

OECS Protected Areas and Associated Livelihoods Project

Capacity Building for Protected Areas Planning
and Management and Associated Livelihoods



Protected Areas Training Needs Assessment

St. Vincent and the Grenadines 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 Organization of American States (OAS).

List of Acronyms

CANARI	Caribbean Natural Resource Institute
CBO	Community Based Organization
CERMES	Centre for Resource Management and Environmental Studies
CREP	Caribbean Regional Environmental Programme
FFEM	Fond Français pour l'Environnement Mondial
GEF	Global Environment Facility
GIS	Geographical Information System
IUCN	International Union for Conservation of Nature
WCPA	World Commission on Protected Areas
MPA	Marine Protected Area
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
RAPPAM	Rapid Assessment and Prioritization of Protected Area Management
SIDS	Small Island Developing States
SIE	Site Implementation Entity
SVG	St Vincent and the Grenadines
TCMP	Tobago Cays Marine Park
SIE	Site Implementation Entity
UNEP	United Nations Environmental Programme
UWI	University of the West Indies
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 St. Vincent and the Grenadines 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 (Tobago Cays Marine Park) 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. Vincent and the Grenadines was assessed.

The methodology for data collection included a key informant survey with national and site management agencies. Associated livelihoods training needs were identified from existing reports on training needs from the Sustainable Grenadines Project and CERMES. The information gathered through these methods was supplemented by a review of other published and unpublished reports and materials such as the 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. Vincent and the Grenadines at a regional review workshop in St. Lucia.

The findings of the assessment revealed that the average number of years of experience on the jobs related to protected areas was 1-4 years. Some professionals had longer experience (11-20 years) on the Job. The background of respondents varied widely ranging from having qualifications in fisheries and forestry, to education. Others had no formal training, but worked as park rangers for many years and moved up the rank.

The key training required at the national level included:

- Policy analysis, development and Implementation
- Technical writing and report structures
- Change management
- Proposal writing
- Strategic planning
- Co-management

- Stakeholder analysis and facilitation skills
- Protected areas regulation for protection and enforcement
- Conflict resolution, mediation and negotiation techniques
- Information technology
- Financial management
- Tourism policy and planning
- Tourism and sustainable livelihoods management
- Education, awareness and outreach strategies and tools
- Communications
- Protected areas financing options/ resource mobilization
- Business plan development
- Identifying and building partnerships; networking techniques
- Project monitoring and evaluation
- Site operations and management
- Community outreach and management
- Integrated conservation and development planning
- Participatory processes
- Protected areas planning methods and management plan development
- Enforcement
- Project management.

At the site level, the training needs included:

- Business Planning
- Co-management
- Project monitoring and evaluation
- Community outreach and management
- Technical writing
- Conflict resolution
- Site operations and management
- Marketing
- Financial management
- Team building
- Organizational management and leadership
- Board and senior management relationship and effectiveness

The Associated Livelihoods training needs included:

- Business management
- Conflict Management
- Food Safety (Standards, equipment, etc)
- Collaboration and Partnerships
- Legislation and enforcement
- Marketing

- Operational Planning
- Protocol and diplomacy
- Customer relations
- Tour guiding
- Conservation
- Sustainable livelihoods
- Administration and Accounting systems
- Boat building and sailing for youth
- Boating and fishing gear and equipment operation and maintenance
- Fundraising options, Resource Mobilization
- Event management training
- Information technology
- Communications
- Safety and survival at sea

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

Introduction

Project Background

This protected areas and sustainable livelihoods training needs assessment in St. Vincent and the Grenadines 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

The Government of St Vincent and the Grenadines recognizes the importance and the interdependence of its economy and the natural resources of the islands. It is cognizant of the fact that the country's prospects for social and economic growth and development depend on the ability to maintain environmental integrity. Hence, it is committed to ensuring that its natural

resources are sustainably utilized and effectively managed for the benefit of people of St. Vincent and the Grenadines.

