Final Report

Seminar on Governance in Protected Areas: Potential due to their Practical and Conceptual Contribution in Latin America and the Caribbean.

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Summary

Professionals and those interested in the conservation of protected areas must make efforts for all of the sectors associated with their natural and cultural heritage to have access to information, decision-making processes, responsibility, the definition and implementation of conservation actions and strategies, etc. To do so, protected area (PA) directors must establish mechanisms based on good governance principles and clear strategies that can, gradually, achieve progress and learning that will allow working with people and social actors to learn how to use these spaces effectively.

The objective of this training process was to contribute to progressing towards good governance in the protected areas of Guyana, French Guiana and Suriname, working as a space for reflecting upon and understanding a series of theoretical and conceptual aspects of this vision of good governance.

It was a theoretical and instrumental course geared towards analyzing and applying tools and methods to understand better the issues of governance in protected areas. Participatory methodologies were used in the course, with simulated forums, dynamic discussions and debates accompanied by printed posters. The course introduced principles and elements of good governance, governance models and other theoretical aspects, generating spaces for participants to reflect and receive feedback. The goal was for fellow workers who participated in the course to also reach a critical vision that would allow them to analyze, evaluate and contribute to improving governance in the areas close to those in which they develop their professional activities.

Financial entity:

- IAPA PROJECT

Strategic objective:

✓ To provide theoretical and conceptual elements to improve technical performance in protected areas in terms of governability.

Academic objectives:

✓ To review and discuss the theoretical and conceptual elements of good governance.
✓ o The concept of governance in PAs
    o Types of governance in PAs
    o The difference between management and governance
    o The principles of good governance
    o The elements of good governance

✓ To discuss the mechanisms and usual good practices in Latin America and the Caribbean in the framework of good governance.

✓ To analyze the opportunities for improving governance practices in the protected areas of participating countries.

At the end of the course, participants will be able to:

- Have methodological and conceptual tools for promoting and facilitating sustainable, participatory governance processes and mechanisms for protected areas.
- Learn about citizen participation mechanisms and facilitate participatory processes with multiple actors and the concurrence of various disciplines.
- Promote equity in all of its forms and in all processes.
- Describe theoretical and conceptual tools that define good governance in protected areas.

Course seminar dates: March 5 and 7, 2019

Place: Suriname

Schedule: from 8:00 a.m. to 6:00 p.m.

Expected participants: 25 protected area staff members from Guyana, French Guiana and Suriname.

Objectives of the Course, Learning Path and Group Profile

The course's objectives were explained at the start and were discussed by the group in order to adapt them if the participants considered it necessary. In addition, the learning path, which was completely covered on the third day, was presented.

During this same initial exercise, the participant profile was created, which showed us that the group had a high degree of heterogeneity in terms of their disciplines, gender, time associated with managing PAs and their provenance.

A series of exercises accompanied the group's work, as listed below:

The Main Questions at the Beginning (The Balloon Game)

An activity was carried out in which participants would select balloons and, once they had theirs, they could ask a question (the questions asked before the course can be seen in attachment 2).

Upon the course's conclusion, the questions were reviewed and it was observed that most of them where answered positively with new concepts and interpretations of governance.

Training and Coexistence Agreement Conditions

The conditions for training and agreements were also discussed before beginning the training for the entire work group to clearly understand the rules.

The agreements mentioned below were reached in this exercise.

1. - To be happy and stay in high
spirits.
2. - Not To judge others or their
opinions.
3.- To have an open mind.
4.- To be willing to share.
5. - To always be positive.
6.- To go for it.
7.- To relax during training sessions.

Remembering the Course's Execution

Conceptualizing governance based on our knowledge and putting it into practice

A concept of governance was developed based on 4 key words placed on the ground: Participation, Governability, Management and Governance, and asking: what similarities and differences are there between these concepts?

What kind of protected areas do they have?

Group work was performed to determine the kind of protected area from which each participant came. To do so, participants were helped to define the four types of governance.

Exchanges among each other and the frame of action in their PA allowed them to characterize their current governance model.

The Game

The concepts of governance, governability, participation and management were illustrated through various recreational activities.

