

## PROJECT: Building a Blue Future for Ecosystems and People on the East African Coast (Blue Future)

Training of trainers on Environmental and Social Management Systems (ESMS), Basic Needs Survey (BNS) and Natural Resource Governance Tool (NRGT)

### ACTIVITY REPORT



Nacala, March of 2023

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## LIST OF ACRONYMS

Abbreviation or term	Definition
APMs	Marine Protected Areas
ADNAP	National Fisheries Administration
ADPP	People-to-People Development Aid
AMA	Associação do Meio Ambiente
APGC	Community-Managed Fishing Areas
ARR	Resource Recovery Area
BAF	Blue Action Fund
BF	Blue Future project
BNS	Basic Needs Survey
CCP	Community Fishing Council ( <i>translated from: Conselho Comunitário de Pesca</i> ).
DCB-UEM	Department of Biological Sciences, Eduardo Mondlane University
ESMS	Environmental and Social Management Systems
FPIC	Free, Prior, and Informed Consent
InOM	Oceanographic Institute of Mozambique
KBAs	Key Biodiversity Areas
MIMAIP	Ministério de Mar, Águas Interiores e Pescas
MTA	Ministério da Terra e Ambiente
NRGT	<i>Natural Resources Governance Tool</i>
ProAzul	Blue Economy Development Fund
SDAE	District Economic Activities Service
SPAÉ	Provincial Service of Economic Activities
WCS	The Wildlife Conservation Society
EEZ	Exclusive Economic Zone

## 1 CONTEXTUALIZATION

The East Coast of Africa, including Mozambique, contains some of the most biodiverse marine systems in the world, with mangroves, seagrasses, and coral reefs constituting ecologically interconnected systems that support the livelihoods of millions of people. The World Bank has identified Mozambique as a nation where mangrove protection can significantly protect its coastline, which is highly vulnerable to the effects of climate change. The Ministry of Land and Environment (MTA) and the Ministry of Sea, Inland Waters and Fisheries (MIMAIP) are committed to expanding the national network of Marine Protected Areas (MPAs), which currently cover about 2.1% of the country's Exclusive Economic Zone (EEZ). In 2019, Mozambique joined the High Ambition Coalition, which pledges to protect at least 30% of the land and sea by 2030, and for now, the government is looking to protect 10% - 12% of the country's marine area as soon as possible. MIMAIP has recently set out three strategic lines of action to achieve these goals: i) accelerate any ongoing processes to create new MCAs; ii) analyze local community initiatives to establish community-managed fishing areas and assess their potential to become MPAs; and iii) use Key Biodiversity Areas (KBAs) as priority areas for formal protection.

Aligned with these strategies, WCS has been leading, in partnership with the Government of Mozambique, through the MTA and MIMAIP, projects that aim to contribute to the achievement of national and international biodiversity targets, namely, the project that identified and mapped 29 KBAs in the country, 4 of which are marine and 9 coastal; and the project “Building a Blue Future for Ecosystems and People on the East African Coast (Blue Future)”, funded mainly by the Blue Action Fund (BAF), which aims to develop a proposal, to be submitted by the Oceanographic Institute of Mozambique (InOM) to the Government, for the establishment of a new Marine Conservation Area (MPA) for sustainable use, between the districts of Memba and Mossuril (with a minimum of 1000 km<sup>2</sup>, potentially reaching 7000 km<sup>2</sup>), respectively.

In this context, BAF supported the Blue Future Project to organize a training of trainers on Environmental and Social Management Systems (ESMS), Basic Needs Survey (BNS), and Natural Resource Governance Tool (NRGT) at the ADPP Professional School and Blue Future Project offices in Nacala, between November 8 and 18, 2022. This training aimed to ensure that the teams in the marine and terrestrial areas are comfortable implementing social safeguards such as Free, Prior, and Informed Consent (FPIC), Access Restriction Mitigations, and Grievance Redress Mechanisms (GRM) within a Rights-Based Approach to Conservation, and can identify all relevant stakeholders, processes established to track stakeholder engagement throughout the life of their projects. The training also featured a short session where participants were trained on basic health first aid procedures.

## 2 OBJECTIVE

- Ensure that teams are comfortable implementing social safeguards (ESMS, BNS, and NRG T tools) during the life of the project.

