FINAL NATIONAL FISHERFOLK WORKSHOP REPORT

Jamaica

Held as part of the
Strengthening Caribbean Fisherfolk to Participate in Governance project

Prepared by: Fisherfolk Mentor, Jamaica

October 21-22, 2015
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**List of abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANARI</td>
<td>Caribbean Natural Resource Institute</td>
</tr>
<tr>
<td>CNFO</td>
<td>Caribbean Network of Fisherfolk Organizations</td>
</tr>
<tr>
<td>CPC</td>
<td>Chief Parliamentary Council</td>
</tr>
<tr>
<td>CRFM</td>
<td>Caribbean Regional Fisheries Mechanism</td>
</tr>
<tr>
<td>DCFS</td>
<td>Department of Cooperatives and Friendly Societies</td>
</tr>
<tr>
<td>JFCU</td>
<td>Jamaica Fishermen’s Cooperative Union</td>
</tr>
<tr>
<td>OBFS</td>
<td>Oracabessa Bay Fish Sanctuary</td>
</tr>
</tbody>
</table>
2 INTRODUCTION

The Jamaica National Fisherfolk Workshop (NFW) was held on Wednesday, October 21 and Thursday, October 22, 2015 at the Medallion Hall Hotel in Kingston. This workshop was convened under the four (4) year European Union funded project “Enhancing food security from the fisheries sector in the Caribbean: Building the capacity of regional and national fisherfolk organisation networks to participate in fisheries governance and management”. The target for this project are fisherfolk organisations in the countries of Anguilla, Antigua and Barbuda, the Bahamas, Belize, Barbados, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St Kitts and Nevis, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago and Turks and Caicos.

As part of the project, eight (8) countries were selected to build the capacity of national fisherfolk networks to participate in fisheries governance. Jamaica was one of the eight (8) chosen to (i) analyse the issues at the national level; (ii) analyse policy and planning initiatives at the national level and opportunities for fisherfolk participation; (iii) review or validate policy positions and communication plans; and (iv) analyse capacity needs of fisherfolk to effectively participate in governance and management. The workshop was organised and convened by the Jamaica Fishermen Cooperative Union Ltd. (JFCU), the fisherfolk mentor for Jamaica and the Caribbean Natural Resources Institute (CANARI).

2.1 Objectives of the workshop

The objectives of the workshop were to:

- Share experiences in policy influencing and capacity building and identify lessons learnt
- Develop communication messages to influence policy
- Improve knowledge of project cycle management and participatory monitoring and evaluation
- Identify potential projects to address priority capacity issues
- Conduct a participatory evaluation of the Strengthening Caribbean Fisher folk to participate in Governance project.

2.2 Participants

Participants in the workshop were comprised of leaders from the JFCU and affiliate cooperatives and representatives from the Fisheries Division and Department of Cooperatives and Friendly Societies. The list of participants can be seen in Appendix 1.

2.3 Method

The approach to delivering the workshop was participatory and interactive, using a variety of facilitation techniques such as plenary presentations and discussions, brainstorming and small group work. The workshop was delivered over two (2) days and followed a prepared agenda (Please see agenda at Appendix 2).

3 WORKSHOP PROCEEDINGS

At the beginning of the workshop ground rules were established as follows:
Cell phones should be off or on silent
- One meeting in progress
- Lift the chairs to avoid scraping on the floor
- Be more vocal
- Show respect for each other
- Stick to allocated time

4 WORKSHOP PROCEEDINGS

4.1 Welcome and opening remarks

Mr. Anthony Drysdale, Development Officer, chaired the opening ceremony on behalf of Mr. Havelon Honeyghan, Vice President, Jamaica Fishermen Co-operative Union (JFCU), who had been called away to an urgent Committee meeting.

Mr. Terrence Phillips, Senior Technical Officer, CANARI, in his remarks indicated that the workshop was being held under the EU funded Strengthening Caribbean Fisherfolk to Participate in Governance project, and congratulated the fisherfolk mentor Ms. Shellene Berry, Fisheries Officer, Fisheries Division, for organising the workshop in collaboration with the JFCU. He pointed out that during the previous national fisherfolk workshop under the project, participants had identified the problems facing fishers and their organisations and the likely solutions, and that at this workshop, they would be reviewing the actions taken to address the problems and the lessons learned.

Ms. Marcia Wyatt-Hyman, Development Manager, Department of Co-operatives and Friendly Societies, in her brief remarks recognised the challenges being faced by fisherfolk organisations and indicated the Department would be willing to work with them in addressing these problems.

Ms. Shellene Berry, Fisheries Officer and Fisherfolk Mentor, Fisheries Division, in making the closing remarks pointed out that she was pleased that the fishers had turned out to participate in the workshop, and were here to share their knowledge in solving their problems. She then invited everyone to introduce themselves.

4.2 Workshop roles

Following on a call for volunteers, the roles of chair, reporter and mood investigator for the two day period were assigned as set out below.

**Day One (1):**
Shawn Taylor, Chairman, JFCU: Chair
Chephanie Malcolm, Acting Manager, DCFS: Reporter
Maxine Brown-Dorma, Seafood Vendor: Mood Investigator

**Day Two (2):**
Glaston White, Director, JFCU: Chair
4.3 Review of the objectives and workshop agenda

The Draft Agenda and objectives were reviewed by the participants.

