



Final Report

Course “Training the trainers in marine protected areas management”

Keys Marine Lab, Florida, U.S.A, February 6 – 18, 2006

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Course coordinator



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UNEP-CEP Course “Training the trainers in marine protected areas management” February 2006

1. INTRODUCTION

For the last 7 years, UNEP-CEP has implemented a Training the Trainers Program for MPA managers of the Caribbean that aims at providing the participants with basic knowledge on MPA design, planning, management and research and monitoring. This program is designed to create a cadre of well trained managers that can face the challenges of a continually changing MPA scenario (both physical and socio-economical) in the wider Caribbean region. For more details on the background and basis of this program, GO TO <http://www.cep.unep.org/programmes/spaw/icran/long%20key%20course%20technical%20report.doc> for the 2004 Course Technical Report. The program not only entails a two week training course for MPA representatives of all countries in the region, but also local follow-up training activities that the trained managers are committed to undertake upon completing the regional courses.

As in previous courses, we also expect this to contribute to the strengthening communication among MPA practitioners in the region so they can exchange information and lessons learned. This is also an objective of the Caribbean Marine Protected Area Management Network and Forum.

For this course, the coordination was commissioned to a private consultant with previous experience in the coordination of this course, and as in the previous edition, it was implemented in the Keys Marie Lab, an education/research facility located in Lawton city, in Long Key, Florida.

The coordinator had the responsibility of designing the agenda, recruiting the instructors and lecturers, coordinate logistics with local organizations and sponsors, and supervise the course along its duration. In addition, the coordinator provided the attendees with a wealth of documents on MPA Science and Practice in digital format.

2. COURSE OBJECTIVES

The goal of the Training of Trainers program is essentially to build a cadre of Caribbean MPA managers that are able to design and deliver a quality training program that will ultimately result in improved MPA management in the Caribbean.

The specific objectives of the Training of Trainers held in Long Key were:

- a. To introduce MPA managers of the English-speaking Caribbean countries to the theory of adult education and relevant teaching methods.
- b. To provide participants with additional skills, materials, and information to improve MPA management in their own countries.
- c. To stimulate exchange in information and experiences, and improve the communication among trainees and trainers.

- d. To learn about the Florida Keys National Marine Sanctuary biophysical characteristics and management scheme.
- e. To establish professional relationships with local organizations such as the Florida Fish and Wildlife Commission, the Florida Keys National Marine Sanctuary, and The Nature Conservancy.
- f. To get familiar with the latest of MPA science in South Florida

3. COURSE VENUE AND DATE

The course was held in the Keys Marine Lab, Long Key, Florida Keys, Florida, U.S.A. (Fig. 1) on February 6 – 18, 2006. This venue was selected again due to the following reasons:

- Within the Florida Keys National Marine Sanctuary, the largest marine protected areas in the U.S. and the Wider Caribbean;
- the offer of institutions and experts to co-sponsor the course with resources such as field trips, lecturers;
- its closeness to Miami international airport;
- the existence of local human resources (researchers and park staff), and
- the appropriateness of the facilities (low cost, classrooms, dorms and private rooms with fully equipped for trainees and instructors, next door restaurant for daily lunches and eventual dinners, etc.). The facility was heavily damaged during the last hurricane Wilma, but the classrooms and dorms remained in good condition.

4. COURSE PARTICIPANTS AND COORDINATORS

The course was imparted in English and attended by 11 professionals from 7 Caribbean countries and territories (Bahamas, Belize, Grenada, St. Vincent and the Grenadines, U.S. Virgin Islands, Jamaica, French Guyana and Guadeloupe (see Annex I). The trainees are park managers, technical staff of national park services and fisheries agencies, and conservation organizations.

They were selected by UNEP-CAR/RCU after the course announcement was released through different means of communication, mostly internet list servers and networks. For more information about the trainees, see Annex I.

The trainees were selected by UNEP/CAR-RCU based on application received from interested MPAs and institutions from English-speaking countries. Criteria for selection included their experience and responsibilities relative to marine protected area (MPA) management, as well as a commitment to conduct in-country training activities as follow-up to the Training of Trainers (TOT) course.

Five professionals (Fig. 2) were invited to work as instructors: Dr. Alida Ortiz (University of Puerto Rico, Humacao), Dr. Alejandro Acosta, Gabriel Delgado, Robert Glazer (Florida fish and Wildlife Conservation Commission). The selection was based on the following criteria:

- Strong credentials on marine science and education.
- Strong involvement in regional MPA for and understanding of the needs of Caribbean MPA managers.

- Mostly local
- Availability and willingness to participate in this course

The course included lectures, interactive exercises and field trips, following the 8-module training manual produced by UNEP (<http://www.cep.unep.org/issues/MPA/mpa.htm>).

