

REPORT ON THE ASSESSMENT MISSION CARRIED OUT TO SENEGAL FOR THE  
UN/DUALOS-UNDP(DGIP) PROJECT IN/93/009/A/19/01--"TRAINING DEVELOPMENT  
FOR OCEAN AND COASTAL MANAGEMENT (TRAIN-SEA-COAST)"--OCTOBER 24-29, 1994

## 1. INTRODUCTION

### 1.1 Background

The establishment of a new programme for training and institutional capacity building in the area of ocean and coastal management, known as TRAIN-SEA-COAST and executed by the United Nations Division for Ocean Affairs and the Law of the Sea (UN/DUALOS) with initial funding from UNDP's Division for Global and Interregional Programmes, represents a further step forward in the long-term development of a cost-effective global training strategy now called TRAIN-X. Such a strategy implies the setting-up of a cooperative network of training centres, principally in developing countries, with the capacity to develop and exchange high quality standardized training materials that respond to needs to strengthen human resource capabilities. To this end, the identification of training centres that can play an effective role in the implementation of the strategy is of prime importance. Upon being informed that the recently-established International Ocean Institute (IOI) Operational Centre in Senegal was interested in becoming one of the participants in the TRAIN-SEA-COAST programme, UN/DUALOS thereby undertook to organize an assessment mission to that country.

### 1.2 Objective of the mission

The objective of the mission was to assess the capacity of the IOI Operational Centre Senegal to participate in the TRAIN-SEA-COAST programme as a full member, given that such participation implies harmonious integration of a number of human, technical and organizational criteria.

### 1.3 Execution of the mission

The mission was carried out by Dr. J. Chapman, Consultant to the TRAIN-SEA-COAST programme and former expert with the TRAINMAR and TRAINAIR programmes. The consultant arrived in Dakar on Monday October 24 1994 and departed on October 29 1994. Thanks to very efficient coordination from the Director of the IOI Operational Centre Senegal, Dr. Diafara Touré and able back-up support from UNDP Dakar, the activities of the mission were smoothly organized. A list of key persons met is provided in Annex A.

## 2. THE IOI OPERATIONAL CENTRE, SENEGAL

### 2.1 Background

In June 1994, the International Ocean Institute, an independent, non-governmental, international organization based in Malta, entered into a three-year agreement with the Oceanographic Research Centre of Dakar-Thiaroye (hereafter indicated by the French acronym of CRODT) to establish an IOI Operational Centre in Senegal. Although IOI has made similar agreements in other parts of the world, this is the first in Africa and in a Francophone country. IOI has been executing a UNDP-funded project IOI/UNDP GLO/91/G33-Support for Regional Ocean Training Programmes and the present agreement with CRODT is an integral part of this activity.

### 2.2 The Nature of the Agreement

The agreement does not imply the establishment of a separate physical unit within CRODT but rather forms a basis for collaboration whereby resources and facilities provided by CRODT may be utilized as and when required. In order to ensure the close nature of this relationship, the Director of CRODT, Dr. Diafara Touré, has also been named as Executive Director of the IOI Operational Centre Senegal. Secretarial services as well as diverse elements such as a classroom for holding seminars/courses, teaching equipment, the library resources and research materials are to be made available to the IOI Operational Centre under the terms of the agreement. Furthermore, as part of the agreement, CRODT has established liaisons with other organizations in Senegal.

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that may contribute to IOI programmes: Université (Thalix Anta DIOP de Dakar (law of the sea, marine geology, etc), the Regional African Centre for Technology (CRAT), the U.N. African Institute for Economic Development and Planning (IDEP) and ULSAG, a Dakar-based management institute. At a regional level, contacts have been established with resource persons working in the UNDP/UNESCO Regional Project for Research and Training on Coastal Marine Systems in Africa (COMARAF)-RAF/87/038- based in UNESCO, Dakar. 13 countries, several of which are English-speaking and/or have Indian Ocean coastlines, have known national coordinators with whom IOI Senegal will be collaborating.

### 2.3 Funding and activities foreseen

A significant amount of funding for IOI Operational Centre activities is foreseen in the budget covering the period October 1994-April 1997. This funding is provided from IOI sources. The main activity planned is the holding of four training courses/workshops beginning in May 1995. A general outline of these planned courses for which the target population has apparently not yet been defined is provided in Annex B. Also included in the budget are some amounts which are foreseen for curriculum development activities (expected to be mainly adaptation of global IOI materials) to cover contributions from CRODT and associated institutions' personnel.

## 3. THE OCEANOGRAPHIC RESEARCH CENTRE OF DAKAR-THIARROYE (CRODT)

### 3.1 Organization

The Oceanographic Research Centre of Dakar-Thiaroye is one of the fundamental research organs of the Senegalese Institute for Agricultural Research (hereafter indicated by its French acronym of ISRA) which covers research in four main sectors: crops, livestock raising, forestry and fisheries. In his position as Director of CRODT, Dr. Touré is also Director of Research on Fishery Production/Oceanography. Therefore, from an administrative point of view, CRODT is part of the structure of the Ministry of Agriculture, although a Ministry of Fishing and Maritime Transport also exists. The latter, in fact, provides considerable funding for CRODT, given the nature of its activities. What may appear at first sight as a contradictory administrative situation does not in practice cause any constraints. For day-to-day affairs, a very close working relationship is maintained between CRODT and the relevant administrative levels of the Ministry of Fishing and Maritime Transport.

### 3.2 Infrastructure

Located on the coast about 10 kilometers south of central Dakar, CRODT forms a pleasant complex made up of two double-storey wings and several annex buildings housing laboratories, offices for research and administrative personnel, a well-stocked library, an important data-processing centre and a remote-sensing department (satellite-image processing unit). It has a conference/classroom in an attractive and very distinctive Senegalese hut-type construction which could provide comfortable seating for around 20 participants on a TRAIN-X type material-dependent course or for something over 50 in the case of a lecture/conference. As well, CRODT manages its own modern 125-foot research vessel for oceanographical studies.

### 3.3 Activities

CRODT is fundamentally a high-level research institution and not a training centre although it has conducted four international training courses and workshops over the period 1990-93. These were all funded by external sources. These courses concerned:

- fishery stock assessment (four weeks, 40 participants from the region);
- remote sensing applied to marine sciences and management of coastal resources (one week, 20 participants);
- artisanal fisheries (one week, 20 participants);
- biodiversity (one week, English and French, 100 participants world-wide).

As a research organization, CRODT has many strong fields where its experience and methodological approach would most certainly be highly beneficial for a majority of developing countries. These include the management of fishery resources, ocean environment and marine organic pollution investigation, socio-economic analysis of the impact of fishing on the local economy, investigation into unexploited marine resources and remote-sensing. A special mention should be made of the latter as very advanced

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satellite-image processing is being employed for detecting variations in oceanographical conditions and for the analysis of coastal erosion problems. Besides the above elements, the ISRA data-processing centre is based in CRODT and the capacity for computerized treatment of coastal/ocean data is considerable, while the local personnel is most competent in this field. It is not vain to say that computers seem to be everywhere in CRODT.

### 3.4 Staffing

Some 25 research staff work at CRODT of whom 15 are Senegalese and 10 are French (agreements with the French Scientific Research Institute for Cooperative Development-ORSTOM). Altogether, the total staff of CRODT is 150 persons, including a considerable number of technicians. The high academic level of the Senegalese researchers should be underlined. All have higher-level degrees (usually post-Masters), mostly obtained in French and North American institutions. They are also accustomed to working in an international environment given the large network of external scientific contacts maintained by CRODT. They represent a precious human resource base in the management of coastal zone resources.

## 4. OTHER ORGANIZATIONS WITH CAPACITY IN COASTAL AND OCEAN-RELATED TRAINING/RESEARCH

### 4.1 The National Centre for the Training of Marine Fishery Technicians

This centre which operates under its present name since 1992 only is located alongside CRODT and trains fishery and oceanographical technicians who may enter either the state administration (for example, as departmental or regional fishery administrators) or private sector enterprises. Although 90% of the graduates are presently in the state service, the private sector is expected to increase its share significantly in the future. Depending upon their entry level, trainees follow a two or three-year cycle of training. The centre is open to foreign trainees and, besides the previous training, offers short duration "à la carte" training for private enterprises upon request. This centre employs a teaching staff of 10 full-time specialists, all of whom have higher-level degrees (engineers, Masters or above in fishery/oceanographical subjects) and frequently uses qualified research personnel from CRODT on a part-time basis. The facilities are considerable, being composed of three classrooms, five practical work-rooms, three laboratories, six storerooms, a library and an audio-visual room (as well as diverse offices). As a purely training institution, this centre is complementary to CRODT with its high-level research functions. A close working relationship between the two side-by-side centres is maintained.

### 4.2 The National Maritime Training School

Responsible for training sea-faring personnel for both the commercial fishing fleet and the merchant marine (engine-room and navigational personnel), this school has, since 1969, awarded certificates and diplomas to nearly 1600 trainees, including some from other African countries. Set on two acres of land about four kilometres south of central Dakar and part of an old military installation, the school occupies a large multi-storey building with classrooms, offices and workshops, possesses two fishing boats for training purposes (a sardine vessel and an 80-foot trawler) and a qualified Senegalese teaching staff all of whom have received pedagogical training either in France or at the World Maritime University. The present Director of the school is an ex-National Director of Fisheries experienced in international meetings and he ensures that the training programmes are adapted to fulfilling real needs within the sector. This long-established school which is linked into the FAO network for organizing fishery training and into a network of African Maritime Training Schools, is also equipped for computer-assisted learning and has video-training facilities.

### 4.3 The Pluridisciplinary Team for Coastal Ecosystems Study (PFEC)

This team was established in 1984 and is made up of 17 researchers, 12 being from the University, 3 from CRODT, 1 from ISRA and 1 from ORSTOM. All disciplines related to ecosystems are covered. The team has carried out a number of studies of

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estuaries, mangrove environments and coastal lagoons with funding from a variety of sources, including UNDP, IMO, UNESCO. Of particular importance has been the involvement of this group in the UNDP/UNESCO regional project RA/87/030-Research and Training on Coastal Marine Systems in Africa (COMARAF). Given the high academic level of its members, EPEEC can provide a significant input into future studies on coastal zone management. It should be mentioned that EPEEC maintains a close relationship with CRODT and has access to the latter's research facilities.

#### 5. THE STATUS OF OCEAN AND COASTAL MANAGEMENT IN SENEGAL

At present, there is neither a single authority responsible for integrated ocean and coastal management, nor a legal framework embracing such management. The exploitation of the resources in these zones is carried out on a sectoral basis. However, there is a growing awareness of the importance of the subject of integrated ocean and coastal zone management, especially at the level of the Ministry of Environment and Protection of Nature where there is preoccupation with issues relating to coastal erosion, marine pollution (critical on the coast south of Dakar) and maintaining an ecological balance in fragile zones such as those occupied by mangroves. There is also concern at the level of the Ministry of Fishing about conflicts in the use of coastal space between traditional fishing and tourism, especially in the southern Casemance region.

The great importance of ocean and coastal resources is well understood in Senegal. A large part of the country's population lives on or near the coastal strip. Fishing is of vital importance as a means of livelihood for coastal communities, but also as one of the main sources of food for the Senegalese people, while, at the same time, it is a significant earner of foreign exchange. Tourism along the coast has also undergone considerable expansion in recent years and is a precious foreign exchange earner. Pressure on ocean and coastal resources has increased and will go on increasing as fishing, both traditional and commercial, tourism, industry, agriculture, traditional gathering activities and habitat vie in various ways for limited coastal zone space. Some spectacular cases of erosion in recent years have underlined the fragility of the coastline. At the time of the mission, serious flooding in the northern coastal city of Saint-Louis was raising many questions about changes in the coastal environment. All these factors are growing evidence of the need to train people in integrated ocean and coastal management. It is fair to anticipate policy decisions emerging in favour of a more integrated approach in this field in coming years. The process can be speeded up through well-targeted training.

#### 6. SELECTION OF POSSIBLE COURSES FOR DEVELOPMENT WITHIN THE TRAIN-SEA-COAST PROGRAMME

Preliminary conversations were held on this subject which is expected to be discussed in more depth and coordinated between members of the TRAIN-SEA-COAST programme at the time of the first Course Developers Workshop in January 1995. However, clear-cut needs for new training actions in Senegal were not immediately apparent during the mission. For example, in the well-developed fisheries sector, the existing centres appear to have the capacity to handle all current technical training requirements for their target populations although training is traditionally of an instructor-dependent nature and could no doubt benefit from the application of the TRAIN-SEA-COAST course development methodology. On the other hand, CRODT specialist researchers go through well-defined local and foreign academic streams in their career paths. By the nature of their functions, CRODT researchers provide technical support for policy-making and decision-taking in ocean and coastal resource management (at present sectoral). Therefore, it is debatable as to what degree they should receive training in integrated management of these resources.

It was nevertheless significant that during the meeting at the Direction of Fisheries, mention was made that a short training course for intermediate to higher level fishery administration personnel concerning the imbrication of other sectors in the use of ocean and coastal space would be beneficial by opening up the awareness of such personnel to the possible consequences of their actions on others, as well as to the impact of actions in other sectors on their own activities. It was suggested that day-to-day field decisions would be able to be made with greater perspicacity after training of this type. One can consider that a similar situation would be encountered in the tourism sector.

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The concern expressed at the Ministry of Environment and Protection of Nature about coastal problems and suggestions that a more harmonious (and thereby integrated) approach to the management of ocean and coastal resources would be advantageous must be taken into account in the TRAIN-SEA-COAST course perspectives. While the tentative syllabi of the IOI courses to be implemented in Senegal (see Annex B) do appear to cover many, if not most, aspects of this subject, the length of the proposed courses could well preclude continuous and effective participation by key policy-makers and higher-level decision makers whose availability is generally very limited. That there is a need for understanding all the issues involved in integrated ocean and coastal management at a Ministry level in Senegal is not in question, given the great importance of resources in these areas for the Senegalese people. The way to respond to such a need and exactly who should be involved requires further reflection amongst interested parties. The Director of CRODT promised that he would endeavour to follow up on this matter.

It is clear that with the expertise available in Senegal, there are a number of training packages that this country could contribute to an exchange network. These would undoubtedly respond to needs in many other developing countries. The strengths in Senegal are easy to define; specific weaknesses for which training may be a solution are not obvious. Nevertheless, such an observation made after a short consultancy mission should not in any way be interpreted as a reason for jeopardizing participation of the IOI Operational Centre Senegal as a member of the TRAIN-SEA-COAST programme. What effectively does require further examination is the question of training at a regional level, since the IOI Operational Centre Senegal is conceived as a focal point for regional rather than purely national IOI training actions.

#### 7 SETTING UP A COURSE DEVELOPMENT UNIT

Should Senegal become a full member of the TRAIN-SEA-COAST Programme, there would be no problem, according to the Director of CRODT, in fulfilling material needs: space for a course development unit, secretarial assistance and a satisfactory range of computer hardware and software in accordance with TRAIN-SEA-COAST specifications can all be made available. The critical question remaining to be examined is the availability of the most vital element in the implementation of a TRAIN-X type programme: the course developers. The criteria for the selection of course developers provided by the TRAIN-SEA-COAST Programme were discussed with the Director of CRODT. While there are a number of high-level Senegalese researchers and university personnel with strong academic qualifications in ocean and coastal-related fields, none have any experience in a systems approach to training, nor in material-dependent training based on Standardized Training Packages (STPs). This means that the TRAIN-X approach to course development is quite a new concept. It can be assumed that the readiness to accept a new training development methodology would not be an obstacle amongst the aforementioned personnel who, by the nature of their activities, have to be open to new advances in science. What have yet to be defined are the local operational modalities for course developers.

In the case of CRODT, research programmes have already been determined for 1995. Researchers have been requested to reserve a small part of their time (roughly 10-20%) for an eventual participation in the curriculum development activities of the proposed IOI courses. For such activity, researchers will receive remuneration through the IOI agreement with CRODT. Taking away one or two researchers full-time (or almost) for a TRAIN-SEA-COAST Course Development Unit means that high-level replacements would have to be found and recruited to avoid reducing activity in vital research programmes. In turn, this implies extra-budgetary resources for 1995 that may prove difficult to mobilize at this stage of the year. Another source of possible course developers is the University. However, in this case, any participation in course development activities would no doubt have to be combined with teaching obligations. Since research is also part of the University function, it can be envisaged that qualified staff could be oriented towards working in course development as a substitute for carrying out individual or team research over a period. Not to be excluded is calling on pedagogical staff from one of the fishery sector training centres, but again it would be necessary either to replace existing staff (again meaning extra-budgetary resources) or to use such personnel on a part-time basis (which is never very satisfactory technically) in addition to existing teaching obligations.

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All these various alternatives were discussed with the Director of CRODT who has undertaken to seek a solution. He is in fact very well-placed strategically to do so since his contacts through CRODT and ISRA lead him to be in frequent contact with all the different actors (University, Ministries, researchers in all the local scientific community...).

Beyond the actual choice of course developers and the definition of their status lays participation in the TRAIN-SEA-COAST Course Development Workshop in January. At present, the TRAIN-SEA-COAST Programme will fund one course developer, whereas the presence of the Director of CRODT should be guaranteed through IOI funding. But having just one course developer is insufficient technically for starting-out in a new programme. Efforts must be made (and quite urgently) to obtain funding for a second course developer to participate in the workshop.

Usually it is recommended in TRAIN-X programmes that course developers have a good working knowledge of the subject being treated in the first Standardized Training Package they prepare, although this is not an essential requirement. Depending on the extent of this knowledge, they may have to call more or less heavily on specialists or subject-matter experts (SMEs) which supposes that such persons can be freed from their day-to-day obligations to contribute to the training package. Such contributions do not normally carry any special remuneration but are considered to be part of the national effort to participate in an international training programme. It will be necessary to ensure that SMEs will be freely available when the choice of the subject for the first STPs comes up for consideration.

Although at the end of this short exploratory mission important questions pertaining to the establishment of an active Course Development Unit remained to be answered, one may be optimistic that solutions can be found in the short-term under the guidance of the Director of CRODT who, it should be repeated, is taking on here a training function that goes beyond his researcher mandate.

#### 8. CONCLUSION AND RECOMMENDATIONS

Given the importance of ocean and coastal resources for a large part of the Senegalese population and the necessity to ensure that these will be sustained for future generations; the eminence of the scientific community presently working in Senegal on ocean and coastal problems and the quality of the research infrastructure as well as growing awareness of the significance of integrated ocean and coastal management, it is strongly recommended by the consultant that Senegal becomes a full member of the TRAIN-SEA-COAST Programme. This will enable it to integrate into a cooperative sharing system that should strengthen human resource capabilities over the long-term in the fields of ocean and coastal management.

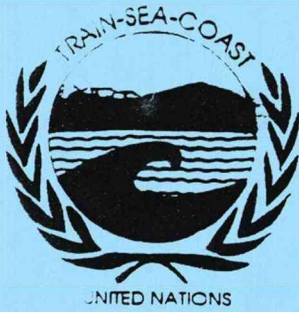
As a primary step to making such membership of the programme official, it is recommended that the Director of ISRA should address a formal request for participation to the TRAIN-SEA-COAST Programme Coordinator in UN/DOALUS, Ms. Stella Vallajo. This would implicitly signify adherence to the principles of a cooperative network of training centres producing and sharing high quality standardized training packages and commitment to establishing a permanent course development unit with adequate material support. It will be necessary to decide whether the official partner for the programme would be ISRA itself, CRODT as one of its organs or the IOI Operational Centre within CRODT. Should Senegal become a full member of the programme, it will be necessary to designate a National Coordinator as early as possible. It would be logical in the eyes of the consultant that the Director of CRODT who is also Executive Director of the IOI Operational Centre be recommended to take up this role.

Taking into account the limited time before the holding of the first TRAIN-SEA-COAST Course Developers Workshop in January, it is recommended that selection of potential course developers be conducted urgently and that a commitment be made to UN/DOALUS that course developers who attend the Workshop will be employed, upon returning to Senegal, in developing the first Standardized Training Package to be introduced into the network. Potential course subjects that Senegal may contribute to the TRAIN-SEA-COAST Programme should be prepared for discussion as early as possible.

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Finally, the consultant wishes to thank all those who gave of their time to be informed about the objectives of the TRAIN-SFA-CDAST Programme and who provided valuable comments on the problems being faced in ocean and coastal management and on possible paths of action. A particular mention must go to Dr. Diagara Touré, Director of CRODT, who coordinated all the meetings and arranged all logistical support, as well as making a large number of very relevant comments and to UNDP, Dakar for the interest expressed in the programme and their able administrative support during the mission.

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## THE TRAIN-SEA-COAST PROGRAMME

Since the United Nations Conference on Environment and Development (UNCED) in 1992, developments in the field of training have been characterized by considerable dynamism. Chapter 17 of Agenda 21 of UNCED stresses the need for coastal States to promote and facilitate human resources development through training and education in integrated coastal and marine management.

Prompted by the demands and commitments that in the fields of training and capacity building arose out of the UNCED decisions, the Division for Ocean Affairs and the Law of the Sea, Office of Legal Affairs (UN/DOALOS), with the support of the Division for Global and Interregional Programmes of the United Nations Development Programme (UNDP/DGIP), convened a Consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development in Sassari, Sardinia, Italy from 21 to 23 June 1993 with the participation of United Nations officials as well as representatives of non-UN organizations/institutions, all having particular interests, experience and competence in the field of training.

The recommendations that emerged from the discussions at the Consultative Meeting contributed to

the development of the Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas, which is a milestone in a concerted approach to training. The Plan of Action contains a training strategy, specific action areas and preliminary course proposals in support of a new cost-effective strategy that would be widely beneficial for the countries concerned.

One of the activities recommended in the **Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas** is the establishment of an international, decentralized programme for the coordinated development and sharing of high quality standardized course material. Such a programme would maximize resources and avoid duplication of effort in course development. Furthermore, this programme would ensure, through a cooperative network between developed and developing countries, the exchange of materials, information and instructors in order to allow their maximum utilization worldwide, thus reducing the costs of developing training programmes.

For this purpose UN/DOALOS and UNDP/DGIP launched in 1993 the **TRAIN-SEA-COAST Programme**, in collaboration with UN

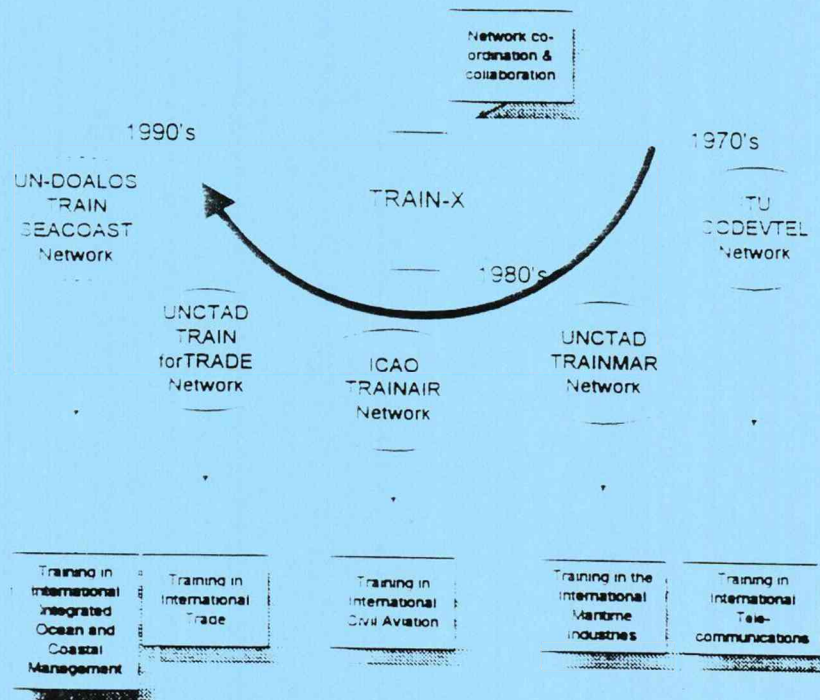


and non-UN organizations involved in course development. The TRAIN-SEA-COAST Programme is an outgrowth of the TRAIN-X strategy, the application of which dates back to 1975 when ITU through its CODEVEL Programme adopted the methodology as an effort to facilitate global cooperation in training in the field of telecommunications.

The TRAIN-SEA-COAST Programme aims at strengthening the existing capabilities of qualified training/educational institutions and individuals having responsibilities in the field of coastal and ocean management. The instruments for capacity building are, on the one hand, the development of local capacity for the design, production

and delivery of high quality training courses tailored to the needs of the countries concerned, and second, a cooperative training network for the exchange of standardized course materials, training staff and information among the members of the network.

The TRAIN-SEA-COAST approach, like that of its predecessors – CODEVEL, TRAINMAR, TRAIN-AIR AND TRAINFORTRADE (see diagram below) – consists of the creation of a training network made up of interested academic and training institutions from developing and developed countries that are willing and able to participate in the programme and to cooperate with each other.



Historical Development of UN Training Networks

The central support unit at UN/DOALOS provides a link between

the training centres through an overall programme management and

coordination function, which is also complemented with assistance in human resources development in the form of a series of courses for training course developers, instructors and training managers. The central unit also provides a training information system for the management of the cooperative network as well as backup support facilities e.g. international experts, to provide, if necessary, technical advice to centres participating in the network.

Training courses are developed according to a common methodology and to the same standard, which makes possible quality control and the sharing of information, courses and training material. The programme also makes use of the most modern training techniques, including open learning and computer assisted learning (CAL). The TRAIN-SEA-COAST approach is also instrumental in: (i) assisting local centres to develop their own training solutions to local problems; (ii) providing opportunities to centres to develop specialized subject areas; (iii) complementing and enriching existing training programmes; and (iv) promoting co-operation between developed and developing country Course Development Units working in the network.

The benefits of the TRAIN-SEA-COAST Programme accrue to a wide range of institutions/individuals within the public and private sectors interested in widening their knowledge and skills relevant to the planning and management of coastal and ocean

areas, in order to be better prepared to assume new and expanded responsibilities within the coastal/ocean sector.

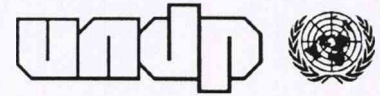
The target population for the training courses to be prepared includes policy-makers of the developing countries, in particular ministries of finance, planning, education, natural resources; senior staff at sectoral agencies responsible for the planning and management of natural resources and the environment; practitioners, both in public agencies or in the private sector; and the academic community and training institutions having responsibilities for the design and implementation of training programmes.

Various academic and training centres have expressed interest in participating in the TRAIN-SEA-COAST Programme, among them, the International Ocean Institute centres in India, Fiji, Costa Rica and Senegal, as well as other centres in Thailand, Tanzania, United Kingdom and Brazil. UN/DOALOS is currently identifying and assessing, in different countries, potential TRAIN-SEA-COAST centres that will join the TRAIN-SEA-COAST network. This task is focused primarily on the identification of the specific strengths of each centre *vis-a-vis* others in relation to the standard criteria established for a functioning network as well on the establishment of specific procedures that will assist in the implementation of the programme of activities.

*The first Course Developers Workshop is scheduled for 23 January - 3 February 1995. The objective of the Workshop is to train personnel from participating TRAIN-SEA-COAST centres in the preparation of advanced, high quality course material to TRAIN-SEA-COAST Standards in the form of Standardized Training Packages (STP's).*

*For further information on the TRAIN-SEA-COAST Programme, please contact Ms. Stella Maris Vallejo, Ocean Affairs/Law of the Sea Officer, Coordinator TRAIN-SEA-COAST Programme, Division for Ocean Affairs and the Law of the Sea/Office of Legal Affairs, Room DC2-482, New York, N.Y. 10017, Telephone no: (212) 963-3935, Fax no: (212) 963-5847.*





27 February 1995

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Dear Krishan,

...

As promised I am pleased to enclose John Douglas' Validation Report of the Course Developers Workshop, which many participants from your IOI Regional Centers attended last month. This is the type of validation report which we hope that each of them will prepare after each of their course deliveries. I believe that this type of rigorous and systematic follow-up to courses will nicely complement the work of IOI, and I would encourage you to support the various IOI Centres in their efforts to adopt this approach in addition to whatever other evaluation approach you apply through IOI.

With kind regards.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Philip Reynolds', is written over the typed name.

Philip Reynolds  
Senior Programme Officer  
Science, Technology & Private Sector Division

Dr. Krishan Saigal  
International Ocean Institute  
Malta

✓ cc + attachment: Elizabeth Mann Borgese



*1. 5/8/95  
Letter to ...  
1 sent to ...  
before ... 32*

**VALIDATION REPORT  
of the  
COURSE DEVELOPERS WORKSHOP**

Stony Brook, Long Island, USA

23 JANUARY - 3 FEBRUARY 1995

**DIVISION FOR OCEAN AFFAIRS AND THE LAW OF THE SEA**

Office of Legal Affairs

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## **Introduction**

This course is a revised version (version 3) of the TRAIN-X course developers workshop developed to meet the needs of persons involved in course development in the coastal and ocean management sector. The revision included updating the Training Development Guidelines (TDG) for general use within the TRAIN-X networks and adapting the workshop materials to the specific needs of the target population in the newly formed TRAIN SEA COAST network.

The extent of the revisions demanded that the course be re-validated.

The course was run at the Marine Science Research Centre of the State University of New York in Stony Brook, Long Island, NY from Monday January 23rd. to Friday February 3rd. 1995 and coincided with the activities to establish the TRAIN SEA COAST network.

## **Procedures Used**

Selection of the target population for the course was done by the network coordinator during visits to each of the centres identified for participation in the network.

During the course validation was conducted by:

- formal measurement of responses to some progress tests

- examination of mastery test results
- discussion of results of all tests & exercises
- Completion of a validation questionnaire by participants for all modules
- Interviews with participants
- Course validation session at the completion of the course

## Participants

There were 21 participants of which 18 were drawn from the target population of the coastal and ocean sector and 3 participants from other UN agencies involved in training development.

Name	Activity	Institution	Country
Dr. M. Asmus	Lecturer	University of the Rio Grande	Brazil
Lic. Jorge Castello	Lecturer	University of the Rio Grande	Brazil
Ms. Enir Girondi	CDU Manager	University of the Rio Grande	Brazil
Mr. A. Ulloa	Fisheries Biologist	National University of Costa Rica	Costa Rica
Mr. M. Barboza	Maritime Lawyer	National University of Costa Rica	Costa Rica
Mr. J. Veitayaki	Lecturer	The University of the South Pacific	Fiji
Ms I. Chief	Course Developer	The University of the South Pacific	Fiji
Prof. R. South	Centre Director	The University of the South Pacific	Fiji
Dr. S. Subramanian	Lecturer	Indian Institute of Technology	India
Ms. M. Balgos	Trainer	Int. Centre for Living Aquatic Resources Management	Philippines
Dr. D. Toure	Centre Director	Centre for Oceanographic Research	Senegal
Mr. A. Sakho	Lecturer	University of Dakar	Senegal
Mr. B. Samb	Fishery Biologist	Centre for Oceanographic Research	Senegal
Mr. G. Pronove	Training Manager	UNITAR	Switzerland
Mr. L. Choutier	First Secretary	UPU	Switzerland
Mr. Wichai Pantanahiran	Lecturer	CORIN, Prince of Songkla University	Thailand
Mr. Woraphan Kiattisimkul	Soil Scientist	CORIN, Prince of Songkla University	Thailand

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Name	Activity	Institution	Country
Dr. C. Woolridge	Lecturer	University of Wales	UK
Dr. D. Pilgrim	Lecturer	University of Plymouth	UK
Dr. M. Aziz	Head of Training	IMO	UK
Mr. J. Farrell	Marine Advisor	University of Delaware	USA

All the participants had some course development expertise either in an academic setting or a training institution.

It is considered that the participants met the entry requirements for the course and they were a genuine target population for this course.

### Conditions of administration of the course

The instructors for this course included:

Mr. J. Douglas - the author of the revisions of the course & a professional course developer

Ms. S. Vallejo - the network co-ordinator for TRAIN SEA COAST having participated in a previous delivery of this workshop

In addition Prof. K. Lwuzi from the Marine Sciences Research Centre provided local administrative support with staff from the UN office in New York (DOALOS)

Participants were accommodated in a local hotel some ten minutes by private bus from the centre.

The course took place in two rooms in the Research centre.

The main classroom contained seating for all participants at desks in a 'U' shape facing the instructor as well as refreshments for consumption during the break periods. The room was used for instructor talks, instructor-led class discussions, private study, some group activity and tea-breaks.

The second room was a computer laboratory housing 12 networked PC's meeting the specifications laid down in the course description. It was situated across a corridor from the main classroom and used for computer-based testing, CBT & CAL and group work.

### Instructors comments

*Although the main classroom was well-fitted out it was only just large enough to accommodate all the participants and as the comments of participants indicates at times it was cramped.*

*The computing lab. served well with the exception of one occasion when heavy network traffic in the centre brought all activity to a halt. This unfortunately occurred*



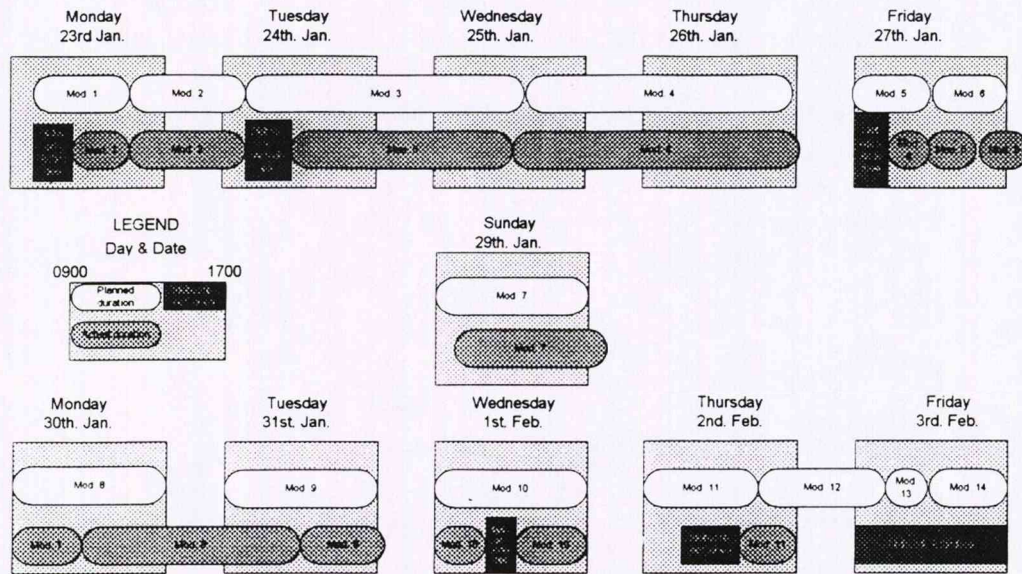
*during one of the most crucial parts of course concerned with evaluating CBT & CAL!*

*The computing lab. served well as a group activity base except for two occasions when it was unavailable to the course. This was overcome with some use of other rooms.*

## Timetable

The following table shows the planned duration of each module and the actual time taken. Please note that times are approximate:

### Comparison of planned & actual Timetable



## Instructors comments

*The planned duration of the course is 75 hours of work which translates into 11 working days which were intended to be contained in a two week period utilising one weekend day to fulfil the timetable requirements. The graph above shows the comparison of planned and actual module duration's and the fit of the course into the allocated time period. The major findings are:*

- *Activities related to the establishment of the network and the confirmation of courses to be developed affected the workshop in two important ways:*
  1. *It reduced the amount of time available for workshop activities. About 1.5 days was lost in this way and as a result modules 12, 13 & 14 were not conducted. However this is not as serious as it might seem as these modules relate to post course development activities and are more usually carried out by persons other than course developers. Previous deliveries of this workshop have routinely omitted these modules.*
  2. *The timing of the setting of course development plans for the participants was crucial to the workshop as it was intended that they would work on the design of the actual course they were to develop whilst learning the methodology. Unfortunately as the acceptance of the course development plans did not take place until the second week it was not possible to fully comply with this part of the course. It is not possible to assess the extent to which this will affect the quality of the developed courses but it does mean that the new course developers are without*

*the opportunity to design their course in the company of the instructors or discuss their problems with colleagues also designing courses.*

- *It was found that some modules took longer to complete than planned and others less time.*
- *Modules 4, 8 & 10 took longer. They are crucial modules dealing with Job Analysis, Training Objectives & Design of Modules. It was a conscious decision of the instructor to take extra time to fully complete these modules.*
- *Modules 5, 6, 9 & 11 were undertaken in a shorter period than planned. Modules 5, 6 & 9 dealing with target population analysis, job aids & testing respectively because the target population were much quicker in conducting the work because of familiarity with the content in their normal daytime work. Module 11 was rushed because of limitations on time and production of materials, the second part of the module was only fleetingly dealt with. However the judgement of the instructor is that this not too serious with this target population who produce training and course materials as part of their jobs.*

## **Test Results**

### **Module 1 -Introduction to the course**

#### **Instructors comments**

*No problems with this module. The use of an 'icebreaker' activity proved to be popular and fulfilled its role.*

#### **Action required**

None.

**Module 2 - The TRAIN SEA COAST approach**

**Participants reactions**

<b>Module name: The TRAIN SEA COAST approach</b>	<b>Module No. 2</b>	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	12	7	1	0	0	Very Confusing
2		Totally Insufficient	0	0	0	4	10	Sufficient
3	The objectives of this module were:	Very Clear	14	5	1	0	0	Very Unclear
4	The activities in this module were:	Uninteresting	0	2	2	9	4	Very Interesting
5		Too Easy	2	6	8	1	0	Too Difficult
6		Very Useful	5	8	3	1	0	Of No Use
7	The contents of this module were:	Very well Arranged	11	7	1	0	0	Completely Disordered
8		Completely Inadequate	0	0	2	5	8	Adequate
9		Completely relevant	7	8	2	1	0	Totally Irrelevant
10		Too Easy	2	4	11	1	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	12	7	1	0	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	3	3	10	1	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	7	5	4	0	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	1	0	3	7	6	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	4	6	5	1	0	Of No Use
16		Too Simple	1	3	8	0	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	13	7	0	0	0	Not at All
18	During this module I asked for help from the instructor:	Often	0	2	3	6	6	Never
19	During this module I asked for help from other participants:	Often	0	2	4	5	6	Never
20	Studying the module enabled you to learn:	Nothing new	0	0	3	8	6	Many new things
21	The knowledge acquired through this module will be:	Very Useful	15	4	1	0	0	Of no Use

**What did you like most in this module?**

The logic & clarity of the methodology (8)  
The test which reinforced the learning process (3)  
The examples to illustrate the concept  
Instructors presentation of the material (5)  
The clarity of materials & integrated approach in the use of print, graphical & student activities (4)  
New approach putting learners first  
History

**What did you like least in this module?**

I was still suffering from jet lag & was sleeping during the discussions  
The lunch  
One or two graphics projected were not clear  
The examples  
Planning & reporting system  
No case studies  
Two hours of class without a break is too long  
Referrals to the other networks which we know little of  
The exercises should be given a total mark so we can see how well we have done  
Question 2 of the progress tests is misleading leading to a wrong answer  
Practical work & test  
Cramped room

**Have you any suggestions for improvements?**

I had difficulty in relating the reading to the module exercise, could the exercise be explained prior to the reading.  
I wonder if this course would be more meaningful if individuals had already chosen courses to develop ✓  
Translate into French (3)  
Would have been helpful to see examples of actual planning & reporting forms  
Use case studies  
Although the teacher tried to change the situation, the sessions were too long  
Write up history of other network programs  
Spend more time as it is important to other modules  
Improve the copy quality of materials & have colour for ALL transparencies

**Instructors comments**

*There are no major problems here but a number of minor revisions necessary:*

- *participants were supposed to have read the Action plan before attending the course. It was a pre-requisite to conducting the test! The comment on the test relate in part to the fact that not everyone had read the Action Plan.*
- *There is an ambiguity in the wording of the test to be eradicated*
- *The reason for the long working session was the instructors failure to remind the class to have a break!*
- *Incorporating a completed planning and evaluation form as sample forms should be done.*
- *The comment on the variability of type of transparencies arose because the projector for computer-based slides was unavailable for the first two days and recourse to black & white transparencies had to be made.*

**Action required**

1. Provide sample completed planning and evaluation forms as handouts
2. Edit the question ambiguity in the test

### Module 3 - Problem Analysis

#### Participants reactions

<b>Module name:</b> Problem analysis	<b>Module No.</b> 3	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	5	10	6	0	0	Very Confusing
2		Totally Insufficient	1	1	3	7	6	Sufficient
3	The objectives of this module were:	Very Clear	11	8	1	1	0	Very Unclear
4	The activities in this module were:	Uninteresting	0	1	0	5	11	Very Interesting
5		Too Easy	0	5	7	4	0	Too Difficult
6		Very Useful	7	8	3	0	0	Of No Use
7	The contents of this module were:	Very well Arranged	7	11	1	0	0	Completely Disordered
8		Completely Inadequate	1	0	3	5	9	Adequate
9		Completely relevant	9	10	1	1	0	Totally Irrelevant
10		Too Easy	1	4	12	1	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	7	8	5	1	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	5	4	7	2	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	6	4	4	0	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	1	0	1	6	10	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	11	7	1	0	0	Of No Use
16		Too Simple	1	1	9	0	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	6	12	0	1	1	Not at All
18	During this module I asked for help from the instructor:	Often	1	1	9	4	4	Never
19	During this module I asked for help from other participants:	Often	3	4	6	4	1	Never
20	Studying the module enabled you to learn:	Nothing new	0	0	4	7	6	Many new things
21	The knowledge acquired through this module will be:	Very Useful	15	5	1	0	0	Of no Use

**What did you like most in this module?**

The analysis of pros & cons, taking responsibility for actions, no black & white answers,  
Group work & discussion (4)  
Estimating the cost of training & cost-effectiveness of solutions  
The reality of the simulated exercise (2)  
The simulation exercises (11)  
Many examples  
How to analyse a problem, how to differentiate symptoms, cause & problem (3)

**What did you like least in this module?**

Not enough time to read materials (2)  
The lack of a general overview on the beginning of the module  
Still unclear as to our own particular contribution to TRAIN SEA COAST  
Costs & benefits. Not so clear as other factors have to be taken into account (2)  
The illustrations/examples should have been fashioned using the coastal zone planner instead of corporations  
Insufficient time to prepare a presentation  
Lack of theoretical discussion before the start of the exercises  
Amount of discussion on fine detail of the case study. It is more important to discuss the approach than the 'answer' to the case  
Terminology's  
Day 1 too long on lectures (2)  
Lack of time for discussion  
Discussions too fast for non-English speakers

**Have you any suggestions for improvements?**

Have materials read beforehand so that we can be thinking about things beforehand  
The presentation on problem analysis should be carefully prepared. Relevance of "Skillbloomers" to the procedural requirements of the course explained  
To add a theoretical approach before the practical exercise (2)  
If participants role in TRAINSEACOAST was clear individuals could be working on actual problems relating to course development rather than hypothetical issues.  
More case studies  
The instructions for the exercises should be clearer  
Ensure boxes & graphics in the TDG do not chop up paragraphs  
To allow more time for lengthy discussions  
Expand explanation on degree of interpretation allowable in the scenario of the case  
Explain graphical material more  
Translation into French

**Instructors comments**

*This was the first real training activity and the one to include group work. It came as a surprise to some participants that they were going to have to do things in order to learn! Many of their comments relate to this fact. Not reading the TDG, not participating fully in discussions in their group and having some difficulties in working in a foreign language, all combined to affect their performance. However there is no serious problems with the module.*

*The request for introductory sessions on theory is to be expected from a target population made up of academics, however their is no theory on which the essentially pragmatic approach to problem analysis is based!*



*The comments also indicate the participants concern to finalise their roles in course development within the network.*

**Action required**

1. Generally check & amend the layout of the text boxes and graphics in the TDG
2. Correct the numerical error in the case study (£10 not £100)
3. Break up the length of instructor talk periods into shorter events.

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**Module 4 - Job analysis**

**Participants reactions**

<b>Module name: Job Analysis</b>	<b>Module No. 4</b>	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	9	8	2	1	0	Very Confusing
2		Totally Insufficient	0	3	3	6	4	Sufficient
3	The objectives of this module were:	Very Clear	11	8	1	0	0	Very Unclear
4	The activities in this module were:	Uninteresting	1	0	3	4	10	Very Interesting
5		Too Easy	1	2	10	4	1	Too Difficult
6		Very Useful	8	8	1	1	0	Of No Use
7	The contents of this module were:	Very well Arranged	8	9	3	0	0	Completely Disordered
8		Completely Inadequate	0	1	2	8	7	Adequate
9		Completely relevant	7	10	1	1	0	Totally Irrelevant
10		Too Easy	1	5	8	4	1	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	7	8	3	3	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	5	5	4	3	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	8	5	2	2	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	0	0	2	8	8	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	6	8	1	0	0	Of No Use
16		Too Simple	2	2	7	2	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	11	9	1	0	0	Not at All
18	During this module I asked for help from the instructor:	Often	4	3	8	3	3	Never
19	During this module I asked for help from other participants:	Often	4	6	5	2	4	Never
20	Studying the module enabled you to learn:	Nothing new	0	2	3	6	7	Many new things
21	The knowledge acquired through this module will be:	Very Useful	15	5	1	0	0	Of no Use

**What did you like most in this module?**

Group interaction & discussion (5)  
Makes us think of things we have not thought necessary  
The example & exercise (2)  
The exercise where participants dealt with their own problems (2)  
Use of the DACUM approach to define tasks (6)  
The flow charting  
The task analysis of a coastal planner

**What did you like least in this module?**

Very tedious, wonder if it will work with coastal managers  
Too much time spent on 'changing the wheel' exercise  
Terminology  
The forms  
Task analysis of 'changing a wheel'  
Lack of time  
Too much free time  
Task analysis  
It seemed to be going on forever  
Debate over job title

**Have you any suggestions for improvements?**

Translate into French  
Use examples relating to the subject matter  
Less time on 'changing the wheel' task  
Improve the wording & answers of the computer-based tests  
More relaxing time  
Need more examples  
Specify job & then 'freewheel' through ideas

**Instructors comments**

*An important module particularly for participants exposed to performance related training for the first time as this target population were. However as expected and as indicated in their comments two problems arose:*

- 1. The relevance of using the task of changing a car tyre to coastal and ocean managers*
- 2. The difficulty of defining the job and duties of a coastal manager!*

*The two issues were anticipated and indeed planned for. The fact that there are so few coastal managers and that there is so little agreement on his or her tasks was the justification to find a common task which any participant could relate to as some kind of expert and therefore contribute to task analysis. Building on skills learnt in this simple even trivial task would then enable them to tackle the more difficult exercise of tasks in their subject area.*

*The final DACUM session focused on their anticipated course development roles in the network and proved successful.*

*This was the first module to use computer-based objective testing & the results of the tests indicate that some introduction to the use of the PC and the testing software should be done prior to setting the tests. For instance in the first question of the first test 18 of the 21 participants needed to retry the answer before they felt confident in*

*using the software. The scores in the first test were below the standard required (80/80) but improved by the third test to well above the standard.*

*The session on observation and interview to confirm tasks was not conducted as target population confirmed their familiarity with the techniques.*

**Action required**

1. Resolve question wording, answers & scoring problems in all three tests
2. Search for a new video on Job analysis to replace the TRAINAIR video.
3. Insert a demonstration & introduction to the computer-based testing software in the instructors guide
4. Consider an exercise on goal analysis deriving tasks from 'fuzzy' statements instead of just giving examples as one of the major problems in the derivation of good training objectives is unravelling vague, general or attitude based statements of performance.

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**Module 5 - Target Population Analysis**

**Participants reactions**

<b>Module name:</b> Target Population Analysis	<b>Module No.</b> 5	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	13	6	1	1	0	Very Confusing
2		Totally Insufficient	0	0	1	4	9	Sufficient
3	The objectives of this module were:	Very Clear	14	5	2	0	0	Very Unclear
4	The activities in this module were:	Uninteresting	1	1	2	8	6	Very Interesting
5		Too Easy	3	7	9	1	0	Too Difficult
6		Very Useful	9	8	2	1	0	Of No Use
7	The contents of this module were:	Very well Arranged	13	3	3	2	0	Completely Disordered
8		Completely Inadequate	1	0	2	5	9	Adequate
9		Completely relevant	10	6	2	2	0	Totally Irrelevant
10		Too Easy	3	5	11	1	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	14	4	2	0	1	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	3	7	5	0	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	7	3	3	0	1	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	1	1	2	4	10	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	10	4	3	1	0	Of No Use
16		Too Simple	1	5	8	0	1	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	7	6	2	0	0	Not at All
18	During this module I asked for help from the instructor:	Often	1	3	4	4	6	Never
19	During this module I asked for help from other participants:	Often	3	7	6	1	3	Never
20	Studying the module enabled you to learn:	Nothing new	0	1	5	7	4	Many new things
21	The knowledge acquired through this module will be:	Very Useful	12	6	3	0	0	Of no Use

**What did you like most in this module?**

Discussion on 'Population characteristics' of my group (6)  
Change in training technique of this module using open learning & the demonstration it gave of a new training technique  
To understand the critical importance of a successful diagnosis of the target population  
The exercises on defining a target population (4)  
Encouragement to think of the importance of TP analysis  
Methodology of Open Learning  
Objectives,  
Method of choosing candidates (2)  
It was so short  
Opportunity to make judgements and instantly check observations

**What did you like least in this module?**

Not enough time for reading & disturbance from others (2)  
Took more time than necessary  
Some terminology  
The exercises - instructions not at all clear  
Some of the discussion (2)  
Too few exercises

**Have you any suggestions for improvements?**

Instructions in 1st 2 exercises need improving  
More time for reading  
Text in columns in TDG separated and need reformatting, could not find answers to exercise on p6.  
Participants could receive unidentified CV's of colleagues on the course & check them against the results of their exercise  
Cut back on time for module  
Exercise 3 could be done as a group exercise to provide more insight & promote group dynamics  
Resist any temptation to make it longer  
More group discussion on specific cases

**Instructors comments**

*The familiarity with the subject and their indication as to its simplicity suggest that the relatively small amount of time devoted to this module was justified. It was also a change in the training technique from previous versions of this course. This was done on two counts:*

- 1. It is an ideal open learning topic*
- 2. Providing open learning within the workshop enables participants to experience another training technique on which they must make decisions later in the course.*

**Action required**

1. Improve instructions to the exercises
2. Consider making the individual tests group-based activities

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**Module 6 - Defining & Designing Job aids**

**Participants reactions**

<b>Module name: Designing Job Aids</b>	<b>Module No. 6</b>	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	5	6	3	2	1	Very Confusing
2		Totally Insufficient	0	5	4	6	3	Sufficient
3	The objectives of this module were:	Very Clear	9	6	2	3	0	Very Unclear
4	The activities in this module were:	Uninteresting	1	4	6	7	1	Very Interesting
5		Too Easy	1	5	9	1	0	Too Difficult
6		Very Useful	3	9	5	2	0	Of No Use
7	The contents of this module were:	Very well Arranged	8	4	4	3	0	Completely Disordered
8		Completely Inadequate	1	1	1	5	7	Adequate
9		Completely relevant	6	5	4	0	1	Totally Irrelevant
10		Too Easy	1	3	10	1	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	7	5	3	4	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	3	4	9	2	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	5	5	2	2	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	0	7	2	5	6	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	4	6	3	2	0	Of No Use
16		Too Simple	1	3	7	2	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	5	9	3	1	0	Not at All
18	During this module I asked for help from the instructor:	Often	2	8	2	4	4	Never
19	During this module I asked for help from other participants:	Often	4	7	3	4	2	Never
20	Studying the module enabled you to learn:	Nothing new	1	2	6	6	4	Many new things
21	The knowledge acquired through this module will be:	Very Useful	8	8	4	0	0	Of no Use

**What did you like most in this module?**

The exercise about the FUNA planner (3)  
The first part of the exercise  
The test on the PC (2)  
Examples (2)  
The discussion  
Contents  
Readily identifiable application  
Not much

**What did you like least in this module?**

The exercise (exercise 6.1) on creating a Job Aid for a DACUM session (2)  
Exercise 6.1 had not sufficiently clear instruction (3)  
Presentation of material complicated  
FUNA  
Terminology's  
Use of CZ planner open to wide interpretation with resulting debate on job spec rather than methodology  
Lack of proper instruction on the Job Aid Design Form  
Exercise very confusing

**Have you any suggestions for improvements?**

The exercise about Job aids needs more clarification and be taken in a defined context  
To keep the sequence of the modules  
Variable examples besides planning  
It's simplicity suggests less time required  
Differential exercises  
More exercises  
Another case study where a JOB AID is produced  
Clarify instructions on the exercise, particularly part 2 (3)

**Instructors comments**

*A short but relevant module spoilt by a badly designed exercise! Solving the difficulties with the exercise instructions and the guidance in the use of the Job Aid Design Form will improve the module and remove most of the criticisms voiced by the participants.*

*All but 2 participants reached the standard required in the test.*

**Action required**

1. Resolve the confusion in the instructions in exercise 6.1
2. Clarify the footnotes on the Job Aid Design Form



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**Module 7 - Training Objectives**

**Participants reactions**

<b>Module name: Training Objectives</b>	<b>Module No. 7</b>	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	4	4	4	5	1	Very Confusing
2		Totally Insufficient	0	5	3	4	6	Sufficient
3	The objectives of this module were:	Very Clear	8	4	6	2	0	Very Unclear
4	The activities in this module were:	Uninteresting	0	3	3	4	8	Very Interesting
5		Too Easy	0	1	5	10	0	Too Difficult
6		Very Useful	10	6	3	1	0	Of No Use
7	The contents of this module were:	Very well Arranged	6	4	4	4	0	Completely Disordered
8		Completely Inadequate	0	4	5	4	6	Adequate
9		Completely relevant	8	5	4	2	1	Totally Irrelevant
10		Too Easy	0	2	8	8	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	5	5	3	6	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	0	4	8	3	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	5	3	1	4	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	0	3	3	2	11	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	9	7	3	0	0	Of No Use
16		Too Simple	0	5	7	6	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	9	5	3	3	0	Not at All
18	During this module I asked for help from the instructor:	Often	4	5	3	3	4	Never
19	During this module I asked for help from other participants:	Often	3	9	4	3	1	Never
20	Studying the module enabled you to learn:	Nothing new	0	1	2	6	8	Many new things
21	The knowledge acquired through this module will be:	Very Useful	13	4	3	1	0	Of no Use

**What did you like most in this module?**

Working Sunday  
Sense of satisfaction & achievement at acquisition of a useful skill  
Skillbloomers, instructor's ability  
The tests (4)  
The final written test material  
Exercise of translating tasks to objectives (8)  
Class discussions & interactions (3)  
Systematic way of deriving objectives (6)  
Application skills acquired in previous class (2)

**What did you like least in this module?**

Ambiguity & inconsistency of terminology between TDG & exercise handouts & with Mager  
Pace too slow.  
Presentation and delivery could have been more encouraging  
The rather dogmatic style of the module material & rigid definitions of concepts  
Difficulty in understanding the different concepts  
The long run-about way we arrived at what we were supposed to be trained upon (2)  
Exercises were tricky  
Unclear English & terminology on PC test (5)  
Ambiguity of written questions (3)  
Working on Sunday

**Have you any suggestions for improvements?**

No, its too difficult  
More group exercises (2)  
Course deliverers should leave unnecessary baggage at home  
More examples in different fields of investigation (2)  
Reduce unnecessary 'task' such as task analysis  
Improve the PC test (2)  
Improve the instructions for the exercise  
Insert an exercise on creating performance objectives from 'fuzzy' objectives instead of just identifying them  
More time for the module  
Revise tests  
Revise TDG on standards & conditions of an objective to reflect real applications & clarify some ambiguity in regard to condition & standard and use of the term process standard

**Instructors comments**

*This was always likely to be the most difficult & taxing of the modules in the course and so it proved! As the participants comments indicated, they liked it, thought it relevant and found the exercises rewarding BUT:*

- *determining classes of capability is not easy*
- *rigorously defining a training objective into its constituent components does not come without some effort*
- *dealing with 'fuzzy' statements takes time*

*These difficulties were compounded by some inconsistencies in the TDG and poor examples in the tests and exercises, particularly test 3. However none of problems constitute a major revision of the TDG or course materials, just a simplification in the explanations and provision of better examples.*

**Action required**

1. Improve TDG on components of an objective & incorporate examples with both process & product standards. Bring definition of process & product standards into Design of Curriculum from Job analysis.
2. Rework examples in test 3 & module exercise
3. Consider including an exercise on goal analysis
4. Resolve the wording in the computer tests especially predominant types and the singular version predominant type!!!!
5. Make Magers chapter compulsory reading in this module

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**Module 8 - Sequencing & grouping objectives**

**Participants reactions**

<b>Module name: Sequencing Objectives</b>	<b>Module No. 8</b>	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	6	7	2	3	1	Very Confusing
2		Totally Insufficient	0	2	3	4	6	Sufficient
3	The objectives of this module were:	Very Clear	10	4	2	3	0	Very Unclear
4	The activities in this module were:	Uninteresting	1	5	3	5	6	Very Interesting
5		Too Easy	0	5	10	1	0	Too Difficult
6		Very Useful	7	7	2	1	0	Of No Use
7	The contents of this module were:	Very well Arranged	7	8	4	1	0	Completely Disordered
8		Completely Inadequate	1	3	2	3	6	Adequate
9		Completely relevant	6	7	4	0	1	Totally Irrelevant
10		Too Easy	0	6	7	2	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	9	5	3	3	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	0	4	12	1	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	4	6	3	1	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	1	2	2	8	5	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	10	6	0	3	0	Of No Use
16		Too Simple	1	3	10	2	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	5	11	2	1	0	Not at All
18	During this module I asked for help from the instructor:	Often	4	5	7	2	1	Never
19	During this module I asked for help from other participants:	Often	4	6	5	4	1	Never
20	Studying the module enabled you to learn:	Nothing new	0	2	3	7	6	Many new things
21	The knowledge acquired through this module will be:	Very Useful	9	7	3	0	0	Of no Use

**What did you like most in this module?**

To work with our own material (3)  
Group exercise (3)  
Seeing application of systems approach & relevance of 'forms' (2)  
The discussions that followed (2)  
The relevant chapter in Mager's book  
The sequencing processes on tasks and learning objectives (5)

**What did you like least in this module?**

The exercises were tedious and the steps 'changing a wheel' are trivial (5)  
Confusion, partly through my own inattention but also because of other exercises still going on and not getting adequate briefing  
The interruption of the exercise when preparing the module plan  
Answer to the types of capability  
The instruction in the TDG, very bad explanation & illustration for grouping objectives into modules, the forms layout  
The figure (of the changing the wheel solution) was difficult to read from the screen

**Have you any suggestions for improvements?**

A simple step in a coastal management process can be used in this exercise in the sequencing of intermediate objectives (3)  
The numbered tabs on the TDG to the modules is becoming more and more confusing  
In handout examples & TDG number the boxes/tables to aid allocation of terms tasks/objectives etc. to appropriate tables  
It should have been finished before starting with our own projects  
Type of capability in the intermediate objective is not clear, needs more explanation  
Too much time taken some of the exercises (2)  
Change the TDG, & improve the forms  
More exercises

**Instructors comments**

*Another difficult module building on the skills & knowledge of earlier modules. It is not surprising that some loss of interest is indicated in the participants responses particularly as the exercise required a return to the task of 'changing the wheel' & completing more forms!!! However the continuance with this exercise is justified on the grounds that one is attempting to maintain a common thread in the course and compile a complete module design as stated in the forms!! There is no escape!!! However some editing in the TDG would help the learning process.*

**Action required**

1. Explain more simply the links between type of capability & intermediate objectives
2. Explain the exercises that the forms are progressively completed to produce a module plan.
3. Simplify the Skill hierarchy form
4. Simplify the grouping of objectives diagram in the TDG(from TRAINAIR)
5. Replace numbered index tabs on the TDG
6. Number the tables in the TDG

7. Redo the slide on the answer to the grouping objectives into modules

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**Module 9 - Testing**

**Participants reactions**

<b>Module name:</b> Testing	<b>Module No.</b> 9	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	9	8	1	1	0	Very Confusing
2		Totally Insufficient	1	1	2	4	8	Sufficient
3	The objectives of this module were:	Very Clear	12	4	1	1	0	Very Unclear
4	The activities in this module were:	Uninteresting	0	1	2	7	6	Very Interesting
5		Too Easy	0	7	9	1	0	Too Difficult
6		Very Useful	8	8	1	0	0	Of No Use
7	The contents of this module were:	Very well Arranged	9	8	1	1	0	Completely Disordered
8		Completely Inadequate	0	0	1	4	12	Adequate
9		Completely relevant	8	7	3	0	0	Totally Irrelevant
10		Too Easy	1	8	6	2	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	11	7	1	0	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	2	5	7	0	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	5	5	3	0	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	0	2	1	7	7	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	7	8	0	0	0	Of No Use
16		Too Simple	1	6	5	1	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	7	10	0	1	0	Not at All
18	During this module I asked for help from the instructor:	Often	0	4	4	6	3	Never
19	During this module I asked for help from other participants:	Often	1	4	5	3	4	Never
20	Studying the module enabled you to learn:	Nothing new	0	1	3	9	4	Many new things
21	The knowledge acquired through this module will be:	Very Useful	9	9	1	0	0	Of no Use

**What did you like most in this module?**

Use of criteria for validity  
Its getting more relevant  
Defining the different kinds of tests & when to use them (6)  
I liked the fact that you used feedback from groups to gauge how long you should spend on a subject  
This was probably the easiest module so far because we already do most of it  
Computer use to practise the exercises  
ALL

**What did you like least in this module?**

Constantly changing between 'changing the wheel' and a real course (2)  
The frequent interruptions in doing the exercises, this was the most disarrayed practice  
The text in the transparency was unreadable  
The ambiguity at the start when 'deep end' approach was used. I agree that 'making you think' stimulates debate but on several occasions during the course we have spent more time debating the ambiguity of the question rather than the importance or application of the methodology  
Tests have been a bit confusing

**Have you any suggestions for improvements?**

I would be more clear if I worked only with ONE subject (2)  
Yes, keep to the program  
More group work

**Instructors comments**

*A module that most participants enjoyed and a subject they expressed familiarity with. At a late stage the instructor installed a new computer-based learning package on designing tests and this proved popular and a good replacement for a failed exercise (exercise 9.1).*

*Exercise 9.1 was intended to 'brainstorm' test solutions to training objectives but dismally failed because the participants had difficulties relating types of capability to objectives (as stated in the last module) and therefore could not choose appropriate tests for given capabilities in the objective SKA's. This exercise should be re-examined after the modification to types of capability in the earlier module.*

*Using the 'changing the wheel' task to complete the module plan was unpopular but enabled participants to see the relevance of both the forms and compare objectives with the tests.*

*Because of the problems with exercise 9.1, exercise 9.2 was omitted. It was a reinforcement exercise and therefore not crucial especially as the target population expressed familiarity with the topic.*

**Action required**

1. Redo exercise 9.1 & rethink exercise 9.2
2. Permanently install the CAL package on 'Better Testing' in the course.



### Module 10 - Design of Modules

#### Participants reactions

<b>Module name:</b> Design of Modules	<b>Module No.</b> 10	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	5	9	3	1	0	Very Confusing
2		Totally Insufficient	0	4	0	7	5	Sufficient
3	The objectives of this module were:	Very Clear	11	4	3	0	0	Very Unclear
4	The activities in this module were:	Uninteresting	1	1	4	8	3	Very Interesting
5		Too Easy	1	1	10	4	0	Too Difficult
6		Very Useful	10	5	3	0	0	Of No Use
7	The contents of this module were:	Very well Arranged	6	7	6	0	0	Completely Disordered
8		Completely Inadequate	0	1	5	6	5	Adequate
9		Completely relevant	8	7	5	0	0	Totally Irrelevant
10		Too Easy	1	2	10	4	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	5	11	1	1	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	0	6	10	0	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	3	8	3	0	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	0	3	1	7	6	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	9	7	1	0	0	Of No Use
16		Too Simple	1	3	10	1	0	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	9	6	4	0	0	Not at All
18	During this module I asked for help from the instructor:	Often	3	6	4	3	1	Never
19	During this module I asked for help from other participants:	Often	4	7	4	3	0	Never
20	Studying the module enabled you to learn:	Nothing new	1	0	4	7	5	Many new things
21	The knowledge acquired through this module will be:	Very Useful	12	7	1	0	0	Of no Use

**What did you like most in this module?**

P-P-P-T (the components of the learning cycle)  
Meaning of many kinds of media & selection of media  
It allowed me to assess the importance of a 'good' module preparation (2)  
Application of skills & practise of skills learnt (3)  
Tables, graphical material, multimedia  
Group exercises & discussion (2)

**What did you like least in this module?**

Exercise not clear  
Lack of time to complete all the exercises before the instructor started the group discussion  
Working environment too cramped (2)  
Too much reading in too short a time (3)  
Failure of CBT(3)

**Have you any suggestions for improvements?**

Take account of the fact that in the second week of the course it is difficult to maintain the same level of interaction between instructors & participants  
Providing the Module Plan of this module as an example was helpful(2)  
Exercise instructions should be clearer (2)  
To review the allocated time to the module and provide a longer period in order to complete the exercises  
Shorten the time spent on earlier part e.g. task analysis  
Better working environment  
Change the example, no cars please  
Check first that computer lab is working  
More time for reading (2)

**Instructors comments**

*This module had substantial changes to earlier versions particularly in the inclusion of technology-based training techniques and media. It was therefore unfortunate that at the point when the participants were 'discovering' the benefits and disadvantages of CBT, CAL & Multimedia, the computing system of the Research Centre failed!!*

*The instructor therefore changed the method of learning to one of demonstration in the classroom so that the objectives of assessing the benefits of the media could be realised.*

*A return to the 'change the wheel' exercise to complete the sequence of instructional events in the module plan was not popular but most participants accepted that it was necessary to have a complete module design as an example of what is required before production of materials can take place.*

*Some minor difficulties with instructions to the exercise and answers in the computer-based tests need to be resolved. The volume of text to be read at one sitting also needs to be re-examined.*

**Action required**

1. The TRAINAIR video on programmed learning is out of date and a replacement video or extended examples of CAL need to be installed.
2. Some questions & responses in Test 10.1 need clarifying

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3. Instructions to Exercise 1 need extending
4. Mode of Delivery table in the answers to Exercise 10.1 is the old one! Replace it.
5. Expand the instruction to part 2 of exercise 10.2

**Module 11- Developmental Testing & Production of Materials**

**Participants reactions**

<b>Module name: Developmental Testing</b>	<b>Module No. 11</b>	<b>Date:</b>
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1	The instructions which were given for this module were:	Very Clear	9	7	1	0	0	Very Confusing
2		Totally Insufficient	0	0	1	5	4	Sufficient
3	The objectives of this module were:	Very Clear	7	8	2	0	0	Very Unclear
4	The activities in this module were:	Uninteresting	1	0	1	8	5	Very Interesting
5		Too Easy	0	1	14	0	0	Too Difficult
6		Very Useful	7	7	1	0	0	Of No Use
7	The contents of this module were:	Very well Arranged	9	7	1	0	0	Completely Disordered
8		Completely Inadequate	0	0	2	4	8	Adequate
9		Completely relevant	11	2	3	0	0	Totally Irrelevant
10		Too Easy	1	3	11	0	0	Too Difficult
11	The terminology in this module was:	Easily Comprehensible	9	5	2	0	0	Totally Incomprehensible
12	The graphical material for this module (e.g. transparencies, diagrams) was:	Too Simple	2	4	6	1	0	Too Complicated
13	Not Applicable <input type="checkbox"/>	Very Clear	9	2	1	0	0	Totally Confusing
14	The practical work and written exercises in this module were:	Completely Insufficient	0	2	2	3	7	Sufficient
15	Not Applicable <input type="checkbox"/>	Very Useful	7	6	2	0	0	Of No Use
16		Too Simple	0	3	7	1	2	Too Complicated
17	The Test(s) in this module reflected the material studied:	Completely	5	7	2	0	1	Not at All
18	During this module I asked for help from the instructor:	Often	0	4	5	4	2	Never
19	During this module I asked for help from other participants:	Often	0	4	5	1	6	Never
20	Studying the module enabled you to learn:	Nothing new	0	1	7	4	4	Many new things
21	The knowledge acquired through this module will be:	Very Useful	7	6	4	0	0	Of no Use

What did you like most in this module?  
The exercise on testing the test material (4)  
The graphics

What did you like least in this module?  
The exercise related to test validation (2)  
Too little time to assimilate the idea

Have you any suggestions for improvements?  
More time for the exercise

### Instructors comments

*This module was curtailed by lack of time in the workshop and a decision was made to limit the activities to developmental testing and drop the production of material session on the grounds that this target population were acquainted with production techniques but may not have tested the tests!*

*The exercise was new to this version and was like and considered relevant by most participants. The one exception was not a true member of the target population.*

*It indicated that whilst the test was valid it needed some revision before it could used as a test, exactly what the test was aiming to achieve!*

*The observers form proved inadequate and should be redesigned.*

### Action required

1. Ensure that there is sufficient time for the module
2. Redesign the observers form
3. Provide clearer instructions on how the tester should proceed

### Course Evaluation Session

At the end of the two week programme a working session to evaluate the course was conducted with instructors and participants. The following observations were made by the participants:

- The course was valid and the skills and knowledge gained would enable them to start their course development programmes.
- The course development methodology was sound and might have applications in their academic programmes as well as been used for training development.
- They liked the course and learnt new skills.
- The activities of establishing the network & courses to be developed by training centres interfered with the workshop activities and should have been settled first.

