

OECS Protected Areas and Associated Livelihoods Project

Capacity Building for Protected Areas Planning
and Management and Associated Livelihoods



Protected Areas Training Needs Assessment **St. Lucia 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
CARICOM	Caribbean Community
CBD	Convention on Biological Diversity
CBO	Community Based Organisation
CERMES	Centre for Resource Management and Environmental Studies
CITES	Convention on International Trade in Endangered Species
CREP	Caribbean Regional Environmental Programme
FFEM	Fond Français pour l'Environnement Mondial
GEF	Global Environment Facility
GIS	Geographic Information Systems
IUCN	International Union for the Conservation of Nature
NEMS	National Environmental Management Strategy
NGO	Non Governmental Organization
NICE	National Implementation Coordinating Entity
OAS	Organization of American States
OECS	Organisation of Easter Caribbean States
OPAAL	OECS Protected Areas and Associated Livelihoods
PA	Protected Area
PARCS	Protected Areas Conservation Strategy
PSMA	Pointe Sable Management Area
SLNT	St. Lucia National Trust
SPF	Small Projects Facility
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 St. Lucia 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 (Point Sable Management Area) 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 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 St. Lucia was 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 St. Lucia at a regional review workshop.

The findings of the assessment revealed that although most of the protected areas professional in St. Lucia have had long experience in the jobs currently held and are qualified in the disciplines of marine biology, fisheries management, environmental management, education and economics, 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:

- Project development and management
- Natural resources inventory and socio-economic assessment and monitoring
- Protected area planning methods and management plan development and implementation
- Protected area financing and resource mobilization
- Protected area systems planning
- Assessing management effectiveness
- Protected area policy and legal framework analysis, development and implementation

- Communications
- Educational and awareness strategies and methods/tools
- Enforcement
- Ecosystems-based management tools (e.g. GIS)
- Tourism and sustainable livelihoods management
- Site operations and management
- Advocacy skills

At site level, the training needs included:

- Enforcement and control
- Communications
- Conflict management and resolution
- Natural resource inventory, and socio-economic assessments and monitoring
- Water quality monitoring
- Project development and management
- Financial management
- Proposal writing
- Resource mobilization
- Site business planning and management
- Education and awareness
- Legislation
- Monitoring and evaluation of management effectiveness
- Site assets and infrastructure management
- Disaster management
- Organizational management and leadership
- Research and data management

The Associated Livelihoods training needs included:

- Sustainable fishing practices/methods
- Storage and handling of catch
- Financial management
- Small business management
- Customer service and relations
- Marketing techniques
- Disaster preparedness
- Conflict management and resolution
- Standards management certification
- Partnerships and collaboration
- Understanding and communicating information on legislation
- Environmental sustainability (to address awareness and attitudinal change towards protected Areas Management)
- Product development and branding

- Occupational health and safety
- PSMA tour guiding training about mangroves, RAMSAR designation, endemic species, etc and also to incorporate factual educational and interpretive material

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

Introduction

Project Background

This protected areas and sustainable livelihoods training needs assessment, in Saint Lucia 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

St. Lucia's economic development is heavily dependent upon its natural resources base; hence sustainable management of these resources is high on its government's agenda and is a primary policy objective (NEMS, 2004). Since the significant decline of the agriculture sector in St. Lucia, tourism has become the main generator of foreign exchange in recent years. The associated development impacts of tourism, urban expansion, and remaining agricultural

activities continue to place stress on the existing resources. Recognizing this imminent threat, the Government of St. Lucia has acknowledged the urgent need for more effective protection of the country's natural resources. This has been evident, particularly through the establishment of several protected areas for conservation of resources and sustainable livelihoods.

The management responsibilities for protected areas and biodiversity conservation in St. Lucia rest with a mix of government agencies and civil society organizations. The government agencies with the most direct responsibilities for biodiversity conservation are the Departments of Forestry and Fisheries, both within the Ministry of Agriculture, Forestry and Fisheries. These two Departments also share responsibility for protected areas management with an NGO, the St. Lucia National Trust (SLNT). The Sustainable Development and Environment Unit, located within the Ministry of Economic Affairs, Economic Planning, National Development and Public Service, also assumes a leading role in integrating environmental concerns into the land use planning process and coordinating the activities of the various line agencies.

