

Workshop Proceedings

Preparing Highly Effective Conservation Professionals for the Future

November 3 – 5, 2009
Montelimar, Nicaragua
*** Draft ***



Wildlife Without Borders Regional Program for Latin America and the Caribbean (WWB-LAC)
U.S. Fish and Wildlife Service (USFWS)

***** Draft *****

2/12/2010

**Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua**

Outline:

- I. Introduction
- II. Goal and objectives
- III. Vision statement
- IV. Agenda overview
- V. Structure and process
- VI. Synthesized results
 - a. Day one: Core competencies, skills, and fundamental knowledge
 - b. Day two: Cross-cutting training methodologies and techniques; measures of student success
 - c. Day three: Ideal profile of the instructors; capacity and commitment of delivery institution

Annexes:

- A: Workshop agenda
- B: Participants by working groups
- C: Full lists from brainstorming sessions of the three working groups
 - C-1: Core competencies, skills and fundamental knowledge
 - C-2: Cross-cutting training methodologies
 - C-3: Measure of student success
 - C-4: Ideal profile of the instructors
 - C-5: Capacity and commitment of delivery institution
- D: Workshop evaluation results
- E: Participant and observer bios
- F: Participant and observer list with contact information
- G: Workshop organizers with contact information

2/12/2010

Introduction:

The management and use of public, private, and community lands, and the natural resources they sustain, face increasingly complex challenges. This complexity derives from, among other things, the increasingly technical nature of resource use, the expansion of the scale at which land use must be addressed for it to be effective, the increasing number of factors affecting our lands, and the desires of more and more stakeholders of differing interests wishing to influence how lands and resources are used.

Central to addressing this land management conundrum is the conservation professional for whom a graduate degree in this or a related field is a key credential to enter this profession. Given the magnitude of the resource management and conservation challenges around the world, training highly skilled personnel in this field is increasingly critical. However, present graduate-level training tends to be focused on individual achievement when, in fact, natural resources conservation requires substantial interaction amongst diverse constituencies. There are simply too many factors at play on the natural resources landscape for any one student, often working alone on a narrowly defined thesis, to effectively understand or influence the best use of the landscape. A new approach for training future generations of conservation professionals must be given serious consideration and ideally will incorporate an integrated, holistic, cooperative, landscape-oriented approach to resource management and conservation adapted to the complexities of modern society and the interconnectedness of the landscapes upon which society depends.

Based on the above, the Wildlife Without Borders Regional Program for Latin America and the Caribbean (WWB-LAC) of the U.S. Fish and Wildlife Service (USFWS), in collaboration with Fauna-Flora International – Nicaragua, hosted a workshop for leading conservation professionals who have a solid record of achieving conservation on the ground to develop the framework for a practical and comprehensive training program for future conservation professionals in Latin America and the Caribbean.

The workshop, “Preparing Highly Effective Conservation Professionals for the Future,” was held in Montelimar, Nicaragua from November 3 – 5, 2009. A total of 54 participants attended representing 33 countries and territories from Latin America and the Caribbean. In addition, there were 5 observers including a graduate program representative from each of the three universities that has received long-term WWB-LAC support, a representative from the MacArthur Foundation, and a U.S. individual with environmental education experience in Latin America who had heard about the workshop and decided to attend.

Herb Raffaele, Chief of the Division of International Conservation at USFWS, gave the opening remarks during the first plenary session of the workshop. His comments laid the foundation for the work to be done over the following three days of the workshop and highlighted the importance of confronting the challenges of conservation in terms of its interdisciplinary nature, the need to take a landscape approach, and the ability to work in teams and engage communities. He also called for the participants to think about new measurement tools that will ensure that the graduates who complete the new training program have the skills and knowledge needed to confront the challenges of conservation in the real world.

2/12/2010

We wish to thank all of the participants for their enthusiastic, insightful, and visionary contributions during the workshop. To be sure, we strived to invite innovative conservation leaders from Latin America and the Caribbean, who have learned what works and what does not, how to meet challenges proactively and creatively, and understand why it is so important to engage the political, cultural, and socio-economic sectors of society in the pursuit of long-lasting conservation solutions. Their contributions will be extremely important to the development of a consummate training program for future conservation professionals.

We are also very grateful to everyone at Fauna & Flora International for their collaboration, hard work, and energy in making the workshop such a successful event. A special thanks to the staff in Nicaragua for their dedication and enthusiastic support from beginning to end.

Workshop goal and objectives:

The goal of the workshop was to develop a Latin American and Caribbean based training program to address the real-world training needs of future conservation professionals in the region.

The objectives of the workshop were to:

- 1) generate a profile of a highly effective conservation professional,
- 2) identify the core competencies needed for such a professional to be effective, and
- 3) develop the framework for the ideal delivery mechanism for a practical and comprehensive training program for future conservation professionals.

Workshop vision statement:

Develop a model program to train highly effective conservation professionals for the future through the creation of an interdisciplinary, holistic approach to resource management and conservation adapted to the complexities of modern society and the interconnectedness of the landscapes upon which society depends.

Workshop agenda:

The following topics were addressed over three days using a highly participatory brainstorming methodology and voting process to determine priorities. (See Annex A for the complete agenda).

Day One: **What** is needed for future conservation work?

- What are the core competencies, skills, and fundamental knowledge needed to be a highly effective conservation professional? (See Annex C-1 for complete list generated by participants.)

Day Two: **How** to train for future conservation work?

- What are the cross-cutting training methodologies and techniques needed to achieve the core competencies and skills? (See Annex C-2 for complete list generated by participants.)
- How do you measure student success in the program in a way that is meaningful to his/her future work in conservation? (See Annex C-3 for complete list generated by participants.)

2/12/2010

Day Three: Who will train for future conservation work?

- What is the ideal profile of the instructors needed to train future conservation professionals? (See Annex C-4 for complete list generated by participants.)
- What capacity and commitment is required of the delivery institution to implement the model training program? (See Annex C-5 for complete list generated by participants.)

Workshop structure and process:

The participants were divided into three working groups to facilitate maximum participation by all. There was one English-speaking working group and two Spanish-speaking working groups (See Annex B). The division of the participants between the two Spanish-speaking working groups was done at random. Each of the working groups had a facilitator from the region and a note taker from the WWB-LAC program.

Each working group was tasked with brainstorming ideas for the topics addressed above. All ideas were encouraged and every idea was listed. (See Annexes C-1 to C-5 for complete lists.) It was not necessary to reach consensus on the ideas as they were generated since a voting process was used subsequently to prioritize them. Each participant was given a certain number of votes to choose priorities. For example, a list of 12 ideas rendered 4 votes per participant; a list of 15 ideas rendered 5 votes per participant, and so on. High, medium and low priorities were then determined by the number of votes.

Workshop compiled results:

Priority core competencies, skills, and fundamental knowledge needed to be a highly effective conservation professional.	Number of votes
Tier 1 – Appeared in all three working groups:	
• Ability to communicate well	51
• Strategic planning and thinking	36
• Understanding and knowledge of social science, policy, economics and culture	35
• Conflict resolution and negotiation	31
• Knowledge of ecological systems	31
• Holistic vision of global problems associated with the local community	30
• Global environmental awareness (for example, climate change)	28
• Management of groups and social networks	28
• Social and cultural sensibility	25
Tier 2 – Appeared in two of the three working groups:	
• Leadership	23
• Ability to work with people (can facilitate participatory processes)	20
• Knowledge of legal frameworks (and environmental & economic legislation)	19
• Management of financial resources	15
• Ability to work as part of a team	15
• Capacity to work within multiple disciplines	13
• Knowledge of how to write good proposals	12
• Knowledge of systems of governance	12
• Capacity to advocate	11

Priority cross-cutting training methodologies and techniques needed to achieve the core competencies and skills.	Number of votes
Tier 1 – Appeared in all three working groups:	
• Case studies (using protected areas and productive systems for field sites)	43
• Multidisciplinary/multi-sector internships	36
• Innovative participatory methodologies (including new technologies)	23
Tier 2 – Appeared in two of the three working groups:	
• Applied research leading to products which address a real stakeholder/problem	22
• Teamwork	19
• Multidisciplinary training/curriculum	18
• Formative methodologies (social, anthropological, and popular education)	16

2/12/2010

Priority measurements of student success in the program that is meaningful to his/her future work in conservation.	Number of votes
Tier 1 – Appeared in all three working groups:	
• Oral exams and applied (field) projects	28
Tier 2 – Appeared in two of the three working groups:	
• Feedback from key stakeholders partners	28
• Peer reviewed and feedback from teammates	18
• Develop baseline indicators for abilities, skills, and knowledge	17
• Creative and effective use of media	10

Priority characteristics of the ideal profile of the instructors needed to train future conservation professionals.	Number of votes
Tier 1 – Appeared in all three working groups:	
• Field Experience	43
• Pedagogical abilities	34
• Management of participatory teaching methods	29
• Passion for work	20
Tier 2 – Appeared in two of the three working groups:	
• Ability to communicate effectively	22
• Motivator	18
• Publications (peer-reviewed)	18
• Holistic view/thinking	17
• Solid understanding of conservation issues	13
• Dynamic	12
• Teaching as a vocation	10
• Up-to-date with technology	8
• Ethics and Integrity	7
• Ability to work in teams	7
• Objectivity/Impartiality	6

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2/12/2010

Priority capacities and commitments required of the delivery institution to implement the model training program.	Number of votes
Tier 1 – Appeared in all three working groups:	
• Multidisciplinary experience	32
• Flexibility to permit accreditation for other institutions (credits acquired at other institutions will be accepted)	30
• Long-term financial capacity	28
• Ability to establish networks	23
• Economic accessibility for students (scholarship)	15
Tier 2 – Appeared in two of the three working groups:	
• Adequate infrastructure and equipment	16
• Technological capacity	14



Workshop Agenda
**Preparing Highly Effective
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Tuesday, November 3

Vision and core competencies and skills of a highly effective conservation professional

8:00 – 9:00 am: Registration

Welcome and overview of workshop

- Training Conservation Leaders: A Look to the Future
- Purpose and goals of the workshop
- Workshop structure and process
- General Q&A.

Plenary session

- Discuss draft vision statement:
 - Develop a model program to train highly effective conservation professionals for the future through the creation of an interdisciplinary, holistic approach to resource management and conservation adapted to the complexities of modern society and the interconnectedness of the landscapes upon which society depends.

.Break

Working groups

- Brainstorming and listing core competencies, skills, fundamental knowledge needed to be a highly effective conservation professional.

Lunch

Working groups

- Prioritize list of core competencies, skills, fundamental knowledge (skills everyone should have.)
- Identify general thematic categories for competencies, skills, fundamental knowledge and sort the prioritized list accordingly.

Break

Plenary session

- Working group presentations of prioritized core competencies, skills, fundamental knowledge within general thematic categories needed for the highly effective future conservation professional.



Workshop Agenda
**Preparing Highly Effective
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Wednesday, November 4

Cross-cutting training methodology and techniques to achieve core competencies and skills
and how to **measure student success** in the program

Plenary session

- Review of accomplishments from day one and review agenda for day two.
- Presentation of consolidated/synthesized priority core competencies, skills and fundamental knowledge.
- Determine core competencies and skills everyone must have vs. those that should be considered for a specialization track.

Break

Working groups

- Brainstorming and listing cross-cutting training methodologies and techniques to achieve the core competencies and skills.
- Prioritize best cross-cutting training methodologies and techniques to achieve core competencies and skills.

Lunch with Minister of the Environment (Juana Argeñal) and her aide (Rene Castellón), and representative from the U.S. Embassy (Christopher Nyce).

Working groups

- Brainstorming and listing how to measure student success in the program in a way that is meaningful to his/her future work in conservation?
- Prioritize student success measurement methodology.

Break

Plenary session

- Working group presentations of the best cross-cutting training methodologies and techniques, and measuring student success.
- Consensus on best cross-cutting training methodologies and techniques needed to train future conservation professionals, and measuring student success.



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Montelimar, Nicaragua

Thursday, November 5

Framework and delivery mechanism

for practical and holistic training program for future conservation professionals

Plenary session

- Review of accomplishments from days one and two and review agenda for day three.

Working groups

- Brainstorming and listing the ideal profile of the instructors needed to train future conservation professionals.
- Prioritize ideal profiles of the instructors.

Break

Working groups

- Brainstorming and listing capacity and commitment of delivery institution to implement the model training program for highly effective conservation professionals for the future.
- Prioritize capacity and commitment of delivery institution.

Lunch

Plenary session

- Working group presentations on framework and delivery mechanisms incorporating ideal profile of instructors and capacity and commitment of delivery institute to deliver model training program.

Break

Plenary session

- Consensus on final outcomes.
- Action items and volunteer planning committee assignments.
- Final Q&A.

Reception

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November 3 – 5, 2009
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Workshop Participants

Spanish Working Group 1 (Yellow):

Facilitator: María Rivera, Colombia

Notetaker: Ethan Taylor, USFWS Latin America and Caribbean Program

Observer: Enrique Bucher, Argentina

1. Erio Curto, Argentina
2. Cristián Bonacic, Chile
3. Vivienne Solis Rivera, Costa Rica
4. Xiomara Cristina Izurieta, Ecuador
5. Claudia Martínez, El Salvador
6. Marta Quezada, El Salvador
7. Marta Marleny Rosales-Meda, Guatemala
8. Eduardo Zavala, Honduras
9. José Urteaga, Nicaragua
10. Rosa Montañez, Panama
11. Alberto Yanosky, Paraguay
12. Enrique Ortíz, Peru
13. Gabriel Caldevilla, Uruguay

Spanish Working Group 2 (Green):

Facilitators: Carlos Manuel Rodríguez, Costa Rica (Days 1 and 2)

Jaime Magdaleno Ramírez, Mexico (Day 3)

Notetakers: Salvadora Morales, Fauna & Flora International – Nicaragua

Jenny Martínez, USFWS Latin America and Caribbean Program

Observer: Joel Sáenz, Costa Rica

1. Alejandra Carminatti, Argentina
2. Erika Cuellar, Bolivia
3. Rudy Guzmán, Bolivia
4. Marcela Olmo, Chile
5. Yvonne Arias, Dominican Republic
6. Manuel Morales, Ecuador
7. Roberto Ulloa, Ecuador
8. Dorys Fajardo, El Salvador
9. Juan Carlos Godoy, Guatemala
10. Jean Vilmond Hilaire, Haiti
11. Calina Zepeda, Honduras
12. Liza González, Nicaragua
13. Jaime Incer, Nicaragua
14. José Manuel Pérez, Panama
15. Blanca Masulli, Paraguay
16. José Colón, Puerto Rico
17. Viviana Salas, Venezuela

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November 3 – 5, 2009
Montelimar, Nicaragua**

Workshop Participants

English Working Group (Red):

