

VOICES OF THE MAYA

Expedition Report 2020



**SES Rivers Foundation Explorer for Health
and Humanities 2019**

Charlotte Austwick



**SCIENTIFIC
EXPLORATION
SOCIETY**

DISCOVER • RESEARCH • CONSERVE

Voices of the Maya 2020 Expedition Summary

The expedition took place in the South Toledo district of Belize in Central America between January and February 2020. The team was made up of two individuals - Charlotte Austwick and Xilona Blanco. The aims of the expedition were to preserve the Q'eqchi' and Mopan Maya language by creating reading books in Maya and provide the school with educational resources; explore caves for evidence of ancient Maya habitation; educate the wider community of Augacate about their heritage and ancestors and educate the community about the importance of oral hygiene.

We divided up these aims into smaller projects. For instance, In order to create the educational books, we first of all asked the children to speak to their parents and grandparents about myths, legends and life in their village. Then in class, they wrote these stories in English. The top five were then chosen to be translated and illustrated by members of the community.

The community lies deep in the untouched Central America jungle. During our time there we explored several caves in the surrounding area, some of which resulted in interesting finds and will need further investigation. Two of these caves are already being used as part of an Eco- tourism scheme supported by the GEF Small Grants Programme, but as yet, have had no in depth archaeological analysis.

Health was an important element of the expedition and we conducted dental hygiene workshops with the school children, women and young children of the village. Bio-degradable wooden toothbrushes and toothpaste were given to all those who attended the workshops and were very much appreciated, especially by the elderly of the village, who often felt forgotten.

One of the most challenging parts of the expedition was translating the children's stories into Q'eqchi' and Mopan Maya. This was simply because people couldn't read it. However with perseverance, help from the school teachers and two tour guides who spoke Mopan, we muddled through and successfully translated five of the children's stories. We had no idea of the community's illustrative skills, so this was a challenge for Xilona, who was working with people of very mixed abilities, some who had never even painted before. Despite our best laid plans, we also had a logistical issue with our freight delivery which became stuck in Belizean customs, with whom we had little outside communication. However Base-camp back in the UK, was able to intervene and the freight arrived only a week and a half late.

We used interdisciplinary methods in order to carry out our work. This included speaking to individuals whilst participating in their everyday life, leading workshops, teaching pupils at the school and using audio and visual recording techniques.

Overall the expedition was a success, the community was really interested in helping with the project, workshops were well attended and the exploration of local caves confirmed Ancient Maya habitation with the need for greater detailed study. There is certainly scope for further educational materials in Maya to be created.

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Mr and Mrs Austwick	The Sea Front Inn
Henry Austwick	Cucul family
Sandy Burnfield	Cus family
Xilona Blanco	Kuk Family
Rosemary Wild	Tosh Family
The Community of Aguacate	Choc family
Louis Cucul	

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Location

The expedition took place within the Mopan and Q'eqchi' Maya speaking community of Aguacate, in the South Toledo district of Belize in Central America, between January and February 2020.



(Google maps, 2020)

Mopan Maya are indigenous to Belize, primarily residing in the Maya Mountains, an area extending across Southern Petén, Guatemala and the Toledo District of Belize. Q'eqchi' Maya is spoken by approximately 17,000 people in Belize and originates from Guatemala.

The team was led by Charlotte Austwick, who previously lived with the community whilst taking her Masters fieldwork in social anthropology.

Team Members

Charlotte Austwick: Expedition Leader, anthropologist, archaeologist and teacher

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Xilona Blanco: Conservationist, illustrator and researcher

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www.xilona.com



Itinerary

Start Date: January 5th 2020

End Date: February 8th 2020

Week 1

- Arrive Belize City Airport
- Travel South to Punta Gorda
- Rental Truck to Aguacate
- Integration with community
- Visits to local Caves (GEF Small Grants Programme Location)

Week 2

- Written school based activities
- Freight arrived
- Commencement of Qetchi Maya dictionary
- Art workshop with Woman's group

Week 3

- Commencement of art workshops with the school
- Continuation of work with Woman's group
- Interviews
- Talk with Realms of Inquiry School

Week 4

- Dental workshops
- Visit to Sink hole and Actun Tz'ib
- Continuation of work with Woman's group
- Continuation of art workshops with school

Week 5

- Art workshops
- Visit to Blue Creek Caves
- Completion of Translations
- Leave Aguacate

Research Aims and Objectives

- 1) **Preserve the Maya language** by creating reading books in Maya.
- 2) **Supply the school with more educational resources**, including these books and supporting posters, in order that information can be passed on to future generations
- 3) **Explore a cave**, to determine if there was previous ancient Maya habitation in it.
- 4) Help the community by identifying how they can utilise their knowledge and ancestry for eco-tourism and future generations.
- 5) Educate the wider community of Augacate about their heritage and ancestors.

