



Final Report

Course "Training the trainers in marine protected areas management"

Keys Marine Lab, Florida, U.S.A, Jan 27 - Feb 10, 2004

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Course “Training the trainers in marine protected areas management” 2004

1. INTRODUCTION

One of the most important reasons for the management failure in the marine protected areas has been the lack of qualified personnel and financial resources. Although some training has been made available for MPA managers of the region, it has been thematic, sporadic and short term. Additionally, the trained and most qualified managers often leave the MPA in search of better opportunities and salaries, carrying with them their skills and knowledge. To address this critical issue of sustainability, UNEP-CAR/RCU had launched and continues to support a “Training of Trainers” programme for MPA managers, through which managers are not only trained in all aspects of MPA management but also on adult education techniques to conduct local and tailored training activities in their respective MPAs. This capacity building activity is included in the workplan of the Cartagena Convention protocol on Specially Protected Area and Wildlife (SPA/W) for the last 5 years, and so given the highest priority within the Tropical Americas International Coral Reef Action Network Project facilitated by UNEP and funded by the UN Foundation/UNFIP. The activity not only entails a two week training course for MPA representatives of all countries in the region, but also local training activities that the trained managers are committed to undertake upon completing the regional courses.

The implementation of both regional and national training courses contribute to strengthens the communication among MPA practitioners in the region and so contributing to the exchange of information and lessons learned, which is one of the main objectives of the Caribbean Marine Protected Area Management Network and Forum. CaMPAM was created in 1995 and was administered solely by UNEP-CEP until this year when a group of scientists from several academic and conservation organizations teamed up to create a partnership towards coordinating more effectively efforts towards increasing MPA effectiveness. Among the activities included in the workplan of the recently created partnership is to increase MPA practitioners capacity through different means, the main of which is UNEP-CEP’s Training the Trainers program.

TNC is a non-governmental organization that has been involved in conservation throughout Latin America and the Caribbean for the last 20 years, in particular in activities relevant to the management and strengthening of protected areas in many countries. Given this expertise, TNC was commissioned by UNEP-CEP to coordinate the “Training the Trainers Course for Marine Protected Areas of the Caribbean for Spanish-speaking countries in 1999 and has provided instructors to the two courses carried out for English-speaking managers. TNC was responsible for the technical and logistical coordination and implementation of both 1999 and the present course.

The main outputs of this activity is i) the design of the course; ii) the recruitment of instructors and lecturers; iii) the preparation and implementation of the course, including the coordination with local institutions and potential sponsors, v) the review of attendees draft proposals from each participant on local training activities to be conducted following the course, iv) the evaluation of the course; v) and the elaboration of the present report.

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 Spanish-speaking Caribbean 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, Environmental Defense, The Nature Conservancy
- f. To get first hand information from regional MPA scientists based in South Florida

3. COURSE DESIGN

The design of the original course took place during the Consultation of Experts held by UNEP/CAR-RCU in Kingston, December 9-11, 1998. The course Manual for Marine Protected Management was prepared during the summer of 1999 and was lightly updated and translated into Spanish and in 2000 (downloadable from <http://www.cep.unep.org/issues/MPA%20manual-es.htm>).

The announcement for the Long Key edition of the course was disseminated during September 2003, via several Internet mailing lists.

4. COURSE VENUE AND DATE

The course was held in the Keys Marine Lab, Long Key, Florida Keys, Florida, U.S.A. (Fig. 1) on January 27 – February 10, 2004. This venue was selected due to the following criteria:

- 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 TNC historic local partners and research information on the natural history and management issues of the park, and
- the high quality and 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.).



Fig. 1 The Keys Marine Lab entrance, in Long Key, Florida.

5. COURSE PARTICIPANTS AND COORDINATORS

The course was attended by seventeen (17) professionals from 12 Spanish-speaking countries (Cuba, México, Dominican Republic, Puerto Rico, Guatemala, Honduras, Panama, Costa Rica, Colombia, and Venezuela; see Fig. 2), as well the U.S., and Belize (Annex I). Most of them are park managers, 3 are technical staff of national park services and fisheries agencies, 2 are researchers related to MPA planning and monitoring, one is a technical staff of the US NOAA Intl Affairs office, and one is a member of a local environmental group.

They were selected by UNEP-CAR/RCU after the course announcement was released by TNC and UNEP-CAR/RCU 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 Spanish-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.



