

Final Report

Course "Training the trainers in marine protected areas management"

Bayahibe, Dominican Republic
June 7- 19, 2010

Prepared by
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Course coordinator



1. BACKGROUND

For the last 11 years, UN Environment Programme-Caribbean Environment Programme (UNEP-CEP) has implemented a Training of Trainers Program for MPA managers of the Caribbean. The program aims at training Caribbean MPA practitioners on the basics of MPA design, planning, management, international policy, and research and monitoring, as well communication and training skills. This program was 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. The program not only entails a two week regional training course for MPA representatives of all countries in the region, but more important, local follow-up training activities that the trained managers and their institutions commit to undertake upon completing the regional courses and with a seed funding from the sponsoring institution(s).

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.

2. THE COURSE

A 13-day course was held in Hotel Viva Wyndham Dominicus Palace, Bayahibe, Dominican Republic on June 7 – 19, 2010. This venue was selected after a thorough assessment of different options in Dominican Republic and an exploratory visit by the coordinators in March, 2010. The selected venue comprises the following conditions, namely:

- The magnificent biophysical scenario of the Parque Nacional del Este one of the largest marine protected areas in the Dominican Republic;
- the existence of two types of communities, namely, Mano Juan, a small settlement located in Isla Saona, inside the park, and Bayahibe, a village town outside the park that has grown considerably in the last 15 years due to the development of a buoyant tourism industry associated with the park.
- the willingness of local institutions (government and private foundations) to support the course by funding additional local students,
- the offer of local expert to give extracurricular lectures;
- its closeness to Sto. Domingo international airport;
- nice and affordable accommodation, nearby entertainment and cultural offers, and good conditions for classes, field trips, and transportation.

The course was imparted in Spanish and attended by 21 professionals from 7 Caribbean countries namely Colombia, Costa Rica, Cuba, Dominican Republic, Panama, and Venezuela (see Annex I and Fig. 1). Most trainees were MPA managers, 4 were natural resources agencies staff, and one was a conservation specialist of an international conservation organization.

They were selected from the ca. 40 applications received after the course announcement released through Internet list servers and networks (GCFI net and CaMPAM List at

<http://www.gcfi.org/index.php>; Coral List, etc.) and direct contacts with government agencies. Criteria for selection included their experience and responsibilities relative to marine protected area (MPA) management, their personal and institutional commitment to conduct in-country training activities as follow-up to the Training of Trainers (TOT) course. The signatory countries of the SPAW Protocol of the Cartagena Convention¹ were prioritized since this activity is part of the SPAW Programme of UNEP-Caribbean Environment Programme².

Three professionals were invited to work as instructors, namely: Dr. Alida Ortiz, Dr. Alejandro Arrivillaga and Dr. Matthew McPherson, all with extensive experience in marine conservation science, and training. The former two taught this course in previous occasions. 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 and community issues.
- Availability and willingness to participate in this course

As in the previous course, the 13-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 modules were taught along 10 full-day lecture sessions (held in the classroom); two full-day comprehensive field trips were conducted (Fig. 2- 4).

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 where 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 and <http://www.cep.unep.org/publications-and-resources/promotional-material/publications/spaw/tot-manual-esp.pdf>. *This year, special emphasis was made to teach the reef resilience principles and approach to MPA design, MPA financial sustainability and business planning, and alternative livelihoods for the communities associated to MPAs*, topics that were prioritized by previous alumni. In addition, the instructors used videos and existing printed materials to guide classes and discussions. The extracurricular lectures by local invitees complemented and enriched the classes on these particular topics.

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 makes it a useful source of consultation and for designing training for audiences of different educational background. The students used all materials

The Manual was prepared in 1999 by a team of experts and has been used in 4 previous courses and was revised in 2007. The instructors of this regional course conducted further revision and incorporated some of the subjects emphasized in the classes. The revised manuals will replace the previous versions online soon. In addition, students were advised to

¹ <http://www.cep.unep.org/cartagena-convention/ratification-spaw.png/view>

² <http://www.cep.unep.org/cartagena-convention>

search for and download publications in GCFI-CaMPAM e-library at <http://campam.gcfi.org/CaMPAMLibrary.php>

Two field trips (Fig. 4). complemented the class room exercises, namely:

- a. A field by boat visit to del Este National Park to conduct the following observation and exercises:
 - Observations of coastal habitats features and health status, particularly mangroves and sea grasses; fish nursery areas and bird nesting sites (underwater and from the boat and hiking along the beach)
 - Interview of park rangers on conservation measures and park environmental status in Isla Saona.
 - Observations of tourism facilities in Isla Saona concessioned beaches.
 - Discussion of the findings in the classroom.
- b. A 3-hour survey to two coastal towns with different impacts from the park tourism usages namely, Mano Juan (the small village within the park in Isla Saona), and the strongly developed tourist town of Bayahibe (next to the park boundary). The class was divided into two groups that visit both sites where they interviewed park staff and other stakeholders from dive shops, restaurants, gift stands, NGOs, community groups. The results were discussed immediately after the field work.