A comprehensive system of protected areas does not yet exist in St. Vincent and the Grenadines however, several Protected Areas, have been provided for and designated in separate pieces of legislation. These protected areas are designated for the sustainable use, conservation, research, education, and sustainable and alternative livelihoods;

A combination of autonomous agencies are responsible for the administration of protected areas in St. Vincent and the Grenadines Island, these include: The St. Vincent and the Grenadines National Trust, The Fisheries Division, The Forestry Department, National Parks, Rivers and Beaches Authority, The Physical Planning Unit, Central Water and Sewerage Authority, The Ministry of Health and the Environment, and the Tobago Cays Marine Park Board. The process for the establishment of a defined and operational system of Protected Areas in St. Vincent and the Grenadines has started and is hoping to address improved coordination among stakeholders, fragmented legislation and administrative responsibilities.

The Tobago Cays Marine Park has been designated OPAAL Project demonstration Site. The five (5) Tobago Cays fall in the southern portion of the Grenadines of St. Vincent just east of the island of Mayreau. Four (Petit Rameau, Petit Bateau, Jamesby and Baradal) are enclosed within a horseshoeshaped reef and the other (Petit Tabac) lies outside it but is enclosed by World's End Reef (Espeut, 2006).

The Tobago Cays were declared a **Marine Park** by order published in the Official Gazette 1997 No. 40 dated December 23, 1997 under Section 5 of the Marine Parks Act 1997. Cabinet appointed the first **Marine Park Board** comprising of ten members in May of 1998. The Marine Park Board was established under the Marine Parks Act, to oversee the management and conservation of all marine parks in the SVG. It now functions as the Board of Management for the Tobago Cays Marine Park (the only Marine Park in SVG), overseeing day-to-day operations (Espeut, 2006).

The full skill set required to properly manage the natural resources of the TCMP and protected areas in St. Vincent and the Grenadines in general is wide. Protected area managers, and officers will need to possess skills in fisheries science, coral reef science, water chemistry and animal biology among others. The Tobago Cays themselves are terrestrial, requiring skills in forest science, wetland science, terrestrial ecology and animal science, among others (Espeut, 2006).

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.

This training needs assessment assessed national and site specific training needs in St. Vincent and the Grenadines 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 be principles in protected areas management (e.g. management concepts and tools, information management and M&E, community relations, and visitors management) and the role of promoting sustainable alternative livelihoods in communities living in and adjacent to protected areas (e.g., principles and practices for development of sustainable livelihoods including practical or technical courses on marketing, technology, etc.). Through the project, training programs will be designed on the basis of this training needs assessment which would be flexible to allow additional training activities as identified through a demand-driven process during the participatory preparation and implementation of protected area management plans.

Methodology

This training needs assessment was conducted over a four (4) months period, 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 available regional, national and site specific published and unpublished reports and materials related to natural resources management and PA management and training in St. Vincent and the Grenadines was conducted to gather specific background information such as stakeholders, activities associated livelihoods and training needs etc. The following documents were reviewed:

- St. Vincent and the Grenadines National Environmental Strategy,
- National Biodiversity Strategy and Action Plan,
- The Caribbean Natural Resources Institute Proposed National Capacity Building Strategy for St. Vincent and the Grenadines
- Peter Espeut, March 2006, Opportunities for Sustainable Livelihoods in each of the six independent OECS territories of the OPAAL Project.
- OECS Tool for the Monitoring and Evaluation of Management Effectiveness of Protected Areas.
- CREP: Capacity Building Requirements of Regional Organizations (2002)
- Sustainable Grenadines Project: Institutional Self-Assessment of Non-Governmental Organizations in the Grenadines, 2006.
- Sustainable Grenadines Project: Report of the Fisher-folk Planning Workshop, 2006
- Sustainable Grenadines Project: Grenadines Regatta Enhancement Workshop, 2005

- Gardner, Lloyd. 2007. Review of the Policy, Legal, and Institutional Frameworks for Protected Areas Management in St. Vincent and the Grenadines. Environment and Sustainable Development Unit, Organisation of Eastern Caribbean States.
- Sustainable Grenadines Project: Report of the Vision and Project Planning for Southern Grenadines Water Taxi Association and Carriacou, Petite Martinique Water Taxi Association, 2004.
- Hoggarth, D. 2006. Draft Management Plan 2007-2009 for the Tobago Cays Marine Park, OPAAL.

