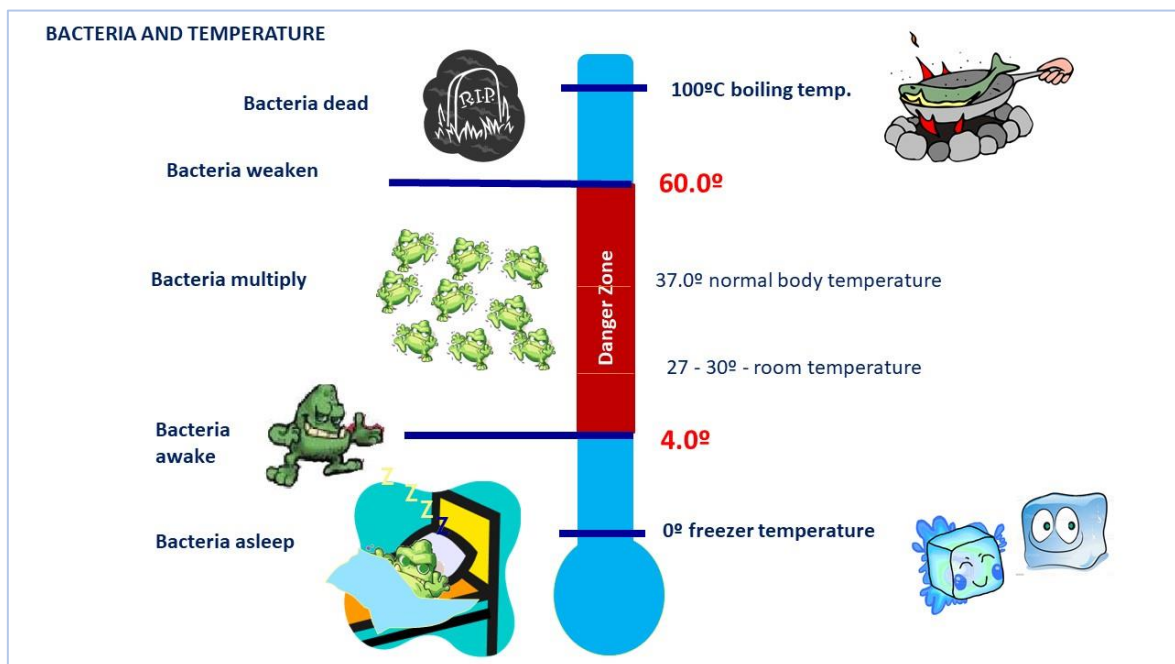
- Bacteria are found everywhere especially in dirty places.
- If fish comes into contact with anything in dirty places, then more bacteria are added to the fish and, thereby, increase the risk of fish going bad or becoming spoiled.



8. Ask participants what they think are the most favorable conditions for bacteria to survive and grow.

9. Discuss the illustration and highlight:

- Bacteria like wet or moist places. They survive on food such as fish or waste food. Bacteria grow quickly at warm temperatures.
- Warm temperatures and wet and dirty places are ideal environment for bacteria.



10. Ask the participants, "What things do bacteria not like or what will slow down the activities of bacteria or even kill them?" Summarize responses:
- Bacteria generally do not like hot or cold temperatures. Hot temperatures (above 60 degrees Celsius) will kill most bacteria. Cold temperatures (below 4 degrees C) will generally slow down their activity. Bacteria do not like ice as it, "puts them to sleep". Cooking fish kills bacteria.
 - Bacteria do not dry conditions, low humidity and low moisture. That is why dried smoked fish hygienically prepared and stored keep a long time as the bacteria have been killed by heat from the fire and there is very little water left in the fish for the bacteria to use.
11. Ask participants to give examples of "bad handling" of fish and the effect that this has on fish quality and price. Use the illustration below to explain:
- Bad handling of fish accelerates spoilage and/or makes the fish unattractive to customers. Ultimately, it affects the price at which the fish can be sold to customers. Bad handling results to losses to both vendors and consumers.
 - Mishandling of whole, fresh fish can cause blood vessels to break and bruising. Blood also can seep into the flesh of fresh whole fish when they are picked up by the tail. The weight of the fish can separate the backbone and break major arteries which still contain blood even though the fish may have been gutted. Bruised fish flesh has a stronger "fishy" taste and odor.
 - Physically damaged fish allows inner bacteria and enzymes to penetrate other parts of the fish thus causing further spoilage. Other bacteria from the surrounding environment can also penetrate the fish through broken skin, enhancing the spoilage. Such damaged fish is unattractive to customers and hence, selling price will also be reduced.
 - Fish flesh exposed to the air will dehydrate. This loss of fluids decreases the net product weight and negatively impacts on texture and color.



