

Conserving Biodiversity and Reducing Habitat Degradation in Protected Areas and their Areas of Influence

St Kitts and Nevis Capacity Development Plan for Protected Area Officers and Managers



Submitted in Partial Completions of Contract BBRFP31921

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ACRONYMS

BIOPAMA	Protected Areas Management Programme
CaMPAM	Caribbean Marine Protected Areas Managers
CFBC	Clarence Fitzroy Bryant College
CTO	The Caribbean Tourism Organization
FAO	Food and Agriculture Organization
IUCN	International Union for Conservation of Nature
MPA	Marine Protected Areas
NCEMA	National Conservation and Environment Management Act
NGO	Non government Organization
SKN	Government of St Kitts and Nevis
SocMon	Global Socioeconomic Monitoring Initiative for Coastal Management
UWI	University of the West Indies

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I. Executive Summary

Qualified, competent and committed staff are central to the success of protected areas. Training of protected area staff is more and more recognized as a vital component of efficient protected area management. As well as being an essential tool at local, regional and national levels, capacity building for protected areas is being embedded into major global conventions and protected area -related funding decisions.

Effective management of protected areas also requires an institutional structure that supports the delivery of management programs and a staff trained in best management practices.

The Global Environment Facility investment, through the *Conserving Biodiversity and Reducing Habitat Degradation in Protected Areas and their Areas of Influence* project provided support for the consultancy Protected Area Capacity Development, Staff Development and Institutional Arrangement. The consultancy was comprised of three distinct components:

1. Building a consensus on an institutional structure for the management of the Protected Areas System in St. Kitts and Nevis;
2. Implementing training on crucial short-term training priorities, and
3. Undertaking an overall capacity needs assessment and creating a capacity development plan for the effective management of the PAs at the institutional level, with focus on addressing capacity needs within key departments/units within the Government of St Kitts and Nevis with responsibility for, or involvement in, management of both terrestrial protected areas and Marine Managed Area Conservation Zones.

The consultancy delivered recommendations on an institutional structure to meet the needs of the Federation's system of protected areas (May 2018), conducted a training needs assessment of existing staff, project staff and potential partners (March, 2018) and delivered a training program to approximately 30 staff in April 2018.

This Capacity Development Plan is a final deliverable for the completion of the Protected Area Capacity Development, Staff Development and Institutional Arrangement consultancy.

Unlike other areas of management, the skills, knowledge and experiences that can contribute to the effectiveness of protected and conservation area managers and staff may not always be available through accredited post secondary institutions. UN organizations such as the IUCN, and the FAO offer training courses specific to the policy and decision-making needs of protected areas management. Over the years and with considerable external support, training organizations, peer support networks and workshops, newsletters and information sites have been created to provide ongoing, up-to-date information on laws, successes, opportunities. Today it is likely that a protected area or conservation area manager will avail themselves of opportunities in all these areas.

This Capacity Plan briefly reviews the outcomes of the training needs assessment and discussions in the April 2018 training course¹ and presents the functional areas of knowledge and skills that will be needed to undertake the roles in the new organizational model². These roles reflect the skills, knowledge and abilities that are recognized as best practises for effective protected area and conservation area management. The Capacity Plan reflects the organizational roles and functions needed to support an ongoing training and capacity framework for managers, staff, co-managers and communities.

II. Capacity Needs Assessments

A. Capacity Gap Analysis from Previous SKN studies

The identification and analysis of capacity and training needs for protected area management has been a significant subject for review for twenty years.

A study (MacLeod, P., 2007) for St. Vincent and the Grenadines found that existing staff did not have the training or skills required to successfully manage the areas under their supervision. When training was provided, staff were unable to apply much of what has been learned due to lack of time and/or infrastructure. In addition, structures did not exist to facilitate sharing newly acquired information or skills across department/division staff. Across all agencies, identified priority training topics were project management and evaluation, organizational management and leadership, financial management, protected areas law enforcement, strategic planning and participatory planning and conflict resolution techniques.

In 2007 the OECS Protected Areas and Associated Livelihoods Project (OPAAL) commissioned a training needs assessment in St. Kitts and Nevis as part of the Capacity Building for Protected Area Planning and Management and Associated Livelihoods component (Parsram, 2007). The objective was to determine site-specific and national training needs to inform the design and implementation of training program(s) and assess the gaps between current and desired knowledge and skills.

The findings of the assessment identified key training needs for national and site level management and associated stakeholder's agencies in St. Kitts and Nevis. The report recommended that the necessary training could be provided through a regional training of trainer's course, designed and developed by national/regional consultants and/or training institutions with the relevant expertise and experience. Training not addressed by the regional training of trainer's course would be met through partnerships with relevant national and local vocational training institutions or stand-alone training projects.

Seventeen priority topics for managers were identified through the study and the literature review³.

¹ Full interview assessments and training evaluations were presented in May 2018.

² Based on the June 2018 Report #3 Implementing Selected Institutional Option (Thompson, D.) and subsequent decision document Conserving Biodiversity Project, Institutional Structure Meeting, 1st June 2018.

³ Organizational management, leadership, communications, project management, protected areas financing, fundraising and resource mobilization, Partnerships and networking, project monitoring and evaluation, natural resources monitoring and assessments, co-management, ecosystems/conservation management, site operations and management, community outreach and management, protected area planning methods and management

While both studies identify the range of skills and knowledge that can be needed for long term protected area and conservation area management they did not assist in prioritizing the training needs in importance or timing. No actions were taken on the recommendations in the reports.

B. Assessment of SKN Training and Capacity Needs, 2018

1. Interviews:

In the first phase of the capacity and training assessment with the managers and staff confidential individual interviews were held to gather information on their educational and experiential backgrounds and the areas of expertise that they personally would find most valuable for their protected area management roles. The interviews were conducted on a confidential basis to ensure that participants would be comfortable speaking about human resource, staff management and interpersonal management skills and needs.

The management staff had a varied background, but most had some post-secondary education in a related field: degrees in economics, geology, forestry, engineering technology, environmental sciences, meteorological technician certificate, and business administration

When asked to assess their training and its sufficiency in preparing for the protected area management role they collectively gave it a 3 out of 5, where 3 was that they 'had enough knowledge to get by'. Specifically, they identified challenges in

- Engaging and managing other people;
- Timeliness of decisions;
- Time management;
- Expectations management, and
- Finding and engaging with funding organizations.

To deal with these and other issues, they identified training in the following areas as potentially helpful in their new roles:

- Project management;
- Improved time management skills / staying on top of the work;
- Preparing job descriptions;
- Managing people for outcomes, and
- Priority topic areas such as data mapping and projections, environmental management, coastal protection methods, GIS training, EIA assessments and beach profiling.

The protected area and conservation staff were different than the managers. They did not have a strong post secondary background prior to their involvement in their current jobs (although three had a college certificate from Clarence Fitzroy Bryant College (CFBC)).

plan development, protected areas policy analysis, development and implementation, enforcement, tourism and sustainable livelihoods management, education awareness and outreach.

When asked to assess their current level of training and its sufficiency in preparing them for their protected area management roles they collectively gave it a 2.7 (minimally sufficient / getting by) out of 5.

The challenges they identified related to role uncertainty within government and in the community, and identified a wide range of training needs that included:

- Stakeholder engagement training / experience, interacting with others;
- Identification of flora and fauna, identifying harmful plants and pests;
- Fitness / personal health training;
- Practical skills including trail maintenance, GPS, monitoring and data collection, diving, identifying invasive species;
- Meetings with Park Rangers from other places to get ideas and experience;
- Training on personal safety;
- Search and rescue, and
- Investigative procedures.

All respondents, managers and field staff, were in favour of certification for conservation staff positions to be created or made available.

2. Assessment of Critical Subject Areas

In the original interviews all staff were asked to rate the relevance and need for training in ten key areas that were identified in the original RFP document (Figure 1).

There was little difference between the managers/supervisors and the conservation staff in their initial ratings although Managers rated building partnerships and networking, ecological monitoring and planning processes and management higher than the conservation and protected area staff.

