GEF LME: LEARN LME Governance Toolkit Training Course Latin America Caribbean Region Workshop
Panama City, Panama
3-4 October 2018

NOAA Marine Protected Areas Center and
NOAA Fisheries Large Marine Ecosystem Program
26 October 2018

Contents

Summary

NOAA's International MPA Capacity Building Team (IMPACT) and NOAA's Large Marine Ecosystem (LME) Program co-developed a 2-day training session to support implementation of the LME Governance Toolkit, the first of which was delivered September 5 &6, 2018 in Dakar, Senegal and the second October 3&4 in Panama City. Both trainings took place after the respective LME Regional Meeting. The in-person training built on the online training module which opened up to participants in August 2018 on the LME Learn Site as a means to prepare participants for the in-person learning activities. The online training provided foundational information and began building the network of practitioners gathered in person. The participants consisted of LME and related practitioners in marine/coastal projects.

1   Background

This Global Environment Facility's (GEF) LME:LEARN Ocean Governance online course provides an introduction into governance concepts relevant for practitioners working within Large Marine Ecosystems (LMEs) and their coasts. This course aims to provide project leads, partners, and others with practical approaches, lessons on governance and illustrative case studies. It also serves to promote an integrated, collaborative approach to ocean and coastal management, thus building upon the GEF's progress towards achieving the ten targets of Sustainable Development Goal 14 (Conserve and Sustainably Use the Oceans, Seas and Marine Resources for Sustainable Development).

This course is part of a broader project on *Strengthening Global Governance of Large Marine Ecosystems and Their Coasts through Enhanced Sharing and Application of LME/ICM/MPA/MSP Knowledge and Information Tools*, or GEF LME:LEARN. The project improves global ecosystem-based governance of Large Marine Ecosystems and their coasts by generating knowledge, building capacity, harnessing public and private partners and supporting collaborative learning. This project is funded by the GEF, implemented by the United Nations Development Programme (UNDP), and executed by the Intergovernmental Oceanographic Commission of UNESCO (IOC-UNESCO).

Over the past two and a half decades, international leaders have held world summits focused on improving the degraded conditions of the global environment alleviating poverty and fostering a sustainable future. These summits have led to political commitments and action. In 2015, the United Nations developed the 2030 Agenda for Sustainable Development, including seventeen Sustainable Development Goals (SDGs), each with specific, measurable targets.

GEF is contributing to achieving the ten targets of SDG 14 through the Large Marine Ecosystems (LME) approach. LMEs are areas of coastal oceans delineated based on ecological criteria – bathymetry, hydrography, productivity, and trophic interactions. Generally, LMEs cover large areas on the order of 200,000 km2 or greater and encompass the coastal ocean domains of two or more countries. Thus, international cooperation is essential for countries working to implement ecosystem-based assessment and management of coastal and marine resources in LMEs.

The LME Approach was developed in the 1980s by Dr. Kenneth Sherman of NOAA and Dr. Lewis Alexander of the University of Rhode Island. This approach was advanced through a series of symposia with the American Association for the Advancement of Science resulting in the publication of foundational publications. The LME approach centers on a five-module assessment framework of both natural and social science suites of indicators for monitoring changing conditions. In 1995, GEF adopted the LME approach for planning and implementing the coastal and marine projects of its International Waters focal area. Since then, the LME Approach has served as an avenue for countries to cooperate and address transboundary marine resource management issues. As a regional framework and science- informed process, it can be an engine for achieving the 2030 Agenda for Sustainable Development, especially Sustainable Development Goal 14.

2   Context

The Large Marine Ecosystem (LME) approach has facilitated the implementation of ecosystem-based management of marine resources in several world regions. Each LME has unique environmental characteristics and complex governance structures defined by legal instruments, transboundary issues, socio-economic interests, management goals and objectives, and national-level inter-institutional collaboration, among other variables. Long-term effective governance for LMEs is a process that requires integration of national and regional interests, jurisdictions and institutional mandates.

The LME governance training framework consists of three elements, each building on the next: **prework, online training and regional in-person training** in conjunction with LME:LEARN Regional Network meetings and other LME:LEARN toolkit trainings. The framework is intended to be an introductory LME governance assessment, incorporating LME practitioner perspective and experiences. The framework offers a participatory stepwise process and tools to identify priorities and apply best effective governance processes to LME programs.

This report covers the second in-person training for the Latin American and Caribbean Region held 3-4 October 2018 in Panama City, Panama . The first in person training was conducted in Dakar, Senegal, 5-6 September 2018.

2.1   Objectives

Participants will understand key concepts of ocean governance in the context of LMEs (including transboundary issues), and the connectivity of LME governance to the other LME toolkits. Participants will be prepared to further develop and apply that knowledge in the implementation of LME projects.

3   Course Programme, Product, Deliverance and Instructors

3.1   Programme
This course was taught in two parts: (1) 3-module online course to review the components of the LME Governance Toolkit and (2) a 2-day in person course.

Programme PART I (offered through IWLEARN in August 2018)
Module 1: Good Governance of Large Marine Ecosystems

Introduction
This module familiarizes participants with key components of good governance. As an introduction, the module reviews governance arrangements and processes that reflect internationally accepted norms, principles, and values. Key elements include defining and evaluating the principles of good governance, reviewing the large marine ecosystem (LME) governance framework, and discussing value and ethics that support good governance. Module 1 reviews developing goals and SMART objectives using LME goals and objectives as a reference. The module examines the role and process of stakeholder engagement.

Goal
Provide information on the most important aspects to ensure good governance to support the successful implementation of large marine ecosystem projects and provide information to help planning teams complete a self-assessment of good governance.

