ICRMP Training Effectiveness Evaluation Report

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ICRMP Training Effectiveness Evaluation Report

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EXECUTIVE SUMMARY

A post evaluation of the trainings conducted under ICRMP was pursued to determine their effectiveness as a support activity to the project.

Seventy-six DENR, DA-BFAR, and LGU ICM workers who had trained under ICRMP served as respondents of the study. A semi-structured self-administered questionnaire was used to determine the effectiveness of the training on account of their timeliness, relevance; knowledge gain; usefulness of knowledge; and the effects of trainings on individual knowledge and skills; work performance; and organizational performance.

From the perspectives of the trainees, the ICRMP trainings were generally effective. Their conducts were timely and responded to and were relevant to the needs, concerns and activities pursued by the project implementers and their organizations. The trainings enabled the participants to learn new ideas and acquire new knowledge, skills and ways of doing things which impacted directly on their individual performance and consequently on the performance of their respective organization. The training also enabled the participants to establish links with knowledge sources – experts, specialists, consultants and, in the advent of new information technology, the new links helped them access to other sources of information and knowledge.

Among the collateral benefits of participation in the trainings was the establishment of an informal network of ICM workers. This network catalyzes sharing of experiences and practices, helps clarify issues and problems in workplaces, and develops institutional understanding and tolerance.

While the perceptions of the participants of the trainings were positive and comforting, the same may be held with a   grain of salt: the trainings, for all intent and purposes, were generally wanting of a comprehensive design and plan on substance/content and implementation. Thus, the trainings simply operated by force of circumstantial necessity. They were required of the project hence were delivered, whatever their shortcomings may be. The subject matters, for one, were detached and fragmented and were not logically connected to sum up to a working whole reflective of what ICM is all about. The trainees were actually deprived of a worthier learning experience. They did not know this, of course, and thus explained their limited expectations and their favourable perception of the trainings. People do not usually see and desire what they do not know.

One of the apparent weaknesses of the trainings conducted by the RPIU/PPIU under ICRMP was the absence of a feedback mechanism that would have immediately corrected lapses in the organization, delivery and management of training. The later trainings held under the auspices of PAWB had a simple built-in mechanism, a summary evaluation questionnaire, to get immediate feedback on the training from the participants. But the feedback data were never attended to or processed to render any significant contribution to the training.

To correct and improve the situation, a set of instruments has been developed to get feedback from the participants right while the training is in progress and upon its immediate conclusion. The set of instruments is comprised of separate assessment tools to measure (1) the quality of training objectives, expectations, course contents, organization and management; (2) the

quality of trainers; and (3) the delivery of the training course and gain in knowledge. A separate open-ended questionnaire generated daily feedback from participants on their learning experiences from the training.

The instruments were run in the Biodiversity Conservation Orientation training held on 08 – 10 September 2010 in Tuguegarao City. The feedback in situ assessment instruments were later used in other succeeding trainings conducted by PAWB. The results of the run in Tuguegarao were incorporated in the present report.

Among others, the following are recommended to improve future conduct of trainings:

1. To encourage on-site learning and coaching/mentoring as an approach to knowledge transfer, especially in the area of MPA planning, establishment and management. Indeed, training needs to move from the theoretical to the practical to sustain and give meaning to new learning. Hands-on activities and guided involvement and participation in whatever activity strengthen and deepen understanding and learning.

2. To make in situ feed-backing and post-training evaluation essential components of training to improve management and delivery. Training assessment or evaluation should be deliberately pursued to generate feedbacks that would reinvigorate a teaching-learning system. The feedback to any system is important in correcting lapses, filling gaps, highlighting and conserving strong points, and in introducing innovations or reforms.

3. Sustainability is a very important consideration in any development intervention. The trainings in ICRMP may be continued by DENR and DA-BFAR even at the end of project life inasmuch as training is essential to their respective mandate. To assist them in this role, an ICM Training Guide should be developed to serve as their reference in said undertaking. The DENR-EcoGov CRM Training Guide is handy and may be adopted for the purpose. There is, however, a need to expand it to include important subjects and concerns in the realm of integrated coastal management.

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Common Terms and Abbreviations

ADB	Asian Development Bank
BFAR	Bureau of Fisheries & Aquaculture, Department of Agriculture
CENRO	Community Environment and Natural Resource Officer, DENR
CiENRO	City Environment and Natural Resources Office
CMMD	Coastal Marine and Management Division
CMMO	Coastal and Marine Management Office
CMMS	Coastal and Marine Management Section
CO	Community Organizer
DAO	Department Administrative Order
DENR	Department of Environment and Natural Resources
EARF	Environmental Assessment Review Framework
EIARC	Environmental Impact Assessment Review Committee
EIS	Environmental Impact Statement / Screening
FASPO	Foreign-Assisted and Special Projects Office, DENR
GEF	Global Environment Facility
GOP	Government of the Philippines
ITAG	ICM Technical Advisory Group
ICM	Integrated Coastal Management
ICM-MBA	Integrated Coastal Management Multi-stakeholders Biennial Assembly
ICRM	Integrated Coastal Resources Management
IEC	Information, Education and Communication
IEE	Initial Environmental Examination
IIMS	Integrated Information Management System
IRR	Implementing Rules and Regulations
LGU	Local Government Unit
MANRO	Municipal Agriculture and Natural Resources Office
MAO	Municipal Agriculture Officer
MDPO	Municipal Development and Planning Officer
MDFO	Municipal Development Fund Office, DOF
MENRO	Municipal Environment and Natural Resource Officer
MPA	Marine Protected Area
NGO	Non-Government Organization
NIPAS	National Integrated Protected Area System
PAM	Project Administration Memorandum
PAMB	Protected Area Management Body
PAWB	Protected Areas & Wildlife Bureau, DENR
PAWCZMS	Parks and Wildlife and Coastal Zone Management Section
PENRO	Provincial Environment and Natural Resource Officer, DEN
PIC/PMC	Project Implementation / Management Consultants
PPIU	Provincial Project Implementation Unit
RPIU	Regional Project Implementation Unit
PMO	Project Management Office
PMU	Project Management Unit
PPDO	Provincial Planning and Development Office
PPMS	Project Performance Management S
RIC	Regional ICRM Center

I. INTRODUCTION

The DENR ADB-GEF-assisted Integrated Coastal Resources Management Project (ICRMP) was launched in June 2007. It is a six-year project that aims to recover the integrity and quality of the coastal resources and increase the incomes of coastal communities through responsive interventions and sustainable management.

Training was not a component but was a major support activity that cut across the four project components, namely:

Component A – Policy and Institutional Development and Strengthening
Component B – ICRM and Biodiversity Conservation
Component C – Enterprise Development and Income Diversification
Component D – Social Services and Environmental Facilities

In 2008, the Project through the Human Resource Development Services (HRDS) of DENR conducted a training needs assessment (TNA) of ICRMP implementers in the project sites. Subsequently, as a result of the TNA, the HRDO came out with an ICM Training Plan aimed at enhancing the capacity of ICM workers of DENR, DA-BFAR and the LGUs who were involved in the implementation of the Project. Since then a number of training courses covering ICM and ICM-related topics were offered and carried out in the ICRMP sites both by the Regional Project Implementing Units (RPIUs) and the ICRMP focal units in the Protected Areas and Wildlife Bureau (PAWB), namely, the Protected Area and Community Management Division (PACMAND) and the Coastal and Marine Management Office (CMMO).

