

CEPF CARIBBEAN SMALL GRANT PROJECT COMPLETION REPORT

Organization Legal Name:	Society for the Conservation and Study of Caribbean Birds
Project Title:	Building capacity for sustainable tourism and livelihoods for the long-term conservation and management of KBAs in Grenada
Date of Report:	18 April 2013
Report Author and Contact Information	Holly Robertson, Project Manager of the Caribbean Birding Trail, holly_robertson1@yahoo.com .

CEPF Region: Caribbean

Strategic Direction: Priority 2.4. Promote nature based tourism and sustainable agriculture and fisheries to enhance connectivity and ecosystem resilience and promote sustainable livelihoods.

Grant Amount: \$20,000

Project Dates: October 1, 2012 to September 30, 2013

Implementation Partners for this Project (please explain the level of involvement for each partner):

The Caribbean Birding Trail is being developed by the SCSCB in collaboration with Ted Eubanks of Fermata, Inc. Ted Eubanks organized the first birding trail in the early 1990s in Texas. For this project he executed the Resource Assessment for each KBA, created the Interpretive Plan, and provided long-term vision on the project.

Holly Robertson was the Project Manager and assisted with the coordination of all grant activities, including but not limited to organization of meetings, travel, and the guide-training program; maintained the CBT website and added the KBAs and other information; liaised with partners; and prepared reports.

Bonnie Rusk, Director of the Grenada Dove Conservation Program, provided council to the project on all matters concerning Grenada Dove; tourism development at the KBAs, particularly Beausejour as she has secured grant funds to develop a trail system and signage at the site; and helping us connect with local stakeholders.

Forestry and National Parks Department was a very important council and source of support for this project. The Department ensured our activities were aligned with government policy and also assisted in connecting us with local stakeholders. The Department was also instrumental in the successful facilitation of the guide-training program and assisting us with site visits and project orientation at the start of the project.

St. George's University undergraduate Conservation Biology program. Students were invited to participate in the project and work as local interns to gain on-the-ground experience in conservation planning and activities. Program Chair, Andrea Easter-Pilcher, also provided input and encouraged her students to become involved. As a result, we had active participation from three students in the workshop, resource assessments and other aspects of project.

Grenada Fund for Conservation (GFC). GFC is a leading local conservation NGO working in PA management and monitoring, and outreach and education (including with SCSCB). They advised us on our initial resource assessment trip (planning, logistics) as well as the guide-training program (advertising, planning).

Ministry of Tourism representatives and individuals from local communities (e.g., Brizan, Beausejour, Concord, Black Bay, Mt. Hartman, and others) were invited to attend the CBT planning meetings and guide training workshops, which several did and provided feedback critical to the success of the project.

Conservation Impacts

Please explain/describe how your project has contributed to the implementation of the CEPF ecosystem profile.

Our project is contributing to the implementation of the CEPF ecosystem profile by promoting nature-based tourism as a sustainable livelihood, and encouraging the protection and proper management of parks and natural areas.

Nature and bird tourism has the potential to be a sustainable source of financing for the management of KBAs and a source of income for the surrounding communities. Revenue captured from entrance and guiding fees, and other sales can be used to support management staff and regular monitoring efforts. Furthermore, members of the surrounding communities can take advantage of tourism traffic to the KBAs by offering complementary products and services such as lodging, food and drink, souvenirs, and more. In so doing, local community members will come to have a greater appreciation for the KBA and play a role in its preservation and protection.

During our assessments of the KBAs in Grenada we held a workshop with 27 local stakeholders from local tour operators, NGOs, the government, the university and even grade school children, to present the Caribbean Birding Trail Project and to gain feedback from participants on how they see tourism being developed or enhanced in their community. Participants expressed that they need assistance with increasing their capacity to participate in tourism, and with promoting themselves to potential visitors (local and international). Many of the stakeholders have limited knowledge of the global market for bird- and nature-based tourism opportunities and how to attract this market. Many also do not fully grasp how biodiverse, unique and important the KBAs are ecologically. In particular, there is a lack of knowledge about the endemic bird species that exist in the KBAs, which is a comparative advantage that each site and each island has for tourism purposes. There is also a lack of knowledge about the importance of these areas in supporting migratory birds.

We then sought to address these needs and gaps in local knowledge when conducting the guide-training program in July 2013 for 24 participants. We developed the curriculum for the guide-training so as to cover a range of key topics, such as bird species of Grenada (resident and migratory), the relationship between birds and their habitat, threats and conservation needs on Grenada, guiding techniques, environmental interpretation, and solutions to the threats to biodiversity and the KBAs. We had much more interest in the training than we could accommodate and we therefore screened applicants by weighing their response on one question in particular on the application to attend: "what will you do with the training afterward?" We looked for participants that had the potential to immediately apply and use the training materials and information, thereby increasing our chances of success in our long-term goal of stimulating sustainable sources of income and proper management of the KBAs.

As a result of this project, local partners now have the training and comprehensive information they need to be able to attract small segments of the tourism market to the KBAs and surrounding areas. They also have a much better understanding and appreciation of the ecological importance of the KBAs and their environs and are actively seeking ways to help protect their natural areas. For instance, the guide training participants have formed a Bird Club in Grenada called GrenBirders and part of the group's mission, beyond honing their newly acquired bird identification skills, is to address the threats to the environment that negatively impact their livelihoods and their well-being. One example is that of littering, an issue that the group is working to diminish in Grenada by collecting signatures for a petition to the government.

Please summarize the overall results/impact of your project against the expected results detailed in the approved proposal.

Through this project we completed comprehensive Resource Assessments for each of the KBAs using an assessment protocol developed by project partner, Fermata, Inc. The Resource Assessment analyzes all aspects of a site: its intrinsic and extrinsic values, as well as any constraints (physical, political, cultural, etc.). As a result, we now have clear information on the strength of each site for sustainable tourism and knowledge of where precisely to work to remove or mitigate found constraints.

Furthermore, we have completed an in-depth Interpretive Plan¹, which provides critical information for advancing the objectives of the Caribbean Birding Trail in Grenada. The Interpretive Plan also contains information on how to interpret the KBAs effectively to the public and how to frame local stories and conservation needs into a larger, more cohesive message. The interpretive plan has been distributed widely with positive feedback from our partners and supporters. The interpretive plan has increased awareness and ownership of the protected areas and KBAs and how they contribute to the quality of life of local communities. This has been evidenced by comments made about the plan and the enthusiasm expressed for using its contents on local press releases, in local tours, and more.

On 17-21 June 2013 we launched the CBT Interpretive Guide Training Program in Grenada for 24 participants from local NGOs, tour operators, and the Grenada Forestry and National Parks Department. The primary objectives of this comprehensive program are to increase participant knowledge about bird ecology and skills in bird identification;

¹ Eubanks, T. 2013. The Caribbean Birding Trail: Interpretive Plan for Select Caribbean High-Priority Key Biodiversity Areas. Society for the Conservation and Study of Caribbean Birds, Arlington, VA. 90 pp. Available for download [here](#).

provide information on the birdwatching market and how to develop bird tourism products; and to teach basic principles of environmental interpretation and its application to ecotourism and conservation, particularly how to develop guided tours that link back to conservation actions.

As a result of the training, participant knowledge of bird ecology and identification techniques has increased. Since the training, participants have been regularly submitting their observations to eBird Caribbean, along with pictures to verify their identification. Increasingly, their observations are getting more accurate. There is also a higher level of awareness about the conservation issues that are unique to Grenada, as evidenced from the comments received on training evaluations. Furthermore, tour guides and operators on Grenada now have a better idea on how to serve the bird tourism market and to develop quality products that will attract and serve the segments of this market. Already there are a number of guides incorporating birdwatching into the tours they give, with positive feedback from their clientele. Relationships are also being developed between the private sector on Grenada (i.e., tour guides and tour operators) and protected area managers and NGOs for the benefit of bird conservation as a result of this workshop. Prior to the guide training, most of the participants were not aware of conservation NGOs on the island, but by facilitating this connection through guest speakers at the training, and the participants themselves, we have been able to broaden the conservation community in Grenada.

A final report on the guide training is enclosed here.

We also submitted a profile of the project to Eco-Index.

Please provide the following information where relevant:

Hectares Protected: 0 hectares were directly protected

Species Conserved: 0 species were directly conserved

Corridors Created: 0 corridors were directly created

Describe the success or challenges of the project toward achieving its short-term and long-term impact objectives.

The project has been extremely successful in getting local community members excited and engaged about sustainable tourism on their island. A large percentage of our participants at the guide training represented local tour operators and guides and they see the benefits of such a movement in Grenada. They expressed that Grenada's tourism economy has been slowing due to competition with Antigua in particular, since flights to Antigua are more frequent from their shared source market the U.K. They are therefore interested in ways to attract a broader market to Grenada through the Caribbean Birding Trail. Furthermore, they know firsthand the frustration of their island's parks and protected areas not being maintained by the government. There are beautiful places on the island they would love to take visitors but simply cannot because of environmental pollution and other issues (e.g., littering, inadequate sewage systems). As such, they are extremely motivated to address these problems and the guide training program facilitated the discussion of these problems by bringing together a diverse group of individuals from the island over a period of five days.

One of our primary challenges has been not receiving additional funds from proposals submitted to develop trails in the KBAs and/or enhance existing ones with interpretive signs and/or observation platforms. This activity was based on additional funding proposals being accepted. However, project partner Bonnie Rusk and the Grenada Dove Conservation Programme has recently been granted funds for capacity building work in the KBAs including the development of a trail in Beausejour. We are already collaborating with Bonnie on these activities, including assisting her with the crafting of content for signs at the site and a new poster.

It has also been a challenge to change the way in which the government of Grenada manages its parks and protected areas. Throughout the project we encouraged the Forestry and National Parks Department to seriously take on the issue of entrance fees and how they are utilized to benefit the park. The political system is very challenging in Grenada, and until visitation to these areas can be increased to a more influential level, no doubt the system will remain unchanged. Increased visitation to the KBAs will alert the government that the island has other parks and reserves of interest beyond the ones they highly advertise and maintain like Grand Etang and Anandale Falls. This will prompt some much-needed attention (e.g, improved trail surfaces, signage), and also create opportunity to involve the visitors and tour guides in the stewardship of these areas.

Were there any unexpected impacts (positive or negative)?

There was significant positive impact immediately following the completion of the guide training amongst the participants. We did not anticipate that the participants would take so readily to birdwatching nor immediately mobilize to form a group dedicated to that purpose.

Positive outcomes since the training include 1) the creation of a community of tour guides and natural resource professionals that are working together to hone their bird guiding skills through the formation of a bird club, GrenBirders, that goes on weekly field trips that are open to the public, 2) enhanced knowledge of bird distribution and abundance in Grenada through the group's entering of their bird observations to eBird Caribbean, 3) increased capacity (by working collaboratively) to address major issues in Grenada that negatively impact the environment and their livelihoods as tour guides, such as littering and dumping, and 4) guides now incorporating bird watching and conservation messages into their tours, plus working with the Ministry of Tourism and communities to further develop bird and nature tourism in Grenada.

