Communicating the Findings of Research to Policy Makers in the Western Indian Ocean Region

Report of the Training Course

Consolata Mission Centre
Dar es Salaam, TANZANIA

04 – 08 April 2016
The Consortium of Training Institutions

**Tanzania Fisheries Research Institute**

Tanzania Fisheries Institute (TAFIRI) is a government institution under the Ministry of Agriculture, Livestock and Fisheries. It is a body corporate established in 1980 to promote, initiate, conduct and coordinate fisheries research as well as dissemination of fisheries information to government agencies, public institutions and other stakeholders in the fishing industry. TAFIRI also provides expert scientific and technical advice to Government on marine and freshwater fisheries, aquaculture and the protection of the aquatic environment. TAFIRI also provides assistance, consultancy and other services for development and improvement of the national fisheries. More information about the institute can be accessed at [www.tafiri.go.tz](http://www.tafiri.go.tz).

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The Department of Aquatic Sciences and Fisheries Technology (DASFT) of the University of Dar es Salaam is one of the eight teaching departments in the College of Natural and Applied Sciences (CoNAS) and comprises of 20 academic staff, 12 technical staff and 3 administrative staff. The staff has a wide experience in the fisheries, aquaculture, limnology, marine sciences and conservation of aquatic resources. The breadth and scope of DASFT encompasses programmes for undergraduate and postgraduate teaching, non-degree programmes, research and public services in basic and applied aquatic sciences. More information about the Department of Aquatic Science and Fisheries Technology can be accessed at [www.aquatic.udsm.ac.tz](http://www.aquatic.udsm.ac.tz)
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This report was prepared for the Western Indian Ocean Marine Science Association (WIOMSA) by Dr. Shigalla Mahongo, Dr. Mathias Igulu, Ms Joy Owango, Ms Florence Sipalla and Dr Magnus Ngoile on behalf of the Tanzania Fisheries Research Institute (TAFIRI), Training Centre in Communication (TCC) and the Department of Aquatic Sciences and Fisheries Technology (DASFT) of the University of Dar es Salaam as the principal workshop organizers/trainers.

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April 2016, Consolata Mission Centre, Dar es Salaam, Tanzania.
**Acronyms**

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<td>TAFIRI</td>
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<td>SCICOMM</td>
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<td>WIO</td>
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<td>MALFD</td>
<td>Ministry of Agriculture, Livestock and Fisheries Development (Tanzania)</td>
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<td>MASMA</td>
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<td>Western Indian Ocean Marine Science Association</td>
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<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, and Threats</td>
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Organizers of the course wishes to thank the consortium of partner institutions which were involved in the preparation and execution of the training for their commitment to this capacity building programme in the WIO region. These include Tanzania Fisheries Research Institute (TAFIRI), Training Centre in Communication (TCC), the South African Council for Scientific and Industrial Research (CSIR) and the Department of Aquatic Sciences and Fisheries Technology (DASFT) of the University of Dar es Salaam (UDSM). We would like to sincerely thank the organizing team including the Secretariat whose involvement made this training course of high practical value to the participants.

This training was supported by the Marine Science for Management (MASMA) Grant, under Grant No. MASMA/Workshop/2015/04. The views expressed herein are those of the authors and do not necessarily reflect the views of WIOMSA. WIOMSA is authorized to produce and distribute the report for educational purposes notwithstanding any copyright notation that may appear hereon. TAFIRI and TCC also made in-kind contributions as Matching Funds in support of the training.
Executive summary
The training course on Communicating Science to Policy Makers for the WIO region was held in Dar es Salaam, Tanzania from 4-8 April 2016 with the full support of WIOMSA. The training was organized by Tanzania Fisheries Research Institute - TAFIRI in collaboration with the Training Centre in Communication – TCC (Kenya) and the Department of Aquatic Sciences and Fisheries Technology of the University of Dar es Salaam - DASFT/UDSM. The Council for Scientific and Industrial Research - CSIR (South Africa) also participated in the initial stages of course design.

The training was attended by 27 participants comprising marine scientists and resource managers from Tanzania, Kenya, Mozambique, Madagascar and South Africa. The training workshop had initially attracted huge interest not only from the WIO region, but also from other parts of Africa including Cameroon, Namibia, Nigeria and Tunisia. Unfortunately, the course was primarily intended for applicants from the WIO region. This huge demand from almost all angles of Africa highlights the need for a similar platform and suggests that only a fraction of research findings are effectively communicated to policy makers.

Science Communication (#SCICOMM) is a growing field worldwide, and this is mirrored in the WIO region. Many governments and institutions are facing demands for more transparency in funding research. The main objective of this course was therefore to train participants on the different ways of communicating their key research findings to policy makers and others, such as members of the press or public. The training modules included a series of lectures and practical exercises in #SCICOMM, including Science Policy Linkage and Science Communication Concepts.

As part of the training, participants drafted a number of policy briefs, key messages, fact sheets, opinion editorials and newsletter articles, among others. In consultation with the authors, some of these products will be uploaded on the WIOMSA website. Judging from the recommendations from the course participants, the general feeling is that the training was very interactive and enlightening. Many participants felt that the training was very informative and had provided them with key skills in making sure what they are doing will finally reach out to different end users, depending on their needs and requirements. Some of these skills will be shared with colleagues at their workplaces. Some participants promised to integrate #SCICOMM into their research activities as much as possible and encourage other colleagues at their workplaces to do the same. This is expected to make a difference.

Due to enormous demand for #SCICOMM training reflected by the large number of applications received, there is a strong impetus for the course to be repeated to another group of participants from the WIO region in the near future. Since the demand from other parts of Africa is also enormous, WIOMSA may consider partnering with other regional/international organizations to support scientists and managers in those countries so that they can realize their dreams in #SCICOMM.
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1. BACKGROUND

Good decision-making on the sustainable use and protection of coastal and marine resources is often a complex processes involving social, ecological and financial considerations. Arriving at a decision that balances the needs and desires of the stakeholders is further confounded by the complexity of the ecosystem itself. Marine and coastal environmental processes, both natural and anthropogenic, are interlinked, multi-scaled and often cross administrative boundaries including national borders.

