Cookbook for Conveners

BLUE SOLUTIONS

Planning & Implementing Successful Training Courses

BLUE PLANNING IN PRACTICE
Ecosystem-based Marine and Coastal Planning and Management

BLUE IES
Integrating Ecosystem Services into Coastal and Marine Development Planning

BLUE CCA
Climate Change Adaptation in Coastal and Marine Areas

TRAINING OF TRAINERS
Facilitating Blue Training Courses

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Contributing projects and institutions

The **Blue Solutions Initiative** provides a global platform to collate, share and generate knowledge and capacity for sustainable management and equitable governance of our blue planet. GIZ in direct partnership with GRID-Arendal, IUCN and UN Environment implements the Blue Solutions Initiative.

The **Mami Wata Project** aims to develop capacity and implement pilot projects on Integrated Ocean Management applying Marine Spatial Planning, State of Marine Environment Assessments and EBSA Information in Western Africa. The project is implemented by GRID-Arendal and the Abidjan Convention Secretariat, and works together with existing Regional Centres of Expertise.

The regional **Marine Spatial Management and Governance (MARISMA) Project** supports the Benguela Current Convention (BCC), its three Parties Angola, Namibia and South Africa to enhance the sustainable development of the Benguela Current Large Marine Ecosystem (BCLME). The project’s approach to enable sustainable ocean use focuses on capacity development for implementing Marine Spatial Planning, thereby building on the region’s Ecologically or Biologically Significant Marine Areas (EBSAs). MARISMA is implemented by GIZ in partnership with the BCC Secretariat and its Parties.

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Introduction

The Blue Training courses include:

- Integration of ecosystem services into coastal and marine development planning (Blue IES);
- Ecosystem-based marine and coastal spatial planning and management (Blue Planning in Practice); and
- Climate change adaptation in coastal and marine areas (Blue CCA).

In addition, a Training of Trainers (ToT) format has been designed to help trainers to come to grips with the training content and methodology.

Integrating ecosystem services, climate change adaptation and marine and coastal spatial planning are complex issues that cannot be solved by following easy to learn blue prints. Instead, they require systemic, participatory and emergent solutions and individuals who are ready and able to contribute their personal experience, their knowledge, technical skills and their creative drive to find such solutions. Therefore, during all three training courses, participants have the opportunity not only to learn new knowledge, but also apply and advance their (soft) skills such as communication and creativity as well as positive attitudes like being open-minded and cooperative. This is in a nutshell the innovative and unique character and approach of the Blue Training courses.

The courses are designed for practitioners, technical staff and decision-makers responsible for coastal and marine planning and management. They represent different types of actors, such as government, civil society, and academia, as well as those engaged in coastal and marine-dependent economic sectors such as aquaculture, fisheries, conservation, maritime transport, energy, mining, and tourism.

All three training courses are based on the Harvard case method, which conveys teaching messages mainly through interactive practical work by participants. The training courses include exercises using a fictitious situation closely based on real life conditions and challenges. Experiences drawn from descriptions of actual best practices (so called ‘blue solutions’) enrich the trainings by providing concrete examples and showcasing how solutions can work in reality. All training courses and exercises can be adapted to different demands and contexts. They are designed for 3 to 5 days and can be delivered in various languages (e.g. Blue Planning in Practice: English, French, Spanish and Portuguese).

Since 2014, more than 20 Blue Training courses and ToT workshops have been conducted, each with about 20 participants. More than 30 experts, trainers and practitioners from development agencies, non-governmental organisations (NGOs) and research institutions from around the world contributed to the development of the training courses by providing valuable advice and feedback. Some provided ‘blue solutions’ and real case examples from their own countries.

Why this cookbook, for whom and how to use it?

When organising training courses, a range of people and institutions are usually involved, with different roles and responsibilities: Besides the trainer team, there are what we call clients, funders and implementers with different tasks and responsibilities than the trainer team. Usually, clients initiate a training process by commissioning organisations and people to become active to plan and implement trainings. Often, these clients are the funders and cover costs that come with the planning and implementation of trainings. The people and related institutions that are in charge of planning the trainings both from a logistical point of view and in terms of the technical side often act as implementers. The team of trainers will, in cooperation with the implementers, ensure that the training is carried out according to the approach and agreed format. Sometimes these roles are executed by just one organisation; sometimes they are clearly divided among several organisations and people. Throughout this document, we will call all these actors (clients, funders and implementers) training conveners.

1 Blue Solutions are innovative concepts and practical approaches that inspire and facilitate action towards healthy and productive marine and coastal ecosystems. They (a) address challenges to sustainable development and human wellbeing in the marine and coastal realm and contribute to maintaining or improving the status/health of biodiversity and ecosystems, (b) are effective and have been applied with a demonstrated impact, and (c) are scalable with elements that have the potential for up-scaling or adaptation in other contexts.

2 Another term for clients could be, the ‘commissioning party’.
This document is intended to support these conveners in planning and implementing successful Blue Training courses. The aim is to provide a ‘cookbook’ that conveners can choose from and build on – rather than re-inventing the wheel. In doing so, we hope that the Blue Training courses will not only continue to be used by interested conveners after termination of the project actors that have produced and used the trainings. We also hope the ‘cookbook’ will enable effective training programs to be developed and implemented that match capacity development needs – and even more generally, assist in organizing a training event from scratch. In addition, we would love to see the trainings adapting and evolving further by conveners to even better fit their specific needs and contexts.

The cookbook is based on many years of practical experiences around the world – and thus provides you with hands-on information:

**Part I Recipes** (pp. 8 et seq.) contains generic training design briefs for the three training courses and a training of trainers course. This section will give interested conveners an overview of the trainings at hand that can be used.

**Part II Kitchen basics: Convening a Blue Training course** (pp. 20 et seq.) provides answers to key questions, which usually come up in the preparation and implementation of a training event. This section is therefore intended to enable conveners to assist and support the effective planning and implementation of successful trainings.

**Part III The kitchen** (pp. 25 et seq.) presents an overview of available cooking equipment, i.e. training material and requirements for the kitchen, i.e. logistical requirements. It is intended to provide conveners with the basic equipment that they will need when planning and implementing the Blue Training courses.

**Part IV Cooks** (pp. 28 et seq.) provides an overview on available cooks, i.e. the current trainer pool.

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3 In addition to that, trainers should be asked for advise on content and methodologies, as this publication is not a Trainer Manual. Detailed didactical information is available in the Blue Solutions Trainings’ Trainer Manual.

4 Trainers will find more detailed didactical information in the Blue Solutions Trainings’ Trainer Manual.
Voices from participants

“Because of the practical exercises that involved a lot of sectoral interactions, I could vividly envisage what undertaking an MSP process would involve. An interesting aspect observed was also how trust was built amongst sectors as more and more sectoral interactions ensued.”
Israel Hasheela, Ministry of Mines and Energy, Republic of Namibia

“The Blue Planning in Practice course is cleverly designed based on the latest understanding on how people learn, and best practice in marine spatial planning and integrated coastal zone management. It uses a participatory learning approach, a fun and engaging way to learn the key principles, steps, and activities necessary to learn to apply planning within a region. After providing the training in Myanmar, the government has now instituted and adapted the approach within their own teaching processes for their staff to learn integrated coastal zone management. I think that indicates success!”
Hedley Grantham, Wildlife Conservation Society

“I can describe the workshop with 3 words: powerful, participative and complex.”
Benito Bermúdez, National Commission of Protected Areas, Mexico

“I had a wonderful time during the training and it went well beyond my expectations. The immersion on how to spread the word of conservation linked to human well-being was great!”
Marinez Eymael Garcia Scherer, Federal University of Santa Catarina, Brazil

“The flexibility of the modules is very relevant for my work context. We aim at taking these insights to the people who will implement them. Since every situation and every country is different, the content of the course is designed in a flexible way in order to be of use in any context.”
Antonio Clemente, Fundación MarViva

“It is rare when a training course generates such a fantastic outcome, new friends, new opportunities, amazing skills and a great network.”
Ruth Fletcher, UN Environment World Conservation Monitoring Centre

“One of the things I like about the workshop is the participative method, the group work, the participation and the constant exchange of experiences of the different participants of different countries.”
Roddy Macías, Department of Marine and Coastal Management and Coordination, Ecuador
**PART I: Training Recipes**

All three Blue Training courses are based on the Harvard case method, which conveys teaching content mainly through interactive practical exercises (case work) using a fictitious situation closely based on real life conditions and challenges. The fictitious case (called ‘Bakul’) allows participants to immerse in a context, free from their own work situation and its biases. Experiences drawn from actual blue solutions’ descriptions enrich the trainings by providing concrete examples and showcasing how solutions can work in reality. The methodology can also be applied to a real case if so desired by the conveners; this however involves further preparation in advance of the training course, in order to gather and process necessary information and tailor the training to fit the demand and context.

