

# **OECS Protected Areas and Associated Livelihoods Project**

## Capacity Building for Protected Areas Planning and Management and Associated Livelihoods



Protected Areas Training Needs Assessment

## **Grenada Country Report**

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## List of Acronyms

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|          |  |
|----------|--|
| CANARI   | Caribbean Natural Resource Institute                     |
| CBO      | Community Based Organization                             |
| CERMES   | Centre for Resource Management and Environmental Studies |
| CREP     | Caribbean Regional Environmental Programme               |
| FFEM     | Fond Français pour l'Environnement Mondial               |
| GRENCODA | Grenada Community Development Agency                     |
| GRENCASE | Grenada Citizen Advice and Small Business Agency         |
| GEF      | Global Environment Facility                              |
| IUCN     | International Union for Conservation of Nature           |
| NEMMA    | East Marine Management Area                              |
| NICE     | National Implementation Coordinating Entity              |
| NGO      | Non Governmental Organization                            |
| OAS      | Organization of American States                          |
| OECS     | Organization of Easter Caribbean States                  |
| OPAAL    | OECS Protected Areas and Associated Livelihoods          |
| PA       | Protected Area   |
| PARCS    | Protected Areas Conservation Strategy                    |
| SIDS     | Small Island Developing States                           |
| SIE      | Site Implementation Entity                               |
| UNEP     | United Nations Environmental Programme                   |
| UWI      | University of the West Indies                            |
| WCMC     | World Conservation Monitoring Centre                     |
| WCPA     | World Commission on Protected Areas                      |
| WWF      | World Wildlife Fund                                      |

## Acknowledgements

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## Executive Summary

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The OECS Protected Areas and Associated Livelihoods Project (OPAAL) commissioned a training needs assessment in Grenada under its Capacity Building for Protected Area Planning and Management and Associated Livelihoods component. The objective of the assessment was to determine the specific training needs of the national agencies involved in protected areas management; the OPAAL Demonstration Site (Annandale/Grand Etang Forest Reserve) associated livelihoods stakeholders and the OPAAL NICE, to inform the design and implementation of training program(s) for building their capacity in protected area planning and management; and sustainable livelihoods. This assessment was conducted over a four (4) months period from 18<sup>th</sup> October, 2006 to 27<sup>th</sup> February, 2007.

Recognizing the multidisciplinary nature of protected area issues, the needs across levels of protected area managers and staff, resource users, government, private sector entities and businesses, including existing and potential associated livelihoods were considered. The gaps between current and desired knowledge and skills needed for effective protected area planning and management of people involved with protected areas in Grenada was assessed.

The methodology for data collection included a key informant survey with national and site management agencies. Telephone interviews were held with selected associated livelihoods stakeholders. The information gathered through these methods was supplemented by a review of published and unpublished reports and materials such as previous environmental and social assessments; National Environmental Strategy; National Biodiversity Strategy and Action Plan; and requirements of relevant legislation. These were further supported by the consultant's personal knowledge and experience. The results from this assessment were reviewed, prioritized and endorsed by representatives of key national and site management agencies from Grenada at a regional review workshop in St. Lucia

The findings of the assessment revealed that most of the protected areas professionals in Grenada have had some experience related to protected areas and are qualified in the disciplines of marine science, planning, and forestry, to education. However, with the increasing complexity of managing protected areas, there is a need to enhance the skills and knowledge of these professional to effectively manage protected areas and protected area systems in Grenada.

The key training required at the national level included:

- Organizational management and leadership
- Communications
- project management
- Fundraising
- Protected areas financing
- Identifying and building partnerships
- Networking techniques
- Community outreach and management
- Integrated conservation and development planning

- Participatory processes
- Planning methods and management plan development
- Protected areas regulation for protection and enforcement
- Protected areas systems and network planning
- Tourism/associated livelihoods strategic planning and operations
- Education and awareness strategy/methods/tools

At site level the training needs included:

- Product Development and Marketing
- Organizational Management and Leadership
- Tour Guiding Skills
- Cooperation / Collaboration Partnerships
- Communication
- Business Management
- Project Development
- Environmental education
- Customer service Training
- Communication skills
- Negotiation skills
- Protected areas planning methods and management plan development
- Site operations and management

The Associated Livelihoods training needs included:

- Product development
- Project development and management
- Communications
- Negotiation and conflict resolution
- Environmental education
- Cooperation and collaboration
- Marketing
- Organizational management and leadership
- Tour guiding Strategic planning
- Customer service
- Financial resources management
- Business management
- Health and safety

Based upon the aforementioned training needs, training for site and national protected area management agencies in Grenada can be provided through a regional training of trainer's course that provides comprehensive training in all aspects of protected areas planning and management. This training course can be designed and developed by national/regional consultants and/or training institutions with the relevant expertise and experience. The training developed should take the approach of experiential learning (learning by doing). Key representatives from national,

site and associated livelihoods stakeholders can be selected for this training, and after receiving training they should be supported to deliver training within their respective constituencies.

Specific relevant national and site training needs such as small business management, customer service and relations and tour guide training which may not be addressed by the regional training of trainers' course can be approached by building the capacity of and/or partner with relevant national and local level vocational training institutions or projects to design, develop and deliver specific training in which they are capable or have relevant expertise. Additionally, national and regional consultants and training institutions with relevant skills and experience can assist national vocational training institutions to develop their capacity where it does not exist to provide protected areas related training in Grenada.

# Introduction

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## ***Project Background***

This protected areas and sustainable livelihoods training needs assessment in Grenada is an output produced under Component 3: Capacity Building for Protected Area Management and Associated Livelihoods of the OECS Protected Areas and Associated Livelihoods (OPAAL) Project.

The OPAAL Project aims to contribute to the conservation of biodiversity of global importance in the OECS participating members states of St. Kitts & Nevis, Antigua & Barbuda, Dominica, St. Lucia, Grenada, and St. Vincent and the Grenadines. This is expected to be done by removing barriers to the effective management of protected areas (PAs), and increasing the involvement of civil society and the private sector in the planning, management and sustainable use of these areas. This will be achieved by: (i) strengthening national and regional capacities in the sound management of PAs; (ii) establishing or strengthening a number of demonstration PAs; (iii) providing economic sustainable opportunities for environmentally compatible livelihoods in buffer zones of project-supported PAs; and (iv) involving communities, civil society and private sector in the participatory management of the PAs. Strengthening activities under the project will include (i) improving the relevant legal, policy and institutional arrangements (collectively termed institutional framework) in the participating OECS countries; (ii) updating or preparing new national PA system plans and effective PA management plans for demonstration sites; and (iii) improving institutional management capacity for PAs through training, workshops and information dissemination. The project will support the development of environmentally compatible (or strengthen existing) sources of income for communities living in proximity to these sites by financing studies, training and community projects. To involve all stakeholders (communities, NGOs, and private sector), the project will use a participatory planning and management methodology for PAs, and will increase public education and awareness of the importance of biodiversity conservation and protected area management in the sustainable economic development of the OECS small island developing states (SIDS).

The project is funded by the Global Environment facility (GEF) of the United Nations through the International Bank for Reconstruction and Development (the World Bank) acting as an Implementing Agency of the GEF, the *Fond Français pour l'Environnement Mondial (FFEM)* of the Government of France, and the Organization of American States (OAS).

## ***Rationale for Training Needs Assessment***

The Government of Grenada is committed to conservation of biological diversity and is evident in its intention to develop and implement local action as outlined in its National Biodiversity Strategy and action Plan. To this end, much of the country's natural beauty, tourism appeal, economic and social well being depends on its biological diversity. The sustainable use of these resources will ensure sustained benefits for local communities, the tourism sector and the national economy in Grenada.

In Grenada the institutional and human capacity for the governance of biodiversity is shared among a number of different governmental, parastatal (Quasi-Governmental) and even non-governmental organizations (NGOs).

The governmental institutions most directly involved in biodiversity management and protected areas include the Fisheries Division, the Forestry Division, the Veterinary Division, the Environmental Health Division, the Pesticide Control Board and Pest Management Unit of the Ministry of Agriculture. The parastatal bodies include the Grenada Ports Authority and also the food commodity boards such as the Nutmeg Association, Banana Society and Coca Association. NGOs which play a role in protected areas management and/or biodiversity conservation includes the Grenada Society for the Prevention of Cruelty to Animals, the Grenada Horticulture Society, and the Grenada Hunters Association; the Grenada Community Development Agency (GRENCODA), Agency for Rural Transformation (ART) and Friends of the Earth (FOE). The role of these organizations with respect to biodiversity has been mainly participatory research and especially advocacy.

There are interagency frameworks which have direct relevance to maintenance and enhancement of biodiversity. Such agencies include the Land Development Control Authority (LDCA) which is constituted by law (Land Development Control Act and Town and Country Planning Act) and having the participation of key public officers based at Ministries and Non-Governmental institutions. Another interagency body directly relevant for assuring biological diversity is the Pesticide Control Board which falls under the Ministry of Agriculture and is authorized by the Pesticide Control Act.

Agencies with a less direct role in management of biodiversity include Solid Waste Management Authority, Gravel and Concrete, National Water and Sewerage Authority and utilities such as Grenada Electricity Services Ltd., Cable and Wireless Limited (TELECOM) which have some concern for biodiversity and at least are all avenues for promotion of biodiversity.

