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Carriacou, Grenada



# ***THE SUSTAINABLE GRENADINES PROJECT***

SUSTAINABLE INTEGRATED DEVELOPMENT AND BIODIVERSITY  
CONSERVATION IN THE GRENADINE ISLANDS

## **Annual Report for 2006**



Project Implementation Unit  
Clifton, Union Island  
St. Vincent and the Grenadines  
December 2006

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**Cover photograph:** Erecting of village name board signs in Petite Martinique.

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## 1 INTRODUCTION

On November 24<sup>th</sup>, 2004, Phase 2 of the Sustainable Grenadines Project (SGP) was officially launched in Union Island. This report covers the implementation of the Annual Workplan for 2006 of Phase 2 of the project; the second full year of operation.

During 2006, the Sustainable Grenadines Project continued its core activities in pursuit of the integrated sustainable development of the Grenadines area. This year has been marked by significant progress as it relates the capacity building programme which concentrated on the training workshops and a new addition as of 2006, the Institutional Self-Assessment of NGOs. There are areas of the project's activities which will demand changes for the upcoming year in light of the challenges they presented in 2006. The first issue is that of the vision statement developed by Grenadines stakeholders in 2002;

*'we see the Grenadines as a place comprising sustainable livelihoods with equity for the people through good governance, optimal utilisation and conservation of resources and enhancement of human capacity (empowerment) using participatory integrated sustainable development processes'*

Stakeholders maintained that this statement continues to represent their hope for the Grenadines but this however has not been evident in their response to the project in its various programmes. They reiterated the importance for training but also highlighted the nature of groups; 'born today and die tomorrow'. This presents significant challenges to the achievement of the project's objectives in Phase 2 which are to:

- Provide substantial institutional capacity building for local NGOs and government departments;
- Focus on the establishment of management and co-management systems required for sustainable resource use and management; and
- Prepare proposals and seek funding for related elements that exceed the phase 2 core budget and scope.

A culture of organisational thinking and practice must now be cultivated in the NGOs, especially those which undertook the ISA exercise. This exercise delivered invaluable results on which the project can now strategically address the needs of the NGOs. While there was notable success in this area, the Project faced various challenges in its other programmes which invariably were dependent on the strength of the NGOs. This is where the Project may need to depend more on its implementing agencies and Steering Committee members to assist in the execution of its activities given the heavy demands on the already limited human resources of the Project Implementation Unit.

Progress in the area of mini-projects; their implementation and reporting have fallen short the initial expectations of this particular component of the Project. Although there were legitimate reasons for the late commencement of these mini-projects, many of the NGOs were slow in planning and executing their projects. The project will need to establish firmer stipulations and criteria for NGOs for the programme to achieve its intended objectives. The programme also needs to be readdressed given the evident limited scope of the NGOs to their immediate environment with limited consciousness of the external factors which may constrain them.

## **2 CAPACITY BUILDING FOR NGOS**

The project undertook two types of activities in this area; Institutional Self-Assessments (ISAs) for NGOs and three training workshops. Under Institutional Self Assessment nine groups (1 Canouan, 3 Union Island, 2 Petite Martinique and 3 Carriacou) were assessed:

- In Carriacou was the L'Esterre South Striders, Carriacou and Petite Martinique Water Taxi Association and Bayaleau Development Committee,
- In Petite Martinique [PM] was the PM Catholic Youth Movement and the PM Women Group,
- In Union Island was the Environmental Attackers, The Southern Grenadine Water Taxi Association and the Young Help Striders 4H Club,
- In Canouan was the Canouan Sailing Club.

Groups were selected for assessment based on the criteria that they had received or presently have a mini project. Organisations which have been involved in a medium to large scale project were also selected. Project staff along with consultant Paige McLeod tailored the TNC's ISA tool to fit the Grenadines situation as part of the training required to conduct the ISAs. TNC provided USD\$7500.00 to assist with the cost of conducting the ISAs. A report on this work was produced and submitted to TNC. It includes details the various training needs for each NGO and a synopsis of the Grenadines NGOs. The ISA report is available however it is not attached to this report due to the large size of the document.

Mr. Carlos McLaurean of Canouan was also trained in conducting ISAs by project staff and he has signalled his willingness to participate in future ISAs by the Project of groups in the Grenadines.

As a result of conducting the ISAs we have found that the level of capacity and organization of groups are less than we had originally assumed. This can be because there are too many small groups, many of which are not functioning, while in others only a few members are active. The project is exploring ways of combining some of these groups on every Island so that they can build a track record of management.

Three training workshops were successfully completed with two of them being implemented in conjunction with the Water Taxi Project which was offering similar training for members of the water taxi associations' executive committee members. There was good support and participation from NGOs and government departments. A summary of the workshops is given below:

- The Conflict Management and Negotiation Skills workshop was held on May 16<sup>th</sup> and 17<sup>th</sup> in Carriacou (Appendix 1). The training was delivered by Martin Barriteau with approximately 27 participants from across the Grenadines in attendance. The workshop was hosted jointly by the SGP and the GEF Water Taxi Project in order to combine similar training efforts and cut cost in conducting workshops. Unfortunately, no members of the Carriacou and Petite Martinique WTA attended.
- A two-day workshop on Record keeping, Office Procedures and Accounting for Community Groups and NGOs of the Grenadines was held on September 6th, and 7th,

2006, at the Uptown Supermarket Facilities, Clifton, Union Island (Appendix 2). The workshop was facilitated by Ms. Valgine B. Francis, and Mrs. Jeanneth Johnson of the Grenada Development Bank/Small Enterprise Development Unit. A total of 34 persons completed the workshop. Participants came from various Governments, NGOs, Groups and Committees throughout the Grenadines. The workshop was jointly sponsored by the Sustainable Grenadines Project and Water Taxi Project under CEC.

- A two-day workshop on Proposal Writing was held on October 19th, – 20th, 2006, at Melodies Guest House, Petite Martinique (Appendix 3). The workshop was facilitated by Mr. Aden Forteau. A total of 38 persons completed the workshop. Participants again came from various Governments, NGOs, Groups and Committees throughout the Grenadines. The workshop was sponsored by the Sustainable Grenadines Project.

### **3 PLANNING WORKSHOPS**

Three planning workshops were scheduled for this year with the fisherfolk workshop being the only one implemented. Two of these workshops; the 'Green Hotels ' and the Boat Building workshops were postponed pending completion of baseline surveys to provide input to the workshops. These are the study of 'green hotel practices' undertaken by Masters research student Christine Young, now available in draft, and a boat building survey to be carried out by Carlos McLaurean of Canouan which is expected to be completed by February 2006.

The fisherfolk workshop held on Feb 15th and 16<sup>th</sup> was a success. The first day of the workshop was conducted in Mayreau and the second in Union Island at the Project office. About twenty-two fishermen participated from all the Grenadine Islands except Petite Martinique (SGP, 2006). The Fisheries Division of SVG was also represented. Participants designed three project ideas for which the project will seek funding in the upcoming year. Discussions have also been held with The Nature Conservancy to fund activities in the area of conservation management for species, such as conch, reef fish, lobster and snapper, training and information (DVDs, Posters, Training kits) on the awareness on protected areas and training attachment in conservation oriented fishing methods.

### **4 ATTACHMENTS AND EXCHANGES**

Four persons were involved in this programme in two areas; seamoss farming and nature trail development. The attachments were completed and reports for these are provided in Appendix 4 (A-D). The planned training attachments for 2006 [see 2006 workplan] did not materialise because of the project's inability after much inquiry to locate suitable NGOs for attachment and due to the timeliness of the aforementioned attachments. However based on expressed needs of the groups and communities and planned project activities the following attachments were successfully held.

#### **4.1 Seamoss Farming Project in Union Island**

The project worked with the Carriacou Environmental Committee to have Recardo McGillivray of Carriacou and Kiemanni Martineau of Petite Martinique selected as the two training attachments for this Project. The training was centred on the establishment of the seamoss farm [see 6.4] and is expected to continue in 2007 with the harvesting and marketing of seamoss.

## **4.2 Nature Trail Development in St. Lucia**

Jerry Felix and Keron Caesar of the Bayaleau Development Committee and the Petite Martinique Catholic Youth Movement, respectively, went on a one-week attachment to St. Lucia. They were hosted by the St. Lucia Forestry Department who delivered a programme based on the location, development and management of nature trails.

## **5 MINI PROJECTS**

### **5.1 2006 mini-projects**

This year the Sustainable Grenadines Project started with seven mini-projects, which went down to six, after the Christ is the Answer Youth Group pulled out with their mangrove awareness project. The six mini-projects and their implementing agencies are as follows:

- The Carriacou Esplanade Development & Beautification Project by the Dover Government School in Carriacou
- Paradise Beach Development and Enhancement Project by L'Esterre South Striders Social Club in Carriacou
- The Diablo Beach Enhancement Project by the Union Island Environmental Attackers (UIEA)
- The Revitalization of the Sailing Tradition Project by the Canouan Sailing Club.
- The Villages/Island Name Boards by the Petite Martinique Catholic Youth Movement (PMCYM) and Petite Martinique Women's Organisation (PMWO).
- The Bequia Harbour and Beaches Cleanup and Enhancement Project by the Bequia Tourism Association [BTA] and the Paget Farm Social Cultural and Environmental Organisation.

Reports and updates on these mini-projects are provided in Appendix 5 A-F.

### **5.2 Constraints to implementing Mini-projects for 2006.**

There were many serious constraints to implementing the mini-projects this year. All the projects started their implementation late and most would have completed by December. This placed added workload on the project staff which had to provide considerable support [field visits, calls and actually doing some work on the ground] with all of the groups in order to get them to do their projects. There were some genuine reasons for some late starters, for example, the shortage of building materials on Carriacou affected the Carriacou and Petite Martinique Projects and the passing of Ms Carla Peniston of the Bequia Tourism Association affected the start of their project.

The Project Staff has decided to develop contracts with the groups doing mini-projects for 2007 to include firm clauses regarding implementation time, which if not strictly followed will lead to the funds being withdrawn from the project.

## **6 ASSOCIATED PROJECTS**

The SG Project was able to facilitate most of these projects and was instrumental in acquiring funding for the Seamoss and the Ashton Lagoon Project. It has also participated actively in the delivery of the Seamoss, Ashton Lagoon and Water Taxi Projects.

## **6.1 The Reef Check Training and Monitoring Project**

Kim Baldwin, CERMES, secured funding to continue the reef check training and monitoring project in the Grenadines. However this programme did not take place this year due to the inability to coordinate times with local dive shops and other interested persons. This training is expected to take place between January and March 2007.

## **6.2 The Grenadines Water Taxi Project**

The Water Taxi Project conducted two 'Safety at Sea' Workshops. They were held on May 24<sup>th</sup> and 25<sup>th</sup> in Carriacou and on the 28<sup>th</sup> in Union Island. Mr. Roland Baldeo from the Fisheries Division in Grenada delivered the workshops. The Water Taxi Project under CEC and the Sustainable Grenadines Project jointly sponsored and hosted two training workshop, namely, the Conflict Management and Negotiation Skills and Record keeping, Office Procedures and Accounting (see section 2 above). The Sustainable Grenadines Project assisted with organising and hosted the 2<sup>nd</sup> meeting of the Water Taxi Project's Joint Executive Committee on June 20<sup>th</sup> at the SGP project office. The meeting was convened to discuss the progress of the project and consider options for organising the Bequia water taxi operators. The future of the Water Taxi Project was also discussed.

A meeting was held with the Carriacou and Petite Martinique and Southern Grenadines Water Taxi Associations in the project office. The project is due to be completed by February 2007 at which time the final report will be available.

## **6.3 People and Corals Project**

This project was initiated in 2006. Four hundred and fifty copies of the People and Corals workbook for Primary Schools were acquired. A two-day Coral Conservation in the Grenadines Primary Schools People and Corals Teacher's Training Workshop was successfully held on September 26<sup>th</sup> and 27<sup>th</sup>, 2006, at Sea Waves Upper Level Conference room, Hillsborough, Carriacou. A total of 24 teachers for 11 primary schools across the Grenadines (Bequia, Mustique, Canouan, Union Island, Carriacou, Petite Martinique) and two each from St. Vincent and Grenada participated in the workshop. At the workshop, each participant received a People and Corals workbook and a workshop folder containing the workshop training materials provided by the workshop facilitator, Ms. Cherrie Parris-Bourne. The project was funded by US National Fish and Wildlife Foundation (NFWF) and was aimed at Primary schools in the Grenadines (Annex 2)

## **6.4 Seamoss Farming Project**

The Seamoss Farming Project is funded by the National Marine Sanctuary Foundation and it is to be implemented over a one (1) year period in collaboration with the Centre for Resource Management and Environmental Studies (CERMES), the Caribbean Natural Resources Institute (CANARI), Young Help Striders 4H Club of Ashton Union Island and the Sustainable Grenadines Project with the involvement of the various interested stakeholders.

The first phase of the project, the training and seeding of two modules, took place November 5<sup>th</sup> - 7<sup>th</sup>, in Ashton, Union Island. The project consultants, Mr. Allan Smith, of the Caribbean Natural Resources Institute (CANARI) and Mr. Matthew Harvey a local resource person have been engaged to provide technical support to the project. The Project Manager and the Young Help Striders 4H Club met and planned activities leading up to the event. The Young Help Striders 4H Club got permission to use the Fisheries building in Ashton as a store room and processing house, and they held a community meeting in Ashton on October 31<sup>st</sup>, to sensitize



the residents. Materials for the seamoss frames, such as, ropes, knives and tires were put together from St. Lucia, Grenada and St. Vincent and the Grenadines and seedlings were collected in Carriacou. The project worked with the Carriacou Environmental Committee to have Mr. Recardo McGillivray of Carriacou and Mr. Kiemannie Martineau of Petite Martinique selected as the two training attachments for this Project. They attended the training and will be establishing seamoss farming modules in their islands.

The Sustainable Grenadines Project is working with the St. Vincent Fisheries Department to get their full support for the project.

### **6.5 The Ashton Lagoon Restoration Project**

The Ashton Lagoon Restoration Project received approval and started this year. The project aims to reverse the damage caused by the marina construction and move towards sustainable use of this area. Dr. Lisa G. Sorenson of Boston University is spearheading this initiative in which SusGren is a partner.

During December 4<sup>th</sup> to 9<sup>th</sup>, the core project planners [Dr. Lisa Sorenson of the Society for the Conservation and Study of Caribbean Birds (SCSCB), David Wege and Amiro Pérez-Leroux of BirdLife International, Lystra Culzac-Wilson of AvianEyes Birding Group and the Sustainable Grenadines Staff held a series of planning meetings with local organisers and key stakeholders particularly in Union and in St. Vincent, Grenada and Carriacou. Site visits to Ashton Lagoon and mangroves field visits were conducted in Grenada and Carriacou. The primary outcome of the planning is a 3-day participatory planning workshop in Union Island in March or April next year.

### **6.6 Marine Space Use Information System (MarSIS) Project**

PhD student Kim Baldwin has been developing Marine Space Use Information System (MarSIS) for the Grenadines. She has been conducting an inventory and short surveys of the various marine resource users of the Grenadines in order to get baseline information on the types, locations, numbers, seasonality, services, and areas of importance for their livelihoods. She has been working with the various communities to create 'local maps' for each Grenadine Island which will be used for the remainder of spatial data collection of the marine resources of the Grenada Bank. So far she has created the first stage of the 'local maps' identifying the names used by communities of all beaches, bays and cays of the Grenadines Islands.

Kim attended the 2006 Gulf and Caribbean Fisheries Institute Conference in Belize in November and presented a paper on 'A profile of marine resource users of the Grenadines'.