Fig. 2. The course participants with the coordinator in front of the NOAA research vessel Dante Fascell

Five professionals (see Annex I) were invited to work as instructors (Dr. Alida Ortiz, Dr. Tomas Camarena, Dr. Carlos García, Dr. Alejandro Acosta). The selection was based on the following criteria:

- Strong credentials on marine conservation science, education, planning, and management.
- Broad geographic coverage to provide the trainees with a richer perspective of MPA issues in the Caribbean (Puerto Rico, Venezuela, and Mexico).
- 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, 6 lectures were generously provided by local experts (Annex I), namely:

- “Restoring conch populations in Florida: What Works, What Doesn't and Why (with a discussion on MFR design)” by Robert Glazer (Florida Marine Research Institute, Florida Fish and Wildlife Commission and Chairman of the Gulf and Caribbean Fisheries Institute),
- “The biological connectivity and the design of marine servers networks in the Caribbean”, by Dr. Ken Lindeman (Environmental Defense) (Fig. 3),
- “The Nature Conservancy’s Greater Caribbean Ecoregional Assessment project and the Marine Program”, by Dr. Phil Kramer (The Nature Conservancy).
- “The marine ecoregional planning exercise: its application to the design of a national system of protected areas in Cuba, by Dr. Arsenio Areces (Institute of Oceanology, Cuba), and
- “Florida Keys National Marine Sanctuary and its management scheme”, by John Hallas (NOAA-Florida Keys National Marine Sanctuary)
- “South Florida fisheries resources and fishing industry: historical trends and present status by Roberto Torres (The Nature Conservancy)

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.



Fig. 3 Dr. Ken Lindeman (top left), and Dr. Phil Kramer (top right), directors of the Caribbean Marine Program of their respective organizations (Environmental Defense and The Nature Conservancy), Robert Glazer (bottom left) researcher of the Florida Marine Research Institute and chairman of the Gulf and Caribbean Fisheries Institute, and Roberto Torres (The Nature Conservancy) lecturing at the course.

The course was coordinated and directed by Dr. Georgina Bustamante, The Nature Conservancy's Marine Science and Policy Advisor, with the assistance of Dr. Alejandro Acosta from the Florida Marine Research Institute, in Marathon Key, Florida, and Lorena Acosta. Georgina has 30 years of experience on marine science and conservation research and education in the Caribbean region. The past 10 years she has worked with The Nature Conservancy as a marine conservation scientist and policy advisor. Georgina also coordinated the first edition of the course for Spanish-speaking trainees held in Bayahibe, Dominican Republic, in 2000, and served as instructor for the 1999 and 2002 courses for English-speaking managers, in Saba and St. Lucia, respectively (Fig. 4). Malden Miller and Alessandra Vanzella-Khoury managed the project from UNEP-CEP. Cynthia Cole and Susan Kelly, from The Nature Conservancy provided administrative support.



Fig. 4. The course coordinator, Dr. Georgina Bustamante (left), and Billy Causey, the superintendent of the Florida Keys National Marine Sanctuary (right) addressing participants and guests at the welcome reception.

6. COURSE AGENDA

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 Rock Key, an Ecological Reserve of the FKNMS onboard the NOAA R/V Dante Fascell to become familiar with the coral reef ecosystems and management scheme of this type of reserve within the Sanctuary;
- To the Keys National Marine Sanctuary Upper Regional Office in Key Largo, in order to get information about the Sanctuary management scheme; and
- To Indian Key Reserve, and the area surrounding the Key Marine Lab, onboard three patrolling boats, in order to observe the enforcement system in the marine area (Fig. 5).

The course included a dinner reception with the attendance of representatives of local institutions, such as The Ocean Conservancy, the Florida Fish and Wildlife Conservation Commission, the superintendent of the FKNMS, etc. (see Fig. 4).



Fig 5 The trainees snorkeling at the Rock Key Ecological Reserve reef (left); at a fishing boat inspection exercise on board the Florida Fish and Wildlife Commission patrolling boats (center), and observing a module for reef restoration at the Florida Keys National Marine Sanctuary Upper Region's office (right)

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. The proposals were later completed, reviewed and submitted to UNEP-CAR/RCU for funding under the SPAW ToT program.

A wrap up session and diploma delivering was led by Mr. Nelson Andrade, the UNEP-CAR/RCU coordinator. The presence of Mr. Andrade in this session was very stimulating and useful as it allowed the trainees to discuss ways to improve the course, and other issues related to the SPAW Protocol.

7. THE COURSE MANUAL AND OTHER MATERIALS

The Spanish translation of 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. 6). Together with the Manual in printed and CD format, 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. 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.



Fig. 6. Course “library” and copier machine, next to the classroom.

8. COURSE COORDINATION

The following activities were conducted by the coordinators:

- 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 and preparation of the course instructors and evening 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.
- Printing of the 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 and for field trips, night and day off entertainments, local shopping, 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, a creative and productive environment.
- Fostering long-lasting professional relationships among the trainees and with the instructors and local experts.
- Formulation of course certificates.
- Assist with the review of the proposals of the follow-up training activities to be conducted in their respective countries.
- Process and examine the information on the evaluation of the course,
- Development of a financial report for UNEP-CAR/RCU

9. COURSE EVALUATION

The evaluation process consisted on a survey of the trainees' and instructors' opinion on the course compiled through evaluation forms (see form templates in Annex III), along with a brief session of discussion. The survey form for trainees 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.

