

Final Report

Course “Training the trainers in marine protected areas management”

Tobago, Trinidad and Tobago, March 22-April 4, 2009

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Course coordinator



Technical report of the “2009 Training the trainers in marine protected areas management”

1. BACKGROUND

For the last 10 years, UNEP-CEP has implemented a Training the Trainers Program for MPA managers of the Caribbean. The program aims at training Caribbean MPA practitioners on the basics of MPA design, planning, management, international policy, and research and monitoring. This program was designed to create a cadre of well trained managers that can face the challenges of a continually changing MPA scenario (both physical and socio-economical) in the wider Caribbean region. The program not only entails a two week regional training course for MPA representatives of all countries in the region, but more important, local follow-up training activities that the trained managers and their institutions commit to undertake upon completing the regional courses and with a seed funding from the sponsoring institutions.

As in previous courses, we also expected this one to contribute to strengthening communication among MPA practitioners in the region so they can exchange information and lessons learned. This is also an objective of the Caribbean Marine Protected Area Management Network and Forum.

2. COURSE COORDINATION

For the first time since the program started in 1999, the Training the Trainers Program was planned and implemented with the support and contribution of several institutions, namely:

UNEP's Caribbean Environment Programme, (www.cep.unep.org) with funding from the Swedish International Development Cooperation Agency (Sida, <http://web.mit.edu/urbanupgrading/upgrading/resources/organizations/Sida.html>) (part of the White Water to Blue Water Partnership Initiative.

- Caribbean MPA Managers Network and Forum (CaMPAM) <http://www.gcfi.org/campam/CaMPAM.htm>, <http://cep.unep.org/about-cep/spaw/campam-network-and-forum>
- Gulf and Caribbean Fisheries Institute (GCFI, www.gcfi.org) with funding from NOAA's Coral Reef Conservation Program (<http://coralreef.noaa.gov/> and UNEP-CEP);
- Buccoo Reef Trust (www.buccoreef.trust) in Tobago, Trinidad and Tobago, with funding from International Coral Reef Action Network (ICRAN, <http://www.icran.org/>) and the UN Foundation (UNF, <http://www.unfoundation.org/>);
- Organization of Eastern Caribbean States (OECS) Protected Areas and Associated Livelihoods Project (OPAAL) <http://www.oecs.org/esdu/documents/Brief%20on%20OPAAL.pdf> ; and
- the additional contribution of extracurricular lecturers from the Caribbean Natural Resources Institute (CANARI, <http://www.canari.org>), the World Resources Institute (WRI) Economic Valuation Project (<http://www.wri.org/search?s=+coral+reef+valuation>), and the Knowledgebase for Lessons Learned and Best Practices in the Management of Coral Reefs GEF Project (<http://www.reefbase.org/gefil/>).

This model required a long (but productive) process of coordination between OPAAL, CaMPAM, GCFI, and BRT, that brings considerable benefits, namely, *saving resources* (no duplications of similar trainings in the region), *establishing a long-term relationship among organizations*, and *building synergy and buy-in* from institutions and programs with the same goals, namely, building capacity of Caribbean MPA practitioners.

OPAAL, BRT and UNEP-CEP contributed with funding and resources to support the attendance of 11 trainees, and the latter additional funding for the local follow-up training activities committed by each trainee. NOAA Coral Reef Conservation Grant, UNEP-CEP, GCFI, and BRT are also funding the program coordination.

The course was designed, coordinated and supervised by Dr. Georgina Bustamante, CaMPAM coordinator and member of the Board of Directors of the GCFI. Dr. Bustamante also coordinated the second, fourth, fifth and sixth editions of the regional course held in Bayahibe, Dominican Republic (2000) and Long Key Florida (2004 and 2006), and the Sian Ka'an Reserve (Mexico) in 2007, and served as instructor for the 1999 and 2002 courses in Saba and St. Lucia. Ms. In addition, Hyacinth Armstrong represented BRT in the planning process and coordinated local logistics. Robert Glazer and Mel Goodwin (GCFI Executive Director and Financial Officer) assisted with administrative and financial support, and Alessandra Vanzella-Khoury and Heidi Savelli Soderberg (UNEP-UNEP) contributed with guidance and resources. Sarah George represented OECS OPAAL, and participated in the course preparatory process and selection of participants.