In addition, 7 lectures were generously dictated by local experts (Annex I, Fig. 3), namely:

- “The SPAW of Protocol the Cartagena Convention and UNEP-CEP projects related to MPA enhancement: (by Heidi Savelli Soderberg, ToT program manager at UNEP-CEP)
- “Research and monitoring program in the Florida Keys National Marine Sanctuary”. Dr. Brian Keller, FKNMS Science coordinator)
- “Mooring buoys system and other management tools (by John Halas, the Florida Keys National Marine Sanctuary)
- “Preparing project proposals for installing mooring buoys system in your MPA: experiences from different sites in the Caribbean” by Judy Halas, Mooring Buoys Environmental
- “Tarpon and bonefish catch and release fishing in the Florida Keys”, by Jerry Ault (Univ. of Miami) at the Islamorada Fishing Club
- “The Use of Marine Zoning in the Florida Keys National Marine Sanctuary to Balance Resource Protection with Utilization”, by Billy Causey, Director of NOAA’s US SE Atlantic, Gulf of Mexico and Caribbean Sanctuary Program.
- “Incorporating coral reef resilience into MPA design”, by Dr. Phil Kramer, Director of TNC Caribbean Marine Program

The lectures enriched the program, provided the trainees with information about emergent issues in marine protected areas science and allow for them to establish new professional relationships with the lecturers.

The course was coordinated and directed by Dr. Georgina Bustamante, a private consultant, member of the Board of Directors of the GCFI since 1998, and the Steering Committee of the Caribbean Marie Protected Areas Management Network and Forum. Dr. Bustamante also coordinated the first and second editions of the course for Spanish-speaking managers held in Bayahibe, Dominican Republic (2000) and Long Key Florida (2004), and served as instructor for the 1999 and 2002 courses for English-speaking managers, in Saba and St. Lucia, respectively. Ms. Heidi Savelli Soderberg managed the project from UNEP-CAR/RCU and participated as a trainee.

5. COURSE CONTENT AND AGENDA

The instructors followed the Training of Trainers Manual for MPA managers prepared by the Regional Coordinating Unit of the UN Environment Programme (UNEP/ CAR-RCU) as part of the capacity building initiative of the SPAW Protocol Programme. The manual was designed to be used at this course were opportunities are provided for strengthening the skills of

professionals to be applied on their MPAs and taught at local training activities. It can be downloaded from <http://www.cep.unep.org/issues/MPA%20manual-es.htm> and includes the following aspects:

Manual content

- Preface
- Table of contents
- Acknowledgements
- Introduction
- Background

The manual includes 8 modules that cover a range of issues pertaining MPAs in the wider Caribbean, namely:

Module 1. Training skills and communications techniques

Theory of adult education and communication, training techniques.

Module 2. The nature of the marine environment

The basics of marine ecology.

Module 3. Uses and threats to the marine environment and resources

Identifies the threats of different uses of the marine environment within the context of coastal planning and national sustainable development.

Module 4. Overview of MPAs

Provides a historical overview of international and regional program and policy in the Caribbean, including the identification of relevant issues

Module 5. Participatory planning

Introduces the concept of community participation in MPA planning, including such aspects as stakeholder analysis, and the mechanisms for their involvement, conflict management, and co-management.

Module 6. MPA planning

Provides guidelines for MPA planning with emphasis on the needs of incorporating MPAs as a tool for integrated environmental management

Module 7. MPA management

Introduces the basic concepts of management and shows how they apply to different situations.

Module 8: Research and monitoring

Provides an overview of research and monitoring methodologies for measuring MPA effectiveness progress, emphasizing the needs of ecological as well as socioeconomic information, particularly those relevant to coral reef MPAs.

The manual structure and modular format is flexible and so can be used in different types of training activities. Each module contains supporting information. A compilation of information on the latest of MPA design, management and research and monitoring will be provided in a CD format to be used as a source of information. The modular structure of the Manual allows to be applied to different types of audiences with different levels of formal education, and to specific courses and workshops.

The Manual was prepared in 1999 by a team of experts and has been used in 4 previous courses. It is currently under review and a new updated and improved version will ready later this year.

The agenda of the 14-day course (see Annex II) was organized following the structure of the 8 modules of the manual. The 8 modules were taught along 9 full-day lecture sessions (held in the classroom). In addition, two field trips were conducted:

- To the Keys National Marine Sanctuary Upper Regional Office in Key Largo, in order to get information about the Sanctuary management scheme; and
- To the FKNMS docks where trainees were lectured and exposed on the installation and maintenance of the mooring buoy system on board the vessel (Fig. 4, 5)
- To the nearby Wildlife Refuges areas and Ecological Preserves on board the law enforcement patrol boats where trainees observed seagrass restoration areas, installed mooring buoys, and how officers vessel groundings (Fig. 6).

The course included a dinner reception with the attendance of instructors, invited speakers and staff from the Keys Marine Lab (Fig 7)

Additionally, a session was led by the course coordinator to discuss the proposals of the trainees to conduct follow-up local training activities as part of their commitment as a course participant. All the trainees presented their proposals and received the input and recommendations for improvement.

6. THE COURSE MANUAL AND OTHER MATERIALS

The Manual and other printed materials were compiled into a reference notebook. In addition to the manual notebook, additional literature (books, reprints, brochures, CDs) was permanently displayed during the course and a copier machine was available for the trainees (Fig. 8).

Together with the Manual, 5 CDs were prepared during the Course by one of the trainees with materials relevant to MPA science and practice brought by instructors, lecturers and trainees, including their presentations. The trainees also had daily access to website information due to wireless connection in the facilities. All this allowed them to get information about other MPAs in the region as well as emergent scientific issues related to MPA planning, management and monitoring. Hundreds of photographs were taken and copied on CDs for all the participants to take to their MPAs.

