ZSL

The Zoological Society of London (ZSL) is an international conservation charity working to create a world where wildlife thrives. From investigating the health threats facing animals to helping people and wildlife live alongside each other, ZSL is committed to bringing wildlife back from the brink of extinction. Our work is realised through our ground-breaking science, our field conservation around the world and engaging millions of people through our two zoos, ZSL London Zoo and ZSL Whipsnade Zoo.

In 2010, the ZSL-Philippines Country Office was established as a duly accredited non-government organization registered under the Securities and Exchange Commission as a local branch of a foreign charitable institution registered in UK. It holds its primary office in Iloilo City, Philippines with field offices in Cebu City, Puerto Princesa City and Tuguegarao City. Its current project areas are located within Cagayan Valley, Panay, Cebu and Bohol islands and are rapidly expanding across the country. ZSL-Philippines is currently run by an all-Filipino project management team, advisors and field personnel under the supervision of the ZSL Conservation Programme Department. For more information, visit www.zsl.org

GIZ

Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) is a German federal enterprise that supports development and transformation processes worldwide. It is committed to fostering political, economic and social stability – with more than 20,000 staff in around 120 countries. GIZ’s work in the Philippines concentrates on the areas of peace and security, climate change and disaster risk management, biodiversity and marine protection, and economic and human development (agriculture, employment, inclusive insurance, and health in schools).

ProCoast Project

Sustainable Coastal Protection through Biodiversity Conservation in Coastal Ecosystems Affected by Typhoons in the Philippines.

Climate change continues to intensify and increase the frequency of typhoons and the Philippines is located in the region where the strongest storm events occur. In many places, ecosystems have lost their natural protective functions due to anthropogenic factors further exposing communities and wildlife to the destructive typhoon impacts.

Coastal protection in regions threatened by typhoons and biodiversity conservation are the primary targets of the ProCoast project. These can be achieved through capacity building, policy advice and development, and enhanced knowledge management. Best practices of the Centers of Learning in the sustainable management of mangroves, beach forests, seagrasses, coral reefs, and resource use planning can be adapted and replicated by stakeholders through exchange visits and hands-on training.

The ProCoast Project, is jointly implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and Department of Environment and Natural Resources Biodiversity Management Bureau (DENR BMB). The project aims to improve the protection of coastal communities and its resources from the effects of climate change. ProCoast Project is part of the International Climate Initiative (IKI) funded by the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU).
TRAINING SYLLABUS ON COASTAL AND MARINE CONSERVATION AND MANAGEMENT
ProCoast Project
Sustainable Coastal Protection through Biodiversity Conservation in Coastal Ecosystems Affected by Typhoons in the Philippines

The ProCoast Project aims to sustainably protect coastal ecosystems and communities from the impacts of climate change through the following work packages:

• **Policy Advice and Capacity Development.** ProCoast supports the policy-making process for sustainable conservation measures and capacitates policy-makers and other relevant stakeholders on biodiversity conservation and climate change adaptation and mitigation mechanisms.

• **Promotion of Innovative Protective Measures.** The sustainable protection of coastal ecosystems and communities from the impacts of climate change can be achieved through the participatory implementation of innovative protective measures, focusing on the sustainable management of mangrove and beach forests, coral reefs, and land use. ProCoast established six Centers of Learning (CoLs) that will serve as venues for promoting innovative measures through learning visits, peer-to-peer exchanges, and training workshops.

• **Awareness-Raising and Knowledge Management.** Increasing awareness of the significance of coastal ecosystems for protection and climate resilience will be achieved through networking, knowledge exchange, and public relations work in local, national, and international fora.

