

Course on Training of Trainers in Marine Protected Area Management

**Juliana's Hotel
Saba, Netherlands Antilles
November 2-14, 1999**

FINAL REPORT

Overview

The "Course on Training of Trainers in Marine Protected Area Management" was designed and implemented by UNEP-Caribbean Environment Programme. Assistance to implement the course was received primarily from the UN Fund for International Partnerships, with additional support from the US Government and The Nature Conservancy. The Coastal Zone Management Center in the Netherlands provided support for preparation of the course manual.

The two-week course was organised through Marine and Coastal Resource Management and the Saba Conservation Trust. Local course coordination, including logistical arrangements, was provided by Mr. Tom van't Hof.

Participants for the course were selected by UNEP/CAR-RCU on the basis of the training experience and responsibilities relative to marine protected area (MPA) management, as well as a commitment to conduct in-country training activities as follow-up to the Saba Training of Trainers (TOT) course.

Course Objectives

The goal of the Training of Trainers programme is essentially to build a cadre of Caribbean MPA managers that are able to design and deliver quality training programmes that will result ultimately in improved MPA management in the Caribbean.

The specific objectives of the Saba TOT course were:

1. To introduce participants to the theory of adult education and relevant teaching methods; and
2. To provide participants with additional skills, materials, and information to improve MPA management in their own countries.

Course Design and Delivery

The design of the course took place during the Consultation of Experts held by UNEP/CAR-RCU in Kingston, December 9-11, 1998; and course materials were prepared during the summer of 1999. Course announcements (Appendix 1) were disseminated during August and October 1999 at various meetings (including the SPAW ISTAC Meeting in Havana, August 3-6, 1999), and via several internet mailing lists.

Ten (10) participants were eventually selected, of which nine (9) actually attended the course (Appendix 2). The eight modules contained within the course were presented over an 11-day period (Appendix 3) by the following resource persons:

- ◆ Dr. Alida Ortiz presented the module on **Training and Communications Skills**;
- ◆ Mr. Lloyd Gardner presented the "overview" modules, namely; **Nature of the Marine Environment, Uses and Threats to the Marine Environment and its Resources**, and **Marine Protected Areas Overview**;
- ◆ Mr. Tom van't Hof presented the modules on **Marine Protected Area Planning** and **Marine Protected Area Management**;
- ◆ Ms Tighe Geoghegan presented the module on **Participatory Planning**; and
- ◆ Dr. Geogina Bustamante presented the module on **Research and Monitoring**.

The delivery of the modules involved the use of visual aids, group exercises, and discussion sessions. Each module ended with a review session, which focused on the completeness of the concepts being taught and the adequacy of the supporting material. Additionally, the classroom sessions were augmented by three (3) field exercises.

Course Evaluation

Evaluation of the course, and assessment of the modules, took a number of forms, namely:

1. Evaluation of the materials and course by the Instructors (Appendix 4);
2. At the end of each module the Instructor and Course Coordinator guided the Participants in a review of the module (Appendix 5). The review sought to determine:
 - ◆ If the concepts/themes identified were adequate to teach the subject;
 - ◆ Whether the information contained in the module adequately supported the concepts identified,

- ◆ Whether additional concepts should be added to the module, and
 - ◆ If the presentation formats used adequately conveyed the concepts identified;
3. Course evaluation by the Participants (Appendix 6); and
 4. Course evaluation by the Course Coordinator.

The Instructors' evaluation produced the following main points:

- a. The response of the Participants to the modules was generally positive.
- b. The approach taken in the design and implementation of the course was interesting.
- c. Both Instructors and Participants should be properly prepared prior to the commencement of the course. A major part of that preparation is having access to the course materials early.
- d. The modules contain mainly general information, aimed at an introductory level. More information related to practical management issues should be added.
- e. The use of case studies and audio-visual materials would enhance the course to a significant degree.
- f. Additional supporting materials should be provided to the "new" trainers.
- g. The Participants do not have the necessary experience in participatory planning to teach the associated module to others.

The group review of the modules produced fairly similar comments; the main issues being:

- a. The concepts are generally adequate to convey key information related to the specific topic.
- b. The content of the modules is generally supportive of the concepts, but additional information is required in most cases.
- c. The use of audio-visual materials and case studies should significantly improve course delivery.
- d. Supplemental texts are considered to be necessary to assist with the follow-up training activities.

- e. The Participants were able to identify a wider range of presentation formats than contained in the modules.