All exercises follow the same sequence:

1. The **introduction**, given by the trainer, provides the necessary theoretical background and introduces participants to the casework.

2. The **casework** gives participants the opportunity to work through the different aspects linked to the training topic in a systematic manner. Participants assume the roles of ‘case work experts’ in charge of the specific module’s task.

3. The ‘case work experts’ **present** their results to the plenary. This is an opportunity to share experiences and to foster mutual learning. Trainers offer alternatives and feedback when necessary.

4. In a final **reflection**, either after each exercise, during a dedicated session at the end of each day or at the end of a training workshop, the participants reassume their own real-life position. They reflect on their experiences and link them to their own real work life tasks and challenges in order to make the newly gained knowledge more applicable. Trainers support through guiding questions and facilitating the reflective discussion. For the Blue Planning in Practice training course, compiled challenges and enabling factors for successful Blue Planning in Practice shape these reflections.

5. In addition, ‘blue solutions’ – successful cases – complement the training courses by illustrating theoretical inputs and case work learning. They serve as real case examples for ‘what works’ (key success factors) in different situations.

The following section provides brief descriptions for each of the three different training courses as well as the ToT and examples of training programs that have been conducted already. Each design brief contains information on:

- Learning objectives;
- Specific target group;
- Time frame, content, specific logistics; and a
- Draft training program.
1. Blue Planning in Practice: Ecosystem-based Coastal and Marine Planning and Management

1.1. General objectives and learning objectives

This training course, informed by decades of practical experiences and learning in the field, aims to strengthen practical spatial planning and plan implementation. The course, therefore, provides an introduction to the theory and practical starting points of ‘Blue Planning in Practice’.

With this course participants will:

- **Understand the relevance** of spatial planning as a topic for coastal and marine development and management;
- Learn to **think in systems** and understand the role of coastal and marine ecosystems for human well-being;
- Become **aware of the unique characteristics** of planning in coastal and marine areas;
- Be able to **balance interests** of different stakeholder on the basis of clear and transparent criteria;
- Become able to **start applying ‘Blue Planning in Practice’** in their own specific legal, governance and administrative contexts;
- Become **aware of barriers, challenges and enabling factors** for the effective use and implementation of planning approaches; and
- Be **enabled to develop their own strategies** to overcome those barriers and challenges.

On a more personal level, participants shall:

- Enhance **analytical skills**;
- Learn to **think strategically**;
- Strengthen **cooperation and dialogue skills**;
- Learn to communicate in an **audience-oriented and culture-sensitive way**; and
- Enhance **reflective skills** such as creativity, innovation and adaptive management skills.

![Graph 2: Elements of Blue Planning in Practice](image-url)
1.2. Target audience

The training course is designed for a group of 20 participants. The participatory approach and interactive manner of the course does not allow for many more participants. The course is designed primarily for professionals responsible for the planning and management of coastal and marine areas and their natural resources, not only from the environment sector, but also from other sectors (e.g. fisheries, tourism, transportation, energy, and sea mining), or from cross-sectorial planning and management bodies. It thus aims at decisions makers, planners, practitioners and technical staff from governments as well as civil society, academia and the private sector from developing and emerging countries. The Blue Planning in Practice training course also targets national and international staff in international or regional cooperation working in coastal and marine development projects.

For the selection of participants, the following criteria should be taken into consideration:

- Participants are technical staff and decision makers who will make use of the training content in their daily practise (clear institutional mandate); and
- Very good communication skill in training language (oral and written).

1.3. Content, time frame and logistics

The course is designed for a minimum of 5 days. A half-day excursion can be included, which would ideally give participants the opportunity to apply some of the course content. Due to its modular structure, the course can be ‘tailored’ to the specific learning needs of the target audience.

The content of the Blue Planning in Practice course is organised along six elements that each comprise several exercises and inputs (also see Graph 2 p.9):

- Identification of need and process design;
- Organisation of stakeholder participation;
- Inventory and analysis of current and future conditions;
- Drafting and approving the spatial management plan;
- Implementation and enforcement; and
- Monitoring, revision and adjustment.

The following inputs and exercises comprise the core course (which would take 5 days):

- Introductory session (welcome, objectives, getting to know each other and working agreements);
- Introductory session on Blue Planning in Practice and Ecosystem Services;
- Input or case work: Introducing Bakul country;
- Case work: Identify Need;
- Role Play: Define Principles and Vision;
- Input: Organize the process;
- Case work: Develop SMART goals and objectives;
- Case work: Map Stakeholders;
- Case work: Involve Stakeholders;
- Case work & Role Play: Map your seascape;
- Case work: Allocate sea use;
- Case work: Implement effectively;
- Case work: Measure progress; and
- Plan personal action (Learning transfer).

Specific logistics: This training course requires six pin boards only (or alternative options, see Part III: The kitchen) and less cards. In addition, maps and transparent layers.

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5 Please check the Blue Solutions Training 'Trainer Manual' for more detailed information.
### 1.4. Exemplary Program Blue Planning in Practice: Namibia 2017

<table>
<thead>
<tr>
<th>Day 1: Introduction &amp; getting to know Bakul</th>
<th>Day 2: Stakeholder participation &amp; Inventory</th>
<th>Day 3: Excursion &amp; Inventory</th>
<th>Day 4: Drafting SMP &amp; Approving</th>
<th>Day 5: Implementation, M&amp;E &amp; Learning Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.30 – 10.30</strong></td>
<td>Intro: Welcome, objectives, getting to know, ground rules etc.</td>
<td>Intro: Stakeholder participation Case work: Map stakeholders Experience from BCC countries with stakeholder participation</td>
<td>Excursion to Walvis Bay Lagoon (Catamaran)</td>
<td>Intro: Drafting &amp; approving (incl. measures) Case work: Allocate sea use (step 1)</td>
</tr>
<tr>
<td><strong>11.00 – 12.30</strong></td>
<td>Intro: MSP in BCC Intro to Blue Planning</td>
<td>Bringing it home</td>
<td></td>
<td>Case work: Allocate sea use (step 2)</td>
</tr>
<tr>
<td><strong>12.30 – 13.30</strong></td>
<td>Lunch Break</td>
<td></td>
<td></td>
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<tr>
<td><strong>13.30 – 14.00</strong></td>
<td>Learning partnerships</td>
<td></td>
<td></td>
<td>Learning partnerships</td>
</tr>
<tr>
<td><strong>14.00 – 15.30</strong></td>
<td>Intro: Ecosystem Services</td>
<td>Case work: Map your seascape</td>
<td>Case work: Identify spatial incompatibilities</td>
<td>Game on ‘Negotiation’ Learning transfer: Plan personal actions</td>
</tr>
<tr>
<td><strong>16.00 – 17.30</strong></td>
<td>Case work: Identify need Ctn. case work &amp; role play</td>
<td>Bringing it Home</td>
<td>Bringing it Home</td>
<td>Evaluation and closure</td>
</tr>
<tr>
<td><strong>17.30 – 18.00</strong></td>
<td>Co-Management Team (for some participants only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Welcome Dinner</td>
<td></td>
<td></td>
<td>Farewell Dinner</td>
</tr>
</tbody>
</table>
2. Blue IES: Integrating Ecosystem Services into Coastal and Marine Development Planning

2.1. General objectives and learning objectives

Development and well-being of human societies are invariably linked to ecosystems and the benefits they provide. Recognizing the correlation between these ecosystem services and development is a success factor for coastal and marine planning and management. Managing ecosystems to sustain the flow of ecosystem services can provide immediate economic benefits, and strengthen the resilience of those systems, especially in the face of climate change.