The use of scientific products (data, reports, policy briefs, science article etc.) is an important component of the processes that result in the development of policies and management decisions relating to coastal and marine resource use and protection. Making the best decision at the right first is important given the risk of potential damage to the ecosystem, coupled with the perennial problem of limited financial resources.

Given the importance of the role of scientific information, many scientists find it difficult to effectively share and communicate research findings with managers and policymakers, not only in the WIO region, but also globally. The practice of mutually beneficial engagement between scientists, managers and policy-makers is not well-developed. The presentation and “language” of research findings therefore needs to be fit for purpose whether it be for an issue requiring rapid management intervention, or for a policy that will guide management actions over many years.

In the WIO region, the decision-making processes that are essential for effective management of the coastal and marine environments are generally complex (Berg et al., 2002, Celliers & Rosendo, 2015a). This is because the marine and coastal environmental processes, both natural and anthropogenic, are interlinked, complex and in some cases trans-boundary. Nevertheless, inadequate awareness contributes in complicating management decisions. Using evidence to inform decisions is therefore essential for sound policymaking and program design, given that limited resources require decision makers to allocate budgets effectively (Faso, 2014). However, many researchers continue to encounter challenges in sharing their research findings with policymakers, not only in the WIO region, but also globally. Otten et al. (2015) for instance, have recently found that little attention has been given to how researchers can best provide evidence to policy makers so that it informs policy making.

In order to effectively inform decision making processes, it is essential that society is provided with a sound platform of information upon which wise policies and practices in resource management can be practiced (Berg et al., 2002). However, while the importance of using the best available scientific evidence to inform management decisions in the WIO region is widely recognized, knowledge of how scientists produce useful outputs for management is still limited (Celliers & Rosendo, 2015a). For successful research-policy linkages, the findings of research therefore needs to be drawn on, reformulated and re-synthesized to make them fit for purpose in assisting the development of policies and practices. However, researchers have difficulty communicating their findings in ways that policymakers can easily understand.
Certain norms, such as criteria for research and academic promotion, also pose a challenge in communicating research to policymakers (Lavis et al., 2003). Many researchers are evaluated by the number of publications, not by the number of policymakers they influence. Consequently, scientists often find it difficult dedicating their time to disseminate results to audiences other than research or academic. Nevertheless, research initiatives often take several years to accomplish, which might be longer than the time spent by policymakers in their positions. In some cases, research results conflict with already established priorities or programmes, making it even more challenging in incorporating the key outputs of research into policy processes.

It is worth noting that remarkable progress has already been made in linking marine science and policy in the region. For example, WIOMSA has been supporting the production of policy briefs with policy and management recommendations from findings of the MASMA-funded projects. The briefs are mainly intended to target decision-makers and the general public. So far, only about seven policy briefs have been produced on a broad range of issues. The small number of policy briefs supported by WIOMSA probably reflects the lack of enough capacity in the region on communicating research to policy makers. Several workshops and courses have also been undertaken in the region with the support of WIOMSA, but none of these have dealt with the subject currently being proposed, i.e. communicating research to policymakers.

More recently, and with the support of WIOMSA, a study was undertaken on the use of research outputs by management authorities, focusing on the assessment of current practices and identification of capacity building needs. The final report (Celliers & Rosendo, 2015b) is not yet published, but some of the results are summarized in a Policy Brief that was supported by WIOMSA (Celliers & Rosendo, 2015a). The study recommended seven key capacity building strategies for overcoming barriers to effective integration of science into policy. One of these strategies is to “develop training courses and other opportunities for scientists to develop communication skills, write policy briefs and learn about policy processes”.

This training therefore responded directly to this key recommendation. It is expected that the training course will facilitate adaptive governance of marine resources which include among others, the development of policies based on well proven scientific results. This can be achieved if effective communication mechanisms between science and policy are set in place.

This training workshop was jointly organized by Tanzania Fisheries Research Institute (TAFIRI), a research institution in Tanzania and Training Centre in Communication (TCC), an organization specializing in science communication based at the University of Nairobi in Kenya. The Council for Scientific and Industrial Research (CSIR) of South Africa provided some input in the initial design of the course. The Department of Aquatic Sciences and Fisheries Technology of the University of Dar es Salaam also participated in course facilitation.

The number of participants was 27 comprising 14 scientists and 13 managers formed a good combination of manager/policy-maker pairs who worked and learnt on the translation of the science together to co-produce a policy document/brief/newsletter etc. Managers and policymakers have a very different perspective and responsibility and it was thus a great mutual learning experience for a scientist/manager pair to learn from one another. The list of participants and trainers is appended as Annex 1.
2. COURSE OBJECTIVES
The purpose of this workshop was to train participants on the different ways of communicating the key research outputs that are of relevance to policy makers. The training will impart communications expertise to benefit scientists from the WIO region so that they can be able to communicate easily with policy makers. The goal was to impart strategic planning and communication skills that would enable participants to increase the use of research results for the improvement of policies and programs for socio-economic development. The specific objectives of the workshop were as follows:

i. Identifying policy audiences
ii. Preparing policy briefs and factsheets
iii. Preparing various types of written communication for the news media
iv. Preparing policy presentations

3. EXPECTATIONS OF THE TRAINING COURSE
The training course was expected to improve the ability of scientists, managers and policy-makers to better converse and exchange ideas relating to the use of scientific findings. The targeted impact being improvement in decision-making and the development of policies based on best available scientific information. The workshop was expected to contribute to the following outputs, outcomes and impacts:

Key outputs
i) Capacity is strengthened to develop research based communication products for target audience of policy makers
ii) Increased number of research articles translated into policy-based communication products
iii) Network of policy makers and scientists is created for translating science into policy in the WIO region

Key outcomes
i) Increased frequency of active communication between scientists and policy makers
ii) Increased use of research in formulation of policies and programmes
iii) Increased level of communication between scientists and managers/policy makers with spill over effect

Key impacts
i) Improved capability to translate marine and coastal research into policies and programs
ii) Better formulation and implementation of policies and programmes
iii) Wider adoption of research in policy formulation and decision making processes
4. SELECTION OF TRAINEES

The selection was based on the qualifications that were placed in the announcement, which were as follows:

i) Applicants should be scientists or marine/coastal managers from the WIO region.
ii) Must be employed by any institution based in the WIO region
iii) Possession of a postgraduate degree in natural sciences/natural resource management.
iv) For Scientists, they must have published at least one article in a peer reviewed journal.
v) Resource managers should have at least three years of working experience in marine/coastal management.