4.4 Project Overview: Strengthening Caribbean Fisherfolk to Participate in Governance Project

The Fisherfolk Mentor and Senior Technical Officer provided an update on the implementation of the *Strengthening Caribbean Fisherfolk to Participate in Governance* project to date, highlighting the objectives of the project and the activities (completion of the Needs Assessment, convening of the two Training of Trainers Workshops for Fisherfolk Mentors, convening of three Caribbean Fisherfolk Action Learning Group Workshops, conducting of the first and second sets of National Fisherfolk Works in the eight focus countries, participation of fisherfolk leaders in global and regional fora, launching of the Fisherfolk Strengthening Fund and the review and approval of projects) completed and in progress. They also provided an overview of the common challenges identified during the first set of NFWs and provided a recap of the key issues (policy and capacity) identified at the first NFW Jamaica.

4.5 Fisherfolk share their experiences in influencing policy and capacity building

Following on a presentation (please see the presentation at Appendix 3) on the value of lessons learned, the participants undertook a participatory plenary exercise to determine lessons learned from the actions taken, if any, to address the challenges identified at the first NFW Jamaica. The problems were categorised within the following thematic areas: Governance, Information Sharing, Leadership and Management, Cost of Operations, Enforcement and regulations, Status of fishing, Resource Management, Literacy, Environmental Protection and Resource Mobilisation. The thematic areas, problems identified, groups that took action and the lessons learned are presented in Table 1.

It was recognised that in some instances actions to address the issues were being taken at the national and/or primary levels by the fisherfolk organisations involved, but there were still many challenges to be addressed.

Table 1: Summary of the actions taken to address challenges and lessons learned

<table>
<thead>
<tr>
<th>Thematic Areas</th>
<th>Problems Identified</th>
<th>Groups that took Action</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>Information Sharing</td>
<td>Leadership and Management</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| - Bureaucracy which contributes to inefficiencies in service delivery  
- Inadequate recognition of the importance of the Fisheries sector (by Government representatives) | - Inadequate Networking  
- Inadequate Information System | - Inadequate succession planning  
- Inadequate vision and planning  
- Inadequate training |
| - Jamaica Fishermen Co-operative Union (JFCU) | - ALLOA Fishermen Co-operative | - Jamaica Fishermen Co-operative Union (JFCU)  
- Greenwich Town fishers association  
- Rae Town fishers association  
- Half Moon Bay Fishermen Co-operative |
| - Need for increased lobbying  
- Jamaica Fishermen Co-operative Union (JFCU) needed to improve on participatory action | - Inadequate participation by fisherfolk  
- Need for improved technology to facilitate networking and information sharing  
- Putting in place notice boards in some areas as a means of sharing information  
- Need for commitment and delegation | - Not enough members willing to serve in certain leadership roles  
- Need to engage and train youth  
- Need to access grants from the Ministry of Labour  
- Need to bring informal groups on board  
- Need to put out more success stories  
- Inadequate accountability by some members of JFCU  
- Leadership is a two way street  
- Young person’s/fishers need leaders who can be trusted, dedicated, successful and transparent |
| Cost of Operations       | • Depletion of fisheries resources  
• Inflation  
• High cost of gasoline for fishing boats | • Fishers not willing to change their methods of fishing (change in technology required)  
• Need to pool resources amongst fishers  
• Need for more efficient fuel technology  
• Need to access resources to make changes |
|-------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enforcement of Regulations | • Corruption and antiquated laws  
• Inadequate resources | • Launch of beach watch, which forms part of a coastal watch under the Ministry of National Security, to report on Illegal Unreported Unregulated (IUU) to the relevant authority |
| Status of Fishing        | • Inadequate career opportunities  
• Inadequate recognition of fishing and its importance to the economy of Jamaica  
• Inadequate access to (financial) resources | • Needs to maintain a history of your business and records of accounts  
• Need to put value on the assets and on the fishery  
• Need to share information by way of agreements with stakeholders e.g. university students, so that they can give feedback on the information received |
| Resource Management      | • Inadequate fisheries management  
• Fishing technology (not up to date)  
• Inadequate information system  
• Inadequate research and development | • Need to be engaged throughout the process |
<table>
<thead>
<tr>
<th>Category</th>
<th>Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>• Inadequate enforcement of truancy regulation</td>
<td>• Fishers are beginning to realize the need to practice safety at sea</td>
</tr>
<tr>
<td></td>
<td>• Inadequate education and training</td>
<td>• Education needs to be taken to the grass root level</td>
</tr>
<tr>
<td></td>
<td>• Inadequate standard and guidelines</td>
<td></td>
</tr>
<tr>
<td>Environmental Protection</td>
<td>• Inadequate inter-sectoral planning</td>
<td>• Groups can take their own initiative</td>
</tr>
<tr>
<td></td>
<td>• Inadequate awareness</td>
<td>• Need to engage with fishers who are directly affected</td>
</tr>
<tr>
<td></td>
<td>• Inadequate valuation of the natural resources</td>
<td>• Need to become more involved in advocacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Need to engage the public defender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Document the problem</td>
</tr>
<tr>
<td>Resource Mobilisation</td>
<td>• Inadequate management</td>
<td>• Build partnerships</td>
</tr>
<tr>
<td></td>
<td>• Inadequate planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inadequate collateral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inadequate financial management and fund-raising</td>
<td></td>
</tr>
</tbody>
</table>
Following on the exercise to determine which organisations had been addressing the challenges identified and the lessons learned, participants then prioritised the remaining challenges as set out in Table 2.

