

OECS Protected Areas and Associated Livelihoods Project

Capacity Building for Protected Areas Planning and Management and Associated Livelihoods



Protected Areas Training Needs Assessment

Dominica Country Report

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This Training Needs Assessment was conducted for the Environment and Sustainable Development Unit (ESDU), of the Organization of Eastern Caribbean States (OECS) and was funded by Global Environment Facility (GEF) 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 Organisation of American States (OAS).

List of Acronyms

CANARI	Caribbean Natural Resource Institute
CBO	Community Based Organisation
CDB	Convention on Biodiversity
CERMES	Centre for Resource Management and Environmental Studies
CREP	Caribbean Regional Environmental Programme
FFEM	Fond Français pour l'Environnement Mondial
GEF	Global Environment Facility
IUCN	International Union for Conservation of Nature
LAMA	Local Area Management Authority
NICE	National Implementation Coordinating Entity
NGO	Non Governmental Organisation
OAS	Organisation of American States
OECS	Organisation of Eastern Caribbean States
OPAAL	OECS Protected Areas and Associated Livelihoods
PA	Protected Area
PARCS	Protected Areas Conservation Strategy
SIDS	Small Island Developing States
SPF	Small Project Facility
WCPA	World Commission on Protected Areas
WCMC	World Conservation Monitoring Centre
WWF	World Wildlife Fund

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Executive Summary

The OECS Protected Areas and Associated Livelihoods Project (OPAAL) commissioned a training needs assessment in Dominica 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 national agencies involved in protected areas management; the OPAAL Demonstration Site (Cabrits National Park) associated livelihoods stakeholders and 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 18th October, 2006 to 27th 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 Dominica were assessed.

The methodology for data collection included a key informant survey with national and site management agencies. A focus group discussion was held with selected associated livelihoods stakeholders and OPAAL National Implementation Coordinating Entity (NICE). 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; and from observations during country and site visit. The results from this assessment were reviewed prioritized and endorsed by representatives of key national and site management agencies from Dominica at a regional review workshop in St. Lucia.

The findings of the assessment revealed that although most of the protected areas professional in Dominica have had long experience in the jobs currently held and are qualified in the disciplines of marine biology, fisheries management, environmental management, education and agriculture, they need to enhance and, in some cases, acquire new skills and knowledge to effectively manage protected areas and protected area systems.

The key training required at the national level included:

- Organizational Management and Leadership
- Assessing management effectiveness
- Communications
- Project Management
- Protected areas financing
- Fundraising and resource mobilization

- Partnerships and Networking
- Natural resources monitoring and assessments
- Socio-economic monitoring and assessments
- Co-management
- Site operations and Management
- Community Outreach and management
- Protected area planning methods and management plan development
- Protected areas policy analysis, development and implementation
- Tourism and sustainable livelihoods management

At site level associated livelihoods, the training needs included:

- Organizational Management and Leadership
- Communications
- Project Management
- Protected areas financing
- Fundraising and resource mobilization
- Partnerships and Networking
- Natural resources monitoring and assessments
- Co-management
- Conflict resolution
- Ecosystems/conservation management
- Site operations and Management
- Protected area planning methods and management plan development
- Enforcement
- Tourism and sustainable livelihoods management
- Education awareness and outreach
- Project Monitoring and Evaluation
- Statistical analysis and data handling
- Socio-economic monitoring and assessments
- Community Outreach and management
- Protected areas policy analysis, development and implementation
- Assessing management effectiveness
- Understanding small medium enterprise development and management

The associated livelihoods training needs included:

- Knowledge of ecosystems and environmental management
- Business Management
- Education and awareness
- Tour guiding
- Communications
- Customer relations

- Marketing
- Survival skills
- First aid
- Health and safety
- Mooring Buoys installation and maintenance
- Boat and Vehicle maintenance
- Accounting/book keeping
- Craft production
- Seamoss production
- Fish preservation and preparation
- Culinary arts
- Marketing and sales
- Interpersonal skills
- Customer relations
- Maritime Navigation
- Boat building and maintenance
- Fishing gear construction
- Mariculture
- Certification and standards
- Report writing
- Information technology (websites etc)

Based upon the aforementioned training needs, training for site and national management agencies and associated livelihoods stakeholders in Dominica 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 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 Dominica.

Introduction

Project Background

This protected areas and sustainable livelihoods training needs assessment, in Dominica 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 Organisation of American States (OAS).

