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# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Advocacy and Leadership Training  
for Konkohene in The Six Coastal  
Districts in The Western Region



JANUARY, 2018

THE  
UNIVERSITY  
OF RHODE ISLAND  
GRADUATE SCHOOL  
OF OCEANOGRAPHY



**Hen Mpoano**

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**Citation:** Owusu Aduomih, A (2018). Advocacy and leadership training for Konkohene in the six Coastal Districts in the Western Region. The USAID/Ghana Sustainable Fisheries Management Project (SFMP). Narragansett, RI: Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island and Hen Mpoano. GH2014\_GEN017\_HM. 19 pp.

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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:** Participants engaging in an icebreaker exercise (Credit: Hen Mpoano)

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## **ACRONYMS**

|        |                                              |
|--------|----------------------------------------------|
| DCE    | District Chief Executive                     |
| FC     | Fisheries Commission                         |
| GNCFC  | Ghana National Canoe Fishermen's Council     |
| HM     | Hen Mpoano                                   |
| MP     | Member of Parliament                         |
| NAFPTA | National Fishmongers and Traders Association |
| SFMP   | Sustainable Fisheries Management Project     |

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## **SECTION 1: INTRODUCTION**

The Sustainable Fisheries Management Project (SFMP) supports the Government of Ghana's fisheries development objectives to end overfishing and rebuild targeted fish stocks through the promotion of the adoption of sustainable fishing practices and reduced exploitation to end overfishing.

This requires the collective involvement of all stakeholders within the fisheries sector to demand for effective and sustainable co-management of the fisheries resources. The success of effective co-management hinges on good leadership and co-operation from the various stakeholders within the fisheries sector.

The Konkohene, also known as the Chief fishmonger, plays a vital role within the fisheries sector by providing leadership for all the women in the fishing trade. The Konkohene's core responsibility is to negotiate prices of fish at the landing site on behalf of the processors. This function seems to be fading out due to various factors.

Although the Konkohene has the prerogative to prevent some canoes from transacting business with the women at their landing site, such influence is no longer regarded. This is due to the lack of coordination among Konkohenes at the various landing sites, and so when illegally caught fish is boycotted at one landing site they succeed in selling at another landing site.

In view of the above-mentioned reasons, most Konkohene's are inactive and are no longer able to play their roles effectively as women leaders. While some are not very familiar with their responsibilities, others don't even have the right leadership skills. The two-day workshop was therefore aimed at equipping the Konkohene with advocacy and leadership skills for effective participation in fisheries co-management and to build coordination among Konkohene at the various landing sites in the six coastal districts of Western Region,

### **1.1 Workshop Objectives**

The objectives of the training workshop were to:

- Build the skills of Konkohenes to advocate against illegal fishing practices
- Educate them on the roles and responsibilities of the Konkohene
- Form a Network of Konkohene in the Western Region

### **1.2 Expected Outcomes**

Expected outcomes of the workshop included:

- Advocacy and leadership skills of Konkohenes built to effectively advocate for sustainable fisheries management
- Konkohene well educated on their roles and responsibilities
- Network of Konkohene in the Western Region formed

## **SECTION 2: TRAINING PROCEEDINGS**

The two-day training workshop was held at Twin City Hotel, Takoradi on the 16<sup>th</sup> and 17<sup>th</sup> January 2018 for all Konkohenes within the 6 coastal districts of the Western Region of Ghana. Fifty-one (51) Konkohene, and three (3) Executives of the National Fish Processors and Traders Association (NAFPPTA) attended the training workshop (53 females, 1 male). The workshop was effective in enhancing the advocacy and leadership skills of the participants through a number of activities (Appendix for detailed participant list)

At the Opening ceremony, Mr Balertey Gormey, a Senior Programs Officer of Hen Mpoano, briefed the participants on the purpose of the training workshop. He stressed the aim of the training as providing capacity building and training to business associations, this he said, would go a long way to strengthen and empower them to undertake effective advocacy actions on fisheries management in their localities.



**Figure 1: Mr. Balertey Gomey, programs officer from Hen Mpoano, giving the opening remarks**

### **2.1 Content of the Training**

Leaders in every functional association or organizations need to understand the basic principles of advocacy and leadership to improve upon the effectiveness of the group to reach the appropriate duty-bearers in order to achieve the desired results and impact.

