

UNEP-CAR/RCU

**TRAINING OF TRAINERS PROGRAMME IN
MARINE PROTECTED AREAS MANAGEMENT**

**EXTERNAL EVALUATION
FINAL REPORT**

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May 2007

EXECUTIVE SUMMARY

One of the most important reasons for the management problems in Marine Protected Areas in the Caribbean has been the lack of qualified personnel and financial resources. To address this issue, UNEP-CAR/RCU (UNEP Caribbean/Regional Coordination Unit) launched and supported a "Training of Trainers" Programme for MPA managers (TOT), through which managers are not only trained in all aspects of MPA management but also on adult education techniques to conduct local and tailored training activities in their respective MPAs.

Since 1999, five Training of Trainers events were organized in different parts of the Caribbean with a total attendance of 61 persons from 28 countries, most of them closely related with MPA management. Specific training materials were developed for these events, particularly the Course Manual that was adjusted and updated along the process.

In 2006 UNEP-CAR/RCU decided to undertake an evaluation of the entire process in order to assess its performance, impact, potential for replication, M&E system and training materials. This evaluation was implemented between February and May 2007.

The overall assessment of the TOT Programme on Marine Protected Areas Management is very positive. This judgment is based on the following aspects:

- a. Regarding performance, the TOT Programme has satisfactorily fulfilled the requirements established in the Programme Document and in many cases has exceeded the expectations.
- b. The impact of the Programme is very relevant as evidenced by:
 - the number of training events implemented by the TOT trainees in their countries after the TOT,
 - the number of participants in those events,
 - the changes in MPA Management implemented by the TOT participants
 - the changes in MPA Management implemented by the persons trained by the TOT participants
 - the personal impact that the TOT process had on most of the participants as reported by them
- c. The adult learning approach adopted by the Programme was adequately implemented and proved successfully as evidenced by its impacts.
- d. According to the participants the replication potential of the TOT is very high. Consulted experts agree with these views but remarking that the TOT principles are easier to apply when the learning objectives are related to actual work being undertaken by the participants in their daily jobs. They also stated that it is also better to use this approach when the learning can be applied immediately and actual results can be seen on a short term.
- e. The performance of the M&E System was difficult to assess because the Programme Document does not include performance references about it. The Course evaluation can be improved and there are recommendations about it, and also it is necessary to extend the M&E reach beyond the training event in order to gather regular information about its effects on the participants organizations and on the actual managements of MPAs in the Caribbean.
- f. The assessment of emerging training needs showed several areas of concern to the MPA managers: funding and financial sustainability, policy, effective country and regional networks, law enforcement, local participation in management and co-management, environmental awareness and education, adaptation to climate change impacts and MPA managers and staff training. The training opportunities to cover them are limited and the current TOT can intensify the treatment of some needs but cannot address all of them. Therefore other solution, as a complementing TOT, is suggested.

The main recommendation of the evaluation to UNEP-CAR/RCU is to continue with the Programme. There are also several recommendations related to the different aspects considered in the evaluation basically the need to improve follow-up activities, to extend monitoring and evaluation beyond the actual implementation of the Courses and to deal with the merging training needs through other mechanisms different than to just add them to current TOT. There are also a number of suggestions about the TOT Manual and the learning process to be considered in improving the TOT Programme implementation in the near future.

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CHAPTER 1. EVALUATION DESCRIPTION

1.1 BACKGROUND

Coral reefs are one of the most important and beautiful ecosystems on the planet today. They have a high productivity, shelter a great biodiversity, generate calcareous rock and new land, protect shores from the action of waves and hurricanes, and constitute one of the most preferred scenic views of the planet for tourism and diving. Furthermore, they provide some of the most valuable fishery products, such as lobsters, crabs, octopuses, conch, groupers and snappers. Despite their importance and persistence over geological time, coral reefs appear to be one of the most vulnerable marine ecosystems. Considerable declines in the health of coral reefs have been documented from many sites around the world during the last 20 years, particularly in reef areas of tropical America (Wider Caribbean Sea and Eastern Pacific). Over three hundred Marine Protected Areas (MPAs) have been established as part of the approach to reverse the decline in coral reef health. However, most of these areas lack adequate management and thus are not meeting the objectives for which they were originally established.

One of the most important reasons for the management failure in the MPAs has been the lack of qualified personnel and financial resources. Although some training has been made available for MPA managers of the region, it has been thematic, sporadic and short term. Additionally, the trained and most qualified managers often leave the MPA in search of better opportunities and salaries, carrying with them their skills and knowledge. To address this critical issue of sustainability UNEP-CAR/RCU (UNEP Caribbean/Regional Coordination Unit) had launched and continues to support a "Training of Trainers" Programme for MPA managers (TOT, through which managers are not only trained in all aspects of MPA management but also on adult education techniques to conduct local and tailored training activities in their respective MPAs. This approach includes regional two week courses, as well as local training activities that the trained managers are committed to undertake upon completing the regional courses. To date five regional courses have been held and a number of local follow-up courses in various countries since the beginning of the Programme in 1998.

In late 2007 UNEP-CAR/RCU decided to undertake an external evaluation to assess the impacts of the Programme as well as its general operation. The evaluation took place during the first half of 2007, and this Report presents the results of this exercise that was guided and facilitated by Alejandro C. Imbach.

1.2 EVALUATION OBJECTIVES

The evaluation of Training of Trainers Programme (TOT) had as objectives the evaluation of the:

- a. Performance of the TOT programme in terms of generation of expected outputs.
- b. Impact of the TOT programme in terms of what changes have been generated in the management of the Marine Protected Areas as a result of the training provided, in what ways have the acquired knowledge been put to use, and if possible, given the time frame since training, what changes can be seen in the protected areas in question;
- c. Replication of the benefits, i.e. to what extent can the achieved successes be transferred to other areas or subjects (using the same methodology with other contents);
- d. Effectiveness of the monitoring and evaluation systems and feedback
- e. Evolution of capacity building needs of MPAs in the region

Additionally, it was requested to provide background information for the revision and updating of the Training Course modules and Manual.

1.3 KEY QUESTIONS ADDRESSED BY THE EVALUATION

Based on the Objectives summarized in the previous session, an Evaluation Matrix was prepared. This Matrix served as the key guide for the organization of the evaluation and it is included as Annex 1 of this Report.

The Matrix addressed the following aspects:

- Evaluation Issues
- Key Primary questions for each Issue
- Disaggregating questions
- Indicators and basic data to be obtained
- Procedures and tools to obtain the information
- Sources of information

The Key Primary (KPQ) and Disaggregating questions for the different evaluation issues were:

Evaluation Issue: Training of Trainers (TOT) Programme Performance

KPQ. Were all Programme products delivered timely and according to the Programme document?

- Was the number of training events fulfilled?
- Was the number of expected trainees achieved?
- Have all the training events had the agreed duration?
- What training materials were used and when?
- Was the TOT Programme timetable fulfilled in each Course?

Evaluation Issue: TOT Impact

KPQ 1. How broad and effective were the trainees in training other people in their countries?

- Number of trainees?
- Number of events?
- Number of countries?

KPQ 2. What changes in MPA management were influenced by the training?

- Number of MPA influenced?
- Key influenced aspects?
- From TOT Trainees?
- From other people trained by TOT trainees?

Evaluation Issue: Replication of the TOT process

KPQ 1. What are the reasons that make relevant a replication analysis of the TOT process?

- Was the TOT successful enough to make its replication relevant?
- Why?

KPQ 2. What are the characteristics to be met by a capacity building process in order to adopt the

TOT methodology?

- Based on the TOT experience and results, what are the requisites and conditions that enhanced the success of the process?
- Why?

Evaluation Issue: Effectiveness of the TOT Programme Monitoring and Evaluation (M&E) System

KPO. What was the performance the M&E System?

1. How comprehensive was the system?
2. What was the type and frequency of outputs ?
3. Who had access and who used the results?

Assessment Issue: Capacity building needs for Marine Protected Areas (MPA) Management

- What are the key MPA management issues to be addressed today in the Caribbean?
- What kind of training opportunities are available in the region in terms of Capacity building?
- What are the gaps between needs and opportunities?
- What gaps can be adequately covered through the TOT approach and implications on current TOT contents

Evaluation and Assessment Issue: Training Course Materials and Methods

- Has the training course fulfilled the requirements established in the Project document?
- What aspects of the Training Course can be improved?

The complete Evaluation Matrix is included as Annex 1 of this Report.

1.4 EVALUATION CONSTRAINTS

The evaluation did not face fundamental constraints. The most difficult aspect was the location of the participants in the different Training Courses given that they were organized during the period 1999-2006 and the contact information for some participants was outdated and it was not possible to recuperate it. In any case, as shown at the beginning of the Results Chapter, the sample was large enough to provide credible results.

1.5 METHODOLOGY

The methodology developed for this evaluation was structured around three components:

- Questionnaires to participants
- Interviews
- Expert analysis

Questionnaires were developed to gather information from the participants about different aspects of the evaluation. It was not possible to apply questionnaires to all participants in the training events, but a good representative sample was structured. The characteristics of this sample is presented in the first section of the Results Chapter (Chapter 2).

The questionnaire used in the evaluation is included as Annex 2, that also has a brief summary of the aggregated results obtained from the questionnaires.

A smaller number of phone and personal interviews was completed including participants, trainers, support persons and other persons unrelated with the TOT Programme but with knowledge and expertise in Caribbean marine issues. The interviews were used to do some deeper exploration on specific issues and to cross-check information.

The support of experts was used to analyze specific aspects of the training process and support materials (basically the Course Manual). These expert views were useful to cross-check information and perceptions about the mentioned aspects that emerged from the analysis of documents, questionnaires, interviews and other sources of information.

The complete list of persons who provided information for this evaluation through the different instruments is included as Annex 3.

A work schedule was developed based on the components mentioned above, as follows:

- a. Documentation reading (including Websites and Internet available information), aiming to provide a basic understanding of the Programme to be evaluated and to prepare the list of expected users and key information sources.
- b. Development of the Evaluation Matrix and consultation with CAR / RCU
- c. Development of data gathering instruments (questionnaires and guides for interviews)
- d. Data collection through questionnaires and interviews.
- e. Analysis of Course materials (Manual and other documents)
- f. Data organization and processing
- g. Preparation of draft report and circulation to expected users for feedback and comments.
- h. Preparation of Final Report, including verification of facts based on comments to the drafts, incorporation of new materials and emerging amendments to the draft report

The key aspects of the evaluation were analyzed as follows:

- The TOT Programme performance evaluation was done through a comparison between the different aspects defined in the Programme document (included as Annex 4) and the actual achievements of the Programme.
- The TOT Programme impact evaluation was done by assessing the impacts and results than can be totally or partially attributed to the Programme graduates, as reported by them and cross-checked.
- The potential for replication of the Programme was evaluated on the basis of the participants perception (as professionals who actually used the skills developed during the TOT in their daily work) and expert opinion on adult learning approaches.
- The Course Manual and training processes were evaluated on the basis of expert opinion on adult learning and the evaluator experience.
- The remaining aspects were evaluated on the basis of the expert opinion of the evaluator.

CHAPTER 2. EVALUATION RESULTS

2.1 ANALYSIS OF THE EVALUATION SAMPLE

COURSES AND PARTICIPANTS

The universe of the evaluation were the participants in the TOT process. This process included five International TOT Courses held as follows:

YEAR	COUNTRY	PLACE	DATE	PARTICIPANTS	LANGUAGE
1999	Netherlands Antilles	Saba	November 2-14	9	English
2000	Dominican Republic	Bayahibe	May 1-13	14	Spanish
2002	Saint Lucia	Soufriere	Oct 27 - Nov 10	12	English
2004	USA, Florida	Keys Marine Lab	Jan 27 - Feb 10	15	Spanish
2006	USA, Florida	Keys Marine Lab	Feb 6-18	11	English
TOTAL NUMBER OF PARTICIPANTS				61	

The complete list of the 61 participants is included as Annex 4.

COUNTRY OF ORIGIN OF PARTICIPANTS

The countries of origin of the participants were:

COUNTRY	#	COUNTRY	#
1. Anguilla	1	15. Guatemala	3
2. Antigua	2	16. Honduras	3
3. Netherlands Antilles	2	17. Jamaica	5
4. Bahamas	2	18. Mexico	4
5. Barbados	1	19. Panama	1
6. Belize	7	20. Puerto Rico	2
7. Bonaire	1	21. Republica Dominicana	4
8. Colombia	4	22. Saint Lucia	3
9. Costa Rica	2	23. Saint Vicent	1
10. Cuba	2	24. Tobago	1
11. Dominica	1	25. Turks & Caicos	1
12. French Guyane	1	26. USA	1
13. Grenada	1	27. US Virgin Islands	1
14. Guadeloupe	2	28. Venezuela	2

PROPORTION OF PARTICIPANTS WHO PROVIDED INFORMATION TO THE EVALUATION

	NUMBER	%
TOTAL PARTICIPANTS NUMBER	61	100.0
PARTICIPANTS WITHOUT MAIL	3	4.9
FAILED E-MAIL ADDRESSES	15	24.6
ANSWERED QUESTIONNAIRES	20	32.8
PARTICIPANTS WHO DIDN ´T ANSWERED	23	37.7

	NUMBER	%
TOTAL NUMBER OF REACHABLE PARTICIPANTS *	43	100.0
ANSWERED QUESTIONNAIRES	20	46.5
PARTICIPANTS WHO DIDN ´T ANSWERED	23	53.5

* Reachable means that they have email addresses and that the address did not fail

Deducting the failed mail addresses and the participants without email, the proportion of participants who answered the questionnaire was higher than 45% (46.5), that is a very good sample of the reachable population.

REPRESENTATIVITY OF THE GROUP PROVIDING INFORMATION TO THE EVALUATION

a. Attended Course

TOT COURSE	TOTAL PARTICIPANTS	# ANSWERS	% OF ANSWERS
1999	9	3	33.3
2000	14	3	21.4
2002	12	2	16.7
2004	15	7	46.7
2006	11	5	45.5

There were answers from all TOT Courses. The 2002 Course has a lower percentage of answers than the others, but still reasonable. Most recent Courses have the higher percentages of answers.

b. Language

LANGUAGE	# ANSWERS
English	10
Spanish	10

Both language groups were well represented.

c. Countries

COUNTRY	# ANSWERS
1. Anguilla	1
2. Antigua	1
3. Bahamas	2
4. Belize	2
5. Bonaire	1
6. Colombia	2
7. Cuba	2
8. French Guyane	1
9. Guadeloupe	1
10. Guatemala	1
11. Jamaica	2
12. México	1
13. República Dominicana	1
14. USA	1
15. Venezuela	1

Participants from 28 countries attended the 5 TOT Courses. Out of them, participants from 15 countries answered Questionnaires and were interviewed.

The overall analysis of the sample shows that the group of people who provided information for the evaluation, through questionnaires and/or interviews, can be considered as representative of the universe of participants in the CAR/RCU TOT on MPA Management.

NON-PARTICIPANTS

Other persons who were not participants but instructors, as well as persons with good knowledge about marine issues in the Caribbean were also interviewed to for cross-checking, verification and gathering of information from independent views

2.2 TOT PERFORMANCE

The results are presented in short sections, addressing each one of the Key and Disaggregating questions, starting by the latter.