12. Wrap up the session by reminding participants that protecting fish from risk of contamination and preventing growth of bacteria to undesirable limits are among the main ways to maintain or improve profit from fish trading.

Session 2: QUALITY FISH IS IN YOUR HANDS

Objectives

After the session, participants will have:

- Acquired knowledge on personal hygiene practices to prevent fish from becoming contaminated.
- Understood the link between good personal hygiene and contamination of fish with disease causing bacteria.
- Learned good handwashing techniques and its importance in stopping spread of harmful bacteria or germs.

Materials

- Illustrations/pictures - either power point slides or vinyl
- Glitter
- Lotion
- Soap
- Water
- Meta card or post it note/sticky notes
- Pentel pens

Duration

90 minutes

Steps and key messages

1. Ask participants, "What is personal hygiene, and why it is important in maintaining good health of both their bodies and businesses?" Summarize responses:
 - Personal hygiene refers to one's cleanliness habits, - clothes, hair, hands - everything.
 - Good personal hygiene is one of the best ways to protect oneself from getting sick. It prevents the spread of viruses and bacteria causing common colds, flu, pneumonia, and COVID-19.
 - By keeping clean, one can help prevent bacteria and dirt getting onto and into fish and from contaminating the fish.
2. Conduct the glitter exercise.
 - a) Ask for five volunteers. Request them to stand up in front of the class.
 - b) Request the volunteers to show their hands to the participants.
 - c) Ask the participants if they can see any bacteria on the volunteers' hands. Explain that bacteria cannot be seen by the human eye.
 - d) Put a few drops of lotion on the palm of the volunteers. Ask the volunteers to rub their hands together to spread the lotion evenly.
 - e) Show the participants the glitter. Explain that the glitter will serve as the bacteria.
 - f) Place a pinch of glitter in the palm of one hand of the volunteers. Ask the volunteers to clasp their hands together (to simulate touching the hands of another person). Request volunteers to raise his/her palms.
 - g) Ask participants, "What do they notice?" This shows that bacteria spread from people to people through their hands.
 - h) Ask volunteers to grasp a glass or cup. Ask participants, "What do they notice?" This shows that bacteria can be spread via everything touched by dirty hands or when placed in a contaminated container.
3. Emphasize that personal hygiene especially hand hygiene is extremely important to prevent the spread of bacteria.

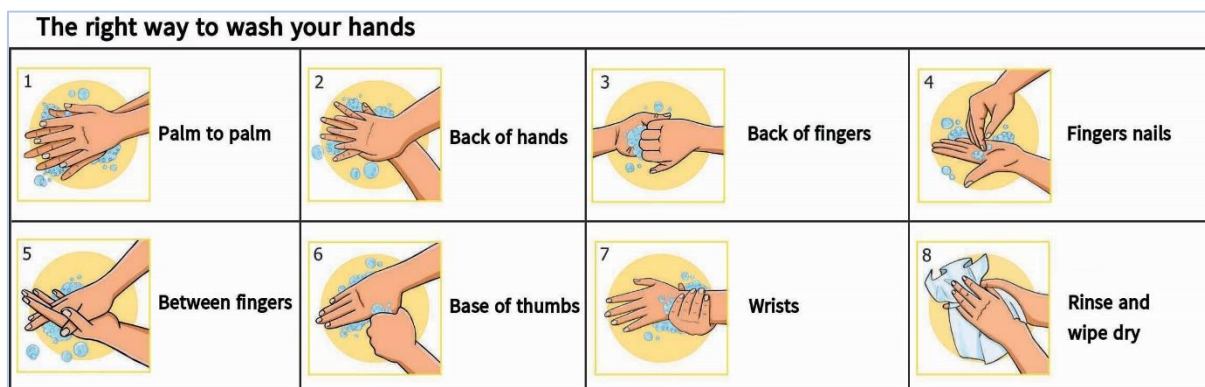
4. Ask participants when they should wash their hands. Summarize responses highlighting those mentioned in the illustration:

- Before and after handling the fish.
- After visiting the toilet.
- After coughing or sneezing.
- Before, during, and after you prepare food.
- Before and after eating.
- When hands are visibly dirty.
- After using chemicals.
- After handling garbage.
- After handling objects (tools, crates, baskets, etc.) touched by others.