The following activities were conducted by the coordinators (general and local):

- Selection of venue
- Recruitment of course instructors and lecturers.
- Course design and agenda (according to the natural and logistical conditions of the venue, the experience of the instructors, and the needs of the attendees).
- Provision of information to the participants, including course agenda, manual web link, area and venue facilities information, etc.
- Course logistics, including transportation from airport, accommodation and meals, field trips, supplies, ground transportation, support by local institutions and experts.
- Facilitation and supervision of the course, including daily support, guidelines for instructors and trainees, publications and information materials, as well as the provision of a friendly, creative and productive environment.
- Networking. Promotion of a long-lasting professional relationship among trainees and with instructors and local experts.
- Evaluation. Conducted an evaluation session during the course, and processed the data gathered for this report.

3. COURSE OBJECTIVES

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

The specific objectives of the Training of Trainers held in Tobago were:

- a. To introduce MPA managers of the English-speaking Caribbean countries to the theory of adult education and relevant teaching and communication techniques so they can better implement training activities.
- b. To provide participants with additional skills, materials, and information that improve their job performance and the effectiveness of the MPA in their own countries.
- c. To stimulate exchange of information and experiences, and improve the communication among trainees and trainers.
- d. To establish professional relationships with local and international organizations (and individuals) participating in the course in different.

- e. To experience first-hand and of the unique biophysical and socioeconomic scenario of the Buccoo Reef Marine Park, and learn lessons on the community participation (tour operators and fishers) on MPA preservation and management.

4. VENUE AND DATE

The course was held in the hotel Rovanel's (http://www.mytobago.info/accommodation2b/23/rovanel_resort.htm) in the Tobago Is, Trinidad and Tobago (Annex I) on March 22-April 4, 2009. This venue was selected because of the existence of the Buccoo Reef Marine Park, and after an offer of the Buccoo Reef Trust, which offered to partner with UNEP-CEP and OECS OPAAL to assist with local coordination and support for trainees.

The hotel conference room was adapted to accommodate 11 trainees, projection and computer equipment, printed materials and coffee and lunches (Figs. 1)

5. COURSE PARTICIPANTS

The course was imparted in English and attended by 12 professionals from 9 Caribbean countries and territories namely Anguilla, Antigua, The Bahamas, St. Lucia, Trinidad and Tobago, Grenada, St. Vincent and the Grenadines, Jamaica and Belize (see Annex II). The trainees were MPA practitioners working in MPAS, natural resources agencies, and conservation organizations.

They were selected by UNEP-CAR/RCU, OPAAL, and BRT, from a list of applicants that responded to the course announcement. The announcement was released through CaMPAM, GCFI and Coral internet lists, and the three organizations contributed to the participants selection. Criteria for selection included their training background and work relative to marine protected area (MPA) management, as well as their personal and institutional commitment to conduct in-country follow-up training activities.

Three professionals were invited to work as instructors: Dr. Alida Ortiz and Dr. Floyd Homer (independent consultants), and Dr. Robert Glazer (Florida Fish and Wildlife Conservation Commission), with extensive experience and high credentials in marine conservation science and training.

In addition, 5 extracurricular lectures (see Annex III,) on interesting subjects related to marine conservation and MPA management were given, namely:

- “Knowledgebase for lessons learned in coral reef management” (GEF Project) , by David Gill;
- “Coral Reef Valuation (method, and results from Tobago)” by Emily Cooper (WRI);
- “CaMPAM Network and Forum: a social network of MPA managers with a capacity building program” and “The SPAW of Protocol the Cartagena Convention and UNEP-CEP projects related to MPA enhancement” by Dr. Georgina Bustamante (CaMPAM and course coordinator);
- “Buccoo Reef Trust Program and climate change”, by Dr. Richard Langton (BRT Executive Director);

- “The role of mentoring in building strong and sustainable civil society organizations”, by Sarah McIntosh (CANARI Exec. Director)

The lectures enriched the program, provided the trainees with information about emergent issues in marine protected areas science and practice and the sustainable use of coastal areas. It also allowed the participants to establish professional relationships with the lecturers.

6. COURSE CONTENT AND AGENDA

As in the previous course, the 14-day course agenda was designed to cover all Modules of the Training Manual, and as well as the local opportunities for field trips (Annex III). The 8 modules were taught along 8 day classroom sessions, and two one-day comprehensive field trips with discussion sessions on the subject covered.

The classes followed the Training of Trainers Manual for MPA managers prepared by the Regional Coordinating Unit of the UN Environment Programme (UNEP/ CAR-RCU) as part of the capacity building initiative of the SPAW Protocol Programme. The manual was designed to be used at this course where opportunities are provided for strengthening the skills of professionals to be applied on their MPAs and taught at local training activities. It can be downloaded from <http://www.cep.unep.org/issues/MPA%20manual-es.htm> and includes the following aspects:

- Preface
- Table of contents
- Acknowledgements
- Introduction
- Background

Module 1. Training skills and communications techniques

Theory of adult education and communication, training techniques.