Methodology

Due to the interdisciplinary nature of the expedition, the methodology we used was fairly complex. The primary data collection method was qualitative, which was pivotal in order to understand the 'social reality' of the community and their culture. Our main research method was participant observation, by immersing ourselves within their daily lives; this allowed us to get the best and most truthful experience of the Maya culture.

We recorded data, by a variety of means, including:

- Speaking to individuals (using a translator is necessary) and participating in their everyday lives.
- Visual recording techniques, including photography and video.
- Audio recording techniques using 'Dictaphones'.
- Written accounts (both expedition members and school children's work).
- Illustrative drawings and paintings of Maya life.
- Running workshops with the school and community members.

The area of fieldwork was rather remote and electronic communication within the community was difficult. Pre-empting this situation we bought Belizean sim cards which allowed us to communicate with people in the village via WhatsApp and text, even though this was clunky and sporadic.

We could not achieve our aims overnight and therefore our work was spread out over several weeks. As the weeks progressed, news of what we were doing in the community spread and more people became involved in our work.

We also made sure to employ AAA ethical guidelines whilst conducting the expedition.

Discussion

Education report

Aguacate school is at the hub of the community, there are five classes, with 95 children aged between 4-14. During our time there we worked most closely with the older pupils in standards 4, 5 and 6. Teaching, English, Music and Art.

English

In order to achieve our aim to create reading books in Maya, we asked the children to speak to their parents and grandparents about myths, legends and life in Aguacate. Then in class they wrote down these stories in English. Whilst the children were writing them we acted as teaching assistants, helping the pupils with spelling, punctuation and grammar.



(Image: Standard 3 and 4)

Pupils in standard 6, had their final exams approaching, therefore the teacher also asked us to work with two pupils on a one to one to basis on their literacy skills. We successfully managed six of these sessions, focusing greatly on comprehension and the meaning of words.



(Image: Headmaster receiving education materials)

Art: See illustration report.

At request of the teacher of standard 5 &6, Charlotte also taught a lesson on teaching English and spelling through drama related techniques. These included the game 'What are you doing' by which the children had to act out an activity ending in 'ing' and a group session, shaping a word with their arms & legs. It was a completely new experience for the children and they were apprehensive at first, however by the end, they were very engaged and the teacher appeared pleased.

Music

Utilising our music skills, we were asked if we could teach standards 5 & 6 basic music skills. We taught two 45 minute lessons, one on rhythm and pitch and the other learning the song 'A drunken Sailor' which concluded what they had been learning. The class did

Illustration Report

(Written by Xilona Blanco)

One of the aims of the expedition was to create educational books in Maya; to accompany these books we needed illustrations. In order to create these illustrations we shipped art materials from the UK to Belize with the help of 'Executive Freight Company Ltd'. We worked with the woman's group and standards 4, 5 and 6 to achieve this. The creation of these illustrations proved to be a more difficult task than expected.

School

We did not know what to expect in terms of the pupils abilities. Some had never even painted before, so this was a completely new experience for them. All the children were very engaged and enthused with the activities, and often asked when we were holding the next session. Of their own accord, some pupils had completed their drawings in their



(Image: Standard 5&6 painting with acrylics)

own time at home and some made completely new ones to bring in to show for the next session. For these they either used their own pencil and paper, or specifically asked us if they could borrow some materials to work with at home. The teachers at the school and the children were very appreciative of the art materials, with much excitement on their faces when we brought in a big box of materials each session.

Within the school, we completed the below art lessons ranging from 45 mins to 1h 30mins:

Standard 1 and 2 – 1 lesson on chalk

Standard 4 – 1 lesson on drawing leaves, 1 lesson on drawing, 1 lesson on painting

Standard 5 and 6: 1 lesson on drawing, 2 painting lessons, 1 expressive arts lesson and 1 pastel lesson.



(Image: Members of the Woman's group painting the Sessimite)

The Women's Group in Aguacate

In Aguacate they have a woman's group who make various arts and crafts and sell these to tourists. This was a whole community project so they too assisted in creating illustrations. Most of the ladies had never used a paintbrush before and despite some never having a drawing lesson before, they were quite good, took their time and delved into detail. They made a point to tell us that this was all new to them and the giggles around the group were plenty when they showed each other their creations.