Rationale for Training Needs Assessment

Dominica is a small volcanic Island state with one of the lowest population densities and the most intact forest cover in the Caribbean. This Nature Island of the Caribbean possesses tremendous terrestrial and marine biodiversity and exhibits a high level of endemism. The sustainable development national mechanisms/framework policies of the Island of Dominica encompass the sustainable management of Dominica's flora and fauna. It also entails the

promotion of appropriate practices and technology to minimize the loss of the environment which in turn affects the other sectors and also to reduce the vulnerability of Dominica as a small island state facing socio-economic challenges. Dominica has in place a National Biological Diversity Strategy and Action plan. This complements existing legislation and policies, which seek to conserve and protect the natural ecosystems and the species of flora and fauna marine and terrestrial that are deeply entrenched in the national values of the country.

Since 1975, Dominica has established several protected areas, which covers approximately 20% of Dominica's land space. The main protected areas of Dominica are namely Morne Trois Pitons National Park, Morne Diablotin National Park and Northern and Central Forest Reserve, Cabrits National Park and Soufriere/Scotts Head Marine Reserve. These protected areas of Dominica are mainly governed by the Forestry, Wildlife, and Parks Division of the Ministry of Agriculture, Planning, and the Environment, the Dominica Forest Service, The Fisheries Division of the Government of the Commonwealth of Dominica, and the Local Area Management Authority (LAMA). The Local Area Management Authority (LAMA) was set up to oversee and develop management policies for the sustainable development of the Marine Reserve space, and comprises immediate stake-holders, local government authorities, fisheries authorities and community based organizations.

The Government of Dominica embarked upon the preparation of its Biological Diversity Strategy and Action Plan in fulfillment of its obligations under the Convention on Biological Diversity and as part of the Government's commitment to the sustainable management of the country's natural resources.

With respect to the OPAAL Project Cabrits National Park has been designated demonstration site and is located on the northwestern coast of Dominica, an area of 1,313 acres of upland and 1,053 acres of marine or underwater park. Cabrits is connected to the mainland by an emergent wetland, the largest on Dominica. This is a particularly important wetland for migratory birds. The Cabrits National Park is the only protected area in Dominica that encompasses both terrestrial and marine ecosystems. Offshore, the marine communities are dominated by sea grass beds and coral reefs. The marine part of the Cabrits National Park is used for fishing: setting fish traps and nets, diving, and dropping handlines. Fishers from Bioche, Capuchin, Colihaut, Dublanc, Portsmouth, and Tucarie extract fish resources from the CNP and land their catch on their home beach.

Similarly to the other countries participating in the OPAAL Project there is a need for continuous training of protected area managers, government officers and staff of NGOs and other bodies with responsibility for protected areas management in Dominica.

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 training needs assessment assessed national and site specific training needs 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 is on 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 is 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

This assessment was conducted over a four (4) months period from 18th October, 2006 to 27th 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. The data analysis, results review, 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 Dominica was conducted to gather specific background information such as stakeholders, activities associated livelihoods and training needs etc. The following documents were reviewed:

- Dominica National Environmental Strategy,
- National Biodiversity Strategy and Action Plan,
- the Caribbean Natural Resources Institute Proposed National Capacity Building Strategy for Dominica.
- 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)
- Edwards, Marie-Jose. Draft Management Plan, Cabrits National Park Marine Section, 2006
- Gardner, Lloyd. 2006. Review of the Policy, Legal, and Institutional Frameworks for Protected Areas Management in Dominica. 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 Dominica 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 Dominica, from the review of existing country reports and with assistance from the Forestry Department (OPAAL NICE).

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 Cabrits National Park associated livelihoods stakeholders. Annex 1 presents the key national informants/respondents for Dominica.

Questionnaire Design and Administration

A questionnaire (Annex 3) was constructed and sent out to the identified key informants to collect 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 1991¹, among protected areas managers in eastern, central and southern Africa and the Competence Standards for Protected Area Jobs in South East Asia².

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

¹ 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.

² 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 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.

The questionnaire was used to assess the training needs of Government agencies, the OPAAL Site Manager and staff, individuals and NGOs in Dominica.

The questionnaire comprised a list of the ideal main roles/responsibilities 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 using a yes or no on 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 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.