- Was the number of training events fulfilled?

There were 5 training events, at the following places and dates:

YEAR	COUNTRY	PLACE	DATE
1999	Netherlands Antilles	Saba	November 2-14
2000	Dominican Republic	Bayahibe	May 1-13
2002	Saint Lucia	Soufriere	Oct 27 - Nov 10
2004	USA, Florida	Keys Marine Lab	Jan 27 - Feb 10
2006	USA, Florida	Keys Marine Lab	Feb 6-18
TOTAL NUMBER OF PARTICIPANTS			

The Programme document did not specify the number of training events to be organized, therefore there is not a reference to be used to assess if the number of training events was fulfilled. What becomes obvious from the previous table is that the events were reasonably well paced every two years, that seems a reasonable time period for this type of intensive events.

- Was the number of expected trainees achieved?

According to the Programme document, each training event was expected to train 8 persons. The average of 5 Courses is 12, that means 50% more than the planned.

In terms of training the usual rule about "the more you get for the same cost, the best it is" does not apply, as it is well established that overcrowded events are less efficient. In the case of the TOT having groups of this size seems to have been beneficial as the larger groups allowed for more exchanges of information and more richness in work groups.

The information available did not allow for an evaluation about differences between Courses with 9 participants and courses with 15. The experience gathered in these first 5 courses indicate that the number of participants can be safely increased to 12, and it will be advisable to stay at this number.

Summarizing, the evaluation of this particular issues is highly satisfactory as the decisions made allowed for better learning experiences for the participants.

- Have all the training events had the agreed duration?

The Programme document established an expected duration of 4 weeks for each Course and the actual duration of all courses was just 2 weeks. This means that the Course duration was cut by half and there is no indication that the thematic scope of the Courses were adjusted accordingly.

Definitively this significant shortening had effects on the training. Participants mentioned lack of time and work overload as problems they suffered in the course, and they also mention lack of time for reading and excessive reading materials as other things to be improved. All these aspects point out to problems related either with excessive content or insufficient time.

On the other hand, it emerged clearly that it will be very difficult to attract participants to a full 4-weeks event, because the different organizations are not ready to let their staff to go for such a long period given several problems they face as understaffing, high workload and similar.

Therefore, the TOT organizers were facing a tough dilemma that they solved by opting for the choice that ensured participation. This choice was a successful one as every course had a higher attendance than planned. The time problems were addressed by increasing the Course workload and creating a few problems that were faced in different ways along the successive courses.

One of the issues to be considered as a priority in the general updating of the Course is to make an adaptation of contents and workload considering not only the emerging needs in MPA management but also the need to adjust the Course workload. This adaptation should include both adjustments in the training period and the development of pre-and post-course activities aiming to deal with time constraints. Some of the pre-Course activities to be considered are making Course materials available to participants through the Internet, developing a diagnosis test to be taken by the participants through Internet so they can identify their weak areas and work on them before the training using the available materials, and other. Some possible post-Course activities can be making the Manual available on CD using easy navigation programming, maintain a broad and updated base of reference documents available on the Internet, etc. These aspects are more thoroughly addressed in section 2.7.3

- What training materials were used and when?

The training event cornerstone is the Course Manual. The Manual was used in all five Courses and it was updated in some of its contents along the process. The last section of this Report is devoted to the assessment of the Manual from an adult learning perspective.

The Manual is complemented by Power presentations, reading materials, CDs, participants presentations, field trips, case studies and other elements, generating a rich learning environment for all participants.

In this aspect the evaluation is highly positive. Obviously, the Manual needs to be reviewed and updated frequently in order to incorporate new research results, to address emerging issues and to stay updated with learning technology. As an example and regarding this last aspect, it may be interesting to develop an electronic version of the Manual to make it easier for the participants to navigate through basic contents and complementary documents, and even to allow them to add their own new documents at home once the Course is finished and this electronic version is installed in their computers.

- Was the TOT Programme timetable fulfilled in each Course?

The Course Programme and Agenda were satisfactorily completed in each Course. That means that all planned contents were covered and no themes were left out. The analysis presented at the last section of this Report focused on the Manual and other procedures, also shows that all Course contents included in the Programme document were included both in the Manual and the training events; therefore this aspects has also been satisfactorily fulfilled.

An overall summary of TOT Performance analysis can be found at Annex 5

SUMMARY BOX - TOT PERFORMANCE

Were all Programme products delivered timely and according to the Programme document?

In overall terms, and considering the answers to each one of the disaggregating questions presented above, the TOT Programme products were delivered timely and according to the Programme document.

The most significant issue to be addressed for future events is about the coherence between the contents and the duration of the Course, already highlighted at the pertinent question, as the duration of the events was just 2 weeks instead of the 4 weeks expected initially. Adequate reasons were provided to justify the shorter training period.

2.3 TOT IMPACT

Part 1. Training results by the TOT Trainees

- Number of trainees? Number of events? Number of countries?

The TOT trainees were quite effective in using the acquired skills in training other people. 90% of the participants who provided information for the evaluation have organized training events. Almost 1,000 people (978 to be precise) were trained by them (alone or jointly with other trainers) in 44 events held in 15 different countries (Anguilla, Antigua, Bahamas, Belize, Bermuda, Colombia, Cuba, French Guiana, Guadeloupe, Guatemala, Honduras, Jamaica, México, Rep. Dominicana, Venezuela).

As these numbers only account for those participants who provided information through questionnaires and interviews, the actual number should be much larger considering that two out of three participants did not provide information. Even accepting that the reported numbers cannot be extrapolated linearly to the entire population of participants, just the effective numbers presented provide evidence about the highly satisfactory achievement of the Programme in this regard.

There are several reasons for this level of success. The first and most important is, obviously, the commitment and enthusiasm of the participants to disseminate their newly acquired knowledge and skills. These characteristics were complemented by another two essential aspects: one was the signed commitment of the participants and their respective organizations to organize training events after the TOT, and the second was the possibility of the participants to have access to CAR/RCU training grants to help them organize the events.

The first condition was not fulfilled completely. Even when the commitment to organize training events was signed before the TOT and as a requisite to participate, a number of participants did not fulfill that commitment. CAR/RCU provided a reasonable follow-up to these commitments sending periodic reminders to those who failed in organizing the events and using the fulfillment of it as a criteria for acceptance into other events and processes. Despite that, some people showed total carelessness about the issue. As said before, this level of failure was highly counterbalanced by the enthusiasm and commitment of those who took it seriously, so at the bottom line, this cannot be considered as a significant issue in the overall process context.

The access to small grants to organize trainings was very important and it should be maintained in the future. Despite several complaints about the excessive UNEP requisites to access this funds, to accept the reports and to complete the disbursements (some participants seem to be already in a state of resignation regarding the possibility of getting the reimbursement at all), it is obvious that these grants were very relevant to the success of the process. In the future, looking for innovative mechanisms to go around the problems posed by the UNEP administrative machinery seems to be an essential need if the credibility of these small grants is to be maintained.

SUMMARY BOX - TOT IMPACT (1)

How broad and effective were the trainees in training other people in their countries?

The TOT Trainees performed exceedingly well in transferring their acquired skills to other people through different forms of training events. Almost a thousand trainees in 15 countries is something that speaks by itself. Contributing factors to this success were the enthusiasm of the participants, the commitment to be signed prior to the TOT to organize training events and the availability of small grants for training. Regarding this last aspect, innovative mechanisms are necessary to make funds disbursement more efficient and timely.

Part 2. Impacts on Marine Protected Areas Management

- Number of MPA influenced?

TOT trainees reported having influenced directly in the management of 20 Marine Protected Areas, that is an average of one Area per participant. These MPSa belong to 12 different countries and among the MPAs listed are the following: Biotopos Chocón Machacas y Monterrico, Exuma Cays Land & Sea Park, Parque Nacional Laguna de Tacarigua, Nature Reserve of the Grand Connetable Island, Parque Nacional del Este, , Palisadoes-Port Royal Protected Area, Cades Bay Marine Reserve, Grand Cul de Sac Marin Nature Reserve, Montego Bay Marine Park, Negril Marine Park, Sapodilla Cayes Marine Reserve, Port Honduras Marine Reserve, Glover's Reef Marine Reserve, South Water Caye Marine Reserve, Laughing Bird Caye National Park, Gladden Spit Marine Reserve, Caye Caulker Marine Reserve and Bacalar Chico Marine Reserve.

Additionally, some participants influenced the design or management of entire systems of Marine Protected Areas as in the cases of Cuba National System of Marine Protected Areas, the MPSa of Guatemala (both Caribbean and Pacific) and Colombia, as well as several MPAs along the Mesoamerican Reef (Mexico, Belize, Guatemala, Honduras).

- Key influenced aspects?

The main aspects influenced by the TOT trainees in the management of Marine Protected Areas were:

- Planning. Planning improvements ranged across different issues, from MPA Management planning to species management planning, operational planning and other.
- Monitoring. Also includes several aspects, from activities implementation monitoring to biological monitoring (species, reefs and ecosystems).
- Daily management, including enforcement, resource management, public education, user fees program, installation of mooring buoys, better acquisition of equipment and materials, fuel management, boats maintenance, implementation of better recreational activities in the pertinent zones, etc.
- Management training activities, through both short courses and daily decision making
- Communications, public education and awareness activities and plans, through the utilization of the communication skills and knowledge acquired during different Course modules.

- From TOT Trainees?

As mentioned at the beginning of this section, these impacts were generated directly by TOT trainees.

- From other people trained by TOT trainees?

55% of TOT trainees who provided information for the evaluation reported personal direct knowledge about people trained by them influencing effectively in improving management of MPAs on their own. According to the reports, these improvements happened over 15 MPAs in 7 countries.

These results are quite interesting and good because this is not about people who participated themselves in TOT, but people trained by the TOT participants. It is possible to say, that this is a basic assessment of second ring impacts in the “ripple effect” of the TOT.

Most probably the number underestimate the actual results as the interviewed participants do not look for information or keep records about these effects.

Regarding training, the results are quite different, as only 25% of the participants report knowing about their own trainees undertaking training events for others. Even accepting underestimation of results, it seems that the “ripple effect” is more sustained regarding direct action in the field rather than in additional training. Considering the large number of people directly reached by the TOT trainees, the relative weakness of additional training layers does not seem very important. Moreover, the TOT goal was to generate actual improvements in MPA Management and not additional training replication layers.

SUMMARY BOX - TOT IMPACT (2)

What changes in MPA management were influenced by the training?

The impact of the TOT Programme in Marine Protected Areas Management in the Caribbean seems to be significant. According to the information provided by the participants have directly introduced improvements in different management aspects in around 20 MPAs in 12 countries. They also report that the persons trained by them have done similarly in 12 MPAs in 7 countries. Improvements in both cases covered a broad range of aspects such as planning, monitoring, field management practices, public communications, participatory processes and local involvements among others. The impact of the participants in the local courses organized by the TOT trainees in further training was limited compared with the described direct effects on MPA management.

2.4 REPLICATION POTENTIAL

Part 1. Relevance of TOT process replication

- Was the TOT successful enough to make its replication relevant? Why?

According to most of the participants, the approach used in TOT for MPA Management can and should be used in every case (73.5% of the answers), while the remaining 26.5% felt that the process was excellent for them but it may not be always the case.

Several participants felt that participating in the TOT events was a high point in their professional lives, and that the event had a significant impact in the way they work. They provided a variety of reasons to sustain these comments such as having intensive and dedicated time, the quality of the instructors, the depth of the relationships established with colleagues from other countries, the hands-on approach, the strong relevance to their daily work, the practicality of the learnt things and other.

Putting together these comments from the participants and looking at the training and application work they did after the training (see previous Impact section), it becomes evident that the TOT was very successful and this success makes its replication relevant, not only in Management of Marine Protected Areas but also in other unrelated fields.

SUMMARY BOX - REPLICATION (1)

What are the reasons that make relevant a replication analysis of the TOT process?

The relevance of analyzing and recommending the replication of the TOT process lies on the extremely positive perception from all participants who provided information and for the relatively high level of impact in Marine Protected Areas Management achieved by the participants and the persons subsequently trained locally by them.

Part 2. Replication conditions

- Based on the TOT experience and results, what are the requisites and conditions that enhanced the success of the process? Why?

A key component of the success of the TOT experience was the adoption of the adult learning approach and a good implementation of it (see Section 2.7 for a more detailed analysis of this aspect). Therefore, any replication of the TOT should start from this point and to be ready to address the requirements of this type of approach, as the TOT did.

Section 2.7 explains why the success of the TOT is not about having a 2-week intensive course, but about planning and implementing an activity in terms of the following principles:

1. Training aims to build knowledge, skills and behavior (competences) to be applied in the work.
2. The training course is built through a process that includes: need assessment, design (participatory when possible), fulfillment and evaluation of the training course to feedback the process.
3. Adult learning process is self-directed and self motivated.
4. Adult learning is based on previous experiences, task centered, contextualized in their interests.
5. Adult learning needs a collaborative social environment between facilitator and trainees and among trainees themselves.
6. Adult learning meets challenges, real experiences, and independent studies.
7. Learning experiences attend different learning styles.
8. Learning experiences are evaluated by all persons involved in the process (facilitator, trainees).

Those principles are easier to apply when the learning objectives are related to actual work being undertaken by the participants in their daily jobs. It is also better to use it when the learning can be applied immediately and actual results can be seen on a short term.

Therefore the TOT on MPA presented an excellent opportunity for success because the trainees were persons working in these areas and they carry on a practical work. That allowed them to apply the new knowledge almost immediately and in practical ways. The strong interpersonal relationships developed during the TOT helps them to contact colleagues for assistance or advice when needed, and the link with CAMPAM kept them connected with a larger network rather than isolated in their jobs.

If these conditions can be met for other issues, then the replication of the TOT can be undertaken with high potential for success. Otherwise, it should be thought better. As examples, in processes on awareness development about something, most probably this approach is not the best; if the instructors are not ready to adopt the principles of adult learning and insist on traditional top-down classroom methods, probably the TOT will not work. And other situations can be easily described as situations where the approach used in TOT is not advisable. At the same time, it is necessary to highlight that it is quite difficult to achieve success in adult learning working outside the principles of the adult learning approach.

SUMMARY BOX - TOT REPLICATION (2)

What are the characteristics to be met by a capacity building process in order to adopt the TOT methodology?

The successful adoption of the TOT methodology includes a clear and effective adoption of the adult learning approach, complemented by the selection of learning issues related with the actual daily work of the participants and the possibility to generate results in the short-term. A short, intense, relevant and useful training event should also be complemented by some follow-up mechanism such as active networking in order to improve the possibilities of maintaining the acquired knowledge active in the behavior of the participants in the long term.

Under these conditions the TOT can be successfully replicated, and the first obvious recommendation is to keep the TOT on Marine Protected Areas active and updated.

2.5 M&E

- How comprehensive was the system?

This analysis should start by stating that the Programme document has very little about the M&E system. The issue is just mentioned once and with a very broad sentence just indicating that an M&E system should be developed. Unfortunately, neither the objectives nor the scope or reach of such a system are defined or outlined in the Programme document. Therefore, there is no way to make an evaluative judgment about the system.

