

Protected Areas Management in the Caribbean:

Core Themes for Education, Awareness, and
Communication Programmes



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Communication Programmes**

Lloyd Gardner

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List of Acronyms

BVI	British Virgin Islands
CaMPAMNF	Caribbean Marine Protected Areas Managers Network and Forum
IUCN	International Union for the Conservation of Nature
OECS	Organisation of Eastern Caribbean States
PA	Protected Area
UNEP	United Nations Environment Programme
WCPA	World Commission on Protected Areas

**PROTECTED AREAS MANAGEMENT IN THE CARIBBEAN:
CORE THEMES FOR EDUCATION, AWARENESS, AND COMMUNICATION PROGRAMMES**

1. INTRODUCTION

The Caribbean Programme of the World Commission on Protected Areas (WCPA Caribbean) prepared its Regional Action Plan for the Caribbean in 2007 as an initial step in the implementation of the WCPA Strategic Plan. One of the Targets in the Action Plan (Appendix 1) is “*to identify core themes for education, awareness, and communication programmes relevant to protected areas in the Caribbean*” (World Commission on Protected Areas, 2007).

The challenges to protected areas management, and the actions required to address those challenges are articulated by the Durban Action Plan (2004). Those challenges are felt more acutely in the Wider Caribbean Region, where economies and physical space are small and fragile, but yet must support the full range of development agendas. This report therefore supports two outcomes of the Durban Action Plan (Appendix 2):

- (a) Protected areas should make a full contribution to sustainable development; and
- (b) Better communication and education is necessary to fully articulate the role and benefits of protected areas.

1.1 Methodology

Information for the preparation of this report was gathered from two sources; (a) a literature review, and (b) a survey of protected areas professionals in the Wider Caribbean Region. The literature review included the following types of documents:

- Management plans for different categories of protected areas;
- Protected areas system plans;
- Reviews of the management frameworks in countries of the Organisation of Eastern Caribbean States (OECS);
- Reports on Caribbean marine protected areas;
- Reports on community livelihoods linked to protected areas in the OECS states;
- One report on education and awareness/interpretation and outreach;
- Training needs assessments; and
- Reports on governance, leadership, and management effectiveness.

Many of the reports reviewed were produced since 2000, with the majority being produced since 2005. As such, they represent the current situation regarding protected areas management in the Caribbean.

The survey was conducted using a simple questionnaire (Appendix 3), which was pre-tested by a small group of protected areas managers and planners. The questionnaire was circulated twice in August 2008 through five (5) Caribbean environmental networks (using Yahoo-based listservs –

Table 1), seven (7) protected areas managers, and seventeen (17) WCPA Caribbean members (identified from the WCPA Caribbean database). Two Caribbean regional programmes were also asked to circulate the questionnaire to their country contacts. These are; (a) Regional Coordinating Unit of the United Nations Environment Programme-Caribbean Environment Programme (which has ninety (90) contacts participating in its listserv), and the Environment and Sustainable Development Unit, Organisation of Eastern Caribbean States (number of country focal points unknown).

Table 1: Caribbean Networks Used in Circulation of the Questionnaire

Name of Network	Number of Participants
Caribbean Marine Protected Areas Managers Network and Forum <campam@yahoogroups.com>	121
Caribbean and Western Atlantic Chapter of the National Marine Educators Association (United States of America) <caribwa@yahoogroups.com>	76
Members of the Caribbean Conservation Association <cca-members@yahoogroups.com>	127
IUCN Caribbean members, members of commissions, and collaborating institutions <iucn-carib@yahoogroups.com>	25
Folkestone Marine Community <folkestonemarinecommunity@yahoogroups.com>	15
Total	364¹

¹ This number is not a true representation of the number of potential respondents. The Insular Caribbean WCPA Report to the 2003 World Parks Congress noted that there were 400-600 protected areas in the Insular Caribbean. However, not all are actively managed, and not all of those with management teams participate in the various networks. Some persons (such as the author) participate in all the networks listed in Table 1. Additionally, some institutions, such as the British Virgin Islands National Parks Trust, manage multiple sites.

2. RESULTS OF THE REVIEW

The circulation of the questionnaire elicited only four (4) responses, one of which was completed during the testing of the instrument. The four respondents reside in the British Virgin Islands, Dutch Caribbean, Jamaica, and U.S. Virgin Islands. However, these four respondents have management responsibility for twenty six (26) sites, with the British Virgin Islands National Park Trust accounting for 20 sites.

