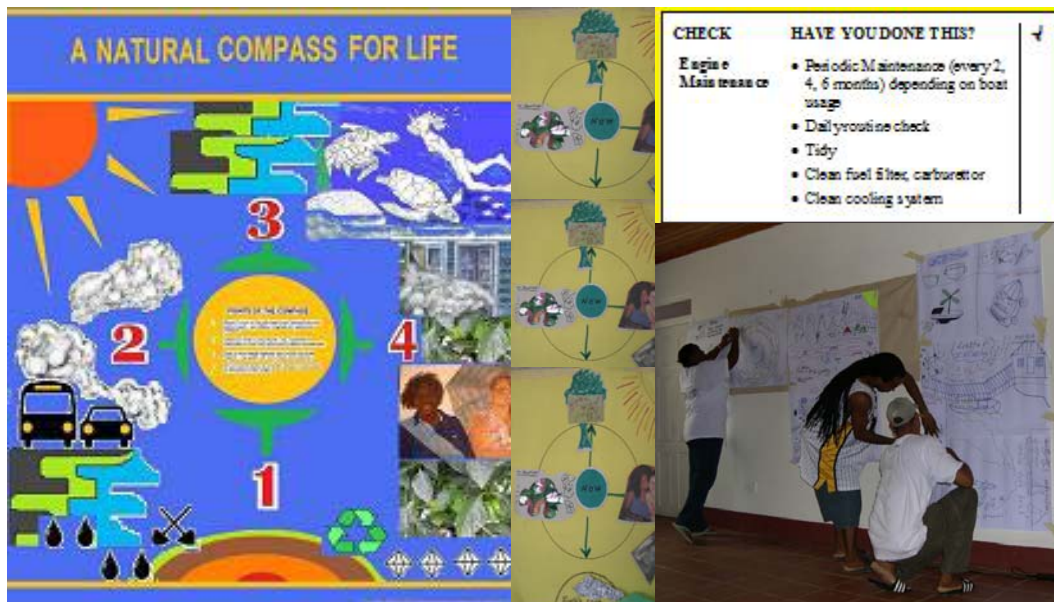


Strengthening environmental stewardship among major stakeholders in the Grenadine Islands

The Grenadines Water Taxi Project

“USING THE COMPASS APPROACH TO GUIDE VISION AND ACTIVITIES FOR “GREENING” TRAINING MODULE



Prepared By

Susan Mahon

February 2008

CEC

COUNTERPART CARIBBEAN
at the Future Centre



SGP



Strengthening environmental stewardship among major stakeholders in the Grenadine Islands

USING THE COMPASS APPROACH TO GUIDE VISION AND ACTIVITIES FOR “GREENING” 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

The Sustainable Grenadines Project (SGP), Clifton, Union Island, St. Vincent and the Grenadines

Funded by:

The Global Environmental Facility, Small Grants Fund



The European Commission



through



The Lighthouse Foundation



Cover photos and graphics:

Posters depicting the Compass Approach, photo of participants engaged in activity, during workshops called, “Greening of Water Taxi Operations and Services” in Carriacou and Petite Martinique, 2005 (*Susan Mahon*)

Citation:

Mahon, S. 2008. “Using the Compass Approach to Guide Vision and Activities re Greening” Training Module. Prepared as part of the Training Pack called, “Strengthening environmental stewardship among major stakeholders in the Grenadine Islands - The Grenadines Water Taxi Project - MATERIALS FOR TRAINERS. Centre for Resource Management and Environmental Studies (CERMES), University of the West Indies, Cave Hill Campus, Barbados 13pp.

USING THE COMPASS APPROACH FOR GREENING TRAINING MODULE

TABLE OF CONTENTS

SUMMARY	3
ACTIVITY OUTLINE FOR TRAINERS.....	5
Goal:.....	5
Objective:	5
Result:.....	5
Time Period of Session(s):.....	5
Outline1	5
Outline 2.	6
APPENDIX 1 – COMPASS POSTER	7
APPENDIX 2 – COMPASS POINTS TEXT	8
APPENDIX 3 – A POSTER CREATED FROM RE-USED MATERIALS	9
APPENDIX 4 – COLLECTING IDEAS GENERATED IN A WORKSHOP USING PARTICIPATORY TECHNIQUES.....	10
APPENDIX 5 – SAMPLE CHECKLIST OF “GREEN PRACTICES”	11

SUMMARY

The “Compass Approach to Greening” encourages participants to develop a vision, and define practical activities, based on four guidelines that provide a framework for sustainable living. These guidelines urge participants to conduct their businesses and live their lives with reference to the following principles.

