



# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP) Business Model Training in Shama, Ankobra and Axim



APRIL - 2016

This publication is available electronically on the Coastal Resources Center's website at [http://www.crc.uri.edu/projects\\_page/ghanasfmp/](http://www.crc.uri.edu/projects_page/ghanasfmp/)

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

USAID/Ghana Sustainable Fisheries Management Project  
Coastal Resources Center  
Graduate School of Oceanography  
University of Rhode Island  
220 South Ferry Rd.  
Narragansett, RI 02882 USA  
Tel: 401-874-6224 Fax: 401-874-6920 Email: [info@crc.uri.edu](mailto:info@crc.uri.edu)

**Citation:** Daasgift Quality Foundation. (2016). Business Model Training in Shama, Ankobra and Axim, February 10 to April 30, 2016. The USAID/Ghana Sustainable Fisheries Management Project (SFMP). Narragansett, RI: Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island and Daasgift Quality Foundation. GH2014\_ACT087\_DQF. 19 pp.

**Authority/Disclaimer:**

Prepared for USAID/Ghana under Cooperative Agreement (AID-641-A-15-00001), awarded on October 22, 2014 to the University of Rhode Island, and entitled the USAID/Ghana Sustainable Fisheries Management Project (SFMP).

This document is made possible by the support of the American People through the United States Agency for International Development (USAID). The views expressed and opinions contained in this report are those of the SFMP team and are not intended as statements of policy of either USAID or the cooperating organizations. As such, the contents of this report are the sole responsibility of the SFMP team and do not necessarily reflect the views of USAID or the United States Government.

**Cover photo:** Presenters at the Business Model Training

## 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**

Brian Crawford	Chief of Party <a href="mailto:brian@crc.uri.edu">brian@crc.uri.edu</a>
Najih Lazar	Senior Fisheries Advisor <a href="mailto:nlazar@crc.uri.edu">nlazar@crc.uri.edu</a>
Patricia Mensah	Communications Officer <a href="mailto:patricia.sfm@crcuri.org">patricia.sfm@crcuri.org</a>
Bakari Nyari	Monitoring and Evaluation Specialist <a href="mailto:hardinyari.sfm@crcuri.org">hardinyari.sfm@crcuri.org</a>
Don Robadue, Jr.	Project Manager, CRC <a href="mailto:don@crc.uri.edu">don@crc.uri.edu</a>
Justice Odoi	USAID Administrative Officer Representative <a href="mailto:Jodoi@usaid.gov">Jodoi@usaid.gov</a>

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

Andre de Jager  
[adejager@snvworld.org](mailto: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](mailto:info@fonghana.org)  
Friends of the Nation  
Parks and Gardens  
Adiembra-Sekondi, Ghana  
233 312 046 180

Peter Owusu Donkor  
Spatial Solutions  
[powusu-donkor@spatialdimension.net](mailto:powusu-donkor@spatialdimension.net)  
#3 Third Nautical Close,  
Nungua, Accra, Ghana  
233 020 463 4488

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

Victoria C. Koomson  
[cewefia@gmail.com](mailto:cewefia@gmail.com)  
CEWEFIA  
B342 Bronyibima Estate  
Elmina, Ghana  
233 024 427 8377

Lydia Sasu  
[daawomen@daawomen.org](mailto:daawomen@daawomen.org)  
DAA  
Darkuman Junction, Kaneshie Odokor  
Highway  
Accra, Ghana  
233 302 315894

Gifty Asmah  
[giftyasmah@Daasgift.org](mailto:giftyasmah@Daasgift.org)  
Daasgift Quality Foundation  
Headmaster residence, Sekondi College  
Sekondi, Western Region, Ghana  
233 243 326 178