Module 2. The biophysical characteristics of the Caribbean Sea marine environment

Module 3. Uses and threats to the marine environment and resources

Identifies the threats of different uses of the marine environment within the context of coastal planning and national sustainable development.

Module 4. Overview of MPAs

Provides a historical overview of international and regional program and policy in the Caribbean, including the identification of relevant issues

Module 5. Participatory planning

Introduces the concept of community participation in MPA planning, including such aspects as stakeholder analysis, and the mechanisms for their involvement, conflict management, and co-management.

Module 6. MPA planning

Provides guidelines for MPA planning with emphasis on the needs of incorporating MPAs as a tool for integrated environmental management

Module 7. MPA management

Introduces the basic concepts of management and shows how they apply to different situations.

Module 8: Research and monitoring

Provides an overview of research and monitoring methodologies for measuring MPA effectiveness progress, emphasizing the needs of ecological as well as socioeconomic information, particularly those relevant to coral reef MPAs.

The manual structure and modular format is flexible and so can be used in different types of training activities. The modular structure of the Manual allows to be applied to different types of audiences with different levels of formal education, and to specific courses and workshops.

The Manual was prepared in 1999 by a team of experts (and revised and updated in 2007) and has been used in all regional courses and the local follow-up training activities. In addition, powerpoint presentations were provided to instructors, and a list of bibliography with ca. 200 public access papers hyperlinked pdfs comprising the latest on marine protected areas science and practice in the last 5 years were provided to all

The field trips were the following:

1. Underwater and seascape (snorkeling) observations of the Buccoo Reef Park ecological conditions (coral reef and the adjacent mangrove area). The data was processed and discussed at a follow-up class using the Healthy Reefs methodology (<http://healthyreefs.org/>)
2. A visit to the local tour operators and fishers landing point to gather information on both tourism and fishing activities in S Tobago, within and around the park area. The trainees and instructors had a 2 hour meeting with the association of Buccoo Reef boat tour operators where both parties (hosts and visitors) exchange information and discussed issues related to the tourist use of the park and the impact in coral reef health and their livelihoods of human activities within and outside the park. At the fishing landing point, trainees gathered information from the fishers, which was further discussed in the classroom.

Additional to the modules and the evening extracurricular lectures, a session was led by the course coordinators to discuss the draft proposals on the follow-up local training activities prepared by the trainees as a pre-course homework (together with data on their MPA sites for the CaMPAM MPA database). The pre-proposals received input and recommendations for improvement.

Together with the Manual, the trainees received publications, both hard and electronic copies, that were distributed or displayed in the classroom makeshift library and bulletin board together with additional materials brought by trainees and instructors (Fig. 1). The trainees also had daily access to website information due to wireless connection in the facilities. Hundreds of photographs were taken and copied by all participants to take home.

6. COURSE EVALUATION

The evaluation process consisted on a survey of the trainees' and opinion on the course compiled through evaluation forms, along with a brief session of discussion. The survey form was designed to capture the opinion of trainees on the following issues:

- Quality of the training manual (volume, issues included, utility of the information, technical vocabulary)

- Logistics (course duration, information provided to participants prior to the course, field trips, accommodation, classroom, daily coordination, etc.)
- General recommendations to improve the course.

In addition, the trainees were consulted on specific topics concerning the expansion of CaMPAM training tools, namely, the development of a certification process for MPA managers, and the development of a mentorship program (for which CANARI director was invited to lecture).

Annex IV provides the results of the questionnaires, namely the average scores for each topic, and a summary of responses. Although the participants greatly on the adequacy of the course content and organization a few stated issues such as hotel conditions (water and light savings, caged animals, room sharing, conference room noisy air condition) which reflects the high standards of MPA managers requirements.

Generally, trainees stated that the information received in preparation to the course (Annex IV) was good, however, some pointed out the short notice between it (March 4th) and course (March 22nd) (Annex V) . The short notice was caused by the late selection of the trainees by the three parties involved.

Overall, participants highlighted that the friendly environment of the venue and logistics fostered communication and camaraderie among trainees, and the high quality of lectures and presentations. Some stated that the course is different from others that have attended and the different skills and experiences of the participants enrich the learning process. The course fostered networking and friendship building.