Lessons Learnt

Project Design Process: (aspects of the project design that contributed to its success/shortcomings)

The project design worked quite well; having an initial assessment trip followed by the guide-training program allowed for follow-up and consultation with local community members on the implementation of the Caribbean Birding Trail in the KBAs in Grenada.

Unfortunately, during our initial assessment we were not able to have many meetings with key individuals in government due to the political climate at the time. For future purposes, we will research this much more carefully (timing of political transitions on the islands) and do our best to schedule visits when it is most optimal to have these meetings.

Furthermore, it would have been better to hold a seven-day guide training program instead of five. Several of the training participants commented that they wished the program had been longer, and indeed more time in the field could have been spent with two additional days dedicated to just field time and practice using their new skills. Field time was built into each day of the training, but two more days would have been helpful.

Project Implementation: (aspects of the project execution that contributed to its success/shortcomings)

As aforementioned, one of the shortcomings of the site visits was not getting meetings with more key decision-makers in both the Ministry of Tourism and the Ministry of Environment. Also, the writing, circulation and finalization of the interpretive plan was delayed due to the complexity of the situation at the KBAs in Grenada. As such, Ted Eubanks, our ecotourism specialist (contracted to lead CBT planning workshops, assess resources and write Interpretive plans) requested additional time to complete his assessment and plan so that he could provide the best product possible. While we are pleased with the product, the lag time in between resource assessment and distribution of the plan was less than ideal as we wanted to be able to keep our local partners engaged and excited after our initial visit.

One of the aspects that contributed greatly to the project's success is the number of photographs taken at each KBAs, thanks to the photography skills of Ted Eubanks. Not only did we get pictures of general habitat, road conditions, signs, trails and people, we also got numerous close-up photos of beautiful birds, butterflies, dragonflies, flowers, and other flora and fauna. This photo-documentation has been an immense help in preparing our reports and interpretive strategies, and engaging the public on our FaceBook page. The photos will also be a huge help in our marketing of the CBT and KBA sites. In addition, Ted has made all of his photos freely available to all project partners. Thus, local partners have a source of professional-quality photos that they can use to promote themselves. The photos also instill pride in our partners as they help them to recognize that they live in a place with amazing biodiversity. Photos can be found at Ted's Pinterest pages here:

Grenada: <http://www.pinterest.com/fermatainc/the-caribbean-bird-trail-grenada/>

Ted also created special photo galleries dedicated to mangroves <http://pinterest.com/fermatainc/the-caribbean-bird-trail-mangroves/> and Odonates: <http://pinterest.com/fermatainc/caribbean-odonates/>

Other lessons learned relevant to conservation community:

Our project would not have had the success it has had were it not for strong local participation from the beginning of the project (the design) to project implementation. The key partners we have locally are due in large part to the excellent network that SCSCB has built over the past few years for other projects and programs of the organization.

SCSCB is recognized and respected for its many capacity building projects in the region and its strong track record of success. Thus, key local partners whom we invited to participate in the project were enthusiastic from the beginning, and were instrumental in putting us in contact with other potential partners in each country—the small community groups that we would otherwise not have known about. Getting in touch with these community groups and various stakeholders at the onset of the project helped us to make the CBT a truly participatory project. While regional in nature, we believe that the CBT needs to be built locally, site by site, and country by country, to ensure that every island contributes its own unique story.

ADDITIONAL FUNDING

Donor	Type of Funding*	Amount	Notes
Caribbean Horizons Tour Company	In-Kind Donation	\$600	For provision of daily transportation for guide training field trips and transport of participants to training
St. George's University	In-kind Donation	\$800	For facility use for guide training
Blue Horizons Garden Resort	In-Kind Donation	\$1,186	For lodging for facilitators during guide training
SPAW-RAC	Co-Financing	\$7,500	For professional services and travel
Optics for the Tropics	Donation of supplies	\$4,000	For 20 pairs of binoculars and 3 scopes for guide training

Sustainability/Replicability

Summarize the success or challenge in achieving planned sustainability or replicability of project components or results.

Using what we have learned about developing the Caribbean Birding Trail in Grenada, particularly in regards to developing the Caribbean Birding Trail Guide Training Program, will be a useful model going forth on other islands. We see that the model we created in Grenada will be particularly useful in other small islands of the Lesser Antilles where KBAs are closer geographically and therefore more easily incorporated into the field trips of the training program.

We had a unique opportunity this summer to showcase to partners throughout the Caribbean what we were able to accomplish in Grenada. The 19th regional meeting of the Society for the Conservation and Study of Caribbean Birds was held in Grenada in July 2013 and the agenda included a special workshop for the Caribbean Birding Trail. The workshop allowed for us to share with delegates from across the islands our advancements on the CBT and how it can be used as a model for other islands. We invited our guide training participants to attend the regional meeting, and the workshop in particular, and we were pleased to have several in attendance. During the interactive portion of the workshop, these individuals shared with the group their experiences with the guide training and the positive benefits it has produced for them. They were also very pleased to have been able to attend the meeting, not knowing that there was such a strong bird conservation community in the Caribbean of which they could be a part. Having this additional opportunity to engage training participants has greatly enhanced the sustainability of what we have done in Grenada.

Lastly, in an effort to keep participants engaged and learning in the days after the training and the conference, we gave all the participants access to an online program called Basecamp where they can download the training materials used during the workshop, plus additional resources such as a dictionary of useful terms, links to online field guides and bird calls, and more. The Basecamp program is also useful for allowing the participants to stay in contact with one another and the facilitators as it provides a message board where anyone can comment, ask questions, etc. Since the training several of the participants have been very active on Basecamp (such as when they need help identifying a species of bird) and have even invited new individuals from Grenada to the forum.

Summarize any unplanned sustainability or replicability achieved.

None.

Safeguard Policy Assessment

Please provide a summary of the implementation of any required action toward the environmental and social safeguard policies within the project if applicable as referenced in the LOI and the small grant agreement contract

N/A

Additional Comments/Recommendations

As previously stated, the regional meeting provided us with the ability to follow up in person with the participants of our Grenada guide training program, held on June 17-21, and to give them an opportunity to further hone their skills as a bird guide. The agenda for every regional meeting includes a day of field trips for participants to explore the host island. As one would expect at such a conference, many of the delegates have a keen interest in birds. Therefore, the itineraries were crafted to include the top birdwatching spots on the island. We wanted to give our participants some real experience with actual tour participants, and so we enlisted several of them to take the lead as guide for the group.

To prepare them for this unique challenge, we conducted a one-day field training on July 26 to give them additional practice in leading bird-focused tour groups. We also teamed them up with a “birding mentor” on their tour, to alleviate the pressure of having to know all the birds, plus as a means for them to continue learning. These mentors were individuals attending the conference that we knew to be excellent birders with guiding skills.

The feedback from the tours was extremely positive. As the group looked for the unique birds of Grenada, the guides shared stories about their island and themselves to the trip participants and were able to create for them a sense of place. From many, particularly the guides, we heard that a rewarding aspect of the trips was the information exchange that took place—the guides learned just as much from the mentors and the participants as the participants did from the guides. And it is that aspect of tourism, among others, that we are seeking to create with the Caribbean Birding Trail: travel that fosters immersion into culture, an exchange of ideas and energy between visitor and host, travel that is *inquisitive* rather than *acquisitive*.

Lastly, we wanted to give one more training opportunity to our guide trainees. The mid-conference field trips gave them a taste of what it is like to lead large groups of avid birders, but we also wanted to give them a chance to lead a group exactly opposite in nature. That is, a group of novice birders. Individuals who take a general interest in nature and culture, but have never picked up a pair of binoculars. Thus far in Grenada, the guides are far more likely to come across this type of tourist, and therefore it is important they know how to engage novices in birdwatching and get them excited and intrigued about the world of birds.

We organized a complementary three-hour birdwatching tour and advertised the opportunity to several resorts on the island. A family staying at Blue Horizons Garden Resort took us up on the offer and went out on July 30 with guide trainee Vaughan Francis of Henry’s Safari Tours. Vaughan took them through how to use the binoculars and then set out for Mt. Hartman to find the Grenada Dove. The group saw not one, **but THREE doves!** At the end of the tour, the only negative feedback was that it was too short! We hope to help create many more opportunities like this one whereby hotel and resort guests can discover they have a passion for something they never before knew existed.

Information Sharing and CEPF Policy

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned, and results. Final project completion reports are made available on our Web site, www.cepf.net, and publicized in our newsletter and other communications.

Please include your full contact details below:

Name: Lisa Sorenson and Holly Robertson

Organization: Society for the Conservation and Study of Caribbean Birds

Mailing Address:

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CEPF Global Targets				
(Enter Grant Term)				
Provide a numerical amount and brief description of the results achieved by your grant. Please respond to only those questions that are relevant to your project.				
Project Results	Is this question relevant?	If yes, provide your numerical response for results achieved during the annual period.	Provide your numerical response for project from inception of CEPF support to date.	Describe the principal results achieved from July 1, 2007 to June 30, 2008. (Attach annexes if necessary)
1. Did your project strengthen management of a protected area guided by a sustainable management plan? Please indicate number of hectares improved.	No			Please also include name of the protected area(s). If more than one, please include the number of hectares strengthened for each one.
2. How many hectares of new and/or expanded protected areas did your project help establish through a legal declaration or community agreement?	No			Please also include name of the protected area. If more than one, please include the number of hectares strengthened for each one.
3. Did your project strengthen biodiversity conservation and/or natural resources management inside a key biodiversity area identified in the CEPF ecosystem profile? If so, please indicate how many hectares.	No			
4. Did your project effectively introduce or strengthen biodiversity conservation in management practices outside protected areas? If so, please indicate how many hectares.	No			
5. If your project promotes the sustainable use of natural resources, how many local communities accrued tangible socioeconomic benefits? Please complete Table 1 below.	Yes			

Table 1. Socioeconomic Benefits to Target Communities

Please complete this table if your project provided concrete socioeconomic benefits to local communities. List the name of each community in column one. under Community Characteristics and Nature of Socioeconomic Benefit, place an X in all relevant boxes. In the bottom row, provide the totals of the

Name of Community	Community Characteristics							Nature of Socioeconomic Benefit										
	Small landowners	Subsistence economy	Indigenous/ ethnic peoples	Pastoralists/nomadic peoples	Recent migrants	Urban communities	Communities falling below the poverty rate	Other	Increased Income due to:				Increased food security due to the adoption of sustainable fishing, hunting, or agricultural practices	More secure access to water resources	Improved tenure in land or other natural resource due to titling, reduction of colonization, etc.	Reduced risk of natural disasters (fires, landslides, flooding, etc)	More secure sources of energy	Increased access to public
									Adoption of sustainable natural resources management practices	Ecotourism revenues	Park management activities	Payment for environmental services						
Woburn	X						X			X								
Levera	X	X					X			X								
St. George's						X				X								
Total	2	1				1	2			3								

If you marked "Other", please provide detail on the nature of the Community Characteristic and Socioeconomic Benefit: alternate



Caribbean Birding Trail Interpretive Guide Training Program

Report on Guide Training in Grenada

- St. George's University, Grenada, June 2013 -

Report on Guide Training in Grenada

Caribbean Birding Trail Interpretive Guide Training Program

by

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This work was completed with funding from the Critical Ecosystems Partnership Fund and with assistance from the following: St. George's University, Optics for the Tropics, Inc., Caribbean Horizons, Grenada Fund for Conservation, Blue Horizons Garden Resort, Grenada Dove Conservation Programme, and the Grenada Ministry of Agriculture.