The trainings were conducted to improve the capacity particularly of the ICM workers in the delivery of coastal resource management services.

A total of 148 trainings were conducted under ICRMP on 118 subject areas attended by 6470 participants in different project sites. The number of trainings and number of participants varied widely across regions, from 12 to as many as 30 trainings, and from 486 to as many 1539 participants/region. Forty percent of the trainees were women, exceeding the 33 percent suggested participation target set in the PAM. The training participants were mostly ICM functionaries from DENR, DA-BFAR, partner municipal LGUs and other stakeholders from local communities.

Trainings were undertaken without a single management authority providing direction in planning, implementation and orchestration of the different training activities in project sites. The situation yielded by default to the 6 participating regions the decision of determining the choice and conduct of trainings in their respective area on the basis of perceived needs and availability of training resources (knowledge/experts/resource persons and materials). The absence of a central training clearing house resulted to a wide variation of training courses and number of trainings conducted across regions. This approach not only sacrificed standard and training quality but also in unevenness in the distribution of training opportunities across participating regions, provinces and municipalities. Moreover, a good number of the trainings earmarked in the Project Administration Memorandum (PAM) had been left out or unattended to.

This evaluation of the ICRMP trainings was pursued to determine their effectiveness as a support activity to the Integrated Coastal Resources Management Project.

II. METHODS

Objectives

The present training effectiveness evaluation may come in as a sequel to an earlier task that assessed the conduct and the progress of the implementation of ICRMP Trainings. While the earlier assessment dwelt on how the various trainings under the Project were organized and managed, the current study focused on knowing how effective were the various trainings in their entirety as a support activity to ICRMP implementation. Specifically, the evaluation aimed to accomplish the following:

1. To determine the effects of the trainings on the participant's knowledge, attitude, skills and performance as ICM worker, and on his organization as a whole.

2. To develop and run a feedback instrument in one training course to get the trainee's assessment of the delivery of the training immediately upon its conclusion and generate suggestions to improve its future conduct.

Evaluation Design and Instrument

The study was primarily descriptive and qualitative in nature. It was a post evaluation of the trainings undertaken by participants under ICRMP. As such, it heavily relied on the perception and self-assessment of the trainees on the impact of the trainings on their individual person and organization.

A semi-structured self-administered questionnaire (Appendix A) generated the information on the perceived effectiveness of the training courses taken by respondents under ICRMP on the following indicator areas: timeliness; relevance; knowledge gain; usefulness of knowledge; and the effects of trainings on individual knowledge and skills; work performance; and organizational performance.

Another set of instruments (Appendix B-B2) were prepared and test-run as a feedback mechanism which were accomplished by participants while the training was in progress and upon its conclusion. The instruments assessed the organization, delivery and management of training to improve its future conduct.

The interview of key informants had also been conducted to get their own perception and assessment on the management and conduct of the ICRMP Training Program.

Locale and Respondents

The study covered the seven project sites of ICRMP, specifically in the provinces of Cagayan, Zambales, Masbate, Romblon, Cebu, Siquijor, and Davao Oriental. The respondents were past participants of training activities managed under ICRMP coming from the LGUs, DENR, and DA-BFAR within the period 2008 to 2011.

The test-run for the training feedback instruments were carried out among the 22 participants in the Biodiversity Conservation training held on 8-10 September 2010 in Tuguegarao City.

Secondary Data

Information on the conduct of training, the courses offered, and the participants of the various training courses were secured from the DENR-HRDS Central and ICRMP focal units, particularly from CMMO of PAWB – DENR.

Definition of Terms

1. Training – refers to any organized activity to transfer information, knowledge and skills to targeted individuals using a variety of teaching and learning techniques in order to improve their understanding and capacity to do something, particularly in the performance of their assigned tasks and responsibilities. Training here may include seminars and workshop that directly impact on the purpose and goals of ICRMP.
2. Training Course – refers the subject area of training whose scope is suggested by the title.
3. Training Design – refers to the method, manner, process, materials and their combination in the delivery of training.
4. Training Module – refers to a programmed sequencing/arrangement of topics of a training course in logical comprehensive information/knowledge cells (clusters.
5. Training effectiveness – refers in this study to the occurrence of the intended results of trainings in the participants, that is, whether said trainings had generally improved their understanding and capacity as ICM workers. The training effectiveness factors (TEF) considered were (1) Timeliness (2) Relevance (3) Knowledge Gain (4) Knowledge Usefulness (5) Effects of Trainings (EF) on (a) Respondent's knowledge, skills and quality of work (b) Improvement in organizational performance (c) Completion of ICRM assignment/task (d) Usefulness of training information to colleagues (e) Establishing contacts with participants/experts, and (f) advantages of the linkage established while attending the trainings.

    A bipolar scale from 1 – 4, where 1 refers to a very low (negative) assessment of the training and 4, to a very high (positive) assessment, was used to measure training effectiveness, particularly TEF 1 - 4. The sum of the rating scores of the respondents over the number of respondents is the entire effectiveness rating of the ICRMP trainings. To flesh out the specific effects of trainings on the participants, respondents were asked focused questions on EF a – f enumerated above, answerable by yes or no.
6. Timeliness - refers to the perception that the conduct of training coincides with or is opportune to a current concern, need or a task at hand.
7. Relevance - refers to the perception that the trainings, their conduct and their contents, relate to the needs and the tasks of the workers, their organizations and the client communities.
8. Knowledge gain - refers to the perception that the trainings enables the trainees learn new ideas, concepts and principles and new ways of doing things, especially those that relate to their tasks and responsibilities as ICM workers.
9. Knowledge usefulness – refers to the perception that the knowledge acquired in training was found useful in the performance of the trainee's task.

III. FINDINGS AND DISCUSSION

III. A. Post Training Evaluation

The Respondents

Table 1 shows the profile of the respondents of the study.

The study had a total 76 respondents of ICM functionaries and workers coming from DA-BFAR (21.05 %), DENR (28.95 %), and from the LGUs (50 %). Of the 76 semi-randomly selected respondents, 33 percent were females and 67 percent were males. As to the distribution of respondents by province, Cebu topped at 19.44 percent, followed closely and equally by Cagayan and Davao Oriental (17.11 %), and by Zambales (14.47 %), Masbate (11.84 %), Romblon (10.53 %), and Siquijor (10.53 %) in that order. The MAO, M/CPDO, agricultural technologists, fishery technicians and admin staff constituted the bulk (76 %) of the LGU respondents. The respondents from DENR were dominated by foresters, forest rangers, environmental management specialists, and ICM office staff (72 %). The respondents, on the other hand, from DA-BFAR were comprised generally of fishery officers, aquaculturists, community organizers, and technical assistants (81 %).