Staff rated all subject areas as slightly more important, on a scale of 1 – 5 than the managers, reflecting their desire for information generally ((1= not at all interested, 5=very interested).

The eight-day training session in April 2018 provided information on each of the ten key topics. At the end of the training session staff again rated their need and importance. The staff rated the need for more information on seven of the topics slightly lower than their scores in the March interviews, the score for ecological monitoring and data collection increased slightly and the scores for business and financial planning and conservation and management of biodiversity stayed relatively the same.

The second assessment in the training session was done by conservation and protected area staff and does not reflect the ratings of the supervisors or managers.

It is suggested that with the additional foundational information from the training session the staff were able to focus their information needs specifically to the job responsibilities that they would be tasked with, although the desire for more information in all areas remained consistently high.

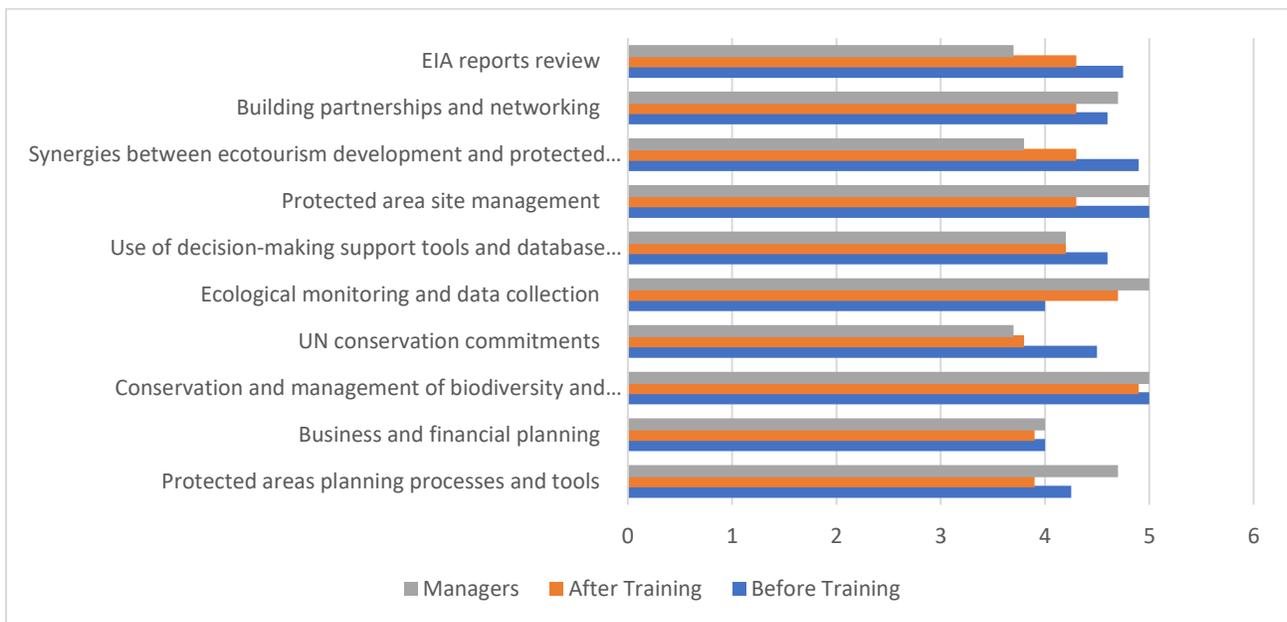


Figure 1 Manager, Staff and Post Training Subject Prioritization

An important subject area that emerged from the staff and manager interviews and in the training sessions was the lack of information or experience in stakeholder engagements, either in developing engagement plans or undertaking an engagement process. Existing engagement was one-on-one and generally topic specific, with limited opportunities to present information at Town Hall Meetings.

Staff identified many groups that they would find it beneficial to engage with, including

- Marine officers in the Caribbean
- Subject matter experts
- Government / Agency connections: Maritime Affairs, Ministry of Tourism, Ministry of Agriculture, National Museum, Department of Human Resources
- Vendors / Operators: Tour Guides, Taxi drivers, Local tourism operators, hoteliers, fishers
- Local environmental users: Farmers, Fahie Women’s Group (women farmers)
- Local Environmental Organizations: Caribbean Youth Environmental Network, Caribbean Union Environmental Network
- Researchers
- Community as a whole

The role of stakeholder engagement and the potential for engagement was identified by the trainers as a significant knowledge gap.

C. Best Practices Capacity Needs / Competencies

In 2016 the IUCN produced the global register of competencies for protected area practitioners that defines all the possible skills, knowledge and personal qualities required by people working in protected

areas around the world. It is an ideal reference and starting point for managers to plan and manage staffing of protected areas.

An additional contribution of the report is the segmentation of decision-making and responsibilities into five management and staff levels, distinguished by decision-making and responsibility roles.

Table 1 Representative Staff Levels, Titles and Roles

Job Title Examples	Overall Role
Level 4 Executive <ul style="list-style-type: none"> • Director of National or Subnational Protected Area System. • Responsible for Protected Area Systems. 	Direction and management of large organisations. National and regional policy development, spatial and strategic planning. Cross sectoral coordination Direction of complex programmes and plans.
Level 3 Senior Manager <ul style="list-style-type: none"> • PA Director • Chief Park Warden. • Senior PA Management. 	Direction and management of medium sized organisations. Planning and management of projects and programmes within strategic frameworks. Conducting and leading complex and technical programmes.
Level 2 Middle Manager, Technical Specialist <ul style="list-style-type: none"> • Head ranger/Section leader • Community outreach officer. • Educational/interpretive officer 	Management, organisation and leadership of sections and teams implementing plans and projects. Completing specific and complex technical assignments
Level 1 Skilled Worker <ul style="list-style-type: none"> • Patrol ranger. • Community ranger • Administrative assistant. 	Completing specific and sometimes complex tasks and <i>assignments</i> under regular supervision.
Level 0 Labourer	Completing practical tasks under continuous supervision.

The report also identified broad categories of competence that represent the best practises for the collective staff in a protected area system.

The competencies and skills represented are different for different staff levels. Overall competencies and level-based knowledge is summarized in the following areas⁴:

1. Regional economic, social, and environmental management context

Understanding protected areas and biodiversity conservation as part of a broader sustainable development context.

Directors and senior executive are responsible for the creation, coordination and enabling provisions of the protected area system. Level 4 managers should be able to enable the establishment and integration of a protected area system within national and international policies and plans. Level 3

⁴ Adapted from <https://portals.iucn.org/library/node/46292> A global register of competencies for protected area practitioners, IUCN 2016, Monographic Series no.:2

managers should be able to direct development and implementation of strategies, plans and projects for achieving protected area goals.

2. Frameworks, policies, and governance

Effective planning and management of protected and other conserved areas, and resources that are allocated towards this goal, are influenced by enabling frameworks such as international and/or regional agreements, national policies relevant for protected and other conserved areas, and governance arrangements for planning and management.

Level 4 and 3 directors and managers are responsible for enabling the availability of adequate physical and financial resources across a system and ensuring their effective and efficient use.

Level 2 staff roles focus on implementation and they are responsible for managing, monitoring and accounting for the use of financial and other resources. Level 1 staff are responsible for accounting for the use of the resources.

3. Organisational planning, management, and administration

Protected and other conserved areas require a variety of organisations to be responsible for their planning and management. This ranges from departments within government ministries, appointed authorities, private organisations, NGOs, or community organisations.

Level 4 and 3 directors and managers are responsible for establishing the structures and systems for effective and appropriate system governance and management and providing strategic leadership and direction for effective management.

4. Site planning applied management, technical knowledge of tools, and techniques

Knowing how to carry out many of the functions related to planning and management requires specific skills, tools, and techniques that are important areas for capacity development.

Level 3 staff should be able to direct the development and implementation of strategies, plans and projects for achieving protected area goals. Level 2 and 1 staff need to be able to plan, manage and conduct supervised field activities, implement biodiversity monitoring and conservation programmes, collaborate and engage with communities and other partners, plan and monitor site-based activities and keep basic financial and activity records.

