Project Cycle Management Training Workshop
Final Report
4 – 8 June 2012
Gros Islet, Saint Lucia

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Introduction

A short course in Project Cycle Management (PCM) was held in Gros Islet, Saint Lucia on 4-8 June, 2012 for senior fisheries officers in the Caribbean region. The course was developed in collaboration with the United Nations University Fisheries Training Programme (UNU-FTP), the Caribbean Regional Fisheries Mechanism (CRFM), the University of Akureyri, and the University of Belize. Course materials were adopted from a course that the UNU-FTP conducted in Sri Lanka in 2007 in cooperation with The Icelandic International Development Agency (ICEIDA), University of Akureyri and the Ministry of Fisheries and Aquatic Resources[1] in Sri Lanka.

The CRFM is an inter-governmental organization with the mission "To promote and facilitate the responsible utilization of the region's fisheries and other aquatic resources for the economic and social benefits of the current and future population of the region." Fisheries administrations throughout the Caribbean are making an effort to improve fishing practices through strengthening data collection and scientific research and moving towards ecosystem based management (EBM). External donors fund large parts of the overall fisheries development programmes and projects within CRFM member states. The design and implementation of projects and the mobilization of resources are critical areas for improvement for most of these entities. The CRFM emphasizes that many of the fisheries officers in national fisheries divisions and departments in the Caribbean region are trained scientists, but many lack experience in planning, managing, and implementing projects, and therefore are not adequately equipped to prepare and submit project proposals at the level of quality their donor agencies require. For this reason, Project Cycle Management was identified as an area for training. The CRFM hoped to foster more effective planning and procurement of resources from national and international sources by implementing a course on PCM. The training of technical staff in PCM procedures should improve the delivery of projects, which will ultimately lead to improved development and management of the fisheries sector.
The UNU-FTP first signed a letter of agreement with the CRFM in 2008 to work together towards the common goal of strengthening fisheries institutional capacity in the Caribbean. This cooperation has primarily taken part in the place of fellows from the CRFM member states attending the 6 month training programme in Iceland, but additionally, there have been short courses conducted in the Caribbean. These courses include *Stock Assessment* (in 2 parts, the first of which was held in Barbados, and the second in St. Vincent) and *Leadership in Fisheries* which was held in Belize. Our institutional collaborators on these projects included the University of Belize, the University of the West Indies, and support from the IGI fund. At this time, the UNU-FTP and the CRFM are in the process of drafting a Memorandum of Understanding that should facilitate and ensure sustained cooperation.

Development meetings

Two development meetings were held when planning this short course. The first meeting was in the Caribbean region in August 2011, and the second meeting was held in Iceland in March of 2012.

Development meetings the Caribbean

Tumi Tomasson (UNU-FTP Director) and Bjarni Eiriksson (Project Manager at the University of Akureyri) conducted a preliminary trip to the Caribbean in August 2011. The purpose of this trip was to undertake preparative work for the short course in PCM and adopt the course material that was previously used in Sri Lanka to better meet the needs of the Caribbean community. The trip consisted of meetings in Belize and Jamaica. These meetings included:

- Fisheries Department of Jamaica

[1] Now called *Sri Lanka Ministry of Fisheries and Aquatic Resources Development*

- Lobster Industry members of Jamaica
- Management Institute for National Development (MIND) in Jamaica
- The EU regional office in Kingston, Jamaica
- Fisheries Department of Belize
- University of Belize
- Lobster and queen conch fisheries companies in Belize

Before and after this planning trip, it was anticipated that MIND might serve as a partner on this project. However, MIND sent two project proposals that clearly showed that they had other ideas about the content and the structure of the planned course that both UNU-FTP and CRFM had asked for. The reason for the decision not to involve MIND on this project was twofold: first, as a private company MIND had already created a great deal of materials, so would likely not incorporate course materials developed with the UNU-FTP into its operations. Secondly, one of the primary goals of the short courses conducted by the UNU-FTP is to create new content that is relevant to the needs of the participants, and since MIND had pre-created educational content, it would have been difficult to adapt that content to the needs of the course participants.

University of Belize

University of Belize had previously announced that its faculty of business had been interested of developing a course on PCM and had already started preparation. The CRFM and UNU-FTP the University therefore requested that the University of Belize would participate in the development of the course material and to provide lecturer. The request was answered and The University of Belize appointed Mr. Romaldo Isaak Lewis

Development meeting in Iceland

A planning meeting was held in Iceland at the Marine Research Institute from March 12-15th in preparation for the Project Cycle Management course in the Caribbean. Collaborators in attendance were the United Nations University Fisheries Training Programme (UNU-FTP), the Caribbean Regional Fisheries Mechanism (CRFM), the University of Akureyri, and the University of Belize. This was the second planning meeting undertaken as part of the course development, the first of which was held in the Caribbean (Belize and Jamaica) in August of 2011.

In attendance:

- Bjarni Eiriksson, University of Akureyri
- Milton Haughton, CRFM
- Romaldo Lewis, University of Belize,
- Mary Frances Davidson, UNU-FTP

Also in attendance:

- Thor Asgeirsson, UNU-FTP
- Ögmundur Knutsson, University of Akureyri
- Tumi Tomasson, UNU-FTP

Over the course of this four day meeting, the primary objective was to select a schedule for the course and begin to adopt the course materials.

The first day began with introductions and setting the agenda for the work over the course of the week. Bjarni Eiriksson then took the group though some of the lessons learned the last time the course was offered in Sri Lanka. The original course was only three days, and it was decided that this was not enough time to adequately cover the materials, so the course was extended to 5 days. The group discussed an appropriate case study to use for this course and decided to develop one sample case study to illustrate the tools in each lecture, but that the majority of the workshop should focus around group work. It was decided that course participants would work in groups to develop a project over the course of the week. The role of the lectures will be to provide guidance about how to use PCM tools, and then the groups will be given the opportunity to practice using those tools to design an actual project proposal. Milton Haughton came up with a list of potential project ideas that are of relevance to all Caribbean fisheries agencies, as well as donors (see the appendix for the full list of potential group work topics). It was decided that Bjarni Eiriksson will develop the sample case study about the Queen Conch, since it is a species that should be familiar to all the course participants. An outline for the week was created, and the group decided that the course would include lectures on a given PCM tool, and then give the course participants time to work in groups and practice using that tool. When the breakout session is completed, a representative from each group will then present the outcomes of the group work to the larger group.

On the second day of the meeting, the group continued to develop the outline course schedule. The group decided upon times for all the lectures, group work, breaks, etc. and set about to make sure that each lecture had a specific ´learning objective´ as well as a rough idea about what should be covered in the lecture. A similar process was repeated for each group work breakout session.

The third day began with an introduction to the Google Docs document management system given by Bjarni Eiriksson. It was decided that the group would use Google Docs as a file sharing and editing system for the development and creation of the course materials. On the final day of the meeting, the group planned a timetable and deadlines for when to submit drafts of the course materials to other collaborators for revisions. Deadlines were set for final drafts, and responsibilities were assigned to each of the collaborators. The group then began the process of merging the old lectures from the course in Sri Lanka to fit the needs of this course.

All collaborators agreed that the dates should be 4 - 8 June 2012.

Online Meetings

In addition to the face-to-face meetings in the Caribbean and Iceland, the group of collaborators met roughly once every other week online to go over developments in the course materials and logistics. Despite some technical challenges, these meetings were very fruitful, and improved the collaboration and communication within the group.

Final preparations and opening ceremony

A very brief survey was created and sent to participants in an effort to assess the needs of the group and adjust the course materials accordingly. Not many of the participants responded to the survey, but from the responses that did come back, it was clear that the participants sometimes rely on donor funds for projects, and could benefit from learning about PCM as a tool in project planning.

The Icelandic collaborators (Bjarni and Mary Frances) arrived in St. Lucia on Thursday, 31 May 2012. They gave the course materials to the Department of Fisheries in St. Lucia, who took care of printing out the materials and creating booklets for participants. The participants were also given memory sticks with the course materials and case study documents. It was originally planned that Romaldo Lewis from the

University of Belize would arrive in St. Lucia on Friday 1 June 2012 to go over the course materials, but due to a flight mix-up he did not arrive until very later Sunday evening.