In total we undertook 4 workshops with the women lasting approximately 3 hours each.

Xilona also created a rather stunning new sign for them, which was very much appreciated.



(Image: Members of the Woman's group with Xilona)

Other Art Activities

We were asked to create a Q'eqchi' Maya alphabet. Xilona did the illustrations for this, which caused much attention from anyone passing by. Seeing drawing and painting 'in live' seemed to inspire the children and youth, a few of which later returned to demonstrate their own drawings. Even some of the men displayed their drawings to us and drew our names in Mayan hieroglyphs. Xilona did some one-to-one art classes with homestay families, this included sometimes just with the children, and sometimes with the whole family – grandparents, parents and adult children. When not preparing for and teaching workshops, Xilona made time to sketch some of the typical scenes that we were surrounded by.

Translation Report

The translation of the stories was one of the most difficult tasks. Very few people in the community could read Q'eqchi' or Mopan Maya. To begin with, we attempted to translate the stories with help from homestay families and dictionaries. When this became virtually impossible, we sought help from Louis Cucul at the school, who privately translated the stories into Q'eqchi'.



(Image: Charlotte with a host family working on the Q'eqchi' dictionary)



(Image: Translating the chosen stories into Mopan)

There were only a few members of the community who could speak Mopan Maya. Fortunately two tour guides, Rafael Marcos Bul and Carlos Choco, were proficient English speakers and were able to assist. Together we spent many evenings translating with the use of Charles Andrew Hoflings dictionary in order to ensure spellings and grammar was correct.

In order to help the children learn to read Q'eqchi', the school asked us to create a book on the Q'eqchi' Maya Alphabet. We agreed and with help from our host families we created an ideal Q'eqchi' Alphabet.

However, it was not a simple task because we were looking for words which were easy to say and also visual objects. Another challenge was that some of the words which were commonly used in everyday speech were not actually Q'eqchi' at all, but Spanish and sometimes even English. Eventually we managed to compile a definitive list and Xilona created some beautiful illustrations to accompany it.



(Image: Translating the chosen stories into Q'eqchi')

Health Report

On arrival in Aguacate we met with the Community Health Worker, who helped us deliver our work. We provided oral hygiene workshops to the women and young children of the village, as well as delivering lessons on the importance of brushing teeth to all 95 children at the school, in four individual classes.



All those who attended the workshops received a free biodegradable wooden toothbrush and sample of either Wisdom or Colgate toothpaste. The young children of the village were particularly delighted with these!

In addition, we joined the Community Health worker, to visit the elderly, to whom we also gave toothbrushes and

toothpaste. This generation of people, who were obviously often forgotten, were delighted with their small tokens.

It was difficult to arrange a time to meet with the men and older children of the village, therefore additional toothbrushes were given to men and children at high school, should they come to the health post and ask for them.



Aside from our work in dental care, Charlotte also accompanied the Community Health Worker on her visits to the sick and elderly. At each household she took their blood pressure and discussed with everyone, how they were. There were a few concerning

cases, which she will tell me she will monitor for a week, before referring them to the doctor.

We were also fortunate enough to meet the team and witness the work from [Hillside Medical Clinic](#) which was a clinic based outside of Punta Gorda, which delivered monthly medical clinics in the small rural villages of Toeldo.



(Top Image: A dental hygiene workshop)

(Middle Image: A child learning to brush her teeth)

(Bottom right: Community health worker taking a woman's blood pressure)

Cave Exploration Report

The local hillsides of Aguacate are surrounded by caves. A local tour guide claimed that he knew of 26. The village had recently received funding from the GEF Small Grants Programme to develop nearby areas for eco-tourism. During our visit, the funders of this project were visiting, to see the progress they have made and how they could continue to fund it in the future.

(Image: Pottery in the Sink hole)

Our first excursion was to two caves, locally known as 'The Water Cave' and 'the Crystal cave'. In order to reach the caves we walked two hours North East of the village through dense jungle, walking up Steep Mountain sides whilst following the turquoise meander of the river. We crossed this river three times, one of which was bone dry, due to it coming to the end of the rainy season.