D. Capacity Needs Summary

The earlier studies, recent work and recommendations on best practices are consistent on the types of competencies and knowledge needed for effective protected area and conservation area management. The extent and depth of knowledge for management will vary with the maturity of the sites and systems being managed and the goals of the management plans and strategic protected area systems plans. However, it is important to note that the outcome is on protected areas management, with a focus on international, national and legislative systems and cross government collaboration and partnerships. The competencies highlight the need for dedicated planning and management skills and knowledge that enable the delivery of the site level and system level outcomes.

The competencies are summarized in Figure 2.

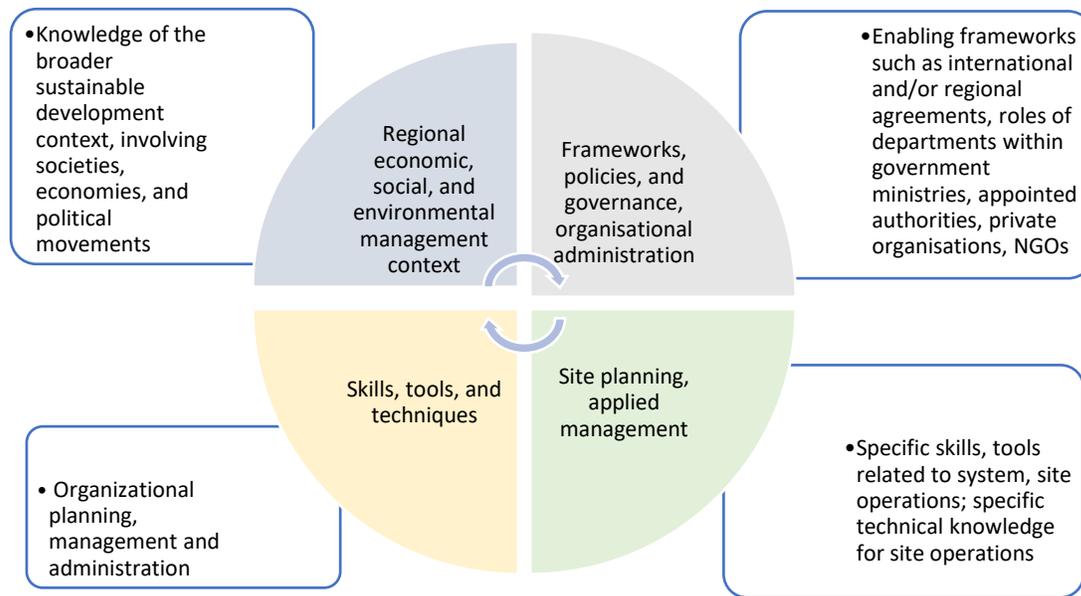


Figure 2 Competency Levels for Effective PA System Management

III. Institutional Review Outcomes

The proposed *National Conservation and Environmental Management Bill (NCEMA)-2016* calls for the creation of a new protected areas agency as a division of the Department of Environment with the mandate to manage all terrestrial and marine protected areas in the Federation, excluding Brimstone Hill Fortress National Park, and eventually for the creation of a statutory body to supersede the agency and manage all protected areas.

The institutional review examined the institutional structure options, including the existing organizational structure and the single protected area agency structure identified by the Project, with senior government staff and stakeholders and presented the preliminary findings to those involved. A report on the findings of the review, including the pros and cons of potential structures based on the consultations was produced and based on stakeholder direction and best practices, the consultancy made final recommendations on the institutional structure including organization charts and management requirements.

The approved organizational structure to deliver on the management of the protected areas and the marine conservation areas involves the creation of a protected area or conservation area units in four locations:

- St. Kitts Department of the Environment, Parks and Protected Areas Unit
- St Kitts Department of Marine Resources Marine Conservation Unit
- Nevis Island Administration; Nevis Parks and Protected Areas Unit and

- Nevis Department of Fisheries, Marine Conservation Unit.

The new units will each report to the respective Directors for their departments, as shown in the organization charts below.

1. St. Kitts Department of the Environment Parks and Protected Areas Unit

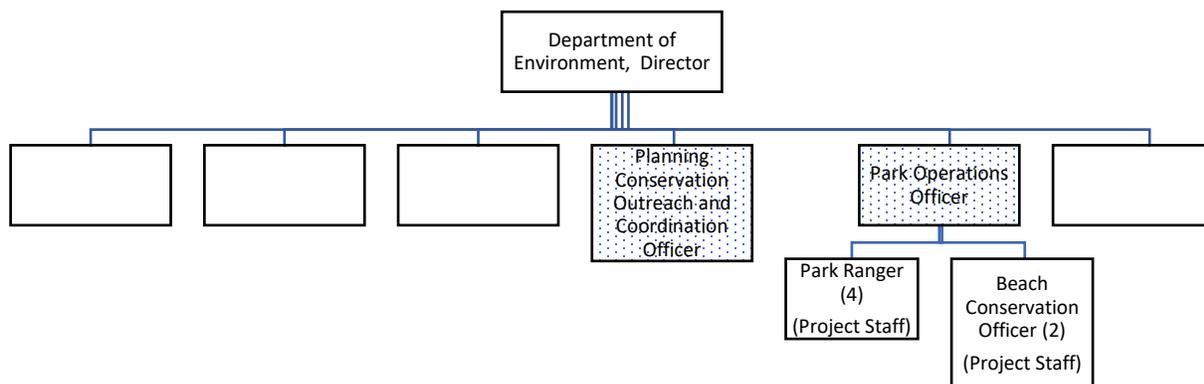
Will be responsible for all parks and terrestrial protected areas planning and management in the Federation. This includes responsibility for the inter-ministry coordination function (and potentially, depending on decisions on the structure of NMCEA, working with the national Council of Permanent Secretaries).

Other responsibilities include

- National legislation
- National protected areas systems planning
- Establishment of sites falling within the Unit’s mandate
- Management plans and site development plans for those sites.
- National protected areas policy
- Work on international issues including the inter-ministry coordination function
- All aspects of site operations and management terrestrial sites
- Supervisor of the operations staff
- Responsible for development and delivery of National operations policy and regulations and
- Working with civil society stakeholders to develop the co-management policy and approach.

The operations staff will be responsible for day-to-day operations, compliance and enforcement of operational policies and Regulations, and engaging with park visitors, contractors, stakeholders, researchers and community partners.

Organization Chart 1 St. Kitts Department of the Environment Parks and Protected Areas Unit



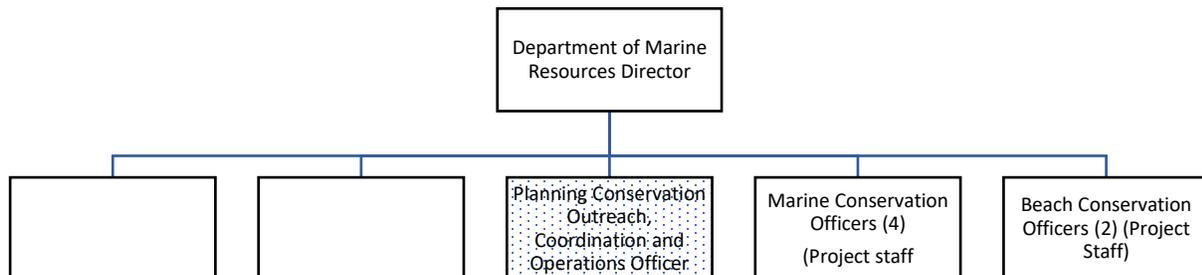
2. St Kitts Department of Marine Resources Marine Conservation Unit

Will assume responsibility for all marine conservation areas planning and management which will include:

- National legislation
- National protected areas systems planning
- Establishment of sites falling within the Unit's mandate
- Management plans and site development plans for those sites.
- National protected areas policy and
- Work on international issues including the inter-ministry coordination function.

The marine conservation officers will be responsible for day-to-day operations, compliance and enforcement of operational policies and Regulations, and engaging with park visitors, contractors, stakeholders, researchers and community partners.

