



FINAL REPORT

The UNEP-CEP/CaMPAM Training of Trainers Program in Marine Protected Area Management

September 2011 – March 2012

Submitted by:
Seatone Consulting
Collaborative Solutions for a Sustainable Future



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I. BACKGROUND

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

II. CONCEPTUAL APPROACH

In May 2011, UNEP-CEP/CaMPAM contracted Seatone Consulting to design and coordinate the 9th edition of the annual Training of Trainers course. In keeping with previous collaborative efforts, Dr. Georgina Bustamante, the CaMPAM Coordinator, and other members of the CaMPAM Executive Team provided regular feedback and input on course design, implementation and follow-up training activities. Among other things, this included course lectures by Dr. Bustamante and Emma Doyle. Ms. Doyle also played a leading role in crafting local and international press releases for the event, which in turn were distributed in each participant's home country as well as to local media sources in Belize. Small grant processing, administration and oversight was managed by Helene Souan of the Regional Activity Center for Specially Protected Areas and Wildlife. Finally, contractual support for Seatone Consulting, along with senior-level advice and program consultation, was provided by Alessandra Vanzella-Khouri and the staff of the United Nations Caribbean Environment Program.

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

Specifically, the course objectives aimed to:

- Evaluate, strengthen and broaden the competencies of MPA managers and Training of Trainers course graduates
- Build institutional knowledge and capacity through exchange of lessons learned and cross-regional adoption of effective MPA management models
- Introduce progressive management concepts, tools, and links to available resources
- Increase awareness of effective management strategies and lessons learned from the Belize network of MPAs
- Create a framework for mentoring, professional coaching and the transfer of knowledge, skills and abilities among peers
- Strengthen communication and networking among participants and with Belizean peers to further facilitate experiential learning and dissemination of best management practices
- Assist countries represented by the participants to accomplish the Caribbean Challenge commitment and the Convention on Biological Diversity Program of Work on Protected Areas (POW PA) and Aichi Target 11 to achieve “at least 10% of the coastal and marine areas conserved in networks of protected areas”

Evaluation results in section VI below demonstrate positive findings relative to student *reaction* to and *learning* at the course. The second part of the evaluation—which aimed to link *changed behavior* and *results* to the overall objectives, efficacy and effectiveness of the training—was conducted following the completion of most local training events. As such, the combined components of the evaluation demonstrate the effectiveness of the overall program (two-week course and follow up training activity) in furthering knowledge and skills development among graduates, building management capacity, strengthening stakeholder engagement and developing regional learning networks.

III. COURSE IMPLEMENTATION

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

- **Module 1:** *Training and communication skills* (Wilson)
- **Module 2:** *The marine environment of the Wider Caribbean* (McField)

¹ See table 1 for a complete list of participants (students) at the 2011 Training of Trainers event.

- **Module 3:** *Uses and threats to the marine environment and its resources* (McField)
- **Module 4:** *Marine protected areas overview* (Cudney)
- **Module 5:** *Participatory planning* (Wilson)
- **Module 6:** *Marine protected area planning* (Cudney)
- **Module 7:** *Marine protected area management* (Cudney)
- **Module 8:** *Research and monitoring* (Hill/McField)

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

In addition to strengthening fundamental management competencies through presentation of the standard modules and guest lectures, participants collaborated at several stages during the course to develop small grant proposals and evaluate each other's ideas for post-course training activities. This fostered a highly beneficial environment—as demonstrated by evaluation results—of peer-to-peer learning and evaluation. All seven Caribbean Challenge country participants submitted proposals, with each one approved for funding minus Jamaica. Grenada, the first region to complete its proposal in partnership with St. Vincent and the Grenadines, crafted a second proposal that received funding. Unfortunately, due to budget restrictions based on the funding source, the Belizean graduates did not have the same opportunity for a USD \$4,500 grant to conduct post-course training activities. However, a number of Belize graduates took it upon themselves to write proposals and seek new funding opportunities. (See training activity updates in section V below).

Seatone Consulting—acting as a facilitative coach—maintained close contact with these new trainers to monitor progress of training activities, identify challenges and adaptive management strategies, and provide technical support as needed or appropriate. In line with the program objectives, course graduates have played a lead role in both the coordination and execution of these training activities. Furthermore, graduates have been encouraged to maintain contact with each other in order to provide regular updates, share lessons learned and encourage ongoing peer-to-peer evaluation and support.

Finally, it is important to note that the 9th edition of the course marks thirteen years of CaMPAM's programmatic success and capacity building towards effective management of marine resources. This long history of success lays the foundation to launch a regional mentor and peer exchange network among Caribbean marine resource professionals. Previous trainees, through their longstanding experience as marine resource professionals, may contribute to mentorship within the network. At the 2011 course, the instructors, lecturers and students collectively agreed on the benefits of information sharing, and emphasized the need for channels, resources and opportunities to spread institutional knowledge and replicate effective management models among Caribbean Challenge countries, and ultimately throughout the wider Caribbean region.

