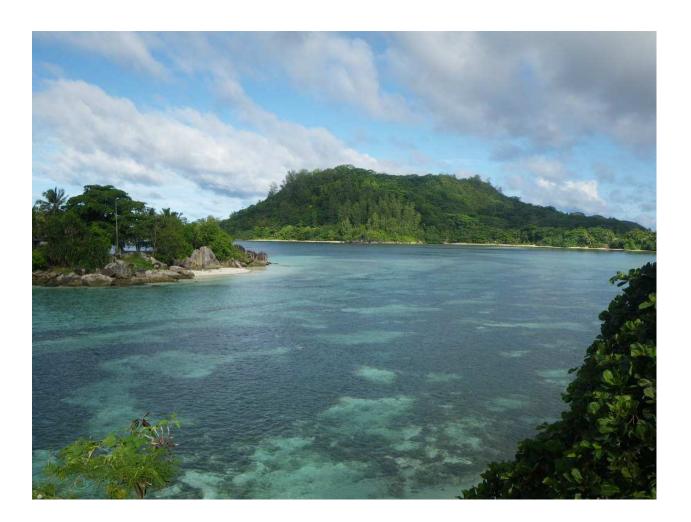# Seychelles training needs analysis for the COAST program

Dr Anna Spenceley

Post: PO Box 543, Sonpark, 1206, South Africa

Email: annaspenceley@gmail.com. Skype: annaspenceley. Website: www.anna.spenceley.co.uk
Mobile: +27 (0)72 3115700   Landline: +27 (0)13 7440087

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Acronyms used

DoE	Department of Environment
ICS	Island Conservation Society
IOT	Indian Ocean Tuna
IRCA	International Register of Certified Auditors
PUC	Public Utilities Corporation
S4S	Sustainability for Seychelles
SABS	South African Bureau of Standards
SBS	Seychelles Bureau of Standards
SEC	Seychelles Energy commission
SENPA	Small Enterprise Promotion Agency
SHTA	Seychelles Hospitality and Tourism Association
STA	Seychelles Tourism Academy
STB	Seychelles Tourism Board
TESS	The Ecotourism Society of Seychelles
UNDP/GEF/PIU	UNDP/GEF Mainstreaming Biodiversity Project Program Coordinating Unit

1. INTRODUCTION

1.1. Background and status

The Republic of Seychelles is a small island country located in the Indian Ocean, with a population of 87,000. Tourism, tuna fishing, and agriculture are the three main economic sectors in Seychelles. Of these, tourism employs a third of the workforce and accounts for more than 90% of export earnings. In 2008, 258,952 tourists visited Seychelles, spending an average of US$2,303 during their trip (Mintel, 2009). The islands have one of the longest lengths of stay (10.1 days in 2008) and one of the highest proportions of holiday visitors (89%) of all Sub Saharan Africa tourism destinations (NSB, 2009).

1.2. Key tourism issues for the project

This tourism training analysis aims to assess training needs across the three main thematic subject areas of the project namely:

- Environmental Management Systems (EMS) and Voluntary Eco-certification and Labeling Schemes.

- Ecotourism initiatives to alleviate poverty through supporting diversification or alternative livelihoods for conservation of biodiversity and for the benefit of local communities.

- Reef recreation, management and monitoring mechanisms and strategies.

An overview of each of these areas in the Seychelles is provided below.

1.2.1   EMS and certification

The Seychelles has a national action plan for environmental management systems (EMS) which aims to encourage organizations to prevent pollution and facilitate their compliance to regulations to reduce negative impacts on the environment. Its objectives include to carry out awareness and training in ISO 14001 for capacity building (human resources); to create financial incentives and funding mechanisms for the implementation of ISO 14001 Environmental Management System; and to provide technical assistance to facilitate the implementation of ISO 14001 Environmental Management System (SBS, 2002). Currently there is just one business in Seychelles which has been certified IS014001 (Indian Ocean Tuna), while three tourism operators have ISO9001, a standard which addresses quality.

The Seychelles Tourism Board (STB) was established in April 2005 with the main functions of: a) Promote the efficient and sustainable development of tourism; b) assist and advise the government in development of the sector; c) encourage improvement of the tourism product; d) establish codes of practice and standards; and e) carry out market research and implement marketing strategies (Twining-Ward, 2009a). The STB has established a star-quality rating scheme for tourism establishments, which will be compulsory for all hotels and island resorts with 10 or more rooms (STB, 2008). Benchmarking of the star rating criteria has already been completed by STB. The draft legislation had been submitted to the Attorney General's Office for

legal drafting and upon approval by the AG's office, the regulation will be submitted for the Cabinet of Ministers endorsement (pers. com. J. Rath, 2010).

The idea for the development of a sustainable tourism label emerged from *Vision 21*. Preparatory research on sustainable tourism labels was conducted by a master's student from the University of Zurich. A committee of key stakeholders was subsequently established, and a set of criteria was developed for use in Seychelles, and initial piloting by STB was considered relatively successful. The criteria are presently being revised for implementation. A sister project to COAST funded under the UNDP-GEF project *"Mainstreaming Biodiversity Management into Production Sector Activities" (MBP),* has been designed to help implement the label. A consultant has been contracted to undertake a series of activities to develop and promote a sustainable tourism label for the Seychelles. This includes developing a training and awareness raising plan (GoS – UNDP – GEF, 2010).

1.2.2   *Ecotourism and poverty reduction*

Vision 21 advocates coordinated national efforts to maintain and expand the tourism sector's contribution to the economy in a manner that is environmentally and socially sustainable. Vision 21 also targets ecotourism development under its Ecotourism Strategy, SETS 21 (Twining-Ward, 2009a). SETS 21 was developed by the Seychelles in 2003, and acknowledged the generally accepted definition of ecotourism from The International Ecotourism Society as '*responsible travel to natural areas that conserves the environment and sustains the well being of local people'*. For the Seychelles, SETS 21 redefined ecotourism more broadly as '*……a specialist segment of the larger nature tourism or "eco-travel" market, which covers a variety of travel industry segments, including adventure, heritage, culture, education and sports, all linked together by an emphasis on fun, environmental sensitivity and social responsibility*" (MTT, 2003).

A review of ecotourism establishments and attractions was undertaken in 2010 by the Seychelles Tourism Board whereby, 22 eco-tourism sites, attractions and places of interest, 11 designated sites and special reserves; and 9 events and activities were identified to promote Seychelles as an eco-tourism destination. The inventory also includes 31 national monuments (Seraphine, 2010).