**Training Programs under Capacity Development on Coastal and Marine Conservation and Management**

- Mangrove and Beach Forest Training Course
- Training of Trainers on Mangrove and Beach Forest Rehabilitation and Conservation
- Training on Beach Forest Propagation
- Training on Tenure of Brackishwater Fishponds: Inventory and Mapping
- Training on Biophysical Assessment of Coastal and Marine Habitats
- Training on Spatial Mapping of Coastal and Marine Habitats
- Tidal Calendar Lecture-Workshop
- Social Marketing Online Training
- Training on Using Social Media for Social Marketing Campaigns
- Training on Developing a Human-Centered Communications Plan
- Training on Community Organizing
- Training on Organizing the Community-Managed Savings and Credit Association (CoMSCA)
MANGROVE AND BEACH FOREST TRAINING COURSE

COURSE DESCRIPTION

The Mangrove and Beach Forest Training Course (MBFTC) aims to enhance community resilience against natural disasters through protection and rehabilitation of coastal greenbelt using science-based protocols. The 3-day course, filled with lectures and field visits, is held in Pedada Integrated Mangrove Ecopark to showcase mangrove and beach forest nurseries, century-old Sonneratia alba (pagatpat), and learn from the success stories of the people’s organization managing the ecopark.

Mode: Face-to-face

Center of Learning: Pedada Integrated Mangrove Ecopark, Ajuy, Iloilo

COURSE OBJECTIVES

• To increase awareness on the importance of mangroves and beach forests, and the ecosystems services they provide
• To provide a detailed understanding of the biology and ecology of mangroves and beach forests through lectures and field visits
• To introduce and review hands-on rehabilitation techniques, including site selection of nursery and outplanting sites, handling of seedlings, proper planting method, monitoring, and maintenance
• To create a Mangrove Rehabilitation Plan

TARGET PARTICIPANTS

The training course is open to conservation practitioners from non-government organizations, academe, private sector, local government units and government agencies.

TOPIC OUTLINE

DAY 1: Mangrove and Beach Forest Biology and Ecology
Mangrove Conservation and Rehabilitation
Mangrove and Beach Forest Nursery
Mangrove Outplanting, Monitoring and Maintenance

DAY 2: Communities Role in Mangrove and Beach Forest Rehabilitation
Mangrove and Beach Forest Rehabilitation Plan Practicum and Field Visit

DAY 3: Presentation of the Mangrove Rehabilitation Plan

TRAINING MANUAL

Field Guide to Philippine Beach Forest Species
The training course is open to NGOs, academe, private sector, LGUs, and government agencies with the following qualifications:

- Should have previous or current experience in mangrove protection, management, and rehabilitation of coastal ecosystems;
- Should have a bachelor’s level education or comparable experience in organizing and handling group activities; and
- Preferably holding a supervisory function within his/her organization such that the trainee is expected to replicate the training in his/her work.

COURSE DESCRIPTION

The Training of Trainers on Mangrove and Beach Forest Rehabilitation and Conservation (ToT MBFRC) is a 5-day program which includes a series of lectures, group exercises, field visits, and hands-on practicum sessions. It is a combination of the basic 3-day Mangrove and Beach Forest Training Course (MBFTC) and 2 days learning how to prepare for and conduct the MBFTC.

Mode: Face-to-face

Centers of Learning:
- Katunggan It Ibajay Ecopark, Ibajay, Aklan
- Pedada Integrated Mangrove Ecopark, Ajuy, Iloilo
- Leganes Integrated Katunggan Ecopark, Leganes, Iloilo

COURSE OBJECTIVES

The training aims to build the capacity of the participants to train mangrove workers, practitioners, people’s organizations and advocates using science-based protocols in mangrove and beach forest conservation and rehabilitation.

Specifically, the participants will
- Acquire a detailed understanding of the biology and ecology of mangrove and beach forest ecosystems;
- Enhance facilitation skills in conducting mangrove and beach forest rehabilitation activities, including species identification, nursery establishment, outplanting, monitoring, maintenance, and community mobilization; and
- Gain ideas and experiences on coastal greenbelt rehabilitation from exchanges.