The evaluation by the Participants provided the following main points:

- a. The delay in confirming travel arrangements did not allow adequate time for preparation. Sending the course materials to participants prior to arrival at the course was recommended.
- b. Participants had high expectations of the course, which were generally met.
- c. The course was generally well organised, and was deemed to be of value to the participants.
- d. Though improvements are required in places, the quality of the materials was generally good.
- e. The presentations by Instructors were average, though interactions between Participants and Instructors, and among Participants, were generally good.
- f. The course provided potential solutions to a number of training problems being experienced by Participants, and will thus be of significant benefit to their jobs.

General recommendations made by the Participants include the following:

- ◆ The manual, and supporting information, should be reproduced on CD-ROM;
- ◆ A Rapporteur should be present for the duration of the course;
- ◆ A list of critical texts were identified; and
- ◆ The manual should be sent to Participants prior to the course.

Observations by the Course Coordinator

The Course Coordinator representing UNEP/CAR-RCU made the following observations;

1. The level of preparation and focus of the participants was inadequate. However, even though they did not receive the manual prior to arrival in at the course, only a very small minority attempted to read ahead during the two weeks of the course.
2. The dependence on other organisations to assist with the compilation of supporting materials for the course resulted in inadequate supporting information being available. Additionally, the Instructors did not identify case studies to support the teaching of their modules, as they were asked to do.

3. The request for a Rapporteur and for pre-preparation of overheads and similar texts suggests that the Participants either do not have adequate time to prepare lessons for training sessions, or would rather use "off-the shelf" materials. Either scenario indicates that there may be problems with the quality of the follow-up training exercises.
4. The Participants seemed to have focused more on acquisition of skills to deal with specific management issues on their return home. The identification of learning objectives for some modules that encompassed much more than training techniques, and the constant demand for more detailed information (such as guidelines), is symptomatic of this focus.
5. To complicate matters, Instructors did not always maintain the focus on teaching methods, sometimes using the information in the manual only sparingly.

The following recommendations are therefore offered for consideration:

1. A more rigid approach should be taken to the selection of candidates for the courses. In this, selection would be based on submission of information on precisely how the knowledge would be utilised on return of the participant to his/her country, including a method to check increased effectiveness. Additionally, the expected course outputs should be clearly identified, so potential participants are aware of the level of effort expected during the course.
2. UNEP/CAR-RCU should adopt a team-teaching approach to the delivery of Training of Trainers courses. In this, each module would be delivered by a team of two persons, a Trainer and a practitioner (consultant).
3. Not all Instructors are able to employ flexible teaching styles. In an effort to ensure that the focus in such courses remain on teaching techniques, an orientation for the instructors should be conducted prior to the course. This can be done either as a large orientation session for all the instructors, or the training consultant can meet individually with the presenters.
4. The time of 10 days allocated for the course is inadequate for the existing design. Two options exist. Option 1 is to omit some modules (4, 5, 6, & 7), and concentrate on the transfer of teaching skills. This way, teaching exercises can be prepared by the participant during the course. Option 2 is to rewrite the manual, with Modules 2-8 forming components within a "Lesson Plan", or prepared as a separate, supporting document (in much the way any text would be supporting material).

Appendix 1: Course Announcement



UNEP

Caribbean Environment Programme (CEP)

FINAL ANNOUNCEMENT

*TRAINING OF TRAINERS COURSE
IN
MARINE PROTECTED AREAS MANAGEMENT*

Background

The Protocol Concerning Specially Protected Areas and Wildlife (SPA) of the Cartagena Convention encourages governments of the region to protect the region's biodiversity through the establishment of protected areas. Given the great emphasis placed on protected area management, the Governments approved the development of a training programme for trainers and protected area personnel.

Training of Trainers courses in English and Spanish in marine protected area (MPA) management is one of the initiatives undertaken by UNEP-CEP and its Regional Coordinating Unit in Jamaica in support of the above mandate.

Training of Trainers Course

The 10-day course is designed to introduce participants to relevant teaching methods, and provide them with the skills required to conduct training programmes in marine protected areas in their own countries.

Participants will be taught to select appropriate teaching methods to convey concepts and provide demonstration activities in the following areas of MPA management:

- ❖ The nature of the marine environment, benefits and threats
- ❖ Marine protected areas planning
- ❖ Participatory planning
- ❖ MPA management
- ❖ Research and monitoring
- ❖ Communication.