### For additional information on partner activities:

CRC/URI:	<a href="http://www.crc.uri.edu">http://www.crc.uri.edu</a>
CEWEFIA:	<a href="http://cewefia.weebly.com/">http://cewefia.weebly.com/</a>
DAA:	<a href="http://womenthrive.org/development-action-association-daa">http://womenthrive.org/development-action-association-daa</a>
Daasgift:	<a href="https://www.facebook.com/pages/Daasgift-Quality-Foundation-ENGO/135372649846101">https://www.facebook.com/pages/Daasgift-Quality-Foundation-ENGO/135372649846101</a>
Friends of the Nation:	<a href="http://www.fonghana.org">http://www.fonghana.org</a>
Hen Mpoano:	<a href="http://www.henmpoano.org">http://www.henmpoano.org</a>
SNV:	<a href="http://www.snvworld.org/en/countries/ghana">http://www.snvworld.org/en/countries/ghana</a>
SSG Advisors:	<a href="http://ssg-advisors.com/">http://ssg-advisors.com/</a>
Spatial Solutions:	<a href="http://www.spatialsolutions.co/id1.html">http://www.spatialsolutions.co/id1.html</a>

## **ACRONYMS**

SFMP                    SUSTAINABLE FISHERIES MANAGEMENT PROJECT

# TABLE OF CONTENTS

ACRONYMS.....	iii
TABLE OF CONTENTS.....	iv
LIST OF FIGURES .....	v
1.0 INTRODUCTION .....	1
1.1 TERMS OF REFERENCE .....	1
1.2 METHODOLOGY .....	1
1.3 FINDINGS.....	2
1.3.1 WEEK ONE.....	2
1.3.1.1 Objective.....	2
1.3.1.2 Outcomes .....	2
Group One.....	3
Group Two.....	4
Group Three .....	5
1.3.2 WEEK TWO.....	6
1.3.2.1 Introduction.....	6
1.3.2.2 Objective .....	6
1.3.2.3 Outcome.....	7
1.3.3 WEEK 3.....	9
1.3.3.1 Introduction.....	10
1.3.3.2 Objective.....	10
1.3.3.3 Outcome.....	11
1.3.4 WEEK 4.....	12
1.3.4.1 Introduction.....	12
1.3.4.2 Objective .....	12
1.3.5 WEEK 5.....	13
1.3.5.1 Introduction.....	13
1.3.5.2 Objective.....	14
1.3.6 WEEK 6.....	15
1.3.6.1 Introduction.....	15
1.3.7 WEEK 7.....	18
1.3.7.1 Objective .....	18
1.3.8 WEEK 8.....	18
1.4 LESSONS LEARNED.....	19
1.5 CONCLUSIONS.....	19
1.6 recommendations .....	19

## LIST OF FIGURES

Figure 1 Percentages of trainees from various communities .....	2
Figure 2 Sister Hope -Communication Officer of DQF guiding group one in their discussion .....	3
Figure 3 Ben Kwaw- Credit Officer of DQF guiding group two to put their thought together.4	
Figure 4 Elvis Addae- Project Coordinator of DQF guiding group three to put their thought together .....	5
Figure 5 Trainees listening to Stephen the facilitator with rapt attention at Axim.....	6
Figure 6 Group preparing for their presentation .....	7
Figure 7-Elected leaders at Axim a photo with project officer (Stephen-extreme left) and coordinator (extreme right) Of DQF.....	9
Figure 8 Michael -The community mobilizing officer giving some explanation at Ankobra meeting.....	10
Figure 9 Stephen- Project Officer giving explanations at Ankobra.....	11
Figure 10 Ben Kwaw -Credit Officer of DQF leading the Shama group in saving culture. ..	12
Figure 11- Ben Kwaw -Credit Officer of DQF leading the Shama group in saving culture ..	13
Figure 12 Ben Kwaw -Credit Officer of DQF interacting with trainees in Axim .....	14
Figure 13 Ben Kwaw - Credit Officer of DQF, interacting with trainees in Ankobra .....	15
Figure 14 Stephen - Project Officer taking trainees through financial literacy .....	16
Figure 15- Stephen -Taking trainees through financial literacy .....	17
Figure 16- Ben Kwaw Taking trainees in Axim through Business Plan .....	18