Learning Objectives:
By the end of this module, participants will be introduced to:
- *Key principles of good governance*
- *How to develop goals and SMART objectives*
- *The importance the role of value and ethics in supporting good governance*
- *The role and process of stakeholder engagement*
- *Apply learning to LME governance*

Compulsory Reading
LME Governance Toolkit - Good Governance section

A Handbook on Governance and Socio-economics of Large Marine Ecosystems, University of Rhode Island
- From Planning to Implementation: A Steps in the Governance Process (pp. 12-30)
- A Primer on the Challenges and Dimensions of LME Governance (pp. 31-60)

IUCN Governance of Protected Areas - From Understanding to Action (Best Practice Guidelines No. 20), pp 59-60.

Recommended Reading
- GEF Transboundary Water Assessment Programme - Assessing governance performance in transboundary water systems (pp. vi-xi)
- Global Marine Governance (UN Chronicle)
- FAO Code of Conduct for Responsible Fisheries
- Governance Profiles and the Management of the Uses of Large Marine Ecosystems (Juda, L. and T. Hennessey, 2001).
- Governance Characteristics of Large Marine Ecosystems
- Governance: Assessment of governance arrangements for transboundary large marine ecosystems (Chapter 4)

Recommended Websites:
- Marine Governance Case Study in Valuing Nature
- Strengthening Caribbean Fisherfolk to Participate in Governance project
- Review of SMART Objectives (from A Guide to Evaluating Marine Spatial Plans, UNESCO/IOC)
- Massive Online Open Course on Large Marine Ecosystem: Assessment and Management (Week 3 covers LME Governance)
- Case Study: Public participation to strengthen and legitimize planning processes in the Great Barrier Reef (Blue Solutions)
- IUCN "Governance, equity and rights

Recommended Videos:
Facilitating Collaborative Public Decisions: this University of Michigan video-based training tool is based on the real-world example of establishing California's Marine Protected Area Network, and enables you to explore strategies for facilitating the different stages of collaborative decision making

Good Governance (UNIDO)

Using the principles in Table 2.1.2 (LME Toolkit p. 4), consider a recent issue that was addressed in your region or LME and score how well each principle was applied. List which the highest three and lowest three scoring principles and describe the conditions which led to these results.
Set of questions:
Choose one of the lowest scoring principles and describe some solutions that could increase the score of this principle?
How could you help increase the application of this principle?

Module 2: Legal and Policy Frameworks (international and regional scales)

Introduction
This module provides basic information about relevant global- and regional-scale policy and legal frameworks as well as institutional structures relevant to the governance of large marine ecosystems (LMEs). The module will include the Law of the Sea Convention (LOSC), regional ocean governance mechanisms, international conventions, and other current multilateral instruments. The module also explores other assessment and planning tools, such as the Transboundary Diagnostic Analysis/Strategic Action Programme methodology, Integrated Coastal Zone Management (ICZM), Marine Spatial Planning (MSP) and marine protected areas.

Goal
Provide information on relevant global and regional legal and institutional arrangements for ocean/marine governance to facilitate the implementation of large marine ecosystem projects, and to inform planning for bi- or multinational cooperation on marine resource conservation and coastal and ocean planning.

Learning Objectives:
By the end of this module, participants will be introduced to:
- *the transboundary characteristics of global and/or regional ocean issues*
- *international legal and institutional frameworks relevant to ocean governance on a global and/or regional scale (relevant to LME governance), including the role of soft law*
- *the role of national and international agencies in implementing these global and regional instruments*
- *the GEF Transboundary Diagnostic Analysis/Strategic Action Programme methodology*
- *ICZM and Marine Spatial Planning as tools to address the balanced use of coastal spaces, marine ecosystems and resources*

Compulsory Reading
LME Governance Toolkit - legal and policy frameworks section

large Marine Ecosystems and Sustainable Development (UNDP, 2017) pp 1-35 (overview of Transboundary Diagnostic Analysis, Strategic Action Programme and LME governance)

International marine environmental governance: A review. Grip, K (2017). Ambio 2017, 46:413– 427.

Recommended Reading
Regional Fisheries Bodies, and Large Marine Ecosystems mechanism work better together UNEP 2016.
Regional Ocean Governance. Making Regional Seas Programs (pp vi-xvi, 1--11, and 110-114)

Protocol on Integrated Coastal Zone Management in the Mediterranean (pp. 8-29)

[Stress, Sustainability, and Development of Large Marine Ecosystems During Climate Change: Policy and Implementation](#), Chapter 7, Marine Spatial Applications for LME Management in North America by Sandra Whitehouse (p. 83-94).

[Governance for protected areas: from understanding to action](#) (p.75-108)

Recommended Websites:
[The Large Marine Ecosystems Hub (beta version):](#)

[European Union Ocean Governance Website](#)

[The Transboundary Diagnostic Analysis and Strategic Action Programme Manual](#)

Recommended Videos:
Lecture from the [Ocean MOOC](#) (massive online open course) on [Marine Spatial Planning](#)

Forum question:
Think about and list the policy and legal frameworks that are relevant to your LME or region. What challenges do they aim to address? How, if at all, are these governance mechanisms complementary?

Set of questions:
What are some current challenges in your region's LME management?
What governance mechanisms are in place to resolve these challenges? Are these mechanisms at the local, national or regional scale?
What elements of local mechanisms are most relevant at the LME scale?
What are some of the most relevant policy and legal frameworks for LME? Make a list.
Are these governance mechanisms well designed to address resource management questions, or is there a mismatch?

Module 3: Effective Governance of Large Marine Ecosystems
Introduction
This module familiarizes participants with essential elements of effective ocean governance. It builds on previous modules to discuss ways in which governance principles and legal frameworks can be effectively implemented. Key elements include communication across disciplines and agencies; identifying the scientific basis for LME management; sustainable financing; and assessment and improvement of governance measures.

Goal
Provide information on the key components of effective ocean governance to support the successful implementation of large marine ecosystem projects and provide information to help planning teams complete a self-assessment of effective governance.