Participants of the course will learn:

- What coastal and marine ecosystem services are;
- To understand how the assessment and valuation of biodiversity and ecosystem services contributes to sustainable coastal and marine development;
- How to recognize linkages between ecosystem services and development;
- How to plan and support a stepwise process to conduct biophysical assessments and valuations; and integrate them into decision-making.

2.2. Target audience

The training course is designed for a group of 20 participants. The participatory approach and interactive manner of the course does not allow for many more participants. The target audience for the course includes:

- Technical staff from development projects and programmes, and national and local government planners and policy-makers from both ‘conservation’ and ‘development’ sectors;
- National and international development cooperation staff;
- Local consultants; and
- NGO / civil society representatives.

For the selection of participants, the following criteria should be taken into consideration: See Part II on ‘How to select participants’:

- Participants are technical staff who will make use of the training content in their daily practise (clear institutional mandate); and
- Very good communication skill in training language (oral and written).
2.3. Content, time frame and logistics

The course is designed for duration of 3 – 5 days. With a minimum of 4 days, a half-day excursion can be included, which would ideally give participants the opportunity to apply some of the course content. Due to its modular structure, the course can be ‘tailored’ to the specific learning needs of the target audience.

The training course consists of six exercises that follow the six steps of the integrating ecosystem services (IES) approach (see Participant Handbook):

- Introductory session (welcome, objectives, getting to know each other and working agreements);
- Introductory session on Ecosystem Services;
- Exercise 1: Getting familiar with Bakul country case study;
- Exercise 2: Where the story begins (Steps 1+2);
- Exercise 3: Carrying on with the assessment (Step 3);
- Exercise 4 (Part 1): Appraising the institutional and cultural framework (Step 4);
- Exercise 4 (Part 2): Appraising the institutional and cultural framework (Step 4);
- Exercise 5: Applying economic valuation in Indare (Step 5);
- Exercise 6: Putting the pieces together (Steps 5 +6): and
- Plan personal action (Learning transfer).

Specific logistics: Ideally, the training course would be equipped with a minimum of six pin boards and plenty of cards (see Part III for necessary training material). Ideally, use transparent tape to glue results of group works to be used throughout the training.

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Graph 4: Map of Bakul (Blue IES Training Course)

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6 Please check the Blue Solutions ‘Trainer Manual’ for more detailed information.
### 2.4. Exemplary Program Blue IES

<table>
<thead>
<tr>
<th>Day 1:</th>
<th>Day 2:</th>
<th>Day 3:</th>
<th>Day 4:</th>
<th>Day 5:</th>
</tr>
</thead>
</table>
| 8.30 – 10.30 | • Opening and welcome  
• Participant introductions  
• Introduction to the training | • TV Bakul  
• ES Assessment – Identifying conditions and trends of ES | • Field trip, including exercise  
• TV Bakul  
• Introduction to economic valuation methods | • **Exercise 6:** ‘Putting the pieces together’ |
| 11.00 – 12.30 | • Basic concepts: Biodiversity, ecosystem approach, ecosystem services, TEEB initiative and the IES approach  
• **Exercise 1:** ‘Getting familiar with Bakul’ | • **Exercise 3:** ‘Carrying on with the assessment’  
• Results presentation and discussion | | |
| 12.30 – 13.30 | Lunch Break | | | Lunch Break |
| 14.00 – 15.30 | • **Exercise 2:** ‘Where the story begins’  
• Introduction to governance of biodiversity and ES  
• **Exercise 4:** ‘Appraising the institutional and cultural framework’ | • Results presentation and discussion  
• Role play  
• Conclusions and closing remarks | • Results presentation and discussion  
• Bringing it home to day-to-day life’ session | |
| 16.00 – 17.30 | • Results presentation and discussion  
• Conclusions and closing remarks | | | • **Policy options and entry points**  
• Evaluation, conclusions and closing remarks |
| 17.30 – 18.00 | | | Co-Management Committee for some participants |
3. Blue CCA: Climate Change Adaptation in Coastal and Marine Areas

3.1. General objectives and learning objectives

The aim of the training is to enhance capacities among development actors in coastal and marine areas and to support institutions in successfully taking action on climate change adaptation (CCA). This course therefore provides an introduction to the theory and to the practical starting points of climate change adaptation in coastal and marine areas.

Participants will learn

- to understand and be able to explain the basic concepts of climate change and CCA;
- to understand the relevance of climate change as a topic for coastal and marine development;
- to apply the basic steps of climate proofing (vulnerability analysis, identification of suitable CCA options/measures, monitoring and evaluation) and identify entry points for CCA;
- to understand the role ecosystem services can play for climate change adaptation and understand the basic concept of ecosystem-based adaptation (EbA); and
- how to approach the integration of CCA in their own work context.

3.2. Target audience

The training course is designed for a group of 20 participants. The participatory approach and interactive manner of the course does not allow for many more participants. The course is designed primarily for professionals responsible for the planning and management of coastal and marine areas and their natural resources, preferably not only from the environment sector, but from other sectors (e.g. fisheries, coastal protection) as well. It aims, at varying degrees of detail, at decision makers as well as technical staff. It is particularly beneficial for participants working at the planning level and being actively involved in development and/or adaptation planning. Basic notions of climate change and CCA are advantageous.

For the selection of participants, the following criteria should be taken into consideration:

- Participants are technical staff who will make use of the training content in their daily practice (clear institutional mandate); and
- Very good communication skill in training language (oral and written).

3.3. Content, time frame and logistics

The course is designed for a duration of up to four days. Due to its modular structure it can be ‘tailored’ to the specific learning needs of the target audience. The training course comprises several training elements: case work group exercises, theoretical inputs and several interactive learning sessions. The training course consists of six main exercises that largely follow the logic of climate proofing approach (see graph Graph 5 p.16):

- Introductory session (welcome, objectives, getting to know each other and working agreements);
- Introductory session on CCA and climate proofing;
- Case work: Assessing risk;
- Case work: Identifying adaptation options;
- Case work: Selecting adaptation measures;
- Case work: Implementing change (including monitoring and evaluation); and
- Plan personal action (Learning transfer).

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Please check the Blue Solutions Training ‘Trainer Manual’ for more detailed information.
3.4. Exemplary program: Grenada 2015

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
</table>
| 09.00 – 10.30 | - Intro to the course  
- Overview on Blue Solutions Trainings  
- Intro to CC & CCA: basic terminology | - Assessing risk: group work | - Appraising institutional & cultural framework: role play & reflection |

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
</table>
| 11.00 – 12.30 | - Intro to CC & CCA in coastal and marine areas  
- Input: Blue Solutions in CCA | - Presentation & reflection | - Identifying entry points: group work & presentation  
- Reflection |

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.00 – 15.30</td>
<td>- Intro ecosystem services and fictitious case Bakul</td>
<td>- Adaptation options &amp; EbA: Intro &amp; group work</td>
<td>- Action planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
</table>
| 16.00 – 17.30 | - Intro Climate Proofing  
- AL risk terms | - Presentation  
- Intro to multi-criteria analysis  
- Reflection | - Course evaluation  
End at 17.00 |

| 17.30 – 18.00 | Co-Management Committee for some participants only |

Graph 5: Climate Proofing Approach & Blue CCA Exercises
4. Training of Trainers: Facilitating Blue Training Courses

4.1. General objectives and learning objectives

A Training of Trainers (ToT) workshop in the context of coastal and marine management aims to develop training and facilitation skills needed to effectively run training programs on an institutional level, but also on the level of programmes and projects involved in coastal and marine management. Therefore, objectives for a ToT workshop include:

- Supporting future trainers in *becoming familiar with the basic concepts and methodologies* of the Blue Training courses;
- Giving future trainers the opportunity to *make their own experience as trainees* with the core training modules of the Blue Training courses; and
- Building *participant-centred training, moderation, facilitation, and visualisation capacities* that promote active and practice-based learning.

Specific learning objectives have to be defined for each training workshop depending on the objectives of the conveners and/or expected outputs and desired outcome) as well as participants’ needs. When planning a ToT workshop, bear in mind your intended output and whether a ToT is needed: How many new trainers for what purpose do you need? Who can support and finance actual further training workshops? Can you offer the new trainers concrete opportunities (training workshops) within the next 1-2 years for them to apply and consolidate their skills?