# REPORT ON BUSINESS DEVELOPMENT AND MANAGEMENT TRAINING

DATE: 10<sup>TH</sup> FEBRUARY TO 31<sup>ST</sup> APRIL 2016

VENUE: SHAMA (BENTSIR AND APO), ANKOBRA (CATHOLIC SCHOOL) AND  
AXIM (FISHERIES)

## 1.0 INTRODUCTION

In line with Daasgift-led fisheries value chain improvement and livelihoods in Western Region focusing on Ankobra and Pra estuary, eight (8) - week Business Model Training was organized in three towns namely; Shama (Apo and Bentsir), Axim and Ankobra. The training focused on eight topics, that were developed from a Training Needs Assessment conducted for selected MSMEs in the three towns. A training Manual developed previously was reviewed and used as a guide by the facilitators for the entire duration of the program. Two days were allocated in every week, that is, Wednesdays (Shama and Axim) and Thursdays (Ankobra).

Generally, the weekly training programme began with a brief orientation of the project and its objectives. Participants in all the venues were also taken through the contents of the "SFMP song sheet". A reminder of the topic treated on the previous meeting is normally done to enable participants be up-to-date with all the topics. Facilitation was also made easier and participatory including drama story telling with pictures and diagrams, which contributed to the effective and efficient running of the training. In order for the class to become lively, time was allowed for quick energizer by the class organizers. Time was also allocated for questions and contributions on the various topics. Attendance register was also used to monitor the presence and absenteeism of participants for the training programme.

## 1.1 TERMS OF REFERENCE

Total number of participation for the training

Week 1, topic - group dynamics,

Week 2, topic -roles and responsibilities of group leaders/ executives,

Week 3, topic- importance, formulation and adoption of regulations,

Week 4, topic - savings culture/savings procedure/savings mobilization,

Week 5, topic- business plan,

Week 6, topic - loans procedure,

Week 7, topic–financial literacy and records keeping,

Week 8, topic- safety and healthy fish handling,

## 1.2 METHODOLOGY

The method used for the Business Model Training were as follows;

**Face to face / interactive training:** The facilitators used marker boards, flip charts and projectors for their teachings and presentations and as well allowed the training session to be more interactive where participants got the chance to express their views and ask questions.

**Group discussions:** Participants were sometimes grouped for assignments and discussion to answer questions asked according to the manual with the help of the facilitator.

**Drama:** The facilitators thought and collaborated with some participants to perform drama and after the entire class were allowed to share their views from the story.

**Group and individual presentations:**

Trainees were allowed to express their understanding of the topics through presentations.