### **6.7 CERMES MSc research projects**

Five CERMES students carried out their research projects in the Grenadines in 2006:

David Gill and Tanya Staskiewicz worked with fishers, conducting a baseline survey of fishers together then separately carried out a livelihoods analysis (Tanya) and a socioeconomic survey (David)

Christine George carried out a survey of environmental practices of hotels and guest houses;

Indira Mattai reviewed the legislation in both countries as it pertains to sustainable development and environment;

Eugene Williams has carried out a survey of land based sources of pollution in the islands.

Both David and Tanya also attended the 2006 Gulf and Caribbean Fisheries Institute Conference in Belize and presented papers entitled: 'A socio-economic profile of fisheries in the Grenadines' and 'A livelihoods analysis of fishers in the Grenadines'.

## **6.8 Green Schools**

There no activities in this area for 2006. The Concept paper for the Green Schools Project has been submitted to Mustique Island Company for consideration since 2005. If funded, in whole or in part, implementation will be begin with the first phase as described in the appendix of the annual report for 2005.

## **6.9 The OECS Protected Areas and Associated Livelihoods Project [OPAAL].**

The OPAAL project for St. Vincent and the Grenadines focuses on the establishment of the Tobago Cays Marine Park [TCMP]. The SG Project staff participated in two activities of the TCMP OPAAL project for 2006, which were the communication strategic planning workshop and the opening launch ceremony of the TCMP on December 4th.

## **7 COMMUNICATIONS AND NETWORKING**

The project continued with its communications plan in 2006 with a fair measure of success. The various components of the plan are addressed below.

- The yahoo 'Susgren' egroup was active this year with a major topic of discussion being the need for water security in the Grenadines. The group was also used for networking among Grenadines's organisations and other regional entities. Announcements and invitations from the project and other organisations were also issued through this medium. The e-group to date has 171 members which is a three-fold increase over 2005.
- Three issues of the quarterly Newsletter were posted on the e-group and distributed to steering committee members and other persons for distribution on each island. The newsletter highlights environmental issues and the latest project activities throughout the Grenadines.
- Flyers and information sheets about the project were distributed throughout the Grenadines.
- The first batch of the project overview document, a booklet providing a perspective on what the project will attempt to achieve over its five-year lifespan has been distributed throughout the Grenadines and beyond. A second batch of this document will be printed early in 2007.
- Media releases on important activities carried out by the project were made available to almost all media houses throughout St. Vincent and the Grenadines and Grenada and Carriacou. Some publications came out in the News Newspaper, and the Compass and many as announcements on the radio and television stations in SVG and Grenada (Appendix 6).

## **8 OTHER ACTIVITIES**

### **8.1 Environmental Awareness:**

A project proposal was developed for raising the level of awareness of the Sustainable Grenadines Project to include the hiring of an environmental awareness officer to work with the project. Two sources of funding were considered but were not pursued due to technicalities. Other funding sources will be sought.

### **8.2 Workshops and meetings attended**

Throughout the year the project staff was invited to participate in a variety of workshops and meetings relevant to the Grenadines.

- A two-day workshop on the Sandy Island Oyster Bed MPA management plan was attended by the Project Development and Administration Officer on January 4th and 5th in Carriacou.
- A four-day 4Cs workshop addressing the livelihood analysis of the Water Taxi Operators in the Grenadines was attended by the Project Manager and the Project Development and Administration Officer in Barbados January 10<sup>th</sup> -13<sup>th</sup>.
- The Project Manager attended the Tobago Cays Marine Park [TCMP] communication strategy evening workshop in Union Island. The outcome of the workshop was a communication strategy matrix prepared for the TCMP.
- As approved in the workplan, the Project Development and Administration Officer attended the Caribbean Environmental Forum (CEF3) hosted by the Caribbean Environment Health Institute (CEHI) from June 5<sup>th</sup>-9<sup>th</sup>, where she made two presentations. These presentations were the '*Sustainable Grenadines Project: Strengthening Civil Society for Action*' and '*A livelihoods Analysis of the Water Taxi Operators in the Grenadines*'. A report on this conference is available.
- A three-day TNC Caribbean Protected Area workshop was attended by the Project Manager June 20 – 22 in Miami, TNC will be assisting the Governments of Grenada and St. Vincent and the Grenadines in preparing their Programmes of Work for the Convention on Biological Diversity Programmes of Work on Protected Areas in the Caribbean.
- The Project Development and Administration Officer and Julia Naundorf, German Intern, visited all the primary and secondary schools in Carriacou to discuss the adopt-a-beach programme.
- The Project Development and Administration Officer made remarks on the contribution of SGP to the development of the Bayaleau Development Committee's and its Big Pond Amenity Project at the launch of the Tibeau Limlair Historical Ruins Rehabilitation Project in Carriacou on Saturday March 18th, 2006.
- The Project Development and Administration Officer attended the presentation of the concept paper for a PhD project by Kim Baldwin on the development of a Marine Space Use Information System (Marsis) in Carriacou on March 16<sup>th</sup>.
- A two-day workshop on the CREP Sandy Island/Oyster Bed (SIOB) MPA resource use mapping and summary and the financial plan workshops was attended by project staff during April in Carriacou.
- A four-day project proposal workshop organised by CREP in Trinidad, April 10 -13 was attended by the Project Manager. The outcome of that workshop was a CEE project proposal which will be submitted to selected donors for funding to continue the work on Carriacou SIOB Project.
- A one-day Carriacou Sandy Island Oyster Bed Marine Protected Area [MPA] Project consultation meeting. The project represented by Robin Mahon and Martin Barriteau along with representatives from the CEC, CERMES, TNC and Grenada Fisheries Department, met to review the progress with SIOB MPA to date and held discussion on a range of options.
- The Project Manager attended a Turtle Beach Monitoring Training Programme in Union.
- The Project Manager held a conflict management meeting with Bayaleau Development Community, In Bayaleau, Carriacou.
- The Project Manager attended the Nature Conservancy [TNC] Grenadines Conservation Audit Workshop, in Grenada, October 3<sup>rd</sup>, – 6<sup>th</sup>.

- The project staff attended a public meeting of the newly formed Union Island Tourism Association.
- A meeting to address the Strengthening of NGOs in Carriacou and Petite Martinique Meeting was held in Carriacou September 5<sup>th</sup>, The Project Manager, Robin Mahon of CERMES and. Virginia Fleary-Noel President of CEC facilitated that meeting.
- A one-day workshop was attended by the Project Manager on Global Environmental Facility [GEF] Small Grant Programme, in Carriacou:
- A three-day Mangrove Ecosystem Training and Survey exercise was attended by the Project Manager, September 1<sup>st</sup> - 3<sup>rd</sup>, Carriacou. This was organised by the Nature Conservancy [TNC]. The surveys conducted on the following Mangroves Sites; Tyrrel Bay Oyster Bed, Lauriston and Petite Carenage on Carriacou and Ashton Lagoon on Union.
- The Project Development and Administration Officer attended a meeting of the Environmental Education Committee in St. Vincent on Thursday October 26<sup>th</sup>. This meeting was the first of such meetings to come up with a national strategy for environmental education.
- Project staff attended the opening ceremony of the launching of the Tobago Cays Marine Park in Union Island on December 2<sup>nd</sup>.
- The Project Development and Administration Officer attended project management course offered by CERMES at the University of the West Indies from December 5<sup>th</sup> – 21<sup>st</sup>.

### **8.3 Internship**

Ms. Julia Naundorf, a student from Germany, interned for six months with the SGP. Her main area of focus was to organise and implement a coastal clean-up campaign throughout the Grenadines for World Oceans Day. She also worked on developing a GeoTourism Map for Union Island and conducted interviews on the sustainable Grenadines Project for her research project.

CERMES students successfully conducted their annual field visit to the Grenadines from May 21 – 27<sup>th</sup>. This year nine students and two supervisors visited. The groups visited historical, natural and cultural sites and received presentations from community group leaders and project officials on some significant projects on Bequia, Union Island, Mayreau and Carriacou. They visited the SusGren office where they received a talk on the Project from the Project Development and Administration Officer Ms Cooke. In Carriacou Mr. Martin Barriteau gave a presentation on the Sandy Island Oyster Bed MPA to the students.

The Sustainable Grenadines Project continues to facilitate CERMES Research Students with their field work. For the month of July the following students were conducting their field projects through out the Grenadines, and on the Mainland of Grenada and St. Vincent.

- MSc. research students David Gill and Tanya Staskiewicz conducted a preliminary survey of fishers throughout the Grenadines. Subsequently David carried out a socio-economic survey while Tanya did livelihoods analysis of the fishers.
- PhD student Kim Baldwin has been conducting an inventory and short surveys of the various marine resource users of the Grenadines in order to get baseline information on the types, locations, numbers, seasonality, services, and areas of importance for their livelihoods.
- MSc. research student Christine Young conducted a survey on the 'green hotel' practices of the accommodation sector of the Grenadines in July.

- MSc. research student Indira Mattai collected and assembled the sustainable development and environmental legislation of St. Vincent and the Grenadines and Grenada with the aim of producing a guide to the relevant legislations and also to look at the compatibility among these islands. This work was carried out in mid-July when Indira visited the mainland islands of St. Vincent and Grenada.
- MSc student Eugene Williams conducted a survey of land-based sources of pollution in the Grenadine Islands

## **9 PROJECT ADMINISTRATION**

### **9.1 Staff**

The Project Manager, Mr. Casper Smith, who was with the Project from the onset resigned in the March and Mr. Martin Barriteau was engaged as the new Project Manager in April.

### **9.2 Office**

During the year a laptop computer was purchased for the project. It was needed to input information and make presentations to the community groups during the Institutional Self Assessment. The Mayreau Environmental Development Committee (MEDO) lent a LCD Projector to the Susgren Project. The LCD projector was also essential in conducting the ISA assessment, and workshops.

A new digital camera was purchased for the Project to replace the old one which was malfunctioning.

The project purchased a flip chart stand for use as a teaching aid in presentations and in workshops throughout the Grenadines. The computer for the research/conference room has been repaired and is now available for use by NGOs.

The project had to return the LCD to MEDO but will need to purchase one and another laptop computer for next year due to added field work and group engagements. During the year the project has been borrowing equipment, such as, projection screen and LCDs from as far as the mainland of Grenada.

### **9.3 Other offices within the project building**

The Union Island Tourism Bureau (UITB) continues to occupy the front room of the building and it is not clear when they will move to their new offices which are still under construction. The Project has decided to find out from the Government of St. Vincent and the Grenadines their length and terms of the rent agreement. The project is concerned about available office space for other groups and partners that it wants to work with. These groups are the Water Taxi Association, the Environmental Attackers and the newly emerging NGO on Union, the Union Island Tourism Association, which has been using the Project office for their meetings.

### **9.4 Executive committee**

The Executive Committee (EC) met once for the year, on Monday, September 4<sup>th</sup>, 2006, at the Sea Waves Upper Level Conference Room. The previous Executive Committee meeting which was carded for June 13<sup>th</sup> had to be cancelled because of inclement weather. There are two new Government representatives sitting on the Project Committees. Mr Jester Emmons, Assistant to the Minister of Carriacou and Petite Martinique Affairs represents that Ministry and Mr. Herman Belmar of Bequia represents St. Vincent and the Grenadines.

A primary decision coming from the EC meeting was to re-examine the Steering Committee as means of making changes to have more active members.

The Progress Reports are now sent to SC members on a monthly basis from the Project Office.

## **9.5 Budget**

The budget table below shows the project expenditures prior to the beginning of the current period (2003-2005) and during the current period (2006).

# **Budget Summary for the Sustainable Grenadines Project (Accounting up to December 31<sup>st</sup>, 2006)**

SUSTAINABLE INTEGRATED DEVELOPMENT AND BIODIVERSITY CONSERVATION IN THE GRENADINE ISLANDS													
Accounting up to December 31st, 2006 (\$US)													
ITEM	Item code	Actual Spent 2003- Nov. 2004	Budgeted 2005	Actual Spent 2005	Actual spent up to end of 2005	Budgeted 2006	Actual spent 2006	Actual spent up to end of 2006	Budgeted Overall Up to 2006	Difference Between Budget and Actual Spent Up to 2006	Overall Project Budget	Overall Project Balance	Budgeted 2007
<b>STEERING COMMITTEE</b>													
Full Annual Meeting	I-01	8,039.00	4,000.00	1,799.28	9,838.28	4,000.00	2447.51	12,285.79	8,000.00	-4,285.79	20,000.00	7,714.21	4,000.00
Executive Committee Meeting	I-02		4,000.00	1,773.53	1,773.53	4,000.00	1,957.34	3,730.87	8,000.00	4,269.13	20,000.00	16,269.13	4,000.00
Project Management	I-03	9,000.00	18,000.00	18,000.00	27,000.00	18,000.00	9000.00	36,000.00	36,000.00	0.00	90,000.00	54,000.00	9,000.00
<b>PROJECT IMPLEMENTATION UNIT</b>													
<b>Salaries and Benefits</b>													
Manager	I-04		47,641.00	47,641.00	47,641.00	27,121.00	27,121.00	74,762.00	74,762.00	0.00	135,656.00	60,894.00	27,934.63
Programme Officer	I-05					22,445.00	22,445.00	22,445.00	22,445.00	0.00	112,267.00	89,822.00	24,845.00
Relocation	I-06		2,000.00	381.34	381.34	0.00	0.00	381.34	2,000.00	1,618.66	2,000.00	1,618.66	0.00
<b>Operating</b>													
Regional Travel	I-07	5,576.27	8,000.00	3,610.67	9,186.94	8,000.00	11,566.09	20,753.03	16,000.00	-4,753.03	40,000.00	19,246.97	8,000.00
External Travel	I-08		1,500.00	1,511.19	1,511.19	1,500.00	1784.49	3,295.68	3,000.00	-295.68	7,500.00	4,204.32	1,500.00
Communication	I-09	254.77	3,000.00	2,515.15	2,769.92	3,000.00	963.51	3,733.43	6,000.00	2,266.57	15,000.00	11,266.57	4,000.00
Supplies	I-10	190.76	4,000.00	303.97	494.73	4,000.00	2,297.47	2,792.20	8,000.00	5,207.80	20,000.00	17,207.80	3,000.00
Utilities	I-11	6.42	2,022.00	1,379.31	1,385.74	2,022.00	6,193.70	7,579.44	4,044.00	-3,535.44	10,110.00	2,530.56	2,022.00
Janitorial	I-12	157.28	1,573.00	1,710.37	1,867.65	1,573.00	1,343.28	3,210.93	3,146.00	-64.93	7,865.00	4,654.07	1,573.00
Maintenance	I-13		1,000.00	529.10	529.10	1,000.00	958.81	1,487.91	2,000.00	512.09	5,000.00	3,512.09	1,000.00
<b>Capital</b>													
Office Equipment	I-14	1,282.97	12,000.00	7,383.79	8,666.76	800.00	2,083.16	10,749.92	12,800.00	2,050.08	15,200.00	4,450.08	800.00
Office Furniture	I-15	185.62	7,700.00	7,176.43	7,362.04	600.00	0.00	7,362.04	8,300.00	937.96	10,100.00	2,737.96	600.00
Technical Services	I-16				-	2,000.00	0.00	0.00	2,000.00	2,000.00	10,000.00	10,000.00	2,000.00
<b>CRITICAL ACTIVITIES</b>													
<b>Networking and Partnerships</b>													
<b>Project Development &amp; Management</b>													
Technical Expertise	I-17		7,000.00	6,522.98	6,522.98	5,000.00	2850.02	9,373.00	12,000.00	2,627.00	25,000.00	15,627.00	5,000.00
Sector Planning Workshops	I-18		5,000.00	1,916.26	1,916.26	7,500.00	4,825.94	6,742.20	12,500.00	5,757.80	35,000.00	28,257.80	7,500.00
<b>Information &amp; communications program</b>													
<b>Capacity building program</b>													
Training Workshops	I-19		9,000.00	2,357.64	2,357.64	12,000.00	12,446.90	14,804.54	21,000.00	6,195.46	57,000.00	42,195.46	12,000.00
Attachments and exchanges	I-20		6,000.00	5,983.21	5,983.21	6,000.00	3206.60	9,189.81	12,000.00	2,810.19	30,000.00	20,810.19	6,000.00
<b>Mini-projects</b>													
	I-21		10,000.00	8,003.36	8,003.36	12,000.00	10,243.01	18,246.37	22,000.00	3,753.63	50,000.00	31,753.63	12,000.00
<b>TOTAL</b>		<b>24,693.08</b>	<b>153,436.00</b>	<b>120,498.59</b>	<b>145,191.67</b>	<b>142,561.00</b>	<b>123,733.84</b>	<b>268,925.51</b>	<b>295,997.00</b>	<b>27,071.49</b>	<b>717,698.00</b>	<b>448,772.49</b>	<b>136,774.63</b>

## 9.6 Other inputs

The project has been supported by a variety of other inputs in the 2004-2005 time periods. The estimated value of these is summarised below.

