



DEVELOPMENT OF APPROACHES FOR CAPACITY BUILDING IN THE COREPOINT PROJECT

ENVISION

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EXECUTIVE SUMMARY

1. Capacity building is an often cited pre-requisite for development for initiating and implementing more holistic and coordinated responses to coastal issues as outlined by ICZM.
2. One particular aspect, among others, of ICZM capability lacking at the European level identified by COREPOINT is a lack of connection by stakeholders (including political representatives and the general public) with ICZM, often resulting from an absence of awareness within local authorities who have the day-to-day and immediate management of coastal zones.
3. Developing capacity for ICZM has been a central tenet throughout many strands of the COREPOINT project and is the principle objective of Theme 6: **Attain excellence in ICZM for Northwest Europe.**
4. Many coastal professionals, who often work within specific sectorally focussed departments, do not appreciate how the coastal system functions as a single unit and how ICZM decisions can be made, taking into account the wide range of environmental, ecological and social factors that determine its performance.
5. Over the course of the COREPOINT project, the schools have been focussed on developing an experiential learning event that could be replicated elsewhere to contribution to capacity building for ICZM at the European level.
6. The purpose of the ICZM schools were to provide training to coastal management practitioners including local authority staff and councillors to increase awareness and expertise within local authorities towards ICZM.
7. Examples, with accompanying notes, are provided of the presentations made during the COREPOINT schools. The intention is that these examples could be used by others to help structure a similar capacity building exercise for professionals involved in the management of coastal areas.



SECTION 1. INTRODUCTION

Over the past decade it has become widely recognised that many of Europe's coastal zones face problems of deterioration of their environmental, socio-economic and cultural resources. Since 1996, the European Commission has been working to identify and promote measures to remedy this deterioration and to improve the overall situation of coastal zones. This began with the **Demonstration Programme** on Integrated Coastal Zone Management (ICZM) designed around a series of 35 demonstration projects and 6 thematic studies between 1996 to 1999. This programme was aimed to:

- Provide technical information about sustainable coastal zone management, and
- Stimulate a broad debate among the various actors involved in the planning, management or use of European coastal zones.

In many of the outputs from the Demonstration Programme capacity building was identified as a necessary pre-requisite for initiating and implementing more holistic and coordinated responses to coastal issues as outlined by ICZM (see in particular Theme B report EC Demonstration programme on ICZM participation in the ICZM processes: Mechanisms and procedures needed - available at <http://ec.europa.eu/environment/iczm/themanal.htm>). This, and the ensuing Communication from the Commission to the Council and the European Parliament on "Integrated Coastal Zone Management: A Strategy for Europe" (COM/00/547 of 17 Sept. 2000) and proposal for a European Parliament and Council Recommendation concerning the implementation of Integrated Coastal Zone Management in Europe (COM/00/545 of 8 Sept. 2000 and adopted by Council and Parliament on 30 May 2002), formed the background for the COREPOINT project.

One particular aspect, among others, of ICZM capability lacking at the European level identified by COREPOINT is a lack of connection by stakeholders (including political representatives and the general public) with ICZM, often resulting from an absence of awareness within local authorities who have the day-to-day and immediate management of coastal zones. This is because ICZM is often considered as a non-core or luxury activity within local authorities dealt with on a project basis. Experts are temporarily recruited to oversee and implement specific projects so opportunity to develop in-house expertise is lost. Since the COREPOINT project commenced, capacity building has continued to be a major theme of project and programme ICZM activity within the EU, which is highlighted within the recently launched Commission Communication on the evaluation of Integrated Coastal Zone Management (ICZM) in Europe, COM(2007)308 final of 7 June 2007 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007DC0308:EN:NOT>). There is, therefore, a need to ensure the long-term integration of ICZM within Local Authorities by strengthening the capability of permanent staff directly involved in the coastal management process (e.g. planners, engineers, conservation officers); and by achieving the support of local



and regional politicians for the development and implementation of ICZM initiatives. ICZM must be championed from within local authorities to become a fundamental part of the spatial planning process. Developing capacity for ICZM has been a central tenet throughout many strands of the COREPOINT project and is the principle objective of Theme 6: **Attain excellence in ICZM for Northwest Europe**. This action aimed to build capacity for coastal management in NW Europe by educating decision makers and strengthening links between local authorities and university research centres under the umbrella of a series of NW Europe School for Coastal Management events.

This report focuses on the final structure of the Schools and provides a set of training presentations, along with training notes, that can be used to further disseminate the outcomes of this component of the COREPOINT project.