1. Return, re-use or recycle resources derived from the earth’s crust. eg. metals, minerals, and petroleum products;
2. Create no build-up of poisons eg. Synthetic chemicals or even toxic amounts of natural substances;
3. Care for the natural features upon which our lives depend eg. water, air, soil, plants and animals; and,
4. Strive towards harmony and fair access to resources for all people in the Caribbean and elsewhere.

The trainer, introduces participants to the guidelines using posters and reference material in this Training Pack (Appendices 1 to 3), and encourages participants to apply their knowledge in practical ways (Appendix 4).

One session of a training program may be devoted to the subject of interpreting the guidelines in terms of a vision. Participants in the Grenadines Workshops called,

“Greening of Water Taxi Operations and Services in the Grenadines”¹ interpreted the guidelines according to their visions of the past, present, and future, Groups of participants depicted their visions on large sheets of newsprint, and taped these onto the walls of the training room. The next activity of each session was devoted to interpretation and comparison of the visions as presented and discussed by different groups.

The “Compass Approach to Greening” stimulates discussion and imagination – especially when the participants interpret the guidelines with respect to their own island and local knowledge.

This approach can also be used as a background or reference for developing special checklists for doing business. During the Grenadines workshops, for example, the participants analyzed and refined a draft checklist for greening their operations and services with reference to the compass approach. The draft checklist was prepared by Dominique Lizama, a graduate student of CERMES, as part of the requirements in fulfillment of her degree at the University of the West Indies. Dominique drafted the checklist using information gathered during a survey of water taxi operators.

Participants refined this checklist during two subsequent workshops in the Grenadines, in Petite Martinique and Carriacou (2005). Refinements were solicited independently during each workshop, then compared and combined to make a final checklist that has been published as a key component of the booklet called, “Sustainable “Green Boat” Practices for Water taxi Operators in the Grenadines.”²

Samples of this booklet as well as posters about the Compass Approach (in sizes that fit on a regular sheet of paper (8X11 inches) and larger versions are provided as part of this Training Pack; and as separate files on the accompanying compact disc – for trainers who wish to use these materials.

¹ 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).

² Lizama, D. T. and S. D. Mahon. 2006. Sustainable “Green Boat” Practices for Water taxi Operators in the Grenadines.² Caribbean Coastal Co-management and Coral Regeneration (4Cs) Programme, Sustainable Grenadines Project (SGP) and Centre for Resource Management and Environmental Studies, University of the West Indies, Cave Hill Campus, Barbados. 27 pp.

ACTIVITY OUTLINE FOR TRAINERS

Goal:

To train participants to practice good environmental stewardship according to a set of guidelines -- in order to ultimately assist with sustainable development of their own lives and livelihoods.

Objective:

To train participants to use their existing knowledge, plus the knowledge they have gained during training session(s), to accomplish two objectives:

1. Interpret past, present and future practices, in light of guidelines and a framework for sustainable development; and
2. Prepare a plan or checklist of activities that takes into account participants' reasons for doing business as well as practices necessary for good environmental stewardship. .

Result:

Participants who understand the conditions for good environmental stewardship -- and are able to apply this understanding while interpreting past and current events ,and planning future activities

Time Period of Session(s):

One hour for each of the sessions on visioning and preparing a checklist of activities

Outline1 -- Interpret past, present and future practices, in light of guidelines and a framework for sustainable development.

1. Begin by projecting a slide of an electronic poster onto a screen (Appendix 1) – or by pinning a hand-made poster onto the wall or flip chart (Appendix 3)
2. Explain the guidelines for good environmental stewardship using the compass points on the poster as a reference (Appendix2)
3. Leave time for discussion and questions.
4. Participants divide into three groups – and name their group, “Past” “Present” or “Future”
5. Distribute sheets of newsprint and markers (tape and glue optional). Each group draws or sketches their vision of their island (in the past, present or future) with

reference to the four guidelines. (They may go outside to collect materials to illustrate their points if they want).

6. Allow time for each group to present their visions and have a general discussion
7. Review and summarize the important elements in the session, either at the end of the session or in the next session, so that the participants are encouraged to remember these elements.

Outline 2 --_Prepare a plan or checklist of activities that takes into account participants' reasons for doing business as well as practices necessary for good environmental stewardship.

1. Begin by reviewing the guidelines for good environmental stewardship using the compass points on the poster as a reference (Appendix2)
2. Inform participants that they will be using these guidelines to make a checklist of activities relating to their every-day practices – at work, school, or at home.