Learning Objectives :
By the end of this module, participants will be introduced to:
- *the difference between good governance and effective governance*
- *key elements of effective governance*
- *the importance of and tools for effective communication as a component of effective governance*
- *Importance of science as foundation for LME governance, and ways to assess science needs*
- *options for sustainable financing of ocean management*
- *ways to assess governance measures*

<u>Compulsory Reading</u>
LME Governance Toolkit - Effective governance section

[Top 10 tips for engaging and communicating with policy makers (British Ecological Society)](#)

[These 3 barriers make it hard for policy-makers to use the evidence that development researchers produce](#), Washington Post, August 13, 2017

<u>Recommended Reading</u>
[Sustainable financing of protected areas : a global review of challenges and options](#)
(IUCN, 2008), pages 15-24
[Governance for protected areas: from understanding to action](#) (p. 63-69; 109-110)

<u>Recommended Websites:</u>
[Case Study: Sustainable governance of marine and coastal resources and territories in](#) [Mauritania](#) (Blue Solutions)

[Case Study: Participatory fisheries monitoring in Costa Rica, Colombia and Panama](#) (Blue Solutions)

[Ecosystem approach to fisheries toolbox](#) (FAO) - see planning and tool selection section.

<u>Recommended Videos:</u>
[Governance of Marine Ecosystem-Based Management: A Comparative Analysis](#), Seminar at Woodrow Wilson Center, July 2008.

Forum Question:
What do you perceive as the main challenges to effective governance in your region or LME? Are there underlying causes to these challenges that must be addressed first? Try thinking about key resource management problems in your area, and the gaps or failures of governance that are allowing them to continue. Following are some guiding questions to start a stimulating and respectful exchange of opinions.

<u>Set of questions:</u>
If you had to pick one major challenge to effective governance in your region or LME, what would it be?
What are the impacts of this challenge on governance? What are
some potential solutions to address this challenge?
Is there a role that you can play in addressing this challenge?
Who else needs to be engaged as partners to address and find solutions to this challenge?

GEF LME:LEARN Ocean Governance In-person Training 2018

Programme PART II (session II offered in Panama City, Panama 3-4 October 2018)

GEF LME:LEARN Ocean Governance In-Person Training Agenda

3-4 October 2018 Panama

OBJECTIVES:
Participants will:
- Understand and be able to apply principles of effective ocean governance in the context of LMEs
- Further strengthen network to support collaboration on effective LME governance
- Describe ecosystem-based management as foundation of LME governance

DAY 1

TIME	ACTIVITY	LEAD	MATERIALS & NOTES
8:30 – 9:00	**REGISTRATION**		
9:00 – 9:30	**WELCOME:** Opening remarks		
9:30 – 10:15	**OVERVIEW AND INTRODUCTIONS** • Overview of training • Introductions/Icebreaker • Structure of training • Participant expectations		
10:15 – 10:30	**PRESENTATION AND DISCUSSION:** **Definitions, principles and outcomes** • Defining good governance, effective governance and governance vs. management • Principles of good governance: equity, transparency, etc.		

	• Outcomes of good governance: share best practices case studies of governance • Links to online training outcomes <u>Objective:</u> Define good governance, discuss the elements of effective governance, and review links between online and in person training.		
10:30 – 11:00	**COFFEE BREAK**		
11:00 – 12:00	<u>EXERCISE/DISCUSSION:</u> **Principles of good governance** <u>Objective:</u> to share lessons learned on highest scoring principles so others may glean insights into how to increase scores on their lower scoring principles.		<u>Worksheet 1:</u> Principles of Good Governance Discussion Questions
12:00 – 1:30	**LUNCH**		
1:30 – 1:40	<u>ENERGIZER:</u> **Group knot**		
1:40 – 2:00	<u>PRESENTATION:</u> **Integrated science – governance connection** • Best practices in addressing ecosystem function in management • Aligning geographic boundaries with ecosystem-based management • Ecosystem services • Understanding ecosystem-based management as the scientific foundation of ocean governance <u>Objective:</u> Understand critical science foundations to LME governance.		Regional Case Studies Donna Sue Spencer
2:00 – 3:00	<u>EXERCISE/DISCUSSION:</u> **Strengthening governance through science integration** Participants focus on one LME issue, consider science necessary for that issue and complete Science Integration worksheet with groups. <u>Objective:</u> To better understand the need for alignment of LME governance and ecosystem function.		Maps of LMEs <u>Handout 1:</u> Identification of Data Gaps <u>Worksheet 2:</u> Science Integration <u>Handout 2:</u> These 3 barriers make it hard for policy-makers to use the evidence that development researchers produce

			Handout 3:
3:00 – 3:30	**PRESENTATION AND EXERCISE:** Policy **and legal frameworks** Overview of key ocean governance policy and legal frameworks, and exercise to analyze participants' LME policy and legal frameworks. Objective: Understand connections of LME governance to key policy and legal frameworks.		LME Toolkit Figure 2.1
3:30 – 4:00	**COFFEE BREAK**		
4:00 – 5:15	**EXERCISE: International, regional and national laws** • Identify LME-relevant regional and national laws your government or agency is signatory to and/or anticipate in the future • Are there key gaps in ocean governance tools in your region? • What governance mechanisms are currently or are needed to fill gaps? • What are the most relevant international, regional and national institutions? Which stakeholders are most affected? Objective: Determine gaps in governance context between LME and other governance scales.		
5:15 - 5:30	**WRAP UP AND OVERVIEW OF DAY 2**	All	