Although many key agencies with a vested interest in biological diversity are aware of the threats posed, issues such as lack of linkages, co-ordination among the agencies and often lack of collaboration for enforcement of existing law, reduce effectiveness of management. According to the National report on Implementation of article six of the CBD, 2001, during the elaboration of the National Biodiversity Strategy and Action Plan, the local human resource capacity to deal with biodiversity was enhanced. The process created a cadre of local professional capable of providing significant inputs in the post documentation and implementation stage. However some deficiencies appear to be the lack of or inadequate training in database management, and human resource/operational management skills among many senior staff of critical ministries as well as limited facilities and community participation skills. In several cases, execution of operational activities is constrained by inadequate staffing, equipment, finances and changes in policy or unclear policy guidelines.

The OECS OPAAL project demonstration site is the Annandale/Grand Etang Forest Reserve. The decision has been taken (at Cabinet level) that Annandale should become a forest reserve, and funding is available through the OPAAL Project for the implementation of strategies which will improve the management of the Annandale and Grand Etang properties as a Forest Reserve, as well as improve the sustainability of the livelihoods of the persons who live nearby. The OPAAL Project aims to demonstrate effective and efficient management by building capacities

of all stakeholders involved as well as implementing management systems that are effective and efficient. Specifically within the context of this training needs assessment, the OPAAL project is expected to support (i) increased administrative efficiency in national institutions responsible for biodiversity conservation and PA management; (ii) empowerment of local communities and increased effectiveness in participation in local management decisions; and (iii) increased professionalism among PA staff.

The OPAAL training needs assessment assessed national and site specific training needs in Grenada to inform the design and implementation of training program(s) in protected area management and sustainable livelihoods. The main objective of the training sub-component will be to prepare stakeholders for the establishment and management of protected areas and the identification of associated livelihood opportunities. Major emphasis in training will include principles in protected areas management (e.g. management concepts and tools, information management and M&E, community relations, and visitors management) and the role of promoting sustainable alternative livelihoods in communities living in and adjacent to protected areas (e.g., principles and practices for development of sustainable livelihoods including practical or technical courses on marketing, technology, etc.). Through the project, training programs will be designed on the basis of this training needs assessment which would be flexible to allow additional training activities as identified through a demand-driven process during the participatory preparation and implementation of protected area management plans.

## Methodology

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This assessment was conducted over a four (4) months period from the 18<sup>th</sup> October, 2006 to 27<sup>th</sup> February, 2007. The preparatory activities including work plan preparation, inception meeting, and development of the methodology were done during the first six weeks. Field work and country visits were conducted primarily during December 2006 and January 2007. Data analysis, review of results and report preparation were done in February 2007.

Recognizing the multidisciplinary nature of protected areas issues, the training needs assessment looked at gaps between current and desired knowledge, and skills needed for effective management of Protected Areas across levels of protected area managers and staff, resource users, government officers, private sector entities and businesses, including existing and potential associated livelihoods. This assessment embraced a participatory approach in that the assessment allowed the identified stakeholders (Government, NGOs, CBOs, Protected Areas Managers and staff, and Associated livelihoods stakeholders) themselves to: (i) determine the skills required for the job, and (ii) assess their own skill levels, and second, the assessment identified specific, targeted training needs.

The following mixture of approaches/methods was used to inform this assessment:

### *Literature Review*

A review of relevant available regional, national and site specific published and unpublished reports and materials related to natural resources management and PA management and training in Grenada was conducted to gather specific background information such as stakeholders, activities associated livelihoods and training needs etc. The following documents were reviewed:

- Grenada National Biodiversity Strategy and Action Plan,
- the Caribbean Natural Resources Institute Proposed National Capacity Building Strategy for Grenada
- Peter Espeut, March 2006, Opportunities for Sustainable Livelihoods in each of the six independent OECS territories of the OPAAL Project.
- OECS Tool for the Monitoring and Evaluation of Management Effectiveness of Protected Areas.
- CREP: Capacity Building Requirements of Regional Organizations (2002)
- Sustainable Grenadines Project: Institutional Self-Assessment of Non-Governmental Organizations in the Grenadines, 2006.
- Grenada Protected Area and Forestry Assessment: Plan and Policy for a System of National Parks and Protected Areas. <http://www.oas.org/dsd/publications/unit/oea51e>
- Gardner, Lloyd. 2006. Review of the Policy, Legal, and Institutional Frameworks for Protected Areas Management in Grenada. Environment and Sustainable Development Unit, Organisation of Eastern Caribbean States

A list of the protected areas management and general coastal and marine resources management training needs mentioned in these documents was compiled. This list was compared with results of the questionnaire survey and selected interviews and additional training needs identified were included in the overall training needs for Grenada as part of this assessment.

### ***Key informant Survey and Interviews***

A Key Informant Survey and selected interviews were used to collect information from key personnel in national and site management agencies, who because of their professional training, and/or affiliation with PAs were in a prime position to know what the training needs at the national and site levels were.

### ***Stakeholder identification and selection of sample population for questionnaire***

Key informants were identified for Grenada from the review of existing country reports and with assistance from the Sustainable Grenadines Project and the Forestry and National Parks Division.

Key informants were identified both at the national and at the site levels. 1-3 staff members in each of the Government agencies and respective departments, NGOs and other agencies were selected randomly for this assessment. The sample population comprised persons involved in planning and managing protected areas within the national agencies, NGOs and regional agencies, and the Annandale/Grand Etang associated livelihoods stakeholders (see annex 1).

### ***Questionnaire Design and Administration***

A questionnaire (Annex 3) was constructed and sent out to the identified key informants to obtain information on training needs. The questionnaire for this assessment was developed and adopted in part from the World Wildlife Fund (WWF) Protected Areas Conservation Strategy (PARCS) training needs and opportunities assessment conducted in 1991<sup>1</sup>, among protected areas managers in eastern, central and southern Africa and the Competence Standards for Protected Area Jobs in South East Asia<sup>2</sup>.

A questionnaire approach was adopted for the needs assessment for the following reasons:

- The questionnaire was designed as a matrix and served as an efficient and practical way to present the array of specific skills required for the job;
- The questionnaire provided a qualitative and quantitative means of assessing training needs; and
- The questionnaire lent itself well to standardized data extraction, manipulation, comparison, and analyses across and within the six countries of participating in the OPAAL project and this assessment.

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<sup>1</sup> Pitkin, Barbara, 1995. Protected Area Conservation Strategy (PARCS): Training Needs and Opportunities Among Protected Area Managers in Eastern, Central, and Southern Africa. Washington, DC: Biodiversity Support Program.

<sup>2</sup> Appleton, M. R., Texon, G.I. & Uriarte, M.T. (2003) Competence Standards for Protected Area Jobs in South East Asia. ASEAN Regional Centre for Biodiversity Conservation, Los Baños, Philippines. 104pp.

The questionnaire was used to assess the training needs of Government agencies and PA Managers and staff, individuals and NGOs.

The questionnaire comprised a list of the ideal main role/responsibility in protected areas planning and management as perceived by the consultant and ascertained from the preliminary review of relevant literature and interviews with selected PA experts/professionals. Respondents were asked to validate these responsibilities and add or subtract where necessary based upon their current responsibilities and perceptions as to what is required for the doing the job currently. Respondents were asked to indicate what roles and responsibilities were part of their current portfolio and would likely be over the next 5 years.

Secondly, the core knowledge/skills required for each of the roles/responsibilities listed in the questionnaire, were presented. According to Appleton, M. R., Texon, G.I. and Uriarte, M.T., (2003) these were regarded as ideal knowledge and Skills that every protected areas personnel should be competent in.

Respondents were asked to rate their current competence in each of the core knowledge/skills presented in the questionnaire. A rating scale of 1 to 4 was provided for individuals to use, where 1 denotes little or no competence, 2 = some competence, but below level required for role, 3 = competence at required level for role and 4 = competence exceeds level required for role. The mean score per training element (each presented skills and knowledge) was calculated for all respondents. A training need was determined on a score of 2.5 or less out of a possible 4.

## *Interviews*

Sustainable livelihoods training needs as related to the Annandale/Grand Etang Forest Reserve were identified through direct telephone interviews with selected stakeholders. These include:

- Noel Mitchell, Annandale Villager
- Sandiford Edwards, Annandale Community Group
- Fitzroy Alexander, Vendomme Community

These individuals represented key community groups in Vendomme and Annandale. They were asked to suggest training needs that were representative of the needs of their respective groups and livelihoods activities in the area in general. The Associated Livelihoods Assessment completed by Peter Espeut in March 2006<sup>3</sup> also made reference to some specific training and these were considered as well.

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<sup>3</sup> Espeut, Peter, March 2006. Opportunities for Sustainable Livelihoods in One Protected Area in Each of the Six Independent OECS Territories, for the OECS Protected Areas and Sustainable Livelihoods (OPAAL) Project

## ***Regional Review Workshop***

A regional review workshop was hosted by the OECS OPAAL and facilitated by the consultant on February 13<sup>th</sup>, 2007 in St. Lucia. Representatives of national agencies and associated livelihoods in each of the six PMSs and key regional training institutions participated (List of participants in Annex 3). The results of the national and regional assessments were reviewed, prioritized and endorsed by representatives of national and site management agencies from Grenada.

## Findings of the Training Needs Assessment

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A number of key findings emerged from the analysis of data from key informants in the National Agencies and NGOs and information gathered from existing reports and national documents.

