



**USAID | GHANA**  
FROM THE AMERICAN PEOPLE

# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

## Selection of Key Competencies for a Ghana Marine Police Fisheries Law Enforcement Induction Curriculum



SEPTEMBER 2018

THE  
UNIVERSITY  
OF RHODE ISLAND  
GRADUATE SCHOOL  
OF OCEANOGRAPHY



Friends of the Nation

This publication is available electronically on the Coastal Resources Center's website at [http://www.crc.uri.edu/projects\\_page/ghanasfmp/](http://www.crc.uri.edu/projects_page/ghanasfmp/)

**For more information** on the Ghana Sustainable Fisheries Management Project, contact:

USAID/Ghana Sustainable Fisheries Management Project  
Coastal Resources Center  
Graduate School of Oceanography  
University of Rhode Island  
220 South Ferry Rd.  
Narragansett, RI 02882 USA  
Tel: 401-874-6224 Fax: 401-874-6920 Email: [info@crc.uri.edu](mailto:info@crc.uri.edu)

**Citation:** Coastal Resources Center (2018). Selection of Key Competencies for a Ghana Marine Police Fisheries Law Enforcement Induction Curriculum. The USAID/Ghana Sustainable Fisheries Management Project (SFMP). Narragansett, RI: Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island and URI Fisheries Center. GH2018\_POL110\_FoN. 26 pp.

**Authority/Disclaimer:**

Prepared for USAID/Ghana under Cooperative Agreement (AID-641-A-15-00001), awarded on October 22, 2014 to the University of Rhode Island, and entitled the USAID/Ghana Sustainable Fisheries Management Project (SFMP).

This document is made possible by the support of the American People through the United States Agency for International Development (USAID). The views expressed and opinions contained in this report are those of the SFMP team and are not intended as statements of policy of either USAID or the cooperating organizations. As such, the contents of this report are the sole responsibility of the SFMP team and do not necessarily reflect the views of USAID or the United States Government.

**Cover photo:** Marine Police Officers on patrol with a fisherman (CREDIT: FoN)

## Detailed Partner Contact Information:

### USAID/Ghana Sustainable Fisheries Management Project (SFMP)

10 Obodai St., Mempeasem, East Legon, Accra, Ghana

Telephone: +233 0302 542497 Fax: +233 0302 542498

Maurice Knight Chief of Party maurice.SFMP@crcuri.org  
Bakari Nyari Monitoring and Evaluation Specialist hardinyari.sfmp@crcuri.org  
Brian Crawford Project Manager, CRC bcrawford@uri.edu  
Justice Odoi USAID Administrative Officer Representative Jodoi@usaid.gov

Kofi Agbogah  
[kagbogah@henmpoano.org](mailto:kagbogah@henmpoano.org)  
Stephen Kankam  
[skankam@henmpoano.org](mailto:skankam@henmpoano.org)  
Hen Mpoano  
38 J. Cross Cole St. Windy Ridge  
Takoradi, Ghana  
233 312 020 701

Andre de Jager  
[adejager@snvworld.org](mailto:adejager@snvworld.org)  
SNV Netherlands Development Organisation  
#161, 10 Maseru Road,  
E. Legon, Accra, Ghana  
233 30 701 2440

Donkris Mevuta  
Kyei Yamoah  
[info@fonghana.org](mailto:info@fonghana.org)  
Friends of the Nation  
Parks and Gardens  
Adiembra-Sekondi, Ghana  
233 312 046 180

Peter Owusu Donkor  
Spatial Solutions  
[powusu-donkor@spatialdimension.net](mailto:powusu-donkor@spatialdimension.net)  
#3 Third Nautical Close,  
Nungua, Accra, Ghana  
233 020 463 4488

Thomas Buck  
[tom@ssg-advisors.com](mailto:tom@ssg-advisors.com)  
SSG Advisors  
182 Main Street  
Burlington, VT 05401  
(802) 735-1162

Victoria C. Koomson  
[cewefia@gmail.com](mailto:cewefia@gmail.com)  
CEWEFIA  
B342 Bronyibima Estate  
Elmina, Ghana  
233 024 427 8377

Lydia Sasu  
[daawomen@daawomen.org](mailto:daawomen@daawomen.org)  
DAA  
Darkuman Junction, Kaneshie Odokor  
Highway  
Accra, Ghana  
233 302 315894

Gifty Asmah  
[giftyasmah@Daasgift.org](mailto:giftyasmah@Daasgift.org)  
Daasgift Quality Foundation  
Headmaster residence, Sekondi College  
Sekondi, Western Region, Ghana  
233 243 326 178

