



Capacity building and training for ICZM

Experiences from Vietnam

Marcel Marchand (*Deltares, the Netherlands*)

Ho Thi Yen Thu (*Centre Marinelife Conservation & Community Development, Hanoi*)

Henk-Jan Verhagen (*Delft University of Technology, the Netherlands*)

Contents

1. Introduction
2. Training programme
3. Training: more than transfer of knowledge.
4. Effective capacity building in ICZM
5. Training programme to be continued
6. Evaluation and Outlook
7. Conclusion
8. References, Websites, PDF reports

Summary

Any Integrated Coastal Zone Management (ICZM) programme is based on knowledge of the socio-economic situation and understanding of natural coastal processes. Increasing the knowledge base through training is a crucial element in the establishment of effective coastal management. During the Vietnam-Netherlands ICZM project, much attention was paid to the training aspects and a lot of experience was obtained. More than 500 people, active at all governmental levels and in non-governmental organisations, were trained in the principles of ICZM. It proved to be important that the programme was tailor made, with different objectives for each target group. Training should not only be for the transfer of knowledge, but also for imparting training skills and tools. Valuable training tools such as the 'Pesisir Tropicana' simulation game and role-playing were used. In addition, training in new interdisciplinary work, creative thinking and problem-based learning, are important for effective ICZM planning and implementation. Finally, it is essential that the training programme is the start of a capacity building exercise and awareness-raising process that can continue after the training programme has ended. Therefore, ample attention was paid to the aspect of 'training-the-trainers' and the provision of training material in the local language.

This approach proved highly successful. The new trainers are now teaching the next generation of ICZM managers in Vietnam, facilitating the implementation of new ICZM programmes at national and provincial levels.

1. Introduction

Training activities form a crucial element in the establishment of effective Integrated Coastal Zone Management (ICZM). It contributes to capacity building, i.e. the development of human resources such that people are capable of executing their assigned tasks. It also includes an element of raising awareness and may form part of an educational curriculum covering ICZM. Because of the great differences in types of training with regard to the objectives and target groups, the training should be tailor made. In this chapter experience in capacity building and training in Vietnam are presented that were part of the Vietnam-Netherlands ICZM project (VNICZM), undertaken from 2001 to 2006.



(photo: Marcel Marchand)

2. Training programme

During the VNICZM project more than 500 people, active at all governmental levels and in non-governmental organisations, were trained in the principles of ICZM. The entire training programme comprised a wide range of activities, including:

- Workshops on training needs and capacity building;
- An ICZM Promotion Seminar;
- Introductory courses at national (Hanoi) and provincial level (Nam Dinh, Hue and Ba Ria Vung Tau);
- District Level Introductory courses;
- Training on-the-job;
- ICZM Planning tools: GIS and Remote Sensing Training courses;
- Facilitation of Vietnamese staff to international courses.
- High level Management Tours to the Netherlands;
- A Refresher Course for 'alumni' in Hanoi;
- In-depth follow up courses.



(photo: Marcel Marchand)

Training objectives

The training goal used in the VNICZM project was twofold: firstly, training makes people aware of the need for ICZM at any level of organisation and governance; secondly, training contributes to capacity building through improvements of skills and transfer of knowledge on how to undertake the different ICZM tasks. The success of a training course can be evaluated based on a clear and explicit list of learning objectives before the training starts. The set up of the course should meet the

expectations of the trainees and should match their level of education and expertise. Therefore, the specific objectives for each training situation depend on the setting, the target groups and specific goals. For each of these situations and target groups different training courses were developed at national, provincial and district levels.

3. Training: more than transfer of knowledge.

Many participants stressed the usefulness of interaction and discussion between the participants. The role-play of Pesisir Tropicana (see Box) was always a success, not least because it is a new kind of education tool requiring additional skills, which are relatively unknown. The general situation with respect to higher education and knowledge management in Vietnam can be characterised as traditional/mono-disciplinary with a focus on technical knowledge and science, but with



less attention to interdisciplinary work, creative thinking and problem-based learning. These latter aspects are important ingredients for a successful implementation of ICZM. Therefore, future training activities should pay attention to this type of learning.

(photo: Marcel Marchand)

4. Effective capacity building in ICZM

A training programme should be the start of capacity building and a process of raising awareness that is able to continue autonomously. Effective capacity building of an ICZM unit entails more than just providing a number of courses. The course participation of each staff member should be part of a consistent career planning, combined with other ways of learning, such as training – on – the – job, feedback and practical experience.

