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## **USAID/UCC FISHERIES AND COASTAL MANAGEMENT CAPACITY BUILDING SUPPORT PROJECT**



**PROGRESS REPORT ON WETLANDS  
MONITORING SCHOOL CLUBS**

July  
**2016**

# **TECHNICAL REPORT**

DEPARTMENT OF FISHERIES AND AQUATIC SCIENCES  
UNIVERSITY OF CAPE COAST

**YEAR TWO**

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<http://www.henmpoano.org> (Hen Mpoano Website)

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**Cover Photo:** Wetlands monitoring school club at Azulenoanu SDA in the Western Region, Ghana (Credit: Hen Mpoano)

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## **INTRODUCTION**

Wetland ecosystems in Ghana constitute about ten percent of the country's total land surface and remain one key natural resource in the coastal communities of Ghana. These wetlands are often significant for their ecological, hydrological, social and economic values. Functioning wetlands can be a critical part of the environment as they support a high level of biological productivity and diversity, provide habitat for flora and fauna including rare and threatened communities and species, maintain local and regional hydrological regimes, remove nutrients and pollutants, act as stores for rain and flood waters and support human activities and values and serve as a major source of income for especially poor communities.

With all these benefits, however, wetlands suffer from anthropogenic influences. Wetlands in most part of Ghana, particularly in the Central and Western region are being threatened by human activities and increasing development along the coast. Most of these coastal wetlands have over the years witnessed massive levels of degradation issues such as dumping of solid waste into lagoons, defecating into lagoons, reclamation for industrial activity and cutting of mangroves for fuel and building. In the Western region, the increasing development pressure fueled by the emerging oil and gas industry suggests the demand to convert more wetland areas to other land uses.

These degradation issues call for active steps towards the development of appropriate practicable monitoring and management schemes to ensure the values and importance of the natural environment are maintained for posterity's sake. The need for management programmes for the protection, restoration, and conservation of wetlands habitats in Ghana is rapidly increasing as the pressures affecting them are rapidly increasing.

It is against this background that the University of Cape Coast under its USAID Capacity building project in collaboration with Hen Mpoano is implementing the UCC School Wetland Curriculum developed under the Integrated Coastal and Fisheries Governance (ICFG) initiative, for schools located within wetland communities.

This report outlines the progress to date on activities undertaken between May - July, 2016 with highlights on activities planned, expected outputs and related accomplishments.

### **1. Selection of wetland schools**

Hen Mpoano under this project is working with schools in two wetland communities in the Western Region of Ghana. They are the Ampain and Azulenoano communities. The wetland systems within the Ampain and Azulenuano area are both estuarine systems with well-developed mangrove forest. The two wetland systems form part of the Greater Amanzule Wetlands complex.



Two Junior High Schools, one from each community were selected for the formation of the school clubs. They are the Ampain D/A and Azulenoano SDA. These schools were selected for the formation of the school wetland clubs based on the following;

- Availability of a wetland system,
- Proximity of wetland to school
- Willingness and commitment on the part of teachers and school to support and sustain the project

## **2. School Orientation Visits**

The Ampain and Azulenoano community schools within the Ellembelle district were visited. The purpose of the visits was to introduce the project to them and also get their support and participation. They were also sensitized (headmaster and teachers) on the importance of wetlands and the need to sustainably conserve them through a monitoring scheme and also by understanding and knowing their status and health. The visits were also to create enabling conditions to kick start the formation of the Wetland Monitoring Clubs (WMC) in these community schools. Meetings with the students for both schools were scheduled to also introduce the project and the need for their participation in the school clubs.

## **3. Formation and inauguration of Clubs**

Students from both schools were taken through sessions on the importance of wetlands and the need to monitor their health for their sustainable use. Interested students were registered and executives to steer the affairs of the club were elected by the students. Patrons were also selected for the clubs (Annex A & B). The club members comprised Form 1 and 2 students. The Form three students were excluded because they only had some few weeks to complete school.



**Figure 1: Formation of Wetland Monitoring Club at Azulenoano SDA**



**Figure 2: Formation of Wetland Monitoring Club at Ampain D/A**

A follow-up meeting was organized to officially inaugurate the school clubs with the swearing in of the leaders. The executives pledged to serve the club and lead other club members to achieve the overall objective of the club. Meeting days for the school clubs were also agreed upon. Club members at Azulenoano SDA and Ampain D/A all agreed to meet on Fridays at 1:00 pm.



**Figure 3: Swearing in of Ampain D/A WMC executives into office**



**Figure 4: Swearing in of Azulenoano SDA WMC executives into office**

#### **4. Training of Teachers**

A total of eight teachers, four from each school attended a two-day training workshop at the University of Cape Coast. The objective of this workshop was to train the teachers from the two schools who will in turn train the students on the designed modules for the wetland monitoring program. Classroom learning was done on the first day of the workshop.