The M&E System was basically centered at evaluating the Training Courses during their 2-week implementation period. This task was reasonably good performed with a thorough evaluation session at the end of each Course. The results of those evaluations, along with other materials, were the base for the preparation of Training Course Reports for each event. All these Reports were completed adequately.

In terms of the Training Course monitoring, the analysis presented in Section 2.7 suggests to do more monitoring and self-evaluation during the training event. In this way it is expected to get feedback about the training along the way, facilitating the adoption of adjustments when needed. More details about this can be read at the mentioned Section.

An additional component of the M&E system was the control kept by CAR/RCU about the fulfilling of training commitments by the TOT participants. While this information is not public, at least this basic control is maintained.

It seems that the M&E system did not extend further than what was presented. It is advisable for the next stages of TOT to keep better track of the participants post-training activities, not only in terms of training but also in terms of actual improvements in the MPA management. The CAMPAM network can play a role in this M&E activities, and a webpage attached to the CAMPAM website can be used to show and disseminate what the TOT trainees are doing in their countries to improve MPA management.

This type of M&E, more linked to networking and dissemination, will probably be more attractive than the simple control function that should also be maintained.

- What was the type and frequency of outputs ?

In the current system the outputs were the Course Reports (one for each event) and their frequency was consistent with that. No other outputs are available.

- Who had access and who used the results?

The Course Reports were disseminated through the CAMPAM Website to any person willing to access to them. According to the participants, the CAMPAM website and regular email messages are a useful mechanism to keep the network informed about what is going on and to download information.

The key users of the Reports were the Coordinators and instructors of the following Courses, as they used the Reports to improve the training materials, to make some adjustments to the Courses structure and contents, to recruit instructors, etc. In that sense, the Reports (as M&E products) fulfilled its main function of providing feedback for iterative performance improvement.

SUMMARY BOX - TOT M&E SYSTEM

What was the performance the M&E System?

Given the absence of orientations about M&E in the Programme document it is not possible to assess its performance. M&E activities were mostly constrained to the evaluation of each training event. This evaluation was conducted thoroughly and provided valuable information that was used to improve the following events. It seems necessary for the following stages to expand the system to incorporate better monitoring of the training and implementing activities undertaken by the trainees. It seems reasonable to articulate the M&E system within the CAMPAM network website and communications.

2.6 CAPACITY BUILDING NEEDS

- What are the key MPA management issues to be addressed today in the Caribbean?

A large number of issues, many of them closely interconnected, were identified by the persons providing information to this evaluation. The issues identified and described by them can be summarized as follows:

- a. Funding and financial sustainability. This was the most frequently mentioned issue. It affects the daily operations of the Areas, staff motivation, law enforcement, management effectiveness and many other aspects essential to achieve proper management of the Areas. This issue led to other 2 issues addressed later: policy and training to deal with funding issues.
- b. Policy was mentioned as a key aspect to be influenced. On one hand better policies are needed to deal with the usual MPA management problems: ecosystem conservation, protection of spawning aggregations, overfishing, pollution control and the impact of tourism. Policy is also linked to law enforcement (addressed later). Improving the networks and their effectiveness is perceived as practical way to influence policy.
- c. Effective country and regional networks. This aspect was mentioned by a significant number of persons as a way to influence policy by the people and organizations involved

or related to MPA. It is expected that effective networks have more visibility and influence than isolated persons, and these networks may become a relevant force in the process towards better policies. Effective networks are also regarded as a mechanism with impact on MPA management through the exchange of information and lessons learned among its members. CAMPAM is considered as a useful network but many believe that it should be both more active and also to extend its action beyond information exchange.

- d. Law enforcement is mentioned as another key aspect required not only to address the MPA management issues listed under policy (point b, above) but also to address other more serious issues like traffic of illegal goods and substances and smuggling that affect the environment and the livelihoods of local populations living close to MPA and interacting with them. Improvement of law enforcement is perceived as possible through better policies and improved funding, closing a kind of circle of interacting elements, with effective networking (already discussed) as the preferred way to have some influence over this circle. A complementary way of addressing law enforcement is through the organized participation of the local population, an issue that leads into the next aspect.
- e. Local participation in management and co-management. While these concepts (local participation and co-management) are different they are closely related in the fact that both deals with the issue that MPA cannot be managed in isolation from the people that lives and works around, and sometimes within, them. Many persons said that local participation is essential for successful MPA management. To be effective, this participation should include both people and MPA interests. People interests usually revolve about their livelihoods in relation with the marina and coastal resources they use to earn their income, and also to the income they obtain from other activities (basically tourism) related to MPA. MPA interests lie on the side of respect to the MPA zoning and use restrictions, and also in getting support to have those enforced. MPA managers feel that to achieve effective participation they need to improve many related skills (conflict management, negotiation, public participation instruments, etc) that are addressed later in this chapter. They also highlighted the importance of awareness and education (see next point).
- f. Environmental awareness and education. These aspects are also considered as very significant for MPA and that current efforts should be multiplied and strengthened. There was also some words caution about the need to integrate these tasks with effective local participation; education and awareness are much less relevant for successful MPA management in the absence of effective local participation.
- g. Adaptation to climate change impacts. While all the previous aspects are interconnected, all of them are influenced by this global process over which MPS managers have no control and little influence. Therefore there is a clear conscience about the problem, that it is going to become much worst over the next couple of decades at least, a sense of impotence about dealing with a problem far beyond their influence and a need to develop as many ways as possible to adapt to the variety of impacts associated with climate change.
- h. A cross-cutting issue across all mentioned challenges is training and skills development, particularly on issues related with the above mentioned challenges. In addition to that, some persons mentioned the need to improve basic administration skills such as human resources management, budget management, project management in general (planning, implementation, monitoring and evaluation), strategic planning and MPA effectiveness evaluation. Training needs are analyzed more thoroughly later in this section.

- What kind of training opportunities are available in the region in terms of Capacity building?

In terms of availability of opportunities for training in Marine Protected Areas in the Caribbean the results show that they are very limited. Besides the UNEP TOT evaluated in this process there are just the following alternatives:

- Centro Nacional de Áreas Protegidas, Cuba (National Center for Protected Areas)
- INVEMAR , Colombia
- Summer Courses at the Florida International University
- Course on Marine Protected Areas at UNAM, Mexico (Mexico National Autonomous University), in Puerto Morelos, Quintana Roo
- TNC Learning Center (under development by Mesoamerican Reef (MAR) Programme
- Aspects of Protected Areas Management included as part of courses in CERMEs, University of West Indies (UWI), Cave Hill, Barbados

- What are the gaps between needs and opportunities?

The gaps between training needs and opportunities are very significant, as most of the limited training opportunities listed in the previous point have emphasis in the scientific and technical aspects of the MPA management, while the critical challenges and emergent needed skills mentioned at the beginning of this chapter are addressed weakly.

Moreover, the training needs seem to have some level of specificity according to the country and that makes difficult to develop a general solution fitting all the cases. In fact, several persons insisted that training and skills development plans should be prepared and implemented for each country. It is not easy to accept that this is the best solution given the high costs implied, but this opinion is included in this Report as a way to highlight the issue about country specificities and the need to consider them when dealing with regional training efforts.

- What gaps can be adequately covered through the TOT approach and implications on current TOT contents?

Based on the issues highlighted as challenges for MPA management described at the first point of this chapter 2.6, the basic list of aspects to be addressed includes training on:

- Proposal writing and project funding sources
- Description and operation of funding and financing mechanisms (projects, endowments, fundraising organizations linked to MPA and other)
- Management of funding processes
- Effective networking (how to create or strengthen local and country networks, practical processes and activities needed to become effective)
- Environmental conflicts management and negotiation
- Local participation processes and co-management schemes
- Strategic participatory planning
- MPA effectiveness evaluation
- Management of tourism activities in MPA (how to deal with tour operators, boat operators, diving and snorkeling areas, hotels, pollution and garbage management and other aspects)
- Adaptation to climate change impacts on MPA
- MPA administration (human resources management, budget management)
- Project management (planning, implementation, monitoring and evaluation)

All these aspects can be addressed successfully through the learning approach adopted and tested by the TOT Programme in MPA because all of them are related to actual daily work of the potential participants and the possibility to generate results in the short-term (see chapter 2.4 for more details about the replication potential of the TOT approach).

The fact that these issues can be addressed using the methods adopted by the TOT Programme does not mean that they should be incorporated into the TOT (in fact, several of them area already included in the TOT contents). One of the key issues to be considered when updating the TOT contents is that they are already somewhat excessive for the time available for the training. At the same time, it seems clear that it will not be possible to extend the training more than the current 2 weeks given the problems faced by MPA to let their staff to go for long periods.

Therefore, any solution needs to consider the following elements:

- a. The adjustment of the current TOT contents to eliminate some contents that can be provided through Internet or written documents and the intensification of those issues, within the current contents, that are related with the emergent training priorities listed above.
- b. The possibility of developing a second TOT Course focused on the key issues not covered by the current TOT. Both Courses can be offered separately or used to develop an articulated Training Programme that can, eventually, led to a Certificate in MPA management or similar.

In the frame of this evaluation it is not possible to make more detailed recommendations without falling in excessive, and probably useless, speculations.

SUMMARY BOX - CAPACITY BUILDING NEEDS

Participants in the evaluation identified the following management challenges for MPA: funding and financial sustainability, policy, effective country and regional networks, law enforcement, local participation in management and co-management, environmental awareness and education, adaptation to climate change impacts and MPA managers and staff training.

There are some training opportunities in the Caribbean, but not sufficient in number and they don't address all the needs generated by the mentioned challenges. A list of aspects that can be covered using the TOT approach was developed, but there is very limited time capacity in the current TOT to incorporate these aspects. It is suggested to strengthen the current TOT in those aspects already included in it, and to develop a complementing TOT to cover the other issues. Eventually both Courses can be articulated in a training process leading to a Certificate in MPA Management.

2.7 MANUAL & METHODS ASSESSMENT

This Section was developed with the support of Patricia M. Bartol, an expert in adult learning.

This aspect of the evaluation was undertaken from two angles. The first one consisted of the analysis of the learning approach and the consistency between the approach and the practice. In the second, the Manual was thoroughly reviewed and, when appropriate, suggestions for improvement were made.

2.7.1 ASSESSMENT OF LEARNING APPROACH

This assessment is based on the comparison between the learning conceptual approach adopted by the Course (as stated in Module 1 of the Manual) and the actual Course implementation as proposed by the Manual. The assessment was done using a grading scale also adopted for other previous analysis- The scale has 4 grades: Exceedingly fulfilled (4), Fulfilled (3), Partially fulfilled (2) and Not fulfilled (1).

The results of the analysis are shown at the following table.

PROJECT DOCUMENT REQUIREMENT	BRIEF DESCRIPTION OF ACTUAL IMPLEMENTATION	COMMENTS	ASSESSMENT
1. Training aims to build knowledge, skills and behavior (competences) to be applied in their work.	<ul style="list-style-type: none"> • Modules were designed to build activities that will be necessary in the expected trainees' professional performance (technical and scientific issues involved in Protected Marine Area Management). • Most of the modules proposed constructive learning experiences, in which practical exercises were required. • Support to develop future training courses as well as the clear steps to develop proposed exercises, field trips, group discussions, case studies, etc. were not as explicit as needed. 	<ul style="list-style-type: none"> • Futures trainers will have different backgrounds and not necessarily experience in the training field. • Therefore and considering the success of future TOT, it is advisable to provide more step by step directions for proposed activities. • A complementary solution may be to upload complementary Course materials to a Course Website in order to help the participants to find support materials to help them organize their own course activities properly. 	2 Partially fulfilled

PROJECT DOCUMENT REQUIREMENT	BRIEF DESCRIPTION OF ACTUAL IMPLEMENTATION	COMMENTS	ASSESSMENT
<p>2. The training course is built through a process that includes: need assessment, design (participatory when possible), fulfillment and evaluation of the training course to feedback the process.</p>	<ul style="list-style-type: none"> • The future trainers are expected to respond to their future trainees characteristics, so the course should introduce them to the cycle of needs assessment, design, implementation, evaluation and redesign. • This is the necessary process to be aware and respond to different trainees' characteristics, and also the process that the trainees should keep in mind when planning their own training exercises after the TOT. • The weakest component of this process were the evaluations 	<ul style="list-style-type: none"> • Evaluations were not implemented through the learning process (at the end of a module, or exercise, or even by sharing products build during a group activity). • There was a thorough evaluation at the end, that was quite good, but unable to provide feedback during the Course. • Therefore, evaluation of the learning process should be considered throughout the modules and exercises to feedback the process. Moreover, it will be useful to use different evaluation tools and processes and not just written questionnaires. 	<p>2 Partially fulfilled</p>
<p>3. Adult learning process is self-directed and self motivated.</p>	<ul style="list-style-type: none"> • Learning experiences and themes were designed according to the learning conceptual framework established for this course: learning experiences are relevant in a psychological, socially and cultural context. That means that the learning should be significant for them, which results in high level of motivation. 	<ul style="list-style-type: none"> • Learning process was designed in a satisfactory way responding to the participants' context. • The whole Programme was built around the results of a Training needs assessment implemented in 1997-98. • As updating the TOT contents on an annual basis is difficult and the needs do not change so quickly; thematic updates can be done every 5 years or so. 	<p>4 Exceedingly fulfilled</p>
<p>4. Adult learning is based on previous experiences, task centered, contextualized in their interests.</p>	<ul style="list-style-type: none"> • The proposed learning activities considered previous knowledge (conceptual, procedures, attitudes). • The variety of activities promoted participation in different ways, and created spaces for the participants to share experiences and interests. 	<ul style="list-style-type: none"> • Some modules clearly state how to make the participants shared their own experiences and knowledge. • The General TOT approach should explicit the spaces available for the participants to present and use their previous knowledge and that knowledge should be taken as an input to the activities. • This process is already happening in most of the Modules, so what is needed is to extend it to all of them 	<p>4 Exceedingly fulfilled</p>

PROJECT DOCUMENT REQUIREMENT	BRIEF DESCRIPTION OF ACTUAL IMPLEMENTATION	COMMENTS	ASSESSMENT
5. Adult learning needs a collaborative social environment between facilitator and trainees and among trainees themselves.	<ul style="list-style-type: none"> Collaborative activities are designed to create opportunities during which participants will share their knowledge and be able to build new ones with the help of others. 	<ul style="list-style-type: none"> There are different exercises designed under a collaborative approach (large groups discussion, small group discussion, brainstorming, role playing, group exercises, games, field trips). The success of its implementation depended on the mediator intervention. 	4 Exceedingly fulfilled
6. Adult learning meets challenges, real experiences, and independent studies.	<ul style="list-style-type: none"> Learning activities demand application of new knowledge in real context. The effort that these activities represent should be well graduated according to participants' capacities. Extra material for independent studies is provided (internet links and bibliography) 	<ul style="list-style-type: none"> Most activities are presented as collaborative experiences but independent study is available through the provided resources. Moreover, participants are requested during the TOT to develop presentations (alone or in groups) and to show them to the other participants. 	4 Exceedingly fulfilled
7. Learning experiences attend different learning styles.	<ul style="list-style-type: none"> Activities vary to respond to different learning styles to engage participants from different approaches. The most frequent activities are conferences, group analysis, case studies, demos, group exercises, role playing, field trips and studies, group presentations, independent studies, etc. 	<ul style="list-style-type: none"> Different learning styles were well considered through the implementation of a variety of activities. 	4 Exceedingly fulfilled

PROJECT DOCUMENT REQUIREMENT	BRIEF DESCRIPTION OF ACTUAL IMPLEMENTATION	COMMENTS	ASSESSMENT
<p>8. Learning experiences are evaluated by all persons involved in the process (facilitator, trainees).</p>	<ul style="list-style-type: none"> • Trainee evaluation of the course is considered at the end of the process. A form is supplied to assess different components. • The instructors also provide a separate evaluation of the overall course. 	<ul style="list-style-type: none"> • Presently the learning experiences is assessed by both instructors and trainees at the end of the Course, see point 2. • One aspect to highlight is that there is no assessment of the skills and competences acquired by the participants during the TOT. • Preferably, this assessment should not be done in the traditional form of tests and grading. • It will be necessary to develop other more innovative ways aimed to assess the performance of the trainees after the TOT, when they return to their daily work. • Tools as questionnaires or surveys to the participants and their institutions undertaken 1-2 years after the TOT may provide better insight about the changes induced by the TOT, than simple grading tests at the end of the training. • The incorporation of the organizations to which the trainees belong to this learning assessment seems to be a key component to be included. 	<p>3 Fulfilled</p>

SUMMARY BOX - ASSESSMENT OF LEARNING APPROACH

The Adult learning conceptual approach is appropriate to build significant learning in these type of training processes. Almost all aspects of the conceptual approach analyzed in this evaluation showed exceedingly satisfactory results.

