

Final Report

Course “Training the trainers in marine protected areas management”

Tulum, Quintana Roo, México, September 9 – 22, 2007

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1. INTRODUCTION

For the last 8 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 expected this one to contribute to 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 3 other regional courses. After an assessment of different options, this regional course was implemented in the Instituto Universitario de Tulum, a local academic institution located close to the Sian Ka'an Biosphere Reserve.

The coordinator had the responsibility of selecting the venue, designing the agenda, recruiting the instructors and lecturers, coordinate logistics with local organizations, sponsors and vendors, and supervising the course along its duration.

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 Tulum were:

- a. To introduce MPA managers of the Spanish-speaking Caribbean countries to the theory of adult education and relevant teaching and communication techniques so they can better implement training activities.
- b. To provide participants with additional skills, materials, and information that improve their job performance and the effectiveness of the MPA in their own countries.
- c. To stimulate exchange in information and experiences, and improve the communication among trainees and trainers.

e.d. To establish professional relationships with local and international organizations (and individuals) participating in the course in different capacities such as Sian Ka'an Biosphere Reserve, The Nature Conservancy, Instituto Universitario de Tulum, Fundación Orígenes de Quintana Roo, Amigos de Sian Ka'an.

- e. To experience first hand and of the unique scenario both biophysical and socioeconomic of the Sian Ka'an Biosphere Reserve, to learn lessons on community participation (tourism and fishing cooperatives and the general public) on MPA preservation and management.

3. COURSE VENUE AND DATE

The course was held in Instituto Universitario de Tulum, Tulum City, State of Quintana Roo, Mexico. (Fig. 1) on September 9 – 23, 2007. This venue was selected after a thorough assessment of different options in the Yucatán Península (Celestún and Yum Balam Refugios de Flora y , Fauna) and exploration visits of the coordinator in May and July, 2007. The selected venue comprises the following conditions, namely:

- A magnificent biophysical scenario of the Sian Ka'an Biosphere Reserve and World Heritage Site, one of the largest and best conserved marine protected areas in the Caribbean;
- the existence of a unique model of community management of fisheries and tourism in Punta Allen and Muyil, small villages inside the Reserve;
- the willingness of the local institutions to co-sponsor the course and provide essential resources such as classroom facilities, field trips organizations and guides, transportation, and local lecturers (scientists and managers);
- its closeness to Cancun international airport;
- the wonderful conditions of the teaching facilities (fully high-tech equipped classrooms, and support from the IUTulum authorities and staff)
- nice and affordable accommodation, nearby entertainment and cultural offers, and
- the opportunity of contributing with the local community restoration efforts after the damages caused by hurricane Dean.

4. COURSE PARTICIPANTS AND COORDINATORS

The course was imparted in Spanish and attended by 14 professionals from 9 Caribbean countries namely Colombia, Cuba, Dominican Republic, Guatemala, Haiti, Mexico, Panama, Nicaragua, and Venezuela (see Annex I). Eleven trainees were MPA or natural resources agencies staff, one was a college professor, one an MPA specialist of an international conservation organization, and one for a small local conservation NGO.

They were selected by UNEP-CAR/RCU after the course announcement was released through different means of communication, mostly internet list servers and networks and the analysis of the submitted applications from interested MPAs and institutions from Spanish-speaking countries. Criteria for selection included their experience and responsibilities relative to marine protected area (MPA) management, as well as their personal and institutional commitment to conduct in-country training activities as follow-up to the Training of Trainers (TOT) course.

Four professionals were invited to work as instructors: Dr. Alida Ortiz (independent), Dr. Tomas Camarena (independent), and Dr. Alejandro Arrivillaga and Nestor Windevoxhel (The Nature Conservancy Mesoamerican Reef Program), all with extensive experience in marine conservation science, training and management. The former two have taught this course in previous occasions, and the two latter were provided by TNC as part of their co-sponsorship. The selection was based on the following criteria:

- Strong credentials on marine conservation science or education.
- Strong involvement in regional MPA for and understanding of the needs of Caribbean MPA managers.
- Availability and willingness to participate in this course

In addition, 8 lecturers (mostly locals, see Annex I,) gave talks on interesting subjects related to marine conservation and MPA management, namely:

- “The SPAW of Protocol the Cartagena Convention and UNEP-CEP projects related to MPA enhancement: (by Heidi Savelli Soderberg, Training the Trainer Program manager at UNEP-CEP)
- The low impact coastal hotel “Nueva Vida de Ramiro” (by Architect Oscar....)
- “Programa de monitoreo del Programa SAM (Sistema Arrecifal Mesoamericano) del GEF y restauración arrecifal en México” (by Miguel Angel Garcia, Oceanus A.C.
- “Las agregaciones reproductivas de peces en México: resultados de investigaciones”. Profesor Alejandro Medina –Quej, Instituto Tecnológico de Chetumal
- “El programa de ordenamiento territorial de la Costa Maya y el turismo de cruceros en Majahual” (by Bárbara Reveles, revelesbar@hotmail.com)
- “Las energías renovables en las construcciones de Quintana Roo”. Arturo Romero, Sociedad para las Energías Renovables de Quintana Roo,
- La Reserva de las Biosfera Sian Ka’an: 20 años de lecciones aprendidas en el manejo de la Reserva, el Plan de Ordenamiento Territorial y de Uso Publico, las regulaciones de construcción habitacional en la franja costera, la inspección y vigilancia, y el trabajo con las comunidades. (by Francisco Ursúa, director, Omar Ortiz, subdirector, and technical staff)
- The acquisition, management and research program of Pez Maya, of Amigos de Sian Ka’an (by Alberto Marquesa, coordinator of the Marine Program)

The lectures enriched the program, provided the trainees with information about emergent issues in marine protected areas science and practice the sustainable use of coastal areas. It also allowed the participants to establish 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 Marine Protected Areas Management Network and Forum. Dr. Bustamante also coordinated the second, fourth, and fifth editions of the regional course held in Bayahibe, Dominican Republic (2000) and Long Key Florida (2004 and 2006), and served as instructor for the 1999 and 2002 courses in Saba and St. Lucia. Ms. Heidi Savelli Soderberg managed the project from UNEP-CAR/RCU.