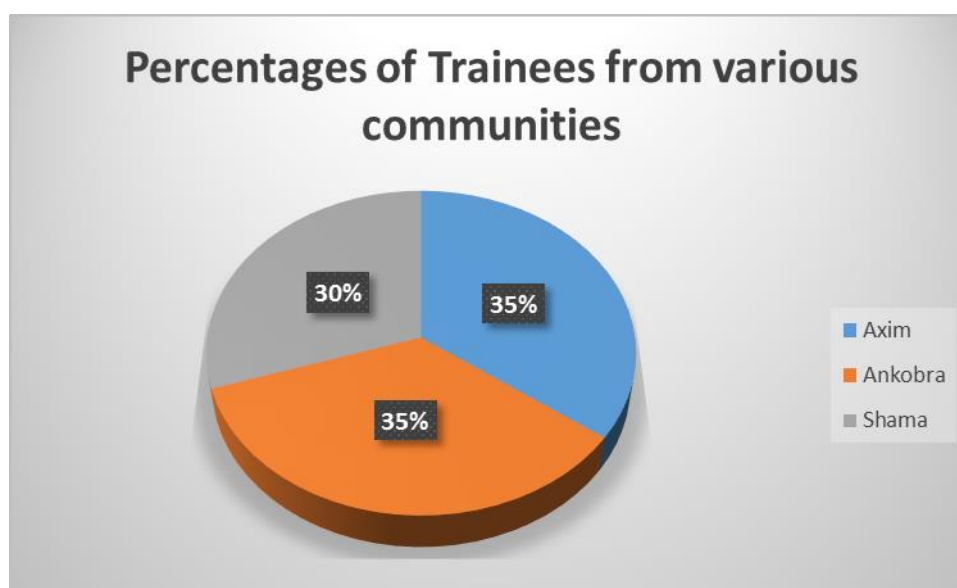
**Pictures and Chat cards**

**1.3 FINDINGS**

**Table 1 Total number of participants trained**

Name of Town	Axim	Shama	Ankobra	Total
Number of registered for training	35	30	35	100

**Figure 1 Percentages of trainees from various communities**



**1.3.1 WEEK ONE**

**DATE - 10<sup>TH</sup> - 11<sup>TH</sup> FEBRUARY, 2016**

**TOPIC – GROUP DYNAMICS**

**1.3.1.1 Objective**

To aid the members to know and appreciate the meaning of unified group and its role

**1.3.1.2 Outcomes**

The first week of the training took participants through group dynamics. Some characteristics such as open communication, understanding, unity, team work, tolerance and respect for one another were encouraged to be part of participants so as to ensure a smooth and efficient running of the training.



Trainees were taken through meaning of a group and some characteristics that is required of a group in order for it to progress. Trainees understood that, a group is an association of people who agree to combine their resources in order to attain a common objective, they must know and have trust in each other.

The trainees were basically taking through meaning of a group, need to form a group, differences between an established group and a gathering, qualities of a good group and importance of a good group where participants were divided into three groups to discuss and present their views.

### **Group One**

Question: Qualities of a good group

From group one's presentation, the following were established as points for a good group in both Axim, Ankobra and Shama

- Unity
- Love
- Respect
- Punctuality
- Team work
- Understanding
- Shared values.



**Figure 2 Sister Hope -Communication Officer of DQF guiding group one in their discussion**

## **Group Two**

Question: Difference between a group and a gathering

### **A group**

Longer term

- Share the same goal and sub-goals
- Members conduct their activities together
- Has leaders and rules
- Members manage conflicts and solve problems together
- Bonds solidarity
- Has a limited number of members
- Allows an exchange of knowledge
- Education, training and information

### **Gathering**

- Temporary
- Very specific objective
- Of short duration
- The people may not see each other again after gathering
- Dissolves as soon as a problems arises



**Figure 3 Ben Kwaw- Credit Officer of DQF guiding group two to put their thoughts together**

### **Group Three**

Question: Importance of a good group

Group three also put together some points that makes group important.

- Help one another in marketing
- Pool resources together to make bulk purchases/sales, enjoy discount reduce transport cost etc.
- Save together to provide guarantee cover for bank loans or as seed capital for loans procure processing equipment etc.
- Exchange of ideas concerning business methods business planning etc.
- Welfare purpose.



**Figure 4 Elvis Addae- Project Coordinator of DQF guiding group three to put their thought together**

### **Grand rules**

Grand rules were also set out by the trainees, to guide them through the entire training program. These rules were agreed by the trainees to be followed strictly during training sessions.

- No absenteeism without the necessary permission
- No lateness
- All phones must be switched off or put on silent
- No movement during training sessions
- Contributions in class must be encouraged
- Permissions and complaints

The trainees were charged to take the training program serious and adhere to the ground rules, as well as encouraged to be present at the meeting place when the time is due. They were also advised to maintain cordial relations with each other so as to make the training program a successful one.

