NATIONAL FISHERFOLK WORKSHOP ON PROJECT MANAGEMENT

November 2015, Barbados
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1 OVERVIEW

National workshops for fisherfolk are being held under the regional project “Enhancing food security from the fisheries sector in the Caribbean: Building the capacity of regional and national fisherfolk organisation networks to participate in fisheries governance and management”. The overall objective of this project is to improve the contribution of the small scale fisheries sector to food security in the Caribbean through building the capacity of regional and national fisherfolk organisation networks to participate in governance. The project is being implemented by the Caribbean Natural Resources Institute (CANARI), in partnership with the Centre for Resource Management and Environmental Studies (CERMES) of The University of the West Indies and Panos Caribbean in association with the Caribbean Network of Fisherfolk Organisations (CNFO) and the Caribbean Regional Fisheries Mechanism (CFRM). The project is funded by the European Union under its EuropeAid programme.

This report is on the proceedings of the workshop held on 13th October 2015. The goal of the workshop was to enhance the project management skills of fisherfolk around the island.

2 WELCOME AND INTRODUCTION

The President of BARNUFO welcomed the participants and expressed gratitude for their taking the time from work to be in attendance. Each participant was asked to introduce themselves and identify their organisation.

The facilitator provided an overview of the project highlighting the five components of the project:

1. Fisherfolk Leaders Action Groups
2. Training of Mentors to assist fisherfolk
3. Organization of a national workshop
4. Sponsorship for the participation in regional meetings
5. Small Grants Facility to provide FFOs with the necessary funding to implement projects which aimed to enhance their participation in fisheries governance.

The facilitator reviewed the issues that affected fisherfolk and the sustainability of the fishing industry outlined in the previous workshop, held on 15th January 2014. The issues were categorized into two classifications, capacity and advocacy. Participants expressed that the fishing industry in Barbados was currently not sustainable due to the following capacity issues:

Some of the capacity issues included:

- Fisherfolk did not know the value of knowledge.
- Some boat owners who were outside the industry knew little about it.
- Persons did not know where to find knowledge.
- Fisherfolk expected authority to provide them with information.
- There was limited understanding of industry: fisherfolk, public, government
- Workload was not shared.
- There was no incentive to learn.
Unable to communicate because people are at sea

With regards to the advocacy issues, fisherfolk expressed that many small-scale fishing communities are marginalized, with low levels of access to political power, education and other resources. In addition, fisherfolk identified that there was limited to no support from the government to address the problems that affected their livelihood and sustainability. Fisherfolk felt that the Government of Barbados (GOB) instituted or created policies that focused or targeted other industries.

Some of the advocacy issues included:

- The government’s focus was on other areas.
- There were no procedures for paying insurance.
- The implementation of best practices was not consistent.
- The handling of fish was not stressed.
- Market managers allowed inappropriate behavior.
- No market incentive for quality of fish
- Some fisherfolk did not follow rules.

One of the key issues to be addressed was the reluctance of fisherfolk to contribute towards the National Insurance Scheme (NIS) and seeing the value of investing in the future of their business.

3 OVERVIEW OF FISHERIES POLICY

The President of BARNUFO, Ms. Vernel Nicholls, provided an overview on the benefits of small-scale fisheries (SSF) highlighting the social and economic advantages to the local communities. It was noted that in Barbados, SSF provide income, contribute to food security and support a way of life anchored in local culture and community. However, the fishing industry has been faced with many challenges today such as depleted fish stocks, climate change and sea level rise. Ms. Nicholls highlighted the SSF Guidelines advising that they offered guidance on how to develop SSF to be more sustainable in a way that is ecosystem-friendly, participatory and sensitive to cultural context and that it was the link to successfully achieving social security (e.g. vessel insurance, national insurance, health/life insurance) for all in the industry. Special mention was made of the recent events in Dominica and the Bahamas where fishers lost their vessels due to recent storms. It was further noted that Dominica had lost ninety percent (90%) of their vessels, the majority of which were uninsured. It was then stated that social security for SSF has become a more pressing matter such that the World-Bank sent consultants to Barbados to research and address the issues surrounding insurance for boat owners. The President then stated that the CARICOM Fisheries Policy & SSF Guidelines were key to aid in the development of management systems that could work for the local fishing communities in Barbados. It was then emphasized that women should play a key role in creating sustainable fishing communities for the future.