*Instructors note: Agreement on the identity of courses to be developed for the network is not a prerequisite of the course. However in this revised version of the course work on the participants own course development activity is a group activity at the end of each module. It is therefore important that participants arrive at the workshop prepared to work on 'real world' courses and if they are the courses that are required by the network, they should leave the workshop having started their course development tasks.*

*This conflict of network activities and the workshop programme is unlikely to occur in future deliveries of the course as the network is now established. However participants for future course development workshops should be advised of the necessity to be prepared to work on their own course designs in the workshop.*

- They would have preferred a more relevant task to analyse than 'changing a wheel'. When asked, as experts in the coastal & ocean sector, what they would replace it with they agreed it might be difficult to find a single task which participants from such a broad and multi-disciplinary sector would have knowledge of as experts.

*Instructors note: It should be noted that the task of calculating the height of tide in the 'test' module where expertise is assumed caused no problems to the true target population. The area of calculation & measurement of physical parameters of the coast/ocean environment may prove a reasonable alternative set of tasks. Worthy of investigation.*

- They would have preferred more space in the classroom and more available rooms for group work.
- They enjoyed the computer work and pointed out the revisions needed to the computer-based tests.
- Accommodation & travel arrangements were satisfactory.
- Diet Coke was not a suitable refreshment.

The instructor then asked them to express opinions on elements of the TDG and workshop materials which had been revised extensively from the previous version.

- TDG layout - generally agreed it was acceptable so long as the disjunction of columnar text was eradicated and the specific problems of explanation of objectives was amended. They like the TIPS & TRAPS text boxes.
- Use of forms - participants stated that the forms and the 'form-filling' part of the workshop created no problems for them.
- Use of PC's - All agreed it provided variety to the learning activities and was popular so long as it worked! Editing of the wording of tests would improve the computer-based tests.

### **Summary of Revisions to be done**

- A document stipulating the entry requirements for the course should be drawn up. It must include:

the participants preparation for the workshop including the identity of a course to be developed and the materials for a part of that course. ✓

A pre-requisite to the course is the ability to use a PC under the Windows operating environment. The use of any software within Windows is acceptable.

- Search for suitable up-to date video's on Job Analysis & Training Objectives
- Each network using the revised workshop will need to purchase a copy of the objective testing software 'Question Mark Designer for Windows' if they intend to use the computer-based tests (price US\$ 500). Note that all tests are also in paper format.

- Edit the TDG as stated in each module report and update the glossary and references and provide an index.
- Edit the workshop materials as stated in each module report.
- Consider a replacement task to the 'changing of the wheel' for deliveries to coastal and ocean sector participants.
- Provide an updated set of disks of the TDG & CD workshop materials.
- Amend the instructors guide as required.

### **Implementation Plan**

As the revisions to the TDG & workshop materials are considered minor, the course may be implemented once revisions are complete.

RECEIVED APR 24 1995



**REPORT ON THE ESTABLISHMENT OF THE TRAIN-SEA-COAST NETWORK,  
COURSE DEVELOPMENT STRATEGY 1995-1997  
AND SUMMARY OF ACTIVITIES PLANNED FOR THE NEXT TWO YEARS**

**Division for Ocean Affairs and the Law of the Sea  
Office of Legal Affairs  
United Nations**

**12 April 1995**

cc: All CDU's Managers  
All CDU's Course Developers  
UNDP Field Offices  
UNDP/STAPS  
SECIRME (Brazil)  
IOI : Dr. K. Saigal  
Dr. E. Mann Borgese  
Mr. J. Douglas  
Mr. J. Chapman



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### Annexes 1 to 10

<u>Annex 1:</u>	Participants
<u>Annex 2:</u>	Guideline for the Selection of Course Developer Trainees
<u>Annex 3:</u>	Proposals for Standard Training Packages (STP's)
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<u>Annex 5:</u>	Human Resource Development Data collection for the Preliminary Study
<u>Annex 6:</u>	Second List of Proposals
<u>Annex 7:</u>	Third List of Proposals
<u>Annex 8A:</u>	Standard Training Packages (STP's) to be developed during Year 1
<u>Annex 8B:</u>	Standard Training Packages (STP's) to be developed during Year 2
<u>Annex 9:</u>	Establishment of the CDUs
<u>Annex 10:</u>	Sample of a Monthly Contact Sheet

## Introduction

The TRAIN-SEA-COAST Programme was launched in 1993 by UN/DOALOS with the support of the United Nations Development Programme, Science, Technology and Private Sector Division (UNDP/STAPS), and in collaboration with UN and non-UN organizations involved in course development. The Japanese Government contributed through the provision of funds to the implementation of the first Course Developers Workshop. The Programme is an outgrowth of the Plan of Action on Training that was set forth during the Consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development convened in June 1993 by UN/DOALOS and UNDP/DGIP (predecessor to UNDP/STAPS).

The Programme aims at strengthening the existing capabilities of qualified training/educational institutions and individuals having responsibilities in the field of coastal and ocean management. The instruments for capacity building are, on the one hand, the development of local capacity for the design, production and delivery of high quality training courses tailored to the needs of the countries concerned and, on the other hand, a cooperative training network for the exchange of standardized course materials, training staff and information among the members of the network.

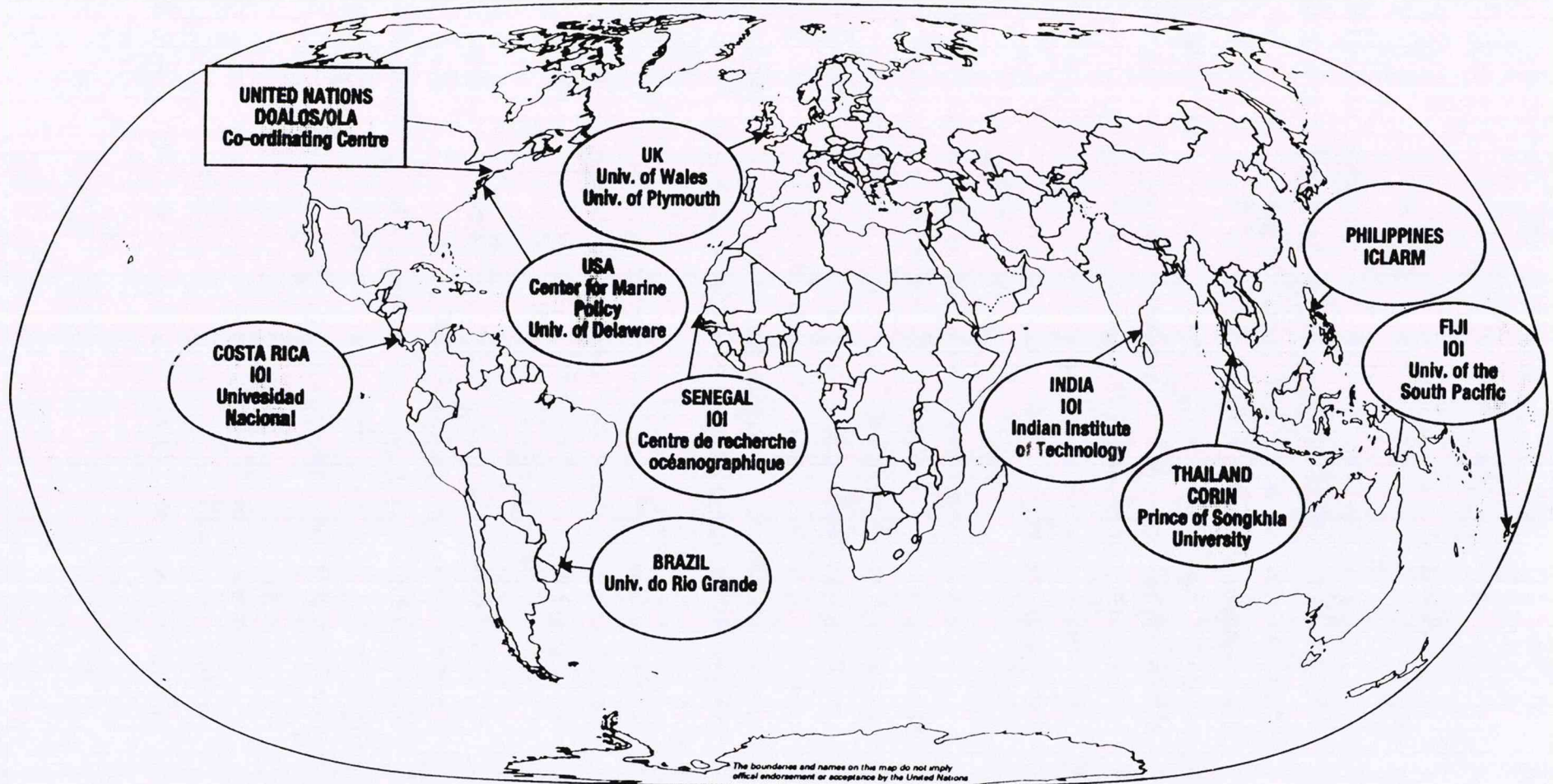
The TRAIN-SEA-COAST network currently consists of nine centres located in Brazil, Costa Rica, Fiji, India, Philippines, Senegal, Thailand, United Kingdom and USA (see attached **Map 1**).

The Central Unit at UN/DOALOS provides the link among the training centres by exercising an overall programme management, monitoring and coordination function. It also provides quality control to member institutions by training course developers and receiving their course development reports at least four times during the preparation of their Standard Training Packages (STP's).

The first Course Developers Workshop took place in Stony Brook, Long Island, USA, from 23 January to 3 February 1995. As a result of the Workshop, 18 participants from participating TRAIN-SEA-COAST centres and 3 from UN agencies were trained in



### TRAIN-SEA-COAST NETWORK



The boundaries and names on the map do not imply official endorsement or acceptance by the United Nations

the preparation of advanced, high quality course material to TRAIN-SEA-COAST standards in the form of Standardized Training Packages (STP's).

In addition, as members of the TRAIN-SEA-COAST network, the participants jointly discussed an extensive menu of courses and agreed, at the network level, on their particular course development tasks.

This report summarizes the activities of the network since its inception, the course development strategies as mutually agreed among the members, and the activities planned by the Central Unit for the period 1995-1996.

### **The TRAIN-SEA-COAST Membership and Target Population**

Initially, eleven institutions were identified for potential TRAIN-SEA-COAST Course Development Units. All institutions were visited and Evaluation Assessment Reports were prepared by Ms. S.M. Vallejo, TRAIN-SEA-COAST Coordinator (7 missions to : Brazil (two institutions), Costa Rica, United Kingdom, India, Fiji, and USA); by Mr. P. Reynolds, Senior Programme Officer, UNDP/STAPS (2 missions to Thailand and Philippines); and by Mr. John Chapman, Consultant (2 missions to Senegal and Tanzania). One institution in Brazil was not selected for membership, while Tanzania, although it was recommended for membership, could not participate at the Course Developers Workshop. A total of 9 Course Development Units, therefore, are the founding members of the TRAIN-SEA-COAST Network. Of these nine CDU's, Fiji, Senegal, India and Costa Rica are also Operational Centres of the International Ocean Institute (IOI).

The evaluation assessment missions proved to be a crucial element not only as a selection process for membership, but also **as an instrument for the development of the network as a whole**. Close contact with and knowledge of the CDUs highlighted their strengths and limitations vis-a-vis the building up of a cooperative network. This information was used quite effectively in the negotiation process that preceded the final agreement on course development activities to be carried out by each of the CDUs in the next two years.

Current membership of TRAIN-SEA-COAST Programme consists by-and-large of academic/research institutions with responsibilities in one or more aspects related to coastal and/or ocean management. The criteria used in choosing academic/research institutions has been : (i) stability of the institution; (ii) reputation of the institution within the field of coastal/ocean management; (iii) commitment to TRAIN-SEA-COAST goals and objectives; (iv) interest of the institution in innovation in the field of training and education; (v) strong linkages of the institution with the local community, and the private and public sectors.

Guidelines for the Selection of Course Developers Trainees had been given during the assessment missions (See Annex 1). Designated course developers and managers of the TRAIN-SEA-COAST CDUs are subject matter experts in various fields of specialization related to coastal and ocean management (e.g. fisheries management, marine geography, coastal zone management, law, resource management, oceanography, etc.). Most of them occupy positions as lecturers in their universities (see Annex 2). All of them have some course development expertise using a traditional approach to training (with the exception of course developers from the University of the South Pacific who have been working on distance learning). The location of CDU's within the academic environment have advantages and disadvantages.

The advantages are:

1. Having the CDUs located at centres of multidisciplinary study and research provides them with a rich and varied perspective that supports the Programme as a whole;
2. Having a broad base of specialists that may provide a good knowledge of overall problems and trends in their field of expertise;
3. Having a solid foundation for multiplying the target populations for STPs through a wide array of training/educational institutions associated with each CDU. Together with the clientele from the private and public sectors, the CDUs can have a powerful role in capacity building, provided they are effective in marketing the training courses.

The disadvantages are:

1. The sometimes narrow, quite traditional perspective of academia vis-a-vis the advantages of a systematic approach to training and education ;

2. The initial inertia and resistance to change and innovation, that are peculiar to the training/educational system.
3. The difficulties of the 'educational establishment' to allocate staff at a full-time basis to an activity that does not conform to the traditional functions of academic/research institutions;
4. Funding limitations.

The target population for the Standard Training Packages (STP's) includes policy-makers of the developing countries, in particular from the ministries dealing with finance, planning, education, and natural resources; senior staff at sectoral agencies responsible for the planning and management of natural resources and the environment; practitioners, both in public agencies and/or in the private sector; the academic community and training institutions having responsibilities for the design and implementation of training programmes; and other members of the TRAIN-X family.

#### **First Meeting of the Network**

The first Course Developers Workshop was the first occasion to gather the members of what then became the TRAIN-SEA-COAST Network. The original plan was to use some of the evenings to discuss networking issues. This did not work due to the fact that the participants did not stay at the hotel for dinner (it was too expensive) and they dispersed into town. Therefore, class time had to be used for this purpose. Thanks to the understanding of the main trainer, Mr. John Douglas, a number of hours were devoted to discuss future tasks and networking (about 1.5 days).

The participants met 5 times to discuss the establishment of the network and their future tasks, particularly the development of training packages. On Tuesday, 24 January (morning), the coordinator presented the history of the TRAIN-SEA-COAST Programme and requested all proposals for Standard Training Packages (STP'S). All TRAIN-SEA-COAST CDU's had been requested to send in advance 4 proposals for Standard Training Packages (STPs) to be negotiated at the network level. The network would then have the opportunity to identify two courses out of the four proposals from each of the CDUs that might be of interest to other members of the network. In order to provide equal opportunity to all CDU's, those that brought fewer proposals were asked to prepare additional ones, which they did.

Specific instructions had been given, in advance, for the preparation of the proposals in order to facilitate the discussions and provide a common format (see **Annex 3**). Not all the CDUs used the common format, nor presented the proposals with enough detail. This required further explanations from each CDU to the network on the aims and relevance of their particular proposals.

The following criteria were agreed by the network, for examining and negotiating each of the proposals presented :

1. Relevance of the topic(s) for the network as a whole;
2. Potential for sharing the proposed STPs;
3. Overall balance of proposed STPs in terms of orientation and subject matter;
4. The overall balance of proposals *vis-a-vis* :  
*Target population* (policy makers; coastal/ocean managers; sectoral managers; users/operators); *Focus of the STP* (cross-sectoral; sectoral); *Application level* (Global; regional; local); *Language of the original STP* (English; French; Spanish; Portuguese).
5. Expertise and experience of the CDUs involved.

#### **Proposals for Standard Training Packages (STP's): the Negotiations**

On Friday 27th (morning), the first listing of proposals (40), together with all supporting information as presented by the CDUs, was provided to the participants for detailed examination and discussion (see **Annex 4**). It should be clearly stated that all proposals presented by the CDUs did not reflect the assessment of manpower requirements and associated training needs as was originally requested by the Central Unit, which had distributed in advance, instructions and forms to undertake this task as a pre-course assignment (see **Annex 5**). The CDUs had limited time to complete this assignment due to the lateness of the assessment missions undertaken by the Central Unit. Therefore, **all proposals in this respect were based on the experience and expertise of each CDU**. The participants agreed, however, that they will undertake the assessment of manpower and associated training needs as an on-going task within the responsibility of each CDU.

At the beginning, the negotiations on the proposals for STP's centred on the relevance of the selected topic(s) for the network as a whole, and the potential for sharing of proposed STP. A number of proposals initially submitted were dropped : Costa Rica's proposal 4 and Senegal's proposals 3 and 4. India proposed the grouping of their 3 CZM proposals into a single one and Fiji dropped proposal 4 and replaced it by a course on Resources and Environmental Economics. This was followed by an identification of proposals that could be developed jointly by two centres. At this early stage, potential linkages between Costa Rica and U.K., Brazil and Senegal, and Fiji and U.K. were clearly delineated. The participants also discussed the possibility of preparing, jointly among various centres, a training package on techniques and another package on case studies. These ideas did not prevail during successive negotiations. A revised version of the first listing was immediately prepared on the basis of this first round of discussions (see **Annex 6**).

As negotiations continued among the participants over the weekend, a third listing was prepared to be discussed on Wednesday 1st March (see **Annex 7**). During this session, additional proposals were dropped: Brazil's 2 case studies; Fiji's proposal on Sustainable Management of Coastal Fisheries in the Tropics; Thailand's proposal on Valuation Techniques for CZM; USA's proposal on Establishing a Marine Advisory and Outreach Capability; UK's proposal on Policy Making and Administration in Marine Affairs. Senegal proposed a course on Harmonization of Legislation for the Sustainable Conservation of Fishery Resources in the West Africa Region, and India a course on Ocean Engineering Aspects of Nearshore and Offshore Exploration and Exploitation. These two later proposals were extensively discussed with the coordinator. Further twinning among CDUs was continued : Philippines/Thailand and India/USA.

On Thursday 2nd March, the discussions centred on :

- (i) A consolidated list of courses to be prepared during years 1 and 2 (see final list on **Annex 8A and 8B**;
- (ii) Preparations for the concluding Round-table Presentations by workshop participants, including: a) an introduction of their CDU's; b) presentation of Action Plans for the next 2 years (including deadline for the development of Standard Training Packages); and c) benefits anticipated from participating in the TRAIN-SEA-COAST Network;



- (iii) Functioning of the TRAIN-SEA-COAST Network, including :
- a) TRAIN-SEA-COAST Constitution and Rules & Membership Agreement;
  - b) Preferred modes of communication among the Network;
  - c) Marketing of TRAIN-SEA-COAST.

Specific instructions were given for the preparation of the Round-table Presentations in which, for the first time, the participants applied the TRAIN-SEA-COAST methodology. Mr. John Douglas assisted the participants in the preparation of their presentations.

The TRAINMAR Constitution and Rules and the Membership Agreement were given to the participants as a possible model for TRAIN-SEA-COAST Agreement. A similar document, in draft form, will be prepared for the TRAIN-SEA-COAST network and will be sent for comments to all CDU's before the final agreement is ready for signature.

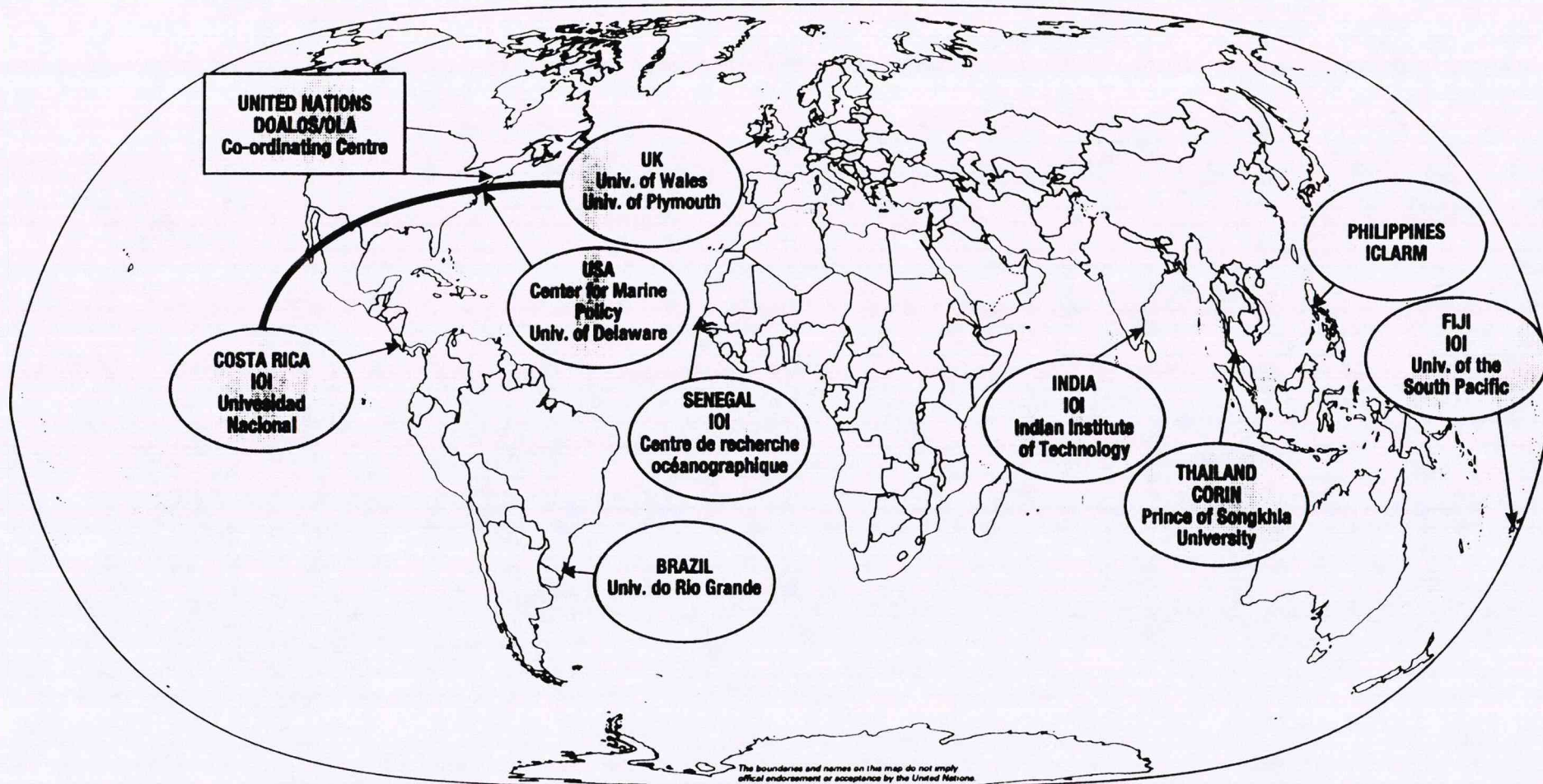
As to preferred modes of communication, the participants identified e-mail and INTERNET. Since the network is composed of universities and research centres, most of the CDUs are already members of INTERNET and/or have e-mail. The possibility of producing a TRAIN-SEA-COAST Newsletter was also discussed. No agreement was reached on this matter due to the complexities involved in producing it. However, the participants requested the Central Unit to produce a brochure on the TRAIN-SEA-COAST Programme for wide distribution. This was accepted. It is expected that the brochure may be ready within the next 4 months. The topic of marketing was not discussed at length.

#### **Course Development Strategy for 1995-1996/1996-1997**

It was jointly agreed that during the first year of activities, each centre would work on the preparation of a STP on a stand-alone basis. In the first year, 9 courses would be prepared on a stand-alone basis and 1 on a shared basis (see **Map 2**). The rationale behind this decision is that new course developers should be well acquainted with the TRAIN-SEA-COAST methodology before entering into joint course development. The following deadlines were agreed for the presentation of Reports to the Central Unit:



### TRAIN-SEA-COAST COURSE DEVELOPMENT STRATEGY 1995-96



The boundaries and names on this map do not imply official endorsement or acceptance by the United Nations

End of March 1995	-	Problem Analysis
End of May 1995	-	Draft Curricula
End of August 1995	-	Draft Module Plans
February 1996	-	Course Documentation

During the second year, 4 courses would be prepared on a stand-alone basis and 6 on a shared basis (see **Map 3**). Some of these proposals, however, may be re-considered depending on the experience acquired during the first year.

The analysis of the STP proposals from the standpoint of target population, focus and application level is indicative of a good balance among them (see **Graphics 1, 2 and 3**). As to language of origin of the proposals, English is predominant, which is a reflection of the location of the CDUs (see **Graphic 4**). (The number of courses portrayed in the graphics might differ from the final list of STP's to be developed.)

#### **The Building-up of a Cooperative Network**

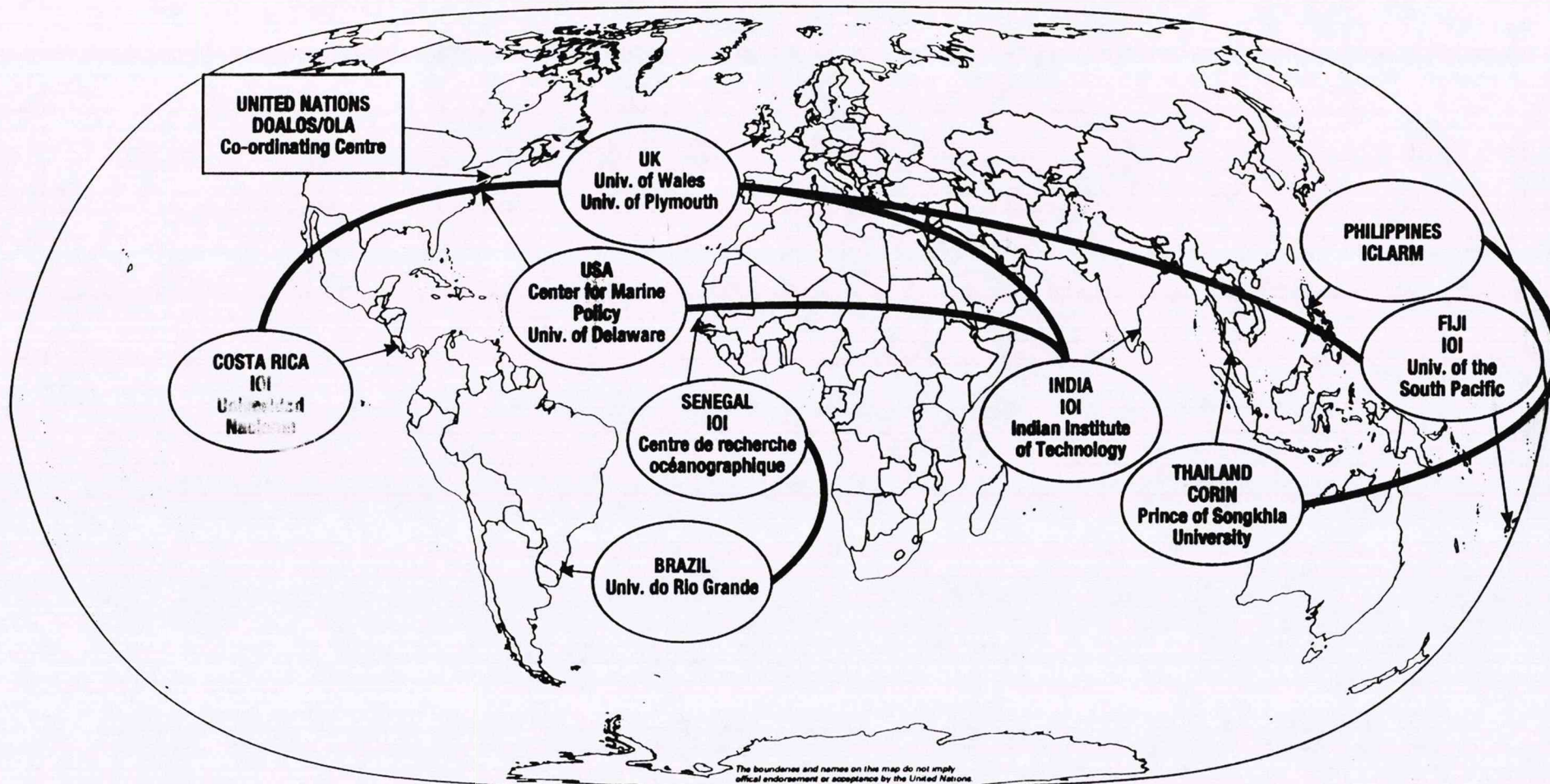
The process of establishment of the network went extremely well. This was due to various interacting conditions and critical elements. The site of the Workshop was well chosen. Stony Brook is a quiet, small town that together with the university provided the conditions for easy interaction among the participants and staff.

The staff of the SUNY were very cordial and diligent, creating quite a good atmosphere for work. Lunch was served at the premises which, considering the cold weather, encouraged further opportunity for interaction. The participants were happy with their accommodations at the cosy Three Village Inn. It was a welcoming environment very much needed at the end of busy working sessions.

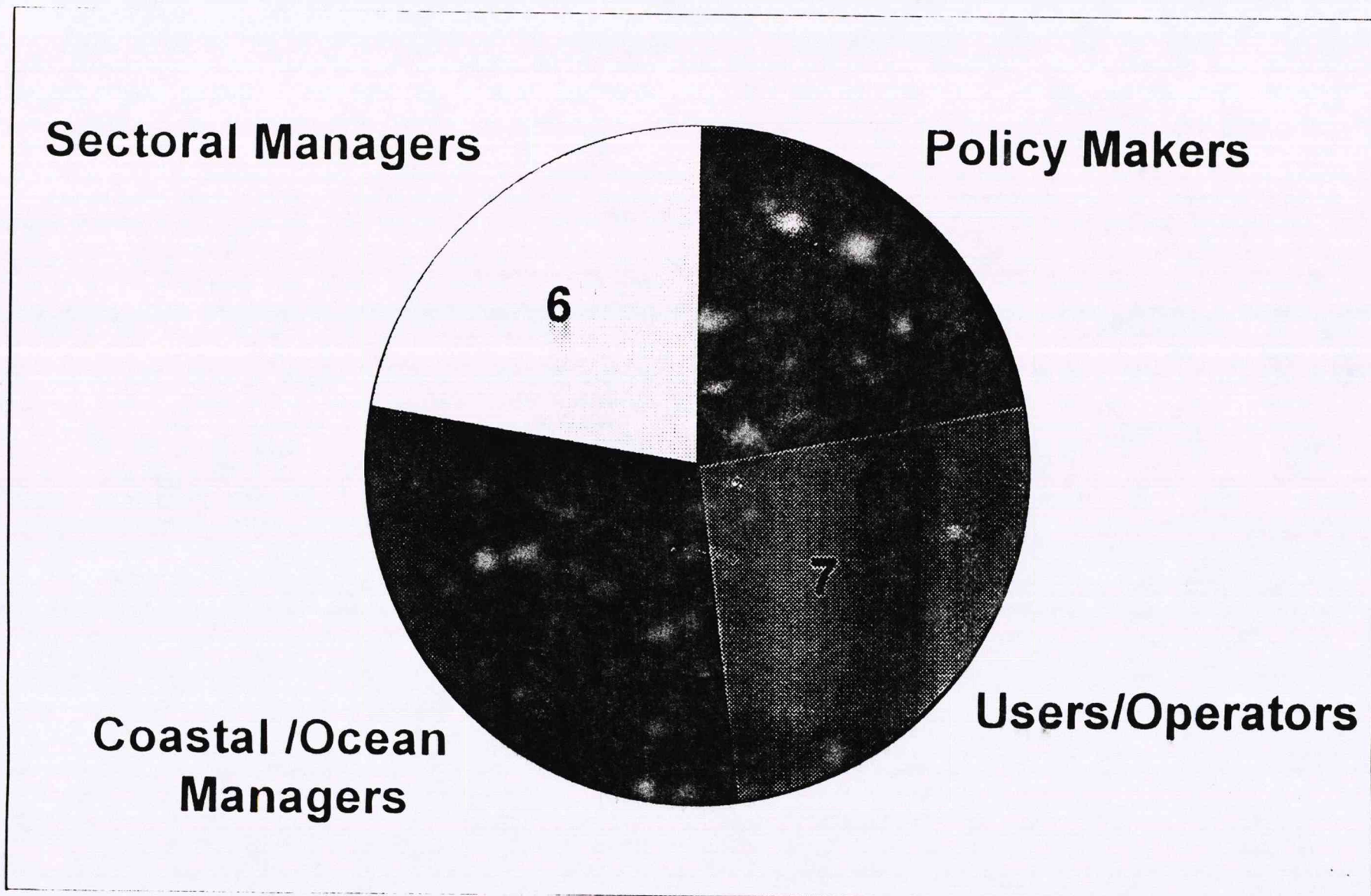
The most crucial element was the people involved. Very few of them knew each other; however, the participants immediately interacted. In a few days the most cordial conditions were created. Working in pairs or groups helped to bridge the initial barriers. The shiest individuals started to intervene more frequently. People discovered each other's interests and experience. In fact, the variety of backgrounds and experience of each and every participant contributed to the enrichment of the group. In this setting, commonalities arose, diversity was discovered.



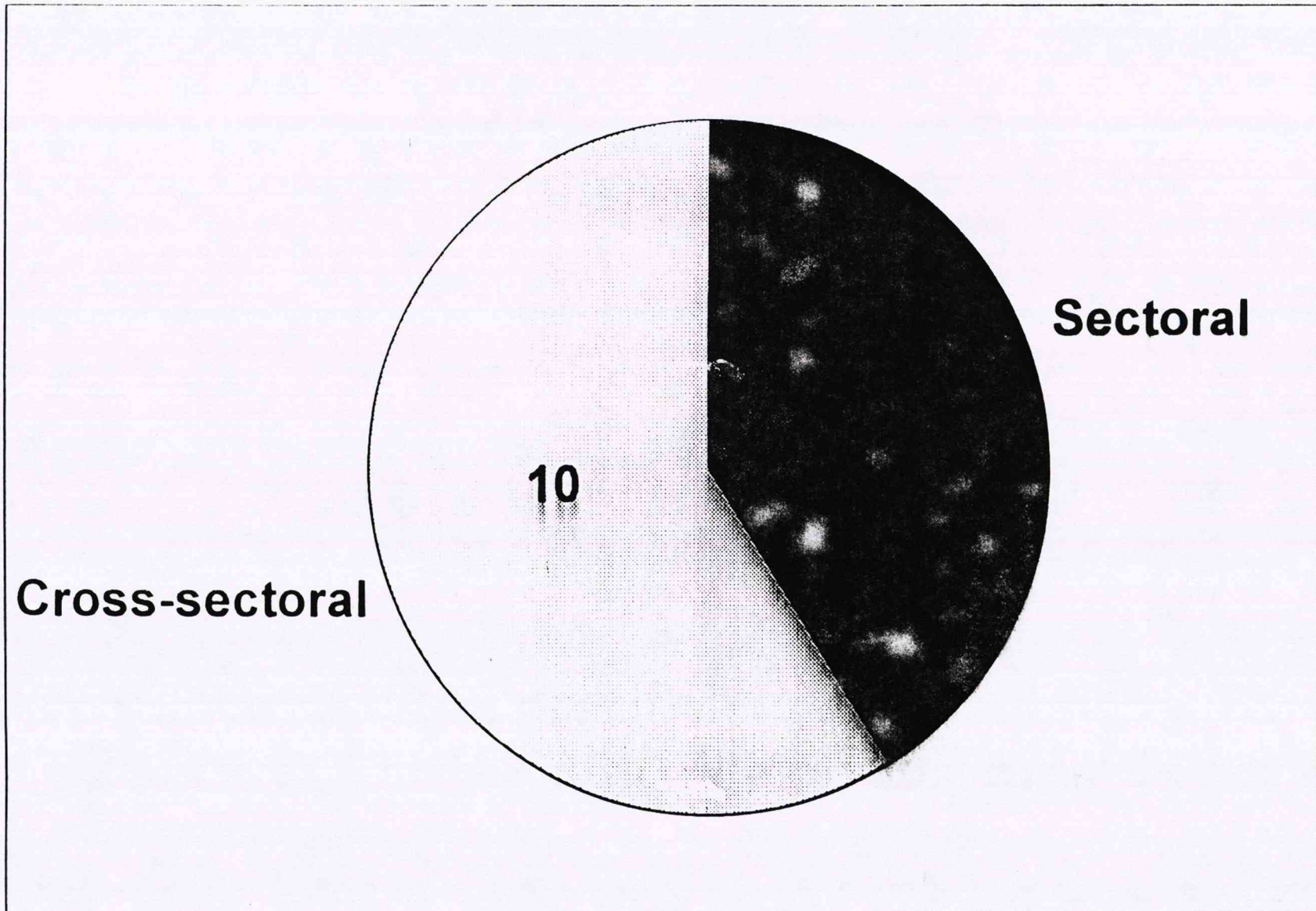
### TRAIN SEA COAST COURSE DEVELOPMENT STRATEGY 1996-97



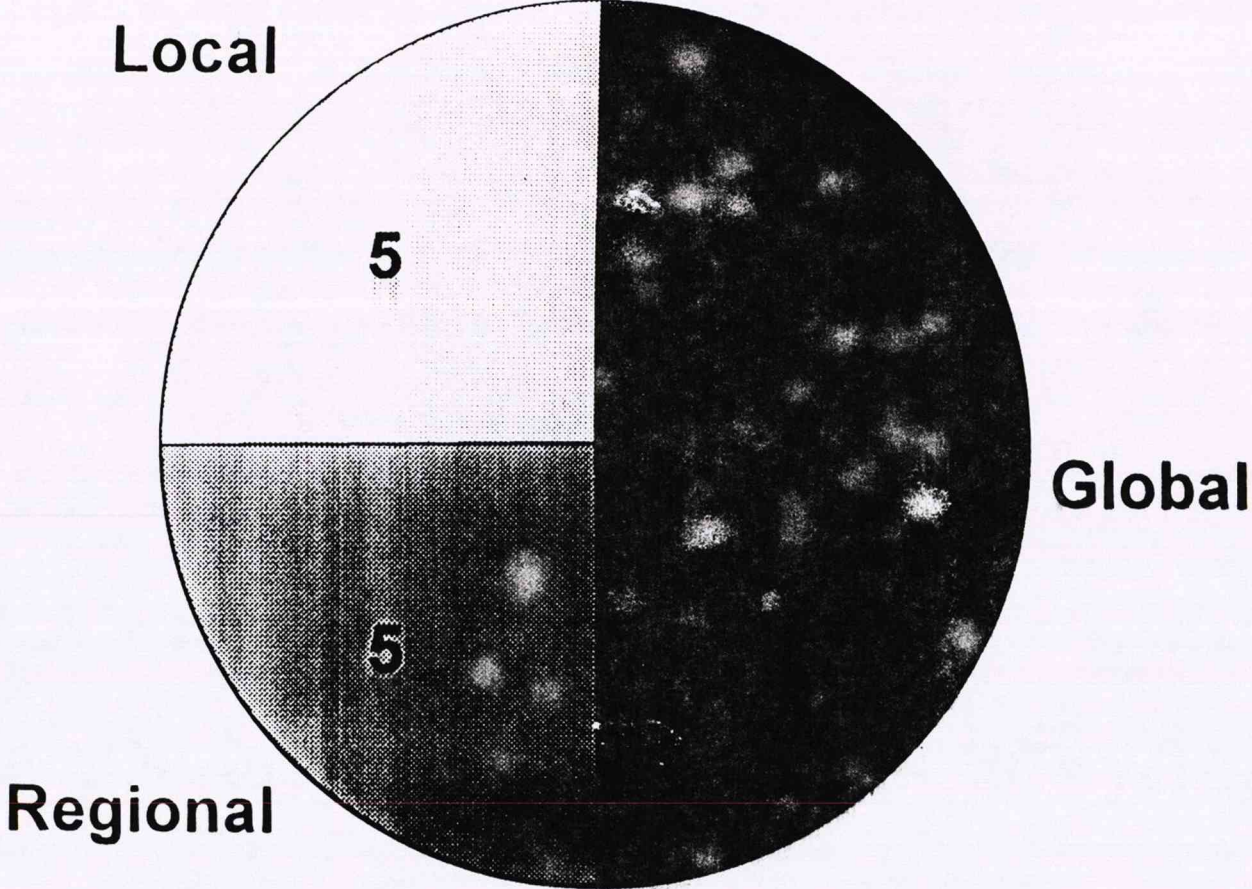
# PROPOSALS FOR STANDARD TRAINING PACKAGES TARGET POPULATION



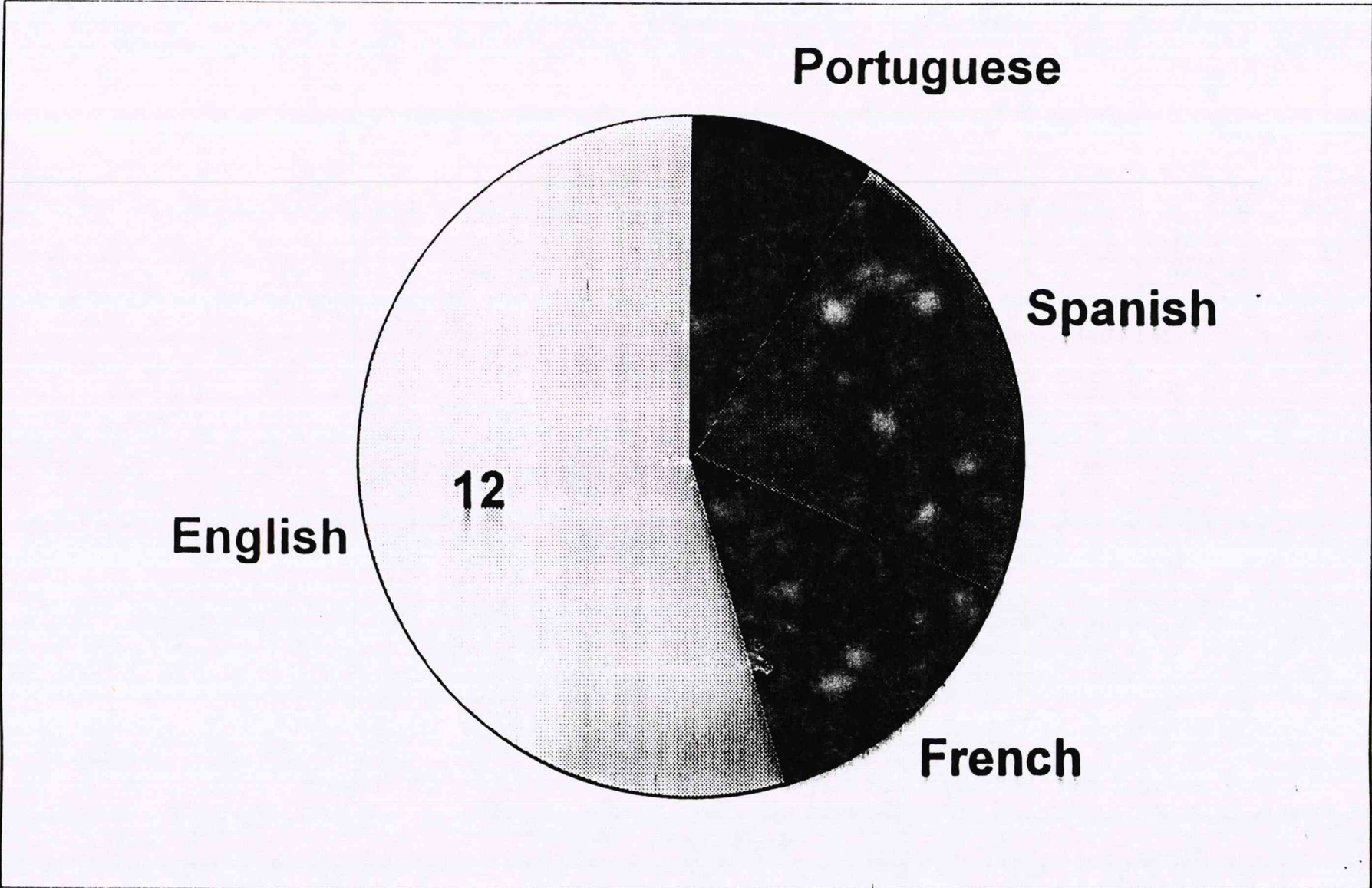
# PROPOSALS FOR STANDARD TRAINING PACKAGES: FOCUS



# PROPOSALS FOR STANDARD TRAINING PACKAGES APPLICATION LEVEL



# PROPOSALS FOR STANDARD TRAINING PACKAGES LANGUAGE

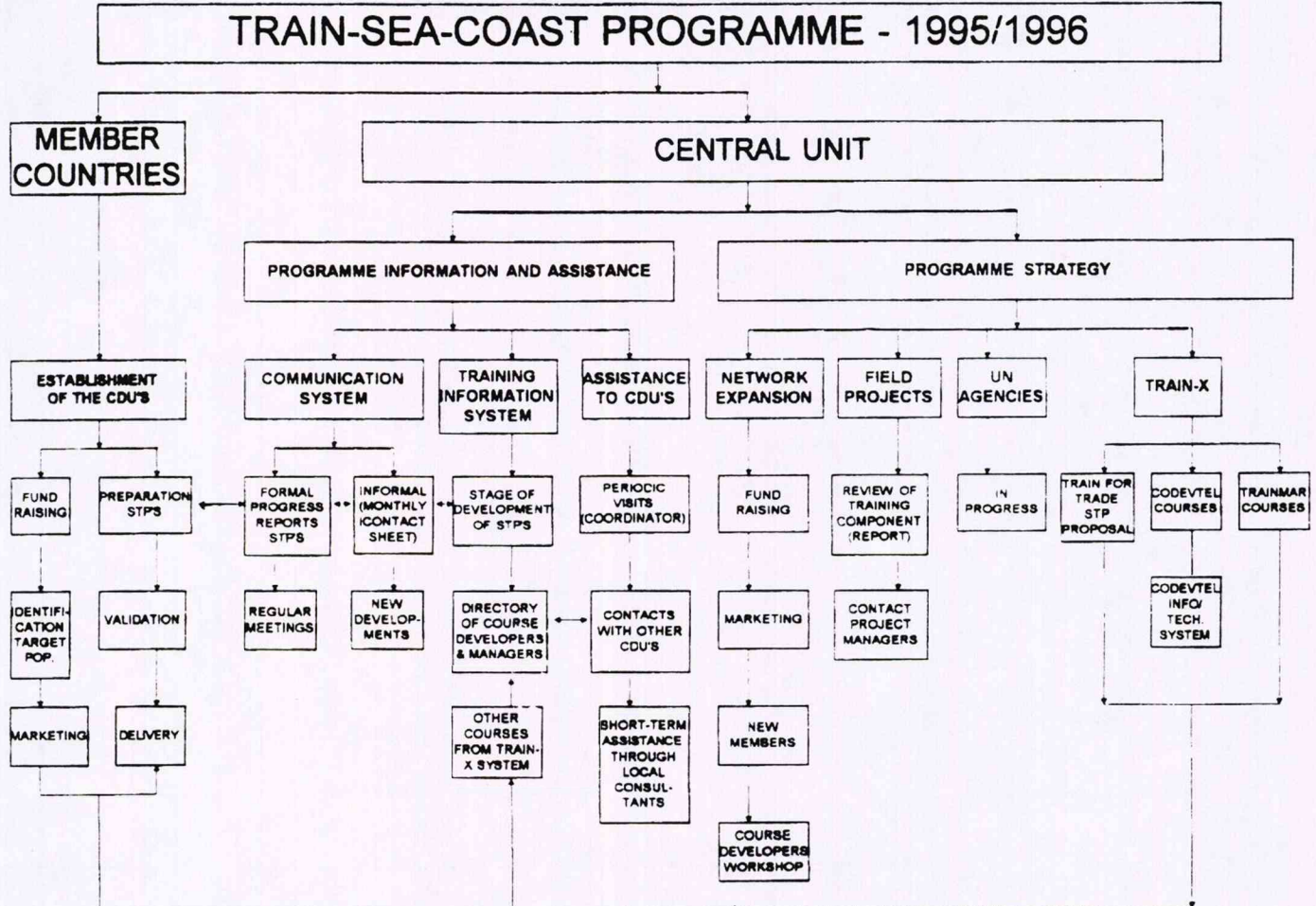




The presentation of proposals for STPs was the last 'ice breaker'. The discussion of potential joint course development efforts accentuated a spirit of collaboration. In this context, the role of the coordinator was crucial. With a thorough knowledge of each CDU and its personnel, the coordinator was able to bridge differences of opinion, highlight the merits of each proposal, if needed, and afford good offices to create the most favourable conditions for twinning arrangements. Fair play, open discussion with all participants, the provision of equal opportunities for all, in order to extract the best of each for the benefit of the network, are part and parcel of creating a sound cooperative basis. Furthermore, the good will and trust among all participants augurs well for the building of a solid foundation for the TRAIN-SEA-COAST network. We will try to further cement this initial step.

**Summary of Activities Planned for the Next Two Years**

The TRAIN-SEA-COAST Programme is entering a new developmental phase. This includes (see attached organigram of responsibilities):



**ON THE PART OF MEMBER COUNTRIES: (All items financed by national institution)**

- a) Establishment of the CDUs in each of the designated centres (see Annex 9)
- b) Preparation of agreed STPs and submission of reports, according to the above mentioned deadlines (see Course Development Strategy).
- c) Fund raising for TRAIN-SEA-COAST activities, e.g. fellowships, etc;
- d) Validation of STPs;
- e) Delivery of STPs.

**ON THE PART OF THE CENTRAL UNIT:**

**1. Building-up an Information and Assistance Programme through:**

- a) **Setting-up of a formal and informal communication system between the Central Unit and the CDU's and between the CDU's:**
  - (i) **Formal communication between the Central Unit and the CDU's:** through established evaluation procedures in the form of periodic reports to the Central Unit as mentioned above.
  - (ii) **Meeting of current course developers/managers:** for a greater exchange of ideas and experience on subjects of common interest, both for pedagogic and for technical/management skills.
  - (iii) **Informal communication system between the Central Unit and the CDU's and between the CDU's:** every month, through a Monthly Contact Sheet to follow-up the activities of all CDUs (see annex 10)
  - (iv) **Exchange of information on new developments and materials of common interest**
- b) **Building-up a training information system, including :**  
(All items financed by UN/DOALOS regular budget)
  - (i) Stage of development of STPs
  - (ii) Appropriate courses available from other TRAIN-X Programmes
  - (iii) Directory of course developers/managers in each region

- c) **Assisting the CDU's in their early stage of development, through:**
  - (i) Periodic visits from the TRAIN-SEA-COAST Coordinator (once a year)
  - (ii) Contacts with other TRAIN-X CDUs (When other missions permit)
  - (iii) Assistance from experienced course developers, if required

2. **Setting-up a Programme Strategy for:**

- a) **Network Expansion, including:**
  - Fund raising
  - Marketing
  - Identification of new potential members for the TRAIN-SEA-COAST network and organize subsequent Course Developers Workshops, as required.
- b) **A closer involvement with approved field projects of GEF and UNDP (Training component)**
- c) **A closer involvement with UN Agencies**
- d) **A closer involvement with TRAIN-X sister programmes**
- e) **Setting-up a system for Problem Analysis which would involve the discussion of:**
  - (i) Current priorities for training
  - (ii) Broad analysis of major directions in the field of training for coastal and ocean management
  - (iii) Strategies for training

The above items could be included as a subject of the meetings of course developers/managers, see point 1 (ii) above.

ANNEXES 1 to 10

TRAIN-SEA-COAST Programme

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**Guidelins for the Selection of Course Developer Trainees**

The following list of requirements has been prepared as a guide to TRAIN-SEA-COAST centres in the selection of the most suitable personnel as course developer trainees in the TRAIN-SEA-COAST Programme. In addition to these requirements, it is essential that trainees be selected who will be available full time immediately following the workshop.

The selection requirements fall into three categories:

1. Educational qualifications
2. Job experience
3. Personal characteristics

For each of the categories there is a list of essential requirements. Selected personnel should meet all, or at least most, of these requirements. Also, for each category there is a list of desirable experiences. Candidates should have as many of these experiences as possible, but none of them are mandatory. Although personnel with a training background can obviously be suitable candidates, it should be noted that this is not an essential prerequisite. Experience has shown that successful course developers come from a variety of backgrounds, but that all meet these requirements.

1. **Educational qualifications**

**Essential:**

- First university degree or equivalent experience

**Desirable:**

- Training in one or more of the following areas
    - Instructional design and development
    - Instructional delivery
    - Production of audio-visual aids
    - Data gathering
    - Systems development
    - Personnel systems
    - Technical writing
    - Computer programming
-

**2. Job experience**

**Essential:**

At least several years of full time employment, during which a substantial period was involved in some of the following activities at a responsible level:

- Instructional design and development
  - Instructional delivery
  - Production of audio-visual aids
  - Data gathering
  - Complex problem solving
  - Technical writing
  - Development work in teams
  - Planning
- Has been promoted or upgraded to one level above original entry level
  - Is currently seen by his supervisors as suitable for further promotion

**Desirable:**

- Experience in integrated coastal and/or ocean management and ability to work with senior academic staff
  - Experience in research and/or development of organizational systems, e.g., personnel systems, job design, etc.
  - Familiarity with a word processing and graphics software
  - Management experience, e.g., leader on teams solving problems or developing new systems or materials; or similar positions requiring initiative, judgement, decision making and leadership
  - Development or operational experience in an educational setting, e.g., instructor, curriculum developer, etc.
-

**3. Personal characteristics**

**Essential:**

- Willing and eager to master a new training technology
- Goal directed, not easily distracted from the task at hand
- Open minded, receptive to data even when it is in conflict with cherished beliefs
- Strong interpersonal skills, works well in team environment
- Flexible, able to adopt alternative options, when appropriate
- Excellent communicator, both oral and written
- Analytical and creative in problem solving
- Adaptable, quick to learn

**Desirable:**

- Objective and unbiased
  - Effective in planning
  - Suspends judgement pending obtaining sufficient data but does not unduly delay reaching a conclusion or making a decision because of a desire for an unreasonable amount of data
  - Resourceful in gaining access to data or in obtaining cooperation from peers and upper management
  - Able to follow guidance material in a systematic manner
  - Has demonstrated high integrity, admits to errors even in cases where consequences might be embarrassing or mean repeating work
  - Willing and able to travel, if required
  - Willing to work on an irregular schedule of hours, when necessary
-

Participants

<u>Name</u>	<u>Institution</u>	<u>Country</u>	<u>Activity</u>	<u>Field of specialization</u>
Dr. M. Asmus	University of the Rio Grande	Brazil	Lecturer	Marine Sciences (ecological modelling)
Lic. Jorge Castello	University of the Rio Grande	Brazil	Lecturer	Fisheries Biologist
Ms. Enir Girondi Reis	University of the Rio Grande	Brazil	Lecturer/ CDU Manager	Biological Oceanography
Mr. A. F. Herrera Ulloa	National University of Costa Rica	Costa Rica	Lecturer	Administration of Natural Resources Fisheries Biologist
Mr. M. Rios Barboza	National University of Costa Rica	Costa Rica	Maritime Lawyer/Lecturer	Political Science / Law
Mr. J. Veitayaki	The University of the South Pacific	Fiji	Course Developer	Human Ecology
Ms. I. Chief	The University of the South Pacific	Fiji	Course Developer	Pedagogical Sciences
Prof. R. South	The University of the South Pacific	Fiji	Lecturer/ CDU Manager	Marine Biology
Dr.S.Subramanian	Indian Institute of Technology	India	Lecturer	Marine Geology
Ms. M. Balgos	Int. Centre for Living Aquatic Resources Management	Philippines	Trainer	Coastal Zone Management
Dr. D. Toure	Centre for Oceanographic Research	Senegal	CDU Manager	Fisheries Biology
Mr. A. Sakho	University of Dakar	Senegal	Lecturer	Law
Mr. B. Samb	Centre for Oceanographic Research	Senegal	Researcher	Fisheries Biology
Mr. Wichai Pantanahiran	CORIN, Prince of Songkla University	Thailand	Lecturer	Natural Resources Soil Sciences
Mr. Woraphan Kiattisimkul	CORIN, Prince of Songkla University	Thailand	Resource/ Information Management	Soil Sciences
Dr. C. Woolridge	University of Wales	U.K.	Lecturer	Marine Geography
Dr. D. Pilgrim	University of Plymouth	U.K.	Lecturer	Oceanography
Mr. J. Farrell	University of Delaware	U.S.A.	Marine Advisor	Marine Resource Admini.





UNITED NATIONS

COURSE DEVELOPMENT UNIT  
Country:  
Institution:  
Course Developers:

**FIRST COURSE DEVELOPERS WORKSHOP**  
State University of New York (SUNY)  
Stonybrook, Long Island, 23 January - 3 February 1995

**PROPOSALS FOR STANDARD TRAINING PACKAGES (STP's)**  
(2 pages maximum per proposal)

- |  |
|--|
| <p>A. Title of the Course</p> <p>B. Number of participants</p> <p>C. Duration of the course</p> <p>D. Language of the course</p> |
|--|

**1. Course objective/description**

What is the contribution of the course to the general or particular knowledge and skills in the field of coastal and/or ocean management and how it relates to particular needs (task oriented or career development).

What the trainees should be able to do after completion of training and in which context they are going to apply the knowledge and skills acquired (e.g. national programme, academic community programmes, NGO's activities, etc).

**2. Reasons for selecting this major topic**

Explain if the topic was selected on the basis of general experience in the field of coastal/ocean management, through conducting an assessment of manpower and training needs in the country/sub-region or if it was indicated by a particular clientele (e.g. government/industry/NGO's).

**3. Type and level of participants**

Specify if the course is intended for :

- 2 -

**Major target groups:** (As per categories adopted in the Action Plan on Training)

- (a) Policy makers;
- (b) Coastal and marine planners
- (c) Users, operators

**Administrative levels:** (As per categories adopted in the Action Plan on Training)

- (a) Regional/sub-regional
- (b) National
- (c) Local

**Focus:** (As per categories adopted in the Action Plan on Training)

- (a) Within a sector
- (b) Cross-sectoral

**Acquired skills and aptitudes of learning style:**

- (a) Homogeneous trainees
- (b) Mixed (differences in previously acquired skills/experience and learning style)
- (c) Sophisticated self-learners

**Position and level of responsibility of the trainees:**

- (a) Senior
- (b) Middle
- (c) Junior

**4. Partner Course Development Unit**

Specify if you intend to develop the course together with another TRAIN-SEA-COAST Course Development Unit.

**5. For IOI participants only**

Indicate how and to what degree IOI core subject areas will be addressed.

