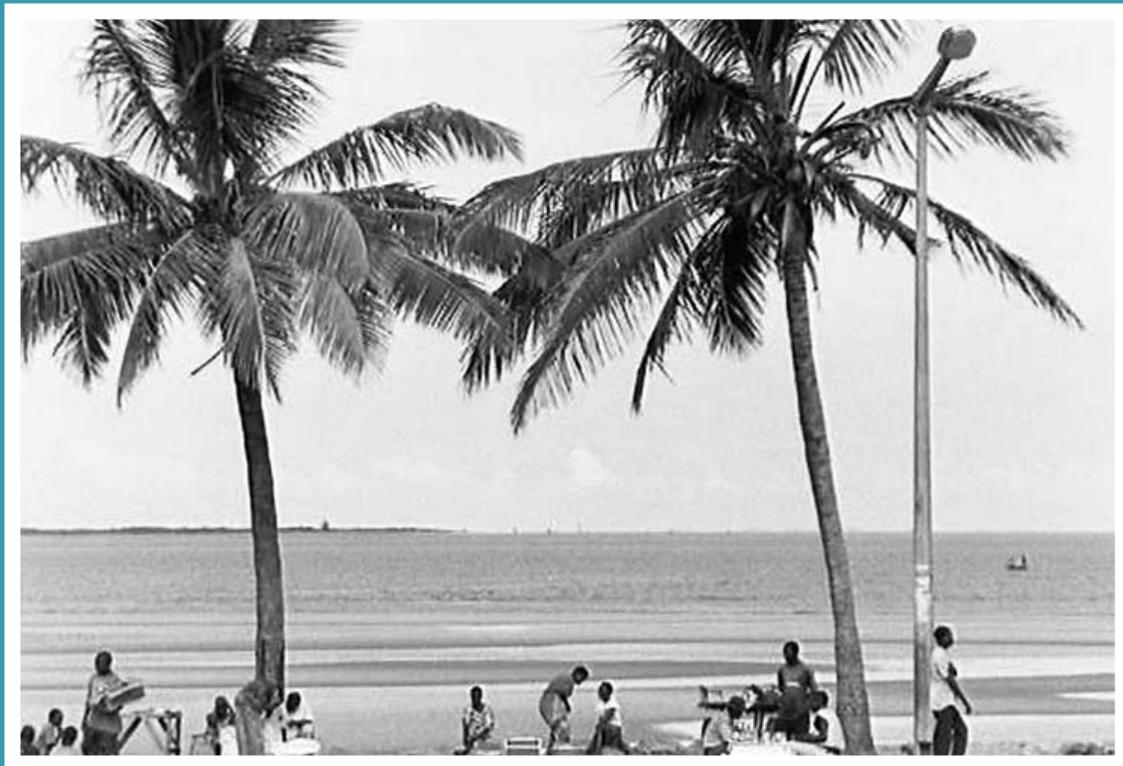


COASTAL MANAGEMENT
IN THE WESTERN INDIAN OCEAN REGION

LEARNING & PERFORMING:

DEVELOPING SKILLS FOR COASTAL MANAGEMENT PRACTITIONERS



COASTAL RESOURCES CENTER

University of Rhode Island

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MANAGEMENT PRACTITIONERS

FINAL REPORT ON THE FIRST COURSE ON BUILDING CAPACITY FOR
SUSTAINABLE INTEGRATED COASTAL MANAGEMENT IN THE WESTERN
INDIAN OCEAN REGION

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The opinions expressed in this report are those of the authors and do not necessarily reflect the view of the sponsors or their organizations.

EXECUTIVE SUMMARY

The first *Learning & Performing* course was comprised of four, six-day modules conducted over a six-month period from March 2001 to October 2001. It included 18 participants from five countries in the Western Indian Ocean region—Comoros, Kenya, Tanzania (including Zanzibar), Madagascar, and Mozambique.

The core training team comprised both external and local trainers from the Western Indian Ocean Marine Science Association (WIOMSA) and the University of Rhode Island Coastal Resources Center (CRC). In recognition of the region's emerging experience in integrated coastal management, and the growing need for increased use of local capacity, the course also relied heavily on local resource trainers and resource persons. This included university professors, scientists, and coastal management professionals, as well as experts in conflict resolution, evaluation and monitoring, and fundraising.

The course used a modular, or “building block” approach with four modules spaced out over six months with six to eight-week periods between each module. Interim assignments and a discussion listserv helped participants stay connected with each other and linked to the course during these between-module periods. The modular approach also involved a cumulative building of skills and knowledge. Instruction in knowledge bases, concepts, tools, and skills were repeated over the course of the four modules at increasingly complex levels. This allowed participants to first gain a basic level of a knowledge and/or skill; then test and apply that knowledge or skill; and finally move to a more advanced level of that same knowledge and skill.

The *Learning & Performing* course was intended as only the first in a series of such courses. The longer-term goal for this initiative is to interest local universities and agencies in designing and delivering future courses in the region which follow the *Learning & Performing* model and approach. Interested groups would work with the WIOMSA/CRC team to train in the *Learning & Performing* methodologies, and to co-design and co-deliver future courses alongside WIOMSA/CRC.

This report provides an overview of the course background, approach, and design; a summary of the goals and content of each module; a section on the financial aspects of the course; a summary statement on participant evaluations of the course; and a section on an analysis of key lessons learned. Appendices include a list of service proposals and a checklist of course administration considerations.

INTRODUCTION

The scope and complexity of integrated coastal management (ICM) programs which can be successfully implemented by any nation is directly dependent on its national capacity. Yet, despite substantive efforts over the last decade in education and training in countries of the Western Indian Ocean region, there remains insufficient individual and institutional capacity to implement meaningful coastal management programs. The reasons for this are many and varied.

Possible reasons emerged in a needs assessment of ICM capacity in the region, which was conducted in 2000 by the Western Indian Ocean Marine Science Association (WIOMSA) and the University of Rhode Island Coastal Resources Center (CRC). (See *Coastal Management in the Western Indian Ocean Region: A Capacity Needs Assessment*, which serves as Volume One of this two-part publication series.) Perhaps it is a lack of emphasis on building a critical mass of practitioners and constituencies for coastal management. Perhaps it is a lack of enabling conditions and continued support for coastal programs. Perhaps it is too few leaders with a vision for sustainable progress along the region's coasts. Perhaps it is the result of focusing capacity building on the "wrong" knowledge and skills areas. Or, perhaps it is because of continued reliance on external expertise and funding—a reliance that keeps the region from fully developing its own capacity.

In March 2001, WIOMSA and CRC embarked on delivering a course, *Learning & Performing: Developing Skills for Coastal Management Practitioners in the Western Indian Ocean Region*, which would begin to address the root causes of limited regional capacity for coastal management. This meant delivering a course that would not only focus on building individuals' knowledge and skills, but a course which through a series of interventions would expand and strengthen the network of individuals and, hopefully, even institutions contributing to coastal management in the region. It meant delivering a course that gave participants a taste of the breadth and depth of coastal management plans and programs, and the technical and professional expertise existing in the region. It meant delivering a course that focused not on the technical and scientific knowledge and skills for coastal management, but on the professional, project management, and ICM practice skills and knowledge critical to today's coastal manager—skills that include policy and decisionmaking, conflict resolution, and communications. It meant linking participants—the region's up-and-coming leaders for coastal management—with more experienced mentors, individuals already recognized as leading the way in

coastal management in the region. It meant using local experts as trainers, and using local, indigenous knowledge in parallel with accessing the latest in knowledge and information technology transfers.

The *Learning & Performing* course was an experiment—a successful experiment that took a bold new approach. Yet, it is meant to serve as only the first in a series of initiatives within the Western Indian Ocean region, a series which will—over the longer term—significantly build the region’s capacity to sustainably manage its own precious coasts.

COURSE DESIGN AND IMPLEMENTATION

THE CAPACITY BUILDING MODEL

The model used by the *Learning & Performing* course to build integrated coastal management (ICM) capacity in the Western Indian Ocean region is a simple but innovative one. It envisions a long-term program—one that spans a decade or more and delivers a series of courses each comprised of four or more modules which “travel” to different countries throughout the region. This latter facet of the program helps ensure participants gain critical on-the-ground exposure to the richness of resources—natural and human—which exist within the region. The model envisions incrementally building an expanded regional network of alumni/ICM practitioners, trainers, and sponsoring agencies—a network that is well equipped to respond to a wide range of ICM needs. It envisions using alumni as trainers, mentors, and advisors in future courses—a discrete effort at sharing regional knowledge and expertise, and lessening dependence on the use of external resources. It envisions identifying other universities and agencies in the region interested in the overall approach and goals of the *Learning & Performing* program, and then training these groups in the design and delivery of future courses in this series in partnership with WIOMSA. It envisions securing diversified and sustainable funding as donors realize the potential of the model for a positive impact on ICM in the region. And, it envisions continued adaptation of course content to the changing context and needs of the region, and continued refinement of the key features of the course model as next described.

Key elements of the *Learning & Performing* course that define it as an innovative model for capacity building include the use of:

- A “learning by doing” approach balanced with time for reflection
- A “modular” structure—four or more modules per course—with each module delivered in a different country in the region, with curriculum that builds in increasing repetition of selected skills and complexity of knowledge
- Individual learning agreements
- Assigned course advisors
- External mentors
- Interim “bridging and linking” assignments
- A focus on professional project management and ICM practice—vs. technical or scientific skills—as well as knowledge, practical skills, tools, and techniques

- The use of both local and external trainers and knowledge experts
- The opportunity for participants to submit a proposal for a funded coastal management project
- A post-course listserv and discussion group

None of these elements are in and of themselves innovative. Their power lies, instead, in being combined into one initiative—in this case, a training program that is meant as only the first in a long-term series of initiatives aimed at building ICM capacity in the region. Moreover, it is a combination that addresses many of the key issues highlighted in the capacity needs assessments from the region.

