



## INTERIM REPORT

### 2011 UNEP-CEP/CaMPAM Training of Trainers Course in Marine Protected Area Management

September 12<sup>th</sup> – 23<sup>rd</sup>, 2011  
San Pedro, Belize

Submitted by  
Seatone Consultants





## I. BACKGROUND

The Caribbean Marine Protected Area Managers (CaMPAM) Network has achieved notable success in building and strengthening management capacity of marine protected areas (MPAs) across the wider Caribbean. Since 1999 the annual *Training of Trainers Course on MPA Management* (Training of Trainers) has provided robust introductory professional development training in all aspects of MPA management to more than 140 marine resource professionals representing nearly 30 countries. Demonstrating the program’s efficacy, reach and impact, course graduates have subsequently utilized small grants (a component of the program) to strengthen local MPA management capacity through self-design and successful implementation of post-course training activities in multiple locations across the region. The 2011 course was funded primarily by the Italian Ministry of Foreign Affairs in support of the ‘Caribbean Challenge’ initiative, with additional support acquired from the Belize Fisheries Department and Protected Areas Conservation Trust.

## II. CONCEPTUAL APPROACH

In May 2011, UNEP-CEP/CaMPAM contracted Seatone Consultants to design and coordinate of the 9<sup>th</sup> edition of the annual Training of Trainers course. This decision reflects a transition from the role previously filled by the CaMPAM Coordinator, Dr. Georgina Bustamante. The approach and initial results outlined in this interim report are reflective of this change in event coordination. However, following in the collaborative spirit of CaMPAM, Dr. Bustamante and other members of the CaMPAM Executive Team provided regular feedback and input into the process of course design and implementation. Among other things, this included lectures by Dr. Bustamante and CaMPAM Assist Coordinator Emma Doyle. Moreover, Ms. Doyle played a leading role in crafting local and international press releases for the event, which in turn were distributed in each participant’s home country as well as to local media sources in Belize.

The ambitious goals set forth by the recently launched Caribbean Challenge initiative presented the opportunity for a progressive and uniquely collaborative approach to course implementation and follow-up activities. Specifically, Seatone Consultants proposed renewed focus on the concept and practice of *experiential learning* within a social network of peers. This allowed participants to first *learn* and *understand* presented concepts then subsequently craft ideas, plans and action steps that enable the *application* of effective management strategies. In addition to presentations on a host of MPA management related issues, challenging interactive exercises were utilized throughout the course to reinforce learned concepts and catalyze local action planning. This approach was strengthened by the selection of Belize as host country for the event. Belize is known for its extensive





national network of MPAs, and holds great promise to serve as an ongoing learning center for marine resource professionals throughout the wider Caribbean region. Specifically, the course objectives aimed to:

- Evaluate, strengthen and broaden the competencies of MPA managers and Training of Trainers course graduates
- Build institutional knowledge and capacity through exchange of lessons learned and cross-regional adoption of effective MPA management models
- Introduce progressive management concepts, tools, and links to available resources
- Increase awareness of effective management strategies and lessons learned from the Belize network of MPAs
- Create a framework for mentoring, professional coaching and the transfer of knowledge, skills and abilities among peers

Initial evaluation results below (section V.) demonstrate positive findings relative to student *reaction* to and *learning* at the course. As participants now move forward with self-designed, local training programs, later evaluation will link *changed behavior* and *results* to the overall objectives, efficacy and effectiveness of the training.

### III. COURSE IMPLEMENTATION

In September 2011, nearly 20 marine resource professionals hailing from 8 different Caribbean countries, gathered in San Pedro, Belize for the 9<sup>th</sup> edition of the Training of Trainers event.<sup>1</sup> As in previous events, the primary content was based on a robust course manual developed collaboratively by leading experts in the field of MPA management. This year the course modules were tailored to meet identified needs of participating Caribbean Challenge countries and delivered by Robert Cudney, former Director of the Cozumel Reefs National Marine Park and Owner of Mexico Silvestre Wilderness Tours; Dr. Melanie McField, Coordinator of the Healthy Reefs for Healthy People Initiative; and Rich Wilson, Principal of Seatone Consultants. Additional support for development of the research and monitoring module and associated interactive exercises was provided by Jos Hill. The primary course modules include:

- **Module 1:** *Training and communication skills* (Wilson)
- **Module 2:** *The marine environment of the Wider Caribbean* (McField)
- **Module 3:** *Uses and threats to the marine environment and its resources* (McField)
- **Module 4:** *Marine protected areas overview* (Cudney)
- **Module 5:** *Participatory planning* (Wilson)

<sup>1</sup> See Appendix 1 for a complete list of participants (students) at the 2011 Training of Trainers event.





- **Module 6:** *Marine protected area planning* (Cudney)
- **Module 7:** *Marine protected area management* (Cudney)
- **Module 8:** *Research and monitoring* (Hill/McField)

To capitalize on the course location, several Belizean host resource managers, fisheries department officials and donor organizations played an active role as guest lecturers. These experienced professionals (mentors) demonstrated how Belize MPA managers and staff—often in collaboration with resource users and community stakeholders—have addressed common challenges over the years, learned lessons from both failures and successes, and implemented increasingly effective management models.