Focus Group Discussion

A focus group discussion with selected associated livelihoods stakeholders was organized in collaboration with the Department of Forestry on January 9th, 2007 at the Portsmouth Credit Union Hall. The workshop focused on determining training needs of associated livelihoods stakeholders of the Cabrits National Park. Annex 2 presents the participants who were in attendance at the Cabrits National Park Associated Livelihoods Training Needs Assessment Workshop). Livelihood opportunities that were assessed include: tourism and ecotourism development; craft training and development; low-impact reef fisheries; all of which could be supported by micro-grants through the OECS Small Project facility (SPF). The Associated Livelihoods Assessment completed by Peter Espeut in March 2006³ made reference to some specific training needs in this regard. This present assessment verified and built upon these recommendations.

³ 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

The background and methodology for the assessment were presented to participants by the consultant. Participants were asked to provide an overview of their livelihood activities and describe any specific issues/barriers that affect success in their respective activities. Training needs were identified against the participants' response to whether training can assist in addressing any of the barriers discussed.

Regional Review Workshop

A regional review workshop was hosted by the OECS OPAAL and facilitated by the consultant on February 13th, 2007 in St. Lucia. Representatives of national agencies and associated livelihoods in each of the six PMSs and key regional training institutions participated. The results of the national and regional assessments were reviewed, prioritized and endorsed by representatives of site and national levels protected areas management agencies in Dominica.

Findings of the Training Needs Assessment

A number of key findings emerged from the analysis of data gathered from key informants in the national agencies and NGOs, associated livelihoods stakeholder discussion, and information gathered from existing reports and national documents.

In assessing national training needs a total of 30 questionnaires were sent out, and 9 of these were returned. This represented a respectable 30 % response rate. Information from the key informants 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, and other national reports to the CBD and other multilateral conventions.

Existing Capacity

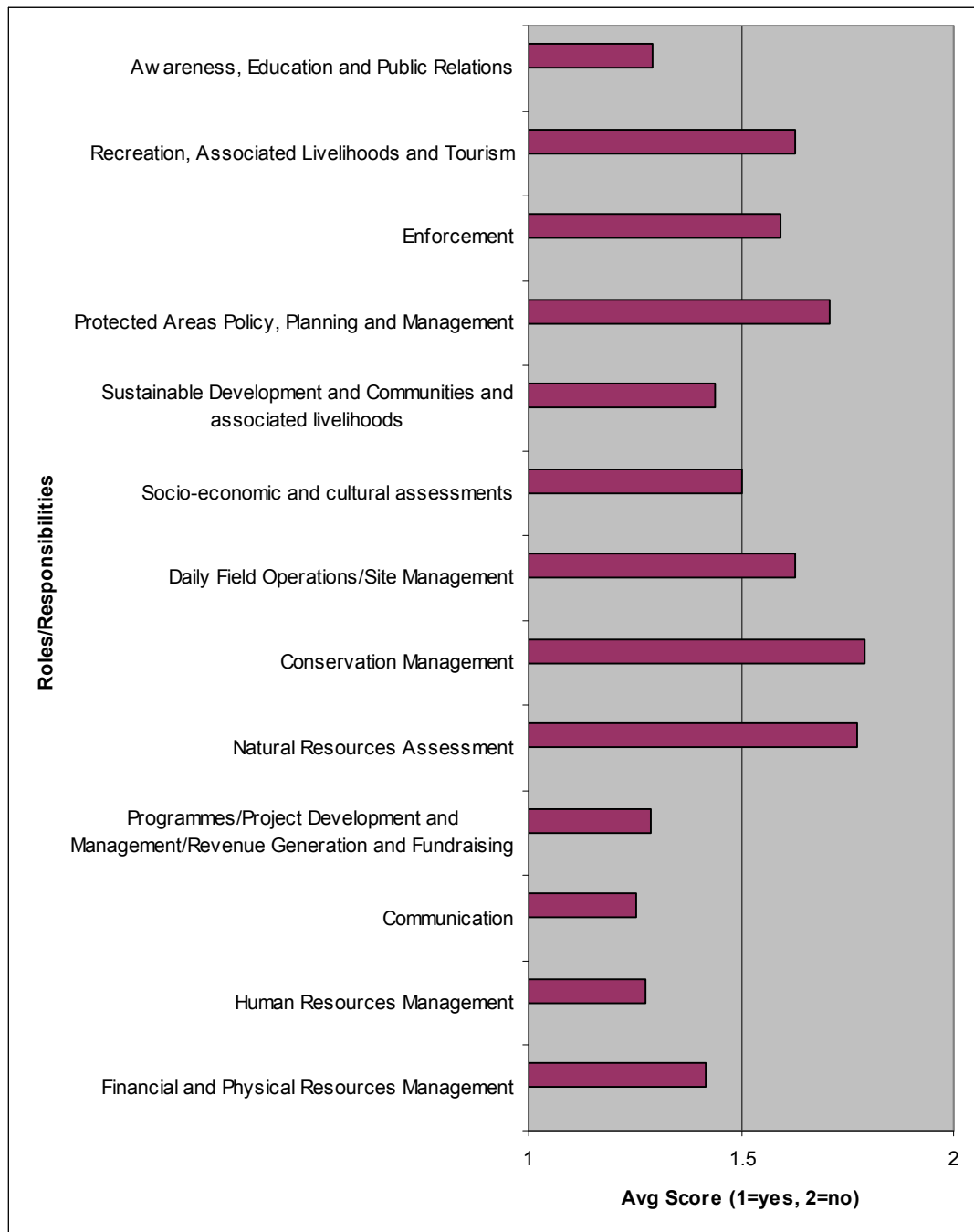
The needs assessment covered a cross section of individuals from the key Government Agencies, and NGOs with responsibility for protected areas management in Dominica. The key existing areas of responsibility (figure 1) for the majority of respondents were related to:

- Financial and Physical Resources Management
- Human Resources Management
- Communication
- Programmes/Project Development and Management
- Revenue Generation and Fundraising
- Socio-economic and cultural assessments
- Sustainable Development and Communities and associated livelihoods
- Awareness, Education and Public Relations

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 associated with managing protected areas.

Most of the respondents have had long experience on the jobs currently held. The average number of years of experience on the job related to protected areas as indicated by the questionnaire respondents was 5-10 years. Respondent's background varied widely, with the majority having qualification in marine biology, fisheries management, environmental management, education and agriculture.

Figure 1: Respondents' indication of their current roles and responsibilities related to protected areas planning and management in Dominica



Past Training

Respondents indicated that they have received protected areas related training in the following subject areas of:

- Environmental Conservation
- Protected Areas and Tourism Site Management
- Bio-diversity management
- Marine Management
- Environmental Conservation
- Bio-diversity management
- Marine Management
- Role of Protected Areas
- Eco Tourism Development
- Management of Systems
- Park Management
- Training Needs Assessment
- Geographic information system
- persistent organic pollutants ID
- ornamental plant propagation
- basic environmental training
- leadership training
- Diploma youth work
- Coastal Zone Management
- management of Land based sources of pollution

Although the training received is relevant to their job responsibilities, the training has 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, literature review and personal comments, indicated that majority of respondents were adequately competent in the General and Personal Work Skills and Knowledge areas. These areas included work ethics, time management, people skills, collaboration, teamwork, attitudes and techniques for supporting and assisting colleagues; group dynamics and personal conduct, maintaining confidentiality; general stress management; and ethnic and gender awareness.

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 Dominica need to enhance and, in some cases, acquire new skills and knowledge to effectively manage protected areas and protected area systems. Broad categories of training needs determined included:

- Organizational Management
- Communications
- Project Management
- Fundraising/Resource Mobilization
- Natural Resources Monitoring and Assessments
- Conservation Management
- Site Management and Operations
- Socio-economic monitoring and assessments
- Community Outreach and Management
- Planning and Management
- Enforcement
- Tourism and other Associated livelihoods Management
- Education, Awareness and Outreach

Table 1 presents the specific skills and knowledge required for site and national management agencies in Dominica.

Table 1: Specific Knowledge and Skills Needed in Dominica

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
General and Personal Work Skills	Sources and techniques on managing sources of workplace tension and stress; general stress management; Ethnic and gender awareness, etc	
Financial Resources Management	Policies and procedures of accounting, budgeting, auditing, cash flow and projection Computer based accounting systems; Preparation of annual financial reports, project financial reports	Policies and procedures of accounting, budgeting, auditing, cash flow and projection Computer based accounting systems Inventory and maintenances systems, procedures for procurement, supplies, and equipment management Contractual procedures, laws and rules on contract, tenders and agreements Negotiation skills Preparation of annual financial reports, project financial reports
Assets Management	Inventory and maintenances systems, procedures for procurement, supplies, and equipment management Contractual procedures, laws and rules on contract, tenders and agreements	
Human Resources Management	Negotiation skills; Knowledge of organizational structure, policies and procedures Interview techniques (recruitment, appraisal, exit, disciplinary, grievance etc) Communication techniques; Leadership and supervisory skills Performance Evaluation techniques Conflict resolution/alternative dispute resolution techniques	
Communications	Meeting protocols; Meeting Facilitation Presentation techniques (public speaking and use of presentation aids) Technical writing and report structures etc Protocols of conferences and international meetings, Negotiation Skills and Diplomacy	Protocols of conferences and international meetings, Negotiation Skills and Diplomacy Developing communication strategies; Audience analysis techniques (understanding audience, barriers to communication etc)