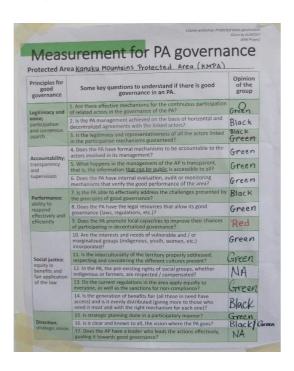## 6.- Governance Principles and the Governance evaluation: Evaluating ourselves.

The instrument known as a "governometer," by means of which a team made up of a country's members answered a series of questions about their PAs was applied in order to get to know the situation with respect to governance in participants' protected areas. These questions are derived from indicators of the five good governance principles.

As may be observed in the images that summarize each country's evaluation, the situation in terms of indicators is very different in each one of them.

Action Plans.

After using governability indicators (Governometer) to analyze the selected cases, participants were asked to prepare a brief action plan with one or two concrete actions to improve and accomplish good governance in the analyzed case. The proposals are presented below *(They were kept in the language in which they were written).*

A.- KANUKU Protected Area Action Plan:

1.- Concerning generation of just and equitable distribution of benefits derived from the use of the resources of the protected area. We will try to advance on the support of livelihood projects; the process will be trial and error since still we have not advance in this area. We can also develop a proposal for a mechanism that officially could be use in the area.

2.- We would like to make our vision be clear to all. We want the children of the communities to learn about the vision of our protected area. We need to translate the materials in the different local languages. We would like to share the vision also within the staff and share the governance analysis with them.

B.- FRENCH GUIANA Action Plan (Amazonian Park) :

1.- We would like to review in our protected area vision, reviewing that the management objectives have been developed bottom up. Also we would like to discuss internally the different governance models present.

2.- We have a new boss, we would very much like to propose to work the governance issues of our protected area.

3.- Issues of communication and participation. We need to translate materials in different languages, also review the way we are doing participation, and start introducing in the analysis some governance questions.

4.- We would like to use the time of participation in the villages to work with communities about the vision of the protected area and improve the channels to communicate this aim.

5.- We still will like to think how to work with other institutions that get closer to the area, are we going to be facilitators of the work they do? Which is our position concerning others?

C.- SURINAME Action Plan:

1.- On the issue of Social Justice: We would like to work in the Benefit sharing issues in the MUMA (Multiple use area). Develop a mechanism that assures not only that communities have benefits (ex. Out of tourism) but also the government.

2.- In terms of vision and strategic plan. We would like to share our vision to all the sectors and parties.
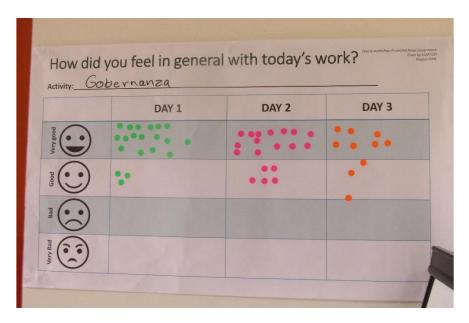

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Evaluation and Certificate Delivery

Upon finishing the course, an evaluation related to participants' general satisfaction with the course was conduct, in which it was evident that they believed the course was good.

Finally, the course was close by granting certificates for having participated in the event.

Comments and General Insights from Course Instructors:

In general, we can say that the group of professionals that were trained at this event was interested and motivated throughout the entire activity. An environment of collective work and particular joy was maintained, which allowed remarkable progress towards seamless learning and contributions from participants' experiences.

The trained officials' learning was favored by the course's participatory activities. We believe this characteristic was likely that which got the course good evaluations and allowed progress towards understanding and reconceptualizing the new concepts based on the group's experience from the beginning. In this sense, it is important to highlight that only two slide shows were presented during the entire event. One was used to introduce the course and the other to reinforce the concepts on governance. Together, they added up to no more than 2 hours of the 20 total hours of the event.

It is worth mentioning that the course actually lasted 2 and a half days, since all the professionals experienced difficulties in accessing the event site. Even though we were in rural conditions and did not have a large space in which to develop the course, students adapted to the situation and we were able to progress despite this situation without any further inconveniences.

This topic, as is usual, is not unknown. Nevertheless, its theoretical elements and the principles that define good governance are sometimes unfamiliar. The action component did not have a plan that was as detailed as those which were made in the IAPA Project's landscapes due to a lack of time. Even when students were able to visualize improvement topics, there is no certainty that we were able to consolidate profound commitments in them in terms of following up with the identified aspects. However, some participants from French Guiana expressed their interest in taking the course to the communities in their protected areas and asked for some recommendations to that end, during conversations subsequent to the course.