### For additional information on partner activities:

CRC/URI: <http://www.crc.uri.edu>  
CEWEFIA: <http://cewefia.weebly.com/>  
DAA: <http://womenthrive.org/development-action-association-daa>  
Daasgift: <https://www.facebook.com/pages/Daasgift-Quality-Foundation-FNGO/135372649846101>  
Friends of the Nation: <http://www.fonghana.org>  
Hen Mpoano: <http://www.henmpoano.org>  
SNV: <http://www.snvworld.org/en/countries/ghana>  
SSG Advisors: <http://ssg-advisors.com/>  
Spatial Solutions: <http://www.spatialsolutions.co/id1.html>

## **ACRONYMS**

ASP	Assistant Superintendent of Police
C/SUPT	Chief Superintendent of Police
CRC	Coastal Resources Center/ The University of Rhode Island
FoN	Friends of the Nation
GMP	Ghana Marine Police
IUU	Illegal Unreported Unregulated
LI	Legislative Instrument
MCS	Monitoring Control and Surveillance
NFMP	National Fisheries Management Plan
NGO	Non-Governmental Organization
PPT	Powerpoint presentation
Reg	Regulation
SFMP	Sustainable Fisheries Management Project
SOP	Standard operating procedure
UCC	University of Cape-Coast
UNDOC	United Nations Office on Drugs and Crime
VMS	Vessel Monitoring System
W/R	Western Region

# TABLE OF CONTENTS

ACRONYMS .....	iii
LIST OF FIGURES .....	v
LIST OF TABLES .....	v
SECTION 1: INTRODUCTION .....	1
Section 2: BACKGROUND .....	2
SECTION 3: INDUCTION PROGRAM.....	2
3.1 Goals of the Induction Curriculum .....	2
3.2 Competence-Based Curriculum .....	3
3.3 Learning Methods .....	6
3.4 Assessment Methods.....	7
3.5 Eligibility .....	9
3.6 Venue .....	9
3.7 Resource People.....	9
3.8 Timeframe .....	10
3.9 Key Resources .....	10
3.10 Linking Competencies to Course Session.....	11
SECTION 4: NEXT STEPS .....	20

## LIST OF FIGURES

<b>Figure 1. A chart showing general percentages of transfer of knowledge through field experience.</b> (Source: Charles Jennings - <a href="http://charles-jennings.blogspot.com/2011/08/social-workplace-learning-through.html">http://charles-jennings.blogspot.com/2011/08/social-workplace-learning-through.html</a> ) .....	6
<b>Figure 2. Deliberate learning after formal training.</b> (Source: <a href="http://www.c4lpt.co.uk/blog/2014/12/31/50-key-messages/">http://www.c4lpt.co.uk/blog/2014/12/31/50-key-messages/</a> ) .....	7
Figure 3. Fields exercises and stakeholder interactions.....	8
Figure 4. Marine Police Officers participating in one of the training courses.....	9
Figure 5. A local fishing landing site in Ghana used for simulations.....	9

## LIST OF TABLES

Table 1. Ghana MPU Field Officer competencies and standards. Asterisks denotes suggested priorities for Induction curriculum and assessment. ....	<b>Error! Bookmark not defined.</b>
Table 2. Link between MPU induction competencies and existing session plans and materials by SFMP/FON and UNODC. ....	12

## **SECTION 1: INTRODUCTION**

The Ghana Marine Police Unit (MPU) is focused on the unique law enforcement issues confronting the country to ensure the marine resources are used according to the laws and plans developed by the government and coastal stakeholders. Engaging the fisheries sector to ensure compliance with national laws is a high priority for the MPU's mandate. At this time the Ghana Police Academy does not have a dedicated course on fisheries law enforcement that adequately prepares new recruits to the MPU. To bridge this gap, a new MPU induction course is proposed based on the recently devised MPU Field Officer competencies that guides the learning process for MPU Officers. This document outlines suggested competencies and methods for the Ghana Police Academy to apply when developing a MPU induction curriculum for training all new MPU Officers after graduating from the Police Academy and before joining the MPU on patrols.

This curriculum is rooted in existing key resources such as the Ghana Police Standard Operating Procedures (SOP), MPU Preparation for Boat Patrol SOP, and the Enforcement Manual for Fisheries Officers drafted by the Fisheries Commission. All of these are incorporated into initial iterations of fisheries law enforcement course sessions and materials produced by the Friends of the Nation (FoN) and the United National Office of Drugs and Crime (UNODC).