Contributions to the Sustainable Grenadines Project (IK = in-kind, \$ = actual funds)

Item/activity	Provider	Estimated cost (US\$)
Office	Government of SVG (\$)	18,000
SC and EC	Government of SVG (IK)	1,500
	Government of Grenada (IK)	1,500
Water Taxi Project	GEF (\$)	30,000
	Counterpart Caribbean (\$)	8,000
Reef Check	CERMES (\$2000, IK1,000)	3,000
Institutional Self-Assessment	TNC	7,500
MARSIS Project	TNC (\$), CERMES (\$)	20,000
MSc Research Projects	CERMES (\$)	10,000
People and Corals	National Fish and Wildlife Foundation (\$), CERMES (\$, IK)	15,000
Seamoss farming	National Marine Sanctuary Foundation (\$), CERMES (\$, IK)	8,000
<b>Total</b>		<b>122,500</b>



## **APPENDIX 1: REPORT ON CONFLICT MANAGEMENT AND NEGOTIATION SKILLS**

**Strengthening environmental stewardship among major stakeholders in the Grenadine  
Islands**

**(The Grenadines Water Taxi Project)**

**and**

**The Sustainable Grenadines Project**

**Negotiation Skills and Conflict Management Workshop for Community Groups and NGOs**



**Hillsborough, Carriacou  
May 16<sup>th</sup> – 17<sup>th</sup>, 2006**

**Facilitated by:**

**Martin Barriteau**

**CEC**

**SGP**



## Strengthening environmental stewardship among major stakeholders in the Grenadine Islands

### Negotiation Skills and Conflict Management Workshop for Community Groups and NGOs

A project implemented by:

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

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

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

Funded by:

The Global Environmental Facility, Small Grants Fund



The European Commission



The Lighthouse Foundation



May 2006

Cover photo: Participants in a negotiation role play exercise.

### Citation:

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## 1.0 BACKGROUND:

The negotiation skills and conflict management workshop for community groups and NGOs was a joint training initiative coordinated by the Sustainable Grenadines Project (SGP) and the Carriacou Environmental Committee (CEC) through the GEF strengthening environmental stewardship among major stakeholders in the Grenadine Islands Project. The goals and objectives of the workshop were as follows:

**1.1 Goal:** To enhance small NGOs and Community Groups ability to effectively manage their day-to-day affairs in a peaceful environment.

### 1.2 Objectives:

- To provide participants with many Negotiation and Conflict Management tools that can be applied in their community base context.
- To equip participants with skills that will promote the development of a healthy working environment
- To strengthen participants strategy to enhance their effectiveness in managing conflict in their working environment.
- To foster a sense of independence and self worth in among NGOs and Communities in the Grenadines.
- To facilitate an awareness of how decisions made today will influence the socio economic development of the Grenadines.
- To demonstrate how simple little changes in attitudes or frames of experience can make a profound impact on lives and the working environment in the Grenadines

The two-day interactive workshop was centered on developing adult learnt skills in negotiation and conflict management and emphasized active participatory and informal educational approaches. The techniques used throughout the workshop centered on Neuro Linguistics Programming, where participants were guided into using their sensory and other built-in skills, through active role playing sessions, to enhance their learning potential.

A total of thirty-one persons (31) persons registered for and completed the workshop. Participants came from various organizations throughout the Grenadines including Government, Police, Water Taxi Associations, Political, Women, Business, Schools, Environmental committee, Church Groups and various community and non governmental groups (***see attached list***).

## 2.0 INTRODUCTION:

The workshop commenced with welcome remarks from Mrs. Virginia Fleary-Noel, president of CEC and project coordinator for the GEF strengthening environmental stewardship among major stakeholders in the Grenadine Islands Project. She invited the participants to the workshop and introduced them to the ground rules for the workshop. She concluded with introducing the facilitator, Mr. Martin Barriteau.

### 3.0 WORKSHOP SESSIONS:

The facilitator introduced the workshop session with, **Exercise 1**, which explain why conflict are often within us. A handout with a picture of a pig given to all the participants and they were asked how the following groups of people would view a pig. They then discussed in pairs their ideas/perceptions. The group then shared their perceptions.

Groups of people	-	Results
Seven day advertise	-	unclean
Farmer	-	investment
Butcher	-	Income
Fox	-	food

The facilitator presented different views of the pig from other prospective to the participants.

1. How would it look to an orthodox Jewish or Muslim Person? (Unclean animal)
2. How would it look to a butcher? (Meat)
3. How would it look to a farmer? (Money)
4. How would it look to a fox? (Food)
5. How would it look to a painter or photographer? (Light, shadow, expression, colour)
6. How would like another pig? (Guess)
7. How does this pig observe all of us? Does it consider us in the same way? Would it perhaps be influenced by whether it was approached by a butcher or painter?

The participants were then asked to determine how these persons would deal with such a conflict. The facilitator then concluded that conflict comes from within because we have our own ideas. This makes us intensely uncomfortable and therefore we blame everything and everyone around us. It is always 'their fault'. This is not to say that unreasonable or difficult people do not exist. They do. What you need to remember, though, is that they think you are the problem!

*"Conflict can be defined as 'a fight, a collusion; a struggle, a Contest; opposition of interest, opinion or purposes; mental Strife, agony ' (Castle concise English Dictionary, 1989).*

The source of conflict is often within us.

Managing conflict requires examining our:	
Behavior	Awareness
Effectiveness	Willingness
Commitment	Attitude
Objectivity	Responsibility
Manner	Energy
Empathy	

Be coming aware is very often all that is required to start the change process. Once we realize that much of our thoughts and behavior is based on what we have learnt so far in life, it becomes clear that what has been learned can be unlearned. Conflict resolution involves unlearning old reactions and replacing them with healthier and more appropriate responses.

To become adept at resolving conflict, you need to learn new attitudes, Behavior and skills. Doing so requires willingness, commitment and perseverance.

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### **3.1 Learning preparation and Methodology:**

#### **Exercise 2**

Participants were asked to make some personal reflection on the following questions and make a note of their answers:

1. What do you want to from workshop? What do you hope to improve? You need to identify your own outcomes. Once you have done that, your unconscious mind will be put into a state of alertness and will identify specific areas of interest.
2. What concern do you have at present regarding your ability to handle conflict? Do you have any nagging thoughts preventing you from reaching your outcomes? For example do you believe that we are born with fixed personalities and we just have to live with our selves as we are? Or do you believe difference? Perhaps you are thinking: if conflict resolution works, why hasn't it for Israel and the Palestine, or the USA and Iraq or any other place.

The facilitator concluded that the workshop will be about new skills, habits, behavioural patterns and new way of doing things that will help us to resolve/management conflicts. The ground rules of the workshop were then discussed and participants were taken through the various posters on the wall that would stimulate their senses with respect to good practices for conflict management. One participant shared his experience with respect to solving problems in a situation whereby persons are not able to see the bigger picture and deal with it at the smaller scale or vice versa. The manual, which will be the guide throughout the course, was introduced to the participants, including supplemental videos, audio CDs and the resource table which contained various books on the workshop topics.

### **3.1 Preparation for Negotiation and Conflict Management:**

Participants were introduced to the six paradigms of human interaction

Win-Win is not a technique; it's a total philosophy of human interaction. And is one of the six paradigms of interaction.

- |                      |                                  |
|----------------------|----------------------------------|
| <b>1. Win / Win</b>  | <b>*4. Lose / Lose</b>           |
| <b>2. Win / Lose</b> | <b>* 5. Win</b>                  |
| <b>3. Lose / Win</b> | <b>* 6. Win / Win or No Deal</b> |

Participants were invited to listen to an audio from Stephen Covey – The 7 Habits of Highly Effective People. This audio explained various approaches that people can take in the various paradigms.

### Exercise 3

Participants were asked to choose the situation in the second column that you might match the situation in the first column. The facilitator said the best option would depends on the reality. Come up with some situation of your own.

Different Situations	Which situation will you choose: Win/Win; Win/Lose, Lose Win; Lose/Lose, Win
In sport, such as a foot ball game	
If you value a relationship and the issue isn't really that important	
If a child life is in danger	
Settling an issue with your wife	
If someone did a big injustice to your family	

#### **The dimension of Win/Win was then explained to the participants:**

The facilitator said that Character is the foundation of Win / Win, and everything else builds on that foundation. There are three character traits essentials to be Win/ Win paradigm, which are integrity, maturity and abundance mentality.

The audio CD by Stephen Covey on the 4<sup>th</sup> habit of highly effective people, think Win/Win was played to the participants, which was followed by the 5<sup>th</sup> habit; seek first to understand then to be understood.

### **3.2 The Definition of Negotiation:**

The facilitator explained that "Negotiation is the process whereby we overcome obstacles-our respective position –in order to reach agreement." Almost every time you interact with another human being a negotiation has taken place. A negotiation takes place whenever you want something from someone, or they want something from you.

It could as simple as asking "would you take off the light for me or as complex as the sale of a vehicle." Agreement, however, is the prerequisite for living together. Civilization demands that we do. Negotiation is the most important social tool we have. Find a means of reaching agreement. Negotiation exists for that purpose.

Participants were introduced to the staircase of conflict management wherein negotiation is found:

#### **Staircase of conflict:**

WAR: The last resort in conflict

STRIKE: The balance of power is actively tested

BOYCOTT: Market forces decide the conflict

LITIGATION: A judge or jury decides win or lose

ARBITRATION: An arbitrator decides the conflict

FACT FINDING: Expert fact finding

MEDIATION: Mediator manage the settlement proceeds

NEGOTIATION: You manage conflict

CONCILIATION: You are made to feel better about being embroiled in conflict

CAPITULATION: You give up conflict, you lose

He explained the term negotiation showing them that they are involved in negotiation on an everyday basis. **Exercise 4** – the Negotiation Game, a thirty-one questionnaire document was introduced and participants were challenged with this exercise to determine the areas in which they have difficulty when it comes to negotiating. The following results reveal participants ability to negotiate.

1-5 – Operate very well under pressure

6-15 – You know what you are doing

16-30 – Give in too much.

## 4.0 Negotiation and Conflict Resolution Strategies

**4.1 Basic Principles of Effective Negotiations** were explained to participants:

1. Separate the people from the problem: “Ultimately, the conflict lies not in objective reality, but in people’s head.”

2. Focus on interests, not positions: “Interest defines the problem...interest motivate people. Your position is something you have decided upon. Your interests are what caused you to so decide.”

3. Invent options for mutual gain: ‘Expand the pie before dividing it.’

4. Not a tool to convince others

5. Not a tool to manipulate others

6. Not the strongest towards the weakest

### **Exercise 5: Chunking:**

Participants explained that chunking is a skill that is frequently used in negotiation and mediation process. Chunking up is a way to “make the pie bigger”----to move up to a higher level idea that can be obtained in many different ways. Chunking is also useful in problem solving. When people are stuck on a problem, it is often because they are at one of the extreme.

Participants got into groups of five or six with a set of chunking cards. Person A and B face each other and A picks a word on one of the cards and states it to B. Person C stands behind A and points their index finger up, down or sideways, indicating the direction that B is to chunk.

The lesson of this exercise: Regardless of the situation, never fail to look for option.



## Exercise 6:

Participants were invited to see the first video on Negotiation.

### 9.6.1 Exercise 7: Testing your ability to negotiate:

Participants were asked to think of a recent conflict in which you were an active party. It does not matter whether the conflict was old or recent, but that it made an impact on you. Choose an incident in which you had a face to face encounter with the other party(ies). Then they were asked to take a few moments to fully recollect.

Next, they were encourage to observe their own interaction with the other party(ies).

'To imagine your self as a fly on a wall', an objective third party. What were you saying and doing? What were you Hearing? What were you feeling? What body language were you and the other party(ies) using?

Where did the incident take place? Was there anyone else present? Were you seating or standing? Were there any back ground noise? What time of the day was it? Try to build a picture of everything that happened- rich picture of the incident. The more details you remember, the more you will benefit from the reflection.

Now pay attention to the here and now .what conclusion have you drawn from that conflict? Are you making any generalizations about your own behavior in conflict?

Or that of others? for example :

- 'I can't help losing my temper when...'
- 'I'm no good at standing up for my self when...'
- 'People always take advantage of good nature...'

If you could go back to that incident again, what would you do differently? If similar incident were to happen again, how would these thoughts help or hinder your conflict –resolving skills?

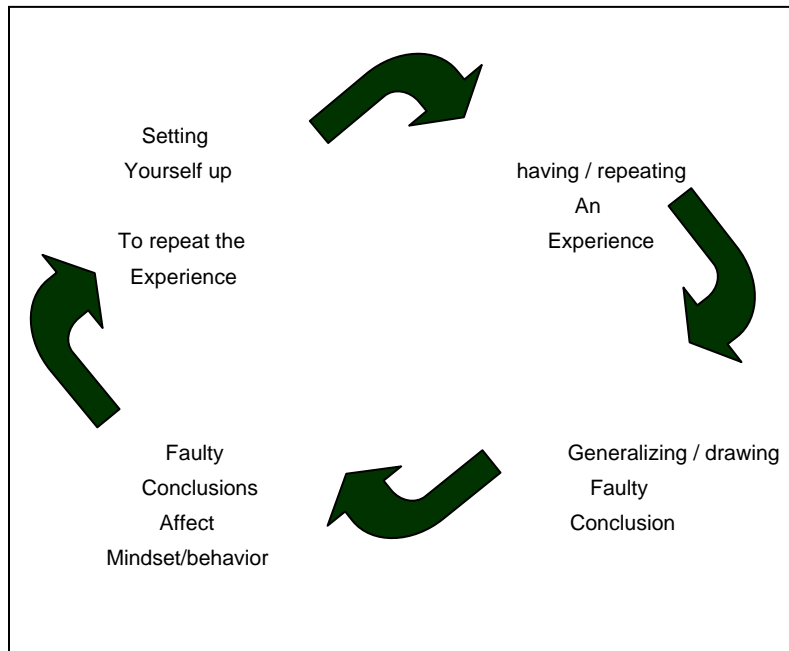
Lesson from reflection: One participant questioned how to deal with persons who change the subject and try to divert attention despite the need to resolve the conflict. If we can pause before we respond to someone and respond in a positive way, this can help to avoid conflict. If you become more aware of how you respond to conflict you can choose how to respond. Self control is a necessary way to avoid creating conflict. Conflict often occurs when we are not willing to listen to each other. Especially in cases of authority where the superior believes they do not need to listen to an employee.

### 9.6.2 Exercise 8: Reinforcing faulty learning

Let us look at an example of how this world work in practice:

1. Having an experience. As a new and relatively raw recruit to an office, you are up-braided publicly by your boss in an aggressive manner. You are so upset that your throat constricts, you start to shake and are unable to defend yourself.
2. Generalizing /Drawing faulty conclusions. This experience so influences you that you tell your self that you tell your self that all bosses are aggressive and you cannot stand up to authority.