DAY 2

TIME	ACTIVITY	LEAD	MATERIALS & NOTES
9:00 - 9:15	**WELCOME BACK!** • Recap of day 1 • Overview of day 2		
9:15 - 10:15	**PANEL DISCUSSION: Effective governance** • Successes • Challenges • Barriers Objective: Understand regional best practices of effective governance and consider applications.		Regional Case Studies Donna Sue Spencer Lilian Marquez Sanya Compton
10:15 - 10:30	**PRESENTATION & DISCUSSION: Identifying and working with stakeholders at the LME scale; examples of lessons learned** Objective: Examine best lessons learned of connecting stakeholders to LME governance processes.		Regional Case Studies Raúl Arteaga Bengoa
10: 30 - 11:00	**COFFEE BREAK**		
11:00 - 11:10	**ENERGIZER**		
11:10 - 12:00	**EXERCISE: Identifying and working with stakeholders at the LME scale for effective governance** • Who are the relevant stakeholders at LME scale, refer back to the legal exercise day 1 at 4:00 • Decide where they belong on the Influence/Interest Matrix • Share in discussion Objective: Apply best lessons learned of connecting stakeholders to LME governance processes.		Worksheet 3: Stakeholder Engagement Analysis Handout 4A: Stakeholder Engagement Matrix Handout 4B: Stakeholder Communication Handout 4C: Characteristics for Engaging
12:00 – 1:30	**LUNCH**		

1:30 - 2:15	**EXERCISE:** Effective governance - enforcement • Identify agencies and groups involved in enforcement, and outline the current level of collaboration and brainstorm ways to increase • Brainstorm a list of issues as a whole; then put each issue on a flip chart and small groups form to brainstorm the current status and solutions to each issue • Gallery walk each group shares ideas on each other's flip charts Objective: Share lessons learned of effective enforcement.		Handout 5: 10 Principles of Effective MPA Enforcement Handout 6: MOU Examples Handout 7: COEF Manual Summary
2:15 - 2:30	**CASE STUDY #1:** Scaling up and down using strong localized governance mechanisms to regional context		Cesar Viteri
2:30 - 2:45	**CASE STUDY #2: Connectivity between coastal ecosystems**		Lilian Marquez
2:45 - 3:15	**PANEL DISCUSSION:** Connecting and scaling up local - regional contexts for effective governance • How to connect local and provincial and community-based work to the international LME realm • Applying local successes at larger scales Objective: Understand how to apply most effective examples shared regionally to LMEs.		Regional Case Studies Blue Solutions Case Studies Raul Arteaga Bengoa Cesar Viteri Agnes Espirit

3:15 - 3:30	**PRESENTATION & DISCUSSION:** Effective governance - financing
	
	• Guiding considerations:
	   ○ Who can legally accept funds for the project?
	   ○ What mechanisms and tools are needed to access the funds through partnerships (MOUs)?
	   ○ How can participants cooperate to develop LME budget proposals?
	
	Objective: Learn considerations for financing and mechanisms to apply best practices.
			Handout 8: Resources on Sustainable Finance for LMEs
			Handout 9: Considerations for Sustainable Financing of LME Projects

15

3:30 - 4:00	**COFFEE BREAK**		
4:00 - 4:30	<u>**EXERCISE:**</u> **Connecting ocean governance at local, national and regional scales** Using Worksheet 4 as discussion guide, find common best practices connecting governance at different scales. Time permitting (or on own), develop mini- action plan. <u>Objective:</u> Develop mini action plan on connecting ocean governance at multiple scales.		<u>Worksheet 4:</u> Connecting Ocean Governance at Scales
4:30 - 5:15	<u>**EXERCISE:**</u> **Strengthening governance moving forward** Reflecting on LME Governance training discussions, pick what you think is an urgent need to get to effective governance related to your region. Create an elevator speech with the following elements: • Main problem you're trying to solve • Solution you're proposing • Principle of good governance it is addressing • Why it the most effective solution • How solution will improve function of LME • Why is it a good idea? • What immediate action is needed • First step needed and timeline Objective: Integrate elements of effective governance: stakeholders, science, ethics and partnerships into targeted communications.		<u>Worksheet 5:</u> Communicating with Policy Makers
5:15 - 5:30	<u>**WRAP UP:**</u> **Staying connected and next steps** ● How will you apply and advance best practices and frameworks for effective LME governance? ● How can you use the networks developed through the LME to support these actions? ● Who do you want to connect with to move forward and when will you do this? <u>Objective:</u> Create concise statement of measurable actions for more effective governance of LMEs moving forward.		

16

Course products

The on-line course materials are available at:

http://campus.cap-net.org/en/course/ogiwl28-gef-lmelearn-ocean-governance/

The in person training presentations and materials are available through ICES.

Deliverables

Online course: readings, forum discussion, questions and quizzes.

In-person course: presentations of concepts and case studies, discussions, worksheets, handouts, participatory exercises, resources shared on flash drives and post-training discussions.

Course Instructors

**Anne Nelson, MPA Center International MPA Capacity Building Team**

Anne Nelson's work with the International Marine Protected Areas Capacity Building Team (IMPACT) focused on SE Asia and Latin America. She co-led the Philippines DENR-USAID-NOAA MPA capacity building with national MPA system managers, Coral Triangle Regional Capacity Building Program and focused marine spatial planning work in Peru and Argentina. Prior to IMPACT, she worked with local, regional, indigenous, non-governmental and academic partnerships connecting ecosystem science to policy and action on coastal planning, watershed health, resiliency and community sustainability initiatives.

Gonzalo Cid, MPA Center International MPA Capacity Building Team

Gonzalo Cid is the coordinator for international activities at NOAA's National Marine Protected Areas Center at the Office of National Marine Sanctuaries. Gonzalo has worked for NOAA for more than 16 years, focusing on international cooperation and developing partnerships with several international organizations and countries in Latin America and the Caribbean, Asia, and Europe. His current work focuses on marine protected areas, capacity building, and coastal and marine planning.

Training Results

A. **Building the learning community.** We began the training with participants in a standing circle sharing: name, affiliation and 5 words that describe their role in governance. This provided quick connection between participants from hearing of their roles in governance and observing a high level of commonality in perception of their roles in governance (facilitator, for example). The training participants were very active in sharing, listening to and reflecting upon each other's insights. We spent more than the planned amount of time on most discussions and exercises as there was much to discuss! After the training concluded, facilitators and participants continued to share videos, project links and documents related to previous discussions. There is strong interest in ongoing connectivity through continued informal sharing. Also a few participants began making plans for twinning arrangements between countries!

