STRATEGIC PARTNERSHIP
FOR THE MEDITERRANEAN SEA LARGE MARINE ECOSYSTEM

Development of a Mediterranean Marine and Coastal Protected Areas (MPAs) Network through the boosting of Mediterranean MPAs creation and management in areas within national jurisdiction of third countries

Capacity Building Programme Planning Workshop

Barcelona

21-23 April 2009

WORKSHOP PROCEEDINGS

Acknowledgements

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List of acronyms

CB	Capacity Building
EBM	Ecosystem Based Management
FAO	Food and Agricultural Organization of the United Nations
GEF	Global Environmental Facility
GIS	Geographical Information System
MedPAN	Network of managers of MPAs in the Mediterranean
MPA	Marine and Coastal Protected Area
NGO	Non Governmental Organisation
NOAA	U.S. National Oceanic and Atmospheric Administration
RAC/SPA	Regional Activity Centre for Specially Protected Areas of UNEP
UNEP	United Nation Environmental Programme
UNEP-MAP	Mediterranean Action Plan of UNEP
WWF	World Wide Fund for Nature
WWF-MedPO	WWF Mediterranean Programme Office

Summary

The main goal of the MedPAN South Project is to enhance the effective conservation of regionally important coastal and marine biodiversity features by assisting eligible countries in improving the management of their marine protected areas (MPAs) and promoting the establishment of new MPAs. The project will last 4 years (2009-12) and will be implemented in the eligible countries of the south and east of the Mediterranean. It is coordinated by WWF Mediterranean Programme Office (WWF-MedPO) and is articulated in the following 2 main components: (1) Strengthening of the management effectiveness of MPAs in 5 pilot sites (Algeria, Croatia, Libya, Turkey, and Tunisia), and (2) Support to the Regional Network of MPAs managers and relevant institutions through a region-wide Capacity Building (CB) Programme and communication activities.

In the framework of the CB Programme of the project, a Mentors Programme was established to strengthen the skills and capacities of selected officers and/or experts from relevant institutions of the each one of the eligible countries of the project. In return, the trained experts ("Mentors") will become the liaison persons between the Project's staff and the MPA management bodies and relevant authorities within their countries.

In early 2009, the designated Mentors assisted the Project's staff in running the preliminary CB needs and expertise assessment in each one of their countries and, in April 2009, they were invited to attend a "CB Programme Planning workshop". The objective of the workshop was twofold: i) to develop the main outline of the Project's CB Programme by building on the identified priority common needs from all participating countries; and ii) to train the Mentors in CB programme planning. The workshop was a dynamic event with a participatory approach to the decision-making process. The needs and expertise assessment allowed to identify 10 priority CB activities for the region. During the workshop, these 10 activities were thoroughly analyzed and the target audiences and existing expertise for each one of them were also identified. These activities were then prioritized to identify the highest priority activities for implementation in the immediate future in the region. During the workshop, the Mentors were asked to contribute to the development and future implementation of the CB programme (Implementation Team), of the Evaluation Plan (Evaluation Team) and of the Communication plan (Communication Team) of the Programme. As part of the three teams, Mentors will be able to properly follow the progress of the CB Programme at different levels.

Based on the outcomes of the planning workshop, an outline of the CB Programme was developed and submitted to the Mentors for comments and final approval. The proposed CB Programme is structured in the following 6 components: (1) Mentors Programme, (2) Training Programme, (3) Application Process, (4) Implementation Agreements, (5) Evaluation Plan and (6) Communication Plan.

The present proceeding provides details on the participatory planning process that took place during "CB Programme Planning workshop".

1. Background

1.1. Introduction

The MedPAN South Project is part of the Biodiversity Component of the **GEF Full-Sized project "Strategic partnership for the Mediterranean sea large marine ecosystem"** (GEF Project) led by UNEP and aimed at leveraging reforms and catalyzing investments that address marine and coastal biodiversity conservation priorities for the Mediterranean basin. The main objective of the project is to enhance the effective conservation of regionally important coastal and marine biodiversity features by assisting eligible countries in improving the management of their marine protected areas (MPAs) and promoting the establishment of new MPAs, in synergy with the partner project MedMPAnet of the UNEP-MAP-RAC/SPA. This will effectively expand the existing regional network of MPAs managers – MedPAN to include countries in the south and east of the Mediterranean (www.medpan.org).

The project will last 4 years (2009-12) and will be implemented in the following countries: Albania, Algeria, Croatia, Egypt, Lebanon, Libya, Morocco, Montenegro, Syria, Tunisia and Turkey. The Palestinian Authority also participates. The main partners of the MedPAN South Project are UNEP-MAP RAC/SPA and FAO. UNEP-MAP Blue Plan, Conservatoire du Littoral, the MedPAN Association and IUCN-WCPA are project's associates.

The MedPAN South Project is coordinated by WWF Mediterranean Programme Office (WWF-MedPO) and it articulated in the following 2 main components:

Component 1 **-** Strengthening of the management effectiveness of marine protected areas in 5 pilot sites (Algeria, Croatia, Libya, Turkey, and Tunisia).

Component 2 **-** Support to the Regional Network of MPAs through

- a region-wide capacity building (CB) programme, that aims to strengthen the capacity and skills of MPA managers, lead staff, practitioners and officials of relevant authorities/administrations, in the eligible countries, by providing them with the tools and know-how needed to improve the daily management, monitoring & evaluation and financing of the existing MPAs in their country.
- comm*unication activities* in collaboration with the MedPAN Association.

The CB programme will be developed and implemented in close cooperation with UNEP-MAP RAC/SPA, the U.S. National Oceanic and Atmospheric Administration (NOAA) and other major international organizations.

1.2. Mentor Programme

In the framework of the CB programme, a Mentor Programme has been developed to strengthen the skills and capacities of selected officers and/or experts from relevant institutions of the countries of the project so they can become professional trainers for MPA staff in the Mediterranean. At the same time, Mentors will play the role of liaison between the WWF-MedPO Project's staff and the MPA management bodies and the relevant authorities of their country. Mentors will form a network of expertise that will ensure the sustainability of the CB programme beyond the duration of the project. For each of the eligible countries, one Mentor was nominated by the relevant MPA authorities according to specific criteria (see Annex 1).

In April 2009, Mentors were invited to attend the "CB Programme Planning Workshop" to be trained in CB programme planning, develop the main pillars and identify the priority themes of the CB Programme of the MedPAN South project. Prior to the workshop, Mentors implemented, in close cooperation and with the assistance of the MedPAN South's staff, a preliminary CB needs assessment.

