
Second Western Hemisphere Migratory Species Conference

San Jose, Costa Rica

January 17, 18, 19 and 20, 2006

Proceedings





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MINISTERIO DE AGRICULTURA
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ASSOCIATION of
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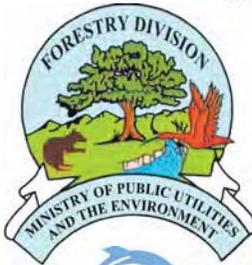
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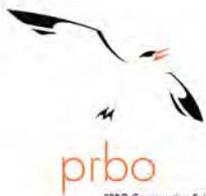
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Together for birds and people



SECRETARIA DEL AMBIENTE
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WESTERN HEMISPHERE
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Second Western Hemisphere Migratory Species Conference

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For more information on the Western Hemisphere Migratory Species Initiative visit http://www.fws.gov/international/whmsi/whmsi_Eng.htm, or contact the United States Fish and Wildlife Service Division of International Conservation, 4401 North Fairfax Drive, Suite 730, Arlington, Virginia 22203 USA. Telephone: 703-358-1754. Fax: 703-358-2115.

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Executive Summary

The Second Western Hemisphere Migratory Species Initiative (WHMSI) Conference took place in San José, Costa Rica from January 17th to 20th, 2006. This event was a follow-up to the Western Hemisphere Migratory Bird Conference that took place in 2003 in Chile. Over one-hundred government, non-governmental, and private sector employees and volunteers participated in the Costa Rica Conference, representing thirty countries in the hemisphere and over fifty non-governmental organizations (NGOs) and Conventions. The meeting, entitled “Hands across the Hemisphere: Helping People to Help Wildlife”, primarily focused on developing priorities for hemisphere-wide capacity-building related to migratory species conservation. The Conference was hosted by Costa Rica’s Ministry of Environment and Energy (MINAE).

A number of important goals were accomplished at the Conference, including the identification and prioritization of capacity building needs in the Western Hemisphere for the conservation of migratory species, and the development of detailed guidance concerning how these needs might be addressed on-the-ground. Primary audiences identified by the participants to receive training included community leaders; local and national NGO’s; technical conservation personnel; protected area managers; and legislators and political officials. Priority topics for training included: monitoring and evaluation of habitats; public outreach and environmental

education; sustainable development; law and policy; and best practices. Participants then developed project delivery elements such as geographical scope of the training, existing programs and curricula, sizes of populations to be trained, likely duration of courses, information exchange, scholarship and internship opportunities, estimation of resources required, and performance indicators. This input was subsequently incorporated into a funding proposal to be submitted to the Global Environment Facility (GEF), through the Organization of American States (OAS) and United Nations Environment Program (UNEP).

Participants also explored mechanisms for addressing other major themes identified as important hemispheric needs at the first WHMSI conference in 2003. These included priorities related to lack of knowledge, habitats, public awareness, administration, coordination and partnerships, and threats. Workgroups identified a general list of objectives for each topic, and developed a short list of actionable items.

Finally, a process was identified to further develop Terms of Reference to guide WHMSI in the future. Discussions on this topic revolved around the mandate of the Interim Steering Committee (ISC), establishing a process to refine further the Terms of Reference, and seeking continued Ministerial endorsement of the initiative.

Acknowledgements

Special thanks are offered to:

- The government of Costa Rica and Ministry of the Environment and Energy, and Minister Carlos Manuel Rodriguez Echandi, for hosting the Conference;
- Representatives from thirty Western Hemisphere countries and over fifty non-governmental organizations and international conventions, for attending the Conference and exploring regional conservation approaches that will allow for enhanced conservation of wildlife species throughout the Western Hemisphere;
- Members of WHMST's Interim Steering Committee, for their active involvement in the work leading up to the Conference and as facilitators of the break-out sessions during the Conference;
- Jose Joaquin Calvo and Kathia Soto, for their hard and thorough work handling all planning and logistical components of the Conference;
- Bernard Link, Cinthya Alfaro, Garry Donaldson, Dana Roth, Guy Foulks, Carol Beidleman, and Lisa Sorenson, for taking notes during the plenary and break out sessions;
- Monica Herzig, for her assistance in the editing of the Spanish translation of these proceedings; and
- The U.S. Department of State and the U.S. Fish and Wildlife Service, for their financial support of the Conference.

The points of view expressed in this document do not necessarily represent those of the sponsoring organizations or any individual participant.

Introduction

From the Arctic to Antarctica, fish, birds and other migratory species are vital ecological and economic resources shared by the countries and people of the Western Hemisphere. They are sources of food, livelihood and recreation, and have important scientific, cultural, aesthetic and spiritual value. Moreover, birds, bats, butterflies and other pollinators are essential for agricultural production and food security. However, despite their benefits, many migratory wildlife species are increasingly threatened by habitat loss, invasive alien species, pollution, over-hunting and fishing, unsustainable aquaculture practices, and illegal harvesting and trafficking.

Meeting in Quebec City at the 2001 Summit of the Americas, Western Hemisphere heads of state and government committed to “advance hemispheric conservation of plants, animals and ecosystems through...the development of a hemispheric strategy to support the conservation of migratory wildlife throughout the Americas.” In response, wildlife directors and other senior officials from the Western Hemisphere countries gathered in Chile in 2003 to develop a cooperative hemispheric initiative to conserve shared migratory species, and established an Interim Steering Committee to facilitate work toward this end.

The Western Hemisphere Migratory Species Initiative (WHMSI), born from those discussions, seeks to significantly enhance the conservation of shared migratory species throughout the Americas by strengthening political commitment, cooperation and public-private partnerships at regional, national and local levels. Based on the priorities identified in Chile, WHMSI will build country capacity to conserve and manage migratory wildlife, improve hemispheric communication on conservation issues of common interest, strengthen the exchange of information needed for informed decision-making, and provide a forum in which emerging issues can be identified and addressed.

The Second Western Hemisphere Migratory Species Initiative Conference was convened to focus on one of the core priority needs highlighted at the first meeting in Chile -- creating partnerships to address capacity building and training needs for migratory species conservation in the region. This theme is at the root of delivering effective conservation yet is a concern which has received limited attention locally, regionally or across the hemisphere, despite its importance.

Goals

The Second Western Hemispheric Migratory Species Initiative Conference was entitled “Hands across the Hemisphere: Helping People to Help Wildlife.” The objectives of the event were:

- 1) To take further steps towards establishment of a permanent forum for the hemispheric conservation of migratory wildlife;
- 2) To explore regional and subregional collaboration regarding a major hemispheric priority–capacity building;
- 3) To update activities since the 2003 conference in Chile;
- 4) To discuss follow-up on the other priority themes identified at the first WHMSI conference; and
- 5) To set a direction for the future.

Pre-Conference Preparations

One month before the Second Western Hemisphere Migratory Species Initiative (WHMSI) Conference, the Interim Steering Committee met in Washington D.C. to plan the Conference, set the agenda and identify tasks and responsibilities in preparation for the meeting. The Committee also created a matrix of subject areas and audiences necessary to deliver meaningful capacity building for migratory species conservation in the Western Hemisphere. The matrix was designed to

serve as a starting point for participants at the January Conference. After lengthy discussion and brainstorming, the Interim Steering Committee settled on a preliminary matrix that included seventeen subject areas and seventeen audiences. There was also an option for Conference participants to add additional categories in either the subject area or audience axis of the matrix. In addition to the matrix, definitions were developed for ambiguous terms.

Second Western Hemisphere Migratory Species Conference

I. Conference Initiation

The Second WHMSI Conference was held in San Jose, Costa Rica, on January 17th – 20th 2006. Attendees included over one hundred government, non-governmental, and private sector representatives. The Conference began with a plenary session including introductions, summaries of previous work, presentations on key background information, and an overview of the Conference agenda (see Appendix 1).

II. Capacity Building Prioritization

Following the plenary sessions the participants divided into five breakout groups. These consisted of approximately 25 individuals each, including a designated facilitator, notetaker, and translator. Prior to the beginning of the Conference participants were randomly assigned to breakout groups using colored stickers given to them as they registered for the Conference. This system was used to ensure geographically and organizationally mixed groups of participants.

