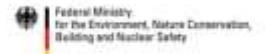




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11th Training of Trainers on Marine Protected Area Management



Prepared by Dr. Georgina Bustamante, CaMPAM Coordinator

for

IUCN-ORMACC-BIOPAMA

March, 2015

1. Introduction

Two years after the creation of [CaMPAM](#) in 1997, the [SPAW Subprogram](#) of the [UNEP-CEP](#) started the [Training of Trainers Program on Marine Protected Area Management](#) (ToT) to build capacity of MPA managers and marine environmental officers. The first regional course was held in Saba, (former Netherland Antilles) and included a 13-day long training course for 12 MPA English-speaking managers, plus local follow-up training activities organized by the trainees with the support of a UNEP-CEP small grant and their home institutions. Since then, 10 regional courses in Spanish, English and French have been implemented in Saba, Dominican Republic (2), St. Lucia, the Florida Keys (2), Trinidad and Tobago, Mexico, Belize and Guadeloupe, with approximately 150 participants trained directly, and more than 1500 trained in the ca. 50 local follow-up training activities organized by the alumni in all continental and insular countries and the EU overseas territories of the Wider Caribbean.

Although all these activities benefitted from the support of local experts and some kind of partnership with national and international institutions that provided logistical support as well as lecturers, this is the first time that the regional course is fully supported by a partner organization, [IUCN-ORMACC](#).

The collaboration between UNEP-CEP/SPAW-CaMPAM and the IUCN-ORMACC-BIOPAMA programs started in 2014 with the implementation, by the latter, of an [Exchange of Caribbean Junior MPA Officers](#)¹ in Belize; applying the experience of the UNEP-CEP/SPAW CaMPAM Exchange and Small Grant Programs to a group learning exchange in a ripe MPA.

The Training of Trainers regional course also benefitted from the resources of the "[Climate Resilient Eastern Caribbean Marine Managed Areas Network \(ECMMAN\)](#)" project run by The Nature Conservancy and funded by the German Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB), in particular the component [CaMPAM-ECMMAN Small Grant Program](#), which is coordinated by the UNEP-CEP/SPAW RAC.

2. Course objectives

The course aimed at strengthening competencies of MPA managers and marine environmental officers from the English-speaking Caribbean through a combination of classroom lectures, interactive exercises and field trips, focusing on a few priority topics: 1) the biophysical characteristics and the human impact over coastal ecosystems and their services (fisheries, tourism and coastal protection); 2) the creation and business planning of ecotourism activities associated to the MPAs to promote sustainable livelihoods and MPA revenue, 3) raising awareness and building compliance with MPA management schemes of different types of stakeholder groups: from school kids, to youth, women, fishers, farmers, policy makers and developers; 4) the marine protected area management regime: daily operations and annual and long term planning specifically and 5) national, regional and international policy and associated financial resources.

3. Venue and dates

The course venue and dates were selected after consultation with relevant parties: UNEP-CEP SPAW,

¹ For additional information visit http://www.biopama.org/learn_more/?18935/Caribbean-Marine-Conservationists-Benefit-from-Regional-Capacity-Building-Partnership

TNC ECMMAN project coordinators, and IUCN partners. The Grenada Fisheries Division offered its facilities in the city of St. George's and its support to hold the course. The hotel Allamanda Beach Resort was selected as the accommodation for all participants.

4. Participants

4.1. Trainees

The participants were selected through a process that included the following steps:

- Call for application announcement (see Annex 1) via CaMPAM List, BIOPAMA and IUCN Caribbean network, WCPA-marine network, TNC-ECMMAN project focal points and CaMPAM-ECMMAN Small Grant project leaders – December 17th, 2014
- Deadline for application submission – January 5th, 2015
- Review of applications and selection of participants by course coordination team (including UNEP-CEP/SPAW and IUCN BIOPAMA)
- Acceptance of selected candidates – January 15th, 2015

The application paperwork included the following: 1. Letter by applicant requesting support and acceptance, with information on the current position and training background, 2. The applicant Resume, and 3. A letter of support of her/his institution

Twenty-four (24) applicants were selected (out of 25 applicants), representing almost all Caribbean English speaking countries, namely, Bahamas, Anguilla, Antigua and Barbuda, St. Kitts and Nevis, Dominica, St. Vincent and the Grenadines, Grenada, Barbados, Trinidad and Tobago and Belize. (An applicant from Jamaica withdrew due to lack of an active passport).

4.2. Instructors

The instructors were selected after consultation with local partners and conversation with potential candidates. They were Roland Baldeo (MPA National Coordinator, Grenada Fisheries Division,), Lucia Prinz (Solimar International), Dr. Floyd Homer (consultant) and Stephen Nimrod (University of Grenada). They provided a balanced combination of skills, namely: local and international expertise, knowledge of the Eastern Caribbean region's biophysical features, socioeconomic and cultural settings, and conservation issues in the subregion, and previous collaboration with the Training of trainers and other CaMPAM and IUCN activities.

5. Agenda

Pre-training tasks. The selected candidates were requested to send a 5-6-slide presentation to be used as an introduction, with information on his/her personal role with MPA(s) and institution, training background, MPA map and brief information on boundaries, habitats and zoning, management scheme and main issues or threats, etc. In addition, they were asked to review the [CaMPAM MPA Database](#) and update the information for the MPA(s) from their country (See message in Annex 2).

The logistic note sent by BIOPAMA (Annex 3) includes the agenda, participants list and logistics detail. The agenda was designed after consultation with IUCN ORMACC-BIOPAMA and collaborating organizations (UNEP-CEP, SPAW-RAC, TNC-ECMMAN, Grenada National MPA coordination) and discussed with instructors, to be able to meet the following requirements:

- Topics that cover the main training needs of the marine managed areas (MMAs) of the countries involved and based on the 16 years of experience of CaMPAM capacity building activities;
- Lectures, exercises and follow-up field trip discussions that address the main marine conservation issues and MMA management aspects of the Caribbean region, within a global context
- The use of materials and case studies selected by the Instructors based not only on their own experience but also guided by the course designer who provided guidance and materials (including the [UNEP-CEP/CaMPAM Manual of the Training of training Program on MPA Management of the Caribbean](#), [Factsheets on marine protected areas best management practices](#) and other publications as sources of consultation) for preparing the classes. Videos (posted on YouTube and other online sources) were used to illustrate and promote discussion on specific subjects.
- The use of Grenada human and logistical resources as well as the environmental and MPA governance situation as study case for illustrating topics.
- The use of cases from the countries associated to the ECMMAN, Caribbean Challenge and BIOPAMA to illustrate modules.

6. Sharing information with the Caribbean MPA community

A series of notes were posted in CaMPAM List (in both English and Spanish versions), namely "[CaMPAM ToT: the first 3 days of the course](#)", "[Participants of the Caribbean regional course on MPA management visit sites in Grenada and learn lesson](#)", "[Press release: 11th edition of CaMPAM Training of Trainers program on Caribbean MPA Management](#)", and one related to the new BIOPAMA eforum at Yammer: [IUCN-BIOPAMA invites CaMPAM network members to join Yammer...BIOPAMA the external network](#)

The notes mentioned some of the activities of the course, but also featured comments made by participants during the classes. These notes allowed the course to reach out to the more than 900 subscribers of CaMPAM list, marine resources scientists and practitioners in the Wider Caribbean and the world.