Prospective applicants were therefore asked to send their letter of motivation, CV and letter of recommendation from their employers. However, due to large number of applications received especially from scientists, additional qualifications were added to the above list during selection: Fair regional representation, age of the applicant (favouring the young ones), number of publications (for scientists) and WIOMSA membership.

5. NEEDS ASSESSMENT

A Needs Assessment Survey was carried out to the selected participants prior to the training so as to gain an in-depth understanding about the training needs. The form that was used in the survey is shown in Annex 2 and it was circulated to all participants via email. The importance of the Needs Assessment was to highlight a SWOT analysis of the participants’ knowledge on Science Communication. Out of the 25 participants, 15 filled the assessment form. Since we were unable to receive all responses from the Needs Assessment, an expectations exercise was done on the first day of the training. The objective of the expectations exercise was to further get what the participants wanted from the workshop further highlighting their science communication challenges and what they hoped would help in getting a better understanding of the subject. The Needs Assessment received made it easier to structure the course in a manner that met the needs of the participants. The main findings from the survey and the expectations exercise were as follows:

i) Very few scientists and resource managers receive formal training on how to communicate their research to policy makers and the general public.

ii) Most of the participants were unaware or had little knowledge on how to communicate to the general public, policy makers and with the media/press

iii) Most participants were unaware of the various communication tools used in disseminating research findings with non scientists.

iv) Some of the participants wanted to learn how to adjust information for different audiences and learn what type of information different audiences might be looking for.
v) Others wanted to learn more about campaigns and how to run them, how to be more effective on social media, and how to reach a wider audience.

vi) Participants were willing to learn to make use of new digital and online tools for communicating research.

vii) The participant expectations were to basically learn how to simplify science in a way that is enticing to both the policy makers, the implementers and the people to whom these policies have a direct impact on.

All these concerns and expectations were covered in the training.

6. PLANNING MEETING OF THE TRAINERS

A planning meeting of the trainers was held in Dar es Salaam from 2-3 April 2016, prior to the actual training which ran from 4-8 April 2016. The agenda for the planning meeting were as follows:

i) Identifying specific requirements for each group of trainees from results of the Needs Assessment

ii) Setting up training approach for each training module

iii) Designing a course evaluation incorporating the guidelines from WIOMSA.

iv) Assigning responsibilities for each trainer

7. TRAINING APPROACH

The approach used in the training was Adult Learner Centred, with respective (Constructivism and Reflective learning) theories applied to the facilitation of the workshop. Also factored in the workshop was the sitting arrangement which was applied to maximize effective interactive training as proposed by Robert Chambers (Chambers, 2012).¹

A classroom style shaped sitting arrangement was made at breakout sessions in the garden of the hotel where the training was taking place. The breakout sessions helped in reinforcing Constructivist Theories which included Engagement, Explanation, Exploration, Elaboration and Evaluation. The sitting arrangement is essential in facilitating Adult Centred as proposed by Robert Chambers as it determines how a facilitator is able to keep the audience alert throughout the training in order to avoid monotony.

The Constructivism Theory involves the trainer acting as a facilitator and not a record player, it also involves active learning and enquiry based practice in training and learning through exploration. This theory uses Jerome Bruner’s 5 ‘e’s, which include Engagement, Explanation,
Exploration, Elaboration and Evaluation. All these components were used in the training. Jerome’s 5’ e’s reinforces the active participation of a trainee, which, in a typical training setting, you will find both active and passive participants fully getting involved in a participatory workshop. This was a very vibrant cohort and applying the Jerome Bruner’s 5’es was easy as a result there was easy interaction between trainers and trainees. The 5 ‘e’s were effected in the workshop through the group work and discussions undertaken in the training workshop. The 5 e’s were effected as below:

Engagement: This phase of the 5 E’s starts the process. The engaged activities had the following:

1. Making connections between past and present learning experiences
2. Anticipating activities and focusing participants thinking on the learning outcomes of current activities. Participants became mentally engaged in the concept, process, or skill to be learned.

Exploring: This phase of the 5 E’s provided the participants with a common base of experiences. They identified and developed concepts, processes, and skills. During this phase, the participants actively explored their environment or manipulated materials availed to them.

Explaining: This phase of the 5 E’s helped participants explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviours. This phase also provides opportunities for facilitators to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviours that the participants will reinforce within the exercises given to them by the facilitators.

Elaborating: This phase of the 5 E’s extends participants' conceptual understanding and allows them to practice skills and behaviours. Through new experiences, the learners develop deeper and broader understanding of major concepts, obtain more information about areas of interest, and refine their skills based on what has been provided to them by the facilitators.

Evaluating: This phase of the 5 E’s encourages participants to assess their understanding and abilities and lets facilitators evaluate participants’ understanding of key concepts and skill development of what they have learned.

Logical Process of Training

The following was the actual process models of the training conducted during the three days: Videos, Role plays, Games, Group work discussion and Exercises.