## 1.3.2 WEEK TWO

DATE - 17<sup>TH</sup> - 18<sup>TH</sup> FEBRUARY, 2016

### TOPIC – ROLES, RESPONSIBILITIES AND ELECTION OF LEADERS

#### 1.3.2.1 Introduction

In line with Daasgift-led fisheries value chain improvement and livelihoods in Western Region, the second Business Development and Management Training Program was organized on 17<sup>TH</sup> and 18<sup>TH</sup> February, 2016 in Axim, Ankobra and Shama.



Figure 5 Trainees listening to Stephen the facilitator with rapt attention at Axim

#### 1.3.2.2 Objective

To assist members to understand why it is necessary to have a leadership committee.

To help them recognize the role of leadership committee and the different positions involved.

To prompt members to define the responsibilities, qualities and mandate of their leaders.

Trainees were made to study carefully a drama performed by the combination of officers and fisher folk concerning a group that lacked leaders, regulations and discipline. The trainees were put into groups where each group deliberated and presented on issues that needed to be addressed to make up a strong and unified group as far as the drama was concerned.

The second face of the training also saw the groups being given some questions for discussion and presentation. The questions were in relation to the roles and responsibilities of various leaders that makes a group very strong, in this case each group discussed role and responsibilities of various leadership committees ( example ;president, secretary, treasurer, and organizing secretary) led by a facilitator.

Thirdly, the entire group was led through the election of various leaders after they have well understood the roles and responsibilities of leadership committees



**Figure 6 Group preparing for their presentation**

### **1.3.2.3 Outcome**

The Roles and Responsibilities of Leaders that emanated from the group work where as follows

#### **The President**

##### **Role**

- Assume leadership of the group
- Lead discussion
- Maintain orders
- Represent the group to outsiders and non-members
- Ensure that the internal regulations are respected
- Initiate discussion of problems
- Advice the members
- Find solutions to conflicts between the members
- Ensure that the group develops well
- Convene the meetings
- Open meetings and announce the agenda
- Announce the passing from one operation (collecting deposits) to the next (distributing loans)
- Receive requests regarding the social fund and ask for group's response

### **Characteristics and quality**

- A good character
- Present and visible in the community
- Capable of running a group
- Honest/ Honorable/ Intelligent
- Patient/Available/Dynamic

### **The Secretary**

#### **Role**

- -Provide a brief history of the group
- (Name, startup date, day of meetings)
- -Number of members, member's weekly deposit, total value of savings, objective of the group, distribution of loan amounts, etc.)
- -Record all operations performed by the group during the meeting
- -Ensure that all operations (deposit loans and repayments) occur in front of the group
- -Invite members for transactions
- -Keeps accounts of the group and manage cash transactions
- -Reports the group's operations to the field agent during the monitoring visit.

#### **Characteristics and qualities**

- Capable of providing a reliable report on cash transactions
- Available for book-keeping training by field officer
- A member who is literate
- Reliable/intelligent/honest

### **Treasurer**

- -Keeps records of the money
- -Keeps an approved amount for emergencies
- -Ensure the security of the group's funds.

#### **Characteristics and qualities**

- -Reliable
- -Know how to count and calculate money
- -Have a home where security is assured
- -Honest and conscientious

### **The Organizing Secretary**

#### **Role**

- Mobilize members for meetings
- Ensure that meeting place is in order
- Collect fines from offenders

#### **Characteristic and qualities**

- Reliable and honest
- Punctual and regular

### Responsibilities and the other leaders

To share responsibility with other committee members and to ensure the general safety of group and its resources

The trainees were encouraged to use the knowledge acquired and the criteria they outlined in the election of the group leaders; to vote for people competent to help them achieve their group objective.



Figure 7-Elected leaders at Axim a photo with project officer (Stephen-extreme left) and coordinator (extreme right) Of DQF

### 1.3.3 WEEK 3

DATE - 24<sup>TH</sup> - 25<sup>TH</sup> FEBRUARY, 2016

TOPIC – INTERNAL REGULATIONS

### **1.3.3.1 Introduction**

The entire group were made to understand that a set of rule that govern the group makes up internal regulation and respecting these rules is essential for the success of the group activities

The participants were also asked to give some examples of internal regulations (at home, in the village, at school, work place, church etc.) which were later on explained, elaborated, discussed and adopted at the meeting. The discussions also focused on the definition of regulation.