Note: You as the trainer may wish to choose a topic for making the checklist or find-out from participants during the workshop their preference for a topic eg. "School Projects that involve Good Environmental Stewardship"; or, "Greening my Hotel and Property"; or "Greening Water taxi Operations and Services".

3. Ask individual participants to jot-down ideas for good environmental stewardship as it pertains to their topic. eg "No anchoring on Corals!"
4. Individuals work in small groups to discuss common ideas and novel ideas.
5. Groups write 3-5 words on a several scraps of paper (each of which summarises one idea) eg "Do not anchor on Corals"; "Tilt engine in shallow water".
6. Collect scraps of paper and organize into similar themes (eg "safety at sea" or "education and awareness")
7. Stick scraps of paper onto sheets of newsprint on training-room wall.
8. Discuss ideas and write headings for common themes (Appendix 4)
9. Refine ideas so that together you create or refine a checklist of activities, based on the guidelines for good environmental stewardship (Appendix 5)
10. Review and summarize the important elements in the session, so that the participants are encouraged to remember these elements.

APPENDIX 1 – COMPASS POSTER

Overview e-poster depicting the 4 Guiding Principles of the Compass Approach



© Susan Mahon – This poster illustrates the system conditions of The Natural Step™ (TNS) — adapted for the Caribbean using original text, graphics and photographs. It is available as part of this Training Pack on CD and may be printed the size (above) or poster-size.

APPENDIX 2 – COMPASS POINTS TEXT

The four “points of the compass” or guiding principles of life have been adapted from the “System Conditions” of, “The Natural Step” TNS™. If you would like to learn more about the TNS framework please check <http://www.naturalstep.ca/system-conditions.html> or <http://www.ortns.org/framework.htm>.

The four “points of the compass for life” as expressed in popular language are:

1. Return, re-use or recycle resources derived from the earth’s crust. eg. metals, minerals, and petroleum products.
2. Create no build-up of poisons eg. Synthetic chemicals or even toxic amounts of natural substances.
3. Care for the natural features upon which our lives depend eg. water, air, soil, plants and animals.
4. Strive towards harmony and fair access to resources for all people of the world.

The four “system conditions” are expressed in more technical language as part of the trademarked approach to business and life that is called, “The Natural Step” (TNS)™ . The four system conditions are expressed on the TNS website as follows:

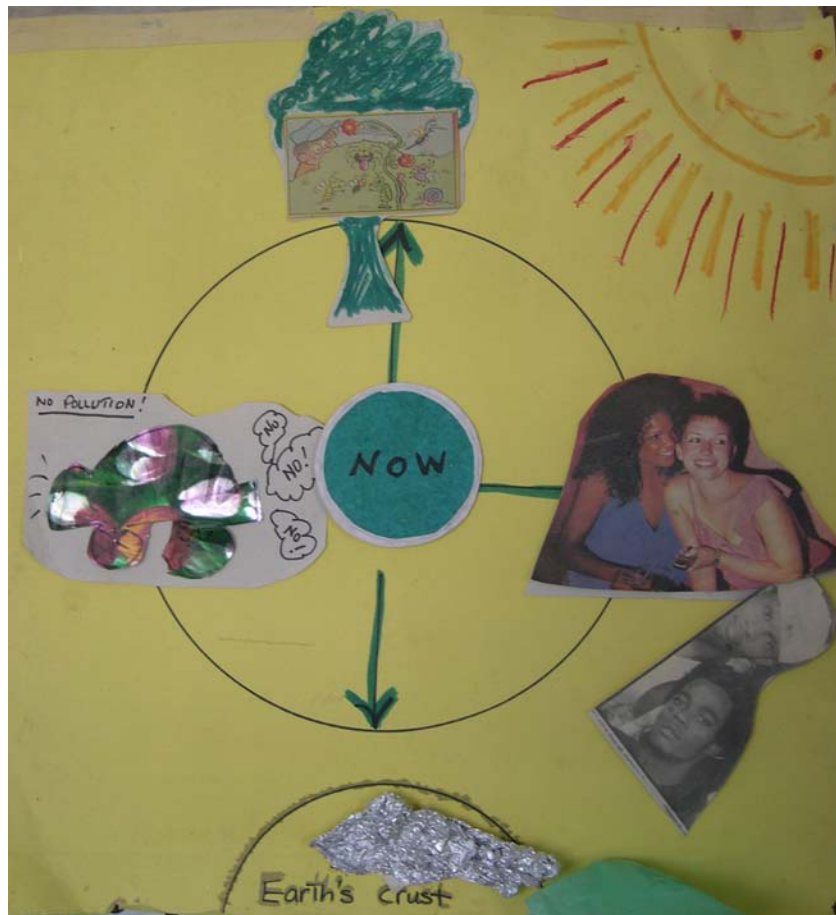
“In the sustainable society, nature is not subject to systematically increasing:

1. Concentrations of substances extracted from the earth’s crust
2. Concentrations of substances produced by society
3. Degradation by physical means and in that society...
4. People are not subject to conditions that systematically undermine their capacity to meet their needs.”

