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**Building civil society capacity for conservation
in the Caribbean UK Overseas Territories**

**REPORT OF THE SECOND ACTION LEARNING GROUP MEETING**
Disaster Management Coordination Unit, Montserrat
21-25 March 2011



Cover photo courtesy Farah Mukhida, Anguilla National Trust

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**Building civil society capacity for conservation**

**in the Caribbean UK Overseas Territories**


**REPORT OF THE SECOND ACTION LEARNING GROUP MEETING**


## 1    Background

The Action Research and Learning Group (ARLG) is a key element of ***Building civil society capacity for conservation in the Caribbean United Kingdom Overseas Territories** (*UKOTs), a three-year (2009-2011) research and capacity building project, coordinated by the Commonwealth Foundation (the Foundation) and implemented regionally by the Caribbean Natural Resources Institute (CANARI) under funding from the Darwin Initiative (Darwin).  A full concept note for the project is attached at Appendix 1.



**Figure 1: Participants in a small group session**

Based on the priorities identified at the first ARLG meeting[1], it was decided that the focus of the second meeting should be on effective report writing, participatory planning, leadership and the role of advocacy and networking including the potential for continued networking of the participating organisations. Section 2 provides an overview of the meeting objectives.  Montserrat was selected as the venue since the development of the Centre Hills Management Plan provided a good example of systematic participatory planning.  Both the Montserrat National Trust and the Department of the Environment provided CANARI with invaluable assistance in the planning and delivery of the meeting.

## 2    Objectives of the meeting

The objectives of the second ARLG meeting were to:

- review the main lessons and results of the first ARLG meeting (held in March 2010);

- review the main lessons from the study visit to Bonaire (held in December 2010);

- exchange information on the strategic focus and achievements of, and the main challenges faced by, participating organisations since the last meeting;

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[1]  see http://www.canari.org/docs/Darwin%20ARLG1%20report%20final.pdf

- explore the main elements of effective civil society governance structures through review and comparison of the governance structures of participating organisations;

- continue to build participants' skills in presentation and constructive peer review;

- identify and apply good practices in report writing, with a particular focus on reporting to donors, and on the project small grants;

- introduce and apply tools and methods for effective participatory planning;

- analyse the effectiveness of the participatory planning process for the development of the Centre Hills Management Plan;

- introduce and  apply tools and methods for effective civil society leadership in a rapidly changing world;

- introduce and apply effective tools for advocacy around biodiversity conservation;

- discuss the role of networks in effective advocacy and  policy influence at the national, regional and international level;

- showcase two examples of effective regional networking and discuss the potential for continued networking of civil society organisations (CSOs) in the Caribbean UKOTs beyond the end of the project; and

- discuss and finalise incomplete small grant applications.

The agenda for the meeting is attached at Appendix 2.


## 3   Target audience/participants

The project is targeted at the National Trusts from each participating UKOT and a partner CSO selected by the Trust.  For the ARLG meetings, each organisation is expected to send two senior representatives (preferably the Executive Director and a Board member) to participate.  On this occasion only one representative attended from Anguilla National Trust (ANT), the Rotaract Club, Providenciales (TCI), Jost van Dyke Preservation Society (JvDPS) and the British Virgin Islands (BVI) National Parks Trust (NPT). However, the representative from JvDPS was able to play a dual role as she is a Board member of both BVINPT and JvDPS.  CANARI encouraged organisations who only sent one representative to identify a second person for the final ARLG meeting as wider participation would both broaden the application of learning and enhance the sustainability of the outcomes at the organisational and national level.

New partnerships were formed between the first and second ARLGs.  For example, the Turks and Caicos National Trust (TCNT) and the National Trust of the Cayman Islands (NTCI) decided to partner with the Rotaract Club and work jointly on a small grant project in their respective countries.

A full list of participants is attached at Appendix 3.

## 4 Approach

The meeting was designed to be participatory and interactive and to maximise opportunities for peer exchange and learning. Methodologies used included PowerPoint presentations, plenary discussions, small group work, pair work, individual reflection and energisers. The focus on the Centre Hills project also enabled participants to analyse a case study of systematic participatory planning in a context similar to their own and involving a range of partners working in the Caribbean UKOTs.

**Figure 2: Facilitators listening to a presenter**

## 5 ARLG sessions

### 5.1 Welcome, facilitator and participant introductions, expectations and overview of the agenda

Eudora Fergus of the Montserrat National Trust (MNT) welcomed participants to Montserrat and the three CANARI facilitators, Sarah McIntosh, Gillian Cooper and Keisha Sandy welcomed the group to the meeting. To start the process of team building again, the people who attended the first ARLG were asked to randomly select a card listing someone else's name and then describe the characteristics of that person until someone guessed who it was. Participants' recollection of others' strengths and earlier inputs proved to be good. The new participants were paired and asked to report on their partner's strengths, skills and personal interests. This highlighted a range of skills that have the potential to add value to the process of peer exchange and learning, including event planning, money management, critical thinking and professional organising. It was also evident that some regional networking had continued to take place between meetings. Participants' expectations of the meeting were solicited and the overview of the agenda indicated that most would be covered



**Figure 3: Eudora Fergus of the MNT welcomes participants to Montserrat**

### 5.2 Recap of the first ARLG and the Bonaire study visit

| Session objectives: |
| --- |
| The objectives of this session were that by the end of this session, participants would be able to: |
| • recall the key learnings and results of ARLG 1;<br>• identify any impacts the ARLG1 sessions have had on participating organisations;<br>• review the key lessons and results of the Bonaire study visit |

The facilitators presented the outputs and lessons from the first ARLG in Nevis and the Bonaire study visit and asked participants to assist with the identification of the longer-term outcomes. Outcomes from ARLG1 are shown in Table 1.