IV. DONORS, STUDENTS AND GUEST LECTURERS

The 2011 Training of Trainers course was funded primarily by the Italian Ministry of Foreign Affairs in support of the ‘Caribbean Challenge’ initiative, and to assist the establishment of a fully ecologically-representative, climate change resilient, and functional network of marine protected areas in the wider Caribbean region.² To enable additional local participation at the host site (students and guest lecturers), Seatone Consulting collaborated with the Belize Fisheries department to craft a proposal and secure additional funding from the Belize Protected Areas Conservation Trust (PACT). In addition, the program supports the efforts of Caribbean Challenge countries to accomplish their commitments with the Convention on Biological Diversity Program of Work on Protected Areas (POW PA) and Aichi Target 11 to achieve “at least 10% of the coastal and marine areas conserved in networks of protected areas”.

In total, the course realized participation of 15 students from 7 Eastern Caribbean countries and 4 students from Belize (Table 1. below). Primary course material (modules listed above) was tailored and delivered by three expert instructors. Guest lectures covered a variety of management related topics, and were based primarily on past lessons learned and experience gained in the field of MPA management, with a strong emphasis on the building of national and regional networks of MPAs in Belize. Importantly, the course realized a high level of participation from local Belize MPA managers, the Belize Fisheries Department, the Association of Protected Areas Management Organizations and Protected Areas Conservation Trust (Table 2. below). In November 2011, the Course Coordinator shared a paper and presentation on the course at the annual meeting of the Gulf and Caribbean Fisheries Institute in Puerto Morelos, Mexico.

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

COUNTRY	PARTICIPANT	POSITION	INSTITUTION
Antigua and Barbuda	Mr. Ogden Burton	Park Manager	Codrington Lagoon National Park
	Ms. Tricia Lovell	Senior Fisheries Officer (Conservation)	Fisheries Division
Bahamas	Ms. Bianca Green	Education Assistant	Bahamas National Trust
	Mr. Lindy Knowles	Assistant Parks Planner	Bahamas National Trust
Belize	Mr. Carlos Ramirez	Head Ranger	Toledo Institute for Environment and Development
	Mr. Lyndon Rodney	Fisheries Inspector / Manager	Sapodilla Cayes Marine Reserve
	Mr. Roberto Carballo	Reserve Manager	Fisheries Department
	Mr. Shane Young	Marine Parks Manager	Belize Audubon Society
Jamaica	Mr. Brian Zane	Executive Director	Montego Bay Marine Park Trust
	Mr. Junior Squire	Senior Fisheries Officer	Ministry of Agriculture and Fisheries
	Mr. Llewelyn Meggs	Conservation Coordinator of the Pedro Bank Management Project	The Nature Conservancy

² For additional information, see <http://campam.gcfi.org/campam.php>.

Grenada	Mr. Coddington Jeffrey	Chief Warden	Moliniere / Beausejour Marine Protected Area
	Mr. Davon Baker	Chairman	Sandy Island / Oyster Bed Marine Protected Area
	Mr. Roland Baldeo	National MPA Coordinator	Ministry of Agriculture, Forestry and Fisheries
St. Kitts and Nevis	Ms. Althea Arthurton	Director	Department of Fisheries, Nevis Island Administration
	Mr. Lorinston Jenkins	Fisheries Assistant	St. Kitts Department of Marine Resources
St. Lucia	Mr. Newton Eristhee	General Manager	Soufriere Marine Management Association
St. Vincent and the Grenadines	Mr. Andrew Lockhart	Superintendent of Marine and Terrestrial Parks	National Parks, Rivers and Beaches Authority
	Mr. Orlando Harvey	Marine Biologist	Tobago Cays Marine Park

Table 2. Instructors/Lecturers at the 2011 UNEP-CEP/CaMPAM Training of Trainers³

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

³ See the full course agenda in appendix 1 for a listing of the specific presentation topics covered by each instructor and guest lecturer.

Shane Young (Lecturer)	Protected Area Manager of the Belize Audubon Society
Rich Wilson (Course Coordinator/Instructor)	Principal of Seatone Consulting

V. POST-COURSE TRAINING ACTIVITIES

A key component of the Training of Trainers program is the opportunity for graduates to develop a proposal for a local training activity, acquire a small grant, and coordinate all aspects of the event. The 2011-2012 program realized a high incidence of success, with five of seven countries completing their trainings within six months of graduating from the course. St. Kitts and Nevis has recently been awarded a small grant and planning is now underway. Jamaica is the only country that did not successfully acquire a small grant. Each activity conducted across the region provided graduates the opportunity to apply new knowledge and skills developed during the Training of Trainers course. Some initiatives linked to the mid-size grants and exchange program opportunities offered through the Caribbean Challenge. At the time of this report submission (April 2012) most TOT graduates are in the process of preparing final reports on their respective training activities. Updates include the following:

- **Antigua and Barbuda: Sensitization of Judiciary and Key Enforcement Partners on the Legislative Environment for MPA Management in Antigua and Barbuda.**
Training completed in April 2012. The event realized a high level of participation from multiple government authorities and created an environment of mutual learning, respect and cooperation between the key agencies involved in and impact by MPA enforcement. Results on management planning under the mid-size grant were incorporated into the agenda. Cancelled ferry transit services limited participation of some, thus a follow-up training is being held on Barbuda.
- **The Bahamas: The Pelican Cay's Land & Sea Park: Get to know your MPA.**
Training completed in March 2012. Activity aimed to create awareness about the local and national protected area system, with Pelican Cays Land and Sea Park being the focus of the training activity. Highlights included extensive trainer opportunities for the course graduates and participation from most of the relevant enforcement agencies. Second day of the training involved a field visit with all parties to experience the environment being discussed. Future training may increase involvement from the private sector.
- **Grenada/St. Vincent and the Grenadines (combined proposal): Grenada Bank MPA Network Enforcement Training.**
Training completed in December 2011. Activity aimed to equip rangers and wardens of the Grenada Bank Marine Protected Area Network with the skill sets necessary to effectively enforce protective rules and regulations. Highlights included extensive participation from mid to senior level MPA managers, wardens and enforcement officers of each country, Coast Guard authorities and high-level judicial magistrates. Video of a mock enforcement trial, including role-play activities, was

produced and will be used for future enforcement trainings. A second grant proposal has been approved that will focus on strengthening MPA awareness with key stakeholders and provide additional trainer opportunities for all Grenada course graduates. This training will also include development of an MPA enforcement manual.

- **Jamaica: *The Jamaica Fish Sanctuary Network (JFSN) Capacity Building Project.***
Exceptional proposal developed for capacity building across the new set of marine sanctuaries. Challenges with local coordination efforts and inability to receive and efficiently distribute grant funds. Grant not approved but course graduates encouraged to re-visit proposal in near future and again solicit funding.
- **St. Kitts and Nevis: *St. Kitts & Nevis MPA Awareness Training Workshop.***
Proposal approved in February 2012 but delay caused by problem with funds transfer. Activity aims to educate and create awareness on the need and value of MPAs relative to food security, protection of fishery resources and conservation of marine biodiversity.
- **St. Lucia: *Understanding Threats, Resolving Conflicts and Building Collaborative Solutions in the Soufriere Marine Management Area (SMMA) and Canaries Anse La Raye Marine Management Area (CAMMA).***
Training completed in March 2012. Activity aimed to educate marine tourism stakeholders and, over the long-term, improve conflict management and build multi-party solutions to sustainable marine resource use and management. Seatone Consulting, serving as an impartial facilitator, provided assistance to the SMMA to conduct a situation assessment of the marine tourism sector, facilitate the workshop and provide recommendations for future collaboration. Highlights included the strategic assessment of the marine tourism sector from a stakeholder perspective and multiple presentations by government agencies involved in resource management, enforcement and local tourism standards development. The workshop generated a new vision, brainstormed solutions and recommendations for post-workshop collaboration, including potential development of a best marine recreation practices manual or action plan. A press release that summarized results and future opportunities was disseminated by the SMMA in April 2012.

VI. PROGRAM EVALUATION

Seatone Consulting developed a monitoring and evaluation (M&E) framework that links all components of the program. A renewed focus was placed on the evaluation of course objectives relative to the unique challenges facing each graduate during implementation of grant-financed training initiatives. This was achieved through application of M&E instruments that linked course modules and guest lectures directly to follow-up training and capacity building initiatives, thereby measuring effectiveness of the former by demonstrating success of activities conducted during the latter. In this sense, evaluation instruments considered *reaction* and *learning* during the course (e.g. how did participants feel about the experience; was there an increase in knowledge and skills acquired) as well

as *changes in behavior* and *results* of local initiatives implemented afterwards (e.g. how was new knowledge applied and behavior changed; what results were achieved). This approach fostered collaboration among all participants and ensured comprehensive evaluation of the program. Highlights of the evaluation are broken into sections (part 1) and (part 2) below.

EVALUATION RESULTS – PART 1: The first two levels of the training program evaluation (student *reaction* and *learning* during the course) took place at the culmination of the two-week course in Belize. Some select positive highlights include following:⁴

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

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

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

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

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

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

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

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

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

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

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

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

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

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

⁴ See appendix 2 for the complete part 1 course evaluation results, including additional student narrative responses.