The focus of the induction curriculum is on understanding 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. Unique aspects of coastal/marine law enforcement are covered including fisheries related intelligence gathering, stakeholder interaction, beach combing, sea patrols, vessel boarding and inspection and general criminal evidence gathering in the maritime environment.

NOTE: FoN and the UNODC have produced for the MPU fisheries law enforcement courses with session plans, field exercises and materials. Therefore, to avoid duplication, this document provides the higher level curriculum structure and link to the MPU Field Officer competencies, assessment methods, and reference material to draw upon. The Ghana Police Academy can use the competencies and curriculum design guidance to create an induction course that meets government standards with the intention of incorporating it into their Police Academy curriculum.

## **SECTION 2: BACKGROUND**

Support to the Ghana MPU and the drafting of this curriculum was made possible through the United States Agency for International Development (USAID)/Ghana Sustainable Fisheries Management Project (SFMP). This project is implemented by a consortium of partners led by the University of Rhode Island (URI). Friends of the Nation (FoN) was a lead partner with URI on supporting the MPU. The United Nations Office on Drugs and Crime (UNODC) provided technical and financial resources to support the drafting of key competencies and workshops with the MPU to further refine the competencies.

The SFMP was designed 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. Key to achieving this goal is strengthened law enforcement and voluntary compliance to reduce rampant Illegal, Unreported and Unregulated (IUU) fishing. This proposed MPU induction course will assist in the organizational process to strengthen the capacity of fisheries enforcement and support a more effective enforcement-prosecutorial chain that will act as effective deterrents to IUU.

While the curriculum is targeting Ghana's MPU, these materials can and should be adapted for the other supporting organizations engaged in fisheries law enforcement – Fisheries Commission Monitoring Control and Surveillance (MCS), the Fisheries Enforcement Unit (FEU), the Air force, the Ghana Navy and other authorized fisheries enforcement officers.

## **SECTION 3: INDUCTION PROGRAM**

The MPU induction program consists of a set of core competencies, learning methods to effectively transfer knowledge and skills, and assessment methods to evaluate performance. Suggested entrance criteria, venue and resources are also provided.

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 local traditional fisheries management practices and other management and enforcement models around the world.

### **3.1 Goals of the Induction Curriculum**

The goal of this induction curriculum is to develop MPU Officers that are proficient in conducting their duties to enforce fisheries laws that addresses the wide spread Illegal Unreported and Unregulated (IUU) fishing in Ghana. An additional goal is to develop a professional staff development program for MPU that raises the performance of all officers from their first day on the job.



### **3.2 Competence-Based Curriculum**

This curriculum 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 critical to overall success, however for this induction program the curriculum is focused on the role of the MPU field officers.

Competence-based compliance/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, financial impacts of a failing fishery and depleted stocks, 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 are learning and development through experience from field work. This curriculum therefore encourages on-the-job learning and experience sharing after class room lectures. Also this competence-based approach promotes peer-to-peer knowledge and skills transfer within MPU personnel and across the ranks.

A list of competencies for MPU Officers related to their role in fisheries enforcement are provided in Table 1. There are likely additional competencies related to oil and gas patrols. Competencies are organized into six categories to highlight the breadth of competencies required of Officers. Each competency has a standard which sets out the degree of competence required to meet the competence. The standards are basic or sound understanding, ability and demonstrate. A more detailed list of the competencies with supporting range statements is available as a separate document. Refer to the 2016 MPU Competencies report for further details on these competencies. Priority competencies for this induction program are labeled with an asterisk.

**Table 1: . Ghana MPU Field Officer competencies and standards. Asterisks denotes suggested priorities for induction curriculum and assessment.**

<b>COMPETENCIES and their STANDARDS (for MPU Field Officer)</b>	
<b>1. Fisheries Law and Compliance</b>	
	<b>Basic Understanding</b>
1.1*	Basic understanding of national fisheries legislation, regulations and bylaws related to fisheries
1.2*	Basic understanding of legal and regulatory framework for Ghana fisheries sector
1.3*	Basic understanding of the major fisheries management planning documents
1.4*	Basic understanding of institutional mandates, linkages and joint operations (communicate the mandate of marine police to institutions, stakeholders, etc.) especially the Fisheries Commission, the FEU, the Navy, etc
1.5*	Basic understanding of ecological and social justification for fisheries laws and plans
1.6	Basic understanding of child labor and trafficking in the maritime zone
	<b>Ability</b>
1.7	Able to introduce and present ideas for improving compliance and enforcement
<b>2. Marine and Coastal Ecosystems</b>	
	<b>Basic Understanding</b>
2.1*	Basic understanding of the oceanography influencing fisheries
2.2*	Basic understanding of the ecosystems and species within local fishing waters and the interactions between them
2.3	Basic understanding of the key threats to ecological processes and species in local fishing areas and the implications for fisheries management
<b>3. Fishing Sector</b>	
	<b>Basic Understanding</b>
3.1*	Basic understanding of the types and uses of various fishing boats.
3.2*	Basic understanding of the types and cultural uses of various gear and the targeted species
3.3*	Basic understanding of the local fishing sector (actors, markets) and their linkages across the system
3.4	Basic understanding of Ghana's fisheries status, trends, objectives and current priority issues
<b>4. Communication and Stakeholder Engagement</b>	
	<b>Basic Understanding</b>
4.1*	Basic understanding of different means of communicating within the context of fisheries
	<b>Sound Understanding</b>
4.2	Sound understanding of how stakeholders use, value and perceive fisheries resources