Insufficient training for staff, inadequate capacity for enforcement and monitoring, and limited manpower were highlighted as affecting the effectiveness of these agencies in managing protected areas and biodiversity in St. Lucia. In light of this, protected area managers, and officers of these agencies and NGOs must be frequently exposed to training and education to meet the current and future challenges involved in planning and managing these protected areas and associated resources and livelihoods.

The Pointe Sable Management Area has been designated OPAAL demonstration Site for St. Lucia and is located along the southeast coast of St. Lucia. It was proposed as a multi-use area, consistent with Category VI of the IUCN protected area management categories. The OPAAL Sustainable Livelihoods Assessment report by Peter Espeut (2006) identified several livelihoods opportunities in and around the Point Sable Management Area. These included fisheries, charcoal production, tourism, seamount farming and aquaculture, and craft production. Appropriate training for these stakeholders is needed to ensure that their activities are socially, economically and environmentally sustainable.

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 protected areas management; (ii) empowerment of local communities and their increased effective participation in local management decisions; and (iii) increased professionalism among protected area staff.

This present training needs assessment assessed the national and OPAAL Project demonstration site specific training needs in St. Lucia 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 OPAAL 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

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. 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 reports and materials related to natural resources management and PA management and training in St. Lucia was conducted to gather specific background information, activities associated livelihoods and training needs. The following documents were reviewed:

- National Environmental Policy and National Environmental Strategy for St. Lucia, 2004.
- National Biodiversity Strategy and Action Plan,
- The Caribbean Natural Resources Institute Proposed National Capacity Building Strategy for St. Lucia,
- Peter Espeut, March 2006, Opportunities for Sustainable Livelihoods in each of the six independent OECS territories of the OPAAL Project.
- Report of the Saint Lucia National Trust on the review of Peter Espeuts' report on associated livelihoods opportunities, November 2006.
- OECS Tool for the Monitoring and Evaluation of Management Effectiveness of Protected Areas
- CREP: Capacity Building Requirements of Regional Organizations (2002)
- Gardner, Lloyd. 2007. Review of the Policy, Legal, and Institutional Frameworks for Protected Areas Management in St. Lucia. 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 St. Lucia.

Key informant Survey and Interviews

A key informant survey and interviews were used to collect information from key personnel in national and site management agencies and associated livelihoods stakeholders who, because of their role/responsibilities, 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 St. Lucia, from the review of existing country reports and with assistance from the St. Lucia National Trust (OPAAL NICE for St. Lucia).

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 Point Sable Management Area associated livelihoods stakeholders. Annex 1 presents the key national informants/respondents for St. Lucia.

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 St. Lucia.

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 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.

Focus Group Discussion

A focus group discussion was facilitated with selected associated livelihoods stakeholders at Juliette's Lodge, Vieux Fort on January 5th, 2007. This was organized by the St. Lucia National Trust. The discussion focused on determining training needs of associated livelihoods stakeholders of the Point Sable Management Area. Annex 2 presents the key associated livelihoods informants/respondents for St. Lucia. Livelihood opportunities that were assessed include: tourism and ecotourism development; craft training and development; and 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 training needs 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. Participants also discussed potential means of addressing the barriers to success and unanimously agreed that training can assist in addressing some of these barriers.

The training needs identified from this discussion were compared with recommended training identified in Peter Espeut's report on opportunities for Sustainable livelihoods in St. Lucia.

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 (List of participants in Annex 4). 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 St. Lucia.

Findings of the Training Needs Assessment

A number of key findings emerged from the analysis of data from key informants in the national and site management agencies, and Associated Livelihoods at the Point Sable Management Area, and information gathered from existing reports and national documents.