1.3. CB Needs Assessment

To better tailor the CB Programme to the real needs of the target groups, a preliminary CB needs assessment (survey) was carried out in the project countries. The survey aimed at identifying both the existing MPA management capacity (expertise) and capacity building (CB) needs (gaps) of the following target groups:

- the managers and key staff of existing MPAs;

- the officers of relevant authorities and institutions who are responsible for the siting, design, establishment, management, financing and supervision of MPAs and/or marine and coastal management and conservation in general.

A questionnaire was designed to survey target groups' perceptions on existing capacities and needs. From early March to mid April 2009, Mentors identified potential candidates for the CB programme in their countries and facilitated the process of filling out the questionnaire through face-to-face meetings, telephone interviews, or small workshops.

At the end of the survey, 53 questionnaires from 10 countries were completed. The findings of this survey served as the basis for the development of the CB programme during the "CB Programme Planning Workshop".

2. Planning workshop

The "CB Programme Planning workshop" was held in Barcelona, Spain, on April 21-23, 2009 (see Agenda in Annex 2). During the workshop, all agreements on the structure of the Programme were achieved through a participatory decision-making process, which took into account the different situations in the different Mediterranean countries. Mentors worked hand-in-hand with the Project's staff and with the facilitation of Anne Walton, a CB expert of NOAA, were guided through the step-by-step development of the CB programme.

3. Participants

Ten Mentors for 9 countries attended the meeting. The final list of participants is available in Annex 3.

4. Results of the planning workshop

The following sections are the results of the working sessions of the three-day workshop.

4.1. Capacity Building activities

The results of the CB Needs Assessment allowed t identify the following priority MPA Capacity Building activities to be addressed by a region-wide capacity building programme:

1. MPA-101
2. MPA Management Planning
3. Planning for Sustainable Fisheries
4. Planning for Sustainable Tourism
5. Enforcement Planning
6. Collaborative Planning
7. Research
8. Education
9. GIS
10. Sustainable Financing

A more detailed description of each activity is available in Annex 4.

These 10 priority CB activities were analyzed and discussed throughout the Planning Workshop and served as the basis for the development of the goal, objectives and the overall structure of the CB programme.

4.2. Goal

Participants developed and agreed on the following goal of the CB Programme:

> *"The Capacity Building Programme contributed to the conservation of marine and coastal biodiversity through the establishment of new MPAs and the improved management of existing MPAs in the Mediterranean countries."*

4.3. Establishing objectives

For each priority CB activity, , Mentors developed through small working groups the short term objectives (skills, knowledge or product) and the long term objectives (what could be implemented out in the field that could not be implemented before the training) they want to achieve as a result of the training activities. Identified objectives were assessed against the overall goal and used to define the specific content of the CB training activities.

CB ACTIVITIES
1. MPA-101
Short Term Objective:
• By the end of the training, participants will have increased knowledge on all relevant aspects related to MPAs management.
Long Term Objective:
• By 2012, relevant personnel and stakeholders of MPAs will acquire the basic knowledge on MPA management and the value of MPAs; By 2012, MPAs of the countries in the South and East of the Mediterranean will have effective and implemented management plans.
2. MPA Management Planning
Short Term Objective:
• By the end of the management planning workshop, all MPA managers, key staff and constituents will have the knowledge and skills to conduct a management planning process in order to develop an effective and implementable management plan.
Long Term Objective:
• By 2012, nine of the MPAs within the MedPAN south region will have effective and implementable management plans in place.
3. Planning for Sustainable Fisheries
Short Term Objective:
• By the end of the training, key staff from the fisheries sector and MPA managers will know how to develop a fisheries management plan, fishermen will understand MPA regulation, and local communities, MPA managers/staff will understand the impact of various human activities on fish stocks.
Long Term Objective:
• Illegal fishing activities are stopped and overfishing is reduced by 2015 in the MPAs of the project countries through the implementation of effective management plans.
4. Planning for Sustainable Tourism
Short Term Objective:
• By the end of the training, managers, tourist operators and service providers of MPAs will understand the concept of sustainable tourism in MPAs and MPAs managers and officers of the Ministry of Tourism will know how to develop charters for sustainable tourism in MPAs.

Long Term Objective:
• By 2012, , Tourism will be managed in a sustainable way in the MPAs of the Mediterranean countries, and tourists will have maximum gain from MPAs with the least interference in the ecosystems.

5. Enforcement Planning
Short Term Objective:
• By the end of the training, MPA managers will be able to develop a list of priority enforcement measures and will have the knowledge to increase the number of qualified guards and put signs in the MPA to show regulations.
Long Term Objective:
• By 2015, the MPAs of the Mediterranean countries in the South and East will have effective enforcement and illegal human activities will be reduced by 50%.

6. Collaborative Planning
Short Term Objective:
• By the end of the training, MPA managers, relevant staff, and key constituents will have the knowledge and skills to involve the stakeholders in the management of the MPAs and will learn collaborative skills.
Long Term Objective:
• By 2012, 51% of MPAs will involve stakeholders in their management and the collaboration will be increased in and between MPAs in each country and in the Mediterranean.

7. Education
Short Term Objective:
• By the end of the training, education and communication staff will have the skills and knowledge to develop and perform site specific education and outreach programs.
Long Term Objective:
• By 2012, education programs will be implemented in all MPAs within the MedPAN South region.

8. Research
Short Term Objective:
• By the end of the training, research and monitoring staff will be able to better define research and monitoring requirements and priorities to complement management needs.
Long Term Objective:
• By 2012, research and monitoring programs will be developed and implemented and results used in the management and land-use plans in all MPAs in the MedPAN South region.

9. GIS
Short Term Objective:
• By the end of the training, MPA managers, research and education staff will have the basic knowledge on how to use GIS and the uses of GIS to enhance MPA management.
Long Term Objective:
• By 2012, all MPAs within the MedPAN south region will use GIS to enhance management efficiency.

10. Sustainable Financing
Short Term Objective:
• By the end of the training, MPA (relevant) staff will understand the mechanisms and concept of planning for long-term financial sustainability.
Long Term Objective:
• By 2012, all MPAs within the MedPAN South region will have developed a plan or programme for long-term financing.

4.4. Capacity Building deliverables

For each CB activity, outputs (products or tools) and outcomes (results of the activity, that usually leads to change = knowledge or skills) were identified by the Mentors.