Participants assimilated the concepts well and were able to integrate new knowledge into their personal technical experiences. Positive feedback on what was occurring was received from all of the participating countries even though it was interesting to reflect that almost all of the models that are currently in practice are government governance models, when they were previously considered under other models. The crucial element was to discover the great differences between the topics of participation, management and governance. This clarification was very valuable for the participants and was reflected throughout the analysis and reflections in the second part of the course.

Lessons Learned from the Course

- Using recreational techniques was very important in the teaching – learning process. The way students are able to understand the concepts of governance by means of games or activities is very powerful.
- The absence of certain people from the community due to the diversity of languages that are spoken in the three countries and the complications that would entail for the course regrettably left some very interesting perspectives for understanding governance in these countries' PAs out of the discussions. The way in which communities evaluate or perceive governance processes in PAs are usually very different to how the public agency officials who manage them evaluate or perceive said processes. Even though the discussion was successful, it is evident that these courses are much more productive when the diversity of actors that are a part of governance processes in PAs are represented. The application of the "Governometer" would have been much richer with local communities' visions.
- The overall assessment is that carrying out the course in Paramaribo was the right decision because of the significance of it being a community inside a PA, for which reason it was considered a positive situation. However, this presented very many challenges in terms of logistics and academic issues that, even though they were solved, did not go unnoticed by the students. The classroom was not in a suitable condition. It was sometimes uncomfortable developing the event. Keeping the group lodged in separate locations forced some of them to leave early in the afternoon, which kept us from taking better advantage of the integration activities at night. There was no adequate place for eating meals. It is important to maintain the norm of carrying out the course in a PA to generate benefits for the community and provide a scenario for the topics to be discussed. On the other hand, efforts must be made to try to acquire logistical conditions that facilitate the course's teaching approach, integrating the group and support services (lodging, meals, security, etc.).

Reflections on Governance in Participating Countries

- The situations that exist in terms of governance in the PAs of the three participating countries are particularly different with respect to those observed in the rest of the Amazon. Furthermore, the three countries' general governance and their vision of how it must be approached is very different for each country. The practice of giving back native communities their rights is not as strong in these countries. Actually, in the case of French Guiana, it does not exist as it does in the other Amazonian countries.
- Shared governance models were not identified, such as those that exist in Peru (agreements between the Government and organizations executing Management Contracts), those that exist in Colombia (Special Management Regimes) or those in Brazil.
- The case of Suriname is interesting because it has been sentenced to return the Kaliña and Lokono communities their territorial rights. In November,

2015, the Inter-American Court of Human Rights passed a Sentence and declared that the State is responsible for violating the right to recognizing collective property, political rights and cultural identity and the duty to adopt the provisions of national law. This case, and especially compliance with the sentence, will heavily mark the progress of governance discussions in these countries in the future.

- The models in these three countries are essentially government governance models, but there are interesting cases in which communities are developing processes to gain back their rights to using the territories by means of claims placed through international organizations. In addition, the agencies that exercise governance are actually trying to respect preexisting utilizations, even in the cases in which their governments do not officially recognize them, such as in the case of French Guiana.

- The participating technicians do not have experience on community governance in other countries, which leaves a significant gap in sharing experiences, especially those of the Indigenous and Conserved Communities Area (ICCA) Consortium. Professor Solís is part of this international consortium and she shared the contact information and website of this important global work experience with the participants.

- In general, we got the impression that the governance models in the three participating countries have a lot of challenges ahead of them to apply the 5 principles of good governance, even though we perceived a willingness to put them into practice from the officials. Due to the comments made during the course, we got the impression that there is limited openness to openly discussing these topics with communities even though there are discussions of the use and management of the area.

- The case analysis based on the vision of communities continues to be fundamental and, above all, a challenge to these professionals' future training. We consider developing national exercises, hopefully integrating other sectors that are interested in the conservation of the territory and not only government officials, of enormous value, especially to present the various visions and feelings with respect to the governance of protected areas.