The Opening Ceremony began later than was scheduled because the Minister of Agriculture, Food Production, Fisheries, and Rural Development (who was to give the feature address) was late. A version of the complete schedule is in the appendix.

It was originally planned that a representative from the EU would attend the opening ceremony and give an hour long presentation about the EU‘s presence in the Caribbean region and opportunities for collaboration in the fisheries sector. However, the EU representative was unable to attend, so the collaborators readjusted the schedule to include some information about using the EU submission site for project proposals and upcoming opportunities for funding in the region through international cooperation. Bjarni Eiriksson designed a talk in which he took the participants through the EU website where calls for project proposals are listed. Milton Haughton discussed the history of donor funded projects in the Caribbean region; which nations had provided funds for projects in the past, and which entities are looking to work in the Caribbean in the coming years. The participants seemed very interested to hear these talks and were eager to learn more about funding opportunities.

Course delivery

After the Opening Ceremony, the course participants and facilitators discussed what they expected to gain from the course. Notes from that discussion are below.

Summary of participants’ expectations

- Putting fish management into context and seeing how Antigua and Barbuda measure up to what others are doing
- Develop capacity to develop national and regional level projects
- Improve the networking that is needed to access funds for projects
- Accessing funds, improved capacity
- Project proposal development (all the nitty gritty) different requirements especially the EU
- Project management, how to manage and implement projects.
- Timeframe and implementation is a problem
- To fulfill various donors requirement
- Learn about project preparation and evaluation
- To develop project that are sustainable
- Expects to leave this week with a project
- formulation, effective implementation, project design
- Looking at the region, regional projects (design and implementation and all the complexity)
- Help the department of utilize the limited resources (human and financial)
- Design effective projects, work together as a region
- Find creative ways to make a project
- Increase knowledge at the implementation phase of a project
- Increase collaboration with other Caribbean nations
- Source funds
- (previously learned about PCM) re-acquainted
- Strengthen capacity on PCM for self and institution
- Be in a better position to have the outcomes one expected
- Effectively use the tools that exist to create positive outcome.

- Enhance capacity to develop project proposals and manage projects once they are funded
- Improve efficiency of human resources in accessing projects

Course schedule

Day 1

9:00-10:00	Opening Ceremony
10:00-10:15	Break
10:15-11:00	Introductions and expectations
11:00-12:00	1st lecture – Project Cycle Management Part I
12:00-13:00	Lunch
13:00-13:45	3rd lecture - Project Cycle Management Part II
13:45-14:45	Discussion - Lessons learned from previous projects - National level, regional level - Successes and area for improvement - What have your main challenges been in financing and managing projects?
14:45-15:00	Break
14:45-15:30	Introduction to the Case Study
15:30-16:00	Presentation of sample projects to choose from and our task for the week
16:00-16:30	Break into groups and select a team leader Groups get acquainted -Introductions, your background, what you hope to get out of the week, why you are interested in the topic you selected, etc.

Day 2

08:40-9:15	Review and reflection
9:15-10:10	4th lecture – Logical Framework Approach
10:10-10:25	Break
10:25-11:00	5th lecture – Stakeholder Analysis
11:00-12:00	Group work I - Stakeholder Analysis
12:00-13:00	Lunch
13:00-13:30	Group work (stakeholder analysis) cont'd
13:30-14:00	Presentation and discussion I - Stakeholder Analysis
14:00-14:45	6th lecture SWOT Analysis
14:45-15:15	Group work II - SWOT Analysis
15:15-15:30	Short break
15:30-16:15	Group work on SWOT analysis, cont´d
16:15-17:00	Presentation and discussion II - SWOT

HOMEWORK: Participants will be asked to refine their group project to prepare for upcoming group work.

Day 3

8:30-8:50	Review and reflection
08:50-09:35	7th lecture Problem Analysis
09:35-10:30	Group work III - Problem Analysis
10:30-10:45	Break
10:45-11:15	Group work on Problem Analysis, cont´d
11:15-12:00	Presentation and discussion II – Problem Analysis

12:00-13:00 Lunch
13:00-13:45 8th lecture Objective and Strategic Analysis
14:00-15:00 Group work on Objective and Strategic Analysis
15:00-15:15 Short break
15:15-16:15 Group work on Objective and Strategic Analysis
16:15-17:30 Presentation and discussion on Objective and Strategic Analysis

Day 4

08:30-09:00 Review and reflection
09:00-09:45 9th lecture Logframe Matrix
9:45-10:30 Group work Logframe Matrix
10:30-10:45 Short break
10:45-11:15 Group work on Logframe Matrix, cont´d
11:15-12:00 Presentation and discussion on Logframe Matrix
12:00 - Field trip in the afternoon

Day 5

9:00-10:00 Logframe presentations
10:00-10:30 10th lecture, Scheduling and Risk
10:30-10:45 break
10:45-12 Group work VI - Scheduling and risk
12:00-13:00 Lunch (evaluations to be completed during lunch break)
13:00-13:45 11th lecture – Monitoring, review, and reporting
13:45-15:45 Final group work (Monitoring plan, draft summary of project)
15:45-16:30 Final presentations
16:30-17:15 Closing remarks

Day 1 – Began slowly and it was decided to not try and involve Thor Asgeirsson in the opening ceremony via skype due to the unpredictable internet connection in the conference room. In the afternoon, Bjarni Eiriksson presented the sample case study and the participants were broken into groups and selected topics that would be their focus for the rest of the week from a list of potential areas for projects proposed by Milton. It was decided to use this list since they are actual areas the CRFM is looking to develop real regional projects. Overall the day went well and participants were active in conversations, asked questions, and were not reserved about their challenges and experiences.

Day 2 – Started with a review and reflection (see Appendix) and then Mr. Romaldo Lewis delivered a lecture about project design and planning and stakeholder analysis. The participants then broke into their groups and started their first group work. At first there was some resistance to developing a list of stakeholders for a project that was not yet certain (in terms of aims, budget, etc) but as the groups worked together over the days many commented that they began to see the logic in building a project following these steps. It seems that in many cases the participants are used to applying for funding and then afterwards deciding what to do with the funds, rather than assessing what needs to be done, planning how to do it, and then asking for funding.

Day 3 – By day 3 the participants were getting more comfortable with the flow of the course (lecture, group work, presentations, repeat). The day went nicely, with the problem tree work in the morning and then the objective tree work in the afternoon.

Day 4 – On the fourth day, the morning was spent doing the logical framework matrix lecture and group work. We decided to skip the presentation of the logframe matrices created by the participants in favor of giving them more time to complete the assignment (presentations were postponed until the next day). We took a field trip in the afternoon.

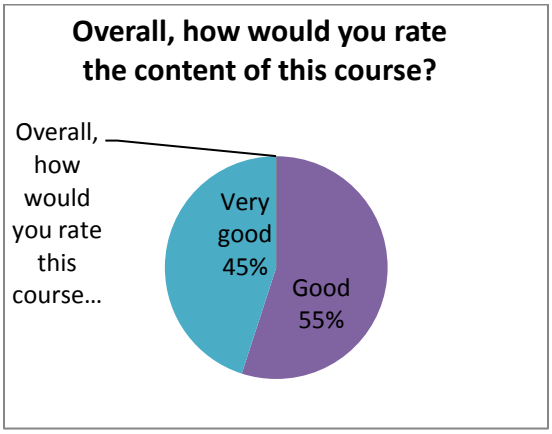
Day 5 – Began with presentations of the logframe matrices created the day before, and then the daily review and reflection (see appendix). By this point, the participants were very comfortable in their groups, and had been working with their selected topic for many days. They seemed to enjoy the experience of collaboration; especially working together with people from different countries and backgrounds. The day ended with a presentation of the final results of the group work, a draft project proposal. The level of the presentations varied considerably, and one group failed to submit a project (saying that in the end, their topic was too big and complicated). This provided the facilitators with an excellent opportunity to highlight an often overlooked strength of the PCM method to planning projects, and trace the failure back in the process to where it could be fixed.