The core themes for education, awareness, and communication programmes for protected areas identified by the respondents in the survey are (in order of priority):

- (a) Building political and local support for protected areas (4 responses).
- (b) Importance of protected areas for biodiversity conservation (4 responses).
- (c) Protected areas policy, legislation, and compliance by resource users and other stakeholders (4 responses).
- (d) Importance of protected areas for sustainable livelihoods and socio-economic development (3 responses).
- (e) Improved financing for protected areas management (3 responses).
- (f) Understanding the value of indigenous and local communities' knowledge, innovations, and practices (2 responses).
- (g) Participation and institutional arrangements in managing protected areas (2 responses).

The review of the literature found that most management plans for protected areas do not identify any particular theme that will be the focus of an education and awareness programme. Most plans simply state the objectives of the plan, which more often than not, is to (i) promote public understanding of the protected area, or (ii) to generate public support for the protected area. Those plans focus more on the mechanisms for delivery of the messages.

The fore-going notwithstanding, core themes for education, awareness, and communication programmes for protected areas that were found in the literature can be grouped as follows:

- (a) Protected areas are national treasures that contain resources of ecological, social, and economic importance.
- (b) Protected areas support the sustainable use of natural, cultural, and historical resources.
- (c) Protected areas provide benefits to local communities.

- (d) Changing practices that result in negative impacts on protected areas can produce benefits to communities.

Interestingly, very few of the documents reviewed, including the management plans, mentioned communication, though a number of the management plans included text on interpretation. Management plans written at different stages in the development of sites (prior to designation, soon after designation, and revised plans for sites that have been in place for many years) focus on different priorities, but most design the outreach programme to tell the public about the plans of the management entity. The area of awareness programmes that display the greatest interaction with the public tends to be outreach activities to schools.

There is a growing trend in recent years to prepare detailed interpretation or education and outreach plans. Though an improvement over previous years, when outreach programmes were not articulated in detailed plans separate from the management plan, there is still a concern that education and outreach plans do not fully support stated management objectives. This is becoming increasingly apparent because of the increased focus on evaluation of management effectiveness, and embracing broader roles for community groups in the management process. As such, some protected areas experts in the Caribbean are calling for the development of public engagement strategies, which would incorporate awareness, education, communication, and public participatory processes.

2.1 Most Important Issues for Protected Areas in the Caribbean

The questionnaire used in the survey asked respondents to identify the most important issues relevant to protected areas in their countries (Question 8). The question was asked in order to determine whether the respondents perceived any connection between the most important issues facing them and the priorities for an education, awareness, and communication programme. Of the nineteen issues identified by the respondents (Appendix 4), there were three recurring themes, which can thus be considered to be the most important issues for protected areas management in those countries. The issues are:

- (a) Pressures resulting from development activities;
- (b) Invasive species management; and
- (c) Inadequate financing for protected areas management.

The results suggest a general correlation between the most important issues facing protected areas and the priorities for education, awareness, and communication programmes.

The literature review revealed that the most important issues relevant to protected areas in the Caribbean are different at the site versus system/country level. Based on information contained in site management plans, the most important issues at the site level are:

- (a) Existence of significant threats (incompatible upland development, impacts from recreational activities, incompatible fishing practices, overfishing, inappropriate resource exploitation, pollution, conflicts with tourism and other types of developments).
- (b) Inadequate management capacity.
- (c) Inadequate level of stakeholder engagement.
- (d) Inadequate institutional coordination.
- (e) Inadequate knowledge (in the local communities) of the reason for site designation, as well as the significance/value of the resources within the site. Related to this is also the lack of public awareness of the protected area boundaries and zones.
- (f) Increased demand for use of coastal and marine resources.
- (g) User conflicts.
- (h) Lack of sustained financing.