The training covered the following:

- Regulations in the Fishing Industry and how they affect women and their businesses
- Pyramid of regulations
- Private/Public Sector Advocacy
- The Five Steps in effective Advocacy
- Building Blocks of Association
- Appropriate Leadership styles and skills

- Leadership skills

## **2.2 Methods applied included:**

- Structured learning experiences (SLE)
- Simulation
- Role play
- Case studies
- Lectures
- Group work

## **SECTION 3: TRAINING METHODOLOGY**

Given the diversity in culture and educational backgrounds, the participants were introduced to a comprehensive set of training instruments using an action-oriented approach and experiential learning methods to develop, motivate and enhance high level participation. (Detailed program attached as an appendix).

The facilitator, Mr. Cadmond Dadzie, illustrated the 5-step advocacy approach through teamwork. The exercise was aimed at enhancing participants' problem-solving ability and was used to illustrate the 5-step advocacy approach. This brought out the advantage of teamwork as well as importance of the stages in problem solving cycle. The 5 steps were discussed as follows:

- Identifying an issue
- Understanding the issue through Research
- Define objectives to address the issue by developing proposals
- Undertake stakeholder engagement
- Follow up on agreed solutions or proposals

### **3.1. Key issues/bottlenecks identified by participants in the fisheries sector.**

- Illegal fishing practices
- Trawling activities by foreign fishermen
- Activities of oil companies at traditional fishing zones
- Increased efforts in the fishing industry
- Lack of enforcement of fishing policies and regulations

### **3.2. Key Solutions identified by participants;**

- Chief Fishermen and Konkohene must come together to address the problems. Most often the Konkohenes are not included in the decisions about the fisheries sector
- Strict enforcement of regulations by marine police and other statutory bodies like Fisheries commission (FC). They proposed a unit comprising both men and women from the fishing communities with the sole responsibility of patrolling the coast and reporting IUU fishing activities, particularly the use of unapproved tools and materials like DDT and light for fishing.

### **3.3. Key Stakeholders identified as highly important in resolving the issues**

- Chief Fishermen
- Traditional Authorities
- Fisheries Commission
- Marine Police
- Ghana Police

- Ministry of Environment
- Ministry of Fisheries
- Konkohene groups (Network of Konkohene)
- Member of Parliaments (MPs)
- District Chief Executives (DCEs)

### **3.4 Day 2**

The second day began with a recap of the previous day's activities and participant's sharing of their highest learning moments. This was followed by a group exercise.

#### **3.5 Exercise 1- Best Deal**

This group exercise was used to stimulate thinking about strategies of co-operation and competition and to increase the participants' ability of strategic behavior: Participants formed competing groups. Each group received an envelope with identical set of cards or straws in four different colours. But they get different tasks. During the exercise, participants developed, tested, compared, and evaluated strategies for several group tasks. They need to decide whether to co-operate with others or not. They were also encouraged to be persuasive and explore appropriate strategies to discuss issues of economic concerns to duty-bearers and key government institutions and agencies. Negotiation is another important topic that was dealt with in view of the participants' experiences during the exercise. The participants were further taken through dialoguing processes, media engagements and its importance in advocacy and following up on agreed solutions.

#### **3.6 Exercise 2- Case studies and experience sharing**

This exercise highlighted key issues identified in the various communities and had the konkohene themselves come up with suggestions in resolving them. Key among them were:

- Lack of cooperation among the Konkohene along the coast, leading to fishermen selling illegally caught fish in other communities when they are refused permission to sell in a one community.
- Exemplary leadership shown by some of the participants in dealing with recalcitrant fishermen was shared. Notably some Konkohene's defied orders from traditional authorities and sent away contaminated fish or catch.
- Limited authority of the Konkohene in dealing with the chief fishermen. It was mentioned that the Konkohene were appointed by either the chief fisherman or the chief of the community. Most of these chief fishermen or chiefs are directly or indirectly involved in and profit from the illegal activities of the fishermen. The role of the Konkohene as the whistleblower is therefore threatened and undermined.

