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BOBLME and MFF Regional Training Course (RTC) “Effective Communication to Support Integrated Coastal Management”
28 – 30 July, 2010 Bandos Resort, Maldives

Training Course Summary Report
06 August, 2010

Background
The Bay of Bengal Large Marine Ecosystem (BOBLME) Project Coordinator and the Mangroves for the Future (MFF) Secretariat held an informal meeting in February 2010 to discuss the potential collaboration between the two initiatives. There was a consensus between both Secretariats to collaborate through joint activities such as workshops and training courses, especially given the overlap in geographical scope and with similar objectives. In a follow up meeting in April 2010, the BOBLME and MFF Secretariat agreed to conduct a series of regional training courses for BOBLME and MFF Focal Countries. The need to build regional communications capacity was identified as a priority. It was therefore decided to conduct a three-day introductory training course on effective communication to help build communications capacity to assist BOBLME and MFF focal country participants to support efficient programme delivery, maintain good working relations with stakeholders. This is highly compatible with the BOBLME and MFF Communications strategies and is relevant to all BOBLME Project sub-components and MFF programmes of work.

MFF Secretariat was responsible for designing, organizing and conducting the meeting. MFF Secretariat staff has participated in Training of Trainers and have conducted communication and media training for MFF Country Coordinators and IUCN Senior staff and for journalists and Government Public Relation Officers in MFF focal countries. MFF also has a track record of working with the media including organising press trips for national and international press.
Introduction
A regional training course (RTC) in Effective Communication to Support Integrated Coastal Management was held at Bandos Resort, Maldives 28-30 July, 2010. The National Coordinating Body (NCB) of MFF Maldives hosted the training course. This was an introductory training course intended for BoBLME and MFF mid-career natural resource managers and government representatives who are engaged in various aspects of coastal zone management and in need to improve their communication skills to effectively communicate technical information to key audiences at various levels.

Objective
The objective of the course was to build communications capacity, improve presentation skills and confidence in talking to the media.

The three-day long course was based largely on the communication tools and methods developed and used by MFF during Phase I. Under the overall theme of the Training Course “Effective Communication to Support Integrated Coastal Management”, the tools and methods was presented within three main training modules.

- Presentation skills
- Crafting messages
- Working with the media

There were a total of 22 trainees from nine different countries in Asia and Africa, from Academia, NGOs and Government. The trainees had a wide range of experiences and were a diverse age group (See annex I for a List of Participants).

Conduct of the RTC
The modality of the training course was a combination of presentations, parallel working groups and field work sessions. Great emphasis was placed on interactive learning involving practical demonstration and use of roll play in real life situations (field examples, mock interviews/presentations, etc.). Please see Annex II for the training programme/agenda. The course was conducted by the MFF Secretariat Programme Officer, Minna Epps together with a communication and PR specialist, Rebecca Jane Sullivan (See Annex III for organizers and trainers personal profiles).

The training course opened with readings from the Koran followed by a welcome address by Mr. Mohamed Zuhair, Director General, EPA, Maldives and a short video. After there was interventions from Mr. Andrew Cox, Resident Coordinator, UNDP Maldives, Dr. Chris O’Brien, Regional Coordinator, BOBLME and Dr. Donald Macintosh, Regional Coordinator, MFF Secretariat. Dr. Abdullah Naseer, Personal secretary, Ministry of Agriculture and Fisheries, Maldives was invited as the key note speaker. For more information about the regional training course, resource documents and presentations, please visit the MFF website: www.mangrovesforthefuture.org or contact:

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Course Evaluation

This course has been evaluated to enable the BOBLME and MFF Secretariats to develop training manuals and to improve future training courses. The training course evaluation and feedback results summarised below are based on participants’ feedback of the course. Each participant was asked to fill in an evaluation form (see annex 4) to assess participants opinions on logistics, overall training conduct, the level of difficulty of the training modules, trainers, and relevance to their work, as well as a few open-ended questions. 18 of the 21 training course participants filled out the questionnaire. In addition to the participants’ feedback, the organizers and trainers reflections have been incorporated together with the lessons learned.

Summary of Participants’ training course evaluation results and feedback

Training course overall

The majority of the participants thought that Logistics (during the course), facilities & services, and food were either good or excellent. 64 % of the participants rated the overall training course as excellent and 36 % as good.

![Figure 1 Ratings of various components of the training course](image)

Figure 1 Ratings of various components of the training course

The sessions

All respondents were asked to rate and comment on various aspects of the training course sessions. All participants rated the introduction exercise (My Photo) as good (55%) or excellent (45%).

Introduction to Effective Communication

The aim of this session was to provide a basic introduction including definitions to ensure that everybody had a common understanding before embarking on more in-depth components of communication. Overall, the participants rated this session either as good (66%) or as excellent (34%). 72 percent of the respondents thought that the content (level of difficulty) of this session was about right, whereas 22 percent of the respondents perceived the introduction to effective communication session to be too basic, and about 6 percent found it to be too difficult.

