SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)
Advocacy Training for Fish Processors World Rural Women's Day

OCTOBER, 2016
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Cover photo: Beneficiaries of Training in Basic Advocacy (Credit: Development Action Association)
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Friends of the Nation:  http://www.fonghana.org
Hen Mpoano:  http://www.henmpoano.org
Resonance Global:  https://resonanceglobal.com/
SNV:  http://www.snvworld.org/en/countries/ghana
## ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<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>
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<td>DAA</td>
<td>Development Action Association</td>
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<tr>
<td>DQF</td>
<td>Daasgift Quality Foundation</td>
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<td>HM</td>
<td>Hen Mpoano</td>
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<td>MOFAD</td>
<td>Ministry of Fisheries and Aquaculture Development</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>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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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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INTRODUCTION

Fish contributes to protein intake of millions of the world’s poor, and is an important source of other dietary nutrients.

The role of women in post-harvest fishery delivery especially in fish processing is enormous, and supports household income and livelihoods. However, the post-harvest value chain of the fishing industry is confronted with many challenges.

Central among them is management of the fishing business itself as a means of generating sustainable income to better lives; and low involvement in decision making that affect them. Apart from fishing from the sea which is predominantly a male activity, all other fishing related businesses are mostly undertaken by women. These women in their daily business activities continue to battle with making their views and voices heard in socio-economic issues that boarders on their development.

In view of the above Development Action Association (DAA), one of the local partners of the Sustainable Fisheries Management Project with sponsorship from USAID, organized a two-day training in basic advocacy skills to enable them build their capacity, sharpen their skills in advocating on issues that affect their businesses and livelihood.

This will enable beneficiaries build the needed strength and constituencies to improve their sector, as well as create awareness for improved fishing and processing practices.

The 2-day training was held in Winneba from 6th - 7th October, 2017 at the Gloriaka Hotel in Winneba in the Central Region of Ghana.
1.1 Workshop Objectives

The broad objective of the training is to improve the knowledge and skills of trainees in basic advocacy to effect change through their engagement with policy makers and other duty bearers. The upcoming celebration of the World Rural Women Day Celebration with the theme “Say No to Bad Fish” provides a fine opportunity to advocate for behavioral change towards responsible fishing.

Broadly though, the training is expected to benefit participants by:

- Understanding what advocacy entails.
- Demonstrating the ability of advocacy in key decision making.
- Reflecting on the concept of advocacy and the factors that contribute to civil society’s successes with advocacy initiatives.
- Analysing opportunities for and threats to advocacy.

1.2 Expected Outcomes

At the end of the two-day training, participants are expected to

- Understand what the term “advocacy” is.
- Identify and isolate advocacy issues.
- Localize issues of advocacy to their businesses and communities.
- Share lessons learned from training with other members of their associations.

1.3 Participant Selection and Screening

Before the training, twenty (20) fisher folks made up of 16 females and 4 males were screened and selected for the training. The basic criteria were group association leadership that has shown great enthusiasm and strong will for behavioral change. These were selected from eight (8) fisher associations in Apam and Winneba; and one farmer based association from Konko in the Eastern region. Table 1 below shows the fish processors groups and number of participants represented.

<table>
<thead>
<tr>
<th>Name of Grass Root Association</th>
<th>Community</th>
<th>Number of Trainees Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osimpam Fish Processors Association</td>
<td>Winneba, Central Region</td>
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<td>Osakam Fish Processors Association</td>
<td>Winneba, Central Region</td>
<td>3</td>
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<td>Anomansa Fish Processors Association</td>
<td>Winneba, Central Region</td>
<td>2</td>
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<td>Winneba, Central Region</td>
<td>2</td>
</tr>
<tr>
<td>Apam Fish Processors Association</td>
<td>Apam, Central Region</td>
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<td>Adom Nnsa Fish Processors Association</td>
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<td>Enyidado Fish Processors Association</td>
<td>Winneba, Central Region</td>
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</tr>
<tr>
<td>Dwomaman Cooperative</td>
<td>Mumford, Central Region</td>
<td>2</td>
</tr>
<tr>
<td>Onyame Ntedee Odasanyi</td>
<td>Apam, Central Region</td>
<td>2</td>
</tr>
<tr>
<td>Konko Farmers Association</td>
<td>Konko, Eastern Region</td>
<td>2</td>
</tr>
<tr>
<td>Apam Salvation</td>
<td>Apam, Central Region</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
The screening period also served as an opportunity to discuss with potential trainees the training need, and identify specific knowledge gaps. Also trainers met with selected participants to discuss other critical training inputs such as suitable training venue, date and time appropriate for the training.