INITIAL LIST OF PROPOSALS

COSTA RICA (ANNEX 4.1 - 9 pages)

1. LAW OF THE SEA AND OCEAN POLICIES
2. PRINCIPLES OF COASTAL AND OCEAN MANAGEMENT
3. SATELLITE IMAGERY APPLICATIONS IN CENTRAL AMERICA AND THE CARIBBEAN
4. SUSTAINABLE USE OF ARTISANAL FISHERIES:

SENEGAL (ANNEX 4.2 - 1 page)

1. MANAGEMENT OF COASTAL RESOURCES: ASSESSMENT, PRESERVATION AND EXPLOITATION
2. REGULATIONS FOR PROTECTION AND CONTROL OF THE COASTAL AREAS
3. PLANNING FOR RATIONAL ACTIVITIES OF POPULATIONS IN THE COASTAL AREAS
4. METHODS OF RISK PREVENTION IN COASTAL AREAS

INDIA (ANNEX 4.3 - 22 pages)

1. ENVIRONMENTAL POLICY AND MANAGEMENT (1 WEEK)
2. BASIC COURSE ON COASTAL MANAGEMENT (2 WEEK)
3. COASTAL ZONE MANAGEMENT AS A SUSTAINABLE PROCESS (4 WEEK)
4. COASTAL ZONE MANAGEMENT AS A SUSTAINABLE PROCESS (5 WEEK)

FIJI (ANNEX 4.4 - 7 pages)

1. SUSTAINABLE MANAGEMENT OF COASTAL FISHERIES IN THE TROPICS (3 WEEK)
2. OCEAN GOVERNANCE WITH SPECIFIC REFERENCE TO SMALL DEVELOPING STATES (SIDS) - (2 WEEK)

(2)

3. THE ROLE OF TRADITIONAL MARINE TENURE IN INTEGRATED COASTAL ZONE MANAGEMENT (1 WEEK)
4. TRADE AND ECONOMIC DEVELOPMENT WITHIN AN INTEGRATED, SUSTAINABLE SYSTEM (2 WEEK)

USA ( ANNEX 4.5 - 9 pages)

1. INSTITUTIONAL OPTIONS FOR ACHIEVING INTEGRATED COASTAL AND OCEAN MANAGEMENT (1 WEEK)
2. APPROACHES TO CONFLICT MANAGEMENT IN OCEAN AND COASTAL MANAGEMENT (1 WEEK)
3. ECONOMICS OF COASTAL AND FISHERY MANAGEMENT ((1 WEEK)
4. ESTABLISHING A MARINE ADVISORY AND OUTREACH CAPABILITY (1 WEEK)

PHILIPPINES ( ANNEX 4.6 - 7 pages )

1. TRAINING ON BROAD-BASED COASTAL MANAGEMENT (2 WEEK)
2. TRAINING ON R.A.M.P. (RAPID ASSESSMENT OF MANAGEMENT PARAMETERS) (5 DAYS)
3. TRAINING AND ECOLOGICAL ASSESSMENT AN MONITORING PHASE 1: 5 DAYS - PHASE 2: 12 MONTHS
4. A TRAINING COURSE ON MUNICIPAL COASTAL RESOURCES MANAGEMENT (5 DAYS)

UNITED KINGDOM ( ANNEX 4.7 - 7 pages )

1. ENVIRONMENTAL MANAGEMENT OF COMMERCIAL OPERATIONS WITHIN THE COASTAL ZONE WITH SPECIAL REFERENCE TO PORT AND HARBOUR OPERATIONS (10 DAYS)
2. POLICY MAKING AND ADMINISTRATION IN MARINE AFFAIRS (5 DAYS)
3. PLANNING AND MANAGEMENT TOWARDS A SUSTAINABLE DEVELOPMENT OF ISLANDS (1 MONTH)
4. INTEGRATED SEA MANAGEMENT (10 DAYS)
5. APPLICATION OF REMOTE SENSING IN COASTAL MANAGEMENT

6. **MEASUREMENT AND ASSESSMENT OF COASTAL EROSION AND SEDIMENTATION PROCESSES**
7. **FIELD MEASUREMENT AND DATA ANALYSIS IN COASTAL OCEANOGRAPHY**
8. **LOW-TECH OF COASTAL OCEANOGRAPHY**

**BRAZIL ( ANNEX 4.8 - 4 pages )**

1. **PLANNING OF USE OF MARINE AND ESTUARINE FISH RESOURCES (2 WEEKS)**
2. **PLANNING AND USE OF A SUBTROPICAL ESTUARY: THE PATOS LAGOON CASE STUDY (2 WEEK)**
3. **EXCHANGE AND INTERRELATIONSHIPS AMONG THE WATERSHED, COASTAL LAGOON AND COASTAL OCEAN ECOSYSTEMS (2 WEEK)**
4. **POTENTIAL IMPACT OF COASTAL DEVELOPMENT ON A PRISTINE ENVIRONMENT (SOUTHERN LITTORAL OF BRAZIL) WITH SPECIAL ATTENTION TO TOURISM AND POPULATION SETTLEMENT (2 WEEK)**

**THAILAND ( ANNEX 4.9 - 3 pages )**

1. **AN INTERNATIONAL TRAINING PROGRAMME ON INTEGRATED COASTAL ZONE MANAGEMENT: ANALYSIS FOR THE FORMULATION AND IMPLEMENTATION OF COASTAL DEVELOPMENT PLANS (3 WEEK)**
2. **GEOGRAPHIC INFORMATION SYSTEM (GIS) TOOL FOR INTEGRATED COASTAL ZONE MANAGEMENT (2 WEEK)**
3. **VALUATION TECHNIQUE FOR COASTAL ZONE MANAGEMENT**
4. **MANGROVE REHABILITATION: A COMMUNITY- BASED APPROACH**

## Human Resource Development

### *Data collection for the Preliminary Study*

#### **Background**

The development of human resources starts with an assessment of manpower requirements to meet the anticipated development of the sector being examined. Using the TRAIN-X methodology this is conducted as part of the preliminary analysis in Phase 1. This is followed by an evaluation of the training needs of those involved in the scheme.

Generally there are THREE stages to the preliminary analysis:

1. The identification of the public bodies and private organizations involved in the economic sector under investigation.
2. A survey to identify personnel and their main functions and jobs within the developing countries for the sector under investigation.
3. An estimation of the number of persons in each category of job and function to be trained in different subjects.

The output of these stages are essential prerequisites to the development of training and in particular to undertake a course development project.

To assist in this work 5 forms have been prepared:

**FORM P1** - To list the public bodies and organizations involved in the sector of activity under investigation and who could benefit from the training programmes.

**FORM P2** - To list the private organizations and companies involved in the sector of activity under investigation and who could benefit from the training programmes.

**FORM P3** - To classify the range of jobs within the public and private organizations involved in the economic sector under investigation.

**FORM P4** - To estimate the number of persons in each organization, the number who could already benefit from training and those anticipated additions in the next three years.

**FORM P5** - To determine the importance of the identified training programmes and estimate the numbers of persons to be trained in the different subject areas.

#### ***Instructions on using the forms***

The forms are intended to be completed by management staff of the regional or national training centres under the guidance of a network co-ordinator. They:

1. Identify the public bodies and private organizations involved and complete forms P1 & P2.
2. For each public body and private organization list broad job titles of persons employed categorised into 7 functional levels as described on form P3. There should be 1 form per organization.
3. For each organization estimate the number of persons in each job type and estimate the number to be trained on form P4. Then estimate the number of additional personnel through recruitment and promotion for the next 3 years for each job type. Again there will be 1 form per organization.
4. Finally on form P5, determine the importance of individual training programmes or subjects and estimate the number of persons to be trained in each programme or subject.

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These programmes may result from earlier surveys of training need and include current courses in a network but should also include suggestions & recommendations received during this survey.

Field of Activity - Public Bodies & organizations				
Country:		Date:		Form P1
Ministries or National Agencies <sup>1</sup>	Divisions or Service <sup>2</sup>	Sectors of Activity covered <sup>3</sup>	Number of Employees <sup>4</sup>	Remarks <sup>5</sup>

<sup>1</sup> Insert the name of the Ministry or Public Authority involved here

<sup>2</sup> Insert the name of the Division or service of the Ministry or Public Authority

<sup>3</sup> Insert the names of the sectors of interest that the division or service are involved in

<sup>4</sup> Insert the number of employees in the division or service

<sup>5</sup> Enter any comments on the structure or division of responsibilities between sectors of interest

Field of Activity - Private Organizations & companies				
Country:		Date:		Form P2
Organizations or Companies	Divisions or Department <sup>8</sup>	Sectors of Activity covered <sup>9</sup>	Number of Employees <sup>10</sup>	Remarks <sup>11</sup>

<sup>7</sup> Insert the name of the Organization or Company involved here

<sup>8</sup> Insert the name of the Division or Department of the organization or company

<sup>9</sup> Insert the names of the sectors of interest that the division or department are involved in

<sup>10</sup> Insert the number of employees in the division or department

<sup>11</sup> Enter any comments on the structure or division of responsibilities between sectors of interest



Sector:		Organization:	Form P3 <sup>13</sup>
Functional level in the organization	Description of responsibilities & activities	Job Titles <sup>14</sup>	Ref no. <sup>15</sup>
7	Senior political or administrative officials or leaders of private industry involved in policy making and management at the highest level		A B C etc
6	Senior officials empowered & responsible for a budget, operational planning etc. Managers responsible for a department with powers to plan, direct & control resources with the assistance of level 5 management		
5	Officials or managers responsible for the supervision of a service or project. Persons who conduct scientific, technical, policy or strategic research and development in a specialised field		
4	Junior officials or managers associated with managers of levels 5 or 6 who may have supervisory		

<sup>12</sup> Use 1 form for each entry in column 1 of forms 2 & 3, a summary form P3 for the sector can then be derived

<sup>13</sup> This form may be used as a JOB AID and data entered on a separate sheet if there is insufficient space in each cell.

<sup>14</sup> Use no more than 6 distinct broad job titles for each functional level

<sup>15</sup> Assign the letters A-F to each job title in each functional level

FORM P3 - List of Job Titles by functional level in the organization

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Sector:		Organization: <sup>12</sup>	Form P3 <sup>13</sup>
Functional level in the organization	Description of responsibilities & activities	Job Titles	Ref. no. <sup>15</sup>
	roles over staff of levels 1 to 3. Persons involved in proposing creative or imaginative solutions to problems.		
3	Technically skilled employees who are specialists in one type of activity e.g. operation, maintenance, administration. They solve technical problems and have some autonomy in decision-making.		
2	Employees working directly under the supervision of staff at level 3. Generally highly specialised on tasks involving simple procedures. They don't have to make decisions.		
1	Persons with no specific knowledge of the field of activity and are generally recruited without previous training.		

FORM P3 - Sample for the SHIPPING & PORTS sector

Sector: Shipping & Ports		Example Summary Form for the Sector Form P3	
Functional level in the organization	Description of responsibilities & activities	Job Titles	Ref. no.
7	Senior political or administrative officials or leaders of private industry involved in policy making and management at the highest level	Chairman or General Manager of large ports or National Ports/Shipping Authorities.  Chairman of shipping companies.  Secretaries in Ministries with Shipping/Port responsibilities —	A B C
6	Senior officials empowered & responsible for a budget, operational planning etc. Managers responsible for a department with powers to plan, direct & control resources with the assistance of level 5 management	Executive directors of the Port or shipping company.  Chief Engineers or Technical staff.  Head of Divisions in large port or shipping organizations	A B C
5	Officials or managers responsible for the supervision of a service or project. Persons who conduct scientific, technical, policy or strategic research and development in a specialised field	Port Operations manager  Fleet Manager.  Commercial manager.  Research Officer.  Personnel or Training manager	A B C D E
4	Junior officials or managers associated with managers of levels 5 or 6 who may have supervisory roles over staff of levels 1 to 3. Persons involved in proposing creative	Chief of section  Inspector of Shipping.  Administrative Officer.  Chief supervisor of port operations.  Senior Technician.	A B C D E

FORM P3 - Sample for the SHIPPING & PORTS sector

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Sector: Shipping & Ports		Example Summary Form for the Sector Form P3	
Functional level in the organization	Description of responsibilities & activities	Job Titles	Ref. no.
	or imaginative solutions to problems.		
3	Technically skilled employees who are specialists in one type of activity e.g. operation, maintenance, administration. They solve technical problems and have some autonomy in decision-making.	Container yard supervisor Senior Clerk Maintenance technician Commercial Officer Administrative assistant Secretary	A B C D E F
2	Employees working directly under the supervision of staff at level 3. Generally highly specialised on tasks involving simple procedures. They don't have to make decisions.	Dockworker Crane operator Stevedore	A B C
1	Persons with no specific knowledge of the field of activity and are generally recruited without previous training.	Driver Messenger	A B

Location:		Organization <sup>16</sup>						Date:		Form P4				
IN POST <sup>20</sup>	Levels	Function or Job Type <sup>17</sup>						Educational level <sup>18</sup>		Experience <sup>19</sup>				
		A	B	C	D	E	F	Total persons per level	total persons to be trained	Up to Secondary school	University graduate	Ex<1Y	1Y<Ex>5Y	Ex>5Y
Senior	7	<sup>21</sup>												
Senior	6													
Middle	5													
Middle	4													
Junior	3													
IN NEXT 3 YEARS <sup>22</sup>	Levels													
Senior	7													
Senior	6													
Middle	5													
Middle	4													
Junior	3													

<sup>16</sup> One form P4 for EACH organization listed in column 1 of forms P1 & P2

<sup>17</sup> By reference letter from form P3

<sup>18</sup> The number of persons in each educational category

<sup>19</sup> The number of persons Ex<1Y means persons with less than 1 years experience in that functional level

<sup>20</sup> Section for persons currently in employment by the organization

<sup>21</sup> Enter the number of persons in post of this job type & level

<sup>22</sup> Section for new entrants to the job type & level in the next 3 years through recruitment & promotion.

Location:		Importance of Courses <sup>23</sup>									Date:			FORM P5				
Ref. No. <sup>24</sup>	Problem Area/ Subject or Title of Course <sup>25</sup>	Level 7			Level 6			Level 5			Level 4			Level 3			Persons requiring Training	
		VI <sup>26</sup>	I <sup>27</sup>	LI <sup>28</sup>	VI	I	LI	VI	I	LI	VI	I	LI	VI	I	LI		

<sup>23</sup> NOTE: A course is important if a practitioner could not perform his duties or tasks without the training

<sup>24</sup> Reference number of the problem area or subject for training development

<sup>25</sup> Problem area or subject for training development as determined earlier

<sup>26</sup> Tick in this column if the development of this course is important and urgent for this level of manager

<sup>27</sup> Tick in this column if the development of the course is important but not urgent for this level of manager

<sup>28</sup> Tick in this column if the development of the course is neither important nor urgent for this level of manager

xxx 140 centers  
x Stand alone courses -  
x? As yet, not a final decision  
? What do we want to decide about these courses

SECOND DRAFT

ANNEX 6 -3 pages

**POLICY COURSES:**

- LAW OF THE SEA AND OCEAN POLICIES (COSTA RICA - IOI COURSE ON LAW OF THE SEA -UK) \*\*\*
- POLICY-MAKING AND ADMINISTRATION IN MARINE AFFAIRS (UK-COSTA RICA)\*\*\*
- ENVIRONMENTAL POLICY AND MANAGEMENT (INDIA)

**TRAINING PACKAGE ON TECHNIQUES: (Modules on the following topics)**

- SATELLITE IMAGERY APPLICATIONS IN CENTRAL AMERICA AND THE CARIBBEAN (COSTA RICA)
- TRAINING ON R.A.M.P. (PHILIPPINES)
- TRAINING AND ECOLOGICAL ASSESSMENT AND MONITORING (PHILIPPINES)
- APPLICATION OF REMOTE SENSING IN COASTAL MANAGEMENT (UK)
- GIS TOOL FOR INTEGRATED COASTAL ZONE MANAGEMENT (PHILIPPINES)
- LOW-TECH OF COASTAL OCEANOGRAPHY (UK)
- MEASUREMENT AND ASSESSMENT OF COASTAL EROSION AND SEDIMENTATION PROCESSES (UK)
- FIELD MEASUREMENT AND DATA ANALYSIS IN COASTAL OCEANOGRAPHY (UK)

**FISHERIES COURSES:**

- PLANNING OF USE OF MARINE AND ESTUARINE FISH RESOURCES (BRAZIL - SENEGAL)\*\*\*
- MANAGEMENT OF COASTAL RESOURCES: ASSESSMENT, PRESERVATION AND EXPLOITATION (SENEGAL-BRAZIL)\*\*\*
- ECONOMICS OF COASTAL FISHERY MANAGEMENT (USA) Bridge Module?)
- SUSTAINABLE MANAGEMENT OF COASTAL FISHERIES IN THE TROPICS (FIJI)\*
- RESOURCES AND ENVIRONMENTAL ECONOMICS (FIJI)\*

**OCEAN MANAGEMENT COURSES:**

- PRINCIPLES OF COASTAL AND OCEAN MANAGEMENT (COSTA RICA - UK)\*\*\*
- INTEGRATED SEA MANAGEMENT (UK -COSTA RICA)\*\*\*
- OCEAN GOVERNANCE WITH SPECIFIC REFERENCE TO SMALL ISLANDS DEVELOPING STATES (SIDS) (FIJI - UK)\*\*\*
- PLANNING AND MANAGEMENT TOWARDS A SUSTAINABLE DEVELOPMENT OF ISLANDS (UK)\*\*\*

**BRIDGE COURSES OR MODULES:**

- INSTITUTIONAL OPTIONS FOR ACHIEVING INTEGRATED COASTAL AND OCEAN MANAGEMENT (USA)(Bridge Module ?)
- APPROACHES TO CONFLICT MANAGEMENT IN OCEAN AND COASTAL MANAGEMENT (USA) (Course or Bridge Module?)

**COASTAL MANAGEMENT COURSES:**

- TRAINING IN BROAD-BASED COASTAL MANAGEMENT (PHILIPPINES)\*?
- COASTAL ZONE MANAGEMENT AS A SUSTAINABLE PROCESS (INDIA)\*?
- AN INTERNATIONAL TRAINING PROGRAMME ON INTEGRATED COASTAL\*? ZONE MANAGEMENT: ANALYSIS FOR THE FORMULATION AND IMPLEMENTATION OF COASTAL MANAGEMENT PLANS (THAILAND)
- TRAINING COURSE ON MUNICIPAL COASTAL RESOURCES MANAGEMENT\*? (PHILIPPINES)

**OTHER COURSES:**

- EXCHANGE AND INTERRELATIONSHIPS AMONG THE WATERSHED, COASTAL LAGOON AND COASTAL OCEAN ECOSYSTEMS (BRAZIL)\*
- ESTABLISHING A MARINE ADVISORY AND OUTREACH CAPABILITY (USA)\*
- ENVIRONMENTAL MANAGEMENT OF COMMERCIAL OPERATIONS WITHIN THE COASTAL ZONE WITH SPECIAL REFERENCE TO PORT AND HARBOURS OPERATIONS (UK) ?
- REGULATIONS FOR PROTECTION AND CONTROL OF THE COASTAL AREAS (SENEGAL) ?



**CASE STUDIES:**

- PLANNING AND USE OF A SUBTROPICAL ESTAURY: THE PATOS LAGOON (BRAZIL) ?
- POTENTIAL IMPACT OF COASTAL DEVELOPMENT ON A PRISTINE ENVIRONMENT (SOUTHERN LITTORAL OF BRAZIL) WITH SPECIAL REFERENCE TO TOURISM AND POPULATION SETTLEMENT (BRAZIL)?

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>BRAZIL</b>  Exchange and Interrelationship Among the Watershed, Coastal Lagoons and Coastal-ocean Ecosystems	STAND ALONE COURSE	CROSS SECTORAL  COASTAL & OCEAN MANAGEMENT	MANAGERS/ MENTORS/ SCIENTISTS	GLOBAL REGIONAL	PORTUGUES & SPANISH	2 WEEK	30 PARTICIPANTS  SENIOR AND MIDDLE
Planning and Use of Marine and Estuarine Fish Resources	PARTNER CDU: SENEGAL	SECTORAL  FISHERIES	FISHERIES OFFICERS  COASTAL AND OCEAN MANAGERS	REGIONAL & LOCAL	FRENCH PORTUGUES & SPANISH	2 WEEKS	30 PARTICIPANTS  SENIOR AND MIDDLE
<b>COSTA RICA</b>  Law of the Sea and Ocean Policies	STAND ALONE COURSE	CROSS-SECTORAL  COASTAL & OCEAN MANAGEMENT	POLICY-MAKERS  SPECIALISTS ON INTERNATIONAL LAW	GLOBAL REGIONAL	SPANISH	2 WEEK	30 PARTICIPANTS  SENIOR AND MIDDLE
The Application of Coastal & Ocean Management Strategies for Sustainable Development	PARTNER CDU: UNITED KINGDOM	CROSS-SECTORAL  COASTAL AND OCEAN MANAGEMENT	PLANNERS AND MANAGERS	GLOBAL REGIONAL	SPANISH ENGLISH	10 DAYS	20 PARTICIPANTS  SENIOR MIDDLE
<b>FIJI</b>  Resources and Environmental Economics	STAND ALONE COURSE	SECTORAL  FISHERIES	POLICY-MAKERS PLANNERS	GLOBAL REGIONAL	ENGLISH	2 WEEK	30 PARTICIPANTS  SENIOR MIDDLE
Sustainable Management of Coastal Fisheries in the Tropics	STAND ALONE COURSE	SECTORAL  FISHERIES	MANAGERS USERS/IMPLEMENTORS	REGIONAL	ENGLISH	2 WEEK	30 PARTICIPANTS  MIDDLE JUNIOR
Planning and Management Towards a Sustainable Development of Small Islands	PARTNER CDU: UNITED KINGDOM	CROSS-SECTORAL  COASTAL & OCEAN MANAGEMENT	COASTAL AND OCEAN PLANNERS & MANAGERS  SCIENTISTS & SECTORAL MANAGERS	REGIONAL	ENGLISH	1 MONTH	30 PARTICIPANTS  MIDDLE FROM GOVERNMENT AND COMMERCIAL SECTORS

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>INDIA</b>  Ocean Engineering Aspects of Nearshore and Offshore Exploration and Exploitation	STAND ALONE COURSE	SECTORAL	COASTAL & OCEAN PLANNERS  SECTORAL PLANNERS & MANAGERS	GLOBAL REGIONAL	ENGLISH	3 WEEK	20 PARTICIPANTS  SENIOR MIDDLE
Environmental Policy and Management	PARTNER CDU: USA  (MODULE)	CROSS- SECTORAL  ENVIRONMENT	POLICY-MAKERS	GLOBAL REGIONAL	ENGLISH	1 WEEK	20 PARTICIPANTS  SENIOR
<b>SENEGAL</b>  Harmonization of Legislation for the Sustainable conservation of Fishery Resources in the West Africa Region	STAND ALONE COURSE	SECTORAL  FISHERIES	MANAGERS USERS/ OPERATORS  FISHERIES ADMINISTRATOR  ENFORCEMENT PERSONNEL	REGIONAL	FRENCH	2 WEEK	25 PARTICIPANTS
Planning and Use of Marine and Estuarine Fish Resources	PARTNER CDU:  BRAZIL	SECTORAL  FISHERIES	FISHERIES OFFICERS  COASTAL & OCEAN MANAGERS	REGIONAL AND LOCAL	FRENCH, PORTUGUES SPANISH	2 WEEK	30 PARTICIPANTS  SENIOR & MIDDLE
<b>PHILIPPINES</b>  A Training Course on Municipal Coastal Resources Management	STAND ALONE COURSE	CROSS- SECTORAL	POLICY-MAKERS  COASTAL & MARINE PLANNERS USERS & OPERATORS	LOCAL	ENGLISH AND RELEVANT DIALECT	5 DAYS	25 PARTICIPANTS  SENIOR MIDDLE JUNIOR
Training on R.A.M.P. (Rapid Assessment of Management Parameters)	PARTNER CDU:  THAILAND	SECTORAL	COASTAL PLANNERS  COMMUNITY STAKEHOLDERS	LOCAL	ENGLISH	5 DAYS	25 PARTICIPANTS  MIDDLE JUNIOR
Training and Ecological Assessment and Monitoring	STAND ALONE COURSE	SECTORAL  FISHERIES	RESEARCHERS	REGIONAL (Within Philippines)	ENGLISH	PHASE 1: 5 DAYS  PHASE 2: 12 MONTHS	24 PARTICIPANTS  JUNIOR & MIDDLE

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONDEE OF TRAINEES
<b>THAILAND</b> Integrated Coastal Zone Management: Analysis for the Formulation and Implementation of Coastal Management Plans	STAND ALONE COURSE	CROSS-SECTORAL	PLANNERS & MANAGERS	GLOBAL REGIONAL	ENGLISH	3 WEEKS	25 PARTICIPANTS MIDDLE JUNIOR
Training on R.A.M.P. (Rapid Assessment of Management Parameters)	PARTNER CDU: PHILIPPINES	SECTORAL	COASTAL PLANNERS COMMUNITY STAKEHOLDERS	LOCAL	ENGLISH	5 DAYS	25 PARTICIPANTS JUNIOR AND MIDDLE
<b>UNITED KINGDOM</b> Environmental Management of Commercial Operations with special reference to Port and Harbours	STAND ALONE COURSE	SECTORAL	SECTORAL MANAGERS USERS AND OPERATORS	GLOBAL NATIONAL /LOCAL	ENGLISH	10 DAYS	24 PARTICIPANTS MIDDLE JUNIOR
Planning and Management Towards Sustainable Development of Small Islands	PARTNER CDU: FUJI	CROSS-SECTORAL COASTAL & OCEAN MANAGEMENT	PLANNERS AND MANAGERS SCIENTISTS AND SECTORAL MANAGERS	REGIONAL	ENGLISH	1 MONTH	30 PARTICIPANTS MIDDLE FROM GOVERNMENT AND COMMERCIAL SECTORS
The Application of Coastal and Ocean Management Strategies for Sustainable Development	PARTNER CDU: COSTA RICA	CROSS-SECTORAL COASTAL AND OCEAN MANAGEMENT	COASTAL & OCEAN PLANNERS SECTORAL PLANNERS & MANAGERS	GLOBAL REGIONAL	ENGLISH SPANISH	10 DAYS	20 PARTICIPANTS SENIOR MIDDLE
<b>USA</b> Establishing a Marine Advisory and Outreach Capability	STAND ALONE COURSE	CROSS-SECTORAL COASTAL & OCEAN MANAGEMENT	POLICY-MAKERS COASTAL & MARINE PLANNERS USERS/ OPERATORS	GLOBAL NATIONAL REGIONAL AND/OR LOCAL	ENGLISH	1 WEEK	20 PARTICIPANTS SENIOR MIDDLE OR JUNIOR
Approaches to Conflict Management in Ocean and Coastal Management	STAND ALONE CORE MODULE	CROSS-SECTORAL COASTAL & OCEAN MANAGEMENT	POLICY MAKERS COASTAL & MARINE PLANNERS USERS/ OPERATORS	GLOBAL	ENGLISH	3 DAYS	20 PARTICIPANTS SENIOR OR MIDDLE
Environmental Policy and Management	PARTNER CDU: USA (MODULE)	CROSS-SECTORAL ENVIRONMENT	POLICY-MAKERS	GLOBAL	ENGLISH	3 DAYS	20 PARTICIPANTS SENIOR OR MIDDLE
Institutional Options for Achieving Integrated Coastal and Ocean Management	STAND ALONE MODULE/OR CORE COURSE	CROSS SECTORAL COASTAL & OCEAN MANAGEMENT	POLICY-MAKERS COASTAL AND MARINE PLANNERS	GLOBAL	ENGLISH SPANISH FRENCH	3 DAYS	20 PARTICIPANTS SENIOR OR MIDDLE

	PARTNER CDU	FOCUS/EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONSIBILITY OF TRAINEES
<b>UNITED KINGDOM</b>  Application of Remote Sensing in Coastal Management	PARTNER CDU: COSTA RICA	CROSS-SECTORAL  COASTAL AND OCEAN MANAGEMENT	COASTAL AND OCEAN MANAGERS  SCIENTISTS	GLOBAL REGIONAL	ENGLISH SPANISH	10 DAYS	30 PARTICIPANTS  MIDDLE JUNIOR
Measurement and Assessment of Coastal Erosion and Sedimentation Processes	PARTNER CDU: INDIA	CROSS-SECTORAL  COASTAL MANAGEMENT	COASTAL PLANNERS AND MANAGERS  SECTORAL MANAGERS	GLOBAL REGIONAL	ENGLISH	10 DAYS	12 PARTICIPANTS  MIDDLE JUNIOR
<b>THAILAND</b>  GIS Tool for Integrated Coastal Zone Management	STAND ALONE COURSE	CROSS-SECTORAL  COASTAL MANAGEMENT	COASTAL AND OCEAN MANAGERS	GLOBAL REGIONAL	ENGLISH	FIVE DAYS	25 PARTICIPANTS  MIDDLE JUNIOR
Valuation Technique for Coastal Zone Management	STAND ALONE COURSE	CROSS-SECTORAL  COASTAL MANAGEMENT	COASTAL PLANNERS AND MANAGERS  SECTORAL MANAGERS	GLOBAL REGIONAL	ENGLISH	1 WEEK	25 PARTICIPANTS  MIDDLE JUNIOR

TRAIN-SEA-COAST PROGRAMME:

STANDARD TRAINING PACKAGES (STP's) 'TO BE DEVELOPED DURING YEAR 1

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>BRAZIL</b>  Exchange and Interrelationship Among the Watershed, Coastal Lagoons and Coastal-ocean Ecosystems	STAND ALONE COURSE	CROSS SECTORAL  COASTAL & OCEAN MANAGEMENT	MANAGERS/ MENTORS/ SCIENTISTS	GLOBAL REGIONAL	PORTUGUES & SPANISH	2 WEEK	30 PARTICIPANTS  SENIOR AND MIDDLE
<b>COSTA RICA</b>  Law of the Sea and Ocean Policies	STAND ALONE COURSE	CROSS-SECTORAL  COASTAL & OCEAN MANAGEMENT	POLICY-MAKERS  SPECIALISTS ON INTERNATIONAL LAW	GLOBAL REGIONAL	SPANISH	2 WEEK	30 PARTICIPANTS  SENIOR AND MIDDLE
Application of Remote Sensing in Coastal Management	PARTNER CDU:  UNITED KINGDOM	CROSS-SECTORAL  COASTAL AND OCEAN MANAGEMENT	COASTAL AND OCEAN MANAGERS  SCIENTISTS	GLOBAL REGIONAL	ENGLISH SPANISH	10 DAYS	30 PARTICIPANTS  MIDDLE JUNIOR

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>FIJI</b>  Sustainable Management of Coastal Fisheries in the Tropics	STAND ALONE COURSE	SECTORAL  FISHERIES	MANAGERS USERS/IMPLEME NTORS	REGIONAL	ENGLISH	2 WEEK	30 PARTICIPANTS  MIDDLE JUNIOR
<b>INDIA</b>  Ocean Engineering Aspects of Nearshore and Offshore Exploration and Exploitation	STAND ALONE COURSE	SECTORAL	COASTAL & OCEAN PLANNERS  SECTORAL PLANNERS & MANAGERS	GLOBAL REGIONAL	ENGLISH	3 WEEK	20 PARTICIPANTS  SENIOR MIDDLE
<b>SENEGAL</b>  Harmonization of Legislation for the Sustainable conservation of Fishery Resources in the West Africa Region	STAND ALONE COURSE	SECTORAL  FISHERIES	MANAGERS USERS/ OPERATORS  FISHERIES ADMINISTRATOR  ENFORCEMENT PERSONNEL	REGIONAL	FRENCH	2 WEEK	25 PARTICIPANTS

	<b>PARTNER CDU</b>	<b>FOCUS/ EMPHASIS</b>	<b>TARGET POPULATION</b>	<b>ADMIN. LEVEL</b>	<b>LANGUAGE</b>	<b>DURATION</b>	<b>NUMBER AND LEVEL OF RESPONS. OF TRAINEES</b>
<b>PHILIPPINES</b>  A Training Course on Municipal Coastal Resources Management	STAND ALONE COURSE	CROSS- SECTORAL	POLICY-MAKERS  COASTAL & MARINE PLANNERS USERS & OPERATORS	LOCAL	ENGLISH AND RELEVANT DIALECT	5 DAYS	25 PARTICIPANTS  SENIOR MIDDLE JUNIOR
<b>THAILAND</b>  Integrated Coastal Zone Management: Analysis for the Formulation and Implementation of Coastal Management Plans	STAND ALONE COURSE	CROSS- SECTORAL	PLANNERS & MANAGERS	GLOBAL REGIONAL	ENGLISH	3 WEEKS	25 PARTICIPANTS  MIDDLE JUNIOR



	<b>PARTNER CDU</b>	<b>FOCUS/ EMPHASIS</b>	<b>TARGET POPULATION</b>	<b>ADMIN. LEVEL</b>	<b>LANGUAGE</b>	<b>DURATION</b>	<b>NUMBER AND LEVEL OF RESPONS. OF TRAINEES</b>
<b>UNITED KINGDOM</b>  Environmental Management of Commercial Operations with special reference to Port and Harbours	STAND ALONE COURSE	SECTORAL	SECTORAL MANAGERS  USERS AND OPERATORS	GLOBAL NATIONAL /LOCAL	ENGLISH	10 DAYS	24 PARTICIPANTS  MIDDLE JUNIOR
Application of Remote Sensing in Coastal Management	PARTNER CDU: COSTA RICA	CROSS- SECTORAL  COASTAL AND OCEAN MANAGEMENT	COASTAL AND OCEAN MANAGERS  SCIENTISTS	GLOBAL REGIONAL	ENGLISH SPANISH	10 DAYS	30 PARTICIPANTS  MIDDLE JUNIOR
<b>USA</b>  Approaches to Conflict Management in Ocean and Coastal Management	STAND ALONE CORE COURSE	CROSS- SECTORAL  COASTAL & OCEAN MANAGEMENT	POLICY MAKERS  COASTAL & MARINE PLANNERS  USERS/ OPERATORS	GLOBAL	ENGLISH	3 DAYS	20 PARTICIPANTS  SENIOR OR MIDDLE

TRAIN-SEA-COAST PROGRAMME:  
STANDARD TRAINING PACKAGES (STP's) TO BE DEVELOPED DURING YEAR 2

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>BRAZIL</b>  Plannig and Use of Marine and Estuarine Fish Resources	PARTNER CDU:  SENEGAL	SECTORAL  FISHERIES	FISHERIES OFFICERS  COASTAL AND OCEAN MANAGERS	REGION AL & LOCAL	FRENCH PORTUGU ES& SPANISH	2 WEEKS	30 PARTICIPAN TS  SENIOR AND MIDDLE
<b>COSTA RICA</b>  The Application of Coastal & Ocean Management Strategies for Sustainable Development	PARTNER CDU:  UNITED KINGDOM	CROSS- SECTORAL  COASTAL AND OCEAN MANAGEMEN T	PLANNERS AND MANAGERS	GLOBAL REGION AL	SPANISH ENGLISH	10 DAYS	20 PARTICIPAN TS  SENIOR MIDDLE

	<b>PARTNER CDU</b>	<b>FOCUS/ EMPHASIS</b>	<b>TARGET POPULATION</b>	<b>ADMIN. LEVEL</b>	<b>LANGUAGE</b>	<b>DURATION</b>	<b>NUMBER AND LEVEL OF RESPONS. OF TRAINEES</b>
<b>FIJI</b>  <b>Resources and Environmental Economics</b>	STAND ALONE COURSE	CROSS- SECTORAL  RESOURCE MANAGEMENT	POLICY- MAKERS PLANNERS	GLOBAL REGION AL	ENGLISH	2 WEEK	30 PARTICIPAN TS  SENIOR MIDDLE
<b>Planning and Management Towards a Sustainable Development of Small Islands</b>	PARTNER CDU:  UNITED KINGDOM	CROSS- SECTORAL  COASTAL & OCEAN MANAGEMENT	COASTAL AND OCEAN PLANNERS & MANAGERS  SCIENTISTS & SECTORAL MANAGERS	REGION AL	ENGLISH	1 MONTH	30 PARTICIPAN TS  MIDDLE FROM GOVERNME NT AND COMMERCI AL SECTORS

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>INDIA</b>  <b>Environmental Policy and Management</b>	PARTNER CDU:  USA  (MODULE)	CROSS- SECTORAL  ENVIRONMEN T	POLICY- MAKERS	GLOBAL REGION AL	ENGLISH	1 WEEK	20 PARTICIPAN TS  SENIOR
<b>Measurement and Assessment of Coastal Erosion and Sedimentation Processess</b>	PARTNER CDU:  UNITED KINGDOM	CROSS- SECTORAL COASTAL MANAGEMEN T	COASTAL PLANNERS AND MANAGERS  SECTORAL MANAGERS	GLOBAL REGION AL	ENGLISH	10 DAYS	
<b>THAILAND</b>  <b>GIS Tool for Integrated Coastal Zone Management</b>	STAND ALONE COURSE	CROSS- SECTORAL  COASTAL MANAGEMEN T	COASTAL PLANNERS AND MANAGERS	GLOBAL REGION AL	ENGLISH	5 DAYS	25 PARTICIPAN TS MIDDLE JUNIOR

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>Training on R.A.M.P. (Rapid Assessment of Management Parameters)</b>	PARTNER CDU:  PHILIPPINES	SECTORAL	COASTAL PLANNERS  COMMUNITY STAKEHOLDE RS	LOCAL	ENGLISH	5 DAYS	25 PARTICIPAN TS  JUNIOR MIDDLE
<b>SENEGAL  Planning and Use of Marine and Estuarine Fish Resources</b>	PARTNER CDU:  BRAZIL	SECTORAL  FISHERIES	FISHERIES OFFICERS  COASTAL & OCEAN MANAGERS	REGION AL AND LOCAL	FRENCH, PORTUGU ES SPANISH	2 WEEK	30 PARTICIPAN TS  SENIOR & MIDDLE
<b>PHILIPPINES  Training on R.A.M.P. (Rapid Assessment of Management Parameters)</b>	PARTNER CDU:  THAILAND	SECTORAL	COASTAL PLANNERS  COMMUNITY STAKEHOLDE RS	LOCAL	ENGLISH	5 DAYS	25 PARTICIPAN TS  MIDDLE JUNIOR

	PARTNER CDU	FOCUS/ EMPHASIS	TARGET POPULATION	ADMIN. LEVEL	LANGUAGE	DURATION	NUMBER AND LEVEL OF RESPONS. OF TRAINEES
<b>Training and Ecological Assessment and Monitoring</b>	STAND ALONE COURSE	SECTORAL  FISHERIES	RESEARCHER S	REGION AL (Within Philippine s)	ENGLISH	PHASE 1: 5 DAYS  PHASE 2: 12 MONTHS	24 PARTICIPAN TS  JUNIOR & MIDDLE
<b>UNITED KINGDOM</b>  <b>Planning and Management Towards Sustainable Development of Small Islands</b>	PARTNER CDU:  FIJI	CROSS- SECTORAL  COASTAL & OCEAN MANAGEMEN T	PLANNERS AND MANAGERS  SCIENTISTS AND SECTORAL MANAGERS	REGION AL	ENGLISH	1 MONTH	30 PARTICIPAN TS  MIDDLE FROM GOVERNME NT AND COMMERCIAL SECTORS
<b>The Application of Coastal and Ocean Management Strategies for Sustainable Development</b>	PARTNER CDU:  COSTA RICA	CROSS- SECTORAL  COASTAL AND OCEAN MANAGEMEN T	COASTAL & OCEAN PLANNERS  SECTORAL PLANNERS & MANAGERS	GLOBAL REGION AL	ENGLISH SPANISH	10 DAYS	20 PARTICIPAN TS  SENIOR MIDDLE

	<b>PARTNER CDU</b>	<b>FOCUS/ EMPHASIS</b>	<b>TARGET POPULATION</b>	<b>ADMIN. LEVEL</b>	<b>LANGUAGE</b>	<b>DURATION</b>	<b>NUMBER AND LEVEL OF RESPONS. OF TRAINEES</b>
<b>USA</b>  <b>Institutional Options for Achieving Integrated Coastal and Ocean Management</b>	STAND ALONE CORE COURSE	CROSS SECTORAL  COASTAL & OCEAN MANAGEMENT	POLICY MAKERS  COASTAL AND MARINE PLANNERS	GLOBAL	ENGLISH SPANISH FRENCH	3 DAYS	20 PARTICIPAN TS  SENIOR MIDDLE
<b>Environmental Policy and Management</b>	PARTNER CDU:  INDIA	CROSS- SECTORAL  ENVIRONMEN T	POLICY- MAKERS	GLOBAL REGION AL	ENGLISH	1 WEEK	20 PARTICIPAN TS  SENIOR

**Annex 9**  
**(2 pages)**

**ESTABLISHMENT OF THE COURSE DEVELOPMENT UNITS (CDU's)**

Following the Course Developers Workshop, the first two course developers returned to their respective institutions to establish the CDU. With the CDU equipment in place, the team (the CDU manager, the 2 course developers, the subject matter experts and the support staff (secretary) can quickly become productive. Over two years, the CDU team will prepare two complete standardized training packages (STPs) in selected topics. The STPs prepared will qualify the CDUs to obtain, through the TRAIN-SEA-COAST global network, any of the STPs prepared by other participating CDUs.

The CDU, when fully established, will be integrated into the organizational structure of their respective organizations on a permanent basis.

Adequate office space and suitable furnished accommodation shall be provided for a permanent Course Development Unit. It shall provide adequate accommodation for the course development team including the course developers, subject-matter experts and support staff.

The following furniture and office equipment will be required :

- a) Suitable desks and chairs for all personnel
- b) 2 adjustable computer workstations (attached, please find the TRAIN-SEA-COAST computer specifications for the CDUs)
- c) 1 printer
- d) Software
- e) 1 facsimile unit
- f) 1 telephone with international access
- g) Tables for computer printers
- h) Adequate filing cabinets and cupboards
- i) 1 large whiteboard
- j) Office supplies and materials in adequate quantities and in a timely manner.

Transport shall be provided within the country, if required, for the project staff to undertake any project activities. This includes local transport of the course developers and training manager as required to expedite project activities.

**Central Unit Liaison**

Close liaison will be maintained with the UN/DOALOS Central Unit. Periodic Coordination Meetings will be held at which the principals of participating CDUs, UN/DOALOS and UNDP officials review policies of the STP sharing system and the application of the methodology.

Periodic Course Developers' Seminars will also be conducted. These bring together active course developers from the CDUs to share experiences and receive feedback from the central unit in practical course development matters.



In addition, the Central Unit maintains close contact with all CDUs through the monitoring of course materials being produced and through periodic visits from the Central Unit personnel.

## **PERSONNEL**

Course development involves working in a team with specialists under the training manager. This does not exclude the possibility that a course can be developed by an individual so long as he/she has the requisite pedagogic, subject matter and course design and production skills. However, ideally, the use of specialists is encouraged to promote quality course design.

The team members will vary throughout the course development process but the roles of all members need to be clearly defined.

### **Course Developers**

Course developers are training specialists who have acquired course development skills in developing training packages to TRAIN-SEA-COAST standards. As a member of the team, the course developer would provide the stimulus for creative course development; guide and control the process of the course development; and collect, write, edit and compile training materials in a training package with the assistance of other team members and technical support staff.

### **The Training Manager**

This is the person with executive responsibility for the development and management of training. This person would supervise course development and in smaller CDUs would normally lead the course development team. He/she will also undertake all local liaison and enable course developers, subject-matters experts or consultants, if necessary, to more effectively concentrate on their main tasks.

### **Subject-matter Experts**

Subject-matter experts are persons with technical skills and practical experience in the specific subject area for which a training package is being developed. They provide the necessary authoritative technical inputs during the course development, for short periods (1 or 2 days up to several weeks) as required by the Course Development Team. This contribution can be via discussions, interviews and/or by working and writing alongside the course developer. Creative subject-matter experts can make excellent course developers after training in the methodology.

### **Support Personnel**

A full-time secretary/typist must be experienced in typing in English and available for training (through the project) in wordprocessing, if necessary.

### **Driver**

A suitable driver/assistant should be provided for project local transport and general assistance to the CDU.



**CDU Monthly Contact Sheet**

(To be compiled at the end of each calendar month by most senior person at the CDU)

(This information will enable the TRAIN-SEA-COAST STP Register, and other Central Unit records, to be kept current. Copies will also keep the Director/Rector/Chancellor, as appropriate, of the Unit/Research Centre, informed of the CDU's progress, and provide useful records for the CDU)

To: Coordinator, TRAIN-SEA-COAST Central Unit, New York		Fax No: (212) 963-5847
Sender:	Signature of Sender:	
CDU:	Country:	
For (Month/Year):	Date:	
Sheet No:	No. of Sheets sent:	

**1. STP Development** (Use one contact sheet for each STP under development)

STP Full Identification: (will be provided) ...../...../.....	Title: _____
Currently working on Phase: .....	
Previous Phase Report forwarded to TSCCU (TRAIN-SEA-COAST Central Unit) on (date) ...../...../..... by (state method of dispatch) .....	
Next Phase Report scheduled to be forwarded to TSCCU on (date) ...../...../.....	
Validation scheduled from (date) ...../...../..... to ...../...../.....	
According to the workplan, are you on schedule? Yes ..... No .....	
If you are not on schedule, please outline the reasons below in the comments box and attach a revised workplan.	

**2. Course Developers** (Provide full names of CDs developing the above STP)

	Full Time	Part Time
a)		
b)		

**3. Subject Matter Experts** (Provide full names and area of expertise)

a)
b)

**4. Comments on STP's** (Provide additional sheet(s) if necessary)


**5. Other Developments** (Provide additional sheet(s) if necessary)


**Distribution:**

- (1) Original fax to TRAIN-SEA-COAST Central Unit, New York
- (2) Copy to Director/Rector/Chancellor, as appropriate
- (3) CDJ records



**THE TRAIN-SEA-COAST PROGRAMME**  
**Division for Ocean Affairs and the Law of the Sea**  
**Office of Legal Affairs**  
**United Nations**

**1. Background**

The convergence of the political will of governments, as demonstrated by the United Nations Conference on Environment and Development (UNCED) with the emphasis on education and training that permeates Agenda 21, has set the stage for the development of global strategies in training/education for the 1990s. Faced with demands arising from UNCED, countries are at a crossroads concerning human resources development (hereafter HRD) in the field of integrated coastal zone management (hereafter ICZM) and ocean management (hereafter OM) and they **appealed for the instruments and resources (human and financial) required to enhance their capabilities to effectively deal with marine/coastal issues in the years to come.**

Major initiatives leading to the development of global strategies have included, at the international level, the ***Consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development***. This Consultative Meeting was convened by the UN Division for Ocean Affairs and the Law of the Sea, Office of Legal Affairs (UN/DOALOS) and the United Nations Development Programme, Division for Global and Interregional Programmes (UNDP/DGIF) (predecessor to UNDP/STAPS), in Sassari, Sardinia, Italy from 21 to 23 June 1993 with the participation of UN officials as well as representatives of non-UN organizations, all having particular interests, experience and competence in the field of training.

The resulting recommendations that emerged from the discussions at the Consultative Meeting contributed to the development of the ***Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas***, which is a milestone in a concerted approach to training. The Action Plan contains a training strategy, specific action areas and preliminary course proposals in support of a new cost-effective strategy that would be widely beneficial for the countries concerned.

Two activities recommended in the Action Plan are currently underway: (i) a data base on training programmes is in the process of being established by UNU; and (ii) the TRAIN-SEA-COAST Programme was launched in 1993 by UN/DOALOS with the support of the United Nations Development Programme, Science, Technology and Private Sector Division (UNDP/STAPS), and in collaboration with UN and non-UN organizations involved in course development.

## ***2. Trends and Constraints Affecting the Development of Human Resources***

In the past 25 years HRD efforts, in particular training, has been undertaken by a great number of educational/training institutions. However, there has been limited or no cooperation among the educational/training system, the coastal/ocean sector and the public/ private sector in the design and implementation of training programmes. The absence of closer linkages between producers and consumers of training has deprived training activities of the necessary relevance *vis-a-vis* the specific needs of the target population.

Training activities involved the application of traditional strategies for training. These strategies consist of *ad hoc* initiatives without the support of an overall assessment of training needs or a clear definition of what performance the training is supposed to be improving. The training sessions reach a limited audience and are usually conducted at the regional/subregional level, with a duration of approximately one to six weeks. A number of international subject matter experts are brought in, who prepare and deliver their own lectures based on their experience and expertise

in the subject area. Training materials are not systematically prepared nor updated regularly. The quality of training depends on the individual instructor, is based on a transplant of outside experience, and it gives no on-going capability to the recipient institution, leaving them dependent on imported expertise and curricula that may not address effectively local needs nor build-up permanent course design and implementation capability at the local level.

Furthermore, today we know very little about the number of coastal or ocean planners needed in the next five years in almost any country. There is rarely enough data to estimate the number of persons in each job category and function to be trained in different subjects, over time. This lack of accurate data on manpower requirements and training needs to meet anticipated developments in the field of ICZM and OM impinges, among others, on any attempt to measure the progress achieved in HRD in the past decades, in defining training priorities which are more responsive to local and national needs, and in designing cost-effective training strategies.

The above limitations are further exacerbated by the lack of a policy for HRD in the field of ICZM/OM that would provide a coherent framework for the development of training and educational initiatives. This is due not only to the fact that traditional approaches to HRD have not aimed at the creation of a HRD policy in the field of ICZM and OM, but also that in the majority of countries, the coastal/ocean sector is small, poorly organized and not well understood. National development strategies on coastal/ocean management and its associated HRD strategies are still weak or poorly defined. In this context, it appears that the formulation of a distinct HRD policy and its translation into specific activities would necessarily go hand-in-hand with the definition and preparation of national programmes and policies and *vice-versa*.

In sum, the application of traditional strategies for training, involving a myriad of individualized, un-coordinated HRD efforts that lead to duplication or overlap, limited impact upon the target population and limited cost-effectiveness, have proven to be inappropriate and ineffective in tackling the needs of developing countries.

### 3. The TRAIN-SEA-COAST Programme

The TRAIN-SEA-COAST PROGRAMME is the primary instrument through which the United Nations Division for Ocean Affairs and the Law of the Sea (UN/DOALOS) is attempting to build-up national capabilities for HRD in the field of coastal and ocean management. The approach followed is that of the TRAIN-X strategy, that over the past 15 years has been followed by a number of UN agencies. The TRAIN-X strategy is based on the creation of a cooperative training and HRD networks for the development and sharing of high quality course materials. Meeting the rigorous requirements of the TRAIN-X course development methodology can lead to broad improvements in training centres and their associated policies and programmes. In this way, TRAIN-X can be used to spearhead broader human resources development improvements.

Programmes already established are: CODEVTEL/ITU (in the field of telecommunications); TRAINMAR/UNCTAD (in the field of maritime transport); TRAINAIR/ICAO (in the field of civil aviation); TRAINFORTRADE/UNCTAD (in the field of foreign trade) (see Figure 1).

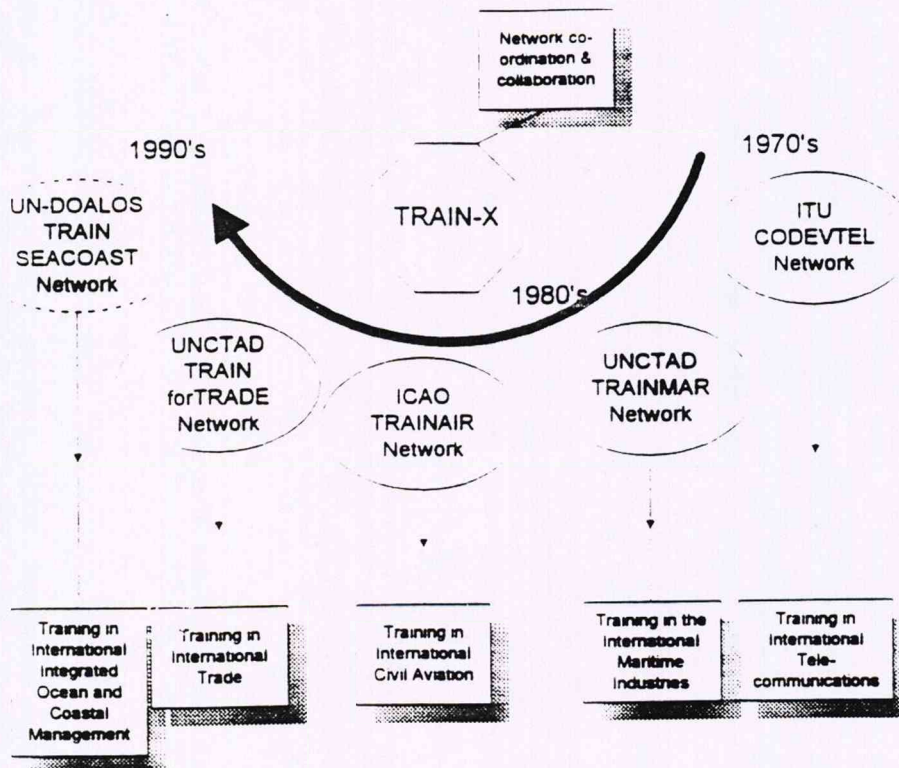


Figure 1 - Historical development of UN networks

*The main elements of the TRAIN-X strategy are the following:*

- (a) Training centres with similar training needs agree to join a network and cooperate in sharing the training development task and related costs. The main centres are in developing countries, but training institutions in developed countries assist in supporting the network.*
- (b) In order that courses are readily exchangeable, a common set of standards, both in the methodology of course design and in the form of presentation of training materials is applied throughout the network of Course Development Units. Trainee material and instructor material are fully documented.*
- (c) The courses are freely exchanged between the members of the network, with local adaptation only when justified. This for maximum utilization, exchange and distribution of training courses and materials worldwide.*
- (d) The course development activities are centrally coordinated to ensure quality control, to meet common needs, and to avoid needs, and to avoid duplication.*
- (e) Exchange of instructors and of students between centres is organized whenever this is the most cost-effective way.*
- (f) To ensure proper implementation at the national level, HRD policies are defined and implemented through the training of HRD managers.*

The TRAIN-SEA-COAST Programme aims at strengthening the existing capabilities of qualified training/educational institutions and individuals having responsibilities in the field of coastal and ocean management. The instruments for capacity building are: first, the development of local capacity for the design, production and delivery of high quality training courses tailored to the needs of the countries concerned; second, a cooperative training network for the exchange of standardized course materials, training staff and information among the members of the network; and third, a participatory strategy for HRD leading to a shared vision of needs and opportunities arising from all sectors, which also creates a solid foundation for the formulation of a HRD policy.

The TRAIN-SEA-COAST network currently consist of nine centres located in Brazil, Costa Rica, Fiji, India, Philippines, Senegal, Thailand, United Kingdom and USA, respectively (see attached map).

The Central Unit at UN/DOALOS provides the link between the training centres through an overall programme management, monitoring and coordination function. This includes: (i) quality control to member institutions at all stages of course preparation; (ii) human resources development in the form of a series of courses for training course developers, instructors and training managers; (iii) a training information system for the management of the cooperative network; (iv) backup support facilities to provide, if necessary, technical advice to centres participating in the network; and (v) periodic meetings for monitoring the activities of the network.

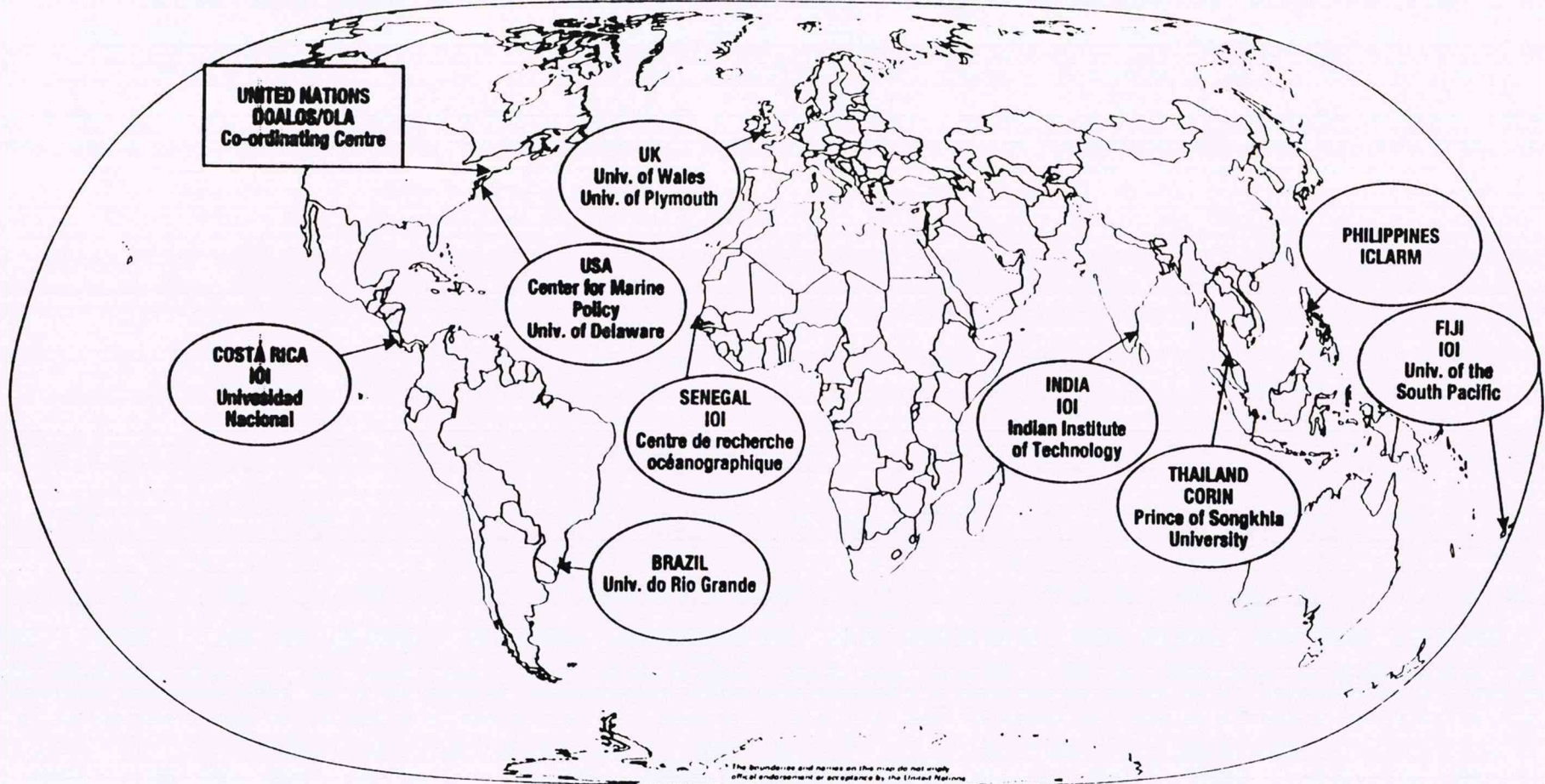
The first Course Developers Workshop took place in Stony Brook, Long Island, USA from 23 January to 3 February 1995. As a result of the Workshop 19 participants from participating TRAIN-SEA-COAST centres and 3 from UN agencies were trained in the preparation of advanced, high quality course material to TRAIN-SEA-COAST Standards in the form of Standardized Training Packages (STP's). Additionally, as members of the TRAIN-SEA-COAST network, the participants jointly discussed an extensive menu of courses and agreed, at the network level, on their particular course development tasks, which will be carried out jointly with other centres or on an individual basis. For the next year, 10 courses are under preparation by different centres working alone or in partnership with another centre. In the course of the preparations for the first Course Developers Workshop, UN/DOALOS received a number of additional applications from countries that wish to join the TRAIN-SEA-COAST Programme. These applications, together with those of other institutions which may wish to participate will be considered for the next Course Developers Workshop tentatively scheduled within the next 9 months.

The benefits of the TRAIN-SEA-COAST Programme accrue to a wide range of institutions/individuals within the public and private sectors interested in widening





## TRAIN-SEA-COAST NETWORK



their knowledge and skills relevant to the planning and management of coastal and ocean areas, in order to be better prepared to assume new and expanded responsibilities within the coastal/ocean sector. Joint training programmes and the creation of diploma programmes is under discussion within the TRAIN-X system. In this respect, TRAINMAR is in the process of combining existing short course modules to create a Certificate Programme on Port Management for new port managers, at the global level. Separate diploma programmes in Port Management and in Shipping Management have been implemented on a trial basis in West Africa since 1989, at the regional level.

The past 25 years of HRD efforts in the field of coastal and ocean management have rendered valuable lessons. Together with recent developments in the coastal/ocean sector, particularly the impact of the United Nations Conference on Environment and Development (UNCED) negotiations and the entry into force of the United Nations Convention on the Law of the Sea, they have set the stage for the development of global HRD strategies. In this respect, a decentralized, cooperative training network strategy such as TRAIN-SEA-COAST appears to be one of the most timely and effective tools for achieving human resources development. As such, the establishment of the TRAIN-SEA-COAST Programme fills a gap in the field of training. It is responsive to the emphasis attached by the United Nations Conference on Environment and Development (UNCED) to capacity building and human resources development and within the framework of the 1982 United Nations Convention on the Law of the Sea, the TRAIN-SEA-COAST Programme will provide a valuable support to countries in their efforts to realize many benefits in the field of coastal and ocean management.

For further information on the TRAIN-SEA-COAST Programme, please contact Ms. Stella Maris Vallejo, Ocean Affairs/Law of the Sea Officer, Coordinator, TRAIN-SEA-COAST Programme, Division for Ocean Affairs and the Law of the Sea, Office of Legal Affairs, Room DC2-0482, New York, N.Y. 10017, Telephone no: (212) 963-3935, Fax no: (212) 963-5847.

RECEIVED JUL 13 1995

5 July 1995

## MISSION REPORT

by

*Stella Maris Vallejo*  
Coordinator, TRAIN-SEA-COAST Programme  
Division for Ocean Affairs and the Law of the Sea (UN/DOALOS)  
Office of Legal Affairs  
United Nations

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1. **TRAIN-X: International Telecommunication Union (ITU)**
    - a) Consultations with CODEVTEL on possible modes of assistance to the TRAIN-SEA-COAST Programme  
(ITU, Geneva, 25-26 May 1995)
    - b) Global Telecommunication University Round Table  
(ITU, Geneva, 29 May 1995)
  2. **TRAIN-X: TRAINMAR General Meeting (UNCTAD)**  
(UNCTAD, Geneva, 30 May - 3 June 1995)
  3. **Consultation with the Intergovernmental Oceanographic Commission (IOC) of UNESCO on possible modes of cooperation with the TRAIN-SEA-COAST Programme**  
(Paris, France, 5-6 June 1995)
- 

<b>Annex 1 :</b>	TRAINMAR General Meeting - Provisional Programme	1 page
<b>Annex 2 :</b>	TRAINMAR General Meeting - Summary and Conclusions	6 pages
<b>Annex 3 :</b>	List of contact persons (from the TRAINMAR Programme for TRAIN-SEA-COAST CDUs)	1 page
<b>Annex 4 :</b>	Officials contacted during the mission	2 pages

cc: All CDUs Managers and Course Developers  
Mr. H. Corell (UN/Legal Counsel)  
Mr. J. P. Levy (UN/DOALOS)  
Mr. P. Reynolds (UNDP/STAPS)  
Mr. J. Herrera (ITU)  
Ms. B. Wilson (ITU/CODEVTEL)  
Mr. R. Cortinovis (ITU)  
Mr. M. Daunt (UNCTAD/TRAINMAR)  
Mr. M. Couroux (UNCTAD/TRAINFORTRADE)  
Mr. M. Fox (ICAO/TRAINAIR) and Chairman of TRAIN-X  
Mr. E. Tolentino (TRAINMAR/Philippines)  
Mr. Uwe Breitling (TRAINMAR/Costa Rica)  
Mr. O. Toure (TRAINMAR/Senegal)  
Mr. F. Gazal (TRAINMAR/Brazil)  
Mr. G. Kullenberg (UNESCO/IOC)  
Mr. F. Robles (UNESCO/IOC)  
Mr. D. Troost (UNESCO/IOC)  
Mr. M. Steyart (UNESCO/Consultant)  
Mr. V. Scarabino (UNESCO/Consultant)  
Mr. K. Saigal (IOI/Malta)  
Mrs. E. Mann Borgese (IOI/Halifax)

## **Overall Purpose of the Mission**

The mission addressed two major items in the TRAIN-SEA-COAST Programme Strategy, namely, achieving a closer involvement of the TRAIN-SEA-COAST Programme with TRAIN-X sister programmes and with UN Agencies; and obtaining assistance for the TRAIN-SEA-COAST Programme from experienced course developers in sister programmes.

## **Major Outcomes from the Mission**

In the course of the mission the following was agreed upon by the parties involved:

### **1. With the TRAIN-X Sister Programmes:**

#### **CODEVTEL (ITU):**

a) ITU/CODEVTEL will train a UN/DOALOS staff member in the use of the most up-to-date methods and software in the field of Computer Based Training (CBT) and the use of information technologies in the development of distance training/education. This will be done through a forthcoming course to be held in Latin America.

b) TRAIN-SEA-COAST course developers and managers will be able to participate in selected ITU training courses, in particular those related to computer-based training (CBT).

c) The TRAIN-SEA-COAST Programme will be kept abreast of developments concerning on-going discussions on the establishment of the Global Telecommunications University.