CB ACTIVITY	SKILLS	KNOWLEDGE	PRODUCTS OR TOOLS
1. MPA-101		• Understanding of the overall aspects of the management of MPAs	• Publications (brochures, booklets, leaflets or similar)
2. MPA Management Planning	• Able to assemble and facilitate a planning team • Have the skills to work with diverse stakeholder groups	• Familiarization and confidence in using the planning process, from beginning to end • Understand how and when to work with stakeholders	• Framework for management plan
3. Planning for Sustainable Fisheries	• Able to build consensus between fishermen and MPAs • Able to assemble and facilitate a planning team for the development of the fishery management plan • Able to develop and implement effective surveillance programme (patrolling, etc)	• Understanding of MPA regulation and various human impacts on fish stocks and ecosystem	• Guidelines on sustainable fisheries in MPAs based on EBM • Website
4. Planning for Sustainable Tourism	• How to effectively manage the tourism activities in a sustainable way • How to assess carrying capacity for MPAs	• Better knowledge on the concept of sustainable tourism and ecotourism • Better knowledge on negative impact of tourism on MPAs • Better knowledge on using sustainable tourism as source of funding for MPAs	• Guidelines for sustainable tourism in MPAs • Case studies of successful sustainable tourism in MPAs • Guidelines for carrying capacity for MPAs
5. Enforcement Planning	• Ability to develop, improve and enforce MPA regulation	• Better knowledge on methods and techniques for regulation and enforcement at sea	• Methodological guidelines on enforcement planning
6. Collaborative Planning	• Able to work with different stakeholder groups • Able to explain arguments in a convincing manner • Able to manage conflicts between different group representatives	• Knowing the prerogatives of every stakeholders • Understanding how and when to work with stakeholders • Familiar with the theory of mediation	• Framework of stakeholder involvement • Work procedures for establishing a management steering body
7. Education	• Identify target audience and draw up key messages • Identify the most appropriate tools to convey the message (know how to communicate)	• To be familiar with the concept and role of MPA regulation • To have the right knowledge to identify the outreach educational programme to cooperate with other MPAs	• Formulated action plan for education and awareness
8. Research	• Able to do basic scientific research • Able to do monitoring and identify areas to be protected • Able to participate in marine expeditions	• Familiarisation with monitoring methods • Acquire the necessary knowledge to formulate a scientific and a monitoring programme	• Site based model of monitoring framework
9. GIS	• Basic skills to use GIS • Ability to interpret GIS mapping • Ability to use GPS	• Knowledge on basic IT principles • Basic GIS knowledge • Familiarisation with the use of ArcView (software) • Knowledge on potential implementation of GIS in the field	• Methodology on data collection with GPS and on how to develop maps
10. Sustainable Financing	• Able to properly manage budgets • Able to set up a programme budget • Able to draw up fundraising proposals	• Better knowledge on identifying possible sources of funding • Familiarisation with development of the financial plans	• Guidelines and case studies of sustainable financing for MPAs • Inventory of funding sources

4.5. Identification of existing expertises

In order to develop a relevant CB program, it is important to identify the available expertise within the region that can contribute to build and sustain capacity within the Mediterranean.. For each of the CB activities, Mentors were asked to identify existing degrees of knowledge, skills (local and regional experts), case studies and existing training programmes on issues related to MPA management in their country or in the region.

Mentors provided basic contact information for about 95 potential experts, research institutes and governmental agencies. Most of the contacts have site-specific expertise; few of them have regional expertise on MPAs. Sustainable Financing and Sustainable Tourism resulted to be the topical areas with the least expertise in the Mediterranean.

This exercise contributed to the development of the project's expert database. The database is one of the operational tools which will be used to deliver the necessary assistance to the participants of the CB Programme in the implementation of the acquired knowledge and skills in the field.

4.6. Identification of target audience

Mentors were asked to identify all major categories of **stakeholders** (persons or organizations that have a legitimate interest in the MPA) and to evaluate their eligibility as **target audience** (the audience that will most benefit from the intended objective of the CB activity) . The following relevant target audience was identified for each of the CB activities :

CB ACTIVITY	TARGET AUDIENCE
1. MPA-101	• MPA managers • NGOs working in MPAs • Foreign donors • Ministry of Environment/Culture • Hydraulic sector • Forestry sector • Ministry of physical planning • Regional and local authorities (that are MPA decision makers) • Local communities
2. MPA Management Planning	• MPA managers • NGOs working in MPAs • Ministry of Environment/Culture • Ministry of physical planning
3. Planning for Sustainable Fisheries	• MPA managers • NGOs working in MPAs • Recreational fishermen • Aquaculture and Mariculture sector • Ministry of Environment/Culture • Ministry of agriculture and fishery • Fishery association and cooperatives
4. Planning for Sustainable Tourism	• Tourist operators (agencies) • Boat owners – operators • Hotel and resorts (owners and managers) • Private accommodations and restaurants • Private developers and investors • Water sports (users and service providers) • MPA managers • NGOs working in MPAs • Ministry of Environment/Culture • Ministry of Tourism
5. Enforcement Planning	• Port (harbour) authorities • MPA managers • NGOs working in MPAs • Ministry of Environment/Culture • Coastal guard / Marine Police
6. Collaborative Planning	• MPA managers • NGOs working in MPAs • Ministry of Environment/Culture • Ministry of physical planning • Local communities
7. Education	• MPA managers • NGOs working in MPAs • Education sector • Ministry of Environment/Culture • Ministry of science and education

CB ACTIVITY	TARGET AUDIENCE
8. Research	• Scientific institutions and research centres • MPA managers • NGOs working in MPAs • Research grant providers • Ministry of Environment/Culture • Ministry of science and education
9. GIS	• MPA managers • NGOs working in MPAs • Ministry of Environment/Culture
10. Sustainable Financing	• MPA managers • Private developers and investors • Foreign donors • NGOs working in MPAs • Research grant providers • Ministry of Environment/Culture • Ministry of finance

4.7. Prioritising CB activities

The 10 CB activities were prioritised in a collaborative process among all participants in order to identify the top priority areas of concerns for all the participant countries that should be urgently addressed by the CB programme of the MedPAN South Project.