Unless otherwise noted, all images and graphics by Ted Eubanks and Lisa Sorenson. Cover photo is a Grenada Flycatcher, by Ted Eubanks.



Our Partners





The CBT Interpretive Guide Training Program focuses on bird identification techniques and the application of environmental interpretation to ecotourism and conservation.

Introduction

The Caribbean Birding Trail (CBT) is a project of the regional environmental non-profit BirdsCaribbean (formerly the Society for the Conservation and Study of Caribbean Birds). The mission of the CBT is to create and promote natural and authentic experiences that engage visitors and locals with the unique birds of the Caribbean and by extension, Caribbean heritage as a whole.

By bringing awareness to the special birds of the Caribbean and their habitat, we look to stimulate a high quality, low volume, low impact tourism market that has the potential to bring economic benefits to local communities. Furthermore, since many of these birds rely upon the parks and protected areas of each island, the CBT also has the potential to enhance public and political support of these areas.

Globally, the tourism market for wildlife watching and wildlife photography is growing, and bird tourism is a significant part of this market. Another growing segment is that of the independent traveler; individuals that prefer to go “off the beaten path” and seek out authentic experiences. The Caribbean Birding Trail seeks to attract these markets to the Caribbean and encourage them to explore what is beyond the beach. Integral to this is having well-trained guides on every island that can help connect these travelers with the cultural and natural resources of the island.

The CBT is partnering with operators and guides throughout the region to organize one of the most comprehensive guide training and certification programs in the region where participants not only learn to identify the local bird species and their connection to the environment, but also how to effectively communicate information to audiences in a meaningful and enjoyable way.

The course is facilitated by Certified Interpretive Trainers through the National Association of Interpretation (NAI) of the U.S. Interpretation is a key aspect of the training. According to the NAI, interpretation is a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and meanings inherent in the resource. It is a process of conveying information about an interpretive site or resource by telling a story rather than reciting facts.

To launch the Caribbean Birding Trail Interpretive Guide Training Program, a grant was secured from the Critical Ecosystems Partnership Fund to conduct the first training workshop in St. George’s, Grenada.

Objectives of the Training

The objectives of the guide training are to:

1. Increase participant knowledge about bird ecology and skills in bird identification
2. Provide information on the birdwatching market and how to develop tours that will attract this and other related markets to Grenada
3. Teach the basic principles of environmental interpretation and its application to ecotourism and conservation goals.
4. Introduce the Caribbean Birding Trail concept to participants and share how the project can support local tour operators and guides as well as contribute to sustainable tourism development in Grenada.

Overview

The guide training program was held from June 17-21, 2013 on the campus of St. George's University for 24 participants from local tour operators, NGOs and the Grenada Forestry and National Parks Department. Grenada is the first country to receive this training from the CBT.

Companies and organizations participating in this training included: Blue Horizons Garden Resort, Caribbean Horizons Tours, Conservation Kayak, Grenada Forestry and National Parks Department, Grenada Fund for Conservation, Grenada Seafaris Powerboat Adventure, Grenada Scouts Association, Henry's Safari Tours Ltd., Insight Grenada Ltd, Mac's Taxi and Tours, Ocean Spirits, St. George's University, St. James Travel and Tours, and Sunstation Tours. The full participant list is included in Appendix III.

The training provided time in the field and the classroom. Classroom activities were structured around lectures on specific subjects, using specially developed training materials and presentations. Several interactive exercises were used to involve participants and to demonstrate key principles.

The field component of the training utilized the distinct ecosystems of Grenada to demonstrate the relationship between birds and habitat. The excellent viewing platform at the Woburn-Clark's Court Bay mangrove wetland provided an ideal location to learn to identify waterbirds and explain how they are uniquely adapted to find food in this wet and muddy environment.



Participants spent time in the field and in the classroom to develop skills in both bird identification and environmental interpretation.



Field trips for the training utilized the distinct ecosystems of Grenada to demonstrate the relationship between birds and habitat.

The Grand Etang Forest Reserve, an entirely different habitat, provided an opportunity to see Grenada's special forest birds, and to demonstrate how guiding a group in the forest is much different than guiding them elsewhere. Other sites visited during the week were the coastal site of La Sagesse and dry thorn scrub habitat of Mt. Hartman, home of Grenada's national bird, the critically endangered Grenada Dove. The classroom and field components are listed in Table 1.

Materials

Each participant received the following as part of the training:

- NAI Interpretive Guide Training Workbook
- Eagle Optics 8 x 10 Waterproof Binoculars
- Birds of the West Indies Field Guide by Herb Raffaele
- Landbirds of Grenada Bird Identification Card
- Seabirds of the Caribbean Bird Identification Card
- Wetland Birds of the Caribbean Bird Identification Card
- Mangroves of the Caribbean Identification Guide
- Caribbean Birding Trail flier
- Other materials (e.g., posters on migration, Grenada Dove)

The following books were used during the training and left with the Forestry and National Parks Department as reference material:

- *Interpreting Our Heritage* by Freeman Tilden
- *Interpretation-Making a Difference on Purpose* by Sam Ham
- *Personal Interpretation: Connecting Your Audience to Heritage Resources* by Lisa Brochu
- *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture* by Larry Beck

A pre- and post-training evaluation was administered to assess the effectiveness of the training in increasing participant knowledge. An evaluation of the workshop was also administered. Results are in Appendix VI and VII. In addition, short quizzes were given each day to test knowledge and keep participants actively learning.

The week culminated in a day of presentations, with the participants making use of their new knowledge to give a 10-minute talk tailored for a specific audience. The most outstanding presentations were ones that had a cohesive and clear message that was evident throughout the presentation. The best presentations also had elements of humor and whimsy, that captivated the group's attention from start to finish. The final presentations were recorded on video and are available for viewing on request to BirdsCaribbean. Immediately following each presentation, presenters were given feedback by peers and the facilitators.

On the final day of training, all participants received a Certificate of Completion (see Appendix IV).

In the days after the training, all participants were given access to an online program called Basecamp where they can download the training materials used during the workshop, plus additional resources such as:

- Links to websites useful for bird identification (e.g., allaboutbirds.org)
- Glossary of terms used during training (e.g., nocturnal, diurnal)
- Guiding Best Practices
- Photographs of hard-to-identify species of birds (e.g., shorebirds)



The Basecamp program is also useful for allowing the participants to stay in contact with one another and the facilitators as it provides a message board where anyone can comment, ask questions, etc. Since the training several of the participants have been very active on Basecamp and have even invited new individuals from Grenada to the forum. Below is a screen shot of what the Basecamp program looks like to users.



Caribbean Birding Trail - Grenada ☆

[Invite more people](#)
62 people on this project

[Catch up](#)
on recent changes

[17 Discussions](#) [31 Files](#) [1 Text document](#) [Dates](#) Add the first: [To-do list](#)

Latest project updates

- Oct 9** Lisa S. gave bonnie r. access to the project: Caribbean Birding Trail - Grenada
- Oct 3** vaughan f. commented on [Baird Sandpiper](#)
- Oct 3** Anne M. commented on [Baird Sandpiper](#)

[See all updates](#)

Discussions

	vaughan f. Baird Sandpiper - Good job Chris. I,m anxious to hear what you all saw at Mt Hartman last Sunday.	Oct 3	7
	vaughan f. Possible sighting of Baird's Sandpiper - After reading all the opinions I agree with you Jeff. Man do I love shorebirds. Always something to discover.	Oct 2	8
	Hermione B. Baird Sandpiper - Thanks Chris.	Oct 1	1
	Lisa S. New event - I will be very interested to hear what birds you guys saw - the EAST Pond is usually dry but is always worth checking for plovers, herons,	Sep 29	11
	Lisa S. New Hotspot Explorer Tool - HI all, Check out the new article in eBird Caribbean about the Hotspot Explorer tool - an awesome new tool to find the best birding hotspots. You will see that Grenada	Sep 24	

[12 more discussions](#)

Facilitating the training were interpretation and bird guiding professionals from Panama, Rick Morales and Beny Wilson. Assisting Rick and Beny were Lisa Sorenson, Executive Director of SCSCB, Holly Robertson, Project Manager of the CBT, and Anthony Jeremiah, Wildlife Conservation Officer with the Forestry and National Parks Department of Grenada. See more on the facilitators in Appendix I.

The training was made possible by major funding support from the Critical Ecosystems Partnership Fund and from local sponsors and partners, including the Grenada Forestry and National Parks Department, St. George's University, McIntyre Brothers, Ltd, Blue Horizons Garden Resort, Caribbean Horizons, Grenada Fund for Conservation, the Grenada Dove Conservation Programme, and Optics for the Tropics.

Table 1. Field and Classroom Components of the Training

Classroom Components			
	Section	Description	Primary Facilitator
1	Bird Identification 101 (audio-visual)	Techniques and terms in bird identification, plus use of binoculars.	Lisa Sorenson
2	Bird Diversity in the Caribbean and Grenada (audio visual)	Bird diversity; different groupings of birds (wetland birds, seabirds, e.g.) and their characteristics.	Beny Wilson
3	Using eBird: the Hows and Whys (audio-visual)	Bird monitoring efforts in the Caribbean (Caribbean Waterbird Census, e.g.) and citizen science in Grenada.	Lisa Sorenson
4	Wetland Birds of Grenada (audio-visual)	Species of birds that are considered to be wetland species and their adaptations for this habitat	Lisa Sorenson
5	Landbirds of Grenada (audio-visual)	Species of birds that are considered landbirds, including a discussion on the "specialty birds" of Grenada (e.g., endemic species Grenada Dove)	Beny Wilson
6	Bird Tourism Market	The different segments of the bird tourism market: the types of customers, their needs and how to address them.	Beny Wilson
7	Ethics of Birdwatching	Ethics of birdwatching, like the use of playback and laser pointing, group size, and being sensitive during breeding seasons, etc.	Beny Wilson
8	Bird Ecology, Habitats, and Conservation Issues in Grenada	The ecosystems in Grenada and associated bird life; and conservation issues on the island such as invasive species, development and climate change.	Anthony Jeremiah
9	Principles of Interpretation	Introduction to the field of interpretation and the key principles as laid out by Freeman Tilden	Rick Morales
10	Caribbean Birding Trail Framework (visual)	Introduction to the objectives of the Caribbean Birding Trail and the key elements of its interpretive strategy.	Holly Robertson
11	Learning Styles	Understanding your audience and how they process information	Rick Morales
12	NAI Approach to Interpretation	Using the framework of the National Association of Interpretation: The tangibles and intangibles of interpretation, plus the POETRY approach	Rick Morales
13	Interpretive Techniques	Fine-tuning speaking skills, verbal and non-verbal communication, and the guided walk.	Rick Morales
Field Components			
1	Field Trip #1: Mt. Hartman. Focal points: The endemic Grenada Dove and other dry scrub forest birds		
2	Field Trip #2: Woburn. Focal points: wetland birds and use of optics		
3	Field Trip #3: La Sagesse. Focal points: facilitating a group while on the trail.		
4	Field Trip #4: Grand Etang. Focal points: using laser pointers, playback, and finding birds in the forest.		
5	Field Trip #5: Mt. Hartman, Woburn and La Sagesse. Focal point: final presentations by participants.		