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. Additional training needs identified was included in the overall training needs for St. Vincent and the Grenadines 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 St. Vincent and the Grenadines, from the review of existing country reports and with assistance from the Sustainable Grenadines Project and the Tobago Cays Marine Park Office in Union Island.

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. Annex 1 presents the list of individuals that participated in the national assessment. The sample population comprised persons involved in planning and managing protected areas within the national agencies, NGOs and regional agencies, and the Tobago Cays Marine Park associated livelihoods stakeholders.

Questionnaire Design and Administration

A questionnaire (Annex 2) to obtain the information was constructed and sent out to the identified key informants. 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
- The questionnaire lent itself well to standardized data extraction, manipulation, comparison, and analyses across and within the six countries participating in the OPAAL project and this assessment.

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

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

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

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

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.

Site level Training needs Assessment method

A visit was made with the Tobago Cays Marine Park (TCMP) Office on December 22, 2006. Individual discussions were held with TCMP Manager, staff and Board Chairman to determine specific training needs as it relates to managing the TCMP and sustainable livelihoods. The hosting of a workshop to assess sustainable livelihoods training needs was discussed.

Due to time constraints and experience with the difficulty in getting stakeholders from all the various Grenadines Islands to attend meetings during the peak tourist season, it was decided that it was best to contact stakeholders directly via telephone interviews. However, this also proved futile as it was not possible to reach relevant livelihoods stakeholders via phone. Again the time that this assessment was being undertaken clashed with the heavy tourist season. Most of the livelihoods stakeholders, particularly tour operators were out with clients daily. As a result, sustainable livelihoods training needs as related to the Tobago Cays Marine Park were identified primarily from several reports coming out of the Sustainable Grenadines Project. These included:

- Sustainable Grenadines Project: Institutional Self-Assessment of Non-Governmental Organizations in the Grenadines, 2006.
- Sustainable Grenadines Project: Report of the Fisher-folk Planning Workshop, 2006
- Sustainable Grenadines Project: Grenadines Regatta Enhancement Workshop, 2005
- Pena, M. 2006. Report on Management Effectiveness at the Tobago Cays Marine Park (TCMP), St. Vincent and the Grenadines. Presented at the Terminal Workshop of the CERMES Regional Project on Enhancing Management Effectiveness at Three Marine Protected Areas in St. Vincent and the Grenadines, Jamaica and Belize held at Hunting Caye, Belize, 4-5 November 2006. Report No. 5

The Associated Livelihoods Assessment completed by Peter Espeut in March 2006³ made reference to some specific training and these were considered as well.

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 3). The results of the national and regional assessments were reviewed, prioritized and endorsed by representatives of the Board of the Tobago Cays Marine Park and selected national agencies in St. Vincent and the Grenadines.

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

Findings of the Training Needs Assessment

National Training Needs Assessment

A number of key findings emerged from the analysis of data from key informants in the National and Site management agencies, Associated Livelihoods stakeholders, and information gathered from existing reports and national documents mentioned previously.