Mentors prioritised these activities through a two-step process:

- first, CB activities were rated on the basis of the following criteria: CAPACITY (ability of MPA/institution to implement this CB activity now); ENABLING ENVIRONMENT (authority or political will to implement this CB activity); TIMELINESS (priority versus other CB activities); BENEFIT LEVEL (number of MPAs/institutions for whom this CB activity is a priority); and URGENCY (how urgent is it to build capacity to address a particular issue)

- second CB activities were ranked against each other, with the final ranking being as follows:

    1. MPA-101

    2. MPA Management Planning

    3. Collaborative Planning

    4. Planning for Sustainable Tourism

    5. Education

    6. Planning for Sustainable Fisheries

    7. Enforcement Planning

    8. GIS

    9. Sustainable Financing

    10. Research

However, further discussions highlighted other issues that were not captured in the first round of the ranking process. For example, Mentors agreed on giving a higher priority to enhancing capacity in planning for sustainable fishery and tourism.

4.8. Communication tools

A Communication Plan will be developed in the framework of the CB Programme. This will allow Mentors, CB participants and Project staff to maintain continuous and effective communication. Between the training workshops, it is important to establish a formal mechanism to exchange progress, lessons learned and any kind of useful information, particularly in a Programme with such a wide geographical scope.

A set of communication tools has been developed by WWF-MedPO for the purpose of this project and by the MedPAN Association.. These tools were presented during the workshop and include:

- The CB Programme website on Moodle, which includes:
  o Mentor's Forum
  o Mentor's Chat Room
  o News Forum
  o Possibilities to exchange documents
  o Information on Future training workshops
  o Information on Other events related to the MedPAN South project and the CB programme

- The MedPAN website (*public*), which includes:
  o Directory of MPAs of the Mediterranean (database)
  o Contact information of MPA managers and relevant authorities
  o Tools and publications on MPA related issues
  o Newsletter
  o Information on regional and local events related to marine conservation

4.9. Evaluation Plan

Evaluation is the systematic collection of information about the CB programme to measure the effectiveness of each of the training activities, and how effectively what is learned in the classroom is carried into the field. An Evaluation Plan will be developed at the outset of the CB programme and followed throughout its implementation.

The following evaluation procedures were presented and discussed among the participants:

- Front-end evaluation: It takes place before the project is designed and it helps in gathering information about the gap between the current and desired level of target audience skills, knowledge, attitudes and behaviours.. This evaluation has been already carried out with the Needs Assessement.
- Formative evaluation: It measures success in meeting short term or learning objectives. It gathers information about the target audience's reaction to learning methodology, approaches, teaching styles or materials; about progress towards outcomes of the training activities during implementation in the field; and it can be used in making decisions about modifications or adaptation of the framework.
- Summative: It measures success in meeting long term outcomes of capacity building programme. It gathers information about the progress in improving target audience's capacity at a precise point in time after project implementation. It provides information on success value of the CB Program as a whole.

An Evaluation Team (see below) was established to design the Evaluation Plan of the CB Programme.

4.10. Implementation, Evaluation, and Communication Teams

At the end of the workshop, Mentors were called to join at least one of three teams that will ensure the development, implementation and evaluation of the CB Programme: the Implementation, Evaluation, and Communication Team. Below, more details on the roles and responsibilities of the teams:

Implementation Team

Role and responsibilities:

- Contribute to the development of the CB Programme, including the training curricula, the structure and location of the training workshops, the Application criteria and procedures, the identification of national and regional experts and case studies, the Implementation Agreements and the selection criteria and procedures for the Incentives, in close cooperation with the Project's staff and the other Mentors;

- Ensure continuous and effective communication flow with all other Mentors;

- Disseminate any information related to the CB programme (e.g., the announcements of the Mediterranean MPA Clinics, other training workshops, questionnaires, any news on MPAs, etc.) to the group of Mentors and to all relevant stakeholders in their countries;

- Assist the Project's staff in reviewing each year the status of the Implementation Agreements for their countries, identifying new needs or any changes to such Agreements, providing support to the staff of existing MPAs and relevant institutions in meeting the objectives of their Implementation Agreements and following up the activities in the field, including technical assistance, exchange/field visits and twinning programme.

Members:

Country	Surname	First Name
Algeria	Benaida	Halim
Croatia	Zlatar	Vesna
Egypt	Mabrouk	Ayman Mohammed
Libya	Ghmati	Hisham Mohamed
Montenegro	Macic	Vesna
Syria	Ibrahim	Amir

Evaluation Team

Role and responsibilities:

- Develop and contribute to the effective implementation of the Evaluation Plan of the CB Programme by defining indicators, methodology for data collection, timeframe, target groups, type of survey and analysis in close cooperation with the Project's staff and the other Mentors;

- Ensure continuous and effective communication flow with all other Mentors;

- Disseminate any information related to the CB programme (e.g., the announcements of the Mediterranean MPA Clinics, other training workshops, questionnaires, news on MPAs, relevant

documents, etc.) to the group of Mentors and to all relevant stakeholders in their country;

Members:

Country	Surname	First Name
Albania	Dedej	Zamir
Algeria	Naceur	Yasmina
Morocco	Abarkack	Abdennadi
Turkey	Ergün	Güner

Communication Team

Role and responsibilities:

- Design the framework for the Communication Plan to ensure that Mentors maintain continuous and effective communication after each training;
- Coordinate and promote the use and functioning of the available communication tools;
- Evaluate the effectiveness of information exchange.

To date, no Mentors expressed interest of being part of this team. During the first stages of the programme, the Mentors' Focal Point will coordinate the communication to and among Mentors mainly through the management of the CB programme the Moodle site (http://www.pangea.org/wwwf_atw/moodle/).

5. Proposed CB Programme

Based on the above information, a preliminary structure of the CB Programme was outlined.

The CB Programme includes the following 6 components (depicted in the Figure 1 below):

Mentor Programme: The programme aims to create new professional trainers in the Mediterranean. Mentors will participate to specific training courses to increase their facilitation and training skills. Mentors will be the liaison persons between the Project's staff and the MPA management bodies and relevant authorities in their country. As part of the Implementation, Evaluation and Communication teams, they will contribute actively to the development, implementation and evaluation of the CB programme. The role and responsibilities of each Mentor will be outlined in the Memorandum of Understanding that WWF-MedPO will sign with each institution the Mentors belong to. Mentors will be invited to attend specific training workshops on Facilitation Skills, Interactive, Participatory, and Training Skills, and Communication Skills, which will be organized back-to-back with the regional training workshops (for more detailed information on the training courses, see Annex 4). Mentors will exercise these learned skills during the training workshops.

Training Programme: The Training Programme will address the specific needs of the countries of the project. The Programme will consist of three regional training workshops ("Mediterranean MPA Clinics") with   a duration of about 15 days. The Clinics will be developed to address the top priority themes identified through the CB Needs Assessment and the prioritisation done by the Mentors during the Planning Workshop. The Clinics will be highly dynamic and interactive, and require working in groups.