Organization Chart 2 St Kitts Department of Marine Resources, Marine Sustainable Use Unit



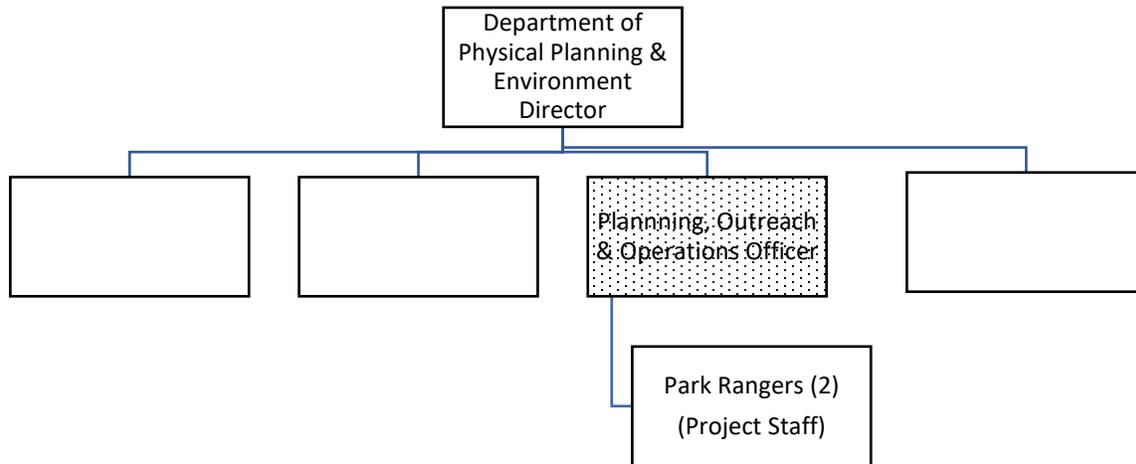
3. Nevis Island Administration; Nevis Parks and Protected Areas Unit

Will be responsible for protected areas planning and management on Nevis. The responsibilities include:

- Protected areas management planning;
- Protected designation process and outreach working collaboratively with other government organisations in particular the national Department of Environment Parks and Protected Areas Unit;
- The National Marine Resources Conservation Unit and with Nevis civil society organisations;
- All aspects of day-to-day area management and
- Supervisor of the operations staff.

The conservation staff will be responsible for delivery of operations policy and regulations; working with civil society stakeholders and the national government to develop the co-management policy and approach.

Organization Chart 3 Nevis Department of Physical Planning & Environment: Physical Planning Parks and Protected Areas Unit



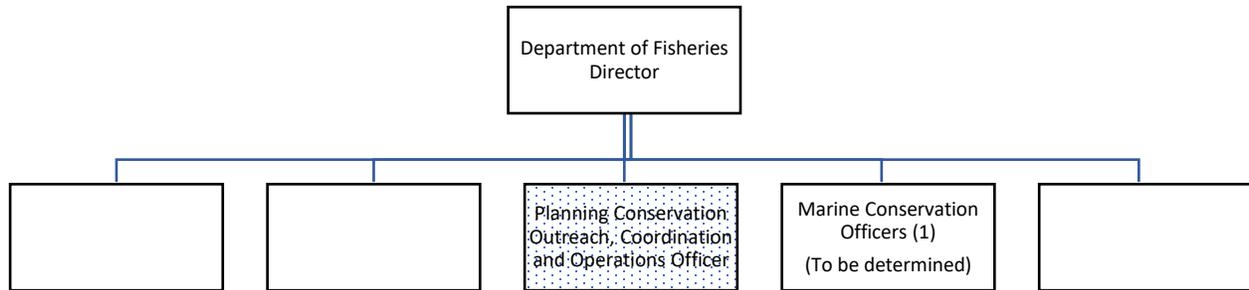
4. Nevis Department of Fisheries - Marine Sustainable Use Unit

The Unit assumes responsibility for all marine conservation areas planning and management on Nevis. Their responsibilities include

- Planning and systems policy, outreach and operations
- Working collaboratively with other government organisations
- All aspects of operations policy and day-to-day area management.
- Development and delivery of operations policy and regulations
- Working with civil society stakeholders to develop the co-management policy and approach

The marine conservation officers will be responsible for day-to-day operations, compliance and enforcement of operational policies and Regulations, and engaging with park visitors, contractors, stakeholders, researchers and community partners.

Organization Chart 4 Nevis Department of Fisheries, Marine Sustainable Use Unit



The responsibilities for each of the four Units are outlined in more detail in Appendix 1.

IV. Community and Co-Management Capacity Needs

The Institutional review identified that many Protected Areas agencies around the world have various formal and informal service delivery arrangements with civil society groups, private entities and local governments. These partnerships are particularly important as a means of working within fiscal constraints and limited government capacity. Experience in other countries demonstrates that civil society, NGO's and the private sector can very effectively work as co-managers and partners to deliver innovations and provide a diverse and quality recreation and conservation service. Developing policy and creating expertise in managing co-management and other partnership relationships can be beneficial to the long-term health of the protected area and conservation area systems.

Co-management can be an integral part of the overall protected area system management strategy. In Belize the 108 sites in the National Protected Areas System exhibit the full spectrum of management categories and governance types recognized by IUCN. Though 85 per cent of terrestrial protected areas are national lands, only 43 per cent are managed directly by government agencies. Central government provides less than 18 per cent of the funding for management of the system⁵.

Co-management or fully devolved management agreements can offer several benefits:

- assistance with fundraising,
- assistance with capacity for operations, and
- ongoing communications with local stakeholders.

Community members and co-management partners will require ongoing information about the goals, objectives and requirements of the protected area sites and system. Co-management partners will benefit from much of the site specific and topic specific training, workshops and access to subject matter experts and mentors as government staff. Community members are very aware of the challenges of sustainability for a small island state and engaging with them and providing regular information in town hall meetings and stakeholder meetings as necessary will create valuable community support for compliance with

⁵ Brent A. Mitchell, Zoe Walker and Paul Walker. 2017. A Governance Spectrum: Protected Areas In Belize. PARKS VOL 23.1 MARCH 2017. Accessed on May 20, 2018 from http://parksjournal.com/wp-content/uploads/2017/04/PARKS-23.1-Mitchell-et-al-10.2305IUCN.CH_.2017.PARKS-23-1BAM.en_.pdf

regulations, understanding of infrastructure changes or participation in community programs such as search and rescue.

Improving community organization capacity is supported by projects such as The Caribbean Natural Resources Institute Project *Implementing the Powering Innovations in Civil Society and Enterprises for Sustainability in the Caribbean* which works to build and strengthen community organizations and introduce mentors and other supports to improve their capacity⁶.

V. Capacity Support Needs

A. Government Direction

Employee capacity and training is dependent on several supporting roles and functions. Appropriate skills, knowledge and competencies are determined by the goals and objectives of the organization and the government. To establish the goals and objectives for the protected area and conservation areas and the system overall senior managers would look to the documents listed in Figure 3 below.



Figure 3 Sources of Management Direction for Conservation Management

These directional documents provide the context and objectives for managers to create workplans, set operational and financial goals, and develop individual and group training or development goals. Managers are responsible for understanding, and where necessary, building the information frameworks necessary to support the protected area system management.

⁶ www.canari.org/PISCES

B. Employee Performance Plans

An individual development plan is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals and improve current job performance. An individual development plan identifies the employee goals and helps the manager align these with the organizational and protected area system goals. The plan can contain educational, training, or other individual development activities to enhance the skills and abilities needed for the job.

The individual development plans can:

- provide an administrative mechanism for identifying and tracking development needs for the organization and for the individual employees,
- assist in planning for the agency level training and development requirements, and
- align employee training and development efforts with the organization mission, goals, and objectives.

It is important that the skills of the staff and managers are developed in a way that supports and helps to further the goals of the protected area system and the government conservation objectives overall. The skills and knowledge requirements will form the basis of the competencies for the individual job positions and over time will allow for some standardization of the requirements for the positions across the organization⁷.

