



**CORAL TRIANGLE  
INITIATIVE**  
ON COAST RESILIENCE, FISHERIES  
AND FOOD SECURITY



# CAPACITY BUILDING STOCK-TAKE

**Understanding gaps, needs and opportunities  
for scaling capacity across the Coral Triangle  
towards achieving post-CBD 2030 targets**

*Produced for the CTI-CFF with support from*



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## EXECUTIVE SUMMARY

In June 2021, the strategic partners to the Coral Triangle Initiative on Coral Reefs, Fisheries and Food Security (CTI-CFF) prepared a position paper outlining the need for enhanced human capital in the Coral Triangle (CT); the overall aim being the development of institutional capacity towards the protection of 30 percent of the coastal and marine waters in the CT region effectively by 2030 (30x30), as stipulated by the CBD post 2030 framework.

As a first step towards this, it was recognized that **stock-take** was needed, to first better understand the existing capacity building efforts across the region; to catalogue existing activities, analyse the gaps and opportunities, and identify possible mechanisms for scaling-up, leveraging and catalysing capacity providers achievements. The results of this stock-take aimed to provide recommendations for building human capital complimentary to ongoing capacity building programs, and to guide and inform the development of a CTI-CFF capacity building roadmap for the region. This stock-take took place between August and November 2021, and the results are presented in this report.

**Capacity providers** — were defined as "agencies, organizations or institutions that proactively provide skills-building support to marine and coastal practitioners in the CT", and were categorized as: (i) government agencies, (ii) in-region non-governmental organizations (NGOs), including local country-specific NGOs/ Civil Society Organizations (CSOs), regional and international organizations with a presence in several CT countries; (iii) academic institutions / universities, and (iv) external NGOs / organizations (based outside the CT but offering training and capacity building support to the region).

Overall 126 organizations, agencies and institutions were interviewed or surveyed for the stock-take, and the overall response rate was 62 percent.

### Results of the stock-take

**Training infrastructure** — dedicated to supporting marine and coastal practitioners was found to be limited and geographically clustered across the region; with the majority of training provided in the CT by organizations 'going-to-site'. This is advantageous for accessing practitioner audiences, but also limits the level of in-person support and follow-up that is possible (as trainers will visit a site, deliver training, and then depart). Some training facilities were also found to be underutilized and / or their full potential was not being realized.

**Training personnel** — available across the CT are limited. Based on the data provided the region has an estimated 123 trainers dedicated to supporting marine and coastal practitioners across all six countries. Skilled trainers from outside the CT provide an important capacity building resource for the region. However, their impact can be limited, particularly with regards to follow up and further mentoring of trainees.

**Material resources** — are generally generated as needed and tailored for particular trainings, with limited off-the-shelf courses available from capacity providers. Tailored trainings have an advantage in terms of ensuring training content aligns with the audience and addresses their specific needs, but limits the potential for replication and scaling. The majority of trainings provided within the CT are practically focused, and without formal certification or accreditation.

**Audiences targeted** — as recipients of training were found to fall under the categories of: (i) government personnel, (ii) community members, (iii) private sector tourism, (iv) private sector fisheries industry, (v) NGO Personnel, (vi) women, (vii) young / future leaders, and (viii) existing leaders. The dominant target audience receiving training from local NGOs was community members, while larger NGOs tended to prioritize training to both communities and government personnel. Organizations external to the CT and universities tend to target government personnel for training. Amongst the government audiences it was found that

training often targets mid-level or senior staff whose work may not be directly related to on-site management of an area. Some key audiences receive far less capacity building support overall, particularly tourism operators, fishery industry actors and youth. Leadership training also appears relatively limited.

**Key skills supported** — were found to be weighted towards the biophysical sciences, with some governance and management topics commonly provided. Overall, the top five most commonly taught topics in the CT relate to: marine science / ecology, MPA / conservation area management planning, fishery assessments / monitoring, stakeholder engagement and outreach and awareness. The least commonly taught topics are: conflict resolution, project / operational management, behavior change, budgeting / financial management and human resources (HR) management. These latter skills are important to build.

**Service delivery** — across the region is predominantly provided through short-term training events (1-5 days), with some degree (but limited) of follow-up, coaching or mentoring beyond the event. Longer term training packages and programs are far less common, as is long-term coaching or mentoring. This is not ideal, particularly for audiences with limited access to wider resources to continue their learning (such as communities).

**Online learning platforms** — are becoming increasingly available and important for capacity building in the region. A total of 27 key online learning platforms of relevance to the region exist, of which 10 provide resources and / or training specific for the CT. Overall however, utilizing these platforms can be challenging for practitioners in the region, as few provide resources in CT languages, and many require levels of bandwidth that do not exist in parts of the CT (particularly more rural areas). The availability of online resources can also be overwhelming to try and navigate. Most of the training programs are aiming at mid- to high-level educated persons. Many are technically or scientifically complex. Even introductory courses tend to use 'NGO-Jargon' and terminology that some audiences (such as communities, youth, fishery and tourism sectors) may not be familiar with.

**Geographic priorities & learning sites** — The CT has gone through several prioritization processes, identifying key ecoregions and bioclimatic units for support, as well as priority MPAs within the region (CTMPAs). However, these sites are limited to government-gazetted MPAs and do not include marine conservation areas under wider governance frameworks, such as locally managed marine areas (MMAs / LMMAs) and other effective area-based conservation measures (OECMs). In addition, while assumption was that the CTMPAs would provide learning sites for wider practitioners, not all of those identified may be appropriate, as they do not consider some important factors, such as accessibility (ease of reaching the site), whether there is a lead agency active at the site to manage learning exchanges, whether the site(s) confer clear learning focus topics, or whether the opportunities for learning at the site are optimally transferable to other sites in the CT.

Through the stock-take learning sites were identified as “field sites that can provide platforms for learning and peer exchanges to enhance capacity building” and a range of potential learning sites under varied governance frameworks were identified.

**Coordination & collaboration** — amongst and between capacity providers will be essential to achieve the 30x30 targets in the region. The CT has a strong track record for coordination, not least due to the establishment of the CTI-CFF Regional Secretariat and the joint regional plan of action, with many coordinated efforts existing for marine and coastal management that involve coordination between agencies, organizations and donors. However, sectoral conflicts still exist within and between institutions (including mis-alignments / variances between intra-nation government agencies, and competition between NGOs seeking funding), and it will be important to overcome these to progress optimally on the delivery of capacity support.

Additionally, no clear repository currently exists of information related to capacity building that providers can draw from, or contribute to. Information, knowledge resources, manuals, toolkits and training documentation exist, but are distributed widely. Also, coordination is stifled by a lack of commonly agreed targets and mechanisms for partnership towards common goals.

## Gaps, needs, opportunities & recommendations

Through the analysis of gaps and needs identified through the stock-take, it was possible to identify emerging opportunities and develop preliminary recommendations for further consideration. These opportunities and recommendations fall under the following categories:

**A: Training infrastructure, materials & systems** — eight key recommendations are provided and further explored in the body of the report, including opportunities to better optimize training facilities, and provide mentoring and support more systematically across the region through the establishment of CT coaches.

**B: Targeting** — seven key recommendations are provided and further explored in the body of the report, including improved targeting of wider stakeholders for capacity building; reduction of duplication at clustered sites and broadened geographies of focus to include sites under wider marine governance frameworks; and production of materials and courses more suited to sites under these frameworks. Opportunity also exists to better assess and understand the personnel schematics and management regimes operational across the CT, in order to better contextualize and understand the target scales of capacity support required to achieve 30x30 goals.

**C; Accessibility** — eight key recommendations are provided and further explored in the body of the report, including promoting and cataloguing online learning platforms and improving their accessibility (both in terms language and bandwidth access); identifying appropriate learning sites (using criteria developed) and ensuring representativeness of sites from a range of governance frameworks to optimize peer learning and field-based experiential training opportunities.

**D: Recruitment, retention and TOT** — eight key recommendations are provided and further explored in the body of the report, including improved recruitment opportunities for trainers from diverse backgrounds and languages, through apprenticeship and on-the-job TOT and skills-building; improved partnering between external and local capacity providers to strengthen training skills locally; and improved incentives and personnel systematics to ensure the retention of trained staff.

**E: Coordination & cooperation** — six key recommendations are provided and further explored in the body of the report, including improved sectoral coordination within and between government entities, improved coordination between capacity providers to align and optimize efforts towards 30x30 goals.

## Conclusion

Throughout the interviews and discussions held with capacity providers during this stock-take process, there was a resounding call for improved coordination and collaboration; and all those interviewed expressed support for the concept of a 'roadmap for capacity building in the CT'.

A roadmap is a strategic plan that defines a goal or desired outcome and includes the major steps or milestones needed to reach it. It also serves as a communication tool, a high-level document that helps articulate strategic thinking behind both the goal and the plan for getting there. For the CT the roadmap will need to consider how to: **scale** (scale up, catalyse and leverage existing capacity building support to better achieve the 30x30 target), **accelerate** (roll-out the capacity support needed as optimally and efficiently as possible to build competencies of the right people, in the right places, at the right time), and **sustain** (ensure the capacity building provided ends up directly translating into improved marine and coastal management sustainably in the region).

Factors to consider in both the design and development of a roadmap are presented, and next steps beyond this stock-take are outlined. This includes plans for a full review of these stock-take results in late December 2021, and preliminary planning for roadmap production, led by the CTI-CFF regional secretariat.

## ACRONYMS & ABBREVIATIONS

ACB	Asean Center for Biodiversity
ADB	Asia Development Bank
AKKP	Akademi Komunitas Kelautan dan Perikanan (Indonesia)
ATM-TL	Assosiasaun Turizmu Maritima Iha Timor-Leste
ATSEA	Arafura and Timor Seas Ecosystem Approach
BFAR	Bureau of Fisheries and Aquatic Resources (Philippines)
BIDEF	Bohol Integrated Development Foundation
BMB	Biodiversity Management Bureau (Philippines)
BPSDM	Badan Pengembangan Sumber Daya Manusia Kelautan dan Perikanan (Indonesia)
CCEF	Coastal Conservation and Education Foundation Inc
CDC	Curriculum Development Centre (Solomon Islands)
CDDA	Climate Change Development Authority (Papua New Guinea)
CDU	Charles Darwin University
CEPA	Conservation Protection Authority (Papua New Guinea)
CI	Conservation International
CSF	Conservation Strategy Fund
CTC	Coral Triangle Center
CTI-CFF	Coral Triangle Initiative on Coral Reefs, Fisheries and Food Security
CTI-SAB	Coral Triangle Initiative - Sabah Branch (Malaysia)
CTMPAs	Coral Triangle Marine Protected Area System
DENR	Department of Environment and Conservation (Philippines)
ELAC	Environmental Legal Assistance Center
FAO	Food and Agriculture Organization
FFA	Pacific Islands Fisheries Forum Agency
IEMS	Institute of Environmental and Marine Sciences, Silliman University
ILMMA	Indonesia Locally Managed Marine Areas
IPAM	Institute of Public Administration and Management (Solomon Islands)
IPB	Institut Pertanian Bogor
IUCN	International Union for the Conservation of Nature
JCU	James Cook University
KFF	Konservasi Flora Fauna
LINI	Yayasan Alam Indonesia Lestari
LIPI	Lembaga Ilmu Pengetahuan Indonesia
LMMA	locally managed marine area
MAF	Ministry of Agriculture and Fisheries (Timor-Leste)
MECDM	Ministry of Meteorology, Environment, Climate Change and Disaster Management (Solomon Islands)
MIMA	Maritime Institute of Malaysia
MMA	marine managed area
MPA	marine protected area
NCC	National Coordinating Committee
NFA	National Fisheries Authority (Papua New Guinea)

NGO	Non-governmental organization
NOAA	National Oceanic and Atmospheric Administration
OECM	other effective area-based conservation measures
OTS	Off-the-shelf
PEMSEA	Partnerships in Environmental Management for the Seas of East Asia
PRRM	Philippines Rural Reconstruction Movement
ROLU	Roman Luan
RPoA	Regional Plan of Action
RS	Regional secretariat
SEEN	Sabah Education and Environmental Network (Papua new Guinea)
SFP	Sustainable Fisheries Partnership
SICCP	Solomon Island Community Conservation Program
SIDT	Solomon Islands Development Trust
SIELA	Solomon Island Environmental Law Association
SILMMA	Solomon Islands Locally Managed Marine Areas
SINU	Solomon Islands National University
SNRAS	School of Natural Resources and Applied Science
SPC	Secretariat of the Pacific Community
SPREP	South Pacific Regional Environment Programme
SR	Starling Resources
TNC	The Nature Conservancy
TOT	Training of trainers
UB	Universitas Brawijaya
UKM-LESTARI	Universiti Kebangsaan Malaysia, Institute for Environment and Development
UMS	Universiti Malaysia Sabah
UMS	University Malaya
UNDIP	Universitas Diponegoro
UNDP	United Nations Development Programme
UNHAS	Universitas Hasanuddin
UNIMAS	Universiti Malaysia Sarawak
UNTL	Universidade Nacional Timor Lorosa'e
UP-MSI	University of the Philippines Marine Science Institute
UPNG-MIRC	University of Papua New Guinea, Motupore Island Research Center
UQ	University of Queensland
USM	Universiti Sains Malaysia
USP	University of the South Pacific
WCS	Wildlife Conservation Society
WWF	World Wildlife Fund



# 1. INTRODUCTION

Although the Ocean covers 70 percent of the Earth's surface, it is still woefully under-protected, with less than 8 percent of marine critical habitat under protected status, and only 2.7 percent meeting accepted standards for effective management (UNEP-WCMC & IUCN, 2021).

In 2016, the Global Biodiversity Framework set a target to *"Ensure that at least 30 percent globally of land areas and of sea areas, especially areas of particular importance for biodiversity and its contributions to people, are conserved through effectively and equitably managed, ecologically representative and well-connected systems of protected areas and other effective area-based conservation measures, and integrated into the wider landscapes and seascapes."* This has become known as the 30x30 target (IUCN resolution, 2016).

The areas for inclusion in the 30x30 target include all forms of marine protected areas (MPAs) and other effective area-based conservation measures (OECMs), including marine managed areas (MMAs), locally managed marine areas (LMMAs), and other forms of managed protected sites that meet the criteria, as outlined here: <https://bit.ly/ConservingAtLeast30Percent>.

Under the Coral Triangle Initiative on Coral Reefs, Fisheries and Food Security (CTI-CFF) Regional Plan of Action 2021 - 2030 (RPOA 2.0), targets are being set to contribute towards this 30x30 goal.

However, in order to achieve this 30x30 target, there needs to be the necessary **'human capital'** in place to make this possible. This human capital can take many forms, for example: MPAs need sufficient staff, with wide-ranging skills sets including competencies in communications, stakeholder engagement, MPA design-development-establishment, planning, management, financing, monitoring, surveying and evaluation, patrolling and enforcement; Communities need skills in citizen science, conservation engagement, sustainable fisheries and MMA management; Private sector parties and local entrepreneurs need competencies in sustainable tourism development and engagement in conservation; Cross-sectoral government agencies need skills in marine spatial planning, site and network management; to name but a few.

Achieving this level of human capital in the Coral Triangle will require extensive investment in expanding and accelerating the number, competencies and capacities of marine and coastal practitioners across the region.

In recognition of this, the CTI-CFF strategic partners prepared a position paper in June 2021 (<https://bit.ly/CTIPositionPaper2>) outlining the need to **develop institutional capacity towards the protection of 30 percent of the coastal and marine waters in the CT region effectively by 2030 (30x30), as stipulated by the CBD post 2030 framework**. Further the paper promoted the development and implementation of **CTI-CFF Capacity Building RoadMap to build human capital complimentary to ongoing capacity building programs in the region**.

As a first step towards this, it was recognized that **stock-take** was needed, to first better understand the existing capacity building efforts across the Coral Triangle; to catalogue existing activities, analyse the gaps and opportunities, and identify possible mechanisms for scaling-up, leveraging and catalysing capacity providers achievements in order to provide recommendations that will guide and inform the development of the roadmap.

This stock-take took place between August and November 2021, and the results are presented in this report.

## 2. PROCESS STEPS

This stock-take was implemented following the below steps and methodology.

### ***A. Identification of operational and executive teams and consultants.***

The CTI-CFF Regional Secretariat (RS) worked with lead partners the Coral Triangle Center (CTC) and World Wildlife Fund (WWF) to identify lead and support consultants for the stock-take, and representatives who would be involved in the operational team to support the work, and executive team to provide oversight (as shown in Annex 1).

### ***B. Design of capacity building categories***

In order to undertake a stock-take effectively across the six CT nations, categorizations for human capital development needed to be designed and agreed. This included categories of:

- capacity providers (from both within the CT and external organizations),
- target audiences for capacity building,
- organizational scales of training personnel, types of infrastructure and facilities,
- capacity building materials available,
- key skills supported, and
- mechanisms of capacity provision.

In addition to this, criteria were developed for defining and categorizing online learning platforms and learning sites; and systems were established for capturing information on geographic prioritizations and existing key multi-organizational initiatives underway to support capacity building in the CT.

### ***C. Development of a database of capacity providers (including contact information)***

In order to gather data for the stock-take, a database of capacity providers was put together to capture contact information on all key capacity providers within the CT as well as key external organizations.

### ***D. Data gathering tailored and targeted to different capacity providers***

Using the database developed under process step 'C', data gathering commenced, and included the following.

- Design and distribution of a survey-monkey questionnaire to all key NGO/ local organizational capacity providers situated 'within' the coral triangle. [63 organizations contacted with a 71 percent response rate].
- Design and distribution of a google-survey questionnaire to all key government agency capacity providers situated 'within' the coral triangle. [20 agencies contacted, with a 45 percent response rate].

- Design and distribution of 'key questions' via email to:
  - All key universities within the CT identified as actively providing vocational support [25 institutions contacted, with a 60 percent response rate].
  - All key external organizations known to provide capacity building support to the CT [18 organizations contacted, with a 50 percent response rate].
- Follow-up phone/WhatsApp and Zoom interviews with capacity providers as required.

In addition to this, desk-based research was undertaken to gather information on existing online training and knowledge sharing portals, as well as existing learning sites/platforms, best practice showcase sites, areas of geographic priority and multi-organizational initiatives underway in the region.

Of the 126 organizations, agencies and institutions contacted, the overall response rate was 62 percent (78 respondents). It is therefore important to note that the analysis and findings presented in this report are based on the responses received and cannot represent "all" relevant information. Particularly under-represented are organizations and agencies from Pacific nations. However, the data gathered does provide an overview stock-take that is representative of some of the groups most active in the region.

#### ***E. Data analysis, identifying gaps, needs and opportunities***

Data gathered from process step 'D' was analysed and the results were presented to the operational and executive teams through a zoom presentation (12 November, 2021) and a hybrid in-person and virtual meeting (08 December, 2021). Through this ideas and recommendations for scaling up capacity building efforts were prepared for consideration and potential incorporation into a future a CTI-CFF RoadMap 2030.

#### ***F. Final input and report production***

The stock-take report was finalized following the above input, and was presented to the CTI-CFF Regional Secretariat during an in-person workshop on 20-22 December, 2021.

### 3. STOCK-TAKE RESULTS

#### 3.1. Capacity Providers

For this stock-take, 'capacity providers' have been defined as:

*"Agencies, organizations or institutions that proactively provide skills-building support to marine and coastal practitioners in the Coral Triangle."*

The following categories of capacity provider have been identified and information has been gathered from these organizations as follows (see Annex 2 for a list of the capacity providers identified and contacted for this stock-take).

**Government Agencies** — that offer government-approved capacity building support, such as official government training programmes / hosting formal government training centers. A total of 20 agencies were identified across the CT as commonly providing, or engaging/ partnering in capacity building activities for marine and coastal practitioners.

**In-region non-governmental organizations (NGOs)** — which includes:

*Local country-specific NGOs/ Civil Society Organizations (CSOs)* — offering vocational training / capacity building support within a particular CT country; locally established / registered and based in that country.

*Regional NGOs / Organizations* — offering vocational training / capacity building support across the CT (more than one country); with their headquarters based and registered within the CT.

*International NGOs / Organizations* — headquartered outside of the CT, but with a base / offices in-region (in one or more CT country), offering vocational training / capacity building support.

Eighty-three organizations were identified within the CT that provide capacity building support to marine and coastal practitioners.

**Academic Institutions / Universities** — based within the CT and offering vocational training or capacity building support for practitioners and coastal practitioners (beyond formal academic structures). Twenty-six institutions were identified as 'key' academic potential support providers for vocationally oriented practitioner training.

**External NGOs / Organizations** — based outside the CT, with no base or office within the CT, but offering training and capacity building support to the region. This includes NGOs, quango's and external academic institutions / universities. Seventeen organizations were identified, with the stock-take focusing on the 9 most active amongst these groups.

### 3.2. Infrastructure

This section explores the existence of dedicated training infrastructure and facilities within the CT, by asking which capacity providers have dedicated **Training Centers** available for marine and coastal practitioners (i.e., physically built facilities with specialized training room(s) and associated classroom / workshop facilities that are used to deliver training).

#### Results

As shown in figure 1, 39 percent of NGO's located within the CT stated that they have physically built **training centers** with specialized training room(s) and associated classroom / workshop facilities. Key amongst these are the training centers shown in box 1. However, the stock-take revealed that the vast majority (80 percent) of training is delivered by NGOs '**going to site**'; i.e., they travel to the area where the training is needed, and hire facilities (workshop venue and the like at that location) in order to deliver the training.