SUMMARY TABLE - ESMS, BNS AND NRG T TRAINING	
LOCATION	ADPP Nacala - Via Burano 6b, Bairro Muzuane, Mutiva Administrative Post, Nacala 00400, Mozambique, in the library of the professional school and in the BF offices (reference point: Casa de hóspedes Muzuane)
DAYS	November 8th to November 12th November 14th to November 18th November 13th break
SCHEDULE	November 8 <sup>th</sup> , 9am to 5pm November 9 to November 11 and November 14 to November 17, 8am to 5pm November 12 and November 18, 8am to 12pm
LANGUAGE	English language training with on-site translation

## 3 TRAINING ATTENDANCE

A total of 32 participants (see list of participants in Annex 1), from the partner institutions of the Blue Future (BF) project, namely, Ajuda de Desenvolvimento de Povo para Povo (ADPP), Biological Science Department of the Eduardo Mondlane University (DCB-UEM), Associação do Meio Ambiente (AMA), InOM, National Fisheries Administration (ADNAP) at the Nampula Province level, local fisheries extensionists of the District Services of Economic Activities (SDAE) of Mossuril and Memba districts, WCS regional staff, and WCS staff allocated in the Niassa National Reserve, have been trained and have skills to implement social safeguards in their project implementation areas (**Error! Reference source not found.**).



Figure 1: Participants with their training completion certificates.

The training was intended to train institutions and field personnel who can teach other people during project implementation. Table 1 shows the institutions and the number of people trained (see detailed list in Annex 2).

Table 1: Training attendance

Type of entity	Institution	N.of attendees
Government	Instituto Oceanográfico de Moçambique (InOM)	2
	National Fisheries Administration (ADNAP), Nampula Delegation	1
	District Economic Activities Service (SDAE) of Mossuril	2
	District Economic Activities Service (SDAE) of Memba	2
Academia	DCB-UEM	2
NGOs	ADPP	6
	AMA	3
	MozTarget	2
	WCS – Indonesia	1
	WCS – Regional	1
	WCS – Mozambique Marine Program	4
	WCS – Niassa Reserve	3
Trainers	WCS – Wildlife Conservation Society	3

### 3.1 TREINERS

The training was mainly led by:

- Heidi Kretser, Cientista Social de Conservação, Equipe Global Rights + Communities
- Diane DeToeuf, Equipe Global Rights + Communities + Conservation Technology

In addition to the participants from Mozambique, the training was attended by: **Michelle Wieland** - Director of Rights + Communities, Africa; **Simon Mwangi** - Social Safeguards Coordinator for East Africa; and **Fitria Rinawati** - Rights + Communities, Indonesia, who joined the training to add their perspectives and experiences.

## 4 TRAINING IMPLEMENTATION

The training took place in the library of the ADPP Professional School and in the BF project offices in Muzuane Neighborhood in Nacala, between November 8 and 18, 2022. This training, lasted 10 days, including a rest day (November 13th) (detailed agenda in Annex 2). Topics covered included: i) an overview of Social Safeguards and Conservation Social Science; ii) Conceptual Modeling; iii) Stakeholder Identification and Involvement, Gender and Inclusion; iv) Free Prior and Informed Consent; v) Facilitation and interaction with people; vi) Mitigation of Access Restrictions; vii) Grievance Resolution Mechanisms; viii) Communication, Social Marketing of Conservation; ix) Basic Needs Research; x) Natural Resources Governance Tool and; xi) KoboToolBox. In addition, all participants received 2 hours of training in First Aid.

The course materials were adopted and improved from existing WCS Conservation Social Sciences and Social Safeguards Trainings. Due to the many online training sessions offered during the pandemic, the course materials were adjusted for in-person training. The course also benefited from the revision of, adjustment, and addition of facilitation techniques that fostered participation, inclusion, and understanding of the quality content in the course as provided by Liminal Facilitation (Chad Foulkes) and Tangent Consulting (Geoff Brown) in an online training for the WCS Southeast Asia Team given in October 2022. In addition, this opportunity was used to share training approaches and refine techniques for future training.

The course was taught in English with slides in Portuguese and two Portuguese translators. The approach involved a combination of lectures, hands-on activities, and interactive sessions. Building on the work of Liminal Facilitation and Tangent Consulting, we integrated "experience first - then explore - then explain" throughout the course to understand the content and its usefulness in the field. Optional homework assignments were provided for practice. Heidi led the training in all content except BNS, KoboToolBox and NRGD which were led by Diane Detoef and First Aid which was led by Claudia Manaquenl, a staff member at a local health care facility.

