



## TÍTULO

**ANALYZING THE ROLE OF CAPACITY BUILDING IN  
STRENGTHENING COORDINATION AND COLLABORATION AMONG  
CITES STAKEHOLDERS IN GHANA**

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**“ANALYZING THE ROLE OF CAPACITY BUILDING IN STRENGTHENING  
COORDINATION AND COLLABORATION AMONG CITES STAKEHOLDERS IN  
GHANA”**

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## **DEDICATION**

I dedicate this thesis to God Almighty my creator who has been my source of strength throughout this course. I also dedicate this work to my beloved mother, Ama Nkrumah and my siblings Doreen Abeka Mensah and Prince Abeka Mensah who have always supported me in all my endeavors. The last but not the least are my friends Aku-Sika Kpetigo, Ohenewa Mpare and Kwasi Ohene Mpare for their encouragement and assistance.

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## **ABSTRACT**

The study examined the effectiveness of capacity building as a tool for strengthening coordination and collaboration among CITES stakeholders for an efficient implementation of CITES in Ghana. The study specifically assessed the existing policy and institutional framework put in place by the Management Authority for collaborative wildlife resource management and its related implementation challenges and examined the past training programs in terms of training needs assessment conducted prior to the training, qualification and experience of resource persons, curricula, and methods of delivery. The study found out the views of previous workshop participants about the training package in terms of course content, duration, method of delivery and the extent to which the outcome of the training has influenced the working relationship among the stakeholders and the Management Authority, and verify from the stakeholders who have benefited from the capacity building programs, mechanism they have put in place to ensure coordination and collaboration among themselves and the Management Authority and related Challenges.

The methodology used for data collection involved search for relevant literature, document analysis of past training reports, face-to-face interviews, and the use of survey guides.

The results of the study indicated that there is no policy, formal process, or mechanism other than ad hoc cooperation which is usually initiated by a phone call and joint export examination by Wildlife officers at the airport and other stakeholders. However, communication between customs officers stationed at the Kotoka International Airport and the Wildlife Division has improved due the CITES training programmes carried out in Ghana. The study observed further that there was lack of CITES training for stakeholder staff stationed at the two main seaports in the country, the various land borders, wildlife exporters and the Scientific Authority. Against the background of the findings, the study recommends that a Memorandum of Understanding (MoU) should be signed between relevant CITES Stakeholders and the wildlife Division to define roles and communication networks.

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## **LIST OF ACRONYMS**

CITES	Convention on International Trade in Endangered Species of flora and fauna.
COP19	Nineteenth Meeting of the Conference of Parties
CREMA	Community Resource Management Area
CRMU	Collaborative Resource Management Unit
ECOWAS	Economic Community of West African States
FBI	Federal Bureau of Investigation
FC	Forestry Commission
IUCN	International Union for Conservation of Nature
KIA	Kotoka International Airport
MA	Management Authority
MoU	Memorandum of Understanding
NBSAP	National Biodiversity Strategic and Action Plan
NGO	Non-Governmental Organization
NLP	National Legislation Project
NOAA	National Oceanic and Atmospheric Administration
RMSC	Resource Management Support Center
ROI	Return on Investment
SOP	Standard Operating Procedure
UNDP	United Nations Development Programme
UNEP/ETB	United Nations Environment Program- Economics Trade Branch
USA	United States of America
USAID	United States Agency for International Development

WABiCC West Africa Biodiversity and Climate Change  
WABiLED West Africa Biodiversity and Low Emissions Development  
WD Wildlife Division

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# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background of Study

The illegal wildlife trade has been recognized as one of the most significant threats to biodiversity and is of international concern. A vast number of species in the world are presently facing severe threat of extinction and this, to a large extent, has been brought about by human activity. (Carey, 1999). Increasing demand for wildlife<sup>1</sup> and wildlife products as food, medicine, fashion, and tourism, coupled with increased human incursions on the environment have brought about this threat to our natural environs and to our very existence.

In an effort to end the effects of the illegal trade in endangered species, multiple nations, in 1973, created the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). CITES is one of the major environmental conservation conventions with its Parties, i.e. (countries that have agreed to be bound by it) numbering 184. The Convention regulates international trade in close to thirty-five thousand species of animals and plants both marine and terrestrial. The primary objective of CITES is ensuring the international cooperation of Parties to protect certain wild fauna and flora species from extinction through international trade.

Ghana is known to be rich in biodiversity but struggles to protect its natural resources against illegal poaching and trafficking because of weak legislation and low enforcement capacity (WABiCC, 2016). The threat to global ecosystems by human activities and the recognition that the solution to environmental problems required international collaboration led Ghana to be Party to several International Conventions including CITES. The Convention went into effect in 1976 in Ghana. Ghana remains in Category 3 of the CITES National Legislation Project (NLP) (Res. Conf. 8.4 (Rev. CoP15) which means that the country continues to use the longstanding legislation which were enacted for the management and regulation of wildlife resources in Ghana and does not meet the four requirements of the NLP for effective implementation of CITES (Oppong 2017).

<sup>1</sup> Wildlife is considered here to be both plant and animal products.

Part of the challenges CITES encounters is that its Parties especially those in West Africa have not always been successful in enforcing bans and regulations. Where it has attempted to ban trade, illegal trade has often thrived and where trade has been allowed, Parties have been unable to regulate trade effectively (Dickson, 2000).

CITES is an international agreement which depends on the Parties to implement its policies and decisions. Ghana's effort to see the successful implementation of CITES has been met with several challenges. A threat assessment report by USAID funded West Africa Biodiversity and Climate Change (WA BiCC) in 2016, indicated that Ghana has weak legislation, low enforcement capacity and inadequate inter-agency coordination in the implementation of CITES policies to combat wildlife trafficking.

Additionally, Opong (2017) and Koomson (2019) made similar observations and identified low level of awareness, inadequate knowledge on CITES among regulatory and enforcement agencies among others, as the factors that limit the effective implementation and enforcement of CITES policies in Ghana.

## **1.2 Problem Statement**

The CITES Parties collectively and individually face a diverse set of capacity building needs that limit the sturdy implementation of the Convention. Capacity building for CITES enforcement agencies has focused on raising awareness on CITES and bringing together relevant enforcement agencies to strengthen coordination and collaboration for effective implementation of CITES policies.

In the biodiversity threat assessment conducted by WA BiCC on behalf of the Forestry Commission of Ghana in 2016, the Veterinary staff of the Ghana Veterinary Service Directorate at the Kotoka International Airport (KIA) reported that they relied on importing countries of shipments originating from Ghana to do a thorough check because of their inability to examine live animal shipments. Their inability is attributed to lack of safety inspection equipment and technical know-how.

Furthermore, Koomson (2019) identified ineffective communication and collaboration among CITES enforcement agencies because of lack of commitment of Ghana's Management and

Scientific Authorities to carry out institutional education which was mainly attributed to financial constraints.

There have been a few training programs organized by international conservation institutions and programs by Born Free USA and WABiCC involving various CITES enforcement agencies in Ghana. Some of the training organized were.

- CITES train-the-trainer workshop from 11<sup>th</sup> to 17<sup>th</sup> November 2019, for Cape Verde, Guinea Bissau, and Ghana.
- Combating wildlife trafficking in ECOWAS Airports for Airports staff in Ghana from 10<sup>th</sup> to 11<sup>th</sup> December 2020 for Customs Division, Veterinary Services Directorate, Ghana Immigration Services, Wildlife Division and Airline Operators (Ethiopian Airline).
- Training on CITES obligation and fight against wildlife crime for judges and prosecutors from 15<sup>th</sup> to 16<sup>th</sup> September 2020.

These training programs were organized towards increasing CITES awareness and for relevant stakeholders to know the important roles each must play to strengthen the collaborative effort needed to combat wildlife trafficking in Ghana. Efforts to increase awareness on CITES and the detrimental effects of wildlife crimes in Ghana have not yielded adequate results of strategic response and inter-agency coordination and collaboration required to share more information and pool expertise and experiences.

Despite several initiatives and specific capacity building programs, national coordination, and collaboration among enforcement agencies to combat wildlife trafficking remains *ad-hoc* depending on the situation or problem encountered especially as observed at KIA. This severely limits the ability of the CITES team posted at the KIA to be efficient and effective in monitoring wildlife and wildlife products transiting through this airport.

The prevailing status quo in terms of lack of coordination among enforcement agencies despite training and awareness creation activities conducted over the past five years could potentially be influenced by the following factors.

- Inadequate number of trainees from different relevant stakeholders to achieve critical mass, hence enhance effective collaboration among stakeholders.



- The absence of an enabling policy environment designed to explicitly foster joint working practices across institutions.
- Inappropriate selection of the trainees, such that despite the new knowledge gained, they are not motivated to pro-actively use this knowledge or, they are not able to influence the use of this knowledge in fostering inter-agency coordination and collaboration.
- Inappropriate training content and delivery methods.
- Low patronage by known Airlines exporting CITES listed species.

Given the number of individual and joint capacity building initiatives carried out since 2016 for CITES enforcement agencies in Ghana, it is important to determine if and how capacity building is a viable approach towards strengthening inter-agency coordination and overall effectiveness of CITES implementation amongst enforcement agencies in Ghana.

### **1.3 Objectives**

The general objective of this study was to assess the effectiveness of capacity building as a tool to strengthen coordination and collaboration among CITES enforcement agencies.

Specifically, the study sought to achieve the following objectives.

1. Study the structures put in place by the Management Authority for collaborative wildlife resource management and identify related implementation challenges.
2. Assess the past training programs in terms of training needs assessment conducted prior to the training, qualification and experience of resource persons, curricula, and methods of delivery.
3. Find out the views of previous workshop participants about the training package in terms of course content, duration, method of delivery and the extent to which the outcome has influenced the working relationship among the stakeholders and the Management Authority.
4. Verify from the stakeholders who have benefited from the capacity building programs, mechanism they have put in place to ensure coordination and collaboration among themselves and the Management Authority and related Challenges.

#### **1.4 Research Questions**

1. What internal structures has the Management Authority put in place to ensure a collaborative implementation of CITES in Ghana?
2. What was the nature of the past training programs in terms of training needs assessment conducted prior to the training, qualification and experience of resource persons, curricula, and methods of delivery?
3. What are the views of past training participants about the training package in terms of course content, duration, method of delivery and the extent to which the outcome has influenced the working relationship among the stakeholders and the Management Authority?
4. What mechanisms have the CITES stakeholders put in place to ensure coordination and collaboration among themselves and the Management Authority and related challenges?

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Policy for Collaborative Resource Management in Ghana

Conservation requires the protection of threatened natural resources, however, members of rural communities rely heavily on these wildlife resources for their livelihood, (Agrawal & Gibson, 1999). In the process of utilizing resources to meet a range of socio-economic needs, the wildlife resources of Ghana have been severely depleted. The depletion of wildlife resources raises serious concerns for future economic development and sustained rural livelihoods.

Ghana's history of managing its forest resources and regulations goes back to 1906, when laws were passed to limit the cutting down of marketable tree species, (Boon et al 2009). Ghana has several environmental policies for management and Conservation of Forest and Wildlife and other Biological Resources, these include 2012 Forest and Wildlife policy and 2002 National Biodiversity Strategic and Action Plan (NBSAP), (Oppong, 2017).

As part of Ghana's obligations under international agreements and conventions, the Forest and Wildlife Policy of 2012 aims to conserve and sustainably develop forest and wildlife resources for the maintenance of environmental stability and continuous flow of the greatest benefits from the sociocultural and economic goods and services that the forest environment provides to the current and future generations. (Ghana Forest and Wildlife Policy, 2012)

To address the challenges of wildlife management, the emphasis on forest and wildlife management in Ghana is changing from a government-led system to a collaborative management approach. The Forestry Commission of Ghana has reformed the focus of its management system to ensure greater consultation with stakeholders, especially local communities that are dependent on the forests and are willing to ensure their maintenance.

Some of the guiding principles of the 2012 Forest and Wildlife Policy is to encourage collaborative resource management among communities, government, and other stakeholders, to promote capacity building for stakeholders in the forestry and wildlife sector and mainstreaming relevant international agreement and conventions including CITES into planning and management in the forestry and wildlife sector (Ghana Forest and Wildlife Policy, 2012). The policy also makes provision for alternative means of subsistence for the local people living in

settlements on the borders of forests (Adom, 2017). The strategic direction 2.1.1e of the 2012 Forest and Wildlife Policy states the support of the creation of employment opportunities and sustainable livelihoods for rural populations through forest plantation development.

To promote stakeholder engagement and strengthen stakeholder participation in Ghana's natural resource management, the Wildlife Division of the Forestry Commission (WD-FC) has devised several approaches and policy initiatives, including Collaborative Resource Management. It is a working collaboration between various stakeholders which enhances the management and development of forest and wildlife resources and leads to equitable distribution of benefits.

According to (Gibson, 1999) community-based conservation philosophy is based on the premise that community members do not legally benefit from the existence of protected areas, hence no incentives to conserve it and they are not given an opportunity to participate in the management processes of the protected areas, as they are isolated from the resources, and perceived as an impediment to conservation initiatives.