2 University of Sidney Faculty of Education and Social Work 2013
8. COURSE PROGRAM
The training content was based on the following modules:

i) Science Policy Linkage
ii) Science communications concepts
iii) Producing policy briefs
iv) Marketing policy briefs
v) Writing newsletters
vi) Tools for Producing newsletters and E brochures
vii) How to write fact sheets
viii) How to write key messages
ix) Introduction to Infographics
x) Use of Web 2.0 tools for communicating research
xi) Preparing and planning for press interviews
xii) Writing Opinion editorials
xiii) Media interview tips for broadcasting and print

The detailed programme is shown in Annex 3

Day 1: Science Policy Linkage, Science Communication Concepts & Producing/Marketing policy briefs

Opening of the workshop
The training was officiated by the Permanent Secretary - Fisheries, Ministry of Agriculture, Livestock and Fisheries Development (MALFD - Tanzania) who was represented by Dr Herbert Lyimo, the Director of Research, Training and Extension, MALFD. Dr Lyimo opened the training course on 04th April 2016.

In his opening remarks, the Guest of Honour noted the lack of effective communication between researchers and policy makers. This limitation minimizes the chances of scientific information being used for policy processes at local, national and regional levels. Dr Lyimo therefore emphasized on enhanced communication of scientific findings to policy makers which is currently very poor.

Prior to his opening of the course, the Acting Director General of TAFIRI, Dr Semvua Mzighani had previously expressed his appreciation to WIOMSA for their significant contribution and support for this capacity building workshop. The Speech by the Guest of Honor is appended as Annex 4.
Science Policy Linkage
In this module, Dr Magnus Ngoile gave a lecture on the integration of science into policy/decision making. The lecture covered a wide range of issues including the following:

i) Scientific input to the Marine Ecosystem Approach
ii) Governance and policy information needs
iii) Linkages between science and governance
iv) Requirements for effective communication between science and governance
v) The linkages – bridging the disconnect between science and governance
vi) The role of science in effective communication
vii) Advantages and disadvantages of “Confidence-Based” approach
viii) Developing the “Weight of Evidence” approach - A more dynamic governance approach
ix) How scientific research can advise and guide policy and management decisions
x) The advantages of “Weight of Evidence” - scientific community vs policy/decision makers
xi) Policy Brief – Definition and brief introduction

Science Communication Concepts
Participants learned that communication is the process of transmitting ideas and information. The participants were trained on different forms of communication such as word of mouth, news stories, press release, posters, brochures outreach and presentations were taught. Participants also learned on important things to consider when you are planning for communication. For example you need to know why do you want to communicate, whom do you want to communicate to, what message do you want to convey? and how do you want to present your message, and do you have enough resources? Furthermore, participants also learned on how a message can be distorted in the process by practicing a game called broken telephone. In this game, a facilitator whispered a message to one participant and the message was passed through a line of participants until the last participant who announced the message to the entire group. Participants learned that, Errors typically accumulate in the retellings, so that the statement produced by the last participant differed significantly from the one uttered by the facilitator.

Producing/Marketing Policy Briefs
Participants learned science communication concepts and introduction to creating and marketing policy briefs. Facilitators presented key issues on how to prepare a good policy brief. A policy brief should be relevant, concise and comprehensive/engaging meaning that, it should tell a policy maker everything needed in order to make policy decision. The language of presentation should be clear, and jargons should be avoided as much as possible. Stages of preparing a good policy briefs were highlighted and these included searching for the relevant information on the subject, determine the purpose and audience for the subject, writing the brief, review the brief to make sure that it is written correctly and it makes sense, re-writing the brief to get the final correct version and finally find some ways of disseminating the policy briefs. Dissemination of
the brief can be done through seminars, sending copy of the brief through mailing list or sending the copy to the consulted experts. After Lectures, participants were given a home work to prepare a policy brief and presented on the following day.

Day 2: Producing Key Messages & Fact Sheets

Day 2 was a recap of the day 1’s activities which was on Creating and Marketing Policy briefs. Then after, lectures proceeded on how to produce key messages and Fact Sheets. Participant learned that, Fact sheet is an action alert, it get the reader to do something. It was learnt that fact sheet should be short, preferably one page, brief and clear, and all important information should appear on the first page. It should contain background information, highlight the problem, and show the results and conclusion. Key points should be presented in a bullet form.

The key messages are the take home messages. It is a message you want the audience to remember and react, it should prompt the audience to ask “Why” and “How”, and this makes the audience to be curious about the message. Key messages should be concise, positive (talk about what one can do and not what you can’t do), and it should be short, memorable which can be spoken in 10-15 seconds. Examples of key messages were such as “Clean water is possible with shared plan”, and “Women must take responsibility for their reproductive health”. Interestingly, from the second example, some women participant started asking “why women and not men” and how should we be responsible for our own reproductive health? Later, each participant was given an assignment to produce a key message for WIOMSA and the following were some of the outputs:

i) WIOMSA empowers stakeholders
ii) WIOMSA is the scientist bridge to a decision maker
iii) WIOMSA brings change by communicating SCIENCE
iv) WIOMSA builds capacity for future sustainability!!
v) WIOMSA supports research for livelihoods
vi) WIOMSA: A tool for educational development of marine sciences
vii) WIOMSA Promotes marine science for better management of marine resources
viii) WIOMSA for research grant programs coordination

At the end of day 2, participants were assigned to produce one fact sheet and one key message from their own projects. Key messages drafted by the participants out of their research projects/publications included:

i) Smallest plants on earth fuel fisheries production
ii) Fisheries management for development
iii) Dugongs like seagrasses let us save them all
iv) Gillnet fisheries threatens megafauna life
v) Aquaculture pays
vi) Fish Aggregating Device, “FADI” improve fish catch and livelihoods
vii) Fishing with magnifying glasses: A collapsing fishery
Day 3: Writing for newsletters, Features & Opinion Editorials
Day 3 Lectures were on 'How to write News articles, Feature articles/stories and Opinion Editorials. Participants learned that, newsletters are the paring knife of communication tools. When preparing a newsletter, the first paragraph should answer the 5W’s + H, i.e who, what, where, when, why + how and it should be not more than 30 words. It is the paragraph which gives newsworthy information, so it should have the best summary or best evidence of conflict. The second paragraph is the expansion of “where” and “who” while the third paragraph expands the “why”. Fourth paragraph tells the background of the story, and the whole story should be written in form of an inverted pyramid, meaning that, most important information comes first. Participants were asked to look into their own projects and find out whether they worth to be news, does they answer the 5 W’s+H? The exercise was for each participant to write paragraph 1 of newsletter from their own project.

