

**Curso
Capacitación de entrenadores
en el manejo de áreas marinas protegidas**

**Coral Canoa Hotel
Bayahibe, Dominican Republic
May 1-13, 2000**

Final Report

The series of courses "Training of Trainers in Marine Protected Area Management" were designed by UNEP-Caribbean Environment Programme. Assistance to implement the course was received primarily from the UN Fund for International Partnerships, with additional support from The Nature Conservancy.

Course Objectives

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

The specific objectives of the Bahahibe course were:

1. To introduce MPA managers of the Spanish-speaking Caribbean to the theory of adult education and relevant teaching methods; and
2. To provide participants with additional skills, materials, and information to improve MPA management in their own countries.
3. To stimulate the exchange of information and experiences, as well as the communication among trainees and trainers.

Course Design and Delivery

The design of the course took place during the Consultation of Experts held by UNEP/CAR-RCU in Kingston, December 9-11, 1998; and course materials were prepared during the summer of 1999 (Appendix 1). The announcement for the Spanish edition of the course was disseminated during March-April, 2000 via several Internet mailing lists.

Course venue and dates

The course was held in the Coral Canoa hotel, in Bayahibe, southeast Dominican Republic, on May 1-13, 2000. This venue was selected due to the following criteria:

- the convenience of its location (next to Parque Nacional del Este (the second largest coastal national park in the country) that provides with appropriate sites for field trips and case studies;
- the existence of TNC historic local partners and research information on the natural history and management issues of the park, and
- the facilities (nice and economic hotel next to the park area).

Trainees

Participants for the course were selected by UNEP/CAR-RCU on the basis of the training 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.

The course was attended by 15 MPA managers and stewards from 8 countries (Dominican Republic, Cuba, Mexico, Honduras, Nicaragua, Guatemala, Colombia and Venezuela) selected by UNEP-RCU after its announcement by TNC and UNEP-RCU through different means of communication, mostly internet listservers and networks . for more information about the trainees, see the short biographies attached.

Instructors

Five professionals (see attached list) were hired to work as instructors. 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 (Colombia, Puerto Rico, Panama-US, Dominican Republic, and Mexico).
- Availability and willingness to participate in this course
- The inclusion of a representative of the venue country, Dominican Republic.

Course coordinators

He course was coordinated by a team of TNC professionals led by Dr. Georgina Bustamante, Marine Conservation Coordinator of The Nature Conservancy's Caribbean Division. She has 25 years of experience on marine research and education in the region (Cuba, Mexico, Bahamas, Dominican Republic), the last 5 of them in The Nature Conservancy as a fisheries ecologist, a conservation scientist, and lastly the coordinator of marine conservation projects in the Caribbean (see CV attached). The team comprised two TNC staff and one local collaborator (Ruben Torres, Paul Hardy and Laura Díaz) that covered the different aspects of the course coordination, implementation and evaluation. Ruben Torres is a graduate student at the University of Miami and a member of the Dominican NGO dedicated to marine conservation science in the area of Parque

Nacional del Este. Paul Hardy and Laura Díaz are TNC-Caribbean Division staff on training and institutional capacity strengthening.

Course agenda

The 14-day course was organized following the same structure of the one held in Saba for English-speaking MPA managers, but with some modifications according to the conditions of the area, and the time restrictions of the instructors. The 8 modules were imparted along 7 full-day lecture sessions (held in the classroom), 3 field trips to Parque Nacional del Este, and one visit to Los Haitises National Park (agenda attached) and a one-day break. The Parque Nacional del Este served as study case for some of the modules, as 2 of the course attendees were strongly related to its management (the park administrator, and a park service staff). The course included also a reception with the attendance of local leaders, and a final evaluation and wrap up session. Members of two local environmental NGOs, the park service and the adjacent hotels provided support and additional entertainment to the participants. A dinner at the neighbor Hotel Dominicus, a field trip to Los Haitises National Park in the northern coast, a excursion to a cave in the Parque Nacional del Este, and a tour in the colonial center of Santo Domingo were held during the course, among other entertainment activities.