B. **Building the timeline of ocean governance milestones**. Participants created a timeline of what they perceived as important milestones in ocean governance as their initial exercise. After writing and placing their contributions on the timeline, each shared why they included certain milestone in plenary. This discussion served as a quick assessment of knowledge/expertise (including their understanding of the toolkit materials.) and provided opportunity for group members to get to know each other and see commonalities they share. Later training elements referred back to this exercise for continuity of discussions and reinforcement
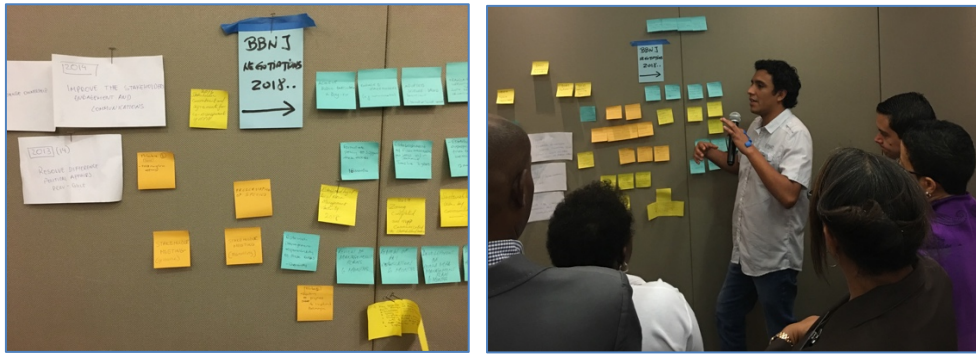
Some observation from this exercise in Panama:

- Participants mostly identify recent regional, bilateral, or national events and agreements relevant for their own countries as key milestones. Few participants identified important global or regional ocean/environmental governance milestones before the 1970s.
- Connecting the dots between the global and the national/regional level events encourages group discussion and reminds of important global and regional events.
- For the Americas region, highlighting the 1952 Santiago Declaration and creation of the Permanent Commission for the South Pacific (CPPS) as the trigger for the global 200nm EEZ claim under UNCLOS was a good example to stimulate discussion on regional ocean governance.

C. **Assessing online training participation and knowledge.** Based on early training discussion observations and knowing about 1/3 of the participants registered late in the process and did not have adequate time to review and complete the online materials ,we did spend a bit more time upfront on review of definitions of good and effective governance. Also it was clear from participant feedback and the evaluations (see Annex 2.) that there was too much reading expected for the timeframe of the online training. Also participants noted difficulty in discerning between the required and recommended reading. We acknowledged and affirmed that materials are still available to read and share.

D. **Assessing application of good governance principles.** One of the most powerful, in terms of collective sharing and learning, was the exercises applying principles of good governance to the LME projects of each participant. They identified which were the highest and lowest scoring in application of good governance principles. Small groups discussed their findings and commonalities. Participants then selected the lowest scoring principles from their project and wrote on flip chart paper. Then all participants conducted a gallery walk providing suggestions on each other's projects sharing ideas on how to improve low score of the principle.

Participants spent significant time sharing ideas with each other on improving governance scores:

Inclusiveness
- Large scale projects should have local partners to carry out outreach and validation activities at multiple scales
- Looking for other examples for large project communication and advocacy
- Inclusiveness should begin at the start with clear communication with stakeholders that are key to the project

Integration
- Any strategic plan or vision of the Ministry? Any synergies with that of project?
- Networking with stakeholders
- Stakeholder analysis to identify roles and identify goals
- Promote a participatory process from the beginning
- Have the Ministry representative on the Steering Committee if the project has one!
- Integrate the government in the process
- Include a high level representative on the project Steering Committee
- A presentation about the project to the Ministry and discussion re: synergies
- Identify very specific public problem who needs all of them
- Overall management plan that all agree on
- Open communication channels and networking
- Maybe better identification of stakeholders would help
- Promote a participatory process from the very beginning.
- Stakeholder analysis
- More communication on project to various stakeholder groups
- Identify any synergies or "common ground" and use this as a starting point to build on
- Focal group with decision makers
- Identify specific problems and start the work around that…
- Stakeholder identification and analysis – know roles and responsibilities and where support can be provided

Capability
- Prioritise actions that may not need too much financial resources to build up the capacity and other principles
- Identify all the capacities needed
- Identify stakeholder and network among stakeholders to see what resources are already available
- Capacity building
- Hire an engineer
- Make a technical/professional internship program with international universities
- Ask an external partner to hire/fund expertise for a limited time
- Collaboration, sharing info
- Conduct training programs to improve capacity…
- Create roster of experts among countries
- Create an structure that give space to broaden participation
- Include in CPS; align with national goals
- Improve knowledge among stakeholders
- Use a participatory process for engagement – build network of resources for financing
- Communicate[ion] strategy can help with integration if it designed to do so

<u>Accountability</u>
- Ensure that stakeholder roles are responsibilities are clearly defined
- Have leaders and champions
- Focal groups with private companies to understand needs
- Have written guidelines and reporting system also commitments
- Improve networking
- Provide tasks to each party who should account for their task
- Strengthen advocacy and provide in forum for public, private and civil society dialogue
- Consult with stakeholders, explain stage of process and ask for suggestions to change this – then negotiate what is possible in interest of sustainability

<u>Representativeness</u>
- Stakeholder mapping – early stage
- Representative ≠ equal participant – make sure there are equal voices
- Establishment of cooperatives prior to mapping of villages/towns
- Each group should nominate a representative on the broader committee
- Facilitated conversations
- Make a BIG assembly…
- Facilitated conversations as early possible

E. **Addressing common denominators in effective governance: stakeholders.** As evidenced in the shared inputs of participants to each other for improving good governance, stakeholder identification, collaboration, capacity building and communication are seen as the keys to strengthening principles of good governance in LME projects. We worked through several stakeholder related exercises and discussions, linking each to the other through case study presentations and panel discussions highlighting local lessons learned and best practices. The final exercise of the training workshop was to synthesize all the training elements by developing a concise "elevator speech" then sharing and receiving feedback from other participants. Each individual completed the worksheet Communicating with Policy Makers moving them through the elements of problem and proposed solution, identification, stakeholder interest and needs analysis, benefits to policy maker and messaging. This was well-received and reported as beneficial to the participants.

