

ST KITTS AND NEVIS PROTECTED AREAS AND CONSERVATION STAFF TRAINING AND CAPACITY NEEDS ASSESSMENT

INTERVIEW SUMMARY, SUBJECT PRIORITIES AND KEY FINDINGS

Submitted in Partial Fulfillment of the Requirements of

**Protected Area Capacity Development, Staff Development and Institutional
Arrangement (BBRRFP31921)**

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

Prepared for Claudia Drew, Project Manager
Submitted by Kathy Chopik, Global Parks May 22, 2018



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1. Introduction

This report is submitted in partial fulfillment of the requirements for the Protected Area Capacity Development, Staff Development and Institutional Arrangement consultancy *Conserving Biodiversity and Reducing Habitat Degradation in Protected Areas and their Areas of Influence Project*. The report is a summary of the two initial phases of the capacity needs assessment: staff interviews, and the outcomes of the training sessions delivered in April 2018. The interview materials were used to confirm the final content of the conservation and protected area staff training.

This report will inform the content of the final capacity development action plan.

2. Methodology

A total of 30 interviews were conducted with representatives directly involved in, impacted by or influencing the management of Protected Areas in St. Kitts and Nevis. The interviews were conducted individually as the respondents were asked for personal career information and opinions on training received to date. The interview was confidential, and no individuals were identified in the reports. A full list of the individuals interviewed can be found in Annex A. The organizations represented in the interviews included:

- Conserving Biodiversity Project staff
- Department of Environment
- Ministry of Education and Library Services
- Department of Agriculture
- Department of Marine Resources
- Department of Fisheries
- Ministry of Tourism
- Nevis Historical and Conservation Society
- St. Kitts Sea Turtle Monitoring Network
- Technical and Vocational Education and Training (TVET) Enhancement Project
- Clarence Fitzroy Bryant College

Interview questions identified the levels of existing training, value of training, methods of training, training gaps and the future training needs.

The information gathered in the interviews was used to inform the delivery of the initial training workshops (final schedule in Annex B), and to complete the report identifying future training needs and the associated implementation plan.

The following section summarizes the information gathered in the interviews.

3. Staff Interviews

Table 1: Interview Results

Theme	Findings
Current State	
<p>Training Background and Education</p>	<p>Conservation Officers:</p> <ul style="list-style-type: none"> • Terrestrial inventory project • Park Ranger training • Environmental Sciences College • University of Virginia – non-communicable disease data collection • Experience in surveys and data entry • PADI • Information Technology (High School) • UWI certificate in supervisory management • Certificate as sustainable tourism professional • 5 years at sea • Computer technology and data analysis • Independent entrepreneur training course • Experience guiding hikers and tours • Cadet training • Tour / hike leader <p>Managers and Directors:</p> <ul style="list-style-type: none"> • Degree in Economics • Degree in geology • Forestry in Trinidad completed in Guyana • GIS training • Environmental Sciences College • Meteorological technician certificate • Engineering Technology • Business administration • Masters in 2007 financial mgmt.
<p>Training in Past 24 Months</p>	<p>On-the-job training</p> <ul style="list-style-type: none"> • Leadership course in fisheries mgmt. • Fisheries law and policy • Conflict resolution • Marine Conservation Officers and Terrestrial Project Staff received training through the Project <p>Personal training</p> <ul style="list-style-type: none"> • GPS course

Theme	Findings
	<ul style="list-style-type: none"> • Doctorate on-line for business admin • BA in criminal justice • Penn Foster University on-line • Maintenance and installation of solar systems
Assessment of Current training	<p>Scale of 1 – 5</p> <p>Managers and Directors: 3 (getting by)</p> <p>Conservation Officers: 2.7 (minimally sufficient / getting by)</p>
Job Challenges	<p>Managers and Directors:</p> <ul style="list-style-type: none"> • Working with other people • Making and waiting for decisions • Finding time • Expectations of outcomes • Forestry projects • Fairly routine issues can take a lot of time • Lack of money • Managing people • Getting people to do what they are supposed to do • Finding new funders with the change to a middle-income country <p>Conservation Officers:</p> <ul style="list-style-type: none"> • Lack of understanding by the public of what Park Rangers do, and that are different from military • Need for assistance in doing presentations to the public • Lack of equipment necessary to do job • Effective communications from supervisor • Challenges with transportation at times, i.e. no truck • Lack of training • Internal communications, understanding what is going on • No enforcement to back us up, all bark and no bite • Lack of police follow-up on enforcement
Job Needs	
Self-Identified Training Needs	<p>Managers and Directors:</p> <ul style="list-style-type: none"> • Project management • Better management skills / staying on top of the work • Writing job descriptions • Tailoring job descriptions for effectiveness • Managing people for effectiveness • Data mapping and projections • Sustainability vs Development, Environmental management • Coastal protection – methods to protect the coast • GIS training

