

**10<sup>th</sup> EAS Partnership Council Meeting  
Agenda Item: 5.0 (Technical Session)**

**ICM Training Manual**

**1.0 Introduction**

- 1.1 The 3<sup>rd</sup> EAS Partnership Council (July 2010) adopted a procedure for reviewing and certifying PEMSEA Codes, Guidelines, training materials and other informative documents to be developed for the purpose of guiding and facilitating the implementation of the SDS-SEA (PC/10/DOC/13).
- 1.2 The adopted procedure entails: a) the organization of an expert working group to review the document, comprised of qualified individuals and concerned stakeholders; b) tasking the working group with reviewing and evaluating the informative document, and recommending refinements or changes; c) assessing any refinements to the original document; and d) advising the PRF of the acceptability of the final version.
- 1.3 The final draft of the reviewed document is then submitted to the EAS Partnership Council by the PRF along with a summary report of the review process for review and approval.

**2.0 ICM Training Manual**

- 2.1 The ICM Training Manual is guided by PEMSEA's many years of on the ground ICM experience, as well as by the experience in ICM-related trainings that benefitted many individuals from various ICM sites. The ICM Training Model Courses are primarily aimed at assisting participating countries in their national ICM scaling up programs through exchange and transfer of knowledge and skills on ICM practices, tools, and methodologies.

**3.0 ICM Training Manual Review and Assessment**

- 3.1 Since October 2016, an expert working group was organized to review and evaluate the draft ICM Training Manual.
- 3.2 Expert Working Group on the ICM Training Manual, comprised of:
  - a. Dr. Ario Damar  
Director of Centre for Coastal and Marine Resources Studies,  
Bogor Agricultural University
  - b. Dr. Marie Frances Nievaes  
Associate Professor  
Division of Biological Sciences, University of the Philippines – Visayas
  - c. Prof. Praparsiri Barnette  
Head, Department of Aquatic Sciences  
Faculty of Science Burapha University
  - d. Prof. Sakaan Plathong

Director, Marine Science Learning Center  
Prince of Songkla University

PEMSEA Resource Facility

- e. Ms. Nancy Bermas, Senior Country Programme Manager/ICM Specialist
  - f. Mr. Dan Bonga, Senior Editor
  - g. Ms. Johanna Diwa, Capacity Development Manager
  - h. Ms. Diane Factuar, Consultant
  - i. Ms. Ingrid Narcise, Country Programme Manager/ICM Specialist
  - j. Ms. Daisy Padayao, Country Programme Manager/ICM Specialist
- 3.3 The working group reviewed the document and met during the conduct of the ICM Regional Training of Trainers in November 2017, where the ICM Training Manual was used as the main training material. There were no substantive technical issues raised in the expert review. A number of suggestions were made to improve the clarity, rationale and presentation of the materials. These comments and suggestions were responded to by the PRF and, where appropriate, changes were made to the original drafts.

#### **4.0 Key Issues**

- 4.1 The current version of the document reflects some additional features that aim to provide an updated content, learning strategy and case studies reference.
- 4.1.1 Inclusion of recent national, regional and international commitments such as the Sustainable Development Goals (SDGs);
  - 4.1.2 Updated progress and current development of national coastal and ocean policies, strategies and action plans in each country;
  - 4.1.3 Integration of perspectives on learning concepts and methodologies from academic institutions on the ground provided by the PEMSEA Network of Learning Centers (PNLC); and
  - 4.1.4 Addition of important references in the list with the forthcoming publication of ICM case studies.
- 4.2 The following attachments are provided for the consideration of the EAS Partnership Council, namely:

Attachment 1: ICM Training Manual

Attachment 2: Summary of Expert Review and Responses

#### **5.0 Next Steps**

- 5.1 Should the 10<sup>th</sup> EAS Partnership Council adopt the ICM Manual as a PEMSEA certified document, the following PRF will proceed with the following:
- a) Proceed working on ISBN for publication of the ICM Training Manual;
  - b) Publish the ICM Training Manual in PEMSEA website and SEAKB platform;
  - c) Disseminate for local use of sites and translate to local languages as required;
  - d) Promote the ICM Training Manual at the PEMSEA Network of Learning Centers (PNLC) Forum during the EAS Congress;

- e) Share with other projects who are working on integrated coastal management and marine spatial planning, e.g. Plymouth Laboratory, UNEP WCMC; and
- f) Finalize other forthcoming publications of training manuals which have mature drafts for publication, e.g. Coastal Use Zoning, Integrated Information Management System and Coastal Strategy/Coastal Strategy Implementation Plan.

## **6.0 Actions for consideration by the EAS Partnership Council**

### **6.1 The Technical Session is invited to:**

- a) Approve the ICM Training Manual as PEMSEA certified document; and
- b) Request the PRF to proceed with the publication of the document, and to promote and disseminate the materials in accordance with the proposed next steps.

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## ATTACHMENT 2

### SUMMARY OF EXPERTS REVIEW AND UPDATES ICM TRAINING MANUAL

Feature	Proposed Improvement	Response and Updates
<b>Overall Content</b>	<ul style="list-style-type: none"> <li>In general, the document is reasonably well-written. The structure is good; topics are logically arranged. The content is significant and rich, and as such the document will be a rich resource for the conduct of ICM Training and a great contribution to the literature on integrated coastal management in particular and sustainable development in general.</li> </ul>	
	<ul style="list-style-type: none"> <li>Update the Course Development Team page</li> </ul>	Course Development Team updated with recent members and responsibilities
	<ul style="list-style-type: none"> <li>The expression of Cumulative Causation in page 20 can be improved to completely capture relationship of causes</li> </ul>	<p>Explanation on cumulative causation was improved with the revised statement below;</p> <p>“The three causes of resource and environmental problems — institutional failures, high population and poverty — pull in different directions, but feed upon one another, but feed upon one another. Together, they form cumulative causation loops whereby failure to address one worsens the other, leading to a vicious cycle of environmental degradation. For example, institutional failure to implement positive and effective population control policies and failure to meet the needs of the resulting additional population lead to increased number of poor people who may inadvertently or deliberately create environmental risks for lack of subsistence options.</p> <p>Addressing the environmental challenges therefore requires a holistic and integrated approach that considers all forces — social, economic, and political — and their interacting effects across multiple sectors and across multiple scales in time and space.”</p>
	<ul style="list-style-type: none"> <li>Map in page 25 needs to be updated</li> </ul>	Map in page 25 updated to reflect correct ICM sites and current status of scaling up of the region’s coastline under ICM