In assessing national level training needs a total of 26 questionnaires were distributed and 5 of these were returned. This represented a 19.23 % response rate. Although this represents a poor response rate, in order to avoid a biased analysis the information from the key informants survey was supplemented by findings from the training needs identified in CANARI's National Capacity Building Strategy report (2006), and references made to some general training needs in the National Biodiversity Strategy and Action Plan, FAO and other national reports to the CBD and other multilateral conventions.

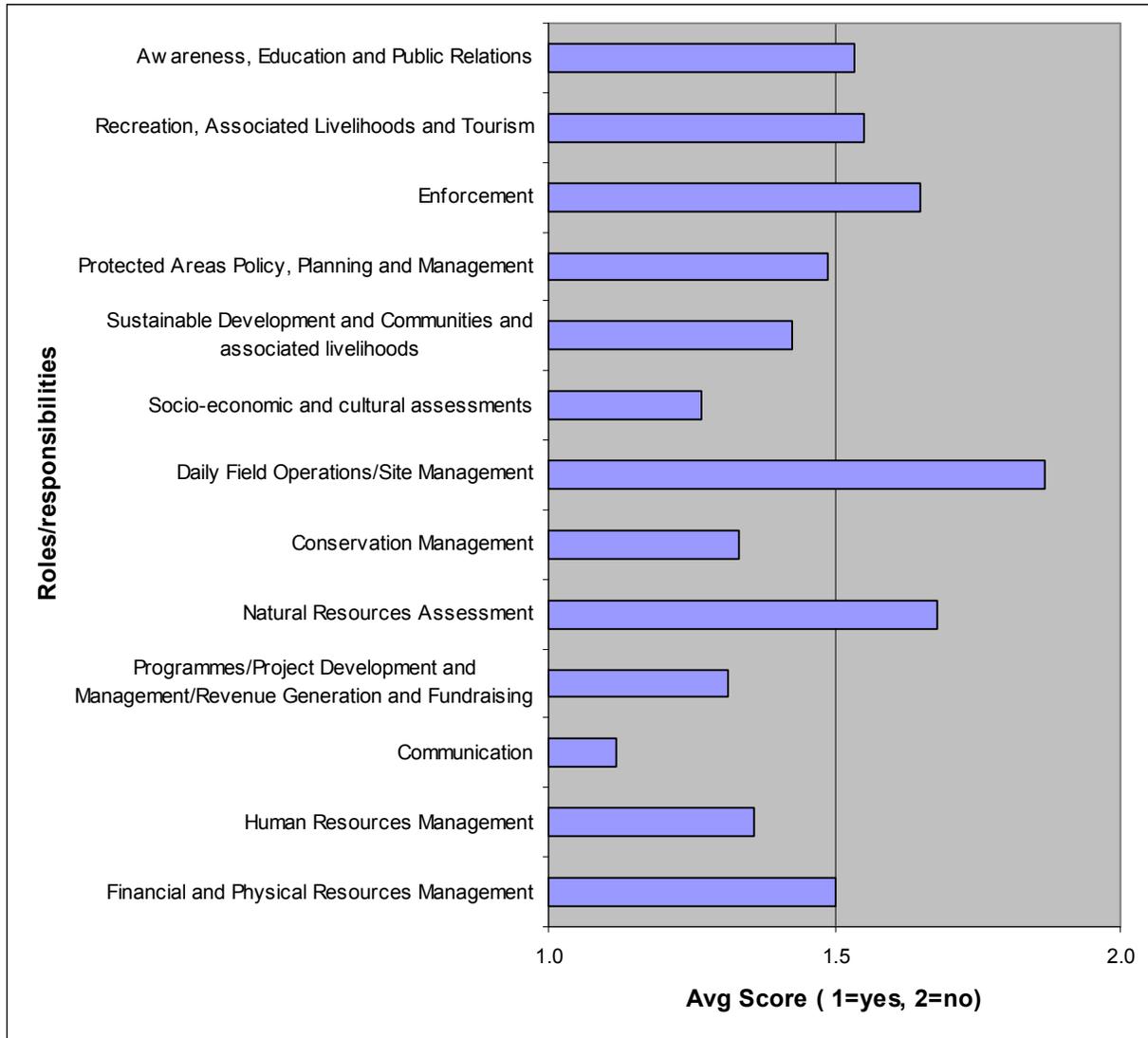
### *Existing Capacity*

The needs assessment attempted to cover a cross section of individuals from the key Government agencies and NGOs with responsibility for protected areas management in Grenada. The key current areas of responsibility (figure 1) for the respondents were related to:

- Financial and Physical Resources Management
- Human Resources Management
- Communication
- Project Development and Management
- Revenue Generation and Fundraising
- Conservation Management
- Socio-economic and cultural assessments
- Sustainable Development and Communities and associated livelihoods
- Protected Areas Policy, Planning and Management Awareness, Education and Public Relations

Majority of respondents were not directly responsible for or undertaking natural resources assessments, site operations and management, enforcement; and tourism and associated livelihoods activities. Again the situation here is similar to other small islands states where national agencies because of limited resources (both financial and human capacity) often focus on the broader national concerns; and site specific activities are the responsibility of the designated site managers and staff.

**Figure 1: Respondents' indication of their current roles and responsibilities related protected areas management in Grenada**



When asked what the individual expects to be doing in the next 5 years most respondents indicated that they will continue with their existing responsibilities and take on the additional tasks that covers the full range of responsibilities required for managing protected areas.

Respondents had on average 5-10 years professional experience related to natural resources management in their current job. The qualifications of respondents varied widely ranging from marine science, planning, and forestry, to education.

All respondents have in recent years become exposed to interdisciplinary training related to their respective job functions.

## ***Past Training***

Among the respondents, the following protected areas related training was indicated as having been received.

- Environmental leadership
- Exclusive Economic Zone control and management
- Oil spill response
- Finance
- Gap assessments
- Introduction to Arc GIS
- System planning for protected areas in the OECS
- Practical training in monitoring and evaluation, reporting and work plan development for OPAAL
- GIS and satellite interpretation.
- Protected area assessment

Although the training received is relevant to their job responsibilities, they have not been systematic and not always directly related to local and national circumstances and needs. The majority of these training events lacked on-the-ground application/case-studies (personal comments received from selected respondents).

## ***Skills and Knowledge Training Needed***

The analysis of data from the returned questionnaires, interviews and literature review, indicated that majority of respondents were adequately competent in the general and personal work skills and knowledge areas. These areas include general stress management and, ethnic and gender awareness, positive behavior at work, group dynamics and personal conduct, maintaining confidentiality etc.

Analysis of the respondent's competence against the ideal range of protected areas skills and knowledge suggests that there are several gaps among all respondents. Protected area professionals and managers in Grenada need to enhance and, in some cases, acquire new skills and knowledge to effectively manage protected areas and protected area systems. The broad categories of training needs determined included natural resources monitoring and assessments; site operations and management; policy analysis, development and implementation; planning and management; enforcement; tourism and sustainable livelihoods management; and education, awareness and outreach. The specific knowledge and skills are listed in table 1.

**Table 1: Specific Knowledge and Skills Needed in Grenada**

| <b>Category</b>                           | <b>Site Level Management Training Needs (Skills and Knowledge)</b>  | <b>National Agencies Training Needs ( Skills and Knowledge)</b>   |
|---|---|---|
| <b>General and Personal Work Skills</b>   | Sources and techniques on managing sources of workplace tension and stress; general stress management<br>Positive behavior at work, group dynamics and personal conduct, maintaining confidentiality<br>Ethnic and gender awareness etc |   |
| <b>Financial Resources Management</b>     | Policies and procedures of accounting, budgeting, auditing, cash flow and projection; computer based accounting systems; Negotiation skills<br>Preparation of annual financial reports, project financial reports                       | Policies and procedures of accounting, budgeting, auditing, cash flow and projection; computer based accounting systems<br>preparation of annual financial reports, project financial reports                                 |
| <b>Assets Management</b>                  | Contractual procedures, laws and rules on contract, tenders and agreements  | Inventory and maintenances systems, procedures for procurement, supplies, and equipment management; contractual procedures, laws and rules on contract, tenders and agreements  |
| <b>Human Resources Management</b>         |   |   |
| <b>Communications</b>                     | Developing communication strategies; Audience analysis techniques ( understanding audience, barriers to communication etc)  |   |
| <b>Project Development and Management</b> | Use of problem analysis and other approaches, development of logical framework etc  |   |
| <b>Proposal Writing</b>                   | Proposal writing, requirement and formats for proposals for relevant donors and OECS Small Grants Facility (Grant agreements, Financial procedures for OECS Small Grants Facility, review and internal management procedures)           | Proposal writing, requirement and formats for proposals for relevant donors and OECS Small Grants Facility (Grant agreements, Financial procedures for OECS Small Grants Facility, review and internal management procedures) |
| <b>Protected Areas Financing</b>          | Protected Areas funding options: user and entrance fees permit systems, licenses, concessions, services and royalties; donations and sponsorship, trust funds etc. business plan development.   | Protected Areas funding options: user and entrance fees permit systems, licenses, concessions, services and royalties; donations and sponsorship, trust funds; business plan development.                                     |