### Table 2: Prioritisation of challenges for further action

<table>
<thead>
<tr>
<th>Thematic Areas</th>
<th>Results of High Priority Needs of Fisherfolk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and management</td>
<td>28</td>
</tr>
<tr>
<td>Literacy</td>
<td>27</td>
</tr>
<tr>
<td>Governance</td>
<td>22</td>
</tr>
<tr>
<td>Enforcement of Regulation</td>
<td>18</td>
</tr>
<tr>
<td>Environmental Protection</td>
<td>16</td>
</tr>
<tr>
<td>Resource Mobilisation</td>
<td>12</td>
</tr>
<tr>
<td>Resource Management</td>
<td>9</td>
</tr>
<tr>
<td>Information Sharing</td>
<td>8</td>
</tr>
<tr>
<td>Cost of Operations</td>
<td>8</td>
</tr>
<tr>
<td>Status of Fishing</td>
<td>0</td>
</tr>
</tbody>
</table>

It was noted that while “leadership and management” may appear to be of the high priority, issues related to “literacy” could be the root cause.
**Discussion**

In response to a query about the value of lessons learned, the participants were advised that they could be used in refining their strategies and approaches to policy influence and capacity building. They should be recorded and stored electronically or in hard copy.

In relation to a comment that the importance of the *fisheries sector to the economy of Jamaica was not recognized*, it was suggested that the FFOs could improve their lobbying and advocacy by highlighting the contribution of fisheries to the economy and sharing data and information with the other key stakeholders.

### 4.6 Key regional policies and opportunities for addressing policy and capacity issues

The Senior Technical Officer gave an overview of the:

- Small Scale Fisheries (SSF) Guidelines and Global Assistance Programme (SSF-GAP; and
- Caribbean Community Common Fisheries Policy (CCFP)
- Caribbean Large Marine Ecosystem Project (CLME+ project)

Please see the presentations at Appendix 4.

It was noted that the SSF-GAP could provide opportunities for capacity building through the provision of resources under the programme in specific areas.

**Discussion**

The participants recognised the need for training in project planning and proposal writing so that they could access the funding arrangements that are available and that may become available. They also suggested that more handouts should be given on the topics at the workshop, and were told that all the materials would be made available in the workshop report.

### 4.7 National Fisheries Policy and Plans

Mr. André Kong, Director of Fisheries, Fisheries Division, Ministry of Agriculture and Fisheries, participated in this session of the workshop. He provided information on the procedure for approval of the national fisheries policy and management plan which were still in draft stage. He outlined initiatives that have occurred to address issues in fisheries, which included the World Bank project that looked at climate change and the resilience of the fishing and agricultural communities.

He noted that a value chain approach to fisheries development needed to be taken with a clear identification of the gaps that would need to be addressed. The issues being faced by fishers should be addressed in this approach so as to bring about improvements in their livelihoods.
Discussion

In response to a query about efforts being taken to highlight the importance of fisheries to the economy, it was noted that the Fisheries Division was doing its best to put fisheries on the map, but more had to be done. It was noted that an agency such as the Rural Agriculture Development Authority (RADA) should be set up to assist fishers. Some concern was expressed that the number of designated fishing beaches may be reduced under the new Fisheries Act.

4.8 Developing communication messages to influence policy

The Senior Technical Officer made a presentation on creating effective communication messages to influence policy (please see the presentation at Appendix 5). Following on this, the participants undertook a small group exercise based on the following scenario:

The Minister of Planning has agreed to meet with the fisherfolk leader of Pretty Island Cooperative and a tourism developer concerning the use of a traditional fishing ground on Pretty Island. Due to his busy schedule, the Minister only has five minutes for the meeting. The fisherfolk leader and tourism developer must therefore clearly and concisely make his/her case for the use of the beach. The tourism developer thinks the beach would be an excellent location for a new all-inclusive hotels, the fisherfolk leader thinks that it should remain a fishing ground.

Approach

- In each group select a person to play the role as a Minister of Planning, tourism developer and a fisherfolk leader
- Based on the scenario, the Minister must decide who makes the best argument and communicates their message the best according to the 5C’s.
- Before the Minister decides, the fisherfolk leader and tourism developer must share with the rest of the group their objective, target audience and key points made.