Theme	Findings
	<ul style="list-style-type: none"> • EIA assessment • Beach profiling <p>Conservation Officers:</p> <ul style="list-style-type: none"> • Meetings with Park Rangers from other places to get ideas and experience of what they go through • Stakeholder engagement training / experience, interacting with others • Identification of flora and fauna in the protected areas • Fitness / personal health training • Foreign languages to be able to engage with tourist from another country • Trail maintenance (practical) • GPS training • Training on personal safety with identifying harmful plants and pests • Search and rescue • Boat captain license • Monitoring and data collection • Diving • Identifying invasive species • Investigative procedures • GIS training
<p>Contacts and Engagement</p>	<p>Managers and Directors:</p> <ul style="list-style-type: none"> • UNDP • CARICOM • Dutch and French territories • Funders • Local tourism operators <p>Conservation Officers:</p> <ul style="list-style-type: none"> • Other Marine officers in the Caribbean • Subject matter experts • Department of Maritime Affairs • Ministry of Tourism flagship, port ship, state controls • Tour Guides • Fahie Women’s Group (women farmers) • Caribbean Youth Environmental Network • National Museum • Caribbean Union Environmental Network • Ministry of Agriculture • Taxi drivers • Local tourism operators

Theme	Findings
	<ul style="list-style-type: none"> • Tourism monitoring folks • Department of Human Resources • Researchers • Hoteliers • Fishers • Community as a whole
Training	
Necessity of Training	<p>Scale of 1 – 5</p> <p>Managers and Directors:</p> <ul style="list-style-type: none"> • 4.7 (strongly agree) <p>Conservation Officers:</p> <ul style="list-style-type: none"> • 4.9 (strongly agree)
Preferred Training Methods	<p>Managers and Directors:</p> <ul style="list-style-type: none"> • classroom settings - 1 • workshops - 0 • hands on - 4 • informal discussions with experts - 2 • meetings with government leaders - 1 • meeting with others in your area for coaching - 1 • on–line training modules - 3 • on-line forums and discussions - 2 <p>Conservation Officers:</p> <ul style="list-style-type: none"> • classroom settings - 2 • workshops - 6 • hands on - 9 • informal discussions with experts - 5 • meetings with government leaders - 2 • meeting with others in your area for coaching - 2 • on–line training modules - 4 • on-line forums and discussions – 2
Certification	<p>All respondents were in favour of certification to be created / made available for conservation staff. Comments included:</p> <ul style="list-style-type: none"> • Creates job readiness for opportunities in other countries • Demonstrates position authority • Do not start from scratch, use what is already available elsewhere • At school and on-line combination would be good

Theme	Findings
	<ul style="list-style-type: none"> • Time in another country would be good • Should be available on Nevis
Future Needs	
<p>Feedback on Previously Identified Areas: Importance, Gaps / Additions to the List</p>	<p>Scale of 1 – 5</p> <p>Managers and Directors:</p> <ul style="list-style-type: none"> • Protected areas planning processes and tools – 4.7 • Business and financial planning – 4 • Conservation and management of biodiversity and ecosystems – 5 • UN conservation commitments – 3.7 • Ecological monitoring and data collection – 5 • Use of decision-making support tools and database management tools – 4.2 • Protected area site management – 5 • Synergies between ecotourism development and protected areas management – 3.8 • Building partnerships and networking – 4.7 • EIA reports review – 3.7 <p><i>Gaps:</i></p> <ul style="list-style-type: none"> • How to operate the Park • Things to watch for • Enforcement <p>Conservation Officers:</p> <ul style="list-style-type: none"> • Protected areas planning processes and tools – 4.25 • Business and financial planning – 4 • Conservation and management of biodiversity and ecosystems – 5 • UN conservation commitments – 4.5 • Ecological monitoring and data collection – 5 • Use of decision-making support tools and database management tools – 4.6 • Protected area site management – 5 • Synergies between ecotourism development and protected areas management – 4.9 • Building partnerships and networking – 4.6 • EIA reports review – 4.75 <p><i>Gaps</i></p> <ul style="list-style-type: none"> • Personal fitness and health • Identification of harmful plants and pests • Identification of plants and their uses

