



# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

## Marine Police Training Curriculum



APRIL 2016

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**Cover photo:** Marine Police officer receiving a certificate presented by Mr. Donkris Mevuta, Executive Director of FoN (CREDIT: FoN)

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## **ACRONYMS**

ASP	Assistant Superintendent of Police
C/SUPT	Chief Superintendent of Police
CBFMC	Community Based Fishing Management Committee
CoP	Chief of Party
COP	Commissioner of Police
CRC	Coastal Resources Center/ The University of Rhode Island
CRHR	Central Region House of Chiefs
FoN	Friends of the Nation
FoN	Friends of the Nation
GIFA	Ghana Inshore Fishers Association
GNCFC	Ghana National Canoe Fishermen Council
ICFG	Integrated Coastal Fisheries Governance
IUU	Illegal Unreported Unregulated
LI	Legislative Instrument
MCS	Monitoring Control and Surveillance
MSY	Maximum Sustainable Yield
NAFPTA	National Fish Processors and Traders Association
NAFTA	National Association of Fish Processors and Traders Associations
NFMP	National Fisheries Management Plan
NGO	Non-Governmental Organization
PHE	Population, Health and Environment
SFMP	Sustainable Fisheries Management Project
SOP	Standard operating procedure
UCC	University of Cape-Coast
VMS	Vessel Monitoring System
W/R	Western Region

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## **INTRODUCTION**

This curriculum is an introductory course meant to prepare fisheries enforcement officers by providing basic information about Ghana's marine fisheries sector. Although this curriculum is not intended to be a complete course for marine fisheries enforcement, it provides very useful information that will prepare enforcement officers to understand Ghana's marine environment, the importance of marine fisheries to Ghana, the basic offences and the areas of the fisheries laws that relates to those offences.

This curriculum is also meant to prepare participants on the basic but important duties of fisheries enforcement officers, especially on intelligence gathering, stakeholder interaction, beach combing, sea patrols, vessel boarding and inspection, evidence gathering, code of ethics, etc.

This curriculum is guided by the premise that fisheries enforcement officers, who know and understand the fisheries sector; (the stakeholders involved, the fisheries laws and regulations, the nature of fishing and the related offences, the types of illegal fishing practices and evidence required for successful prosecution, etc) will be better able to carry out their duties successfully.

## **BACKGROUND**

The Coastal Resources Center (CRC), University of Rhode Island (URI) was awarded a cooperative agreement (AID-641-A-15-00001) from USAID/Ghana on October 21, 2014 to implement the USAID/Ghana Sustainable Fisheries Management Project (SFMP) for a 5-year period to September 2019.

The SFMP design builds on the gains and lessons learned by the USAID ICFG initiative. For instance, SFMP scales-up ICFG's successful model for improving law enforcement effectiveness and other gains of the ICFG.

However, the problem in Ghana's Marine fisheries sector is complex, tragic, and too-common—severely overexploited fisheries put at risk tens of thousands of metric tons of local food fish supply and threaten the livelihoods of over 130,000 people and many more fisheries resource dependent households. Ghana's open access to fisheries resulted in extreme overcapitalization of fleets, exacerbated by poor governance, weak enforcement of rules and a fuel subsidy.

The SFMP is design to support the Government of Ghana's fisheries development policies and objectives and squarely aims to assist the country to end overfishing and rebuild targeted fish stocks as a central goal.

Adoption of sustainable fishing practices and reduced exploitation to end overfishing is the only way Ghana can maintain the sustainability of its marine fisheries in order to increase its wild-caught local marine food fish supply and bring greater profitability to the fishery, with the potential to benefit over 130,000 people directly and up to two million indirectly.

The SFMP's integrated suite of activities includes: (1) improved legal enabling conditions for implementing co-management, use rights, capacity and effort reduction strategies; (2) improved information systems and science-informed decision-making, and (3) increased constituencies that provides the political will and public support necessary to make the hard choices and changed behaviour needed to rebuild Ghana's marine fisheries sector. These components feed into (4) applied management initiatives for several targeted fisheries ecosystems.

The SFMP is designed to strengthened law enforcement and voluntary compliance to reduce rampant Illegal, Unreported and Unregulated (IUU) fishing. Also, a carefully designed communications campaign will target behaviour change that leads fishermen, fishmongers and the public to support and voluntarily engage in responsible and sustainable fishing practices.

This training curriculum has therefore been designed by SFMP to strengthen the capacity of fisheries enforcement and MCS units, and support a more effective enforcement-prosecutorial chain that will act as effective deterrents.

## **COURSE DESCRIPTION**

This Fisheries Enforcement Training Course is an intensive programme that could be run from a minimum of 3-days to 2 weeks or beyond based on the level of field work and the nature of participants. The course could run for a minimum of 3 days to few days, if the participants already have some field experience or basic knowledge of the marine fisheries sector.

This is a practical course and is meant to be supported by on-the-field activities including visits to the fish landing sites, interactions with fisher folks and community stakeholders. Also physical examination of illegal gears, how they are applied and the impacts to fish ecology, human health and the environment are integral components of the course.

This course applies a collaborative fisheries management processes and ecosystem-based perspective to fisheries management for fisheries enforcement. Participants will explore new and innovative concepts in fisheries management and law enforcement with a focus on marine fisheries and will draw lessons from other management and enforcement models around the world.