Outcomes

Some of the expected results of this workshop are:

- Participant knowledge of bird ecology and identification techniques has increased
- An increased number of individuals on Grenada know about the island's endemic species as well as the importance of habitat on Grenada to migratory birds
- A higher level of awareness about the conservation issues that are unique to Grenada
- Tour guides and operators on Grenada now have a better idea on how to serve the bird tourism market and to develop quality products that will attract and serve the segments of this market
- Environmental interpretation is better understood as a core principle of the Caribbean Birding Trail and as an important component of effective tour guiding
- Participants are aware of the Caribbean Birding Trail and how they can benefit by engaging with the program
- A community of individuals that care about birds and their habitat will be stimulated
- A relationship will be developed between the private sector on Grenada (i.e., tour guides and tour operators) and protected area managers and NGOs for the benefit of bird conservation as a result of this workshop

Some unexpected results of the workshop have been:

- The group of trainees have formed a bird club call Grenbirders to go on weekly birding trips
- Grenbirders has new members as a result of the interest level of the training participants
- Regular submission of observations to eBird
- Participant have immediately begun collaborating on how to tackle major issues in Grenada that negatively impact the environment and their livelihoods as tour guides, such as littering.



On the final day of the training, participants were required to deliver a ten-minute presentation on a bird species they chose and a theme they developed throughout the training

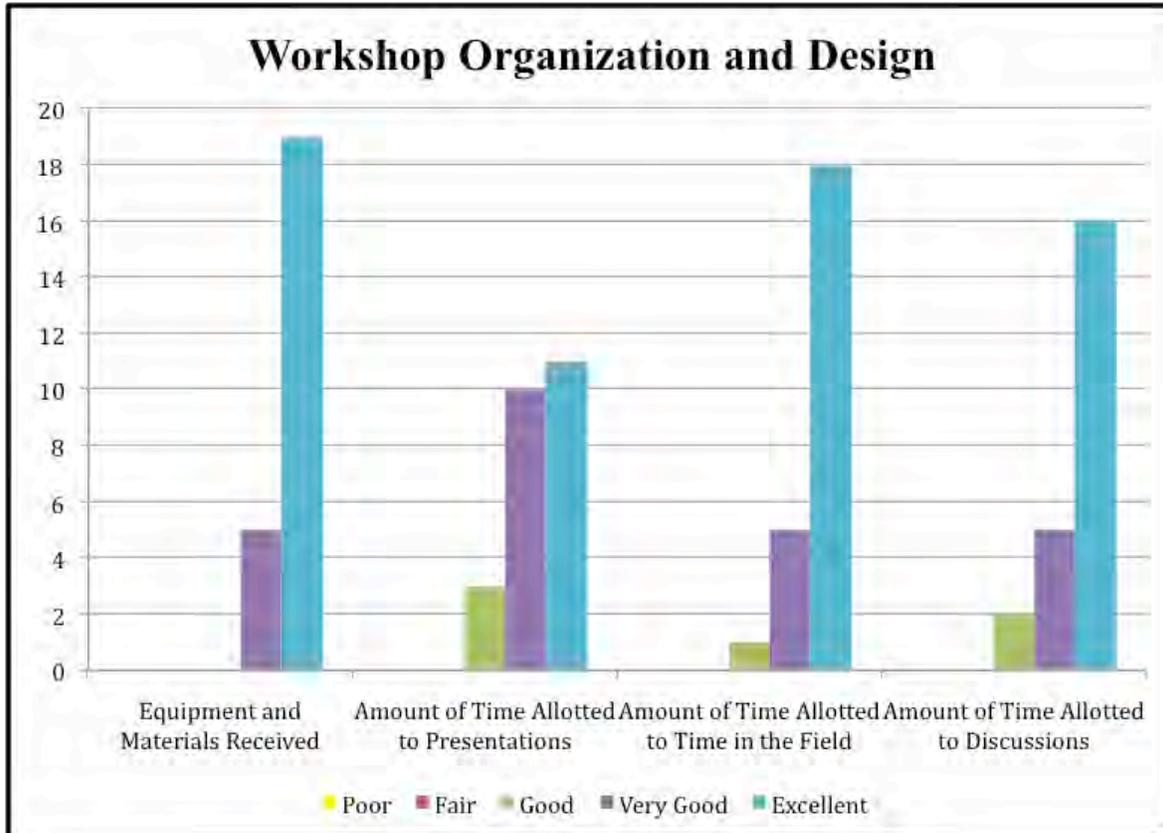
Feedback from Participants

The feedback on the training has been very positive from participants. In a post-training evaluation, participants were asked to rate their overall satisfaction with the workshop as excellent, very good, good, fair, or poor. The results are as follows:



The majority of participants rated the workshop as Excellent, while the rest rated it Very Good.

The participants were also asked to rate their satisfaction with the following aspects of workshop organization and design: equipment and materials received, amount of time allotted to presentations, amount of time allotted to field, and amount of time allotted to discussions:



The data shows that the participants were exceedingly satisfied with most aspects of the workshop organization and design.

Participant Comments

“Before this workshop birds and the environment meant nothing to me...but all this has changed in the last five days. I am now ready to start doing something about what I learned.”

“This workshop helped me develop a passion for something I didn’t even know I would have a passion for!”

“On island tours with hotel and cruise ship guests, I have hitherto never mentioned birds because they were a ‘blind spot’. I now have the confidence to include birds in standard tours and to build on what I have learned.”

“This workshop was fantastic. It’s given us the tools to revamp the tours that we have, put more emphasis on interpretation, and of course add the bird tours which we think are a great means to help raise environmental awareness for our guests as well as our local visitors.”

“I think that the workshop was well organized and the facilitators were really passionate about their duties. I believe that I was able to quickly understand and learn because I felt that they cared that I did.”

“Very thankful for equipment and materials.”



Group photo of workshop participants at Grand Etang Forest Reserve: Bottom row, left to right are: Christopher Stewart, Christopher McDonald, Doland Francis, Feridee Glaude, Lisa Sorenson, Rick Morales. Middle row, left to right: Barb Maloney, Antonette Dragon, Anne Campbell, Ralph Alexander, Krisma McDonald, Kate Rooney, Holly Robertson. Back, from left to right: Chris Alleyne, Michael Lewis, Denny John, Terrance Louison, Delon Raymond, Albert Christopher, Vaughan Francis, Ian Blaikie, Michael Bowen, Glaston Fletcher, Jamie Barrett, Beny Wilson, Cuthbert Blackett, Anthony Vincent, and Leon Charles.

Appendix I

Training Facilitators

Rick Morales became a Certified Interpretive Trainer in 2005 with the National Association for Interpretation to help guides achieve their professional goals and enhance the experience of travelers. In addition, from 1998 to 2010 he worked as a full-time Naturalist and Birdwatching Guide for Ancon Expeditions of Panama, the country's foremost ecotourism organization.



Beny Wilson is a fantastic birder and one of the most celebrated birdwatching guides in Panama. He has worked with many top tier tour operators and currently has his own guiding business in Panama. He also volunteers his time with the Panama Audubon Society.



Holly Robertson is the Project Manager of the Caribbean Birding Trail and has been working on the development of the Caribbean Birding Trail for more than two years. Holly holds a Master of Science degree in Conservation Biology and Sustainable Development from the University of Wisconsin in Madison.



Dr. Lisa Sorenson is the Executive Director of BirdsCaribbean and has 27 years of experience working in the Caribbean. Dr. Sorenson is currently leading the organization's outreach and environmental education programs and new regional bird monitoring program (Caribbean Waterbird Census) and delivering training workshops on monitoring and the importance and value of local wetlands and their birdlife.



Anthony "Jerry" Jeremiah is a Wildlife Conservation Officer with the Grenada Forestry and National Parks Department. Jerry has been a key local partner of BirdsCaribbean for the past several years, partaking in several training programs (Seabird Conservation, Caribbean Waterbird Census, etc) and helping facilitate local training and activities (e.g., Caribbean Endemic Bird Festival and International Migratory Bird Day).

Appendix II

Training Agenda

Day 1 – Monday June 17 (Caribbean House, SGU campus)

8:00-8:30 Arrival and Registration, Introductory evaluation

8:30-9:30 Welcome and Introduction to training and to the Caribbean Birding Trail

9:30-10:00 Participant introductions and expectations

BREAK

10:15-10:45 How to Identify Birds 101

10:45-11:30 Principles of using binoculars and field guides

11:30-12:30 Field practice with binoculars and ID materials

Lunch – Catered at Caribbean House, St. George’s University

1:30-1:45 Review of the morning

1:45-2:45 Introduction to bird diversity of Grenada and the Caribbean

BREAK

3:00-5:00 Finding the Grenada Dove (field trip to Mt. Hartman and nearby wetlands)

Day 2 – Tuesday, June 18 (Caribbean House, SGU campus)

7:30-10:00 Birding field trip to Woburn wetlands (bus departs from SGU Caribbean House promptly at 7:15 AM)

BREAK

10:15-10:30 Informal review of birds; enter bird observations into eBird database

10:30-11:00 Virtual birding quiz

11:00-12:30 Wetland birds of Grenada

Lunch— Catered at Caribbean House, St. George’s University

1:30-1:45 Review of the morning

1:45-2:45 Guiding techniques for the bird tourism market

BREAK

3:00-3:30 Ethics of birdwatching

3:30-4:30 Bird ecology, habitats and conservation issues in Grenada

Day 3 – June 19 (Caribbean House, SGU campus)

8:30-10:00 Birding at La Sagesse Nature Center; bus departs SGU Caribbean House promptly at 7:30 am.

