

	
	TRAIN-SEA-COAST PROGRAMME

Mission Statement

The mission of the TRAIN-SEA-COAST Programme is to create capacity at the local level for the development, delivery and adaptation of high quality training courses that meet TSC standards and are tailored to specific training needs at the local, national and regional levels. The main objective is to enhance national/regional capacity-building through training on key transboundary topics/problems in the area of coastal and ocean matters.

The TRAIN-SEA-COAST Programme

The TRAIN-SEA-COAST Programme was established in 1993 by the United Nations Division for Ocean Affairs and the Law of the Sea (DOALOS), Office of Legal Affairs, with first the financial assistance of the United Nations Development Programme (UNDP/BDP). The overall goal of the Programme is capacity building at the local level, thus emphasizing: a) the build-up of permanent national capabilities; b) sustainability of efforts; c) cost-effectiveness; d) responsiveness to the specific needs of the countries involved; and e) long-term impact. Currently, the Programme is funded by the Global Environment Facility (GEF) (Project No. GLO/98/G35). Co-financing is provided by DOALOS and in-country institutions hosting the TSC Course Development Units (CDUs). The TSC/Programme is managed by the **TSC/Central Support Unit** (TSC/CSU) hosted in DOALOS, in New York.

The TSC Programme is a training network in the field of coastal and ocean management and is implemented through eleven (12) Course Development Units (CDUs) based at the national level, but addressing training needs at the regional and/or local levels. The Programme is demand driven and all topics for training courses are the result of consultations between the TSC Central Support Unit (TSC/CSU), the associated GEF projects at the regional level and the CDU host institution.

All **TSC courses**, once validated,¹ can be shared by TSC members who may adapt and deliver the courses as many times as needed. This not only avoids duplication of efforts, but is also cost-effective. The sharing of courses is facilitated by the use throughout the network of a standardized methodology for course design and development. This methodology ensures that the highest pedagogical and technical standards are attained. The courses are freely exchanged among the members of the network, with the possibility for local adaptations. This allows maximum utilization, exchange and distribution of training courses and materials worldwide. As of October 2006, fourteen (14) courses are available in the TSC network. Topics range from coastal zone management, Marine pollution control to marine protected areas, responsible fisheries, etc. (see catalogue of courses and list of TSC contacts on TSC website)

Since 2002, the TSC programme has developed new **partnerships** with United Nations such as with the Global Programme of Action on Land based sources of marine pollution (GPA) of the United Nations Environment Programme (UNEP) and the International Maritime Organization (IMO). Recently, DOALOS has had an exchange of letter with the International Ocean Institute (IOI) for the development of a course on Development, Implementation and Management of Marine Protected Areas.

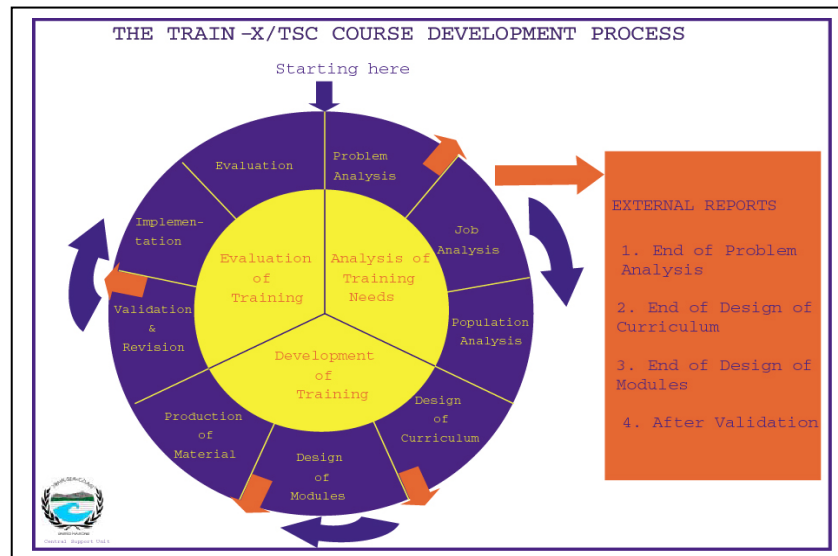
The TRAIN-X methodology

TSC courses are developed jointly by teams of pedagogic and technical experts. The TSC/Central Support Unit in New York provides continuous pedagogic support and undertakes the quality control of the course development process, thus ensuring that TSC standards are maintained. The outcome of the process (the course(s)) is a Standard Training Package (STP) composed of: 1) a manual for the participants; 2) a manual for the instructor; and 3) the key reports on the process of course development. This facilitates the sharing and adaptation of the courses by other TSC course development units and ensures that the quality standards are maintained regardless how many times the course is delivered at different locations. This approach to training is proven

¹ See description of the TSC methodology below

effective throughout the experience of similar training programmes hosted by other UN organizations having partner institutions in over 100 countries worldwide.