The following session, participants learned how to prepare a feature article/story. They learned that feature stories are human-interest articles that focus on particular people, places and events. Feature stories are journalistic, researched, descriptive, colorful, thoughtful, reflective, thorough writing about original ideas and they cover a story in depth. A feature story is not meant to report the latest breaking news, but rather an in-depth look at a subject. The length is between 250 – 5000 depending on whether it is a newspaper features, magazine features or features on websites and blogs. The exercise was for participants to look into their own projects and give an example of what would inspire a feature story.

Unlike the feature stories, when writing an opinion editorial timing is essential. It is always good to write what is dominating the news for example; writing an editorial on famine, floods, war, a stock market panic or just the latest controversy on a reality TV show. That’s what readers want to read, and what opinion editorial editors want to publish. The issue should link explicitly to something happening in the news. If you’re a researcher studying Meteorology (for instance, start off by discussing the ongoing famine then give your opinion. The length of an opinion editorial should be not more than 800 words. The day ended by forming groups, and each group was assigned to prepare one news article, feature story and an opinion editorial.

Day 4: Tools for Producing newsletters and E brochures, Introduction to Infographs & Use of Web 2.0 tools for advocacy
Day 4 Lectures were on how to create E-Newsletters, E- Brochures and Infographics. Participants learnt that, infographs are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly. The infograph may be in form of time series which allows viewers to see overall patterns and individual patterns. They may also be in form of networks which shows the relationships, or maps can be used as a way of representing geographical data. It was an exciting day as the participants were able to visualize their projects (publications, reports) into Infographics. They also learned how to use Web 2.0
Tools for Communicating Research. Ms Rita Adele Steyn, a participant of the training became a co facilitator on the web2fordev. This added diversity to the training workshop. The day ended by participants being assigned a home work to draw an infoigraph from their own projects. The infographs were created and presented the next day.

Day 5: Media Interview Tips for Broadcast and Print & Preparing/ planning for press interviews
On day 5, participants learnt how to work with the press. Participants were provided with some important key information on how to work with the press. Such information was for example; providing the important information first, keeping responses brief, but long enough to help the reporter get quotes. Other tips were to stick to the main points and not to allow someone to get drawn too far off on tangents. During the practical session Participants did a mock press conference. At this press conference, some participants acted as experts, journalists and others seated behind as the normal audience.

Closing of the workshop
The training course was officially closed by the Ag Director General of TAFIRI Dr Mzighani on 08th April 2016 who offered certificates to the participants. On his closing speech, Dr Mzighani laid down two important expectations from the participants (i) Increased visibility of the profiles of participant institutions after their return back home (ii) More accessibility of scientific information to the general public in the Western Indian Ocean region and WIOMSA at large.

9. COURSE EVALUATION AND GENERAL PERCEPTION FROM PARTICIPANTS
Workshop participants were asked to fill in a workshop evaluation questionnaire that contained questions on the course contents and how it was delivered (See Annex 4). Most of the participants were of the opinion that pre-workshop arrangements, that included the course announcement and the selection process was very good. Secondly, the workshop location was found to be very good. Likewise, other logistics, that included picking up from and to the airport was ranked as very good to excellent by more than 80% of all participants combined. Furthermore, all participants were on the agreement that the audio-visual equipment and its visibility were very good (on average; Fig 1, a-d)
Figure 1. Percentage course evaluation rating by participants on: A) Pre-workshop arrangements, B) Location of the venue and Accommodation, C) General logistics arrangements including picking up from/to the airport and D) The quality of audio visual equipment’s and visibility during the course. Total number of participant’s responded (n) was 30.

On average, the Workshop contents (teaching material; see section xx for details), Presentation timing and breaks, Practical exercise and Time for presentations including discussions during the training were found to be very good. In some cases particularly on the time allocated for presentations and discussions, the perception of the participants was this arrangement was excellent (thirty minutes for presentation and another half an hour for discussion and questions were thought to be optimal for grasping individual topic; Fig. 2).
Figure 2. Percentage workshop evaluation rating by participants on: A) Workshop contents B) Presentation timing and breaks, C) Practical exercise and D) Time for presentations and discussions during the workshop. Total number of participant’s responded (n) was 30.

The information note provided to the participants prior to the course, was found to be extremely useful by most participants. This information was intended to help participants in preparing for the course prior to departure to Tanzania (for foreigners) and even before attending the course to the local participants (Fig. 3). The information from the information note visa requirements, included arrival information, training location and accommodation, facilitation, health information, medical/health insurance, currency, security, essentials, electricity, climate and names of trainers.
Regarding the expectation of the participants prior to the workshop, majority of the participants indicated clearly that, they got more than they expected from the workshop teaching (Fig. 4). This could indicate, the course has exceeded their expectation and most of them would highly recommend this course to other participants or even suggesting the course as an essential tool to other researchers or resource managers.

More than 80% of the participants received the information for the workshop announcement from either the internet or through other colleagues and few of them from the WIOMSA website or personal email (Fig 5). In addition, 67% of the workshop participants were scientists (researchers) while resource managers make 22% and other allied was 11% of the total participants.

The course evaluation form is appended as Annex 5.
10. GENERAL OBSERVATIONS AND CONCLUSIONS
Many participants felt that the training was very informative and had provided them with key skills in making sure what they are doing will finally reach out to different end users, depending on their needs and requirements. Some of these skills will be shared with colleagues at their workplaces. Some participants promised to integrate SCICOMM into their research activities as much as possible and encourage other colleagues at their work places to do the same. This is expected to make a difference.

11. RECOMMENDATIONS

Participant Recommendations
i) WIOMSA doesn’t have enough science communication experts, participants wanted to see a more centralized portfolio.
ii) WIOMSA should run science communication courses of this nature regularly. This is very interesting course that WIO scientists are missing
iii) WIOMSA should consider having a keynote note speaker in the annual WIOMSA Symposium Plenary for the benefit of science communication
iv) Institutions should allocate a budget for science communication officer and permanent position for the institutions to be visible.
v) Another problem is that we don’t know what each expert does in the region.