Most of the ICM workers in the three institutions had been in the service for an average of 11. 5 years. The majority (46 %), however, had only served their respective organization from 1 – 5 years, implying the need for more training and exposure to ICM activities to become adept at their work. The more senior workers who had been in the service from 16 to 35 years were generally honed in agriculture and forestry but had longer exposure and attended more trainings in ICM and related activities. The average number of trainings on ICM and related thrusts attended by the respondents was 7.5. The lowest number of training attended was one (1), while the highest was 19. The respondents in Davao del Sur averaged the highest at 11 trainings.

Training Effectiveness

In the present study, the effectiveness of the trainings was measured in terms of the following indicator variables as assessed perceptively by the trainee-respondent: (1) Timeliness (2) Relevance (3) Knowledge Gain (4) Knowledge Usefulness (5) Effects of Trainings on (a) Respondent's knowledge, skills and quality of work (b) Improvement in organizational performance (c) Completion of ICRM assignment/task (d) Usefulness of training information to colleagues (e) Establishing contacts with Participants/experts, and (f) advantages of the linkage established.

Timeliness

Timeliness refers to the perception that the conduct of training coincides with or is opportune to a current concern, need or a task at hand. For instance training on underwater resource assessment may be considered timely to MPA establishment planning. So how timely were the conducts of trainings in general from the perception of the respondents?

Table 1. Profile of Respondents

Distribution by Gender

Sex	Freq.	Percentage
Female	25	32.89
Male	51	67.11
Total	76	100

Distribution by Agency

Agency	Freq.	Percentage
BFAR	16	21.05
DENR	22	28.95
LGU	38	50
Total	76	100

Distribution by Province

Province	Freq	Percentage
Cagayan	13	17.11
Zambales	11	14.47
Romblon	8	10.53
Masbate	9	11.84
Siquijor	8	10.53
Cebu	14	19.44
Davao Sur	13	17.11
Total	76	100

Distribution as to Ave. No. of Trainings Attended

Respondent/ Province	Ave. No. of Trainings
Cagayan	8
Zambales	9
Romblon	4
Masbate	10
Siquijor	4
Cebu	8
Davao Sur	11
Ave. All Respondents	7.5
Lowest No. :1 Highest No. :19	

Distribution by Length of Service

Range in Years of Service	Freq	Percentage
1 – 5	36	46.05
6 -10	13	17.11
11- 15	2	2.63
16 -20	10	13.16
21- 25	4	5.26
26 -30	4	5.26
31 -35	6	7.89
36 & above	2	2.63
Total	76	100

Distribution by Position in the Organization

Agency	Freq	Percentage
BFAR		
Provincial Fishery Officer	3	18.75
Aquaculturist II	3	18.75

	Technical Staff/Assistant	4	25.00
	Community Organizer	3	18.75
	Fishery Technician	2	12.50
	Planning Officer	1	6.25
	Total	16	100
	DENR		
	Chief, CMMD	2	9.09
	Forester III	4	18.18
	Ecosystem Management Specialist	4	18.18
	Forest Ranger	2	9.09
	Adm/ICM Staff	6	27.27
	Community Dev.Organizer	3	13.63
	CRM Specialist	1	4.54
	Total	22	100
	LGU		
	Municipal Agriculture Officer	11	28.94
	Mun./City Planning & Dev. Officer	3	7.89
	Mun./City Env. & Nat. Res. Officer	3	7.89
	Agricultural Technologist	5	14.28
	Aquacultural/Fishery Technician	4	10.52
	Admin/ICM Staff	6	15.78
	Environmental Mgt. Specialist	2	5.26
	Proj. Dev. Assist/GIS Operator	2	5.26
	Secretary to the Mayor	1	2.63
	Volunteer	1	2.63
	Total	38	100

On a bipolar scale from 1 – 4 where I means "very timely" and, 4 "very untimely," 18.42 percent of the respondents said the trainings they had attended were "very timely," 63.16 percent declared they were "timely," and 18.42 percent thought they were "untimely" (Table 2). Agency-wise, 31 percent of DA-BFAR respondents registered opinion that the trainings they had attended were "untimely." Their counterparts at the DENR and the LGUs shared the same opinion at 13.64 and 13.16 percent of the respondents, respectively. Table 2A shows the details of response distribution across agencies.

As a whole the conduct of trainings were perceived generally timely.

Table 2. Distribution of Respondents on Timeliness of Trainings

Timeliness		Respondent (N=76)						
		BFAR		DENR		LGU		All Respondents
Scoring	Descriptive Rating	Freq	%	Freq	%	Freq	%	Freq	%
1.0	Very timely	1	6.25	9	40.91	4	10.53	14	18.42
2.0	Timely	9	56.25	10	45.45	29	76.32	48	63.16
3.0	Untimely	6	37.5	3	13.64	5	13.16	14	18.42
4.0	Very untimely	0	0	0	0	0	0	0	0
Total		16	100	22	100	38	100	76	100

Score Range: 1.0 -1.9 = 1; 2.0 – 2.9 = 2; 3 – 3.9 =3; 4.0 -5.0 = 5   Timeliness Rating: 2.0 (Timely)

Relevance

Relevance refers to the perception that the trainings, their conduct and their contents, relate to the needs and the tasks of the workers, their organizations and the client communities. For instance, training on sustainable financing which may cover subjects on resource rents, user fees and incentive and disincentive system, may be considered highly relevant to LGUs' quest for sustainable and reliable funding mechanisms for their ICM program. So how relevant were the trainings to the circumstances of ICM workers, their organizations and their clients?

On a bipolar scale from 1 – 4 where 1 means "very relevant" and 4 is very "irrelevant," 50 percent of the entire respondents considered the trainings "very relevant" while the other half rated them as "relevant." There were no other scores on other response categories (Table 3).

Table 3. Distribution of Respondents on Relevance of Trainings

Relevance		Respondent (N = 76)						
Scoring	Descriptive Rating	BFAR		DENR		LGU		All Respondents	
		Freq	%	Freq	%	Freq	%	Freq	%
1.0	Very relevant	6	37.5	16	72.73	16	42.11	38	50
2.0	Relevant	10	62.5	6	27.27	22	57.89	38	50
3.0	Irrelevant	0	0	0	0	0	0	0	0
4.0	Very irrelevant	0	0	0	0	0	0	0	0
	Total	16	100	22	100	38	100	76	100
Score Ranges: 1.0 -1.9 = 1.0; 2.0 -2.9 =2.0; 3.0 -3.9 =3; 4.0 -5.0 =5 Relevance Rating = 1.5 (Very relevant)									

While this is so, 76 percent of DENR respondents rated the training "very relevant" compared to the same ratings made by 37.5 and 42.11 percent BFAR and LGU respondents, respectively.