A total of 36 questionnaires were sent out to key informants of the national agencies (annex 1), and 17 of these were returned. This represented a respectable response rate of 47.22 %. The information from the key informants survey was also 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

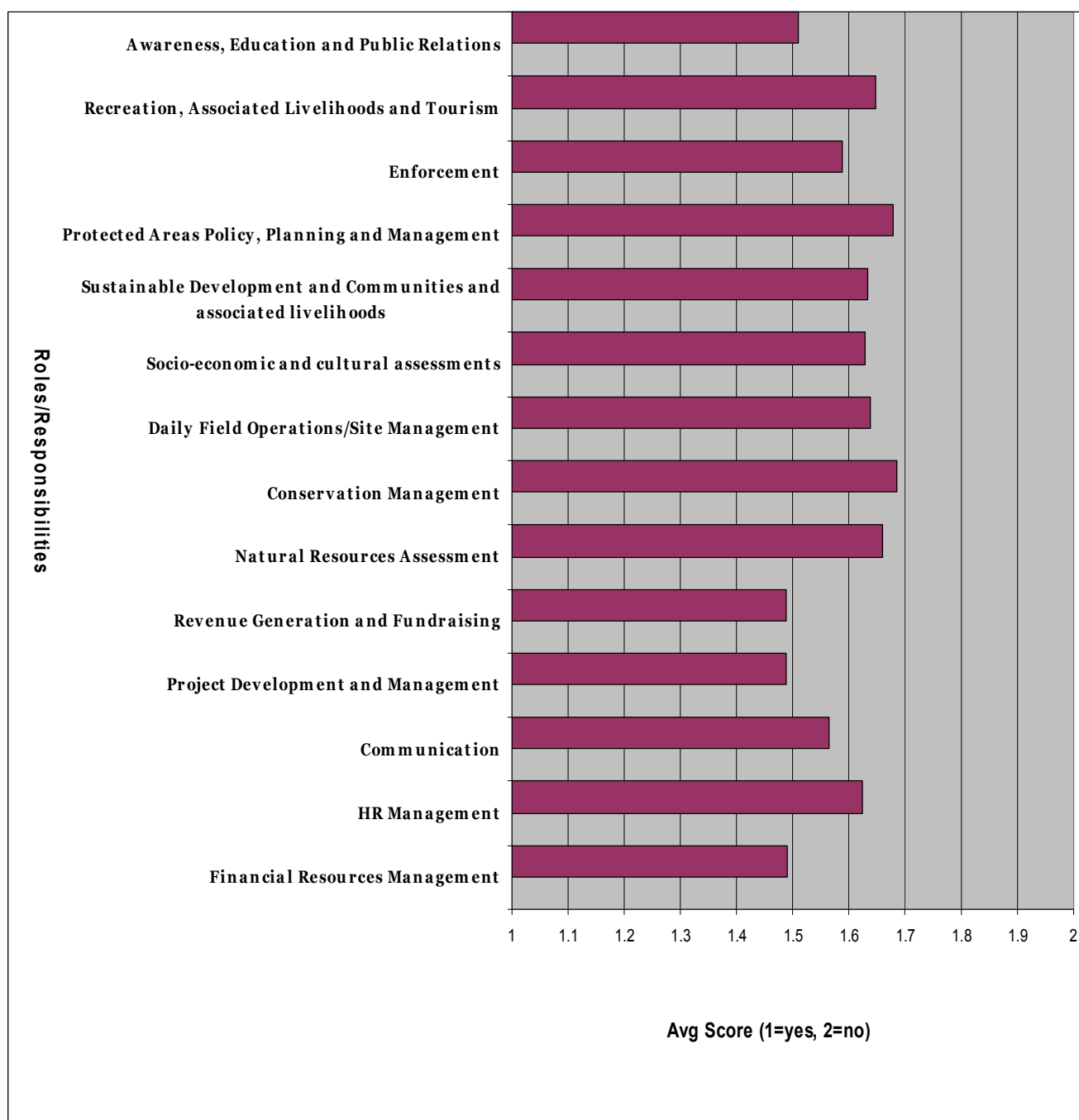
The needs assessment covered a cross section of individuals from the key Government agencies, and NGOs with responsibility for protected areas management in St. Vincent and the Grenadines. The data from the questionnaire suggests that most of the respondents from government agencies did not have direct/specific protected areas planning and management responsibilities. The key existing areas of responsibility (Figure 1) for the majority of respondents were related to human and financial resources management and education, awareness and public relations. Few individuals had responsibilities in some specific aspects of project/programme management, community outreach, fundraising etc. The only respondents with direct responsibilities for protected areas management were those from the Tobago Cays Marine Park.

