

Too Big To Ignore & FAO Research Report

Number 12.1/2014



## Compilation of ideas from the TBTI-FAO Session on the Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries (SSF Guidelines)

2nd World Small-Scale Fisheries Congress, Mérida Mexico

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RESEARCH

POLICY

MOBILIZATION

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4	<b>Introduction</b>
4	<b>Component 1</b>
5	<b>Component 2</b>
9	<b>Component 3</b>
10	<b>Appendix I:</b>
	Table 1. GAP component 2
	Table 2. GAP component 3

## Introduction

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The Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines) were endorsed at the 31st Session of the FAO Committee on Fisheries in June 2014. The SSF Guidelines will only be effective if they are widely known by stakeholders and systematically applied in accordance with the guiding principles they establish. To support the implementation of the guidelines, a Global Assistance Programme (GAP) was established. FAO, in collaboration with the Too Big To Ignore project, organized a special session at the 2<sup>nd</sup> World Small-Scale Fisheries Congress in Merida, Mexico, September 2014. The aim of the session was to inform the participants about the SSF Guidelines and gather participants' recommendations and inputs to the development of the GAP. This information was collected through facilitated discussion circles.

The following text summarizes the numerous series of ideas generated during the congress session, which have been communicated to the Secretariat of the FAO Guidelines to inform the development of the GAP. Tables 1 and 2 are used to demonstrate how certain ideas take shape once different elements for action are defined.

## Component 1

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### 1. Who are the priority stakeholder groups for awareness-raising?

- a. Fishers, NGOS, Gender based groups, local level Government, Media Academic Institutions, International and national organizations involved in fishing
- b. Also, activists, advocacy and other groups whose ideas might be compatible with the SSF Guidelines.
- c. Thirdly representatives from other sectors and groups (tourism/industry/ports)

### 2. Strategies and Actions to raise interest and carry them out.

- d. Translate to as many languages as possible
  - i. Scale the Guidelines down through brochures, and easy to understand versions
  - ii. Pay special attention at how SSF Guidelines are presented, taking into account national and local contexts

- iii. Social marketing in communities, local newspapers/reporters
- e. Disseminate through national and regional networks, including independent groups or indigenous associations
- f. Make a documentary, with info on the Guidelines, but also to raise awareness of small-scale fisheries
- g. Use all means of communication necessary (phone/radio/video/art)
- h. Use new media such as TED talks
- i. Fisher to fisher programs and activities
- j. Target SeaGrant program in US (and similar extension and science support programs worldwide) to extend knowledge on the Guidelines
- k. Extension agents and services
- l. Regional Level: through regional fisheries bodies (OSPESCA, CRFM, LMMA (in Pacific)) etc.

### 3. Who should do what?

- m. FAO:
  - i. Analysis of implementation of other instruments
  - ii. Have capacity building and training, particularly as outreach for groups that might not be involved with global CSOs.

### 4. Monitoring of Awareness raising/defining success

- n. Develop national mechanism to identify the level of appropriation of the SSF Guidelines. An example of an indicator in this regard could be the number of communities or organizations that implement the SSF Guidelines. Another could be the number of countries that add the SSF Guidelines to their normative framework.

## Component 2

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### 1. What type of science are of interest to different groups, what type of data is needed to inform policy

- a. **Priority Action:** Define framework for diagnosis: what science/communication would translate to all target groups
- b. **Types of Science:**
  - i. Multi-stakeholder
  - ii. Disaggregated data – inland, marine capture; women; by geography and type of fishing

- iii. Easy to understand
- iv. Value chain analysis
- v. Context based science (Fish/non-fish/systemic)
- vi. Alternative livelihoods research
- vii. hard science and participatory science
- viii. Information regarding climate change and its impacts – building models that predict and provide options to enable fast response
- ix. Demand driven (tie science to interest of stakeholders):
  - 1. Of interest to fishers:
    - a. Ecological (stock and ecosystem status/dynamics; diseases; dynamics (optimum harvest time))
    - b. Economic (local and international markets, prices, demand impacts on prices/supplies)
    - c. Technical (gear efficiency/impact/etc.)
    - d. Climate and weather
    - e. Social and economic (age, income, distribution employment)
    - f. Alternative livelihood search
    - g. Policy impacts of actions
  - 2. Of interest to policy makers
    - a. Higher level economics (global markets/ national econ data)
    - b. Adaptation costs/policy costs
    - c. Constituency response to policy
    - d. Contribution to food security/nutrition and value, particularly local diets
    - e. Importance of SSF products in trade and other national accounts

## 2. Who are priority groups; do we need to map institutions and stakeholders, what key nodes should be targeted?

- c. **Priority Action:** Identify priority groups (See above) including those that are science/research oriented and map stakeholders/node analysis
- d. Carry out node and stakeholder analysis.
- e. Policy makers need to have a better appreciation of the value of SSF and its contribution to food security, nutrition
- f. Assessment of entire SSF world, as done by the IPCC

## 3. Any existing platforms to facilitate knowledge sharing, exchange and communications

- g. Communication Mechanisms
  - i. Science outreach and knowledge sharing platforms.