Table 3: Group presentations on messages to influence policy
<table>
<thead>
<tr>
<th>Groups</th>
<th>Scenarios</th>
<th>Fisherfolk</th>
<th>Tourism Developer</th>
<th>Minister</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The objective is to prevent the Hoteliers from building hotels that would take away our Fishing ground.</td>
<td>The fish ground provide over two thousand (2,000) jobs directly and indirectly. These fisherfolks who will be displaced are not qualified to gain employment in the Hotel Industries. We would love for the Ministry to look at the possibility to relocate the hotel to a different area.</td>
<td>Plan to construct two thousand (2,000) rooms and to employ four thousand (4,000) people. This will bring five million (5,000,000) US dollars to the economy annually and to better the lives of the local residence.</td>
<td>The Minister sees the importance of the fishing Industries. His decision was to look for an alternative location for the hotelier to build the Hotel.</td>
</tr>
<tr>
<td>2</td>
<td>The beach is to remain as it is, the development on the beach and the land projecting to the beach. The land is a swamp area and crocodile habitant where there are different breeds of fishes.</td>
<td>The breeding ground for the fish will be destroyed. Over the years there were promises from the developer and it was not fruitful. Destruction of livelihood for Five hundred (500) fisherfolks. Income replacement is required.</td>
<td>Employment and resources need to be provided for fishers. Support the fishing industry; create more wealth for the community and generate more revenue to the Government Fishing sanctuary.</td>
<td>The Minister decided to seek advice from the Environmental Protective Agency (NEPA) and in due time make a decision in going forward.</td>
</tr>
<tr>
<td>3</td>
<td>The Government controls our fishing ground.</td>
<td>Beach belongs to fishers, developer should find other location.</td>
<td>The beach is in ideal location for project seven hundred (700) room hotel.</td>
<td>Is in favour of the fishers.</td>
</tr>
</tbody>
</table>
It was noted that when given an opportunity to speak to the Minister within a given time frame, points need to be as concise as possible and focused on the issue because the Minister would not have the time to listen lengthy details, so there would be need for careful and informed presentations.

4.9 Jamaica Fishermen’s Co-operative Union (JFCU) Fisherfolk Strengthening Fund (FSF) project

Miss Ionie Henry, Manager of the JFCU, gave an overview of the project “Strengthening internal governance, leadership and financial management capacity of the JFCU and its affiliates” approved for the JFCU under the Fisherfolk Strengthening Fund (FSF). The specific objectives of the project are:

1. Conduct a two-day seminar with the current and aspirant Executive Board members of eleven primary fisher cooperatives in Jamaica on areas relevant to the problems of governance and leadership within the cooperatives (e.g. Co-operative Governance, leadership, teamwork, networking, communication etc.)
2. Provide training to the current and aspirant Executive Board members and management of eleven fisher cooperatives in Jamaica through two one-day workshops on financial management and reviewing financial statements
3. Improve administrative and financial management by procuring adequate computer technology and providing training to ten (10) executive members from the Fishermen’s Cooperatives for two (2) days per week for six (6) weeks
Discussion

The need to develop project proposal writing skills to mobilise resources for capacity was highlighted. Also, the need for more information sharing was pointed out as it was seen as a means to obtain buy-in for project implementation.

4.10 Basic Principles of Project Cycle Management

The Senior Technical Officer gave a presentation on the basic principles of project cycle management and monitoring and evaluation. Please see the presentation at Appendix 6.

4.11 Participatory Evaluation of the Strengthening Caribbean Fisherfolk to participate in Governance Project

This exercise was done using a Focus Group approach. The participants showed an awareness of the project due to the holding of the first NFW in 2013, reporting by their FFALG member to the membership of the JFCU and the development of the proposal for submission under the FSF. Many were of the view that their capacity and confidence to deal with policy makers and other key stakeholders was being improved, and wanted to be involved in the workshops to be held under their FSF project.

5 WORKSHOP EVALUATION

A simple evaluation of the workshop was conducted by the co-facilitators to gain the perceptions of the participants on the achievements of the workshop objectives. Participants’ were asked to indicate, by drawing faces on paper of how they felt each workshop objective was met. Twenty Three (23) persons participated in this evaluation exercise.

Following a review of the objectives, most participants reported that they were happy with the workshop and were of the opinion that they had learnt a lot and that the objectives were met.
6 NEXT STEPS

Table 5: Items for action from workshop

<table>
<thead>
<tr>
<th>What’s to be done</th>
<th>Who is chiefly responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We have to produce a workshop report</td>
<td>Mrs. Shellene Berry and Miss Sashana Coombs</td>
</tr>
<tr>
<td>• Press release</td>
<td>Mr. Terrence Phillips</td>
</tr>
<tr>
<td>• Continue to influence policy</td>
<td>Jamaica Fishermen Co-operative Union (JFCU)</td>
</tr>
<tr>
<td>• Create awareness of Caribbean Large Marine Ecosystem Project (CLME), Small Scale Fisheries Guidelines (SSF)</td>
<td>Jamaica Fishermen Co-operative Union (JFCU), Fisheries Division and Department of Co-operative</td>
</tr>
<tr>
<td>• Representatives will go back and share with group members</td>
<td>Fisherfolk</td>
</tr>
<tr>
<td>• Form a federation</td>
<td>Rae Town and Greenwich Town</td>
</tr>
</tbody>
</table>

7 CLOSE OF THE WORKSHOP

Mr. Shawn Taylor, President of the JFCU, closed the workshop on behalf of the participants and expressed his appreciation for the knowledge shared over the past two days.
### Appendix 1 – Workshop Participants list