Additional student comments (Q13):

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

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

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

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

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

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

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

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

- Effective communication with stakeholders. Visible successes of MPAs in Belize by the effective uses of main components in MPA planning and management.
- Communication is key role in marine protected areas management. Rich and Emma gave excellent presentations on key ways of how to communicate which can fundamentally lead to stakeholder awareness, and building collaboration locally and internationally.

- Research, Monitoring & Evaluation Participatory Planning & Management MPA Management & Planning.
- 1. Ability to train persons in various areas of MPA management. 2. Doing assessments of my activities 3. Proposal/grant writing 4. Carrying out stakeholder consultations.
- Grant Proposal Writing Research and Monitoring Training and Communication.
- Conflict resolution, Research.
- To resolve issues between users.
- Use of collaborative efforts to manage MPAs; role-playing in conflict resolution & enforcement; the sharing of lessons learned at the implementing stage for MPA establishment.
- I have ideas on how I can make small but profound steps in helping my MPA be effectively managed. The establishment of a monitoring program that is feasible and achievable, and enforcement and zoning that would allow the park to achieve its goals while balancing the needs of the stakeholders.
- Development of Monitoring & Evaluation plan for Park and securing greater stakeholder buy-in.
- Participatory Planning Communications.
- Monitoring and evaluation participatory management stakeholder participation.
- 1. Conflict resolution, 2. Exercise dealing with conflict on the second Thursday was an instructive example of how a facilitator could be useful in these settings.
- Participatory Planning and Communication, MPA Planning.

Q21. I benefited from interaction with my peers.

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

Additional student comments (Q21):

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

EVALUATION RESULTS – PART 2: The second part of the training program evaluation was conducted in the latter half of March 2012, slightly more than six months after the course completion date. Part 2 focused on student *changes in behavior* and *results* of local training activities implemented afterward. Response rates were marginal but better than expected (7 respondents from a total of 19 graduates). As noted above, the second part of the evaluation demonstrates the effectiveness of the overall program (two-week course

and follow up training activity) in furthering knowledge and skills development among graduates, building management capacity, strengthening stakeholder engagement and developing regional learning networks.

Some select positive quotes include the following:⁵

Q1. What new knowledge and skills learned during the two-week training course have been applied to your day-to-day operations? Please describe.

"I've met a number of highly qualified individuals who I'm able to share experiences with and gain from their knowledge. I've utilized the monitoring presentations and have begun creating draft protocols that will hopefully be adopted by the organization where I work. I also used the grant writing presentation to help strengthen my skills in that area, and I've written additional grants since that time."

"I have become more aware of the need to continuously educate users and potential users of the marine reserve where I work. I have seen what benefits they bring to the table. We have installed two signs and placed more effort into meeting with people and informing them about the MPA. We had several meetings with tour guides, advisory committee members and stakeholders of the marine reserve. We also try our best to keep everyone updated on new issues that are arising."

"The skills learned at the TOT course are not used so much on a day to day basis but have been used to guide the development of a management plan for my MPA and surrounding waters; training of staff at two other MPAs; and many meetings and consultations with community members."

"I have improved my proposal writing skills."

"I've learned about how to handle conflict resolution, also getting community buy-in and support."

"I've improved my skills in a number of areas, including proposal writing, public speaking, human resources management, MPA financial management and the most frequent used new skill being research methodologies."

What new knowledge and skills have been applied in the preparation and implementation of a small grant funded Training of Trainers activity or other training? Please describe.

⁵ Responses have been edited slightly for purposes of readability. Significant effort was made to maintain the original intent and meaning of each response. Some respondents requested anonymity, and thus a full list of part 2 respondents is not included in the appendix.

"The presentation on the economic valuation helped to solidify my core knowledge of what it means to use this tool in getting your ideas across to the general public regarding the importance of MPAs."

"...how to engage the audience and facilitate interactive sessions."

"This was just the first and a possible template for more training workshops to be held. Most of the skills learnt during the two weeks in Belize were applied in the planning and implementation of the local workshop."

Have you provided training or professional guidance to other MPA staff or associated colleagues based on new knowledge and skills gained during the course? If yes, please describe.

Five of seven respondents answered yes to this question.

"I've helped a few staff increase their knowledge in grant writing, providing slides gained in the course to help them get stronger."

"Our staff realized we needed to develop an educational outreach program. As a result we developed two presentations and started immediately to educate several users at the MPA due to limited funding. We also met with tour guides at the MPA and explained all the rules and regulations."

"I've shared new knowledge with other staff on topics ranging from enforcement, to biodiversity and the science behind the MPA where I work."

"I have provided continuous law enforcement training for the MPA staff."

"How effective collaboration with other governments and also non-governmental organizations are beneficial and result in effective management of MPAs (e.g. Teaming up with enforcement and other agencies in an effort to reduce encroachment in the MPAs. Also teaming up with other marine researchers to collaborate on marine research."

Has your attitude about your job changed since attending the two-week training course?