The Water Cave - was a vast expanse of water ways, with waterfalls and calcite formations suspended from the ceilings. It was beautiful; it was the mouth of the river from its source into jungle. We found no evidence of any ancient Maya activity in this cave. It is likely that the water would have destroyed any evidence. Locals also confirmed that this cave had been known about for a long time and that they knew of no connection of it to the ancient Maya; however it was highly likely that they too knew about and had explored this cave since only approximately 100 metres above a dried up exit on the cliff side, was the entrance to the '**The Crystal cave**' a cave which contained fragmented coarse pottery. There was a moderately sized pot, broken into three pieces, although it is highly likely that this originated from this cave, it had clearly been moved from its original resting place. There were also other pieces of pottery dotted throughout the cave entrance.

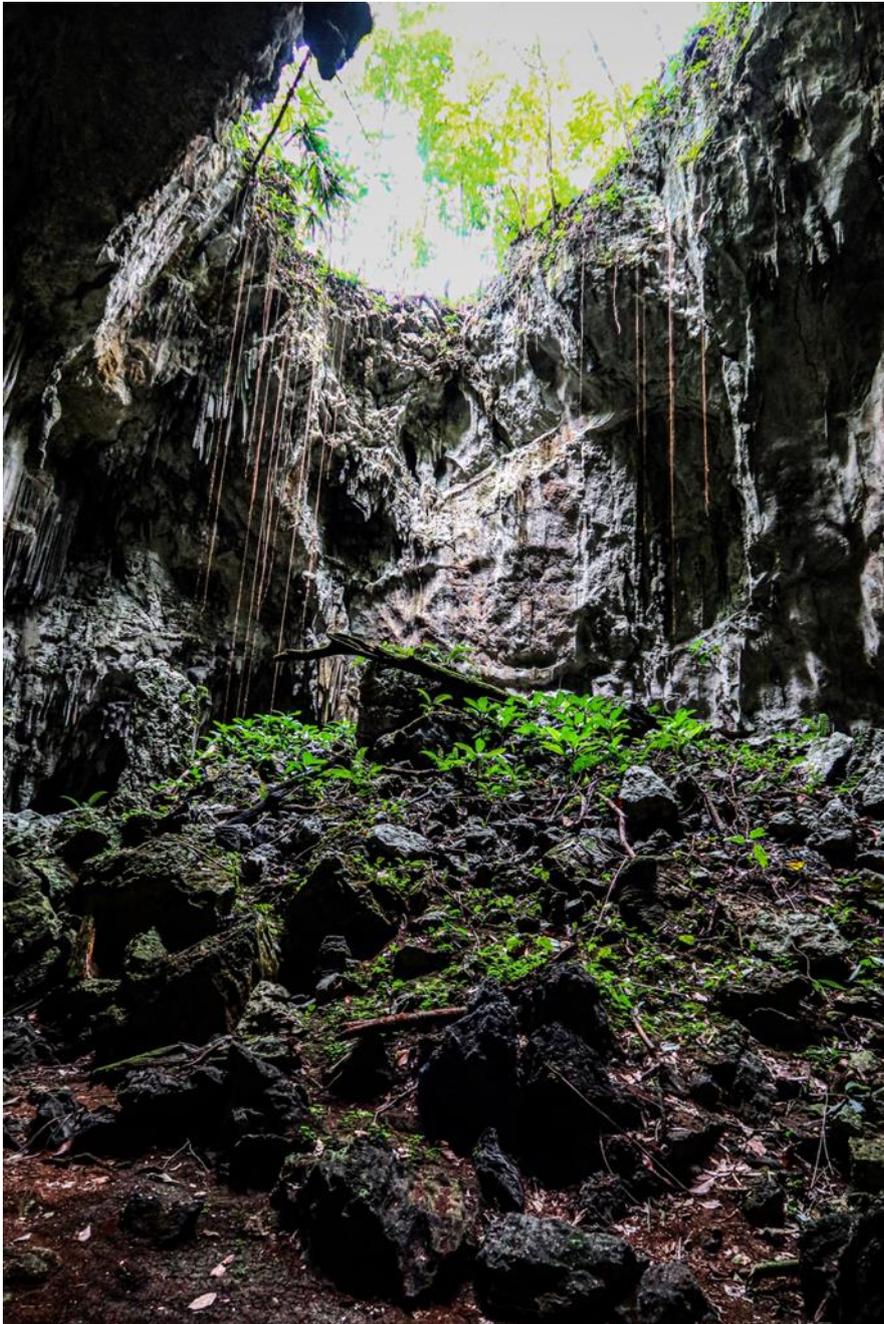


(Image: Pottery in the Cave of Crystals)

one was able to stand and admire its beauty; it seemed as though the ceiling was being held up by giant columns. I discovered further broken pottery on the floor, indicating that the ancient Maya may have been conducting rituals further in the cave. This was a cave where you truly felt as though you were walking in the footsteps of the ancient Maya.

