

TRAINING RESOURCES DATABASE ENTRIES

Capsule Reviews

► By the TRAINING AND EXTENSION BRANCH, ARCBC

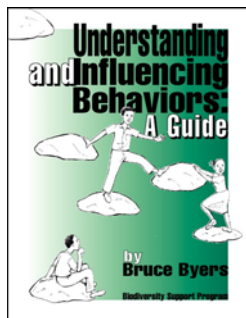
UNDERSTANDING AND INFLUENCING BEHAVIOURS: A GUIDE

by Bruce Byers

Biodiversity Support Program, 2000

This guide is the result of a six-year project of the Biodiversity Support Program (BSP) and intends to identify and communicate the best available methods for understanding and influencing human behaviours in conservation and natural resources management.

A number of case studies illustrate how the ideas have worked in real situations in Africa and Madagascar.



Although the examples presented are drawn from the African region, this guide can be applied elsewhere in the world, in both less and more

developed countries.

This guide is designed for people working with communities to promote the sustainable development of natural resources and makes suggestions on how to understand, collect, and analyse information about why people behave the way they do toward the environment. It also suggests simple methods that do not require much prior training.

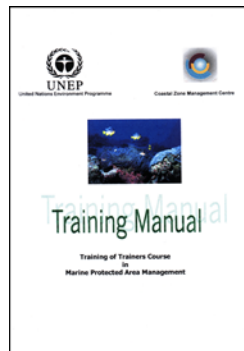
For further information, contact:
Biodiversity Support Program
c/o World Wildlife Fund
1250 24th St. NW
Washington, DC 20037, USA
BSP@wwfus.org or
www.BSPonline.org

TRAINING OF TRAINERS COURSE IN MARINE PROTECTED AREAS

by the UNEP-Caribbean Environment Programme (UNEP-CEP/RCU) and the Coastal Zone Management Centre (CZMC)

This manual was designed to support the "Training of Trainers" programme, which arms Marine Protected Area managers with the necessary skills to train others at the local level.

The manual contains eight modules,



with the following topics: training & communication skills, the nature of the marine environment, uses and threats to the marine environment

and its resources, marine protected area overview, participatory planning, marine protected area planning and management, and research and monitoring.

The structure of the manual allows flexibility in undertaking future training opportunities, by using a flexible and adaptable format of self contained modules, each containing its own supporting information.

For more information, contact:
UNEP- Caribbean Environment Programme
Regional Co-ordinating Unit
14 - 20 Port Royal Street
Kingston, Jamaica
Coastal Zone Management Centre (CZMC)
P.O. Box 20907
2500 EX The Hague
Visiting address: Kortenaerkade 1,
The Hague, The Netherlands

INTERPRETING BIODIVERSITY: A MANUAL FOR ENVIRONMENTAL EDUCATORS IN THE TROPICS

by Margret C. Domroese & Eleanor J. Sterling
American Museum of Natural History, 1999
ISBN 1-930465-04-1

This manual is designed for educators and natural resource man-



agers who are establishing interpretive programmes in tropical regions, where the biodiversity is the richest and the most threatened in the

world.

It is based on the experiences of the American Museum of Natural History staff.

The five units of the manual are devoted to key steps in designing an interpretive programme. These are: programme development, interpretive exhibits, interpretive presentations, community outreach, and evaluation process.

For further information, contact:

Center for Biodiversity and Conservation
American Museum of Natural History
Central Park West at 79th Street
New York, USA
biodiversity@amnh.org or <http://www.amnh.org>. The manual can be downloaded from this site.

PROJECT DESIGN FOR PROGRAMME MANAGERS

by Ralph U. Stone, Seema S. Chauhan & Stacey Lissit, 1993

This is one of the Training Manual series of the Centre for Development and Population Activities (CEDPA). It enables trainers to conduct a workshop in all phases of project design. The workshop content is applicable to managers in any sector, and provides exercises that would help them improve their skills in planning, implementing and managing projects.

This manual is intended for trainers of project managers in non-government organisations and government agencies.

The manual is organised into a series of 11 sessions, which build upon each other. Each session engages participants in some type of experience and allows them to reflect on the experience to draw out key concepts and lessons, develop generalisations about the lessons learned, and apply the new material.

These are:

- Overview of the Project Life Cycle
- Community Needs Assessment
- Developing a Problem Statement
- Goals and Objectives
- Project Implementation Plan
- Job Descriptions, Staffing Patterns, and Training Plan
- Monitoring and Evaluation
- Record keeping and Reporting
- Field Visit
- Budgeting
- Project Sustainability

For more information, contact:

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