Reference: <http://www.naturalstep.ca/system-conditions.html>

APPENDIX 3 – PHOTOGRAPH OF A POSTER CREATED FROM RE-USED MATERIALS, ILLUSTRATING THE COMPASS APPROACH TO LIFE.

This poster has been used for a period of 11 years, as a training aid, to convey the guiding principles for life (based on The Natural Step) to diverse groups of people including; The Barbados Association of Professional Engineers (BAPE); managers of business companies including Cable and Wireless Ltd., and Shell Antilles and Guianas Ltd; primary school children of the Holy Innocents' Primary School and St. Gabriel's Primary School in Barbados; clergy and parishioners of the Caribbean Conference of Churches; and members of non-government organizations such as the Barbados Museum and Historical Society and Counterpart Caribbean at The Future Centre.



A version of this poster was re-created as a training aid for the workshops in the Grenadines called, "Greening of Water Taxi Operations and Services". Re-creation on a sheet of newsprint, was deemed most practical since the poster below is becoming fragile (as it is made of re-used corrugated cardboard) and is too large to fit unfolded into a small suitcase for inter-island transport.

APPENDIX 4 – COLLECTING IDEAS GENERATED IN A WORKSHOP USING PARTICIPATORY TECHNIQUES

Figure 1: Ideas generated by participants are written on scraps of paper, using 3 to 5 words only. Please “WRITE BIG” and “CLEARLY” so that everyone can see. Ideas are collected into similar themes and stuck with masking tape onto a sheet of newsprint. The ideas are then discussed and further elaborated if desired.



This type of participatory training technique is used in programs such as the Goal-Oriented Project Planning Approach of the German Agency for Technical Cooperation (ZOPP of GTZ) and the Technology of Participation (ToP®). For more information, please check websites at http://www.topspf.org/top_desc.php or <http://web.mit.edu/urbanupgrading/upgrading/issues-tools/tools/ZOPP.html>

APPENDIX 5 – SAMPLE CHECKLIST OF “GREEN PRACTICES”

Table 1: Checklist for Good Environmental Stewardship and Boating Practices Developed by Water Taxi Operators – For Water Taxi Operators

From:

Lizama, D. T. and S. D. Mahon. 2006. Sustainable “Green Boat” Practices for Water taxi Operators in the Grenadines. Caribbean Coastal Co-management and Coral Regeneration (4Cs) Programme, Sustainable Grenadines Project (SGP) and Centre for Resource Management and Environmental Studies, University of the West Indies, Cave Hill Campus, Barbados. 27 pp.

CHECK	HAVE YOU DONE THIS?	√	WHY?
Engine Maintenance	<ul style="list-style-type: none"> • Periodic Maintenance (every 2, 4, 6 months) depending on boat usage • Daily routine check • Tidy • Clean fuel filter, carburettor • Clean cooling system 		<ul style="list-style-type: none"> • Maximise operating capacity and minimise fuel consumption <p>http://eartheasy.com/play_ecofriendly_boating.htm</p>
Vessel Maintenance	<ul style="list-style-type: none"> • Do maintenance far on land (not at sea, or very near sea) • Scrubbing brush,, squeezey – no bleach • No toxic materials • Use non-toxic antifouling paints and primers especially on the hull of the boats • Use non-toxic, biodegradable cleaning agents • No oil spilling • Clean bottom • Keep basic tools on board/ tool kit and accessories • Hose • Spare plugs • Bucket/bailer 		<ul style="list-style-type: none"> • Boatyards away from the sea lessen effects of runoff • Bleach is poisonous to sea life • Phosphates encourage growth of algae which may smother corals • Paint primers and paints for boats may contain poisonous biocides and heavy metals that may affect human health as well as the marine environment • Fuel and oil leaks from small craft may accumulate over time (esp. if in popular marine site or bay with poor current flow) • In case of emergencies
Fuel and Engines	<ul style="list-style-type: none"> • Readiness • Carry extra fuel and oil • Use diesel fuel (if possible) • Mix fuel • Leave space in the tank for expansion when heated • Clean tank (see above) • Clean and shady storage for tanks 		<ul style="list-style-type: none"> • Could mean difference between life and death • Diesel is cheaper than gasoline and more environmentally friendly when used with engines that are designed to reduce the emission of nitrous oxides. • So that it does not have to be mixed at sea • Prevents overflow.