	<b>Ability</b>
4.3*	Able to communicate effectively with various audiences in the coastal zone
4.4*	Able to use electronic information technology for evidence gathering and communication
4.5*	Able to provide information on fisheries laws to coastal communities
4.6*	Able to engage fishing sector stakeholders in a socially and culturally appropriate manner
4.7	Able to respond correctly to disputes and confrontations in a fisheries setting
<b>5. Marine Enforcement Operations &amp; Protocols</b>	
	<b>Sound Understanding</b>
5.1*	Sound understanding of the Ghana Marine Police Unit's structure, mandate and functions, and own roles and responsibilities within fisheries/coastal enforcement
	<b>Ability</b>
5.2*	Able to physically perform duties in the marine environment
5.3	Able to ensure proper maintenance of MPU infrastructure and equipment
5.4*	Able to recognize and identify signs and evidence of unauthorized/illegal fishing related activities and security threats in the field
5.5*	Able to participate in supervised marine law enforcement operations according to instructions and in compliance with GMP and Fisheries standard operating procedures
5.6*	Able to follow correct procedures for documenting and reporting on marine law enforcement activities
5.7*	Able to follow correct arrest procedures in a fisheries law context
5.8	Able to follow correct procedures for protecting crime scenes and for seizing, securing and documenting evidence
<b>6. Leadership, Ethics and Innovation</b>	
	<b>Demonstrates</b>
6.1	Leading by example
6.2	Self-motivation
6.3*	Ethical approach
6.4	Innovation

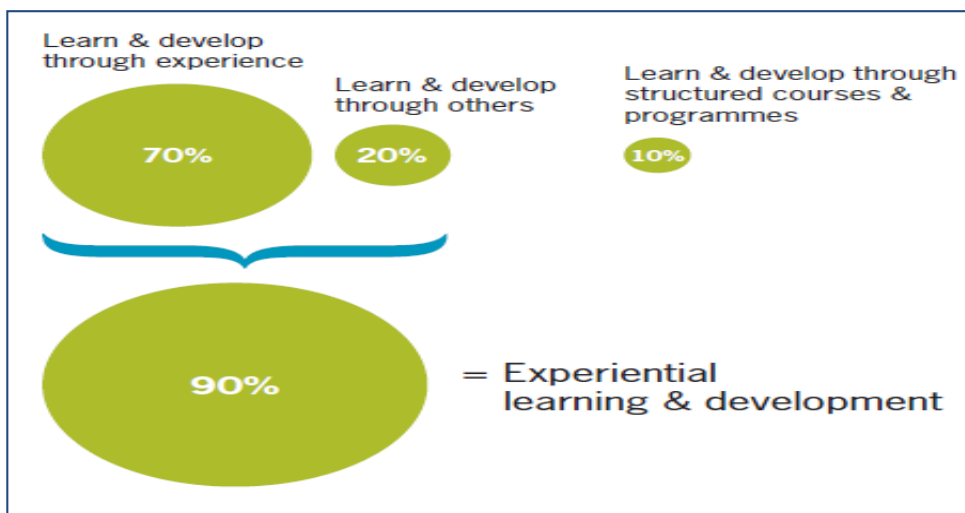
### Approach to Competence Development

Since there is only so much learning that can happen within a structured formal training setting, there is a need to prioritize the competencies to highlight those that should be the focus during the induction program. The other competencies can best be achieved while on the job with oversight by the supervisor. MPU will need to refine the priority competencies based on the length of the induction program, available resource people and other competing demands from non-fisheries competencies.

