

ECOSYSTEM INTEGRITY

1. Messages

- The marine ecosystem is alive
- Mammals, fish, mangroves present
- Mammals and big fishes eat small ones
- Man kills small fishes by using bad fishing practices
- We depend on ecosystems for our livelihood

2. Exercises in class

- Use the two posters as basic materials for illustration (**NB:** But poster on Senegambia ecosystem to be revised and improved, need to better illustrate the species by taking in account the ones existing in this ecosystem, need to integrate in the poster something relating to bad human practices, in other words, the project should find out a way to have a poster deriving from a combination of the two provided in the teaching kit)
- Drawings
- Drama

3. Observations outside

- Markets
- Landing sites
- Processing houses
- Communities Fisheries Centers (CFC)

NB: These are appropriate locations for (i) the testing of the fish rulers and (ii) the opportunities given to young pupils to become familiar concretely with issues related to marine ecosystem.

PRECAUTIONNARY APPROACH

1. Messages

- Parents, don't buy baby fishes
- Respect MPA zones
- Protect mangroves

2. Exercises in class

- Use of the fish ruler
- Fish identification booklet
- Drama
- Reporting of data collected from observations outside
- Periodical debates
- Lectures with traditional fishermen and scientists

3. Observations outside

- Number of boats
- Type of fish
- Fish size
- Type and number of fishing nets
- Quantity of fish

NB: These observations will take place at the level of (i) Markets (ii) Landing sites (iii) Processing houses (iv) Community Fisheries Centers (CFC)

BROADENING STAKEHOLDERS PARTICIPATION

1. Messages

- Improve stakeholders participation in fisheries management plans

2. Exercises in class

- Drama
- Songs
- Debates

3. Observations outside

- Interviews
- Story telling
- Discussion groups

IMPROVE RESEARCH

1. Messages

- Establishment of a research unit on the ecosystem in the Gambia (NB: I am not sure it's a message in the school context, but I have to report faithfully and must inform that this idea was from Mr Job from the Fisheries Department who insisted on that)
- Make available relevant research result for stakeholders
- Integrate ecosystem approach in the syllabus in the Gambia

2. Exercises in class

- Visit relevant web sites on ecosystem approach to the fisheries at the level of schools (NB: teachers expressed a serious concern: the lack of equipment for schools to facilitate access to internet)
- Use of relevant scientific information on ecosystems and in particular on EAF
- More exposure for children to use library
- Establish science clubs at the level of schools

3. Observations outside

- Working visits to NGOs active on the issue of ecosystem: initiation on ongoing programmes for ecosystem conservation and their achievements
- Working visits to NARI (National Agriculture Research Institute): initiation on the main research programme in the Gambia concerning the agricultural sector generally speaking
- Periodical visits to the Fisheries Department: initiation on the main research programme in the Gambia concerning, in particular, issues related to the ecosystems

PROMOTE SECTORAL INTEGRATION

1. Messages

- Holistic approach to the ecosystems

2. Exercises in class

- Group discussions / reporting
- Role play
- Debates
- Imaginary drawings

3. Outside observations

- Visits to institutions concerned by the need for sectoral integration
- Organize meetings at the level of schools involved in the project and incite debates on sectoral integration