Additionally to the modules teaching, a session was led by the course coordinator to discuss the ideas for the follow-up local training activities as part of their commitments. The trainees presented their preliminary 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 the bulletin board together with additional materials brought by trainees and instructors. The trainees also had daily access to website information via wireless Internet connection. Hundreds of photographs were taken and copied by all participants to take home.

Databases. Most participants provided data on the MPA (to be entered to CaMPAM Regional MPA Database at <http://campam.gcfi.org/CaribbeanMPA/CaribbeanMPA.php>) and filled a questionnaire in training needs that will contribute to guide CaMPAM capacity building strategy.

3. COORDINATION, DONORS, AND LOCAL CONTRIBUTORS

The course was coordinated and directed by Dr. Georgina Bustamante, CaMPAM coordinator and member of the Board of Directors of the GCFI since 1998. She also coordinated the 2000, 2004, 2006, 2007, 2009 editions and of the regional courses, and served as instructor for the 1999 and 2002 courses. Dr. Ruben Torres, Reef Check DR Executive Director and other, RC staff assisted with logistics and administrative support.

The main donors of this program (regional course and local follow up activities) are the General Directorate on Natural Environment and Forestry Policy of the Spain Ministry of

Marine and Rural Environment and the General Directorate on Cooperation for International Development of the Italian Ministry of Foreign Affairs, to which UNEP CEP and CaMPAM are deeply grateful, particularly to Dr. Jose Jimenez and Dr. Alfredo Guillet, their representatives. They accompanied us, witnessed the implementation of the regional course in Bayahibe and provided advice and guidance.

In addition, several local organizations and individuals contributed with support to the regional course. During a preparatory trip conducted in March, they were visited and invited to contribute to the program, namely: the Dominican Ministry of Environment and Natural Resources³, The Nature Conservancy Central Caribbean Program⁴ (TNC), the Dominican Republic Sustainable Tourism Alliance Program (DRSTA)⁵, the Asociacion de Hoteleros de Bayahibe La Romana (AHRB)⁶, Punta Cana Ecological Foundation (FEPC)⁷, CODEPESCA, Instituto Tecnológico, Reef Check RD⁸, Parque Nacional Jaragua as well as several hotels. We particularly acknowledge the support of Marianne Kleiber (TNC), Lucia Prinz (Solimar and DRSTA), Kelly Robinson de Schaun (AHRB) and Jake Kheel (FEPC) and Reef Check staff (Ines Suriel and Vinicio Ulloa). In addition, the SPAW Regional Activity Center assisted with contractual support, in particular Franck Gourdin and Helene Souane, to which we are also very grateful.

We specially acknowledge the support and guidance of Alessandra Vanzella Khouri, UNEP-CEP SPAW program officer and coordinator and the founder of this training program, and Nelson Andrade, UNEP-CEP coordinator and funder of the SPAW Protocol. Without their continuous support and commitment, this program was not been possible and developed as it had during the last 10 years.

Fig. 5 shows the logos of the main donors and contributors.

As a result of the effort to involve local institutions, 6 additional trainees were funded by TNC and the Dominican government which doubled the local participants. Also, local experts imparted 3 of the 6 extracurricular lectures different subjects related to marine conservation and MPA management, namely:

- “Sustainable financing and business planning of ecotourism operations associated to MPAs in the Caribbean”, by Lucia Prinz, Solimar International
- “Parque Submarino La Caleta and the co-management arrangement between the Ministry of Environment and Natural Resources and Reef Check Dominican Republic”, by Dr. Ruben Torres, Executive Director of Reef Check DR
- “Fundación Ecológica Punta Cana: overview, background and its involvement in research, conservation and coastal area co-management”, by Jake Kheel, Exec. Director of Fundación Punta Cana
- “Reducing marine litter in the Wider Caribbean: developing and implementing best waste management practices in MPAs in the Bahamas, Belize, Jamaica, Grenada, St. Vincent and

³ <http://www.ambiente.gob.do/cms/>

⁴ <http://www.nature.org/wherework/caribbean/dominicanrepublic/>

⁵ http://www.gstalliance.net/index.php?option=com_content&task=view&id=85&Itemid=113

⁶ http://www.arqueotur.org/recursos_servicios/asociacion-de-hoteles-romana-bayahibe-republica-dominicana.html

⁷ <http://www.puntacana.org/>

⁸ <http://www.reefcheckdr.org/>

the Grenadines” example of a multisite project built through a process of consultation of MPA managers using CaMPAM communication tools”, by Emma Doyle, CaMPAM staff.