General Recommendations
Due to enormous demand for #SCICOMM training reflected by the large number of applications received, there is a strong impetus for the course to be repeated to another group of participants from the WIO region in the near future. Since the demand from other parts of Africa is also enormous, WIOMSA may consider partnering with other regional/international organizations to support scientists and managers in those countries so that they can realize their dreams in #SCICOMM.
## ANNEX 1: LIST OF PARTICIPANTS AND TRAINERS

### A: PARTICIPANTS

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name</th>
<th>Institute</th>
<th>Country</th>
<th>Sex</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adelaide Sallema</td>
<td>National Museum of Tanzania</td>
<td>Tanzania</td>
<td>F</td>
<td><a href="mailto:adelaide5mon@yahoo.co.uk">adelaide5mon@yahoo.co.uk</a></td>
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<tr>
<td>2</td>
<td>Amelia S Buriyo</td>
<td>Botany Dept, University of Dar es Salaam</td>
<td>Tanzania</td>
<td>F</td>
<td><a href="mailto:aburiyo@gmail.com">aburiyo@gmail.com</a></td>
</tr>
<tr>
<td>3</td>
<td>Baraka C Sekadende</td>
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<td>Tanzania</td>
<td>F</td>
<td><a href="mailto:bkdd1@yahoo.com">bkdd1@yahoo.com</a></td>
</tr>
<tr>
<td>4</td>
<td>Baraka L Kuguru</td>
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<td>Tanzania</td>
<td>M</td>
<td><a href="mailto:barakakughuru@gmail.com">barakakughuru@gmail.com</a></td>
</tr>
<tr>
<td>5</td>
<td>Benson M Kirathe</td>
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<td>M</td>
<td><a href="mailto:bensonkirathe2010@gmail.com">bensonkirathe2010@gmail.com</a></td>
</tr>
<tr>
<td>6</td>
<td>Bernard K Kirui</td>
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<td>M</td>
<td><a href="mailto:kiruib@yahoo.com">kiruib@yahoo.com</a></td>
</tr>
<tr>
<td>7</td>
<td>Camilla Floros</td>
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<td>South Africa</td>
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<td><a href="mailto:camilla.floros@gmail.com">camilla.floros@gmail.com</a></td>
</tr>
<tr>
<td>8</td>
<td>Clement M Manyilizu</td>
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<tr>
<td>9</td>
<td>Edna K Waithaka</td>
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<td>Kenya</td>
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<td><a href="mailto:ewaithaka@yahoo.com">ewaithaka@yahoo.com</a></td>
</tr>
<tr>
<td>10</td>
<td>Elizabeth M Musyoka</td>
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<td>F</td>
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<tr>
<td>11</td>
<td>Esther W Magondu</td>
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<tr>
<td>12</td>
<td>Eurico P Morais</td>
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<td>M</td>
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<tr>
<td>13</td>
<td>Francis P Mmanda</td>
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<tr>
<td>14</td>
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<tr>
<td>15</td>
<td>Gladys M Kuria</td>
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<td>Kenya</td>
<td>F</td>
<td><a href="mailto:gladmwihaki@gmail.com">gladmwihaki@gmail.com</a></td>
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<tr>
<td>16</td>
<td>Grace A Kakama</td>
<td>Kinondoni Municipal Council</td>
<td>Tanzania</td>
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<td><a href="mailto:Kakama.grace@yahoo.com">Kakama.grace@yahoo.com</a></td>
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<tr>
<td>17</td>
<td>Lilian J Ibengwe</td>
<td>Ministry of Agriculture, Livestock and Fisheries</td>
<td>Tanzania</td>
<td>M</td>
<td><a href="mailto:lilyibengwe@gmail.com">lilyibengwe@gmail.com</a></td>
</tr>
<tr>
<td>18</td>
<td>John J Mapepele</td>
<td>Marine Parks and Reserves Unit (MPRU)</td>
<td>Tanzania</td>
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</tr>
<tr>
<td>19</td>
<td>Leonard W Njihia</td>
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<tr>
<td>20</td>
<td>Kyewalyanga</td>
<td>IMS, University of Dar es Salaam</td>
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<td><a href="mailto:mamakevin@gmail.com">mamakevin@gmail.com</a></td>
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<tr>
<td>21</td>
<td>Mary A Kishe-Machumu</td>
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<tr>
<td>22</td>
<td>Omar A Amir</td>
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<tr>
<td>1</td>
<td>Ms Joy Owango</td>
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<td>3</td>
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<td>4</td>
<td>Dr Mathias Igulu</td>
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<td>5</td>
<td>Dr Magnus Ngoile</td>
<td>Department of Aquatic Sciences and Fisheries Technology, University of Dar</td>
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<td><a href="mailto:magnus_ngoile@yahoo.com">magnus_ngoile@yahoo.com</a></td>
</tr>
</tbody>
</table>
ANNEX 2: NEEDS ASSESSMENT SURVEY FORM

1. What is the focus of your research (if you are a researcher). What is the focus of your research (if you are a manager or decision/policy maker?)

2. What is your understanding on Science Communication?

3. According to you, what would be the most critical justification for organizing and attending a workshop on Science Communication?

4. What do you think are the two top most gaps that individuals involved in research need to feel, that a workshop of this nature can help achieve?