The last day of training differ significantly from the rest of the course content and modeled new facilitation processes for the participants that focused on reviewing the material and transferring responsibility for learning and co-creation to the participants. All participants received certificates in a short graduation ceremony.

### ➤ Day 1

#### 4.1 Opening session of the training

The opening session of the training was marked by a round of interactive presentations of the participants, followed by a general presentation of the Blue Future project made by WCS Marine Program Director, Hugo Costa. He presented an overview of the project, its objectives,



beneficiaries, activities, and impacts foreseen by the project, and its social and environmental safeguards (Figure 2). Also in this session, the presentation and review of the objectives of the training was done, as well as the overview of the agenda.



Figure 2: Hugo Costa - WCS Marine Program Director, during the general presentation of the Blue Future project

#### 4.2 Introduction to Social Safeguards and Social Science of Conservation

In this topic, the trainer Heidi Kretser (Figure 3), introduced about social safeguards, explaining the different types of safeguards and their importance in the rights-based conservation approach. The trainer took this moment to introduce the team that makes up the WCS Safeguards framework (see details [here](#)).



Figure 3: Heidi Kretser, the Lead Trainer, during the introduction on social safeguards

### Group Exercise 1

#### Task: "Identifying safeguards and their key aspect (Rights-based conservation approach)"

After the introduction on social safeguards, the participants were divided into seven (7) groups so that each group could identify a possible safeguard written on cards distributed by the instructors. Then, they were asked to identify the key aspect safeguarded and raise a question that the group would like answered during the training. A representative from each group was asked to present the results (see table 2).

Table 2: Results of Exercise 1 in Group

Group	Safeguard	Key aspect	Question to be answered during the training
1	Environmental and social impact assessment	Advocates that communities should be involved from the beginning	What is the approach to women's involvement, considering their role in the household?
2	Free, Prior and Informed Consent	People in the community should make their own choices and should know things or information happening in advance; and communities should have their say and document their opinions.	What are the steps or moment it is essential to observe the safeguards.
3	Access Restrictions	This safeguard aims to prevent and safeguard the people affected by the project.	How to identify emigrant beneficiaries and how to include them in safeguards actions.
4	Grievance Resolution Mechanisms	People should be informed about the mechanism, including how it works; the procedure for filing complaints; how people should feel comfortable filing complaints; and the anonymity of the complainant	To what level does the project have the responsibility to provide the answer?
5	Conservation Principle and Human Rights	Must be to establish harmony between nature and man	What are the principles of conservation and human rights for, and how to balance.
6	Institutional Review Board	Respect the decision to conceal the identity of the person we are interacting with in the Community. Ensure that the right to freedom is respected	How is this safeguard implemented and how to know if it is being implemented in the best way?
7	Displacement Policy	Displacement must be voluntary and by consent	How displacement can be beneficial in environmental and socio-economic aspects for communities

### 4.3 Training on Conceptual Modeling

The trainer gave an overview of Conceptual Modeling and how to apply this tool during the process of preparing and facilitating meetings with communities or in the field. The methodology used for a better understanding of this topic consisted of a series of exercises in plenary and in groups, which gave the participants the ability to: i) evaluate the preferences and differences of viewpoints of various entities (which can be community in the concrete case), about a certain discussed subject; ii) identify complex problems and ways to find answers or solutions to such problems (positivism); iii) to obtain deep understanding of truths or thoughts of various parties involved in a certain subject (Constructivism); and iv) to evaluate values and possible behaviors during facilitations (Figure 4).



Figure 4: Working groups, during the conceptual model building exercise.

#### ➤ Day 2

### 4.4 Identification and Analysis of Stakeholders

The trainer explained the aspects to be taken into account in the process of identifying stakeholders (those who affect and those who are affected) that will be involved in the implementation of different projects, including: i) the importance of identifying the focus or objectives of the interventions in question in order to understand which stakeholders will need to be involved; ii) techniques to be used in identifying stakeholders; and iii) methods for prioritizing stakeholders. Heidi pointed out that in order to identify stakeholders it is necessary to analyze various points of view and consult different sources at different stakeholder scales (regional, national or local), which may be related to the problem that is to be solved.

A group exercise was conducted, already in the second week of the training, where the participants were divided into groups, according to their provenance (Memba, Mossuril or other location), so that, given the Blue Future Stakeholder Matrix, each group could identify which stakeholders should be involved, engaged and/or consulted in the scope of the Blue Future project implementation.