Application Process: For the Clinics to be effective, a maximum of 30-40 participants is allowed. Aspiring participants to the Mediterranean MPA Clinics will therefore have to go through a selection process.

Candidates should meet a certain number of criteria and should be able to apply the knowledge and skills acquired in the Training Programme in their MPA/institution.

Implementation Programme: During the Mediterranean MPA Clinics, every participant will choose one (or more) aspect(s) learned during the workshop and incorporate that aspect into their Implementation Agreement (IA). The IA provides a plan, built by the participant, that will be implemented at their respective MPA/institution over 6-10 months following the training. The Project's staff will provide support to the individual participant in the implementation of their contract. Participants can also ask for an Incentive to implement their IA. Incentives can be: i) Technical Support, through experts, exchange programmes, field visits, etc. or ii) Small Grant. To be awarded the Incentives (either the Technical Support or the Small Grant), participants will have to further develop their IA and fill out specific Templates.

Evaluation Plan: The Evaluation Plan for the CB Programme will be developed by the Evaluation Team and will encompass the evaluation of the Training and Implementation Programmes and the effectiveness of the CB Programme as a whole.

Communication Plan: The Communication Plan will build and maintain communication links on a regional level among Members and project's staff.

The CB Programme will be successful only if the <u>Institutional Support</u> of the national relevant authorities is be secured for all components and throughout the duration of the programme.
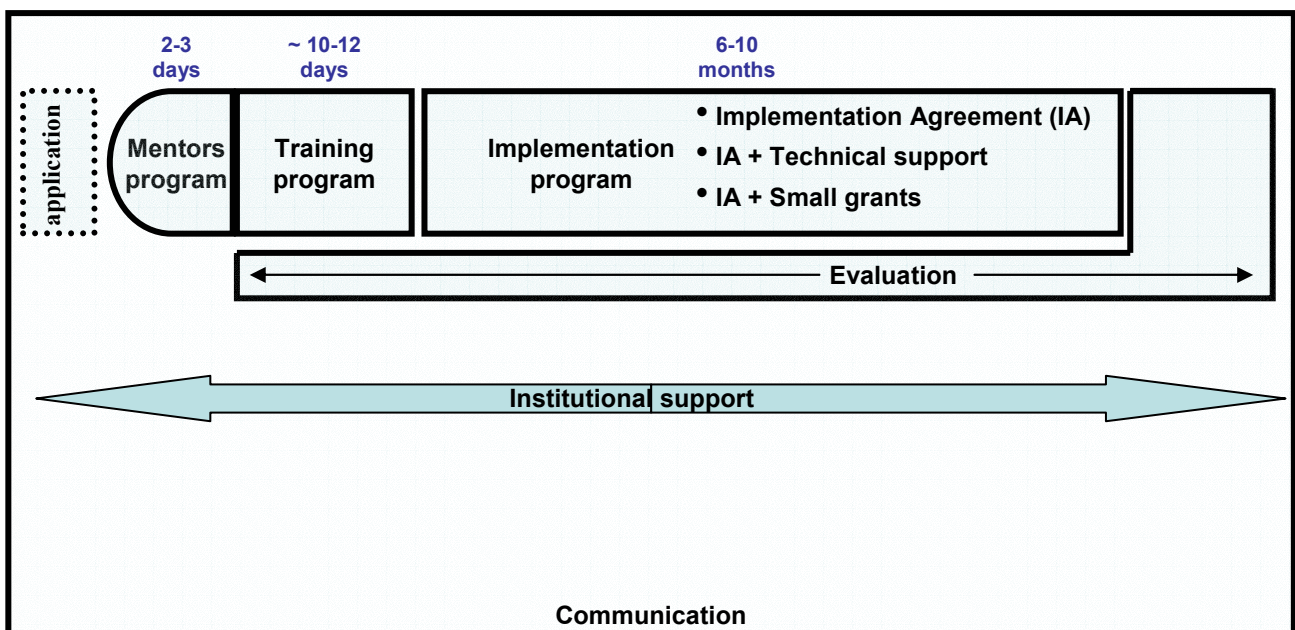

Figure 1 – Chart on the structure of the CB Programme with the main six components.

Annex 1 – Mentors selection criteria

Selecting Criteria

The Mentor should have:

- A good understanding of the major technical issues related to marine conservation/MPA management in their country.

- Good working relationships with the existing MPA management bodies (if any) and with institutions, organizations or authorities related to marine and coastal management and protection in their country.

A background in marine biology, or a related discipline, and a good understanding of the MedPAN Association, its structure and operation would be desirable.

A good working knowledge of English and/or French is required, as well as working access to E-mail.

Annex 2 – Agenda

DAY / JOUR 1

TIME	ACTIVITY
9:00-9:30	**INTRODUCTIONS** • Presentation of MedPAN South Project • *Presentation du Projet MedPAN Sud* • Presentation of the National Oceanic and Atmospheric Administration (NOAA) *Presentation du NOAA*
9:30-9:45	**WORKSHOP OVERVIEW/ *REVUE DU PROGRAMME*** • Review proposed agendas, outcomes and outputs • *Revue de l'ordre du jour proposé, les résultats et les produits* • Discussion on role and importance of this planning team • *Discussion sur le rôle et l'importance de cette équipe de planification*
9:45-11:00	**EXERCISE/*EXERCISE*:** • Discrepancy between current situation and desired situation • *Écart entre situation actuelle et la situation désirée* • Analyzing the gap(s) - problems - opportunities - strengths - weaknesses • *Analyse de(s) l'écart (s)* - *Les problèmes* - *Les possibilités* - *Points forts* - *Faiblesses* • Possible new directions • *La possibilité de nouvelles orientations* Objective: To clarify the purpose and need for an MPA capacity building program for the countries of the south and east of the Mediterranean *Objectif: Clarifier le but et la nécessité d'un programme de renforcement des capacités pour les AMP et institutions des pays du sud et l'est de la méditerranée.*
11:15-11:30	**DISCUSSION: PURPOSE OF NEEDS ASSESSMENT / OBJECTIVE DE L'EVALUATION DES BESOINS** • Experience of mentors in identifying potential candidates to be interviewed and collecting information: what worked and what didn't • *Expérience de mentors dans l'identification des candidats potentiels à interroger et pour l'analyse de besoin: ce qui a fonctionné et ce qui n'a pas* • Other needs assessment tools • *Autres outils d'évaluation des besoins*
11:30-12:30	**PRESENTATION & FACILITATED DISCUSSION: PRELIMINARY RESULTS OF NEEDS ASSESSMENT / *RÉSULTATS PRÉLIMINAIRES DE L'EVALUATION DES BESOINS*** • How we analyzed the surveys • *Comment nous avons analysé les enquêtes* • Findings from surveys • *Résultats de sondages* • Next steps in the needs assessment process • *Prochaines étapes dans le processus d'évaluation des besoins* Objective: To ensure concurrence with the planning team on the analysis of the needs assessment. Objectif: *Trouver un accord avec l'équipe de planification sur l'analyse de l'évaluation des besoins*