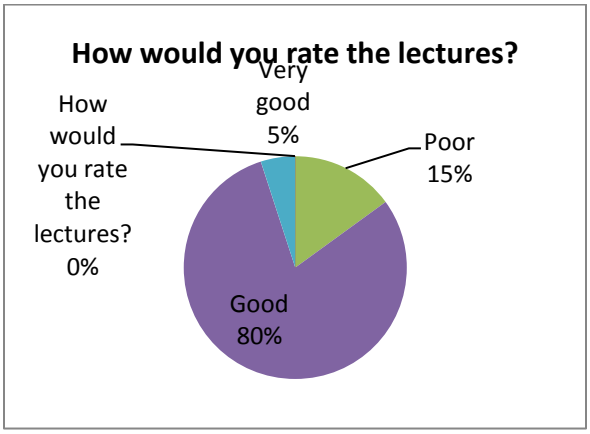
Course evaluation

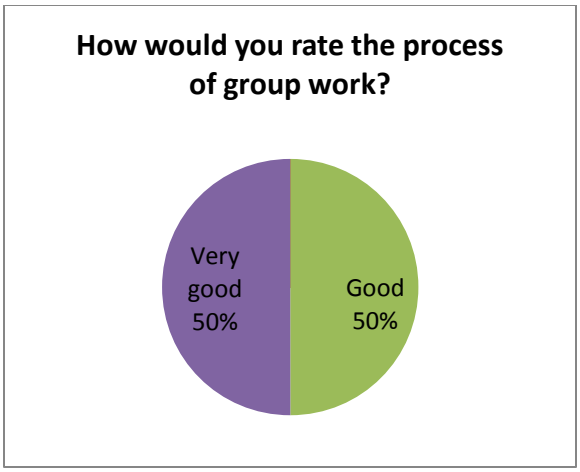
An evaluation was completed by nearly all participants of the course. Of the 25 attendants, 21 completed responses to the questionnaire created by the UNU-FTP. The questions were designed to illustrate what went well during the course and highlight areas for improvement. The responses to the questionnaire are summarized below, and a copy of the evaluation is included in the appendix. The form was sent to participants via google docs, and printed out so that respondents could choose to fill the form out online or by hand. All responses were then added to the google docs page.

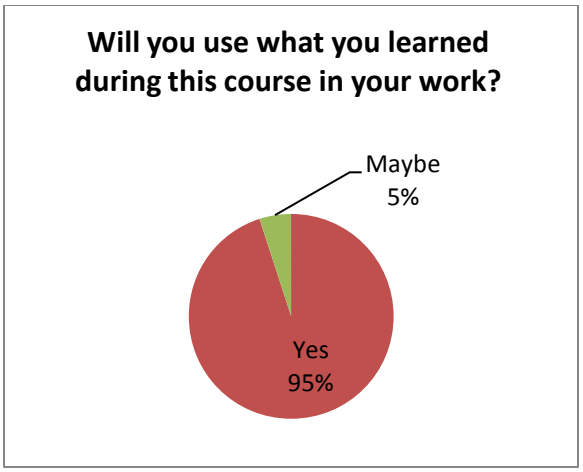
Responses to the course evaluation

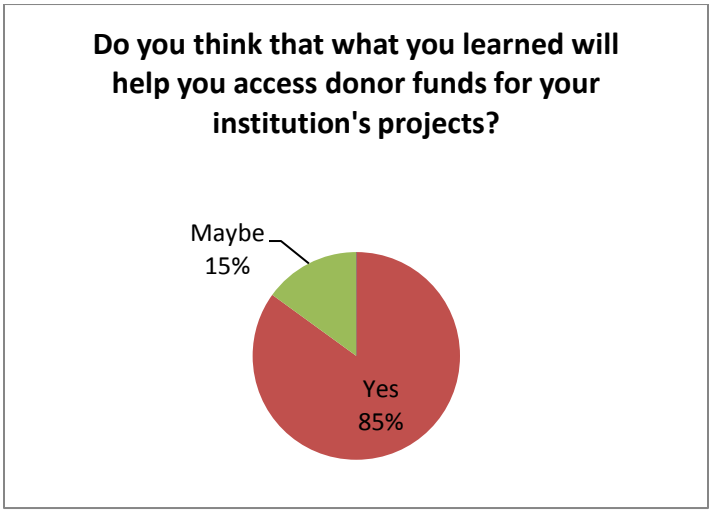
See full responses to the course evaluation below.