In addition, it was found that two government agencies (in Indonesia and Philippines) have dedicated training facilities for marine and coastal practitioners (box 1), while other government agencies tend to also 'go to site' as needed, or hire venue facilities as required. External organizations by necessity 'go-to site' though often work through partnerships with the Training Centers shown in box 1. And amongst the universities and academic institutions situated across the CT, 21 purport to regularly open their facilities for vocational training of marine and coastal practitioners, providing further training facilities in wider geographies (box 1 and figure 2).

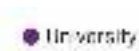
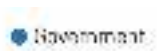


Figure 1: Training infrastructure and approaches by NGOs in the CT.



Figure 2: Locations of key training centers available across the CT with training rooms and associated classroom / workshop facilities that are dedicated to supporting marine and coastal practitioners.

### Box 1: Key training center facilities for marine and coastal practitioners in the Coral Triangle



#### INDONESIA

- Badan Pengembangan Sumber Daya Manusia Kelautan dan Perikanan (BPSDM / KP). Training Centers in: Belawan-North Sumatera, Tegal-Central Java, Banyuwangi-East Java, Ambon-Maluku, Bitung-North Sulawesi, and Sukamandi-West Java.
- Akademi Komunitas Kelautan dan Perikanan Wakatobi (academy under BPSDM)
- Coral Triangle Center (CTC)
- Yayasan Alam Indonesia Lestari (LINI)
- Institut Pertanian Bogor (IPB - Bogor)
- Universitas Diponegoro (Undip - Semarang)
- Universitas Hasanuddin (Unhas - Makassar)
- Padjajaran University

#### MALAYSIA

- Reef Guardian
- Universiti Kebangsaan Malaysia (UKM), Institute for Environment and Development (LESTARI)
- Universiti Malaysia Sabah (UMS)
- Universiti Malaysia Sarawak (UNIMAS)
- Universiti Putra Malaysia
- Universiti Sains Malaysia (USM)

#### PAPUA NEW GUINEA

- PNG-Center for Locally Managed Marine Areas
- Kavieng Fisheries College
- University of Papua New Guinea (UPNG), Motupore Island Research Center (MIRC)

#### PHILIPPINES

- National Fisheries Research and Development Institute (NFRDI)
- Guiuan Development Foundation, Inc. Philippines
- University of the Philippines Marine Science Institute (UP-MSI)
- Western Philippines University in Palawan (WPU-Palawan)
- Mindanao State University (Tawi-Tawi)
- Institute of Environmental and Marine Sciences (IEMS), Silliman University
- Br. Alfred Shields FSC Marine Biological Station, De Lasalle University

#### SOLOMON ISLANDS

- Forum Fisheries Agency
- School of Natural Resources and Applied Science (SNRAS)
- Solomon Islands National University (SINU)
- University of the South Pacific, Solomon Islands (USP-Solomon Islands)

#### TIMOR-LESTE

- Blue Ventures / Reef Check Timor-Leste
- Dreamers Dive Academy Timor
- Konservasaun Flora & Fauna (KFF) Timor-Leste
- Universidade Nacional Timor Lorosa'e (UNTL)
- Universidade Oriental Timor Lorosa'e (UNITAL)

*Note: The above list is not exhaustive, but reflects the key training centers that engaged in this stock-take process.*

Across capacity providers, approximately 20 percent of respondents stated they also provide online training and / or resources (these are further explored in section 3.8).

### ***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to infrastructure and facilities are as follows:

- The majority of training for marine and coastal practitioners tends to be done 'at site', which is advantageous for accessing wider practitioner audiences, but also limits the level of in-person support and follow-up that is possible (as trainers will visit a site, deliver training, and then depart).
- Existing training facilities are limited and are geographically clustered, with many areas lacking access to facilities.
- Some training facilities are underutilized and / or their full potential is not being realized. For example, many universities contacted stated they would be happy to open their facilities for other organizations and agencies to use for practitioner training, but were rarely asked to do so. In addition, some facilities are being utilized for specific thematic training topics (such as the Kavieng center in Papua New Guinea that generally focuses on fishery training), but could provide important platforms for learning of wider thematic areas through partnership with relevant support organizations.

See section 4 for further observations, gaps, needs and opportunities.

### 3.3. Training Personnel

This section explores the scale of training personnel available within the CT. Capacity providers were first asked whether:

- their organization has **trainers on staff** (i.e., staff working as full-time trainers dedicated to delivering capacity building), or
- their organization has no trainers on staff, but **sub-contracts in external trainers** as and when required, or
- their organization has **both** trainers on staff, but also contracts in additional trainer support as needed.

For those organizations with trainers on staff, organizations were asked to define the size of their teams, as follows.

- **Large team** (i.e., > 15 trainers working as full-time staff, dedicated to delivering capacity building work).
- **Medium team** (i.e., between 5 and 14 trainers)
- **Small team** (i.e., < 5 trainers)

#### Results

In terms of available training personnel, 27 percent of NGO respondents in the CT state they have dedicated trainers on their staff, but the majority of NGOs also tend to contract in additional trainers as the need arises (59 percent). Fourteen percent of NGOs stated they had no trainers on their staff and rather they 'only' contract trainers in when required (figure 3).

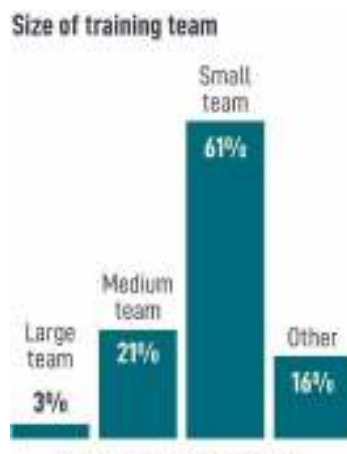


Figure 4: The size of training teams within NGOs in the CT

Source of Trainers within organizations



Figure 3: Percent of NGOs within the CT with on-staff and/or sub-contracted trainers.

Amongst NGOs only one organization claimed to have a 'large training team'<sup>1</sup> (> 15 trainers working full time), while the majority (61 percent) have '**small**' training teams (< 5 full time trainers), and 21 percent have 'medium' sized training teams (between 5 and 14 full time trainers). Some organizations note however, that while their dedicated training staff numbers are relatively small, their technical staff will often provide training as required.

Based on this data it is possible to extrapolate a rough estimate that there are approximately 123 dedicated NGO 'trainers' actively providing capacity building to marine and coastal practitioners situated 'within' the CT.

<sup>1</sup> The Forum Fisheries Agency in the Solomon Islands has a large training team of > 15 full time trainers.



In addition to this, 78 percent of respondent government agencies also have trainers on staff (7 out of the 9 agencies that responded to the survey), with most having 'small' teams (<5 trainers) and two agencies having medium sized teams (BPSDM in Indonesia, and NFRDI in Philippines). In addition to this, 13 universities and academic institutions across the CT<sup>2</sup> state that their faculty staff often provide training to vocational marine and coastal practitioners.

From outside of the CT, the size and availability of training personnel from international organizations and academic institutions (that are without offices or a base within the region) can be highly varied. Organizations that fairly regularly send external trainers to provide capacity building support to the region include the International Union for the Conservation of Nature (IUCN) situated in Geneva and Fiji (Oceania), the South Pacific Regional Environment Programme (SPREP), the Reef Resilience Network (USA) and the University of Queensland (Australia).<sup>3</sup>

### ***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to personnel are as follows:

- The overall number of full-time trainers active within the CT is limited. In order to reach 30x30 goals it will be important to better understand (a) the scale of training required in the CT, and (b) ensure the number of trainers available in-region can meet this demand.
- Skilled trainers from outside the CT provide an important capacity building resource for the region. However, the inevitability of these trainers being available for only short, targeted training visits can limit their efficacy, particular with regards to follow up and further mentoring of trainee participants. Groups that tend to partner with locally established training organizations have the advantage of: (a) positioning their training in the wider context of the local groups, (b) providing training of trainers (TOT) to local counterparts, and (c) enabling follow up of training through the local entities.

See section 4 for further observations, gaps, needs and opportunities.

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<sup>2</sup> The universities stating their provision of faculty staff to provide vocational training to marine and coastal practitioners are the following: INDONESIA: IPB - Bogor and UNDIP - Semarang). MALAYSIA: UKM- LESTARI, Universiti Malaysia Sabah, UNIMAS, Universiti Putra Malaysia, and CEMACS at the Universiti Sains Malaysia (USM). PAPUA NEW GUINEA: Kavieng Fisheries College. PHILIPPINES: UP-MSI, WPU-Palawan, Mindanao State University, Silliman University and the Br. Alfred Shields FSC Marine Biological Station, De Lasalle University. SOLOMON ISLANDS: School of Natural Resources and Applied Science (SNRAS).

<sup>3</sup> A number of other international organizations support capacity building, however where they have some form of office/base within the CT they are included in the category of "In-region organizations" and not "External". This includes groups such as the Asean Center for Biodiversity (ACB), with a base in the Philippines, the Conservation Strategy Fund (CSF) and U.S. National Oceanic and Atmospheric Administration (NOAA) with operational bases in Indonesia, and the United Nations Development Programme (UNDP) with bases in all six CT countries.

### 3.4. Material Resources

This section explores the types of training materials currently available within the CT. In this context, 'materials' refers to training courses, their syllabi/curriculum and associated products that are used to deliver training. These are categorized as follows:

- **Off-the-shelf training courses** (i.e., fully pre-prepared materials, with full curricula and associated resources readily available. e.g., if these organizations were asked to deliver a training course tomorrow, they would have everything they needed already available).
- **Tailored training courses** (i.e., organizations design and tailor training in response to perceived needs. Their courses may not be available currently, but they have the skills to prepare, tailor and deliver full curricula and associated materials as required).
- **Occasional training courses** (i.e., the organization provides/ has provided training courses, they have / can prepare materials, but they generally don't include full curricula or associated products).

Capacity providers were also questioned with regards to whether their trainings were:

- **Formal** (i.e., the training services provided are formally accredited, and come with some form of official certification for the trainee/ recipient).
- **Practical** (i.e., the training builds human capital on-the-ground, is practically oriented, but is without formal certification).

#### Results

As figure 5 shows, amongst the NGO community, only 34 percent of organizations located "within" the CT have '**off-the-shelf**' (OTS) training courses fully pre-prepared (box 2). However, the majority of organizations (61 percent) within the CT provide '**tailored**' courses. Amongst the NGOs, 57 percent also noted that they only provide '**occasional**' training courses (suggesting the organizations main mission is not training, but they do provide training occasionally). In addition, 11 percent of NGOs stated they use curricula and materials developed by other organizations (not internally produced) when they deliver training.

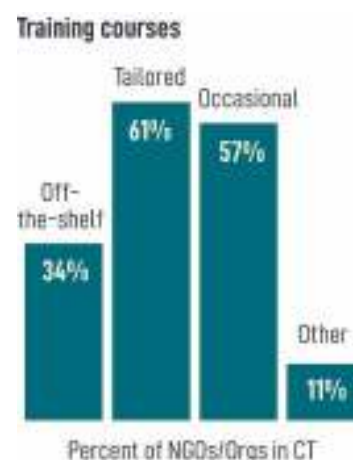
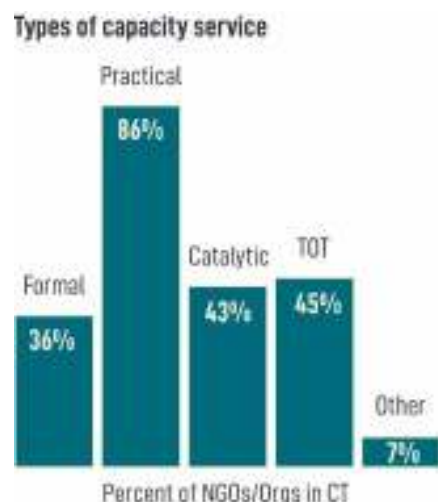


Figure 5: NGO-provided Training course materials available in the CT



In terms of the type of capacity building provided by NGOs, 36 percent stated they provide (or have provided in the past) '**formal**' training (i.e., accredited / certified) (box 2). However most commonly NGOs state their training is simply **practical** (focused on building human capital on-the-ground and without formal certification).

Figure 6: Percent of NGOs providing formal or practical training within the CT.

Some NGOs also described the type of service they provide as '**catalytic**', meaning they did not necessarily directly provide training, but have the capacity and partnerships to coordinate and catalyse skills-building through their networks. Amongst the NGOs 45 percent also stated they have a commitment to '**training of trainers**' (TOT).

Amongst government agencies, four entities were found to provide **formal, off-the-shelf** training vocational training courses to marine and coastal practitioners:

- BPSDM (Indonesia), including six training centers and the Akademi Komunitas Kelautan dan Perikanan (AKKP) training academy.
- the Department of Fisheries (Malaysia),
- NFRDI (Malaysia) and
- the Maritime Institute of Malaysia (MIMA).

Amongst universities and academic institutions within the CT, 10 currently provide 'off-the-shelf' training courses, specifically for vocational practitioners (box 2). These are generally in the form of short workshops and seminars open to the public or specifically targeting certain sectors (such as Fish Wardens or aquaculture government officers).

However, all the universities interviewed offer **formal, off-the-shelf** accredited academic courses (bachelors, masters and PhDs) that are intended to prepare students to work in the field of marine and coastal management. At some universities, these courses are tailored for more vocational audiences (e.g., for government workers returning to do a master's degree, or for NGO staff taking a sabbatical for study). But such courses are based within the standardized university systems and require the participant to engage in full time academic studies. For example, UNIMAS in Malaysia offers a Sluse-M-Master of Environmental Science (Land Use And Water Resource Management course) to local government agency officers and field practitioners. The University of the Philippines Marine Science Institute (UP-MSI) offers an accelerated 16-month professional masters in tropical marine ecosystems management (PM-TMEM) that is uniquely designed for professionals already working in the field, and is a collaboration between three constituent units of the University of the Philippines (UP Diliman, Los Baños, and Visayas). Aso in the Philippines, the Institute of Environmental and Marine Sciences (IEMS) at Silliman university is developing a ladder program through the South Negros Fish Right Project to support practitioners to acquire certification in community resource management or ecosystem approach to fisheries management.

Organizations external to the CT were found to use a combination of OTS and tailored courses. For example, IUCN has supported in-country training around Blue Solutions and MPA governance that has been globally rolled out, but was specifically tailored for each region in the world. The Reef Resilience network has likewise provided globally relevant training, but delivered it in-region tailored to the needs of CT countries.

### ***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to material resources are as follows:

- The majority of training courses delivered to vocational marine and coastal practitioners in the CT appear to have been specifically tailored to that audience/topic in response to a specific need in the field. While this is to be commended and clearly has an advantage in terms of ensuring training content aligns with the audience and addresses their specific needs, it limits the potential for replication and scaling, which rather requires foundational 'off-the-shelf' (OTS) materials that can then be adapted to circumstance.

- The majority of trainings provided within the CT are practically focused, and without formal certification or accreditation. Most of the courses that do have some form of formal acknowledgement tend to be focused towards government personnel or NGO staff (very little community training, for example, has any form of certification involved).
- Very few government agencies provide specifically targeted training for marine and coastal practitioners, including for their staff. Only agencies in Indonesia and Malaysia have any internal forms of accredited government training programs related to echelon advancement or professional development, while in other countries, professional development is sometimes partnered with training institutes (such as in the Philippines).
- Of the 45 NGOs identified as key to capacity building in the region, 57 percent describe their provision of training as 'occasional', meaning only 19 NGOs consider capacity building to be a top priority within their organization.

See section 4 for further observations, gaps, needs and opportunities.

**Box 2: Organizations, institutes and agencies with 'off-the-shelf' training materials available for vocational training of marine and coastal practitioners.**

[F] indicates organization has formal, certified courses available for vocational practitioners.

- CTC (Indonesia) [F]
- Reef Check (Indonesia) [F]
- LINI (Indonesia)
- Rare (Indonesia)
- Reef Guardian (Malaysia) [F]
- The Reef-World Foundation (Philippines) [F]
- Rare (Philippines)
- Partnerships in Environmental Management for the Seas of East Asia (PEMSEA) (Philippines) [F]
- Food and Agriculture Organization (FAO) (Philippine Representative Office)
- Forum Fisheries Agency (Solomon Islands)
- USP (Solomon Islands)
- Solomon Islands Environmental Law Association (SIELA) (Solomon Islands) [F]
- Blue Ventures (Timor-Leste) [F]
- Dreamers Dive Academy (Timor-Leste) [F]
- Assosiasaun Turizmu Maritima (Timor-Leste)
- Reef Check (Timor-Leste) [F]
- NOAA International MPA Capacity Building Program (CT) [F]
- BPSDM (Indonesia) [F]
- Department of Fisheries (Malaysia) [F]
- NFRDI (Malaysia) [F]
- Maritime Institute of Malaysia (Malaysia) [F]
- Universitas Diponegoro (Indonesia) [F]
- Universiti Malaysia Sabah (Malaysia) [F]
- Universiti Putra Malaysia (Malaysia) [F]
- CEMACS - Universiti Sains Malaysia (Malaysia) [F]
- Kavieng Fisheries College (Papua New Guinea) [F]
- University of the Philippines Marine Science Institute (Philippines) [F]
- Western Phillipines University in Palawan (Philippines) [F]
- Mindanao State University (Philippines) [F]
- Br. Alfred Shields FSC Marine Biological Station, De Lasalle University (Philippines) [F]
- School of Natural Resources and Applied Science (Solomon Islands) [F]

*Note: The above list is not exhaustive, but reflects the organizations having OTS products that engaged in this stock-take process.*

### 3.5. Audiences Targeted

This section explores the types of audiences most commonly targeted for capacity building within the CT. For this stock-take, these have been defined as:

*"Organizations, agencies, entities and individuals who are the priority target audience(s) for skills-building support in the Coral Triangle in order to advance marine and coastal management towards 30x30 goals."*

They have been categorized as follows.

- **Government Personnel** — this includes staff / civil servant employees of government agencies / entities / MPAs, including municipalities.
- **Community Members** — this includes community individuals, village leaders, community groups, kooperasi or community associations, fisher groups, pokmaswas etc.
- **Private Sector Tourism** — including tourism related businesses, operators, boat and transport companies, and other coastal tourism sectors.
- **Private Sector Fisheries Industry** — including fishery businesses, processors, traders, exporters.
- **NGO Personnel** — this includes staff / employees of local and regional NGOs.
- **Women** — including women's groups, women leaders, community women's fora/ associations.
- **Young / Future Leaders** — including youth/ young person's and tomorrows leaders for marine conservation.
- **Existing Leaders** — today's leaders for marine conservation.

#### Results

Target Audiences supported by NGOs/Orgs

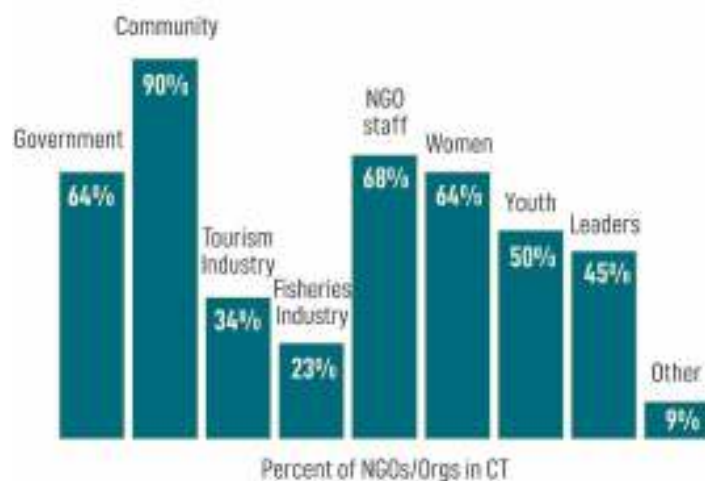


Figure 7: The most commonly targeted audiences that NGOs support for capacity building in the coral triangle

As figure 7 shows, 90 percent of NGOs from within the CT described '**communities**' as a key target audience for capacity building. The second most commonly targeted audience *by* NGO's was NGO staff themselves (68 percent), with government personnel being a closed third (64 percent).

Notably, 64 percent of NGOs also cited women as an audience for whom they offer specialist training.

The picture is very different however when exploring the target audiences most commonly trained by government training institutions, universities and by organizations located externally to the CT (figure 8).

Here, government agencies are the most commonly targeted audience for capacity building, followed by communities, NGO staff and fisheries industry personnel. Interestingly, all training organizations located outside of the CT (100 percent) who frequently provide capacity building to the region target government staff as a priority target audience. Similarly universities tend to provide capacity building to government personnel far more than other target audiences.