5. COURSE CONTENT AND AGENDA

As in the previous course, the 14-day course agenda was designed following the Manual written for this program, as well as considering the local opportunities for field trips and extra lectures. (Annex II). The 8 modules were taught along 9 full-day lecture sessions (held in the classroom), and two full-day comprehensive field trips were conducted.

The classes 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:

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

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. 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 pervious courses. It was reviewed and updated for this course edition. Most modules undergone some modifications, some more than others. In addition, powerpoint presentations were provided to

most instructors, and a wealth of information (in pdf format, but also internet sites, etc.) comprising the latest on marine protected areas science and practice in the last 5 years were provided to trainees and uploaded in the e learning tool (e-library) created for them at <http://www.iutulum.org/iutel>. **This web portal was generously created by the Instituto Universitario de Tulum and is the seed of a potential e-learning tool for the program. The portal includes, so far, the course Manual, the presentations by instructors, invited lecturers and trainees, as well as numerous publications.** They were uploaded during and after the course and are now at the disposition of the 2007 alumni. This e-library will eventually become a more comprehensive learning tool with the following benefits:

- Easy access of the modules as well as other publications and information materials that can be downloaded and uploaded by trainees and selected/authorized persons
- A permanent information tool for this and future courses
- Better use of the materials by trainees for their follow-up training activities
- The use of this information by the trainees and instructors of future regional courses even before they meet at the course, which allows to expand in time and content the course experience, via a previous dissemination of information, pre-course homework, etc.
- The seed of a potential e-learning tool for the Training the trainers Program.
- The utilization as information by external users and donors
- A permanent updating of the modules simply by incorporating new information on methodologies, case studies, planning and management tools, etc.

The field trips were the following:

1. Visit to Sian Ka'an Biosphere Reserve and the town of Punta Allen. We were accompanied by the Sian Ka'an Reserve authorities (director, subdirector, technical staff). This visit included the following activities:
 - Reception and the Arco Maya entrance of the Reserve (general explanation of the Reserve by its subdirector)
 - Visit to Pez Maya (accompanied by Alberto Franqueza, from Amigos de Sian Ka'an), a coastal 5-km long fringe of land acquired by The Nature Conservancy in 2003 to prevent its development, and donated to Amigos de Sian Ka'an for its management. This private property has a high conservation value and is currently used for accommodating volunteer groups from all over the world that conduct research and monitoring in the Reserve. This illustrates how the acquisition of environmentally sensitive and highly threatened pieces of land can be an effective tool to prevent inadequate development and protect biodiversity values.
 - Visit to Punta Allen costal village, a world-wide successful model of community-management of coastal resources within an MPA. Here, the trainees were exposed to a number of issues, namely:
 - The restoration efforts (roads, houses and businesses) after a hurricane damages (15 days earlier) of a coastal village which livelihood is strongly dependent on tourism.
 - Underwater observation of the status of the reefs used for tourism (snorkeling)
 - Underwater observation of the lobster fishing in "casitas"
 - Discussion and exchange of information with the tourism and fishing cooperatives representatives on the community-based management of coastal resources and their relationship with the Reserve authorities.

The course included a dinner reception with the attendance of local collaborators.

Additionally to the modules teaching, 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 commitments. The trainees worked on improving the proposals with H. Savelli Soderberg (UNEP-CEP program manager) during the first week. During the last day of the course a session led by the course director where trainees presented their proposals, and received the input and recommendations for improvement.

Together with the Manual, the trainees received a number of publications (hard copies) that were distributed or displayed in the classroom makeshift library and bulletin board together with additional materials brought by trainees and instructors (Fig. 2). The trainees also had daily access to website information due to wireless connection in the facilities. Hundreds of photographs were taken and copied by all participants to take home.

7.6. COURSE COORDINATION

The following activities were conducted by the coordinator:

- *Selection of venue.* Since May, visits were conducted by the coordinator to Yucatan Peninsula (Merida, Sisal, Celestún, Tulum) to explore potential venues. In Tulum, a local organization (Fundación Origenes de Quintana Roo) assisted the coordinator in finding appropriate accommodation and classroom facilities. Local sites were explored and meetings sustained with other potential local coordinators (Instituto Universitario de Tulum, and CONANP) before the decision was made. Logistics details (classroom facilities, field trips, reception, accommodations, menus for meals, etc.) were worked out with UNEP-CEP office and local coordinators.
- *Recruitment of course instructors and lectures.* Two instructors were recruited because of their previous successful participation in 3 or more courses, and their availability. Two more were provided by The Nature Conservancy Mesoamerican Reef Program as part of their contribution as sponsors, framed in a Memorandum of Cooperation signed last year. The coordinator provided most instructors with module contents, supporting materials and draft powerpoint presentations updated and expanded from presentations of previous instructors.
- *Design 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, manual web link, area and venue facilities information, orientation on visa application, etc.
- *Coordination of course logistics,* including transportation from Cancun International Airport, daily lunches, field trips, reception, accommodation, local purchase of supplies, ground transportation, support by local institutions and experts, and local lecturers.
- *Facilitation and supervision* of the course, including daily support, guidelines for instructors and trainees, publications and information materials, coordination of the e-learning portal in conjunction with IUTulum staff, as well as the provision of a friendly, creative and productive environment.
- *Networking.* Promotion of a long-lasting professional relationship among trainees and with instructors and local experts.