- “The UNEP-CEP projects related to MPA enhancement” (by Alessandra Vanzella-Khouri, UNEP-CEP, SPAW Programme officer);’
- “Cabrera National Park in Mallorca, Spain, by Dr. Jose Jimenez, Spanish Ministry of Marine and Rural Environment; and
- “The SPAW Protocol and its Regional Activity Center” by Franck Gourdin, SPAW-RAC project coordinator.

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 (Fig. 2 and 3). The participation of these lecturers, as well as the attendance of representatives of the donor agencies (Dr. Jose Jimenez, Ministry of Environment, Spain, and Dr. Alfredo Gullet, Intl Development Cooperation, Italian Ministry of Foreign Affairs) and UNEP-CEP (Alessandra Vanzella-Khouri, SPAW Program officer, Nelson Andrade, UNEP-CEP coordinator, Franck Gourdin SPAW RAC project coordinator) also allowed the participants to establish professional relationships with the local and international experts and lecturers.

Another demonstration of the attention that the local institutions paid to this course was the high representation of the Dominican government attending the closing ceremony, namely Mr. Fernandez Mirabal and Mr. Daneris Santana, Minister and Vice minister, respectively, of Environment and Natural Resources. Other participants from NGOs and academic institutions joined the course participants and foreign guests in this activity.

We acknowledge the contribution of the hotel managers and staff who provided us with high quality the service and the environment we needed to implement an international course and have our trainees happy for a long 2-week period, particularly Laura Victor and Barbara Lancing, as well as Kelly Robinson de Schaun, the Executive Director of Asociación de Hoteles La Romana-Bayahibe.

4. COURSE EVALUATION

The course was evaluated by the trainees. The evaluation process consisted on written questionnaire and a session of oral discussion at the end of the course. The questionnaire form was designed to capture the opinion of trainees on the following issues: quality of the training materials, logistics (course duration, information provided to participants prior to the course, field trips, accommodation, daily coordination, etc., and recommendations to improve the course.

Annex III comprises a summary of the information provided by the students. The average scores and the additional comments can be summarized as follows:

- The preparatory phase was good as students received the information necessary to understand the course objectives, the venue, and the logistics and travel details.
- The course objectives were appropriate and met the trainees’ high expectations.
- The course was very valuable and useful for their work, however, some of them stressed that they did not find many solutions to their existing problems and are not

sure if the knowledge acquired can assist them to improve management. This apparent contradiction can be explained with the fact that trainees see the source of their problems out of their control, e.g. limited decision making power, external sources of threats, lack of government attention to MPAs, insufficient resources, etc.

- The course was well organized and designed, however, the time management was not good enough. The daily schedule was long some days.
- The quality of classes varied from satisfactory to very good, being Modules 2,3 6, and 8 the highest assessed. This may have to do not only with the instructors teaching skills but with the nature of the modules themselves. However, the profuse use of videos, interactive sessions and published case studies as basis for discussion proved to be a very effective teaching tool.
- Accommodations were very good and allowed not only for a productive learning experience but also for the necessary evening entertainment.
- The interaction among the trainees and with the instructors was highly scored and valued, and generated the willing to establish future communication among them all, as post course email traffic has proved.
- Some of the most valuable contributions and topics of the course were the following:
 - Contribution of donors and coordinators to Caribbean regional training
 - Case studies or examples of MPA co-management
 - The concept of reef resilience and its application to MPA design
 - Community participation in management
 - Business planning
 - Stakeholders identification
 - Knowledge on regional environmental agreements
 - Interactive discussions
 - Field trips
 - Extracurricular lectures by local experts
 - Course logistics
 - Communication skills
 - Conflict resolution

Among the topics and aspects recommended to improve the course are the following: Daily highlights of the knowledge obtained; instructions on course design and implementation; use of more videos on fishers and fishing issues and experience; use local university professors as trainers for local courses; more field trips; shorter daily schedules; more time for Module 1 (communication and teaching skills); instructors with better teaching skills, reduce class presentation and increase time for discussion and exercises. The trainees expressed the need to devote longer time to the following subjects: sustainable financing and business planning, legal frameworks, ecosystem economic valuation, alternative livelihoods, financing tools, regional environmental policy, fund raising tools, case studies and lessons learned on different MPA management models, MPA demarcation, visitors management, and relations with the community. Some expressed their desire to extend the pre-course phase,

5. FOLLOW UP PHASE

Follow-local up courses As a result of this activity, six follow-up local training activities will be implemented in the 6 countries participating in the regional course. This phase is in progress and includes assisting trainees in the completion of the proposals, the contractual procedures for transferring the seed fund (US\$4500 per country) to the local institutions

responsible of the local training and processing and disseminating the information of each report.