Reviews of protected areas management systems in a number of Caribbean countries (Gardner 2006, Gardner 2007, Geoghegan et al 2001) and national protected areas system plans identify the most important issues at the system/country level as:

- (a) Inadequate public knowledge of protected areas categories and objectives.
- (b) Inadequate protection given to important wildlife species.
- (c) Inadequate institutional coordination, uncertainty and duplication of institutional responsibilities for protected areas management, and lack of data management systems and sharing of information.
- (d) Economic benefits from protected areas are not being realised, reducing support for protected areas development.
- (e) There are gaps in the management of some ecosystems (such as rivers) and cultural resources.
- (f) Criteria and procedures for nominating, declaring, and establishing protected areas are often lacking.
- (g) Inadequate management capacity.
- (h) Inadequate enforcement.

- (i) Inadequate policy and legislative frameworks in most countries.

The factors relevant to both site and system level issues are, (i) inadequate management capacity, and (ii) inadequate institutional coordination. However, it should be borne in mind that institutional capacity refers to a range of capabilities, such as staffing levels, having staff with the appropriate skill sets and orientation, financial resources, institutional culture, ability to deal effectively with the various publics, and ability to navigate the political landscape (institutional and representational).

3. SUPPORT MECHANISMS FOR PUBLIC AWARENESS PROGRAMMES

The questionnaire (Appendix 3) asked respondents to recommend actions that are necessary to support the promotion of the core themes for education, awareness, and communication programmes for protected areas. The supporting actions recommended for the core themes are:

- (a) Building political and local support for protected areas:
 - Regular meetings – stakeholders and general public, with individual meetings for key government officials. This includes presentations to decision makers.
 - Use of press releases, brochures, and signage;
 - Distribution of annual report to decision makers;
 - Outreach materials made culturally relevant. including, where applicable, translation into local languages;
 - Environmental education in schools;
 - Targeted media campaigns (e.g. taking key decision makers to other countries where protected areas are financed by the government and/or where protected areas are seen to make a contribution to the economy; environmental education in schools); and
 - Capacity building and sustainable livelihoods assistance to community groups.
- (b) Importance of protected areas for biodiversity conservation:
 - Use of guided tours, interpretative panels, printed materials, public service announcements, and school visits;
 - Information collection and dissemination, including the use of website; and
 - Use of billboards, film, and television jingles in media campaigns.
- (c) Protected areas policy, legislation, and compliance by resource users and other stakeholders:
 - Use of public service announcements, printed materials, and ongoing verbal communication between park wardens and park users;
 - Production of a handbook on legislation;
 - Conduct highly targeted campaigns (e.g. attend meetings of resource user association); and
 - Placement of posters in public places.
- (d) Importance of protected areas for sustainable livelihoods and socio-economic development:
 - Host stakeholder and industry partner meetings;
 - Provide information on rules and regulations pertaining to resource use;
 - Public awareness campaign should include use of billboards, film, radio, and television jingles; and
 - Develop a school programme.
- (e) Improved financing for protected areas management:
 - Working with partners and non-governmental organizations as funding sources;
 - Fund raising;

- Use of outreach materials and making presentations to target groups; and
 - Develop campaigns that target decision makers.
- (f) Understanding the value of indigenous and local communities' knowledge, innovations, and practices:
- Conduct cultural events and demonstration activities; and
 - Disseminate research information.
- (g) Participation and institutional arrangements in managing protected areas:
- Public meetings and interpretative activities;
 - Involve volunteers, visiting scientists, and develop internships; and
 - Conduct workshops with relevant institutions and stakeholders.

The actions identified above are essentially the same as stated in the literature, which identified the following actions:

- (a) Develop a broad media campaign – public announcements, establish a website, invite the members of the press to visit the site and participate in activities, and publish a column on protected areas in the local newspapers.
- (b) Utilise a range of protected areas publications and audio-visual materials – newsletters, posters, brochures, signage, and interpretative materials.
- (c) Establish programmes in schools – teacher training, Junior Ranger/Warden, encourage field trips to the protected area, and assist with the development of curriculum for schools.
- (d) Establish community programmes – target specific groups, work with community leaders, and encourage theatre productions.
- (e) Use workshops and special events for periodic planning or decision making exercises.
- (f) Host regular open community meetings, including meetings of the Local Advisory Committee if one is established.
- (g) Establish an environmental centre – kiosk, displays, and other materials.

The respondents to the survey noted that not all the resources and expertise to implement the recommended actions are available in their institutions. Expertise and resources generally available internally include:

- Biologists and other expertise for preparation of content for public awareness campaign.
- Some multi-media equipment.