As per the instructor questionnaire, it contained a description of the techniques used for lecturing, their opinion of the group reaction, and comments and recommendations on the manual, course schedule and content.

Following is a table with summary of the trainee's opinion.

Table 1. Summary of the score evaluation

Scoring per section														Average	
Section 1 - course preparation (1- strongly agree, 2-agree, 3-disagree, 4-strongly disagree)															
A (Beforehand information)	1	1	1	1	2	1	1	2	2	2	1	1	1	2	1.4
B (Enough time for preparation)	1	1	1	2	2	2	1	2	1	2	2	2	2	2	1.6
Section 2 - Course content (1- strongly agree, 2-agree, 3-disagree, 4-strongly disagree)															
A (objectives accomplished)	2	1	1	1	2	2	1	2	1	2	2	1	1	1	1.4
B (objectives appropriateness)	2	1	1	2	2	2	1	2	1	2	1	2	1	1	1.5
C (level of expectation)	1	1	1	1	2	1	1	1	1	2	2	2	1	2	1.4
D (level of satisfaction)	2	1	1	1	2	2	1	1	1	2	2	3	1	1	1.5
E (level of organization)	1	1	1	1	1	3	1	1	2	1	1	2	1	1	1.3
Section 3 - General issues (scale from 1-very bad/little/few) to 5- very good/much)															
A (course overall value)	5	5	5	5	5	4	5	5	5	4	5	3	5	5	4.7
B (course general format)	4	5	5	4	3	4	5	4	4	5	4	3	4	5	4.2
C (presentations)	4	5	5	4	4	5	3	5	5	4	4	3	4	4	4.2
D (interaction with lecturers)	5	5	5	5	5	5	4	5	5	5	5	3	4	5	4.7
E (interaction w/other participants)	5	5	5	5	5	5	5	5	5	5	4	4	4	5	4.8
F (course material adequacy)		5	5	5	3	4	5	5	5	5	5	3	5	5	4.6
G (clear schedule and program)	5	5	5	4	5	4	5	5	4	5	4	3	5	5	4.6
Section 4 - Results															
A (usefulness of knowledge)	1	1		1	1	2	1	1	1	1	1	2	2	1	1.2
B (solutions for issues)	2	1		1	1	1	1	1	1	2	2	2	1	2	1.4
C (new professional contacts)	1	1		1	1	1	1	1	1	2	1	1	2	1	1.2
D (increasing collaboration with colleagues)	2	1		1	1	1	1	1	1	2	2	1	2	2	1.4
E (new ways to do things)	2	1		2	2	1	1	1	1	2	1	2	1	1	1.4
F (applicability back home)	1	1		1	2	1	1	1	1	2	2	2	2	1	1.4
Section 5 - Logistics															
A (time of the year)	4	5		4	2	4	5	4	5	4	5	3	4	4	4.1
B (daily activities)	4	5		4	4	3	5	4	4	5	4	3	4	4	4.1
C (accommodation)	4	5		5	5	2	5	3	5	4	4	2	4	4	4.0
D (coffee breaks)	5	5		3	3	1	5	1	4	5	3	1	4	4	3.4
E (audiovisual materials)	4	5		4	4	4	5	4	5	5	5	2	4	5	4.3
F (lecturers quality)	4	5		5	5	5	5	5	5	5	5	3	5	5	4.8
G (course duration)	5	5		4	4	4	5	3	4	5	4	2	5	4	4.2
H (it worth it to attend)	5	5		5	4	4	5	5	5	5	5	3	5	5	4.7

Table 2. Summary of the comments included in the evaluation sheets.

On “additional materials needed for your follow-up course” (times)	On “course strengths” (times)	On “course weaknesses” (times)	Other comments and requests for UNEP-CEP (times)
Scientific information; equipment, adequate food, diving equipment (if possible) (2)	Experience of lecturers with MPA science and practice; instructors specific for modules	Some manual themes need more attention	Implement this course in each of the countries with government support
Have more information on other proposals to develop the ones own.	Wide geographic participation from all countries	The manual could be better taught using one study case (hypothetical or not) through which develop an exercise from planning to management	Include/illustrate in the manual the role of MPA as one of the tools of Integrated Coastal Zone Management
Lack of resources (e.g. boats) limit the quality of the courses	Course rules and policy set clearly from the beginning	Trainees should be advised to bring presentations (on his/her individual PA or national system, or different subject related to the modules) areas to be presented	The course contributed to enhance networking and communication among participants.
The supporting materials received during the course (course manual, brochures, publications) is enough for the follow-up course	The isolation of the venue contributed significantly to maintain focus in the course and strengthen interaction among participants (3)	Update the manual, including study cases (3).	A follow-up meeting of the participants for exchanging experiences of local courses (4)
	Sharing of information and lessons from all countries (4)	Food more varied (2) and Latin style (3).	Great course. Thanks for the opportunity to attend this course and implement a local one (2)
	Course organization (2), exchanges, presentations, experienced lectures, logistics, facilities, good information, coordinators’ support.	Coffee breaks	Collection of experiences of the instructors and anecdotes from all participants
	MPA management; participatory planning, communication and teaching skills	Better schedule control (course shorter)	Next course venue in a Spanish-speaking country
	Logistics support was very good and generous	Better Manual layout, need to include introduction and methodology chapters	More evening lectures will enrich more the course.
	Course been implemented within a MPA, and the great local support	More classes in the field and less in the classroom, specially when the venue is in a well managed protected area (2)	Update manual.
	Module 7 (Management) is the most important module and was taught and discussed	Better lunch service	Provide materials upon request