TARGET PARTICIPANTS

The training course is open to NGOs, academe, private sector, LGUs, and government agencies with the following qualifications:

- Should have previous or current experience in mangrove protection, management, and rehabilitation of coastal ecosystems;
- Should have a bachelor’s level education or comparable experience in organizing and handling group activities; and
- Preferably holding a supervisory function within his/her organization such that the trainee is expected to replicate the training in his/her work.
TOPIC OUTLINE

Day 1 (Ibajay, Aklan)
- Mangrove and Beach Forest Biology and Ecology
- Mangrove Conservation and Rehabilitation
- Mangrove and Beach Forest Nursery
- Mangrove Outplanting, Monitoring, and Maintenance

Day 2 (Ibajay, Aklan)
- Practicum: Mangrove and Beach Forest Species Identification at KII Ecopark
- Travel from Ibajay, Aklan to Ajuy, Iloilo

Day 3 (Ajuy, Iloilo)
- Travel from venue to Pedada Integrated Mangrove Ecopark
  - Communities Role in Mangrove and Beach Forest Rehabilitation
  - Mangrove and Beach Forest Rehabilitation Plan
  - Workshop: Mangrove and Beach Forest Rehabilitation Planning
  - Practicum: Nursery Establishment, Outplanting, Monitoring, and Maintenance
  - Community Sharing with Barangay Pedada Fisherfolk Association

Day 4 (Ajuy, Iloilo)
- Preparation for Training Course
- Reconnaissance Survey
- Training Evaluation
- Workshop: Prepare Training Design Including Detailed Schedule for Practicum
- Travel from Ajuy to Dumangas Nursery and Leganes Integrated Katunggan Ecopark (field visit)

Day 5 (Iloilo City)
- Exhibit of Beach Forest Seedlings
- Workshop: Training Design including Detailed Schedule for Practicum

TRAINING MANUAL
# Training on Beach Forest Propagation

## Course Description

Beach forests are part of the coastal greenbelt and contribute to coastal protection, alongside with mangroves. This 4-day training course is based on the Manual on Nursery and Outplanting of Beach Forest Trees discussing seed germination, nursery establishment, and outplanting of beach forests. Developed by ZSL-Philippines, the manual collates the experiences of ZSL, academic experts, nursery operators, and native tree growers over the past decade.

**Mode:** Face-to-face  
**Center of Learning:** Katunggan It Ibajay Ecopark, Ibajay, Aklan

## Course Objectives

This training aims to increase the awareness and build the capacity of participants on science-based protocols of beach forest rehabilitation for coastal protection, lowland reforestation, and biodiversity conservation.

## Target Participants

The training course is open to non-government organizations, academe, private sector, LGUs, and government agencies. Participants should have previous or current experience in the protection, management, and rehabilitation of coastal greenbelts.

## Topic Outline

**Day 1:** Beach Forest Biology, Ecology, and Rehabilitation  
Nursery Establishment  
Outplanting

**Day 2:** Practicum: Beach Forest Species ID; Seed and Fruit Collection; Wildling Collection  
Wildling Handling, Potting and Bagging  
Laboratory: Recovery Chamber; Kinds of Fruits and Seed, Viability, Different Forms

**Day 3:** Fruit and Seed Processing  
Germination Systems  
Outplanting, Early Care, and Maintenance  
Monitoring

**Day 4:** Workshop: Action Planning

## Training Manual
Mangrove forest decline has been highly attributed to brackishwater fishpond conversion. Naturally thriving within the middle to upper intertidal zones of the marine environment, mangrove forests were the most ideal location for construction of extensive brackishwater fishponds.

To re-establish mangrove forest cover, brackishwater fishponds are the ecologically correct mangrove outplanting sites. Data and information gathered from brackishwater inventory and mapping will guide planning and decision-making, particularly for taking legal and/or administrative actions among national government agencies, local government units, fishpond operators, and other stakeholders.

Mode: Online (4 days | 3 hours per day) or Face-to-face (2 days)

Center of Learning: Leganes Integrated Katunggan Ecopark, Leganes, Iloilo

The training generally aims to enhance the knowledge and capacity of participants on the tenurial classification of brackishwater fishponds through inventory and mapping.

The following are the specific objectives of the activity:
1. Introduce the basic concepts of brackishwater fishpond inventory and mapping.
2. Familiarize on the use of QGIS and Google Earth Pro for mapping brackishwater fishponds.
3. Discuss the detailed methods for mapping brackishwater fishponds.
4. Create sample maps of brackishwater fishponds using QGIS and Google Earth Pro.