Overall Summary:

Objectives of the training were for participants to:
- Understand and be able to apply principles of effective ocean governance in the context of LMEs
- Further strengthen network to support collaboration on effective LME governance
- Be able to describe ecosystem function as foundation of LME governance

Participant engagement was high over the full two days of the training. This may be attributed to A) a great group of people! B) participation in the LAC Regional Network meeting by facilitators and most of the participants thus getting to know each other and the regional context more fully before the training C) group size (17) was ideal for participants getting to know each other and readily sharing D) participatory design of the workshop to maximize time spent interacting and learning from each other. Based on course evaluations (see Annex 2) and observations, the understanding of applying principles of good governance and the importance of stakeholders (as noted above) is clear. Given the time constraints of a 2-day training, we were not able to go into depth on any element to any great extent. We amended this by referring to science sections of the Regional Network Meeting, encouraging participants to keep in touch with each other and by providing extensive resources on

multiple science, stakeholder and general governance topics as part of the training materials and a flash drive of resources provided at the conclusion of the training. We heard that focusing on stakeholders and science was appropriate and relevant to the participants' needs, though we would liked to have spent more time focusing on the science aspects of governance in addition to a participant case study, facilitator presentation and review of resources to access for further training and information.

Annex 1: List of course participants

|				
	Caribbean Coastal IWECO, Caribbean Wastewater, Caribbean Sea LME SAP Implementation	UNEP	Donna	Spencer
	Ecuador Protected Area System [Bio]Ecuador Protected Area System [Bio]	UNDP	Zornitza	Aguilar
	REBYC II LAC project, Sustainable management of bycatch in Latin America and Caribbean trawl fisheries Project.	FAO	Carlos	Fuentevilla
	CI Ecuador Setting the foundations for zero net loss of the mangroves that underpin human wellbeing in the North Brazil Shelf LME	CI	Cesar	Viteri
	CERMES		Sanya	Compton
	Strengthening Sustainable Management of the Guano Islands, Isles and Capes National Reserve System (RNSIIPG)	Worldbank	Raúl	Bengoa
	Global Supply Chain for Marine Commodities	UNDP	Diego	Orellana
	NOAA MPA Center		Anne	Nelson
	NOAA MPA Center		Gonzalo	Cid
	Grenada Ridge to Reef Protected Areas [Multifocal]	UNDP	Joseph	Noel
	WWF US		Lilian	Marquez
	GSGP St Kitts and Nevis	UNOPS	Ilis	Watts
	GSGP Honduras	UNDP	Hugo	Galeano
	GSGP Dominica	UNOPS	Agnes	Esprit
	GSGP Barbados	UNDP	David	Bynoe
	GSGP Haiti	UNOPS	Jean	Dimanche
	National Coordinator, SGP-Jamaica		Hyacinth	Douglas
	International Waters, SGP-global		Charlotte	de Bruyne
	National Coordinator, SGP-El Salvador		Rene	Guzman
	IOC-UNESCO GEF LME: LEARN		Natalie	Degger

Annex 2: Course evaluation responses

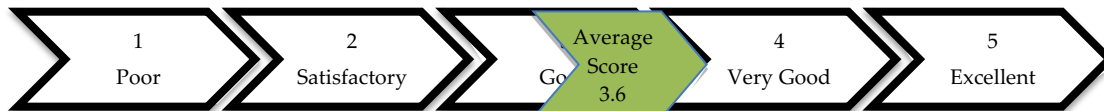## Section 1: Overall Impression of the Course
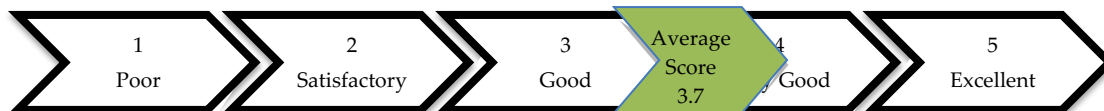
What is your overall rating of the course?

| 1 Poor | 2 Satisfactory | 3 Good | Average Score 3.9 | 5 Excellent |
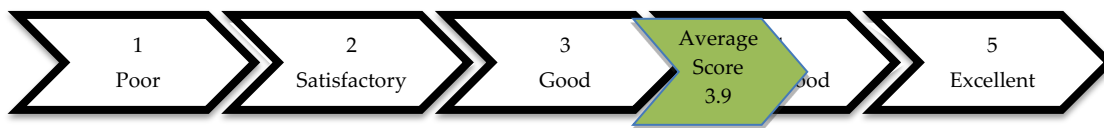
To what extent is the knowledge you gained through the training directly applicable to your current work or functions?

| 1 Not applicable | 2 Mildly applicable | 3 Applicable | 4 Very applicable | Average Score 4.3 | 5 Highly applicable |
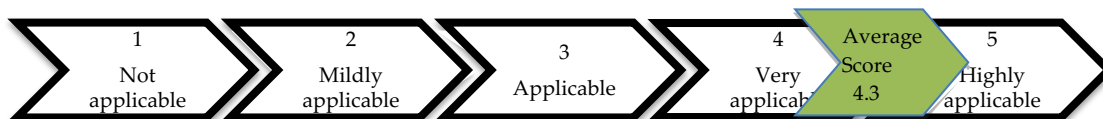
How would you rate the structure and format of the sessions?

| 1 Poor | 2 Satisfactory | Good | Average Score 3.6 | 4 Very Good | 5 Excellent |

To what extent did the training agenda allow enough time for (informal) networking?

| 1 Poor | 2 Satisfactory | 3 Good | Average Score 3.7 | 4 Good | 5 Excellent |

How would you rate the logistical aspects of the training course (location, facilities, support from the organisers)?