7. COURSE COORDINATION

The following activities were conducted by the coordinator:

- Selection of the appropriate venue for the course, including country, local partners, field trips, reception (venue and guests), as well as logistics issues such as daily meals and dinners.

- Recruitment of course instructors and lectures. The instructors were provided in advance with the module contents, supporting materials and contacts/resources for them to prepare their classes (lectures).
- Organization of the course agenda according to the natural and logistical conditions of the venue, the experience of the instructors, and the needs of the attendees.
- Provision of information to the participants, including course agenda, area and venue facilities information, orientation on visa application, etc.
- Course notebook, including the Manual, reading materials, list of participants, agenda, and other relevant information.
- Coordination of course logistics, including transportation from/to Miami International Airport, field trips, etc., as well as the coordination of the support by local institutions and experts.
- Facilitation and supervision of the course, including daily support, guidelines for instructors and trainees, and the provision of a friendly, creative and productive environment.
- Fostering long-lasting professional relationships among the trainees and with the instructors and local experts.
- Course certificates.
- Assist with the review of the proposals of the follow-up training activities to be conducted in their respective countries.
- Led the evaluation session and processed the data gathered for this report

8. COURSE EVALUATION

The evaluation process consisted on a survey of the trainees' and instructors' opinion on the course compiled through evaluation forms (see form in Annex III), along with a brief session of discussion. The survey form was designed to capture the opinion of trainees on the following issues:

- Quality of the training manual (volume, issues included, utility of the information, technical vocabulary)
- Logistics (course duration, information provided to participants prior to the course, excursions, accommodation, daily coordination, etc)
- General recommendations to improve the course.

In addition, a session was held at the end of the course for evaluating the course and main recommendations on how to improve it.

Hereafter a summary of the results of the evaluation sheets and the discussions:

Information provided to the participants previous to the course

Trainees stated that they received considerable information in preparation to the course (Annex IV). Some suggested that the data on hotel and transportation reservation were not sufficiently explicit, but others had the opinion that it was excessive and that in most trainings participants have to be responsible for their own reservations. Annex IV shows the information provided to the participants in the welcoming letter and the logistics information.

As a result of recommendations of previous editions, the trainees were advised to bring presentations on their MPA. This was very useful and allowed for a better exchange of information and utilization as study cases

Logistics

Although the generally agreed that the time of the year, daily schedule, accommodations (Fig 9), classroom conditions (Fig 10), and course length were good, some suggested additional details that could have improved the living conditions, namely: more space in the dorms to keep their personal items (more privacy), a classroom with windows, etc. However, some trainees highlighted that the friendly environment of the venue and logistics fostered communication and homework. The lunch menu was changed several times to accommodate the trainees' preferences.

The fact that the Keys Marine Lab accommodations are collective (several bedrooms per dorms), but it allowed to accommodate the small number of trainees (10), in the only dorm available for them (6 girls in one bedroom, and 2 boys in each of the two other bedrooms). Due to the damages suffered by the Keys Marine Lab during the passage of Hurricane Wilma, one of the accommodation facilities was not available. The remaining benefits of the venue (co-sponsorship by NOAA, local instructors, field trips) overweighed this shortcoming and resulted in the decision of keeping the keys Marine Lab as the venue of the course. Hotels in the area are expensive and would have overstrained the budget and compromise the use of the Lab as a classroom. Figure 9 and 10 shows images of the course

Course agenda

Despite a consensus of the high value of the course content (the participants scored "agreed-strongly agreed" on the questions of Section 2 of the survey), several participants expressed that the days were very long due to the scheduling of 7 evening lectures. The decision of including local experts lecturers in the course was made by the coordinator based on the results of the previous course (trainees did not complained about the evening lecturers) and to make the most of the local human resources. Although the trainees had a whole day off (Sunday) and 2 almost whole days in the field, certainly the schedule seemed too tight and full. Next courses should take this observation in account and allow for more free nights.

Thus, some participants and instructors suggested longer sessions for covering better specific topics.

Course content and results

Participants highly scored the accomplishment of the course objectives, organization, appropriateness of course materials, course format, interaction with instructors and lecturers, facilitators, and other as well as their satisfaction and expectations. The also highly scored (strongly agreed – agreed) that the knowledge received will help their job, allow them to identify better possible solutions to existing problems, made new contacts, expand possibilities of collaboration with other MPAs in the region, and make significant improvements in their job.

They greatly appraised the performance of the instructors, and organizers, and the high quality of lectures and exercises. The teaching skills of Dr. Alida Ortiz (instructor of Modules 1, 4, 5, 6, and 7) was highly evaluated by the trainees, as in previous courses. Trainees also appreciated the generosity of the lecturers in providing their digital presentations, and of the coordinator in distributing a wealth of materials, in hard copies (displayed for consultation and copying during the course, see Fig 8) as well as in CD format..