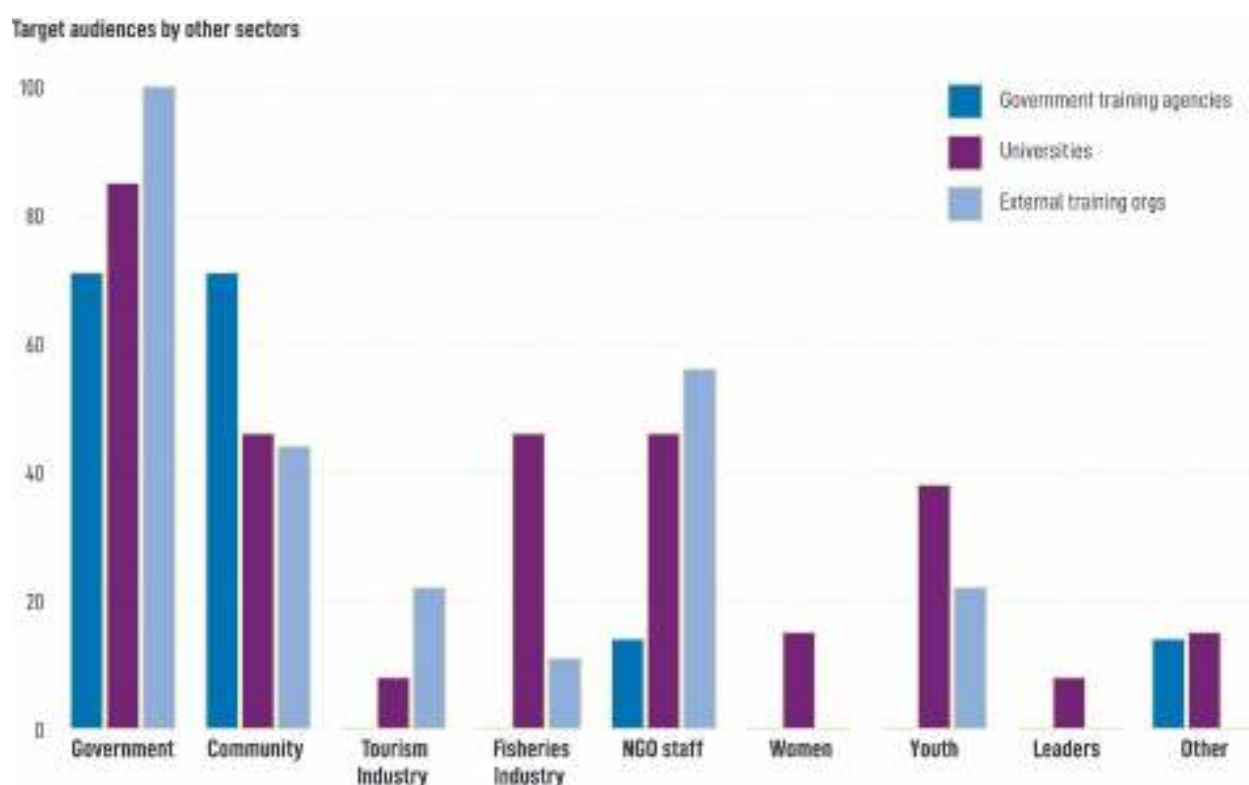


Figure 8: The most commonly targeted audiences supported by government training agencies, universities and external training organizations.

### Key Observations

From the **results of the surveys** and through the **various interviews conducted**, key observations related to the most commonly targeted audiences for capacity building are as follows:

- The dominance of communities as a target audience for training by NGOs in the CT is interesting as it suggests an increasing recognition of the importance and involvement of communities in marine and coastal management.

- A deeper dive into the local NGO data shows that organizations providing training to 'both' government and community groups tend to be larger scale organizations/ BINGOs; whereas groups that focus on communities (and do not claim to train government personnel) tend to be smaller organizations / locally-based themselves, such as the Solomon Islands Community Conservation Partnership, Roman Luan (in Timor-Leste), and the Indonesia Locally Managed Marine Area (ILMMA) association.
- It is also interesting that external organizations and universities tend to focus on the training of government personnel, and is perhaps understandable given: (a) international organizations generally support the attaining of internationally agreed targets, which are led by government entities, (b) international organizations are less likely to have the nuanced cultural and social understanding to tailor training to community audiences, (c) university-provided vocational training is likely to be more academic in nature, and thus more easily accessible to an audience with the necessary educational backgrounds (i.e. government staff).
- Findings from interviews suggests that government-focused training is often aimed at mid-level or senior staff whose work may not be directly related to on-site management of an area; and a range of organizations (NGOs, government agencies and universities) commented that insufficient training is provided to local government units (LGUs), local / field-based government staff.<sup>4</sup>
- Training appears limited for wider key stakeholders in marine and coastal management, such as tourism operators, fishery industry actors and youth. Leadership training also appears relatively limited.

See section 4 for further observations, gaps, needs and opportunities.

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<sup>4</sup> For example, in Indonesia training is often centralized or provided to provincial staff responsible for site management, even though those staff may be located a great distance from the site itself and have limited interaction with on-site management. In Philippines, following the Mandanas ruling there is a greater need to build capacity within LGUs and on the front-line in the field, and clarity required on the mandates of LGUs over some aspects of marine and coastal management (which largely remain centralized).

### 3.6. Key Skills Supported

This section explores the types of training topics most commonly taught across capacity providers.

#### Results

As figure 9 shows, the most commonly taught topics by NGOs in the CT relate to fishery assessments and monitoring, MPA/conservation area management planning, outreach and awareness, marine science/ecology and stakeholder engagement. Overall the weighting of commonly taught topics tends to fall under biodiversity & biophysical science, and planning, management and governance. Topics related to sociology and communications are less commonly supported overall.



Figure 9: Key skills areas supported by NGOs / organizations within the CT.

The picture is a little different when exploring the most commonly taught topics amongst capacity providers from government agencies, universities and external organizations (figure 10). As this shows, there is heavy dominance of biodiversity & biophysical science related training provided, particularly from universities and academic organizations, with fewer sociology & communications related training provided. Governance and management fairly well supported in relation to conservation area planning, coastal laws and policies and mechanisms for collaborative management.



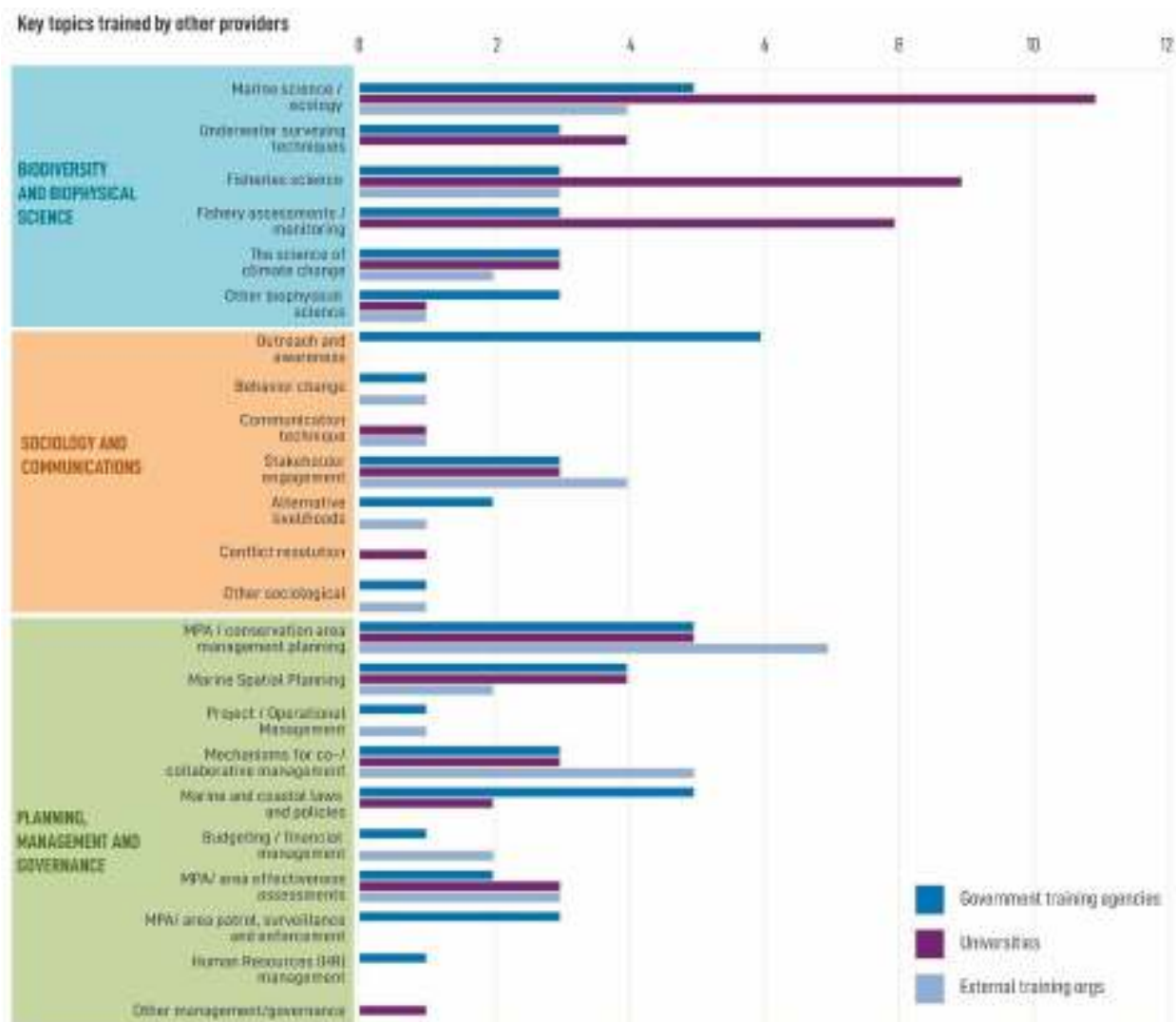


Figure 10: Key skills areas supported by government training agencies, universities and external training organizations.

Combining all capacity providers' together, it is possible to see that, overall, the key themes of biodiversity & biophysical sciences, and planning, management and governance, are more frequently taught compared to topics related to sociology & communications (figure 11).

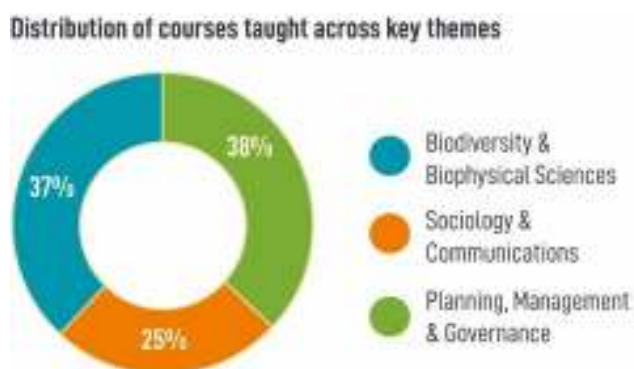


Figure 11: Proportional representation of course themes taught by all capacity providers in the CT.

It is also possible to see that the top five most commonly taught topics in the CT are the following.

- Marine science / ecology
- MPA / conservation area management planning
- Fishery assessments / monitoring
- Stakeholder engagement
- Outreach and awareness

At the other end of spectrum, the five least commonly taught topics from all capacity providers are as follows.

- Conflict resolution
- Project / Operational Management
- Behavior change
- Budgeting / financial management
- Human Resources (HR) management

### ***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to the most commonly taught topics are as follows:

- Overall, the topics most commonly taught in the CT are weighted towards the biophysical sciences, with some governance and management topics commonly provided, but many important topics remain lacking / under-supported.
- While sociological/ communications topics like 'outreach and awareness' and 'stakeholder engagement' are commonly taught, other important sociology-related topics that are relevant for marine and coastal management are rarely provided. For example, conflict resolution and behavior change.
- Governance related topics, like project / operational management, budgeting / financial management, and HR, are also lacking. For traditionally government-managed marine areas (such as formally gazetted MPAs) there may be an assumption that other divisions in government provide backstopping support to work related to HR and finance. However, in reality many MPAs are without the skilled staff necessary. In addition, such skills are also needed in sites managed under collaborative frameworks or by communities (such as locally managed marine areas, other effective area-based conservation measures etc.). Individuals at these sites need skills in operational management, budgeting, finance and managing teams, and little support is as yet provided in these important topics.
- Interviews with capacity providers also revealed a sense that some key training areas were generally absent related to 'technologies and innovations' for conservation. While progress in new technologies is expanding rapidly globally (including in the CT) there are very few courses or training initiatives available that could expand the adoption of useful technologies across the region for conservation management.

See section 4 for further observations, gaps, needs and opportunities.

### 3.7. Type of service delivery

This section explores the types of training service delivery most common amongst capacity providers. Types of delivery have been categorized as follows.

- **Training Programs** (i.e., training is provided through a long-term program, > 2 months in duration, with dedicated skills building provided and tested).
- **Training Packages** (i.e., training takes more than 5 days, but less than 2 months in duration).
- **Training Events** (i.e., training is delivered through an event that lasts somewhere between 1 to 5 days).

In addition to this capacity providers were asked whether they provide any form of **coaching or mentoring service**, which is defined as long-term post-training individual trainee follow up support, lasting more than 2 months.

#### Results

As figure 12 shows, the vast majority (87 percent) of trainings provided by NGOs in the CT are delivered through training events (between 1 and 5 days in duration). This aligns with earlier findings that the majority of training is delivered by organizations 'going to site' and thus have a limited timeframe to deliver support. The NGOs providing longer-term training programs are shown in box 3.

The picture is similar from other service providers, with government agencies, universities and external organizations most commonly providing training through events (1-5 days).

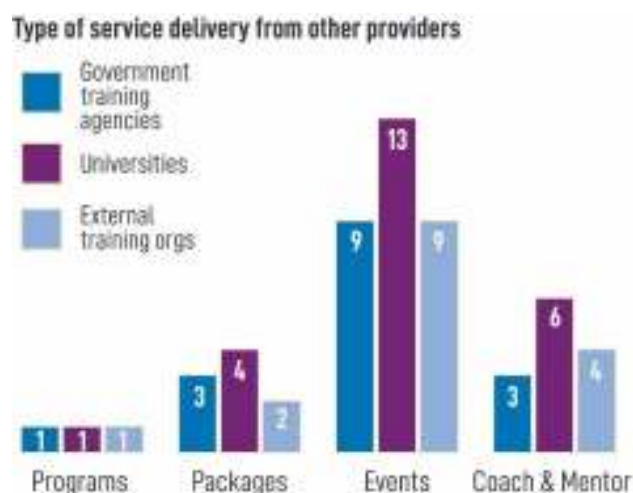


Figure 13: Mechanisms for training service delivery from government agencies, universities and external training organizations.

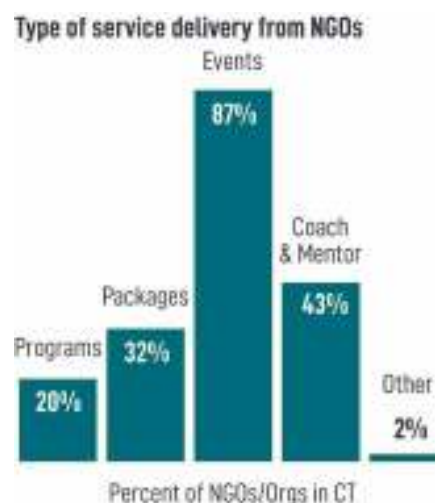


Figure 12: Mechanisms for training service delivery from NGOs.

While training delivery through short-term targeted events like this is no doubt extremely useful and important for skills-building, this approach has its limitations. Without follow-up, the trainee can be challenged to remember the large amount of information presented in this short time frame; without coaching or mentoring, the trainee may find it challenging to apply the information learned to his/her job / task etc.

**Box 3: NGOs/Organizations that provide 'training programs' (lasting > 2 months) in the CT.**

- ILMMA (Indonesia)
- LINI (Indonesia)
- Rare (Indonesia)
- Starling Resources (Indonesia)
- Rare (Philippines)
- Partnerships in Environmental Management for the Seas of East Asia (PEMSEA) (Philippines)
- WorldFish (Solomon Islands)
- Blue Ventures (Timor-Leste)
- Reef Check (Timor-Leste)
- NOAA (CT)

*Note: The above list is not exhaustive, but reflects the organizations stating their implementation of training programs that engaged in this stock-take process.*

***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to the types of training delivery are as follows:

- The vast majority of training provided in the CT is through short-term events (1-5 days), with some degree (but limited) of follow-up, coaching or mentoring beyond the event. Such an approach may limit the level of adoption / application of the skills learned.
- Longer term training packages and programs are far less common, as is long-term coaching or mentoring. This is not ideal, particularly for audiences with limited access to wider resources to continue their learning (such as communities).
- Some capacity providers interviewed felt other mechanisms for delivery could prove useful but are so far not done / underutilized in the CT. For example, establishing apprenticeship systems at a range of scales (from community members working with district fisheries officers, through to fresh graduates working with government agencies or NGOs); and establishing systems for on-the-job learning / professional development that are built into conservation area management roles and job descriptions.

See section 4 for further observations, gaps, needs and opportunities.

### 3.8. Online Learning Platforms

This section explores what online learning platforms exist to support marine and coastal practitioners in the CT. This includes platforms that provide online training courses (TRG), and platforms that provide online knowledge resources for self-learning / study (KN.RES).

These platforms may be free to access, or involve some sort of membership/ fee. Some may be specific to one of more countries within the CT, others may be globally relevant but of use to practitioners in the CT.

#### Results

Based on the surveys and interviews conducted, the online learning platforms shown in table 1 have been identified as key sites for learning by marine and coastal practitioners in the CT.

PLATFORMS	ACCESS	KN.RES	TRG	FOCUS CT COUNTRIES						
				IN	MA	PA	PH	SI	TL	Global
Seas of Asia Knowledge Bank - elibrary	Free	Yes	No	X			X		X	
Coral Triangle Center E-Learning Platform	Free	Yes	Yes	X	X	X	X	X	X	
SEAFDEC/AQD	Pay	Yes	Yes	X	X	X	X	X	X	
TNC Conservation Training	Free	Yes	Yes							X
EDF Fishery Solution Center	Free	Yes	Yes							X
International Partnership Blue Carbon	Free	Yes[L]	Yes[L]							X
OneOcean	Free	Yes	No				X			
Zoological Society of London-Philippines	Free	Yes[L]	Yes[L]				X			
Pacific Environment Data Portal	Free	Yes	No			X		X		
Reef Resilience Network	Free	Yes	Yes	X						X
Open Learning Campus: World Bank Academy	Free	Yes	Yes							X
ADB elearning platform	Free	Yes[L]	Yes	X	X	X	X	X	X	
WWF-Fishery Improvement Projects Training	Free	Yes	Yes							X
NOAA DigitalCoast	Varied	Yes	Yes							X
Biodiversity Management Bureau (BMB)	Free	Yes	No				X			
Kementerian Kelautan dan Perikanan (KKP) Indonesia	Free	Yes	No	X						
Protected Planet	Free	Yes	No							X
UNEP-WCMC	Free	Yes	No							X
Coral Triangle Atlas	Free	Yes	No	X	X	X	X	X	X	
Allen Coral Atlas	Free	Yes	No							X
Coral Triangle Initiative (CTI-CFF)	Free	Yes	No	X	X	X	X	X	X	
MOOC Conservation	Varied	Yes	Yes							X
IUCN Resources	Free	Yes	No							X
Conservation Strategy Fund (CSF)	Varied	Yes	Yes	X						
Asean Center for Biodiversity (ACB)	Free	Yes	No	X	X		X			

**Access** = whether free to access or requires some form of payment. **KN-RES** = indicates whether site has downloadable / viewable knowledge resources (e.g., publications, toolkits, reports). **TRG** = indicates whether site has training programmes online that the viewer can access/ participate in. **[L]** = Limited

A full list with description of the platforms and URL links is provided in Annex 3.

Amongst these sites, six provide **online, accessible training courses** that are specifically tailored to **practitioners within the CT**:

- Coral Triangle Center E-Learning Platform (free) – all CT countries
- Southeast Asian Fisheries Development Center/Aquaculture Department (SEAFDEC/AQD) (a fee is sometimes required for courses) – all CT countries
- Asia Development Bank Institute (ADB) elearning platform (free) – all CT countries
- Reef Resilience Network (free) – global, with some courses tailored for Indonesia
- The Zoological Society of London (free) – Philippines only
- The Conservation Strategy Fund (CSF) (varied pay systems) – Indonesia only

In addition to this, seven further learning platforms provide access to training courses that are global in scope (not tailored to CT) but are useful for practitioners in the region<sup>5</sup>.

The remainder focus on providing a wide range of **knowledge resources**, including resources specifically relevant to one or more countries within the CT, and resources global in scope but relevant for the region.

Across all of these 27 platforms however, only 10 provide any resources or training in a language of the CT, the remainder being predominantly in English (with other international languages provided in some of the more globally relevant sites, such as Spanish and French). Of the sites having CT-language resources and tools, the dominant languages are Indonesian and Malay. Few resources exist in other CT languages (e.g., Tok Pisin or Tetum).

### ***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to online learning platforms are as follows:

- There are a wealth of resources available online, however accessing and utilizing them is hindered by: (a) language – with most resources in English and few in CT languages; and (b) connectivity – particularly in more rural areas of the CT where internet connection is unreliable / inconsistent.
- Where able to access these training programs and resources, they can be overwhelming to look at. Without guidance it may be difficult for practitioners visiting these sites to prioritize or identify which training programs may be most relevant for them.
- Most of the training programs reviewed are aiming at mid- to high-level educated persons. Many are technically or scientifically complex. Even introductory courses tend to use 'NGO-Jargon' and terminology that some audiences (such as communities, youth, fishery and tourism sectors) may not be familiar with.
- Though efforts were made to assess the levels of usage of some of the sites (particularly those providing online training courses), this information was difficult to find, and there is little available data on numbers of training recipients / alumni of online courses, nor mechanisms to assess or follow up on the impact of that course on the trainee.

See section 4 for further observations, gaps, needs and opportunities.

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<sup>5</sup> TNC Conservation Training, EDF Fishery Solution Center, International Partnership Blue Carbon, Open Learning Campus: World Bank Academy, WWF-Fishery Improvement Projects Training, NOAA DigitalCoast, and Massive Open Online Courses (MOOC) run by IUCN and PAPACO.