3. Allowing the above to influence your mindset/behavior. This belief may affect you in deferent ways, for example:
  - (a) You may avoid all bosses and authority figure completely, communicating only in writing to avoid the emotional reaction. This further inflames the situation As the bosses then see as a 'wimp'.



- (b) You may overcompensate for your perceived inability to defend your own position by approaching your boss in an aggressive and uncooperative manner before your boss does so to you.
  - (c) you may treat your own subordinates in the same way when you treat your own subordinates in the same manner since you believe that is how bosses treat their staff.
4. Setting yourself up to repeat the experience. Now you can see how this mindset motivates your behavior and how you are much more likely to provoke Conflict yourself.
5. Having an (other) experience. This now becomes a self- fulfilling prophesy and the next experience you have reinforces the faulty mindset and so on. Your subjective experience becomes a reality to you. You do not even see the connection between your experience and your mindset.

#### Exercise 9:

Write a description of the experience in question. Include as many details as you can to build a full picture. Pay particular attention to the words or feelings that float into your consciousness and write them down. Take a pen and highlight the main issues. Reflect on how the situation initially arose.

- Who initiated it, my self or the other party(ies)?
- What were my needs? What were there other party(ies) needs?
- Did the situation get out control? If so, What was the trigger
- What was the feeling at the time?
- How was the other party(ies) thinking? What leads me to Believe that?
- What was the thinking at the time?
- What was the other part(ies)thinking? What leads me to Believe that?
- What external factors influenced my thoughts and behavior?
- What are the consequences of my actions?
- Do I need to take any further action to resolve any misunderstandings?
- With hindsight, could I have dealt better with the situation? How?
- What might have been the consequences of handling it differently?
- How am I feeling now about the situation?
- What have I learn from it?
- Has this changed my way of thinking?

### **Participant reflection:**

Participants shared that many of our behavioural patterns come from the media. Participants were inquiring as to how they should deal with someone who appears loud and boorish. In dealing with this, you should match the body language of the other person. You must know the situation and act accordingly. Based on the circumstances, the issues and the person you are dealing with, you should temper your tone. It is not only the words that matter but your body language. We must take time out to look into ourselves and see if our behaviour is affecting other persons. We must have the courage to stand up to others and not continue the trend of allowing others to win all the time.

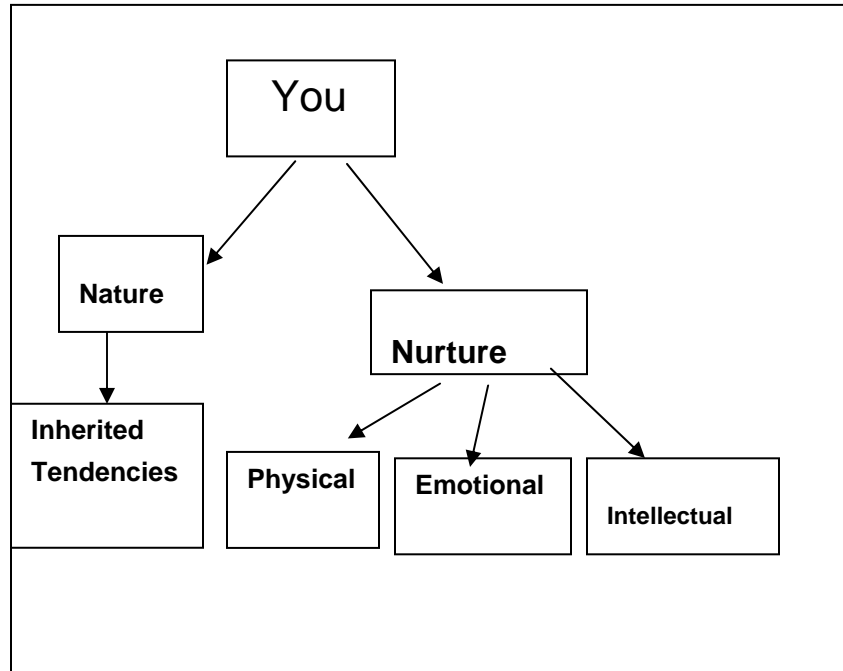
Many of us look at ourselves as too big in certain situations that we are unable to treat people with respect. People should cease the opportunity to apologise for inappropriate behaviour whether or not they were correct in what they might have said or done. It makes for a healthier environment.

## **4.2 Early Programming**

Our values and beliefs, our behavior and perceptions, the very people we are today areas a result of both inherited tendencies (Nature) and external influences, for example how we were raised (Nurture). Nurture includes physical care (warmth, food, healthy environment), emotional care (unconditional love, support and a caring environment.) And intellectual care (mental stimulation/education)(figure 1.2)

Babies are not born with low self-esteem or defeatist attitudes with very few exceptions; they are not born aggressive, rude or disruptive. These are qualities instilled in them at some point during their upbringing.

Some of our behaviors are useful and serve our purposes



While other Behavior Hinder our progress and adversely influence the way we interact with others.

For example:

Mother: You'd better have that homework done by the time your father comes home; otherwise I won't be responsible for what happens.

Child's interpretation; father is to be feared. And mother cannot protect me. Mother is also afraid of father.

Father does not love either of us.

How might this influence the child when he grows to adulthood? It depends on a number of complex factors and the child could grow up to be a bullying and possibly violent parent, or one who overcompensates by spoiling his or her children or even be so badly affected that he or she refuses to get married at all.

Another example:

Parent: if you don't eat up all your greens' I won't love you anymore.

Child' interpretation: I have to do things I don't want to do

Otherwise my parents will stop loving me.

**Lesson:** In order to learn new and more helpful responses, we may need to discard many of our old habits. The people we are today, our attitudes, behavior and responses, are largely the outcome of our early Programming. As these were all learnt, and come of our early programming. As these were all learnt, they can also be unlearned. If we take the time to reflect on and use each experience as a conscious learning process, we can change our attitudes and behavior towards conflict.

#### **Exercise 10:**

Participants were invited to see the second video on Negotiation.

From the videos the following skills were concluded as needed for negotiation

1. Put both sides at ease
2. Listening skills, body language, etc must be in place
3. Focus on what it is that you agree on
4. See the concerns of the other party – step into her shoes
5. Do not give without giving
6. Lead the concessions while leading the price
7. Try to find the win for the other party as well
8. Put the agreement in writing
9. Look back on the process
10. No deal can be an option whereby you avoid getting into a situation that can be potentially disastrous.

#### **Tips and Tricks from the video:**

- When you are asking someone for something you need to give at least one solid reason (Give a reason with the request)
- You should not let a lie go by
- Start off your negotiation on an outrageous level
- Participants recognized that doing research on your situation should occur before you go into a negotiation.

## **Day 2**

### **4.3 What is conflict?**

Conflict can be defined as ‘a fight, a collusion; a struggle, a contest; opposition of interest, opinion or purposes; mental Strife, agony’ (Castle concise English Dictionary, 1989). Conflicts, whether inter or intra-personal, domestic, social or global, are all made up of the same ingredients.

Conflicts often arise when we feel threatened by someone whom we perceive:

- Operates from a different set of value and beliefs
- Invades what we see as our territory
- Takes away something we consider to rightfully ours
- Harms us or undermines us in some way
- Is different from us in some way
- Causes us discomfort.

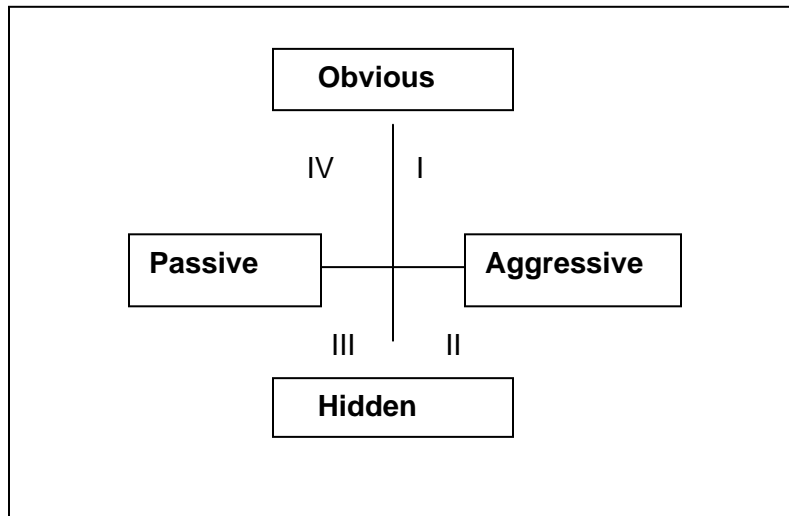
Conflict is not always manifested in public disagreements, shouting or other obvious signs. Your intuition will tell you when something is not quite right.

Conflict can be expressed in a passive or aggressive manner, and either subtly or obviously, or and combination of the four.

The model in figure 2.5 is one way of looking at the signs or symptoms of conflict.

In figure 2.5:

- Quadrant I is an obvious sign of conflict displayed in an aggressive manner, i.e. shouting, rowing name-calling, violence, etc
- Quadrant II is an obvious sign of conflict displayed in an aggressive manner, such as snide comments, put you downs, humiliation, constant, carping and criticism etc. hate and smear campaigns also come under this heading.
- Quadrant III is a hidden sign of conflict displayed in passive manner, such as non – cooperation, absenteeism and sickness. In one British Airways strike, a high proportion of staff went off sick, rather than openly confront management by striking.
- Quadrant IV is an obvious sign of conflict displayed in a



Passive manner, such as exaggerated politeness, ignoring or sending to coventry memos pointing out the other party's error or shortcoming with copies to bosses etc.

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### Exercise 11:

Participants were asked that if they could you recognize hidden clues to conflict? Record a few examples in your workbook.

### The core cause of conflict [levels of conflict].

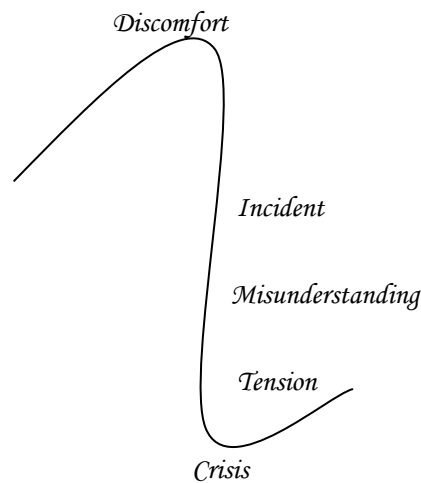
Most conflict start with nothing more than a feeling of Discomfort .a feeling that something is not quite right. Try to track the conflict stages from the initial feelings of Discomfort to the crisis. You may find that an accident took Place sometime after you first became aware of the discomfort.

It could have been a very small incident and you probably ignored it, thinking it was not worth worrying about. or you may have experience Concerned but decided not to Peruse it for fear of looking as if you were making a mountain out of a molehill. But the incident left a bad taste in your mouth. It left a misunderstanding that was never clarified and brought out into the open. It left you somewhat cautious and wary of the person.

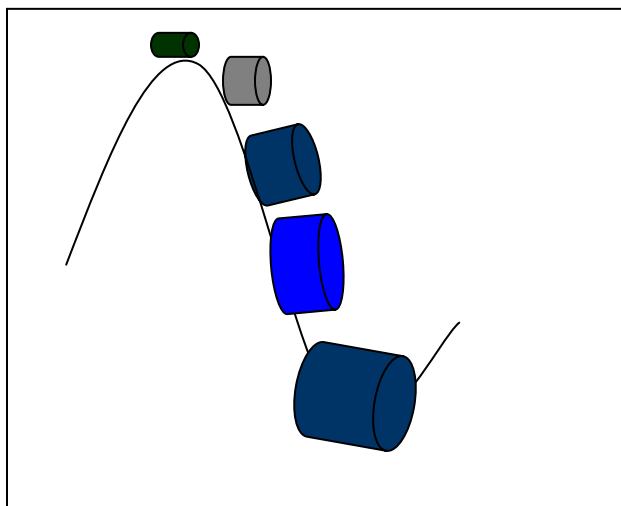
And then become uneasy about that person. Subtly your manner changed and the other person picked it up. Still, nothing was said but the tension was palpable. It affected not only the two of you but other around you as well.

We all know what happens when emotions are not dealt with appropriately. One day they explode. And so the inevitable happened and you finally came into crisis.

The journey from discomfort to crisis takes a day, a week, a month, a year several years (see figure2.6). What is certain?



**Figure 2.6** The levels of conflict



That if you do not deal with these feelings at the time they will fester and eventually erupt. Like a boil, great deal of unpleasant matter will be realized and, sadly if left to this stage it's like to live a scar.

The journey from discomfort to crisis may be likened to a snowball hurtling down a snow –clad slope .As it gathers momentum and rolls down, so it becomes larger and more out of control.

(See figure 2.7)

### **Timing your intervention:**

When you choose to intervene is as important as how you choose to respond. It is better to respond appropriately at an early stage. The longer a situation is left to fester, the more complicated it becomes and the stronger our emotions. Thus, when we finally have no option but to confront it, we may say things and act in a manner we later regret.

So for example:

1. At the level of discomfort we should be on the alert and use our analysis skills to understand the situation.
2. An incident would bring into play our empathy and communication skills. Talking over the incident and perhaps agreeing that it need not happen again.
3. At that point of misunderstanding, we need to look at our own part in the problem. How much of our own beliefs, attitude and personal issues may be contributing?
4. During the tension period, we need to examine our own emotions and find ways of calming them in a healthy fashion.
5. If we allow matters to develop into crisis, we may find the situation is beyond our skills and neutral mediator could be brought in to assist.

### **Finding the opportunity in conflict**

Conflict can be a catalyst for change, we can regard it as an opportunity to learn about another point of view, to understand a different perspective. Next time you are in a meeting and a potential conflict arises; try thinking oh good, some one is expressing a different point of view.

What an opportunity to explore the issue of greater detail.' Your attitude and your genuine interest in the other point of view will create debate and will encourage others to deal with it positively as well.

### **Exercise 12:**

Participants were asked to consider the following questions:

1. Do I have any unresolved issues with anyone from the past?
2. With whom am I likely to have problems in the future?
3. What are the likely issues?
4. What steps can I take now to avert or resolve these issues?

## **4.4 Developing a Win-Win approach**

Participants were exposed to some unhelpful behaviors, which are often exhibited in conflict:



- Shouting - Avoidance
- Insulting /cursing - Humiliating
- Making accusations - Bringing up the past
- Sulking - Tears
- Withdrawing - Physical violence
- Pretending it is not happening - Giving the cold shoulder
- Becoming resentful - Bottling up our emotions
- Storming off in a huff - Taking revenge/ back stabbing

### **Exercise 13:** Learning to respond

Participants were asked if they have any examples. Add your own.

The following are some of the types of open questions: Make use of WHAT, WHY, WHERE, WHEN, WHICH, WHO or HOW.

Participants were told they can use the following in their conversation:

1. Reflective Question: let me make sure I understand this correctly...is that what you mean?
2. Justifying/challenging question. You say..... how can you be sure? Or when you say .....what do u think is behind this? Or 'what leads you to?
3. Hypothetical Questions: they can help the other person step outside the situation and see it from another angle. What if.....? Or suppose we are unable to.....? What happened if we...?' 'What's the worse that could happen if...?

### Challenging the other person:

#### 1. Vague statements

Statement I don't understand.

Response: what specifically don't, you understand?

#### 2. Generalizations

Statement: No body has anytime for me.

Response: Does anyone ever have time for you? Or Nobody?

#### 3. Comparisons

Statement: I think he is worse that he was.