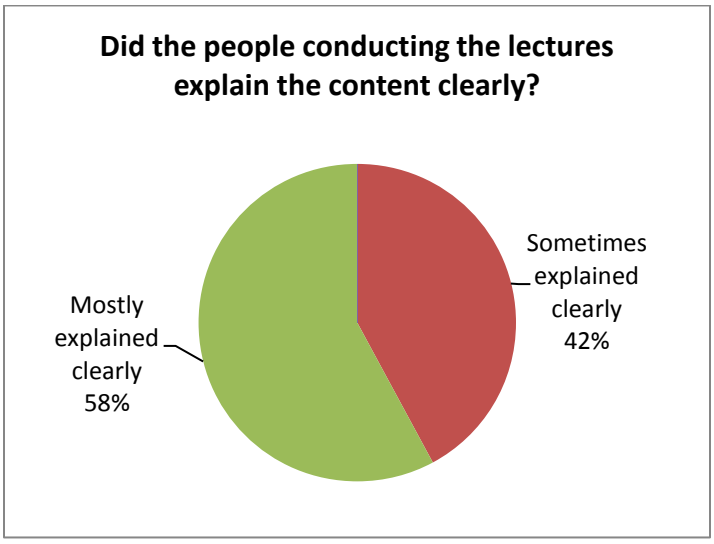


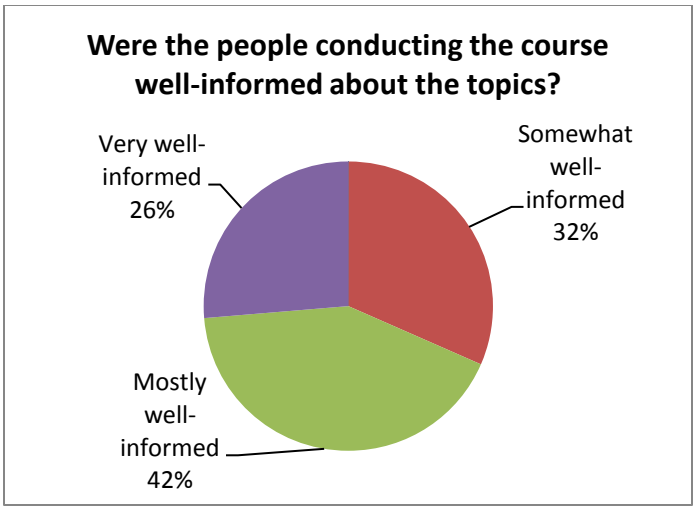


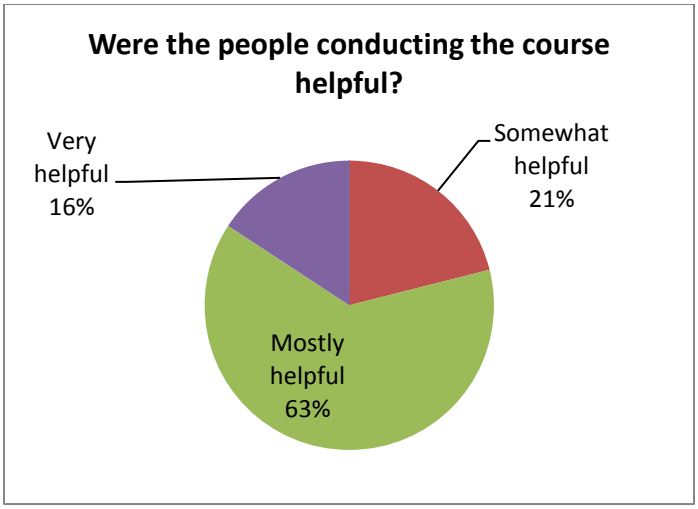

How would you rate the process of group work?
Very good 50%
Good 50%

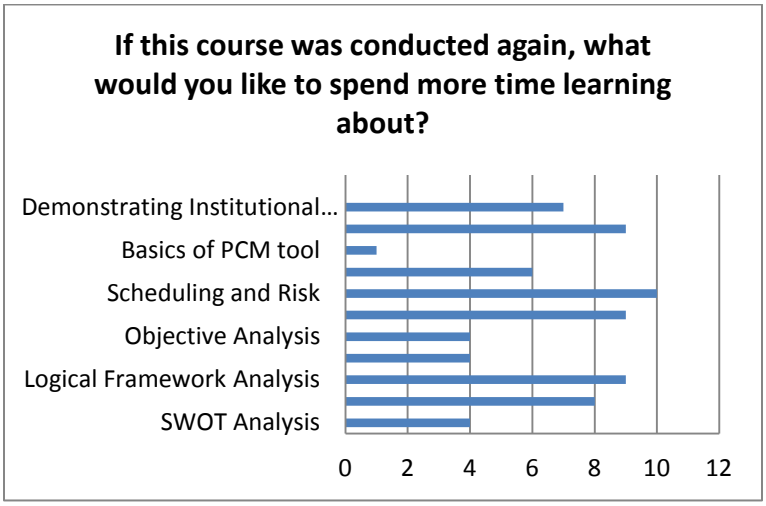

Will you use what you learned during this course in your work?
Maybe 5%
Yes 95%

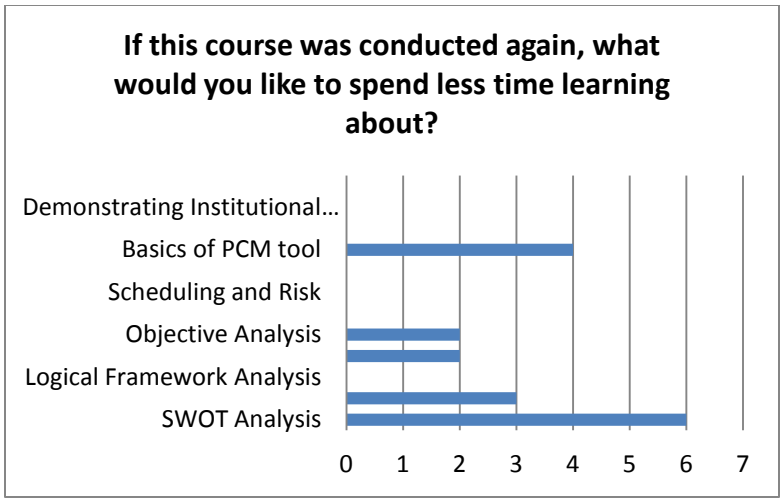

Do you think that what you learned will help you access donor funds for your institution's projects?
Maybe 15%
Yes 85%

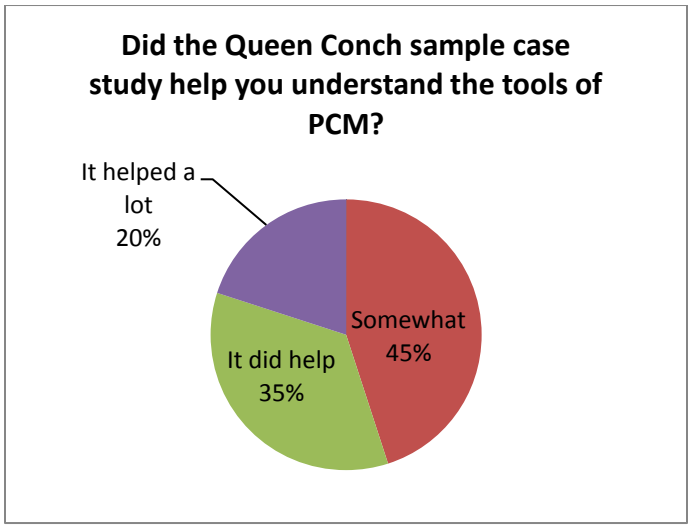

Did the people conducting the lectures explain the content clearly?
Sometimes explained clearly 42%
Mostly explained clearly 58%

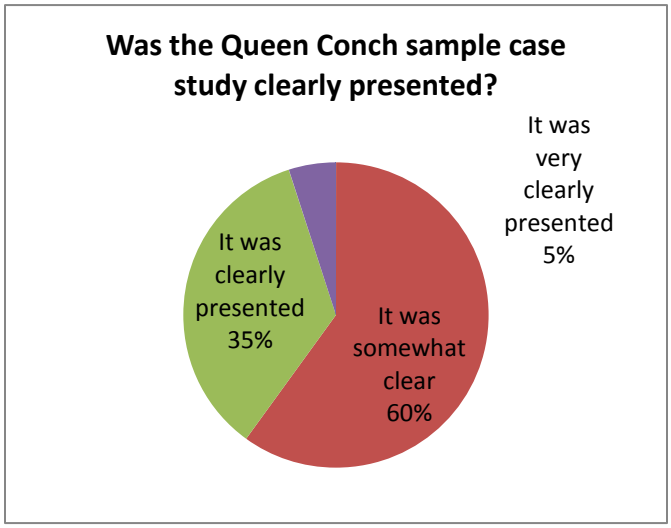

Were the people conducting the course well-informed about the topics?
Very well-informed 26%
Somewhat well-informed 32%
Mostly well-informed 42%


Were the people conducting the course helpful?
Very helpful 16%
Somewhat helpful 21%
Mostly helpful 63%

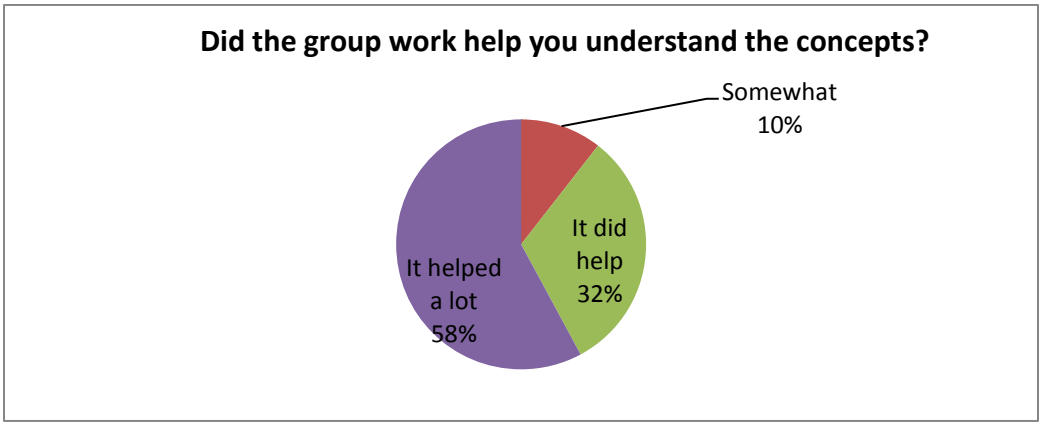

If this course was conducted again, what would you like to spend more time learning about?
Demonstrating Institutional...
Basics of PCM tool
Scheduling and Risk
Objective Analysis
Logical Framework Analysis
SWOT Analysis
0
2
4
6
8
10
12


If this course was conducted again, what would you like to spend less time learning about?
Demonstrating Institutional...
Basics of PCM tool
Scheduling and Risk
Objective Analysis
Logical Framework Analysis
SWOT Analysis
0
1
2
3
4
5
6
7


Did the Queen Conch sample case study help you understand the tools of PCM?
It helped a lot 20%
Somewhat 45%
It did help 35%


Was the Queen Conch sample case study clearly presented?
It was very clearly presented 5%
It was clearly presented 35%
It was somewhat clear 60%