	very thoroughly illustrated with real examples, which stimulated reflection on our own problems.		
	Strengthened personal relationships among participants that are useful for work.	Session with local fishermen to discuss participation in the MPA planning process	Keep communication with participants
	The implementation of out of the manual evening lectures contributed significantly to the program course.		Use the information on Bocas del Toro, Panama, and provide better informational support to Is. de Bastimento Park; conduct a survey on the follow-up of the course in the MPAs.
	Zoning and participatory planning are very important		
	Experience in Mexico on coral reef restoration was very interesting		
	Module 1 (Training and Communication skills) was excellent and masterly taught by the instructor (2).		

There was a general high appraisal of the course implementation, including the lecturers performance, materials, and logistics.

All participants agreed that the course was excellent and a good investment of time. The information received was useful and included new concepts. Based on the information provided through the survey and personal conversations with the trainees, we can summarize the evaluation of the course as follow:

- a. *Course preparation:* The trainees highly rated the course preparation. One said that all the course rules and logistic conditions and policy were clearly set in advance. However, one participant pointed out that they could have been better advised on bringing presentations relevant to their MPA. Certainly, the information sent beforehand to all participants (“Informacion a los Participantes” attached) was not specific about his issue, but only advised “to bring printing and video materials...”. Fortunately, most of them did bring digital presentations (along with other printed materials, and their own laptops) and about 6 of them used them while giving presentations (Fig. 7), which enriched the program and the experience sharing.



Fig. 7. Edgar Estuardo Herrera presenting the management scheme of its protected area (Punta Manabique, Guatemala).

- b. *Facilities*: The trainees highly rated the logistics conditions (see Table 1, Section 2). They affirmed that the isolation and remoteness fostered a strong interaction and communication among the participants. This communication and experience sharing has started to show results in their work. For example, some of them have invited other to participate as instructors in the follow-up course. This demonstrates the positive influence of the course in their personal and professional relationships (Fig. 8), all of which can be very useful for their future work. This exchange contributes to the multiplication of experiences and lessons learned. Some of them have expressed that the interaction with their course mates enriched their experience and this has already been applied in the day-after-day work in their own MPA.



Fig. 8 The students enjoying the day-off at the Don Pepe restaurant in Key West.

In order to balance the isolation and remoteness of the course venue, the course coordinators provided the trainees with transportation (Fig. 9) means to run some errands resulting from a long 14-day stay, e.g., cashing checks in the bank, grocery shopping, and going out to Key West for the day off on Sunday, etc. The rental cars were used to transport the participants to the field trips.



Fig. 9 Back home after a long day

The Keys Marine Lab is very adequate for this type of courses. The facility is very comfortable, and can accommodate students and researchers for long periods of time. The facility has not only a fully equipped classroom (with 20 chairs, projection setting, computer/internet room, etc.), but also 4 dormitories plus several double rooms, all of them with fully equipped living/dinning rooms and kitchens. The Keys Marine Lab is a beautiful facility located in the bay side of Long Key, Florida, within the lightly populated city of Layton. The Lab provides the customers with quite environment surrounded by a nice natural coastal landscape. It has boating facilities and all the needs for students and researchers need to have a nice working and life experience (Fig. 10). Despite is remoteness, there is a next door restaurant (Fig. 11) and some small shops and cafeterias nearby where the course participants had their lunch and buy necessary items, in addition to the groceries they got in the nearby town of Marathon. In addition, the close cities of Florida City (south of Miami) and Key West, provided plenty of entertainment and shopping opportunities for free nights and the day off.

Indeed, one trainee suggested the next course to be held in a Spanish-speaking country.

Some trainees suggested a better, more varied (i.e. Latin type) food for the daily lunches. However, meals were served and catered from the next door Italian restaurant Little Italy, for convenience.





Fig. 10. Views of the Keys Marine Lab facilities, clockwise from top left: the dock, the classroom, the local fauna, a dorm dining room (for evening homework), living room, and kitchen.



Fig. 11 Lunch time in the Little Italy restaurant next door to the Keys Marine Lab.