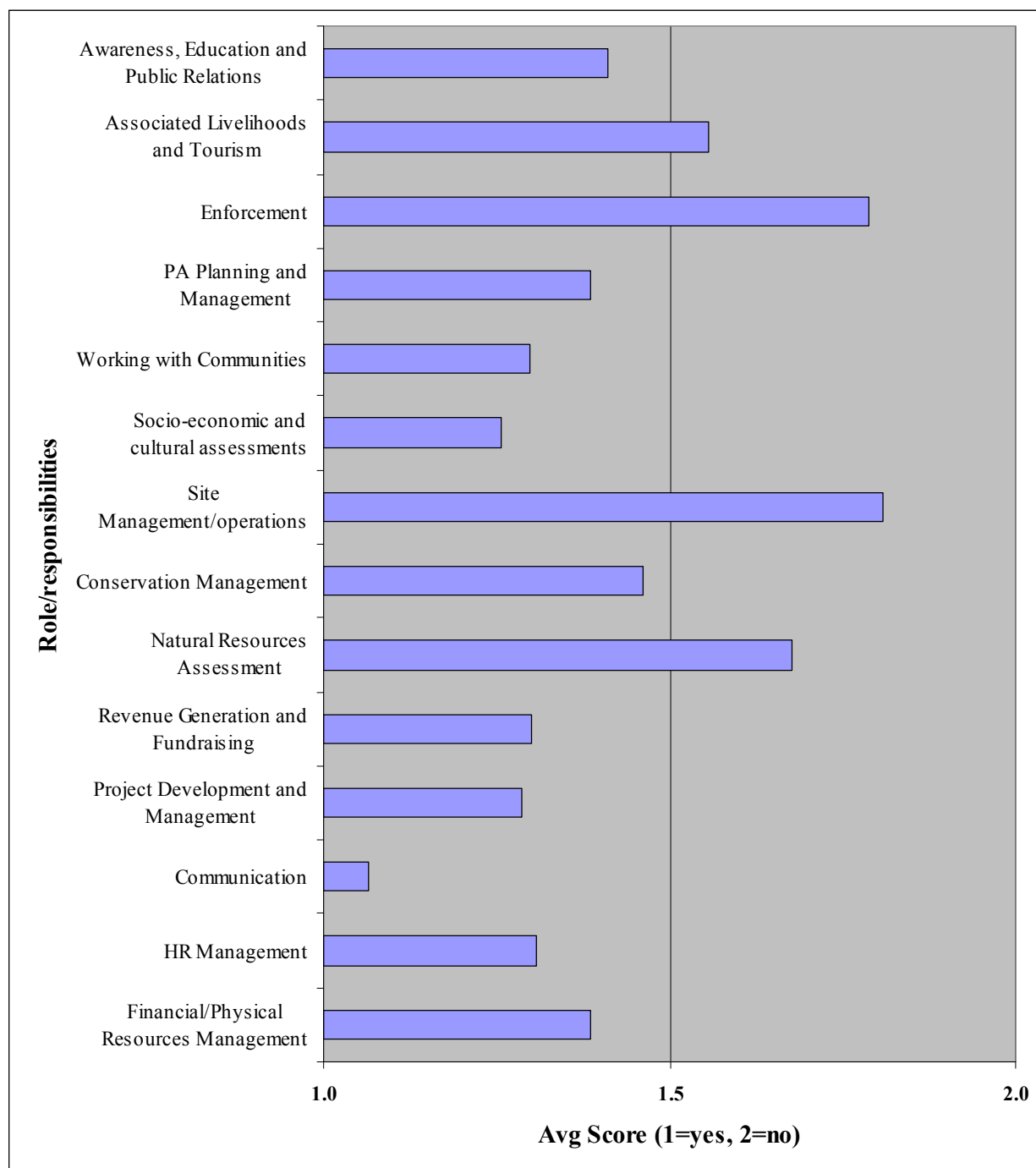
A total of 35 questionnaires were sent out to acquire information on training needs of national and site management agencies. 13 completed questionnaires were received. This represented a respectable response rate of 37.14 % however, in order to avoid a biased analysis the information from the key informants was supplemented by information from the 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

Analysis of roles and responsibilities of respondents revealed that majority of respondents were involved in developing and monitoring of financial plans and budgets, managing equipment, supplies and property, managing procurement of goods and services, negotiations, issuing and supervising contracts and agreements, report preparation and presentation at various fora (figure 1). Other main areas include planning management of natural resources, working with communities, developing and implementing education and awareness activities, and undertaking socio-economic assessments. Most individuals were not directly responsible for enforcement activities; protected areas site management and operations, natural resources assessment and development of tourism and sustainable livelihoods activities (figure 1).