2.0 TRAINING CONTENT AND DELIVERY

2.1 Training Organization

Prior to the training, the trainers met to discuss the training materials relevant to make maximum impact. This was very important since basic advocacy practices require proper planning. The participants were provided with files, pens, writing pads etc. to take notes as well as for reference. The beneficiaries were divided into four groups to enable easy facilitation and active participation.

The training was non-residential, and was conducted for six (6) hours on each day of the two days. The training was held in Winneba from the 6th - 7th October 2017 at the Gloriaka Hotel in the Central Region of Ghana. The venue was spacious enough for movement and group exercises. The venue was easy to locate. Snacks and lunch were also provided for participants.

The training was facilitated by DAA staff, with Mr. Abraham Asare and Madam Nancy Out as the main trainers, supported by Mr. Nii Okaija Adamafio, Reynolds Ofori Agyei and Nassam Fusseni.

2.2 Opening

Madam Nancy Ayesua Otu opened the training session with a welcome address. She gave a brief background of the Sustainable Fisheries Management Project (SFMP) as a 5-year fisheries food security project funded by the United States Agency for International Development (USAID), under the Mission’s Feed the Future (FtF) Program. She encouraged the participants to take the training seriously by giving their full attention to the facilitators, and also ask questions for clarification.

2.2.1 Strength and Weaknesses

Madam Nancy Out led the participants to introduce themselves and their respective communities while they mention any two of their strengths and two weaknesses. Among the many strengths mentioned by participants were:

- Courage and boldness.
- Kindness.
- Mercy.
- Truthfulness and frankness.
- Precision.
- Accuracy.
- Confrontation.
- Detailing.

Among the general weaknesses participants mentioned include:

- Shyness.
- Low level of formal education.

3
2.2.2 Training Expectation

Participants outlined their expectations of the training and the summary presented below:

- To improve knowledge in basic advocacy.
- To know how to advocate against bad practices.
- How to approach policy makers in advocating for change?
- How to train others with the training they received?
- To advocate to Government to implement by-laws at fishing industries.

2.2.3 Industry problem Identification and analysis

The trainees gave the under listed points as some of the main problems that can be seen in fishing and fish processing industries:

- High cost of fish.
- High irresponsible fishing and processing practices.
- Using light to fish is spoiling the quality of fish.
- Use of chemicals in fishing is a threat to the business.
- Low women participation in key decision making.
- Inadequate funds to buy working tools and fish.
- Inadequate cold storage facilities.

2.3 Training Methodology

The methodology used for the training was Participatory Rural/Learning Appraisal method which is a comprehensive set of training instruments using an action-oriented approach and experiential learning methods to develop and enhance personal competencies of the participants.

Some of the tools employed in the training included the following:
• Brainstorming: This is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.
• Group discussions and presentations.
• Role plays: Role play is the act of imitating the character and behavior of someone who is different from you, for example as a training exercise. Group members have to communicate with each other through role-play.
• Experience sharing and Group exercises.
• Energizers.