Under the Collaborative Resource Management policy is the establishment of Community Resource Management Areas (CREMAs). CREMAs was developed in the 1990s to guarantee a cooperative and effective participation of local communities, civil society groups and other stakeholders in wildlife management in Ghana.

The core tenet of the CREMAs concept is that communities will be motivated to sustainably manage and conserve natural resources if natural resources are given value and communities are given authority to manage these resources (Wildlife Division, 2004).

CREMAs also ensure that deliberate and supportive efforts are made to include women in decision-making, management, and resource allocation, since women in communities play a crucial role in managing Ghana's natural resources.

In Botswana, community based natural resource management was developed to facilitate a partnership between local communities and government for the conservation of natural resources whilst giving local communities usufruct rights to natural resources (Blackie & Casadevall, 2019).

Several nations have enacted hunting restrictions to curb the reckless killing of wildlife, for instance, the government of Botswana introduced a Wildlife Hunting Prohibition in January 2014 to ban the killing and removal of animals in defined areas (Blackie & Casadevall, 2019).

In Ghana, observing closed hunting seasons is vital to preserving the sustainability of faunal diversities. The closed hunting season has been culturally planned by the early forebears in the Ghanaian communities with various myths and taboos associated with it (Adom,2018).

This ban was enacted as a preventive measure to conserve endemic wildlife species and to allow animals to reproduce more (IUCN, 2010). In this regard, the WD-FC in line with the Wildlife Convention Regulations Legislature Instrument (LI) 685 of 1971 has brought in measures to enforce the ban on hunting during closed seasons in Ghana (Adom *et al* 2020).

According to CITES Resolution Conf. 8.4 (Rev. CoP15) category 3 Parties do not have legislation that meets the general requirements established by the Convention for effective CITES implementation. Ghana remains in the Category 3 of the CITES National Legislation Program, (Oppong, 2017) as it still uses outdated legislations which were enacted several years ago to govern Wildlife and Protected Areas. However, in October 2021, the Ghanaian Cabinet approved the new Wildlife Resource Management Bill, 2014 which seeks to revise and consolidate all laws relating to wildlife and Protected Areas, bring the new legislation into conformity with existing policies in the sector and provide the implementation of International Conventions to which Ghana is a signatory.

## **2.2 Challenges Confronting Sustainable Wildlife Management in Ghana**

The term ‘wildlife’ embraces all living organisms that exist naturally in the wild. This comprises plants, mammals, birds, reptiles, amphibians, fish, and invertebrates (Miller, 1994). Ghana has a vast amount of natural resource endowments, which include forest and wildlife resources. Many different species of mammals, reptiles, amphibians, birds, and plants are protected by the diversity of Ghana's wildlife protected areas. Conserving natural resources, especially giant plants, and animals, has been the central goal of demarcating and maintaining protected areas (Adams, 2009). According to (Abukari & Mwalyosi, 2018) different strategies have been employed aimed at conserving and protecting natural resources mainly by reducing or eliminating threats on protected areas.

However, Adams (2009) contends that merely expanding the quantity and size of protected areas does not ensure the success of biodiversity conservation. Wildlife resources in Ghana have been under severe threats and the major threats to sustainable wildlife management in Ghana include poaching, bushfires, and encroachment on protected areas especially in Digya National Park (Forestry Commission, 2019).

Poaching poses serious threats to conservation and wildlife management efforts in Sub-Saharan Africa including Ghana (Obour et al 2016). The threats posed by poachers continues to jeopardize efforts to protect indigenous species within protected areas. Poaching has become one of the ever-growing problems facing wildlife conservation in sub-Saharan Africa. Earlier assessment on the management effectiveness of Protected Areas in Ghana by (IUCN, 2010), indicated that poaching exists in all protected areas in Ghana at different degrees of severity. The results of a study conducted by (Obour *et al* 2016) to assess the poaching trends in the Mole National Park revealed that most of the hunters interviewed engage in poaching for food and monetary reasons. Similar findings were found in studies conducted in different countries for example, in Tanzania's Serengeti National Park, when 74.5% of those apprehended for unlawful hunting in the park claimed to be doing it to generate money and only 24.7% claimed they were hunting for sustenance (Loibooki et al., 2002). In Zimbabwe, Eller (2014) asserts that, some poachers are turning away from loud firearms and adopting strategies like water pollution to evade law enforcement, which frequently results in the killing of entire herds of elephants as well as other animals. In a research conducted by Mapira (2014) on Zimbabwe's Environmental Education Program and its Implications for Sustainable Development, more than three hundred elephants and rhinos died because of cyanide dispensed into water holes and on salt licks by poachers in the Hwange Game Reserve.

Wildlife poaching in Sub-Saharan Africa has taken on a dangerous dimension due to the ever-growing global demand for rhino and elephant ivory and global estimates of wildlife poaching has reached epic proportions ranging from \$5 billion to \$20 billion annually (Lawson & Vines, 2014).

Killing of animals have also been attributed to human-wildlife conflicts in communities surrounding protected areas. Even though human-wildlife conflict has always existed, its frequency has increased recently due to population growth and the associated development of

human activities such as land conversion for farming, grazing, housing, and other uses. (Nyhus, 2016). Meeting the world's increasing demand for food while still reducing agriculture's environmental impacts is one of the monumental tasks in recent times.

Another challenge to sustainable wildlife management is the lack of legal support for and enforcement of concerns that local communities, government agencies, and park authority have agreed upon. Many of these parks were created without any sort of formal contract with local communities. The terms of the few legal agreements that were made to give resident communities access to resources and economic benefits from the community-based conservation approach were never upheld, leading to hostility and mistrust among the displaced resident rural communities towards wildlife conservation efforts (Muhumuza & Balkwill, 2013)

The alleged corrupt activities of some park officers also threaten efforts to improve wildlife management in Ghana. Corruption has been tagged as one of the setbacks to efficient wildlife management (TRAFFIC, 2013). Adom & Boamah,(2020) made similar findings in a study which sought to investigate the attitudes of the people living in three adjacent communities close to the Bomfobiri wildlife sanctuary in Ghana concerning the observation of the cultural, seasonal closures of hunting. The traditional authorities disclosed their displeasure with the unscrupulous park officers who coordinated with some hunters to participate in full-scale hunting during the seasonal closure during a focused group discussion. It was alleged also that some of the corrupt Bomfobiri park officers charge huge fees to set free hunters who were caught killing or capturing protected species during the seasonal ban on hunting.

There is limited funding by the Wildlife Division to undertake effective sustainable management of wildlife resources. For most protected areas in Ghana, budgetary allocations are too low to provide adequate protection for their gradually declining wildlife populations (Jachmann, 2008) and other operational equipment.

## **2.3 Requirements for organizing a Successful CITES Capacity Building Programme**

### **2.3.1 Needs Assessment**

Capacity building is an essential tool to strengthen the understanding of CITES. Those in the frontline of the implementation need to be trained and provided with reference materials to enhance the enforcement process at various points of entry and exit. Several international conferences,

declarations and recommendations have highlighted the importance of capacity building for sustainable development (UNEP/ETB, 2005).

In the CITES strategic vision for 2021 to 2030, Capacity-building has been included in the strategic vision of the Convention in Resolution Conf. 18.3 as a crosscutting project to enhance the implementation and enforcement of CITES. In the outcome of the survey from Notification to the Parties No.2020/027 on the development of an Integrated CITES capacity-building framework, Parties responded that it is essential to identify training needs for all the Parties, especially the Scientific and Management Authorities and enforcement agencies and support for funding these capacity-building programs (CITES, 2019)

Furthermore, document AC31 Doc. 10/PC25 Doc. 11 the Conference of the Parties at its eighteenth meeting in Geneva in 2019 (CoP18, Geneva, 2019) adopted Decision 18.39 which encouraged Parties to provide the CITES Secretariat with recommendations to improve its Party's capacity-building activities and needs through the CITES implementation reports and direct expression of interest.

A significant ingredient in capacity-building is transformation that is generated and sustained over time from within.

### **2.3.2 Participation in CITES Capacity Building Programmes**

To ensure adequate and effective change in CITES enforcement and implementation, participation needs to be enhanced and a broad spectrum of relevant stakeholders, including governments, the private sector, academia, local communities, and non-governmental organizations (NGOs) need to be included in capacity building. The method used to increase the capacities of all pertinent stakeholders will eventually have a significant impact on the effectiveness of capacity building.

Reeve, (2003) asserts that capacity building programmes need to include aspects geared towards ameliorating judicial and public awareness of wildlife crime with a view to imposition deterrent penalties and bringing wildlife crime investigators together with prosecutors in joint training.



### **2.3.3 Funding for CITES Capacity Building Programmes**

Adequate and sustained funding remains an urgent priority for strategic CITES capacity building programs. CITES Parties need to set aside financial resources and ensure coordination between bilateral donors and NGOs to support long-term capacity building activities.

Recently at the Nineteenth meeting of the Conference of the Parties to CITES (CoP19, Panama City, 2022) CoP19 Doc.16 provided a report on actions taken to improve CITES capacity building programs. The Secretariat reported to have provided capacity-building support to Parties upon request as well as compliance-related assistance to Parties with extrabudgetary funding. The Secretariat also collaborated with external partners, including the International University of Andalusia (UNIA), the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), to provide training opportunities to Parties among others. This initiative is worthy of emulation by all CITES member states.

### **2.3.4 Training Manuals and Reference Materials for CITES Capacity Building Programmes**

The CITES Secretariat developed training materials, species identification guides and reference guides to aid in the delivery of CITES capacity building and training programmes by the CITES Management and Scientific Authorities. The CITES Secretariat included the revision of the CITES Virtual College, to include a searchable database of identification materials, documentation on non-detriment findings (NDF) and reference materials, as well as a new set of online courses (CoP19 Doc.16) (CITES 2022).

### **2.3.5 Monitoring and Evaluation for CITES Capacity Building Programme.**

Training evaluation is an effort to gather pertinent information on the effects of a training program. It is considered an essential aspect of a training event to be able to reflect analyze and improve its effectiveness and efficiency Throughout the CITES capacity building process, the efficacy of the capacity building efforts should be assessed to ensure that modifications are made as needed and that lessons are implemented to strengthen subsequent actions. Programs for building capacity should include monitoring and assessment as a necessary component, this will ensure that corrective actions are taken as needed and that the results of the assessment are used to create future capacity building activities and programs that are more effective. Standard

metrics could be used to track and gauge the effectiveness of capacity building initiatives as well as their long-term effects.

## **2.4 Parameters for Assessing the outcome of an Effective CITES Capacity Building Program**

The success of corporate training can be evaluated using a variety of techniques, including surveys, post-training tests, participant case studies, and official certification exams (Neendoor, 2023). Capacity building should constitute more than one-off events by incorporating adequate follow-up, evaluation, and ongoing needs assessments (UNEP/ETB 2005).

The Kirkpatrick Model of evaluation is one of the most widely used to evaluate training results. The model consists of four steps but described recently by Kirkpatrick (1996) as levels. The four levels are Reaction, Learning, Behavior and Results. Level one includes assessing training participants' perceptions of the training program. Level two assesses changes in knowledge, skills, or attitudes toward the training objectives. Level three assesses behavioral changes as a result of training to determine whether the learning is being applied, while level four assesses the training program's bottom-line contribution.

Similar to the Kirkpatrick model in approach, is Phillips ROI model. The Phillips ROI model has an extra step, which is to evaluate the program's return on investment (ROI) by measuring the difference between training cost and training results. This evaluation model adds a fifth level to distinguish between the evaluation of the financial advantages of the training relative to its cost. These levels are Reaction and Planned Action, Learning, Job Application, Business Result and Return on Investment.

Another well-known type of training evaluation techniques that expands upon or responds to Kirkpatrick's approach is Kaufman's Levels of Learning Evaluation. Input, Process, Micro Level results, Macro-level results and Mega-level impacts. In essence, training evaluation helps in identifying training opportunities and gaps for future trainings and it also improve the quality training effectiveness and boost participants morale.