Although the trainees had a whole day off (Sunday) and 2 almost whole days in the field, the schedule was certainly tight and full. Despite a consensus of the high value of the course content, several participants expressed that some days were very long, due to the evening extracurricular lectures. However, they seemed to enjoy and appreciated them all. These lectures were included to enrich the program and were mostly a request of the sponsoring organizations that wanted to take advantage of the gathering to reach out to the managers with important information resulting from their projects.

Participants generally highly scored the accomplishment of the course objectives (to introduce participants to MPA management”), however, some felt that the title of the course (Training of trainers) misleads as to train participants to teach others. Those suggested it to be called “MPA Management”, since Train of Trainers” may needs to expand on techniques such as ice breakers,, role of PowerPoint presentations, etc.

Indeed, the training skill is covered in two modules: Mod. 1 Communication and training skills”, and Mod. 5 “Participatory planning”. In addition, the evening lecture “The role of mentoring in building strong and sustainable civil society organizations” included in the program by the general coordinator had the purpose of informing participants of the benefits of this more efficient training tool: job shadow or face to face mentoring. Training the training is not the name of the regional course, but of the program as it includes a second component, the local follow-up trainings, which allow trainees to put in practice the basics learned in the regional course on MPA management, planning, research and monitoring and training and communication skills and assist their institutions in implementing local training. The Manual is also a source of consultation to further strengthening their skills in this particular topic, as for the rest of the Modules.

The participants also highly scored that the knowledge received will help their job, assist to identify solutions to existing problems, contact new colleagues, expand collaboration with other MPAs in the region, and make improvements in their job. The opportunity for networking with other colleagues of other countries was highly appreciated. One trainee stated that “I go away from this course feeling empowered... and will go home and share this with my staff immediately”. This is exactly the purpose of the program, *to empower trainees with knowledge and provide them with tools and resources they can use when they need them (training manual, publications, web sites, contacts, CaMPAM list and forum, mentors, lessons learned and experiences from their course mates and fellow MPA managers).*

They highly appraised the experience and knowledge of the instructors, and the quality of lectures and exercises, despite the difference in instructors’ teaching skills. They also highly valued the visits to the coral reefs, fishing landing point and the meeting with the tour operators, along with the follow-up discussions.

Trainees also appreciated the value of providing all materials in digital form: presentations, manual, additional publications, web links for important publications and manuals. They also highly valued the field trips as an opportunity to discuss their own issues afterwards, and to learn on local experiences on community participation in resources management in the Bucoo Reef areas stakeholders (conservation groups, park authority, tour operators, fishers). They suggested, though, to have a more informal but frequent evaluation sessions of the course (“as we go along”).

Participants agreed that the course was a good investment of time. The information received was useful and included new concepts. The experiences of the field trips, the coordination and contribution of local organizations, the wealth of the information, and the interaction with their colleagues, were in the top of their list of benefits.

7. GENERAL RECOMMENDATIONS OF THE COURSE COORDINATOR

This is the 7th regional training course of the program. As in previous editions, it succeeded in providing trainees with knowledge and tools to address marine protected area management issues. However, the region’s MPA community has undergone a profound transformation since the first course held in Saba, in 1999. Then, almost everything was new to the students; most participants lacked of basic training on MPA science and practice and had less experience on the arts and crafts of managing an MPA. Now, the situation is different and it requires an adaptation of the course and training program to address properly the needs of the region.

The following recommendations are based on the coordinator’s own experience and the course evaluation by participants.

- Working in partnership. The engagement of site and regional organizations in the course preparation and support proved to be very successful. This model will be used more in the future as several other institutions have approached to develop training activities with MPA managers in partnership with CaMPAM. Moreover, develop partnerships with national, regional and international organizations with similar agendas and objectives to avoid duplication of efforts and build synergy.
- Targeted training workshops. The professional qualification of Caribbean MPA managers has increased tremendously in the last years. A combination of courses with the basic of

MPA management and targeted courses (e.g. financial sustainability and community-based business building, ecosystem-based management to build resilience; production of outreach materials, relation with the media) seems highly recommendable for the next years. The model of follow-up training activities, which includes a signed commitment of trainees and institutions, and a seed funding, is a must and should be kept in the Training the trainers Program.