| <b>Category</b>                                    | <b>Site Level Management Training Needs (Skills and Knowledge)</b>   | <b>National Agencies Training Needs ( Skills and Knowledge)</b>  |
|--|--|--|
| <b>Networking and Partnership Building</b>         | Identifying and building partnerships; networking techniques   | Identifying and building partnerships; Networking techniques   |
| <b>Project Monitoring and Evaluation</b>           | Project monitoring and evaluation; OECS Small Grants Facility Project Implementation Monitoring System   | Project monitoring and evaluation; OECS Small Grants Facility Project Implementation Monitoring System   |
| <b>Natural Resources Assessment and Monitoring</b> | Principles of survey design and sampling methods, techniques to gather information from communities e.g. participatory mapping etc   | Principles of survey design and sampling methods, techniques to gather information from communities e.g. participatory mapping etc   |
| <b>Data Handling and Statistics</b>                | Statistical analysis and data presentation   | Statistical analysis and data presentation   |
| <b>Ecosystem-based Management Tools</b>            | Remote sensing and interpretation; GIS   | Remote sensing and interpretation; GIS   |
| <b>Knowledge and Management of Ecosystems</b>      |  | Knowledge of habitats and ecosystems; ecology and conservation of relevant species, ecosystems and habitats; In-situ conservation methods; purpose, impact and uses of habitat management, recovery and restoration techniques   |
| <b>Co-management/Collaborative approaches</b>      |  |  |
| <b>Site Operations and Management</b>              | Health and safety procedures , basic first aid, emergency plans; care and maintenance of equipment; vehicle handling and care, navigation, operational procedures; environmental and landscape planning, basic construction designs, interpretation of plans and specifications; construction standards<br>technical drawing, designs, signage, estimating and calculating quantities, building regulations etc. | Health and safety procedures , basic first aid, emergency plans, swimming, snorkeling, diving skills; care and maintenance of equipment; techniques and methods for mooring Buoys location and installation; boat and vehicle handling and care, navigation, operational procedures; environmental and landscape planning, basic construction designs, interpretation of plans and specifications; construction standards<br>technical drawing, designs, signage, estimating and calculating quantities, building regulations etc. |

| Category  | Site Level Management Training Needs (Skills and Knowledge)  | National Agencies Training Needs ( Skills and Knowledge)  |
|---|--|---|
| <b>Socio-economic Assessment and Monitoring</b> | Participatory community assessment approaches; basic interview, record gathering and data recording methods; analyzing socio-economic data, validating and reporting   |   |
| <b>Community Outreach and Management</b>        | Knowledge of local communities, associated livelihoods, problems and issues affecting communities etc<br>Sources of support and finance, business development planning and entrepreneurship; Community training and extension<br>Community conservation priorities and programmes  | Details of protected area community policies and programmes; associated livelihoods and land use requirement; sources of support and finance, business development planning and entrepreneurship  |
| <b>Protected Areas Planning and Management</b>  | Integrated Conservation and Development planning/Project approaches and techniques; participatory processes; Protected areas regulation for protection and enforcement legislation, land tenure, customary/traditional rights etc  | Integrated conservation and development planning/project approaches and techniques; participatory processes<br>Protected areas regulation for protection and enforcement legislation, land tenure, customary/traditional rights etc<br>conflict resolution, mediation and negotiation techniques<br>national and regional legislation and legal procedures; adaptive management approaches and planning methods; concepts of integrated development planning; integrated coastal management, design of protected areas and zoning plans; options for PA management, Strategic Management planning processes, General and operational management plans; methods for assessing management effectiveness<br>national and regional policies, convention and laws concerning biodiversity conservation and PA management; guidelines for co-management; protected areas systems and network planning; participatory processes for boundary delineation |
| <b>Enforcement</b>                              | Environmental law, national legislation; relevant laws and procedures, power of arrest and policing ; building partnerships and collaboration with communities, police and judiciary; applicable rules of evidence, legal and court proceedings; procedures for investigation in a violation; observation and recording techniques | Environmental law, national legislation; relevant laws and procedures, power of arrest and policing ; building partnerships and collaboration with communities, police and judiciary; applicable rules of evidence, legal and court proceedings; procedures for investigation in a violation; observation and recording techniques  |

| Category   | Site Level Management Training Needs (Skills and Knowledge)   | National Agencies Training Needs ( Skills and Knowledge)  |
|--|---|---|
| <b>Tourism and Other Associated Livelihoods Management</b> | Tourism/associated livelihoods strategic planning and operations; functioning of associated livelihoods and tourism business, approaches and models for commercial activities; natural resource economics and valuation methods; understanding small, medium enterprises/businesses; basic business administration; customer service, certification; health and safety obligations, policies and procedures | Tourism/associated livelihoods strategic planning and operations; functioning of associated livelihoods and tourism business, approaches and models for commercial activities; natural resource economics and valuation methods; understanding small, medium enterprises/businesses; basic business administration; customer service, certification; health and safety obligations, policies and procedures |
| <b>Education and Awareness</b>                             | Development of environmental education and awareness strategy; creative and interpretive writing; principles of thematic interpretation; use and application of a wide range of interpretive media/materials/techniques   | use and application of a wide range of interpretive media/materials/techniques  |

A synthesis of information acquired from literature review gives the following picture of training needs in Grenada:

- Identification and selection of natural resources management regimes
- Identification and building partnerships and networking
- Increased capacity to inform and educate leaders, teachers, media workers and others involved in communications
- Understanding the linkages between natural resources and poverty reduction
- Developing formal and informal communication and collaboration among government agencies, civil society and the private sector.
- Participatory approaches/ natural resources management
- Advocacy and policy influencing
- Community tourism
- Data analysis and report writing
- Collective learning
- Adaptive management
- Enforcement procedures/systems
- Developing business plan
- Water quality monitoring
- Administrative training
- Education and awareness strategies
- Conflict management
- Organizational development, management, and leadership
- Fundraising

### **Site Specific Associated Livelihoods Training Needs**

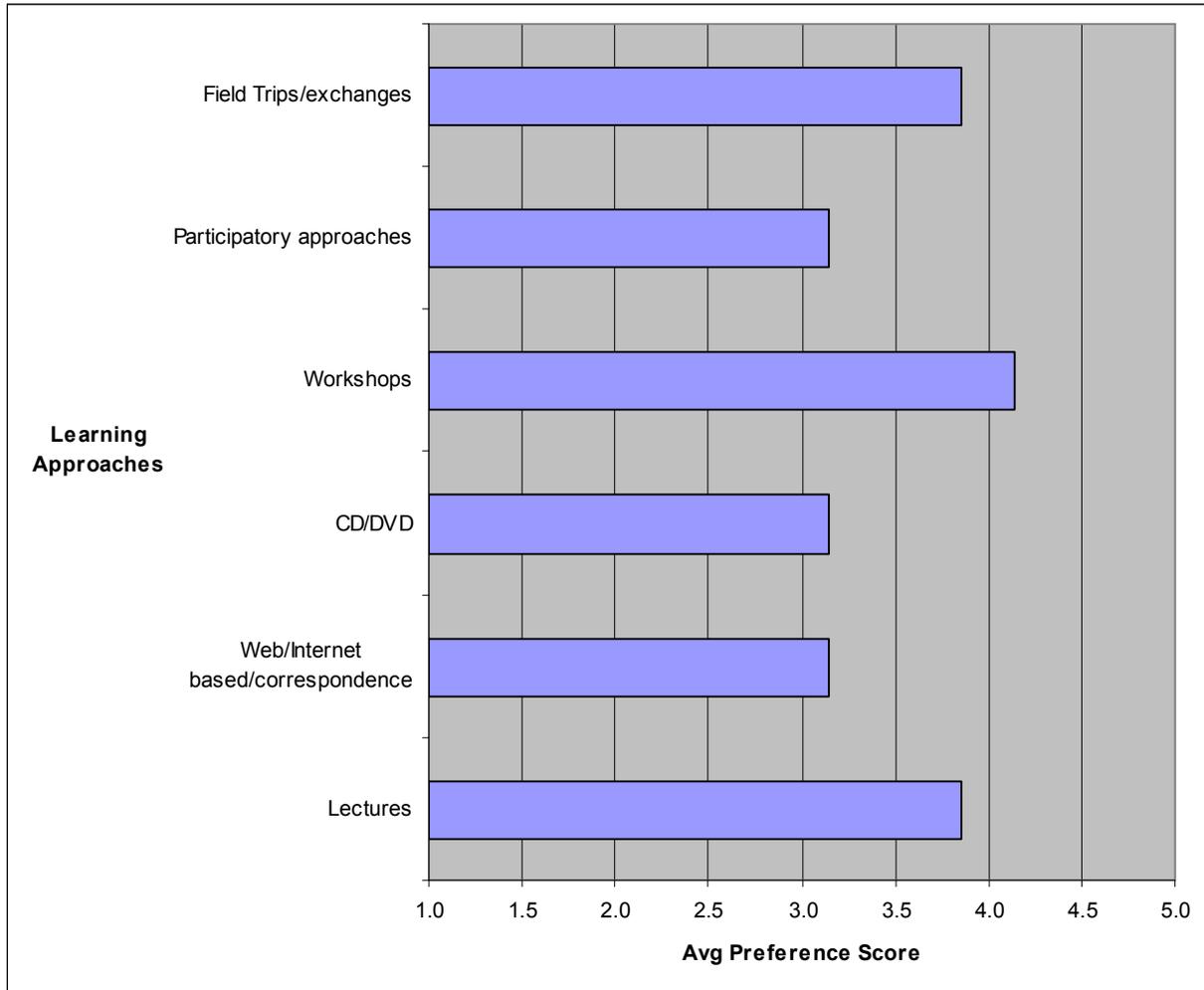
The following training needs were determined from interviews conducted with representatives of the Annandale and Vendomme communities.