7. Lessons learned and recommendations

7.1 Participants' assessment

Based on my experience as project manager and coordinator of CaMPAM program in the last 11 years, as well as my participation in the 11 editions of the Training of trainers program (2 courses as instructor, 9 as coordinator) I can assure that this is one of the most successful courses ever implemented. The group was very participative; the few that were shy during the first days increased their activity and intervention as the days went by. The exchange among all and with the instructors was exemplary and the interest shown in all topics during lectures, group exercises and field trips was outstanding.

An oral evaluation session was conducted the last day of the course to gather an immediate picture of their learning experience. Almost all participants intervened and provided their opinion. They all were very emphatic about the high value of the course, its good preparation, the well structured agenda with topics of great interest, the high expertise and teaching skills of all instructors and the impact of these 10 days in increasing their knowledge on marine conservation science, policy and management. A detailed questionnaire for evaluating the activity was filled by participants using an online tool (Google 4

forms) after they returned home. Annex 4 presents the scores and comments provided by the participants to the questionnaire. Most of the responses to the quality of the different aspects of the course were very positive (210 “strongly agree” and 161 “agree”) with only a few “somewhat agree” and none “somewhat disagree”, “disagree” or “strongly disagree”. The questions show a high satisfaction with the course.

Hereafter is a summary of the responses, somewhat combined with the comments made at the oral evaluation session:

Preparatory phase: The communications between the course coordinators and the trainees was appraised as good, and they seemed to have had enough time and guidance to get prepared for the course, including information on travel and the introductory presentation

Course objectives and expectations: They were well informed and clear about the course objectives and their expectations were mostly exceeded.

Course materials and content: The participants expressed in the questionnaire and personally that the course was logically organized with the biological and socioeconomically aspects of the MPA scenarios at the beginning, very pragmatic, with the planning and management issues presented in the second half of the course. The compilation in real time of all materials and classes and posting in the “Training of trainers on MPA Management 2015” egroup at BIOPAMA yammer forum was highly appreciated and they feel this is a source of information that allows them not only to expand the knowledge received at the course but also for consulting on issues related to their job as managers. Additional materials suggested were: how to implement a management plan, a better national awareness of the need of creating maps, funds to implement activities, study cases, survey templates.

Participation. The trainees acknowledged that the course structure, the environment, the lectures, and the interactive exercises were conducive to exchanging opinions and experiences among them and with the instructors. They found networking during the course as well as later using the “Training of trainers on MPA Management 2015” egroup at BIOPAMA yammer forum as one of the most important results of this course. However, they feel they still need to get accustomed to using this format.

Duration and schedule. Being an intensive course, the time for assimilating the great amount of information was limited for some. As reflected in the higher number of “somewhat agree” responses to question 8, the trainees felt they needed more time to learn the subject matter covered in the course.

Instructors’ skills. All instructors were highly evaluated (see questionnaire for details). The participants appreciated the fact that they had different teaching styles but all were experts in their subject matter and had a broad experience working in different parts of the world. The use of videos, case studies and graphics made the classes entertaining and knowledge-rich. Comments were made about further using the instructors as consultants or mentors.

Knowledge acquired to face the challenges of their MPA management job. Despite the difference in background and job responsibilities of the group, the course was an important moment in their professional development and the lessons learned will be applied in improving their job and their MPAs in the short to mid-term. They affirm to be better prepared for the challenges of their job, including dealing with stakeholders and decision-makers, assessing the economic value of ecosystem services, monitoring, updating management plans, engaging local communities in the planning process as well as

in management aspects such as enforcement and revenue generation, etc. In the questionnaire they mentioned as the strongest points of the course the following: varied thematic, different lecturers, great interaction, good time management and class structure, good organization, the wonderful venue (the Fisheries Dept. facilities and the support of their staff), tourism business planning, the field trip with good explanations, engaging participants, skillful and knowledgeable instructors, the wealth of information and the prompt availability of the materials, the relaxed atmosphere, good meals and transportation. On the contrary, they mentioned these to be the weakest points: long hours, little group work in the first days, the fact that it is not really a “training of trainers” because skills to teach were not imparted, more assignments, more extended course, more field trips,

Learning after the course. They responded very positively to the questions related to post course knowledge strengthening, and peer exchanges. They also suggested to measure the impact of the learning experience in time and continue the program so more MPA officers can be trained; explore the online access of more participants to each course; job shadowing (using CaMPAM mentorship program); extend the course duration, further use the core group of lecturers. They suggested including topics such as the interpretation of Environmental Impact Assessments, and negotiating environmental agreements; a reunion of the group in 12-24 months to share the improvements made after the course; and to get thematic interest of the group prior to course.

7.2 Facilitator assessment and recommendations

One year ago, the IUCN-BIOPAMA program organized an Exchange of Junior MPA Officers in Belize. As a result of this activity, a series of recommendations were made by the author of this report who also participated as activity designer and facilitator.

Most of the recommendations made a year ago to CaMPAM and BIOPAMA were accomplished with this course, namely: 1. The activity should not last more than 10 days; 2. Involve local partners (particularly those individuals and/or organizations with a good record of collaboration and implementation) that ensure that logistics and other resources are adequately in place, and compensate them accordingly; 3. Facilitate the administrative and financial support to reduce the load of coordinators; 4. Ensure a preparatory period of 2 months minimum that would allow for good planning, include interaction with the selected applicants, and incorporate pre-training activities to the program; 5. Explore the potential for synergy with the institutions or programs of other local, national or regional projects in the Caribbean, including large international projects (e.g., TNC’s ECMMAN project, the UNEP-CEP/SPAW CaMPAM program, etc.); 6. Sponsoring participants to important fora (e.g. the GCFI annual conference) to support their professional development (fulfilled on November, 2014).

One recommendation was partially fulfilled due to the cost: “Implement training activities for MPA officers that combine a limited amount of lecturing on essential subjects by local and external experts, and a **good amount of activities on the ground (underwater observation of the site ecological status, the fishing and tour operations, the exchange with local stakeholders)** that can be discussed and examined to extract lessons”.

The evaluation of the course by the participants and the previous experience of the coordinators with this and similar activities allowed the author of this report to summarize a list of factors that combined to produce the positive results:

1. Excellent administrative support to ensure all logistical details, including the work of BIOPAMA staff and leadership, and the local partners.
2. Instructors that are not only knowledgeable of their area of expertise, but also have a good grasp of the Eastern Caribbean culture and marine issues as well as the Grenada scenario. This included the use of three Grenadian lecturers (one is residing in Grenada and was a lecturer of the 9th edition of this course) and one expert with extensive reputation in the region and experience teaching in the Training of Trainers course.
3. A preparatory work phase that included consultation with representatives of organizations with some stake in the course, including TNC.
4. The previous experience of collaboration between CaMPAM coordinator and the IUCN BIOAMA Protected Areas Officer (the 2009 edition of CaMPAM Training of trainers program, the 2014 Exchange of Junior MPA officers).
5. Excellent “living” conditions (accommodations, meals)
6. The use of the experience of CaMPAM coordinator in the design of the course and selection of instructors, particularly the experience of the last 4 years working closely with the Eastern Caribbean countries as coordinator of UNEP-CEP Caribbean Challenge and ECMMAN Small Grant programs.