#### **TRAINMAR (UNCTAD):**

a) Experienced course developers from TRAINMAR in Costa Rica, Philippines, Senegal and Brazil are willing to assist TRAIN-SEA-COAST course developers in those countries with their first experience in developing a training package.

b) Exchange of course material between TRAINMAR and TRAIN-SEA-COAST. At the moment, particular attention is being given to the potential use/adaptation of some TRAINMAR modules on 'port management'. They could be extremely useful for the

TRAIN-SEA-COAST Programme. Conversely, TRAINMAR is quite interested in the training package to be developed by the TRAIN-SEA-COAST Course Development Unit (hereinafter referred to as 'CDU') United Kingdom, on 'Environmental Management of Commercial Operations with Special Reference to Ports and Harbours'.

c) Further exchange of experience between TRAIN-SEA-COAST and TRAINMAR concerning the involvement of universities within training networks. This is in response to the latest trend in TRAINMAR related to the creation of course development units within universities. The TRAIN-SEA-COAST network (basically composed of universities and/or research institutions) could contribute with its own experience.

#### TRAINFORTRADE (UNCTAD):

Preparation of a joint training package on 'Training in the Field of Services Linked to Tourism'. This issue was not included for discussion during the mission. However, when I visited the TRAINFORTRADE Coordinator, he informed me of recent, quite favourable developments regarding this proposal and invited the TRAIN-SEA-COAST Programme to collaborate in this endeavour.

#### CREATION OF TRAIN-X TRAINING YEARBOOK

I discussed with all coordinators based in Geneva the idea of creating a new 'yearbook' reflecting the TRAIN-X experience. All were quite enthusiastic and supportive. The next step is the development of an outline together with the TRAIN-X Chairman, Mr. M. Fox (also TRAINAIR coordinator) who is very supportive of this idea.

#### 2. With the Intergovernmental Oceanographic Commission of UNESCO (IOC)

a) Support for the creation of a TRAIN-SEA-COAST CDU in East Africa to produce training packages in matters related primarily to the scientific component of coastal and ocean management.

b) Strengthening the links between the IOC's Programme in Training and Education in the Marine Sciences (TREDMAR) and the activities of the TRAIN-SEA-

OAST CDUs United Kingdom-Costa Rica, which are jointly developing a training package on the 'Applications of Remote Sensing to Fisheries'.

c) Potential involvement of the TRAIN-SEA-COAST CDU (Brazil) with IOC's ASOS (Asociacion del Atlantico Sudoccidental Superior).

d) Participation of UN/DOALOS at the TEMA Group of Experts for Capacity Building and the establishment of a closer collaboration within the framework of ICSPRO and the ACC Sub-Committee on Ocean and Coastal Areas.

e) Sponsorship by UN/DOALOS and collaboration of a staff member at the 'Workshop Management of Oceanographic Systems of the Eastern Pacific'.

## Highlights of the Mission

### CODEVTEL (ITU)

At the suggestion of Ms. Barbara Wilson, Coordinator, CODEVTEL, I had conversations with Mr. Jaime Herrera, Chief, HRD Unit - ITU, and Mr. Renato Cortinovis, ITU, Training Officer. I also participated for one day in the Global Telecommunication University Roundtable.

I briefed both Mr. Herrera and Mr. Cortinovis on the characteristics of the TRAIN-SEA-COAST Programme and we discussed possible modes of assistance to our Programme. The visit to ITU/CODEVTEL has been of great benefit to the TRAIN-SEA-COAST Programme in three respects:

- *Firstly, from the long experience of ITU in the use of information technologies and telecommunication networks as key elements in training.* When discussing modes of assistance from ITU, I explained our need to have one professional at Headquarters more familiarized with the application of information technologies for training. I also discussed the possible involvement, in the near future, of TRAIN-SEA-COAST CDUs in the development of computer-based training (CBT). In this respect, it was agreed that one DOALOS professional should be trained by ITU in the use of the most up-to-date methods and software in the field of computer-based training and the use of information technologies in the development of distance education. Second, we discussed the option for

TRAIN-SEA-COAST CDU's to participate in selected ITU training courses, if necessary. In this respect, we discussed the possible participation of the TRAIN-SEA-COAST CDU (Senegal) at the regional workshop entitled 'Utilization des technologies de l'information dans la formation pour l'Afrique francophone, hispanophone et lusophone' that took place in Dakar (Senegal) from 13 to 23 June 1995. Unfortunately, I could not transmit, in time, the invitation that was on my desk upon my return from this mission.

- *Secondly, from the forward-looking and pioneering approaches of ITU in the field of human resources development and training, in particular, the TeleProject.* A demonstration of the main features of the TeleProject was given by Mr. R. Continovis to me during my visit to ITU. This project focuses on the use of information technologies and production of CBT/TBT (computer-technology based training) courseware. Activities within this project include, for example, the use of telematic services, particularly those available on the Internet for training and educational purposes, which enable an instructor to make remote presentations to a class of geographically separated students who share in real time an extremely user-friendly electronic blackboard. Other aspects of the project include the application of distance learning to the working environment, using communication between computers through data transmission networks, in order to bring about a complete change in working methods.

- *Thirdly, from participating at the Global Telecommunication University Roundtable.* This roundtable provided a number of new ideas concerning the approaches (as well as difficulties) involved in the establishment of this institution. This was a very timely discussion, due to the fact that within the coastal/ocean sector there are a number of universities currently interested in the establishment of a joint degree programme in coastal area management. Moreover, some of our CDUs had enquired as to the possibilities of establishing a degree programme within the TRAIN-SEA-COAST network. The other sister programmes, TRAINMAR and TRAINFORTRADE, are also going this way with the creation of diploma/certificate programmes. Therefore, I strongly recommend that this item should be taken into consideration during our next meeting of course developers/managers.

### **TRAINMAR (UNCTAD)**

I participated at the General Meeting of TRAINMAR (see Programme of the Meeting in **Annex 1**; and Summary and Conclusions in **Annex 2**). On 1 June, I made a presentation of the TRAIN-SEA-COAST Programme. Participation at this meeting has been of great benefit to the TRAIN-SEA-COAST Programme in three respects:



- *Firstly, as one of the oldest training networks (fifteen years of experience), TRAINMAR provided extremely useful lessons for the TRAIN-SEA-COAST Programme.* In particular, the regional reports were quite valuable in highlighting (i) major trends affecting training strategies; (ii) present state of development of the programme; and (iii) specific measures taken to overcome major difficulties as well as opportunities for development.

The maritime transport industry has undergone rapid technological and structural transformation to improve efficiency and productivity, particularly in the ports sector. Institutional reforms have transformed the once protected maritime industry into a competitive, service-oriented business. After private takeover of large operational units, the public authorities saw no need to take measures to ensure the continuity of the training function. Private enterprises, on the other hand, while expressing support for engaging quality training services to cater to the training needs of new occupational functions, are unable to justify maintenance of existing training centres.

Within this complex environment, training is facing many problems that present significant challenges as well as opportunities for the TRAINMAR Programme. In this respect, it was quite interesting to follow the presentations portraying the situations in the different TRAINMAR regions (Latin America, Europe, Asia and Pacific region, and Angola/Mozambique). The development of the programmes differs from region to region; likewise, the management style. The following are some of the common problems faced by regional groups:

- (i) limited financial resources to develop new courses and to ensure long-term sustainability (all regions);
- (ii) lack of incentives for course developers which affect their commitment to the Programme (Asia and Pacific region);
- (iii) lack of career development for training personnel (Asia and Pacific region);
- (iv) insufficient market orientation (Southern Latin America);
- (v) limited personnel availability for course delivery, course development and needs analysis (Caribbean);
- (vi) same personnel involved in all levels of training and development (Caribbean);
- (vii) lack of technical expertise (Asia and the Pacific); and
- (viii) danger of market saturation due to relatively small target population (Caribbean).

Each region has developed different strategies to overcome their problems. For example, in the Caribbean the strategy is guided by: a) the recruitment of more adjunct staff and

streamlining of programmes accordingly; b) the introduction of HRD planning in port and shipping companies; c) a responsiveness to the market; and d) an aggressive marketing.

A prominent orientation of all regional groups is towards the creation of diploma/certificate programmes. For example, Caribbean TRAINMAR has introduced a joint-venture Diploma in Shipping Logistics for the English-speaking regional port and shipping communities; and a Diploma in International Trade (with focus on Shipping Logistics) for the French-speaking territories. The TRAINMAR Europe Network has among its future lines of cooperation a common training diploma course in the field of multimodal transport and logistics. Similarly, the TRAINMAR Network of Southern Latin America (Argentina, Brazil, Uruguay, Chile, Peru and Bolivia) is also working on the development of a 6 to 8 months diploma course on Port and Transport Management scheduled for delivery in 1998. This trend goes hand-in-hand with an active participation of universities in the TRAINMAR Programme. In this respect, the experience of the TRAIN-SEA-COAST network, whose membership comprises universities and research institutions, was of interest to the participants.

- *Secondly, various linkages were developed with TRAINMAR centres that are located in the same countries as TRAIN-SEA-COAST CDUs.* In fact, I appealed for assistance to the TRAIN-SEA-COAST Programme. The response was quite favourable. Experienced course developers from TRAINMAR in Costa Rica, Philippines, Senegal and Brazil are willing to assist TRAIN-SEA-COAST course developers through their first experience in developing their first training package. This is of considerable importance to our Programme because we are working with limited funds. This does not allow us to commit funds - as other training programmes did before - for having, during the first year, experienced course developers 'in residence' at each CDU, in order to assist course developers in the preparation of their first training package. An added outcome of these cooperative linkages has been the opportunity for the TRAIN-SEA-COAST CDU (Brazil) to participate at a TRAINMAR course that will be delivered in Rio Grande. (I could not develop specific linkages for TRAIN-SEA-COAST CDUs in India and Thailand due to the absence of participants from TRAINMAR Centres in Madras or Thailand. See list of contact persons in Annex 3).

- *Thirdly, there is potential for the exchange of training materials and experience between TRAINMAR and TRAIN-SEA-COAST.* This exchange could be done in several ways: (i) use/adaptation of some TRAINMAR modules on 'port management' that can be extremely useful for the TRAIN-SEA-COAST Programme. Conversely, TRAINMAR is interested in the training package to be developed by the TRAIN-SEA-COAST CDU (United Kingdom) on 'Environmental Management of Commercial Operations with Special

Reference to Ports and Harbours'; and (ii) TRAINMAR coordinators at the regional level could participate at the TRAIN-SEA-COAST meeting of course developers/managers in order to share their experience (the same can apply for other sister programmes). The key element in this approach would be to choose individuals with a variety of experiences emanating from different regional contexts.

### **Intergovernmental Oceanographic Commission of UNESCO (IOC)**

The Intergovernmental Oceanographic Commission is very keen on collaborating with the TRAIN-SEA-COAST Programme. I had a conversation with Mr. Gunnar Kullenberg, Executive Secretary of IOC, during which he expressed IOC's interest in the Programme. Further discussions took place with Mr. Fernando Robles, Senior Assistant Secretary, Capacity Building/TEMA; Mr. Dirk Troost, Programme Specialist, Marine Sciences Related Issues (IOC/MRI), Mr. Marc Steyart, Consultant, IOC/MRI; and Mr. Victor Scarabino, Consultant, IOC, Capacity Building/TEMA. We discussed the following means of collaboration:

*(i) the establishment of a TRAIN-SEA-COAST CDU in East Africa where IOC is concentrating various efforts with the support of SAREC.* This CDU would produce training packages in matters related primarily to the scientific component of coastal and ocean management. In this respect, Tanzania's Institute of Marine Sciences appears to be the best candidate. The TRAIN-SEA-COAST Programme has conducted an assessment mission at the Institute. They were recommended for membership in the network but were unable to participate at the first Course Developers Workshop that took place last January. IOC agreed on making further contacts with Dr. Magnus Ngoile as well as with Swedish Agency for Research Cooperation with Developing Countries (SAREC) in order to engage them in the second round of CDUs.

*(ii) Strengthening links between IOC's Programme in Training and Education in the Marine Sciences (TREDMAR) and the activities of the TRAIN-SEA-COAST CDUs United Kingdom-Costa Rica, which are developing a training package on the 'Applications of Remote Sensing to Fisheries'.* The TREDMAR programme strategy is based on the interactive creation and distribution of computer-based lessons in the analysis and application of coastal and marine image data, especially from satellite sensors. After ten years of efforts, the programme is now entering an extension phase (1995-1998) with the theme of 'Awareness and Capacity Building in Marine and Coastal Remote Sensing for Global Change Studies'. Mr. D. Troost, who is in charge of this Programme, provided documentation on the most recent developments on this programme. The documentation is being sent to Costa Rica

and the United Kingdom. TRAIN-SEA-COAST course developers may contact Mr. Troost to obtain further information.

(iii) *Potential involvement of the TRAIN-SEA-COAST CDU Brazil with IOC's ASOS (Asociacion del Atlantico Sudoccidental Superior).* ASOS is a coordination structure embracing Argentina, Brazil and Uruguay.

(iv) *Participation of UN/DOALOS at the TEMA Group of Experts for Capacity Building and the establishment of a closer collaboration within the framework of ICSPRO and the ACC Sub-Committee on Ocean and Coastal Areas.*

(v) *Sponsorship by UN/DOALOS and collaboration of a staff member at the 'Workshop Management of oceanographic Systems of the Eastern Pacific' to be held at Centro Internacional Europa-Latinoamerica de Investigacion y Formacion en Ciencias Ambientales (EULA) at the Universidad de Concepcion, Chile from 9 to 16 April 1996.*

### **Conclusions from the Mission**

It appears that there is great scope for collaboration between the TRAIN-X sister programmes and the TRAIN-SEA-COAST programme. The above-mentioned initiatives represent only the first step towards a very promising inter-relationship between programmes. In fact, the TRAIN-X family has enormous potential that goes beyond the specific specialization of the respective sectoral programmes. It represents, perhaps, the richest experience available worldwide in the complex process of networking in the field of training. From a pedagogic viewpoint, it offers an equally wide experience in applying with great success a common training methodology to the needs of different sectors.

Two other striking observations emerged from this mission. The three sister programmes in Geneva, located in different buildings and addressing distinct sectors were nonetheless addressing common problems. The globalization process, together with a rapidly changing technological environment and the new requirements arising out of privatization, have drastically affected the nature and role of training, imposing new and greater demands on all programmes.

The coastal and ocean sector has a great deal to learn from the long-matured and experienced training programmes that have preceded TRAIN-SEA-COAST. An advantage within the TRAIN-X family is that we speak the same technical language arising from a

common training methodology. Furthermore, there appear to be specific technical areas, particularly within the sphere of the TRAINMAR and TRAINFORTRADE Programmes, that are of common interest to the TRAIN-SEA-COAST Programme. I look forward to further avenues of cooperation in the near future.

Close involvement is also foreseen with various UN Agencies, such as IOC, with whom we have worked in other joint projects in the past and with whom we share a common interest in coastal/ocean affairs. The TRAIN-SEA-COAST Programme could be a very effective vehicle for strengthening these linkages.

I wish also to express my sincere thanks to all the persons who cooperated in making this mission a success. Their interest in the newly established TRAIN-SEA-COAST Programme, their willingness to collaborate with our Programme and assist us with their competence and long cemented experience, is greatly appreciated.

The documentation from this mission would be made available upon request. Also, please contact me if you wish to discuss any part of this report.

## TRAINMAR General Meeting

## Provisional Programme

<b>Tuesday</b>	<b>30 May</b>	<b>PROGRESS AND ISSUES</b>
0900-1000		Registration
1000		Opening session
		Pause
		Presentation of regional reports
1400-1500		Consultations / Informal review of issues
1500		Presentation - Inter-regional review and policy options
		Human resource development policies and training
		The effect of institutional change on training arrangements
1800		Reception
<hr/>		
<b>Wednesday</b>	<b>31 May</b>	<b>APPROACHES TO TRAINING</b>
0900-0930		Consultations and small group review of issues
0930-1230		General discussion - methodological issues
1400-1430		Report preparation and consultations
1430		Presentation - The generic TDG
		Presentation - Diploma training through TRAINMAR
		Presentation - UNCTAD shipping activities (1)
		New ways of learning
1730		Demonstration of CAL
<hr/>		
<b>Thursday</b>	<b>1 June</b>	<b>ENHANCING TRAINMAR COOPERATION</b>
0900-0930		Consultations and small group review of issues
0930-1230		General discussion - organizational issues
1400-1430		Report preparation and consultations
1430		Alternative training programmes - The ILO's Portworker Development Programme
		Other network cooperation programmes
		Presentation - UNCTAD shipping activities (2)
		Introduction to the workshop
<hr/>		
<b>Friday</b>	<b>2 June</b>	<b>TOWARDS A GLOBAL STRATEGY</b>
0900-0930		Preparation and informal activities
0930-1230		Workshop - The role of UNCTAD towards TRAINMAR
1400-1500		Report preparation and consultations
1500		Review of an action programme
		Consideration of the report
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At discretion		Closure of the meeting - followed by informal consultations

## TRAINMAR General Meeting: Summary and conclusions

The meeting was held over four days from 30 May to 2 June 1995. xx people from xx countries attended as well as observers from ILO and UN... New York. Among those attending were xx persons associated with training at centres of the TRAINMAR network, xx other managers or officials from countries where there was such a centre, and xx persons from countries with no centres but where there was interest to join the network.

Officers for the meeting were (President) Mr Luis Correa (vice-Presidents) Ms Diane Batchelor and Ms Clementine Francisco, and (Rapporteur) Mr Ramon Gomez-Ferrer.

The meeting involved presentation of regional reports by members, debate on issues of key importance to TRAINMAR development, and presentations on matters of current and future interest by invited speakers and UNCTAD staff. There was also an independent workshop within the meeting, to examine the ways in which UNCTAD could best help the network achieve its objectives.

The wide ranging discussion showed great concern about the need for sustained human resource development (HRD) if countries across the world are to profit fully from current global trends in production and consumption, which offer great benefits for their countries but depend on the availability of efficient international transport.

The representation of ILO at the meeting was particularly appreciated by participants in view of the recognized capacity of that organization with regard to HRD and the need felt by many member centres to cover training needs in the area of competence of ILO as well as that of IMO. Close cooperation among these organizations was requested so that centres could benefit from their complementarity.

The role of donor agencies and countries in funding activities for the building and strengthening of TRAINMAR was greatly appreciated and members hoped such assistance would continue in matters where there was no substitute for such assistance in meeting further objectives.

It was agreed that changes in global trading patterns, combined with new technology, commercial practices and legal regimes were a critical challenge to countries everywhere. The development of new skills and knowledge among staff of the maritime sector will be a vital ingredient of future economic success and local training capacity must be developed accordingly. Participants hoped that governments everywhere would take due account of this view, particularly in deliberations at the forthcoming Standing Committee on Developing Services Sectors (Shipping) within UNCTAD, and to the role that TRAINMAR can take in responding to the need.

The distinction between the TRAINMAR programme of UNCTAD, and the TRAINMAR network formed by all members and receiving support from the programme, was noted. It was considered that progress in the regions and in a global context has been considerable but that the potential of TRAINMAR as a system was far from being fulfilled. The need for the network to have a clear and ambitious policy for development into the next century was recognized.

However, it was considered that the development of such a policy could not be completed within the meeting and that UNCTAD, through its Central Support Team (CST) should be requested to propose such a policy, including a strategy for implementation, taking due account of the discussions at the meeting. A draft proposal should be distributed to all members as soon as possible. A target date for finalisation of the policy, taking due account of responses received, could be set as 1 December 1995.

Particular points to be taken into account in the policy are incorporated in the annex.

In view of the evident need for efficient international transport systems available to all countries wishing to participate in the global development of trade, very great importance was attached to the development of human resource development policies at management levels throughout the maritime sector; it was urged that UNCTAD undertake a study on HRD policy formulation with regard to this role. This study should include recommendations for good practice that could be adopted in all countries and be extended with case studies regarding successful implementation in countries practising different social and economic systems.

Further, it was felt that special attention must be given by governments to the implementation of training schemes for personnel engaged in the maritime sector, even where structural adjustment schemes have put direct responsibility for the sector under private control. This attention might lead to legislation to ensure that adequate and effective training be conducted at all levels. It was requested that UNCTAD prepare and issue guidelines, for the public authorities responsible, with regard to incentive schemes or mandatory action to ensure the maintenance of suitable levels of training and human resource development applicable to management of the maritime sector in countries operating under all circumstances.

Finally, in a special session held under the leadership of Dr Brian Thomas (University of Wales (U.K.)), it was recognized that the functions undertaken by the Central Support Team in the UNCTAD secretariat were currently too extensive to be carried out to the extent that full development of the TRAINMAR network would require, so UNCTAD was requested to review the activities to share as soon as practicable with centres of the network those tasks most suitable for transfer to qualified centres.



## ANNEX

### Points for consideration in preparation of the Policy Document

1. Countries or enterprises must have a HRD policy if training is to succeed. The development of such policy at management level in all branches of the maritime sector is of highest importance.
2. It is clear that HRD is vital for national economic development, and notably in the maritime sector. Sometimes newly privatized companies do not recognize this and it is desirable that public authorities maintain an influence over the conduct of training. This has been done successfully in several countries by legislation requiring enterprises to spend a portion of their salary base on training.
3. However, this does not mean that training must be conducted under public authority control; such a measure depends on local circumstances.
4. Top management must be in the hands of professionals; without this there is little hope that training/HRD can succeed.
5. Officials can be encouraged to support HRD both by local actions such as the holding of round tables and by actions at the level of the UN including conference resolutions and visiting delegations.
6. A serious impediment to training is lack of senior management support. Promotion of HRD should be done by international organizations and by training centres. Senior persons should be invited to meetings such as the General Meeting to better understand the need for training.
7. It is agreed that HRD policies are the essential framework for successful training. However, such policies must be good and trainers should be involved in their development.
8. An important aspect of many successful training centres is that they have a clearly established budget. However, some centres do not have a parent body to provide funds and may continue primarily through courses attendance fees. It is not evident that the latter centres can afford to develop courses to match identified needs, and therefore have difficulties adhering to the TRAINMAR system of production and exchange; among solutions, one is for them to seek project funding for course development, at least until a fund balance can be established, another might be for them to enter into contracts with clients to produce as well as run training.

9. There had been frequent political interference in training structures in the past and measures to reduce or eliminate such practices were called for.

10. All training actions should give rise to information flow or promotion directed at top management.

11. Information regarding activities in different centres and regions needs to be made widely available through a robust system of collection, storage and distribution. This should include standardized ways of expressing key statistics. Initially a system of data collection should be introduced by the CST and measures taken to motivate all centres to prepare required inputs. The regular circulation of data is considered of high priority for the network and measures for distributing responsibilities around the network should be designed and introduced if the CST cannot give priority to running a centralised system.

12. The concept of a member centre as a single institution may not be appropriate for many local circumstances and close attention should be given to the merits of enabling several institutions within a country to work together as a TRAINMAR centre.

13. The need for training conducted through the TRAINMAR system to meet recognized standards of quality, and therefore for defined standards to be adhered to and for a system of control to be defined and implemented.

14. Many centres experience problems in implementing training and these problems are often not related to pedagogic method. Further developments of methodology should be matched by guidelines for implementation of training in a practical context. Regional activities already conducted include the exchange of technical advice on a consultancy basis and this is a desired and successful activity to be pursued.

15. Managers and trainers must work in close harmony and any policy needs to encourage this. This often does not happen and problems met by trainers in getting close to managers could be studied.

16. The international transport sector needs staff with diploma qualifications and many centres are best placed to contribute to the development of diploma training, normally in conjunction with other institutes. Experience in this area needs to be shared and built upon; particularly as development work may need external funds to be attracted in project form.

17. Particularly as a result of institutional change, or privatization, market demands with regard to the format of training as well as the matters treated, now needed to be taken carefully into account.

18. Strategies for wider marketing of courses were also needed.
19. Training staff, including both course developers and instructors, could often not be employed on a full-time basis and provisions would be needed for integrating part-time staff into the TRAINMAR system.
20. Experience of joint course development among centres in Europe has been very positive and measures to suppress obstacles to such action, where they exist in other regions, should be examined.
21. The readiness of supporting centres to assist other centres, generally other regions, should be exploited fully.
22. Promotion may be linked to training to encourage staff to demand training and managers to recognize it.
23. Many centres experience difficulty recruiting, remunerating and retaining good training staff. This is less of a problem with regard to instructors than those staff who actually organize the training. More resources are needed. Top management support remains a paramount consideration.
24. Universities often lack contact with reality and are not able to prepare practical courses. TRAINMAR courses can be used by universities, usually as a complement to academic courses, but cooperation between an industry-based centre and a university department should be a reciprocal affair.
25. One appeal of TRAINMAR association to universities is that it opens doors to inter-university cooperation at international level.
26. Links with universities could be extended to professional organizations.
27. Some universities, for instance in the Pacific, have already resolved problems such as distance learning, which remain problems for TRAINMAR both regarding remote communities and small companies.
28. If universities are to become involved in training they will need CD training of an abbreviated and advanced form such as is provided through the new trainseacoast programme.
29. Course standards may be approved by national boards and may be subject to review with worker representatives to ensure they gain support.
30. The image of training can be improved by tackling problems that have a high political interest, such as pollution and safety. Such courses may attract development money from donors.

31. Legislation affecting training should take into account obligation, finance and consultation (on standards and acceptability).

32. There is need for better information flow among TRAINMAR centres and E-mail should be exploited.

33. Current TRAINMAR guidelines, particularly with regard to the network structure and cooperation mechanisms, need updating from time to time, and a system is needed for consultation among centres or representatives of the regions.

34. Sometimes courses should be sought outside the network, or may even be commissioned by the network. Financing schemes will be needed as well as systems to identify courses or common needs. Again information flow is paramount and should be given special attention by the CST.

35. Quality control procedures and course approval and classification should all be linked in with the issue of approved courses under a house-style.

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## Vallejo/Mission Report

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*Train-Sea-Coast*

**THE INTERNATIONAL OCEAN INSTITUTE  
DALHOUSIE UNIVERSITY  
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31 July - 2 August 1995

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**KEY FACTORS FOR THE SUCCESS OF A COOPERATIVE ENDEAVOUR :  
THE CASE OF THE TRAIN-SEA-COAST PROGRAMME**

*by*

*S. M. Vallejo and P. Reynolds*



**KEY FACTORS FOR THE SUCCESS OF A COOPERATIVE ENDEAVOUR :  
THE CASE OF THE TRAIN-SEA-COAST PROGRAMME**

by

S. M. Vallejo <sup>\*/</sup> and P. Reynolds <sup>\*\*/ \*\*\*/</sup>

**Abstract**

New requirements for technical assistance and human resources development in the field of coastal and ocean management, together with fast-changing demands from countries, and a blurring of traditional decision-making boundaries (whether at the local or international levels), are revolutionizing the working relationships between international organizations, funding agencies and organizations at the country level.

This paper aims at identifying key factors, management roles and new types of working relationships that are geared to a successful cooperative endeavour. The case examined is the TRAIN-SEA-COAST Programme, which has been created and is in operation through a cooperative endeavour between a funding agency, in this case UNDP, and its substantive counterpart, the Division for Ocean Affairs and the Law of the Sea of the United Nations Secretariat. In particular, this paper examines those factors that played a key role in the establishment and launching of the Programme. Currently the Programme is entering its second phase as a fully operational programme with the involvement, on a partnership basis, of the course development units (CDUs) that compose the TRAIN-SEA-COAST network. This second phase is not addressed in this paper.

**Background**

The TRAIN-SEA-COAST Programme was launched in 1993 by the United Nations Division for Ocean Affairs and the Law of the Sea (UN/DOALOS), with the support of the United Nations Development Programme, Science, Technology and Private Sector Division (UNDP/STAPS), and in collaboration with UN and non-UN organizations involved in course development. It is the primary instrument through which the UN/DOALOS is attempting to build up national capabilities for human resources development (HRD) in the field of coastal and ocean management. The Programme is an outgrowth of the Plan of Action on Training that

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<sup>\*\*\*/</sup> The views expressed in this paper are those of the authors and do not necessarily represent those of the United Nations or the United Nations Development Programme.

was set forth during the Consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development convened in June 1993 by UN/DOALOS and UNDP/DGIP (predecessor to UNDP/STAPS).

The TRAIN-SEA-COAST network currently consists of nine centres located in Brazil, Costa Rica, Fiji, India, Philippines, Senegal, Thailand, United Kingdom and USA (see attached Map 1).

The Programme aims at strengthening the existing capabilities of qualified training/educational institutions and individuals having responsibilities in the field of coastal and ocean management. The approach followed is that of the TRAIN-X strategy which, over the past 15 years, has been followed by a number of UN agencies. The TRAIN-X strategy is based, on the one hand, on the development of local capacity for the design, production and delivery of high quality training courses tailored to the needs of the countries concerned and, on the other hand, on the creation of a cooperative training and HRD networks for the development and exchange of standardized course materials, training staff, and information among the members of the network. Meeting the rigorous requirements of the TRAIN-X course development methodology can lead to broad improvements in training centres and their associated policies and programmes. In this way, TRAIN-X can be used to spearhead broader HRD improvements. Programmes already established are: CODEVTEL/ITU (in the field of telecommunications); TRAINMAR/UNCTAD (in the field of maritime transport); TRAINAIR/ICAO (in the field of civil aviation); TRAINFORTRADE/UNCTAD (in the field of foreign trade); and now, the newly established TRAIN-SEA-COAST (in the field of integrated ocean and coastal management) (See figure 1 below).

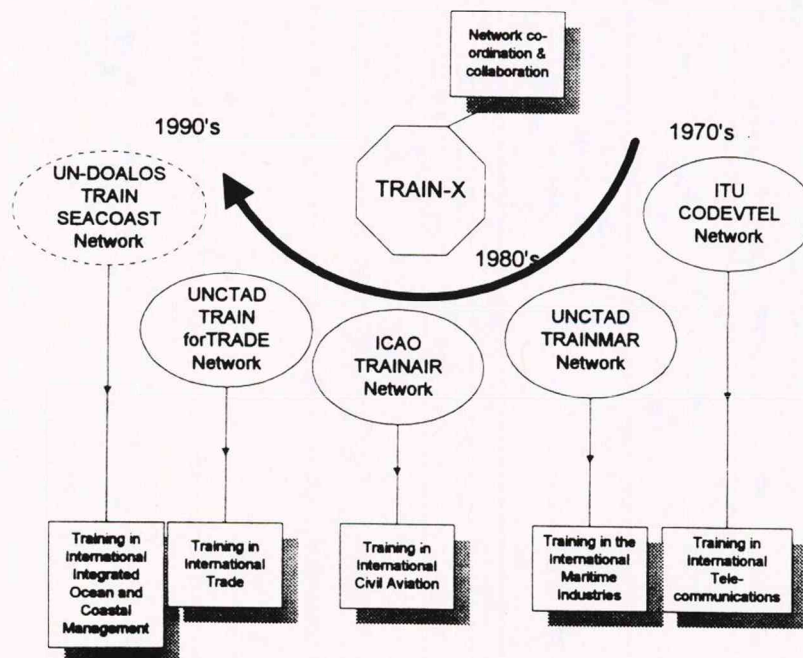
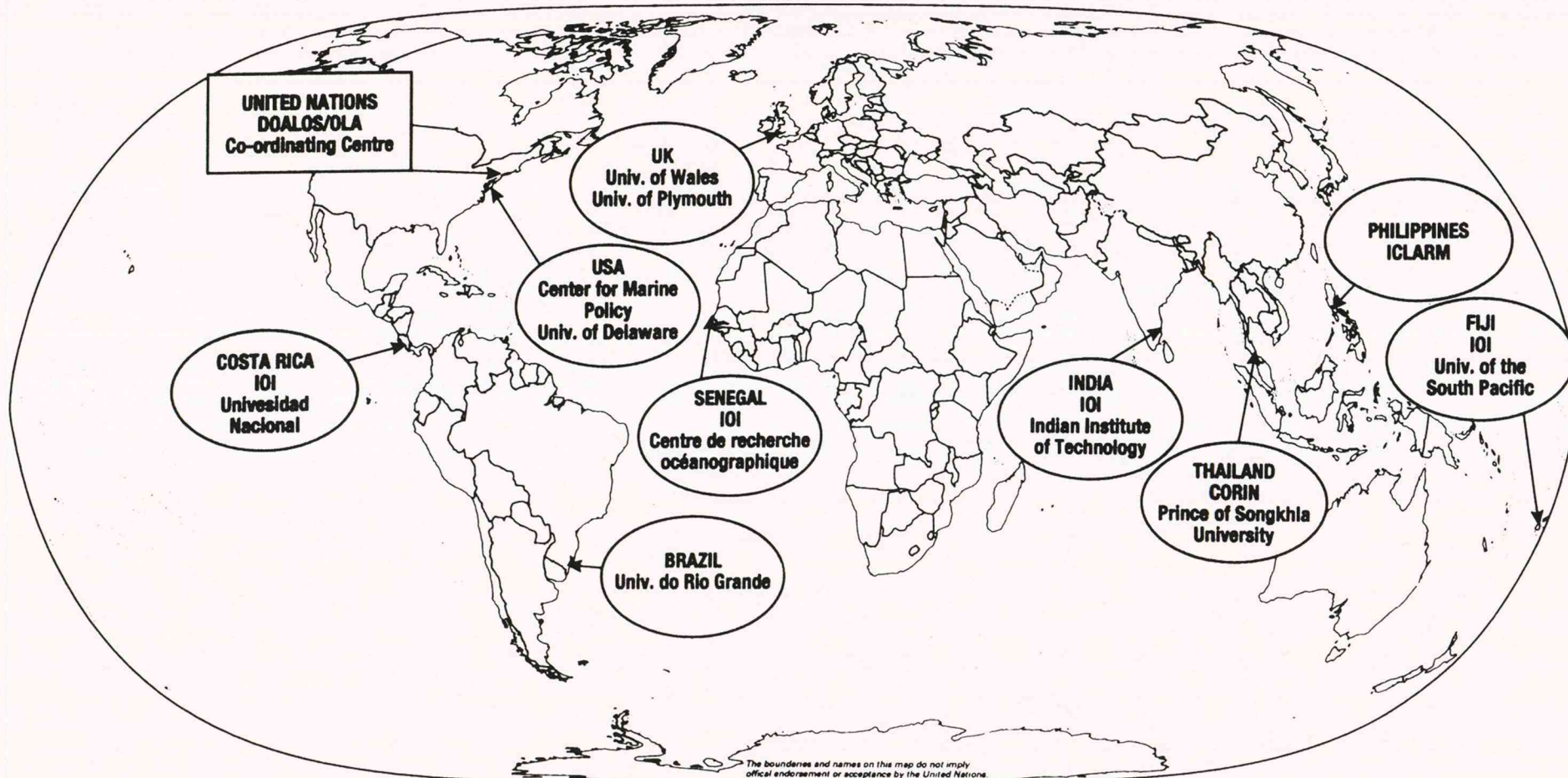


Figure 1 - Historical development of UN networks



### TRAIN-SEA-COAST NETWORK



The boundaries and names on this map do not imply official endorsement or acceptance by the United Nations.

Map No. 3889 1, April 1995 UNITED NATIONS

The Central Support Unit at UN/DOALOS provides the link among the training centres by exercising an overall programme management and coordination function which includes HRD in the form of courses for training course developers, instructors and training managers. It also includes a training information system for the management of the cooperative network as well as backup support facilities to provide technical advice to centres participating in the network and periodic meetings for monitoring the activities of the network.

The first Course Developers Workshop took place in Stony Brook, Long Island, USA, from 23 January to 3 February 1995. As a result of the Workshop, 18 participants from participating TRAIN-SEA-COAST centres and 3 from UN agencies were trained in the preparation of advanced, high quality course material to TRAIN-SEA-COAST standards in the form of Standardized Training Packages (STP's). In addition, as members of the TRAIN-SEA-COAST network, the participants jointly discussed an extensive menu of courses and agreed, at the network level, on their particular course development tasks.

### **Key Factors for Success**

Four major factors have contributed to the successful creation of the TRAIN-SEA-COAST Programme, namely: **Commitment; Teamwork; Leadership; and Human Resources**. How these factors are related and how they have interacted has depended on the particular issue at stake in the evolution and implementation of the Programme. The following contains a brief discussion of the role of each factor.

#### ***Commitment to a common goal of both UN/DOALOS and UNDP/STAPS***

In the aftermath of UNCED (June 1992) and the prospective entry into force of the United Nations Convention on the Law of the Sea (UNCLOS) (November 1994), the Consultative Meeting on Training held in Sardinia in June 1993 was the starting point of a cooperative endeavour between UNDP/STAPS and UN/DOALOS. Both organizations aimed at a common understanding of their mutual roles vis-a-vis their new responsibilities arising from UNCED and UNCLOS. Within this framework, human resources development (HRD) emerged as an important component which permeated the overall goals and objectives of both organizations. The Consultative Meeting was also the first testing ground for a cooperative endeavour, which was built up on formal and informal contacts of both organizations within and outside the UN system.

The creation of the TRAIN-SEA-COAST Programme required a number of policy decisions. On the part of UNDP, it was the commitment to provide financial networking and programme support to the creation

and launching of the TRAIN-SEA-COAST Programme as a new training initiative within the TRAIN-X family, which has been for many years a major operational arm of UNDP in the field of training. On the part of UN/DOALOS, it involved a further, long-term commitment to training -- an activity that the Division has been implementing for many years on an ad hoc basis, on its own or in partnership with other UN and non-UN organizations. For UN/DOALOS, the creation of the TRAIN-SEA-COAST Programme also entailed working with a network of course development units as well as participating within the broader TRAIN-X family, and eventually in cooperation with other agencies of the UN system. As a result of this new policy, training was included as a more prominent feature within the medium-term plan of the Division for Ocean Affairs and the Law of the Sea.

The implementation of this broad policy decision projected a long-term vision, defining the aims of the Programme, a shared strategy on the basis of the particular interests of the coastal/ocean sector, and the main courses of action to be pursued. This long-term vision provided a common framework of reference that facilitated day-to-day dialogue and decision making processes.

The translation of this strategy into the operational realm involved the provision and apportionment between UNDP and UN/DOALOS, of the necessary organization and resources (human, financial, material) for the Programme. Inputs to the Programme have been equally divided. UNDP provided not only the financial resources for the initiation of the Programme but, equally important, its 20 years of experience and contacts as a funding agency in the establishment of the 4 training programmes that preceded the TRAIN-SEA-COAST Programme. UN/DOALOS provided its substantive experience in the field of coastal and ocean management, including training, as well as a team of people to work in the Programme. This included a full time coordinator, additional professional staff and support service personnel.

The complementarity of effort and inputs created exceptionally good synergy. UNDP provided an open door to the technical expertise of the TRAIN-X family. Contacts were made with the top experts in the TRAIN-X methodology for the preparation of the Training Development Guidelines while the TRAIN-SEA-COAST Coordinator was sent to be trained, by a sister programme, in the course development methodology. The experience and the technical contacts of UN/DOALOS within the coastal/ocean sector were crucial during the preliminary stages for the design of the TRAIN-SEA-COAST network and the identification of potential members for the network.

### ***Teamwork***

From the consultative process initiated in Sardinia to the creation of the TRAIN-SEA-COAST Programme, UN/DOALOS and UNDP have acted on a partnership basis. The basic ingredient is a common purpose and the coordination of efforts, so that the resulting product is firmly rooted in a shared strategy and direction both in the short and long terms. The cooperation of the UNDP/STAPS-UN/DOALOS team included joint presentations of the Action Plan for Training at international meetings; joint discussions with potential members of the network; and the undertaking of assessment missions by both organizations.

But true partnerships do not arise by chance and last only ephemerally. They take time, trust, professionalism and respect from all parties. They require a common and deeply held belief and an acceptance of the value of teamwork; in turn, this generates a sense of partnership which, in the case of the TRAIN-SEA-COAST Programme, is expressed through:

- (i) **A continuous consultative process** between UN/DOALOS and UNDP. This has created virtually an on-going working dialogue that permeates all stages of the development of the Programme. In this process, UN/DOALOS has an overall programme management, monitoring and coordination function. Consultation with UNDP, the funding source with a strong substantive underpinning, is an integral part of this process, including, particularly, joint problem solving. Furthermore, the sharing of concerns and the seeking of innovative solutions to day-to-day problems has strengthened the partnership.
- (ii) **Joint decision-making** has created a strong sense of confidence between both organizations, particularly on matters related to how today's decisions will impact the future of the Programme. This proactive approach provides an additional guarantee in planning, both for the funding agency in relation to the progress of the project and to the current and anticipated use of resources, and for the substantive Division in relation to deciding on the optimum choice of alternative courses of action, from the technical and resource point of view and in the context of the network as a whole.
- (iii) **Shared complementary of skills and experience in implementing strategies and decisions.** The merging of different skills and experience has had a double effect. On the one hand, it has enriched and broadened the pool of ideas. For example, the experience of UNDP in the creation of and follow-up to four major training programmes, has been invaluable for UN/DOALOS, a newcomer to the scene in respect of the application of the TRAIN-X approach and of cooperative networks.

On the other hand, it has created quite a framework and an attitude of confidence, receptivity and optimum communication vis-a-vis complementarity based on the mutual skills and experience, with a view to optimizing the contribution of both organizations.

### *Leadership*

The convergence of experience, competence and high credibility has contributed greatly to a successful start. The pioneer role of UNDP in the establishment of the TRAIN-X family, which has been 'imported' by the newly established TRAIN-SEA-COAST Programme, coupled with the technical expertise of UN/DOALOS, has created a solid basis for the creation of the programme. Two other factors also played an important role. First, the confidence of UNDP in the leadership of UN/DOALOS and its capability to commit and motivate people in order to extract the best of their capabilities. Second, the long-established credibility of UNDP and the TRAIN-X family in providing a stately 'umbrella' for the new Programme.

### *People*

All of the above factors, namely, commitment, teamwork and leadership are essential ingredients for success. However, it is people with their shared enthusiasm and personal commitment who are the driving force behind an idea or an endeavour. In the case of the TRAIN-SEA-COAST Programme, its present achievements and the hopeful future success will depend, above all, on the creation of a set of shared values and beliefs held by all members of the TRAIN-SEA-COAST Programme and the individual motivation of each of its members. Instilling and maintaining these values is probably the biggest challenge ahead.

### **The Look into the Future**

There is no doubt that the TRAIN-SEA-COAST Programme was born under very favourable conditions, despite the limited availability of funding. A solid policy commitment and the strong willingness of their creators to make the programme a success, has made it possible to convert what was originally only an idea into a promising reality, and transcend limitations through a creative strategy for the utilization of confined financial resources.

It should be highlighted, however, that it was not only the 'internal conditions' that generated such a positive response, but also the environment 'external' to the Programme. Three conditions appear to be crucial. First, the timing of the Programme. In this respect, UNCED and its aftermath provided the necessary global perspective to the Programme. Second, the well perceived need of countries to have a more cost-effective, systematic approach to training in order to overcome duplication and the ad hoc approaches that prevailed in the past. Third, the positive atmosphere and willingness from UN agencies for collaborating with the Programme. Fourth, institutional support provided by the TRAIN-X family with its long-standing record of success.

While both internal and external conditions converged, the organizational procedures followed in launching the network and, in particular, the participatory working approach followed, it appears to have created optimum conditions for a successful establishment and take-off of the Programme.

However, when we look into the future, other elements come into play. At the moment, the TRAIN-SEA-COAST Programme is at the eve of its second phase, which we can call the 'settlement phase'. Course development units are being established and course developers have initiated their new responsibilities.

Within this new framework, new functions arise for the central unit vis-a-vis the new network. Communication and information sharing are vital for its effective functioning. Strengthening of the newly created course development units (CDUs) is crucial for the success of the Programme. However, since the overall policy of TRAIN-SEA-COAST is self-reliance in terms of funding sources and human resources, other type of assistance, in the form of e.g. access to technical expertise from their own region, and information on potential sources of funding, particularly governmental funding, become crucial.

A new type of relationship with the CDU's, built on confidence in the central unit team, mutual respect, and a shared vision of the purpose and value of the network, should be fomented between the central unit and the CDU's and between the CDU's. Furthermore, facilitating the communication among the members of the network is also important.

The new 'environmental' conditions played at this stage are internal and external to the network. Internally, it is the individual motivation of each and every member of the network that will play the most important role in making the TRAIN-SEA-COAST Programme a success. Resources (funds and people) will also play a role. Externally, the recognition of the contribution of the TRAIN-SEA-COAST Programme vis-a-vis new and emerging requirements in the field of coastal and ocean management will define the success of the



Programme. Finally, we have to succeed in instilling a sense of kinship among the members of the Programme where they, as the members of sister programmes do, can view the network as a family.

Since cooperative endeavours can only be maintained as long as each party sees advantages in doing so, the challenge of the future will be to ensure that these advantages are forthcoming -- even as the environment for judging them is altered over time.

## **TRAIN-SEA-COAST PROGRAMME**

Major items for discussion at the IOI Directors' Meeting  
Punta Arenas, Costa Rica, 8-9 December 1995

We would very much appreciate your response to the following questions regarding the establishment and operation of the TRAIN-SEA-COAST Programme. Please be as specific as possible. The questionnaire is divided into four parts. We encourage you to respond to each part separately although there may be cross-references regarding some of the items under consideration.

### **ESTABLISHMENT OF THE CDU**

Please explain if you have any problems regarding the establishment of the CDU, in particular regarding the following areas:

1. Integration of the CDU into the organizational structure of your respective organizations on a permanent basis
2. Adequate office space and suitable furnished accommodation for the course development team
3. Equipment

### **OPERATION OF THE CDU**

Please explain if you have any problems/obstacles regarding the operation of the CDU, in particular regarding the following areas:

4. Building up of a TRAIN-SEA-COAST course development team (manager, course developers, subject matter experts, support personnel), including availability of expertise outside the university
5. Financial resources to cover the salaries, travel or other expenses related to the operation of the CDU
6. Time devoted to the TRAIN-SEA-COAST Programme
7. Capability to respond to deadlines, in particular the delivery of major formal reports and monthly contact sheets

### **PROGRAMME DEVELOPMENT**

Please explain if you have any problems/obstacles regarding the development of the TRAIN-SEA-COAST Programme, in particular specific tasks related to:

8. Training needs assessment
9. Identification of target population for the courses under preparation
10. Marketing of the courses under preparation

### **POLICY/STRATEGIC ASPECTS**

Please explain if you have encountered problems/obstacles in the following areas:

11. Policy of the host university vis-a-vis the TRAIN-SEA-COAST Programme
12. Visibility of the TRAIN-SEA-COAST Programme and IOI within the national/subregional scene
13. Relationship with other training/educational programmes or training networks
14. Relationship with bodies other than the host institution e.g. local industry, government, etc.
15. Linkages with other TRAIN-X Programmes in the country or region.

Finally, in relation to all of the above, what type of additional support do you believe is needed from the Central Unit?

PLEASE SEND COPIES OF YOUR RESPONSE TO DR. K. SAIGAL AND MRS. E. MANN BORGES

INTERNATIONAL OCEAN INSTITUTE  
OPERATIONAL CENTRE (INDIA)  
INDIAN INSTITUTE OF TECHNOLOGY, MADRAS

**TRAIN-SEA-COAST PROGRAMME**

Major items for discussion at the IOI Directors' Meeting  
Punta Arenas, Costa Rica, 8-9 December 1995

Responses to the questionnaire sent by Ms. Stella Maris Vallejo, Coordinator,  
TRAIN-SEA-COAST programme, United Nations - Division for Ocean Affairs and  
the Law of the Sea.

**ESTABLISHMENT OF THE CDU**

Please explain if you have any problems regarding the establishment of the CDU, in particular regarding the following areas:

1. Integration of the CDU into the organizational structure of your respective organizations on a permanent basis.

*Not possible because of the nature and variety of programmes and objectives.*

2. Adequate office space and suitable furnished accommodation for the course development team

*Independent accomodation is not available*

3. Equipment

*Independent equipment are not available to the extent needed.*

## OPERATION OF THE CDU

Please explain if you have any problems/obstacles regarding the operation of the CDU, in particular regarding the following areas:

4. Building up of a TRAIN-SEA-COAST course development team (manager, course developers, subject matter experts, support personnel), including availability of expertise outside the university.

*All the members of the CDU are permanent faculty members of IIT Madras. They are able to devote time only after office hours and during weekends. Hence they find it difficult to devote sufficient time.*

5. Financial resources to cover the salaries, travel or other expenses related to the operation of the CDU.

*Financial resources have not been made available so far for the specific activities of the CDU.*

6. Time devoted to the TRAIN-SEA-COAST Programme

*( Please see the response to item No.4 ).*

7. Capability to respond to deadlines, in particular the delivery of major formal reports and monthly contact sheets

*It is very difficult to meet deadlines with the present organization of the CDU ( Please see the response to item No.4 ).*

## PROGRAMME DEVELOPMENT

Please explain if you have any problems/obstacles regarding the development of the TRAIN-SEA-COAST Programme, in particular specific tasks related to:

8. Training needs assessment

*More time and resources are needed for proper assessment.*

9. Identification of target population for the courses under preparation

*Possible.*

10. Marketing of the courses under preparation

*Needs specific financial support.*

### **POLICY/STRATEGIC ASPECTS**

Please explain if you have encountered problems/obstacles in the following areas:

11. Policy of the host university vis-a-vis the TRAIN-SEA-COAST Programme

*The relationships are not very clear yet.*

12. Visibility of the TRAIN-SEA-COAST Programme and IOI within the national/subregional scene

*The International Ocean Institute is very visible, but the TRAIN-SEA-COAST programme's visibility needs to be promoted.*

13. Relationship with other training/educational programmes or training networks

*Good, but further developments are necessary.*

14. Relationship with bodies other than the host institution e.g. local industry, government, etc.

*Good.*

15. Linkages with other TRAIN-X Programmes in the country or region.

*Good contacts with experts exist.*

Finally, in relation to all of the above, what type of additional support do you believe is needed from the Central Unit?

*Support is needed in all spheres, viz. policy, finance, administration, space, infrastructural facilities, coordination, etc.*

We would like to point out that there are excellent opportunities for ICZM training programmes in the region and these can be exploited successfully, provided there is adequate all-round support from the Central Unit of the TRAIN-SEA-COAST programme.

# Training Bulletin

News from the National Training Program on Integrated Coastal Management

## TRAINING DEVELOPMENT IN THE PHILIPPINES

### Curriculum Review Workshop



Participants of the First Coastal Management Training Workshop held in Silang, Cavite.

A second workshop held in Los Baños, Laguna on 12-13 December has convened some 30 coastal management practitioners in the country to critique the 14 modules that compose the draft curriculum. The workshop participants gave very useful suggestions for improving each of the module plans. They also gave sources of additional inputs such as cases and references. There was overall favorable reception of the curriculum which needs some

changes in content particularly in the adaptation of coastal management terms and the topics these cover. It was a learning experience because coastal management practitioners, who have developed various inclinations and have set ways of doing things in the course of their coastal management experience, had to agree on terminologies and on a general framework of planning and implementing coastal management programs.

(Continued on p. 4) Workshop

### Development of a Broad-based Coastal Management Training Program in the Philippines

Assisted by the  
Rockefeller Brothers Fund (RBF)  
Program Officer:  
Peter Riggs

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Project Coordinator:  
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Audrey Banzon, *ICLARM*

### What's inside?

- ↳ Curriculum development update
- ↳ TRAINAIR Networking
- ↳ Meeting with LGA
- ↳ List of collaborators

## Curriculum Development Update

The objective of the National Training Program on Integrated Coastal Management (ICM) is to develop a pool of coastal management practitioners in the Philippines from government and non-government organizations, both at the national and local levels, who will work together in the planning and implementation of an integrated coastal management plan for each region in the Philippines. Based on a training needs analysis and a consultative workshop held in June 1995, a course was designed to meet the training needs of middle-level managers from the Fisheries Sector Program (DA-BFAR, DA Regional Offices, LGUs and NGOs), Coastal Environmental Program (DENR and NGOs), academic institutions, and other NGOs and LGUs who are not involved in CEP and FSP.

The following are the 14 modules comprising the curriculum:

1. ICM Framework
2. Constituency building
3. Environmental assessment in decision making process: tools and perspectives
4. Issues and problems identification
5. Setting the ICM program objectives
6. Strategy formulation and action planning
7. Site specific management instruments
8. Institutional arrangements
9. Plan adoption
10. Plan implementation
11. Policy development
12. Plan evaluation
13. Roles and attributes of a coastal manager
14. Next steps

Preparations are underway for the first course which will be held on 25 February-10 March in Bolinao, Pangasinan. The modules are being revised to make them as material-based as possible. This is part of our continuing effort to standardize the training package and make it less dependent on trainers.

Participants were selected based on a set of criteria recommended by experts in the consultative workshop. One of the selection criteria for participants is involvement (or upcoming involvement) in a program. Experience in coastal management is not required but because the training approach is participatory, the participants'

### PROJECT PLANNING SHEET

PHASE	START DATE	FINISH DATE
Problem Analysis	1994	Jan. 1995
Job Analysis	Jan. 1995	June 1995
Target Population Analysis	Jan. 1995	June 1995
Design of Curriculum	June 1995	Aug. 1995
Design of Modules	Aug. 1995	Sept. 1995
Production of Materials	Sept. 1995	Feb. 1996
Validation and Revision	Feb. 1996	March 1996
Implementation	April 1996	1997
Project Evaluation and Report Writing	1997	1997

experience may be shared during discussions. Because our target clientele are middle-level managers, and since coastal management is multi-disciplinary and multi-sectoral, it is assumed that the participants will be BS degree holders in any field required for their respective jobs.



Coastal Management

# Training Bulletin

News from the National Training Program on Integrated Coastal Management (NTPICM)

## TRAINING DEVELOPMENT IN THE PHILIPPINES

### National Course on Integrated Coastal Management (NCICM): Implementation takes off

**7** he first course was conducted at the UP Marine Science Institute Marine Laboratory in Bolinao, Pangasinan on 26 February - 8 March 1996. Fifteen participants from Luzon, Visayas and Mindanao attended the course which consists of fourteen modules. A second run of the course was conducted in Davao del Norte State College, Panabo, Davao del Norte on 29 April-9 May. There were twenty-one trainees from Regions 11 and 12 (Southern and Central Mindanao). The participants were mainly middle-level managers of government and non-government organizations (GOs and NGOs) involved in the implementation of the Department of Agriculture's Fisheries Sector Program (DA-FSP) and the Department of Environment and Natural Resources' Coastal

Environmental Program (DENR-CEP). There were also participants from academic institutions and local government units (LGUs) involved in other coastal management programs.

The trainers who came from different organizations with respective areas of expertise, used a combination of delivery techniques including lectures, discussions, demonstrations, classroom and field exercises, brainstorming, film showing, drawing and role playing. ICM concepts and realities were illustrated by field exercises in the Lingayen Gulf Coastal Area Management sites for the first course and in Pujada Bay, a DENR-CEP site for the second course. The highlights of the course were the participants' presentations of draft coastal management plans developed for their area and individual action

(Continued on p.2 . . . National)



Second NCICM participants

Development of a Broad-based Coastal Management Training Program in the Philippines

**Assisted by the ROCKEFELLER BROTHERS FUND**  
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 Peter Riggs

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**Project Coordinator:**  
 Cristi Nozawa, *Haribon*  
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**Editorial Assistant:**  
 Audrey Banzon, *ICLARM*

## What's inside?

- Project Planning Sheet
- Clip Notes
- Network of Collaborators

**NATIONAL . . . from page 1**

plans to be carried out in their respective work places.

The conduct of the course was documented by close observation of resource persons, trainees and what transpired in the course of each module. The participants reactions and opinions were captured by administering module evaluation and overall course evaluation questionnaires. After the first conduct of the course, the sequence of module delivery was revised and an additional module (participatory monitoring) was included. The curriculum was made compact and reduced to 11 working days instead of 12. The curriculum will be further improved based on the evaluation of the second course.

### Clip Notes

#### Local networking

The training bulletin is produced to provide news about local and regional networking and progress of curriculum development. The bulletin serves as a medium for networking. It elicited reactions from interested groups on the training program, including the Foundation for the Philippine Environment (FPE), the Small Islands Agricultural Support Services Programme (SMISLE), EMBRACE, Romblon Inc. (an NGO), and a project on CRM planning for Eastern Visayas. The desired linkages may be a simple request for participation in any of the scheduled NCICM or may be an offer to co-sponsor the conduct of the course in their area because of an urgent need for training of staff, such as that of the Eastern Visayas CRM planning project.

A linkage earlier initiated with the Local Government Academy (LGA) for collaboration mainly in the adaptation of the NCICM to an LGU-focused course was reinforced with the participation of Obet Quito of the LGA in the Second NCICM. Obet will assist ICLARM in packaging the proposal for collaboration.

#### Regional networking

Through ICLARM, the NTPICM has kept in contact with the UN TRAINSEACOAST Programme which includes the NCICM in the list of standard training packages being developed for future sharing with TRAINSEACOAST members. Towards this development, the Programme Coordinator, Ms. Stella Vallejo, attended the Second NCICM to validate the course. Ms. Vallejo gave some helpful comments on the methods and focus of the course to ascertain the trainees' grasp of concepts and development of skills needed by coastal managers for consideration by the Organizing Committee. Ms. Vallejo also gave some suggestions on how the course may be adapted for various target clientele in coastal management, in the Philippines and in southeast Asia.

#### Third and fourth NCICM

The NCICM will be conducted in Misamis Oriental for Regions 10 and 13 (northeastern Mindanao) in July and in ViSCA for Region 8 (eastern Visayas) in October. The courses will be held with the co-sponsorship of the Department of Agriculture in Regions 10 and 13 (CARAGA) and with the CRM planning project in eastern Visayas. The NTPICM Organizing Committee led by Haribon and PCAMRD are exploring ways by which the course can complete its planned implementation in all the regions of the Philippines. To facilitate further conduct of the course in 1997 and beyond, IIRR is preparing a proposal on the development and conduct of the trainers' training course.



## PROJECT PLANNING SHEET

PHASE	START DATE	FINISH DATE
<u>Validation and Revision*</u>		
1st National Course on ICM	26 Feb. 1996	8 March 1996
<u>Implementation</u>		
Regions 11 & 12: 2nd National Course on ICM (Davao)	29 April 1996	9 May 1996
Regions 10 & CARAGA: 3rd National Course on ICM (Misamis Oriental)	28 July 1996	9 August 1996
Region 8: 4th National Course on ICM (Leyte)	October 1996	October 1996
Implementation in other regions	1996	1997
<u>Trainer's training</u>	1996	
<u>Project Evaluation and Report Writing</u>	1997	
<u>Follow-up Training</u>	1997	

\* - Continues during implementation

21 February 1996

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From:

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To:

Dr. Enir Girondi Reis, Manager-CDU, Brazil  
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Dr. Somsak Boromthanasat, Manager-CDU, Thailand  
Prof. John King, Manager-CDU, United Kingdom  
Prof. Biliiana Cicin-Sain, Manager-CDU, U.S.A. (c/o. Mr. Joe Farrell)

**CDU Managers at IOI centres:** *Your specific attention is drawn to para. 7*

Mr. Alejandro B. Gutierrez, Manager-CDU, IOI-Costa Rica  
Prof. G. Robin South, Manager-CDU, IOI-Fiji  
Prof. R. Rajagopalan, Manager-CDU, IOI-India  
Dr. Diafara Toure, Manager-CDU, IOI-Senegal

cc: Mr. Hans Corell, UN/OLA  
Mr. Moritaka Hayashi, UN/OLA/DOALOS  
Mr. Philip Reynolds, UNDP/STAPS  
Mr. Robert Gruszka, UN/OLA/DOALOS  
Rear Admiral Julio Soares de Moura Neto, SECIRM, Brazil  
Dr. Elisabeth Mann Borgese, IOI, Canada  
Dr. K. Saigal, IOI, Malta

Dear Colleagues,

1. TRAIN-SEA-COAST has been in operation for one year. I cannot believe that time has passed so quickly since our first meeting during the Course Developers' Workshop (CDW) (23 January to 3 February 1995). I think that now it is time to put our heads together again and reflect on achievements, constraints, and how we - the CDUs jointly with the Central Unit - can make our Programme as productive and effective as possible.
2. I consider this past year a pioneering/preparatory stage of the TRAIN-SEA-COAST Programme. Here, at headquarters, we have learned many lessons regarding the coordinating function of the Programme. All of you, I am sure, have also learned through your experiences in

establishing the CDUs within your respective universities, as well as in starting the preparation of the courses. If there is one common element that affects all the CDUs, it is that everybody is quite behind their original schedules as they were set up in Stony Brook. All CDUs have expressed concerns, owing primarily to funding limitations, availability of personnel on a full-time basis, and commitments made prior to their joining the TRAIN-SEA-COAST Programme. Despite these limitations, the majority of CDUs, having the equipment and their team in place, started the preparation of courses.

3. At the moment I am working on three main tasks viz:

(a) preparation for distribution to all CDUs of an annual report, including a detailed appraisal of: the performance of the network, the constraints, as well as the major achievements. In order to assist me in the preparation of this report, I would appreciate it very much if you could **complete the attached questionnaire;**

(b) on the basis of the 1995 performance, reschedule the production of STPs and the deadline for preparation of major reports to the Central Unit. In this respect I would appreciate it if you could **let me know the major deadlines for the preparation of your next reports to the Central Unit and provide me with the tentative date for validation of the training package (please use the Project Planning Sheet);**

(c) on the basis of (a) and (b), I will prepare a revised work programme and implementation strategy for all TRAIN-SEA-COAST CDUs. This revised work programme will include: (i) a management strategy for the network; (ii) a revised budget according to emerging needs (training of personnel, assessment missions, regular visits to CDUs, and consultancies); (iii) a detailed work programme for each CDU; and (iv) discussion of a short-term and medium-term outlook concerning the TRAIN-SEA-COAST Programme, particularly in the light of recent developments, e.g. adoption of a Global Programme of Action for the Protection of the Marine Environment from Land-based Activities. In this respect I would appreciate **your sending me additional ideas for management of the network** on the basis of your experience during the first year. I would also like to have **your reactions concerning your future needs in terms of personnel**, particularly the number of course developers needed for strengthening the existing course development team. In this respect we are planning to have the next CDW within the second half of this year. Therefore, I would appreciate it if you could **let me know how many course developers (no more than two) would participate at our next CDW.**

4. It is the practice of TRAIN-SEA-COAST to send, as far as possible, our own personnel to key regional meetings where they could present the experience and contribution of the TRAIN-SEA-COAST Programme in their region. Miriam Balgos, from the Philippines CDU, represented the TRAIN-SEA-COAST at the Coordination Conference of our sister programme TRAINAIR, which took place in Jakarta from 20 to 23 November 1995 (*the report and paper she presented at the Conference are attached*). Similarly, Alejandro Gutierrez of Costa Rica and Diafara Toure of Senegal will also participate in key regional meetings. **Please pay special attention to paragraph 13** of Miriam's report: "Observations on the Conference and how these apply to TRAINSEACOAST" which contains very useful recommendations that we should

discuss jointly during our coordination conference.

5. I am also *attaching a short report of my mission to Brazil* on the occasion of the **official ceremony for the launching of Brazil's TRAIN-SEA-COAST Course Development Unit**.

6. As I explained to some of you, we plan to have our Annual Coordination Conference simultaneously with the second CDW. We do not have definite dates, nor a location as yet. The only information I can give right now is that this **meeting will be held in the second half of this year**. By that time, I am sure you would have accrued more experience in course development as well as acquired a keen sense of perception of the training needs in your respective regions. After I receive **your responses to the questionnaire as well as on other topics that you would like to discuss** (which I would appreciate receiving **latest by 4 March**), I intend circulating a tentative agenda for the coordination conference, to elicit further ideas.

7. I met IOI's CDU Managers during a meeting in Costa Rica last December. (Therefore, *to Mr. Toure, Mr. South, Mr. Gutierrez and Prof. Rajagopalan\* who had already answered the questionnaire, I am only requesting the Project Planning Sheet as well as further ideas to be included within the TRAIN-SEA-COAST revised work programme.*) The report of this meeting will be sent to all TRAIN-SEA-COAST CDU Managers with my annual report.

8. I look forward to a 1996 with minimal constraints and better communication among the CDUs and between CDUs and the Central Unit. I also envisage for 1996, a TRAIN-SEA-COAST Programme having a strong foothold and being even more responsive to the emerging needs in the field of coastal and ocean management.

9. Keep up with your good work! Best regards,

Stella Vallejo.