- *Evaluation.* Conducted an evaluation session during the course, and processed the data gathered for this report.
- *Completion of on the e-learning portal* for the alumni, and uploading of numerous materials.

8.7.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.

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

Previous information and logistics

Although the generally agreed that the time of the year, daily schedule, accommodations classroom conditions were good, and course length were good, a few suggested a bigger breakfast and lunch and some snack for the field trip. All trainees agreed that the classroom facilities were excellent and the support provided by the Instituto Universitario de Tulum was outstanding.

Although the lunch menu for the entire week was posted the first day for the trainees consideration, some students suggested a different menu (more Caribbean, more abundant), different than the continental breakfast (juice, coffee/tee, milk, bread, butter, jelly, plus a different baked treat each day) and the international menu of the catered lunch.

Generally, trainees stated that the information received in preparation to the course was good, however, some comments proved that some did not read carefully the information provided by the coordinator in advance (see Annex 4 that include data and internet sites for venue, hotel, Manual, etc.). This needs to be improved in following courses with some tool to make sure that the materials are consulted and reviewed in advance.

For example, as a result of recommendations of previous course editions, the trainees were advised to bring presentations and materials on their MPAs, management plans, etc. However, one student suggested that students should be asked to do some pre-course homework (e.g. all to bring their monitoring programs for discussion during Module 8, etc.). That would allow for a richer experience and discussion. The existence of an e-learning portal will facilitate this activity as well as a longer time for preparation after the trainees are selected.

Overall, participants highlighted that the friendly environment of the venue and logistics fostered communication and camaraderie among trainees.

Course content and 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 some days were very long due to the scheduling of evening lectures. The decision of including local experts lecturers was based on taking a better advantage of the local expertise. 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.

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, assist to identify solutions to existing problems, contact new colleagues, expand collaboration with other MPAs in the region, and make improvements in their job. The opportunity for networking with other colleagues of other countries was highly appreciated.

They highly appraised the experience and knowledge of the instructors, and the quality of lectures and exercises. However, they pointed out that not all instructors had the same teaching skills and some did not use the appropriate techniques (taught in Module 1).

Trainees also appreciated the value of providing all materials in digital form: presentations, manual, additional publications, web links for important publications and manuals, and the wonderful e-portal generously created by Instituto Universitario de Tulum, that can be eventually used as an e-learning tool. They also highly valued the field trips that allowed them to learn on local experiences on community participation in resources management and Sian Ka'an management scheme.

They made the following recommendations to improve the course content:

- Recruit instructors with better teaching skills;
- Extend the course experiences by asking to implement pre-course tasks and generate products to be discussed during the course;
- Design the agenda so thorough discussions are held after each field trip
- Discuss the meals menu on the first day;
- Reduce the evening activities;
- Afternoon sessions to be dedicated to exercises and interactive sessions.

Participants agreed that the course was a good investment of time. The information received was useful and included new concepts. The experiences of the field trips, the coordination and contribution of local organizations, the wealth of the information, and the interaction with their colleagues, were in the top of their list of benefits.

Instructors were also asked to evaluate the course. Among their recommendations were the following:

Provide trainees with printed materials of powerpoint presentations of specific subject related to the module, and use it as a basis for group discussion. This was used by one instructors and was deemed of great value.

Schedule a longer time with students for better exchanging ideas and information, and higher number of instructors per module. Opportunities such as dinners and the field trips were available and a greater number of instructors is not economically feasible (travel costs).

Provide more study cases

9.8.COMMENTS AND RECOMMENDATIONS OF THE COURSE COORDINATOR

This is the 6th regional training course of the program. As in previous editions, it succeeded in providing trainees with knowledge and tools to address marine protected area management issues. However, the region's MPA community has undergone a profound transformation since the first course held in Saba, in 1999. Then, almost everything was new to the students; most participants lacked of basic training on MPA science and practice and had less experience on the arts and crafts of managing an MPA. Now, the situation is different and it requires an adaptation of the course and training program to address properly the needs of the region.

The following recommendations are based on the coordinator's own experience, and the results of the external consultant's program evaluation. Some of our recommendations coincide with those provided by the evaluator, and so will be highlighted.

Diversification and polarization

In many countries, e.g. Mexico, Cuba, Guatemala, Haiti, Puerto Rico and maybe others (among the Latin countries), MPA and natural resources agencies are staffed with professionals with graduates or postgraduates degrees. Many of them have training in different issues of MPA science and practice. In other countries (such as Panama, Dominican Republic, Nicaragua and may other), MPA staff have a training background less related to the marine natural resources management. This is due, among other reasons, to different kind of attention by governments to MPA management. In particular, the big attention and large investments in the Mesoamerican Reef Region by international organizations and donors, as well as nation' governments have led to a highly qualified cadre of MPA staff and conservation scientists in this ecoregion.

This reality demands from the Training the trainers program a consequent transformation in order to both assist the SPAW Protocols signatory countries on their needs to build local capacity and address ever-changing needs of sustainable use of the greatly threatened coastal resources on the region. We recognize that the large turn over of MPA staff and the limited number of college programs on marine resources conservation and management still requires a continuous effort to build human capacity on the basics of MPA management. However, the polarization of the staff qualification in the ca. 360 MPAs that exist in the Caribbean, requires a more varied menu of training methodologies that can not only address their different training needs, but also take advantage of the bigger experience of some managers to build capacity of others less qualified.