<table>
<thead>
<tr>
<th>Learning objectives of the Blue Training of Trainers workshop (Bali, 2017)</th>
</tr>
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<tbody>
<tr>
<td>With this ToT participants will:</td>
</tr>
<tr>
<td>- Know the principles for the case method and participant-centred adult learning;</td>
</tr>
<tr>
<td>- Know a range of participant-centred training and facilitation tools that encourage active and practice-based learning as well as effective learning transfer;</td>
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<tr>
<td>- Practice feedback and reflection (including self-reflection and learning as a trainer);</td>
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<tr>
<td>- Practice visualisation techniques;</td>
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<tr>
<td>- Reflect on the whole capacity building process ranging from training needs assessment and actual training workshops to follow-up activities such as coaching or follow-up workshops;</td>
</tr>
<tr>
<td>- Prepare a participant-centred training script, and prepare and conduct a selected training session; and</td>
</tr>
<tr>
<td>- Learn how to deal with challenging situations in the training context.</td>
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</tbody>
</table>
4.2. Target audience

The ToT course is designed for a group of maximum 20 participants. The participatory approach and interactive manner of the course does not allow for more participants. The ToT format addresses trainers, consultants, representatives from partner organizations as well as national and international staff in international cooperation working in coastal and marine management projects who are in the position to pass on their knowledge and facilitate further learning and training workshops. For the selection of participants the following criteria should be taken into consideration:

- Familiarity with concepts of the respective training course;
- Good experience in working with groups as a trainer or facilitator or in working with multiple stakeholders;
- Participatory attitude; and
- Clear mandate to carry out trainings.

A ToT workshop ownership can be enhanced if participants have to apply for the training course (e.g. send expressions of interest) and share some of the cost by paying a fee or by covering the expenses of their accommodation, board and airfare.

4.3. Content, time frame and logistics

A ToT workshop should introduce all core exercises and include sufficient time for practical application and learning. Depending on the topic (Blue CCA, Blue IES or Blue Planning in Practice), it should last between six and ten days including a half-day break and another one day break if it is ten days long. The duration of a ToT workshop depends very much of the training topic because, for example, the Blue Planning in Practice course consists of many more exercises than the Blue CCA course. Ideally, participants should work through all existing training exercises, although that might not be possible in the form of case work and reflection sessions, due to time constraints. Thus, some exercises (including respective hints for trainers) will have to be introduced theoretically. However, it is not recommended to hold a ToT workshop for longer than ten days, as this is already at the limit in terms of energy level and absorption capacity of participants and trainers.

A ToT workshop should comprise the following content:

- Introductory session (welcome, objectives, getting to know each other and working agreements);
- Introductory session on the respective topic (i.e. IES, Blue Planning in Practice or CCA);
- Respective case work exercises, role plays and reflection sessions (i.e. IES, Blue Planning in Practice or CCA);
- Introduction to key methodological concepts such as adult learning and participatory training methods (as needed by participants);
- Daily reflection sessions from a trainer’s perspective;
- Simulations of future trainings the participants plan to conduct, including facilitated reflection based on different feedback loops, i.e. self-reflection, feedback by observers, feedback by trainers;
- A daily co-management committee providing the opportunity for participants to play an active role in shaping the training process; and
- Plan personal action (learning transfer).

In addition, expert inputs can help to embed the training workshop into a larger political framework and enable participants to ask questions and profit from expert knowledge and/or practical experience (such additional inputs are not taken into account in the draft program below; be careful not to overload the already strenuous program).

To enable participants to actually apply new skills and knowledge, training organisers should join a session of the training and discuss next steps in using and applying the training’s content with participants.

---

8 After some trial and error, we recommend asking for a contribution of about one national expert’s daily fee. Waivers can be issued to candidates under specific circumstances.
### 4.4. Exemplary program: Indonesia 2017

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Introduction Blue IES</td>
<td>Reflection Blue IES</td>
<td>Introduction Blue CCA</td>
<td>Field trip (voluntary)</td>
<td>Day on key methodological concepts</td>
</tr>
<tr>
<td></td>
<td>Blue Solutions &amp; Mami</td>
<td></td>
<td></td>
<td></td>
<td>for case study approach</td>
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<tr>
<td></td>
<td>Wata: Capacity Development</td>
<td></td>
<td></td>
<td></td>
<td>Reflection on case study method</td>
</tr>
<tr>
<td></td>
<td>Intro Training Methodology</td>
<td></td>
<td></td>
<td></td>
<td>Participatory training methods</td>
</tr>
<tr>
<td></td>
<td>World Café on Adult Learning</td>
<td>IES Group work</td>
<td>BPIP role play 'Vision'</td>
<td>Reflection Blue CCA</td>
<td>Free time</td>
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<td></td>
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<td></td>
<td></td>
<td>Reflection as a trainer</td>
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<tr>
<td></td>
<td>Arrival</td>
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<td></td>
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<tr>
<td></td>
<td>continues</td>
<td>continues</td>
<td>BPIP Bringing it Home</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Reflection as a trainer</td>
<td>Reflection as a trainer</td>
<td>Reflection as a trainer</td>
<td></td>
<td>Movie night</td>
</tr>
<tr>
<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
<td></td>
<td>Each day has been divided in 4 sessions</td>
</tr>
<tr>
<td>Prepare a training program</td>
<td>Simulation 1</td>
<td>Open questions &amp; Peer advise</td>
<td>Departure</td>
<td></td>
<td>with breaks for tea/lunch in between.</td>
</tr>
<tr>
<td>Presentation and feedback in plenary</td>
<td>Simulation 2</td>
<td>Plan personal action</td>
<td></td>
<td></td>
<td>Orange sessions concentrate on</td>
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<td></td>
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<td>methodological aspects;</td>
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<tr>
<td>Prepare a training scripts for the simulation</td>
<td>Simulation 3</td>
<td>Evaluation &amp; Closure</td>
<td></td>
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<td>blue sessions focus on the Blue-training</td>
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<td>modules.</td>
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<tr>
<td></td>
<td>Simulation 4</td>
<td><em>Evening: Farewell Party</em></td>
<td></td>
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</tbody>
</table>

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9 This ToT workshop briefly introduced all three Blue Solutions training courses.
PART II: Kitchen Basics

1. Key ingredients for planning a Blue Training event

The following checklist contains key steps (ingredients) for conveners that have proven to be helpful when planning a Blue Training event:

- Specify your goals and objectives: What do you want to achieve in the short-, mid- and long-term? How does the training course fit into the overall capacity development strategy? What are entry points? What are existing capacities in the target institution? What are needs at the institutional and individual level?

- Check your budget (see below for hints on costs)

- Find a lead trainer and (ask him/her to suggest) a co-trainer (for information on the pool of trainers see Part III, for hints on how to compose a team, see below)

- Discuss the strategic frame with the lead trainer; ask for a detailed training concept including the overall objective, learning objectives, participant selection criteria, duration of the training workshop a draft program and follow-up activities.

- Clarify roles and responsibilities with the involved institutions and actors and/or within your organization: responsibility for funding (participants, trainers, venue); responsibility for logistics (management of participants, venue and materials); responsibility for (photo) documentation and reporting; responsibility for follow-up activities; responsibility for evaluation; and responsibility for content and quality of the course.

- Find an appropriate venue (see the annex for logistical requirements)

- Select participants in a transparent process (for hints see below) and provide information on their backgrounds and learning needs to trainers (well in advance of the training workshop)

- Make sure participants receive their invitation well ahead of time incl. information on logistics (5-8 weeks to obtain travel permissions and visa if applicable etc.)

- Organise an excursion, a social event (recommended for training courses > 4 days)

- Prepare all material (for a list of training material see the Part III), as indicated by trainers

You will find more information on each step in the next section below.

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10 For hints on designing a training program see the Blue Solutions Trainings ‘Trainer Manual’. 
2. Frequently asked questions

The following section provides experience-based orientation for training conveners on key questions arising during the preparatory phase of a training event. Trainers will find more detailed information on the steps of preparing a training course in the Trainer Manual.

2.1. Can we change the Bakul case?

Bakul is a fictitious country that covers many features of a developing country.

The particular value of having a fictitious case study is that everybody can relate easily and everybody has the same knowledge. Bakul has most of the relevant features needed in order to simulate the whole processes of integrating ecosystem services or climate change adaptation into coastal and marine planning and management as well as simulating a marine and coastal spatial planning process.