There was a consistent effort to keep the conceptual approach throughout the different modules of the Course. In spite of these efforts, the different modules still do not have the same level of coherence with the approach.

The areas that need additional work are those related with training the future trainers in the specific implementation of the different instruments, using better designed step-by-step processes. It is also necessary to reinforce the aspects related with the cycle of needs assessment, design, implementation, evaluation and redesign.

Finally, but not less important, the aspects related with the evaluation of the actual impact of the TOT in the daily work of the participants in their organizations need to be developed.

2.7.2 SUGGESTIONS FOR IMPROVEMENT FROM THE PARTICIPANTS

There were several suggestions for improvement contributed by the participants through the end-of-course evaluation at each TOT event. Most of them were addressed and incorporated in the following events. Annex 6 presents a summary of these suggestions and subsequent actions, as the list gives a sense of the type of issues raised by the participants at the end of each event.

The significant element in this list is that there are not serious issues raised at that moment. This fact constitutes an additional verification element that confirms the good quality of the event as perceived by the participants.

2.7.3 EVALUATION RECOMMENDATIONS

There are not agreed and standardized good practices in adult learning yet. Therefore the following recommendations are based on the experience of the evaluators in the use of adult learning approaches in Latin America and they are offered as a contribution to the internal debate to improve the training process by the TOT Project staff and Instructors.

These recommendations are organized along a small number of key training aspects.

A. **Module presentation.** It is well structured from a logical point of view and according to the established Objectives.

- The organization of Modules is clear and consistent, including an overview at the first page (Module number, Objectives, Themes, Time). Each Theme has its own overview page (including Materials, Presentation, Exercises, time). This structure make planning and review more practical.
- It is recommended to define **objectives** of modules, modules themes and learning activities using the same language structures. It is advisable to state these Objectives from the point of view of the learner, with a verb/action expected to be performed by the learner, a content (concept, attitude, procedure to be attained) and a context in which it will be perform. In this way evaluation will become much easier.
- In each Module include a **Tutor Note Section** (some Modules already have them) with the overview of the module and brief recommendations about how to teach them.
- A structured presentation of each activity (lectures, and specially the participatory ones: field trips, case studies, group discussion etc.) is advisable

A suggested structure is:

- Name of the activity
- Objective
- Methodology (step by step, if possible short sentences introduced by bullets)
- Material
- Evaluation (short reflexive activity: one or two questions referring to learning, feelings, practical recommendations). Any opportunities for feedback should be used for such purposes.

- The use of text boxes is an easy way to focus the attention of the Manual users on special subjects. They are used at the beginning of the modules, and in some cases inside them.
- It is necessary to introduce, at the end of each module the **evaluation** of the objectives as well as that of the training skills the participants are expected to build. This may be something

dynamic and not requiring too much time. It could be guided by some questions included in the manual. This is a way to practice the conceptual learning approach of the course.

B. Objectives

- The course General Objectives should be introduced at the beginning of the Manual; this will help each instructor to stay focused in the general goals of the Course.
- The formulation of Objectives in each Module is uneven, as described in the following points
- In most cases Objectives are centered in concrete competences responding to contextualized situations. This is the preferred way to define learning objectives.

Example: *Module 1- Theme 1.1.1 "Trainees will be able to; explain the principles of adult education, identify the advantages and disadvantages of different training methods, and select appropriate methods relevant to the audience".*

- In some other cases, the objectives are not stated in a clear way as shown before and some objectives have more than one learning goal in the same sentence, or they state activities instead of learning objectives. This way of defining objectives makes more difficult to plan the necessary activities to achieve them and also to evaluate them. As Objectives establish the guide to the evaluation, what is stated in the objective is what should be evaluated at the end of the learning process.

Example: Module 3- Theme 1 Objective: *"To generate a common understanding of how human beings use natural resources, as well as identifying the goods and services provided by the marine environment."*

Some questions arise when reading objectives as this one, as examples:

- Who is going to generate the common understanding (the trainer? the trainees? all together?) ?
- How do we establish that the objective was satisfied? Is the identification of good and services a way to assess the understanding?
- Who is going to identify the goods and services (the trainee?)?

Moreover the objective has two learning goals. Therefore, it may be better to split it in two objectives such as:

- *The participants will develop a common understanding of how human beings use natural resources,*
- *The participants will identify the goods and services provided by the marine environment."*

Based on this, it will be easier to plan activities to develop a common view about how human beings use natural resources and to enable the participants to **identify the goods and services** provided by the marine environment.

Other example: Module 2- General Objective: *To describe the biochemical nature of the marine environment, and explain the inter-linkages between coastal and marine ecosystems.*

In this case we have again the issue about who is going to do these descriptions and explanations and also both words "describe" and "explain" are either activities or exercise objectives, but they do not seem broad enough to be General Module Objectives.

- Finally, when objectives are stated from the point of view of the learner they facilitate evaluation and help to focus the training experiences in learning goals. Therefore, in cases such as the Module 1-General Objective, it should be advisable to state: *“Participants value the importance of ...”* , rather than the current *“To expose participants to the importance of combining training methods to increase their ability to achieve learning objectives and conduct training.”*

C. **Time** devoted to different activities is not clearly established within the module (how long the presentation will be, how much time devoted to the discussion, etc.). When planning participatory and group activities timing should be considered beforehand due to the always present tendency to overextend them. Some emerging recommendations are:

- Each module should be introduced by a very short presentation focused on the main concepts to be developed (this recommendation was also suggested in a course report).
- When conceptual contents (technical or scientific) planned to be lectured are assigned as reading activities, the allocation of extra time should be considered.
- Group activities are time consuming and prone to overextension. A way to avoid problems is to clearly state objectives, expected products, evaluation and timing before starting the activity.
- It is important to check that everyone understands the work directions before the group starts the activity.
- Instructors should monitor the groups work to remind them the activity objectives and timing.

D. **Evaluation** is extensively explained in Module 1, but this approach it is not always evident in all modules. The text box below, from Module 1, clearly supports the importance of evaluation through all the learning process.

Evaluation is not just a single act or event, but an entire process. It is an intrinsic part of the interrelated activities of determining needs, establishing objectives, conducting the programme, and measuring the results. (Module 1, page 1-14)

- In Module 5 there is an excellent application of the evaluation, although it is a very challenging activity and needs more specific directions if it is going to be applied successfully by future trainers.

Evaluation Method to be Used

The learning in this module can be reinforced through a participatory evaluation process, in which participants as a group define their own learning objectives at the beginning of the module and assess the achievement of these objectives through a group discussion (preferably led by one of the participants) at the end.

- Evaluation activities are rarely considered within the modules. Some modules included an after module or exercise evaluation, but this is not frequent. Evaluation is part of the learning process, especially under this adult learning approach.
- As participants are expected to learn how to apply this Manual, it is also recommended to implement a brief feedback activity after each module and activity is completed.

- E. Recommendations to provide participants with additional skills, materials, and information to improve MPA management in their own countries.
- To introduce as much as case studies, field trips, and reference materials as possible.
 - To ask participants in advance to bring presentations or information about their own MPA.
 - Instructors should know participants background in advance to adapt the course to their previous experiences.
 - A glossary could be introduced in each module to guarantee a precise communication among everybody.
 - Main ideas may be highlighted in text boxes (some modules use them) or bullet presentations. In this way there is the option of a quick overview to main concepts and there is always the possibility to study in depth using other resources.
 - Activities, participants products (plans, presentations, role playing) should be assessed, comment and used as feedback to readapt the course (if necessary on the way)
 - All the lectures should be introduced by a short presentation with goals and main concepts to focus participants attention.
 - Lectures should be enriched with participants comments. Lectures tend to be very passive activities so it is important to maintain participants engagement in the activity. Some useful questions and interventions should be introduced in the manual to guide instructors during the presentations to motivate this participation.
 - Time allocated to presentations should also be suggested in all cases, as with any other activity
- F. Recommendations to stimulate the exchange of information and experiences, as well as the communication among trainees and trainers.
- Promote group activities to facilitate communication and exchange of experiences among participants in the few Modules in which this is not taking place.
 - Group activities required specific spaces and enough time in order to avoid group noise interference. Therefore, to be efficient in terms of resources, they need to be well planned
 - Each group activity, case study, field course should be explained to the whole group and time should be assigned to answer doubts, clarify concepts, etc. Explain objectives, time, and assessment before developing the activity.
 - During group activities the instructor should be monitoring the process and checking objectives and procedures.
 - Working groups should be balanced in terms of participation. Instructor may motivate those participants who avoid public participation but being careful not to force them.
- G. Recommendations about complementary tools
- Shortage of time or its direct consequence, high workload during the event, is a point mentioned by several participants as a problem.
 - The use of complementary tools may help to alleviate this problem by providing opportunities to the participants to prepare for the training before taking it, and also to make complementary and reference information easily available after it.
 - Some of these tools are already in place like the Course Manual
 - Some other can be incorporated based on the existing materials such as a Course Website or webpage with all training, reference and complementary materials, than can be enriched permanently with papers, experiences and other materials provided by the participants after the events. This TOT Course Webpage can be easily attached to CAMPaM Website and then having both reinforcing each other.

- The Manual can be also converted into an electronic document that can be navigated more easily than paging the paper Manual with the adequate use and combination of hyperlinks to access easily the different glossaries, complementary papers, additional references, case studies, etc.
- Moreover, it is also interesting to consider the idea of having the participants to take a test by Internet before attending the training and then to receive advice about recommended readings and study before the training in order to be even with their colleagues in all areas.
- All these elements, and other that will surely emerge as the Training Team start working on these ideas, will not replace the TOT experience, but they will help participants to make a better use of it and will make the experience richer for all participants.

3. OVERALL ASSESSMENT AND RECOMMENDATIONS

The overall assessment of the TOT on Marine Protected Areas management is very positive. This judgment is based on the following aspects:

- g. Regarding performance, the TOT Programme has satisfactorily fulfilled the requirements established in the Programme Document and in many cases has exceeded the expectations.
- h. The impact of the Programme is very relevant as evidenced by:
 - the number of training events implemented by the TOT trainees in their countries after the TOT,
 - the number of participants in those events,
 - the changes in MPA Management implemented by the TOT participants
 - the changes in MPA Management implemented by the persons trained by the TOT participants
 - the personal impact that the TOT process had on most of the participants as reported by them
- i. The adult learning approach adopted by the Programme was adequately implemented and proved successfully as evidenced by its impacts.
- j. According to the participants the replication potential of the TOT is very high. Consulted experts agree with these views but remarking that the TOT principles are easier to apply when the learning objectives are related to actual work being undertaken by the participants in their daily jobs. They also stated that it is also better to use this approach when the learning can be applied immediately and actual results can be seen on a short term.
- k. The performance of the M&E System was difficult to assess because the Programme Document does not include performance references about it. The Course evaluation can be improved and there are recommendations about it, and also it is necessary to extend the M&E reach beyond the training event in order to gather regular information about its effects on the participants organizations and on the actual managements of MPAs in the Caribbean.
- l. The assessment of training needs identified the following management challenges for MPA: funding and financial sustainability, policy, effective country and regional networks, law enforcement, local participation in management and co-management, environmental awareness and education, adaptation to climate change impacts and MPA managers and staff training.

m. There are some training opportunities in the Caribbean, but not sufficient in number and they don't address all the needs generated by the mentioned challenges. A list of aspects that can be covered using the TOT approach was developed, but there is very limited time capacity in the current TOT to incorporate these aspects. It is suggested to strengthen the current TOT in those aspects already included in it, and to develop a complementing TOT to cover the other issues. Eventually both Courses can be articulated in a training process leading to a Certificate in MPA Management.

In terms of recommendations, the first and most obvious recommendation is the continuation and improvement of the Programme. Given the TOT reach and impacts and the growing threats to marine conservation, it is evident that the efforts to manage the existing Marine Protected Areas should be maintained or, even better, intensified.

Specific recommendations about the Training Course, the Manual and related issues are provided in the pertinent section (7.2.3). These recommendations cover most of the key aspects in these areas (methods, materials, timing, objectives, evaluation, complementary tools and other).

It is recommended to strengthen the Course follow-up activities. The CAMPAM network is currently providing this function that many participants considered as very good. Despite that, there is also a group that stated that the follow-up should be more intensive.

The previous recommendation can be combined with another recommendation about extending the M&E System beyond the actual implementation of the training events in order to keep better record of the activities implemented by the TOT trainees and their impact. The combination of extended M&E with CAMPAM activities will probably lead to a considerable level of synergy and strengthening for both activities. It may also contribute to a more effective regional and national networking, that is another challenge mentioned by the participants.

Finally, but not less important, it is recommended to UNEP-CAR/RCU to analyze the possibilities to develop an additional TOT Course with complementing contents to the current one, in order to address the training needs emerging from the MPA management challenges. This activity can be undertaken by UNEP alone or through different alliances, but in any case a more comprehensive training offer will surely benefit the management of Marine Protected Areas in the Caribbean.