\* Prof. Rajagopalan - My E-mail message sent to you yesterday acknowledges the receipt of the Project Planning Sheet from you.

## **TRAIN-SEA-COAST PROGRAMME**

We would very much appreciate your response to the following questions regarding the establishment and operation of the TRAIN-SEA-COAST Programme. Please be as specific as possible. The questionnaire is divided into four parts. We encourage you to respond to each part separately although there may be cross-references regarding some of the items under consideration.

### **ESTABLISHMENT OF THE CDU**

Please explain if you have any problems regarding the establishment of the CDU, in particular regarding the following areas:

1. Integration of the CDU into the organizational structure of your respective organizations on a permanent basis.
2. Adequate office space and suitable furnished accommodation for the course development team.
3. Equipment.

### **OPERATION OF THE CDU**

Please explain if you have any problems/obstacles regarding the operation of the CDU, in particular regarding the following areas:

4. Building up of a TRAIN-SEA-COAST course development team (manager, course developers, subject matter experts, support personnel), including availability of expertise outside the university.
5. Financial resources to cover salaries, travel or other expenses related to the operation of the CDU.
6. Time devoted to the TRAIN-SEA-COAST Programme.
7. Capability to respond to deadlines, in particular the delivery of major formal reports and monthly contact sheets.

### **PROGRAMME DEVELOPMENT**

Please explain if you have any problems/obstacles regarding the development of the TRAIN-SEA-COAST Programme, in particular specific tasks related to:

8. Training needs assessment.
9. Identification of target population for the courses under preparation.
10. Marketing of the courses under preparation.

### **POLICY/STRATEGIC ASPECTS**

Please explain if you have encountered problems/obstacles in the following areas:

11. Policy of the host university vis-a-vis the TRAIN-SEA-COAST Programme.
12. Visibility of the TRAIN-SEA-COAST Programme and IOI within the national/subregional scene.
13. Relationship with other training/educational programmes or training networks.
14. Relationship with bodies other than the host institution e.g. local industry, government, etc.
15. Linkages with other TRAIN-X Programmes in the country or region.

Finally, in relation to all of the above, what type of additional support do you believe is needed from the Central Unit?

## **Trip Report**

Miriam C. Balgos

6th TRAINAIR Coordination Conference

Jakarta, 20-23 November 1995

### **Objectives of the trip:**

1. To observe how the TRAINAIR Programme conducts its activities; and
2. To be exposed to advanced training technologies.

### **1. TRAINAIR Programme Status**

Membership: 17 Civil Aviation Training Centres in 14 states

Funding: Mainly through technical cooperation projects with UNDP; other approaches include trust fund agreements with contracting states, cost sharing arrangements with UNDP, and bilateral funding between two states. ICAO is facilitating the expansion of the donor base.

STPs: Since 1990 32 Standardized Training Packages (STPs) were completed by the end of 1995, 11 of which were done in 1995; 25 STPs are in preparation.

Exportation: 17 of the 32 STPs were exported among states.

Network:

— Course Developers Workshops were conducted by the members themselves following a set of procedures adopted by the Programme; four workshops were conducted in 1995, two (English and Spanish) of which were opened for international participation.

— Two Course Developers Seminars were conducted for the exchange of ideas and experiences in course development.

— During the 6th TRAINAIR Coordination Conference, part of the agenda is advanced training technologies for new aviation systems in anticipation of the need of members for increased use of computer based technologies particularly for distance learning.

\* A faster mode of communication such as through electronic mail where catalogues can be accessed, and authoring can be facilitated was discussed. Centres already connected should forward their e-mail addresses to the Central Unit.

TRAINAIR Programme Development Strategy: Human resources planning and training is being incorporated in Regional Air Navigation Plans; for piloting in the Middle East region.

TRAINAIR Members Expectations of the Programme: A survey of members needs and expectations yielded data on needs for the development of other STPs, other training centres in their state, Programme development including course developers professional development, Central Unit support of the Programme, increased communication between TRAINAIR members and other TRAIN-X programmes, increased resource sharing (course developers and instructors, in particular), training for CNS/ATM systems, and expansion of the Programme (more members from developed and developing countries). Sharing of human resources has not materialized in the Programme mainly because there is no TOR/modality developed for operationalization in the network, though there is a very strong need for it. Collaboration between Centres of the same/different countries in course development may be explored.

### **2. TRAINAIR Network Rule Change Proposals**

— There are rules that govern sharing of STPs. The Programme is considering changing the rules to allow sharing with other TRAIN-X programmes. There was a protracted discussion on this matter mainly because the implementing scheme for the concept is not very clear and there was no list of STPs developed by other TRAIN-X programmes provided as an aid in decision-making.

— Temporary Membership rules were changed to provide extension of the twelve-month temporary status to allow completion of an STP by the Temporary TRAINAIR members.

### **3. Operating Procedures**

— It was agreed upon by the member Centres that invitations to CD workshops will be issued by the host training Centres themselves. ICAO will provide a list of Centres that should be invited. It was agreed that invitations will be extended to host country local participants who are not Programme members. Maintaining training standards is of utmost importance and adherence to the requirements in conducting the workshops was encouraged for quality control.

— It was agreed that the TDG will be revised to incorporate changes in the Phase 7 decision flowchart allowing the acceptance of an STP into the sharing system if it meets the 80%-80% validation criterion even if the validation criterion has not been met by all of its modules. Additional validation trials will be carried out for the latter modules during implementation. The Phase 7 report will be furnished all Centres receiving an STP to provide them information required for any additional module validation trials. A report should be furnished all receiving Centres once these modules are corrected and validated.

\* The validation of the 80%-80% validation criterion has been raised during the discussion.

— The holding of regional conferences by common language where specific regional needs may be addressed and a once/3 years global conference were considered along with regional air navigation planning meetings structured along ICAO regions. It was observed that the bulk of current issues confronting the Programme justifies the yearly global conferences at the moment. (e-mail conferences is another option)

— Broadening of the acceptance criteria to accommodate developed countries without sacrificing standards was discussed. It involves allowing training packages developed using variations of the systems approach to course development to be included in the STP sharing system. The Centres concurred with the proposal in principle on the condition that the STPs would be material-based and that development follows the systems approach. Criteria (duplication should be one) for screening as to acceptability of methods, content and adaptation/upgrading should be developed. A formal proposal will be prepared by the central unit for final consideration in the 7th Coordination Conference.

### **4. Cooperation between UN agencies**

— Modes of cooperation between a TRAINAIR Centre, Escuela de Aeronautica Civil (EAC) and TRAINMAR were presented including holding of joint course development workshops, joint adaptation of a TRAINMAR course, and hosting of an on-the-job trainee from the Panamanian port authority by EAC.

— The TRAINSEACOAST Programme objectives and activities were presented including the relatively younger TRAINSEACOAST Programmes need for assistance in course development. Attached are the text of and copies of the transparencies used in the presentation.

### **5. TRAINAIR Network Cooperation**

— Contributions to the TRAINAIR network by member Centres were recognized, including hosting of TRAINAIR activities, production of TRAINAIR network documents and guidelines.

— Involvement by the Centres in the translation of documents into Spanish and French versions was solicited. Canada came forward with an offer to discuss French translations with the Central Unit.

— Contributions made by non-TRAINAIR training institutions were described including the Swedish Air Traffic Services and the US Federal Aviation Administration academies training packages used as resource materials in the development of STPs. Participants requested that a list of donated materials and a brief description of the items be provided all member Centres.

### **6. Career development of course developers**



– Career development of course developers seem to vary by country. In Jordan, they get incentives; in other countries, disincentives. How can the profile be raised and qualified people attracted to the profession? (from CD to CD Manager; does the career path end there?)

– Experiences in Ethiopia and Egypt were also shared.

#### **7. Instructor Development Programme Implementation**

– The EACs development of the Spanish version of the Instructor Development Programme, including its improvement was described.

#### **8. Advanced training technologies for new aviation systems**

– ATC selection and training requirements change along with technical changes; under the CBT/ATM regime, there is a pressing need to characterize and address the practical aspects of the job requirements. Recommendations must be made for ICAOs action.

– Open learning, automation of Air Traffic Control/Management (ATC/ATM), distance education, electronic job aids (e.g., Notice to Air Man), Advanced Simulation Technology practiced/offered by various groups (TRAINAIR & non-TRAINAIR) were discussed.

– An overview of the Aviation Industry Computer-based Training Committee was presented by Mr. Fox. The Central Unit was requested to explore the possibilities provided by the AICBTC.

– Technical cooperation was discussed by the representative of the ICAO regional office in Bangkok.

#### **9. STP Development Plan**

– A summary of the rules pertaining to future STPs as amended in the past two coordination conferences were presented. Of note is the change which provides that a Centre can only reserve an STP topic after a Phase 1 report had been completed and that there is a States commitment to develop the course. The change was an offshoot of the observation that the development of some of the needed STPs had been blocked because these have been reserved for development by Centres who failed to produce them for some reason.

– The list of STPs planned or under development was also presented for updating and correction by TRAINAIR members.

#### **10. Future TRAINAIR activities**

– Course Developers Workshops (2) and Seminars (2) and a Training Managers Workshop are planned for 1996 and commitments to host each were tendered by Canada, Jordan, Indonesia and Brazil. The Seventh Coordination Conference will be hosted by Canada, and offers for the 8th and 9th were advanced by Panama, Thailand and Jordan.

– The lists of 1996 training needs by Centre for the Course Developers Workshop in English and Spanish and for the Training Managers Workshop were validated.

#### **11. Visit to the Indonesian Civil Aviation Training Centre, Curug, 22 November**

Its a very organized training facility.

## **12. Working Group Sessions on Advanced Training Technologies (ATT)**

Three groups worked on the topics relating ATT with the TRAINAIR sharing system, standardization, and its application to civil aviation. The following is a summary of the third groups output (where M. Balgos participated):

The factors that should be considered by Centres in considering the possible use of distance learning are target population, nature of the job, complexity and stability of the subject matter, cost effectiveness, mechanism for distance learning, quality control of the product, and human resources with which to implement the program.

## **13. Observations on the Conference and how these apply to TRAINSEACOAST**

— Conduct of the Conference sessions

It was a formal arrangement with a Chair and two Vice Chair controlling the discussions. It was very methodical, following a procedure of working paper presentation, discussion, and decision making for each of the topics under an agenda item. However, there were agenda items where decisions were made without much comment or contribution from the floor. A less formal venue might elicit greater participation in the discussions.

— Clearly, there are lessons to be gained by TRAINSEACOAST from TRAINAIRs six years experience and from the agenda items discussed, the following stand out:

- A more aggressive fund sourcing led by the Central Unit is needed by TRAINSEACOAST. Similar approaches as those used by TRAINAIR maybe explored.
- As it is, the TDG adopted by the TRAINSEACOAST needs some modifications to better serve the needs of coastal management course developers. Afterwards, course developers workshops maybe conducted by member course development units (CDUs) and a set of procedures similar to that followed by TRAINAIR in conducting these workshops should be developed for standardized implementation.
- A combination of the Course Developers Seminar and coordination conference may be conducted by TRAINSEACOAST on a regular basis to serve the purposes of both activities as intended in TRAINAIR but without the constricting formality of its coordination conference. Communication between the Central Unit and among the CDUs should be increased so that matters get threshed out thoroughly even prior to such meetings to decrease discussion time. The use of the electronic mode is encouraged for ease in transmission, and cost and time considerations.
- There might be existing regional coastal management plans and these should be taken into consideration in the identification of STPs for future development by TRAINSEACOAST. (M. Balgos to request such from the ASEAN secretariat in Jakarta.) The reservation of an STP for development by a CDU by submitting a Phase 1 report is a good idea for producing timely STPs.
- The survey of TRAINAIR Programme members needs and expectations is a strategic exercise that should yield similarly useful data in laying down plans for future TRAINSEACOAST activities. Of primary importance is planning on how human resources (course developers/ instructors/resource persons) can be shared by CDUs.
- Items discussed under network rules change and operating procedures should be noted in the formulation of rules/guidelines/procedures to be developed for the TRAINSEACOAST network.
- Potential contributions from other TRAIN-X programmes, TRAINSEACOAST members and non-member training institutions should be identified as opportunities for stronger and more efficient collaboration in training.
- Distance learning is already being done by IOI/Fiji. Areas for appropriate application of ATT in training in coastal management should be identified. This matter as well as career development of course developers, instructor development programs and translations are important matters that should not be forgotten in planning TRAINSEACOAST activities.

— In view of the above observations, it is strongly recommended that the First TRAINSEACOAST Course Developers Coordination Seminar be organized as soon as possible to take care of the immediate

needs and gaps of the Programme.

**14. The efficiency, generosity and warmth with which CATC, Indonesia hosted the Conference are greatly appreciated.**

**(Working papers and list of participants may be provided if needed.)**

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**Sixth TRAINAIR Coordination Conference  
Jakarta, 20-23 November 1995**

**Agenda Item 4: Cooperation between UN Agencies (TRAIN-X)**

**The UN TRAIN-SEA-COAST Programme**  
(Presented by Miriam C. Balgos, International Center for  
Living Aquatic Resources Management)

**1. INTRODUCTION**

Coastal management is any multi-sectoral and multi-agency program established for the purpose of using and conserving a coastal resource or environment. Coastal resources have become scarce, and the resources needed for coastal management planning and implementation including environmental information, appropriate technology, public awareness, appropriate governance arrangements, and indigenous management expertise are insufficient. The 1992 UNCED call "to promote and facilitate the implementation of education and training efforts in integrated coastal and ocean management for sustainable development" addresses a problem which is acute in most coastal developing countries, particularly in planning and implementation of coastal management programs. The TRAIN-SEA-COAST Programme is an outgrowth of the Plan of Action on Training that was set forth during the consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development convened in June 1993 by UN/DOALOS and UNDP/DGIP.

**2. THE TRAIN-SEA-COAST PROGRAMME: OBJECTIVES AND ACTIVITIES**

2.1 The Programme aims at strengthening the existing capabilities of qualified training/educational institutions and individuals having responsibilities in the field of coastal and ocean management by developing local capacity for development and delivery of training courses and developing a cooperative network for the exchange of standardized courses, training staff and information among the members of the network.

2.2 Current membership of the TRAIN-SEA-COAST Programme consists of academic/research institutions with responsibilities in coastal and/or ocean management located in Brazil, Costa Rica, Fiji, India, Philippines, Senegal, Thailand, UK and USA. The Central Unit at UN/DOALOS exercises overall program management, monitoring and coordination function. It takes care of training course developers and monitors their progress in the development of standard training packages (STPs) through a reporting

system. The first Course Developers\_ Workshop took place in Stony Brook, Long Island, USA, from 23 January to 3 February 1995. The 18 Workshop participants who came from participating TRAIN-SEA-COAST centers and from UN agencies were trained in the development of Standardized Training Packages.

2.3 As members of the TRAIN-SEA-COAST network, the participants agreed to develop a set of STPs for the next two years, considering capability of the agencies. The courses are to be developed singly or jointly between network members. The target population includes policy-makers of the developing countries; senior staff at sectoral agencies responsible for the planning and management of natural resources and the environment; practitioners, public and private; the academic community and training institutions having responsibilities for the design and implementation of training programs.

The following are the STPs to be developed in year 1 (1995):

- a. Exchange and interrelationship among the watershed, coastal lagoons and coastal-ocean ecosystems (**Brazil**)
- b. Law-of-the-Sea and ocean policies (**Costa Rica and UK**)
- c. Application of remote sensing in coastal management (**Costa Rica**)
- d. Sustainable management of coastal fisheries in the tropics (**Fiji**)
- e. Ocean engineering aspects of nearshore and offshore exploration and exploitation (**India**)
- f. Harmonization of legislation for the sustainable conservation of fishery resources in the west Africa region (**Senegal**)
- g. Municipal coastal resources management (**Philippines**)
- h. Integrated coastal zone management: analysis for the formulation and implementation of coastal management plans (**Thailand**)
- i. Environmental management of commercial operations with special reference to ports and harbors (**UK**)
- j. Approaches to conflict management in ocean and coastal management (**USA**)

The above STPs are currently in various stages of development. The development of the STP assigned to the Philippines was deferred to give way to the development of an STP on 'Broad-based coastal management\_ which is supported by the Rockefeller Brothers Fund.

2.4. The TRAIN-SEA-COAST Programme has the following activities for the next two years:

For member countries:

- a. Establishment of the course development units (CDUs)
- b. Fund raising
- c. Preparation, validation and delivery of STPs

For the central unit:

- a. Building a communication system between the Central Unit and the CDUs and among the CDUs.
- b. Assisting the CDUs in their early stage of STP development
- c. Setting up a program strategy for network expansion, forming linkages with other programs, other UN agencies, and other TRAIN-X sister programs.
- d. Putting together a system for prioritizing areas of training for coastal and ocean management, and preparing strategies for implementation in the priority areas.

### **3. SUPPORT FROM OTHER TRAIN-X PROGRAMMES**

Through missions undertaken by Ms. Stella Vallejo, the TRAIN-SEA-COAST Programme Coordinator, support from TRAIN-X sister programs were solicited. These include assistance from experienced course developers in developing STPs and exchange of training materials (TRAINMAR),

preparation of a joint training package on 'Training in the Field of Services Linked to Tourism\_ (TRAINFORTRADE), and sharing of latest CBT methods and software and information technologies in distance training/education (CODEVTEL). Assistance from the Intergovernmental Oceanographic Commission (IOC) of UNESCO comes in the form of support for the formation of CDUs primarily related to the scientific component of coastal and ocean management.

#### **4. THE ROLE OF THE PROGRAMME AT THE REGIONAL LEVEL**

Various ecological, economic, political and social symptoms indicate the unsustainability of activities in the coastal areas in the region. Collapsing fisheries, water and grain scarcities, among other crises can cause economic instability and consequently, hunger and malnutrition, social conflicts, insurgencies, and crimes and violence. Among the solutions identified to address declining fisheries is significant improvement in the management of capture fisheries. There are several stakeholders involved in implementing strategies for better managed fisheries including commercial fishing boat operators, sustenance fishers, scientists and coastal managers, and policy makers. Each of these groups needs equipping in certain skills for them to be able to contribute towards better managed fisheries. The analyses of their roles are complicated by heterogeneity of the target clientele, from children, students, heads of families to politicians and technocrats, all needing the same basic understanding of coastal management and its significance in their survival. ICLARM, through a Rockefeller Brothers Fund assisted project, is tasked to do networking in Southeast Asia to facilitate information exchange and collaboration in training considering the present social and economic constraints in manpower development in coastal management. The project\_s ongoing collaborative training project hopes to come up with a how-to-guide in collaborative training for greater effectiveness and efficiency in terms of time, funds and other resources. It hopes to assist in carrying out the TRAIN-SEA-COAST\_s networking objective in the region.

## **TRAIN-SEA-COAST Programme - Mission Report**

*Rio Grande, Brazil, 21-24 November 1995*

The objective of this mission was twofold: (i) represent the United Nations at the official ceremony for the launching of Brazil's TRAIN-SEA-COAST (TSC) Course Development Unit (CDU); and (ii) undertake the annual visit to the CDU in order to discuss their progress, constraints (if any), and future development.

### *(i) Launching of Brazil's TRAIN-SEA-COAST Course Development Unit*

The official ceremony for the launching of Brazil's TRAIN-SEA-COAST Course Development Unit was organized by the Rector of the Universidade do Rio Grande, Professor Carlos Rodolfo Brandao Hartmann and Mrs. Enir Girondi Reis, Manager of the TSC Course Development Unit.

It was quite an impressive ceremony with the participation of the Head of the Interministerial Commission for the Resources of the Sea (CIRM) - Ministry of the Navy, Rear Admiral Julio Soares de Moura Neto, as well as local, regional and national authorities, representatives of Ministries and State Secretaries as well as the University staff.

The highlight of the ceremony was the signature of the Agreement between the University and the CIRM for the establishment and functioning of the TSC Course Development Unit in Brazil as well as the laying of the foundation stone for the newly created Instituto de Desenvolvimento Oceanico y Costeiro (IDECO) (Institute for Oceanic and Coastal Development). IDECO's main responsibilities are the hosting of Brazil's TRAIN-SEA-COAST Programme as well as the study and development of an integrated marine policy for the sustainable use of the coastal and marine areas, including human resources development, for which TSC is the operational arm of IDECO.

The official launching of the TSC Programme in Brazil is a significant step in the development of the TSC Programme as a whole. It is indicative of the commitment to and the willingness of the Government and the University to support the permanent establishment and functioning of the TSC Brazil. We see with great satisfaction that this initiative has evolved in a very positive and promising manner. In particular, we welcome this as a tripartite endeavour among an international organization (UN/DOALOS/OLA); the University (FRG); and the Government (CIRM). The Division for Ocean Affairs and the Law of the Sea (UN/DOALOS/OLA) through its coordination unit, provides the technical backstopping through the training of personnel in the TSC methodology, quality control in course preparation, and overall coordination of the network for the effective exchange of training packages among the members of the network. The Universidade do Rio Grande (FRG) is charged with the preparation, marketing and delivery of courses and provides the personnel and the infrastructure for the CDU. The Interministerial Commission for the Resources of the Sea (CIRM) provides logistical and financial support to TSC activities in the country.

### *(ii) Annual visit to the CDU*

Once again, in this, my second visit to the University, I was very impressed by the enthusiasm, commitment, and vision of the future on the part of its staff. The TSC Course Development Unit has been established (temporarily, until the IDECO facilities are completed), in a spacious room where the manager, course developers and secretary have their desks, equipment, and a small conference table.

The CDU has been provided with the most modern equipment available. This has allowed them to start the preparation of excellent materials (overheads) for official presentations, as well as brochures and letterhead/ writing pads with the TSC logo. They have also produced a sticker with the TSC logo, and it is quite pleasant to walk around the city and see so many cars displaying our logo.

Course preparation has been delayed due to the fact that both the manager as well as the course developers had to attend to commitments (teaching and research) made prior to their joining the TSC Programme. At the moment, however, all of them are working on a full-time basis for the TSC Programme. During 1995, they presented their first draft on Problem Analysis. With three full-time course developers (since the manager also collaborates in course development) they intend to be able to validate the course by October 1996\*. We discussed various items. e.g. recent developments in the international scene that may have an impact on the content of their STP; strategies for achieving a more effective coordination of technical inputs received from national, state and local stakeholders; the role of the CDU vis-a-vis the national coastal zone management programme; and the need for achieving better communication among the CDUs\*\*.

In 1995, they launched a full campaign at the national level to advertise the TSC Programme. This included the preparation of a short video on Brazil's TSC Programme that has been shown on national television. A second video, of longer duration, is under preparation. All CDU personnel have represented the TSC Programme in various meetings at the national level e.g. (i) a conference of heads of the Secretaries for the Environment (at the state level) where they made a presentation on the TSC Programme; (ii) various inter-ministerial meetings in Brasilia; and (iii) at the TRAINMAR Course entitled "The challenge of the third generation ports in Latin America" held in Rio Grande.

Another activity has been the initiation of a consultative process with national authorities having responsibilities in coastal and ocean matters, and in particular with the Ministry of Environment, which is the national entity responsible for the Coastal Management Programme of Brazil. These consultations are an on-going process, directly related to training needs analysis and course preparation.

\* On 19 January, 1996, the Universidade do Rio Grande proposed the addition of a third course developer to the CDU. On 25 January, the Rector of the University, the head of the CIRM, and the TSC Coordinator, jointly agreed that Dr. Lauro Julio Calliari would join the TSC CDU on a full-time basis starting the second semester of 1996.

\*\* Brazil's CDU has a proposal for improving communications among CDUs. Very soon they will directly all CDUs and the Central Unit on this matter.

Stella Maris Vallejo  
Coordinator, TRAIN-SEA-COAST Programme  
15 February 1996

DRAFT/26 February 96

**UNITED NATIONS DEVELOPMENT PROGRAMME**  
**Inter-regional Training in the field of Coastal and Ocean Management**  
**Project Document**

**Number:** .....

**Title:** Training Support for Operational Programmes

**Duration:** Three years

**Project Location:** United Nations  
Division for Ocean Affairs and the Law of the Sea (UN/DOALOS),  
New York

**ACC/UNDP Sector:** .....

**ACC/UNDP Subsector:** .....

**Executing Agency:** UN/DOALOS

**Estimated starting date:** ..... 1996

**1. Project Outline:**

**1.1.** The project follows the UNDP Strategic Initiative on Coastal and Ocean Management and the Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas (UNDP/UN-DOALOS 94-95480). It is directly relevant to **UNDP's mission to achieve sustainable human development** and to its primary role in ensuring the development and management of capacity building programmes, technical assistance or investment projects to help build institutional capacity and human resources development, or demonstrate implementation of needed interventions.

**1.2.** It focusses on providing training support to the GEF Operational Strategy and its associated programmes and as well as UNDP's field projects by building endogenous capacity for the development and delivering of training and educational programmes in the area of sustainable management of coastal and marine areas and the protection of the marine environment.

The strategy for achieving this goal is based on the following premises:

a) **capitalize on UNDP's 20 years of experience and contacts as a funding agency in the field of training** which among other initiatives has, since 1975, supported the establishment of the TRAIN-X family of training programmes which is a major operational arm of UNDP in the field of training. Programmes already established are: CODEVTEL/ITU (telecommunications), TRAINMAR/UNCTAD (ports and shipping); TRAINAIR/ICAO (civil aviation); TRAINFORTRADE/UNCTAD (international trade) and TRAIN-SEA-COAST/UN-DOALOS (coastal and ocean management). The TRAIN-X strategy is based, on the one hand, on the development of local capacity for the design, production and delivery of high quality training courses tailored to the needs of the countries concerned and, on the other hand, on the creation of a cooperative training and human resources development networks for the development of standardized course materials, training staff, and information among the members of the network. Training courses are developed according to a common methodology and to the same standard, which allows quality control and the sharing of information, courses, and training materials. This results in a maximization of resources, absence of



duplication as well as a course material sharing system that facilitates global cooperation in training. The recently created TRAIN-SEA-COAST Programme has greatly benefited from the experience of the four sister programmes that preceded her creation. In fact, it is representative of the cumulative investments in training development on the part of UN agencies, and particularly UNDP, which provided an open door to the technical expertise of the TRAIN-X family;

**b) capitalize in the 20 years of technical experience of the Division for Ocean Affairs and the Law of the Sea in the field on integrated coastal and ocean management;** including institution building for training, together with the contacts of UN-DOALOS within the coastal/ocean sector which were instrumental during the preliminary stages of the design of the TRAIN-SEA-COAST programme and the identification of potential members for the network;

**c) capitalize on the equally longstanding training experience and investments of the International Ocean Institute,** one of the oldest training networks in the field of marine affairs.

**d) capitalize on existing networks of training institutions,** in this case the TRAIN-SEA-COAST Programme (TSC) network with its 9 training centres; and the International Ocean Institute's (IOI) network having 8 training centres, 4 working as part of the TSC programme. The strengthening and expansion of this partnership, together the addition of 6 new training centres geared to the specific needs of field projects will have a multiplier effect that go much beyond the benefits that may accrued through isolated training efforts, whether at the national level or at the single project level.

**e) capitalize on these cooperative training networks** for providing personnel with the skills, awareness of best practices, and knowledge necessary to solve problems common to countries, regions and GEF projects, as well as for the exchange of course materials, training staff, and information.

**f) capitalize on the technical expertise in the field of training that TRAIN-SEA-COAST has directly delivered to** member countries through the training of personnel in the most advanced training methodologies and techniques, together with **the countries's specific investments** in facilities, infrastructure and personnel as well as the **investments of the International Ocean Institute,** as required for their participation in the TRAIN-SEA-COAST Programme.

**1.3.** The above mentioned strategy is particularly relevant to regional operational programmes of GEF and their regional and sub-regional components of UNDP, where the scale of management required and its associated capacity building components, transcends national boundaries. Projects such as e.g. the Black Sea and Gulf of Guinea, which have a regional character, calls for training approaches that optimize human resources development. In this context, the TRAIN-SEA-COAST network is an **effective instrument for building inter-regional capabilities,** by empowering countries to develop their own training solutions for addressing problems at the local, sub-regional or regional levels. As an **established mechanism for sharing valuable experiences as well as facilitating cooperation in capacity building at the regional level,** the cooperative training network is instrumental in facilitating the development and delivery of common training courses that address shared problems within a region, thus making efforts more cost-effective and having a considerable multiplier effect.

**1.4.** The concept and planning of the TRAIN-SEA-COAST Programme was undertaken by UN/DOALOS with assistance from UNDP/STAPS through Project INT/93/009/B/09/01. This has

enabled the initial nine course development units (CDUs) to participate and form the basis for the resource sharing network. The UN/DOALOS contributed to this project through the institutionalization of the TRAIN-SEA-COAST Central Unit at UN Headquarters as an active function of the Division since the commencement of the project and by providing a full-time coordinator, additional professional staff and support service personnel. UNDP contributed with financial support for the initiation of the Programme and technical support through a cadre of consultants from the TRAIN-X system that assisted in the establishment of the TSC Programme.

**1.5. This project is required to:** (1) through the network of the TRAIN-SEA-COAST Programme, provide training support to GEF operational programmes and UNDP field projects; (2) establish six new training centres, three within the IOI/TSC network and three within the TRAIN-SEA-COAST network; (3) strengthen the nine initial TSC centres through 1998, to ensure a better re-orientation and consolidation of existing training centres to the new demands of GEF and UNDP operational programmes.

## **PART A - CONTEXT**

### **2. Background of the Project**

**2.1. UNCED** made an urgent call to States to promote and facilitate education and training efforts in integrated coastal and ocean management. Faced with these demands, countries were at crossroads concerning the development of human resources and they appealed for the instruments and resources (technical, financial and human) required to enhance their capabilities to effectively deal with marine/coastal issues in the years to come. This includes the development of technical knowledge and management skills over a wide range of complementary areas, from policy making to socio-economic and environmental aspects, and the methodologies to develop and implement coastal and ocean management plans.

**2.2.** In response to this challenge, institutions with capacity in training in the marine sector have been engaged in an on-going dialogue (coordinated jointly by UN/DOALOS and UNDP/STAPS) towards the development of an Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas. The first meeting - the **Consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development** - took place in Sassari, Sardinia, Italy from 21-23 June 1993. The meeting paid special attention to the implications of Agenda 21 vis-a-vis training as well as UNCLOS, as the general framework for the Plan of Action.

**2.3. The UN Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas**, emphasizes the need for a training strategy focused primarily on:

- (I) the interdependence between coastal and ocean areas as a resource system and a management unit, closely interconnected by environmental, economic and social elements requiring a holistic and anticipatory approach to making decisions for the short and long-term;

- (ii) creating new attitudes towards sustainable development of coastal and marine areas and enhancing the capacity of individuals at all levels, but particularly at the policy-making level, to evaluate and address the crucial questions related to policy choices and modes of implementation among development options. This should be based on an understanding of environmental potential and limits, and of priority needs affecting the coastal and marine interests of the countries concerned;
- (iii) improving, through training and education, the knowledge, skills and attitudes of specific target groups (policy-makers/planners, coastal and marine managers, and users/implementors/operators) as identified by the participants at the Consultative Meeting;
- (iv) institution building, by strengthening existing institutions or, if needed, establishing new institutional arrangements, including centres of excellence in interdisciplinary, cross-sectoral training, education and research necessary to promote the application of an integrated approach to the management of coastal and marine areas;
- (v) enhancing, developing and/or strengthening complementarities among UN agencies, international and regional funding organizations, governments, and inter-governmental and non-governmental organizations in order to address training and educational priority needs and promote coherence and consistency of action; and
- (vi) building on the comparative advantage of participating organizations through systematic networking and other means.

**2.4.** Other developments are having considerable impact on current capacity building efforts. The **UNDP Strategic Initiative on Coastal and Ocean Management** focus on promoting the use of integrated coastal and marine resource management within the context of national sustainable human development mainly through: (i) training and capacity building; (ii) utilizing its portfolio of projects as a basis for demonstration; and (iii) targeted research. In addition, these activities will be augmented by establishing a system within UNDP for exchanging information and experiences between field projects. The “training and capacity building” component aims to address the training needs of individuals with responsibilities for integrated management of coastal and ocean resources at the national and regional levels as well as provide UNDP field offices, and regional and global coordinators with the background, information and tools needed to promote incorporation of marine and coastal resources training and capacity building into sustainable development activities.

**2.5.** Other important developments after UNCED have been **the entry into force in 1994 of the United Nations Convention on the Law of the Sea**, together with very important complementary international law and policy laid down in 1995: **the Agreement for the Implementation of the Provisions of the UN Convention on the Law of the Sea of 10 December 1982 relating to the Conservation and Management of Straddling Fish Stocks and Highly Migratory Fish Stocks** (United Nations 1995), **the Code of Conduct for Responsible Fisheries** (FAO, 1995) and **the Global Programme of Action for the Protection of the Marine Environment from Land-based Activities** (UNEP, 1995).

**2.6.** All the above mentioned agreements and initiatives require a follow-up. The TRAIN-SEA-COAST Programme can play a supporting role in the implementation of these agreements as well as field projects through its capability for responding to new and emerging training areas e.g. the preparation of a global training and information package on the policy aspects of the implementation of the Global Programme of Action for the Protection of the Marine Environment from Land-based

Activities.

### 3. Major Problems Addressed

3.1. The full consequence of the above developments, and their impact vis-a-vis the associated requirements for human resources development, has yet to be adequately recognized. This is due to the fact that, while Governments are encouraged to develop plans for integrated coastal area management -- and by extension, for the management of the EEZs within national development plans, at the same time they face a number of constraints which impede their progress in that direction. Among others, *the insufficient development, in many countries, of the national capacity to implement sustainable development strategies as well as the lack of adequate institutional arrangements and coordination mechanisms.*

The major causes for constraints are:

#### At the country level:

- (I) lack of human resources effectively trained in the broad spectrum of disciplines and cross-sectoral perspectives needed to effectively implement ecosystem based, and integrated approaches to the planning and management of coastal and adjacent marine areas;
- (ii) lack of accurate and effective data on manpower requirements and training needs to meet anticipated developments in the field of coastal and ocean management;
- (iii) the ad-hoc nature of responses to human resources development undertaken by a myriad of un-coordinated efforts that lead to duplication, limited impact upon the target population and limited cost-effectiveness;
- (iv) lack of a policy for human resources development to provide a coherent framework for the development of training.

#### At the project level:

- (I) project teams are each developing training materials and training and capacity building efforts within the context of their own projects, resulting in duplication of efforts and expenditures;
- (ii) little advantage is being taken of transferring experiences from one project to another, resulting in a lack of sharing best practices and courses, including demonstrations of approaches, case studies, pilot initiatives and innovative technologies;
- (iii) lack of an overall plan or approach to provide a coherent framework for the development of training and capacity building activities.

### 4. Prior and On-going Assistance

*The TRAIN-SEA-COAST Programme*

4.1 The TRAIN-SEA-COAST Programme was launched in 1993 by the UN Division for Ocean Affairs and the Law of the Sea (UN-DOALOS), with the support of United Nations Development Programme, Science, Technology and the Private Sector Division (UNDP-STAPS), and in collaboration with UN and non-UN organizations involved in course development. The Japanese Government contributed through the provision of funds to the implementation of the first Course Developers Workshop.

4.2. The Programme is an outgrowth of the UN Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas which called for the establishment of an international, decentralized programme for the coordinated development and sharing of high quality standardized course material. It is the primary instrument through which the UN-DOALOS is attempting to build up national capabilities for human resources development in the field of coastal and ocean management.

**4.3. The Programme aims at strengthening the existing capabilities of qualified training/educational institutions and individuals having responsibilities in the field of coastal and ocean management.** It consists of a training network made up of interested academic and training institutions from both developing and developed countries willing to participate in the programme and cooperate with each other. Course Development Units (CDUs) are currently located in nine countries, viz. Fiji, Senegal, Costa Rica, Brazil, India, Philippines, Thailand, United States and United Kingdom. Under the current budget and as part of network expansion plans, three more course development units will join the network in 1996.

4.4. The Central Support Unit at UN-DOALOS provides the link among training centres by exercising and overall programme management and coordination function which includes training of personnel, provision of backup support to centres participating, training information system, and quality control of the courses under preparation through periodic reports at least four times during the preparation of their Standard Training packages (STPs).

4.5. The first Course Developers Workshop took place in Stany Brook, Long Island, USA, from 23 January to 3 February 1995. As a result of the Workshop, 19 participants from participating TRAIN-SEA-COAST course development units and 3 from UN agencies were trained in the preparation of advanced, high quality course material TRAIN-SEA-COAST standards in the form of Standardized Training Packages (STPs). In addition, as members of the TRAIN-SEA-COAST network, the participants discussed an extensive menu of courses and agreed, at the network level, on their particular course development tasks (**see list of courses under preparation in annex 1**).

4.6. The first year of operation of the Programme has rendered useful lessons. In terms of facilities and equipment, all CDUs are fully established. Others face some constraints primarily owing to funding limitations (all CDUs are self-sustained), availability of personnel on a full-time basis, and commitments made prior to their joining the Programme (primarily teaching and research activities). This has retarded the full integration of the Programme within the administrative and operational structure of the universities. Despite these limitations, the majority of CDUs, having the equipment and the team in place have started the preparation of courses.

4.7. The first year of operation also showed the need to:

- a) Strengthen linkages among CDUs; national/local government; and UN-DOALOS;
- b) Strengthen linkages to national coastal and ocean management programmes;
- c) Strengthen linkages at the project level;
- d) Strengthen linkages with UN agencies with capacity in training in the field of coastal and ocean management.

4.8. Some progress has been made in the above mentioned areas. At the international level, very positive consultations have been undertaken with sister programmes on modes of cooperation and assistance between programmes. Similarly consultations were undertaken with UN agencies. At the national level, direct linkages are established with CZM programmes in Brazil and Philippines.

*The International Ocean Institute*

To be completed

## **PART B - PROJECT JUSTIFICATION**

### **5. Reasons for UNDP Assistance**

5.1. The rapid development of national initiatives and international projects, together with the need for implementing recently adopted Conventions call for urgent measures on human resources development. During the last decade, efforts have resulted in about 30 developing countries having initiated national programmes. (See annex 2). There are also several hundred, if not more, country-based projects or activities that are concerned with marine resource management as well as a myriad of programmes developed by international organizations. Some valuable capacities have been built as a result of more than two decades of experience in training and education in coastal and ocean management. However, much remains to be done in terms of improving efficiency and promoting synergy. For example, while many of these projects face similar sustainable resource management issues, and therefore have similar needs for training and capacity building, the majority of training efforts have evolved on an isolated basis.

5.2. Capacity-building involves human resource development, the development of organizations, and promoting the emergence of an overall policy environment conducive to the generation of appropriate responses to emerging needs, including sustainable funding of infrastructure and personnel. Countries should formulate long-term, sustained human resources development policies and programmes while the international organizations should assist and equip them to undertake their expanded responsibilities. This involves devising a holistic strategy for planning human resources development initiatives based on:

- (i) a thorough assessment of human resources development needs at the project level; (on the basis of priority problem areas that merit a training solution, with emphasis on site-specific, day-to day management requirements)
- (ii) Identification of the target population (policy-makers; coastal/ocean managers; sectoral managers; users/operators);
- (iii) A clear delimitation of the focus of the training efforts (cross-sectoral; sectoral); and
- (iv) Assessment of the most appropriate application level of the training efforts (global; regional; local) to more comprehensively address priority coastal and marine issues, including broad representation of geographical locations;

The above mentioned Consultative Meeting on Training developed a framework for training requirements and course alternatives where target groups, administrative levels and focus for training initiatives are clearly identified (see annex 3).

**5.3.** The growing UNDP role in ocean affairs, including its expanding, on-the ground portfolio of activities, puts it in a position to play an important role in helping governments, collaborating agencies, donors and NGOs to formulate and implement activities that promote sustainable human development through the wise use of marine and coastal resources. Major UNDP capacity building tools are the TRAIN-X system, the TRAIN-SEA-COAST Programme, Regional Ocean Training; and the CC:TRAIN Programme (in climate change). These global networks have served as frameworks for participating organizations and donors to build on, so co-funding is high. Furthermore, as partner with UNEP and the World Bank in managing the Global Environment Facility, and implementing agency for GEF, UNDP has a portfolio in ocean and coastal management of over \$70 million in 18 approved global, regional and national projects, with 40-50 similar marine and coastal projects being proposed.

**5.4.** With regard to training and capacity building, the UNDP Strategic Initiative on Coastal and Ocean Management calls for a more systematized approach at the project formulation stage to ensure that marine and coastal resource management training and capacity building exercises are included, that they conform to national sustainable development requirements, and that they take account of on-going activities.

**5.5.** The advantages of a cooperative training network to address these goals as well as provide an established framework for collaboration among projects cannot be overemphasized. In addition to the cost effectiveness and multiplier effect that is inherent of the network approach, the TRAIN-SEA-COAST network can play an important supporting role in: 1) manpower assessment and training needs assessment in on-going and planned marine and coastal field projects ; 2) building-up permanent in-country course design and implementation capabilities; 3) building up national financial commitment towards human resources development; 4) be instrumental in the design of a national human resources development policy; and 5) strengthening the linkages between the coastal/ocean sector, the educational/training system and the public/private sector.

## 6. Target Beneficiaries

To be completed

## PART C - DEVELOPMENT OBJECTIVE

8. To be completed

## PART D - IMMEDIATE OBJECTIVES - OUTPUTS and ACTIVITIES

### 9. TRAIN-SEA-COAST Sharing System Expansion, Maintenance and Strengthening

**Overall objective:** To ensure the timely expansion and strengthening of the TRAIN-SEA-COAST Sharing Network and to encourage and support the active participation in the network's development of both initial as well as new CDUs.

*Output 9A : Establishment of six TRAIN-SEA-COAST Course Development Units geared to the specific training needs of UNDP projects*

**Immediate objective:** Ensure that the new CDUs have the capacity to actively participate in the TRAIN-SEA-COAST Network and that their activities are effectively coordinated with existing CDUs. This includes the following activities:

- 9A.1. *Participation Assessment Missions by UN/DOALOS, jointly with project managers, of potential CDUs* at the national and sub-regional levels within the context of major UNDP projects in the field of marine and coastal management.

Starting Date:	2nd quarter 1996
Duration:	Six assessment missions of 3 days each
Responsible Party:	UN/DOALOS
Cost:	16,500

- 9A.2. *Establishment and operation of the six new CDUs*

Starting Date:	3rd quarter 1996
Duration:	3 years
Responsible Party:	Host country
Cost:	Host country in-kind contribution



- 9A.3. Undertaking, by all CDUs, of a *training needs assessment* for their respective region/subregion.

Starting Date: 3rd quarter 1996  
 Duration: 3-day meeting for 15 participants  
 Location: Course Development Units selected  
 Responsible Party: Course Development Units selected  
 Cost: 271,875

- 9A.4 *Validation*, by each new CDU, of four Standard Training Packages (STPs) according to TRAIN-SEA-COAST standards

Starting Date: 9 months after CDUs are operational  
 Duration: 10-day meeting for 15 participants, for each STP  
 Responsible Party: Each CDU  
 Cost: 1,500,000

- 9A.5 *Fund raising*, by each CDU, for the continuous delivery of the selected STPs.

Starting Date: As soon as CDUs are selected  
 Duration: Throughout the duration of the project  
 Responsible Party: Each CDU  
 Cost: No cost to the project

- 9A.6 *Monitoring*, by UN/DOALOS, of all CDUs activities

Starting Date: Upon the start of CDUs operations  
 Duration: Through the duration of the project  
 Responsible Party: UN/DOALOS  
 Cost: No cost to the project

**Output 9B : Maintenance of the Standard Training Package (STP) Sharing System**

**Immediate objective:** The TRAIN-SEA-COAST STP System will be operated and expanded, and the STPs prepared shall conform to TRAIN-SEA-COAST standards.

- 9B.1 Organize and conduct a three-week *Course Developers Workshop* to train course developers for newly participating CDUs and to expand the capabilities of existing participating CDUs.

Starting Date: 3rd quarter of 1996  
 Duration: 3 week meeting for 2 participants from each CDU  
 Responsible Party: UN/DOALOS  
 Location: To be determined  
 Cost: 247,200

- 9B.2 *Review phase reports and other STP materials* prepared by the CDUs and provide advice and guidance as required to ensure TRAIN-SEA-COAST standards are maintained

Starting Date: 3 months after CDUs start operations  
 Duration: Throughout the project  
 Responsible Party: UN/DOALOS  
 Cost: No cost to the project

- 9B.3 Organize a *one-week Coordination Conference* per year to:

- a) enable active CDUs to exchange views and obtain from the Central Unit feedback on their techniques; and  
 b) enable managers of CDUs to establish policies for the sharing system and to set priorities for future STP preparation.

Starting Date: One year after CDUs start operations  
 Duration: 4-day meeting pf CDU managers  
 Location: to be determined  
 Responsible Party: UN/DOALOS  
 Cost: 117,000

- 9B.4 *Translate the Training Development Guidelines (TDG)* into French and Spanish

Starting Date: 3rd quarter 1996  
 Duration: as required  
 Responsible Party: UN/DOALOS  
 Cost: 40,000

### **Output 9C: Strengthening of the Course Development Units (CDUs)**

**Immediate objective:** Assist all participating CDUs in improving their training standards for STPs being prepared throughout the network as well as to provide guidance in the most advanced training technologies.

- 9C.1. At the request of CDUs, and through consultancies, *provide technical advice and guidance* on the application of the TRAIN-SEA-COAST course preparation methodology as well as to assist in the validation of STPs

Starting Date: 3 months after each CDU start operations  
 Duration: 4 consultancies/5 days/first year/each CDU  
 Location: Each CDU  
 Responsible Party: UN/DOALOS through consultancies  
 Cost: 465,000

- 9C.2. Provide selected CDUs (no more than three) with *technical advice and guidance on the application of computer technologies for training*. This would be a pilot project.

Starting Date: 4th quarter 1996  
 Duration: 4 consultancies/15 days/first year/each CDU  
 Location: Each CDU selected for pilot project  
 Responsible Party: UN/DOALOS with assistance of CODEVTEL  
 Cost: 93,000

**SUMMARY OF COSTS**

<b>Output 9A :</b>	<b>Establishment of 6 TRAIN-SEA-COAST CDUs</b>	
<b>Output 9A1:</b>	<b>Participation Assessment Missions</b>	<b>16,500</b>
<b>Output 9A2:</b>	<b>Establishment &amp; Operation of CDUs</b>	<b>no cost to the project</b>
<b>Output 9A3:</b>	<b>Training Needs Assessment</b>	<b>271,875</b>
<b>Output 9A4:</b>	<b>Validation of STPs</b>	<b>1,500,000</b>
<b>Output 9A5:</b>	<b>Fund Raising for Each CDU</b>	<b>no cost to the project</b>
<b>Output 9A6:</b>	<b>Monitoring of CDU Activities</b>	<b>no cost to the project</b>
<b>Sub-Total:</b>		<b>1,788,375</b>
<b>Output 9B :</b>	<b>Maintenance of the Standard Training Package (STP) Sharing System</b>	
<b>Output 9B1:</b>	<b>Course Developers Workshop</b>	<b>247,200</b>
<b>Output 9B2:</b>	<b>Coordination Conference</b>	<b>117,000</b>
<b>Output 9B3:</b>	<b>Translation of the TDG</b>	<b>40,000</b>
<b>Sub- Total:</b>		<b>404,200</b>
<b>Output 9C:</b>	<b>Strengthening of the Course Development Units (CDUs)</b>	
<b>Output 9C1:</b>	<b>Provision of Technical Advice (Consultancies)</b>	<b>465,000</b>
<b>Output 9C2:</b>	<b>Computer Technologies for Training</b>	<b>93,000</b>
<b>Sub-Total:</b>		<b>558,000</b>
<b>GRAND TOTAL:</b>		<b>2,750,575</b>

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**BREAKDOWN OF COSTS BY ACTIVITIES AND OUTPUTS**

**Output 9A: Establishment of six TRAIN-SEA-COAST Course Development Units geared to the specific training needs of UNDP projects**

**9A.3: Training needs assessment: 3-day meeting for 15 \* participants/year**

Expenses per day			Persons	Days	Total
DSA (local)	\$ 75	per day, per participant	5	3	1,125
DSA (national)	\$ 150	per day, per participant	5	3	2,250
DSA (regional)	\$ 150	per day, per participant	5	3	2,250
Travel (national)	\$ 500	round trip, per participant	5	-	2,500
Travel (regional)	\$ 2,000	round trip, per participant	5	-	10,000
TOTAL for <i>each</i> CDU					<b>18,125</b>
TOTAL for <i>fifteen</i> CDUs					<b>271,875</b>

- \* 5 local participants: no travel; 50% DSA
- 5 national participants: travel \$500; 100% DSA
- 5 regional participants: travel \$2,000; 100% DSA

**9A.4: Validation of STPs: 10-day meeting for 30\* participants/year**

DSA (local)	\$ 75	per day, per participant	10	10	7,500
DSA (national)	\$ 150	per day, per participant	10	10	15,000
DSA (regional)	\$ 150	per day, per participant	10	10	15,000
Travel (national)	\$ 500	round trip, per participant	10	-	5,000
Travel (regional)	\$ 2,000	round trip, per participant	10	-	20,000
TOTAL for <i>each</i> CDU					<b>62,500</b>
TOTAL for <i>twenty-four</i> STPs validated					<b>1,500,000</b>

- \* 10 local participants: no travel; 50% DSA
- 10 national participants: travel \$500; 100% DSA
- 10 regional participants: travel \$2,000; 100% DSA

Please see over

**Output 9B: Maintenance of the STP Sharing System****9B.1(a): Course Developers' Workshop: 3-week meeting for 2 participants from each new CDU/year**

DSA (Hotel/Meals)	\$ 150	per day, per participant	12	21	37,800
Travel	\$ 2,000	round trip, per participant	12	-	24,000
TOTAL for one year					61,800
TOTAL for <i>three</i> years (A)					<b>185,400</b>

**9B.1(b): Course Developers' Workshop: 3-week meeting for 2 participants from each of the nine existing CDUs/year (Only for 1997-1998)**

DSA (Hotel/Meals)	\$ 150	per day, per participant	18	21	56,700
Travel	\$ 2,000	round trip, per participant	18	-	36,000
Total for one year					92,700
TOTAL for <i>two</i> years (B)					<b>185,400</b>

**9B.1(c): Course Developers' Workshop: 3-week meeting for 2 participants from fifteen CDUs - 1996-1998**

Total A	185,400
Total B	185,400
TOTAL (C)	<b>370,800</b>

**9B.3: One-week Coordination Conference**

DSA (Hotel/Meals)	\$ 150	per day, per participant	15	4	9,000
Travel	\$ 2,000	round trip, per participant	15	-	30,000
Total for one year					39,000
TOTAL for <i>three</i> years					<b>117,000</b>

**Output 9C: Strengthening of the Course Development Units****9C.1: Provision of technical advice and guidance to CDUs**

<b>Preparation of STPs</b>		No.				
Travel	\$ 2,000	round trip	1	3 trips	6,000	
Fee	\$ 350	per day	1	10 days 3 times	10,500	
DSA	\$ 150	per day	1	15 days 3 times	6,750	<b>23,250</b>

**Validation of STPs**

Travel	\$ 2,000	round trip	1	1 trips	2,000	
Fee	\$ 350	per day	1	10 days	3,500	
DSA	\$ 150	per day	1	15 days	2,250	<b>7,750</b>

Total for each CDU per year	31,000
Total for <i>fifteen</i> CDUs for <i>one</i> year	<b>465,000</b>

*For: Mr. P. Reynolds*

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To: Mr. Hans Corell  
Through: Mr. Jean-Pierre Lévy  
From: Stella-Maris Vallejo

Re: Drafts of Membership Application Form for the TRAIN-SEA-COAST Network and TRAIN-SEA-COAST Network Rules

1. Attached please find the drafts of the Application for Membership of the TRAIN-SEA-COAST Network, to be signed by the organizations sponsoring and/or hosting the Course Development Units (CDUs) of our TRAIN-SEA-COAST Programme, and the TRAIN-SEA-COAST Network Rules to which the signatories must subscribe. The main purpose of the application form is to secure from all CDUs participating in the TRAIN-SEA-COAST Network a written agreement to abide by the rules of the Network. We would appreciate very much having your comments and suggestions on these drafts before sending them to all TRAIN-SEA-COAST CDUs for their comments.

2. This application for membership as well as the network rules have been drafted on the basis of similar documents used by the sister TRAIN-X programmes, particularly those of TRAINAIR and TRAINMAR. A copy of TRAINMAR Rules is attached for your information.

3. I am at your disposal for any further clarification that you may require in reviewing these drafts. Our intention, after receiving and incorporating your comments and suggestions, is to send these drafts to the CDUs to solicit their views. If any of their views and suggestions require further revision of the drafts, we will of course refer them back to your office for final consideration. I thank you, in advance, for your assistance in this matter.

DRAFT

APPLICATION FOR MEMBERSHIP  
OF THE TRAIN-SEA-COAST NETWORK

(Sample)

A training Course Development Unit has been established at [the Fundação Universidade do Rio Grande, Departamento de Oceanografia, with approval and support of the Interministerial Commission for the Resources of the Sea, Ministry of the Navy, Brazil.] I herewith request that [the Universidade do Rio Grande] be accepted as a member of the TRAIN-SEA-COAST Network.

The full name and contact address of the Course Development Unit is :

[Prof. Carlos Rodolfo Brandao Hartmann  
Rector  
Fundação Universidade do Rio Grande  
Departamento de Oceanografia  
Av. Italia Km. 8  
Cx. P. 474  
96201-900 Rio Grande RS  
Brazil  
Telephone: 55 (532) 302-000; 301-900  
Facsimile: 55 (532) 302-126]

The officer responsible for TRAIN-SEA-COAST activities is [Mrs. Enir Girondi Reis, Manager, TRAIN-SEA-COAST Course Development Unit.]

On behalf of the Course Development Unit, I agree that [the Fundação Universidade do Rio Grande] complies with the Network Rules attached hereto. I confirm that the Course Development Unit accepts the obligations as member, as listed in section 2.2.1 of the Network Rules.

Signed: (For the Fundação Universidade do Rio Grande) .....

Name: .....

Title: .....



9 October 1995 / 2nd DRAFT

## TRAIN-SEA-COAST NETWORK RULES

(..... 19.....)

### 1. INTRODUCTION

#### 1.1 Goal of the TRAIN-SEA-COAST ~~Programme~~ Network?

1.1.1 The goal of the TRAIN-SEA-COAST Programme is to strengthen the existing capabilities of training/educational institutions having responsibilities in the field of coastal and ocean management to meet their management training needs through cooperative action among the members of the network.

1.1.2 This goal is to be achieved in particular through :

- application of a common standardized pedagogic methodology and training management approach;
- coordinated development of high quality training courses;
- exchange of training material corresponding to agreed quality standards on a cost-sharing basis;
- mutual support in the implementation of training programmes;
- inclusion in the network of additional institutions qualified to contribute to cooperation activities;
- exchange of experience internationally.

#### 1.2 Membership Qualifications

1.2.1 The TRAIN-SEA-COAST ~~Programme~~ Network? is a cooperative sharing network open to training/educational institutions throughout the world, provided they have the capability to prepare or adapt course materials to TRAIN-SEA-COAST standards.

1.2.2 Institutions joining the Programme must be prepared to share the Standard Training Packages (STPs) and then, in turn, will have access to copies of STPs prepared by other institutions. Institutions that are both producers and users of STPs qualify as *Members* of the TRAIN-SEA-COAST Network and are entitled to participate in the formulation of policies for the operation of the cooperative training network.

### 1.3 Benefits of Membership

1.3.1 Membership in the Network helps institutions to increase the quantity and quality of the training they provide so as to enhance the professional performance of the local or national constituencies they serve.

1.3.2 Through the TRAIN-SEA-COAST ~~Programme~~ Network?, Members will have established an active Course Development Unit (CDU), with Course Developers trained to TRAIN-SEA-COAST standards. The CDU will prepare STPs with support and guidance from the Central Support Unit (CSU) in the Division for Ocean Affairs and the Law of the Sea of the United Nations Office of Legal Affairs (UN/DOALOS).

1.3.3 Although the preparation of each STP takes considerable time, all Members of the TRAIN-SEA-COAST Network will have access to any of the other STPs being prepared (to the same standards) by other participating CDUs. The TRAIN-SEA-COAST CSU is responsible for keeping members advised of STPs available, monitoring the standards of STP materials under preparation and assisting CDUs to maintain the required standards. Moreover the course developers are also trained in the techniques of adapting STPs from other locations to meet local conditions.

1.3.4 Members of the TRAIN-SEA-COAST Network will, therefore, be able to progressively upgrade their training programme by conducting courses based on the continually expanding pool of high-quality course material, in the form of STPs, available through the Network. The TRAIN-SEA-COAST Network will also provide a forum for further cooperation between members on training issues.

## **2. MEMBERSHIP RULES**

### **2.1 TRAIN-SEA-COAST ~~Programme~~ Network? Membership**

2.1.1 Membership of the TRAIN-SEA-COAST ~~Programme~~ Network? shall be granted by UN/DOALOS to institutions which contribute at least one STP to the required standards on a topic and of a duration acceptable to UN/DOALOS, and to other (~~all the?~~) members of the Network.

### **2.2 Responsibilities of Members**

2.2.1 Members shall :

- a) undertake to maintain an active CDU with trained course developers capable of preparing STPs to TRAIN-SEA-COAST standards;
- b) comply with the TRAIN-SEA-COAST Network Rules; and
- c) undertake to participate in TRAIN-SEA-COAST activities including an active role in the formulation of policies of the cooperative TRAIN-SEA-COAST Network, through regular participation in TRAIN-SEA-COAST coordination conferences.

### **2.3 Agreement**

2.3.1 All institutions whose training centres participate in the TRAIN-SEA-COAST Network shall agree in writing to abide by the rules of the Network.

2.3.2 Each written agreement shall be signed or formally accepted by the most senior officer of the institution concerned, e.g. the Rector/Chancellor of a university, or by his/her authorized representative.

## **3. SHARING NETWORK RULES**

### **3.1 Standards**

3.1.1 Only STPs approved by the CSU and conforming to the standards set out in the TRAIN-SEA-COAST Training Development Guidelines (TDG) (including validation) shall be made available to the Network.

### **3.2 Pool Access**

3.2.1 STPs from the pool (**explain what is pool**) shall be available only to Members.

### **3.3 STP Provision**

3.3.1 When requested by Members, STPs shall be supplied by the originating institution. If the supplier wishes, a charge for actual reproduction costs and postage may be made. To facilitate sharing, this charge should be kept to a minimum by reflecting only actual cost incurred in duplication and postage.

3.3.2 STPs requested by sister programmes, e.g. TRAINMAR and TRAINFORTRADE, shall be supplied on the same basis as for Members.

### **3.4 Master Copies of STPs**

3.4.1 Each STP prepared shall remain the property of the institution which prepares it and that institution shall retain the master copy.

### **3.5 Recording of STPs**

3.5.1 UN/DOALOS, shall maintain records of all STPs available and keep TRAIN-SEA-COAST participants advised of current available STP details.

3.5.2 A copy of each new STP prepared shall be provided to the UN/DOALOS, free of charge, for recording and reference purposes in the STP register.

### **3.6 Future STPs**

3.6.1 Although the majority of STPs developed are to be shared within the Network, institutions may develop STPs on any topic to suit their training requirements at the local level, provided they adhere to TRAIN-SEA-COAST methodology and standards. The TRAIN-SEA-COAST CSU shall be contacted in order to list all proposed STPs in the STP Register.

3.6.2 However, the assignment of an STP number will not be made until a Phase I report (**explain**) has been submitted to the CSU and backed up by the respective institutions commitment to develop the course. This step initiates UN/DOALOS technical backstopping procedures.

3.6.3 An STP shall not be considered reserved by a Member until an STP number has been assigned. If another Member is interested in developing a listed course that has not yet been assigned an STP number the CSU will consult with the two centres (**CDUs?**) to determine the best course of action.

### **3.7 Network Coordination**

3.7.1 UN/DOALOS is the focal point for coordination of the TRAIN-SEA-COAST Network and incorporates the TRAIN-SEA-COAST CSU. The CSU provides the link with the training centres through an overall programme management and coordination function which includes :

- regular contact with network members;
- quality control of the STPs under preparation through review of four phases;

- technical advice and guidance from, or arranged by, the TRAIN-SEA-COAST CSU, on the initial content of STPs, as well as on future changes necessary;
- a training information system for the management of the cooperative Network;
- marketing and seeking funds for the Network activities;
- organization of periodic meetings for monitoring the activities of the Network; and
- human resources development in the form of courses for training course developers, instructors and training managers.

In its capacity, CSU will not be liable to meet any obligations of the members of the Network. The obligations of CSU will be limited to those outlined in the present document.

### **3.8 Ordering and Use of STPs**

3.8.1 Participating institutions may request STPs directly from the originator, or through CSU. However, CSU shall be advised of all transactions in order to permit records to be accurately maintained.

3.8.2 Any course which is delivered based on an STP shall clearly indicate to the potential users of the course:

- a) That it is a TRAIN-SEA-COAST Course; and
- b) The name and country of the Centre (CDU?) which originated the STP.
- c) The date, the locale, and the number of participants for each course delivery; this will help the Network to collectively maintain a record of achievements and its capacity as a training mechanism at the global level.

### **3.9 Floppy Disks**

3.9.1 Each STP prepared, in addition to containing a complete hard copy of all printed material, shall also provide this material by E-mail and on floppy disks, wherever possible, to facilitate its future adaptation, translation and revision. All such software shall conform to UN/DOALOS, or TRAIN-SEA-COAST standards.

### **3.10 Updating**

3.10.1 The updating of STPs shall remain the responsibility of the originator. UN/DOALOS will provide technical backstopping advice when regulatory or technical changes necessitate the revision of a given STP. In principle the originating training centre should review courses for possible updating every two or three years.

3.10.2 All completed revisions should be reported to UN/DOALOS, and a copy of the revised STP provided for the recording system. The originating training centre shall provide updates to recipients of a shared STP upon request.

3.10.3 While updates of STPs will be provided upon request to recipients of a shared course, the responsibility for the currency of any course remains that of the centre delivering the course.

### **3.11 Adaptations and Translations**

3.11.1 Translations or adaptations of an STP, which result in a change of a task, an objective, the target population or are for different equipment, shall be considered as a new STP. A copy shall be forwarded to UN/DOALOS for recording and the adapting/translating institution shall retain the new master copy. Even if there are no major changes, translations and adaptations should be reported to the TRAIN-SEA-COAST CSU for possible inclusion in future TRAIN-SEA-COAST catalogues.

### **3.12 Implementation of STPs**

3.12.1 Originators of an STP have a responsibility in assisting users to effectively implement courses based on the STP, if this is requested. However, any costs involved in the implementation process shall be the responsibility of the party requesting the advice or guidance on implementation.

#### **4. RULE AMENDMENTS**

4.1 The TRAIN-SEA-COAST Network Rules may be amended only by the concurrence of the Members.

4.2 Prior to any amendment to the TRAIN-SEA-COAST Network Rules, all Members must have received advice from CSU on the proposed amendment and have had an opportunity to comment.

- END -



**PROJECT BRIEF  
(DRAFT)**

**UNITED NATIONS DIVISION FOR OCEAN AFFAIRS AND THE LAW OF THE SEA  
TRAIN-SEA-COAST PROGRAMME**

**STRENGTHENING THE TRAIN-SEA-COAST PROGRAMME:  
COSTA RICA**

*AT THE  
INTERNATIONAL OCEAN INSTITUTE OPERATIONAL CENTRE  
UNIVERSIDAD NACIONAL, COSTA RICA*

<b>TOTAL PROJECT COST:</b>	<b>\$US 295,500</b>
<b>INTERNATIONAL OCEAN INSTITUTE INPUT (IN KIND):</b>	<b>\$US 324,000</b>
<b>IMPLEMENTING AGENCY:</b>	International Ocean Institute (IOI) Operational Centre at the Universidad Nacional, Costa Rica
<b>INTERNATIONAL COORDINATION:</b>	United Nations Division for Ocean Affairs and the Law of the Sea (UN-DOALOS) TRAIN-SEA-COAST Programme Central Support Unit
<b>PROJECT START DATE:</b>	January 1997
<b>PROJECT DURATION:</b>	3 years

- a) Focussing its menu of courses only on priority problems that merit a training solution and on training courses that address common problems within a region thus, maximizing their effect and results;
- b) Relying on material-dependent courses rather than instructor-dependent courses, thus the TSC courses can be shared directly or adapted by other TSC members;
- c) Incorporating educational institutions into a self-sustaining, resource sharing, cooperative system which, with continuing UN-DOALOS support and guidance and through utilization of shared resources, will permit them to provide more targeted training to the personnel with responsibilities in the coastal/ocean sector;
- d) Establishing a rich and valuable flow of information and resources from and to universities, governmental institutions and the private sector that greatly benefits the production of STPs and enables the maximum transfer of knowledge and skills directly through the global network. National and nongovernmental institutions are consulted extensively in the development of STPs; and
- e) Establishing formal linkages with national coastal zone management programmes which allow CDUs to tailor the courses to the training priorities of national programmes and provide a valuable service in the form of preparation and delivery of high quality training courses conforming to international standards.

