



Long term Evaluation of SPA/RAC Training Programmes and Recommendations for Future Training Programmes

For bibliographic purposes, this study should be cited as:

SPA/RAC – UN Environment/MAP, 2018. Long term Evaluation of SPA/RAC Training Programmes and Recommendations for Future Training Programmes. By Gonzalvo J., Lanfredi C., and Notarbartolo di Sciara G., Tethys Research Institute. Ed SPA/RAC, Tunis. 29 pages + annexes.

Table of Content

	<u>Page</u>
Executive Summary	3
Glossary of acronyms	4
1. Rationale	5
2. Methodological Approach	6
3. Review of the training materials	6
3.1. General overview of the training programmes	6
3.2. Participants in 2010-2015 SPA/RAC training programmes	6
4. Questionnaire Results	7
4.1. Trainers	7
4.1.1. Trainers Profile	7
4.1.2. Trainers Response Results	8
4.2. Trainees	13
4.2.1. Trainees Profile	13
4.2.2. Trainees Response Results	16
5. Conclusions	23
6. Recommendations	25
6.1. Facilitating future evaluation of current training programmes	25
6.2. Trainees screening process	25
6.3. Training set-up	26
6.4. Training follow-up	27
Annex I - Training programmes conducted by SPA/RAC between 2010-2015	30
Annex II - Questionnaires produced to conduct this long-term evaluation: questionnaire for trainers (only in English); questionnaire for trainees (English version); questionnaire for trainees (French version)	31
Annex III - Comments / suggestions provided by trainees at the end of their questionnaire to improve future training initiatives	38

Executive Summary

In order for MPAs to fulfil their potential as tools to protect marine and coastal ecosystems, MPA managers and practitioners need skills and experience in planning and managing MPAs and MPA networks. Many MPA managers and policy makers, local communities and other stakeholders, have insufficient access to new knowledge, information, and guidelines coming out of science, traditional knowledge, and field experience.

This document provides a long-term evaluation of training programmes developed by the Specially Protected Areas Regional Activity Centre (SPA/RAC) between 2010 and 2015, which have targeted primarily MPA practitioners and marine conservationists, to identify possible weaknesses and provide detailed recommendations for future training programmes to be carried out by SPA/RAC.

All people actively involved in those training programmes, 38 trainers and 199 trainees, were invited to contribute to this evaluation by going through a questionnaire (made available online). Overall, 115 questionnaires were fully completed and used for the evaluation (23 by trainers and 92 by trainees).

Both trainers and training participants manifested a high degree of satisfaction and considered the training programme/s attended very beneficial to help them to develop new skills and knowledge. Nevertheless, some weaknesses and necessary improvements were identified. Recommendations here provided aim primarily at facilitating future evaluation of current training programmes, improving future trainee screening and training programmes set-up, as well as at highlighting the need for post-training follow-up and suggesting a tentative follow-up scheme.

Glossary of acronyms

AECID	Spanish Agency for International Development Cooperation
EU	European Union
FFEM	French Facility for Global Environment
GEF	Global Environment Facility
MAVA	MAVA Foundation for Nature
MAP	Mediterranean Action Plan
MedKeyHabitats	Project on the “Mapping of key marine habitats in the Mediterranean and promoting their conservation through the establishment of Specially Protected Areas of Mediterranean Importance (SPAMIs)”
MedMPAnet	Regional Project for the Development of a Mediterranean Marine and Coastal Protected Areas (MPAs) Network through the boosting of MPAs Creation and Management
MedPAN	Network of Marine Protected Areas managers in the Mediterranean
MedPartnership	Strategic Partnership for the Mediterranean Sea Large Marine Ecosystem
MPA	Marine Protected Area
SPA/BD	Specially Protected Areas and Biological Diversity
SPA/RAC	Specially Protected Areas Regional Activity Centre
UNEP	United Nations Environment Programme (aka UN Environment)
UNEP/MAP	United Nations Environment Programme / Mediterranean Action Plan
WWF MedPO	World Wild Fund for Nature Mediterranean Programme Office

Long term Evaluation of SPA/RAC Training Programmes and Recommendations for Future Training Programmes

1. Rationale

The Specially Protected Areas Regional Activity Centre's (SPA/RAC) specific objective is to contribute to the implementation of the Protocol concerning Specially Protected Areas and Biological Diversity in the Mediterranean (SPA/BD Protocol) by assisting the Mediterranean countries to reach their engagements for this Protocol. One way of providing assistance to the Contracting Parties to the Barcelona Convention, in the planning, management and monitoring of established, on-process or future MPAs, is to strengthen their capacities to deal with issues relating to the conservation and management of Mediterranean biodiversity.

With the ultimate goal of producing much needed capacity building in the region, SPA/RAC, with support of relevant partners, draws up and implements training programmes, particularly focussed on the following core areas:

- Training of scientific, technical and managerial personnel;
- Acquisition, design, development, and utilization of appropriate equipment;
- Scientific research;
- Transfer of technology on advantageous terms to be agreed among the Parties concerned;
- Public environmental education.

In 2011-2012, SPA/RAC collaborated with WWF Mediterranean, MedPAN and other partners to develop a long-term capacity building strategy to enhance the management of MPAs in the Mediterranean Sea¹. Since 2010, SPA/RAC has developed and implemented, with the support of relevant partners, a number of training workshops and practical trainings, at the regional and national levels, on different topics.

During the same time period, major capacity-building activities delivered by SPA/RAC were conducted with the support of external donors (EU, AECID, FFEM, MAVVA) in the framework of the MedMPAnet (UNEP/MAP-GEF MedPartnership) and MedKeyHabitats projects, or in collaboration with partner organisations such as WWF MedPO, MedPAN and University of Alicante, as well as with individual experts.

In order for MPAs to fulfil their potential as tools to protect marine and coastal ecosystems, managers need skills and experience in planning and managing MPAs and MPA networks. Many MPA managers and policy makers, local communities and other stakeholders have insufficient access to new knowledge, information, and guidelines coming out of science, traditional knowledge, and field experience. To fill those gaps, capacity building activities and training programmes are key. Consequently, a throughout evaluation on the effectiveness of such activities is crucial. Here we present the results of a long-term evaluation of 2010-2015 SPA/RAC training programmes, which have targeted primarily MPA practitioners and marine conservationists, to identify possible weaknesses and provide detailed recommendations for future training programmes to be carried out by SPA/RAC.

¹ Capacity building strategy to enhance the management of MPAs in the Mediterranean Sea: http://www.rac-spa.org/sites/default/files/doc_medmpanet/final_docs_regional/1_cb_strategy_to_enhance_mpa_management.pdf

2. Methodological approach

As background information for this consultancy, SPA/RAC provided short-term evaluation reports, training programmes, curricula and documentation, list of participants (trainees and trainers) and training partners.

In consultation with SPA/RAC, a detailed list of trainees, trainers, co-organisers and any other party that have somehow participated in training programmes was generated. All trainers and trainees were then contacted and invited to contribute to this evaluation by going through a user-friendly online questionnaire (easily done in less than 15 min). Three different versions of the questionnaires were produced (see [Annex II](#)) and made available online. Their respective URL links were shared with trainers and trainees as necessary, depending on their role in the training programme/s and on their language of preference:

- Questionnaire for trainers (only in English)
- Questionnaire for trainees (English version)
- Questionnaire for trainees (French version)

Online surveys are faster, simpler, cheaper than traditional tools and are becoming an essential research tool for a variety of research fields, including marketing, social and official statistics research². The online survey platform used was Survey Monkey (www.surveymonkey.com). These questionnaires were designed in order to gain information on capacity building achievements, training effectiveness and participants' feedback, as well as to identify the main skills that the trainees developed/improved as result of the training received and how those skills (if any) were used to move towards the achievement of their conservation goals. Feedback from trainers was also deemed important to gain information on their experience during the training programmes and get suggestions towards future initiatives.

3. Review of the training materials

3.1. General overview of the training programmes

The review of the training materials provided (short-term evaluation reports, training programmes, curricula and documentation, list of trainees, trainers and training partners) generated the table presented in [Annex I](#). It includes basic information on all 22 training programmes conducted between 2010 and 2015 by SPA/RAC; all participants were invited to participate in the questionnaire used for this consultancy.

3.2. Analysis of the lists of participants to the training programmes

In total, 38 trainers and 199 trainees (117 English speaking + 82 French speaking) participated in at least one of the 22 training courses. Trainers were from 7 different countries, while trainees had 18 different nationalities. The proportion of male and female participants, about 60% and 40% respectively, was very similar for both groups.

² Bethlehem, J.; Biffignandi, S. (2012). Handbook of Web Surveys. Wiley Handbooks in Survey Methodology. 567. New Jersey: John Wiley & Sons.

Table 1. Nationality and gender of trainers, who participated in training programmes between 2010 and 2015 and were invited to participate in the questionnaire.

Nationality	Gender		Total	Percent
	Female	Male		
Spain	5	8	13	34%
France	3	3	6	16%
USA	3	3	6	16%
Tunisia	-	5	6	16%
Greece	2	1	3	8%
Italy	-	2	2	5%
Turkey	1	1	2	5%
TOTAL	14	23	38	100%
	37%	61%		

Table 2. Nationality and gender of trainees, who participated in training programmes between 2010 and 2015 and were invited to participate in the questionnaire.

Nationality	Gender		Total	Percent
	Female	Male		
Tunisia	24	19	43	22%
Croatia	9	10	19	10%
Libya	-	17	17	9%
France	5	12	17	9%
Algeria	5	8	13	7%
Turkey	4	9	13	7%
Spain	8	4	12	6%
Morocco	1	10	11	6%
Albania	5	4	9	5%
Montenegro	8	-	8	4%
Egypt	-	7	7	4%
Italy	2	5	7	4%
Lebanon	1	5	6	3%
Syria	1	5	6	3%
Greece	1	3	4	2%
Slovenia	1	3	4	2%
Israel	-	2	2	1%
Cyprus	1	-	1	1%
TOTAL	76	123	199	100%
	38%	62%		

4. Questionnaire Results

4.1. Trainers

4.1.1. Trainers Profile

From 38 trainers, 23 (61%) completed the questionnaire. As expected, based on the gender ratio presented above for all participants, there was predominance of males (70%) among the respondents.

Table 3. Nationality and gender of trainers.

Nationality	Gender		Total	Percent
	Female	Male		
Spain	1	7	8	35%
Tunisia		6	6	26%
France	3	1	4	17%
USA	1	1	2	9%
Greece	1		1	4%
Italy		1	1	4%
Turkey	1		1	4%
TOTAL	7	16	23	100%
	30%	70%		

Trainers were mostly independent experts/freelancers or academics (professors/researchers at university) aged in their 40s or beyond. Women were mainly freelancers, while men came primarily from an academic background (Table 4). Most trainers (65%) participated in more than one training programme and when asked if their expertise was relevant to the training programme they all agreed, by considering it either extremely (65%) or very relevant (35%).

Table 4. Professional position and age by gender of trainers.

Gender	Position	AGE				TOTAL
		18 to 29	30 to 39	40 to 49	50 or older	
Female	Independent expert / Freelancer	1	0	2	1	4
	Non-governmental organization	0	1	0	0	1
	Professor or Researcher at Uni (Academic)	0	0	0	2	2
	TOTAL	1	1	2	3	7
Male	Independent expert / Freelancer		1	0	2	3
	International intergovernmental organization		1	0	0	1
	MPA manager		0	1	0	1
	Other (please specify)		0	0	1	1
	Professor or Researcher at Uni (Academic)		1	3	5	9
	Student / PhD student		1	0	0	1
TOTAL		4	4	8	16	

4.1.2. Trainers Response Results

A vast majority of trainers (91%) considered the training programme/s they participated in as extremely/very helpful to help participants to develop new skills.

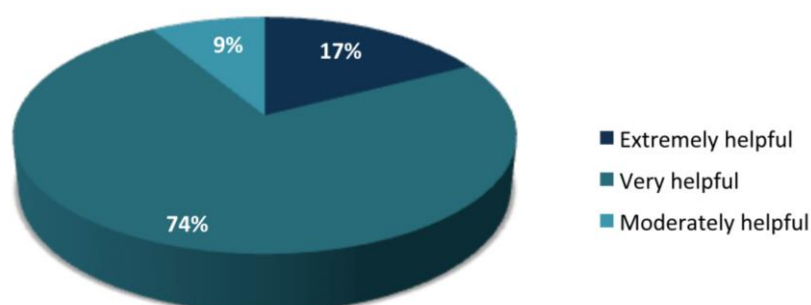


Figure 1. Responses on how helpful was the programme for the trainees to develop new skills.

When asked if they would change anything if they were asked to conduct again the same training programme/s, only 22% indicated that no changes would be necessary.