In addition to strengthening fundamental management competencies through presentation of the standard modules and guest lectures, participants collaborated at several stages during the course to develop proposals and evaluate each other’s ideas for post-course training activities. This fostered a highly beneficial—as demonstrated by evaluation results—environment of peer-to-peer learning and evaluation. Each participating country has since submitted a small grant proposal, and eagerly awaits this new funding opportunity to build management capacity of local MPAs through the application of new knowledge and skills developed during the course. As of the timeline of this interim report submission, proposal from four participating countries have been approved: Grenada and St Vincent and the Grenadines (combined proposal); Antigua and Barbuda; and The Bahamas. The Course Coordinated is currently working with TOT graduates from Jamaica, St. Kitts and Nevis, and St. Lucia to make final adjustments to small grant proposals based on feedback from the project review team. The proposals for follow-up training activities include the following:

- **Antigua and Barbuda:** *Sensitisation of Judiciary and Key Enforcement Partners on the Legislative Environment for MPA Management in Antigua and Barbuda*
- **Bahamas:** *The Pelican Cay’s Land & Sea Park: Get to know your MPA*
- **Grenada/St. Vincent and the Grenadines (combined proposal):** *Grenada Bank MPA Network Enforcement Training*
- **Jamaica:** *The Jamaica Fish Sanctuary Network (JFSN) Capacity Building Project*
- **St. Kitts and Nevis:** *St. Kitts & Nevis MPA Awareness Training Workshop*
- **St. Lucia:** *Understanding Threats, Resolving Conflicts and Building Collaborative Solutions in the Soufriere Marine Management Area*

Seatone Consultants—acting as a facilitative coach—will maintain close contact with these new trainers to monitor progress of upcoming training activities, identify challenges and adaptive management strategies, and provide technical support as needed or appropriate.





Course graduates will play the lead role in both the coordination and execution of these training activities. Furthermore, graduates have been encouraged to maintain contact with each other in order to provide regular updates, share lessons learned and encourage ongoing peer-to-peer evaluation and support.

Finally, it is important to note that with the completion of the 2011 course, a foundation has been built to launch and sustain a mentor and peer exchange network, with the active involvement of the many professionals that contributed to and participated in the 2011 course. Instructors, lecturers and students collectively agreed on the benefits of information sharing, and emphasized the need for channels, resources and opportunities to spread institutional knowledge and replicate effective management models among Caribbean Challenge countries, and ultimately throughout the wider Caribbean region. The remaining months of the Training of Trainers initiative focus on implementation of local training activities in each participating country, and will further evaluate the links between *reaction* and *learning* from the course to *changes in behavior* and *results* of local initiatives implemented afterwards.

### III. DONORS, STUDENTS AND GUEST LECTURERS

The 2011 Training of Trainers course was funded primarily by the Italian Ministry of Foreign Affairs in support of the ‘Caribbean Challenge’ initiative, and to assist the establishment of a fully ecologically-representative, climate change resilient, and functional network of marine protected areas in the wider Caribbean region. To enable additional local participation at the host site, Seatone Consultants collaborated with the Belize Fisheries department to craft a proposal and secure additional funding from the Belize Protected Areas Conservation Trust (PACT).

In total, the course realized the full participation of 19 students hailing from 8 different Caribbean countries (Table 1. below). As noted, the primary course material (modules listed above) was tailored and delivered by three expert instructors. Guest lectures covered a variety of management related topics, and were based primarily on past lessons learned and experience gained in the field of MPA management, with a strong emphasis on the building of a national network of MPAs in Belize. Importantly, the course realized a high level of participation from local Belize MPA managers, the Belize Fisheries Department, the Association of Protected Areas Management Organizations and Protected Areas Conservation Trust (Table 2. below). In November 2011, the Course Coordinator shared a paper and presentation on the most recent training course at the GCFI conference in Puerto Morelos, Mexico.





**Table 1. Student participants at the 2011 UNEP-CEP/CaMPAM Training of Trainers**

COUNTRY	PARTICIPANT	POSITION	INSTITUTION
Antigua and Barbuda	Mr. Ogden Burton	Park Manager	Codrington Lagoon National Park
	Ms. Tricia Lovell	Senior Fisheries Officer (Conservation)	Fisheries Division
Bahamas	Ms. Bianca Green	Education Assistant	Bahamas National Trust
	Mr. Lindy Knowles	Assistant Parks Planner	Bahamas National Trust
Belize	Mr. Carlos Ramirez	Head Ranger	Toledo Institute for Environment and Development
	Mr. Lyndon Rodney	Fisheries Inspector / Manager	Sapodilla Cayes Marine Reserve
	Mr. Roberto Carballo	Reserve Manager	Fisheries Department
	Mr. Shane Young	Marine Parks Manager	Belize Audubon Society
Jamaica	Mr. Brian Zane	Executive Director / Park Manager	Montego Bay Marine Park Trust
	Mr. Junior Squire	Senior Fisheries Officer	Ministry of Agriculture and Fisheries
	Mr. Llewelyn Meggs	Conservation Coordinator of the Pedro Bank Management Project	The Nature Conservancy
Grenada	Mr. Coddington Jeffrey	Chief Warden	Moliniere / Beausejour Marine Protected Area
	Mr. Davon Baker	Chairman	Sandy Island / Oyster Bed Marine Protected Area
	Mr. Roland Baldeo	National MPA Coordinator	Ministry of Agriculture, Forestry and Fisheries
St. Kitts and Nevis	Ms. Althea Arthurton	Economist, Business Development and Interim Director	Department of Fisheries, Nevis Island Administration
	Mr. Lorinston Jenkins	Fisheries Assistant	St. Kitts Department of Marine Resources
St. Lucia	Mr. Newton Eristhee	General Manager	Soufriere Marine Management Association
St. Vincent and the Grenadines	Mr. Andrew Lockhart	Superintendent of Marine and Terrestrial Parks	National Parks, Rivers and Beaches Authority
	Mr. Olando Harvey	Marine Biologist	Tobago Cays Marine Park