The subject matter covered includes the following:

- Understanding the importance of Ghana's fisheries sectors, fishing practices, the type of fishing gears and how they are used,
- Knowing the history of Ghana's fisheries management, the governance regime and the stakeholders involved.
- Understanding the various elements of aquatic eco-system and their relation to fisheries, the elements of eco-system based approach to fisheries governance.
- Understand the theory of sustainable yield (MSY) and the economic relationship.
- Understanding the over view of Ghana fisheries laws and regulations and the provisions in the for fisheries enforcement.
- Understanding the factors contributing to the declining fisheries in Ghana.
- Knowing the underlying factors for wide spread illegal fishing activities, stakeholder's view on fisheries enforcement and improved fisheries enforcement approaches.
- Knowing the traditional role of chief fishermen and how they are installed, their function-past, present and future expectations for fisheries enforcement.
- Understand the role of women in Ghana's fisheries and the relevance to promoting compliance and enforcement of fisheries law.
- Understanding fisheries management systems and the best practices of community fisheries enforcement initiatives.
- Developing and understanding a shared enforcement goal and how to move forward together as a team to achieve the set objectives.
- Understanding the standard procedure of for fisheries enforcement, how to conduct search on vessel, safety and precautions to take.



- Understanding MCS operations from the outlook of the fisheries laws, the challenges of MCS, the way forward to improving MCS.
- Understanding evidence gathering, what to look for, the approach to use the procedure to follow including how to keep and store evidence, chain of custody for evidence and preparing evidence for court.
- Building a good enforcement team, strengthening relationships with team members and collaboration with other enforcement Agencies.
- Applying lessons and global experiences from the study tours to Philippines, Senegal, Tanzania, Ivory Coats, etc. to the Ghanaian fisheries context.

### **Goals and Learning Objectives**

The objective of this course is to develop core enforcement officers to attain sustainable fisheries enforcement that addresses the wide spread Illegal Unreported and Unregulated (IUU) fishing in Ghana. Competences in fisheries enforcement and prosecution will also be strengthened through this course to ensure that participants have the foundational capacity to engage in; free, fair, transparent but effective fisheries enforcement actions that deterrent but ensure sustainable fisheries management.

By the end of this course, participants should be able to:

- Explain the importance of Ghana's Fisheries sector in relation to Food security, Employment and livelihoods support, contribution to the economy, the cultural values, etc.
- Know Ghana's Fisheries laws (Fisheries Act, Act 625, Fisheries Regulation (LI 1968), Fisheries Amended Act 880, Amended regulations and other relevant laws).
- Explain the concept of fisheries enforcement; identify illegal fishing practices and gears and how they are applied.
- Identify key elements of fisheries enforcement including planning, intelligence gathering, inspections and evidence gathering and processing of evidence.
- Understand the basic standard of operations, safety considerations, beach combing exercise and vessel boarding and inspections.

# CURRICULUM

## Central Themes

### *Ecosystem-Based Approach to Fisheries Enforcement*

The application of Eco-system based approach and adaptive management to fisheries enforcement is the overarching theme of this course. This combines the ecosystem based management (EBM) thinking to fisheries enforcement along with the larger social system of the adaptive fisheries management and governance. The purpose of this approach is to plan, develop and enforce fisheries laws in a manner that addresses the multiple issues that jeopardizes fisheries resources.

The need to understand the eco-system that supports fishery and the ecological justification of the fisheries laws and regulation provides a basic for effective enforcement. Central to this is the understanding of the concept of managing fishing effort (the people and not the Fish) through effective collaboration with agencies and fisheries stakeholders. This approach is tailored to the local context where there are several stakeholders, different fishery groups and inter-agency interdependency.

To therefore have success in fisheries enforcement, there is the need to understand the whole socio-economic, ecosystem fisheries systems.