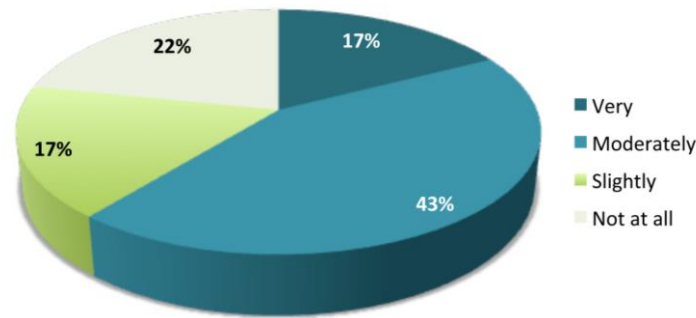


Figure 2. How necessary was for trainers to do changes for delivering more effectively the same training in the future.

Suggested changes for future training fell primarily into three categories: better screening of trainees; need to update contents/info; increase duration/timeframe. These suggestions, quoting them as submitted in the questionnaire, were:

- ✓ *Updating of some information (knowledge, experiments...).*
- ✓ *More adapted to lower level of knowledge and more practical (field workshops).*
- ✓ *There is a need to request more financial data from MPA managers. Based on this information, people can simulate their financial needs.*
- ✓ *The main change I would propose would be a better selection of the participants, so that the training is offered to those scientists who will benefit the most of it, and are also able to apply and propagate the knowledge and the know-how obtained.*
- ✓ *Increase training duration.*
- ✓ *There are some updates that I would implement and I would reinforce the practical issues of training.*
- ✓ *I would try to adapt the participants level to the topics of the course.*
- ✓ *I was part of 6 training activities between 2010-2013 on zoning (2010), Monitoring (2011), Tourism (2011), Capacity building (2012), sustainable financing (2012) and enforcement (2013). I think they were OK but after 3 or 4 years they would surely benefit from being updated, at least slightly.*
- ✓ *I would add some activities related to new research or to new protocols used.*
- ✓ *Mainly the duration and therefore the number of field sessions.*
- ✓ *Try to add lab works as a part of field and software works. Integrate some specific training session with academic courses when possible. Foresee specific session in Arabic language.*
- ✓ *Perhaps it is not fair for me to fill this up as I was conducting the training on marine and coastal Ecosystem Services' integration in MPA planning (in terms of a wide range of application such as awareness raising, policy driven specific issues, financial planning etc.). I would update the content and make sure they address real MPA related challenges that Mediterranean MPA managers face.*
- ✓ *More case studies, less general information.*
- ✓ *Tweak the pace of the training and expectations about how much could actually be covered in a meaningful way given the timeframe.*

In accordance with what is stated above, when asked about the adequacy or their degree of satisfaction on certain aspects of the training programme, trainers seemed to be not fully satisfied mainly with the profile

and the screening of participants (moderate satisfaction around 34% in both cases) but also, although to a lesser extent, with the duration of the training and with the language use. Nevertheless, overall, the large majority of trainers were satisfied with their training experience.

Table 5. Degree of satisfaction of trainers.

How Successful/Adequate were the Following Aspects	Extremely		Very		Moderately		Slightly		Not at all		No answer	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Duration	2	8.7	14	60.9	5	21.7	1	4.3	-	-	1	4.3
Group size (trainees)	4	17.4	17	73.9	1	4.3	-	-	-	-	1	4.3
Profile of participants	4	17.4	10	43.5	8	34.4	-	-	-	-	1	4.3
Profile of trainers	4	17.4	15	65.2	3	13	-	-	-	-	1	4.3
Screening of participants	3	13	8	34.8	8	34.8	3	13	-	-	1	4.3
Location/context of training	1	4.3	14	60.9	2	8.7	-	-	-	-	1	4.3
Training programme (Schedule)	3	13	17	73.9	1	4.3	-	-	-	-	1	4.3
Language of the training	4	17.4	12	52.2	5	21.7	1	4.3	-	-	1	4.3
Overall, were you satisfied?	7	30.4	14	60.9	1	4.3	-	-	-	-	1	4.3

Most trainers (70%) have received some degree of feedback from past trainees (Figure 3) and would consider adequate to ask trainees to provide a mini report (template to be provided by organisers/trainers) on the activities conducted during the 12 months after the training (Figure 4). Moreover, 30% of trainers reported that they never had any feed-back from training programme organizers after completion of the course.

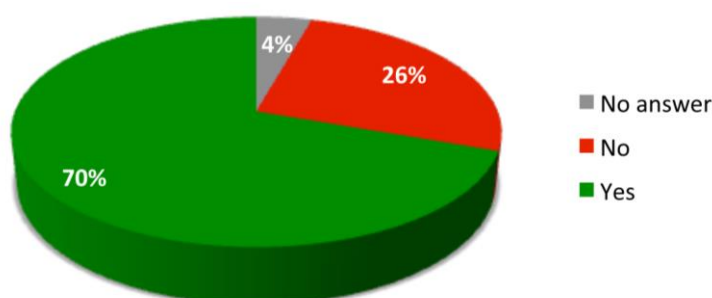


Figure 3. Trainers having received feedback from their trainees on the knowledge/skills gained with the course.

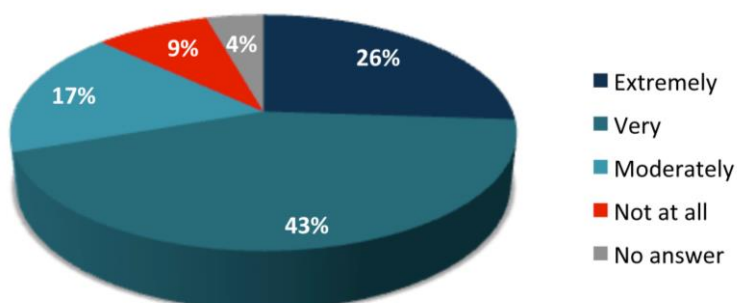


Figure 4. Interest of asking trainees to provide a mini report of activities one year after the training, according to trainers.

The majority of trainers were contacted by past trainees asking for advice or for collaboration. Moreover, 50% of them were contacted within the first three months after completion of the training.

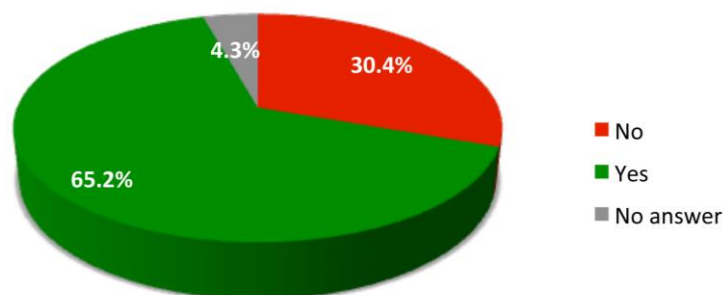


Figure 5. Trainers having been asked for advice by past trainees.

Most trainers (91%) declared to be willing to do some follow-up on the implementation of the knowledge gained by trainees in future training initiatives. When asked how many months should go by after the completion of the training before doing it, no concrete answer was given.

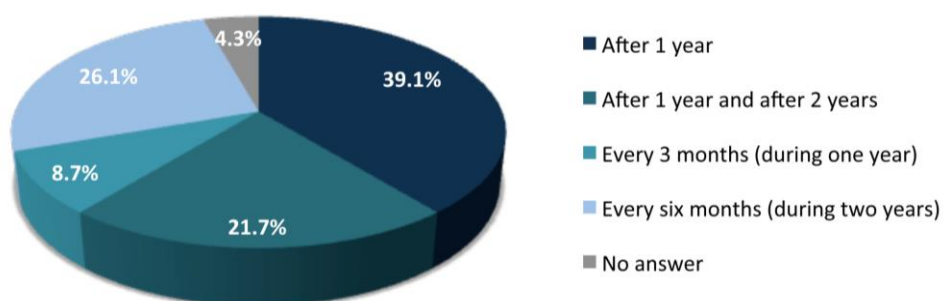


Figure 6. Preferred follow-up schedule for the implementation of trainees gained knowledge.

The majority of trainers (83%) agreed on the need of pre-selecting the trainees. Moreover, the criteria reported as the more relevant during the screening process were: degree of interaction with the main subject of training (overall positive answer > than 80%), formation/background (overall positive answer close to 70%), current position (overall positive answer close to 60%), and working language (overall positive answer > 55%).

Table 6. Relevance of different factors to be considered during the trainees screening process.

How Successful/Adequate were the Following Aspects	Extremely		Very		Moderately		Slightly		Not at all		No answer	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Current position	4	17.4	9	39.1	6	26.1	-	-	2	8.7	2	8.7
Formation/Background	4	17.4	12	52.2	5	21.7	-	-	-	-	2	8.7
Degree of interaction with the main subject of the training	8	34.8	12	52.2	1	4.3	-	-	-	-	2	8.7
Years of experience	1	4.3	2	8.7	13	56.5	4	17.4	1	4.3	2	8.7
Motivation letter	3	13	7	30.4	6	26.1	5	21.7	-	-	2	8.7
Recommendation by SPA/RAC National Focal Point	1	4.3	4	17.4	13	56.5	2	8.7	1	4.3	2	8.7
Nationality / Country of residence	1	4.3	2	8.7	7	30.4	2	8.7	9	39.1	2	8.7
Gender	-	-	-	-	3	13	-	-	18	78.3	2	8.7
Working language	3	13	10	43.5	5	21.7	2	8.7	1	4.3	2	8.7

Some trainers suggested additional factors to be considered for future screening of trainees. These suggestions, quoting them as submitted in the questionnaire, were:

- ✓ Find out about the specific objectives for the participants to assist the training.

- ✓ *Interest concerning the topics of the training and operational possibility of applying the new knowledge.*
- ✓ *Adding to the motivation letter, I would recommend a questionnaire with opportunity to write open answers on what knowledge they aim to gain, how they aim to use it and also propagate it in their home country.*
- ✓ *Snorkelling (marine protecting areas).*
- ✓ *Age.*
- ✓ *Age of the participants in order to harmonize the group.*
- ✓ *I think it really depends on each training topic - perhaps some require specialisation/expertise but in general these trainings provide an opportunity to widen one's professional horizons and are an added-value no matter even if the trainee changes position, he/she will have taken new ways of looking at environmental issues and methods to deal with them.*
- ✓ *A question on participants' willingness to commit to implementing what has been learned during the training through a contract or some other type of formal agreement. This should be fulfilled before they go onto another training.*

A large majority of trainers (80%), from those who responded to the questionnaire, declared to be willing to participate in the screening process, if their contribution was requested by the organizers. Indeed, most respondents (61%) considered that trainers should participate in the screening process to identify the most adequate participants in their training programme/s.

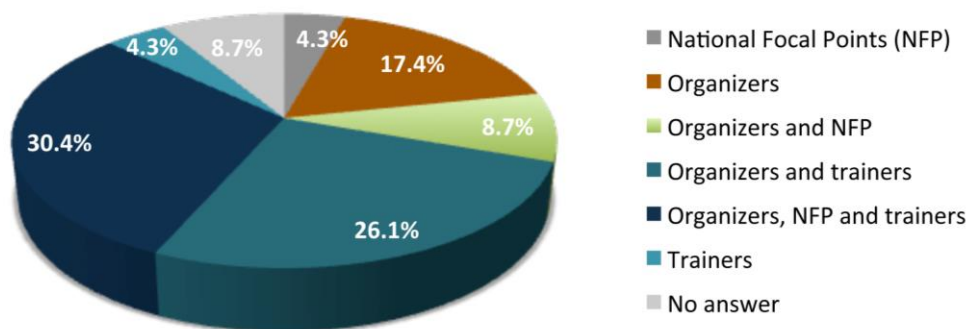


Figure 7. Parties that should be responsible for trainees selection process, according to trainers.

Additional comments provided at the end of the questionnaire included (quoted as submitted):

- ✓ *Each component of the training (organizers, persons in charge of the selection of the trainees, trainees themselves, and trainers) must be responsible of the efficiency of the training, with an assessment of each of them by the others partners.*
- ✓ *A good balance between the objective of the training / the work they have to do in their country / the level of knowledge, and above all, a real motivation (not only link to per diem).*
- ✓ *Training activities can provide invaluable knowledge to participants, so I believe that they should continue and be expanded as much as possible. The follow-up from the training activities, how the participants are using the skills gained, related their work with the experts involved, would be very beneficial. Facilitate communication not only between the participants/trainers of one training activity but of many. This could be done in the form of a newsletter, social media or other such online resources, in a manner that does not require a lot of time from either part - e.g. a few photos and a*

few paragraphs on the topic that needs to be presented, and a discussion/dialogue could be opened afterwards.

