

2021



# **MARINE PROTECTED AREAS MANAGEMENT SCHOOL FOR THE SOUTHERN CONE**

Lessons Learned 2017-2020





## Towards the effective MPA management

- Chile, Argentina and Uruguay have established valuable Marine Protected Areas (MPA) and may create new ones to strengthen their strategies for marine biodiversity conservation.
- The effective MPA management must be strengthened in order to achieve the objectives of current ones and contribute to the correct design and management of those to be established.
- Training MPA managers is one of the strategies to achieve this end, as an indispensable requirement for planning and sustaining ongoing management activities.



## About the Marine Protected Areas Management School for the Southern Cone

The Marine Protected Areas Management School for the Southern Cone (the SCHOOL) vision strives to set up and sustain a continuing education mechanism, involving a significant percentage of personnel in charge of MPA in the countries of the region, so that MPA are managed in accordance with common criteria and methods, and progress towards their effective management.

Between 2017 and 2020, organizations with a track record in conservation, research, education and marine environment management in Latin America implemented a series of pilot courses. The initiative puts forth important lessons learned, which may be applied to standardizing processes and coordinating similar activities in the future, within the framework of a public-private program..

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**OBJECTIVE:** By 2025, personnel in charge of key management positions in at least 50% of MPA in the Southern Cone is trained conducive to improving the effectiveness of areas under their responsibility.

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## Impact and Scope

In 2017, 2018 and 2020, a series of **3 pilot courses** were implemented by **9 professors** and professionals with a strong track record in the subjects to be taught.

The experience had a positive impact on **39 MPA**, strengthened involved public institutions in Argentina, Chile and Uruguay and consolidated a regional learning community.



*Thanks to the School I have been able to put forward proposals within the institution. The contribution has been considerable due to learning from the experience of others and networking with managers from other regions.*

*Eugenia Valdebenito, DIRECTEMAR, Chilean Navy*

## Milestones

### 2015-2016: Diagnosis

Surveys and workshops with 50 institutions in the Southern Cone:

An estimated 150 decision makers in Argentina and 200 in Chile were identified as candidates for training.

The main skills necessary for more effective MPA management in the region were identified.

### 2017: 1<sup>st</sup> Pilot Course

Competences developed:

- Evaluating Effective Management.
- Project Management.

The 2017 Pilot Course was declared “Of Interest by the Honourable Chamber of Senators of Argentina”.

### 2018: 2<sup>nd</sup> Pilot Course

Competences developed:

- Designing and Implementing Processes for Management Plan Development.

### 2019: “The Lima Declaration”

Countries and civil society organizations commitment to joint development of effective MPA management skills and support the continuity for the SCHOOL.

### 2020: 3<sup>rd</sup> Pilot Course

Competence developed:

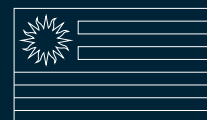
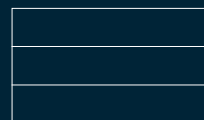
- Strategic alliances for coordinated MPA management.

Design of the SCHOOL’s continuous training program.