Response: Worst than what? Or how much worse

#### 4. Shoulding/ musting

Statement: I have to come out on top all the time

Challenge: What makes it necessary? Or 'what would happen if You don't?

#### 5. Statement: I simple can't relax.

Response: what stops you relaxing? Or what would happen if you Did relax?

#### **Exercise 14:**

Participants were asked to cast their minds back to conflict that they were personally were unwilling to resolve. What were your reasons for not wanting to resolve a matter?

Here are some possible explanations (or excuses)

- 'Because I was right (and the other person was wrong);
- 'Because the other person really upset me;
- 'Because I was treated unfairly;
- 'Because I cut them out of my life;
- , Because the other person really don't matter;
- 'My pride wouldn't let me;
- 'Because I felt it would make things worse to discuss it;
- 'I wouldn't apologize on principle;
- Because they owe me an apology;
- 'Because I want to teach the other person a lesson;

There may be possible short-term benefits to us if we leave a conflict unresolved:

- \* We do not need to admit our own parting it.
- We do not risk rejection or humiliation.
- We do not reopen old wounds
- We can maintain our self- righteousness.
- We can continue to convince our selves that we were right.
- Resentment may sometimes give certain people a focus in the life.
- We may enjoy the drama.

You may hear your self say 'I'm willing to reconsider if they apologize' or 'I'll forget about it if they admit they are wrong. Remember, the other party is feeling exactly the same way and saying exactly the same thing. We are opposite sides of the wall, unwilling to budge an inch till the other takes the first step. We refuse to concede and we refuse to apologize. However, it takes two to tango, and we have already seen how behavior breeds behavior. 'A continuing conflict is shared energy. If one withdraws or disengages then the dynamics of the conflict inevitably change in some way.

#### **Exercise 15:**

Let us consider a conflict that we resolved to our satisfaction.

What benefits did we get?

- A deeper understanding of the other person/ issue
- A sense of relief.
- Pride in our abilities
- Enhanced self- esteem.
- A new perspective on life
- Understand someone else's point of view.
- More experience.
- Enhanced interpersonal communication skills.
- Renewed or deepen friendship.

## **4.5 Tools of Conflict resolution:**

### **Mapping a conflict on your own:**

Use mapping to define your own thoughts about a conflict. You can only list the shareholders' needs and concerns as you see them so put your self in their shoes and try to see the situation from their point of view. You will probably not recognize all needs and concerns accurately as you would like. However, the resulting map will still give you a much clearer picture of the conflict and provide you with perspectives that you had not thought of before.

### **Mapping as a mediation tool.**

Some mediators like to use mapping as an additional visual representation of the mediation process.

Mapping involves the following steps.

1. Defining the issue.
2. Identifying all the shareholders.
3. Listing stakeholders' Need and concerns.
4. Reading the Map.
5. Brainstorming solution.
6. Evaluation solution.
7. Designing options
8. Implement the solution
9. Seeking feedback and monitoring the results.

## **4.6 Gathering and Utilizing Information**

### **Background**

Information is crucial to effective leadership. You are getting and giving out information all the time, on all channels. As you learn to elicit high quality information from others, you will become more aware of how you give out information, and more capable of giving high quality information in return (or in the first place).

This tool helps to resolve conflict and helps you to become a keen and intuitive listener.

### **Building Skills**

In order to determine what someone means when they use a certain word or phrase, it is often necessary to ask questions for clarification. There are specific questions which, applied to ask questions for clarification. There are specific question which, applied to generalization, deletion or distortion, elicit clearer version of the speaker's intention. That is, each of the processes used to model the world has a set of questions that will elicit the specific information that has been generalized, deleted, or distorted.

Language Process	Clarifying Questions
Deletion – General <ul style="list-style-type: none"> <li>• I don't understand</li> <li>• I'm afraid</li> <li>• I don't like it</li> <li>• This is the best</li> <li>• He is the best scientist</li> </ul>	"What specifically?" <ul style="list-style-type: none"> <li>• What, specially, don't you understand</li> <li>• What, specially, are you afraid of?</li> <li>• What, specially, don't you like?</li> <li>• This is the best what?</li> <li>• Best among whom?</li> </ul>
Generalisation – Lack of Referential Index <ul style="list-style-type: none"> <li>• They are in opposition</li> <li>• This is hard</li> <li>• No one wants this project</li> </ul>	"Who" or "what, specially?" <ul style="list-style-type: none"> <li>• Who, specifically, is in opposition?</li> <li>• What, specifically, is hard about this?</li> <li>• Who, specifically, doesn't want it?</li> </ul>
Generalization – Unspecified Verbs <ul style="list-style-type: none"> <li>• He rejected the proposal</li> <li>• They ignored me at the meeting</li> <li>• They made me cut the budget</li> </ul>	"How, specially?" <ul style="list-style-type: none"> <li>• How, specially, did he reject it?</li> <li>• How, specially, did they ignore you?</li> <li>• How, specially, did they make you cut it?</li> </ul>
Generalization – Nominalisation <ul style="list-style-type: none"> <li>• I don't get any recognition</li> <li>• I regret my decision</li> <li>• I want help</li> <li>• This is a big problem</li> </ul>	Turn verb back into noun, or specific verb <ul style="list-style-type: none"> <li>• How would you like to be recognized</li> <li>• Does anything stop you from re-deciding?</li> <li>• How do you want to be helped?</li> <li>• What about it is problematic?</li> </ul>
Generalisation – Universal Quantifier <ul style="list-style-type: none"> <li>• I never do anything right</li> <li>• Everyone loves our program</li> <li>• We always lose our budget</li> </ul>	Repeat, or ask for counterexample <ul style="list-style-type: none"> <li>• Never?</li> <li>• Is there anyone who doesn't love it?</li> <li>• Always? Every single time?</li> </ul>
Generalisation – Modal Operators of Necessity <ul style="list-style-type: none"> <li>• I can't finish the report</li> <li>• You have to support this</li> <li>• We must save the rainforest</li> </ul>	"What stops you" or "What would happen ...." <ul style="list-style-type: none"> <li>• What stop you from finishing?</li> <li>• What would happen if I didn't?</li> <li>• What would happen if we don't?</li> </ul>
Distortion – Cause and effect <ul style="list-style-type: none"> <li>• He frustrates me</li> <li>• I'm sad because we lost our budget</li> <li>• He nearly ruined the project</li> </ul>	"How does X cause Y?" <ul style="list-style-type: none"> <li>• How does he make you feel frustrated?</li> <li>• How does losing our budget cause you to feel sad?</li> <li>• How did his actions cause the project to fail?</li> </ul>
Distortion – Mind Reading <ul style="list-style-type: none"> <li>• Everybody thinks I talk too long</li> <li>• I'm sure you know how I feel</li> <li>• I know what he needs most</li> </ul>	"How, specifically, do you know X?" <ul style="list-style-type: none"> <li>• How do you know that?</li> <li>• How can you know I know how you feel?</li> <li>• How do you know what he needs?</li> </ul>

Distortion – Lost Performative <ul style="list-style-type: none"> <li>• It's wrong to believe that way</li> <li>• That's a silly thing to do</li> <li>• This is the right way to do this</li> </ul>	“For whom?” [Follow up with, “In what way?”] <ul style="list-style-type: none"> <li>• It's wrong for whom to believe that way?</li> <li>• Silly for whom?</li> <li>• Right for whom?</li> </ul>
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## 4.7: Non –Verbal Information Gathering:

Because communication is redundant, you can learn to gather information from non-verbal channels as well as listening to and questioning the words people use. For example, by switching perceptual positions, you can gather information about a situation that even the participants may not be able to clearly articulate in words.

### Exercise 16: Stepping into another's Shoes

Participants were asked to pick a partner and, as they walk around the room, follow behind them and mirror, as closely as possible, everything they do: their posture, breathing, rate of movement, what they do with their hands, how they hold their head, how their feet come down onto the floor, whether their toes stick out or are straight ahead, everything you can notice now. Do this for about 2-3 minutes, then trade places.

### Exercise17: Observing behaviours

Participants were asked to pick two partners; as they stand on one side of the room having conversation, go across the room to where you can see them both equally well. Notice everything you can about how they interact: posture, voice qualities, gestures, facial expressions, as if you were a scientist from Mars.

### Exercise 17: Pacing and Leading

Another word for mirroring is pacing. The rule of thumb is, if you want to lead someone to understand your point of view, or get into a better state of mind;

Pace, pace, pace, pace, pace, pace, pace, pace, pace, lead

### Exercise 18: Greeting the Queen

- 1] Groups of six people; one person at a time portray a body language, such as, crossing the legs, hands over head, leaning forward or backward and the other follows.
- 2] The exercise is over when each person has greeted all five other people. ,

## 4.7: Dealing with Angry People

When someone is angry, they often are not thinking clearly. It is important to pace them enough so they feel heard before trying to lead them to another, more rational state.

### Exercise 19 shouting back:

Participants were asked to get into pairs:

- 1] Get into pairs.
- 2] Person A role plays someone who is angry, including voice tone, gestures, posture, words, etc. It helps to recall a specific instance when you were really very angry, to get all the features just right.
- 3] Person B first mismatches person A by using a very soothing voice tone and instructing A to calm down.
- 4] After a few minutes of this, Person B paces Person A, including voice tone, gestures, posture, words, etc., and gradually begins to alter these features to lead person A to a more resourceful state. If it doesn't work, go back to pacing before trying to lead again.
- 5] When Person B is successful, trade places and repeat the exercise.

### Applications

Participants were asked to get into groups of three. How would u apply verbal and non-verbal information gathering and pacing and leading in the following situations?

- 1] You think you understand what your boss wants, but every time you complete something for him, he asks you to add several new aspects.
- 2] Explaining to an angry boss why your report is late
- 3] Getting clear on a politician's objections to your proposed program.
- 4] Motivating a staff member whose proposal has just been rejected.
- 5] Preparing a presentation for a community group.
- 6] Gathering input from various stakeholder groups as part of the EIA process.

### Exercise 20: Responding to Criticism

This skill adds to participant's ability to gather information from criticism while remaining comfortable with the input from the critic.

This activity requires two people, You and a Coach.

#### Step One: Seeing Yourself "Out There"

- A] Get a sense that you can see yourself 'out there' in front of you somewhere. You can put a plexiglass shield between yourself and the "you that's out there," and see the "you that's out there" in black and white, if that helps.
- B]. Make sure the "you that's out there" looks comfortable, and that you back here are in a useful state of excellence for what will follow.
- C] Your Coach can help with this step and the following steps, making sure you stay resourceful during the process.

## **Step Two: see the “You That’s Out There” Being Criticized**

A] Now watch the “you that’s out there” watch himself or herself be criticized. That is, as you watch the “you that’s out there” imagine that he / she is watching another image of himself / herself receive criticism.

B] Make the second image be small and far away, if that helps you and the “you that’s out there” stay in a state of excellence and resourcefulness.

## **Step Three: Picture The Meaning Of The Criticism**

Now , observe the meaning of the criticism. If the meaning is unclear, have the “you that’s out there” ask questions and receive information until you understand the meaning of the criticism, then move to the next step.

## **Step Four: Evaluate the Information**

Evaluate the information as objectively as possible and decide what parts of the criticism have some validity to you, and what parts you may have a different opinion about.

## **Step Five: Decide on a Response**

Now that you have enough information, you can choose how to respond to the criticism. You may agree with those parts you understand to be valid, and even apologize if that action seems warranted. You may want to help the critic understand your previous behavior in a new way, by explaining your reasons (now that you know more about the meaning of their criticism, You can help them fit your behavior into their framework). You can also ask what you can do differently to either clear up the situation or prevent

it from happening again. After evaluating the critic’s response, you can choose what to do, and tell him/her about it.

There may be times when your information-gathering reveals how very differently you and the other person think about the situation. You can choose to “agree to disagree”, and you can even choose to sever your relationship with the other person. At least you have choice in the matter!

## **Step Six: Future Pace**

A] If you choose to do something differently in the future, watch the “you that’s out there” actually perform the new behavior in the appropriate situation.

B] Repeat Steps One –Six four times using different examples, focusing on those types of criticism that have been difficult for you in the past.

## **Step Seven: Incorporating Your New Resources**

A] Let the plexiglass shield melt away, and move over to where the “you that’s out there” has been engaging in new behaviors.

B] Thank that “you that’s out there” for being so helpful in this way.

C] Incorporate the “you that’s out there” into your being (use whatever method is meaningful to you –some people imagine the “you out there merging with their body; others reach out and bring the “you out there” into the body. By incorporating the “you that’s out there” you are incorporating all responses he/ she learned and making them automatic in any future situations of criticism.

**Lesson learnt:** Participants said that those exercises help them to start a discussion and find out information so that they can really determine what the issues are. They got the opportunity to explore various ways of asking questions, varying tone and posture to get the varying information. When we communicate we must be genuine and our body language is very important for genuine communication. Sometimes when people ask questions, people feel as though we are interrogating them. When you question people, and they are weak in response because they do not want to be questioned, therefore your body language is important. Sometimes we need to give reasons for asking questions.

Words like ‘always’ are questionable because most times things do not happen all the time. There should be some difference in how/who we question in some situations and the persons involved. The situation merits the approach. The environment is also important; people need to feel comfortable.

## 4.8 Developing and Maintaining Rapport

The basis for rapport is matching or mirroring another’s behavior. This can be done in the visual, auditory, and kinesthetic sensory systems.

The exercise for building rapport was carried out and participants were able to match posture and put themselves in the other person’s position. Application of this approach can be made to various situations. The tools for gathering information can be applied to the work environment and other real life situations.

## 4.9 Negotiation Practice / Role Play

The facilitation presented a power point presentation on the different stages of negotiation which outlined the steps to follow in gathering information, planning the first session, during the session and closing the deal in negotiations.

### Exercise 22

Participants then planned a negotiation with on a hypothetical issue and went through the exercise of negotiating a deal. Both sides were introduced and they proceeded with the negotiation by the flipping of a coin. They proceeded to negotiate on the issue of access to oranges sold to the company and the use of ancestral lands. Participants negotiated their



positions and the company drove a hard bargain. Due to the urgency of the situation, the villagers were willing to concede but the company made the negotiation very difficult. On finding out that the old lady fell ill, the CEO conceded to give over the oranges. Both parties were contented with the outcome of the orange issue.

The next issue to be addressed was the ownership of the land. Negotiations ensued on this matter and both sides were unwilling to come to a compromise. The land issue has become a Government one and will go to the high court for litigation. They signed the agreement on the decisions reached and dismissed the proceedings.

#### Discussion/Observations:

The village did not use their power effectively. The power of authority played an important role here because the CEO knew he had the oranges and was trying to use that to his advantage as much as possible. The CEO drove a hard bargain and only when the issue affected the CEO that is when he conceded. The village did not use their power as much as they should have. The mediator did a very good job in controlling the arbitration. The village allowed the CEO who did not have sufficient power to control the land issue to dictate.

#### Exercise 23

Participants were invited to video presentation on handling crises in the workplace:

**Comments on Video:** Crisis will always occur and you have to do your best to make the right decision. In management and planning, one has to be very careful how you do things because of the repercussions. Our culture is being penetrated and we need to be able to manage conflicts better not only from the wrath from others but also from the economic repercussions. We must not allow personal issues to affect our interactions.

## 5.0 Workshop Evaluation:

During the second day of the workshop evaluation forms were given out to all participants for their feedback. From the returned evaluation forms sixteen participants listed the workshop as excellent, six as good and one person listed it as fair.

Participants listed the following comments as what they liked most about the workshop: the demonstration and role play session; group exercises; ground rules; the way people interact with each other; the teaching methods with multilayered teaching, video, powerpoint, posters, charts [training aids good for the soul]; the way the information was presented; the way the facilitator explain everything; activities was interesting; friendly people; how to deal with conflicts; six paradigms of human interaction; stepping into another person's shoe; general participation; discussions after each exercise; listening to different person's point of view; set up of the workshop; the togetherness of everyone; and educational nature of the workshop.

