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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Training on Basic Advocacy in Fisheries Management and Conflict Management



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THE
UNIVERSITY
OF RHODE ISLAND
GRADUATE SCHOOL
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Cover photo: Participants at the training (Credit: Hen Mpoano)

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ACRONYMS

CBFM	Community-Based Fisheries Management
SLE	Structured learning experiences
USAID	United States Agency for International Development

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1.0 INTRODUCTION

Hen Mpoano, under the USAID-funded Sustainable Fisheries Management Project (SFMP) is piloting a Community-Based Fisheries Management (CBFM) with 5 communities along the Ankobra River.

The CBFM is aimed at empowering the estuarine fishing communities to be able to locally manage their fisheries through local and national laws. The CBFM is headed by a 10-member committee (5 females and 5 male) from the 5 communities.

It has become imperative to build the capacities of the committee members to lead the process on their own for sustainability. This is a key component of this pilot.

It is anticipated that the committee should be able to lead actions developed in the management plan and also advocate for support at the district assembly.

In light of this, Hen Mpoano organized a 2-day workshop on 22nd and 23rd August, 2017 and a 1-day workshop on 24 August, 2017 in Fante/Twi on advocacy in fisheries management and conflict management respectively for the management committee members.

1.1 Workshop Objectives

The objectives of the workshop were to:

- Train the CBFM Committee members on how to advocate and manage conflict.
- Build cohesion among the committee members.

1.2 Expected Outcomes

Expected outcomes of the workshop included:

- Lessons learned from advocacy will be employed in engaging the District Assemblies for implementation support of the CBFM plan.
- Committee members would manage inter and intra-conflict more effectively.
- Committee members would operate better as a team and collectively lead the CBFM process.

2. 0 METHODS APPLIED:

The following methods were used to deliver the training modules to the participants:

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

Table 1: Modules used during the Training

Exercise	Importance
Yarn Coil	<ul style="list-style-type: none"> • “Ice breaker”, • Introduction & Networking, • Communication, • Importance good listening, team work etc. • Effective Communication, • Collaborative Leadership, dialogue
Tower Building	<ul style="list-style-type: none"> • Ability to deal with uncertainty and unpredicted external effects • Importance of being conservative in setting objectives, • Necessity to include sufficient reserve of time, capacity and resources (also money) and the need to protect and conserve the environment for sustainability of livelihoods. • Positive and negative influence of relatives and friends on the businesses and the environment • Establish the basis or advocacy is important in formulating and improving policies.
To Be or Not To Be	<ul style="list-style-type: none"> • Introduction of the Problem-Solving Cycle, • 5 Steps of Effective Advocacy • Creativity • stakeholders or duty-bearers mapping or identification • Effective Communication, • Collaborative Leadership, negotiation, dialogue and importance good planning

3.0. YARN COIL EXERCISE

This exercise was part of the opening activities. It was meant for participants to get to know each other better and understand the need for co-operation and networking during the implementation of activities on the project and on the field as well. The exercise brought out the common responsibilities of participants in the implementation of the entire projects.

Key learning points were as follows:

- Effective communication.
- Unity amongst communities
- Effective leadership.
- Creativity and ingenuity in resolving environmental issues.

The participants tasked themselves to take up the duty of cooperating with one another and work together to mitigate the possible effect of a failure from one member which affects the strength of everybody within the organization.



Figure 1: Participants during the Yarn coil exercise

4.0. TOWER BUILDING

Tower Building can be useful during the business plan course as an instrument to investigate some aspects of the entrepreneur's personal behavior. Some important aspects were worked out regarding the need to overcome difficulties which may result from the business and natural environment and from affective and social relationships interfering with the business performance and environmental issues.

In this exercise, 1 participant acted like an entrepreneur whose task it was to build within 10 minutes a vertical tower of wooden cubes or matchboxes, symbolizing the financial assets of his/her company. The tower's base is made by one single box

4.1 Objectives

For participants to get awareness of:

- Ability to deal with uncertainty and unpredicted external effects.
- Importance of being conservative in setting objectives.
- Necessity to include sufficient reserve of time, capacity and resources (also money) and the need to protect and conserve the environment for sustainability of livelihoods.
- Positive and negative influence of relatives and friends on the businesses and the environment.
- Establish the basis or advocacy is important in formulating and improving policies.

The module brought out the following points from the participants:

- Need for communities to be concerned about the environment especially the Ankobra which serve as a source of water and economic livelihood for some fishermen.
- The need for more education in the various communities for inhabitants to be more environmentally responsible monitor the activities of others in terms of the environment.
- Without advocacy people's livelihood will be destroyed.

As expected, the participants were sensitized on why advocacy is important and therefore community cooperation and collaboration are needed.