- ii. Simple systems (google earth)
- iii. Participatory mapping
- iv. Involve communities (as participants and communicators)
- v. Create knowledge exchange platform
- vi. Outreach to Parliamentarians
- vii. Peer to peer communication
- viii. Enhance organizations as platform to take information up the ladder
- ix. NGO involvement in dissemination of knowledge
- x. Social marketing in communities, local newspapers/reporters
- xi. Use of media/infographics/alternative means of communication (ex. Hombres del Mar comics from Mexico)

#### 4. Key challenges and barriers to improve science-policy interface.

- h. Need to increase attention and promotion for science amongst fishers as well as local level administrators
  - i. Need to promote knowledge of law and policy amongst fishers/academics
  - j. Need to look at cycle of influential SSF research papers, study how they have been “picked up” and included in policy process.
  - k. Improve access of scientists to high level policy discussions
  - l. Work with the academic community to improve or provide value to grassroots-level participative type of research approaches
  - m. Improve ability to identify most appropriate level of interface, both in science or policy
  - n. Need to break the hierarchy of publications where journals with high impact factor is at the top of the list and encourage publication in open platforms
- **Idea:** Countries need to promote the use of journal publications into policy and reward those papers that have been used and already influenced policy
  - **Idea:** Group thesis being practiced by US university whereby government agencies and companies propose a project to be undertaken by the thesis students:
    - Output of the research has been turned into policy
    - Good practice that other universities can follow

#### 5. What skills do different actors need? What actions are required to build capacity of actors to understand and act upon knowledge?

**o. Actions**

- i. Promote knowledge of law and policy amongst actors
- ii. Create dialogues to enhance demand driven science and improve communication on data needs. Further dialogue between administrators and academics is also needed to guide research.
- iii. Promote the integration of mechanisms for research priorities in the legal framework
- iv. Make creative use of extension services by hiring communicators, graphic designers etc.
- v. Improve national and international databases and knowledge repositories
- vi. Create fellowship and internship programs (FAO, Govts)

**p. Skills**

- i. Creativity
- ii. Negotiation
- iii. Facilitation
- iv. Presentation
- v. Trans disciplinary approaches
- vi. For Scientists:
  1. Increase pro-action. Learn how to share and return data
  2. Political knowledge required (ex. Knowing what political hierarchy to approach)

## Component 3

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### **1. Who are priority target groups for capacity development and institutional strengthening? What are priority needs? What are differences at regional or country level?**

**a. Priority needs**

- i. Increasing capacity to understand and apply the Guidelines at the local level
- ii. Increase capacity of government officials (from basic information to technical training)
- iii. Institutional capacity building is a priority need to implement the tools/policies that already exist

### **2. Key elements of strategies to address those needs. Methodologies and tools needed?**



## **b. Key Elements**

- i. Gender inclusiveness
- ii. Target various groups for particular training (i.e. strengthen and build capacity of support NGOs, not just fisher orgs)
- iii. Delivery applied to reality
- iv. Determination of tenure ( “who has resource”)
- v. Look for common denominators with other groups that may be seeking similar issues (HR activists, indigenous groups, farmers, etc.)
- vi. Include other organizations such as labour organizations and social movements.
- vii. Include other sectors (tourism, services, environmental, transport, economy ) the capacity of all sectors should be increased
- viii. Fight against corruption must be central aspect
- ix. Build capacity of government administrators/managers to implement existing policies/plans

**NOTE:** Integration of conservation/environmental and fishing policies/agendas is necessary to achieve policy coherence. This is severely lacking in many countries.

## **c. Methodologies**

- i. Develop action plans at local/national levels
- ii. Visualization
- iii. Engagement
- iv. Culture and creativity (poetry, theatre, stories)
- v. In person meetings and communication
- vi. Fisher exchanges
- vii. Improved internet use and knowledge
- viii. Train actors on how to carry out meetings (facilitation/dialogue training)
- ix. Marketing product
- x. Personal development training
- xi. Situational Analysis

## **d. Activities/Actions**

- i. Empowerment workshops with fishers, NGOs, associations, etc.
- ii. Create and make available training/workshops and forums
  1. Rate them by number of participants and level of trust in knowledge acquired.
- iii. Increase capacity to understand and apply guidelines at local level
  2. In this sense, specific training on negotiation and policy influence is required
- iv. Study successes and other case studies and share them across regions
- v. Favour corporate schemes at law-reform level
- vi. Implement participation fora that DO exist within the law

**3. How to define success in relation to empowering stakeholders.  
Indicators/targets?**

- o. Define Success**
  - i. Defined at local level
  - ii. Long term goal for self-organization
- p. Indicators**
  - i. Differentiate between regional and local
- q. Monitoring**
  - i. Create Group that follows implementation at national level.