**Table 2. Instructors/Lecturers at the 2011 UNEP-CEP/CaMPAM Training of Trainers<sup>2</sup>**

INSTRUCTORS/LECTURERS/COORDINATOR	
Miguel Alamilla (Lecturer)	Director of the Hol Chan Marine Reserve
Yvette Alonso (Lecturer)	Executive Director of the Association of Protected Areas Management Organization (Belize)
Darrel Audinette (Lecturer)	Capacity Building Grants Officer at the Belize Protected Areas Conservation Trust
Dr. Georgina Bustamante (Lecturer)	Coordinator of the Caribbean Marine Protected Areas Management Network and Forum
Lauretta Burke (Virtual Presenter)	Senior Associate of the World Resources Institute
Robert Cudney (Instructor)	Former Director of the Cozumel Reefs National Marine Park
Adriel Castaneda (Lecturer)	Catch Shares Liaison Officer of the Belize Fisheries Department
Dr. Robin Coleman (Lecturer)	Assistant Director at the Wildlife Conservation Society of Belize
Emma Doyle (Lecturer)	Assistant Coordinator of the Caribbean Marine Protected Area Managers Network and Forum
Billy Leslie (Lecturer)	President of the San Pedro Tour Guide Association
Celia Mahung (Lecturer)	Executive Director of the Toledo Institute for Environment and Development
Isaias Majil (Lecturer)	MPA Coordinator of the Belize Fisheries Department
Julio Maz (Lecturer)	Fisheries Community Officer at the Wildlife Conservation Society of Belize
Dr. Melanie McField (Instructor)	Director of the Healthy Reefs for Healthy People Initiative
Shane Young (Lecturer)	Protected Area Manager of the Belize Audubon Society
Rich Wilson (Course Coordinator/ Facilitator/Instructor)	Principal of Seatone Consultants

<sup>2</sup> See the full course agenda in appendix 1 for a listing of the specific presentation topics covered by each instructor and guest lecturer.





#### IV. COURSE EVALUATION

Seatone Consultants developed a monitoring and evaluation (M&E) framework that links all components of the program. A renewed focus has been placed on the evaluation of course objectives relative to the unique challenges facing each graduate during implementation of grant-financed training initiatives. This will be achieved through application of M&E instruments that link course modules and guest lectures directly to follow-up training and capacity building initiatives, thereby measuring effectiveness of the former by demonstrating success of activities conducted during the latter. In this sense, as previously mentioned, evaluation instruments will consider *reaction* and *learning* during the course (e.g. how did participants feel about the experience; was there an increase in knowledge and skills acquired) as well as *changes in behavior* and *results* of local initiatives implemented afterwards (e.g. how was new knowledge applied and behavior changed; what results were achieved). This approach will foster further collaboration among all participants and ensure that the program is evaluated in its entirety, and not simply as separate, stand alone components. Some select positive highlights include following:<sup>3</sup>

#### Q5. Course materials (power point presentations; reading materials; electronic handouts etc) were useful to me.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
64.7%	29.4%	5.9%	0%	0%	0%

#### Q7. I had the opportunity to provide input on the course design, content or discussions.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
11.8%	64.7%	23.5%	0%	0%	0%

#### Q9. Overall, I was satisfied with the course instruction provided by Melanie McField.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
29.4%	58.8%	11.8%	0%	0%	0%

#### Q10. Overall, I was satisfied with the course instruction provided by Robert Cudney.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
50%	50%	0%	0%	0%	0%

<sup>3</sup> See appendix 2 for the complete course evaluation results, including additional student narrative responses.







**Q11. Overall, I was satisfied with the course instruction and facilitation provided by Rich Wilson.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
35.3%	52.9%	11.8%	0%	0%	0%

**Q12. Overall, I was satisfied with the Belizean and other guest lecturers.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
70.6%	29.4%	0%	0%	0%	0%

**Q13. My knowledge and/or skills increased as a result of this course.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
64.7%	29.4%	5.9%	0%	0%	0%

Additional student comments (Q13):

- Course of action for community and stakeholder participation. Monitoring needs and issues. Enforcement needs importance.
- I was particularly intrigued by the presentations that dealt with research, monitoring and evaluation programs by the various institutions, NGOs and MPAs.
- One of the areas most beneficial was the stakeholder consultations / participatory planning module. It has come at a time when I am about to conduct this sort of activity in my project. I have been quite apprehensive about this activity, and still am, but I feel better prepared.
- Purpose of course evaluation.
- After the Keynote speaker I am aware what its take to be more efficient when developing an effective MPA.
- I appreciated the exercises in role playing for facilitation, and planning of monitoring.
- I've learned new skills on how to handle conflict resolution, communication skills in approaching the community and improving collaborative efforts.
- I was able to get a better understanding of the ways in which the MPA here in Belize handle their monitoring and evaluation.

**Q15. I will be able to apply new knowledge and/or skills developed to the training activity that I propose to conduct.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
64.7%	29.4%	5.9%	0%	0%	0%





**Q16. The knowledge and/or skills I gained through this course are directly applicable to the daily requirements of my job.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
47.1%	52.9%	0%	0%	0%	0%

**Q17. The course has helped me prepare for other opportunities or challenges I may face as a fisheries officer, manager, scientists etc.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
41.2%	58.8%	0%	0%	0%	0%

**Q18. In reference to the previous three questions (Q15, Q16, Q17), please provide examples of topic areas where new learning can be applied in your local marine protected area(s).**

- Effective communication with stakeholders. Visible successes of MPAs in Belize by the effective uses of main components in MPA planning and management.
- Communication is key role in marine protected areas management. Rich and Emma gave excellent presentations on key ways of how to communicate which can fundamentally lead to stakeholder awareness, and building collaboration locally and internationally.
- Research, Monitoring & Evaluation Participatory Planning & Management MPA Management & Planning.
- 1. Ability to train persons in various areas of MPA management. 2. Doing assessments of my activities 3. Proposal/grant writing 4. Carrying out stakeholder consultations.
- Grant Proposal Writing Research and Monitoring Training and Communication.
- Conflict resolution, Research.
- To resolve issues between users.
- Use of collaborative efforts to manage MPAs Role playing in Conflict Resolution & Enforcement The sharing of lessons learned at the implementing stage for MPA establishment.
- I have ideas on how I can make small but profound steps in helping my MPA be effectively managed. The establishment of a monitoring program that is feasible and achievable, and enforcement and zoning that would allow the park to achieve its goals while balancing the needs of the stakeholders.