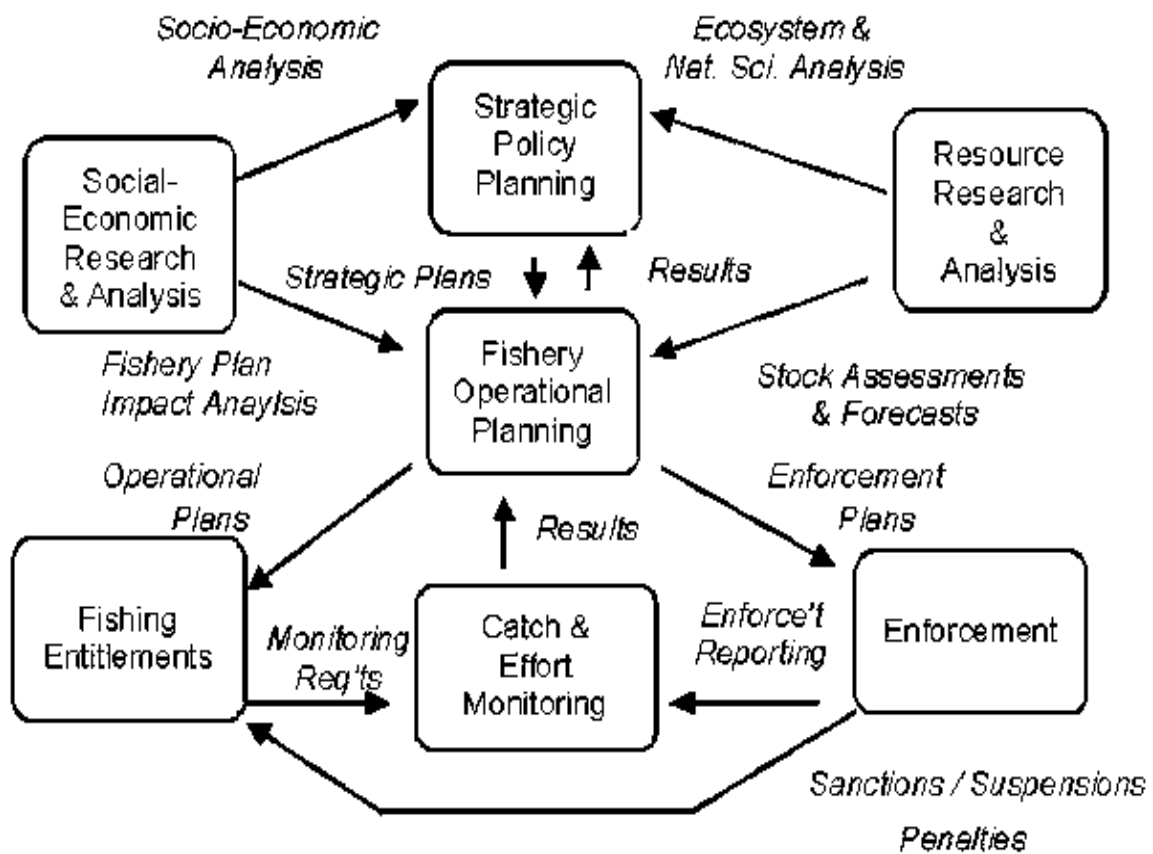


Figure 1 Fisheries Operational planning

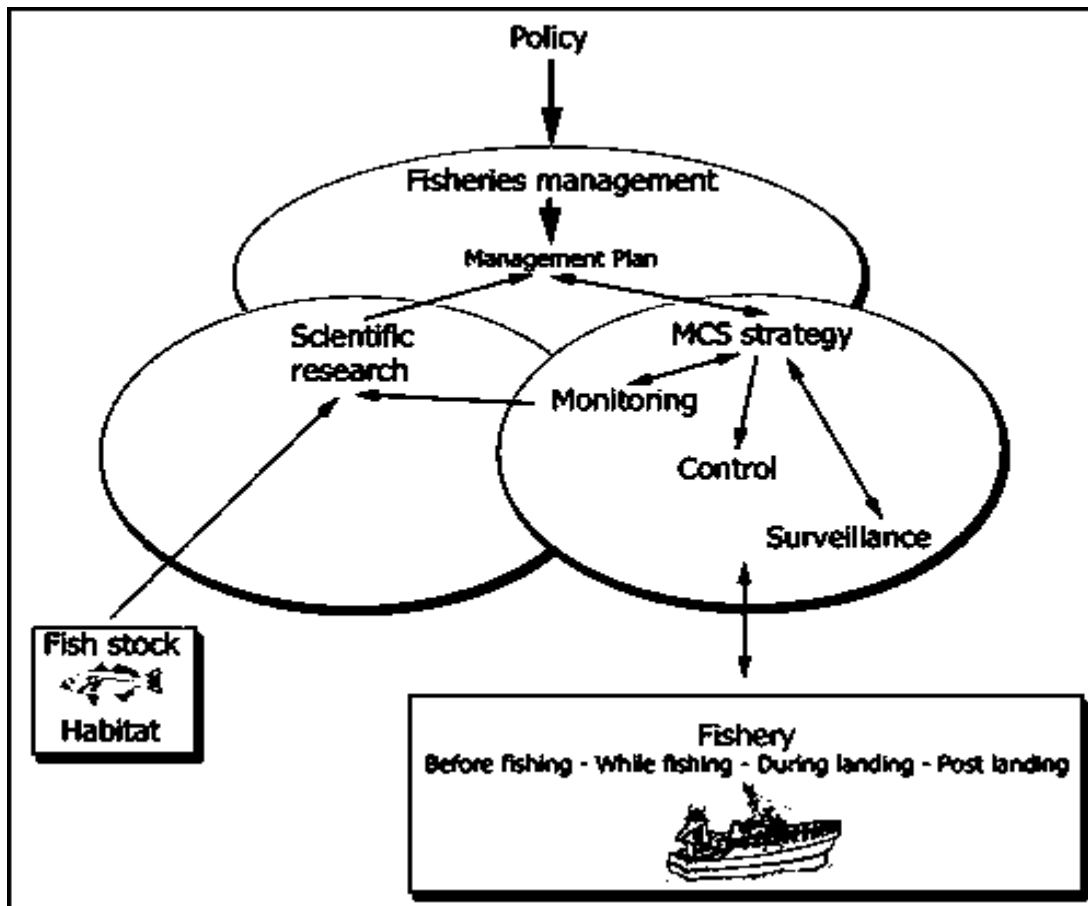


Figure 2 Fisheries Management

### ***Competence-Based Development to Enforcement***

This course is based on competence development, focusing on the mandate for fisheries enforcement provided in Ghana's fisheries laws and regulations. The course shares several approaches for effective deterrence and compliance promotion, linking traditional systems of governance and stakeholder collaboration to modern fisheries enforcement.

Development of the capacity and performance of field fisheries enforcement officers, supervisors, prosecutors and other key actors in the deterrence chain is the core focus of this course.

Competence-based enforcement is a more sustainable approach to move away from the failed enforcement paradigm of top-down and central government led enforcement where fisheries stakeholders feel they are the victims to a more communicative and informed enforcement where communication of the ecological justifications of the laws, interagency collaboration and stakeholder engagement with well-trained enforcement team guides the enforcement process. The increasing complexity of fisheries and stakeholder dynamics underscores the need for a well-planned but rigorous effort to address the sophistication of violations.