VI. Training and Capacity Development Pathways

Based on the staff and manager interviews, the outcomes of the training session, a review of best practises and recommendations and discussions with faculty at the Clarence Fitzroy Bryant College (CFBC) the capacity and training plan presents a framework for training goals and opportunities in three pathways (Table 2 below). These training development options have areas of overlap, for example formal post secondary training can be delivered on-line and will form part of individual training plans.

⁷ NPS Office of Learning & Development. (nd) Individual Development Plan (IDP) Resource Guide, accessed on line on May 25, 2018 at <https://www.nps.gov/training/LD/docs/NPS%20IDP%20Guide.pdf>

Table 2 Training and Capacity Development Streams

Post Secondary and Accredited Opportunities	Individually Developed, Tailored Training	Site Specific/Issue Specific Training
<ul style="list-style-type: none"> •Course work •Add ons to existing degree program •Directed research grants •On-line training courses •College short course •Prior Recognized learning 	<ul style="list-style-type: none"> •Exchanges •Mentoring •Online courses •Distance learning •Key Topic Workshops •Extension study •Train the Trainers 	<ul style="list-style-type: none"> •Grant supported •University research partnerships •Partnerships with other countries •Partnerships with Global parks or other volunteer organizations •Peer networks •Private sector partners

A. Post Secondary and Accredited Opportunities

The needs assessments and self evaluations point to the need for strengthened capacity to realize the full potential for protected and other conserved areas to contribute to sustainable livelihoods, biodiversity, ecosystem protection, and community resilience in the face of global warming.

Although accredited programs that focus on protected area management and conservation area management are relatively new, there is the opportunity for post secondary institutions in the region, of regional or nationally to collectively develop pathways for accredited qualifications for people wanting to pursue a career in planning and management of protected and other conserved areas. Several post secondary curricula exist, including the CFBC Environmental Sciences Program, or the Diploma / M/Sc. Biodiversity Conservation and Sustainable Development in the Caribbean.

University of the West Indies (UWI)/ MONA offers a BSc in Environmental Biology which is designed to provide a detailed understanding of the concepts, strategies and practises available to investigate and analyze species, communities and ecosystems for the successful monitoring, management and development of strategies for the sustainable use of these systems. The UWI also offers an MSc Marine and Terrestrial Ecosystems Assessment, conservation and Management degree with a minor in terrestrial and freshwater ecology.

The Diploma / M/Sc. Biodiversity Conservation and Sustainable Development in the Caribbean course is taught in a partnership with University of Belize, Anton de Kom Universiteit van Suriname, University of Guyana and The University of the West Indies. Developed for professionals and technical staff employed in land, agriculture, forestry, fisheries, freshwater or marine resource management activities as well as persons who wish to pursue careers in land and natural resource management, forestry, agriculture and marine resource management and sustainable development. The on-line programme can be undertaken either on a full time or part time basis Graduate Diploma or MSc. The prerequisite for entry into the Diploma/ M.Sc. is a bachelor’s degree in natural sciences, environmental studies, engineering, agricultural sciences, geography with at least lower second-class honors.

The University of Montana offers a Protected Area Management Distance Education Program graduate certificate which provides students and professionals with training and expertise in the key topics related to protected area management. Courses cover the history and philosophy of the global protected area system, laws and policy and international conventions. <http://www.cfc.umt.edu/protected-area-management/default.php>

CFBC in St. Kitts offers an Associate degree in environmental sciences geared towards environmental management and sustainable development of the Caribbean Region. The program currently offers a specialization in Fundamental Ecological Principles, Human Population and the Environment, Sustainable Use of Natural Resources, Pollution of the Environment, Energy and the Environment, and Agriculture and The Environment. The new program on Agricultural Studies includes modules such as Ecological Principles, Environmental Pollution, Sustainable Energy, and Non-Traditional Agricultural Systems. A pilot program on Sustainable Aquaculture is currently being conceptualized in partnership with the Department of Marine Resources.

Courses specifically addressing protected area and conservation area management are not available in the Caribbean but are more recently available in other jurisdictions. For example, Protected Area Planning and Management Systems is offered as part of the Bachelor of Environmental Sciences degree from the University of Tasmania⁸. The course offers practical understanding of key systems for protected area planning and management, public, private, community and collaborative arrangements. Systems and associated methods for assessing developments, addressing complexity, sustainable finance, management effectiveness, community engagement and landscape/seascape scale management are then considered. These topics are explored by drawing on the experiences of practitioners, case study examples and fieldwork.

1. Recommended Actions

1. An inventory of accredited courses or modules relevant to planning and management of protected and other conserved areas that have been developed (or are currently in development) and are offered through universities and technical colleges for persons in or preparing to enter the conservation management field in the Caribbean should be prepared and:
 - a. collated and reviewed for applicability to the requirements of jobs in protected area and conservation area management. Many of the course offerings are accredited for purposes other than direct protected area management, for example, and may not have the elements that are necessary. For example, no courses include information on the history and background of protected areas, the global governance and measurement context or the legal roles of protected areas and conservation; and
 - b. be made available for staff and persons interested in the field.
2. CFBC, in partnership with other post secondary institutions in the Caribbean and their international partners should develop and incorporate modules on protected and other conserved areas into existing relevant and aligned programs. Where possible existing national and regional programs will be supported, expanded or enhanced.

⁸ <http://www.utas.edu.au/courses/cse/units/kg517-protected-area-planning-and-management-systems>

- a. CFBC has expressed interest in leading the conversation within the Caribbean region on a regional needs assessment, inventory and potential for new accredited courses in environmental management. The outcomes may include
 - i. Technical colleges tailor existing programs that cater for people working in the field of planning and management of protected and other conserved areas.
 - ii. Tertiary-level institutions and technical colleges can develop new courses, including vocational options, and determine the most suitable accreditation and qualifications levels, to increase the options for building practitioners in planning and management of protected and other conserved areas.
 - iii. Regional and national tertiary institutions and colleges work across and between faculties and any institution to determine active interest in, capacity to undertake, and responsibility for coordinating new courses and modules in planning and management of protected and other conserved areas.
- 3 Request CFBC to investigate and possibly introduce a prior learning recognition system for persons interested in achieving the accreditations at the College. This is an important step in recognizing the bespoke nature of much protected area and conservation training and legitimizing their educational contributions.
 - 4 Request CFBC, as appropriate, to develop two or three initial short courses on topics specific to protected area management, such as management within a global system, introduction to environmental law policy and law, methods of protection and conservation and offer them in 2019/2020 to assess the need and interest. It is possible that these courses could include a module of study abroad for specific topics. These courses would allow students to build credits and continue working and would be open to students from across the Caribbean.
 5. Request CFBC, as appropriate, to develop to introduce an applied research credit program for persons working in protected area and conservation management.
 6. The overall accreditation system for SKN and potentially the wider Caribbean should be examined for the opportunity to enable accreditation of tailored training courses towards a tertiary degree or diploma, recognise prior learning, and allow for credit accumulation and course transfers.

B. Partnerships

Partnerships are an integral part of ongoing and innovative capacity development for protected area and conservation area management. Partnerships involve other agencies, educational institutions nationally and abroad, NGO's, and donor agencies. Non of the major players in protected area management have the resources to effectively implement long term management on their own and the ability of resource managers to encourage collaboration and supporting partnerships is a critical element of long term successful protected area management.

National educational agencies can be effective partners for the development, provision and advocacy of protected area and conservation area programs and goals. Colleges such as CFBC and UWI can

- provide diverse research expertise that informs decision-making,

- provide a steady source for consistent and ongoing long-term research at protected areas,
- provide objective third-party thought leaders for protected areas socio-ecological health,
- deliver field-based experiential approaches for teaching the diverse skills needed for effective protected area management
- facilitate the development of legitimate citizen science strategies and
- assist in communicating valuable scientific findings and outcomes⁹

1. Recommended Actions

- 1) Working links should be established between organisations that provide training about protected and other conserved areas, and those that provide training in related environmental management disciplines, such as forestry, tourism, coastal and marine, and agriculture.
- 2) Formalize training relationship with the St. Kitts Sea Turtle Monitoring Network.
- 3) Partnerships should be developed with private sector businesses with strong links to protected areas and conservation areas, such as cruise companies, hotels, or tourist agencies to establish opportunities for financial support information support and input into future training programs.