- c. *Diversity of participants-* The wide geographic representation of the participants (15 trainees from 11 countries, 3 instructors from Puerto Rico, Mexico and U.S., and 5 more lecturers from Cuba, U.S., see Participants List) enriched the course experience and will contribute significantly to the application of the training knowledge and lessons learned. The presence of a self-funded participant from NOAA International Office (a Puerto Rican national with NOAA's Caribbean programs) was an opportunity to get familiarized with NOAA international grant program and established useful contacts.
- d. *Course content and schedule-* Despite the course content, schedule and syllabus (Table 1, Sections 2, 3, 4) was highly evaluated by the participants, they all coincided that the manual needs a significant updating and revision as much information has come up during the last 5 years.

As per the classes, the trainees enjoyed all the classes but liked most Module 1 (communication and training skills) masterly taught by Alida Ortiz with an extensive faculty experience, and Module 7 (MPA management), taught by Dr. Tomas Camarena with vast experience in the issue in several protected areas in Mexican Caribbean (Fig. 12).



Fig. 12 Dr. Tomas Camarena, conveying his experience as director of Mexican marine parks (left); Alida Ortiz teaching how to communicate better to stakeholders and training skills to implement their local follow-up courses (center); and four trainees engaged in an interesting participatory planning exercise (right).

The field trips onboard NOAA and FFWC boats, and the visit to the FKNMS Upper Region office (Fig. 13) were greatly enjoyed by all participants. The trainees had the chance to interact with locals and get contact with some of the FKNMS activities and the FFWC regular inspections sessions. The trips fostered camaraderie and openness to dialog among the participants, instructors and local representatives. A trainee suggested having more field sessions, and one recommended having a session with local fishermen. In fact, the latter was originally planned, but unfortunately, it had to be cancelled because most fishermen were fishing offshore. Nevertheless, this activity was replaced with an interested session: a visit to Indian Key Preserve and an inspection session with the Florida Fish and Wildlife Commission (FFWC) officers (Fig. 14) around the Long Key. The participants learned the surveillance and enforcement rules and procedures used by the FFWC.



Fig. 13. Arriving to the Florida Keys National Marine Sanctuary Upper Region's Office in Key Largo

One participant recommended the inclusion of more field trips in the course schedule. This can only be done with a major change of the course schedule (only 13 days to teach 8 modules).



Fig. 14. The Florida Fish and Wildlife Commission officers' giving a farewell to the trainees after a wonderful demonstration of professionalism and camaraderie.

We were able to collect evaluations from three instructors. Their comments are summarized as follows:

Trainee's response- The experience and professionalism of the trainees allowed them to participate actively in the classes. Despite the tight schedule, the trainees managed to prepare good presentations that enriched the discussions.

Quality of materials – The materials need to be improved to meet the high qualification of most of the trainees

General recommendations-

- Provide the instructors with the students CV or qualifications so the classes can be prepared according to the level of knowledge.
- Revise the MPA manual was recommended, with the incorporation of recent study cases and best practices. Facilitate the networking among the participants in order to share lessons learned and assist each other in their local capacity building activities and responsibilities as MPA planners and managers.
- Better selection of the participants, since some countries have more training opportunities than others.
- UNEP-CEP should follow up the participants' performance as MPA planners and managers over the next 2 years in order to assess the individual impact of the training course.
- Allocate more time to the Research and monitoring subject (Module 8), including the use of indicators of management effectiveness.

10. COMMENTS AND RECOMMENDATIONS OF THE COURSE COORDINATOR

The training course served to provide trainees (managers and stewards) with the basic tools and knowledge to address marine protected area management issues. However, despite the broad coverage and scope of the Manual, it was the general opinion that it needs to be updated with recent information on legislation and programs, study cases, etc. As in other editions of the course, it was apparent that the size of the modules is unbalanced and there seems to be some content overlapping. This makes it difficult to develop the whole syllabus within a 13-day long course. It does not seem realistic to extend longer the course duration, but rather reduce/adapt those modules with more interactive classes.

The diversity and similarity of their experience as MPA managers and stewards enriched the training experience. The broad geographic coverage of both trainees and instructors was a value added to the course. 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. The relationship established during the course is still alive and has prompted an active communication and exchange among all participants, trainees as well as instructors.

The selection of the Florida Keys National Marine Sanctuary proved to be right. The natural setting of the Keys Marine Lab and its wonderful 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 educative.

Local experts and institutions were very friendly in welcoming their guests from Latin America and the Caribbean and in providing all kinds of assistance. Environmental Defense fully funded one participant. In addition, its Caribbean Program director, Dr. Ken Lindeman, gave an interesting lectured on marine reserves emerging issues in the Caribbean. Robert Glazer (from the FWFC- Florida Marine Research Institute) also lectured marine fisheries reserves and conch restoration, and participated in many of the evening activities. Phil Kramer (TNC Caribbean Marine Program Director), Roberto Torres (TNC's South Florida Regional Office technical staff) lectured on The Nature Conservancy's Greater Caribbean Ecoregional Assessment project and the Marine Program, and South Florida Fisheries Issues, respectively. 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. In all activities (field trips, visits to local institutions, logistics, evening lecturers), translation was provided in order to assure the understanding with the local supporters and service providers. Fortunately, the South Florida region, including the Keys, has a notable percentage of Spanish-speaking people and is used to serve and deal with Hispanic immigrants and guests.