### 4.5 Gender Integration

In this component, the mechanisms of gender inclusion in stakeholder identification were explained and tools for gender mainstreaming were presented. It was also discussed about

gender equity and equality aspects and their differences, as well as how the sex of the person involved can influence gender equity and equality without jeopardizing human rights.

#### 4.6 Community involvement

In this topic, participants were formed about the different ways communities can be involved in problem solving. Here the levels of community involvement were described and grouped according to the type of stakeholders to be involved in a project.

#### 4.7 Free, Prior and Informed Consent (FPIC)

It was explained to all trainees about each term that makes up FPIC and how each aspect is applied in project life. Hugo Costa explained that for the specific case of the Blue Future project, FPIC as such will not be applied, as this approach is intended for indigenous peoples. In Mozambique, there are only Local Communities, so a similar approach to FPIC will be adopted.

A hands-on exercise was conducted in groups so that participants can gain mastery of the FPIC protocol or steps and gain knowledge about how each step of the FPIC process will be relevant during project implementation.

### ➤ Day 3

#### 4.8 Interaction with People

In this topic, Heidi explained about the different ways of interacting with people that can be observed during project implementation (detailed presentation available [here](#)). To consolidate this topic, a group work was performed, where the participants had to list on a paper divided in half, all the negative aspects that should be improved, and on the other side, list all the positive aspects that should be reinforced when conducting a meeting to ensure better interaction with people. After this exercise, each group presented their results (Figure 5), and a quick assessment was made of the aspects that the groups agree are fundamental to be improved or reinforced in meetings with project stakeholders.



Figure 5: Moment to present the results of the exercise about interacting with people.

The need to adopt audio-visual media (images, documentaries, posters, theaters) as tools to improve interaction and information transmission in the project communities was highlighted.

#### 4.9 Facilitation

In this topic, the concept of Facilitation was established, as well as the Facilitator in a conservation approach. It was explained what position a facilitator should take in a community facilitation (neutral facilitator) and what aspects should be taken into account in order to achieve the desired results (see details [here](#), slides 24-40). In order to ensure that all participants are aligned on this issue, a group exercise was conducted in which one member of each group had to simulate a facilitation considering possible observable behaviors in the community.

#### 4.10 Organization structure of the ESMS of the Blue Future project

After the training on the community facilitation process, Hugo Costa reminded participants about the ESMS structure for the Blue Future project (**Error! Reference source not found.**), including the WCS entities that may provide support to the project in the future (see details [here](#), slide 2).



Figure 6: Hugo Costa (WCS Marine Program Director), showing the organization of the ESMS of the Blue Future project

#### 4.11 Access Restriction Mitigation

In this topic, participants were trained on the types of access restrictions and related impacts. It was also, explained about the structure of the access restrictions mitigation process, including the components of a Mitigation Process Framework (see details [here](#)). A brainstorm was held among the participants to identify possible constraints that may exist in the project implementation process.

After brainstorming, groups were formed to jointly identify different issues related to access restrictions, which would be clarified by the trainer. Table 3 presents some key issues that were raised and their clarifications.

Table 3: Key questions raised by participants and the respective clarifications

Group	Question	Clarification.
1	What work must be done in the community and with the stakeholders for the target group of restriction to get their benefits?	One can choose to implement livelihoods, and one can invite other partners to support. People can get a welfare benefit - before all this, a free and informed consent must be made.
2	How can restriction mitigation measures work?	
3	If there are migrating fishermen, who should be covered by the situational analysis of the area to be protected?	
4	How should the communities (A and B) that created the APGCs treat the remaining communities near the created area?	It must ensure the inclusion of all communities by promoting a management committee.
5	What are the next steps after listing the restrictions during the MPA creation process?	Look at the impacts and look at whether these impacts affect someone at 100% or not, and evaluate how to compensate to this impact, if it is 100%, we can consider the ways to dam that MPA or review the restrictions or aspects that were considered for the selection of the area.

➤ **Day 4**

**4.12 Grievance Repair Mechanisms (GRM)**

It was done an introduction on the science of GRM, and the steps and methods of the grievance submission process, including the type of data needed, as well as the stages of raising awareness about the mechanism throughout the project. A brainstorm was held to seek ideas on means of outreach and making people aware about the grievance redress mechanism.