May 14, 2007

ANNEXES

ANNEX 1

UNEP-CAR/RCU

TRAINING OF TRAINERS PROGRAMME IN MARINE PROTECTED AREAS MANAGEMENT

EVALUATION MATRIX

Drafted by Alejandro C. Imbach

Initial Note. Given the tasks described in the TOR, this matrix includes two different types of processes:

- Evaluations, in which a judgment call is requested
- Assessments, in which analysis and recommendations are requested. In the Matrix these last one can be recognized by the absence of Indicators in the pertinent column

KEY PRIMARY QUESTION	DISAGGREGATING QUESTIONS	INDICATORS / BASIC DATA	PROCEDURES AND TOOLS	SOURCES OF INFORMATION
Evaluation Issue: TOT Performance				
Were all Programme products delivered timely and according to the Programme document?	Was the number of training events fulfilled? Was the number of expected trainees achieved? Have all the training events had the agreed duration? What training materials were used and when? Was the Programme timetable fulfilled?	<ul style="list-style-type: none"> • Number of trainees • Number of events • Duration of events • Training Materials used • Calendar of events 	Review, analysis and contrast of information coming from: <ul style="list-style-type: none"> • Project Document • Project Reports • Interviews (if necessary) 	<ul style="list-style-type: none"> • TOT Programme Reports • Interviews
Evaluation Issue: TOT Impact				
How broad and effective were the trainees in training other people in their countries?	Number of trainees? Number of events? Number of countries?	<ul style="list-style-type: none"> • Multiplication power of the TOT 	<ul style="list-style-type: none"> • Compilation of questionnaires • Field verification of a sample 	<ul style="list-style-type: none"> • Questionnaires • Interviews
What changes in MPA management were influenced by the training?	Number of MPA influenced? Key influenced aspects? From TOT Trainees? From other people trained by TOT trainees?	<ul style="list-style-type: none"> • MPAs whose management improved in any way due to trainees • MPA Mgmt. aspects in which the trainees had more influence 	<ul style="list-style-type: none"> • Compilation of questionnaires • Field verification of a sample 	<ul style="list-style-type: none"> • Questionnaires • Interviews

KEY PRIMARY QUESTION	DISAGGREGATING QUESTIONS	INDICATORS / DATA	PROCEDURES AND TOOLS	INFORMATION SOURCES
Evaluation Issue: Replication of the TOT process				
What are the reasons that make relevant a replication analysis of the TOT process?	Was the TOT successful enough to make its replication relevant? Why?	<ul style="list-style-type: none"> Effectiveness of the process in terms of achievements & invested resources 	<ul style="list-style-type: none"> Data compilation Beneficiaries satisfaction 	<ul style="list-style-type: none"> All data from Reports Questionnaires Interviews
What are the characteristics to be met by a capacity building process in order to adopt the TOT methodology?	Based on the TOT experience and results, what are the requisites and conditions that enhanced the success of the process? Why?	Not an evaluation	<ul style="list-style-type: none"> Perceptions of trainers and trainees about the use Validation against available data 	<ul style="list-style-type: none"> All data from Reports Questionnaires Interviews
Evaluation Issue: Effectiveness of the TOT Programme M&E System				
What was the performance the M&E System?	How comprehensive was the system? What was the type and frequency of outputs ? Who had access and who used the results?	<ul style="list-style-type: none"> Issues considered in the M&E Information gathered Reports produced Access and use 	Given that there is no mention to this System in the Project document, its performance will be assessed against standard practice	<ul style="list-style-type: none"> All data from Reports Questionnaires Interviews
Assessment Issue: Capacity building needs for MPA Mgmt				
What are the key MPA management issues to be addressed today in the Caribbean?		Not an evaluation	<ul style="list-style-type: none"> Desk review of issues Consultation to experts 	<ul style="list-style-type: none"> Documents Questionnaires / interviews
What kind of training opportunities are available in the region in terms of Capacity building?		Not an evaluation	<ul style="list-style-type: none"> Identification and analysis of training 	<ul style="list-style-type: none"> Documents / websites
What are the gaps between needs and opportunities?		Not an evaluation	<ul style="list-style-type: none"> Comparison between the above 	<ul style="list-style-type: none"> Not required
What gaps can be adequately covered through the TOT approach and implications on current TOT contents		Not an evaluation	<ul style="list-style-type: none"> Analysis of overlap between uncovered needs and TOT 	<ul style="list-style-type: none"> Not required
Evaluation and Assessment Issue: Training Course Materials and Methods				
Has the training course fulfilled the requirements established in the Project document?		<ul style="list-style-type: none"> Achievement of characteristics as in Project document 	<ul style="list-style-type: none"> Comparison between Project and Courses contents 	<ul style="list-style-type: none"> TOT Programme Reports
What aspects of the Training Course can be improved?		Not an evaluation	<ul style="list-style-type: none"> Feedback from trainees Assessment against standard practice 	<ul style="list-style-type: none"> TOT Reports Experts opinions

ANNEX 2

UNEP-CAR/RCU

EVALUATION OF THE TRAINING OF TRAINERS PROGRAMME IN MARINE PROTECTED AREAS MANAGEMENT (TOT Programme in MPA)

QUESTIONNAIRE FOR PARTICIPANTS

1. Introduction

This questionnaire is the second information gathering instrument used in this evaluation after the review of available documentation from the Programme.

The purpose of the Questionnaire is to gather general information and perceptions from the participants in the different training events of the TOT Programme in MPA. The information gathered with this instrument will be used to collect data about the reach of the process and also to identify key aspects and areas requiring additional work in terms of interviews and/or visits.

As a participant in one of the training events implemented by this Programme we are asking you to take a few minutes to answer the 8-questions Questionnaire, and we thank you in advance for your contribution to this evaluation.

2. Procedure

The Questionnaire consists of 8 questions. Six of them have two parts: the first one is a question to be answered by choosing your answer among multiple options. To do this just check or mark the option that better fits your answer to the question.

The second part is an open question that you can answer with the level of detail and length of your choice. You have the choice of not answering this second part for as many questions as you like.

To consider it a valid questionnaire we need to have at least the first part of these 6 questions answered. Additionally there are two open questions about challenges to MPA management and training opportunities.

Once you have completed the Questionnaire, please email it as an attachment to a message sent to imbach@racsa.co.cr

3. Confidentiality

As usual in evaluations, the provided information will be treated as confidential. None of your answers will be disclosed in a way that can be linked to you. The information you provide will be aggregated with the information from other persons and presented in that way. We may extract some of your answers as illustration of evaluation findings, but you are not going to be identified as the source of that extracts. Your name will be included in the general list of people who contributed information to the process.

4. Additional information

If you have additional questions or need more information about this instrument of the evaluation methodology or reach, please send an email to Alejandro Imbach (imbach@racsa.co.cr)

UNEP-CAR/RCU

EVALUATION OF THE TRAINING OF TRAINERS PROGRAMME IN MARINE PROTECTED AREAS MANAGEMENT (TOT Programme in MPA)

QUESTIONNAIRE FOR PARTICIPANTS

1. ¿In your work or activities related to Marine Protected Areas Management, what was the usefulness for you of having participated in the TOT for MPA training event?

Please mark the box immediately to the right of your chosen answer.

Extremely useful		Very useful		Useful		Somewhat useful		Not useful	
------------------	--	-------------	--	--------	--	-----------------	--	------------	--

Why? (Please explain the reasons for your answer to the question above). If you need additional space please use as many as blank attached pages as you wish

2. ¿How adequate were the follow up activities to the training Course undertaken by the organizers or instructors of the Course you attended? By follow-up activities we understand access to information, mailing of new materials, invitation to events, participation in electronic networks, help to organize events and other.

Please mark the box immediately to the right of your chosen answer.

Extremely adequate		Very adequate		Adequate		Somewhat adequate		Not adequate	
--------------------	--	---------------	--	----------	--	-------------------	--	--------------	--

Why? (Please explain the reasons for your answer to the question above). If possible mention the specific follow-up activities in which you were involved. If you need additional space please use as many as blank attached pages as you wish

3. One of the purposes of the TOT Programme in MPA was the multiplication in the dissemination of knowledge through the participants. Have you organized or participated in training activities to replicate (totally or partially) the knowledge acquired by you at the TOT event?

Please mark the box immediately to the right of your chosen answer.

YES		NO	
-----	--	----	--

If your answer was NO, why?

If your answer was YES, can you please provide rough-estimates for the following items?

- Number of events you organized or participated: . . .
- Total number of participants in these events
- Countries where those events took place . . .
- Support received by the TOT Programme for these events

Any other comments:

4. Other purpose of the Programme was to improve the management of Marine Protected Areas in the Caribbean.

a. Have you had personally the opportunity to improve the management of Marine Protected Areas?

YES		NO	
-----	--	----	--

If your answer was YES, can you tell us :

- Name(s) of the MPA(s)
- Country
- Type of improvement

b. Did you know about improvements in the management of MPAs introduced by people trained by you using concepts, techniques of other elements coming totally or partially from the TOT event ?

YES		NO	
-----	--	----	--

If your answer was YES, can you tell us something about:

- Name(s) of the MPA(s)
- Country
- Type of improvement

5. Did you know if any of the persons trained by you have undertaken on their own training activities on MPA management ?

YES		NO	
-----	--	----	--

If your answer was YES, can you provide:

- Name of those persons and country where they work:
 - . . .
 - . . .
 - . . .
 - . . .

Please add more information as needed

6. Based on your personal experience with the TOT Programme on MPA as a process to multiply the dissemination of knowledge, to what extent do you think that these type of processes should be replicated in the same or other themes ?

Please mark the box immediately to the right of your chosen answer.

It should be replicated as much as possible because it is highly efficient and it applies to most themes		Its replication should depend on the theme, because there are cases in which is not useful		It does not matter too much because it has no advantages over other processes		It should not be replicated because there are better ways to do the same task	
-----------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------	--

Why? (Please explain the reasons for your answer to the question above). If you need additional space please use as many as blank attached pages as you wish

OPEN QUESTIONS

7. In your opinion, what are the key current challenges to Marine Protected Areas management in the Caribbean? What are the training needs required to address them?

-
-
8. What are the training opportunities available in the Caribbean for Marine Protected Areas Management that you know? When possible, please list the names of the organizations or training alternatives offered and the country in which they are offered.

Please complete your personal information:

Name:

Address:

Organization and current position:

Phone number:

Email address:

Thank you for your contribution to this evaluation !!

UNEP-CAR/RCU

EVALUATION OF THE TRAINING OF TRAINERS PROGRAMME IN MARINE PROTECTED AREAS MANAGEMENT (TOT Programme in MPA)

Prepared by Alejandro C. Imbach

AGGREGATED SUMMARY OF RESULTS FROM QUESTIONNAIRES

1. ¿In your work or activities related to Marine Protected Areas Management, what was the usefulness for you of having participated in the TOT for MPA training event?

	Number	%
Extremely useful	9	45.0
Very useful	10	50.0
Useful	0	0.0
Somewhat useful	1	5.0
Not useful	0	0.0

An overwhelming majority (95%) considered that the event was either Very useful or Extremely useful

2. ¿How adequate were the follow up activities to the training Course undertaken by the organizers or instructors of the Course you attended? By follow-up activities we understand access to information, mailing of new materials, invitation to events, participation in electronic networks, help to organize events and other.

	Number	%
Extremely adequate	3	15.8
Very adequate	7	36.8
Adequate	5	26.3
Somewhat adequate	3	15.8
Not adequate	1	5.3

Follow-up activities were well qualified in more than 50% of the answers and poorly graded by 21%. These results can be considered as a "yellow flag" that requires further probing during the interviews.

3. One of the purposes of the TOT Programme in MPA was the multiplication in the dissemination of knowledge through the participants. Have you organized or participated in training activities to replicate (totally or partially) the knowledge acquired by you at the TOT event?

	Number	%
YES	18	90.0
NO	2	10.0

Almost 90% of the respondents have organized or participated in training events using knowledge acquired at TOT. This is an excellent result.

- Number of events organized by TOT trainees (or participated): 44 events
- Total number of participants in these events: 978 (some obvious duplications were eliminated)
- Countries where those events took place : 15 countries Anguilla, Antigua, Bahamas, Belize, Bermuda, Colombia, Cuba, French Guiana, Guadeloupe, Guatemala, Honduras, Jamaica, México, Rep. Dominicana, Venezuela

- Support received by the TOT Programme for these events: Funding, technical assistance in a few cases.

Any other comments: several complaints were included about UNEP poor administrative performance that led to considerable delays in funds disbursements, handling of financial reports, etc. This issue will also be incorporated as an issue for further questioning at the interviews.

4. Other purpose of the Programme was to improve the management of Marine Protected Areas in the Caribbean.

a. Have you had personally the opportunity to improve the management of Marine Protected Areas?

	Number	%
YES	15	75.0
NO	5	25.0

75% of the respondents have used directly the knowledge acquired in the TOT to actually improve the management of MPAs. This is also an excellent result.

If your answer was YES, can you tell us :

- Name(s) of the MPA(s): around 20 MPAs, among them: Sistema Nacional de Áreas Marinas Protegidas de Cuba, Biotopos Chocón Machacas y Monterrico, Exuma Cays Land & Sea Park, Parque Nacional Laguna de Tacarigua, Nature reserve of the Grand Connetable Island, Parque Nacional del Este, diversas AMP en el Sistema Arrecifal Mesoamericano, Palisadoes-Port Royal Protected Area, Cades Bay Marine Reserve, Grand Cul de Sac Marin Nature Reserve, Montego Bay Marine Park; Negril Marine Park, Sapodilla Cayes Marine Reserve, Port Honduras Marine Reserve, Glover’s Reef Marine Reserve, South Water Caye Marine Reserve, Laughing Bird Caye National Park, Gladden Spit Marine Reserve, Caye Caulker Marine Reserve and Bacalar Chico Marine Reserve
- Countries: 12 (Antigua & Bermuda, Bahamas, Belize, Cuba, French Guiana, Guadeloupe, Guatemala, Honduras, Jamaica, México, Rep. Dominicana, Venezuela)

b. Did you know about improvements in the management of MPAs introduced by people trained by you using concepts, techniques of other elements coming totally or partially from the TOT event ?

	Number	%
YES	11	55.0
NO	9	45.0

More than half of the respondents know that people trained by them have introduced improvements in the management of MPAs. These results are quite interesting and good because this is not about people who participated themselves in TOT, but people trained by the TOT participants. It is possible to say, that this is a basic assessment of the second ring impacts in the “ripple effect” of the TOT.

Most probably the number underestimate the actual results as the interviewed participants do not look for information or keep records about these effects.

If your answer was YES, can you tell us something about:

- Name(s) of the MPA(s): Sistema Nacional de Áreas marinas Protegidas de Cuba, Areas Marino Costeras de la Región Sarstun Motagua y del Pacífico Guatemalteco, Parque Nacional Natural Corales del Rosario y

San Bernardo, 8 Belize Marine Reserves, Parque Nacional Del Este, Diversas AMP del Sistema Arrecifal Mesoamericano, Negril Marine Park, Sapodilla Cayes Marine Reserve, Port Honduras Marine Reserve, Glover’s Reef Marine Reserve, South Water Caye Marine Reserve, Laughing Bird Caye National Park, Gladden Spit Marine Reserve, Caye Caulker Marine Reserve and Bacalar Chico Marine Reserve

- Countries: 7 (Belize, Colombia, Cuba, Guatemala, Honduras, Jamaica, México, Rep.Dominicana)

5. Did you know if any of the persons trained by you have undertaken on their own training activities on MPA management ?

	Number	%
YES	5	25.0
NO	15	75.0

This result is similar to the previous one, an indication of actions taken by the “second ring” (those people trained by TOT participants). Most probably the number underestimate the actual results as the interviewed participants do not look for information or keep records about these effects.

If your answer was YES, can you provide the names of those persons and country where they work:

16 names were provided. This was a difficult question because it asked for names (not general numbers). Therefore the underestimation may have been much larger than in the previous question.

