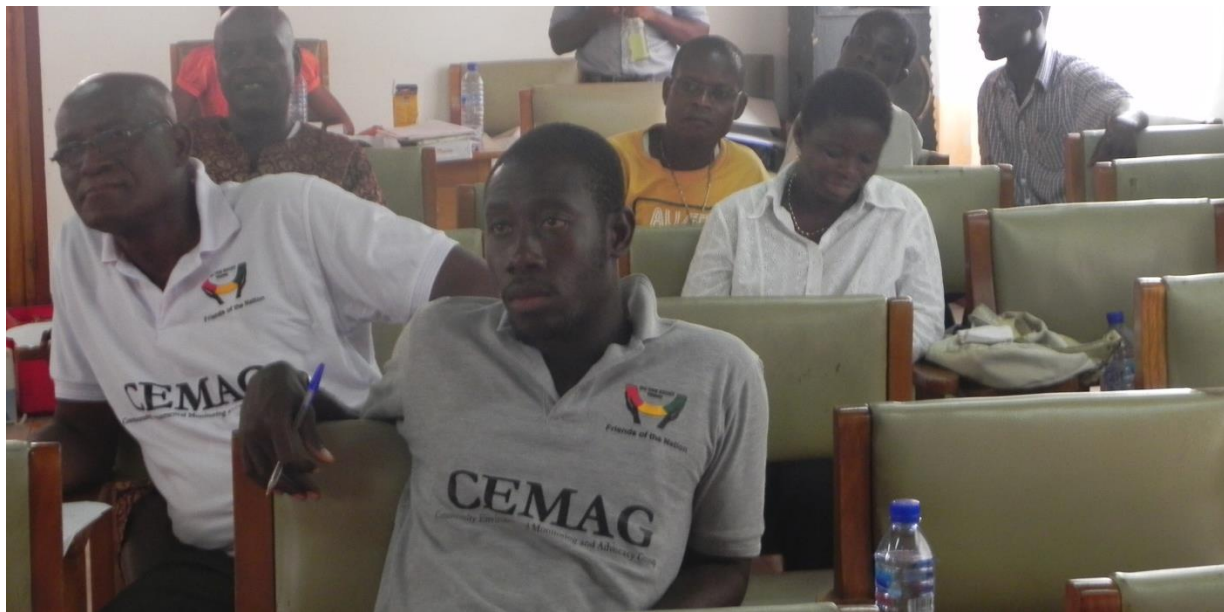


***CAPACITY BUILDING WORKSHOP ON PARTICIPATORY APPRAISAL  
METHODS, COMMUNICATION AND ADVOCACY SKILLS.***

**Workshop Proceedings**



December 12 & 13, 2013

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**Citation:** please cite this document as

Boachie-Yiadom T. (2013). *Capacity Building Workshop on Participatory Appraisal Methods, Communication and Advocacy Skills, Workshop Proceedings*. Friends of the Nation, Takoradi-Ghana, 31 pp

**Disclaimer:**

This publication is made possible by the generous support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The contents of this report are the responsibility of Friends of the Nation and do not necessarily reflect the views of GIZ.

**Cover Photo:** Training Workshop participants attentively engaged in a lesson

**Cover Photo Credit:** Fredrick Eduful

## List of Acronyms

CBOs	Community Based Organisations
CEMAGs	Community Environmental Monitoring and Advocacy Groups
DCD	District Coordinating Director
FGD	Focus Group Discussion
FoN	Friends of the Nation
GIZ	Gesellschaft für Internationale Zusammenarbeit
GWS	Ghana Wildlife Society
MDG	Millennium Development Goals
M&C	Marine and Coastal Resources Management Committee
NABU	Nature and Biodiversity Conservation Union
NEMA	Nzema East Municipal Assembly
NGOs	Non-Governmental Organisation
PCC	Platform for Coastal Communities
SDA	Shama District Assembly
STMA	Sekondi-Takoradi Metropolitan Assembly
ToR	Terms of Reference
W/R	Western Region

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## BACKGROUND

The German Federal Ministry for Economic Cooperation and Development (BMZ) in 2012 launched the 'Commitment for Africa' initiative with the objective of strengthening existing civil society actors in Africa and to promote stronger commitment among civil society actors in Germany. BMZ in this context commissioned the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH with identifying potential partnerships between German and African actors who will develop sustainable projects in the areas of civil society, economy and sports.

In 2013, GIZ identified such potential partners and under the Commitment for Africa Initiative, Friends of the Nation (FoN) collaborated with the Nature and Biodiversity Conservation Union (NABU) from Germany and Ghana Wildlife Society (GWS) to implement a project titled *"Strengthening Environmental Communication and Advocacy for Sustainable Coastal Resource Management in Ghana"*. This project aimed at enhancing capacities of selected organisations and coastal communities in environmental communication and advocacy, as well as site based interventions for the preservation of fragile coastal ecosystems in Ghana. By engendering transfer of knowledge between German and Ghanaian NGOs, the project sought to work with coastal communities to develop and implement strategies to address environmental degradation caused by low awareness, improper waste disposal and unsustainable utilisation of coastal wetlands resources.

The implementing partners had a partnership interest to learn and share best practices in environmental management and public participation in natural resources governance that contributes to sustainable development within coastal communities. Below is a brief background of each of the implementing partners.