Participants listed the following comments as what they would have liked improved in the workshop: getting young people to participate; getting more group leaders, managers of business involve in these seminars; organize more similar courses; it could have been longer; public awareness of these principles; more handout for practice; starting on time; more group involvement; more funds available for a larger ordinance and people; the purpose of the exercise outright; video tape the role play for restudy; ground rules poster need bigger letters; too many

long periods of time between speaking; theoretical part too long, too dry; the noise trouble in the back ground during sessions; reading and understanding

## **6.0 Conclusion:**

The facilitator thank everyone for their participation and attendance and reminded them that conflict comes from within so they must try to understand and if necessary adjust their map of how things are supposed to be. Many participants express their sentiment of how appreciative they were for understanding the nature of conflict and wanted more of these types of workshop to be held. A principal present thought it was one of her best workshops and wanted to know if the facilitator can take the workshop to schools.

The participants showed their eagerness to acquire new or refreshed knowledge by the questions asked and their willingness to participate in the role plays during the sessions. The discussions throughout the workshop were stimulating since most people could have related the topics / issues to their personal experiences.

The workshop concluded with a vote of thanks from Coordinator of the GEF Project, Mrs. Virginia Fleary-Noel. At the end of the workshop, participants were given their certificates of participation for their involvement in the Workshop. In the end, the workshop met the general expectations of all the participants. The overall outcome of the workshop as indicated by the participants and viewed by coordinating body and facilitators were deemed as a total success.

## **7.0 RECOMMENDATIONS**

Participants expressed an eagerness for these types of adult learning and relearning types of self enhancing / development style of workshop for community groups, organisations and businesses. They strongly recommend that these workshops be done on every island.

## Appendix 1

### The negotiation skills and conflict management workshop for community groups and NGOs

NAME	ADDRESS	ORGANIZATION	PHONE	E-MAIL
Michelle R. Boatwain	Six Roads	R.G.P.F	443-7924/443-7482	
Desmond Nicholas	Hillsborough C'cou	R.G.P.F	443-7482/443-7840	
Alexcia Cooke	Clifton Union Island	Sustaniable Grenadines Project	485-8779	
Ronald Gittens	Mt. Pleasant	M.B.G.B.D.O	414 2285	
Maurice Blaize	Hillsborough C'cou	C'cou & P.M Development Foundation	443-7317	<a href="mailto:AmBePa@Aol.com">AmBePa@Aol.com</a>
Cuthbert Cyrus	Bayaleau	Bayaleau Development Committee	443-8825/7790	
Sylvester Tannis	Beaquia	B. Mission BDPO	457-3934/529-0993	
Donnesther Wilson	Beausejour	NDC Womens Group	443-6016	
Janelle Alexander	Bogles	Bogles Cultural Youth Group	443-8858	
Princess John	Hillsborough C'cou	Silver Beach/ C'cou Development Committee	443-7337/403-9724	
Corine Mc. Donald	Bayaleau	Bayaleau Development Committee	443-6192/7781	<a href="mailto:Dover.gov@hotmail.com">Dover.gov@hotmail.com</a>
Olga Joseph	Lauriston C'cou	Ades Dreams	443-7317	
Hansel Henry	Canauan	Club Nuevo	1-784-455-4279	<a href="mailto:henryHasel@hotmail.com">henryHasel@hotmail.com</a>
Callista Mc. Intosh	Limlair	Bayaleau Development Committee	443-8040	
Jeremiah Jones	Union Island	SGWTA	458-8483	
Margaret Wilson	Union Island	Union V.A	529-7606	
Winston Simmons	Bequai	African Pride Water Front Services	1-784-593-3986	
Julia Naundorf	Clifton Union Island	Sustaniable Grenadines Project	485-8779	
Claudia Nagel	Main Street, Hillsborough	C'cou & P.M Tourism Association	443-7882	
Ronalyn Mitchell	Brunswick		443-7089	
Virginia Fleary-Noel	Petite Carenage C'cou	President C.E.C	443-8977	
Barbarann St. Hillaire	Windward C'cou	C.E.C	443-7156/449-2008	
Martin Barriteau	Hillsborough C'cou		447-8977	
Kasheika Exeter-Joseph	Lesterre C'cou	C.E.C	405-3015	
Alsion Simons	Brunswick	R.G.P.F	443-7482	

Kathy-Ann Jones	Carriacou	CEC	443-8977	
Subrena Adams	Windward C'cou	Windward Womens Group	443-6328	
Alison Se.....	Brunswick	R.G.P.F	443-7482	
Jessel Grant	Hillsborough C'cou	R.G.P.F	443-7840/7482/406-0790	<a href="mailto:Silverbeach@caribsurf.com">Silverbeach@caribsurf.com</a>
Marilyn Thompson	Limlair		443-8756	
Virginia Fleary-Noel	Carriacou	CEC	443 8977	

## **APPENDIX 2: REPORT ON RECORD KEEPING, OFFICE PROCEDURES AND BASIC ACCOUNTING**

**Strengthening environmental stewardship among major stakeholders in the Grenadine Islands**

**(The Grenadines Water Taxi Project)**

**and**

**The Sustainable Grenadines Project**

### **REPORT ON RECORD KEEPING, OFFICE PROCEDURES AND BASIC ACCOUNTING WORKSHOP**



**Clifton, Union Island  
September 6<sup>th</sup> – 7<sup>th</sup>, 2006**

**Facilitators:  
Valgine B. Francis  
Jeanneth Johnson**

**CEC**

**SGP**



## **Strengthening environmental stewardship among major stakeholders in the Grenadine Islands**

### **RECORD KEEPING, OFFICE PROCEDURES AND ACCOUNTING REPORT**

A project implemented by:

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

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

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

Funded by:

The Global Environmental Facility, Small Grants Fund



The European Commission



The Lighthouse Foundation



September 2006

Cover photo: Participants from Petite Martinique completing their worksheet

Citation:

CEC and SGP. 2006. Record Keeping, Office Procedures and Accounting report. Strengthening environmental stewardship among major stakeholders in the Grenadine Islands, Hillsborough, Carriacou, Grenada, 6 pp.

## Introduction

The Sustainable Grenadines Project (SGP) is a local trans-boundary initiative looking to strengthen and empower local communities from Carriacou to Bequia in protecting their environment and livelihoods in the Grenadines. The project is being implemented by the University of the West Indies, in collaboration with national NGOs, CBOs and Governments of Grenada and St. Vincent.

In this regard, the Sustainable Grenadines Project (CERMES of UWI) and The GEF Small Grants Programme for Strengthening Environmental Stewardship among Stakeholders in the Grenadines Island Project, along with the Carriacou Environmental Committee (CEC), the Carriacou and Petit Martinique Water Taxi Association (C.P.M.W.T.A.) and Southern Grenadines Water Taxi Association (SGWTA), have engaged the services of the Grenada Development Bank/Small Enterprise Development Unit in facilitating a two-day workshop on "Record keeping, Office Procedures and Accounting for Community Groups and NGOs of the Grenadines" on September 6 & 7, 2006 at Uptown Supermarket Facilities, Clifton, Union Island.

A total of 34 persons registered for and completed the workshop. Participants came from various organizations including Water Taxi Associations, HIV/AIDS Committee, Lions Club, Environmental committee, Church Groups and various community and non governmental groups (*see attached list*).

The course was coordinated by The Sustainable Grenadines Project and facilitated by Valgine B. Francis, SEDU and Jeanneth Johnson, Accounts Clerk, Grenada Development Bank.

## The Course

The Workshop aimed at providing participants with simple bookkeeping, basic accounting and Office procedure skills that will enable them to build institutional memory by keeping accurate records of meetings, organizational correspondence and activities, thus enabling them to operate and function in non profit organizations.

## Objectives

- To demonstrate to and educate participants on various financial information which should be kept by them
- To provide a simple, accurate and timely record keeping system for small business persons
- To enlighten participants on basic accounting and office procedures.
- 

The following are some of the areas that were covered during the sessions.

- ❖ What is Record Keeping?
- ❖ The importance of keeping records
- ❖ The types of records to be kept and how to keep them
- ❖ Communication – written & oral
- ❖ Filing – Methods
- ❖ Determining capital needs
- ❖ Formulating the financing plan
- ❖ Calculating annual expenditure

- ❖ Cash Management
- ❖ Sources of Financing



***Day 1 - Participants in session with Facilitator (Valgine B. Francis)  
(Records Keeping & Office Procedures)***

The facilitators combination methodology of Power Point presentations, lecturing and Practical/demonstrative exercises held the attention of the participants who displayed an eagerness to increase their knowledge on the subject by participating fully throughout the duration of the sessions. The Workshop concluded on September 7, 2006 with a short ceremony and presentation of certificates of participation.



***Union Island Participants***



***Carriacou Participants***





***Bequia Participants***



***Petite Martinique Participants***

### **Evaluation (Sample copies attached)**

Participants shared the view that the workshop was timely but too short and should be for a longer period. Though some of the participants were previously exposed to record keeping, office procedure & basic accounting at certain degrees they saw this course as a refresher to their knowledge while others captured the opportunity to engage in new learning and upgrade on a professional basis, their limited knowledge of the subject. Participants felt there should be more practical exercises especially in accounting so as to allow better understanding of the subject area.

The Facilitators were rated as quite knowledgeable on the subject areas and having the ability to bring home practical demonstrative examples on the different areas at a level that all concerned can appreciate and understand.

Participants stated their interest in attending other workshops to complement the Records Keeping, Office Procedure and Basic Accounting workshop. They stated their interest in an advance level to the said workshop, Marketing, Customer Services, Project Planning/writing, Tourism, Computer (Documentation & Spreadsheet), Financial Management and beautification of community.

Ninety-five percent of the participants complained about the discomfort at the workshop venue, while a small percentage complained about the living accommodation and meals.

### **Challenges**

The following challenges were noted:

- ❖ The duration of the course did not allow for extensive discussion on other areas relevant to the subject.
- ❖ The facility where the sessions were held were extremely hot on both days
- ❖ Participants general attitude as it relates to accommodation

## Recommendations

Stemming from the responses to the evaluation by the participants and other observations, I would like to recommend the following:-

- ❖ A follow up session coupled with visitation to the groups represented at the workshop to view their progress.
- ❖ Venue for future session is more accommodating.
- ❖ Representatives to be briefed on the subject to be discussed at the session prior to selecting them as participants.
- ❖ Ensuring participants commitment and interest in Workshop being offered.

Generally the programme was well attended and executed. The coordinating body (SGP) did a very good job in organizing the workshop and getting participants from a wide cross section of the community to attend the workshop. The participants showed their eagerness to acquire new or refreshed knowledge by the questions asked and their willingness to participate in the role plays during the sessions.

The overall outcome of the workshop as indicated by the participants and viewed by coordinating body and facilitators were deemed as a total success.

Report prepared by Valgine B. Francis.

## List of Participants

1. Raison Compton	PFSCEO	15. Kisha Bowen	YHS4-H Club
2. Trish Williams	PFSCEO	16. Crystal Francis	PMCYM
3. Jasmine Glynn	BTA	17. Kayon Roberts	PMCYM
4. Shari Ollivierre	BTA	18. Marcia Simmons	Lions Club
5. Calista McIntosh	BDC	19. Kent Phillip	LSSSC
6. Trevlyn Cox	CEC/BDC	20. Sonia George	LSSSC
7. Asha Douglas	NDC	21. Martisha Simon	CEC
8. Nikita Bethel	PMCYM	22. Aisha Steele	
9. Jennifer Noel	BDC	23. Margaret Wilson	Lions Club
10. Karlene St. Hillaire	CEC/CPMWTa	24. Monty Laborde	SGWTA
11. Kisha Noel	TOTN	25. Jeremiah Jones	SGWTA
12. Abigail Hazell	CBH	26. Nicole Delpeche	UITB
13. Wendell Rock	CPMWTa	27. Kim Bethel	CPMWTa
14. Elizabeth Jones	CEC	28. Virginia Fleary/Noel	CEC

## APPENDIX 3: REPORT ON PROPOSAL WRITING WORKSHOP

Centre for Resource  
Management and  
Environmental Studies



University of the West  
Indies  
Barbados

Projects  
Promotion Ltd.

St. Vincent and  
the Grenadines

Supported  
by the:



LIGHTHOUSE FOUNDATION

Carriacou  
Environmental  
Committee

Carriacou, Grenada

Caribbean  
Conservation  
Association



Barbados

### *THE SUSTAINABLE GRENADINES PROJECT*

#### SUSTAINABLE INTEGRATED DEVELOPMENT AND BIODIVERSITY CONSERVATION IN THE GRENADINE ISLANDS

#### Report of the Proposal Writing Workshop



Facilitated by

**Aden Forteau**

**Melodies Guest House, Petite Martinique**

#### **Sustainable Grenadines Project (SGP)**

Clifton, Union Island, St. Vincent and the Grenadines

October, 2006

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Cover photo: Participants from Union Island working on their Proposal, Melodies, Guest House, Petite Martinique.

### Citation:

SGP. 2006. Report of the Proposal Writing workshop, Melodies, Guest House, Petite Martinique, October 19 – 20, 2006. Sustainable Grenadines Project (SGP), Clifton, Union Island, St. Vincent and the Grenadines, 8 pp

## **Background**

Most NGO's, small business persons, community groups and organizations in the Grenadines are interested in sustainable environmental and developmental initiatives for the islands. Despite their enthusiasm in environmental projects, the much-needed financial resources necessary for implementation are lacking. In order to tap funds from donors for sustainable environmental and developmental initiatives, skills in effective and efficient proposal writing is required. Since most of the small scale environmental organizations were deficient in the techniques and skills of proposal writing, training was therefore necessary.

In this regards, the Sustainable Grenadines Project (SGP) in collaboration with donor (The Lighthouse Foundation), engaged environmental organizations, non-governmental organizations, community groups and governmental organisations in the Grenadines and contracted consultant, Aden Forteau, to facilitate a two days workshop in Petite Martinique on proposal writing.

## **Objective**

To provide strategic and relevant information and techniques in proposal writing for NGOs, small business persons, civil servants and community groups through a process of facilitation that yields active participation, understanding and to achieve enhanced proposal writing skills.

## **Methodologies and Activities**

The methodology adopted was designed in such a way that at the end of the workshop each working group / participant will develop their own proposal. After the presentation of each component of the proposal corresponding questions were given to participants. On completion of answering the questions, the participants would have successfully written the particular component. After answering the questions to all of the components of the proposal then the participants would in effect write the entire proposal.

Documents were prepared with the various components of proposal writing namely:

- a) Executive Summary
  - b) Statement of Need
  - c) Project Description
  - d) Budget
  - e) Organizational Information
  - f) Conclusion and what happens after the submission of proposal to donor.
- Questions were developed for each of the above components of a proposal.
  - Power point presentations were made for the various components (one at a time),
  - Questions, discussions and clarifications on presented materials
  - Dividing of participants into working groups that reflect similar organizational objectives etc.
  - Distribution of questions that corresponds to previous presented component of a proposal to participants.
  - Work along with groups to answer questions of all components of the proposal.

- Presentation of the various components by different groups after the questions for the particular component was answered.
- Discussion and questions on material presented by group among all working groups / participants. (The process continues until all the components were covered)
- Discussion on what happens after proposal submission
- Evaluation of workshop by participants
- Issuing of certificates to participants

## **Participants**

A total of 38 individuals participated in the workshop (see attendance list in appendix) and consisted of NGO's, Youth, Community and House officers in the Department in the Ministry of Carriacou and Petite Martinique affairs, Club representatives, Grenada Rural Enterprise Project (G-REP), Environmental Organizations, Youth Groups, Tourism Sector, Museum and Ecological Society and Development Committees.