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
	Developing communication strategies; Audience analysis techniques (understanding audience, barriers to communication etc)	
Project Development and Management	Use of problem analysis and other approaches, development of logical framework; Strategic planning, problem analyses techniques, work planning etc. Project Management; Delegation, decision-making, monitoring and evaluation techniques	Use of problem analysis and other approaches, development of logical framework; Strategic planning, problem analyses techniques, work planning etc. Project Management; Delegation, decision-making, monitoring and evaluation techniques
Proposal Writing	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)
Protected Areas Financing	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.	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.
Networking and Partnership Building	Identifying and building partnerships; Networking techniques	Identifying and building partnerships; Networking techniques
Project Monitoring and Evaluation	Project monitoring and evaluation; OECS Small Grants Facility Project Implementation Monitoring System	Project monitoring and evaluation; OECS Small Grants Facility Project Implementation Monitoring System
Natural Resources Assessment and Monitoring	Principles of survey design and sampling methods, techniques to gather information from communities e.g. participatory mapping; Research approaches and techniques	Principles of survey design and sampling methods, techniques to gather information from communities e.g. participatory mapping; Research approaches and techniques
Data Handling and Statistics	Statistical analysis and data presentation	Statistical analysis and data presentation
Ecosystem-based Management Tools	Remote sensing and interpretation; GIS	Remote sensing and interpretation; GIS

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
Knowledge and Management of Ecosystems	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	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
Co-management/Collaborative approaches	Co-management and collaborative management systems, stakeholder analysis and facilitation skills	Co-management and collaborative management systems, stakeholder analysis and facilitation skills
Site Operations and Management	Health and safety procedures , basic first aid, emergency plans, swimming, snorkeling, diving skills etc Care and Maintenance of equipment Techniques and methods for mooring Buoys location and installation Boat and vehicle handling and care, navigation, operational procedures etc Environmental and landscape planning, basic construction designs, interpretation of plans and specifications. Construction standards Technical drawing, designs, signage, estimating and calculating quantities, building regulations etc.	Health and safety procedures , basic first aid, emergency plans, swimming, snorkeling, diving skills etc Care and Maintenance of equipment Techniques and methods for mooring Buoys location and installation Boat and vehicle handling and care, navigation, operational procedures etc Environmental and landscape planning, basic construction designs, interpretation of plans and specifications. Construction standards Technical drawing, designs, signage, estimating and calculating quantities, building regulations etc.
Socio-economic Assessment and Monitoring	Participatory community assessment approaches; Basic interview, record gathering and data recording methods; analyzing socio-economic data, validating and reporting Stakeholder approaches, identification and analysis techniques Socio-economic monitoring techniques, participatory techniques (participatory rural appraisals etc)	Participatory community assessment approaches; Basic interview, record gathering and data recording methods; analyzing socio-economic data, validating and reporting Stakeholder approaches, identification and analysis techniques Socio-economic monitoring techniques, participatory techniques (participatory rural appraisals etc)
Community Outreach and Management	Knowledge of local communities, associated livelihoods, problems and issues affecting communities etc Details of protected area community policies and programmes; associated livelihoods and land use requirement Community training and extension Community conservation priorities and programmes Sources of support and finance, business development planning and entrepreneurship	Knowledge of local communities, associated livelihoods, problems and issues affecting communities etc Details of protected area community policies and programmes; associated livelihoods and land use requirement Community training and extension Community conservation priorities and programmes Sources of support and finance, business development planning and entrepreneurship

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
Protected Areas Planning and Management	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 Conflict resolution, mediation and negotiation techniques 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. 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; Environmental law, national legislation etc.	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 Conflict resolution, mediation and negotiation techniques 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 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; Environmental law, national legislation etc.
Enforcement	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	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
Tourism and Other Associated Livelihoods Management	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
Education and Awareness	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	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

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

- 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
- Conflict Management
- Organizational development, management, and leadership
- Fundraising
- Advocacy and policy influencing
- Community tourism