Facilitator: Nadra Nathai-Gyan, Trinidad & Tobago

Notetaker: Sarah Gannon Nagle, USFWS Latin America and Caribbean Program

Observers: Marcos Callisto, Brazil
Steve Cornelius, USA
Stephen Hopkins, USA

1. Kim Derrick, Antigua
2. Joseph Prosper, Antigua
3. Eric Carey, Bahamas
4. Lisel Alamilla, Belize
5. Claudio Padua, Brazil
6. Cynthia Machado, Brazil
7. Eric Newton, Curacao
8. Arlington James, Dominica
9. Tyrone Buckmire, Grenada
10. Jessie Haspil, Haiti
11. Ainsley Henry, Jamaica
12. Sarita Francis, Montserrat
13. Alleyne Regis, St. Lucia
14. Muriel Held, Suriname
15. Carol James, Trinidad & Tobago
16. Leida Buglass, Trinidad & Tobago
17. Clive Petrovic, British Virgin Islands
18. LaVerne Ragster, U.S. Virgin Islands

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Capacity to analyze and synthesize information 2. Emotional intelligence 3. Conflict management 4. Optimistic and proactive 5. Ability to find information 6. Knowledge of participatory methodologies 7. Respect for local and traditional knowledge 8. Ability to integrate economic and political aspects 9. Social sensibility 10. Multidisciplinary integration 11. Ability to adapt 12. Individual will 13. Vocation to mentor 14. Interdisciplinary 15. Tolerance 16. Ability to reconcile 17. Holistic interests 18. Theoretical knowledge 19. Broad instruments of participation and human rights 20. Governance of protected areas 21. Principles of restoration and management 22. Endogenous development and entrepreneurship 23. Ethics 24. Political impact 25. Sustainability 26. Economic valuation 27. Monitoring and inventories 28. Fundraising 29. Design of outreach campaigns 30. Production of educational materials 31. Knowledge of human rights and environmental rights 32. Inter-cultural and inter-linguistic work 33. Efficient impact evaluation of activities 34. Effective communication tools 35. Realistically focus conservation efforts according to community needs and the natural area that needs to be conserved 36. Ease of communication with key people who exercise some kind of action in the work area 	<p><u>26 votes:</u></p> <ul style="list-style-type: none"> • Extroverted and active <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Effective communication; ability to reach key actors <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Theoretical knowledge <p><u>8 votes:</u></p> <ul style="list-style-type: none"> • Ability to establish alliances and bring key actors together <p><u>7 votes:</u></p> <ul style="list-style-type: none"> • Conflict management • Authoritative knowledge of the environment <p><u>6 votes:</u></p> <ul style="list-style-type: none"> • Emotional intelligence; stress management • Ability to find, analyze and synthesize information • Respect for local and traditional knowledge and values <p><u>4 votes:</u></p> <ul style="list-style-type: none"> • Ability to adapt objectives to reality • Governance and institutions, integrate economic and political aspects • Professional ethics • Continual improvement; learning by doing; prioritizing • Innovative, creative <p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Commitment to conservation with social responsibility and respect • Integration capacity (multi-disciplinarian) • Political impact

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
37. Knowledge of participatory methodologies to work and transfer knowledge to people in communities that live in priority conservation areas 38. Creative 39. Ability to establish an environmental, economic, social, cultural baseline and progress indicators 40. Participatory data bases 41. Ability to establish alliances 42. Learning by doing 43. Social responsibility and respect 44. Professional ethics 45. Knowledge of the social, economic, cultural reality of the country and region 46. Integrate and respect cultural values 47. Work in multi-disciplinary team 48. Knowledge of laws and environmental economics 49. Strategist 50. Ability to create incentives 51. Multi-faceted 52. Integrate key people 53. Knowledge management techniques 54. Discernment of goals and methodologies adapted to local realities and the need to rescue and value identity (gender, millennium goals, fundraising, break paradigms) 55. Learn by doing, being open to learn 56. Humility 57. Simplify information (translate information into everyday language) 58. Theoretical issues regarding organizations, organizational innovation and organization theory 59. Emergencies, vulnerability, climate change 60. Knowledge of other key people and their roles 61. Predisposition to accept decision making positions even if it is a risk to your professional career 62. Respect for local/traditional knowledge 63. Knowledge of participatory methodologies 64. Extroverted and active 65. Continuous improvement 66. Innovative 67. Demonstrate interest in conservation	<u>1 vote:</u> <ul style="list-style-type: none"> • Ability to establish an environmental, economic, social, cultural baseline and progress indicators • Vocation to mentor • Strategist

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
68. Business language 69. Globalization and global changes 70. Gradualness 71. Planning 72. Knowledge about the characteristics of the people and land use of the work area. 73. Knowledge of the regulatory framework concerning the use and management of natural resources 74. Ability to report information to the local community 75. Ability to let others know what is needed from them 76. Being aware that you cannot change things by yourself but that you have to be part of a team with specialists in each area 77. Simplify, propose simple things 78. Stress management 79. Learn to simplify (publicity) 80. Understand productive systems 81. Knowledge of risk management and risk adaptation (climate change) 82. Long-term management planning 83. Governance and institutions 84. Understand globalization (marketing, trans-nationals, etc.)	

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Integrated management planning 2. Knowledge of development and conservation 3. Interaction of sectors (agriculture, mining, hydrocarbons, infrastructure) 4. Work with people (facilitators of participatory processes) 5. Administrative management of natural resources 6. Conflict resolution and negotiation 7. Knowledge of ecological systems 8. Practical field experience 9. Understanding of socio-economic aspects 10. Valuing natural resources 11. Valuing environmental services (ability to talk to communities about this issue) 12. Financial resources management 13. Concepts of integrated management 14. Management techniques for environmental knowledge dialogue (dialogue) 15. Identification of different levels of training interventions (train-the-trainer, training for leaders, training for decision makers) 16. Exchange capacity with different disciplines 17. Leadership ability (vision and communication) 18. First-hand experience 19. Organization integration 20. Management abilities 21. Know how to listen. Effective communication with different actors 22. Knowledge of complex, resilient systems 23. Environmental defense 24. Holistic vision of global problems associated with the local community 25. Ability to negotiate 26. Strategic thinking 27. Interdisciplinary vision in the political and social context 28. Informed on current events 29. Understanding and respect for differences 30. Ability to dialogue 31. Analytic thinking 	<p><u>13 votes:</u></p> <ul style="list-style-type: none"> • Knowledge and understanding of economics and social and political sciences <p><u>11 votes:</u></p> <ul style="list-style-type: none"> • Interaction of sectors (agriculture, mining, hydrocarbons, infrastructure) <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Work with people (facilitators of participatory processes) • Exchange capacity with different disciplines • Holistic vision of global problems associated with the local community <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Ability to communicate • Knowledge of ecological systems • Valuing natural resources • Management abilities • Landscape level approach • Climate change <p><u>8 votes:</u></p> <ul style="list-style-type: none"> • Integrated management planning • Conflict resolution and negotiation • Valuing environmental services; relate to communities • Social and cultural sensitivity • Capacity to advocate • Governance systems

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
32. Incorporate personal values and actions 33. Social and cultural sensitivity 34. Good communicator 35. Ability to synthesize (adapt information according to audience) 36. Ability to transform ideas into concrete actions 37. Knowledge of environmental and economic laws 38. Knowledge of the country's economy 39. Understand power structures 40. Ability to construct map of key actors 41. Understand economic mobilizers (Ex. Who and what are the factors that propel environmental threats) 42. Integrate social networks 43. Knowledge regarding access to financial resources 44. Ability to evaluate results 45. Ability to link with the media 46. Good oratory skills 47. Group management and integration of networks 48. Knowledge and understanding of economics and social and political sciences 49. Fundraising and financial management 50. Climate change 51. Knowledge of business administration and organization 52. International treaties 53. Multi-lingual 54. Business criteria 55. Planning and financing protected areas 56. Workshop coordination 57. Capacity to advocate 58. Research methodology (ecology and social) 59. Understanding of conservation problems 60. Population studies and management plans 61. Landscape level approach 62. Sustainable utilization of wildlife on both private and public lands 63. Methodologies for preparation and analysis of surveys 64. Geographic information systems – GIS 65. Ecosystem approach	<p>7 votes:</p> <ul style="list-style-type: none"> • Knowledge of development and conservation • Administrative management of natural resources • Management techniques for environmental knowledge dialogue • Identification of different levels of training interventions (train-the-trainer, training for leaders, training for decision makers) • Leadership ability (vision) • Knowledge of environmental and economic laws • Group management and integration of networks • Ecosystem, landscape approach • Understanding of economic mobilizers <p>5 votes:</p> <ul style="list-style-type: none"> • Strategic thinking • Practical field experience • Financial resources management • Multi-lingual <p>4 votes :</p> <ul style="list-style-type: none"> • Incorporate personal values and actions • International treaties • Business criteria • Research methodology (ecology and social) • Geographic information systems – GIS • Gender focus <p>3 votes:</p> <ul style="list-style-type: none"> • Environmental defense • Ability to construct map of key actors • Ability to evaluate results • Planning and financing protected areas • Sustainable utilization of wildlife on both private and public lands • Knowledge of new information technologies

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 November 3-5, 2009
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Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
66. Gender focus 67. Political impact 68. Knowledge of complex systems 69. Governance systems 70. Connectivity 71. Adaptive management processes 72. Knowledge of new information technologies 73. Ability to work in interdisciplinary teams 74. Ability to communicate 75. Understanding of economic mobilizers	<p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Understanding and respect for differences • Analytic thinking • Ability to synthesize (adapt information according to audience) • Ability to transform ideas into concrete actions • Population studies and management plans • Adaptive management processes <p><u>1 vote:</u></p> <ul style="list-style-type: none"> • Good oratory skills • Workshop coordination • Understanding of conservation problems

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November 3-5, 2009
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Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

English Working Group	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Media skills; increasing the ability to use media effectively. 2. Conflict resolution skills. 3. Basic facilitation; ability to facilitate meetings, consultations, to be able to facilitate participation of all groups across levels. 4. Good internal communication within a team - Teamwork means that you have a diverse number of people who have to be able to communicate (the lawyer has to be able to understand the biologist). 5. Communication outside; external communication, communication directed at external stakeholders and audiences. 6. Public speaking skills. 7. Advocacy skills; ability to communicate passion. 8. Strong knowledge in economics; there is a strong trend to message on conservation in economic terms 9. Empathy and understanding. 10. Interpersonal skills. 11. Basic accounting; basic financial training and management of budgets. 12. Reporting skills; good writing skills that clearly communicate conservation needs/accomplishments. 13. Negotiation; ability to sell your point to the people that make the decisions. This means putting conservation in terms that decision makers can understand. 14. Basic knowledge of the biological and social environment in which you're working. 15. Understanding of basic ecology. Trying to explain to a developer why a project should or should not take place requires you to understand basic ecology so that you are aware of the potential environmental impacts. An understanding of science does not mean you're a scientist; you don't have to have a technical background, but you should have knowledge of the science. 	<p><u>22 votes:</u></p> <ul style="list-style-type: none"> • Strategic planning <p><u>16 votes:</u></p> <ul style="list-style-type: none"> • Conflict resolution • Leadership skills <p><u>15 votes:</u></p> <ul style="list-style-type: none"> • Understanding basic ecological principles <p><u>14 votes:</u></p> <ul style="list-style-type: none"> • Knowledge of ecological, social and cultural environment • Monitoring and evaluation <p><u>13 votes:</u></p> <ul style="list-style-type: none"> • Networking skills <p><u>12 votes:</u></p> <ul style="list-style-type: none"> • Listening skills • Teamwork • Understanding legal framework <p><u>11 votes:</u></p> <ul style="list-style-type: none"> • Ability to use media <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Proposal writing • Basic accounting and budgeting • Participation skills and engagement <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Critical thinking • IT skills • Advocacy skills • Reporting and writing skills • Fundraising

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November 3-5, 2009
Montelimar, Nicaragua

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English Working Group	
Brainstorming List	Consolidated and Prioritized List
<p>16. General environmental awareness. With climate change as a significant challenge, future conservationists need a good general environmental education (not specialist, but generalist).</p> <p>17. Mitigation skills – e.g. how to restore ecosystems after natural disasters.</p> <p>18. Risk assessment skills.</p> <p>19. Mitigation knowledge.</p> <p>20. Monitoring and evaluation; capacity to demonstrate results. We have to know how to demonstrate how outcomes relate to monitoring and evaluation. Ability to focus on your outputs and identify performance indicators. The ability to know when you've achieved your goal and how to measure that accomplishment.</p> <p>21. Planning; should be able to select a clear indicator that can measure what you've accomplished.</p> <p>22. Having a holistic vision; broad vision.</p> <p>23. Capacity to integrate different types of knowledge (and ability to interpret different types of knowledge).</p> <p>24. Leadership skills; great leaders are actually created and have to learn basic skills.</p> <p>25. Project management; could be complex, but people need to understand basic project cycle.</p> <p>26. Fundraising,</p> <p>27. Environmental interpretation; ability to communicate your message to various audiences.</p> <p>28. Participatory skills and engagement - How to facilitate participation. It is a skill to utilize a participatory approach. Not facilitation, but being able to bring people together, know what's going on.</p> <p>29. Problem analysis skills; being able to analyze problems, assess where the problem is coming from, recognizing that everyone has a different way of seeing it.</p>	<p>8 votes:</p> <ul style="list-style-type: none"> • Problem solving • General environmental awareness • Holistic vision • Empathy and understanding the needs of people <p>7 votes:</p> <ul style="list-style-type: none"> • Communication within team • Institutional facilitation and succession planning <p>6 votes:</p> <ul style="list-style-type: none"> • Strong knowledge in economy and administration • Spatial awareness and appreciation of GIS • Policy development • Creativity (finance, working with small budgets, etc.) <p>5 votes:</p> <ul style="list-style-type: none"> • Multi-tasking, generalist • Task prioritization • Environmental accounting and economics • Entrepreneurship • Motivational skills • Capacity to integrate different kinds of knowledge • Project management

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

English Working Group	
Brainstorming List	Consolidated and Prioritized List
<p>30. Strategic planning; have to be able to continually adjust and adapt. Strategic planning is necessary to stay focused, there is a need to continually re-evaluate whether your focus is still valid.</p> <p>31. IT skills.</p> <p>32. Social marketing skills.</p> <p>33. Restoration ecology.</p> <p>34. Environmental accounting and economics.</p> <p>35. Ability to write good project proposals.</p> <p>36. Understanding of funding mechanisms and knowing how to access them. Knowledge of where funds exist (funding mechanisms) and knowledge of how to get them.</p> <p>37. Ability to express passion and authenticity. Professionalism seen as vocation rather than as a job. Creating people who are real, and doing something which has ecological value (as opposed to following whatever is “sexy”) and passionate about their work. Ensuring that passionate people who get their masters degree don’t get lost in administrative work where they lose their passion.</p> <p>38. Entrepreneurship.</p> <p>39. Institutional facilitation and succession planning. Ability to transfer enthusiasm and passion to other institutions and other people. Some kind of mechanism that enables the project work can continue</p> <p>40. Mentoring and coaching.</p> <p>41. Ability to motivate other people.</p> <p>42. Problem solving skills.</p> <p>43. Critical thinking skills.</p> <p>44. Spatial awareness and appreciation of GIS. Ability to use GIS skill and integrate different kinds of spatial information. This is related to landscape level management.</p> <p>45. Language emersion/regional language training.</p> <p>46. Use of common sense and rational thinking. Be aware of your environment; look and feel and listen. Technical skills are good, but they must be used with awareness and common sense.</p> <p>47. Perception and sensitivity.</p>	<p>4 votes:</p> <ul style="list-style-type: none"> • Management planning • Relate to people • Governance • Ability to express passion and authenticity (skill or ability to unlock passion) • Mentoring and coaching • Negotiation <p>3 votes:</p> <ul style="list-style-type: none"> • Assertiveness • Regional language training; immersion • Be aware (sensitivity, perception) • Problem analysis • Social marketing skills • Planning • Basic facilitation <p>2 votes:</p> <ul style="list-style-type: none"> • Common sense • Implementation skills • Protocol and diplomacy • Environmental interpretation • Restoration ecology • Understanding and accessing funding mechanisms • Risk assessment skills • Communication outside team <p>1 vote:</p> <ul style="list-style-type: none"> • Development planning • Public speaking skills