- Development of Monitoring & Evaluation plan for Park and securing greater stakeholder buy-in.
- Participatory Planning Communications.
- Monitoring and evaluation participatory management stakeholder participation.
- 1. Conflict resolution, 2. Exercise dealing with conflict on the second Thursday was an instructive example of how a facilitator could be useful in these settings.
- Participatory Planning and Communication, MPA Planning.

**Q21. I benefited from interaction with my peers.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
82.4%	17.6%	0%	0%	0%	0%

Additional student comments (Q21):

- The group was very interactive giving their views and possible solutions. Some of them also sat down and help us with developing proposal and wording sentences in such away to make the points more clear.
- We are all at different stages of preparation and effective management of our MPAs. We also have our own restrictions, threats and issues to deal with. Hearing the various solutions provided much insight and ideas.
- This was one of the best parts of this entire training - the opportunities to interact and learn in and out of the classroom.
- How they managed their MPA and problems they faces or are facing.
- They also provided excellent feedback and I learned from their experiences.





## Appendix 1 – Course Agenda

DATE	MODULE/PRESENTATION/EXERCISE	PRESENTER
Sunday September 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Student arrivals and hotel check in</li> <li>Evening welcome/social gathering at the Sunbreeze hotel</li> </ul>	
Monday September 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Welcome and introductions</li> <li>Summary of logistical/housekeeping issues</li> <li>Review of course agenda</li> <li><b>Presentation:</b> Strengthening Marine Protected Areas (MPAs) and Networks by Training and Connecting Managers and Stakeholders: the SPAW Protocol and UNEP-CEP Caribbean MPA Management Network and Forum (CaMPAM)</li> <li>Student introduction of MPAs and training proposal ideas               <ul style="list-style-type: none"> <li>➤ Personal/professional background</li> <li>➤ Basic MPA overview</li> <li>➤ Summary of proposed training activity</li> </ul> </li> <li><b>Presentation:</b> Key Elements of a Good Proposal</li> <li><b>Interactive:</b> Initiate peer-to-peer development of training proposals. <i>(Site specific training needs identified for Caribbean Challenge countries. Technical assistance provided for participant proposal writing.)</i></li> </ul>	<p><i>Dr. Georgina Bustamante, Coordinator of CaMPAM</i></p> <p><i>Rich Wilson, Principal of Seatone Consultants</i></p>
Tuesday September 13 <sup>th</sup>	<ul style="list-style-type: none"> <li><b>Module 2: The Marine Environment of the Wider Caribbean</b> <i>(Provides an overview of the biophysical characteristics of the Caribbean Sea and the Gulf of Mexico, marine ecosystems, and the features that make the Wider Caribbean a system of ecoregions. MPA managers informed about the biological connections across the region to be able to apply to management strategies at both domestic and transboundary sites.)</i></li> <li><b>Interactive:</b> Open discussion – What is unique and special about your MPA? Why does that justify protection? Are the biological resources (marine species populations and habitats) of your MPA potentially connected with those existing in neighboring islands? If so, would this connection require some coordination of MPA management between neighbor islands?</li> <li><b>Module 3: Uses and Threats to the Caribbean Marine Environment and Its Resources</b> <i>(Identifies the uses and threats to marine resources, and puts these within the context of the national development planning and general environment management scenarios.)</i></li> <li><b>Interactive:</b> Open discussion – What are the greatest threats facing your MPA? How does protection benefit</li> </ul>	<p><i>Dr. Melanie McField, Director of the Healthy Reefs for Healthy People Initiative</i></p> <p><i>Dr. Melanie McField, Director of the Healthy Reefs for Healthy People Initiative</i></p>





	<p>resource users and the surrounding community? How does your proposed training activity address existing threats?</p> <ul style="list-style-type: none"> <li>▪ <b>Module 4: Marine Protected Areas Overview</b> (Provides an historical overview of marine protected area programs within the Caribbean, including identification of the main relevant issues.)</li> </ul>	Robert Cudney, former Director of the Cozumel Reefs National Marine Park
Wednesday September 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ <b>Module 6: Marine Protected Area Planning</b> (Provides the rationale and guidelines for marine protected area planning, emphasizing the need to place protected area planning within the context of national environmental management objectives. Looks at the concept of developing national and regional MPA networks.)</li> <li>▪ <b>Interactive:</b> Write an effective position description, conduct interviews and successfully acquire staff</li> <li>▪ <b>Module 7: Marine Protected Area Management</b> (Introduces the basic principles of management, and shows how these are applied in the context of marine protected area management.)</li> <li>▪ <b>Interactive:</b> Develop a functioning operations plan</li> </ul>	Robert Cudney, former Director of the Cozumel Reefs National Marine Park  Robert Cudney, former Director of the Cozumel Reefs National Marine Park
Thursday September 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ <b>Presentation:</b> The Structure, Function and Programs of the Belize MPA Network</li> <li>▪ <b>Interactive:</b> Open discussion/question &amp; answer session</li> <li>▪ <b>Presentation:</b> The Management Framework of the Hol Chan Marine Reserve (HCMR)</li> <li>▪ <b>Interactive:</b> Open discussion/question &amp; answer session</li> <li>▪ <b>Presentation:</b> The History and Programs of the Belize Protected Areas Conservation Trust (PACT)</li> <li>▪ <b>Presentation:</b> The Association of Protected Areas Management Organizations (APAMO) – Voice of Belize’s Protected Areas</li> </ul>	Isaias Majil, MPA Coordinator of the Belize Fisheries Department Miguel Alamilla, Director of the HCMR  Darrel Audinette, Grants Officer at PACT  Yvette Alonso, Executive Director of APAMO
Friday September 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ <b>Field trip:</b> The Hol Chan Marine Reserve</li> <li>▪ <b>Interactive:</b> Apply theoretical knowledge and new skills in a real world setting</li> </ul>	Transport via Hugh Parkey’s Belize Adventures
Saturday September 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ Participant day off</li> <li>▪ Possible homework assignment</li> </ul>	
Sunday September 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ <b>Interactive:</b> Apply lessons learned from the Hol Chan Marine Reserve field trip</li> <li>▪ <b>Presentation:</b> Collaborative Efforts and Effective Management at Belize Audubon Society Co-managed Protected Areas</li> </ul>	Shane Young, Protected Area Manager of the Belize Audubon Society