7.3 Recommendations to IUCN BIOPAMA and UNEP-CEP/SPAW-CaMPAM programs

Over the last years, the UNEP-CEP SPAW program has organized most of the 10 editions of the Training of trainers course on MPA management (alternating English and Spanish) which includes a regional course for a group of site and national MPA officers (1 or 2 per country, for a total amount of 12 to 22 in each regional course) and local follow-up activities that allow for managers to give back to his/her staff or stakeholder base (at the site or country level) the knowledge acquired during the regional course. Most of these regional courses (if not all) have been implemented with the collaboration of local and some international organizations that provided logistics resources (ground and boat transportation) for classes and field trips, *pro bono* lecturers and assistance, and sponsored participants. However, this is the first time that the organizational and financial responsibility of the regional course of “CaMPAM Training of trainers on MPA Management” program falls almost all on another international organization. The success of this joint activity allows CaMPAM coordinator to suggest that there is an enormous potential for both organizations (UNEP-CEP and IUCN ORMMAC) to coordinate activities of their respective PA capacity building programs (CaMPAM and BIOPAMA) to increase the impact of their resources.

The SPAW program has other activities and programs related to biodiversity conservation (marine mammals, ecosystem-based management, data management and decision-support systems, coral reef monitoring, mentorship) that can be explored to work in partnership.

8. Acknowledgements

The author of this report acknowledges the wonderful support received for the design and facilitation of this regional course and the contribution of this activity to both the MPA training and the CaMPAM-ECMMAN Small Grants programs by different individuals and institutions involved. In particular, I am very grateful of the staff of the IUCN-ORMACC and its BIOPAMA program in both the Costa Rican and Barbados offices and particularly their officers Hyacinth Armstrong-Vaughn and Jose Courreau, for their hard work during the course preparatory and implementation phases and for their vision of the value of the collaboration with UNEP-CEP and its SPAW program to implement MPA build capacity projects. Their understanding and respect for the CaMPAM platform and their commitment to building a fructiferous partnership has been beneficial for both institutions -IUCN and UNEP-CEP- and critical for the success of this program. Ms Armstrong-Vaughn is an outstanding example of a collaborative professional and effective project manager. It is a delight to work with her.

I also want to recognize the contribution of UNEP-CEP SPAW Program and specially Ms. Alessandra Vanzella-Khouri who trusted my technical skills and experience of more than 8 years officially coordinating CaMPAM program to work closely with IUCN in this project.

The contribution of Mr. Roland Baldeo and his staff at the Grenada MPA National Coordination Team of the Fisheries Division was essential in providing us all with the ambience and logistical support without which this type of course cannot be successful. Their high professionalism was very much appreciated by all. They made us feel comfortable and happy, which enriched our soul for the learning experience.

The Nature Conservancy also provided input and support as the coordinator of the ECMMAN project, 12 of which partners were trained in this course.

Annex 1. Call for applications



Training of Trainers on Marine Protected Area Management

The 11th edition of the Caribbean Marine Protected Area Management (CaMPAM) [Training of Trainers on Marine Protected Area Management](#) regional course developed by the UNEP Caribbean Environment Programme (UNEP-CEP) as part of the Specially Protected Areas and Wildlife (SPAW) Protocol activities to build MPA capacity will be held from 9 to 20 February, 2015 in Grenada for the English-speaking Caribbean. The [Biodiversity and Protected Areas Management Programme \(BIOPAMA\)](#) is collaborating with the UNEP-CEP/SPAW [CaMPAM](#) Network and the Eastern Caribbean Marine Managed Network ([ECMMAN](#)) project to deliver this course. The Grenada Fisheries Division will provide local support to facilitate the training. Applications are currently being sought from persons working in Caribbean marine protected and marine managed areas.

Funding is available for participants from the following countries: Barbados, Belize, The Bahamas, Dominican Republic (must speak English), Guyana, Haiti (must speak English), Jamaica, Suriname and Trinidad and Tobago. Participants from Antigua and Barbuda, Dominica, Grenada, St. Kitts and Nevis, Saint Lucia, and St. Vincent and the Grenadines will be funded by the CaMPAM-ECMMAN small grants awarded to these countries. Applicants from the French, Dutch, UK and US Caribbean Territories are also invited but are not eligible for funding assistance from the programme organisers.

Submit your resume and cover letter with the following information: institutional affiliation and position, managerial experience in MPAs/MMAs, professional strengths and capacity needs, previous training received, affiliation to CaMPAM network and the support of your institution to attend the course, to Hyacinth Armstrong-Vaughn (hyacinth.armstrongvaughn@iucn.org) and Georgina Bustamante (gbustamante09@gmail.com).

Deadline for submitting applications is Wednesday 07 January, 2015. Successful candidates will be notified by Friday 9 January, 2015.

Annex 2. Welcome message to selected participants (by Armstrong and Bustamante)

From: Georgina Bustamante [gbustamante09@gmail.com]

Sent: Monday, February 9, 2015 1:16 PM

To:'ARMSTRONG VAUGHN Hyacinth'; 'Alessandra Vanzella-Khoury'; 'Annlyn Mc Phie'; 'Bryan Prince' 'Carlos Gilkes'; 'Christabelle Andrews'; 'COURRAU Jose'; 'Craig Henry'; 'Ellsworth Weir'; 'Evelyn Henville'; 'Floyd Homer'; 'Jamal Martinez'; 'Julien Lawrence'; 'Kenroy I. Rawlins'; 'Lucia Prinz'; 'Marvin Vasquez'; 'Nealla Frederick'; 'Orisha Joseph'; 'Orlando H. Salisbury'; 'Reshevski Jack'; 'Richard Suckoo'; 'Roland A. Baldeo'; 'Shanna Emmanuel'; 'Sherry Constantine'; 'Sophia Steele'; 'Stephen Nimrod'; 'Tricia Greaux'; 'Vivian Titre'; 'William Triim'

Cc: 'Michael Savarin'; 'wgarbutt@seabelize.org'; 'LAMA SSMR'; 'Arreini Palacio Morgan'; 'Anne FONTAINE'; 'WILLIAMS Jason'; 'Carmel Haynes'; Jodi Johnson (jj@cep.unep.org); 'Anne FONTAINE'; 'Mélissa MAYA'

Subject: To all participants of the Training course on MPA management (welcome, information and homework)

Dear colleagues,

Welcome to the 11th edition of the Training of Trainers on MPA Management (ToT)!!

CaMPAM is a professional network with a capacity building programme for marine protected area practitioners created by [UNEP- Caribbean Environment Programme](#) in 1997 at a meeting in Miami. The participants, 50 MPA managers and program coordinators, expressed the urgent need of having a regional training program and a tool for communication and information exchanges. As a result, and as part of its responsibilities with the [parties](#) of the Specially Protected Area and Wildlife Protocol of the Cartagena Convention [SPAW](#) (kind of the “CBD” for the Caribbean), the SPAW Secretariat at UNEP-CEP developed the Training of Trainers on MPA Management programme, which entails a regional courses (in English, Spanish and French) plus follow-up local training activities every 2-3 years.