### 3.9. Geographic Priorities & Learning Sites

This section explores existing and proposed learning sites within the CT.

In the context of this stock-take, **learning sites are identified as:**

*"Field sites that can provide platforms for learning and peer exchanges to enhance capacity building."*

It has long been recognized that learning exchanges and field visits are enormously beneficial for practitioner learning, across all audience sectors — from government exchanges through to community peer field visits.

In the CT RPoA 1.0, one of the goals was *"to establish a region-wide comprehensive, ecologically representative and well-managed Coral Triangle Marine Protected Area System (CTMPAs)"*. These sites are intended to enable a robust network of well-managed MPAs to exist ecologically through the region, covering critical habitat identified in priority seascapes and ecoregions (figure 14) and to ensure representativeness across bioclimatic units (BCUs) (figure 15). In addition to identifying the sites within these geographies that should receive priority support (in terms of funding, human capacity development and proactive effective management), these sites are also intended to become learning sites that provide best-practice examples for wider practitioner capacity development.

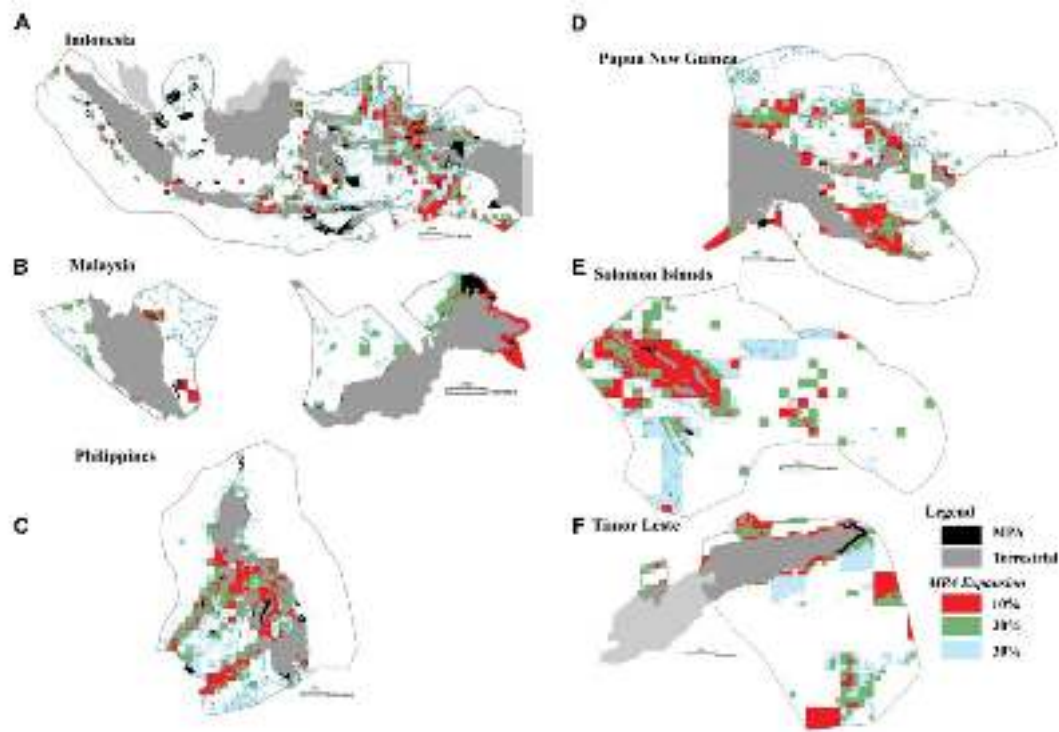


Figure 14: Priority ecoregion MPA coverage targets identified in Asaad et. al., 2018.

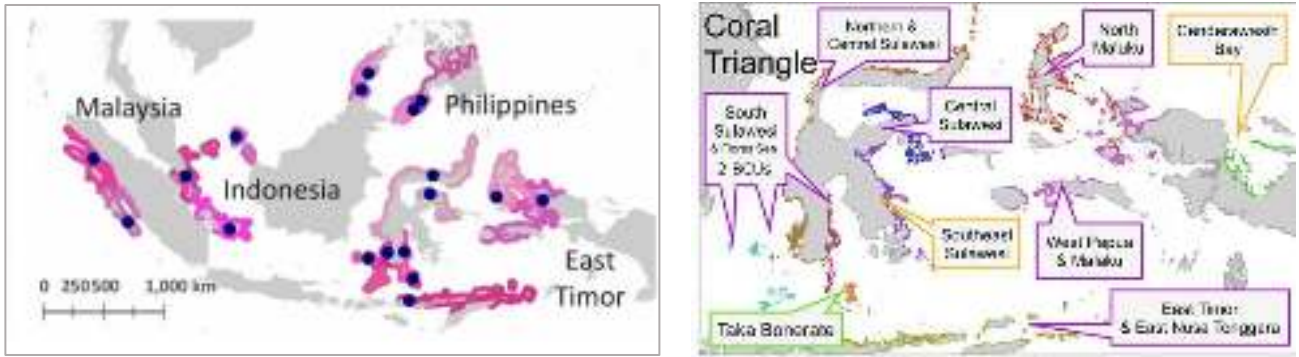


Figure 15: Priority BCUs identified in Beyer et. al., 2018.

The CTMPAs sites fall under the following:

Category 4: Flagship Sites – large, effectively managed sites that have exceptional regional importance in ecology, governance or socioeconomic; highest level criteria for management effectiveness;

Category 3: Priority Development Sites – sites of high regional ecological, governance or socioeconomic importance that are not yet effectively managed and thus need additional assistance;

Category 2: Effectively Managed Regional Sites – Contributing to CTMPAS objectives at national or regional levels; existing sites that meet agreed minimum criteria for design and management effectiveness as specified in the CTMPAS Framework;

Category 1: Recognized CTMPAS Sites – sites that are contributing to CTMPAS objectives at local level; meet the minimum data and are included in the CT Atlas

To date, MPAs have been proposed for categories 3 and 4 only.

Through this stock-take, work was undertaken to assess how many support organizations are currently active within these proposed learning sites, and whether additional sites could or should be recommended for learning platforms moving forward.

## Results

Table 2 shows the CTMPAs sites, their category status, and the number of support organizations (non-governmental) that are currently actively working at the site.

As the table shows, many of these MPAs are without support from wider organizations. This may not be a problem for MPAs in countries where government leadership and resources in MPAs is strong and sufficient. But in CT countries where the lead agencies on site are limited in terms of both human and financial resources, this lack of additional support organizations can limit the efficacy of the site as a learning platform, as the on-site lead agency may not have access to wider networks or capacity support to manage and coordinate learning exchanges or optimize the site as an educational resource.



Table 2: CTMPAs sites in the CT		
Their category ranking and the number of non-governmental organizations / entities currently actively supporting the site		
CTMPAs SITE	CAT	# ORGS
<b>INDONESIA</b>		
Kepulauan Anambas Marine Nature Recreational Park	3	0
Pangumbahan, Kec Ciracap, kab Sukabumi District Marine Conservation Area	3	0
Savu Sea Marine National Park	3	1
Gili Meno, Gili Ayer, Gili Trawangan Marine Nature Recreational Park	3	2
Pulau Weh Sabang Marine Nature Recreational Park	3	2
Nusa Penida Marine Conservation Area	3	3
Selat Pantar (P Batang, Lapang, Rusa) District Marine Conservation Area	3	1
Raja Ampat Marine Nature Reserve	3	2
Kepulauan Wakatobi Marine National Park	4	1
Raja Ampat District Marine Conservation Area	4	3
<b>MALAYSIA</b>		
Tun Mustapha Park	3	1
Tun Sakaran Marine Park	3	1
Tunku Abdul Rahman State Park	3	1
Turtle Islands State Park	4	0
Pulau Tioman	4	1
<b>PAPUA NEW GUINEA</b>		
Kulungi	3	0
Lolobau	3	0
Tarobi	3	0
<b>PHILIPPINES</b>		
Apo Island Protected Landscape and Seascape	3	1
Tubbataha Reef National Park	4	1
Turtle Islands Wildlife Sanctuary	4	0
Apo Reef Marine Reserve	4	1
<b>SOLOMON ISLANDS</b>		
Zinoia	3	1
<b>TIMOR-LESTE</b>		
Nino Konis Santana National Park	3	3

The CTMPAs process has only considered government registered, formally established MPAs, and for this stock-take capacity providers were asked for further input and suggestions on potential learning sites. This is particularly in light of the increased recognition of 'other effective area-based conservation measures' (OECMs), which has enabled greater acknowledgement of marine conservation areas that may fall outside of government declared sites (see box 4). These may be marine managed areas (MMAs) or locally managed marine areas (LMMAs) established and managed by communities, or OECMs managed by other entities such as the private sector, fishery industry or military.

#### Box 4: Other Effective area-based Conservation Measures (OECMs)

OECMs were adopted at the 14th Conference of Parties (CoP) to the Convention on Biological Diversity (CBD) in 2018 (decision no. 8/14), and are defined as follows:

*"A geographically defined area other than a Protected Area, which is governed and managed in ways that achieve positive and sustained long-term outcomes for the in-situ conservation of biodiversity with associated ecosystem functions and services and where applicable, cultural, spiritual, socio-economic, and other locally relevant values."*

CBD/COP/DEC/14/8 – November 2018

Both traditionally established MPAs and OECMs are expected to result in the long-term and effective in-situ conservation of biodiversity. However, whereas protected areas have nature conservation as a primary management objective, OECMs may or may not have nature conservation as an objective. Rather, the conservation objectives may be:

- (1) Primary — including, for example, local / indigenous managed areas and privately managed protected areas / concessions or marine conservation agreements (MCAs).
- (2) Secondary — e.g. areas managed for sustainable utilization that confer a secondary benefit of biodiversity conservation and support of ecosystem services.
- (3) Ancillary — e.g. areas managed for cultural / other purposes, with a side-effect of biodiversity conservation.

Whether OECMs have a primary, secondary or ancillary biodiversity conservation objective, all need to be:

- geographically delineated,
- governed,
- managed,
- have positive outcomes for in situ biodiversity, and
- be established for the long-term.

Through OECMs wider stakeholders and partners can be engaged to support global conservation efforts.

The areas identified by capacity providers as potential learning sites are shown in table 3, and include sites that are:

- **MPAs** — formally government registered sites that currently not included in CTMPAs
- **MMAs** — Marine Managed Areas that are non-formal and generally managed by communities / other local entities.
- **LMMAs** — Locally Managed Marine Areas that are established by community/ village committees and managed at the community level.
- **OECMs** — Other Effective Area-Based Conservation Measures that are important for biodiversity conservation.
- **Other** — Sites identified by respondents as not readily fitting in the above categories as yet, but that are important for biodiversity conservation.

Table 3: Recommendations for additional Learning Sites by stock-take respondents						
NAME OF SITE	LOCATION	TYPE OF SITE				
		MPA	MMA	LMMA	OECM	Other
INDONESIA						
Daerah Pengelolaan Laut Desa Bondalem	Buleleng - Bali			X		
Daerah Pengelolaan Laut Desa Tejakula	Buleleng, Bali			X		
East Buleleng - Bali	Bali	X				
North - east Bali (Amed, Tulamben, Tejakula)	Bali			X		
Karimunjawa	Java	X				
Banggai, Banggai kepulauan and Banggai Laut KKPD	Central Sulawesi	X				
Seram Island	Maluku Province/Seram Island			X		
Customary Fishery Management of Teluk Mayalibit and Batanta-Salawati	West Papua		X			
Ay and Rhun Islands MPA	Maluku	X				
Morotai Island	North Maluku					[1]
North Sulawesi	North Minahasa, Sitaro, Bitung		X			
Biak Island	Papua			X		
PAPUA NEW GUINEA						
Sarar	Madang/Ulingan/Bogia					[2]
Madang Lagoon	Madang					[3]
PHILIPPINES						
Bagonbanua Marine and Fish Sanctuary	Guiuan, Eastern Samar	X				
Lanuza Marine Park and Sanctuary	Surigao del Sur	X				
Siquijor Island	Siquijor Province					[4]
Twin Rocks Marine Sanctiary	Batangas	X				
SOLOMON ISLANDS						
Arnavons Community Marine Park (3 recommendations)	Choiseul and Isabel Provinces	X				
Sairahgi Seagrapes Management area	Western Province/Ghizo Island			X		
TIMOR-LESTE						
Ataúro Island	Ataúro			X		
Ninokonisantana	Ninokonisantana nasional park	X				
Tasi Tolu	Dili	X				
Hera	Dili					[5]

**Explanations of 'Other' by respondents:**

[1] Combining of LMMA and Marine tourism

[2] Community Tambu Area

[3] Consist of both Wildlife Management Areas and Community Tambu areas

[4] municipal MPA network

[5] want to be used as a conservation area mangrove, seagrass and coral

More details on the reasons given for recommending these areas as learning sites is provided in Annex 4.

### ***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to learning sites are as follows:

- The CTMPAs aimed to capture sites of high importance (flagship, priority development sites etc.) and came with an expectation they would make good learning sites for exchanges, peer learning etc. However, discussions reveal that some of these sites may not be ideal, as they:
  - are limited to government-gazetted sites only (and do not include MMAs, LMMAs, OECMs etc.) and are therefore not representative (alone) of the wealth of marine and coastal conservation area management active in the region.
  - do not consider some important factors, such as accessibility (ease of reaching the site), whether there is a lead agency active at the site to manage learning exchanges, whether the site(s) confer clear learning focus topics, or whether the opportunities for learning at the site are optimally transferable to other sites in the CT.
- Wider sites exist and may make excellent platforms for learning that are so far being underutilized.
- Through the stock-take, capacity providers often commented on the need for identifying 'best practice' sites that others could learn from through exchanges; ideally situated within the CT. It was noted that external capacity providers often cite excellently managed MPAs/sites from other regions of the world in their training; and providers within the CT are keen to have one or more sites they too can utilize to exemplar best practice, with written up lessons learned and insights for sharing.

See section 4 for further observations, gaps, needs and opportunities.

### 3.10. Coordination and Collaboration

This section explores the levels of coordination and collaboration existing amongst capacity providers in the CT through the lens of key projects currently underway that involve capacity building *and* involve multiple organizations.

The importance of coordination and collaboration between capacity providers cannot be overstated. All capacity providers interviewed stated their desire for improved coordination and collaboration in order to optimize and scale up capacity delivery.

The CT has a strong track record for coordination, not least due to the establishment of the CTI-CFF Regional Secretariat and the joint regional plan of action(s) (RPoA) agreed<sup>6</sup> between the six nations. The draft RPoA 2.0 even highlights the need to 'Enhance and optimize partnerships (international, regional, national, and local) for capacity development' to accelerate progress on the CTI-CFF goal/vision.<sup>7</sup>

Other key coordinated efforts for marine and coastal management that involve capacity building elements include the tri-national commissions on the Sulu Sulawesi Seas (SSME) and Bismarck Solomon Seas (BSSE); Asia Pacific Economic Cooperation (APEC); Association of South East Asian Nations (ASEAN); Secretariat for the South Pacific Regional Environment Program (SPREP); the Brunei, Indonesia, Malaysia and Philippines East ASEAN Growth Area (BIMP-EAGA); Arafura and Timor Seas Experts Forum (ATSEF); and Program for the Environmental Management of the Seas of East Asia (PEMSEA).

Since the inception of the CTI-CFF there have been many initiatives implemented that have involved multiple organizations, largely enabled through the above collectives, or brought about by donors coordinating their efforts and (to some extent) pooling resources to optimize impact. Examples include the twelve-member Indonesian Marine Funders Collaboration (IMFC) group and the emergence of 'Oceans 5' as a coordinating body for a range of philanthropic donors.

#### **Results**

Table 4 shows the list of currently active initiatives in the CT that are multi-organizational and involve supporting capacity building as part of the projects' objective.

As the table shows, there are numerous projects currently active in the region that involve coordination and collaboration of several capacity providers working together. Annex 5 provides further information on an example of one initiative (SOMACORE) and the range of partners involved.

While this is extremely encouraging, it was clear from the stock-take interviews that capacity providers from all sectors feel that more could be done to improve and enhance partnerships, and enable more efficient coordination and collaboration of efforts to achieve the capacity building needed to reach 30x30 goals.

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<sup>6</sup> Noting that the RPoA 2.0 is pending completion at the time of writing.

<sup>7</sup> Core strategy #3 of draft RPoA 2.0, 23 September 2021

Table 4: List of multi-organizational initiatives currently active in the CT and supporting capacity building for marine and coastal practitioners			
COUNTRY BASE	COLLABORATIVE INITIATIVE	FROM	TO
SE Asia regional	NOAA International MPA Capacity Building Program (NOAA- USAID Partnership)	2022	2027
SE Asia regional	Sustainable Fish Asia (SUFIA), funded by USAID and implemented through RTI to support capacity building services for SEAFDEC and CTI-CFF.	2020	2022
REGIONAL. CT wide	Vibrant Oceans Initiative, funded by Bloomberg Philanthropies	2020	2025
REGIONAL. CT wide	Solutions for Marine and Coastal Resilience (SOMACORE) in the Coral Triangle (BMU, IKI, GIZ)	2022	2027
REGIONAL. Arafura and Timor Seas (Indonesia, Timor-Leste, PNG, Australia)	ATSEA2 Regional Project	2020	2021
REGIONAL. (Indonesia, Malaysia, Philippines)	EU Funded, Ocean Governance Project	2020	2022
Indonesia	World Bank funded - Oceans for Prosperity Program (Lautra Project)	2020	2024
Indonesia	SPAN, supported by NOAA & CI	2019	2023
Indonesia	COREMAP, funded by ICCTF, focused on the Savu Sea and Raja Ampat	2020	2022
Indonesia	Policy Communications Seminar (funded by David and Lucile Packard Foundation)	2019	2022
Indonesia	Wallacea II, CEPF Funded	2021	2023
Indonesia (Lampung, West Java)	Blue Swimming Crab Sustainable Fishery Initiative funded by WFF and Packard Foundation	2016	2024
Indonesia (Maluku)	Wallacea II (CEPF funded)	2021	2023
Indonesia + Timor-Leste	Indonesian Seas Large Marine Ecosystem (ISLME)	2016	2022
Indonesia + Timor-Leste	Arafura and Timor Seas Ecosystem Action-2 (ATSEA-2)	2019	2023
Indonesia + Timor- Leste	GEF funded, Enabling Transboundary Cooperation for Sustainable Mgmt of the Indonesian Sea (ISLME)	2018	2022
Papua New Guinea	ADB Building Resilience to Climate Change project	2016	2022
Philippines	Fisheries, Coastal Resources and Livelihood Project (FISHCORAL) an IFAD funded project being implemented by the Bawan of Fisheries and Aquatic Resources (BFAR)	2016	2020
Philippines	FISH Right - USAID funded project, supporting Bureau of Fisheries	2018	2023
Philippines	Sustainable Interventions for Biodiversity, Oceans, and Landscapes (SIBOL) Project; USAID Funded.	2020	2025
Philippines	Increasing Technical Skills Supporting Community-based sea cucumber production in Vietnam and the Philippines, supported by Australian Centre for International Agricultural Research	2018	2023
Philippines (Northern Leyte Gulf- Eastern Samar)	EDF-GDFI Collaboration Project in the Northern Leyte Gulf, supported by the Environmental Defense Fund (in the Northern Leyte Gulf- Eastern Samar)	2021	2022
Philippines (Palawan)	Conservation of Northeast Palawan MPA Network	2020	2023
Solomon Islands + PNG	Pacific EU Marine Partnership	2018	2023
Solomon Islands + PNG	USAID funded, Our Fish Our Future	2021	2026
Timor-Leste	USAID's Tourism for all project	2019	2022
Timor-Leste	Biopama Small grant METT Training	2021	2021
Timor-Leste	MACP funded, Building Disaster Capacity in Timor-Leste	2020	2022

**Note 1** The above list is presented as provided by capacity providers interviewed during the process of this stock-take. The author takes no responsibility for any misrepresentation.

**Note 2** Projects that show an end date of 2020 in the above list are included as they have stated they are in the process of extension.

## ***Key Observations***

From the **results of the surveys** and through the **various interviews conducted**, key observations related to coordination and collaboration are as follows:

- Sectoral conflicts still exist within and between institutions in the CT, and it will be important to overcome these to progress optimally on the delivery of capacity support in the region. This includes:
  - Mis-alignments / variances between intra-nation government agencies, with some government agencies interviewed stating that challenges remain related to clarification of roles and responsibilities (between centralized and regional entities, or between different ministries at the central level), and / or through conflicting, contradictory or overlapping departmental policies.
  - Competition between NGOs seeking funding remains a challenge to collaboration, as organizations are sometimes pitted against one another applying for the same financing. This is being overcome on some levels by the increasing coordination amongst donors, and the drive for multi-organizational initiatives that can effectively capitalize on different NGOs strengths working together as a collective.
- There is currently no clear repository of information related to capacity building that providers' can draw from, or contribute to. Information, knowledge resources, manuals, toolkits and training documentation exists, but is distributed widely. Many providers interviewed suggested some form of repository that providers could access would be beneficial, to:
  - learn of planned / upcoming initiatives / funding collaboratives they might be able to get involved in (particularly highlighted as important for the smaller, local NGOs in the CT);
  - access materials and resources to improve their training programs / capacity building work;
  - have a clear understanding of the capacity building targets and activities to reach those targets underway in the CT, in order to ensure all organizations can align their work accordingly.
- Cross-sector collaboration was seen as underutilized by many capacity providers, particularly between universities and governments/NGOs. University students can provide an exceptional, low-cost resource to support wider stakeholder capacity building support (particularly for community target audiences or sectors requiring foundational-level skills building); and as universities are distributed in numerous locations across the CT, their geographical reach can be considerable.
- Capacity providers interviewed all felt a clear roadmap for skills building in the CT would be beneficial.