C. Non-Accredited Training

Non-accredited training in policy, management and planning for protected areas has an advantage over accredited training in that it can be developed much faster, it does not have the ‘regulatory’ constraints that accreditation carries, it can be delivered by a range of practitioners, it can represent a range of cost options,

Non-accredited training is often tied to supporting funding as part of a larger project, and when the subsidy is no longer available the program /course can be discontinued. Non-accredited courses can have a shorter life span than an accredited post secondary course. However, increasingly such courses have found a niche and fill a training need through partnerships with university and other partners to help them along

The Conservation Leadership in the Caribbean program¹⁰ is a regional conservation leadership-training program in the Caribbean. It offers structured and hands on training in vital skills including: conservation planning, conflict resolution, communications, group facilitation, management and leadership; and providing one-on-one mentoring from professionals in the Caribbean region and internationally. The program provides training by qualified professionals through workshops, short courses, experiential project management and problem solving. It provides training to a group of annually competitively

⁹ B. Derrick Taff, Megan Jones, Brett Bruyere, Peter Newman, James R. Barborak, Michael J. Manfredo, and Ryan Finchum. 2015. The Role of Universities in Protected Area Management: Considerations for the Future, The George Wright Forum, vol. 32, no. 3, pp. 308-316.

¹⁰

https://www.google.ca/search?source=hp&ei=1lwUW9uRIYHijwTsg7iAAw&q=Conservation+Leadership+in+the+Caribbean+program+&oq=Conservation+Leadership+in+the+Caribbean+program+&gs_l=psy-ab.3...1599.1599.0.3042.2.1.0.0.0.141.141.0j1.1.0....0...1c.1.64.psy-ab..1.0.0.0...0.yQbk1eHnwwc

selected applicants over an 18-month period (May 2017- November 2018). It is not yet certain if there will be a 2018-2019 intake.

The Programme of Work on Protected Areas was developed by the Convention on Biological Diversity Secretariat to provide concise learning modules for each goal of the Programme of Work on Protected Areas. These modules are like short courses which take approximately an hour each, providing an overview of key terms, concepts, resources and approaches.

<https://www.conservationtraining.org/course/index.php?categoryid=41>

Other on-line IUCN courses include (links included):

Adaptation Design Tool	Biodiversity Indicators	Biodiversity Valuation
Blue Accounting: Achieving Collaboration at Scale	Coastal Resilience	Climate Change (REDD+)
Conservation Action Planning	Conservation Measures	Coral Triangle
Fisheries Capacity Building Program	GIS	IHA
IUCN Red List	Mangroves	NBSAP
Productive Landscapes	Programme of Work on Protected Areas (PoWPA)	Reef Resilience
Sagebrush-steppe	Water Funds	Agency Specific

The Caribbean Tourism Organization (CTO), the Caribbean's tourism development agency, and the Travel Foundation, the international agency that promotes the benefits of tourism to people and the environment, have launched a free online sustainable tourism course to help increase knowledge of how to review and plan for the sustainable development of Caribbean tourist destinations. The online programme is available free to ministries, government departments, tourism authorities and tourist boards engaged in destination management in CTO member countries. It focuses on the practical dimensions of sustainable tourism and introduces key considerations during the planning and design of tourism activities. The course examines what makes tourism both constructive and destructive to host communities, suggests tools for conservation and responsible use of resources, and provides strategies which countries can use to develop and implement their own national initiatives. <https://www.thetravelfoundation.org.uk/new-training-roadmap-destination-success-caribbean/>

The National Oceanic and Atmospheric Administration Office of National Marine Sanctuaries' International MPA Capacity Building Team provides a structured framework for resource managers to come together, directly experience and learn from one another, and applies the best available information, tools and skills to the management of MPAs. Led by the National Marine Protected Areas Center course covers MPA management on a wide range of issues ranging from management plan development to effective enforcement

(<https://nmsmarineprotectedareas.blob.core.windows.net/marineprotectedareas-prod/media/archive/nationalsystem/international/mpa-impact.pdf>).

Relevant organisations in adjacent regions and that are already developing and delivering tailored training and can be engaged for their potential contribution to extend suitably-adapted tailored training to staff in SKN. Protected area courses and modules available to SKN staff and others through wider regional

tertiary institutions are more likely to appropriately reflect regional context, values, cultures, issues, knowledge, and strengths.

Caribbean Agriculture Research and Development Institute has worked in many Caribbean countries as partners in climate change projects, and in SKN has been a focal point for response to invasive species. The Institute provides a wide range of technical assistance programmes and services throughout the region. <http://www.cardi.org/>

The Environmental Research Institute Charlottesville works towards sustainability for the people and ecosystems of North East Tobago. Alongside the institute, the ERIC Dive Centre offers dive training, coral reef ecology, survey and monitoring training, and dive excursions and expeditions with marine biologists for environmentally conscientious divers.

Caribbean Association of National Training Agencies offers many vocation courses including CANPackaging of Competency Standards for Vocational Qualifications, Level 2 – Maintenance of Parks and Protected Terrestrial Areas.

Massive open online courses (abbreviated to “MOOCs”) are now a part of the education landscape. There are many examples directly relevant to conservation and protected area management, for example the four-module course on ecological monitoring: <http://papaco.org/mooc-on-ecological-monitoring/> or the wide range of accredited and non-accredited courses available at <https://about.coursera.org/>.

These online courses provide access to some of the most up-to-date resources. They are offered by the biggest universities and cover environmental management, conservation and sustainable development issues, project management, and fundraising and business planning.

1. Recommended Actions

1. An inventory of existing non-accredited training related to conservation and protected area management should be collated and
 - a. reviewed for applicability to the requirements of jobs in protected area and conservation area management in SKN.
 - b. the list of all courses or modules relevant to planning and management of protected and other conserved areas should be made available for staff and persons interested in the field.
2. Short term information needs should be identified through the Individual Development Process and linked to a performance management outcome of identifying and completing a relevant information or training module.

D. Tailored Training

1. Training of trainers

There are many skills and learning needs that are best met with on-site or “hands-on” training, that can involve site specific problem solving, demonstration, and practise. Regional scope and autonomy for training delivery is strengthened by prioritising development of train the trainer programs that include specific competencies required for people to grow as capable trainers. This will be especially valuable for

learning objectives that involve hands on practise, such as maintenance, setting measuring devices, traps, cameras, or technical / interactive skills such as tagging animals, CPR, first aid, or self defence.

Reef Check Training of Trainers Regional Course on Marine Protected Area Management is a collaborative capacity-building activity of the UN Environment Caribbean Environment Programme, the Centre for Resource Management & Environmental Studies of the University of West Indies, and the IUCN Caribbean Programme, as part of their respective Caribbean Marine Protected Areas Managers (CaMPAM), Global Socioeconomic Monitoring Initiative for Coastal Management (SocMon) and Biodiversity and Protected Areas management Programme (BIOPAMA) programmes.

2. Priority Topics

Based on existing capacity needs assessments, priority topics can be identified from the competency list in Section V. Meeting these priority needs can be approached as specialised subjects, individually tailored, or regionally-targeted short courses, through the post secondary partnerships and with non-accredited program partners such as BIOPARM or IUCN.

Understanding and Operationalizing the Green Economy into National Development Planning in the Caribbean Context was designed to engage professionals in the public and private sectors in discussion about what is required to transition to a green economy and to provide tools to enable them to do so. It is geared towards professionals who have responsibility for developing national finance, economic and development policies and who are working in areas of natural resources policy, conservation and management and in key sectors such as tourism, energy mining, transport and manufacturing.¹¹

Reef Resilience Network provides a Reef Resilience Online Courses designed to provide access to the latest science and strategies for managing coral reefs in a changing climate.
<http://www.reefresilience.org/online/>

3. Peer Networks

Peer-to-peer learning networks at all levels coupled with appropriate mentoring approaches are specifically strengthened or developed to share skills, knowledge, and innovations, and identify priority competencies and skills being sought (e.g. social media, web forums, site-based visits, facilitated self-assessments, conference calls, and periodic retreats and gatherings).