One could argue that real-world cases would be better, as they are taken directly from reality. The tricky thing, however, is that there are no ‘neutral cases’ and participants may be biased or hampered in one way or another by learning this way. On the contrary, using a fictitious case enables participants to make mistakes with no other consequences than learning from them – and people learn best when they are free of constrains.

Real cases may also provoke unproductive discussions about the reliability of data being used. Furthermore, it is important to make clear that even in a real case, we would never have all the information we would like to have, and dealing with logically drawn assumptions is part of adaptive planning.

However, there are countries that may not so easily refer to Bakul as a tropical country with mangroves and coral reefs – and therefore the wish arises to make Bakul fit the specific situation. We do not recommend changing Bakul in its foundations as a first solution. Establishing a sound and comprehensive case takes a lot of time, and you might trip over inconsistencies later on. Instead, you could think of a two-step approach: first learn about climate change adaptation, ecosystem services or Blue Planning in Practice by doing Bakul case work and afterwards run another session on applying the approach to real cases from your country or sector.

2.2. How can we link the training course to our country or region?

Each training exercise – or each element in the case of the Blue Planning in Practice course – ends with a reflection session, in which trainers facilitate the step from ‘lessons learnt from the case work’ to ‘application in participants’ own work contexts’. Also, the training workshop should end with a session on participants real life tasks and challenges to formulate first steps of action.

Additionally, you could include in your training program:

- Work on real cases from your country or sector;
- Expert presentations from your country or sector; and/or
- Facilitated follow-up workshops applying the same (or adapted) methods to your own context.

For more information on how to embed the training course in your overall strategy, see below.
2.3. How can we make training an effective part of marine and coastal management?

While a training workshop is a good opportunity to initiate and inspire learning, changes in individual routines take time and need continuous practice and learning by doing. For impacts to materialize, political awareness, support and will at the institutional level are necessary. These can only partly be achieved through trainings, even with clearly mandated multipliers. A training workshop may serve as a door opener, leading e.g. to pilot applications. However, training workshops can only contribute to large-scale impacts if they are embedded in strategically designed capacity development processes. Ideally, the overall strategic goal of the process is agreed first, and then ‘training’ is chosen as one of the means to this end.

Once the overall objective has been clarified, some or all of the following activities could be useful to make the training more effective:

**Before the training:**
- Carry out a capacity needs assessment that includes institutional aspects as well as individual needs. This will help you to answer: Why is the training a strategically relevant activity? What are the intended outputs and outcomes? Who should be the priority target group(s)? What do the potential participants know? What do they need? What are they interested in?
- Develop a training concept with clear learning objectives that meets the capacity needs, and strive to create significant links to the overall intended impact.
- Select participants according to strategic criteria.

**During the training:**
- Include a session on applying the new approach to participants’ real cases.
- Include exposure visits to demonstration projects and/or sites that demonstrate the subject discussed, ideally connected to an exchange with ‘real-life’ stakeholders.
- Make the institutional change process part of the capacity development approach, e.g. discuss participants’ real cases to define possible entry points at institutional level.
- Plan and facilitate sessions dedicated to dialogue between participants and training conveners on the way forward, expectations and future support.
- Include an action planning session during which participants can map out their next steps after the training (and receive advice from trainers and peers).
- Inform participants about advisory services for continuous support (e.g. help desk).

**After the training:**
- Debriefing between trainers and conveners on recommendations for next steps (e.g. reflection report and/or de-briefing meeting).
- Provide a photo documentation to participants soon after the training workshop.
- Support implementation, e.g. piloting activities. Make clear what support is realistic; be aware that without additional funding implementation activities may not be as dynamic as expected.
- Continue to support the exchange among participants, ask for lessons learnt to be shared (e.g. alumni network, ‘community of practice’), but suggest self-organisation amongst them.
- Provide follow-up webinars, and circulate materials such as new reports and papers.
- If applicable offer additional support to ‘champions’.
- After some time, catch up with participants to find out which of the acquired competencies are useful and used; possibly run a refresher course.

2.4. How many participants can we take in?

Our advice is not to go much beyond 20 participants. The reasons are:
- Most work is done in small groups. To be effective, a working group should not have more than six participants. Increasing the number of working groups would exceed the time allocated for presentations.
- Every participant should have the opportunity to speak up in plenary – more than 20 participants would exceed the possibilities to do so.
- Every participant should have the opportunity to get support from the trainer team. A team of two trainers cannot attend to more than 20 participants in good quality.
2.5. How do we select participants?

Selecting the ‘right’ participants is a crucial success factor for a training event and especially for the ultimate goal of stimulating the implementation of effective coastal and marine management action after the training. The following approaches have proven to be helpful:

- Embed the training in an **overall strategic approach to capacity development** for coastal and marine management, carry out a needs assessment and set up participant selection criteria accordingly;
- Ask for **written applications** (Expression of Interest) and CVs (especially for ToTs) and conduct a transparent recruiting process;
- Consider asking participants to financially contribute to the costs of the training (esp. ToTs); and
- Strive for a degree of diversity of gender, years of experience and fields of work.

Required criteria for participant selection are:

- A function or position according to your overall strategy;
- A clear institutional mandate to use the training content; and
- Active language skills in the training language.

2.6. How do we compose an effective team?

The team running a training workshop consists of: the trainer team, logistics support as well as the client (e.g. a partner organisation and their corresponding project). It is important to clarify roles, responsibilities and tasks early on in the process.

A **team of two trainers** (lead and co-) should facilitate a training workshop. We see trainers as ‘facilitators enabling participants’ own learning processes’ as opposed to ‘experts imparting as much expertise as possible’. Thus, we believe the most important competences for trainers are authenticity, empathy, intuition and mindfulness. We believe trainers should have a **solid understanding on the subject matter**, but do not necessarily have to be master experts in the topic as long as experienced coastal and marine management practitioners accompany a training workshop as experts. At the same time, we advise that one of the trainers in the team has a **strong background and competencies in facilitating learning** including **good communication and visualisation skills** and a **broad repertoire of activating training methods**. Together, the trainer team should cover required sector and country specific experiences. Ideally, both trainers should be fully proficient in the training language. As interactive and process-driven training facilitation is very challenging, it is of utmost importance to compose a trainer team in which both feel comfortable. Trainers from the country or region in which the training takes place should be preferred, but there is also an advantage if one of the trainers is from elsewhere in order to stimulate knowledge exchange.

It is possible to take on board **additional assistant trainers** for a training-on-the-job. This is a way to expand the pool of possible trainers over time, rather than running or complementing a ToT. To be able to fully benefit from the training and to assist the trainer team, assistant trainers should have sound background knowledge in the topic and own experience in running participatory training workshops. Additional work in coaching assistant trainers, especially by the lead trainer, needs to be considered.

Smooth operations require **one person responsible for all logistical matters** (contact person for participants, dealing with all sorts of inquiries, contact person for the venue’s management, etc.). During the event, a seminar assistant who supports the trainer team (e.g. by pinning boards, taking pictures for documentation etc.) is helpful; otherwise, the tasks can be shared with participants, which may be supporting ownership and commitment.

The **client** of the training workshop (e.g. a national/regional organisation and their corresponding project) plays an important role: orienting the strategic planning, opening and closing the training workshop and making the link to the overall capacity development strategy and process. Openings done by a high level person from the commissioning organisation are much appreciated. The responsible implementer should be prepared to act as a sounding board, e.g. for team issues if the trainers are contracted separately.
2.7. How much does it cost?

The budget of a training event includes the following positions:

- Venue (including one day ahead for team preparation);
- Material;
- Trainer fees for preparation (at home and on site), travel time, workshop and report;
- Trainer’s travel costs and accommodation (and per-diems if no full board is provided);
- Lunch (possibly also breakfast and dinner); and
- Catering for tea breaks.

Possibly also

- Participant’s travel costs and accommodation (and per-diems if no full board is provided);
- Social event; and
- Excursion to a site demonstrating the training related topic.

In our experience, a 5-day training workshop might cost between 20'000 and 50'000 US$.