All seven respondents answered yes to this question.

"It's made some of the more complex problems actually a series of manageable smaller projects and so I'm not overwhelmed. Seeing other colleagues experience problems that I find easy helps to show that for one person, something might be problematic, but to another it's a simple task that has already been completed."

"I still have some emphasis on enforcement however I have started to put more effort into educating users, especially fishermen who we have a lot of problems with. I have had several meetings with them and also for the first time brought them together as a group to try and resolve an MPA issue with the current conservation zones in the MPA."

"I am more aware and sensitive towards the inclusion of community members. I have increased confidence in how to coordinate a training and deliver material and content."

"I am more confident in planning workshops, resolving conflicts and getting more community support."

"Yes. I am more confident, I have boosted up my public relations skills, have improved on timely management of staff, and on sustainable financial management of my MPAs."

How has participation in the Training of Trainers program—the two-week course plus the preparation and implementation of a local training activity—contributed to your overall professional development? Please describe.

"This was the first course where I planned something. It was also the first course where I was a presenter. After completing the training my confidence increased. Prior to the event I was not comfortable with my ability to teach a course, and had I not done this course I'd probably delay leading a group of my peers in any training session, so it helped grow me professionally."

"It has allowed me to have a better working relationship with the users of the MPA and also install a sense of trust between us."

"We were unable to get the local training activity off the ground. However, I was able to coordinate a training activity for two MPAs in my region, and am in the process of coordinating another. I am better organized, more confident and more sensitive towards the needs of the audience."

"This program has made me more focus on the task at hand and of completing it on schedule."

"The training has helped me a lot by giving me the skills to handle conflict, write grant proposals, and better plan workshops for adults."

"The TOT training course has fine tuned my professional capabilities on the job, in that it has allowed me to better understand the fundamentals of MPAs. Also it served as an eye opener when peers from other Caribbean countries described their challenges, and thus I am able to use that as a guiding tool to better manage my MPAs."

How has participation in the Training of Trainers program—the two-week course plus the preparation and implementation of a local training activity—enabled you to address opportunities or challenges that you face as a fisheries officer, MPA manager, scientist etc.? Please describe.

“It has helped forge partnerships between the countries that would reduce the hassle in gaining skills and information that will help guide some of the challenges that are new to me. It also helped me develop an understanding of connecting the media to what is being done in the course and the follow-up local training activity, to make the outreach a bit more effective.”

“Users have become more aware of the rules and regulations. Illegal fishing incidents with tour guides in the MPA are no longer encountered. The stakeholders of the MPA have become like neighborhood watch volunteers and have started to report illegal activities immediately upon seeing them.”

“Unfortunately the MPA I am helping to set up has yet to be declared. Still, in being more outgoing and involving community members in and increased number of activities, more persons have expressed interest in conservation efforts.”

“It has broadened my knowledge in different aspects of MPA management based on experiences from other participants of the course.”

“This has helped by allowing me to form and strengthen partnerships with participants of the workshop.”

“The training has helped me to be more organized, and open to new challenges that come our way, as managers. It is without a doubt the TOT that has enabled me to be more coordinated in proper community participatory planning, human resource needs and enhancement.”

How has participation in the Training of Trainers program contributed to meeting the goals and objectives—as included in your management plan or other relevant documentation—of your marine protected area? Please describe.

“I’m more aware of what should be written into a management plan and the process of management planning, that I’m able to better assist; reading documents, editing documents and helping in the meetings.”

“One of our objectives is to educate users and potential users of the area and also create opportunity for recreational activities. As a result we will now have an exclusive swimming zone where no boat traffic is allowed. Also we have continuously been educating users of the area and have reached out to about forty tour guides and potential tour guides.”

“The training has stressed the importance of the management plan and the problems caused without it.”

“By allowing us to inform, form and strengthen partnerships with participants. In doing so we're able to implement better enforcement and gain support from such partnerships.”

“Currently, I am on target with the management plan, however, there is room for improvement. The TOT enabled me to improve on effective management of the MPAs through the engagement of stakeholders such as tour operators and fishers, allowing them to police the MPAs. This occurred with just a little motivation and pointers learn from the TOT.”

VII. RECOMMENDATIONS

The following recommendations are derived from a comprehensive evaluation of the two-week training course held in Belize and follow-up training activities conducted graduates at their respective MPAs. UNEP-CEP, CaMPAM and readers interested to design effective MPA staff training programs may find it useful to download the course manual⁶ as well as fully explore the evaluation responses generated from the 2011-2012 program (levels 1 – 4).