Site Specific Associated Livelihoods Training Needs Assessment

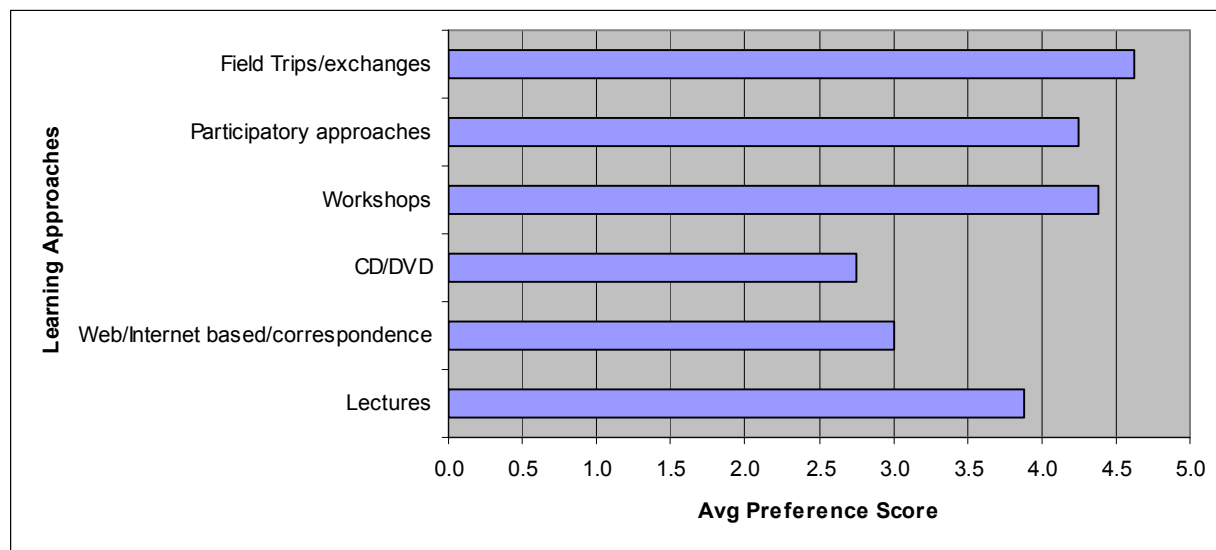
The following topics were identified by participants at the sustainable livelihoods training needs workshop on Jan 9th, 2007 Portsmouth Credit Union Hall (see Annex 2 list of participants). Participants suggested these topics based upon the discussion of the barriers to success in their respective livelihoods activities. Some of these barriers include lack of access to capital; lack of small business training; poor communication; and poor marketing and customer relations.

- | | |
|--|---|
| • Record keeping & accounting | • Website design, maintenance |
| • Craft production | • Food preparation, preservation and presentation |
| • Marketing and sales techniques | • Herbal gardening |
| • Culinary arts | • Sea moss production |
| • Conflict resolution | • Mariculture |
| • Interpersonal skills | • Financial and budget management |
| • Group dynamics | • Fish preservation and preparation techniques |
| • Monitoring and evaluation | • Boat building and repairs, fiber glass molding, ship rite |
| • Report writing | • Net mending |
| • Communications | • Outboard motor maintenance |
| • Time management | • Customer relations, quality assurance, transport etc |
| • Computer literacy | • Maritime navigation |
| • Fishing gear construction and repair | • Fisheries science |
| • Diving | |
| • Health and safety | |

Preferred learning Approach

There was an overwhelming response from respondents indicating that they preferred training in a workshop setting, with a mix of hands-on, field-trip and case studies experiences relevant to their country/region (Figure 3)

Figure 3: Preferred method of training for all respondents



Preferred Duration of Training

Respondent's preference for duration training ranged from 1-5 days to 3 weeks. However, the majority indicated a preference for longer training of up to 3 weeks.

Consultant's Recommendations

The following recommendations on training topics and strategies for implementing training in Dominica 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, held on 13th February, 2007 at the Coco Palms Hotel, St. Lucia. The prioritized skills and knowledge areas were reviewed by the consultant and consolidated into specific training topics. These are presented below.