BREAK

10:15-10:45 Virtual birding quiz; enter bird observations into eBird

10:45-12:30 Principles of Interpretation; Caribbean Birding Trail Interpretive Framework

Lunch— Catered at Caribbean House, St. George’s University

1:30-1:45 Review of the morning

1:45-2:45 Learning styles; understanding your audience

BREAK

3:00-5:00 National Association of Interpretation (NAI) approach to communication; Tangibles and Intangibles

Day 4 – June 20 (Founders Annex I, SGU campus)

7:30-10:00 Birding at Grand Etang Forest Preserve; bus departs SGU Caribbean House promptly 7 am.

BREAK

10:15-10:45 Virtual birding quiz; enter bird observations into eBird.

10:45-12:30 NAI’s approach to communication, continued; POETRY

Lunch— Catered Founders Annex I, St. George’s University

1:30-1:45 Review of the morning

1:45-2:45 Interpretive techniques: speaking skills, verbal and non-verbal communication

BREAK

3:00-3:30 Program delivery: the guided walk

3:30-5:00 Individual work on interpretive techniques and program delivery

Day 5 – June 21 (Caribbean House, SGU campus)

8:00-12:30 Presentations in the field

Lunch— Bagged lunches

1:30-2:45 Presentations in the field

BREAK

3:00-4:00 Knowledge acquisition exam

4:00-4:30 Bird identification competition

4:30-5:00 Celebration and presentation of certificates

Appendix III

Participant List

First	Last	Company	Email
Albert	Christopher	Grenada Seafaris Powerboat Adventure	ajchristopher505@hotmail.com
Vaughan	Francis	Henry's Safari Tours Ltd	v.efran@hotmail.com
Feridee	Glaude	St. James Travel and Tours	fairylu34@hotmail.com
Terrance	Louison	St. James Travel and Tours	spicetours@gmail.com
Ralph	Alexander	St. James Travel and Tours	ralexander@hotmail.com
Ian	Blaikie	Sunsation Tours	rilbio@hotmail.com
Christopher	Stewart	Sunsation Tours	crystal.tours@hotmail.com
Krisma	McDonald	Insight Grenada Ltd	krisma.c.m@gmail.com
Anne	Campbell	Caribbean Horizons	anneicampbell@gmail.com
Michael	Bowen	Caribbean Horizons	tou.tuss@hotmail.com
Denny	John	Caribbean Horizons	denny_john@hotmail.com
Anthony	Vincent	Caribbean Horizons	macford@spiceisle.com
Christopher	Alleyne	Grenada Fund for Conservation	crissalleyne@gmail.com
Doland	Francis	Forestry Department	doland_dando@hotmail.com
Antonette	Dragon	Forestry Department: Mt. Hartman's Visitor Center	ntntt4pat@yahoo.com
Cuthbert	Blackett	SGU	cuthbert.blackett@hotmail.com
Leon	Charles	SGU	leoncharles@outlook.com
Christopher	McDonald	Mac's Taxi and Tours	greattours@hotmail.com
Kate	Rooney	Ocean Spirits	kate@oceanspirits.org
Barbara	Malone	Ocean Spirits	wayne.barb@yahoo.com
Jamie	Barrett	Conservation Kayak	info@conservationkayak.com
Delon	Raymond	Carriacou (Linkys)	dangerd_15@hotmail.com
Glaston	Fletcher	GSA	hiker123@live.com
Michael	Lewis	Self-employed	micah7-18@outlook.com
Kendra	Hopkin-Stewart	Blue Horizons Garden Resort	kendrahopkin@grenadabluehorizons.com



Society for the Conservation and Study of Caribbean Birds

Certificate of Completion to:

Doland Francis

For successful completion of

The Caribbean Birding Trail Interpretive Guide Training Program

21 June 2013



Rick Morales, Training Coordinator

Beny Wilson, Training Coordinator

Lisa Sorenson, Executive Director of the Society for the Conservation and Study of Caribbean Birds

Holly Robertson, Project Manager of the Caribbean Birding Trail



CRITICAL ECOSYSTEM PARTNERSHIP FUND

blue horizons GARDEN RESORT



Grenada Dove by Greg Heston

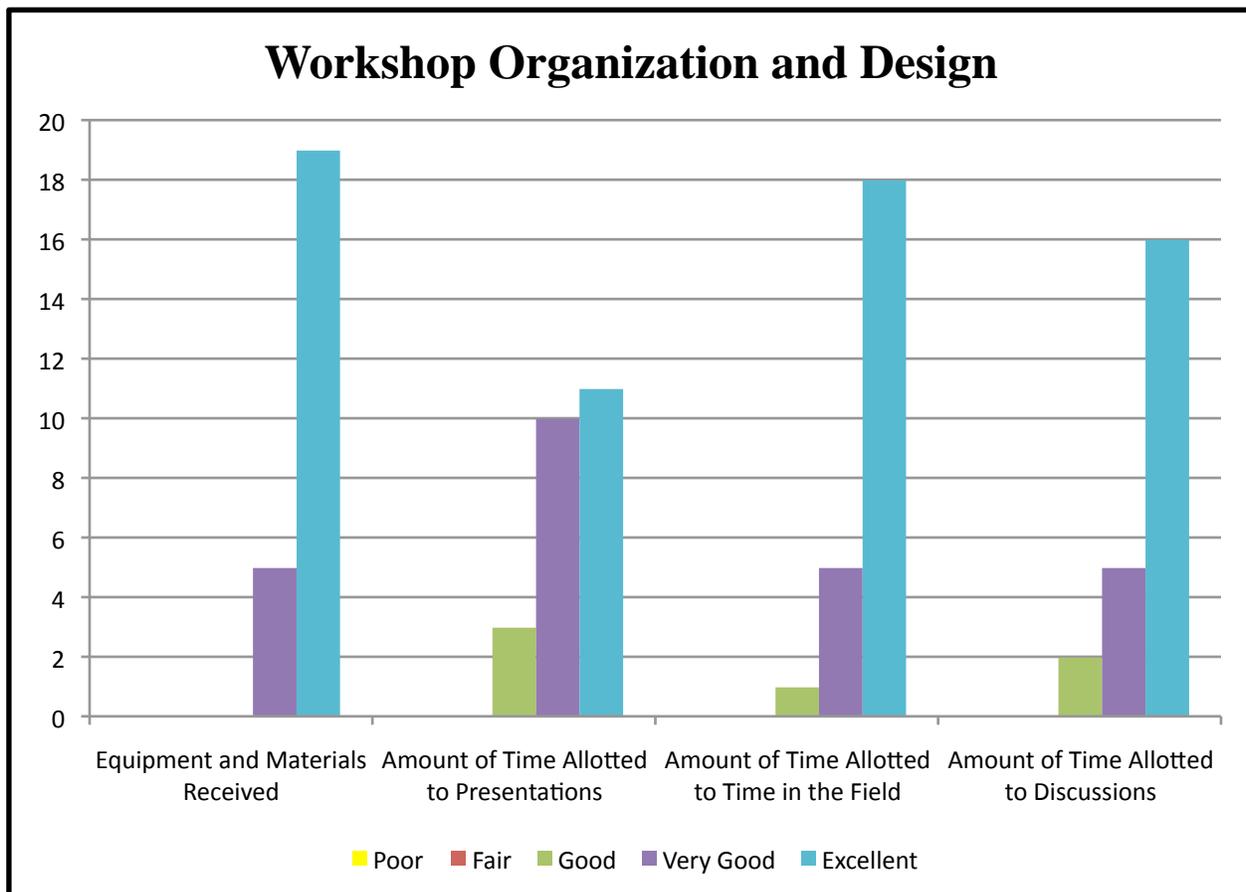
SCSCB Birding Trail Guide Training Workshop (17-23 June, 2013) Workshop Evaluation Report

Methodology of the Evaluation

Each of the 24 participants completed evaluation forms at the end of the workshop. Participants were asked to assess how well the workshop objectives were met and to rate the quality of the workshop activities, their personal outcomes, and the facilitators. They assessed the various areas in each category on a scale from 1 to 5, with 1 being the lowest score and 5 the highest (1 ~ poor, 2 ~ satisfactory, 3 ~ good, 4 ~ very good, 5 ~ excellent). If participants did not attend a particular presentation or activity, they were asked to leave the question blank. Several open-response questions and an opportunity to rank value of projects were also on the form.

Evaluation Form Questions and Results

1. Participants were asked to rate their satisfaction with the following aspects of workshop organization and design:
 - a. Equipment and Materials Received
 - b. Amount of Time Allotted to Presentations
 - c. Amount of Time Allotted to Time in the Field
 - d. Amount of Time Allotted to Discussions

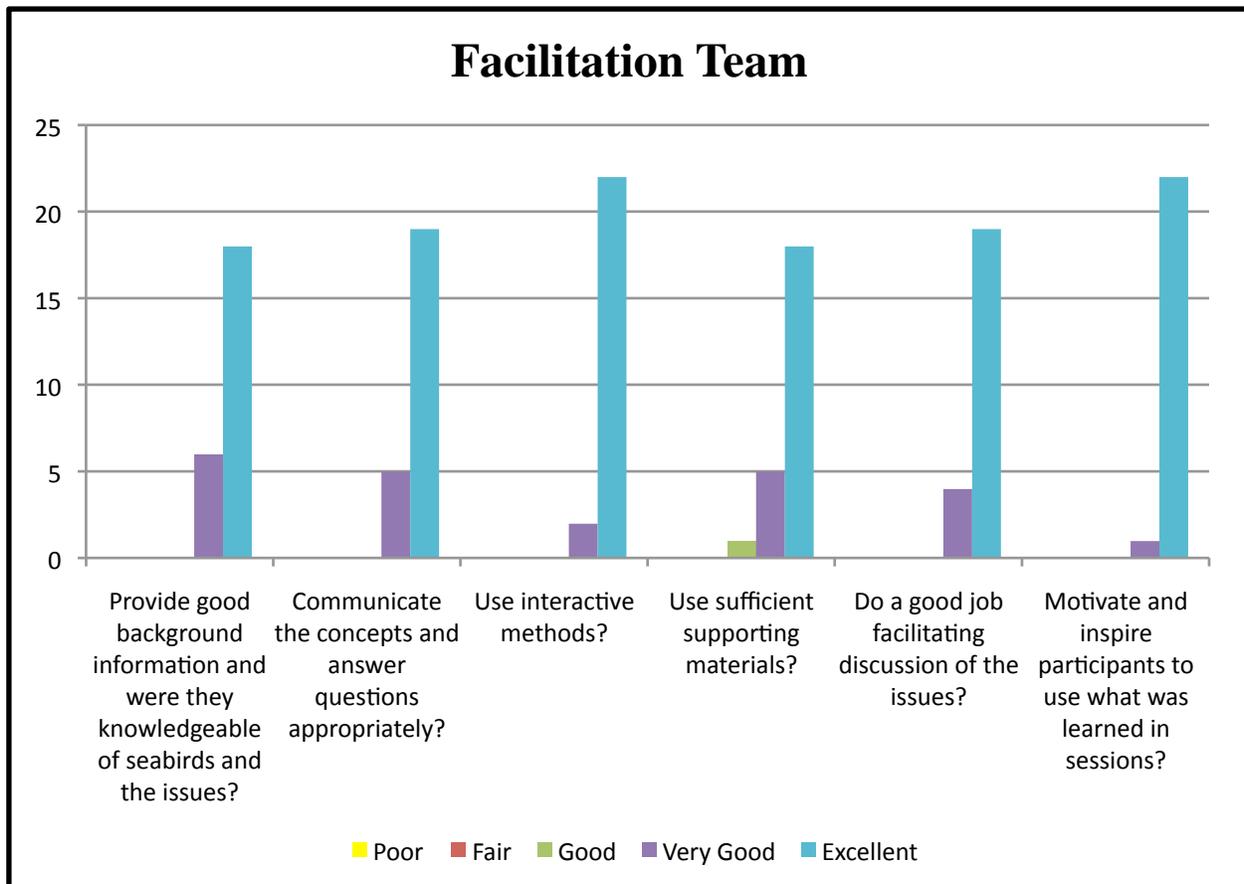


The data shows that the participants were exceedingly satisfied with most aspects of the workshop organization and design. More than three quarters of the participants rated the amount of time allotted to time in the field and time allotted to discussions as excellent. In addition, most participants rated the equipment and materials received as excellent. The amount of time allotted to presentations was the only category that did not fit this pattern. However, the majority of participants rated this item as very good or excellent