SECTION 2. CAPACITY BUILDING FOR ICZM

Two projects at the European level in particular have carried out, or are in the process of carrying-out, a review of capacity building:

1. The ENCORA project has its Theme 10 dedicated to capacity building (http://www.encora.eu/coastalwiki/Theme_10) and is producing a “Plan of Action” designed to be an advisory, indicative document, providing guidance and recommendations for the development and implementation of specific capacity building activity for ICZM across Europe.
2. The SPICOSA project has professional training as its Work Package 13 and forms the basis of capacity building efforts for coastal professionals (<http://www.spicosa.eu/index.htm>). It is producing a report that uses literature review, desk top analyses, interviews and discussions, a virtual workshop and a questionnaire, to identify the training needs of the European coastal management community with specific regard to the SPICOSA project.

An further review will only repeat these exercises and add little new of any substance. It is sufficient to note that these reviews have made/will make a number of observations that are pertinent to the way that capacity building has been designed and implemented within the COREPOINT project:

- a) Coastal professionals have a variety of training needs; ranging from general management skills to specific information and knowledge.
- b) The operational approach to training activities should continue with the widespread use of practical tools such as case studies, simulation exercises and fieldwork.
- c) The most significant barriers for coastal professionals engaging in capacity building are; cost, lack of focus and time.
- d) Quality control is essential to successful capacity building efforts and contributes to continuity of good practice and transfer of training experiences.



At the time of implementation of COREPOINT it was clear that there was a gap in understanding by many coastal professionals, who often work within specific sectorally focussed departments, how the coastal system functions as a single unit and how ICZM decisions can be made, taking into account the wide range of environmental, ecological and social factors that determine its performance. It was this consideration along with the points outlined above that led to the design of the COREPOINT Schools of Excellence in ICZM. The principle aim of the Schools were;

To offer an opportunity for Politicians, Local Authority employees and coastal practitioners to increase their knowledge of the benefits of ICZM in a manner that could track onto their “day” jobs.

The objective of the Schools was not to attempt to advocate replacement of existing procedures and processes, but to implant an additional approach that could begin to ensure the long-term integration of ICZM within local authorities by strengthening the capability of permanent staff directly involved in the coastal management process (e.g. planners, engineers, conservation officers). A secondary objective was to contribute to the support of local and regional politicians for the development and implementation of ICZM initiatives.

SECTION 3. NW EUROPE SCHOOL OF EXCELLENCE IN ICZM STRUCTURE

Over the course of the COREPOINT project, the schools have been focussed on developing an experiential learning event that could be replicated elsewhere to contribution to capacity building for ICZM at the European level. The purpose of the ICZM schools were to provide training to coastal management practitioners including local authority staff and councillors to increase awareness and expertise within local authorities towards ICZM. The intent of this approach was to promote the COREPOINT objective of sustainable management of coastal areas and to harmonise understanding of the Principles of Best Practice of ICZM for common implementation in NW Europe.

One of the outcomes of the EU Demonstration Programme on Integrated Coastal Zone Management this programme was a set of recommendations on a European Strategy for ICZM that included a set principles of integrated coastal management designed to ensure good coastal zone management, taking into account the good practices identified, inter alia, in the Commission’s demonstration programme on integrated coastal zone management. During the EU Demonstration Programme, a thematic Expert Group observed its 35 projects, and from them distilled eight principles that should form the basis of effective coastal zone management. Chapter II of the Recommendation lists these principles. They are given as they appear in the Recommendation below:

- a) a broad overall perspective (thematic and geographic) which will take into account the interdependence and disparity of natural systems and human activities with an



- impact on coastal areas;
- b) a long-term perspective which will take into account the precautionary principle and the needs of present and future generations;
 - c) adaptive management during a gradual process which will facilitate adjustment as problems and knowledge develop. This implies the need for a sound scientific basis concerning the evolution of the coastal zone;
 - d) local specificity and the great diversity of European coastal zones, which will make it possible to respond to their practical needs with specific solutions and flexible measures;
 - e) working with natural processes and respecting the carrying capacity of ecosystems, which will make human activities more environmentally friendly, socially responsible and economically sound in the long run;
 - f) involving all the parties concerned (economic and social partners, the organizations representing coastal zone residents, non-governmental organizations and the business sector) in the management process, for example by means of agreements and based on shared responsibility;
 - g) support and involvement of relevant administrative bodies at national, regional and local level between which appropriate links should be established or maintained with the aim of improved coordination of the various existing policies. Partnership with and between regional and local authorities should apply when appropriate;
 - h) use of a combination of instruments designed to facilitate coherence between sectoral policy objectives and coherence between planning and management.