Use of the Manual

A special comment is needed on the use of the manual in the training program. This manual was written in 1998 by a group of highly qualified professionals. Nine years later, and after a thorough review by this coordinator of its content, most of the content is still current. Modules 2 (The Nature of the Environment), 3 (Threats to the Environment), 4 (MPAs overview) and 8 (Research and monitoring) were significantly updated as more research information became available. However, Modules 5, 6, 7 underwent less changes since their information is still useful and applicable to the current condition of MPAs. Module 1 (Communication and training skills) is still appropriate to address the relevant needs of MPA managers and to coordinate local training activities of their own.

The other question that has come up is the existence of sufficient and updated study cases for the instructors to illustrate lessons and for the Manual users in general as a source of consultation. For this particular issue, the Manual was enriched by examples and study cases in different way, namely, by adding the information in additional Appendices, by making reference to new publication and information materials, by adding to the Modules accompanying materials in pdf format, and by incorporating data and information to the powerpoint presentations for each Module.

The updating of the modules' content is a **permanent task** that can be solved if the Manual is posted as a e-library and regularly updated with publications, links to web sites, powerpoint presentations and bibliography references. In the modern world of information management and the busy schedule and isolated conditions of MPA managers, the information that cannot be accessed (and downloaded) in the Internet "does not exist".

Such a packaged Manual (Modules, powerpoint presentations, publications, web links), might prove a useful training tool or clearing house that can be hosted by UNEP or a partner's web portal. And this is the reason why the new version of the Manual has been assembled as a library, with each module accompanied by a library containing numerous publications and powerpoint presentations.

This notion is detailed hereafter:

- The Manual is a basic and very useful source of consultation (for instructors and trainees) and the platform of the course agenda and classes. Its content is very useful as it contains the general principles on MPA practice, and specific information on the Caribbean region MPA science.
- The Manual aims at professionals with college degrees and was never intended for training park rangers. Additional resources, such as the Manual for Training Rangers of Marine Protected Areas in the MBRS Region (2004, http://www.mbrs.org.bz/dbdocs/tech/en_Ranger.pdf) are recommended to the trainees for the follow-up courses if rangers are to be trained.
- The Modules are just a guide for instructors to prepare classes. In order to make the best use of them, the instructors should use their own experience for illustrating lessons when study cases and examples are necessary. It is highly recommended to use the experience of the trainees as it will enrich the course experience and facilitate the process of lesson learning. This was particularly recommended by the trainees themselves, who also suggested to use the afternoon sessions in the implementation of exercises where their own experiences were used to illustrate cases and lessons.
- The powerpoint presentations provided to the instructors were assembled by the coordinator using slides used in previous classes. However, all instructors were and should be always advised to add their own slides and use their experience to reach out more effectively. There is no substitute than the teacher experience in communicating the message, both in the regional course and the local training activities. In addition, study cases or examples for individual and group exercises works better when the own trainees' experiences are used. Having a group of MPA professionals in a classroom is a unique opportunity to illustrate and discuss issues, and assimilate lessons.
- The development of the marine conservation as a science has generated in the last 8 years a wealth of publications and methodologies on planning, managing and measuring success of MPAs. Publications are abundant and there is difficult to keep up with it by incorporating them to the text of the Manual. The best way to do this is to add to the Manual "package" a series of information materials or library "attached" to each Module. The Manual can then be continuously fed to make it current with the latest of MPA science and practice. These materials (methodologies, study cases, scientific papers, powerpoint presentations and classes, web links maps, reports, etc.) can me posted in the course web portal for instructors, future trainees, and alumni, conveniently labeled and organized so they can be downloaded to be used as additional information and for case illustration. The current course suggest that this is might be the best way to deliver new information and have an updated Manual for the years to come. Eventually this library can be posted to the public and be part of an e-learning tool for the training program.

Course design and agenda

Due to the limitations in time, the course can never meet the needs of students to excel in certain aspects of MPA management. Based on the participants evaluation and the coordinator's own experience, certain basics are recommended:

- As soon as the trainees are selected among the applicants, a pre-course activity should be implemented so students and instructors can be provided in advance with instructions and materials, and maybe some simple tasks, e.g. for them to bring particular information (monitoring programs, management scheme or plans, powerpoint presentations, issues, etc.) of their MPAs. The course portal will facilitate this process. This pre-course session requires that students are selected with some time in advance (1-2 months) and the early involvement of the course coordinator;
- Recruit instructors with training skills, or make sure that they read/consult Module 1 (Communication and teaching skills);
- Make sure that instructors know that they should consult the portal for information, including the use of a powerpoint presentation as a draft to incorporate their own slides and design the exercises;
- Include group or individual exercises in most afternoon sessions;
- Include in the agenda a time for discussing the lessons learnt during the field trips and explicitly ask the instructors to design exercises for this;
- Include at least two field trips that can properly illustrate certain aspects of the modules and fully engage instructors in the design and use of those fields trips;
- Implement the session of discussion of follow-up proposals at the middle of the course so they have time to discuss issues with the coordinator;
- On top of the follow-up course, create a post-course sessions, where alumni are asked to implement certain tasks to promote networking and the application of lessons learned.
- Include local invited lecturers to the course to enrich the program.