In each breakout session facilitators were responsible for keeping the discussion focused and moving, and the notetakers were charged with summarizing major points of discussion and conclusions in each session. Facilitators and notetakers—all experienced conservationists—were encouraged to participate in the discussions as well.

At the first breakout session facilitators distributed the matrix and allowed the groups to review the subject areas and audience categories, ask questions about the suggested categories, and suggest changes. The end product of this session was minor revisions to the matrix resulting in seventeen issues and sixteen audiences, totaling 272 categories, plus the option to write in “other” categories (which two participants did under the audience axis.) (See Appendix 2)

Participants, using the revised matrix, were given 30 minutes to mark their 10 top priorities where they saw the greatest need for capacity building for migratory species in the Western Hemisphere. They were also requested to identify priorities from the point of view of a general conservationist regardless of their area of specialty. Data on the profile of each participant as to the subregion from which they come, institution they represent, and species or habitat on which they specialize was requested as optional information on each form to facilitate more detailed analysis of the results subsequent to the Conference.

After the participants selected their 10 priorities the five group notetakers tabulated the scores, including totals across the rows and down the columns. Notetakers then submitted the totals to the Conference coordinator who compiled the results into one final prioritization spreadsheet.

III. Capacity Building Implementation Plan

The next day, WHMSI participants gathered as a whole to review the cumulative results from the prioritization exercise. After discussing the results and the various ways they could be interpreted, the group voted to cluster together related subject areas and audiences that scored high in prioritization. As a result, the following five combinations of subject areas and audiences were created:

1. *Subject Area:* Monitoring & Evaluation
Audiences: Park Personnel, Protected Area Managers, Technical Conservation Personnel, Local NGOs, Upper Level Students
2. *Subject Area:* Administration, including Fundraising/ Financial Mechanisms, Organization Administration/ Management, and Project Development/ Management
Audiences: Protected Area Managers, Local NGOs, Technical Conservation Personnel

3. *Subject Area:* Social and Economics Issues, including Law, Policy Understanding and Compliance / Conflict Resolution / Economic Incentives (for Legislators-Political Officials); Sustainable Development and Ecotourism (for Community Leaders)
Audiences: Community Leaders, Legislators-Political Officials

4. *Subject Area:* Environmental Education and Outreach
Audiences: Teachers, Local NGOs and relevant government organizations. (*Note: Although hunters/consumers/fishers and the media received enough marks to be part of this theme, the proponents decided that these were not audiences to train on how to do environmental education but rather should be recipients of environmental education.*)

5. *Subject Area:* Sustainable Resource Use, including Sustainable Harvest, Sustainable Collection and Best Practices
Audiences: Hunters/Fishers/Consumers; Community Leaders; and Industry

Participants were encouraged to stay with their original breakout groups if the topic was reasonably within their level of comfort to discuss. Back in breakout groups, they answered the following questions, keeping in mind their designated subject area and audiences:

1. At what geographic level should this training be delivered (e.g. nationally, regionally, hemispheric)?
2. Are there existing programs that can deliver this training, or does a new program need to be created?

3. Determine the size of the population to be trained and duration of courses.
4. What institutional support already exists, or is needed to provide this training?
5. Do curricula exist for this training? Are they adequate? Do they need to be improved or consolidated?
6. What scholarships/internships/mentoring opportunities are there for this type of training? What is needed?
7. Are there any faculty/student/information exchange opportunities available for this type of training? Are they adequate? Any suggestions for new sources?
8. How do we achieve long-term institutionalization of this type of training program?

The results from these breakout group discussions served to further refine the prioritized capacity building needs for personnel working to conserve migratory species and provided a detailed blueprint for training in the Western Hemisphere.

As the first step in addressing these needs, a Global Environmental Facility (GEF) proposal for capacity building in Latin America was identified as a possible funding vehicle. The information from both sets of breakout sessions was synthesized and incorporated into the WHMSI GEF proposal which was already in process for submission.

Additional options for circulating and funding the identified priorities and blueprints for implementation were discussed and will be explored in the coming months.

IV. WHMSI Terms of Reference and Other Governance Issues

Discussions regarding the draft Terms of Reference for WHMSI and other governance issues took place during plenary sessions in the latter half of the Conference, and revolved around three topics: the mandate of the Interim Steering Committee (ISC), the draft Terms of Reference, and Ministerial endorsement of the initiative. As background, it should be noted that the Chile meeting mandated the ISC to develop Terms of Reference, and to share these with the ministers responsible for the environment in each country. The draft Terms of Reference had been developed at an ISC meeting in August 2004, and circulated to ministers soon after that, to which six countries replied. As a result of the discussions in this session, a process was identified to further develop the Terms of Reference to guide WHMSI in the future (See Results section.)

V. Other Priority Areas Identified in the 2003 Chile Conference

On the final day of the Conference, breakout groups discussed potential actions to address the five other priority areas identified as being of hemispheric importance during the 2003 Chile Conference. These other priority areas included:

Lack of Knowledge:
Monitoring; Inventory of important sites;
Legislation to foster conservation.

Habitat:
Map sites for each country; Protection of smaller areas; Develop MOU with private

landowners, government and NGOs; Establish incentives for private landowners.

Public Awareness:
Public awareness program on conservation and sustainable use; Education programs that embrace local wildlife; Electronic information exchange.

Administration:
Develop regional associations for wildlife agencies to share information; Support to implement administration/training of personnel; Regional bird banding center.

Coordination/Partnerships:
Establish center for information sharing; National plans for migratory species conservation; Joint planning of activities under international conventions.

Threats:
Land use planning and monitoring; Involvement of communities; Acquisition of more habitat; Collaboration on species with expanding ranges and behaving as invasives.

Participants explored mechanisms for addressing these major themes by identifying a general list of objectives for each topic, and developing a short list of actionable items to address the issue. Factors discussed for continuing dialogue on the topics beyond the Conference included creation of subcommittees, leadership, process, timelines, and products to be delivered. The outcomes of these discussions are summarized in the Results section.

Results

I. Capacity Building Priorities and Implementation Plan

Priority subject areas and audiences in need of capacity building in Latin America were identified, and blueprints were created for effective implementation of plans to meet these needs. These documents will be used as a tool with conservation organizations, government agencies and funding bodies to effectively direct resources to the issues identified by WHMSI participants from across the hemisphere as being the most needed areas for capacity building assistance.

One immediate result of this exercise was that the capacity building decisions made at the Conference were incorporated into a funding proposal submitted to the Global Environment Facility (GEF), through the Organization of American States (OAS) and United Nations Environment Program (UNEP). The draft Executive Summary and draft Project Document of the proposal can be found at: <http://www.oas.org/dsd/WHMSI/English/Index.htm>. See Appendix 3 for the Capacity Building Implementation Plan based on Conference results, as it was included in the GEF proposal. The capacity building needs identified at the conference will also be useful to develop proposals for submission to other potential donors.

Additionally, the raw data submitted by each participant during the prioritization session was collected and will be made available to all participants. Results can be broken-down and further examined by subregion, species, and other potentially insightful categories.

II. Draft Terms of Reference

As a result of discussions concerning the draft Terms of Reference, the plenary agreed to the following:

The Interim Steering Committee will:

- Continue implementing its mandate from the Chile meeting (see Proceedings from the Chile Conference);
- Along with all WHMSI partners, actively follow-up regarding the GEF proposal, particularly with respect to country endorsement and counterpart contributions;
- Maintain communications with all WHMSI partners, particularly governments, in order to keep them as informed as possible regarding steps it takes to fulfill its mandate; and
- Produce and distribute proceedings of the meeting in as timely a manner as possible.

Regarding the Terms of Reference:

- All WHMSI partners were invited to review the draft Terms of Reference and send comments back within two months of the Conference to the ISC. Subsequently a revised version was circulated, giving partners the opportunity to provide additional comments. The next hemispheric WHMSI conference will dedicate time to discussing the revised Terms of Reference including all comments received; and
- ISC will continue development of the Terms of Reference document with the aim that it might be accepted in principle by all WHMSI partners. Formal acceptance of the Terms of Reference will not be pursued.