5. Explain:

- Regular hand washing with non-anti-bacterial plain soap removes bacteria and viruses by physical/mechanical means.
- Plain soaps act as a detergent and can help remove loosely adherent bacteria and viruses.



6. Show the illustration of proper hand washing. Ask for a volunteer to demonstrate the steps. If a washroom or sink is available, it is recommended to do an actual demonstration. Provide guidance. If possible, let all the participants perform the hand washing steps.
7. Give each participant one meta card or sticky note. Ask each participant to write one good personal hygiene practice that should be observed by vendors. Request participant to post their sticky note. Similar answers should be posted near each other.
8. Go through the answers. Highlight the following:
 - Wear clean clothing.
 - Wear face mask.
 - Scratching of any body part or touching hair shall be avoided while handling fish.
 - Avoid eating, chewing, smoking, spitting and nose blowing within selling area. If vendor feels to sneeze, the same shall be done away from fish, covering the mouth and the nose with hand and then wash hands immediately.
 - Cover cuts or wounds with waterproof bandage.
 - Keep fingernails clean and trimmed.
 - Any person with a cold, fever, and other ailments should not be allowed to handle fish.

Session 3: ICE FOR PROFIT

Objective

After the session, participants will have learned proper and effective icing of fish.

Materials

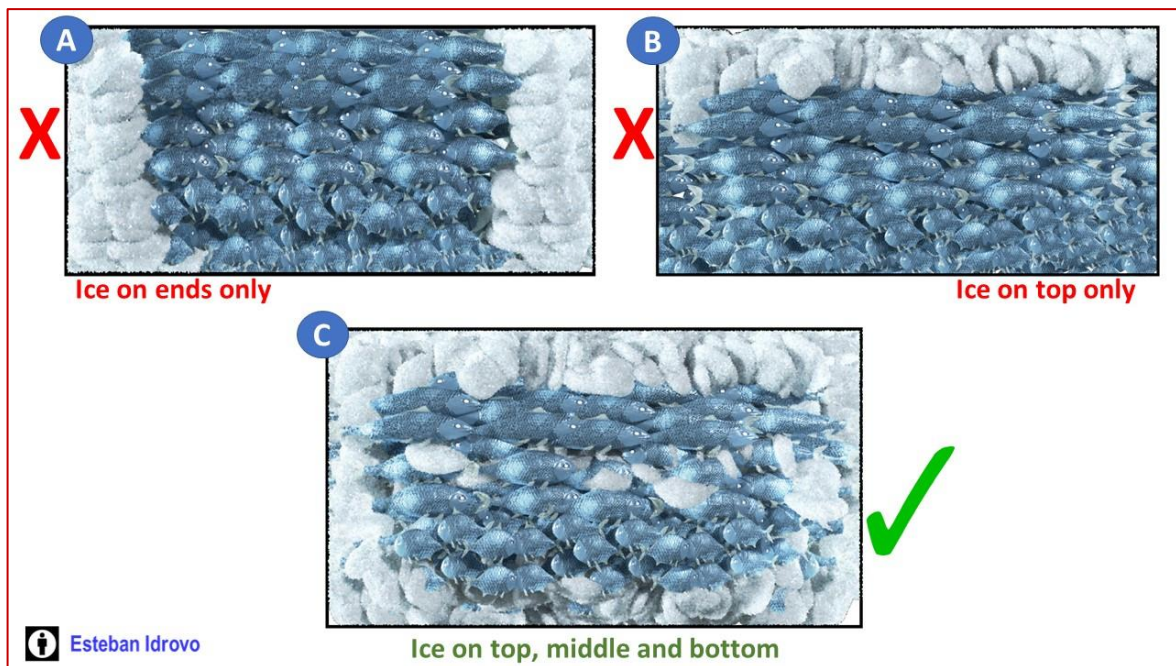
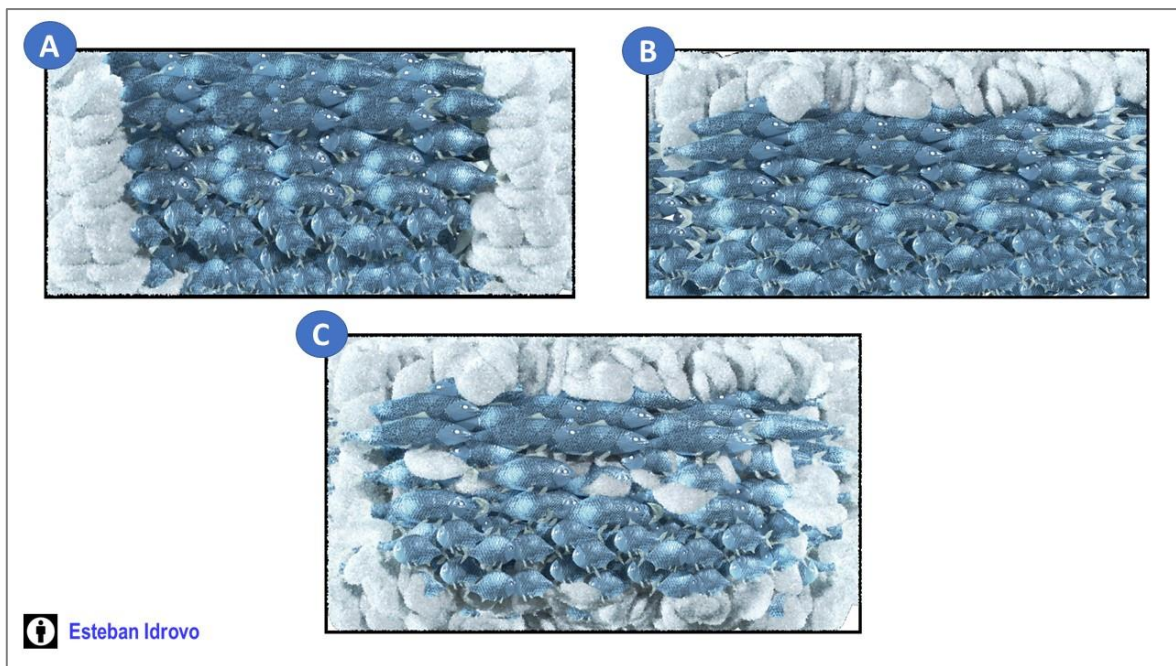
- Ice
- Fish
- Fish display container (stainless steel tray)
- Illustrations/pictures – power point slide or vinyl