1.2.3   *Reef conservation*

Although the marine fauna of Seychelles remains largely unexplored, recent surveys have shown diversity to be high, and the estimates of the area of coral reef of 1,690 km^2 may be a significant underestimation (Bijoux, 2005). The marine and coastal environment contains a storehouse of many different species of mangroves, seagrasses, algae, phytoplankton, zooplankton, sponges, corals, crustacea, molluscs, echinoderms, reef and pelagic fish, sea turtles, sea birds and marine mammals. Extensive mangrove habitats are found in the lagoons of Aldabra, Cosmoledo and Astove Island groups, where they provide important nesting, nursery and resting habitats for a variety of seabird species, as well as nursery grounds for fish. Close to 1000 fish species have been recorded from Seychelles, some 400 of which are associated with reef ecosystems (Bijoux et al., 2003).

Numerous pieces of legislation address the conservation of biological diversity in general. The *Environment Protection Act 1994* provides for the protection, preservation and improvement of the environment and for the control of hazards to human beings, other living creatures, plants and property. The Department of Environment administers the Act, and co-ordinates the activities of other agencies concerned with the protection of the environment. To date, two authorities have been legally established under the Act: the Solid Waste and Cleaning Agency (SWAC), and the Marine Parks Authority (MPA) GoS – UNDP – GEF, 2010).

While the actual impacts of tourism development are largely unquantified, it is the cumulative impact of this rapidly growing sector that is judged to pose the greatest threat. Marine ecosystems found in bays and shallow coastal waters protected by reefs are especially susceptible to nutrient pollution. Environmental stresses such as those caused by nutrient pollution or sedimentation are especially critical for the young coral that has started to recover following the major bleaching event of 1998. Physical damage to coral reefs from tourism operations may be incurred as a result of damage from boat anchors and trampling by tourists at low tide (GoS – UNDP – GEF, 2010).

1.3. Specific field methods used in the training needs analysis

To evaluate the training needed to implement the COAST program in the Seychelles, a semi-structured interview format was devised to provide a basis for meetings with key stakeholders. This format was subsequently used for all nine countries evaluated in the training needs analysis to ensure consistency (see Annex 1).

A field visit was made to Seychelles between 12 and 18 April 2010, and a series of meetings were held with representatives of STB, SBS, Energy commission, TESS, University of Seychelles, Department of Environment, STA, UNDP/GEF/PIU, S4S, SHTA, environmental agencies and NGOs (Island Conservation Society, Seychelles National Parks Authority, Green Island Foundation, Marine Conservation Society, Seychelles Island Foundation, Marine and Coastal Management Unit), SENPA , Big Blue Divers, and Chalets d'Anse Forbans. Written comments were also received from Bird Island Lodge, Ephelia Resort, and Banyan Tree Resort. A list of the stakeholders consulted, and their contact details, can be found in Annex 2.

A review of literature provided by stakeholders was also undertaken, to provide context. A list of these documents is provided in the references section of this report.

A draft of this report was circulated to stakeholders for comments, and revised accordingly with comments received from the UNDP/GEF/PIU and STB.

1.4. Report structure

This report is structured into three main sections: EMS and certification; ecotourism and poverty reduction, and reef management

2. EMS, CERTIFICATION, MARKETING, LABELLING

2.1. Training Needs

2.1.1 Current status of training regarding this issue (key areas such as EMS, certification, audit, greening etc) Who is currently already trained in the country? (people, institutions providing training)

EMS (ISO14001)

People already trained include:

- SBS on ISO14001 (2 at internal audit level; 2 at introductory level, provided in India)

- STB on ISO14001 (1 at introductory level, provided in Egypt)

- Indian Ocean Tuna is accredited ISO14001

- Private sector representatives had introductory course on EMS by people from India (with SBS, 20 people)

- A week long course on EMS was done in partnership with Reunion (unknown number of people trained)

- There have been several EMS training sessions over the years, and EMS has been mentioned during other workshops to raise awareness (numbers of participants not known).

No institution currently has capacity to give advanced training on EMS (trainers come from overseas).

SBS and STB can provide introductory training, based on courses they have received. SBS has a training division.

Regulations do not yet exist for ISO14001, but are being drafted, and there is a national plan for the implementation of EMS. 1 hotel and 2 tour operators have ISO9001 (Le Relax, Creole Holidays, Masons Travel), and the LeMuria Resorts on Praslin has HACCP.

Tourism certification

- No-one trained, low awareness of certification, and no training available in Seychelles

- Some stakeholder workshops have provided some introductory information

- STB has a star-rating quality program (5 members of staff trained), but some stakeholders perceive that some criteria will clash with sustainable tourism certification[1]. Another 8 people trained by STB who are no longer employed there. UNDP/GEF/PIU project will look at how the star rating and certification can be harmonised.

- Banyan Tree Resort participates in EarthCheck, which is a certification program introduced by the group.

In the implementation of the certification program the UNDP/GEF/PIU has commissioned an international consultant to provide technical backstopping for Seychelles (in progress), using an audit tool developed by Masters students as a basis.

2.1.2 Who needs training on this issue? (specifics, numbers where possible, officials, industry, managers, workers etc)

EMS (ISO14001)

- 5 lead auditors (who can accredit capability of assessors), from SBS and outside. Certificates are valid for 2 years. They would be able to train others in Seychelles (through Train-the-Trainer courses)

- 20 people trained as internal assessors (who certify enterprises), including several technical experts from outside SBS.

- Environment officers in the 28 large tourism establishments (including large hotels) (minimum of 10 hotels)

- 5 people in STB

- 5 people in Ministry of Environment

- 5 people in Seychelles Investment Bureau

- 5 technicians at the Planning Authority

- 5 Environmental Health officers from the Ministry of Health

- Environmental practitioners (EIA consultants)

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[1] There was a general perception that luxury hotels must have air conditioning, but the standards say 'Adequate natural ventilation and/or sufficient mechanical air conditioning provided.'

- Private sector (e.g. supervisors and managers, engineers) e.g. Banyan Tree Resort requested 10 engineering workers and 4 managers; Bird Island requested 1 manager; Ephelia Resort requested 1 manager and 1 landscaper.

Energy efficiency

- 2 people trained from the Seychelles Energy Commission, as trainers of internal auditors and assessors

- 2 people trained from Public Utilities Corporation

- Internal hotel auditors

- S4S and other environmental NGOs members

- Sensitise public and industrial sectors (e.g. architects, construction contractors, tourism operators)

- Private sector (e.g. supervisors and managers) e.g. Banyan Tree Resort requested 10 engineering workers and 4 managers; Bird Island requested 1 manager; Ephelia requested 1 manager and 1 landscaper.

Certification

- 1 label manager in STB trained to a higher level on how to run a program.

- 10 people from STB (including from the inspection unit) with general awareness

- 5 as certification assessors nationally.