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

English Working Group	
Brainstorming List	Consolidated and Prioritized List
<p>48. Ability to relate with people. Relate natural resources management with people (make it relevant to people). Without people you don't have conservation.</p> <p>49. Policy development; understanding how policies are developed and how they fit within a legal framework. Many of us don't know how we get from policy to law.</p> <p>50. Understanding the legal framework.</p> <p>51. Understanding governance (both at the national level and understanding governance within institutions).</p> <p>52. Networking skills.</p> <p>53. Teamwork.</p> <p>54. Emotional intelligence. Ability to be an advocate for the environment and speak out at the right time. Schmoozing component, but there's a bigger point of using every opportunity to reach your goal. Having the confidence to speak up.</p> <p>55. Implementation skills.</p> <p>56. Protocol and diplomacy.</p> <p>57. Multitasking and generalist.</p> <p>58. Task prioritization.</p> <p>59. Management planning; development of management plans.</p> <p>60. Creativity (financial creativity, ability to get paid).</p> <p>61. Development planning.</p> <p>62. Listening skills.</p> <p>63. Assertiveness.</p>	

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Core Competencies, Skills, and Fundamental Knowledge Needed to be a Highly Effective Conservation Professional

English Working Group		
Categorization of consolidated and prioritized list		
Communication and Interaction Skills	Knowledge Skills	Administration and Management Skills
<ul style="list-style-type: none"> • Conflict resolution • Leadership skills • Networking skills • Listening skills • Teamwork skills • Ability to use media • Participatory skills and engagement • Advocacy skills • Empathy and understanding the needs of people 	<ul style="list-style-type: none"> • Understanding basic ecological principles • Knowledge of ecological, social and cultural environment • Understanding the legal framework • Proposal writing • Basic accounting and budgeting • IT skills • General environmental awareness 	<ul style="list-style-type: none"> • Strategic planning • Monitoring and evaluation • Critical thinking • Reporting and writing skills • Fundraising

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Cross-cutting Training Methodologies and Techniques

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Pilot community projects 2. Long-term ecological and social research and monitoring projects 3. Internships in country of origin 4. Multi-disciplinary theoretical training (practice, theory, practice) 5. Co-existence with communities for the exchange of cultural experiences 6. Create temporary student businesses to train for core skills and knowledge for all stages of a project (not only field work) 7. Develop interest profiles based on lines of specialization 8. Tool box and methodologies that can be adapted to different contexts and situations 9. Integration of local and technical knowledge 10. Innovative and participatory methodologies (use of resources and audiovisual techniques) 11. Attendance at congresses, conferences and conventions 12. Workshop organization 13. Scientific expedition in extreme conditions 14. Formulate competitive proposals 15. Individual curriculum (materials) 16. Case studies (exchange visits) 17. Complete development of a project in multi-disciplinary teams 18. Knowledge and use of traditional and most up-to-date technologies 19. Seed money for thesis 20. Promote student exchanges with donors 21. Field internships: return of results at different levels 22. Develop tool boxes for students through short workshops using social research, anthropology, and popular education techniques 23. Practical projects/exercises in protected areas and productive systems 24. Mentoring with conservation leaders 25. Emphasis on aquatic and terrestrial systems 26. Organization sponsorship 	<p><u>12 votes:</u></p> <ul style="list-style-type: none"> • Tool box and methodologies that can be adapted to different contexts and situations <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Complete development of a project in multi-disciplinary teams <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Multi-disciplinary theoretical training (practice, theory, practice) <p><u>8 votes:</u></p> <ul style="list-style-type: none"> • Use protected areas and productive systems to develop practical exercises <p><u>7 votes:</u></p> <ul style="list-style-type: none"> • Innovative and participatory methodologies (resources and audiovisual techniques) <p><u>6 votes:</u></p> <ul style="list-style-type: none"> • Individual curriculum (materials) <p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Long-term ecological and social research and monitoring projects • Field internships: return of results at different levels • Develop tool boxes for students through short workshops using social research, anthropology, and popular education techniques • Mentoring with conservation leaders <p><u>4 votes:</u></p> <ul style="list-style-type: none"> • Pilot community projects • Create temporary student businesses to provide training on core skills and knowledge for all stages of a project (not only field work) • Organization sponsorship

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Cross-cutting Training Methodologies and Techniques

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
	<p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Develop interest profiles based on lines of specialization • Integration of local and technical knowledge • Case studies (exchange visits) <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Internships in country of origin • Formulate competitive proposals <p><u>1 vote:</u></p> <ul style="list-style-type: none"> • Co-existence with communities for the exchange of cultural experiences • Attendance at congresses, conferences and conventions • Scientific expedition in extreme conditions • Knowledge and use of traditional and most up-to-date technologies • Seed money for thesis • Emphasis on aquatic and terrestrial systems

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Cross-cutting Training Methodologies and Techniques

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Interdisciplinary curriculum beyond natural sciences 2. Balance between theory and practice, including rural perspectives: hands-on experience that goes beyond the landscape 3. Use seminar methodologies and distance classes (young women with families, single mothers, or people who have to work) 4. Use practical case studies within the master's program. 5. Use of electronic media, theory sessions, forums, new computer technologies. 6. Case studies and internships in the protected wilderness areas 7. Student exchanges between master's programs in different countries. 8. Use different types of teaching modalities such as short courses, certifications, etc. 9. Include cultural and sport-related examples (games, role plays, group techniques). Incorporate unconventional learning methods, such as group dynamics. 10. Promote personal growth, leadership, and communication skills through hands-on, real-life experiences in groups. 11. Involve accredited nongovernmental organizations in student internships, including the dissemination of the information generated to the communities in simple and didactic ways. 12. Specific field work with qualified guidance such as a tutor (internship). 13. Generation of media output for each module (press release, newsletter, informational pamphlet). 14. Cross-cutting courses such as landscapes and history. 15. Final projects or theses should be practical, for example planning processes. 16. Develop test cases, review literature review and generate projects. 17. Include gender and social equity. 18. Include development of business projects. 19. Interdisciplinary master's thesis. 	<p><u>18 votes:</u></p> <ul style="list-style-type: none"> • Case studies and internships in institutions involved in conservation (protected areas, local communities, department of environment). <p><u>15 votes:</u></p> <ul style="list-style-type: none"> • Incorporate hands-on experiences such as intense courses, field work and expeditions for personal growth. <p><u>13 votes:</u></p> <ul style="list-style-type: none"> • Develop business projects. <p><u>11 votes:</u></p> <ul style="list-style-type: none"> • Interdisciplinary curriculum beyond natural sciences. • Combine different learning methods: hands-on classes, theoretical, case studies, practical projects, virtual and distance learning. • Include popular education methodologies with community work (to improve self-esteem, empowerment of processes). <p><u>8 votes:</u></p> <ul style="list-style-type: none"> • Incorporate nonconventional learning methodologies such as role plays, group dynamics. <p><u>7 votes:</u></p> <ul style="list-style-type: none"> • Use of electronic media, theory sessions, fora, new information technologies. • Cross-cutting courses such as history and landscapes. <p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Student exchanges between master's programs in different countries. • Final projects or theses should be practical, i.e, planning processes.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Cross-cutting Training Methodologies and Techniques

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
<p>20. Include cross-cutting concepts of conservation and sustainable development in all of the modules.</p> <p>21. Include popular education methodologies within community practice (improve self-esteem, empowerment, processes)</p> <p>22. Include grants for practical field work.</p>	<p><u>4 votes:</u></p> <ul style="list-style-type: none"> • Interdisciplinary graduation projects or thesis. <p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Balance between theory and practice, including rural perspectives: hands-on experience that goes beyond the landscape • Involve accredited nongovernmental organizations in student internships, including the dissemination of the information generated to the communities in simple and didactic ways. • Specific field work with qualified guidance such as a tutor (internship). • Develop test cases, review literature review and generate projects. • Include gender and social equity. <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Use different types of teaching modalities such as short courses, certifications, etc. • Include cross-cutting concepts of conservation and sustainable development in all of the modules. • Include grants for practical field work. <p><u>1 vote:</u></p> <ul style="list-style-type: none"> • Work in cross-cutting teams in all modules.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Cross-cutting Training Methodologies and Techniques

English Working Group	
<ol style="list-style-type: none"> 1. Real life problem solving (including local, national and regional areas) 2. Development and analysis of case studies 3. Applied and action research – you do a stakeholder analysis and plan your research for the benefit of one or more stakeholders. 4. Internships (multi-sectoral) 5. Study field trips 6. Teamwork 7. Integration of cultural elements in research and communication output 8. Development of communication campaigns 9. Immersion – experiences that include field work and language 10. Interdisciplinary lecture – non-traditional lectures, using a mix of different people who deliver the lecture as a group/team/panel. 11. Development of modules to explain a concept 12. Role-playing 13. Public presentations 14. E-learning 15. Webinar 16. Seminar 17. Development of management plan - as a tool to teach people how to actually do management. Usually done as part of a team – either creating a plan based on team’s input, or each member of the team is assigned a specific part of the plan. Take it to the agency that will use it and ask for feedback. 18. Study abroad experience – could include research internship, learning a language, etc. 19. Produce project concept paper as a team 20. Training in international writing styles 	<p>21 votes:</p> <ul style="list-style-type: none"> • Real life problem solving (including local, national and regional areas) <p>17 votes:</p> <ul style="list-style-type: none"> • Development and analysis of case studies • Applied and action research – you do a stakeholder analysis and plan your research for the benefit of one or more stakeholders <p>13 votes:</p> <ul style="list-style-type: none"> • Internships (multi-sectoral) • Study field trips <p>9 votes:</p> <ul style="list-style-type: none"> • Teamwork • Integration of cultural elements in research and communication output • Development of communication campaigns <p>8 votes:</p> <ul style="list-style-type: none"> • Immersion – experiences that include field work and language <p><u>Other items on the list:</u></p> <ul style="list-style-type: none"> • Interdisciplinary Lecture – non-traditional lectures, using a mix of different people who deliver the lecture as a group/team/panel. • Development of modules to explain a concept • Role-playing • Public presentations • E-learning • Webinar • Seminar • Development of management plan - as a tool to teach people how to actually do management. Usually done as part of a team – either creating a plan based on team’s input, or each member of the team is assigned a specific part of the plan. Take it to the agency that will use it and ask for

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Cross-cutting Training Methodologies and Techniques

English Working Group	
	<p>feedback.</p> <ul style="list-style-type: none">• Study abroad experience – could include research internship, learning a language, etc.• Produce project concept paper as a team• Training in international writing styles

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Measuring Student Success

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Evaluation of audit reports of students' ongoing processes in conservation projects. 2. Evaluation of student performance by everyone involved. 3. Monitoring of student performance during the duration of the program (knowledge, skills, etc.) 4. Define indicators to measure students' development of skills and transformation of perspectives. 5. Self-assessment of group dynamics and personal satisfaction. 6. Adoption of the recommendations developed to address a real need. 7. Monthly or bimonthly progress reports for all student activities 8. Oral exam of assigned case studies. 9. Submit a proposed conservation project that responds to real needs (defend orally and in writing). 10. Assess performance with role plays. 11. Cross reference continued improvement. 12. Create student portfolio of projects in different areas of specialization. 	<p><u>13 votes:</u></p> <ul style="list-style-type: none"> • Submit a proposed conservation project that responds to real needs (defend orally and in writing). <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Evaluation of student performance by everyone involved. <p><u>8 votes:</u></p> <ul style="list-style-type: none"> • Evaluation of students' ongoing progress in conservation projects. <p><u>6 votes:</u></p> <ul style="list-style-type: none"> • Define indicators to measure students' development of skills and transformation of perspectives. <p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Monitoring of student performance during the duration of the program (knowledge, skills, etc.) <p><u>4 votes:</u></p> <ul style="list-style-type: none"> • Create student portfolio of projects in different areas of specialization. <p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Oral exam of assigned case studies. <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Adoption of the recommendations developed to address a real need. <p><u>1 vote:</u></p> <ul style="list-style-type: none"> • Self-assessment of group dynamics and personal satisfaction.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Measuring Student Success

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Obtain baseline of abilities, skills and knowledge to compare during and after (self-evaluation and psychological evaluation of specific issues, personality, leadership) 2. Performance evaluation by the supervisor and beneficiaries of the internship based on predetermined criteria. 3. Oral examinations, trials and essays, in all subjects related to conservation. 4. Preparation of materials for communication, presentation, media. 5. Assessment of students' skills, abilities and knowledge by groups of instructors from different disciplines. 6. Number of proposals generated to modify public policies. 7. Number of hours of service and number of people trained 8. Continuous assessment based on resolving specific issues, adopting conservation concepts. 9. External evaluations. 10. Number of media hits. 11. Development of principles, criteria, and indicators for assessing skills, abilities and knowledge. 12. Management assessment tools. 13. Participation or involvement in conferences, seminars 14. Evaluation by peers. 15. Evaluation models of knowledge, skills, attitudes and concrete actions. 16. Evaluation of the design of project proposals integrating the capabilities, skills and knowledge. 17. Participation or influence in congresses, seminars, etc. 	<p><u>15 votes:</u></p> <ul style="list-style-type: none"> • Model assessment of knowledge, skills, activities and concrete actions. <p><u>11 votes:</u></p> <ul style="list-style-type: none"> • Obtain baseline of abilities, skills and knowledge to compare during and after (self-evaluation and psychological evaluation of specific issues, personality, leadership). <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Performance evaluation by the supervisor and beneficiaries of the internship based on predetermined criteria. • Oral examinations, trials and essays, in all subjects related to conservation. • Continuous assessment based on resolving specific issues, adopting conservation concepts. <p><u>6 votes:</u></p> <ul style="list-style-type: none"> • Development of principles, criteria, and indicators for assessing skills, abilities and knowledge. • Evaluation by peers. <p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Preparation of materials for communication, presentation, media. • Evaluation of the design of project proposals integrating the capabilities, skills and knowledge. <p><u>4 votes:</u></p> <ul style="list-style-type: none"> • Number of hours of service and number of people trained <p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Evaluate the use of information technology. <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Number of hours and proposals generated to modify public policies (real-life cases). • External evaluations.

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Measuring Student Success

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
	<u>1 vote:</u> <ul style="list-style-type: none"> • Number of media hits.