The underlying principles for competence-based is learning and development through experience from field work. This course therefore encourages on-the-field learning and experience sharing after class room lectures.

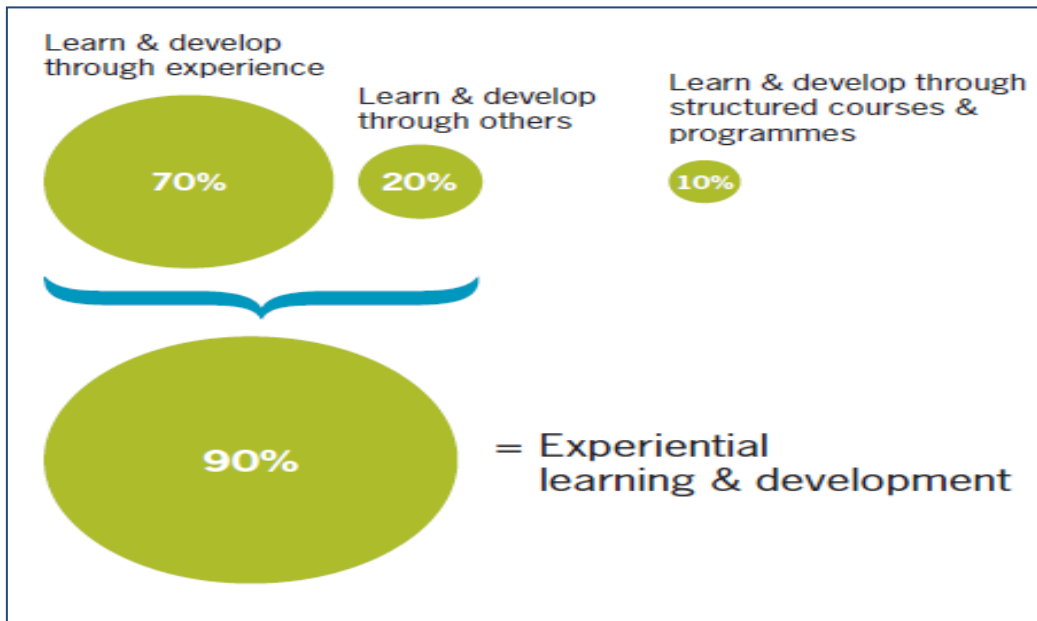


Figure 3 A chart showing percentages of transfer of knowledge through field experience

## Deliberate Learning After Formal Training = Performance



Figure 4 Deliberate Learning After Formal Training

## ***Team Building***

Team work and team building are cardinal principles for effective enforcement. This course is therefore inter-woven with simulations and team building exercises to promote an understanding of team work, team building, networking and inter-agency collaboration as the backbone to sustainable enforcement.

The ability to work effectively in teams, to lead teams, to communicate and network among enforcement officers are essential skills requirement for effective enforcement. The course is fortunate to be resourced by resource persons with good work experience in fisheries enforcement and team building background.

After the course participant are expected to practices working in teams relying on the various levels and ranks and support one another in applying the new information and approaches to their work for improved enforcement. Participants will leave with a deeper level of appreciation of their own talents and those of their colleagues, practical skills in team work, personal growth that is remarkable.

The table below highlights the core competences (knowledge, skills and attitudes) covered in this course. The degree of coverage and depth provided will vary based on the needs of the participants.



**Figure 5 Fisheries Enforcement Officers discussing competences and team building requirements at a planning meeting.**

**Table 1 Knowledge, Skills, and Attitudes Shared in this course**

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
Benefits of fisheries to Ghana include; Food Security, employment, nutrition, Income, etc	Identify and understand the treats of illegal fishing to the benefits	I need to consider my role and duties to sustain the fisheries industry.
Traditional Governance and fisheries enforcement	Know the traditional system of fisheries governance and identify how to collaborate with local leaders.	I need to work in collaboration with locals for intelligence and information gathering to support my work.
Fisheries laws, regulations, policies and management plans	Kwon the fisheries laws and understand the illegal fishing and the types of evidence to gather	I need to know the legal regime for my work including the legal mandate for fisheries enforcement and what evidence can support successful prosecution.
Team work, networking and Inter-agency collaboration is required for effective enforcement	Identify and understand the strengths in working as a team and added advantage of inter-agency collaboration.	I am a team member, team player and a team builder.
Standard Operations and procedure for fisheries enforcement.	Know, understand and apply precaution, safety and high standards for enforcement	I must know the marine environment, conditions and take precaution to ensure my safety during enforcement operations.
Underlying factors for wide spread IUU practices.	Know and identify the economic, political and other interests for IUU fishing.	I must avoid the political and economic influences in my line of duty.
Fisheries is an inter-related complex system	Identify, understand and act intelligently within the system	I need to consider the consequences of actions or inactions throughout the system.
Beach combing and vessel inspections as deterrence measures	Know and understand why and how to conduct beach combing and vessels inspection	I need to conduct beach combing and vessel inspections to deter fishers form illegal fishing.
Stakeholder analysis and understanding fisher folks structures	Identify and work within	You need to spend time with people in their place to know them best and to influence them.

Knowledge	Skills	Attitudes
Benefits of fisheries to Ghana include; Food Security, employment, nutrition, Income, etc	Identify and understand the treats of illegal fishing to the benefits	I need to consider my role and duties to sustain the fisheries industry.
Science of behaviour change	Diagnose and create strategies for behaviour change	Behaviour change isn't random, and there are proven methods to shape the path of my team members
Compliance and Enforcement Concepts and Strategies	Identify options for compliance vs enforcement	Effective enforcement will compliment and encourage compliance of fisheries laws.