Knowledge Gain

Knowledge gain refers to the perception that the trainings enables the trainees learn new ideas, concepts and principles and new ways of doing things, especially those that relate to their tasks and responsibilities as ICM workers. For instance the proper use of manta tow and quadrat in corals, seagrass and fish stock assessment are generally new knowledge to the uninitiated workers coming from the field of agriculture and forestry. An understanding in the interconnectedness of ecosystems would be new knowledge gained for people who had been focused all their lives on linear, fragmented or mechanistic way of thinking and doing things

On a bipolar scale from 1 -4, where 1 means "very high" and 4 "very little" gain in knowledge, 63 percent of the entire respondents rated the knowledge they gained from the trainings " high," 10 percent considered what they gained as "very high," while 26 percent thought they only gained "little" from their attendance in the trainings.

Table 4. Distribution of Respondents on Knowledge Gain

Knowledge Gain		Respondent (N = 76)						
Scoring	Descriptive Rating	BFAR		DENR		LGU		All Respondents
		Freq	%	Freq	%	Freq	%	Freq	%
1.0	Very high	1	6.25	5	22.73	2	5.26	8	10.53
2.0	High	10	62.5	11	50	27	71.05	48	63.16
3.0	Little	5	31.25	6	27.27	9	23.68	20	26.32
4.0	Very little	0	0	0	0	0	0	0	0
	Total	16	100	22	100	38	100	76	100
Score Ranges: 1.0 – 1.9 = 1; 2.0 – 2.9 = 2; 3.0 – 3.9 = 3; 4.0 – 5.0 = 4.0 Knowledge Gain Rating =2.15								

A greater percentage of LGU respondents (76.31%), who were generally less exposed to biological and natural resource matters, rated their knowledge in high and very high category compared with the DENR (72.73%) and BFAR (68.30%) respondents. In other words, they learned much from the trainings they had attended.

Of those who claimed they gained only little knowledge from the trainings, the BFAR lead the pack at 31.25 percent, followed by the DENR at 27.27 percent, and lastly by the LGUs at 23.68 percent. On the whole, the figures do not offset the fact that more than ¾ of the respondents across agencies learned or gained much from the trainings under ICRMP.

Knowledge Usefulness

If the respondents had, indeed, gained much knowledge from the trainings, where these new acquired knowledge found useful to them at the end, particularly in the exercise of their respective functions? Table 5 shows the answer. Not one of the respondents answered that the knowledge they gained from the trainings were useless or only a little useful. In fact, 58 of the respondents considered the knowledge gained from their trainings in ICRMP "very useful" and another 42 percent found it "useful." In effect, the trainings did not only imbue in them new information, knowledge and skills but that these new mental acquisition were found handy at the end.

Table 5. Distribution of Respondents on Knowledge Usefulness

Knowledge Usefulness		Respondent (N = 76)						
Scoring	Descriptive Rating	BFAR		DENR		LGU		All Respondents
		Freq	%	Freq	%	Freq	%	Freq	%
1.0	Very useful	7	43.75	14	63.64	23	60.53	44	58
2.0	Useful	9	56.25	8	36.36	15	39.47	32	42
3.0	Useless	0	0	0	0	0	0	0	0
4.0	Very useless	0	0	0	0	0	0	0	0
	Total	16	100	22	100	38	100	76	100
Score Ranges: 1.0 – 1.9 = 1.0; 2.0 -2.9 = 2; 3.0 – 3.9 = 4; 4.0 – 5.0 = 5 Knowledge Usefulness Rating: 1.42 (Very Useful)								

Impact of Training

  On Quality of Work of Participant. One impact or effect of training is the contribution of its technical contents in enhancing the knowledge and skills of the participant and thereby improving the quality of his work. Asked if this process occurred in the participant, the overwhelming response was "yes" (97 %). Only 3 percent answered in the negative. In general then, whatever might be their limitations, the trainings conducted under ICRMP had positive impact on the performance of the workers.

  On the Performance of the Organization. The improvement of the performance of the worker resulting from the added or new information, knowledge and skills acquired from his trainings was also perceived to directly improve the performance of the organization. Ninety-seven percent of the respondents affirmed this and only 3 percent disagreed.

  On the Completion of ICRM Tasks. Asked whether the trainings and the materials distributed attendant thereto had been useful to the completion of their assigned ICRM tasks, 74 percent of the respondents answered in the positive while 26 percent took the negative position. These negative reactions may be explained by the apparent lack of materials (lecture notes, handouts, sourcebooks, etc) distributed to the participants at the time of trainings. The comments and suggestions of the respondents noted in other section of this report affirm this observation.

  On Trainings' Indirect Effect on Co-workers. Sharing of knowledge, experiences and information is always encouraged in small organizations, especially those with limited resources who cannot afford to send all their workers to trainings. Respondents were asked whether such multiplication of knowledge, particularly on the methods and the materials used in their trainings, were found useful by their colleagues. Some 84 percents of the respondents claimed the shared information where found useful by their colleagues, while 16 percent thought otherwise.

  On Networking with Experts. Attendance in trainings exposes and gives the participant the opportunity to rub elbows with co-workers from other institutions, community leaders, professionals and experts in the field or industry. Seventy-five percent of the respondents disclosed that their attendance in the ICRMP trainings helped them to establish and maintain contacts with training resource persons and experts. The rest (25%) of the participants had not established or maintained any contact with experts during their trainings with ICRMP.

  The linkage resulting from the trainings were found beneficial to the participants on the following grounds:

- ❖ Allowed opportunities for free consultations, most likely by email or SMS messages
- ❖ Became a source of updated information of common interest
- ❖ Promoted greater and stronger collaboration and coordination
- ❖ Improved project coordination
- ❖ Facilitated project implementation, say, in MPA planning and establishment
- ❖ Catalyzed sharing of information, experiences and best practices
- ❖ Helped clarify issues and problems
- ❖ Led to informal networking of ICM workers
- ❖ Developed greater institutional tolerance and understanding

Training Effectiveness in Totality

All dimensions above considered and from the perspectives of the trainees, the ICRMP trainings were generally effective. Their conducts were timely and responded to and were relevant to the needs, concerns and activities pursued by the project implementers and their organizations. The trainings enabled the participants to learn new ideas and acquire new knowledge, skills and ways of doing things which impacted directly on their individual performance and consequently on the performance of their respective organization. The training also enabled the participants to establish links with knowledge sources – experts, specialists, consultants and, in the advent of new information technology, the new links help them access to other sources of information and knowledge.

Among the collateral benefits of participation in the trainings was the establishment of an informal network of ICM workers. This network catalyses sharing of experiences and practices, helps clarifies issues and problems in workplaces and develops institutional understanding and tolerance.

Most Effectively-Managed Training Courses

Table 6 shows the top five training courses that were rated by respondents as the most effectively managed courses from an array of some 34 courses held under ICRMP. The course on Biodiversity Orientation topped the list, followed by Participatory Coastal Resource Appraisal (PCRA) and ICM Plan Formulation. The biodiversity course was conducted and managed by PAWB under Component B, tapping resource persons and facilitators from PMC and DENR HRDS Central, respectively. The PCRA course was reportedly conducted by BFAR in collaboration with the DENR RPIUs in their respective areas. The course on ICM Plan Formulation was also conducted and managed by PAWB in collaboration with the PMC.