Expertise and resources available in-country, but which will have to be purchased by the protected areas management institution include:

- Facilitators for workshops.
- Marketing consultant.
- Some multi-media equipment.
- Expertise and supporting materials for fundraising and financial management.
- Expertise/Facilitators for designing and implementing campaigns specifically for decision makers.

One respondent to the survey noted that a variety of works are routinely sub-contracted to local consultants and experts. However, it was not clear if this was for design of campaigns, production of materials, or programme implementation.

The core themes for education, awareness, and communication programmes for protected areas identified above are relevant, but the recommended actions are based on an old paradigm, the one-way flow of information. Saeed et al (1998) noted that communication is an important instrument used in the successful planning and implementation of environmental policies. Unfortunately, protected areas outreach programmes are generally designed to send information in one direction, often without any real understanding of the aspirations of local communities, or even the economic development strategies relevant to the area. To a certain extent, this is because protected areas management in the Caribbean traditionally takes place “outside” of the development planning process. In order to achieve success in garnering the necessary community and political support for protected areas management, it may be necessary to rethink the objectives and design of education, awareness, and communication programmes.

3.1 Rethinking Education, Awareness, and Communication Programmes

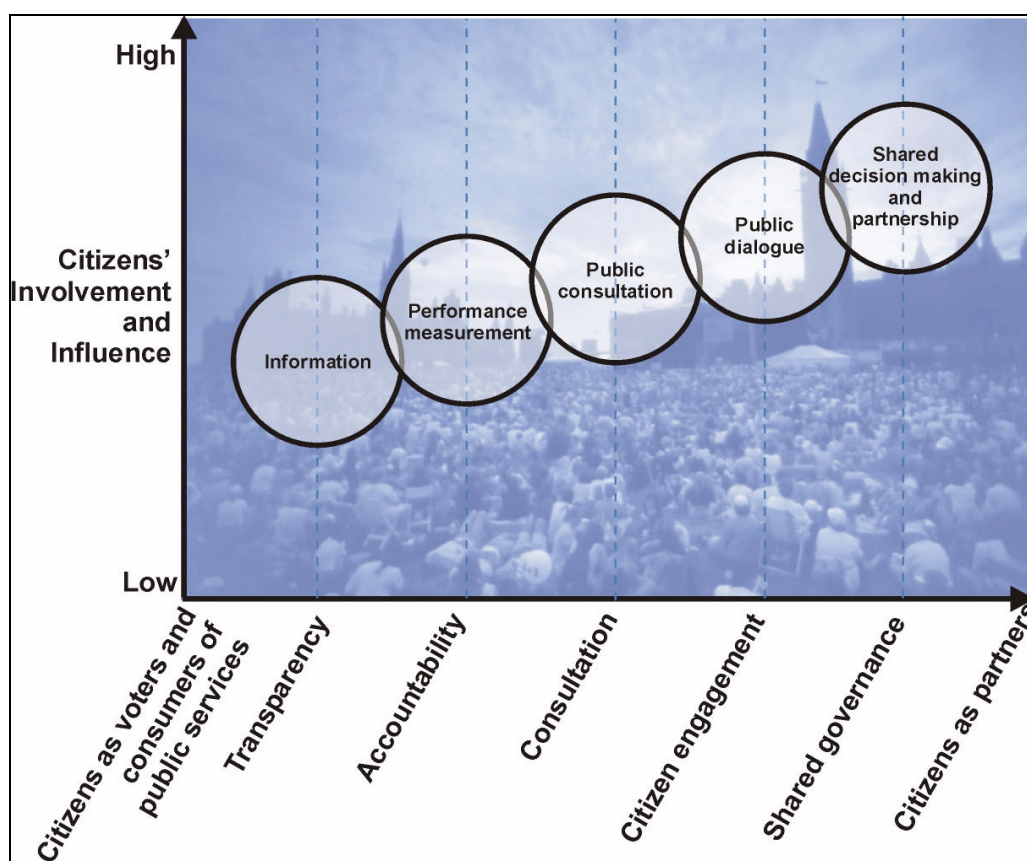
Traditionally, the approach taken in protected areas development, and environmental management generally, is very paternalistic. It is based on the assumption that a small number of “trained” persons know best how to conceptualise, design, and manage the development process for the community. More importantly, the small landmass of Caribbean islands does not permit the development of protected areas in spaces not utilised for a range of other purposes. Protected areas management strategies in the Caribbean must therefore be designed within the context of the national development process, especially since many of the sectors of Caribbean economies depend to a significant extent on environmental goods and services. When considered from this perspective, it is easier to understand the increasing demand that protected areas begin to demonstrate a “return on investment”, particularly when communities forgo other development options.