See section 4 for further observations, gaps, needs and opportunities.

### 3.11. Other Findings

Through the interviews, email exchanges, WhatsApp and zoom conversations held during this stock-take process, some other key findings emerged that are presented here.

These inputs predominantly came from government agencies and universities in the CT, for consideration in the stock-take, and to guide and inform any emerging recommendations moving forward.

#### ***Retention and sufficiency of trained staff***

An issue repeatedly raised during this stock-take was the challenge of retaining trained staff in government departments. In some cases, individuals have received considerable skills-building, but end up being (a) rotated out of that department, or sent to work in a different division, or (b) recruited by NGOs or other organizations. In both these instances the work done to build the capacity of that agency/ institution is lost, requiring additional resources and time to rebuild.

There was also repeat mention of the sheer insufficiency of staff numbers to meet demand. Lack of manpower was cited numerous times as a key challenge to effective marine and coastal management; having sufficient staff adequately trained was sometimes seen as secondary to simply having sufficient staff to begin with. It was noted that in many CT countries there are few incentives for the younger generations to engage in work related to marine and coastal management, and few incentives for those already working in the field to proactively engage in professional development.

In some CT nations such as Indonesia, there was concern that manpower and skills were not evenly distributed across coastal areas, with some regions absorbing high levels of competent staff, leaving vacuums in other regions.

See section 4 for further information/ discussion on these issues.

#### ***Financing***

Repeatedly raised through the stock-take was the lack of financing for capacity building. This was noted on several levels:

- Financing for conducting training
- Financing for enabling people from wide sectors of society to attend training
- Financing for providing incentives for professional growth and development through training
- Financing for providing long-term mentors to support trainees to 'apply' their training to their jobs / tasks / roles.



## 4. GAPS, NEEDS AND OPPORTUNITIES

The stock-take results provide an overview of the existing capacity building efforts across the CT. From this, it is important to explore the gaps, needs and opportunities emerging from this work that can help guide and inform the potential development of a roadmap for future capacity building.

These tend to fall under the following categories:

- training infrastructure, materials & systems,
- targeting,
- accessibility,
- recruitment, retention and TOT, and
- coordination & cooperation.

Under each of these sections the key gaps and needs identified in the stock-take are discussed, and potential opportunities to address these needs are highlighted by the following symbol.



### 4.1. Training infrastructure, materials & systems

The stock-take reveals that existing training centers dedicated for marine and coastal practitioner training are limited, and where they do exist, they are geographically clustered, meaning many regions are far from any facility. It revealed that the majority of training is implemented by 'going to site', i.e., not at a dedicated facility, but rather by the trainers going to trainee's area, hiring a venue (sometimes at fairly considerable expense) and delivering the course. Several universities across the region also noted that feel their facilities are available and underutilized for training purposes by partners.

- ❖ A1. Promote greater use of available facilities for training purposes. This includes improving the utilization of community-owned infrastructure and facilities, linking NGO training organizations with universities in relevant geographies, and promoting cross-sector collaboration to enable more cost-effective 'going to site' training. This has the added advantage of promoting networking amongst capacity providers in different geographies, which could be combined with the delivery of TOT to the local counterparts so that further capacity building can be provided by these institutions locally after the initial site-visit ends (see section 4.4).

One of the other challenges uncovered in the stock-take with the majority of trainings taking place by 'going to site' and predominantly through 'events' (between 1 and 5 days), is that there is limited opportunity for follow-up or mentoring beyond the training event itself. This can limit the level of adoption / application of the skills learned and reduce the efficacy of training.

- ❖ A2. Promote capacity providers to build in systems for remote e-follow-up mentoring of trainee's post-event as a part of their standard practice when delivering training (for areas that have available e-connectivity).

- ❖ A3. Explore the possibility of recruiting and training CT 'coaches'<sup>8</sup> to be strategically positioned throughout the region, who can be engaged by a range of capacity providers to serve as follow-up mentors for trainees in their particular geographies. These coaches should have a broad skills-base themselves, will ideally come from the geographies where they are based and able to speak the relevant local languages. They should be able to help trainees with follow-up questions, guidance, support as may be required.
- ❖ A4. These CT coaches could also serve as local/regional coordinators to help:
  - Ensure coordination between capacity providers visiting an area (making them aware of one another's work), to avoid duplication, repetition, redundancy of training.
  - Communicate and match local skills-needs with relevant capacity providers, in order to better meet the needs of any given area with the skills-building support available.
  - Support coordination of efforts and be a local point of contact for the national coordinating committees (NCCs) and CTI-CFF regional secretariat.

The stock-take also showed that the majority of materials being used for capacity building in the CT are being tailored for particular audiences for particular trainings. Limited off-the-shelf (OTS) materials exist that could be shared amongst capacity providers to accelerate and replicate skills-building across the CT.

- ❖ A5. Coordinate<sup>9</sup> amongst capacity providers to develop, pool and share OTS capacity building materials whenever feasible/ appropriate<sup>10</sup>, that can be openly accessed and utilized by providers across the region.<sup>11</sup>
- ❖ A6. These OTS products should include training curricula, instructor's notes and all associated course materials, and clearly designed for themes, sectors and audience categories, ideally available in all core languages of the CT nations.
- ❖ A7. Distribution and utilization of these OTS products may then be supported by coordinated TOT efforts (see section 4.4).

Another finding of the stock-take was that the vast majority of training provided across the region was practically oriented, without certification or any formal recognition. While this is understandable (and necessary), it may be advisable to recognize that certification programmes can incentivize participation in training, particularly amongst government audiences, and communities in rural and semi-urban areas. Offering certificates for attending training could widen the pool of interested trainees in any given area.

- ❖ A8. Promote capacity providers to provide certification to training attendees to encourage participation.

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<sup>8</sup> These coaches should operate as a network throughout the region, coordinated by a central hub that provides each of the coaches with full orientation, oversight and support.

<sup>9</sup> This coordination effort would ideally be undertaken by a dedicated capacity building entity within the CT, capable of both collation and production of materials, such as the Coral Triangle Center.

<sup>10</sup> While ideal, this opportunity may be challenging due to ownership, intellectual property rights and donor-tied limitations to making materials openly accessible.

<sup>11</sup> It is likely some small modifications to the materials will be required for different audiences, but having the foundational materials available would be a considerable head start for organizations to design their training.

## 4.2. Targeting

The stock-take revealed a tendency for different types of capacity providers to target different types of the dominant audiences, i.e.:

- external organizations and universities tend to focus on training government agencies,
- locally established training organizations tend to focus on training community members, and
- larger scale training groups/ BINGOs (or divisions thereof) tend to train both government personnel and communities.

It may be useful to recognize these tendencies when considering opportunities for scaling. This is particularly important in areas where some audiences (such as central government staff) may be receiving the same kind of training from different providers.

- ❖ B1. Recognize audiences being targeted across providers to avoid duplication/ repetition.

It also revealed that some important training audiences are far less catered for by providers, particularly fishery industry actors, leaders, youth and tourism operators. In the multi-stakeholder realm of marine and coastal management, it will be essential to better engage these stakeholders and provide capacity support so that they may more effectively join and support efforts towards the 30x30 goals.

- ❖ B2. Promote improved inclusion of wider target audiences across all capacity building efforts, particularly fishery industry actors, leaders, youth and tourism operators.

When providing training to government personnel, it was noted that oftentimes training was focused towards mid-level or senior staff whose work may not be directly related to on-site management of an area; and a range of organizations (NGOs, government agencies and universities) commented that insufficient training is provided to local government units (LGUs), local / field-based government staff.

- ❖ B3. Ensure training of government personnel is targeted towards those directly related to implementing marine and coastal management. This includes LGUs and field-based staff who have direct roles and responsibilities for implementing effective on-ground management.

It was noted that trainings for communities tended to be 'clustered' towards key geographies, and are not being provided equitably along coastlines. To some extent this may be prudent, as achieving the 30x30 goal requires the prioritization of key sites to become effectively managed; and to target locations (such as CTMPAs sites) that can effectively support the conservation and sustainable management of critical habitat and resources. Clustering of activities is also oftentimes driven by donors, their own geographic interest areas, and the funding available to deliver support. Additionally, many capacity providers are understandably 'risk-averse' and entering new areas comes with unknown risks and the potential for failure, while established sites are better known and likely to yield to results the organizations are seeking (and are required to report to their funders).

However, with the increasing recognition of the importance of OECMs in attaining national and regional targets, some better understanding and reassessment is required regarding the areas considered to be priorities, and thus the locations to target for capacity support.

- ❖ B4. Review the priority geographies across the CT through the lens of capacity support needs, incorporating wider considerations of the locations of MMAs, LMMAs and OECMs to ensure appropriate distribution and allocation of training resources to the relevant stakeholders.

To optimize the 'reach' of capacity providers, it may also be optimal to:

- ❖ B5. Identify training organizations in key (updated) priority geographies that may provide support to coordinate training efforts in those locations in collaboration with wider capacity providers.<sup>12</sup> These geographical coordinating units could also 'host' the CT coaches (as outlined in A3 and A4).

Given the wider scope of marine and coastal management efforts that will be incorporated into the 30x30 goals, it will also be important to ensure sufficient training resources are available that are not only relevant for government gazetted MPAs.

- ❖ B6. Ensure sufficient training materials support alternate governance frameworks and ranging management regimes, such as MMAs and OECMs (as a component of A5 to A7).

With regards to the common topics that practitioners need to learn about in order to effectively manage the marine and coastal environment, some nations in the CT have developed an overview of the core competencies required against the various roles of site management. However, these are generally focused on the roles related to government-managed MPA sites, and are specific to the CT nation that produced them, relating to their government-mandated management structures. Therefore such competency requirements are not automatically transferable across countries, nor across alternate governance frameworks.

Nonetheless they do provide a starting point, and in order to reach the 30x30 goals it would be propitious to better assess and capture the range of competency requirements, under the range of roles needed, for management of areas under a range of governance frameworks (box 5).

#### **Box 5: Understanding capacity needs, scale and scope to reach 30x30 goals**

While this stock-take has assessed the existing capacity building provisions within the CT, it has proven more challenging to appropriately capture the capacity building needs, scale and scope required to reach 30x30 goals within the timeframe, and under the mandate of this stock-take.

For government managed MPAs in countries like Indonesia and Malaysia, clear management unit roles and structures have been proposed to provide the staffing required for management. Each of these has associated competency expectations related to their specific job tasks.

However, not all CT countries have these management structures and staffing expectations yet prepared. In addition, some nations that do have them have yet to implement them, and in some instances the structures proposed do not address the issue of scale and numbers of staff required in the relevant roles in relation to the area (hectares) of the MPA being managed (e.g. how many patrol rangers are optimal per km<sup>2</sup> of MPA?). In some areas the issue isn't limited to staffing, but to wider stakeholder engagement and activities on a voluntary and support basis. Thus, further work is needed to refine and develop these frameworks to understand both the recruitment and the capacity needs, as well as the wider stakeholders' roles and functions for effective marine and coastal management.

Expanding upon this to consider wider governance frameworks for marine and coastal management will require examining roles and competency needs through an entirely different lens. Some guidance is available for this, from groups such as LMMA that support community managed sites; but further work is needed to develop generic and transferable guidelines that can be adopted and adapted across the CT.

<sup>12</sup> These organizations should be appropriately distributed to enable access to key geographies, and they should/ could be collectively supported by an overarching training hub, such as the Coral Triangle Center, to coordinate efforts.

- ❖ B7. Undertake an assessment of personnel schematics / organizational regimes from all six CT countries, to determine<sup>13</sup>:
  - Commonalities between staffing structures and competency expectations for government-managed MPA sites.
  - Commonalities between community structures and competency expectations for community-managed sites (LMMAs, MMAs etc.)
  - Commonalities between structures and competency expectations for areas under other alternate governance frameworks (existing and potential), drawing on wider available information and guidance globally.
  - Anticipated scales of staffing requirements (roles/km<sup>2</sup>) for optimal management.

The results of the above assessment would also give an indication of:

- Existing scale (numbers of people) engaged in marine and coastal management under varied governance frameworks.
- Existing levels of capacity (by roles) across the region under varied governance frameworks.
- Anticipated target scales and levels of capacity required to achieve the 30x30 targets.

Currently none of the above data is available / collated anywhere, and is fundamental to improved coordination of efforts to scale up and leverage capacity support where it is most optimally needed in the coming years.

### 4.3. Accessibility

This stock-take revealed a wealth of online resources available for capacity building, though many of those available had limitations in terms of accessibility. Various initiatives could support and improve access for stakeholders.

- ❖ C1. Catalogue / provide an open-access listing of all available online learning platforms (with URLs) so that practitioners can easily find sites that can provide resources / training.<sup>14</sup> This should be accompanied by a guide to the sites to help practitioners find particular information / resources / training desired.
- ❖ C2. Provide at least one e-learning platform that can be accessed on low bandwidth for areas of limited connectivity.
- ❖ C3. Promote online platforms to provide tailored courses that are more accessible to the general public / individuals without a high-level of educational background.
- ❖ C4. Promote online platforms to provide information / resources / online training in all the core languages of CT nations.
- ❖ C5. Explore other media for learning that may be more accessible in remote areas (social media, whatsapp etc.)

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<sup>13</sup> These competency assessments should consider all factors of effective site management, including administration, financial management and HR management skills that are a necessity for all areas. Even LMMAs / MMAs require communities to have skills in (for example) managing budgets, organizing surveillance rosters, and managing teams collectively.

<sup>14</sup> This listing could be hosted on the CTI-CFF RS website, or through a portal such as the Coral Atlas or CTC e-learning platform.

The stock-take also revealed capacity providers, and practitioner's desires for effective learning sites across the CT (defined as: field sites that can provide platforms for learning and peer exchanges to enhance capacity building).

While the CTMPAs process came with an expectation that the sites identified would automatically make good learning sites, this stock-take has revealed that some of the CTMPAs may not be ideal, as (a) as they are limited to government-gazetted sites only, and (b) they do not consider some important factors, such as accessibility (ease of reaching the site) etc. Opportunities to address this are as follows.

- ❖ C6. Develop clear criteria for what makes a good learning site (box 6 and box 7).
- ❖ C7. Review the CTMPAs sites against the criteria to assess which would make exemplary learning sites for marine practitioner exchanges and field visits for practicable hands-on learning.
- ❖ C8. Review the additional recommended MPA, MMA, LMMA and OECM sites (identified in this stock-take, Annex 4) against the criteria to assess which could make exemplary learning sites, particularly for marine areas under alternative governance frameworks that could provide important experiential and peer learning opportunities for practitioners to scale up similar approaches elsewhere.

#### **Box 6: Learning Sites Criteria**

The following criteria for what makes a good learning site has been adapted from CTC, and may provide a starting point for C6.

**Criteria 1: Site is located in an area of high conservation value.** A learning site should be situated in an area of high conservation value, and in an area deemed as a 'high priority' for marine conservation by the relevant national authority.

**Criteria 2: Site shows strong ecosystem integrity, health and viability.** The site must be healthy ecologically, with appropriate ecosystem integrity and viability.

**Criteria 3: Site is managed effectively.** A learning site should be recognized as being 'effectively managed'. This recognition may be attained through external review utilizing one of the various management effectiveness criteria tools available and accredited within the coral triangle (as relevant to the geographic area, governance frameworks and management mechanisms in place).

**Criteria 4: Site is accessible.** To operate effectively as a learning site the area needs to be relatively easily accessible for visitors and trainees to reach. Considerations of accessibility would include:

- Location of the nearest international airport;
- Distance of the site from the nearest seaport of entry;
- Transportation options (variety, cost, reliability, duration and safety) to and from the site;
- Potential accommodation options at, or near, the site.

**Criteria 5: Site has a clear lead agency / partner in place to support learning site operations.** A clear learning site management agency / organization, and point person is required for learning sites, to lead and coordinate learning site activities, and ensure smooth and efficient learning site operations.

**Criteria 6: Site has clear learning focus topic(s).** A learning site should have the capability to exemplify, to the highest level, at least one key topic of common importance for other sites across the CT.

**Criteria 7: Site supports transferable skills building.** i.e., the key topic area and learning potential at any given learning site needs to be relevant and transferable to other sites in the CT to a good number of MPAs / MMAs/ LMMAs/ OECMs who have similar approaches, challenges etc.

**Box 7: Example of a Learning Site: Nusa Penida MPA**

Nusa Penida MPA provides a good example of a learning site.

CRITERIA 1:	Site is located in an area of high conservation value — as recognized by MMAF, as part of the high priority sunda-banda ecosystem.
CRITERIA 2:	Site shows strong ecosystem integrity, health and viability — as evidenced through the results of regular reef health monitoring.
CRITERIA 3:	Site is managed effectively — as exemplified through the attainment of management effectiveness ranking 'Silver' (56.18%) under Indonesia's EVIKA accredited assessment criteria.
CRITERIA 4:	Site is accessible — by boat from Bali, which is host to an international airport and seaport. Plentiful accommodation options.
CRITERIA 5:	Site has a clear lead agency / partner in place to support learning site operations — with both the MPA management unit and partner CTC active on-site.
CRITERIA 6:	Site has clear learning focus topic(s) — including: MPA design, community engagement, mangrove management, reef monitoring and management. The site is linked to a dedicated training organization (CTC) with clear curricula and training materials available.
CRITERIA 7:	Site supports transferable skills building — exemplifying practices relevant for a range of MPAs and L/MMAs across the region.

#### 4.4. Recruitment, retention & TOT

The stock-take revealed an estimated ~120 marine and coastal trainers active within the region. This was based on an overall response rate of 62 percent, therefore does not capture all training institutions and organizations active in the CT. However, even extrapolated on average this comes to an estimated ~200 trainers, further supported by trainers from external organizations (who visit the area periodically to deliver capacity support), and university faculty staff (who support vocational skills-building, though generally not systematically).

Given the vastness of the region, this number of dedicated training professionals seems small, though it is difficult to judge what scale of manpower would be considered 'adequate' without first better understanding the scale and scope of CT-wide expectations (as outlined in box 5 / B7).

Nonetheless there is a recognized need for more trainers, particularly from more remote areas, capable of speaking / training in local languages. And there is a recognized need for more training-of-trainers (TOT) to meet increasing demand for capacity support.

- ❖ D1. Promote training organizations to proactively identify and recruit potential trainers with wide-ranging language skills and cultural familiarity to deliver support to different areas in the CT.
- ❖ D2. Ensure external training organizations partner with local entities when delivering training, and build-in a component of TOT to pass on skills for training delivery beyond the period of the visit.

- ❖ D3. Encourage donors to proactively support TOT across a range of training organizations in order to expand the number of training personnel available in the CT.

Expanded training potential is not only about providing sufficient, and competent trainers in the region. More effort is required to utilize and roll out wider mechanisms for capacity building beyond the limitations of training events, programs and packages. This may include the following.

- ❖ D4. Establish a CT apprenticeship program for fresh graduates to enter the work place and gain experience and training on-the-job. This will require the setting of clear competency goals for the apprentice, and the allocation of resources and time from the host agency to support and mentor the apprentice.
- ❖ D5. Establish a CT apprenticeship program for community members to work alongside local government units / fish wardens / district fisheries officers in the management of marine and coastal areas. This would not only provide skills-building for the community members concerned, but would also promote collaborative management of areas.
- ❖ D6. Promote site management entities to develop on-the-job training programs for existing personnel that can be built into professional development goals.
- ❖ D7. Provide incentives to personnel to engage in professional development through the linking of competencies with echelon advancement / salary scales.

With regards to government-managed MPAs, one of the challenges identified in the stock-take was also the 'retention' of trained staff who have received professional development support, who often end up being (a) rotated out of that department, or sent to work in a different division, or (b) recruited by NGOs or other organizations. In both these instances the work done to build the capacity of that individual (and agency/ institution) is lost, requiring additional resources and time to rebuild.

- ❖ D8. Promote all six CT nations to adjust their personnel rotations systems when it comes to MPAs, to ensure trained staff can (where desired) be retained in their roles / advanced through echelons while remaining in the same divisions responsible for marine and coastal management.

#### 4.5. Coordination & cooperation

Finally, the stock-take revealed the importance of coordination and cooperation in delivery capacity building across the region. Considerable advancements have been made over the last decade in promoting collaboration between groups, whether they be donors, agencies, or implementors; with numerous projects currently active in the CT supporting capacity building and involving multiple training organizations.

Nonetheless some challenges in coordination and cooperation persist and continue to undermine the potential efficacy of partnerships.

**Development of a roadmap for capacity building in the CT would go a considerable way to resolving many of these challenges.** The roadmap could / should incorporate and build upon the opportunities presented in the previous sections, and should also include the following.



- ❖ E1. Promote CT nations to clarify the roles and responsibilities of the various government agencies involved in marine and coastal management, and ensure policies align between different agencies to work in a coordinated fashion to achieving 30x30 goals.

While the above is not strictly / solely related to capacity building, it is an important prerequisite to ensuring capacity support can be appropriately targeted and catalysed effectively in the region.

- ❖ E2. Promote capacity providers and donors to align their efforts to achieve the targets of the roadmap once completed.

Working in collaboration, developing partnerships, and optimizing the skills and abilities of all the various capacity providers to work together towards common targets will be vital to achieving the 30x30 goal.