- Environment officers from the 28 large hotels, and others on outer islands. Kitchen and maintenance staff in hotels & restaurants (e.g. on waste management). Staff turnover is high, so they will need continual training

- 4 people in SHTA, including the environment committee members

- Private sector (e.g. supervisors and managers, engineers, corporate social responsibility representatives) e.g. Banyan Tree Resort requested 10 engineering workers and 4 managers; Bird Island requested 1 manager; Ephelia Resort requested 1 manager and 1 landscaper.

General awareness for high-level policymakers, and also for the population of Seychelles in general.

Note: A sustainable tourism certification program would be housed and led by STB to start with, and then could be outsourced (e.g. to NGO, or private sector). Certification would be voluntary,

and assessors would be independent. 30-40 hotels are reported to be interested in the scheme, though it had been determined that a critical mass of at least 100 establishments is needed to ensure the success of the program.

Note: People trained as assessors in EMS should also be trained in certification, to make most effective use of limited human resources in Seychelles.

2.1.3   What extra training is needed? What are the priorities?

EMS (ISO14001)

- Lead assessor training for 5 people (who can accredit the competence of auditors) and can train other people in Seychelles.

- Local training for internal auditors from tourism operations (including marine operators).

- EMS Implementation course (2 days) and EMS auditor course (5 days) for at least 20 people (who can then certify the compliance of businesses against ISO14001 standards).

Certification

- Training for Label manager , auditors and assessors

- Basic awareness information for the private and public sector.

- Training for hotel staff in energy and water conservation, and sustainable waste management

Note: SHTA indicated a consultant last year offered ISO14001 training, but only 3 tourism enterprises were interested. They are more interested in HACCP certification (this is not legally required, but is beneficial if obtained). Private sector needs to see that there is a benefit for environmental issues. E.g. what requirements are needed, what they already have, what personnel are needed, and how to go about it, and then what is required. Most think it takes too long, and is too bureaucratic. Need to demonstrate commercial benefits to the private sector. There may be more interest now with new legislation on tax incentives for implementing water and energy conservation.

2.1.4 What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training)

- General environmental education including on waste disposal, wetlands, and sea pollution and

EMS (ISO14001)

- Specific courses from BSI Management Systems [accredited by the International Register of Certified Auditors (IRCA), www.bsi-emea.com)] and South African Bureau of Standards (SABS). These institutions have fixed courses on ISO14001

- Banyan Tree requested training in : Reduction in carbon emissions, energy consumption reduction, water consumption reduction and GHG Reductions

Energy efficiency

- There are established modules on energy efficiency (SEC to send through details)

Certification

- Waste management (a priority), Energy, Food, Community, Water

- A training program for the capacity development of the Label Manager is being developed by a UNDP/GEF/PIU consultant (by June 2010).

Note: on certification should link to the Tourism Sustainability Council information, and Global Criteria for Sustainable Tourism. A manual will be available from May.

2.2. Training Capacity

2.2.1   Current capacity to provide this training – or similar (e.g. institutions, local trainers)

EMS (ISO14001)

- SBS is developing training packages (not yet available). SBS has some online courses on EMS awareness, and introduction (SR2000 for 15-20 people). http://www.seychelles.net/sbsorg/Training.html

- Trainers are available in SADC countries

- Department of Environment staff can provide training on some aspects of EMS

- University of Seychelles is starting a new Environment and Geography course, and a Tourism Management course in 2010. Will be able to introduce modules on EMS / certification (not yet produced)

- Private companies that have IS09001 and can pass on experience (13 enterprises)

- 10-12 members of S4S can give training on waste management.

Energy efficiency

- Energy efficiency training from the University of Mauritius , Mauritius Energy Commission, ARER in Reunion (i.e. not in Seychelles)

Certification

- None

2.2.2   Training modules already available? (local, in region)

EMS (ISO14001)

- None in the Seychelles on EMS, but they are available in South Africa (SABS) and Reunion. SBS has some online courses at www.seychelles.net/sbsorg on EMS awareness, and introduction (SR2000 for 15-20 people).

Energy efficiency

- None in Seychelles, but there are standard modules available overseas

Certification

- None in Seychelles.

2.2.3   What training modules are still needed? (e.g. gaps or swot)

- Undergraduate modules on EMS for 2nd and 3rd year undergraduates are being developed at University of Seychelles. They want modules to be initiated by outsiders, and then can be modified by UoS lecturers with locally relevant information. The Seychelles Qualification Authority reviews modules, as does a panel at the university. Then courses would be accredited internationally. (UoS encourages collaboration with COAST on this)

- All modules are required (some may be available on the internet)

- Books and training materials are needed

Note: *Potential to link with the Sustainable Tourism Network of Southern Africa (meeting on 6 May 2010 at Indaba, Durban).*

2.2.4   BAP/BAT – examples or potential on site training and mentoring?

- Indian Ocean Tuna (IOT) is the only ISO14001 accredited company in Seychelles.

- Calou Guest House on La Digue, Cousin Island, and Hanneman Holiday Residences using solar powered water heaters.

- North Island is a small luxury hotel. Initially the island was overrun with invasive species, but now they have introduced White Eye, which adds to the value of the tourism product. Tourists pay 20% on top of the bed rates for conservation.

- Ephelia Resort is a new large resort, which is 100% independent of the national grid for electricity, and has a desalination plant *(However, there are negative aspects which include mangrove removal and filling of wetlands within a Ramsar site; and also no use of solar energy or sustainable wet-waste disposal, so not really BAP/BAT).*

- Denis Island is trying to become self sufficient for food with the assistance of the Green Island Foundation. There are many repeat visitors, for the ecotourism and the birds. Wants to get green certification, but no solar power yet, and use diesel to generate energy. They use grey water recycling, and remove alien species for food for animals.

- Cave a Vin is importing solar air conditioners, which reduce energy consumption by half.

- Case study material on sustainable mass tourism too (data available) from the UoS.

2.3. Specifics for Priority Training Areas

2.3.1   How much time would the training require? (days, weeks, months)

EMS (ISO14001)

- STB - EMS Implementation course (2 days) and EMS auditor course (5 days). Lead auditor course (5 days)

- Private sector – Ephelia Resort suggested they could release staff for 1 day every 2 weeks; and Banyan Tree Resort suggested 2-4 days at a time.

    o Suggestions from other stakeholders for private sector training included ½ day per week for 6 weeks, for an introductory EMS course or 2 weeks full time. Or 2 sessions per week for 3 – 6 weeks for full day sessions or ½ day. (e.g. ½ day morning theory, and afternoon of practical work)

- Energy and water conservation, and waste management would need 1 week intensive training for a group of hotel representatives (hotel managers, restaurant managers

Energy efficiency

- 2 weeks full time (but variable depending on target audience)

- Private sector – Ephelia Resort suggested they could release staff for 1 day every 2 weeks; and Banyan Tree Resort suggested 2-4 days at a time

Certification

- Certification Manger could use two weeks overseas with a certification program learning first hand and mentoring by email/phone afterwards. Alternatively, could bring a consultant/representative of a certification program to Seychelles to provide mentorship on sustainable tourism + certification training and awareness.