Of the three regional protected areas projects undertaken in the Caribbean since 1990, two have focused on community livelihoods to a significant extent. The protected areas component of the Caribbean Regional Environmental Programme (2001-2006) referred to protected areas as amenity areas, articulating both natural resources protection and community benefits. The

Protected Areas and Associated Livelihoods Project, currently being implemented by the Organisation of Eastern Caribbean States, focuses on the dual objectives of biodiversity protection and sustainable livelihoods for adjacent communities.

In addition to the greater demand for protected areas to meet a wider range of development goals, communities are increasingly being included in the determination of the type of protected area, the boundaries, management strategies, and are being formally included in the management process. Education, awareness, and communication programmes for protected areas must therefore be designed to support the various stages of protected areas development, from policy formulation through to operations and evaluation.

It is here recommended that education, awareness, and communication programmes should be part of a larger Public Engagement Strategy and Action Plan. A public engagement strategy goes beyond the usual outreach and awareness activities typical of traditional approaches to protected areas management, and would address issues of communication, financial support, activism, participation, and good governance. The 1999 public engagement strategy and action plan for the Canadian International Development Agency identifies a “public engagement continuum”, at the low end of which citizens are consumers of public services, moving towards citizens as partners as involvement and influence are increased. Similarly with protected areas management, increased support is likely to be predicated on greater involvement and influence of stakeholders.



Source: Canadian International Development Agency, 1999

Examination of the policy, legislative, and management frameworks relevant to protected areas in the Caribbean reveals that there are usually a large number of laws and institutions that can affect protected areas development and operations. Any outreach programme must make provision for inclusion of this wide range of stakeholders (public, private, and civil society) and articulate multiple objectives in support of several sectors.

A properly designed Public Engagement Strategy and Action Plan would seek to address the roles of those groups, encourage institutions (particularly public agencies) to include support activities for the protected area in their annual work plans, and encourage participation in a range of protected area management activities. An additional benefit of this approach is that most environmental management agencies and environmental non-governmental organisations have some form of public awareness programme, and incorporation of elements of the protected area public engagement strategy and action plan into the programmes of other institutions would ensure better use of scarce resources, probably reach more audiences, and generate greater support for protected areas (at least from the partner institutions).

3.2 School Programmes Revisited

It is recommended above (Section 3.1) that an education, awareness, and communication programme should be designed as part of a Public Engagement Strategy and Action Plan. It was also stated (in Section 2, page 8) that the area of public awareness programmes for protected areas that display the greatest interaction with the public is the school programme. As such, it is useful to provide additional commentary on this activity area.

Environmental awareness programmes targeting children and young people have been in place for the past 15-20 years. The main assumptions for this focus are that; (a) children are the decision makers of the future, and (b) children are able to exert considerable influence on the decisions of parents regarding consumer spending and family behaviour. The design of the school programme component of outreach and awareness programmes for protected areas is usually based on this premise.

Whatever the reason, the focus on school programmes has not yet delivered the level of returns anyone anticipated. However, if protected areas development is seen as contributing to the development process, then one way to approach the design of the protected area school programme is to ask how protected areas can support student learning. One way is obviously through development of curriculum. Another is by using the protected area as a teaching laboratory, in which many subjects can be taught even if environmental education is not formally included in the school curriculum. For example, the teaching of geography, biology, general science, history, and social studies can all be supported by different facets of protected area management. Additionally, learning can be attained through recreational activities (e.g. the use of global positioning system to delineate site boundary, find special plants or animals, or track streams or pollution sources). Kite flying could be used to teach wind patterns and the distribution of dust and other contaminants. Protected areas with cultural/historical resources

offer the opportunity to teach children about the link between the past and the way we live in the present. In short, protected areas offer the possibility of making books come alive.

Additionally, a school programme that supports the formal education system at the secondary level (e.g. opportunities to undertake activities in support of School Based Assessments for the Caribbean Examinations Council) or the tertiary level (e.g. research thesis for a Master of Science Degree) can provide information useful to protected area management, or even environmental management decision making generally, in a particular locale.