Establish an openly accessible repository of information related to achieving the roadmap (for example on the CTI-CFF website platform). This should include:

- ❖ E3. Any available training materials that may be utilized / shared as open access OTS, where possible / appropriate (as outlined in A5 to A7)
- ❖ E4. A catalogue / listing of all available online learning platforms and resources (as outlined in C1)
- ❖ E5. Information on planned / upcoming initiatives / funding collaboratives that capacity providers can get involved in (this is particularly important for the smaller, local NGOs in the CT to be effectively involved in roadmap implementation).
- ❖ E6. Tracking information on activities implemented and achievements against roadmap targets (requiring the submission of relevant information from all providers, thus ensuring proactive coordination and transparency amongst partners).

## 5. CONCLUSION

This stock-take revealed a wealth of capacity building support being delivered throughout the region by a range of capacity providers. However, much of the existing efforts are not optimally coordinated, and providers are operating largely alone, or in small group collectives, with activities not clearly aligned to agreed overarching targets or goals.

As the CT region enters 2022, more than a decade since the historic CTI-CFF commitment was made between nations, the need has never been greater to scale-up, leverage and increase capacities and competencies throughout the region in order to achieve the 30x30 goal.

Throughout the interviews and discussions held with capacity providers during this stock-take process, there was a resounding call for improved coordination and collaboration; and all those interviewed expressed support for the concept of a **'roadmap for capacity building in the CT'**.

### 5.1. What is a roadmap?

A roadmap is a strategic plan that defines a goal or desired outcome and includes the major steps or milestones needed to reach it. It also serves as a communication tool, a high-level document that helps articulate strategic thinking behind both the goal and the plan for getting there.

For capacity building in the CT, a roadmap would complement the RPoA and support the capacity building targets contained therein. It would ideally build upon the opportunities and preliminary recommendations provided in this report to focus on the mechanisms required for the following.

**Scale** — how to scale up, catalyse and leverage existing capacity building support to better achieve the 30x30 target.

**Accelerate** — how to roll-out the capacity support needed as optimally and efficiently as possible to build competencies of the right people, in the right places, at the right time.

**Sustain** — how to ensure the capacity building provided ends up directly translating into improved marine and coastal management sustainably in the region.

### 5.2. Factors to consider in roadmap design

In terms of roadmap design, some important factors to consider are:

- the identification of 'tipping points' to catalyse impact,
- the identification of priority areas for investment (geographically and thematically) to optimize impact,
- ensuring the roadmap brings 'added value' at a regional scale, and
- ensuring the roadmap clearly articulates measures for assessing the links between enhanced capacity and improved management effectiveness of marine and coastal areas under a range of different governance frameworks.

### 5.3. Factors to consider in roadmap development

In terms of roadmap development, some important factors to consider are:

- development needs to be an inclusive process, involving thorough and appropriate regional consultations and engagement of key capacity providers (agencies, organizations and funders),
- the roadmap timeline could be aspirational (to achieve 30x30 targets) and long-term, but with clear immediate term milestones for achievement,
- the roadmap should be supported by all key capacity providers, who could then express their efforts to align with achieving the milestones outlined in the plan in a coordinated fashion, and
- there needs to be a clear sense of roles, responsibilities and accountability for roadmap implementation throughout the region.

### 5.4. Next steps

In late December 2021, preliminary discussions will be held between key partners and the CTI-CFF regional secretariat to identify the immediate term next steps required for roadmap design and development. This will involve:

- thorough review of the results of this stock-take, emerging opportunities and preliminary recommendations,
- consensus building on the needs for a roadmap (to scale, accelerate and sustain)
- draft preliminary visioning for a roadmap,
- identification of possible timelines/timescales the roadmap should aim for, and preliminary consensus building on the end-game (big vision versus manageable milestones),
- identifying the mechanisms for roadmap development, including identifying the providers and stakeholders who need to be involved, and the timeline for development,
- identifying the leads, roles and institutions to coordinate roadmap design and development,
- exploring issues of knowledge management needs throughout the roadmap development process, and
- exploring potential financing mechanisms for inclusive, collaborative and coordinated roadmap design, development and production.

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Websites (where existing) of all key providers listed in Annex 2 were reviewed in the process of implementing the stock-take.

## Annex 1: Stock-take Executive and Operational Team

This stock-take was implemented by the following Executive and Operational Team members.

### Executive Team

- Dr. Mohd Kushairi Mohd Rajuddin (CTI-CFF RS)
- Rili Djohani (CTC)
- Klaas Tuele (WWF)

Role: Overseeing the work of the below operational team and providing review and input of products and processes. Providing the mechanism for connection with CT countries NCCs (through RS).

### Core Operational Team

- |   |                                      |
|---|--------------------------------------|
| • Eleanor Carter (SSIC / lead consultant) | • Greg Bennet (representing CTI-CFF) |
| • Joel Palma (Consultant, Philippines)    | • Leilani Gallardo (CTC)             |
| • Marthen Welly (CTC)                     | • Veda Santiadji (WWF)               |
| • Hesti Widodo (CTC)                      | • Jia Ling Lim (WWF)                 |

Involved day-to-day as needed, to work liaising, pulling together information, reviewing and providing input on all products at each step of the work.

### National Coordinating Committees

*Indonesia* - c/o Dr. Hendra Yusran Siry

Secretary of Directorate General of Marine Spatial Management, Ministry of Marine Affairs and Fisheries  
/ First Secretary, Focal Point, Indonesia National CTI Coordinating Committee, Jakarta Indonesia

*Malaysia* - c/o H.E Dato' Seri Ir. Dr. Zaini Ujang

Secretary General, Ministry of Environment and Water, Focal Point, Malaysia National CTI Coordinating Committee.

*Papua New Guinea* - c/o Ms. Kay Kumaras Kalim

Deputy Secretary, Sustainable Environment Program, Ministry of Environment and Conservation and Climate Change, Focal Point, Papua New Guinea National CTI Coordinating Committee, Port Moresby, Papua New Guinea.

*Philippines* - c/o Asst. Dir. Amelita DJ Ortiz

Officer-In-Charge of the Biodiversity Management Bureau, Department of Environment and Natural Resources of the Philippines, Focal Point, Philippines National CTI Coordinating Committee, Quezon City, the Philippines.

*Solomon Islands* - c/o Ms. Agnetha Vave-Karamui

Chief Conservation Officer, Environment and Conservation Division, Ministry of Environment, Climate Change, Disaster Management and Meteorology, Focal Point, Solomon Islands National CTI Coordinating Committee, Honiara, Solomon Islands

*Timor-Leste* - c/o Mr. Horacio Guterres

National Director of Aquaculture Dili, Timor-Leste, Focal Point, Timor-Leste National CTI Coordinating Committee, Dili, Timor-Leste

## Annex 2: Capacity Providers

### Government Agencies

The following government agencies were identified as key capacity providers within the CT that offer government-approved capacity building support, such as official government training programmes and / or hosting formal government training centers.

COUNTRY BASE	PROVIDER
Indonesia	Badan Pengembangan Sumber Daya Manusia Kelautan dan Perikanan (BPSDM / KP). Training Centers: Belawan-North Sumatera, Tegal-Central Java, Banyuwangi-East Java, Ambon-Maluku, Bitung-North Sulawesi, and Sukamandi-West Java. Academy: Akademi Komunitas Kelautan dan Perikanan Wakatobi
Indonesia	Lembaga Ilmu Pengetahuan Indonesia (LIPI) Indonesian Institute of Sciences
Malaysia	Sabah Parks
Malaysia	Maritime Institute of Malaysia (MIMA)
Malaysia	Department of Fisheries Malaysia
Malaysia	Coral Triangle Initiative - Sabah Branch (CTI-SAB)
Malaysia	Sabah Education and Environmental Network (SEEN)
Malaysia	Marine Parks Malaysia
Papua New Guinea	National Fisheries Authority (NFA)
Papua New Guinea	Conservation Protection Authority (CEPA)
Papua New Guinea	Climate Change Development Authority (CCDA)
Papua New Guinea	Department of Environment and Conservation, MPA Branch
Philippines	Bureau of Fisheries and Aquatic Resources (BFAR)
Philippines	Dept. of Environment and Natural Resources (DENR), Biodiversity Management Bureau (BMB)
Solomon Islands	Curriculum Development Centre (CDC), Ministry of Education
Solomon Islands	Institute of Public Administration and Management (IPAM)
Solomon Islands	Ministry of Fisheries and Marine Resources (Fisheries)
Solomon Islands	Ministry of Meteorology, Environment, Climate Change and Disaster Management (MECDM)
Timor-Leste	National Centre for Employment and Professional Training of Tibar (CNEFP)
Timor-Leste	Ministry of Agriculture and Fisheries (MAF) training center in Maubara

**Note:** In order to keep the capacity building stock-take streamlined, only the "key" government agencies were contacted as outlined above. It is recognized however that several other government departments/ institutions are oftentimes engaged in supporting capacity building for marine practitioners, generally in partnership with universities or NGOs, and were not included in this stock-take. This includes agencies in Malaysia (such as the Sarawak Forestry Corporation, Sabah Forestry Department and Forestry Research Institute Malaysia under the Ministry of Land, Water and Natural Resources); Papua New Guinea (such as the Tourism Promotion Authority -TPA); Philippines (such as the Parks and Wildlife Bureau in the Department of Environment and Natural Resources - PAWB, and the Philippine Council for Aquatic and Marine Research and Development - PCAMRD); and the Solomon Islands (such as the Public Solicitors Office, LALSU, and the Ministry of Culture and Tourism).

### In-region non-governmental organizations (NGOs) / Entities

These capacity providers are all located within the CT, and include:

- Local country-specific NGOs/ Civil Society Organizations (CSOs) — offering vocational training / capacity building support within a particular CT country; locally established / registered and based in that country.
- Regional NGOs / entities — offering vocational training / capacity building support across the CT (more than one country); with their headquarters based and registered within the CT.
- International NGOs / entities — headquartered outside of the CT, but with a base / offices in-region (in one or more CT country), offering vocational training / capacity building support.

**Note:** While efforts were made to capture all key capacity providing organizations situated within CT nations supporting marine and coastal practitioners across all six countries, this list cannot be considered exhaustive given the time available for this stock-take assessment. The writers apologies are conveyed to any organizations that may have been overlooked during this assessment.

COUNTRY BASE	PROVIDER
Indonesia	Sustainable Fisheries Partnership (SFP)
Indonesia	Locally Managed Marine Area (LMMA) Network
Indonesia	Starling Resources (SR)
Indonesia	Yayasan Alam Indonesia Lestari (LINI)
Indonesia	Yayasan Terumbu Karang Indonesia (TERANGI)
Indonesia	Coral Reef Alliance
Indonesia	Coral Triangle Center (CTC)
Indonesia	Conservation International (CI) – Indonesia Program
Indonesia	Rare Indonesia
Indonesia	Wildlife Conservation Society (WCS) – Indonesia Program
Indonesia	Reef Check Indonesia (RCI)
Indonesia	World Wildlife Fund (WWF) – Indonesia
Indonesia	The Nature Conservancy – Indonesia Yayasan
Indonesia	FAO Indonesia
Indonesia	National Oceanic and Atmospheric Administration (NOAA)
Indonesia	Conservation Strategy Fund (CSF)
Indonesia	UNDP Indonesia
Malaysia	UNDP Malaysia
Malaysia	ReefCheck Malaysia
Malaysia	Reef Guardian Sdn Bhd
Malaysia	WWF Malaysia
Papua New Guinea	WCS Papua New Guinea
Papua New Guinea	Ailan Awareness
Papua New Guinea	Eco Custodian Advocates (ECA)
Papua New Guinea	PNG Center for Locally Managed Areas (PNG-CLMA)
Papua New Guinea	WCS Papua New Guinea
Papua New Guinea	WWF Pacific (PNG and Solomon Islands)
Papua New Guinea	The Nature Conservancy - Pacific Program
Papua New Guinea	UNDP Papua New Guinea
Philippines	OCEANIA Philippines
Philippines	Coral Reef Information Network of the Philippines (PhilReefs)
Philippines	Bohol Integrated Development Foundation (BIDEF)
Philippines	Guian Development Foundation Inc
Philippines	Environmental Legal Assistance Center (ELAC)
Philippines	Foundation for the Philippine Environment
Philippines	Haribon Foundation
Philippines	Philippines Rural Reconstruction Movement (PRRM)
Philippines	Zoological Society of London-Philippines
Philippines	Coastal Conservation and Education Foundation Inc.
Philippines	Conservation International -Philippines
Philippines	RARE Philippines
Philippines	ReefCheck Philippines
Philippines	WWF Philippines
Philippines	FAO - Philippines
Philippines	Green Fins
Philippines	Partnerships in Environmental Management for the Seas of East Asia (PEMSEA)
Philippines	Coastal Conservation and Education Foundation Inc. - CCEF
Philippines	UNDP Philippines
Philippines	Asia Development Bank (ADB)
Philippines	Asean Center for Biodiversity (ACB)
Solomon Islands	Solomon Islands Locally Managed Marine Areas (SILMMA)
Solomon Islands	Live and Learn
Solomon Islands	Solomon Islands Development Trust (SIDT)
Solomon Islands	Solomon Island Community Conservation Program (SICCP)
Solomon Islands	Solomon Island Visitors Bureau (SIVB)
Solomon Islands	Dive Solomon, Dive Munda
Solomon Islands	Solomon Island Environmental Law Association (SIELA)

COUNTRY BASE	PROVIDER
Solomon Islands	WWF Pacific/ Solomon Islands
Solomon Islands	WorldFish - Solomon Islands
Solomon Islands	The Nature Conservancy - Solomon Islands
Solomon Islands	Solomon Islands National Council of Women.
Solomon Islands	Wildlife Conservation Society (WCS) Solomon Islands
Solomon Islands	Pacific Islands Fisheries Forum Agency (FFA)
Solomon Islands	UNDP Solomon Islands
Timor-Leste	Youth Vision Center
Timor-Leste	World Vision
Timor-Leste	Haburas Foundation
Timor-Leste	Roman Luan (ROLU)
Timor-Leste	Assosiasaun Turizmu Maritima Iha Timor-Leste (ATM-TL).
Timor-Leste	Dreamers Dive Academy
Timor-Leste	Empreza Diak
Timor-Leste	Alola Foundation
Timor-Leste	Konservasi Flora Fauna (KFF)
Timor-Leste	Movimento Tasi Mos
Timor-Leste	Blue Venture
Timor-Leste	Coral Triangle Heritage Alliance
Timor-Leste	The Asia Foundation
Timor-Leste	Conservation International-Timor Leste Program
Timor-Leste	Food and Agriculture Organization (FAO) - Timor-Leste
Timor-Leste	WorldFish - Timor-Leste
Timor-Leste	ReefCheck Timor-Leste
Timor-Leste	Arafura and Timor Seas Ecosystem Approach (ATSEA)
Timor-Leste	UNDP Timor-Leste

## Academic Institutions / Universities

This includes:

- Local Academic Institutions / Universities — based in a CT country and offering vocational training or capacity building support for practitioners and coastal practitioners (beyond formal academic structures)
- External Academic Institutions / Universities — based outside of the CT but providing vocational training or capacity building support to CT countries

COUNTRY BASE	PROVIDER
Indonesia	Institut Pertanian Bogor (IPB - Bogor)
Indonesia	Universitas Brawijaya (UB - Kota Malang)
Indonesia	Universitas Diponegoro (Undip - Semarang)
Indonesia	Universitas Hasanuddin (Unhas - Makassar)
Indonesia	Padjajaran University
Malaysia	UCSI University
Malaysia	Universiti Kebangsaan Malaysia (UKM), Institute for Environment and Development (LESTARI)
Malaysia	Universiti Malaysia Sabah (UMS)
Malaysia	Universiti Malaysia Sarawak (UNIMAS)
Malaysia	Universiti Malaysia Terengganu
Malaysia	Universiti Putra Malaysia
Malaysia	Universiti Sains Malaysia (USM)
Malaysia	University Malaya (UM)
Papua New Guinea	Kavieng Fisheries College
Papua New Guinea	University of Papua New Guinea (UPNG), Motupore Island Research Center (MIRC)
Philippines	University of the Philippines Marine Science Institute (UP-MSI)
Philippines	Western Philippines University in Palawan
Philippines	Mindanao State University (Tawi-Tawi)
Philippines	Institute of Environmental and Marine Sciences (IEMS), Silliman University



COUNTRY BASE	PROVIDER
Philippines	Palawan State University
Philippines	Br. Alfred Shields FSC Marine Biological Station, De Lasalle University
Solomon Islands	School of Natural Resources and Applied Science (SNRAS)
Solomon Islands	Solomon Islands National University (SINU)
Solomon Islands	University of the South Pacific, Solomon Islands (USP-Solomon Islands)
Timor-Leste	Universidade Nacional Timor Lorosa'e (UNTL)
Timor-Leste	Universidade Oriental Timor Lorosa'e (UNITAL)
Australia	Charles Darwin University (CDU)
Australia	James Cook University
Australia	University of Queensland

**Note:** The above list shows the academic institutions contacted for the stock-take. It Larose's recognized that other CT universities / academic institutions support marine and coastal capacity building, predominantly targeted through formal courses (Bachelors through to PhDs), that were not included in this stock-take. These entities are likely not presented exhaustively given the time limitations of the assessment, but include the following:

COUNTRY BASE	PROVIDER
Indonesia	Akademi Perikanan Sorong, West Papua
Indonesia	Sekolah Tinggi Ilmu Teknologi Kelautan (Kupang)
Indonesia	Sekolah Tinggi Perikanan (STP - Jakarta)
Indonesia	Sekolah Tinggi Teknologi Kelautan Balik Diwa (STITEK Balik Diwa – Makassar)
Indonesia	Universitas Andalas, Padang West Sumatera
Indonesia	Universitas Bung Hatta
Indonesia	Universitas Jenderal Soedirman (Unsoed – Purwokerto)
Indonesia	Universitas Khairun (Ternate)
Indonesia	Universitas Lambung Mangkurat (ULM – Banjarmasin, Kalimantan Selatan)
Indonesia	Universitas Maritim Raja Ali Haji, Kep Riau* Universitas Mulawarman (Unmul – Kalsel)
Indonesia	Universitas Muslim Indonesia (UMI – Makassar)
Indonesia	Universitas Negeri Gorontalo
Indonesia	Universitas Negeri Papua, Manokwari, West Papua Universitas Nuku (Tidore, Maluku Utara)
Indonesia	Universitas Nusa Cendana (Kupang)
Indonesia	Universitas Padjadjaran (Unpad – Bandung)
Indonesia	Universitas Pattimura (Unpat ti – Ambon)
Indonesia	Universitas Riau (Unri – Riau)
Indonesia	Universitas Sam Ratulangi (Unsrat – Manado)
Indonesia	Universitas Satya Negara Indonesia (Jakarta Selatan)
Indonesia	Universitas Syiah Kuala (Banda Aceh)
Indonesia	Universitas Trunojoyo (Madura)
Indonesia	Universitas Udayana (Unud – Denpasar)
Papua New Guinea	Divine Word University, Madang
Papua New Guinea	Pacific Adventist University, Boroko
Papua New Guinea	University of Goroka, Goroka
Papua New Guinea	University of Natural Resources and Environment (UNRE)
Papua New Guinea	University of Papua New Guinea (UPNG)
Papua New Guinea	University of Technology, Lae
Papua New Guinea	National Research Institute (NRI)
Papua New Guinea	Papua New Guinea Maritime College
Timor-Leste	Dili Institute of Technology (DIT)
Timor-Leste	Universidade Da Paz (UNPAZ)
Timor-Leste	Universidade Dili
Timor-Leste	Institute of Business (IOB)

## External NGOs / Organizations

These organizations are all based outside the CT, and while they do not have any base or office in-region they are often actively offering training and capacity building support to the region.