## **CHAPTER THREE**

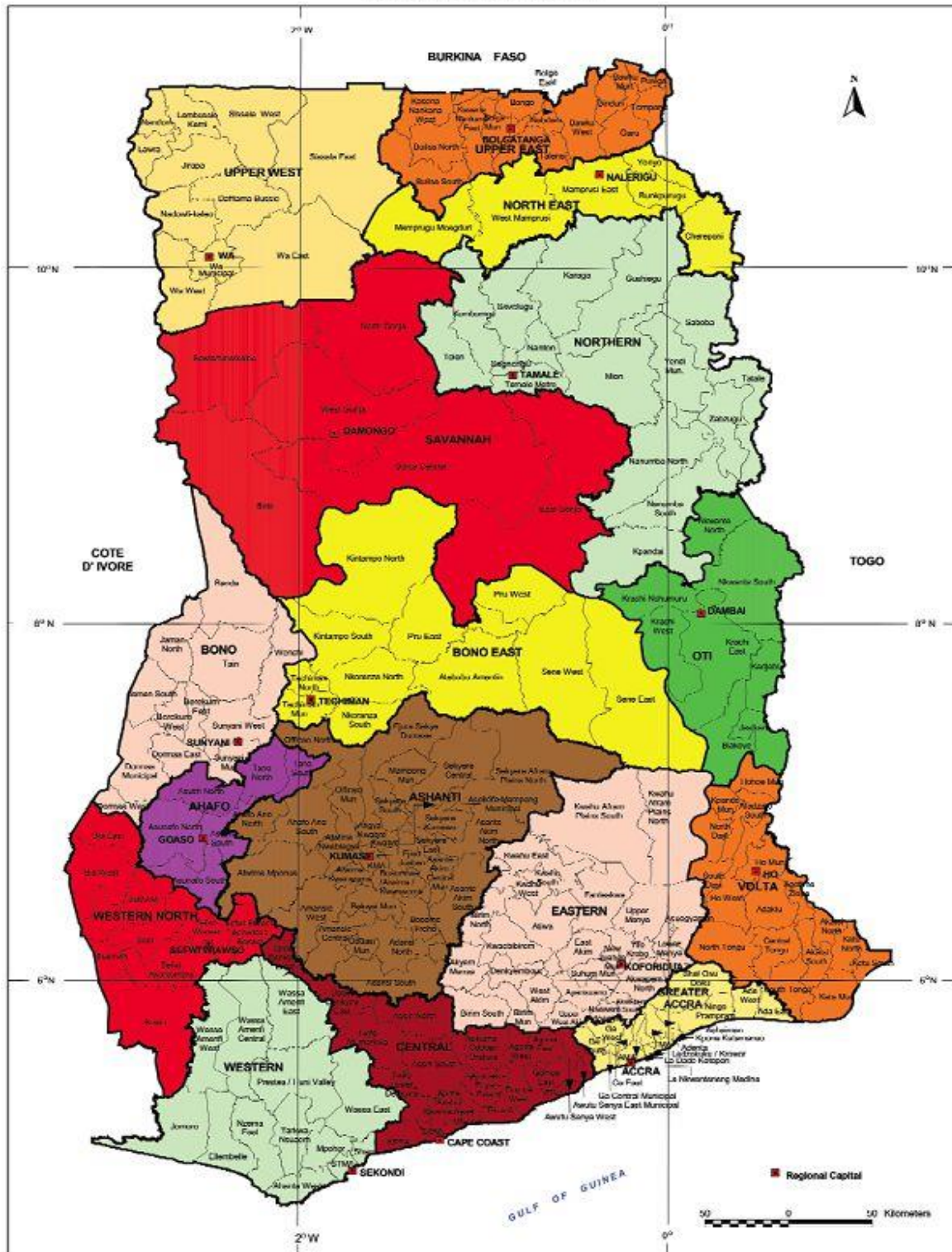
### **3.0 METHODOLOGY**

#### **3.1 Description of the Study Area**

The Republic of Ghana is a West African State lying along the Gulf of Guinea and straddling between longitudes 3° 5'W and 1° 10' E and latitude 11° N and 4° 35'. Ghana covers a total area of about some 239,460 km<sup>2</sup> of which 230,940 km<sup>2</sup> is taken up by land and 8,520km<sup>2</sup> by water. Ghana has a multiethnic population of approximately 30.8 million and divided into sixteen administrative regions (Ghana Statistical Service, 2021). Ghana has two major seaports, the Tema Port and Takoradi Port, as well as one international airport in the capital city of Accra. Given that it has shared borders with Togo to the east, Cote D'Ivoire to the west and Burkina Faso to the north, Ghana is a major hub for international trade in the West African region. Ghana's two predominant ecological zones are the high forest zone mainly in the South-Western part which make up about one-third of the total land area and the Savannah zone occupying the remaining of the total land area of Ghana (Marfo, 2010).

WD-FC manages 13,489 km<sup>2</sup> of Ghana's land surface area through the system of Protected Areas and there are twenty-two wildlife protected areas which includes seven national parks, six Resource Reserves, three Wildlife Sanctuaries, one strict Nature Reserve and five Ramsar Sites.

### GHANA IN PERSPECTIVE



Source: Ghana Statistical Service, Geographical Information Systems (GIS) Section

Figure 1: Map of Ghana indicating the Sixteen political regions. (Source: Ghana Statistical Service)

### 3.2 Sampling and Sample Size

The Purposive Sampling technique was adopted to select participants of past CITES Capacity building programmes, the organizers to serve as primary data source. An initial list of past Capacity building programmes on CITES implementation and enforcement in Ghana was established, a list of resource persons or trainers and training participants was also established using training attendance sheets which was signed at the time of the training and the Exponential Non-Discriminative Snowball Sampling approach was used to identify more past training beneficiaries and other key informants required for the study.

Three categories of respondents were carefully selected from different CITES stakeholder institutions based on the objectives of the study. In view of this, eighty-six respondents were selected from eight institutions: Customs Division of Ghana Revenue Authority, the Judicial Service, Ghana Police, Forestry Commission (Wildlife Division), Ghana Immigration Service, Veterinary Service Directorate and Havila Plains (General Sales Agent for Ethiopian Airlines) and West Africa Biodiversity and Climate Change (WABiCC) now West Africa Biodiversity and Low Emissions Development (WABiLED).

The profile respondents is depicted in table 1 below.

**Table 1: Profile of Respondents.**

Category Of Respondents	No. of Questionnaires Distributed	No. of Questionnaires Retrieved	Percentage Retrieved	Names of Institutions
CITES MA of Ghana	9	9	100%	Wildlife Division
Past CITES Training Beneficiaries	73	70	96%	Wildlife Division, Customs Division, Judicial Service of Ghana, Ghana Police Service, Ghana Immigration Service, Veterinary Service,

				Havila Plains (Ethiopian Airlines)
Past CITES Training Organizers	10	7	70%	Wildlife Division, Born-Free USA, WABiLED
<b>Total</b>	<b>92</b>	<b>86</b>	<b>93%</b>	

**3.3 Methods Used for Data Collection.**

The study aimed at assessing the effectiveness of capacity building as a tool to strengthen coordination and collaboration among CITES enforcement agencies in Ghana. The study explored qualitative research methods. During the study appropriate methods were used for the collection of both primary and secondary data. Primary data was collected through direct interviews of stakeholders and secondary data was collected in the form of publications, training reports, databases etc.

**3.3.1 Primary Data**

Two data collection instruments were used to collect primary data: Face-to-Face interviews and the administering Survey guides. The face-to-face interviews assisted the researcher to gain detailed descriptions and information about past capacity building programs held in Ghana.

Moreover, the firsthand information offered by staff at the Wildlife Division (CITES Desk) provided a useful insight into the mechanisms instituted and the constraints and challenges the Management Authority is confronted with implementing coordination and collaboration among CITES Stakeholders in Ghana.

Three different semi-structured interview guides were carefully designed for each of the different categories of the study participants namely the past training participants, past training organizers

and resource persons and the Wildlife Division (CITES Management Authority of Ghana). Based on the research questions eight in-depth face-to-face interviews were conducted and responses were recorded with a smartphone and transcribed.

### **3.3.2 Secondary Data**

Document Analysis of past training reports was conducted to gather information on past capacity building programs i.e., prior training needs assessment conducted, capacity building organizers, capacity building beneficiaries, resource persons, curricula, and delivery mechanisms. A focus was placed on identifying current shortcomings of capacity building efforts and the process for developing CITES curricula that is tailored to the specific needs of CITES enforcement agencies to develop recommendations for more effective capacity building programmes in Ghana in future.

To determine the internal structures that has been put in place by the Management Authority to ensure a collaborative implementation of CITES, modern institutional documents (the Ghana Forest and Wildlife Policy of 2012, The Wildlife Resource Management Bill 2014 draft and the National Biodiversity Strategy and Action Plan) were reviewed.

The report from the Ghana Field Assessment conducted by the Wildlife Division with the support of West Africa Biodiversity and Climate Change (WABiCC) program on Understanding the Threats to West African Biodiversity and Linkages to Wildlife Trafficking was analyzed to assess the training needs of CITES enforcement stakeholders that had been observed prior to the deployment of past CITES capacity building programmes.

### **3.4 Data Analysis**

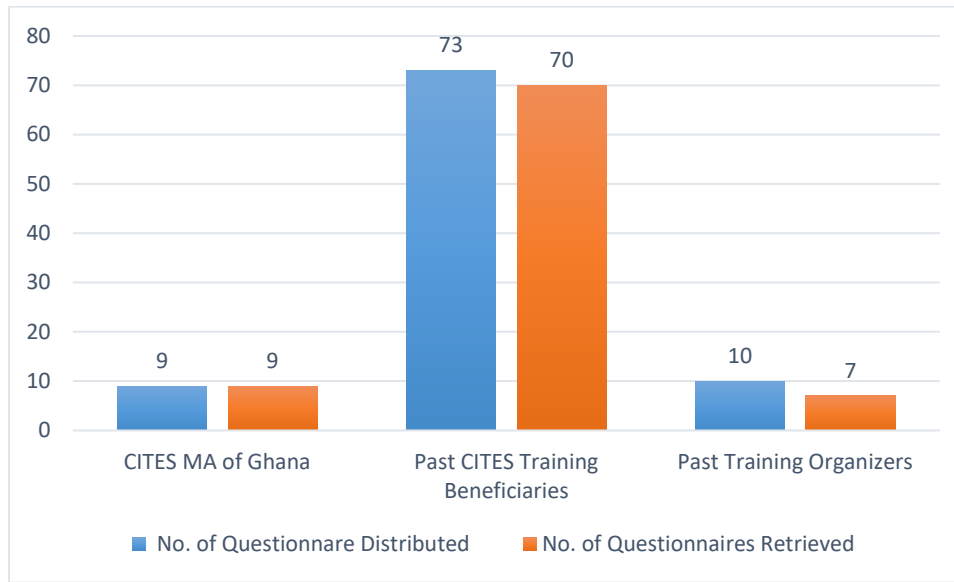
Microsoft Excel spreadsheet, which is a simple descriptive statistical tool was used to analyze the quantitative data that was collected from the field. The equivalent qualitative data was analyzed using narrative data analysis. Findings are presented in a qualitative format using descriptions, tables, diagrams while relevant pie charts, and frequency tables featured appropriately.

## CHAPTER FOUR

### 4.0 RESULTS

#### 4.1 Profile of Respondents

The profile of respondents covered in the research is depicted in figure1 below.



**Figure 2: Profile of Respondents**

Source: Author's Own Elaboration.

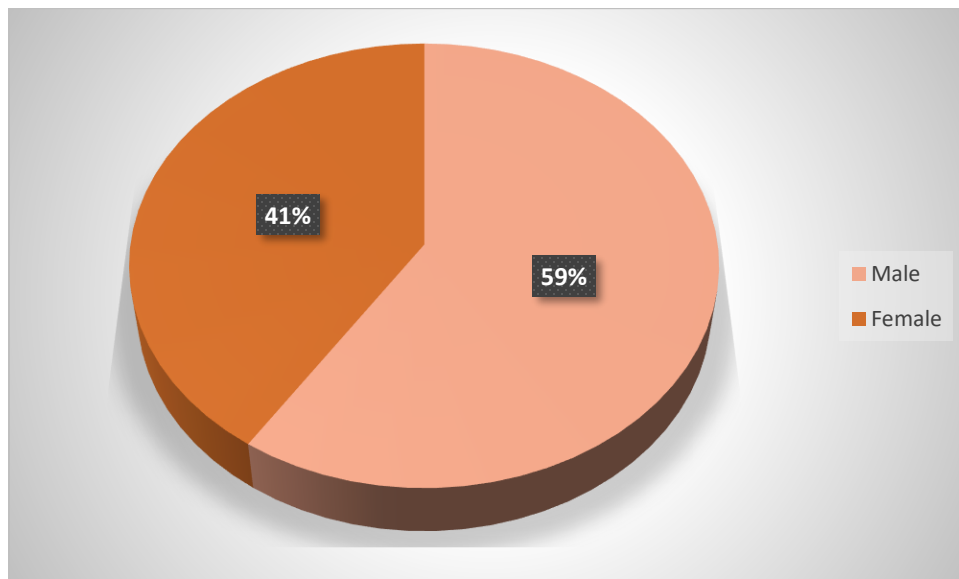
Based on the study's objectives, three categories of respondents were carefully selected from eight different CITES stakeholder institutions. It can be inferred from the table above that the largest category of respondents is the Past Training beneficiaries made up of seventy respondents, representing eighty-one percent of the total respondents. The second largest category of respondents is the CITES Management Authority of Ghana with nine respondents and the least represented category is Past Training Organizers and Trainers made up of seven respondents.



The gender representation of the respondents is shown in table 2 below.