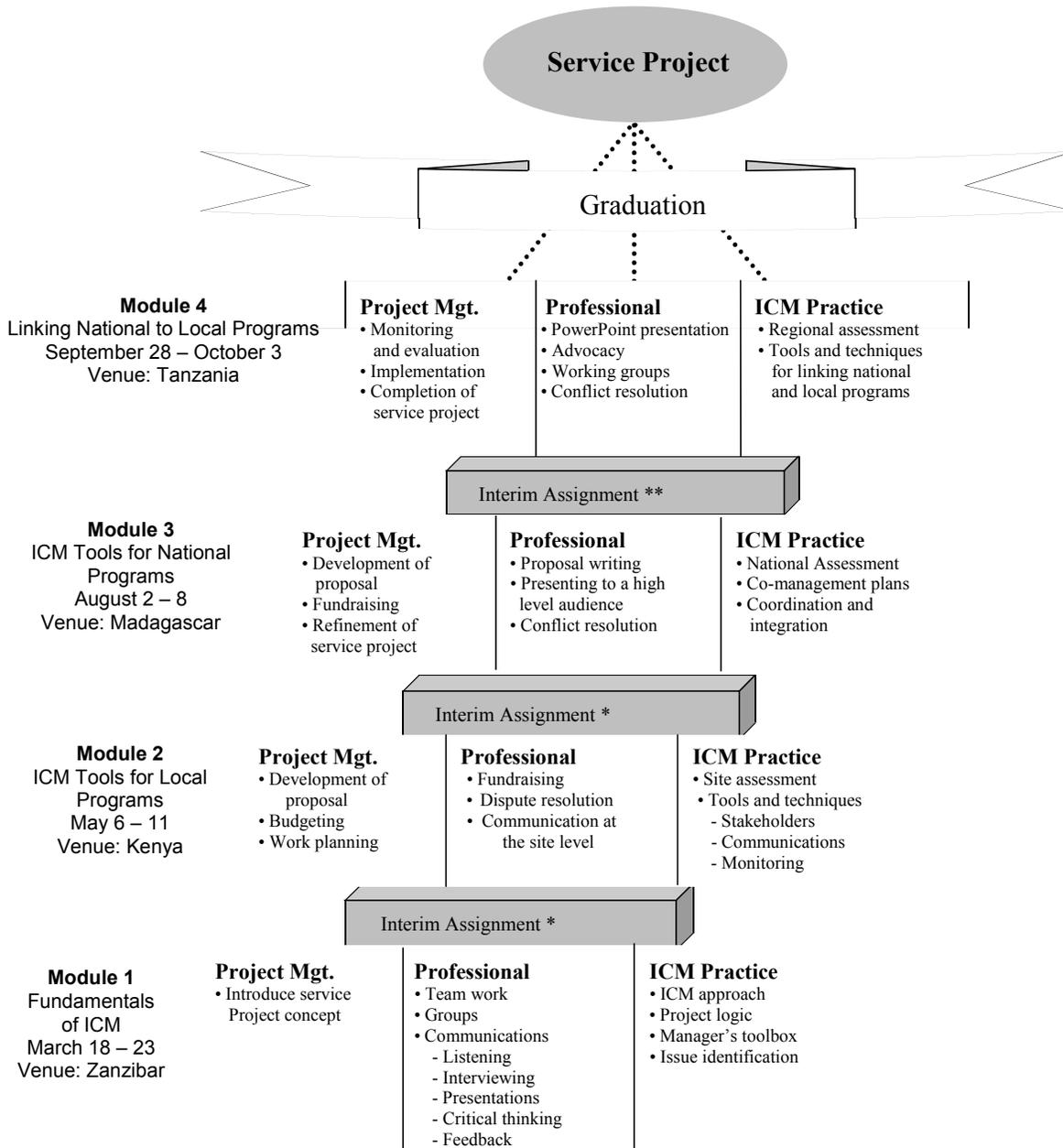
The Learning by Doing Approach

The first of the envisioned series of *Learning & Performing* courses used a balance of lectures, case studies, field site visits, practice sessions, and reflection. This mix recognizes the theory of adult learning which says adults learn best when they play an active role in their own learning, including reflecting on and testing the applicability of the knowledge and tools to their own professional situation or needs. As a result, the course included a significant amount of in-class time for both practice and reflection. As well, trainers encouraged participants to apply the course knowledge, skills, and tools in various ways during the interim periods between course modules. This included encouraging participants to complete interim assignments which were designed to link to key messages or tools from previous modules or bridge forward to the next; to schedule meetings with their mentors to discuss ideas from the course and/or how those ideas or tools related to their job/project or service proposal; and lastly, to continue the drafting and refinement of their service project ideas and proposals.

The Building Block Structure

Simply stated, the *Learning & Performing* course uses a “building block” structure. Each “block,” or module, includes a balance of training in ICM practice skills, project management skills, and professional skills (Figure 1). These blocks or modules are delivered over a nine to twelve-month period with interim blocks of time spent on the job. Mentoring sessions, interim assignments, and listserv discussions connect participants to the course in the six to eight-week periods of time between modules. The content of each block builds sequentially on the knowledge, skills, tools, and case studies presented in earlier blocks—thus providing participants with the chance for repeated, applied practice of skills and knowledge. It also provides trainers with the chance to introduce to participants an increasingly complex level of ICM concepts and models. For example, Module 1 introduced basic ICM concepts, while Module 2 focused on local-level programs. Module 3 advanced to introducing national-level programs, and Module 4 emphasized the linking of the local and national levels. In another example, participants were introduced to basic concepts in project/program

Figure 1. The Building Block or Modular Course Logical Framework



* Interim Assignments consisted of readings, case studies, written essays, and practicing the application of tools and skills from each module in the work setting.

** Interim Assignment consisted of service project finalization.

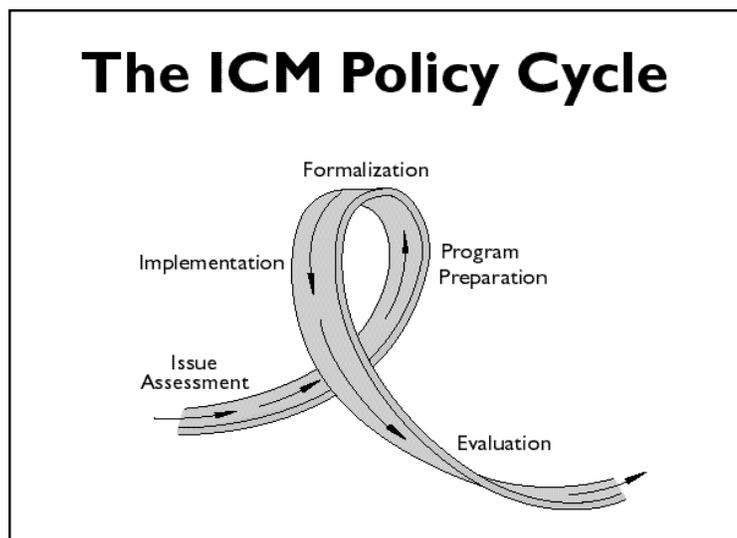
budgeting and work planning in Module 1, then progressed throughout the rest of the course to applying these concepts and tools—first using fictional cases/projects, and finally to their own service project.

The course elected to deliver each module in a different country in the region. The four countries chosen for the first *Learning & Performing* course—Zanzibar, Kenya, Madagascar, and Tanzania—were selected based on the relevance of their coastal management program to the curriculum planned for each module. The rationale for this approach was two-fold. First, it exposed participants from different countries in the region to the coastal management policies, programs, problems, and players of other countries within their region. This was largely an awareness-raising tactic—a start at addressing the need to build a broader-based cadre or regional network of coastal management knowledge and capacity. Second, the countries chosen were at different stages of the ICM policy cycle (Figure 2), and hence were able to provide a “living” example of the different kinds of issues, challenges, and solutions common at different stages of coastal management policy and program development.

Targeted Participants

The first *Learning & Performing* course targeted individuals in the region responsible for some aspect of implementing ICM projects on the ground. This included individuals working for local as well as international nongovernmental organizations (NGOs), universities, the private sector, and government. Equally important, the individuals targeted were those identified as emerging leaders in ICM in the region. These two considerations—the individuals’ practical association with ICM and their leadership potential—not only influenced who was accepted into the course but also heavily influenced the course curriculum and the design of advisor sessions.

Figure 2. Integrated Coastal Management Policy Cycle



CAPACITY DEVELOPMENT TECHNIQUES

Personal and Professional Development

While a longer-term goal of the course was to build a regional cadre of coastal management practitioners/leaders, the starting point was to focus on building individual skills and knowledge. Hence, the course worked in parallel to build both individual and team skills. The following elements of the course emphasized individual growth and learning.

Learning Agreements

Each participant prepared a learning agreement (Appendix 2) which outlined his/her professional development goals and priorities for the course. Participants reviewed the agreement with their mentors and advisors prior to finalizing the document. Once complete, the agreements were signed by the participants and a copy filed with each participant's advisor. Between modules, participants were encouraged to discuss progress on their learning goals with their mentors. During each module, advisors did the same. Together, the mentors and advisors provided encouragement, suggested adjustments where necessary, and helped participants develop new priorities where appropriate.

Overall, the learning agreements were meant to accomplish several things. First was to raise individuals' self-awareness about their own professional development/learning needs. This implied not simply absorbing what the course offered, but proactively identifying and seeking out the knowledge, skills, and expertise which would help them address their personal learning priorities and skills needs. Second was to provide trainers with a clear profile of these participants—the future-coastal management leaders in the region. The learning agreements (and advisor sessions) provided a useful tool for getting to know the professional needs, potential, and aspirations of the real person, the real coastal manager behind each participant's name.

Leadership Style Assessment

In the first module, participants completed a survey that identified their predominant or preferred style of leadership and management. Participants were asked to reflect on the survey results. What did those results reveal about how the participant manages work or leads others? What were the pros and cons of their particular style/profile? After raising awareness on their preferred/predominant style, participants were then asked to practice in class and/or on the job, using different tools/approaches to leadership—styles identified as more effective than their own style in handling particular situations. (The survey explains that no one style or approach is best or preferred for every situation. Rather, different styles/approaches work best in different situations.) The information from the leadership assessments was also discussed during participants'

advisor sessions. Advisors discussed with participants the ways in which their predominant leadership style affected their role during in-class group work as well as in their job, and worked with those participants who indicated an interest in trying different leadership tools/styles to help them assess the benefits of and constraints to doing so.

Advisor Sessions

Each participant was assigned a core trainer to serve as their in-course advisor. During each module, participants met individually with their advisor for 30 to 45 minutes to discuss development of their service project proposals, review progress on achieving personal learning goals, discuss problems or concerns about the course, and share ideas about their professional/career development. These sessions also provided a venue for participants and trainers/advisors to bond—each providing and each receiving greater insight into the knowledge, skills, attitude, and expertise of the other. This bonding enhanced the in-course dynamics and increased chances for continued, post-course interactions between participants and trainers.