4. Interview Outcomes

There were several key findings that influenced the training workshops and that will inform the training and capacity development action plan. It is important to note that, although invited no senior Department management staff attended the training sessions, and the future needs identified in Tables 3 and 4 therefore do not reflect the capacity needs of staff at the policy and senior planning levels.

While Project staff exhibited a wide variety of previous training, a source of training for the staff was the Certificate in Environmental Studies from Fitzroy College. This suggests that the Certificate is accessible and valued by staff wanting to work in this field.

All Project managers and staff interviewed highly valued training, with Project staff ranking the importance of training as 4.9 and managers ranking the importance 4.7 out of 5, with a 5 representative of extremely important. However, the assessment of the sufficiency of current training was ranked by managers as 3.0 and by staff as 2.7, suggesting that both managers and staff feel that the level of existing training is insufficient and could be enhanced.

Most staff and managers identified their strongest preference for hands-on training. While both staff and managers also indicated a preference for on-line training, staff indicated a stronger preference for training methods that involved more interaction, such as workshops or informal discussions with subject matter experts. Based on the this the training session included workshops for each of the main topics, requiring the participants to use their current situation and where possible their existing management plans. Participants were given links to supporting and informational materials for all subject areas for continued study and reference.

Because of the interviews, the eight days of training workshops were refined. A section on tourism grant proposal writing was added to the workshops, as well as strengthened content on stakeholder engagement and conflict resolution.

5. Protected Area and Conservation Staff Training

Approximately 25 staff and supervisors, including representatives from the Sea Turtle Society, the St. Christopher National Trust and the Nevis Historical and Conservation Society participated in the 8.5 days of training

The training was delivered by three Global Parks volunteers, and external presenters from:

- Dr. Pamela Fletcher. Sea Grant Laboratory Liaison and Extension Assistant Scientist, University of Florida's Institute for Food and Agricultural Sciences and NOAA's Atlantic Oceanographic and Meteorological Laboratory
- Dr. Kim Stewart, Director, St. Kitts Sea Turtle Monitoring Network
- Dr. Kevin Meehan, Professor of English at the University of Central Florida and Visiting Lecturer in Agricultural Studies at Clarence Fitzroy Bryant College
- Ms. June Hughes, Director, Department of Environment
- Ms. Diannille Taylor-Williams: Assistant Permanent Secretary, Ministry of Tourism
- Ms. Thema Ward, Physical Planning Officer, Department of Physical Planning and Environment

- Mr. Kashief Hynes, Conservation Officer, Department of Environment.

Two field trips were also planned: a trip around Booby island, with the assistance of the St. Kitts and Nevis Coast Guard, and a trip to view and tag juvenile turtles, with the assistance of the St. Kitts Sea Turtle Monitoring Network. An additional workshop was held with the supervisors and some managers to discuss protected area management next steps.