Over the last 16 years, since the first regional course held in Saba, this program has received the support and resources of several government and non-government financial and conservation organizations with the mandate to build MPA capacity.

This year, the regional course is being organized and funded by IUCN BIOPAMA, with contributions from the [CaMPAM-ECMMAN Grants](#) managed and coordinated by UNEP-CEP through its [SPAW-RAC](#) for The Nature Conservancy, as well as the Grenada Fisheries Division.

We are happy to have you all next week in Grenada, whose Fisheries Division and its MPA Coordination Team have contributed with resources and their facilities to make the most of this course. We have invited a small group of experts that will be your instructors.

I suggest you the following:

1. Visit [CaMPAM website](#) for information on previous training courses and other CaMPAM capacity building activities
2. Join CaMPAM List (<http://gcfi.org/Forms/CAMPAMSubscribeEng.php>)
3. Search the [Caribbean Regional MPA Database](#) and let us know if the information on your MPA is correct. We can update with your authorization (username and password).
4. Check the CaMPAM training manual, developed by UNEP-CEP and used as a guidance in all ToTs (downloaded from <http://www.cep.unep.org/publications-and-resources/promotional-material/publications/spaw/tot-manual-english>). It is a good source of consultation on MPA research, planning and management for the Caribbean.
5. Prepare and **send me by Friday** a 3-5 slide Powerpoint presentation with brief information on your MPA (map, management status, etc.), your professional background and role in MPA management. **I need to gathered them before Monday so you can use them for your introduction.** (see agenda)
6. Bring electronic or hard copies of any MPA, education/outreach materials you would like to share with participants.
7. Establish long lasting working relationship with all participants: course mates, instructors and facilitators. The coordinators of the participating programs (TNC, UNEP-CEP/SPAW, IUCN BIOPAMA, Grenada Fisheries division) will spend some days with us. Make the most of this opportunity.

Looking forward to having the ppts this week.

See you in Grenada.

Regards,

Georgina Bustamante, Ph.D.
Coordinator

Caribbean Marine Protected Area Management (CaMPAM) Network and Forum
The UNEP-CEP capacity building program for MPA managers and stakeholders

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Tel./fax (request) +1 (954) 963-3626
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email: gbustamante09@gmail.com

skype: yoyibustamante

CaMPAM web site: <http://campam.gcfi.org/campam.php>

To subscribe or unsubscribe to CaMPAM list, go to (Para suscribirse o cancelar su subscripción de la Red de Internet CaMPAM, vaya a) <http://gcfi.org/Forms/CAMPAMSubscribeEng.php>

To send a message to CaMPAM List, send it to (Para enviar un mensaje a CaMPAM List, envíelo a) campam-l@listserv.gcfi.org

To access CaMPAM List archive go to <http://listserv.gcfi.org/SCRIPTS/WA-GCFI.EXE?A0=CAMPAM-L>

For general information on the CaMPAM-ECMMAN Small Grant program go to http://campam.gcfi.org/ECMMAN/CaMPAM-ECMMAN_Small_Grant_Program_leaflet.pdf (more to come)

Print only if necessary.

From: ARMSTRONG VAUGHN Hyacinth [<mailto:Hyacinth.Armstrong-Vaughn@iucn.org>]

Sent: Saturday, February 7, 2015 2:52 PM

To: Alessandra Vanzella-Khoury; Annlyn Mc Phie; Bryan Prince; Carlos Gilkes; Christabelle Andrews; COURRAU Jose; Craig Henry; Ellsworth Weir; Evelyn Henville; Floyd Homer; Georgina Bustamante; Jamal Martinez; Julien Lawrence; Kenroy I. Rawlins; Lucia Prinz; Marvin Vasquez; Nealla Frederick; Orisha Joseph; Orlando H. Salisbury; Reshevski Jack; Richard Suckoo; Roland A. Baldeo; Shanna Emmanuel; Sherry Constantine; Sophia Steele; Stephen Nimrod; Tricia Greaux; Vivian Titre; William Triim

Cc: Michael Savarin; wgarbutt@seabelize.org; LAMA SSMR; Arreini Palacio Morgan; Anne FONTAINE; WILLIAMS Jason; Carmel Haynes

Subject: 11th Training of Trainers Logistics Note, Agenda and Participants List

Dear Colleagues,

With just over one week to go before we begin our training course, I am sharing with you the course agenda, participant list and logistical details. If you have any questions or need clarification on anything please contact me and/or Georgina.

Participants fully funded by BIOPAMA I will be sending you your tickets in a follow up email.

Participants funded under the CaMPAM-ECMMAN Small Grants, if you have not already sent your itineraries please do so as soon as possible.

Regards,

Hyacinth Armstrong-Vaughn

Protected Areas Officer, BIOPAMA Programme

IUCN Regional Office for Mexico, Central America and the Caribbean (ORMACC)

c/o Centre for Resource Management and Environmental Studies (CERMES)

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skype: hyacinthga

www.biopama.org, www.iucn.org, www.worldparkscongress.org



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Annex 3 Participants logistics note



PARTICIPANTS LOGISTICS NOTE

11th Training of Trainers on Marine Protected Area Management

Fisheries Division
St. George's, Grenada

February 17-26, 2015

Accommodation

Allamanda Beach Resort
Grand Anse
Grenada
Tel: (473) 444-0095; Fax: (473) 444-0126
www.allamandaresort.com

Accommodation is single occupancy from 16 February, 2015 to the day you are scheduled to depart. The cost of the room and associated taxes and fees are covered by BIOPAMA and includes breakfast. All other costs incurred to the room are at your expense.

Airport Transfers

Transportation on arrival from the airport to the hotel and the departure trip at the end of the workshop, have been pre-arranged for all participants. The transportation operator is:

Name: King Elvis Taxi and Tours
Elvis: (473) 407-1767; (473) 440-0653
Marcella: (473) 405-3545

Based on your received itineraries, the transporter will meet you, upon your flight arrival, outside at the airport's Arrivals hall, and take you to your hotel immediately or within 30 minutes of your arrival if other passengers are being met. If your flight is changed or delayed, or you are not immediately met on arrival, try to call the transporter or one of the IUCN / Grenada contacts.

Your return to the airport will also be undertaken by King Elvis Tours, and will be based on your received itineraries. Participants should inform the IUCN contact, as listed below, if there are any changes to your itineraries.

For participants fully funded by BIOPAMA,

- ground transport to and from the airport in your home country will be **reimbursed upon presentation of a receipt (indicate currency)** to Hyacinth Armstrong-Vaughn
- **all boarding passes must be kept and turned in** to Hyacinth Armstrong-Vaughn, as proof that you have travelled.

Getting to/from the Workshop

Daily workshop transportation is provided by King Elvis Taxi and Tours. The morning pick-up and afternoon drop off for those participants staying at Allamanda Beach Resort will be at 8:15 a.m. and 5:45 p.m.