**Figure 5: Prof. John Blay taking participants through training session**





**Figure 6: Dr. Denis Aheto takes his turn in teaching module 2**



**Figure 7: Participants attentively engaged in learning section**



**Figure 8: Dr. Isaac Okyere talking about the types and importance of wetlands**



**Figure 9: Fredrick taking participants through class exercise**

The teachers were taken to the field to have a practical experience to complement the classroom lessons they had received earlier. Places visited included;

- Fosu lagoon

- Both the northern and southern sections of the lagoon were visited. The participants were able to observe what a close lagoon looked like and the various characteristics associated with it. They got to know that closed lagoons can be manually opened during festivals.



**Figure 10: Participants at the Fosu Lagoon**

➤ Abakam

- Examples of Pools and coastal floodplains were observed at this location



**Figure 11: Participants at Abakam flat plains**

➤ Kakum estuary

Critical emphases was placed on the sections/zones of an estuary which included

- Mouth of estuary
- Intertidal zone
- Mangrove swamps
- Rocky shores

➤ Benya lagoon

- The Benya lagoon was visited as an example of an open lagoon system.





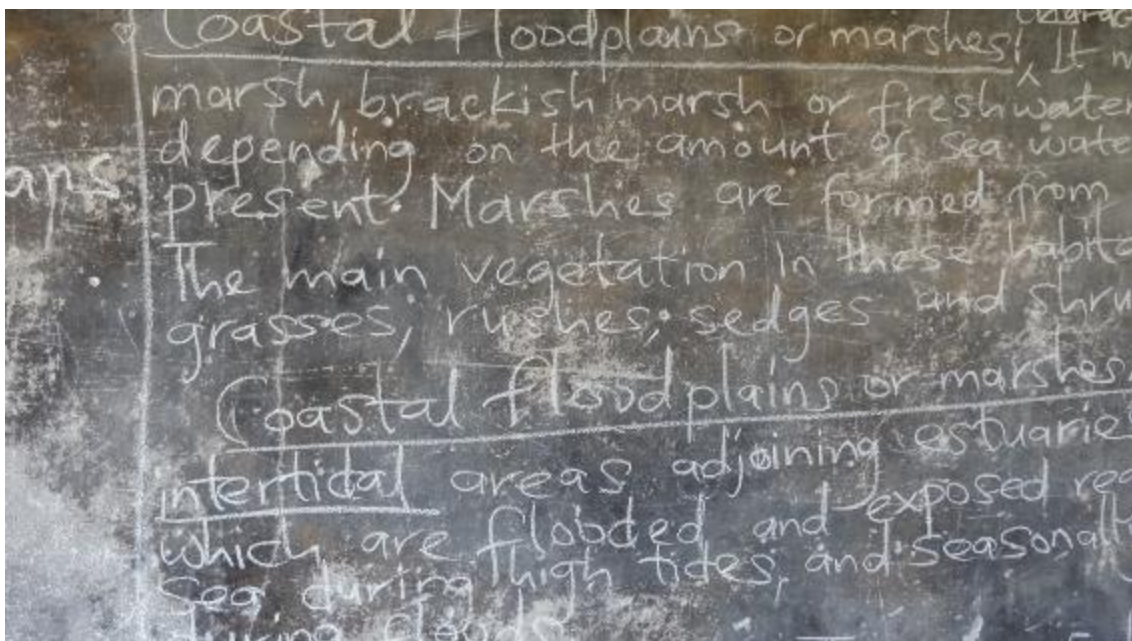
**Figure 12: Participants at Benya lagoon at Elmina**

These sites were selected to expose the teachers on the various types of wetlands.

An Action plan was developed to aid in the successful implementation and completion of the project by the teachers.

### **5. Training of Wetland School Club Members**

Three consecutive meetings were held in each school to enable teachers transfer the knowledge they acquired during the training session at UCC to the Wetland club members. The students were taken through some aspects of the modules.



**Figure 13: Curriculum being taught during one of the meetings of Azulenoano SDA WMC (as shown on the black board)**





**Figure 14: Note books and pens being presented to WMC members**



**Figure 15: Ampain WMC members**

## **6. Field Exercise with Wetland School Club members**

The student members from the 2 schools were taken to the field to have practical experience on the theory they had been taught in the classroom. Observations made during the field visit included;

- Types of wetlands
- Treats to wetlands

- Importance of wetland
- Different species of mangroves



**Figure 16: Azulenoano WMC member on the field visit**



**Figure 17: Ampain WMC members on a field visit**

## OUTCOMES

**Table 1: Summary of activities undertaken and accomplishment**

<b>Activity</b>	<b>Date</b>	<b>Participants</b>	<b>Output</b>
School orientation visit	17/05/2016	Headmasters and school teachers	Headmasters and school teachers agree to support the formation of the wetland monitoring school clubs
Formation of Wetland school clubs	25/05/2016	Headmasters, school teachers and students	1 wetland monitoring school club formed in each school (Ampain D/A wetland monitoring school club and Azulenoano SDA wetland school club)
Inauguration of Wetland school clubs	01/06/2016	Headmasters, school teachers, club patrons, club members and students	Ampain D/A wetland monitoring school club and Azulenoano SDA wetland monitoring school club inaugurated
Training of teachers of Wetland school clubs	20-21/06/2016	Wetland school club teachers (patrons)	4 teachers from each school trained on module 1 & 2 of the wetland monitoring curriculum
Training of wetland school club members	08/07/2016 15/07/2016	Wetland school club teachers and club members	125 wetland monitoring school club members trained on module 1 & 2 of the wetland monitoring curriculum
Design and production of IEC materials	04-25/07/2016		100 polo shirts produced and distributed
Field exercise with Wetland school club members	26/07/2016	Wetland school club teachers and club members	96 wetland monitoring school club members have field experience in module 1 & 2 of the wetland monitoring curriculum