**Figure 8 Michael -The community mobilizing officer giving some explanation at Ankobra meeting**

### **1.3.3.2 Objective**

To help members understand why it is necessary to have regulations and to discuss the modalities for the elaboration and adoption of the internal regulation.

To help members reflect on their groups objectives and activities.

To take participants through the importance, formulation and adoption of regulations.

To bring them to the knowledge of the importance that the group stands to gain when it has its own regulations.

To formulate and adopt regulations which would serve as a binding document for the organization and maintenance of the group's activities.



**Figure 9 Stephen- Project Officer giving explanations at Ankobra**



### **1.3.3.3 Outcome**

From the objective and the definition given above, the participants well understood the reason for having internal regulations.

From the stories and diagrams used by the facilitator, participants practically raised different views and opinions which even generated into serious argument. That indicated to every one present at the training that without the adoption of regulations, there will always be misunderstandings.

Below are the stories brought out for discussion.

**Story 1:** Ama borrowed ₵100,000 from the group. The total of her deposit is ₵15, 000. She has died. What should be done?

**Story 2:** in the group. Each woman has saved ₵30,000. Nana Yaa, however, has only deposited ₵15,000. As the holidays are approaching, the members have decided to each withdraw ₵20,000 of their savings. Should Nana Yaa be allowed to withdraw ₵20,000 like everyone else? What arrangements should be made in similar cases?

**Story 3:** Serwaa is a member of Abotare Ye group. She rarely attends meetings, but regularly sends her deposits. Today, Friday is the outdoor of her daughters first child. It is also a groups meeting day. As usual, she sent he 2,000 deposit with her neighbor, but she also asked for a loan of ₵50,000 to prepare food for the occasion. The week before, the group decided to modify the internal regulations. According to the new rules, the members rejected Serwaa's request for a loan, and returned her ₵2,000. Why? What happened?

### 1.3.4 WEEK 4

DATE – 2<sup>nd</sup> and 3<sup>rd</sup> March 2016

TOPIC – SAVINGS CULTURE / MOBILIZATION

#### 1.3.4.1 Introduction

In line with Daasgift-led fisheries value chain improvement and livelihoods in Western Region, the fourth Business Development and Management Training Program was organized on 2<sup>nd</sup> and 3<sup>rd</sup> 2016 in Axim, Ankobra and Shama.

Figure 10 Ben Kwaw -Credit Officer of DQF leading the Shama group in saving culture.



#### 1.3.4.2 Objective

*To help group members understand saving mobilization and make their first deposit*

*To guide group members as they carry out savings operations*

*To provide passbooks to group members.*

*To teach group members how to record saving.*

#### 1.3.4.3 Outcome

Since culture is a way a group of people live (dress, eat, speak, behave etc.), savings culture is financial lifestyle adopted individually or as a group to put money down being a portion of your income or profit or earnings daily for future security and sustainability.

By the help of the facilitator for the week four training, the participants were able to outline the reasons for saving as follows: Start up an income generating activity, Earn interest, Satisfy a condition of Bank credit, accumulate funds for buying personal needs like clothing, food etc. Plan for the future, prevent your money from being stolen or burnt especially when saved

with a bank, curtail extravagance, obtain a seed capital for loans and fall on in times of hardship.

Also the participants were made to understand that saving in several ways reduce risks, helps to avoid losing everything at the same time and as well helps to satisfy a condition for Bank credit.

Furthermore through discussions and practical examples it was understood that group savings gives the following advantages even though not immediately: generate interest, allow access to credit, offer larger investment possibilities to members, and allow for the accumulation of funds for a specific goal in the future.