Additional comments by participants on this section:

- *Equipment and Materials Received:*
 - *It was the best.*
 - *The quality binoculars have opened up a whole new world!*
 - *Very thankful for equipment and materials.*
 - *Very, very good, excellent!*
 - *More research easier.*
 - *I would have to have more books.*
 - *I feel we were given all we needed to become bird beginners in Grenada.*
- *Amount of Time Allotted to Presentations:*
 - *I was ready but felt my colleagues didn't understand what was going to happen until it was Wednesday.*
 - *Good, keep it up.*
 - *Very good!*
 - *Go over when it is necessary.*
 - *Enough.*
- *Amount of Time Allotted to Time in the Field:*
 - *Felt too long at times but this could be because I get migraines when I'm in the sun and hungry.*
 - *Was great, but would love more [always].*
 - *Too long sometimes.*
 - *Excellent.*
- *Amount of Time Allotted to Discussions:*
 - *Perfect!*
 - *Possibly too much?*
 - *Well done.*
- *General:*
 - *Best course ever. Great organization and sequence of information sections.*

2. Participants were asked to rate their satisfaction with the following aspects of the facilitation team:
 - a. Provide good information and were they knowledgeable about education, science, birds, and the issues?
 - b. Communicate the concepts and answer questions appropriately?
 - c. Use interactive methods?
 - d. Use sufficient supporting materials?
 - e. Do a good job facilitating discussion of the issues?
 - f. Motivate and inspire participants to use what was learned in sessions?



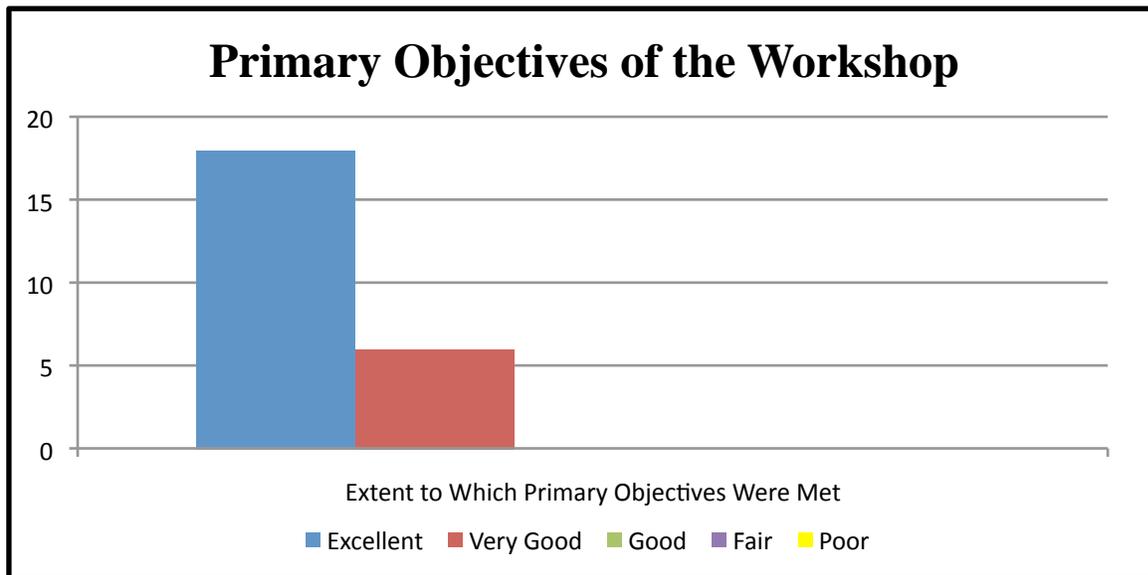
The data shows that all participants were satisfied with all aspects of the facilitation team. The largest numbers of excellent ratings were for ‘use [of] interactive methods’ and ‘motivate and inspire participants to use what was learned in the lessons.’

Additional comments by participants on this section:

- *Excellent facilitators.*
- *I think that the workshop was well organized and the facilitators were really passionate about their duties. I believe that I was able to quickly understand and learn because I felt that they cared that I did.*
- *I think that one week duration was not quite enough time for a workshop of this importance.*
- *This workshop has given me the training to help all, how I can help in this way and the teaching principles in all ways - thank you for this.*
- *Absolutely, amazing inspirational! Many thanks.*
- *Before this workshop, birds and the environment meant nothing to me, all this has changed in less than five days. The way this workshop was presented I am now ready to start doing something about what I learned.*
- *I liked the way on day 1 we worked outside with “lamintated” birds - spotting them and their shapes. It gave us confidence that we could do the exercise and become a bird guide.*
- *This workshop could have been for another week to really understand the awareness of the participants.*

- *Everyone that [delivered] knew what they was [sic.] all about and very knowledgeable on the subject.*
- *I learned a great deal from the time and got excited just from the vibes and attitudes of the teaching team. You made learning fun and enjoyable with just the right amount of information to challenge, but not overwhelm.*
- *The team always seemed to include everybody in discussions, everyone’s name was used and I certainly never felt “left-out.” The team is passionate about their own subjects and it radiated through this course.*

- Participants were asked to indicate to what extent the primary objectives of this workshop were met according to:
 - Providing training in bird identification skills and key elements of being a bird guide; and
 - Teaching the basic principles of environmental interpretation and its application to bird tourism and the Caribbean Birding Trail.

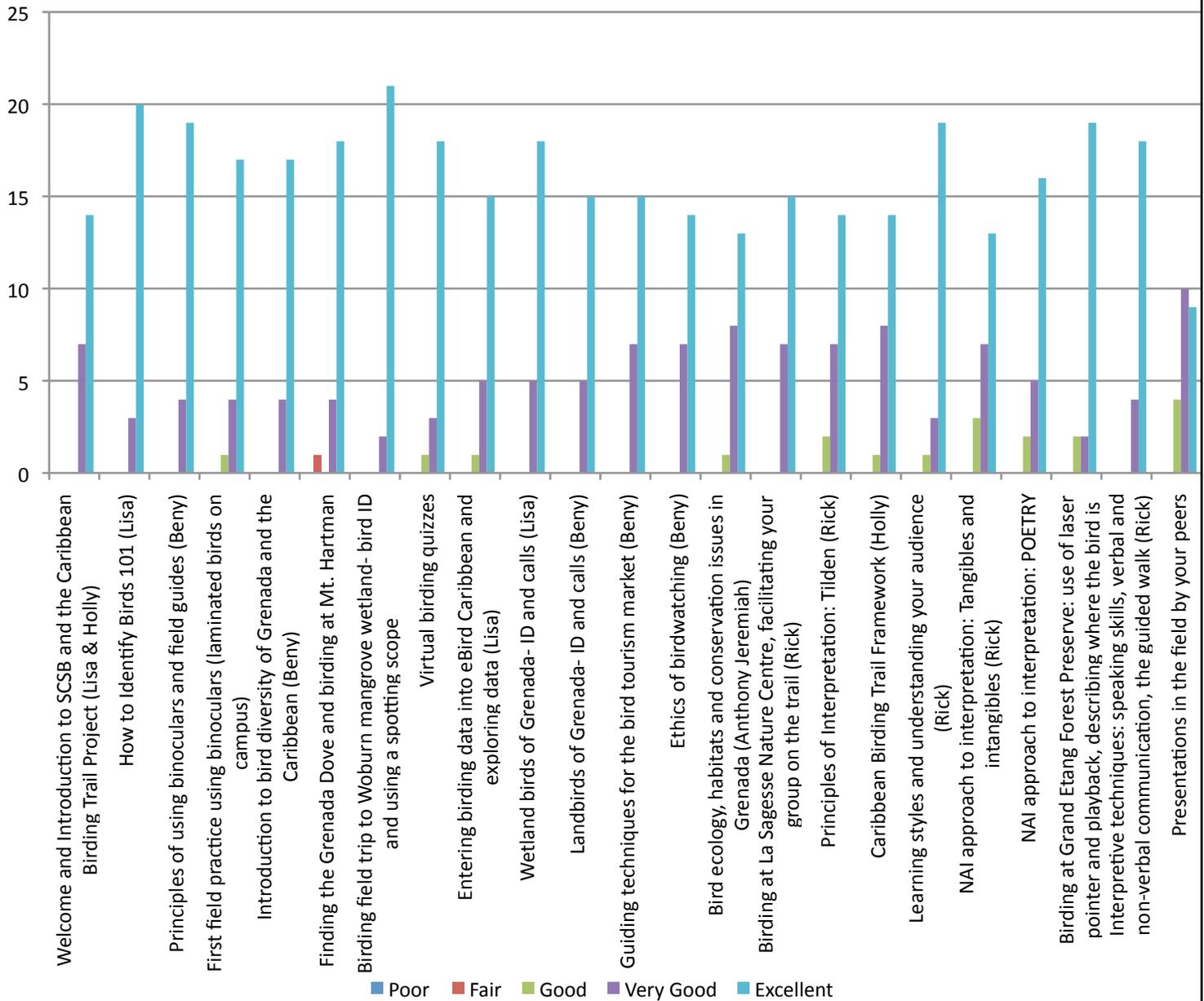


All participants rated the extent to which the primary objectives of the workshop met as either very good or excellent. More than half of the participants felt that the objectives of the workshop met a high level of excellence.