Spanish Working Group #2
Additional Comments
<ul style="list-style-type: none"> • Develop evaluation instruments. • Establish indicators. • Evaluation of the students' work by the organizations providing the internships • Educational assessment, evaluation of attitudes, skills assessment, evaluation of specific activities.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Measuring Student Success

English Working Group	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Innovative research outputs 2. Feedback from users and partners 3. Increased international acceptance of papers (peer-reviewed). 4. Self-based assessment 5. Peer reviewed outputs and feedback from team mates (other students). 6. Production and review of a portfolio. 7. Reporting back on achievement of objectives for assignments (field study/internship/inversion) via written and oral means. 8. Production of plans, protocols, case-studies, etc. 9. Appropriate standard and innovative examinations. 10. Creative and effective use of media and cultural expressions. 	<p><u>19 votes:</u></p> <ul style="list-style-type: none"> • Feedback from users and partners <p><u>13 votes:</u></p> <ul style="list-style-type: none"> • Self-based assessment. <p><u>12 votes:</u></p> <ul style="list-style-type: none"> • Peer reviewed outputs and feedback from team mates (other students) <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Reporting back on achievement of objectives for assignments (field study/internship/inversion) via written and oral means. • Production of plans, protocols, case-studies, etc. <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Appropriate standard and innovative examinations <p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Creative and effective use of media and cultural expressions <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Innovative research outputs

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Measuring Student Success

English Working Group
Additional Comments
<ul style="list-style-type: none"> • If we instead got feedback from partners who are stakeholders (e.g. those who will benefit from the management plan) on how well the student did in creating the product, timeliness, etc. and also feedback from other students working to create the product as part of the team – that’s a good measurable. • Questions to ask user: Is this a useful tool? Were you involved in creating the process? • Suggestion: it is important to track students over a period of time (10 yrs) in order to get a sense of their growth as professionals after graduation. This is a measure of the program’s success over time. Herb suggests that we record it as a separate category – measuring the program’s success not the students’. • Portfolio – track their own communication, who they interacted with, but then they assess how they think their performance has been (assessing things like self-discovery, growth, etc.). Some institutions ask students to create a portfolio of self-assessment while they are students. Doing portfolios is a good way to work with masters students – they have to keep track of the projects they’re working on according to a set of guidelines that they helped develop. Helps people working on teams. • Many of the things we’re talking about are important, but don’t give me enough to hang my hat on in terms of how you evaluate a student. Needs to be considered a little bit more.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Ideal Profile of the Instructors

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Dynamic and creative 2. Solid understanding of the issues 3. Ability to communicate 4. Field experience, practice 5. Social awareness 6. International work experience 7. Educator skills 8. Integrative capacity 9. Objectivity 10. Language skills 11. Effective communication techniques 12. Interdisciplinary experience 13. Leadership expertise 14. Experience in the region 15. Ability to work in teams 16. Publications (peer reviewed) 17. Passion for what you do 18. Motivator 19. Keeps up-to-date on new developments in the field 20. Recognized professional ethics (3 votes) 21. Technological skills 22. Respect local knowledge / traditional (8 votes) 23. Teaching vocation and participatory spirit (4 votes) 24. Advocacy skills (2 votes) 25. Proven management skills 26. Minimal knowledge of protected areas (3 votes) 27. A holistic view of reality (7 votes) 28. Use of participatory methodologies (9 votes) 29. Has at least a master's degree but can also consider other levels of education (certifications) with proven track record of experience 30. Ability to produce knowledge and understanding 31. Experience with fundraising (3 votes) 32. Flexible and adaptable 33. Knowledge and experience of ecosystem approach (11 votes) 34. Knowledge of international conventions (1 vote) 	<p>11 votes:</p> <ul style="list-style-type: none"> • Ability to produce knowledge and understanding • Knowledge and experience of ecosystem approach <p>10 votes:</p> <ul style="list-style-type: none"> • Field experience, practice <p>9 votes:</p> <ul style="list-style-type: none"> • Educator skills • Use of participatory methodologies <p>8 votes:</p> <ul style="list-style-type: none"> • Passion for what you do • Respect for local knowledge and traditions <p>7 votes:</p> <ul style="list-style-type: none"> • A holistic view of reality <p>6 votes:</p> <ul style="list-style-type: none"> • Integrative capacity • Experience in the region • Effective communication techniques • Motivator <p>4 votes:</p> <ul style="list-style-type: none"> • Ability to communicate • Ability to work in teams • Teaching vocation and participatory spirit • Has at least a master's degree but can also consider other levels of education (certifications) with proven track record of experience

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Ideal Profile of the Instructors

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
	<p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Dynamic and creative • Social awareness • Publications (peer reviewed) • Keeps up-to-date on new developments in the field • Recognized professional ethics • Experience with fundraising • Minimal knowledge of protected areas <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Interdisciplinary experience • Advocacy skills <p><u>1 vote:</u></p> <ul style="list-style-type: none"> • Solid understanding of the issues • Objectivity • Knowledge of international conventions

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Ideal Profile of the Instructors

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
35. Teaching skills 36. Practical experience with the relevant issues 37. Basic understanding of the issue of conservation 38. Knowledge of fields of biology, anthropology, history and technology 39. Level of education 40. Community leaders with relevant results 41. Solid knowledge 42. Include self-taught instructors (ex. community leaders) 43. Proven experience in socio-environmental projects 44. Skilled in determining chain of results 45. Interpretative teaching skills 46. Dedicated 47. Passion for work 48. Charismatic 49. Practice by example 50. Know how to listen 51. Have sense of humor 52. Flexibility 53. Entertaining 54. Inquisitive 55. Facilitator 56. Ability to integrate knowledge, disciplines and knowledge 57. Has recognized academic experience 58. Ability to transform scientific results into social reality 59. Popular education methodologies that drive popular education 60. Capacity to systemize processes 61. Knowledge and experience with conservation and development projects 62. Up-to-date with technology 63. Motivator 64. Mediator 65. Extensive knowledge in research methodologies 66. Extensive knowledge in biological and ecological sciences 67. Holistic thinking 68. Empathic nature	<p>14 votes:</p> <ul style="list-style-type: none"> • Practical experience with the relevant issues <p>12 votes:</p> <ul style="list-style-type: none"> • Basic understanding of the issues of conservation • Motivator • Ability to communicate effectively <p>11 votes:</p> <ul style="list-style-type: none"> • Ability to integrate knowledge, disciplines and knowledge <p>10 votes:</p> <ul style="list-style-type: none"> • Holistic thinking • Strategic thinking <p>9 votes:</p> <ul style="list-style-type: none"> • Teaching skills • Ability to transform scientific results into social reality • Empathic nature • Dynamic • Committed and responsible <p>8 votes:</p> <ul style="list-style-type: none"> • Popular education methodologies that drive popular education • Capacity to systemize processes • Proven social and environmental sensitivity <p>7 votes:</p> <ul style="list-style-type: none"> • Passion for work <p>6 votes:</p> <ul style="list-style-type: none"> • Up-to-date with technology • Knowledge and experience with conservation and development projects • Extensive knowledge in research methodologies • Teaching as a matter of faith (vocation)

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Ideal Profile of the Instructors

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
69. Proven social and environmental sensitivity 70. Leadership 71. Humility 72. Fair and impartial 73. Ability to communicate effectively 74. Strategic thinking 75. Be dynamic 76. Committed and responsible 77. Teaching as a matter of faith (vocation) 78. Disciplined	<p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Extensive knowledge in biological and ecological sciences • Leadership • Humility • Fair and impartial • Disciplined <p><u>4 votes:</u></p> <ul style="list-style-type: none"> • Solid knowledge <p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Charismatic • Practice by example • Know how to listen <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Community leaders with relevant results • Have sense of humor • Flexibility <p><u>1 vote:</u></p> <ul style="list-style-type: none"> • Interpretative teaching skills • Entertaining

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Ideal Profile of the Instructors

Spanish Working Group #2		
Categorization of consolidated and prioritized list		
Knowledge	Qualities	Abilities
<ul style="list-style-type: none"> • Practical experience with the relevant issues • Basic understanding of the issues of conservation • Popular education methodologies that drive popular education • Capacity to systemize processes • Knowledge and experience with conservation and development projects • Up-to-date with technology • Extensive knowledge in research methodologies • Extensive knowledge of biological and ecological sciences 	<ul style="list-style-type: none"> • Motivator • Holistic thinking • Empathic nature • Proven social and environmental sensitivity • Passion for work • Leadership • Humility • Fair and impartial 	<ul style="list-style-type: none"> • Ability to communicate effectively • Ability to integrate knowledge, disciplines and knowledge • Strategic thinking • Be dynamic • Ability to transform scientific results into social reality • Committed and responsible • Teaching skills • Teaching as a matter of faith (vocation) • Disciplined

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Ideal Profile of the Instructors

English Working Group	
Brainstorming List	Consolidated and Prioritized List
<p>79. Good mentor. Is approachable to students, gives guidance, can interact with students one-on-one as well as in the classroom.</p> <p>80. Has demonstrated innovation and who is a non-traditionalist.</p> <p>81. Experience with developing and leading teams.</p> <p>82. Field experience (multi-sectoral, non-academic, traditional knowledge). Demonstrated experience working with private & NGO sector.</p> <p>83. Level of passion and enthusiasm.</p> <p>84. Basic knowledge of national and international environmental legislation and standards. (e.g. ISO)</p> <p>85. Academic competence. Has research experience and has published in peer-reviewed journals. Is well credentialed, knowledgeable in the respective subject area.</p> <p>86. International exposure.</p> <p>87. Desire and willingness to work in interdisciplinary environment.</p> <p>88. Broad vision and open-minded and flexible. Someone with a broad vision who is aware of what is going on in the environmental field, not just his/her own area of expertise within the environmental field.</p> <p>89. Ethics and integrity.</p> <p>90. Ability to work with a diverse student body.</p> <p>91. Teaching skills. Is able to teach and has an affinity for education, and “Teaching by doing” or using techniques that give students the opportunity to learn by doing.</p> <p>92. Good communicator.</p> <p>93. Experience working with participatory approaches (including working with communities). Someone who can negotiate with private sector and with communities.</p> <p>94. Experience teaching case studies.</p> <p>95. Multi-lingual.</p> <p>96. Management skills including human resources</p> <p>97. Media experience</p> <p>98. Technologically savvy and versed in new technologies.</p>	<p>19 votes:</p> <ul style="list-style-type: none"> • Field experience (multi-sectoral, non-academic, traditional knowledge). Demonstrated experience working with private & NGO sector. <p>16 votes:</p> <ul style="list-style-type: none"> • Teaching skills. Is able to teach and has an affinity for education, and “Teaching by doing” or using techniques that give students the opportunity to learn by doing. Good communicator. <p>15 votes:</p> <ul style="list-style-type: none"> • Academic competence. Has research experience and has published in peer-reviewed journals. Is well credentialed, knowledgeable in the respective subject area. <p>13 votes:</p> <ul style="list-style-type: none"> • Desire and willingness to work in interdisciplinary environment. <p>12 votes:</p> <ul style="list-style-type: none"> • Broad vision and open-minded and flexible. Someone with a broad vision who is aware of what is going on in the environmental field, not just his/her own area of expertise within the environmental field. • Experience working with participatory approaches (including working with communities). Someone who can negotiate with private sector and with communities. <p>9 votes:</p> <ul style="list-style-type: none"> • Has demonstrated innovation and who is a non-traditionalist. • Experience teaching case studies.

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Ideal Profile of the Instructors

English Working Group	
Brainstorming List	Consolidated and Prioritized List
	<p><u>6 votes:</u></p> <ul style="list-style-type: none"> • Multi-lingual. <p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Passion and enthusiasm. <p><u>4 votes:</u></p> <ul style="list-style-type: none"> • International exposure. • Ethics and integrity. • Ability to work with a diverse student body. <p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Good mentor. Is approachable to students, gives guidance, can interact with students one-on-one as well as in the classroom. • Experience with developing and leading teams. <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Basic knowledge of national and international environmental legislation and standards. (e.g. ISO) • Management skills including human resources. • Media experience. • Technologically savvy and versed in new technologies.

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Ideal Profile of the Instructors

English Working Group
Additional Comments
<ul style="list-style-type: none"> • There might be areas where we are put on the job and trained on the job. When you can't find someone with all the skills that you need – the person should be trainable (able to enroll in a training course) such that they can take a course and then return to the job and apply their new knowledge and skills. • Institution must be flexible/creative/innovative enough to train its instructors in areas where skills are lacking in its professors (will provide training to fill in the gaps). • Must be broad-minded and think of institutions that may be able to accomplish this other than academic institutions. • Students also need to be able to work at national and international levels: need to be familiar with legislation, ISO certification, watershed politics. Sometimes students must be able to work within communities inside of watersheds – this is different than making a presentation in the classroom or in front of congress. • We are communicating to the student that everything that is not based in science is not valid. We need to create room for an instructor with another kind of experience – someone who can create unity,” can bring the student to the community”. You can teach an instructor technology, but you can't teach an instructor how to work with a community – more importance should be placed on the latter. We need to make room for someone with these skills to be treated as one who is at the same level as traditional academic instructors. • Right now there are people who are in MS programs/science programs and are not currently able to work in teams. • There are some things that may appear traditional, but we have determined that this is a different program – we are creating a different animal. This program will not create a scientist.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Capacity and Commitment of Delivery Institution

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Graduate tracking capability. 2. Financial sustainability. 3. Previous demand for this type of program. 4. Experience in capacity building. 5. Access to a diversity of instructors. 6. Commitment to professional excellence. 7. Student-centered education. 8. Access to the field and communities. 9. Association with conservation programs at the local and regional level for student internships. 10. Commitment to respect diversity and gender equity. 11. Availability of appropriate technology tools. 12. Adequate infrastructure and equipment. 13. Agreements with other educational institutions. 14. Ability to have region-wide learning experiences and lessons. 15. Structure and capacity to formulate the best academic experience of the region (traveling and/or simultaneous). 16. Ability to provide full or partial scholarships. 17. Ability to influence local development. 18. Proven experience in the efficient use of funds. 19. Open to popular education and participatory methods. 20. Commitment to ongoing teacher evaluation for renewal of performance agreements. 21. Academic flexibility to conduct evaluations in innovative ways. 22. Allow education credits from other qualified institutions in the region. 23. Contribute to the development of Latin America through the generation of integrated alternatives. 24. Flexible and dynamic institution. 25. Ability to establish a network and provide distance learning courses. 26. Open to forming a committee to monitor the program. 	<p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Financial sustainability. • Ability to influence local development. <p><u>8 votes:</u></p> <ul style="list-style-type: none"> • Commitment to professional excellence. • Association with conservation programs at the local and regional level for student internships. • Commitment to ongoing teacher evaluation for renewal of performance agreements. <p><u>7 votes:</u></p> <ul style="list-style-type: none"> • Ability to have region-wide learning experiences and lessons. • Flexible and dynamic institution. <p><u>6 votes:</u></p> <ul style="list-style-type: none"> • Previous demand for this type of program. <p><u>5 votes:</u></p> <ul style="list-style-type: none"> • Graduate tracking capability. • Availability of appropriate technology tools. • Structure and capacity to formulate the best academic experience of the region (traveling and/or simultaneous). • Proven experience in the efficient use of funds. • Contribute to the development of Latin America through the generation of integrated alternatives. • Ability to establish a network and provide distance learning. <p><u>4 votes:</u></p> <ul style="list-style-type: none"> • Open to popular education and participatory methods. • Academic flexibility to conduct evaluations in innovative ways. <p><u>3 votes:</u></p> <ul style="list-style-type: none"> • Experience in capacity building. • Allow education credits from other qualified

Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

Capacity and Commitment of Delivery Institution

Spanish Working Group #1	
Brainstorming List	Consolidated and Prioritized List
	<p>institutions in the region.</p> <p><u>2 votes:</u></p> <ul style="list-style-type: none"> • Student-centered education. • Access to the field and communities. • Commitment to respect diversity and gender equity. • Adequate infrastructure and equipment. • Open to forming a committee to monitor the program. <p><u>1 vote:</u></p> <ul style="list-style-type: none"> • Ability to provide full or partial scholarships.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Capacity and Commitment of Delivery Institution

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Administrative transparency. 2. Technical excellence. 3. Bureaucratic flexibility. 4. Have appropriate technological resources. 5. Political autonomy. 6. Institutional soundness. 7. Flexibility to adapt. 8. Experience with conservation or the sciences that support conservation. 9. Recognized academic experience and structure. 10. Proven experience with conservation issues. 11. Experience with conservation and development curricula. 12. Institute with political impact. 13. Superior learning and research institute in relation to conservation. 14. Capacity to follow-up with and evaluate student products. 15. Technological capacity. 16. Financial and institutional stability. 17. Adequate infrastructure. 18. Institutional efficiency. 19. Experience with multidisciplinary master's programs. 20. Applied sciences focus. 21. Institute with the capacity to create synergies and/or collaboration with other institutions. 22. Research capacity. 23. Capacity to create consortiums with other institutions. 24. Ability to form partnerships, agreements. 25. Flexibility to allow the accreditation of courses offered by other universities in the region. 26. Centralized location and good representation of ecosystems. 27. Recognized at the national, regional and global levels as an institute of high technical caliber and transparency. 28. Ability to develop case studies for the master's program. 29. Institute with logistical capacity. 	<p><u>15 votes:</u></p> <ul style="list-style-type: none"> • Ability to create synergies and partnerships between and with other institutions or organizations. <p><u>13 votes:</u></p> <ul style="list-style-type: none"> • Links with non-academic partners (NGOs, local governments, associations, etc.) • Experience in curriculum development and conservation programs. <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Holistic approach and commitment to ecological, economic, social and political issues. • Flexibility that allows the accreditation of courses given by other universities in the region. <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Commitment to social and ethnic integration • Accountability and social and environmental commitment • Adequate infrastructure and logistic and technological capacity <p><u>8 votes:</u></p> <ul style="list-style-type: none"> • Open to all social classes (pluralist) • Institution with political influence in the environmental field. • Administrative efficiency, institutional soundness and financial transparency. <p><u>7 votes:</u></p> <ul style="list-style-type: none"> • Recognition at the national, Latin American and worldwide levels as a quality, ethical and transparent academic institution. • Institution with multidisciplinary expertise. • Ability to generate applied research and case studies.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Capacity and Commitment of Delivery Institution

Spanish Working Group #2	
Brainstorming List	Consolidated and Prioritized List
<p>30. Organizations with a presence and/or field activities with communities.</p> <p>31. Institute with multidisciplinary experience.</p> <p>32. Institute with experience in managing conservation projects with communities.</p> <p>33. Institute recognized for its seriousness and academic soundness.</p> <p>34. Excellent physical infrastructure.</p> <p>35. Apolitical.</p> <p>36. Democratic.</p> <p>37. Qualified personnel.</p> <p>38. Team of interdisciplinary instructors.</p> <p>39. Capacity to mobilize funds sustainably.</p> <p>40. Capacity to adapt to the diverse realities of the students.</p> <p>41. Proven experience with methodologies and techniques with beneficiaries.</p> <p>42. Capacity to promote good governance in the environmental field.</p> <p>43. Proven experience with socio-environmental projects.</p> <p>44. Institute with centers or projects in territories.</p> <p>45. Experience with multi-foci evaluations.</p> <p>46. Sustainable program to train professionals.</p> <p>47. Flexibility and availability of schedules.</p> <p>48. Ability to complete the program in adequate time.</p> <p>49. Follow-up and evaluation of teaching quality.</p> <p>50. Institute that is committed to conservation in Latin America and the Caribbean.</p>	<p>5 votes:</p> <ul style="list-style-type: none"> • Economic accessibility (affordable). • Democratic and politically autonomous. <p>4 votes:</p> <ul style="list-style-type: none"> • Appropriate choice of faculty. • Commitment to the transformation of environmental realities and training needs.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Capacity and Commitment of Delivery Institution

Spanish Working Group #2	
Categorization of consolidated and prioritized list	
Commitments	Capacities
<ul style="list-style-type: none"> • Association with non-academic partners (NGOs, local governments, associations, etc.) • Holistic vision and commitment to encompass ecological, economic, social and political aspects. • Commitment to social and ethnic integration. • Social and environmental commitment and responsibility. • Open to all of the social classes (pluralist). • Economic accessibility. • Proper election of the professors. • Commitment to the transformation of environmental realities and training. 	<ul style="list-style-type: none"> • Ability to create synergies and partnerships between and with other institutions or bodies. • Experience in curriculum development and conservation programs. • Flexibility that allows the accreditation of courses given by other universities in the region. • Adequate infrastructure and logistic and technological capacity • Institution with political influence in the environmental field. • Administrative efficiency, institutional soundness and financial transparency. • Recognition at the national, Latin American and worldwide levels as a quality, ethical and transparent academic institution. • Institution with multidisciplinary expertise. • Ability to generate applied research and case studies.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Capacity and Commitment of Delivery Institution

English Working Group	
Brainstorming list	Consolidated and Prioritized List
<ol style="list-style-type: none"> 1. Demonstration of inclusion of non-academic and traditional practitioners in the faculty pool (faculty = all those who work in the classroom) 2. Linked to accredited institutions (collaborates with accredited institutions) 3. Alignment with job market and an advisory board of stakeholders who support the program (by providing access to resources) – knowing what jobs are available and aligning training/coursework with those jobs to ensure students are marketable. 4. Willingness to work in interdisciplinary environment. 5. Accredited lead institution which accepts credit hours between institutions – so that the degree is worth something somewhere. 6. Institution has demonstrated openness toward other institutions (can collaborate). 7. Logistical and cultural support for students (including financial aid). 8. Commitment to sustainability of this program (long-term commitment to the program). 9. Institute should provide training for instructors to address knowledge/skills gaps. 10. Networking - Access to a network of institutions, communities, governments, private sector, media, etc. 11. History of successful recruiting international students. 12. Adequate remuneration packages - Provides adequate compensation to faculty. 13. Well-funded and access to appropriate resources and facilities (e.g. labs, permits for field work, etc.). 	<p><u>18 votes:</u></p> <ul style="list-style-type: none"> • Willingness to work in interdisciplinary environment. <p><u>14 votes:</u></p> <ul style="list-style-type: none"> • Well-funded and access to appropriate resources and facilities (e.g. labs, permits for field work, etc.). <p><u>10 votes:</u></p> <ul style="list-style-type: none"> • Accredited lead institution Credit which accepts credit hours between institutions – so that the degree is worth something somewhere. <p><u>9 votes:</u></p> <ul style="list-style-type: none"> • Institution has demonstrated openness toward other institutions (can collaborate). • Demonstration of inclusion of non-academic and traditional practitioners in the faculty pool (faculty = all those who work in the classroom). • Logistical and cultural support for students (including financial aid). <p><u>7 votes:</u></p> <ul style="list-style-type: none"> • Commitment to sustainability of this program (long-term commitment to the program). <p><u>6 votes:</u></p> <ul style="list-style-type: none"> • Alignment with job market and an advisory board of stakeholders who support the program (by providing access to resources) – knowing what jobs are available and aligning training/coursework with those jobs to ensure students are marketable.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Capacity and Commitment of Delivery Institution

English Working Group	
Brainstorming list	Consolidated and Prioritized List
	<p><u>5 votes:</u></p> <ul style="list-style-type: none"> Institute should provide training for instructors to address knowledge/skills gaps. <p><u>4 votes:</u></p> <ul style="list-style-type: none"> History of successful recruiting international students. <p><u>3 votes:</u></p> <ul style="list-style-type: none"> Networking - Access to a network of institutions, communities, governments, private sector, media, etc. <p><u>1 vote:</u></p> <ul style="list-style-type: none"> Linked to accredited institutions (collaborates with accredited institutions).

English Working Group
Additional Comments
<ul style="list-style-type: none"> Will this be delivered by one institution as a master's program? Having the commitment to undertake the curriculum. Accreditation is an issue or not? Want lead institution to be accredited so the degree is worth something (not a \$29.95 internet degree). Relating to providing training - If not able to provide this training themselves, should be willing to support training through another institution. Faculty: includes adjunct professors, guest lecturers, all those who work in the classroom. Institution should also provide access to laboratories as appropriate, and be able to place students in field experiences (including securing all necessary permissions and permits). Facilitative environment – university should be able to work with students from all countries. This means meeting students at the level they are at when they arrive and working with them to get them where they need to be (listed above as “logistical and cultural support for students) Institution should be housed in a country that is willing to host people from other countries – visa issues should be taken into consideration. More developed countries tend to have stricter visa requirements. Must have capacity to ensure that it can accept international students. Media is a tool for shaping public opinion – the institutions' network should include access to media. Acceptance of credit hours between institutions (so that credits from one institution are transferable to another). E.g. UMFG students are free to take classes/study abroad anywhere. When they return to UMFG, their study credits are accepted by UMFG.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Analysis

The following brief analysis of the evaluation responses is provided as an overview. A full compilation of the individual responses to the evaluation questions can be found in Annex D-1.

What did you like most about the workshop and why?

Overall, the participants seemed very pleased with the workshop. Participants enjoyed meeting people from different countries, cultural backgrounds, and fields of expertise because it gave them the opportunity to network and leave Nicaragua with renewed energy and fresh ideas. They also appreciated the participatory approach used during the workshop and the activities developed, since it gave them the chance to have open discussions, to express their points of view, and to learn from others' professional experiences. Moreover, participants appreciated the brainstorming activities because they allowed them to freely and effectively express their individual thoughts and opinions. The aspect that a majority of participants stated they liked the most about the workshop was the opportunity to participate in the creation of a new program that is considered highly needed for the region. Other members also recognized the quality of the workshop organization and structure.

What did you like least about the workshop and why?

Some participants expressed concerns about the workshop's methodology, its short duration, and the actual venue itself. Specifically, some felt like the venue was not representative of Nicaragua as a whole, and did not appear to be ecologically friendly. Others commented that they did not care for the way that the groups were divided up because it limited the opportunities to meet and exchange ideas with all of the workshop members. According to some, it also increased the already existing cultural barriers that existed between the participants. At least three participants considered the methodology to be somewhat complicated and monotonous, and the discussions to be too long. Finally, several participants commented that the methodology used did not allow for the expression of personal opinions.

Several participants also noted that they would have liked to have had more time to discuss in depth the different characteristics of the conservation professional profile and the conservation program contents. These same participants felt like the time constraints limited their opportunity to interact with others and share experiences, enjoy the beautiful surroundings, and see the host country.

Despite these shortcomings, however, the vast majority of participants felt that the final outcome of the workshop was very positive.

What do you think about the final vision for a model training program that you helped to develop during the workshop?

All of the participants agreed that the final vision was a good and positive one, and most importantly, that it was an accurate reflection of the main objective of the workshop. Overall, they seemed pleased with the consensus achieved by the group because the final vision appeared to adequately capture all of the skills needed to train an effective conservation professional. The workshop members also believed that the final vision that was developed addressed the unique needs and challenges of Latin America and the

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Analysis

Caribbean. At the same time, however, several participants commented that the final vision was too idealistic and unrealistic, and that it only represented the first step—albeit an important one—in a very time consuming and resource intensive process.

How do you intend to use what you shared and learned during the workshop in your personal and/or professional life?

Participants intend to share what they learned during the workshop with their colleagues, classmates, academic institutions, work places, NGOs, and environmental communities of their respective countries. They propose to do this by preparing similar workshops and presentations at staff and faculty meetings. They also plan to incorporate the lessons learned during the workshop to professional activities, such as environmental education and awareness campaigns, conservation programs, academic curricula, and training programs for park rangers. Other members plan to incorporate a multidisciplinary approach into their daily activities.

What next steps do you plan to take after the workshop?

In general, participants plan to stay in touch with each other and continue sharing information. They also intend to synthesize the contents of the workshop and share and discuss them with their workplace colleagues. A majority of participants indicated that they want to customize the workshop contents to fit the needs of their respective countries and curricula. Others hope to identify and create opportunities to disseminate the information amongst different sectors (academia, private, NGOs, public, etc.). Finally, many participants expressed their continued desire to contribute their time, services, and ideas in order to make the newly created vision a reality.

Conclusions:

Overall, the workshop, “**Preparing Highly Effective Conservation Professionals for the Future,**” was a positive, renewing, and enriching experience and its outcomes will hopefully transcend the initial workshop objectives. In addition to achieving its goal of setting the foundations for the creation of a new and comprehensive conservation training program for Latin American and Caribbean, the workshop enriched the participants’ personal and professional knowledge at many levels. The members confirmed the importance of using a multidisciplinary and holistic approach to find solutions to conservation issues.

One of the biggest benefits of the workshop was that it created a forum for participants to freely exchange ideas and opinions. Bringing together conservation professionals from all over the LAC region allowed participants to share experiences, develop networks, and broaden their perception about the similarities and challenges that conservation professionals face within the region. As a result, the majority of participants hope to maintain these networks and to continue to exchange ideas and find collective solutions to their conservation challenges.

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

1. What did you like most about the workshop and why?

“Being surrounded by so many kindred spirits. The collaborative, supportive team gave me a big buzz. Fantastic ideas and great networking opportunity.”

“Meeting so many colleagues.”

“The timetable and schedule of activities.”

“Discussions were healthy and meaningful for future conservation in the Region.”

“Free flow of ideas on the first day.”

“Well organized; stayed on topic; good interchange of ideas from like-minded individuals; renewed enthusiasm (always a good thing)”

“Provided an opportunity to problem solve in a creative, participatory manner.”

“The open discussions and the capturing of all ideas on an equal footing. This is because it fostered great involvement by all.”

“Participatory and interactive approach to workshop where fora (i.e. break-out sessions) were created for ideas to emanate from participants themselves.”

“The participatory approach that was used. The workshop was well structured to achieve the goals. Much preparation and effective teamwork were evident.”

“The opportunity to network with several seasonal professionals from Latin America and the Caribbean. To learn that there is a commonality of hopes and frustrations that are shared by folks in this conservation community.”

“The active, participatory method.”

“The possibility of sharing and debating ideas and experiences amongst a diverse and complementary group of people with the intention of contributing to the collective development of a pilot program of conservation professionals.”

“The cultural diversity attained through the participation of the majority of the countries of Latin America and the Caribbean. The framework was appropriate for establishing contacts and debating ideas related to conservation.”

“The organization, the facilitators’ work, and the enthusiasm and contributions of all the participants.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

1. What did you like most about the workshop and why? *(Continued.)*

“Having had the vision of bringing together regional professionals and discussing conservation in the region, because it demonstrates the willingness to consider the opinions, experiences, and needs of the region.”

“Finding agreement in a subject of interest; Meeting very interesting and well-prepared people.”

“I loved the idea of being part of a program that can be revolutionary in terms of conservation training. I loved the cultural diversity and personal experiences shared by the participants.”