## **Workshop Outcome and Lessons Learnt**

### **Outcome**

Undoubtedly the outcome of the workshop can be considered very positive and beneficial to all participants (see evaluation comments). The participants were satisfied that the materials produced at the workshop meet and in some instances surpassed their expectations. They understood the components of a proposal and were also clear on the elements of each component. As a consequence, representative members of the various groups and organizations were confident that they could write successful proposals. In general, the participants were convinced that their proposal writing skills and techniques increased significantly. In addition, the workshop also provided an avenue for participating groups and organizations to familiarize themselves with each other and lay a foundation for networking, liaising and collaboration.

### **Lessons Learnt**

Lessons learnt from the workshop are as follows:

- Materials for presentation and circulation in workshop must be at the level of participants.
- Facilitator must identify participants that are slower in grasping the concepts and application techniques and spent more time with them.
- Individuals within working groups that are quicker in becoming clear on all issues / questions of the various components of a proposal must discuss with other members that are slower to bring them on par.
- Active group participation and discussion must be a priority.
- Particular attention must be paid to problems / difficulties and immediate action must be taken to bring clarity
- The duration of workshop should be sufficient to ensure that most participants if not all are satisfied / benefited.

The success of the workshop can be largely attributed to the fact that the points under lessons learnt were satisfied, thus resulting in positive outcome as indicated above.

## Evaluation

Prior to the issuing of certificates to participants and the closing of the workshop, evaluation forms were given to all participants to complete / fill out. The forms consisted of six categories as follows:

- a) Presentation of materials;
- b) Working with groups;
- c) How relevant was the presented materials;
- d) To what extent can they now write a proposal;
- e) To what extent did they follow the guidelines for proposal writing and
- f) Any comments

The above were given a score under one of the following five categories: (Excellent, Very Good, Good, Fair and Poor). From these categories, excellent was given the highest score, followed by very good, then good followed by fair and poor being the lowest score. The results of the participant's evaluation are summarized in table one below.

The comments are clear indication that the participants were satisfied with the outcome of the workshop. It seems quite obvious that they digested the deliverables and were confident that they can now write successful proposals. They applauded the workshop organizers and facilitator and suggest that workshops of this nature be held more often. See Appendix 1 for representative examples of some participant's comments.

**Table 1. Summary of Participant's Evaluation**

Category	Scores					
	Excellent	Very Good	Good	Fair	Poor	With No Answer
Presentation of materials	41 %	47 %	9. %			3 %
Working with groups	44%	41 %	12 %	3 %		
How relevant was the materials	44 %	44	9%			3%
To what extent can you now write a proposal	19	47	25	9		
To what extent did you follow the guidelines for proposal writing	34	44	19	3		

## Conclusion

The methodology adopted in this workshop was one that truly takes into consideration the levels of the participants and the various organizations / institutions that they represent. The materials were presented in a form that made learning easy and interactively tempting. The participants expressed high levels of satisfaction not forgetting to mention that the workshop was a success.

**Appendix 1** (Example of Some Comments in proposal writing workshop 19<sup>th</sup> -20<sup>th</sup> October 2006)

- It was a brilliant idea to make this workshop more practical. I do hope though that even if it was excellent, that the next workshop like this will be much better and improve. Continue the good work. Hope a workshop like this can happen on Union Island.
- It was a very educational workshop for me. I learn a lot for the two days.
- The information presented was very timely and informative. I am now in a better position to develop a project idea. I recommend that projects of this nature in the future be longer giving the coordinators the chance to evaluate and make necessary correction to individual projects.
- I applaud the efforts being made to provide such workshop. The workshop helps to empower the various groups and the communities that they serve in. I hope that there will be a workshop to train trainers on proposal writing.
- I believe the workshop was a success and I hope that there are more in the future.
- This workshop was a learning process; it helps us to be good leaders / members of group and how to be in contact with overseas donors. Thank you
- The workshop was straightforward and interesting. I have learned a great deal of proposal writing. Bearing in mind I have never write a proposal before. Thanks Mr. Martin Barriteau , Mr. Aden Forteau and the workshop group for making this a success.
- Must say thanks to Mr. Aden Forteau for giving a good lesson on proposal writing. This information, I will use to the best of my knowledge and thanks to Mr. Barriteau and Miss Cooke for inviting me to this workshop. Thank you. Thank you.
- I think that it is essential to continue these types of workshops so as to help individuals and other interested organization to access the correct channels to obtain information, in this case grants / funding
- This workshop, I learn very much ideas, it gives me the advantage to learn and also gain. I wish to keep on learning
- More time should be given in order for individuals to write their own proposal and then make their presentation on an individual level. In addition the workshop was rather informative and educational. Well done Aden, Big Up.



**(Participants in proposal writing workshop October 19th -20 2006)**

<b>No.</b>	<b>Name</b>	<b>Organisation</b>	<b>Position</b>	<b>Phone</b>	<b>Email</b>
1	Diana DeRoche	Youth Department in the MoCPMA	Youth Officer	443-9228/443-9007	Dee_dianaderoch@yaho.com
2	Samuel Debique	Roots Connection Culture Club	President	532-5850	
3	Donisha Roberts	MoCPMA	Community Dev't Officer	443-9067 (w)/449-6070 (c)	Donisha_033@hotmail.com
4	Margella Bethel	MoCPMA	Housing Officer	443-9003/443-9067	
5	Vernilia Noel	Bishop's College	Teacher	443-7946 (w) / 443-8146 (h)	Vv_noel@hotmail.com
6	Chadlyn Calliste	LSSSC	PRO & Assistant Treasurer	420-1454 / 443-6041	
7	Vern DeRoche	PM Cultural and Aquatic Club	President	443-9219	derochevern@hotmail.com
8	Brenda Alexis	G-REP(Grenada Rural Enterprise Project)	Coordinator	443-8151	
9	Shevon Duncan	Hamilton, Bequia		529-9190	pasonatelo@hotmai.com
10	Anthony Compton	Paget Farm Gov't School 4-H	Adult Leader, Teacher	527-3875 (c) 457-3045 (w)	Larry_c@hotmail.com
11	Marsha Gregg	UNESCO Bequia Sandwatch/SIV Group	Secretary/Assistant Coordinator, Teacher	532-0631 (c) 458-3385	bbbinone@yahoo.com
12	Raison Compton	Paget Farm Sports, Cultural and Environmental Organisation	President	526-8856 (c)	pagetfarmsceo@yahoo.com
13	Rosik Bynoe	Paget Farm Sports, Cultural and Environmental Organisation	Member	533-4241/457-3197	
14	Orissa Malcolm	Bequia United Progressive Organisation (BUPO Bequia)	Member	529-1722/458-3562	orissamalcolm22st@msn.com
15	Debralyn John	Bequia Sandwatch Group	Assistant Teacher	593-0976	debbycry@yahoo.com
16	Ann Harvey	Young Help Striders 4-h Club	Adult Leader	430-5468	Cinder4ever2003@yahoo.com
17	Eleatha Myers	Young Help Striders 4-h Club	Secretary	593-7653	Eleatha17@hotmail.com
18	Trevlyn Cox	Bayaleau	Student		trevolinaempress@hotmail.com
19	Calista McIntosh	Bayaleau	Housewife		
20	Kim Bethel	CPMwTA	President	418-6291/404-0279	
21	Jeremiah Jones	SGWTA/Gov't of SVG	PRO/Field Offier	533-4833	
22	Ricky Alexander	MEDO	Treasurer/Accountant	531-1306	
23	Shyanc Adams	Union Island Museum and Ecological Society	Treasurer/Accountant	532-2912	Shark_aka@hotmail.com

24	Julianne Adams	Bayaleau Development Committee	Member	443-6105	
25	Franklyn Scott	CEC/Belair Youth Movement		443-8010	
26	Kayon Roberts	PM Youth Group	President	443-9191/415-5959	
27	Odinga Blair-Charles	PM Youth Group	Coordinator	443-9243	
28	Gary Blair	PM Youth Group	Vice President	443-9275	
29	Cecelia St. Ignac	PMWO	President	443-9262/4439198	
30.	Wallace Collins	MT. Royal Progressive Youth Movement	President	443-7655 / 404-5681	
31.	Donnalyn Hutchinson	Union Island Tourism Association	Secretary	527-2668	
32	Roseman Adams	Union Island Tourism Association	President	526-4500	youngbuffalo@yahoo.com
33	Jeanette Augustus	Union Island Tourist Information		458-8350	
34	Nicole Delpeche	Union Island Tourist Information		458-8350	
35	Marslyn Lewis	Christ Is the Answer Youth Group	Committee Member	494-0488	
36	Alexcia Cooke	SusGren	Project Dev't and Admin. Officer	485-8779	
37	Martin Barriteau	SusGren	Project Manager	485-8779	
38	Shelly Patrice	LSSSC		443-6061/443-8947	tallgurl_120@hotmail.com

## **APPENDIX 4 (A): REPORTS ON SEAMOSS TRAINING ATTACHMENT**

### **Seamoss Farming Training Report**

**Name:** Mr. Ricardo McGillivray

**Location:** Ashton Union

**Date:** 5<sup>th</sup> - 7<sup>th</sup> November 2006.

The experience of receiving this training was a good one and it gave me better ideas of how to do seamoss farming on my own. I now have the knowledge and skills of using the ropes which I did not know before. The rope is a lot easier than using bamboo, which I did before. The major learnings for me were the way the moorings were built using concrete in tyres and the knowledge and skills gained in seamoss planting.

I think the presenter was good at teaching seamoss farming. He did a great job of training how to setup a farm and plant seamoss.

I will utilize what I have learned by getting the other youths and groups involve when I am setting a plot in Windard Carriacou with the help from the Sustainable Grenadines Project. By this way people will have other means to having a better life. I already have a team of four persons who will join me in the cultivation of this seamoss farm.

The only problem I had in Union was with my accommodation at Clifton Beach Hotel. There was no water in my room.

I am sincerely thanking the Sustainable Grenadine Project and Mrs. Virginia Fleary-Noel of CEC for that opportunity.

## **APPENDIX 4 (B): REPORT ON SEAMOSS TRAINING ATTACHMENT**

### **Sea moss Farming Training Union Island**

**Name: Kimani Martineau**

My Training in Union Island ran from November 5<sup>th</sup> to November 7<sup>th</sup> 2006. Through out this three (3) days programme I obtained a high level of knowledge and practical skills, which includes most of the back ground information on what is needed to begin sea moss cultivation and those skills needed for seeding and setting up a Sea moss Farm.

Some of the many highlights that came out of this training were:

1. The simplicity of the method used in the training, in terms of material and efficiency of this method of cultivation.
2. The level of community support given to this project: I witnessed a high degree of interest and cooperation in the community where this training project was implemented.
3. A representative from the Fisheries /Coast Guard Department supported in helping to identify sustainable sites for setting up the farms.
4. The organizers mission and interest in identifying this urgent need for such training.

This training has helped me to better understand what is required to achieve success in Sea moss Cultivation.

This experience gained from the training will certainly be implemented in the community of Petite Martinique.

I would like to add a special 'thank you' to Carriacou Environmental Committee and the Sustainable Grenadines Project for organizing and making this training a reality and success.

Thank you:

Kinami Martineau

10<sup>th</sup> December 2006

Petite Martinique

Grenada

Tel: 473-443-7047

## APPENDIX 4 (C): REPORT ON NATURE TRAILS DEVELOPMENT ATTACHMENT IN ST. LUCIA

### TOUR GUIDE & TRAIL DEVELOPMENT WORKSHOP FOR THE SUSTAINABLE GRENADINES PROJECT

20<sup>th</sup> – 23<sup>rd</sup> November 2006

The information gathered in St. Lucia was very informative and comprehensive. Most of the structures and plans applied in St. Lucia are applicable here even though it is on a smaller scale.

We were taken on a well guided tour by: Ms. Sylvie Raymond of the Ministry of Agriculture. We toured different sites to gather first-hand information on Tour Guide Operation and Trail Development.

#### 20<sup>th</sup> November

At union we looked at Trail Layout. The following areas were looked at:

1. Medicinal Garden, Plant life, scientific names and uses.
2. Picnic areas
3. Gazebos/ Rest areas
4. Storage

The importance of **Interpretation Centres** was also highlighted while tour in **Union**.

Our training and tour then took us to **Forestiere** where we were trained further in Site Selection.

1. How to determine Trail Route
2. Identification of interesting features and scenic areas along with **conservation** and **Safety** measures which include: Railings along Trail Paths, Surfacing of Trails etc.

#### En Bassaut – 22<sup>nd</sup> November

At this site we looked at **Trail Construction**.

1. Trail Blazing
2. Track Clearing
3. Construction of Steps
4. Surfacing

The development of this particular part of Trail Development could immediately go into effect taking into consideration the virginity of our eco-system. Trail Construction should definitely be the foundation for Trail Implementation.

We also looked at **Trail** Maintenance and Emergency Plan.

#### **Des Catierr 22<sup>nd</sup> November**

We were introduced to Tour **Guiding** and Layout of Trail Infrastructure here we looked at:

1. Welcome Arrows
2. Toilets
3. Parking Space
4. Water Stations and Storage

#### **Barree D Isle 23<sup>rd</sup> November**

Our work-shop and training ended with a session on Development Functions and Operation of self-guided trails.

Please find other documents in relation to the Trail Development work-shop held in St. Lucia. The attachment was funded by the Sustainable Grenadines Project.

Signed:

Mr. Terry Felix

## **APPENDIX 4 (D): REPORT ON NATURE TRAILS DEVELOPMENT ATTACHMENT IN ST. LUCIA**

### **REPORT ON TOUR GUIDE & TRAIL DEVELOPMENT WORKSHOP FOR THE SUSTAINABLE GRENADINES PROJECT**

**Name:** Keron Caesar of Petit Martinique.

Dear Sir/Madam,

I Keron Caesar, went to St. Lucia through the Sustainable Grenadines Project to learn about tracks and trails development. I learnt a lot which has given me added knowledge and skills about different trails and their designs during the one week training.

- A trail should not be less than 3 ft wide,
- Certain areas should be dug on the track to decrease the steepness /height of the trail.
- The different herbs, plants, trees and their medical garden

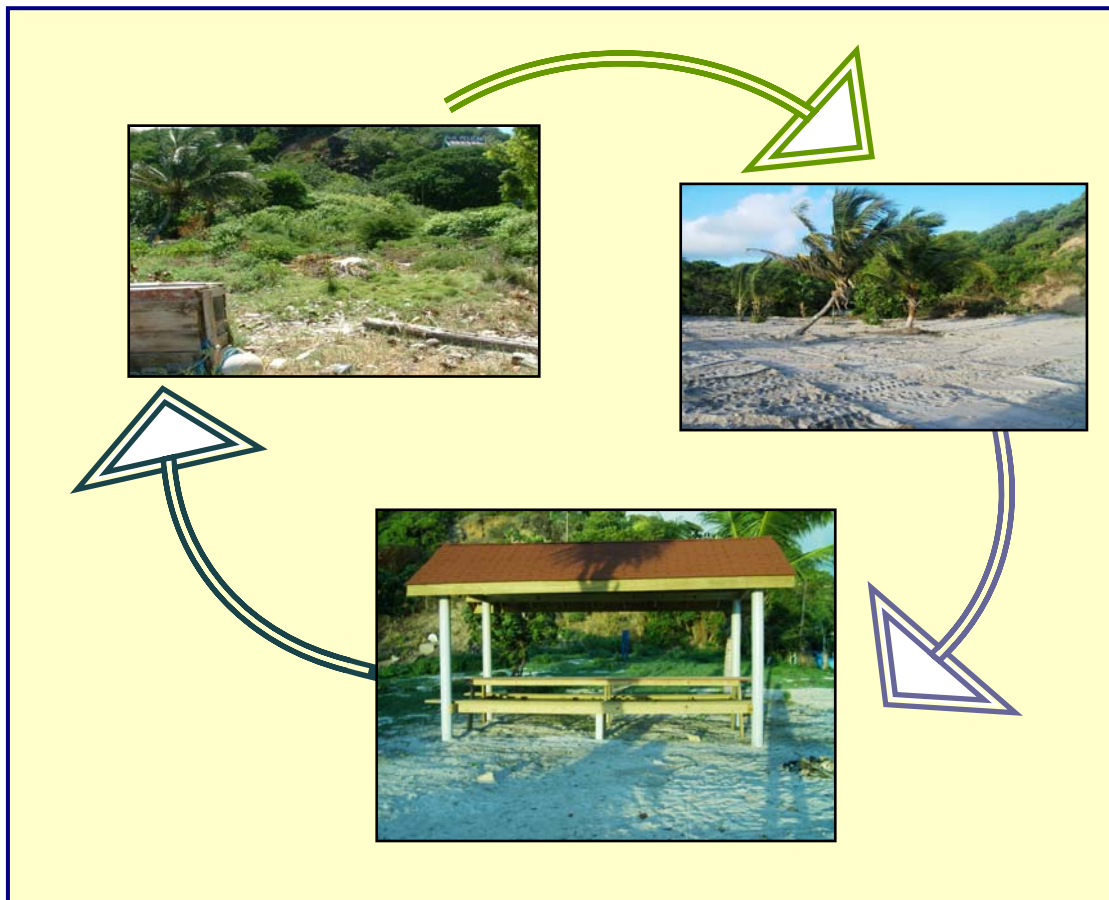
It was a great experience for me and I intend to build a better tourist attraction and a trail to the highest peak in Petite Martinique, which is called the Piton.