Funding

The first course will be sponsored by UNEP's Caribbean Environment Programme through assistance received from the Coastal Zone Management Center in the Netherlands, the UN Fund for International Partnerships (UNFIP), and the US Government.

Venue

The first course will be held in Saba (Netherlands Antilles) on November 2-13, 1999.

Eligibility

This first course will be offered in English only. Additional courses in Spanish and English will be held during 2000.

The target group for the course is marine protected area managers and other similar senior personnel. Persons interested in the course should submit the following information to the Regional Coordinating Unit by October 8, 1999:

- ❖ Job title/position;
- ❖ Job description;
- ❖ Academic background;
- ❖ Training experience; and
- ❖ A (written) commitment to conduct follow-up, in-country training within 6 months of return from the course (UNEP will provide basic financial support).

The required information can be submitted by e-mail (in WORD 97 format only), and should be addressed to Marjo Vierros or Lloyd Gardner at:

United Nations Environment Programme
Caribbean Environment Programme
Regional Coordinating Unit
14-20 Port Royal Street
Kingston
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Phone: 876-922-9267 to 9
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Appendix 2: Participant List

UNEP MPA Training of Trainers Course Saba, November 2-13, 1999

PARTICIPANTS

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Appendix 3: Course Schedule

Monday, 1 November 1999

PARTICIPANTS ARRIVE

6:30 p.m. REGISTRATION

Tuesday, 2 November 1999

9:00 a.m. OPENING CEREMONY

Opening Remarks by Representative of:

- ◆ UNEP - Caribbean Environment Programme
- ◆ Saba Conservation Foundation
- ◆ Island Government of Saba

9:30 a.m. - 10:00 a.m. INTRODUCTION & ORIENTATION

Introduction of Participants and Facilitators - All

Overview of Course and its Objectives - Mr. Tom van't Hof

10:00 a.m. - 10:15 a.m. C O F F E E B R E A K

10:15 a.m. - 12:30 p.m. MODULE 1: Training and Communication Skills-
Dr. Alida Ortiz

12:30 p.m. - 2:00 p.m. L U N C H

2:00 p.m. - 3:30 p.m. Training and Communication Skills cont'd.

3:30 p.m. - 3:45 p.m. C O F F E E B R E A K

3:45 p.m. - 5:00 p.m. Training and Communication Skills cont'd.

5:00 p.m. - 5:30 p.m. Wrap-up Discussion

Wednesday, 3 November 1999

8:30 a.m. - 10:30 a.m.	Training and Communication Skills, cont'd.
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	Training and Communication Skills, cont'd.
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 3:30 p.m.	Training and Communication Skills cont'd.
3:30 p.m. - 3:45 p.m.	C O F F E E B R E A K
3:45 p.m. - 5:00 p.m.	Training and Communication Skills, cont'd.
5:00 p.m. - 5:30 p.m.	Wrap-up Discussion
6:00 p.m.	C O C K T A I L

Thursday, 4 November 1999

8:30 a.m. - 10:30 a.m.	Training and Communication Skills, cont'd.
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	Training and Communication Skills, cont'd.
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 4:00 p.m.	Training and Communication Skills, cont'd.
4:00 p.m. - 4:15p.m.	C O F F E E B R E A K
4:15 p.m. - 6:00 p.m.	Evaluation

Friday, 5 November 1999

8:30 p.m. - 10:30 a.m.	MODULE 2: Nature of the Marine Environment - Mr. Lloyd Gardner
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	MODULE 3: Uses and Threats to the Marine Environment and its Resources - Mr. Lloyd Gardner
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 4:00 p.m.	MODULE 4: Marine Protected Areas Overview - Mr. Lloyd Gardner
4:00 p.m. - 4:15p.m.	C O F F E E B R E A K
4:15 p.m. - 5:30 p.m.	Discussion of Modules 2, 3, and 4

Saturday, 6 November 1999

8:30 a.m. - 10:30 a.m.	MODULE 6: Marine Protected Area Planning Mr. Tom van't Hof
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	Marine Protected Area Planning cont'd.
2:00 p.m. - 4:30 p.m.	FIELD TRIP

Sunday, 7 November 1999

FREE

Monday, 8 November 1999

8:30 p.m. - 10:30 a.m.	Marine Protected Area Planning cont'd.
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	Marine Protected Area Planning cont'd.
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 3:30 p.m.	Marine Protected Area Planning cont'd. (mapping/zoning exercise)
3:30 p.m. - 3:45 p.m.	C O F F E E B R E A K
3:45 p.m. - 5:00 p.m.	Marine Protected Area Planning cont'd. (mapping/zoning exercise)

Tuesday, 9 November 1999

8:30 a.m. - 10:30 a.m.	MODULE 5: Participatory Planning – Ms. Tighe Geoghegan
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 A.M. - 12:30 a.m.	Participatory Planning cont'd.
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 4:00 p.m.	Participatory Planning cont'd.
4:00 p.m. - 4:15 p.m.	C O F F E E B R E A K
4:15 p.m. - 5:30 p.m.	Participatory Planning cont'd.