### Friends of the Nation (FoN)

Friends of the Nation, is a socio-environmental NGO based in Sekondi in Western Region of Ghana. FoN uses rights-based and participatory approaches to catalyse increased action for sustainable natural resource and healthy environment and provide services to Communities and Institutions through knowledge transfer, research, training, networking and advocacy. The organisation operates in three programme areas namely; Natural Resource Management, Community Development and Enterprise Development.

### Ghana Wildlife Society (GWS)

GWS is a registered non-governmental, non-political, non-profit making environmental organization which seeks to conserve wildlife in all its forms to ensure a better environment and improved quality of life for all people. GWS achieves its objective by initiating and supporting conservation education and advocacy, biodiversity research and monitoring, as well as implementing targeted community conservation projects towards sustainable use of natural resources

### Nature and Biodiversity conservation Union (NABU)

For over a hundred years, NABU has been promoting the interests of people and nature, drawing on its unwavering commitment, specialised know-how and the backing of about 500,000 members. The NGO, the largest of its kind in Germany, has clearly defined aims: conducting environmental education, preserving habitats and species, combating global warming and promoting sustainable agriculture, forestry and waste and water management to enhance people's livelihood.

## INTRODUCTION

This report presents the outcome of a two-day workshop organised to enhance the capacity of some environmental activists on participatory Appraisal Methods, communication and advocacy skills. The main objective was to expose these activists to effective tools used to gather environmental information and the appropriate pathway to channel this information to ensure a sustainable coastal resources management. In all, 50 participants attended the workshop and these participants were drawn from three major community-based environmental-conscious organisations. These Community-Based Organisations (CBOs) included:

a. Community Environmental Monitoring and Advocacy Groups (CEMAGs):

The CEMAGs are made up of concerned citizens from all walks of life within each of the six coastal districts who monitor all activities within the district with much interest in oil and gas and how the environment could be well managed. The group has a vision of “*An ethical and responsible oil and gas industry ensuring human security in Ghana*” and a mission to contribute to environmental sustainability, transparency and accountability in the utilization of natural resources through effective mobilization, communication and appropriate action. In all the districts, there are coordinators who serve as leaders of the group. The formation of this group was facilitated by FoN.

b. Marine and Coastal Resources Management Committee (M&C)

This committee is a special committee of the Ahanta West District Assembly. The committee is accountable to the Assembly and stakeholders and has the mandate to ensure effective and sustainable management of the critical coastal habitats, as well as socio-economic and environmental development of the coastal zone in the District. It is also mandated to support communication and awareness creation on district bye-laws and laws on natural resources, environment and sanitation.

c. Platform of Coastal Communities (PCC)

PCC serves as a podium which amplifies the voice of the ordinary community residents in the 89 coastal communities within the six coastal districts of the Western Region (W/R). PCC has a mission to ensure the development of these coastal districts, precisely relative to oil and gas activities. The Platform however focuses also on the management of the natural resources and developmental projects sited within the districts.



## METHODOLOGY

The workshop employed the use of interactive classroom-based and power-point presentations which taught participants how to facilitate communities to identify and prioritise their felt needs; as well as using pair-wise ranking to reach a consensus.

The topics treated at the workshop were specifically based on solicited expectations from representatives of participants. These expectations were identified during an inception meeting with the District Assembly to give a brief overview of the Commitment for Africa Project

### Inception Meeting

On November 29 (about two weeks to the training workshop), an inception meeting was held with some key Assembly officials of the Ahanta West District, at the District Assembly Conference Hall. The objective of the inception meeting was to meet with representatives of the proposed beneficiaries and introduce them to the District Assembly; and as well brief all participants including the Assembly officials on the details of the project.

The meeting was chaired by the District Coordinating Director<sup>1</sup>. The Presiding Member, on behalf of the Coordinating Director and his own behalf, expressed their gratitude to the efforts by Friends of the Nation to bring together environmental activists from within and outside their district to ensure effective environmental communication which he believed would eventually lead to management of the coastal resources in a sustainable manner. They pledged their total support to the project and entreated the participants to learn with all zealousness with the mentality of contributing positively to their districts' development.

The facilitators (from FoN) explained that the project was a pilot one with a life span of five months and hinted a possibility of extension. They noted that the main objective of the project was to strengthen capacities of civil society in Ghana through collaboration with selected German civil society for the conservation of fragile coastal ecosystems and raise awareness for sustainable environmental management. They added that as part of working with the community environmental activists, the following outcomes were anticipated:

- Increased local initiatives towards restoration of degraded environmental assets in Ghana
- Enhanced environmental communication and awareness on the value of coastal and wetland ecosystem.

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<sup>1</sup> The District Coordinating Director is the secretary to the District Assembly, Head of the District Bureaucracy and Chief Advisor to the Assembly

The inception meeting was used as a platform to solicit expectations of the participants from the workshop. This then informed the organisers of the content of the workshop to ensure effective knowledge transfer.



Fig. 1: Facilitator from Friends of the Nation soliciting expectations of participants for a training workshop

## DETAILED SESSION DELIVERY

This session throws more light on the lessons shared and discussed for the two days. The session is grouped into four lessons. The first two lessons were treated on the first day and the next two were treated on the second day. The lessons on the first day included *Participatory Appraisal Methods* as well as *Packaging our Story and Staying Focused* delivered by Theophilus Boachie-Yiadom and Kwesi Johnson respectively. The second day's lessons were focused on *Combining efforts and Lobbying together* as well as *Communicating with the right approach to win adequate attention of the District Assembly*. The lessons were led by Kyei Kwadwo Yamoah and Alhaji J.M. Hardi respectively.