| 1 Poor | 2 Satisfactory | 3 Good | Very | Average Score 4.5 | 5 Excellent |
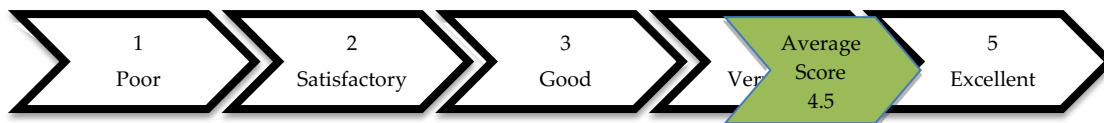
Section 2: Course Effectiveness

Do you feel that a blended learning (online and face-to-face) approach to the training was effective?

| 1 Ineffective | 2 Mildly effective | 3 Effective | Average Score 3.7 | 4 effective | 5 Highly effective |
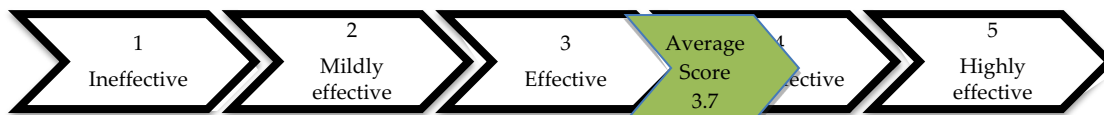
Notes: one participant did not respond to this question (weighted to reflect this)

Did the course help you reach your learning objectives?
Overall impression is that the course met the learning objectives.

- Yes x 7
- Yes, it provided some new information while reinforcing some previous information and allowed for application in real life situations - very relevant topics.
- ...I was able to reach learning objectives from the diverse group of participants whose experience were able to bring me up to speed.
- Yes, it provided some new information while reinforcing some previous information and allowed for application in real life situations - very relevant topics.
- Yes, I was able to learn more about governance of LME's and governance in general.
- yes, but more importantly it included different future learning objectives
- not fully, but this was partially achieved.
- Yes and I discovered new learning objectives that revealed themselves in the process.
- Somewhat, was hoping to have more interaction in terms of the theoretical aspects.

What was the least useful part of the course?
Multiple responses, time constraints, discussions and time spent on governance definitions noted

- Long breaks - the volume of work needed to cover [in training] could have shorter breaks
- All parts of the course was useful
- Some exercise aspects
- Short time constraints
- It was all useful
- Take too long to define governance
- Perhaps too much time on effective governance
- Too much time was spend on discussions and not enough on the theoretical aspects of ocean governance and how this is applied.
- The various sharing experiences from colleagues were too varied, this was a reflection of their background and these backgrounds were too varied. From SGP to LME is too big a stretch, it was hard to feel we could all find a common message.
- Discussions
- Time was limited in one's ability to read the suggested documents.

What was the most useful part of the course?
Most participants found the exercises and discussions useful.

- Sharing experiences with fellow project managers
- The diverse audience and the high level of flexibility demonstrated. Reading materials and exercises as well.
- Dynamic exercise with all participants of the course
- Sharing country experience of some [colleagues?]
- The interaction with participants and the chance to learn from each other's experience

- Panel discussions and sharing group exercises
- Reading materials that can be used to solidify concepts and put perspective (or science) to
- Networking
- For me, legal agreements, framework, scaling up, stakeholder mgmt., hearing about all different local and regional projects / wealth of experience from training participants
- The sharing of experience by colleagues
- I benefitted greatly from our self-assessment of the governance principles and our current application of them. The participatory exercise to get feedback was useful and enjoyed.
- Sharing of the case studies on upscaling of effective governance mechanisms and discussion
- * Legal and politics of sea * stakeholder engagement (gender focus)
- The examples and questions raised by participants
- Principles, experiences

Did the facilitators offer enough support to you throughout the course (online and face to face)?
Overall felt enough support was provided.

- Yes x 7
- They were incredible facilitators: personality/flexibility / knowledge of the course area.
- Yes - face to face
- The facilitators were very supportive
- Yes plenty and results oriented
- Yes, given the limitations of time
- Yes 200% (and more)
- Yes, the interaction between facilitators and participants was very good.

Was the course actively engaging?
Overall felt the course was actively engaging.
- Yes x6
- Yes, very x3
- Very engaging. Brought a lot of clarification and realistic examples. Participants were eager to share.
- Yes it was. The facilitators provided lots of opportunities for interaction amongst each other.
- The course was engaging but not as intellectually stimulating as I would have liked.
- Yes very engaging

Section 3: Lessons Learned and Follow up Actions
How will this training enhance project implementation or advance your work in managing marine and coastal areas?

- Generates a lot of opportunities of collaboration with other LME's. some experiences and success stories can be useful to solve day to day problems we face in our projects.

24

- Application of new strategies bearing in mind the various stakeholders. Strengthening partnerships and establishing strategic ones.
- It's a good knowledge…and tools sharing as experience of different countries and situation. This help me to improve our nations and govern with the local communities.
- Allow me to provide some new vision to establish link between objective of the project and the…reality.
- Will take some of the lessons shared and utilize it in providing information and guidance to others. Will also use what is applicable and share in training sessions with stakeholders.
- Increased awareness of the issues and examples of success will contribution to my learning and sharing exchange with stakeholders in my project countries.
- Expansion of network to provide assistance/dialogue when necessary
- Learning from other projects and work on a programmatic effort.
- Gained a better understanding of the LME issues. * better understanding about project mgmt. on the ground and experiences * connections to go back to if questions about different places/issues * better view on what there is still to learn
- Some of the lessons learnt such as: a) stakeholder selection and engagement b) communicating to stakeholders c) scaling initiatives
- I will repeat the elevator speech activity with our team. I will review the worksheets and materials and explore how to have a governance training for my team.
- By improving my awareness of the importance of good governance in ensuring good, sustainable management of natural resources, and by reinforcing the importance of strategic and sensitive communication in the process.
- With more tools to improve our governance process in MPA Peru and HCLME
- The information and methods shared by participants will allow me to impart to stakeholders who are the real implementors of the managing of protected areas.