When asked what the individual might be doing in the next 5 years, most respondents indicated that they expect to continue with their existing responsibilities and take on additional tasks associated with managing protected areas. However, some respondents from government agencies indicated that they may not necessarily be involved in natural resources assessments, site operations and management, and enforcement activities. This can be explained by the fact that most of these activities are associated with daily site operations and management at the site level, and is often the role of site managers and their staff.

Figure 1: Respondents' indication of their current roles and responsibilities related to protected areas management in St. Lucia



Most of the respondents have had long experience in the jobs currently held. The average number of years of experience related to protected areas as indicated by the questionnaire respondents was 11-15 years. Respondent's background varied widely, with the majority having qualifications in marine biology, fisheries management, environmental management, education and economics. This indicates that the training and education they received was disciplinary in nature and may lack the interdisciplinary and cross-sectoral training and education necessary for effective protected areas management, particularly with Small Islands Developing States. This situation appears typical throughout the OECS and rest of CARICOM as well (Pers. Observation)

However, since most of the respondents have been on-the-job for many years they have become exposed to interdisciplinary training on/through their jobs. It must be noted however, the roles and responsibilities that these people bear, which have been historically sectoral in nature are being expanded and hence associated skills and knowledge need to be frequently upgraded.

Past Training

Among the respondents the following protected areas related training were indicated as having been received:

- Strategic Planning
- Fundamentals in Project Development and Proposal Writing
- Fund Raising for Non Governmental Organizations
- Project Cycle Management
- Integrated Environmental Assessment
- CITES Training
- Protected Areas System Master Planning for the OECS region
- Protected Areas Governance Managing Protected Areas in Times of Global Climate Change
- Integrated Coastal Zone Management
- Project Management
- Conflict Management for Protected Areas
- Environmental Management (certificate course with credit)
- Rural Animation

Although the training received is relevant to job responsibilities, they have not been systematic and not always directly related to local and national circumstances and needs. In other cases training has been offered within a project context and is often introductory or very basic in nature. Additionally, these training events often lack on-the-ground application/case-studies (personal comments received from selected respondents).

Required Skills and Knowledge

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 St. Lucia 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:

- Financial resources management
- Policy and legal framework analysis, development and implementation
- Human resources management;
- Communications;
- Project development and management;
- Proposal writing;
- Protected areas financing;
- Networking and partnership building;
- Project monitoring and evaluation;
- Natural resources assessment and monitoring;
- Ecosystem-based management tools;
- Co-management/collaborative approaches;
- Site operations and management;
- Socio-economic assessment and monitoring;
- Community outreach and management;
- Protected areas planning and management;
- Enforcement;
- Tourism and other associated livelihoods management; and
- Education and awareness.

The protected areas planning and management training needs are not significantly different between the OPAAL NICE (site level) and National agencies. All respondents (both at the Site and National levels) had particular weaknesses in the areas of site operations and management; resource assessment and monitoring; socio-economic assessment and monitoring; tourism and sustainable livelihoods management; protected areas planning and management; and enforcement.

Table 1 presents the specific skills and knowledge areas which needs strengthening for protected area management agencies at the site level and national agencies respectively.

Table 1: Presents the specific Skills and Knowledge areas which needs strengthening for management agencies at the site and National levels in St. Lucia

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
General and Personal Work Skills	Techniques on managing sources of workplace tension and stress; general stress management	
Financial Resources Management	Computer based accounting systems	Policies and procedures of accounting, budgeting, auditing, cash flow and projection; computer based accounting systems
Assets Management	Inventory and maintenances systems, procedures for procurement, supplies, and equipment management; 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
Human Resources Management	Interview techniques (recruitment, appraisal, exit, disciplinary, grievance etc); communication techniques; leadership and supervisory skills; performance evaluation techniques; conflict resolution/alternative dispute resolution techniques; meeting protocols; meeting facilitation	Interview techniques (recruitment, appraisal, exit, disciplinary, grievance etc); performance evaluation techniques
Communications	Presentation techniques (public speaking and use of presentation aids); protocols of conferences and international meetings; negotiation skills and diplomacy; developing communication strategies; audience analysis techniques (understanding audience, barriers to communication etc)	Protocols of conferences and international meetings; negotiation skills and diplomacy; 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 etc; strategic planning, problem analyses techniques, work planning; project management; delegation, decision-making, monitoring and evaluation techniques	Strategic planning, problem analyses techniques, work planning; 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)