# Appendix I:

**Table 1. Gap component 2**

Gap component:		2 Science Policy Interface				
Target group	Issue/activity	Responsibility	Timeframe ST/MT/LT	Resources (financial, human, tools, methods, etc.)	Expected results	Indicators and targets
<b>Researchers/Academics Scientists</b>	Increased awareness of SSF	Peer to peer, FAO	ST (ongoing)	Student networks/TBTI/ sponsorship feather in hat, side events, 11discussion, etc.	Promote research on SSF /Guidelines Snowball effect Cross sector knowledge	# of citations Website hits etc.
<b>Communities</b>	Social marketing	NGO's, science communicators, local reporters	LT	Increase excitement/ community buy in to pressure govt to create regulations	Funding for communication of research	

Table 1. demonstrates how certain ideas take shape once different elements for action are defined

**Table 2. Gap component 3**

<b>Gap component: 3 Empowering stakeholders: Capacity Development and Institutional Strengthening. Moderator: Tony Charles</b>						
<b>Target group</b>	<b>Issue/activity</b>	<b>Responsibility</b>	<b>Timeframe ST/MT/LT</b>	<b>Resources (financial, human, tools, methods, etc.)</b>	<b>Expected results</b>	<b>Indicators and targets</b>
<b>All</b>	Create negotiation/communication workshops			Ex. Teach facilitation skills		
<b>Eco-labelling schemes and organizations</b>	Capacity building	Awareness of social justice and human rights issues			Greater adherence to the human rights-based approach	Scorecards, rating systems by various stakeholders
<b>Fisher organizations.</b>	Democratic/institutional processes in orgs	Strengthen and encourage better org governance				
<b>Fishers</b>	Definition of SSF	All		Consensus/shared voice	Those identified are targeted with programs	Participation
<b>Fishers</b>	Make proposals for mgmt.	Fishers and their orgs		Facilitated meetings with govt. open spaces for participation	More participative sector	Fisher generated ideas discussed
<b>Target group</b>	<b>Issue/activity</b>	<b>Responsibility</b>	<b>Timeframe ST/MT/LT</b>	<b>Resources (financial, human, tools, methods, etc.)</b>	<b>Expected results</b>	<b>Indicators and targets</b>
<b>Fishers/fisher organizations</b>	Empowerment			Financial, yet conditional based on performance	Priority given to different communities. Minimize “waste” of financial resources	Biological and social indicators. Level of participation by fishers and organizations

Target group	Issue/activity	Responsibility	Timeframe ST/MT/LT	Resources (financial, human, tools, methods, etc.)	Expected results	Indicators and targets
<b>Fishing Communities</b>	What is a community?	All		Processes and relations		Participation and definition
<b>Gov't bodies</b>	Empower and recognize fishing communities	Enforce rights and representation of fishers		Financial resources and program funding	Advocacy for rights, improved collaboration and communication	Penalties, rule of law, participation, discourse
<b>Indigenous fishers</b>	Marginalization and exclusion/lack of identity	All		Tools for equal and just representation creation of networks		Representation in forums and discussions
<b>Media</b>	Awareness & information dissemination			Communication tools		Measured by the number of "hits" and "likes" etc.
<b>Multi-level &amp; within government</b>	Interdepartmental learning and capacity building					
<b>NGO's civil society</b>	Access to funding, training capacity building	Bridging organizations		Tools such as advocacy, conflict resolution	Facilitating the participation and empowerment of different groups	
<b>NGOs</b>	Implementation			Human through lobbying efforts	Encourage outcomes aligned with the guidelines	Policies
<b>Processors and traders</b>	Postharvest sector			Sustainability certification/ added value	Open markets, less elite capture variety of opportunity	

Target group	Issue/activity	Responsibility	Timeframe ST/MT/LT	Resources (financial, human, tools, methods, etc.)	Expected results	Indicators and targets
<b>Technicians in fisher admins</b>	Poor skills/support			Increase interaction with fishers/ training in GIS /survey design	Improved institutions and officers	
<b>Women and youth</b>					Inclusion in organisations and platforms	

Table 2.demonstrates how certain ideas take shape once different elements for action are defined

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