The participants were trained on how to register a complaint through an online form prepared by WCS ([Kobotoolbox](#)). including how it is filled out and who should fill it out. Some suggestions were made regarding the form, such as including questions related to gender aspects.

**4.13 Complaints Resolution**

In this session, participants were trained on the main steps of complaint resolution that include investigation, documentation, monitoring, and communication. This topic included a group exercise where participants had to respond to complaints about an imaginary flying shark project.

## ➤ Day 5

### 4.14 Communication Science

In this topic, an overview was given about communication science, including its framing in project implementation. Also in this topic, it was introduced about message boxes, which are considered crucial to communicate a problem to a target group. The participants were trained in more detail on, i) how message boxes can work for a project implementer; ii) how will you use it? and ii) what are the possible challenges in communication.

After the brief contextualization about the message box, a group exercise was conducted, where each group was to use the message box to report a problem, solutions, benefits, etc., to an imaginary target group. After the exercise, a plenary discussion was held to explain "How the message box worked for each group", and "How you could use this message box in your work".

### 4.15 Conservation social marketing - involving people in behavior change.

Heidi gave an overview about conservation social marketing, as well as explained about the two approaches used in conservation social marketing, namely, i) conveying a given information through a regulatory signal (talks about the laws) and ii) through behavior-based messages (illustrating outcomes). Also on this topic, the participants were trained on the main steps that subdivide the conservation social marketing process (detailed presentation available [here](#)).

After the training on social marketing and conservation, space was set aside in the day's agenda to do a brief review on the topics learned throughout the week.

## ➤ Day 6

### 4.16 Basic Needs Survey (BNS)

In this session, trainer **Diane DeToeuf** introduced the Basic Needs Survey (BNS) and highlighted the importance of this tool as a measure of community well-being. The session included a detailed explanation of the main steps of the BNS (detailed presentation available [here](#), slide 4).

After the introduction of this topic, the participants were divided into three groups, where in each group there would be a facilitator and a note taker. The other members of the groups played the role of target group, where interviews with these target groups were simulated in order to make a survey of the basic needs of these target groups. After this exercise, each facilitator explained in plenary the challenges they had during the interview and shared what best practices they considered during this process. Each group shared what criteria they used to identify basic needs and together, the participants grouped the basic needs according to the criteria for classifying goods and services (Figure 7).



Figure 7: Moment when the participants grouped the basic needs according to the criteria for classifying goods and services

Once this exercise was done, under **Diane DeToeuf's** facilitation (Figure 8), the BNS questionnaire was presented and tested with the participants, where several sections were divided according to the groups and each group was explaining what their section was about. During the test, the participants had the opportunity to follow all the steps in the interaction with the [KoboCollect](#) application, until the submission of the completed form.





Figure 8: Diane DeToeuf - Test moment of filling out the form with the participants.

➤ **Day 7**

the activities of this day started with a one-hour course in basic first aid procedures (Figure 9). The course was provided by *Cláudia Namaquenl, Nurse and Professor at the Nacala Institute of Health Sciences.*



Figure 9: Nurse Cláudia Namaquenl - Moment of practical demonstration of basic first aid procedures

After the training and basic first aid procedures, a summary was done on the difficulties about the survey simulation the day before, and the practical exercises in KoboCollect continued. The participants were divided into groups, each of which was assigned the task of entering specific information into the form, including introductory data; households; livelihoods; and list of goods and services, and submitting the completed form. Following this exercise, the participants had the opportunity to learn how to calculate the household welfare index as well as measure the impact of the project based on the data obtained from the surveys in the target and control communities.

#### 4.17 Natural Resource Governance Tool (NRGT)

In this session, **Diane DeToeuf** gave an overview of the NRGT (Figure 10), where she explained its concept and importance in the decision-making process regarding access to and use of natural resources. In this component, **Heidi** added about good governance of natural resources, the attributes of good governance, as well as the NRGT Steps (detailed presentation available [here](#)).