- Professional certification. As many MPA managers have college and even graduate degrees in marine biology or environmental sciences.
- Better use of information technology. The improvement of CaMPAM web pages (both hosted by GCFI and UNEP-CEP) may allow to use it as an online tool for education both before and after the regional and local follow-up courses. The dissemination of papers, news, the Training manual and the Powerpoint class presentations, and the use of CaMPAM-L (digital list) as a forum for discussion and information dissemination would enhance the training experience.
- Networking. Exchange of information among course alumni is critical to enhance the course experience beyond the regional course and follow-up training activities. The creation of a special site or forum for the program alumni is highly recommended to keep them communicated and enhance lessons sharing.
- Module 1 Communication and training skills. This module should be enhanced and improved to include new tools that can be consulted online by MPA practitioners.
- New training tools. The Program can benefit from the incorporation of training tools such as exchange visits and job shadow where experienced managers become mentors of less mature managers (apprentices) through the implementation of a well structured and supervised training program.
- Program expansion and renaming. The Program can be renamed as follow “Caribbean Regional Training Program on Marine Protected Areas Management”. This new name would avoid misunderstandings of its main objective (training managers to be fully trainers) and would encompass other training tools such as exchange visits, job shadow and online information and forum.
- MPA sessions at GCFI Annual Meetings. Increase the participation of MPA practitioners to the GCFI meetings, to expose them the scientific advances in marine conservation, enhance discussion and information sharing and promote networking with fishers, dissemination of best practices;
- CaMPAM Resource and Leadership Team. Include in this team a representative of the Training Program alumni.

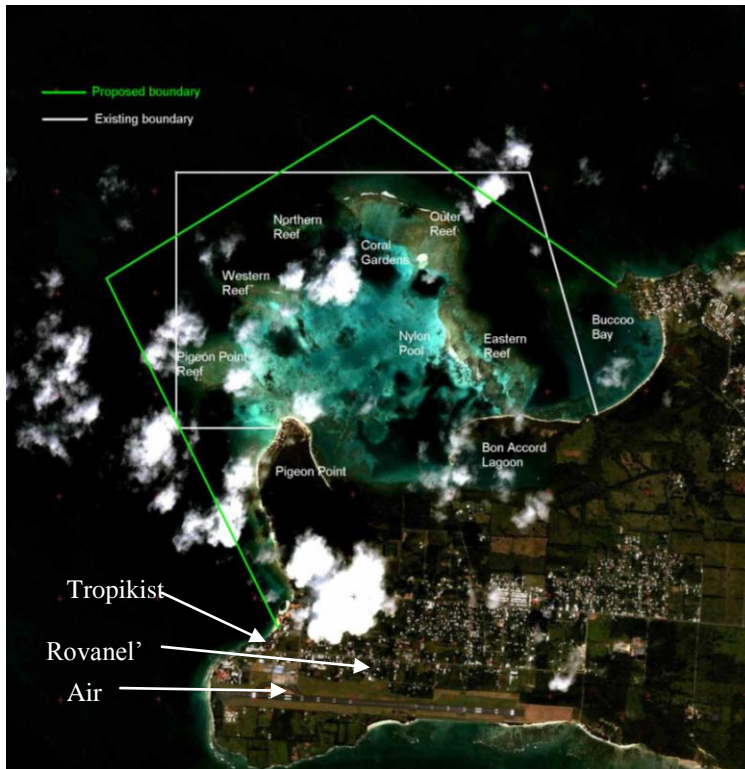
Annex I Tobago's Marine Environment and the Buccoo Reef Marine Park (provided by Buccoo Reef Trust)

Trinidad and Tobago, the most southerly of the Eastern Caribbean islands, lies on the edge of the South American continental shelf. Due to the influence of the Orinoco River, Trinidad has marginal, coral communities characterised by a few sediment tolerant coral species, in particular *Siderastrea* spp and *Porites* spp. In contrast, Tobago, located to the north-east of Trinidad and further away from the influence of the Orinoco River, and other large South-American rivers, has active reef building communities composed of several patch and fringing reefs covering approximately 90 km (<50%) of its coastline (Burke et al. 2008).

A recent economic valuation study conducted by the World Resources Institute, estimates that Tobago's coral reefs, through tourism and recreation, fisheries, and shoreline protection, contributed approximately US\$120 million to the island's GDP (42% of 2006 GDP). However, Tobago's coral reefs are primarily threatened by nutrient and sediment runoff from land clearance and coastal development, climate change and anthropogenic stressors (e.g. sewage runoff). Many of the coral colonies were affected by the 2005 mass bleaching event (O'Farrell and Day, 2006). Of those that recovered many have subsequently been affected by coral disease (Mallela and Parkinson 2008). The Buccoo Reef Trust (BRT), in collaboration with The University of the West Indies (UWI) in Trinidad, initiated a monitoring program in 2007, under the Integrating Watershed and Coastal Area Management project funded by the Global Environment Facility (GEF-IWCAM). Fixed reef monitoring stations were installed around Tobago in order to assess the condition of local reefs in relation to a range of environmental stressors (river runoff, sedimentation, distance from shore, current regimes). Sediment traps were also installed at these sites and video transects are used for data collection. Within the GEF-IWCAM project, Coral Cay Conservation (CCC) has been surveying the coral reefs along the north-western coast of Tobago between Buccoo and Castara as part of the Tobago Coastal Ecosystems Mapping Project (TCEMP). Additional surveys are being done along the remaining north and south coastlines of the island. Once the surveys have been completed Tobago will have a comprehensive assessment of its coral reefs along with recommendations for preserving them.