On the basis of the above, the project will enable IOI-Costa Rica, the Universidad Nacional and its partner organizations to deliver TRAIN-SEA-COAST courses to a wide audience, among others: senior policy-makers/planners at the national and subregional levels that need to be sensitized to the underlying principles of integrated management of coastal and marine areas; programme and project managers that need the knowledge, skills and attitudes required in the practice of coastal/ocean management; operational agents, including coastal and ocean management practitioners requiring specialized training in specific technical, legal and managerial issues; and resource owners at local communities, fishermen, etc. that require technical skills and enhancement of awareness on issues of conservation and sustainable development in the Central America and Caribbean region.

**Objectives of the project:**

- 1) Conduct a training needs assessment exercise with the collaboration of key institutions in the Central America and Caribbean Region.
- 2) Determination of the suitability of the courses already identified for development by the IOI - Costa Rica Course Development Unit (CDU) and, if necessary, modify them.

- 3) Development of three STPs suitable for adaptation and delivery by the IOI- Costa Rica, and other national training institutions.
- 4) Validation (2) of the TRAIN-SEA-COAST courses developed under this project.

**Expected end of project situation:**

- 1) A menu of training priorities, at the regional, national and local levels for the next five years.
- 2) Three courses and their associated modules (3) will have been developed in accordance with the TRAIN-SEA-COAST methodology and will be available for distribution to other members of the TSC Programme, both regionally and internationally.
- 3) Courses and modules developed by the other members of the TSC Programme network will be made available for the Central America and Caribbean region through the IOI-Costa Rica TRAIN-SEA-COAST Course Development Unit.
- 4) Validation of the three TRAIN-SEA-COAST courses by the IOI-Costa Rica will have taken place and 90 participants from the region will have been trained during the first delivery of the course.
- 5) A cadre of course developers will have been trained by UN/DOALOS (TSC Central Support Unit). The IOI-Costa Rica at the Universidad Nacional will also be trained through the TSC Instructors Development Programme in the delivery of technically sophisticated course material having the highest international standards.
- 6) Course developers from IOI-Costa Rica will have the opportunity to exchange experiences with other TRAIN-SEA-COAST Course Development Units (e.g. from the Philippines).
- 7) The formal and informal networks developed during the project will place IOI-Costa Rica, the Universidad Nacional and its partner institutions in a lead position as a training centre for coastal and ocean management. The national/regional network of participating institutions established during the networking will enhance the Central America and Caribbean region's training information data-base and course development capabilities thus advancing TDCD.

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(2) See Glossary of Training Terms

(3) Under TRAIN-SEA-COAST, the STPs to be developed will be flexible in that they can be utilized in their entirety, or in part using only those modules relevant to the target audience. Thus, a range of target groups will be impacted, by selecting from appropriate components of the TSC STPs. The individual training components may be delivered over a period from 3 to 25 contact days.

**BUDGET (in \$US)**

<b>Item</b>	<b>Project Budget</b>
Training needs assessment	4,500
CDU Staff	81,000 (a)
Subject matter experts	30,000
Validation	90,000 (b)
Travel	30,000 (c)
Pedagogic/technical consultants	30,000 (d)
Exchange of course developers	20,000 (e)
Materials	10,000 (f)
<b>TOTAL</b>	<b>295,500</b>

- (a) Includes salaries of two part-time course developers.
- (b) This will supply scholarships for 30 participants at the first delivery of each of the three courses prepared by the CDU.
- (c) Travel of course developers and CDU manager for consultations with regional agencies and governments during the preparation of the courses, research for case studies, etc.
- (d) Includes technical advise and pedagogic guidance, as required to support in-country activities to ensure TSC standards are maintained. Where the TSC Central Support Unit determines it necessary this will be supplemented by an external review.
- (e) Includes travel and DSA for Costa Rican CDU personnel or personnel from other TSC course development units .
- (f) This includes purchase of graphics software as well as text editing.

<b>Inputs (a)</b>	<b>IOI- Costa Rica</b>
CDU staff	81,000
IOI-Staff	195,000
Operations IOI-Costa Rica	18,000
Equipment	30,000
<b>TOTAL</b>	<b>324,000</b>

- (a) Does not include the substantial contributions of the TRAIN-SEA-COAST Central Support Unit at UN/DOALOS, which comprises Programme coordination, networking, inputs from the TSC Coordinator and UN experts, training of CDU staff and annual coordination conferences. Does not include the non-quantifiable contributions of the existing TSC network capability and outputs and linkages with all UN system agencies and institutions with responsibilities in coastal/ocean management and related fields. Does not include contributions of existing IOI network, nor their capabilities or the teaching materials already developed.

## Glossary of training terms

### 1. Course Development Unit

A course development unit (CDU) is composed of a team of specialists working under the *training manager* who is the person with executive responsibility for the development and management of training. This person would supervise course development and in smaller units would normally lead the course development team.

*Course developers* are training specialists who have acquired course development skills in developing training packages to TRAIN-X standards normally through attendance at the Course Developers' Workshop. As a member of the team, the course developer would provide the stimulus for creative course development; guide and control the progress of the course development; and collect, write, edit and compile training materials into a training package with the assistance of other team members and technical support staff.

*Subject-matter experts* are persons with practical experience of the specific subject area for which a training package is being developed. They provide the necessary authoritative technical inputs during course development. This contribution can be via discussions, interviews and/or by working and writing alongside the course developer.

Three other experts may join the CDU:

A *graphics designer* provides technical input to the course development process in the form of advice on layout and design of training materials and the production of audio visual materials. Has a key role in the development of computer-based courses.

A *computing expert* provides technical input in the form of advice and guidance of computing hardware and software required in the course development process and may assist in the production of training materials produced by computer.

*Course leader-instructor*: Although developers can usefully participate in the first delivery of a package they have developed, in the long-term it will be handed to instructional staff or specialized course leaders.

The essential qualifications for an instructor using a training package are the ability to motivate students, a deep knowledge of the subject which allows them to add their personal touch to what has been put in the package, and an appreciation of the value of following the validated Training Package training sequence.

### 2. Standard Training Package (STP)

STP refers to the physical assembly of training material that complies with TRAIN-SEA-COAST standards and is issued with a TRAIN-SEA-COAST series number. An STP is usually divided into a number of modules. It contains all material required for the course and a detailed step-by-step guide for the instructor, all reference material required by the trainee, a full set of tests, exercises and model answers, as well as all audio-visual material used in the course.

### 3. **Training Package**

The complete set of materials needed for the delivery of a training course, which are:

- course description forms
- the instructor's guide, including guidance notes and lesson plans for each module, backed up by paper prints of overhead transparencies and scripts of videos and films
- all training aids including overhead transparencies, video cassettes, films, computer programmes, and specification for models, simulators, etc.
- all trainee materials, including reference handbooks, handouts, test materials and model answers.

### 4. **Validation**

The proving of a complete training package by means of a tryout on a representative group of trainees from the target population. A course is validated when it has been shown that at least 80% of the participants achieved at least 80% success in all mastery tests.

WHAT IS THE  
TRAIN-SEA-COAST  
PROGRAMME ?

WHY WAS THE  
PROGRAMME  
CREATED ?

WHO IS INVOLVED  
IN THE  
PROGRAMME ?



WHAT ARE THE  
ADVANTAGES OF  
THE PROGRAMME ?

HOW DOES IT  
RESPOND TO NEW  
MARKET DEMANDS  
IN THE FIELD OF  
TRAINING ?

MEMBERSHIP ?

## **THE UN/DOALOS TRAIN-SEA-COAST COURSE DEVELOPMENT AND SHARING PROGRAMME IN THE FIELD OF COASTAL AND OCEAN MANAGEMENT**

### *What is the TRAIN-SEA-COAST Programme?*

TRAIN-SEA-COAST is an inter-country cooperative training and human resources development (HRD) network composed of training/educational centres in both developed and developing countries. It aims at strengthening the capabilities of institutions and individuals having responsibilities in the field of coastal and ocean management. One of the most relevant characteristics of TRAIN-SEA-COAST is being a global programme rooted at the national level. The instruments for capacity building are: (a) the development of local capacity for the design, production and delivery of high quality training courses that address problems at the local, subregional or regional levels; and (b) a cooperative network for the exchange of course materials, training staff and information.

### *Why was the TRAIN-SEA-COAST Programme created?*

The rapid development of national initiatives and international projects in the field of integrated coastal management (ICZM) and ocean management (OM) worldwide, presents considerable challenges to both institutions and individuals involved with the development of human resources. During the last decade, efforts have resulted in about thirty developing countries having initiated national programmes, together with several hundred - if not more - country-based projects or activities that are concerned with marine resource management as well as a myriad of programmes developed and implemented by international organizations.

UNCED made an urgent call to States to promote and facilitate education and training efforts in integrated coastal and ocean management, thus exhorting States to enhance their capabilities in effectively dealing with coastal/marine issues in the years to come. This includes the development of technical knowledge and management skills over a wide range of complementary areas, from policy-making to socio-economic and environmental aspects, and the methodologies to develop and implement coastal and ocean management plans.



Furthermore, the concept of integrated management of coastal and marine areas has come to be embraced as a central organizing concept in a number of the post-UNCED related conferences and international agreements having important implications in terms of emerging training needs. The scope of training is thus expanded to a much wider range of issues, e.g. from dealing with the impacts of climate change on low lying coastal areas, to addressing the human impacts on marine and coastal biological diversity, to the control of landbased sources of marine pollution.

Institutions delivering training all over the world are facing enormous challenges. In response to these challenges, the UN/DOALOS at the United Nations Headquarters embarked in 1993 upon a programme of action to help developing countries tackle their training problems in coastal and ocean management. The underlying philosophy is that: (a) the problem needs to be sized by the developing countries themselves and training provided through specialized training centres at the national level; (b) the scale of the problem is simply not compatible with the resources of any single organization; and (c) the time has come for the design of global strategies for HRD that are rooted at the national, subregional and local levels.

#### *Who is involved in the TRAIN-SEA-COAST Programme?*

The TRAIN-SEA-COAST Programme is an outgrowth of the UN Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas which called for the establishment of an international, decentralized programme for the coordinated development and sharing of high quality standardized course material. It was launched in 1993 by the United Nations/Division for Ocean Affairs and the Law of the Sea (UN/DOALOS), with the support of the United Nations Development Programme/Science, Technology and the Private Sector Division (UNDP/STAPS), and in collaboration with UN and non-UN organizations involved in course development.

The TRAIN-SEA-COAST Central Coordinating Unit located at UN/DOALOS provides the link among the Course Development Units (CDUs) by exercising an overall programme management and coordination function which includes:

- (a) quality control of the courses under preparation through four major formal periodic reports as well as informal reporting on a monthly basis;
- (b) HRD in the form of a series of courses for training course developers, instructors and training managers;
- (c) a training information system for the management of the cooperative network;
- (d) training of personnel and provision of backup support facilities to participating Course Development Units; and
- (e) periodic meetings for monitoring the activities of the network.

The TRAIN-SEA-COAST Course Development Units (CDUs) are currently located in nine countries. viz. Brazil (Fundacao Universidade do Rio Grande), Costa Rica\* (Universidad Nacional), Fiji\* (The University of the South Pacific), India\* (Indian Institute of Technology), Philippines (International Center for Living Aquatic Resources Management), Senegal\* (Centre de Recherches Oceanographiques de Dakar/Thiaroye), Thailand (Coastal Resources Institute), United States (University of Delaware) and United Kingdom (University of Wales and University of Plymouth) (\* - operating in collaboration with the International Ocean Institute).

***What are the advantages of the TRAIN-SEA-COAST Programme?***

TRAIN-SEA-COAST has the capability of responding to emerging operational needs and institutional changes that have and will continue to take place in the coastal/ocean sector. Senior policy makers/planners at the national and subregional levels need to be sensitized to the underlying principles of integrated management of coastal and marine areas; programme and project managers need the knowledge, skills and attitudes required in the practice of coastal/ocean management, whether the plans/programmes are set up on an integrated basis or are tied to sectoral components; operational agents, including coastal and ocean management practitioners, require specialized training in the specific

technical, legal and managerial requirements of users/ implementors/operators; and resource owners at local communities, fishermen, etc. require technical skills and enhancement of awareness on issues of conservation and sustainable development.

In fact, TRAIN-SEA-COAST is already developing a menu of training courses dealing with relevant aspects of coastal area management and ocean management e.g. community participation in coastal zone management; strategies for the management of multiple use conflicts affecting coastal and marine resources, including ecosystem health and biological diversity.

By being a cooperative training network for the exchange of course materials, training staff, and information among the members of the network, TRAIN-SEA-COAST plays an important role as a mechanism for sharing valuable experiences as well as cooperation in capacity building at the regional level. Common training courses that address shared problems within a region make efforts more cost-effective and their multiplier effect is considerable.

*How does TRAIN-SEA-COAST respond to emerging market demands  
in the field of training?*

The provision of training in the field of coastal and ocean management, like other services, must also adapt to the needs of users. Unfortunately, training is rarely designed and delivered in sufficient alignment with management priorities to ensure that it is meeting the real needs, that it is followed by the people most needing it and that trainees can apply their knowledge and skills when they return to the workplace. In this context, TRAIN-SEA-COAST Course Development Units are constantly faced with new demands that should be tailored to the specific training priorities of e.g. national programmes, local administrations, project personnel, and the private sector. Short courses (one week or of lesser duration) based on high quality materials geared to the client's needs, and flexible schedules outside working hours, are in high demand. Time availability and increasing budget reductions for travelling outside home to take courses are also creating a demand for new modes of learning that can be conducted outside the classroom, such as computer-assisted learning and distance learning.

Furthermore, in light of the limited resources available for training in the majority of countries, the need for sharing training resources - course development costs, training materials, experience and trainers - is

a must. The network approach as embodied in the TRAIN-SEA-COAST Programme, allows cost-effectiveness in the training process, thus spreading the overall preparation effort among the members of the network ensuring that each and everyone has access to suitable material for its training programmes. It is also an effective mechanism for establishing a rich and valuable flow of information, resources and experience among universities, governmental institutions and the private sector, enriching the production of training courses and enabling the maximum transfer of knowledge and skills through the global network.

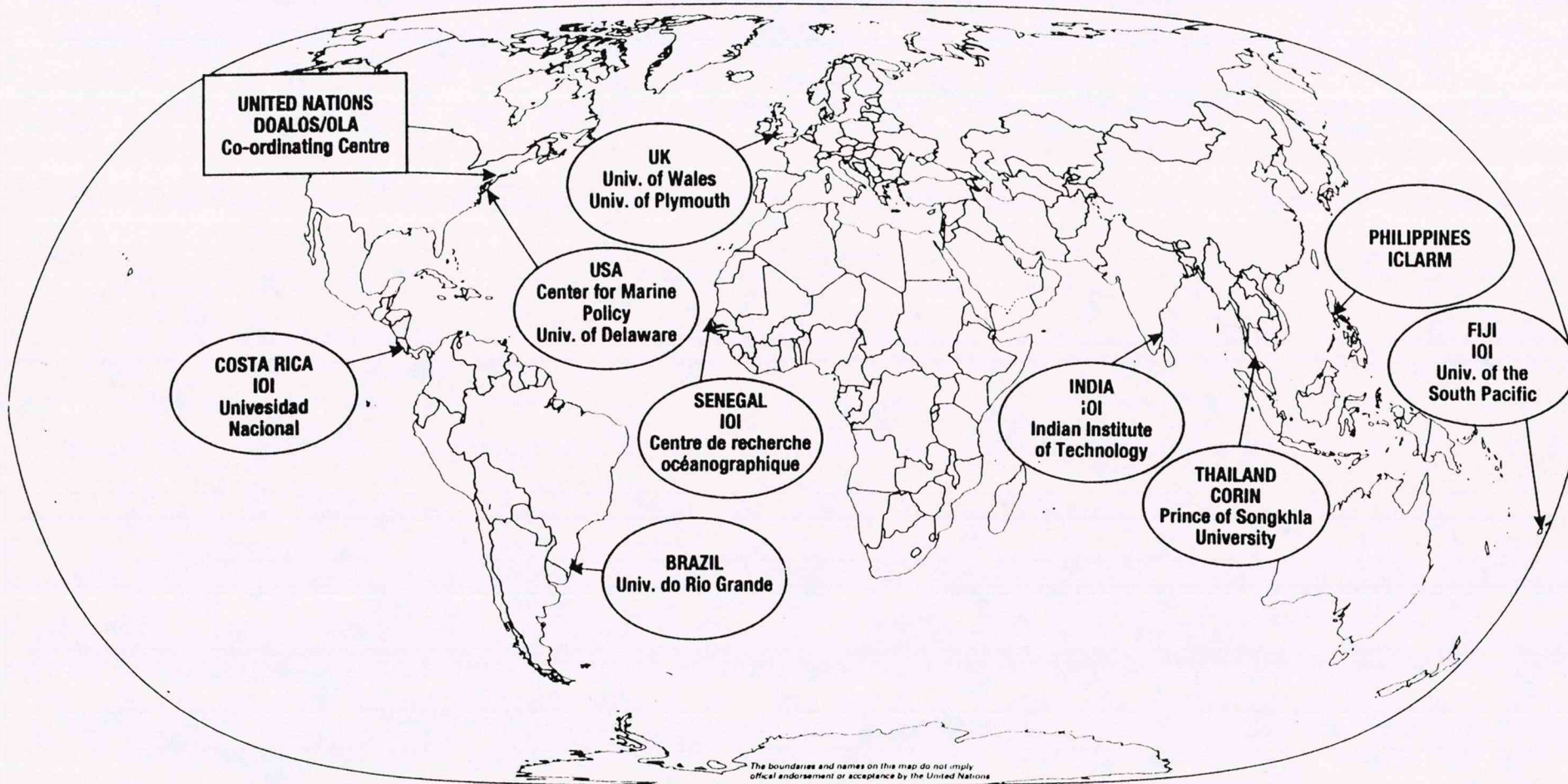
*How does one become a member of the TRAIN-SEA-COAST Programme?*

Membership of the TRAIN-SEA-COAST Programme is open to qualified training educational institutions in both developing and developed countries that are willing to join the network and cooperate with all its members.

For more information on the TRAIN-SEA-COAST Programme, please contact Ms. Stella Maris Vallejo, Coordinator, TRAIN-SEA-COAST Programme, United Nations, Division for Ocean Affairs and the Law of the Sea, Office of Legal Affairs, Room DC2-482, 2 United Nations Plaza, New York, NY 10017, U.S.A. E-mail: [vallejo@un.org](mailto:vallejo@un.org); Telephone no.: (212) 963-3935; Fax no.: (212) 963-5847.



## TRAIN-SEA-COAST NETWORK



The boundaries and names on this map do not imply official endorsement or acceptance by the United Nations

A HUMAN RESOURCE DEVELOPMENT  
NETWORK  
OF  
UNITED NATIONS AGENCIES



*Mission Statement:*

*The TRAIN-X Network promotes inter-agency cooperation to enhance the quality and cost-effectiveness of the inter-country programmes for course development and sharing supported by each member agency*

16 October 1996

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## 1. WHAT IS TRAIN-X?

TRAIN-X is a UNDP-sponsored cooperative network of UN Agency human resource development programmes using TRAIN-X methodology. The programme coordinator in each agency manages a system for the preparation and sharing of high quality course packages treating specialized fields of importance for national, regional and global development. All TRAIN-X programmes use a common course development methodology (see Figure 1). Together, TRAIN-X programmes help almost 200 national and regional training centres (see Annex 2) in 66 countries to provide improved training to thousands of people annually. In the current period of financial constraints, purposeful cooperation between UN agencies, sectors and countries through the TRAIN-X network and its programmes represents a viable means for upgrading and developing the UN System's capacity building effort.

TRAIN-X is a generic symbol representing the acronyms of the member programmes described in Section 8 below.

## 2. WHAT IS THE TRAIN-X APPROACH?

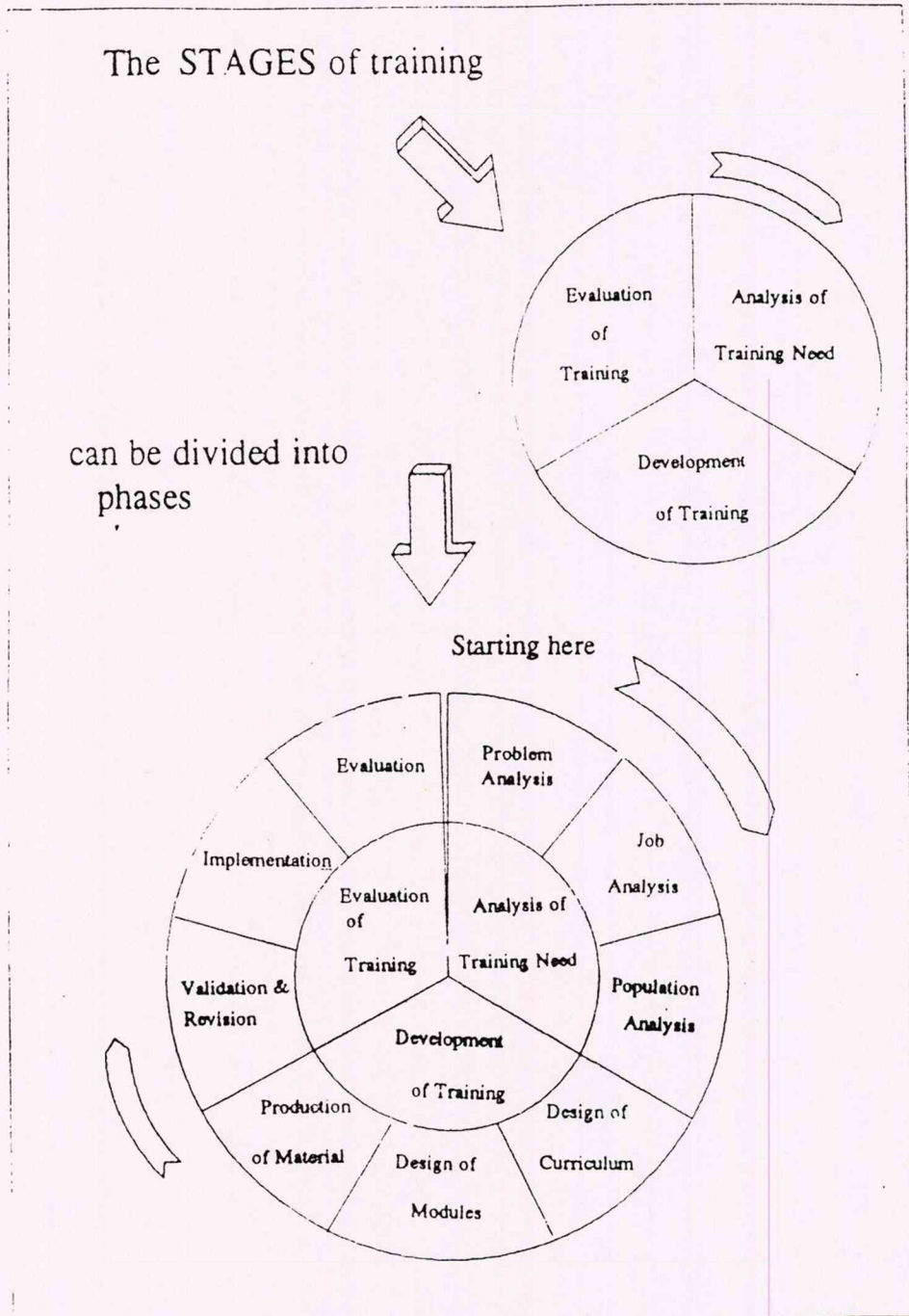
The TRAIN-X approach shared by each programme can be summarized in the following six major elements:

1. A COMMON TRAINING DEVELOPMENT METHODOLOGY (See Figure 1);
2. CO-ORDINATED DEVELOPMENT OF TRAINING MATERIAL TO MAXIMIZE RESOURCES AND AVOID DUPLICATION;
3. A CO-OPERATIVE NETWORK FOR THE EXCHANGE OF MATERIAL AND INSTRUCTORS BETWEEN TRAINING CENTRES;
4. A SERIES OF COURSES AND MEETINGS FOR THE TRAINING OF TRAINERS INCLUDING HRD/TRAINING MANAGERS, COURSE DEVELOPERS AND INSTRUCTORS;
5. USE OF MODERN TRAINING TECHNIQUES INCLUDING OPEN LEARNING AND COMPUTER ASSISTED AND MULTI-MEDIA LEARNING;
6. USE OF TRAINING INFORMATION SYSTEMS FOR THE MANAGEMENT OF LARGE CO-OPERATIVE NETWORKS.



FIGURE 1

# THE TRAIN-X TRAINING DEVELOPMENT METHODOLOGY



### 3. WHY WAS THE TRAIN-X METHODOLOGY INTRODUCED?

Many strategies for training development had foundered because of the inability of country training institutions to design good courses, and to cope with a rapid turn-over of instructors; and because of the inability of centrally-developed courses to match the specific local needs. In particular, the one-off seminar delivered by visiting experts, had usually been found expensive and less than effective.

The TRAIN-X strategy was introduced to overcome these problems, and to ensure that the resources were applied so as to:

- (a) produce effective training, aimed directly at job skills;
- (b) mobilise the whole international community;
- (c) produce a sustainable increase in local capability.

### 4. WHAT ARE BENEFITS OF TRAIN-X?

The benefits of the TRAIN-X approach to human resources development, the TRAIN-X agency programmes, and the TRAIN-X inter-agency network are different according to the different perspectives of developing countries, donors and UN agencies. For developing countries, the TRAIN-X approach to human resources development, and developed among other things, a unique opportunity to improve the quality of their training while building their capacity to recognize and satisfy priority training needs and to develop more high quality training packages. Developing and developed countries make more effective use of their course development staff by putting more effort into the preparation of a limited number of high quality courses, while gaining access to courses prepared by network partners. For donors, TRAIN-X offers a highly cost-effective way of investing in training development within a self-sustaining network. The global TRAIN-X network represents the type of inter-agency collaboration which many donors encourage. For UN agencies, the TRAIN-X approach offers better training modules and savings in cost and staff time. The global TRAIN-X network offers the opportunity to learn from the considerable experience of other agencies.

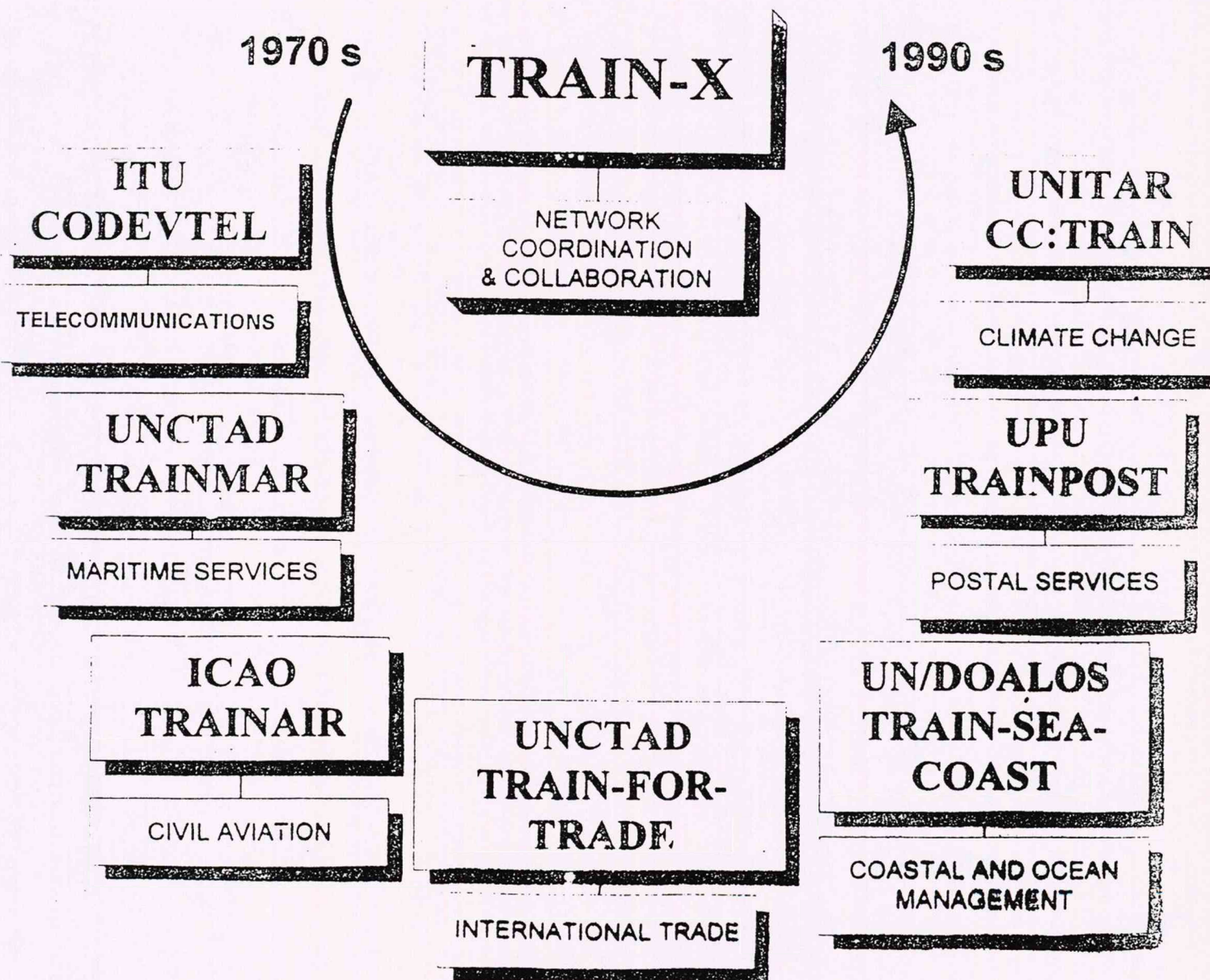
### 5. HOW HAS TRAIN-X EVOLVED?

ITU pioneered the cooperative training approach (TRAIN-X approach) in the early 1970's with its CODEVTEC programme. When TRAINMAR was established in 1980, UNCTAD drew on the successful experience of ITU. Having proved that the cooperative training approach could be transferred successfully to new sectors, both programmes gave support in the 1980s for the creation of TRAINAIR (ICAO) and TRAIN-FOR-TRADE (UNCTAD).

In 1992, UNDP's Division for Global and Interregional Programmes organized a global review of the four programmes to determine areas of possible collaboration and the suitability of a

FIGURE 2

# HISTORICAL DEVELOPMENT OF UNITED NATIONS TRAINING PROGRAMMES



cooperative network approach. The global review, which gave a positive assessment, was discussed at the first TRAIN-X roundtable at UNDP Headquarters in December 1992. UNDP served as the first TRAIN-X Coordinator. At the second roundtable (September 1993, UNCTAD, Geneva) and the third roundtable (2-3 March 1995, ICAO, Montreal, Canada) effective collaboration increased. UNDP successfully encouraged three additional agencies to adopt the TRAIN-X methodology, which had been called the standard by which other UNDP training programmes should be judged. These were TRAIN-SEA-COAST-UN, CC;TRAIN-UNITAR AND TRAINPOST-UPU. Each UN agency contributes between \$200,000 and \$500,000 per year to support their central team for the programme. UNDP serves as a facilitator for the network. The fourth TRAIN-X roundtable (10-11 June 1996, ITU, Geneva) consolidated the past achievements and established the working framework described in Section 7.

#### 6. HOW DOES THE TRAIN-X NETWORK WORK?

TRAIN-X is now a full-fledged network with a Coordinator for 1996/1997 (ITU), a subsequent meeting set for 8-9 September 1997 in New York hosted by UN and UNDP, a workplan for 1996/1997 and an information exchange system. The TRAIN-X network currently consists of the following elements:

1. INSTITUTIONAL FRAMEWORK
  - a) Virtual TRAIN-X Central Unit through the TRAIN-X Home Page on the World Wide Web (www.htp...)
  - b) TRAIN-X Round Tables every 18 months with a workplan monitored by the TRAIN-X Coordinator (ITU for 1996/97)
  
2. INFORMATION EXCHANGE including e-mail bulletins from one programme to all other programmes on:
  - a) courses open to other programmes (e.g. course developers workshop);
  - b) meetings/conferences open to other programmes;
  - c) needs for consultants, national experts, understudy opportunities, etc.
  - d) availability of understudy opportunities or literature, courses or best practices;
  - e) plans for travel where up to 1/2 day might be for assistance to other programmes.
  
3. SMALL CONTINGENCY FUND for TRAIN-X initiatives

## 7. WHAT HAS TRAIN-X ACCOMPLISHED?

In addition to the significant achievements of the individual agency TRAIN-X programmes, the TRAIN-X network itself is building a track record of success.

Collaboration through the TRAIN-X network commonly takes place at the global, regional and national levels and can involve all programmes, several programmes or two programmes. The following gives an indication of recent types of collaboration:

### GLOBAL

#### a) All Programmes:

- establishment of a TRAIN-X brochure and Home Page, and;
- sharing and improvement of methodology, and;
- ITU training in computer-based learning.

#### b) Several Programmes: common simplified course development methodology for TRAIN-FOR-TRADE, TRAIN-SEA-COAST and CC:TRAIN.

#### c) Two Programmes:

- participation in each others annual conferences, seminars and workshops;
- sharing of material;
- TRAIN-FOR-TRADE==TRAIN-SEA-COAST joint course on coastal tourism;
- CC:TRAIN - TRAIN-SEA-COAST joint course on integrated coastal management and climate change.

### REGIONAL

#### a) All Programmes: none yet

#### b) Several Programmes: none yet

#### c) Two Programmes: ILO-TRAINMAR joint meeting TRAINAIR/TRAINMAR joint Course Development Workshop

### NATIONAL

#### a) All Programmes: none yet

#### b) Several Programmes: Kenya review of TRAIN-X programmes

#### c) Two Programmes: (TRAINAIR-TRAINMAR joint course development in Panama) and numerous cases of established programmes helping new ones through trained national personnel available in a country.

8. WHO BELONGS TO TRAIN-X?

The membership of the TRAIN-X network as of September 1996 is detailed in Annex 2, "TRAIN-X Listing of Countries" and indicated in Figure 2. "Historical Development of United Nations Co-operative Training Networks." It includes the following programmes:



a. (ITU - International Telecommunications Union, Geneva, Switzerland) The ITU using CODEVTEL methodology covers training in all fields of telecommunication. It has facilitated the development of over 700 course packages in more than 100 countries.

CONTACT: Ms. Barbara Wilson  
HRD Officer  
ITU-BDT/FOP/HRD  
Place des Nations  
1211 Geneve 20  
Switzerland

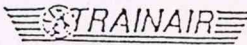
Phone: (41 22) 730-5424  
Fax : (41 22) 730-5484  
E-mail:  
barbara.wilson@itu.ch  
Virtual Training Centre:  
(<http://www3.itu.ch/VTC>)



b. TRAINMAR (UNCTAD - United Nations Conference on Trade and Development, Geneva, Switzerland) The TRAINMAR programme covers training for managers and officials responsible for service to maritime trade, including shipping, ports and multi-modal transport. It has developed 35 course packages through its course development units in 50 countries.

CONTACT: Mr. Michael Daunt  
TRAINMAR Coordinator  
TRAINMAR (UNCTAD)  
Services Development  
Division  
UN Geneva, Switzerland

Phone: (41 22) 907 0049  
Fax: (41 22) 907 0050  
E-mail:  
michael.daunt@unctad.org

c.  TRAINAIR (ICAO - International Civil Aviation Organization, Montreal, Canada) The TRAINAIR programme covers training in all fields of civil aviation. It has developed 32 course packages through its course development units in 18 countries.

CONTACT: Mr. Mitch Fox  
Chief  
TRAINAIR Central Unit  
International Civil Aviation  
Organization (ICAO)  
999 University Street  
Montreal, Québec H3C 5H7  
Canada

Phone: (514) 954 6757  
Fax: (514) 954 6759  
E-mail: MFOX@ICAO.ORG



g. CC:TRAIN (UNITAR - United Nations Institute for Training and Research, Geneva, Switzerland) The CC:TRAIN programme covers training related to the implementation of the UN Framework Convention on Climate Change. It is developing 4 course (workshop) packages through its course development units in 4 regional organizations.

CONTACT: Mr. Gao Pronove  
Programme Coordinator  
UNITAR  
Annexe du Petit Saconnex  
16, avenue J. Trembley  
Geneva, Switzerland

Phone: (41 22) 798 5850  
Fax: (41 22) 979 9034  
E-mail: GPRONOVE.UNFCCC@UNEP.ORG

h. UNDP (United Nations Development Programme, New York, USA) UNDP has provided encouragement and/or funding for all of the programmes and serves as a facilitator for the TRAIN-X network.

CONTACT: Mr. Philip Reynolds  
Senior Programme Officer  
Sustainable Energy and  
Environment Division  
Bureau for Policy and  
Programme Support  
UNDP  
One United Nations Plaza  
304 E. 45th Street, FF-1276  
New York, NY 10017

Phone: (212) 906 5866  
Fax: (212) 906 6973  
E-Mail: philip.reynolds@undp.org

#### 9. WHO HAS MORE INFORMATION ON TRAIN-X?

Information on the individual agency TRAIN-X programmes listed in Section 8 can be obtained from the TRAIN-X Home Page on the Worldwide Web ([www.ftp...](http://www.ftp...)) or from the contact persons noted in section 2 above. Information on the inter-agency TRAIN-X network can be obtained from either:

Barbara Wilson or  
HRD Officer  
ITU-BDT/FOP/HRD  
Place des Nations  
1211 Geneve 20, Switzerland  
Phone: (41 22) 730-5424  
Fax : (41 22) 730-5484  
E-mail: [barbara.wilson@itu.ch](mailto:barbara.wilson@itu.ch)

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Programme Support  
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New York, NY 10017  
Phone: (212) 906 5866  
Fax: (212) 906 6973  
E-Mail: [philip.reynolds@undp.org](mailto:philip.reynolds@undp.org)



## Annex 1

### ADVANTAGES OF THE TRAIN-X COOPERATIVE NETWORK APPROACH

Money is concentrated on building national capacity which is technically and financially sustainable, not consultants

Training packages are developed locally to defined pedagogical standards

Training is matched closely to a specific job to provide more effective training in the shortest time

Each package is made available to many countries

Receiving countries acquire skills to make minor adaptation for their own environment

Central support concentrates on quality control and training of course developers & trainers

Support activity is quickly decentralised to regional centres

TRAIN-X Listing of Countries as of 30 August 1996		
Country	City	Programme
Algeria	Algiers	TRAIN-FOR-TRADE
	Algiers	TRAINMAR
Angola	Luanda	TRAINMAR
Argentina	Buenos Aires	TRAINAIR
	Buenos Aires	TRAINMAR
Australia	Launceston	TRAINMAR
Bangladesh	Rajshahi	TRAINPOST
Belgium	Ghent	TRAINMAR
Benin	Cotonou	TRAINMAR
Bolivia	La Paz	TRAINMAR
Brazil	Brasília	ITU Regional Office <sup>1</sup>
	São José dos Campos	TRAINAIR
	Rio de Janeiro	TRAINAIR
	Santos	TRAINMAR
	Rio Grande	TRAINMAR
	Rio Grande	TRAIN-SEA-COAST
Burkina Faso	Ouagadougou	TRAINMAR
Cameroon	Douala	TRAINMAR
Canada	Cornwall	TRAINAIR
Chile	Valparaiso	TRAINMAR
China	Shijiazhuang	TRAINPOST
Colombia	Bogotá	TRAINAIR
		TRAINMAR
Costa Rica	San José	TRAIN-FOR-TRADE
	San José	TRAINMAR
	San José	TRAIN-SEA-COAST
Cote d'Ivoire	Abidjan	TRAINMAR

<sup>1</sup> ITU Offices: As all ITU's CD activity is decentralized, and as the participating countries and CD teams are changing, only the ITU Regional and Area Offices have been listed. Updated information concerning the CD activities in a given country or region can be acquired through the ITU office in the region, through

Report of the 4th TRAIN-X Round-Table

TRAIN-X Listing of Countries as of 30 August 1996		
Country	City	Programme
Cuba	Havana	TRAINAIR
	Havana	TRAINMAR
Dominica	Roseau	TRAIN-FOR-TRADE
Dominican Republic	Santo Domingo	TRAINMAR
Ecuador	Quito	TRAINAIR
	Quito	TRAINMAR CC:TRAIN
Egypt	Cairo	ITU Regional Office
	Cairo	TRAINAIR
	Alexandria	TRAINMAR
El Salvador	San Salvador	TRAIN-FOR-TRADE
	San Salvador	TRAINAIR
	San Salvador	TRAINMAR
Ethiopia	Addis Ababa	TRAINAIR
Fiji	Suva	TRAIN-FOR-TRADE
	Suva	TRAIN-SEA-COAST
France	Grenoble	TRAIN-FOR-TRADE
	Dunkirque	TRAINMAR
Guadeloupe	Point-à-Pitre	TRAINMAR
Guatemala	Guatemala City	TRAINMAR
Haiti	Port-au-Prince	TRAINMAR
Honduras	Puerto Cortes	TRAINMAR
India	Allahabad	TRAINAIR
	New Delhi	TRAIN-FOR-TRADE
	New Delhi	TRAINAIR
	Ghaziabad	TRAINPOST
	Saharanpur	TRAINPOST
	Bombay, Calcutta, & Madras	TRAINMAR
	Madras	TRAIN-SEA-COAST
Indonesia	Jakarta	ITU Area Office

Report of the 4th TRAIN-X Round-Table

TRAIN-X Listing of Countries as of 30 August 1996		
Country	City	Programme
Indonesia cont'd	Jakarta	TRAINPOST
	Curug	TRAINAIR
Jamaica	Kingston	TRAINMAR
Jordan	Amman	TRAINAIR
Kenya	Nairobi	TRAINAIR
	Mombasa	TRAINMAR
Malaysia	Kuala Lumpur	TRAIN-FOR-TRADE
Malaysia	Johor	TRAINMAR
Martinique	Fort de France	TRAIN-FOR-TRADE
Mauritania	Nouakchott	TRAINMAR
Mauritius	Port Louis	TRAIN-FOR-TRADE
Mexico	Mexico City	TRAINMAR
Morocco	Rabat	TRAIN-FOR-TRADE
	Casablanca	TRAINMAR
Mozambique	Maputo	TRAINMAR
New Zealand	Auckland	TRAIN-FOR-TRADE
Nicaragua	Managua	TRAINMAR
Pakistan	Hyderabad	TRAINAIR
	Karachi	TRAINMAR
Panama	Panama	TRAINAIR
	Panama	TRAINMAR
Papua New Guinea		TRAIN-FOR-TRADE
	Port Moresby	TRAINMAR
Paraguay	Luque	TRAINAIR
	Asuncion	TRAINMAR
Peru	Lima	TRAINAIR
	Callao	TRAINMAR
Philippines	Manila	TRAINMAR
	Manila	TRAIN-FOR-TRADE
	Manila	TRAIN-SEA-COAST
	Manila	TRAINPOST
Portugal	Lisbon	TRAINMAR

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# Oceans and Law of the Sea

Division for Ocean Affairs and the Law of the Sea



## Status of the United Nations Convention on the Law of the Sea of 10 December 1982 and of the Agreement relating to the implementation of Part XI of the Convention adopted by the General Assembly on 28 July 1994

As of 27 March 1997	United Nations Convention on the Law of the Sea	Agreement relating to the implementation of Part XI of the Convention		
State or entity <u>1/</u> —	Date of ratification / accession (a) / succession (s) ✓✓	Signature	Ratification; accession;(a) definitive signature;(s) participation;(p) ✓✓✓	Provisional membership in <u>ISBA</u> until <u>2/</u> —
Afghanistan *				
Albania				
Algeria *	11 June 1996	29 July 1994	11 June 1996(p)3/	
Andorra				
Angola *	5 December 1990			
Antigua and Barbuda *	2 February 1989			
Argentina *	1 December 1995	29 July 1994	1 December 1995	
Armenia				
Australia *	5 October 1994	29 July 1994	5 October 1994	
Austria *	14 July 1995	29 July 1994	14 July 1995	
Azerbaijan				
Bahamas *	29 July 1983	29 July 1994	28 July 1995 4/	
Bahrain *	30 May 1985			

Bangladesh *				16 November 1998 <u>5/</u>
Barbados *	12 October 1993	15 November 1994	28 July 1995 <u>4/</u>	
Belarus *				16 November 1998 <u>6</u>
Belgium *		29 July 1994		16 November 1998 <u>5/</u>
Belize *	13 August 1983		21 October 1994(s)	
Benin *				
Bhutan *				
Bolivia *	28 April 1995		28 April 1995(p) <u>3/</u>	
Bosnia and Herzegovina	12 January 1994(s)			
Botswana *	2 May 1990			
Brazil *	22 December 1988	29 July 1994		
Brunei Darussalam *	5 November 1996		5 November 1996(p) <u>3/</u>	
Bulgaria *	15 May 1996		15 May 1996(a)	
Burkina Faso *		30 November 1994		
Burundi*				
Cambodia *				
Cameroon *	19 November 1985	24 May 1995		
Canada *		29 July 1994		16 November 1997 <u>5/</u>
Cape Verde *	10 August 1987	29 July 1994		
Central African Republic *				
Chad *				
Chile *				16 November 1998 <u>5/</u>

China *	7 June 1996	29 July 1994	7 June 1996(p)3/
Colombia *			
Comoros *	21 June 1994		
Congo *			
Cook Islands * <u>7/</u>	15 February 1995		15 February 1995(a)
Costa Rica *	21 September 1992		
Côte d'Ivoire *	26 March 1984	25 November 1994	28 July 1995 <u>4/</u>
Croatia	5 April 1995(s)		5 April 1995(p)3/
Cuba *	15 August 1984		
Cyprus *	12 December 1988	1 November 1994	27 July 1995
Czech Republic *	21 June 1996	16 November 1994	21 June 1996
Democratic People's Republic of Korea *			
Denmark *		29 July 1994	
Djibouti *	8 October 1991		
Dominica *	24 October 1991		
Dominican Republic *			
Ecuador			
Egypt *	26 August 1983	22 March 1995	
El Salvador *			
Equatorial Guinea *			
Eritrea			
Estonia			
Ethiopia *			
European Community *		29 July 1994	16 November 1998 <u>5/</u>
Fiji *	10 December 1982	29 July 1994	28 July 1995

Finland *	21 June 1996	29 July 1994	21 June 1996	
France *	11 April 1996	29 July 1994	11 April 1996	
Gabon *		4 April 1995		16 November 1998 <u>5/</u>
Gambia *	22 May 1984			
Georgia	21 March 1996(a)		21 March 1996(p) <u>3/</u>	
Germany	14 October 1994(a)	29 July 1994	14 October 1994	
Ghana *	7 June 1983			
Greece *	21 July 1995	29 July 1994	21 July 1995	
Grenada *	25 April 1991	14 November 1994	28 July 1995 <u>4/</u>	
Guatemala *	11 February 1997		11 February 1997(p) <u>3/</u>	
Guinea *	6 September 1985	26 August 1994	28 July 1995 <u>4/</u>	
Guinea-Bissau *	25 August 1986			
Guyana *	16 November 1993			
Haiti *	31 July 1996		31 July 1996(p) <u>3/</u>	
<i>Holy See</i> <u>7/</u>				
Honduras *	5 October 1993			
Hungary *				
Iceland *	21 June 1985	29 July 1994	28 July 1995 <u>4/</u>	
India *	29 June 1995	29 July 1994	29 June 1995	
Indonesia *	3 February 1986	29 July 1994		
Iran (Islamic Republic of) *				
Iraq *	30 July 1985			
Ireland *	21 June 1996	29 July 1994	21 June 1996	
Israel				



Italy *	13 January 1995	29 July 1994	13 January 1995
Jamaica *	21 March 1983	29 July 1994	28 July 1995 <u>4/</u>
Japan *	20 June 1996	29 July 1994	20 June 1996
Jordan	<del>27 November</del> 1995(a)		<del>27 November</del> 1995(p) <u>3/</u>
Kazakstan			
Kenya *	2 March 1989		29 July 1994(s)
<i>Kiribati <u>7/</u></i>			
Kuwait *	2 May 1986		
Kyrgyzstan			
Lao People's Democratic Republic *		27 October 1994	16 November 1998 <u>5/</u>
Latvia			
Lebanon *	5 January 1995		5 January 1995(p) <u>3/</u>
Lesotho *			
Liberia *			
Libyan Arab Jamahiriya *			
Liechtenstein *			
Lithuania			
Luxembourg *		29 July 1994	
Madagascar *			
Malawi *			
Malaysia *	14 October 1996	2 August 1994	14 October 1996(p) <u>3/</u>
Maldives *		10 October 1994	
Mali *	16 July 1985		
Malta *	20 May 1993	29 July 1994	26 June 1996
Marshall Islands	9 August 1991 (a)		
Mauritania *	17 July 1996	2 August 1994	17 July 1996(p) <u>3/</u>

Mauritius *	4 November 1994		4 November 1994(p) <u>3/</u>	
Mexico *	18 March 1983			
Micronesia (Federated States of)	<del>29 April 1991 (a)</del>	<del>10 August 1994</del>	<del>6 September 1995</del>	
Monaco *	20 March 1996	30 November 1994	20 March 1996(p) <u>3/</u>	
Mongolia *	13 August 1996	17 August 1994	13 August 1996(p) <u>3/</u>	
Morocco *		19 October 1994		
Mozambique *	13 March 1997		13 March 1997(a)	12 April 1997 <u>6</u>
Myanmar *	21 May 1996		21 May 1996(a)	
Namibia *	18 April 1983	29 July 1994	28 July 1995 <u>4/</u>	
Nauru * <u>7/</u>	23 January 1996		23 January 1996(p) <u>3/</u>	
Nepal *				16 November 1998 <u>5/</u>
Netherlands *	28 June 1996	29 July 1994	28 June 1996	
New Zealand *	19 July 1996	29 July 1994	19 July 1996	
Nicaragua *				
Niger *				
Nigeria *	14 August 1986	25 October 1994	28 July 1995 <u>4/</u>	
Niue * <u>7/</u>				
Norway *	24 June 1996		24 June 1996(a)	
Oman *	17 August 1989		26 February 1997 (a)	
Pakistan *	26 February 1997	10 August 1994	26 February 1997(p) <u>3/</u>	
Palau	30 September 1996(a)		30 September 1996(p) <u>3/</u>	
Panama *	1 July 1996		1 July 1996(p) <u>3/</u>	
Papua New Guinea *	14 January 1997		14 January 1997(p) <u>3/</u>	

Paraguay*	26 September 1986	29 July 1994	10 July 1995	
Peru				
Philippines *	8 May 1984	15 November 1994		
Poland *		29 July 1994		16 November 1998 <u>5/</u>
Portugal *		29 July 1994		
Qatar *				16 November 1998 <u>6</u>
Republic of Korea *	29 January 1996	7 November 1994	29 January 1996	
Republic of Moldova				
Romania *	17 December 1996		17 December 1996(a)	
Russian Federation *	12 March 1997		12 March 1997(a)	11 April 1997 <u>5</u>
Rwanda *				
Saint Kitts and Nevis *	7 January 1993			
Saint Lucia *	27 March 1985			
Saint Vincent and the Grenadines *	1 October 1993			
Samoa *	14 August 1995	7 July 1995	14 August 1995(p) <u>3/</u>	
San Marino				
Sao Tome and Principe *	3 November 1987			
Saudi Arabia *	24 April 1996		24 April 1996(p) <u>3/</u>	
Senegal *	25 October 1984	9 August 1994	25 July 1995	
Seychelles *	16 September 1991	29 July 1994	15 December 1994	
Sierra Leone *	12 December 1994		12 December 1994(p) <u>3/</u>	
Singapore *	17 November 1994		17 November 1994(p) <u>3/</u>	

<del>Slovakia</del> **	<del>8 May 1996</del>	<del>14 November 1994</del>	<del>8 May 1996</del>	
Slovenia	16 June 1995 (s)	19 January 1995	16 June 1995	
Solomon Islands *				16 November 1998 <u>6</u>
Somalia *	24 July 1989			
South Africa *		3 October 1994		16 November 1998 <u>5/</u>
Spain *	15 January 1997	29 July 1994	15 January 1997	
Sri Lanka *	19 July 1994	29 July 1994	28 July 1995 <u>4/</u>	
Sudan *	23 January 1985	29 July 1994		
Suriname *				
Swaziland *		12 October 1994		
Sweden *	25 June 1996	29 July 1994	25 June 1996	
<i>Switzerland</i> * <u>7/</u>		26 October 1994		16 November 1998 <u>5/</u>
Syrian Arab Republic				
Tajikistan				
Thailand *				
The former Yugoslav Republic of Macedonia	19 August 1994(s)		19 August 1994(p) <u>3/</u>	
Togo *	16 April 1985	3 August 1994	28 July 1995 <u>4/</u>	
<i>Tonga</i> <u>7/</u>	2 August 1995(a)		2 August 1995(p) <u>3/</u>	
Trinidad and Tobago *	25 April 1986	10 October 1994	28 July 1995 <u>4/</u>	
Tunisia *	24 April 1985	15 May 1995		
Turkey				
Turkmenistan				
<i>Tuvalu</i> * <u>7/</u>				
Uganda *	9 November 1990	9 August 1994	28 July 1995 <u>4/</u>	

Ukraine *		28 February 1995		16 November 1997 <u>5/</u>
United Arab Emirates *				16 November 1998 <u>5/</u>
United Kingdom		29 July 1994		16 November 1997 <u>5/</u>
United Republic of Tanzania *	30 September 1985	7 October 1994		
United States of America		29 July 1994		16 November 1998 <u>5/</u>
Uruguay *	10 December 1992	29 July 1994		
Uzbekistan				
Vanuatu *		29 July 1994		
Venezuela				
Viet Nam *	25 July 1994			
Yemen**	21 July 1987			
Yugoslavia *	5 May 1986	12 May 1995	28 July 1995 <u>4/</u>	
Zaire *	17 February 1989			
Zambia *	7 March 1983	13 October 1994	28 July 1995 <u>4/</u>	
Zimbabwe *	24 February 1993	28 October 1994	28 July 1995 <u>4/</u>	
<b>TOTALS</b>	<i>116</i>	<i>79</i>	<i>78</i>	<i>20</i>

### NOTES

1/ States or entities which have signed the United Nations Convention on the Law of the Sea are indicated by an asterisk (\*).

2/ In accordance with [article 6](#), paragraph 1, the Agreement entered into force on 28 July 1996. On the same date, in accordance with its [article 7](#), paragraph 3, the provisional application of the Agreement terminated. In accordance with the provisions of section 1, [paragraph 12 \(a\)](#), of the Annex to the Agreement, States and entities referred to in [article 3](#) of the Agreement which had been applying it provisionally and for which it was not in force were able to continue to be members of the Authority on

a provisional basis, pending its entry into force for such States and entities, by sending a written notification to the depositary to that effect. The following States and entities made such notification: Bangladesh, Belgium, Cambodia, Canada, Chile, Congo, European Community, Gabon, Lao People's Democratic Republic, Luxembourg, Malaysia, Nepal, New Zealand, Papua New Guinea, Poland, Russian Federation, South Africa, Suriname, Switzerland, Ukraine, United Arab Emirates, United Kingdom and the United States of America.

Paragraph 12(a) also provides that such membership shall terminate either on 16 November 1996 or upon the entry into force of the Agreement and the Convention for such member, whichever is earlier. Furthermore, it has empowered the Council to extend, upon the request of the State or entity concerned, such membership beyond 16 November 1996 for a further period or periods not exceeding a total of two years provided that the Council is satisfied that the State or entity concerned has been making efforts in good faith to become a party to the Agreement and the Convention.

At the resumed second session of the International Seabed Authority, held at Kingston (Jamaica) from 5 to 16 August 1996, the Council of the Authority approved requests for the extension of membership on a provisional basis of the following States: Bangladesh, Canada, Nepal, Poland and United States of America (document ISBA/C/9). With regard to the extension of provisional membership beyond 16 November 1996 for the other States and one entity which, in accordance with article 7, paragraph 1, of the Agreement, had applied the Agreement provisionally before its entry into force and which had subsequently notified the depositary of their intention to continue the provisional membership, the Council decided that those States or entities which submit requests for an extension of membership beyond 16 November 1996 prior to the next session of the Council should be deemed to be members of the Authority on a provisional basis until the end of the next session of the Council, at which the Council will deliberate on such requests. The following States have submitted requests for an extension: Belarus, Belgium, Chile, European Community, Gabon, Lao People's Democratic Republic, Mozambique, Qatar, Russian Federation, Solomon Islands, South Africa, Switzerland, Ukraine, United Arab Emirates and United Kingdom of Great Britain and Northern Ireland. At the third session of the International Seabed Authority, held at Kingston (Jamaica) from 17 to 27 March 1997, the Council of the Authority approved those requests (document ISBA/3/C/3\*).

3/ State bound by the Agreement by having ratified, acceded or succeeded to the Convention under [article 4](#), paragraph 1, of the Agreement.

4/ State bound by the Agreement under the simplified procedure set out in [article 5](#) of the Agreement.

5/ States which continue to be members of the Authority on a provisional basis after 16 November 1996, as decided by the Council of the Authority, in accordance with section 1, [paragraph 12\(a\)](#), of the Annex to the Agreement (see [note 2](#)). The Russian Federation becomes State Party as of 11 April 1997.

6/ States which have not notified the depositary in accordance with section 1, [paragraph 12\(a\)](#), of the Annex to the Agreement (see [note 2](#)) but are considered to be members of the Authority on a provisional basis after 16 November 1996, as decided by the Council of the Authority on 18 March 1997. Mozambique becomes State Party as of 12 April 1997.

7/ Non-member State of the United Nations.

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## **TRAIN-SEA-COAST NETWORK RULES**

### **1. INTRODUCTION**

#### **1.1 Goal of the TRAIN-SEA-COAST Network**

1.1.1 The goal of the TRAIN-SEA-COAST Network is to strengthen the existing capabilities of training/educational institutions having responsibilities in the field of coastal and ocean management to meet their management training needs through cooperative action among the Members of the Network.

1.1.2 This goal is to be achieved in particular through :

- application of a common standardized pedagogic methodology and training management approach;
- coordinated development of high quality training courses;
- exchange of training material corresponding to agreed quality standards on a cost-sharing basis;
- mutual support in the implementation of training programmes;
- inclusion in the network of additional institutions qualified to contribute to cooperation activities;
- exchange of experience internationally.

#### **1.2 Membership Qualifications**

1.2.1 The TRAIN-SEA-COAST Network shall be open to training/educational institutions throughout the world, provided they have the capability to prepare or adapt course materials to TRAIN-SEA-COAST standards.



1.2.2 Institutions joining the Network shall be prepared to share the Standard Training Packages (STPs) and, in turn, have access to copies of STPs prepared by other institutions. Institutions that are both producers and users of STPs qualify as Members of the TRAIN-SEA-COAST Network and are entitled to participate in the formulation of policies for the operation of the cooperative training network.

### **1.3 Benefits of Membership**

1.3.1 Membership in the Network helps institutions to increase the quantity and quality of the training they provide so as to enhance the professional performance of the local or national constituencies they serve.

1.3.2 The CDU will prepare STPs with support and guidance from the Central Support Unit (CSU) in the Division for Ocean Affairs and the Law of the Sea of the United Nations Office of Legal Affairs (UN/DOALOS).

1.3.3 All Members of the TRAIN-SEA-COAST Network will have access to any of the other STPs being prepared (to the same standards) by other participating CDUs. The TRAIN-SEA-COAST CSU is responsible for keeping Members advised of STPs available, monitoring the standards of STP materials under preparation and assisting CDUs to maintain the required standards. The course developers are also trained in the techniques of adapting STPs from other locations to meet local conditions.

1.3.4 Members of the TRAIN-SEA-COAST Network will, therefore, be able to progressively upgrade their training programme by conducting courses based on the continually expanding pool of high-quality course material, in the form of STPs, available through the Network. The TRAIN-SEA-COAST Network will also provide a forum for further cooperation between Members on training issues.

## **2. MEMBERSHIP RULES**

### **2.1 TRAIN-SEA-COAST Network Membership**

2.1.1 Membership of the TRAIN-SEA-COAST Network shall be granted by the CSU to those institutions that contribute at least one STP to the required standards on a topic and for a duration acceptable to the CSU and to other Members of the Network.

### **2.2 Responsibilities of Members**

2.2.1 Members shall support the TSC Programme by providing the following:

- Adequate facilities, equipment and office supplies for the TSC CDU.
- Maintenance of an active CDU with trained course developers capable of preparing STPs to TSC standards.
- Development and delivery of the agreed STPs.
- Compliance with the TRAIN-SEA-COAST Network Rules.
- Participation in TSC activities, including an active role in the formulation of policies of the cooperative TSC network, through regular participation in TSC coordination conferences.

### **2.3 Agreement**

2.3.1 All institutions whose training centres participate in the TRAIN-SEA-COAST Network shall agree in writing to abide by the present Rules.

2.3.2 Each written agreement shall be signed by an officer designated by the institution concerned in accordance with its own rules and regulations.

### **3. STP SHARING RULES**

#### **3.1 STP Standards**

3.1.1 Only STPs approved by the CSU as conforming to the standards set out in the TRAIN-SEA-COAST Training Development Guidelines (TDG) (including validation) shall be made available to the Network Members.

#### **3.2 Access to STPs**

3.2.1 TRAIN-SEA-COAST STPs approved by the TRAIN-SEA-COAST CSU shall be made available to Members of the TRAIN-SEA-COAST Programme upon request, through the TRAIN-SEA-COAST CSU. Furthermore, any training Centre that is a member of the United Nations "TRAIN-X" Programme may, upon request transmitted through its own Central Unit and thereafter transmitted to the TRAIN-SEA-COAST CSU, receive a TRAIN-SEA-COAST STP. If the supplier originating TRAIN-SEA-COAST institution wishes, a charge only for actual reproduction costs and postage may be made in order to facilitate sharing by keeping to a minimum the actual supplier costs incurred.

#### **3.3 Master Copies of STPs**

3.3.1 Each STP prepared shall remain the property of the institution which prepares it and that institution shall retain the master copy.

#### **3.4 Register of STPs**

3.4.1 The CSU shall maintain the Register of all STPs available and keep TRAIN-SEA-COAST Network Members informed of the details of current available STPs.

3.4.2 A copy of each STP prepared shall be provided to the CSU, free of charge, for recording and reference purposes in the STP Register.

### **3.5 Development of STPs**

3.5.1 Institutions may develop STPs on any topic to suit their training requirements, provided they are accepted by the network. The CSU shall be contacted in order to list a proposed STP in the STP Register.

3.5.2 An STP topic shall not be considered reserved for a Member until an STP number has been assigned. However, the assignment of an STP number will not be made until a problem analysis (Phase I report) referred to in Rule 4.1 has been submitted to the CSU and backed up by the respective institution's commitment to develop the course. This step initiates the CSU technical backstopping procedures in the form of technical advice and quality control of STP under preparation.

3.5.3 If another Member is interested in developing a listed course that has not yet been assigned an STP number, the CSU will consult with the two CDUs concerned to determine the best course of action.

### **3.6 Ordering and Use of STPs**

3.6.1 Participating institutions may request STPs, directly or through the CSU, from the originator. However, the CSU shall be informed of all transactions in order to permit records to be accurately maintained.

3.6.2 Any course delivered on the basis of an STP shall clearly indicate to the potential users of the course:

- a) That it is a TRAIN-SEA-COAST Course; and
- b) The name and country of the CDU which originated the STP.

3.6.3 The date, the locale and the number of participants for each course delivery shall be recorded and be notified to the CSU; this will help the Network to collectively maintain a record of achievements and its capacity as a training mechanism at the global level.

### **3.7 Preparation of STPs in Electronic Format**

3.7.1 Each STP prepared shall, in addition to containing a complete hard copy of all printed material, be made available also by E-mail and/or on floppy disks, wherever possible, to facilitate its future adaptation, translation and revision. All such software shall conform to TRAIN-SEA-COAST standards.