### Lesson 1: Participatory Appraisal Methods

This was a non-power point interactive knowledge transfer and discussion segment. The Resource Person for this topic, Theophilus Boachie-Yiadom, took the participants through the meaning of the word participatory using practical examples. He further explained that there were so many ways of assessing a community's environmental situations; and noted that the best way to collate data from the community is to have almost every one's perception and representation. He added that effective methods that could be used to gather information included a combination of key informant interviews and focus group discussions.



Fig. 2: Resource person giving a practical explanation of participatory data gathering

## **Key informant Interviews**

With key informants, he advised that it was better to identify people with much knowledge on the topic in question. For community engagements, he, with some of the participants pointed out some people who could be used as key informants as the Chiefs, Assembly members, Unit Committee Chairmen, Head teachers of any school in the community, Pastors, older people in the community as well as the District Chief Executives.

## **Focus Group Discussions (FGD)**

Giving more attention to the Focus Group Discussions, Mr. Boachie-Yiadom hinted the necessity to engage every community member present at the time of the discussions. He explained that in order to attain such involvement and participation, there was the need to group the community members into social groups. He suggested the following groups as one of the most effective social groups to use in every focus group discussion.

- Youth
- Women
- Men
- Chief & Elders

## ***Outlined process in Focus Group Discussions***

The participants were taken through an outlined process of gathering data to reflect the environmental needs of the entire community. The process (which could also be used to gather any other needs of the community) included:

- Community entry strategy
- Needs Assessment (Identification of environmental-related challenges)
- Prioritization
- Harmonization

### *Community Entry Strategy*

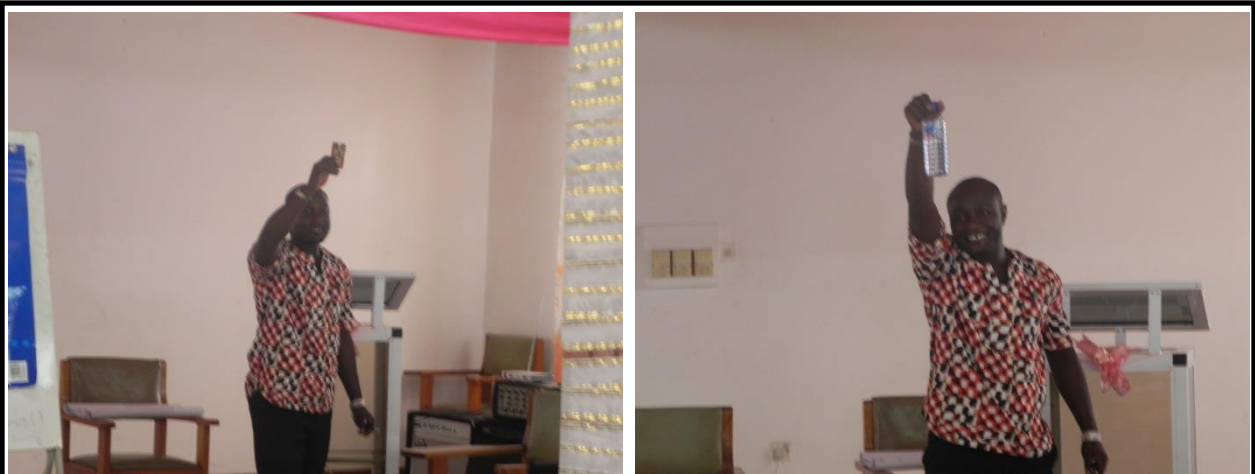
Before any advocate or advocacy group could assess the challenges and needs of a community, there was the need to be well informed about the governance structure of the community. By this, the advocacy group could channel their intentions through the structure and as a result get as many community members as possible to participate. The facilitator by these statements entreated the environmental activists (participants) to ensure a prior notification of the leaders of each community they may want to visit. He added that anytime they were in each community, there was the need for a transect walk through the community. In a simple language, he explained transect walk as the act of moving through the community to observe anything that may be relevant to the needs assessment. He added that the transect walk was a sure way to becoming abreast with the environmental and other resources (natural or artificial) within the communities.

### *Needs Assessment*

This is the first of the process to solicit the felt needs of a community after a very good community entry has been achieved. It was explained to the participants that it was always better to identify a target group and adopt the best strategy to assess their needs and challenges. For instance, the strategy that may be employed in a youth group may totally be different from that used in a women's group. Again, a strategy that could work well in an elite group may not work at all in a 100% illiteracy group.

Contextualizing this fact, the resource person indicated that in most of the communities in the six coastal districts of the Western Region (W/R), illiteracy rate always far out-numbered literacy rate. In such instances therefore, the community members as well as items in the community (especially around where the discussions may take place) become important assets for the exercise.

To make very good use of the items and community people, three main roles needed to be identified by the advocates who were leading this exercise. These roles include facilitation, observation and note-taking. While the facilitator was leading the exercise, the observer and the note-taker could assist in identifying relevant objects for the exercise and also encourage everyone to participate. When this is well done, the community people would end up owning the process and may use it even in the absence of the advocacy group.