CHECK	HAVE YOU DONE THIS?	✓	WHY?
	<ul style="list-style-type: none"> • Preferred, built-in tank • Use the tilt always in shallow water • Pull-up the engine manually if the tilt is not working • NOTE: 2 stroke direct fuel injected engines or 4 stroke engines are most environmentally friendly engines 		<ul style="list-style-type: none"> • Maximise operating capacity and minimise fuel consumption • Avoids damage to the engine propellers and the environment (scarring, damaging corals etc.) • They require less fuel and operate more efficiently. <p> http://www.mass.gov/CZM/boatenginesfs.htm http://www.smalloutboards.com/4stroke.htm www.wartsila.com/Wartsila/docs/en/service/Leaflets/LowNox_conversion_package.pdf </p>
Safety equipment	<ul style="list-style-type: none"> • First aid kit on board always • Mirror • Spare rope • Distress flares and radios on board always • Bilge pump • (Tool kit –see above) • Whistle • Life jackets/float • VHF, radio • Lighters • Safety tip brochures • Torch • Oars • Drinking water – One gallon per person, per day trip • Non-perishable foods e.g. biscuits, canned stuff 		<p>for emergencies</p> <ul style="list-style-type: none"> • Not having any first aid kit on board increases health risk of customers and operators • Not having any basic emergency tools for repairs out at sea may leave occupants stranded in open waters <p>Food and water may be necessary to stay alive!</p> <p> http://www.rya.org.uk/Cruising/solas/default.asp?content=1316297 </p>
Waste disposal	<ul style="list-style-type: none"> • Avoid using plastic cups • Avoid Styrofoam • Substitute reusable containers and cups • Keep our garbage on board • Go to bathroom before leaving • Do not urinate at sea or on board • Avoid pumping oil into sea • Keep a sponge on board to soak up spilled oily bilge water. • Return garbage to land • Avoid using emulsifiers and detergents as bilge cleaners. 		<ul style="list-style-type: none"> • Disposal of plastics and Styrofoam in the water is not only unsightly, but also often kills many marine organisms (turtles, birds, corals etc.) The materials are also often not biodegradable therefore stay in the marine environment for extended periods causing repeated damage. • The disposal of human wastes in the water is very unpleasant, but more importantly, induces algal blooms. • Ghost nets and lines caught up in the propellers • There are currently no bathroom facilities on most boats or on the keys • Damaged fishing nets or lines can damage propellers and the environment • Avoid pumping oily bilge water (which kills sea

CHECK	HAVE YOU DONE THIS?	✓	WHY?
			life) into the sea unless in an emergency situation, particularly near the reef. http://www.gbrmpa.gov.au/corp_site/key_issues/tourism/waste_disposal.html
Anchoring	<ul style="list-style-type: none"> • Use the tilt always in shallow water • Drift dive • Have anchor lines on board • Proper anchors – certified by the US navy • Drift anchor is preferable • Have dive flag on board • If mooring buoys are present, use them! 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Anchoring damages corals and causes sedimentation which kills both coral and other marine organisms • http://www.gbrmpa.gov.au/corp_site/key_issues/tourism/anchoring.html
Set an Example	<p>Seek help on how to become more environmentally friendly operators. Share information with passengers about boats, negative impact of activities and safety tips</p> <ul style="list-style-type: none"> • List for visitors – “Do’s and Don’ts” • Use laminated Guidelines – Information inside boats • Pick-up damaged fishing nets/pods • Watch for dive flags • Floating objects • Read and educate – research info on topics, eg scientific research, brochures 		<ul style="list-style-type: none"> • Operators, tourists, coastal managers, teachers and members of the general public can learn from each other • Learning occurs best while in the boat and as soon as people enter the water to swim, snorkel, or dive.
Awareness and Education	<ul style="list-style-type: none"> • Listen to talk shows (to become informed) – and be on talk shows to inform • Refer to water taxi associations • Workshops are helpful • Internet research • Check brochures • Contact suppliers and distributors for information (especially specification sheets) relating to their products 		<p>Operators and tourists having limited knowledge or lack thereof, of their activities, negatively impact the environment</p> <p>http://www.boatus.org/onlinecourse/ReviewPages/BoatUSF/PDF_files/info4e.pdf</p> <p>http://eartheasy.com/play_ecofriendly_boating.htm</p>
Doing it!!!	USE THIS CHECKLIST EVERY DAY		IT WILL HELP ALL OF US TO CARE FOR OUR COASTS AND OUR FUTURE!!!