TARGET PARTICIPANTS

To maximize the learning process and efficiency of the training, participants must meet the following qualifications:

• Capable of operating a personal computer or laptop without supervision;
• With prior experience on any Geographic Information System (GIS) or spatial mapping activities; and
• Hold a tenured or permanent position in the affiliated institution.
The following are necessary for participants to join the activity:

- Computer – either desktop or laptop is encouraged. The following software and programs are to be installed in each computer unit for the training workshops: Google Earth Pro and QGIS.

For online platform, the following are required:

- Mobile devices, e.g., tablets or smartphones, are alternatives for viewing presentations.
- Internet connection – at least 500 Kbps on-line streaming connection.
- Audio accessory – either a headphone, earphone, or a headset.

Participants will be required to submit workshop outputs. This would allow the participants to maximize the learning process and hands-on experience. An ideal ratio of 1 set of equipment to 1 participant is encouraged to maximize learning process and hands-on experience. However, if equipment is limited, participants may pair up and work together during the workshop.

**TOPIC OUTLINE**

**DAY 1:** Introduction to Brackishwater Inventory and Mapping Methodology on Inventory of Brackishwater Fishponds

**DAY 2:** Digitization of Brackishwater Pond Lots from Survey Plans to GIS Shapefiles

**DAY 3:** Spatial Processing and Analysis of Digitized Pond Lots

**DAY 4:** Reporting Format and Budgetary Requirements for Brackishwater Fishpond Inventory and Mapping
Biophysical assessment of coastal and marine habitats is necessary in establishing the overall condition of beach forests, mangroves, seagrasses, coral reefs, and key organisms thriving within. Results of biophysical assessments are used for formulation or updating of natural resources management plans. These assessments are crucial in determining potential indicator parameters or species for the long-term monitoring and measurement of conservation initiatives.

This training will be divided in two parts, each having a duration of 6 days.

**Part 1** Beach Forests, Mangroves, Seagrasses, and Marine Macroinvertebrate

**Part 2** Coral Reef Benthic Forms, Reef Rugosity, and Reef Fish Assemblages

**Mode:** Face-to-face

**Center of Learning:** Taklong Island National Marine Reserve, Nueva Valencia, Guimaras

The training generally aims to enhance the knowledge and capacity of participants on the biophysical assessment of coastal and marine habitats.

The following are the specific objectives of the activity:

- Introduce and review the general concepts on coastal and marine habitats.
- Gain knowledge and hands-on experience on methods for the biophysical assessment of beach forests, mangroves, seagrasses, coral reef benthic forms, reef rugosity, reef fish assemblages, and associated marine macroinvertebrates.
- Discuss the detailed steps from preparations for fieldwork, data collection, processing, analysis, and report writing.
- Gain insights on how assessment results can be used for decision-making in the conservation and management of coastal and marine habitats.
COURSE REQUIREMENTS

The training will be face-to-face and will have lectures, field practicum, and hands-on workshops. Thus, the following are necessary for participants to join the activity:

• Laptop computer
• Spreadsheet program – installed in the laptop; to be used for data processing workshops; preferably MS Excel but can be any spreadsheet program.
• Personal apparel for fieldwork – for protection from the sun, jellyfish stings, and sharp stones; preferably long sleeve rash guard or equivalent clothing; leggings or long pants; swimming/diving boots or equivalent footwear. Accessories such as sunglasses, gloves, and hats are also recommended.
• Equipment for fieldwork – highly advised for each participant to have their own underwater (SCUBA) diving equipment, mask, snorkel, and flippers (fins).

An ideal ratio of 1 set of equipment to 1 participant is encouraged to maximize learning process and hands-on experience. However, if there are limited equipment, participants may pair up and work together during the workshop.

TARGET PARTICIPANTS

The topics and related materials of the activity contains technical information and having relevant background is advantageous. To maximize the learning process and efficiency of the workshop, participants must meet the following qualifications:

• With prior experience or background on biophysical assessment of coastal and marine habitats,
• Preferably not over the age of 50 years old and physically fit,
• Must be capable of swimming (for seagrass assessment),
• Must be a certified open water diver. Advanced Open Water diver certification is preferred (for coral reef benthic forms and fish assemblage assessments),
• Capable of operating a personal computer or laptop without supervision,
• Proficient in using MS Excel or similar spreadsheet programs.