- A. The participants were asked to rank all presentations and sessions:
 - Welcome and Introduction to SCSB and the Caribbean Birding Trail Project (Lisa & Holly)
 - How to Identify Birds 101 (Lisa)
 - Principles of using binoculars and field guides (Beny)
 - First field practice using binoculars (laminated birds on campus)
 - Introduction to bird diversity of Grenada and the Caribbean (Beny)
 - Finding the Grenada Dove and birding at Mt. Hartman

- g. Birding field trip to Woburn mangrove wetland- bird ID and using a spotting scope
- h. Virtual birding quizzes
- i. Entering birding data into eBird Caribbean and exploring data (Lisa)
- j. Wetland birds of Grenada- ID and calls (Lisa)
- k. Landbirds of Grenada- ID and calls (Beny)
- l. Guiding techniques for the bird tourism market (Beny)
- m. Ethics of birdwatching (Beny)
- n. Bird ecology, habitats and conservation issues in Grenada (Anthony Jeremiah)
- o. Birding at La Sagesse Nature Centre, facilitating your group on the trail (Rick)
- p. Principles of Interpretation: Tilden (Rick)
- q. Caribbean Birding Trail Framework (Holly)
- r. Learning styles and understanding your audience (Rick)
- s. NAI approach to interpretation: Tangibles and intangibles (Rick)
- t. NAI approach to interpretation: POETRY
- u. Birding at Grand Etang Forest Preserve: use of laser pointer and playback, describing where the bird is (Beny)
- v. Interpretive techniques: speaking skills, verbal and non-verbal communication, the guided walk (Rick)
- w. Presentations in the field by your peers

Presentation Ranking



Most participants were well satisfied with all the presentations and rated the presentations as either very good or excellent. The presentation that included a ‘birding field trip to Woburn mangrove wetland’ received the greatest excellent feedback from the participants. Participant feedback was varied for the ‘presentations in the field conducted by peers’, but received mostly very good and excellent reviews.

Additional comments by participants on this section:

- Welcome and Introduction to SCSB and the Caribbean Birding Trail Project:
- How to Identify Birds 101:

- *Very good. (2)*
- *I liked how birds introduced only as shadows and key features pointed out.*
- *Very passionate in her expertise (Lisa).*
- *All the help was identify.*
- *Great job.*
- *Keep up the good work.*
- *Very knowledgeable.*
- *She (Lisa) was excellent.*
- *Principles of using binoculars and field guides:*
 - *Beny is a wealth of knowledge.*
 - *He taught me the correct way.*
 - *Very good.*
 - *Beny takes his time to explain.*
 - *Good.*
 - *Fantastic.*
 - *Keep doing what you do.*
 - *[Has] a big heart.*
 - *He was fantastic.*
- *First field practice using binoculars:*
 - *Very good.(2)*
 - *It was a surprise.*
 - *Birds not clear.*
 - *Smart.*
 - *Great.*
- *Introduction to bird diversity of Grenada and the Caribbean :*
 - *Very good.*
 - *Good.*
 - *[He] knows his stuff.*
 - *Introduced me to a lot more endemic birds!*
- *Finding the Grenada Dove and birding at Mt. Hartman:*
 - *Awesome!*
 - *Good knowledge of the area.*
 - *Very good.*
 - *It was a nice experience.*
 - *Thank you.*
 - *We were lucky with the nest and scope.*
 - *First time noticing one.*
 - *A stellar moment to view Grenada Dove and nest.*
- *Birding field trip to Woburn mangrove wetland- bird ID and using a spotting scope:*
 - *I find that shorebirds can be difficult, this helped.*
 - *Great to try out a spotting scope for first time.*
 - *Was excellent.*
 - *Platform was a plus.*
 - *Very good.*
 - *It helped me and will.*
 - *Very good spot.*

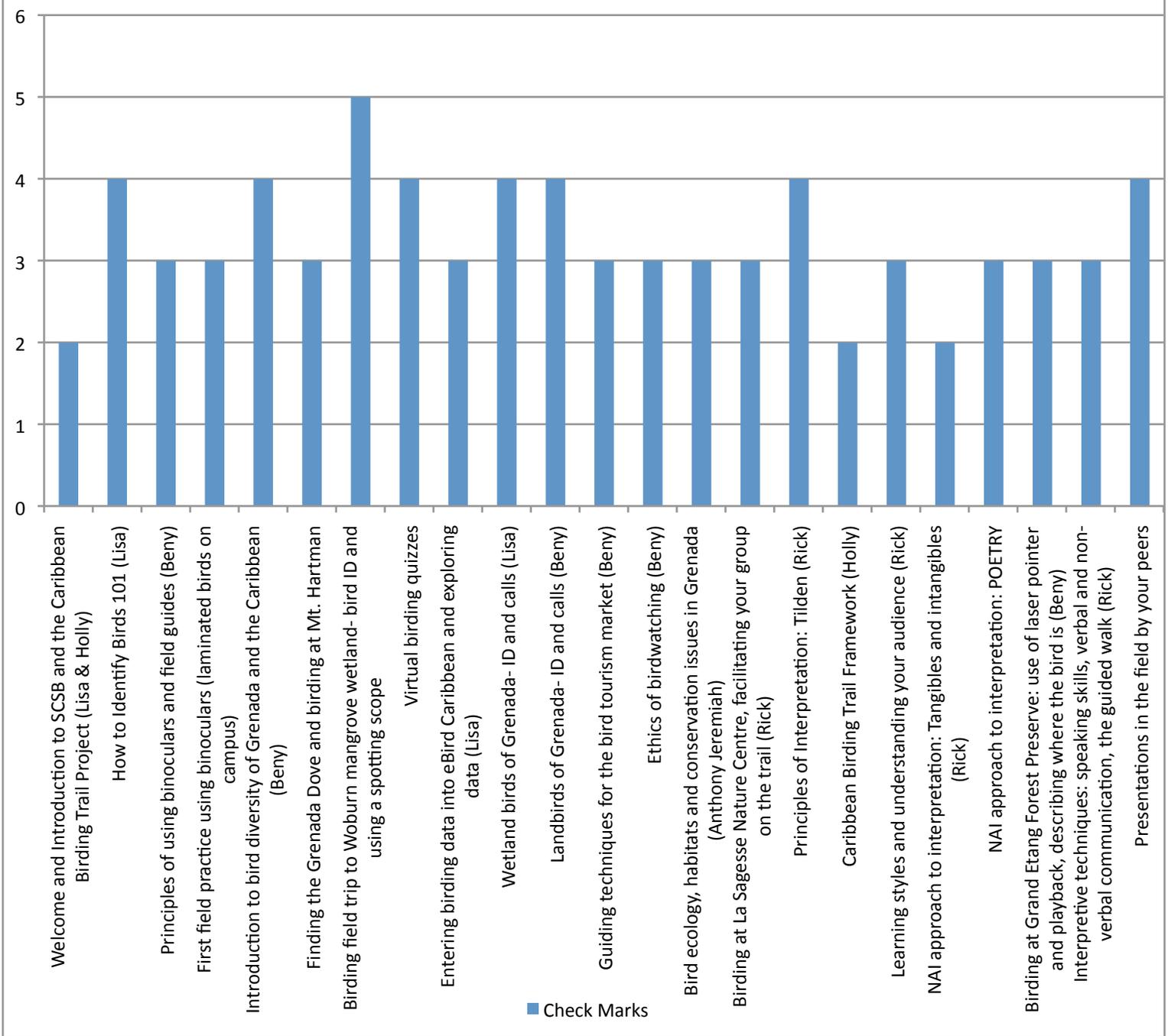
- *“Hands on” “wetland birds I.D.” easier than pictures.*
- *Virtual birding quizzes:*
 - *Helped to build my confidence.*
 - *I found this great way to test own knowledge.*
 - *Very good.*
 - *Little more time.*
 - *The best.*
 - *I need to know a lot more.*
- *Entering birding data into eBird Caribbean and exploring data:*
 - *I’ve started because of this and I love it.*
 - *Had not realized everyone could gain access and fab (sic.) tool for data collection.*
 - *Good knowledge will support eBird.*
 - *Very good.*
 - *Knowledgeable.*
 - *The importance of this data was explained very well.*
- *Wetland birds of Grenada- ID and calls:*
 - *Very good. (2)*
 - *Excellent.*
 - *It’s too much to absorb it all. Spread it out over more and shorter sessions?*
 - *It is for all at the end of the day.*
 - *Expertly done.*
 - *They knew what they were asked about.*
- *Landbirds of Grenada- ID and calls:*
 - *I love Beny’s passion for birds.*
 - *Did a great job.*
 - *It’s too much to absorb it all. Spread it out over more and shorter sessions?*
 - *Very good.*
 - *Good.*
 - *Professionally done.*
 - *Beny’s “energy” brought this alive.*
- *Guiding techniques for the bird tourism market:*
 - *Very good. (2)*
 - *Needed a longer seminar.*
 - *Invaluable, not being a guide yet.*
 - *I love[d] it, thanks.*
 - *He is very good.*
- *Ethics of birdwatching:*
 - *Did we do that?*
 - *Very good.*
 - *It [was] the best.*
 - *Missing the rain.*
 - *Personal situations made us all realize importance of everything we do.*
- *Bird ecology, habitats and conservation issues in Grenada:*
 - *Always wonderful hearing about what’s really happening.*
 - *His data was up to date.*

- *Very good.*
- *You are all great.*
- *Too short.*
- *Keep it up, thanks.*
- *Need to bring it to the schools.*
- *Birding at La Sagesse Nature Centre, facilitating your group on the trail:*
 - *Very good.*
 - *More time needed.*
- *Principles of Interpretation: Tilden:*
 - *Very good.*
 - *Liked clapping games as demo/wake up.*
 - *I guess he is a brilliant English teacher.*
- *Caribbean Birding Trail Framework:*
 - *Very good.*
- *Learning styles and understanding your audience:*
 - *I would like to learn more.*
- *NAI approach to interpretation: Tangibles and intangibles:*
 - *Very good.*
 - *I had problems between both word[s]- not facilitators fault.*
- *Birding at Grand Etang Forest Preserve: use of laser pointer and playback, describing where the bird is:*
 - *Make spotting easier.*
 - *Great job.*
- *Interpretive techniques: speaking skills, verbal and non-verbal communication, the guided walk:*
 - *This helped me a lot.*
 - *Good.*
 - *Very knowledgeable.*
 - *Great job.*
 - *I could use more speaking skills- not due to this program.*
- *Presentations in the field by your peers:*
 - *Not enough time to prepare.*
 - *Learned a lot.*
 - *Could have seen better.*
 - *It could be beneficial to lay out rules of presentation in advance, e.g. if notes can/cannot be used in field.*
 - *Learnt a lot about effective assessment/ feedback.*
 - *Great technique, diplomatic.*
 - *Need to be yourself.*
 - *Excellent.*
 - *Although some of us were nervous, everybody's presentation was well received by facilitators.*
- *General:*
 - *I found them all valuable... 😊*
 - *I think there was a mismatch between the presentations of 'theory' (i.e. principles of guiding) and the Grenadian education system, which promotes learning and*

regurgitation of facts at the expense of thought, argument, opinion, ideas, concepts, [and] skills. It might be more useful to spend some time persuading people that they, as Grenadians, have backgrounds, experiences, that are unique and outside the experience of their guests. That they (the Grenadians) can abandon formulaic and conservative notions about 'format speaking,' and treat their audience as individuals, as potential friends. They needn't be pompous or guarded. This will not be easy, because Grenadians schools still hit and humiliate. And this is a gossipy society where success is envied and failure mocked. People need to be given (self-) esteem. I do not think that 'poetry' etc. was the best vehicle for that. (for me, though as a "foreigner," it was refreshing).