Table 6. Most Effectively-Managed Training Courses

Five Most Effectively-Managed Training Courses	No. of Times Mentioned	
	Freq	%
1.Biodiversity Conservation Orientation	27	35.53
2.Participatory Coastal Resource Appraisal	20	26.32
3.ICM Plan Formulation	16	21.05
4.MPA Establishment	16	21.05
5.MPA Management Plan Formulation	16	21.05

Most Useful Training Courses

The biodiversity conservation course was found by respondents as the most useful of the courses they had attended under ICRMP (Table 7). This is followed by MPA Management and Plan Formulation and Participatory Coastal Resource Appraisal. The MPA management and planning course was conducted by PMC and co-managed with the DENR RPIUs.

Table 7. Most Useful Training Courses

Five Most Useful Training Courses	No. of Times Mentioned	
	Freq	%
1.Biodiversity Conservation Orientation	21	27.63
2.MPA Management and Plan Formulation	17	22.36
3.Participatory Coastal Resource Appraisal	16	21.05
4.MPA Establishment	15	19.73
5.ICM Plan Formulation	10	13.15

Suggestions to Improve the Conduct of Training

To improve the conduct of future trainings, the respondents suggested the following: more relevant subjects/topics on ICM; quality resource persons and speakers; availability of training materials; improvement of the teaching-learning environment; and inclusion of community leaders in the trainings.

The ICM subject areas recommended were as follows:

- ❖ A Comprehensive Training on Integrated Coastal Management
- ❖ Climate Change and Environmental Hazards Management
- ❖ GIS and Database Management
- ❖ Underwater Resource Assessment
- ❖ Natural Resource Management
- ❖ Trainings that response to specific local needs
- ❖ Trainings with more field/practical exercises
- ❖ More skills trainings (GIS, database, IMS, advanced computer operations)

The respondents indicated their preference for training lecturers with the following qualifications:

- ❖ Seasoned and credible resource persons
- ❖ National consultants/Experts
- ❖ Speakers with more practical experiences
- ❖ ICM practitioners at community level
- ❖ Researchers/Specialists on specific technical topics

The respondents bewailed the lack or inadequate training materials that went with their trainings and recommended their availability particularly the following:

- ❖ More useful and informative handouts
- ❖ Simple illustrative guidebooks
- ❖ Training modules/guided training instructions to accompany lectures
- ❖ Distribution of power-point presentations and video training materials
- ❖ Success stories
- ❖ Best practices
- ❖ Localized training materials

To improve the transfer of knowledge, the respondents felt the need to adopt the following as integral components and requirements of training:

- ❖ Cross-visits/lakbay aral to advanced ICM territories
- ❖ MPA management coaching/mentoring
- ❖ On-site training
- ❖ More conducive training venues
- ❖ No rush but longer training period

The respondents also suggested that in order to expand awareness and institutionalization of ICM, more and more community leaders should be included in the ICRMP trainings. Moreover, updated refresher training courses should be held for ICM workers in government every now and then.

III. B. In Situ Training Feedback Mechanism

The discussion in this section dwells on the results generated from running a set of training feedback instruments on the PAWB-PMC-HDRS-managed training on biodiversity conservation.

Feedback instruments

One of the apparent weaknesses of the trainings conducted by the RPIU/PPIU under ICRMP was the absence of a feedback mechanism that would have immediately corrected lapses in the organization, delivery and management of training. The later trainings under the auspices of PAWB had a simple built-in mechanism, a summary evaluation questionnaire, to get immediate feedback on the training from the participants. But the feedback data were never attended to or processed to render any significant contribution to the training.

To correct and improve the situation this Consultant developed and provided PAWB a set of instruments (Appendix B – B2) to get feedback from the training participants right while the training was in progress and upon its immediate conclusion. The set of instruments comprised of separate assessment tools to measure (1) the quality of training objectives, expectations, course contents, organization and management; (2) the quality of trainers; (3) the delivery of the training course; and (4) gain in knowledge. A separate open-ended questionnaire generated daily feedback from participants on their learning experiences from the training.

The instruments were used in one training run on Biodiversity Conservation Orientation held on 08 – 10 September 2010 in Kimikarlai Hotel, Tuguegarao City. The results of the run are the subject of the succeeding discussions.

**Quality of the Various Aspects
of the Training Course**

Table 8 presents the results of the assessment of quality of the different aspects of the training course "Biodiversity Conservation Orientation. Covered in the assessment ratings were the objectives, expectations, course contents, organization and management of the training.

The ratings for all objective attributes were above 4.30 and the objectives as a whole were rated excellent.

The correspondence between participants' expectations and the objectives and contents of the trainings were also perceived excellent.

The content attributes of the training course were also excellent, almost all getting a rating of 4.50.

The organization attributes of the course were all rated above 4.0, meaning, the course was pretty well organized.

Finally, all the management attributes of the course received ratings above 4.0. In other words, the training was very well managed.

Overall, the biodiversity conservation course received an excellent rating (4.30) from the participants.

Table 8.   Training Course Components Rating

Training Course Components	Rating
I. Objectives	
1. The objectives were clearly stated and explained	4.40
2. The objectives were realistic and attainable	4.31
3. The objectives reflected the subjects or contents of the training course	4.36
4. The objectives were attained	4.36
II. Expectations	
5. The trainees were allowed to present their expectations of the training	4.72
6. The expectations of the trainees corresponded with the objectives and contents of the course	4.09
III. Course Contents	
7. The training course covered those important things to learn on the subject matter	4.54
8. The entire course was relevant and useful in carrying out my functions and responsibilities	4.50
9. The course enhanced my knowledge and abilities on the subject	4.50
10. The training course gave me a clearer perspective and approach in the performance of my tasks	4.36
IV. Course Organization	
11. Every session/presentation started with clarifying learning objective(s) and concluded with a summary	4.22
12.The session/presentation was organized in logical order	4.27
13. Each session/presentation showed topical relatedness and significance with the immediately preceding and the one following	4.22
14. The difficulty level of the topics was about right	4.10
15. The workshops/structured learning experience helped in the understanding of concepts and their relationships	4.19
16. The workshops triggered participant's self - awareness and ushered him to new learning and knowledge	4.42
17. Every workshop was followed by a debriefing to clarify things	4.27

18. The open forum optimized participation and sharing of knowledge and experiences	4.42
V. Management	
19. The duration of the training was just right	4.00
20. Sessions started and ended on time	4.00
21. The pace of the sessions was appropriate to the needs and backgrounds of the participants	4.00
22. The number of resource persons was adequate to handle the various learning tasks	4.09
23. The choice of the resource persons was just right for the course	4.04
24. The facilitators were resourceful and were doing their best	4.36
25. Training kits with handouts and other necessary training materials were availed of by participants	4.22
26. Audiovisual equipment and materials were available and functional	4.22
27. Training facilitators conducted activity exercises to relax, refresh and recharge the participants during breaks	4.18
28. Training hall/room was comfortable, just about spacious, neat and clean	4.63
29. Venue was far from competing attractions and disturbances	4.45
30. Meals and snacks were served on schedule and were satisfying	4.45
31. The dormitory/lodging accommodation was just right	4.60
32. Other relaxing activities were available after training sessions	4.05
Overall Rating on the Quality of the Training Course	4.30