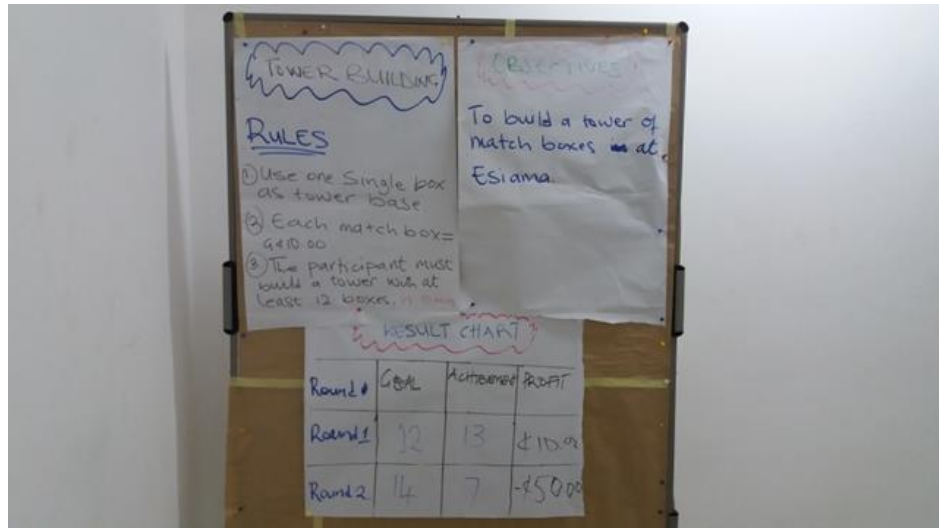


Figure 2: Rules and outcome of the tower building module



Figure 3: Participants processing the tower building exercise

5.0. TO BE OR NOT TO BE

In this exercise, participants dealt with productive forms of problem solution. As many entrepreneurs, especially small ones, are not used to develop strategies but to react and therefore have to face problems in business life, the exercise has been created to make them become aware of personal problem-solving skills.

5.1 Objectives

At the end of the exercise, participants will have learned to:

- Analyse and develop individual problem solving behavior.
- Understand failures in spontaneous decisions.
- Appreciate the need for planning.
- Compare individual and group strategies.
- Know the elements and process of productive problem solution.
- Understand the 5 steps in advocacy (how to advocate).
- Become familiar with the basic tools for advocacy.

The exercise was aimed at enhancing participants' problem-solving ability and was used to illustrate the 5-step advocacy approach. This exercise brought out the advantage of teamwork as well as importance of the stages in problem solving cycle.

The 5 steps in advocacy were discussed as below:

1. Identifying an issue or a problem that affects businesses or the environment or the community negatively;
2. Understand the problem by researching to find the reason or rationale for a policy. This was indicated to be necessary to make a compelling case for changes;
3. Make proposals to duty bearers;
4. Dialogue, negotiate and lobby duty bearers to resolve an identified problem that affects the community;
5. Follow up on all agreed issues and recommendations for resolving the problem.

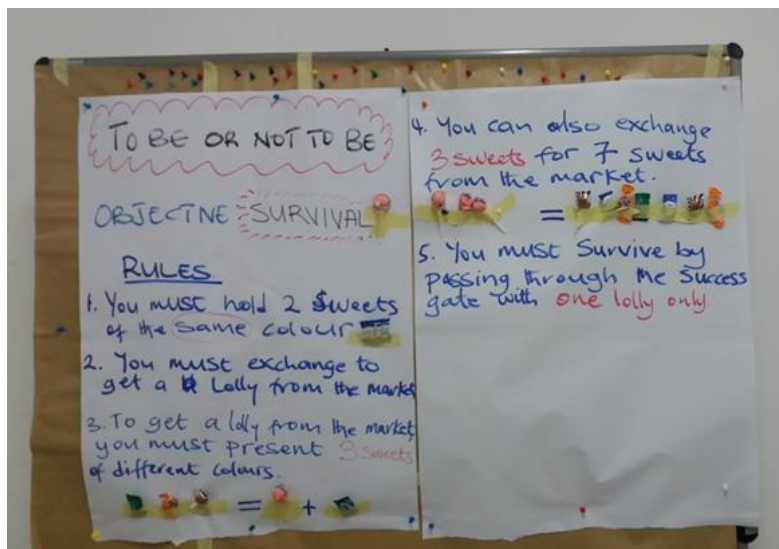


Figure 4: Rules of the module “To be or not to be”

6.0. THE BIG 3

This module has the following objectives:

1. Identification of sources of conflicts.
2. Types of conflicts (personal and community).
3. Leadership in conflict management.
4. Communication before, during and after conflict.
5. Benefits of conflict.