The Buccoo Reef Marine Park. The best known of Tobago's reefs is the Buccoo Reef, which was designated a Restricted Area in 1973, and a Wetland of International Importance under the Ramsar Convention in 2005. The Buccoo Reef Marine Park (BRMP) is the only marine protected area in the country. It covers an area of approximately 12.87 km², and is characterised by a complex ecosystem of seagrass beds dominated by Turtle Grass (*Thalassia testudinum*); mangrove forests dominated by Red Mangrove (*Rhizophora mangle*); and patch reefs. The BRMP is managed by the Tobago House of Assembly Department of Marine Resources and Fisheries. The Director of this Department chairs the Buccoo Reef Management Committee, an advisory body established in 2004 that comprises representatives from various stakeholder groups e.g. fishermen, reef tour operators, NGOs, government agencies, etc. Many tourism and recreational activities take place within the boundaries of the BRMP including glass-bottom boat tours, scuba diving, swimming and snorkeling, wind/kite surfing and jet skiing. Poor management has plagued the BRMP for many years but the BRMC has developed a comprehensive work plan for 2008-2009 that will alleviate some of the management problems being faced. Some activities to be addressed include proper demarcation of the park boundaries and boating channels; installation of park signs; certification training for reef tour operators. The

BRT, in collaboration with the International Coral Reef Action Network (ICRAN), is assisting the BRMC in achieving its objectives through the Coastal and Marine Management and Education in the Southeastern Caribbean project.



Satellite image showing the Buccoo Reef Marine Park boundary (white line) and the location of the proposed venue

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Ramsar Information Sheet. <http://www.wetlands.org/rsis/>

Annex II. Participant list

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Extracurricular lecturers

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Annex III. Course agenda. Training the trainers course for MPA managers of the Caribbean, Tobago, March 21-April 4, 2009

Day (class time: 9am-5pm)	Modules, activities	Instructor, lecturers	Extracurricular lectures
Saturday March 21	Trainees arrival to Scarborough, Tobago;		
Sunday March 22	Introduction of participants at dinner 2, 3	G. Bustamante Robert Glazer	
Monday March 23	4, 8	Robert Glazer	G. Bustamante: “CaMPAM Network and Forum: a social network of MPA managers with a capacity building program”
Tuesday March 24 Extra evening lecture- 6pm-8pm	8	Robert Glazer	Emily Cooper (WRI): “Coral Reef Valuation (method, results from Tobago)”
Wednesday March 25	AM: Field trip to the park (to gather information re: modules 2, 3, 5, 8) PM: Discussion on the park environmental conditions, threats and monitoring needs	Robert Glazer.	
Thursday March 26	6	Floyd Homer	
Friday March 27	6, 7	Floyd Homer	
Saturday March 28	7	Floyd Homer	
Sunday March 29	Off		
Monday March 30	1	Alida Ortiz	
Tuesday March 31	1, 5	Alida Ortiz	
Wednesday April	5	Alida Ortiz	‘Knowledgebase for lessons

1 Extra evening lecture- 6pm- 8:30pm			learned in coral reef management' David Gill (GEF LL Project)
Thursday April 2	AM: Field trip to gather information on MPA stakeholders participation in MPA management and resource use. PM: discussion on community participation	Alida Ortiz	
Friday April 3	Course evaluation; Presentation and discussion of follow-up training pre-proposals; discussion of pilot mentorship program	Alida Ortiz and Georgina Bustamante; Hyacinth Armstrong, CANARI	The role of mentoring in building strong and sustainable civil society organizations, By Sarah George (CANARI Exec. Director)
Saturday April 4	Departure		

- Dr. Alida Ortiz (private consultant, Univ. of P Rico)- Modules 1 (Communication and training skills), and 5 (Participatory planning);
- Dr. Robert Glazer (GCFI, Florida Fish and Wildlife Conservation Commission. GCFI Exec. Director)- Modules 2, 3, 4 and 8 (The marine environment of the Wider Caribbean, Uses and threats to the environment, Marine protected areas overview; and Research and monitoring, respectively), and
- Dr. Floyd Homer- Modules 6 (MPA Planning) and 7 (MPA management).