Mentors

Each participant was charged with selecting a mentor—an experienced coastal management professional—from their home country. Sixteen out of the 18 participants were successful in identifying such a mentor. Mentors made themselves available to participants for discussions—preferably in-person discussions—in the periods between course modules. The purpose was to link the participants with experienced coastal managers who could at a minimum advise and coach the participants throughout the course, and at best continue contact and provide coaching of the participant after the course. The intent of the mentoring element was two-fold. First, to provide participant-specific benefits in their ICM professional development. Second, to add momentum to building an expanding network of coastal management experts and leaders in the region.

Each participant completed a mentor/mentee agreement form that guided his or her interactions with and expectations of the relationship (Appendix 3).

Interim Assignments

Each module or building block was linked to previous and subsequent modules or building blocks via interim assignments. Interim assignments included both readings and written exercises (essays or case studies). These were always in English, as most participants emphasized their interest in/need for improved English language skills. Trainers provided detailed, written correction and comment on the content, style, clarity, and grammar of all written work. Participants and advisors discussed this feedback during advisor sessions as well.

Interim assignments also included having participants conduct practical applications of the knowledge, tools, and skills from the course. Needs assessments repeatedly identify this as a shortfall of most capacity-building programs—i.e., the lack of opportunity to practice applying formal course work in the real-life professional setting. The modular approach of this course—with building blocks of knowledge and skills interspersed with blocks of time on the job to practice, apply, test, and reflect on the applicability of that knowledge and skills—begins to address this need.

Journal Writing/Reflection

At the start of the course, journals were provided to each participant. Trainers explained the importance of reflection versus “blind” or continuous action/reaction in the learning process. Trainers and participants discussed the purpose, value, and process of reflection and then set out to practice it. Time for reflection was built into each module with participants asked to reflect on specific topics of relevance to the course and to their work in coastal management. Other times participants were asked to reflect on a topic or issue of their choice which could relate to the course, to their own professional development, or to the future of coastal management in their country. While the reflections were private, some participants volunteered to share some of their thoughts with the class, and in so doing provided interesting insights to the larger group.

Interestingly, the act of reflection did not come naturally or easily to the class. It was clear that more time could have been spent on providing illustrations of not only the process used in practicing reflection, but in discussing its value to the overall life-long learning experience.

Team Development

The previous section outlined the elements of the course that focused on individual skills and knowledge development. The parallel goal of the *Learning & Performing* course, however, was to focus on building teams or cadres of ICM experts across the region. Two tools were used to help accomplish this goal—the extensive in-course use of group work and the outside-of-course use of a listserv. As planned, and mentioned earlier, in future courses a third tool would be introduced—the use of alumni as trainers/mentors. Combined, the two latter tools will serve to keep the individuals connected post-course as a regional network of expertise and information.

Group Work

There was a significant amount of group work in this course. There were few, if any, instances where group work required that its members be from the same country. In fact, most all in-class group work was comprised of teams of individuals from a cross-section of countries in the region. This was a small, but effective way to help build inter-regional awareness.

Listserve

A goal of the course was to stimulate dialogue, cooperation, and sharing among a broader range of coastal management practitioners/leaders throughout the region—i.e., to stimulate discussion across country borders. Toward this goal, CRC established an e-mail discussion group (listserve) for all participants and trainers. While in theory the listserve was a good idea, in reality it was a challenge for many. In the Western Indian Ocean region, and especially in some of the participants' remote work areas, access was limited by a number of factors. These included outdated equipment, reduced access owing to huge demands for a limited number of machines, and power outages. Those participants who were able to access the system found it useful to research information for their jobs and to dialogue with one another. Trainers also used the system to notify participants about upcoming travel logistics for the course and reminders on due dates for interim assignments.

In the longer term, using a listserve or other Internet/e-mail-based systems as an effective and efficient communication tool will require that the region make a significant investment in technology. Otherwise, the benefits of the system will be realized by only a few.

Alumni Trainers and Mentors

The *Learning & Performing* course was meant only as the first in a series of such courses in the region. Looking forward, the goal is to identify other universities or agencies interested in replicating this model for the long term. Once such groups are identified, WIOMSA/CRC will train them in the methodologies of designing and delivering ICM training programs based on and adapted from this first *Learning & Performing* course. Alumni from the first course would then serve as trainers and mentors at future courses—thereby continuing to build on and expand the regional network/cadre of coastal managers. If this vision becomes a reality, the region will truly be on a critical path to building the capacity it needs for sustainable management of its coasts.

SERVICE PROJECT PROPOSAL

Service Project

At the beginning of the course, participants were advised of a voluntary competition to design and implement a small coastal management project costing no more than US\$3,000. The process involved writing a proposal for submission to a review panel. In the final module of the course, three proposals were to be awarded funding for implementation of their outlined projects. (A list of the service project proposals can be found in Appendix 4.) In awarding the winning proposals, a panel of experts considered the merits of both the written proposal and an oral presentation on its highlights.

Participants began generating and designing their service projects at the very start of the course. In the first days of Module 1, they were provided with the general guidelines in developing their service project proposal and the criteria by which that proposal would be judged.

Each proposal was to be delivered in both written form (five pages or less) and in an oral presentation. (Although most proposal submittals do not include an in-person presentation, it was included here to reflect the heavy emphasis in the course on effective communication and presentation skills.) Making an oral and visual presentation of their proposal to a high-level audience provided an excellent opportunity for participants to practice the skills they had honed during the course.

Requirements of the proposal included:

- An explicit connection to advancing ICM in the participant's country and location
- Benefits or potential benefits to multiple coastal stakeholders
- An explicit project logic—articulated in writing and in final presentation
- Incorporation of mentor expertise and advice
- A clear and realistic assessment of resource needs (people, money, and materials)
- Junctures that demonstrated the use and application of course skills and tools
- Ideas presented in a compelling, articulate, and concise manner
- A budget not to exceed US\$3,000

The oral presentation could not exceed 10 minutes and was to include visuals of their choosing (flip charts, overheads, or PowerPoint). The presentation was followed by five minutes for questions by the review panel.

During the first two to three modules of the course, participants worked with their advisors and mentors to refine and rework service project ideas. During this time, trainers delivered skills sessions which supported the service project concept. This included sessions on writing proposals, developing budgets and work plans, writing project evaluation plans, matching project needs with donor needs, interacting with donors, and securing funding. Skill and practice sessions on effective communications—including tips for making effective oral and visual presentations—were also included.

In the final module, a three-person panel of representatives from the United States Agency for International Development (USAID), WIOMSA, and CRC judged the proposals and presentations. Proposal content was organized in multiple sections with each section weighted to reflect its importance to the overall value of the proposal. The sections of the written proposal cumulatively comprised 90 percent of the total score, while the presentation comprised the remaining 10 percent. Among other criteria, judges evaluated the written proposal on its clarity of project description and goals; its

statement of the submitter’s qualifications to carry out the work proposed; the anticipated benefits to stakeholders; evidence of a sound evaluation plan; and the inclusion of a reality-based budget. Judges evaluated the presentation on its persuasiveness of message, its effective use of visuals to articulate key ideas, and the delivery style of the presenter.

In the final evaluations, many participants rated the service project proposal writing element of this course as one of the best examples of where they could immediately apply tools and skills from the course to a situation/task at hand.

COURSE OVERVIEW

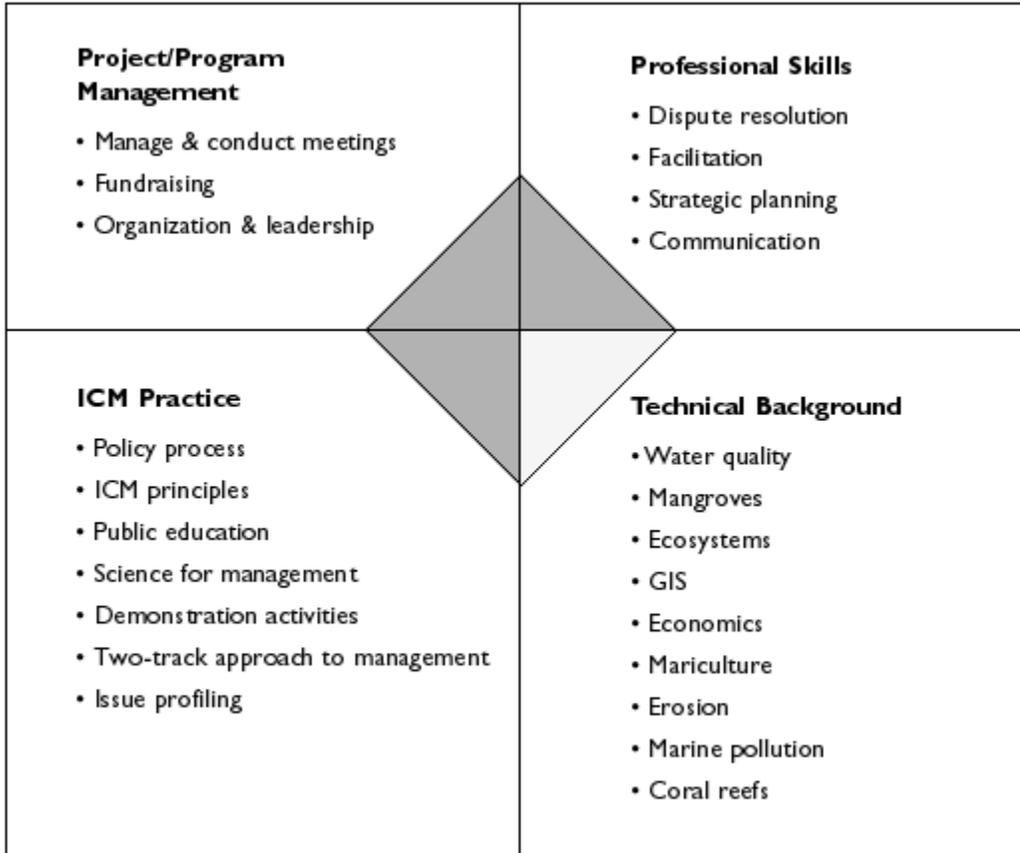
Curriculum

Course organizers designed the curriculum to accomplish several goals. First, to reflect a balance of ICM practice, project management, and professional knowledge, concepts, models, tools, and skills. This design responds to a key message emerging from needs assessments from the region and around the world—the need for a new direction in capacity building. Because most ICM managers enter the field of ICM with a technical education and/or experience background, it is a direction with a less exclusive focus on science and/or technical skills for coastal management and a greater focus on other skills and knowledge essential to an effective coastal manager. Also, there are already many excellent technical and science-oriented training programs available in the region. The approach of the *Learning & Performing* model was to “round out,” or complement these other training courses. Figure 3 illustrates the four core competency areas for the coastal manager. Shaded areas indicate the areas for curriculum focus for the *Learning & Performing* course.