2.4 Content of the Training

During the training delivery, a wide range of subject areas were covered. Participants were taken through the following topics (Appendix A):

• Introduction to Advocacy
  o What is advocacy?
  o Elements of advocacy.
  o Individual/group exercise.
• Identifying Advocacy Issues.
  o How to identify advocacy issues?
  o Individual/group exercise.
• Setting up Advocacy Goals & Objectives.
• Goals.
• Objectives (S.M.A.R.T).
• Building a Partnership.
• Stakeholder Analyses.
• Gathering Information.
• Research.
• Sources of information/facts.
• Individual/group exercise.
• Making a By-Law – The Case of Efutu Municipal, Winneba.
• Strategic Planning.
• Action plan.
• Role Play.
• Monitoring and Evaluation.
• Communicating your Advocacy Action.
  o Personal preparation.
  o Before.
  o During.
  o After.
2.4.1 Introduction to Advocacy

Figure 3 Participants being taken through introductory lessons in advocacy

What is “Advocacy”?

After brainstorming and several discussions, the trainees understood the basic concept or idea about advocacy and what it entails. Advocacy as agreed at the training is the act of influencing or attempting to influence the way that someone else thinks and acts on an issue.

Trainees were asked to create advocacy issues by using the following:

- Query and Question the way policy is made.
- Participate in the agenda setting.
- Propose policy solutions to enact, review, enforce or even to repeal laws, regulations and policies.

Trainees were given exercises to measure their understanding of what advocacy involves. They were given the group exercise below:

- Identify issues in your community that an advocacy action can be done on?
- Write all the issues on a flip chart.
Participants were guided through the exercise with the help of a 5-guide approach in identifying advocacy action.

Figure 3  A group of trainees discussing an exercise on advocacy

Figure 4  A five-step approach to advocacy
2.4.2 Identifying Advocacy Issues

Participants received training in how to identify an advocacy issue or action.

How to Identify the Issues?

Trainees were trained in areas that they could easily seek information and data from for their advocacy action. These sources among other areas included:

- Seek member’s views.
- Read newspapers or listen to radio.
- Consult ministries, departments and other agencies.
- Conduct interviews and survey.
- Monitor activities of key public institutions such as parliament, unit committees, etc.

Set Priorities

- Do you have resources to peruse all identified issues;
- Financial.
- Time.
- Capacity (People with the requisite expertise).
- How deep is the issue affecting your group, members, and community (how many and how much)?
- How much importance do members, community put on the issue(s).
- Is it likely to catch the attention of policy makers? (MCE/DCE etc.).
- What are the chances of success?

2.4.3 Setting up Advocacy Goals & Objectives

Under this section of the training, trainees were guided to policy priorities by setting clearly defined goals, and objectives that are achievable. To do so, criteria were used to assist them. They should determine the issue the policy advocacy campaign will address such as issues specific enough to guide a targeted campaign. For example, you might be interested in helping start a policy advocacy campaign to address “bad fish”. “Saying no to bad fish” is a broad issue. To make the issue more specific and attainable, advocacy can focus on areas such as:

- Fishermen fishing with illegal methods.
- Fish processors refusing to buy fish caught with chemicals.

Then based on that a clear campaign goal will be developed which will be the long-term result or impact that one hopes to see emerge from the advocacy - It is one’s vision for change.

After which beneficiaries were guided to developed specific objectives that are “SMART” (i.e. Measurable, Achievable, Relevant and Time-bound).

Three Key Ingredients of a Policy Objective

A policy “actor” or decision-maker – the person(s) or decision-making body with the power to make the desired change a reality

Examples: Member of Parliament, minister, relevant parliamentary committee, municipal
A policy “action” or decision – the specific action you want them to take or decision you want them to make.

Examples: enact, amend or repeal a policy, allocate funds, or issue a mandate to effect change.

Timeline for change – the date by when you want them.

Based on the outcome of the lessons, trainees developed their own “SMART” objectives based on group exercise.

**Exercise 4**

- Write down one (1) policy goal for “say no to bad fish” advocacy action

- Write down one (2) policy objective for “say no to bad fish” advocacy action. *(Remember it has to be SMART)*

**Figure 5 Exercise 4 instruction**

2.4.4 *Communicating Your Advocacy Action*

Depending on your chosen strategies, your audience may range from decision-makers to journalists and community members. These groups each have different communication needs; the materials and messages that work for one group may not necessarily work for another.