- ✓ *Thanks for the interest in improving the trainings. This is a key issue to empower local/sub regional actors in the different topics related with the conservation of Mediterranean biodiversity.*
- ✓ *Methodology of image analysis.*
- ✓ *Involvement of consultant in selection of trainees and coaching follow-up would be a good idea if consequently paid. If there are no means, then local or national experts (civil servants from government or universities) could take care of the follow-up. In general terms, there should be a close coordination and complementarity between all the regional organizations delivering training activities (e.g. SPA/RAC, MedPAN, IUCN, WWF, ATEN...).*
- ✓ *It is essential that the person selected by the country is involved in the MPAs and has some experience in working at sea. Sometimes focal points send clerks or friends to have a paid holiday.*
- ✓ *I think the questionnaire summarize all information needed.*
- ✓ *Make efforts to change sites and or innovate thematic sessions.*
- ✓ *Thank you RAC/SPA for your efforts in the Mediterranean and be aware that I am happy to assist you in any way that I can.*
- ✓ *I am not familiar with screening process.*
- ✓ *To be sure future trainings reflect the priority needs of the participants (needs assessment) and that each training builds off the skill and knowledge base presented in previous trainings. It is also useful to have a consistent cadre of participants who are building their capacity together such that they naturally form their own continuous learning and support network and grow as a team.*

4.2. Trainees

4.2.1. Trainees Profile

From 199 trainees invited to contribute to this long-term evaluation, a total of 92 (46%) provided questionnaires properly completed. Only these samples were considered suitable and used for the analysis. The most represented countries were Tunisia followed by Libya, Algeria and Turkey, which together produced 62% of the questionnaires (Table 8). The gender ratio among respondents was very similar to that found for the total 199 training programme participants (see Table 2); about 60% and 40% of males and females, respectively, for both groups.

Table 7. Nationality and gender of trainees who completed questionnaires.

Nationality	Gender		Total	Percent
	Female	Male		
Tunisia	21	14	35	38%
Libya	0	10	10	11%
Algeria	2	4	6	7%
Turkey	1	5	6	7%
Croatia	4	1	5	5%
Albania	1	3	4	4%
Egypt	0	4	4	4%
Montenegro	4	0	4	4%
Spain	3	1	4	4%
Italy	0	3	3	3%
Lebanon	1	2	3	3%
Morocco	0	3	3	3%
Slovenia	1	1	2	2%
Cyprus	1	0	1	1%
France	0	1	1	1%
Germany	0	1	1	1%
TOTAL	39	53	92	100%
	42%	58%		

Most women (87%; n = 34) were younger than 40 years of age, while only 57% of men were in the same age range. Overall, in average, women attending training programmes were younger than men.

Table 8. Age of trainees by gender and nationality.

Gender	Nationality	AGE				TOTAL	
		18 to 29	30 to 39	40 to 49	50 or older		
Female	Albania	-	1	-	-	1	
	Algeria	-	2	-	-	2	
	Croatia	-	4	-	-	4	
	Cyprus	-	1	-	-	1	
	Egypt	-	-	-	-	0	
	France	-	-	-	-	0	
	Germany	-	-	-	-	0	
	Italy	-	-	-	-	0	
	Lebanon	-	1	-	-	1	
	Libya	-	-	-	-	0	
	Montenegro	-	3	1	-	4	
	Morocco	-	-	-	-	0	
	Slovenia	-	1	-	-	1	
	Spain	-	1	1	1	3	
	Tunisia	16	3	1	1	21	
	Turkey	-	1	-	-	1	
	TOTAL	16	18	3	2	39	
	Male	Albania	1	1	-	1	3
		Algeria	-	1	3	-	4
Croatia		-	-	1	-	1	
Cyprus		-	-	-	-	0	
Egypt		-	3	1	-	4	
France		-	-	-	1	1	
Germany		-	-	-	1	1	
Italy		-	-	3	-	3	
Lebanon		-	1	-	1	2	
Libya		-	4	6	-	10	
Montenegro		-	-	-	-	0	
Morocco		-	2	-	1	3	
Slovenia		-	-	-	1	1	
Spain		-	-	1	-	1	
Tunisia		6	7	-	1	14	
Turkey		-	4	-	1	5	
TOTAL		7	23	15	8	53	
TOTAL Trainees		23	41	18	10	92	

The vast majority of trainees (79%) were somehow linked with public administration/government either as students, or as public servants (i.e., working for the administration/ministry, MPA managers and other staff members). Even more, if we include those who answered “other” and, when asked to provide detail, confirmed to be affiliated to public research institutions (Figure 8).

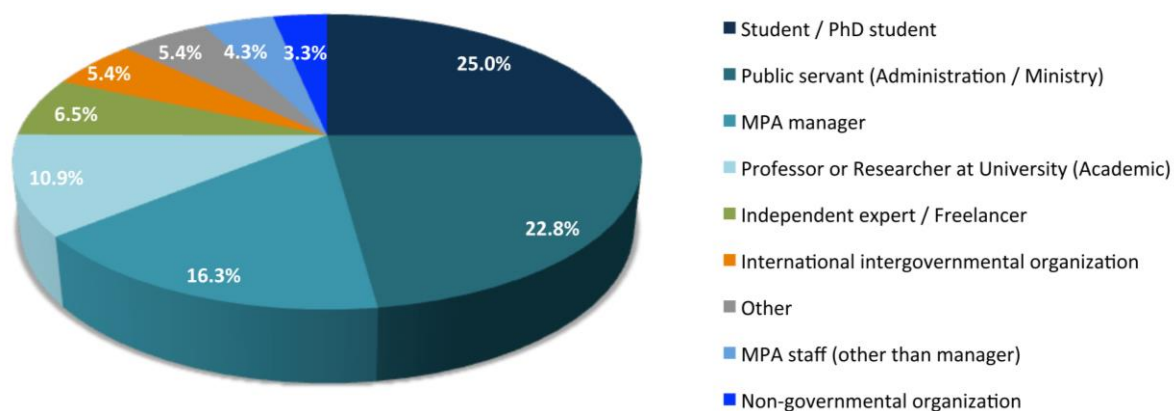


Figure 8. Position of trainees when participating to the training programmes.

The majority of female trainees (34%) were students, primarily from Tunisia. Almost half of the male trainees (47%) were working for the administration/ministry or MPA managers, while in their case only 17% were students (Table 10).

Table 9. Position of trainees, when participating to the training programmes, by gender and nationality.

Gender	Nationality	Student / PhD student	Public servant (Administration / Ministry)	MPA manager	Professor or Researcher at Uni (Academic)	Independent expert / Freelancer	International intergovernmental organization	Other	MPA staff (no manager)	Non-governmental organization	TOTAL	
Female	Albania	-	-	1	-	-	-	-	-	-	1	
	Algeria	-	-	1	-	-	-	1	-	-	2	
	Croatia	-	2	-	-	-	-	-	2	-	4	
	Cyprus	-	1	-	-	-	-	-	-	-	1	
	Egypt	-	-	-	-	-	-	-	-	-	0	
	France	-	-	-	-	-	-	-	-	-	0	
	Germany	-	-	-	-	-	-	-	-	-	0	
	Italy	-	-	-	-	-	-	-	-	-	0	
	Lebanon	-	-	-	-	-	-	-	1	-	1	
	Libya	-	-	-	-	-	-	-	-	-	0	
	Montenegro	-	3	-	1	-	-	-	-	-	4	
	Morocco	-	-	-	-	-	-	-	-	-	0	
	Slovenia	-	1	-	-	-	-	-	-	-	1	
	Spain	-	-	1	1	1	-	1	-	-	3	
	Tunisia	13	-	3	1	1	-	-	-	-	3	21
	Turkey	1	-	-	-	-	-	-	-	-	-	1
TOTAL		13	7	6	3	1	1	1	3	3	38	
		34%	18%	16%	8%	3%	3%	3%	8%	8%	100%	
Male	Albania	-	1	-	-	2	-	-	-	-	3	
	Algeria	1	-	-	-	2	-	1	-	-	4	
	Croatia	-	-	-	1	-	-	-	-	-	1	
	Cyprus	-	-	-	-	-	-	-	-	-	0	
	Egypt	-	2	1	-	-	-	-	1	-	4	
	France	-	-	1	-	-	-	-	-	-	1	
	Germany	-	-	-	-	1	-	-	-	-	1	
	Italy	-	1	1	-	-	-	1	-	-	3	
	Lebanon	-	-	-	1	-	-	1	-	-	2	
	Libya	1	5	-	3	-	1	-	-	-	10	
	Montenegro	-	-	-	-	-	-	-	-	-	0	
	Morocco	-	-	3	-	-	-	-	-	-	3	
	Slovenia	-	1	-	-	-	-	-	-	-	1	
	Spain	-	-	-	-	1	-	-	-	-	1	
	Tunisia	7	1	3	-	1	-	-	2	-	14	
	Turkey	-	3	2	-	-	-	-	-	-	5	
TOTAL		9	14	11	5	7	2	4	1	0	53	
		17%	26%	21%	9%	13%	4%	8%	2%	0%	100%	
TOTAL Trainees		22	21	17	8	8	3	5	4	3	91	

4.2.2. Trainees Responses Results

The vast majority of trainees providing feedback considered that the training received was very relevant to their professional activities (83%), while only the remaining 17% considered it moderately relevant (Table 10). Moreover, most (87%) reported to have improved their skills and/or developed new ones (Table 11).

Table 10. Trainees position and relevance of the training received.

	Was/were the training/s relevant to your professional activities?			
	Extremely	Very	Moderately	TOTAL
Student / PhD student	9	9	5	23
Public servant (Administration / Ministry)	7	9	5	21
MPA manager	4	8	3	15
Professor or Researcher at University (Academic)	0	9	1	10
Independent expert / Freelancer	1	5	0	6
International intergovernmental organization	0	4	1	5
MPA staff (no manager)	3	1	0	4
Non-governmental organization	1	2	0	3
Other (please specify)	2	2	1	5
TOTAL	27 29.3%	49 53.3%	16 17.4%	92 100.0%

Table 11. Trainees position and improvement as consequence of the training received.

	Did this/these training/s help you to improve your skills or identify and develop new ones?				
	Extremely	Very	Moderately	Not so much	TOTAL
Student / PhD student	4	16	3	0	23
Public servant (Administration / Ministry)	6	11	4	0	21
MPA manager	2	10	3	0	15
Professor or Researcher at University (Academic)	1	8	0	1	10
Independent expert / Freelancer	1	5	0	0	6
International intergovernmental organization	1	3	1	0	5
MPA staff (other than manager)	2	2	0	0	4
Non-governmental organization	1	2	0	0	3
Other (please specify)	1	4	0	0	5
TOTAL	19 20.7%	61 66.3%	11 12.0%	1 1.1%	92 100.0%

Half of the trainees have used their newly acquired or improved skills after the training regularly (12%) or often (38%), and 38% only occasionally. The majority of public servants and students reported to use those skills occasionally or rarely.

Table 12. Trainees position and their use of the training received.

	have you used any of those improved or newly acquired skills since then?					TOTAL
	Regularly	Often	Occasionally	Rarely	Never	
Student / PhD student	2	6	12	3	0	23
Public servant (Administration / Ministry)	6	4	9	1	1	21
MPA manager	1	8	4	2	0	15
Professor or Researcher at University (Academic)	1	6	1	2	0	10
Independent expert / Freelancer	0	3	2	1	0	6
International intergovernmental organization	1	2	1	1	0	5
MPA staff (other than manager)	0	4	0	0	0	4
Non-governmental organization	0	0	3	0	0	3
Other	0	2	3	0	0	5
<i>TOTAL</i>	<i>11</i>	<i>35</i>	<i>35</i>	<i>10</i>	<i>1</i>	<i>92</i>
	<i>12.0%</i>	<i>38.0%</i>	<i>38.0%</i>	<i>10.9%</i>	<i>1.1%</i>	<i>100.0%</i>

When trying to establish how useful was the training provided for the different aspects presented in Table 13, the answer “very” was the most frequently chosen option for all of them with the exception of the two categories referring to “MPA legislation & long-term financing” and “Identification or creation of a new MPA” (highlighted in red at Table 13), which were scored predominantly as “moderate”.

Table 13. Perception on usefulness of the training in relation to the following aspects: research, field work, data analysis relations with stakeholders, MPA management plan, MPA legislation & long-term financing, identification or creation of a new MPA, gaining new knowledge on species/habitats, professional growth, and personal experience.

	how useful was the training in the following aspects:					
	Extremely	Very	Moderately	Slightly	Not at all	Not relevant
Research (experimental design, define goals)	17	39	21	9	1	5
	18%	42%	23%	10%	1%	5%
Field work (data collection)	36	33	16	4	-	3
	39%	36%	17%	4%	-	3%
Data analysis	17	27	23	15	6	4
	18%	29%	25%	16%	-	4%
Relations with Stakeholders	15	39	21	9	5	3
	16%	42%	23%	10%	5%	3%
MPA Management Plan (design/development)	21	36	20	6	6	3
	23%	39%	22%	7%	7%	3%
MPA legislation & long-term financing	9	23	25	11	12	12
	10%	25%	27%	12%	13%	13%
Identification or creation of a new MPA	16	24	26	9	5	12
	17%	26%	28%	10%	5%	13%
Gaining new knowledge on species/habitats	24	36	16	4	5	7
	26%	39%	17%	4%	5%	8%
Professional growth	19	47	16	3	4	3
	21%	51%	17%	3%	4%	3%
Personal experience	36	43	10	1	2	-
	39%	47%	11%	1%	2%	-

To share the information and knowledge acquired during the training with other colleagues was considered important by most participants, as indicated by the fact that 94% of the trainees reportedly (at least occasionally) shared the knowledge gained during their training with other colleagues. Nevertheless, almost half of the respondents (44%) have never done any presentation or have produced a peer-reviewed scientific paper as result of the training received.