Duration

90 minutes

Steps and key messages

1. Reiterate the following:
 - Temperature is the most important factor controlling the speed at which fish spoils.
 - The higher the temperature, the faster the bacteria multiply. The lower the temperature, the slower the bacterial and enzymatic activities.
 - The most important step to slow down the activities of the bacteria is to lower the temperature of the fish as quickly as possible.
2. Explain that plain crushed ice is an effective chilling agent to cool and maintain the temperature of the fish because of the following characteristics:
 - It has a large cooling capacity for a given weight or volume.
 - It provides rapid cooling through close contact between ice and fish.
 - It keeps chilled fish cold, moist, and glossy.
 - It prevents dehydration that could accompany other methods of cooling, such as refrigeration storage without ice.
 - It maintains fish at a temperature just slightly above the point at which the fish would begin to freeze.
 - The melting of the ice bathes the fish in clean cold water and washes away considerable slime, blood and bacteria.
3. Show the illustration below. Ask participants, “Which drawing shows proper icing of fish?”



Answer: Letter C – proper icing of fish when transporting or storing. Ice cannot cool the fish properly if it is only put on the sides (letter A) or only at the top (letter B)

4. Tell participants that bad icing practices can erode their profit. Ask participants to provide examples of bad icing practices that they think may result to loss or reduction of profit.
5. Build off from responses to explain:
 - Use of large lump of ice can physically damage the fish. Damaged fish are almost always sold at a discount.
 - Large lump of ice cools the fish less efficiently than small pieces of ice. This means that one is getting less value for money spent for ice.
 - Icing the fish on only one side – top only, bottom only, or at the side - will not cool the fish sufficiently and efficiently. Wrong placement of ice can increase the cost of ice but still not providing adequate protection from spoilage.
 - Exposing fish with ice to direct sunlight will accelerate melting of ice. This means that one will need to spend more for ice to keep fish adequately protected from spoilage.

- Leaving fish to rest in meltwater will cause the flesh to go mushy and will leach out flavor and color. This can translate to discounted price for the fish due to deterioration of quality.
- Bad icing practices or not using ice at all will shorten the shelf life of fish. The shorter the shelf life the shorter the time vendors have to sell the fish at the best possible price.