	<ul style="list-style-type: none"> <li>A line on the role of ICM Learning Centers (LCs) should be added in the section under Scientific/Expert Advice as an example of obtaining needed scientific support, technical assistance and information involving research institutions and universities</li> </ul>	<p>A line referring to LCs was added in p52;</p> <p>In 2015, the PEMSEA Network of Learning Centers (PNLC) was established to tap the leading universities and research institutions in providing technical support and training assistance as on the ground capacity development strategy.</p>
<b>Contexts</b>	<ul style="list-style-type: none"> <li>Programme specific agreements should be included in the list of global plans of actions that guide the efforts on sustainable development of coastal areas and oceans</li> </ul>	<p>The list in page 29-30 was revised as;</p> <p>UN Summits:</p> <ul style="list-style-type: none"> <li>• Agenda 21;</li> <li>• the UN Millennium Development Goals (MDGs); and</li> <li>• the UN Conference on Sustainable Development (SDGs).</li> </ul> <p>Programme Specific Agreements:</p> <ul style="list-style-type: none"> <li>• UN Convention on the Law of the Sea (UNCLOS)</li> <li>• UN Framework Convention on Climate Change (UNFCCC)</li> <li>• Biodiversity and marine protected areas management (CBD, Aichi Targets, Paris Agreement)</li> <li>• Fisheries and sustainable livelihood (FAO Code of Conduct for Responsible Fisheries)</li> <li>• Climate change and hazard management (UNFCCC, Hyogo Framework of Action, Sendai Framework)</li> <li>• Pollution reduction (GPA)</li> <li>• Water resources management (IWRM)</li> </ul>
	<ul style="list-style-type: none"> <li>List of examples of international policy instruments that articulate policy directions or reforms to ensure sustainability of coastal and marine environments on page 41 should include a description of SDG, particularly 14</li> </ul>	<p>A line on SDGs below added in p41;</p> <p>Sustainable Development Goals (SDGs) – also known as the Global Goals, it consists of 17 Goals that build on the successes of the MDGs. Goal 14 (Life Under Water) focuses on marine life and world’s coasts and oceans.</p>
	<ul style="list-style-type: none"> <li></li> </ul>	<p>Figure 3.1 updated with the addition of international, regional and national agreements</p>
	<ul style="list-style-type: none"> <li>Table 3.1 entries have undergone progress and changes in the recent years. Check each</li> </ul>	<p>Table 3.1 was updated on current progress and current development of national coastal and ocean policies, strategies and action plans in each country.</p>

	country for the current policies, strategies and action plans in place and update the table accordingly.	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Instead of learning objectives, better use learning outcomes for active learning. Also limit to clear singular outcome in each line, e.g. Instead of “Define and discuss the value of coastal areas” it is suggested to split this into 2 or choose one preferably the higher level order of learning which is “Discuss” as this involves analysis and “Define” in the next outcome.</li> </ul>	<p>All learning objectives in each module were converted as Learning Outcomes.</p> <p>For each outcome, higher order of learning comes first and limited to a singular outcome. These corrections were implemented in all modules.</p>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• The learning activities are recommended to have variety and selected in such a way that the activity or activities is/are able to address the learning outcomes presented in the module: Example: In module 1 Learning Outcome 1 which is “Define the coastal areas,” there is a corresponding Learning Activity to address it</li> </ul>	<p>Due to limitations and nature of learning activities, it is not possible to assign one activity per outcome as these activities are holistic and multi-purpose in nature to be able to cover most, if not all outcomes at once. To clearly refer to which outcome is targeted, the learning activities were specifically referred to instead in relation to where a certain outcome is expected.</p>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• There were assessments provided. But how this is actually applied or demonstrated during the training is not clear. What is the nature of a quick assessment?</li> </ul>	<p>Guide in p37 includes a line specifying the nature of the quick assessment;</p> <p>Quick assessment: A case study quick quiz can be given to the participants to analyze what ICM principles are applied in specific ICM Coastal Strategy.</p>
<b>Clarity and Conciseness</b>	<ul style="list-style-type: none"> <li>• There are some parts with general weakness in focusing directly on a point and maximizing meaning with minimum wordiness. Verbosity and redundancy were observed in many instances. There was a tendency to use very long, “compounded” compound sentences, as well as a tendency to over-explain.</li> </ul>	<p>Revisions were made to make formulation of some parts “sharp and crisp” with improved clarity.</p> <p>Revisions to make some parts simple and straightforward were made to make learning and understanding easier since more words mean more concepts to process.</p>