They made the following recommendations to improve the course content:

- Include topics such as MPA daily operations, staff management, proposal writing, use more case studies for illustration modules, update information on environmental agreements and conventions (guidelines, etc.), resource (coral reef, habitat, fisheries) assessment guidelines
- More job shading with local MPA staff
- Manual update and incorporation of more study cases, overview of the nstatus of the MPAs in the Caribbean, as well as additional management topics

All participants agreed that the course was a good investment of time. The information received was useful and included new concepts.

General observations

Course strong points

- High quality of classes and lectures
- High interaction and friendly relationship among trainees and with other participants
- Good course organization
- Course for free
- Small group
- Goods hands-on sessions
- Lessons learned very applicable to work
- Abundant information received from coordinator (books, CDs, brochures) and lecturers
- Experiences shared with rangers at field trip very valuable
- Good exercises
- Overwhelming support by Florida Keys National Marine Sanctuary
- Internet wireless connection
- Two weeks is maximum
- All instructors performance evaluated as good to very good, and Alida Ortiz as excellent.
- Evaluation of follow-up activities proposals is very useful
- Good food

Course weakness:

- Long says
- More field trips, particularly in the second week
- Moe job shading with FKNMS staff

The instructors provided the following comments and recommendations:

- The manual is well developed but needs update and elimination of overlapping and repetitions on different modules (e.g., Modules 2 and 3; and Modules 5 and 6).
- The time allocated to cover all topics s limited
- Provide information on the trainees background in advance.
- Include GIS techniques and demonstration exercises in Module 8
- Provide instructors with a basic ppt presentation for each module
- The planning of such a course is challenging and the coordinators did a great job
- The biogeographic context ion Module 2 theme 3 needs significant update as recent information shows differently

- Move Theme 4 of 2 Module 2 to Module 3; add emergent treats (endocrines disruptors) to Module 3.
- General guidelines or principles (e.g. on how deep to get in each module) should be given to all instructors

9. COMMENTS AND RECOMMENDATIONS OF THE COURSE COORDINATOR

The training course served to provide trainees with the basic tools and knowledge to address marine protected area management issues. Despite the usefulness of the Manual, it was clear that the Manual needs significant update and revision to avoid repetitions and incorporate new information and lessons learned. We hope that this will be fixed soon before the next edition of the regional course edition.

The geographic coverage of trainees contributed to have better perspective of the similarities and differences across the region. The diversity of situations in the different countries and the specificity of approaches enriched the discussion and stimulated the creativity in the search of solutions.

The training course allowed the trainees to share information on the problems they face in the day after day work in their own protected. All of them gave presentations using their own protected areas as study cases for issues related to participatory planning, financing, research and monitoring, community outreach, etc. We hope that the relationship established during the course will last longer and foster and active communication and networking among all participants, trainees as well as instructors.

The selection of the Florida Keys National Marine Sanctuary proved to be good. The natural setting of the Keys Marine Lab and its facilities fostered a creative environment for learning. In addition, the great response of the local institutions and the contribution of local lecturers allowed the trainees to make useful contacts and get state of the art information on MPA science and practice emerging issues. In addition, they were able to get firsthand information on the management scheme of the most heavily managed marine protected area in the U.S. and probable in the wider Caribbean. The field trips (ran by the FKNMS and the Florida Fish and Wildlife Conservation Commission which provided experts and boating facilities) were very enjoyable and educational. The support of both institutions was excellent. In particular, Fiona Wilmot, Brian Keller and Billy Causey, and John and Judy Halas were instrumental in this partnership that we hope will be developed as the US SE, G. of Mexico and Caribbean Regional MPA center expands its work to the rest of the region. As always, the law enforcement officers graciously contributed with their resources and knowledge to include in the course a valuable hands-on experience (Fig. 4) .

Local experts and institutions also contributed. Robert Glazer, Gabriel Delgado and Alejandro Acosta (from the FWFC- Florida Marine Research Institute) with extensive experience on marine conservation science in the US as well as in the Caribbean, served as instructors on 3 modules. Phil Kramer (TNC Caribbean Marine Program Director), and Roberto Torres (TNC's South Florida Regional Office technical staff) contributed with lectures and equipment.. All institutions and experts highly appreciated the exchange with the Caribbean MPA managers and expressed their desire to contribute to this kind of training in the future as needed.

Particularly valuable was the field class to show the details of mooring buoys installation and maintenance. An information package was also provided to the trainees by Environmental Mooring Bouys Inc. which has an extensive experience in the field in many places in the world, including the Caribbean (see Figs. 4, 5).

Networking was a major output of this project. I believe that these training courses will contribute significantly to increase communication among MPA managers in the Caribbean. Regional courses have an enormous potential as a capacity building tool for each country. However, the experience of 7 years of the program strongly suggests the needs to strengthening the “follow-up component: the local training activities that trainees commit themselves (and the institutions where they work) to disseminate the knowledge and lesson learned. There is an enormous potential for this component as a vehicle to draw the support of other institutions (national, subregional, regional and international). As the program becomes more popular and its reputation increases, institutions with goals and resources for capacity building in the Caribbean will identify this as an opportunity to invest. This will foster cooperation, increase focus, and create synergy.