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Tele (work)/(home)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Marcia Wyatt-Hyman</td>
<td>Department of Co-op &amp; Friendly Societies</td>
<td>927-4912/927-6572/530-3775</td>
<td><a href="mailto:marcia.hyman@dcfc.goo.jm">marcia.hyman@dcfc.goo.jm</a></td>
</tr>
<tr>
<td>Mr. Curtis Hylton</td>
<td>Montego Bay Fishermen Co-op</td>
<td>588-5638/545-2633</td>
<td><a href="mailto:curtishyhan@yahoo.com">curtishyhan@yahoo.com</a></td>
</tr>
<tr>
<td>Mr. Winston Lindo</td>
<td>Greenwich Town Fishermen Co-op</td>
<td>807-4563</td>
<td></td>
</tr>
<tr>
<td>Mr. Stanford Hamilton</td>
<td>Chiney Beach, Rockfort</td>
<td>299-4105</td>
<td></td>
</tr>
<tr>
<td>Mr. Kelvin Archer</td>
<td>Rio Nuevo and Stewart Town Group</td>
<td>505-6345</td>
<td></td>
</tr>
<tr>
<td>Mr. David Thomas</td>
<td>Morant Bay Fisherfolk</td>
<td>440-2705</td>
<td></td>
</tr>
<tr>
<td>Mr. Shawn Ascott</td>
<td>ALLOA Fishermen Co-op, St. Ann</td>
<td>858-3977</td>
<td><a href="mailto:shawnascott61@yahoo.com">shawnascott61@yahoo.com</a></td>
</tr>
<tr>
<td>Mr. Samuel Gray</td>
<td>Jamworld Fisherfolk Benevolent Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Glasford Mitchell</td>
<td>Jamworld Fisherfolk Benevolent Society</td>
<td>475-3312/875-0829</td>
<td><a href="mailto:glasfordmitchell@gmail.com">glasfordmitchell@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Peter Parchment</td>
<td>ALLOA Fishermen Co-op, St. Ann</td>
<td>508-3957</td>
<td></td>
</tr>
<tr>
<td>Mr. Anthony Elliot</td>
<td>Salt River Fisherfolk Group</td>
<td>373-2897</td>
<td></td>
</tr>
<tr>
<td>Mr. Clifton Freeburn</td>
<td>Department of Co-op &amp; Friendly Societies</td>
<td>287-4581/347-7330</td>
<td><a href="mailto:clifton.freeburn@dcfs.gov.jm">clifton.freeburn@dcfs.gov.jm</a>/ <a href="mailto:freefya@gmail.com">freefya@gmail.com</a></td>
</tr>
<tr>
<td>Mrs. Maxine Brown-Dorma</td>
<td>New Forum Fishing Complex</td>
<td>823-3114/403-0271</td>
<td><a href="mailto:maxinebrowndorma@gmail.com">maxinebrowndorma@gmail.com</a>/ <a href="mailto:mbrowndorma@gmail.com">mbrowndorma@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Winston Monroe</td>
<td>Greenwich Town Fishermen Co-op</td>
<td>885-5889</td>
<td><a href="mailto:wint_monroe200@yahoo.com">wint_monroe200@yahoo.com</a></td>
</tr>
<tr>
<td>Mrs. Farrah Hansel-Murray</td>
<td>Fisheries Division</td>
<td>923-8811-3/577-1503</td>
<td>fkhansel@<a href="mailto:moa@yahoo.com">moa@yahoo.com</a>/ <a href="mailto:farrah.hansel@yahoo.com">farrah.hansel@yahoo.com</a></td>
</tr>
<tr>
<td>Mr. Vincent Gordon</td>
<td>Rae Town Fishing Village</td>
<td>480-7535</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Organization</td>
<td>Phone</td>
<td>Email</td>
</tr>
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<tr>
<td>Mr. Havelon Honeyghan</td>
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<td>968-0411</td>
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</tr>
<tr>
<td>Miss Ionie Henry</td>
<td>Jamaica Fishermen’s Co-operative Union</td>
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</tr>
<tr>
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</table>
National Fisherfolk Workshop

Jamaica

October 21-22, 2015

Agenda

Workshop Objectives

By the end of the workshop, fisherfolk will have:

- shared their experiences in policy influencing and capacity building and identified lessons learnt;
- identified policy opportunities at the national, regional and international levels to address priority issues;
- developed communication messages to influence policy;
- improved their knowledge of the basic principles of project cycle management and the importance of participatory monitoring and evaluation;
- conducted a participatory evaluation of the Strengthening Caribbean Fisherfolk to Participate in Governance project.

Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Session 1: Welcome and update on the SCFPG project</strong></td>
</tr>
<tr>
<td>9:00 am</td>
<td>Welcome and introduction, workshop roles, logistics</td>
</tr>
<tr>
<td>9:20 am</td>
<td>Update on the Strengthening Caribbean Fisherfolk to Participate in Governance project</td>
</tr>
<tr>
<td>9:35 am</td>
<td>Review of workshop objectives and agenda</td>
</tr>
<tr>
<td>9:50 am</td>
<td>Recap of key issues (policy and capacity) identified by fisherfolk at the last NFW</td>
</tr>
</tbody>
</table>

**Session 2: Fisherfolk share their experiences in influencing policy and capacity building**

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15 am</td>
<td>- Purpose of sharing experiences and the value of lessons learnt</td>
</tr>
<tr>
<td>Time</td>
<td>Topic</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Health Break</td>
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</tbody>
</table>
| 10:45 am     | - Actions taken by FFOs to address the key issues identified at the last NFW  
|              | - Challenges experienced in addressing these issues                   
|              | - Lessons learnt                                                     |
| 11:15 am     | - Prioritising issues for further action                              |
| 12:00 noon   | Lunch Break                                                          |

Session 3: Key regional policies and opportunities for addressing policy and capacity issues