Regarding Ministerial Endorsement:

- Participants agreed that it would be favorable to obtain a brief but succinct endorsement of WHMSI by all relevant ministers responsible for the environment. Such a communiqué would:
 - Recognize that WHMSI has been a positive step in following up on the 2001 Summit of the Americas declaration

- State satisfaction with the diversity of partners involved in WHMSI

- Urge WHMSI to continue moving forward to fulfill the 2001 declaration; and

- ISC should prepare this document and follow-up to obtain its endorsement at an appropriate ministerial meeting.

III. Follow-up to other priorities identified at the first WHMSI Conference

Participants explored mechanisms for addressing all six major themes identified as important hemispheric needs at the first WHMSI Conference in Chile in 2003. Workgroups were asked to identify a general list of objectives for each topic, and develop a short list of actionable items. Factors discussed for action subsequent to the Conference included creation of subcommittees, subcommittee leadership, process for achieving the priority, timelines, and products to be delivered. Below are the main results of discussions under each topic area:

Topic: Lack of Knowledge (to be renamed "Knowledge Gaps")

Priorities addressed: a) Monitoring; and b) Mechanisms for exchanging information (this was identified as an additional priority within this topic area.)

Suggested Follow-up:

- Create a section in WHMSI's website that includes a list of monitoring experts and monitoring protocols.

- Compile a list of websites relevant to migratory species, including training courses, and create a section in WHMSI's website with a list of links or searchable databases (6 months.)

- Identify existing networks with an interest in migratory species and ask the Interim Steering

Committee to invite them to join WHMSI as partners (6 months.)

Topic: Habitat

Priority addressed: Inventory and mapping of important sites.

Suggested Follow-up:

- Members of this working group agreed that inventory and mapping of important sites was a topic of interest to all of them. They committed to continuing informal discussions in the coming months to identify specific objectives and action items.

Topic: Public Awareness

Priorities addressed: a) Public awareness program on conservation and sustainable use; b) Education programs that embrace local wildlife; and c) Electronic information exchange.

Suggested Follow-up:

- Ensure that all relevant WHMSI websites (USFWS, OAS, Eco-Index, others) are linked.

- Encourage participation in the Eco-index tools matrix.

- Compile list of existing materials that may be used for public outreach and identify gaps. Share with all WHMSI partners.

Topic: Administration

Priorities addressed: a) Regional associations to exchange information among wildlife protection agencies (develop associations of government agencies responsible for wildlife management to deal with high turnover and transitional state of personnel); and b) Establish a regional bird banding center.

Suggested Follow-up:

- Request WHMSI focal points in each country to develop and circulate a directory of organizations that relate to WHMSI for his/her country (a national network on migratory

species) with whom they will share information (one year.)

- Subregional WHMSI representatives should interact (in person and/or electronically) with other wildlife agency directors in their subregion and provide updates on WHMSI and activities being undertaken under the initiative at appropriate subregional meetings in the hemisphere. Information should also be shared with non-governmental partners.

- Identify existing bird banding centers and databases in the hemisphere. Analyze the status of these centers and the quality of their databases.

- Consider organizing a capacity building workshop on methodologies for monitoring different species taxa and the need to standardize methodologies for studies of migratory birds.

Topic: Coordination / Partnerships
Priorities addressed: a) Establishment of a center for information sharing; b) Development of national plans for migratory species conservation; and c) Joint planning of activities under international conventions.

Suggested Follow-up:

- Explore signing MOUs with key initiatives such as WHRSN, NABCI, Waterbird Conservation Council, WIDECAST, UNEP-Caribbean Environment Program, among others, highlighting common elements and areas for potential cooperation. The ISC should facilitate this process.

- Establish a WHMSI website independent of USFWS. The Ramsar Regional Center for Training and Research on Wetlands in the Western Hemisphere (CREHO) volunteered to serve this role.

Topic: Threats

Priorities addressed: a) Land use planning and monitoring (including the marine equivalent); b) Involvement of communities; and c) Acquisition of more habitat.

Suggested Follow-up:

- Types of threats to be addressed include: climate change; loss of habitat; misuse of resources; detrimental local social practices; lack of scientific knowledge (e.g. distribution and abundance); military use of large landscapes; invasive species; ineffective law enforcement; fisheries by-catch; natural disasters; inadequate management of protected areas for migratory species; wildlife borne diseases.

- Make information available to inform appropriate audiences (government, industry, communities) of potential threats.

- Recognize specific local and regional issues (e.g. tourism in the Caribbean) and take into account national development strategies.

- Provide information on best practices for land managers (e.g. for decommissioning military bases).

- Explore a schools-based approach to teach young people about the biological, economic and aesthetic value of migratory species.

- Supply information to inform the general public of the ecological goods and services provided by migratory species—the monetary contribution they provide directly (e.g. wildlife watching) or indirectly (insect removal services.)

- Provide a forum for discussion of issues that affect migratory species such as avian influenza.

- Create a Threats Task Force to do a country by country analysis of threats and use this information to formulate localized solutions

in cooperation with local stakeholders. The Task Force would identify specific issues, suggest solutions, promote relevant training of personnel, and establish monitoring and evaluation methods.

IV. Next meeting

Participants agreed to try to meet again in two years at a location and date to be determined.

Appendix 1: Conference Agenda

Second Western Hemisphere
Migratory Species Conference –
Hands across the Hemisphere:
Helping People to Help Wildlife
Hotel Herradura, Salon Orquideas, San
Jose, Costa Rica

Monday January 16th 2006:

Arrival of participants

1:00pm – 6:00pm:

Registration

Tuesday January 17th

8:00am – 8:30am:

Registration (Salon Jazmin)

8:30am – 8:45am:

Welcome Remarks by Carlos Manuel Rodriguez
Echandi, Minister of Environment and Energy,
Costa Rica

8:45 - 9:30am:

Introductions

9:30am – 10:15am:

Presentation on the Western Hemisphere
Migratory Species Initiative (WHMSI)

10:15am – 10:30am:

Discussion of Proposed Meeting Agenda

10:30am – 10:45am:

Coffee Break

10:45am – 12:45pm:

Background on Capacity Building Initiative and
the GEF Proposal

- Presentation (current draft; timeline; endorsements; budget; emphasis on long-term institutionalization of training)
- Q's and A's
- Reach consensus on proceeding with GEF proposal

12:45pm – 2:00pm:

Lunch

2:00pm – 6:30pm:

Refine the GEF Proposal

- Introductory comments on methodology and chart (2:00pm – 2:30pm)
- Five Working Groups: Prioritize types of training needs of marine and terrestrial wildlife personnel for the hemisphere (2:30pm – 3:30pm) (Salones Orquideas (2), Hibiscus, Fucsia, Gardenias)
- Plenary discussion and agreement on top 4-6 priorities of types of training (3:30pm – 4:30pm)
- Working Groups according to type of training (4:30pm – 6:30pm):
 1. Suggest at what geographic level each should be delivered (nationally, regionally, hemispheric)
 2. Are there existing programs that can deliver this training or does a new program need to be created?
 3. Determine size of population to be trained and duration of course

7:00pm:

Welcome Reception at Herradura Hotel

Wednesday January 18th:

Field Trip (Departure from Hotel parking at 7:00am, return at 7:00pm. Minister Carlos Manuel Rodriguez will join us in the trip.)