Relevance

The respondents where also asked to assess the relevance of a particular session to their work. The majority of the participants thought that the introduction session on Effective Communication was either relevant (44%) or very relevant (56%) to their professional occupation. This was not surprising given that
the participants had opted for the training course to improve their communication skills to facilitate their respective work.

Evaluation of trainers
The participants were asked to grade the trainers from 1- 5 (1= Very poor, 2= Poor, 3= Average, 4= Good, 5=Excellent). All the trainers were rated averaged (one respondent or 6%) or above, with the majority rated as good (50%) followed by excellent (44%) (see figure 2).

Evaluation of course module materials
The participants rated the course materials provided as average or above. 50 percent of the respondents rated it as a good and 39 percent as excellent, with a couple of exceptions. These respondents said that they would have preferred to receive the material ahead of time. It is worth noting that few training materials were provided during the training course and participants were not given materials or a reading list ahead of time. The aim was to use as many practical and interactive examples as much as possible. However, a lot of audio visual materials were used hence the respondents were asked to grade the materials provided and used during the training course.

Communication, Relationships and partnerships
94 percent thought that the exercise was good or excellent and 6 percent though that it was average (see figure 3). Most respondents who provided a comment said that they found it very meaningful and that they would have liked to expand on this further.
Presentation Skills

Overall, the participants rated this session either as average (11%), good (56%) or as excellent (33%). Participants also said that they appreciated this session as it was very important to their work but that more time should have been allocated to this session.

Content
About 78 percent of the respondents thought that the content or level of difficulty of this session was about right, whereas 22 percent of the respondents perceived the presentation skills session to be too basic.

Relevance
All of the respondents found the session on presentation skills relevant to their respective work.

Evaluation of trainers
All respondents rated the trainer as either excellent (39%) or good (61%). (see figure 3).
Evaluation of course module materials
Half of the respondents (50%) rated the course materials used as good, 36 percent as excellent and 6 percent rated the material as average or poor (respectively). These respondents said that they would have preferred to receive the material ahead of time and more examples used during the session.

Participants’ presentations
The majority of participants thought this exercise was good and found it useful to their work (See Figures 5a and b). Some respondents added that although most of it was common sense they found it very useful to practice and reinforce the do’s and don’ts as well as watching their presentation being played back to them revealed habits that they were unaware of.

Social Media
This was the first time Social Media was included in a communications training and it was very difficult to conducted at a level that it was useful to all as this is a new and rapidly evolving area and to some extent represents a digital divide. Overall, the participants rated this session either as average (22%), good (39%) or as excellent (39%). About 78 percent of the respondents thought that the content or level of difficulty of this session was about right, whereas 22 percent of the respondents perceived the presentation skills session to be too basic. All of the respondents found the session relevant to their respective work. And all respondents rated the trainer as either excellent (39%) or good (61%). The majority of the respondents though the materials used were good (51%).
Content
72 percent of the respondents rated the content of the social media session as excellent, 17 percent rated it as too basic and 11 percent thought it was too difficult. Participants who have never been in contact with new on-line networking tools found it interesting but too difficult to follow whereas the trainees that had been exposed to new on-line applications and networking tools found it too basic. Some responded said it was an eye-opener which provided them with new ideas other would have liked to see more examples and have had the chance to develop a mock social media strategy. The latter was envisaged as part of the exercise but given that so many had not used the tools and applications such as facebook and twitter, the trainer decided not to pursue this as the group was too diverse in terms of their prior experiences with social media as well as the relevance to their work, as this was not relevant to all trainees daily work.

Relevance
The respondents where also asked to assess the relevance of social media to their work. The majority of the participants thought social media was either relevant (50%) or very relevant (39%) to their professional occupation whereas 11 percent said it was not applicable to their work. 56 percent of the respondents found it very relevant and 44 percent for thought that it was relevant. This was not surprising given that the participants had opted for the training course to improve their communication skills to facilitate their respective work.

Evaluation of trainers
The participants rated the trainer for this session as averaged (one respondent) or above, with the majority rated as good (61%) followed by excellent (33%) (see figure 6).

Evaluation of Social Media materials
The participants rated the course materials provided/used as average or above. The majority thought that the training materials were good and 39 % rated the PCA/LFA materials as excellent. Few training materials were provided during the training course and participants were not given materials or a reading list ahead of time. The aim was to use as many visual examples as possible and to create a discussion around the materials used. A lot of audio and visual materials were used and handouts were given to participants during the session. The majority of respondents graded the materials provided and used during the training course as good (61%), 22 percent rated the materials as excellent and 17 percent rated the materials as average.

Working with the Media
This session appeared to be the highlight of the training course based on participants’ feedback. Most of the training course participants had not had any formal media training although many had experience in working with and talking to the media. Half of the participants rated the working with the media session overall as excellent (50%), the others rated it either as good (39%) or as average (11%).