One participant interjected to make a clarification on the difference in the NIS policy for a business owner verses a market worker. Market workers were classified as entrepreneurs or self-employed
persons and were required to pay their NIS in quarterly installments. The participants indicated that this payment method was a deterrent. They further expressed their interest to contribute to NIS and other social security plans, however, the type of benefits offered were unsatisfactory and adjustments would have to be made or special packages be offered to gain their commitment. The fisherfolk highlighted the following areas as issues they currently faced in relation to NIS contributions:

**Fisherfolk Social Security Issues:**

- Uninformed of pre-requirements needed for NIS: The fisherfolk were unaware of any requirements, policies or procedures that need to be met to contribute to NIS. The information was not readily available.
- Unaware of the registration process: The fisherfolk were not informed about the process to register with NIS (E.g. one participant questioned whether they needed to have an already registered business to benefit from NIS).
- The quarterly payment requirements: The participants indicated that revenue was generated weekly and therefore quarterly payments were neither feasible nor conducive to their environment of seasonal work.
- Benefits were not attractive and did not display equality: In comparison to the benefits of corporate businesses, the fisherfolk were only eligible for two benefits. The participants indicated that under the NIS classification as self-employed, they were not entitled to health benefits. They were only offered maternity and retirement benefits.
- Payment process was laborious: There were no payment options (mobile, banking) to make their NIS contributions other than visiting the agency and paying in person. This was unacceptable as they had longer working days and commenced and ended work outside of the agency’s opening hours.
- Seasonality of work and making payments: The duration of the fishing season was only 6 months and NIS did not make provisions for the market workers during their off season. Fisherfolk were expected to continually contribute to NIS when they were not working.

It was collectively agreed that the topic of social security for fisherfolk needed to be addressed in another forum with the relevant agencies and officials to address the concerns raised by the fisherfolk. BARNUFO agreed to take the lead on this recommendation and would organize a workshop to start the discussions with the relevant stakeholders.

When questioned on the role of government in the small-scale fisheries. Participants agreed that the government’s main role was the provision of an enabling environment to support social security for market workers. It was noted that while such an environment existed, there were still some limitations. Participants further expressed that information on social security was not readily available and there was poor communication between government and the fishing industry.
4 INTRODUCTION TO PROJECT MANAGEMENT CYCLE

The facilitator delivered a presentation on the various phases in a project management cycle. Participants were advised that while project visibility was important, the success of a project entailed project identification, proposal writing and preparations and execution of tasks and activities. The project cycle stages introduced to the participants were as follows:

1. Project Identification: In this phase participants would identify the problem or need to be addressed. This process could assist fisherfolk in identifying and developing appropriate projects that would support the sustainability of the fishing industry and their livelihood within their respective communities.

2. Project Preparation: This consisted of documenting all the work (tasks & activities) necessary to ensure that a proposed project was feasible and could be successfully implemented. The process would ensure the identification and minimization or elimination of significant risks before the project starts. Development opportunities are also maximized by ensuring that project and potential team members were well conceptualized. Participants were advised that for this phase to be successful they need to know their team, partners, donors and beneficiaries with a clear understanding of their roles in the project.

3. Review and Approval: This was an essential stage of any project. The approval process ensured that each defined project phase and associated deliverables were successfully completed before beginning subsequent phases. Stakeholders are given an opportunity to review the project design in detail and resolve any outstanding questions.

4. Implementation, Monitoring and Control: This process involved a series of activities, which need to be planned, operated and controlled, and which would inevitably involve the utilization of resources. This phase involved carrying out activities/tasks, ensuring that the project was on target and inputs were converted to outputs as set out in the project framework.

5. Evaluation: This was a systematic and objective assessment of the project. The aim was to determine the relevance and level of achievement of project objectives, effectiveness, efficiency, impact and sustainability. Participants were encouraged to perform an evaluation on all of their projects.