Figs. 3 & 4: facilitator representing needs of the participants with items around them



Fig. 5: items used to represent needs for easy facilitation

The following points were advised to be taken into consideration in assessing community needs:

- Need to restrict the number of challenges or needs to be assessed
- Give every community member present equal opportunity to make contributions
- Prevent repetition of needs by community members
- Ask community members to select one amongst them to represent them, and assist the individual to take over the facilitation, especially with the item representation



## *Prioritization*

After identifying the challenges/needs in each of the focus groups, the community members in that group must be facilitated to set their needs into priorities. In community priority setting, the loudest voice amongst the community members may try to overshadow the others, projecting his/her identified need as the most pressing. Another challenge that may come with this is that some other community members may opt for what their 'champions or mentors' are advocating for. This act may diffuse the purpose of participatory appraisal.

Voting is one sure way of prioritization, but when done openly, may contribute to the above stated foreseen challenges. Therefore a secret voting was highly recommended by the resource person. By the secret voting, the facilitator may use a step-by-step approach to get all the needs dealt with. For instance, if there are five major challenges or needs identified, the facilitator may use the following steps:

- Give each present community member two smaller pieces of paper with different colors (say red and white)
- Pick one item (challenge) and ask the participants to drop the red piece of paper if they want the item to be their top-most priority in a box which the facilitator would carry around. The observer would then move through to collect the white ones.
- The number of votes for the item would be recorded
- The facilitator and the observer would then repeat the process for all the remaining items
- The item with the highest number of votes automatically becomes the top priority for the focus group
- In the case where any two or more of the items gain same number of votes, the process is repeated for those two or more items in question



Fig. 6: Facilitator conducting a secret voting with observer behind collecting the un-casted votes

### *Harmonization*

Harmonization is the last of the process. This process is done in a plenary session where all the focus groups converge under one roof to synchronise their various prioritized needs into one. These then becomes the community's harmonized needs.

One tool that has proven very effective in harmonizing communities' needs is the 'Pair-wise Ranking'. In pair-wise ranking, the items are grouped into vertical columns and horizontal rows and compared with each item to select which is the most pressing need, and which is the least pressing. This is depicted and well explained in figure 8.




Fig. 7: Pair-Wise Ranking Technique

In the figure above, depicting pair-wise ranking technique, the colors on the vertical column are compared with those on the horizontal row. For instance, the red color on the vertical lane is compared with the yellow, green and blue on the horizontal lane. The selected items automatically repeat on the corresponding vertical lane. The color which records



Fig. 8: A participant from Ellembele District partaking in the pair-wise ranking

## Open Discussions

Participants sought clarity and made some contributions relative to the lesson thought. The Resource person responded to their concerns appropriately.

Question (by Ishmael Mensah): why is secret voting the recommended type of voting?

Response: Secret voting has the capacity to minimize intimidations and polarization. In a situation where a community elder suggests his/her felt need for the community, there is the tendency for others to be manipulated into accepting the idea for fear of being victimized even if they don't agree with the suggestion.

Question (by Daniel Ntiakoh): In a situation where the focus group has all its members well educated and could easily make out their needs, is it still necessary to use items to represent the needs?

Response: In addition to getting the group to easily remember the needs they stated, using items to represent needs also helps to make the exercise lively and interesting. The community people would feel part of the exercise if allowed to pick items themselves to represent needs and eventually own the process.

Comment (by Edward Bordes): Being a head teacher and astute community engagement mobiliser, I have come across the use of pair-wise ranking. But this is the first time I have understood how simple it could be when everyone is involved. I like the way the facilitator explained it in simple terms. Thank you Mr. Boachie-Yiadom.

Question (by Samuel Arthur): when you were teaching, you explained that we should intermittently raise the items/objects and ask people to identify what needs they represented. Why is that important?

Response: some of the people may forget some of the needs mentioned by their group members. Others may also forget what the objects represent and instead of talking about the needs, they may end up talking about the object. In both cases, by constantly repeating what the objects represent, the minds of the people are activated throughout the process to ensure everyone's involvement.

Question (by Mike Abaka-Edu): what should a facilitator do when there is a draw in the voting?

Response: Give the people the permission to come up with an option they want to use to determine which of the needs need to be considered the more pressing. If this does not work, get some neutral community member and let a representative from each faction explain why their need should be considered the more pressing amongst the two. But prior to that, the facilitator must make sure both sides agree that the neutral party is qualified to vote.

Question (by Fredrick Quayson): In the pair-wise ranking, if there are no coloured papers to demarcate the points of intersection on the white flip chart sheet, what can you do?

Response: You can use a marker pen to cross the space or point of intersection.

Question (by John D. Eshun): What must the facilitators do if their groups come up with a tall list of needs or challenges of the community?

Response: The facilitator must try as much as possible to restrict the needs or challenges that need address. To achieve this, it is always better to start the needs assessment by informing the group to only consider a number (probably five) of needs they really felt could be considered for discussions.

## Lesson 2: Packaging Stories and Staying Focused

The second presentation for the day looked at how to make the information collated from the communities reach the appropriate authorities for relevant actions to be taken. It was a power-point presentation delivered by Kwesi Randolph Johnson, a community development expert. He made the presentation an interactive one, asking the participants series of questions as the presentation progressed. For instance, he began his presentation asking “if you are called unexpectedly to the Chief’s palace, how will you feel”? Participants joined in with variety of responses pointing to the fact that they will all be taken aback and therefore needed to think through very critically so as not to fumble in the presence of the chief.