Workshop Venue

Conference Room
Fisheries Division
St. George's, Grenada
Tel: (473) 440-3814

Course Agenda and Participant List: The agenda is at the end of this note, along with the list of participants, instructors and facilitators.

Course Materials: Course materials will primarily be in electronic form so please walk with your laptop, tablet or any other electronic device that will allow you to view documents, Power Points, etc. Wi Fi will be available. Bring brochures, flyers, etc. on your MPA or institution to share with course mates.

Field trip: A field trip is scheduled for Friday 20 February and you will have an opportunity to snorkel so please bring your snorkel gear as gear has not been pre-arranged for you. If you do not have or prefer not to walk with your gear please let us know so we can arrange to have some available at extra cost to you.

Dress code: The training course will be held in a government office so we ask that you dress appropriately i.e. casual work attire (e.g. polo shirts, t-shirts, jeans, etc.).

Work attire/elegantly casual dress for the welcome cocktail on Tuesday 17th February at 7:30 p.m. at Allamanda Beach Resort.

Day Off: Sunday 22nd February is a day off. There are no classes or activities scheduled. If you are interested in doing something e.g. island tour, scuba dive, etc., let us know and we will see what can be arranged. Anything done on this day will be at your expense, including meals.

Meals

A DSA will be provided to cover dinner during the workshop. Breakfast is included in the cost of your accommodation and lunch will be provided for the duration of the workshop including the fieldtrip. Persons sponsored under the CaMPAM-ECMMAN Small Grants will receive their DSA from their project manager. BIOPAMA sponsored participants will liaise with Hyacinth Armstrong-Vaughn to receive their DSA.

Local Currency

The Eastern Caribbean (XCD) is based on the U.S. dollar system, with 2.68 EC dollars equaling one U.S. dollar.

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LIST OF PARTICIPANTS

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TRAINEES

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	<p>protection).</p> <p>Lectures and exercises on:</p> <ul style="list-style-type: none"> ▪ <u>Ecosystem services</u> (overview and examples of economic valuation of coral reefs in Caribbean areas (Dominican Republic, Belize, etc.) ▪ <u>Inadequate fishing practices</u>: under-sized/juveniles by pots and nets; excessive fishing of spawners and herbivorous fishes (parrot and surgeon fishes) and top predators (groupers, snappers, sharks) ▪ <u>Habitat degradation</u>: Effect of sedimentation and chemical pollution from poor agricultural practices (gullies, fertilizers) to coastal systems; mangrove clearing and hydrological alteration by inadequate construction of hotels, marinas, etc.; boat anchoring and waste disposition; sand mining or inadequate construction over the sand dunes ▪ <u>Global changes</u> 	
1400-1700	<p>Module 3. Biophysical and socioeconomic monitoring and its application to improve MPA management</p> <p>Lectures and exercises on:</p> <ul style="list-style-type: none"> ▪ <u>Biophysical monitoring methods</u>: Description of methods to describe baseline ecological status of coral reefs, sea grass beds and mangroves within and outside MPAs and measure changes over time ▪ <u>Case studies</u>: MPA monitoring program in Grenada and other countries: plan, current results, application to improve management ▪ <u>The SocMon program</u>: indicators, 	Steve Nimrod, Univ. Of Grenada....

	<p>results and use to improve management in Grenada, the Grenadines and other islands and countries.</p> <ul style="list-style-type: none"> ▪ Score card to assess progress in achieving management effectiveness goals of MPAs. ▪ <u>Caribbean Observatory for Protected Areas –support for data analysis & management that lead to better decisions/policies</u> • <u>The Global Coral Reef Monitoring Network: sharing methods and results</u> 	
<p>Thursday 19th February</p> <p>0900-1215</p> <p>1400-1700</p>	<p><u>Module 4. Raising awareness and building compliance with MPA management schemes of different types of stakeholder groups: from school kids, to youth, women, fishers, farmers, policy makers and developers).</u></p> <p>Lectures and exercises on:</p> <ul style="list-style-type: none"> • Management structure and programs of the Grenada MPA Network. • Stakeholder engagement and co-management approaches in MPA management (Grenada experience) • Ridge to Reef approach in MPA management: Grenada Reef Guardian Program (farmers and school Kids) • Awareness raising initiatives and building support & compliance for MPA Management. The case of Moliniere-Beausejour MPA. 	<p>Roland Baldeo, Grenada MPA national coordinator, Fisheries Dept.</p> <p>Orisha Joseph (SusGren Inc.)</p>
<p>Friday 20th February</p> <p>0900-1500</p>	<ul style="list-style-type: none"> • Field trip to the Woburn Clark’s Court Bay MPA and the Moliniere-Beausejour MPA to observe the biophysical and socioeconomic characteristics of Grenadian MPAs. Different groups will collect information of particular issues to discuss it 	<p>Facilitators: Steve Nimrod, Roland Baldeo and MPA staff.</p>

	<p>in the classroom.</p> <ul style="list-style-type: none"> • Visiting the Beausejour watershed and meeting Reef Guardian Farmers • Snorkel trip in the Moliniere / Beausejour MPA <p><u>Trip objectives:</u></p> <ul style="list-style-type: none"> • To observe the status of coral reefs and sea grass beds, status of underwater sculptures, monitoring program, and reef restoration program in MBMPA; • to observe the status of mangroves and lagoon habitats, the coastal constructions of the Woburn Clark’s Court Bay MPA; • to meet with managers and stakeholders; and • to meet with farmers participating with the Reef Guardian program. 	
<p>Saturday 21st February 0900 - 1030</p> <p>1045 - 1200</p>	<p>Discussion of observations during field trip</p> <p>Use of media in implementing an MPA communication Strategy.</p>	<p>Roland Baldeo and Steve Nimrod,</p> <p>Orisha Joseph, SusGren Inc.</p>
<p>1400 - 1700</p>	<p>Module 5. The creation of community-managed tourism business to generate income via users fees, as well as promote sustainable livelihoods and increase compliance with MPA regulations</p> <p>Lectures and exercises on:</p> <ul style="list-style-type: none"> • The definitions of “ecotourism” and “sustainable tourism” and the economic, environmental, and social objectives/elements of these types of tourism; • Trends of ecotourism in the Caribbean 	<p>Lucia Prinz, Solimar International</p>

Sunday 22nd February	DAY OFF	
Monday 23rd February 0900 – 1700	<p>Module 5. Continuation.</p> <p>Tourism supports protected areas and conservation</p> <ul style="list-style-type: none"> • revenue generation and diversification, • support for monitoring/enforcement/research; • building compliance with regulations, • assist in co-management <p>Introduction to business planning (lecture and exercises)</p>	Lucia Prinz, Solimar International
Tuesday 24th February 0900-1200	<p><u>Module 5 continuation and conclusion</u></p> <p>Lectures on cases of ecotourism operations with community involvement (Honduras, Grenada, Colombia) and exercises</p>	Lucia Prinz, Solimar International
1400-1700	<p>Module 6: Marine protected area management operation: daily, yearly and long term planning</p> <p>Introduction to the Convention on Biological Diversity, its Programme of Work on Protected Area, the Aichi Targets and obligations of governments.</p> <p>Introduction to governance and its application to protected areas. What is management; managing people, operations, finance and Information, including staff recruitment and appraisal, surveillance and enforcement.</p> <p>Case studies to re-enforce good management practices e.g. the marine managed access initiative in</p>	Dr. Floyd Homer (WCPA Caribbean/Marine)