- Assessors – 1 week training.

- Private sector – EphElia Resort suggested they could release staff for 1 day every 2 weeks; and Banyan Tree Resort suggested 2-4 days at a time

Note: In general University of Seychelles modules are 2 hours per week for an individual module, for 30 weeks (a semester) – 60 hours

2.3.2 What budget and resources are needed? What co-financing do you have? What do you want to 'spend' your co-financing on (i.e. priorities)?

EMS

- US$99,000 to spend on the 'promotion of EMS'. Some of this can be used on training, but it will be up to local stakeholders to decide how they want to spend it. There have been some delays in spending, as more time/input is required from institution representatives to make more progress. However, this is not co-financing (as is a GEF project), but rather the program could be 'allocated' activities in collaboration with COAST.

- BSI Dubai has provided a quotation to SBS US$9,000 to give lead auditor / internal assessor training), and SBS are awaiting another quotation from SABS. (They would come to Seychelles to provide the training for 15-20 people. Venue costs (approx. SR15,000). UNDP/GEF/PIU Mainstreaming Biodiversity Project have agreed to finance the training. During this training, the sustainability label can also be introduced.

- STB, and Department of Environment each have 1 person who could provide introductory training on EMS, but no cash.

- Cost of training by S4S members would be SR500-1000 per day (US$50-100 per day) for 2 weeks training. If S4S could have money to hire 1-2 people full time to do training on environmental auditing it could be more effective.

- Energy efficiency training may cost US$200,000 – equipment, transport, accommodation etc. Cheaper if combined training with people from other islands too (Reunion, Mauritius etc). Option to get funds from the EU from the Energy Facility

- Private sector – Banyan Tree Resort could contribute according to CSR funding

Certification

- UNDP/GEF/PIU has US$81,000 to 'assist in adoption and promotion of a national sustainability label' ($20,000 of this already spent on consultancies) Not indicated.

- Private sector – Banyan tree could contribute according to CSR funding

Note: University of Seychelles indicate that 4 modules cost $10,000 – so one would be about $2,500 for a student to do. They require technical expertise to develop the courses, and books, case studies, access to publication. They are starting a library on sustainable tourism

Note on private sector: The private sector may want training for free + lunch. Smaller hotels may not be interested, because of staffing/budget. Perhaps could host at a hotel.

2.4. Actions and Recommendations

2.4.1 Proposed actions and strategy – which approaches, events, modules, where and when?

- Discuss with partners how to coordinate activities, particularly between UNDP/GEF/PIU and COAST initiatives.

- Identify level of interest – particularly from the private sector. Work first with those who are most interested.

- Bring in international trainers to work alongside local trainers

- Train the trainers programs.

- Provide training by region (e.g. Mahe, La Digue, Praslin), or by type of enterprise (e.g. large hotel, small guest house)

- Provide introductory lectures (e.g. ½-1 day awareness raising) and then spending time with each enterprise individually.

- Build capacity of S4S to provide individual enterprise mentoring and assistance.

- Integrate modules into existing training institution courses (e.g. STA, University of Seychelles, Seychelles Institute of Technology (SIT).

- Develop Seychelles-relevant case studies, to combine with generic training material, through a national consultancy.

- Allow a certification manager to be immersed in an existing program in the region for a while (e.g. Fair Trade in Tourism South Africa; EcoRating program Kenya).

- Publicise good practice by the private sector, to encourage others to participate.

- Pick a couple of hotels in a destination, and get them to work / sponsor / clear and conserve an area. Could be collaboration between hotels

2.4.2 *Key challenges (Learning and sharing issues Information capture and processing issues, others)*

- Funding

- Accessing specialists and trainers – with private sector experience by academic background and practical experience.

- Time needed to develop training materials

- Incentives for private sector to buy capital equipment (e.g. solar panels). A new regulation is being drafted for energy and water conservation and recycling, and some tax incentives already exist.

- Finding trainable people. Note that UNDP/GEF/PIU will be establishing a roster of experts on EMS.

- Commitment of people / level of interest by private sector – institutional knowledge

- Ensuring effort and training is sustained over time (keeping momentum)

- Turnover of staff and need for transfer of information

- Sharing information

- Finding mentors and champions

- Low levels of education of Seychellois

2.4.3 *Logistics and Governance issues (level of support for priority areas, assumptions regarding host country inputs.*

- Participation of people in outlying islands due to transport requirements

- Logistics for international people to come to Seychelles to provide training is expensive.

- Consideration of which organisation should host the certification (STB or an NGO?)

- Time for people to do the training.

2.4.3 *Who are the potential partners, and what are their roles and responsibilities?*

EMS: SBS, University of Seychelles, SHTA

Energy efficiency: Energy Commission, PUC, S4S, Seychelles Institute of Technology (SIT),

Certification: STB, TESS, S4S, SHTA

All: Ministry of Environment, SHTA, Seychelles Tourism Academy, NGOs e.g. IDC, Private sector, Public Utilities Corporation (PUC), Ministry of Education, Seychelles Qualifications Authority

Table 1: Roles and responsibilities in EMS and certification		
Stakeholder	**Roles**	**Responsibilities**
Government:		
• National level		
Department for Community Development	Community development	TBA
SBS	Lead authority on EMS Provide training on EMS	Be an accredited certification body Offer ISO14001 locally Provide training for auditors and assessors
University of Seychelles	Provide training and research	Host regional workshops Deliver training programs Provide in-house expertise – planning, development, design Collecting research. Developing networks and platforms.
STB	Lead and contribute to the process of certification Lead quality standards	Provide information on EMS and contribute towards training, jointly with DoE Develop a resource page on the STB website Participate in joint management projects on biodiversity
SEC	Promote energy efficiency and increasing awareness	Development of legislation and policy framework. Implement energy audits
Ministry of Environment	TBA	TBA
PUC		Water conservation and waste management
Private sector:		
Indian Ocean Tuna	Mentoring in ISO14001	
SHTA	Facilitator on behalf of members and liaison between body and member participants	Convening meetings and giving information out
Communities	Participation in meetings	Speak out on issues that affect them.
NGOs and media S4S **Media:** Seychelles Broadcasting, Corporation, The nation The Rising Sun, The People, The Regar Le Nouveau Seychelles Weekly	\Work alongside partners (note, not usually defined in policy) TV and radio	Sharing information and raising awareness
Donor agencies		
UNDP/GEF/PIU	Coordination with COAST and UNDP/GEF/PIU	
Focal point	Communication and coordination	

3. ECOTOURISM

3.1. Training Needs

3.1.1 Current status of training re this issue (key areas such as ecotourism planning, development, conservation activities, community benefits). Who is currently already trained in the country? (people, institutions providing training)

- One course is currently available in Seychelles on ecotourism, and no courses were identified that addressed poverty reduction through tourism. There is a policy on ecotourism SETS21, but not all stakeholders were aware of this.