**Table 1: A group to identify 2 key proposals the participants expect government to implement to boost fishing.**

| <b>GROUP 1</b>                                                                                                            | <b>GROUP 2</b>                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1. Implementation of Fisheries Management Plan with regards to the following:                                             | <ul style="list-style-type: none"> <li>• Implementation of the Fisheries management Plan e.g. Close season</li> </ul> |
| a. Closed season (agreed to be from May to July)                                                                          | <ul style="list-style-type: none"> <li>• Enforcement of Fisheries laws and regulations</li> </ul>                     |
| b. Closed Areas                                                                                                           |                                                                                                                       |
| c. Registration of all Canoes                                                                                             |                                                                                                                       |
| d. Scientific Research Centre                                                                                             |                                                                                                                       |
| 2. Implementation of community voluntary guards (task force) selected from the communities to report to the marine police |                                                                                                                       |

### **3.7 Sustaining Advocacy and Leadership skills**

In sustaining advocacy, some identified points included;

- Strong association
- Good leadership within the association or organization
- Transparency and accountability
- Enforcement of bye laws or regulations of the association or organization

It was concluded that the simplest definition for leadership would be “The skills and ability to lead or guide other individuals, teams, or entire organizations or associations”. Participants were taken through leadership and the various styles of leadership that are relevant to their situations in their respective communities. These were: **Pragmatist; Idealist; Steward** and **Diplomat**. It was further observed from the discussions that some styles of leadership work better for different situations. It is important for leaders to therefore understand and improve upon areas that they lack through training and mentoring.

### **3.8 Roles and responsibilities of Konkohene were discussed as follows**

- Plays a supervisory role for all fishmongers
- Responsible for the selling of fish caught by the fishermen
- Negotiation of the price of fish on behalf of fishermen and fishmongers
- Mediate disputes between fishermen and fishmongers
- Mediate disputes among fishmongers
- Provide financial assistance to fishermen in most cases

It was contended that most Konkohene had limited understanding and awareness of these roles and therefore unable to live up to desired expectations. Having gone through the basic styles and types of leadership, participants were optimistic that given a good coordination with other Konkohene along the landing sites the menace of illegal fishing could be addressed. Participants strongly believed that limited success in dealing with illegal fishing had been fueled by lack of coordination, education, awareness and cooperation of konkohene at the various landing sites. They resolved to coordinate better, support each other and cooperate through an association to have a unified voice in advocating for sustainable fishing practices.

## SECTION 4: NETWORK FORMATION AND ACTION PLAN

A network of Konkohene was formed; this was done by compiling the contact details of all the Konkohene who were present at the meeting. Each one received a printed copy of the compilation, to enhance easy communication among the Konkohene.

Although the Konkohenes are part of the Ghana National Canoe Fishermen Council (GNCFC), their constitution doesn't allow women to vie for leadership position within the council. They are also not mostly engaged in the fisheries decision-making process. In view of this, one of the next steps for the group is to register to form an association, develop their constitution, and undergo series of training to be well equipped for their voices to be heard. As part of the action plans, there will be follow-up monitoring to ensure all the timelines set for these activities are followed through. Leadership and conflict management trainings for various fisheries association groups at the community level will also be conducted. Leaders of these various groups who have received such trainings will lead these trainings.

**Table 2: Action plan developed during the workshop**

| ACTIVITY                                 | TIMEFRAME               | OUTCOME                                                              | VERIFIABLE INDICATOR                 |
|------------------------------------------|-------------------------|----------------------------------------------------------------------|--------------------------------------|
| Executive Meeting to be held in Takoradi | 15-20 February 2018     | Arrangement for registration discussed, Draft Constitution discussed | Minutes of meeting, attendance sheet |
| Regularization of Association            | 18 Jan-25 Feb 2018      | Registration process Started, Forms Pick, filled and submitted       | Registration payment receipts        |
| Drafting Constitution                    | 18 Jan-15 Feb 2018      | Draft Constitution                                                   | Copies of draft constitution         |
| Outdooring of Association                | 28 Feb-15 March 2018    | Association out doored, Constitution adopted                         | Attendance sheet, minutes            |
| Advanced Leadership Training             | 15 March- 15 April 2018 | Skills of executives and selected members upgraded                   | Training report                      |

## **SECTION 5: EVALUATION OF TRAINING**

The evaluation of the workshop was done in a plenary with the following comments from participants:

- They were very thankful to SFMP and Hen Mpoano for the consistent support in improving the fishing activities.
- There is the need for the Konkohenes to be involved in all issues relating to fisheries management in the country as they play a relevant role in the fisheries value and supply chains.
- There is the need to come together as an association of Konkohene to lead in advocating for sustainable fishing practices.
- The association will require the support of Hen Mpoano to improve upon leadership, education and group development
- The Konkohenes must take leadership roles to help address illegal fishing.