Thursday January 19th

8:30am – 9:30am:

Process for submission of GEF proposal

- Potential matching contributions from participating countries and organizations (hand-out on what counts as match; timeline for getting information)
- Plan to secure formal support from each participating country (hand-out on letters of endorsement from GEF focal points, deadlines)
- Identify follow-up steps to finalize and administer the GEF proposal

9:30am – 12:30pm:

Refine the GEF Proposal (continued from Tuesday afternoon)

- Continue break-out groups started in Day 1 according to type of training
Identify elements of training needed (2 hours):
- 4. What institutional support already exists/is needed?
- 5. Do curricula exist, is it adequate, does it need to be improved/consolidated?
- 6. What scholarships/ internships/ mentoring opportunities are there, what is needed?
- 7. Are there any faculty/student/information exchange opportunities available, are they adequate, any suggestions for new sources?
-How to achieve long-term institutionalization of training programs (30 minutes)
-Estimate resources required for training annually (30 minutes)
-Identify performance indicators (1 hour)

12:30pm – 2:00pm:

Lunch

2:00pm – 6:30pm:

Refine the GEF Proposal (continued from morning)

Continue break-out groups according to type of training (2:00pm – 3:30pm)

Presentations by facilitators (3:30pm – 5:30pm)

Plenary discussion of results and initial agreement (5:30pm – 6:30pm)

Friday January 20th

8:30am – 8:45am:

Name of Initiative

8:45am – 12:30pm:

WHMSI Governance and Presentation on Draft Terms of Reference

12:30pm – 2:30pm:

Lunch

2:30pm – 4:30pm:

Discussion of other WHMSI priority areas and creation of subcommittees for future work

4:30pm – 5:30pm:

Other business

5:30pm – 6:00pm:

Next Meeting

Appendix 2: Capacity Building Prioritization

Priority Needs in Capacity Building for Transboundary Migratory Species Subject Areas

	Administrative		Resource Management				Social				Conservation Science						
	Fundraising/ Financial Mechanisms	Organization Administration & Mgmt.	Monitoring & Evaluation (Habitats & Species)	Strategic Planning	Sustainable Harvest	Resource Management Effectiveness	Best Practices	Public Outreach/ Environmental Education	Economic Incentives	Law Enforcement	Advocacy/ Campaigning	Law Policy Understanding & Compliance	Sustainable Development	Eco- tourism	Ecology (General & Specific)	Biodiversity Theory & Practice	Other (Specify)
Audience																	
<i>Government Officials</i>																	
Park Personnel																	
Protected Area Managers																	
Legislative/Political Officials																	
Technical Conservation Personnel																	
Law Enforcement																	
International Regulators																	
NGOs/Local Communities																	
Local/National NGOs																	
International NGOs																	
Community Leaders																	
Hunters/Consumers/Fishers																	
Teachers																	
Private Sector																	
Industry																	
Small Business																	
Media																	
Academic																	
Graduate Students																	
PhD Candidates																	
Trade/Technical Certifications																	
<i>Other (Specify)</i>																	

Participant Information

Region Perspective:
Caribbean
Canada/US
South America
Other (Specify)

Organizational Perspective:
Government
NGO
Treaty/Conven
Other (Specify)

Ecological Perspective:
Terrestrial
Marine
Other (Specify)

Optional - Migratory Species Perspective:
Bats
Birds
Butterflies
Cetaceans
Marine Turtles
Other (Specify)

Appendix 3

Capacity Building Implementation Plan as incorporated into the GEF Proposal

CAPACITY BUILDING IMPLEMENTATION PLAN for improved migratory species conservation and management in the Americas Hemisphere -- priority areas **and activities identified by Western Hemisphere countries at the WHMSI Conference in San Jose, Costa Rica, January 2006**

The capacity building implementation plan will provide support for the long-term development and continuity of regional training for conservation and management of migratory species in the Western Hemisphere countries. The plan will address each of the themes and target audiences summarized below. This section also provides a brief definition of the target audiences as well as a more comprehensive description of courses for each priority area. Finally, this section includes a list of benefits and contributions expected from all the courses in the capacity building implementation plan, as well as a strategy for the institutionalization of training programs, which will seek to ensure their long-term sustainability beyond the life of this project.

1. *Subject Area:* Monitoring & Evaluation
Audiences: Park Personnel, Protected Area Managers, Technical Conservation Personnel, Local NGOs, Upper Level Students
2. *Subject Area:* Administration, including Fundraising/ Financial Mechanisms, Organization Administration/ Management, and Project Development/ Management
Audiences: Protected Area Managers, Local NGOs, Technical Conservation Personnel
3. *Subject Area:* Social and Economics Issues, including Law, Policy Understanding and Compliance / Conflict Resolution /

Economic Incentives (for Legislators-Political Officials); Sustainable Development and Ecotourism (for Community Leaders)
Audiences: Community Leaders, Legislators-Political Officials

4. *Subject Area:* Environmental Education and Outreach
Audiences: Teachers, Local NGOs and relevant government organizations. (Note: Although hunters/consumers/fishers and the media received enough marks to be part of this theme, the proponents decided that these were not audiences to train on how to do environmental education but rather should be recipients of environmental education.)
5. *Subject Area:* Sustainable Resource Use, including Sustainable Harvest, Sustainable Collection and Best Practices
Audiences: Hunters/Fishers/Consumers; Community Leaders; and Industry

Definition of Audiences:

Park Personnel: In some countries protected area park guards are the only public presence of the national government. For some participants this would be their first on-the-job training experience.

Protected Area Managers: Management of protected areas is sometime done by government personnel, often located far from the protected area, and, in some countries by staff of non-government organizations contracted for that purpose. We include both in this category.

Technical Conservation Personnel: Employees of government terrestrial and marine wildlife and conservation agencies, or non-governmental organizations, as well as fisheries agencies relevant to migratory species. To continue success of employee participation, close collaboration with local governments will be critical to appropriately reflect local needs and issues.

Local NGOs: Non-governmental organizations and grassroots development organizations that have the know-how and influence to play a critical role as trainers, communications channel and interface between local communities and the relevant elements of the capacity building plan.

Upper Level Students: Future conservation professionals (wildlife biologists, managers, local leaders, and policymakers), pursuing Master of Science (M.Sc.) and certificate level degrees, as well as some doctor of philosophy (PhD.) degrees in natural resource conservation and management.

Community Leaders: Community leaders and/or “opinion leaders”, including media practitioners, would be selected from those progressive members of the community that can catalyze actions and make the extension message compelling (“train the trainers.”)

Legislators-Political Officials: Select groups of policymakers, most with likely little background in the environmental sciences and issues related to conservation and sustainable development, and who will influence decision making in this field.

Teachers: Select individuals at the elementary and secondary levels responsible for designing and delivering environmental or science related curricula, as well as selected individuals at relevant institutions or organizations (national or regional) involved with the science/environmental curricula (eg. at Ministries of education.)

Capacity Building Priorities

i) Monitoring and Evaluation for Park Personnel, Protected Area Managers, Technical Conservation Personnel, Local NGOs, and Upper Level Students
Successful, long-term conservation of a species and its habitat relies on knowledge of its biology coupled with integrated efforts to

protect and manage that species and habitat in a sustainable manner. Monitoring is an intricate endeavor because it involves complex technical issues related to the monitored objects, and involves multiple scales and attributes: from local-level (species), to populations, whole ecosystems and entire landscapes. Policies are built upon knowledge about the state of the system (evaluations and appraisals), which are generated from monitoring efforts. Governments have wide-ranging monitoring needs that are fundamental requirements for their resource management. Monitoring programs must be comprehensive in scope, coherent with management needs, and sensitive to the technical issues that affect project design. Resource surveys provide the foundation for the establishment of national conservation programs and policies. Monitoring is generally costly, and its value is highly dependent on a technically adequate design.

Training in this subject area will be driven by funds available, rather than by need, in that the need far exceeds the resources to be raised in this proposal. Typical training workshops would range from 5 to 10 people per instructor. Using a “training-the-trainers” approach could lead to a 3:1 multiplier where each person to be trained commits to training an additional three people. Audiences should be categorized according to function: 1) on-the-ground data collectors; 2) site/protected area managers, NGO leaders, community leaders; 3) senior national conservation personnel. The on-the-ground personnel need to have at least some of the training done locally, and specific to the taxa and habitats to be monitored. The “higher-level” (farther from the field) audiences need less detailed, less hands-on information. These audiences could be trained regionally or hemispherically, perhaps with distance-education technologies. For this reason, we recommend development and delivery of a modular training. Training is envisioned to be organized around two modules:

Module A. Basic Principles and Practice of Monitoring Monitoring is a specialized, costly endeavor in which project design is critical and determines the degree of success or failure of any investment for this purpose. Based on purely scientific imperatives, more data is always better; but budgetary considerations force realism on such scientific enthusiasm. In reality, most monitoring efforts are poorly planned and executed and yield data of dubious value. This often leads to unwillingness by funding agencies to “waste” money on supporting such activities. Monitoring has a critical place in adaptive management but it must have a well defined purpose and be technically adequate for it. This module will provide managers and decision-makers (park personnel, protected area managers and technical conservation personnel) a basic familiarity with monitoring concepts, how it fits into management and sustainability notions, and scale/grain issues. Whereas actual design is therefore best left to experts, this course will familiarize managers with basic principles needed to help guide the development process of monitoring efforts that are biologically sound as well as technically correct.