6. Discuss the proper procedures for icing of fish for display.

- As soon as the fish are harvested, wash in clean water to remove the mud and debris or any foreign materials that may adhere to the body of the fish.
- Drain water from the fish.
- Thoroughly clean the fish container.
- Use clean crushed ice. If only block ice is available, break the ice into fine pieces to make good contact with the fish.
- Place 5 centimeters thick of ice at bottom of the container.
- Place a layer of fish on the ice. Arrange fish with bellies down so that the melting ice drains away from the fish, thus reducing the chances of spoilage.
- Protect display from direct heat of the sun.
- Drain meltwater. Remove ice discolored by blood or product fluids.



7. Form three to four groups. Ask the group to prepare a fish display. Remind participants to wash their hands first before handling fish.

8. Ask the participants to vote on the best fish display.

9. Discuss bad icing practices.

- Do not re-use used ice especially those that have been discolored by blood and other fluids.
- Do not use large pieces of ice as these will damage fish and do not chill well.
- Do not place your fish display under direct heat of the sun. Heat wastes ice and money.
- Do not use dirty containers and ice.

Session 4: CLEAN AND ATTRACTIVE WORK PLACES FOR GOOD BUSINESS

Objective

After the session, participants will have:

- Understood the principles of hygiene that determine the organization of their place of work.
- Gained knowledge and skills in proper fish handling and display practices.