![Figure 7 Evaluation of Working with the Media Session](image-url)
Content
78 percent of the respondents rated the content of the working with the media session as excellent, 17 percent rated it as too basic and 6 percent thought it was too difficult. Some responded emphasized that it was their first media training in their professional career and therefore valued it immensely.

Relevance
The respondents where also asked to assess the relevance of working with the press and mass media in their work. The majority of the participants said working with the media was a part of their work and 53 percent found the session very useful and 35 percent found it useful whereas 12 percent said it was not so useful for their work. Although, some respondents said that they now know what type of products/news to provide the media with and that they were aware of the dos and don’ts. Others said that they learned a lot but that they would like to spend more time on what is news worthy with more examples eg, what is worth conveying in an ICM context. However, there appears to be a consensus that they all felt more confident to stand in front of the camera as a result of this session.

Evaluation of trainers
The participants rated the trainer for this session as averaged (one respondent) or above, with the majority rated as good (56%) followed by excellent (39%) (see figure 7).

Evaluation of Working with the Media materials
The participants rated the course materials provided/used as average (23%), good (30%) and excellent (47%). Please note that no powerpoint presentation was used for this session. Instead the trainers used the flip charts to engage participants in what they thought was news worthy, their challenges in working with the media as well as opportunities. The participant got to develop a simple communications strategy/plan followed by a natural disaster in order to practice crafting messages and which media to use when. The aim of this session was for the participants to learn to think like a journalist and to answer the “So what?” questions by practicing interviewing other participants followed by an elevator pitch which was recorded on camera. This session served as an introduction to working with the media as well as preparation for the field media exercise the following day.

Field Trip and Media exercise
A field trip was organized to two neighbouring islands Himmafushi and the Hurrah Atoll to look at beach erosion, waste management and a mangrove restoration site. The participants then got to practice delivering a soundbite (15-20 seconds) on camera followed by an exercise to answer hostile interview questions in order to prepare trainees for the “worse case scenario”. The participants all found it refreshing to be out in the field after two long days in the class room. This session was rated as either excellent (44%), good (50%) or average (6%). Although, many expressed that they would have wanted to spend more time in the field, particularly practicing telling a story in the field. 67 percent rated the media exercises in the field as excellent (28%), good (66%) or average (6%) and said that they felt more confident talking to the media after having practiced as well as they were going to go back and craft key messages relevant to their work objectives in preparation for future media interviews.

Application of tools and methods learned
All a part from one respondent said that they had been able to apply the tools that they had learned during the first two days of the course. However, many iterated that they would have liked to have more time to practice.
Form of training
The form of training was new to most of the participants. Most participants said that they thought that this form of teaching was very good, productive, engaging and effective and that they will apply this type/form of conducting meetings and workshops in their professional work. They also said that they learned a lot from their peers. The respondents further said that they thought the level of participation by all group members was high and that they made good relationships with the other group members despite the diverse background, level of experiences and age groups. Many further re-iterated that they appreciated the informal setting and the agreed that there should be minimum classroom lectures.

Testimonials from the feedback forms:

“Great effort by MFF and BOBLME, this training course on effective communication will help me conduct awareness raising campaigns using media; therefore this workshop was very valuable to me...”

“This workshop was very important to me, please continue this type of training at a national level as well”

“This course helped me understand people better and improve my personal communication skills, but the course was too short!”

“I would specially recommend this training course to high level decision or policy-makers......include negotiations and facilitation skills..”

“I thought it was good team work and an exciting young group and I particularly”. I also liked the mixing of ages and nationalities

Would you recommend this training course?
The trainees were asked whether they would recommend this training course and if yes, then to who? All of the respondents said that they would recommend the training course to their colleagues. Others mentioned that this type of training would be very suitable for the Ministry of Environment and other similar national Government Agencies/Authorities. Some felt that this kind of course was particularly important to project managers.

The length of the course
None of the participants perceived the training course as too long. 39 percent thought the course was too short and the remaining 61 percent thought it was about the right length (2.5 days).

What participants like the most about the course?
The respondents identified the following as what they liked the most (on a sliding scale high to low):

- Field trip
- Media exercise
- Social Media
- Working with the media
- good content and interactive
- participants presentations
- practical exercises
- My photo
- Group work
- Friendly atmosphere
- Learning new delivery mechanisms

**What participants like the least about the course?**
The respondents identified the following as what they liked the least:
- Nothing
- Participants’ presentations (too long)
- Giving a soundbite on camera
- Homework (too little time to prepare)
- Social Media
- Photo session
- The classroom
- Organisation of events

**Suggested improvements for future courses**
Respondents were asked to comment on what they would like to improve for future MFF training courses. Most either left it blank or said that they would not change anything, however, the following issues were identified as areas of improvement:
- Expand the training course to include negations skills
- Provide training materials in advance
- Use more materials and handouts
- More emphasis on mass media
- Expand course to accommodate more participant presentations and case studies
- More outdoor participatory activities
- Less time on how to conduct a powerpoint and more time on social media and other types of communication
- The course should be five days or one week with interactions with real media
- More practical sessions
- More participants
- More on working with the media
- Give everybody the chance to practice presentation/communication for different audiences

*Please note that the above list represent what the majority said although there were contradictions e.g. some wanted to include more on powerpoint presentations and others less to give more focus on other types of communication.*

In addition, there were also quests for national courses in Effective Communication.