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

52 % of the respondents have not had long experience in the jobs currently held. The average number of years of experience on the jobs related to protected areas was 1-4 years. The remaining respondent's had on average 11-20 years experience on the Job. The background of respondents varied widely ranging from having qualifications in fisheries and forestry, to education. Others had no formal training, but worked as park rangers for many years and moved up the rank. This clearly indicates that the training and education they received was disciplinary in nature and lacked interdisciplinary and cross-sectoral training and education necessary for effective protected areas management.

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

Figure 1: Respondents' indication of current roles and responsibilities related to protected areas management in St. Vincent and the Grenadines



Past Training

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

- Health and environment
- Environmental education and sustainable development
- Protected areas planning and management
- Conflict management
- Law enforcement
- Effective team building
- Watershed management
- Protected area management
- Disaster relief management policy
- Initial damage assessment
- Coastal zone management
- National system of protected areas
- Introduction to GIS
- Gap analysis
- Environmental leadership
- Valuation of environmental resources
- RAPPAM
- Conservation financing
- Policies and institutions for participatory wetlands management
- Training of trainers course on MPA management
- How is your MPA doing
- Environmental Leadership (improving leadership qualities, explore and enrich personal leadership styles, enhance personal effectiveness in communication and management)
- Capacity development - Planning for PA management effectiveness

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. The majority of 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 require some training in the General and Personal Work Skills and Knowledge areas. These areas include 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. Vincent and the Grenadines need to enhance and, in some cases, acquire new skills and knowledge to effectively manage protected areas and protected area systems. The broad categories of training needs determined included:

- General and Personal Work Skills
- Financial Resources Management
- Assets Management
- 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
- Data Handling and Statistics
- Ecosystem-based Management Tools
- Knowledge and Management of Ecosystems
- 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
- Education and Awareness

The protected areas planning and management training needs are not significantly different between the site level and national agencies. Particular areas of weakness for all respondents included site operations and management; natural resources monitoring and assessments; policy analysis, development and implementation; planning and management; enforcement; and tourism and sustainable livelihoods management.

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: Specific Knowledge and Skills Needed in St. Vincent and Grenadines

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	Sources and techniques on managing sources of workplace tension and stress; general stress management; positive behaviour at work, group dynamics and personal conduct, maintaining confidentiality; ethnic and gender awareness; conflict and human resources management
Financial Resources Management	Policies and procedures of accounting, budgeting, auditing, cash flow and projection; computer based accounting systems	Policies and procedures of accounting, budgeting, auditing, cash flow and projection; computer based accounting systems preparation of annual financial reports, project financial reports
Assets 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); 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; 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; 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	Proposal writing, requirement and formats for proposals for relevant donors and OECS Small Grants Facility (Grant agreements, Financial procedures for OECS Small

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
	Grants Facility, review and internal management procedures)	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, trust funds etc. business plan development.	Protected Areas funding options: user and entrance fees permit systems, licenses, concessions, services and royalties; donations and sponsorship, trust funds; business plan development.
Networking and Partnership Building	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	Remote sensing and interpretation; GIS
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

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
Site Operations and Management	Techniques and methods for mooring buoys location and installation; 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; 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 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	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; 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	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

Category	Site Level Management Training Needs (Skills and Knowledge)	National Agencies Training Needs (Skills and Knowledge)
	concerning biodiversity conservation and PA management; guidelines for co-management protected areas systems and network planning; participatory processes for boundary delineation	biodiversity conservation and PA management; guidelines for co-management; protected areas systems and network planning; 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 training needs in St. Vincent and the Grenadines:

- Building partnerships and networking
- 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
- Community tourism
- Data analysis and report writing
- Collective learning
- Adaptive management
- Enforcement procedures/systems
- Developing business plan
- Water quality monitoring
- Administrative training
- Education and awareness strategies
- Co-management
- Fundraising
- Advocacy and policy influencing

Site Specific Associated Livelihoods Training Needs Assessment

The following topics were identified from existing literature and national reports, including Peter Espeuts' report on Associated Livelihoods Opportunities, and from various reports coming out of the Sustainable Grenadines project.