Materials

- Illustrations/pictures – power point slide or vinyl
- Flip chart
- Pens

Duration

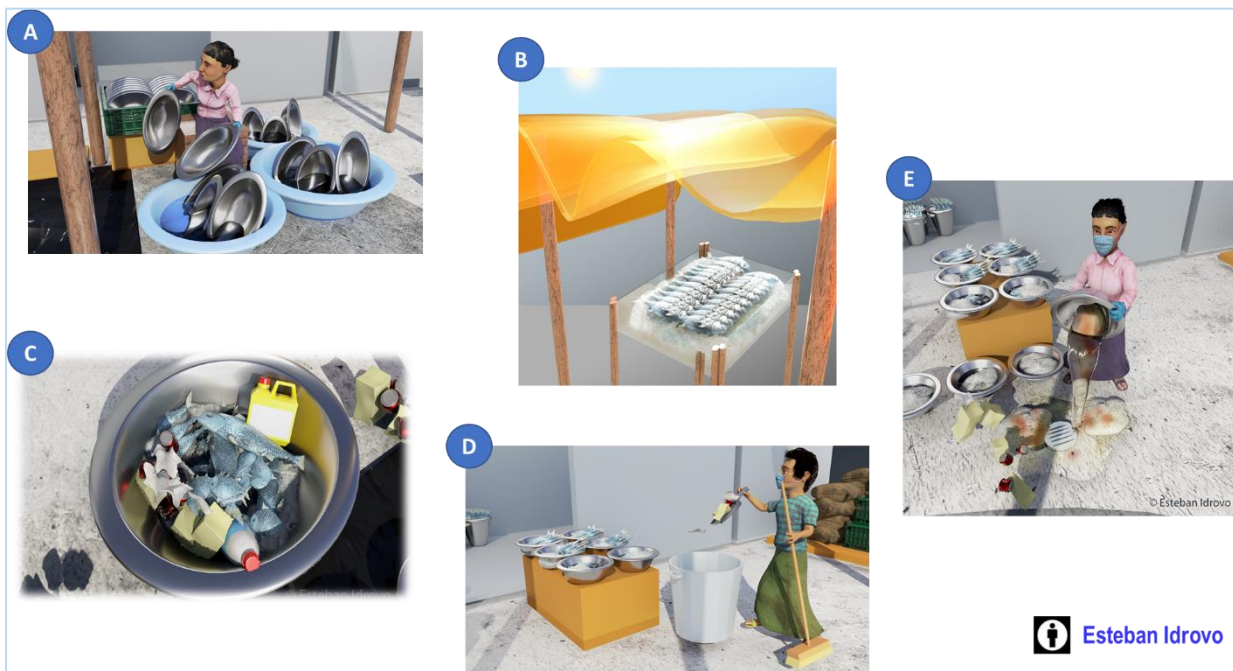
90 minutes

Steps and key messages

1. Ask participants, “What factors do they consider when arranging their fish for display?”
2. Build from responses to discuss the following basic considerations in arranging fish:
 - Separate fish caught or harvested at different times. Fish caught at different times will be at a different state of spoilage. The older fish would therefore contaminate the freshest, if they were not separated.
 - Separate whole fish from sliced fish and gutted fish.
 - Separate fish with 'soft bellies'. 'Soft bellies' are a sign of spoilage. Fish with soft bellies are more spoiled than others. Also, there is a greater risk of contamination with gut content fluids, if any soft fish bellies burst.
 - Separate guts and fish flesh. Guts contain large quantities of the bacteria and enzymes which cause spoilage.
 - Fresh fish should be kept away from non-edible products.
3. Discuss the basic practices necessary for keeping the work place or stalls clean and hygienic.
 - The table should be made of materials that are easy to clean and maintain. As much as possible, use stainless steel. Plastic and vinyl may also be used as long as these are smooth (no grooves) and easy to clean.
 - The work place and especially the fish display should be sheltered from dust, sun, rain and wind, and far from all sources of contamination, such as solid wastes, leftover food, and liquid wastes.
 - When not in use, the stall or table should be kept covered and in the case of a mobile structure should be kept in a clean place.
 - Do not store waste and offal near fish working areas. This will encourage flies which can carry disease and introduce bugs onto the fish.
 - Do not allow dogs, cats, and other animals near the work place.
 - Waste should be kept in containers with covers. Never throw food waste on the ground as it attracts insects, rodents and domestic animals which are a source of contamination.
4. Ask participants for examples of practices to ensure that utensils are clean and safe to use. Summarize responses:
 - Utensils used for fish sale should not be used for anything else.
 - Utensils should be easy to clean. To the extent possible, utensils should have no hollow, grooved or have protrusions, so that they can be easily cleaned.

- Utensils and weighing scales should be thoroughly washed with clean water and detergent at the end of the day. It is better to use brushes than cloths and sponges which are themselves difficult to clean properly. Washed utensils should be turned upside to dry and to avoid trapping dust and foreign matter. Washed utensils and weighing scales should be stowed in a clean area protected from pests.
- Cutting boards should be kept in good order and without cracks, so they can be easily cleaned. A plastic cutting board is much easier to clean and keep in good order than a wooden board, which is difficult to clean properly. However, plastic cutting board should be replaced if they become deeply scored.

5. Show the picture below. Ask participants to identify good and bad practices.
6. Show the pictures. Ask participants to identify the bad practice/s in each picture. For each bad practice identified, ask participants to propose low-cost solutions. Solicit as many ideas from participants. Write on blackboard or flip chart.





Bad practice: Non-use of ice
Solution: Use crushed ice.

If ice is not available then evaporative cooling can be used. This involves placing a wet cloth or sheet of material or clean banana leaves over the fish. The material should be kept wet. The evaporation of water from the cloth draws heat from the surroundings causing a cooling effect.

Disadvantage – customers will not see the fish.

Place a shade over the fish.

Bad practice: Mixing of cut up fish and whole fish). A bruised, bloodied fish will spoil faster.

Solution: Put divisions to separate semi – processed/sliced fish and whole fish. It is best to have separate containers for whole fish and semi-processed/sliced fish.



Bad practice: Fish on the ground.

Solution: Raise display at least 2 feet off the ground

Bad practice: Fish exposed to direct sunlight.

Solution: Put a shade umbrella or tent over the stall.

Bad practice: Non-fish products (weighing scale, rag, etc.) on top of fish display. Wood inside fish display.

Solution: Put a partition between the fish display and weighing scale. Make sure that the weighing scale is always kept clean. Keep rags and similar items separate from the fish display.



Bad practice: Offal and waste left within the stall.

Solution: After gutting, immediately clean the table with water and detergent. Have a plastic garbage bag or covered container to keep the fish offal and waste.

Bad practice: Fish placed directly on the wooden table.

Solution: Use a tray with ice. If not available, use matting such as clean vinyl or banana leaves. Wooden tables are difficult to clean thoroughly, and especially if it has grooves and cracks.

Session 5: ROLE OF THE FACILITATOR AND FACILITATION TECHNIQUES

Note: This session is only for training of facilitators.

Objectives

At the end of the session, participants will have:

- Gained a clear idea of their target participants.
- Understood the role of a facilitator.
- Enhanced their facilitation skills.