The facilitator then based on this and explained how relevant it was for environmental activists to identify best media to use when presenting issues to people in authority and community members as well. He added that there were several strategies such as by word of mouth, sounding of gong-gong<sup>2</sup>, Community Radio, Television and Newspaper, which could be used to achieve an intended purpose. He however cautioned that it was not all the strategies which could be best utilized in any situation and therefore entreated the activists to ensure they critically analysed a situation to identify the appropriate medium. It was noted that the process of critically analyzing the situation to communicate effectively is what was referred to as Packaging Planning and the process could become a strong reality check for the environmental activists.

To be able to determine the appropriate medium, Kwesi Johnson taught that it was necessary to identify who the target publics were, what motivates them to be part of the advocacy, what needs there were to be satisfied and the existing success stories to learn from. He added that whenever an environmental activist entered a community to conduct a needs assessment, they should not create the impression of donating to meet the community’s needs but present themselves as facilitators, moderators, trainers, advisors and pointers.

On the next page are some selected slides from the presentation delivered by Kwesi Randolph Johnson.

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<sup>2</sup> A local instrument that is beaten with a stick to draw attention of the public in order to convey any relevant information



Fig. 9: selected slides from the presentation, Effective Packaging Strategies



Fig. 10: Resource person using branded and non-branded bottles to illustrate relevance of packaging

## Open Discussions

### Comment (by Sabina Forson):

I like the way this lesson was introduced. That is, the way the facilitator used the two bottles, one with a package and one without. It means anytime we have an environmental or a community concern, there is the need to make sure we present it to catch the attention of the appropriate authority, otherwise it will seem to be a noise making agenda we are fighting for.

### Question (by John Sekyi):

In our situation, will it be better to consider the electronic media a first option?

*Response:*

The mere fact that we are community environmental activists, doesn't mean we need to make the media aware of everything right after having knowledge of the challenges. The media might hype the issue though but may not bring about the solution. It is always better to identify which is the best outfit to tackle the issues, and then inform that outfit about the challenges. In our case where the District Assembly has committed resources to assisting the Marine and Coastal Resources Committee, it is always better to report to the District Assembly with appropriate recommendations. That is the mandate of the Committee.

*Question (by Timothy Ayensu):*

What does the acronym SWOT mean?

*Response:*

The word SWOT means Strength, Weakness, Opportunity and Threats. This analysis helps one to do a total review of a situation.

*Question (by Gladys Quansah):*

If the community members realize we are from other similar communities, trying to assess their needs, do you think they are going to accept us?

*Response:*

It is all about the way we posture ourselves in the community. We go there as community environmental activists, not as mere community members. These lessons are expected to place us beyond our compatriots to be able to assess their needs in a way they may not be able to do.

*Question (by Ishmael Mensah):*

In a situation where the community people talk more about issues which are of community concern but have no relation to environmental issues, what should the M & C committee do in terms of their recommendations to the District Assembly?

*Response:*

It happens most of the time that the community members may veer off environmental issues should it be that they are not part of their felt needs. However, the committee can make



recommendations to the appropriate authorities in the district assembly and also direct the communities to sources they could get attention relative to the issues they are raising.

## Role Plays

After the two lessons the participants were grouped into two to practice the lessons in role plays. Both groups were asked to choose facilitators, recorders and observers, while the rest remained as community members. After a while, three out of the assumed community members took over the facilitation, observation and recording while those who did it the first time joined as community members.

This session was a very interactive one. The lessons facilitators walked through to both groups intermittently to provide assistance. After the session, all observations noted by the workshop facilitators were spelt out for correctional purposes.



Fig 11: Participants engaged in Role plays



## Recap of Day One

In the morning of day two, prior to the day's lessons, participants were requested to share any new lessons they learnt on the first day. The following are lessons that were elicited by the participants.

Hon. E.Y. Kwofie

I learnt the process of prioritizing needs especially when it comes to community related projects. I also learnt that the needs assessment process we were taught yesterday can make soliciting information from a community for address very participatory.

Edward Bordes

I learnt how to communicate our messages rightly by packaging it well

John Ekobor

I also learnt that focus group is always better to use when the people have different socio-economic backgrounds.

Naana Safohene

I have learnt the skill of getting everyone involved during voting to prioritise issues.

Mrs. Emelia Abaka-Edu

I learnt during our role plays that the observer needs to do their work very well so as to notify the facilitator on the most appropriate strategies to use at any given time in the facilitation.

John Dickson Eshun

I learnt that it is important to note the dynamics in every community and as facilitators, adjust as and when necessary

Kofi Nkumson

I learnt that whenever someone is invited by a higher authority, the person needs to be prepared very well before appearing before that authority. In like manner, we as community environmental activists need to be well informed of the felt needs of the community and get our information rightly packaged before we embark on any form of advocacy.

Mr. Mike Abaka-Edu

I learnt a new word, SWOT Analysis which means Strength, Weakness, Opportunity and Threats Analysis which is a very important tool to analyse every situation.

*Fredrick Quayson*

I learnt the importance of having a good community entry skill and also involving every present community members in discussions

*Samuel Arthur*

I also learnt that secret voting could help minimize any influences in prioritizing and harmonizing community needs.