In the *Learning & Performing* course, the repertoire of concepts, skills, and knowledge taught in any module determined which country would host each module. As the course content increased in complexity, the module moved to an appropriate country site that could demonstrate important lessons about that content/level of complexity. For example, the modules moved from basic concepts of ICM to local-based ICM programs, to national-level ICM policy, to linking of local and national-level ICM. In consideration thereof, the module sites moved from Zanzibar to Kenya, to Madagascar, to Tanzania. Each of these countries provided excellent studies of the issues, challenges, successes, tools, and concepts of coastal management common to the level of ICM discussed in that particular module.

As mentioned above, the usual sequence of events was to first design the course curriculum; then to select the appropriate site; and last, to identify and secure local resource trainers with expertise in the selected content areas. In a few selected cases, the process worked in reverse. In several countries, there were local resources experts in a particular area—e.g., conflict resolution or resource evaluation. It was essential—as part of the goal of exposing participants to the depth and breadth of ICM-related

Figure 3. Four Core Competency Areas that Make the Ideal Coastal Manager



expertise in the area and to foster the inter-regional networking—to draw upon these resources. In these cases, the curriculum was sequenced and/or adapted as necessary to include these experts.

Throughout the course, selected themes—food security, leadership, learning, ICM, and gender equity—were threaded throughout the curriculum. In selected sessions, trainers included questions and debate on how issues related to these threaded themes impacted the ICM topic or issue under discussion and vice versa. This approach emphasized that human development issues such as gender equity and food security are not stand-alone issues, but rather part of the everyday fabric of coastal management. Not addressing them head-on limits progress toward sustainable development—i.e., mainstreaming them into ICM programs.

Threaded themes were also discussed in a working lunch where participants could choose the theme of interest to them and engage in dialogue with other participants and trainers interested in the topic—especially as they impacted on-the-ground projects and realities. In addition, the last day of the final module was dedicated to looking exclusively at threaded themes as they related to the case study.

Curriculum Delivery

A variety of methods were used to deliver the curriculum. These included:

Bridging Exercises

These short sessions opened each new module. They were fun, interactive, mostly team-based exercises that carried a more serious message relevant to the content of a previous or the current module. The exercises also served to reengage participants in the course after each interim period break.

Lecturettes

Lecturettes often lasted no more than 15-20 minutes in order to allow sufficient time for participants to act on the knowledge or skills being delivered. Lecturers/trainers remained engaged and available for questioning and dialogue throughout the ensuing practice exercises, field visits, and case studies.

A few lectures were accompanied by video, and many lectures were supplemented with publications and resource materials.

Case Studies and Field Site Visits

ICM case studies were used in each module. In Modules 1 and 2, these were field site-based and included visits by participants to the field/community on which the case study was based. Cases provided participants with a view to the “inner workings” of ICM in the different countries in the region and provided the chance to visualize the varied palette of ICM challenges, successes, approaches, and expertise in the region.

The cases also provided participants with the opportunity for real-time application of the skills and tools presented in the course. This included practice in such skill areas as effective interviewing; in problem identification and data analysis; in critical thinking and problem solving; and in persuasive communication.

Practice Sessions

Practice sessions took many forms. Each essentially provided space and opportunity for participants to test their abilities to apply skills and knowledge from the course. As mentioned above, in some cases, practice sessions were embedded in field site visits. In other cases, practice sessions were woven into the fabric of the course. Group report-outs on field work or course work presented participants with the chance to practice and hone their communication/presentation skills and feedback skills. And, throughout the course, participants had the opportunity to practice proposal writing skills—with continuous, critical written and verbal feedback and critique from trainers and donors. Two course participants expressed an interest in developing their skills as trainers and were given the opportunity to work with a core trainer to practice a selected course session.

Curriculum Effectiveness

Participants completed both pre- and post-course self-assessments to rank their skills in the three focus areas of ICM practice skills, project management skills, and professional skills. A comparison of the results of these two sets of assessments indicates that, on average, participants perceived their skill levels in each of these areas to have improved by the equivalent of one skill level as a result of the course—moving from the “apprentice” level to the “skilled” level. Individual changes in pre- and post-course assessments of professional skills showed an increase of as much as two skill levels (Figure 4).

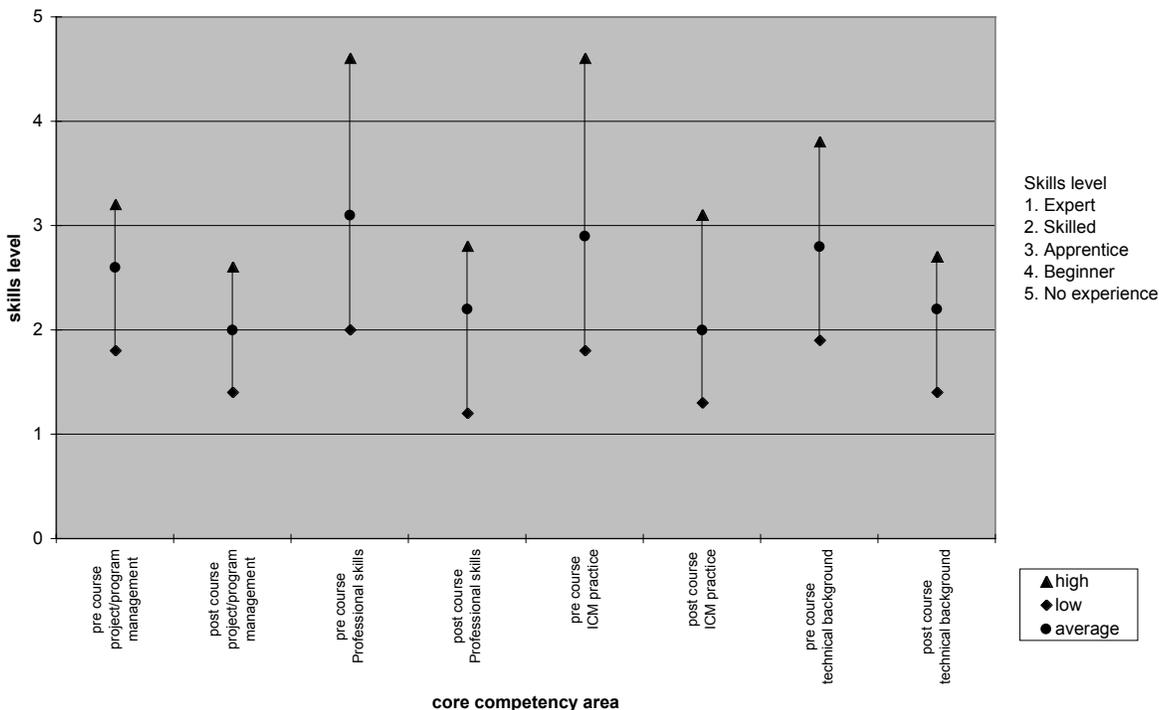
Other Course Features

The course included several other features that alone are not significant, but when viewed as part of the whole, are important elements of the overall course approach. This includes the use of an opening and closing ceremony (Modules 1 and 4); opening dinners (Modules 2 and 3); formal closing dinner (all modules); trainer debriefing sessions; and participant evaluations.

Opening and Closing Ceremonies

The opening and closing ceremonies featured key regional and international leaders in ICM, each bearing important and reinforcing messages for participants. This included messages on the role of leadership in building a strong future for coastal management in

Figure 4. Perceived Competence Before and After Course



the region; on participants' own potential to serve as those leaders; on the need for a different kind of ICM capacity building, one that goes beyond one-off training models and looks instead for long-term, sustainable models that tap into local expertise and resources; and on the need to adapt from—rather than blindly adopt—the best of the world's ICM models.

Formal Dinners

The course included a formal dinner at the close of each module. These events facilitated the networking which course designers identified as an initial, but key step in promoting a regional vs. country-specific cadre of coastal managers. It also provided much-needed space for participants to reflect on the learning and experience of the past six days before returning to the workplace.

Trainer Debriefing and Participant Evaluations

The goal was to conduct trainer debriefs daily. The reality was they occurred several times during a module—one of which was an in-depth end-of-module debrief that included a thorough review of participant evaluations.

The combination of trainer debriefing sessions and participant evaluations helped trainers modify the course as appropriate both during and between modules.

Module Overviews

Following is a text summary of the curriculum of each module. This section is not designed as a training manual, but rather as an overview of the goals, topics, and activities covered in this course. To be used in other settings, course designers would need to adapt content and delivery of these sessions to the context of the place and the needs of the participant group.

In large part, this first *Learning & Performing* course completed a critical first step in a longer process of capacity building—helping prepare a cadre of individuals with the vision, knowledge, and skills to lead the region's coastal management efforts into the future.

MODULE I

FUNDAMENTAL KEYS OF ICM

Zanzibar, Tanzania

BACKGROUND

This module included the course opening ceremony which was instrumental in setting the tone and key messages for the course. One of these key messages focused on the role of leadership in the progress of coastal management in the region—a theme that was emphasized throughout the course (see Figure 1).

In addition to participants and trainers, in attendance were key representatives from Regional Economic Development Services Office/East and South Africa (REDSO/ESA), WIOMSA, CRC, senior government officials, representatives of several key institutions dealing with coastal issues, and dignitaries from Tanzania’s national coastal management program. The module was designed to provide participants with a common, basic level of knowledge on ICM and provided the first building block for forthcoming modules.

BRIDGING

With no previous modules to link to, this became a “getting to know each other” exercise. It involved having the individual select a coin, look at the date stamped on that coin, reflect on some significant incident or aspect of one’s life during that time period, and share that story with participants and trainers.