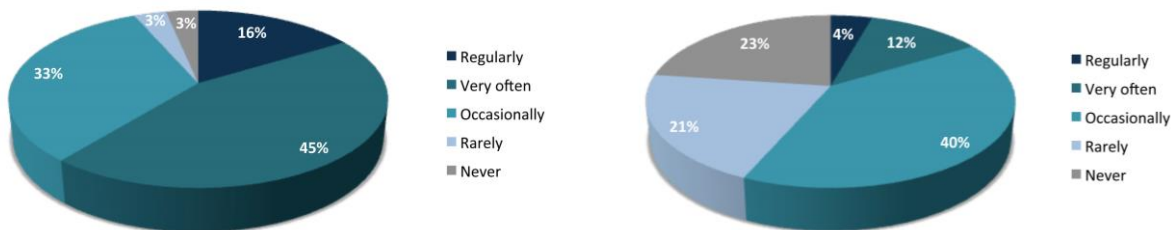


Figure 9. Responses to questions "Have you shared/transferred information received during the training/s with other colleagues?" (LEFT); and "Have you done any conference presentation or peer-reviewed paper based on skills and tools learned during the training programme?" (RIGHT).

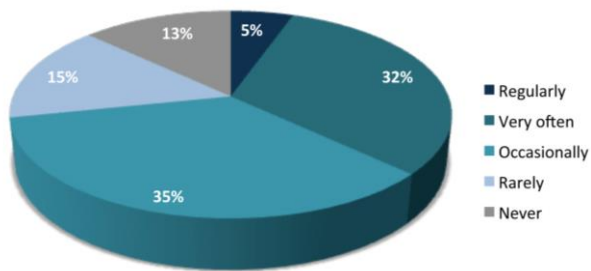


Figure 10. Frequency with which trainees have been in touch with their trainers.

Only 37% of respondents had been often in touch with their trainers after their programme was completed (Figure 10). It is noteworthy that 53% from those did considered that being in touch with their trainers was extremely or very helpful.

Once the education/capacity building programme was completed, the follow-up by organizers and trainers on the progress and activities of the trainees was quite limited. Nevertheless, most trainees manifested their interest in having this kind of follow-up and considered it necessary (Figure 11).

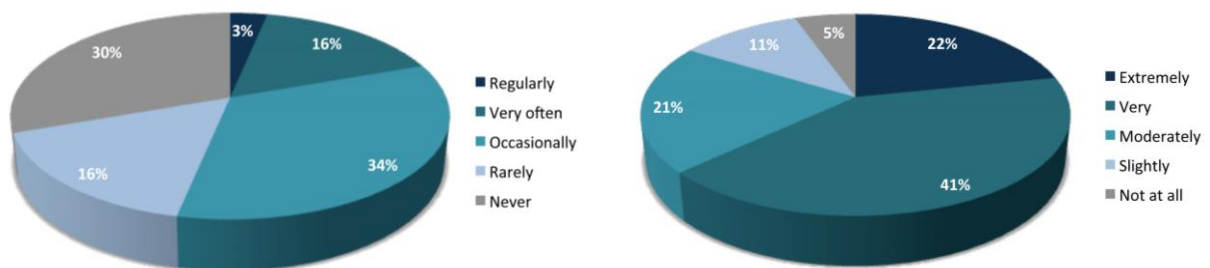


Figure 11. Responses to questions “Has there been any follow-up on your progress by organizers/trainers?” (LEFT); and “Do you consider necessary to have follow-up on your progress and activities by organizers/trainers after the training?” (RIGHT).

In most cases (Figure 12), the training facilitated the establishment of new synergies and collaborations among participants towards the development of new management ideas and research initiatives in their respective MPAs. However, reportedly, in many cases this may have helped only moderately or slightly to achieve conservation results (Figure 13).

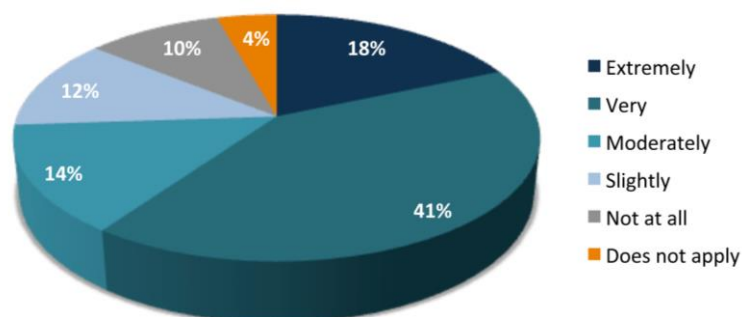


Figure 12. Responses to question “Has/have the training/s helped you to develop synergies/collaborations with other participants involved in management/research in other MPAs?”

Table 14. Responses to question “Has/have the training/s helped you to develop synergies/collaborations with other participants involved in management/research in other MPAs?” taking into consideration the professional position of the trainees.

	Has/have the training/s helped you to develop synergies/collaborations with other participants involved in management/research in other MPAs?						TOTAL
	Extremely	Very	Moderately	Not at all	Slightly	Does not apply	
Student / PhD student	3	6	2	3	6	3	23
Public servant (Administration / Ministry)	5	11	3	0	1	1	21
MPA manager	0	10	2	2	1	0	15
Professor or Researcher at University (Academic)	2	3	2	1	2	0	10
Independent expert / Freelancer	1	3	1	1	0	0	6
International intergovernmental organization	2	1	1	1	0	0	5
MPA staff (other than manager)	1	2	0	1	0	0	4
Non-governmental organization	1	1	1	0	0	0	3
Other (please specify)	2	1	1	0	1	0	5
TOTAL	17	38	13	9	11	4	92
	18.5%	41.3%	14.1%	9.8%	12.0%	4.3%	100.0%

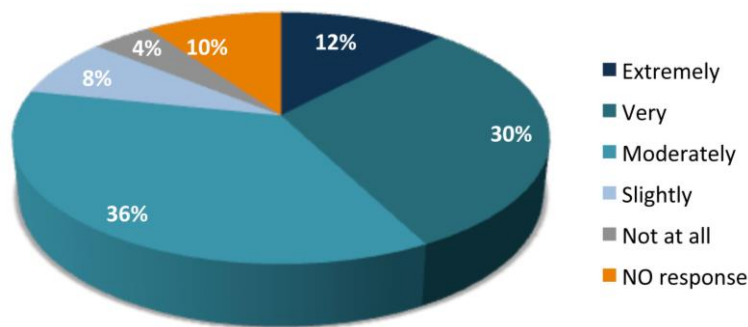


Figure 13. Responses to question “Did the training/s help you to achieving conservation results?”

When asked for an example of a conservation result (if any) achieved since their training took place, the responses of the trainees included (quoted as submitted; in English or French):

- ✓ *Some bird hunters around MPA become conservationists (they changed their guns by binoculars).*
- ✓ *I used the taxonomy skills in other studies and activities in Libya including passing the training experience to university students where I worked.*
- ✓ *Design MPA, sustainable tourism and fisheries in MPA, MPA management.*
- ✓ *We have declared now new MPAs in 2011.*
- ✓ *Development of a project on MPA.*
- ✓ *Monitoring of Posidonia meadows in the MPAs/Natura 2000 areas in Cyprus has provided useful information concerning this priority habitat and the future mapping will show if any further MPA establishment is needed.*
- ✓ *Liens avec des ONGs qui travaillent dans le domaine de la conservation.*
- ✓ *We have developed a Sustainable Tourism Plan in our Marine Protected Area (Palm Island).*
- ✓ *How to deal with the stakeholders to improve the idea of the conservation and sustainable development.*

- ✓ *So far, I have not had the potential to survey and monitor the resources in my MPA (there is no staff and tools). Except the survey of some birds and coastal plants in the protected area but I have trained new rangers in other marine MPAs and they have implemented this programme in their MPAs.*
- ✓ *Sea turtles nesting season monitoring, set up of sea turtles rescue centre, improve the knowledge around identification of marine species. Municipal decision for marine patrols, we are starting to collaborate with other stakeholders like coastal guards.*
- ✓ *Knowledge transfer to my colleagues in the Mediterranean protected areas in Egypt. This training helped me to make the evaluation of services provided by wetland ecosystem as similar as marine ecosystem.*
- ✓ *Draft management plan for Strunjan Landscape Park.*
- ✓ *The study and the proposal for a new MPA in the country, in cooperation with SPA/RAC.*
- ✓ *Reduction of Posidonia losses in Karaburun-Sazani MPA.*
- ✓ *Field works enlighten the skills in the field and about the endangered species' conservational biology, it added a lot about experience and knowledge.*
- ✓ *Reduced illegal and destructive fishing techniques in Tyre, Lebanon worked with the Tyre Coast Nature Reserve team in Tyre, Lebanon, on improved simple monitoring of reserve established, sea patrolling and surveillance unit to monitor the fishing activities within and around the reserve.*
- ✓ *Nous avons décroché grâce à la formation de cartographie des habitats le projet MedKeyHabitats pour l'Algérie qui nous a permis d'initier une dynamique de conservation autour du site retenu pour l'étude (Rachgoun).*
- ✓ *Organisation de l'activité touristiques sur les îles Kuriat (principal lieu de nidification de la tortue caouane) en vue de minimiser l'impact des bateaux "pirates" par l'élaboration d'un cahier des charges.*
- ✓ *Easier estimation on financial costs of establishment of MPAs.*
- ✓ *Un regard plus respectueux vis-à-vis de l'environnement.*
- ✓ *Les techniques acquises lors de l'atelier "Facilitation et Résolution des Conflits" ont été d'un grand secours pour la résolution de pas mal de conflits, ce qui a eu un impact, même indirectement, sur la conservation des ressources naturelles.*
- ✓ *Graduate research for some undergraduate students in the field of wetland habitat and sea turtles in Libya.*
- ✓ *Influence of nautical tourism and marine NATURA.*
- ✓ *Nidification plus fréquente de la tortue marine des îles Kuriat. Répartition des herbiers de Posidonie aux alentours des îles Kuriat.*
- ✓ *The understanding that conservation works better when harmonized with local communities of fishermen for example.*
- ✓ *Découverte d'une nouvelle espèce d'oiseau nidifiant sur le site pour la première fois : l'Œdicnème criard.*
- ✓ *Sonar device.*
- ✓ *Marine mammals conservation efforts started to be applied and national team for conservation has been established and well trained.*

- ✓ *Much information transferred to others - many monitoring activities have been implemented in the national MPAs.*
- ✓ *Conservation of species vulnerable to warming.*
- ✓ *Arrêté d'interdiction des paquebots de croisière.*
- ✓ *The surveys and training programmes that I have been involved in until today influenced my academic knowledge and in my hometown with this improvement and technical data, I started some research projects.*
- ✓ *Learn some experiments.*
- ✓ *L'effet réserve ou l'effet de la protection sur les peuplements de poissons que nous avons pu constater en plongée sous-marine, à l'AMP Nueva Tabarca. Cet effet était bien visible à travers les comparaisons statistiques des données de biomasse également.*
- ✓ *La conservation des tortues marines dans la baie de Monastir et les îles Kuriat par l'intermédiaire des suivis effectués sur ce terrain de la nidification et l'échouage de cette espèce.*
- ✓ *Implementing some new knowledge and transfer it to my colleagues.*
- ✓ *Invasion impact on MPAs.*
- ✓ *Educational workshops for children.*
- ✓ *The training serves to improve my communications skills, influencing our communication strategy and indirectly influencing the behaviour of the users and our collaborators such as fishermen or inhabitants.*

Although the objective of participating in capacity building and educational programmes was not to improve the trainee's professional position, one might expect that the skills developed through these training sessions could eventually lead to it. Indeed, although it is difficult to establish if this change on professional status was directly related to the training received, one out of every three trainees reported to have changed position since they attended their last training programme (Figure 14). Moreover, a large majority (83%) of respondents declared their interest to participate in future training programmes (Figure 15).

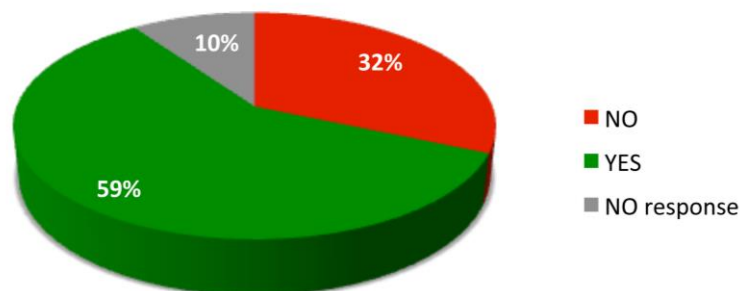


Figure 14. Responses to question "Is your present position the same that when you attended the training is?"