**Table 2: Gender of Respondents**

Respondents	Number
Male	51
Female	35



**Figure 3: Gender Representation of Respondents**

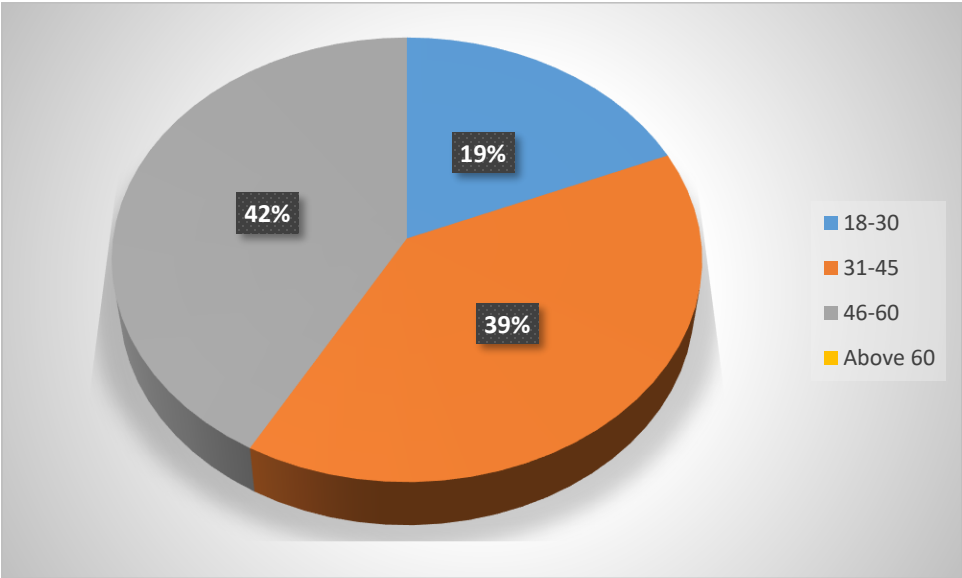
Source: Author's Own Elaboration

Table 2 and figure 2 above represent the gender characteristics of the respondents indicating that fifty-one (51) are males representing 59% and thirty-five (35) are females representing 41%.

The age distribution of respondents is presented in table 3 below.

**Table 3: Age Distribution of Respondents**

Age Range	No. of Respondents
18 -30	16
31 -45	34
46 -60	36
Above 60	0



**Figure 4: Age Distribution of Respondents**

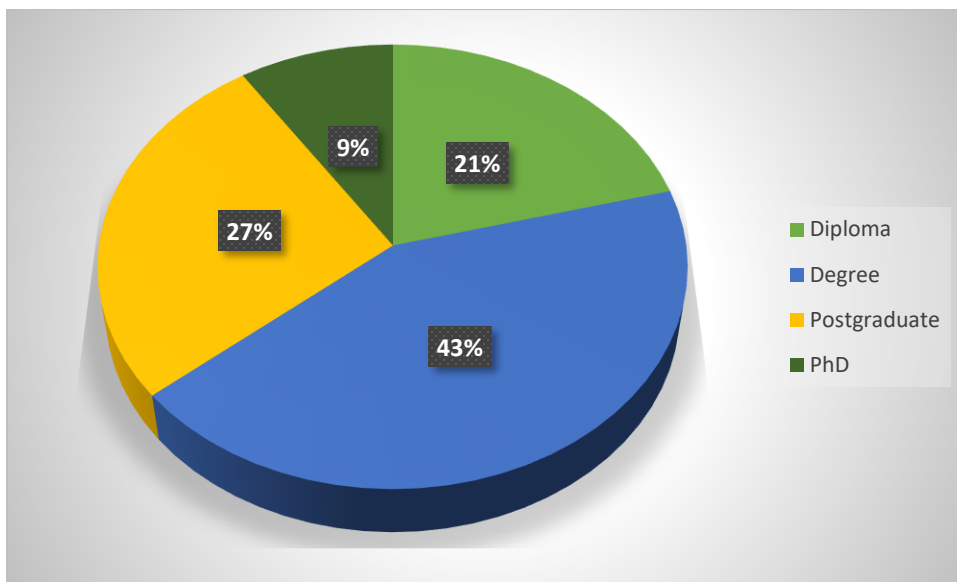
Source: Author’s Own Elaboration.

Most of the respondents fall within the age group of 46 – 60 years and 31 – 45 which is 42% and 39% respectively.

The educational level of respondents is shown in table 4 below.

**Table 4: Educational Levels of Respondents**

Education Level	No. of Respondents
Diploma	18
Degree	37
Postgraduate	23
PhD	8



**Figure 5: Educational Levels of Respondents.**

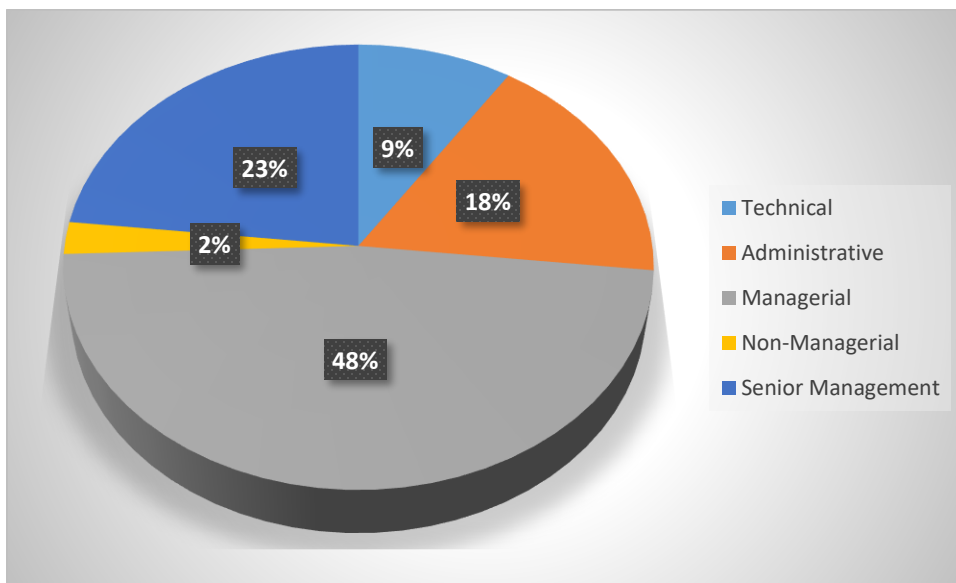
Source: Author's Own Elaboration.

The respondents' educational background was questioned to determine whether trainees and instructors from past CITES training programs had a solid academic foundation. In accordance with table 4 and figure 4 above, 21% of respondents have PhDs, 43% have bachelor's degrees, 27% are postgraduate students, and 9% have at least a Diploma.

Table 5 presents the staff category level of respondents.

**Table 5: Staff Category Levels of Respondents**

Staff Category	No. of Respondents
Technical	8
Administrative	15
Managerial	41
Non-managerial	2
Senior Management	20



**Figure 6: Staff Category Levels of Respondents.**

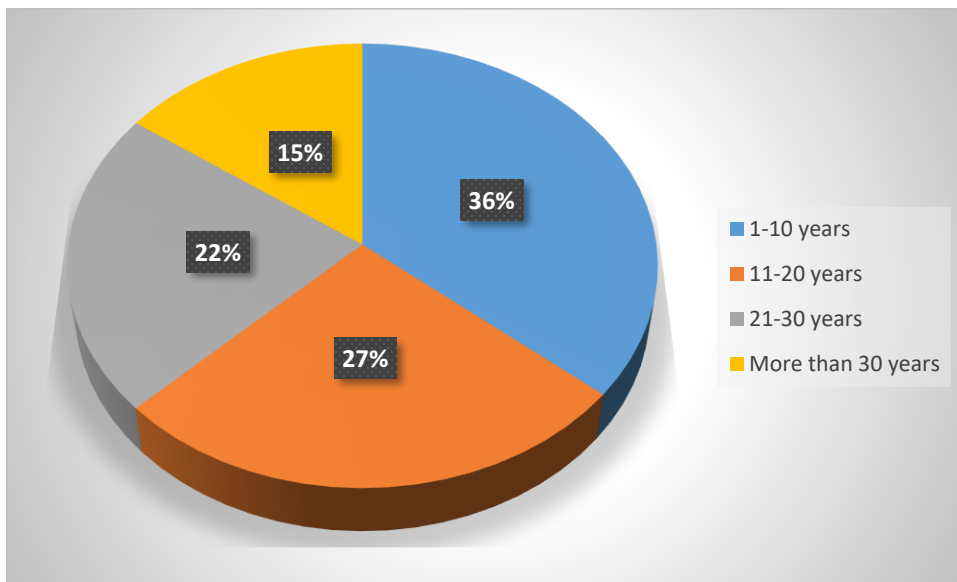
Source: Author's Own Elaboration.

According to the table and chart above, 48% of the respondents work in managerial capacities at their respective institutions. Senior Management is second with 23% of the total, and these respondents are in a higher position of decision-making within their organizations.

Table 6 shows the respondents' years of work experience at the time of interview.

**Table 6: Work Experience of Respondents**

Period (Years)	No. of Respondents
1-10	31
11-20	23
21-30	19
More than 30	13



**Figure 7: Work Experience of Respondents.**

Source: Author's Own Elaboration.

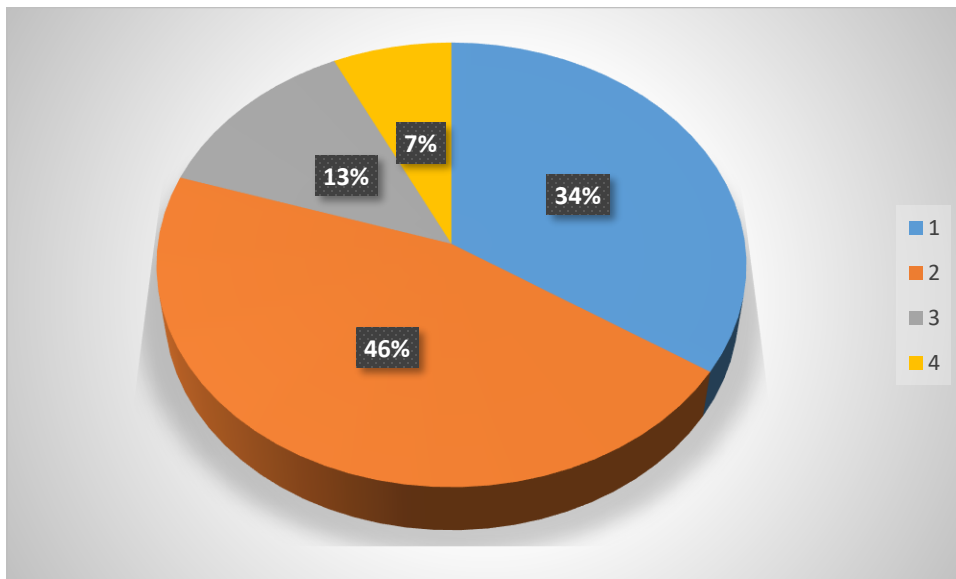
The above table and chart demonstrate that respondents have accumulated an appreciable number of years' experience in their respective fields of work.

#### 4.2 Nature of Past CITES Training

Table 7 below denotes that each of the respondents interviewed has at least attended one or more CITES training organized in Ghana.

**Table 7: Average Number of Training Workshops Attended by Respondents**

No. of Training Attended	No. of Respondents
1	24
2	32
3	9
4	5



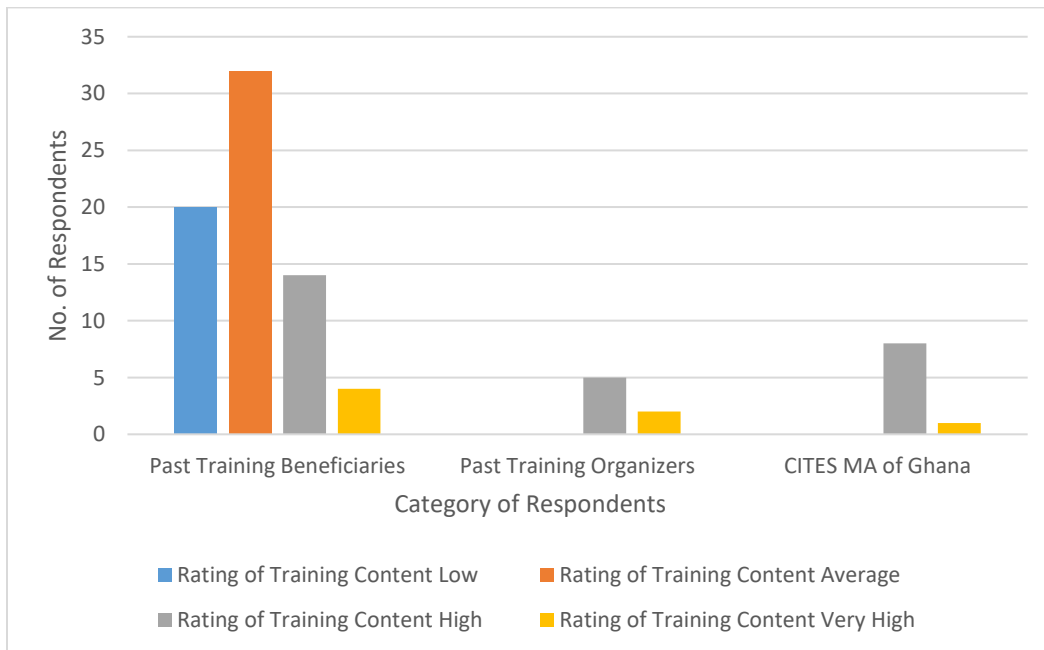
**Figure 8: Average Number of Training Workshops Attended by Respondents.**

Source: Author's Own Elaboration.

The study sought to obtain the views of respondents on the extent to which content of past CITES trainings organized in Ghana taught about CITES and the results are depicted in table 8 below.