### Learning Methods

The course uses a range of methods including the following:

- Interactive Power-Point Presentations with simple charts and illustrative diagrams and field pictures.
- Experience sharing by experience fishers, fisheries managers, civil society actors and experienced fisheries enforcement officers.
- Small group works and simulation exercise that allow participants to work in teams integrating practical role plays.
- Interaction with fishers to understand fisheries enforcement and compliance from their perspective.
- Video documentaries are screen to show and teach participants about fisheries practices and stakeholder perspectives.
- Field visit and exercises at the landing sites to see the types of gears and conduct on-the-field inspections on vessels to gain practical knowledge.



Figure 6 Fields exercises and stakeholder interactions

## Simulation Exercises

Simulations exercises and case studies are also conducted and analysed to create introduce new learning experiences with deep reflection on positive actions and inactions of fisheries enforcement. Local fisher folks and fisheries Stakeholders are invited to share experience to enhance and expand perspectives through this learning exchange. The course stresses leadership and competence development, focusing on transformational change at the individual through to the larger enforcement team. Participants are made to reflect on what changes and attitude is required within and amongst them to promote specific improvements in fisheries enforcement relating to the simulation cycle below.

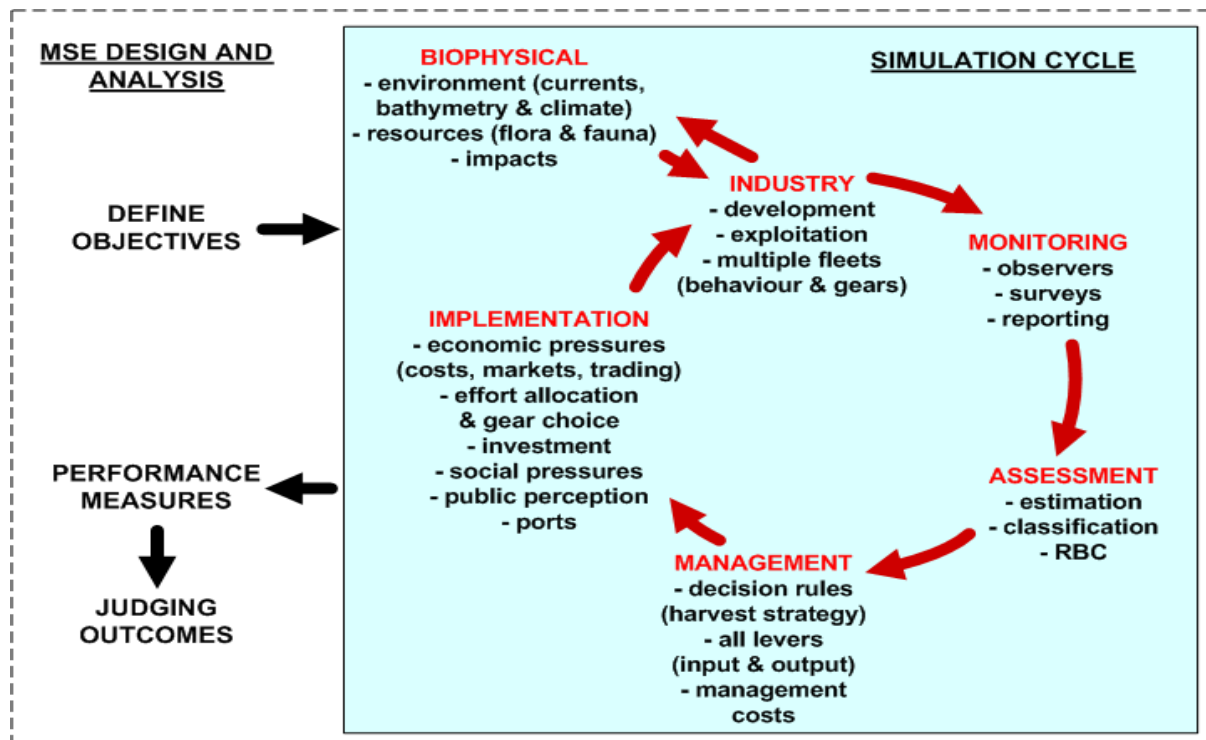


Figure 7 Fisheries Management Simulation Cycle

## ASSESSMENT METHODS AND COURSE EVALUATION

The learning of participants is assessed through group exercises, classroom discussions, an evaluation and a final written examination. Participants are assessed after the course and they must demonstrate knowledge, skills and attitude for the following;

- Demonstrate knowledge of the importance of the Fisheries Sector.
- Demonstrate knowledge of Ghana the fisheries laws and regulations
- Demonstrate good knowledge of illegal fishing practices in Ghana.
- Demonstrate safety points to consider during beach combing and boarding or inspection of vessels.
- Demonstrate basic knowledge of eco-system based approach to fisheries enforcement.
- Demonstrate ability to perform beach patrol and inspection duties Enforce legislation pertaining to marine conservation.
- Demonstrate knowledge of the various fisheries stakeholders and their role in fisheries.
- Demonstrate knowledge, skills and correct attitude for evidence gathering and prosecution of fisheries cases.



- Demonstrate knowledge, skills and correct attitude as team players, builder and team members.

### **Content and Materials**

The course agenda displays the sessions and content covered. All session plans, handouts, exercise, presentations and associated materials are available electronically by FoN.