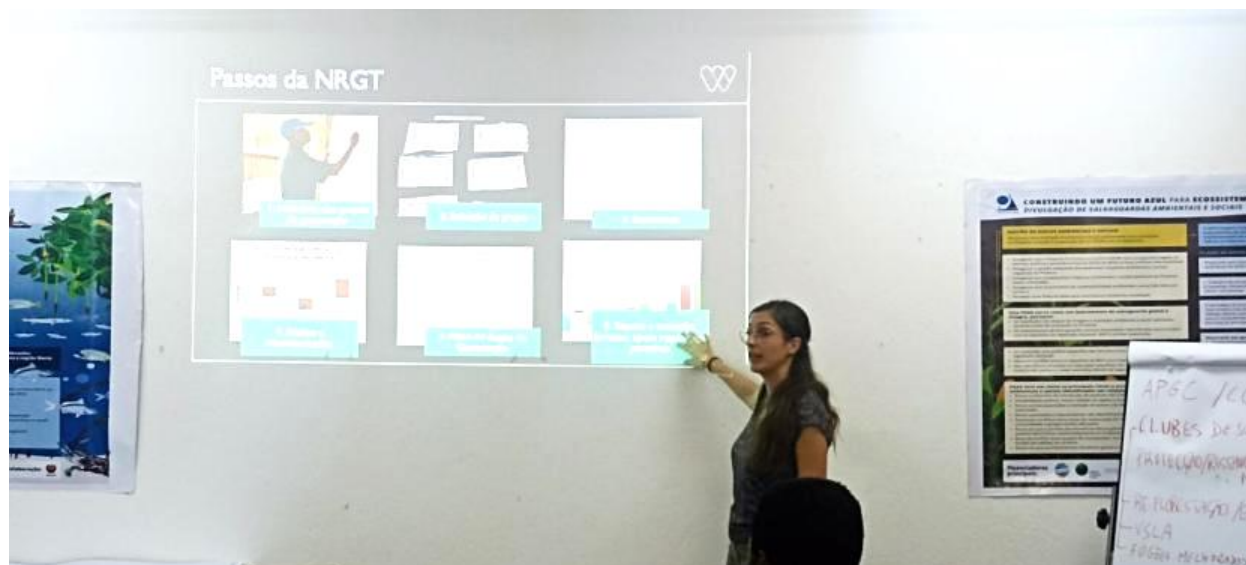


Figure 10: NRGT training moment

A practical group work was carried out, where the participants were asked to sketch the map of the Blue Future project area that is of their provenance and indicate the governance groups and their governance areas (Figure 11)

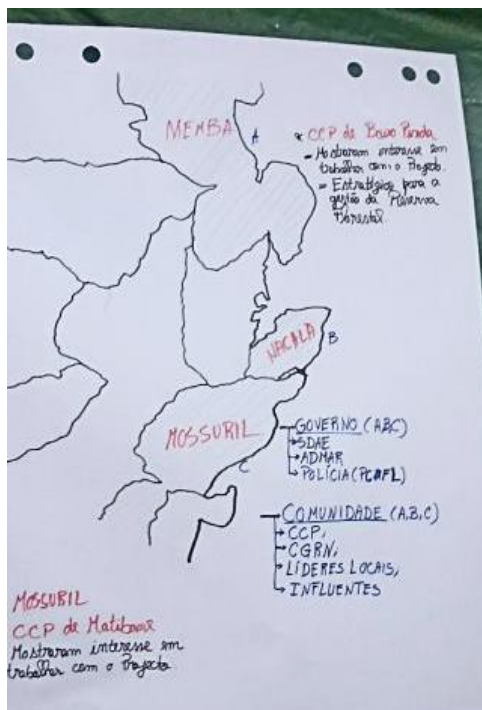


Figure 11: Example of group work to indicate Natural Resource governance groups and their governance areas.

### ➤ Day 8

The day started with an exercise in pairs, where the participants gave each other a brief summary of the topics learned the previous day, based on the questions **Diane** indicated.

#### 4.18 Improve data collection with KoBoToolbox

In this topic, **Diane DeToeuf** began by giving a background on the KoBoToolbox platform, including its computer specifications and the advantages of using this tool over paper surveys. Diane trained participants on using this tool for data collection, from installing the application; creating an account; creating new forms; collecting data to submitting completed forms or data (detailed presentation available [here](#)).

In practice, the participants accessed *KoBoToolbox* on their smartphone devices via the link, <https://ee.kobotoolbox.org/x/OWOM8YCP>, to practice creating forms and filling out the NRG T questionnaire.

### ➤ Day 9

#### 4.19 Environmental Safeguards

**Heidi Kretser** gave a general review about the environmental safeguards' component, explaining the importance of these safeguards for several projects, especially for the Blue Future project. Also in this scope, **Heidi** explained about the Environmental and Social Safeguards Code of

Practice (ES COP), as well as the working areas of application of the ESCOP. Also covered, although with little emphasis, about the Safety Management System, including the person responsible for the Safety Management System (more details available [here](#)).