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
Protected Areas Financing	Protected Areas funding options: user and entrance fees, permit systems, licenses, concessions, services and royalties; donations and sponsorship, trust funds; 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.
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 etc	Principles of survey design and sampling methods, techniques to gather information from communities e.g. participatory mapping etc
Data Handling and Statistics	Statistical analysis and data presentation	Statistical analysis and data presentation
Ecosystem-based Management Tools	Remote sensing and interpretation; GIS etc	Remote sensing and interpretation; GIS etc
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; 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; technical drawing, designs,	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; technical drawing, designs, signage, estimating and calculating

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
	signage, estimating and calculating quantities, building regulations etc.	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; 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; 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
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; 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;	Integrated Conservation and Development planning/Project approaches and techniques; participatory processes; protected areas regulation for protection and enforcement legislation, land tenure, customary/traditional rights; 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

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
	participatory processes for boundary delineation	
Enforcement	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
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 skills and knowledge needs in St. Lucia:

- 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
- Co-management
- Business development
- Local craft development.

Site Specific Associated Livelihoods Training Needs

The following suite of training needs topics were identified by site level associated livelihoods stakeholders at the sustainable livelihoods training needs workshop on Jan 5th, 2007 at Juliette's' Lodge, Vieux Fort. These training needs suggested were made against the background of a discussion on barriers to success in existing associated livelihood activities as they relate to the proposed management area. Some of these barriers included a basic lack of marketing of the PSMA area to attract visitors; lack of traditional knowledge of the area; and a lack of a cooperative spirit among stakeholders.

- | | |
|---|--|
| • Human resource management | • Standards management certification |
| • Business management | • Product development |
| • Customer service and relations | • Partnerships and collaboration |
| • Environmental management | • Advertising techniques |
| • Marketing techniques | • Pricing/costing of products |
| • Security, safety and health | • Book keeping and Accounting |
| • Disaster preparedness | • Supplies management |
| • Event management | • Waste management |
| • Conflict management and resolution | • Understanding and communicating information on legislation |
| • Protected areas Livelihoods analysis and planning | • Environmental and social assessments |

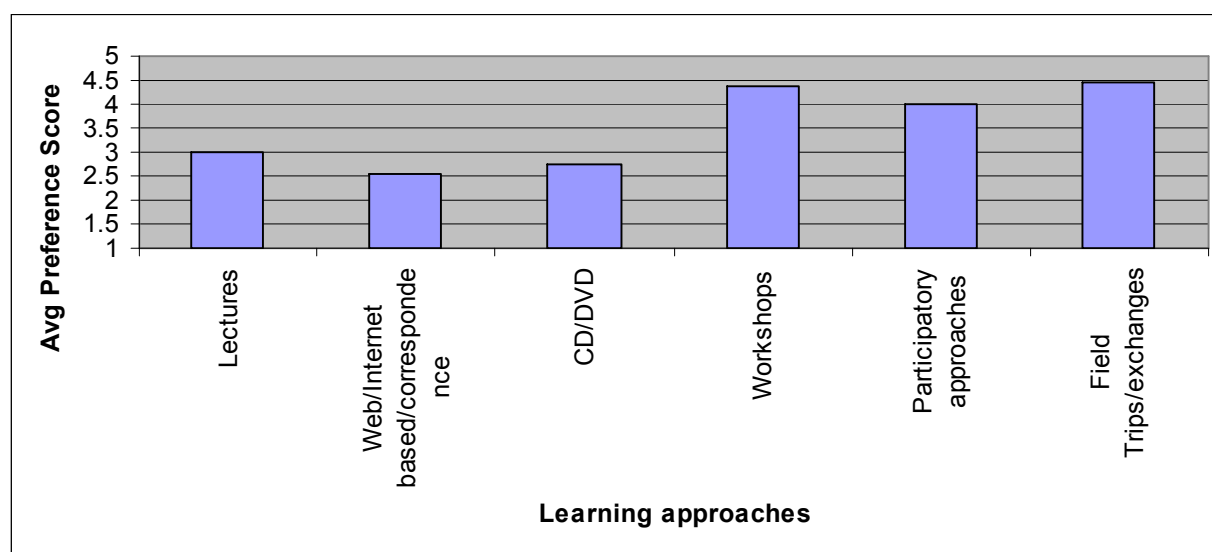
The following were extracted from a stakeholder session organized by the St. Lucia National Trust in November 2006 to discuss options for sustainable livelihoods opportunities in the Pointe Sable Management Area (PSMA), and training needed to accommodate new livelihoods:

- Production of high-quality craft and jewellery
- Appreciation of standards, market demands, producer base (what exists)
- Business management
- Use of special and creative product lines
- Understanding of design technology
- PSMA tour guiding training about mangroves, RAMSAR designation, endemic species, etc and also to incorporate factual educational and interpretive material
- Environmental sustainability (to address awareness and attitudinal change)
- Marketing of products

Preferred learning Approach

The overwhelming response from respondents indicated a preference for training in a workshop setting, with a mix of hands-on, field-trip and case studies experiences relevant to their country/region (Figure 2)

Figure 2: Preferred method of training for all respondents



Preferred Duration of Training

50% of respondents indicated they preferred a training duration of 1-5 days, whilst the remaining respondents indicated a preference of 1-2 weeks.

Consultant's Recommendations

A detailed training plan is beyond the scope of this assessment however, I have outlined some general guidelines on the approach for training at the national and site levels in St. Lucia below. The following recommendations on training topics and strategies for implementing training in St. Lucia 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 review and prioritization of national and regional training needs at the regional review workshop held in St. Lucia on 13th February, 2007. 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"> • Project development and management • Natural resources inventory and socio-economic assessment and monitoring • Protected area planning methods and management plan development and implementation • Protected area financing and resource mobilization • Protected area systems planning • Assessing management effectiveness • Protected area policy and legal framework analysis, development and implementation • Communications • Educational and awareness strategies and methods/tools • Enforcement • Ecosystems-based management tools (e.g. GIS) 	<ul style="list-style-type: none"> • Tourism and sustainable livelihoods management • Site operations and management • Advocacy Skills 	Attachments, short courses, workshops, online

Target Groups	Short-term Priority	Medium-term	Methods for Delivery
Site Management	<ul style="list-style-type: none"> • Enforcement and control • Communications • Conflict management and resolution • Natural resource inventory, and socio-economic assessments and monitoring • Water quality monitoring • Project development and management • Financial management • Proposal writing • Resource mobilization • Site business planning and management • Education and awareness 	<ul style="list-style-type: none"> • Legislation • Monitoring and evaluation of management effectiveness • Site assets and infrastructure management • Disaster management • Organizational management and leadership • Research and data management 	Short courses, workshops, attachment
PSMA Sustainable Livelihoods Stakeholders Fishers; Craft Producers; Tour guides; Water sports/dive operators; Water taxis; Charcoal producers	<ul style="list-style-type: none"> • Sustainable fishing practices/methods • Storage and handling of catch • Financial management • Small business management • Customer service and relations • Marketing techniques • Disaster preparedness • Conflict management and resolution • Standards management certification • Partnerships and collaboration • Understanding and communicating information on legislation • Environmental sustainability (to address awareness and attitudinal change towards protected Areas Management) 	<ul style="list-style-type: none"> • Product development and branding • Occupational health and safety • PSMA tour guiding training about mangroves, RAMSAR designation, endemic species, etc and also to incorporate factual educational and interpretive material 	Workshops, short courses delivered in-country/site through national development organizations e.g. STDC. These can be evening classes etc. Attachments

Training for national and site management agencies, and associated livelihoods stakeholders in St. Lucia 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 St. Lucia.