- STA has a full time certificate course in tour guiding, with lecturers available, that includes:

  - legislation and ecotourism (2 hours for 7 weeks)
  - history, culture and customs of Seychelles
  - preparation of tours (96 hours)
  - nature trails, within practical sessions (96 hours)
  - geography, land and sea-based flora and fauna of Seychelles (96 hours)
  - administration of tours (48 hours)
  - social and cultural skills of tour guides (26 hours)

- For tour guides STA also provides short courses (8 hours per week for 12 weeks)

- STA has a sustainable tourism course module for the 'Advanced Diploma in Hospitality Management' for 3rd year students (40 hours). This course targets future hotel managers. 1 lecturer on this course.

- SENPA is providing training to SMMEs and entrepreneurs on business management, planning and product development, bookkeeping, marketing, and has 2 business development officers.

- University of Seychelles is starting a new Environment and Geography course, and a Tourism Management course in 2010. They will be able to introduce modules on ecotourism and poverty reduction (not yet produced)

- Seychelles Institute of Management has 3-4 lecturers, 1 of whom used to be a tax officer.

Note: Generally university and STA need 10-12 people wanting to do a module before they run a course.

Note: Seychelles Investment Bureau has investment guidelines, and ask investors how they will contribute towards communities/the environment. Need better incentives or requirements for

sustainable tourism practices to be applied, although there are some tax incentives already (Supplement to the Official Gazette, 2009).

3.1.2 Who needs training on this issue? (Specifics, numbers where possible – note different levels of training from officials to operators to guides, industry managers, workers local wardens etc)

- Teachers from STA (1) and University of Seychelles (4), Senpa trainers (6)

- Policy makers need to have understanding of what ecotourism is.

- STB, Department of Community Development, Department of Environment, Dept of Police (re security) (2 each)

- Private sector (particularly larger hotels) at least 10 (from 28 hotels). Banyan Tree Resort suggested 1 manager be trained, working on CSR.

- NGOs - 20 people.

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- 20-30 local tour guides. Guides working with the 6-7 tour operators (2 guides from each enterprise).

- SENPA needs 4-5 people trained, to give training to SMMEs. SMMEs, entrepreneurs (1700 members of Senpa)

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- Members of communities.

3.1.3 What extra training is needed? (what are the priorities)

- Training for trainers/lecturers on ecotourism and coastal management. Also need teaching materials (e.g. books)

- Training for local tour guides and the private sector on ecotourism.

- Students graduating are the main entrants

- Need private sector to participate in training

- Business planning development

- Project writing

- Product development

- Marketing and research

- Exportation

Note: People do not make time for seminars. Need more innovative approaches, and more participatory approaches (e.g. a seminar series, with guest speakers from private sectors or departments, so people input their knowledge. This could take place on several ½ days over 6 months.)

3.1.4 What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training

- What is ecotourism? What benefits can it bring to the community? Environmental protection through ecotourism? Need a consistent understanding of what ecotourism is. Use the UNWTO definition or TIES definition.

- Need to take materials from somewhere else, and then adjust them for Seychelles.

- Case study materials

3.2. Training Capacity

3.2.1 Current capacity to provide this training – or similar (e.g. institutions, local trainers)

- University of Seychelles is starting a 4 year Tourism Management undergraduate course in September 2010. It will be in English and French, with modules from University of London and Paris, and field experience in Seychelles and France. It includes sustainable tourism courses. They are targeting people to management positions in hotels and operations. Have 4 teachers on the tourism course. Are sending 2 of the teachers to the Centre for Tourism Management in Paris for 2 year masters in Paris. Setting up tourism sustainability research group now, which will drive the type of information needed for the modules.

- STA has 1 teacher in sustainable tourism, and 3 in tour guiding.

- Members of TESS could provide some awareness raising training.

- SIM could provide training on project planning and research.

- SENPA could provide training to SMMEs

3.2.2 Training modules already available? (local, in region)

- UoS has an 1st year introductory courses ready on Tourism Management (basic business management), but nothing on ecotourism.

- STA has a sustainable tourism module outline, but is still developing the materials to teach with. Also has a tour guiding course and established teaching materials.

- SIM has a project planning course for SMMEs

3.2.3 What training modules are still needed (key gaps)?

- Ecotourism and coastal management, poverty reduction and community benefits

- UoS needs 2nd and 3rd year course modules developing, which could include ecotourism/. Happy to collaborate with COAST to develop these. Modules may be taught within an undergraduate course (FT, PT) and individual modules available to people to be taught separately. Would want modules to be developed by outsiders (as staff do not have time), and then to add locally relevant materials into them. Note that the Seychelles Qualification Authority review modules, as does a panel at the university. Then courses would be accredited internationally.

- Also need materials (books, DVDs etc).

- Basically all the materials need to be developed/obtained.

- Need to do a survey of SMMEs to ask training needs

3.2.4 BAP/BAT – examples or potential on site training and mentoring?

- Cousin, Banyan tree, Ephilia (next to a RAMSAR site), 4 seasons?

- North Island has a small luxury hotel. Initially the island was overrun with invasive species, but now they have introduced White Eye, which adds to the value of the tourism product. Tourists pay 20% on top of the bed rates for conservation.

3.3. Specifics for Priority Training Areas

3.3.1 How much time would the training require? (days, weeks, months)

- At University, 2 hours per week for an individual module, for 30 weeks (a semester) or 60 hours

- STA wants a 1-2 day training on sustainable tourism for 1 lecturer (and has option for a financed trip to Thailand to do a 3 week course)

- 1 week introductory courses

- Training of trainers – 3 weeks per module, full time for SENPA

3.3.2 What budget and resources are needed? What co-financing do you have? What do you want to spend your co-financing on (ie. priorities)

- At University of Seychelles, 4 modules cost $10,000, so one would be about $2,500 to do. Require technical expertise to develop the courses, and books, case studies, access to publication. Starting a library on sustainable tourism which needs materials. How much to develop a course?

- STA has no funding, but can provide lodging facilities for guest lecturers, food, and staff time. Also needs journals and book materials to teach from.

- SENPA can match training funding 50%, but can provide 25% and the rest in kind. Some distance learning and Skype conference calls may be used too to supplement the training.