#### 4.20 Documentation

Regarding this topic, **Heidi Kretser** reminded all participating partners about the documentation rules established by the Blue Action Fund (BAF). In this context, she presented on the forms of documentation for each aspect related to ESMS, including, i) Documentation for Stakeholder Engagement; ii) Documentation for FPIC; iii) Documentation for Mitigation of Access Restrictions and Complaints; iv) Documentation for Grievance Redress Mechanisms; and v) Reporting, as described in the "BAF Documentation Guide for Environmental and Social Monitoring Systems available [here](#).

## 5 CLOSING REMARKS

As closing remarks, the **Blue Future Project Director, Carlos Meirinhos**, referred that the idea was to create knowledge in all the participants in order to train the other beneficiaries of the project. He also mentioned that he hopes that all participants will carry the knowledge acquired in this training to their work and projects. Therefore, it is important to keep in touch and not hesitate if trainees have questions regarding what was learned during the training as well as the implementation of the project. WCS sent some guidelines, including a checklist of things that need to be done days after, in order to be able to report back to the donor within the given timeframe.

**Carlos** underlined that it is important to know that we all go through all the paths and steps required by the project in coordination. Methodologies are not static, they change, the important thing is to communicate, and if we are a team we help each other to solve any issue.

### 5.1 Feedback from participants

- i. The methodology used by the facilitator was inclusive and consistent. This allowed all participants to actively contribute and gave us the chance to learn from each other and share experiences.
- ii. The training was intensive, but with the dynamics and strategies used, especially the practices used helped to better understand the content.
- iii. There is an increasing need for facilitative training and interaction throughout the life of the project and after the project.
- iv. It helps to have a different perspective and improves the perception of how the community may react to certain decisions and/or approaches being taken.
- v. The training was an opportunity to interact with colleagues during group activities. This allowed us to have a new horizon for various situations.

## 5.2 Recommendations for future trainings

- There must be more collaboration. Because it is known that this project is one of the biggest in the country, looking at its macro-objective. It is a very big responsibility for everyone. Therefore, the capacity building of the team must be strengthened.
- Improve the contents covered and bring those closer to the Blue Future, mainly linked to the creation of a Marine Conservation Area.
- Include a practical component, where we can identify a local community and simulate a job that we learn here, in order to increase the interaction with the local community.
- Whenever possible, we should consider teaching the course in the local language or one that is easy for everyone to understand (Portuguese) to avoid the use of translators, as a lot of time is lost in translation. Therefore, it will be important to organize Training of Trainers sessions with English speakers and then these trainers adapt the tools to other languages.
- Access to post-course support is a great way to increase the likelihood that people will put what they have learned into practice. Sometimes participants may have questions to help their practice and seek further support to review or design and implement social safeguarding tools. Mechanisms should be identified and provided to participants to support changes in their practice. Participants are encouraged to contact **Heidi, Diane**, the Regional Safeguarding Team, **Ririn** from Indonesia, or any of the course participants to continue discussions and learning through implementation.
- WCS could also consider reviewing other courses (online or face-to-face) to look for ways to include participatory and inclusive facilitation practices to enhance learning, knowledge retention, and willingness to apply the learnings beyond the course.
- A stand-alone course that provides a deeper dive into facilitation could benefit WCS staff who are integrating Human Rights-Based Approaches, creating a network of highly skilled staff who can build the capacity of others on their teams and create meaningful dialogue with all Indigenous Peoples and Local Communities, as well as other partners at a project site. Participants in facilitation trainings could become a facilitation Community of Practice that creates real value to transform the way WCS does conservation.
- Strengthen coordination between the project and the local government as well as other relevant entities.
- The project team should collaborate with the Government to better implement their project in the community.

## 6 DEFINITION OF THE NEXT STEPS

Table 4: Summary of next steps

#	Description	Responsible
1	Develop a Risk Management Plan and discuss with all partners about its communication	
2	Send all participants some guidelines, which include a checklist of things that should be done soon as part of the Blue Future project.	WCS
3	Channeling funds to the actual start-up of activities in the field	WCS

## 7 Annexes

### 7.1 Annex 1: Training agenda

#### WEEK I

Tuesday, November 8: Day 1 (Starts at 9am)

- **Introduction to the Course and Social Science of Conservation**

*OBJECTIVE: To get to know each other, the instructor, and the training process.*

- **Conceptual Modeling and Stakeholder Identification and Analysis**

*OBJECTIVE: Ensure that teams have created a mind map of the project and identified all relevant stakeholders. Teams collectively understand the role of each stakeholder and the level of involvement required throughout the life of the project.*

Wednesday, November 9: Day 2.