Wednesday, 10 November 1999

8:30 a.m. - 10:30 a.m.	Participatory Planning, cont'd.
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	Evaluation
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 3:30 p.m.	MODULE 7: Marine Protected Area Management - Mr. Tom van't Hof
3:30 p.m. - 3:45 p.m.	C O F F E E B R E A K
3:45 p.m. - 5:00 p.m.	Marine Protected Area Management cont'd.
5:00 p.m. - 5:30 p.m.	Wrap-up Discussions

Thursday, 11 November 1999

8:30 a.m. - 10:30 a.m.	Marine Protected Area Management cont'd.
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	Marine Protected Area Management cont'd.
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 5:00 p.m.	FIELD TRIP
6:00 p.m.	C O C K T A I L & D I N N E R

Friday, 12 November 1999

8:30 a.m. - 10:30 p.m.	MODULE 8: Research and Monitoring – Dr. Georgina Bustamante
10:30 a.m. - 10:45 a.m.	C O F F E E B R E A K
10:45 a.m. - 12:30 p.m.	Research and Monitoring cont'd.
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 3:30 p.m.	Research and Monitoring cont'd.
3:30 p.m. - 3:45 p.m.	C O F F E E B R E A K
3:45 p.m. - 5:00 p.m.	Evaluation/Wrap-up Session

Saturday, 13 November 1999

8:30 a.m. - 12:00 a.m.	F I E L D T R I P
12:30 p.m. - 2:00 p.m.	L U N C H
2:00 p.m. - 3:00 p.m.	Course Evaluation
3:00 p.m. - 4:15 noon	Closing Ceremony

* Remarks	- Class Representative
	- Mr. Tom van't Hof
* Presentation of Certificates	- Mr. Nelson Andrade Colmenares
	- Lt. Governor Solagnier
* Next Steps & Vote of Thanks	- Mr. Lloyd Gardner

Sunday, 14 November 1999

Participants Depart

Appendix 4: Instructors' Evaluation

Module 1: Training and Communication Skills

a. Participants' Response

Participation was excellent. The group was highly motivated, with a significant amount of local experience to share. The following feedback was elicited:

- i. The connection between the presentation and the material in the module was not always clear;
- ii. The techniques used in the presentations were excellent. The Instructor was always confident, and showed a high level of experience on the topic and techniques; and
- iii. Copies of the overheads should be included with the module.

An assessment of the utility of the module generated the following responses:

- ◆ The stated objectives were met: Strongly agreed - 4, Agreed - 4;
- ◆ The stated objectives were appropriate: Strongly agreed - 2, Agreed - 7;
- ◆ I came to the course with high expectations: Strongly agreed - 1, Agreed - 8;
- ◆ I am highly satisfied with the course: Strongly agreed - 4, Agreed - 5;
- ◆ The course was well organised: Strongly agreed - 6, Agreed - 3;
- ◆ How valuable was the module to you? Very valuable - 5, Valuable - 3, Average - 1;
- ◆ The overall format of the module was: Very good - 2, Good - 7;
- ◆ The presentation was: Very good - 4, Good - 5;
- ◆ Interaction with the Facilitator was: Very good - 8, Good - 1;
- ◆ Interactions with the other participants were: Very good - 5, Good - 3, Average - 1;
- ◆ How appropriate was the module material? Very appropriate - 1, Appropriate - 7, Average - 1;
- ◆ Was the schedule of activities clear? Very clear - 5, Clear - 2, Average - 2;
- ◆ Will the things you learned help you with your job? Strongly agreed - 6, Agreed - 3;
- ◆ Were you able to identify possible solutions to existing training problems? Strongly agreed - 4, Agreed - 5;
- ◆ New ways of doing things were learned from the module: Strongly agreed - 8, Agreed - 1;
- ◆ You can make improvements when you return to your country: Strongly agreed - 5, Agreed - 4.

b. Appropriateness of Material

The module is quite interesting. However, in its original form the module is very sketchy, with very little background information.

c. Instructor's Comments

Participants should bring with them more information about their MPA, specifically administration and management issues. These should be made available to the Instructor well in advance, so that exercises, case studies, and instructional strategies may be developed with this relevant information.