- Computer Training
- Marketing / Craft Business
- Product Development
- Environmental Management
- Accounting / Book keeping
- Tour Guiding
- Health and safety
- Managing Protected Areas
- Wildlife Conservation
- Reforestation
- Agriculture /Farming Techniques / Organic Farming
- Cooperation / Collaboration Partnerships
- Communication
- Lumberjack / Felling Techniques
- Forest Conservation
- Wood Preservation Techniques
- Chain Saw Operator/ Maintenance
- Management Skills
- Small Machines repairs
- Strategic Planning
- Monitoring and evaluation
- Decision making processes
- Government relations
- Project/programme identification and planning
- Project management
- Environmental education
- Customer service Training
- Communication skills
- Negotiation skills
- Business Management
- Project Development
- Disaster Preparedness

## Preferred learning Approach

Respondents indicated that they prefer training in a workshop and lecture setting with a mix of participatory approaches and field trips (Figure 2).

*Figure 2: Preferred method of training for all respondents*



## Preferred Duration of Training

Majority of respondents indicated that they have a preference for longer training, ranging from 3 weeks to 3 months.

## Consultant's Recommendations

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The following recommendations on training topics and strategies for implementing training for Grenada are based upon the consultant's consideration of the priority Skills and Knowledge needs of respondents in this assessment; the objectives of the OPAAL project; and the outcome of the prioritization of national training needs at the Regional Training Needs Assessment Review Workshop. The prioritized skills and knowledge areas were reviewed by the consultant and consolidated into specific training topics and presented below.

*Table 2: Target Groups and the Recommended Priority Topics for Training*

| Target Groups     | Short-term   | Medium-term   | Potential methods of delivery                            |
|-------------------|--|---|--|
| National Agencies | <ul style="list-style-type: none"> <li>• Organizational Management and Leadership</li> <li>• Developing communication strategies; Audience analysis techniques ( understanding audience, barriers to communication etc)</li> <li>• Project Management</li> <li>• Fundraising</li> <li>• Protected Areas Financing</li> <li>• Identifying and building partnerships; Networking techniques</li> <li>• Community Outreach and Management</li> <li>• Integrated Conservation and Development planning/Project approaches and techniques;</li> </ul> | <ul style="list-style-type: none"> <li>• Natural Resources Monitoring and Assessments</li> <li>• Business plan development</li> <li>• Conflict resolution</li> <li>• Monitoring and Evaluation</li> <li>• Enforcement</li> <li>• Statistical Handling and Management</li> <li>• Site Operations and Management</li> </ul> | Distance learning, short courses, workshops, attachments |

| Target Groups   | Short-term   | Medium-term   | Potential methods of delivery   |
|-----------------|--|---|---|
|                 | participatory processes <ul style="list-style-type: none"> <li>• Planning Methods and management plan development</li> <li>• Protected areas regulation for protection and enforcement legislation, land tenure, customary/traditional rights</li> <li>• Protected areas systems and network planning</li> <li>• Tourism/associated livelihoods strategic planning and operations</li> <li>• Education and Awareness Strategy/methods/tools</li> </ul> |   |   |
| Site Management | <ul style="list-style-type: none"> <li>• Product Development and Marketing</li> <li>• Organizational Management and Leadership</li> <li>• Tour Guiding Skills</li> <li>• Cooperation / Collaboration Partnerships</li> <li>• Communication</li> <li>• Business Management</li> <li>• Project Development</li> <li>• Environmental education</li> <li>• Customer service Training</li> <li>• Communication skills</li> </ul>                            | <ul style="list-style-type: none"> <li>• Forest Conservation</li> <li>• Reforestation</li> <li>• Natural Resource management</li> <li>• Wildlife Conservation</li> <li>• Customer Service</li> <li>• Business management</li> <li>• Organic farming and sustainable agriculture techniques</li> </ul> | Attachment, in-house training, workshops, apprenticeship; short courses |

| Target Groups           | Short-term  | Medium-term  | Potential methods of delivery            |
|-------------------------|---|--|--|
|                         | <ul style="list-style-type: none"> <li>• Negotiation skills</li> <li>• Protected areas planning methods and management plan development</li> <li>• Site operations and management</li> </ul>  |  |  |
| Sustainable Livelihoods | <ul style="list-style-type: none"> <li>• Product development</li> <li>• Project development and management</li> <li>• Communications</li> <li>• Negotiation and conflict resolution</li> <li>• Environmental education</li> <li>• Cooperation and collaboration</li> <li>• Marketing</li> <li>• Organizational management and leadership</li> <li>• Tour guiding</li> </ul> | Strategic planning<br>Customer service<br>Financial resources management<br>Business management<br>Health and safety | Evening classes, short courses, workshop |

Training for site and national management agencies and associated livelihoods stakeholders in Grenada can be provided through the following:

- Design and develop a regional training of trainer's course that provides comprehensive training in all aspects of protected areas planning and management. This training course can be designed and developed by national/regional consultants and/or training institutions with the relevant expertise and experience (details on training institutions and expertise are provided in the Regional Training Needs Assessment report). The training can be designed and delivered in a modular format and take the approach of experiential learning (learning by doing). Key representatives from national, site and associated livelihoods stakeholders can be selected for this training, and after receiving training they are supported to deliver training within their respective constituencies.
- Specific relevant national and site training needs not addressed by the regional training can be approached by building the capacity of and/or partner with relevant national and local level vocational training institutions or projects to design, develop and deliver specific training for which they are capable or have expertise. Additionally national and regional consultants and training institutions with relevant skills and experience can assist national vocational training institutions to develop their capacity where it does not exist to provide protected areas related training in Grenada.

These approaches are further discussed in the Regional Training Needs Assessment report which forms part of this overall OPAAL Training Needs Assessment ]

## Annexes

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### ***Annex 1: Table of key National informants/respondents in Grenada***

| <b>Organization/Institution</b>                      | <b>Name</b>           | <b>Response</b> |
|--|-----------------------|-----------------|
| Aquanauts  | Nicholas Winkler      | No              |
| Board of Tourism                                     | Danny Donelan         | No              |
| Coast Guard  | Osmand Griffith       | No              |
| Coast Guard  | Seargant Thomas       | No              |
| Environmental & Research Consultant                  | Dianne Roberts        | Yes             |
| Fisheries Division                                   | Crafton Isaac         | No              |
| Fisheries Division                                   | Jerry Mitchell        | No              |
| Fisheries Division                                   | Justin Rennie         | No              |
| Fisheries Division                                   | Paul Phillip          | No              |
| Fisheries Division                                   | Tracey Augustine      | No              |
| Forestry Division                                    | Aden Forteau          | yes             |
| Forestry Division                                    | Gordon Patterson      | No              |
| Forestry Division/OPAAL                              | Anthony Jeremiah      | yes             |
| Grenada Port Authority                               | Lazarus Joseph        | yes             |
| Grenada Port Authority                               | Ronald Haywood        | No              |
| Ministry of Health & Environment                     | Chris Joseph          | No              |
| Ocean Spirits  | Becky King            | No              |
| Ocean Spirits  | Carl Llyod            | No              |
| Physical Planning                                    | Fabian Purcell        | No              |
| WINDREF  | Stephen Nimrod        | No              |
| WINDREF  | Trevor Paul Noel      | No              |
| Forest Ranger [FNPD]                                 | Carlson Griffith      | No              |
| Forest Ranger [FNPD]                                 | Gerald Mc-Meo         | No              |
| Forestry & National Parks Dept.                      | Augustus Thomas       | No              |
| Forestry & National Parks Dept.                      | Christopher St. Louis | No              |
| Forestry & National Parks Dept.                      | Imhotep Mawauto       | No              |
| Forestry & National Parks Dept.                      | Wilan Hamilton        | No              |
| Forestry & National Parks Dept.                      | Desmond Mc-Queen      | No              |
| Forestry & National Parks Dept. [Squatting Assignee] | Anthony Mc-Burnie     | No              |
| Forestry & National Parks Dept. [Squatting Assignee] | Standhope Smith       | No              |
| National Water and Sewage Authority (NAWASA)         | Allan Neptune         | No              |
| New Hampshire Preschool Teacher                      | Germaine Peterson     | No              |
| RARE Grenada   | Tyrone Buckmire       | No              |
| GRENCASE   |                       | No              |
| GRENCODA   |                       | No              |
| Ministry of Agriculture                              | Michael Mason         | No              |
| Ministry of Finance [Central Statistical Unit]       | Halim Brizan          | No              |
| Ministry of Finance [Central Statistical Unit]       | Rachel Jacobs         | No              |
| Ministry of Health & Environment                     | Gemma Bain-Thomas     | No              |
| Ministry of Tourism [Parks]                          | Cecelia Samuel        | No              |

| <b>Organization/Institution</b> | <b>Name</b>        | <b>Response</b> |
|---------------------------------|--------------------|-----------------|
| Science & Technology Council    |                    | No              |
| St. Georges University          | Clare Morrall      | Not applicable  |
| Sustainable Development Council | Dr. Spencer Thomas | yes             |

## Annex 2: Training Needs Assessment Questionnaire

The OECS ESDU OPAAL Project is undertaking a protected areas management and associated livelihoods training needs assessment at the OPAAL Project site, national and regional levels. The information that will be gathered from this assessment will be used to design and develop relevant training modules for OPAAL protected areas stakeholders in each of the 6 participating member states. You have been selected to participate in this assessment as one of the key protected area stakeholders and your input is vital for ensuring the success of this initiative. This questionnaire will take approximately 1 hour to complete. I would appreciate your assistance in completing this questionnaire and returning it by email or fax to Mr. Kemraj Parsram (contact info at the end of questionnaire) on or before **January 25th, 2007**.