**Limitations**
Due to unforeseen circumstances, the lead trainer Dr. Peter Rothlisberg identified by BOBLME was unable to conduct the training and cancelled two weeks prior to the course start date. Ms. Rebecca Sullivan was contracted by MFF Secretariat at a very late stage and the two trainers (Minna and Rebecca) had not previously worked together and had limited time to prepare and coordinate the training. Additionally, the selection of participants was also very last minute especially for the Government representatives and kept changing until the very last minute, hence, the trainers did not have much prior information about the participants in order to better tailor the material and conduct of the course to suit everyone’s need. However, it was felt that given these circumstances the course conduct went extremely well and exceeded
expectations at many levels. With more time to plan the course we could not have been able to achieve more than we did as three days is not long enough.

Recommendations for future courses
These comments and recommendations below are based on the results and suggestions for improvements made by organizers, participants and trainers. The feedback is a combination of observations during the course and a post-training participant course evaluation questionnaire. This was the first Regional training course organized by the BOBLME and MFF Secretariats so it was crucial to get as much feedback as possible from both trainers and trainees in order to improve future joint training courses and workshops.

The training course was very well received by the participants and trainers alike, but it was echoed throughout the training course that the time for a course of this nature was too short. It has therefore been suggested that future courses need to be extended. Given the opportunity to put together a four stage workshop for communicating from the very basics to more advanced would be of extreme benefit to the types of attendees that participated in the course.

There was also a call for more integration of negotiation skills and how to conduct a successful meeting. The course should therefore be extended to five days to incorporate facilitation and negotiation skills and to conduct win-win multi-stakeholder meetings, as well as to allow more time for the practical exercises. Below is a summary of various issues raised by trainers and organisers followed by a list of recommendations.

Diversity of participants
There were a total of nine nationalities attending the course and there was a gender balance. The smaller working groups added to their cultural exchange of lessons learned and practices across the region. However, the group was too diverse when it came to their experiences in certain areas such as Social Media. This made it difficult to target the materials for the training audience. Future courses should therefore consider providing a range of modules/sessions allowing participants to opt for their preferred choice. The diversity of the participants’ experiences in communications and working with the media was a challenge. It is somewhat unique to have very senior and junior professionals attending the same course; however, the senior professionals could take on a more mentoring role.

Group dynamics & participation
The group dynamics appeared to have been very good. Relatively all the members of the group actively participated in the discussions and exercises. It is worth noting that for many this was the first time they were exposed to this type of learning and the form of teaching, especially working in a group with significant levels of seniority. Despite some groups being very diverse in the level of experience within the group, they still managed to work together toward common goal, though not always effective as a team. Most participants said that this was one of the better experiences of the course.

English language skills
The English language skills were varied and may have limited the level of understanding and participation of some. But overall the level of English language skills was very high.

Selection of participants
The Country coordinators in each country were responsible for coordinating and facilitating the nomination of the participants from their respective country. Given that this was an introductory course in communication, the participants were not screened according to any specific criteria except for the level of English and that their work had to be relevant to ICM, which resulted in a wide range of backgrounds and
experiences. The participants were asked to share in advance their personal profile including the area of work and previous experience in working with the media. This is extremely helpful for the preparation of training courses and more efforts should be made to ensure that this gets submitted in time. Participants also need to be better briefed about the training course. Finally, this type of training is highly dependent on their own inputs to maximize the learning.

Field trip/work
The field trip certainly gave the participants a flavour of the ground reality and was appreciated by the participants. The choice of location to carry out the field work was an ideal setting/area to illustrate and investigate climate change adaptation options, as well interlinkages for ICZM which could have been further explored to allow participants to practice telling a story about the issues surrounding them. More time should also have been set aside for the field trip.

Training materials
It would have been good if the background material was made available to participants before the course as appropriate, giving them a head start for an intensive course. However, the nature of what we wanted to achieve meant that we could not give to much away prior because we wanted to catch participants off guard and not give them too much opportunity to try to rehearse answers. This by day three had begun to work and I think they had loosened up and enjoyed some of the spontaneity of the course. There was also a demand for packaged training materials in the form of guidelines and manuals. With the overall aim to build capacity in the region this would be a worth while investment as it would allow each country to conduct follow up national courses. This could be done with the additional support of an international or national trainer.