- Administration and accounting systems
- Board and senior management relationship and effectiveness
- Boat building and sailing for youth
- Boating and fishing gear and equipment operation and maintenance
- Business management
- Conflict management
- Fundraising options, resource mobilization
- Event management training
- Food Safety (standards, equipment)
- Collaboration and partnerships
- Information technology (website, database, etc)
- Communications
- Legislation and enforcement
- Marketing
- Operational planning
- Project/programme identification and planning
- Safety and survival at sea
- Training craft production
- Tour guiding skills
- Environmental sustainability
- Site restoration and reforestation

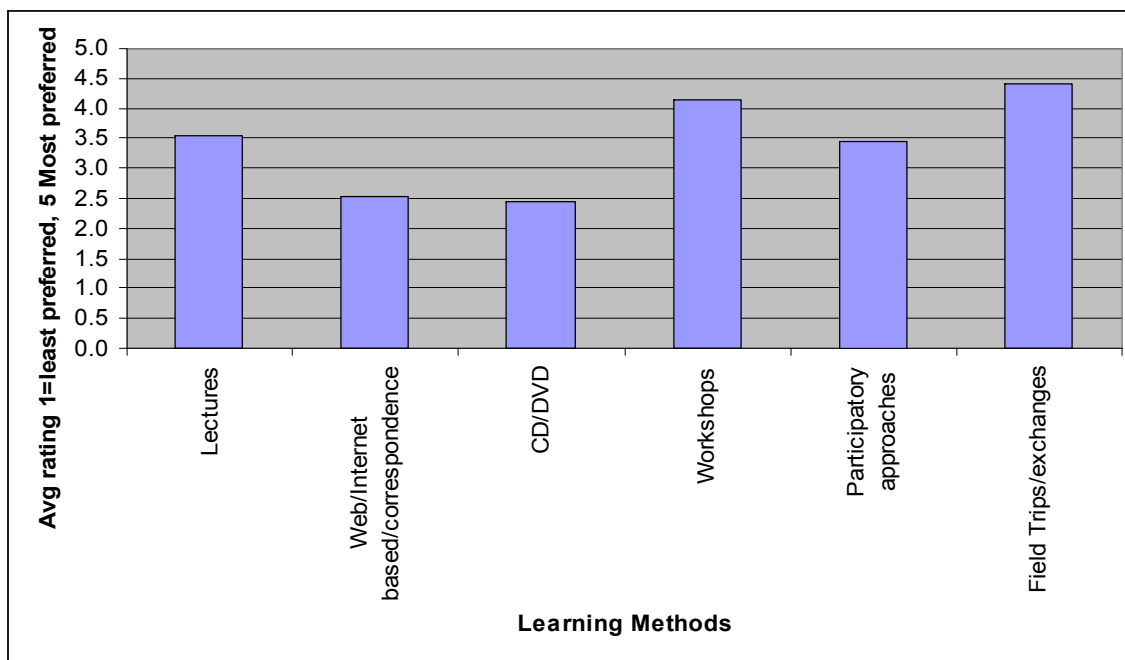
These needs were identified by a wide cross section of livelihoods stakeholders including water taxi associations, these included among others:

- TCMP Office staff
- Sustainable Grenadines Project staff
- Southern Grenadines Water Taxi Association
- Young Help Striders 4-H Club
- Bayleau Development Committee
- Canouan Sailing Club
- Union Island Environmental Attackers
- Bequia Sailing Club
- Union Island Sailing Club
- Union Island Tourism Board
- Fishers
- Vendors

Preferred Learning Approach

There was an overwhelming response from respondents indicating that they preferred training in a workshop setting, with field-trip and case studies experiences relevant to their country/region (Figure 2)

Figure 2: Preferred method of training for all respondents



Preferred Training Duration

58% of respondents indicated that they preferred a training duration of 1-2 weeks, whilst the remaining respondents indicated they had preference of 1-5 days.