	<ul style="list-style-type: none"> <li>▪ <b>Presentation:</b> The Mutual Interests of Tourism and Protected Areas</li> <li>▪ <b>Interactive:</b> Open discussion/question &amp; answer session</li> <li>▪ <b>Virtual presentation:</b> Economic Valuation – Examples of the Coastal Capital Project</li> <li>▪ <b>Interactive:</b> Refinement of student training proposals</li> </ul>	<p><i>Billy Leslie, President of the San Pedro Tour Guide Association</i></p> <p><i>Lauretta Burke, Senior Associate of the World Resources Institute</i></p>
<p>Monday September 19<sup>th</sup></p>	<ul style="list-style-type: none"> <li>▪ <b>Presentation:</b> Managed Access at Glovers Reef Atoll</li> <li>▪ <b>Interactive:</b> Open discussion and question/answer session</li> <li>▪ <b>Presentation:</b> Fisheries Data Collection and Its Importance in Management</li> <li>▪ <b>Interactive:</b> Open discussion/question &amp; answer session</li> <li>▪ <b>Presentation:</b> Successes, Challenges and Adaptive Management Strategies for Effective Management Within Gladden Spit and Silk Cayes Marine Reserve</li> <li>▪ <b>Interactive:</b> Open discussion/question &amp; answer session</li> <li>▪ <b>Presentation:</b> Community Participation in Resource Management at the Port Honduras Marine Reserve</li> <li>▪ <b>Interactive:</b> Open discussion and question/answer session</li> </ul> <p><i>(Best practices and case studies on MPA management and enforcement collected, summarized and analyzed.)</i></p>	<p><i>Adriel Castaneda, Catch Shares Liaison Officer of the Belize Fisheries Department and Julio Maz, Fisheries Community Officer at the Wildlife Conservation Society of Belize</i></p> <p><i>Dr. Robin Coleman, Assistant Director at the Wildlife Conservation Society of Belize</i></p> <p><i>Nellie Catzim, Executive Director of the Southern Environmental Association</i></p> <p><i>Celia Mahung, Executive Director of the Toledo Institute for Environment and Development</i></p>
<p>Tuesday September 20<sup>th</sup></p>	<ul style="list-style-type: none"> <li>▪ <b>Module 8: Research and Monitoring</b> <i>(Discusses the rationale for research and monitoring, highlighting the need for information to cover socio-economic as well as biological parameters. Specific methods are given for monitoring of critical biological resources like coral reefs.)</i></li> <li>▪ <b>Interactive:</b> Develop an action plan to set up and/or strengthen research and monitoring in your MPA. Among the methods and indicators presented, select the most appropriate to be able to measure management effectiveness of your MPA (biological and socioeconomic) while addressing potential climate changes.</li> </ul>	<p><i>Dr. Melanie McField, Director of the Healthy Reefs for Healthy People Initiative</i></p>





<p>Wednesday September 21<sup>st</sup></p>	<ul style="list-style-type: none"> <li>▪ <b>Presentation:</b> MPAs in the Media and Communicating About Biodiversity</li> <li>▪ <b>Interactive:</b> Press exercise</li> <li>▪ <b>Module 5: Participatory Planning</b> (<i>Introduces the concept and practice of participatory planning, covering areas such as stakeholder analysis, strategies and mechanisms for stakeholder involvement, conflict management, and collaborative management.</i>)</li> <li>▪ <b>Interactive:</b> Role playing exercise</li> </ul>	<p><i>Emma Doyle, Assistant Coordinator of CaMPAM</i></p> <p><i>Rich Wilson, Principal of Seatone Consultants</i></p>
<p>Thursday September 22<sup>nd</sup></p>	<ul style="list-style-type: none"> <li>▪ <b>Module 1: Training and Communication Skills</b> (<i>Encapsulates the core of the course by introducing theories of adult education, training techniques, and guidelines for communicating with different groups. Communication enhanced between MPA managers with the potential for strong connectivity of their marine biological populations. A foundation built for regional-level mentoring, professional coaching and peer exchange.</i>)</li> <li>▪ <b>Interactive:</b> Refinement of student training proposals, including development of a communications plan</li> </ul>	<p><i>Rich Wilson, Principal of Seatone Consultants</i></p>
<p>Friday September 23<sup>rd</sup></p>	<ul style="list-style-type: none"> <li>▪ Final day of peer-to-peer learning, evaluation and development of collaborative working relationships             <ul style="list-style-type: none"> <li>➢ Proposal refinement</li> <li>➢ Expected behavior changes post course graduation</li> <li>➢ Roles and responsibilities of micro-grant recipients</li> <li>➢ Mentoring, professional coaching and peer exchange</li> <li>➢ Course evaluation</li> </ul> </li> <li>▪ Course conclusion</li> </ul>	<p><i>Collaborative effort amongst all participants</i></p>





## Appendix 2 – Complete course evaluation results

**Q1. The pre-course phone call and electronic communication with the Course Coordinator provided adequate information to prepare for the course.** (Note that due to the late acquisition of funds from the Belize Protected Areas Conservation Trust, Belizean students were not called prior to the course)

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
35.7%	57.1%	0%	0%	0%	7.1%

### Additional student comments:

- Was not called, personally
- I was not fortunate to receive a call
- It was adequate because the call explained what we had to do before coming to the course
- It gave me heads up on what to expect and what I need I need to have
- This made me more aware of what to expect during the course

**Q2. I was given enough time prior to the course to review relevant materials, complete reading assignments, prepare an introductory power point presentation and consider the objectives of a proposed follow-up training activity.** (Note that due to the late acquisition of funds from the Belize Protected Areas Conservation Trust, Belizean students were not given materials to review prior to the course)