5 PROJECT PLANNING

5.1 Problem Tree Analysis

To gain a better understanding of an issue, the participants were introduced to a technique known as Problem Tree Analysis which allowed them to identify the core problem, root causes and effects of the problem. In the interactive session the participants were given a problem, “Fisherfolk do not contribute to NIS” and three root causes. This allowed the participants to develop activities and demonstrated how to transform an issue into action for resolution.

5.2 Identification of S.M.A.R.T Objectives
In the second part of the interactive session the participants learnt how to identify project goals and objectives by reformulating the problems/issues into positive statements. The facilitator encouraged the participants to develop SMART objectives:

- **Specific:** What exactly are we going to do and for whom?
- **Measurable:** Can we count or otherwise quantify an activity or its results?
- **Attainable/Achievable:** Can we get it done in the proposed time frame with the resources and support we have available?
- **Relevant:** Will this objective have an effect on the desired goal or strategy?
- **Time bound:** When will this objective be accomplished?

The participants were then given an opportunity to put these techniques into practice in **Activity 1: Developing S.M.A.R.T objectives** (Figure 1). The objectives were based on encouraging fisherfolk to contribute to NIS to ensure their security in the future. From the exercise the groups noted that while the activity was simple in theory, it was harder to put into practice especially if you wanted your objectives to be reflective of the project.

![Figure 1: Participants developing their SMART objectives](image)

### 5.3 Developing a Work Plan

The facilitator provided an overview of a work plan and budget. It was noted that a work plan outlines the activities/tasks to be used to complete a quality project within a given amount of resources (time, money and people). **Activity 2: Preparing the work plan** was introduced. The groups were instructed to utilize the four headings “WHAT? WHO? WHEN? NEEDS?” and identify two (2) activities/tasks relating to their project, to include in the work plan for a seven (7) month period. From the exercise the groups noted the following:

Group 1: GIS, social media and workshops were needed to raise awareness to the issue and educate persons on a possible solution.
Group 2: BARNUFO was needed to assist the fisherfolk in developing a strategy or plan to help them make their contributions to NIS (Figure 2).

The group suggested that weekly payments may be more feasible to encourage fisherfolk.

Group 3: Fisherfolk needed to lobby for change on behalf of the industry and not wait for someone else to do the work for them. However, if the financial or long-term social security benefits were not attractive they would not be interested in contributing to any plan.

One participant noted that in order to carry out a successful project you would need the support of other members working in the industry.

5.4 Developing a Budget

The facilitator discussed project budgeting as it related to donor contributions and co-funding and initiated the next group activity. This involved distributing USD$5,000 (monopoly money) to the groups to review and allocate the funds to implement their projects. During this activity it was noted that even-though the participants expressed sheer delight at receiving the monopoly money, they spent the majority of the time trying to accurately allocate the funds (Figure 3). One participant stated that when the money was distributed, the question was asked “what do we do now?” Another group expressed that they felt burdened by the responsibility of ensuring the money was allocated efficiently. The exercise aided participants in seeing the value of project planning from conceptualization to completion and the tools necessary to develop and implement a project.
In the discussion that followed, participants identified possible solutions to getting fisherfolk to contribute to NIS or a social security and are presented in Table 1.

Table 1: Issues and possible solution to assist fisherfolk in actively contributing to the NIS

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>PROPOSED SOLUTION</th>
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</thead>
<tbody>
<tr>
<td>Fisherfolk were unable to pay their NIS in a timely manner due to the nature of their job and the fact that they had to travel to the NIS Department to make payments.</td>
<td>Have an agency collect the money on their behalf and transfer funds collected to NIS. The agency identified was BARNUFO. Have an officer from NIS stationed at BARNUFO or a mobile officer to visit the markets during the month to collect payments.</td>
</tr>
<tr>
<td>Paying NIS quarterly even in the off season when funds are not accessible.</td>
<td>Draft a package where fisherfolk can pay NIS weekly</td>
</tr>
<tr>
<td>No attractive benefits for self-employed persons</td>
<td>Contribute towards a pension plan vs. NIS</td>
</tr>
</tbody>
</table>

6  PROJECT IMPLEMENTATION

The facilitator provided an overview of what project implementation entails in terms of fulfilling the scope and deliverables.