Extracurricular lecturers:

Emily Cooper (WRI), Dr. Richard Langton (Buccoo Reef Trust, Exec. Director), David Gill (GEF 'Knowledgebase for Lessons Learned in Coral Reef Management' Project (GEF LL), Dr. Sarah McIntosh (CANARI Exce. Director) , Dr. Georgina Bustamante (CaMPAM coordinator), Hyacinth Armstrong (project coordinator, BRT).

Annex IV. Evaluation of the course by participants (the average scores are highlighted in bold face, and the responses to Sections 6 are summarized).

Section 1: Logistics

- A. The advanced mailing gave adequate information to the participants:
1. Strongly agreed **2. Agree** 3. Disagree 4. Strongly Disagree **5. N/A**
- B. The advance mailing gave adequate time to plan for attendance:
1. Strongly agreed **2. Agree** 3. Disagree 4. Strongly Disagree 5. N/A

Section 2: Course Content

- A. The stated objectives were met:
1. Strongly agreed **2. Agree** 3. Disagree 4. Strongly Disagree 5. N/A
- B. The stated objectives were appropriate:
1. **Strongly agreed** 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A
- C. I came to the course with high expectations:
1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A
- D. I am highly satisfied with the overall course, considering my original expectations:
1. Strongly agreed 2. Agree 3. Disagree 4. Strong Disagree 5. N/A
- E. The course was well organized:
1. Strongly agreed **2. Agree** 3. Disagree 4. Strongly Disagree 5. N/A

Some of the following questions have a rating scale. Please indicate your response by circling the appropriate number: 1=very poor (or very little) to 5=very good (or greatly)

Section 3: General Overview

- A. How valuable was the Course to You?
1 2 3 **4** 5
- B. The overall format of the Course was:
1 2 **3** 4 5
- C. The presentations were:
1 2 3 **4** 5
- D. Interaction with the facilitators was:
1 2 3 **4** 5
- E. Interaction with the other participants:

1 2 3 **4** 5

F. How appropriate was the Course material?

1 2 3 **4** 5

G. Was the schedule of activities clear?

1 2 **3** 4 5

Section 4: Results

A. Will things you learned help you with your job?

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

B. Were you able to identify possible solutions to existing training problems?

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

C. New contacts with colleagues were made:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

D. More collaboration with colleagues will probably occur in the future:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

E. New ways of doing things were learned from the Course:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

F. You can make improvements when you return to your country:

1. Strongly agreed **2. Agree** 3. Disagree 4. Strongly Disagree 5. N/A

Section 5: Scheduling and facilities

A. The time of year was:

1 2 3 **4** 5

B. The daily schedule was:

1 2 **3** 4 5

C. The accommodations were:

1 2 **3** 4 5

D. The refreshments were:

1 2 **3** 4 5

E. The audio-visual materials were appropriate:

1 2 3 **4** 5

F. Quality of the Facilitators:

1 2 3 **4** 5

G. The course length was appropriate:

1 2 **3** 4 5

H. This course was worth the time spent away from work:
1 2 3 4 5

Section 6: Observations (summarized)

Please provide comments which would make future courses more valuable.

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

Case studies; training and financial assistance; funding; communication among participants;

2. What were the strong points of the course?

Well organized, good presenters, coordinators excelled; research and monitoring; nature protection awareness, instructors, organization, field trips, participants well selected, open sharing; great discussions, learning from others, knowledgeable instructors, exercise good to apply topics learned; good interactive sessions

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

Evening extracurricular lectures; nosy air conditioner; poor management of time and little time to talk; not enough interaction with local MPA management, include local fisheries managers; more breaks, more field activities, course title/objective (training to be trainers?) misleading.

4. Please add any other comments that you would like CaMPAM to consider:

There was no island tour, meals repetitive, preferable not to share rooms; more time for each module, Module 1 (training skills) not enough for teaching; course should be college-credited; course theoretical; hotel not enough environmentally friendly; evaluate each module/instructor separately.

Annex V. Letter of acceptance and information delivered to selected applicants.

March 7, 2009

Dear MPA Practitioner,

You have been selected to participate in the CaMPAM Training the Trainers Course for MPA management in the Wider Caribbean, as well as to develop a local follow-up training activity in your MPA or country.