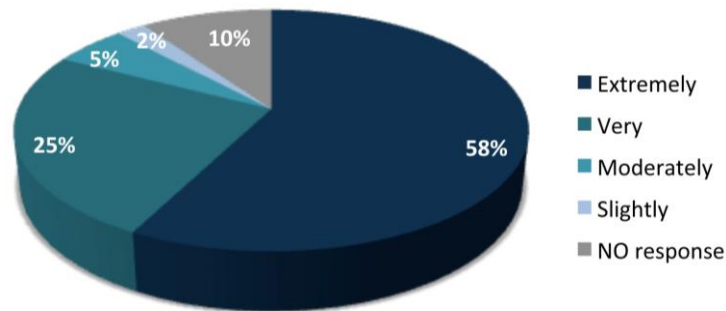


Figure 15. Responses to question “*Would you be interested in participating in future training programmes?*”

At the end of the questionnaire, trainees were asked to share comments / suggestions that they might consider important to improve future training initiatives. All their responses are presented in [Annex III](#).

5. Conclusions

Two hundred and thirty-seven people (38 trainers and 199 trainees), without counting those directly responsible for dealing with the set-up and the logistics of the training courses, have been directly involved in the 22 SPA/RAC training programmes conducted between 2010 and 2015. Trainers were predominantly from northern Mediterranean EU countries (a few also from USA), while trainees had a wider range of origins, including in total 18 different nationalities. For both groups, there was larger representation of males than females, about 60% and 40% respectively.

Overall, in average, women attending training programmes were younger than men and were mostly students, while at least half of the male participants were working for the administration/ministry or as MPA managers. The fact that in the newer generations women seem to have more presence in academic fora, may result in the early future in an increase of female presence in roles of larger responsibility and decision making (i.e., public servants and MPA managers).

A vast majority of trainers, most of them independent experts and academics, considered the training programme/s as extremely helpful for participants with an interest to develop new skills. Nevertheless, they were also keen in proposing several changes for future training programme/s, which fell primarily into three well defined categories: improvement of the screening process for trainees (reportedly the less satisfactory aspect of their training experience), need to update contents/information, and increase in duration/timeframe.

The criteria considered key by trainers for a future candidates screening process were: degree of interaction with the main subject of training, formation/background, current position, and working language. Additionally, some of them suggested asking potential trainees to produce a motivation letter or to go through a questionnaire to identify their main interest and how they expect to implement the new skills or knowledge gained. Most trainers were willing to contribute actively to this process.

Trainers agreed on the convenience of conducting some kind of follow-up on the implementation of the knowledge gained by participants in future training initiatives and declared to be willing to do it. This idea, together with the need to involve trainers in the screening process for the most adequate (and *motivated*) participants in future training programmes was further emphasized at the end of the questionnaire, when they were invited to provide additional comments.

Trainees considered that the training received was very relevant to their professional activities and reportedly improved their skills and/or developed new ones. Half of them declared to use those skills quite regularly. The training received was considered very useful for aspects related to research, field work techniques, relations with stakeholders, MPA management plans, as well as for professional and personal growth; nevertheless, the categories referred as “MPA legislation & long-term financing” and “Identification or creation of a new MPA” had lower scores.

Most participants considered sharing information and knowledge acquired during their training with other colleagues important. However, the fact that only about half of them have done some presentation or have produced a peer-reviewed scientific paper directly related to the training received denotes significant difficulties to do so. This may be related to the very limited (if any) follow-up by organizers and trainers on the progress and activities of the trainees. Nevertheless, most trainees manifested their interest in having this kind of follow-up and considered it necessary.

Conservation results reported by trainees after their training were mostly related to increasing awareness and changing attitudes on stakeholders, transfer of knowledge to colleagues and students, and to MPA design, creation or planning. Most respondents showed interest for participating in future training programmes.

Suggestions from trainees for improving future training initiatives, primarily fell into the following four categories: a) identification of new training topics, being those mostly requested in decreasing order, survey and monitoring techniques for a variety of species and habitats, fundraising and securing sustainable finance for MPAs, communicating science effectively, new technologies applied to research, spatial planning, Ecopath with Ecosim (EwE) ecological modelling and GIS; b) exercises to be applied to Mediterranean case studies rather than to examples elsewhere, including field trips visiting MPAs with success stories involving, whenever possible, relevant stakeholders; c) follow-up and facilitation of communication among trainees after the training courses; and d) request for longer duration of the training programmes. In addition, a large part of the trainees took advantage of this last section of the questionnaire to thank and demonstrate their appreciation for the efforts done by all trainers, SPA/RAC and the organizations involved in their training.

6. Recommendations³

6.1. Facilitating future long-term evaluation of SPA/RAC training programmes

- To produce the present report has been challenging because to obtain a significant number of responses (at least from half of the participants) to the call issued by SPA/RAC to all trainers and trainees involved in their training programmes conducted between 2010 and 2015, resulted more difficult than expected. Reaching that minimum number of participants in the online survey took several communications and much longer than expected. An alternative for avoiding abstentionism in similar initiatives in the future and securing a more representative number of responses, may be, from now on, to **inform all trainers and trainees beforehand that they will be expected to contribute to the evaluation of the training programmes in which they will participate**. This information should be facilitated during the screening process, included in the information package provided to all trainees (i.e., logistics information and other reading materials) before the course takes place, and also reminded in the evaluation sheet given to all participants at the end of all SPA/RAC trainings. Not fulfilling such commitment should lead to the impossibility of being able to participate or collaborate in any other SPA/RAC initiatives, as well as to apply for any support from SPA/RAC in the future.

6.2. Trainees screening process

- When looking at the composition of the trainees based on their position, it seems that a large part of them were public servants (i.e., working for the administration, ministry and MPA managers) or affiliated to a University as students or professors/researchers, while MPA staff (those without a managerial role) were less represented. Furthermore, there is a manifested belief among trainers that **there is room for improvement in the current trainees screening process**, which should help to identify the best possible list of participants in the different training activities to be developed in the future.
- As it is currently happening, the SPA/RAC Focal Point for each country should play a key role in facilitating the participants' screening process. This means, not only proposing some candidates based on the best of their knowledge, but also **making sure that any training opportunities are properly and widely announced** using the most adequate channels to reach the different organisations (national and local institutions, universities, NGOs, etc.) of their country so that prospective trainees/candidates interested in attending the programme can apply in a timely manner. These communication channels will have to be decided on a case-by-case basis since they may vary widely depending on the country, from a simple phone call, to a dedicated newsletter or even an opportunistic announcement during a particular conference, meeting or even social media platform.
- **Involvement of the trainers in the screening and evaluation process of potential candidates** is not only desirable but also **necessary**. As stated above, most trainers were willing to contribute actively to it.
- Determining who will be attending a course, which is normally limited to a certain number of participants due to budget constraints or depending on the nature of the course, should be based exclusively on the profile of the candidate and on how likely he/she has of having the opportunity or the need for implementing what will be taught in the course. Ideally, the selection process and screening for best possible trainees, should be as transparent and straight forward as possible; candidates should submit their application (including CV, motivation letter and references) directly to SPA/RAC within a given deadline. The possibility of providing a questionnaire to the candidates as part of the selection process, that would allow identifying their main interest and how they expect to implement the new skills or knowledge gained during the training programme, may be also considered. **The review of these applications should be supervised and coordinated by**

³ To facilitate the implementation of the above-mentioned recommendations it is desirable the creation of a (part-time) position, if it does not exist already, of a **training and capacity building coordination officer** within SPA/RAC, or equivalent.

SPA/RAC and conducted by those in charge of leading the training sessions (i.e., the trainers) and, if considered necessary, together with some other experts in the field subject of the course/training. This selection process should guarantee that only the most motivated and best possible candidates get access to these training opportunities, instead of those with access to the best information channels, or personal/professional connections. A schematic representation of the recommended evaluation process is provided in Figure 16.

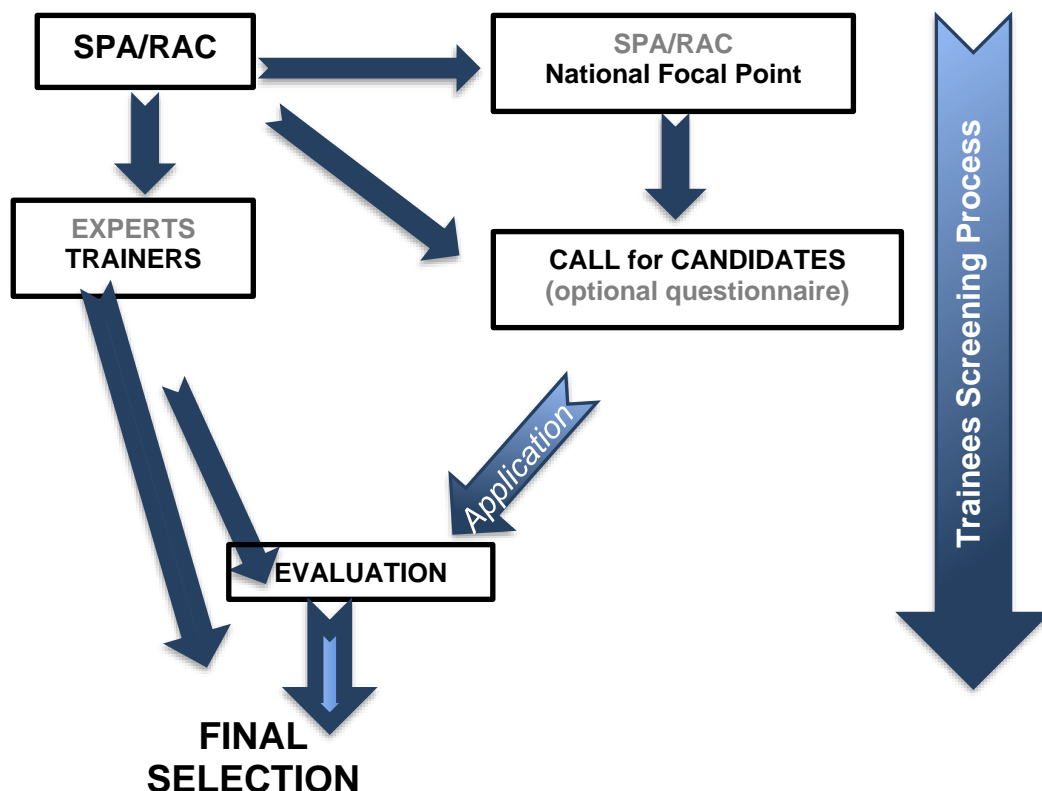


Figure16. Schematic representation of the recommended trainees screening process.

6.3. Training set-up

- SPA/RAC as the organizer (or co-organizer) of training and capacity building programmes may benefit from **creating and keeping a database of possible trainers with expertise in those fields related to the top priority training needs for MPAs in the Mediterranean region**. If such database is created, it should be promoted adequately through the different SPA/RAC communication channels (e.g., website, social media) in order to prompt experts to provide their CV to be considered to conduct future training programmes.
- Maintaining a network of expert trainers in the fields reflected below (Figure 17) might help strengthening their collaboration and secure their continuity in the development and implementation of the most adequate training programmes. **A selected group of those trainers (i.e., Training Steering Committee) may host a workshop designed specifically to define a series of training programmes for the next 5-years, to set-up the guidelines for the selection of the best possible candidates, and to unify teaching methods as well as to develop complementary educational materials and tools**. The elaborated list could be discussed at the occasion of the SPA/RAC Focal Point meeting.

TABLE 3 - Priority training topics by sub-region		North Africa sub-region	Eastern Med sub-region	EU countries sub-region	Mediterranean wide	
1	Conservation of particular habitats/spp	11	46	51	108	
2	Stakeholder engagement	12	28	48	88	
3	Marine Biodiversity and Ecology	13	18	49	85	
4	Enforcement, patrolling	9	43	31	83	
5	Scientific Monitoring	4	43	35	82	
6	Visitors management (diving, nautical)	4	32	39	75	
7	Self-financing mechanisms	2	33	38	73	
8	Fisheries management	3	16	42	67	
9	MPA Zoning	6	35	23	64	
10	Tourism industry	2	21	35	58	
11	MPA management planning	8	22	26	56	
12	MPA Basics	4	18	32	54	
13	Regional Conventions, Networks	8	16	27	51	Very high
14	Environmental Education	4	21	19	44	High
15	Legal/Institutional background for MPAs	10	19	13	42	Medium
						Low

Figure 17. Capacity building priority training topics in the Mediterranean Sea by sub-region (from Di Carlo G., Lopez A., Staub F., 2012. Capacity building strategy to enhance the management of MPAs in the Mediterranean Sea. Commissioned by WWF MedPO / MedPAN / UNEP/MAP/RAC/SPA).

- Some of the training programmes may take place in Mediterranean MPAs with success stories to tell (e.g., Port-Cros, Tavolara, Torre Guaceto, Miramare), which may pose the best possible scenario and provide good and inspirational examples for trainees.
- Longer duration of the training programmes, as suggested by some trainees, may be instead compensated by adequate follow-up schemes (see below) and also by scheduling some online preparatory work, when adequate, before attending the training courses. The latter may result in the trainees being more tuned-up on the training topic allowing to skip, or shorten, some introductory sessions.