TOPIC OUTLINE

Part 1   Beach Forests, Mangroves, Seagrasses, and Marine Macroinvertebrate

Day 1   Introduction to Coastal and Marine Habitats
Introduction to the Taxonomy of Beach Forests, Mangroves, Seagrasses, and Marine Invertebrates

Day 2   Inventory of Beach Forests
Mangrove Community Structure (MCS) Survey Mangrove Damage Assessment and Guidelines in Cleaning
Seagrass Community Assessment

Day 3   Practicum - Beach Forest Taxonomy and Inventory
Lecture-Workshop: Beach Forest Inventory - Data Processing and Report Writing
TOPIC OUTLINE

Part 1 (continued)

Day 4 Practicum - Seagrass Assessment and Macroinvertebrate Survey
Lecture-Workshop: Seagrass Assessment and Macroinvertebrate Survey - Data Processing and Report Writing

Day 5 Practicum - Mangrove Community Structure (MCS) and Damage Assessment Surveys
Lecture-Workshop: MCS and Damage Assessment - Data Processing and Report Writing

Day 6 Report Writing - Chart Types and Formatting Options
Budgetary Requirements for Biophysical Assessment Surveys

Day 4 Underwater Fish Size Estimation Exercise, Practice Species ID
Underwater Size Estimation Exercise; FVC
FVC Data Processing and Report Writing
PQ Data Processing using CPCe and Report Writing

Day 5 Complete PQ Survey, Rugosity Survey, and FVC
FVC and PQ Survey Data Encoding, Processing, and Report Writing

Day 6 Report Writing - Chart Types and Formatting Options
Budgetary Requirements for Biophysical Assessment Survey

Part 2 Coral Reef Benthic Forms, Reef Rugosity, and Reef Fish Assemblages

Day 1 Introduction to Coastal and Marine Habitats
Introduction to the Morphology of Coral Colonies and Marine Benthic Forms

Day 2 Line Intercept Transect (LIT) and Point Intercept Transect (PIT) Methods
Photoquadrat (PQ) Method
Workshop - Identification of Coral Colonies and Marine Benthic Forms
Rugosity Survey

Day 3 Practicum - Coral Reef Surveys
Lecture-Workshop: PIT Data Processing
Introduction to Common Fish Assemblages in Coral Reefs
Fish Visual Census (FVC)

Day 4 Underwater Fish Size Estimation Exercise, Practice Species ID
Underwater Size Estimation Exercise; FVC
FVC Data Processing and Report Writing
PQ Data Processing using CPCe and Report Writing

Day 5 Complete PQ Survey, Rugosity Survey, and FVC
FVC and PQ Survey Data Encoding, Processing, and Report Writing

Day 6 Report Writing - Chart Types and Formatting Options
Budgetary Requirements for Biophysical Assessment Survey

TRAINING MANUAL

MANUAL ON BIOPHYSICAL ASSESSMENT OF COASTAL AND MARINE HABITATS

Field Guide to Philippine Beach Forest Species
COURSE DESCRIPTION

Mapping of coastal and marine habitats is essential and necessary in the formulation or updating of marine protected area (MPA) management plans and natural resources. Habitat spatial maps are beneficial during the biophysical assessment of selected marine habitats.

Mode: Online (5 days | 3 hours per day) or Face-to-face (3 days)

COURSE OBJECTIVES

The training generally aims to enhance the knowledge and capacity of participants on spatial mapping of coastal and marine habitats. The following are the specific objectives of the activity:

1. Introduce the basic concepts of habitat spatial mapping.
2. Familiarize on the use of DNR Garmin and Google Earth Pro as main programs used for spatial mapping.
3. Discuss the detailed methods for mapping different habitats.
4. Create sample spatial maps of coastal and marine habitats using Google Earth Pro.

TARGET PARTICIPANTS

The topics and related materials of the activity contains technical information and having relevant background is advantageous.