ICM practice skills: In Module 1, participants were introduced to the ICM approach, the concept of project logic, the content of the coastal manager’s ideal “toolbox,” and methodologies and techniques for ICM issue identification, rapid assessment, and critical situation analysis.

Professional skills: Teamwork, group dynamics, and a range of communication skills (listening, interviewing, presentations, and critical thinking) were covered in this module. Participants had their first hands-on opportunity to demonstrate their presentation skills through a poster session describing their ICM project/program work.

1

Goals and Objectives

By the end of Module 1, participants understood and were able to describe:

- The concept of ICM
- A range of models under which management of coasts can play out, and the benefits and limitations of each
- Key elements of and rational for the CRC approach to ICM
- Progress of the region’s ICM programs within the policy cycle, and key milestones and challenges encountered in the process
- Key ICM tools and techniques, and how to apply them
- Why successful ICM requires a democratic governance process that seeks to build consensus whenever possible
- Why capacity building is essential to building an ICM profession
- Principles of and requirements for effective teamwork
- The role of group dynamics in reaching goals (ICM or others)

Tenets of Leadership

- Leaders hold visions and values
- Leaders are creators of collaborative innovation
- Leaders are inspired and inspiring
- Leaders advocate true team consensus
- Leaders are calibrators of accountability and regularly measure actions against standards

Magnus Ngoile
Director General, Tanzania National
Environment Management Council
Chairman, WIOMSA

Project management skills: Service project proposals were the focus of the project management skills area for Module 1. The service project concept was explained in detail, as was the plan for repetitive and progressive skill and practice sessions in the fundamentals of proposal writing, budgeting, work planning, fundraising, and presentations—skills that would support this initiative.

Other elements of the course—learning agreements, advisor sessions, and mentoring agreements—linked to all, but did not fit neatly into any one of the above skill areas. The purpose of and process for implementing each element was explained, and background guidelines and forms distributed.

Local resource trainers: In this module, the team leader of the Tanzania Coastal Management Partnership played a key role in the delivery of the material. His demonstrated knowledge of coastal management and his insightful delivery—adapted and geared to the capacity of the participants—made a clear statement on why he is recognized both in his country and the region as an excellent coastal manager.

Case study: The case study chosen for this module was Menai Bay Conservation Area in Zanzibar. Zanzibar was one of the first areas in East Africa to develop an action strategy to protect its coastal resources. Zanzibar's first action plan was for the Chwaka Bay-Paje Area. In turn, the Chwaka Bay experience led to government plans for protecting other areas of Zanzibar, including the Menai Bay area, the focus of the Module 1 case study. After being briefed on the historical and current situation in Menai Bay, participants were given a charge to assess its coastal management project. One participant—who was also the site manager for Menai Bay—led this exercise. Participants traveled to the site and, once there, practiced using techniques for rapid assessment and situation analysis—techniques taught as part of the ICM practice skills sessions. As well, participants used techniques for interviewing that were taught as part of the professional skills sessions.

After the field work, participants compared and synthesized findings and prepared a report to local government.

MODULE 2

ICM TOOLS FOR LOCAL PROGRAMS

Malindi, Kenya

BACKGROUND

Building on Module 1, with its focus on the basics of ICM, this module emphasized the knowledge and skills essential to the management of site-based ICM programs. It focused on three theme areas—communications, stakeholders, and monitoring and evaluation.

Kenya was selected as the venue for this module because its system of marine parks and reserves—executed by the Kenya Wildlife Services (KWS)—provides some of the finest examples of site-based management in the region.

BRIDGING

A teamwork activity provided the bridge between Modules 1 and 2. It challenged groups to reach consensus on solutions to selected problems. It then analyzed the process used by each group to reach (or not reach) consensus, and presented research data on the positive correlation between high levels of group consensus and high achievement of group goals.

The exercise reinforced the reality that effective ICM requires integration, and integration requires teams that can work cooperatively and effectively with each other.

ICM practice skills: Participants, once broken into theme areas (communication, stakeholders, and monitoring and evaluation) were provided with lecturettes and skills sessions to demonstrate how each theme related to an ICM site-based program. For example, the communications theme group was provided with tools, techniques, and model strategies for developing a communications plan for a site-based ICM program/project. The stakeholder group learned techniques for building stakeholder involvement and buy-in. The monitoring and evaluation group learned techniques for developing a monitoring and evaluation plan, including how to select appropriate indicators.

Goals and Objectives

By the end of Module 2, participants understood and were able to describe:

- The concepts, ideas, and tools of site-based management centered around the themes of:
 - Communication
 - Stakeholder participation
 - Program monitoring and evaluation
- The development and implementation of site-based management plans
- The Kenyan Marine Park system, specifically the Kenya Marine Parks of Watamu and Malindi
- The conservation and development program of Tsunza Village
- The importance of donors to a project, and how to attract donors to invest
- The tools and techniques for writing good proposals
- How service projects develop from the initial idea to final proposal
- Skills in budgeting and finance as they relate to proposal writing



Professional skills: Participants were trained in numerous facets of fundraising—from how to match project needs to donor interests, to how to cultivate donors as long-term partners, not merely as short-term source funders. A representative from the USAID Kenya mission shared his reflections on successful proposal writing, tools and techniques for proposal writers, and tips on what donors want to see in a “winning” proposal and partner. Participants received a lecturette and skills session on conflict resolution and conducted a role-play on handling conflictive situations.

The module ended with a hands-on practice session in making effective presentations. Each participant presented to the larger group his/her initial ideas for a service project and received feedback on the content and delivery of his/her presentation.

Project management skills: Participants received training in proposal writing with examples of models for both letter proposals and full proposals. The module also included hands-on skills and practice sessions on translating a proposal and budget into a detailed work plan.

Local trainers: In addition to experts involved with Kenya’s marine park system, several other local trainers/experts were used in this module. This included a professor from a local university who taught skills in monitoring and evaluation, and a coastal management professional with expertise on working with stakeholder groups in ICM. This latter expert also taught a session on designing and delivering high quality PowerPoint presentations. Lastly, a Kenyan from the USAID Kenya office provided insights on donor relations and fundraising.

Case study: The case used in this module was the Watamu/Malindi Marine Park. Once participants were broken into theme groups, they visited the park and talked to various stakeholders including the park warden, the author of the management plan for the park, fishers in and around the park, tour operators, and community members. The goal was to assess the existing strengths and weaknesses within the park’s current strategies and actions for ICM—with a focus on three selected theme areas of communications, stakeholders, and evaluation and monitoring. Based on the combination of course teachings, findings from the site visit, and review of park documents, theme groups made recommendations for revisions to the park’s existing strategies and/or recommendations for new strategies.

Groups presented these findings and recommendations to a panel of the park warden and staff. A discussion between participants and panelists ensued with panelists commenting on the accuracy of participant assessments, and the soundness and practicality of their recommendations.

MODULE 3

ICM TOOLS FOR NATIONAL PROGRAMS

Antananarivo, Madagascar

BACKGROUND

While Module 2 focused on ICM at the local level, Module 3 moved up a scale and focused on the process for adoption of a national-level coastal management program.

For most participants, this was their first glimpse of Madagascar—a country within their region but with a quite different culture, economy, and political situation from most of their own.

Madagascar was selected as the venue for this module first and foremost because the country is in the midst of an extensive review process of a draft national policy document. Thus, the Malagasy ICM team was able to provide participants with real-time insights on the secrets and pitfalls of writing and passing a national ICM policy in the region.

A drawback to the venue was the inaccessibility of the coast. To reach the coast from the airport, located in the capital of Antananarivo (Tana), required a day or more travel by land or by air at exorbitant costs. Neither was financially or logistically feasible for the course. As a result, the module was held in the center of the island many miles from the coast and had to rely on personal testimony of key individuals involved in the Madagascar coastal management initiative.

BRIDGING

The bridging exercise used in Module 3 emphasized the need for clear planning and collaboration between sectors or groups when those sectors or groups share the same goal, but may use different blueprints on how to get there. An analogy was made to the ICM planning and implementation process—where too often a lack of sufficient communication and collaboration results in a less than ideal output—even though participants in the process often share the same or similar goals. Participants, broken into groups and subgroups, were asked to design either the front or back half of a structure. The only additional guidance they were given was a scant list of aesthetic qualities and physical characteristics desired in the



Goals and Objectives

By the end of Module 3, participants understood and were able to describe:

- The concept of national coastal management programs and alternative models for national programs
- A range of models for development of national programs and the benefits and limitations of each
- Key elements and pre-conditions for national coastal programs of South Africa, Tanzania, and Madagascar
- The current political, economic, and environmental framework of Madagascar, including the main problems and issues of the coastal field sites
- How leadership has shaped the national ICM process in the region
- The “two-track” approach of ICM at the local and national levels
- Principles of and requirements for conflict resolution

final product. There was no explicit instruction for groups to communicate with each other and none of the groups elected to do so. As a result, when the subgroups of each team were asked to add their half of the design to their subgroup's half of the same design, the final product was a mismatch—in spite of the fact both subgroups shared a similar end goal. Without communication and collaboration, each subgroup interpreted the guidelines and criteria somewhat differently and created an output that was out of sync with their collegial subteam. The comparison was made to the challenges involved in connecting the pieces of an ICM plan, program, or policy and linking these pieces between plans at different levels of management when there has been insufficient communication or collaboration.

ICM practice skills: Participants learned the importance of having a national coastal policy and program; the different programs/models from around the world; and the preconditions for those different programs/models. To illustrate the different models, examples were given of the South Africa National Coastal Management Policy/Program and the pending Tanzania National Coastal Strategy. Participants then compared these two models to the evolving Madagascar National Coastal Management Policy/Plan. A panel of Malagasy coastal experts also presented the challenges—from a local-level perspective—of linking to a national-level ICM program in Madagascar.

Participants received instruction on the different models of ICM management, including co-management between national-level and local-level government. As well, they were introduced to issues around and techniques for dealing effectively with coordination and integration between the two levels.

Professional skills: The module included skills sessions on the proposal writing process—building on the skill level of sessions delivered in Modules 1 and 2. Trainers described in detail each section of the service project proposals and explained the overall judging process and evaluation criteria/scoring.

A skill session was also presented on advanced-level dispute resolution—i.e., at the country or international level. As one of its development strategies, Madagascar has embraced the “Zones d’Aménagement Concerté” (ZAC) process to settle disputes between local and commercial fishers. After hearing about the ZAC process, participants carried out a role-play using a true-life Madagascar dispute situation and practiced the conflict resolution techniques they had been taught in this and previous modules.