Although the Keys Marine Lab seems to be an adequate facility for implementing MPA regional course (well equipped classroom and dormitories, next door restaurant, natural environment, local support, etc.) other facilities in the region may be considered for future courses. Among them, we can suggest research and educational facilities in Mexico (UNAM Biological Station in Puerto Morelos, and Is. Contoy, both in the Mexican Caribbean), Cayman Islands, Puerto Rico (University of Puerto Rico), or economic hotels and resorts of the Dominican Republic, Cuba, etc.) There are other educational facilities with nice accommodations in the region but they are too isolated for the participants of the course to stay 2 weeks or have no internet service, which is essential for staying in touch with their jobs and families.

In any case, it is becoming clear that the ToT program is approaching a stage which will require complementing with other training tools. Among them we can mention the use of web-based lectures, a more active use of CaMPAM Network and Forum server to disseminate information and promote discussions, the use of the GCFI Annual Meetings, etc. other very interesting approach is the implementation of a mentorship program where selected MPA staff spend time and do job shading in more mature MPAs. The basis for this kind of activity is already there with the ICRAN-UNEP Demonstration -Target Sites Program coordinated by UNEP-CEP.

The oncoming revision and evaluation of the ToT program will probably examine these and other alternatives and opportunities and contribute to the improvement and transition of the Caribbean ToT MPA management Program to a next stage, more in accordance to the MPA community changing needs.

ANNEX I. PARTICIPANT LIST

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ANNEX II. COURSE AGENDA

Sunday February 5

Arrival of participants from Miami airport (and shopping at the nearby supermarket)

6:00pm **General briefing** (course introduction, presentation of participants, by Dr. Georgina Bustamante, course director)

Monday February 6

8:30am-10:30 am **Module 2.** Nature of the marine environment (Gabriel Delgado, Florida Fish and Wildlife Commission, Marathon, Fl Keys)

10:30-10:45 am Break

10:45 - 12:00m **Module 2** (cont.)

12:00- 1:00pm Lunch

1:00 - 3:30pm **Module 2.**

3:30 - 3:45pm Break

6:30-7:30pm **Evening lecture:** The SPAW of Protocol the Cartagena Convention and UNEP-CEP projects related to MPA enhancement (by Heidi Savelli Soderberg, ToT program manager at UNEP-CEP)

6:30 - 9:30pm **Welcome reception at Little Italy restaurant**

Tuesday February 7

9:00 -10:30 am **Module 8. Research and monitoring** (Dr. Alejandro Acosta, Florida Fish and Wildlife Conservation Commission and Gulf and Caribbean Fisheries Institute)

10:30 - 10:45am Break

10:45 - 12:00m **Module 8** (cont.)

12:00 - 1:00pm Lunch

1:00 - 3:30pm **Module 8 . Lecture: Research and monitoring program in the Florida Keys National Marine Sanctuary. Dr. Brian Keller, FKNMS Science coordinator)**

3:30 - 3:45 pm Break

3:45 - 5:00pm **Module 8**

Wednesday February 8

8:00am-2:00pm **Modules 2, 3, y 8.** Visit to the FKNMS Key Largo Upper Region's office. Lecture on mooring buoys system and other management tools (by John Halas) and interactive session with the mooring buoy installation and maintenance staff at the installation vessel at the Key Largo docks (sponsored by the FKNMS-NOAA). Instructor: John Hallas

3:30pm – 5:00pm **Module 1.** Communication and training skills. Dr. Alida Ortiz (Univ. Puerto Rico at Humacao)

Thursday February 9

8:30 – 10:30 am	Module 1. Communication and training skills. Dr. Alida Ortiz (Univ. Puerto Rico at Humacao)
10:30 - 10:45	Break
10:45 - 12:00m	Module 1 (cont.)
12:00 - 1:00pm	Lunch (at the classroom)
1:00 - 3:30 pm	Module 3 (cont.) Threats to Marine Environment (Robert Glazer; Florida fish and Wildlife commission, Marathon Research Center,
3:30 - 3:45pm	Break
3:35 -5:00pm	Module 3 (cont.)
3:30 - 3:45pm	Break
3:45 –5:00pm	Module 5 (cont.)

Sunday February 12

Day off

Monday February 13

8:30 - 10-30am	Module 5
10:30-10:45am	Break
10:45-12:00	Module 5
12:00-1:00pm	Lunch
1:00 - 3:00pm	Module 4 Overview of the marine protected areas of de Caribbean. Dr. Alida Ortiz (Univ. Puerto Rico at Humacao)
3:00-3:15pm	Break
3:15 – 4:15pm	Lecture- Preparing project proposals for installing mooring buoys system in your MPA: experiences from different sites in the Caribbean. Judy Halas, Mooring Buoys Environmental
5:00- 6:00	Lecture: Tarpon and bonefish catch and release fishing in the Florida Keys, by Jerry Ault (Univ. of Miami) Islamorada Fishing Club

Tuesday February 14

8:30 - 10:30am	Module 6 MPA planning (Dr. Alida Ortiz (Univ. Puerto Rico at Humacao)
10:30 - 10:45	Break
10:45 – 12:00pm	Module 6 (cont.)
12:00-1:00pm	Lunch
1:00 – 3:30 pm	Module 7 MPA management (Dr. Alida Ortiz (Univ. Puerto Rico at Humacao)
3:30 –3:45 pm	Break
3:45 – 5:00pm	Module 7 (cont.)