	Belize and management plans from selected Caribbean MPAs.	
Wednesday 25th February	Module 6: Continuation	Dr. Floyd Homer (WCPA Caribbean/Marine)
Thursday 26th February 0900-1500h 1500-1730 1730	Continuation of Module 6 Course evaluation Closing ceremony	
Friday 27th February	Departure	

Annex 4. Summary of the responses to the course evaluation questionnaire (anonymously filled by the participants)

Q1. The pre-course electronic communication with the Course Coordinator provided adequate information to prepare for the course.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
8	9	0	0	0	0

Comments:

The information was very detailed to the point where I didn't have to ask any questions; apart from a few hitches here and there the communication was adequate; questions were answered promptly and concerns were dealt with in quick time; the pre-course electronic communication with the course coordinator provided adequate information because it helped us to be able to read on the respective subject topic areas so that we may be more conversant with the materials; there was sufficient details and description to allow for preparation.

Q2. I was given enough time prior to the course to prepare an introductory power point presentation and plan for attendance.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
9	7	3	0	0	0

Comments:

I received that email a bit late; I had a workshop the last week prior leaving so it was a bit rushing for me; should have at least one week earlier; more than adequate time was given to prepare my power point presentation and plan for the attendance; yes, the amount of notice given was sufficient to allow for both.

Q3. I clearly understood the course objectives.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
9	7	2	0	0	0

Comments:

The objectives of the course were clear; I am more proficient and efficient as an MPA manager as a result of the tactical and strategic management strategies training I received through the empowerment and the capacity building development methods.

Q4. The course met all of the stated objectives.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
8	8	2	0	0	0

Comments:

- It exceeded my expectations; all the stated objectives of the course were met. My expectations of lessons mixed with field demonstration and sharing experiences with participants from different MPA across the region were met.

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
12	6	0	0	0	0

Comments:

The information given was very thorough and they will be useful to me; Yammer is a fantastic idea, very useful easy to use; there was much I was able to learn from presentations made; this is one of the strong points in this workshop; the information is within reach of all participants; the power point presentations, reading materials, electronic handouts were useful; these materials are priceless and I can always refer to them since I have them at my disposal through Yammer.

Q6. Course content was logically organized.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
10	8	0	0	0	0

Comments:

It was consistent and although the participants sometimes got ahead of themselves; the topics were logically arranged; the course content was logically organized; the chronological order and preparation of the material clearly allowed things to flow in a smooth and orderly fashion; it reflected good planning on the part of course organisers.

Q7. I had the opportunity to contribute in discussions.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
11	6	1	0	0	0

Comments:

Opportunities were always available during and after the presentations to make contributions; participants had the opportunity to contribute in group assignments, home work and generally; I had the opportunity to contribute in the discussions; the interactive discussions amongst the participants and the facilitators were excellent and very enlightening; I have learnt a lot from other MPA manager's experiences; the design of the workshop execution accommodated discussions which were quite beneficial.

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

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
3	8	7	0	0	0

Comments:

There was a lot information well presented by uptake time was limited; I think it will take more time to learn all of the subject matter; we received alot of good information in a short time; not if the subject matter was new to one; there was not sufficient time to digest everything as the course was quite compact; based on the time constraint that each facilitator had to cover the course materials, some areas could not have been dealt with more profoundly, however, because of the facilitators capacity in effectively delivering the subject matter, with all being equal enough time was there for me to grasped the subject matter; I felt that I needed time to fully grasp some of topics/areas that were new to me; there was limited time for assimilation between days, however, with the access to slides I should be able to make up for that.

Q9. Overall, I was satisfied with the course instruction provided by Stephen Nimrod.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
13	5	0	0	0	0

Comments:

His delivery style was different however it was appreciated; great instructor with a wealth of information and great communication skills; brilliant style, colorful, humorous appropriate and very applicable; I was very satisfied with the course instructions provided by Stephen Nimrod; excellent and lucid presentation; he is quite knowledgeable and able to transfer his knowledge quite effectively.

Q10. Overall, I was satisfied with the course instruction provided by Lucia Prinz.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
7	9	2	0	0	0

Comments:

Ms. Prinz got the message across effectively; she provided us with alot of information; the matter of record keeping and mark-up was very well handled; I however think that the subject was limited to ecotourism and sustainable tourism though there are several other types of tourism; lots of hands on experience was sheared which can be applied to one's local settings; I was satisfied with the course instructions provided by Lucia Prinz; her sessions provided some practical and useful information; I was particularly pleased to be able to put together tours and devise a pricing plan; I wish there was a case study or two; examples were mentioned but at times I found myself trying very hard to make the link with ecotourism and community based tourism, with what was being presented.

Q11. Overall, I was satisfied with the course instruction provided by Roland Baldeo.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
8	10	1	0	0	0

Comments:

He gave us a great presentation with lots of video; I will try to fashion my presentations to be like his; this presentation came out of practical experience; walk the walk and talk the talk; I was very satisfied with the course instructions provided by Roland Baldeo; I appreciated deeply his passion and his experience in MPA management.

Q12. Overall, I was satisfied with the course instruction provided by Floyd Homer.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
13	4	1	0	0	0

Comments:

Real life experiences of Dr. Homer really enhanced his presentations; he engaged the participants and made the setting comfortable; he has an unimaginable amount of experience and wit; I learned alot from him but this is an example of where one just needs more time to soak it all in; he was able to connect the dots or the parts of MPA plan; Mr. Homer is well equipped and competent in MPA management and proved that in his presentations; very experienced and knowledgeable individual; I could attend workshops with him anytime; this material was very useful; I wish more time was allotted; I was very satisfied with the course instructions by Floyd Homer.

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

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
9	8	1	0	0	0

Comments:

In many different areas; was great listening, discussing and comparing ideas and managements styles; It was a win, win situation; I am more proficient and efficient as an MPA manager as a result of the knowledge and skills that I have acquired through this course; I have a renewed sense of awareness in terms of management of MPAs.

Q14. 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
6	9	3	0	0	0

Comments:

The lessons will definitely impact everyday running of MPAs in my country; perhaps not daily but will definitely be used in the future execution of my job; I can start using what I learned in a practical way immediately; as Floyd Homer put it, it's about managing people; some are not directly apply to my job because of the way our MPA are set up and manage; the knowledge and skills I gained through this course are directly applicable to the daily requirements of my job; I now have a clearer understanding of how to prepare a Management Plan, thus my management Plan for NEMMA will be reviewed, in addition, I will be addressing its biophysical issues. One of the most important lessons I got was that meeting people/fishers in their comfort zone is important when gathering data.