2.8. How long does it take?

The duration of a training event is first and foremost defined by the objectives. Time must be used efficiently, to create positive tension and attention in the group. However, compared to lectures a participatory learning approach takes more time, as information is not ‘filled into empty heads’ but new insights are being discovered by participants themselves, and need to be ‘built into their mental infrastructure’ (one could also say ‘digested’) to become effective. The training courses are not only about gaining new knowledge, but also about acquiring new skills and this can only be done by ‘doing’ (i.e. working on a case), which is time consuming. Mutual exchange is an important part of learning that requires time and that cannot easily be squeezed into evening events, as most participants still need to run their office after hours. Please see further information in the PART I Recipes for each Blue Training course.

2.9. What kind of venue do we need?

Emotions are important for learning and people learn best if they are motivated. Thus, a nice and inspiring learning atmosphere is very important. Ideally, choose an attractive venue with comfortable accommodation, good food and spacious conference rooms with windows and a view of the sea from the meeting room. An environment that allows for walks outside can support individual refection. Proximity to the coast is helpful to relate to actual issues relevant to the training topic and to organise a field trip related to the topic.

We suggest asking for a conference room with no tables (except the trainer’s table plus two or three tables for displaying materials) and all the chairs set in a large semi-circle to allow easy movement and direct communication between participants. If available, chairs with foldable tablets are very much appreciated by participants.

We further recommend to ensure the venue is able to support short-term needs such as back-up projectors, flip-charts, transport etc.

2.10. When should we start preparation?

For the success of a training workshop it is crucial to allow sufficient time for preparation ahead of the actual training workshop. Also, it is important assign someone (or several people) who is responsible, devoted and has sufficient time to take care of organisational matters. Preparation includes: finding trainers and resource persons who are available, developing a training concept, finding a venue, inviting and selecting participants, possibly organising an excursion and preparing all material (see Key ingredients p. 20). Usually good trainers are busy and often booked between three or five months in advance. Similarly, nice training venues are fully booked well in advance, and participants might have busy schedules as well. We therefore recommend starting preparation as early as possible; at a very least minimum three months before the training workshop shall take place.
PART III: The Kitchen

1. Cooking equipment: available training material

A comprehensive set of material has been developed to support conveners and trainers in implementing trainings. All of the below material is freely available for download at: https://bluesolutions.info/capacity-development/

A Trainer Manual provides relevant knowledge to run all three Blue Training courses (Blue IES, Blue CCA and Blue Planning in Practice). It shares knowledge and experiences from the test and pilot phases as well as other training events using participatory methodology. Part I gives a general introduction to participatory methodology as well as to the Case Method on which the training courses are based. It serves as an introduction to participatory training methods in general. Part II provides necessary information on the exercises. It also gives some methodological suggestions for implementation. However, from a participatory training viewpoint, it is the trainer’s responsibility to choose the training contents and respective tools in order to meet the participants’ needs. Only by appreciating and building on participants’ experiences can the training make a difference to their performance afterwards.

The Participant Handbooks provide the storylines for delivering the training courses. They explain the casework tasks and provide a summary of learning points and references. Check the ‘Bringing it home’ chapters in the Blue Planning in Practice and Blue CCA Participant Handbooks as well as the accompanying material to the Blue IES training to find relevant aspects for discussion as well as references for preparation.

A library of PowerPoint slides and flipchart samples support the introduction to certain topics and exercises for each course.

Short animated films:
Climate change adaptation: It’s time for decisions now! (5:42 minutes) GIZ and the Potsdam Institute for Climate Impact Research jointly developed the animated short film. The film explains climate change and its consequences, introduces adaptation and illustrates adaptation options. It advocates for a participatory approach to adaptation planning and highlights the benefits of timely action rather than delaying decisions.

For the training, watching the video is generally recommended in a preparatory session. It does not take up much time and is available in twelve languages. Available at YouTube.

Marine Spatial Planning (MSP) in a nutshell (5 minutes) The film explains MSP simply and dynamically. It is suitable for everyone: from local communities to planners and policy-makers. The German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety has financed this film through its International Climate Initiative. The global Blue Solutions Initiative and the MARISMA Project in the Benguela Current region have jointly produced the film. Available in English, French, Portuguese and Spanish at: https://vimeo.com/channels/bluesolutions

Visibility requests and references
For any use, and especially if you would like to adapt material to your needs, the following terms of use apply:

- The imprint and Blue Solutions Logo are mandatory: they may neither be altered, moved or removed from the materials;
- No other logos or further information may be placed in imprints;
- If you wish to add your own content, new worksheets may be created acknowledging the Blue Solutions Initiative and the authors of the respective training courses; and
- If you would like to make substantial changes to the content of the materials, contact Carolin Hoffmann (carolin.hoffmann@giz.de) or Jan Kleine Büning (jan.kleine@giz.de).

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11 GIZ (2012): Integrating Ecosystem Services into Development Planning. A stepwise approach for practitioners based on the TEEB approach
2. Logistical requirements

2.1. Room requirements

A training course with 20 participants should ideally be provided with:

- A conference room of >80sqm with daylight and ideally high ceilings to prevent noise (and A/C if appropriate); where 25 people can sit in a circle (chairs only, no tables as this allows for interaction between participants);
- 4 breakout rooms of >12sqm with daylight (if the conference room is much larger 1-3 break-out rooms are sufficient); and
- The trainers will need access to the conference room one full day ahead of the training for preparation.
2.2. Technical equipment

- Projector;
- Laptop and speakers;
- Screen or white wall;
- Camera for photo documentation; and
- Electricity or generator facilities. Many parts of the training courses don’t require electricity, but unreliable power supply should be discussed with trainers well in advance.

2.3. Training material

The interactive approach requires being well equipped with training material:

- 6 -10 pin boards (that can be used at both sides, plus brown paper for each side) or alternative options like fabric, shower curtains with spray glue, large tables or free walls to work with cards on large matrixes;
- Brown paper for pin boards: 20 sheets;
- 2- 5 flipchart stands and paper;
- 10 full boxes of pins;
- 4 roles of string and sticky tape;
- Sticky dots;
- 1 Scissors;
- 2 glue sticks;
- Markers: 40 black, 6 red, 6 blue, 6 green; and
- Cards
  - Rectangular white 250;
  - Rectangular light yellow 100;
  - Rectangular light red or rose 100;
  - Rectangular light green 100;
  - Rectangular light blue 100;
  - Round small: different colours 20;
  - Round large: different colours 20;

2.4. Other

Other preparation include:

Required

- Printed Participant Handbooks: spiral-bound copies (pages in colour); and
- Name badges.

In addition, the Blue Planning in Practice course requires:

- 8 transparent DIN A2 sheets (to draw on with removable markers); and
- Maps of Bakul country for group work (5 colour poster prints DIN A2 of each Map): Map 1 Bakul land cover & bathymetry, Map 2 Bakul land & ocean use (current)

Nice to have

- Writing pads and pens;
- USB drives with training and background material; and
- Certificates to hand out to participants on the last day.
PART IV: The Cooks

The current trainer pool comprises more than 20 professionals in marine and coastal planning and management, or related sectors. The table provided below contains contact details and information related to language skills, the availability for the respective courses and relevant practical experiences and skills. Trainers who participated in the Training of Trainers (ToT) have been trained by the Blue Solutions Initiative and the Mami Wata project to lead and facilitate Blue Training courses. Furthermore, there is information on whether the respective person has experience as lead trainer or co-trainer, or with additional roles in the trainer team.