The problem is that protected areas management entities would have to invest substantial resources to create and maintain the systems required to support that type of learning, not to mention the associated investment in teacher training and production of teaching materials.

One reason for offering the above commentary is because it is anticipated that the majority of protected areas management entities will not (in the near future) replace their current education, awareness, and communication programme with a public engagement strategy and action plan. However, re-designing a major component of the current programme, the school programme, offers potential medium and long-term benefits.

4. SUMMARY AND RECOMMENDATIONS

The survey of protected areas professionals in the Caribbean, and a review of the literature, identified the following as core themes for education, awareness, and communication programmes for protected areas in the Caribbean:

- (a) Protected areas are important for biodiversity conservation.
- (b) Protected areas can support sustainable livelihoods and socio-economic development for local communities.
- (c) Improved financing is required for protected areas management.
- (d) Protected areas help create an understanding of indigenous and local communities' knowledge, innovations, and practices.
- (e) Protected areas are national treasures that contain resources of ecological, social, and economic importance.
- (f) Protected areas supports the sustainable use of natural, cultural, and historical resources.
- (g) Protected areas provide a range of benefits to local communities.
- (h) Reduction of threats to protected areas can produce benefits to communities.

A number of actions were identified for implementation of public outreach programmes. Most of those actions are built around media campaigns, outreach to schools, and regular meetings with community groups. However, such actions are not considered broad enough to support full involvement of communities and institutions in the full spectrum of protected areas development activities.

This report therefore recommends the development of a Public Engagement Strategy and Action Plan for protected areas development, which would include elements of education, awareness, and communication.

The World Commission on Protected Areas (WCPA) can support the development of Public Engagement Strategies and Action Plans for protected areas by preparation of appropriate guidelines as part of its best practice guidelines series.

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PALNet Caribbean Webpage: <http://www.parksnet.org/>

UNEP Caribbean Environment Programme: <http://www.cep.unep.org/>

OECS Protected Areas and Associated Livelihoods Project: <http://www.oecs.org/esdu/opaal-docs.html>

Appendix 1: WCPA Caribbean Action Plan Objectives and Targets

Objectives

1. To contribute to the conservation of biodiversity, with particular focus on under-represented biomes, especially marine, and on strengthening linkages between protected areas in the landscape/seascape.
2. To implement systems to assess the effectiveness of protected area management leading to an improvement in protected area management.
3. To increase the effective application of the IUCN Protected Area Management category system in the Caribbean.
4. To strengthen the capacity of protected area agencies and managers in the Caribbean.
5. To provide guidance and expert advice on options for awareness raising, conservation education, development of skills, sustainable financing and knowledge management, to enhance the planning and management of protected areas.
6. To promote effective types of protected area governance in the Caribbean
7. To increase the opportunities for involvement of indigenous peoples and local communities in protected area governance, and
8. To demonstrate and communicate the contribution that protected areas can make to the local economy, poverty alleviation and sustainable development.

Targets

1. By 2010, adaptation measures initiated for potential climate change impacts on Caribbean protected areas.
2. By 2009 complete gap analysis of major biomes in the region.
3. By 2010 Caribbean alien invasive species programme initiated.
4. By 2010, assist at least 30% of IUCN and WCPA members dealing with protected areas to assess the effectiveness of their protected areas management.
5. By 2009, assist at least 3 countries in the application of the IUCN PA Management Category System.
6. By 2008, identify core themes for education, awareness and communication programmes relevant to protected areas in the Caribbean.
7. By 2010, conduct at least 3 capacity building activities for PA staff in the region.
8. By 2009, complete at least two studies on the effectiveness of using existing financial resources for the management of protected areas.
9. By 2008, the WCPA website and the CaMPAM Network and Forum will become the major sources for WCPA Caribbean information sharing.
10. By 2009, assist in the application of principles of good governance in protected areas.
11. By 2010, contribute to the establishment and management of protected areas in full compliance with the rights of indigenous peoples and local communities.
12. By 2010, economic valuations of protected areas goods and services are promoted throughout the region.