- Private sector – Banyan tree could contribute according to CSR funding

3.4. Actions and Recommendations

3.4.1 Proposed actions and strategy – which approaches, events, modules, where and when?

- Organise training with SIM and SENPA. Locally and internationally recognised training institutions.

- Provide continuous training to SMMEs, and develop market – related enterprises.

- Need more activities like the weekly/monthly Bazaars, but organised (re litter, drunkenness, health and hygiene)

- Need to tailor courses to Seychelles (e.g. use generic information, plus local case studies).

- Identify level of interest, particularly from hotels.

- Introduce a monitoring program.

3.4.2 Key challenges (Learning and sharing issues Information capture and processing issues, others)

- Political will to get things moving

- Capacity & time to develop and teach courses (small pool of technical experts who are overcommitted)

- Financing (including to do field visits to see sites of good ecotourism)

- Commitment of people.

- Ensuring effort and training is sustained over time – to drive it (e.g. in the private sector).

- Turnover of staff – need transfer of information.

- Availability of trainers – local people have full time jobs, so would need to take time off to do training.

3.4.3 Logistics and Governance issues (level of support for priority areas, assumptions regarding host country inputs.

- Need manpower to do the training.

- Participation of people in outlying islands (costly, and needs charter flights etc)

3.4.4 Who are the potential partners, and what are their roles and responsibilities?

SENPA could provide training on poverty reduction processes, on the business side. The Ministry of National Development has to approve processes; environmental NGOs; Ministry of of Environment, STA, SHTA, Seychelles Tourism Academy, Seychelles Institute of management.

Note: There is potential for University and STA to collaborate on training. There seems to be no formal connection between them currently. Lecturers and teachers could be exchanged between the institutions for particular modules.

Table 2: Roles and responsibilities in ecotourism and poverty reduction		
Stakeholder	**Roles**	**Responsibilities**
Government:		
• National		
University of Seychelles	Provide training and research	Host regional workshops Deliver training programs Provide in-house expertise – planning, development, design Collecting research. Developing networks and platforms.
STA	Educational centre can be provided. Courses can be delivered.	Ecotourism training
Private sector:		
Communities		
NGOs and media		
TESS	Sharing experience on ecotourism.	
Donor agencies		
Focal point		

4. REEFS

4.1. Training Needs

4.1.1 Current status of training re this issue (key areas such as reef protection, awareness, conservation activities, community participation and benefits), visitor management. Who is currently already trained in the country? (people, institutions providing training)

- There have been several initiatives with local/regional/international training.

- People move between agencies and departments, so there is a need to repeat training regularly.

- Not many trainers on reef management in the Seychelles

- Those providing training include NGOs who work with hotels e.g. Seychelles National Parks Authority; Island Conservation Society (which provides reef management training to staff), Marine Conservation Society, Global vision has volunteers doing reef identification (20-30 international people every 5 weeks) on Curieuse Island

- Seychelles National Parks Agency does talks for school children.

- Need enough students to run a course (need 10 to run a course), and need to integrate modules into existing courses, for sustainability

- Global Volunteers International (GVI) takes international volunteers and gives them training on coral reef monitoring – they work in different locations of the Seychelles, and collect water samples etc.

- No established training program, or institution providing training for the private sector, or in higher education

4.1.2 Who needs training on this issue? (Specifics, numbers where possible – note different levels of training from officials to operators to guides, industry, managers, workers local wardens etc)

- Hotels (especially larger ones), most private islands, NGOs, Ministry of Environment, policy makers. New entrants (graduate) coming into this work.

- Local people (residents), youth, schools, and children, and will educate others.

- Maritime training centre – which does studies in fisheries, marine mechanics, advance fisheries, advance marine mechanics and navigation

- Dive centres train PADI (advanced and underwater course) – good for 16 and 18 year olds

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- Private sector – Banyan Tree requested their CSR representative to be trained.

4.1.3 What extra training is needed? (What are the priorities?)

- Basic reef biology and conservation monitoring.

- Reefs and ecosystem approach: how reefs work, how to maintain them how they function

- Ecology and management, and the importance of keeping ecosystems healthy

Note: *There is lots of disturbance of reefs when artificial islands are built and land is reclaimed from the sea.*

4.1.4 What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training

- Reef resilience and connectivity; anthropogenic effects of tourism on reef marine ecosystems. Keystone species and indicator species.

4.2. Training Capacity

4.2.1 Current capacity to provide this training – or similar (e.g. institutions, local trainers)

- University of Seychelles is starting a new environment and geography course, and a Tourism management course in 2010. Will be able to introduce modules on reef management and conservation (not yet produced). They have 4 lecturers

- There are experienced people in Seychelles (i.e. on monitoring buys and fees) and there are people from Seychelles studying abroad too.

- Maritime centre could be trained

- Maritime parks authority

- Capacity available in Seychelles National Parks Authority and environmental NGOs

- No external experience needed.

4.2.2 Training modules already available? (local, in region)

- None in Seychelles. Courses available on internet

4.2.3 What training modules are still needed (e.g., gaps/SWOT)

- All of them. But many training tools are available for free. E.g. from The Nature Conservancy

4.2.4 BAP/BAT – examples or potential on site training and mentoring?

- North Island a small luxury hotel, undertaking reef management.

- Aldabra for visitor management

- Good examples are the maritime parks – are all protected, and it does make a difference in these areas where there is no fishing or anchoring.

4.3. Specifics for Priority Training Areas

4.3.1 How much time would the training require? (days, weeks, months)

- At University of Seychelles, modules take 2 hours per week, for 30 weeks (a semester) so 60 hours

- For introductory courses, provide ½ day intense training, and then follow up sessions.

- Integrating information into the national curriculum is the most important.

- Reef management and conservation - 1-2 weeks intensive training

- Private sector – Banyan tree indicated they could release staff for 2-4 days at a time.

4.3.2 What budget and resources are needed? What co-financing do you have? What do you want to 'spend' your co-financing on (i.e. priorities)?

- At University of Seychelles each module costs about $2,500 to do. They require technical expertise to develop the courses, and books, case studies, access to publication. Starting a library on sustainable tourism which needs materials.

- Ministry of Environment can access money in 2011 for some training workshops (financial year starts in April, and no money has been allocated for 2010-11). Could put in budget for 3 workshops for 20-30 people, at cost of SR15-20,000 each

- For training need to pay for room, tea, session, displays and field trips. Costs approximately SR15,000 per session + field costs.

- Every 3 months would need to provide training.