Module B. Participatory Techniques for Problem Identification/Definition. The most important step in problem solving is problem definition. Whereas scientific problems are commonly sharply defined, addressing social problems requires sifting through a broad spectrum of different perspectives and appreciation of reality. However, several methodologies have been developed (such as Soft System Methodologies) to capture the nature of the problem(s) and to define approaches and strategies to address them. These tools involve methods for management of guided interventions where people with different objectives and perceptions discuss and increase their understanding of the problem at hand, and develop shared visions. When confronting complex, multi-stakeholder social or environmental problems, scientific risk

assessment and risk characterization must be combined with broad social participation. In this approach, stakeholders, including experts and non-experts, work together to characterize and determine appropriate responses to risk by integrating scientific, social, ethical, and political perspectives into a common shared framework for decision-making.

This module will provide participants the skills needed for establishing a participatory framework of stakeholders that should lead to the creation of a cooperative decision-making environment in which trust, understanding, and mutual reliance can develop and persist. Since participatory policy analysis is democratic in its integration of various types of information, including quantitative and qualitative, analytical and perceptual, and objective and subjective, it can be highly demanding of social resources, including time, money, and stakeholder commitment and skills. Participatory policy analysis is a search tool for broadly acceptable and implementable solutions, rather than for optimal solutions that may be difficult to implement.

Several taxa, especially certain bird groups, sea turtles, cetaceans, and Monarch Butterflies, have on-going monitoring and training programs, which currently lack cooperation and coordination. Among the efforts that could be integrated into the WHMSI activities are those offered by the following institutions: Point Reyes Bird Observatory; WIDECASST & University of West Indies; ParkFlight (US National Park Service); Invasives Information Network; Government of Jamaica; PROAVES-Colombia; and Institute for Field Ornithology (American Birding Association).

ii) Administration (Fundraising/ Financial Mechanisms; Organization Administration/ Management; and Project Development/ Management), for Protected Area Managers, Local NGOs, and Technical Conservation Personnel

Resource management involves active development of organizational skills and leadership. Modern resource managers are asked to address increasingly complex issues and participate in multiple-stakeholder decision-making processes. A foundation for effective administration is the development of good judgment and three broad types of skills: human, technical and conceptual (ability to integrate and coordinate). This is true for administrators at all levels.

This training will build on and help disseminate several ongoing programs provided by organizations such as TNC, WWF, UNDP, AESI, USAID, OTS, Birdlife International, USFWS, Ducks Unlimited, IUCN, UNESCO, CATIE, UCI, UNA, Proarca/Costas, Universidad de Cordoba, Colorado State University, Boticario, CIPAM/USDA, University of the West Indies, Salvanatura, and others. These programs will be adapted to reflect subregional needs and their curriculum materials will be standardized as much as possible to focus on migratory species and the areas that are most important to those species. Existing manuals, directories, magazines, websites, and other relevant resources will be consolidated and disseminated.

Short courses (1-4 weeks) would be preferable as the delivery method for this training, since it may be hard for government and NGO employees to obtain permission to participate in longer sessions. In order to reach out to the maximum number of people, the project will focus on training the trainers, the creation of a network of educators, and information dissemination through the Internet. The Request for Proposals process will be used to identify the best delivery mechanism for the courses, which could be designed around specific topics or audiences to be trained, depending on the strengths and skills of the proponents.

Priority topics to be included in the training courses include:

For Protected Area Managers:

- Logistics and infrastructure
- Communications and negotiation with elected officials regarding decisions on migratory species conservation
- Basic administration skills
- Strategic planning for operations
- Human resource management
- Importance of cooperation with all stakeholders
- Strengthening and work with communities
- Addressing plagues and invasive species
- Safety issues (snakes, bees)
- Cooperation and synergies with NGOs
- Ecotourism management, buffer areas, interpretation programs
- Conflict resolution
- Budget administration

For other Technical Conservation Personnel:

- Strategic planning (to include migratory species issues)
- Design, implementation, monitoring and evaluation of conservation projects
- Design of indicators of performance and success
- Importance of cooperation with various stakeholders (communities, NGOs, academic institutions, etc.)
- Budget planning and administration

For national and local NGOs:

- Strategic planning of administration and resources
- Internal structure management, including staff and Board management

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- Financial mechanisms such as grants, membership, contracts, benefits, endowment funds, land acquisitions, easements, debt for nature swaps, land stewardship
 - Fiscal management and responsibilities, legal issues
 - Profit sharing (for co-management agreements)
 - Communications, marketing, public relations, lobbying, corporate support
 - Cooperation with other NGOs, agencies and private landowners
 - Project management (budget, timelines, risks, indicators of success)

iii) Social and Economic Issues:

Law, Policy Understanding and
Compliance; Conflict Resolution; and
 Economic Incentives for Legislators/
Parliamentarians/ Political Officials.

Sustainable Development and Ecotourism for Community Leaders

Social and economic issues identified as priority for these courses include site/habitat protection mechanisms such as traditional first generation control-based approaches (legislation/regulations) as well as new governance structures based on non-regulatory approaches (MOU's, landowner partnerships, Codes of Conduct and incentives). Non-regulatory approaches can be better suited to address large-scale, dispersed conservation issues. Promising new generation approaches will be examined, particularly private-sector based partnerships and state-federal mechanisms. These approaches are "place-based" and civic oriented, engaging communities and emphasizing cooperative rather than intrusive methods while working within the context of established legislation.

Resolution of complex problems requires approaches that are widely acceptable, practical to implement, technically and economically feasible, and politically achievable. Conflict can

be a source of pain and loss of potentiality or it can be an opportunity to generate adaptation and ultimately far-reaching unity. This training will provide participants with basic techniques to address social and economic issues using case studies that illustrate aspects of bargaining and negotiations as they occur between government, environmental advocates and other affected stakeholders, and will provide examples of opportunities and obstacles in various resource management contexts.

For Legislators/Political Officials, course duration will be 5 days for legislators, ½ day for ministers, and 2 weeks for technical advisors (not as prone to turn over with change of administrations), including 2-3 participants per country. The courses will be professionally facilitated, and would take place in an attractive location to entice participation. Partial scholarships will be provided to facilitate attendance.

Curriculum will be based on existing programs by organizations such as CMS, CITES, CCAD, CATIE, Katoomba group, Forest trends, University of Peace, GLOBE (Global Legislators Organized for a Balanced Environment), and other international NGOs and universities.

Key topics to be included in the courses are: International Conventions and regional agreements; Environmental impacts on migratory routes and main threats; Key sites and species for each country/region to protect; Importance of best practices regionally and internationally; Exchange information about existing legal instruments; Development of international instruments under CMS to coordinate national level migratory species conservation activities across a migratory range; Harmonization of legislation; Application of national legislation; Legal processes from investigation to court; Forensic techniques.

For Community Leaders, the training will be structured as a training of trainers (TOT) model and will be conducted subregionally and/or nationally for periods of 3-4 weeks. Priority will be given to communities in or near key migratory routes.

Training modules will be designed using materials from existing training programs conducted by, among others, USFWS, CMS, CITES, Park Rangers in Argentina, RENCITAS, WWF, Environmental Law Institute. Key topics to be included are: identification of migratory species, migratory routes, general knowledge of ecosystems and species as well as present threats, protection plans, international conventions, survival in mountains, scuba diving, first aid, policing/enforcing techniques, alert system and monitoring on a national level. Existing ecotourism initiatives will be highlighted, as well as sustainable fisheries, such as the incidental catch program in Ecuador; Whale ecotourism in Panama; UNDP ecotourism projects; Patagonia activities by the Fundacion Patagonia Natural; and ACTUAR for community tourism.

iv) Environmental Education and Outreach (Public Awareness, Communications and Extension Skills), for Teachers, Local NGOs, Community Leaders and Governmental Education **Officials**

Progress toward the goal of sustainability is directly correlated with the degree to which local people become involved in developing the resource management strategies. This requires the empowerment of local communities so that they may effectively blend new knowledge and technologies with traditional ways of doing things. Therefore, the training will provide participants with the necessary tools and skills to develop effective and adaptable education programs and activities on migratory species conservation suitable to local issues, conditions and circumstances.