Project management skills: As deadlines for proposal submittals approached, participants received advanced-level training in proposal development and budgeting.

Local trainers: In addition to the Malagasy ICM team, a local expert on high-level conflict resolution participated in this module, delivering a skills session and facilitating a participant role-play.

Case study: The Malagasy national coastal process—which was underway at the time of this module—provided the basis for the module’s case study. The Madagascar national ICM policy/plan document had just been introduced to the public for comment, and the government was in the process of conducting public meetings to review the document. Participants were asked to listen to the Malagasy story of the national ICM process underway; compare/contrast it with the process, policy, and plans of South Africa and Tanzania; compare/contrast the different plans; and advise the Malagasy ICM team on the strengths and weaknesses of the process and proposed policy underway in Madagascar.

The case began with presentations by a local team of Malagasies from various agencies involved in the Madagascar ICM process. The team presentations included a summary of the current political and economic context of Madagascar, and an explanation of the linkages and relationships between the various agencies involved in the country’s coastal management. The Malagasy team explained the different strategies used in the design of the Madagascar draft national ICM policy and its communication to key stakeholders.

The team walked participants through all aspects of the Madagascar Orientation Document, a precursor document to a national ICM policy/plan. Participants then reviewed the physical document, reflected on the different models and processes used by the South African and Tanzanian governments, and provided the Malagasy team with critical feedback on the Malagasy process and document.

Overall, this provided participants with an excellent opportunity to compare, contrast, assess, and reflect on the various national-level ICM approaches and plans either underway or in the planning stages within the Western Indian Ocean region.

MODULE 4

TOOLS FOR LINKING NATIONAL TO LOCAL PROGRAMS

Tanga, Tanzania

4

BACKGROUND

While Modules 2 and 3 focused on either local-level-specific or national-level-specific ICM programs, this module demonstrated strategies for linking programs at the two levels.

For several reasons, Tanga, Tanzania, was chosen as the venue for this module. First, because it serves as a stellar example of a locally-based coastal management program in the region; and second, because it is a prominent example of a local program that has successfully linked to its national-level ICM program.

BRIDGING

Goals and Objectives

By the end of Module 4, participants understood and were able to describe:

- Tools and techniques for linking national and local coastal programs
- A range of models for linking national and local coastal programs, and the benefits and limitations of each
- Key elements of the Tanga Coastal Zone Programme's approach to ICM
- Techniques for giving critical feedback to colleagues and peers
- Methods for presenting proposals to donors
- Advanced skills in PowerPoint, monitoring and evaluation, and conflict resolution
- Reasons why successful ICM requires knowledge of food security, learning, leadership, and gender
- Reasons why advocacy is essential to building an ICM profession
- Principles of and requirements for effective teamwork
- The role group dynamics plays in reaching goals (ICM or others)

The message delivered by this exercise was simple—building an effectively linked local and national ICM program requires many factors be in place.

The exercise itself involved different groups instructed to build a structure—each group being given varying levels of the necessary resources to complete the task. Groups with the “right” resources in place achieved excellent output—i.e., a strong, resilient structure built to specifications. Meanwhile, groups with resources missing achieved only limited success in reaching their desired goal/output.

Again, the course-specific message of the exercise was that building a new ICM program (national or local-level) from a set of existing programs (pieces) requires having certain elements/factors in place:

- A solid foundation upon which to build
- Time and timing on your side (the right idea at the wrong time will go nowhere)
- The right building blocks/components to create the right program
- The right “glue” to hold the pieces together (whether that glue is having the right people, having sufficient funds, etc.)

- The forethought and a plan for what one wants/needs the final project/program to look like
- A sufficient number of constituents working toward the common goal

ICM practice skills: Participants were introduced to techniques for assessing ICM efforts in the region. They were then asked to reflect on both the local- and national-level programs they had studied in the course and express their best hopes and worst fears for the future of ICM in the region. (The table at right summarizes their thoughts.)

This module also provided participants with the opportunity to concentrate on the course's threaded themes. Three presenters introduced case studies that highlighted the themes of leadership, food security, and learning, and their integrated relationship to ICM. All trainers wove gender throughout their case study presentations.

Professional skills: Participants received advanced skill sessions in PowerPoint and conflict resolution. Participants also received a skills session on the advocacy process:

- Identifying the issues, goals and objectives, and target audience
- Developing the message
- Determining the appropriate channels of communication; building support for the position
- Fundraising for and implementing the advocacy program

A key message for participants was that advocacy can be an effective tool in linking national and local coastal management programs.

Project management skills: This module revisited the skills of monitoring and evaluation and provided a practical exercise for participants. This was facilitated by the fact that the Tanga Programme had recently completed an evaluation and was in the process of developing a new monitoring and evaluation program.

Participants made their final proposal presentations to the judging panel. As part of the continuing effort to practice the skill of critical feedback, participants were asked to write a critique of their fellow classmates' presentations.

This module concluded with a formal closing ceremony at which the three winning proposals were announced and graduation certificates awarded. Core team trainers and representatives from WIOMSA, CRC, and USAID/Tanzania offered final remarks.

Best Hopes and Worst Fears for ICM in the Western Indian Ocean Region

Best Hopes

- Coastal resources are improved
- Relevant lead agencies share ideas/coordinate
- Sustainable resources utilization
- Increased political will and support for ICM
- Improvements in existing legal framework
- Harmonized activities of different sectors
- ICM is valued and is sustainable
- ICM reaps tangible benefits
- ICM has full participation and ownership
- Empowerment through legal framework
- Funding for the national ICM policy
- Improved program management
- Improved conflict resolution and management
- Increased government support
- Adequate levels of infrastructure

Worst Fears

- Lack of national and regional integration
- Lack of technical capacity
- Lack of funds
- Lack of political will or acceptance
- Confusion among sectors
- Non-compliance with the programme
- Non-involvement by key stakeholders/sectors
- Programmes too difficult to implement
- Loss of livelihood and tradition
- Lack of capacity and reduced power
- Top-down approach
- No benefits evidenced
- Denied access
- Increased stakeholder conflicts
- Political instability and corruption
- Inadequate human resources

COURSE EVALUATION

Periodic evaluations of the course—its content, delivery, and applicability to participants’ professional work—were conducted throughout the program. The frequency of the evaluations varied, but at a minimum included weekly assessments, and at a maximum included assessments at the conclusion of blocks of content which focused on a specific topic or case study.

In summary, evaluations indicated a high level of satisfaction—with individual sessions and modules, and the overall course. Highest marks went to the choice of curriculum, the content and delivery of lectures, overall trainer skills, and the quality, breadth, and utility of resource materials provided. Areas identified for future strengthening include the design of and debriefing on field trips, and the design and delivery of in-class exercises.

As mentioned earlier, participants completed pre- and post-course self-assessments of their skill levels in ICM practice skills, project management skills, and professional skills (see Figure 4). Looking across the full participant pool, there was an average change/improvement of one skill level between pre- and post-course assessments. And, individual changes in pre- and post-course assessments of professional skills increased as much as two skill levels.

While formative evaluations—those which identify strengths, weaknesses, and areas for improvement—are essential for immediate or short-term adjustments to course content and delivery, it is impact assessments which are the more critical tool for assessing whether the *Learning & Performing* model is achieving its longer-term goals of ICM capacity building in the region. In consideration, impact evaluation surveys will be distributed to course participants at approximately six to nine months after the end of the course, and then again at the 15 to 18-month mark. These surveys will seek to assess longer-term ability of participants to use in their work the professional ICM practice and the project management knowledge, skills, and tools acquired or strengthened by the course. Equally important, these surveys will seek to assess what impact participants’ strengthened skills are having on their larger organizations, projects, or programs. As well, they will seek to assess changes in “softer” targets of the course—e.g., course impact on the participants’ attitudes, viewpoints, and critical thinking skills on key issues facing ICM at the local, national, or regional levels. Lastly, impact evaluations will assess the attempt made at creating a more active regional network of ICM practitioner/experts—a network that stimulates the sharing of knowledge,

experience, and skills in the region. It will help answer whether alumni and their organizations are more likely—as a result of having been part of the *Learning & Performing* experience—to communicate with and call upon one another.

The 18-month post-course evaluation will include an additional section for those individuals who were awarded funding for their service projects. This section will seek to assess how well this element provided additional opportunity to practice the knowledge, skills, and attitudes from the course in a situation where they had full control over the design and implementation of the project from start to finish.

FINANCING

As with most start-up programs, initial costs for the *Learning & Performing* course were high. Many of these costs, however, would be reduced over time. Many initial costs for equipment and supplies were one-time purchases and/or were items that would provide multiple uses over multiple courses before a repurchase was necessary. As well, significant investments of time and money went into the initial conceptualization and design of the *Learning & Performing* model. This is equally true as regards time and money invested in the design, testing, and refinement of electronic and manual systems for administrative, logistical, and programmatic aspects of the course. As such, until these systems require a redesign, additional investment/expense related to this aspect of the course should be minimal.

Another expense item worthy of note is the cost of transporting participants from their home base to the module venues—not once but four times over the life of the course. While the expensive nature of the model was recognized from the start, course developers continue to believe the high cost is justified by the offsetting benefits that come from providing participants with the time to repeatedly return to their jobs and apply the knowledge and practice, and refine the skills acquired during the course modules.

Another consideration in calculating the cost of the training program is the many in-kind contributions that were made. While it is neither possible nor necessary to put a hard dollar value on each of these contributions, it is nevertheless necessary to recognize them as having made a significant contribution to the overall success of the course. Host country staff offered their time to help in selecting appropriate venues (housing, classrooms, and opening/final dinner receptions), in introducing course organizers/core trainers to key ICM personnel and dignitaries in the country, and in helping resolve logistics problems best facilitated by the intervention of the host country native. In some countries, partner agencies also loaned selected equipment, and thereby reduced the amount of equipment needed to be shipped from the WIOMSA home base in Zanzibar and/or rented in-country.

The approximate cost of designing and delivering the first course for 18 participants was less than US\$200,000. This included the cost of trainer and staff time, resource expert/consultant honoraria/fees, regional and in-country travel costs, lodging, meals, field trips, equipment rentals, materials, and supplies. Again, follow-on courses could be completed less expensively for the reasons already noted.