Summary of recommendations:
- Course should be extended to five days
- Include more content relevant to ICM
- Include Negotiation, facilitation and mediation skills
- Use the co-trainer model
- Offer parallel options/modules from which participants can choose from
- More practical exercises
- Diverse participants
- Ensure a gender balance
- Careful selection of training location to ensure it has the right ambiance conducive for learning
- Exposure to “real” mass media
- Remain informal but be respectful of local culture

Concluding remarks
Although having pointed out some of the shortfalls, the great flexibility and adaptability of both the trainers and participants to make the training course a success should be acknowledged. The lessons learned from planning, organizing and conducting this training course have been extremely valuable to help design and plan future BOBLME and MFF training courses. In conclusion, all the participants found the course both useful and enjoyable and requested national follow ups. They also expressed a strong will to continue the RTC network of professionals and newly made friends across the region.
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nportlouis@yahoo.com                                                                                                                                 |
| 17   | Sri Lanka | Ms. Palanevidane Arachchige Chamari Lakmali | SEWALANKA FOUNDATION  
Opposite the Temple, Delduwa  
Wadduwa, Sri Lanka  
Tel: +94-34-394-4600  
Fax: +94-34-323-1909  
MB: +94-77-373-0273, +94-77-71-587-5357  
Email: kalutara@sewalanka.org                                                                 |
| 18   |           | Mr. Wicrama Arachchilage Nimal Sri Rajaratna | Coast Conservation Department  
4th floor, New Secretariat  
Maliwatte, Colombo 10  
Sri Lanka  
Tel: +94-11-247-2623  
Fax: +94-11-247-2623  
MB: +94-77-155-8251 | Email: Nrajaratha@gmail.com                                                                 |
| 19   |           | Mr. Warnakula Patabandige Fostines Mahesh Perera | Radio Programme Producer  
Ministry of Fisheries & Aquatic Resource Development  
New Secretariat, Maliwatta, Colombo  
Sri Lanka  
Tel: +94-11-2446183  
Fax: +94-11-2387115 | Emails: mgovinnage@gmail.com                                                                 |
<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Name</th>
<th>Position/Role</th>
<th>Address</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>20</td>
<td>Thailand</td>
<td>Ms. Saisunee Chaksuin</td>
<td>Dolphin Conservation Project Manager, Environmental Education Unit</td>
<td>WWF Thailand Country Programme 2549/45-47 Phaholyatin Rd., Lardyao, Jatujak Bangkok 10110, Thailand</td>
<td>Tel: +662-709-5969 Fax: +662-709-5969 MB: +66-089-996-5082 Email: <a href="mailto:saisuneec@wwfRRKONG.org">saisuneec@wwfRRKONG.org</a>; <a href="mailto:saisuneec@yahoo.com">saisuneec@yahoo.com</a></td>
</tr>
<tr>
<td>21</td>
<td>Thailand</td>
<td>Ms. Praulai Nootmorn</td>
<td>National Coordinator of BOBLME Project, Director/Andaman Sea Fisheries Research and Development Centre</td>
<td>77 Tumbon Vichit Muang District, Phuket 83000 Thailand Tel: +66-76-391138 Fax: +66-67-391139 MB:+66-81-2735837 Email: <a href="mailto:Nootmorn@yahoo.com">Nootmorn@yahoo.com</a></td>
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<tr>
<td>22</td>
<td>Vietnam</td>
<td>Ms. Nguyen Thi Bich Hien</td>
<td>Vietnam Administrations of Seas and Islands (VASI)</td>
<td>No.83, Nguyen Chi Thanh Street, Dong Da District Hanoi, Vietnam Tel: +84-4-377-31805 Fax: +84-4-377-35093 MB: +84-988-220-288 Email: <a href="mailto:bichhiennguyen78@yahoo.com">bichhiennguyen78@yahoo.com</a>; <a href="mailto:ntbhien@monre.gov.vn">ntbhien@monre.gov.vn</a></td>
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<tr>
<td>23</td>
<td>MFF Secretariat</td>
<td>Dr. Don Macintosh</td>
<td>Coordinator, Mangroves for the Future</td>
<td>IUCN – International Union for Conservation of Nature Asia Regional Office 63 Sukhumvit Soi 39 Wattana Bangkok 10110 Tel: +662-6624029 ext 144 Fax: +662-6624388 MB: +66-089-811-9408 Email: <a href="mailto:Don@iucn.org">Don@iucn.org</a></td>
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<td>24</td>
<td></td>
<td>Minna Epps</td>
<td>Programme Officer</td>
<td>IUCN – International Union for Conservation of Nature Asia Regional Office 63 Sukhumvit Soi 39 Wattana Bangkok 10110 Tel: +662-6624029 ext 108 Fax: +662-6624388 MB: +66-087-082-3331 Email: <a href="mailto:minna.epps@iucn.org">minna.epps@iucn.org</a></td>
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<td>Name</td>
<td>Position and Contact Details</td>
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<td>25</td>
<td>Mon (Punporn) Camilleri</td>
<td>Executive Secretary to Coordinator, Mangroves for the Future IUCN – International Union for Conservation of Nature Asia Regional Office 63 Sukhumvit Soi 39 Wattana Bangkok 10110 Tel: +66-6624029 ext 222 Fax: +66-6624388 MB: +66-089-012-4321 Email: <a href="mailto:Punporn.camilleri@iucn.org">Punporn.camilleri@iucn.org</a></td>
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<td>26</td>
<td>BOBLME Dr. Chris O'Brien</td>
<td>Regional Coordinator Bay of Bengal Large Marine Ecosystem Project (BOBLME) FAO Regional Office for Asia and the Pacific Maliwan Manasion, 39 Phra Atit Road, Bangkok 10200 Tel: +66-697-4000 Fax: +66-697-4445 Email: <a href="mailto:Chris.Obrien@fao.org">Chris.Obrien@fao.org</a></td>
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<tr>
<td>27</td>
<td>UK Ms. Rebecca Sullivan</td>
<td>Lead Trainer Badgers Retreat, Larchgrove House Selsley Rd, North Woodchesteer GL5 5PH Tel: +44787-206-8441 <a href="mailto:Rebecca@reapandsow.co.uk">Rebecca@reapandsow.co.uk</a></td>
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## Annex II