Appendix 2: Outcomes Identified in the Durban Action Plan

1. Protected areas fulfill their full role in biodiversity conservation.
2. Protected areas make a full contribution to sustainable development.
3. A global system of protected areas, with links to surrounding landscapes and seascapes, is in place.
4. Protected areas are effectively managed, with reliable reporting on their management.
5. The rights of indigenous peoples, including mobile indigenous peoples, and local communities are secured in relation to natural resources and biodiversity conservation.
6. Younger generations are empowered in relation to protected areas.
7. Significantly greater support is secured for protected areas from other constituencies.
8. Improved forms of governance are in place.
9. Greatly increased financial resources are secured for protected areas.
10. Better communication and education are achieved on the role and benefits of protected areas.

Appendix 3: Survey Instrument

World Commission on Protected Areas (WCPA) Regional Action Plan for the Caribbean 2007-2010

Introduction

The Caribbean Programme of the World Commission on Protected Areas (WCPA Caribbean) prepared its Regional Action Plan for the Caribbean in 2007 as an initial step in the implementation of the WCPA Strategic Plan. One of the Targets in the Action Plan is “*to identify core themes for education, awareness, and communication programmes relevant to protected areas in the Caribbean*”.

The information will be used to develop a strategy to support actions relevant to the priority themes. This will allow WCPA Caribbean to continue its support of protected areas management in the Caribbean through the development of relevant initiatives. The final report will be presented to the WCPA for approval at its meeting on October 4, 2008. Your support in this effort is important to ensure that the information is current, and that the most appropriate support strategy is designed.

The completed questionnaire should be returned (in WORD format) to Lloyd Gardner [lgardne@uvi.edu]. Lloyd can also be contacted by telephone at: 340-693-1208.

-
-
1. Name of Institution:
 2. Contact Information:
Address:
Telephone:
Facsimile:
E-Mail:
Name & Position of Officer in Charge:
 3. Does your institution manage protected areas?
If so, list sites below [Add list as an appendix if the list is long]

Name of Protected Area	IUCN Category (if known)	Size of Area	Date Designated

4. If your institution is not responsible for management of any protected area, please provide a brief summary of its involvement with protected areas below:

.....

.....

.....

.....

5. Identify the core themes for education, awareness, and communication relevant to protected areas for which your institution is responsible (or is associated). Insert in the brackets below your institution's priority, with (a) being the highest priority.

- () Participation and institutional arrangements in managing protected areas.
- () Importance of protected areas for biodiversity conservation.
- () Importance of protected areas for sustainable livelihoods and socio-economic development.
- () Protected areas policy, legislation, and compliance by resource users and other stakeholders.
- () Understanding the value of indigenous and local communities' knowledge, innovations, and practices.
- () Improved financing for protected areas management.
- () Building political and local support for protected areas.

() Other (please identify):

.....

.....

6. Recommend the most appropriate actions to address the themes identified above [add rows to table as necessary]

Theme	Supporting Action

7. Does your institution possess the expertise and other resources to implement the actions identified (in No. 6) above?

If not, list the resources that can be obtained within your country, as well as those that must be supplied from external sources.

8. List the most important issues relevant to protected areas in your country [List in order of importance, with (a) being the most important].

- (a)
- (b)
- (c)
- (d)
- (e)

Name of Person who completed questionnaire:

Position in Agency:

Date:

Email Address:

Thanks for participating in this survey. The final report will be shared with you.

Appendix 4: Most Important Issues for Protected Areas

Source: Survey of Caribbean Protected Areas Managers, 2008

1. Insufficient funding for protected area management;
2. Development pressure in proposed protected areas and surrounding existing protected areas;
3. Habitat loss – from natural and human induced pressures;
4. Overcrowding and degradation at specific sites compared to under-used sites;
5. Stress on coral reefs;
6. Over-fishing;
7. Loss of cultural resources;
8. Declining populations of native flora and fauna;
9. Exotic species management;
10. Overdevelopment;
11. Insufficient enforcement staff;
12. Insufficient and insecure funding;
13. Insufficient government/political support for protected areas (related perhaps to low financial/economic value placed on environment, biodiversity and protected areas; and view of Crown Lands that they should be ‘used’ – given to political supporters etc. – usually without involvement of the relevant government agency);
14. Limited knowledge & practical understanding for implementation of sustainable livelihoods;
15. Coastal development;
16. Pollution;
17. Waste management;
18. Invasive species; and
19. Erosion.