PACIFIC OCEAN



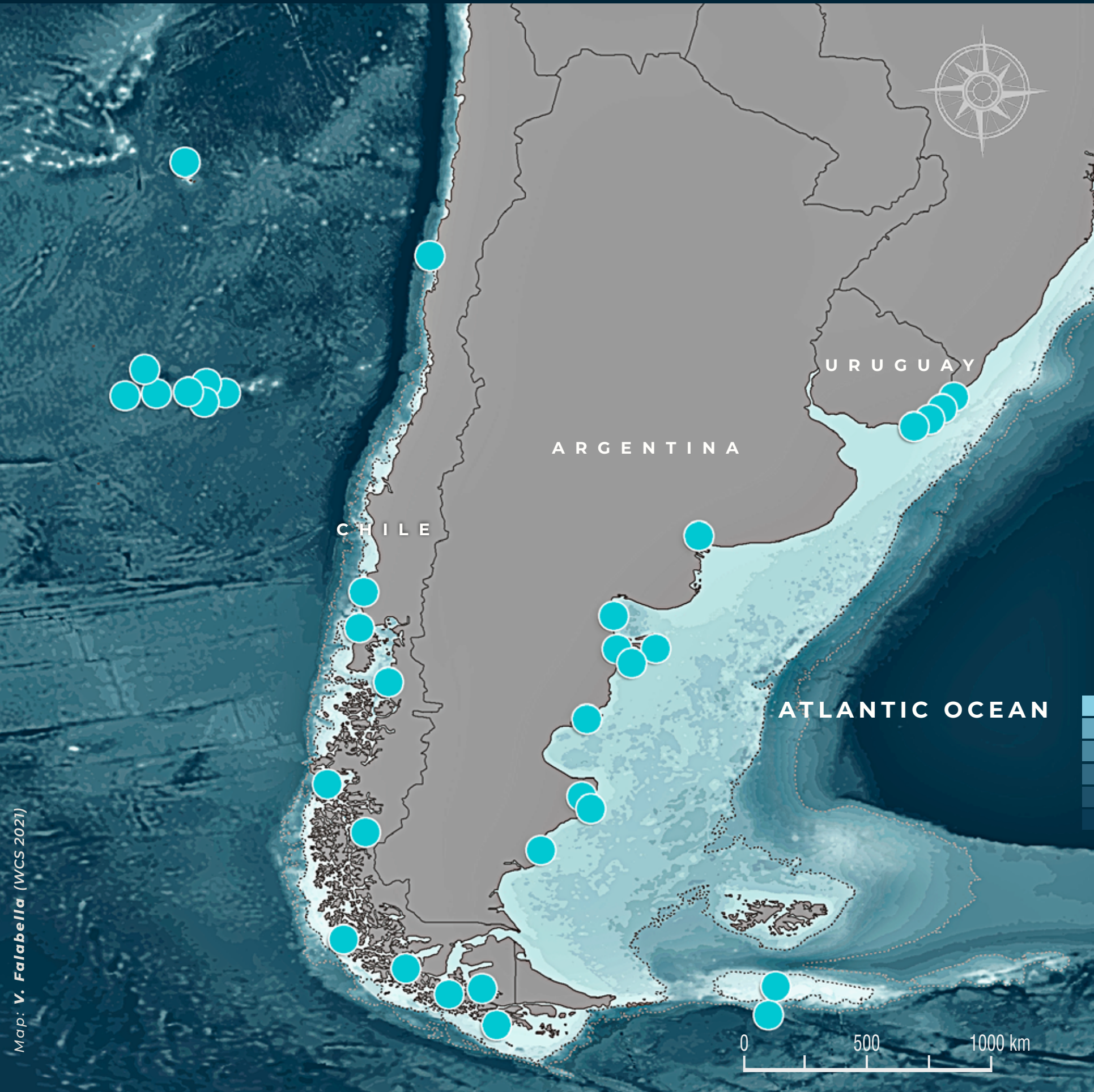
## Regional Approach

The SCHOOL strengthened the capacities of **28 MPA** managers -public administration officials and CSO members holding MPA management, administration, planning and supervising positions- from **13 institutions** (11 governmental, 2 from civil society) in Argentina, Chile and Uruguay:

01. Administración de Parques Nacionales, Argentina
02. Consejo Agrario Provincial, Santa Cruz, Argentina
03. Corporación Nacional Forestal, Chile
04. Dirección Nacional de Medio Ambiente del Ministerio de Vivienda, Ordenamiento Territorial y Medio Ambiente, Uruguay
05. Dirección de Conservación de la Municipalidad de Puerto Madryn, Argentina
06. DIRECTEMAR / Armada de Chile, Chile
07. Ministerio de Turismo y Áreas Protegidas, Chubut, Argentina
08. Ministerio del Medio Ambiente, Chile
09. Organismo Provincial para el Desarrollo Sostenible, Buenos Aires, Argentina
10. Servicio Nacional de Pesca y Acuicultura, Chile
11. Subsecretaría de Pesca y Acuicultura, Chile
12. Wildlife Conservation Society, Chile
13. World Wildlife Fund, Chile

- 39 MPA have benefited from exercises and realistic analyses and 14 projects developed to address the main management challenges identified to contribute to their management.

Map: V. Falabella (WCS 2021)



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## Regional Learning Community

The SCHOOL consolidates a marine conservation learning community at the regional level:

- Promotes the exchange of experiences.
- Builds a wide network of contacts.
- Creates relationships for collaborative and synergic work among organizations.
- Facilitates horizontal and transversal learning, beyond formal courses.
- Strengthens integrated conservation management of marine ecosystems that are shared by countries.



*The SCHOOL was a gateway to the regional MPA community, to an innovative and collaborative way of understanding and managing them.*