Legend: Rating Score   Range of Scores   Descriptive Final Rating
        1- Very Poor   1.0 - 1.7   Very poor
        2 - Poor   1.8 - 2.5   Poor
        3 - Good   2.6 - 3.3   Good
        4 - Very Good   3.4 - 4.2   Very good
        5 - Excellent   4.3 - 5.0   Excellent

Capacity of Trainers

The quality and effectiveness of training is strongly determined, among others, by the availability and the capacity of the resource persons/lecturers or trainers. The participants assessed and rated the trainers using the trainers' assessment tool along the following criteria/characteristics: expertise, clarity, culture and gender sensitivity, time management, and responsiveness (Table 9). Four out of the 8 resource persons/lecturers received excellent performance rating from respondents. In fact, the primary lecturer on biodiversity nearly got a perfect rating score at 4.83. The remaining 4 lecturers also earned very good ratings.

Table 9. Trainers Capacity Performance Rating

Resource Person/Trainer	Capacity Performance					
	Expertise	Clarity	Culture/Gender Sensitivity	Time Mgt.	Responsiveness	Total individual Rating
1.Jess Abrera	3.87	4.13	4.31	3.93	4.31	4.13
2.William Adan	4.84	4.63	4.63	4.63	4.66	4.68
3.Marites Agayatin	3.60	3.85	4.62	4.33	4.10	4.09

4. Alan Alipio	3.86	3.86	4.06	4.13	4.20	4.02
5.Ben Baculi	4.16	3.82	3.66	4.06	3.66	3.80
6.Julius Guijen	4.30	4.30	4.30	4.68	4.50	4.41
7.Ninette Lasola	4.89	4.89	4.78	4.78	4.89	4.84
8. Maan Lumangas	4.05	4.55	4.55	4.55	4.57	4.45
Total Score for Trainers	4.19	4.25	4.36	4.38	4.34	4.30

Legend:	Rating Score	Range of Scores	Descriptive Final Rating
	1- Very Poor	1.0 - 1.7	Very poor
	2 - Poor	1.8 - 2.5	Poor
	3 - Good	2.6 - 3.3	Good
	4 - Very Good	3.4 - 4.2	Very good
	5 - Excellent	4.3 - 5.0	Excellent

Delivery of the Training Course

How an entire training is delivered counts much in determining the success or failure of a training course. The delivery factors assessed in the biodiversity training included the following: overall content, course organization, capacity of trainers, the conduct of workshops, participation of trainees in group activities, availability of training materials, and the availability and use of training aids, such as power-point presentation and video films. The rating results (Table 10) show that the course in biodiversity conservation was delivered very well (4.22) to the satisfaction of the trainees. This result confirms the finding in the First Section of this study that the course on biodiversity conservation was the No.1 well-managed training course under the ICRMP.

Table 10. Training Course Delivery Rating

Delivery Assessment Area	Rating Score	Descriptive Rating
Overall Content	4.15	Very good
Course organization	4.15	Very good
Capacity of Trainers	4.30	Excellent
Workshops	4.20	Very good
Participation/Group Activities	4.20	Very Good
Availability of Training Materials	4.30	Excellent
Power-point Slides/Video Films	4.25	Very Good
Overall Rating on Delivery	4.22	Very good

Legend:	Rating Score	Range of Scores	Descriptive Final Rating
	1- Very Poor	1.0 - 1.7	Very poor
	2 - Poor	1.8 - 2.5	Poor
	3 - Good	2.6 - 3.3	Good
	4 - Very Good	3.4 - 4.2	Very good
	5 - Excellent	4.3 - 5.0	Excellent

Knowledge Gain

The self-assessment rating instrument is a customizable measuring tool, meaning, it could be adapted to any training course. One is simply to reflect the scope of the subject (cluster of related information/knowledge) in a given session. Then the respondent-trainee has to indicate his perceived knowledge on each particular subject in the session list before and after the training. The sum of the scores over the number of responses on a particular subject is the overall rating (for

entire participants) for that subject. The sum of the ratings of each subject/session over the total number of subjects/session is the overall rating on knowledge gain.

In the present run, the shift of knowledge before and after the training was from sufficient (2.92) to very high (4.47). In other words, the transfer of knowledge made through the training was perceived generally as very effective.

Table 11. Knowledge Gained from the Training

Before Training (Rating)	Self-Assessment of Knowledge Gain on Biodiversity	After Training (Rating)
2.82	Session 1: Overview of Basic Ecological Concepts	4.42
3.42	Session 2: Ecosystems	4.47
2.77	Session 3: Web of Life	4.52
2.94	Session 4: Principles of Ecology	4.47
3.05	Session 5: Biodiversity	4.52
2.94	Session 6: Philippine Biodiversity	4.42
2.84	Session 7: Biodiversity Conservation Initiatives	4.47
2.90	Session 8: Environmental Policies and Laws	4.35
3.31	Session 9; Integrated Coastal Management	4.52
3.35	Session 10: Climate Change	4.60
2.92	**Overall Knowledge Gain Rating**	4.47

Legend:	Rating Score	Range of Scores	Descriptive Final Rating
	1- Very low	1.0 - 1.7	Very low
	2 - Low	1.8 - 2.5	Low
	3 - Sufficient	2.6 - 3.3	Sufficient
	4 - High	3.4 - 4.2	High
	5 - Very	4.3 - 5.0	Very High

Training Daily Feedback

Of importance to the psyche of trainers and training management is getting the immediate feedback of the trainees, particularly on the learning they got from the immediate past lectures and sharing and what they have appreciated much from the teaching-learning experience. The feedback, if positive, builds up confidence and sense of fulfilment among the trainers and management. If adverse, on the other hand, this will give management opportunities to correct things or come out with remedial measures.

Three questions were asked at the conclusion of the first two days of training:

1. What did you find most interesting in today's session?
2. What did you learn from today's session that you believe is really useful to your work?
3. Was there anything you did not understand in today's session? Please state briefly what it is, if any.

What follows below were the responses of trainees to the above questions. The answers were edited mainly for duplications.

Question No. 1: What did you find most interesting in today's session?

Response

- ✓ The 7 principles of ecology which sums up how everything is interconnected in this world.
- ✓ The very informative and eye-opening lectures on biodiversity
- ✓ The introduction helps me realized how important biodiversity is and to protect it is to sustain life
- ✓ The load of heavy life defining information from the lectures
- ✓ The web of life – how all species have a role to play in the ecosystem
- ✓ The egg relay which conveys the message that there's limit to what we can do. Beyond that is destruction, waste.
- ✓ The basic ecological concepts. They provoked a need to overhaul our practices in resource use
- ✓ Biodiversity
- ✓ The disastrous impact of climate change on the environment and people (video show)
- ✓ The film "Signos." It is very provoking. It challenges us to change our ways as occupants of this planet if our race wishes to live any longer
- ✓ How fragile is the web of life; it is already breaking.
- ✓ The need to care for the environment
- ✓ The necessity to think ahead of the consequences of our action on the environment

Question No. 2: What did you learn during today's sessions that you believe is really useful to your work?