### **Needs Assessment**

Capacity needs assessment was conducted through interviews and planning meetings with diverse fisheries stakeholders, including experienced enforcement officers, fisheries managers, field officers and other international experts to outline what basic knowledge are required for effective fisheries enforcement.

The course is therefore tailored to meet the specific need of new fisheries enforcement officers particularly new recruits, field officers and supervisors. The course is also useful for old officers in building team work and renewing their knowledge and ideas for enhanced performance.

The course also integrates participatory generation of needs by allowing participants to write down their capacity needs and expectations before the course. In the last sessions participants are made to outline unmet expectations, this is used to guide the resource persons final interactions with participants. The content of the field visits are also varied to respond to the unmet needs of participants during the last sessions.

Finally participants are encouraged to follow on with field learning to meet the field experience requirement.



**Figure 8 A Navy personnel assisting in the vessel inspection session**

## Eligibility

This course is for individuals who are actively engaged in fisheries enforcement chain or for individuals whose work is in relation to fisheries enforcement or community-folks or stakeholders who would want to participate in local fisheries enforcement.

Currently, due to the skills of the facilitators and the language of the existing materials, basic proficiency in English is required.



**Figure 9 Marine Police officers participating in one of the training courses**

## Venue

A training rooms set up for power point presentations and group interactive activities is necessary. Access to nearby fishing landing site and ports is also necessary



**Figure 10 A local fishing landing site in Ghana**

## **Resource People**

The course should be facilitated by a team of professionals and practitioners with rich experience in the following:

- Ghana's fisheries management and governance,
- Ghana's fisheries laws, regulations, policies and management plans,
- Fisheries enforcement strategies,
- Beach patrol, vessel boarding and inspections
- Team building and networking,
- Illegal Unreported and Unregulated fishing practices in the Ghanaian context
- Traditional fisheries governance.

Conducting a course also requires skilled personnel with experience in facilitation of training sessions, group simulation moderation with knowledge of the fisheries sector. There should be one lead administrator to coordinate all venue, meals, lodging, travel and visa issues where international resource person are required. One to two administrative staff members should be assigned to be in the training room at all times to handle printing, venue and miscellaneous issues as they arise.

# APPENDIX. 2015 COURSE AGENDA

## AGENDA

Venue: Sasakawa Conference Center, University of Cape-Coast, Cape-Coast, C/R

Time	Session	Activity (Who and How)	Objective
9 :00	Session 1 Opening Session	<ul style="list-style-type: none"> <li>Welcome Statement: Brain Crawford, CoP SFMP.</li> <li>Opening Statement: Mr Papa Yaw Atobra Fisheries Commission Dir. C/R</li> <li>Opening Statement. President Ghana National Canoe Fishermen's Council.</li> <li>Key Note Address: COP. David Asante-Apeatu, Ghana Police Service.</li> <li>Chairman's Opening Remarks: President C/R house of Chiefs</li> </ul>	Inform participants about the following : <ul style="list-style-type: none"> <li>The purpose and reason for the funding for the training.</li> <li>The expectation of organizers,</li> <li>The expectation of Fisheries Commission and commitment</li> <li>The expectation of Ghana police Service and the expected role of Marine police.</li> </ul>
10:10 To 11:20	Session 2 Information and foundation laying session	<b>Power-point presentations</b> <ol style="list-style-type: none"> <li>Overview of SFMP. Brain Crawford, CoP SFMP./Kyei</li> <li>Networking and Collaboration. By C/SUPT. Patience Quaye. Dir. Anti-human Trafficking Unit, Ghana Police Service</li> </ol>	<ul style="list-style-type: none"> <li>To inform participants about the SFMP project, the goal, reason for supporting enforcement of fisheries laws and the relation to promoting responsible fishing.</li> <li>To share with participants the elements of good team building, strengthening relationships with partners. Understanding the shared develop goal and how to move forward together as a team to achieve the set objectives.</li> </ul>
11:20	Discussions and interactions (Questions, Answers, Comments, etc)		
11:40	Coffee break		
12:00 To 1:30	Session 3 Overview of Ghana's Fisheries,	<b>Power-point Presentations</b> <ol style="list-style-type: none"> <li>Overview of Ghana's fisheries, and importance of the sector By. Alex Sabah (FC, W/R).</li> <li>Ghana's Fisheries Governance and Communication History and Challenges of Ghana's Fisheries By: Mr. Kofi Agbogah (HM)/Kyei</li> </ol>	<ul style="list-style-type: none"> <li>To share the importance of fisheries, fishing practices, the type of fishing gears and how they are used, the effects of each gear. Will also explained the factors contributing to the declining fisheries and the trend over 5-decades.</li> <li>To share the history of Ghana's fisheries management, the past issues with fishers interaction with government and the law. Discuss fisher folk's reaction to new fishing methods, etc. share case studies of some past judgment and the implications.</li> </ul>
1 :30	Discussions and interactions (Questions, Answers, Comments, etc)		
1 :40	Lunch Break		
	<b>Session 4</b>	<b>Power-point Presentations</b>	