1. Current trainer pool

<table>
<thead>
<tr>
<th>Name</th>
<th>Institutional affiliation</th>
<th>Residence (country)</th>
<th>Email address</th>
<th>Languages spoken</th>
<th>Participated in ToT</th>
<th>Already conducted a ‘blue training course’ as...</th>
<th>Availability for courses</th>
<th>Experiences and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Armelle Jung</td>
<td>DRDH</td>
<td>France</td>
<td><a href="mailto:armelle@desrequinsetdeshommes.org">armelle@desrequinsetdeshommes.org</a></td>
<td>French English Spanish</td>
<td>X</td>
<td>Lead- and co-trainer</td>
<td>X X X</td>
<td>I have conducted BPiP training courses as co-trainer in Turkmenistan and as lead trainer in Senegal and Namibia, degree in marine coastal management, expert in fisheries and threatened species conservation, technical experience in field trainings, experienced facilitator.</td>
</tr>
<tr>
<td>Ms. Barbara Froede Thierfelder</td>
<td>ECO Consult</td>
<td>Germany</td>
<td><a href="mailto:Bfth@eco-consult.com">Bfth@eco-consult.com</a></td>
<td>German English French</td>
<td></td>
<td>Lead- and co-trainer (incl. ToT, focus on land-based issues)</td>
<td>(X) X</td>
<td>I am a very experienced trainer, lead trainer and trainer of Training of Trainers. I have very good technical knowledge of CCA and EbA. Co-author of CCA-training and familiar with IES.</td>
</tr>
<tr>
<td>Name</td>
<td>Institutional affiliation</td>
<td>Residence (country)</td>
<td>Email address</td>
<td>Languages spoken</td>
<td>Participated in ToT</td>
<td>Already conducted a ‘blue training course’ as...</td>
<td>Availability for courses</td>
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<tr>
<td>Ms. Britta Heine</td>
<td>Freelancer</td>
<td>Germany</td>
<td><a href="mailto:mail@brittaheine.com">mail@brittaheine.com</a></td>
<td>English, German</td>
<td>X</td>
<td>Lead- and co-trainer (incl. ToT)</td>
<td>X X X</td>
<td>I am a very experienced and passionate (visual) facilitator and trainer. I am a co-author of materials for all three training courses and the Trainer Manual.</td>
</tr>
<tr>
<td>Ms. Carla Nadal Rossitto</td>
<td>GIZ</td>
<td>Brazil</td>
<td><a href="mailto:Carla.rossitto@giz.de">Carla.rossitto@giz.de</a>, <a href="mailto:carlinhanr@gmail.com">carlinhanr@gmail.com</a></td>
<td>Portuguese, English, Spanish (with Portuguese accent)</td>
<td>X</td>
<td></td>
<td>X X X</td>
<td>I have translated and prepared all BPIP course material from English to Portuguese – PowerPoint presentations, flipcharts, pin-boards, etc. I can be a co-trainer and assist on the facilitation/mediation.</td>
</tr>
<tr>
<td>Ms. Carolin Hoffmann</td>
<td>GIZ</td>
<td>Germany</td>
<td><a href="mailto:carolin.hoffmann@giz.de">carolin.hoffmann@giz.de</a></td>
<td>German, English, Spanish</td>
<td>X</td>
<td>Co-trainer</td>
<td>X</td>
<td>I have experience at conceptualizing training workshops, as a co-trainer and logistical support.</td>
</tr>
<tr>
<td>Mr. Christian Barrientos</td>
<td>Wildlife Conservation Society</td>
<td>Equatorial Guinea</td>
<td><a href="mailto:cbarrientos@wcs.org">cbarrientos@wcs.org</a></td>
<td>English, Spanish, French (basic)</td>
<td>X</td>
<td></td>
<td>X X X</td>
<td>I am a experienced facilitator, and will co-train in August 2018 in Equatorial Guinea.</td>
</tr>
<tr>
<td>Mr. Christian Neumann</td>
<td>GRID-Arendal</td>
<td>Norway</td>
<td><a href="mailto:Christian.neumann@grida.no">Christian.neumann@grida.no</a></td>
<td>German, English</td>
<td>X</td>
<td>Lead- and co-trainer</td>
<td>X</td>
<td>I have experience at overseeing, conceptualizing and delivering training workshops.</td>
</tr>
<tr>
<td>Name</td>
<td>Institutional affiliation</td>
<td>Residence (country)</td>
<td>Email address</td>
<td>Languages spoken</td>
<td>Participated in ToT</td>
<td>Already conducted a ‘blue training course’ as…</td>
<td>Availability for courses</td>
<td>Experiences and skills</td>
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<tr>
<td>Mr. Erick Ross Salazar</td>
<td>Fundación MarViva</td>
<td>Costa Rica</td>
<td><a href="mailto:ross.salazar@gmail.com">ross.salazar@gmail.com</a></td>
<td>Spanish</td>
<td>X</td>
<td>Co-trainer</td>
<td>X X X</td>
<td>I conducted trainings as co-trainer. Technical expert in marine spatial planning, resource management. Experience facilitating workshops, processes and mediating between sectors. Experience working with interested parties.</td>
</tr>
<tr>
<td>Mr. Goñalo Carneiro</td>
<td>NIRAS Sweden AB (until June 2018) Swedish Agency for Marine and Water Management (from August 2018)</td>
<td>Sweden</td>
<td><a href="mailto:Goncalo.carneiro@niras.se">Goncalo.carneiro@niras.se</a> (until June 2018) <a href="mailto:Carneiro.goncalo@yahoo.se">Carneiro.goncalo@yahoo.se</a> (private)</td>
<td>Fluent: Portuguese English Swedish</td>
<td>Reasonable to good knowledge: French Spanish German</td>
<td>Co-trainer</td>
<td>X</td>
<td>I have conducted a training as co-trainer/co-facilitator in Ilha de Marambaia, Brazil, 20-24 Nov 2017. I have expertise in the following fields: marine policy, marine spatial planning, coastal zone management, development cooperation, monitoring and evaluation, capacity development and adult education.</td>
</tr>
<tr>
<td>Mr. Gunnar Finke</td>
<td>GIZ</td>
<td>Germany</td>
<td><a href="mailto:gunnar.finke@giz.de">gunnar.finke@giz.de</a></td>
<td>German</td>
<td>X</td>
<td></td>
<td>X</td>
<td>I have helped inform the development of the BPIP training and assisted the trainer team in its first application. I am experienced in conceptualizing, planning and implementing trainings. I am a technical expert in MSP.</td>
</tr>
<tr>
<td>Name</td>
<td>Institutional affiliation</td>
<td>Residence (country)</td>
<td>Email address</td>
<td>Languages spoken</td>
<td>Partici-pated in ToT</td>
<td>Already conducted a ‘blue training course’ as…</td>
<td>Availability for courses</td>
<td>Experiences and skills</td>
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</tr>
<tr>
<td>Mr. Hedley Grantham</td>
<td>Wildlife Conservation Society</td>
<td>Australia</td>
<td><a href="mailto:hgrantham@wcs.org">hgrantham@wcs.org</a></td>
<td>English</td>
<td>X</td>
<td>Co-trainer</td>
<td>X</td>
<td>I have helped inform the development of the BPiP training through attending one of the expert meetings in Germany. I have attended the training of trainers in Bali. I have also conducted two trainings, one in Namibia and one in Myanmar.</td>
</tr>
<tr>
<td>Ms. Isabel Renner</td>
<td>Freelance Consultant</td>
<td>Germany</td>
<td><a href="mailto:isabelrenner@gmx.de">isabelrenner@gmx.de</a></td>
<td>German, English, Spanish</td>
<td>Lead- and co-trainer (incl. ToT)</td>
<td></td>
<td>X</td>
<td>I am co-author of the IES approach and training, have conducted IES and other training courses (i.e. EbA) and training of trainers as lead trainer</td>
</tr>
<tr>
<td>Mr. Kyaw Thinn Latt</td>
<td>Wildlife Conservation Society</td>
<td>Yangon, Myanmar</td>
<td><a href="mailto:ktlatt@wcs.org">ktlatt@wcs.org</a></td>
<td>Myanmar, English</td>
<td>Lead and co-trainer</td>
<td></td>
<td>X</td>
<td>I have more than 12 years of RS/GIS experience and provided the BPiP training to the members of the National Coastal Recourse Management Committee (NCRMC) and 20 Forest Rangers from 5 coastal regions of Myanmar. I plan to do more trainings for the State/ Region level and District level CRMC members in 2019</td>
</tr>
<tr>
<td>Ms. Lisa Kirtz</td>
<td>ECO Consult</td>
<td>Germany</td>
<td><a href="mailto:Lisa.kirtz@eco-consult.com">Lisa.kirtz@eco-consult.com</a></td>
<td>German, English, Spanish, Portuguese, French</td>
<td></td>
<td>(X) (X)</td>
<td>(X) (X)</td>
<td>I have experience at the logistical coordination, preparation and participation in the courses listed on the left; thus, I am able to conduct parts of trainings as assistant trainer (learning-on-the-job). I am experienced in „Integrating Ecosystem-based Adaptation into Development Planning’ and ‘Integrating Climate Change Adaptation into Development Planning’</td>
</tr>
<tr>
<td>Name</td>
<td>Institutional affiliation</td>
<td>Residence (country)</td>
<td>Email address</td>
<td>Languages spoken</td>
<td>Participated in ToT</td>
<td>Already conducted a 'blue training course' as...</td>
<td>Availability for courses</td>
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<tr>
<td>Ms. Louise Lieberknecht</td>
<td>PacMARA / Independent Consultant</td>
<td>Spain</td>
<td><a href="mailto:louisemarie.lieb@gmail.com">louisemarie.lieb@gmail.com</a>, <a href="mailto:louise@pacmara.org">louise@pacmara.org</a></td>
<td>English, German, Spanish</td>
<td>X</td>
<td>X</td>
<td>X X X X</td>
<td>I have conducted technical trainings in the use of decision support tools (Marxan) and I am an experienced workshop organizer and facilitator. I have a lot of experience in multi-stakeholder processes and working in international (mainly European) contexts.</td>
</tr>
<tr>
<td>Ms. Maria Potouroglou</td>
<td>GRID-Arendal</td>
<td>Norway</td>
<td><a href="mailto:Maria.potouroglou@grida.no">Maria.potouroglou@grida.no</a></td>
<td>English, Greek</td>
<td>Co-trainer</td>
<td></td>
<td>X</td>
<td>I have conducted the IES training as co-trainer for University students (MSc Level).</td>
</tr>
<tr>
<td>Ms. Marinez Eymael Garcia Scherer</td>
<td>Federal University of Santa Catarina/Brazil</td>
<td>Brazil</td>
<td><a href="mailto:marinezscherer@gmail.com">marinezscherer@gmail.com</a></td>
<td>Portuguese, Spanish, English</td>
<td>Co-trainer</td>
<td></td>
<td>X X X X</td>
<td>I participated on the ToT/Bali 2017 and have conducted the BPIP training as a co-trainer in November 2017 in Brazil. I am a university teacher and my everyday tasks are completely related to training courses. In addition my field of expertise is Coastal and Marine Management and Ecosystem Based Management.</td>
</tr>
<tr>
<td>Ms. Norma Serra</td>
<td>Pacific Marine Analysis and Research Association</td>
<td>Canada</td>
<td><a href="mailto:nserra@pacmara.org">nserra@pacmara.org</a></td>
<td>English, Spanish, Catalan</td>
<td>X</td>
<td></td>
<td>X X X X</td>
<td>I lead and organize courses for PacMARA on decision-support tools (in particular Marxan). I have not had the chance to participate in any of the Blue Solutions trainings as a co-trainer but I am very interested in doing so.</td>
</tr>
<tr>
<td>Name</td>
<td>Institutional affiliation</td>
<td>Residence (country)</td>
<td>Email address</td>
<td>Languages spoken</td>
<td>Participated in ToT</td>
<td>Already conducted a ‘blue training course’ as</td>
<td>Availability for courses</td>
<td>Experiences and skills</td>
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</tr>
<tr>
<td>Ms. Paulina Campos</td>
<td>GIZ</td>
<td>Germany</td>
<td><a href="mailto:Paulina.campos@giz.de">Paulina.campos@giz.de</a></td>
<td>Spanish, English, German</td>
<td></td>
<td>X</td>
<td>X</td>
<td>I have been lead trainer and co-trainer of multiple trainings. I have experience in facilitation and moderation.</td>
</tr>
<tr>
<td>Ms. Sonia Gautreau</td>
<td>Independent consultant</td>
<td>Currently living in Mexico, but Canadian</td>
<td><a href="mailto:soniagaut1@gmail.com">soniagaut1@gmail.com</a></td>
<td>English, French, Spanish</td>
<td>X</td>
<td>Lead- and co-trainer</td>
<td>X X X</td>
<td>I have facilitated the BPiP training as lead and co-trainer in English, French and Spanish in 4 different countries. I am trained to facilitate the IES and CCA trainings as well. 5 years experience with project management at GIZ, and facilitated various workshops and meetings.</td>
</tr>
<tr>
<td>Ms. Susanne Altvater</td>
<td>s.Pro (sustainable-projects.eu)</td>
<td>Germany</td>
<td><a href="mailto:sal@sustainable-projects.eu">sal@sustainable-projects.eu</a></td>
<td>English, Spanish</td>
<td>X</td>
<td>Lead- and co-trainer</td>
<td>X X X</td>
<td>I have conducted BPiP Trainings as trainer and co-trainer, adapted the BPiP, IES and CCA Training to trainings for regions like North Africa and included the BPiP Training in trainings on Integrated Maritime Policy and sustainable Blue Economy.</td>
</tr>
<tr>
<td>Ms. Tanya Bryan</td>
<td>GRID- Arendal</td>
<td>Norway</td>
<td><a href="mailto:Tanya.bryan@grida.no">Tanya.bryan@grida.no</a></td>
<td>English</td>
<td></td>
<td>Co-trainer</td>
<td>X</td>
<td>I have conducted IES training courses as a co-trainer. I am a technical expert in ecosystem service and an experienced facilitator.</td>
</tr>
<tr>
<td>Name</td>
<td>Institutional affiliation</td>
<td>Residence (country)</td>
<td>Email address</td>
<td>Languages spoken</td>
<td>Participated in ToT</td>
<td>Already conducted a 'blue training course' as...</td>
<td>Availability for courses</td>
<td>Experiences and skills</td>
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</tr>
<tr>
<td>Mr. Theophilus Boachie-Yiadom</td>
<td>Social &amp; Scientific Research for Development (SSRD-Global)</td>
<td>Ghana</td>
<td><a href="mailto:tboachieyiadom@gmail.com">tboachieyiadom@gmail.com</a>, <a href="mailto:ssrdglobal@gmail.com">ssrdglobal@gmail.com</a></td>
<td>English (Fluent), French (Basic), Twi (Native)</td>
<td>X</td>
<td>Co-trainer</td>
<td>X X X</td>
<td>I am an experienced facilitator with experience in simplifying complex information to simple forms for a target audience. I have conducted 2 BPiP trainings internationally as co-trainer, 4 trainings on Eco-system Based Approach to fisheries management (2 with Ghana Marine Police and 2 with community-based groups). I have also conducted several trainings on Climate Change effects and adaptation (a few together with University of Cape Coast for teachers from Ghana Education Service).</td>
</tr>
<tr>
<td>Mr. Volker Koch</td>
<td>GIZ</td>
<td>Germany</td>
<td><a href="mailto:Volker.koch@giz.de">Volker.koch@giz.de</a></td>
<td>German, English, Spanish, some Portuguese</td>
<td>X</td>
<td></td>
<td>X X X</td>
<td>I am a technical expert in marine themes, an experienced facilitator. I have 15 years of teaching experience in university settings.</td>
</tr>
</tbody>
</table>
Voices from participants