Since the publication of the Recommendation in 2002, the principles have become a standard guiding outlook for the assessment and evaluation of activity conformity to overarching principles of ICZM. It follows, therefore, that awareness and comprehension of the underlying doctrine that shapes these principles is a key requisite for those charged with implementing coastal activity in an “ICZM” compliant manner. However, it is apparent that within coastal professionals there are varying interpretations and understandings of ICZM across Europe and in particular the meaning and direction imposed by the eight principles.

The Schools of Excellence in ICZM therefore developed with a primary goal to ensure that the principles be better communicated to foster a more coherent and effective implementation of ICZM.

Over the course of the COREPOINT project, six schools were held: Cork (March, 2005), Cardiff (July, 2005), Gent (February, 2006), Ulster (June 2006), NE England (2007) and Wales (2007). The programme and content of the schools evolved over the course of the lifetime of the COREPOINT project, although always centred on a series of lectures and case study presentations that drew on the wealth of experience from other project partners. This evolution led:



1. To a progressive reduction in formal lecture-style content of the school and an increase in opportunity for **discussion and delegate participation**, and
2. Towards a more **uniform and systematic style** and structure to presentations – in particular the case studies illustrating the 8 EC ICZM Principles of best practice.
3. To embedding the **ICZM Principles and European perspectives** of coastal management within the context of the work environment.

The final structure for the schools is given in Table 1. Each school was timed to run over a one and half day period and included a mixture of presentations, discussion and field visits all structured around the EU identified eight principles of ICZM.

Table 1: Final overall structure and sequence of course content for the COREPOINT NW Europe School in Excellence in ICZM.

Title	Comments
Introduction to ICZM and European approaches	Presentation
Building the jigsaw of ICZM – an interactive exercise	Group exercise/Discussion
Implementing coastal management at the local level: The management of Sefton Coast	Presentation/Discussion
Case Study Presentations – ICZM Principles (x3)	Presentation/Discussion
Fieldtrip 1 – Demonstrating 1 of ICZM Principles	Fieldtrip/Discussion
Case Study Presentations – ICZM Principles (x3)	Presentation/Discussion
Fieldtrip 2 – Demonstrating 1 of ICZM Principles	Fieldtrip/Discussion
Implementing coastal management at the regional level	Presentation/Discussion
Conclusions	Discussion

Mindful of the purpose and goal of the schools, and with consideration of the Local Authority-level focus for the capacity building exercise, there are a number of significant points around this structure that form general “pointers” for capacity building in ICZM and which led to specific responses in the design of the schools (shown in *italics*):

1. Practitioners react best to, and take away more positive messages from, practical experiences of others who have been involved in the management of coastal issues rather than “academic” evaluations and deliberations.

Therefore, the training in the schools was delivered by a team of trans-national experts, from within the partner group of COREPOINT, who had been directly involved in coastal projects usually working within or alongside coastal agencies.

2. The learning experience for practitioners is enhanced if they are presented with materials and image that they can directly and immediately associate to their every day experiences and “day job”.

Case studies and field visits of “real” examples of coastal management explained and described in the context of the ICZM principles has a greater impact, in contrast to a focus directly on the ICZM principle itself illustrated with some practical examples.

3. Often practitioners are relatively unaware of others either within their own agency or



from other sectors in terms of their approach and/or remit to coastal issues.

Even when held in a local setting, it is a mistake to assume familiarity in any aspect between participants. An ice-breaker exercise – here the Jigsaw – is necessary early on in a training course both to begin a rapport between participants and promote exchange of views and perspectives to coastal issues.

4. Practitioners tend to consider that what they already do within their job remit is ICZM and wonder why something “new” is being fostered upon them.

*It is important that a connection is made between existing perceptions of job remits and activity and the **added-value** that new approaches can make to overcome existing weaknesses and barriers to effective and successful fulfilment of alleviation and mitigation of coastal issues. ICZM should not be viewed as an alternative or replacement to existing management structures and procedures – or as an additional layer of legislation and administration. Indeed it is often the case that at least some of the principles are already being practiced in some form within existing activities but without the somewhat formal designation provided by the EU Recommendation text. A presentation/discussion by a local authority partner to illustrate the benefits that can accrue from inculcating the concept of the EU ICZM principles is important. Such a presentation can provide strong underpinning to the introduction of the eight ICZM principles.*

5. Practitioners are usually focussed on their own level of involvement with coastal issues and do not always see a need to relate their experiences and actions with any other level of activity – in particular how a local level issue may have some connection and relatedness to a degree of regional context.