**Table 8: Respondents' Rating on Content of Past CITES Trainings**

Category of Respondents	Rating of Training Content			
	Low	Average	High	Very High
Past Training Beneficiaries	20	32	14	4
Past Training Organizers			5	2
CITES MA of Ghana			8	1



**Figure 9: Respondents' Rating on Content of Past CITES Trainings**

Source: Author's Own Elaboration.

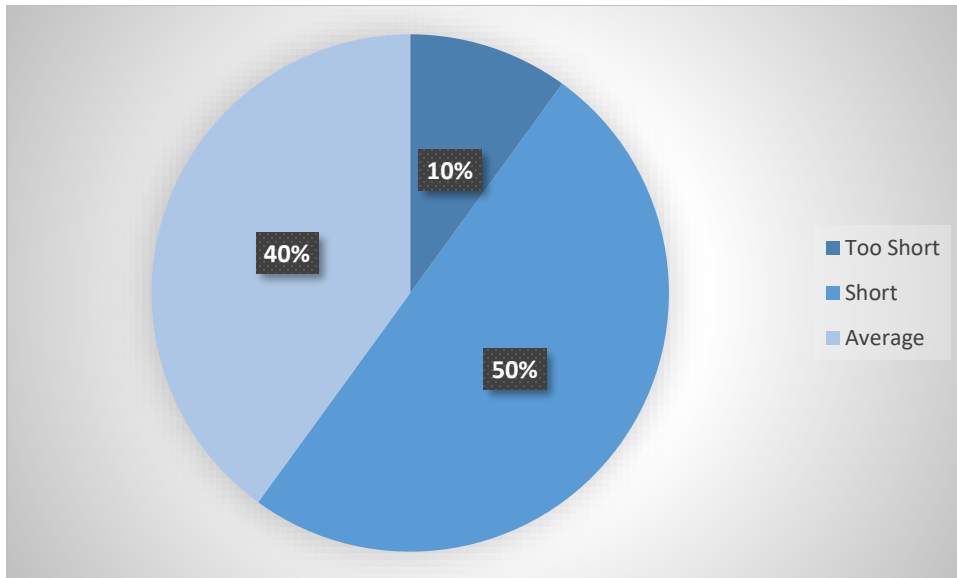
Table 8 and figure 8 show that most past training participants rated the content of past CITES training to provide an average information about CITES.

Table 9 presents how past CITES training beneficiaries rate the time allocated for the CITES trainings organized in Ghana.

**Table 9: Past CITES Training Beneficiaries' Rating of the Time Allocated for the Past CITES trainings.**

Time Rating	No. of Respondents
Too Short	7
Short	35
Average	28
Long	0
Too Long	0





**Figure 10: Past CITES Training Beneficiaries Rating of the Time Allocated for the Past CITES trainings.**

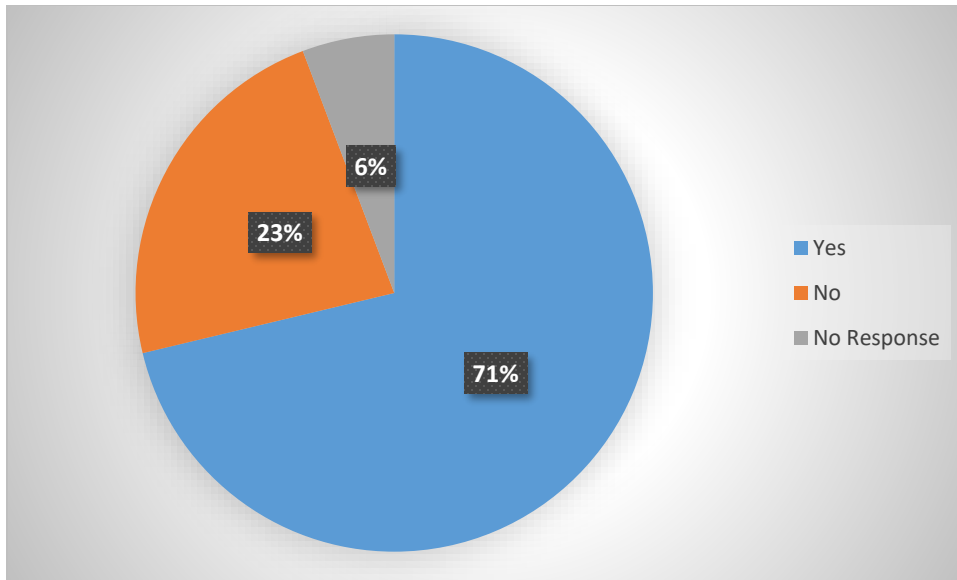
Source: Author's Own Elaboration.

50% of the past CITES training beneficiaries think that the time allocated to each of the training programs was short and 40% think that the time was average.

Respondents' opinion on whether CITES should be deployed as an academic course at universities and training schools in Ghana are depicted in table 10 below.

**Table 10: Respondents' Opinion on whether CITES should be Deployed as an academic course in Ghanaian Universities and Training Schools.**

CITES as an Academic Course	No. of Respondents
Yes	63
No	20
No Response	5



**Figure 11: Respondents' Opinion on whether CITES should be Deployed as an academic course in Ghanaian Universities and Training Schools.**

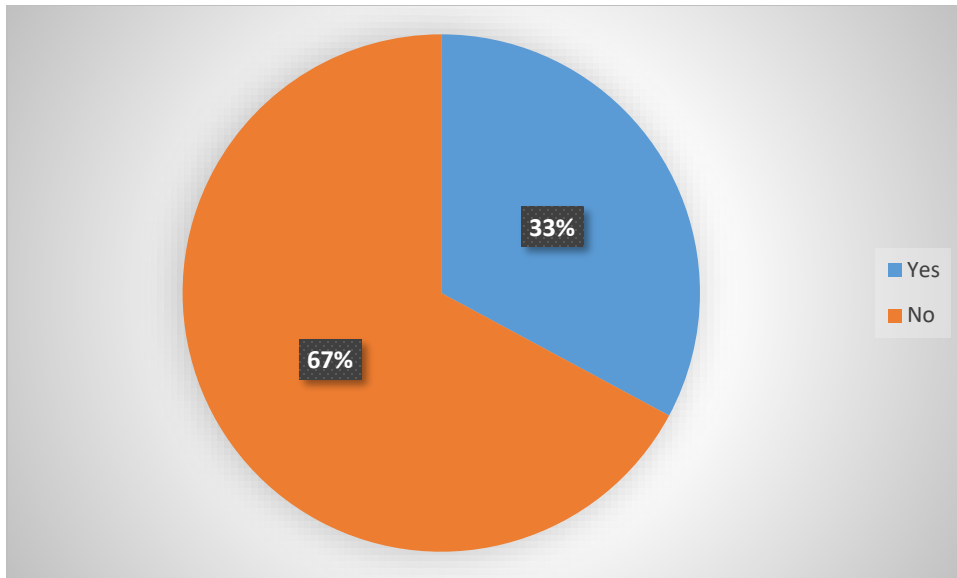
Source: Author's Own Elaboration.

From the table and chart above, 71% of respondents are of the opinion that, the training course should be deployed as an academic course in all Ghanaian universities and training schools of relevant stakeholders.

Table 11 illustrates the view of past CITES training beneficiaries on how practical the training was.

**Table 11: Past Training Beneficiaries' Opinion on how Practical the training was.**

Practical Rating	No. of Respondents
Yes	23
No	47



**Figure 12: Past Training Participants Opinion on how Practical the training was.**

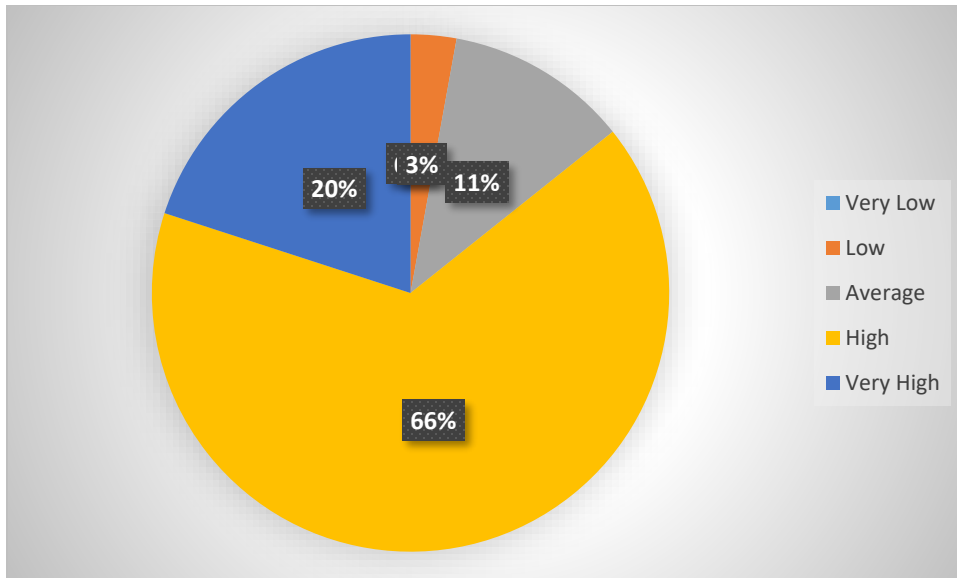
Source: Author’s Own Elaboration.

Table 11 and figure 11 explain that 67% of the past training beneficiaries think that the training was not practical enough.

The rating of resource persons’ mastery over training content by past CITES training beneficiaries is shown below in table 12.

**Table 12: Rating of Resource Persons by Past CITES Training Beneficiaries**

Resource Person’s Rating	No. of Respondents
Very Low	0
Low	2
Average	8
High	46
Very High	14



**Figure 13: Rating of Resource Persons by Training Participants.**

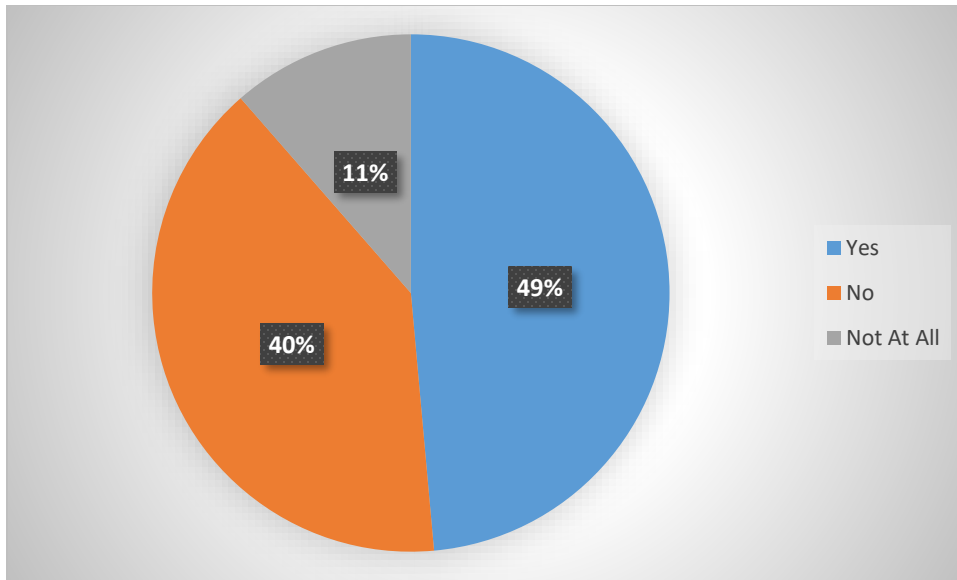
Source: Author’s Own Elaboration.

Resource persons for the past CITES training programs were rated high by 66% of the training participants as demonstrated in the table and chart above.

Past CITES training beneficiaries were asked to rate their ability to identify CITES listed species when encountered after the training and the result is shown in table 13 below.

**Table 13: Past CITES Training Participants’ Ability to Carry out CITES Listed Species Identification.**

Ability to Carry out Wildlife Inspection	No. of Respondents
Yes	34
No	28
Not At All	8



**Figure 14: Past CITES Training Participants’ Ability to Carry out CITES Listed Species Identification.**

Source: Author’s Own Elaboration.