The course manual

The reviewed Spanish translation of the manual and other printed materials were compiled into a reference notebook. The notebook served both as an instruction manual for the training course as well as a permanent repository for articles, worksheets, technical documents and other printed matter on 8 MPA topics.

The course coordination

The following activities were conducted by the team:

- Elaboration of project budget
- Review of the Spanish translation of the course module(s) - The 8 modules were thoroughly reviewed, however, they required very little changing due to the excellent status of the translation.
- Selection of the appropriate venue for the course, including the country, the local partners, the classroom facilities and the hotel, as well as the local attendants for the reception.
- Recruitment of course instructors and deliver to them the course modules, information of the venue area, and illustrative material for them to put together their lectures - Five instructors were recruited from different Caribbean countries with strong credentials on conservation research, planning and graduate teaching. They were provided in advance with the module contents, supporting materials (information on local natural history and logistics) and contacts/resources for them to design classes (lectures), interactive exercises and field excursions.

- Organization of the course agenda according to the natural and logistics conditions of the venue, the experience of the instructors, and the needs of the attendees. The course included seven whole lecture sessions in the classroom, 3 field trips to Parque Nacional del Este, and one to Los Haitises National Park, in the northern coast of Dominican Republic.
- Exchange of information with the trainees before the course
- Sending the participants the course agenda and additional information on the course venue to get informed in advance
- Put together the course notebook with reading materials, trainees and instructors short biographies, course manual, agenda, and other information
- Coordinate and secure course logistics, including the transportation of the attendees from the capital city to the course venue, the coordination of course logistics and house-keeping with hoteliers, local partners, and park service, as well as with internal TNC departments, local partners, and travel agencies.
- Facilitate the course providing guidelines and a creative and productive environment, and promote a long-lasting professional relationship among and the trainees and with the instructors
- Elaborate and deliver course certificates
- Formulate the outline and advice the trainees on the follow-up project proposals for their submission to UNEP-RCU
- Formulate and conduct the evaluation process including the design of the evaluation process, the conduction of the evaluation session at the end of the course, and the analysis of the information gathered from the participants.
- Provide comments on participants' strengths and weaknesses and identify additional technical assistance requires to prepare participants to conduct trainings at their home sites.
- Write terminal report

Financial report

A description of the expenses is included in the following table:

Object	Amount budgeted with UNEP funds	Amount spent	Amount budgeted by TNC	Amount spent by TNC	Total amount spent
Course Coordination fees prior and during the course	16 000	16561.78	3500	8697.87	25 259.65
Travel and DSA of course coordinators	3500	4828.12	2000	1586.22	6414.34
Organization of field trips, ground transportation, communications	2000	1803.59	1000	0	1803.59
Rental facilities (meeting room, classroom, photocopying, etc.)	1500	630.00	866	0	630.00
Reproduction of manual and materials	1000	1002.03			1002.03
Coffee breaks and reception	1000	174.48			174.48
TNC overhead (12%)	3000	3000	884.00	1234.09	4234.09
Total	28 000	2800.00	8250.00	11 518.18	14 318.18

The table shows that travel and fees for the three coordinators were significantly underbudgeted. On the contrary, the course field trips were fully covered by the contractor budget. The use of a suite room instead of a meeting room, and the fact that we made all photocopies outside the hotel and brought out own equipment (slide projector, computer and data show equipment) reduced the expenses of rental facilities in ca. 60%.

The all-inclusive type of hotel services had significant advantages, namely:

- a) instead of having expensive coffee break services, during the breaks, the participants went outside to rest and have coffee or refreshments for free in the cafeterias
- b) having all meals and bar services included in the hotel package contributed for the trainees to socialize and communicate more intensively. All the participants had their meals at the same restaurants and had daily reunions and exchanges in the bar before dinner (no savings needed). In addition, we had free lunches to go for the field trips.

Course evaluation

The evaluation process consisted firstly on a survey of the trainees opinion on the course compiled through evaluation forms (see examples attached), followed by an open discussion. This survey form was designed to capture the opinion of trainees on the following issues:

- Training manual (quantity, quality, and utility of the information, technical vocabulary, how it was developed by the instructor, all for each module)
- Logistics (course duration, information provided to participants prior to the course, excursions, accommodation, daily coordination, etc)
- General recommendations to improve the course.