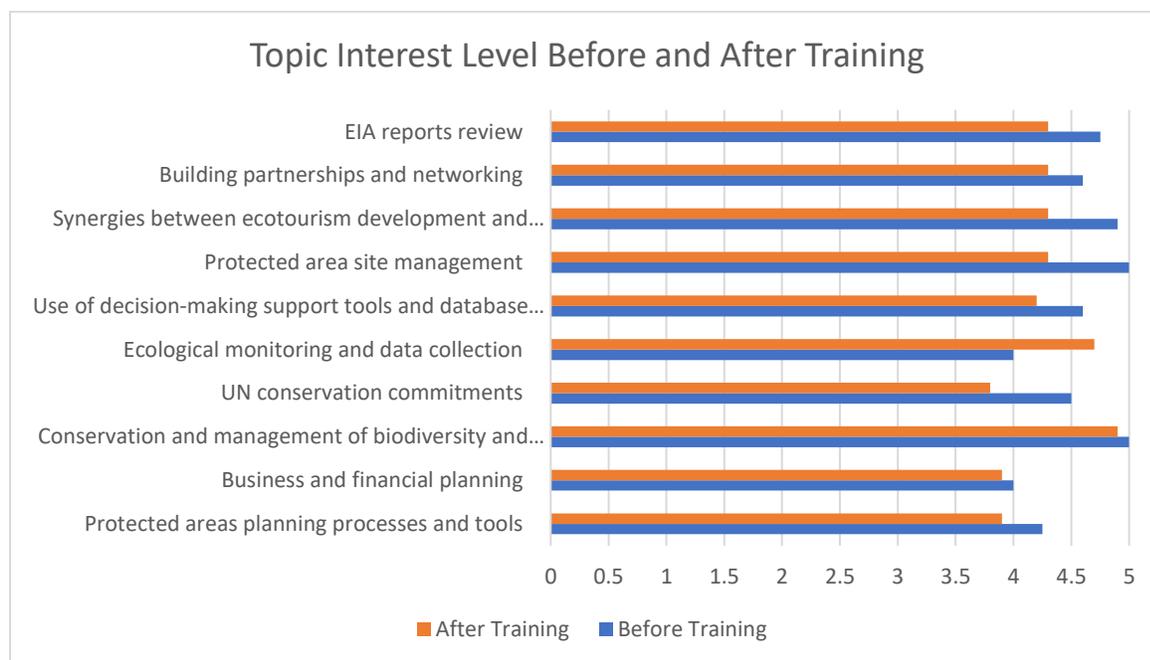
Twenty-six participants who had attended 80% of the training sessions were awarded a certificate of completion from Global Parks (Annex F).

A. What We Heard

At the end of the training sessions the participants were asked again to rate the topics from Phase I.

Although the participants all ranked the importance of the topics as slightly lower than before the training, other than ecological monitoring and data collection, the training themes continued to be rated as very strongly or strongly desired.

Table 2: Comparison of Topic Interest Levels, Before and After Training



Participants were asked to provide more detail within the ten thematic areas on what specifically they felt would be of value to them. Participants wrote examples of the types of materials they would like to have more information on and placed them under the appropriate theme. These were then grouped into new topic areas.

The suggested specific topic areas are listed in Table 3.

Table 3: Original and Sub Area Subject Suggestions

Original Subject Areas	Additional Subject Areas
1. Protected areas planning processes and tools: management planning, operational planning, site planning;	Conservation planning Protected Areas management and implementation Best practices / successful practices Reports and reporting Protected Area classification
2. Business planning, financial planning	Planning Funding / Proposals / Sponsorship Building a niche
3. Conservation and management of biodiversity and ecosystems of local, regional or global significance	Biodiversity and climate change Invasive species Political support for nature Protected Areas boundaries
4. UN conservation commitments and related global databases, and implications for management decision making	Engagement with UN Staff More information on conventions
5. Ecological monitoring including data collection, limits of acceptable change and environmental assessment	Skills in data collection Decision-making and database management Document management
6. Use of decision-making support tools and database management tools; use of data for management decisions	Technique Tools for decision-making
7. Protected area site management (terrestrial and marine): conservation, use zones, facility maintenance, resource monitoring/observations, enforcement, trail design, and signage	Site Planning Monitoring Trail Design Enforcement
8. Synergies between ecotourism development and protected areas management, differences between ecotourism and general tourism	Impact Assessment Managing Operators
9. Building partnerships and networking: Conflict and dispute resolution; community /stakeholder engagement and participatory planning	Networking Negotiations Conflict Management Partnerships
10. EIA reports review.	Improvements and Review

A key outcome for the specific topics exercise was the prioritization of the subject matter areas. Participants voted on the new subject areas, with each participant being allowed to vote for two first choice, two second choice and two third choice subjects as listed below in Table 4. Green indicates the

first choice, yellow is the second choice and red is the third choice. It is important to note that the voting represents the participants choices for their own information/education needs and is not intended to reflect recommendations on training needs for the organization in the future.