*Johnson Amiah*

I gathered that the process of getting everyone involved in information gathering is what is termed Participatory Data Gathering.

### **Lessons Learnt Sharing time**



Fig 12: Participants sharing new lessons learnt during the day one activities

### Lesson 3: Combining efforts and Lobbying together

This session looked at congregating the efforts of two environmental advocacy groups, the CEMAGs and M&C, to promote effective advocacy and lobbying. The presenter, Kyei Kwadwo Yamoah, gave a detailed overview of both groups and explained to the participants what advocacy is and how both groups could work together.

He explained that advocacy is all about speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution. He then went ahead to explain the concept behind the formation of the CEMAGs. Kyei elaborated that the underlying pillars were on the Millennium Development Goals (MDG) one and seven. By this, he explained that regarding the MDG 1, which focused on eradicating extreme poverty and hunger, the CEMAGs were to ensure that livelihoods in the coastal communities are protected throughout the oil & gas exploitation in the region to avert poverty and hunger. Relative to the MDG 7 which focuses on ensuring environmental sustainability, the CEMAGs were expected to report and advocate on petroleum pollution including oil spillages, leakages, Ballast water discharges, gas flaring, chemical pollution, etc. to ensure environmental sustainability in their districts.

For about four years of existence, the CEMAGs were noted to have had the following achievements:

- Deepened citizens' participation in local governance
- Monitoring of local government revenues
- Participation in video documentary
- Monitoring and reporting of environmental issues
- Participation in capacity building workshops and oil and gas conferences
- Participation in research
- Information dissemination through radio
- Participation in a US Navy Training with Ghana Navy on Marine Security
- Fisheries Study Tour in Senegal, Tanzania, Cote d'Ivoire.
- Tullow Training Workshop on Oil and Gas

With the Marine and Coastal Resources Committee (M&C), it was explained that this committee was formed by the Ahanta West District Assembly with the objective to work with stakeholders to ensure effective and sustainable management of the critical coastal habitats, socio-economic and environmental development of the coastal zone in the Ahanta West District. The M&C's Terms of Reference (ToR) elaborates their role to include making appropriate recommendations for improved management of the coastal zone of the District including shoreline, wetlands and other coastal resources.

Since the M&C is very young (less than a year), the facilitator advised that the CEMAGs in the Ahanta West District collaborate and assist by way of experience sharing. Moreover the M&C was advised to interact with coordinators of the CEMAGs in the other five coastal districts as well.

The next page shows some selected slides from the presentation, *Combining efforts and Lobbying together*.



Fig. 13: Resource person engaging participants in his presentation

## Advocacy

- Issue
  - Problem
  - Situation
- 
- Achievement  
Problem solved

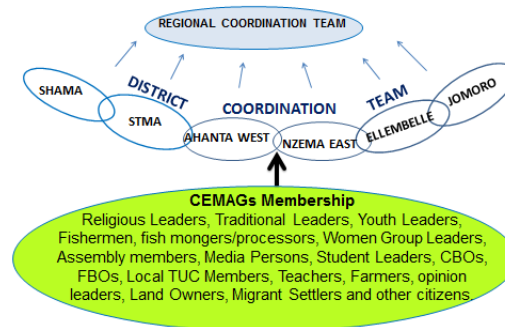
## Key PROCESS of Advocacy

- ❖ Planning
  - Vision, Goals, objectives, outcome
  - Stakeholder analysis
    - Allies / / supporters /Beneficiaries/Partners
    - Adversaries/ Enemies
      - Decision makers/Power breakers/ gate keepers/
  - Strategy: Communication plan, Advocacy plan, etc
- ❖ Resource mobilization
  - Time
  - Finance
  - Information :Research, study, Survey,

## Advocacy tools

- ❑ Dialogue
- ❑ Petition
- ❑ Protest march (silent, noisy, violent, etc)
- ❑ Defiance ( no show, no talking, etc)

## Community Environmental Monitoring & Advocacy Groups



## Achievements



- National Oil & Gas Conferences.
- US Navy Training with Ghana Navy on Marine Security
- Fisheries Study Tour in Senegal, Tanzania, Cote d'Ivoire.
- Tullow Training Workshop on Oil and Gas
- GIMPA Training on oil and gas.
- Many other informative meetings.

## Achievements



Deepened citizens' participation in local governance



Fig. 14: Selected slides from the presentation, Combining efforts and Lobbying together.

#### Lesson 4: Communicating with the right approach to win adequate attention of the District Assembly

This lesson was geared towards exposing the participants to the right communicative processes involved in getting the adequate attention of the District Assembly. The session was led by Alhaji J.M. Hardi, the Ahanta West District Coordinating Director (who happens to be the secretary and head of the District Bureaucracy and as well, the chief advisor to the Assembly)

He began by giving a background to the District Assembly Concept 1988, PNDC Law 207, and went ahead to indicate that there were five mandatory sub-committees, which are:

- Finance and Administration
- Justice and Security
- Works
- Development Planning
- Social Services

However, the DCD added that other committees could be established based on the need of the Assembly. He explained this as the reason for being able to establish the Marine and Coastal Resources Management Committee.