Students and Instructor selection

The Training Program is designed with MPA managers or stewards (e.g. from conservation NGOs). However, we suggest to test a different course composition: select trainees with teaching experience, e.g., college professors, with an academic background in natural resources science or management and some teaching experience. This suggestion is based on can bring the following benefits:

- There are few college programs in the Caribbean region with MPA science and practice courses;
- An alumni with college teaching experience has a better chance of organizing and implementing a course due to its own experience and his/her access to the institution resources;
- The implementation of follow-up courses can foster collaboration or partnerships between the colleges and MPA or environmental management institutions.

As per the instructors' conditions, and despite differences in opinion on the criteria for selection, the instructors' characteristics are essential for the course success. Previous experiences suggest that a lower number of instructors (2 or 3), but with high teaching skills, work better than numerous or very knowledgeable but with little teaching skills ones. Each course edition poses different challenges depending on the instructor availability, the time of the year and the venue. If instructors with less teaching skills are to be selected, the Terms of Reference of each instructor contract must state (and the coordinator emphasize this) to consult Module 1 on

teaching and communication techniques, and provide them with suggestions on how to present materials, study cases, and individual and group exercises, etc.

Course evaluation

Trainees and instructor suggested changes in the evaluation procedure, including a more thorough and partitioned evaluation after each module and with the professor. This coincides with the recommendations of the Program evaluator. This was not incorporated in this course for fear of taking much time and based on the assumption that teaching lessons was a better use of the time than evaluating the course itself. However, we agree that a more thorough and timely evaluation of module and instructor performance should be implemented as it might positively influence the instructor performance as the course progresses. A concise evaluation form specific for each module/instructor might prove useful to both instructors and trainees. The form can be filled during the module teaching and discussed with the instructor at the end of the module (the presence of the entering instructor might prove useful). Fifteen to twenty minutes should be enough to implement this evaluation.

The program evaluation by the external consultant analyzes this issue more thoroughly.

Program development

The program evaluation conducted by the consultant suggests different changes to the entire program that needs to be considered and planned by UNEP-CEP as its implementation has costs implications.

It is becoming clear that the ToT program is approaching a stage that will require complementing with other training tools, as well as expanding the existing regional course experience with a pre- and post-course activities alumni if we are to develop a *learning community*. This notion should be used by UNEP-CEP in its fundraising efforts. This rationale may help to secure the necessary funds to expand the ToT Program and develop a modern, comprehensive program that includes the recommendations given by the Program evaluator (most of which are supported by this coordinator). This expansion may add an excessive burden to the already stretched UNEP-CEP administrative capability. Contracting entire program packages that includes the implementation of the annual regional course, along with the post-course activities with alumni, and their follow-up training activities supervision might be solution to this problem.

Among the most important recommendations to improve the capacity building program are the following:

- A more active use of CaMPAM Network and Forum server to disseminate information and promote discussions,
- the continuous use of the GCFI Annual Meetings as a forum for MPA science and practice and the increasing participation of managers that can be exposed to the scientific advances;
- The re-inception of the Demo-Target Sites Exchange Program to take advantage of the experiences and skills acquired by several MPA in the region;
- A re-structuring of CaMPAM membership by creating some kind of classification of the membership so certain members (mentor, team lead, communicator, MPA database feeder, etc.) to be used as a pool for the capacity building program;

- Incorporate a mentorship type of program where selected MPA staff spend time and do job shading in more mature MPAs and participate as Demo sites.
- The completion and regular updating and management of the MPA database, and its use for disseminating news and summary reports on the Status of the Caribbean MPAs;
- The use of an e-learning tool developed by (in partnership) with an academic institution, through which the Manual can be updated regularly with additional materials and all selectively managed (downloads and uploads by a coordinator, trainees, instructors and mentors). A tool like this is being organized in Spanish to be used by the alumni of the current regional course in their follow-up courses. The English version should follow. This tool will allow incorporating online pre-course and post-course activities and eventually be expanded to accomplish other objectives;
- The development of partnerships with other national, regional and international organizations with similar agendas and objectives to avoid duplication of efforts and build synergy.

Networking

The wide 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.

Networking was a major output of this project. The program has an enormous potential in the strengthening of communication among alumni. The incorporation of the trainees in the Caribbean MPA Network and Forum is essential for fostering this communication. All trainees must be subscribed automatically to CaMPAM before they start the course, as soon they are selected by UNEP-CEP. The use of the course web portal as a depository of information will promote networking. However, this is not enough and a facilitator is needed to foster exchanges and communication. The course coordinator must expand his/her responsibility beyond the course, by continuing its communication with the alumni over a certain period of time.

Local resources and collaboration

The selection of the right venue is important for several reasons, mostly the biophysical and socioeconomic conditions of the site to illustrate issues and learn lessons, but also for the potential collaborators that can provide valuable resources (logistics and lecturers). The Sian Ka'an biosphere Reserve proved to be good an excellent venue and covered all these conditions.

In addition, the contribution of sponsors in the follow-up phase of the program (local trainings) in this edition of the regional course (TNC's Mesoamerican Reef Program) is a plus in the expansion of the program and its efforts of building synergy with other organizations, regional as well as international. The inclusion of a potential partner staff as trainee is useful to engage institutions in the implementation of follow-up local courses. That was also the case of the participation of a TNC Dominican Republic staff in this course and the an TNC Eastern Caribbean in the last 2006 course. In order to make this relationship more structured and facilitate the contribution to the ToT program, it is recommendable to establish clear roles of both parties (UNEP and the sponsorship organization) where responsibilities are clearly stated.

The exploration of other opportunities for co-sponsoring further courses is recommended. TNC Insular Caribbean Programs seem a potential partner, following suit of the MAR Program and

considering their involvement in MPA training in the region, including their projects with NOAA.