Through the Request for Proposals process, the project will identify the best suited candidates to conduct this training. It is anticipated that 2-3 courses (1-4 weeks each) will be conducted annually to train about 20 trainers per course, who would then commit to train others regionally. Seed funds will be provided to conduct such subsequent training. Specific activities to be included are:

- a. Design of course and manual: the course will be generic in nature by highlighting cross-cutting themes, and focused on how to implement effective environmental education with emphasis on migratory species conservation applicable at different local or regional levels. It will be hemispheric in application but adaptable to a variety of delivery mechanisms and regions. The course will be translated in different languages. Although there is no existing course focused on this subject area and with a hemispheric approach, the newly designed materials will build upon existing efforts.
- b. Development of specific criteria for selection of course participants to help address issues of sustainability and institutional support.
- c. Training of trainers at an existing center. These trainers would in turn commit to train others in their countries or regions of influence. Seed funds will be provided to develop and/or implement plans that (1) help people become aware of the value of migratory species and their habitats; (2) educate people about threats to these species and how they can contribute to improve their management; and (3) motivate people to support or implement policies to conserve and manage these species.
- d. Use of virtual (eg. Eco-index, IABIN) and real libraries to disseminate course manual.
- e. Identification of opportunities to incorporate or expand scope of environmental education

related to migratory species within current national curricula.

f. Build/expand a network of environmental educators within the hemisphere.

v) Sustainable Resource Use (sustainable harvest, sustainable collection and best practices), for Hunters/Fishers/Consumers and Community Leaders; Industry

Training in these areas will be organized around five 2-week courses to train 50 trainers per year. Seed funds will be provided to support the activities of trainers related to the development of model projects, or to the expansion of successful ongoing model projects in the field of capacity building for migratory species conservation. Data collected by the trainers will be analyzed to evaluate the impact of this training from a regional perspective.

Trainers will train at a regional level as multipliers, and these multipliers will train the final target audience (consumers, hunters, fishers, and community leaders on one hand; and industry, on the other), with the number of beneficiaries at the local level varying according to local factors. Two modalities of multipliers are envisioned: 1) a specialist in a specific subject area, and 2) a generalist that facilitates access to key organizations that work with industry, to the existing tools (e.g. certification processes, manuals, etc.) such that they can in turn approach the industry with avenues to adopt best practices. The generalist is expected to work at a regional level. Multipliers should be staff of organizations or institutions that cover their salaries during the training and implementation of their projects. Information should be disseminated locally, and all levels should share in the lessons learned. In order to reach out to hunters, fishers and consumers, the project will encourage the development and implementation of local initiatives with regional promise and the scaling-up of those with demonstrated success at a model level.

Courses (for trainers and local recipients) would last two weeks for both industry and hunters/fishers/consumers/community leaders. However, in the process of identifying the best provider of these services, the WHMSI Steering Committee will also consider that training might be more effective in stages, and that subsequent opportunities should exist to build on training through refresher courses, networking, and other opportunities. The web in particular may offer additional modules, a platform for sharing experiences and updates, as well as other resources for trainers and local recipients. It is envisioned that training will take place at regional centers, bringing students to the center, in order to foster a regional vision and to maximize the benefit of cross-border ties and the potential for sharing of experiences among professionals.

Curricula for these courses will be based on existing materials, with a particular focus on transboundary migratory species. Some materials may need to be redesigned to accommodate persons who cannot read. Equipment, Internet access, and tuition support will almost certainly be needed. Even though there is no existing training program on Sustainable Resource Use that incorporates a vision for hemispheric migratory species conservation, there are numerous NGOs, academic institutions and government agencies in the hemisphere that regularly provide capacity building at a community level. Therefore, no new institutions will be needed in order to meet trainer needs. Existing universities, international organizations and regional environmental programs all provide possible platforms and expertise for developing and implementing trainer programs. These include CREHO; Regional Wildlife Management and Conservation Programs in Costa Rica, Argentina, Brazil, Chile and Venezuela; the Eastern Caribbean Institute for Agriculture and Forestry; the Institute for International Tropical Forestry; the Jersey-Durham Institute; Universidad para

la Cooperación Internacional (Costa Rica); RARE; the Food and Agriculture Organization (FAO); the National Conservation Training Center (U.S.), and the Smithsonian Institution.

For hunters/fishers/consumers, the project will identify whether relevant, related programs of sustainable resource use already exist. The effort will seek indicators to assess the impact of the training program on decisions that pertain to the conservation of migratory species. National governments may have extension officers to work on issues like agriculture, forestry, fisheries and tourism. Industry already enjoys various platforms that could be used to encourage action on migratory species, addressing such threats as the unsustainable taking of migratory species and the impact of industry practices on habitats. These include certification programs (Conservation International, Rainforest Alliance, WWF, Forest Stewardship Council, ISO, EUROGAP, Marine Stewardship Council, etc.); International Tropical Timber Organizations; CMS and CITES Secretariats; Convention on Biodiversity guidelines; incentives for sustainable use (eg., environmental service payments); and others.

Exchanges of experiences and information will be facilitated at a regional level. Courses could be scheduled in conjunction with one or more of several events relevant to these courses, including meetings of IUCN SSC Specialist Groups, Neotropical Ornithological Conference, the Caribbean Biodiversity Conference, Meso-American Society for Biology and Conservation, Amazonia Wildlife Management Conference, International Fishers Forum Organization, International Sea Turtle Symposium, bilateral science and technology meetings, among others. International conventions and entities (SPAW, CMS, Ramsar, CITES' Regional meetings, UNEP, GEF) may provide additional opportunities for exchanges. Private sector events like trade shows or resource-specific meetings may provide another opportunity

for information exchange among trainees and experts in the field.

Common elements to all courses:
All courses in the capacity building plan will seek to provide:

Institutional support (institutional and curriculum strengthening): Regional training programs are unable to sustain themselves solely with local funding. Experience has shown that while local institutions can make significant efforts to contribute to such programs, it is virtually impossible for them to bear the burden of supporting a high quality regional program. This project will support the strengthening of core faculty and resource people, enrich that faculty by involving local resource managers in the training process, and enhance the curriculum beyond the present capacity of host institutions to do so. Experienced professionals may be granted lecturing awards to serve as instructors that complement core faculty and as an inexpensive way to transfer expertise. Although primarily intended to support local training, these awards may be offered to support combination training/research when the topic is clearly in the interest of the local program and the country. Curriculum enrichment would be supported by involving the students more actively in field courses and exercises off-campus in rural communities and within government agencies—such activities would enhance the student's comprehension of the multidisciplinary nature of issues at hand and foster the recognition and understanding of the interlocking social, economic, political and scientific aspects of these issues.

Scholarships, mentoring and internships: Scholarships are needed to sustain the regional participation of students in the training courses. It is fundamental that the regional programs recruit more students from neighboring nations. Typically, support for these students has had to come from outside sources and has been difficult to raise. Internships are intended

to provide depth and applied experience to the theoretical foundations acquired through course work. Internships would assist in the development of problem solving skills focused on local issues, economic realities and social/cultural settings. Trainees would have the opportunity to apply their newly-acquired skills in practical projects. Furthermore, it is expected that the internships would provide a mechanism by which trained students may be inserted into local institutions, enhancing their chances of being retained and avoiding the loss of trained personnel to other unrelated activities.

Learning-by-doing for small institutions, workshops & communications to reach industry: would provide the opportunity for participants to receive additional training and to develop new skills. Participants will gain new insights, skills, and techniques to use in their positions. This will also be an important mechanism to transfer methodologies and problem solving approaches between sub-regions.

Electronic information exchange: Unpublished reports and other documents, referred to as gray literature, make up the large bulk of written materials on biodiversity related subjects in Latin America. This information has great value for management since generally it is a rich source of local knowledge. Unfortunately, it may be inaccessible because it is spread out in many institutions. Worse yet, this type of information is vulnerable to disappearance since generally these documents are produced in very limited quantity, their value may not be recognized, or they may simply be forgotten. The importance of establishing of a regional information and documentation network is recognized in the Central American Agenda on Environments and Development (UNDP-WRI-IUCN/ORCA-CI 1992). The project will strengthen existing documentation centers which have already initiated the task of document collection, processing (indexing),

storage, and digitalization. In coordination with IABIN (Inter American Biodiversity Information Network), the project will make documentation centers operational and useful for technical, policy making and extension/environmental education purposes, as well as efficiently networked in order to provide regional access and coverage. The availability of this technical information will also serve to insure the successful implementation of other GEF and technical assistance activities within the region.