Table 4: Subject Areas Ranked by Preference

Subject Sub-Areas	Green	Yellow	Red
Conservation planning			1
Protected Areas management and implementation	1	3	1
Best practices / successful practices		2	
Reports and reporting			
Protected Area classification			1
Planning	2	3	6
Funding / Proposals / Sponsorship	1	3	2
Building a niche	1		
Biodiversity and climate change	5		
Invasive species	4	2	
Political support for nature	1	1	1
Protected Areas boundaries			
Engagement with UN Staff		1	2
More information on conventions		2	7
Skills in data collection	8		1
Decision-making and database management	6		
Document management	1		1
Technique	1	2	
Tools for decision-making		1	5
Site Planning		1	
Monitoring	1		1
Trail Design	4		
Enforcement	6	4	1
Impact Assessment	1	2	1
Managing Operators	1	0	3
Networking		1	
Negotiations			
Conflict Management			
Partnerships			1
Improvements and Review	1	1	4

The subjects that received the most frequent first choice votes were skills in data collection, decision-making and database management and enforcement.

The subjects with the most 'votes' overall were data collection, planning and enforcement.

The three top weighted choices (green weighted at 3, yellow at 2 and red at 1) were data collection, planning and enforcement.

Several topics added by the participants under “other”: negotiations, conflict management, partnerships, conservation planning, site planning, networking, and reporting and protected area classifications. Comments for the subject areas are included in Annex C.

Although all the external presenters, and the Global Parks presenters highlighted the need for community engagement and stakeholder engagement, this topic received the lowest scores.

B. Training Session Evaluation

The final evaluation focused on the value of the material for the participants work related use and, on the organization, and content of the sessions overall. (Evaluation form is included in Annex D).

The evaluation is based on a scale of 1 – 6, where 6 is strongly agree, 5 is agree, 4 is somewhat agree, 3 is somewhat disagree, 2 is disagree and 1 is strongly disagree.

Table 5: Evaluation Summary X Question

	Understood course objectives	Course materials were useful	Content logically organized	Opportunity to participate in discussions	Satisfied with Global Parks	Satisfied with external presenters	Skills increased	Skills applicable to daily job	Prepared me for other challenges	Overall satisfaction	Benefited from interactions with instructors	Usefulness of field trips	Student average
Average	5	5.3	5.2	5.5	5.1	5.1	5.3	5	5	5.3	5.3	5.2	5.2

The participants on average most strongly agreed that they had the opportunity to participate, they found the course materials useful, they benefitted from their interactions with the instructors and they believed their skills had increased because of the training.

6. Next Steps

The final deliverable for the capacity/ training component of the consultancy is to complete the Capacity Needs Assessment Report and Capacity Development Action Plan. This will reflect the outcomes of the interviews and prioritization exercises, needs identified in the institutional review, research on best practises for protected areas and conservation skills, and engagements with training delivery agencies (in particular with Clarence Fitzroy Bryant College).

Although the questionnaire comments do not identify continued hands on training as a priority, the few written comments as well as personal conversations with the participants suggests that “how-to” training is desired. Perhaps building on the main activities that they have engaged in to date, the conservation officers and park rangers would benefit in field-based training in trail maintenance and water quality testing. The water quality testing assumes a data management system and protocols for capture and thresholds for analysis, which potentially could be part of the exercise.



ANNEX A: Capacity Building Interviews March 2018

Monday 19th March 2018 – St. Kitts

No	Name	Position &/or Organization
1	Ms. Claudia Drew	Project Coordinating Unit
2	Ms. Phynora Ible	
3	Ms. Bonnie Rusk	Project Coordinating Unit
4	Ms. June Hughes	Director, Department of Environment
5	Mr. Marc Williams	Director, Department of Marine Resources
6	Mr. Locksley Edwards	Marine Conservation Officer
7	Ms. Sasha Edwards	Marine Conservation Officer
8	Ms. Tasia Jones	Marine Conservation Officer
9	Ms. Ashadi Duncan	Beach Conservation Officer
10	Ms. Aisha Herbert	Marine Conservation Officer
11	Mr. Conse Skeete	Boat Captain

Tuesday 20th March 2018 - Nevis

No	Name	Position &/or Organization
12	Mr. Kevin Barrett	Permanent Secretary, Ministry of Education
13	Mr. Wentworth Smithen	Park Ranger
14	Mr. Huey Sargeant	Permanent Secretary, Ministry of Agriculture
15	Mrs. Laurel Arthurton	Director, Department of Fisheries
16	Mr. Randy Elliott	Director, Department of Agriculture