For me, it was overall a good experience to be interacting with MPA managers at this level. I think the course format and content was very creative, and used a new approach to learning.

d. Recommendations

- i. Send materials to the Instructor ahead of time to allow for proper preparation. It is also important to have some background information on how the module was conceived, and the literature used in its development.
- ii. Conduct a planning meeting of Instructors at least one day before the course. This would allow training strategies to be infused throughout the course.
- iii. Follow-up in six months with telephone or e-mail questionnaire to find out how the training received is being applied. This will also promote the efficient networking of MPA managers throughout the region.

Module 2: Nature of the Marine Environment

a. Participants' Response

The response from the Participants was good. Participants recommended the addition of information such as standards for the different ecosystems, diagrams for the nutrient cycles, and water quality standards. They also suggested that diagrams showing the migratory patterns of protected/important species should be included in the module.

b. Appropriateness of Material

The module is adequate for introductory purposes. The supporting materials will need to be more extensive if the target audience does not have prior exposure to marine ecology.

c. Instructor's Comments

The Participants had the required prior exposure, but had not prepared themselves adequately for the course.

d. Recommendations

More structure should be designed into the course to ensure that Participants prepare the course outputs, as dependence on the Participants' professionalism does not always produce the desired results.

Module 3: Uses and Threats to the Marine Environment and its Resources

a. Participants' Response

The Participants suggested the addition of information on sea level rise, more examples of raw materials and medicines from the sea, and more references for the section on "benefits". They also recommended that the module would best be presented using video clips and/or photographic slides.

b. Appropriateness of Material

The module will require the use of audio-visual materials if it is to be effectively presented.

c. Instructor's Comments

The challenge for presentation of this module is to convey complex ecological concepts in simplified language.

d. Recommendations

The most significant issues for the delivery of this module are:

- i. The use of audio-visual aids;
- ii. Possession of a long list of Caribbean and local examples and case studies; and
- iii. Ensuring that Participants have similar levels of prior exposure to the subject matter.

Module 4: Marine Protected Area Overview

a. Participants' Response

- i. Adding the definitions of terms used would improve the module;
- ii. Information on other regional networks, programmes, and maritime/environmental law issues should be added; and
- iii. Examples of different protected area categories should be added, and video clips showing examples of different categories would be useful.

b. Appropriateness of Material

The delivery of the module would benefit from having short case studies and/or video clips of protected areas in the region.

c. Instructor's Comments

The challenge for teaching this module is to remain focused on the teaching methods that can be used to convey information and concepts, rather than identifying solutions to specific management problems.

d. Recommendations

UNEP/CAR-RCU should consider team teaching for future training of trainers courses, in which a Trainer and a Practitioner (expert) jointly deliver each module. Though this may be more expensive, it should have the greatest impact in a course of this nature.

Module 5: Participatory Planning

a. Participants' Response

- i. The module adequately covered the concepts and content;
- ii. Specific references be placed within the module, in addition to the general bibliography at the end;
- iii. The team teaching exercise could have been enhanced by the Instructor first taking the group through all the material; and
- iv. Their own learning objectives were achieved.

b. Appropriateness of Material

Not applicable (as the module was prepared and delivered by the same person).

c. Instructor's Comments

- i. In order to accommodate organisational aspects and a shortened time frame, the time allocated to each session had to be reduced. Therefore, some materials could only be superficially addressed.
- ii. Several Participants did not have enough experience in participatory planning to handle the practice teaching well. These Participants cannot reasonably be expected to teach this module to others.

d. Recommendations

- i. In the future, students should be given copies of all reference materials, to use in preparing their training activities;
- ii. In the future, students should receive the manual in advance of the course; and
- iii. The practice teaching impact could be enhanced by a final (end of course) review of training and communication skills, based on Participants' practice teaching experience.