“The diversity of participants. The fact that the value of the local knowledge and human rights was discussed.”

“The contact with a lot of diverse people from the region; the workshop gathered people with a lot of experience and commitment to conservation.”

“Being able to participate in the brainstorming activities to define the profiles of the future conservation leaders and professionals, as well as the instructors and the educational facilities where the activities will be developed. Having had the opportunity to capture and share the participants’ ideas and their life experiences in the environmental fight.”

“The broad representation of regions and visions; the way time was managed.”

“The opportunity to meet new colleagues from different regions, fields, and countries. Finding common ground and reaching consensus, and realizing that we have the same needs but at different scales. I loved having the opportunity of meeting very special people who are conservation leaders.”

“Meeting people from different countries with very interesting backgrounds. Participating in a novel and needed initiative.”

“Dynamic.”

“The heterogeneity of the group enriched the change process in all the different aspects of education/conservation.”

“The wealth of successful experts dedicated to a type of conservation which is more integrated and appropriate for Latin America and the opportunity to share and learn from them; The results obtained which have a holistic and integrated vision; The opportunity the facilitators gave us to create a conservation initiative adapted to our reality and that respects our knowledge and experience in different areas.”

“The fact that all the participants looked for tools to train future professionals.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

1. What did you like most about the workshop and why? *(Continued.)*

“I liked the diversity of people from different countries, professions, and backgrounds.”

“The diversity of countries represented and the diversity in terms of the work that the different participants do.”

“The exchange of ideas and visions; the enthusiasm in the participation; the opportunity to reflect on the conservation training needs; being able to make new contacts and networks.”

“The workshop methodology which was very horizontal, dynamic, and participative.”

2. What did you like least about the workshop and why?

“To be restricted as an observer. I’ve learned a lot but would like to express more my points and collaborate with my colleagues.”

“Did not have sufficient time to develop relationships with persons outside of the “red” group.”

“Second day could have benefited from a little more structure.”

“Not enough time!”

“The venue, though nice, was isolated from the host country. The voting system also resulted in some important issues seeming to fall out.”

“Notwithstanding the need for categorization of working group sessions, the structure of the workshop lent itself to minimal exposure to diversity of expressions and experiences from among the Region.”

“Not enough time to see a bit of Nicaragua.”

“The resort. The service, accommodations, and food were just fine; however, the Barceló resort system has a poor environmental record. I did not observe where they made much of an effort to lessen their (our) environmental impact.”

“The working without grouping the ideas first.”

“The travel. The P.A. system wasn’t very clear.”

“The methodology was complicated. In my opinion, there are techniques that ensure more fairness in the representation of personal opinions.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

2. What did you like least about the workshop and why? (Continued.)

“Not having the opportunity to know Nicaragua, even though that was not the main objective.”

“The methodology used for the working groups was not appropriate; I believe that more analysis was needed; however, the overall results were positive.”

“Not enough time to enjoy the natural and ethnic beauty of the area.”

“I liked almost everything, but there were two things that were a little bit weak: the lack of information available before the event (many participants received an email with all the logistic information, but I did not); Second, the group was so big that I was not able to meet everybody, as I would have liked.”

“Nothing, everything was fantastic! Thank you!”

“We did not have the opportunity to learn about the work that each participant does in his/her country. We could have brought a poster with our work and discussed it one afternoon.”

“The methodology used for the working groups was a little monotonous; it was the same for all the sessions. However, I recognize that it rendered an important collective result.”

The approach used for the development of conservation professionals was exclusively academic and followed the manuals of the workshop working plan. In my opinion, the vocation necessary to become a conservation professional is attained over the span of a professional career, and not necessarily by attending a formal education institution.”

“How simple the introduction was....”

“The way groups were divided, even though this favored the cohesion inside each group, it limited the opportunity of meeting and interacting with the other two groups.”

“Using language as a criterion to divide the groups. This accentuated the already existing barriers (cultural and geographic) among Hispanic and Anglo-Saxon speakers.”

“Not enough time for discussion. The methodology in the workshops was not appropriate.”

“Very few days.”

“Long and unnecessary discussions.”

“Everything was fine.”

“The methodology used did not allow for the development of a more appropriate product.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

3. What do you think about the final vision for a model training program that you helped to develop during the workshop?

“It is very promising but I feel it is a bit romantic.”

“Great! Can’t wait to see it happen.”

“A great idea—I believe that model programs should be developed for each area/region.”

“Well put together as a concept plan...now it needs flesh on the skeleton. The vision is very important to implement—and soon.”

“It is an important approach to training and one worth supporting.”

“I believe that this effort is timely and will result (ultimately) in an improvement in the conservation effort with in the Region.”

“Ground-breaking, revolutionary, forward-thinking, adaptive, and visionary.”

“Excellent idea. I hope that it will come to fruition. I guess there are many persons who are motivated and committed to the vision become a reality.”

“The process adequately identified the multi-faceted dimensional nature of the conservational professional. It was a productive beginning to a very worthwhile goal.”

“A democratic procedure has resulted in good ingredients for a curriculum.”

“I love it! I think it will be a challenge to make it really happen but that we shouldn’t shy away from the challenge because the goals are worth it. Better, more accessible, conservation training is key to improving conservation outputs in the future.”

“A program that contributes to the development of biodiversity and natural resources conservation in harmony with the society and local communities to facilitate better living conditions while guaranteeing environmental sustainability.”

“My wish is that each group’s contribution will be materialized in an effective an innovative program. The final vision is positive and overcomes the previous ones.”

“Ambitious, but it is the result of a genuine interest for conserving nature.”

“It will be a program that will fulfill the needs of the region.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

3. What do you think about the final vision for a model training program that you helped to develop during the workshop? (Continued.)

“Feasible, but not easy to make a reality; realistic and appropriate.”

“I believe it is excellent. It will be even better once it becomes a reality.”

“Excellent, a priority and highly needed. I am honored to have been a participant.”

“I believe that creating the profile of the conservation professional is progressive and a priority.”

“A highly valuable and needed idea. It is a priority and urgent.”

“In my opinion, the final vision came close to the attributes that should be developed by conservation professionals, conservation instructors, educative institutions—either formal or community. I am sure the final program can be broadened and improved based on the results obtained during its implementation.”

“Complex.... A great challenge.”

“Excellent. Despite the fact that we are making “tiny steps” I am sure that this effort will be completely consolidated in a couple of years.”

“I agree with the vision shared by all of us, even though the majority of participants did not agree with my ideas and points of view, they were respected and integrated into the final product.”

“Interesting... however, there are many challenges to overcome.”

“I believe it is a real alternative that will contribute to the improvement of the local conservation capacity in the long term.”

“Inspiring, encouraging, and motivating. A complete, holistic product that Latin America needs to implement as soon as possible.”

“A very positive initial exercise for the process of building a program which included not only our wishes and ideals, but the real conditions of the education institutions.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

4. How do you intend to use what you shared and learned during the workshop in your personal and/or professional life?

“I will discuss in our graduate program and with all 40 Brazilian ecology graduate programs.”

“I will attempt to articulate to funders and professionals the value of ‘social conservation.’”

“Use it to present a workshop at the Community College.”

“I got some good ideas and fresh approaches to use in my environmental education activities. Maybe I can apply the ideas in my continuing efforts to educate our local politicians and business leaders. HA!”

“Will share with the faculty and administration at the University of the Virgin Islands.”

Many of the ideas proposed in the brainstorming sessions will be incorporated into various activities in my own country so as to improve current professionals for the future.”

“Personal—recognize and give consideration to the interdisciplinary approach to conservation involvement. Professional—influence at policy level the need to shift to a new way of doing things.”

“The techniques used in the workshop are transferable. The issue of identifying competencies is one which is very applicable to my profession.”

“Public speaking and my ongoing work in the environmental and conservation communities.”

“I intend to share the content with a local NGO and implement or improve implementation of the concepts, skills, and competencies outlined in the workshop in our modus operandi.”

“I am going to integrate the improved ideas, new knowledge, and methodology in the design of training/sensitization programs for my project.”

“The acquired knowledge will influence the postgraduate wildlife programs I work on.”

“Currently, in my country, we are creating a national protected areas system and we are in the process of encouraging conservation in the productive sector. This process requires capable conservation technicians. The outcome of this workshop will be analyzed and studied in depth, because we need highly efficient professionals in our processes.”

“I will integrate key elements of this workshop.”

“Sharing ideas and conclusions; integrating them into my field of action.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

4. How do you intend to use what you shared and learned during the workshop in your personal and/or professional life? (Continued.)

“As an environmental educator, I have learned a little bit from each one of the participants I have met. I believe that sharing individual experiences improves my understanding and brings new ideas to my work. I leave with a complete vision of how to improve the environmental education program we are implementing right now.”

“I am going to present the workshop results to my program professors and I am going to incorporate the workshop topics in the classes I teach. I am also going to contact the political sciences professors working in our programs.”

“All of the ideas, experiences, and things learned will be shared with the people I work with in the conservation field. I am also going to share what I have learned with my educational institution and other sectors I work with.”

“First, I will share my workshop experiences with my colleagues in Puerto Rico. Second, with their help, we will implement the techniques learned.”

“I will meet with the staff from universities to create interest in what I have learned in this workshop; I will look for resources to finance training courses.”

“I am going to fill my knowledge gaps and strengthen my personal growth because this workshop has made me aware that we need to continue growing every day.”

“I will share this experience with my working group in Venezuela, with my classmates from the master program I am studying in Colombia, and with the national and international networks (Sinergia, Alianza Andes Tropicales, etc.) I am part of.”

“I have met a group of people with whom I can communicate and advance in the processes that will help me to develop ideas for the training of local conservationists.”

“When I go back home, I will have a meeting with the faculty of the Biology School of the USAC to share the results of our work and vision, which is the conservation vision that Guatemala needs.”

“I leave with a new appreciation of interdisciplinary work and sharing information.”

“Giving advice to the institution where I work on topics and methodologies we need to be trained in.”

“I will build a model for the park rangers’ project in my country, as well as develop a personal project.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

5. What next steps do you plan to take after the workshop?

“Stay in touch! Serve in any way possible!”

“To keep up with the genesis of the program until it is launched.”

“Hopefully keep in touch with the process and perhaps offer suggestions. Use the ideas to continue pushing the agenda at home. Use new ideas to continue educating the educators at home.”

“The results of the workshop will be discussed with colleagues within teaching institutions in my own country.”

“Track the development of curriculum development and initiate discussions with likely institutions to deliver program.”

“I plan to keep in touch with colleagues and share perspectives/ideas on the way forward. I hope to participate in the development of the vision.”

“Thank you for the opportunity to participate as an “observer.” Please contact me if I can be of some assistance in the future.”

“Share this with the Nature Conservation Division and the University (faculty where environmental sciences are a part of).

“Incorporating more of the skills/competencies/tools into our work. Also, I plan to re-think how I can incorporate even more conservation/climate change content into my radio show—we need to really mainstream these ideas and get people more comfortable talking about them.”

“I plan to keep in touch with some colleagues to continue sharing ideas and experiences.”

“I will keep in touch with the different actors involved in conservation.”

“Create spaces where the document generated in this workshop can be discussed in order to establish lines of work and participation in my country for the project we have started.”

“Systematize the information....adapt it to the programs I am now working on in Ecuador and share it with them, so the programs can be improved.”

“Keep in contact with the participants I met; share information.”

“Offer my time and services as a way to support the initiative, and be at the forefront of the initiative to strengthen it.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

5. What next steps do you plan to take after the workshop? *(Continued.)*

“Reorganize some of program courses and promote the importance of conservation biology as a social science among the economists and political scientists of our university. Additionally, I would like to suggest the creation of a network among the participants.”

“Collect and summarize the information gathered at this reflection space.”

“I spoke with two professors from the ecology and environmental conservation programs of the two most important universities in Puerto Rico. They seemed very interested in studying the final phase of the program and integrate it into their curriculums.”

“I will be waiting for the workshop proceedings to prepare a summary to share. I will participate in any new established programs.”

“I would like to study a Master’s program with economy and policy courses, I would like to increase my knowledge of holistic terms.”

“Keep in touch via email; Contribute with elements such as ideas and contacts that can be useful.”

“Continue improving conservation training.”

“I would like to continue to be part of this process and contribute as much as I can.”

“I will ask my university to immediately implement the initiatives that resulted from this valuable workshop. I will participate in the next steps indicated by the facilitators and make this dream a reality as soon as possible.”

“Replicate, in a summarized way, this workshop with my colleagues and other institutions. I would like to be part of the process that is being carried through.”

“I would like to be part of the group that will develop the program content.”

“Share the results and experience with my colleagues involved in the training process in my country.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

Additional Comments:

“Thank you so much for the invitation.”

“Loved the sessions! Glad to see Caribbean and Latin America moving in this direction. We are shaping a new breed of conservation professionals.”

“I look forward to great results and to see their implementation. Congrats to all. Well done. Now for the next step. Good luck and keep going.”

“Setting (hotel), while nice, does not inspire for this subject area. Organizing committee (local) did a great job. I am very thankful for the USFWS’s leadership and vision and passion for promoting this initiative.”

“The measurement of success in our work as educators and conservationists is an ever changing dynamic. The workshop, I believe, has helped to target an important factor in our long-term goals to protect habitat and wildlife in the region.”

“It was great to be back amongst people thinking about the environment first, of which we are part.”

“We should start an electronic network to keep in touch and continue receiving and contributing ideas and experiences for efficient and more successful conservation.”

“I would like to express my gratitude to the organizers, facilitators, and all the participants for their commitment.”

“It was a great experience to participate in this event, thank you.”

“I congratulate the organizers and facilitators and the good intentions...Now, the most difficult part starts: to implement it.”

“The hotel offered excellent service.”

“I would like to share the following: a) we should include the experience of ACRAM (Centro Internacional de Capacitación y Gerenciamiento de Organizaciones de la Sociedad Civil) of Paraguay as a model; b) considering the creation of an institution that gives continuity to the initiative and establish associations with other academic institutions of the region. There is no one better than ourselves (or the council members) to create, and maintain the initiative; c) thank you for the effort of bringing us together and the commitment of the participants to excel ourselves; d) I would appreciate it if you could send us a list with all the participants’ emails.”

Preparing Highly Effective Conservation Professionals for the Future
November 3-5, 2009
Montelimar, Nicaragua

Workshop Evaluation Responses

Additional Comments: <i>(Continued.)</i>

“Additionally, I would like to suggest the creation of a network among the participants to contribute with case studies and information relevant to the contents of the initial courses of the online diplomat. Real case studies are needed in order to develop modules that are theoretical and applied in subjects such as: marketing, conflict management, project planning and evaluation, agriculture, cattle and forestry production systems, mine and ecotoxicology, international and national comparative legislation, rural development and human rights, local languages and applied English, environmental education, etc.”

“We felt welcomed by the organizing committee; our ideas, experiences, and cultures were respected. Great energy. Thank you very much!”

“I believe that “Efficient Professionals” would be a more appropriate title. Thank you for inviting me and allowing me to participate in this experience that made me grow at a professional and personal level.”

“Very well planned and conducted. Congratulations.”

“Thank you very much.”

“Thank you very much for inviting me. It was a pleasant, hopeful experience. I loved the FFI-Nicaragua videos.”