It would be beneficial for the MPU to design a scheduled structure to enhance internal transfer of knowledge within the MPU ranks to encourage sharing and cross learning. This internal structure/plan needs to be monitored to ensure effective interaction and flow where key leaders will periodically report what new knowledge has been transferred or learned from time to time. Also a target needs to be set to measure attainment of goals set for each team.

### 3.3 Learning Methods

The Ghana MPU recognizes that most of learning happens through experience on the job (Figure 1). Therefore, the induction program is designed to focus on a few key competencies that are best introduced in a structured classroom setting such as orientation to fisheries related laws, policies and procedures. This enables comprehension of written materials and open dialogue. There are additional competencies that can only be learned through application. For these the curriculum encourages experiential activities such as site visits, role playing, table top exercises and simulations.

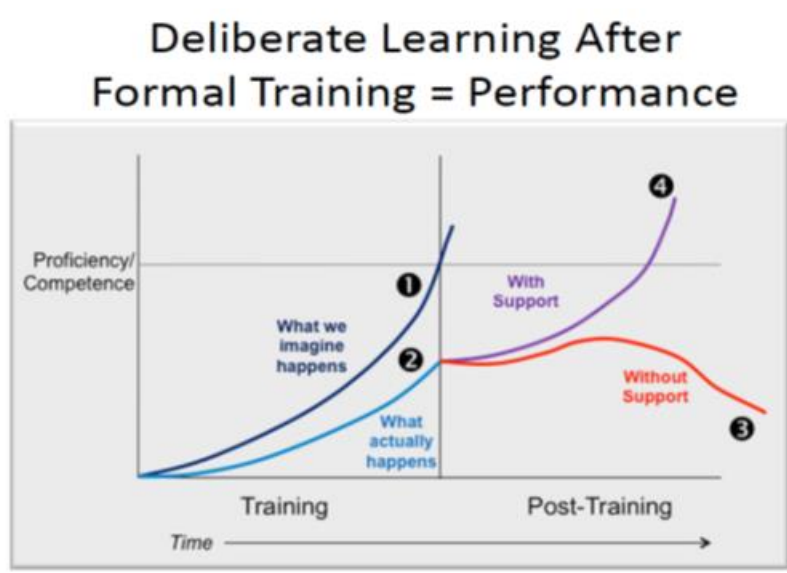


**Figure 1. A chart showing general percentages of transfer of knowledge through field experience.** (Source: Charles Jennings - <http://charles-jennings.blogspot.com/2011/08/social-workplace-learning-through.html>)

The curriculum uses a range of learning methods including the following:

- Group reading of SOPs to increase familiarity with critical job related functions and a culture of group analysis of policies.
- Sharing experience between multiple actors in the fishing sector including fishermen, fish mongers, fisheries managers, civil society actors and senior fisheries enforcement officers.
- Interactive class-room sessions building on existing knowledge of the officers.
- High quality lectures on critical topics that require special presentations by guest speakers.
- Field visits to landing sites to see the types of gears, boats and fish catch.
- Simulation exercises to conduct field inspections on vessels to gain practical knowledge.
- field performance assessments to show evidence of competence.
- Small group work and role-play exercises that allow participants to work in teams integrating practical role plays.
- Interaction with fishermen to understand fisheries enforcement and compliance from their perspective.
- Video documentaries to show fisheries practices and stakeholder perspectives.
- Practical presentations on various fisheries related topics to test and improve participants' communication and delivery skills.

While this induction curriculum uses a variety of learning methods, MPU understands that the new Officers will increase their command of competencies when they begin their jobs and carry out their respective duties (Figure 2). Therefore, MPU should have a proactive structured staff development program to mentor the new Officers in their first year on the job, using supervisor feedback sessions built around competence-based self-assessment systems that other senior Officers conduct for their development periodically.



**Figure 2. Deliberate learning after formal training.** (Source: <http://www.c4lpt.co.uk/blog/2014/12/31/50-key-messages/>)

### 3.4 Assessment Methods

Formal assessments will be conducted to measure progress of each Officer through the induction program. These assessments include:

- Entry threshold test: At the beginning of the course an entry knowledge test will be administered to determine baseline conditions in order to evaluate learning at the end of the course.
- Initial competency self-assessment: On the first day the Officers will self-assess their competencies to gain familiarity with their fisheries related job responsibilities and to understand how the competencies can be used as a staff development tool throughout their tenure in MPU.
- Written test: Many of the competencies are about understanding topics or issues. A written test is one means to allow an Officer to provide evidence of comprehension and the ability to do basic writing which is important for log books, reports and evidence collection.
- Communication and presentation skills test: A platform will be created for participants to be assessed on their communication and presentation skills.
- Simulation tests: Simulations will be conducted to provide evidence for following procedures, swimming ability and similar competencies. Such as UNDOC supported water patrol exercises.
- Panel interview: Similar to the written test, a panel interview allows Officers to demonstrate their understanding of competencies and to respond to assessor's questions to dig deeper for those competencies requiring a sound understanding.