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

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

Target Groups	Short-term	Medium-term	Potential methods of delivery
National Agencies	<ul style="list-style-type: none"> • Policy analysis, development and Implementation • Technical writing and report structures • Change management • Proposal writing, requirement and formats for proposals for relevant donors and OECS Small Grants Facility • Strategic planning, problem analyses techniques, work planning etc. • Co-management and collaborative management systems, stakeholder analysis and facilitation skills • Protected areas regulation for protection and enforcement 	<ul style="list-style-type: none"> • Information Technology • Financial management • Tourism policy and planning • Tourism and Sustainable livelihoods Management • Education, Awareness and Outreach strategies and tools • Developing communication strategies; Audience analysis techniques (understanding audience, barriers to communication etc) • Protected Areas Financing options/ resource mobilization • Business plan development. • Identifying and building partnerships; Networking 	Distance learning, short courses, workshops, attachments

Target Groups	Short-term	Medium-term	Potential methods of delivery
	<p>legislation, land tenure, customary/traditional rights etc</p> <ul style="list-style-type: none"> • Conflict resolution, mediation and negotiation techniques 	<p>techniques</p> <ul style="list-style-type: none"> • Project monitoring and evaluation; OECS Small Grants Facility Project Implementation Monitoring System • Site Operations and Management • Community Outreach and Management • Integrated Conservation and Development planning/Project approaches and techniques; participatory processes • Protected areas planning methods and management plan development • Enforcement • Project Management; Delegation, decision-making, monitoring and evaluation techniques 	
Site Management	<ul style="list-style-type: none"> • Business Planning • Co-management • Project monitoring and evaluation • Community outreach and management • Technical writing 	<ul style="list-style-type: none"> • Tourism relations • Foreign language skills • Basic science and ecosystems management • Change management 	Attachment, in-house training, workshops, apprenticeship

Target Groups	Short-term	Medium-term	Potential methods of delivery
	<ul style="list-style-type: none"> • Conflict resolution • Site operations and management • Marketing • Financial management • Team building • Organizational management and leadership • Board and senior management relationship and Effectiveness 		
Sustainable Livelihoods	<ul style="list-style-type: none"> • Business management • Conflict Management • Food Safety (Standards, equipment, etc) • Collaboration and Partnerships • Legislation and enforcement • Marketing • Operational Planning • Protocol and diplomacy • Customer relations • Tour guiding • Conservation • Sustainable livelihoods 	<ul style="list-style-type: none"> • Administration and Accounting systems • Boat building and sailing for youth • Boating and fishing gear and equipment operation and maintenance • Fundraising options, Resource Mobilization • Event management training • Information technology - website, database, etc • Communications • Safety and survival at sea 	<p>Evening classes</p> <p>Short courses, on-site training</p>

Training for national and site management agencies and associated livelihoods stakeholders in St. Vincent and the Grenadines 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. Vincent and the Grenadines.