COUNTRY BASE	PROVIDER
Fiji	IUCN Oceania (support to Pacific Islands)
Fiji	Secretariat of the Pacific Community (SPC)
Geneva	IUCN HQ Geneva
Samoa	South Pacific Regional Environment Programme (SPREP)
Thailand	IUCN Asia (Bangkok, regional portfolio)
USA	Reef Resilience Network
Australia	Charles Darwin University (CDU)
Australia	James Cook University
Australia	University of Queensland

In addition to the above organizations that were included in the stock-take, several other external organizations have provided occasional capacity building to marine and coastal practitioners in the CT region, including:

- The Arafura Timor Sea Facility (ATRF) — Under the Australian Institute of Marine Science (AIMS) the Research at the Arafura Timor Research Facility (ATRF) focuses on coastal ecology, especially the effects of coastal development. ATRF was founded as a joint venture between AIMS and the Australian National University in 2005. Its mission includes supporting marine science across northern Australia and other countries bordering the Arafura and Timor Seas (Indonesia, New Guinea and Timor-Leste). [Australia]
- The South Pacific Tourism Organization (SPTO) — Offers occasional exchange programs and training initiatives related to sustainable tourism. Papua New Guinea, Solomon Islands & Timor-Leste are three of the 21 members states of SPTO. [Fiji]
- The United Nations World Tourism Organization (UNWTO) Regional Department for Asia and the Pacific (RDAP) — Has supported initiatives, such as the Sustainable Tourism for Eliminating Poverty (ST-EP) programme in the CT. [Spain]
- The International Labour Organization (ILO) — Has supported initiatives for fisher's rights, safety at sea etc., in collaboration with the seafarers unions active within the CT. [Switzerland / Bangkok]
- The Asia Pacific Fisheries Commission (APFIC) — Includes the member nations of: Indonesia, Malaysia, Philippines and Timor-Leste. Supported under FAO, key training courses provided to member countries have included EAFM coastal and marine, Port Inspection Training and APFIC Trawl Management. [Thailand]
- The Southeast Asian Fisheries Development Center (SEAFDEC)/Training Department (TD) — Was created by the SEAFDEC Council during its Inaugural Meeting in 1968 in Bangkok, Thailand and was formally established in 1970 with the objectives to develop modern fishery technologies for the better use of marine fish resources and to reduce manpower shortages in marine capture fisheries in Southeast Asia. [Thailand]
- The Agricultural Cooperative Development International & Volunteers in Overseas Cooperative Assistance (ACDI / VOCA) — Has had active projects in Timor-Leste, Indonesia and Philippines; providing volunteer support, trainers and mentors to various initiatives. [USA]
- WildAid —has provided capacity building support to the region, predominantly focused on shark and ray conservation and patrol/ enforcement/ surveillance training. [USA]

## Annex 3: Online platforms for learning

NAME OF PLATFORM:	<b>Seas of Asia Knowledge Bank - elibrary</b>
URL:	<a href="http://seaknowledgebank.net/e-library">http://seaknowledgebank.net/e-library</a>
OVERVIEW:	<p>Over 25 years, PEMSEA and its partners in East Asia have developed and collected a substantial library of resources covering coastal and ocean governance, integrated coastal management (ICM), sustainable development, blue economy and related topics. These resources are available in the Seas of East Asia Knowledge Bank e-Library, which includes case studies, manuals, technical reports, project information, meeting documents, and much more.</p> <p>Browse the list below or filter by type of resource, topic and geographic location to find the right knowledge product. If you have a question about the library, please contact the PEMSEA Librarian.</p> <p>We are always looking to include new knowledge products in the e-Library. If you would like to suggest a resource or develop a knowledge product for submission, please contact the PEMSEA Librarian.</p>
ACCESSIBILITY:	Open access
GEOGRAPHIC AREAS OF RELEVANCE:	<p>Focuses on PEMSEA member nations. Within the CT this includes:</p> <ul style="list-style-type: none"> <li>* Indonesia</li> <li>* Philippines</li> <li>* Timor-Leste</li> </ul>
COURSES AVAILABLE:	None, e-library of resources only.
LANGUAGE(S):	
RESOURCES AVAILABLE:	Extensive, searchable database of resources, including best-practice marine and coastal management guidelines and associated MPA related documentation.
NAME OF PLATFORM:	<b>Coral Triangle Center E-Learning Platform</b>
URL:	<a href="https://ctc-academy.net/elearning/">https://ctc-academy.net/elearning/</a>
OVERVIEW:	CTC Academy's E-Learning Platform provides free self-training courses for the public interested in learning more about marine resource management.
ACCESSIBILITY:	Open access, with Sign Up membership
GEOGRAPHIC AREAS OF RELEVANCE:	<p>Indonesia focus (with cross-region relevance)</p> <ul style="list-style-type: none"> <li>* Fisheries Governance</li> <li>* Monitoring and Utilization of Marine Protected Area Resources</li> <li>* Sustainable Tourism</li> <li>* Biophysical Monitoring</li> <li>* Monitoring Community Perceptions in Marine Protected Areas, Coasts, and Small Islands</li> </ul>
COURSES AVAILABLE:	
LANGUAGE(S):	Bahasa Indonesia
RESOURCES AVAILABLE:	Teaching materials
NAME OF PLATFORM:	<b>SEAFDEC/AQD</b>
URL:	<a href="https://www.seafdec.org.ph/training/">https://www.seafdec.org.ph/training/</a>
OVERVIEW:	The training from SEAFDEC mostly payment training with offline and online method. The training focus on fisheries included aquaculture.
ACCESSIBILITY:	Open access, payment with registration
GEOGRAPHIC AREAS OF RELEVANCE:	Southeast Asia
COURSES AVAILABLE:	<p><a href="#">Carp hatchery and grow-out operations</a></p> <p><a href="#">Mangrove crab (mud crab) hatchery operations</a></p> <p><a href="#">Sandfish (Holothuria scabra) seed production, nursery and management</a></p> <p><a href="#">Catfish hatchery and grow-out operations</a></p>
LANGUAGE(S):	English
RESOURCES AVAILABLE:	Module and Teaching materials

NAME OF PLATFORM:	<b>Conservation Training</b>
URL:	<a href="https://www.conservationtraining.org">https://www.conservationtraining.org</a>
OVERVIEW:	ConservationTraining is an open and free learning community that offers conservation-based training materials from The Nature Conservancy and our partner organizations. ConservationTraining.org was launched in 2009 to provide conservation-based training to the global conservation community. We offer over 400 hours of free online courses, many in multiple languages. Our courses are built in partnership with scientists from conservation organizations such as the IUCN, UNDP, UNEP, CBD and more.
ACCESSIBILITY:	Open and free online learning
GEOGRAPHIC AREAS OF RELEVANCE:	Global, Coral Triangle
COURSES AVAILABLE:	Biodiversity, species protection, coral reefs protection, freshwater, ocean and coast, conservation tools, conservation lands
LANGUAGE(S):	English
RESOURCES AVAILABLE:	
NAME OF PLATFORM:	<b>Fishery Solution Center</b>
URL:	<a href="https://fisherysolutionscenter.edf.org/about-us">https://fisherysolutionscenter.edf.org/about-us</a>
OVERVIEW:	The Fishery Solutions Center (FSC) is a team within EDF's Oceans program that designs and develops innovative fishery management tools and strategies to support efforts to reverse overfishing and restore our oceans to abundance. Our staff of scientists, economists, finance specialists and fishery management experts are dedicated to providing data-driven and incentive-based solutions that provide more fish in the sea, more food on the plate, and more prosperous communities. From developing innovative data collection programs to designing flexible management plans, we work with conservation groups, fishermen, governments, and other stakeholders around the world that seek new approaches to fishery management that allow both people and the oceans thrive.
ACCESSIBILITY:	Open and free
GEOGRAPHIC AREAS OF RELEVANCE:	Global
COURSES AVAILABLE:	Virtual academy, self-paced online training on Introduction to Fisheries Management
LANGUAGE(S):	Territorial Use Rights for Fishing Data-Limited Fisheries Management
RESOURCES AVAILABLE:	English, Spanish, French, Chinese
RESOURCES AVAILABLE:	Manuals, guidelines, toolkit, case studies
NAME OF PLATFORM:	<b>International Partnership Blue Carbon</b>
URL:	<a href="https://bluecarbonpartnership.org/">https://bluecarbonpartnership.org/</a>
OVERVIEW:	The International Partnership for Blue Carbon (the IPBC) is a global network of more than 40 governments, non-governmental organizations, intergovernmental organizations and research institutions from around the world who understand the importance of coastal ecosystems and are committed to their conservation.
ACCESSIBILITY:	Open access
GEOGRAPHIC AREAS OF RELEVANCE:	Global coastal area
COURSES AVAILABLE:	Coastal blue carbon: an introduction for policy makers (for self-training, pdf and worksheets)
LANGUAGE(S):	English
RESOURCES AVAILABLE:	Materials related to coastal blue carbon

NAME OF PLATFORM:	<b>OneOcean</b>
URL:	OneOcean.org
OVERVIEW:	Collection of resources/reports on EAFM as implemented by CRMP And FISH project of DENR, Bureau of Fisheries as supported by USAID
ACCESSIBILITY:	Open access
GEOGRAPHIC AREAS OF RELEVANCE:	Philippines in key project sites
COURSES AVAILABLE:	EAFM, Fisheries Mgt (link seem to be not working)
LANGUAGE(S):	English
RESOURCES AVAILABLE:	Reports and References
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NAME OF PLATFORM:	<b>Zoological Society of London-Philippines</b>
URL:	<a href="https://www.zsl.org/sites/default/files/media/2018-10/ZSL%20Community-based%20Mangrove%20">https://www.zsl.org/sites/default/files/media/2018-10/ZSL%20Community-based%20Mangrove%20</a>
OVERVIEW:	Community Based Mangrove Rehabilitation Training Manual
ACCESSIBILITY:	open access via web
GEOGRAPHIC AREAS OF RELEVANCE:	Philippines
COURSES AVAILABLE:	Community Based Mangrove Rehabilitation Training Manual
LANGUAGE(S):	English
RESOURCES AVAILABLE:	Training Manual
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NAME OF PLATFORM:	<b>Pacific Environment Data Portal</b>
URL:	<a href="https://pacific-data.sprep.org/about">https://pacific-data.sprep.org/about</a>
OVERVIEW:	<p>The Pacific Environment Portal provides an easy way to find, access and reuse regional and national data. Our main purpose is to provide easy access and safe storage for environmental datasets to be used for monitoring, evaluating, and analyzing environmental conditions and trends to support environmental planning, forecasting, and reporting requirements at all levels. This Pacific Environment Portal is part of the Pacific Data Ecosystem, a partnership between Pacific Island Countries, SPREP and SPC. Visit the Pacific Data Hub for more data.</p> <p>The Pacific Environment Portal automatically pulls in data from national repositories. This provides back-up and redundancy for national repositories. The countries retain data ownership. The online repository can be used to store and access any data type including tables (Excel, CSV) documents (Word and PDF), GIS files (.geojson, .shp, .tab) and any other file type including non-environmental datasets.</p>
ACCESSIBILITY:	Free, Open Access
GEOGRAPHIC AREAS OF RELEVANCE:	Papua New Guinea Solomon Islands
COURSES AVAILABLE:	None - repository of information
LANGUAGE(S):	English predominantly
RESOURCES AVAILABLE:	
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NAME OF PLATFORM:	<b>Reef Resilience Network</b>
URL:	<a href="https://reefresilience.org/online-training/">https://reefresilience.org/online-training/</a>
OVERVIEW:	For more than 15 years, the Reef Resilience Network has served as a global leader in building the capacity of marine managers to effectively manage, protect, and restore coral reefs and reef fisheries around the world. To achieve this, we connect reef managers and practitioners with peers, experts, and the latest science and strategies, and provide online

	and hands-on training and implementation support. The Network is a partnership led by The Nature Conservancy that is comprised of more than 2,000 members, and supported by dozens of partners and TNC staff, as well as 100s of global experts in coral reefs, fisheries, climate change, and communication who serve as trainers, advisors, and content reviewers.
ACCESSIBILITY:	Free (membership sign up)
GEOGRAPHIC AREAS OF RELEVANCE:	Global
COURSES AVAILABLE:	Wastewater pollution (English) Coral reef resilience (English, Spanish, French) Remote sensing and mapping coral reefs (English, Spanish, French, Indonesian) Adaptation design tool (English) Coral reef restoration (English, Spanish) Strategic communication (English)
LANGUAGE(S):	Varied (see above)
RESOURCES AVAILABLE:	Yes, materials
ANY OTHER INFO:	Links to TNCs conservationtraining platform
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NAME OF PLATFORM:	<b>Open Learning Campus: World Bank Academy</b>
URL:	<a href="https://olc.worldbank.org/wbg-academy">https://olc.worldbank.org/wbg-academy</a>
OVERVIEW:	The World Bank Group's Open Learning Campus (OLC) accelerates development solutions by transforming global knowledge into actionable learning. The World Bank Academy enables access to development topics through online courses that are customized to your needs (281 courses available in diverse topics) Dive into our catalog of virtually facilitated and self-paced courses that draw on the latest global expertise and technology in learning.
ACCESSIBILITY:	Free
GEOGRAPHIC AREAS OF RELEVANCE:	Global
COURSES AVAILABLE:	13 courses in Environmental and natural resources (1 specifically in large marine ecosystems), 1 course in Environmental Economics. Many courses in climate change.
LANGUAGE(S):	Wide ranging
RESOURCES AVAILABLE:	yes
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NAME OF PLATFORM:	<b>ADBI elearning platform</b>
URL:	<a href="https://elearning-adbi.org/courses/">https://elearning-adbi.org/courses/</a>
OVERVIEW:	Why ADBI E-Learning? Tuition-free training courses in Asia Pacific development Access lectures from leading experts on key development topics Training certificates issued by ADBI for completed courses Build your qualifications for Asia Pacific development jobs and promotion opportunities Manage your course completion progress with personalized user accounts
ACCESSIBILITY:	Free. Registration required.
GEOGRAPHIC AREAS OF RELEVANCE:	Asia
COURSES AVAILABLE:	Range of courses. Key relevant ones include: Climate Change & Sovereign Risk Governing Sustainable Finance Introduction to Sustainable Development
LANGUAGE(S):	English
RESOURCES AVAILABLE:	Some

NAME OF PLATFORM:	<b>WWF-Fishery Improvement Projects Training</b>
URL:	<a href="https://www.worldwildlife.org/pages/fishery-improvement-projects-fip">https://www.worldwildlife.org/pages/fishery-improvement-projects-fip</a> Fishery improvement projects—or FIPs—are multi-stakeholder efforts to improve fishing practices and management so that species, habitats, and people can all thrive. The projects use the power of the private sector to incentivize positive changes toward sustainability in fisheries and seek to make these changes endure by establishing new government policies.
OVERVIEW:	WWF in collaboration with several other organizations have developed this training program to provide fishery stakeholders worldwide with the knowledge and skills necessary to develop and implement FIPs—without having to travel to in-person conferences or workshops. The program includes seven courses along with case studies (see Interactive Courses below) to reinforce learning and resources to help you along your future FIP journey.
ACCESSIBILITY:	Free
GEOGRAPHIC AREAS OF RELEVANCE:	Global
COURSES AVAILABLE:	Seven Interactive Courses available about FIPs Course 1: Overview of Fishery Improvement Projects (30–45 minutes; for a general audience) Course 2: Introduction to the Marine Stewardship Council Program and Fisheries Standard (30 minutes; FIP case study exercises: 20 minutes) Course 3: Stage 0: FIP Identification (15 minutes) Course 4: Stage 1: FIP Development (15 minutes; FIP case study exercises: 20 minutes) Course 5: Stage 2: FIP Launch (15 minutes; FIP case study exercises: 20 minutes) Course 6: Stage 3: FIP Implementation (15 minutes) Course 7: Stages 4 and 5: FIP Progress and Impact (15 minutes)
LANGUAGE(S):	English and Spanish

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NAME OF PLATFORM:	<b>NOAA DigitalCoast</b>
URL:	<a href="https://coast.noaa.gov/digitalcoast/training/home.html">https://coast.noaa.gov/digitalcoast/training/home.html</a> The NOAA Office for Coastal Management has a training curriculum devoted to coastal resource management. Courses are scheduled throughout the year. Visit our website to learn more. Many of the courses listed below can be completed via the website, and we encourage you to register. Others are offered on-site by guest hosts. If you wish to apply to host a course at your location, or for additional course or registration information, please e-mail us at ocm.tms@noaa.gov.
OVERVIEW:	
ACCESSIBILITY:	Varied (some free, some registration, some fee-based)
GEOGRAPHIC AREAS OF RELEVANCE:	US/ Global
COURSES AVAILABLE:	Range of training and resources available, including: Classroom, Instructor-Led (in-person sign up); Online, Instructor-Led (registration); Self-Guided Resources; Case Studies; Quick References; Publications; and Videos and Webinars. Online Instructor-Led courses include: * Coastal Adaptation Planning Essentials * Diving into the Digital Coast * Economic Guidance for Coastal Management Professionals * Fostering Behavior Change in Coastal Communities * Funding and Financing Coastal Resilience * Moving Back from the Mid-Atlantic Coast: Advancing the Conversation * OpenNSPECT * Seven Best Practices for Risk Communication * Three Steps to Better Risk Communication * Tools and Techniques for Facilitating Virtual Meetings * Virtual - A Framework for Ecosystem Services Projects * Virtual - Estimating the Local Marine Economy: Telling Your Story * Virtual - Facilitation Basics for Coastal Managers * Virtual - Nature-Based Solutions for Coastal Hazards * Virtual - Planning Effective Projects for Coastal Communities * Virtual - Social Science Basics for Coastal Managers
LANGUAGE(S):	Mostly English

RESOURCES AVAILABLE: Wide reference materials available

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NAME OF PLATFORM: **Biodiversity Management Bureau (BMB) Philippines**  
URL: <https://bmb.gov.ph/index.php/resources/downloadables/publications/references>  
OVERVIEW: As part of the Department of Environment and Natural Resources of the Philippines government, the BMB website has a host of resources, including MPA management toolkits and support documents for practitioners.  
ACCESSIBILITY: Free  
GEOGRAPHIC AREAS OF RELEVANCE: Philippines  
COURSES AVAILABLE: None  
LANGUAGE(S): English  
RESOURCES AVAILABLE: Various downloadable reference resources available.

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NAME OF PLATFORM: **Kementerian Kelautan dan Perikanan (KKP) Indonesia**  
URL: <https://kkp.go.id/setien/perpustakaan>  
OVERVIEW: This website belonging to the Ministry of Marine Affairs and Fisheries, Indonesia, is host to a library of resources, all key regulations and the one data statistical portal.  
ACCESSIBILITY: Free  
GEOGRAPHIC AREAS OF RELEVANCE: Indonesia  
COURSES AVAILABLE: None  
LANGUAGE(S): Indonesia/English  
RESOURCES AVAILABLE: Various downloadable reference resources available.

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NAME OF PLATFORM: **Protected Planet**  
URL: <https://www.protectedplanet.net/en/thematic-areas/marine-protected-areas>  
OVERVIEW: Over 70% of the surface of Earth is ocean, comprised of highly diverse ecosystems, and providing a wide range of marine ecosystem services that support human society, health and the economy. This website presents the most recent official coverage statistics for marine protected areas.  
ACCESSIBILITY: Free  
GEOGRAPHIC AREAS OF RELEVANCE: Global  
COURSES AVAILABLE: None  
LANGUAGE(S): English  
RESOURCES AVAILABLE: The Go-To database for all protected areas (supported by UNEP-WCMC)  
Up to date reference resource for MPAs, OECMs etc. globally.

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NAME OF PLATFORM: **UNEP-WCMC**  
URL: <https://www.unep-wcmc.org/resources-and-data>  
OVERVIEW: UN Environment Programme World Conservation Monitoring Centre is a world leader in biodiversity knowledge. It works with scientists and policy makers worldwide to place biodiversity at the heart of environment and development decision-making to enable enlightened choices for people and the planet.  
ACCESSIBILITY: Free  
GEOGRAPHIC AREAS OF RELEVANCE: Global



COURSES AVAILABLE:	None
LANGUAGE(S):	Mostly English
RESOURCES AVAILABLE:	Numerous resources available for self-training and toolkits for adoption
NAME OF PLATFORM:	<b>Coral Triangle Atlas</b>
URL:	<a href="http://ctatlas.coraltriangleinitiative.org/Dataset">http://ctatlas.coraltriangleinitiative.org/Dataset</a>
OVERVIEW:	List of datasets relevant to Marine Protected Areas and marine resources in Coral Triangle countries.
ACCESSIBILITY:	Free
GEOGRAPHIC AREAS OF RELEVANCE:	Coral Triangle
COURSES AVAILABLE:	None
LANGUAGE(S):	Mostly English
RESOURCES AVAILABLE:	Numerous reference resources available specifically related to the coral triangle. Tracking of CT data.
NAME OF PLATFORM:	<b>Allen Coral Atlas</b>
URL:	<a href="https://allencoralatlas.org/atlas/#1.00/0.0000/-145.0000">https://allencoralatlas.org/atlas/#1.00/0.0000/-145.0000</a>
	The Allen Coral Atlas is a game-changing coral conservation tool powered by Arizona State University and developed in partnership with coral reef scientists, universities, NGOs and private entities.
OVERVIEW:	Our goal is to assist stakeholders ranging from local communities to regional and national governments to reach their coral reef conservation goals. With the Atlas, coral conservationists, reef managers and scientists have access to information that has never before been available at this scale.
ACCESSIBILITY:	Free
GEOGRAPHIC AREAS OF RELEVANCE:	Global
COURSES AVAILABLE:	None
LANGUAGE(S):	English
RESOURCES AVAILABLE:	Extensive mapping resources for the marine environment
NAME OF PLATFORM:	<b>Coral Triangle Initiative (CTI-CFF)</b>
URL:	<a href="https://www.coraltriangleinitiative.org/">https://www.coraltriangleinitiative.org/</a>
OVERVIEW:	Website of the CTI-CFF Secretariat
ACCESSIBILITY:	Free
GEOGRAPHIC AREAS OF RELEVANCE:	Coral Triangle specific
COURSES AVAILABLE:	None
LANGUAGE(S):	Mostly English
RESOURCES AVAILABLE:	Extensive reference resources and information available specific to the Coral Triangle
NAME OF PLATFORM:	<b>MOOC Conservation</b>
URL:	<a href="https://mooc-conservation.org/">https://mooc-conservation.org/</a>
OVERVIEW:	MOOCs (Massive Open Online Courses) are one of the latest advances in distance learning. Composed of online courses that are meant for an unlimited number of participants, MOOCs give anyone with an Internet connection access to training on a wide selection of topics. They are usually made up of short thematic videos, quizzes, automatically or peer-

	graded assessments, recommended readings, etc.
ACCESSIBILITY:	Supported by IUCN
GEOGRAPHIC AREAS OF RELEVANCE:	Registration required. Courses at set times.
COURSES AVAILABLE:	Global, with some regionally specific courses
LANGUAGE(S):	Relevant courses include:
RESOURCES AVAILABLE:	<ul style="list-style-type: none"> <li>* Law Enforcement</li> <li>* New Technologies for protected areas</li> <li>* Marine Protected Areas</li> </ul>
	Mostly English
	Various (provided in connection with the courses)
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NAME OF PLATFORM:	<b>IUCN Resources</b>
URL:	<a href="https://www.iucn.org/resources/conservation-tools">https://www.iucn.org/resources/conservation-tools</a>
OVERVIEW:	One of IUCN's key objectives is to share the knowledge gathered by its unique global community of 10,000+ scientists. IUCN's knowledge products consist of conservation databases and tools which have already proved helpful to hundreds of organizations.
ACCESSIBILITY:	Free
GEOGRAPHIC AREAS OF RELEVANCE:	Global
COURSES AVAILABLE:	None
LANGUAGE(S):	Mostly English
RESOURCES AVAILABLE:	<p>Wealth of databases and repositories of information, including access to:</p> <ul style="list-style-type: none"> <li>The IUCN Red List of Threatened Species assesses risk of species extinction</li> <li>The STAR metric assesses potential contributions towards global goals for halting extinctions</li> <li>The IUCN Red List of Ecosystems assesses risk of ecosystem collapse</li> <li>The IUCN World Heritage Outlook assesses World Heritage sites over time</li> <li>The World Database of Key Biodiversity Areas assesses sites important for biodiversity</li> <li>Protected Planet assesses protected areas</li> <li>ECOLEX provides a gateway to environmental law</li> <li>PANORAMA provides practical solutions for sustainable development</li> </ul>
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NAME OF PLATFORM:	<b>Conservation Strategy Fund (CSF)</b>
URL:	<a href="https://www.conservation-strategy.org/economic-video-lessons/all?term_node_tid_depth=All&amp;page=0">https://www.conservation-strategy.org/economic-video-lessons/all?term_node_tid_depth=All&amp;page=0</a>
OVERVIEW:	<p>Conservation Strategy Fund gives conservation professionals economic knowledge and skills that are key for success in protecting the environment. Our unique Economics for Environmental Leadership capacity building program focuses on conservation economics, drawing on the fields of environmental economics, natural resource economics, agricultural economics, development economics and behavioral economics to advance conservation goals in practical, strategic ways. This approach is crucial at a time when global-scale environmental changes are being driven by a diversity of economic factors, and when conservation leaders are striving to harness opportunities to reward the preservation of ecosystem services.</p> <p>Provides in-person training programs, a fellowship program and online resources.</p>
ACCESSIBILITY:	These online resources are in the form of freely accessible video tutorials
GEOGRAPHIC AREAS OF RELEVANCE:	Free for the video tutorials
COURSES AVAILABLE:	Varied, though within CT the focus is Indonesia
	Video tutorials of key relevance:
	Ekonomi dan Kebijakan Perikanan: Pengantar Manajemen Perikanan
	Intro to Cost-Benefit Analysis
	Cost-Benefit Scenarios