Q15. 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
8	9	1	0	0	0

Comments:

Definitely, many of the challenges are familiar, so one leaves with the knowledge and skills to meet many of the challenges; as a manager, the course has helped me to think more tactful and strategic as to how I should address issues with the stakeholders, in addition it has helped me to focus and be more pragmatic when pondering on the operations of NEMMA and how to deal with the biodiversity both marine and terrestrial; I was able to identify areas where I currently experience challenges and came out confident on how I could address these.

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

- Daily maintenance of economic tourism business, need for effective and engaging community outreach;
- Management plan, stakeholder engagement, tropical ecosystems;
- Preparing management plans for protected areas at a time when I am about to embark on assisting in the preparation of an actual plan for Lucayan National Park, learning about this was very timely for me;
- Planning and communication with stakeholders, eco-tourism presentations very informative and will prove valuable in assisting community groups EAG works with in planning and implementing small businesses;
- Module 2 information on the different aspects of human effects and Module 4 raising awareness & building compliance which are top of the list for me;
- Guidelines for comanagement, biophysical monitoring, reef guardians;
- Biophysical and biodiversity of the MPA, in NEMMA I will be organizing with the individual who is responsible for checking the mangroves, corals and the PH to determine the health or the status of NEMMA;
- Identifying and engaging stakeholders, Mr. Baldeo's presentations how they went about consulting local stakeholders and getting buy in from community members was of particular importance to me, coral restoration project which I am interest in implementing;
- Floyd's section on effective management when dealing with staff and stakeholders and Lucia's presentation on working with communities with absent or very little financial resources are very relevant and recommendations applicable to my MPA;
- Much of what was discussed can be considered and incorporated from the inception and planning stages;
- Ecosystem Values helped me immediately, as I had meetings with government officials regarding the restoration of a mangrove forest etc and I had to sell that idea;
- Among the practices I will implement into our MPA's is a no fishing zone for the next 15 years (for

fish stocks to recover), and a ban on spear fishing currently taking place, a fine system for Fisheries or Police Officers,

- Funding to have our MPA's expanded to give the marine life a more spacious room to strive, also plant some artificial reefs, and will educate various stakeholders (as public, fisher folks, vessels operator, scuba operator, etc.), and review our MPA's draft management plan.
- Some lessons I was very familiar with, particularly the biology component. The ecotourism and business planning component was helpful to me because I am currently working with fishers to develop alternative livelihood options. The management component was also interesting because in Grenada we are currently in the initial stages of designating a new MPA. I can apply much of what was taught in my work. Overall I thought all the instructors were great, very experienced in their fields.
- We are a new protected area, therefore everything taught was extremely valuable and applicable to our situation.

Q17. Overall, I was satisfied with the course.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
9	9	0	0	0	0

Comments:

I learned more than I expected to learn; I am satisfied with the course overall; It was very informative and very pragmatic to me in relation to MPA; I was very grateful for the networking opportunity that it presented; The stories across islands are very similar and I hope that with this network we will be able to aid each other in advancing our MPAs and conserving our environment.

Q18. I benefited from interaction with the instructors.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
10	7	0	0	0	0

Comments:

The simulated exercises were really applicable; this made the course materials easier and engaging with the instructors made possible situations that can occur diffusible especially under the topic of stakeholder engagement; the interactions with the instructors was excellent; I benefitted tremendously as a result of that; instructors were approachable and very open to providing their professional advice; definitely, especially because there were different instructors who all had alot of knowledge so it was great to learn from this varied group of people. It benefitted tremendously

Q19. I benefited from interaction with my peers.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree

13	5	0	0	0	0
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Comments:

Networking really enhanced the experience; I learned alot from fellow participants as well as we deal with alot of the same issues but I learned about alternate ways to deal with some of them; this was a wonderful experience where everyone get down and work diligently and studiously with humor to achieve the objectives; the interactions with my peers was excellent and I learnt from the practical experiences of all which can help me dealing with some of the challenges that I may encounter in the future; they were great group discussions and cohesiveness, mutual respect, and opportunity to learn from one another. It benefitted tremendously

Q20. The Yammer platform enhances my ability to interact with my peers

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
9	9	1			

Comments:

It is taking some getting used to it; this can also improve networking among regions that have been involved in this course; I haven't become fully active on Yammer yet but I will very soon; yes because I was a shy person but thanks to the course I am not; although I haven't been using the Yammer platform to its fullest potential, it will certainly enhance my ability to interact with my peers; It's a great space for trainers and other MPA professionals to interact; I have not really utilised this platform because my server firewall blocks this site. This is important but I must carve out the time to get online if I want to benefit from the interaction.

Q21. I am interested in strengthening 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
11	6	1			

Comments:

Any opportunity at this level will be greatly appreciated; a peer exchange program should be implemented whereby participants can gain first hand knowledge of other MPAs; whenever is necessary to share my knowledge and skills with others I will certainly be happy to impart it to others; based on what I have learnt, I believe I could mentor other folks involved in MPA management; I would absolutely love to meet other in the field, learn from them and share my experience and skills since I have a passion for the environment and conservation and the ToT. I need to get to a stage where we have our protected area in place and I have instituted my learning in order to mentor others on their journey. I need to get to a stage where we have our protected area in place and I have instituted my learning in order to mentor others on their journey.

Q22. I am interested in strengthening 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
13	5	0	0	0	0

Comments:

I am interested to continue my professional development in any way possible; Knowledge certainly empowers us, and I have always cherished the idea of acquiring more knowledge and skills which will inevitably increase my abilities to function more efficient and proficient in whatever fields I am working in, thus I sanction this question; It would be beneficial to us all.

Q23. 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 and/or students)?

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
12	7	0	0	0	0

Dr. Homer and Lucia Prinz and course participants (just about everyone) since I learned from everyone, whether about parks in different countries, management, etc. everyone brought something to the table. all instructors and some students; All of the above; Prof. Homer, Prof. Roland, Prof. Lucia Prinz, Prof. Stephen Nimrod. With the wealth of information that the instructors have, and their expressed willingness to assist us in the future if we need help, I would certainly want to have close contact with all the instructors. In addition, the contingent from Dominica, St. Lucia, Grenada, Bahamas, Belize, and Tobago are specific groups I would like to keep in touch with. It doesn't mean that I would not communicate with the others. Certainly on Yammer we will develop that network.

There i still much I could learn from all the presenters and fellow participants.

I would like to continue staying in touch and being informed of the work of IUCN/BIOPAMA and CAMPAM. Also, I'd like to keep in touch with all the colleagues, to know how they are developing their MPAs. The stories shared were so intriguing, it will be hard to not know how some of the problems are being resolved and the many success stories that will result. Can all be an answer? Since each person/country represented/ organisation represented has unique significance and relevance to my work and the development and strengthening of MPAs, ALL persons involved would definitely be my answer. I am in touch with most of the participants and will be working with Dr. Homer soon. I would like to stay in touch with all persons as I truly enjoyed the bond which was created, but particularly I would like to get in touch with the Communications Officer in Grenada, to receive some brochures, etc. so we do not start from scratch with our outreach activities. There are sufficient best practices to learn from within the group.