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
31.3%	50%	6.3%	6.3%	0%	6.3%

### Additional student comments:

- Was not made aware
- The timing to prepare was some what kind of short because I was not the one intended to go to the work shop

**Q3. I clearly understood the course objectives.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
23.5%	70.6%	5.9%	0%	0%	0%







Additional student comments:

- I know what I must do to have buy-in on a MPA and all its component
- First thought of the course was that we had to conduct a training of trainers course back home now realizing we have to share the information back home
- It was fairly straightforward

**Q4. The course met all of the stated objectives.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
11.8%	70.6%	17.6%	0%	0%	0%

Additional student comments:

- There should have been more practical exercises. (e.g. more field trips.)
- I expected more hands-on, field-based, practical exercises and in-depth discussions on critical areas such as sustainable financing (beyond user fees) of MPA. More time should have spent within the various parks to allow the trainees to have the chance to see the interaction between the wardens and tourists, fishers and other resource users.
- I was particularly interested in the research and monitoring aspect, and expected more in-depth lecture.
- The objectives were stated clearly and had a lot of information

**Q5. Course materials (power point presentations; reading materials; electronic handouts etc) were useful to me.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
64.7%	29.4%	5.9%	0%	0%	0%

Additional student comments:

- Presentations should have been handed out immediately for later review and follow up questions.
- I think that the electronic material could have been provided a bit earlier in the course - maybe collated before. Note that this did not detract much at all. But in the end there were quite a few things being handed out and this is an easy way for persons to have missed receiving all material.
- Because its the first time we are trying to established a MPA my country
- The book list was quite useful. I was able to find most books on Amazon or the pdfs through google.





- I can use some of the material for future reference.

**Q6. Course content was logically organized.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
17.6%	58.8%	23.5%	0%	0%	0%

Additional student comments:

- First module dealing with communication should have been done first.
- The structure and interactive activities of the monitoring and research had little flow between them and seemed to be a disjointed. Individually they were great, but as a whole it could have been organized better.

**Q7. I had the opportunity to provide input on the course design, content or discussions.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
11.8%	64.7%	23.5%	0%	0%	0%

Additional student comments:

- Interaction and Q/A sessions helped group members to get ideas expressed.
- Not so much on design or content, but definitely on discussions.

**Q8. I had enough time to learn the subject matter covered in the course.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
18.8%	43.8%	31.3%	6.3%	0%	0%

Additional student comments:

- Presentations should have been given out at the end of each day.
- A lot of material to cover.
- Some of the topics were heavy and may need some more time to go through the topics, like research and monitoring more thoroughly.

**Q9. Overall, I was satisfied with the course instruction provided by Melanie McField.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree





29.4%	58.8%	11.8%	0%	0%	0%
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Additional student comments:

- Presentations given out each day.
- PowerPoint presentations were too long and too much emphasis on deep-end marine biology.
- Some of the lectures went by somewhat quickly.
- See question 6.
- Excellent presenter and great content... clearly an expert in her field. My only recommendation related to the M&E session, where I had difficulty following the flow of session (MPA Worksheet). Also, without solid knowledge of M&E techniques/systems, I found it difficult to put together a plan. Would have been useful to have a menu of options from which to draw.

**Q10. Overall, I was satisfied with the course instruction provided by Robert Cudney.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
50%	50%	0%	0%	0%	0%

Additional student comments:

- Presentations.
- Mr. Cudney brought most of the pertinent points and aspects relative to MPA planning and management: vision, goals, objectives, indicators, human resource management, research, monitoring and evaluation and engagements between government, NGOs, private sector and fishers among others.
- Robert was great.
- His experience was quite lively and caused a great deal of discussion.
- I like that he gave a really good answer to questions asked and provided great suggestions.

**Q11. Overall, I was satisfied with the course instruction/facilitation provided by Rich Wilson.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
35.3%	52.9%	11.8%	0%	0%	0%

Additional student comments:

- Excellent Job!





- Rich was able to introduce topics and keep the conversations from going in circles, keeping us engaged and keeping us focused.
- Rich did a great job.... had a lot of territory to cover, both subject content wise, as well as keeping things on track. Went out of his way to make sure that people were as comfortable as possible, ensuring a positive learning environment.
- He was really good in keeping track of time and allowing to facilitate discussions during the sessions.

**Q12. Overall, I was satisfied with the Belizean and other guest lecturers.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
70.6%	29.4%	0%	0%	0%	0%

Additional student comments:

- These presenters spoke in a practical sense of their successes and failures which can be used in our MPAs
- I was particularly impressed with Mr. Shane Young, Protected Area Manager of the Belize Audubon Society, Mr. Isaias Majil, Coordinator of the Belize Fisheries Department, and Mr. Darrel Audinette, Grants Officer of the Belize Protected Areas Conservation Trust.
- Very informative and all were willing to share experiences, answer questions, and brainstorm with us. Altogether very motivating.
- Each provided their experiences that helped the group bounce ideas off.
- This was a must...very glad they were here.
- They were great with their lectures and providing great information on how they approached their situation. I like that they work together really well.

**Q13. My knowledge and/or skills increased as a result of this course.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
64.7%	29.4%	5.9%	0%	0%	0%

Additional student comments:

- Course of action for community and stakeholder participation. Monitoring needs and issues. Enforcement needs importance.
- I was particularly intrigued by the presentations that dealt with research, monitoring and evaluation programmes by the various institutions, NGOs and MPAs.





- One of the areas most beneficial was the stakeholder consultations / participatory planning module. It has come at a time when I am about to conduct this sort of activity in my project. I have been quite apprehensive about this activity, and still am, but I feel better prepared.
- Purpose of course evaluation.
- After the Keynote speaker I am aware what its take to be more efficient when developing an effective MPA.
- I appreciated the exercises in role playing for facilitation, and planning of monitoring.
- I've learned new skills on how to handle conflict resolution, communication skills in approaching the community and improving collaborative efforts.
- I was able to get a better understanding of the ways in which the MPA here in Belize handle their monitoring and evaluation.