<table>
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<tr>
<th>Date</th>
<th>Activity/Agenda Item</th>
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| Tuesday 27 July    | Arrival and check-in  
**Welcome Dinner** at 19.30 at the Gallery, Bandos Resort                                                                                                |
| Wednesday 28 July  | DAY 1                                                                                                                                  |
| 08.00-08.45        | **Registration** Ms. Punporn (Mon) Camilleri, MFF Secretariat                                                                   |
| 09.00-10.00 (1 hr opening ceremony plus photo opp.) | **Opening Ceremony**  
Readings from the Koran  
Welcome address by Mr. Mohamed Zuhair, Director General, EPA, Maldives  
Short Video  
- Mr. Andrew Cox, Resident Coordinator, UNDP Maldives  
- Dr. Chris O’Brien, Regional Coordinator, BOBLME  
- Dr. Donald Macintosh, Regional Coordinator, MFF Secretariat  
Opening remarks- Key note speaker, Dr. Abdullah Naseer, Personal secretary. Ministry of Agriculture and Fisheries, Maldives |
| 10.00-10.30        | Coffee Break .................................................................................................................................................................................................. |
| 10.30-10.45        | **Introduction to the Regional Training Course** (Objectives, Agenda setting and ground rules) Ms. Minna Epps, MFF Secretariat                                                                                       |
| 10.45-11.30        | **Participant introductions** – “MY PHOTO”  
In teams of two (find a partner you do not already know from a different country and fill out the “My photo” boxes. (10 minutes)  
Present your partner (1 minute).                                                                 |
| 11.30-12.45        | **Introduction to Effective Communication** (the big picture) Minna Epps  
(this will lay the basics, what are our communications objectives?, what do we want to achieve?, tools and channels).  
**What works?** Examples of effective communications Ms. Rebecca Jane Sullivan  
Q & A                                                                                                                                              |
| 12.45-13.45        | Lunch break .................................................................................................................................................................................................. |
| 13.45 – 14.30      | **Communications, a tool to build relationships and partnerships**– Minna  
- Issue, Challenge, Solution exercise  
- Partnerships- How to conduct a successful multi-stakeholder meeting                                                                                     |
| 14.30-15.30        | **Presentation Skills** – Rebecca  
What do we need to communicate and how?  
What constitutes a good presentation?  
Basic design rules  
(This session will be interactive with practical examples of effective delivery to maximize impact)                                                   |
<p>| 15.30-15.50        | Coffee Break .................................................................................................................................................................................................. |
| 15.50-16.50        | ....continued                                                                                                                     |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>17.00-17.15</td>
<td>Review progress and wrap up</td>
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<tr>
<td>Thursday 29 July</td>
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<tr>
<td>09.00-10.30</td>
<td><strong>Participant presentations and feedback</strong></td>
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<tr>
<td>10.30-10.50</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10.50-12.45</td>
<td>Presentations and feedback continued, review and wrap up</td>
</tr>
<tr>
<td>12.45-14.00</td>
<td>Lunch break</td>
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<tr>
<td>14.00-15.15</td>
<td><strong>Social Media</strong></td>
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<td>- Did you know? (5 min video)</td>
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<td>- The role and use of social media</td>
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<td>- What is social media?</td>
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<td>- Social Networking - How does it work?</td>
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<td>- Developing a social media strategy</td>
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<td><strong>Open discussion</strong></td>
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<td>15.15-15.30</td>
<td>Coffee Break</td>
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<tr>
<td>15.30-17.00</td>
<td><strong>Introduction to working with Media</strong> (Minna &amp; Rebecca)</td>
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<td>The idea is to give experience of working with the press, understand how they work - who are the reporters, agencies/the multiplication factor, what journalists want, what journalists get, criterion for newsworthiness and sliding story scale</td>
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<td>- What do you want to tell the media: crafting messages &amp; deliver on camera (Video examples)</td>
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<td>- Broadcast training, getting used to TV and radio interviews – how to answer a hostile question</td>
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<td>- Do’s and Don’ts - Twelve Golden Rules for Getting Publicity</td>
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<tr>
<td>17.00-17.15</td>
<td>Wrap up and instructions for the field day</td>
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<tr>
<td>Friday</td>
<td>DAY 3</td>
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<tr>
<td>07.30-11.00</td>
<td>Field trip</td>
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<td>07.30</td>
<td>Meet in the lobby to take speed boat to K. Himmafushi</td>
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<tr>
<td>07.45-09.15</td>
<td>Split up in two groups to conduct video interview exercise</td>
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<tr>
<td>09.15-09.30</td>
<td>Look at beach erosion on Himmafushi</td>
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<td></td>
<td>Short presentation by Mr. Adam Shareef, MFF Maldives Coordinator</td>
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<tr>
<td>09.30</td>
<td>Transfer to Hurrah Atoll to look at Mangrove restoration site</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>10.15</td>
<td>Return to Bandos Resort</td>
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<tr>
<td>10.30-11.30</td>
<td>Convene in Unimaa Meeting room for viewing sound bites and feedback on media exercises in the field (recorded interviews)</td>
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<tr>
<td>11.30-12.00</td>
<td>Check out</td>
</tr>
<tr>
<td>12.00 – 12.30</td>
<td>Viewing and feedback continued and course evaluation</td>
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<tr>
<td>12.30- 13.30</td>
<td>Lunch</td>
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<tr>
<td>13.30 – 14.15</td>
<td>Certificate presentation and Closing remarks</td>
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Annex III  Organisers and Trainers’ Profiles