Wednesday 21st March 2018 - Nevis

No	Name	Position &/or Organization
17	Mr. Floyd Liburd	Assistant Director, Department of Agriculture
18	Ms. Thema Ward	Physical Planning Officer, Department of Physical Planning and Environment
19	Mr. Joel Williams	Director, Department of Physical Planning Natural Resources and Environment
20	Ms. Nicole Liburd	Executive Director, Nevis Historical and Conservation Society

Thursday 22nd March 2018 – St. Kitts

No	Name	Position &/or Organization
21	Mr. Nigel Thom	Park Ranger
22	Mr. Jourdan Cassius	Park Ranger
23	Mr. Joshua Salters	Conservation Officer
24	Dr. Leighton Narraine	Lecturer, Clarence Fitzroy Bryant College
25	Mrs. Dianille Taylor-Williams	Assistant Permanent Secretary, Ministry of Tourism

Friday 23rd March 2018 – St. Kitts

No	Name	Position &/or Organization
26	Dr. Kimberly Stuart	St. Kitts Sea Turtle Monitoring Network
27	Mr. Kertney Thompson	Director of Technical and Vocational Education and Training (TVET) Enhancement Project
28	Ms. Bonnie Rusk	Project Coordinating Unit
29	Ms. Claudia Drew	Project Coordinating Unit
30	Ms. Phynora Ible	Project Coordinating Unit

ANNEX B Training Schedule

Attached separately on legal size paper

ANNEX C Subject/Theme Comments

Protected Area Planning, Processes and Tools; Management Planning, Operational Planning, Site Planning

Score Green=3 Yellow=2 Red=1	Conservation planning	Protected Areas management and implementation	Best practices / successful practices	Reports and reporting	Protected Area classification	Totals
Green		1				
Yellow		3	2			
Red	1	1			1	
Total N	1	5	2	0	1	9
Weighted score	1	10	4	0	1	16

- How to conserve biodiversity and ecosystems, the do's and don'ts of conserving and managing biodiversity and ecosystems
- Implementation plans and strategic plans
- What protected areas that were very successful, what was process in getting it started and keeping it going and new advanced equipment they use
- Reports and reporting process Would like to understand more what a protected area is and how you class an area as protected and how to manage it
- Planning to protect the marine conservation sites, as there are limited resources toward the marine areas
- How to manage a conservation area; different ecosystem to monitor and why
- More on the tools used in protected areas planning
- Would like to actually go through the process that takes place before planning for the processes and tools.
- Guidelines in site planning and the requirements
- More about protected areas management

Business Planning, Financial Planning

Score Green=3 Yellow=2 Red=1	Planning	Funding / Proposals / Sponsorship	Building a niche	Totals
Green	2	1	1	
Yellow	3	3		
Red	6	2		
TOTAL N	11	6	1	18
Weighted score	18	11	3	32

- Business planning
- Financial management and grant / proposal writing
- Budget planning
- Grant writing
- Sustainable financing
- Proposal writing
- Business plan writing
- Funding procurement
- How to compose a business plan; pros and cons in financial planning
- Find out all the ecofriendly businesses for sponsorship
- Would like to know more about business and financial planning
- Writing business / grant proposals, requesting funds, budgeting

Conservation and management of biodiversity and ecosystems of local, regional or global significance

Score Green=3 Yellow=2 Red=1	Biodiversity and climate change	Invasive species	Political support for nature	Protected Areas boundaries	Totals
Green	5	4	1		
Yellow		2	1		
Red			1		
Total N	5	6	3	0	14
Weighted score	15	16	6	0	37

- Climate change Invasive species management
- Need the heads of country to be more serious in our historical and natural island
- A boundary layout of all sites and land in Nevis that has potential for being a protected area
- More training on biodiversity
- Species management
- Are we going to make these areas no-take zones for MPAs.
- How do we control invasive species in the no-take zones
- Legal actions, understanding what species are in the ecosystems and biodiversity and protection measures
- ID of alien species

UN Conservation commitments and related global databased, and implications for management decision-making

Score Green=3 Yellow=2 Red=1	Engagement with UN Staff	More information on conventions	Totals
Green			
Yellow	1	2	
Red	2	7	
Total N	3	9	12
Weighted score	4	11	15