Cost-Benefit Perspectives  
 Cost-Benefit Real vs Nom  
 Cost-Benefit Discounting  
 Cost-Benefit Time Horizons  
 Cost-Benefit Net Present Value  
 Cost-Benefit Internal Rate of Return  
 Benefit Cost Ratio and Payback  
 Cost-Benefit Parameters for a Financial Analysis  
 Cash Flows for a Financial Analysis  
 Conducting an Economic Analysis  
 Sensitivity Analysis  
 Risk Analysis  
 Valuation of Ecosystem Services: Intro to Valuation  
 Valuation of Ecosystem Services: Classes of Values  
 Valuation of Ecosystem Services: Market Based Valuation Method  
 Valuation of Ecosystem Services: Replacement Cost Method  
 Valuation of Ecosystem Services: Avoided Cost Method  
 Valuation of Ecosystem Services: Travel Cost Method  
 Valuation of Ecosystem Services: Hedonic Pricing Method  
 Valuation of Ecosystem Services: Contingent Valuation  
 Valuation of Ecosystem Services: Choice Experiments  
 Valuation of Ecosystem Services: Benefits Transfer Study  
 Public vs. Private Goods  
 Fisheries Economics & Policy: Intro to Fisheries Management  
 Fisheries Economics & Policy: Maximum Economic Yield  
 Fisheries Economics & Policy: A Closer Look at Fisheries  
 Fisheries Economics & Policy: Subsidies and Taxes  
 Fisheries Economics & Policy: Individual and Transferable Quotas  
 Fisheries Economics & Policy: Marine Protected Areas  
 Fisheries Economics & Policy: Territorial Use Rights Fisheries

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NAME OF PLATFORM:	<b>Asean Center for Biodiversity (ACB)</b>
URL:	<a href="https://www.aseanbiodiversity.org/">https://www.aseanbiodiversity.org/</a>
OVERVIEW:	<p>The ASEAN Centre for Biodiversity (ACB), established in 2005, is ASEAN's response to the challenge of biodiversity loss. It is an intergovernmental organization that facilitates cooperation and coordination among the ten ASEAN Member States (AMS) and with regional and international organizations on the conservation and sustainable use of biological diversity, and the fair and equitable sharing of benefits arising from the use of such natural treasures.</p> <p>Three CT countries are member states of ACB: Indonesia, Malaysia and Philippines.</p>
ACCESSIBILITY:	Free
GEOGRAPHIC AREAS OF RELEVANCE:	Indonesia, Malaysia, Philippines
COURSES AVAILABLE:	Not courses as such, but Webinars regularly held for cross-region learning.
LANGUAGE(S):	English
RESOURCES AVAILABLE:	Various downloadable reference resources available.

## Annex 4: Recommended Learning Sites

The following sites were recommended by stock-take participants as locations that would make good learning sites for exchanges and peer learning.

The reasons given for promoting these sites are presented here verbatim from respondents, and further due diligence/ review would be required to short-list these proposed sites for follow up.

NAME OF SITE	LOCATION	TYPE OF SITE				
		MPA	MMA	LMMA	OECM	Other
INDONESIA						
Daerah Pengelolaan Laut Desa Bondalem	Buleleng - Bali			X		
Reason: Regardless of the non "WOW" Coral Reef, the community still works to manage the areas, though the project of capacity building is over. They monitor the natural coral reef, artificial, as well as coral bleaching due to climate change.						
Daerah Pengelolaan Laut Desa Tejakula	Buleleng, Bali			X		
Reason: They now independently monitor the coral reef. Using subsidies from tourism revenue: diving, snorkeling, and dolphin watching to monitor, enforce, and restore the coral reef.						
East Buleleng - Bali	Bali	X				
Reason: Community groups develop reef restoration sites which they maintain and monitoring						
North - east Bali (Amed, Tulamben, Tejakula)	Bali			X		
Reason: The community has actively managed the reef area mainly for tourism activities						
Karimunjawa	Java	X				
Reason: Karimunjawa National Park is test-case for Indonesian marine conservation management and is being used by the national government to develop and implement more effective management systems, that rely more heavily on bottom-up rather than top-down approaches.						
Banggai, Banggai kepulauan and Banggai Laut KKPD	Central Sulawesi	X				
Reason: Temporary closures are implemented by communities						
Seram Island	Maluku Province/Seram Island			X		
Reason: Center for fisheries to support Maluku Province						
Customary Fishery Management of Teluk Mayalibit and Batanta-Salawati	West Papua		X			
Reason: An MMA model that work under customary system						
Ay and Rhun Islands MPA	Maluku	X				
Reason: Traditional Sasi system in formal MPA design, deep-sea MPA with sea mount characteristic potential for blue whale resting area.						
Morotai Island	North Maluku					Combining of LMMA and Marine tourism
Reason: Has been appointed and targeted as national government program namely 10 New Bali						
North Sulawesi	North Minahasa, Sitaro, Bitung		X			
Reason: Through capacity building and integrated spatial planning, community MPAs are transitioned to provincial MPAs						
Biak Island	Papua			X		
Reason: Learning center on customary practices in protecting marine resources and as part of important ecology support system within CTI						
PAPUA NEW GUINEA						
Sarar	Madang/Ulingan/Bogia					Community Tambu Area
Reason: Traditionally established community tambu area that utilised the Spawning Potential Survey and Spawning Potential Ratio to establish the tambu.						
Madang Lagoon	Madang					Consist of both Wildlife Management Areas and Community Tambu areas

NAME OF SITE	LOCATION	TYPE OF SITE				
		MPA	MMA	LMMA	OECM	Other
Reason: <i>Two examples of community management areas can be found in Madang Lagoon, 1. WMAs established via the government 2. Community tambu areas established using traditional leadership system.</i>						
PHILIPPINES						
Bagonbanua Marine and Fish Sanctuary	Guiuan, Eastern Samar	X				
Reason: <i>It has been a sterile ground before it was declared as the first Marine Protected Area in Region 8. It became a research site and eventually through proper management and protection efforts, the area recovered. At present it has a high coral cover and a diverse species of marine organisms including giant clams.</i>						
Lanuza Marine Park and Sanctuary	Surigao del Sur	X				
Reason: <i>Community engagement, local government and national agency support.</i>						
Siquijor Island	Siquijor Province					municipal MPA network
Reason: <i>This established network of municipal MPAs is in the early stages of broadening its impact and effectiveness through capacity building and linking to small-scale fisheries management goals.</i>						
Twin Rocks Marine Sanctuary	Batangas	X				
Reason: <i>Enforcement, management effectiveness, tourism</i>						
SOLOMON ISLANDS						
Arnavons Community Marine Park	Choiseul and Isabel Provinces	X				
x3 recommendations – Reasons: <ul style="list-style-type: none"><li><i>Governed by three groupings with different cultures (two are resources owners and one is resources user). It has taken many years (&gt;15 yrs) before an agreement was reached to have the area protected under law.</i></li><li><i>It has been declared as the first Marine Protected Areas in Solomon Islands under the Protected Areas Act, 2010.</i></li><li><i>First legally establish MPA in the Solomon Islands, with function management regime</i></li></ul>						
Sairahgi Seagrapes Management area	Western Province/Ghizo Island			X		
Reason: <i>Management in place and functioning LMMA</i>						
TIMOR-LESTE						
Ataúro Island	Ataúro			X		
Reason: <i>The LMMA's on the island have been recognized to be good example of marine Management for the country</i>						
Ninokonisantana	Ninokonisantana nasional park	X				
Reason: <i>Need to do coral conservation in the Dili Hera area</i>						
Tasi Tolu	Dili	X				
Reason: <i>Need to monitor in the PMA area, especially Tasitolu</i>						
Hera	Dili					want to be used as a conservation area mangrove, seagrass and coral
Reason: <i>There needs to be an implementation of local laws to cover marine biodiversity</i>						

## Annex 5: Example of a multi-organizational collaborative initiative in the CT

The Solutions for Marine and Coastal Resilience (SOMACORE) project being launched soon in the Coral Triangle involves numerous organizations supporting capacity building (output II).

*Schematic of organizations involved in SOMACORE:*



*Key outputs anticipated:*

- Output I**  
The relevant authorities in the Coral Triangle countries apply regional and national policy frameworks, international standards and collaboration for seascope-level decision-making processes that promote good governance regimes and improved management, particularly in MPAs.
- Output II**  
Local communities scale-up proven ecosystem-based resource management and effective area-based conservation practices, complemented by livelihood diversification and capacity development at local level to seascope-wide applications.
- Output III**  
CTI-CFF member countries' perspectives, experiences, solutions and lessons learned for transboundary good governance and protection of coastal and marine biodiversity gain recognition.

## Annex 6: Survey Questions

**Q1:** Does your organization provide capacity building / training / skills-building support for marine and coastal practitioners? Yes / No

### Capacity-building team

**Q2:** Does your organization have dedicated staff who provide training / capacity building services?

[please check which of the below answers best applies to your organization]

- ☐ Yes, we have trainers on staff
- ☐ Yes, we have trainers on staff AND we contract in additional trainers as the need arises
- ☐ No, we don't have trainers on staff, but our organization contracts independent trainers to provide capacity building work as the need arises.

**Q3:** Which of the below best describes the size of your team for providing capacity building support?

[select one only]

- ☐ **Large Training Staff on Team** — your organization has more than 15 trainers working as full-time staff, dedicated to delivering capacity building work.
- ☐ **Medium Training Staff on Team** — your organization has between 5 and 14 trainers working as full-time staff, dedicated to delivering capacity building work.
- ☐ **Small Training Staff on Team** — your organization has less than 5 trainers working as full-time staff, dedicated to delivering capacity building work.
- ☐ **Other** — please describe: \_\_\_\_\_

### Infrastructure and facilities

**Q4:** Which of the below best describes what kind of infrastructure and facilities your organization has available for capacity building?

[please only check those that directly apply to your organization]

- ☐ **Training Center** — your organization has a physically built training center with specialized training room(s) and associated classroom / workshop facilities that you use to deliver training.
- ☐ **Resources to go-to-site** — your organization delivers training 'on-site' and hires training facilities/venues as needed to host training.
- ☐ **Online training platform(s)** — your organization has an online platform for training, whereby trainees can learn online.

*If online is checked, please provide URL here:* \_\_\_\_\_

- ☐ **Other** — please describe: \_\_\_\_\_

## Material resources

**Q5:** Which of the below best describes what kind of material resources your organization has available for capacity building?

[please only check those that directly apply to your organization]

- ☐ **Off-the-shelf training courses** — fully pre-prepared, with full curricula and associated materials ready (e.g., if you were asked to deliver a training course tomorrow, you would have everything you needed already available).
- ☐ **Tailored training courses** — you design and tailor training in response to perceived needs. Your courses may not be available currently, but your organization has the skills to prepare, tailor and deliver full curricula and associated materials as required.
- ☐ **Occasional training courses** — your organization provides/ has provided training courses. You have / can prepare materials, but they generally don't include full curricula or associated products.
- ☐ **Other** — please describe: \_\_\_\_\_

## Audiences targeted

*Building human capital to better manage marine and coastal resources requires the engagement and skills-building of a wide sector of society.*

**Q6:** Which of the below best describes the kind of audience your training targets

[please only check those audiences you most commonly provide training to]

- ☐ **Government Personnel** — this includes staff / civil servant employees of government agencies / entities / MPAs, including municipalities.
- ☐ **Community Members** — this includes community individuals, village leaders, community groups, kooperasi or community associations, fisher groups, pokmaswas etc.
- ☐ **Private Sector Tourism** — providing training to tourism related businesses, operators, including boat and transport companies, and other coastal tourism sectors.
- ☐ **Private Sector Fisheries Industry** — providing training to fishery businesses, processors, traders, exporters.
- ☐ **NGO Personnel** — this includes staff / employees of local and regional NGOs.
- ☐ **Women** — offering specialist training for womens groups, women leaders, community womens fora/ associations, gender-specific training.
- ☐ **Young / Future Leaders** — providing leadership training to tomorrows leaders for marine conservation
- ☐ **Existing Leaders** — providing leadership training to todays leaders for marine conservation.
- ☐ **Other** — please describe: \_\_\_\_\_



### *Mechanisms of provider*

**Q7:** Which of the following categories best describes the kind of capacity building services your organization provides.

[please only check those that directly apply to your organization]

- ☐ **Formal provider** — the training and capacity building services you provide are formally accredited, and come with some form of official certification for the trainee/ recipient.
- ☐ **Practical provider** — the work you do directly builds human capital on-the-ground, is practically oriented, but is without formal certification.
- ☐ **Catalytic provider** — you do not necessarily provide direct training, but can coordinate and catalyse skills building through your networks.
- ☐ **Training-of Trainers (TOT) focused** — your organization focuses on training trainers.
- ☐ **Other** — please describe: \_\_\_\_\_

### *Key skills areas supported*

**Q8:** Under the following competency categories, please check **which topics your organization provides training in**.

[Please only check the topics for which **your organization delivers direct training**]

#### **8a) BIODIVERSITY AND BIOPHYSICAL SCIENCE**

- ☐ Marine science / ecology training
- ☐ Training in underwater surveying techniques
- ☐ Fisheries science training
- ☐ Training in fishery assessments / monitoring
- ☐ Training in the science of climate change
- ☐ Other biophysical science training

#### **8b) SOCIOLOGY AND COMMUNICATIONS**

- ☐ Outreach and awareness training
- ☐ Behavior change training
- ☐ Training in communication techniques
- ☐ Training in stakeholder engagement
- ☐ Training in alternative livelihoods
- ☐ Training in conflict resolution
- ☐ Other sociological training

#### **8c) PLANNING, MANAGEMENT AND GOVERNANCE**

- ☐ Training in MPA / conservation area management planning

- ☐ Training in Marine Spatial Planning
- ☐ Training in Project Management / Operational Management
- ☐ Training in mechanisms for co-/ collaborative management
- ☐ Training in marine and coastal laws and policies
- ☐ Training in budgeting / financial management
- ☐ Training in MPA/ area effectiveness assessments
- ☐ Training in MPA/ area patrol, surveillance and enforcement
- ☐ Training in Human Resources (HR) management
- ☐ Other training related to planning, management and governance

For analysis purposes, we have broken down training support into four categories (below).

**Q9:** Please check which types of training your organization commonly provides.

- ☐ **Training Programs** — long-term (>2 months) with dedicated skills building provided and tested.
- ☐ **Training Packages**— more than 5 days, but less than 2 months in duration.
- ☐ **Training Events** — 1 to 5 days event focused on a specific skills-building.
- ☐ **Coaching & Mentoring support** — long-term post-training individual trainee follow up support, > 2 months.
- ☐ **Other** — please describe

### **Capacity building targets**

**Q10:** Does your organization have a current strategy document or work plan that includes capacity building targets?

Yes / No

*If yes, please share your organizations strategic plan / any document showing your organizations capacity building targets to the following link (this will be secured in the CTI-CFF Regional Secretariats reference repository for information)*

[Google link provided]

**Q11:** Is your organization currently involved in any active multi-organizational projects that involve capacity building for marine and coastal practitioners? (e.g. are you getting funding from a donor that is also supporting other organizations under the same project)?

Yes / No

*If yes, please share the relevant project title here:*

Name of Project	Funder	Started (approximate year)	Will end (approximate year)	Geographic area of project
EX: FishSave	EX: XYZ donor	EX: 2019	EX: 2022	EX: The Quentin Islands, Indonesia

### **Geographic priorities & learning sites in the coral triangle**

This is the last question category.

To secure marine and coastal biodiversity in the Coral Triangle, key sites of conservation importance have been identified. Some of these areas have been secured as marine protected areas (MPAs) or are managed under other frameworks, e.g. marine managed areas (MMAs), locally managed marine areas (LMMAs), other effective area-based conservation measures (OECMs) etc.

### **MPAs**

**Q12:** The following sites have been identified as key MPAs in the coral triangle (through CTMPAs) as either category 4 (flagship sites) or category 3 (priority development sites). These sites are anticipated to provide platforms for learning exchanges and best-practice examples that other MPAs in the region can learn from.

Please tick which of these sites — if any — your organization is providing support to for capacity building.

[If none of these sites are relevant to your work, please leave blank]

COUNTRY	NAME	category	CHECK
Indonesia	Kepulauan Anambas Marine Nature Recreational Park	3	
Indonesia	Pangumbahan, Kec Ciracap, kab Sukabumi District Marine Conservation Area	3	
Indonesia	Savu Sea Marine National Park	3	
Indonesia	Gili Meno, Gili Ayer, Gili Trawangan Marine Nature Recreational Park	3	
Indonesia	Pulau Weh Sabang Marine Nature Recreational Park	3	
Indonesia	Nusa Penida Marine Conservation Area	3	
Indonesia	Selat Pantar (P Batang, Lapang, Rusa) District Marine Conservation Area	3	
Indonesia	Raja Ampat Marine Nature Reserve	3	
Indonesia	Kepulauan Wakatobi Marine National Park	4	
Indonesia	Raja Ampat (Southeast Misool, Teluk Mayalibit, Selat Dampier, Ayau-Asia Island) District Marine Conservation Area	4	
Malaysia	Tun Mustapha Park	3	
Malaysia	Tun Sakaran Marine Park	3	
Malaysia	Tunku Abdul Rahman State Park	3	
Malaysia	Turtle Islands State Park	4	
Malaysia	Pulau Tioman	4	
Papua New Guinea	Kulungi	3	
Papua New Guinea	Lolobau	3	
Papua New Guinea	Tarobi	3	
Philippines	Apo Island Protected Landscape and Seascape	3	
Philippines	Tubbataha Reef National Park	4	
Philippines	Turtle Islands Wildlife Sanctuary	4	
Philippines	Apo Reef Marine Reserve	4	
Solomon Islands	Zinua	3	
Timor-Leste	Nino Konis Santana National Park	3	

### **MPAs, MMAs, LMMAs, OECMs etc:**

To secure marine and coastal biodiversity in the Coral Triangle, key sites of conservation importance go beyond marine protected areas (MPAs) and may be managed under other frameworks, e.g. marine managed areas (MMAs), locally managed marine areas (LMMAs), other effective area-based conservation measures (OECMs) etc.

**Q13:** Are there sites you are aware of that are not listed on the previous page that you feel exemplify best-practice effective management, and could provide useful learning examples for other practitioners in the region?

*Note, these do not have to be MPAs, they may be MMAs, LMMAs, OECMs or other marine and coastal areas under effective management that can provide good lessons learned for other regions*

Yes / No

*If yes, please provide brief site information here:*

Name of Site	Country	Province / Island/ Area	Type of site	Reason for recommending as a best-practice example
EX: Misali MMA	EX: Indonesia	EX: Province X	EX: MMA	EX: Highly effective community Pokmaswas active at the site

*Thank you*

Name of the organization \_\_\_\_\_

Name of respondent \_\_\_\_\_

Contact email: \_\_\_\_\_