Valentine's Party

Wednesday February 15

8:30 - 10:30am	Module 7 (cont.)
10:30 - 10:45pm	Break

10:45 - 12:00m	Module 7 (cont.)
12:00 - 1:00 pm	Lunch
1:00 - 3:30 pm	Module 7 (cont.)
3:30 - 5:00pm	Lecture: The Use of Marine Zoning in the Florida Keys National Marine Sanctuary to Balance Resource Protection with Utilization, by Billy Causey, Director of NOAA's US SE Atlantic, Gulf of Mexico and Caribbean Sanctuary Program.
5:30-7:30	Lecture: Incorporating coral reef resilience into MPA design, by Dr. Phil Kramer, Director of TNC Caribbean Marine Program

Thursday February 16

8:30 - 10:30am	Module 7 (cont.)
10:30-10:45am	Break
10:45-12:00	Module 7 (cont.)
12:00-1:00pm	Lunch
1:00 - 3:30pm	Module 7 (cont.)
3:30-3:45pm	Break
3:45-5:00pm	Module 7

Presentation and discussion of local follow-up training proposals

Friday February 17

8:00 - 1:00pm	Field trip with the Florida Fish and Wildlife Conservation Commission (FFWCC) enforcement officers to show surveillance and warning procedures, as well as conduct underwater observations of a mooring buoys site in an ecological preserve (sponsored by FFWCC and FKNMS).
1:30-2:30pm	Lunch on site.
2:30-3:30pm	Lecture. FKNMS advisory council management and interactive exercise. By Fiona Wilmot (FKNMS)
4:00 – 5:30pm	Continuation of presentations and discussions of local follow-up training proposals

Saturday February 18

8:30 - 10:30am	Follow-up proposals discussion (end)
10:30 - 10:45am	Break
10:45- 12:00m	Course evaluation
1:15pm	Departure to Miami (on Keys Shuttle) and overnight in Miami

Sunday February 19 Departure from Miami International Airport

ANNEX III. EVALUATION

The form used to gathered participants opinion is the following:

UNEP-CAR/RCU

Training of Trainers in Marine Protected Areas Management Feb 6- 18 - 2006, Long Key, Florida USA

EVALUATION FORM

Section 1: Logistics

A. The advanced mailing gave adequate information to the participants:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

B. The advance mailing gave adequate time to plan for attendance:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

Section 2: Course Content

A. The stated objectives were met:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

B. The stated objectives were appropriate:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

C. I came to the course with high expectations:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

D. I am highly satisfied with the overall course, considering my original expectations:

1. Strongly agreed 2. Agree 3. Disagree 4. Strong Disagree 5. N/A

E. The course was well organized:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

Some of the following questions have a rating scale. Please indicate your response by circling the appropriate number: 1=very poor (or very little) to 5=very good (or greatly)

Section 3: General Overview

- A. How valuable was the Course to You?
1 2 3 4 5
- B. The overall format of the Course was:
1 2 3 4 5
- C. The presentations were:
1 2 3 4 5
- D. Interaction with the Facilitators was:
1 2 3 4 5
- E. Interaction with the other participants:
1 2 3 4 5
- F. How appropriate was the Course material?
1 2 3 4 5
- G. Was the schedule of activities clear?
1 2 3 4 5

Section 4: Results

- A. Will things you learned help you with your job?
1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A
- B. Were you able to identify possible solutions to existing training problems?
1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A
- C. New contacts with colleagues were made:
1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A
- D. More collaboration with colleagues will probably occur in the future:
1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A
- E. New ways of doing things were learned from the Course:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

F. You can make improvements when you return to your country:

1. Strongly agreed 2. Agree 3. Disagree 4. Strongly Disagree 5. N/A

Section 5: Scheduling Facilities

A. The time of year was:
1 2 3 4 5

B. The daily schedule was:
1 2 3 4 5

C. The accommodations were:
1 2 3 4 5

D. The refreshments were:
1 2 3 4 5

E. The audio-visual materials were appropriate:
1 2 3 4 5

F. Quality of the Facilitators:
1 2 3 4 5

G. The course length was appropriate:
1 2 3 4 5

H. This course was worth the time spent away from work:
1 2 3 4 5

Section 6: Observations

Please provide comments which would make future courses more valuable.

1. What additional material would you require to ensure successful delivery of your own training course?

2. What were the strong points of the course?

3. What were the weak points of the course, and how would you change them?

4. Please add any other comments that you would like UNEP/CAR/RCU to consider:

ANNEX IV . Information provided to the course participants in advance via email

Welcoming letter:

Dear MPA practitioners,

Welcome to the Training the Trainers regional course for MPA managers of the Wider Caribbean organized by the Regional Coordinating Unit of the Caribbean Environment Programme (RCU-CEP) of the UN Environment Programme (UNEP), based in Kingston, Jamaica. The course is part of UNEP-CEP capacity building initiative under the framework of the Cartagena Convention Protocol concerning the Specially Protected Areas and Wildlife (SPA) and its associated initiative of a regional Network and Forum for MPAs (CaMPAM) . This course is funded by the Mac Arthur Foundation and has the contribution of the Florida Keys National Marine Sanctuary and the U.S. SE, Gulf and Mexico and the Caribbean Region office of NOAA's Sanctuary Program, and the Florida Fish and Wildlife Conservation Commission (FFWCC) and its Florida Marine Research Institute, as well as the Gulf and Caribbean Fisheries Institute (GCFI) . This course is the fifth edition of a program that started in 1999 with the first regional course held in Saba , Netherland Antilles, followed by 3 other implemented in Bayahibe, Dominican Republic Soufriere, St. Lucia and Long Key, Florida. The Program, including the regional courses and the follow-up local training activities have aimed at providing MPA managers with the basic knowledge and necessary skills to effectively manage their MPAs.

This course is being held in the Keys Marine Lab, Long Key Florida Keys, on Feb 6-18, 2006, and will have the participation of 12 managers, 3 instructors, and several other lecturers.

We expect this event to contribute to increase the institutional capacity of MPAs in the Caribbean and promote a greater exchange of information and experiences among all participants and with the local co-sponsoring organizations, all of which are committed with the conservation of natural, cultural and socioeconomic values of the marine protected areas of our region.

Environmental managers and scientists from both governmental and non-governmental organizations are facing unprecedented challenges in the history of civilization. In the Caribbean, in particular, there is the need of increasing revenues from the exploitation of coastal resources while the environment is characterized by depleted fisheries resources, and deteriorated coastal habitats due to local human impact and global climate changes. All our countries depend in great part of the revenues provided by tourism industry and we all so depend on the health of natural resources, particularly the fragile islands states. The more challenging the situation, the greater the needs for marine park managers to be properly educated. This course aims at providing you with the tools to face this challenge and help others in your country, as per your commitment with UNEP-CEP.

We wish you a productive and pleasant stay in the beautiful Florida Keys. Enjoy its hospitality and wonderful views and the experience of being at one of the largest managed marine areas in the world.

The coordinators.

Long Key, Florida, February, 2006.

Logistics information

Course venue: Keys Marine Laboratory ("Lab"), City of Layton, US 1, Mile Marker 68, Long Key, Florida 33001. Tel. (305) 664-9101 Fax (305) 664-0850.

Location: The lab is located midway of the Florida Keys, 68 miles north of Key West, at the Florida Bay side. This location allows for an easy access to nearby marine habitats such as coral reefs, mangrove and the ocean. The Miami airport is located 2-hour drive to the north.

Lab facilities: The Keys Marine Laboratory is a beautiful and comfortable research and education station operated jointly by the Florida Marine Research Institute of the Florida Fish and Wildlife Conservation Commission and the Florida Institute of Oceanography. The facilities have 7 acres and include several buildings. The facilities include dorms for 28 people, a classroom, computer lab, wet labs, ponds and tanks. You can visit <http://www.keysmarinelab.org/> for more details. Some of the facilities were damaged by Hurricane Wilma and are still under repair.

Dorms are distributed in 2 separate buildings. Both dorms have fully-equipped kitchens where you can prepare breakfast, and dinner at your convenience, and a dinning-living room and bathrooms. Dorm A has 3 bedrooms and Dorm B only one. Students and instructors will stay at the dorms.

Lab rules:

- Alcohol consumption is not allowed without special permission of the management (e.g. at the welcome reception).
- Kids are not allowed at the dorms.
- Biological specimens can be collected only with a permit from the Florida Fish and Wildlife Conservation Commission. You can call Lisa Gregg (FWC) 1-850-488-6058.

- Recreational fishing or lobstering is NOT permissible from the lab shoreline. (Saltwater fishing licenses are required for any recreational fishing in Florida waters.)
- The phones in the dorms are separate (**1-305-664-0852**). Incoming calls ring in all the dorms. Please ensure appropriate consideration to avoid disturbing other visiting groups. Also, if you answer the phone and do not know the person being inquired for, please hang up and allow the other dorm a chance to pick up.
- **Long distance phone calls can be made only with the use of a calling card.** You can get one in the store across the street.
- Phone messages, faxes, mail, deliveries, etc. will be held in the office. Phone messages can be left at the administration (tel. 1-305-664-9101) and faxes can be received at (305) 664-0850. **Please check the message board daily during office hours 8am-5pm for your messages.**
- The gates are to be closed and locked every evening for security reasons. The combination for the locks, which changes regularly, is provided upon check in. If you notice the gate open after hours, please close and lock it.
- When departing, please leave the dormitories clean. Blankets, pillows and spreads stay on the beds. Remove and separate dirty linens into bags provided and bring them to the laundry room.
- Empty all trash into the dumpster inside the white chain gates – see map displayed in dorms. Recycle containers are located inside the gate behind the dumpsters. Please recycle!
- Wash all dishes and return to the proper places.
- Cleaning supplies are provided in each dorm (brooms, mops, cleaners, etc.). Please use them. No smoking in the dorms, classroom labs or offices or any building on the property...it is STATE POLICY. If you must smoke, do so outside in designated areas ONLY.