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

Target Groups	Short-term Priority	Medium-term	Methods for Delivery
National Agencies	<ul style="list-style-type: none"> • Organizational Management and Leadership • Assessing management effectiveness Communications • Project Management • Protected areas financing • Fundraising and resource mobilization • Partnerships and Networking • Natural resources monitoring and assessments • Socio-economic monitoring and assessments • Co-management • Site operations and Management • Community Outreach and 	<ul style="list-style-type: none"> • Education awareness and outreach • Project Monitoring and Evaluation • Enforcement 	Attachments, short courses, workshops, online

Target Groups	Short-term Priority	Medium-term	Methods for Delivery
	management <ul style="list-style-type: none"> Protected area planning methods and management plan development Protected areas policy analysis, development and implementation Tourism and sustainable livelihoods management 		
Site Management	<ul style="list-style-type: none"> Organizational Management and Leadership Communications Project Management Protected areas financing Fundraising and resource mobilization Partnerships and Networking Natural resources monitoring and assessments Co-management Conflict resolution Ecosystems/conservation management Site operations and Management Protected area planning methods and management plan development Enforcement Tourism and sustainable livelihoods management Education awareness and outreach 	<ul style="list-style-type: none"> Project Monitoring and Evaluation Statistical analysis and data handling Socio-economic monitoring and assessments Community Outreach and management Protected areas policy analysis, development and implementation Assessing management effectiveness Understanding small medium enterprise development and management 	Short courses, workshops, attachment

Target Groups	Short-term Priority	Medium-term	Methods for Delivery
Sustainable Livelihoods Stakeholders	<ul style="list-style-type: none"> • Knowledge of ecosystems and environmental management • Business Management • Education and awareness • Tour guiding • Communications • Customer relations • Marketing • Survival skills • First aid • Health and safety • Mooring Buoys installation and maintenance • Boat and Vehicle maintenance • Accounting/book keeping • Craft production • Seamoss production • Fish preservation and preparation • Culinary arts • Marketing and sales • Interpersonal skills • Customer relations • Maritime Navigation 	<ul style="list-style-type: none"> • Boat building and maintenance • Fishing gear construction • Mariculture • Certification and standards • Report writing • Information technology(websites etc) 	Workshops, short courses delivered in-country/site through national development organizations e.g. CALLS Centre. These can be evening classes etc. Attachments

Training for site and national management agencies and associated livelihoods stakeholders in Dominica 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 should be 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 Dominica.

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

Annexes

Annex 1: Table of national agencies, NGOs and other stakeholders participated in the training needs assessment in [Dominica]

Organization/Institution	Name	Response
Ministry of Agriculture & Environment	Ms. Jacqueline Andre	No
Ministry of Agriculture & Environment	Eric Hippolyte	No
Ministry of Agriculture, Fisheries & Environment	Ms. Claudia Bellot	No
Ministry of Agriculture and the Environment	Loyd Pascal	No
Dominica Port Authority	Keith Thomas	No
North Dominica Corporation	Earl Hector	No
Portsmouth Tourism Awareness Centre	Urban Irish	yes
Small Business Association	Oliver Joseph	yes
GEF/SGP Small Grants	Albert Bellot	No
Fisheries Division	Andrew Magloire	No
Fisheries Division	Derrick Theophile	No
Forestry	Arlington James	No
Fisheries	Harold Guiste	yes
Division of Agriculture	Oliver Grell	No
Environment	Lloyd Pascal	No
Tourism	Esther Thomas	No
Eco-tourism PMU	Ashton Lugas	No
Forestry & National Parks	Cyrille John	yes
Fisheries Division	Sharon Carriette	No
Fisheries Division	Riviere Sebastian	No
Fisheries Division	Kerr Serrant	No
CALLS	Olive Douglas	yes
Local government	John Fontain	No
Local government	Claudine Roberts	No
Environmental Health	Anthony Scotland	No
Disaster Coordinating Unit	Cecil Shillingford	No
Ministry Health	Davis Letang	No
Planning	Juliette Tonge	No
Lands and Survey	Brian Bynoe	No
Public Works	Petronal Green	No
Public works	Joseph Bannis	No
Environmental coordinating Unit	Jeff Juno. Baptiste	yes
Forestry	Bradley Guye	yes
Dominica Youth Environment Organisation	Terry Raymond	yes
Environmental Health	Raphael Joseph	yes
Dominica Conservation Association	Athie Martin	No

Annex 2: List of participants at the Sustainable Livelihoods Training Needs Assessment workshop Dominica, January 9th, 2007

- David Williams Forestry
- Steven Toussaint Driver forestry
- Urban Irish DTAC
- Arlington James Forestry
- Oliver Joseph North Dom/Chairman SIE
- Cyrille John Forestry
- Cristy Willaims Student CALLS
- Lisa Valmond economist min finance
- Olivia Douglas CALLS
- Antonia Pierre Secretary SIE
- Ashworth Aaron
- Stephen Toiussaint
- Dumas
- Jack Henry
- Crispin Mitchell
- Derrick Augustine
- Andy Ackin
- Davina Andrew
- George Butcher
- Leaford
- Francis
- Gregory Hamilton
- Robert Andrew
- Ezekiel Avril
- Andy Hippolyte