### I. Personal and Organization/Business Information

|  |                  |           |            |             |             |                    |        |
|--|------------------|-----------|------------|-------------|-------------|--------------------|--------|
| Full name:   |                  |           |            |             |             | Male               | Female |
|  |                  |           |            |             |             |                    |        |
| Postal Address:  |                  |           |            |             |             |                    |        |
| Name of Organization:  |                  |           |            |             |             |                    |        |
| Telephone:   |                  |           |            |             |             |                    |        |
| Fax:   |                  |           |            |             |             |                    |        |
| Email:   |                  |           |            |             |             |                    |        |
| Mandate of Organization as it relates to Protected Areas                           |                  |           |            |             |             |                    |        |
| Position currently held and key areas of responsibility.                           |                  |           |            |             |             |                    |        |
| Briefly list areas of professional experience (including from previous employment) |                  |           |            |             |             |                    |        |
| Total years of professional experience related to protected areas management       | Less than 1 year | 1-4 years | 5-10 years | 11-15 years | 16-20 years | more than 20 years |        |

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## 2. General Personal and Work Skills

The following table lists a set of general personal and work skills in **column A**. These are universal skills for work, which apply to all, whatever the level, and are often referred to as “soft skills”. They are considered to be important for all involved in protected areas management jobs. In **column C**, please rate your level of competence in each skill listed. **1 = little or no competence, 2 = some competence, but below level required for role, 3 = competence at required level for role, 4 = competence exceeds level required for role**

| Column A  | Column C                          |
|---|-----------------------------------|
| General personal and work skill set   | What is your level of competence? |
| Policies, procedures and practices in the workplace, work ethics, time management, punctuality, dress mode etc.   |                                   |
| People skills, collaboration, teamwork, attitudes and techniques for supporting and assisting colleagues  |                                   |
| Sources and techniques on managing sources of workplace tension and stress; general stress management   |                                   |
| Positive behavior at work, group dynamics and personal conduct, maintaining confidentiality   |                                   |
| Ethnic and gender awareness etc   |                                   |
| <i>Please list any additional general personal and work skills you believe is important to your current job. Please provide the appropriate response in Columns B &amp; C</i> |                                   |

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### 3. Skills and Knowledge Training Needs Matrix

The following matrix provides a list of important Roles/Responsibilities (Column A) and Knowledge/Skills (Column D) for effective Protected Areas management. Please answer the following questions by placing a tick or rating in the relevant column. Go through questions 1&2 first and then questions 3-5. Please take a moment to familiarize yourself with the rating scheme for each question.

1. Column B: Which of the roles/responsibilities listed in *column A* best corresponds to your current job functions in your present position? Please tick all that apply or indicate 1= Yes or 2= No
2. Column C: Which of the roles/responsibilities listed in *column A* do you believe you will undertake in your current job over the next 5 years? Please tick all that apply or indicate 1=Yes or 2=No.
3. Column E: For the knowledge/skills competencies listed in *column D*, please assess/indicate your current level of knowledge/skills by using the following rating scale:  
1 = little or no competence, 2 = some competence, but below level required for role, 3 = competence at required level for role, 4 = competence exceeds level required for role

| A   | B   | C   | D  | E  |
|---|---|---|--|--|
| (Roles/Responsibilities)                        | Indicate what you do currently<br><br>1= Yes<br><br>2= No | What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | (Knowledge & Skills)   | Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
| Financial and Physical Resources Management     |   |   |  |  |
| Develop and Monitor Financial plans and budgets |   |   | Policies and procedures of accounting, budgeting, auditing, cash flow and projection |  |
| Keep books and accounts                         |   |   | Computer based accounting systems  |  |

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| A<br><br>(Roles/Responsibilities)   | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)  | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|---|--|--|--|---|
| Manage equipment, supplies and property   |  |  | Inventory and maintenances systems, procedures for procurement, supplies, and equipment management.  |   |
| Manage procurement of goods and services  |  |  | Contractual procedures, laws and rules on contract, tenders and agreements   |   |
| Negotiate, issue and supervise contracts and agreements   |  |  | Negotiation skills   |   |
| Financial reporting   |  |  | Preparation of annual financial reports, project financial reports   |   |
| <i>Please list any additional roles and responsibilities in your current job and any you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to your current job and protected areas management in general. Please provide the appropriate response in Columns E,F,G.</i> |   |

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| A<br><br>(Roles/Responsibilities)   | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)  | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|---|--|--|--|---|
| <b>Human Resources Management</b>   |  |  |  |   |
| Identify staffing needs and structures and assign roles and responsibilities  |  |  | Knowledge of organizational structure, policies and procedures   |   |
| Staff recruitment   |  |  | Interview techniques (recruitment, appraisal, exit, disciplinary, grievance etc)   |   |
| Brief, supervise and motivate staff teams, contractors, volunteers etc.   |  |  | Communication techniques; Leadership and supervisory skills  |   |
| Monitor and evaluate staff performance  |  |  | Performance Evaluation techniques  |   |
| Negotiate agreements and resolve disputes and conflicts in your department/office   |  |  | Conflict resolution/alternative dispute resolution techniques  |   |
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management. Please provide the appropriate response in Columns E,F,G.</i> |   |

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| A<br><br>(Roles/Responsibilities)  | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)  | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|--|--|--|--|---|
| <b>Communication</b>   |  |  |  |   |
| Organize and chair meetings  |  |  | Meeting protocols; Meeting Facilitation  |   |
| Give technical presentations   |  |  | Presentation techniques (public speaking and use of presentation aids)   |   |
| Write technical reports/papers   |  |  | Technical writing and report structures etc  |   |
| Represent protected area and/or country at conferences, negotiations etc         |  |  | Protocols of conferences and international meetings, Negotiation Skills and Diplomacy                                      |   |
| Undertaking communications activities tailored for specific clients/stakeholders |  |  | Developing communication strategies; Audience analysis techniques ( understanding audience, barriers to communication etc) |   |

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| A<br><br>(Roles/Responsibilities)   | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)   | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|---|--|--|---|---|
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management.. Please provide the appropriate response in Columns E,F,G.</i>   |   |
| <b>Programmes/Project Development and Management/Revenue Generation and Fundraising</b>   |  |  |   |   |
| Develop structured plans and proposals (use of logical framework approaches etc)  |  |  | Use of problem analysis and other approaches, development of logical framework etc  |   |
| Prepare and negotiate proposals for securing resources and support (departmental/governmental resources. Proposal for donor funding)  |  |  | Proposal writing, requirement and formats for proposals for relevant donors and OECS Small Grants Facility. Grant agreements, Financial procedures for OECS Small Grants Facility. Procedures for review and internal management of projects related to OECS Small Grants Facility. |   |
| Develop business plans, fundraising and revenue generating schemes (income generation, fee systems, etc)  |  |  | Protected Areas funding options: user and entrance fees, permit systems, licenses, concessions, services and royalties; donations and sponsorship, Project funds, trust funds etc. Business plan development.   |   |
| Develop collaborative partnerships, plans, programmes with other agencies/organizations etc   |  |  | Identifying and building partnerships; Networking techniques  |   |

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| A<br><br>(Roles/Responsibilities)   | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)  | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|---|--|--|--|---|
| Project reviews and evaluation  |  |  | Project monitoring and evaluation; OECS Small Grants Facility Project Implementation Monitoring System |   |
| Develop operational plans (work plan, activities, logistics etc)  |  |  | Strategic planning, problem analyses techniques, work planning etc.                                    |   |
| Manage team, contractors and collaborators in implementation of work plans (work schedules, logistics, technical oversight, monitor progress) |  |  | Project Management; Delegation, decision-making, monitoring and evaluation techniques                  |   |

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| A<br><br>(Roles/Responsibilities)   | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)  | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|---|--|--|--|---|
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management. Please provide the appropriate response in Columns E,F,G.</i> |   |
| <b>Natural Resources Assessment</b>   |  |  |  |   |
| Organize and lead biophysical surveys and monitoring activities   |  |  | Principles of survey design and sampling methods, techniques to gather information from communities e.g. participatory mapping etc                                   |   |
| Analyze, interpret and present survey and monitoring data   |  |  | Statistical analysis and data presentation   |   |
| lead specialized taxonomic, habitat and ecosystems survey   |  |  | Relevant technical knowledge, advance conservation biology   |   |

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| A<br><br>(Roles/Responsibilities)   | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)  | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|---|--|--|--|---|
| Interpret aerial and satellite photographs and remote sensing and GIS data, datasets and spatial information.   |  |  | Remote sensing and interpretation; GIS   |   |
| Design and implement biophysical survey, research and monitoring methods and programmes   |  |  | Research approaches and techniques   |   |
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management. Please provide the appropriate response in Columns E,F,G.</i> |   |