## **SECTION 6: CLOSING CEREMONIES**

In a closing statement, Madam Emelia Abaka-Edu, the Western regional NAFPTA president, stressed on the importance for the formation of the network of the Konkohene to champion the voices of women in the fisheries sector. She commended the SFMP project and Hen Mpoano for their commitment to a sustainable fishery management in the sector. She hoped Hen Mpoano will continue to support the women as they journey towards providing leadership in advocating for improved and sustainable fishing management and enforcement of fishing regulations.



**Figure 2: Madam Emelia making statement during the closing ceremony**

## APPENDIX 1: WORKSHOP AGENDA

Day 1

| TIME                      | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.00 am -10.00 am         | <p>OPENING</p> <ul style="list-style-type: none"> <li>• Introduction of participants</li> <li>• Ground rules</li> <li>• Expectations of participants</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 10.00 am-10.15 am         | Objectives of the Training-Rep from Hen Mpoano                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>10.15 am- 10.30 am</b> | <b>Snack break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 10.30 am-1.00 pm          | <p>Why advocate?</p> <ul style="list-style-type: none"> <li>• The importance of the private sector to economic development;</li> <li>• The role and obligations of government agencies in development; e.g private sector development</li> <li>• Governments and regulations (Fisheries Commission, standards Board and Food &amp; Drugs Board) and their roles</li> <li>• Regulations and the business environment;</li> <li>• Advocacy &amp; Private Sector Advocacy; and</li> <li>• The role of private sector advocacy in improving the business environment</li> <li>• Promotional institutions and their role in MSE development</li> </ul> |
| 1.00 pm-2.00 pm           | <b>Lunch</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2.00 pm-3.00 pm           | <ul style="list-style-type: none"> <li>• How to advocate</li> <li>• Identifying and defining the problem;</li> <li>• Research for advocacy;</li> <li>• Planning an advocacy action- defining objectives, activities, expected results impacts and indicators;</li> <li>• Preparing advocacy proposals – report preparation and presentation</li> </ul>                                                                                                                                                                                                                                                                                            |
| 3.00pm-4.00pm             | <ul style="list-style-type: none"> <li>• Identifying and influencing targets – scheduling meetings, communication;</li> <li>• Tools and techniques for advocacy;</li> <li>• Follow-up, implementing agreements – The role of executives and members;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |

**Day 2**

| <b>TIME</b>        | <b>CONTENT</b>                                                                                                                                                              |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.00 am-8.30 am    | Recap of activities of day one                                                                                                                                              |
| 8:30 am – 9:30 am  | Best Deal (exercise to explain how to advocate effectively)                                                                                                                 |
| 9:30 am – 10:00 am | Case studies and experience sharing                                                                                                                                         |
| 10:00 am-11.00 am  | <b>Sustaining advocacy</b> <ul style="list-style-type: none"><li>• Building blocks of successful associations;</li><li>• Leadership skills for effective advocacy</li></ul> |
| 11.00am-11.15 am   | Snack break                                                                                                                                                                 |
| 11.15-1.00 pm      | <ul style="list-style-type: none"><li>• Roles and Responsibilities of Konkohene</li></ul>                                                                                   |
| 1.00 pm-2.00 pm    | Network formation & Action plan                                                                                                                                             |
| 2:00 – 3:00pm      | Lunch and Departure                                                                                                                                                         |