Trainees were trained to realize that this is one of the important aspects of their advocacy. Before they set out to advocate on the issues with policy makers, they should;

**Before the meeting, do the following:**

- Invite attendees known to and influential with the decision-maker.
- Develop an agenda.
- Identify a meeting leader and assign talking points to other representatives.
- Familiarize yourself with your decision-maker’s history on the issue and prepare responses for likely concerns or questions.
- Prepare an information packet with proposed policy language and select background materials (e.g. fact sheet, news article, and polling data).
- Assign a note-taker to track issues raised and commitments made by the decision-maker.

**During the meeting, be sure to:**

- Ask if you can count on their support. If a decision-maker is not able to commit, ask what it would take to gain their support.
• Avoid confrontation and remain positive, even when interacting with decision makers supporting the opposition. Follow-up with authoritative information to correct misperceptions.

• Ask decision-makers that are friendly to your issue if they can suggest other potential supporters.

• Ask how you can be helpful to them in the future and ensure you know how to remain in contact.

• Thank decision-makers for their time and consideration.

**After the meeting be sure to:**

• Send a follow-up letter summarizing the meeting and include relevant materials to address outstanding concerns.

**Media Engagement**

Earned media, which means convincing a media outlet to cover your issue

• Paid media, which entails paying for a media outlet to present your issue.
• Owned media, which requires that you create and disseminate content over your own website, blog or other channels you control.
• Authentic voices of real people who have been impacted by your issue.
• Easy-to-understand statistics on an issue people care about.
3.0 CONCLUSION

3.1 Training Outcomes

The training ended with capacities of trainees built. Again the participants were confident that they would be able to help themselves and other women understand certain practices that do not help their businesses to grow.

Participants were confident that they would be able to help themselves advocate on issues confronting their communities.

The outcome of the training had empowered the participants to take active role in advocacy actions. Participants came out with an action plan to do public advocacy on the chosen theme on the upcoming World Rural Women’s Day – “Say No to Bad Fish”

Three groups were formed from the trainees to pursue the advocacy action either on radio, TV and role play before and during the celebrations.

- Role Play – During public durbar.
  - Sarah Sagoe.
  - Getrude Impraim.
  - Agnes Sheburah.
  - Peter Edzie.
  - Florence Nardey.
  - Rebecca Arthur.
  - Leticia Dampson.
  - Mr Essel.
  - Stella Quartey.
  - Victoria Fayese.
- Radio Advocacy.
  - Gertrude Impraim.
  - Mercy Frimpong.
  - Rebecca Arthur.
  - Peter Edzie.
- TV Advocacy.
  - Agnes Sheburah.
  - Florence Nardey.

3.2 Concluding Observations

The training ended successfully. The participants were happy about the new skills acquired and expressed appreciation to the facilitators for their effort and time taken to explain issues to their understanding. At the end beneficiaries were motivated.
Figure 6  A group presentation of an advocacy action plan

Figure 7  A group presentation of an advocacy action plan
Figure 8 Some beneficiaries of the two-day advocacy training in Winneba

Figure 9 Training beneficiaries of the two-day advocacy training with facilitators in Winneba
APPENDIX A
Training Needs Assessment Tool

NEEDS ASSESSMENT TOOLS FOR ADVOCACY TRAINING

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<td>Location:</td>
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<td>Telephone Number:</td>
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<td>Sex:</td>
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<th>Number</th>
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<td>Very weak capacity/no capacity and a lot of room for improvement</td>
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<tr>
<td>2</td>
<td>Reasonable capacity</td>
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<td>3</td>
<td>Capacity is very strong/there is almost no room for improvement.</td>
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<td>Communicating skills</td>
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<td>Personal Enthusiasm for Advocacy</td>
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<td>Ability to Influencing</td>
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<td>Listening skills</td>
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<td>-----------------</td>
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<tr>
<td>Do you know the meaning of advocacy action?</td>
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<tr>
<td>Do you have a means to understand advocacy action?</td>
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