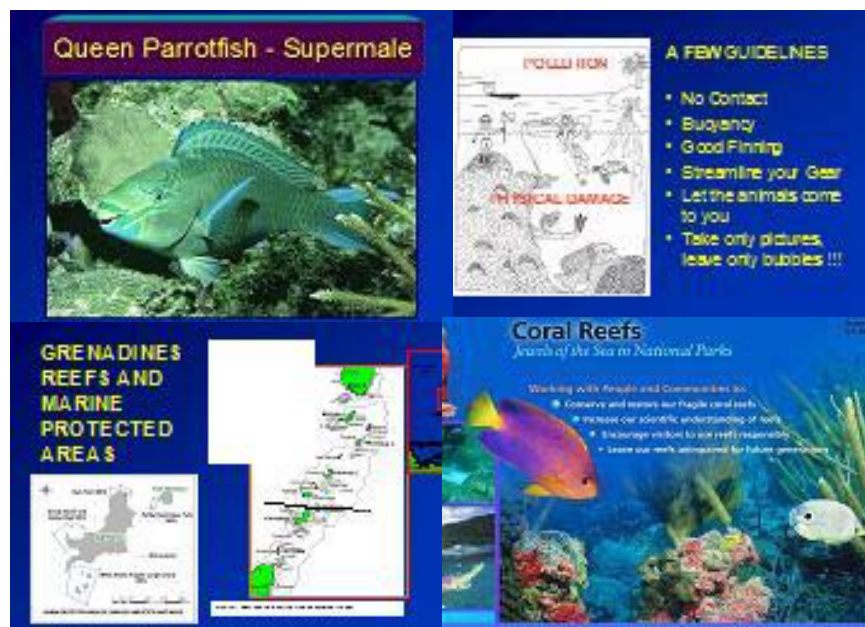


Strengthening environmental stewardship among major stakeholders in the Grenadine Islands

The Grenadines Water Taxi Project

INTRODUCING THE COASTAL ECOSYSTEM TRAINING MODULE



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CEC

 **COUNTERPART CARIBBEAN**
at the Future Centre



SGP

 **ERMES**

Strengthening environmental stewardship among major stakeholders in the Grenadine Islands

“INTRODUCING THE COASTAL ECOSYSTEM” TRAINING MODULE

A project implemented by:

The Carriacou Environmental Committee (CEC), Hillsborough, Carriacou, Grenada

On behalf of:

The Southern Grenadines Water Taxi Association

The Carriacou and Petite Martinique Water Taxi Association

Assisted by:

Counterpart Caribbean, The Future Centre, Edgehill, St. Thomas, Barbados

Centre for Resource Management and Environmental Studies (CERMES),
University of the West Indies, Cave Hill Campus, Barbados

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Cover illustration:

A sample of slides used in the introductory presentation during workshops called, “Caring for Our Coasts and Our Future” in the Grenadines, 2005 (*Susan Mahon*)

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SUMMARY

The presentation called “Introducing the Coastal Ecosystem”, sets the scene for further training activities and discussion.

The key ideas expressed in the presentation are:

1. An ecosystem includes all the living organisms like animals, plants and people. It also includes non-living things like hills, rocks, sea and weather within a specific area of the environment.
2. There is no limit to the possible size of an ecosystem. The entire world can be an ecosystem, so can a city, a farm, or just one tree. A river can be an ecosystem, and even a pothole can be an ecosystem.
3. The boundaries for ecosystems are set by people. In nature, the boundaries often overlap.
4. The coastal ecosystem may include mangrove swamps, seagrass beds, coral reefs, sandy beaches and rocky shores.
5. The coastal ecosystem provides a home for people, plants, and animals¹.
6. The lives of coastal people, plants and animals are all interconnected.
7. Therefore – the lives and livelihoods of island-dwellers -- depend on us taking care of the coastal ecosystem.

¹ Presentation of these ideas adapted from OECS-NRMU/GTZ Building Blocks 001 and 015 called, ‘The Island Ecosystem’ and ‘Coastal Waters Ecosystem’ respectively.

You may decide to develop these ideas further, or introduce ideas of your own – depending upon the focus of your training activities... and the time that you allocate to specific subjects.

For example; during workshops with participants in the Grenadines², several sections of the presentation were devoted to understanding the Coral Reef Ecosystem because the livelihoods of participating water taxi operators and dive-boat operators depend on healthy reefs.

One additional hour was designated to discussing the topic , “Developing Good Practices – Where do we go from here?” Under this heading, volunteers were asked to make brief (5-minute) presentations to the other participants at the workshop on the following topics:

- Interaction with Corals, Fish, Turtles and other sea life
- Mooring Buoys Installation and Maintenance
- A proposed Coral Response Team
- The CEC and Communications
- Reef Monitoring (Reef Check)
- Briefing and Managing Your Visitors
- Proper Boat Care
- Accreditation

Materials for organizing your presentation on, “Introducing Coastal Ecosystems” are included in this Training Pack as a collection of references. These were distributed at the end of the Grenadines’ workshops, in hard-copy versions and on compact disc. Members of the water taxi associations in the Grenadines shared the knowledge gained from their training by using these materials to design and give presentations to the school children in their islands.