On the other hand, the fact that names were provided provides a strong base to assume that effectively there were training activities carried out by the “second ring”. This indication also reinforces the emerging conclusion that the TOT was effective and the need of a networking and M&E System to be able to keep track of the “ripple effects”.

6. Based on your personal experience with the TOT Programme on MPA as a process to multiply the dissemination of knowledge, to what extent do you think that these type of processes should be replicated in the same or other themes ?

	Number	%
It should be replicated as much as possible because it is highly efficient and it applies to most themes	14	76.7
Its replication should depend on the theme, because there are cases in which is not useful	5	26.3
It does not matter too much because it has no advantages over other processes	0	0
It should not be replicated because there are better ways to do the same task	0	0

These results corroborate the results of Question 1, as this is a kind of “verification by triangulation” question. Participants feel so well about the training they received, that they recommend to apply it to any situation, while the “right” technical answer should have been the second alternative.

OPEN QUESTIONS

7. In your opinion, what are the key current challenges to Marine Protected Areas management in the Caribbean? What are the training needs required to address them?

The most frequently mentioned challenges were:

- Funding, funding mechanisms and funding strategies
- Education, awareness
- Co-management, participatory processes

All other themes (networks, law enforcement, tourism, climate change and other more specific management topics) were just mentioned by one respondent.

8. What are the training opportunities available in the Caribbean for Marine Protected Areas Management that you know? When possible, please list the names of the organizations or training alternatives offered and the country in which they are offered.

They seem to be very limited. The complete list provided by the respondents just include:

- Centro Nacional de Áreas Protegidas de Cuba (CNAP)
- Colombia INVEMAR
- Cursos de Verano de la Universidad Internacional de la Florida y la
- Universidad Nacional Autónoma de México sobre Áreas Marinas Protegidas, en Pto. Morelos Quintana Roo
- TNC Learning Center (under development)
- Aspects of protected areas management as part of courses in CERMEs, UWI, Cave Hill, Barbados

ANNEX 3

LIST OF PERSONS WHO PROVIDED INFORMATION

The following list includes all persons who provided information by different means for the evaluation (questionnaires, phone interviews, personal interviews, email exchanges, etc.). It includes TOT participants and other persons, organized alphabetically.

NAME	COUNTRY	INSTITUTION
1. Adriana Quiroga	Mexico	ECOSUR
2. Alessandra Vanzella	Jamaica	UNEP
3. Aylem Hernandez	Cuba	Marine Protected Areas System
4. Christine Sutherland	Jamaica	National Environment and Planning Agency
5. David Alonso Carvajal	Colombia	INVEMAR, Coastal Planning
6. Dianira C. Lung	Colombia	Not available
7. Eileen Alicea	USA	NOAA
8. Eleanor Phillips	Bahamas	Not available
9. Fernando Simal	Bonaire	STINAPA
10. Florangel Isava	Venezuela	Not available
11. Georgina Bustamante	USA	UNEP
12. Heidi Savelli	Jamaica	UNEP
13. Isaias Majil	Belize	Belize Fisheries Department
14. James Gumbs	Anguilla	Department of Fisheries and Marine Resources
15. Jorge Alberto Ruiz Ordoñez	Guatemala	CECON, General Director
16. Jorge Moure	Mexico	UNDP COMPACT
17. Julien Semelin	French Guyana	Nature Reserve Grand Connetable Island
18. Kelvin Guerrero	Rep. Dominicana	ECOPARQUE
19. Malden Miller	Jamaica	Negril Marine Park
20. Miguel A. García Salgado	Belize	Mesoamerican Reef System
21. Nestor Windevoxhel	Guatemala	TNC MAR
22. Nicanor Requena	Belize	TNC MAR
23. Nidia Ramirez	Belize	Caye Caulker Marine Reserve
24. Philmore James	Antigua	Fisheries Division
25. Raul Murguia	Mexico	UNDP PPD
26. Reinaldo Estrada Estrada	Cuba	National Center for Protected Areas
27. Sharrah Moss	Bahamas	Bahamas National Trust
28. Xavier Delloue	Guadeloupe	Parc National de la Guadeloupe

ANNEX 4

LIST OF TOT PARTICIPANTS IN THE DIFFERENT TRAINING EVENTS

NAME	YEAR	COUNTRY
TOT COURSE HELD IN SABA, NETHERLANDS ANTILLES		
1. Philmore James	1999	Antigua
2. Eleanor Phillips	1999	Bahamas
3. Malden Miller	1999	Jamaica
4. Ingrid Parchment	1999	Jamaica
5. David Kooistra	1999	Netherlands Antilles
6. Andy Caballero	1999	Netherlands Antilles
7. Kai Wulf	1999	St.Lucia
8. Arthur Potts	1999	Tobago
9. Ezekiel Hall	1999	Turks&Caicos
TOT COURSE HELD IN BAYAHIBE, REPUBLICA DOMINICANA		
10. Javier Archibolt	2000	Colombia
11. Fanny Regina Howard	2000	Colombia
12. Carlos Calvo Gutierrez	2000	Costa Rica
13. Reinaldo Estrada Estrada	2000	Cuba
14. Jorge Alberto Ruiz Ordoñez	2000	Guatemala
15. Edgar Aroldo Rodas Hernandez	2000	Guatemala
16. Juan Carlos Carrasco	2000	Honduras
17. Elias Aguilar	2000	Honduras
18. Juan José Domínguez Calderón	2000	Mexico
19. Oscar Alvarez Gil	2000	Mexico
20. Yvone Arias	2000	Rep.Dominicana
21. Numila Ramirez	2000	Rep.Dominicana
22. Juan Hernández	2000	Rep.Dominicana
23. Florangel Isava	2000	Venezuela
TOT COURSE HELD IN SOUFRIERE, ST.LUCIA		
24. James Gumbs	2002	Anguilla
25. Donald Anthonyson	2002	Antigua
26. Patrick Leroy Williams	2002	Barbados
27. Miguel Alamilla	2002	Belize
28. Dennis Garbutt	2002	Belize
29. Albert Munnings	2002	Belize
30. Francis Staine	2002	Belize
31. Fernando Simal	2002	Bonaire
32. Norman Norris	2002	Dominica
33. Andrew Ross	2002	Jamaica
34. Thomas Nelson	2002	St.Lucia
35. Juliana Samuel	2002	St.Lucia

NAME	YEAR	COUNTRY
TOT COURSE HELD IN KEYS MARINE LAB, FLORIDA, USA		
36. Isaias Majil	2004	Belize
37. David Alonso Carvajal	2004	Colombia
38. Dianira Calderón Lung	2004	Colombia
39. Jose M Pereira	2004	Costa Rica
40. Aylem Hernandez	2004	Cuba
41. Estuardo Herrera	2004	Guatemala
42. Adrián E. Oviedo García	2004	Honduras
43. Felipe Fonseca Peralta	2004	México
44. Miguel A. García Salgado	2004	México
45. Arelys Cotes Smith	2004	Panamá
46. Héctor Horta	2004	Puerto Rico
47. Nancy Vázquez	2004	Puerto Rico
48. Kelvin Guerrero	2004	Rep.Dominicana
49. Eileen Alicea	2004	USA
50. Adelky Y. Colina Sánchez	2004	Venezuela
TOT COURSE HELD IN KEYS MARINE LAB, FLORIDA, USA		
51. Sharrah Moss	2006	Bahamas
52. Alicia Eck	2006	Belize
53. Nidia Ramirez	2006	Belize
54. Julien Semelin	2006	French Guyane
55. Martin Barriteau	2006	Grenada
56. Rene Dumont	2006	Guadeloupe
57. Xavier Delloue	2006	Guadeloupe
58. Christine Sutherland	2006	Jamaica
59. Heidi Savelli Soderberg	2006	Jamaica
60. Lucine Edwards	2006	St.Vincent
61. Raquel Seybert	2006	US Virgin Islands

**ANNEX 5
OVERAL SUMMARY OF TOT PERFORMANCE ANALYSIS**

ASPECT	PROJECT DOCUMENT REQUIREMENT	ACTUAL IMPLEMENTATION	ASSESSMENT
1. Objectives	<ul style="list-style-type: none"> • To provide an overview of major subject topics. • To provide the required training skills to transmit the acquired knowledge. 	<p>All courses were planned according to the Objectives established in the Project document.</p> <p>Some courses expanded a few objectives in specific way in order to address the need to build connections and a network among people working in the MPA.</p>	<p>4 Exceed- ingly fulfilled</p>
2. Criteria for selection of participants	<ul style="list-style-type: none"> • Institutional affiliation • Professional experience • Commitment to provide training services at local level after the course. 	<p>All courses applied the selecting criteria for the participants proposed in the project document: trainees are park managers, technical staff of national park services and fisheries agencies, or members of conservation organizations.</p>	<p>4 Exceed- ingly fulfilled</p>
3. Topics	<ul style="list-style-type: none"> • Protected area and orientation • Training skills • Planning • Administration and operations • Facilities Management. • Communication skills • Community outreach and involvement. • Enforcement. • Research and Monitoring. 	<p>Topics in the project document are more extensively planned in relation to the time allocated for each topic. The Manual presents them according to a two-week period course.</p> <p>Topics like training and communication skills are less detailed than established in the Project document.</p> <p>In the Courses, topics are developed according to those proposed in the Manual, which is why the time allocated is not exactly the one considered in the project document. Therefore and most probably, topics were not developed as deeply as proposed in the Project document.</p>	<p>2 Partially fulfilled</p>
4. Course Structure	<ul style="list-style-type: none"> • Discussion sessions • Theory/lecture sessions • Classroom exercises • Locally relevant case studies. • Field exercises • Group projects and demonstrations 	<p>Under this item the document establishes a desired variation in the type of learning activities.</p> <p>The course structure fulfilled the requirements of the Document Project. Activities were varied, participatory and well contextualized. Lectures were the most frequent activities, complemented by group analysis, presentations, demos, group exercises, role playing, field trips and field studies, presentation by participants and group discussion.</p> <p>The approach used for the activities is the participatory one presented in the adult learning framework in Module 1 (see next Section About this theme).</p>	<p>3 Fulfilled</p>

ASPECT	PROJECT DOCUMENT REQUIREMENT	ACTUAL IMPLEMENTATION	ASSESSMENT
5. Documents and References	<ul style="list-style-type: none"> • Bibliography for Modules • References availability and costs. • Materials to be used in the course to be provided to participant. 	<p>Abundant reference material is provided. Diversity of participants also provided opportunities to enrich learning by exchanging material and experiences.</p> <p>In addition to the manual, there was a provision of additional literature (books, reprints, brochures, CDs, websites, bibliography). During the latest courses a copying machine was available and also CDs were prepared (some of them during the Course with materials and practices, lectures and trainee presentations).</p>	4 Exceedingly fulfilled
6. Evaluation	<ul style="list-style-type: none"> • Evaluations of Technical learning • Evaluations of Training skills • Evaluation throughout the course • Establish assessment criteria • Establish minimum skill level for successful completion of the course. • Issue "certificate/ accreditation" to successful participants. • Written and oral Evaluation for participants • Written and oral Evaluation for instructors. 	<p>In all reported courses the Participant Evaluation Form was applied. This evaluation Form was complete and thorough. These Forms provided feedback about logistics, course contents, general course overview, results, recommendations and observations.</p> <p>Comments and suggestions from instructors and coordinators recommendations were also included.</p> <p>Some courses considered an after-module evaluation (in two of the four courses) and a feedback discussion after some of the activities.</p> <p>Some exercises planned after the module presentation could have been considered as evaluation if they had been accompanied with explicit objectives, methodology, evaluation criteria, time, and results. Even the field trips could had been used as assessment tools of the learning process.</p> <p>Neither minimum required skills nor the issuing of a certificate to successful participants were reported in the courses.</p>	2 Partially fulfilled

ASPECT	PROJECT DOCUMENT REQUIREMENT	ACTUAL IMPLEMENTATION	ASSESSMENT
7. Manual	<ul style="list-style-type: none"> • Reference material emphasizing practical examples rather than theory. • Including appropriated existing material. • Possibility to expand it 	<p>The Manual satisfied the requirements of the Project Document as it provides enough theory and practical examples. It also allows participants as well as instructors to add more resources to expand it.</p> <p>There are four planned field trips in the Manual. They are supported by reference material included in it.</p> <p>Some courses reported that case studies and lectures in the Manual have been expanded with others proposed by the instructors and coordinator.</p> <p>According to the last Courses Coordinator and some participants, the Manual requires a general update and an increased number of examples and case studies to illustrate the concepts.</p> <p>It is also suggested that the Manual can be complemented by an electronic version in CD providing easy navigation and access to a larger number of reference documents.</p>	3 Fulfilled
8. Length of course	<ul style="list-style-type: none"> • Four weeks (six days per week) 	<p>In no case the course length was longer than fourteen days, regardless of the language:</p> <ul style="list-style-type: none"> • 1999. English. 10 days • 2000. Spanish. 14 days • 2002. English. 12 days • 2004. Spanish 14 days • 2006. English. 12 days (13 días de clase, + 2 para el viaje Long Key - Miami) <p>More time was frequently mentioned in the after-course recommendations. Some other participants considered that a two week long course was suitable for the participants.</p> <p>With the 2-weeks length it is not possible to devote the time required in the Project Document for some topics such as Communication and Training Skills. These topics need a lot of practice and participatory activities that are more time consuming.</p> <p>On the other hand, it seems that for the type of expected participants is almost impossible to have them released from their jobs for a fmonth.</p> <p>Therefore, while strictly speaking the planned Course duration was not fulfilled, it is highly probable that the Project document requirements were unrealistically high.</p>	2 Partially fulfilled

	PROJECT DOCUMENT REQUIREMENT	ACTUAL IMPLEMENTATION	ASSESSMENT
9. Course Sequencing	<ul style="list-style-type: none"> • Two main languages (English and Spanish) • Participants of English and Spanish speaking countries will be invited. 	There were Courses in both languages and participants from countries speaking these and other languages (French) were invited and participated.	3 Fulfilled
10. Site of course	<ul style="list-style-type: none"> • Original TOT Course to be held in one or two designated centers such as: • Virgin Islands Environmental Resources Station • U.S. Fish and Wildlife Service, • CATIE (Costa Rica) • Ducks Unlimited de México (Yucatan, México) • Guadaloupe National Park (Guadaloupe) • Henri Pitier Natuarl Park (Venezuela) • ECIAF (Trinidad) • Everglades National Park and Key Largo Marine Park (FL, USA) 	<p>The five TOT Courses were actually held at 4 locations:</p> <ol style="list-style-type: none"> 1. Saba (Netherlands Antilles) on November 2-13, 1999, close to the Saba Marine Park. 2. Coral Canoa Hotel, Bayahibe, SE Dominican Republic, on May 1-13, 2000. Next to Parque Nacional del Este (the second largest coastal National Park in the Dominican Republic) 3. Soufriere Marine Management Area, St. Lucia. (2002) 4 & 5. Keys Marine Lab, Florida, U.S.A, Jan 27 - Feb 10, 2004 and February 6 - 18, 2006, within the Florida Keys National Marine Sanctuary, the largest Marine Protected Area in the U.S. and the wider Caribbean. 	3 Fulfilled
11. Location requirements	<ul style="list-style-type: none"> • Main services for the participants and for the development of the course. (Hotel, appropriate accommodations, telephone, fax/photocopying facilities, transportation, emergency services, local support staff, easy access to field sites, general field equipment. 	<p>Accommodations satisfied the participants' main needs. There were no major complaints about location.</p> <p>At least in the last two courses, it was clearly registered that excellent facilities as photocopying, fax, computers, wireless connection, etc. were provided</p>	3 Fulfilled

ASPECT	PROJECT DOCUMENT REQUIREMENT	ACTUAL IMPLEMENTATION	ASSESSMENT
12. Number of participants	<ul style="list-style-type: none"> • Seven to eight maximum according to original SPAW document. • 8 to 16 according to the Programme document 	<p>The number of participants in the different Courses is as follows:</p> <ul style="list-style-type: none"> • 9 participants (1999) • 14 participants (2000) • 12 participants (2002) • 15 participants (2004) • 11 participants (2006) <p>Regardless of the right expected number, the actual participants number allowed for the correct fulfillment of the proposed activities.</p> <p>In the future, it is advisable to provide a justification for the number proposed in the Project Document</p>	3 Fulfilled

TOTAL AVERAGE: 3 OVER 4 (FULFILLED)

ANNEX 6

a. RECOMMENDATIONS FROM THE PARTICIPANTS IN THE DIFFERENT COURSES ABOUT MATERIALS AND TRAINING IMPLEMENTATION.