- Aid us in seeing more protected areas around the world for the knowledge
- Learn more about the protocols and conventions
- Need to keep close connection to the UN because of funding and the passion they have for our ecosystem and biodiversity
- Convention on Biological Diversity
- Have more UN reps come and do more workshops and keep us up to date of projects
- UN conservation commitments, why are they important and how can we use them
- Direct benefits from all the conventions to St. Kitts and how we can show them
- Would like to know how involved the UN is with the protected areas around the world and their commitment
- International law and guidelines set by UN commitments

Ecological monitoring including data collection, limits of acceptable change and environmental assessment

Score Green=3 Yellow=2 Red=1	Skills in data collection	Decision-making and database management	Document management	Totals
Green	8		1	
Yellow	6			
Red	1		1	
Total N	15		2	17
Weighted score	37	0	4	41

- Ecological monitoring, more on data collection methods
- Serious training in decision-making and database management, information technology training
- Proper storage and use of documents collected
- Conduct research on foreign species, ecological inventory (decline/increase) and reasons for
- Endangered and endemic species
- Equipment and methods for monitoring and doing collection, rate the equipment and methods by their effectiveness and efficiency
- Data collection and comparisons
- Training and or certification, that would help us professionally identify and monitor our protected area
- Range of accuracy of data collected
- What is being monitoring, method of monitoring used, method of data collection used, why it is being monitored
- Greater efforts for ecological data and the drive of the department shows progress
- Data collection

Use of decision-making support tools and databased management, tools; use of data for management decisions

	Technique	Tools for decision-making	Totals
Green	1		
Yellow	2	1	
Red		5	
Total N	3	6	9
Weighted score	7	7	14

- Ecological monitoring
- Tools for decision making
- Learn proper monitoring and data collecting techniques
- Protected areas planning processes and tools, different planning processes, realistic methods on how to successfully manage a protected area
- Defining the problem generating alternatives, implementing skills
- Types of decision making support tools, procedures and policymaking and impact history
- Would like to go over this topic again, felt like I didn't consume enough information that I needed

Protected area site management (terrestrial and marine); conservation, use, zones facility maintenance, resource monitoring/observations, enforcement, train design and signage

	Site Planning	Monitoring	Trail Design	Enforcement	Totals
Green		1	4	6	
Yellow	1			4	
Red		1			
Total N	1	2	4	10	17
Weighted Score	2	4	12	26	44

- Reef monitoring
- Trail design/ Trail maintenance
- Enforcement (3)
- Training and enforcement of protected area site management
- Equipment use and resource management
- More about dealing with oil spills and also about mooring for boats instead of having them dropping anchor
- Fines charged in protected areas
- Implementation commitment
- Special resource studies, global targets Properly maintaining trail signage, identifying different species of flora / fauna, how to create a trail
- Improved problem solving, addressing implementation issues
- Framework for setting up trail heads to collect user fees How the law will be enforced at these sites
- Site management
- Fines, who will be in charge of making them
- Create the interpretation centre in such a way that we can offer a proper package concerning the national park
- Site planning

Synergies between ecotourism development and protected areas management, differences between ecotourism and general tourism

	Impact Assessment	Managing Operators	Totals
Green	1	1	
Yellow	2		
Red	1	3	
Total N	4	4	8
Weighted Score	8	6	14

- Balance the relationship amongst the environment, social and economic parts of ecotourism development
- Managing ecotour operators, preventing unauthorized ecotours
- Learn how to create a balance between tourism and the conservation areas
- Management of products and sustainability
- The idea of licensing the park as a tour company or link with tourism so we can set up a book a tour system, so on a daily basis we can have an idea of how many persons we will be taking on a tour
- Alternative livelihood options
- Location of activities, impacts of activities at protected area sites
- Their relationship, how do they benefit each other, etc.