Information from other sources can also be used to customize any presentation on coastal ecosystems. A list of sources used for the Grenadines workshops is provided as part of this Training Module (Appendix 1)

² These workshops were conducted with reference to commitments made by Counterpart Caribbean to contribute to the GEF/UNDP Small Grants Project being managed by the Carriacou Environmental Committee, and considering the ongoing activities being undertaken by the Sustainable Grenadines Project of CERMES, and the Sandy Island/Oyster Bay Project of CREP. Planning and coordinating the logistics of the workshops highlighted the collaboration among all the local principals involved -- especially the Sustainable Grenadines Project (SGP) and the Carriacou Environmental Committee/Carriacou and Petite Martinique Water Taxi Association (CEC/CPMWTa), the Southern Grenadines Water Taxi Association (SGWTA) and Bequia Independent Water Taxi operators.

Counterpart funding for the workshops was provided by the European Commission as part of the Caribbean Coastal Co-management and Coral Regeneration Programme (4Cs Programme) of Counterpart Caribbean; managed on a global level by the Foundation of the Peoples of the South Pacific (FSPI).

ACTIVITY OUTLINE FOR TRAINERS

Goal:

To train participants to recognize and understand the importance of the coastal ecosystem with respect to the quality of their lives and livelihoods -- in order to ultimately contribute to sustainable livelihoods and stewardship of the environment.

Objective:

To train participants about the importance of coastal ecosystems and sustainable life, by presenting them with information in a Powerpoint™ presentation – and discussing elements of the presentation in light of their own experience and knowledge.

Result:

Participants who are able to understand and relate the contribution of the coastal ecosystem to the quality of our everyday lives.

Time Period of Session(s):

One hour for the presentation, and one hour for discussion.

Outline:

1. Begin by showing the powerpoint presentation to participants.

Note: You may use the appended presentation (Appendix 2) as a guide to develop your own presentation — using additional sources of material taken from this Training Pack or elsewhere, and customized according to the characteristics of your audience.

2. Allow time for questions throughout the presentation, and afterwards.
3. Schedule a separate session to discuss the presentation in light of the knowledge and experience of the participants.

Note: Your discussion will be most effective if you first suggest topics based on the presentation.

4. Record and review the elements of the discussion at the end of the session. Descriptions of the elements discussed during the Grenadines' workshops are provided as part of this Training Module (Appendix 3) for your reference.

APPENDIX 1 – ADDITIONAL REFERENCES FOR CREATING YOUR PRESENTATION ON COASTAL ECOSYSTEMS

Check your library or ask a colleague if they might have a copy that you could borrow. Some of these references were created a long time ago, but they are still relevant and very useful. They might be out of print, but you could ask the original creators or sponsors if they might be able to help you to find a copy.

The references listed below were used to create slides for the Powerpoint presentation on “Introducing Coastal Ecosystems” for workshops in the Grenadines.

"A Strange and Wonderful Garden -- The Coral Reefs of Barbados" Poster produced by the Caribbean Environmental Education Program, a project funded by the United States Agency for International Development, grant number LAC-0605-G-SS-3061-00 (1985)

Corals and Coral Reefs in the Caribbean – A Manual for Students, Revised Edition by Eugenie Edwards and Annette Williams (1993). Original Edition by Stafford A. Griffith and Eugenie Williams (1985). Produced and originally distributed by the Caribbean Conservation Association. Secretariat, Barbados with the support of UNESCO/UNEP International Environmental Programme (IEEP); UNEP's Ocean and Coastal Areas Programme Activity Centre and its Regional Coordination Unit for the Caribbean (CAR/RCU) and the Canadian International Development Agency (CIDA). 70pp.

Coral Reefs – Arrecifes Coralinos – a Colouring Book in English and Spanish. Written and Illustrated by Katherine S. Orr. (1986) © Katherine S. Orr. Produced by the World Wildlife Fund and RARE Inc., as part of the Caribbean Environmental Education Program, a project funded by the United States Agency for International Development Grant Number LAC-0605-G-SS-3061-00

Coral Reefs – An English Compilation of Activities for Middle School Students. Compiled by Sharon H. Walker and R. Amanda Newton (1997) National Centre for Environmental Publications and Information (NCEPI) P.O. Box 42419, Cincinnati, OH 45242-2419 USA www.epa.gov/nceplhm/index.html

Our Country – Our People – Our Future – Awareness Programme On Sustainable Development. **Building Blocks for Training** produced by OECS-NRMU St. Lucia, in collaboration with GTZ (early 1990's). Building Blocks include, ``BB001 The Island Ecosystem; BB 003 Cultural Survivals; BB009 Sandy Beaches/Rocky Shores; BB010 Marine Resources; BB011 Fishing; BB014 Coral Reef Ecosystem; BB015 Coastal Waters Ecosystem; and, BB017 Mangrove Swamp Ecosystem”.