Together, these assessment instruments are able to elicit sufficient evidence using a variety of means to ensure a fair and rigorous induction program. Outputs from the induction assessments can also be used to track the Officer through their staff development program with their supervisors.

To pass the induction program and be placed with a MPU post the Officer must achieve a passing score on the competencies. MPU needs to establish the passing score, such as a 60% in every category with an overall score over 70%. This ensures that each Officer has a broad breadth of competencies yet room for improvement while on the job. For Officers who do not meet the passing score, they could be placed on a probation period in which they need to work with their supervisor to achieve competence standard within the first six months on the job. There is also the option to set a non-passing grade of below 60% or similar in which the Officer must enter a remediation training program before joining the MPU due to a lack of sufficient competence. MPU will need to work out the policy in advance with Ghana Human Resources to ensure a fair policy with options for redress.



**Figure 3. Fields exercises and stakeholder interactions.**





**Figure 4. Marine Police Officers participating in one of the training courses.**

### **3.5 Eligibility**

The MPU induction course is for newly recruited and trained MPU Officers joining the MPU. Also this course will be a benefit for existing MPU personnel who have not yet received fisheries enforcement training. These new Officers will have just completed their general police training at the Police Academy.

### **3.6 Venue**

The Ayinase Training Center has been furnished for the purposes of conducting the Induction Course for MPU Officers. The center has a dedicated training room that allows for projector presentations and interactive group activities. Access to nearby fishing landing site and ports is also a necessary requirement for field and practical exercises including swimming, vessel inspections and boat patrols (Figure 5).



**Figure 5. A local fishing landing site in Ghana used for simulations.**

### **3.7 Resource People**

The MPU has developed the competencies internally to lead the induction program. The Officer in-charge will be responsible for overall oversight of the course and performance of

the trainers and Officers. To support this lead facilitator additional resource professionals will be invited with 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
- Fishing gears types and cultural uses of various gear and the targeted species
- Child labor and trafficking in the maritime zone
- Fisheries Compliance strategies

Potential training partners with the experience in the above themes include the UNODC-Ghana office, local NGOs such as FoN and universities. By engaging these external resource people, the MPU will be exposed to new ideas and experiences and strengthen relationships that can assist with compliance strategies.

Conducting a course also requires skilled personnel with experience in the 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.

### **3.8 Timeframe**

An MPU Induction Course should be offered for each group of recruits before they join their MPU Officers on patrols. Also MPU personnel not yet trained on fisheries enforcement should be included in the course within the next two years. A course will vary in length depending on how many of the competencies will be taught and if the course will be broken up into multiple segments to allow for spacing of learning and application of initial competencies before learning advanced materials.

### **3.9 Key Resources**

The following resources serve as the foundation for the induction curriculum and should be provided in printed and electronic format to all Officers in the MPU. These materials will likely be updated periodically, as such the facilitator needs to ensure that the most current version is used for each induction iteration. These resources are also incorporated into existing training session plans from the Friends of the Nation (FoN) and the United National Office on Drugs and Crime (UNODC), listed in the next section.

- Ghana Police Standard Operating Procedures (SOPs)
- Ghana MPU Preparation for Boat Patrol
- Ghana MPU Competencies (version 1, 2016)
- Enforcement Manual for Fisheries Officers – Fisheries Commission
- Fisheries laws and management plans of Ghana (Fisheries Act, regulations, policies, etc.)



- Fisheries Management Plan of Ghana: A National Policy for the Management of the Marine Fisheries Sector 2015-2019
- Ghana draft Co-Management Policy
- Ghana Child Trafficking Policy
- UNDOC/SFMP led Ghana MPU Train the Trainer Course 2017 – detailed session plans for law enforcement, Marine Police SOPs and water patrol and boarding exercises are available from the Ghana UNDOC office and Ghana MPU.
- SFMP/FoN [Marine Police Fisheries Training Curriculum](#) – a more detailed summary of the Fisheries Training Curriculum is available online. To receive copies of the session plans and presentations, please contact The Friends of the Nation ([www.http://fonghana.org/](http://fonghana.org/))

### **3.10 Linking Competencies to Course Session**

The following table highlights how the competencies are linked to the FoN fisheries law enforcement training course and the UNODC Marine Police training course, that can be adapted and updated to meet the Ghana Police Academy standards. Detailed session plans and materials are available from these organizations.