Further into the cave, down a very steep slope, it became clear why this was called the cave of crystals. It was aesthetically stunning, calcified stalactites growing from the ceilings, with flowstone and fan like formations covering the walls. The cave was dry and

Another area of development is an area west of the village, surrounded by farmland and managed jungle, which contained a rather large **sink hole**. We entered through a small opening, crawling into the cave, walking through an area of darkness before being led to an area glistening with the breathtaking stream of light from above. Our guides explained to us, that this cave had previously been visited by other archaeologists, so were very knowledgeable on the cave. At first glance it appeared to be a cave of no great interest, other than the spectacular light beaming from above.



(Image: Sink hole)

This find was left with the community, who legally own collective right to the land and is to be placed in their small museum.

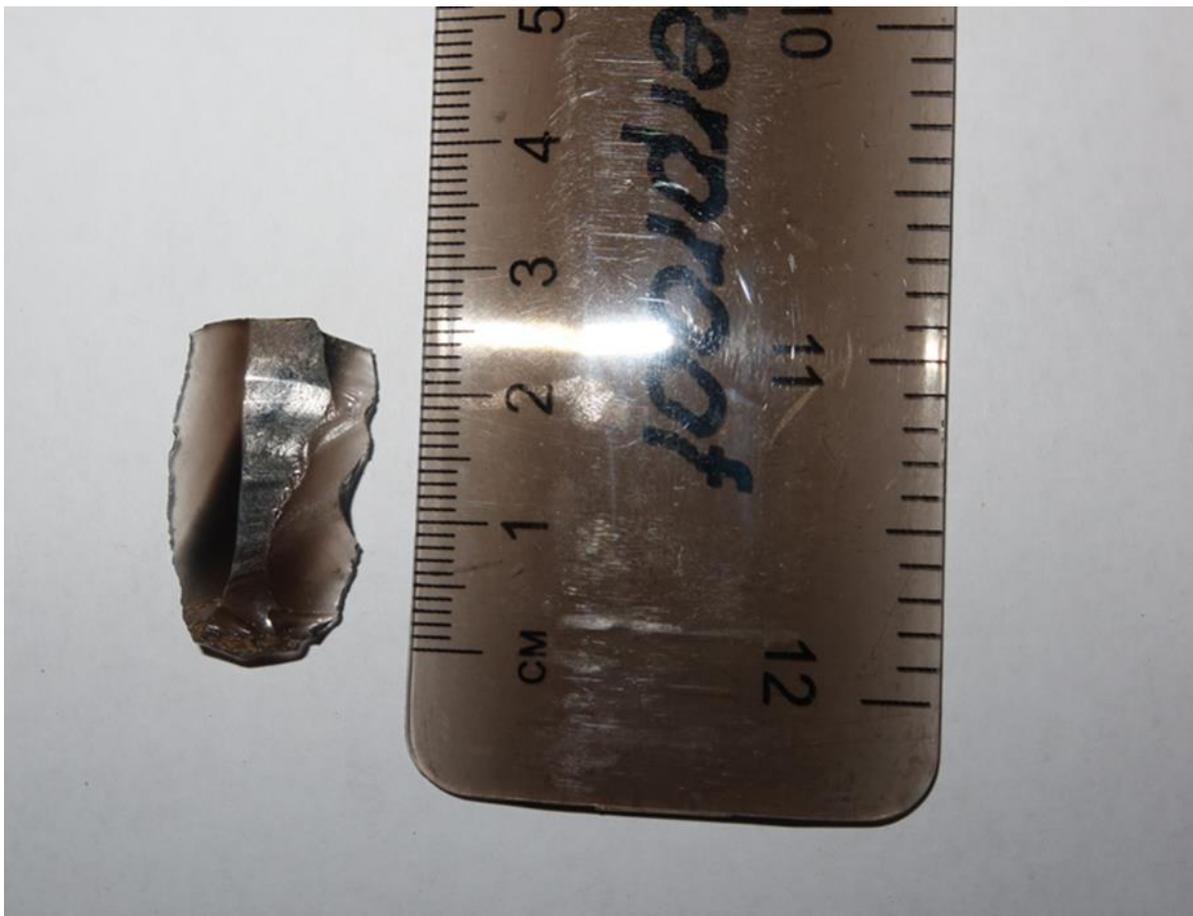
It is clear that both the Crystal Cave and Sink hole should be investigated further.