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| A<br><br>(Roles/Responsibilities)  | B<br><br>Indicate what you do currently<br><br>1= Yes<br><br>2= No | C<br><br>What you may be doing in the next 5 years?<br><br>1= Yes<br><br>2= No | D<br><br>(Knowledge & Skills)   | E<br><br>Indicate your current competence<br><br>1 = little or no competence<br><br>2 = some competence, but below level required for role<br><br>3 = competence at required level for role<br><br>4 = competence exceeds level required for role |
|--|--|--|---|---|
| <b>Conservation Management</b>   |  |  |   |   |
| Specify management requirement for and direct the management of habitats and ecosystems  |  |  | Knowledge of habitats and ecosystems; Ecology and conservation of relevant species, ecosystems and habitats; In-situ conservation methods                                   |   |
| Specify special measures for assisting protection, survival or recovery of key species   |  |  | Purpose, impact and uses of habitat management, recovery and restoration techniques   |   |
| Develop and support co-management/participatory management systems for protected areas and natural resources   |  |  | Co-management and collaborative management systems, stakeholder analysis and facilitation skills  |   |
| <i><u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</u></i> |  |  | <i><u>Please list any additional knowledge/skills you believe is important to protected areas management. Please provide the appropriate response in Columns E,F,G.</u></i> |   |

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|---|--|--|---|---|
| <b>Daily Field Operations/Site Management</b>   |  |  |   |   |
| Health and Safety   |  |  | Health and safety procedures , basic first aid, emergency plans, swimming, snorkeling, diving skills etc  |   |
| Manage and maintain field equipment   |  |  | Care and Maintenance of equipment   |   |
| Mooring Bouys Installation  |  |  | Techniques and methods for mooring Bouys location and installation  |   |
| Boat/water craft/ vehicle maintenance and operation   |  |  | Boat and vehicle handling and care, navigation, operational procedures etc  |   |
| Site Infrastructure design and Maintenance  |  |  | Environmental and landscape planning, basic construction designs, interpretation of plans and specifications. Construction standards                                  |   |
| Design, construct and maintain land/sea trails, interpretation centers, accommodations etc.   |  |  | Technical drawing, designs, signage, estimating and calculating quantities, building regulations etc.   |   |
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management.. Please provide the appropriate response in Columns E,F,G.</i> |   |

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|---|--|--|---|---|
|   |  |  |   |   |
| <b>Socio-economic and cultural assessments</b>  |  |  |   |   |
| Conduct, supervise community based socio-economic, cultural and resource use and surveys  |  |  | Participatory community assessment approaches; Basic interview, record gathering and data recording methods; analyzing socio-economic data, validating and reporting. |   |
| Stakeholder identification and analysis   |  |  | Stakeholder approaches, identification and analysis techniques  |   |
| Plan and supervise and facilitate socio-economic and sustainable livelihoods information gathering  |  |  | Socio-economic monitoring techniques, participatory techniques (participatory rural appraisals etc)   |   |
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management. Please provide the appropriate response in Columns E,F,G.</i>  |   |

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|---|--|--|--|---|
| <b>Sustainable Development and Communities and associated livelihoods</b>                               |  |  |  |   |
| Facilitate and enable community inputs to planning, decision making and management                      |  |  | Knowledge of local communities, associated livelihoods, problems and issues affecting communities etc        |   |
| Negotiate community and resource use/associated livelihoods conservation and management agreements      |  |  | Details of protected area community policies and programmes; associated livelihoods and land use requirement |   |
| Plan and coordinate and facilitate community and associated livelihoods capacity development activities |  |  | Community training and extension   |   |
| Provide advice on sustainable livelihoods and community based natural resources use and management      |  |  | Community conservation priorities and programmes   |   |

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|---|--|--|--|---|
| Provide advice/guidance on community and associated livelihoods/resources users access to funding; identify and mobilize external sources of assistance, support and finance for local communities and associated livelihoods |  |  | Sources of support and finance, business development planning and entrepreneurship                                   |   |
| Design and negotiate community participation and components of integrated conservation and development projects   |  |  | Integrated Conservation and Development planning/Project approaches and techniques; participatory processes.         |   |
| Develop agreements for resource access and use  |  |  | Protected areas regulation for protection and enforcement legislation, land tenure, customary/traditional rights etc |   |
| Resolve conflicts among resource users, and communities   |  |  | Conflict resolution, mediation and negotiation techniques  |   |

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| <b>Protected Areas Policy, Planning and Management</b>  |  |  |  |   |
| Understand and interpret relevant legislation   |  |  | National and regional legislation and legal procedures   |   |
| Implement, monitor, review and update Protected Area management plan, objectives and actions  |  |  | Adaptive Management approaches and planning methods  |   |
| Coordinate design of protected area zoning systems to meet conservation objectives  |  |  | Concepts of integrated development planning; integrated coastal management, design of protected areas and Zoning plans   |   |
| Lead the development of a protected area management plan  |  |  | Options for PA Management, Strategic Management planning processes, General and operational management plans   |   |
| Monitor management effectiveness of PA  |  |  | Methods for assessing management effectiveness   |   |
| Lead national and regional policy development for biodiversity conservation and PA management   |  |  | National and regional policies, convention and laws concerning biodiversity conservation and PA management. Guidelines for Co-management                             |   |

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|---|--|--|--|---|
| Contribute/lead design of protected areas networks, systems and strategies  |  |  | Protected areas systems and network planning   |   |
| Manage the process of PA boundary formalization, rationalization and gazettelement  |  |  | Participatory processes for boundary delineation   |   |
| Contribute to development and updating of PA legislation  |  |  | Environmental law, national legislation etc  |   |
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management. Please provide the appropriate response in Columns E,F,G.</i> |   |
| <b>Enforcement</b>  |  |  |  |   |
| Conduct tactical and operational planning for enforcement operations  |  |  | Relevant laws and procedures, power of arrest and policing   |   |
| Coordinate activities with law enforcement and regulating agencies  |  |  | Building partnerships and collaboration with communities, police and judiciary   |   |
| Lead an investigation   |  |  | Applicable rules of evidence, legal and court proceedings, Procedures for investigation in a violation   |   |

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|---|--|--|---|---|
| Undertake surveillance and patrol activities  |  |  | Observation and recording techniques  |   |
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management.. Please provide the appropriate response in Columns E,F,G.</i> |   |
| <b>Recreation, Associated Livelihoods and Tourism</b>   |  |  |   |   |
| Develop recreation and tourism strategies and plan  |  |  | Tourism/associated livelihoods strategic planning and operations  |   |
| Identify potential tourism and recreation products  |  |  | Functioning of associated livelihoods and tourism business, approaches and models for commercial activities; Natural resource economics and valuation methods         |   |
| Coordinating sustainable livelihoods activities with entrepreneurs, communities, private sector and other resources users   |  |  | Understanding small, medium enterprises/businesses; Basic business administration; customer service, certification  |   |

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|---|--|--|--|---|
| Establish safety standards and codes of conduct for PA users  |  |  | Health and safety obligations, policies and procedures   |   |
| <i>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B &amp; C.</i> |  |  | <i>Please list any additional knowledge/skills you believe is important to protected areas management. Please provide the appropriate response in Columns E,F,G.</i> |   |
| <b>Awareness, Education and Public Relations</b>  |  |  |  |   |
| Plan awareness and education activities   |  |  | Development of environmental education and awareness strategy  |   |
| Research, plan, write and design awareness and education publications   |  |  | Creative and interpretive writing, Principles of thematic interpretation   |   |
| Research, plan and design interpretive or information exhibits, interpretation centers, signage etc   |  |  | Use and application of a wide range of interpretive media/materials/techniques   |   |

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| <p style="text-align: center;">A</p> <p style="text-align: center;">(Roles/Responsibilities)</p>   | <p style="text-align: center;">B</p> <p style="text-align: center;">Indicate what you do currently</p> <p style="text-align: center;">1= Yes</p> <p style="text-align: center;">2= No</p> | <p style="text-align: center;">C</p> <p style="text-align: center;">What you may be doing in the next 5 years?</p> <p style="text-align: center;">1= Yes</p> <p style="text-align: center;">2= No</p> | <p style="text-align: center;">D</p> <p style="text-align: center;">(Knowledge &amp; Skills)</p>  | <p style="text-align: center;">E</p> <p style="text-align: center;">Indicate your current competence</p> <p style="text-align: center;">1 = little or no competence</p> <p style="text-align: center;">2 = some competence, but below level required for role</p> <p style="text-align: center;">3 = competence at required level for role</p> <p style="text-align: center;">4 = competence exceeds level required for role</p> |
|--|---|---|---|--|
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**4. Training Priorities:** Having completed the matrix above and bearing in mind the requirements of your job as it specifically relates to protected areas management in your country, what are your five greatest training needs?

|    |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

**5. Training Received in the Past**

List all training courses or workshops, on issues related to Protected Areas management (e.g., Protected areas planning and management, education and awareness etc), that you have attended in the last 5 years. Also include the event theme/topics, who organized or delivered the event, and the dates/year.

| Name of Training Activity and Theme/Topics Covered: | Type ( <i>training course/workshop etc.</i> ) | Organized/Delivered by: | Dates |
|---|---|-------------------------|-------|
| 1.  |   |                         |       |
| 2.  |   |                         |       |
| 3.  |   |                         |       |
| 4.  |   |                         |       |
| 5.  |   |                         |       |