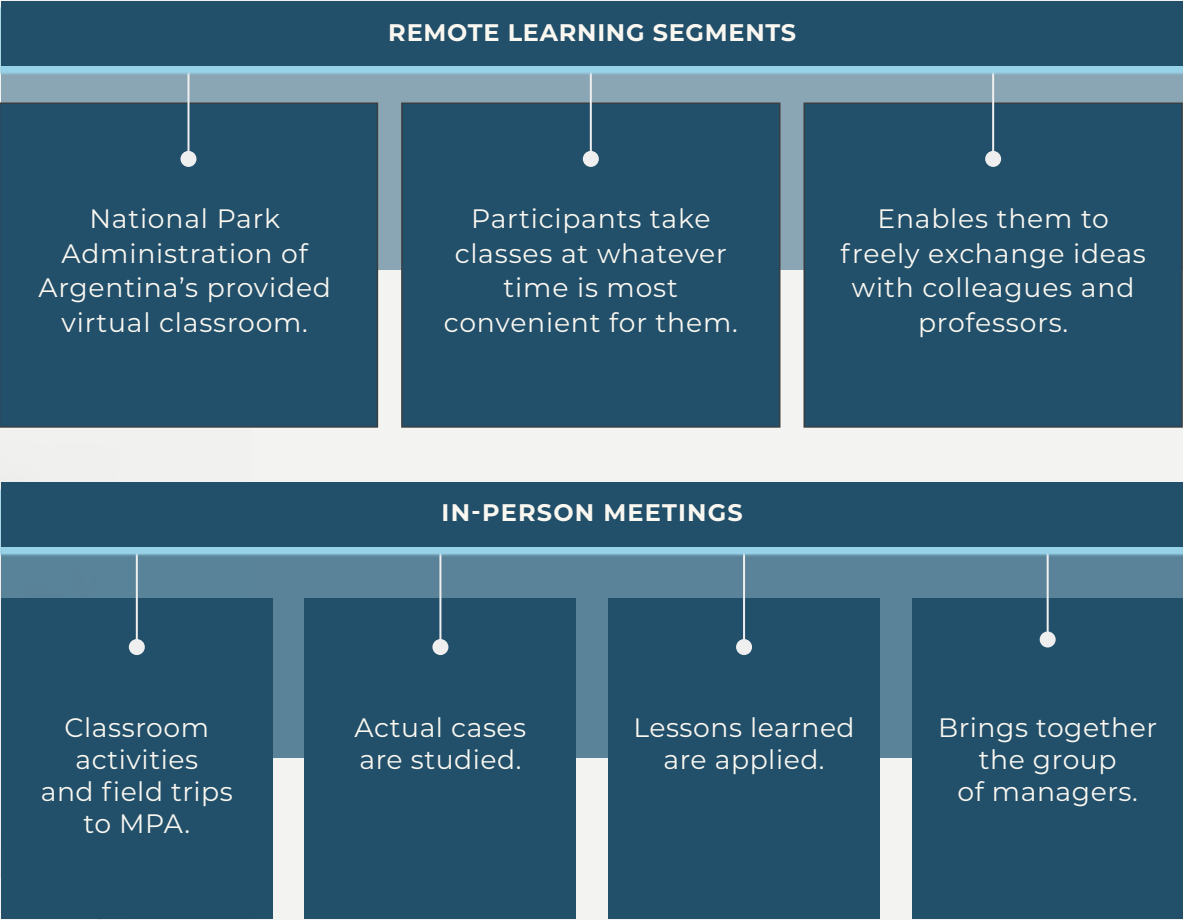
**María Nube Szephegyi,**  
former Head of Coastal and Marine Management Department,  
Dirección Nac. de Medio Ambiente, **MVOTMA, Uruguay**

## Competence-based learning approach

Courses are aimed at acquiring knowledge, skills and attitudes while simultaneously putting them into practice to solve the specific challenges and requirements the MPA in the region poses. The main competences to be developed are:

- Evaluating Management Effectiveness
- Project Management
- Developing Management Plans
- Monitoring Species and Environments
- Control and Surveillance Planning
- Operative Planning
- Establishing MPA

## Virtual and Attended Classroom Modality



The combined training modality is appropriate and feasible considering the participants' profile. However, for both modalities, it is essential that the institutions to which professionals being trained belong, provide them the necessary free time and support.



### Collaborative and Multisectoral Approach

Collaboration among state institutions, CSO and donating entities of different countries is feasible and is conducive to organizing effective training activities which fulfill common needs in the region.

Organized by:					
Coordinated by:					
With the support of:					
	2021	2017-19	2017-20	2017-20	2017-19

The group of participants were awarded full scholarships. Funds were provided by public, private and civil society sources, proving that it is possible to mobilize resources for capacity building when there is a shared vision and strong commitment among institutions.



*It would be highly beneficial if the School were a permanent institution for continuing education.*

*María Soledad Ovejero, Subsecretaría de Conservación y Áreas Protegidas de Chubut, Argentina*

### Next challenges

The organizations that promote the SCHOOL will continue striving to obtain the resources and endorsement necessary to evolve it into a mechanism for continuing education, that fulfills current and future needs of personnel trained in effective MPA management in the region:

- **Forge alliances with academic institutions.** Achieve accreditation, backed by academic standards and certification procedures.
- **Obtain new institutional endorsements.** Government agencies and institutions that collaborate in MPA management must gradually lead the initiative, providing feedback, institutional and financial resources, on a permanent basis.
- **Support and/or broaden the regional scale.** Call new generations of MPA managers and other essential players for their successful management -that represent the full MPA gamut-, willing to collaborate in an integrating models.
- **Evolve towards sustainable funding.** Obtain resources from different sources and in a sustainable manner.



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## Contacts

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## More information

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<http://marpatagonico.org/proyectos/escuela-regional-de-areas-marinas-protegidas/>

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