- **Introduction to Social Safeguards/Engagement with Communities and Local People**

*OBJECTIVE: To understand the different levels of engagement*

- **Interacting with People and Facilitation Training**

*OBJECTIVE: Develop facilitation skills for effective interactions with stakeholders individually and within a group setting.*

Thursday, November 10: Day 3.

- **The Science of Communication**

*OBJECTIVE: Explore various ways of thinking about the science of outreach and communication to improve conservation*

- **Adhere to free, prior, and informed consent for the life of a project**

*OBJECTIVE: Understand the fundamentals of free, prior, and informed consent and how to implement it throughout the life of a project*

- **Mitigation of Access Restrictions**

*OBJECTIVE: Develop trust-facilitating dialogue about Access Restriction Mitigation Processes*

Friday, November 11: Day 4.

- **Minimum Standards for Human Research Training**

*OBJECTIVE: Make participants aware of existing structures and processes for working with human subjects, cover legal requirements for minimum standards training*

- **Establishing Grievance Redress Mechanisms**

*OBJECTIVE: Establish a process for collecting and responding to complaints*

- **Complaint Handling and Resolution**

*OBJECTIVE: Identify different types of complaints and establish an internal process for adhering to resolve*

Saturday, November 12: Day 5 (ends at 12:00 noon)

- **Social Safeguards for Small Construction**

*OBJECTIVE: Ensure that employees are aware of social safeguards for small constructions  
Review the requirements and assign a team leader for each country to ensure that safeguards are met when required.*

- **Documentation**

*OBJECTIVE: Develop systems to track engagement, agreements, complaints, etc.*

- **Summary**

*OBJECTIVE: Ensure that the team is comfortable with implementing all facets of the BAF ESMS*

Sunday November 13th: Rest

WEEK II

Monday, November 14, Day 7 (begins 9am)

- **Basic Needs Survey (BNS)**

*OBJECTIVE: To understand how to measure the impact of conservation interventions using the BNS*

Tuesday, November 15: Day 8.

- **BNS Field Practice**

*OBJECTIVE: Practice focus groups to gather a list of basic needs and services with the community*

*Materials needed: colored paper (4 colors), markers.*

Wednesday, November 16: Day 9.

- **BNS - practice creating a list of goods and services**

*OBJECTIVE: To use the results of the focus groups to create a list of goods and services needed by the community*

- **Kobotoolbox**

*OBJECTIVE: To understand how to use Kobotoolbox for social science research*

*Materials needed: 1 smartphone or tablet per person*

Thursday, November 17: Day 10.

- **Natural Resource Governance Tool (NRGT)**

*OBJECTIVE: Understand how to measure local natural resource governance using NRGT + Practice taking NRGT surveys.*

*Required materials: 1 smartphone or tablet per person*

Friday, November 18: Day 11 (until 11:30am).

- **Summary**

*PURPOSE: To agree on next steps and ensure participants are comfortable implementing BNS and NRGT.*

## 7.2 Anexo 2: Lista de Participantes

### Projecto Construindo um Futuro Azul para Ecossistemas e Pessoas na Costa Leste Africana (Futuro Azul)

#### Treinamento de formadores sobre Sistemas de Gestão Ambiental e Social (ESMS), Pesquisa de Necessidades Básicas (BNS) e Ferramenta de Governação de Recursos Naturais (NRGT)

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Nacala, 8 -18 de Novembro de 2022

**Participação**

**Foto Ref.:**

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## Lista de participantes – Semana 1

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## Lista de Participantes – Semana 2

Projecto Construindo um Futuro Azul para Ecossistemas e Pessoas na Costa Leste Africana (Futuro Azul)  
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Local: Biblioteca da escola profissional e nos escritórios BF (ponto de referência Casa de hóspedes Muzumane)\_ADPP Nacala – Via Burano 68, Bairro Muzumane, Nacala 00600, Mocimboa do Vale

Nacala, 8 - 18 de Novembro de 2022

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Nacala, 8 - 18 de Novembro de 2022

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Nacala, 8 - 18 de Novembro de 2022

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