Hereafter is a summary of the trainee's opinion:

The course

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

Duration of the course- It was appropriate. A longer course would be exhausting and participants would loose interest.

Diversity of participants- This was a plus since they were able to share their experiences with those of the other participants and take advantage of the comparison and become familiar on what is taking place in other countries. It was also important to establish contact with colleagues from other countries.

Excursions (field work). They were of great interest, allowing participants to see theory in practice and to interact with the community. The trips fostered camaraderie and openness to dialog among the participants and the instructors. Some participants suggested having more field sessions.

Coordination - The course was well coordinated and ran smoothly. All participants highly praised coordinators' human relations and skills.

Accommodation- The hotel, although very comfortable and with very good service, did a poor job cashing the checks. Also, some participants were disturbed in the early morning

by hotel personnel. Some participants complained about meals' coordination. Some trainees complained about the small size of classroom.

Ground transportation- Despite the transportation was readily available for all excursion, most participants commented unfavorably about the driver's aggressive driving during the trip to Los Haitises National Park.

The training manual

The modules were well prepared, applicable to the participant's day-to-day work and a strong motivation to think about more research on the subject. One participant stated that the only subject that was not addressed was environmental education.

The modules were graded according to the interest and outcome as follows:
No. 1, No. 7, No. 8, No. 2, 3 and 6, and No. 4.

Module No. 1 - Most participants suggested that it should have been addressed first as a foundation for the other modules (see coordinator's evaluation for explanation)

Terminology- A glossary of terms should be added to the modules

Trainees recommendations

Emphasis of the instructor: It is extremely important that the instructors generate interest by addressing participants in an academic but pleasant way, allowing and encouraging participation. All regarded the instructor of module No. 1 (Alida Ortiz) as excellent, with great knowledge on the subject, encouraging the participants to practice what they learned. Most presenters received very good comments except for the ones in Modules 7 and 8.

Generalization of subjects: To focus the subject more on general concepts (only one trainee considered that the instructor of modules 4 and 6 focused mostly on his own country rather than general concepts).

Material for study: All participants wished to receive informative material on every subject beforehand. They suggested that information about the modules should have been sent to them at least two weeks in advance.

Related material: Instructors should bring copies of illustrative material that complements the modules and distribute it during the course for future reference. Some participants complained about presenters who just read the modules without additional information. For modules with no fieldwork, participants suggested adding case studies.

Participation: The level of participation of the students would be raised if readings on the subject were assigned the night before each conference so participants could have clear concepts and ideas for next day's discussion.

Diversity of participants: Excellent.

Timing: The instructors should be encouraged to strictly follow their class schedules and not go over them. It is important to schedule work so that activities are equally distributed during the day. Morning activities were too short while afternoon activities were too long. Also, breaks are important for exchange and relaxation. Some entertainment activities for the participants should be planned.

Conference Room: The classroom should have more space and better ventilation. All participants considered the classroom too small and complained about the air conditioning not running properly. Changes of environment and/or activities to make the course less fatiguing were suggested. The classroom should be separated from the logistics area to avoid distraction.

Schedule: A guide of field activities should be distributed to all participants so they know the topic in advance and can actively participate in the field sessions.

Others: The trainees recommended the translation to Spanish of the recently published book ‘Marine and Coastal Protected Areas. A guide for Planners and Managers’. By R. Salm, and J. Clark. 3rd Edition, IUCN. They also recommended to merge 3, 4, and 8 and present them in 3 days while devoting more time to Modules 6 and 7. Some exercises seem to be designed for young students rather than adult professionals.

Comments and recommendations of the project coordinator based on her own experience and the trainees evaluation:

The course was used to convey information and provide trainees (managers and stewards) with tools and knowledge to address marine protected area management issues. The trainees considered all the modules to be important to fulfill this objective. Some modules were more addressed to provide them with historical information of MPA establishment, including regional policy issues, decrees, conventions, and agreements. They considered this information to be very important for the fulfillment of their mission. Other modules have a more practical value as they provide tools to develop a long-term management plan comprising such aspects as research needs, community participation, fundraising, financing planning, and monitoring of indicators of success. The manual itself is an incredible useful source of information for the trainees and was highly valued by all them, as well as the instructors.