We recognize that teaching skills are important for the selection of the instructors. Only Alida Ortiz had faculty experience, among the instructors. However, the other 3 instructors have a lecturing experience on marine science and MPA issues. Unfortunately, graduate courses on MPA management are still lacking in the region, particularly in the Spanish-speaking countries. The only known course of this kind is the one hold since last year by the Mexican Universidad Nacional Autonoma in cooperation with the University of Miami, and the Florida International University, in Puerto Morelos, Quintana Roo, Mexico.

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. The course has an enormous potential as a capacity building tool for each country. Course of this type

could be taught in all countries with the sponsorship of both government and non-government agencies, as well as the UNEP Caribbean Environment Program. I recommend UNEP to explore the implementation national courses with the co-sponsorship of governments and resourceful international conservation organizations. The organization of additional courses will strongly contribute to UNEP's efforts to strengthen the role Caribbean Marine Protected Area Management Network and Forum as a communication tool for MPA managers, planners and researchers.

This second course coordinated by The Nature Conservancy under the auspices of UNEP-RCU proved to be incredibly successful. A partnership between a regional agency of the UN system and a US-based conservation organization with wide international involvement as The Nature Conservancy has proved again to be appropriate.

The level of instruction of the MPA managers was impressive. The investment will prove cost effective in the way the acquired knowledge help to empower them as leaders of marine conservation in their countries.

The investment is starting to show results. The participant from Honduras already applied the lessons learned during the course to the drafting of a fees collection system and the regulatory body of the Cayos Cochinos Archipelago Natural Monument establishment. On the other hand, the participant from Cuba applied the experiences on application of limits of acceptable changes to Mexican marine parks in the creation of a similar methodology to Cuban MPAs with diving impact. The representative from Belize participated in a fishermen exchange between both Banco Chichorro and Bacalar Chico Bioreserves with the participation of park staff from other trainees' parks. The trainees are now working on the preparation of their local training activities as a follow up of this Training the Trainers course.

ANNEX I. PARTICIPANT LIST

Name	Country	Affiliation
Trainees		
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Instructors		
Dr. Tomás Camarena Luhrs	México	Director, Reserva de la Biosfera Banco Chinchorro, SEMARNAT, México. Currently with Environmental Defense, Caribbean Program, Miami, Florida, U.S.A., Tel. (305) 256-9508, tcamarena@environmentaldefense.com
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Dr. Carlos García Saez	México	cgsaez@attglobal.net
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Lecturers		
Dr. Ken Lindeman	U.S.A.	Director, Caribbean Program, Environmental Defense, Miami, Florida 333 U.S.A., Tel. (305) 256-9508 lindeman@environmentaldefense.org
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Dr. Phil Kramer	U.S.A.	The Nature Conservancy, Caribbean Marine Program, Florida Keys Office,
Roberto Torres	U.S.A.	Conservation Planner, The Nature Conservancy, 2455 E Sunrise Blv. PH, Fort Lauderdale, FL 33304, Tel 954-5466144, Fax 954-5646184, rtorres@tnc.org
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John Hallas	U.S.A.	Upper Region Manager, Florida Keys National Marine Sanctuary, Key Largo, Florida, U.S.A.
Coordinators		
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Dave Score	U.S.A.	Upper Region Manager, and, Florida Keys National Marine Sanctuary
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ANNEX II. COURSE AGENDA (IN SPANISH)

Martes 27 de enero

Arribo de participantes (compra de víveres en mercados locales)

6:00pm Instrucciones generales, introducción al curso y presentación de los participantes por Dra. Georgina Bustamante (directora del curso, The Nature Conservancy) y Malden Miller (oficial de programa del PNUMA-PAC)

Noche libre

Miércoles 28 de enero

8:30 – 10:30 am **Módulo 1.** Técnicas de enseñanza y comunicación.
Dra. Alida Ortiz (profesora consultante en métodos de enseñanza, Puerto Rico)

10:30 - 10:45 **Receso**

10:45 - 12:00m **Módulo 1** (cont.)

12:00 - 1:00pm **Almuerzo** (en el área de clases)

1:00 - 3:30 pm **Módulo 1** (cont.)

3:30 - 3:45pm **Receso**

3:35 -5:00pm **Módulo 1** (cont.)