The participation of local experts as extra lecturers is good, however, it should be carefully scheduled not to overwhelm trainees with long class sessions.

ANNEX I. PARTICIPANT LIST

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PROGRAMA DEL CURSO
CAPACITACIÓN DE CAPACITADORES EN EL
MANEJO DE ÁREAS MARINAS PROTEGIDAS

Tulum, septiembre 9-22, 2007

Domingo 9 de septiembre

Arribo de participantes al aeropuerto de Cancún y traslado al hotel La Selva de don Diego, en Tulum (1 ½ horas de viaje).

Lunes 10 de septiembre

9:00 – 9:30am Información sobre el Instituto Universitario de Tulum (*Joel Salazar, Rector, rectoria@iutulum.org, <http://www.iutulum.org>*)

9:30- 1:00 pm **Módulo 1.** Técnicas de enseñanza y comunicación.
Dra. Alida Ortiz (*profesora consultante en métodos de enseñanza, Puerto Rico, al_ortsos@yahoo.com*)

1:00 - 2:00pm **Almuerzo**

2:00 - 5:00 pm **Módulo 1** (cont.)

7:00 - 10:00pm Cena de bienvenida en el hotel Don Diego de la Selva.
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Martes 11 de septiembre

9:00 -1:00pm **Módulo 1** (continuación)

1:00- 2:00pm **Almuerzo**

2:00- 5:00pm **Módulo 1**

7:00 – 8:00pm Visita al hotel ecológico “Nueva Vida de Ramiro” y la Fundación

Orígenes de Quintana Roo: hotel de bajo impacto ambiental.

Miércoles 12 de septiembre

9:00am-1:00 pm **Módulo 2.** Naturaleza del medio ambiente marino (*Dr. Alejandro Arrivillaga, coordinador científico del Programa del Arrecife Mesoamericano, The Nature Conservancy, aarrivillaga@tnc.org*)

1:00 - 2:00pm **Almuerzo**

2:00 - 5:00pm **Módulo 3.** Usos y amenazas al medio ambiente marino y sus recursos.
(*Dr. Alejandro Arrivillaga*)

Jueves 13 de septiembre

9:00 –1:00 pm **Módulo 8. Investigación y monitoreo** (*Dr. Alejandro Arrivillaga*)

1:00 - 2:00pm **Almuerzo**
1:00 - 4:00pm **Módulo 8**

5:00 – 5:45pm Conferencia: Programa de monitoreo del Arrecife Mesoamericano y restauración arrecifal en México (Miguel Angel Garcia, Oceanus A.C. mgarcia@oceanus.org.mx)

5:45 – 6:30pm Conferencia: Las agregaciones reproductivas de peces en México: resultado de investigaciones. (Profesor Alejandro Medina –Quej, Instituto Tecnológico de Chetumal, amedina@ecosur.mx)

Viernes 14 de septiembre

8:30 am – 6pm Visita a la Reserva Sian Ka'an, a la propiedad Pez Maya (propiedad de Amigos de Sian Ka'an) y el poblado de Punta Allen. El recorrido incluye la explicación del programa de manejo y las investigaciones patrocinadas por amigos de Sian Ka'an en Pez Maya, encuentro con el personal de la Reserva, y en Punta Allen, visita a los campos langosteros de manejo comunitario y los arrecifes (esnorkleo) y encuentro de intercambio con las cooperativas ecoturísticas y pesqueras.

Sabado 15 de septiembre

9:00 -1:00 pm **Módulo 4** Reseña de las áreas marinas protegidas (*Néstor Windevoxhel, Director del Programa del Arrecife Mesoamericano, The Nature Conservancy, nwindevoxhel@tnc.org*)

1:00-2:00 pm Almuerzo

2:00- 7:00 pm **Módulo 5** Planificación participativa (Néstor Windevoxhel)

Domingo 16 de septiembre

Libre

Lunes 17 de septiembre

9:00 - 1:00pm **Módulo 6** (Planificación de las Areas Marinas Protegidas (*Dr. Tomás Camarena, ECOSUR, Chetumal, México, agaricia@hotmail.com*)

1:00 - 2:00 pm Almuerzo

2:00 - 5:00 pm **Módulo 6**

Martes 18 de septiembre

9:00 – 12:00 m **Módulo 7** (Manejo de las AMP). Dr. Tomas Camarena.

1:00 -2:00 pm **Almuerzo**

2:00- 3:30 pm Conferencias: “El programa de ordenamiento territorial de la Costa Maya y el turismo de cruceros en Majahual” y “Las energías renovables en las construcciones de Quintana Roo”. (Bárbara Reveles, revelesbar@hotmail.com y Arturo Romero, Sociedad para las Energías Renovables de Quintana Roo, aromerop@mx.inter.net, <http://www.aguasolviento.com>)

3:30 - 5:00pm **Módulo 7** (Manejo de las AMP). continuación

Miércoles 19 de septiembre

8:30am – 2:00pm Recorrido en la zona arqueológica Muyil y sendero Be-ha en la Reserva de la Biosfera Sian Ka'an y plática con los directivos de las cooperativas turísticas de Muyil, recorridos por las lagunas y canales, presentación del dirección y el personal de la Reserva Sian Ka'an: 20 años de lecciones aprendidas en el manejo de la Reserva y la aplicación del Plan de Ordenamiento Territorial y de Uso Publico, las regulaciones de construcción habitacional en la franja costera, la inspección y vigilancia, y el trabajo con las comunidades.

