SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Functional Literacy Training Report

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**Cover photo:** Literacy Session at Axim (Credit: Michael Kankam)
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# ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>CCM</td>
<td>Centre for Coastal Management</td>
</tr>
<tr>
<td>CEWEFIA</td>
<td>Central and Western Region Fishmongers Improvement Association</td>
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<tr>
<td>CRC</td>
<td>Coastal Resource Center</td>
</tr>
<tr>
<td>CSLP</td>
<td>Coastal Sustainable Landscape Project</td>
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<tr>
<td>DAA</td>
<td>Development Action Association</td>
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<tr>
<td>DFAS</td>
<td>Department of Fisheries and Aquatic Science</td>
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<tr>
<td>DMFS</td>
<td>Department of Marine Fisheries Sciences</td>
</tr>
<tr>
<td>DQF</td>
<td>Daasgift Quality Foundation</td>
</tr>
<tr>
<td>FtF</td>
<td>Feed the Future</td>
</tr>
<tr>
<td>GIFA</td>
<td>Ghana Inshore Fishermen's Association</td>
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<tr>
<td>GIS</td>
<td>Geographic Information System</td>
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<td>GNCFC</td>
<td>Ghana National Canoe Fishermen’s Council</td>
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<tr>
<td>HM</td>
<td>Hen Mpoano</td>
</tr>
<tr>
<td>ICFG</td>
<td>Integrated Coastal and Fisheries Governance</td>
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<td>MESTI</td>
<td>Ministry of Environment Science and Technology</td>
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<td>MOFAD</td>
<td>Ministry of Fisheries and Aquaculture Development</td>
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<td>NDPC</td>
<td>National Development Planning Commission</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>SFMP</td>
<td>Sustainable Fisheries Management Project</td>
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<td>SMEs</td>
<td>Small and Medium Enterprises</td>
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<td>SNV</td>
<td>Netherlands Development Organization</td>
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<td>Scientific and Technical Working Group</td>
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<td>UCC</td>
<td>University of Cape Coast</td>
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<td>URI</td>
<td>University of Rhode Island</td>
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<td>United States Agency for International Development</td>
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<td>WARFP</td>
<td>West Africa Regional Fisheries Development Program</td>
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ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

Functional Literacy Training in reading, writing, numeracy and language was organized for one-hundred MSMEs selected from three coastal communities, namely Shama, Axim and Ankobra to improve upon their literacy skills. Thirty fish processors were selected from Ankobra, and thirty-five each selected from Shama and Axim. In all, there were ninety-nine female participants and one male. Shama held its training on Wednesdays, whereas Axim and Ankobra held theirs on Tuesdays and Fridays, and Thursdays and Fridays respectively.

1 BACKGROUND

Lack of reading, writing and numeracy and language skills among others were evident in the daily lives of fish processors in Axim, Ankobra and Shama during year one and two of the SFMP. It was in this direction that Daasgift Quality Foundation, with support from SFMP engaged the services of Non-Formal Educational Division (NFED) of the Ghana Education Service (GES) to organize Functional Literacy Training in reading, writing, numeracy and language skills for one-hundred fish processors selected from Axim, Ankobra and Shama.

1.1 Training Objective

The objective of the training was to equip one hundred fish processors with writing, numeracy, reading and language skills.

1.2 Expected outcome

It was expected that at the end of the training program, participants would gain knowledge in numeracy, reading and writing in order to function well in the course of business transactions.

2 TRAINING OF TRAINERS

One week Training of Trainers (TOT) was organized for Staff of Daasgift and three community volunteers prior to commencement of the training program, to enable them familiarize themselves with the structure of the Functional Literacy Training so as to ensure the effectiveness of the program by way of monitoring. Participants were taken through the various models as well as the procedures for conducting a successful literacy training program.
3. ORIENTATION

Training began in December 2017 with orientation of participants in Axim, Shama and Ankobra on the structure of the entire course. Expectations were solicited from participants, and they were also made to know what was expected from them; in order to make the training a success.
4 TRAINING OF PARTICIPANTS

Training was done on Wednesdays at Shama, Thursdays and Fridays at Ankobra, and Tuesdays and Fridays at Axim.

At Shama, facilitators used Fanti Primer 1, a model that is used in non-formal education to teach participants’ pronunciation of the local alphabets, construction of basic sentences, differences between vowels and consonants; whereas Ankobra and Axim used the English Primer. Participants were also taught how to do calculations and writings using A4 and D7 Exercise Books. Training normally began with a recap of the previous sessions.

In addition, participants were given talks by the National Commission for Civic Education (NCCE) on basic human rights of a citizen.

5 DISTRIBUTION OF PARTICIPANTS AND IMAGES FROM TRAINING

Table 1. Distribution of participants in 3 communities

<table>
<thead>
<tr>
<th>Community</th>
<th>Number of participants</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Axim</td>
<td>35</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Shama</td>
<td>35</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Ankobra</td>
<td>30</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Functional Literacy data, 2017

Figure 3 Percentage distribution of participants in 3 communities
Figure 4. Functional Literacy class at Ankobra

Figure 5. Functional Literacy class at Shama

Figure 6. Functional Literacy class at Axim
6 CONCLUSION

The Functional Literacy Training program was well organized across the three coastal communities, namely Shama, Axim and Ankobra. Facilitators applied the most effective ways of handling adult learners with the use of the appropriate pictorial models.

There were improvements in the writing and reading skills of participants. Some of the women, who did not have the benefit to participate have expressed the desire to be enrolled unto similar program within their communities.