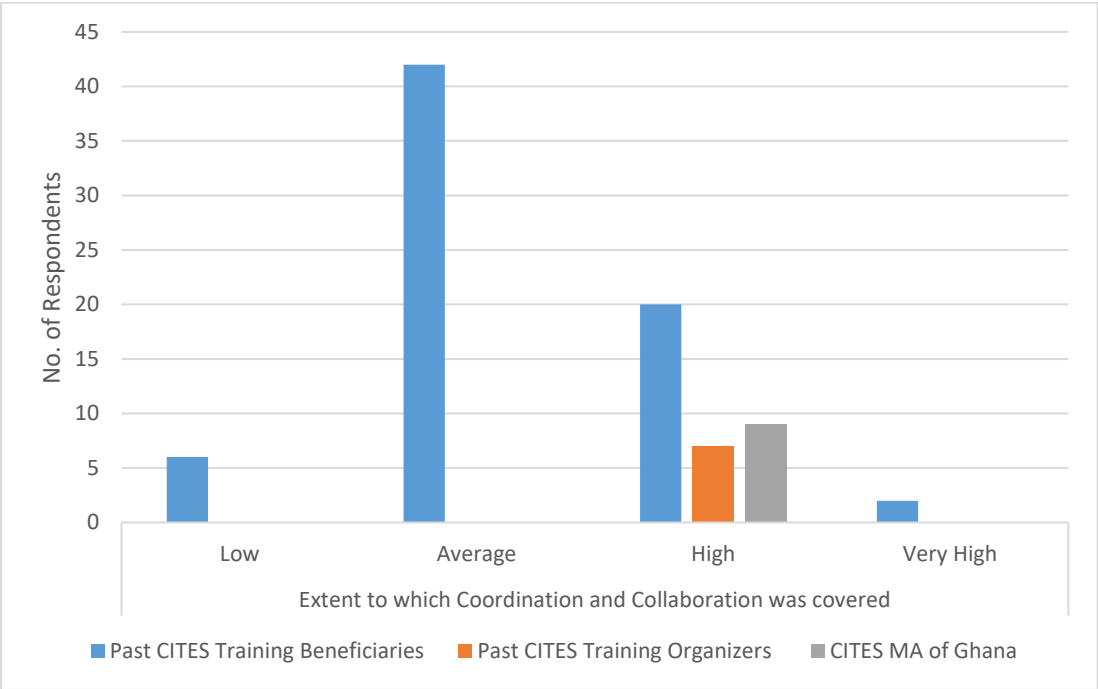
49% of respondents say that they can identify CITES listed species, 40% of respondents say they cannot identify CITES listed species.

To be able to assess the effectiveness of capacity building as a tool to strengthen coordination and collaboration among CITES stakeholders in Ghana, respondents were asked to give their opinion on the extent to which the past trainings addressed the importance of coordination and collaboration among CITES stakeholders for an effective implementation and enforcement. The result is illustrated in table 14 below.

**Table 14: Respondents’ Opinion on the Extent to which Coordination and Collaboration was Covered during the Training.**

Category of Respondents	Extent to which Coordination and Collaboration was Covered			
	Low	Average	High	Very High

Past CITES Training Beneficiaries	6	42	20	2
Past CITES Training Organizers			7	
CITES MA of Ghana			9	



**Figure 15: Respondents’ Opinion on the Extent to which the Training Addressed the Importance of Coordination and Collaboration.**

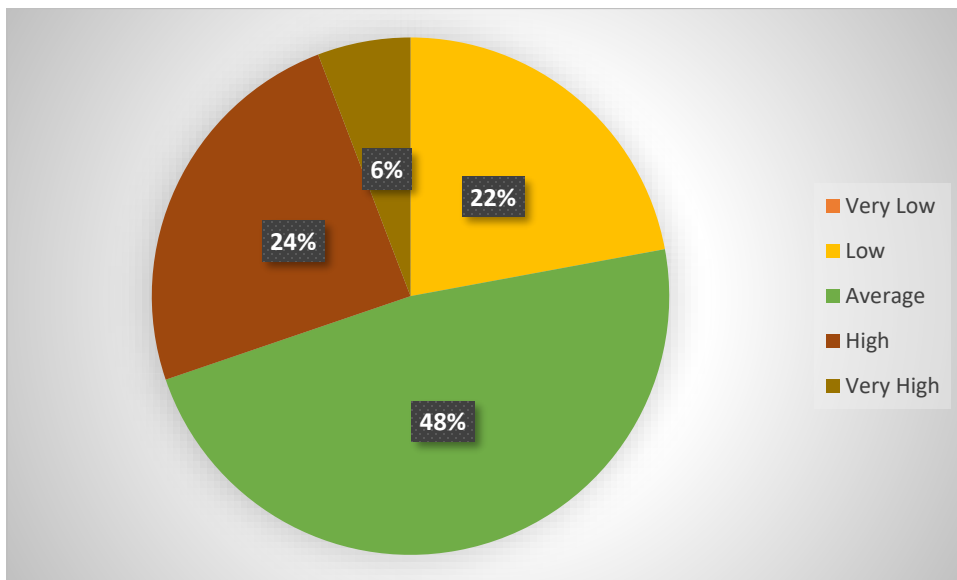
Source: Author’s Own Elaboration.

A considerable majority of beneficiaries of the past CITES Training said that the emphasis on the aspect of coordination and collaboration among CITES stakeholders was average, even though respondents from the Management Authority and past training organizers rate the emphasis on coordination and collaboration among CITES stakeholders during the training high.

Table 15 shows the result of the rating respondents on how the past CITES training has influenced their working relationship with the Wildlife Division and other CITES stakeholders.

**Table 15: Respondents’ Rating on How the Past CITES Training has Influenced their Working Relationship with the Wildlife Division and Other CITES Stakeholders.**

Rating	No. of Respondents
Very Low	0
Low	19
Average	41
High	21
Very High	5



**Figure 16: Respondents’ Rating on How the Past CITES Training has Influenced their Working Relationship with the Wildlife Division and Other CITES Stakeholders.**

Source: Author’s Own Elaboration.

It can be seen from table 16 and figure 15 that 48% of respondents rate the influence of past training on their working relationship with other CITES stakeholders as average and 24% rate theirs as high.

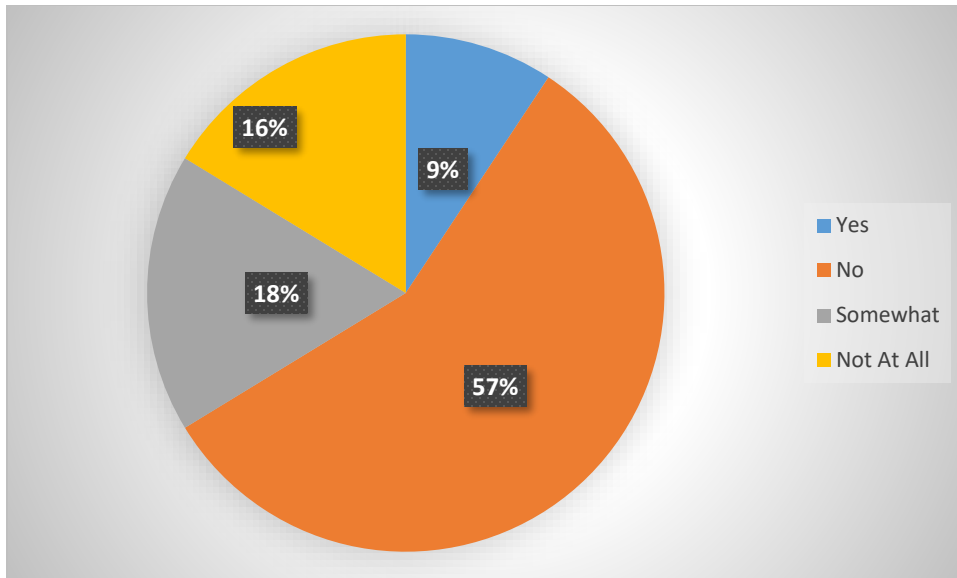
#### **4.3 Mechanisms put in Place by the Management Authority and Relevant CITES Stakeholders**

The table shows the respondents view on whether the Wildlife Division has created avenues for coordination and collaboration among CITES stakeholders in Ghana.

**Table 16: Respondents view on whether the Wildlife Division (MA) has created Avenues for Coordination and Collaboration among CITES stakeholders in Ghana.**

<b>Rating</b>	<b>No. of Respondents</b>
Yes	8
No	49
Somewhat	15
Not At All	14





**Figure 17: Respondents view on whether the Wildlife Division (MA) has created Avenues for Coordination and Collaboration among CITES stakeholders in Ghana.**

Source: Author’s Own Elaboration.

Table 16 and figure 16 depicts that 57% of respondents recognize that the Wildlife Division has not created any avenue to enhance coordination and collaboration among CITES stakeholders and 9% also say the Division has created some avenues that would improve coordination and collaboration among CITES stakeholders in Ghana. 18% of the respondents also think that some avenues have been created, however they are not enough to ensure a lasting implementation coordination and collaboration among CITES stakeholders in Ghana.

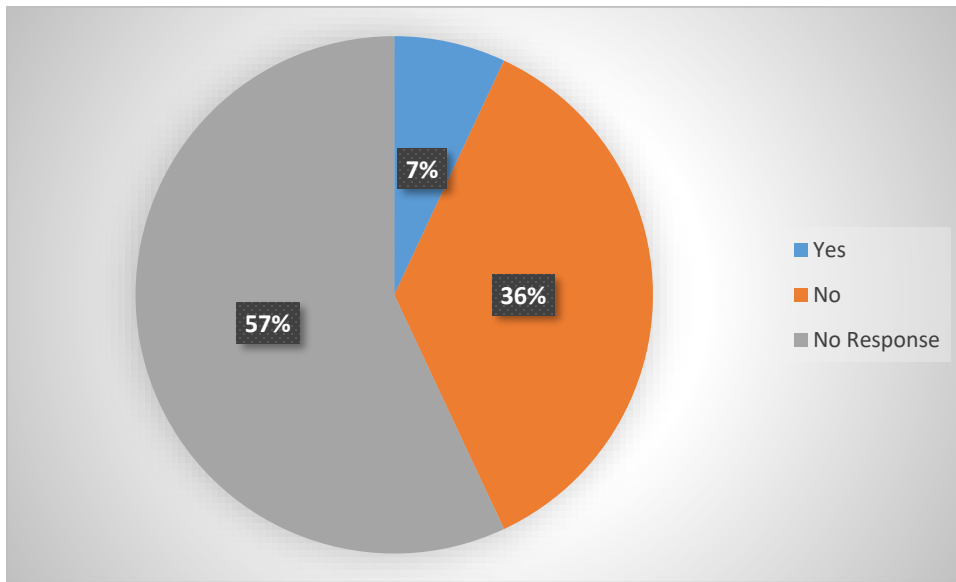
**List of Avenues Created by the Wildlife Division for Coordination and Collaboration among CITES Stakeholders in Ghana as listed by Respondents.**

- WhatsApp Platform for trained staff of relevant stakeholders
- Awareness creation programs organized by the Wildlife Division
- Regular phone calls
- Joint export and import examination of wildlife shipment at KIA.

Table 17 depicts respondents' view on whether their institutions or any other CITES stakeholders have established a network for coordination and collaboration among themselves aside the wildlife Division.

**Table 17: Respondents' view on whether their Institution or any other CITES stakeholder has established a Network for Coordination and Collaboration among themselves aside the Wildlife Division.**

Rating	No. of Respondents
Yes	6
No	31
No Response	49



**Figure 18: Respondents' view on whether their Institution or any other CITES stakeholder has established a Network for Coordination and Collaboration among themselves aside the Wildlife Division.**

Source: Author's Own Elaboration.

It is shown in table 17 and figure 17 that 57% of respondents did not answer the question on whether their institution has established a network for coordination and collaboration among

CITES stakeholders in Ghana. 36% of the respondents stated clearly that their institutions has not made efforts to improve coordination and collaboration among CITES stakeholders in Ghana.

**Results on How Coordination and Collaboration among CITES Stakeholders can be Improved.**

Response given by respondents includes the following.

- Frequent dissemination of CITES information and updates to relevant stakeholders.
- Train more staff in institutions of relevant CITES stakeholders.
- Encourage trained staff of relevant stakeholders to train other colleagues.
- Refresher training for stakeholders due to frequent reshuffling of staff.
- Emphasis must be laid on the important role each stakeholder plays in the implementation of CITES.
- Involve policy makers.

The table below shows the response of respondents from the Wildlife Division regarding the specific policies and structure put in place by the Division to ensure coordination and Collaboration.

**Table 18: Result on Specific Policies and Structure put in Place by the Wildlife Division to Ensure Coordination and Collaboration.**

Specific Policies	No. of Respondents
Yes	0
No	9

Source: Author’s Own Elaboration.

**Challenges in the Implementation of Coordination and Collaboration in Ghana.**

- Inadequate funds to implement collaboration and coordination and operationalize a Wildlife Law Enforcement Taskforce.

- Little or no commitment of some relevant stakeholders
- Absence of some relevant stakeholders at the various points of entry and exit in Ghana.
- No logistical support.

### **Measures to Mitigate the Challenges in the Implementation of Coordination and Collaboration in Ghana**

- Memorandum of Understanding should be signed among relevant CITES Stakeholders
- Development of SOPs which spells out the roles of each stakeholder in CITES implementation.
- Establish a standard procedure for coordination and collaboration.
- Leverage on existing protocols to improve on collaboration.
- Relevant stakeholders should partner with NGOs and other international bodies to raise funds.

## CHAPTER FIVE

### 5.0 DISCUSSION

#### 5.1 Demographic Characteristics of Respondents

The gender, age, educational level, staff category, and years of work experience of respondents were all evaluated in the study. According to the study, 39% of respondents were female. In terms of age, the study found out that 44% of respondents had their age range between 46 to 60 years and 38% range between 31 to 45 years. This suggests that the staff on the front lines of CITES implementation are young, enthusiastic, and capable of passing on their knowledge to other team members while continuing to work until retirement.