The group were taught that the only way to avoid poverty is to adopt savings culture with some scenarios given to buttress this fact the trainees were very much appreciative.

**Figure 11- Ben Kwaw -Credit Officer of DQF leading the Shama group in saving culture**



In the end, the group by the help of the facilitator gave general comment about the importance of savings as follows: ability to afford things you cannot buy with regular income, money saved can help support parents to buy books, pens and other things for the children's school, when parents and children save, there will be less need to borrow for the family, provides safety net when needed, gives peace of mind as you don't owe and you also be in control of your life.

### **1.3.5 WEEK 5**

**DATE – 9<sup>TH</sup> – 10<sup>TH</sup> March, 2016**

**TOPIC – LOAN PROCEDURE**

#### **1.3.5.1 Introduction**

In line with Daasgift-led fisheries value chain improvement and livelihoods in Western Region, the fifth week Business Development and Management Training Program was organized on the dates stated above in Axim, Ankobra and Shama.

**Figure 12 Ben Kwaw -Credit Officer of DQF interacting with trainees in Axim**



#### **1.3.5.2 Objective**

The objective of the week six training program was to enable the trainees understand;

- *The concept of loan*
- *The importance and uses of loans.*
- *Factors to consider in deciding to take a loan and the implications of borrowing.*

*To equip and prepare them to understand loan procedures, requirement for loan taking and working to repay loans appropriately and promptly.*

#### **1.3.5.3 Outcome**

The trainees were allowed to bring forth their understanding about loans, the preparation a person or group need to do before acquiring a loan and the requirement or some questions prudently asked before a person or a group is considered for loan.

Through discussions and deliberations it was arrived by the guidance of the facilitator that a loan is a debt provided by one entity (organization or individual) to another entity at an interest rate, evidenced by a note which specifies, among other things, the principal amount, interest rate, and date of repayment. A loan entails the reallocation of the subject asset for a period of time between the lender and the borrower.

They were also made to understand that, a loan is not a gift, there is commitment to repay according to the agreed terms, there are key components of the loan to consider before signing for it, one should avoid multiple loans as this can lead to indebtedness and lastly only take a loan when you are sure of the reliability of source of repayment.

#### **What Are Some of the Questions to Ask Before Considering a Person or a Group for Loan?**

1. What kind of business does the borrower do?

2. Is the business profitable?
3. Can the loan be repaid?
4. What work is the borrower using the loan for?
5. Has the borrower acquired loan before?
6. Was he or she able to pay?
7. How did he or she pay back, through what means?
8. Where he or she stays and business location.



**Figure 13 Ben Kwaw - Credit Officer of DQF, interacting with trainees in Ankobra**

In conclusion most of them generally appreciated the fact that if there is a good purpose or plan to expand ones business, loan is one major thing in addition to capital in hand that could be of help so it is not a huge burden as they say.

### **1.3.6 WEEK 6**

**DATE: 16<sup>TH</sup> -17<sup>TH</sup> March, 2016**

**TOPIC – FINANCIAL LITERACY**

#### **1.3.6.1 Introduction**

In line with Daasgift-led fisheries value chain improvement and livelihoods in Ankobra and Pra Estuaries, week six BDM Training Program was organized on 16TH and 17TH March, 2016 in three towns namely Shama, Axim and Ankobra. The first program was held in Shama and Axim concurrently by different facilitators on 16TH which was a Wednesday followed by Ankobra on 17TH which was a Thursday.

**Figure 14 Stephen - Project Officer taking trainees through financial literacy**



**1.3.6.2 Objective**

The objective of week six training program was to:

- Enable participants acquire knowledge in how to manage finances.
- Help participants recognize the need for records keeping and constant recording of transactions.

**1.3.6.3 Outcome (Topic discussions)**

Participants were allowed to mention some examples of inflows that give life to their businesses. With the aid of diagrams participants were taught how to manage inflows and outflows properly to ensure that their businesses thrive all year round. The participants were also taught how to keep proper records by recording daily transactions in their appropriate portfolios.