Our Living Coral Reef – written by the Junior League of Miami, Inc. Living with Nature Committee. Illustrated by Deborah A. Coulombe. (1991) 16pp

Sea Turtles – Las Tortugas Marinas – a Colouring Book in English and Spanish. Illustrated by Mary Beath and written by Francine Jacobs. (1981) Produced and distributed by the Centre for Environmental Education, 624 9th Street, NW, Washington DC 20001, USA (Distribution I Latin America was coordinated by RARE, Inc., 1601 Connecticut Ave., NW., Washington DC 20009. 30 pp.

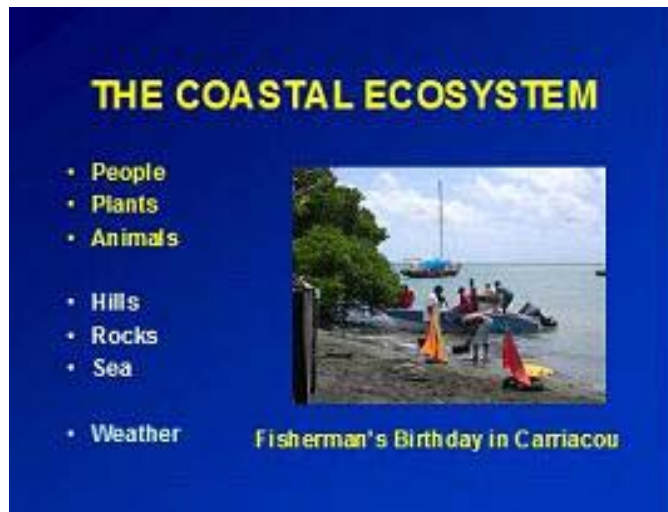
Teacher's Guide to Coral Reef Teaching Kit. Leslie Y. Lin (editor). (1986) Produced and distributed by Education and Training Division, World Wildlife Fund/The Conservation Foundation, 1255 Twenty Third Street NW, Suite 200, Washington D.C. USA 20037

APPENDIX 2 – SAMPLE SLIDES FROM A POWERPOINT™ PRESENTATION ON “INTRODUCING COASTAL ECOSYSTEMS”

The sample slides below were used to illustrate specific ideas. The entire presentation is available as a Powerpoint™ file on the CD that accompanies this Training Pack.

An ecosystem includes all the living organisms like animals, plants and people. It also includes non-living things like hills, rocks, sea and weather within a specific area of the environment.

(Adapted from OECS-NRMU/GTZ Building Blocks 001 and 015 BB; photo Susan Mahon)



Our environment is sensitive to our activities. We must care for it, and thereby care for ourselves as well.

(Adapted from “Dangers to the Reef” in “Our Living Coral Reef” by the Junior League of Miami Inc. 1991)

APPENDIX 3 – ELEMENTS OF THE INTRODUCTORY PRESENTATION ON COASTAL ECOSYSTEMS, DISCUSSED BY WORKSHOP PARTICIPANTS IN THE GRENADINES

Individual participants volunteered to represent and present the collective views of the group, during the training session immediately after the introductory Powerpoint™ presentation on coastal ecosystems. These individual presentations generated much discussion amongst all participants as follows:

Bequia

Participants placed most emphasis on making a living and access to funding as a group. Subjects discussed in detail were:

1. People's interactions with sea life and proposed protected areas like the field site (Devil's Table);
2. Mooring buoys installation, maintenance and standards;
3. Communications and groups working together;
4. Zonation of Admiralty Bay;
5. Boat care,
6. Briefing and managing visitors;
7. Sandwatch and Reef Check;
8. Rescue and rehabilitation of reefs; and,
9. Formation of a Recreational Marine Association to which the participants were invited.

Carriacou

The emphasis of participants was especially on education and safety (rather than livelihoods, as in the other two islands) which probably reflected the participant mix.

The ratio of water taxi operators to other participants – about half-and-half. -- was different to the other two workshops in which the overwhelming majority were water taxi operators. Discussion therefore reflected the mix of people invited, including youth and community groups.

Union Island

Discussions by participants focused on the subjects of :

1. "Ecosystems and interconnections with people" (their words, not the Trainer's words);
2. Communications and groups working together;
3. Reef Check and the Tobago Cays;
4. Rescue and rehabilitation of reefs;
5. Boat operators and visitors; and
6. Water taxis in the Grenadines and St. Lucia.