Before the course:

- Send participants CVs to the instructors as background information to help them to better adjust their presentations to the audience. In the 2002 course participants were asked to express their expectations for the course, and their working responsibilities. This was a helpful idea to contextualize the instructors' material and facilitation.
- Send Manual beforehand to the participants to be prepared for the course. Even when it is difficult to assure that the Manual will be read by the participants before the course, it is an advantage for those who are able to do it.
- Ask the participants to bring a presentation or information about their own Marine Protected Areas. It is useful to make participants to show these presentations when there is the need to present case studies or real experiences
- All material should be available to instructors beforehand. This is a condition to be prepared for the training and a to adapt the materials to participants needs.

During the Course

Manual and Material

- More visual aids are suggested to convey the information of each module: video clips, photographs, diagrams, transparencies, power point presentations. It is a way to support different learning styles and focus general attention by using a variety of resources.
- Each Module should have a commented lists of the concepts developed in it.
- There is certain concern about overlapping themes in some modules, although sometimes there is no coincidence in which are those modules (i.e. Modules 2 and 3 and 5 and 6; or Modules 4-5 and Modules 6-7).
- Technical and scientific issues should be updated, such as case studies, laws, etc. (without specific indications about the allegedly outdated contents)
- Some participants suggest adding references, case studies and a glossary in each module.
- Extra reference materials should be delivered to students along with the Manual: handouts, instructors' overheads, CDs, etc.

Activities

- Field Trips and field studies should be well structured to keep up focus on learning objectives (again without specific indications about the allegedly poorly structured ones)

Networking

- One of the course goals is to promote networking. Participants are very motivated to share experiences and learned from others.
- Diversity of participants is frequently pointed out as a positive issue.
- Some other ideas about staying in contact have been proposed, like more courses.

Time

- Some course assessments reported concern about time distribution and workload for participants (no weekend off), too tight timing and some modules developed too fast to catch up with time. Some suggestions propose to give conceptual material (technical or scientific) from lectures as a reading assignment, but other participants consider this as a too tough solution given the course workload.

After the Course

- Surveys to know the impact of the course in their daily activities were suggested.

ANNEX 7. PROGRAMME DOCUMENT

Protected Areas Training Programme for the Wider Caribbean Region - Multiplying Management Skills

1.0 Introduction

The Specially Protected Areas and Wildlife (SPAW) Regional Programme has recognized that the lack of trained personnel is a major need and priority for most of the protected areas in the Wider Caribbean Region. Efficient management of the increasing number of listed protected areas in the region (340 in 1992, IUCN/WCMC surveys) requires that the field and central office employees receive appropriate training. The more than 2000 managers, biologists, planners, guards/wardens, guides and maintenance personnel supporting the management of protected areas in the insular and continental Caribbean could benefit from cost-effective, relevant training that addresses the gaps in their information base and skills.

In response to the need for a mechanism in support of a well-trained cadre of protected areas personnel in the region, the SPAW Regional Programme decided to initiate a comprehensive protected area training programme that would build the capacity of the region to manage its protected areas. The programme is expected to address training in a manner that uses existing resources and complements ongoing programmes as it focuses on issues specific to the region, particularly those related to coastal and marine areas.

In order to operationalize the training objective of the SPAW Regional Programme, the Regional Coordinating Unit (RCU) of the Caribbean Environment Programme (CEP) organized an Informal Consultation in Kingston, 26-28 October 1993 to refine this objective and recommend the most suitable approach for the training programme in protected areas and wildlife management. The Informal Consultation reviewed needs and relevant training activities in the region, formulated specific objectives, developed an outline of a programme and a manual for the training of protected area managers. The group also provided recommendations on the plan of action to develop and evaluate the proposed programme. The details of this activity are reported in the Report of the Informal Consultation (Appendix A) and have been used as the basis of the programme presented to this document.

It is anticipated that the proposed programme will be reviewed by the Interim Scientific and Technical Advisory Committee (ISTAC) to the SPAW Protocol and eventually approved by the Governments participating in CEP. As indicated in the Informal Consultation Report of the Meeting, the RCU will continue to provide overall co-ordination for the training programme through the SPAW Regional Programme.

2.0 Outline of the SPAW Training Programme

The following outline delineates the framework developed by the Informal Consultation. Details of the mechanism for implementation of the training programme are in Sections 3.0 - 5.0.

2.1 Programme Goal:

To increase the capability of the countries of the Wider Caribbean region to effectively manage protected areas through the training of trainers, as well as relevant personnel. /

- To increase the training capabilities of the region in protected areas management;
- To promote community involvement and participation in the management and planning of protected areas;
- To promote the continued professional development of protected areas personnel; and
- To promote regional co-operation among protected areas systems through networking.

2.3 Phases of the Programme:

The training programme will be divided into the following two major phases:

Phase I - development and implementation of a training course for trainers;

Phase II - development of a mechanism to ensure the training of protected areas personnel on a continuous basis at the local level.

2.4 Activities to be organized and implemented through the training programme include:

- (a) Development of a training course for trainers that will include: (1) course modules on specific protected areas topics such as protected area overview, planning, administration and operation, research, monitoring, enforcement and communication skills; (2) a course module on training for trainers; and (3) a course module on community outreach and involvement.
- (b) Establishment and maintenance of linkages with appropriate institutions in the region;
- (c) Identification of the appropriate instructors for the trainers course;
- (d) Publication of listings of available training opportunities for trainers to acquire specific skills;
- (e) Compilation of a bibliography of relevant material and publications on protected areas management;
- (f) Development of information systems and local capabilities for networking;
- (g) Development of a mechanism to assess the relevance and applicability of training at the local level;
- (h) Development of a mechanism to provide assistance to trainers for the implementation of training activities at the local level; and
- (i) Preparation of a brochure about the SPAW Training Programme, to be disseminated throughout the region.

3.0 Mechanism for Implementation of the Training Programme

3.1 Co-ordination

- 3.1.1. Overall oversight and administration of the SPAW Training Programme will be provided by the RCU in co-operation with the SPAW Regional Activity Center.

- 3.1.2 The Training Programme will require oversight utilizing approximately 25% of the efforts of the SPAW Co-ordinator to provide general leadership, to direct fundraising activities, to oversee fiscal management, to establish a two-way connection with the other CEP regional programmes and SPAW activities, and to ensure the implementation of activities (b), (h) and (i) of Section 2.4 especially.
- 3.1.3 The Training Co-ordinator's time (100%) will be devoted to organizing the initial training of trainer courses and to the co-ordination and implementation of activities (b) through (i) listed in Section 2.4. The person filling this position should have administrative and training experience in protected areas, as well as a familiarity with the protected areas of the Caribbean. The Training Co-ordinator will report to the SPAW Co-ordinator of the RCU.
- 3.1.4 The SPAW and Training Coordinators should be interacting and forming liaisons for exchange of information, training opportunities, and assistance with national and/or regional courses from the following:

- * supervisors/managers of national park and protected area systems in the region;
- * the Caribbean Conservation Association, Barbados (CCA runs a 10-country Caribbean marine parks and protected areas programme with a training component);
- * the Caribbean Natural Resources Institute, St. Lucia and St. Croix (CANARI publishes the *Caribbean Park and Protected Area Bulletin* for distribution in the region and conducts a training and technical assistance programme of relevance to protected areas personnel who work with communities and/or are interested in co-management approaches);
- * the Tropical Agronomic Center for Research and Training, Costa Rica (CATIE offers seminars, international courses, workshops and in-service training, and there is interest in sharing information on protected areas in marine and coastal environments);
- * the Latin American Reserve Manager Training Programme, Mexico (RESERVA offers a three-month course for managers of Latin American countries and would be a possible source of materials and instructors);
- * the Latin American Network on National Parks, Protected Areas and Wildlife, coordinated by FAO Regional Office, Chile (national training and/or technical assistance through exchange of scientific and technical expertise - a possible source of resources);
- * Commission on National Parks and Protected Areas of the World Conservation Union, Switzerland (CNPPA/UCN has a regional programme, members and a councilor who can assist with information, networking and technical assistance); and
- * Consortium of Caribbean Universities for Natural Resource Management, University of the Virgin Islands (CCUNRM/UNICA would be a source of staff and materials for some modules).

The training activities, staff and materials available through the organizations mentioned above can be used to support and supplement the SPAW Training Programme. Efforts will be made to ensure that local activities organized through the SPAW Training Programme maximize the other resources and activities in the region. The mechanism to support this goal should include sharing information via newsletter and/or electronic mail.

- 4.0 Phase I - Development and Implementation of the Training Course
- 4.1 The objective of Phase I is to develop and implement a course that can be used to train generalist trainers in protected areas management in the Wider Caribbean.
- 4.2 The training course will be based on a course module and reference manual on protected areas management which will be developed through the Consortium of Caribbean Universities for Natural Resource Management (CCUNRM), a programme of the Association of Caribbean

Universities and Research Institutes (UNICA). These course materials cover an overview of major subject topics as well as the training skills required to transmit the knowledge to other protected area personnel. It is anticipated that the course module and the reference manual will be available in English and Spanish.

4.3 The course module addresses the topics listed below in such a manner that both insular concerns and the issues or focus of the continental areas can be included in the training courses as appropriate. The course is designed to provide personnel in the protected area management topics listed below.

Course Module and Reference Manual Topics

- * protected area overview and orientation
- * training skills
- * planning
- * administration and operations
- * facilities management
- * communications skills
- * community outreach and involvement
- * enforcement
- * research and monitoring

4.4 The reference manual emphasizes practical examples of local relevance and provides protocols for implementation of techniques and skills. It is expandable and includes reference information related to the subject topics in the course module.

4.5 The course for training of protected area trainers is expected to last four weeks and to be presented in English in an insular venue and in Spanish in a continental venue on a schedule determined by regional needs and resource availability. In both cases the course will be open to the entire Wider Caribbean.

The training of Trainers Course will have the following characteristics:

- (a) The number of participants will be targeted at the range of 8-16 per course.
- (b) The following criteria for selection of participants for the trainers course will be used:
 - (i) institutional affiliation—government, university, NGO, but ideally protected area manager or protected area employee;
 - (ii) commitment to provide training services at the local level after completion of the course, including nomination by the person's institution and a letter of commitment from the applicant.
- (c) A brochure describing the SPAW Trainers Course and soliciting applications will be developed and distributed in three languages throughout the region six months to a year before the event is scheduled. Information will also be submitted to CEPNEWS and other regional newsletters and bulletins (e.g., CCA News, ETN Newsletter, FAO Regional Bulletin, Parks and Protected Areas Bulletin, CCOSNET newsletter).

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- (d) The *venue* of the course will be based on the requirements outlined on page 8 of Annex IV of the Report of the Informal Consultation. A list of potential venues will be provided in the Report, with a number of sites that potentially meet the requirements and the choice will have to be made by the RCU in consultation with the Training Co-ordinator based on funds available and the instructors chosen to facilitate the course. The possibility of field exercises and adequacy of the infrastructure to support the activities of the course were considered when the short list presented by the Informal Consultation was produced (see page 9 of Annex IV of the Report). In light of its relevance to the implementation of the SPAW Regional Programme, the SPAW Regional Activity Centre (RAC) in Guadeloupe will be considered as a more permanent venue.
- (e) *Selection of participants* will be based on the above criteria mentioned and will be conducted by the RCU in consultation with the Training Co-ordinator. When the selections have been made a *Letter of Notification* will be sent out by the RCU containing the necessary information on the course venue and accommodation facilities. The *Letter of Notification* should be sent to the participant at least one month ahead of the scheduled start of the course.
- (f) *Activities* will be scheduled 6 days a week and include discussion sessions, theory/lecture sessions, classroom exercises, field exercises, locally relevant case studies, group projects and demonstrations. Opportunities for the trainees to develop and practice training skills will be integrated into all activities to the extent possible.
- (g) Venue, scheduling of classes, selection of evening activities and logistics will be designed to ensure participants are able to optimize their time in a safe and responsible manner. For example, evening activities will be limited to group project work or audiovisual presentations.

4.6 The RCU in consultation with the Training Co-ordinator will identify qualified instructors who have experience in insular or continental protected areas management as appropriate and orient them to the course objectives prior to the course. The SPAW Trainers Course Module, the reference manual and specific assignments will be distributed by the RCU in co-operation with the Training Co-ordinator.

4.7 The Training Co-ordinator will obtain the assistance necessary from the RCU and the Consortium of Caribbean Universities for Natural Resource Management (CCUNRM) to physically compile as much as possible of the comprehensive bibliography for the course and to secure an appropriate reference set.

4.8 *Evaluation* and co-ordination of the course will be the responsibility of the RCU in co-operation with the Training Co-ordinator. As indicated in Annex IV of the Report of the Informal Consultation, both technical and training skills of trainees will be evaluated throughout the course based on predetermined minimum skill level requirements agreed on by instructors. Instruments of evaluation during the course will include written exams, development of project exercises and presentations. The evaluation of trainees will address the level of teaching/training skills exhibited and knowledge of the information on protected area management in a manner that will assist the future trainers to be effective instructors. Presentations by trainees on topics covered in the course module will be especially important opportunities for feedback and guidance from instructors. It is anticipated that the Training Co-ordinator and the (course) staff will provide formal and informal constructive feedback on the progress and skill level of trainees throughout the course.

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Peer evaluations will also be used to sharpen the observational and training skills of the trainees and provide additional feedback. The course certificate or accreditation will be issued to those participants that successfully complete the course.

The effectiveness and usefulness of the course will be evaluated by both the trainees (written and oral) and the instructors (written). It will be important to find out if the duration, content, emphasis and format of the course, materials provided and the venue met the expectations of all persons involved in the course.