Networking All participants are now members of CaMPAM Network and are integrated to the region's MPA community through the CaMPAM list and other activities to be implemented in the future. In addition, all participants are now strongly communicated and it is expected that this will facilitate lessons sharing and the access to information that was not available to them previously, including training and grant opportunities.

Impact assessment The participants will be contacted next year to monitor the impact of the program in their job performance and MPA capacity.

Other training opportunities On top of the local follow-up training activities, the Dominicans are eligible for receiving support for technical assistance through the Small Grant Program managed by GCFI for UNEP CEP. Unfortunately, this opportunity is not available for the remainder countries due to the requirements of the donor's requirement. Additional resources would be required for expanding the program by integrating CaMPAM Trainers of Trainers and Small Grant Programs⁹ into a more advanced program to develop management leadership to address the problems of Caribbean marine resources management in the XXI century. A **mentorship program** is being designed to better address training needs using the experience of the ToT program and the oncoming capacity building needs assessment to be conducted with the financial support of NOAA Coral Reef Conservation Program.

⁹ <http://www.gcfi.org/Initiatives/FisheriesForFishers/FisheriesForFishersEng.html>



Fig. 1. The trainees with Drs. Georgina Bustamante and Alida Ortiz (course coordinator and instructor of Module 1, respectively).



Fig. 2. Dr. Alida Ortiz lecturing on training on communication skills to MPA managers trainees



Fig. 3 Trainees conducting a class exercise on the community participation in MPA management



Fig. 4 Trainees interview a park ranger in Saona Island, and make observations of seagrass and mangrove habitats in Parque Nacional del Este.



Fig. 5. Logotypes of main donors and contributors of the regional course (see text for institutions names)

Annex I. Course participants

Trainees

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Annex II. Course agenda

| Day (class time: 9am-5pm) | Modules, activities | Instructor |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Sunday June 6 | Trainees arrival to Santo Domingo; Introduction of participants at dinner | G. Bustamante, Coordinator |
| Monday June 8 | Mod. 2 Biophysical features of the Caribbean: oceanography, ecosystems. Biological connectivity; Mod. 3 Threats to biodiversity conservation and marine resources (overfishing, tourism, pollution) | Dr. Alejandro Arrivillaga |
| Tuesday June 9 | Mod 8 Research and monitoring (methods, programs, GIS, etc.) | Dr. Alejandro Arrivillaga |
| Wednesday June 10 | Mod. 6 MPA planning (ecosystem residence principle applied to MPA design) | Dr. Alejandro Arrivillaga. |
| Thursday June 11 | AM: Field trip to the park (to gather information re: modules 2, 3, 8) PM: Discussion on the park environmental conditions, threats and monitoring needs | Dr. Alejandro Arrivillaga. |
| Friday June 12 | Mod. 1 Communication and training skills | Dr. Alida Ortiz |
| Saturday June 13 | Mod. 1 | Dr. Alida Ortiz |
| Sunday June 14 | Off | |
| Monday June 15 | Mod. 5. Community participation Mod 7 . MPA Management | Dr. Matthew McPherson |
| Tuesday June 16 | Sustainable financing | Dr. Matthew McPherson |
| Wednesday June 17 | Business building and sustainable ecotourism associated to MPAs | Dr. Matthew McPherson, Lucia Prinz |
| Thursday June 18 | Promotion of alternative livelihoods in associated community | Dr. Matthew McPherson |
| Friday June 19 | Field trip to MPA and local community: assessment of alternative livelihoods | Dr. Matthew McPherson |
| Saturday June 20 | Course evaluation; Presentation and discussion of follow-up training pre-proposals, Departure to Sto. Domingo | |
| Sunday June 21 | Departure home | |

Annex III. Evaluation forms with the students average score for each question (in Spanish).