## **CHALLENGES**

- The venue for the training of teachers was not spacious enough to accommodate all participants.
- Ghana Education Service vacated schools on 28<sup>th</sup> July, 2016 which led to some students travelling and therefore not able to attend club meetings and participate in club activities.

## **WAY FORWARD**

The following activities would be carried out in the coming months of the project:

1. Complete training on module 1 & 2.
2. Community sensitization and clean up exercises
3. Design and production of IEC material
4. Purchase protective gear for intensive field visits



## ANNEX

**Table 2: Members of Ampain D/A wetland school club**

<b>AMPAIN D/A WETLAND SCHOOL CLUB</b>		
<b>No</b>	<b>NAME</b>	<b>POSITION</b>
1	Ahoua Ruth Roche	Member
2	Sonh Henoc	Member
3	Mercy Yankey	Member
4	Rebecca Kwofie	Member
5	Francis Ackah	Member
6	Ibrahim Abdulai	Member
7	James Arloo	Member
8	Prudence A Ennar	Member
9	Fatima Haruna	<b>Deputy Organizer</b>
10	Amina Mahama	Member
11	David Mushie	Member
12	Emmanuel Amihere	<b>Organizer</b>
13	Beatrice Mustafa	Member
14	Bah Samuel	Member
15	Patrick Kayoh	Member
16	Maxwell Nyanzu	Member
17	Aka Samuel	Member
18	Siomboe Guy Ange	Member
19	Gnagne Chrys Elisee	Member
20	Diegai Gnonsiekan Moise	<b>President</b>
21	Benedicta Essis	<b>Vice President</b>
22	Assa Shela	<b>Deputy Secretary</b>
23	Dekoulard Ruth	Member
24	Olympe Codji	<b>Secretary</b>
25	Nessere Cyrielle	Member
26	Flegnan Sarah Nancy	Member
27	Pouho Christelle	Member
28	Nioule Lea	Member
29	Coulibalu Nibégué	Member
30	Georgina Kabenla	Member
31	Lilian Ngesah	Member
32	Fusena Issifu	Member
33	Komenan Elfried	Member
34	Essis Schekinael Uriel	Member
35	Oyourou John	Member
36	Kouassi Becanty	Member
37	Tieblei Rebecca	Member
38	Zehe Naomi	Member
39	Boto Guy	Member
40	Assofa Charlotte	Member
41	Vamboh Laura	Member
42	Ble Doriane	Member

43	Gnonsio Ceticia	Member
44	Noho Naomi	Member
45	Bamon Cynthia	Member
46	Degnan Daniella	Member
47	Danon Sephora	Member
48	Ble Jecolia	Member
49	Ahouasso Deborah	Member
50	Evans Essien	Member
51	Kouadio Eden	Member
52	Jenet Yankey	Member
53	Seguin Ange Cedric	Member
54	Bah Donald	Member

**Table 3: Members of Azulenoano SDA wetland school club**

<b>AZULENOANO SDA WETLAND SCHOOL CLUB</b>		
<b>No</b>	<b>Name</b>	<b>Position</b>
1	Sabastin Gorkeh	Member
2	Bismark Kwaw	Member
3	Nyonra Joseph	Member
4	Evans Kwasi	Member
5	Philip Yankey	Member
6	Debora Amangala	Member
7	Issaka Solomon	<b>President</b>
8	Justice Cudjoe	Member
9	Samuel Kwaw	Member
10	Nad Francis	Member
11	Christopher Nda	Member
12	Nuhu Issah	Member
13	Eric Arizi	Member
14	Mark Bervel Blay	<b>Deputy Secretary</b>
15	Issah Suleman	<b>Secretary</b>
16	Micheal Erzuah	Member
17	Emmanuel Mensah	Member
18	Yakubu Aguba	Member
19	Florence Cudjoe	Member
20	Grace Yankey	Member
21	Florence Kwasi	Member
22	Mavis Gorkeh	<b>Deputy ladies Organizer</b>
23	Rebecca Awoin	<b>Vice President</b>
24	Lydia Kwaw	Member
25	Doris Kwaw	<b>Ladies Organizer</b>
26	Atsu Emmanuel	<b>Organizer</b>
27	Peter Ackah	Member
28	John Godbless Donkoh	Member
29	Patrick Blay	Member
30	Grace Konamah Appiah	Member