Four groups were formed to stand at four different positions of a very big number 3 drawn on the floor of the training room. They were instructed to observe the drawn number 3 and describe what they saw. Each group was expected to describe to the hearing of the rest what they saw. Each group was expected to give different description.

The discussions generated a lot of perspective on conflicts and how it could affect resources management and the communities a well. The basic steps conflict management were as follows:

- Conflicting.
- Avoiding.
- Collaborating.

- Compromising.
- Accommodation.



Figure 5: Result of conflict management discussions.

7.0. CONCLUSION

The trainer had the responsibility of planning, designing, conducting the training, and reporting. During the training particular attention was given to the following areas:

- Communication – nonverbal communication, body language and tonality.
- Content – expertise and understanding.
- Materials – Preparation, creativity and quality.
- Action – start, motivation, attention, rules explanation, activity control and observation.
- Publishing – results and sentiments.
- Processing – getting it from participants.
- Group dynamics – control and result documentation.
- Time – management and efficiency.
- Team work – co-operation and support.

The participants were equally engaging, committed and interactive.

APPENDIX

Modules on Advocacy

Tower Building

Tower building can be useful during training for adult as an instrument to investigate some aspects of the entrepreneur's personal behavior. Some important aspects can be worked out regarding the need to overcome difficulties which may result from the business environment and from affective and social relationships interfering with the business performance and the environment.

In this exercise, 1 participant acts like an entrepreneur whose task it is to build within 10 minutes a vertical tower of wooden cubes or matchboxes, symbolizing the financial assets of his/her company or natural environment. The tower's base is made by one single box. The necessary initial capital investment is represented by 12 matchboxes. The company only begins to profit when the entrepreneurs puts together more than 12 matchboxes on the tower and it does not fall down.

After the instruction of the co-participants the rounds begin: the entrepreneur can test tower building for a few moments (less than one minute) and then has to define his/her target (for example: 14 cubes). Then the real action starts. But the entrepreneur will be blindfolded and has to use the less skilled hand! As he/she starts building the tower 3 or 4 other participants will enter the scene one after another and play their roles as friend, banker, and relative. At the end, 3-4 people are standing around the entrepreneur and talk insistently to him/her. All this puts enormous pressure on the blindfolded entrepreneur who only wants to start his/her business successfully (i.e. build the tower).

Basically, the actors want some boxes (representing money). If, for whatever reasons, the entrepreneur decides to give some boxes away, he/she can only take it from the tower under construction. When the time is over, the trainer counts the number of stacked cubes/boxes and verifies if the entrepreneur reached the established goal.

In processing the exercise, the group analyses the entrepreneurs' behaviour concerning the establishment of goals and risks calculation. Another issue is the interference of external pressures, especially the influence of relatives, with the accomplishment of the entrepreneurs' goals. Further, the analysis also looks at the behaviour of the individual or company in building tower or business with regards to the environment. Whether the company is only interested in expanding his or her business?

OBJECTIVES

For participants to get awareness of:

- Ability to deal with uncertainty and unpredicted external effects.
- Importance of being conservative in setting business objectives, especially for start-ups.
- Necessity to include sufficient reserve of time, capacity and resources (also money) into business plans.
- Positive and negative influence of relatives and friends on the business.
- Readiness to deal with people trying to benefit from enterprise assets before the business is consolidated and can afford it.
- Responsibility to the environment and why it is important to sustain their businesses or activities by conserving the environment.

In this exercise, participants deal with productive forms of problem solution. As many entrepreneurs, especially small ones, are not used to develop strategies but to react and therefore have to face problems in business life, the exercise has been created to make them become aware of personal problem solving behavior.

At the beginning of the simulation, each participant gets two numbers of resources (e.g. sweets) of identical colors to be used during the exercise. Three colors are available, for example A gets 2 green, B gets 2 blue and C gets 2 yellow, D gets 2 green again and so on. The task of the participants is to survive, which is represented by a lollipop for each survivor. The lollipops can be obtained in the "market", called 'Mother Nature', by exchanging 3 sweets of different colors for one lollipop (plus one sweet back). But the individually received resources are not enough to get a lollipop, so participants have to develop a survival strategy. Time for execution is short, and most probably not all participants will "survive".

Then they get a second chance. This time, two groups are formed, competing against each other. Differently to the first round, they get some time to develop a group strategy first and only after that the second round is executed.

OBJECTIVES

At the end of the exercise, participants will have learnt to:

- Analyze and develop individual problem solving behavior.
- Understand failures in spontaneous decisions.
- Appreciate planning.
- Compare individual and group strategies.
- Know the elements and process of productive problem solution.