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6. What approaches to training do you think would be most suitable to your learning/address your training needs? Please select the relevant rating by ticking the relevant cell (1= least suitable, 5= Most suitable).

| Preferred Training Format  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Lectures (class room based)?   |   |   |   |   |   |
| Web/Internet-based/correspondence (Online)?                            |   |   |   |   |   |
| CD/DVD (Offline)?  |   |   |   |   |   |
| Face-to-Face Workshops e.g. focus group/small groups settings?         |   |   |   |   |   |
| Participatory Approaches e.g. Role Plays and Simulation, small groups? |   |   |   |   |   |
| Technical Field Trips/Exchange programmes/Exposures?                   |   |   |   |   |   |
| Please add any other and indicate preference                           |   |   |   |   |   |

7. What is the maximum duration for training you would prefer?

| Time period            | Please tick one | Please indicate the types of topics (based upon level of detail required) that you feel would best suit the time period indicated |
|------------------------|-----------------|---|
| 1-5 days               |                 |   |
| 1-2 weeks              |                 |   |
| 3 weeks                |                 |   |
| Other? Please specify. |                 |   |

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8. When is the best time of the year for you to attend training? Please list 3 options and prioritize in order of preference.

|                |
|----------------|
| 1.             |
| 2.             |
| 3.             |
| No Preference? |

**9. Please list other persons within your organizations that you feel should receive training in Protected Areas Planning and Management (e.g. park warden, Environmental officer etc.).**

| Name | Position | Contact Information<br>( Email, Fax, Telephone) | Appropriate Training Topics |
|------|----------|---|-----------------------------|
| 1.   |          |   |                             |
| 2.   |          |   |                             |
| 3.   |          |   |                             |
| 4.   |          |   |                             |
| 5.   |          |   |                             |
| 6.   |          |   |                             |
| 7.   |          |   |                             |
| 8.   |          |   |                             |
| 9.   |          |   |                             |
| 10.  |          |   |                             |

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**10. Do you know of organizations (international, regional and national) that provides training in protected areas planning and management? Please provide name, contact info and topics if possible.**

| Name of Organization | Contact Info | Training topics |
|----------------------|--------------|-----------------|
| 1.                   |              |                 |
| 2.                   |              |                 |
| 3.                   |              |                 |
| 4.                   |              |                 |
| 5.                   |              |                 |

**11. Any other Comments on your training needs related to protected areas planning and management in your current job?**

**Annex 3: List of Participants at the Training Needs Assessment Regional Review Workshop**

| <b>NAME</b>          | <b>JOB TITLE</b>                              | <b>MINISTRY/AGENCY</b>   | <b>ADDRESS</b>  |
|----------------------|---|--|---|
| Mr. Ato Lewis        | Senior Environment Officer                    | Environmental Division<br>Ministry of Public Works, Transportation & Environment         | Environment Division<br>Ministry of Public Works, Transportation & Environment<br>#1 Prime Minister's Drive<br>Factory Road<br>St. John's Antigua & Barbuda |
| Mr. Philmore James   | Senior Fisheries Officer                      | Fisheries Division   | Point Wharf Fisheries Complex<br>St. John's<br>Antigua  |
| Mr. Adriel Thibou    | Forestry Representative                       | Ministry of Agriculture Lands, Marine Resources & Agro-Industry                          | Independence Drive<br>St. John's<br>Antigua   |
| Mr. Ivor Jackson     | OECS Consultant                               | Ivor Jackson & Associates  | Monks Hill Road<br>Cobbs Cross<br>Antigua   |
| Mr. Ashton Riviere   | Hotel Manager                                 | SIE (Cabrits)  | P.O. Box 34<br>Portsmouth<br>Dominica   |
| Ms. Jacqueline Andre | Assistant Forest Officer                      | Forestry, Wildlife & Parks Division<br>Ministry of Agriculture & Environment             | Botanical Gardens<br>Roseau<br>Commonwealth of Dominica   |
| Ms. Alma Jean        | Sustainable Development & Environment Officer | Ministry of Economic Affairs, Economic Planning, National Development and Public Service | PricewaterhouseCoopers Building<br>Pointe Seraphine<br>P. O. Box 709<br>Castries<br>St. Lucia   |

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| <b>NAME</b>               | <b>JOB TITLE</b>            | <b>MINISTRY/AGENCY</b>   | <b>ADDRESS</b>   |
|---------------------------|-----------------------------|--|--|
| Ms. Lavina Alexander      | Programme Officer           | St. Lucia National Trust   | Pigeon Island National Landmark<br>P. O. Box 595<br>St. Lucia      |
| Mr. Kemraj Parsram        | OECS Consultant             |  | Lot 11 Apt 2<br>Husbands Heights<br>St. James, BB23035<br>Barbados |
| Dr. Laverne Ragster       | President                   | University of the Virgin Islands   | #2 John Brewer's Bay<br>St. Thomas<br>US Virgin Islands 00802      |
| Mr. Wendel Cozier         | Principal                   | Samuel Jackman Prescod Polytechnic   | Widley<br>St. Michael<br>Barbados                                  |
| Mr. Carlos E Quintela     | Biodiversity Specialist     | USAID  | P. O. Box W 1770<br>St. John's<br>Antigua                          |
| Mrs. Marie-Jose Edwards   | OECS Consultant             | Tourism/Environmental Consultant   | P. O. Box 473<br>Roseau<br>Commonwealth of Dominica                |
| Mr. Anthony Jeremiah      | Forest Conservation Officer | Forest Conservation Officer<br>Ministry of Agriculture, Forestry Lands & Fisheries | Queen's Park<br>St. George's<br>Grenada                            |
| Mr. John Branch           | Private Land Owner          | Sustainable Livelihood Entity (SIE)  | Old Fort<br>St. George's<br>Grenada                                |
| Mr. Stephen H. Van Houten | President                   | Accord International Management Services Inc.                                      | #10 Rumsey Road<br>Toronto   |

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| <b>NAME</b>          | <b>JOB TITLE</b>                | <b>MINISTRY/AGENCY</b>  | <b>ADDRESS</b>   |
|----------------------|---------------------------------|---|--|
|                      |                                 |   | Ontario<br>Canada M4G 1N6  |
| Mr. Andy Blanchette  | Conservation Officer            | Department of Physical Planning & Environment<br>Ministry of Sustainable Development      | Bladen Commercial Development<br>Basseterre<br>St. Kitts                                     |
| Mr. Ronel Browne     | Environmental education Officer | Planning and Sustainable Development  | P. O. Box 597<br>Bladen Commercial Development<br>Basseterre<br>St. Kitts                    |
| Mr. Graeme Browne    | Conservation Officer            | Physical Planning & Environment<br>Ministry of Sustainable Development                    | P. O. Box 597<br>Bladen Commercial Development<br>Basseterre<br>St. Kitts                    |
| Fr. Andrew Roache    | Chairman of the Board           | Tobago Cays Marine Park   | Clifton<br>Union Island<br>St. Vincent & the Grenadines                                      |
| Ms. Doren Simmons    | Assistant Secretary             | Prime Minister's Office   | 4 <sup>th</sup> Floor<br>Administrative Complex<br>Kingstown<br>St. Vincent & the Grenadines |
| Mr. Martin Barriteau | Project Manager                 | Sustainable Grenadines Project  | Clifton<br>Union Island<br>St. Vincent and the Grenadines                                    |
| Dr. Patrick McConney | Senior Lecturer                 | Centre for Resource Management and Environmental Studies<br>University of the West Indies | Cave Hill Campus<br>St Michael<br>Barbados   |
| Mr. Johnson Cenac    | Project Officer                 | OECS Education Reform Unit (OERU)   | Frank L. Johnson Avenue<br>Morne Fortuné<br>P. O. Box 79<br>Castries<br>St. Lucia            |

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| <b>NAME</b>              | <b>JOB TITLE</b>           | <b>MINISTRY/AGENCY</b>   | <b>ADDRESS</b>   |
|--------------------------|----------------------------|--|--|
| Mr. Keith E. Nichols     | Head of Unit               | Environment & Sustainable Development Unit<br>Organisation of Eastern Caribbean States | Morne Fortuné<br>P. O. Box 1383<br>Castries<br>St. Lucia |
| Mr. Peter A Murray       | Programme Officer          | Environment & Sustainable Development Unit<br>Organisation of Eastern Caribbean States | Morne Fortuné<br>P. O. Box 1383<br>Castries<br>St. Lucia |
| Mr. David Popo           | Programme Officer          | Environment & Sustainable Development Unit<br>Organisation of Eastern Caribbean States | Morne Fortuné<br>P. O. Box 1383<br>Castries<br>St. Lucia |
| Ms. Sarah George         | Protected Areas Specialist | Environment & Sustainable Development Unit<br>Organisation of Eastern Caribbean States | Morne Fortuné<br>P. O. Box 1383<br>Castries<br>St. Lucia |
| Ms. Tecla Fontenard      | Communications Specialist  | Environment & Sustainable Development Unit<br>Organisation of Eastern Caribbean States | Morne Fortuné<br>P. O. Box 1383<br>Castries<br>St. Lucia |
| Ms. Melissa Mc. Lawrence | Administrative Assistant   | Environment & Sustainable Development Unit<br>Organisation of Eastern Caribbean States | Morne Fortuné<br>P. O. Box 1383<br>Castries<br>St. Lucia |

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