6:30 - 9:30pm **Recepción de bienvenida en el Keys Marine Lab (Long Key, Florida)**

Jueves 29 de enero

8:30 -10:30 am **Módulo 1** (continuación)

10:30- 10:45am **Receso**

10:45- 12:00m **Módulo 1** (continuación)

12:00- 1:00pm **Almuerzo** (en el área de clases)

1:00- 3:30pm **Módulo 1** (continuación)

3:30 - 3:45 pm **Receso**

3:45 - 5:00pm **Módulo 1** (continuación)

Cena libre

Viernes 30 de enero

8:30am-10:30 am **Módulo 2.** Naturaleza del medio ambiente marino (por el Dr. Alejandro Acosta, investigador del Florida Marine Research Institute)

10:30-10:45 am **Receso**

10:45 - 12:00m **Módulo 2** (cont.)

12:00- 1:00pm **Almuerzo**

1:00 - 3:30pm **Módulo 3.** Usos y amenazas al medio ambiente marino y sus recursos.
(por el Dr. Alejandro Acosta)

3:30 - 3:45pm **Receso**

3:45 - 5:00pm **Módulo 3** (continuación)

6:30 - 7:15pm **Conferencia: El planeamiento ecoregional marino: su empleo en el establecimiento de una red nacional de áreas marinas protegidas en**

Cuba (por el Dr. Arsenio Areces, Instituto de Oceanología de Cuba)

7:30 pm **Cena en Restaurant Little Italy**

Sábado 31 de enero

9:00 -10:30 am **Módulo 8. Investigación y monitoreo** (Dr.Carlos Garcías Saez, World Wildlife Fund for Nature, Mesoamerican Reef Program)

10:30 - 10:45am **Receso**

10:45 - 12:00m **Módulo 8** (cont.)

12:00 - 1:00pm **Almuerzo**

1:00 - 3:30pm **Módulo 8** (cont.)

3:30 - 3:45 pm **Receso**

3:45 - 5:00pm **Módulo 8** (fin)

Cena libre

Domingo I de febrero

Día libre

Lunes 2 de febrero

8:00am-2:00pm Módulos 2, 3, y 8. Viaje de campo desde Key Largo en barco del Santuario a la Reserva Ecológica para observar y tomar nota de las características naturales y las amenazas potenciales de la actividad turística, y tomar parte en un muestreo científico en una reserva ecológica del Santuario de los Cayos de la Florida)

Cena libre

Martes 3 de febrero

8:30 -10:30 am **Módulo 4** Reseña de las áreas marinas protegidas (por el Dr. Tomás Camarena, director de la Reserva de la Biosfera Banco Chichorro, México)

10:30 - 10:45am **Receso**

10:45 - 12:00m **Modulo 4** (continuación)

12:00-1:00pm **Almuerzo**

1:00- 3:30am **Módulo 6** Planeamiento de las áreas marinas protegidas (por el Dr. Tomás Camarena)

3:30 - 3:45pm **Receso**

3:45 - 5:00pm **Módulo 6** (cont.)

cena libre

Miércoles 4 de febrero

8:30 - 10:30am **Módulo 5 Planificación participativa** (por el Dr. Tomás Camarena)

10:30 - 10:45am	Receso
10:45 - 12:00m	Módulo 5 (cont.)
12:00 - 1:00pm	Almuerzo
1:00pm - 3:00	Modulo 5 (ejercicio de simulación de participación comunitaria en el planeamiento de las AMP)
3:00 - 4:30pm	Conferencia: <i>La conectividad biológica y el diseño de redes de reservas marinas en el Caribe</i> (por el Dr. Ken Lindeman, Environmental Defense)
cena libre	

Jueves 5 de febrero

8:30 - 10:30am	Módulo 5 (cont.)
10:30-10:45am	Receso
10:45-12:00	Módulo 5 (cont.)
12:00-1:00pm	Almuerzo
1:00 - 3:30pm	Módulo 5 (cont.)
3:30-3:45pm	Receso
3:45-5:00pm	Módulo 7 (Manejo de Areas Marinas Protegidas (por el Dr.Tomás Camarena.)

Cena libre

Viernes 6 de febrero

9:30-1:00pm	Módulo 7. Encuentro con el personal técnico y dirigente del Santuario de los Cayos de La Florida para conocer el sistemas de áreas protegidas del sur de la Florida. Conferencia de John Hallas: “The Florida Keys National Marine Sanctuary and its management scheme”
1:00- 2:00pm	Almuerzo
2:00 - 4:00pm	Ejercicio de campo. Visita and Indian Keys Park y para observar las actividades de vigilancia y la aplicación de las regulaciones de manejo con los oficiales de inspección a bordo de las lancha patrulleras del Florida Fish and Wildlife Comisión.
4:00pm – 5:00pm	Conferencia: Las pesca en el sur de la Florida, por Roberto Torres, The Nature Consevancy, South Florida Program.

Cena libre

Sábado 7 de febrero

8:30 - 10:30	Módulo 7 (cont.)
10:30 - 10:45pm	Receso
10:45 - 12:00m	Módulo 7 (cont.)
12:00 - 1:00 pm	Almuerzo
1:00 - 3:30 pm	Modulo 7 (cont)
3:30 - 3:45pm	Receso
3:45 - 5:00pm	Módulo 7 (cont.)