“The hotel did not allow interacting with the surroundings.”

“Congratulations, it was a successful workshop, very interactive and productive.”

“I believe a similar session with other potential users of the training program should be organized (such as government officials, economists, farmers, cattle farmers, etc.).”

“For the next time, it would be nice to have a facilitator that is more patient and has a better attitude and that is willing to negotiate and reconcile. I am very grateful for this wonderful opportunity that allowed me the opportunity to improve my knowledge, confirmed that I and my work team are following the correct path, and that facilitated the exchange of experiences with other colleagues. Thank you very much to all of you!”

“Thank you very much!”

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Caribbean

Kim Derrick, Antigua

Environmental Awareness Group; Board Member

Kim has been involved with the Environmental Awareness Group in various capacities since 1993. She also has been the host of a radio program for young people of all ages and is currently using this platform to create social and environmental change.

Joseph Prosper, Antigua

Environmental Awareness Group; Volunteer

Joseph's childhood love for wildlife was piqued by a wetlands conservation workshop in 2002. He now devotes all of his spare time to a variety of conservation activities. Joseph believes in conservation through education and awareness by working with communities. When not volunteering, Joseph is a geography teacher at the Clare Hall Secondary School.

Eric Carey, Bahamas

Bahamas National Trust; Executive Director

Eric is a former Wildlife Conservation Officer for the Bahamas Government and served four years as President of the Society for the Conservation and Study of Caribbean Birds (SCSCB). Eric received extensive training in wildlife conservation regionally and internationally.

Esther Georges, British Virgin Islands

BVI National Parks Trust

Esther has 15 years of experience in conservation in the British Virgin Islands, including ten years as the Deputy Director of the Trust. Esther helps manage 21 National Parks including: Bird Sanctuaries, Caribbean Dry Forest, two urban parks, the World Famous Baths on Virgin Gorda, and the Wreck of the Rhone Marine Park. She contributes to the management of these parks, protected areas, and conservation programs.

Clive Petrovic, British Virgin Islands

Econcerns, Ltd.; Director

Clive is a trained ecologist with 12 years of experience developing an environmental education and marine studies program. Among other courses, he created and taught an Environments of the BVI course aimed at non-science majors. He is involved in numerous conservation activities and is a member of several Boards of Directors. His interest is in research and education, with a focus on ways to improve our ecosystems and on educating the next generation of environmentalists.

Eric Newton, Curaçao

Department of Environment and Nature for the Government of the Dutch Antilles; Nature Policy Advisor

Eric has vast experience in both practical conservation work and policy particularly concerning the implementation of international conventions. His scientific experience includes coral reef ecology and he considers himself a general naturalist.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Caribbean, *continued*

Arlington James, Dominica

Forestry, Wildlife and Parks Division; Forest Officer

Arlington has several years of experience working in the areas of environmental education and research on selected species of local flora and fauna. He has authored and produced publications such as posters, brochures, and booklets on behalf of the Forestry, Wildlife, and Parks Division.

Yvonne Arias, Dominican Republic

Grupo Jaragua; President

Yvonne has 27 years of experience in environmental conservation including field work, protected areas management, environmental education with rural communities, conservation project management, university professor, and technical trainer for conservation practitioners at the national level. Yvonne is a member of the IUCN, has been an environmental consultant for many international organizations, has co-authored several publications, and has been recognized for her work with several awards. She has two new species named for her: *Sphaeroractylus ariasae* and *Beatadesmus yvonneae*.

Simón Guerrero, Dominican Republic

Universidad Autónoma de Santo Domingo; Director of the Experimental Laboratory of Behavior

Simón has more than 30 years of experience in conservation activities and is a founding member of several conservation non-governmental organizations. He has held multiple official positions for conservation agencies and also as an ecological advisor to the armed forces. During the last five years he has written weekly newspaper articles on conservation.

Tyrone Buckmire, Grenada

Grenada Fund for Conservation, Inc.; Executive Officer

Tyrone has worked in the environmental conservation field since 1992, leading and assisting with the implementation of various projects at the community level, which have included training, education and awareness building, eco-system restoration, and species conservation, primarily focussed on mangroves and sea turtles. He has particular expertise in the use of the mass media and popular theatre, having utilized puppetry, drama, song, and radio as vehicles for the dissemination of conservation education.

Jessie Haspil, Haiti

Société Audubon Haiti; Treasurer of the Board

Jessie works as an accountant and a volunteer in her country. She is an avid nature lover, a member of the Audubon Society-Haiti, and is the current treasurer of the organization.

Jean Vilmond Hilaire, Haiti

Audubon Society-Haiti; Executive Director

Jean has nine years working with a protected areas system plan in Haiti. For the last two years, he has been working with local communities in Macaya Park to improve local organizations, environmental education, basic education, nurseries, drinking water, and green credit. He also manages a bird monitoring system and research on biodiversity in park.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Caribbean, *continued*

Ainsley Henry, Jamaica

National Environment and Planning Agency; Manager, Ecosystems Management

Ainsley has 12 years experience working in coastal zone management, species protection, and habitat conservation and restoration in Jamaica. His specific areas of expertise are wetlands and coral reefs.

Sarita Francis, Montserrat

Montserrat National Trust; Chief Establishment Officer, Vice President

Sarita has several years of experience in developing and managing environmental and cultural projects, is skilled in international regional affairs and protocol, and is proficient in building collaborative research and knowledge partnerships in and between government and civil society. She has developed programs in geography, social studies, and environmental education and management for secondary schools and community colleges.

José Colón, Puerto Rico

Ciudadanos del Karso

José has over 30 years of experience in conservation, including helping to restore the species *Amazona vittata* from the brink of extinction and working for the Department of Natural Resources and the U.S. Fish and Wildlife Service in Puerto Rico. He is a founding member of the Ornithological Society of Puerto Rico, the Society for Conservation and Study of Caribbean Birds, and Ciudadanos del Karso, a non-governmental organization dedicated to environmental conservation and the creation of legally protected areas. He also is a nature photographer and uses this medium to conserve land of high ecological value.

Alleyne Regis, Saint Lucia

Population Media Center; Caribbean Regional Director

Alleyne began his career as an elementary school teacher. He soon realized his passion for the environment and joined the Saint Lucia Forestry Department and worked as Environmental Educator. During his stint at Forestry, his dynamism and passion for conservation was realized by US-based conservation group RARE, which hired Alleyne to assist with conservation efforts around the world, including efforts on the island of Saint Lucia to develop, broadcast, and evaluate the impact of an “entertainment-education” based radio drama program entitled “Apwe Plezi.” He also guided the islands of Grenada, Saint Vincent, Antigua and Dominica to produce and broadcast a series titled “Coconut Bay.” Currently, Alleyne is working on a series titled “Changing Tides” on several islands in the Western Pacific.

Leida Buglass, Trinidad and Tobago

Caribbean Natural Resources Institute (CANARI); Environmental Planner and Engineer

Leida has over 15 years experience in planning and managing natural resources in terrestrial-marine protected areas, buffer zones, and watersheds. Her work has been related to participative community development, training of trainers and promoters, organizational strengthening, gender, multiculturalism and equity issues, as well as project sustainability. She also has experience in tourism planning for protected areas, community-based initiatives, and in social and environmental conflict mediation.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Caribbean, *continued*

Carol James, Trinidad and Tobago

Asa Wright Nature Centre; President and Chairman, Board of Directors

Carol is a biologist and policy specialist with thirty-three years of professional experience in several Caribbean, African and Pacific countries. For ten years she headed the Wildlife Section of the Trinidad and Tobago Forestry Division and subsequently worked as a United Nations senior advisor on environment and development for the Caribbean for eight years. She has been instrumental in fostering successful community involvement in natural resources management and is an active member of national and regional environmental NGOs.

Nadra Nathai-Gyan, Trinidad and Tobago (Facilitator)

Zoological Society of Trinidad and Tobago; Conservation Adviser

Nadra served as Head of Wildlife for the Government of Trinidad and Tobago for 13 years, during which time it transitioned to community-driven governance. She is now employed with the non-governmental sector on a number of conservation projects, some in collaboration with international organizations. Her expertise is in sustainable development and policy formulation at the state level.

LaVerne Ragster, U.S. Virgin Islands

University of the Virgin Islands; Professor of Marine Biology

LaVerne has served as a faculty member in marine biology and University President in the Caribbean for 30 years. She is interested in curriculum and training programs that facilitate university faculty being able to function effectively on multi-disciplinary natural resource projects.

Central America and Mexico

Lisel del Socorro Alamilla, Belize

Ya'axche' Conservation Trust; Executive Director

Lisel has over 15 years of experience with some of Belize's most important conservation, development, and tourism organizations, working alternatively as an educator, consultant, project manager, and director. She has extensive experience working alongside other local NGO partners and community organizations, and in collaborating with national level institutions. Committed to the principle of community participation and consultation, she values the importance of traditional knowledge and cultural values and participates in numerous advocacy campaigns that promote the inclusion of community leaders in decision-making. Under Lisel's leadership Ya'axché was selected by the Government of Belize to manage the Bladen Nature Reserve, considered the crown jewel of Belize's protected areas system.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Central America and Mexico, continued

Carlos Manuel Rodriguez, Costa Rica (Facilitador)

Conservación Internacional; Lawyer

Carlos Manuel is a lawyer by training, a politician by decision, but a conservationist at heart. He was involved in the Ministry of Environment and Energy between 1994 and 2006, during which he held several political positions, including Director of National Parks, Vice Minister and Minister. He has also founded many environmental NGOs and tropical research institutes and collaborated with many upper level training initiatives. Carlos Manuel is recognized internationally for his achievements in the identification, valuation and implementation of systems of Payment for Environmental Services (PSA) that benefit both biodiversity and local communities. As Chairman of the Council of Ministers of Environment of the Central American Integration System (SICA), Carlos Manuel led the design process of the "Business Plan for the Mesoamerican Biological Corridor."

Vivienne Solis Rivera, Costa Rica

CoopeSolidar R.L.; Founder, President

Vivienne is a biologist with over 20 years of professional experience promoting community management of wildlife and the comprehensive and interdisciplinary approach to the use of biodiversity with an emphasis on achieving a fairer and more equitable distribution of the benefits of its use. She also is an expert in co-management and other forms of governance that promote citizen participation in the conservation of protected areas. Vivienne has been involved in institutional and interdisciplinary training programs, environmental education programs, and academic programs relating to conservation and community use of biodiversity.

Claudia Martínez , El Salvador

SalvaNatura; Biologist

Claudia currently works as a training adviser for a capacity building program for community leaders called "Communities and Biodiversity" where she facilitates workshops and creates manuals for each of the themes that she teaches. Previously, she worked with the Zoological Foundation of El Salvador to coordinate their environmental education efforts, formulate projects, and promote the institution.

Marta Quezada, El Salvador

SalvaNatura; Biologist

Marta has several years of experience in scientific research, participating in biodiversity-related USAID projects, studying resource conservation with a focus on the proper management of watersheds, and developing management and environmental education plans for natural protected areas. She also is responsible for the creation of methodological designs and environmental education materials.

Dorys Margoth Fajardo López, El Salvador

SalvaNatura; Environmental Educator

Dorys has participated in educational and awareness campaigns aimed at school-aged youth and adults who live in communities surrounding natural protected areas. What makes this work both interesting and challenging is that Dorys began working with these communities prior to the delimitation and demarcation of their protected areas. She also has been involved with the formation of women's groups of environmental educators and coffee cooperatives that are adjacent to natural protected areas.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Central America and Mexico, *continued*

Juan Carlos Godoy Herrera, Guatemala

The Nature Conservancy; Biólogo

Juan Carlos has over 20 years of experience working in the Central American region with conservation programs of the IUCN, the Tropical Agricultural Research and Training Center (CATIE), the European Union, and The Nature Conservancy. He has held the position of Vice President for Central America of the World Commission on Protected Areas of IUCN and was the Vice Minister of Environment and Natural Resources of Guatemala. Juan Carlos has been a consultant to the Commission for Environment and Development (CCAD) and the United Nations Development Program (UNDP) for the design and formulation of the Mesoamerican Biological Corridor and the Regional Convention on Biodiversity and Protected Areas.

Marta Marleny Rosales-Meda, Guatemala

National Organization for Conservation and the Environment (ONCA); Coordinator

Marta Marleny is a biologist and specialist in community conservation management of wildlife. Currently she is the coordinator and principal investigator of a bilingual participatory education project to promote sustainable use of wildlife and their habitat in Maya-Q'eqchi communities. This project was awarded a Whitley Award in 2008. She is also Director of the Biological Station of the University of San Carlos in Santa Lucia Lachúa, Coban.

Calina Zepeda, Honduras

The Nature Conservancy; Marine Biologist

Calina has several years of experience with a wide variety of marine area conservation activities, focusing on protected areas and communities along the Caribbean coast of Honduras. Her experience includes the implementation of sustainable fisheries and tourism, environmental education, organizational capacity building, marine protected area management, and inter-institutional coordination with local governments and national and international non-governmental organizations.

Eduardo Josué Zavala Mendoza, Honduras

Foundation for the Protection of Lancetilla, Punta Sal y Texiguat (PROLANSATE); Executive Director

Eduardo directs the technical and administrative management of three priority protected areas of the National Protected Areas System of Honduras, promoting environmental education, ecotourism, and sustainable community development with approximately 87 communities in and around the protected areas. Eduardo's other activities include the protection and conservation of biodiversity, research and biological monitoring, and management of funds.

Jaime Magdaleno Ramírez, Mexico

Institute of Natural History; President of the Technical Council

Jaime is an economist by training and has several years of experience working in environmental conservation. He is president of Biosphere Line, AC, an organization that works with community organizers in the buffer zone of the Ecological Reserve "El Ocote" on activities such as sustainable agriculture, alternative livestock, marketing local production, human rights and health. Jaime has been Deputy Director of Forestry Development and Natural Areas of the government of Chiapas and is Director of the Latin American School of park guards, instructor at the Intercultural University of Chiapas and trainer of Environmental Popular Education.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Central America and Mexico, *continued*

Victor Cedeño Cuevas, Nicaragua

Independent Consultant

Victor has national and regional experience in the following fields: planning and administration of protected areas, inventories and valuation of habitat of flora and fauna, coordinator of biological corridor studies, coordinator of ecosystem studies and classification, inventories and studies of natural elements like tourist attractions, and studies in territorial, watershed, and forestry legislation. Victor also has experience with the study and planning of mangrove ecosystems and coastal zones, and with the creation of sustainable development and biodiversity monitoring indicators.

Liza Ivanova Gonzalez Pérez, Nicaragua

Paso Pacífico; Directora Nacional

Liza has more than 20 years of experience working in governmental and non-governmental organizations, various conservation projects, and in leadership posts in the Ministry of Environment and Natural Resources (MARENA) where she was Director of the National Protected Areas System and Director of the Directorate General of Biodiversity, responsible for evaluation and protection of biodiversity in the country. Liza developed implementation strategies as a consultant for the Regional Mesoamerican Biological Corridor.