Figure 6: Instruction chart to "To be or Not To Be"

Table 2: "To Be or Not To Be" game process

Step	Time	Most important contents	HINTS
Preparation, Explication of rules, Instructions	10'	<p>Explication of the task, rules and conditions for survival (symbolised by obtaining a lollipop)</p> <p><i>Brief for the Observer</i></p> <p>The trainer should brief the observers that they should watch carefully during the planning and execution of tasks. The observers should take note of the manner in which groups make their plans, develop their strategies and also division of labour during the action phase.</p>	<ul style="list-style-type: none"> • Announce that time for execution will be only 4 minutes. • Be careful to shorten time if too many participants seem to survive. • Maximum number of survivors should not exceed 2/3 of all participants. If it gets close to this, close the market (no exchange of sweets or lollipops any longer) • Do not overemphasize on the extra sweet that is to be given with a lolly pop (should be mentioned during the reading of rules only but not by the Mother Market) • The trainer may also choose to select one or two participants as observers. These observers should make their contributions during processing of what they observed during the exercise.
First round	5'	<p>Distribute the sweets as follows: every participant gets 2 sweets of one single colour. 1/3 of the group receives sweets of colour a, 1/3 of colour b, and 1/3 of colour c</p>	<p>Participants may see what the neighbours get, but make sure that they don't start exchanging the sweets before you give the start signal (note if some people do and use it in processing: start action immediately, not even waiting to understand the rules of the market)</p> <p>Pay attention with the 'mother of nature': each participant has to bring 3 sweets of different colours. He/she then gets back 1 lollipop plus one sweet of a colour that the participant has to define. They try to make sort of self-service, by simply putting the sweets and taking lollipop and 1 sweet. Mother nature shall never admit such behaviour. On the contrary, mother nature can act slowly, even if the participants get nervous.</p>

Step	Time	Most important contents	HINTS
First round short processing	10'	<ul style="list-style-type: none"> • How many people survived? • What was the strategy for surviving • If given a chance to do a second round, what will you do differently? 	<p>Trainers should note down the reason for survival on a flip chart</p> <p>Points that will come up are: negotiation with other, trust, giving or getting credit (of one sweet), fraud, theft, helplessness, inefficiency of market (where they can exchange sweets against lollipops), uncertainty about market exchange rules</p>
Second round	20'	<p>Trainer forms 2 groups stating that now the groups will compete and the first group with all members having one lollipop in their hands will win. Allow a maximum of 10 minutes for planning</p> <p>Distribute resources like in round 1</p>	<p>Ensure that all sweets and lollipops from first round are collected prior to second round</p> <p>Participants usually immediately start action. Make sure that they all show their two sweets of one colour before you give the start signal.</p> <p>The winning group is the one in which each member gets a lolly pop. But the members have to hold and show their lollipop. It will not be accepted that a group leader has all the group members' lollipops in his hand.</p>
Processing	20-40'	<ul style="list-style-type: none"> • Which group survived? • How did you interpret the task? • On what basis did you develop your strategy? • What were the reasons for success? • What made the losing group loose? • Was there a difference between individual and group work? • Explain reasons? • Did you really develop a plan? • Did all members understand and follow the plan? • Did you have specialised tasks (members who exchange, coordinate, monitor)? 	<p>Refer to reasons for survival noted from first round processing</p> <p>Discuss the importance of developing efficient strategies</p> <p>Observe well the behaviour of participants during planning and action. Some are passive, some turn into leadership...</p> <p>Most groups commit the following mistakes:</p> <ul style="list-style-type: none"> • They don't develop a strategy (but during processing they say they did – observe well) • They don't look for the competitor or don't include their potential behaviour into their own plan • They don't look for additional information (e.g. they could ask mother nature for discounts or

Step	Time	Most important contents	HINTS
		<ul style="list-style-type: none"> • Did you spend efforts on knowing what the other group plans to do? • During planning, did you only go into the mathematics (technicalities) of the exchange or did some participants also develop exchange strategies? <p>As a group, what would you have done differently in a third round?</p>	<p>whether exchange of a larger number of sweets is admitted)</p> <ul style="list-style-type: none"> • They don't assign specific tasks • They don't monitor during action • They all focus on the mathematics of exchange; no different planning tasks are assigned (2 for mathematics, 2 for negotiations with market, 2 for observing competitor, 2 for defining exchange tactics etc)
Generalising		<p>What does an entrepreneur need to resolve problems without wasting time and resources?</p> <p>Which type of organisation starts problem solving by allocating resources (Government)?</p> <p>Use the problem-solving cycle to discuss a real business problem (the problem should be suggested by the participants)</p>	<p>Try to extract from the participants the elements of the problem-solving cycle</p> <p>Try to refer to the actual exercise when going through the steps of the cycle. Give examples from your observation (in the first round, where did you start? With action! No analysis of the problem, no setting of objectives etc. Ask if this is a typical behaviour and what an entrepreneur could gain from a little planning effort.</p>