**Table 2. Link between MPU induction competencies and existing session plans and materials by SFMP/FoN and UNODC.**

<b>COMPETENCIES and their STANDARDS (for MPU Field Officer)</b>		<b>SFMP/FoN Session (or UNOPS)</b>	<b>Learning Objectives</b>	<b>Materials</b>
<b>1. Fisheries Law and Compliance</b>				
	<b>Basic Understanding</b>			
<b>1.1*</b>	Basic understanding of national fisheries legislation, regulations and bylaws related to fisheries	Ghana's fisheries laws, policies, regulations and regulations	To give an overview of Ghana fisheries laws and explain the provisions in the laws; Fisheries Act 625 and Amended Act, Fisheries Regulation (2010) LI 1968. And what is expected of fisheries enforcement officers as per the laws.	Fisheries Act 625 & Amended, Reg (2010) LI1968, Law enforcement jurisdiction under the Constitution of the Republic of Ghana and the Police Service Act of 1970 (Act 350)
<b>1.2*</b>	Basic understanding of legal and regulatory framework for Ghana fisheries sector		To give an overview of the various fisheries management plans for marine fisheries and how MPU support their implementation	Fisheries Co-Management draft policy; Fisheries management plans
<b>1.3*</b>	Basic understanding of the major fisheries management planning documents			
<b>1.4*</b>	Basic understanding of institutional mandates, linkages and joint operations (communicate the mandate of marine police to institutions, stakeholders, etc.)	The Legal Framework for Ghana's fisheries, MCS	To share the legal frame work for international fisheries conventions and indicate which ones apply to Ghana's fisheries, etc.	Police SOP, FEU policy and MOUs, Law enforcement jurisdiction under the Ghana Maritime Zones Delimitation Act 1986 (PNDCL 159)

<b>COMPETENCIES and their STANDARDS</b> (for MPU Field Officer)		<b>SFMP/FoN Session (or UNOPS)</b>	<b>Learning Objectives</b>	<b>Materials</b>
	especially the Fisheries Commission, the FEU, the Navy, etc			
<b>1.5*</b>	Basic understanding of ecological and social justification for fisheries laws and plans	Compliance and Why Fishermen break the law	To explain the psychology of fishermen, the reason for breaking the rules and the societal acceptance including what is right or wrong fisheries practice, overview of the compliance framework	Compliance PowerPoint (FON ppt)
<b>2. Marine and Coastal Ecosystems</b>				
	<b>Basic Understanding</b>			
<b>2.1*</b>	Basic understanding of the oceanography influencing fisheries	Fisheries Ecology and Management Systems	To explain the Fish ecology and the various management options	Ecology ppt
<b>2.2*</b>	Basic understanding of the ecosystems and species within local fishing waters and the interactions between them	Eco-system approach to fisheries Management	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	Ecosystem ppt
<b>3. Fishing Sector</b>				

<b>COMPETENCIES and their STANDARDS</b> (for MPU Field Officer)		<b>SFMP/FoN Session (or UNOPS)</b>	<b>Learning Objectives</b>	<b>Materials</b>
	<b>Basic Understanding</b>			
<b>3.1*</b>	Basic understanding of the types and uses of various fishing boats.	Overview of Ghana's fishing sector	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	Sector ppt, Enforcement Manual for Fisheries Officers
<b>3.2*</b>	Basic understanding of the types and cultural uses of various gear and the targeted species	Traditional Fisheries Governance	<p>To explain the traditional role of chief fishermen, how they are installed, their function-past, present and future expectations.</p> <p>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.</p>	Tradition ppt, Enforcement Manual for Fisheries Officers

<b>COMPETENCIES and their STANDARDS</b> (for MPU Field Officer)		<b>SFMP/FoN Session (or UNOPS)</b>	<b>Learning Objectives</b>	<b>Materials</b>
<b>3.3*</b>	Basic understanding of the local fishing sector (actors, markets) and their linkages across the system	Role of Women and Child labor in Fisheries	<p>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?</p> <p>To share child labour 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.</p>	Fish Processing Efficiency study, Child labor trafficking policy document
<b>4. Communication and Stakeholder Engagement</b>				
	<b>Basic Understanding</b>			
<b>4.1*</b>	Basic understanding of different means of communicating within the context of fisheries	Ghana's Fisheries Governance and Communication History and Challenges of Ghana's Fisheries	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	Communications History ppt