The size of the modules is unbalanced and there seems to be some overlapping among, for example, module 4, 5, 6, and 7. In addition, some modules are extremely extensive. This makes difficult to develop the whole syllabus within a 13-day long course. This is the case of those containing many interactive sessions and study cases, such as Module 5 and 7, and probably Module 1. The instructor of Module 7 selected a “fast track” to cover all sessions issues classes, however, he had to use 3 more hours on Sunday (scheduled to be a free day) to complete the program. A more detailed presentation of the content of

module 7 would require probably 2 more days of lecturing and exercising. It does not seem realistic to extend the course duration over its present 13-day outline, but rather reduce/adapt those modules with extensive interactive classes. A solution might be on leaving some of the information of these modules just as reading materials for the trainees to consult at home.

We recognize that teaching skills is important for the selection of the instructors. However, we were not able to recruit many instructors with both technical and teaching experience in MPA issues. Only two instructors, Alida Ortiz and Daniel Suman, have faculty experience as they are both university professors in Puerto Rico and Miami, respectively. Unfortunately, graduate courses on MPA management are lacking in the region, particularly in the Spanish-speaking countries.

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 and proposed solutions enriched the discussion and stimulated the creativity in the search of solutions.

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 and CaMPAm mission as well. Other courses should be held in the future as many countries were not represented in the two already held (e.g. Belize, Puerto Rico, and various Lesser Antilles countries). The organization of additional courses will strongly contribute to UNEP's efforts to strengthen the role Caribbean Marine Protected Area Management Network as a communication tool for MPA managers, planners and researchers. The course was used by the participants for consulting each other on current issues of their day after day work. For example, the participant from Cuba used the network to disseminate information about an upcoming events. A conference will be held in Cuba (Conservation and Sustainable Use of Wetlands, to be held at Ciénaga de Zapata, Matanzas, in January, 2001). The Cuban participant discussed with his course mates a draft proposal for regulating recreational diving in Cuba. In addition, a meeting was held between the local conservation organization and Alida Ortiz (the Puerto Rican instructor). As a result of the meeting, a joint environmental education project will be conducted in the Bayahibe community. The course also fostered the involvement of TNC Dominican collaborators to participate in the ongoing process of certification of the hotels in Bayahibe led by the Caribbean Alliance of Sustainable Tourism (CAST). Other initiatives may come up as a result of the participants' conversations.

Special attention should be dedicated in this report to the potential benefits of the course for the Parque Nacional del Este and its managers. The Park now is more known by the trainees and instructors and will attract more attention from the whole conservation community in the Caribbean region. In addition, the administrator of Parque Nacional del Este and the park service staff that attended the course both benefited from the discussions.

The classroom seemed to be not enough big to accommodate all trainees, particularly as time passed. A bigger one is recommended.

The first attempt to develop a joint project between UNEP-RCU and TNC-Caribbean Division proved to be incredibly successful. A partnership between such different organizations (a regional agency of the UN system and a US-based conservation organization with such a wide international coverage and involvement as The Nature Conservancy) might be highly desirable to implement site-based and regional projects addressing conservation issues in the wider Caribbean.

As per some of the trainees' remarks, we certainly did not send them the whole training manual but only the table of contents together with a brief summary of each module. However, a note on our disposition of sending the whole text upon request was sent.

Technical cooperation is being used by the recent trainees to design their in-country trainings. This is an ongoing process that will take several months as the trainees build MPA training activities into their workplans. Except for one manager, the level of instruction of the MPA managers what similar and impressive. This is the best resource we can count on for building MPAs capacity and increasing their effectiveness. We have to invest creatively in the empowerment of these professionals. They are generally not well valued in the academic community and certainly underpaid by their agencies. In addition, there is a huge potential for MPAs to serve as economic resources for attracting tourist dollars and income to the local communities. They can also be used as an alternative source of employment for displaced fishermen (due to the depletion of fisheries resources). UNEP should promote funding agencies and banks to invest in corporate solutions for MPA financial sustainability and governments to profile protected areas designation and good management as a major tool for nature conservation and local economies. Make it a mainstream issue.