However, it revealed some interesting surprises; it was geologically fascinating, with obvious signs of river deposits. Many of the rock formations I had never encountered before and could have benefited from the assistance of an experienced geologist. Within this cave we also found further fractured pottery, some of which was lodged between rocks and had calcified.

A fractured translucent **obsidian blade** was a significant find. It most likely originated near the volcanoes of Guatemala and was potentially used in ancient Maya bloodletting rituals. It was discovered towards the edge of the sinkhole, lodged in the clay beneath our feet.



(Image: Obsidian blade)



(Image: Obsidian blade, which measured approximately 2.5cm)



(Image: Green bag illustrating find location of the Obsidian blade, taken from the center of the sink hole)

The final cave we visited, named **Actun Tz'ib**, translated as 'cave of writing' was up on the hillside, located between Aguacate and Blue Creek Village. The cave was formed from limestone with curtain like surfaces. First recorded in 1983, reports suggest that that it has been known about by locals for decades.

Inside the cave there were paintings and images which 'exhibited schematic glyph-like elements and isolated signs' (Stone 1995). The schematic glyphs are thought to depict, Zoo morphs, human figures, spirals and insects. One image appears to depict a person with their hands tied together. This motive could signify captives, which was a common artistic element in the Early Classic period, indicating that some of the images could date back to between c.250 -900 AD (Stone, 1995).



Image: Crooked lines and potential captive image

There appears to be approximately 75 drawings, drawn with a pigment of a dark substance, possibly clay or charcoal. In Stones book 'Images from the Under World' (1995) she describes the cave as containing "the finest schematic paintings in the corpus of Maya cave Paintings". She also describes the glyphs as a coded symbol system and that the "style of

cave painting appears to be a local phenomenon: it is not known from any other Maya cave” (p93).

(Image: Zoomorphic symbols)

It was an absolute privilege to have visited somewhere so archaeologically important and which only a handful of people had ever seen. In Stones book, she mentions that although the paintings do not appear to have been vandalized, they have been affected by moisture, causing paint to run (p91). This was evident in



our visit. Unfortunately, it also appeared that some modern graffiti had defaced some of the paintings and that when studying the images of the cave paintings taken today compared to those of the 1980’s, significant fading of the Glyphs has occurred. An article in the journal of Cave and Karst Studies, dated August 1996, also records how the cave had been vandalized by modern graffiti.

This vandalism of the cave, removal of artefacts and the destruction of potential ‘Ancient Mayan Burial Sites’ previously recognised by the Walters excavations (MCnatt, 1996), suggests that maybe, in order to preserve and protect the cave, its exact location is better left unknown and the path leading to it, returned to the jungle once more.



(Image: Our guides with Panel 2 in Actun Tx’ib)

Adversities and Challenges

One of the most challenging parts of the expedition was translating the children's stories into Q'eqchi' and Mopan Maya. This was simply because people couldn't read it. However with perseverance, help from the school teachers and two tour guides who spoke Mopan, we muddled through and successfully translated five of the children's stories. We had no idea of the community's illustrative skills, so this was a challenge for Xilona, who was working with people of very mixed abilities, some who had never even painted before. Despite our best laid plans, we also had a logistical issue with our freight delivery which became stuck in Belizean customs, with whom we had little outside communication. However Base-camp back in the UK, was able to intervene and the freight arrived only a week and a half late



(Image: Freight arrived in Aguacate)

Risk Management

A full risk assessment was undertaken prior to the expedition with insurance policies in place. We were lucky that there were no serious incidents, however medically between us, we had a cut foot; a finger cut from a clean razor blade; the removal of a tick and two burrowing sand fleas. They were all dealt with swiftly and on the date of this report, no further complications have arisen from these incidents.

See Appendix 1 for the full risk assessment prior to the expedition.

Pioneer with a Purpose

In a time of great upheaval and uncertainty in the world, I am pleased that I have been able to complete work that has enabled me to become a pioneer with a purpose, allowing me to uncover more secrets about Earth and how best to assist those who inhabit it.

I consider the expedition to have been a success, we achieved far more than we set out to do and I am delighted by the interest and scope for future projects. I have every intention of continuing to create educational resources in Maya and expand the project to work with other Maya communities, potentially as part of a Doctoral study.

