

Table 1. (Continued)

CONCERNS	POSSIBLE ACTIONS
Membership	
Membership too narrow	Attract members and groups with diverse interests; increase continental membership e.g., Puerto Rican Ornithological Society
Encourage local organisations and groups to join and become involved	
Target teachers, students and artists	Better advertising, offer materials to teachers, and activities for students; promote wildlife artists
Concerns over lack of younger members	Identify younger members and form local youth groups and birding clubs, (e.g., Angela Ramsey willing to try in Tobago), offer summer internships
Funding	
Develop more SCSCB-funded projects to support local people and projects	Identify potential projects (based on local needs and priorities) and raise funds
More individuals writing grant proposals	Provide training in proposal writing (e.g., SCSCB workshop), list grant opportunities and funding agencies on website and in newsletter
Attract funding to support society	Identify major donors (funding agencies, foundations, corporate and business sponsors) and pursue support

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BIRD MONITORING SYMPOSIA AND WORKSHOP: STRATEGIES
FOR MONITORING BIRDS IN THE CARIBBEAN—HOW TO
DESIGN AND CARRY OUT A MONITORING PROGRAM

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MANY INTERNATIONAL, REGIONAL, AND LOCAL organizations have agreed to the need to establish long-term bird monitoring programs. Habitat-specific data on birds is required because conservation and management activities are related to the population size of a species. The challenge of developing monitoring programs is difficult, however, often because of the lack of qualified biologists or other resources in key regions, and more fundamentally because of confusion over how to compare monitoring data across large areas, especially when local organizations often have their own goals and locally defined monitoring objectives. In this workshop we explored different types of monitoring programs, including inventories; defining population size and habitat relationships based on a broad-scale set of point counts; censuses based on repeated counts; constant effort mist-netting; the determination of reproductive success and reproductive rate through nest monitoring; and the estimation of

population composition, survivorship, and site fidelity through a comprehensive program of mist netting and/or color-band resighting.

Following oral presentations, we explored through discussion a variety of monitoring topics. Discussion groups were formed based on an individual's interest in monitoring various types of habitats or species. Thus we had groups discussing the monitoring of West Indian Whistling-Ducks, wetlands and waterbirds, seabird colonies, and forested habitats. Each group informally reviewed monitoring efforts for these species or habitats in the Caribbean, and then explored how a monitoring program could be designed that allowed more inter-island cooperation. Little concrete headway was made on this latter point, but groups also discussed resources needed in order to expand monitoring in the region. All groups expressed an enthusiastic desire for more training in monitoring methods, and some identified existing (albeit limited) opportuni-

ties for training in monitoring techniques.

Because so many participants expressed interest in monitoring training and an on-going monitoring working group, a dinner meeting was held to explore the needs and goals of such a working group. More than a dozen participants evaluated the need for a monitoring working group, and presented their vision of the role of such a group. We then agreed by consensus that a Monitoring Working Group would be formed. Steven Latta of Point Reyes Bird Observatory (slatta@prbo.org) and Jon McCracken of Bird Studies Canada (jmccracken@bsc-eoc.org)

agreed to coordinate the working group. We agreed to proceed with the drafting of a vision statement defining the role of the Monitoring Working Group, with an emphasis on training SCSCB members in monitoring techniques, and encouraging inter-island cooperation in monitoring shared species and habitats. We also agreed to prepare a regional report on bird monitoring that will include existing monitoring programs, existing training opportunities, and recommendations for standardized monitoring protocols. Finally, we are exploring options for funding training programs in the region.

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EDUCATION, AWARENESS, AND COMMUNITY TRAINING INITIATIVES—EXPANDING ON WHAT WORKS AND IDEAS FOR NEW INITIATIVES

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CONSERVATION OF NATURE begins with education—an understanding and awareness of our dependence on intact ecosystems and an appreciation for the many values of biodiversity. There has been much progress in recent years in environmental outreach and education in the Caribbean. SCSCB has developed several innovative and successful programs including the Caribbean Endemic Bird Festival and WIWD and Wetlands Conservation Project. Local NGOs and government agencies partner with us to develop and deliver these programs as well as engage in their own outreach and advocacy projects. The Important Bird Areas Program and recent advent of Site Support Groups has presented new opportunities to engage the public in the conservation of local sites. In this symposium and workshop, we heard excellent presentations about the programs and activities taking place in different countries. Symposium contributors included Lynn Gape (Sorenson presented for Gape), Florence Sergile, Eliezer Nieves, Adrienne Tossas, Susan Bonfield, Yvonne Arias, and Lisa Sorenson. Presenters discussed the results and outcomes of their activities, difficulties and challenges faced and how they were/were not overcome, and ideas for how workshops and other activities could be improved and sustained in the future.

Discussion questions.—Following the oral presentations, we explored, in breakout discussion groups (organized by language spoken), means of improving and expanding project activities and outcomes. Each of the discussion groups addressed 5 questions regarding outreach, education and awareness initiatives. The questions and results from the discussion groups are compiled below.

1. What are the key ingredients for success?

- a. Strong leadership—highly motivated, organized and enthusiastic leaders.
- b. Funding—adequate funds to support the development of materials and good quality workshops.
- c. Well-defined objectives (identify the main problems and determine priorities for the project).
- d. Great materials and fun, hands-on activities.
- e. Field component to the workshop.
- f. Good organization and communication.
- g. Involving local people in the organization and implementation of the project.
- h. Follow-up monitoring and reinforcement of efforts (ensure repetition of the messages).
- i. Creativity.
- j. Consistency—which includes a commitment to nature and people, good follow-through.