6.4. Training follow-up

- Both trainers and trainees considered the training programme very useful, but they also agreed on the need for follow-up after the training, which may provide the guidance and help needed by trainees to achieve effective conservation results. Trainers and organizers (i.e., SPA/RAC) should do this follow-up in a collaborative and coordinated manner.
- A tentative follow-up schedule, to be implemented during the first year after the training, is presented below (Table 15). Logistic and financial arrangements must be also in place for the execution of this follow-up activity. Both trainers and trainees should agree to comply with this pre-defined scheme of follow-up before their participation in a training programme. Their task is not to be considered complete until the 1-year follow-up scheme is accomplished (i.e., training and follow-up, not only training). This initiative aims at ensuring that participants apply (or try their best to apply) their new knowledge and abilities at their respective MPA (or wherever their work is taking place) during the 12 months following the training. This commitment involves both sides (i.e., trainees and trainers) and should be regulated based on an “implementation agreement” which could be included in the different forms filled and signed during the enrolment of all participants in future training programmes.

Table 15. Tentative follow-up schedule, for the first year after the training.

WHEN	Activity by TRAINEES	Activity by TRAINERS (remunerated)
3 months after training (Optional)	<ul style="list-style-type: none"> • Provision of a brief list of activities relevant to the training topic that have been conducted since the end of the training. • If none could be provided – Provide reasons for inaction and ask for any guidance as needed. • For any activities reported – Detail any difficulties faced and doubts on how to continue with next stages. • Detail on activities planned for next three months. 	<ul style="list-style-type: none"> • Review of trainees reports. • Provide guidance as required (e.g. advice provided directly by their former trainers, putting them in touch with other experts in that specific issue). • Communication with trainees, when necessary, could be done via phone-call, video-conference or any other means that may be considered adequate to speed-up the reaction time to solve/address the issues identified based on their report. • Report/memo to SPA/RAC about the balance of this first follow-up phase.
6 months after training (Mandatory)	<ul style="list-style-type: none"> • Provision of a detailed list of activities relevant to the training topic that have been conducted since the end of the training. • If none could be provided – Provide reasons for inaction and ask for any guidance as needed. • For any activities to be reported – Detail any difficulties faced and doubts on how to continue with next stages. • Detail on activities planned for next six months. 	<ul style="list-style-type: none"> • Review of trainees reports. • Provide guidance as required (e.g. advice provided directly by their former trainers, putting them in touch with other experts in that specific issue). • Communication with trainees, when necessary, could be done via phone-call, video-conference or any other means that may be considered adequate to speed-up the reaction time to solve/address the issues identified based on their report. • Other actions may be necessary (e.g. site visit). That being the case, a mini-proposal is to be issued to SPA/RAC to cover the expenses or help finding budget for it. • Report/memo to SPA/RAC about the balance of this follow-up phase.
12 months after training (Mandatory)	<ul style="list-style-type: none"> • Final report on activities (planned and conducted) during the year after the training, including any attempts and initiatives to share the knowledge gained with other colleagues. 	<ul style="list-style-type: none"> • Review of trainees reports. • Identification of difficulties and needs faced by trainees. • Feedback to SPA/RAC with suggestions for future trainings and continuity of follow-up (only in those cases deemed necessary).

- The feedback/report produced by the trainees/experts on the 1-year follow-up should be sent to SPA/RAC (follow-up coordinator), who would then share it with all participants in the training programme so they can all learn from each other's experiences.
- During the follow-up stages, trainers might also provide advice/support to those trainees asking for help for drafting a scientific manuscript about their research/conservation activities. This kind of support should be encouraged and, when provided, it is to be reflected in the authorship of the paper.
- As shown in this report, a significant part of the trainees are typically students at the late stages of their degrees/PhDs. In many cases, for these highly prepared young scientists/conservationists the difficult part is not necessarily taking a training course but getting access to a job somehow related to MPAs afterwards, in order to be able to implement their recently acquired knowledge once in the field. SPA/RAC could be most useful in creating a real connection between the potential employer (the MPA management) and the potential employee (the trainee). Unless these difficulties are addressed to provide access to the trainees to the "real MPA world" and not only to a purely theoretical one, there is a concrete risk that these training programmes are creating scores of well-trained subjects who then get dispersed because of lack of job opportunities. Although this is not an issue that can be easily addressed, since it is directly related to the funds available to MPAs to hire personnel, SPA/RAC and other potential funding bodies involved in capacity building and training programmes should also consider possible ways of facilitating this transition from theory to practice to highly motivated and well-trained individuals.
- Setting up a programme of "Training of Trainers" (ToT), in order to ensure the sustainability of the capacity building programme and its continuity beyond its initial stages should be considered. The individuals participating in this ToT programme would be former participants in SPA/RAC capacity building programmes and should be nominated by their MPAs or by trainers that have had the opportunity to observe their outstanding commitment, great attitude and their leadership skills during the course. Such initiative would help identifying local leaders, provide on-going training opportunities and secure that lessons learned continue to be shared throughout the region.

ANNEX I - Training programmes conducted by SPA/RAC between 2010-2015

Training Programmes	Location	Organizers	Dates	Duration (days)	Participants (excluding trainers)
2nd Regional Training Workshop on Planning for sustainable fisheries in Marine Protected Areas (MPAs)	Kas, Turkey	WWF Mediterranean Programme (WWF-MedPO) and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	4-11 October 2010	8	48
Mediterranean training session on the identification and classification techniques of marine and coastal species for the ecological monitoring in MPAs	Santa Pola, Alicante, Spain	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	26-30 September 2011	5	11
Planning for Sustainable Tourism in MPAs	Split, Croatia	WWF Mediterranean Programme (WWF-MedPO) and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	3-8 October 2011	5	30
Training workshop on The use of GIS systems for the development of MPAs	Bizerte, Tunisia	WWF Mediterranean Programme (WWF-MedPO) and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	19-23 May 2012	5	6
National training on socio-economic approach and its application in MPAs	Tunis, Tunisia	WWF Mediterranean Programme (WWF-MedPO) and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	1-2 June 2012	2	8
Regional training workshop on the Mediterranean monk seal (Monachus monachus),	Fournoi island, Greece	Archipelagos and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	5-9 June 2012	3	7
Mediterranean training session on the ecological monitoring in Marine Protected Areas	Santa Pola, Alicante, Spain	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	23-28 September 2012	6	12
National training on stakeholder engagement in MPAs	Akyaka, Libya	WWF Mediterranean Programme (WWF-MedPO) and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	10-14 February 2013	4	15
Suivi de la nidification de la tortue marine Caretta caretta sur les îles Kuriat	Islands Kuriat, Tunisia	l'Institut National des Sciences et Technologies de la Mer (INSTM), l'Agence de Protection et d'Aménagement du Littoral (APAL) and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	2013	throughout the year	11
Mediterranean training session on the ecological monitoring in Marine Protected Areas	Santa Pola, Alicante, Spain	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	22-27 September 2013	6	12
National training on GIS	Rijeka & Zagreb, Croatia	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	30 Sept - 4 Oct 2013 4 - 8 Nov 2013 14 - 15 Nov 2013	12	12
Regional training: Climate Change in Mediterranean MPAs	Cadaqués, Spain	MedPAN and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	1 - 4 April 2014	4	38
Suivi de la nidification de la tortue marine Caretta caretta sur les îles Kuriat	Islands Kuriat, Tunisia	l'Institut National des Sciences et Technologies de la Mer (INSTM), l'Agence de Protection et d'Aménagement du Littoral (APAL) and the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	2014	throughout the year	14
Mediterranean training session on mapping of marine key habitats	Islands Kuriat, Tunisia	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	17 - 27 August 2014	7	17
Mediterranean training session on the ecological monitoring in Marine Protected Areas	Santa Pola, Alicante, Spain	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	22 - 27 Spetember 2014	6	9
Mediterranean training session on the evaluation of services provide by marine ecosystems	Portorž, Slovenia	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	2 - 4 April 2015	3	7
Training session on mapping of marine key habitats of conservation interest in the Mediterranean Sea using satellite imagery and ROV	Corsica, France	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	1 - 5 June 2015	4	3
National training session on business planning	Tirana, Albania	INCA, Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC), Vertigo Lab.	22 July 2015	1	Unknown
Training on Mapping of Key Habitats in the Mediterranean	Kuriat Islands, Tunisia	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	18 - 21 August 2015	4	22
Training session on the application of GIS techniques for mapping of marine key habitats of conservation interest in the Mediterranean Sea	Alicante, Spain	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	18 - 25 October 2015	6	6
Regional training on the sustainable financing of Mediterranean MPAs.	Calvi, France	MedPAN, the Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC), WWF Mediterranean Programme (WWF-MedPO)	19 - 21 October 2015	3	38
Training session on marine key habitats of conservation interest in the Mediterranean Sea	Tabarca, Tunisia	Regional Activity Centre for Specially Protected Areas of UNEP-MAP (SPA/RAC)	26 - 30 October 2015	3	5

ANNEX II - Questionnaires produced to conduct this long-term evaluation: questionnaire for trainers (only in English); questionnaire for trainees (English version); questionnaire for trainees (French version)

Questionnaire for TRAINERS

PERSONAL INFO

1. First Name:
 2. Surname:
 3. Nationality:
 4. Country of residence:
 5. Institution (at the moment of the training):
 6. Position (at the moment of the training):
 Choose a position category that applies best to your position:

Student / PhD student	Independent expert / Freelancer	Professor or Researcher at University (Academic)	Public servant (Administration / Ministry)	International intergovernmental organization
MPA manager	MPA staff (other than manager)	Non-governmental organization	Other (Please specify) ...	

7. Number of training programmes, that are organised or co-organised by SPA/RAC, you participated in between 2010 and 2016: 1, 2, ...10: ...

8. What is the last training you have participated in between 2010 and 2016 (please indicate the training date)?

How long it has been since then? (year/s and/or months)

9. Was/Were the training/s you provided directly related to your professional activities?

Extremely	Very	Moderately	Slightly	Not at all
-----------	------	------------	----------	------------

10. Did this/these training(s) help the participants to develop new skills?

Extreme help	Helped a lot	Moderate help	Slight help	No help at all
--------------	--------------	---------------	-------------	----------------

11. If you had to deliver the same training; would you change anything from it?

Extreme changes	Very	Moderately	Slightly	Not at all
-----------------	------	------------	----------	------------

Could you please provide detail in some of the changes you would do?

12. Based on your training experience/s; which aspects of the training were more successful/adequate?

Duration	Extremely	Very	Moderately	Slightly	Not at all
Group size (trainees)	Extremely	Very	Moderately	Slightly	Not at all
Profile of participants	Extremely	Very	Moderately	Slightly	Not at all
Profile of trainers	Extremely	Very	Moderately	Slightly	Not at all
Screening of participants	Extremely	Very	Moderately	Slightly	Not at all
Location/context of training	Extremely	Very	Moderately	Slightly	Not at all
Training programme (Schedule)	Extremely	Very	Moderately	Slightly	Not at all
Language of the training	Extremely	Very	Moderately	Slightly	Not at all
Overall, were you personally satisfied by the experience?	Extremely	Very	Moderately	Slightly	Not at all

13. Have you received any feedback from the trainees (at least one) on the implementation of the knowledge gained during their training? YES NO

14. Would you consider adequate to ask trainees to provide a mini report (template to be provided by organizers/trainers) on the activities they conducted during the last 12 months, 1 year after the training?

Extremely	Very	Moderately	Slightly	Not at all
-----------	------	------------	----------	------------

15. Have you received any feedback from the organizers of the training? YES NO
 If NOT, would you have liked to receive feedback from organizers?

16. Has any of your trainees asked for advice or for your collaboration after the training? YES NO
 If YES, how many months after the training?

17. Would you be willing to do a follow-up on the implementation of the knowledge gained by trainees in future training initiatives? YES NO

If YES, what kind of schedule would you suggest for the follow-up?

After 1 year and	After 1 year	Every six months	Every 3 months	Every 3 months
------------------	--------------	------------------	----------------	----------------

after 2 years		(during two years)	(during two years)	(during one year)
---------------	--	--------------------	--------------------	-------------------

18. Do you consider necessary to do a pre-selection of the trainees? YES NO

19. How relevant are the following criteria during the screening process for trainees?

Current position	Extremely	Very	Moderately	Slightly	Not at all
Formation/Background	Extremely	Very	Moderately	Slightly	Not at all
Degree of interaction with the main subject of the training	Extremely	Very	Moderately	Slightly	Not at all
Years of experience	Extremely	Very	Moderately	Slightly	Not at all
Motivation letter	Extremely	Very	Moderately	Slightly	Not at all
Recommendation by SPA/RAC National Focal Point	Extremely	Very	Moderately	Slightly	Not at all
Nationality / Country of residence	Extremely	Very	Moderately	Slightly	Not at all
Gender	Extremely	Very	Moderately	Slightly	Not at all
Working language	Extremely	Very	Moderately	Slightly	Not at all
Other (please detail) _____	Extremely	Very	Moderately	Slightly	Not at all

Who should participate in this selection process?