Jueves 20 de septiembre

9:00 - 1:00 pm **Módulo 7** (cont.)

1:00 - 2:00 pm **Almuerzo**

2:00 - 5:00 pm **Modulo 7** (cont)

Viernes 21 de septiembre

9:00 – 1:00 pm **Modulo 7** (final)

1:00 –2:00 pm **Almuerzo**

2:00 – 5:00 pm Presentación y discusión de las propuestas de actividades de capacitación réplicas de cada participante.

8:00pm **Cena de despedida-**

Sábado 22 de septiembre

9:00 - 11:00m Evaluación del curso

11:am Salida a Cancún para pernoctar en un hotel de esa ciudad

Domingo 23 de septiembre

Regreso de los participantes a sus países desde el aeropuerto de Cancún

ANNEX III. EVALUATION FORMS

UNEP-CAR/RCU

Training of Trainers in Marine Protected Areas Management Sept. 9-22, 2007, Tulúm, Mexico

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:

- I 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



Participantes del curso “Capacitación de capacitadores en el manejo de áreas marinas protegidas del Caribe”

Estimados colegas,

Bienvenidos a la sexta edición del curso *Capacitación de capacitadores en el manejo de áreas marinas protegidas del Caribe* organizado por la Unidad de Coordinación Regional (UCR) del Programa Ambiental del Caribe (PAC) del Programa de las Naciones Unidas para el Medio Ambiente (PNUMA) con sede en Kingston, Jamaica. Este curso (que rota cada año de país sede) es parte de una iniciativa de capacitación del Programa Regional del PNUMA-PAC sobre las Áreas y la Vida Silvestre Especialmente Protegidas (SPAW). La edición cuenta este año con el apoyo financiero de la Fundación MacArthur, y la contribución (transporte, conferencias, visitas de campo) de individuos e instituciones que enriquecerán la experiencia educacional y a los cuales les agradecemos su cooperación. Entre esas instituciones se encuentran The Nature Conservancy (Programa de Arrecife Mesoamericano, <http://www.tncmar.net/>), la Comisión Nacional de Áreas Naturales Protegidas de México (Región Yucatán, <http://pyucatan.conanp.gob.mx/> y Reserva de la Biosfera Sian Ka'an), el Instituto Universitario de Tulum (<http://www.iutulum.org/iutel/>), y la Fundación Orígenes de Quintana Roo (<http://www.unidaddeatencionaplayas.bravehost.com/>), y el Hotel Nueva Vida de Ramiro (<http://www.tulumnv.com/>), y varios conferencistas del área cuyos nombres verán en el programa del curso.

El presente curso tuvo como antecedente a otros 5 impartidos en Saba, Antillas Holandesas; Bayahibe, República Dominicana, la isla de St. Lucia, y Long Key, E.U. Todos han tenido como objetivo entrenar al personal relacionado con el manejo de áreas marinas protegidas del Gran Caribe.

En nuestro curso participarán como cursantes 18 colegas encargados de parques nacionales y reservas localizadas en la zona costera de República Dominicana, Puerto Rico, Cuba, México, Honduras, Panamá, Guatemala, Costa Rica, Venezuela y Colombia, y 4 instructores y 5 conferencistas altamente calificados de la región.

Tanto el personal de las áreas protegidas y los servicios nacionales de parques, como las instituciones académicas y organizaciones no gubernamentales dedicadas a su investigación y salvaguarda se enfrentan actualmente a retos sin precedentes en la historia de la civilización: recursos pesqueros en franco de deterioro o agotados, creciente desarrollo urbano e industrial

con influencia en la zona costera, aumento acelerado del número de turistas que acuden a nuestros países a disfrutar de las maravillas de su clima, paisajes naturales y riqueza cultural, cambios climáticos globales que han conducido a la degradación de arrecifes coralinos, entre otros. Estas realidades obligan a los encargados de proteger los recursos naturales y la biodiversidad a armarse con los conocimientos necesarios para enfrentarlas y hacer de sus áreas protegidas un modelo de conservación de sus valores naturales, culturales y socioeconómicos. Este curso tiene como objetivo ayudarnos a enfrentar estos retos y a multiplicar los conocimientos adquiridos transmitiéndolos a otro personal de nuestra región, como así ustedes se han comprometido. También esperamos que el evento contribuya a promover un mayor intercambio y colaboración entre todos y con las organizaciones locales.

La Reserva de la Biosfera de Sian Ka'an (Sitio Patrimonio de la Humanidad), una de las más antiguas y extensas y de mejor estado de conservación de la región, sirven este año de escenario para nuestro curso. Sus valores naturales, históricos y culturales, la experiencia de su personal de manejo, su contexto socioeconómico en constante cambio debido al incremento del turismo, el modelo participativo del manejo de recursos turísticos y pesqueros, su esquema de ordenamiento territorial, y otras realidades, servirán de manera ejemplar para lustrar lecciones y retos, y enriquecer la experiencia de aprendizaje.

Les deseamos una estancia productiva y placentera en Tulum y la Reserva de Sian Ka'an y que disfruten de la hospitalidad de su pueblo y de su rica cultura maya.

Los organizadores
Tulum, Quintana Roo, México
10 de agosto del 2007

Sede del curso: Instituto Universitario de Tulum. Dirección: Coba No. 2, Tulum Pueblo, Estado de Quintana Roo, México. Tel +52 (984) 8025357 y (984) 8025358.