- 4.9 *Follow-up* to the course is part of the PA Training Programme. At the end of the course, the successful participants, now known as Local Trainers, will be oriented to their role in the PA Programme and assist with the development of a plan for national/local protected areas training. Approximately one year after the training course, the SPAW Training Co-ordinator in co-operation with the RCU will conduct a follow-up evaluation to determine how effective the course was in preparing the Local Trainers for their roles in the SPAW PA Training Programme. This follow-up will also solicit topics and other recommendations for future training activities.

5.0 Phase II-Mechanism for Training of Protected Area Personnel at the Local Level

- 5.1 The persons who have participated in the regional training courses, now called Local Trainers, will serve as the on-site co-ordinators and organizers of training for protected area personnel in their respective countries/territories. The SPAW Training Co-ordinator in co-operation with the RCU will provide the regional co-ordination needed for the PA Training Programme.

- 5.2 Local Trainers will be expected to:

Provide the RCU with a local training schedule at least six months in advance. The schedule will consider local/national needs and activities related to protected area management. The schedule will identify the local activities planned and the human resource and/or financial needs that cannot be met locally.

Maintain and share as appropriate the SPAW reference manual and course module as well as other appropriate reference materials with other local professionals conducting training activities or needing assistance with protected areas management information.

Document relevant local/national training activities and share the information with the RCU. Assist other trainers whenever possible with their local/national training activities by serving as resource persons and facilitators in their areas of expertise.

Ensure that local course participants evaluate their training activities. These results will be provided to the RCU and the Training Co-ordinator.

- 5.3 The RCU in co-operation with the SPAW Training Co-ordinator will identify funds that will be used to assist trainers with local/national training activities. Criteria will be developed to standardize the format used for providing assistance. For example, the type of proposal needed, the time of the local course, the way evaluation will be addressed and the level of outside assistance needed could all be part of the criteria used to determine how the funds will be distributed.

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- 5.4 The Training Co-ordinator will use personal visits, reports and evaluations from trainers, and feedback from other programmes in the region involved in protected area management to assist the RCU with the development of the schedule and content of future courses for professional development of trainers in the region. The frequency of regional courses should be dependent on an assessment of the needs of countries in the programme and the effectiveness of the multiplying effect.
- 5.5 The RCU in co-operation with the Training Co-ordinator will identify the most cost effective ways of keeping the trainers in contact with each other and determine what type of support for this network can be provided in the short and medium-term. The use of a mix of a small newsletter, faxes and E-mail are possible vehicles to be considered. The Training Co-ordinator will work with the various trainers to help them identify mechanisms to make their training activities more self-supporting or capable of growth.
- 5.6 The trainers should be surveyed each year for needs and concerns as part of the evaluation of the training programme in the region.
- 6.0 Programme Budget
- 6.1 The total budget for Phases I and II is \$128,500 as indicated on page 10 of Annex IV of the Report of the Informal Consultation. This budget does not include more than start-up funds for the Programme and implies that some institution or alternate mechanism will need to be identified to ensure continuity. However, the capacity of the region to address its training needs from within in a quality and appropriate level would be much improved from its current state if the proposed SPAW Training Programme were implemented as described above.

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ANNEX IV

Outline of SPAW Training Programme for the Wider Caribbean Region

Introduction:

Lack of trained personnel has been identified as one of the priority factors impacting the efficient management of protected areas in the Wider Caribbean Region. Recent 1992 IUCN/WCMC surveys list 340 protected areas within the insular Caribbean and Central America alone, which are supported by a cadre of more than 2,000 field and central office employees, including managers, biologists, planners, guards and maintenance personnel. Approximately 80% of these protected area employees require additional formal, relevant training. While most of the remaining 20% possess a general biology/marine science background, very few have been exposed to formal course-work that includes protected area management concerns. Given those statistics, and the fact that, on the average, 12 protected areas are established in the region annually, it is critical that an appropriate training programme be established and maintained in the region for relevant personnel.

The SPAW Regional Programme proposes to initiate a comprehensive protected area management training programme that will address this deficiency and focus on issues specific to the region, particularly those related to coastal and marine areas. It is conceived that this programme will be divided into two major phases:

- development and implementation of the training course for trainers
- development of a mechanism to ensure the training of protected areas personnel on a continuous basis at the local level.

The proposed curriculum for the training course will prioritize those themes most relevant to the effective management of the region's protected areas, including planning, administration, enforcement, research, monitoring and facility maintenance. In addition, given the basic premise that working with human resources is an integral component of managing protected areas, communication and community outreach and involvement strategies have been incorporated as a major component of the course. A second major component of the course is the development of training skills required to transmit the acquired knowledge through the course. This type of training is innovative to the region as it is not available to protected areas employees in the region.

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The programme is divided into two phases, the first of which will produce a cadre of high quality protected area management trainers. Via national/local mobile courses, the second phase will involve these trainers, who will then transfer their newly acquired protected areas management skills to appropriate employees throughout the region, modifying the course as needed (in consultation with the course co-ordinator) to focus on local issues.

Ongoing, vigorous, evaluation of the trainers and local courses will be employed to ensure that the programme remains consistent with changing protected areas management strategies and is effective in addressing local issues.

Programme Goal:

To increase the capability of the countries of the Wider Caribbean region to effectively manage protected areas through the training of trainers, as well as relevant personnel.

Programme Objectives:

- To promote community involvement and participation in the management and planning of protected areas;
- To increase the training capabilities of the region in protected areas planning and management;
- To promote the continued professional development of protected areas personnel;
- To improve co-ordination of training opportunities relevant to protected area management in the region;
- To promote regional co-operation among protected areas systems through networking.

Outputs:

- Course modules in training protected areas trainers and the associated reference manual;
- Number of protected areas trainers for the region trained through the course of the programme;
- Number of protected areas employees trained at the local level by the trained trainers;

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- Enhancement of community involvement in the protected areas management process
- Enhancement of intra-regional transfer of technical and managerial skills, co-operation and general networking.

Activities:

- To develop a training course for trainers that will include the following:
 - development and implementation of a course module on community outreach and involvement as part of the training course for trainers,
 - development and implementation of a course module on training skills as an important component of the training course for trainers,
 - development and implementation of course modules on specific protected area topics such as protected area overview, planning, administration and operations, research monitoring, enforcement and communication skills.
- To establish and maintain linkages with appropriate institutions in the region
- To identify the appropriate instructors for the trainers course
- To publish listings of available training opportunities for trainers to acquire specialized training
- To compile a bibliography of relevant material and publications on protected areas management
- To develop the information systems and local capabilities for networking
- To develop a mechanism to assess the relevance and applicability of the training material and activities at the local level.
- To develop a mechanism to provide assistance to trainers for the implementation of training activities at the local level
- To prepare a brochure about the SPAW training programme, including its trainers, and ensure its wide dissemination throughout the region.

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Having reviewed the available training programmes/courses relevant to protected areas in the region, as well as the needs and priorities for training, the meeting identified the following priority components for the programme's training course for trainers that is required for the region.

PHASE I - Training Course

Course Objectives:

The main course objective is to train generalist trainers in protected areas management, who will in turn provide further training for protected areas personnel at the national or local level. The training course for trainers should be of a general nature to provide an overview of major subject topics, as well as the required training skills to transmit the acquired knowledge.

Criteria for selection of trainers:

- Institutional affiliation: University, NGO, government but ideally protected areas manager or protected areas employee.
- Professional experience: At least two years experience in protected areas management or relevant field, high level of interpersonal and communication skills and possibly some training skills and/or experience. Planning and organizational capacity and sensitivity to level of audience.
- Commitment to provide training services at the local level after completion of the course (e.g. in-service bond, binding agreement with participating institutions).

Course Topics

The following course topics will be included. The listed sub-categories in each topic are intended to illustrate areas of concentration and do not necessarily represent an all-inclusive list.

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1. Protected area overview and orientation (1/2 day, classroom)

- ✓ - Importance (biodiversity and economic importance)
- ✓ - Regional role and local relevance

2. Training Skills (two separated days of classroom theory at the beginning of the course and following course module No.5. Classroom exercises throughout the course).

This course module is intended to be integrated throughout the course and not necessarily as a separate session. The subjects to be included are:

- ✓ - Group dynamics (including determination of level of training required and appropriate modification of resource material as required)
- ✓ - Conflict resolution skills
- ✓ - Presentation style (hands-on and participatory approaches)
- ✓ - Support materials (preparation and presentation of visual and written aids)
- ✓ - Planning of instruction/training activity.
- ✓ - Evaluation and follow-up of training activity

3. Planning (Two days - classroom exercises and theory)

The planning module will focus on existing areas and not on the planning aspects of establishing a protected area.

- Development of skills required to formulate specific plans to implement the protected areas management objectives such as fire plans, habitat restoration plans, species enhancement plans, buffer zone management plans, development of safety and emergency plans, etc.
- Understanding of legislative framework and acquisition protocol

4. Administration and Operations (three days - classroom exercises and theory)

- ✓ - Fiscal management (budgeting and annual work planning)
- ✓ - Office operations
- ✓ - Progress and project reporting
- ✓ - Personnel management
- Co-management of the area with private (e.g. business), government or non-government organizations

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5. Facilities Management (two days - classroom theory and field sessions)

- ✓ - Development of maintenance plans including equipment inventory and equipment maintenance logs
- ✓ - Maintenance of visitor and administrative facilities (signage, trails, kiosks, headquarters)

6. Communication Skills (three days - classroom theory and exercises)

- ✓ - Development of written and verbal communication skills to address staff as well as public, including development of required skills to prepare fund-raising proposals and to prepare public education materials, presentations and news releases
- ✓ - Development of interviewing skills (e.g. to be used for assessing community use of resources)

7. Community Outreach and Involvement (four days - classroom theory and field sessions)

- ✓ - Group participation, determining target groups and messages
- Organization and co-ordination of activities involving the media, tour operators, organizing and managing volunteer programmes, conducting public meetings, etc.
- Interpretation techniques (signage, including regulatory signage, brochures, trails)
- Marketing and promotion of the protected area

8. Enforcement (two days - classroom exercises and theory)

- Investigation techniques
- Interaction with public, including protocols for confronting violators
- ✓ - Knowledge of laws and regulations, including evidence handling
- Incident reporting including development of formats, and field notes
- Development of regulatory signage

9. Research and Monitoring (four days - classroom theory, exercises and field sessions)

Compilation and analysis of data that have a direct link to management decisions, such as:

- Monetary valuation of resources

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- ✓ - Physical and biological inventories and trends of degradation
- ✓ - Assessment of public use impacts on resources, including development of visitation statistics
- ✓ - Development and review of research proposals to ensure its compatibility with management objectives
- ✓ - Compass/map orientation

4- Course Structure:

Discussion sessions
Theory/lecture sessions
Classroom exercises
Locally relevant case studies
Field exercises
Group projects and demonstrations

5- Evaluation and Follow-up:

Both technical and training skills of trainees could be evaluated by instructors using the following elements: -

- Instructors checklist and assessment throughout the length of the course, focussing on qualities such as interpersonal and communication skills
- Development of assessment criteria (most important skills that trainers should acquire/develop)
- Establish minimum skill level for successful completion of course by use of written exams, development of project exercises and presentations
- Course "certificate/accreditation" only issued to those participants that successfully complete the course

The training course could be evaluated as follows:

- Written and oral evaluation of course by trainees
- Written evaluation of course by instructors

6- Documentation/Reference Materials:

- Comprehensive bibliography for course modules
- Identify appropriate references, availability and cost

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- Identify the materials to be used in the course and to be provided to each participant

7 Manual:

Reference material emphasizing practical examples of local relevance rather than theory, and providing protocols for the implementation of techniques and skills. This manual should include, as much as possible, appropriate existing material. Additionally, the manual should be made expandable so that individuals can add local relevant material (e.g. national legislation), and trainers could include instruction related references.

8 Length of Course:

Four-week course consisting of 6 days per week, ten hours per day.

9 Course Sequencing:

One regional course in the two main languages of the region (English and Spanish) available to trainers of the entire Wider Caribbean. Both Spanish and English-speaking countries will be invited to attend any of the courses. Local courses to be given by trainers will be held in the relevant languages as appropriate.

10 Site of Course:

Original course for training trainers will be held in one or two designated centres. The local training courses may be on a mobile basis.

11 Requirements for location and operation of course:

- sleeping quarters
- lecture/class and presentation room with proper ventilation
- dining and kitchen facilities
- laundry facilities
- reference and computer room (can be same room)
- telephone, fax/photocopying facilities (on site or in very close proximity)
- on-site transportation (for field trips, staff/student emergency situations, etc.)
- emergency preparedness
- audio-visual equipment
- local support staff
- proximity and access to field sites
- general field equipment (e.g. items required for research and monitoring component)

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12 Venue of Course:

The following were identified as potential options:

- Virgin Islands Environmental Resources Station (VIERS), (St. John)
- U.S. Fish and Wildlife Service, Cabo Rojo National Wildlife Refuge - Boqueron, Puerto Rico
- CATIE (Costa Rica)
- Ducks Unlimited de Mexico, Celestun Field Station (Yucatan, Mexico)
- Guadeloupe National Park (Guadeloupe)
- Henri Pitier Natural Park (Venezuela)
- ECIAF (Trinidad)
- Everglades National Park and Key Largo Marine Park (Florida, USA)

13 Number of Participants:

Seven to eight people maximum (trainee trainers)

14 Personnel to be trained at local level by trainers:

Protected Areas Managers
Guards/Wardens
Technicians
Researchers
Protected Areas/Natural Resources Planner
Appropriate volunteers
Other relevant personnel

PHASE II

This phase includes the local training course to be conducted by the trained trainers as required. The local courses will be modified by the trainers as appropriate in keeping with the local needs and conditions. These courses can be conducted on a mobile basis if required. The SPAW Regional Programme will provide limited funding as available for these local courses and will assist with their preparation as much as possible.

Follow-up:

- Mechanisms will be identified to provide the required follow-up to the training course to ensure that the acquired skills will be used effectively at the local level to train protected areas personnel as required.

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COURSE SCHEDULE

DAY	ACTIVITY	MODULE ¹	STRUCTURE ²
1	1. Welcome/opening statement 2. Introductions 3. Overview of programme 4. PROTECTED AREAS OVERVIEW	I	Classroom
2	TRAINING SKILLS	II	Classroom
3-4	PLANNING	III	Classroom
5-7	ADMINISTRATION AND OPERATION	IV	Classroom
8	Free day		
9-10	FACILITIES MANAGEMENT	V	Classroom/ field
11	TRAINING SKILLS	VI	Classroom
12-14	COMMUNICATION SKILLS	VI	Classroom
15-16	COMMUNITY OUTREACH AND INVOLVEMENT	VII	Classroom/ field
17	Free day		
18-19	COMMUNITY OUTREACH AND INVOLVEMENT	VII	Classroom/ field
20-21	ENFORCEMENT	VIII	Classroom
22-23	RESEARCH AND MONITORING	IX	Classroom/ field
24	Free day		
25-26	RESEARCH AND MONITORING	IX	Classroom/ field
27	EVALUATION		Classroom
28	CLOSING		Classroom

28 days

¹ Final one or two hours of each module: Module will be evaluated by instructors/students (trainees). In addition, students/instructors will assess the best methods with which to apply module contents to training skills.

² Classroom involves lecture, participatory activities, etc.

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