What are the 3 most valuable lessons you learned as a result of this course?
1)
- You should consider you could not be the person to lead a process.
- The role everyone plays no matter how unpleasant we may think it is.
- Concept governance
- Well knowledge of the project implemented
- Stakeholders/communities have knowledge and need to be given opportunities to participate at all steps
- Importance of cross-project networking
- Good governance vs. effective governance
- Work on collective impact
- Resources (both human and info) about LME and ocean governance.
- Leadership, adequate funding, good communication and institutional memory is essential to ocean governance
- Principles of governance and their evaluation
- Governance is important at every level and it is a process which never ends
- Governance is a process interactive
- What is governance as it relates to protected areas
- Enforce the knowledge and vision

2)

- To build bridges to communicate with other people who probably do not share your same values
- Team Building: toward the same goal
- Different tools for […] and exercise
- Involving of the stakeholders in all activities
- Partnerships are important and must be managed. Good partners need to be identified
- The value of sharing experiences
- Similar problems that others have and there are solutions available
- Work on communication
- Learn about stakeholder outreach and management
- Political will can be change with the right strategies
- Science gaps exercise
- Good communication is essential to effective governance from the beginning
- Governance is a process interactive
- The difficulties in governing protected areas
- Learn about other experiences

3)

- Governance is a process
- Knowledge sharing: the amount of information that is out there as well as the level
- of research to inform policy makers
- The communication face to face with different colleagues about his own experience and lessons learned
- Governance is a process that is continuous and involve people
- Some no-no's when engaging stakeholders
- We have a shared vision
- Regional context
- Misinformation is a very dangerous indy :)
- I appreciate remembering how fundamental it is to communicate effectively with policy makers
- Everyone has an experience of governance
- Governance [has] with many challenges in the growth
- Not all LMEs or marine areas management are the same
- Inspire to continue

What actions will you take or what will you do differently as a result of the training? And when?

- Put more thought on how to present the international architecture created to rule the seas. It is needed to explain better the technical detail behind how the legal structure has been created.
- continue to read the material and organise workshops to include key stakeholders at all levels: …to share the knowledge and work on ways to ensure effective governance structures among our groups and management responsibilities of MPAs (in our case)
- A[t?] local level the language has to be different. It's applicable and [?] differ on thematic. The governance it is the base to be a good result and have a [excellent?] stakeholders in each process
- More learn about LME; - Advocacy with national authorities and NGOs of the importance of marine governance; - communicate; - share lessons learned
- Keep in contact with colleagues to share and build on our learning experiences - ongoing. Organize for exchange experiences between projects 2018-2019 and in future!
- Include examples of success from across the WRC that I've learned of this forum/experience.
- Do a more rigorous stakeholder analysis
- understand that this is a participatory approach
- I will enhance my approach to communication and managing the media within the next quarter.
- I will strive to have my team and partner teams experience this training so they can appreciate what governance entails. I hope to organize also a governance retreat for private sector parties.
- make a twinning with Caribbean projects
- I will try implementing various methods to incorporate stakeholders in the Ridge to Reef process of governance and management of the project.
- Maybe put more interest in other aspects - different that I thought at first

How will you disseminate what you have learned from this training to your colleagues and stakeholders? Are you going to use the available training materials to replicate the course in your country/LME/region?

- Yes there are good papers to read.
- I'll share all information with our communities through workshops at local level.
- [?] network activities and conferences of [?] level
- Yes to the latter! Once time permits I most certainly will share.
- capacity development for community groups to assist them in the improved management of marine (and terrestrial) spaces.
- to my colleagues and [partner and dialogue…?]
- Report and presentation at meeting and training sessions
- yes
- I hope so. I want to organize a governance course for the team + stakeholders specially private sector. Maybe not a training but a governance retreat.
- By sharing the materials with my colleagues and project partners. I will try to run a session

on governance with staff at the Secretariat of the Cartagena Convention at UNGP CAR/RW
- Make a workshop with my colleagues
- Yes, with all my project and friends that works these.

Section 4: Comments and Feedback

Please use this space to provide any additional comments or feedback on the course, especially if you have suggestions on how the course can be improved:

- You can get some guest lecturers from academic on specific topics such as outcomes on the BBNJ negotiations.
- The methodology is appropriate for this level of organization.
- Great job facilitators! Very practical!
- Perhaps an organized short visit to the Panama Canal.
- Have a session on project inter-collaborations
- The course provided a platform for meaningful exchange of knowledge and experiences; and the format contributed to this exchange happening very spontaneously (due because of the very passionate people)
- I will greatly enjoy sharing the governance academic foundations with the team for your reference. I suggest the next training is adjusted for time (more time) and although I learned a lot from SGP team, I will challenge the team to consider a better way to balance out the scales of each group (SGP vs. LME)
- The online portion could have been allocated more time, to enable more reading of material and the open discussion could have been kept open longer.
- With more interactive materials as MSP trainee

Please provide one sentence that reflects your overall feelings about the course:

- GEF creates a great network of people working for the environment.
- Fabulous / Informative / Engaging / Relevant
- I feel awesome for this opportunity to learn between different colleagues and professionals with a lot [of] experience. Like facilitators.
- Participating
- Important, beneficial for individual growth and growth of my partners/stakeholders.
- Empowered
- effective governance produces effective results.
- Enthusiastic
- Rich, meaningful and engaging
- Energized and reconnected with my passion.
- I have a better appreciation of the importance of good governance and of my role in the process at different levels and in different contexts
- Beautifully motivating.
- 1 word: inspired

GEF LME:LEARN Ocean Governance In-person Training 2018

LME Governance
Toolkit Training
Panama City,
Panama
3-4 October 2018