- 2 weeks training would require theory (using MTC for training rooms). It may cost €5000 for 10 students

- Private sector – Banyan tree could contribute according to CSR funding

Note: *Getting the correct person to come to the talk is important. If they see progress, and change, they will come*

4.4. Actions and Recommendations

4.4.1 Proposed actions and strategy – which approaches, events, modules, where and when?

- Identify the key priority areas to be tackled, and key capacity needs, so that courses can be tailored.

- Develop case studies

- Identify level of interest, particularly among hotels.

- Get a feel for hotel training needs and standard of training required.

- Identify suitable trainers. E.g. for the private sector, need someone from outside the Seychelles, and from the private sector (not necessarily from academia). High flying representative from the private sector that could reach different people (e.g. Wilderness Safaris).

- Devise a monitoring program

- Hands on research and training

- PADI system of modules: some theory, some dry practice, get people in the water and have a mixture.

4.4.2 Key challenges (Learning and sharing issues Information capture and processing issues, others)

- Time to develop the courses (External experts could bring in generic content, and local staff to bring in local content.)

- Ensuring effort and training is sustained over time

- Turnover of staff – need transfer of information to take place

- National capacity low – there is a small pool of technical experts who are over committed

- Developing good working relationships between hotels and NGOs, which have different priorities. The priorities for hotels are tourists, and sometimes conflicts with conservation objectives of NGOs (e.g. turtle monitoring in front of beach cottages).

- Generating interest (demand) from tourists for sustainable tourism (e.g. sometimes tourists are not interested in lectures on conservation)

- Convincing tourism operators that they need training.

- Ensuring the training provided is applied in practice

- Policy makers taking training, because if their perception remains the same nothing will change.

- Reconciling contradictions in the quality standards vs environmental issues

- Getting commitment to sustainable tourism within investment proposals.

- Providing investment guidelines 'with teeth' on sustainable tourism issues. Follow investors through the process.

- To look at different places, and improvements in reef ecology over time. E.g. have a database 1 year to compare to year 2. Survey each year with 13-14 year olds.

4.4.3 Logistics and Governance issues (level of support for priority areas, assumptions regarding host country inputs.

- NGOs are overworked with a lack of capacity to do more. Although they have the experience/skills, would only be able to provide input with extra time/support/cash.

- Participation of people in outlying islands. Arranging meetings on Mahe (centrally)

- Ensuring the correct trainer for the audience (e.g. if government gives presentation to private sector they won't listen)

- Getting the private sector associations. The environment committee is very superficial

4.4.4 Who are the potential partners, and what are their roles and responsibilities ? (insert matrix of stakeholders, roles and responsibilities from meeting sheet).

University of Seychelles, Ministry of Environment, STA, SHTA, Seychelles Tourism Academy, (Island Conservation Society, Seychelles National Parks Authority, Green Island Foundation, Marine Conservation Society, Seychelles Island Foundation, Marine and Coastal Management Unit), Destination Management Companies like Creole, Masons, Elite.

Table 3: Roles and responsibilities in reef conservation management training		
Stakeholder	**Roles**	**Responsibilities**
Government:		
• Local		
• State/ Province		
• National		
University of Seychelles	Provide training and research	Host regional workshops Deliver training programs Provide in-house expertise – planning, development, design Collecting research. Developing networks and platforms.
Private sector:	Providing logistics help, and expertise	
Communities		
NGOs and media	Already overburdened. Need $ to contribute - but sometimes just don't have enough staff.	Provide expertise on reef issues is in NGOs
Donor agencies		
Focal point		

Other information:

On the outer islands it has been proposed to ask investors bring in more then $30 million to invest $1 m in an environmental trust fund. Not yet finalised. Also a community trust fund too.

5. COUNTRY SUMMARY

This section provides a tabulated synthesis of the information provided during the stakeholder interviews regarding current training capacity and needs across the three areas.

Table 4: Summary of training capacity and priorities in Seychelles			
	EMS & certification	**Ecotourism and poverty reduction**	**Reef management and conservation**
Training capacity			
People with training	+6 in ISO14001 20 private sector on basic EMS Basic awareness for some on certification	1 sustainable tourism teacher, and 3 tour guiding teachers.	No formal courses available. Private sector dive operators teach
Institutions that can give training	Basic level EMS from SBS None on certification UoS could provide training if had materials and trained teachers. Trainers available in the region.	STA at basic level. UoS could provide training if had materials and trained teachers. TESS can raise awareness of ecotourism issues. SENPA can provide training on business development to SMMEs.	Environmental NGOs (with sufficient planning); Seychelles National Parks; Maritime Parks Authority ; trained teachers. Global Volunteers International; UoS could provide training if had materials and teachers trained.
Materials available	None available locally and standard EMS courses available regionally (e.g. from SABS)	1 module in STA tour guide course on ecotourism, but not including poverty reduction. UoS has basic business management courses for 1st year undergraduates in a Tourism Management course	Dive course materials are used locally. Other course materials should be available on the internet.
Training needs			
Those needing training	**EMS:** +60 from SBS, STB, private sector, Ministry of environment, SIB, planning authority, Ministry of Health, environmental practitioners **Energy efficiency**: 20 from SEC, PUC, hotels and the private sector **Certification:** +35 from private sector, STB, and SHTA	11 trainers from STA, UoS and SENPA 8 from government (STB, Dept of community development, Min. of Environment, Policy) 10 from private sector 20 from NGOs 37 local tour guides Members of communities	Private sector, NGOs, Ministry of Environment, Local people, children, Maritime training centre
Type of training needed	ISO14000 at lead assessor and internal auditor level. Basic awareness of certification and EMS. Training for hotel staff in EMS (energy, water, food, community, waste)	Training of trainers for lecturers on ecotourism and coastal management. Training for local tour guides and private sector on principles.	Basic reef biology and conservation monitoring. Reefs and ecosystem approaches. How reefs function. Ecology and management
Gaps in materials	All are required. Books and training materials. Need generic materials that can be adapted for local conditions	Undergraduate and vocational courses, with local materials. Books and training materials Ecotourism and coastal management, poverty reduction and community benefits	All are required. Need local case studies

5.1. Actions and recommendations

Coordination between different stakeholders: Coordination is particularly important between the COAST project and the UNDP/GEF/PIU because of the aligned objectives and funding available. Coordination is also important with other stakeholders including the private sector, NGOs and training institutions, and government departments/parastatals.

Institutional home for materials: The course materials, and trainers, need to have an institutional home so that their use is sustained after the end of the COAST program. Suitable homes would include the University of Seychelles and the STA. Specific institutional homes could also include:

- EMS: SBS and STA
- Certification: S4S and STB
- Ecotourism: S4S
- Reefs: Maritime Training Centre; Seychelles National Parks

Training of the trainers: A training of trainers approach is most appropriate for Seychelles. There are limited numbers of trainers (and people who can be trained as trainers) on the islands. A training of trainers approach will be most cost effective, particularly for teachers and trainers at UoS, STA, SBS, and S4S.