Open Channels OpenChannels aims to foster an online community of ocean planners and managers sharing experience, knowledge, and advice with peers. In doing so, speed the advancement of sustainable ocean management and conservation. OpenChannels is designed to be highly focused on user needs. The site lists many accredited courses available around the world, but also presets on line materials and videos for practical advice for managers(<https://www.openchannels.org>)

¹¹ This training manual was developed for the UWI as part of a project supported by the United Nations Environment Programme within its Green Economy Initiative, launched in 2008 (The Partnership for Action on Green Economy (PAGE) <http://www.un-page.org/resources/macroeconomic-policy-making/understanding-and-operationalizing-green-economy-national>).

In the United States, the Marine Protected Area (MPA) Center presents a MPA monthly webinar series with EBM Tools Network and OpenChannels, and has collaborated on trainings on climate change adaptation and participatory GIS.

Internationally, the MPA Center's International MPA Capacity Building Team was created to help establish connections among protected area practitioners around the world, and to share best practices, experiences, and expertise. The program works in six regions and many countries around the world. Tailored to share best practices in the management of MPAs and MPA networks and the specific needs of each country or region over a multi-year period, this program directly impacts and improves daily resource management efforts, addressing a wide range of management issues from management plan development to sustainable tourism to marine spatial planning.

4. Mentor Register/ Subject Matter Experts

Developing a register of experienced regional and inter-regional practitioners in protected areas and biodiversity conservation, can provide several roles:

- persons willing to contribute as volunteer mentors, coaches, advisers, or supervisors for accredited qualifications, training courses, and
- effective on-the-ground application of learning can provide cost effective and immediate sharing of fundamental information for the staff

The register could be available not only for SKN but for the Caribbean protected areas systems overall.

VII. Funding and Support

Other than some online course most training will have a cost, whether it is direct tuition or registration fees, or subsidized time away from work and assistance with travel and accommodation on field trips or work exchanges.

1. Recommended Actions

1) An inventory should be developed and maintained of all currently known and potential opportunities for seeking funds for capacity development relevant to planning and management of protected and other conserved areas.

2). Consideration should be given to donor-supported programs that will support and invest in implementing actions in this Capacity and Training Framework rather than undertaking parallel analyses and initiatives.

3). Potential supporters, including charities and private sector partners such as hotels, tourism businesses, marine industries or travel agencies should be approached to support competitive and time-bound scholarships, bursaries, grants, and subsidies.

VIII. Monitoring and Evaluation

It is important to establish a regional group that can draw from generic, minimum standards evaluation tools and practices to start developing a regionally-suitable evaluation framework that may then be adapted for more specific purposes within the region.

1. Recommended Actions

1). Partner with CFBC to investigate rigorous and measurable systems for monitoring and evaluation of capacity development investments that are tailored to the context of the Caribbean.

IX. Recommendation Summary: Diversified Approaches for Delivery

Developing and achieving accredited certifications in the field of protected area and conservation management can be a mix of many different competencies as discussed in section V. Protected area managers are expected to be versed in environmental legal basics, conservation goals and methods, data collection and research partnerships and applied expertise in topics as diverse as trail building, conflict management, diving and first aid. Table 2 presented the various streams of delivery from accredited recognized education to tailor made, topic or regionally specific options.

1. Recommended Actions

The recommendations for **achieving accreditation** urges a formal way to recognize the contributions of the various streams where appropriate.

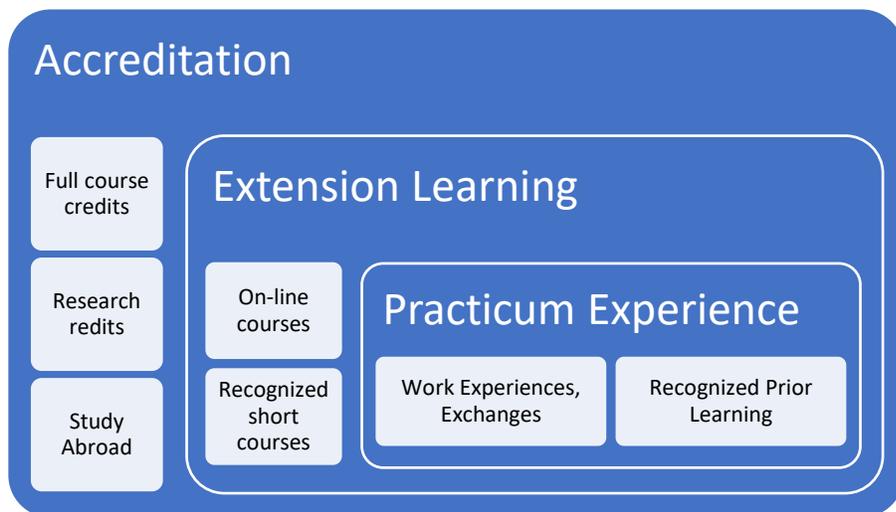


Figure 4 Learning Contributions to Professional Accreditation

Both in the Caribbean context and in recognition of the realities of the nature and continuing development of the subject matter for protected area and conservation area management it is likely that managers and staff will engage in several approaches to training over their career. Based on the earlier reviews of capacity development and training needs and opportunities, experiences in other jurisdictions (Pacific reference) and the reality of the nature of protected area training is it recommended that a Caribbean, or more specifically a SKN system could be developed that can formally recognize and incorporate various

training forms into a 'wrap around' model to meet the needs of the system and the sites. Figure 5 represents the possible pathways to accreditation in protected area and conservation area management that could be developed for SKN and the wider Caribbean.

Recommendation 1: Tertiary-level institutions can increasingly offer relevant courses and modules in block-mode or concentrated **short- course delivery** format (that may, or may not be, part of an accredited qualification), to cater for people with work and personal commitments, time limitations, and more specific personal development needs

Recommendation 2: Diversified forms of learning and assessment should be actively developed, with flexible teaching and learning approaches and delivery choices, in terms of time and content to cater for different needs and contexts (e.g. remote, virtual, and e-learning programs). The designations and benefits for protected area staff need to be responsive to the array of learning opportunities.

Recommendation 3: Workshops, exchanges, train the trainer, peer networks, and mentoring should all be encouraged and recognized as contributors to an employee's capacity and skill development program.

Recommendation 4: Hands on / **practicum training events** should be identified and prioritized for early delivery for conservation staff.

Recommendation 5: Employee development plans should be created soon to establish shared learning goals, identify gaps in learning and management needs and allow time to identify and invite subject matter experts, book workshops, engage mentors, assess costs and develop delivery budget.

Recommendation 6: Partnerships involving other agencies, educational institutions nationally and abroad, NGO's, private sector and donor agencies should be established to expand the opportunities for training and capacity in the protected area and conservation system.

Recommendation 7: Funding and partnership opportunities to continually support capacity development and training for staff and communities should be considered within every project, including projects that are not specifically focussed on protected area or conservation management, for example livelihood, climate change or agriculture-based projects.