Materials

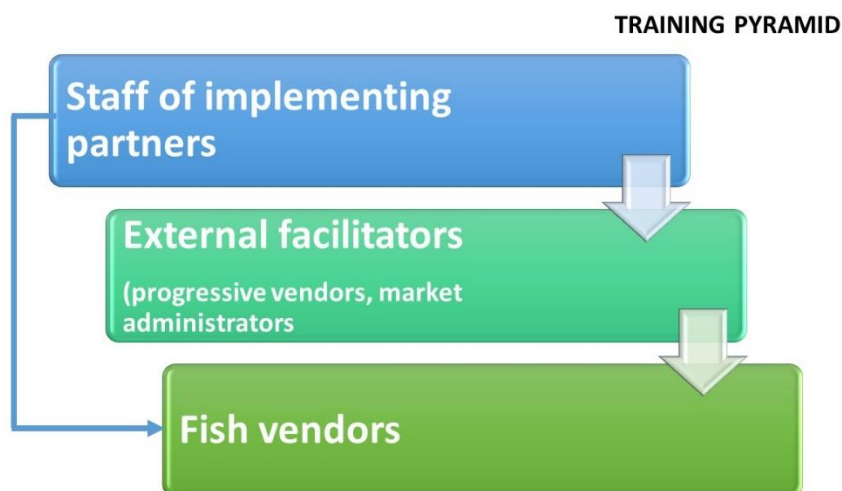
- Pictures/Illustrations – power point slides or vinyl.
- Facilitator Guide.

Duration

360 minutes

Steps and key messages

1. Tell participants that this session will be specifically on enhancing their role when conducting of the roll-out training and promoting the adoption of good post-harvest practices by vendor trainees. Highlight:
 - Staff of implementing partners: (i) train vendor-facilitators, if necessary; (ii) train vendors; and (iii) support vendor-facilitators in the conduct of the training.
 - Vendor – facilitators: (i) train and mentor peers; and (ii) team leader of a group of vendors during the competition.



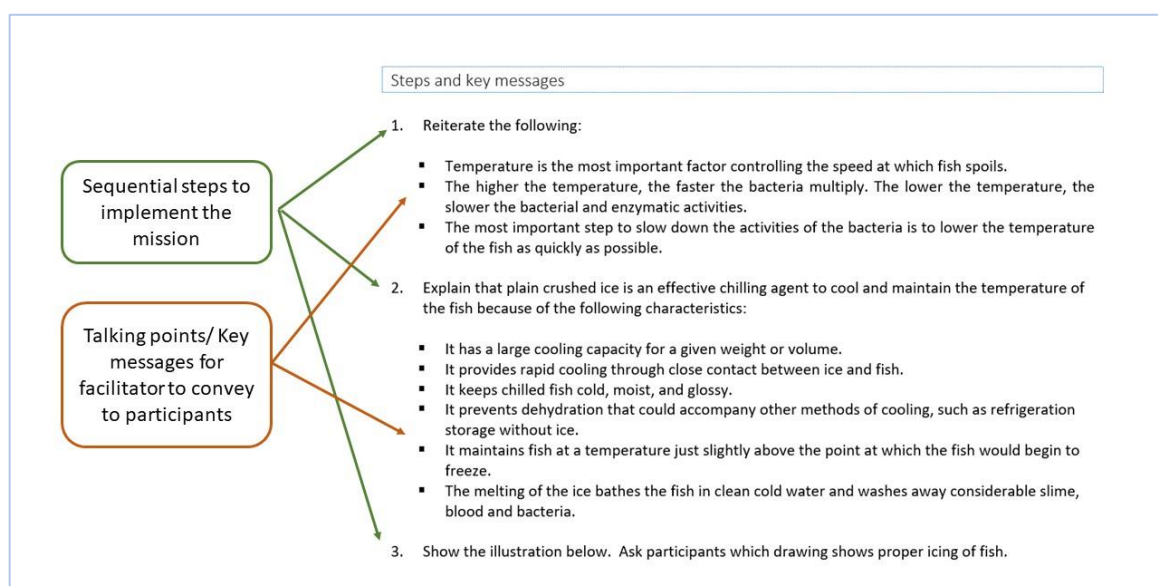
2. Explain that the roles of the facilitators are to:
 - Guide the learning process.
 - Share knowledge and skills on good post-harvest practices.
 - Help participants to understand.
 - Encourage and guide participants to think critically.
 - Listen to participants' comments, questions and feedback.
 - Help with observations and analysis.
 - Encourage participants to contribute to the discussion.
 - Help identify opportunities for positive change.
 - Build trust.