Jaime Incer Barquero, Nicaragua

Nicaraguan Foundation for Sustainable Development (FUNDENIC); President

Jaime has received international recognition as a distinguished biologist, having explored, catalogued, and fought hard to conserve the country's natural habitats for four decades. He has worn the dual professional hats of professor and policymaker. As an educator, he was a research professor in the Fulbright Program in the Geography and Anthropology Department at Louisiana State University, and a visiting professor in the Department of Geography at the University of California, Berkeley. He also has served as Dean of the Faculty of Humanities and Sciences at the Universidad Centroamericana in Managua. As Nicaragua's Minister of the Environment under President Violeta Chamorro from 1990-1994, Dr. Incer expanded the country's nature preserves and championed environmental issues.

Salvadora Morales Velásquez, Nicaragua

Fauna y Flora Internacional; Ecóloga

Salvadora has 10 years of experience with bird monitoring and management of protected areas. She has worked on several conservation projects, including the selection of Important Bird Areas in Nicaragua for Birdlife International, monitoring and environmental education with ALAS, and the coordination of the Municipal Environmental Unit of Granada. Salvadora currently coordinates projects for conservation and management of protected areas for Fauna and Flora International.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Central America and Mexico, continued

José Urteaga, Nicaragua

Fauna and Flora International; Country Director

José has more than 10 years of professional experience in biodiversity conservation, research, and protected areas management. Since joining Fauna and Flora International in June 2002, José has overseen the growth of the sea turtle conservation program, working to protect in particular the critically endangered Leatherback sea turtle from the threat of illegal egg poaching activities across the Pacific coast of Nicaragua. José is responsible for the overall coordination and technical oversight of this project, in collaboration with our in-country partners and FFI technical staff.

Rosa Isabel Montañez Gallego, Panama

Ramsar Regional Center for Training and Research on Wetlands in the Western Hemisphere (CREHO); Director

Rosa has 13 years experience working on environmental issues, including management, institutional development, capacity building, environmental education, and community awareness. She also has experience working with key stakeholders with different backgrounds and from different sectors, development of training tools, communication, cooperation, and exchange. Over the past five years, Rosa has worked at the regional level in the Americas on capacity building issues and wetlands. She has led the creation of two organizations, CREHO and the first International Center for Environmental Training (CICA).

José Manuel Pérez, Panama

United Nations Development Program Global Environment Facility (UNDP GEF); National Coordinator

José's training includes a degree in veterinary medicine and a Masters degree in natural resources administration. As coordinator of the Small Grants Program at UNDP-GEF, José works with grassroots organizations and local nongovernmental organizations to fund projects aimed at biodiversity conservation, climate change, and combating land degradation, among others. Previously, José was Director of the Sustainable Development Program of Darien with the International Development Bank, a program with a multi-ethnic and multi-sectoral approach to sustainable development. He also has worked with the Smithsonian Tropical Research Institute in the Native Species Reforestation project and Yale.

<u>South America</u>

Alejandra Carminatti, Argentina

Fundación Vida Silvestre Argentina; Coordinator of Refuges Program

Alejandra monitors the management of private nature reserves, where she plans productive activities such as ecotourism. Her main activities include producing educational and tourism plans, organizing and conducting training workshops with local ecological guides, giving representations to provincial and national agencies, developing biological studies with researchers, and creating and producing graphic materials for dissemination.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

South America, continued

Erio Domingo Curto, Argentina

Mar Chiquita Biological Station; Coordinator

Erio has over 10 years of environmental experience and currently coordinates activities at the Mar Chiquita Biological Station in the Ramsar Site "Bañados del Río Dulce y Laguna Mar Chiquita." In addition to research, Erio's work has a strong emphasis on environmental education with children, students and teachers. Erio is currently in the final stages of his Masters thesis focusing on select areas of the Chaco forest within the Mar Chiquita reserve that deserve special protection. Besides being an active member of several community organizations and having served on the municipal council of Marull, Erio continues to link environmental issues with the public by providing advice and information to local governments in and around the Mar Chiquita Ramsar site. In 2007 Erio received a grant from the Overbrook Foundation in New York.

Erika Cuellar Soto, Bolivia

Oxford University; Doctoral student

Erika has worked for over 10 years in the Chaco region on the Kaa-Iya project led by the indigenous organization Capitanía del Alto y Bajo Isoso and Wildlife Conservation Society. In recent years Erika has focused her efforts on preventing the extinction of the guanaco, working with parabiologists and various stakeholders, and municipal and government authorities. In 2008 Erika developed an 8-month theoretical and practical course to train 18 parabiologists and begin the process of having the course formally recognized by the Ministry of Education.

Rudy Alberto Guzmán Gutiérrez, Bolivia

Centro Amazónico de Desarrollo Forestal (CADEFOR); Forester

Rudy has spent the past six years coordinating the community forestry component of the Sustainable Forest Management Project (BOLFOR II), strengthening local capacities of peasant and indigenous community forestry organizations, and other stakeholders in four regions devoted to forest management. From 1998 to 2003 Rudy worked in the public forest service on regulations to promote sustainable forest management, assessing the implementation and enforcement of forest management techniques and implementing protocols for sound forest management forests. Rudy also has worked in research and teaching at the Escuela para Técnicos Superiores Forestales en la Universidad Mayor San Simón de Cochabamba.

Cynthia Almeida Pinheiro Machado, Brazil

Fauna & Flora International; Technical Director

Cynthia's academic career began in 2001 as assistant professor of ecology, environmental education and conservation. She has worked for several years as an independent consultant in the areas of environmental assessments and protected area management with an emphasis on participatory processes. As technical director for Fauna & Flora International, she is responsible for projects in the Amazon, Atlantic Forest, the Pantanal, and Brazilian savannahs.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

South America, continued

Claudio Benedito Valladares Padua, Brazil

Instituto de Pesquisas Ecológicas (IPÊ); Dean

Claudio is a co-founder of IPÊ – Instituto de Pesquisas Ecológicas (Institute for Ecological Research) where he is Vice-President of the Board. In Brazil, he is also a retired Professor at the University of Brasília and Dean of the University for Conservation and Sustainability in Sao Paulo, and board member of the Brazilian Fund for Biodiversity, and WWF Brazil. In the US, he is an Associate Researcher at Columbia University, and coordinator of the Wildlife Trust Alliance. In 2002 was portrayed by Time Magazine together with his wife Suzana as conservation heroes of the planet. Between 1998 and 2008 he received many important national and international awards for his work on the protection of endangered species and their habitats, and for training young conservationists.

Cristián Bonacic, Chile

Fauna Australis; Director

Christian has conducted workshops, fieldwork, capture and training activities with local communities on the sustainable use of vicuña during the past 10 years. His main objective is to provide communities with a new source of income without affecting the viability, social organization and welfare of the vicuña populations. While most of the projects are based in the highlands, he also informs decision makers in local government and international organizations. Christian also has an academic career combining teaching with applied research. In 2005, he helped launch the first Master's Program in Conservation and Wildlife Management at the Pontificia Universidad Católica de Chile.

Marcela Olmo, Chile

Comisión Nacional del Medio Ambiente (CONAMA); Geographer

Marcela is responsible for the design and implementation of a National Register of Priority Sites for Conservation of Biodiversity that are part of the National Biodiversity Strategy. Its conservation management lies in finding and implementing proactive, feasible, and cost-effective formulas or mechanisms to achieve adequate levels of protection. Marcela also is the technical counterpart of the "Geopark Model for Chile, Phase I" which aims to create the first geo-park which will provide environmental education for visitors, support economic development in the region of Araucanía, and promote conservation of the natural heritage.

María Rivera, Colombia (Facilitator)

Ramsar Convention; Senior Regional Advisor for the Americas

María's academic background is in Environmental Science with a Master's of Natural Resource Management. She has specific training in wetland management studies at the Centro de Asesoría y Entrenamiento en Humedales (Wetlands Training Center), the International Center for Agriculture in the Netherlands and the Swedish Agency for International Cooperation. María also has extensive experience in developing management plans and policy and regulatory aspects of training on wetlands.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

South America, *continued*

Xiomara Cristina Izurieta Vásconez, Ecuador

Corporación Ecopar; Biologist

Xiomara has a concentration in conservation biology, particularly in protected areas under different conservation systems. For years she has participated directly in the consolidation, planning, and technical-administrative management of a protected area under community management and has supported several conservation processes in the National System of Conservation Areas. Xiomara has also participated in multidisciplinary teams and highly participatory processes, developing various programs and systems of education, conservation, and environmental monitoring.

Manuel Iván Morales Feijoo, Ecuador

Corporación EcoLex; Attorney

Manuel has a Masters in Environmental Law and a law degree with specialization in environmental policy and management studies, land tenure, and biodiversity. He has conducted several investigations on conflict management, land tenure, community paralegals, and environmental law. Manuel worked at CARE-Ecuador for 10 years on activities related to conflict management, farming and forestry, land legalization, and advocacy. Manuel was Chairman of the committee which comprises the majority of environmental NGOs in Ecuador (CEDENMA) and is a member of the worldwide network of environmental lawyers (ELAW), the Environmental Law Commission of IUCN, and the Interamerican Association for Environmental Defense (AIDA).

Roberto Ulloa Vaca, Ecuador

Conservation International-Ecuador; Biologist

Roberto is Coordinator for Environmental Policy at Conservation International – Ecuador and twice has served as National Director of Biodiversity and Protected Areas in the Ministry of Environment. He has written several technical and outreach publications on biodiversity, protected areas, and conservation of natural resources. His main interests revolve around conservation and sustainable use of biodiversity, participatory management of wild lands, climate change impacts on biodiversity, and environmental policy advocacy.

Blanca Masulli, Paraguay

Guyra Paraguay; Board Member

Blanca has a Ph.D. in Biochemistry and a Masters in Environmental Science and Public Policy. She is the principal author of "The Role of Women in the Use of Natural Resources in Paraguay," which provides a broad and unprecedented framework on the issues addressed. Blanca has worked on the development and implementation of several masters programs related to environmental issues and has served as the Coordinator and Adviser for the Environmental Education Project 'Wild Paraguay,' under the Cooperative Agreement for Technical and Administrative Support between the Ministry of the Environment, the United Nations Development Program (UNDP), and the Global Environment Facility (GEF).

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

South America, continued

Alberto Yanosky, Paraguay

Guyra Paraguay; Executive Director

Alberto has over 20 years of experience in wildlife and protected area management, natural resource conservation, and ecology of populations and communities. He has extensive international experience as consultant to the World Bank, the Food and Agriculture Organization of the United Nations (FAO), the Organization of American States (OAS), and has worked in coalitions for organizational development, biodiversity conservation, climate change and mitigation and adaptation. Alberto also teaches at the master's and doctoral levels.

Enrique Ortíz, Peru

Consultant, Environmental Activist

Enrique has over 25 years of experience in multiple national and international environmental organizations. He is an ecologist by training, and an environmental activist involved in several processes, institutions, and projects. He has worked as a researcher at the Smithsonian Institute and is currently Chairman of the Association for the Conservation of the Amazon Basin (ACCA). He is also a member of the Board of the National Service of Protected Natural Areas (SERNANP) of the Ministry of Environment of Peru. Enrique also does environmental consulting for foundations, nongovernmental organizations and the private sector, both internationally and in Peru.

South America, continued

Muriel Marionette Held, Suriname

Ministry of Foreign Affairs; Policy Adviser

Muriel has over 25 years of experience leading nature conservation research efforts in Suriname and eight years of experience advising the government on nature conservation issues, including the implementation of nature conservation conventions ratified by the Government of Suriname. Muriel also contributes to the development of Suriname's positions regarding international nature conservation debates on forestry and climate change.

Gabriel Fernando Caldevilla Bertran, Uruguay

Department of Parks and Protected Areas; Chief

Gabriel has more than 18 years working in the Department of Parks and Protected Areas and has been Chief of the Department for 15 years. He is responsible for coordinating and supervising the management of seven legally protected areas. In addition, Gabriel is a technical advisor to the General Directorate of Renewable Natural Resources which is the Focal Point for the Ramsar Convention in Uruguay. Gabriel is a member of the Uruguayan Committee for Protected Areas of the IUCN and a delegate of the Ministry of Livestock, Agriculture and Fisheries in the National Advisory Commission on Protected Areas. He is a member of several technical committees and the Project Implementation Unit to strengthen the National System of Protected Areas in Uruguay. He has taught various courses in forest management and park guard training.

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

South America, *continued*

Viviana Pilar Salas Martín, Venezuela

BioParques; Executive Director

Viviana has more than 10 years of experience working for various environmental organizations in the conservation of natural resources in Venezuela. She holds a BA in Biology and has a doctorate in Zoology. As executive director of BioParques, she is responsible for supporting the conservation of National Parks and other Protected Natural Areas Venezuela through citizen participation.

OBSERVERS

Enrique Hugo Bucher, Argentina

Universidad Nacional de Córdoba; Graduate Program Director

Enrique is Professor Emeritus at the National University of Córdoba. His areas of expertise are ecology and environmental management in the Graduate Program in Wildlife Management at the National University of Córdoba

Marcos Callisto de Faria Pereira, Brazil

Universidade Federal de Minas Gerais; Graduate Program Co-coordinator and Associate Professor

Marcos' areas of work are focused on undergraduate and graduate capacity building, scientific knowledge, and environmental education activities for local citizens and decision makers. He promotes the discussion of ecological theories, hypotheses, objectives and questions with colleagues and students which are then answered by field and laboratory experiments. The projects he oversees are focused on headwater streams, rivers and lakes with the study of benthic macro-invertebrates as ecological indicators of human activities.

Joel Sáenz, Costa Rica

Universidad Nacional Autónoma; Graduate Program Director

Joel is a graduate program professor and co-professor at the International Institute for Conservation and Wildlife Management (ICOMVIS) for courses on vertebrate population ecology, wildlife management and conservation techniques, and research and conservation extension projects. He has worked as a researcher for 20 years in the field of conservation and wildlife management. He has directed over 40 graduate theses at the National University of Costa Rica and has been the advisor for five graduate theses at the Centro Agronómico Tropical y Enseñanza (CATIE).

Preparing Highly Effective Conservation Professionals for the Future
November 3 – 5, 2009
Montelimar, Nicaragua

Participant and Observer Bios

Observers, *continued*

Steve Cornelius, United States

MacArthur Foundation; Program Officer

Steve is the Latin American Program Officer in the Conservation & Sustainable Development area. Prior to joining the Foundation, Steve directed the Sonoran Desert Program for the Sonoran Institute focusing on cross-border collaboration between U.S. and Mexican resource managers, residents and non-governmental organizations. Before this he managed World Wildlife Fund's conservation program in Central America, Mexico and the Caribbean, and earlier served as Coordinator for WWF and USFWS investment in establishing the regional wildlife management master's program at Universidad Nacional-Costa Rica. His initial introduction to Latin American conservation came through service as a Peace Corps volunteer where he helped establish the Costa Rican National Park System.

Stephen Hopkins, United States

Environmental Educator

Stephen has worked in conservation and conservation education for over 35 his entire 35-year professional career. For thirty-two years he was a teacher and director of an environmental education program for the Sacramento County Office of Education. For the last twenty years, he has worked on research projects with the University of California and on conservation projects in Latin America. Through contacts with the University and the school system, Stephen has facilitated an exchange program with educators here in the US and their colleagues in Chile, Peru, Ecuador, and Costa Rica.

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Preparing Highly Effective Conservation Professionals for the Future
 November 3-5, 2009
 Montelimar, Nicaragua

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