COMPETENCIES and their STANDARDS (for MPU Field Officer)		SFMP/FoN Session (or UNOPS)	Learning Objectives	Materials
			<p>case studies of some past judgment and the implications.</p> <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> </ul>	
	<b>Ability</b>			
<b>4.3*</b>	Able to communicate effectively with various audiences in the coastal zone	Field Visit to Elmina Fishing harbor and landing site	<p>To discuss and share field experiences of forging relationships with local fisher folks leaders, how to do it and the benefits therein.</p> <ul style="list-style-type: none"> <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>	Field trip exercise instructions
<b>4.4*</b>	Able to use electronic information technology for evidence gathering and communication	VMS and AMS operations for monitoring of vessels	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	Refer to Police Academy SOP for radio operations. VMS ppt

<b>COMPETENCIES and their STANDARDS</b> (for MPU Field Officer)		<b>SFMP/FoN Session</b> (or UNOPS)	<b>Learning Objectives</b>	<b>Materials</b>
			trawlers using the VMS.	
<b>4.5*</b>	Able to provide information on fisheries laws to coastal communities	Beach combing and stakeholder communications	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	Beach Combing SOP, Enforcement Manual for Fisheries Officers
<b>4.6*</b>	Able to engage fishing sector stakeholders in a socially and culturally appropriate manner			
<b>5. Marine Enforcement Operations &amp; Protocols</b>				
	<b>Sound Understanding</b>			
<b>5.1*</b>	Sound understanding of the Ghana Marine Police Unit's structure, mandate and functions, and own roles and responsibilities within fisheries/coastal enforcement	Standard Operations	To share the standard procedure of for fisheries enforcement, how to conduct search on vessel, safety and precautions to take.	Ghana Police SOP, FEU MOU, Enforcement Manual for Fisheries Officers
	<b>Ability</b>			
<b>5.2*</b>	Able to physically perform duties in the marine environment	Swim test and Crew roles	To swim a distance in the ocean in full uniform, demonstrate the role of MPU as crew on patrol boats	Swim test exercise, UNODC water patrol exercise
<b>5.4*</b>	Able to recognize and identify signs and evidence of unauthorized/illegal fishing related	Beach Combing and vessels boarding	How to board a vessel, safety procedure, how to detect hazards, how to handle	Enforcement Manual for Fisheries Officers

<b>COMPETENCIES and their STANDARDS</b> (for MPU Field Officer)		<b>SFMP/FoN Session (or UNOPS)</b>	<b>Learning Objectives</b>	<b>Materials</b>
	activities and security threats in the field		unfriendly crew, and what to look for.	
<b>5.5*</b>	Able to participate in supervised marine law enforcement operations according to instructions and in compliance with GMP and Fisheries standard operating procedures	Code of Conduct and ethical Evidence Gathering	To explain how to carry out ethical evidence gathering, what to look for, the approach to use the procedure to follow, etc.  How to keep and store evidence, chain of custody for evidence, preparing evidence for court.	UNODC water patrol SOPs, Enforcement Manual for Fisheries Officers
<b>5.6*</b>	Able to follow correct procedures for documenting and reporting on marine law enforcement activities	Fisheries Enforcement and Compliance and the UNODC Operational SOP session	To explain the relationship and inter-dependency between fisheries enforcement and compliance. And what effective fisheries deterrence means. Conduct operational planning for maritime and littoral law enforcement operations in Ghanaian territorial waters.  Conduct maritime and littoral law enforcement operations in Ghanaian territorial waters Conduct maritime and littoral law	Enforcement Manual for Fisheries Officers
<b>5.7*</b>	Able to follow correct arrest procedures in a fisheries law context			Police SOP, FEU policy and MOUs, Enforcement Manual for Fisheries Officers



<b>COMPETENCIES and their STANDARDS</b> (for MPU Field Officer)		<b>SFMP/FoN Session</b> (or UNOPS)	<b>Learning Objectives</b>	<b>Materials</b>
			enforcement operational After Action Activities	
<b>6. Leadership, Ethics and Innovation</b>				
	<b>Demonstrates</b>			
<b>6.3*</b>	Ethical approach	Code of Conduct and ethical behavior	Linked to Competence 5.5	Police Ethics Code

## **SECTION 4: NEXT STEPS**

The Ghana Marine Police Unit is committed to strengthening their capacity and performance. In response, the SFMP, FoN and UNODC for the past few years have assisted MPU to identify their capacity development strategy and produce short-courses. This has resulted in a foundation of core competencies, training materials, field exercises, and a commitment to continued staff development. This report suggests a possible path forward to link the core competencies for MPU Field Officers to a formal induction course recognized by the Ghana Police Academy.