Transportation of the course participants: Participants will arrive to Miami airport from different cities on Sunday February 5th. You should take the Keys Shuttle Service to travel to Long Key (departure times: 11am, 12m, 1pm, 2pm, 3pm, 5pm, 7pm, 8pm). You will have a reservation made. Pick up location: **GO TO GROUND LEVEL OF TERMINAL "D" (AMERICAN AIRLINES BAGGAGE CLAIM), GO OUTSIDE THE TERMINAL AND CROSS TWO SETS OF TRAFFIC LANES, TO REACH THE CUSTOMER PICK-UP AREA NEXT TO CITY BUS PICK UP AREA.** Those participants arriving at other times and days may make their own reservation of the Keys Shuttle to get to the Lab. Go to <http://www.keysshuttle.com> for more information. If you rent a car, you can take the 836 Expressway West and exit to Expressway 826 South, to the Florida Turnpike and south towards

Homestead. From Homestead, take the U.S. 1 south to the Lab. The Keys Marine Lab is located 101 miles south of Miami International Airport. After the “Channel 5” bridge, you will see Long Key. There is a sign “City of Layton”. After the sign, on your right and there is the Lab across the street from the US Post Office. If you get to Long Key State Park or the Long Key bridge, you passed it and have to turn back.

Course details:

- The course will take place mostly at the Lab classroom, but there will be field trips onboard the Florida Keys National Marine Sanctuary (NOAA) and the Florida Fish and Wildlife Conservation Commission boats where staff and officers will provide you with interesting information.
- The classes and evening lectures will be imparted by marine science and conservation scientists of regional expertise.
- The course will follow the UNEP Training Manual Marine Protected Area
DOWNLOADABLE FROM <http://www.cep.unep.org/issues/MPA%20manual-es.htm> . We kindly ASK YOU TO MAKE AND BRING A HARD COPY OF THE ENTIRE MANUAL. If you have no printing capability please let us know in advance and we will make a copy for you. The manual includes 8 modules that will be used by instructors for lecturing.
- Instructors will use abundant illustration materials (powerpoint presentations) that will be provided to you at the end of the course in digital format. We encourage you to bring your own digital materials and presentations. They will assist you with any presentations you were asked to give on your MPA. These materials can also be distributed to all participants if you wish, as well as a CD with information (papers, web sites, etc.) on MPA Science and Practice.
- All participants will fill questionnaires for course evaluation and a session on course evaluation will be held at the end of the course. Your response will allow improve the training course in its next editions.
- You also have to bring a draft of the follow-up training activity proposal for discussion. This exercise will help you take home a better proposal.
- The welcome receptions, lectures and field trips to the Florida Keys National Marine Sanctuary offices will allow you to make contact and exchange experience with local marine conservation scientists and practitioners, and get acquainted with the FKNMS planning

process and management program. This is an invaluable opportunity for establishing fruitful and mutually beneficial relationships. Previous course attendees have greatly benefited of this opportunity.

- **Course logistics:**

- Look at the course schedule for details. The course will provide you with coffee breaks and lunches during the entire class period (including classroom lectures and field trips). Lunch will be served at the next-door restaurant Little Italy. If you have any special need (vegetarian, allergies, etc.) tell us in advance. ALL DINNERS ARE ON YOUR OWN, except for the welcome reception and welfare dinners. You are also responsible for your meals on the arrival date and the day off (Sunday). There are a couple of restaurants and convenience stores at walking distance where you can get snacks, and some food and other items. You will be given a ride to the closest supermarket and bank two times during the course so you can buy groceries for breakfast and dinner, etc., and cash your check (per diem).
- The Lab has marine books that you can use at your convenience. The course will provide you with a small library and you can take some published and digital materials (in CDs). A copier machine will be available. You can copy papers, brochures, management plan, etc. for distributing among the course participants.
- Wireless internet is available. You can bring your own laptop or use the Lab desktop computers.
- Post office is located across the street.
- Participants will receive a set of bed linens each week. You can bring your own additional towel for field trips, etc. Washer and dryer machines were damaged by storm surge during hurricane Wilma and are not available.

Recommendations on personal baggage and attire: The environment of the Keys is very informal. As in other coastal areas in your own countries, residents and tourists wear mostly sport shoes and sandals, t-shirts and shorts. You should bring warmer clothes (an impermeable jacket and long pants) since winter temperature can drop to 15°C. You should also bring your own wet suit (water temperature can drop to 20°) and snorkeling gear for the boat field trip to the ecological preserve.

You will have Sunday February 12th off. We recommend you to visit Key West where you can enjoy the nature and culture of this picturesque city with its interesting history and tourist attractions. Key West is the most southern point of the United States. The Keys has an environment with a mixture of races and cultures derived from a history of shipwrecks rescues, treasure hunters, fishing, etc. We particularly recommend you the Mel Fisher Maritime Heritage Society Museum with a wonderful archeological exhibition of the treasures recovered from the Spanish galleon Nuestra Señora de Atocha, that sank on 1715 while sailing from Havana to Spain. Likewise, Hemingway house is an interesting museum with beautiful architecture and art exhibitions.

We hope you have a kind stay in the Keys Marine Lab, a memorable course and an unforgettable professional personal and professional experience!!

Georgina Bustamante

Course director