PNUMA/PAC/UCR

Capacitación de Capacitadores en la Gestión de Áreas Protegidas Marinas

Encierre en un círculo su respuesta:

Sección 1: Etapa preparatoria

A. La correspondencia que se envió por adelantado brindó información suficiente a los participantes:

1. Muy de desacuerdo 2. En desacuerdo 3. De acuerdo 4. Muy de acuerdo
Average score: 3.7

B. La correspondencia que se envió por adelantado permitió disponer del tiempo suficiente para prepararse para asistir al curso:

1. Muy de desacuerdo 2. En desacuerdo 3. De acuerdo 4. Muy de acuerdo
Average score: 3.5

Sección 2: Objetivos y expectativas

A. Los objetivos del curso fueron adecuados?

1. Muy de desacuerdo 2. En desacuerdo 3. De acuerdo 4. Muy de acuerdo

Average score: 3.3

B. Asistí al curso con grandes expectativas:

1. Muy de desacuerdo 2. En desacuerdo 3. De acuerdo 4. Muy de acuerdo

Average score: 3.6

D. Estoy muy satisfecho con el curso en general, considerando mis expectativas iniciales:

1. Muy de desacuerdo 2. En desacuerdo 3. De acuerdo 4. Muy de acuerdo

Average score: 3.3

E. El curso estuvo bien organizado:

1. Muy de desacuerdo 2. En desacuerdo 3. De acuerdo 4. Muy de acuerdo

Average score: 3.3

Sección 3: Panorama general

A. ¿Cuánto valor tuvo el Curso para usted?

1-poco 2-regular 3-mucho

Average score: 2.9

B. El formato general del Curso fue:

1- pobre 2-regular, 3-satisfactorio 4- muy bueno

Average score: 3.3

C. Las presentaciones de los instructores fueron:

1- malas 2- satisfactorias 3- buenas 5- muy buenas

Average score: 3.1

D. La interacción con los instructores fue:

1- mala 2-regular 3-satisfactoria 4- buena 5- muy buena

Average score: 4.5

E. Las conferencias de los expertos locales invitados fueron

1- malas, 2- regulares, 3-satisfactorias 4- buenas 5- muy buena

Average score: 3.7

F. Su interacción con los otros participantes fue:

1- mala 2-regular 3-satisfactoria 4- buena 5- muy buena

Average score: 4.8

G. ¿Cuán útil será el manual para usted?

1- poco 2-regular 3-bastante 4- muy útil

Average score: 3.7

H. ¿Es de interés para Ud. la información adicional proporcionada (fuentes bibliográficas de acceso libre en internet, materiales impresos, y otros)?

1- escaso 2-interesante 3- muy interesante

Average score: 2.9

I. Como fue la programación de las actividades?

1- mala 2-regular 3-satisfactoria 4- buena 5- muy buena

Average score: 4.0

Sección 4: Resultados

Por favor, encierre en un círculo su respuesta:

A. ¿Le ayudarán en su trabajo las cosas que aprendió?

1. Poco 2. Regular 3. Mucho

Average score: 3

B. ¿Encontró soluciones posibles para los problemas existentes?

1. Pocas 2. Algunas 3. Bastantes 4. Muchas

Average score: 2.9

C. Se establecieron nuevos contactos con los colegas:

1. Pocos 2. Algunos 3. Bastantes 4. Muchos

Average score: 3.6

D. Posiblemente en el futuro haya más comunicación y colaboración con los compañeros del curso:

1. No creo 2. Quizás 3. Seguro

Average score: 2.9

E. En el Curso se aprendieron nuevas formas de hacer las cosas:

1. No 2. Algunas 3. Bastantes 4. Muchas cosas

Average score: 3.1

F. Usted puede lograr mejorías cuando regrese a su país:

1. No creo 2. Algunas 3. Bastantes 4. Muchas

Average score: 2.8

Sección 5: Condiciones logísticas del curso

A. La época del año fue:

1-mala 2- satisfactoria 4-muy buena

Average score: 3.3

B. La programación diaria fue:

1-mala 2-regular 3-satisfactoria 4-muy buena

Average score: 2.9

C. El alojamiento fue:

1-malo 2-regular 3-satisfactorio 4-muy bueno

Average score: 3.7

D. La calidad de los instructores fue (1- mala- 2-regular, 3- satisfactoria 4- muy buena

Alida Ortiz Modulo 1

1 2 3 4 5

Average score: 4.0

A. Arrivillaga

Mod. 2

1 2 3 4 5

Average score: 4.8

Mod. 3

1 2 3 4 5

Average score: 4.8

Mod. 6

1 2 3 4 5

Average score: 4.7

Mod 8

1 2 3 4 5

Average score: 4.8

Mathew McPherson

Modulo 5

1 2 3 4 5

Average score: 3.7

Mod. 7

1 2 3 4 5

Average score: 3.7

F. La duración del curso fue:

1- mala 2- regular 3-satisfactoria

Average score: 2.7

G. Valió la pena dejar de trabajar para asistir al curso:

1- no 2- si 3-mucho

2.8