Time	Session	Activity (Who and How)	Objective
2:30 To 3 :30	Fisheries Ecology and Management systems	1. Fisheries Ecology and Management Systems. By Najih Lazar, Snr. Fisheries Advisor (SFMP). Kyei  2. Eco-system approach to fisheries Management By, Denies Aheto (Phd) (UCC). / Theophilus	<ul style="list-style-type: none"> <li>To explain the Fish ecology and the various management options.</li> <li>To discuss the various elements of aquatic eco-system and their relation to fisheries, the elements of eco-system based approach to fisheries governance and how it could be enhanced</li> </ul>
3 :50	Discussions and interactions (Questions, Answers, Comments, etc)		
4 :15 to 5 :00	<p><b>Session 5 : Group Simulation Exercise:</b></p> <p>Group the participants into small groups of four (4). each group is tasked to work on the session s( e.g. 1,2,3,4) for the day</p> <p>And Identify the key learning, lessons and take home message in each of the respective sessions presented in Day 1.</p> <p>The groups will present their findings in the plenary for discussions.</p>		
Close of Day 1			

## Day 2

Time	Session	Activity (Who and How)	Objective
8 :10	Opening	Plenary Discussions : Recap of Day 1	For participants to recollect the learning of the previous day, reflections into the nights and most important lessons.
8 :20 To 9 :40	<b>Session 6</b> Ghana's fisheries laws, policies and regulations	<b>Power-Point Presentations</b> 1. Ghana's Fisheries Act (Act 625). BY: State Attorney (W/R)/ Kyei  2. Highlights of the Fisheries Regulations. BY: Kyei K. Yamoah, FoN	<ul style="list-style-type: none"> <li>To give an over view of Ghana fisheries laws and explain the provisions in the laws ;-Fisheries Act 625 and Amended Act, to give an overview of Fisheries Regulation (2010) LI 1968. And what is expected of fisheries enforcement officers as per the laws.</li> </ul>
9 :40	Discussions and interactions (Questions, Answers, Comments, etc)		
10:00 To 11:20	<b>Session 7</b> Legal Framework MCS and standard Operations	<b>Power-point presentations</b> <ul style="list-style-type: none"> <li>The Legal Framework for Ghana's fisheries, MCS. BY: Mr. Papa Yaw Atobra (FC C/R)</li> <li>Standard Operations. BY: Mr. Papa Yaw Atobra (FC C/R)</li> </ul>	<ul style="list-style-type: none"> <li>To share the legal frame work for international fisheries conventions and indicate which ones apply to Ghana's fisheries, etc.</li> <li>To share the standard procedure of for fisheries enforcement, how to conduct search on vessel, safety and precautions to take.</li> </ul>
11:20	Discussions and interactions (Questions, Answers, Comments, etc)		
11:40	Coffee break		
	<b>Session 8</b>	<b>Power-point Presentations</b> 1. Code of Conduct and ethical	<ul style="list-style-type: none"> <li>To explain how to carry out ethical evidence gathering, what to look for, the</li> </ul>

Time	Session	Activity (Who and How)	Objective
8 :10	Opening	Plenary Discussions : Recap of Day 1	For participants to recollect the learning of the previous day, reflections into the nights and most important lessons.
11:55 To 1:00	Code of Evidence Gathering and code of Conduct	<p>Evidence Gathering. BY: Mr. Papa Yaw Atobra (FC C/R)</p> <p>2. Fisheries Enforcement and Compliance: BY: Mr. Papa Yaw Atobra (FC C/R).</p>	<p>approach to use the procedure to follow, etc. How to keep and store evidence, chain of custody for evidence, preparing evidence for court.</p> <ul style="list-style-type: none"> <li>• To explain the relationship and inter-dependency between fisheries enforcement and compliance. And what effective fisheries deterrence means.</li> </ul>
1 :00	Discussions and interactions (Questions, Answers, Comments, etc)		
1 :30	Lunch Break		
2:30 To 3 :45	<b>Session 9</b> Beach Combing and vessels boarding	<p><b>Power-point Presentations</b></p> <ul style="list-style-type: none"> <li>• Beach combing and stakeholder communications. By Wonder and Opambour, Marine Police Field supervisors.</li> <li>• Vessels Boarding and Inspection. By: Mr. Papa Yaw Atobra (FC C/R).</li> </ul>	<ul style="list-style-type: none"> <li>• To explain what beach combing is, how to handle violence at the landing sites, how to communicate and what to look for and what to do.</li> <li>• How to board a vessel, safety procedure, how to detect hazards, how to handle unfriendly crew. What to look for.</li> </ul>
3 :45	Discussions and interactions (Questions, Answers, Comments, etc)		
4 :00 To 5:00	<p><b>Session 10 : Group Simulation Exercise:</b></p> <p>Group the participants into small groups of four (4). each group is tasked to work on the sessions ( e.g. 6,7,8,9) for the day 2</p> <p>And Identify the key learning, lessons and take home message in each of the respective sessions presented in Day 2.</p> <p>The groups will present their findings in the plenary for discussions.</p>		
5 :00	Close of Day 2		