LESSONS LEARNED

The following pages outline key preliminary lessons learned as a result of this course. Focus is given to assessing the strength and integrity of the concept/model itself; assessing the feasibility of sustaining the model; and assessing the strengths and weaknesses of delivering such a program/model in the Western Indian Ocean region.

First and foremost, it is essential to recognize that the very concept/model for this course is predicated on a longer-term intervention. Hence, any statements of lessons learned following one intervention can best be stated as preliminary and inconclusive. More reliable statements of lessons learned will emerge only as the model is applied multiple times over a number of years, and undergoes multiple evaluations and refinements. The following provide early observations resulting from design and delivery of the first *Learning & Performing* course.

A list of more administrative/logistical considerations that are key to the efficient delivery of this type of course is included as Appendix 5.

THE MODEL: WERE THE UNDERLYING ASSUMPTIONS VALID?

To summarize, the hypothesis underlying the *Learning & Performing* model was two-pronged. First, it began with the premise that ICM capacity in the region could best be developed by identifying potential future leaders in ICM; bringing these individuals together in a training program that used an innovative approach and design (see page 3, Course Design and Implementation); and using this initial group of individuals as a core from which to build an expanded network of regional expertise and leadership in ICM over time.

Second, it held that the *Learning & Performing* model would generate sufficient interest that other universities or agencies in the region would be eager to train in the methodology and approach used, and replicate the model—at first in partnership with WIOMSA/CRC. These new partnerships would be key to sustaining the model over the long term and building a critical mass of practitioners/leaders.

Having delivered only one in a proposed series of *Learning & Performing* courses, the hypothesis must be considered largely untested. Nevertheless, the following lessons in specific areas emerged, and will contribute to helping test the hypothesis over the longer term.

Selecting Course Participants

- Use projects and agencies actively engaged in ICM in the region—preferably for the long term—to help identify individuals with the potential for future leadership. The alternative—i.e., self-selection for the course—may not reap the leadership-ready participant pool demanded by the model.
- Encourage the above-cited projects and agencies to fund—in full or a large part—the participation of the individuals in the course. This will encourage broader real/practical support vs. philosophical-only support for the model, and improve chances that the course can become regionally self-supporting and “grounded.”

Building a Skilled Network

- Develop tools, activities, and vehicles that help participants remain substantively engaged and interactive between modules and, most importantly, post-course. This includes, but is not limited to, the need for a moderated discussion group (vs. unmoderated listserv) which increases chances for substantive discussion and information sharing.
- In addition to any broad needs assessments conducted in the target region of the course, deliver a second needs assessment/participant skills profile once the course participant list is finalized. This allows for a further customization of course curriculum to participant needs, and helps build the most skilled network possible.

“Sandwiching” Time in the Classroom with Time on the Job

- The “sandwich” approach—interspersing time in the classroom with time on the job—substantially increases the cost of delivering the course. This includes increased travel costs—four trips vs. one trip for course designers/coordinators to assess country venues for each module, and four vs. one transport per participants and core trainers to attend each module. It also includes a repeated—four vs. one—series of start-up and breakdown costs.
- The sandwich approach provides participants with a critical benefit—i.e., time between modules to practice or apply course-delivered skills and knowledge in the professional setting. Similarly, the approach gives trainers much-needed time to adjust and refine the curriculum, logistics, and delivery based on participant input from previous modules.
- The success of the sandwich approach was dependent on the use of two different tools—interim assignments and the listserv—to connect individuals to the course, trainers, and other participants during out-of-course periods.
- The benefits cited above still appear to justify the cited costs of the sandwich approach.

Moving Modules Between Countries

- Moving modules from country to country is expensive. This increases transport costs, venue costs (loss of quantity purchase/cost breaks), accounting costs (different currencies, multiple airfare purchases, etc.), and logistics costs (assembling a new in-country administrative support team, etc.).
- Using different countries to host different modules increases participant awareness and respect for the breadth of ICM human and natural resources in the region, and the diversity of problems faced and solutions possible for ICM in the region. This increased awareness and respect, and in turn provides a strong and essential foundation for a regional ICM network.
- The benefits of moving modules to different countries in the region remains a good and important, albeit substantial, investment.

Curriculum

- The three-prong focus on ICM practice skills, professional skills, and project management skills proved valid and satisfied most but not all participants. Some participants—in spite of being advised in advance of the course that technical skills would not be delivered in the training—continued to feel the lack thereof. Future courses should increase communication on what the curriculum does and does not include, and ensure participants selected are well-suited candidates to receive this curriculum. Again, the *Learning & Performing* curriculum is intended to complement the numerous and excellent technical training that is already available in the region.

Service Projects

- Having participants submit a service project proposal provided several benefits:
 - It provided an excellent practice field for teaching the practical skills of proposal writing, work planning, and budgeting
 - It provided WIOMSA with a link to the proposal winners after the course

Based on the latter benefit—i.e., post-course linkages with alumni—future courses should fund an increased number of service projects.

Mentors and Advisors

- The use of course advisors and external mentors were value-adding and furthered the goal of creating a network of individuals linked by dialogue, critical thinking, self assessment, sharing of experience, collegial advice, and coaching. It promoted the sense of continuity for participants—i.e., that the course was only one step in a continued relationship across ICM practitioners and leaders in the region. It also demonstrated that the intellectual dialogue, and professional and ICM practice assistance would continue after the course was completed.

- Consider options for identifying and securing mentors—or alternatives to mentors—for participants working in remote areas where other experienced ICM leaders/professionals are few and far between and/or inaccessible.
- Increase the amount of time allocated to course advisor sessions. Participants found these sessions invaluable—especially in terms of discussing and receiving guidance on progress against their personal learning agreements/plans. The too-brief amount of time allocated to them, however, meant important dialogue was often truncated.

Interesting other Universities to Replicate the Model

- This element of the model/hypothesis remains untested. In 2002, however, WIOMSA will seek to identify other universities or groups in the region interested in designing and delivering future *Learning & Performing* courses.

THE MODEL: IS IT SUSTAINABLE?

If a goal of a series of *Learning & Performing* courses is to build an expanded network of coastal management practitioners in the region, a key question that must be answered is whether or not the course can be replicated numerous times over an extended period. A number of factors must be considered in formulating an answer to this question.

- The model has great potential for the region, but is expensive and requires sustained donor funding in its start-up period (four to five years). This continuum of time and funding is necessary to allow the program to refine and attract key regional supporters of the model; earn itself a high-quality reputation—with participants, trainers, and donors alike—as a program that delivers benefits on the ground (which will require documentation over time); and build the momentum sufficient to attract courses comprised of fully, self-funded participants (project-paid).

Five years' time will help ensure systems are sufficiently developed and staff sufficiently trained so that many of the start-up costs associated with the design and delivery of the first *Learning & Performing* course are reduced or eliminated. This would, in turn, increase chances that tuition revenues alone are sufficient to cover the course expenses.

- Establishing and retaining a core staff with the institutional history and expertise in this model is essential to sustaining the *Learning & Performing* model. This should/could be complemented by extensive documentation on the model as it evolves.
- Securing the approval/commitment of participants' organizations is key to a sustained effort. This commitment includes approval for the participant to be out of the office for approximately five to six weeks (four weeks in-course and an extra week or more tallied

in travel time). As well, organizations are asked to support participants' continued involvement in future courses—serving in the capacity of mentors and/or resource trainers.

- University accreditation may improve chances for sustaining the *Learning & Performing* course. WIOMSA will pursue this option.
- There appear to be a sufficient number of skilled, local trainers in the region to sustain the model. This will become even more true as alumni of early *Learning & Performing* courses build their own training skills as they help deliver selected elements of subsequent courses.
- The regional market for future *Learning & Performing* courses also appears strong—as indicated by the excess of qualified applicants as compared to available places on the course roster.

APPLYING THE MODEL IN THE WESTERN INDIAN OCEAN REGION

There are both benefits and challenges to applying the model in the Western Indian Ocean region—with the former still outweighing the latter.

The Benefits

- The region is rich in coastal resources and provides a diverse palette upon which to train. It has pressing ICM issues as well as a breadth of solutions to those issues/problems.
- As mentioned in the previous section, the region has a wealth of demand, in the form of practitioners in need of building their ICM skills; and a wealth of supply, in the form of local/regional expertise ready and able to provide the skills building/training.
- The region has a number of well-established universities that would be well suited and qualified as partners in the design and delivery of future *Learning & Performing* courses.
- The alumni of the *Learning & Performing* course already comprise the base of a support group for the model/concept, and as potential resource trainers in future courses.
- WIOMSA has a strong presence in the region and is capable of providing the scientific and technical complement to the course curriculum. It is well positioned to provide post-course, moderated programmatic dialogue with alumni.

The Challenges

- Post-course, substantive dialogue is facilitated when that discussion can occur electronically. This is difficult in East Africa due to sub-optimal Internet services and limited computer/Internet availability by numerous participants and/or their organizations.
- Transport costs for trainers, participants, supplies, and equipment between mainland and island countries in the region is expensive, and the logistics difficult to arrange.
- Organizations in the region must be convinced that freeing up their limited human resources for approximately six weeks in the short term to attend the *Learning & Performing* course will benefit the organization and its work in the longer term.
- The region has greater ICM need than there is human ICM capacity to meet that need. This means individuals move frequently between organizations and projects. This challenges the need for a core group—of trainers and administrators—who have institutional memory and experience in delivering the *Learning & Performing* course to remain together during the proposed initial five-year start-up period.
- Identifying one or more donors willing to invest in the model for the critical five-year start-up period is essential to the long-term survival of the program. While such a donor(s) likely exists, the challenge is in identifying them quickly to capture the momentum of the first course and keep the network expanding without significant gaps in time.

CONCLUSION

A recent report from the December 2001 Global Conference on Oceans and Coasts—a preparatory meeting leading up to the official World Summit on Sustainable Development in August 2002—states that “(s)cientific advances and technology development will continue to open untapped potential for use of coastal, offshore and exclusive economic zones, and deep ocean areas. Yet, understanding of the role and vulnerability of these resources and habitats is still limited. And all countries, rich and poor, lack the needed capacity to manage even the existing level of development in a well-integrated way.”

The *Learning & Performing* model holds great hope as one means for building such capacity in the Western Indian Ocean region. Looking to the future, with a series of *Learning & Performing* courses underway, with a growing network of alumni and skilled trainers, with a growing donor belief in the potential of the model, and with a growing network of universities and agencies committed to designing and delivering future courses using the *Learning & Performing* model and methodology, the future of ICM capacity in the region only stands to be strengthened.