**Figure 15- Stephen -Taking trainees through financial literacy**



**Figure 16 Explained**

The above diagram was used to explain issues of finances concerning businesses.

Some of the terms are explained below

**THE POT**

The pot indicates the structure of the business, solid, convenient and well established for the life of the business, before the pot is established it goes through the porter's hands indicating how good the entrepreneur establishes the business.

**THE WATER**

The major life that sustains the business is the water, the represents the main life of the business is the water, when the water drift off unnecessarily it's gradually kill or ends the life of the business. The outflow of water from the pot needs to be managed well by adding more water which is the inflows, to continue with the sustainability process. The water in this case are the inflows; loan, sales, equity, asset and other resources needed to do business

**THE FISH**

The fish is basically the business, the fish needs water to survive the more water it get the healthy it becomes.

### THE TAP

The turning and the controlling point of the business is the tap where it can be open for water to flow out. At this stage, water flowing out can be risky to the life of the business when monies are used on unproductive, unprofitable ventures and impulse buying etc.

Bills and salaries drains water from the business, but since bills need to be paid for continuity and salaries to motivate workers to work, more returns could be recoup into the business

### 1.3.7 WEEK 7

**DATE: 23<sup>RD</sup> and 24<sup>TH</sup> March, 2016**

#### TOPIC –Business Plan

Week seven Training Program was organized on, 23<sup>RD</sup> and 24<sup>TH</sup> March, 2016 in the various towns namely Shama, Axim and Ankobra.

The topic discussed in the week was Business Plan. The session also gave participants an insight into how to mobilize resources now and for future purposes, how to set objectives, targets and benchmarks, arrange thoughts logically, stimulate reality and anticipate pitfalls before they occur

#### 1.3.7.1 Objective

To help members understand the background, current status and where the organization needs to go in order to accomplish vision and be well developed.



### 1.3.8 WEEK 8

**DATE: 30<sup>TH</sup> and 31<sup>ST</sup> March, 2016**



## **TOPIC –Healthy Fish Handling**

The trainees were taken through four sections of healthy fish handling manual provided by Fishery Commission of Ghana where they were grouped into four and each group tasked to discuss and share their experience and opinion in the question given. The questions discussed were as follows

1. How do you maintain quality from capture to shore?
2. How do you maintain quality after landing?
3. How do you maintain quality during processing and after processing?

The participants or trainees deliberated and gave their long learnt experiences and did group presentation on the questions. The facilitators also addressed issues where needed explained areas that was not tackled as well as gave comprehensive explanation in critical areas

### **1.4 LESSONS LEARNED**

The fisher folks perform and participate well when put to practical training and presentations rather than purely taking them through theoretical lessons.

Drama was mostly preferred by the trainees especially when they are engaged to perform, and from observations made by the facilitator, the message was well understood as far as drama was concerned.

In the lean seasons of fishing, no matter how sensitized a fisher folk is, he/she will attend to fishing before coming for training when a boat arrives with fish at the landing site.

### **1.5 CONCLUSIONS**

The business model training was well organized and well embraced by all the communities as well as being recognized by other community members who wished to be part of the training.

The attendance as far as the business model training is concern was very encouraging.

### **1.6 RECOMMENDATIONS**

Both male and female youth in these communities must be involved intensively in such trainings.

More of such training can be organized to help the fisher folks and enlighten them on certain issues applying to their businesses.

The NGO's engagement in Micro, Small and Medium scale Enterprises should be a continual commitment which should even involve mostly the youth in the coastal regions and more especially youth fisher folks for them to be employable and as a way ease the huge burden on the sea.

NGO's can also improve the venue or centers where community meetings and trainings are held as part of aiding development.

Weekly awards for trainees who were very serious could also encourage the entire group to be more serious to bring absenteeism to zero, the next time such program is organized.