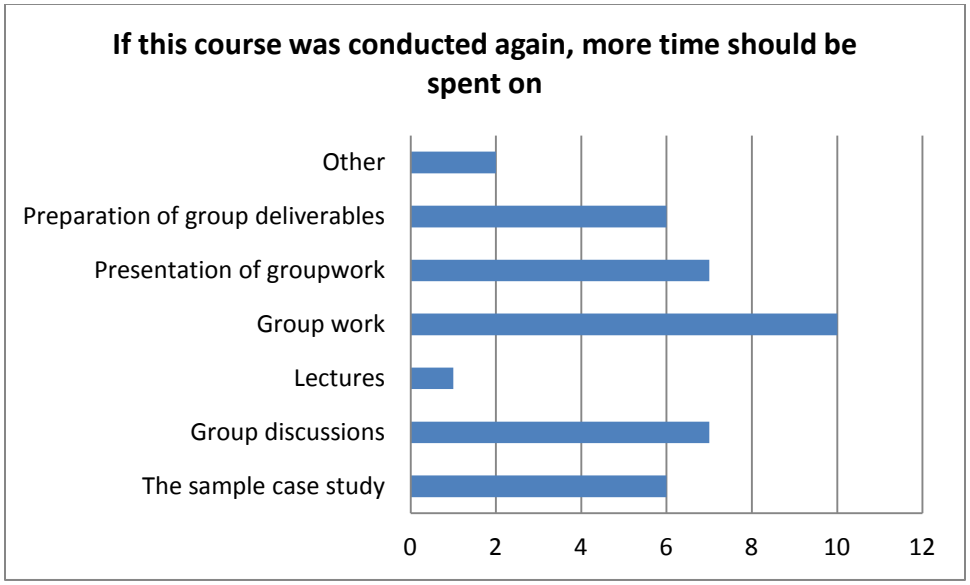
If this course was conducted again, what would you like to see included about the case study?	
The sample case study should not be included	0
More information about why the case is relevant	2
More information about how the case was developed	6
More information about other species in the region	4
More information about regional management strategies	2
More time should be spent explaining the case study	10
Other	2

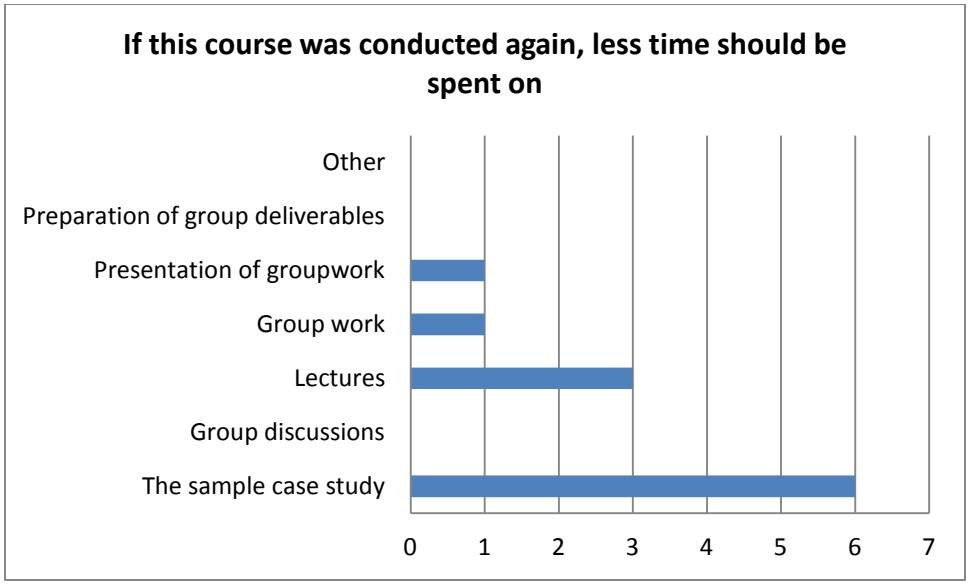


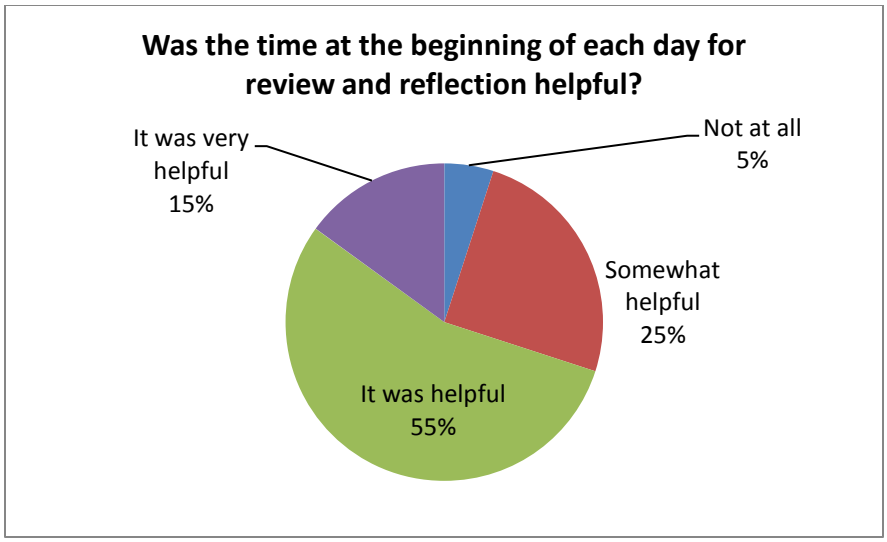
If this course was conducted again, how would you change the amount of time spent on the group work?	
There should not be any group work	0
There should be much less time spent on group work	0
There should be exactly the same amount of time spent on group work	6
There should be more time spent on group work	8
There should be much more time spent on group work	5
Other	2

If this course was conducted again, how would you change the amount of time spent on the lectures?	
There should not be any lectures	0
There should be much less time spent on lectures	4
There should be exactly the same amount of time spent on lectures	8
There should be more time spent on lectures	4
There should be much more time spent on lectures	1
Other	1

If this course was conducted again, how would you change the amount of time spent on the group discussions?	
There should not be any group discussions	0
There should be much less time spent on group discussions	0
There should be exactly the same amount of time spent on group discussions	5
There should be more time spent on group discussions	8
There should be much more time spent on group discussions	4
Other	3







Responses to open-ended questions

If you were going to change something about this course, what would it be?

- circulation of all group work electronically during each day so whole group can follow and contribute more
- Presentation format and not necessarily the content.
- use of group work, need exchange of work at end of each day - electronically to every participant, for better feed back
- Nothing
- THE LECTURERS - not good facilitators, not clear, Don't have a great command of the subject area.
- The materials could have been forwarded to the participants earlier given the different backgrounds of the participants.
- The length of the days/lectures
- More time
- Could be a longer course
- It should be extended for a few days
- Better microphones, more advanced level of lecture delivery (university level)
- Time
- Need additional training in the financial aspect
- More definite hands-on practical samples actual project documents that could serve as examples

How will you use what you learned in the course in your institution?

- Programme development, small project development initially
- For planning projects. As a management tool to some extent. It can assist in evaluation of monitoring activities, etc and evaluation of management success.
- programme development, preparing small projects initially
- This information will be used in planning and implementing projects in the office and with stakeholders.
- I will attempt to provide some level of training to other staff members and then try to format all my projects in this way adjusting for donor preferences as applicable.
- Will attempt to scale down tool to suit personal projects for fisherfolk and stakeholder development.

- Elements of what has been learned can be useful in many of the management aspects of my duties
- I will use this information when I have to prepare projects for budgeting and for getting things for my department such as vessels, vehicles, etc.
- Help to develop projects
- Assist where feasible in the development in project planning and in the day to day management
- In planning and managing projects
- Hopefully as management was present, better project formulation/planning
- To develop and implement projects
- Improve the manners in which projects are written
- It will be used for doing or writing small and large projects and also possible for planning work
- This will assist me in conceptualizing and developing projects. I am assigned to assist in Project Development and Resource Mobilization.
- I will be writing project documents at my office

Is there anything else you would like to add about the case study?

- Instead of using different group studies and covering more projects all groups could work on the same case and there should be more cross reference (from different perspectives)
- If the logic behind the case study was presented as an example of PCM development, this would have been a great introduction to the training programme
- The case study should be presented as a full project proposal and as SAMPLE best approach. This proposal should be printed and submitted to the participants beforehand.
- Current/correct information
- It was a bit too much information. The sample needed to be simple and straightforward. Some of the information could have been left out.

Is there anything else you would like to add about the group work?

- Maybe all the groups should be doing the same topic and as such it would allow for greater discussion and criticism when we all return to present.
- The group work proved to be very rewarding and facilitated the sharing of ideas and concepts on the various issues which led to clarity.
- The practical implementation of some of these projects
- It was good that they were multi-country groups
- More participation among group members
- Needed to be more guided

Is there anything else you would like to add about the lectures?