APPENDIX 1

PARTICIPANTS

Name	Homesite	Affiliation
Hachime Abderemane	Moroni, Comores	Ministry of Environment
Eric Deche	Nairobi, Kenya	Wildlife Clubs of Kenya
Musa Dengo	Tanga, Tanzania	Tanga Municipal Council
Anselmo Gaspar	Maputo, Mozambique	Coastal Zone Management Department
Ali Said Hamad	Wete, Zanzibar	Misali Island Conservation Area Project
Farhat Mbarouk	Zanzibar, Tanzania	Department of Environment
Zainab Mjema	Dar es Salaam, Tanzania	Ministry of Planning
Tomas Muacanhia	Maputo, Mozambique	Eduardo Mondlane University
Irene Nduta Gathinji	Nairobi, Kenya	PACT/CORE
Irene Ngugi	Nairobi, Kenya	World Conservation Union
Augustine Ntumbo	Kisarane, Tanzania	Ministry of Agriculture
Dalmas Oyugi	Nairobi, Kenya	National Museums of Kenya
Robert Rajaonarison	Masoala, Madagascar	Wildlife Conservation Society/ANGAP
Remi Ratsimbazafy	Antananarivo, Madagascar	World Wide Fund for Nature
Salim Amar Saad	Zanzibar, Tanzania	World Wide Fund for Nature
Issa Hussein Shally	Kiunga, Kenya	World Wide Fund for Nature
Duncan Thebas	Bagamoyo, Tanzania	Bagamoyo District Council
Lugazo Zuberi	Tanga, Tanzania	Tanga Coastal Zone Conservation and Development Programme

APPENDIX 2

LEARNING AGREEMENT GUIDANCE DOCUMENT

Learning Objectives

- Allow participants and facilitators to engage in a constructive supportive and critical dialogue
- Provide benchmarks that encourage students to consider what they have accomplished through their participation in the course
- Assist students in developing learning strategies and competencies that can be helpful in their workplace
- Formulate standards and expectations for individual progress and structures of accountability
- Provide effective and efficient communication between students and mentors that is both rigorous and respectful
- Help students make sense of what has happened to them during the course

Personal Objectives

Everyone learns differently and moves through ideas and material according to their talents, abilities, and specific life circumstances. Since the learning contract aims to give one the opportunity, along with the responsibility, to shape the learning process to suit the individual's needs and goals, one should think through and write answers to the following questions:

- What are your present strengths and weaknesses as a coastal manager?
- What strengths (personally, educationally, and professionally) would you like to acquire?
- What are your learning goals for this course?

Two suggested learning areas are:

- Knowledge: Topical areas that you hope to learn more about

- Voice: Reading, writing, speaking, listening, graphic representation, group processes, group conversations, critical analysis, and public presentation

The learning objectives should be a concise statement of what you want to learn.

Learning Strategies

How are you going to reach your learning goals?

- Describe your strategy to reach each of your learning goals (what will you study, investigate, read, etc.)
- What resources will you need to reach your learning goals (print, people, other material)?
- How will you access, organize, and prioritize these resources?

Learning Outcomes

What will be the results of your efforts to learn? What will you produce to demonstrate that you have achieved your learning objectives? Examples of outcomes are:

- Video presentation
- Research paper
- Artwork or other visual representation
- PowerPoint presentation
- Case study
- Grant proposal
- Performance, oral presentation, or demonstration

Describe the details of the outcomes. You can, for example, specify the length of a writing assignment, how many interviews you will conduct, etc.

Evaluation criteria—i.e., describe how you and your mentor will evaluate your performance and products to determine if you have accomplished your goals.

APPENDIX 3

MENTORING AGREEMENT

Learning & Performing: Developing Skills for Coastal Management Practitioners in the Western Indian Ocean Region

Introduction

The purpose of the mentoring agreement is to provide a guide for the relationship between the professional mentor and his/her mentee. This relationship will last through the duration of the course and hopefully after the course has concluded. The process of writing, clarifying, and agreeing on expected results in the beginning of the course helps the mentor-mentee relationship reach a mutually satisfying conclusion.

Definitions

Mentoring: A mutually beneficial relationship between someone who is more experienced and sometimes—but not always—older (the mentor) with someone less experienced (the mentee)

Professional Mentor: An experienced coastal manager who can help guide the professional and personal growth of a mentee

Mentee: A participant in the WIOMSA *Learning & Performing* skills course

Process

Mentee tasks before meeting with mentor:

1. Complete Section A and the mentee column in Section C of this form.
2. Identify a mentor. (Before approaching someone about mentoring, put yourself in the mentor's position—perhaps the mentor would welcome the opportunity, but again, perhaps the mentor feels too busy or not interested. Think about specific areas you can ask for help, which could, but do not need to expand into a broader mentoring relationship.)

3. Contact the mentor. (In the initial conversation, explain your professional goals, and that you are seeking someone you can call on to give advice about assignments during this course. State you would like help learning the informal ways of career advancement and issues that come up along the way. Explain you would like coaching on progress on improving your professional skills.)
4. Set up a meeting with mentor and send mentor a copy of the form with your Section A completed. Ask mentor to complete Section B and mentor column of Section C prior to your meeting.
5. Notify WIOMSA with contact information for your mentor.

At the meeting with the mentor:

1. Jointly review and discuss the answers and reach agreement on Sections A, B, and C.
2. Answer questions in Section D.

After the meeting with the mentor:

1. Mentee is responsible for reviewing the form and keeping it up to date.

Between modules:

1. Mentor and mentee jointly review progress and give mentoring relationship a check up for any needed changes.

AGREEMENT

SECTION A (To be completed by mentee)

What type of assistance do you want from your mentor (include comments about help with service projects)?

1. Define your career goals.
2. What are your professional strengths and weaknesses?
3. What are your expectations of the mentor?

SECTION B (To be completed by mentor)

1. What expectations do you have of the mentee?

SECTION C (To be completed by mentee and mentor)

1. How often will you have contact outside of the course?
2. How will you contact each other outside of the course? (e-mail, telephone, face-to-face meetings, etc.)
3. For how long after the course will you keep in contact?
4. Who will be responsible for scheduling your meetings?
5. What will be the ground rules for your discussions? (confidentiality, openness, candor, truthfulness, etc.)

SECTION D

1. We have agreed to focus our mentor-mentee relationship on three topics. List topics.
2. List any additional areas/issues you want to discuss and agree to.

Mentee Signature Date

Mentor Signature Date

APPENDIX 4

SERVICE PROJECT PROPOSALS

	Titles of Service Projects
	Valorization of Ndroude Coastal Zone by Supporting an Eco-Tourism Development
	Enhancement of the Coast Conservation Education Centre
	Community Eco-based Tourism
	Enhancing the Awareness of Sustainable Use of the Ponta d'Ouro Coastal Zone
	Islamic Environmental Ethics Education: A Tool for Addressing Coastal Resources Overexploitation
*	Mangrove Conservation through Introduction of Improved Stoves
	Towards Food Security, Conservation, and Development in the Yingwani Neighborhood of Inhaca Municipal District
*	Towards Policies and Laws for Sustainable Management of Resources: Enhancing Community Ownership of Intervention Process and Products through Meaningful Participation in the ICM Policy Development
	Shoreline Erosion Control
	The Role of the Local Community in the Conservation of Coastal and Marine Resources: A Case Study of Kilifi Creek, Kenya
	No proposal submitted
	Developing Alternatives for Sea Turtle Conservation in Nosy Hara
	Beekeeping and Honey Production for Mangrove Forest Conservation
	Training of Mangrove Users within the Kiunga Marine National Reserve on the Importance of Conserving Mangroves and the Development of Awareness-raising Materials for Sustainable Mangrove Management
	Mangrove Rehabilitation at Mlingotini Village
*	Establishing the Seaweed Raft Method in Cultivation of Moa and Kiju Villages, Muheza Tanga Region, Tanzania
*	Indicates proposal award winners

APPENDIX 5

ADMINISTRATION AND LOGISTICS CHECKLIST

Following is a selected list of administration and logistics considerations for delivery of future *Learning & Performing* courses.

Staff

- A. Assemble a core team that comprises at a minimum: one full-time administrator (two administrators is preferred), one full-time financial person, and two experienced trainers
- B. Supplement the core team with a part-time, on-site, local administrator for the duration of each module

Venues

- A. Scope out the proposed site for each module to identify classroom, lodging, and special event options at least four weeks prior to the start of a module
- B. Select a venue which can provide both appropriate classroom space as well as lodging
- C. For the first one or two modules, select venues that are somewhat remote. This encourages participants to stay put and network.
- D. For the first module or two, provide meals at the lodging venue. In later modules, provide participants with meals per diem and the option of eating inside or outside the venue.
- E. The overall venue works best when it has:
 - 1) Average-to-high quality food
 - 2) Accommodations for special dietary needs
 - 3) Space in addition to main classroom space for break-out rooms
 - 4) Proximity to the case study field site
 - 5) Equipment available for rent/use by the course

F. The classroom venues work best when they have:

- 1) The size, appearance, and “climate” of a classroom
- 2) Sufficient wall space to hang posters, group report outs, flip charts, etc.
- 3) Chairs and tables to accommodate participants, trainers, resource experts, etc.
- 4) Space to arrange tables and chairs for small working groups

Communications

A. Computer technology is inconsistent in the region. Do not rely solely on the Internet for communications between participants and the core team in the periods between modules.

Travel

A. When possible, bring groups of participants to one origination point. This makes it possible to secure group/reduced rate fares for transport to the final course venue.

B. Make local travel arrangements well in advance of the start of each module.

Options for local transportation that can accommodate large groups are often limited and/or insufficient to meet needs.

Equipment and Supplies

A. At a minimum, purchase supplies sufficient for the first two modules

B. Transport supplies to the venue in advance

C. Avoid whenever possible relying on local purchases—what you need may not be available

D. Inventory supplies and reorder as necessary at the end of each module

E. Consider purchasing dedicated equipment—e.g., an In-Focus (PowerPoint) machine, flip chart stands, portable overhead projectors, etc. While this adds transport costs, it ensures the training team has reliable, high quality tools to work with at each venue, and avoids costly renting or the inefficiencies that come with borrowing equipment.



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