3. Tell participants that it is not uncommon for facilitators to face challenging situations and personalities during training session delivery. Discuss some of the challenges faced when facilitating and ways to overcome them. As you go through each challenge, solicit first from participants their ideas on how to address specific challenges raised.
- **Dealing with difficult questions:** (i) Do not be afraid to say that you do not know the answer to a question. Instead, say you will get back to the group with more information; (ii) Turn the question back to the participants and ask if somebody knows the answer; (iii) Prepare for discussions by reading through the Facilitator's Guide. Become familiar with the concepts and language.
 - **Waiting for participant responses:** (i) If you ask, "Are there any questions?" make sure that you look around to see if there are any questions; (ii) If no one answers, rephrase the question or break it down into a simpler question; and (iii) If there are still no volunteers to answer the question, you might say "Okay, you must be tired." or something to that effect, and then answer the question yourself. Ask the question again later in the session and make sure that the content leading up to the question has enabled the participants to answer it.
 - **Incomplete responses from participants:** If a participant is only giving you a partial response, coach that person by asking questions that help the individual discover the rest of the answer.
 - **Dignifying incorrect answers:** (i) Always dignify the participant and the answer. Never say "your answer is incorrect" as this will shut down learning and make every one fearful to answer any questions in the future. You can say, "Yes, that is correct if the circumstances are x. However, I am asking about these (different circumstances). In this event, what would the answer be?" In other words, coach the person to discover the correct answer; and (ii) Take responsibility for the confusion and rephrase the question.
 - **Participants confused on topic or activity:** (i) Clarify a concept by giving an example that they can relate with - put it into context of their everyday life – storytelling; and (ii) Check which words are causing the problem – some words may have a different meaning to the participants.
 - **Participants complain that activity is hard to do:** (i) Identify what makes it difficult; and (ii) Explain the rationale of the activity. Then, perform the first few steps together. Ask the group to perform the steps on their own. Praise the group for each step they take.
 - **Managing conflict or disagreements:** (i) Acknowledge the conflict and then try to establish the cause of the conflict; (ii) If it is related to a topic in the training, help the participants to a place of agreement, encouraging mutual respect; and (iii) If it is not related to the training, encourage them to resolve the conflict later outside of the group setting.
 - **Managing time:** (i) Choose a timekeeper to remind you and the participants about the time used and left; and (ii) Check what is holding up the group from moving to a new activity. Assist the group to improve the pace in doing the activity.
 - **One or two people dominate the discussion:** (i) Focus on the passive majority. Encourage them to participate more. Trying to control those who dominate just sends more attention in their direction; and (ii) Suggest to come up with a rule on duration that a participant can speak in a given topic.
 - **Shy people/ people afraid to express their views:** (i) Establish reasons for their silence. Address root cause; (ii) Praise them when they contribute; and (iii) Bring them in on "safe issues" – start with easy conversation.
 - **People who speak a lot but always with negative undertones:** (i) Do not completely disallow their views, but listen to them a few times and then use the negative/diversionary views to turn the message around as a great point of discussion; and (ii) Do not provide too many opportunities for them, as it can hold up the progress of the training.

- **Goofing around in the midst of a discussion:** (i) Often a break or an energizer is the best response. People become undisciplined when they are overloaded or worn out. After a breather, they will be much better able to focus; and (ii) Ask for advice: “Is there something we ought to be doing differently?”
- **Working with the “know-it-all”:** (i) Be well prepared on the topic; (ii) Do not challenge but use questions; (iii) Use the person as a resource; and (iv) Focus on the solutions from the group.
- **Dealing with side conversations:** (i) Ask them to share their input or conversation with the group; and (ii) Direct questions at them.

4. Distribute the Facilitator Guide. The guide contains the following:

- **Objectives:** A description of key results the facilitator and participants should strive to achieve for each session.
- **Materials:** List of materials needed for the session. This will be provided by Fish for Livelihoods.
- **Duration:** The average estimated time required to complete the session. It can vary (longer or shorter) according to the learning aptitude and enthusiasm of the participants, previous knowledge and/or experience, etc.
- **Steps and Key Messages:** A step-by-step description on how to facilitate the session. The bulleted texts are talking points for the facilitator to say.



5. Emphasize that to get the training message across, facilitators should:

- Speak clearly, nicely, slowly, and loud.
- Be enthusiastic and make eye contact.
- Keep it simple.

6. Divide the participants into four groups. Assign one group to take charge of a session. Each member should facilitate a part of the session.

7. Provide constructive feedback. Remind participants:

- Use the detailed guide to practice how to facilitate the training.
- Stick close to the script as you begin testing out their facilitation skills, and then as you feel more comfortable and gain mastery, start using your own language.

8. Ask participants if they have any questions.

Close the training and thank the participants.

Annex: Ideas for display



Use of stainless trays. Just need to add ice.