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1:00 pm | Identification of policy opportunities:  
|        | - Small Scale Fisheries (SSF) Guidelines  
|        | - Caribbean Community Common Fisheries (CCCF) Policy and Action Plans  
|        | - National fisheries policy/plans                                      |
| 1:30 pm | Identification of key areas of the SSF, CCCF and national fisheries policies that align with the priority issues (identified for policy influencing) that need advocacy |

Session 4: Developing communication messages to influence policy

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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</thead>
</table>
| 2:00 pm | Presentation:  
|        | - Creating effective communication messages to influence policy  
|        | - Difference between a policy position and a policy interest |
| 2:20 pm | Health Break                                                        |
| 2:35 pm | Developing communication messages for fisherfolk to influence policy |
| 3:30 pm | Presentations on messages to influence policy                        |
| 4:00 pm | End of Day 1                                                          |

Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Welcome and review of Day 1</td>
</tr>
</tbody>
</table>

Session 5: Welcome and review of Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 8:50 am | Plenary presentation:  
|        | - Review of the basic principles and stages (identification, preparation and formulation, review and approval, implementation, and evaluation) of project cycle management  
<p>|        | - The importance of having a plan: Strategic Plans and Business Plans |
| 9:20 am | Project identification: Brainstorming projects to address priority issues relating to capacity development identified in Day 1. |
| 10:20 am | Health Break                                                        |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:50 am</td>
<td>Plenary presentations</td>
</tr>
<tr>
<td>12:00 noon</td>
<td>Lunch Break</td>
</tr>
</tbody>
</table>

Session 7: The project cycle continued: Basic Principles of participatory monitoring and evaluation

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>1:00 pm</td>
<td>Basic principles and importance of PM&amp;E</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Participatory evaluation of the <em>Strengthening Caribbean Fisherfolk to Participate in Governance</em> project</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>Health Break</td>
</tr>
<tr>
<td>2:45 pm</td>
<td>Workshop evaluation</td>
</tr>
<tr>
<td>3:15 pm</td>
<td>Next steps</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Close of Workshop</td>
</tr>
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</table>
What is a lesson learned?

• A lesson learned is some piece of information gained through experience that your organisation should retain for future use.
• A lesson could be a valuable technique or outcome that you wish to repeat or it could be an undesirable result you wish to avoid.
• Identifying your lessons learned is as simple as asking the question, "What worked well or what didn’t work so well?"

How to identify lessons learned?

Basic lessons learned process

1. Define the "Project"
   • Objectives (why trying to find out lessons learned?)
   • Process (how are we going to find the lessons?)
   • Team (who are the persons that will figure out the lessons?)
2. Collect
   • Capture of information (e.g. through meetings, forms, etc.)
3. Verify and synthesise
   • Is the information accurate?
   • Are the lessons applicable to an individual or the organisation?
4. Store
   How do you plan to keep the information collected (electronic database, file cabinet, online cloud)?
5. Disseminate
   The final step, and the most important, is the dissemination or sharing of lessons learned, since lessons are of little benefit unless they are distributed and used by people who will benefit from them.

(adapted from: The Nature Conservancy, A Guide to Capturing Lessons Learned)

When should lessons learned be identified?

• Lessons learned can be captured all through out the project and form a regular part of project reporting.
• Lessons learned can also be captured after it has been completed.
Fisheries and food security policies

National fisherfolk workshop

Strengthening Caribbean fisherfolk to participate in governance

Fisheries and related food security policies

- FAO Code of conduct for responsible fisheries
- UN Fish stocks agreement
- Voluntary guidelines on the governance of tenure
- Small scale fisheries guidelines
- Right to food guidelines (FAO)
- Caribbean community common fisheries policy
- Castries declaration on IUU fishing
- Regional food and nutrition security policy (CARICOM)

FAO Code of conduct for responsible fisheries (CCRF)

"The right to fish carries with it the obligation to do so in a responsible manner so as to ensure effective conservation and management of the living aquatic resources."

- Voluntary and global in scope

Objective:
- to promote long term sustainable fisheries by establishing principles, criteria and guidance to facilitate exploitation and utilization of fisheries resources in a responsible and sustainable manner

FAO Code of conduct for responsible fisheries (CCRF) cont’d

- sets out principles and international standards of behaviour for responsible practices in order to ensure the effective conservation, management and development of living aquatic resources, with due respect for the ecosystem and biodiversity
- recognizes the nutritional, economic, social, environmental and cultural importance of fisheries and the interests of all those concerned with the fishery sector
- takes into account the biological characteristics of the resources and their environment and the interests of consumers and other users.

SSF Guidelines

First ever negotiated international instrument entirely dedicated to SSF
- A global consensus on principles and guidance for small-scale fisheries governance and development
- Bring together social development and responsible fisheries
- Beyond fisheries

Complement other international instruments
- Code of Conduct for Responsible Fisheries, Right to Food Guidelines, Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests
- Common grounding in human rights principles
Part 1: Introduction
1. Objectives
2. Nature and scope
3. Guiding principles
4. Relationship with other international instruments

Part 1: Responsible fisheries and sustainable development
5. Governance of tenure in SSF and resource management
6. Social development, employment, and decent work
7. Value chain, post-harvest and trade
8. Gender equality
9. Disaster risks and climate change