To maximize the learning process and efficiency of the workshop, participant with the following qualifications will be prioritized:

• Capable of operating a personal computer or laptop without supervision,
• Proficient in using MS Excel or similar spreadsheet programs,
• With prior experience or background on coastal and marine habitats,
• Holding a tenured or permanent position in the affiliated institution.

TRAINING ON SPATIAL MAPPING OF COASTAL AND MARINE HABITATS
**ACTIVITY REQUIREMENTS**

The lecture-workshop will use an online platform. Thus, the following are necessary for participants to join the activity:

- **Computer** – either desktop or laptop is encouraged for better viewing of lecture presentations. Mobile devices, e.g., tablets or smartphones, are alternatives but may have limited clarity of texts and figures on the lecture presentations.
- **Internet connection** – at least 500 Kbps on-line streaming connection. This can be checked through the Task Manager >> Performance tab and viewing either the Wi-Fi or Ethernet connection while simultaneously streaming an online video.
- **Audio accessory** – either a headphone, earphone, or a headset. Alternatively, a loudspeaker may be used for participants sharing a computer for listening to and viewing lecture presentations.

For the workshop, participants are required to secure the following applications to create a habitat spatial map:

- **Google Earth Pro** – installed on computer.
- **DNR Garmin** – installed on computer.
- **Internet connection** – for loading satellite images in Google Earth Pro.

An ideal ratio of 1 set of equipment to 1 participant is encouraged to maximize learning process and hands-on experience.

**TOPIC OUTLINE**

**DAY 1:** Introduction to Spatial Mapping of Coastal and Marine Habitats Software and Programs Basic Operations of Software and Programs

**DAY 2:** Remote Mapping – Mangroves
   On-site Mapping – Mangroves and Seagrass meadows
   Consolidation of On-site Mapping Data

**DAY 3:** On-site Mapping – Coral Reefs (Bucket-View Method)
   Creation of the Final Spatial Map

**DAY 4:** Reporting Format and Budgetary Requirements for Spatial Mapping

**DAY 5:** Marine Spatial Planning

**TRAINING MANUAL**
COURSE DESCRIPTION

Coastal and marine habitats, and related fieldwork activities, are predominantly influenced by the tides. Depending on the locations across the Philippines, the tide levels and tidal range varies and are monitored by several Primary Tide Stations. Tidal calendars focus on the visual presentation of the tide levels at specific time of the day. Originally conceptualized for mangrove-related activities, the tidal calendar can also be applied for fieldwork related to seagrasses, coral reefs, and other coastal and marine habitats.

Mode: Online (2 days | 3 hours per day)

COURSE OBJECTIVES

The lecture-workshop series generally aims to enhance the knowledge and capacity of participants on creating tidal calendars. The following are the specific objectives of the activity:
1. Introduce the basic concepts of tidal calendars,
2. Discuss the detailed process for creating a tidal calendar; and
3. Create a sample monthly tidal graph.

TARGET PARTICIPANTS

The topics and related materials of the activity contains minor technical information, specific to the software used for generating tidal increments. Thus, participants with the following qualifications will be prioritized:
• Capable of operating a personal computer or laptop without supervision;
• Proficient in using MS Excel or similar spreadsheet programs;
• Proficient in using layout software such as MS Powerpoint, MS Publisher, Adobe Photoshop, or other similar software;
• Involved in creation of information, education, and communications (IEC) materials of respective institution; and
• Preferably holding a tenured or permanent position in the affiliated institution.

TOPIC OUTLINE

DAY 1: Introduction to Tidal Calendars Steps in Creating a Tidal Graph
DAY 2: Lay-out and Completion of the Tidal Calendar
ACTIVITY REQUIREMENTS

The lecture-workshop uses an online platform. Thus, the following are necessary for participants to join the activity:

- Computer – either desktop or laptop is encouraged for better viewing of lecture presentations. Mobile devices, e.g., tablets or smartphones, are alternatives but may have limited clarity of texts and figures on the lecture presentations.

- Internet connection – at least 500 Kbps on-line streaming connection. This can be checked through the Task Manager >> Performance tab and viewing either the Wi-Fi or Ethernet connection while simultaneously streaming an online video.