Module 6: Marine Protected Area Planning

a. Participants' Response

- i. The response was generally positive, and the zoning and role-play exercises were particularly well received;
- ii. One Participant voiced the concern that the linkage between the module on teaching skills and the subsequent modules was being lost;
- iii. More supplemental material (selected texts) should be made available; and
- iv. Practical exercises in monitoring should be included in future courses.

b. Appropriateness of Material

The material was generally appropriate. However, the recommendation by the Participants that additional supporting materials be made available is endorsed. This should include UNEP-CEP Technical Report # 37 (Common Guidelines and Criteria for Protected Areas in the Wider Caribbean Region).

c. Instructor's Comments

Section 6.3 (Resource Assessments) needs to be revised to clarify the role of stakeholders and resource users in resource assessments, data collection, and mapping. Practical exercises and role playing should be retained in future courses.

d. Recommendations

Trainees should consider teaching several short courses based on the manual to different students and audiences (e.g. MPA staff, stakeholders, users, politicians, and decision makers).

Module 7: Marine Protected Area Management

a. Participants' Response

- i. The module is too superficial and abstract, and the content is insufficient to provide guidance for teaching the themes;
- ii. More practical applications and supporting materials are needed;

- iii. The bibliography is incomplete;
- iv. The method of teaching was inappropriate;
- v. The exercises were very useful;
- vi. Only half of the learning objectives were met; and
- vii. More practical examples and case studies should be included.

b. Appropriateness of Material

- i. The module is superficial, and is essentially of an introductory nature;
- ii. It overlaps with the planning module;
- iii. It lacks practical exercises; and
- iv. It needs additional references and supporting materials.

c. Instructor's Comments

The module should focus on the practical aspects of MPA management.

d. Recommendations

- i. The module should be revised to:
 - ◆ Eliminate overlaps with modules 5 and 6,
 - ◆ Increase depth of the content,
 - ◆ Include more practical examples, case studies, and exercises;
- ii. Supporting materials should be added;
- iii. The bibliography should be expanded; and
- iv. The time allocated for presentation of the module should be increased.

Module 8: Research and Monitoring

a. Participants' Response

The response from Participants was good. The course allowed the Participants (as well as the Instructor) to become better informed about current techniques for research and monitoring of MPAs, as well as the applicability of the data in management. The course should promote better communication among Participants.

b. Appropriateness of Material

The module was a good outline, and the reference list assisted in the development of the presentation.

c. Instructor's Comments

The Participants should be able to transmit their knowledge to others as planned, funding permitting.

d. Recommendations

- i. Select a few books/papers to support the teaching of each module. This is especially necessary for those with little or no teaching experience;
- ii. The course could be more compact;
- iii. Additional supporting materials (handouts, reading materials, tables, and figures) should be provided to new trainers.

Appendix 5: General Review of Modules

The review of the course modules involved a general group discussion at the end of each module. The review sought to ascertain the following:

- ◆ If the concepts/themes identified were adequate to teach the subject;
- ◆ Whether the information contained in the module adequately supported the concepts identified,
- ◆ Whether additional concepts should be added to the module, and
- ◆ If the presentation formats used adequately conveyed the concepts identified.

Module 2: Nature of the Marine Environment

1. The concepts being taught should be listed in the module.
2. The title of the module should be changed to, "Nature of the Coastal and Marine Environment"
3. The following information should be added to the module:
 - a. Simple definitions, examples, and descriptions of the coastal ecosystems;
 - b. A glossary of terms;
 - c. The "ecological ranges" for important ecosystems, such as reefs, seagrass beds, and mangroves;
 - d. Include the nutrient cycles;
 - e. Insert explanations for the diagrams;
 - f. The bibliographic listing for the module could be lengthened;
 - g. Add standards for water quality;
 - h. Include more information on productivity levels for the marine environment, and compare with productivity for crops, forests, etc.' and
 - i. Include information on the migratory patterns of important/protected species.
4. The presentation formats could be increased to include the following:
 - ◆ Short video clips;
 - ◆ Photographic slides;
 - ◆ Field trips; and
 - ◆ Samples/specimens.

Module 3: Uses and Threats to the Marine Environment and its Resources

1. The concepts being taught should be listed.

2. Additional information required to support the existing concepts include:
 - a. An increased list of raw materials (e.g. sharks for research and medicine) available from the marine environment;
 - b. More information on the medicinal products obtained from the sea; and
 - c. Insert a paragraph on sea level rise under the section on "Natural Events as a Source of Threat".
3. The presentation formats could be increased to include the following:
 - ◆ Short video clips;
 - ◆ Photographic slides; and
 - ◆ Field trips.