Wrap Around Training Inclusive Career Training Model



SHORT COURSES

Developed with CBFC, courses to meet protected area and conservation area information gaps
Contribute to accreditation

RESEARCH PROJECTS EXCHANGES

Developed / delivered under guidance of CBFC staff, partner with other post-secondary institutions where possible
Projects for credit towards accreditation

ACCREDITED LEARNING

Additional protected and conservation courses created to fill information gaps
Open to all Caribbean students
CFBC diplomas linked to partner US University

ONLINE COURSES & WORKSHOPS

Recognized courses with certification or equivalency
Certifications aligned with goals and needs of SKN System and goals

TOPIC SPECIFIC WORKSHOPS &

Determined by staff, supervisors, program needs
Developed in partnership with subject matter experts

X. Five Year Action Plan

Year 1

- An inventory of existing post secondary training completed
- Inventory made available to staff
- Research across / between institutions to determine active interest/ for coordinating new courses
- New PA courses designed
- Applied research credit program introduced
- Initiate Individual Development Plan process

Year 2

- New PA courses incorporated into existing and aligned programs
- Prior learning recognition introduced
- Short courses offered
- PA cross organization links established
- Partnership with tourism private sector created
- Offer Reef Check Training of Trainers Regional Course
- An inventory developed of known and potential opportunities for seeking funds

Year 3

- Introduce qualifications for positions, including online courses, workshops, formal education
- Develop a register of experienced regional and inter-regional practitioners
- Introduce a new donor-supported program
- Prepared budget for annual training and capacity development plan

Year 4

- Introduce and first monitoring and evaluation report
- Complete description / formalize full wrap-around learning program

Year 5

- Redo job descriptions to include minimum training requirement and performance outcomes
- Complete 2nd monitoring & evaluation report, make recommendations for next five year training action plan
- Engage CFBC in accreditation performance review

XI. Appendix 1: Roles and Functions in Protected Area Units

Roles and Functions	St. Kitts, Dept. of Environment, Protected Areas Branch	St. Kitts, Dept. of Marine Resources, Conservation Unit	Nevis Island Administration, Protected Areas Unit	Nevis Department of Fisheries - Marine Sustainable Use Unit
Protected Area / Conservation Unit Lead	Director of Env. Responsible to Permanent Secretary, Ministry	Director, Marine Resources Responsible to Permanent Secretary, Ministry	Director, Physical Planning Responsible to Permanent Secretary, Ministry	Department of Fisheries Director
Policy & Planning, decision-making	Secretariat coordination for National Council of Permanent Secretaries (proposed) Oversight for national & international legislation related to PA, Federation PA System policy and planning Management and site planning for individual terrestrial units	MCA planning and policy, Site establishment, consistent with National PA Systems Plan Management and Site planning for marine conservation units	PA and conservation area planning and policy on Nevis, Site establishment consistent with National PA Systems Plan Management and Site planning for individual units	Marine conservation area planning and policy on Nevis
Coordination & liaison	Liaison with MCU and Nevis PA Unit Liaison with other agencies, NGOs & public bodies	Liaison with other agencies, NGOs & public bodies	Liaison with other agencies, NGOs & public bodies	Liaison with other agencies, NGOs & public bodies
Knowledge, Data & Information	Establish National data requirements on biodiversity and MEA commitments Coordination of research, inventory & assessment projects	Unit specific research, inventory and assessment; Status of protected/ conservation areas, site research, biodiversity assessments;	Unit specific research, inventory & assessment; Status of the protected areas, site research, biodiversity assessments;	Unit specific research, inventory & assessment; Status of the protected areas, site research, biodiversity assessments;

Roles and Functions	St. Kitts, Dept. of Environment, Protected Areas Branch	St. Kitts, Dept. of Marine Resources, Conservation Unit	Nevis Island Administration, Protected Areas Unit	Nevis Department of Fisheries - Marine Sustainable Use Unit
	<p>Planning and policy for information storage and retrieval capacity,</p> <p>Assessment and reporting on status of the System.</p> <p>System assessments and terrestrial site-specific assessments</p> <p>National policy and practice standards for working with scientists & researchers</p> <p>Manage data collection, storage, unit and system level</p>	<p>Engage with scientists and researchers;</p> <p>Unit site assessments</p> <p>Manage data collection, storage</p>	<p>working with scientists and researchers</p> <p>Unit site assessments</p> <p>Manage data collection, storage</p>	<p>working with scientists and researchers</p> <p>Unit site assessments</p> <p>Manage data collection, storage</p>
<p>Operations: Operating system of designated PAs and Conservation Areas</p>	<p>Supervision of operations staff</p> <p>System-level HR policies as needed</p> <p>All aspects of environmental protection,</p> <p>Visitor services and management, Developing and delivering compliance and enforcement of regulations,</p> <p>Developing and managing contracts and agreements for management of</p>	<p>Supervision of operations staff</p> <p>All aspects of marine environmental protection,</p> <p>Visitor services / user services and management,</p> <p>Developing and delivering compliance and enforcement of regulations,</p> <p>Developing and managing contracts and agreements for management of individual PAs, Capital</p>	<p>Supervision of operations staff</p> <p>All aspects of environmental protection,</p> <p>Visitor services and management, Developing and delivering compliance and enforcement of regulations,</p> <p>Developing and managing contracts and agreements for management of individual PAs, Capital development proposals and budgets,</p>	<p>Supervision of operations staff</p> <p>All aspects of marine environmental protection,</p> <p>Visitor services / user services and management,</p> <p>Developing and delivering compliance and enforcement of regulations,</p> <p>Developing and managing contracts and agreements for management of individual PAs, Capital</p>

Roles and Functions	St. Kitts, Dept. of Environment, Protected Areas Branch	St. Kitts, Dept. of Marine Resources, Conservation Unit	Nevis Island Administration, Protected Areas Unit	Nevis Department of Fisheries - Marine Sustainable Use Unit
	<p>individual PAs, System-level contracts and agreements</p> <p>Capital development proposals and budgets,</p> <p>Operational staff recruitment, training and management</p> <p>System and site-specific contract preparation and management</p>	<p>development proposals and budgets,</p> <p>Operational staff recruitment, training and management</p> <p>Site specific contract preparation and management</p>	<p>Operational staff recruitment, training and management</p> <p>Site specific contract preparation and management</p>	<p>development proposals and budgets,</p> <p>Operational staff recruitment, training and management</p> <p>Site specific contract preparation and management</p>
Communications & Outreach	<p>Federation / National PA information / communication as necessary</p> <p>Unit specific communications</p> <p>Partnership development system-level and site specific</p>	<p>Unit specific communications</p> <p>Partnership development system level and site specific</p>	<p>Unit specific communications</p> <p>Nevis specific communications</p> <p>Partnership development site specific</p>	<p>Unit specific communications</p> <p>Nevis specific communications</p> <p>Partnership development site specific</p>
Finance & Administration: Human Resources, administration, financial and budget management and administration, partnership contracts and agreements, public letters of enquiry managed as a Central Agency responsibility by the Department.	<p>Unit and individual training plans</p> <p>Budget planning</p> <p>Business planning, revenue planning</p> <p>Capital planning</p> <p>Contract management</p> <p>Job descriptions and performance management</p>	<p>Unit and individual training plans</p> <p>Budget planning</p> <p>Business planning, revenue planning</p> <p>Capital planning</p> <p>Contract management</p> <p>Job descriptions and performance management</p>	<p>Unit and individual training plans</p> <p>Budget planning</p> <p>Business planning, revenue planning</p> <p>Capital planning</p> <p>Contract management</p> <p>Job descriptions and performance management</p>	<p>Unit and individual training plans</p> <p>Budget planning</p> <p>Business planning, revenue planning</p> <p>Capital planning</p> <p>Contract management</p> <p>Job descriptions and performance management</p>

Roles and Functions	St. Kitts, Dept. of Environment, Protected Areas Branch	St. Kitts, Dept. of Marine Resources, Conservation Unit	Nevis Island Administration, Protected Areas Unit	Nevis Department of Fisheries - Marine Sustainable Use Unit
	Report writing, Minister briefings	Report writing, Minister briefings	Report writing, Minister briefings	Report writing, Minister briefings
Legal Policy: Legal Services managed as a Central Agency responsibility as needed.	Legal knowledge, liaison with Legal Services, Contract review for Systems and site-specific contracts understanding of legal implications of policy and operations management, contract management	Legal knowledge, liaison with Legal Services, Site specific contract review Legal implications of policy and operations management, contract management	Legal knowledge, liaison with Legal Services, Site specific contract review Legal implications of policy and operations management, Contract management	Legal knowledge, liaison with Legal Services, Site specific contract review Legal implications of policy and operations management, Contract management

XII. Appendix II Skills and Knowledge Requirements by Staff Level