The Voices of the Maya expedition has enhanced my leadership, organisation and logistical skills, which at times were severely tested. Working with the children was a highlight for me; every hurdle was forgotten once I saw the joy on the children's faces as they sat on the floor, painting. An experience which they may never otherwise have had.

I hope I have inspired people to look at the world through the eyes of others and that I have encouraged young people to embrace a career in Scientific Exploration. Planning and executing an expedition of this magnitude has been a long process and I am grateful to every individual who has supported the journey.



Budget

Budget analysis

£5,000 was awarded to Charlotte Austwick as the recipient of the Scientific Exploration Societies River Foundation Explorer 2019. The expedition proved to be more costly than anticipated. An extra week was added onto the expedition, in country costs had increased and the costs for proof reading and publishing the books are much more than expected. Unexpected logistical issues also meant that extra accommodation had to be included.

We were unable to find full sponsorship for the art materials, but fortunately were given some in kind and the “The Works” gave us a very helpful 25% discount off our order, which saved us over £100. In addition, dental supplies and educational materials which we considered were fundamental for the health element of the expedition, also had to be purchased. The cost of freight was sponsored by Executive Freight Services Ltd, which went above and beyond the call of duty to get the educational and dental supplies to Belize. This meant that the funding from SES was able to make up for some of the deficit required elsewhere.

A: SES FUNDING	
Accommodation and in Country Travel	£1,914
Local Guides/translators/tips/petty cash -	£1,300
Equipment Hire	£100
Publication of Books	£1,300
Dental and Educational Resources	£386
TOTAL	£5,000
B: ADDITIONAL COSTS	
Flights	£1,500
Marketing costs	£390
Other Travel	£124
Insurance	£400
Equipment	£940
TOTAL	£3,354
C: IN KIND SPONSORSHIP	
Executive Freight Services Limited	£1,100
Fundraising events	£500
TOTAL	£1,600
D: Still Pending	
Post expedition Administration	£500
Additional publication cost	£1,200
TOTAL	£1,700
A	£5,000
B	£3,354
C	£1,600
D	£1,700
TOTAL:	£11,654

Results

Tangible Results

- 5 stories about life in Aguacate written in English and translated into Q'eqchi' and Mopan Maya. To be published as a book.
- Illustrations to accompany the above stories.
- A Q'eqchi' Maya Dictionary.
- Archaeological evidence to support need for further investigation.
- Anthropological film and photography of traditional Maya culture.

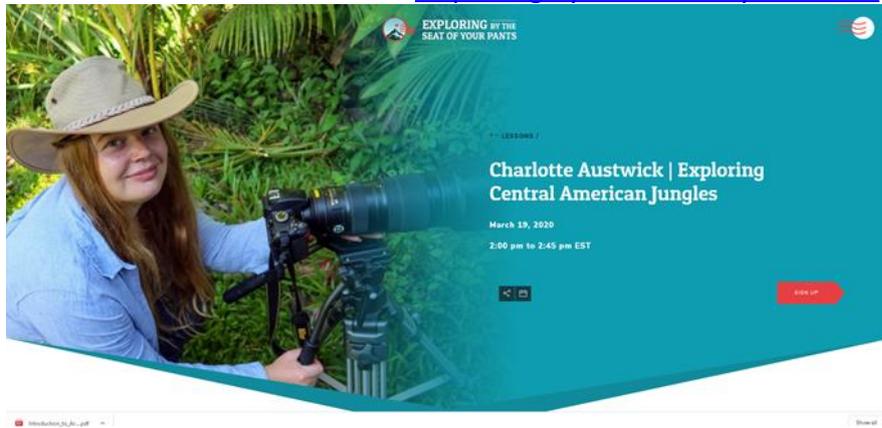


(Image: Artwork by Xilona Blanco for the Q'eqchi Maya Dictionary)

Communication and Outreach

Completed events

- Virtual talk and interview with [Exploring by the Seat of your Pants](#)



- Exhibitor and panel speaker at The Royal Geographical Society's flagship event ['Explore'](#)



- Talk with the school [Realms Of Inquiry](#) whilst in Aguacate



Upcoming

- Film (proposed to be broadcast on television)
- Lectures at Universities
- School Presentations
- Published articles in Newspapers and Magazines (proposed)
- Publication of books created.