Course preparation and adaptation

- It remains a critical component of early planning to conduct background research and identify student training needs and interests prior to designing the course objectives and agenda. This can come from, among other things, a literature review of relevant studies as well as conversations with potential participants. In addition, questions may be inserted into the course application to gather specific data on the topic. Once candidates have been selected, the course coordinator may speak with individuals by phone to further explore professional development interests. Having an understanding of these interests informs the training agenda and allows the course to be tailored to address specific professional development goals, both individually and collectively. Finally, during the course the coordinator should be open to adapt the agenda as appropriate or desired when issues arise that the group deems worthy to address or explore.

Site Selection

- Choosing the appropriate location to conduct the two-week course is paramount to providing progressive, tangible and inspirational learning opportunities for marine resource professionals. For example, the choice of Belize as host site for the 2011 course—while falling outside the geographic scope of the Caribbean Challenge initiative—highlighted well-tested management practices and lessons learned across an extensive national network of MPAs. Significant programmatic support was provided the Belize Fisheries Department, Protected Areas Conservation Trust,

⁶ Available at <http://campam.gcfi.org/campam.php>

and a host of senior level staff representing numerous MPA programs and experiences. As in previous courses, this illustrates how future courses should carefully consider site selection and then capitalize on local knowledge and commitment to support the wider Caribbean MPA network.

Course manual

- The Training of Trainers manual should continue to serve as a primary document that guides the development of course curriculum. That said, it is neither necessary nor desirable to exactly replicate the manual when creating course modules. Instructors are encouraged to use the manual as a primary source of information while simultaneously employing creative and innovative approaches to addressing the main topics. For example, by engaging role-play exercises—in addition to the more traditional approach of presentations and lectures on key topics—instructors at the most recent course were able to foster peer-to-peer learning in a fun, interesting and engaging way.

Field trips

- Similar to previous courses, evaluation responses from the 2011 training demonstrate the efficacy and practical benefits of experiential field programs and trips to local MPAs. While the course may continue as a “classroom heavy” experience, future coordinators are encouraged to explore approaches that integrate more opportunities for outdoor learning, sharing of lessons learned from the host site and subsequent reflection among peers. Of note, local participants can be very helpful in creating such opportunities, as was demonstrated in Belize.

Proposals and granting process

- Evaluation results demonstrate that development, delivery and continual referencing of the presentation, *Key Elements of Proposal Writing*, was highly beneficial to the students both during and after the Belize course. Furthermore, the presentation served as a guide to enable peer-to-peer evaluation of student proposals as they were being developed. It is therefore recommended that the presentation, in some form, be integrated as a primary module at future courses.
- There is a need to review and streamline the small grant making process or increase the size of grants. In its current form, the staff time (course graduates and proposal review team) required to design, submit applications, review, coordinate and implement, and finally report local training activities outweighs the financial value of the USD \$4,500 grant. In this sense, investment needs to better match required efforts. One solution may be to institute a competitive bidding process among graduates. Another approach may be to conduct an institutional review of the process and develop recommended actions for improvement of the overall program. If the latter approach were taken, it is advised to ensure the scope of the effort is inclusive of all CaMPAM grant programs.
- Small grant funded trainings should continue to support, directly or indirectly, other initiatives in the region. This speaks to achieving a balance between the interests of

individual trainers and the goals of broader landscape (locally, nationally and regionally) of ongoing MPA capacity building, training and professional development programs.

Mentoring and peer exchange

- As noted in the report, the longstanding success of CaMPAM's programs in the Wider Caribbean lays the foundation for development of an innovative, creative and robust mentor and peer exchange network. Indeed, much of this work is already taking place as the network of MPAs across the region continues to develop and grow. There is, however, a need to focus efforts—and build upon the expertise of marine resource professionals throughout the region—to develop a well-structured program which generates sustained and expanding benefits throughout the network. In the short term, the program could be launched following a rapid assessment of lessons learned from the suite of CaMPAM's ongoing efforts. Ultimate programmatic success over the long term, however, will depend upon large-scale collaboration, trust, shared responsibility and a commitment by all parties to support MPAs beyond their local context.