Response

- ✓ Symbiotic relationship in biodiversity. The need to care for each other to attain meaningful and quality life
- ✓ How to care for the environment.
- ✓ The recognition that there is limit to everything; that we can only do much without disturbing ecological balance
- ✓ The limit of change
- ✓ The continuing need for collaboration, cooperation and networking to promote environmental awareness
- ✓ The imperative of instilling in present and future generations environmental values/ethics
- ✓ The whys and the hows in resource and environmental conservation
- ✓ Environmental consciousness
- ✓ All information were useful
- ✓ The need to promote and advocate for biodiversity, resource and environmental conservation
- ✓ The importance of biodiversity knowledge in development planning

Question No. 3: Was there anything you did not understand during today's sessions? Please state briefly what it is, if any?

Response

- ✓ None. All lectures and presentations were delivered very well.

- ✓ All understood
- ✓ I do not totally understand biodiversity initiatives

Questions No. 4: Do you have anything else to say about the training?

Only three respondents answered this question and their common answer is "none."

Incidentally, there is one important question that this writer failed unfortunately to include in the daily training feedback form. He recommends that this should be incorporated as Question No. 4 in the feedback sheet henceforth. Question no. 4 asks: As of today, how would you rate so far the conduct of the training?

V. CONCLUSION AND RECOMMENDATIONS

Conclusion

The absence of a single authority to plan and manage the trainings under ICRMP resulted to the conduct of a hodgepodge of training courses whose number fluctuated widely across regions. This approach not only sacrificed standard and training quality but evidently led to the uneven distribution of training opportunities to the participating agencies and local government units. Moreover, a good number of the ICM trainings earmarked in the Project Administration Memorandum (PAM) had been left unattended as efforts were focused to responding to perceived local training needs. Incidentally, ICM cuts across ecosystems and political boundaries and should therefore transcend unwarranted localization even in the area of training.

The limitations and constraints of the project notwithstanding, still some redeeming outcomes came out from the training enterprise. The trainings were considered very effective by the participants on the counts of timeliness, relevance, knowledge gain, and on the usefulness of the acquired knowledge. The trainings were likewise perceived not only to have enhanced the stock knowledge and the skills of the participants but have also consequently improved the quality of their work.

The ICM workers' participation in the trainings also helped in the completion of their assigned ICM task and consequently improved organizational performance. Moreover, the trainings led to the establishment of contacts with resource persons and experts, facilitating access to information and new knowledge and enhancing thereupon individual capacity and resultant performance.

While the perceptions of the participants of the trainings were rosy, the same may be held with a   grain of salt: the trainings, for all intent and purposes, were generally wanting of a comprehensive design and plan on substance/content and implementation. Thus, the trainings simply operated by force of circumstantial necessity. They were required of the project hence were delivered, whatever their shortcomings may be. The subject matters, for one, were detached and fragmented and were not logically connected to sum up to a working whole reflective of what ICM is all about. The trainees were actually deprived of a worthier learning experience. They did not know

this, of course, and thus explained their limited expectations and their favourable perception of the trainings. People do not usually see and desire what they do not know.

Recommendations

The recommendations to improve the management and conduct of ICRMP training during the remaining life span of the ICRMP are provided in the first training report. Thus, the recommendations here are limited to the following to improve training effectiveness:

4. To encourage on-site learning and coaching/mentoring as an approach to knowledge transfer, especially in the area of MPA planning, establishment and management. Indeed, training needs to move from the theoretical to the practical to sustain and give meaning to new learning. Hands-on activities and guided involvement and participation in whatever activity strengthen and deepen understanding and learning.

5. To make in situ feed-backing and post-training evaluation essential components of training to improve management and delivery. Training assessment or evaluation should be deliberately pursued to generate feedbacks that would reinvigorate a teaching-learning system. The feedback to any system is important in correcting lapses, filling gaps, highlighting and conserving strong points, and in introducing innovations or reforms.

6. Sustainability is a very important consideration in any development intervention. The trainings in ICRMP may be continued by DENR and DA-BFAR even at the end of project life inasmuch as training is essential to their respective mandate. To assist them in this role, an ICM Training Guide should be developed to serve as their reference in said undertaking. The DENR-EcoGov CRM Training Guide is handy and may be adopted for the purpose. There is, however, a need to expand it to include important subjects and concerns in the realm of integrated coastal management.

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Appendix A

Integrated Coastal Resources Management Project
Department of Environment and Natural Resources
ICRMP Post Training Evaluation

Respondent:_____Sex:_____Organization:_____
___
Province:_____ Region:_____ Email
Address:_____
Contact No.:_____

1. May we know your position in the organization? _____

2. How long have you been in the organization? _____

3. What is your primary responsibility under the Integrated Coastal Resources Management Project (ICRMP)?
_____

4. Please check the training courses you have taken or participated in under ICRMP from 2008 to the present:

   1. General ICM training
   2. Participatory coastal resources appraisal
   3. Biodiversity conservation   orientation
   4. ICM plan formulation
   5. Gender sensitization training
   6. Participatory watershed management
   7. Open water SCUBA training
   8. Mangrove nursery and plantation
      establishment and management
   9. Coastal and marine management
   10. Coastal hazards management
   11. Water quality management
   12. Technical skills training in web page
       and database development
   27. Training on Business Planning

   13. MPA establishment and management
   14. MPA management plan formulation
   15. Training-workshop on IEC dev plan preparation
   16. Participatory ICM Planning for LGUs
   17. Ecotourism suitability assessment
   18. Riverbank stabilization, mangrove and
       rehabilitation
   19. Gender and development capacity building
   20. Biodiversity conservation and monitoring
   21. Sustainable use of mangrove resources
   23. Basic computer literacy training
   24. ICM training of trainers
   25. GIS/GPS training
   26. TOT on Enterprise Development
   28. Others (Please indicate)_____

5. Please rate the trainings you have attended in the following areas (Encircle the letter that approximates your perception):

   5.1. *Timeliness*. Considering your responsibilities in ICRM, the trainings were

     a. very timely b. timely c. untimely d. very untimely

   5.2. *Relevance.* In relation to your tasks and the needs of your organization and its client communities, the trainings were

     a. Very relevant b. relevant c. irrelevant d. very irrelevant

   5.3. *Knowledge gain*. The knowledge you think you gained from the trainings was

     a. Very high b. high c. little d. very little

   5.4. *Knowledge Usefulness*. The knowledge you gained from the trainings was

        a.   very useful   b. useful   c. useless   d. very useless

6. The technical contents of the training program contributed to improving your knowledge and skills and the quality of your work: Yes _____ No_____