The study also revealed that majority of respondents have acquired tertiary and postgraduate education which corroborates Allen (2007)'s assertion that, in theory, higher education allows individuals to broaden their knowledge and skills, express themselves clearly in speech and writing, grasp abstract concepts and theories, and gain a better understanding of the world and their community. This implies that respondents are highly qualified to receive and learn new things in relation to their work and implement the knowledge gained. In addition, most of them possess the endowments they need to enable them pass on their expertise, competencies, and skills to both the current generation and posterity.

Similarly, the staff category level of respondents implies that they can exert positive influence in the implementation of coordination and collaboration among core CITES stakeholders in Ghana. The study revealed that most respondents are in managerial positions and 36% and 27% have 1-10 years and 11-20 years' experience of work respectively. Respondents' years of work experience is an advantage because they can better understand and appreciate the issues that pertain to the sustainability of their work and livelihoods.

On the whole, the demographic profiles of average respondents depict a tremendous potential for capacity building which can in turn propel the CITES trade to greater and therefore foreseeable future.

## **5.2 Mechanisms established by the Management Authority of Ghana and or other CITES Stakeholders to ensure the implementation of Coordination and Collaboration Among CITES Stakeholders.**

According to Akella & Cannon (2004), enforcement of rules depends on communication, coordination and cooperation between agency personnel, prosecutors, judges, and NGOs. Inter-agency cooperation among national law enforcement agencies to combat wildlife trafficking occurs in Ghana on an intermittent basis depending on the specific operational context, situation, or problem encountered. The result of the study corroborates the findings of the biodiversity threat assessment which was conducted by the Wildlife Division in 2016. It indicates that there is no formal process or mechanism other than ad hoc cooperation which is usually initiated by a phone call and joint export examination by Wildlife officers at the airport and other stakeholders. There were no examples of formal mechanisms for coordination and collaboration among CITES stakeholders from the Wildlife Division or any CITES stakeholder. All the respondents interviewed at the Management Authority said there was no such policy or standard operating procedures to ensure coherence among CITES stakeholders for an effective CITES implementation.

This inadequate coordination is both horizontal and vertical, in that the various CITES stakeholders do not coordinate with one another, much less with the CITES Management Authority.

For better enforcement results, Heinen and Chapagain (2002) proposed that the frequency of coordination meetings between agencies must be enshrined in law. Communication, coordination, and collaboration boost trust, which is critical for sustaining efforts and because multiple law enforcement agencies are involved in CITES implementation, communication and coordination are essential for effective implementation of the convention.

Respondents from the Wildlife Division stated that communication with the Customs officers stationed at the airport has improved as compared to the situation five years ago. Frequent phone calls are made to the Management Authority to seek clarifications on permits and species identification. And this progress was attributed to the CITES training that has been carried out in Ghana where the role of the Customs Division was highlighted during the training courses. Previously, custom officers gave little attention to specimens for export, especially the CITES

permit which contain all details of items being exported, and granted approval for export without consulting the MA to ascertain the authenticity of permit and identification of specimen due to lack of knowledge on CITES and assumed that exporters were complying to wildlife export regulations. However, the same cannot be said for customs officers stationed at the various land and sea borders as well as other relevant stakeholders.

Respondents who participated in the past CITES training indicated that, their agencies have not established any mechanism to coordinate with the Wildlife Division. From the results of the study, 36% responded no and 57% gave no response. This clearly indicates the absence of an enabling policy environment designed to explicitly encourage collaborative working practices across institutions. Against this background, it is suggested that the Wildlife Division should be represented at the Collaborative Resource Management Unit (CRMU) of the Resource Management Support Center (RMSC) in Kumasi to enable the accredited representatives develop guidelines or manuals that can be used as the blueprints for the coordination and collaboration among various CITES stakeholders.

### **5.3 Challenges confronting the implementation of Coordination and Collaboration Among CITES Stakeholders in Ghana.**

Conley et al (2003), stated that collaborative efforts can be referred to as partnerships. For this study, this explanation applies to how such partnerships between the Wildlife Division and other CITES stakeholders can positively influence the implementation and enforcement of CITES in Ghana. According to officials from the Wildlife Division, attempts to establish collaborative networks have failed due to financial constraints among others. For instance, there is inadequate funds to operationalize the Wildlife Law Enforcement Taskforce which has been drafted for the past two years.

Poor coordination occurs because some individual agencies have little or no commitment to collaborate on wildlife issues. This could be attributed to the fact that interagency cooperation on enforcement for a range of environmental treaties and initiatives is also deemed a low priority by governments (TRAFFIC, 2004). Individual agencies frequently carry out their roles in the enforcement chain in isolation. The overall effectiveness of the enforcement system is rarely considered. Getting agencies to collaborate in this manner may often necessitate formal orders from local and national political leaders. Even if individual staff members fully comprehend the

holistic nature of CITES enforcement or their role in CITES implementation, their authority is limited to their specific functions. Once again, the CRMU of RMSC should be the focal point for the coordination and collaboration among relevant CITES stakeholders and the necessary modalities should be put in place by the WD-FC to that effect.

Another challenge that was mentioned is the lack of logistical support for the Wildlife Division to organize capacity building programs for stakeholders at the various land and sea borders. The absence of some relevant stakeholders at the various points of entry and exit in Ghana is also a challenge to the implementation of coordination and collaboration.

Finally, the implementation of coordination and collaboration among CITES stakeholders continues to face challenges because high-level decision makers in enforcement agencies and political leaders are unaware of the importance of interagency coordination for CITES enforcement to combat wildlife trafficking in Ghana.

Some respondents suggested some solutions to improve the implementation of coordination among CITES stakeholders in Ghana. These are.

- A Memorandum of Understanding (MoU) should be agreed between relevant CITES Stakeholders and the wildlife Division to define roles and communication networks.
- Development of Standard Operating Procedures (SOPs) for actions of wildlife specimen inspection, confiscation, and dissemination of information among relevant stakeholders.
- Leverage on existing protocols to improve on collaboration efforts.
- Relevant stakeholders should partner with NGOs and other international bodies to raise funds.
- Establish a mechanism for regular CITES coordination and collaboration meetings even at staff level.

In effect if all these laudable suggestions are anything to go by there is the need to put in place a dedicated organogram at the RMSC and available vacancies filled with capable personnel to implement them as their permanent work schedules.



#### **5.4 Nature of Past CITES Training Programs**

Training is planned and systematic activities which are focused on enhancing the level of skills, knowledge, and competency (Nassazi, 2013). In the view of (Brown, 2002), training should be conducted in a systematic order and a needs assessment is fundamental for the success of a training program. Scott & Doverspike (2008) suggests that a need for training arises when a gap is identified between competency required to perform the job, and existing level of competency in employees. Against this backdrop, the study revealed that the Wildlife Division of the Forestry Commission conducted research studies on Biodiversity or Combating Wildlife Trafficking Threats Assessment with the support of USAID's West Africa Biodiversity and Climate Change Program (WA BiCC), as well as two master's theses by Oppong (2016) and Koomson (2018) analyzing the institutional context for CITES implementation in Ghana and the level and status of awareness. These reports established, among other things, that there was a lack of awareness and knowledge about CITES, that national law enforcement agencies tasked with combating wildlife trafficking were understaffed, and that there was little interagency coordination to combat trafficking.

At the Aflao border crossing post, the Kotoka international airport, the Tema Sea Port, various government offices, and conservation or research institutions, interviews were conducted with various stakeholders by the WABiCC team. The interviews primarily targeted environmental authorities, law enforcement officers, and non-governmental organizations (NGOs). The Wildlife Division of the Forestry Commission of Ghana, the Customs Division of the Ghana Revenue Authority, the Veterinary Service, the Ghana Police Service, and Plant Quarantine were among the institutions were interviewed.

As a result of the above, the West Africa Biodiversity and Climate Change (WABiCC) in collaboration with the Wildlife Division of the Forestry Commission of Ghana organized workshops to equip and build the capacity of its staff at the Kotoka International Airport and other CITES stakeholders at the airport. Six CITES-related workshops were organized and seventy-six staff from various stakeholder institutions were trained between 2019 and 2022. These trainings aimed to ensure that all relevant airport staff understand the importance of wildlife trafficking prevention, are aware of wildlife trafficking laws and regulations, can identify illicit wildlife products and handle specimens safely, and that enforcement authorities stationed at airports are

fully equipped to detect and apprehend wildlife traffickers. There was training for judges and prosecutors to strengthen their capacity to successfully prosecute environmental criminals and imprison them with stiff penalties. The training for judges were done without the presence of any other enforcement stakeholder and so coordination and collaboration was not a key aspect of the training. However subsequent trainings brought together stakeholders such as the Wildlife Division, Customs Division, Judicial Service of Ghana, Ghana Police Service, Ghana Immigration Service, Veterinary Service, and Havila Plains (General Sales Agent for Ethiopian Airlines in Ghana) and the need for institutional coordination was emphasized.

Furthermore, the study determined that training manuals were designed based on the assessment needs conducted and the priority areas for these trainings were general CITES knowledge, providing materials to assist with species identification, and contacts for interagency cooperation, all of which are necessary to ensure proper coordination and pooling of expertise and information flow to assist with crime targeting. The key content of previous CITES trainings includes.

- Introduction to CITES
- CITES in West Africa
- Identification of CITES Listed Species
- CITES documentation and permits.
- Basic wildlife laws in Ghana
- Wildlife trade and its challenges in Ghana
- Wildlife smuggling techniques.
- Understanding wildlife and environmental crimes
- The role of the Customs Division in combating illegal wildlife trade

In terms of qualification and experience of resource persons, results of the study indicated that the instructors were pulled from Wildlife Division,(three resource persons, two with a master's degree from the International University of Andalucía in Spain and one with a master's degree in natural resource management from the university of Ghana), Customs Division(two Senior Revenue officers) and consultant from WABiCC (with a post graduate degree in Forestry and Wildlife management and about 16 years of experience working on species conservation and National Park Management in West and Central Africa), the US Department of Justice (four), the

FBI (one), National Oceanic and Atmospheric Administration (NOAA) (one). To ensure a good training where participants gain well-presented knowledge, resource persons are needed.

Resource persons not only add expertise, but they also make the course more interesting and appealing to the participants by incorporating their own experiences. The actual transfer of training is heavily dependent on the trainer because it is only the trainer who can remove the trainee's mental block, motivate the trainee to learn, and erase the trainee's negative perception of the training (Towler & Dipboye, 2001). Majority of the past CITES training beneficiaries (66%) rated the resource persons' knowledge of the training content as high and this can be attributed to the fact that majority of the trainers have a postgraduate degree in Natural Resource Management and at least six years day-to-day experience on CITES and wildlife crime issues.

Notwithstanding the generally high rating for the resource persons' performance, the CITES MA of Ghana should devise means of motivating them to sustain their performance and also to help them to improve. Motivation packages can include enhancement of remuneration or sponsored participation in the CITES Conference of the Parties to give them the much-needed international exposure.

The study also made a significant observation that there was lack of CITES training for stakeholder staff stationed at the two main seaports in the country, the various land borders, wildlife exporters and the Scientific Authority because the scope of all past CITES trainings were centered to the capital of the country with targeted stakeholders stationed at the Kotoka International Airport apart from judges and prosecutors. It is suggested that the scope of all future CITES training programme should be expanded to include other CITES stakeholders stationed outside the nation's capital.

### **5.5 Views of Past CITES Training Beneficiaries about the Training Package**

An integral part of a training program is the content of the curriculum. The research indicated that 46% of the past training beneficiaries rated the course as average regarding content containing information about CITES, while the organizers and resource persons rated the content as having high information on CITES. This presupposes that the past training beneficiaries were not fully satisfied with the extent to which CITES was treated during the training.

With regards to the time allocation for the past training courses, half of the respondents (50%) said it was short. Most of the trainings were a two-days' workshop. It was therefore not

surprising that, 71% of the respondents suggest that CITES course should be deployed as an academic course in Ghanaian universities and training schools of the various enforcement and security agencies in Ghana. The practicality of this suggestion however leaves much to be desired and as an alternate one may be tempted to suggest the inclusion of biodiversity conservation studies in the curricula of both basic and Senior High School levels for the youth to develop a better understanding and appreciation for biodiversity conservation in general.

According (Braga, 1995) delivery style is a very important part of training and development. (Armstrong, 2000) also says that trainees are conscious about the delivery style of a training. If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it means he is wasting the time (Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session (Seamen et al., 2005). 67% of past training beneficiaries said the training was not practical enough. This result agrees with the statement by (Khan et al 2011) that people learn from practical experience much better as compared to bookish knowledge. The respondents' generally low rating for the practical knowledge in CITES listed species identification lent credence to their responses and therefore underscores the urgent need to lay adequate emphasis on practical CITES training in subsequent years.

Moreover, when past training beneficiaries were asked how the training has influenced their working relationship with the Wildlife Division and other stakeholders, only 24% of respondents said their working relationship has highly improved. Also 40% of the CITES trained respondents said they are not able to identify CITES listed species when encountered. This is evidenced at the KIA cargo section where some stakeholders shy away from wildlife shipment inspection and until this deficiency is rectified, the status quo cannot be changed.