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 in St. Vincent and the Grenadines

Organization	Name	Response
Barefoot Charters	Narendra Sethia	No
Coast Guard	Hendrickson Goodluck	No
Fisheries Division	Cheryl Jardine-Jackson	No
Fisheries Division	Jennifer Cruickshank	No
Fisheries Division	Leslie Straker	No
Fisheries Division	Lucine Edwards	Yes
Fisheries Division	Raymond Ryan	No
Fisheries Division	Sophia Punnett	No
Forestry Department	Adrian Bailey	Yes
Forestry Department	Brian Johnson	No
Forestry Department	Corenlius Lyttle	No
Forestry Department	Ottis Joslyn	No
Forestry Department	Ruth Knights	yes
Forestry Department - Integrated Management	Hayden Billings	No
Forestry Department - Integrated Management	Fitzgerald Providence	yes
Ministry of Agriculture	Cheryl Biddy	No
Ministry of Health & Env't -Env't'l Services Unit	Edmund Jackson	yes
Ministry of Health and Environment	Gregory Jean	yes
Ministry of Health and Environment	Ezekiel Trimmingham	yes
Ministry of National Security-Maritime Administration	David Robin	No
Ministry of Tourism	Nigel Weekes	No
National Parks, Ministry of Tourism, Youth and Sports	Andrew Wilson	Yes
Physical Planning Unit	Colin Campbell	No
n/a	Felix Browne	No
Forestry Department	Casmus McLeod	No
Forestry Department	Amos Glasgow	Yes
Friends of the Tobago Cays	Matthew Harvey	No

Organization	Name	Response
Ministry of Finance & Planning	Maurice Edwards	No
Ministry of Tourism	Mrs. Lavoine Grant	No
Ministry of Tourism	Nicole Clouden Delpeche	No
Ministry of Tourism	Faylene Schrubb	No
Ministry of Legal Affairs	Hon. Judith Jones-Morgan	No
National Youth Commission		No
Prime Minister's Office	Godfred Pompey	No
Statistical Unit	Gatlyn Roberts	Not applicable
SVG National Trust	Cathy Martin	No
SVG Port Authority	Paul Kirby	No
SVG Port Authority	Roland Daize	No
Union Island Museum and Ecological Society	Steve Stewart	yes
Tobago Cays	Elroy Laborde	No
Tobago Cays	Kathleen Nanton	No
Tobago Cays Marine Park	Orlando Harvey	yes
Tobago Cays Marine Park	Albert Hanson	yes
Tobago Cays Marine Park	Samuel Debique	yes
Tobago Cays Marine Park	Jason Alexander	yes
Tobago Cays Marine Park	Meritha Baptiste	yes
Tobago Cays Marine Park	Miranda Hutchinson	yes
Tobago Cays Marine Park	Vibert Dublin Manager,	yes

Annex 2: Training Needs Assessment Questionnaire

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

I. Personal and Organization/Business Information

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

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2. General Personal and Work Skills

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

Column A 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	

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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
Financial reporting			Preparation of annual financial reports, project financial reports	
<i>Please list any additional roles and responsibilities in your current job and any you believe is important to protected areas management. Please provide the appropriate response in column B & C.</i>			<i>Please list any additional knowledge/skills you believe is important to your current job and protected areas management in general. Please provide the appropriate response in Columns E,F,G.</i>	
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	
<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
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)	
<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>	
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.	

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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
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	
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>	

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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
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	
<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				
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	

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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
Develop and support co-management/participatory management systems for protected areas and natural resources			Co-management and collaborative management systems, stakeholder analysis and facilitation skills	
<i><u>Please list any additional roles and responsibilities you believe is important to protected areas management. Please provide the appropriate response in column B & 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>	
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><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
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>	
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			Details of protected area community policies and programmes; associated livelihoods and land use requirement	

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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
management agreements				
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	
Design and negotiate community participation and components of integrated conservation and development projects			Integrated Conservation and Development planning/Project approaches and techniques; participatory processes.	
Develop agreements for resource access and use			Protected areas regulation for protection and enforcement legislation, land tenure, customary/traditional rights etc	
Resolve conflicts among resource users, and communities			Conflict resolution, mediation and negotiation techniques	

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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>	
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			Participatory processes for boundary delineation	

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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
gazettement				
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>	

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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	
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	

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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
<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>	

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?

I.
2.
3.
4.
5.

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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>					

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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.			

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

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

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

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

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

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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

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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

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