CURSO

Entrenando a capacitadores
en el manejo de áreas marinas protegidas
Hotel Coral Canoa, Bayahibe, República Dominicana
1-13 de mayo del 2000

Programa

Domingo 30 de abril

Arribo de participantes

Lunes 1ro de mayo

- 10:00 – 10:30am Introducción al curso y presentación de los participantes- Sra. Alessandra Vanzella-Khoury, Oficial de Programa, Programa Ambiental del Caribe del PNUMA y Dra. Georgina Bustamante (Coordinadora de Conservación Marina, The Nature Conservancy, División del Caribe, E.U.)
Coordinadora y facilitadora del curso.
- 10:30am-12:00m Modulo 2. Naturaleza del medio ambiente marino. Dr. Jaime Garzón Ferreira (Instituto de Investigaciones Marinas y Costeras, Santa Marta, Colombia)
- 1:00pm-5:30pm Modulo 3. Usos y amenazas al medio ambiente marino y sus recursos. Dr. Jaime Garzón Ferreira
- 8:00pm Recepción de bienvenida, cocteles y cena

Martes 2 de mayo

- 9:00am-3:00pm Clase práctica de los módulos 2 y 3. Visita en bote a la Isla Saona y el Canal de Catuano para ilustrar las características naturales y socioeconómicas de la zona, y las amenazas a la preservación del Parque Nacional del Este. Llevar equipos ligeros de buceo (o esnórkel) y ropa adecuada para playa y sol.

Miércoles 3 de mayo

- 9:00am -12:00m Módulo 4 Reseña de las áreas marinas protegidas. Dr. Sixto Incháustegui, Oficial ambiental del Programa de Naciones Unidas para el Desarrollo, República Dominicana.
- 1:00-5:00pm Módulo 6 Planificación de las áreas marinas protegidas. Dr. Sixto Incháustegui

Jueves 4 de mayo

9:00am-12:00m

Módulo 6 (continuación)

1:00pm-5:00pm

Módulo 5. Planificación participativa. Dr. Tomás Camarena, director de la Reserva de Biosfera Banco Chichorro, Quintana Roo, México

Viernes 5 de mayo

9:00am-12:00m

Módulo 5 (continuación)

1:00pm-5:00pm

Módulo 7 Manejo de áreas marinas protegidas. Dr. Tomas Camarena

Sábado 6 de mayo

9:00am-12:00m

Módulo 7. Visita al Centro de visitantes del Parque Nacional del Este, en Guaragao (a 100m de hotel). Ejercicio de entrevista a guardaparques, y representantes de la comunidad local (pescadores, miembros de las Fundaciones Bayahibe, Ecoparque, y otras, etc.)

1:00-5:00pm Módulo 7 (continuación)

Domingo 7 de mayo

Descanso

Lunes 8 de mayo

Visita al Parque Nacional Los Haitises en la region de Samaná, costa nororiental de República Dominicana

Martes 9 de mayo

9:00am-12:00m

Módulo 1. Técnicas de entrenamiento y comunicación. Dra. Alida Ortiz, profesora de educación marina, Colegio Humacao y Programa Sea Grant College de la Universidad de Puerto Rico

1:00-5:00pm Módulo 1 (continuación)

Miércoles 10 de mayo

9:00am-12:00pm

Módulo 1 (continuación)

1:00-5:00pm

Módulo 1 (continuación)

Jueves 11 de mayo

9:00am-12:00m

Módulo 8. Investigación y monitoreo. Dr. Daniel Suman, Profesor Asociado, Division of Marine Affairs and Policy, Rosenstiel School of Marine and Atmospheric Science, Universidad de Miami, E.U.

1:00-5:00pm Módulo 8 (continuación)

Viernes 12 de mayo

9:00am-4:00pm

Módulo 8 Visita de campo en bote a los sitios de investigación y monitoreo del Parque Nacional del Este para ilustrar el módulo 8.

Sábado 13 de mayo

9:00am-12:00m Evaluación del curso y ceremonia de clausura.

Domingo 14 de mayo **Salida de los participantes**

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