Institutional networking: Through annual meetings of program representatives from the various subregions, the project will seek to improve communications and promote cross-fertilization between the training programs. Associated with these meetings will be program reviews and assessments to encourage the interchange of ideas and the development of activities and curriculum modifications that meet the current needs of the hemisphere as well as to assist in the conceptualization, planning and implementation of activities that address current issues. Project implementation is a learning experience, this self-review process provides a mechanism whereby this accumulated experience may be fed back into the project to improve methods and procedures. It also makes the program adaptive to changing curricular, training and outreach needs, improving its effectiveness.

Institutionalization of training programs to ensure long-term sustainability beyond the life of the GEF project
In order to institutionalize the training programs, a culture of training in the region must be created. This will demonstrate that a demand exists for training in the subject areas and for the target audiences identified by the countries over the long term. In the selection of courses to be funded by this project, special consideration will be given to those who can provide curriculum and materials that can be adapted and adopted by NGOs and other

training opportunities, or those which highlight best practices that can be incorporated into local law or promoted by the appropriate conventions, in order to ensure that migratory species issues are made relevant to their projects.

The RFP process for selecting activities to be funded will give priority to proponents who can strengthen existing programs, building their resilience, performance, and long-term autonomy. This will be carried out by building on existing capabilities, strengthening current assets in material and human resources, and critically examining weaknesses and constraints to long-term achievement. Programs will be encouraged and supported to create a “niche” and “identity” in terms of products delivered in order to build demand and prestige. Programs will be strengthened to ensure creativity and indigenous applications of knowledge relevant to the region. Activities should be designed to the highest standards while insuring that they respond to society’s current needs, and that they can be delivered in an appropriate

format. Partnerships within and among programs will be promoted through functional linkages and overall coordination to ensure that their products and services are offered at reasonable cost, and to offer a wide diversity of products that complement each other. Special consideration will be given to programs that seek to strengthen their delivery mechanisms, through techniques and technologies that offer the greatest opportunities for low cost delivery. Feedback mechanisms should be implemented to ascertain that program activities address current needs and serve their customers. These mechanisms could include, for example, periodic consultations with resource agencies and MEA secretariats as well as program review meetings. Programs will remain in demand and competitive as long as they can maintain pride in their products, develop useful services, and create strong national and regional constituencies that fully recognize the needs of the society they are embedded in, and which underwrites their existence.

Appendix 4: Participants List

Second Western Hemisphere
Migratory Species Conference –
Hands across the Hemisphere:
Helping People to Help Wildlife
January 17-20, 2006
Hotel Herradura, San Jose, Costa Rica

Country Delegates:

- **Antigua and Barbuda:** Victor Joseph, Ministry of Education
- **Argentina:** Lic. Maria Laura Tombesi, Secretaria de Ambiente y Desarrollo Sustentable
- **Bahamas:** Rochelle Newbold, Environment, Science and Technology Commission, Ministry of Health and Environment
- **Barbados:** Karl Watson, Ministry of Environment
- **Belize:** George Hanson, Forest Department, Ministry of Natural Resources and the Environment
- **Bolivia:** Luis Fernando Terceros C., Unidad de Vida Silvestre, Dirección General de Biodiversidad, Viceministerio de Recursos Naturales y Medio Ambiente, Ministerio de Desarrollo Sostenible
- **Canada:** Steve Wendt, Canadian Wildlife Service
- **Chile:** Charif Tala, Subdepartamento de Vida Silvestre, Servicio de Agricultura y Ganadería
- **Colombia:** Maria Rivera Gutierrez, Direccion de Ecosistemas, Ministerio del Medio Ambiente
- **Costa Rica:** Jose Joaquin Calvo, Sistema Nacional de Areas de Conservación, Ministerio del Ambiente y Energia
- **Dominica:** Stephen Durand, Director of Forestry, Wildlife and Parks, Ministry of Agriculture and the Environment
- **Ecuador:** Sixto Naranjo, Parque Nacional Galapagos
- **El Salvador:** Ricardo Portillo, Ministerio de Medio Ambiente y Recursos Naturales
- **Haiti:** Gary Bonhomme
- **Honduras:** Oscar Pinto, Director General de Biodiversidad, Ministerio de Recursos Naturales y Ambiente
- **Jamaica:** Yvette Strong, Biodiversity Branch, National Environment and Planning Agency
- **Mexico:** Felipe Ramirez Ruiz de Velasco, Director General de Vida Silvestre
- **Nicaragua:** Lic. Carlos Ramiro Mejia U., Dirección General de Recursos Naturales y Biodiversidad – MARENA
- **Panama:** Marina Gallardo, Dirección de Areas Protegidas y Vida Silvestre Autoridad Nacional del Ambiente ANAM
- **Paraguay:** Luis Amarilla, Head, National Museum of Natural History, Ornithology Department
- **Peru:** Rosario Acero, Directora de Conservacion de la Biodiversidad, INRENA
- **Republica Dominicana:** Lic. Amarilis Polonia, Directora de Biodiversidad y Vida Silvestre, Subsecretaría de Areas Protegidas
- **Saint Kitts and Nevis:** Jay Farier, Assistant Physical Planner, Ministry of Sustainable Development
- **Saint Lucia:** Donald Anthony, Forestry Department, Ministry of Agriculture, Forestry and Fisheries
- **St. Vincent and the Grenadines:** Fitzroy Springer, Forestry Department
- **Suriname:** Ms. Marijem Djosetro, Nature Conservation Division, Forest Service
- **Trinidad & Tobago:** Nadra Nathai-Gyan, Wildlife Section, Forestry Division

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- **United States:** Herb Raffaele, Division of International Conservation, Fish & Wildlife Service
 - **Uruguay:** Jorge Cravino, Departamento de Fauna, Dirección General de Recursos Naturales, Renovables, Ministerio de Ganadería, Agricultura y Pesca, Uruguay
 - **Netherlands Antilles:** Eric Newton, Ministry of Public Health and Social Development, Department of Environment and Nature

Interim Steering Committee:

- Herb Raffaele (Chair), Division of International Conservation, Fish & Wildlife Service
- Maria Rivera, Direccion de Ecosistemas, Ministerio del Medio Ambiente, Colombia
- Jose Joaquin Calvo, Vida Silvestre, Sistema Nacional de Areas de Conservación, Ministerio del Ambiente y Energia, Costa Rica
- Jorge Cravino, Departamento de Fauna, Dirección General de Recursos Naturales, Renovables, Ministerio de Ganadería, Agricultura y Pesca, Uruguay
- Donald Anthony, Wildlife Officer, Forestry Department, Ministry of Agriculture, Forestry and Fisheries, Saint Lucia
- Carlos Drews
Regional Coordinator for Marine Turtle Conservation in Latin America and the Caribbean, WWF-Centroamérica
- David Pashley, Vice-President for Conservation Programs, American Bird Conservancy
- Charles Duncan, Western Hemisphere Shorebird Reserve Network
- Rob Clay, Birdlife International
- Francisco Rilla, UNEP/CMS Secretariat

- Margarita Astrálaga, Ramsar Convention
- Marco Solano, Convencion Interamericana para la Proteccion y Conservacion de Tortugas Marinas (CIT)
- Alessandra Vanzella-Khoury, Caribbean Environment Programme, Regional Coordinating Unit, UNEP

NGOs and Conventions:

- Ghisselle Alvarado Quesada, National Museum of Costa Rica
- Verónica Anadón-Irizarry, Caribbean Program, BirdLife International
- Randall Arauz, Programa Restauración Tortugas Marinas, PRETOMA / Sea Turtle Restoration Project, STRP
- Jim Barborak, Centro de Conservacion de la Biodiversidad de Mexico y Mesoamerica, Conservation International
- Philippe Bayard, Soci  t   Audubon, Haiti
- Nuria Bolanos, Rainforest Alliance
- Paul Boudreaux, US National Ramsar Comit  , Stetson University College of Law
- Enrique Bucher, Centro de Zoologia Aplicada, Universidad Nacional de Cordoba, Argentina
- Paul Butler, RARE
- Anna Cederstav, Interamerican Association for Environmental Defense (AIDA)
- Juan Carlos Cantu, Defenders of Wildlife Mexico
- Rolando Castro, CEDARENA
- Didiher Chacon, Wider Caribbean Sea Turtle Conservation Network (WIDECAST)
- Ian Davidson, BirdLife International
- George Finney, Bird Studies Canada