Part 2: Responsible fisheries and sustainable development
Sustainable resource utilization/stewardship and secure rights to fishery resources and land and the ability to benefit from them for SSF communities
Social development dimension of SSF livelihoods (e.g. access to social services, need for equality and equity, employment and incomes, and fair and decent working conditions)
The postharvest sector and trade and consideration of the whole value chain
Importance of gender and the need to promote equality and equity
Vulnerabilities of small-scale fishing communities in the context of disaster risks and climate change

Part 3: Enabling environment
Addresses:
- Often lack of policy coherence and cross-sectoral collaboration
- Need for enhanced information, research and communication on SSF
- The need for capacity development at all levels and scales
- Potential challenges for implementation and strategies to ensure that the SSF Guidelines are applied

Towards implementation
Caribbean community common fisheries policy (CCCFP)

Vision:

to foster effective cooperation and collaboration among participant nations in Conservation, Management, Sustainable Utilisation and Development of the fisheries resource and related ecosystems in the Caribbean region to maximise benefits for all Caribbean people.

It addresses the need to build capacity amongst fishers and optimise the social and economic returns from the fisheries, which are a common thread throughout Caribbean societies.

In addition to large-scale fishing, the CCCFP considers the rights of traditional, subsistence, artisanal and small-scale fishers.

Caribbean community common fisheries policy (CCCFP) cont’d

CCCFP carries forward the same participatory approach that was used in its drafting, when fishers and their organisations were repeatedly consulted.

It promotes more empowerment for fishers, ensuring their involvement in decision making.

A key principle of the CCCFP is to combine the best available scientific information with fishers’ traditional knowledge of the resources, habitats and environmental, economic and social factors.

[Still to get the required signatures from the CARICOM Heads of Government]

Castries (St. Lucia) declaration on IUU fishing

Demonstrate the region's determination and commitment to protect the economic interests of CARICOM MSs and to prevent, deter and eliminate IUU fishing.

- Enhance the effectiveness of monitoring, control and surveillance at the national and regional levels by creating and sustaining the necessary harmonized and contemporary legislative and regulatory regimes.

- Encourage the development of the required capacity in national fisheries administrations.

- Foster an attitude of compliance among fishers which is intended to facilitate and support the management of fisheries nationally and regionally.

Castries (St. Lucia) declaration on IUU fishing cont’d

Highlights:

- establish a comprehensive and integrated approach to prevent, deter and eliminate IUU fishing

- adopt conservation measures consistent with the long-term sustainable use of fish stocks and the protection of the environment

- encourage MSs that have not yet done so to become parties to the 1982 UN Convention, FAO Compliance agreement, UN Fish stocks agreement, and other relevant international agreements that will provide support in the fight against IUU fishing

- eliminate the economic incentives derived from IUU fishing at the national, regional and global levels

- implement MCS schemes with a view to increasing the cost effectiveness of surveillance activities, such as encouraging the fishers and other stakeholders to report any suspected IUU fishing activities they observe.

THANK YOU!
Communication for policy influence

Strengthening Caribbean fisherfolk to participate in governance

National Fisherfolk Workshop
Jamaica
21 – 22 October 2015

Step 1: Identify the objective of your communication

- Your objective links ahead to the change or results you would like to see.
- Objectives can be:
  i. to raise awareness
  ii. to share knowledge
  iii. to effect a change in behaviour
  iv. to advocate for ‘action’ (can further define the action)

Example: CNFO’s objectives

- Raise awareness of policy makers and managers in government about the issues, needs and ideas of fisherfolk in making decisions about fisheries management and CC adaptation.
- Raise the visibility of the CNFO and its members at the national and local levels

Step 2: Identify your target audience(s)

- Who are you communicating to? For example is your audience a decision maker, resource user, or media representative?
- Ask yourself the following questions:
  i. What are the interests, beliefs and agenda of this audience?
  ii. Do I know the background of the audience so that I can fine tune the approach I take?

Example: CNFO’s target audiences

- Government Ministers
- Fisheries divisions
- Permanent Secretaries and CEOs of government agencies with marine jurisdiction
- Heads of major companies, NGOs and regional organisations
- High level media executives
- Fisheries Managers
- Coastal Zone Managers

Step 3: Develop your message(s)

- What are your objectives? What do you hope to achieve by the delivery of your message?
  i. Frame your message in a way that engages the target audience — connect with where the audience is now and guide your message to where you want it to go.
  ii. Ensure you observe “the 5Cs” of communication: be clear, concise, correct/credible, comprehensive and consistent in your message.
Example: CNFO’s messages

- Transparency, accountability and participation are important in fisheries management.
- Fisherfolk bring local and traditional knowledge to fisheries management.
- Fisherfolk need to get together to have a united and strong voice.

Step 4: Decide on the product and channel or pathway for delivery of message(s) to each target audience

- Selection of the mechanism for delivery of your message (product, pathway) will be linked to the audience’s interests and preferences so you need to determine:
  i. What media, forums etc. your target audience accesses
  ii. Who influences the audience (i.e. who might be an intermediary messenger or champion)

Example: CNFO’s products and pathways

<table>
<thead>
<tr>
<th>Product</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>Face to face meetings</td>
</tr>
<tr>
<td>Policy briefs</td>
<td>Workshops</td>
</tr>
<tr>
<td>Flyers</td>
<td>Television</td>
</tr>
<tr>
<td>Songs</td>
<td>Radio</td>
</tr>
<tr>
<td>Drama</td>
<td>Demonstration/ marches</td>
</tr>
<tr>
<td>E-mails/ text messages</td>
<td>YouTube/Facebook</td>
</tr>
<tr>
<td>Reports</td>
<td>Telephone calls/ texting</td>
</tr>
</tbody>
</table>

The product or pathway you select will depend on the type of policy influencing you undertake

Communication role play exercise

1. Form groups of three.
2. In each group select a person to play the role of a Minister of Planning, a Tourism Developer and a Fisherfolk Leader.
3. Based on the scenario on the following slide, the Minister must decide who makes the best argument and communicates their message the best according to the 5C’s.
4. Before the Minister decides, the fisherfolk leader and tourism developer must share with the rest of the group their objective, target audience and key points made.