Ubicación y características de las instalaciones: Las aulas del Instituto Universitario de Tulum están ubicadas en la carretera Tulum – Boca Paila (casi frente a la estación de Bomberos) a 3 km de la Reserva de la Biosfera de Sian Ka’an, y 1 hora y cuarto del aeropuerto de Cancún. Las aulas están climatizadas y cuentan con el equipamiento necesario para impartir las clases: cañón y pantalla para proyección, conexión de internet, computadora, impresora, cómodos pupitres, patio para los recesos, etc.



Alojamiento: Todos los alumnos se alojarán en cómodas habitaciones dobles del hotel Don Diego de la Selva, situado en Calle Tulúm - Tulúm Pueblo, tel. (52) 984 11 49 744, a solo 12 cuadras de las aulas de clase. Puede encontrar información del hotel en <http://www.dtulum.com/>. El alojamiento correrá a cargo del PNUMA, no así las llamadas telefónicas para las cuales pueden adquirirse tarjetas telefónicas. El cuerpo de profesores se alojará en el hotel Nueva Vida de Ramiro (<http://www.tulumnv.com/>), sede de la Unidad de Atención a Playas de Tulum que coordina el Programa “Hacia la Certificación de las Playas de Tulum” de la Fundación Orígenes de Quintana Roo, A.C. nuestros colaboradores locales. El curso termina el sábado 22 al mediodía. Los participantes serán trasladados a Cancún y pasaran la noche allí en un hotel para tomar sus vuelos de regreso el domingo 23.

Comidas: Los alumnos tomarán el desayuno en el hotel, y el almuerzo en las aulas de clases, suministrados por el hotel don Diego de la Selva. Si tiene alguna preferencia (vegetariano, alergias) debe comunicarlo a la coordinación. Los días de visitas de campo (a la Reserva y Muyil) el almuerzo será en los restaurantes locales y será pagado por cada participante. Todas las cenas (con excepción de la cena de bienvenida el lunes 9 de septiembre) correrán a cargo de cada participante quienes recibirán viáticos para estos gastos. Existen numerosos restaurantes económicos en las inmediaciones del hotel.

Transportación: Los alumnos serán transportados desde el aeropuerto de Cancún el domingo 9 de septiembre, así como cada día desde el hotel a las aulas de clase, y a las visitas de campo. Los detalles para la recogida del aeropuerto se comunicarán por correo electrónico a todos, en la primera semana de septiembre.

Clases: El curso será impartido mayormente en el salón de clases del Instituto Tulum, y las sesiones prácticas en las visitas de campo a diferentes sitios de la Reserva de la Biosfera Sian Ka’an acompañados por instructores y personal de la Reserva. Las clases serán impartidas por expertos de ciencias de la conservación marina y las áreas marinas protegidas del Caribe, e ilustradas con materiales visuales proyectados, siguiendo el

Manual de Capacitación de capacitadores en el manejo de áreas marinas protegidas que pueden consultarse y bajar de <http://www.cep.unep.org/issues/MPA%20manual-es.htm>. El manual consta de 8 módulos que conforman el contenido del curso. Cada alumno recibirá una carpeta con el manual del curso e instrucciones, así como formularios de evaluación de las clases.

Además de las clases en el horario diurno, expertos del Estado de Quintana Roo han aceptado nuestra invitación para impartir conferencias sobre temas de interés para los profesionales en áreas marinas protegidas (ver programa). Estas conferencias y visitas de campo (marcadas en negrita en el programa del curso) son una contribución voluntaria de individuos e instituciones de la zona que aportan así su tiempo y recursos para enriquecer la experiencia educativa de los participantes. También se distribuirán materiales de consulta (impresos y en disco compacto), mapas, resultados de investigación y artículos científicos sobre el tema de las áreas marinas protegidas y los archivos electrónicos de las presentaciones de clases

Durante la cena de bienvenida auspiciada por el curso, los participantes tendrán la oportunidad de conocer e intercambiar experiencias con los invitados externos, todos ellos representantes de instituciones científicas, gubernamentales y no gubernamentales del Estado de Quintana Roo. El contacto con estas personas es una oportunidad para establecer relaciones de trabajo mutuamente ventajosas para el futuro.

Se recomienda a los estudiantes traer abundante material de divulgación (impresos, videos) e información digital sobre sus áreas protegidas de su país (planes de manejo, etc.) para presentar durante los ejercicios individuales y grupales, y para distribuir entre sus compañeros de curso e instructores. También deberán traer su computadora portátil para ya que tendremos ejercicios en la necesitarán, y para que puedan comunicarse por internet.

Recomendaciones sobre equipaje: El ambiente de Tulum (y del curso) es muy informal y caluroso. Se recomienda traer ropa deportiva (short, camisetas, etc.) y ligera, pero también calzado adecuado (tenis) la vista de campo a la Reserva. El aula de clase está climatizada así que si Ud. es friolento, puede debe traer alguna cosa más abrigada. Debe traer también traje de baño y su equipo de esnorkelear.

Entretenimiento- Para la noches libres y el domingo libre, el pueblo de Tulum y su zona adyacente ofrece una gran variedad de entretenimientos y restaurantes con comida local. El hermoso Parque Nacional de Tulum (http://www.conanp.gob.mx/anp/pagina.php?id_anp=21) se incluye el sitio arqueológico maya con importantes valores naturales y culturales. El domingo libre (septiembre 15) les recomendamos visitar el sitio arqueológico Tulum (http://www.conanp.gob.mx/anp/pagina.php?id_anp=21) y la chispeante ciudad de Playa del Carmen (http://es.wikipedia.org/wiki/Playa_del_Carmen). A sólo 45 minutos de Tulum, es la ciudad de mayor crecimiento de México en los últimos años debido a su increíble desarrollo turístico.