### **3.8 Updating of STPs**

3.8.1 The updating of STPs shall remain the responsibility of the originator. The CSU will provide technical backstopping advice when regulatory or technical changes necessitate the revision of a given STP. In principle the originating training centre should review courses for possible updating every two or three years.

3.8.2 All completed revisions should be reported to the CSU, and a copy of the revised STP provided for recording. The originating training centre shall provide updates to recipients of a shared STP upon request.

3.8.3 While updates of STPs will be provided upon request to recipients of a shared course, the responsibility for the currency of any course remains that of the centre delivering the course.

### **3.9 Adaptations and Translations of STPs**

3.9.1 Translations or adaptations of an STP which result in a change of a task, an objective or the target population, or require different equipment, shall be considered as a new STP. A copy shall be forwarded to the CSU for recording and the adapting/translating institution shall retain the new master copy. Even if there are no major changes, translations and adaptations should be reported to the CSU for possible inclusion in future TRAIN-SEA-COAST catalogues.

### **3.10 Implementation of STPs**

3.10.1 Originators of an STP have a responsibility in assisting users to effectively implement courses based on the STP, if this is requested. However, any costs involved in the implementation process shall be the responsibility of the party requesting the advice or guidance on implementation.

## **4. NETWORK COORDINATION**

4.1 The CSU, as the focal point for coordination of the TRAIN-SEA-COAST Network, provides the link with the training centres through an overall programme management and coordination function, which includes :

- regular contact with Network Members;
- quality control of STPs under preparation through formal review at four key phases (Problem Analysis, Draft Curricula, Draft Module Plan, and Course Documentation);
- validation of the STPs by the CSU in cooperation with the CDUs;
- technical advice and guidance on the initial content of STPs, as well as on future changes necessary;
- a training information system for the management of the Network;
- marketing and seeking funds for the Network activities;
- organization of periodic meetings for monitoring the activities of the Network;  
and
- human resources development in the form of courses for training course developers, instructors and training managers.

In its capacity, the CSU will not be liable for any obligations of the Network Members. The obligations of the CSU will be limited to those outlined in the present document.

## **5. RULE AMENDMENTS**

5.1 The present Rules may be amended only by the concurrence of the Members.

4.2 Prior to any amendment to the present Rules, all Members shall receive advice from the CSU on the proposed amendment and have an opportunity to comment.

5 November 1996

- END -

**Fifth TRAIN-X Round Table**  
**8-9 September 1997**  
**United Nations**  
**New York, NY**



## **TRAIN-SEA-COAST PROGRAMME**

### **DRAFT PROJECT PROPOSAL**

# **“APPROACHES TO FUNDING FOR JOINT TRAIN-X COURSES”**

## **1. Background**

1.1 After more than twenty years of experience, *the TRAIN-X family is undergoing a period of intense transformation and change*. This is due to evolving developments in world affairs (e.g. globalization of the world economy, the revolution in the communication systems, new technologies, etc.) which impact the different sectors relating to training.

1.2 Moreover, since the early 1990s the TRAIN-X family has experienced a rapid expansion in the form of new training programmes. Some of these programmes encompass traditional sectors such as postal services, while other programmes have been created in direct response to global issues -- that are inter-sectoral in nature, and demand broader perspectives (e.g. environment; coastal zone management; climate change).

1.3 A new programme such as TRAINFISH, though it addresses the problems of one of the oldest and more traditional sectors -- fisheries -- it also addresses other issues, particularly in the environmental field. Consequently TRAINFISH has many things in common with other members of the TRAIN-X



family such as TRAIN-SEA-COAST and CC:TRAIN. For example, there is an increased awareness, at the global level, of common problems (e.g. pollution) whose causes, symptoms and impacts are multisectoral and their solutions (including training solutions) may demand several dimensions of integration at different institutional levels and several disciplines.

1.4 This “globalization” process has been further advanced by complex international regulatory changes and the emergence of a number of recently adopted treaties and policy instruments (e.g. Convention on Biological Diversity; Convention on Climate Change; Agreement to Promote Compliance With International Conservation and Management Measures by Fishing Vessels in the High Seas, also called, ‘The Compliance Agreement’, etc), and of programmes of action (e.g. Programme of Action for the Protection of the Marine Environment from Land-Based Activities (GPA)-- as well as an extensive range of resolutions, guidelines and Codes, (e.g. the Code Conduct for Responsible Fisheries) whose implementation requires the training of new cadres of personnel who have to be effectively equipped to respond to technical and non-technical issues as well as new standards required by law.

1.5 For example, port managers have to respond to new requirements related to conventions that go much beyond their traditional technical fields of specialization, particularly in relation to environmental issues. Coastal managers, on the other hand, need to understand the requirements of the Convention on Biological Diversity, of the Convention on Climate Change as well as other conventions or Programmes of Action (e.g. the GPA) that have an impact in the realm of ICZM.

1.6 The international community has responded with the emergence of a vast menu of international projects and programmes in support of the implementation of the above-mentioned new conventions. At the project level, the training component differs from the conventional training offered to project personnel and associated institutions. This is due to the appearance of: (i) a new set of problems to be addressed; and (ii) new target populations requiring diverse knowledge, skills and attitudes never before addressed by the traditional sectors. Furthermore, in various cases, the job descriptions of personnel associated with

the implementation of new conventions does not exist, making even more difficult the task of course developers.

1.7 *The TRAIN-X family is in an excellent position -- not replicated anywhere else --of providing high quality training in common areas of interest of their wide and increasing clientele.* Inter-programme TRAIN-X cooperation is facilitated by the longstanding experience of some of the individual networks, by the common pedagogic methodology and by the existing cooperation among a few TRAIN-X programmes (e.g. CC:TRAIN and TRAIN-SEA-COAST). The following sections will discuss specific needs as well as the potential to respond to new training needs.

## 2. An Increasing Need for Inter-Programme Cooperation

2.1 There are many substantive areas in common among TRAIN-X members, particularly between TRAINFORTRADE, TRAIN-SEA-COAST, CC:TRAIN AND TRAINFISH. ITU (through the programmes in its Virtual Training Center), in the area of management training and distance learning, is tackling *two basic areas of common interest to all TRAIN-X programmes and has already provided support to all TRAIN-X members*. TRAINMAR has also common interests particularly with TRAIN-SEA-COAST and TRAINFISH.

2.2 Joint training packages could address 4 major areas: (examples are provided only for illustration)

- a) **Emerging “hot issues” of interest to two or more TRAIN-X programmes** (e.g. Sector: port management and coastal area management. Topic: port area handling and container loss at sea - the coastal planning and emergency response dimension) (e.g. Sector: Tourism and coastal area management. Topic: tourism in small island countries)
- b) **Priority inter-sectoral problems/techniques affecting various programmes** (e.g. Sector: any sector dealing with environment and/or social issues. Topic: formal types of assessments such as social impact assessment, risk assessment,

environmental auditing)

- c) **Common target populations** (e.g. Project managers. Topic: integrated management and the application of new international regulations)
- d) **Training techniques** (e.g. Sector: telecommunications and fisheries. Topic: distance learning for fishermen).

### 3. *The advantage of the TRAIN-X family*

3.1 The TRAIN-X family has 20 years of experience and 8 training programmes. *It is the only network of training programmes acting simultaneously in a variety of key sectors within the framework of the UN system. TRAIN-X programmes have a commonality of purpose, a common-proven pedagogic methodology and probably the richest array of specialists (pedagogic and subject matter) in the world.* This provides solid grounds in negotiating potential funding for joint training packages on the grounds of:

- a) cost-effectiveness (one joint course will address the needs of various networks);
- b) increased sustainability of training efforts
- c) a more effective, combined utilization of the TRAIN-X family's human resources and experience
- d) increased sharing not only within each network but among at least 3 or more TRAIN-X programmes

3.2 Secondary benefits of inter-programme cooperation are, *inter alia*:

- Each TRAIN-X programme involved will learn more about areas of common interest as well as how to address joint

training problems more effectively

- With increasing demands for more effectiveness in HRD at the international, national and local levels, ***joint inter- programme cooperation will increase the visibility of the TRAIN-X family as the major provider of training and capacity building within the United Nations system***

#### **4. The Response**

4.1. The preparation and submission of a project proposal to major donors would entail the following activities (examples are provided only for illustration; deadlines are tentative) :

***Task 1:*** Joint inter-programme identification of key problems/issues affecting two or more sectors (e.g. Integrating climate change into coastal area management strategies). For initial discussion, each TRAIN-X programme could identify at least 6 initial problem/issue areas of interest to their particular sector.

*Related task:* identify major areas currently of interest to donors

*Responsible party:* all interested TRAIN-X programmes

*Mode of communication:* electronic mail

*Deadline:* November 1997

***Task 2:*** One of the interested programmes (?) makes a consolidated list of priority problem/issue areas that merit the preparation of a joint training package.

*Responsible party:* (TRAINFISH?)

*Mode of communication:* electronic mail

*Deadline:* December 1997

**Task 3:** On the basis of the results of Tasks 1 and 2, preparation of a joint project proposal.

*Responsible party:* one of the interested programmes. (TRAIN-SEA-COAST volunteers to prepare the first draft of the project document)

*Mode of communication:* electronic mail

*Deadline:* February 1998 (first draft circulated to other TRAIN-Xmembers)

*Incorporation of comments and project document finalized:* March 1998

**Task 4:** Identification of potential donors to be addressed.  
(Done in parallel with Task 3)

*Responsible party:* one of the interested programmes (CC:TRAIN?) together with UNDP/SEED

*Mode of communication:* electronic mail

*Deadline:* April 1998

**Task 5:** Submission of project proposal to selected donors

Responsible party: Interested programmes in collaboration with UNDP/SEED

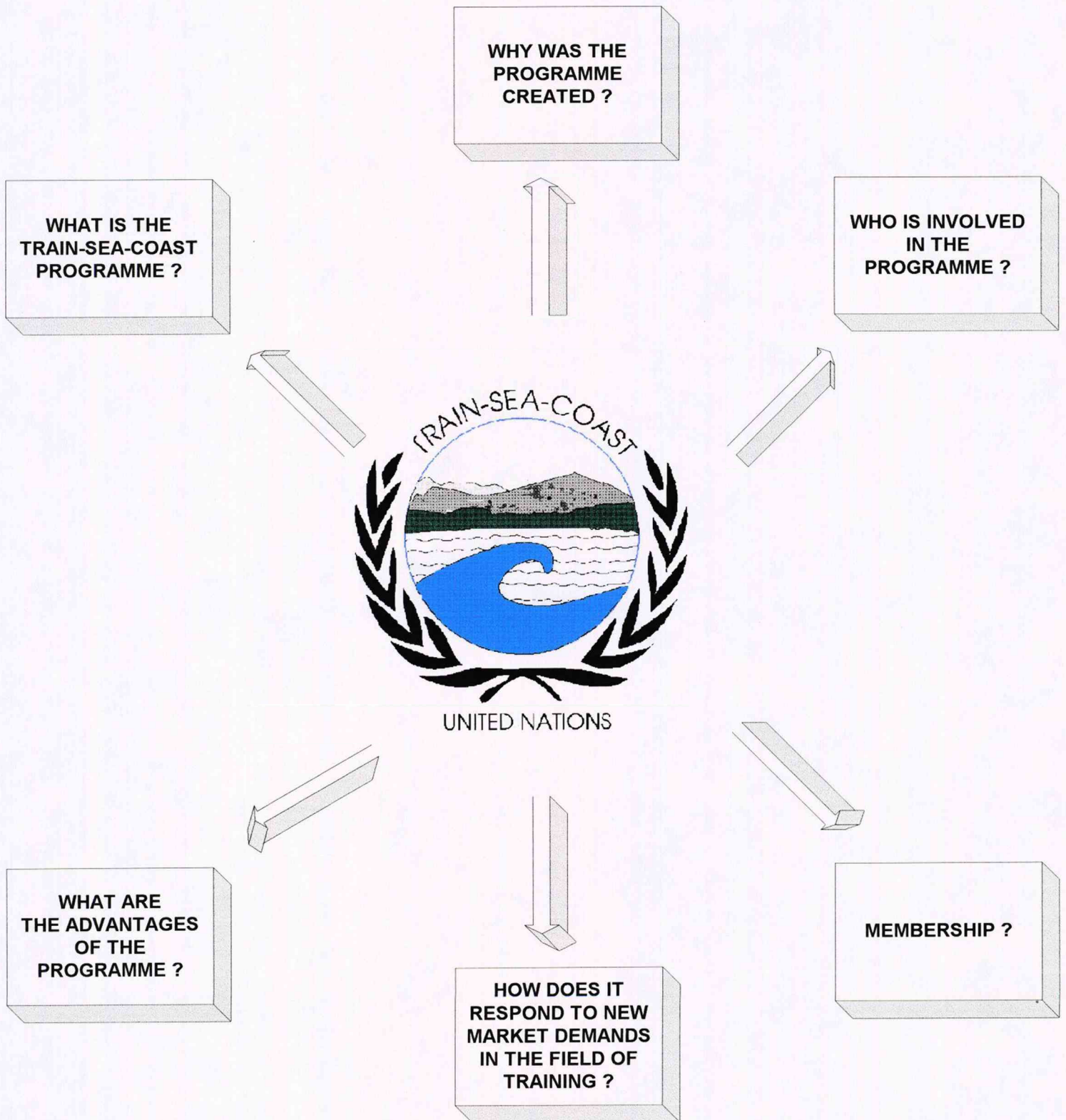
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# TRAIN-SEA-COAST PROGRAMME



Division for Ocean Affairs and the Law of the Sea  
Office of Legal Affairs  
UNITED NATIONS

[http://www.un.org/Depts/los/los\\_educ.htm](http://www.un.org/Depts/los/los_educ.htm)

## **THE UN/DOALOS TRAIN-SEA-COAST COURSE DEVELOPMENT AND SHARING PROGRAMME IN THE FIELD OF COASTAL AND OCEAN MANAGEMENT**

### *What is the TRAIN-SEA-COAST Programme?*

TRAIN-SEA-COAST is an inter-country cooperative training and human resources development (HRD) network composed of training/educational centres in both developed and developing countries. It aims at strengthening the capabilities of institutions and individuals having responsibilities in the field of coastal and ocean management. One of the most relevant characteristics of TRAIN-SEA-COAST is being a global programme rooted at the national level. The instruments for capacity building are: (a) the development of local capacity for the design, production and delivery of high quality training courses that address problems at the local, subregional or regional levels; and (b) a cooperative network for the exchange of course materials, training staff and information.

### *Why was the TRAIN-SEA-COAST Programme created?*

The rapid development of national initiatives and international projects in the field of integrated coastal management (ICZM) and ocean management (OM) worldwide, presents considerable challenges to both institutions and individuals involved with the development of human resources. During the last decade, efforts have resulted in about thirty developing countries having initiated national programmes, together with several hundred - if not more - country-based projects or activities that are concerned with marine resource management as well as a myriad of programmes developed and implemented by international organizations.

UNCED made an urgent call to States to promote and facilitate education and training efforts in integrated coastal and ocean management, thus exhorting States to enhance their capabilities in effectively dealing with coastal/marine issues in the years to come. This includes the development of technical knowledge and management skills over a wide range of complementary areas, from policy-making to socio-economic and environmental aspects, and the methodologies to develop and implement coastal and ocean management plans.

Furthermore, the concept of integrated management of coastal and marine areas has come to be embraced as



a central organizing concept in a number of the post-UNCED related conferences and international agreements having important implications in terms of emerging training needs. The scope of training is thus expanded to a much wider range of issues, e.g. from dealing with the impacts of climate change on low lying coastal areas, to addressing the human impacts on marine and coastal biological diversity, to the control of landbased sources of marine pollution.

Institutions delivering training all over the world are facing enormous challenges. In response to these challenges, the UN/DOALOS at the United Nations Headquarters embarked in 1993 upon a programme of action to help developing countries tackle their training problems in coastal and ocean management. The underlying philosophy is that: (a) the problem needs to be sized by the developing countries themselves and training provided through specialized training centres at the national level; (b) the scale of the problem is simply not compatible with the resources of any single organization; and (c) the time has come for the design of global strategies for HRD that are rooted at the national, subregional and local levels.

#### *Who is involved in the TRAIN-SEA-COAST Programme?*

The TRAIN-SEA-COAST Programme is an outgrowth of the UN Action Plan for Human Resources Development and Capacity Building for the Planning and Management of Coastal and Marine Areas which called for the establishment of an international, decentralized programme for the coordinated development and sharing of high quality standardized course material. It was launched in 1993 by the United Nations/Division for Ocean Affairs and the Law of the Sea (UN/DOALOS), with the support of the United Nations Development Programme/Science, Technology and the Private Sector Division (UNDP/STAPS), and in collaboration with UN and non-UN organizations involved in course development.

The TRAIN-SEA-COAST Central Coordinating Unit located at UN/DOALOS provides the link among the Course Development Units (COURSE DEVELOPMENT UNITS) by exercising an overall programme management and coordination function which includes:

- (a) quality control of the courses under preparation through four major formal periodic reports as well as informal reporting on a monthly basis;
- (b) HRD in the form of a series of courses for training course developers, instructors and training

managers;

- (c) a training information system for the management of the cooperative network;
- (d) training of personnel and provision of backup support facilities to participating Course Development Units; and
- (e) periodic meetings for monitoring the activities of the network.

The TRAIN-SEA-COAST Course Development Units (COURSE DEVELOPMENT UNITS) are currently located in nine countries, viz. **Brazil** (Fundacao Universidade do Rio Grande), **Costa Rica\*** (Universidad Nacional), **Fiji\*** (The University of the South Pacific), **France** (U.F.R. de l'Université de Nice), **India\*** (Indian Institute of Technology), **Philippines** (International Center for Living Aquatic Resources Management) and Philippines Council for Aquatic and Marine Research and Development (PCMARD), **Senegal\*** (Centre de Recherches Oceanographiques de Dakar/Thiaroye), **Thailand** (Coastal Resources Institute), **United States** (University of Delaware) and **United Kingdom** (University of Wales and University of Plymouth).

(\* - operating in collaboration with the International Ocean Institute).

#### *What are the advantages of the TRAIN-SEA-COAST Programme?*

TRAIN-SEA-COAST has the capability of responding to emerging operational needs and institutional changes that have and will continue to take place in the coastal/ocean sector. Senior policy makers/planners at the national and subregional levels need to be sensitized to the underlying principles of integrated management of coastal and marine areas; programme and project managers need the knowledge, skills and attitudes required in the practice of coastal/ocean management, whether the plans/programmes are set up on an integrated basis or are tied to sectoral components; operational agents, including coastal and ocean management practitioners, require specialized training in the specific technical, legal and managerial requirements of users/implementors/operators; and resource owners at local communities, fishermen, etc. require technical skills and enhancement of awareness on issues of conservation and sustainable development.

In fact, TRAIN-SEA-COAST is already developing a menu of training courses dealing with relevant aspects of coastal area management and ocean management e.g. community participation in coastal zone management; strategies for the management of multiple use conflicts affecting coastal and marine resources, including ecosystem health and biological diversity.

By being a cooperative training network for the exchange of course materials, training staff, and information among the members of the network, TRAIN-SEA-COAST plays an important role as a mechanism for sharing valuable experiences as well as cooperation in capacity building at the regional level. Common training courses that address shared problems within a region make efforts more cost-effective and their multiplier effect is considerable.

*How does TRAIN-SEA-COAST respond to emerging market demands  
in the field of training?*

The provision of training in the field of coastal and ocean management, like other services, must also adapt to the needs of users. Unfortunately, training is rarely designed and delivered in sufficient alignment with management priorities to ensure that it is meeting the real needs, that it is followed by the people most needing it and that trainees can apply their knowledge and skills when they return to the workplace. In this context, TRAIN-SEA-COAST Course Development Units are constantly faced with new demands that should be tailored to the specific training priorities of e.g. national programmes, local administrations, project personnel, and the private sector. Short courses (one week or of lesser duration) based on high quality materials geared to the client's needs, and flexible schedules outside working hours, are in high demand. Time availability and increasing budget reductions for travelling outside home to take courses are also creating a demand for new modes of learning that can be conducted outside the classroom, such as computer-assisted learning and distance learning.

Furthermore, in light of the limited resources available for training in the majority of countries, the need for sharing training resources - course development costs, training materials, experience and trainers - is a must. The network approach as embodied in the TRAIN-SEA-COAST Programme, allows cost-effectiveness in the training process, thus spreading the overall preparation effort among the members of the network ensuring that each and everyone has access to suitable material for its training programmes. It is also an effective mechanism for establishing a rich and valuable flow of information, resources and experience

among universities, governmental institutions and the private sector, enriching the production of training courses and enabling the maximum transfer of knowledge and skills through the global network.

*How does one become a member of the TRAIN-SEA-COAST Programme?*

Membership of the TRAIN-SEA-COAST Programme is open to qualified training educational institutions in both developing and developed countries that are willing to join the network and cooperate with all its members.

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**TRAIN-SEA-COAST PROGRAMME**

**REPORT**

**FIRST COORDINATION CONFERENCE**

United Nations Headquarters, New York

24 APRIL - 26 APRIL 1997

**DIVISION FOR OCEAN AFFAIRS AND THE LAW OF THE SEA**  
**Office of Legal Affairs**  
**United Nations**

**TRAIN-SEA-COAST  
FIRST COORDINATION CONFERENCE  
(24 - 26 April 1997)**

Draft report

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**TRAIN-SEA-COAST  
COORDINATION CONFERENCE  
(24 - 26 April 1997)**

**REPORT**

<b>Agenda item A: Opening of the meeting and approval of the Agenda</b>
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1. The Director of the United Nations Division for Ocean Affairs and the Law of the Sea (UN/DOALOS) and the Director of the United Nations Development Programme/Sustainable Energy and Environment Division (UNDP/SEED) opened the Coordination Conference and highlighted the relevance of the TRAIN-SEA-COAST Programme (hereinafter "TSC") which was created around a network of Universities and other institutions engaged in a partnership to provide training in the field of coastal and ocean management.
2. They pointed out that the Coordination Conference constituted a landmark not only as a forum for the assessment of the work performed during the past two years but also as a vehicle for development of a work plan for the next two years.
3. They also highlighted the importance of the meeting in view of the current developments in ocean affairs particularly, the fact that the Conference was taking place at the end of the consultations of the Commission on Sustainable Development (CSD). Moreover, the Conference was also taking place before the June special session of the General Assembly review of Agenda 21 (Rio Conference).



4. *The Coordination Conference, with clearly defined objectives<sup>1</sup>, provided a forum for managers of Course Development Units (hereinafter: "CDU's") to take stock of what had happened since the First Course Developers Workshop in January-February 1995, the subsequent establishment and activities of CDU's during 1995 - 1997 and projected future work-plans based on experience gained. The meeting would allow for an assessment of how far the original expectations had been met and for the identification of lessons learned, as well as weaknesses and strengths.*
  
5. It was decided that the discussions would be structured around the annotated Agenda<sup>2</sup> which had taken into account comments provided by the CDU's on the draft agenda previously circulated, the TSC Report<sup>3</sup> (April 1995-March 1997) prepared by the Central Support Unit (hereinafter "CSU") and individual reports of CDU's.

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See Agenda in Annex I.

ibid.

The report was entitled: TRAIN-SEA-COAST REPORT - April 1995 - March 1997:  
(Internal Report to the Network as Input to the Coordination Conference).

**Agenda Item 1: Train-Sea-Coast Programme Status**

***1.1 Current developments of the TSC Programme - CSU***

6. The Coordinator of the programme explained the major activities of the central support unit namely: (a) quality control and monitoring; (b) information dissemination and outreach; (c) cooperation with UNDP/SIOCAM projects; (d) cooperation with sister programmes of the TRAIN-X family; (e) network rules; (f) human resources development and (g) fund raising.

(a) In terms of quality control and monitoring, the coordinator highlighted the importance of achieving a continuing dialogue with the CDU's through, for example, field missions in order to discuss strategy issues such as how to approach governmental authorities, fund raising, etc.; or, through formal and informal reports, day-to-day contacts through electronic (and other) means.

(b) In terms of information dissemination and outreach, she highlighted the importance of introducing the TSC Programme at relevant international meetings through the participation of the CSU and/or CDU personnel .

(c) Cooperation with UNDP was reported as an ongoing process with special attention to linkages with the SIOCAM project (Strategic Initiative for Oceans and Coastal Area Management). SIOCAM is an umbrella project of UNDP for which TSC is the main training component.

(d) As to cooperation with sister programmes of the TRAIN-X family, it is centered, at the moment, on joint collaboration between TRAIN-SEA-COAST and CC:TRAIN. Contacts were being initiated between both programmes for the

development of a joint Standardized Training Package (STP) on "Integrating climate change issues into coastal management in the Pacific Islands".

(e) The network rules, which are common to all TRAIN-X family, were adapted to reflect the TSC characteristics and components. Managers at the Conference would be reviewing them during the Coordination Conference (see agenda item 4).<sup>4</sup>

(f) In terms of human resource development, the CSU had concentrated its activities on revising and simplifying the TDG, which was developed as a joint undertaking with CC:TRAIN and also, on the implementation of a second Course Development Workshop (CDW: 28 April-10 May 1997).

(g) In terms of fund-raising, the CSU is developing linkages with major donors, including the Global Environment Facility (GEF).

### **1.2 Reports from the CDU's: activities performed by the CDU's during March 1995-April 1997**

7. Under this agenda item, the CDU Managers made a brief presentation of the activities performed during the period of March 1995 - April 1997 and of planned future activities. They sought to identify problems and achievements. All the CDU's reports submitted were included as information documents for the Conference. CDU managers were requested to make brief oral presentations of their written activities reports.
8. The manager of *TSC/Brazil* informed the Conference that the TRAIN-SEA-COAST Programme is officially recognized and has the full support of the office of the Rector of the University, thus becoming an integral part of the academic structure. Similarly it is able to count upon the financial support, at the federal level, of the Inter-Ministerial Commission for the Resources of the Sea which also provides important linkages with key ministries. The CDU/Brazil has undertaken an aggressive advertising campaign to

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The revised network rules are to be annexed to the final report of the Coordination Conference.

publicize the TRAIN-SEA-COAST Programme both nationally and through their participation at key regional and international meetings.

9. The manager of *TSC/Costa Rica* stated that the TRAIN-SEA-COAST Programme had not been fully incorporated into the academic structure. Nevertheless, it benefits from the history of collaboration between IOI/Costa Rica (International Ocean Institute) and other faculties within the University as well as from the existing multidisciplinary team of the IOI. Though the IOI could rely, for its own training activities, on external sources of funding, e.g. GEF, concern was expressed at the lack of financial support from the University for the TSC Programme. TRAIN-SEA-COAST courses under development are designed for the Caribbean and Central American Spanish-speaking countries, at the regional level, but also for local communities.
10. The Manager of *TSC/Fiji* highlighted the unique characteristics of the South-Pacific Region within which the TRAIN-SEA-COAST Programme operates. It covers a huge area composed of 12 countries. TSC activities required regional endorsement, which was obtained only recently. However, concern was expressed as to the lack of financial resources, which impinges on the performance of basic training functions, such as networking within the region and the undertaking of training needs analysis. The placement of the TSC unit within the structure of the University was complex due to the overlapping of three networks, namely, the TSC network, the IOI network, and the USP (University of the South-Pacific) network.
11. The manager of *TSC/France* introduced the TSC unit, which recently joined the Programme. The "Centre d'Etudes et de Recherches sur le Droit des Activités Maritimes" (CERDAM), located within the University of Nice, has a long history of assistance in legal matters (Law of the Sea and Environmental Law). It focuses on cooperation with the Mediterranean countries and extends its assistance to African States.
12. The manager of *TSC/India* informed the Conference that the TSC Programme was established in 1995. The TSC unit is located at the Indian Institute of Technology (IIT) together with the IOI. Though it can draw upon considerable expertise, concern was expressed regarding the need to share TSC activities with a number of other

responsibilities pertaining to IIT and/or IOI. Developments at the national level vis-a-vis coastal area management at the local level had prompted Indian NGO's to request training for local managers. Therefore, priority issues under consideration were the training of NGO's on ecological issues through short-term courses of no more than one week.

13. On behalf of the Manager of *TSC/ICLARM*, (International Center for Living Aquatic Resources Management) the participant at the conference stated that ICLARM does not have as yet an official training unit, although two course developers have been trained in the TRAIN-X methodology. The STP prepared by ICLARM was developed jointly with other five organizations (three governmental and two more NGO's). This effort has the full endorsement of both the government and NGO's. The course, which highlights participatory approaches, was delivered first as a pilot and then five times more in different coastal regions in the Philippines. Three more deliveries are in the process.

Course preparation has been a long and complex process, involving constant consultations among the participating agencies as well as networking. A follow-up evaluation of the impact of training at the local and regional level is planned for this year.

Validation was undertaken by the TSC Coordinator who recommended revisions (currently underway) to refocus the course away from the process of coastal management and to the skills, knowledge and attitudes required to perform the job of a coastal manager. Recommended revisions also included the development of progress tests and mastery tests.

14. The Manager of the newly-established *TSC/Philippines/PCAMRD* (Philippines Council for Aquatic and Marine Research and Development) informed the conference that his organization has a history of nine years under the Department of Science and Technology and is composed of five departments. PCAMRD is a governmental organization which coordinates the University network of the Philippines. It has a linkage to the private sector, in particular with the fishery sector. PCAMRD has been one of the collaborating institutions, together with ICLARM, in the development of the TSC/STP, namely the "National Course on Integrated Coastal Management". TSC/PCAMRD is intended to be the vehicle for capacity building at the national level. A new course developer from

PCAMRD would be trained by TSC and upon her return, she would establish the CDU.

15. The Manager of *TSC/Senegal* informed the conference that though the CDU is located at the Oceanographic Center of Dakar, there is a need to call upon more institutions to carry out the TSC Programme activities. He underlined, in particular, the need for an agreement with the University for financial support and equipment. Concern was expressed regarding the availability of course developers and the need to obtain further financial support with the assistance of the Central Support Unit (CSU).
16. The Manager of *TSC/Thailand* informed the conference that CORIN (Coastal Resources Institute), where the TSC/CDU is located, is directly under the responsibility of the President of the Prince of Songkhla University. CORIN has various international linkages mainly with countries within South-East Asia. Although CORIN does not face problems of finances, facilities or equipment, the major constraint is the availability of course developers. He pointed out that his experience in conventional course development included courses using interactive approaches and focusing mainly on tools to support the process of integrated coastal management.
17. On behalf of the Manager of the *TSC/USA*, the participant informed the Conference that a CDU had not yet been formally established. Moreover, the course developer undertakes his TSC responsibilities as part of other activities of the University and the Sea Grant Programme. He expressed concern as to the availability of funding for the TSC/USA Programme. Despite these constraints, a module on conflict management has been produced and is to be validated shortly. He highlighted two major working strategies as of priority interest: on the one hand, cooperation between TSC/USA and the rest of the TSC network to exchange modules and courses, and on the other, an aggressive outreach strategy to publicize the TSC programme. In this regard, he pointed out that the web site of UN/DOALOS on the TSC programme had prompted NOAA (U.S National Oceanic and Atmospheric Administration) to inquire about the TSC Programme. Prospects of future collaboration between TSC/USA and NOAA are to be explored further.

**Agenda item 2: Establishment and operation of TSC Course Development Units**

**2.1 Standardized Training Packages (STP's) Development Plans**

18. On a case-by-case basis, *old and new STP's were confirmed and some of the deadlines were reviewed to include more realistic dates*. Further revision of the list was done during the Course Developers Workshop (CDW) that followed the Coordination Conference. The new dates take into account when the courses would be validated and when they would be made available to the network (*see Annex 2: Revised table 1: Development of STP's during 1995-1997*).
19. Participants were encouraged to raise issues of concern. *The first issue raised was the sharing of modules and courses*. Discussions focused on the development of individual modules for sharing. It was concluded that individual modules are the building blocks of an STP and are the result of a course development process that responds to the TSC methodology. Therefore, CDU's may import individual modules from other CDU's, provided that they complement another STP, that the course development process has been followed systematically and that it responds to particular training needs identified by the recipient CDU. This approach emphasizes that STP's could not be a sum of imported modules but rather the product of an intensive analysis and course development process aimed at improving specific job performance and/or the solution of an identified priority problem that merits a training solution. Rules for sharing courses and modules were discussed later in the conference under Agenda item 4.
20. The second issue raised by the participants concerned possible *certification by the United Nations/DOALOS of TSC courses*. This was viewed as an incentive, particularly with regard to courses delivered within universities. Furthermore, certification may facilitate the inclusion of the course as part of the academic credit system. It was noted, however,

that while the United Nations could lend its name to courses, it was not in a position to provide academic accreditation.

21. The third issue discussed, stressed the need for a set of *criteria for identifying priority topics for developing STP's*. Until now, the TSC network used the knowledge and experience of subject-matter experts at the respective CDU's, which identified priority topics for the first round of STP's. The first menu of courses was discussed at the level of the network during the first Course Developers Workshop in 1995. Another source of ideas for potential STP's comes from participation at international meetings where priority issues for training are identified.
22. On this last issue, it was stated that *course planning should also be based on a realistic consideration of the resources available at the CDU for the production of STP's*. However, it was agreed that it is necessary to conduct a training needs assessment at the local/national level such as the one conducted by TSC/Brazil. Since CDU's face constraints in terms of availability of course developers, funding and sometimes equipment, course planning also demanded a thorough analysis of existing courses that may be adapted, instead of developing new ones. Course planning at the Coordination Conference (the network level), is also of benefit to the CDU's in terms of the prospects for sharing courses.

## **2.2. Building recognition and outreach capabilities**

23. Participants emphasized that building recognition and outreach capabilities encompasses a number of interrelated factors that are played out according to the particular circumstances of each CDU.
24. The following, most important factors were discussed.
  - (a) Political Support
  - (b) Timing
  - (c) Institutional commitments
  - (d) Personal commitments



- (e) Ownership
- (f) Contacts
- (g) National and regional linkages

(a) *Most participants agreed that it is important to secure the endorsement and/or **political support** of governments; furthermore, some of them stressed that this should even precede the establishment of the technical infrastructure basis for the Programme. In the experience of Brazil, it was crucial that from the outset, during the first visit of the TSC Coordinator to Brazil, the Programme was endorsed at the highest political level with participation of all interested ministries that later became directly involved with the implementation of the Programme*

(b) *Political support and endorsement could be greatly facilitated if the **timing** of the introduction of the Programme is linked to priority needs identified by key governmental and non-governmental institutions. In the case of Philippines, the window of opportunity resulted from two converging forces: the implementation of the Philippines local government Code, which bestowed the responsibility of managing coastal resources at the municipality level, and an active role of NGO's and local organizations, both interested in the training of personnel in the field of coastal zone management (CZM).*

Fiji pointed out also that although an STP would be addressing a priority issue for the region, it might well be that two or three deliveries would not suffice due to the limited and dispersed target population within the region. This small number of deliveries, therefore, might not attract enough political support and commitment.

(c) *The participants also highlighted the importance of **institutional commitments** on the part of the academic/research institutions selected to participate as members of the TSC Programme. These include commitments within and outside the University. In some cases, these commitments are in the form of internal agreements between the CDU and the host institution (for matters concerning, e.g., time availability of course developers), between the host institution and the Government (on matters related to financial support), and between the host institution and the UN/DOALOS (TSC*

Agreement).

(d) Another factor crucial for capturing the attention of the participants was *the need for **personal commitment** from the people involved in the development and delivery of the STP*. These are individual commitments towards a common product jointly developed by a team of dedicated people, commitments that go much beyond the call of duty.

(e) *The personal commitments go hand-in-hand with the **ownership factor***. The Philippines illustrates this case in that, within the six institutions participating in the preparation and delivery of the STP, the course developers and subject-matter experts felt that the course was "their course". This keen spirit engendered personal commitments on the part of each and all involved.

(f) ***Contacts** were considered crucial in building recognition and outreach*. The TSC Programme is built around a network of individuals and institutions with the highest professional credentials. These conditions have proven to be essential in strengthening contacts for the TSC Programme that originated throughout years of experience of TSC managers and course developers alike. Brazil stressed not only the importance of professional contacts but also the day-to-day contacts at the institutional level with funding organizations and in particular, in this case, with the Inter-Ministerial Commission for the Resources of the Sea. Contacts with key ministries involved in coastal zone management are best made via regular visits and reports.

(g) ***National and regional linkages** were also recognized as critical in building recognition and outreach*. This mainly encompasses two dimensions: a marketing approach to link with prospective donors and other sources of external funding (e.g. direct contacts with donors); and efforts to secure potential target populations in neighboring countries. An outreach campaign can be organized through participation at key national and international meetings and/or through public outreach (videos, etc.). Some participants stressed the need for considering STP's as an investment that would bring returns in view of the security provided by the high standards of TSC courses.

### 2.3 *Fund raising*

25. *Most participants stressed funding constraints, which impinges on the timely performance of TSC activities.* This is particularly relevant with regard to the course developer whose responsibilities are shared with a multiplicity of other tasks. The development of STP's and the availability of course developers, subject-matter experts etc. depend, in most cases, on the CDU's capacity to obtain funding. This concern is linked to the establishment and integration of the CDU within the administrative structure of the host institution and the availability of extra-budgetary sources that may complement existing in-house contributions.
26. *The representative of UNDP pointed out that extra budgetary funding should be targeted to course delivery with the understanding that this would cover the costs of fellowships for participants to the first delivery of the STP (validation).* CDU's should approach UNDP field offices which have a role as donor coordinators, thus being in a position to assist CDU's in fund-raising matters. The participant from Thailand emphasized the need to be creative, stating that in his experience the preparation of courses commissioned by national ministries allowed him to avoid the financial burden.
27. *It was deemed necessary to systematically plan for fund-raising.* This includes approaching not only donors, but also private sources, including foundations, as well as other related sectors such as Port Authorities that are in the process of identifying new training needs that may be within the scope of the TSC Programme.
28. *Efforts are being undertaken to obtain financial support for new CDU's because it has been recognized that the original grant by UNDP had not been sufficient.* Efforts to interest the GEF and the European Union in the TSC Programme are also underway. Fund raising planning also involves a solid cost assessment of the production and delivery of the STP in light of the fact that the justification of an STP relies on a combination of factors such as training priorities, target population, number of potential deliveries and prospects for sharing among the global network, all of which amount to increased cost-effectiveness.

29. Other constraints were identified. On one hand, *the internal competition within institutions*; e.g different university departments compete for similar sources of funding; and on the other, *competition among programmes at the regional level*. Building a solid recognition of the Programme at the regional level facilitates approaching donors. Fiji, for example, with the endorsement of TSC at the regional level, was able to approach various donors for funding of its activities.

#### **2.4 Establishment and integration of the CDUs within administrative structure of the host institution**

30. *Three major modalities of integration were identified by the participants*. The first relates to *the integration of the CDU within the University*. In the case of Brazil, integration was achieved through the authorization on the part of the Rector to release part-time academic staff to conduct TSC activities and to provide adequate facilities for the CDU. In the Philippines, integration was arrived at through the in-kind commitment of Course Developers participating in the preparation and delivery of the STP and the commitments of the TSC/CDU itself. As for Fiji, integration was effected through the provision of facilities (shared with IOI) and the part-time release of the CDU manager. However, with regard to course developers, it was deemed that they could only be released if specifically remunerated. For TSC activities and courses, it was concluded that, in terms of course development and delivery, the CDU managers should aim at the integration of TSC courses within undergraduate programmes at the university.
31. The second type of integration refers to *the recognition of the TSC beyond the ambit of the University*. In the case of Fiji, TSC has been endorsed at the regional level, while in Brazil, TSC has been recognized within a network of universities working in the field of marine affairs with which TSC/Brazil has developed close linkages. Concerns were expressed by the participants that the CSU and UNDP should do more in terms of facilitating the building of a strong profile for the TSC at the regional level.
32. The third type of integration refers to *the linkages between TSC and a market beyond the strictly university arena*. In the case of Thailand, the CDU may offer training as a service to the national Planning Office. Similarly opportunities may exist for contacting other

prospective clientele such as Port Authorities (in the process of privatization), which may have limited knowledge of environmental issues, as well as of their role within the broader perspective of integrated coastal management.

### **2.5 Availability of course developers**

33. It was noted that some of the trained course developers, particularly from Thailand and India, had not been in a position to participate actively in the TSC programme. Some participants referred to the possibility for the CDUs themselves to conduct course developers workshop. Furthermore, *it had not been possible for CDU's to allocate full-time course developers to the TSC Programme*. Participants indicated that the heavy work-load of their regular functions as members of Universities and/or technical institutions and IOI was hampering their fulfilling functions as course developers of the TSC Programme.
34. Another issue of concern referred to *the career of course developers which should be protected from institutional changes that may affect the host institution*. Participants were encouraged to emulate the example of Brazil and include in the relevant agreements a clause protecting the staff allocated to TSC activities and their career development.

### **2.6 The application of the TSC methodology**

35. Although the TRAIN-X TDG (Training Development Guidelines) was considered to be a good general tool for course development, *some participants submitted that they had not been able to apply, to the fullest, the methodology in the development of courses*. In this regard, it was expressed that CDU managers themselves should (be trained or receive refresher courses) in the methodology to better monitor the course development process. Some participants requested clarification on the process of "validation" of a course.
36. Other participants pointed out *the need for better target population and job analysis* which, in their experience, were the weakest area in applying the methodology. It was agreed that some flexibility could be exercised and latitude given to course developers and instructors. However, the TDG was too valuable a tool to be changed in any

substantive way. Attention was called to the revised TDG which incorporated some of the issues which had been raised with regard to its simplification. A new training manual was to be introduced during the next Course Developers Workshop (CDW: 28 April-10 May 1997).

37. Questions were raised about *who should deliver the course and whether the course developers could become the instructors for the delivery of the STP's*. The CSU responded that the course developers generally are not involved in course delivery (probably only at the validation stage). *Instructors should be subject-matter experts that are familiar with the instructor's manual*. The CSU informed the participants that the instructor's training package, from ICAO/TRAINAIR, which is a self-instruction programme, is to be provided to all CDU's a few months before validation of the courses.
38. Participants were interested in *the potential for training in new technologies*. The CSU informed them that CODEVTEL (ITU) has created computer-based courses and offer training for other networks. Therefore, *the CSU will look into the possibility of training for TSC members*.
39. *Recommendations were made as to the preparation of a catalogue of technical capabilities and equipment available within the TSC network*. The CSU will send out a questionnaire inventorying the technical capabilities of the various units and establishing a technical profile of each unit on the basis of which a catalogue will be prepared.
40. *The need for translation of the TDG into languages other than English was also expressed*. One of the possibilities for addressing this issue in the short term would be to look into the experience of other TRAIN-X members that deliver the CDW in other languages. In this regard, it was suggested that ways be explored of sending, upon request, course developers to other members of the TRAIN-X family. The CSU could also look into the possibility of translating the TSC/TDG.

**Agenda item 3: Central support Unit (CSU)**

**3.1 Expand the Programme into Law of the Sea related training**

41. *In projecting future expansion of the TSC Programme, the Director of DOALOS offered to the participants the services of the Division in developing courses with legal components, taking into consideration specific areas where DOALOS would be more effective.*
42. Currently, Costa Rica and Senegal are developing STP's which have legal components. The manager of TSC/France also reported that his CDU has experience in the development of legal courses and will have the capabilities to assist other CDUs in the development of STP's on legal issues

**3.2 Strengthen linkages with UNDP's SIOCAM Project**

43. The representative of UNDP made a presentation of the SIOCAM project (Strategic Initiative for Oceans and Coastal Area Management), which had been established to organize synergy among all the projects in ocean and coastal management in all the regions. It also aimed at providing training through TSC, and facilitating the exchange of information in the different networks.
44. *It was recommended that TSC/CDU's contact some of the training centers included in the SIOCAM list of addresses which was distributed to the participants.*

### **3.3 Assistance and support from the CSU**

45. *The participants recognized the value of the support provided to CDU's by the CSU. This support is provided under three major modalities: (a) technical assistance in the preparation of STP's at critical stages of their development and the validation of STP's; (b) identification of funding opportunities for the CDU's and the development of linkages at the national and sub-regional level; (c) strengthening the commitment of host institutions and other potential key players (e.g. Government, NGO's, etc.).*
  
46. *It was recommended that the CSU should expand its activities and provide intensified assistance and coaching via field missions at least once a year and/or once every six months for CDU's which are developing new courses. This would also include contacts via electronic mail for quality control as well as routine communications (e:mail, telephone, fax) between the CSU and the CDU's on matters beyond course preparation, such as participation at regional meetings, sharing of technical information etc. .*
  
47. *The Coordination Conference formally stated its support to the Central Support Unit and recognized the United Nations/DOALOS for its contribution through the provision of staff and allocation of facilities to the TRAIN-SEA-COAST Programme.*

### **3.4 Conduct of a survey of TRAIN-SEA-COAST Programme members'needs and expectations**

48. *Participants also agreed that, in order to help the CSU provide better assistance, a questionnaire should be developed by the Central Support Unit, with the assistance of some of the CDU's (TSC/ICLARM), to identify strengths and weaknesses of the CDU's and what is expected from the Central Unit in response to their specified needs.*



**Agenda item 4: TRAIN-SEA-COAST Network rules**

**4.1 Review and comments on the TSC Network rules**

49. *Participants were invited to comment article-by-article on the rules of the TRAIN-SEA-COAST Programme for specific inclusions and deletions. It was pointed out that the rules followed a general model and standards used by the other sister-TRAIN-X programmes.*

**4.2 Incorporation of necessary revisions**

50. *General and specific proposals were made to amend and complete the document. It was agreed that participants would be sent the revised rules as soon as possible, for further examination.*
51. *With regard to exchanging courses outside the TRAIN-X family, it was decided that the CSU should look into the issues of the "accreditation process", copyrights and proprietary rights for later reference when the TSC courses become available outside the TRAIN-X family. At present time, this issue is not urgent because the TSC has produced a limited number of STP's.*

**Agenda item 5: TRAIN-SEA-COAST Development Policy: Issues for the future**

**5.1 Co-operation and collaboration among CDU's**

52. PARTICIPANTS AGREED:

(a) *That developing the TSC network in its administrative and political aspects was very important. The CSU should nurture the network and provide information about the activities of each CDU;*

(b) *To collaborate, maintain informal communications among themselves and exchange comments with regard not only to STP's development but also to sharing information about events of interests, reading material etc. The participants would become pro-active in elevating and promoting the TSC agenda. A trial period of two months for exchange of views and comments about the Coordination Conference and other topics was also agreed upon;*

(c) *To invite other CDUs course developers to participate as observers during the validation of courses;*

(d) *That it is essential to go through the development of a first course (STP) and gain experience before importing modules from other courses.*

**5.2 New training technologies**

53. PARTICIPANTS ALSO AGREED *that it was crucial that the CDU's avail themselves of available new technologies (fax, cc:mail, home pages, web sites, intranet, internet etc.) and that in order to assist them in this regard, training could be organized. Such training would be addressed as resources available in the country or to the CSU permit.*

54. With regard to computer training, IT WAS RECOMMENDED *that the CSU Coordinator arrange training in collaboration with the ITU/CODEVTEL which is already providing such training. The possibility of "extension courses", using the technology for distance learning* was also discussed, with TSC/Fiji volunteering to conduct preliminary research.

### **5.3 Expand TSC at the regional level**

55. The participants also concluded that *it was important to establish liason contact with the United Nations Environment Programme (UNEP) Regional Seas Programmes and with programmes such as SIOCAM and IWLEARN (International Waters Learning Exchange and Resources Network) of UNDP in an effort to expand the TSC network, which could be beneficial to individual CDU's. In this regard, participants also committed to developing courses up to regional standards. The benefits of this endeavour would be twofold; on one hand, a CDU would be able to assist another CDU in the same region to adapt an STP to its own circumstances and on the other, a CDU would be in the position to deliver an STP to regional participants.*

### **5.4 Financial schemes**

56. *CDU's were encouraged not only to market their training courses, but also to systematically plan a financial scheme when preparing for a new course and to endeavor to be cost-effective as much as possible. They were also reminded that although the CSU and UNDP were ready to assist in fund-raising matters for the development of the network and for new CDU's, it was the duty of each CDU to raise funds for self-sustainability. Also, for the training programme to be sustainable, it was emphasized that TSC activities should reflect the need to develop human resources for the formulation of coastal management plans.*
57. *CDU's were also encouraged to contact NGO's, the private sector and in particular national banks and other financial institutions that might provide funds for some of the training projects.*
58. *It was recommended to look into the matter of designing and interpreting training*

*objectives into substantive projects*, since organizations such as UNDP were giving financial assistance to projects only.

<b>Agenda Item 6: Summary of conclusions and recommendations</b>
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The overall policy of the TRAIN-SEA-COAST Programme focus on strengthening and consolidation of the TSC network through:

***a) Increased cooperation and collaboration among CDUs;***

- CDUs were encouraged to collaborate, maintain informal communication among themselves and exchange comments not only with regard to STP development, but also to sharing information;
- It was agreed to invite other CDUs course developers to participate as observers during the validation course.

***b) Sharing of courses and modules;***

- It was concluded that individual modules are the building blocks of an STP and are the result of a course development process that responds to the TSC methodology;
- It was concluded that CDUs may import individual modules from other CDUs provided that they complement another STP; that the course development process has been followed systematically and that it responds to the particular training needs identified by the recipient CDU;
- It was agreed that CDUs should go through the development of a first course (STP) before importing modules from other courses.

**c) Fund-raising**

- It was concluded that it was the duty of each CDU to raise funds for self sustainability. In this regard, CDUs should systematically plan for fund-raising. This involves a solid cost assessment of the production and delivery of STP;
- CDUs were encouraged not only to market their training courses but also to systematically plan a financial scheme when preparing for a new course and to endeavor to be cost-effective as much as possible. Course planning should be based on a realistic consideration of the resources available at the CDU for the production of STP's and on a thorough analysis of existing courses that could be adapted;
- CDUs and the CSU should approach not only donors but also private sources, including foundations and other related sectors such as port Authorities. CDUs were encouraged to contact UNDP field offices, which have a role as donor coordinators as well as NGO's, the private sector and in particular national banks and other financial institutions;
- Extra-budgetary funding should be targeted to course delivery with the understanding that this would cover the fellowship for participants to the first delivery of the STP (validation).

**d) New training technologies**

- It was agreed that CDUs should avail themselves of available new technologies;
- With regard to computer training, it was recommended that the CSU Coordinator should arrange training in collaboration with TRAIN-X - ITU;
- TSC/Fiji volunteered to conduct preliminary research on the possibility of extension courses using the technology for distance learning.

*e) Strengthening recognition and outreach of the programme*

- It was recommended that CDUs should try to secure the endorsement and political support of governments and that this should even precede the establishment of the technical institutional basis of the Programme;
- It was concluded that political endorsement can be greatly facilitated if the timing of the introduction of the Programme is linked to priority needs identified by key governmental and non-governmental institutions. Once the Programme is established, the identification of priority topics for STP development should be based on a training needs assessment at the local/national level;
- CDUs should try to attract commitments on the part of academic/research institutions selected to participate as members of the TSC Programme. These include commitments between the CDU and the host institution; between the host institutions and the government; and between the host institutions and the UN/DOALOS (TSC agreement) ;
- It was concluded that other key factors for building recognition and outreach were:
  - 1) personal commitments from the people involved in the development and delivery of the STP; and
  - 2) contacts with networks of individuals, institutions and key ministries. In building recognition and outreach;
  - 3) Developing national and regional linkages through a marketing approach to link with prospective sources of funding and securing potential target populations in neighboring countries. Key instruments to attain these goals could be an outreach campaign as well as the consideration that STPs in themselves are an investment that would bring returns in view of the security provided by the high standards of TSC courses.

***f) Expansion of the TSC at the regional level;***

- It was concluded that CSU and UNDP should try to facilitate the building of a strong profile for the TSC at the regional level;
- It was concluded that it was important to establish contacts with the United Nations Environment Programme (UNEP), Regional seas programmes and with programmes such as SIOCAM and IWLEARN (International Waters Learning Exchange and Resources Network of UNDP). CDU's agreed to commit themselves to the development of courses up to regional standards;
- It was recommended that TSC should explore linkages beyond the university arena;
- It was recommended to explore the establishment of CDUs associated with UNDP field projects;
- It was recommended that in terms of course development and delivery, CDU's should aim at the integration of TSC course within undergraduate programmes at the university.

***g) Expanding the activities of the CSU***

- It was agreed that the CSU should nurture the network and provide information about the activities of each CDU;
- It was agreed that the CSU should actively coordinate cooperation with TRAIN-X sister Programmes, strengthen linkages with UNDPs SIOCAM project and expand the TSC Programme into law of the sea related training;
- The CSU assistance and support is also required in the identification of funding opportunities for the CDUs; strengthening the commitment of host institutions and other potential key players e.g. governments, NGOs at the national and sub-regional level;
- It was recommended that the CSU should expand its activities and provide intensified

assistance and coaching via field missions to provide technical assistance in the preparation of STPs at least once a year and/or every six months for CDUs which are developing new courses (particularly their first STP) as well as their validation;

- It was agreed that the CSU will develop a questionnaire with the assistance of TSC/Philippines/ICLARM to identify strengths and weaknesses of the CDUs and what is expected from the CSU in response to their specified needs;
- It was recommended that the CSU will send a questionnaire to inventory the technical and equipment capabilities of each CDU.

**1. *Certification by the United Nations of TSC courses***

- It was concluded that although certification may facilitate the inclusion of a TSC course as part of the academic credit system and would constitute an incentive, the United Nations is not in a position to provide such academic accreditation.

**2. *Network Rules***

- It was agreed that each participant would be sent a copy of the revised network rules for adoption and signature;
- It was agreed that for future purposes, the issues of accreditation, copyrights and proprietary rights should be looked into by the CSU with the assistance of TSC/France.



# TRAIN-SEA-COAST PROGRAMME

## COORDINATION CONFERENCE

United Nations Headquarters, 24-26 April 1997

### I. Objectives of the Coordination Conference

- a) *Discuss the implementation of the Network;*
- b) *establish priorities on Standard Training Packages (STPs) to be developed;*
- c) *review the policies and rules of the network and approve the necessary revisions;*
- d) *exchange views and share experiences on the operation and management of the Course Development Units (CDUs);*
- e) *explore areas of possible co-operation and collaboration among participating CDUs;*
- f) *receive and discuss information concerning training issues of mutual interest;*
- g) *review support required from the TSC Central Support Unit (CSU) and make recommendations; and*
- h) *discuss possible collaboration with the TRAIN-X network.*

### II. Revised Annotated Agenda

**Agenda Item A: Organization of the Meeting**

*Approval of the Agenda and timetable*

**Agenda Item 1: TRAIN-SEA-COAST Programme Status**

- 1.1 *Current Development of the TSC Programme - CSU*
- 1.2 *Reports from the CDUs: Activities performed by the CDUs during March 1995-April 1997*

**Agenda Item 2: The Establishment and Operation of TSC Course Development Units**

2.1 *Standardized Training Packages (STPs) Development Plan*

- STPs that have been in the planning stage for more than a year
- STPs that have been completed, or are in the process of being developed
- New STPs proposed by the CDUs

**Agenda Item 2:        *The Establishment and Operation of TSC Course  
Development Units (Continued)***

**2.2    *Building recognition and outreach capabilities***

- Gaining support at the national and regional levels
- Cooperation with and support from governmental organizations and the private sector
- Linking with other educational institutions

**2.3.   *Fund Raising***

Fund raising plan including:

- Major Donors
- Governments
- Regional Banks
- Cooperation with the European Commission
- Others

**2.4    *Establishment and integration of the CDUs within the administrative structure of the host institution***

- In-house support
- Integration of TSC courses into the university curriculum
- Integration of TSC courses into staff development programmes of governmental institutions and the private sector
- Conciliation of academic views and training practice

**2.5    *Availability of course developers***

- Stability and career development of course developers
- Sharing TSC tasks with other commitments
- Team-work
- Staffing plan 1997-1998

**2.6    *The application of the TSC methodology***

- The TRAIN-X methodology: its flexibility
- The TSC target population and course-related subject matters
- Adaptation of TSC courses
- How to find the proper instructors
- Qualification of technical staff to produce course materials
- Translations; equipment

**Agenda Item 3: Central Support Unit (CSU)**

- 3.1 *Expand the Programme into Law of the Sea-related training*
- 3.2 *Strengthen linkages with UNDPs SIOCAM Project*
- 3.3 *Assistance and support from the CSU*
  - Quality control and monitoring missions
  - Human resources development (HRD)
  - Funding
  - Communication between the CSU and the CDUs
  - Information dissemination and outreach
- 3.4 *Conduct a survey of TRAIN-SEA-COAST Programme members' needs and expectations*
- 3.5 *Existing and planned linkages between TSC and the International Ocean Institute (IOI)*
- 3.5 *Collaboration with TRAIN-X sister programmes*
- 3.6 *Collaboration with other international programmes*

**Agenda Item 4: TRAIN-SEA-COAST Network Rules**

- 4.1 *Review and comments on the TSC Network Rules*
- 4.2 *Incorporation of necessary revisions*

**Agenda Item 5: TRAIN-SEA-COAST Development Policy: Issues for the Future**

- 5.1 *Co-operation and collaboration among CDUs*
  - Increase information exchange among CDUs
  - Course Sharing - Plan for 1997-1998
  - Exchange of course developers
- 5.2 *New training technologies*

**Agenda Item 5: TRAIN-SEA-COAST Development Policy:  
Issues for the Future (Continued)**

- 5.3 *Discuss training needs at the regional level to elaborate a model of high quality training*
- 5.4 *Expand TSC activities at the regional level*
- 5.5 *Consider regional coastal zone management plans in the identification of STPs for future development*
- 5.6 *Strengthen linkages among CDUs, the national/local governments, and the public/private sector*
- 5.7 *Strengthen linkages with coastal and ocean management programmes to develop new courses on request, or adjust already prepared courses to sub-regional characteristics*
- 5.8 *Strengthen linkages at the project level*

**Agenda Item 6: Summary of Conclusions and Recommendations**

**Table 1: TRAIN-SEA-COAST PROGRAMME: Course Development Activities 1995-1998 \***

<b>COURSE DEVELOPMENT UNIT</b>	<b>STPs VALIDATED OR UNDER DEVELOPMENT 1995-1997</b>	<b>STATUS &amp; DATE OF VALIDATION</b>	<b>DURATION AND AVAILABILITY</b>	<b>STPs PROPOSED OR AGREED BY THE NETWORK 1997-1998</b>	<b>STATUS &amp; DATE OF VALIDATION</b>
<b>PHILIPPINES (ICLARM)</b>	"National Course on Integrated Coastal Management"	Validated in May 1996;	Duration: 2 weeks Availability: July 1997	Integrated Coastal Management for Local Governments	Validation: April 1998
<b>USA</b>	"Approaches to Conflict Management in Ocean and Coastal Management" (Course Module)	Status: Phase 6 Production and Developmental Testing Validation: May 1997	Duration: 1 day Availability: September 1997		
<b>COSTA RICA</b>	"Coastal Tourism and Fisheries: Its Interactions"	Status: Phase 4 Design of Curriculum Validation: September 1997	Duration: 2 weeks Availability: December 1997	"Law of the Sea"	Status: STP agreed to be developed  Duration: 2 weeks  Validation: July 1998
<b>BRAZIL</b>	"Exchange and Interrelationships among the watershed, coastal lagoons and coastal ocean ecosystems"	Status: Phase 5 Design of Modules Validation: August 1997	Duration: 2 weeks Availability: March 1998	"Planning and Use of the Estuarine and Marine Fisheries Resources"	Status: STP agreed to be developed  Duration: 2 weeks  Validation: December 1998
<b>INDIA</b>	"Costal Ecology for Rural Women" (A Course for NGO's Trainers)	Status: Phase 1 Preliminary Study  Validation: April 1998	Duration: 1 week Availability: July 1998	"Engineering Aspects of Exploratiuon and Exploitation of Nearshore and Offshore Non-living Resources"	Duration: 3 weeks  Validation: December 1998

\* As revised at the Coordination Conference (24-26 April 1997) and at the Course Developers Workshop (28 April-10 May 1997).

COURSE DEVELOPMENT UNIT	STPs VALIDATED OR UNDER DEVELOPMENT 1995-1997	STATUS & DATE OF VALIDATION	DURATION AND AVAILABILITY	STPs PROPOSED OR AGREED BY THE NETWORK 1997-1998	STATUS & DATE OF VALIDATION
<b>FIJI</b>				<p>“Integrating Climate Change Issues into Coastal Management in the Pacific Islands”</p> <p>“Sustainable Development of Coastal Fisheries in the Tropics”</p>	<p>Status: new STP to be developed jointly with CC:TRAIN</p> <p>Duration: 2 weeks</p> <p>Validation: December 1997</p> <p>Status: existing course to be adapted to the TSC methodology</p> <p>Duration: 3 weeks</p> <p>Validation: November 1998</p>
<b>SENEGAL</b>	“Harmonization of Legislation for the Sustainable Conservation of Fishery Resources in the West Africa Region”	Status: Phase 2 Job Analysis Validation: December 1997	Duration: 2 weeks Availability: April 1998		
<b>PHILIPPINES (PCAMRD)</b>				Integrated Coastal Management for Local Governments	Duration: 2 weeks Validation : April 1998

<b>COURSE DEVELOPMENT UNIT</b>	<b>STPs VALIDATED OR UNDER DEVELOPMENT 1995-1997</b>	<b>STATUS &amp; DATE OF VALIDATION</b>	<b>DURATION AND AVAILABILITY</b>	<b>STPs PROPOSED OR AGREED BY THE NETWORK 1997-1998</b>	<b>STATUS &amp; DATE OF VALIDATION</b>
<b>UNITED KINGDOM</b>				Environmental Management of Commercial Operations with Special Reference to port and Harbours	Validation: June 1998 (Tentative)
<b>FRANCE</b>				Proposal to be submitted in due time	
<b>THAILAND</b>				Integrated Coastal Zone Management: Analysis for the Formulation and Implementation of Coastal Management Plans	Duration: 3 weeks Validation: April 1998
<b>TOTAL</b>	1 Module and 5 STPs			10 STPs to be developed	

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**The TRAIN-SEA-COAST Programme  
of the  
Division for Ocean affairs and the Law of the Sea  
Office of Legal Affairs  
United Nations**

**TRAIN-SEA-COAST Programme - Central Support unit  
Division for Ocean affairs and the Law of the Sea  
Office of Legal Affairs  
United Nations**

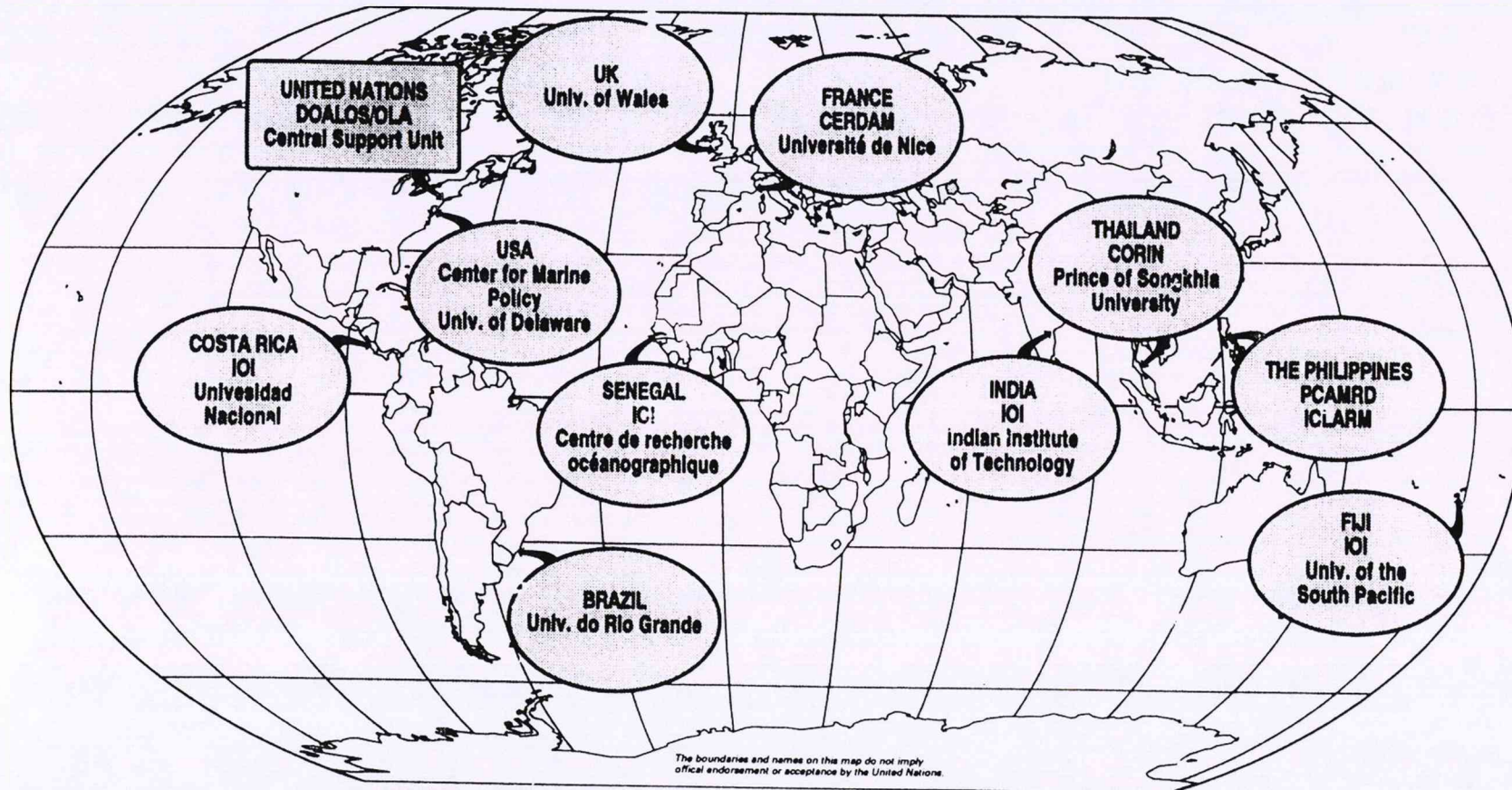
## **Background**

TRAIN-SEA-COAST is an inter-country cooperative training and human resources development (HRD) network composed of training/educational centres in both developed and developing countries. It aims at strengthening the capabilities of institutions and individuals having responsibilities in the field of coastal and ocean management. One of the most relevant characteristics of TRAIN-SEA-COAST is that it is a global programme rooted at the national level. The instruments for capacity building are: (a) the development of local capacity for the design, production and delivery of high quality training courses that address problems at the local, subregional or regional levels; and (b) a cooperative network for the exchange of course materials, training staff and information.