Recommendations

- Since the topic of governance is an issue of great interest for local actors, it is recommended to analyze the possibility that the IAPA Project, along with other local partners, could help reproduce this event in each country, using certain PAs as pilot tests to discuss this topic in and with local communities, on top of other relevant actors (tourism operators, other government entities, NGOs, etc.). The idea would be to create something similar to that which the Good Governance Promoters are doing in the IAPA Project's landscapes, which is reproducing the essential elements of the course on site so that these things can be discussed with key local actors to trigger some improvement processes for their current situations.

- It would be interesting to retrieve the experience of good governance promoters, which arose in the IAPA Project's landscapes, in the case of these countries. However, whether or not any participants are interested in creating something similar is not clear. It would be beneficial to analyze the possibility of creating an event whose purpose is to train a team of at least 2 or 3 people per country that are willing to work to take this discussion to the communities bound to PAs, in order to draw it out of the sphere of government to which all of these discussions are apparently now limited.
- An exchange and reflecting process on practical experiences that these countries consider would be very recommendable, as well as a learning path with actions in which officials are exposed to actively practicing governance and the pros and cons of each model are analyzed based on the visions of various actors.

Attachments:

1.- List of Participants

Name	Institution	E-mail	Phone number	Signature March 5th	March 6th	March 7th
Matthieu Descombes	AMAZONIAN	matthieu.descombes@guyane-parcnational.fr				
Fanny Faivre d'Arcier	ANAZONIAN PARK F. GUIANA	fanny.faivredarcier@guyane-parcnational.fr	0033694 151118			
Raphaëlle Rinaldo		Raphaelle.Rumaldo@guyane-parcnational.fr	+594 694 43 20 39			
Sevahnee Pyneeandy	French Guiana National Park DENF ORE SAP	m.foreio@guyane-parcnational.fr				
Sara Anna Henry	PROTECTED AREAS COMMISSION	saraheny.pac@gmail.com	592-879 4254			
Huichang Yang	PROTECTED AREAS CENTRE	wyang@iwokrama.org	—			
Steven Enroy Husbands	Iwokrama INTERNATIONAL CENTRE Protected areas Commission	stevenhusbands@iwokrama.org.gmail.com	592-687-8485			

Attendance list
Protected Areas Governance: Potential for its practical and conceptual contribution in Latin America and the Caribbean

Name	Institution	E-mail	Phone number	Signature		
				March 5th	March 6th	March 7th
Wenceslaus Washington	Nature National Park – Protected Area Commission	wawa.pac@gmail.com	592-609-9497			
Francisco Filho Gomes	Kenaka Mountains protected area	filhogomes.pac@gmail.com	592 673-8919			
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Protected Areas Governance: Potential for its practical and conceptual contribution in Latin America and the Caribbean

Name	Institution	E-mail	Phone number	Signature		
				March 5th	March 6th	March 7th
Mitchel-Wilfred Mettendaf						
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Protected Areas Governance: Potential for its practical and conceptual contribution in Latin America and the Caribbean

Name	Institution	E-mail	Phone number	Signature		
				March 5th	March 6th	March 7th
Bas Spek						
Stanley Arguedas	ELAP-UCI	stanley@uci.ac.cr	506 68970376			
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2.- Questions presented by the trainees with the balloon exercise:

1.- I would like to have a good management plan and a good cooperation with local communities.

2.- What benefits can governmental policy have in communities living near or close to PA.

3.- How to reach fair benefits sharing between stakeholders?

4.- How can I seriously empower local communities so they are really taking fully part of the governance?

5.- Understanding governance and what is it all about.

6.- Which governance type is preferable for protected areas and why?

7.- Traditions in Governance?

8.- How can we conciliate (without conflict) community knowledge, scientific knowledge and political stakes and reach a successful governance plan in PA?

9.- How to integrate local communities in the governance of Protected Areas?

10.- What is the main difference between governance and management?

11.- How can PA governance help solving environmental conflict?

12.- How to strength governance of PA with other sectors?

13.- Expected to see the management activities for strengthening PA.

15.- How can you manage nature and poaching?

16.- How can we manage good governance to the local people in the PA?

17.- How do you manage the tourism in your country?

18.- Are there regulations foundations that allow indigenous people / local people in your protected area to be involved in management?

19.- How can I make the difference of good governance from good management?

20.- Why is good governance of PA important?

21.- How do you manage reaching consensus with the local communities regarding PA?