The fact that the work of a civil servant in an ICZM unit differs from most government departments that have line management tasks should be recognised. The ICZM staff should learn to work with the fact that they act mostly in an advisory capacity. Special skills are needed with regard to awareness raising, handling conflicts and persuasion. The staff members should learn how to develop alternative solutions that generate win-win situations.

5. Training programme to be continued

The philosophy behind the training programme was to begin a process within Vietnam that would be continue after the VNICZM project had ended. Therefore, there was considerable attention given to training-the-trainers. For instance, the in-depth follow up course contained many practical elements: a mixture of lectures, working exercises and field trips. The attendees consisted of scientists, employees of institutes, departments and ministries and NGOs.

The in-depth follow up course was set up as a mixture of training activities with the trainees expected to become trainers in future ICZM courses in Vietnam. Therefore, specific attention was paid to the Pesisir Tropicana exercise, which forms part of the basic ICZM course. One day of the course was dedicated to specific aspects of preparing, organising and participating as a trainer in a basic ICZM course.

During the training courses, the language barrier sometimes proved to be a constraint in the transfer of knowledge, despite translations of English texts and simultaneous translations during the courses. However, because of the improved ability of the Vietnamese counterparts to perform the training activities themselves, this language constraint will become less important in the future. In the mean time, some of the training modules are being translated in Vietnamese language.

6. Evaluation & Outlook:

After the VNICM project ended in 2006, the outcomes and continuity of the ICZM training programme could be seen from several aspects.

Institutionally, ICZM was managed and promoted by the MONRE (Ministry of Natural Resources and Environment) at national level and by DONRE (Department of Natural Resources and Environment) at provincial level:

- First, MONRE supported Quang Nam province to do a 4 year ICZM project (2003-2007) with technical assistance having been mobilised from various people trained in ICZM, many of them had been trained by the VNICZM project.
- At a larger scale, MONRE had developed a national ICZM programme for 14 coastal provinces in the Central Area of Vietnam, which was approved by the Prime Minister in 2007 (Programme 158). To assist the 14 provinces in applying ICZM, MONRE organised a series of ICZM training for different target groups such as provincial leaders, managerial and technical civil servants. Many former members of VNICZM project who are now working for different organisations, including governmental and non-governmental entities, were involved in such training series as trainers and facilitators. The training courses mainly focused on providing basic ICZM knowledge and tools, making use of the training materials left by the VNICZM project and at the same time being adjusted to include experiences and contexts of Vietnam and other regional countries.
- In the provinces, which had been under the coverage of the VNICZM project (namely Nam Dinh, Thua Thien – Hue, and Ba Ria – Vung Tau), the people who had been trained in ICZM are still active in applying their knowledge of ICZM in their respective jobs.
- In addition, MONRE assisted the Government in formulating and issuing a Decree (highest level of legislation that the Government is empowered to issue) on applying ICZM in Seas and Islands Management (Decree 25/2009/ND-CP), in which ICZM expertise was also mobilised from those who had been trained in and practised on ICZM in Vietnam.

Some of the former VNICZM project members now work for non-governmental organisations such as MCD (Centre for Marinelife Conservation and Community Development, Hanoi, see website) and for SNV (Dutch International Development Organisation – Hanoi Office), with a focus on small-scale projects or programmes in the coastal zone. They transfer ICZM knowledge to their colleagues.

MCD is applying an ICZM approach in all its projects in the coastal provinces of Nam Dinh, Thai Binh, Khanh Hoa and is profiling an ICZM model at the community level. In addition, MCD also assisted the Nha Trang University, a dedicated state-owned tertiary education institution, in developing an ICZM course curriculum for graduate students, which will soon become part of the formal syllabus of the University.

Looking to the future: Coastal zone management is moving higher on the agenda at all levels.

ICZM in Vietnam is now mandated to the VASI, the newly established government body under MONRE in charge of Vietnam's Seas and Islands Management. The implementation of Programme 158 will be facilitated by capacity building for ICZM. This is regarded as of critical importance and the results of previous training and capacity building will contribute to enlarging the ICZM efforts in Vietnam.