Appendix 1 – Course Agenda

DATE	MODULE/PRESENTATION/EXERCISE	PRESENTER
<i>Sunday September 11th</i>	<ul style="list-style-type: none"> Student arrivals and hotel check in Evening welcome/social gathering at the Sunbreeze hotel 	
<i>Monday September 12th</i>	<ul style="list-style-type: none"> Welcome and introductions Summary of logistical/housekeeping issues Review of course agenda Presentation: Strengthening Marine Protected Areas (MPAs) and Networks by Training and Connecting Managers and Stakeholders: the SPAW Protocol and UNEP-CEP Caribbean MPA Management Network and Forum (CaMPAM) Student introduction of MPAs and training proposal ideas <ul style="list-style-type: none"> ➤ Personal/professional background ➤ Basic MPA overview ➤ Summary of proposed training activity Presentation: Key Elements of a Good Proposal Interactive: Initiate peer-to-peer development of training proposals. <i>(Site specific training needs identified for Caribbean Challenge countries. Technical assistance provided for participant proposal writing.)</i> 	<p><i>Dr. Georgina Bustamante, Coordinator of CaMPAM</i></p> <p><i>Rich Wilson, Principal of Seatone Consulting</i></p>
<i>Tuesday September 13th</i>	<ul style="list-style-type: none"> Module 2: The Marine Environment of the Wider Caribbean <i>(Provides an overview of the biophysical characteristics of the Caribbean Sea and the Gulf of Mexico, marine ecosystems, and the features that make the Wider Caribbean a system of ecoregions. MPA managers informed about the biological connections across the region to be able to apply to management strategies at both domestic and transboundary sites.)</i> Interactive: Open discussion – What is unique and special about your MPA? Why does that justify protection? Are the biological resources (marine species populations and habitats) of your MPA potentially connected with those existing in neighboring islands? If so, would this connection require some coordination of MPA management between neighbor islands? Module 3: Uses and Threats to the Caribbean Marine Environment and Its Resources <i>(Identifies the uses and threats to marine resources, and puts these within the context of the national development planning and general environment management scenarios.)</i> Interactive: Open discussion – What are the greatest threats facing your MPA? How does protection benefit resource users and the surrounding community? How does your proposed training activity address existing threats? Module 4: Marine Protected Areas Overview <i>(Provides an historical overview of MPA programs within the Caribbean, including identification relevant issues.)</i> 	<p><i>Dr. Melanie McField, Director of the Healthy Reefs for Healthy People Initiative</i></p> <p><i>Dr. Melanie McField, Director of the Healthy Reefs for Healthy People Initiative</i></p> <p><i>Robert Cudney, former Director of the Cozumel Reefs National Marine Park</i></p>

	<ul style="list-style-type: none"> ▪ Presentation: Fisheries Data Collection and Its Importance in Management ▪ Interactive: Open discussion/question & answer session ▪ Presentation: Successes, Challenges and Adaptive Management Strategies for Effective Management Within Gladden Spit and Silk Cayes Marine Reserve ▪ Interactive: Open discussion/question & answer session ▪ Presentation: Community Participation in Resource Management at the Port Honduras Marine Reserve ▪ Interactive: Open discussion and question/answer session <p>(Best practices and case studies on MPA management and enforcement collected, summarized and analyzed.)</p>	<p>Conservation Society of Belize</p> <p>Dr. Robin Coleman, Assistant Director at the Wildlife Conservation Society of Belize</p> <p>Nellie Catzim, Executive Director of the Southern Environmental Association</p> <p>Celia Mahung, Executive Director of the Toledo Institute for Environment and Development</p>
Tuesday September 20 th	<ul style="list-style-type: none"> ▪ Module 8: Research and Monitoring (Discusses the rationale for research and monitoring, highlighting the need for information to cover socio-economic as well as biological parameters. Specific methods are given for monitoring of critical biological resources like coral reefs.) ▪ Interactive: Develop an action plan to set up and/or strengthen research and monitoring in your MPA. Among the methods and indicators presented, select the most appropriate to be able to measure management effectiveness of your MPA (biological and socioeconomic) while addressing potential climate changes. 	<p>Dr. Melanie McField, Director of the Healthy Reefs for Healthy People Initiative</p>
Wednesday September 21 st	<ul style="list-style-type: none"> ▪ Presentation: MPAs in the Media and Communicating About Biodiversity ▪ Interactive: Press exercise ▪ Module 5: Participatory Planning (Introduces the concept and practice of participatory planning, covering areas such as stakeholder analysis, strategies and mechanisms for stakeholder involvement, conflict management, and collaborative management.) ▪ Interactive: Role playing exercise 	<p>Emma Doyle, Assistant Coordinator of CaMPAM</p> <p>Rich Wilson, Principal of Seatone Consulting</p>
Thursday September 22 nd	<ul style="list-style-type: none"> ▪ Module 1: Training and Communication Skills (Encapsulates the core of the course by introducing theories of adult education, training techniques, and guidelines for communicating with different groups. Communication enhanced between MPA managers with the potential for strong connectivity of their marine biological populations. A foundation built for regional-level mentoring, professional coaching and peer exchange.) ▪ Interactive: Refinement of student training proposals, 	<p>Rich Wilson, Principal of Seatone Consulting</p>

	including development of a communications plan	
<i>Friday September 23rd</i>	<ul style="list-style-type: none"> ▪ Final day of peer-to-peer learning, evaluation and development of collaborative working relationships <ul style="list-style-type: none"> ➤ Proposal refinement ➤ Expected behavior changes post course graduation ➤ Roles and responsibilities of micro-grant recipients ➤ Mentoring, professional coaching and peer exchange ➤ Course evaluation ▪ Course conclusion 	<i>Collaborative effort amongst all participants</i>

Appendix 2 – Complete Course Evaluation Results (Levels 1 & 2)

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

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

Additional student comments:

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

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

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

Additional student comments:

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

Q3. I clearly understood the course objectives.