5. What are your personal expectations from this workshop?

6. What is your experience in:
   i) Communicating to the General Public
   ii) Communicating to the press
   iii) Communicating with Policy Makers

7. What aspects of the process have remained relatively unclear to you?

8. Briefly indicate what you feel are some of the challenges you face, when:

   **Communicating to the general public**
   i) Understanding your Publics
   ii) Communicating to the general public
   iii) Organizing campaigns
   iv) Networking and visibility
   v) How to work with Communications Officers
   vi) How to write fact sheets
   vii) How to write key messages
   viii) Use E tools to communicate with publics (E-newsletters, E-brochures, E posters)

   **Communicating to the press**
   i) Understanding how the media works
   ii) Media interview tips for broadcasting and print
iii) Writing Opinion editorials  
iv) Communicating science through Web 2.0  
v) How to use Web 2.0 Tools in Communicating Research i.e. social networks- Twitter, Facebook, blogs etc  
vi) How to write a press release  
vii) Preparing to interact with the media

**Communicating with Policy Makers**

i) Guidelines to writing policy briefs  
ii) Writing Policy briefs  
iii) Marketing and selling policy briefs  
iv) Stakeholder engagement

9. What assistance do you feel you need in improving your skills pertaining to the training you will get?
## ANNEX 3: TRAINING PROGRAMME

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
</tr>
<tr>
<td>08:00 am - 08:40 am</td>
<td>Registration and Admin</td>
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<tr>
<td>8:40 am – 10:00 am</td>
<td>Opening Ceremony</td>
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<tr>
<td><strong>Break (30 Min)</strong></td>
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<tr>
<td>10:30 am-1:00 pm</td>
<td>Science Policy Linkage</td>
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<tr>
<td></td>
<td>Science Communication Concepts</td>
</tr>
<tr>
<td></td>
<td>Producing &amp; Marketing policy briefs</td>
</tr>
<tr>
<td><strong>Lunch (1 h)</strong></td>
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</tr>
<tr>
<td>2:00 pm- 3:00 pm</td>
<td>Producing &amp; Marketing policy briefs</td>
</tr>
<tr>
<td><strong>Break (30 min)</strong></td>
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</tr>
<tr>
<td>4:00 pm- 5:30 pm</td>
<td>Producing &amp; Marketing policy briefs (Practical Session)</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
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<tr>
<td>8:30 am – 9:00 am</td>
<td>Recap and Presentation of Previous days’ activities</td>
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<tr>
<td>9:00 am – 9:30: am</td>
<td>Producing Key Messages &amp; Fact Sheets</td>
</tr>
<tr>
<td><strong>Break (30 Min)</strong></td>
<td></td>
</tr>
<tr>
<td>10:30 am-1:00 pm</td>
<td>Producing Key Messages &amp; Fact Sheets</td>
</tr>
<tr>
<td><strong>Lunch (1 h)</strong></td>
<td></td>
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<tr>
<td>2:00 pm- 3:30 pm</td>
<td>Practical Session</td>
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<tr>
<td><strong>Break (30 min)</strong></td>
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<tr>
<td>4:00 pm- 5:30 pm</td>
<td>Practical Session</td>
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<td><strong>Day 3,</strong></td>
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<tr>
<td>8:00 am – 8:30 am</td>
<td>Recap and Presentation of Previous days’ activities</td>
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<td>8:30 am – 9:30: am</td>
<td>Writing for newsletters/ Writing Features/Writing Opinion Editorials</td>
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<tr>
<td><strong>Break (30 Min)</strong></td>
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<tr>
<td>10:30 am-1:00 pm</td>
<td>Writing for newsletters/ Writing Features/Writing Opinion Editorials</td>
</tr>
<tr>
<td><strong>Lunch (1 h)</strong></td>
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<tr>
<td>2:00 pm- 3:30 pm</td>
<td>Practical Session</td>
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<tr>
<td><strong>Break (30 min)</strong></td>
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<tr>
<td>4:00 pm- 5:30 pm</td>
<td>Practical Session</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<td>8:00 am – 9:30 am</td>
<td>Recap and Presentation of Previous days’ activities</td>
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<td>Tools for Producing newsletters and E brochures</td>
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<td>Break (30 Min)</td>
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<td>10:00 am-1:00 pm</td>
<td>Introduction to Infographics</td>
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<td>Use of Web 2.0 tools for advocacy</td>
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<td>Lunch (1 h)</td>
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<td>2:00 pm- 3:30 pm</td>
<td>Practical Sessions</td>
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<tr>
<td>Break (30 min)</td>
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<tr>
<td>4:00 pm- 5:30 pm</td>
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<tr>
<td><strong>Day 5,</strong></td>
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<tr>
<td>8:00 am – 8:30 am</td>
<td>Recap and Presentation of Previous days’ activities</td>
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<td>8:30 am – 9:30: am</td>
<td>Media Interview Tips for Broadcast and Print</td>
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<tr>
<td>10:30 am-12:30 pm</td>
<td>Media Interview Tips for Broadcast and Print, Preparing and planning</td>
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<td>Break (30 min)</td>
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<tr>
<td>3:30 pm- 4.00 pm</td>
<td>Closing Ceremony</td>
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ANNEX 4: SPEECH BY GUEST OF HONOUR

Chairperson,
Ag Director General, Tanzania Fisheries Research Institute,
TAFIRI Management Team,
Local and International Trainers,
Distinguished Guests,
Journalists,
Workshop Participants,
Ladies and Gentlemen,

It gives me great pleasure to officiate at this function of the opening of the regional training workshop on communicating research to policy makers in the Western Indian Ocean. First of all I would like to thank the Ag. Director General of TAFIRI and the entire organizing committee for having bestowed the honour to give the initial opening remarks to the participants of this workshop, which I am told includes representatives from Tanzania, Kenya, Mozambique, Madagascar and South Africa. I am informed that the workshop is supported by the Western Indian Ocean Marine Science Association (WIOMSA) through the MASMA Grant Programme.

I am also informed that during the next five days, you will be taught on how to communicate the findings of scientific research to policy and decision makers with technical assistance rendered by Training Centre in Communication (TCC), an organization specializing in science communication, as well as the University of Dar es Salaam and the host TAFIRI. Before you embark on this very important exercise, I wish to remind you of a few things about the importance of communication between scientists and managers and hence the timely relevance of this workshop.

A lot of credible research on the ecological and human dimensions of coastal and marine ecosystems with potentially useful information for defining policies is routinely generated by scientists in the Western Indian Ocean. The pace of publication in the region has increased significantly over the recent decades as evidenced for instance, by the remarkable growth and breadth of research publications.