Day 3

Time	Session	Activity (Who and How)	Objective
7 :00 To 11:30	<b>Session 11</b> Field Visit	Field Visit to Elmina Fishing harbor and landing site (Aixm)	<ul style="list-style-type: none"> <li>To see the various fishing gears, to inspect inshore vessels, to see IUU fish landings, etc.</li> <li>To interact with fisher folks (Men &amp; women) to know their problems and the perspectives for effective enforcement,</li> </ul>
11:30	Coffee Break		
11:50 To 12:50	<b>Session 12</b> Traditional Fisheries Governance	<p><b>Power-Point Presentations</b></p> <ol style="list-style-type: none"> <li>The traditional role of chief fishermen in fisheries governance: By Nana Kondua (GNCFC, W/R).</li> <li>The eroding powers of Chief fishermen in fisheries governance By: Nana Jojo Solomon (GNCFC- National)</li> </ol>	<ul style="list-style-type: none"> <li>To explain the traditional role of chief fishermen, how they are installed, their function-past, present and future expectations.</li> <li>To explain the factors contribution to the eroding power of traditional leaders and chief fishermen in fisheries governance, will explain what needs to be done to improve collaboration with them for improved enforcement.</li> </ul>
12:50	Discussions and interactions (Questions, Answers, Comments, etc)		
1 :10	Lunch Break		
2:00 To 3:40	<b>Session 13</b> The Roel of Women and underlying factors for wide spread Illegal fishing	<p><b>Power-point presentations</b></p> <ol style="list-style-type: none"> <li>The role of Women in Fisheries Governance. Mrs. Emelia Abaka Edu (Vice President, NAFPTA)</li> <li>Why Fishermen break the law: Mr. Kojo. Sortor, (vice President GIFA-Elmina).</li> </ol>	<ul style="list-style-type: none"> <li>To explain what women do in fisheries, the relevance, their role in promoting compliance and enforcement of fisheries law. How to improve relation with women for improved enforcement.</li> <li>To explain the psychology of fishermen, the reason for breaking the rules and the societal acceptance include what is right or wrong fisheries practice</li> </ul>
3:40	Discussions and interactions (Questions, Answers, Comments, etc)		
4:00 To 4:30	<p><b>Session 14 : Group Simulation Exercise:</b></p> <p>Group the participants into small groups of four (4). Each group is tasked to work on the sessions of the day.</p> <p>And Identify the key learning, lessons and take home message in each of the respective sessions of the day especially the field visits and interaction with fisher folks.</p> <p>The groups will present their findings in the plenary for discussions.</p>		
	<b>Close of Day 3</b>		

## Day 4

Time	Session	Activity (Who and How)	Objective
8 :10	Opening	Plenary Discussions : Recap of Day 3	For participants to recollect the learning of the previous day, experience on the field, reflections into the nights and most important lessons.
8 :20 To 9 :40	<b>Session 15</b> Improving fisheries enforcement through stakeholder collaboration	1.Video Screening: Improving Fisheries Enforcement (FoN)  <b>Power-point Presentation</b> 2.Experience sharing working with stakeholders By: ASP. Addae (Marine Police)	<ul style="list-style-type: none"> <li>To share with participants the underlying factors for wide spread illegal fishing activities, stakeholder’s view on fisheries enforcement and recommendations for improve fisheries enforcement.</li> <li>To discuss and share field experiences of forging relationships with local fisher folks leaders, how to do it and the benefits therein.</li> </ul>
9 :40	Discussions and interactions (Questions, Answers, Comments, etc)		
10:00 To 11:00	<b>Session 16</b> VMS and AMS operations for monitoring of vessels	<b>Power-point Presentation</b> 1 VMS and AMS operations for monitoring of vessels. By: Mr. Godfrey Tsibu, Head MCS, Accra. 2 Show a videos and pictures of VMS opeartions and vessel monitoring	To explain how VMS operates, how it is used to track vessels and detect fishing in IZE, etc. how to gather information of other illegal practices of trawlers using the VMS.
11:00	Discussions and interactions (Questions, Answers, Comments, etc)		
11:20	Coffee Break		
11:40 To 1:00	<b>Session 17</b> Addition top-up presentation other Offshore Activities.	<b>Power-point presentations</b> <ul style="list-style-type: none"> <li>Overview of oil and gas interaction with fishing activities, By Solomon Kusi Ampofo- FoN</li> <li>Child Labour in Fisheries. By Kwesi Johnson - FoN</li> </ul>	<ul style="list-style-type: none"> <li>To explain the various types of marine extractive Resource. Provide a background to oil &amp; gas exploitation activities, the linkages with fisheries, the legal provisions and elements for policing of oil &amp; fishing Interactions.</li> <li>To share child labor and trafficking in fisheries, for participants to understand the underlying causes, how it is practices and the key problems and how to detect and address them.</li> </ul>
1 :10	Discussions and interactions (Questions, Answers, Comments, etc)		
1 :30	Lunch Break		
2 :30	<b>Session 18</b> Open forum and interaction	Café style Learning and Sharing. Open Forum and experience sharing and final interaction with resources persons	To share other relevant experiences, advice and observations. To discuss field related lessons. To Interact with resources persons
4 :30	<b>Close of Day 4</b>		



## DAY 5

Time	Session	Activity (Who and How)	Objective
8 :30 To 10:30	<b>Session 19</b> Evaluation	Final written Examination to evaluate and assess the knowledge and skills acquired.	<ul style="list-style-type: none"> <li>To evaluate and assess the knowledge and skills acquired.</li> </ul>
10:30	Coffee Break		
11:00 To 12:30	<b>Session 20</b> Closing Ceremony	<ul style="list-style-type: none"> <li>Statement: Brain Crawford, CoP SFMP</li> <li>Statement: from Nana Kojo Konduah - GNCFC.</li> <li>Statement: Mr. Godfrey Tsibu, Head MCS, Fisheries Commission</li> <li>Statement: Ghana Police Service, COM. David Asante-Apeatu</li> <li>Closing Statements: Donkris Mevuta, FoN</li> <li>Chairman's Remarks: President C/R house of Chiefs</li> </ul>	
12:30		Certificates Presentation	<ul style="list-style-type: none"> <li>To present certificates of participation to participants and certificate of appreciation to Resource persons.</li> </ul>
1:00	Pictures and Interactions with Dignitaries		
2 :00	Lunch and Official Close of Training		