Annex 3: 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 & C</i>	

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 1= Yes 2= No	What you may be doing in the next 5 years? 1= Yes 2= No	(Knowledge & Skills)	Indicate your current competence 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
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	
Manage equipment, supplies and property			Inventory and maintenances systems, procedures for procurement, supplies, and	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
			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	
<u>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 & C.</u>			<u>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.</u>	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
Human Resources Management				
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	
<u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & C.</u>			<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>	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
Communication				
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)	
<u>Please list any additional roles and responsibilities you believe is important to</u>			<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>	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
<u>protected areas management. Please provide the appropriate response in column B & C.</u>				
Programmes/Project Development and Management/Revenue Generation and Fundraising				
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			Protected Areas funding options: user and entrance fees, permit systems, licenses,	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
revenue generating schemes (income generation, fee systems, etc)			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	
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 (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
<u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & C.</u>			<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>	
Natural Resources Assessment				
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	

A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
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><u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & 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>	
Conservation Management				

A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
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	
<u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & C.</u>			<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>	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
Daily Field Operations/Site Management				
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 & 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 (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
Socio-economic and cultural assessments				
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><u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & 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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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
Sustainable Development and Communities and associated livelihoods				
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			Community training and extension	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
capacity development activities				
Provide advice on sustainable livelihoods and community based natural resources use and management			Community conservation priorities and programmes	
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	

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A (Roles/Responsibilities)	B Indicate what you do currently 1= Yes 2= No	C What you may be doing in the next 5 years? 1= Yes 2= No	D (Knowledge & Skills)	E Indicate your current competence 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
Resolve conflicts among resource users, and communities			Conflict resolution, mediation and negotiation 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 & 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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Protected Areas Policy, Planning and Management				
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	
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			Environmental law, national legislation etc	

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PA legislation				
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Enforcement				
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	
Undertake surveillance and patrol activities			Observation and recording techniques	

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Recreation, Associated Livelihoods and Tourism				
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	

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Coordinating sustainable livelihoods activities with entrepreneurs, communities, private sector and other resources users			Understanding small, medium enterprises/businesses; Basic business administration; customer service, certification	
Establish safety standards and codes of conduct for PA users			Health and safety obligations, policies and procedures	
<u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & C.</u>			<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>	
Awareness, Education and Public Relations				
Plan awareness and education activities			Development of environmental education and awareness strategy	

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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	
<u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & C.</u>			<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>	

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.			

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?					
<u>Please add any other and indicate preference</u>					

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.		

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 (Email, Fax, Telephone)	Appropriate Training Topics
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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 4: List of Participants at the Training Needs Assessment Regional Review Workshop

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

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

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NAME	JOB TITLE	MINISTRY/AGENCY	ADDRESS
Mr. Stephen H. Van Houten	President	Accord International Management Services Inc.	#10 Rumsey Road Toronto Ontario Canada M4G 1N6
Mr. Andy Blanchette	Conservation Officer	Department of Physical Planning & Environment Ministry of Sustainable Development	Bladen Commercial Development Basseterre St. Kitts
Mr. Ronel Browne	Environmental education Officer	Planning and Sustainable Development	P. O. Box 597 Bladen Commercial Development Basseterre St. Kitts
Mr. Graeme Browne	Conservation Officer	Physical Planning & Environment Ministry of Sustainable Development	P. O. Box 597 Bladen Commercial Development Basseterre St. Kitts
Fr. Andrew Roache	Chairman of the Board	Tobago Cays Marine Park	Clifton Union Island St. Vincent & the Grenadines
Ms. Doren Simmons	Assistant Secretary	Prime Minister's Office	4 th Floor Administrative Complex Kingstown St. Vincent & the Grenadines
Mr. Martin Barriteau	Project Manager	Sustainable Grenadines Project	Clifton Union Island St. Vincent and the Grenadines
Dr. Patrick McConney	Senior Lecturer	Centre for Resource Management and Environmental Studies University of the West Indies	Cave Hill Campus St Michael Barbados
Mr. Johnson Cenac	Project Officer	OECS Education Reform Unit (OERU)	Frank L. Johnson Avenue Morne Fortuné P. O. Box 79

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

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