The facilitator conveyed that as a project leader one needs to be realistic and identify the interest of others within the context of the project boundaries. The project leader could also facilitate ideas from others but they had to be ensure that the project goals were achieved. The facilitator stated that micro-management was neither an option nor a quality of an effective leader and could hinder productivity and implementation of the project. The groups were informed that during the implementation phase they need to:

- Ask questions to ensure that the project is reflective of its objective
- Have a paper trail especially when they are appropriating resources from donors and other agencies.
- Utilize social media and public relation strategies to educate the community and inform them of project activities and successes.
- Complete project reports as a means of communicating project progress to funders and donors.

One group indicated that the implementation phase seemed to have the heaviest workload and would require assistance from all on the project team to guarantee success.
7 QUALITIES OF A GOOD PROJECT MANAGER

This segment started with Activity 3: Key Qualities of a Project Manager. The groups were asked to draw a body map on flip chart paper and express in an artistic form the ideal traits of a good project manager (Figure 4). The interactive session highlighted each group’s preferences and perception of a project leader.

Some key characteristics the three groups presented were as follows:

Group 1: Presented their female Project Manager Ms. Nicholls

- Intelligent
- Qualified for the job
- Professional
- Show respect for teammates
- Ethical
- Balanced view
- Considerate
• Ability to complete a project throughout any challenges or difficulties
• Manage resources efficiently (time, money)

**Group 2: Presented their male Project Manager Mr. Majestic**

• Displays integrity
• Professional in appearance & behaviour
• Capable of handling any project
• Organized
• Manages the budget efficiently
• Completes tasks and project on time
• Good listener

**Group 3: Presented their male Project Manager Mr. Inniss**

• Intellectual
• Ethical
• Demonstrates respect for others and their opinions
• Efficient people management
• Accepts criticism
• Motivates the team
• Utilizes time wisely

The facilitator commended the groups on their presentations and the qualities that they expressed. It was noted that a good Project Manager should also have other characteristics such as: excellent leadership skills, good communication skills, value consensus decision-making processes and treat team members fairly, equitably and transparently. Most importantly, the Project Manager must be a leader in decision-making.

8 **PARTICIPATORY MONITORING AND EVALUATION**

The facilitator commenced this segment by asking participants if they were aware of the 80/20 rule. It was stated that during a project issues will always be encountered. The 80/20 rule states that eighty percent (80%) of the work will be done by twenty percent (20%) of the people.

The facilitator stated that conventionally, monitoring and evaluation (M&E) involved external experts measuring performance against pre-set indicators, by using standardized procedures and tools. However, participatory monitoring and evaluation (PM&E) was a process through which stakeholders at various levels engage in monitoring or evaluating a particular project, programme or policy and share control over the content. The stakeholders also engaged in utilizing and identifying the process and the results of the M&E activity and participated in taking or ascertaining corrective actions.
The facilitator highlighted that even though a project may be successful and all targets are met and tasks completed, it was essential to complete the PM&E. It was highlighted that PM&E:

- Allowed managers to be more responsive to the needs and aspirations of those most directly affected.
- It offered new ways of assessing and learning from change that are more inclusive.
- Built ownership and empowered communities.
- Took corrective measures to improve performance and outcomes.
- Involved beneficiaries in evaluation increasing its reliability and provides the opportunity to receive useful feedback and ideas for corrective actions.
- Allowed for flexibility - Activities should be stopped or adapted when evaluation makes it clear that they are not contributing to the intended improvements.
- Strengthened ownership, regarding successful outcomes of planned initiatives.
- Widened the knowledge base necessary for assessing and correcting the course of action.

9 LIFE AFTER THE PROJECT

The participants were encouraged in this segment to build key partnerships and working relationships during the project as a way to ensure sustainability of the project i.e. beyond project funding.

Some key points on working relationships and life after the project emerged:

- Build key partnerships – with the right players. Partnerships steer activities in the right direction. By bringing the right partners to the table you could implement the level of support needed to keep the project going or on track. As a result of a positive partnership you could also benefit from sharing information, resources and skills in developing a follow-up project.
- Engage others and network. Good networking saved money and builds beneficial relations for future work.
- Be self-sustaining
- Establish a sustainable financing – this is dependent on the nature of the project
- Be sure that everyone walked away with a sense of positivity so they are willing to work with you in the future.
- Note lessons learned to improve it the next time (replicate) and seek opportunities to upscale the project.