And I am saying thanks to the Sustainable Grenadines for giving me this opportunity.

Sincerely,

Keron Caesar

## APPENDIX 5A: REPORT ON THE DIABLO BEACH ENHANCEMENT PROJECT



Clifton, Union Island  
St. Vincent and the Grenadines  
November, 2006



## Introduction

Union Island is the most southerly of the St. Vincent Grenadines. It has diverse terrestrial vegetation ranging from savannah, thickets, mangroves, complex forest systems to secluded white sand beaches; its marine environment is equally impressive.

Despite its outstanding natural beauty, Union island, with its small airport is principally used as a gateway to many of the surrounding islands. Whilst a significant proportion of the local population work in fishing or tourism related activities, there is a high unemployment rate on the island and little prospect for diversification at present.

One of the most important reasons why this project was selected was because of the importance of the environment to the survival of Union Island as a tourism destination and by extension the economic survival of this small island and the environmental degradation of the coastal areas.

The Grenadines, and even more so Union Island because of its distance from the mainland, needs tourism to “stay alive”. In an effort to do this the Union Island Environmental Attackers adopted the Diablo Beach in Clifton. This beach is therefore our responsibility and the club has undertaken several cleanups and enhancements to make the beach an attraction. The organization successfully sought funding for the Diablo Beach Enhancement project from the Sustainable Grenadines Project. The project was developed with the aim of:



- Increasing public awareness and sensitization about the environment
- Beautifying the beach area through clean-ups, tree planting and the installation of a beach shed thereby creating additional recreation and possible livelihood opportunities for others
- Providing an active means of educating the public of the importance of a clean environment to their health and livelihoods

## Project Implementation

The project was very successful with the enhancement of the area recognised and utilised by community members. The project involved three main phases:

- The beach cleanups which took place between June and September. The cleanup in June was a special one to celebrate World Oceans Day. There were also visits to the schools on the island to encourage them to join this effort. Schools and the community were educated on the importance of reducing marine litter because of the impacts it has on marine life and the health of that environment in general. Diablo beach was in dire need of attention since it was a dumping ground for surrounding businesses, homes and passersby. The cleanups were immediately followed by the installation of a sign by the Union Island Tourist Bureau to deter the public from dumping garbage at the site. This aspect of the project was completed with the help of two other groups on the island; Pathfinders and the Pentecostal Youth Group.

- The planting of coconut trees
- The installation of a beach umbrella which provides the recreational and relaxing environment on the beach front for locals and visitors

The project will continue with the installation of garbage bins to promote cleanliness on the beach, the erection of signs and advertisement of the area as a recreational area with strong messages on the need to a clean and healthy environment.

### **Challenges/Lessons Learnt**

The group has had several challenges which hindered the progress of the Diablo mini-project. The delay in getting machinery to clear away the metals and other large household garbage was one such issue. The planning process was made difficult due to lack of consistency in attendance by other groups who expressed interest in joining the effort. The end result of the project was beyond measure given the state of the beach area before the cleanup. The hardest lesson however was that despite the best efforts to do something good for the community, some people will not respect the effort it took to upgrade the area. This was evident when the group realized that immediately after the shed was installed; it was vandalized by someone who removed a bolt from the shed. The group recognizes that nothing good comes without great effort and to have any success in life we have to continue to work towards our goal.

### **Conclusion**

The project has been having wide impact in Union Island. This is seen now by the willingness of business persons, churches, schools, etc, who work along with the organization. The group, though it has limited resources has been getting the recognition of persons throughout Union Island and even persons overseas who have been voicing their satisfaction with the group by means of their web page and email. While it was not intentional, the group has seen a number of organization/ clubs/ individuals (even if they don't formally join the group) are now willing to work along with the organization in its efforts.

The project has brought about almost single handedly, a significant amount of awareness on the importance of the environment and has highlighted topics such as the illegal dumping of garbage (by local and yachts), small business and the environment, environmentally healthy home practices and water/ beach and general pollution.

From a group of 20 persons including members, our role has now evolved into a facilitating and coordinating one and transformed from an ordinary club to a leader in environment issues in Union Island.

To keep project functioning we will conduct;

- Educational awareness programs every three month
- Get our community members to be more responsible in protecting our environment
- Look at areas that need to be improve and target them

And as a result of this project Union Island will be a healthier environment for everyone that come in and out of our island. There will also be restoration of forest trees and a reduction in careless disposal of waste by all of us.



Clean-Up on World Oceans Day



BEFORE



AFTER

## **APPENDIX 5B: PROGRESS REPORT ON THE BEQUIA HARBOUR AND BEACHES CLEANUP AND ENHANCEMENT PROJECT**

The Bequia Tourism Association made a late start in undertaking the Harbour and Beaches Cleanup and Enhancement Project. The Paget Farm Social Cultural and Environmental Organisation joined the association in carrying out the various activities accomplished to date. The association contributes this delay to the fact that the person, Ms. Carla Peniston, who developed the project passed away along with the unwillingness of other organizations to join the effort. This was later resolved with the inclusion of the PFSCEO who after finding out about the project became actively involved.

### **Project Objectives**

The project was developed to improve the appearance of Bequia's primary tourism product, its gateway to the island—the wharf area/harbour front, and its beaches; to improve the health / living standards for the community at large; to try to control pollution of bays, harbours, reefs etc. by providing other means of waste disposal than dumping on the beaches and in the sea. Specifically the project aimed to:

- 1 Clean-up of Port Elizabeth Harbour area and the two most neglected beaches Princess Margaret beach on the leeward side, and Hope Beach on the Windward side. Planting of palm trees along the coast of the beaches. Clearing of Pathway from Belmont to Princess Margaret Beach and from Lower Bay to Princess Margaret Beach.
- 2 Installation of immovable litterbins as made by Bequia Community High School in their cement and recycled glass project on Harbour Beach, Princess Margaret Beach, Lower Bay Beach and Friendship Beach along with appropriate signage.
- 3 Arrange to have regular collection and proper disposal by either the Beach Attendants on those Beaches that have, or community volunteers where there are no Beach Attendants.

### **Project Implementation**

Much of the work done at the various sites was carried out on the weekends which included the following activities:

- 28 Palms and coconut tress have been planted along the coast of Port Elizabeth, Princess Margaret, Lower Bay and Hope Beach.
- The pathways from Belmont to Princess Margaret and from Lower Bay to Princess Margaret beach have been cleared
- Molds for the concrete/recycled glass bins are complete.







Path before Clean-up



Path after Clean-up

The project is however not complete with the following work remaining:

- Clean Port Elizabeth harbour area and Hope Beach.
- Make and install bins at Friendship, Princess Margaret, Lower Bay and Port Elizabeth beaches.
- Complete signage and install.
- Funds permitting: Make the footpath more 'permanent' and 'sustained' by constructing proper footing (from concrete or solid wood or other material) along the footpath entering Princess Margaret beach from the Lower Bay and Belmont sides and string rope between trees along the footpath for users to hold as they walk up the path.

Although the project is not complete, the group has learned a few valuable lessons. First, it is difficult to get volunteers to work except on their day off i.e Sunday and it is difficult to get much work done on one day. The groups have committed to completing the project and will have it done by December 23<sup>rd</sup>.

## APPENDIX 5C: REPORT ON THE REVITALISATION OF THE SAILING TRADITION PROJECT



Canouan

St. Vincent and the Grenadines

December, 2006



## **Introduction**

The project idea for this mini project was conceptualized as a response to the almost total absence of sailboat building in the Canouan. Moreover, 2006 marks almost 10 years since the last sail boat was built on the island. Mr. Bertram King, the sole boat builder on the island has indicated that “Sustain” (the training boat) is his last endeavor in this field.

## **Aims/Objectives**

The objectives of the Sailing revitalization project have been realized. One 14ft sailboat has been built by Mr. Bertram King and was completed on November 14th 2006. The training has commenced and consequently three younger non-sailing members of the Canouan sailing Club have received training. However, as was conceptualized the project will be taken to the wider community with the hope that it would regenerate interest in the sport of sailing so as to improve the sailing events in the Grenadines.

## **Project Results/Implementation**

The building of “Sustain” has resulted in a renewed interest in the sport of sailing and boat building on a micro level. Three Canouan businessmen have started proceedings for the building of 29ft Sailing Boat that can compete regionally. The Training boat is the newest in the fleet of 12 sail boats in the Canouan Sailing Club. The material for the building of the boat was purchased and supplied to the builder. Having completed the boat, it was handed over to the Canouan Sailing Club who proceeded to engage a painter who was experienced in fiberglass finishing and the like. The Canouan Sailing Club has supplied “sustain” with a used sail in the interim. A custom sail has been ordered which will illustrate the logo of the donor agency, the Sustainable Grenadines Project.

Training of non-sailors has started with three members of the Canouan Sailing Club. Sailors will learn how to rig a boat, maneuver, tides, safety at sea, etc. Due to the inclemency of the weather, there have been few lessons. This program will be available at the Canouan Government School as part of a joint initiative. There is no timeline as to when the project will be completed since in essence it is training. The senior members of the Canouan Sailing Club are committed to the project and they have indicated that they will continue to work with the youth and any other persons that express an interest in learning the sport of sailing.

## **Limitations**

The building of sustain was hampered by one major limitation which is the difficulty in contracting an experienced painter. Consequently, the project was held up for several weeks. Moreover, the sourcing of good quality material from St. Vincent proved problematic since there is no specialty store that caters to the needs of the boat builder. Additionally, material had to be purchased through boat captains who sometimes lost receipts or even forgot to purchase the requisite items.

## **Conclusion**

The work of the Sustainable Grenadines Project in aiding the building of this training boat is ground breaking. This project will continue to benefit the people of Canouan for years to come. However, this sole project must not be seen as a general panacea for the revival of our sailing tradition. There must be other active steps taken to revitalize the sailing tradition and more importantly the art of boat building. The Canouan Sailing Club takes this opportunity to formally

thank the Sustainable Grenadines Project for its role in supporting sports and culture in the Grenadines.

**Fig 1. Boat in Initial Stage**



**Fig 2: Boat Builder**



**Fig 3. Painted Boat**



**Fig 4. CSC Member**



**Fig 5 CSC  
Members  
looking on**





## APPENDIX 5D: ESPLANADE DEVELOPMENT & BEAUTIFICATION PROJECT

### Esplanade Development & Beautification Mini-project

**Name of Organisation:** Dover Government School

**Project Purpose:** To upgrade the water front of the Hillsborough town thereby making the beach front more user friendly while creating a friendly environment for social activities.

**Status:** 5% completed

Dover Government School  
Dover, Carriacou  
Motto: Beware of Mental Slovenliness  
Tel: 1(473) 443-6192

13th December.2006

Sustainable Grenadines Project  
Clifton, Union Island  
St.Vincent and the Grenadines

At present the project which involved the development and beautification of the Esplanade in Hillsborough has begun. However we are at a halt again because of the Christmas Vacation. On Saturday 2nd December we dug one hole to set up the structure for the gazebo. We had some constraints which hindered an early start of the project at the beginning of the term {September,2006}.This was due to the unavailability of building materials. Nevertheless I must give you my assurance that at the commencement of the new school year, 2007, work will continue towards the construction and completion of the project.

Please accept my apology for not making available this wonderful facility by December, 2006 which was the school's target time, for public use.

Sincerely  
Christine McDonald  
Principal



## APPENDIX 5E: THE VILLAGES/ISLAND NAME BOARDS PROJECT

### Villages/Island Name Boards Mini-project of Petite Martinique

**Name of Organisation:** Petite Martinique Catholic Youth Movement (PMCYM) & Petite Martinique Women's Organisation (PMWO)

**Project Aim:** To build and erect Villages/Island Name Boards Signs throughout Petite Martinique.

**Project Purpose:** To enhance the physical appearance and show the names and information of our villages and island as well as areas of historical importance.

Status: Project completed report outstanding.





## APPENDIX 5F: PARADISE BEACH DEVELOPMENT AND ENHANCEMENT PROJECT

### Paradise Beach Development & Enhancement Mini-project

**Project Aim:** To construct two (2) Gazebos with seating capacities along with the planting of adaptable ornamental plants to protect and beautify Paradise Beach area.

**Project Purpose:** To Provide adequate amenities and facilities for Multiple users of the most commonly used beach on the island

**Status:** 90 % completely. The reports are still outstanding.



## APPENDIX 6: MEDIA RELEASES

News Releases were sent to various local media houses in the St. Vincent and the Grenadines, Grenada and Carriacou. Some were published and broadcast on the radio and television. Announcements and invitations were also sent through the e-group and by flyers. The communications published are detailed in Table 1.

<b>List of Communication Activities</b>				
<b>Communication Channel</b>	<b>Date</b>	<b>Topic</b>	<b>Agency</b>	<b>Records</b>
Magazine Article	2006-01-31	The Sustainable Grenadines Project	The Ins and Outs of St. Vincent and the Grenadines	filed
Press Release	2006-01-30	Mini-projects for 2006	SVG T.V	
Press Release	2006-02-14	Fisherfolk Co-management Workshop	SVG T.V	
Newspaper Advertisement	2006-03-04	Project Manager Vacancy	The News and Grenada Voice	filed
E-Group/ public distribution	2006-03-31	SusGren Newsletter 2-1	SusGren	filed
E-Group/ public distribution	2006-06-30	SusGren Newsletter 2-2	SusGren	filed
Press Release	2006-08-31	Record Keeping Workshop	SusGren	
Press Release	2006-09-22	People and Corals Project	SVG, Spice Isles	
E-Group/ public distribution	2006-09-30	SusGren Newsletter 2-3	SusGren	filed
Press Release	2006-10-09	Stakeholder Meetings in Carriacou and Petite Martinique	Kayak	filed
Flyers	2006-10-09	Stakeholder meetings in Union Island, Bequia and Mayreau	SusGren	filed
Press Release	2006-10-11	Sustainable Grenadines Project 2006	Compass	
Press Release	2006-10-12	Project Proposal Writing Workshop	Spice Isles	filed
E-Group/ public distribution	2006-12-20	SusGren Newsletter 2-4	SusGren	filed
E-group		Articles/updates on project activities throughout the year.	SusGren	filed