Building partnerships and networking; conflict and dispute resolution, community/stakeholder engagement and participatory planning

	Networking	Negotiations	Conflict Management	Partnerships	Totals
Green					
Yellow	1				
Red	2			1	
Total N	3			1	4
Weighted score	4	0	0	1	5

- Networking with other protected areas in other countries
- Negotiation and critical decision-making
- Conflict management
- We could involve local businesses on a trial basis to see if it would be beneficial
- More close collaboration and involvement
- Asking better questions, negotiation basics
- Issues and partnership with others; resource management; management plan and objectives
- More about protection and easier ways to get the public involved; get persons more involved to better appreciate the protected areas
- Issues and partnership with others; resource management; management plan and objectives
- Engagement between tourism department and government and hotels to properly manage protected areas
- ID'ing appropriate partnership / collaborators outside SKN
- Building network is great
- Learn how to identify and properly address stakeholders
- Communication and internal relations of partnerships and networking
- Advantages and disadvantages, how to build partnerships and networking
- How the process of partnership will take place. What will be the breaking ground? Where will we start?

EIA Reports Review

	Improvements and Review
Green	1
Yellow	1
Red	4
Total N	6
Weighted score	9

- EIA need improvement for St. Kitts and published.
- Learn how to properly review an EIA report

ANNEX D Evaluation Form

Global Parks

Protected Area and Conservation Management Area Training Participant Evaluation

Please complete the evaluation below. Your comments will assist us in amending the course content for future use. Circle the rating that best represents your thoughts on the raining session.

Q1. The pre--course electronic communication with the Course Coordinator provided adequate information to prepare for the course.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q2. I clearly understood the course objectives.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q3. Course materials were useful to me.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q4. Course content was logically organized.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q5. I had the opportunity to contribute in discussions.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q6. Overall, I was satisfied with the course instruction provided by Global Parks.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q7. Overall, I was satisfied with the course instruction provided by external presenters.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q8. My knowledge and/or skills increased as a result of this course.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q9. The knowledge and/or skills I gained through this course are directly applicable to the daily requirements of my job.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q10. The course has helped me prepare for other opportunities or challenges I may face as a protection/conservation / environmental employee.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q11. Overall, I was satisfied with the course.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q12. I benefitted from interactions with the instructors.

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q13. What were the strong points of the course?

Q14. What part did you least enjoy?

Q15. Were the field trips useful to you?

Strongly Agree	Agree	Somewhat Agree	Somewhat disagree	Disagree	Strongly Disagree
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Comments:

Q16 Any other comments, thoughts or suggestions you would like to share?

ANNEX E Evaluation Results

	Under- stood course objectives	Course materials were useful	Content logically organized	Opportunity to participate in discussions	Satisfied with Global Parks	Satisfied with external presenters	Skills increased	Skills applicable to daily job	Prepared me for other challenges	Overall satisfaction	Benefited from interaction s with instructors	Usefulness of field trips	Student average
Student 1	5	5	5	5	5	4	4	4	5	6	6	5	4.9
Student 2	5	5	5	5	5	6	5	5	4	5	5	6	5.1
Student 3	6	6	5	6	6	6	5	5	6	6	6	6	5.8
Student 4	4	6	6	5	5	4	5	5	5	5	4	5	4.9
Student 5	3	3	4	6	4	4	4	4	4	4	4	4	4.0
Student 6	4	4	5	6	4	5	4	4	5	4	5	6	4.7
Student 7	6	5	6	6	6	5	6	5	6	6	6	4	5.6
Student 8	4	5	5	6	4	6	5	5	5	4	4	5	4.8
Student 9	5	5	5	5	5	5	5	4	5	5	5	5	4.9
Student 10	5	6	6	5	6	6	6	6	5	6	6	6	5.8
Student 11	5	5	4	6	4	6	5	5	5	5	5	5	5.0
Student 12	5	5	4	6	4	5	6	6	5	5	6	2	4.9
Student 13	6	6	5	6	6	5	6	4	5	5	5	5	5.3
Student 14	5	6	5	5	5	4	6	5	5	6	6	6	5.3
Student 15	5	6	5	5	5	5	5	6	5	5	5	5	5.2
Student 16	5	4	6	6	6	5	5	4	4	6	6	6	5.3
Student 17	5	6	6	5	6	5	6	6	5	6	6	6	5.7
Student 18	5	5	5	5	5	5	6	4	5	5	5	6	5.1
Student 19	5	6	6	5	5	5	5	6	6	6	5	5	5.4
Student 20	6	6	6	6	6	6	6	6	6	6	6	6	6.0
Average by Question	4.95	5.25	5.2	5.5	5.1	5.1	5.25	4.95	5.05	5.3	5.3	5.2	5.2

ANNEX F Completion Certificate