The TRAIN-SEA-COAST Programme was launched in 1993 by the United Nations Division for Ocean Affairs and the Law of the Sea (UN/DOALOS), with the support of the United Nations Development Programme - Sustainable Energy and Environment Division (UNDP/SEED), and in collaboration with UN and non-UN organizations involved in course development. The Japanese government contributed to the provision of funds for the implementation of the first course developers workshop. The Programme is the primary instrument through which the UN/DOALOS is attempting to build up national capabilities for HRD in the field of coastal and ocean management. The Programme is an outgrowth of the Plan of Action on Training that was set forth during the Consultative Meeting on Training in Integrated Management of Coastal and Marine Areas for Sustainable Development convened in June 1993 by UN/DOALOS and UNDP/DGIP (predecessor of UNDP/SEED).

The TRAIN-SEA-COAST Programme is an outgrowth of the "TRAIN-X strategy", whose application dates back to 1975 when the International Telecommunication Union (ITU) adopted the TRAIN-X methodology in an effort to facilitate global cooperation in telecommunications training. Currently, there are seven similar training networks in the United Nations system, namely, ITU/CODEVTEL (telecommunications), UNCTAD/TRAINMAR (maritime transport), ICAO/TRAINAIR (civil aviation), UNCTAD/TRAINFORTRADE (international trade), UPU/TRAINPOST (postal service), UNITAR/CC:TRAIN (climate change) and UN/DOALOS/TRAIN-SEA-COAST (coastal and ocean management).

## TRAIN-SEA-COAST NETWORK



The boundaries and names on this map do not imply official endorsement or acceptance by the United Nations.

## **Members of the Programme: benefits and opportunities**

To date the TRAIN-SEA-COAST Programme has a total of eleven Course Development Units (CDUs) in ten countries. Four of these CDUs are operating in conjunction with the International Ocean Institute (TSC/Costa Rica; TSC/Fiji; TSC/India; and TSC/Senegal) . The majority of CDUs are located at universities and/or research centres. Two new Course Development Units joined the programme in 1996: the Philippine Council for Aquatic and Marine Research and Development (PCAMRD) and the Centre d'Etudes et de Recherches sur le Droit des Activites Maritimes (CERDAM), in France. PCAMRD is the first CDU located within a governmental institution at the departmental level. (See map)

The TRAIN-SEA-COAST Programme provides specific benefits/opportunities to participating institutions, such as:

- (a) Participation in an inter-country, cooperative training and human resource development network at the global level;
- (b) Training of personnel on the TRAIN-SEA-COAST methodology. TRAIN-SEA-COAST personnel have the capability to prepare advanced , high quality standard training packages (STPs) to TRAIN-SEA-COAST standards;
- (c) Identifying training priorities on the basis of a rigorous manpower assessment and training needs analysis which will determine the priorities at the local, national or regional levels;
- (d) Producing and delivery of a menu of training courses that address the critical training needs of the country or countries of the region;
- (e) Strengthening the cooperation between the coastal/ocean sector, educational/training system; and the public/private sector. This is achieved through the collaboration , within each TRAIN-SEA-COAST CDUs, of course developers (who are pedagegic experts) together with subject matter experts who may be recruited within the university, or outside, from the private/public sector or industry, depending on the particular expertise required for course development;
- (f) Having access to (and exchanging) relevant course materials from: (I) a broad menu of courses from the TRAIN-SEA-COAST network; and (ii) from other sister programmes (e.g. TRAINFORTRADE, TRAINMAR and CC:TRAIN).

## **The Central Support Unit**

The TRAIN-SEA-COAST Central Coordinating Unit located at UN/DOALOS provides the link among the Course Development Units (CDUs) by exercising an overall programme management

**Table 1: TRAIN-SEA-COAST PROGRAMME: Course Development Activities 1995-1998 \***

<b>COURSE DEVELOPMENT UNIT</b>	<b>STPs VALIDATED OR UNDER DEVELOPMENT 1995-1997</b>	<b>STATUS &amp; DATE OF VALIDATION</b>	<b>DURATION AND AVAILABILITY</b>	<b>STPs PROPOSED OR AGREED BY THE NETWORK 1997-1998</b>	<b>STATUS &amp; DATE OF VALIDATION</b>
<b>PHILIPPINES (ICLARM)</b>	"National Course on Integrated Coastal Management"	Validated in May 1996;	Duration: 2 weeks Availability: July 1997	Integrated Coastal Management for Local Governments	Validation: April 1998
<b>USA</b>	"Approaches to Conflict Management in Ocean and Coastal Management" (Course Module)	Status: Phase 6 Production and Developmental Testing Validation: May 1997	Duration: 1 day Availability: September 1997		
<b>COSTA RICA</b>	"Coastal Tourism and Fisheries: Its Interactions"	Status: Phase 4 Design of Curriculum Validation: September 1997	Duration: 2 weeks Availability: December 1997	"Law of the Sea"	Status: STP agreed to be developed Duration: 2 weeks Validation: July 1998
<b>BRAZIL</b>	"Exchange and Interrelationships among the watershed, coastal lagoons and coastal ocean ecosystems"	Status: Phase 5 Design of Modules Validation: August 1997	Duration: 2 weeks Availability: March 1998	"Planning and Use of the Estuarine and Marine Fisheries Resources"	Status: STP agreed to be developed Duration: 2 weeks Validation: December 1998
<b>INDIA</b>	"Costal Ecology for Rural Women" (A Course for NGO's Trainers)	Status: Phase 1 Preliminary Study Validation: April 1998	Duration: 1 week Availability: July 1998	"Engineering Aspects of Exploratiuon and Exploitation of Nearshore and Offshore Non-living Resources"	Duration: 3 weeks Validation: December 1998

\* As revised at the Coordination Conference (24-26 April 1997) and at the Course Developers Workshop (28 April-10 May 1997).



and coordination function which includes:

- (a) quality control of the courses under preparation through four major formal periodic reports as well as informal reporting on a monthly basis;
- (b) HRD in the form of a series of courses for training course developers, instructors and training managers;
- (c) a training information system for the management of the cooperative network;
- (d) training of personnel and provision of backup support facilities to participating Course Development Units; and
- (e) periodic meetings for monitoring the activities of the network (Coordination Conference).

The TRAIN-SEA-COAST Central Coordinating Unit has organized and implemented a three-day Coordination Conference followed by a two-week training workshop aimed at the consolidation and expansion of the United Nations TRAIN-SEA-COAST Programme.

The Coordination Conference brought together 10 managers of CDUs established in Brazil, Costa Rica, Fiji, France, India, Phillippines, Senegal, Thailand, the United Kingdom and the United States. The goal of the Conference was to conduct a broad assessment of progress achieved by the Programme over the last two years and establish TRAIN-SEA-COAST network policy for the future. Participants also exchanged views and shared experiences on the operation and management of their Course Development Units, as well as discussed training issues of mutual interest.

The Course Developers Workshop, which followed the Conference, trained 14 individuals (Course Developers) from existing and newly established Course Development Units, as well as from other organizations. The training included the application of a standard course development methodology for the development and delivery of courses in the field of coastal and ocean affairs.

### **Course Development Activities**

TRAIN-SEA-COAST is developing a menu of training courses dealing with relevant aspects of coastal area management and ocean management e.g. community participation in coastal zone management; strategies for the management of multiple use conflicts affecting coastal and marine resources (see list of TRAIN-SEA-COAST courses developed or in preparation).

By being a cooperative training network for the exchange of course materials, training staff, and information among the members of the network, TRAIN-SEA-COAST plays an important role as a mechanism for sharing valuable experiences as well as cooperation in capacity building at the

**Table 1: TRAIN-SEA-COAST PROGRAMME: Course Development Activities 1995-1998 \***

<b>COURSE DEVELOPMENT UNIT</b>	<b>STPs VALIDATED OR UNDER DEVELOPMENT 1995-1997</b>	<b>STATUS &amp; DATE OF VALIDATION</b>	<b>DURATION AND AVAILABILITY</b>	<b>STPs PROPOSED OR AGREED BY THE NETWORK 1997-1998</b>	<b>STATUS &amp; DATE OF VALIDATION</b>
<b>PHILIPPINES (ICLARM)</b>	"National Course on Integrated Coastal Management"	Validated in May 1996;	Duration: 2 weeks Availability: July 1997	Integrated Coastal Management for Local Governments	Validation: April 1998
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\* As revised at the Coordination Conference (24-26 April 1997) and at the Course Developers Workshop (28 April-10 May 1997).

COURSE DEVELOPMENT UNIT	STPs VALIDATED OR UNDER DEVELOPMENT 1995-1997	STATUS & DATE OF VALIDATION	DURATION AND AVAILABILITY	STPs PROPOSED OR AGREED BY THE NETWORK 1997-1998	STATUS & DATE OF VALIDATION
<b>FIJI</b>				<p>“Integrating Climate Change Issues into Coastal Management in the Pacific Islands”</p> <p>“Sustainable Development of Coastal Fisheries in the Tropics”</p>	<p>Status: new STP to be developed jointly with CC:TRAIN</p> <p>Duration: 2 weeks</p> <p>Validation: December 1997</p> <p>Status: existing course to be adapted to the TSC methodology</p> <p>Duration: 3 weeks</p> <p>Validation: November 1998</p>
<b>SENEGAL</b>	“Harmonization of Legislation for the Sustainable Conservation of Fishery Resources in the West Africa Region”	Status: Phase 2 Job Analysis Validation: December 1997	Duration: 2 weeks  Availability: April 1998		
<b>PHILIPPINES (PCAMRD)</b>				Integrated Coastal Management for Local Governments	Duration: 2 weeks  Validation : April 1998

COURSE DEVELOPMENT UNIT	STPs VALIDATED OR UNDER DEVELOPMENT 1995-1997	STATUS & DATE OF VALIDATION	DURATION AND AVAILABILITY	STPs PROPOSED OR AGREED BY THE NETWORK 1997-1998	STATUS & DATE OF VALIDATION
UNITED KINGDOM				Environmental Management of Commercial Operations with Special Reference to port and Harbours	Validation: June 1998 (Tentative)
FRANCE				Proposal to be submitted in due time	
THAILAND				Integrated Coastal Zone Management: Analysis for the Formulation and Implementation of Coastal Management Plans	Duration: 3 weeks Validation: April 1998
<b>TOTAL</b>	1 Module and 5 STPs			10 STPs to be developed	

regional level. Common training courses that address shared problems within a region make efforts more cost-effective and their multiplier effect is considerable.

### **Future Direction for Growth**

As regards to future directions for growth, the TRAIN-SEA-COAST policy focuses on: a) the strengthening of TRAIN-SEA-COAST CDUs through human resources development, course sharing, financial support and outreach; b) the establishment of CDUs associated with UNDP field projects in coastal and ocean management; c) the expansion of the programme into Law of the Sea-related training; and d) the strengthening of linkages with UNDP's SIOCAM Project. Specific recommendations for CDUs include strengthening linkages with national/local governments, the public and private sectors, and coastal and ocean management programmes and projects. At the UN level, cooperation focuses on the sister programmes of the TRAIN-X family as well as with UN Agencies

Cooperation with sister programmes of the TRAIN-X family figures prominently as an avenue for inter-programme collaboration and joint course development. TRAIN-SEA-COAST and CC:TRAIN have joined efforts in the production of the new Training Development Guidelines (TDG) and Workshop Materials that were validated during the second Course Developers Workshop. Also, TRAIN-SEA-COAST, together with CC:TRAIN, is developing a joint Standard Training Package on Climate Change and Coastal Zone management for the Pacific Region.

1ns/ Train-Sea-Coast

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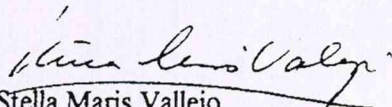
With regard to the role of the new Course Development Units during the length of the project, the selected institution will develop and deliver at least two training packages tailored to the specific project concerned and its stakeholders. At the same time, it will serve as a channel for delivering training packages produced by the other five training institutions associated with GEF projects as well as by eleven existing TRAIN-SEA-COAST course development units.

I would appreciate it very much if you could kindly make advanced appointments with key individuals, e.g. Rector/Chancellors and Head of Departments in your institution whom you consider we should contact. I would also appreciate it if you could select in advance 2 potential candidates for course developers whom we could interview. (See attached TRAIN-SEA-COAST Guidelines for the Selection of Course Developers Trainees). Furthermore, I would be grateful if you could send me as much documentation as possible on your university and its major activities in the field of integrated coastal area management (e.g. training materials, list of courses, etc), so I can be better prepared in-advance for this mission.

I look forward to your positive response to this letter. As soon as I receive your answer, we will be in a position to begin making detailed plans for the mission. We are planning to visit your organization starting if possible within the period 4-14 March 1998.

I am at your disposal if you need further information on the TRAIN-SEA-COAST Programme. Please do not hesitate to send me a fax (212) 963-5847 or E:mail at Vallejo@un.org

With kind regards,

  
Stella Maris Vallejo  
Coordinator  
TRAIN-SEA-COAST Programme

FAX NO.

cc:	I. Steiner	(UN/DOALOS)	
	R. Gruszka	(UN/DOALOS)	
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POSTAL ADDRESS—ADRESSE POSTALE UNITED NATIONS, N.Y. 10017  
CABLE ADDRESS—ADRESSE TELEGRAPHIQUE UNATIONS NEWYORK

REFERENCE:

New York, 2 February 1998

Dear Professor Keats,

I am pleased to inform you that the Project GLO/97/G44/A/1G/31 "International Waters Distance Learning and Training Project" has been approved (Copy of the project document attached). This project has two components, TRAIN-SEA-COAST and IW:LEARN. You will notice that activities B.5,6 and 7 (on pages 10-11 of the draft project document), relate specifically to the TRAIN-SEA-COAST component of this project.

The TRAIN-SEA-COAST Programme is a decentralized course development and sharing network composed of training/educational centres in both developed and developing countries. The aim of the network is to strengthen the existing capabilities of these training institutions having responsibilities in the field of coastal and ocean management. (By courier we are sending you documentation on the Programme. In addition you may explore our website at: [http://www.un.org/Depts/los/los\\_educ.htm](http://www.un.org/Depts/los/los_educ.htm))

In line with activities in B.5, we are about to assess and select among the candidate training institutions one institution having responsibilities in the field of marine affairs/coastal management that would be able to produce and deliver the training packages for each of the six GEF projects involved.

In consultation with Dr. Mick O'Toole, Coordinator of the project "Integrated Management of the Benguela Current Large Marine Ecosystem", as well as with Mrs. Elizabeth Mann Borgese, Founder & Honorary Chairman of the International Ocean Institute (IOI) and Dr. Krishan Saigal, Executive Director IOI, I am pleased to inform you that the IOI Centre at the University of Western Cape has been selected as a candidate for participating in the TRAIN-SEA-COAST Programme. In this regard, I would like to carry out a Participation Assessment Mission to IOI at the University of Western Cape in order to assess its capabilities and commitment to qualify as a TRAIN-SEA-COAST Course Development Unit.

Professor Derek W. Keats  
Director - IOI South Africa  
Botany Department  
University of the Western Cape  
P.Bag X17  
Bellville 7535  
South Africa  
Fax: (27-21)959-3573 or 2266



GLOBAL ENVIRONMENT FACILITY  
UNITED NATIONS DEVELOPMENT PROGRAMME

Global Project in International Waters

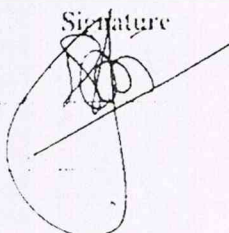
PROJECT DOCUMENT

Project Title: International Waters Distance Learning and Training Project  
 Project Number: GLO/97/G44/A/IG/31  
 Duration: 7 months  
 Project site: Global project  
 ACC/UNDP sector: 0400  
 & subsector: 0650 Marine Environment / 1940 Development & Technology Transfer / 2040 Awareness & Education  
 Executing agency: UNOPS - United Nations Office for Project Services  
 Estimated starting date: December 1997  
 UNDP (GEF) inputs: \$350,000  
 Co-funding: \$112,300  
 (see table 2, page 15)

UNDP and cost sharing financing	
GEF/UNDP	\$ 350,000 _
Cost-sharing	\$ 0 _
TOTAL	\$ 350,000 _

**Brief description.** The PDF integrates three initiatives proposed for GEF support. First, the International Waters Learning Exchange and Resource Network (IW LEARN) component supports a distance learning initiative focused on oceans, river basins, and coastal management. IW LEARN will set up an "international waters electronic commons", using live audio and interactive document sharing. Under the PDF, this "electronic commons" will be well tested at seven GEF-financed IW projects; a projects-based Implementation Team will be formed and trained, implementation plans will be launched at the respective sites; and a menu of "distance deliverables" will be prepared. Second, in association with and support of a suite of GEF IW projects, the TRAIN-SIA-COAST component which is based in UNDOALOS will establish six new regional centres for course development delivery and sharing. Each centre will produce three courses using the TRAIN-X methodology. Course selection will be guided in part by a participatory Needs and Resources Assessment (December 1996) in which mature GEF-financed International Waters projects identified training and education as their main priority. Under the third component, periodic meetings among project managers and a program of study tours and staff exchanges will be arranged in order to encourage cross-fertilization of experiences and peer-to-peer learning among GEF IW projects.

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On behalf of:	Signature	Date	Name/Title
UNDP:		23/12/97	
UNOPS:			

22/12/97

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## A. CONTEXT

To date, GEF has financed nearly 25 projects in International Waters (IW) Operational Programs 8, 9, and 10. The total value of the GEF IW portfolio is now about \$177 million, with average financing of \$8-9 million per project. GEF has financed a similar number of biodiversity projects with strong marine, coastal, and freshwater components in Operational Program 2. In addition, about 20 approved PDF Block B grants are in operation, and a substantial number of ideas and proposals are in the pipeline. Altogether, a family of about 40 IW projects, with a portfolio value of roughly \$400 million, will be actively underway within the next 3 to 5 years.

GEF IW projects currently touch on activities in more than 100 countries. GEF has projects under way in about half of the 25 large marine ecosystems in GEF-eligible countries, and projects under preparation in most of the rest. The projects focus on critical issues of degradation of transboundary waters from land- and ship-based pollution; the destruction of marine, coastal, and river basin habitat; the spread of harmful non-indigenous species; and over-exploitation of fishes and other aquatic resources. Taken together, they explore a vast array of approaches and solutions to these problems – Strategic Action Programs, policy reform initiatives, creation and management of protected areas, applications of new technology, information systems, use of economic instruments, and initiatives in constituency building and public education.

The ocean, lake, and river ecosystems around which these projects are located typically span a broad spectrum of countries, languages, cultures, and levels of development. The Danube River Basin project, for example, covers 13 countries – from Germany to Bulgaria. The Black Sea Basin contains 18 countries as diverse as Austria and Georgia. The newly financed Red Sea project, which is under implementation by all three Implementing Agencies of GEF (i.e. UNDP, WB, and UNEP), coordinates activities in countries as diverse as Jordan, Saudi Arabia, and Somalia. In nearly every GEF-financed project, countries with long, sometimes antagonistic, histories must find ways to work together on problems such as sustainable fisheries, industrial pollution, eutrophication, habitat loss, and quality/quantity of shared river water.

With an increasing number of IW projects now coming into their second, third, and fourth years of implementation, mature projects are starting to bear intellectual fruit that can benefit newer projects or those still in the pipeline. The “harvesting” and sharing of lessons learned in project development, implementation and evaluation can be accomplished in a number of ways – conventional publications; conferences; project-to-project visits; and the development, delivery, and sharing of short courses meeting the needs of these projects. With global Internet use doubling and the cost of computer-based technology still dropping by about half every 12 to 24 months, Internet-based distance learning represents a new option. Its potential has scarcely been scratched.

In December 1996, the leadership of five of GEF's most mature International Waters projects met in a participatory workshop organized by the UNDP Strategic Initiative for Ocean and Coastal Area Management (SIOCAM). Together, they assessed their projects' needs and resources as a first step to improving their capacities to deliver state-of-the-art IW

management capacities to the countries surrounding their respective water bodies. They unanimously identified training and education as their major common need.

## **B. FULL PROJECT DESCRIPTION**

### **B.1. Goals and objectives**

The goal of this project is to facilitate the sharing of lesson learned and best practices, globally and regionally, among the full suite of GEF-financed International Waters projects. The benefit will be enhanced human and institutional capacities among stakeholders in these projects, with concomitant benefits to the health and sustainable use of marine and freshwater ecosystems.

The full project has three objectives:

- Through Internet-based distance learning, facilitate exchange of experience among different IW initiatives and from that exchange build capacity as well as derive lessons learned for wider application.
- Build capacity at the national level to produce, deliver and share high-quality training courses in support of GEF International Waters projects
- Undertake biannual conferences of GEF project managers, IAs, GEFSEC, and STAP IW specialists and support visits and staff exchanges among project staff.

### **B.2. Summary description**

It is anticipated that the proposed project will be implemented in two phases over five years. The first phase (which corresponds to the project to be developed under the present PDF) will take place between 1998-2001. The second phase will take place between 2001-03. The project is comprised of three components: Internet distance learning (IW:LEARN); course development, delivery, and sharing (TRAIN-SEA-COAST); and bi-annual conferences and staff visits and exchanges among projects. The outputs of the three components and two phases are summarized in the accompanying Figure 1.

**Output of Proposed Project: by Components and Phases, (Figure 1)**

**COMPONENTS**

**A: Internet Distance Learning (IW:LEARN)      B: Course Development (TRAIN-SEA-COAST)      C: Biannual Conferences and visits among projects**

**PHASE I  
(1998-2001)**

<p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>• An "electronic commons" accessible to all IW projects (see Figure 2)</li> <li>• A well tested menu of "distance deliverables" (see Figure 2)</li> <li>• Well-tested on-the-ground piloting in at least 7 major IW projects</li> <li>• Web-based presentation of all pilot activities</li> </ul>	<p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>• Six new regional centres for course development and delivery for GEF projects</li> <li>• 12 training packages in support of GEF IW projects</li> <li>• Strengthened activity at 9 additional training centres</li> <li>• Course development and sharing network among GEF projects in the TSC network</li> </ul>	<p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>• GEF IW Conference, 1999</li> <li>• GEF IW Conference, 2001</li> <li>• Short exchange visits among IW projects</li> </ul>
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**PHASE II  
(2001-2003)**

<p><b>A: Internet Distance Learning (IW:LEARN)</b></p> <p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>• A well-integrated, highly synergistic "learning community" among 40+ GEF IW projects</li> <li>• Intensified learning programs under implementation within 20+ regional IW projects</li> </ul>	<p><b>B: Course Development (TRAIN-SEA-COAST)</b></p> <p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>• Intensified development, delivery, and sharing of training packages among institutions serving GEF IW projects</li> <li>• Addition of institutions serving GEF IW projects to the TSC network</li> </ul>	<p><b>C: Biannual Conferences and visits among projects</b></p> <p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>• GEF IW Conference, 2003</li> <li>• Short exchange visits among GEF IW projects</li> </ul>
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### ***Component A: Internet distance learning (IW:LEARN)***

The International Waters Learning Exchange and Resource Network (IW:LEARN) is a distance education initiative that will use new telecommunications capabilities, such as the World Wide Web, to build inter-relationships for mutual learning among projects. The purpose of IW:LEARN is to assist the individuals who manage and study critical water systems to continuously learn from and teach each other. With the help of INTELSAT<sup>1</sup> during Phase I, IW:LEARN will set up a satellite-based "electronic commons" (see Figure 2), a "place" where structured learning and systematic exchange can be developed, piloted, and offered to the community of participating projects. This "commons" is conceptualized as a low-cost, decentralized, fully interactive learning/teaching environment that will be technologically accessible from any GEF IW project.

The first phase of IW:LEARN (1998-2001) will be devoted to global set-up and in-country piloting activities. The objectives of Phase I are:

- (i.) Set up, test, and evaluate the "electronic commons" across 7 pilot sites (see Figure 2 and Table 1)
- (ii.) Form, train, and support an IW:LEARN Implementation Team, representing at least 1-2 individuals from each of the projects in Table 1
- (iii.) Develop and test among these sites a menu of "distance deliverables" (e.g., inter-project seminars, workshops for sharing of lessons, links to scientific meetings, short net courses, university courses, peer-based technical assistance)
- (iv.) Extend minimal "plug in capability" to all GEF IW sites
- (v.) Publish an electronic report richly illustrating the results of all pilot activities and use this report at a global meeting of IW project managers and other GEF IW specialists as the departure point for the planning of Phase II.

In Phase I of the IW:LEARN component, significant on-the-ground piloting activities will be undertaken in at least 7 major GEF-financed projects (see Table 1), and access to the "electronic commons" will be extended to *all* GEF-financed IW projects. The second phase of IW:LEARN (2001-03) will be devoted to intensification of Internet-enabled learning activities within and between the full portfolio of regional IW projects. Phase II will make use of the learning models, financing mechanisms, infrastructure, and inter-project relationships developed during Phase I. The scope of activities and work plan for Phase II will be developed as an output of the biannual meeting of IW project managers to be held in early 2001.

---

<sup>1</sup> INTELSAT is a global commercial cooperative of over 140 member countries providing advanced telecommunications services throughout the world. Most of the Members of GEF are also Members of INTELSAT. Founded in 1964, INTELSAT today is the world's largest supplier of satellite-based telecommunications services.

# IW:LEARN "Electronic Commons"

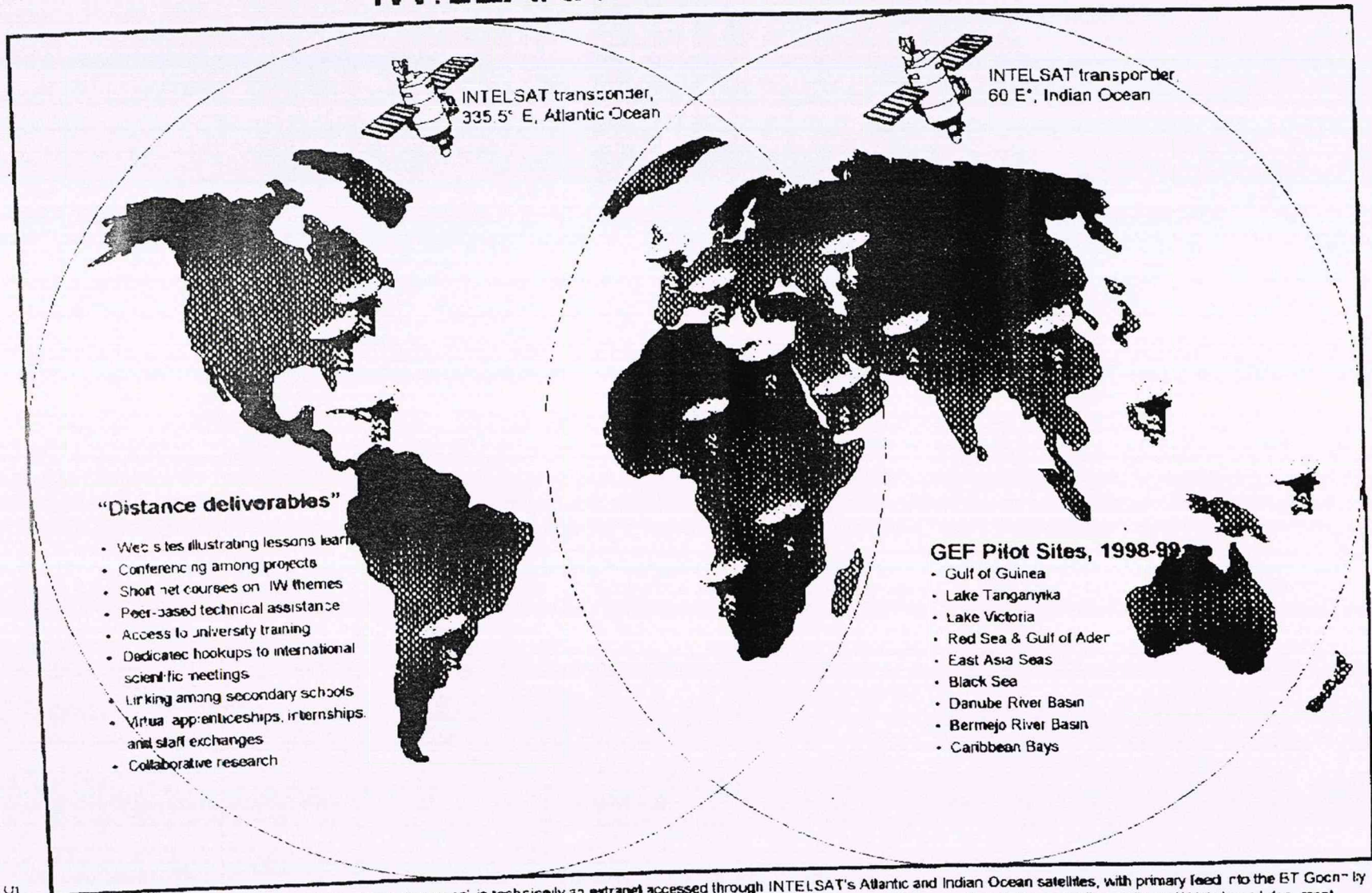


FIGURE 2

Technical note: The IW:LEARN "electronic commons" is technically an extranet accessed through INTELSAT's Atlantic and Indian Ocean satellites, with primary feed into the BT Gocom by earth station. The extranet will provide 54 kbps of shared, stable bandwidth on demand from multiple points of access. This is sufficient to support live audio and Web-based document sharing, supplemented by occasional videoconferencing and the full range of Internet tools. The GEF pilot sites will connect through gateway earth stations operated by INTELSAT Signatories. The ground segment is to be provided through UNDP infrastructure, JAMA terminals, VSAT terminals, and local Internet Service Providers. By the year 2000, virtually all GEF Signatories. The ground segment is to be provided through UNDP infrastructure, JAMA terminals, VSAT terminals, and local Internet Service Providers. Phase I pilot activities and the focus of Phase II "intensification"

***Component B: Course development, delivery, and sharing (TRAIN-SEA-COAST)***

Launched in 1993 by the UN Division for Ocean Affairs and the Law of the Sea (UN/DOALOS), TRAIN-SEA-COAST aims at strengthening the capabilities of training and educational institutions in the field of coastal and ocean management. The TRAIN-SEA-COAST network is made up of 11 academic and training institutions from both developing and developed countries. They use a common course development methodology, called TRAIN X. These materials and training methods will be available for application among GEF projects that belong to the TRAIN-SEA-COAST network.

The first phase of the TRAIN-SEA-COAST component of the proposed GEF project will be devoted to building national capacity to produce and deliver high-quality training courses in direct support of stated GEF IW project needs. The outputs of Phase I of the TRAIN-SEA-COAST component of the proposed project will include:

- (i.) Six new teams of course developers and instructors will be established in TRAIN-SEA-COAST regional centres (called Course Development Units). These teams will produce materials that address GEF IW project needs prioritized during the SIOCAM Needs and Resources Assessment Workshop. Up to three CDUs will be included within the International Ocean Institute (IOI) network.
- (ii.) Twelve specialized course-training packages will be produced and delivered in support of GEF IW projects and Operational Programs. Existing TRAIN-SEA-COAST course materials will be adapted to ensure high quality standards and consistency with GEF needs.
- (iii.) Six new TRAIN-SEA-COAST Course Development Units will be supported by their host countries within the TSC network

The second phase of the TRAIN-SEA-COAST component will be devoted to the development and sharing of training packages by institutions serving GEF IW projects and adding new institutions to the TSC network.

Prospective TRAIN-SEA-COAST candidates for Phase I are shown in Table 1.

***Component C: Biannual International Waters conferences and visits among projects***

While a principal focus of this program is project needs-oriented training and distance learning, the project also acknowledges the need for regular, face-to-face contact among key GEF project personnel. In this context, it is proposed that a biannual GEF IW Conference be established. The purpose of the conference will be to facilitate the identification and dissemination of best practices and lesson learned, both within and between GEF projects. The conference will feature issue and region-based plenaries, seminars, workshops and individual meetings. Proceedings will be published in print and on-line. The conference could also be "live cast" on the World Wide Web, using the technological tools developed during Phase I of IW:LEARN. A major output of the second Conference (early 2001) will be to plan Phase II of this project in a participatory setting, based on the demonstrated results of Phase I.

To encourage peer-to-peer training and exchange of lessons among less senior staff, short visits and staff exchanges among IW projects are planned for Phase I. An increased number will be planned for Phase II.



Proposed IW:LEARN Pilot Sites(\*) &amp; TSC Candidates (\*\*) (Table 1)

Ecosystem	GEF-related projects	Main location	Participating countries
AFRICA Gulf of Guinea * **	"Water Pollution Control and Biodiversity Protection in the Gulf of Guinea Large Marine Ecosystem" (1994)	Abidjan (Cote d'Ivoire)	Benin, Cote d'Ivoire, Cameroon, Ghana, Nigeria
Benguela Marine Current **	"Integrated Management of the Benguela Current Large Marine Ecosystem" (July 1996)	Windhoek (Namibia)	Angola, Namibia, South Africa
Lake Tanganyika *	"Lake Tanganyika Pollution Control and Biodiversity Project" (1995)	Kigoma (Tanzania)	Burundi, Congo, Tanzania, Zambia
Lake Victoria *	"Lake Victoria Environmental Management" (World Bank, 1996)	Nairobi (Kenya)	Kenya, Uganda, Tanzania
ARAB STATES Red Sea and Gulf of Aden **	"Implementation of the Strategic Action Program for the Red Sea and Gulf of Aden" (UNDP, World Bank, UNEP, 1997). Six previous national and regional projects.	Jeddah (Saudi Arabia)	Djibouti, Egypt, Jordan, Saudi Arabia, Somalia, Sudan, Yemen
ASIA East Asia Seas **	"Prevention and Management of marine pollution in the East Asia Seas (1994)	Manila (Philippines)	Brunei, Cambodia, China, Indonesia, Malaysia, North Korea, Singapore, South Korea, Thailand, Vietnam
EUROPE AND CIS Black Sea * **	"Environmental Management and Protection of Black Sea"(1992)". "Developing the Implementation of the Black Sea Strategic Action Programme" (1996)	Istanbul (Turkey)	Bulgaria, Georgia, Romania, Russia, Turkey, Ukraine
Danube River Basin *	"Environmental Program for the Danube River Basin" (1993). "Developing the Danube River Basin Pollution Reduction Programme" (1996)	Vienna (Austria)	Austria, Bosnia, Bulgaria, Croatia, Czech Republic, Hungary, Moldova, Romania, Slovakia, Slovenia, Serbia and Montenegro, Ukraine
LATIN AMERICA AND CARIBBEAN Rio de la Plata River Basin**	"Strategic Action Programme for the Rio de la Plata and its Maritime Front (1997)	Montevideo (Uruguay)	Uruguay, Argentina
Bernejo River Basin *	"Strategic Action Program for the Bi-national Basin of the Bernejo River" (UNEP, 1996)	Bernejo (Argentina)	Argentina, Bolivia

\* Proposed IW:LEARN Pilot Site, Phase I

\*\* Candidate for TRAIN-SEA-COAST

### B. 3. Organization of the Proposed Project

Activities will take place within the framework of the UNDP Strategic Initiative on Oceans and Coastal Areas Management (SIOCAM), which is being implemented by the Water, Waste Management and Aquatic Environment division (the "Water Unit") of UNDP's Sustainable Energy and Environment Division (SEED). The Principal Advisor on International Waters (GEF UNIT, SEED) will provide technical backstopping for the project and the Coordinator for GEF Global Projects (SEED), who also manages SIOCAM, will provide programme backstopping for the project.

A Steering Committee for the project will be comprised of representatives from UNDP-SEED, UNDP-GEF, UNEP, and the World Bank. Participation by the three GEF Implementing Agencies is essential at an early stage since the suite of participating GEF IW projects, initially reflecting the UNDP portfolio, will be expanded in the full project to involve World Bank and UNEP-implemented IW initiatives.

The IW:LEARN component will be backstopped by an Advisory Panel of selected CTAs, GEF and Implementing Agency IW advisors, educators, and IW specialists. This panel will play an important role during the PDF planning process, meeting virtually and in person to help plan the content of training and choice of delivery vehicles. The IW:LEARN implementation will consist of one or two environmental professionals from each participating project (limited to individuals from the project region). These individuals could be drawn from PCU-based project staff; but depending on financing and interest, they could also be drawn from the government, NGOs, research institutions, universities, or private sector communities.

The TRAIN-SEA-COAST component will be backstopped by a Training Advisory Panel, comprised of experts from UN/DOALOS, the International Ocean Institute, and selected representatives from the TRAIN-SEA-COAST system. The Central Support Unit at UN/DOALOS will serve as the link among the regional training centres and will exercise quality control over the preparation and validation of their Standard Training Packages. The TRAIN-SEA-COAST implementation team will include a total of 6 training managers and 12 course developers in 6 training institutions linked to GEF IW projects.

### C. DESCRIPTION OF PDF-B ACTIVITIES

The PDF will be used to prepare Phase I of the full project. The PDF will finance the following three activities: (i.) Complete the planning and technical preparation for IW:LEARN; (ii.) Set up a framework for the establishment of six TRAIN-SEA-COAST regional centers (called "course development units") in response to specific needs identified by GEF International Waters projects; (iii) Plan for project visits and biannual IW conferences and (iv.) Complete the GEF Project Brief, UNDP project document, and Final PDF-B Report, including co-financing commitments. All activities will be guided by the project's Steering Committee, which will meet at the onset of planning activities.

Specific PDF activities to be undertaken for each component, including inputs and outputs are as follows:

#### Component A: IW:LEARN (Internet Distance Learning)

**Activity 1** Form an IW:LEARN Advisory Panel that will guide the planning of all pilot activities;

*Inputs:* IW:LEARN Coordinator 1 month @ \$11,000

Administrative and research support, part-time, 7 months, @ \$1,000

Travel to New York, 2 domestic trips, @\$500

Advisory Panel meeting, April 1998, London, including 5 CTAs, @\$1,500 = \$7,500; Per diems, 7 x \$175 x 3 = \$3,675

Office equipment to support all PDF activities (i.e., laptop, desktop computer, multifunction device, telephone equipment, upgrades), \$5,000

Supplies and miscellany (i.e., software, sundries, postage), \$1,000

*Outputs:* An effective Advisory Panel to guide IW:LEARN; agreement on "distance deliverables" to be produced and tested during pilot phase; work plan for pilot phase

**Activity 2:** Set up and test the communication infrastructure for the "electronic commons"

*Input:* IW:LEARN Coordinator, 4 months, @\$11,000

Technology manager, 6 months, @\$4,000

Equipment for electronic conferencing set up (i.e., video and audio upgrades, projection devices, cable installation, cable and high-speed modems, advanced telephony devices), \$10,000

Communications (i.e., telephone, data transmission, cable, ISDN, Internet services), \$4,870

*Output:* A well-tested, satellite-based "International Waters Electronic Commons" ready for pilot testing at participating sites

**Activity 3:** Form and train a countries-based Implementation Team (representing 1-2 individuals from the 7 participating pilot sites); prepare Learning Plans for each of the participating pilot sites; and produce a pilot menu of "distance deliverables"

*Inputs:* Training program for members of IW:LEARN Implementation Team: a 3-week training session, to be held in London, May 1998. 7 participants nominated by respective IW projects @ \$6,000 per participant (including organization and preparation of the training program, preparation of curriculum, locale, and fees for trainers)

Participant travel (7 participants @ \$2,000); participant DSA (7 participants, @ \$2,000)

Subcontract to prepare distance-training module, \$10,000

*Output.* A trained team (IW:LEARN Implementation Team) ready to work virtually at 7 participating IW sites; individual implementation plans for the respective sites; a menu of "distance deliverables" ready for development and piloting.

**Activity 4:** Securing co-financing

*Input:* IW:LEARN Coordinator, 1 month, @\$11,000

Travel, \$9,529 (3 international trips)

Subcontract to prepare collaborative project with National Science Foundation, \$10,000

*Output:* Proposals in the pipeline and solid commitments for co-financing

**Component B: TRAIN-SEA-COAST (Course development, delivery, and sharing)**

**Activity 5:** Undertake TSC Participation Assessment Missions ("first mission")

(i.) In consultation with GEF Project Managers of the six IW projects for TSC activities, identify and visit training institutions with potential to be included among the six selected CDUs; (ii.) Evaluate the capability,

commitment and resources of the host institutions to participate in the TSC programme; (iii.) Initiate informal consultations on potential areas (themes) for training to meet the needs of the local International Waters projects.

*Input:* TSC Coordinator. Travel, \$5,000; Per diem 30 days x \$150 = \$4,500

Consultant. Travel, \$5,000; Per diem 30 days x \$150, = \$4,500; Honorarium: 22 x \$350 = \$7,700

*Output:* Six assessment mission reports detailing the organizational set up for the 6 CDUs and indicating local needs and commitments.

**Activity 6:** Negotiate host-institution agreements of the TSC network ("second mission").

*Input:* TSC Coordinator:

Travel. \$5,000; per diem 30 days x \$150 = \$4,500

*Output:* Agreements with host institutes on the TSC membership

**Activity 7:** Conduct detailed planning meeting with 2 participants from each of the CDUs

*Input:* Participant travel, 12 x \$2,000=\$24,000; Per diem, 12 x \$200 x 14 days = \$33,600  
(\$11,300 from non GEF sources)

*Output:* 6 CDUs with a full understanding of TSC methodology and an agreed plan for course development delivery and sharing in the Phase I project.

#### **Component C: Biannual International Waters conferences and visits among projects**

**Activity 8:** Plan GEF International Waters conferences for 1999 and 2001; plan visits and staff exchanges among projects

*Input:* In-house staff time

*Output:* Conference plans; plan and budget for inter-project staff visits

#### **Component D: Project Brief, Final Report, Co-financing Commitments**

**Activity 9:** A Project Brief and documents, including co-financing commitments of about 50% and an incremental cost analysis.

*Input:* IW: LEARN Coordinator, 1 month @ \$11,000 and TSC Coordinator

*Output:* GEF Project Brief, UNDP project document, and Final PDF-B Report; Commitments for co-financing for IW:LEARN and TRAIN-SEA-COAST

## D. Eligibility

Respective International Waters projects were each independently determined to be GEF-eligible when submitted and approved for GEF funding. The proposed project reinforces and is consistent with the "GEF Operational Strategy" and GEF Operational Programs 8, 9, 10, and Operational Program 2. Specifically, the proposed project supports the Regional/Global Technical Support Component (10.17) of Operational Programme 10, "Contaminant-Based," e.g., "10.18(ii.) costs associated with the establishment of information sharing mechanisms, capacity building, and training opportunities . . ."

## E. Regional and National Support

The idea of IW:LEARN emerged during a regional NGO meeting on popular participation held in Bolivia in 1993. The project idea was first presented and discussed in Mexico in 1994 in a participatory planning meeting attended by nearly all UNDP/GEF Latin American focal points. Additional brainstorming was provided by presentation to a large group of Caribbean representatives who attended GEF's first Project Development Workshop in Barbados that year. In 1995, an earlier version of IW:LEARN (then called GEFRII) was piloted in the Dominican Republic.

As a matter of policy, TRAIN-SEA-COAST requires host countries and institutions to sign an agreement specifying their inputs in terms of policy support, personnel, accommodations, etc. The International Ocean Institute, TSC's partner for up to three countries, has similar requirements. Countries are willing to make substantial commitments such as these because they want the results of this project.

Ten letters of support for this project are on file with the Secretariat.

## F. TIMETABLE

Phase 1 of the full 5-year project is to be reviewed by the GEF Council in April 1998. Project preparation activities under the PDF will be completed by June 1, at which time Phase 1 implementation activities will begin. Phase 1 will run from June 1 1998 through May 31, 2001. The second biannual IW Conference will be held in early 2001. That event will help to evaluate activities undertaken during Phase 1 and will provide input for Phase 2, which will begin in June 2001 and run through June 2003.

## G. PROJECT REVIEW, REPORTING, AND EVALUATION

G.1. Reports and Evaluation The following documents will be produced during the course of this preparatory project:

I/ Terminal report on PDFB IW:LEARN and TRAIN-SEA-COAST activities, for use in preparing full project proposal.

## H. LEGAL CONTEXT

This project shall be the instrument referred to as such in Article 1 of the Basic Assistance Agreement between the United Nations Development Programme and the Governments of those participating countries which signed such agreement. Alternatively, for those participating countries which have not signed such agreement, this project document shall be the instrument referred to as a plan of operation in Article 1, paragraph 2, of the agreement concerning assistance under the Special Fund Sector of the United Nations Development Programme, between the UNDP and the Governments of those participating countries which have signed such latter agreement.

**I. Budget Covering UNDP/GEF Contribution (in US Dollars)**  
**GLO/97/G44/A/1G/31**  
**International Waters Distance Learning and Training Project.**

Budget line	Item	GEF Total	1997	1998
10	PERSONNEL			
11.51	IW:LEARN Coordinator	77,000	11,000	66,000
11.52	Technology Manager(IW:LEARN)	24,000	4,000	20,000
11.97	Short-term Consultant	7,000		7,000
15	DUTY TRAVEL			
15.01	Personnel travel (IW:LEARN)	10,529	3,000	7,529
16.02	TSC "first mission"	26,700		26,700
16.03	TSC "second mission"	9,500		9,500
19.99	PERSONNEL SUB-TOTAL	154,729	18,000	136,729
20	SUB-CONTRACTS			
21.01	Distance training module	10,000		10,000
21.02	NSF sub-project preparation	10,000		10,000
29.99	SUB-CONTRACTS SUB-TOTAL	20,000		20,000
30	TRAINING/WORKSHOP/MEETINGS			
31.01	IW:LEARN Implementation team training	42,000		42,000
31.02	IW:LEARN Participant travel & DSA	28,000		28,000
32.01	IW:LEARN Advisory Panel Meeting	12,175		12,175
33.01	TSC Detailed Planning Meeting	46,300		46,300
39.99	TRAIN./WORKSHOP/MTNGS SUB-TOT.	128,475		128,475
40	EQUIPMENT			
41.01	Office equipment & set-up	5,000	2,000	3,000
42.01	Electronic conferencing set-up	10,000	1,500	8,500
49.99	EQUIPMENT SUB-TOTAL	15,000	3,500	11,500
50	MISCELLANEOUS			
52.01	Communication	4,870	300	4,570
52.02	Supplies and miscellaneous	1,000		1,000
59.99	MISCELLANEOUS SUB-TOTAL	5,870	300	5,570
90	PROJECT TOTAL	324,074	21,800	302,274
93.01	Support cost = 8%	25,926	1,744	24,182
99.99	Project budget total	350,000		

Table 2 - Activities and Co-funding

Budget line	Item	Activity No.	Non-GEF	GEF Total	1997	1998
10	<b>PERSONNEL</b>					
11.51	(IW:LEARN) Coordinator 7mm	A.1,2,3,4, D. 9		77,000	11,000	66,000
11.52	Technology manager (IW:LEARN) 6 mm	A.2,3		24,000	4,000	20,000
11.97	Short-term consultant (P/T)	A.1		7,000		7,000
	TRAIN-SEA-COAST Coordinator	B. 5,6, 7	30,000 <sup>1</sup>			0
15	<b>DUTY TRAVEL</b>					
15.01	IW:LEARN personnel travel	A.1,4		10,529	3,000	7,529
16.02	TSC "first mission"	B.5		26,335		26,335
16.03	TSC "second mission"	B.6		9,500		9,500
19.99	<b>PERSONNEL SUB TOTAL</b>		(30,000)	(154,729)	(18,000)	(136,729)
20	<b>SUB CONTRACTS</b>					
21.01	Distance training module (U-London)	A.3	20,000 <sup>2</sup>	10,000		10,000
21.02	NSF subproject preparation	A.4		10,000		10,000
29.99	<b>SUBCONTRACTS SUB TOTAL</b>		(20,000)	(20,000)		(20,000)
30	<b>TRAINING/ WORKSHOPS/ MEETINGS</b>					
31.01	IW:LEARN Implementation Team, training	A.3		42,000		42,000
31.02	IW:LEARN participant travel & DSA	A.3		28,000		28,000
32.01	IW:LEARN Advisory Panel meeting	A.1		12,175		12,175
33.01	TSC Detailed Planning Meeting	B.7	11,300 <sup>3</sup>	46,300		46,300
39.99	<b>TRAINING/ WORKSHOP/ MEETINGS SUBTOTAL</b>		(11,300)	(128,475)		(128,475)
40	<b>EQUIPMENT</b>					
41.01	Office equipment & set up	A.1		5,000	2,000	3,000
42.01	Electronic conferencing set-up	A.2	30,000 <sup>4</sup>	10,000	1,500	8,500
49.99	<b>EQUIPMENT SUBTOTAL</b>		(30,000)	(15,000)	(3,500)	(11,500)
50	<b>MISCELLANEOUS</b>					
52.01	Communication	A.2	20,000 <sup>5</sup>	4,870	300	4,570
52.02	Supplies and misc.	A.1		1,000		1,000
59.99	<b>MISC. SUBTOTAL</b>		(20,000)	(5,870)	(300)	(5,570)
90	<b>PROJECT TOTAL</b>			324,074	21,800	302,274
93.01	Support Costs (8%)			25,926	1,744	24,182
99.99	<b>Project budget total</b>			350,000	23,544	326,456
103	Third Party Cost Sharing		111,300			
	<b>GRAND TOTAL :</b>		(111,300)	(350,000)		
	<b>\$461,300</b>					

<sup>1</sup> UN/DOALOS. Time contributed by TSC coordinator

<sup>2</sup> UNDP Nordic Trust. Training modules to be developed with Nordic partners

<sup>3</sup> UN/DOALOS/UNDP Contribution to meeting

<sup>4</sup> UNDP Nordic Trust. Equipment specification study and contribution of equipment to pilot sites

<sup>5</sup> In-kind satellite services to be contributed by INTELSAT (Project Access) for PDF activities

### **Job Description:**

#### **1. IW:LEARN Coordinator**

##### **Qualifications**

- Advanced degree (Ph.D or equivalent) in environmental sciences or related social sciences
- At least 15 years professional experience with on-the-ground development programs, including substantial experience in program management, planning, implementation, and evaluation
- At least 5 years of professional experience in the field of distance education
- High-level skills related to software systems, telecommunication services, and use of information technology in developing countries
- Substantial experience with UNDP and GEF-financed projects
- Fluency in English, with knowledge of Spanish and French

##### **Task Description**

Under the technical guidance and operational responsibility of OPS, the IW:LEARN Coordinator shall manage and coordinate all aspects of programme activities funded by GEF. He shall, in particular, be responsible for:

- Drafting TORs and subcontracts, assist in the identification of suitable consultants and subcontractors, supervising the technical quality of the work and assuring the satisfactory completion of all assignments
- Supervising the technical development of a network-based distance learning environment (i.e., "the International Waters Electronic Commons")
- Developing the training program for the IW LEARN Implementation Team
- Developing a menu of "distance deliverables" to be tested during the 3-year pilot phase of IW:LEARN
- Liaise with other donors, seek co-financing, and help to lay groundwork for the long-term financial sustainability for IW LEARN
- Identify partner agencies with whom substantive collaborative learning projects can be developed, e.g., National Science Foundation, University of London, World Program of World Bank
- Prepare progress and final reports as required, and draft necessary documents for follow-up action by UNDP/GEF
- Assist in the overall financial management and reporting of the project, particularly through the preparation of realistic budgets and timely budget revisions



## **JOB DESCRIPTION**

### **TRAIN-SEA-COAST Programme Coordinator**

(Global training resources network and sharing system in the field of coastal and ocean management).

**Duty Station:** New York, Division for Ocean Affairs and the Law of the Sea, Office of Legal Affairs, (Central Support Unit of the TRAIN-SEA-COAST Programme)

**Duties:** Under the supervision of the Director of the Division for Ocean Affairs and the Law of the Sea, Office of Legal Affairs, United Nations, the TRAIN-SEA-COAST Coordinator will be responsible for:

1. Identify, assess and select Course Development Units (CDUs) and associated personnel that would be able to produce and deliver training packages that meet TRAIN-SEA-COAST standards.
2. Conduct training needs analysis and develop a joint menu of training courses tailored to the specific needs at the project level while at the same time having the potential for sharing among the projects.
3. Manage and coordinate the work of six Course Development Units associated with GEF IW Projects.
4. Liaise with Rectors and Senior staff of the participating Universities. Provide the link among the six participants CDUs as well as between them and the existing eleven CDUs that comprise the TRAIN-SEA-COAST global training resources network and sharing system.
5. Organize, supervise and co-ordinate the exchange of the Standardized Training Packages (STPs) among participating GEF projects and through the TRAIN-SEA-COAST sharing system.
6. Exercise quality control over the preparation of the Standard Training Packages produced by the six Course Development Units. Provide technical backstopping to the Course Development units and validate the training packages produced, thus assuring that they comply with TRAIN-SEA-COAST standards.
7. Plan and supervise the initial and recurrent training of course developers.

8. Prepare progress and final reports as required, and drafting necessary documentation for follow-up action by UNDP/GEF.
9. Assist in the overall financial management and reporting of the project, particularly through the preparation of realistically grounded budgets and timely budget revisions.

**Qualification:**

1. Recognized technical and professional qualifications (Ph.D. or equivalent) in marine affairs, coastal zone management or a related discipline.
2. At least 15 years of professional experience in coastal zone management or a related field. Substantial experience in training, including course development, delivery and evaluation.
3. Substantial experience with UNDP financed projects, including programme planning and management.
4. Team leadership, cross-cultural responsiveness and inter-personal skills.
5. Demonstrated initiative and innovation in solving problems -- substantive and administrative -- in the course of organizing and implementing training activities.
6. Excellent command of English and drafting ability in that language. Good working knowledge of French and/or Spanish.

**TRAIN-SEA-COAST Programme**

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**Guideline for the Selection of Course Developer Trainees**

The following list of requirements has been prepared as a guide to TRAIN-SEA-COAST centres in the selection of the most suitable personnel as course developer trainees in the TRAIN-SEA-COAST Programme. In addition to these requirements, it is essential that trainees be selected who will be available full time immediately following the workshop.

The selection requirements fall into three categories:

1. Educational qualifications
2. Job experience
3. Personal characteristics

For each of the categories there is a list of essential requirements. Selected personnel should meet all, or at least most, of these requirements. Also, for each category there is a list of desirable experiences. Candidates should have as many of these experiences as possible, but none of them are mandatory. Although personnel with a training background can obviously be suitable candidates, it should be noted that this is not an essential prerequisite. Experience has shown that successful course developers come from a variety of backgrounds, but that all meet these requirements.

**1. Educational qualifications****Essential:**

- First university degree or equivalent experience

**Desirable:**

- Training in one or more of the following areas
    - Instructional design and development
    - Instructional delivery
    - Production of audio-visual aids
    - Data gathering
    - Systems development
    - Personnel systems
    - Technical writing
    - Computer programming
-

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## 2. Job experience

### Essential:

At least several years of full time employment, during which a substantial period was involved in some of the following activities at a responsible level:

- Instructional design and development
  - Instructional delivery
  - Production of audio-visual aids
  - Data gathering
  - Complex problem solving
  - Technical writing
  - Development work in teams
  - Planning
- Has been promoted or upgraded to one level above original entry level
  - Is currently seen by his supervisors as suitable for further promotion

### Desirable:

- Experience in integrated coastal and/or ocean management and ability to work with senior academic staff
  - Experience in research and/or development of organizational systems, e.g., personnel systems, job design, etc.
  - Familiarity with a word processing and graphics software
  - Management experience, e.g., leader on teams solving problems or developing new systems or materials; or similar positions requiring initiative, judgement, decision making and leadership
  - Development or operational experience in an educational setting, e.g., instructor, curriculum developer, etc.
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### 3. Personal characteristics

**Essential:**

- Willing and eager to master a new training technology
- Goal directed, not easily distracted from the task at hand
- Open minded, receptive to data even when it is in conflict with cherished beliefs
- Strong interpersonal skills, works well in team environment
- Flexible, able to adopt alternative options, when appropriate
- Excellent communicator, both oral and written
- Analytical and creative in problem solving
- Adaptable, quick to learn

**Desirable:**

- Objective and unbiased
  - Effective in planning
  - Suspends judgement pending obtaining sufficient data but does not unduly delay reaching a conclusion or making a decision because of a desire for an unreasonable amount of data
  - Resourceful in gaining access to data or in obtaining cooperation from peers and upper management
  - Able to follow guidance material in a systematic manner
  - Has demonstrated high integrity, admits to errors even in cases where consequences might be embarrassing or mean repeating work
  - Willing and able to travel, if required
  - Willing to work on an irregular schedule of hours, when necessary
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**Agreement relating to the Implementation of Part XI**  
**of the United Nations Convention on**  
**the Law of the Sea of 10 December 1982**

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*The States Parties to this Agreement,*

*Recognizing* the important contribution of the United Nations Convention on the Law of the Sea of 10 December 1982 (hereinafter referred to as "the Convention") to the maintenance of peace, justice and progress for all peoples of the world,

*Reaffirming* that the seabed and ocean floor and subsoil thereof, beyond the limits of national jurisdiction (hereinafter referred to as "the Area"), as well as the resources of the Area, are the common heritage of mankind,

*Mindful* of the importance of the Convention for the protection and preservation of the marine environment and of the growing concern for the global environment,

*Having considered* the report of the Secretary-General of the United Nations on the results of the informal consultations among States held from 1990 to 1994 on outstanding issues relating to Part XI and related provisions of the Convention (hereinafter referred to as "Part XI"),

*Noting* the political and economic changes, including market-oriented approaches, affecting the implementation of Part XI,

*Wishing* to facilitate universal participation in the Convention,

*Considering* that an agreement relating to the implementation of Part XI would best meet that objective,

*Have agreed* as follows:



*Article 1*

*Implementation of Part XI*

1. The States Parties to this Agreement undertake to implement Part XI in accordance with this Agreement.
2. The Annex forms an integral part of this Agreement.



*Article 2*

*Relationship between this Agreement and Part XI*

1. The provisions of this Agreement and Part XI shall be interpreted and applied together as a single instrument. In the event of any inconsistency between this Agreement and Part XI, the provisions of this Agreement shall prevail.

2. Articles 309 to 319 of the Convention shall apply to this Agreement as they apply to the Convention.



*Article 3*

*Signature*

This Agreement shall remain open for signature at United Nations Headquarters by the States and entities referred to in article 305, paragraph 1(a), (c), (d), (e) and (f), of the Convention for 12 months from the date of its adoption.



*Article 4*

*Consent to be bound*

1. After the adoption of this Agreement, any instrument of ratification or formal confirmation of or accession to the Convention shall also represent consent to be bound by this Agreement.

2. No State or entity may establish its consent to be bound by this Agreement unless it has previously established or establishes at the same time its consent to be bound by the Convention.

3. A State or entity referred to in article 3 may express its consent to be bound by this Agreement by:

- (a) Signature not subject to ratification, formal confirmation or the procedure set out in article 5;
- (b) Signature subject to ratification or formal confirmation, followed by ratification or formal confirmation;
- (c) Signature subject to the procedure set out in article 5; or
- (d) Accession.

4. Formal confirmation by the entities referred to in article 305, paragraph 1(f), of the Convention shall be in accordance with Annex IX of the Convention.

5. The instruments of ratification, formal confirmation or accession shall be deposited with the Secretary-General of the United Nations.



*Article 5*

*Simplified procedure*

1. A State or entity which has deposited before the date of the adoption of this Agreement an instrument of ratification or formal confirmation of or accession to the Convention and which has signed this Agreement in accordance with article 4, paragraph 3(c), shall be considered to have established its consent to be bound by this Agreement 12 months after the date of its adoption, unless that State or entity notifies the depositary in writing before that date that it is not availing itself of the simplified procedure set out in this article.

2. In the event of such notification, consent to be bound by this Agreement shall be established in accordance with article 4, paragraph 3(b).



*Article 6*

*Entry into force*

1. This Agreement shall enter into force 30 days after the date on which 40 States have established their consent to be bound in accordance with articles 4 and 5, provided that such States include at least seven of the States referred to in paragraph 1(a) of resolution II of the Third United Nations Conference on the Law of the Sea (hereinafter referred to as "resolution II") and that at least five of those States are developed States. If these conditions for entry into force are fulfilled before 16 November 1994, this Agreement shall enter into force on 16 November 1994.

2. For each State or entity establishing its consent to be bound by this Agreement after the requirements set out in paragraph 1 have been fulfilled, this Agreement shall enter into force on the thirtieth day following the date of establishment of its consent to be bound.



*Article 7*

*Provisional application*

1. If on 16 November 1994 this Agreement has not entered into force, it shall be applied provisionally pending its entry into force by:

(a) States which have consented to its adoption in the General Assembly of the United Nations, except any such State which before 16 November 1994 notifies the depositary in writing either that it will not so apply this Agreement or that it will consent to such application only upon subsequent signature or notification in writing;

(b) States and entities which sign this Agreement, except any such State or entity which notifies the depositary in writing at the time of signature that it will not so apply this Agreement;

(c) States and entities which consent to its provisional application by so notifying the depositary in writing;

(d) States which accede to this Agreement.

2. All such States and entities shall apply this Agreement provisionally in accordance with their national or internal laws and regulations, with effect from 16 November 1994 or the date of signature, notification of consent or accession, if later.

3. Provisional application shall terminate upon the date of entry into force of this Agreement. In any event, provisional application shall terminate on 16 November 1998 if at that date the requirement in article 6, paragraph 1, of consent to be bound by this Agreement by at least seven of the States (of which at least five must be developed States) referred to in paragraph 1(a) of resolution II has not been fulfilled.



*Article 8*

*States Parties*



1. For the purposes of this Agreement, "States Parties" means States which have consented to be bound by this Agreement and for which this Agreement is in force.

2. This Agreement applies *mutatis mutandis* to the entities referred to in article 305, paragraph 1(c), (d), (e) and (f), of the Convention which become Parties to this Agreement in accordance with the conditions relevant to each, and to that extent "States Parties" refers to those entities.



*Article 9*

*Depositary*

The Secretary-General of the United Nations shall be the depositary of this Agreement.



*Article 10*

*Authentic texts*

The original of this Agreement, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS WHEREOF, the undersigned Plenipotentiaries, being duly authorized thereto, have signed this Agreement.

DONE AT NEW YORK, this twenty-eighth day of July, one thousand nine hundred and ninety-four.

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Agreement relating to the implementation of Part XI of the Convention

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