Follow up

Building upon the success of the Voices of the Maya Expedition, another expedition to the area is clearly necessary; firstly to take the published materials back to the Community and to further the 'Voices of the Maya project' which aims to create more educational resources in Mopan and Q'eqchi' Maya and research further into the relationship between the modern Maya and their ancestors.

Discussions with the community and 'National Institute of Culture and Heritage (NICH): The institute of Archaeology' will also need to be had to determine if licenses can be obtained to excavate the caves.

(Image: Group photo with guides after swimming through Blue Creek Cave)



Dissemination

- Scientific Exploration Society
- Royal Geographic Society
- Educational Institute of Belize
- Individual Sponsors and Supporters
- Community of Aguacate

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Appendices

- Risk Assessment
- Shipping inventory

Food Sources	Charlotte, Xilona	systems or use purifying tablets. Ensure all food is cooked thoroughly, and avoid buying food from street vendors and eating 'Bush meat'
Identification issues	Charlotte, Xilona Aircraft crash/Hijack/crash	Carry personal documents at all times. Ensure to only travel in reliable vehicles and reliable and trustworthy parties
Language issues	Charlotte, Xilona	Carry a phrasebook at all times.
Heat Stroke	Charlotte, Xilona	Wear loose fitting clothes, and make sure to eat and drink regularly. And avoid excessive activity during the hottest point of the day.
Trekking through mountainous terrain	Charlotte, Xilona	Wear the correct footwear and stay well hydrated drinking water.
In country transportation	Charlotte, Xilona	Only travel with registered companies, or host family,
Personal security	Charlotte, Xilona	Inform family members where I am going, and leave them a copy of my itinerary. Carry personal documents.
Travelling by air	Charlotte, Xilona	Use a reputable airline.
Travel by coach	Charlotte, Xilona	Wear seatbelts
Overnight stays in Airports	Charlotte, Xilona	Stay alert and take it in turns to watch luggage.
Operating in remote areas	Charlotte, Xilona	Carry a phone, be vigilant
Equipment failure	Charlotte, Xilona	Bring spare equipment and keep in a protective case.
Communication failure	Charlotte, Xilona	Keep a second phone charged for emergencies
Foul weather	Charlotte, Xilona	Bring suitable clothing and protective gear for equipment

Carrying heavy luggage	Charlotte, Xilona	Use well-made bags and pack appropriately to help spread the weight.
Lost baggage and equipment	Charlotte, Xilona	Label and track bags appropriately

Customs Shipping Inventory/Packing List for Personal Belongings

Consignee:-

Wallace C/O Charlotte Austwick
The Sea Front Inn
#4 Front Street
Punta Gorda
Toledo, Belize
Telephone No.: 501-722-2300

Packing Details:-

No. of packages:
Gross weight:
Dimensions:

Containing personal belongings as detailed below:-

Line	Qty	Description
1	1	A4 mid tone paper A3 Hot press Paper M3 Mid tone Paper 2 A3 Drawing Pads 2 A3 Field Sketch pads 2 A3 Watercolour pad 4 Small Watercolour pads 3 A4 Watercolour pad 2 packs of white card 2 A4 Field sketch pads 1 pack of toothpaste
2	1	3 Acrylic paint packs 2 large Acrylic paint packs chalk (6 packs) 10 Sketching pencils sets 2 watercolors sets fine liner pen sets x 2 Rulers (15) Brushes - 2 plastic wallets (2 in packaging) 3 Graphite pencils sets 4 Putty rubbers 2 Erasers Sharpeners and rubber wallets Milan rubbers
3	1	1 wallet of pegs

		1 activity paper 2 A5 Notebook 1 Dry white board 2 soft pastel sets 6 packs of felt tip pens 12 pencil crayons 5 Charcoal 3 balls of string 3 sets of five plastic pallets 1 white tack 1 pallete knives 2 Scissors Sets 10 Mini canvases 2 Wooden tags
4	1	12 packs of Colgate toothpaste (12) 8 packs of wisdom toothpaste (24) 6 child toothbrushes (wooden) Note: 6 packs of 12 10 medium toothbrushes (woode Note: 10 packs of 12 6 dental floss 1 toothpaste tablets 13 large toothbrushes (plastic) 10 small toothbrushes (plastic)
5	1	1 pack of scissors Pencils Atlas of the world x 5 Flags of the world x5 3 Disney Story Books Sticker books Dot to Dot books Clipboard Scissors
6	1	Paper Plastic wallets Photos 2 Colgate toothpaste 1 Ikea bag 1 Jigsaw
7		
8		
9		
10		