- The presentation methods could be improved. Present main points with explanations.
- Lecturers should be trained to facilitate not be a talk shop or even ask the participants to READ OUT LOUD THE SLIDES. Again, there are basic rules to giving presentations... ALL were broken in this workshop by the facilitator of Belize. Then the Iceland facilitator was better but his speech was muffled and the visuals were TOO small.
- The lectures combined with the EU Manual proved to be very informative
- They were very pleasant.
- Lectures should be more interactive
- They should be clearly delivered with information used as it applies to literature given
- More explanations should be given by lecturers to help remove uncertainty about the area the method

Briefly explain your answer to the above question (about how you will use what you learned in your institution)

- It should assist in project writing in the future. It guarantees greater success with funding.
- better project writing
- "The course provides a fairly good overview of the principle of the logical framework analysis which provides a useful tool for designing and planning a project."
- "I will be able to write more concise projects that are critically thought out and as such will appeal to donor funding.
- I will be able to justify better why i need a project and as such will gain more favor with the donor. "
- Learning the project cycle management approach will allow the institution to meet the needs of potential donors by detailing the steps as required. It can also be used as a monitoring tool after the funding has been acquired.
- Government/Ministry reluctance to be co-collaborators on a project with stringent transparency guidelines and limited influence
- Once the tool is applied
- This will depend on the government policy, as it best aims to the specific projects selected but will go a long way in assisting me in doing any kind of project at work with personal
- Hope I will, can't say for sure
- I will need additional training
- The workshop provides a new avenue which can be used for project writing

Comments (regarding how clearly the lecturers explained the content)

- Explanations are generally given on requests.
- I think that the log frame analysis could have been better explained if the manual was followed directly.
- There is need for the lecturers to gain better skills in facilitation. There are basic rules to presenting and one is that you don't read off slides. If you read off slides its best we just read the manual and that's it. A lot more could have been accomplished if less time was spend reading off slides.
- Due to time constraints, all the areas could not be described in detail
- When the participants asked for clarification, the facilitators will provide the information
- At times the lecturers needed to respond to questions asked and comments made
- Challenges of accent in not very good microphones so some was difficult to hear or understand.
- Some meaning lost in translation
- More time should have been allotted to each section of the workshop

Comments (regarding how well-informed the people conducting the course were)

- They show general knowledge. Specific examples for demonstrations appear a bit limited.
- I think that with more experience about regional issues and governance arrangements the lecturers will be able to provide more effective examples to explain points more clearly.
- "The individual from Iceland - Barney seemed much more confident with the course material and its delivery. His only limitation is the clarity of his speech. But generally he seemed well informed about the topic. The lecturer from University of Belize kept reading off slides and could not answer questions. "
- Different backgrounds of the participants (i.e. managerial and technical)
- I thought the style of presentation could have been more advanced eg. university level.
- Some examples were unclear.

Additional comments

- Overall, a very good course especially in terms of content. Method of delivery could vary much more and results could be different.
- Comprehensive course material, good program, needs more full plenary discussion on use of tools
- This workshop could have been much more comprehensive but the selection of facilitators was done in a vacuum. There should be people in Saint Lucia that can facilitate these meetings and have MSC in Project management. I would have been cheaper. CRFM seems to have a habit of hand picking people to be in consultancies... where is the transparency and participation in the selection process.... Practise what we preach.... GOOD GOVERNANCE.
- I found the workshop to be very useful.
- Good workshop / training.
- The PCM guidelines should have been given to participants a few days prior to the commencement of the training course.
- A good first effort, this will be good for mid-level department staff, could have been a national workshop, Maybe only have review and reflection twice during the week as opposed to daily.
- Prior course information should have been given to allow for more discussion - HOMEWORK WILL NOT DO!
- For a next project I suggest that at the beginning the purpose of what are supposed to be achieved set out clearly to prevent confusion of the participants. After two days participants start to see the need of the working order. I'm sure that this workshop will contribute to my knowledge of how to write, to follow, and to evaluate projects, etc. etc.
- During the review and reflection, comments should be more focused and to the point. Should be questions arising from yesterday as well

Areas of strength

There were several areas of strength of this course as identified through the evaluations and in the course review and reflections and group discussions. Perhaps the most notable success was that the participants found the course was helpful, and the vast majority thought that what they learned would help them plan projects and increase their access to donor funds. The primary aim of the PCM course was to help participants plan projects in a way that would increase the likelihood that they would receive funding from donors, so it is encouraging that many participants left the course feeling that they had a better chance of meeting this aim. Overall, 95% of the respondents to the evaluation said that they would use what they learned in their work (5% said ‘maybe’ and none of the respondents said they would not use what they learned). Furthermore, 85% said that they thought what they learned would help them access funds from donors (15% said ‘maybe’ and again, there were no respondents who thought this would not help them access donor funds).

Another area of strength was the group work. The course was structured in such a way that participants would listen to a lecture about a certain PCM tool, and then have a chance to work in groups to apply that tool to their sample project. Participants seemed to enjoy the diversity of the groups, and valued the chance to discuss and work together. They liked the practical nature of the group work, and in the review and reflection, many noted that it was helpful to have people with different backgrounds and perspectives working toward a common end.

Areas for improvement

While this course was generally marked as a success, there are some clear areas which could be improved, the first of which is lecture delivery. A total of 15% of respondents to the course evaluation

marked the lectures as ‘poor’ and the written comments highlight the need for better preparation and practice on the part of the presenters. Furthermore, while 58% of respondents said that the lectures were ‘mostly clear’ and 42% said they were ‘sometimes clear’ none of the respondents said that the lectures were ‘always clear.’ There was a general desire expressed among the participants for the lecturers to respond more directly to questions (and the general impression that they did not do so may have led to a lack of faith in their preparedness or knowledge of the subject matter).

Another area which should be improved in the future is the sample case study. Originally, the sample case study was intended to be used as an example of how to use PCM tools. The sample case study was included at the end of every lecture as a way to illustrate how to use the particular tool explained during the lecture. However, due to lack of time, the sample case study was often skipped over or rushed through and was thus not serving its intended purpose as an illustrative example. Simply put, we did not have time to use the sample case study as it was intended. 45% of evaluation respondents said that the case helped them understand the PCM tools somewhat (35% said it helped, and 20% said it helped a lot). 60% said that it was somewhat clearly presented (35% said it was clearly presented and 5% said it was very clearly presented). When the case study was presented, there was a portion of the lecture dedicated to explaining how old data is still being used to inform policy, and many of the participants seemed more interested in this fact then how the sample case study was used to explain the PCM tools. Clearly, there is room to improve the case study and its delivery.

Conclusions

The notes taken during the course and the evaluation that the material indicates that the course was basically well-received and that PCM was a useful subject for the course participants. There is significant room for improvement in the lectures and the case study, both in terms of preparation and delivery. In the future, it would be helpful to involve another local partner to develop the case study. Bjarni Eiriksson was unfamiliar with the species and the fishery and had to educate himself from scratch to compile the sample case; this could have likely been done more efficiently in collaboration with a local partner or partners. The course also suffered because of the lost days of preparation which had been set aside to work with Romaldo Lewis in St. Lucia directly before the course. It is likely that all facilitators could have benefitted from going over the course material together as a group for a day or two before the course began and critiqued one another.

There was a great deal of material created by the participants through their group work, which was sent to all participants after the course was completed. It would probably have been helpful to allow some time during the course for the groups to critique one another. While it was possible to do so during the group work presentations, it was not specifically encouraged by the facilitators. It seems that building the skill to critique elements of a project plan would be very useful for the course participants, and practicing on the other groups would be a good place to start.

Course impact and sustainability

It is not clear at this point how the course materials will be used to benefit our counterparts at the University of Belize, or at the CRFM. If this course is conducted again, it will be important to involve partners in the project who have a plan to use the content after the completion of the course, thus ensuring that the efforts of the UNU-FTP extend beyond the delivery of the course and contribute in a more sustained way to the development of fisheries in the region.

The way to truly assess the impact of this course would be to conduct a follow-up evaluation in 6 months to a year after it was delivered and determine if the participants have used the tools they learned in the PCM course, and if they have a better rate of success in accessing funds from donors for their projects.

This evaluation is something for the UNU-FTP and CRFM to discuss in the future. It would be helpful to hold a follow-up course in a year with the same participants to hear about how their experience with applying for projects has gone, and to go deeper into PCM and project proposal writing with projects brought by the participants themselves, or by the CRFM. We may also consider holding a similar short course for mid-level fisheries officers in the Caribbean.