Organizers	Trainers	National Focal Points (NFP)	Organizers and NFP	Organizers and trainers	Organizers, NFP and trainers
------------	----------	-----------------------------	--------------------	-------------------------	------------------------------

20. Would you be willing to participate in the selection/screening process of the participants in future training programmes? YES NO

21. Any comments suggestions on future training initiatives? (Maximum 100 words)

Questionnaire for TRAINEES

PERSONAL INFO

*Optional

1. First Name*:
2. Surname*:
3. Nationality:
4. Gender: Male / Female
5. Age: 18-29 years 30-39 years 40-49 years 50 years and over
6. Position (at the moment of the training):
Choose the category that applies best to your position (at the moment of the training):

Student / PhD student	Independent expert / Freelancer	Professor or Researcher at University (Academic)	Public servant (Administration / Ministry)	International intergovernmental organization
MPA manager	MPA staff (other than manager)	Non-governmental organization	Other (Please specify) ...	

7. Number of trainings attended that are organised or co-organised by SPA/RAC between 2010 and 2016 (1, 2, ...10): ...

8. When was the last training you have attended (please indicate the training date in Month/Year)?

How long it has been since then? (year/s and/or months)

9. Was/were the training(s) relevant to your professional activities?

Extremely	Very	Moderately	Slightly	Not at all
-----------	------	------------	----------	------------

10. Did this/these training(s) help you to improve your skills or identify and develop new ones?

Extreme help	Helped a lot	Moderate help	Slight help	No help at all
--------------	--------------	---------------	-------------	----------------

If YES (even slightly); have you used any of those skills since then?

Regularly	Often	Occasionally	Rarely	Never
-----------	-------	--------------	--------	-------

11. Indicate how useful was the training in the following aspects:

Research (experimental design, define goals)	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
Field work (data collection)	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
Data analysis	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
Relations with Stakeholders	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
MPA Management Plan (design/development)	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
MPA legislation & long-term financing	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
Identification or creation of a new MPA	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
Gaining new knowledge on species/habitats	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
Professional growth	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant
Personal experience	Extremely	Very	Moderately	Slightly	Not at all	Training was not relevant

12. Have you shared/transferred information received during the training/s with other colleagues?

Regularly	Very often	Occasionally	Rarely	Never
-----------	------------	--------------	--------	-------

13. Have you done any conference presentation or peer-reviewed paper based on skills and tools learned during the training programme?

Regularly	Very often	Occasionally	Rarely	Never
-----------	------------	--------------	--------	-------

14. Have you been in touch with any of your trainers?

Regularly	Very often	Occasionally	Rarely	Never
-----------	------------	--------------	--------	-------

If YES (even if only once), was this helpful?

Extremely	Very	Moderately	Slightly	Not at all
-----------	------	------------	----------	------------

15. Has there been any follow-up on your progress by organizers/trainers?

Regularly	Very often	Occasionally	Rarely	Never
-----------	------------	--------------	--------	-------

16. Do you consider necessary to have follow-up on your progress and activities by organizers/trainers after the training?

Extremely	Very	Moderately	Slightly	Not at all
-----------	------	------------	----------	------------

17. Has/have the training/s helped you to develop synergies/collaborations with other participants involved in management/research in other MPAs?

<i>Extremely</i>	<i>Very</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>	<i>Does not apply (e.g., all participants from same organization)</i>
------------------	-------------	-------------------	-----------------	-------------------	---

18. Did the training/s help you to achieving conservation results?

<i>Extremely</i>	<i>Very</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>
------------------	-------------	-------------------	-----------------	-------------------

If 'slightly' or 'not at all', please explain very briefly why it did not help:

Could you please give us an example of a conservation result (if any) achieved since the training took place?

19. Is your present position the same that when you attended the training/s? YES NO

If NO, please provide detail in current position and affiliation:

20. Would you be interested in participating in future training programmes?

<i>Extremely</i>	<i>Very</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>
------------------	-------------	-------------------	-----------------	-------------------

21. If you participated in more than one training, in your opinion, which was the best training you have attended and why (please indicate the title and date of the training (month/year)?

22. Please provide us with any comments / suggestions that you may consider important for the improvement of future training initiatives (topics, content, trainers, training flow, etc.) (Maximum 100 words)

Questionnaire pour les PARTICIPANTS A LA FORMATION

INFORMATIONS PERSONNELLES

*Optionnel

1. Prénom*:

2. Nom*:

3. Nationalité :

4. Sexe : Masculin / Féminin

5. Âge : 18-29 ans 30-39 ans 40-49 ans 50 ans et plus

6. Poste (au moment de la formation) :

Choisissez la catégorie qui correspond le mieux à votre poste (au moment de la formation) :

Etudiant / Doctorant	Expert indépendant / Consultant	Professeur ou Chercheur universitaire (Académicien)	Fonctionnaire (Administration / Ministère)	Organisation internationale intergouvernementale
Gestionnaire d'AMP	Personnel d'AMP (autre que gestionnaire)	Organisations non-gouvernementales	Autres (Veuillez préciser) : ...	

7. Nombre de formations, organisées ou co-organisées par le CAR/ASP entre 2010 et 2016, auxquelles vous avez assisté (1, 2, ... 10) :
...

8. Quand est-ce qu'était la dernière fois où vous avez participé à une formation organisée ou co-organisée par le CAR/ASP (Veuillez indiquer sa date en Mois / Année) ?

C'était depuis combien de temps ? (en Année/s et/ou Mois)

9. La/les formation(s) étai(en)t-elle(s) pertinente(s) à votre activité professionnelle ?

Extrêmement	Très	Moyennement	Légèrement	Pas du tout
-------------	------	-------------	------------	-------------

10. Cette/ces formation(s) vous a/ont-elle(s) permis d'améliorer vos compétences ou d'en identifier et d'en développer de nouvelles ?

Extrêmement aidé	Beaucoup aidé	Moyennement aidé	Légèrement aidé	Pas du tout aidé
Si OUI (même légèrement) ; avez-vous utilisé l'une de ces compétences depuis lors?				
Régulièrement	Très souvent	Occasionnellement	Rarement	Jamais

11. Indiquez le degré d'utilité de la formation dans les domaines suivants :

	Extrêmement	Très	Moyennement	Légèrement	Pas du tout	La formation n'est pas pertinente
Recherche (conception expérimentale, définir des objectifs)						
Travail de terrain (collecte de données)						
Analyse de données						
Relations avec les parties prenantes						
Plans de gestion d'AMP (conception, développement)						
Législation et financement durable des AMP						
Identification ou création d'une nouvelle AMP						
Acquérir de nouvelles connaissances sur les espèces / habitats						
Croissance professionnelle						
Expérience personnelle						

12. Avez-vous partagé/transféré des informations obtenues pendant la/les formation(s) avec d'autres collègues ?

Régulièrement	Très souvent	Occasionnellement	Rarement	Jamais
---------------	--------------	-------------------	----------	--------

13. Avez-vous fait une présentation en conférence ou rédigé un article examiné par des pairs sur la base des compétences et des outils acquis pendant le programme de formation ?

Régulièrement	Très souvent	Occasionnellement	Rarement	Jamais
---------------	--------------	-------------------	----------	--------

14. Avez-vous été en contact avec l'un de vos formateurs ?

Régulièrement	Très souvent	Occasionnellement	Rarement	Jamais
---------------	--------------	-------------------	----------	--------

Si OUI (même si une seule fois), est-ce que ça a été utile ?

Extrêmement	Très	Moyennement	Légèrement	Pas du tout
-------------	------	-------------	------------	-------------

15. Y a-t-il eu un quelconque suivi sur vos progrès de la part des organisateurs/formateurs ?

Régulièrement	Très souvent	Occasionnellement	Rarement	Jamais
---------------	--------------	-------------------	----------	--------

16. Considérez-vous nécessaire d'avoir un suivi de vos progrès et de vos activités par les organisateurs/formateurs après la formation ?

Extrêmement	Très	Moyennement	Légèrement	Pas du tout
-------------	------	-------------	------------	-------------

17. La/les formation(s) vous a/ont-elle(s) aidé à développer des synergies/collaborations avec d'autres participants impliqués dans la gestion/recherche dans d'autres AMP ?

Extrêmement	Très	Moyennement	Légèrement	Pas du tout	Ne s'applique pas (par exemple, tous les participants sont de la même institution)
-------------	------	-------------	------------	-------------	--

18. La/les formation(s) vous a/ont-elle(s) aidé à obtenir des résultats de conservation ?

Extrêmement	Très	Moyennement	Légèrement	Pas du tout
-------------	------	-------------	------------	-------------

Si « légèrement » ou « pas du tout », expliquez brièvement pourquoi:

Pourriez-vous nous donner un exemple de ces résultats de conservation (s'il y en a eu) ? (Maximum 50 mots)

19. Votre poste actuel est-il le même que lorsque vous avez suivi la/les formation(s) ? OUI NON

Si la réponse est NON, veuillez fournir des détails sur votre poste et votre affiliation actuellement :

20. Souhaitez-vous participer à de futurs programmes de formation ?

Extrêmement	Très	Moyennement	Légèrement	Pas du tout
-------------	------	-------------	------------	-------------

21. À votre avis, quelle était la meilleure formation à laquelle vous avez participé au cas où vous avez participé à plus d'une et pourquoi (veuillez indiquer le titre et la date de la formation) ?

22. Veuillez nous fournir des commentaires / suggestions que vous considèreriez comme importants pour l'amélioration des futures initiatives de formation (sujets, contenu, formateurs, flux de formation, etc.) (Maximum 100 mots) :

ANNEX III - Comments / suggestions provided by trainees at the end of their questionnaire to improve future training initiatives (quoted as submitted; in English or French):

- ✓ *In my point of view and from my experience about SPA/RAC since 1998, I can give full mark or five stars to the staff of SPA/RAC for their experience, coordination and well choosing of experts.*
- ✓ *Monitoring and surveillance in MPAs; spatial planning in MPAs.*
- ✓ *Modélisation en utilisant le logiciel ECOPATH cartographie avec le logiciel ARC GIS.*
- ✓ *Applied exercises; involvement of policy makers, scientists and other stakeholders; work on applicative examples.*
- ✓ *Future training topics that would interest me: - Monitoring of the Monk Seal with actual field work and especially with the installation of cameras in caves - Coralligenous communities and corals monitoring - Surveys and monitoring of reefs and other habitats - Surveys and monitoring of protected species - Alien Species inventory and monitoring - Possibilities of better and more efficient control enforcement for MPAs etc. Field work is very important and therefore trainings that have some days out in the field help to put into action all the theory that we might learn.*
- ✓ *préparation du dossier de classement.*
- ✓ *En ce qui me concerne, la formation était très courte (03 jours) avec presque 10 heures par jour, c'était trop fatiguant, donc à mon avis il faut envisager de prolonger la durée des formations. Aussi le problème que j'ai rencontré c'était la traduction et le manque de la partie pratique. Par conséquent, je suggère de prolonger la durée, choisir de bons interprètes, se baser sur la partie pratique et le travail du terrain, cibler des exemples réalisables et faisables qui peuvent être appliqués au niveau de la rive sud de la Méditerranée. Enfin, le suivi et l'échange efficace entre les participants et les formateurs.*
- ✓ *Durant ces jours, j'ai eu l'occasion d'acquérir de nouvelles connaissances et compétences et cela me sera assurément très utile pour mes expériences professionnelles futures. Ainsi j'ai particulièrement apprécié, le temps, l'attention, l'intérêt que le formateur nous a accordé, il nous a donné envie de persévérer dans ce métier pour lequel vous m'avez donné le plus grand respect. Je possède désormais une expérience du terrain qui me donne des pistes pour m'améliorer.*
- ✓ *The use of spatial techniques (Remote sensing, ...) become an important help to monitor the biodiversity in MPAs, taken pictures and movies by drone equipments is a must. These techniques may be used along the year without the physical presence of technicians in MPAs.*
- ✓ *Introduire des modules numériques qui aident à faire de la vulgarisation scientifique (comment créer et diffuser les résultats sur un site) - Impliquer les décideurs et si possible les inciter à proposer un site pilote dans chaque pays et faire le suivi avec le temps.*
- ✓ *Wetland, management plan, long term training.*
- ✓ *After the registration of whales in the Egyptian Mediterranean last year, it became necessary for me to train or participate in whale watching operations and identify the causes of death in the leading countries in this section. I also have good idea of several years of monitoring the sea turtles in the Red Sea in Egypt, but it is necessary to participate in the programmes of monitoring the exit and laying eggs and hatching and data analysis in the leading countries in this area such as Cyprus,*