However, production of reports and publications containing policy-relevant information does not by itself lead to successful linking of science to policy. It is therefore essential to strengthen communication strategies that integrate the outputs of research into policy. This can be achieved by packaging the main findings of research and the accompanying recommendations in a way that can readily be communicated to policy makers. Products targeting policy makers such as policy briefs for instance, summarize key scientific research results into actionable policy recommendations. Unfortunately, many scientists in the region do not have the basic skills of communicating their key research results to policy makers. As a result, critical information that could have potential contribution for socio-economic development at a local, national or regional level is usually not effectively utilized in policy development and decisions.
Therefore, despite the generation of material with high scientific standards, few reach out to the
decision makers due to lack of effective communication. This is a limitation which minimizes
the chances of information being used for policy processes at local, national and regional levels.
Therefore, for successful science-based governance to be realized, it is essential that effective
communication between research and policy is enhanced.

Mr. Chairman, Distinguished Guests, Ladies and Gentlemen, let me also point out that the
Western Indian Ocean is endowed with diverse and rich marine and coastal systems that shape
their social, cultural and livelihood aspirations. They include coral reefs, mangrove forests, sea
grass beds, sandy beaches, estuaries, lagoons, deltas as well as fascinating marine species such as
marine turtles, dolphins, dugongs and coelacanths. The coastal and marine environments support
tourism, coastal mining as well as subsistence and commercial fisheries thus providing a good
source of employment, revenue and food security. The region is also increasingly becoming an
important area for the exploitation of offshore oil and natural gas resources as well as coastal
minerals in some countries. New world-class natural gas discoveries along the coasts of Tanzania
and Mozambique have turned the region into one of the world's exploration hotspots, with
natural gas becoming a significant contributor to the energy sector. As such, the coastal and
marine systems and resources are increasingly becoming critical to the region’s socio-economic
development.

Although the Western Indian Ocean region remains one of the least ecologically disturbed areas
of the world oceans, it is in growing threat. The coastal and marine environments have in the
recent past started showing signs of degradation, attributed to both climate change and
unregulated anthropogenic activities. The rate of population and economic growth along the
coasts, unregulated coastal development, over-exploitation of commercially important marine
species and the physical alteration and degradation of their habitats have resulted in increased
pressure on the coastal and marine environments. The population of Dar es Salaam for instance,
was only 2.5 million in 2002, is likely to achieve 'megacity' status (10 million or more) by the
early 2030s. To address these issues, there is an urgent need to facilitate adaptive governance of
marine resources which include among others, the development of policies based on well proven
scientific results. This can only be achieved if effective communication mechanisms between
science and policy are set in place, which you shall be discussing today and within the next four
days.

Mr. Chairman, Distinguished Guests, Ladies and Gentlemen. I am also happy to learn that during
your five days of training you will cover several areas of central concern to science
communication including: identifying policy audiences, preparing policy briefs and factsheets,
preparing various types of written communication for the news media, and preparing policy
presentations with three key impacts: (i) improved capability to translate marine and coastal
research into policies and programs (ii) better formulation and implementation of policies and
programmes, and (iii) wider adoption of research in policy formulation and decision making
processes.

At this juncture, suffice it to point out that I am also encouraged to learn that participants to this
workshop include researchers, resource managers, academicians, and NGOs, the majority of
whom being women who comprise more than 65% of the total number of participants. I am very positive that this diversity of experiences and gender will come out with desired outcome of your deliberations.

Lastly, but by no means the least, let me also extend my warm welcome to all of you to this beautiful city of Dar es Salaam and its scenic environment, which is conducive to both hard work and relaxation.

With those few remarks may I now declare this regional workshop on communicating research to policy makers in the western Indian Ocean officially open.

I thank you all for your attention.
ANNEX 5: COURSE EVALUATION FORM

Your background: □ Researcher □ Resource Manager □ Others (mention)………………

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>Pre-workshop arrangements</td>
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<tr>
<td>Travel arrangements</td>
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<td>Logistics</td>
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<td>Venue (lecture room &amp; Accommodation)</td>
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<tr>
<td>Catering</td>
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<tr>
<td>Projection equipment, visibility, notes</td>
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<td>Timing &amp; breaks</td>
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<tr>
<td>Workshop content</td>
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<tr>
<td>Practical exercises</td>
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<tr>
<td>Time for presentations and discussions</td>
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<tr>
<td>Overall opinion about the course</td>
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<tr>
<td>Additional comments</td>
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</tbody>
</table>

Please indicate with an X your response to the following questions:

How useful was the course for understanding science communication and enhancing your ability to communicate in science?

☐ Extremely useful  ☐ Very useful  ☐ Useful  ☐ Not so useful

Why?

………………………………………………………………………………………………………………………………………………

Would you recommend the course to your colleagues as

☐ Essential
Would you be interested in attending follow-up courses, if provided?

- [ ] Strongly interested
- [ ] Interested
- [ ] Not interested

We would appreciate some detailed feedback:

Which topic was your favourite (novelty, usefulness, clarity)? Which ones were most novel to you, or difficult to follow?

1. 

2. 

3. 

4. 

5. 

Did the course meet your expectations?

- [ ] I got more than I expected from this course
- [ ] I got what I expected from this course
- [ ] I got less than expected from this course

How did you find out about the course?

- [ ] Posters
- [ ] Colleagues
- [ ] Internet
- [ ] Other (please specify)
Ms Gladys Okemwa, a participant from Kenya (left,) delivering an emotional Vote of Thanks to the speech by the Guest of Honour (fourth right) during the Opening Ceremony

Ms Joy Owango who was one of the course trainers (standing left) stressing a point in one of the interactive training sessions
One of the infographics drawn by a participant for visualization or raw scientific data on marine pollution in the western Indian Ocean

One of the participants (Vatosoa Rakotondrazafy from Madagascar) receiving a certificate of attendance from the Acting Director General of TAFIRI, Dr. Semvua Mzighani