Scenario

The Minister of Planning has agreed to meet with the fisherfolk leader of Pretty Pretty Island Cooperative and a tourism developer concerning the use of a traditional fishing ground on Pretty Pretty Island. Due to his busy schedule, the Minister only has five minutes for the meeting. The fisherfolk leader and tourism developer must therefore clearly and concisely make his/her case for the use of the beach. The tourism developer thinks the beach would be an excellent location for a new all inclusive hotel, the fisherfolk leader thinks that it should remain a fishing ground.
Final National Fisherfolk Workshop
October 21 - 22, 2015
Jamaica

Strengthening Caribbean Fisherfolk to Participate in Governance
Project Cycle Management: A quick look

What is project cycle management

- Simply put, Project Cycle Management (PCM) is the term given to the process of planning and managing projects.
- Projects sometimes fail because they are badly planned and do not take account of some important factors, particularly the needs and views of stakeholders.

The Project Management Cycle

Project Cycle Management Steps

1. IDENTIFY
The first step in the cycle is to identify an issue that a project can address:
- Needs Assessment/Capacity Assessment: What are the needs of fisherfolk organisations? What are some capacities that fisherfolk organisations need to build to effectively participate in governance?
- Problem trees: What are the root causes of problems in a particular fisherfolk organisation?

Project Cycle Management Steps

2. DESIGN
Once it is decided to go ahead with the project, we can start to think about the details.
Planning:
- Who will be the people involved in and affected by this project? (stakeholders)
- Do we have (or have access to) the resources (e.g. time, funding, capacity) needed to undertake this project?
2. DESIGN
Once it is decided to go ahead with the project, we can start to think about the details.

Scope of the project:
- What is the goal of the project?
- What is/are the objective(s) of the project?
- How will we know if the project is meeting its objectives (indicators)?
- What are the risks to the project?
- What will be the cost of the project?
- How long will the project take?
- What is the quality of the outcome/outputs that we expect from the project?

3. IMPLEMENT
This is where the project begins. During the implementation of the project it is important to monitor and review the progress of the project and any outside changes that affect it. The project plans should be adjusted where necessary.

4. EVALUATE
Evaluation should be carried out at or after project completion. Evaluation could even be carried out a few months or years after the project has finished in order to assess its long-term impact and sustainability.
- What were the impacts of the project?
- Were the impacts positive or negative?
- Were the impacts intended or unintended?

Participatory Monitoring and Evaluation: What is it?
- Participatory monitoring & evaluation (PM&E) is a process through which stakeholders at various levels engage in monitoring and evaluating a particular practice, project, program, plan or policy;
- Share control over the content, the process and the results of the M&E activity; and,
- Engage in taking or identifying corrective actions, learning and adapting.

Why is PM&E important?
- Participation is important to the M&E process since it offers new ways of assessing and learning from change that are more inclusive
- It allows managers to be more responsive to the needs of those most directly affected.

Why is PM&E important?
To summarise, PM&E has 4 main overall purposes:
1. Management in close collaboration with partners and the local population.
2. Learning with (not around) the local population and key stakeholders (both men and women) at different levels.
3. Empowerment of the local people and partners in the field so that they own and contribute to management.
4. Accountability upward (to a leader), and downward (to people we are working with).
Basic PM&E method

**Step 1:** Planning the PM&E process and determining objectives and indicators

**Step 2:** Gathering data

**Step 3:** Analysing data

**Step 4:** Sharing information and defining actions to be taken

Remember to learn lessons as you go!
- What did we do right?
- What did we do wrong?
- Was the project a success?
- Was the project a failure?
- What could have been done better?
- What are some best practices if we have to do this again or that can be applied to other projects?


Strengthening Caribbean fisherfolk to participate in governance

Focus group questions

- Over the past three years in what way has your involvement in decision-making at the local, national and regional levels changed?
  - Has the “Strengthening fisherfolk…….” project helped in this process or not?

- For those involved in the project, how has the project helped you to communicate to influence policy at the local, national and regional levels?

- Since being involved in the project, how has the effectiveness of fisheries policies changed at the regional and national levels?
• How has your fishing community or group membership contributed to your participation in the project? What support did you receive?

• What strategies have you/your community come up with to bring the ideas/voices of regular fisherfolk into the project?

• What types of feedback from the project have you carried back to your fisher folk groups?

Strengthening Caribbean fisherfolk to participate in governance

Video questions

Questions to answer on camera

Question 1
• Why do you think it is important for artisanal fisherfolk to have a say in fisheries policy making?

Question 2
• What do you consider to be the most burning issue affecting fisherfolk livelihoods at present? How would you address it? What do you think should be done to remedy it?