Touching on Communication Channels, he indicated that Communicating with the District Assembly is both formal and informal. For purposes of documentation and for future references however, he recommended formal procedures and proceedings. By this, he explained that formal letters of request needed to be sent to the office of the District Chief Executive and copies given to relevant officers/institutions (if necessary). Formal invitations to meet with the DCE/ District Assembly officials could also be sent (i.e. meeting either at the District Assembly or community level). In this case, he advised that a delegation could meet Assembly Authorities for consultations.

In situations where there needed to be dialogues, he showed that the way forward was to identify a dialogue system. This he noted as the best practice in solving community problems or challenges. In the case of the M&C, he noted the need to build a partnership relationship with Nananom<sup>3</sup>, the District Assembly, MPs, CSOs/NGOs, Donors, Community Leaders, Assembly members and the Private sector.

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<sup>3</sup> Local name of Chiefs



Alhaji Hardi concluded his presentation taking the participants through some acts to avoid in their quest to advocate for improved development. The avoidable acts included confrontations, demonstrations and strikes.



Fig. 15: DCD taking participants through some acts to avoid in environmental communication

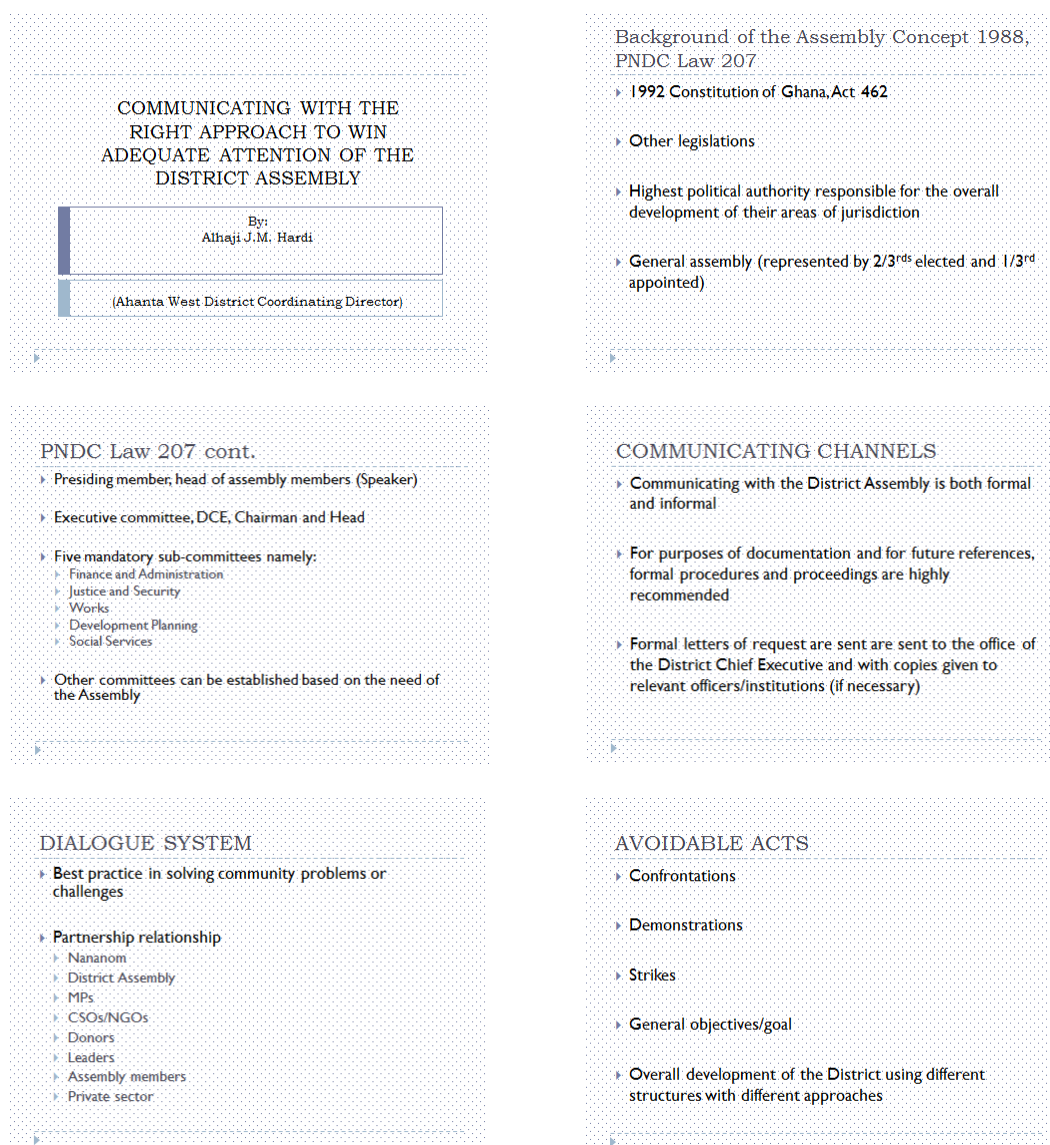


Fig. 16: Selected slides from the DCD's presentation.



## OUTCOME

After the training session, a community was selected by the Marine and Coastal Resources Committee to carry out a similar participatory data gathering exercise.