	<ul style="list-style-type: none"> <li>For illustration, take the following example: "...based on outputs and outcomes" or "...changing conditions and circumstances." Unless it is very critical to differentiate them (in which case, their difference has to be clearly defined), using either of the words (output or outcome in the first example; conditions or circumstances in the second example) is already sufficient. Using both words would only divert the learners' attention to thinking about their difference</li> </ul>	
<b>Coherence</b>	<ul style="list-style-type: none"> <li>Some parts tend to be disjointed and to lack focus. In some instances, the use of "thus," "therefore," and "however" are not warranted.</li> </ul>	Parts with coherence issue were heavily edited to improve organization, flow, and logic within a module and within subtopics in a module.
<b>Consistency</b>	<ul style="list-style-type: none"> <li>Inconsistency, both in format and some in content, may hinder easy understanding and learning. For instance, lack of consistency in the fonts used in main heading, subheading, etc. makes it hard for the reader to discern the connections between topics/concepts, i.e., which ones are the main topics/concepts and which are the supportive ones.</li> </ul>	<p>To strengthen parts where inconsistencies were detected, the whole document was improved by ensuring consistency in the elements below;</p> <ol style="list-style-type: none"> <li>Format <ul style="list-style-type: none"> <li>Font size, color, and style used for different topic levels</li> <li>Bullet types</li> <li>Use of abbreviation</li> <li>Module section</li> <li>Formulation style</li> </ul> </li> </ol>
<b>Materials and References</b>	<ul style="list-style-type: none"> <li>For a learner-centered approach, participants should practice doing analysis of a case study to reinforce learnings from the lectures. Case Studies should be provided to the participants so they can make a Quick assessment and point out whether the elements and principles of ICM are presented or applied</li> </ul>	The forthcoming publication on ICM case studies has been added in the Reference List. Link to ICM Solutions from the ICM websites were also added under case studies.

	<ul style="list-style-type: none"> <li>SDGs should be added in the glossary</li> </ul>	<p>Added on p194; Sustainable Development Goals (SDGs) – also known as the Global Goals consist of 17 Goals that build on the successes of the Millennium Development Goals. Including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities, SDGs are interconnected – often the key to success on one will involve tackling issues more commonly associated with another (UNDP SDG, 2016).</p>
	<ul style="list-style-type: none"> <li>SDG reference should be added in the reference list</li> </ul>	<p>Added on p200; UNDP SDG. Available at <a href="http://www.undp.org/content/undp/en/home/sustainable-development-goals.html">http://www.undp.org/content/undp/en/home/sustainable-development-goals.html</a></p>
<b>Scientific Accuracy</b>	<p>With regards to referencing, of the six pages of references listed in References at the end of the manual, only three documents were cited in-text. Note that since the manual is a technical/scientific document, all references used should be cited in the text, and the References list (the one at the end of the document) should only include those that were cited.</p>	<p>The document was checked for proper use of technical/scientific terms and for abidance with scientific conventions and all referencing were corrected accordingly.</p>
	<p>Highlight important messages in Tables and Figures as referred to in the guidelines.</p>	<p>Made clarifications in the guide section to refer to the respective table or figure during discussion.</p> <p>The following text has been added in the Guides; p.19 “Fig 1.2 may again be referred to in discussing multiple use conflicts here.”</p> <p>p.22 Use Table 1.1 on the evolution of ICM in the Philippines as reference for discussion on how ICM can evolve in one country. Key messages highlighted may include the following:</p> <ul style="list-style-type: none"> <li>Evolution of the concept of the coastal zone from an infinite source of marine goods to an area which harbor finite supply of goods</li> <li>Coastal zone ecosystems as provider of ecosystem services and not just source of goods</li> <li>Interdependence and interconnectedness of systems</li> </ul>
<b>Manual Layout</b>	<p>Make visuals more concise and organized; Figure 1.3 can be</p>	<p>Captions were simplified and checked to make sure the figures being referred to matches the point that is being made;</p>

	<p>improved.  Is it wrongly referred to as caption is mismatched with how it was referred to in the Guide as “Figure 1.3 which illustrates Benefits from marine and Coastal Ecosystems and Activities” and also can be a source of confusion or may require some explanation because in the content column, it mentioned 4 groups but the Figure shows only 3 boxes.</p>	<p>e.g. Figure 1.3 caption was simplified to “Categories of Ecosystem Services”; all references corrected accordingly</p>
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