Development of materials: Generic materials on the three themes, created for an international audience can be used in the Seychelles, with some local case study materials, and locally relevant information inserted into them.

BAT/BAP case studies: UNDP/GEF/PIU suggests that the COAST program support a local consultancy to developing an overview of best practices in the Seychelles across the three themes of the project.

Certification: The UNDP/GEF/PIU is financing technical back stopping develop a national certification label. They recommend that COAST could support a field mission for the consultant to provide training of the interim label managers at STB and assist in presenting an operational modelling for the label at that time.

Raising awareness: Generic introductory training on all three areas can be combined and trainers-trained to disseminate this information further on the islands.

5.2. Challenges

Limited number of technicians and trainers: The Seychelles is limited in human resources capacity, simply by the number of trainable or experience people present. For example, there is a great deal of expertise locally on reef conservation and management, but these people are already overcommitted. There is also a high turnover of staff, and professionals move between institutions frequently.

Logistics: The Seychelles islands are widely distributed, and therefore transport and sound planning would be required to ensure representatives from all the destinations have access to training.

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ANNEX 1: INTERVIEW QUESTIONS

Meeting Report Sheet: COAST Training Needs Assessment

Date:

Location:

Attendees:

1. Subjects covered: (e.g. EMS**,** certification, poverty reduction, ecotourism, **reefs**, other)

TRAINING NEEDS

2. What is the current status of training on this issue? Who is are already trained in the country? (people, institutions providing training)

3. Who needs to be trained on this issue? (specifics, numbers where possible, officials, industry, managers, workers etc)

4. What extra training is needed? What are the priorities?

5. What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training)

TRAINING CAPACITY

6. What is the current capacity to provide this training or similar (e.g. institutions, local

7. What training modules are already available?   (local, in region)

8. What specific training modules are still needed? (i.e. gaps)

9. BAP/BAT – examples or potential for on-site training and mentoring?

SPECIFICS FOR PRIORITY TRAINING AREAS

10. How much time would the training take? (days, weeks months)

11. What budget and resources are needed? What co-financing do you have? What do you want to 'spend' your co-financing on (i.e. priorities)?

ACTIONS AND RECOMMENDATIONS

12. What are the proposed priority actions and strategy for implementation? (approaches, events, modules, where and when)

13. What are the key challenges? (learning and sharing issues, information capture and processing)

14. What are the logistics and governance issues ((level of support for priority areas, assumptions regarding host country inputs)

15. Who are the potential partners, and what are their roles and responsibilities (and see next sheet)

16. Stakeholder roles and responsibilities

Stakeholder	Roles	Responsibilities	1. EMS and voluntary eco-certification and labelling schemes	2. Ecotourism initiatives to alleviate poverty, diversification or alterative livelihoods, biodiversity conservation	3. Reef recreation, management, monitoring and strategies
Government:					
• Local					
• State/ Province					
• National					
Private sector:					
Communities					
NGOs and media					
Donor agencies					
Focal point					

17. Other comments:

ANNEX 2: MEETINGS HELD AND DOCUMENTS RECEIVED

6.1. People met in Seychelles

Person	Institution	Contact details
Allain de Comarmond	Director, Environmental assessment and permits section, Wildlife enforcement and permits division, Ministry of Environment	a.deco@env.gov.sc
Philippe Morin, CEO	Seychelles Energy Commission	pmorin@intelvision.net
Joseph Rath	GOS/UNDP/GEF/PIU/GEF Program Coordination Unit National Project Manager: Capacity Development Tourism Coordinator for the Mainstreaming Biodiversity Project	j.rath@pcusey.sc
Venesa Quatre	GOS/UNDP/GEF/PIU/GEF program coordination unit Project manager: Biodiversity mainstreaming	Venessa.quatre@pcusey.sc
Brad Auer	National program coordinator, UNDP/GEF/PIU/GEF projects, Seychelles	Brad.auer@undp.org
Rodney Quatre	Seychelles National Parks Authority	r.quatre@scmrt-mpa.sc
Riaz Aumeerudy, Acting CEO	Island Conservation Society	icsscience@seychelles.sc
Helena Francourt, GM Michelle Etienne	Green Island Foundation	office@gif.sc elke@mcss.sc
Elke Talma (spp) research officer	Marine Conservation Society	elke@mcss.sc
Frauke Dogley	Seychelles Island Foundation	ceo@sif.sc
Vanessa Zialor Elvina Hoaroau	Marine and coastal management Unit, in DoE	v.zialoe@env.gov.sc elvinahoarau@yahoo.com
Jennfier Sinon, CEO	Seychelles Hospitality and Tourism Association	sha@seychelles.net

Andy Ally	Seychelles Bureau of Standards	Msd-sbs@email.sc
Elvis Nisette	Seychelles Bureau of Standards	
Lena Hoareau, Manager (customer relations)	Seychelles Tourism Board	Lena.h@seychelles.com
Betty Seraphine	Seychelles Tourism Board	betty.b@seychelles.com
Raph Hissen	Seychelles Tourism Board	Ralph.H@seychelles.com
Silvette Barbe	Seychelles Tourism Board	sylvette.b@seychelles.com
Michelle Martin	Sustainability for Seychelles	marinzanlwi@yahoo.com / sustaina@intelvision.net
Marc Marengo	The Ecotourism Society of Seychelles	info@sey-tess.com, marcmarengo@hotmail.com
Dr Rolf Payet, President and Vice Chancellor	University of Seychelles	rolph@statehouse.gov.sc
Sylvianne Valmont, CEO	Small Enterprise Promotion Agency (Senpa)	mdsenpa@senpa.sc
Terrence Max, Manager of Studies	Seychelles Tourism Academy	terrencemax@hotmail.com
Brigitte Joubert, Lecturer	Seychelles Tourism Academy	brigej@gmail.com
Sylvianne Valmont, CEO	SENPA	mdsenpa@senpa.sc
Norma	SENPA	norma@senpa.sc
Brigitte Haworth, Assistant manager	Chalets d'Anse Forbans	info@forbans.com
Elizabeth Fideria	Big Blue Divers	bigblue@seychelles.net

6.2. Written comments received by email

Person	Institution	Contact details
Mrs Joanna Savy, Assistant Manager	Bird Island Lodge	www.birdislandseychelles.com
Cherry R. Santos, Training Manager	Constance Ephelia Resort of Seychelles	tda@epheliaresort.com

Cedric Thomas, Landscaping Manager	Constance Ephelia Resort of Seychelles	tda@epheliaresort.com
Bernhard Kolsch	Banyan Tree Seychelles	bernhard.kolsch@banyantree.com