It is important that once the EU ICZM principles have been introduced they are not left “hanging in the air”. A presentation that provides a wider context for the principles and the relationship between local level considerations and higher regional perspectives is important.

These points significantly influenced the final structure of the schools, their content and structure. The final set of school materials accompany this report as copies of PowerPoint™ presentations, with guidance notes, for each of the EU ICZM principles along with those made for the complementary sessions around the principles (see Table 1). During the actual delivery of the schools at least two of the principles were demonstrated as field visits to illustrate practical examples of its application to assist in addressing a coastal issue.

It is not the intention that these presentations and notes should be directly used by trainers unfamiliar with the case study sites used or specific examples used. However, they can be used to inform and provide supplementary material for the design and execution of future capacity building efforts.



SECTION 4. CONCLUSIONS

Training and capacity building are much advocated in projects and programmes for ICZM. However, there is little documented evidence whether and how such activities contribute to enhanced capability within executing individuals and/or agencies to address coastal issues. For the COREPOINT project a selection of participants to the schools were contacted six to nine months post training to assess the impact of the experience and it was clear that design of the training with the above points in consideration had had a number of distinct achievements:

- Attendees found the case studies in particular, illustrating real examples of coastal issues, a useful experience, and the opportunity to exchange ideas and experiences from across Europe beneficial. Another interesting outcome was a realisation that the Principles and practices of ICZM can be used for other planning processes and methodologies.
- Attendees had gained an insight and taken back to their workplace ideas of how Principles and practices of ICZM can:
 - a. Help in finding workable solutions to coastal issues, as an ICZM approach is relevant to many existing management processes
 - b. Demonstrate the need to work with natural processes and inculcate strong connections and links between marine- and land-based spatial planning, as well as the need to recognise the intricate and interconnected relationship between human and natural dimensions to coastal issues and activities; and
 - c. Provide an awareness for the need of a policy framework that explicitly includes combined marine and land spatial planning in the context of ICZM with inclusion vertically and horizontally of all actors.
- Attendees found that the Schools had given them a better understanding of the obstacles, conflicts and consequences of a lack of integration within management efforts to address coastal issues. In addition, attendees found that they were attempting to work in a more inclusive manner across sectors and departments, and build new and more inclusive local networks.

The main take home message is that training for ICZM can work and have significant impact on the behaviour and performance of professionals associated with the management of coasts. However, the lasting experience from COREPOINT is that this achieved by in-depth and rigorous adherence to an analysis of the background and needs of the intended beneficiaries of the training, as well as their feedback – and not strict piety to what the trainer thinks attendees absolutely must know, which turns such training events into a quasi academic event.



APPENDIX 1. THE COREPOINT SCHOOL OF EXCELLENCE IN ICZM

This appendix contains examples of each of the presentations made during the COREPOINT schools as set out in Table 1 above. During the schools at least 2 of the case study presentations were replaced by a field trip to a site well known to local participants where one of the principles could be demonstrated “in action” or where the principle could be shown to provide added value if it were to be implemented.

The presentations have a set of accompanying notes prepared by their authors to provide background and information relevant to the content. The style of these notes varies in format and detail as they are not designed as a script to the presentations but to aid anyone who wants to use the structure and nature of the content to facilitate putting together a similar capacity building exercise. One of the principles (6 – Involving all parties) is provided in two versions to illustrate how different cases can be used to illustrate a common principle. During the course of the COREPOINT schools some of the presentations were used at different times to illustrate different principles.

The presentations available (viewable by clicking on the links) are:

1. [An Introduction to ICZM and its European context.](#)
2. [The Jigsaw exercise](#) – used as an icebreaker and to illustrate how different backgrounds and experiences can make working in an ICZM context difficult.
3. [ICZM at a local level](#) - the coincidence of a local authority working situation with EU ICZM principles.
4. [Case study 1](#) – a broad overall perspective.
5. [Case study 2](#) – a long-term perspective.
6. [Case study 3](#) – adaptive management.
7. [Case study 4](#) – local specificity.
8. [Case study 5](#) – working with natural processes.
9. [Case study 6\(i\)](#) – involving all the parties concerned.
10. [Case study 6\(ii\)](#) – involving all the parties concerned.
11. [Case study 7](#) – support and involvement of relevant administrative bodies.
12. [Case study 8](#) – use of a combination of instruments.
13. [ICZM at national to regional level](#) - the relevance and application of EU ICZM from local to national and regional contexts.