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 key National informants/respondents

Agency/Institution	Participants	Response
Ministry of Agriculture, Forestry and Fisheries: Department of Fisheries	<ul style="list-style-type: none"> • Sarita Williams • Jeannine Rambally • Susanna Scott 	yes
Ministry of Agriculture, Forestry and Fisheries: Department of Forestry	<ul style="list-style-type: none"> • Lyndon John • Michael Bobb 	yes
Ministry of Physical Development, Environment and Housing: Sustainable Development and Environment Section	<ul style="list-style-type: none"> • Caroline Eugene • Alma Jean 	yes
Ministry of Agriculture, Forestry and Fisheries	Anita James	yes
Economic Planning & Policy Unit: Division of Economic Affairs, Ministry of Finance	Skeeta Charles	yes
Saint Lucia National Trust	<ul style="list-style-type: none"> • Bishnu Tulsie • Lavina Alexander 	Yes
CEHI/IWCAM	Vincent Sweeney and other staff	Indicated not applicable
Soufriere Marine Management Area Office	<ul style="list-style-type: none"> • Kai Wulf • Julian Mathieu 	No
Southern Tourism Development Corporation	Denia George	No
Consultants/Private Practice	Darnley Le Bourne	Yes
Consultants/Private Practice	Deborah Bushell	No
St. Lucia Heritage Tourism Project	n/a	No
Pitons management Area Office	Henix Joseph	No
National Conservation Authority	Augustine Dominique	No
St. Lucia Air and Sea Ports Authority	Vincent Hypolyte	No
OECS - ESDU	Peter Murray	yes

Annex 2: Table of Sustainable Livelihoods informants/respondents

NAME	ORGANISATION/ AFFILIATION	ATTENDED
Seton Campbell	Interested Citizen	Yes
Denia George	Southern Tourism Development Corporation	Yes
Mary George	Beach Vendor – La Resource	Yes
Cynthia Renee	Visitor	Yes
Augustus Cadette	Community Development Officer	Yes
Darnley Lebourne	Consultant	yes
Monty Maxwell	STDC/ Vieux Fort Town Council	No
	Ministry of Education representative	No
Ainsley John	Seamoss farmer	No
Candita Joseph	Seamoss farmer	No
Peter Francis	Manager, Goodwill Fishermen's Co-operative	No
Lydie Mark	Goodwill Fishermen's Co-operative	No
Wilson Roberts	Fisher	No
Mr. Newton M. Grey	Coconut Bay Resort & Spa	No
Ms. Jacqueline Celestine	Manager, Juliette's Lodge	No
Nicholas Samuel	Aupicon Charcoal and Agricultural Producer's Group	No
Ishta Vitalis	Diver/fisherman	No
n/a	Tornado windsurfing representative	No
Sherma Charles	Craft maker	No
Samson Charles	Farmer	No
Lavina Alexander	Saint Lucia National Trust	yes
Bishnu Tulsie	Saint Lucia National Trust	yes
Sarah George	OECS-ESDU	Yes

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	

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 General personal and work skill set	Column C 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><u>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</u></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 (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
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 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	

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 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>	
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>	
Communication				
Organize and chair meetings			Meeting protocols; Meeting Facilitation	
Give technical presentations			Presentation techniques (public speaking and use of presentation aids)	

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
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 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>	
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 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	

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
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	
<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>	
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	
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	

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
<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>	
Conservation Management				
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>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>	
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	

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
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><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>	
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)	

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
<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>	
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 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	
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	

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
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	
<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>	
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	

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
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 gazettement			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 & 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>	
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	
<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>	

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
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	
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	
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	

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

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?					
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.		

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?

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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

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
Mr. Stephen H. Van Houten	President	Accord International Management Services Inc.	#10 Rumsey Road Toronto Ontario

NAME	JOB TITLE	MINISTRY/AGENCY	ADDRESS
			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 Castries St. Lucia
Mr. Keith E. Nichols	Head of Unit	Environment & Sustainable Development	Morne Fortuné

NAME	JOB TITLE	MINISTRY/AGENCY	ADDRESS
		Unit Organisation of Eastern Caribbean States	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