10 WORKSHOP EVALUATION
At the end of the workshop, participants completed an evaluation and the following results were noted:

- All participants indicated that they enjoyed the Project Management workshop.
- Twelve participants agreed with the statement “My knowledge in the Project cycle has increased”. Of which 9 strongly agreed with the statement.
- Twelve participants agreed with the statement “I have a basic understanding of participatory monitoring and evaluation. Of which 8 strongly agreed with the statement.
- Fourteen participants strongly agreed with the statement “I know the qualities of a good project manager.”
- Fourteen participants strongly agreed with the statement “I have a basic understanding of how to develop a project.”

*Figure 5: One of the Evaluation sheets*
11 ANNEX A

11.1 Agenda

Strengthening Caribbean fisherfolk to participate in Governance

Final National workshop for Fisherfolk

Barbados
13th October 2015

1. Background

National workshops for fisherfolk are being held under the regional project “Enhancing food security from the fisheries sector in the Caribbean: Building the capacity of regional and national fisherfolk organisation networks to participate in fisheries governance and management”. The overall objective of this project is to improve the contribution of the small scale fisheries sector to food security in the Caribbean through building the capacity of regional and national fisherfolk organisation networks to participate in governance. The project is being implemented by the Caribbean Natural Resources Institute (CANARI), in partnership with the Centre for Resource Management and Environmental Studies (CERMES) of the University of the West Indies and Panos Caribbean in association with the Caribbean Network of Fisherfolk Organisations (CNFO) and the Caribbean Regional Fisheries Mechanism (CFRM). The project is funded by the European Union under its EuropeAid programme.

The countries involved in the project are Anguilla, Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St. Kitts and Nevis, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago and Turks and Caicos Islands.

2. Workshop objectives

By the end of the workshop, fisherfolk will:

- Be capable of linking issues to key fisheries policies
- Improve their knowledge of the project cycle and participatory monitoring and evaluation
- Develop a project to address priority issues
- Identify characteristics of a good project manager
• Develop a project for implementation

3. Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
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<tbody>
<tr>
<td></td>
<td><strong>Welcome and Introductions</strong></td>
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<tr>
<td>9:00 am</td>
<td>• Welcome</td>
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<td></td>
<td>• Introduction to the EU fisherfolk project</td>
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<td></td>
<td>• Review of workshop goal, objectives and agenda</td>
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<tr>
<td>9:20 am</td>
<td><strong>Overview of Fisheries Policies</strong></td>
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<td></td>
<td>• Highlight the importance of the CARICOM Fisheries Policy &amp; SSF Guidelines</td>
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<td>• Highlight issues that policy can address</td>
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<td></td>
<td>• Case study: NIS</td>
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<td>10:30 am</td>
<td><strong>BREAK</strong></td>
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<tr>
<td>11:00 am</td>
<td><strong>Introduction to the Project Management Cycle</strong></td>
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<td>Overview of the stages – Initiation, Preparation, Appraisal, Monitoring and Evaluation</td>
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<tr>
<td>11:30 am</td>
<td><strong>Project Planning</strong></td>
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<td></td>
<td>• Formulate SMART objectives based on problems</td>
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<td></td>
<td>• Develop a work plan and a budget</td>
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<td>12:30 pm</td>
<td><strong>LUNCH</strong></td>
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<tr>
<td>1:30 pm</td>
<td><strong>Project Implementation</strong></td>
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<td>• Tips for budgeting and monitoring expenditure</td>
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<td></td>
<td>• Effective communication and useful tools</td>
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<td>• Sharing project experiences</td>
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<tr>
<td>2:00 pm</td>
<td><strong>Key qualities of a good project manager</strong></td>
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<tr>
<td>2:30 pm</td>
<td><strong>Participatory Monitoring and Evaluation</strong></td>
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<td>3:30 pm</td>
<td><strong>Life after the project – Ensuring sustainability</strong></td>
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## 11.2 List of Participants

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<tr>
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