TIME	ACTIVITY
2:00-3:00	**EXERCISE: CLARIFYING THE OVERALL GOAL OF THE CAPACITY BUILDING PROGRAM / CLARIFICATION DU BUT GLOBAL DU PROGRAMME DE RENFORCEMENT DES CAPACITÉS (RC)** • Guide development and implementation of capacity building program • *Guider le développement et la mise en œuvre de programme de renforcement des capacités* • Focus scope of capacity building program • *Identifier le champ d'application de programme de renforcement des capacités* • Provides a "big picture" of what is to be accomplished • *Fournit une vue d'ensemble de ce qui doit être accompli* Objective: To clarify the goal of the capacity building program as a whole (where do we want to be in 3 years as a result of this program). *Objectif: Clarifier le but du programme de renforcement des capacités dans son ensemble (où nous voulons être dans 3 ans à la suite de ce programme)*
3:00-4:00	**DISCUSSION: REVIEW OF PROPOSED CAPACITY BUILDING PROGRAM / *REVUE DE LA PROPOSITION DU PROGRAMME DE RENFORCEMENT DES CAPACITÉS*** • Do the components of the proposed capacity building program meet the overall goal for the program (as determined in the previous exercise)? • *Les éléments de la proposition de programme de renforcement des capacités répondent au but du programme (tel que déterminé dans l'exercice précédent)?* Objective: To ensure the specific recommended activities of the capacity building program match up with the overall goal for the capacity building program. *Objectif: Assurer que les activités du programme de renforcement des capacités correspondent au but du programme.*
4:00-5:30	**EXERCISE: ESTABLISHING OBJECTIVES FOR EACH OF THE CAPACITY BUILDING COMPONENTS / *ÉTABLIR DES OBJECTIFS POUR CHACUN DES COMPOSANTES DU PROGRAMME*** • Facilitates design and implementation of CB program • *Facilite la conception et la mise en œuvre du programme de RC* • Describes specific impact of each component of the capacity building program (short term objectives) • *Décrit les effets spécifiques de chaque composante de la programme de renforcement des capacités (objectifs à court terme)* • Describes what specific changes there will be as a result of the capacity building program (long term objectives) • *Description de ce que des changements spécifiques, il y aura à la suite de la programme de renforcement des capacités (les objectifs à long terme)* Objective: To clarify the desired results of each of the individual capacity building activities (what do we hope to accomplish as a result of each of the activities) *Objectif: Préciser les résultats souhaités pour chacune des activités de renforcement des capacités (ce que nous espérons accomplir en tant que résultat de chacune de ces activités).*

DAY / JOUR 2

TIME	ACTIVITY
9:00-9:30	**RECAP / *RESUME*: DAY 1 OUTPUTS / *RESULTAS DU JOUR 1***

TIME	ACTIVITY
9:30-10:30	**EXERCISE:** **ASSESSING EXISTING CAPACITY SPECIFIC TO EACH CAPACITY BUILDING ACTIVITY /** *ÉVALUATION DES CAPACITÉS EXISTANTES AU RENFORCEMENT DES CAPACITES POUR CHAQUE ACTIVITÉ* • Identifying regional expertise • *Identifier les compétences régionales* • Inventorying existing training programs and other capacity building activities • *Inventaire des programmes de formation existants et d'autres activités de renforcement des capacités* • Identifying site-specific expertise • *Identifier les expertises spécifiques aux sites* Objectives: To identify where there is already existing capacity within the region so that the capacity building program does not duplicate what already exists; and, to identify existing expertise (individuals and at the site level) to make use of it as a resource for the capacity building program. *Objectifs: Identifier où les capacités existent déjà au sein de la région, de sorte que le programme de renforcement des capacités ne duplique pas ce qui existe déjà, et d'identifier les compétences (des individus et des sites) à utiliser comme une ressource pour la programme de renforcement des capacités.*
10:45-12:30	**EXERCISE:** **WHAT ARE THE DELIVERABLES THAT WILL HELP ADDRESS THE SPECIFIC CAPACITY BUILDING NEEDS? /** *QUELS SONT LES PRODUITS QUI MIEUX RÉPONDENT LES BESOINS EN FORMATION?* • Based on previously established objectives for each capacity building activity, what deliverables (outcomes and outputs) are needed in order to meet these objectives? • *Quels sont les résultats (les résultats et les produits) sont nécessaires pour atteindre les objectifs pour chaque activité de renforcement des capacités précédemment établi?* Objective: To provide guidance on which specific activities (training, workshops, site exchanges, etc.) will be most effective at meeting the long-term objectives for each *activity*. *Objectif: Fournir des orientations sur les activités spécifiques (formation, ateliers, site d'échanges, ..) qui seront plus efficaces à répondre aux objectifs à long terme pour chaque activité.*
2:00-4:00	**EXERCISE:** **IDENTIFYING TARGET AUDIENCES FOR EACH CAPACITY BUILDING ACITIVITY /** *L'IDENTIFICATION DE AUDIENCE-CIBLES RENFORCEMENT DES CAPACITES POUR CHAQUE ACTIVITÉ* • Identifying the profile of potential participants for each capacity building activity • *Identifier le profil des intervenants potentiels pour chaque activité de renforcement des capacités* • Identifying levels of education • *Identifier les niveaux de l'enseignement* • Identifying experience • *Identifier l'expérience* • Participant interests and learning styles • *Les intérêts des intervenants et les styles d'apprentissage* • Cultural considerations • *Considérations culturelles* • Identifying appropriate program formats to meet the needs of the participants • *Identifier les formats de programmes appropriés pour répondre aux besoins des participants* Objective: To ensure that the design of the capacity building program, in terms of the learning elements, are appropriate for reaching each of the target audiences participating in the program. *Objectif: Veiller à ce que la conception du programme de renforcement des capacités, en termes des éléments d'apprentissage, sont appropriées pour atteindre les audiences-cibles qui participeront au programme.*
4:15-5:15	**PRESENTATION:** **UNDERSTANDING LEARNING STYLES /** *COMPRENDRE LES STYLES D'APPRENTISSAGE* **EXERCISE:** **CHARACTERIZING TARGET AUDIENCES FOR EACH CAPACITY BUILDING ACITIVITY /** *CARACTERISATION DES AUDIENCES-CIBLES POUR CHAQUE ACTIVITÉ DE RENFORCEMENT DES CAPACITÉS*