Module 4: Marine Protected Areas Overview

1. The concepts are adequate.
2. The following information should be added:
 - a. Information on other networks and programmes;
 - b. References;
 - c. Information on maritime and environmental law issues; and
 - d. Examples of different categories of protected areas.
3. The following revisions are recommended:
 - a. Move the definitions to the first section of the module; and
 - b. Check for typographical errors.
4. The presentation formats could be expanded to include:
 - ◆ Video clips;
 - ◆ Photographic slides, transparencies, and handouts.

Module 5: Participatory Planning

1. The concepts are adequate.
2. The contents adequately support the concepts.
3. The following information should be added:

- a. More background information on critical issues, such as conflict management, mediation, etc.;
 - b. Identify recommended texts on the summary page of the module;
 - c. References should be inserted into the body of the module; and
 - d. Guidelines to effective facilitation.
4. Due to the inexperience of the group in participatory planning, the Instructor should present the entire module, then select specific topics for presentation by the Participants.
 5. The module achieved the learning objectives set by the Participants, which were to:
 - ◆ Become familiar with the basic principles of participatory planning;
 - ◆ Develop skills for transferring the related principles to students and stakeholder groups;
 - ◆ Develop skills for analysis/evaluation of stakeholders;
 - ◆ Develop skills for consensus building and ongoing involvement of stakeholders;
 - ◆ Develop skills for effective facilitation; and
 - ◆ Develop skills for conflict management.

Module 6: Marine Protected Area Planning

1. The concepts were adequate.
2. The following information should be added:
 - a. Practical implications of zoning, especially with regard to infrastructure requirements;
 - b. Information and references on social and economic issues as they relate to the planning process; and
 - c. Key supporting documents.
3. More field exercises related to each concept should be added.
4. Critical supporting texts should be provided to Participants.
5. The presentation format is adequate.

Module 7: Marine Protected Area Management

1. The concepts need to be identified, though the themes/topics seem to be adequate.
2. The content is inadequate. The approach to the module is superficial, the information is too general and abstract, making the module difficult to use.
3. The following information should be added:
 - a. List of references and case studies;
 - b. More information and guidelines on personnel management;
 - c. Revenue generation; and
 - d. Recommended texts should be added to the summary page of the module.

Module 8: Research and Monitoring

1. The concepts are adequate.
2. The content is adequate.
3. The information contained on the transparencies used by the Instructor should be included in the module.

Appendix 6: Results of Participants' Evaluation

Of the 9 participants, 8 completed and returned the evaluation forms. The results are presented in the form that the questions appear on the evaluation form.

Section 1: Logistics

- a. The advanced mailing gave adequate information to the participants:
Agreed – 1, Disagreed - 5, Not applicable - 2
- b. The advance mailing gave adequate time to plan for attendance:
Agreed – 2, Disagreed - 4, Not applicable - 2

Section 2: Course Content

- a. The stated objectives were met:
Agreed - 8
- b. The stated objectives were appropriate:
Agreed - 8
- c. I came to the course with high expectations:
Strongly agreed – 4, Agreed - 4
- d. I am highly satisfied with the overall course, considering my original expectations:
Strongly agreed – 1, Agreed – 6, Disagreed - 1
- e. The course was well organised:
Agreed – 6, Disagreed - 2

Section 3: General Overview

- a. How valuable was the course to you?
Very valuable - 4, Valuable - 2, Average - 2
- b. The overall format of the course was:
Good – 4, Average - 4
- c. The presentations were:
Good – 3, Average - 4, Poor - 1
- d. Interaction with the Facilitators was:
Very good - 3, Good – 2, Average - 3
- e. Interaction with the other participants:
Very good – 7, Good - 1
- f. How appropriate was the course material?
Very appropriate – 2, Appropriate – 2, Average - 3, 2 thought very appropriate,
Poor - 1
- g. Was the schedule of activities clear?
Very good – 3, Good - 5

Section 4: Results

- a. Will things you learn help you with your job?
Strongly agreed - 6, Agree - 2
- b. Were you able to identify possible solutions to existing training problems?
Strongly agreed - 5, Agreed - 3
- c. New contacts with colleagues were made:
Strongly agreed - 7, Agreed - 1
- d. More collaboration with colleagues will probably occur in the future:
Strongly agreed - 5, Agreed - 3
- e. New ways of doing things were learned from the course:
Strongly agreed - 5, Agreed - 3
- f. You can make improvements when you return to your country:
Strongly agreed - 6, Agreed - 2