The regional course will be held in the Rovanel's Resort (Phone (868) 639-9666/ (868) 639-0652) located on the SW end of the Tobago island (Trinidad and Tobago), 3-5 minutes from the airport and just outside the boundaries of the Buccoo Reef Marine Park, from 21 March – 4 April 4 2009.

The Buccoo Reef Trust (www.buccooreef.org), the local host, will facilitate course logistics and the field component of the workshop. See <http://www.vlmtobago.com/hotel/407671>, http://www.mytobago.info/accommodation2b/23/rovanel_s_resort.htm) for more information.

Your travel, accommodation and course costs will be supported by the following sponsors:

Participants from Belize and The Bahamas: By UNEP's Caribbean Environment Programme and the Swedish International Development Cooperation Agency (Sida) through the Caribbean MPA Managers Network and Forum (CaMPAM) and the Gulf and Caribbean Fisheries Institute (GCFI).

Participants from Trinidad and Tobago, Netherland Antilles, Barbados, and Anguilla- Buccoo Reef Trust (Trinidad and Tobago), with funding from International Coral Reef Action Network (ICRAN) and the UN Foundation (UNF).

Participants from Antigua and Barbuda, Grenada, St. Lucia, St. Vincent and the Grenadines, Dominica, St. Kitts and Nevis - Organization of Eastern Caribbean States (OECS) Protected Areas and Associated Livelihoods Project (OPAAL).

You will be contacted immediately for your travel arrangements.

Training program. It consists of the regional course, and the local follow-up training activities, that you are committed to implement with the support of your supporting institution and seed funding provided by UNEP's Caribbean Environment and the Buccoo Reef Trust, for selected countries.

The regional course (see **agenda attached and Manual at <http://www.cep.unep.org/publications-and-resources/promotional-material/publications/spaw/tot-manual-english.pdf>**) is designed to introduce participants to the basic aspects of MPA management and will be taught using lectures, and field exercises combined with interactive discussions, namely,

- Module 1. Communication and training skills
- Module 2. The characteristics of the Caribbean marine environment
- Module 3. Uses and threats to the marine environment
- Module 4. Marine protected areas overview
- Module 5. Participatory planning

Module 6. Marine protected area planning
Module 7. Marine protected area management
Module 8. Research and monitoring

Participants will arrive to Crown Point, Tobago on Saturday March 21, and depart on Saturday April 4th. You will be picked up at the airport.

All trainees are required to complete/deliver the following tasks/product before or upon arrival, namely:

1. **Bring a copy of the Training the Trainers Manual.** You can download it from <http://www.cep.unep.org/publications-and-resources/promotional-material/publications/spaw/tot-manual-english.pdf> . You can make a hard copy but we recommend you use a digital one that you can consult at the course on your own laptop. Bring your laptop and a flash memory to exchange information with others. Internet is available at the hotel.
2. By March 17, you return by email **the attached spreadsheet duly completed with the data of your MPA.** Send it to gbustamante@bellsouth.net . The data will be incorporated to the CaMPAM MPA database (<http://cep.unep.org/caribbeanmpa>) in order to ensure the information on your MPA is updated and available to others.
3. **Bring Powerpoint presentations, papers, or any digital or written material** (brochure, poster, paper, management plan) of your MPA site(s) or country, for distribution/exhibition. You might be asked to give a brief and informal presentation on your MPA.
4. **A draft of the proposal for the follow-up training activity you intend to develop in your MPA/country,** for review and discussion. This exercise will help you take home a better proposal that you will have to submit for approval and funding to the sponsoring organizations. *Attached a guideline to prepare the pre-proposal.*
5. Swim suit, and snorkeling gear if possible.

The instructors will use abundant illustration materials (powerpoint presentations) that will be provided to you at the end of the course in digital format.

All participants will fill questionnaires for course evaluation and a session for the course evaluation will be held at the end of the course. Your response will improve the training course in its next editions.

Recommendations on personal baggage and attire: Tobago's environment is very informal. As in other coastal areas in your own countries, residents and tourists wear mostly sport shoes and sandals, t-shirts and shorts.

We hope you have a nice stay in Tobago, a memorable course experience, and an unforgettable personal and professional experience!!

Georgina Bustamante, Ph. D., course director (gbustamante@bellsouth.net)
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Annex V . Information provided to the course participants in advance via email

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Fig. 1 Different moments of the course captured by participants



Course participants Beth Langton and Allan Guy leading an exercise.



Dr. Alida Ortiz, lecturing on MPA participatory planning.



Robert Glazer teaches research and monitoring applied to MPA management