7. Conclusion

From the experience gained in the VNICZM project a number of conclusions and lessons can be drawn for training in ICZM. First, it is important that a training programme should have clear objectives that differentiate between target groups. The programme should therefore contain a variety of training elements, such as courses, training-on-the-job, workshops, excursions and conferences. Second, training people in ICZM is more than just transfer of knowledge. It is perhaps more important to train people in certain skills that are needed in coastal management situations. This requires analysis beforehand of the existing competences of the participants. Practical exercises and role-plays have a prominent place in the course schedule. Thirdly, a training programme should be the start of a capacity building and awareness process rather than the end and be able to continue after the training programme has ended. Therefore, ample attention should be paid to training-the-trainers and the provision of training material in the local language. This approach proved highly successful. The new trainers are now teaching the next generation of ICZM managers in Vietnam, facilitating the implementation of new ICZM programmes at national and provincial levels.

8. References

- Verhagen, H.J., 2001: *Pesisir Tropicana Instructors Book*; UNESCO-IHE, Delft, 2001

PDF reports:

Netcoast Open Learner – UNESCO-IHE:

- 1) Short manual for the use of Jesew together with the Pesisir Tropicana case study and
- 2) Policy analysis * Exercise Pesisir Tropicana (via : Return to the exercise!)



<http://www2.ihe.nl/we/dicea/polanaly/pes04/default.htm?http://www2.ihe.nl/we/dicea/polanaly/pes04/jesew.htm>

Websites:

- MCD - Centre for Marinelife Conservation and Community Development, Hanoi:
<http://mcdvietnam.org/en-US/Home/default.aspx>
- UNESCO-IHE, Delft:
<http://www.unesco-ihe.org/>

Box: Exercise ‘Pesisir Tropicana’

The exercise ‘Pesisir Tropicana’ is a simulation game for decision makers in coastal resources allocation. In this game, the participants first have to understand the interactions between the various functions and use of resources in the coastal zone. The participants have to translate a political statement (a policy) into an alternative for action and investments in the coastal zone. In a meeting, decision makers have to decide on an investment plan in the Pesisir Tropicana area, making choices between various alternatives, and have to overcome several dilemmas, all under a certain time pressure.

Objectives

After the workshop the participant should be:

- aware of the need of interdisciplinary co-operation in the development of coastal zone management schemes;
- aware of the need to organise and implement a coastal management scheme in an interdisciplinary team;
- know the decision making processes in the coastal zone, possible parties involved in this process;
- aware that often non-technical arguments are decisive.

Application

The methodology of this simulation game has been developed for training Netherlands government officers to co-operate with colleagues from different authorities. It has been adapted for different settings, the workshop has been held in several countries of the world (e.g. Indonesia, Colombia, Austria, Poland, Malaysia, Philippines, Brazil) and at UNESCO-IHE Delft for mixed groups of participants, and also for groups of one nationality (Taiwan, Iran). The discussion during the game (in case of the presence of only one language group) can be in the local language. The target group for the workshop are those interested in the decision making process in the coastal zone, so includes representatives from governments, NGOs, universities, etc. The workshop can be in groups with 8 - 16 participants, and will take two days.

The system of Pesisir Tropicana

Pesisir Tropicana is part of a tropical island, where several activities take place. The area is very comparable to many local economies in developing countries. Well established activities in the area are artisanal fishery, agriculture and (tin-) mining. New economic activities are tourism and aquaculture. Wastewater flows freely into the bay in front of the main town, Portharbor. There are plans to clean the wastewater however, that requires finance.

The economic results of the activities relate to the investments, the availability of labour and some of them depend on the quality of the water in the bay (e.g. agriculture and aquaculture). Plans exist to make a marine sanctuary. However, this requires even more clean water. The mangroves around the bay are under pressure and hence this may compromise their sea defence value.

Decision making

Each participant is assigned a role. There will be a mayor, a representative of the ministry of finance, the ministry of the environment, a grass-root pressure group (an NGO), some captains of industry, etc. An amount of money from a loan is available for investments in the area. They have, under the guidance of a “neutral” chair, to provide (preferably) unanimous advice to the Council of Ministers of the country regarding the investment plan. When they fail to conclude, the money moves to another area of the country. The discussions have to be based on the reports made during the previous parts of the workshop. In this way, participants will experience the requirements for a background report to be used in a decision-making meeting. It will also become clear to them, that very often the results of scientific calculations are not decisive in the decision making process. After the meeting, the process is evaluated by the course observers. Different experiences of the participants are discussed.