Chris O’Brien, BOBLME Regional Coordinator

Chris has been managing the FAO BOBLME Project since it began in May 2009. Chris is responsible for coordinating and overseeing the work in all the eight countries that border the Bay of Bengal. Prior to this, he was the Deputy Secretary at the Indian Ocean Tuna Commission, based in the Seychelles. Chris has considerable experience in the communication of the technical information to a broad range of audiences. This was honed at the Ministry of Fisheries in New Zealand where he was a Science Manager, responsible for the provision of advice on stock assessment, the effects of fishing on the aquatic environment and marine biosecurity to Resource Managers, Government Ministers, Industry and Conservation groups, and the public. In addition to this work he has also held the position of Chief Technical Officer - Marine Biosecurity, in which he had the statutory powers under the New Zealand Biosecurity Act to make independent directions to avoid or mitigate marine biosecurity threats. Chris has made numerous high-level representations in a range of international forums over the years, including key-note presentations. He has a PhD in marine ecology from the University of New South Wales, Australia and currently lives with his family in Bangkok, Thailand.

Don Macintosh, MFF Coordinator

Don has been working for IUCN as the MFF Coordinator since August 2007. Prior to that he was Senior Technical Adviser to a Marine Protected Area project in Viet Nam, funded by Danida and a Danida Professor in Environment & Development based at the Aarhus University in Denmark. He has also worked at Stirling University, Scotland and at the Asian Institute of Technology in Bangkok. He holds a PhD in mangrove ecology from the University of Malaya (Malaysia) and a BSc in Zoology from Aberdeen University, Scotland. Don has more than 35 years experience in education, research and international development, including working experience in about 30 countries, plus teaching and research supervision of university post-graduate students from countries in the Caribbean, African, Asian and Pacific regions. He is author of more than 90 scientific publications, including a Code of Conduct for the Sustainable Management of Mangrove Ecosystems commissioned by the World Bank.

Minna Epps, MFF Programme Officer (course organiser/trainer)

Minna joined IUCN in 2007 to work on MFF. As the Regional Knowledge Management Officer, Minna works closely with Don at the MFF Secretariat in Bangkok to help ensure effective programme delivery and to ensure that cross cutting issues are integrated. She is also responsible for all MFF communication matters and Information & Knowledge Management. She has almost 10 years of environmental (coastal and marine) research and policy analysis, project management, facilitation, communications, advocacy and outreach experiences in developed and developing countries from working with; IUCN, UNEP, the World Trade Organization, DG-FISH European Commission and for conservation NGOs. Minna is Swedish/American and holds a BSc in Marine & Freshwater Biology and an
MSc in Global Environmental Change and Policy from Imperial College, UK and Advanced Coastal Management Course at Rhode Island University, US and most recently an Environmental Leadership Programme Graduate from UC Berkeley, US.