## APPENDIX 2: PARTICIPANTS LIST

# GHANA SUSTAINABLE FISHERIES PROJECT-HM PARTICIPANTS ROSTER INFORMATION

Required in English

Please Print

**Title of Course:** \_\_ GENDER TRAINING \_\_\_\_\_

**Activity:** \_\_ GENDER ADVOCACY AND LEADERSHIP TRAINING FOR  
KONKOHENE WITHIN THE SIX DISTRICT OF THE WESTERN REGION

**Date:** \_\_ 16-17<sup>th</sup> January, 2018 \_\_\_\_\_

**Length of Course:**                      Less than three days                            Three days or longer                     

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| Martha     | Awortwe  | Ahanta West  |                    |              |     | ✓ |                                          |   |
| Rebecca    | Cobbinah | Ahanta West  |                    |              |     | ✓ |                                          |   |
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| Philomena   | Aidoo        | Ahanta West  |                    |              |     | ✓ |                                          |   |
| Mary Akua   | Domfoyena    | Ahanta West  |                    |              |     | ✓ |                                          |   |
| Nana Kwamba | Tiase        | Ahanta       |                    |              |     | ✓ |                                          |   |
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| Aba         | Bentuma      | Shama        |                    |              |     | ✓ |                                          |   |
| Mercy       | Wilson       | Shama        |                    |              |     | ✓ |                                          |   |
| Aba         | Kuro         | Ahanta West  |                    |              |     | ✓ |                                          |   |
| Auntie      | Kuoma        | Sekondi      |                    |              |     | ✓ |                                          |   |
| Dorcas      | Nyamekye     | Ekwei        |                    |              |     | ✓ |                                          |   |
| Agnes       | Annor        | Ekwei        |                    |              |     | ✓ |                                          |   |
| Boadi       | Nyamoza      | Atuabo       |                    |              |     | ✓ |                                          |   |
| Ama         | Tawiah       | New Takoradi |                    |              |     | ✓ |                                          |   |
| Adwoa       | Baduwa       | Half Assini  |                    |              |     | ✓ |                                          |   |
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| Esi        | Animfua     | Half Assini        |                    |              |     | ✓ |                                          |   |
| Comfort    | Otabil      | Half Assini        |                    |              |     | ✓ |                                          |   |
| Esuah      | Evukah      | Half Assini        |                    | -            |     | ✓ |                                          |   |
| Emelia     | Abaka-Edu   | Axim               |                    |              |     | ✓ |                                          |   |
| Margaret   | Graham      | Axim               |                    |              |     | ✓ |                                          |   |
| Hannah     | Ansah       | Axim               |                    |              |     |   |                                          |   |
| Elizabeth  | Dovolo      | Axim               |                    | -            |     | ✓ |                                          |   |
| Nana Ekua  | Merhwewoso  | Ahanta West        |                    |              |     | ✓ |                                          |   |
| Getrude    | Cromwell    | Ahanta West        |                    |              |     | ✓ |                                          |   |
| Elizabeth  | Kweku       | Ahanta West        |                    |              |     | ✓ |                                          |   |
| Elizabeth  | Kwofie      | Ahanta West        |                    | -            |     | ✓ |                                          |   |
| Gifty      | Cobinna     | Ankobra            |                    |              |     | ✓ |                                          |   |
| Mary       | Abakah      | Abuesi Kese wo kan |                    |              |     | ✓ |                                          |   |
| Ekua       | Mbuwoba     | Nkotonpo Sekondi   |                    | -            |     | ✓ |                                          |   |
| Ekua       | Arhinma     | Half Assini        |                    | -            |     | ✓ |                                          |   |
| Grace      | Amalemah    | Axim               |                    | -            |     | ✓ |                                          |   |
| Aba        | Ayam        | Axim               |                    |              |     | ✓ |                                          |   |
| Theresah   | Freeman     | Axim               |                    |              |     | ✓ |                                          |   |
| OP         | Ekua Essoun | Sekondi            |                    |              |     | ✓ |                                          |   |
| Mena       | Aya Awortwe | Sekondi            |                    |              |     | ✓ |                                          |   |
| Constance  | Mensah      | Axim               |                    |              |     | ✓ |                                          |   |
| Nana Adjoa | Ammisah     | Ngyireasia         |                    | -            |     | ✓ |                                          |   |

| First Name       | Surname | Organization | Email if available | Phone number | Sex |   | Do you wish to receive messages on SFMP? |   |
|------------------|---------|--------------|--------------------|--------------|-----|---|------------------------------------------|---|
|                  |         |              |                    |              | M   | F | Y                                        | N |
| Emelia Millicent | Aikins  | Shama Apo    |                    |              |     | X |                                          |   |
| Nana Ekua        | Atta    | Ahanta West  |                    |              |     | X |                                          |   |
| Akos             | Bakini  | Shama        |                    |              |     | X |                                          |   |