If this course is held again, we should plan the case study with more attention. We invested a great deal of time into completing the sample case study, and upon reflection, this could have probably been done more efficiently by someone from the region who was already familiar with the Queen Conch (or other regional species) rather than an expert from Akureyri. At the very least, a greater emphasis should be placed on creating a case study to enhance the lectures, and all lecturers should be more strongly encouraged to participate in the development of the case study to reach this end. For the amount of time that was spent completing the sample case study, there was not very much time spent on it during the course, and the participant response to it was lukewarm at best.

The weekly collaborator meetings held over internet video conference were very helpful, and if the course is conducted again in the future, holding similar meetings would be a good idea.

Appendix

Course evaluation form

Project Cycle Management, Short Course Evaluation (adopted from original google docs form)
This is an evaluation to be completed by all participants of the Short Course on Project Cycle Management created in collaboration with the UNU-FTP, the CRFM, the University of Belize, and the University of Akureyri and offered in St. Lucia on 4 – 8 June 2012 for senior fisheries officers of CRFM member states.

Overall, how would you rate the content of this course?
Very poor / poor / good / very good

How would you rate the lectures?
Very poor / poor / good / very good

How would you rate ht process of group work?
Very poor / poor / good / very good

Will you use what you learned during this course in your work?
No / yes / maybe

Do you think that what you learned in this course will help you access donor funds for your institution's projects?
No / yes / maybe

Briefly explain your answer to the question above (text response)

Did the people conducting the lectures explain the content clearly?
Not at all / sometimes / mostly / always

Comments? (text response)

Were the people conducting the course well-informed about the topics?
Not at all / sometimes / mostly / always

Comments? (text response)

Were the people conducting the course helpful?
Not at all / sometimes / mostly / always

If this course was offered again, what would you like to spend more time learning about? (check all that apply)

- SWOT Analysis
- Stakeholder Analysis
- Logical Framework Approach
- Problem Analysis
- Objective Analysis
- Logical Framework Matrix
- Scheduling and Risk

- Monitoring, Review, and Reporting
- The basics of the PCM tool
- Using strategy to plan projects
- Demonstrating Institutional Capacity
- Other (text response)

If this course was offered again, what would you like to spend less time learning about?(check all that apply)

- SWOT Analysis
- Stakeholder Analysis
- Logical Framework Approach
- Problem Analysis
- Objective Analysis
- Logical Framework Matrix
- Scheduling and Risk
- Monitoring, Review, and Reporting
- The basics of the PCM tool
- Using strategy to plan projects
- Demonstrating Institutional Capacity
- Other (text response)

Did the Queen Conch sample case study help you understand the tools of PCM?

Not at all / somewhat / it did help / very helpful

Was the Queen Conch sample case study clearly presented?

Not at all / somewhat / it was clearly presented / very clearly presented

If the course was conducted again, what would you like to see included about the case study? (check all that apply)

- The sample case study should not be included
- More information about why the case study is relevant
- More information about how the case was developed
- More information about other species in the region
- More information about regional management strategies
- More time should be spent explaining the sample case study
- Other (text response)

Is there anything else you would like to add about the case study? (text response)

Did the group work help you understand the concepts?

Not at all / somewhat / it helped / it helped a lot

If this course was conducted again, how would you change the amount of time spent on the group work?

- There should not be any group work
- There should be much less time spent on group work
- There should be exactly the same amount of time spent on group work
- There should be more time spent on group work
- There should be much more time spent on group work
- Other (text response)

Is there anything else you would like to add about the group work? (text response)
If this course was conducted again, how would you change the amount of time spent on the lectures?

- There should not be any lectures
- There should be much less time spent on lectures
- There should be exactly the same amount of time spent on lectures
- There should be more time spent on lectures
- There should be much more time spent on lectures
- Other (text response)

Is there anything else you would like to add about the lectures? (text response)

If this course was conducted again, how would you change the amount of time spent on the group discussions?

- There should not be any group discussions
- There should be much less time spent on group discussions
- There should be exactly the same amount of time spent on group discussions
- There should be more time spent on group discussions
- There should be much more time spent on group discussions
- Other (text response)

Is there anything else you would like to add about the group discussions? (text response)

If this course was conducted again, more time should be spent on: (check all that apply)

- The sample case study
- Group discussions
- Lectures
- Group work
- Presentations of group work
- Preparation of group deliverables
- Other (text response)

If this course was conducted again, less time should be spent on: (check all that apply)

- The sample case study
- Group discussions
- Lectures
- Group work
- Presentations of group work
- Preparation of group deliverables
- Other (text response)

Was the time at the beginning of each day for review and reflection helpful?
Not at all / somewhat / it was helpful / it was very helpful

What did you find the most useful about this course? (text response)

Was there anything about this course that was not useful to you? (text response)

If you were going to change something about this course, what would it be? (text response)

How will you use what you learned in the course in your institution? (text response)

Additional comments? (text response)

Review and reflections from participants

Day 2:

- Case study- troubling that people can use old information and present it as fact...this is a cautionary tale for us to be aware that we need to use current information
- Some of what was presented yesterday was review for me, but the case study stood out, particularly the graph that looked at the price of fish per kg...wonders if the price differences are because of species or declining prices
- Was able to grasp key elements presented. Imagining adapting the model for smaller grants
- How to write a proper project? How to implement? Hope that practicing the tools of PCM will help with this. Urgency and importance table was helpful and memorable
- Importance of viability, and projects need to be financially sound...At a national level, need to be aware of the goals of the country and take note that projects within the sector should fit within these goals
- Inter-country participation stuck out.
- Use of PCM as a tool for planning, implementing, and evaluating projects. Looking at the aims of donor agencies when formulating projects
- Finding the right person to do the job, and avoiding nepotism. Keeping better track of financing (i.e., don't short change people so your institution can pocket the difference)
- Who gains the maximum benefit from project? What to the recipient nations get? What's in it for the DONORS?
- Conch case study brought out some information...interpretation of time-series data depend of people Project proposal is a chance to market and sell your project. Strength of the project and project manager are enshrined in the proposal
- Proposals need precise objectives, and not filled with unachievable goals.
- Good projects have clear objectives, timeline, implementation plan. Know your donor
- Feasibility=can it be done? importance= must it be done? Use of words (specific words) are very important. Must not take away meaning in the translation. Be aware of key words
- Needs vs. wants. Easier to justify needs than wants. Human resources in our departments are limited, so it is hard to ask someone who is supposed to be a fisheries officer to all of a sudden be in charge of preparing projects
- The amount of funds that are available is astounding. It is also astounding that we are not making better use of them. Sometimes having a lot of exports doesn't mean that your exports are making a lot of money...price of what you sell makes a huge difference. Thus, product development is very important for us...we need to improve the quality of our products so we can demand a higher price. Political will; it is always there, but we as fisheries people are not able to communicate the right information to them to make the right decisions. We need to feed them the right information at the right time
- Level of interaction was very helpful. Romaldo's work to involve the participants was appreciated. Also, consultants' roles became clearer. The potential funding agencies as explained by Milton was new information, also the route to go directly to the funding agencies and not have to go through the government.
- Case study...using outdated data is dangerous. We need to come up with a way to keep data updated to make more credible decisions. Developing a project proposal is a collective effort, must include many members of a team

- Peaks and pitfalls of queen conch case study presentation is something this nation is dealing with now
- Problem with oil companies doing exploratory drilling in the fishing grounds. Fisheries agencies do not have negotiating power because of lack of scientific data to back up protests. Political will is a big problem, and we need hard science to back us up. Need to bring in new energy to people who have been failed by the system
- Striking similarities among our countries, similar problems, sharing with colleagues is essential

Day 3:

- How the course is broken down, it makes it quite easy to understand.
- SWOT analysis, better understanding of identifying and using it
- Good to hear different debated on view on what should be what
- How subjective the SWOT is as a tool
- the participation, and collective effort
- What follows first and what follows what
- The stakeholder analysis, the clarification
- How subjective the SWOT analysis is.
- The interaction of the group
- Using the SWOT as an initial tool in the whole project cycle
- Challenging day, difficulties when it comes to writing the analysis... give direction. Everything is correct.
- Eye opener, day... the methodology, the group work.
- Frustrating day! Enjoyed the group work, but they were only able to½do of the stakeholder matrix. We need to understand stakeholder analysis.
- Interesting, the practical nature of using the stakeholder and SWOT. Good to understand the use of these tools.