**Punporn (Mon) Camilleri**

Mon is the MFF Programme Assistant. Mon joined IUCN Asia Regional Office as the Executive Secretary to the Regional Programme Coordinator in 2007. Today she is supporting the MFF Regional Coordinator and the MFF team. She is responsible for all logistical arrangements and supports programme delivery. Prior to joining IUCN, Mon worked for a pharmaceutical company as executive Secretary and as Administrative Assistant for GTZ. She holds a BA in Business and Administration. Mon is a Thai national and has a passion for diving.

**Rebecca Jane Sullivan, Trainer**

An Eco-aggie and food fanatic with Environmental Leadership studies from UC Berkley in California and a Masters in Sustainable Development, Agriculture and Climate Change under her belt as well as women’s farming and worshipful skills Cooperative, Dirty Girl Kitchen on the rise, Rebecca Sullivan knows a thing or two about marketing and public relations, food, agriculture and sustainability having worked on various projects such as The Real Food Festival in London and Slow Food Nation in San Francisco.

She’s an environmental agronomist and professional communicator with an avid determination to make the world stop, have a cup of tea and learn a few lessons from our granny’s. Like how to grow our own vegetables or build a stone wall, recycle, respect our land and even bake a loaf of bread. Rebecca also teaches communications marketing and PR.
BOBLME/MFF Regional Training Course on Effective Communication to Support ICM
27 – 30 July, 2010 Bandos Resort, Maldives

Training Course Evaluation Form

Dear BOBLME/MFF Regional Training Course Participant, we kindly ask you to evaluate the course by filling out the evaluation form below. The evaluation will be anonymous.

Scores 1-5 (1= Very poor, 2= Poor, 3= Average, 4= Good, 5=Excellent)

1. Overall training course

   a. Logistical arrangements
      1 □   2 □   3 □   4 □   5 □

   b. The Hotel (facilities & services)
      1 □   2 □   3 □   4 □   5 □

   c. Food (selection and quality)
      1 □   2 □   3 □   4 □   5 □

   d. Overall training programme
      1 □   2 □   3 □   4 □   5 □

2. Participant introductions (My Photo exercise)
   1 □   2 □   3 □   4 □   5 □

3. Introduction to Effective Communication
   e. Overall
      1 □   2 □   3 □   4 □   5 □

   f. Was the content:
      Too difficult? □   Too basic? □   About right? □

   g. How relevant was this to your work?
      Very relevant □   Relevant □   Not so relevant □

   h. Trainer
      1 □   2 □   3 □   4 □   5 □

   i. Materials provided/used


1 2 3 4 5

Comments:

4. Communications, relationships and partnerships

j. Issue, challenge and solution exercise:
1 2 3 4 5

Comments: (eg, clear, meaningful, or irrelevant....)

5. Presentation skills

Overall
1 2 3 4 5

k. Was the content:
Too difficult?  Too basic?  About right?

l. How useful was this to your work?
Very useful  useful  Not so useful

m. Trainer
1 2 3 4 5

n. Materials provided/ used
1 2 3 4 5

Comments:

6. Participant presentations

o. Overall
1 2 3 4 5

p. How useful was this to your work?
Very useful  useful  Not so useful

7. Social Media

q. Overall
1 2 3 4 5
r. Was the content:
   Too difficult? ☐   Too basic? ☐   About right? ☐

s. How relevant was this to your work?
   Very relevant ☐   Relevant ☐   Not so relevant ☐

t. Trainer(s)
   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

u. Materials provided/used (video + presentation)
   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐
Comments:

8. Introduction to working with the media
   Overall
   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

   v. Was the content:
      Too difficult? ☐   Too basic? ☐   About right? ☐

   w. How useful was this to your work?
      Very useful ☐   Useful ☐   Not so useful ☐

   x. Trainer
      1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

   y. Materials provided/used
      1 ☐   2 ☐   3 ☐   4 ☐   5 ☐
Comments:

9. Field trip and Media exercise

   z. Field trip (overall)
      1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

      aa. Media exercise overall
         1 ☐   2 ☐   3 ☐   4 ☐   5 ☐
Were you able to apply the tools you had learned?  

Yes  ☐  No  ☐

What is your opinion on this form of training?

What did you think about the length of the course?

Too long?  ☐  Too short?  ☐  About right?  ☐

10. What did you like the most about the course?

11. What did you like the least?

12. What would you improve for a future course?

13. What did you think about the group as a whole?

14. How would you describe the ambiance/environment?
15. Would you recommend this course to your colleagues?

16. Other comments- please feel free to elaborate on anything you would like to convey to the Training Course Organisers, eg, suggestion for inclusion of other topics (media handling, negotiations, writing skills, how to conduct a successful meeting (facilitation etc).