- Audio accessory – either a headphone, earphone, or a headset. Alternatively, a loudspeaker may be used for participants sharing a computer for listening to and viewing lecture presentations.
COURSE DESCRIPTION

Social marketing is a behavioral-change campaign with the goal to address target issues in a community using techniques and strategies of commercial marketing. This training gives insights on the different elements of social marketing and how are these applied in conservation.

Mode: Online (6 days | 3 hours per day)

COURSE OBJECTIVES

At the end of the training, participants should be able to:

• Define social marketing;
• Understand the value of social marketing in conservation initiatives;
• Acquire knowledge in audience research, message development, and implementation of a social marketing campaign;
• Gain insights on social marketing best practices from videos and testimonials; and
• Create a social marketing action plan for respective areas.

TARGET PARTICIPANTS

Planning and implementing a social marketing campaign require different kinds of skillsets, from management to communication skills. Participants of the training should preferably have good communication and creative thinking skills.
COURSE DESCRIPTION

Social marketing is a very useful tool to raise people's awareness on biodiversity and ecosystem conservation. With developments on various digital platforms, sound media and other online formats can be used for social marketing.

The course is about understanding the role of social media in promoting advocacies, specifically in the field of conservation, and how it can be used to support a social marketing campaign.

**Mode:** Online (3.5 hours I 1 day)

TARGET PARTICIPANTS

This course is designed for those who have already taken the social marketing online training. This will serve as a support to an on-ground social marketing campaign so the participants should already have knowledge on its basics prior to taking this course.

TOPIC OUTLINE

- Introduction to Social Media
  - Definition of Social Media
  - Uses of Social Media
  - Social Media in Promoting Advocacy
  - Social media in Conservation
- Launching Social Media Campaigns
  - Setting the campaign goals
  - Choosing social media platform/s
  - Creating a social media calendar
  - Developing and creating the content
  - Curating the content
  - Managing the campaign
- Examples of different social media campaigns

COURSE OBJECTIVES

At the end of the session, the participants should be able to:
- Define social media and its uses,
- Understand how social media can be used in social marketing campaigns,
- Be familiar with the processes involved in launching a social media campaign,
- Learn from the examples of different social media campaigns; and
- Develop their own social media campaign plan.
DEVELOPING A HUMAN-CENTERED COMMUNICATIONS PLAN

COURSE DESCRIPTION

Knowledge and awareness of the community on the importance and conservation of coastal and marine ecosystems are key elements to sustain protection and conservation of coastal and marine ecosystems. A key strategy is implementing educational and awareness-raising activities targeting appropriate groups within the community, while utilizing and building on local initiatives. Thus, it is important to develop a communications plan to better convey conservation concepts, objectives, and targets.

There are 3 components of the course:

a) Inputs on communications strategy and human-centered design, 3-hour online webinar
b) Development of a plan, using human-centered design thinking, 1 month with coaching
c) Peer-to-peer sharing of human-centered communications plan, 3-hour online webinar.

COURSE OBJECTIVES

At the end of the training, participants should be able to develop their human-centered communications plan to raise the community’s knowledge and awareness on the importance and conservation of coastal and marine ecosystems.

TARGET PARTICIPANTS

This course is designed for conservation implementers and managers of protected areas to raise the knowledge and awareness of local communities and sustain protection and conservation of coastal and marine ecosystems.

TOPIC OUTLINE

• Introduction to Communications and Elements of Communications Strategy
  - Communications Objectives
  - Target Groups (including mandates and interests)
  - Key Messages
  - Communication Products
  - Channels
• Introduction and Process of Human-centered Designed Thinking
  - Empathize
  - Define
  - Ideate
  - Prototype
  - Test
COURSE DESCRIPTION
The local community is the frontliner in the conservation of natural resources. Through community organizing, community members are empowered through identifying problems they share, discussing solutions to those problems, and identifying people and structures that make such solutions possible.

Mode: Face-to-face (3 days)

COURSE OBJECTIVES
This training aims to capacitate participants in organizing communities. Specifically, this training aims for the participants to:

- Build the capacity of entry-level Community Organizers (COs) through understanding the basic principles, approaches, and steps in community organizing;
- Provide opportunity for old timer COs to reflect on CO practices and techniques that have evolved over time;
- Understand the impact of community organizing in coastal communities; and
- Gain knowledge on the best practices of CO work from actual experiences.