TIME	ACTIVITY
	Objective: To understand the learning styles of target audiences for each of the capacity building activities to inform the design of these activities. *Objectif: Comprendre les styles d'apprentissage des audiences-cibles pour chacune des activités de renforcement des capacités, pour une meilleure planification des activités.*
5:15-5:30	**REVIEW: OUTCOMES FROM WORKSHOP TO DATE / RESULTAS DE L'ATELIER JUSQU'A AUJOURD'HUI**

DAY / JOUR 3

TIME	ACTIVITY
9:00-9:30	**RECAP: DAY 2 OUTPUTS / *RESULTAS DU JOUR 2***
9:30-11:00	**DISCUSSION & EXERCISE: PRIORITIZATION OF CAPACITY BUIDLING ACTIVITIES / *PRIORITISATION DES ACTIVITÉS DE RENFORCEMENT DES CAPACITÉS*** • Developing and using criteria for planning purposes • *Le développement et l'utilisation de critères pour la planification* • Evaluating proposed capacity building activities and prioritizing • *Évaluation de activités de renforcement des capacités proposées et leur classement* Objective: To ensure that the progression of capacity building activities meets the needs, objectives, and priorities established by the planning team. *Objectif: Veiller à ce que la progression des activités de renforcement des capacités répondant aux besoins, les objectifs et les priorités établies par l'équipe de planification.*
11:15-11:30	**PRESENTATION: PURPOSE AND NEED FOR PROGRAM EVALUATION / *OBJET ET NÉCESSITÉ D'UNE ÉVALUATION DU PROGRAMME DE RC*** • Why evaluate? • *Pourquoi évaluer?* • When to evaluate? • *Quand évaluer ?* • What to evaluate • *Evaluer quoi?* • Linking the evaluation approach to program objectives • *Relier la méthode d'évaluation aux objectifs du programme* • Types of evaluation • *Types d'évaluation* • Levels of evaluation • *Les niveaux d'évaluation* • Responding to the analysis • *En réponse à l'analyse* • Communicating results • *Communiquer les résultats* **EXERCISE: BUILDING A FRAMEWORK FOR THE EVALUATION PLAN / *CONSTRUIRE UN CADRE POUR LE PLAN D'ÉVALUATION*** • When to evaluate • *Quand évaluer* Types of evaluation • *Types d'évaluation*
11:30-12:30	• Levels of evaluation • *Les niveaux d'évaluation* • Who is conducting the evaluation • *Qui effectue l'évaluation* • Who or what is being evaluated • *Qui ou quoi est évalué* • Timelines for evaluation • *Calendrier pour l'évaluation*

TIME	ACTIVITY
	- Analysis of evaluation *Analyse de l'évaluation* - Communicating and responding to results *Communiquer et répondre aux résultats* Objective: To develop a program evaluation framework to be handed over to the evaluation team. *Objectif: Elaborer un cadre pour l'évaluation du Programme de RC qui sera remis à l'équipe d'évaluation.*
2:00-4:00	**FACILITATED DISCUSSION: ROLES AND RESPONSIBILITIES OF AN IMPLEMENTATION AND EVALUATION TEAM /** *ROLES ET RESPONSABILITES D'UNE EQUIPE D'EVALUATION ET MISE EN OEUVRE* **EXERCISE: SELECTING THE IMPLEMENTATION AND EVALUATION TEAM(S) / SELECTION DE L'***EQUIPE D'EVALUATION ET MISE EN OEUVRE* Objectives: To understand that an implementation and evaluation strategy is an important part of program planning; to decide upfront who will be on these teams and their roles and responsibilities. *Objectifs: Comprendre que une stratégie d'évaluation et mise en œuvre est une partie importante de la planification du programme ; Décider d'avance qui sera dans cette (s) équipe(s) et définir rôles et responsabilités.*
4:15-4:45	**FACILITATED DISCUSSION: CARRYING LESSONS LEARNED FROM THE CLASSROOM INTO THE FIELD /** COMMENT *ENSEIGNEMENTS TIRÉS DE LA MISE EN OEUVRE DE LA CLASSE DANS LE DOMAINE* - Roles and responsibilities of Mentors – presentation/discussion of the MoUs *Rôles et responsabilités des mentors - présentation / discussion des MoUs* - Challenges of implementation in the field *Les défis de la mise en œuvre sur le terrain* - Maintaining institutional support *Assurer l'appui institutionnel* - Implementation Agreements and demonstration projects *Mise en œuvre des accords (*Implementation Agreements) *et des projets démonstratifs* - Incentives *Mesures incitatives* Objective: To understand that the CB building program is only as good as what is implemented in the field. *Objectif: Comprendre que le programme de RC est bonne seulement si il est bien mis en œuvre sur le terrain.*
4:45-5:00	**FACILIITATED DISCUSSION: THE IMPORTANCE OF A COMMUNICATIONS PLAN /** *L'IMPORTANCE D'UN PLAN DE COMMUNICATIONS* - Developing a "social network" to exchange lessons learned and share information *Développement d'un "réseau social" pour échanger les enseignements tirés et partager des informations* - Accessing existing capacity (expertise) within the Mediterranean region *Accès à la capacité existante (expertise) dans la région méditerranée* - Site visits and exchanges *Visites de sites et échanges*
5:00-5:30	**PRESENTATIONS:** **Overview of the MedPAN database on MPAs** Which information are available and how to update the contact information for each MPAs ***La base de données sur les aires marines protégées du MedPAN*** *Quelles informations sont disponibles et comment mettre à jour les contacts pour chaque AMP* **CB Programme website** How to best use CB programme website in your daily work and for the purpose of the MedPAN South project. ***Le site web du programme de RC***

