Solving tomorrows problems today training and capacity building in fisheries

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**Figure 32: Keeping Momentum to Achieve the 2030 Agenda**

**Deliverables**

**2030:** Increased economic benefits to SIDS and LDCs from sustainable use of marine resources (SDG target 14.7)

**2025:** Marine pollution significantly reduced (SDG target 14.1)  
Fish mainstreamed into food security and nutrition policy by end of UN Decade of Action on Nutrition

**2020:** Marine ecosystems sustainably managed (SDG target 14.2)  
An end to overfishing and IUU fishing (SDG target 14.4) and subsidies that contribute to them (SDG target 14.6), for earliest possible restoration of fish stocks  
At least 10 percent of coastal and marine areas conserved (SDG target 14.5 and Aichi target 11)

**2016:** PSMA enters into force; data exchange operational at national, regional and international levels

**2016-2025:** UN Decade of Action on Nutrition

**2018:** First International Day for the Fight Against IUU Fishing (every 5 June)

**2017, 2020:** UN Ocean Conferences

**2016:** First Global Integrated Marine Assessment: World Ocean Assessment I

**FAO Committee on Fisheries (COFI) every two years**

2022: International Year of Artisanal Fisheries and Aquaculture (IYFA)

UN Activities: Raising Awareness, Promoting Action
Trends in fisheries and aquaculture (FAO 2018)
Aquaculture provides over half of all table fish
Global trends in fisheries and aquaculture (De Silva 2012)
Fish export from developing countries (FAO 2016)
Trends in the inshore marine artisanal fishery in Tanzania
As the number of fishermen increases, each fisher catches less.
Fish consumption (kg/person/year) in developing countries

<table>
<thead>
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<th>1961</th>
<th>2010</th>
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<tbody>
<tr>
<td>Developing countries</td>
<td>5.2 kg</td>
<td>17.8 kg (19.6%)</td>
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<tr>
<td>Low income food deficient</td>
<td>4.9 kg</td>
<td>10.9 kg (24.7%)</td>
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Overfishing is estimated to reduce profits by

USD 50 billion in 2009

USD 83 billion in 2017
FIGURE 0.3
Distribution of sunken billions, by region

- Asia: 65%
- Africa: 12%
- Europe: 15%
- Americas: 7%
- Oceania: 1%

FIGURE 0.4
Sources of economic benefits from moving to the optimal sustainable state for global fisheries

- Lower fishing costs: 52%
- Higher unit price of landed fish: 33%
- Higher harvest: 15%
Aims of the UNU-FTP

Assist partner countries in reaching their development goals in fisheries

Strengthen institutional and individual capacity to promote sustainable use of living aquatic resources
Activities of the UNU-FTP
1998 – 2013

• 368 fisheries professionals from 55 countries have completed 6 month post-graduate training in Iceland
• 38% women
• 55 short courses in 18 partner countries, over 1200 participants
• MSc scholarships at Icelandic universities since 2005. Ten have completed their studies.
• PhD scholarships for studies at the university of Iceland since 2006. Thirteen have graduated.
UNU-FTP six month post graduate training

Introductory course (5 weeks)
Fellows should gain a holistic view of fisheries and be able to put their home country fisheries and their work into an international and/or regional perspective

Fisheries Policy and Management (3+3 weeks)
- Project planning
- Management systems
- Resource economics
- Policy formulation
- Value Chain analysis
- Project Cycle Management
- Industrial performance

Stock Assessment and Gear Analysis (3+3 weeks)
- Sampling design
- Survey design
- Fish biology
- Environmental aspects of Fisheries
- SA models
- Gear design
- Gear selectivity
- Gear research
- Fishing methods and fish behaviour

Quality Management of Fish Handling and Processing (6 weeks)
- GMP
- HACCP
- Shelf life studies
- QIM
- Sanitation
- Traceability
- Packing
- Product development

Sustainable Aquaculture (6 weeks)
- Aquaculture systems
- Aquaculture research
- Site selection
- Species selection
- EIA
- Planning and monitoring

Project proposal

Independent project – Final report and presentation (14 weeks)
Research to address important policy issues in fellow’s home country
Contribution of pillars of learning to sustainability education

- Acting with determination
  *Learning to do*

- Indivisibility of human dignity
  *Learning to be*

- Individual and collective actions
  *Learning to transform oneself and society*

- Collective responsibility
  *Learning to live together*

- Recognising the challenge of sustainability
  *Learning to know*

UNESCO, 2009, adapted
Difference between Education and Training

Acquisition of knowledge through a process of receiving or giving systematic instruction

- Students learn theories
- Academic
- Necessary in order to complete a training

Action of teaching or learning practical skills or type of behavior

- Students learn how to apply theories in practice
- Professional or vocational
- Cannot be received without a basic education
Director of UNITAR on the 2030 Agenda:

„The role of capacity building and in changing people’s mindsets and orienting them to think differently about how to tackle human hopes, aspirations, as well as human fear, is essential for the achievement of the entire Agenda“ (Seath 2018)
And Seath continued by saying:

„Without capacity building, we will have no change in mindsets, no change in attitudes and behaviours, and we won’t have the transformational change that is expected from the Agenda“
Fisheries a „Wicked Problem“

- 14.4 Regulate Harvesting – MSY
- 14.5 MPAs 10% of Coastal and Marine Areas
- 14B Access for Small-scale Artisanal Fishers