TARGET PARTICIPANTS
This training is designed for NGOs, academe, private sector, LGUs, and government agencies engaged in community organizing.

TOPIC OUTLINE

**DAY 1:** Introduction to Community Organizing
- Principles of Community Organizing
- CO Approaches
- What is a Community Organizer?
- Step 1: Entrance to the Site
- Step 2: Integration
- Step 3: Social Investigation

**DAY 2:** Step 4. Programming or Planning
- Step 5. Groundwork
- Step 6. Meetings
- Step 7. Role Play
- Step 8. Mobilization
- Step 9. Evaluation
- Step 10. Reflection
- Step 11. Formalization Organizational Diagnosis

**DAY 3:** Stages of Organizational Development
- Training Path Sustaining the PO

TRAINING MANUAL
TRAINING ON ORGANIZING THE COMMUNITY-MANAGED SAVINGS AND CREDIT ASSOCIATION (COMSCA)

COURSE DESCRIPTION

The Community-managed Savings and Credit Association (CoMSCA) is a savings mechanism that allows a group of people, especially living in rural areas, to manage their own savings and credit system. It is a self-help bank composed of community members and provides access to funds for livelihood, health services, education, and improvement of well-being.

Mode: Online (5 days | 3 hours per day) or Face-to-face (3 days)

COURSE OBJECTIVES

The training aims to capacitate participants to organize a CoMSCA. Specifically, this training aims for the participants to:

- Understand, appreciate, and internalize the concept, methodology, and delivery of CoMSCA;
- Gain knowledge and skills on CoMSCA implementation in the local context; and
- Formulate a plan for organizing CoMSCA in respective sites.

TARGET PARTICIPANTS

This training is designed for facilitators who will initiate the formation of CoMSCAs in communities.

TOPIC OUTLINE

DAY 1: Concept of Savings
   CoMSCA Concept & Methodology
DAY 2: Integration of the Environmental Fund
DAY 3: Groups, Leadership and Election
   Development of Policies and Rules for Social Fund, Share Purchase and Credit Activities
   Development of Group Constitution
DAY 4: Record Keeping and Managing a Savings Meeting
   First Share Purchase, Savings, First Loan Disbursement, First Loan Repayment
   Daily Slot Savings
   Planning Workshop
DAY 5: CoMSCA Meeting Simulation
   Sustaining CoMSCAs

TRAINING MANUAL
Centers of Learning
Features and Best Practices

Mangrove Biodiversity
Community-Based Mangrove and Beach Forest Management
Mangrove and Beach Forest Nursery
Biodiversity Monitoring System
Protected Area Management Plan

Law Enforcement
Net-Works
Community-Managed Savings and Credit Association
iMPA Establishment
Organized Communities

Mangrove Reversion of Abandoned Pond
Mangrove Ecopark
Bird and Bat Watching
Green-Grey Engineering
Partnership Building

Social Marketing
Sustainable Ecotourism
Governance
Marine Protected Area Establishment
Biodiversity-Friendly Enterprise Development

ProCoast Centers of Learning

Katunggan It Ibajay Ecopark, Ibajay, Aklan
Leganes Integrated Katunggan Ecopark, Leganes, Iloilo
Pedada Integrated Mangrove Ecopark, Ajuy, Iloilo
Concepcion iMPA, Concepcion, Iloilo
Sagay Marine Reserve, Sagay, Negros Occidental
Taklong Island National Marine Reserve, Nueva Valencia, Guimaras

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some icons adapted from DENR-CMEMP
CENTERS OF LEARNING

1. Katunggan It Ibajay Ecopark, Ibajay, Aklan
2. Concepcion iMPA, Concepcion, Iloilo
3. Pedada Integrated Mangrove Ecopark, Ajuy, Iloilo
4. Leganes Integrated Katunggan Ecopark, Leganes, Iloilo
5. Taklong Island National Marine Reserve, Nueva Valencia, Guimaras
6. Sagay Marine Reserve, Sagay City, Negros Occidental

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