Cena libre

Domingo 8 de febrero

8:30 - 10:30am **Módulo 7** (cont.)

10:30-10:45am **Receso**

10:45-11:00 **Módulo 7** (cont.)

11:00 - 12:00m **Clausura** (palabras de despedida de Nelson Andrade, Coordinador de PNUMA-PAC y entrega de los certificados)

12:00-1:00pm **Almuerzo**

1:00 - 3:30pm **Módulo 7** (cont.)

3:30-3:45pm **Receso**

3:45-5:00pm **Módulo 7** (ont.)

Lunes 9 de febrero

8:30 - 10:30am Elaboración de las propuestas de cursillos locales por parte de los cursantes

10:30 - 10:45am Receso

10:45- 12:00m Presentación breve y discusión de propuestas de cursillos con la coordinadora del curso

12:00 - 1:00pm Almuerzo

1:00 - 5:30 Evaluación y fin del curso

3:30 - 3:45pm Receso

6:00pm Salida a Miami

ANNEX III. EVALUATION FORMS (IN SPANISH)

PNUMA/PAC /UCR

Capacitación de Capacitadores en Manejo de Areas Protegidas Marinas

FORMULARIO DE EVALUACION PARA CURSANTES

Sección 1: Logística

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

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

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

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo 5.
N/A

Sección 2: Contenido del Curso

A. Se cumplieron los objetivos planteados:

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

B. Los objetivos planteados fueron adecuados:

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

C. Asistí al curso con grandes expectativas:

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

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

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

E. El curso estuvo bien organizado:

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

Algunas de las preguntas siguientes están clasificadas según una escala. Por favor, indique su respuesta circulando el número adecuado: 1=muy malo (o muy poco) hasta 5=muy bueno (o mucho)

Sección 3: Panorama General

A. ¿Cuánto valor tuvo el Curso para usted?

- 1 2 3 4 5

B. El formato general del Curso fue:

- 1 2 3 4 5

C. Las presentaciones fueron:

- 1 2 3 4 5

D. La interacción con los Facilitadores fue:

- 1 2 3 4 5

E. La interacción con los otros participantes fue:

- 1 2 3 4 5

F. ¿Cuán adecuado fue el material del Curso para usted?

- 1 2 3 4 5

G. ¿Fue clara la programación de las actividades?

- 1 2 3 4 5

Sección 4: Resultados

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

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

B. ¿Pudo identificar soluciones posibles para los problemas existentes?

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A

C. Se establecieron nuevos contactos con los colegas:

1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A
- D. Posiblemente en el futuro haya más colaboración con los colegas:
1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A
- E. En el Curso se aprendieron nuevas formas de hacer las cosas:
1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo
5. N/A
- F. Usted puede lograr mejorías cuando regrese a su país:
1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo 5. N/A

Sección 5: Facilidades brindadas por la Programación

- A. La época del año fue:
1 2 3 4 5
- B. La programación diaria fue:
1 2 3 4 5
- C. El alojamiento fue:
1 2 3 4 5
- D. Los refrigerios fueron:
1 2 3 4 5
- E. Los materiales audiovisuales fueron adecuados:
1 2 3 4 5
- F. La calidad de los Facilitadores fue:
1 2 3 4 5
- G. La duración del curso fue adecuada:
1 2 3 4 5
- H. Valió la pena dejar de trabajar para asistir al curso:
1 2 3 4 5

Sección 6: Observaciones

Por favor, haga comentarios que pudieran ayudar a que los cursos futuros fuesen más valiosos.

1. ¿Qué otros materiales necesitaría usted para asegurar el éxito de su propio curso de capacitación?

2. ¿Cuáles fueron los puntos fuertes del curso?

3. ¿Cuáles fueron los puntos débiles del curso y cómo los cambiaría usted?

4. Por favor, agregue cualquier otro comentario que usted quisiera que el PNUMA/CAR/UCR tomase en consideración:

PNUMA/CAR-UCR

**Capacitación de Capacitadores en Manejo de Areas Protegidas Marinas
febrero de 2004, Long Key, Florida, E.U.**

FORMULARIO DE EVALUACION PARA LOS INSTRUCTORES

INSTRUCTOR: _____

TITULO DEL MODULO: _____

FECHA: _____ DURACION: _____

TOPICOS/CONCEPTOS ABARCADOS: _____

ESTRATEGIAS/TECNICAS DE CAPACITACION: _____

ACTIVIDADES DE GRUPO (si proceden): Objetivos, Resultados, Recomendaciones:

RESPUESTA DE LOS PARTICIPANTES: Problemas, Inquietudes, Beneficios del Curso,
Retroalimentación General:

RESPUESTA DE LOS PARTICIPANTES: Método/Factores utilizados para medir la respuesta:

