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# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

## Functional Literacy Training Report



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THE  
UNIVERSITY  
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**Cover photo:** Literacy Session at Axim (Credit: Michael Kankam)

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## **ACRONYMS**

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

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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.



Figure 1, Training of Trainers session

### 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.



Figure 2. Orientation at Shama

## 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

DISTRIBUTION OF PARTICIPANTS FOR FUNCTIONAL LITERACY TRAINING			
Community	Number of participants	Total	Percentage
Axim	35	35	35%
Shama	35	35	35%
Ankobra	30	30	30%
Total	100	100	100%

Source: Functional Literacy data, 2017

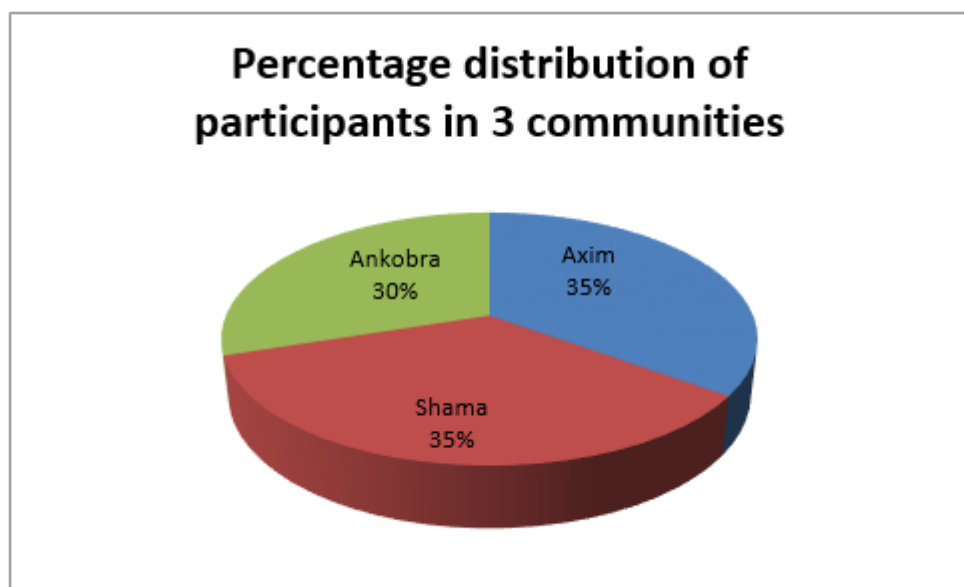


Figure 3 Percentage distribution of participants in 3 communities





**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.