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- Jaime Garcia-Moreno, Conservation International - Mesoamerica
 - Cecilia Gasparrou, Fundación Cethus
 - Kris Genovese, Defenders of Wildlife
 - Dener Giovanni, RENCTAS, Brasil
 - Eugenio Gonzalez, Estación Biológica Palo Verde, Organization for Tropical Studies
 - Debbie Hahn, International Association of Fish and Wildlife Agencies
 - Scott Henderson, Conservation International- Andes/Eastern Tropical Pacific
 - Richard Huber, Organization of American States, Sustainable Development and Environment
 - Jorge Jiménez, Organization for Tropical Studies
 - Melissa Krenke, Rainforest Alliance
 - Steven Latta, Latin American Program, PRBO Conservation Science
 - Dave Mehlman, Migratory Bird Program, The Nature Conservancy
 - Rosabel Miro Rodriguez, Panama Audubon Society
 - Rosa Montanez, Centro de Capacitacion Regional Ramsar
 - Julio Montes de Oca, IUCN-Mesoamerica
 - Cristina Morales, Guyra Paraguay
 - Maria Isabel Moreno, Fundacion Proaves
 - Carroll Muffett, Defenders of Wildlife
 - Mario Ramos, Global Environment Facility
 - Jose Vicente Rodríguez-Mahecha, Unidad de Conservacion de Especies, Centro de Biodiversidad de los Andes, Conservation Internacional
 - D. Greenville Roles, Animal Operations Manager/Curator of Birds Disney's Animal Kingdom
 - Joel Saenz, ICOMVIS-Universidad Nacional de Costa Rica
 - Lisa Sorenson, West Indian Whistling-Duck and Wetlands and Society for the Conservation and Study of Caribbean Birds
 - Ivan Valdespino, IABIN project - Panama
 - Xico Vega Picos, Pronatura Noroeste Mar de Cortes, Mexico
 - Jean Vilmond Hilaire, Société Audubon, Haiti
 - Sarah Wren, Nature Canada (formerly the Canadian Nature Federation)
- Additional Government Representatives:
- Cinthya Alfaro, US Embassy, Costa Rica
 - Carol Beidleman, NPS Park Flight Migratory Bird Program, US
 - Humberto Berlanga, Coordinador de ICAAN-NABCI Mexico, CONABIO, Mexico
 - Garry Donaldson, Environment Canada
 - Jeff Flocken, US Fish & Wildlife Service, US
 - Guy Foulks, Wildlife Biologist, Division of Bird Habitat Conservation, US Fish & Wildlife, US
 - Alexis Gutierrez, NOAA Fisheries Services, US
 - Judd Howell, US Geological Survey, Patuxent Wildlife Research Center and Bird Banding Laboratory, US
 - Paul Kluckner, Pacific and Yukon Region, Environment Canada
 - Bernard Link, Regional Environmental Hub for Central America and the Caribbean, US Embassy

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- Carol Lively, Migratory Bird Program, Forest Service International Program, US
 - Gary Myers, Tennessee Wildlife Resources Agency, US
 - Jonathan Putnam, National Park Service, US
 - Oscar Ramirez, SEMARNAT, Mexico
 - Carlos Manuel Rodriguez, Ministry of Environment and Energy, Costa Rica
 - Dana Roth, USDA Forest Service, US
 - Paul Schmidt, US Fish and Wildlife Service, US
 - Elizabeth Sellers, National Biological Information Infrastructure (NBII) and its Bird Conservation Node, USGS, US
 - Bob Sorenson, Office of Ecology and Terrestrial Conservation, Bureau of Oceans and International Environmental and Scientific Affairs, Department of State, US
 - Miguel Stutzin, Servicio Agrícola y Ganadero, Chile
 - Kent Wohl, US Fish and Wildlife Service, US

Appendix 5: Interim Steering Committee

Herb Raffaele, Chair

Division of International Affairs Chief
US Fish & Wildlife Service
Division of International Conservation
4401 North Fairfax Drive, Suite 730
Arlington, Virginia 22203
United States
T: 703-358-1754
F: 703-358-2115
E: herb_raffaele@fws.gov

Maria Rivera Gutierrez

Dirección de Ecosistemas
Ministerio del Medio Ambiente
Calle 37 No. 8-40, Piso 2
Bogotá, D.C.
Colombia
T: 57 1 332-3434 / 3406207
E: jrivera@impsat.net.co
mrivera@minambiente.gov.co

Jose Joaquín Calvo Domingo

Encargado de Vida Silvestre
Sistema Nacional de Áreas de Conservación
Ministerio del Ambiente y Energía
San José, Costa Rica
T: (506) 283-8004
F: (506) 283-7343
E: jjcalvo@minae.go.cr

Jorge Luis Cravino

Director Departamento de Fauna
Dirección General de Recursos Naturales
Renovables
Ministerio de Ganadería, Agricultura y Pesca
Cerrito 318, C.P. 11.000
Montevideo - URUGUAY
T: (598 2) 9156452-53, 9156741, 9158434.
F: (598 2) 9156456
E: jcravino@mgap.gub.uy

Donald Anthony

Forestry Department
Wildlife Officer, Ministry of Agriculture,
Forestry and Fisheries
Castries, St. Lucia
T: 758 450 2078/2231
F: 758 450 2287
E: anthonydonald@hotmail.com
biom@candw.lc

Carlos Drews

Regional Coordinator for Marine Turtle
Conservation in Latin America and the
Caribbean
WWF-Centroamérica
Apartado 629-2350
San José, Costa Rica
T: 506-2348434
F: 506-2534927
E: cdrews@wwfca.org

David Pashley

Vice-President for Conservation Programs
American Bird Conservancy
P.O. Box 249
The Plains, VA 20198
T: 540-253-5780
F: 540-253-5782
E: dpashley@abcbirds.org

Charles Duncan

Western Hemisphere Reserve Shorebird
Network
76 Emery Street
Portland, ME 04102 USA
T: 207-871-9295
F: 207-842-6496
E: cduncan@manomet.org
www.manomet.org/WHSRN

Rob P. Clay, Ph.D

Director de Conservación / Americas
Conservation Manager
Americas Secretariat / Secretariado
BirdLife International
Vicente Cárdenas E5-75 y Japón, 3er Piso
Quito, Ecuador
T: +(593) (2) 245-3645, 227-7399, 227-7497
F: +(593) (2) 227-7059
Cel: 093086272
Skype: robpclyay
E: rob.clay@birdlife.org.ec,
robpclyay31@yahoo.co.uk
www.birdlife.org

Lyle Glowka

Agreements Officer
UNEP/CMS Secretariat
Martin-Luther-King-Str. 8, 53175 Bonn,
Germany
T: 0049 228 815 2422
F: 0049 228 815 2449
E: lglowka@cms.unep.de

Margarita Astrálaga

Americas Regional Co-ordinator
Ramsar Convention Bureau c/o IUCN
28 rue Mauverney, 1196 Gland
Switzerland
T: 4122 9990178/75
F: 4122 9990169
E: astralaga@ramsar.org

Marco A. Solano M

Secretario Pro-tempore
Convención Interamericana para la Protección
y Conservación de Tortugas Marinas (CIT)
Apartado 10104-1000
San Jose, Costa Rica
T: 506-2572239
F: 506-2224732
E: citsecret@amnet.co.cr

Nelson Andrade Colmenares

Coordinator, Caribbean Regional Co-ordinating
Unit
UNEP / SPAW
14-20 Port Royal Street, Kingston, Jamaica
T: 876-922-9267
F: 876-922-9292
E: unepreuja@cwjamaica.com
Avk.unepreuja@cwjamaica.com

Richard Huber

Principal Environmental Specialist
OAS, Sustainable Development and
Environment
T: 202-458-3227
F: 202-458-3560
E: RHuber@oas.org