“Because of the practical exercises that involved a lot of sectoral interactions, I could vividly envisage what undertaking an MSP process would involve. An interesting aspect observed was also how trust was built amongst sectors as more and more sectoral interactions ensued.”
Israel Hasheela, Ministry of Mines and Energy, Republic of Namibia

“The Blue Planning in Practice course is cleverly designed based on the latest understanding on how people learn, and best practice in marine spatial planning and integrated coastal zone management. It uses a participatory learning approach, a fun and engaging way to learn the key principles, steps, and activities necessary to learn to apply planning within a region. After providing the training in Myanmar, the government has now instituted and adapted the approach within their own teaching processes for their staff to learn integrated coastal zone management. I think that indicates success!”
Hedley Grantham, Wildlife Conservation Society

“I can describe the workshop with 3 words: powerful, participative and complex.”
Benito Bermúdez, Regional Director of the National Commission of Protected Areas, Mexico

“I had a wonderful time during the training and it went well beyond my expectations. The immersion on how to spread the word of conservation linked to human well-being was great!”
Marinez Eymael Garcia Scherer, Federal University of Santa Catarina, Brazil

“Of the course elements, the flexibility of the modules is very relevant for my work context. We aim at taking these insights to the people who will implement them. Since every situation and every country is different, the content of the course is designed in a flexible way in order to be of use in any context.”
Antonio Clemente, Fundación MarViva

Course participants