**Q14. The course helped improve my proposal development and writing skills.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
35.3%	47.1%	17.6%	0%	0%	0%

Additional student comments:

- A more developed and systematic way of proposal writing.
- I now more able to distinguish between a goal, objective, indicator, input and output.
- It was a good refresher, and the focus of differences between objective and goal was a great reminder.
- I feel as if my skills in this area were relatively solid coming into the course. It was good to get a refresher on basics.

**Q15. I will be able to apply new knowledge and/or skills developed to the training activity that I propose to conduct.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
64.7%	29.4%	5.9%	0%	0%	0%

Additional student comments:

- Different methods of engaging stakeholder's participation in MPA related activities.
- See above.
- I now have a proper understanding on the runnings of MPA management.





- Hopefully I'll be able to gain more community buy-in and support. Maybe it can be used as a template for other parks as well.

**Q16. The knowledge and/or skills I gained through this course are directly applicable to the daily requirements of my job.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
47.1%	52.9%	0%	0%	0%	0%

Additional student comments:

- Stakeholder participation. Monitoring needs and implementation.
- MPA planning and management and natural resource management generally are about managing people and their behaviour; that it MPA/NRM managers have to cultivate an understanding of the socio-economic, cultural and political nuances relating to MPA/NRM. Further that no one entity (govt, NGO or community) have all the resources to manage MPA effectively but that it takes collaborative effort and political will.
- I feel more confident in my ability to actually write a monitoring framework.
- This has given me a little more confidence in my communications and networking skills.

**Q17. The course has helped me prepare for other opportunities or challenges I may face as a fisheries officer, manager, scientists etc.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
41.2%	58.8%	0%	0%	0%	0%

Additional student comments:

- Engaging communities and stakeholders. A need to implement management plans the need to create network among other MPAs and organizations.
- See above.
- In zoning for the difference users.
- Gained confidence in handling certain situations that may come up either during a community meeting or just one-on-one.

**Q18. In reference to the previous three questions, please provide examples of topic areas where new learning can be applied in your local marine protected area(s).**





- Effective communication with stakeholders. Visible successes of MPAs in Belize by the effective uses of main components in MPA planning and management.
- Communication is key role in marine protected areas management. Rich and Emma gave excellent presentations on key ways of how to communicate which can fundamentally leads to stake holders awareness, and building collaboration locally and internationally.
- Research, Monitoring & Evaluation Participatory Planning & Management MPA Management & Planning.
- 1. Ability to train persons in various areas of MPA management. 2. Doing assessments of my activities 3. Proposal/grant writing 4. Carrying out stakeholder consultations.
- Grant Proposal Writing Research and Monitoring Training and Communication.
- Conflict resolutions, Research.
- To resolve issues between users.
- Use of collaborative efforts to manage MPAs Role playing in Conflic Resolution & Enforcement The sharing of Lessons learned at the implementing stage for MPA establishment.
- I have ideas on how I can make small but profound steps in helping my MPA be effectively managed. The establishment of a monitoring program that is feasible and achievable, and enforcement and zoning that would allow the park to achieve its goals while balancing the needs of the stakeholders.
- Development of Monitoring & Evaluation plan for Park and securing greater stakeholder buy-in.
- Participatory Planning Communications.
- Monitoring and evaluation participatory management stakeholder participation.
- 1. Conflict resolution, 2. Exercise dealing with conflict on the second Thursday was an instructive example of how a facilitator could be useful in these settings.
- Participatory Planning and Communication, MPA Planning.

**Q19. Overall, I was satisfied with the course.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
47.1%	41.2%	11.8%	0%	0%	0%

Additional student comments:

- With the exception of more field trips for more practical experience of management.
- See 4. above.
- It met and surpassed my expectations.





- It was an invaluable experience. Content was solid, but interface with other managers, irreplaceable.

**Q20. I benefited from interaction with the instructors and guest lecturers.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
52.9%	41.2%	5.9%	0%	0%	0%

Additional student comments:

- I was able to share my experiences and also learn from them. The guest lecturers also played a key role and made me realize many things. Most importantly the continuous need for communications.
- They all provided excellent feedback.
- Not enough time.

**Q21. I benefited from interaction with my peers.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
82.4%	17.6%	0%	0%	0%	0%

Additional student comments:

- The group was very interactive giving their views and possible solutions. Some of them also sat down and help us with developing proposal and wording sentences in such away to make the points more clear.
- We are all at different stages of preparation and effective management of our MPAs. We also have our own restrictions, threats and issues to deal with. Hearing the various solutions provided much insight and ideas.
- This was one of the best parts of this entire training - the opportunities to interact and learn in and out of the classroom.
- How they managed their MPA and problems they faces or are facing.
- They also provided excellent feedback and I learned from their experiences.

**Q22. My training proposal ideas were improved as a result of evaluation provided by my peers.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
35.3%	47.1%	17.6%	0%	0%	0%







Additional student comments:

- I was able to quantify and be more specific about what my goals were and my expected outputs and outcomes.
- See 14 above.
- The ideas we had were sound and comprehensive. The group helped in the articulation of the ideas.
- Peer evaluation - da bomb!!!!
- They made me evaluate the objectives and make them more clearly.
- The scope of our proposal was initially to broad and the peer review helped us to narrow it to a more appropriate scale.

**Q23: INVALID; formatted incorrectly in SurveyMonkey**

**Q24. I am interested to share my knowledge and skills with others through a regional-level mentoring, professional coaching and peer exchange program.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
64.7%	35.3%	0%	0%	0%	0%

Additional student comments:

- I have several years experience in working with PA agencies and engaging communities in NRM. My engagement with MPA is limited so I welcome any opportunity to learn from my colleagues around the region, particularly those in Grenada, St. Lucia, Barbuda and Belize.