Day 4:

- Good to have the software (Xmind), interesting to see how the strategy analysis is used
- You have to come in with open mind and compromising
- Strategy is the second from the objective. It is important to have the flow.
- Good exercise... starting to unfold.
- The cause and effect.. .what is what and where to put the issues. Explain and debate and convince the guy who was sitting down in front of the computer. (Larger vessels are able to go to Venezuela to buy cheap oil while the artisanal cannot sail as far.
- The consultation and the analytical part is very important. To get the ideas down on paper.
- When you design a successful project you need to go through this whole process.
- As managers we need to be interdisciplinary, keep it simple and focused.
- The problem tree, how the problem tree helps us to get an overview over the issues..... get the puzzles together.
- Now I see how dynamic PCM can be. We should have sent more information to the participants prior to the course.
- Madness to the method and method to the madness
- More clarity to the process. You need more than one person to plan a good project
- When we normally start we start with the objective and goals... but now I understand why we should not do that. Because we have issues anchored deep into our societies and they are preferred by the community etc.

- I felt like a fisher... when we go into the field and talk to the fishers. First I was too anxious to get the results but now in our group work this become alive to us and we were able to put everything down as a group. Now I put myself in the place of the fishers.
- 2 things, the fact that the approach should be done in a team and the linkages through the procedures. They are important in their own way.
- My issues have been covered, but I get strength when I see the presentation from the other groups.
- According to the method to the madness, when we normally do project we try to eliminate the noise. This method helps up to keep what is relevant.
- If we are not open, we need to be open to the tool we need to believe in the tool… because it can help us to go in the right way.
- The tree... how it helps us to help us in thinking about the project idea. And how we use it to reduce and cut back to what is essential.
- Most of our projects, we do by own, but (this can allow us to do things collectively)
- The participation of the stakeholders, the fishers, it is a method, you throughout a key question or focused questions. It is a method where you move from the problems into solution.
- Where you can write our little thing down like a secret... and then everybody see it and discuss it. But no one need to know it was your idea.

Day 5.

Logframe presentations:

- Difficult to distinguish indicators and sources of verification
- Important to have a diverse and quality project team to help find information
- Most groups seem to have a difficult time distinguishing between Objectives and Purpose...they are very similar, and in several cases, the 'purpose' is too broad
- Want follow-up after the course: would like comments from groups/lecturers to strengthen the project proposals
- Lots of participants seem to want criticism from lecturers
- Maybe sprinkle some peer review into the course (give a chance for people to review other groups' projects)

Review and reflection

- They would have had the course material given to them before they showed up at the course
- The Logframe, and the analysis requires you to think about the indicators and the factors that can help you to make a successful project. So identifying the indicators.
- The highlight when I realized that working in group can help you to get criticism. The other group members help you to do this better
- the more time you do this… more practice and more minds you bring together the better you can make the quality of the work
- The highlight was the connection between indicators and source of verification and part of assumption. The different minds… collective is good. You don't have as much good information and overview when you do this yourself.
- This was time consuming. But the indicators help you to develop the projects.
- So far so good. The closer we come to the end the more we see how this can be useful.
- Good experience, and the way we use the tools and how we use them to reference in the next step. It was quite easy, and then we can concentrate to put in the proper wording etc.
- We can now see everything coming together. The work that was put in there before etc.
- Yesterday I found out how good it is to work in a team, because for little while I did not understand something and got totally lost but the group helped me to get on track
- Good to work in a group because it takes more than one to

- Form yesterday, the main idea of indicators, a challenge to get the specific aspects of the project, when you discuss it you should be able to get the best out of the work
- My problem has been the sources of verification. That the group do not have criticism from (us) about how to make things better. The tool is good, but when we come out of this session, nothing has been verified

Budget and expenses

The UNU-FTP contributes a total of 89.600USD for this course, of which $22.950 was paid directly to the University of Akureyri and $66.650 was paid to the CRFM. A breakdown of the budget created by the CRFM can be found here.

Total Budget - Short Course on Project Cycle Management in Fisheries in the Caribbean						
Initial Preparation			**$**	**Requested from Donor**	**Counterpart contribution**	Paid directly to UNAK
Meeting in Jamaica & Belize, July/Aug 2010						
UNU-FTP cost					7000	
CRFM cost					3000	
					10000	
Meeting in Iceland (Feb. 2011)						
Travelling of participants from Carb.	2	1500		3000		
Accommodation	2	7	250	3500		
Fees - CRFM (1 person)	1	5	500		2500	
Fees - UB (1 person)	2	5	200	2000	2000	
Fees - UNU/Univ of Akureyri (2 persons)	3	5	350	5250		5250
				13750	4500	
Preparation of lectures and case studies (Dec 2011 to Feb 2012)						
Work, case study (CRFM)	10	days	250	2500		
Lectures, slides, notes (UB)	10	days	200	2000		
Lectures, slides, notes (UNU/Akureyri)	20		350	7000		7000
				11500		
Delivery of course (April-May 2012)						
(1) Course material						
Printing & purchasing				3000		
Conference room rental	1	5	250	1250		
Coffee beaks ($20*25pers*5days)	25	5	20	2500		
Computer and projector				3000		
				9750		
(2) Participants						

Per diem (meals & incidentals)	19	7		9300		
Accomodation	16	7		11200		
Airfares	16			8900		
Local transportation (airport transfer etc)				2000		
				31400		
(3) Instructors						
Fees -UB	1	6	200	1200	1200	
Fees -CRFM	1	6	500		3000	
Fees - UNU/Akureyri	2	6	350	4200		4200
Travelling (2 Iceland-1500 + 2 Belize@900)	3		3300	4800		3000
Per diem (Accom & meals) for instructors	4	7	250	7000		3500
				17200	3000	
Sub-total				83600		
CRFM overhead cost	10%			6000	2150	
Total Donor Contribution				**$89.600**		22950
Counterpart contribution summary						
Applicant Contribution						
Contribution of CRFM Secretariat					10500	
in -kind Contribution of UB					3200	
In kind Contribution of UNU-FTP					7000	
Sub-total applicant's contribution					**$20.700**	
Total Cost					**$110.300**	

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Opening programme

PROGRAMME

Chairperson:- *Chief Fisheries Officer*

8:30a.m.	***Opening Prayer by Participant***
	National Anthem
~~8:40a.m.~~ 9:15 – ***8:50a.m.***	***Welcome Remarks*** *Mr. Hubert Emmanuel* *Permanent Secretary* *Ministry of Agriculture, Food Production, Fisheries and Rural Development*
8:50a.m. – 8:55a.m.	***Remarks*** *Ms. Mary Frances Davidson* *United Nations University Fisheries Training Programme*
8:55a.m. – 9:00a.m.	***Remarks (via video link)*** *Mr. Thor H. Ásgeirsson* *Deputy Programme Director* *United Nations University Fisheries Training Programme*
9:00a.m. – 9:10a.m.	***Remarks*** *Mr. Milton Haughton* *Executive Director* *CRFM Secretariat*
9:10a.m. – 9:25a.m.	***Feature Address*** *Honourable Moses Jn Baptiste* *Minister* *Ministry of Agriculture, Food Production, Fisheries and Rural Development*
9:25a.m. – 9:30a.m.	***Vote of Thanks*** *Mrs. Sarah George* *Chief Fisheries Officer* *Department of Fisheries*

List of potential topics for group work

1. Project(s) to support the development of small scale aquaculture
2. Project(s) to upgrade CARIFIS and develop a regional database and build capacity in database management
3. Project(s) to tackle and mitigate solutions due to the impacts of rising fuel/energy and other cost factors in the fisheries sector
4. 4. Project(s) to support fisheries policy and law reforms including upgrading national fisheries legislation and regulations and elaboration of protocols under the CARICOM Common Fisheries Policy
5. Strengthening data collection systems
6. Development and implementation of a Vessel Monitoring System among CARICOM States
7. Strengthening Monitoring Control and Surveillance in CARICOM States
8. Improving product and marketing system