- B. After ranking all the presentations and sessions, participants were asked to then place a check mark next to the ones they found most valuable for the following presentations:
- a. Welcome and Introduction to SCSB and the Caribbean Birding Trail Project (Lisa & Holly)
 - b. How to Identify Birds 101 (Lisa)
 - c. Principles of using binoculars and field guides (Beny)
 - d. First field practice using binoculars (laminated birds on campus)
 - e. Introduction to bird diversity of Grenada and the Caribbean (Beny)
 - f. Finding the Grenada Dove and birding at Mt. Hartman
 - g. Birding field trip to Woburn mangrove wetland- bird ID and using a spotting scope
 - h. Virtual birding quizzes
 - i. Entering birding data into eBird Caribbean and exploring data (Lisa)
 - j. Wetland birds of Grenada- ID and calls (Lisa)
 - k. Landbirds of Grenada- ID and calls (Beny)
 - l. Guiding techniques for the bird tourism market (Beny)
 - m. Ethics of birdwatching (Beny)
 - n. Bird ecology, habitats and conservation issues in Grenada (Anthony Jeremiah)
 - o. Birding at La Sagesse Nature Centre, facilitating your group on the trail (Rick)
 - p. Principles of Interpretation: Tilden (Rick)
 - q. Caribbean Birding Trail Framework (Holly)
 - r. Learning styles and understanding your audience (Rick)
 - s. NAI approach to interpretation: Tangibles and intangibles (Rick)
 - t. NAI approach to interpretation: POETRY
 - u. Birding at Grand Etang Forest Preserve: use of laser pointer and playback, describing where the bird is (Beny)
 - v. Interpretive techniques: speaking skills, verbal and non-verbal communication, the guided walk (Rick)
 - w. Presentations in the field by your peers

Participant Valuation of Presentations



Not all participants ranked the most valuable presentations. Contribution in this section of the evaluation form was limited to seven participants. In correlation with the previous graph depicting the level of satisfaction with each presentation, the presentation that included the birding field trip to Woburn mangrove wetland received the most valuable votes from participants. Nonetheless, all the presentations were found to be the most valuable by at least two participants.

5. Participants were asked to list the three aspects of the workshop that they valued the most. (e.g. bird identification presentations, field trips to practice bird ID, learning about the bird diversity of Grenada, the bird tourism market, environmental interpretation and how it relates to being a good guide, how to develop and lead an interpretive tour, effective storytelling, networking with my peers, opportunity to get guidance and advice from facilitators, etc.):
- *Bird identification presentations. (12)*
 - *Field trips to practice bird ID. (9)*
 - *Learning about bird diversity of Grenada. (8)*
 - *How to develop and lead an interpretive tour. (7)*
 - *How [environmental interpretation] relates to being a good guide. (7)*
 - *Opportunity to get guidance and advice from facilitators. (5)*
 - *Effective storytelling. (2)*
 - *Bird identification and techniques to make it easy.*
 - *Educational advice from Lisa.*
 - *The tools provided to learn and do bird watching.*
 - *All were good.*
 - *Networking.*
 - *The bird tourism market.*
 - *Field trips to practice what we learnt in class.*
 - *Bird identification competition.*
 - *Marketing and guiding techniques.*
 - *Presentations.*
 - *Using the scope.*
 - *Learning bird songs.*
 - *Bird identification and fieldwork.*
 - *Bird diversity in Grenada- endemic species.*
 - *Opportunity for guidance and advice.*
6. Participants were asked to list the two or three most important things (key points or concepts) learned during the workshop week?
- *Identification of birds. (5)*
 - *Principles of interpretation. (2)*
 - *Effective storytelling. (2)*
 - *Key features to look for to I.D. a bird. (2)*
 - *To ensure to see a bird/situation from all angles, especially when educating SCSCB, eBird-*
 - *I learned about interpretation and how it relates to being a good guide. How to present a good presentation that will captivate your audience and use... [sic.]*
 - *The importance of birds to the environment.*
 - *Ethics of bird watching.*
 - *How to give direction.*
 - *How to manage time in presenting.*
 - *That there is real expertise here in Grenada.*

- *Talking to my audience about something they never knew about.*
 - *Being myself.*
 - *What good interpretation is.*
 - *Identification tools and skills.*
 - *Value of birds as environmental tool.*
 - *Better able to articulate the bird story.*
 - *Better equipped to handle conservation and protection issues.*
 - *Interpretative guiding techniques.*
 - *How to network with others.*
 - *How to get guidance.*
 - *To learn about birds.*
 - *I was very happy to learn and I will like to do more.*
 - *Laser pointer rules.*
 - *Reminders with regard to being conscious of people's needs while guiding.*
 - *Ways to differentiate some shore-birds.*
 - *Interpretation of leading a tour and valuing of resources that are being used.*
 - *An interpretive tour is more effective than an informative tour. Birds can be identified by shape and size, color and habitat.*
 - *The guide's ability to interpret can have a big impact on his client's experience.*
 - *Bird watching can be as much fun for the guide as it is for the guest.*
 - *Effective communication.*
 - *Our ecosystem can be fragile if it is not cared for.*
 - *Champion good educational practices.*
 - *Different kinds of birds.*
 - *The endemic species as well as those species found in Caribbean. Public speaking and awareness of Grenada's environment.*
7. Participants were asked how they will use what they learned during the workshop week?
- *I will continue to practice in my backyard and also revisit some of the places.*
 - *I will include birds of Grenada in my school clubs and summer camps for local children and I plan to volunteer in area to carry out bird surveys to create a greater data knowledge.*
 - *Practice with friends giving tours and then move on to making money.*
 - *I will use what I have learnt by putting it into practice with my job, in other words, help satisfy my clients and teach my co-workers.*
 - *I will use this training to go back to Carriacou knowing I can now teach my friends and family the different ways to identify birds and to conserve them.*
 - *Going bird watching more often.*
 - *Acknowledging people about our resources.*
 - *On island tours with hotel and cruise ship guests: I have hitherto never mentioned birds because they were a 'blind spot.' I now have the confidence to include birds in standard tours, and to build on what I have learned. Thank you.*
 - *By putting it into practice.*
 - *Review tours and add new ones.*
 - *Practice bird identification and involve family, friends, and schools.*

- *This has now formed the basis for me to practice really hard and get at them to teach others and get them involved.*
- *In all of my kayak trips and in general life, where ever appropriate.*
- *By doing it all the time.*
- *Inform others of the importance of nature.*
- *To add things that I can do on my tours.*
- *I will like to follow up more on birds.*
- *I'll definitely use many things I've learned in my internship during the summer and there after once I've started guiding.*
- *Apply this concept on field trips with student, and member of the Woburn wood- (and Development Organization).*
- *I will turn bird watching into a hobby and involve my entire family and I have already started.*
- *Do interpretive tours, whether it is birding trail tour or otherwise.*
- *As a platform to increase my knowledge of birding.*
- *As a way to improve on the services I offer.*
- *Start birding with my family.*
- *Start learning to ID birds.*
- *To go on the field.*
- *I would like further education, I would like to do bird counts on Grenada and possibly in the future do guiding in Levera Wetland Ramsar Site.*

8. The participants were asked to describe elements of the workshop they felt were missing or indicate how we SCSCB can improve future Caribbean Birding Trail Guide Training Workshops:

Comments by participants on this section:

- *The only point would be the advertising as living in north or island and not being a part of government associations rarely hear of workshops/ courses available. I would also suggest if time permits, spend field day in north- Levera, Antoine area as rich diversity of birds.*
- *Spending more time on some of the topic[s] in the Interpretive Guide Book.*
- *It was good.*
- *More time would have been great and move into details.*
- *The identification of sound of birds (more practical).*
- *Seriously- Tame the killer air-conditioning, which sapped concentration.*
- *More training in bird identification- calls- nests... There is so much to learn.*
- *One more week.*
- *We were very privileged to attend this.*
- *Think government and media needed to be involved for awareness.*
- *I think overall it was a very good workshop.*
- *I couldn't fault it. In general, but: Reduce environmental impact -> no air conditioning, no single-use plastics -> cups, plastic lunch containers, etc.*
- *By other skill*
- *Maybe have persons being working on presentations earlier; not sure how possible that will be since you need valuable information to really start putting it together*

- *I know other persons who wanted to do this workshop but couldn't because the cost is so high. Maybe the price can be lower, or binoculars and props can be optional- maybe use and return.*
- *Longer time in the field trips.*
- *More days, more books.*
- *Additional five days?*
- *Come once a month.*
- *We must do it again.*
- *Thought that there was a lot of information] in a short time- only a personal issue.*

9. Overall, participants were asked to rate their satisfaction with the workshop as excellent, very good, good, fair, or poor:



Additional general comments by participants:

- *I was first shown Caribbean birds watching Krisma work with my class and it planted a seed of interest and the course has inspired me to keep with birding for conservation and social reasons. I feel the team of Rick, Beny, Holly and Lisa made the course what it is and I admire their passion for birds and willingness to share their stories and knowledge.*
- *Would like to say special thank] to all for your hard work.*
- *I would like to say thanks to Rick, Beny, Holly and Lisa for coming to do this workshop and training the people to better identify the birds on the island of Grenada, Carriacou and Petite Martinique again I would want to say THANK YOU!*
- *I want to personally thank everyone of our tutors for job well done. I entered this workshop with very little or no knowledge but I can say hats off to everyone. Well done: very patient and understanding.*
- *Thanks for being here with us.*
- *Need to lobby GIS/ Use GFC funds to keep Saturday a.m. for environmental program slot for kids- to air all environmental footage and to advertise the slot on cable TV or non-cable TV.*

- *Everyone involved did a fantastic job and I feel enlightened and inspired by the information and techniques that I have learnt. Massive thanks to all!*
- *Good work. Keep it up. It [was] the best. I loved it and when you need me I can help, call me.*
- *Food was great, but I started getting migraines and light-headed in the later stages of Woburn's presentations. I suggest the usual break, but also understand time was limited.*
- *Keep coming and try to reach as many persons as possible.*
- *The entire team of facilitators was excellent. Continue to spread the word of how unique our birds and the environment.*

Note: we have additional comments on video taken on the last day of the workshop, and also at the CBT Workshop at the 19th Regional meeting in Grenada, July 27-31, 2013 (a few participants attended this workshop and served as guides for the pre and mid-conference field trips). A few of the video testimonials were transcribed and are posted on our CBT Guide-Training Grenada basecamp page: <https://basecamp.com/1770527/projects/2855409-cbt-guide/documents/3305198-participant-comments>