7. The training as a whole improved your understanding and appreciation of ICM as a tool for sustainable development: Yes_____ No_____

8. The knowledge and information acquired during the trainings contributed to improving the performance of your organization: Yes_____ No_____

9. The training as a whole contributed to a sense of satisfaction and fulfilment in your work: Yes _____ No_____

10. The knowledge acquired and the materials distributed during the trainings have been useful in completing assignments or tasks concerning ICRM: Yes_____ No_____

11. The teaching methods and materials used in the courses were useful for training and in providing information to your colleagues: Yes_____ No_____

12. The training allowed you to establish professional contact with participants/ experts: Yes _____No_____

13. If Yes: Has this linkage been advantageous to your work? Please explain briefly_____
_____

14. List down at least three (3) trainings courses that you think were effectively managed under the ICRMP Training Program:
_____   _____
_____

15. List down at least three (3) training courses that you think have been very useful in the performance of your work:
_____   _____
_____

16. List down 3 priority training courses that your think should be offered under the ICRMP to improve further your knowledge and skills on ICM:
_____   _____
_____

17. Based from your experience in past trainings, what would you suggest to improve the delivery or conduct of future training courses under the ICRMP?
_____
_____
_____

Thank You!

Appendix B

Integrated Coastal Resources Management Project
Department of Environment and Natural Resources
Training Feedback Rating Instrument
Training Form No. 01

Title of Training:_____Training Date: _____
Venue:_____   Date of Evaluation:_____
Respondent:_____Email Address:_____Contact No._____
_____

Please complete the following by checking the column of your choice.

    Legend: 1 = Very Poor   2 = Poor   3 = Good   4 = Very Good   5 = Excellent

PLEASE RATE THE QUALITY OF THE FOLLOWING	1	2	3	4	5
I. Objectives					
1. The objectives were clearly stated and explained					
2. The objectives were realistic and attainable					
3. The objectives reflected the subjects or contents of the training course					
4. The training strategies (lecture, workshop, exercise, group dynamics, etc) were appropriate to the contents and objectives of the course					
5. The objectives were attained					
II. Expectations					
6. The trainees were allowed to present their expectations of the training					
7. The expectations of the trainees jibe with the objectives/purpose of the course					
8. The training design/content was modified resulting from the accommodation of certain expectations					
III. Course Organization					
9. Every session/presentation started with clarifying learning objective(s) and concluded with a summary					
10. The session/presentation was organized in logical order					
11. Each session/presentation showed topical relatedness and significance with the immediately preceding and the one following					
12. The difficulty level of the topics was about right and progressed one after the other					
13. The workshops facilitated the understanding of concepts and their relationships					
14. The workshops triggered participant's self - awareness and ushered him to new learning and knowledge					
15. Every workshop was followed by a debriefing					
16. The open forum optimized participation and sharing of knowledge and experiences					

IV. Management					
17. The duration of the training was just right					
18. Sessions started and ended on time					
19. The pace of the sessions was appropriate to the needs and backgrounds of the participants					
20. number of resource persons was adequate to handle the various learning tasks					
21. The choice of the resource persons was just right for the course					
22. The facilitators were resourceful and were doing their best					
23. Training kits with handouts and other necessary training materials were availed of by participants					
24. Audiovisual equipment and materials were available and functional					
25. Training facilitators conducted activity exercises to relax, refresh and recharge the participants during breaks					
26. Training hall/room was comfortable, just about spacious, neat and clean					
27. Venue was far from competing attractions and disturbances					
28. Meals and snacks were served on schedule and were satisfying					
29. The dormitory/lodging accommodation was just right					
30. Other relaxing activities were available after training sessions					
Legend: Rating score 1 =Very poor 2 = Poor 3 = Good 4 = Very good 5 = Excellent					

V. Trainer/Resource Person

Please rate this training in terms of Trainer's Expertise, Clarity, Cultural/Gender Appropriateness, Time Management, and Responsiveness to your educational or learning needs. Write the numbers that approximate your perceptions opposite the name of trainer/resource person. Kindly provide additional feedback in the Comments section.

Legend: 1 = Very Poor   2 = Poor   3 = Good   4 = Very Good 5 = Excellent

Name of Trainer/ Resource Person	Expertise	Clarity	Culture/Gender Sensitiveness	Time Mgt	Responsiveness
1.					
2.					
3.					
4.					
5.					
6.					

Appendix B1

Integrated Coastal Resources Management Project
Department of Environment and Natural Resources
Course Summary and Knowledge Gain Assessment
Training Form No. 02

Respondent:_____Sex:_____Organization:_____
___
Province:_____ Region:_____ Email
Address:_____
Contact No.:_____

1. Please complete the following by checking the column of your choice.

Training Quality Rating Area	Very Poor (1)	Poor (2)	Good (3)	Very Good (4)	Excellent (5)
Overall Content of Course					
Course Session/Presentation					
Capacity of Trainers/Resource Person					
Workshops/Structured Learning					
Participation/Group Activities					
Availability of Training Materials					
Power-point slides/AV Equipment					

2. Think about what you already knew and what your learned during the training on Biodiversity Conservation. Then evaluate your knowledge in each of the following topic areas related to biological Diversity **Before** and **After** this training. Encircle the number that approximates your perception of your knowledge before and after the training.

   Legend: 1 = No knowledge   2 = A little knowledge   3 = some knowledge
              4 = More knowledge   5 = A lot of knowledge

Before Training					SELF-ASSESSMENT OF YOUR KNOWLEDGE RELATED TO THE SUBJECT BELOW	After Training				
1	2	3	4	5	Session 1: Overview of Basic Ecological Concepts	1	2	3	4	5
1	2	3	4	5	Session 2: Ecosystems	1	2	3	4	5
1	2	3	4	5	Session 3: Web of Life	1	2	3	4	5
1	2	3	4	5	Session 4: Principles of Ecology	1	2	3	4	5
1	2	3	4	5	Session 5: Biodiversity	1	2	3	4	5
1	2	3	4	5	Session 6: Philippine Biodiversity	1	2	3	4	5
1	2	3	4	5	Session 7: Biodiversity Conservation Initiatives	1	2	3	4	5
1	2	3	4	5	Session 8: Policy/Environmental Laws	1	2	3	4	5
1	2	3	4	5	Session 9: Integrated Coastal Management	1	2	3	4	5
1	2	3	4	5	Session 10: Climate Change	1	2	3	4	5

Appendix B2

Integrated Coastal Resources Management Project
Department of Environment and Natural Resources
Training Daily Feedback Instrument
Training Form No. 03

Title of Training:_____   Training Date:_____
Venue:_____   Date of Evaluation_____
Respondent:_____Email Add:_____Contact No.:_____

Please answer briefly the following questions:

1. What did you enjoy most about today?

2. What did you learn during today's sessions that you anticipate using in your work?

3. Was there anything you did not understand during today's sessions? Please state briefly what they are, if any.

4. Do you have any specific comment to make?

5. As of today, how would you rate so far the training in general?

Thank you.