Section 5: Scheduling and Facilities

- a. The time of year was:
Very good – 1, Good – 4, Poor – 1, Not applicable - 2
- b. The daily schedule was:
Good – 5, Poor – 1, Not applicable - 2
- c. The accommodations were:
Very good – 3, Good – 3, Not applicable - 2
- d. The refreshments were:
Very good – 5, Good – 2, Not applicable - 1
- e. The audio-visual materials were appropriate:
Appropriate – 6, Poor – 1, Not applicable - 1
- f. Quality of the facilitators:
Good – 6, Not applicable - 2

- g. The course length was appropriate:
 Good – 4, Poor – 3, Not applicable - 1
- h. This course was worth the time spent away from work:
 Strongly agreed – 3, Agreed - 5

Section 6: General Comments

1. What additional material would you require to ensure successful delivery of your own training course?

- ◆ More overhead transparencies, case studies, and other reference materials including case studies. The CD-ROM format is ideal. The format of the manual should be designed in a way that it could be easily transferred to overhead transparencies or slides. References to relevant literature should be given in the sections of the modules.
- ◆ At least two prescribed quality texts for each modules should be provided by the course sponsors. In addition, a list of other valuable references, websites, etc. should be included. Additionally the facilitators could work on the provision of handouts for those themes in the modules that they've decided to adjust or change significantly.
- ◆ More practical exercises for certain modules.

2. What were the strong points of the course?

- ◆ Very good interaction with/between Participants and Instructors;
- ◆ The level of expertise of resource persons/lecturers;
- ◆ Good selection of participants – size of group;
- ◆ Overall structure of the course;
- ◆ Good logistics at venue; and
- ◆ Mixture of classroom sessions and field trips.
- ◆ Modules 1 and 8 were indeed the strongest modules of the course. Additionally the case studies and role plays which were brought into the learning process in modules 1 and 6 added a great deal to the strength of the course.
- ◆ The use of case studies, and the expression of students' personal experiences made the course more informative and interesting.

3. What were the weak points of the course, and how would you change them?

- ◆ The manual is incomplete, and the content sometimes does not correspond with presentation by Instructor. Content of certain modules too superficial, making it difficult to apply in practice/present. More emphasis should have been given on delivery/teaching techniques.
- ◆ Facilitators must be prepared to deliver each module in the most professional manner that would show that he/she is well prepared and confident and ready to deliver. There was however greater concern with respect to the lack of supporting documentation for the participants as was discussed in number 1 above. The lack of documents for participants was the weakest. The manual also needs to be strengthened and redistributed to all. The course could have been much stronger with secretariat support. There was need for a rapporteur, copying facilities and the rest that goes with that. Finally the breaks, refreshments could have been set up in the back of a bit bigger room which would have kept participants in place and back to sessions quicker. All these would strengthen the course if accepted.
- ◆ More references (bibliography) are needed and properly inserted in the document for easy access.
- ◆ Overheads with bullet points would improve course material.
- ◆ Trainers could be trained in the use of Powerpoint to generate their own overheads.
- ◆ Books produced by IUCN and UNEP could be provided for each participant e.g. Guidelines for MPA – Kenchington and Keller??
- ◆ Having participants instruct in participatory planning was unsatisfactory and risky, since they were not experts, so to speak – A BAD IDEA!!
- ◆ A course of this nature should allow participants to air their views negative or positive without confrontation. In my opinion there were moments of unnecessary friction. ALL POINTS OF VIEW SHOULD BE DOCUMENTED AND REVIEWED BY UNEP et al behind CLOSED DOORS.
- ◆ The material should be sent to participants in advance and could be made available on CD Some thought should have been given to who the participants will train when they return and highlight those areas in the course.

4. Points for UNEP/CAR-RCU to consider

- ◆ Beside email communication about course schedule, very little or no advance information was provided. General information about the venue (country, hotel, and facilities) would have helped.
- ◆ More courses of this kind are needed.
- ◆ This UNEP/CAR/RCU course is/was quite a necessary one and the sponsors must be commended. The overall quality of the course to me is GOOD. The areas for improvements I have tried to properly articulate in earlier sections. I would recommend that similar course be held for the Caribbean on a regular basis where particular themes/modules can be pulled out and offered over a 2 to 5 day period where more in depth coverage can be done to greater satisfaction of the participants and the sponsors. This course lacked some practical inputs which could have been included and done in the local MPA e.g. the use of transects, monitoring of coral health etc. These practicals may be easily done with the conducting of fewer modules of the course at a time. Thank you!
- ◆ The evaluation format Strongly agree etc... did not leave room between Agree and Disagree.