TIME	ACTIVITY
	Comment utiliser au mieux le site Internet du programme de RC dans votre travail quotidien et dans le cadre du projet MedPAN Sud. **EXERCISE:** **DEVELOPING A FRAMEWORK FOR A COMMUNICATIONS PLAN /** *DEVELOPPEMENT D'UN CADRE POUR UN PLAN DE COMMUNICATION* Objective: To ensure that capacity is shared across the Mediterranean region by setting up a formal mechanism for exchanging information (MedPAN Network). *Objectif: Veiller à ce que la capacité est partagée par la mise en place d'un mécanisme formel d'échange d'informations à l'échelle régionale (réseau MedPAN).*
5:30 – 6:00	
6:00-6:30	**WRAP-UP & NEXT STEPS /** *CONCLUSION ET PROCHAINES ETAPES*

Annex 3 – List of participants

List of Mentors

Country	Surname	First Name	Organisation
Albania	Dedej	Zamir	Institute for Nature Conservation (INCA) - NGO Rr. Albania
Algeria	Benaida	Halim	Parc national de Gouraya
Algeria	Naceur	Yasmina	Commissariat National du Littoral
Croatia	Zlatar	Vesna	Department for Protected Areas - State Institute for Nature Protection
Egypt	Mabrouk	Ayman Mohammed	Nature Conservation Sector- E.E.A.A.-Ministry of environment
Libya	Ghmati	Hisham Mohamed	Marine Biology Research Center, Tajura
Montenegro	Macic	Vesna	Institute of Marine Biology
Morocco	Abarkack	Abdennadi	Haut Commissariat aux Eaux et Forêts et à la Lutte Contre la Désertification
Syria	Ibrahim	Amir	High Institute of Marine Research / Tishreen University, Lattakia
Turkey	Ergün	Güner	Evaluation Branch Ministry of Environment and Forestry Environmental Protection - Agency for Special Areas

List of organizers

Country	Surname	First Name	Organisation
Italy	Gomei	Marina	MPA officer WWF Mediterranean Programme Office
Spain	Ludlow	Anna	Project Executant WWF Mediterranean Programme Office
Italy	Pomè	Alessandra	Project Manager WWF Mediterranean Programme Office
Spain	Stein	Christoph	Head of CB programme - Across the waters WWF Mediterranean Programme Office
USA	Walton	Anne	NOAA

Annex 4 – Proposed CB activities

Proposed MPA Capacity Building Program for MedPAN South
(based on preliminary results of need assessment survey)

CB Activity	Purpose & Need	Purpose & Need
	OVERVIEW	
MPA-101	Basic knowledge level about MPA management limited except in areas of specific expertise	Overall aspects of MPA management and engagement: • MPA designation; purpose, need and function • Enforcement and surveillance • Fisheries management • Tourism management • Collaborative planning • Zoning • Program development (research and education) • MPA networks
	MANAGEMENT PLANNING	
MPA Management Planning	Priority identified for site management planning and need for long-term strategic planning throughout region; need for increased coordinated and integrated management activities within a single framework; will provide knowledge of planning framework necessary to address marine resource management issue areas such as impacts from fishing or tourism (see below)	Basic process steps for developing site-based management plans that can easily be adapted to national or regional planning frameworks or requirements
	MARINE RESOURCE PROTECTION	
Planning for Sustainable Fisheries	Priority identified in needs assessment. Clearly, overfishing is major issue throughout the Mediterranean, need to look at options available to MPAs to address issue of impacts from fishing activities.	Understanding a range of options, tools and approaches to fisheries management: • Spatial and temporal schemes • Fisheries co-management approaches • Gear restrictions • Ecosystem-based management
Planning for Sustainable Tourism	Identified as priority in needs assessment survey, most likely one of the greatest source of impacts (next to fisheries) for MPAs in the Mediterranean	Understanding range of options for managing tourism impacts in MPAs including: • Basic understanding of sustainable tourism vs tourism • BMPs for tourism industry • Reducing impacts from tourism infrastructure • Revenue generation for MPAs and local communities • Zonal planning for tourism
Enforcement Planning	Identified as priority in needs assessment survey	Basic methods and techniques for on the water legal and interpretive enforcement including: • Purpose and need for enforcement • Enforcement planning • Developing enforceable regulations and boundaries • Enforcement techniques and approaches • Land-based and water-based enforcement • Collecting evidence, record keeping and prosecution • Interpretive enforcement to enhance law enforcement efforts
Collaborative Planning	Identified as priority in needs assessment survey	Working with stakeholders and local communities to manage your MPA: • Identifying stakeholders • Organizing stakeholders and communities • Building stewardship • Engaging stakeholders and communities in MPA management

CB Activity	Purpose & Need	Purpose & Need
		• Developing co-management arrangements with key stakeholder groups and communities
PROGRAM AREAS		
Education*	Identified as priority in needs assessment survey	Taking a network approach to developing site-specific education programs: • Identifying target audiences • Identifying key messages • Identifying key points of contact with target audiences • Identifying appropriate media • Developing and conveying consistent branding and imagery
Research*	Identified as priority in needs assessment survey	Developing research and monitoring programs to complement management needs: • Site characterizations • Establishing baselines • Asking questions that reflect management needs • System-wide monitoring programs at the network scale • Identifying indicators of success • Communicating results • Data management and data sharing
SKILL DEVELOPMENT		
GIS**	Identified as priority in needs assessment survey	Using GIS to enhance MPA management capabilities including: • Using GIS as a spatial planning tool • Using GIS as a decision making tool • Using GIS as a communication tool
INFRASTRUCTURE DEVELOPMENT		
Sustainable Financing***	Identified as priority in needs assessment survey	Planning for long-term financial sustainability: • Income generation from user fees • Income generation from concessionaires • Income generation from enforcement fines • Setting up trusts • Conservation funds
MENTOR TRAINING		
Facilitation Skills	Basic skills needed to manage a group of capacity building participants whether in a workshop or training format. Skills also translate well to running meetings or working with stakeholders,	Curriculum to include: • Meeting design and planning • Facilitation skills and tools for working with adults • Conducting successful group discussions • Decision making options • Team development • Conflict management • Understanding change • Working with difficult people • Collaborative processes
Interactive, Participatory Training Skills	Involves more sophisticated skills for planning and running training programs which require the creation and re-creation of a stimulating learning environment.	Curriculum to include: • Roles and responsibilities of trainer • Training adults • Skills for facilitating active learning • Tools of the trade • Group dynamics and team building
Communication Skills	Involves basic communication skills from effective Power Point presentations to public speaking and working with the media to get your message across.	Curriculum to include: • How to develop effective Power Point presentations • Organizing the message • Creating sound bites • Telling a story • Body language and communication • Controlling the media instead of them controlling you

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