- Greece or Turkey, especially that my MPA is working on a marine turtle management plan with support from SPA/RAC in the coming period.
- ✓ We are trying to build our local site experiences based on what we are learning in the trainings. Future assessment (in 6 - 10 years) may be needed to check if we were able to make the needed progress or not. Meanwhile, in the coming years we will be seeking more experts for studies, plans, etc. in order to create the MPA. Thank you for all your kind help and support.
 - ✓ Training topics: The cost of Environmental Degradation. The evaluation of services provided by wetland ecosystems. Climate change impacts in Mediterranean region. Marine Turtle conservation (identification - rescue - rehabilitation). Identification and census of water birds in the Mediterranean.
 - ✓ If I am right, my trainings date before 2010, but an answer like that is not foreseen. As for comments & suggestions - the future topics could be the following: monitoring of species, habitat types and ecological processes; "fast" detection of changes in bd, ht & processes and possible causes.
 - ✓ My only suggestion is to have very target and clear objective training that participants can benefit more.
 - ✓ It is very important to take other training and exchange visits in different MPAs management units to improve management skills for new MPAs managers.
 - ✓ Créer une plateforme d'échange entre les participants des différentes sessions de formation - Une formation sur les outils de gestion d'une AMP - Une formation plus poussée sur le suivi de la biodiversité marine (posidonie, poissons, ...)
 - ✓ Scleractinian ecology and coralligenous communities may be the topic titles for the future plan of SPA/RAC, since the facies are more complicated and create high biodiversity in marine habitats. They are highly beneficial for also the other fauna like sponges, tunicates, bryozoans etc... And these workshops should be supported also with the laboratory lectures on Scleractinian taxonomy, populational dynamics and demography; and also the sclerochronological studies of hard corals may be the best topic in the future. I am very appreciated for your help, labor and support. With your support and valuable help, even during the undergraduate times of students, it improves the experience and beneficiary. Thanks again.
 - ✓ The possibility of combining visual census and smart buoys (the buoys that would emit signals and help managers, practitioners and rangers of MPA to get updates on activities and/or violations outside the working hours).
 - ✓ Vous devez explorer les possibilités d'intégrer d'autres personnes ressources en dehors des points focaux qui peuvent bénéficier des renforcements des capacités avec un excellent degré de pérennisation des bénéfiques des formations. Je vous propose à titre d'exemple les membres des associations et les universitaires (même avec des possibilités d'autofinancement). Sujets des formations : Création, financement et communication pour les AMP, Montage des projets en relation avec les AMP, Mobilisation des fonds auprès des bailleurs internationaux, Stratégies de concertation avec les parties prenantes, Évaluation et monitoring de la biodiversité marine.
 - ✓ Les approches économiques pour l'évaluation des services fournis par les AMP. Les méthodes de suivi et évaluation de la biodiversité. Les approches de gestion des parties prenantes au sein des AMPs. Les effets des changements climatiques sur les AMPs.

- ✓ *L'idée d'avoir une telle expérience est de contribuer à une implication active, pratique et basée sur l'expérience et les besoins, afin d'accroître les connaissances et la capacité des pratiques de gestion et de planification et d'améliorer nos réseaux internationaux et nationaux. Aussi et d'une façon générale, mes attentes sont les suivantes: Échanger des connaissances et des expériences et assimiler de nouveaux concepts liés à: - Intégration entre les secteurs, les disciplines professionnelles, les parties prenantes et l'équilibre entre l'environnement, l'économie et les problèmes sociaux; -Développement durable ; - Résilience, services écosystémiques et aspirations des générations futures; - Bonne gouvernance (intégration de différents besoins), ouverture (partage de l'information); inclusion (participation des parties prenantes); équité (partage des coûts et avantages); - Outils et approches innovantes et instruments économiques novateurs.*
- ✓ *Je suggère qu'en parallèle des formations, qu'il doit y avoir des suivis des travaux qui ont été faits, comme par exemple le suivi de l'évolution de l'herbier qui a été cartographié aux îles Kuriat, le suivi de la limite de l'herbier dans la zone de Cap Negro qui a été fait lors du projet MedKeyHabitats. Je suggère aussi le recours à des nouvelles technologies pour les prochaines formations (par exemple l'installation d'émetteurs sur quelques tortues qui viennent pondre aux îles Kuriat et leurs suivi sur les logiciels appropriés) et bonne continuation.*
- ✓ *It would be important to conduct training regarding methodologies on data gathering, reporting and management of the data according to EcAp relevant indicators. Also, trainings on tools to analyse data in regards to indicators as well as risk-based approach determination of monitoring plans and programmes according to EcAp requirements. Regional approach would be preferable where this is applicable. Using existing good tools already developed like to calculate index on invasive species and so on would be also good idea.*
- ✓ *C'est le travail de terrain qui compte le plus.*
- ✓ *Les sujets doivent être en relation avec les besoins réels des gestionnaires sur terrain - Les cas d'études doivent émaner du pourtour méditerranéen. Des exemples hors du bassin méditerranéen peuvent être présentés mais juste pour exemple ou comparaison - Privilégier les formateurs du bassin méditerranéen - Minimiser le contenu académique et maximiser le côté expérience du terrain - Encourager l'échange d'expériences entre participants.*
- ✓ *Must provide better softwares.*
- ✓ *Maximiser les exercices et les formations sur le terrain (plus de pratique en parallèle au théorique).*
- ✓ *Je pense que vous faites un énorme travail. Je vous suggère de "regrouper" les plus motivés et sérieux des personnes qui ont acquis des connaissances et compétences grâce aux formations que vous avez élaboré, et à leurs parcours académiques et professionnels et de les accompagner et encadrer pour qu'ils mènent à leurs tours des projets de conservation. Bonne continuation.*
- ✓ *MPA benefits to tourism.*
- ✓ *I suggest that training should be carried out over several stages at least over three sessions with a minimum duration of two weeks. These courses must be preceded by an online course consisting of a course that can last one, two or three weeks in front and then during the two-week period there will be case studies and field visits to consolidate the training. Training received online.*
- ✓ *Je trouve que votre approche et votre mobilisation pour la cause environnementale est très intéressante et efficace, à renforcer avec les propositions suivantes si elles ne sont pas déjà*

- appliquées depuis ma formation avec vous en 2013 : - Décentraliser les formations. - Initier des formations sur des zones pilotes pour chaque pays pour diversifier les problématiques en fonction des contextes locaux. - Impliquer les compétences locales de chaque pays. - Impliquer la société civile de chaque pays dans les formations. - Dispenser des formations sur le suivi de la biodiversité dans les AMP des pays membres avec installation des systèmes de surveillance en s'assurant de la pérennité du travail et des résultats. - Former des formateurs pour pérenniser les bénéfices des formations. Enfin ce sont juste des idées.*
- ✓ *Créer des formations pour les collecteurs d'informations (techniciens, bénévoles et/ou observateurs) pour renforcer les projets de recherches déjà mis en place. - Considérer des groupes d'espèces peu ou pas étudiés dans la région tel que les élasmobranches. - Renforcer les projets déjà en place et portant sur des espèces remarquables par des formations plus portés sur l'écoéthologie (à l'exemple des mérus toujours présents en masse dans la rive sud).*
 - ✓ *Cadre Socio-économique et réglementaire des AMP.*
 - ✓ *Il manque le suivi de formation c-à-d niveau 1, niveau 2, niveau 3 etc. pour la même équipe.*
 - ✓ *Favoriser plus l'implication des étudiants halieutes, biologistes et même géologues. Parler plus des enjeux récents auxquels l'environnement marin fait face (pollution, réchauffement climatique, surexploitation, ...). Mettre en évidence l'utilisation d'outils informatiques tels que R ou Matlab pour l'analyse de données concrètes et le SIG pour les données satellitaires pour mieux former les stagiaires ou bénévoles. Faire parvenir des formateurs multinationaux (de préférence) mais aussi multidisciplinaires pour montrer que la communauté scientifique est très diversifiée et solidaire. Faire un compte rendu et un bilan de la formation de la part des stagiaires et des formateurs en mettant aussi le point sur leur appréciation et ce qu'ils ont retenu de cette expérience (professionnelle et humaine).*
 - ✓ *Participatory approaches are very good but often they don't really give an instrument for evaluation and assessment of decisions. My suggestion is to include participatory modelling and quantitative analyses in these activities in order to play interactively also in terms of quantitative effects. I do believe that this would not only transfer way of doing (participation) but also better evaluate trade-offs (through quantification).*
 - ✓ *Une idée : création de tradition de formation annuelle à Kuriat sur les thèmes de la biodiversité mais avec focus sur l'interaction avec le secteur privé et l'aspect socioéconomique. Kuriat est un site qui regroupe à la fois une diversité biologique, paysagère et patrimoniale riche ainsi qu'une activité économique intense (pêche, aquaculture et tourisme). En plus, il y a une société civile active et des parties prenantes engagées. Cet orchestre de partenaires pourrait servir comme un laboratoire-modèle pour formation des gestionnaires des AMPs sur la gestion des sites avec des enjeux similaires que ce soit en Tunisie ou ailleurs ; exemple en Tunisie: le tourisme à Djerba, la pêche à Kerkennah et Kneiss, l'aquaculture à Boughrara et Biben...*
 - ✓ *Intensive training courses and proposal of new marine reserves.*
 - ✓ *La législation de création des AMP. Les principaux axes à traiter lors de la création des AMP.*
 - ✓ *Préférence pour les formations de terrain comme celles qui sont organisées depuis deux ans à Kuriat.*

- ✓ *All training should be as much practical as it could be. Also, duration of the training should be planned to allow enough time for participants to practice and discuss learned objectives. When it comes to topics, it should be good to continue with training on monitoring methodology according to EcAp indicators but in more detailed and more specific for certain issues (habitat types, species...), training on management measures in MPA-s , fishery issues in MPA-s, planning of sustainable finances would be good to be continued.*
- ✓ *Different topic, like management, tools of communication, external financing. How to establish a mechanism to improve communication between other MPAs to exchange knowledge and experiences.*
- ✓ *Je vous propose une amélioration au niveau de la communication : s'adresser de plus en plus aux jeunes étudiants afin d'acquérir des connaissances complémentaires. Le partage du programme et la date des formations sur votre page facebook pour que les étudiants et les intéressés soient au courant et puissent participer.*
- ✓ *No comment, good work.*
- ✓ *Topics: invasive species, warming-related impacts, vulnerable species.*
- ✓ *Benthos is the most important living area in marine ecosystem. Without formations of hard corals, sponges, calcareous algae and coralligenous, the benthos could not be the place what exactly marine science means. Thus, I suggest you to do more workshops and events on hard corals and others mentioned above, especially in the strait ecosystems around the world such as Gibraltar, Dardanelles, Istanbul etc.. The strait habitats are really important transition zones and key place for migration. For instance, there may be a workshop on the Dardanelles hotspot areas and their beneficial role in marine community. Gorgonian, hard coral and sponge communities in the Dardanelles, mainly in deep zones under 30 m, occur really hotspot spots and are the main biodiversity area in the strait.*
- ✓ *More user latest technic.*
- ✓ *Les futures formations pourront être comme suit : - Enjeux des pressions anthropiques sur les écosystèmes aquatiques et les mesures de conservation. - Changement climatique. - Espèces exotiques - Protection des espèces en danger.*
- ✓ *Améliorer la communication pour mieux avoir accès aux informations qui concernent les formations (date et procédure d'inscription).*
- ✓ *Bonne continuation.*
- ✓ *Développer la partie analyse de données et la cartographie par système d'information géographique des zones d'étude pour mieux comprendre les problématiques liés aux AMP (îles de Kuriat). Autoriser au plus grand nombre des étudiants de bénéficier de vos programmes de recherche.*
- ✓ *Je pense que les formations organisées sont très intéressantes pour des acteurs de la conservation marine en Méditerranée, que ce soit gestionnaires, administratifs ou scientifiques. Cela crée un contact qui permet à chacun de ces acteurs de voir de près en quoi consiste la tâche de l'autre. Au-delà des retombées techniques (apprentissage de nouvelles notions ou méthodes), ce sont des formations qui sont en train d'instaurer une dynamique entre les participants. C'est pour cela qu'il serait intéressant de proposer des moyens pour garder contact entre les participants, pour*

s'entraider et continuer à échanger sur des thématiques de conservation marine (groupe whatsapp, facebook...).

- ✓ *In my opinion, new monitoring protocols are always welcome specially for the MPA-s and people connected with them, but nowadays also for the evaluation of the GES (good environmental status). Taxonomy is really needed in different sub-fields and some time ago we were speaking about Ascidians, coralligenous algae, ... All trainers I met were perfect. Thank you for all your effort!*
- ✓ *In terms of topics: useful techniques that MPA managers can use when faced with pollution problems (especially marine litter), what techniques on field seem to work in practice when it comes to marine litter prevention. I think the most value in workshops is that they keep happening in the future. Because when people with similar problems come together and have the dedicated time to think about a certain problem, especially with the added advantage of many different views that every participant brings to the topic, we can find solutions that could not occur on an individual level.*
- ✓ *Restoration, invasive species risk evaluation.*
- ✓ *All the trainings I was involved in were organized very well, and I don't have any suggestions for improvement of the organization.*
- ✓ *This training are important methods to learn from trainers as well from colleagues, so I think it is important to ensure the participation of all trainees in the discussion and exercises. To ensure participation probably even the first day of training, ice breakers or social activities, aiming to help easy communication should be considered. Dynamic groups, different for each practical exercise could also help communication and networking. Also, follow-up activities could help to understand the result of the training.*