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

Additional student comments:

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

Q4. The course met all of the stated objectives.

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

Additional student comments:

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

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

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

Additional student comments:

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

Q6. Course content was logically organized.

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

Additional student comments:

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

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

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

Additional student comments:

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

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

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

Additional student comments:

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

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

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

Additional student comments:

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

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

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

Additional student comments:

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

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

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

Additional student comments:

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

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

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

Additional student comments:

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

- They were great with their lectures and providing great information on how they approached their situation. I like that they work together really well.

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

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

Additional student comments:

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

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

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

Additional student comments:

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

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

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

Additional student comments:

- Different methods of engaging stakeholder's participation in MPA related activities.
- See above.
- I now have a proper understanding on the runnings of MPA management.
- Hopefully I'll be able to gain more community buy-in and support. Maybe it can be used as a template for other parks as well.

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

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

Additional student comments:

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

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

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

Additional student comments:

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

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

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

Q19. Overall, I was satisfied with the course.

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

Additional student comments:

- With the exception of more field trips for more practical experience of management.
- It met and surpassed my expectations.
- It was an invaluable experience. Content was solid, but interface with other managers, irreplaceable.

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

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

Additional student comments:

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

Q21. I benefited from interaction with my peers.

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

Additional student comments:

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

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

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

Additional student comments:

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

Q23: INVALID; formatted incorrectly in SurveyMonkey

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

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

Additional student comments:

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

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

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

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

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

Additional student comments:

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

- Everyone!
- Rich Wilson Belize Audubon society (Shane Young) Robert Cudley Belize fisheries (Roberto, Rodney)
- PACT Belize Audubon Society Belize Fisheries (MPA Coordinator and rangers) Hol Chan MPA.
- Lecturers and Participants.
- All participants, Dr. Melanie McField Emma Doyle.

Q27. What were the strong points of the course?

- Proposal development; Development of Implementation Plans; Group Assignments.
- The choice of venue: Belize with its diverse network of MPAs, habitats and ecosystems, a strong track record of community-based and NGO co-management of MPA planning and management, research, monitoring and evaluation. A relatively good cadre of presenters, especially those from the NGO sector and the personnel of the Belize Fisheries Department. Interaction and camaraderie among trainees.
- Communication; Proposal writings.
- The facilitation of the follow-up activity/project and funding for same. The forum that was provided for open communication.
- Peer-to-peer evaluation; site visits.
- Communication, importance of a healthy reef.
- Lectures, presentations from the Belizeans, peer to peer exchange.
- Purpose of evaluation sheets
- How to manage a very effective MPA.
- Opportunity to interface with other managers, highly relevant local examples. Took base course content and helped to conceptualize through real situations being faced in each location.
- The strong points of the course I would have to say were communications, collaboration, conflict resolution, discussions and time management.
- The presentations by the different Belize MPAs on their development from a newly formed MPA to what they are today.
- The interaction with other members.
- Interactive discussions, Diversity of participants with respect to origin.
- The emphasis on the importance of good communication.
- Participants were given opportunity to share experiences and interact. The role playing exercises were extremely useful. We also benefited from local case studies.

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

- Slight little things like trying out equipments before starting of course. Also the lack of snacks. Food would be better if done buffet style however I also know that available budget may be a factor.
- See 4. above. Too many long hours of classroom sessions. Some of the lectures and presentations could have been conducted in the early evenings with longer breaks during the early afternoon. Below par logistics relative to travel, per diem and

meals. The advice of prospective participants relative to travel routes and overnight accommodation should not merely be sought by course coordinators but be acted upon, paying due attention to budget and trainee comfort.

- The course was very intense. Though difficult and costly, if there were a few more days, daily workloads could have been a little lighter. Could have had more field trips.
- Probably field visits - mangrove snorkeling opportunities would have been great. Visit to Bachalar Chico was rushed, but an eye opener in this regard.
- Had no weak points.
- Provision of pen drive and hard copy of the participants manual.
- None off the top of my head.
- The weak points I would have to say would be little interaction/role playing and too many presentations. There wasn't enough time to apply what was learnt to the proposal.
- I thought there should have been a more formal visit to the Hol Chan MPA office to meet and discuss daily operations.
- The organization of the monitoring and research components.
- Logistic with respect to meals. There was a general lack of diversity. Not being able to eat at the hotel resulted in too much dispersal of participants especially at lunch. There was no opportunity for participants to interact with instructors in a social setting.
- In-class Sessions were too long and not enough field visits.
- Some days we were quite long...with alot of presentations back to back. But by and large it was time well spent.

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

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

- Development of an enforcement plan.
- The course material and other suggested resources presented are adequate.

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

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