## CHAPTER SIX

### 6.0 CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions

The research looked at the effectiveness of capacity building in strengthening coordination and collaboration among CITES stakeholders in Ghana. Based on the findings, there is a lack of an enabling policy environment designed to explicitly foster joint working practices across institutions. No formal policy or formal process in place at the Wildlife Division to ensure coordination and collaboration among CITES stakeholders in Ghana. No structures and institutional arrangements have been put in place by the MA.

The past CITES training courses were well designed because of the needs assessments conducted prior to the training. Majority of the trainers hold postgraduate Degrees in Natural Resource Management and have at least six years of hands-on experience dealing with CITES and wildlife crime issues. Past training participants believe that the time allotted for the training was insufficient, and that CITES should be considered an academic course in all stakeholder training schools as well as mainstream universities in the country which also has its own practical implementation challenges.

The Customs Division of Ghana and the CITES Management Authority have improved communication because Customs Division is the key agency in controlling the shipment of CITES specimens to ensure that trade is carried out legally. Moreover, their role in CITES implementation was emphasized as a training module during previous CITES trainings. Other relevant enforcement agencies that have participated in previous CITES trainings have not established any mechanism for coordination and collaboration because they appear to play a minor role in CITES implementation.

Beyond capacity building, more action is required to improve coordination and collaboration among CITES stakeholders in Ghana.

The following research conclusions are coherent with the answers to the research questions derived from the objectives of the study.

- Even though organizers of the past CITES trainings did not have control on the selection method of participants for the training, past CITES training beneficiaries were highly qualified to receive and learn new things in relation to their work and implement the knowledge gained.
- Some of the past CITES training courses were not practical enough because participants did not have the opportunity to handle specimens.
- The past CITES trainings have not yielded the desired result of influencing the working relationship among CITES stakeholders and equipping stakeholders with the skills to identify CITES listed species when encountered in the line of duty.
- Poor coordination among CITES stakeholders is partly due to little or no commitment from some individual agencies to collaborate on wildlife issues in Ghana and lack of logistical support to organize capacity building programmes for CITES stakeholders nationwide.

## **6.2 Recommendations**

The study makes the following recommendations for future capacity building programs and actions required beyond capacity building based on its findings.

For the Wildlife Division to be able to play its role effectively as the Management Authority the Division should put in place an organizational structure at the CRMC of RMSC and fill the vacancies with competent technical personnel to be responsible for implementing the underlisted recommendations as their permanent job schedule.

- A Memorandum of Understanding (MoU) should be agreed between relevant CITES Stakeholders and the Wildlife Division to define roles and communication networks.
- Sensitization of government decision makers about CITES and wildlife crime issues to develop commitment for the implementation of CITES.
- Development of SOPs for actions of wildlife specimen inspection, confiscation, and dissemination of information among relevant stakeholders.

The nature of future capacity building programs can be improved by the following.

- Content of trainings must include specific roles of individual stakeholders in the implementation of CITES in Ghana.

- CITES listed species identification manuals should be provided for all trainees for reference after training.
- The Wildlife Division should provide wildlife specimens for CITES training.
- Create a platform for continued collaboration after training events.
- CITES training programs should be extended to wildlife exporters, the Scientific Authority of Ghana, sea, and land borders in the country.
- Encourage trained officers to train their colleagues to achieve critical mass for an effective implementation of CITES.

The following recommendations are necessary for an effective participation of relevant CITES stakeholders in the implementation of coordination and collaboration for CITES enforcement in Ghana.

- Establish focal persons in relevant agencies with responsibility of coordinating CITES enforcement matters especially participants of the past CITES trainings.
- Leverage on existing protocols to improve on collaboration efforts.
- Relevant stakeholders should partner with NGOs and other international bodies to raise funds.
- Establish a mechanism for regular CITES coordination and collaboration meetings even at staff level.

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## LIST OF APPENDICES

### APPENDIX I

**SURVEY GUIDE FOR THE CITES MANAGEMENT AUTHORITY OF GHANA.**

**INTERNATIONAL UNIVERSITY OF ANDALUSIA**

**MASTER’S DEGREE THESIS ON ‘ANALYZING THE ROLE OF CAPACITY BUILDING IN STRENGTHENING COORDINATION AND COLLABORATION AMONG CITES STAKEHOLDERS IN GHANA’.**

**STUDENT’S RESEARCH QUESTIONNAIRE FOR THE WILDLIFE DIVISION (CITES MANAGEMENT AUTHORITY)**

#### **Personal Information**

1 Name of Institution/agency.....

2. Location/Station .....

3. Gender  Male  Female

4. Age Range A. 18-30      b. 31 -45      C. 46 -60      D.60 and Above

5. Marital status

A. Single   B. Married   C. Divorced   D. Widow   E. Widower

6. Level of Education

A. Senior High School   B. Diploma   C. Degree   D. Postgraduate   E. PhD   F. Other  
(Specify) .....

7. Indicate which of the under listed category staff you belong to.

A. Technical   B. Administrative   C. Managerial   D. Non-Managerial   E. Senior Management

8. What is the extent of your work experience?

A. 1-10 years   B. 11-20 years   C. 21-30 years   D. More than 30 years

**APPENDIX I**

**STRUCTURES PUT IN PLACE TO ENSURE COORDINATION AND COLLABORATION  
AMONG CITES STAKEHOLDERS IN GHANA**

6. Which other CITES relevant stakeholder institutions are you aware of? List them.

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7. What are their role in implementing CITES?

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8. Are there any aspects of the respondent's work that require collaboration or coordination with any of these other stakeholders?

A. Yes B. Somewhat C. Not at All

9. How does this collaboration work currently?

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10. Is it any different from the past five years? If so, what explains the change

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**APPENDIX I**

11. Are there any specific policies, systems, structures etc. that have been put in place by the Forestry Commission or Wildlife Division to ensure collaboration or coordination among CITES stakeholders in Ghana?

A. Yes B. No

12. Are there any related documentation on such policies, systems, structures etc., of which copies can be made available to me or accessed from a website?

A. Yes B. No

13. What constraints or challenges have you confronted with in implementing coordination and collaboration on CITES in Ghana?

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14. May I know how these challenges are mitigated?

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15. How many CITES training programmes has the Wildlife Division organized in the past five years? (Dates, organizer, content, etc.)

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**APPENDIX I**

16. Can you share the names and contact details of any other training organizers that you are aware of?

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**THANK YOU FOR YOUR PARTICIPATION.**

**APPENDIX II**

**SURVEY GUIDE FOR PAST CITES TRAINING BENEFICIARIES**

**INTERNATIONAL UNIVERSITY OF ANDALUSIA**

**MASTER’S DEGREE THESIS ON ‘ANALYZING THE ROLE OF CAPACITY BUILDING IN STRENGTHENING COORDINATION AND COLLABORATION AMONG CITES STAKEHOLDERS IN GHANA’.**

**STUDENT’S RESEARCH QUESTIONNAIRE FOR STAKEHOLDERS WHO HAVE PARTICIPATED IN PAST CITES TRAINING PROGRAMMES ORGANIZED BY THE WILDLIFE DIVISION OF THE FORESTRY OF GHANA.**

**Personal Information**

1 Name of Institution/agency.....

2. Location/Station .....

3. Gender [ ] Male [ ] Female

4. Age Range A. 18-30 b. 31 -45 C. 46 -60 D.60 and Above

5. Marital status

A. Single B. Married C. Divorced D. Widow E. Widower

6. Level of Education

A. Senior High School B. Diploma C. Degree D. Postgraduate E. PhD F. Other  
(Specify) .....

7. Indicate which of the underlisted category staff you belong to.

A. Technical B. Administrative C. Managerial D. Non-Managerial E. Senior Management

8. What is the extent of your work experience?

A. 1-10 years B. 11-20 years C. 21-30 years D. More than 30 years

**APPENDIX II**

**ASSESSMENT OF PAST TRAINING PROGRAMS AND MECANISMS ESTABLISHED BY TRAINEES (BENEFICIARIES)**

9. Have you received any CITES relevant training for your role as a CITES stakeholder?

A. Yes B. No

10. Please provide a list of past training programs you have attended on CITES including the dates, organizer, and content / topics covered

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11. To what extent did the content material provide information about CITES?

A. Very Low B. Low C. Average D. High E. Very High

12. Did you think the time allocated for the training was too long or short?

A. Too short B. Short C. Average D. Long E. Too Long

13. In your opinion, should CITES be deployed or delivered as an academic course at universities or training schools?

A. Yes B. No

14. Were the activities used in training interactive or practical enough?

A. Yes B. No

15. How would you rate the resource persons mastery over the training content?

A. Very Low B. Low C. Average D. High E. Very High

16. With the knowledge gained, are you able to carry out wildlife inspection?

A. Yes B. No C. Not at All

**APPENDIX II**

17. To what extent did the training address the importance of Institutional coordination for CITES implementation and enforcement in Ghana?

- A. Very Low B. Low C. Average D. High E. Very High

18. How has the training influenced your working relationship with the Wildlife Division and other CITES Stakeholders?

- A. Very Low B. Low C. Average D. High E. Very High

19. Has the Wildlife Division created an avenue for coordination and collaboration among CITES Stakeholders in Ghana?

- A. Yes B. No C. Somewhat D. Not at all

20. If yes, what are these avenues? List them.

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.....

21. Please discuss how well these mechanisms are working e.g., frequency of meetings, etc.

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.....

.....

22. Aside the Wildlife Division, has your institution or any of the other stakeholders established a network for coordination and collaboration among themselves?

- A. Yes B. No C. Somewhat D. Not at all

23. Briefly describe how you think coordination and collaboration among CITES Stakeholders can be improved?

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**APPENDIX II**

24. Can you provide the names and contact details of any other beneficiaries of the programs you attended or are aware of?

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25. Can you provide us with the names and contact details of the organizers or trainers who taught you?

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**THANK YOU FOR YOUR PARTICIPATION**

**APPENDIX III**

**SURVEY GUIDE FOR ORGANIZERS OF PAST CITES TRAINING PROGRAMS IN GHANA.**

**INTERNATIONAL UNIVERSITY OF ANDALUSIA**

**MASTER’S DEGREE THESIS ON ‘ANALYZING THE ROLE OF CAPACITY BUILDING IN STRENGTHENING COORDINATION AND COLLABORATION AMONG CITES STAKEHOLDERS IN GHANA’.**

**STUDENT’S RESEARCH QUESTIONNAIRE FOR ORGANIZERS OF CITES TRAINING PROGRAMS IN GHANA.**

**Personal Information**

1 Name of Institution/agency.....

2. Location/Station .....

3. Gender [ ] Male [ ] Female

4. Age Range A. 18-30 b. 31 -45 C. 46 -60 D.60 and Above

5. Marital status

A. Single B. Married C. Divorced D. Widow E. Widower

6. Level of Education

A. Senior High School B. Diploma C. Degree D. Postgraduate E. PhD F. Other  
(Specify) .....

7. Indicate which of the underlisted category staff you belong to.

A. Technical B. Administrative C. Managerial D. Non-Managerial E. Senior Management

8. What is the extent of your work experience?

A. 1-10 years B. 11-20 years C. 21-30 years D. More than 30 years

**APPENDIX III**

**TRAINING DESIGN AND QUALITY OF TRAINERS**

6. Please list trainings you have organized or delivered on CITES in Ghana (Title and Date periods)

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7. Was there a needs assessment conducted prior to the design of these training courses? (If yes share any evidence that is available) A. Yes B. No

8. What was your role in the delivery of these trainings?

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9. What previous experience or training qualified you to design/organize or deliver these trainings?

.....

10. How was the aspect of coordination between CITES enforcement stakeholders addressed in these trainings?

.....

11. Were the training courses delivered with a developed curriculum and training materials? (Any to Share)

A. Yes B. No

12. Was there an evaluation at the end of the training program?

A. Yes B. No

13. What kind of method was used for the evaluation?

.....

**APPENDIX III**

14. Was there a follow-up plan to ensure the impact of past training and improvement of future training modules with respect to the issue of coordination amongst CITES stakeholders.

A. Yes B. Somewhat C. No

15. Kindly share your CV with us

16. Could you provide us with a list of trainees and their contact details?

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17. Kindly share the names and contact details of other trainers you worked with

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**THANK YOU FOR YOUR PARTICIPATION.**



## APPENDIX IV

**Table A. 1: List of CITES Trainings Organized in Ghana**

Date	Training Title	Organizers
25-27 April, 2022	Enhancing Wildlife Enforcement Law Enforcement Capacity in Ghana. (Needs Assessment in Ghana)	BornFree USA, USAID, Wildlife Division
17-18 Dec 2020	Combating Wildlife Trafficking in ECOWAS Airports for Kotoka International Airport Staff	BornFree USA, USAID, Wildlife Division
26-27 Nov 2020	Customs Follow-up, National Customs Training led by Trained Wildlife and Customs Trainers	BornFree USA, USAID, Wildlife Division
15-16 Sept 2020	Training for Judges and Prosecutors	BornFree USA, USAID, Wildlife Division
11-16 Nov 2019	CITES Train-the-Trainer Training Course for Customs Officers	BornFree USA, USAID <sup>2</sup> , Wildlife Division
25-26 July 2019	CITES Training for Staff/Stakeholders	Wildlife Division, WABICC

<sup>2</sup> USAID as stated by participants refers to WA BiCC Program up to 2021 and to WABiLED Program after 2021.