**Q25. I am interested to strengthen my knowledge, skills and abilities from others through a regional-level mentoring, professional coaching and peer exchange program.**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
70.6%	29.4%	0%	0%	0%	0%

**Q26. Are there specific individuals and/or institutions who participated in the course that would like to stay in touch with and learn from? (e.g. instructors, lecturers and/or students)?**

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
100%	0%	0%	0%	0%	0%





### Additional student comments:

- All because possible solutions and ideas are well needed. Different countries have different situations and while it might not relate to one specific person it might to another.
- All participants. Each country has there own challenges and methods of conflict resolution. It is of grate interest to be aware of what other countries are doing in terms of on the ground functionality of their MPAs.
- Mr. Isaias Majil, Fisheries Department, Belize Mr. Shane Young, PA Manager, BAS Mr. Robert Cudney, Fmr Director, Cozumel Reefs National Marine Park Ms. Celia Mahung, Executive Director, TIDE.
- CAMPAM participants, Rich Wilson, Emma Doyle, Rich Wilson, Melanie McField.
- Mariela - outreach personnel at Hol Chan Lyndon, Roberto. Just about everyone.
- Belizean presenters, Rich, Emma, Georgina, Camile, just about everyone.
- Everybody.
- Emma Doyle.
- Instructors, Lecturers and the students.
- Lyndon Rodney, Davon Baker, Roberto Carballo, Orlando.
- Everyone
- Everyone!
- Rich Wilson Belize Audubon society (Shane Young) Robert Cudley Belize fisheries (Roberto, Rodney)
- PACT Belize Audubon Society Belize Fisheries (MPA Coordinator and rangers) Hol Chan MPA.
- Lecturers and Participants.
- All participants, Dr. Melanie McField Emma Doyle.

### **Q27. What were the strong points of the course?**

- Proposal development; Development of Implementation Plans; Group Assignments.
- The choice of venue: Belize with its diverse network of MPAs, habitats and ecosystems, a strong track record of community-based and NGO co-management of MPA planning and management, research, monitoring and evaluation. A relatively good cadre of presenters, especially those from the NGO sector and the personnel of the Belize Fisheries Department. Interaction and camaraderie among trainees.
- Communication; Proposal writings.
- The facilitation of the follow-up activity/project and funding for same. The forum that was provided for open communication.
- Peer-to-peer evaluation; site visits.
- Communication, importance of a healthy reef.





- Lectures, presentations from the Belizeans, peer to peer exchange.
- Purpose of evaluation sheets
- How to manage a very effective MPA.
- Opportunity to interface with other managers, highly relevant local examples. Took base course content and helped to conceptualize through real situations being faced in each location.
- The strong points of the course I would have to say were communications, collaboration, conflict resolution, discussions and time management.
- The presentations by the different Belize MPAs on their development from a newly formed MPA to what they are today.
- The interaction with other members.
- Interactive discussions, Diversity of participants with respect to origin.
- The emphasis on the importance of good communication.
- Participants were given opportunity to share experiences and interact. The role playing exercises were extremely useful. We also benefited from local case studies.

**Q28. What were the weak points of the course, and how would you suggest they be changed?**

- Slight little things like trying out equipments before starting of course. Also the lack of snacks. Food would be better if done buffet style however I also know that available budget may be a factor.
- See 4. above. Too many long hours of classroom sessions. Some of the lectures and presentations could have been conducted in the early evenings with longer breaks during the early afternoon. Below par logistics relative to travel, per diem and meals. The advice of prospective participants relative to travel routes and overnight accommodation should not merely be sought by course coordinators but be acted upon, paying due attention to budget and trainee comfort.
- The course was very intense. Though difficult and costly, if there were a few more days, daily workloads could have been a little lighter. Could have had more field trips.
- Probably field visits - mangrove snorkeling opportunities would have been great. Visit to Bachalar Chico was rushed, but an eye opener in this regard.
- Had no weak points.
- Provision of pen drive and hard copy of the participants manual.
- None off the top of my head.
- The weak points I would have to say would be little interaction/role playing and too many presentations. There wasn't enough time to apply what was learnt to the proposal.





- I thought there should have been a more formal visit to the Hol Chan MPA office to meet and discuss daily operations.
- The organization of the monitoring and research components.
- Logistic with respect to meals. There was a general lack of diversity. Not being able to eat at the hotel resulted in too much dispersal of participants especially at lunch. There was no opportunity for participants to interact with instructors in a social setting.
- In-class Sessions were too long and not enough field visits.
- Some days we were quite long...with alot of presentations back to back. But by and large it was time well spent.

**Q29. What additional materials, support or technical assistance would you require to ensure successful delivery of your own training course?**

- Follow up support from lectures and other participants.
- Not sure.
- Graphics, pictures, posters for dissemination. These should be able to tell a message to persons that aren't fully literate.
- Cds, flash drives on training materials.
- Access to Video material on Conservation and the benefits of MPAs especially success stories.
- A lot of materials have been provided, along with reference points for web resources. Only thing that be of benefit would be specific templates of best practice examples... in other words, materials that I can take back, that already have a structure/framework.
- A copy of the books during the very last presentation.
- Our follow up training would include two countries and would require experts in enforcement and maritime law.
- Having someone to bounce ideas from who has more experience that I can borrow ideas and methods.
- I think course trainer should be available to travel to assist with each training activity in country. This will also allow for better evaluation and follow-up.
- Development of an enforcement plan.
- The course material and other suggested resources presented are adequate.

**30. Please provide any other comments you would like CaMPAM to consider.**

- Organizing more than one field trip. It was good to have people from the field.





- 
- Having the next English version of the CaMPAM ToT in one of the Caribbean Challenge countries.
  - Have a greater focus on the smaller countries.
  - Would like CaMPAM to keep in touch to ensure our smooth progress in establishing a network of MPAs, in terms of monitoring & management.
  - Job well done.
  - Continued training and more follow up training.
  - Keep this program going!!!
  - Per diems for meals and travel should not be based on participants having to hunt for the cheapest meal on the street.
  - Per diem could be better.