Q 24. What are the strong points of the course

The topics covered were varied and having the different lecturers makes it better. Intense and thorough course content. Interaction with old and new colleagues. Time management, amount of information provided by the instructors, organization of the workshop by

Hyacinth, location of the classroom in an actual fisheries area. The data to collect, calculating profit/loss, and planning procedure, the example and assignments. Networking with participants and instructors and sharing ideas, lessons learnt and documents/ resources.

Fieldtrip component very valuable - always good to see things in the flesh and be able to ask questions in the field.

Engaging presenters. The strong points will be the huge amount of information that was transmitted over such a space of time in a very efficient and interesting manner. The information was well presented so that everyone could understand. Getting a better understanding of the biophysical and the negative or positive impact it can have on the MPA if it is ignored and not properly monitored to ascertain the health within the MPA. - - Very knowledgeable instructors, effectively organised, great accommodation, very cooperative hosts. The interaction between instructors and participants, the materials presented, the relevance of the field trip with what was presented, the relaxed atmosphere in which the course was held. A wealth of information from experienced individuals. Meals, transportation etc. was taken care of so little need to worry about anything outside of the course material. The field trips showed real life situations and how the MPA's are dealing with it and the instructors were very engaging and understood their topics well. The way how the instructors made information on presentations so simple and clear and understanding and not bored like other instructors do by having at times a cooperate presentation.

The positive synergy of the group. The high standards of the trainers' presentations. The food!

Q25. What were the weak points of the course, and how would you suggest they be changed?

There wasn't enough group work in the beginning. Long work hours.

No weak points.

Training the trainer entails more e.g. how persons learn, practice and present knowledge/information.

Some of the information was repetitive for me, some of it was a good recap, however I understand that participant's experiences and knowledge vary immensely so it's difficult to match the content to the whole group, but also more practical group exercises.

A bit more group discussion and maybe assign group to study one or two modules and present them to the class.

The course should be extended so that the instructor could have more time to address more topics and give more vital information.

No strategic management plan was designed, mentioned, but none was designed, I believe time was against us.

Not enough interaction outside of the classroom, maybe 2 fieldtrips would've been good.

The length of some of the presentations as making a bit more interactive: invite more opinions from the participants etc.

Long days made it difficult to take in everything- particularly in the late afternoon.

The length of some of the days as some could've been cut shorter. More group exercises / sessions.

Not having a half day for shopping.

Q26. What additional materials, support or technical assistance would you require to successfully address a specific need in your area of work?

Materials on how to effectively implement a management plan, how to create greater national awareness of maps.

Funding to give immediate projects a push.

As questions come up in preparation of a management plan, I would like to have the support of the instructors through being able to contact them with questions and I have already been assured that this is no problem.

Some appropriate researches and other examples, lessons learnt, success stories. Possibly some educational materials specific to the Caribbean...not images of Pacific coral and fish!

A survey template to interview people about MPA and legal advice in reviewing marine park legislation.

A teacher to address biophysical monitoring and reef guidance and work materials.

A boat for the wardens to do effective duties, funds to complete the servicing of the 29 moorings in NEMMA, funds to enhance the services in NEMMA: compose toilets, more benches, rake compartments, and more signs, funds for computers and appropriate accounting software, funds to design e-merchant and marketing services, funds for GIS and GPS systems and services.

Q27. Of the topics covered in this course which ones (max. 3) would you want to have more in-depth training?

1. Initiating a reef guardian program; setting up an economic tourism business.
2. Stakeholder engagement; management plans
3. MPA Management, Biophysical monitoring of human impacts, Enforcement
4. Researches on how to collect the data; boundary demarcation, and facilitation
5. Coastal ecology - monitoring and assessment, data management; improving ability to communicate
6. Module 6, 2, 3
7. Biophysical monitoring
8. The biophysical. I think if time has permitted we would have had more profound training on the biophysical of the MPA, thus I would want to have more in-depth training on that area.
9. Coral preservation and restoration; economic valuation of protected areas and preparing or interpreting EIAs
10. Management (HR); community development (in particular fishing communities); reef monitoring
11. Raising awareness, management structure options, management plan writing.
12. Ecotourism and MPA governance.
13. MPA Management (by Floyd); human impact and biophysical and socioeconomic monitoring and its application to improve MPA management (by Steve Nimrod)
14. Ways to effectively communicate with the media - speaking their language; participatory governance; marketing of the MPA to increase financing (in a sustainable way)
15. Biophysical monitoring and data management

Q28. Please provide any other comments you would like BIOPAMA and CaMPAM to consider.

- This was a wonderful course. It is important to continue to measure how much such a training had impacted MPA management in the various countries.
- Continual training of groups like these with an aim of problem solving within the regions.
- I consider this to be a very important course for MPA managers and I believe that more persons who work in this field should have a chance to experience it. Maybe this can be done through providing live online access to the course for those who can't attend. The countries that missed out are at a disadvantage and I don't know if they even realize that. I will do my best to relate the course to my coworkers in The Bahamas through a series of webinars.
- No other but thank you much
- More practical in the field work/ shadowing MPA workers.... although this is probably addressed by the recent CaMPAM mentorship program.
- Be able to distinctive identify all commonalities in the MPA represent. A list can be drawn up showing the similar and different styles highlighting the advantages and disadvantages.
- The course should have been longer to address other important topics
- In respect to the course, probably you need to look at the possibility of extending the course period for three weeks in order that some course areas could be profoundly address rather than the areas are just addressed superficially. With this time frame, the facilitators would have more time to present some of the areas in a more in-depth manner.
- It would be useful to include a component in the training which focus more on interpreting EIAs; negotiating environmental agreements. In addition, we could find some way of keeping this core group of trainers together and facilitating learning or professional exchanges among them.
- I loved the course. I feel that my knowledge and skills were enriched! I wish it would've been longer, so the material would've not of felt so overwhelming at times, but I know due to budgetary constraints it'd be a tad bit impossible.
- Probably, for the next course, more group exercises and lessons for students to do can be considered. Rather than having it as a more lecture course.
- Within a time frame of 18 - 24 mths after this training have all the participants come back together to share what he/she has done for their MPA's and the status of it.
- Consider areas of interest from the nominees to the ToT course. Like a pre survey to get an ideas of what specifics topics they might want to learn of have interest in prior to starting the course.

Annex 5. Special moments (in no particular order)



Stephen Nimrod dictating a class (left) and explaining the biophysical characteristics and issues of the Woburn Caligny marine protected area (center). On the right, a view of this marine managed area.



Orisha Joseph from St. Vincent and the Grenadines lectures of communication tools



Lucia Prinz observes the presentation of an exercise on ecotourism business creation by Sophia Steele (Antigua and Barbuda) and Tricia Greaux (St. Kitts and Nevis)



Dr. Floyd Homer dictates a class about MPA planning and management



Roland Baldeo, Grenada National MPA coordinator and course instructor observes the class close to a banner of the Moliniere-Beausejour MPA



The participants snorkeled at Moliniere-Beausejour MPA, in the northern portion of St. George's, Grenada capital city.



Hyacinth Armstrong-Vaughn gives a presentation on the IUCN-BIOPAMA program in the Caribbean. Next to her, two members of the coordinating team: Georgina Bustamante and Jose Courreau, and the trainee from Dominica, Danillia Joseph