Also, on December 17, 2013 (i.e. four days after the training workshop), fishmonger representatives in the western region had a meeting to discuss their role in the fisheries value chain, and to forge a way forward by assessing their needs. Mrs. Emelia Abaka-Edu, who was a participant of the training workshop and who happens to be a key member of the fishmongers association employed the skills gained from the training workshop to lead the assessment of their needs. After the needs assessment, some of the women commended the simple method of pair wise ranking she used to assess the needs.



Fig. 17: A beneficiary of the training workshop using the gained skills to facilitate needs assessment of fishmonger representatives in the Western Region

## Appendix 1: LIST OF PARTICIPANTS

NO	NAME	SEX	DRISTRIC
1.	EXORM AMETORDO E.	FEMALE	AHANTA WEST
2.	BIRCH ASSILIDJOE	MALE	AHANTA WEST
3.	TIMOTHY AYENSU	MALE	SDA
4.	EDWARD BORDES	MALE	AHANTA WEST
5.	SOLOMON YANKEY	MALE	AHANTA WEST
6.	JOHN EKOBO	MALE	JOMORO
7.	EMELIA ABAKA EDU	FEMALE	NZEMA EAST
8.	EMMANUEL YANKSON KWOPIE	MALE	NZEMA EAST
9.	JOHN DICKSON ESHUN	MALE	NZEMA EAST
10.	DANIEL NTIAKOH ANDOH	MALE	ELLEMELLE
11.	ISHMAEL MENSAH	MALE	ELLEMELLE
12.	HARRIET AFFUL	FEMALE	ELLEMELLE
13.	JOYCE KOLONZIAH	FEMALE	ELLEMELLE
14.	JOHNSON E. AMIAH	MALE	AHANTA WEST
15.	KOFI NKUMSON	MALE	JOMORRO
16.	NAANA SAFOHENE	FEMALE	AHANTA WEST
17.	SAMUEL K. ARTHUR	MALE	AHANTA WEST
18.	CRAIG PERVAN	MALE	AHANTA WEST
19.	JOSEPH ISAIAH MENSAH	MALE	SHAMA
20.	GLADYS QUANSAH	FEMALE	SHAMA
21.	EMMANUEL T. OSUBLONIE	MALE	SHAMA
22.	MIKE ABAKA EDU	MALE	NEMA
23.	FREDRICK QUAYSON	MALE	AHANTA WEST
24.	BARIMA DIAW QUAICOE	MALE	AHANTA WEST
25.	JOHN K. SEKYI	MALE	AHANTA WEST
26.	SARAH AGYILIHA	FEMALE	STMA
27.	EDUFUL FREDRICK	MALE	STMA
28.	KOFI MENSAH	MALE	STMA

29.	THEOPHILUS BOACHIE-YIADOM	MALE	STMA
30.	ARELE ACKAH	MALE	AHANTA WEST
31.	PS. SABINA FORSON	FEMALE	AHANTA WEST
32.	ALHAJI J.M. HARDI		AHANTA WEST
33.	KRIS AGBENUEGAH	MALE	AHANTA WEST
34.	QUAYSON NYAIN	MALE	AHANTA WEST
35.	NANA YAA	FEMALE	STMA
36.	KOBINA YANKEY	MALE	JOMORO
37.	KWESI R. JOHNSON	MALE	STMA
38.	KYEI KWADWO YAMOAH	MALE	STMA
39.	VICTORIA AMMISAH	FEMALE	NEMA
40.	GEORGINA KRONZIAH	FEMALE	JOMORO
41.	LUKE BAIDOO	MALE	JOMORO
42.	GIFTY BEBODU	FEMALE	JOMORO
43.	THERESAH FREEMAN	FEMALE	NEMA
44.	DOREEN OWUSU	FEMALE	NEMA
45.	RASHIDA SEIDU	FEMALE	STMA
46.	DORCAS MIAH	FEMALE	ELLEMBELLE
47.	ESIAZO KABLAH	MALE	ELLEMBELLE
48.	C.K. ARMOH	MALE	AHANTA WEST
49.	MARGARET EKALAH	FEMALE	NEMA
50.	CHARLES CAMPBELL	MALE	JOMORO

## Appendix 2: Program Outline

### COMMITMENT FOR AFRICA PROJECT

#### Capacity Building Workshop (Program Outline)

Venue: Asempa Hotel, Takoradi

Date: 12 & 13, December, 2013

DAY 1		
Activity	Time	In-Charge
Arrival and Registration	09:00-10:00	All Participants
Opening Prayer	10:00-10:05	Participant
Introduction of Participants	10:05-10:15	All Participants
Workshop Objective and roadmap	10:15-10:20	Theophilus
Lesson 1: (Participatory Appraisal Methods)	10:20-11:20	Theophilus
Open Discussions	11:20-11:55	
Snacks	11:55-12:25	
Lesson 2: (Packaging our Story and Staying Focused)	12:25-13:25	Kwesi
Open Discussions	13:25-13:55	
Lunch	14:00-14:45	
Role Plays	14:45-15:55	
Close of Day	16:00	
DAY 2		
Opening Prayer	08:30-08:35	Participant
Recap of Day 1	08:35-09:10	Theophilus
Lesson 3: Combining efforts and Lobbying together	09:10-10:10	Kyei
Snacks	10:10-10:40	
Lesson 4: The District Assembly Structure- Communicating with the right approach to win adequate attention of the District Assembly	10:40-11:40	Alhaji J. M. Hardi (Ahanta West District Coordinating Director)
Close of Workshop and Departure	12:00	