The TRAIN-X methodology, used by various other training programmes in the UN system, is based on the systems approach, consisting of three principal activities: 1) analysis; 2) design and production; and 3) evaluation; with feedback between them. These activities are broken down into nine phases, as follows (see graphic):



Phase 1: Preliminary Study (also called Problem Analysis)

The objective is to determine if training is appropriate and if so how to do it. It responds to the following questions:

- What exactly is the problem that training is expected to solve?
- What causes it?
- What could be the training solution?
- Are there any other management actions needed to make the training effective, including the provision of resources?

By the completion of Phase 1, the individuals responsible for training will be in a position to make a balanced management decision as to which approach should be followed and what resources should be allocated to the development of the STP.

Phase 2: Job Analysis

The objective is to gather information on how, where and with what information a job is done in order to define the skills, knowledge and attitudes (S/K/A) required. At Phase 2 it is crucial the involvement of subject-matter experts with experience in the subject of the course. Pedagogic experts convert the information provided by SMEs into detailed lists of S/K/A required for good job performance. Standards of job performance are defined jointly at this stage. These will enable the later evaluation of whether the training has had the desired effect at the job performance level.

Phase 3: Population Analysis

The objective is to determine what the individuals to be trained (the target population) already know. This determines which S/K/A requirements identified in the job analysis can be excluded in the curriculum, which is to be developed. Information is also gathered on the trainees' social and cultural background, and their preferred modes of learning. This information will give a basis for the choice of training strategies.

Phase 4: Design of Curriculum

The objective is to transform the information collected in Job analysis (skills that are to be taught) into training objectives (Performance Objectives). Thus Phase 4 comprise: a) to define the objectives and content of job aids to be developed²; b) to write training objectives to describe what that trainees will be able to do as a result of training; c) to design valid and reliable mastery tests for each training objective; and d) to sequence training objectives and group them into training modules to form a curriculum.

Pedagogic experts and subject-matter experts work on a team basis during this phase. Where on-the-job-training is needed to achieve and test a skill, this is also specified. Job aids, such as checklists, which the trainee will use on the job, are also specified.

Phase 5: Design of Modules

The objective is to: a) provide a detailed plan for the training activities of each training module; b) produce a detailed draft of the contents of each module defined in the curriculum design; c) decide how this content shall be presented; and d) specify in detail what training material has to be produced.

For the first time in the process of course development, the detailed content of each subject matter, which has been identified as necessary, are now considered. *Only those points which are relevant to achieving the required performance are included, thus substantially cutting training time and resources used, in comparison with the traditional method of considering a detailed syllabus first.*

Also in this phase, pedagogic experts and subject-matter experts work on a team basis. Subject matter experts may be contracted to develop key training materials while pedagogic experts provide a structure to the modules, decide on the instructional events, mode of delivery, training techniques and media.

Phase 6: Production and Developmental Testing

At this stage, the training materials themselves are produced to guidelines and standards on format, readability, visual aids, and all other relevant factors. Detailed lesson plans for the guidance of instructors, trainees' handbooks, audio-visual material, etc., are all prepared ready for the initial validation delivery of the package.

² A job aid is any 'tool' available on the job and designed to facilitate correct performance of a task. As such, the development of job aids can eliminate part of the training needs. Therefore, training objectives cannot be determined until the job aids have been defined.

Since the production of typed and printed material, slides, films, etc. is expensive, training material should always be tried out before the final version is produced. This is called development al testing, and is also covered in this phase.

Phase 7: Validation and Revision

The first delivery of the complete package is carefully monitored as to whether the trainees react during the training as they were expected to react and achieve the performance objectives set for them; and the results recorded. Trainee and instructor opinions are also recorded. Using the recorded information all necessary revisions of the course (STP) are made to rectify any deficiencies.

Phase 8: Implementation

Arrangements are made for the validated course to be delivered regularly. Key to this phase is to ensure that the course is effectively implemented, and thus establish a firm basis for the post-training evaluation of the course.

Phase 9: Post Training Evaluation

This phase is carried out after the training has been implemented and several courses have been delivered. The objective is to gather information, which can be used to make improvements in the training and in other systems, which affect job performance. In particular, it is necessary to determine to what extent the training has achieved its objectives in terms of the effects of training; (a) at the job performance level; and (b) At the operational level.

If the project has failed to fully achieve its job performance and operational objectives, it is necessary to identify the causes of these failures and make proposal for remedial actions.