### 5.2.1 Results of the first ARLG

**Table 1 Results of the first ARLG**

| ARLG Activity | Results by the end of ARLG1 | Results to which ARLG1 activities had contributed over the intervening year |
| --- | --- | --- |
| Participant introductions | Identification of participants' skills and knowledge | None reported |
| Introduction to each other organisations | • Identification of:<br>  o Common challenges<br>  o Areas of mutual interest/ peer support<br>  o Increased understanding of the importance of emphasising results vs. activities | None reported |
| Meeting with/ learning from Nevis Historical and Conservation Society (NHCS) | • Potential to adopt NHCS marketing and fundraising strategies identified<br>• Recommendations made to NCHS in the areas of strategic prioritisation, strategic planning and the management of the Nevis Peak | o MNT was able to reduce costs of signage based on the NHCS model. |
| Introduction to Board roles and responsibilities | • Identification of common challenges and gaps:<br>  o Board micro-managing<br>  o Board not active in fund raising<br>  o Board weak on financial supervision<br>  o No Board TOR or evaluation | (Majority) Discussions held at Board level to address some of these issues but few concrete changes made to date (though this is planned through strategic planning processes to be funded under the small grants)<br><br>ARLG1 discussions had catalysed implementation of:<br><br>• Staff job descriptions<br>• Staff performance reviews |

| ARLG Activity | Results by the end of ARLG1 | Results to which ARLG1 activities had contributed over the intervening year |
|---|---|---|
| | | • Future intention to extend this process to Board TORs and reviews. |
| | Skills introduced in:<br><br>• Conducting a problem analysis<br>• Applying project prioritisation criteria<br>• Identify key elements of an effective proposal | • Problems identified and analysed, projects prioritised and proposals drafted and approved. |
| Strategic fundraising and financial sustainability | • Identification of actual and potential sources of fund-raising for UKOTs<br>• Improved understanding of the 4 main elements of financial sustainability:<br>  o strategic and financial planning<br>  o diversified sources of external income<br>  o good financial management<br>  o ability to generate own income<br>• Commitments made to specific actions:<br>o YESA – complete strategic plan including financial plan<br>o NTCI – diversify funding sources<br>o JvDPS – diversify funding sources<br>o TCNT – develop strategic plan and financial manual<br>o MNT<br>  - upgrade financial manual<br>  - discuss financial statements at monthly meetings<br>  - train Board to understand statement<br>  - have budgets passed by the Board<br>  - create a vision of financial sustainability for MNT and Montserrat Small Business Association (MSBA)<br>o BVINPT<br>  - diversify funding sources | o Financial plan for strategic plan developed (ANT).<br>o Greater priority accorded to diversifying funding sources (several)<br>o JvDPS financial diversification through greater inclusion of volunteers and membership<br>o TCINT financial management improved through external support<br>o BVINT formally proposed fee structure to support financial diversification |

| ARLG Activity | Results by the end of ARLG1 | Results to which ARLG1 activities had contributed over the intervening year |
|---|---|---|
| | - Increase fees (upgrade trails, mooring buoys)<br>- Gift shop at botanical gardens | |
| Establishing strategic priorities | • Status of strategic planning compared<br>• Analysis of challenges, successes, areas for improvement in the future<br>• Identification of key elements of strategic plans<br>• Recommendations to others (based on experience)<br><br>Commitments made to specific actions:<br><br>• MSBA – convince others to do a strategic plan<br>• JvDPS – strengthen partnerships<br>• TCINT – expand range of stakeholders targeted<br>• ANT – link quarterly reporting to strat plan<br>• NTCI – make reports more widely available<br>• MNT – Board retreat to initiate strategic planning process | • ANT, MNT, MSBA, TCNT submitted small grant applications to do strategic planning.<br>• TCINT – stakeholder/ partner base expanded (Rotaract and the Tourism Board)<br>• JvDPS has successfully raised awareness of its role and activities locally as well as increasing the number of partnerships |
| Applying action learning to identification of main issues facing organisations | Issues identified and ranked<br><br>1. Leadership and management<br>2. Financial sustainability<br>3. Establishing strategic priorities | None reported |

### 5.2.2   Recap of the Bonaire case study

The facilitator recapped the main purpose from the Bonaire study visit for those who not take part (one person attended from each organisation, with the exception of Rotaract, CI).  The study visit provided an opportunity for the UKOT organisations to learn from two conservation organisations in the Dutch Caribbean.  These were the National Parks Foundation (STINAPA), which is responsible for the management of both the terrestrial and marine parks on Bonaire and the Dutch Caribbean Nature Alliance (DCNA).  DCNA is a network of the civil society conservation organisations that manage the protected areas in the Dutch Caribbean.  The secretariat based in Bonaire provides technical and financial support to the member organisations and has lobbied – and continues to lobby - in the Netherlands for greater recognition, awareness and financial support for biodiversity conservation in the Dutch Caribbean.

The tour provided participants with an opportunity analyse, compare and contrast the UKOT and Dutch Caribbean:
- institutional and organisation structure for biodiversity conservation;
- legislative frameworks;
- history and development of CSO participation in biodiversity conservation;
- current role of CSOs; and
- countries' socio-political status as European overseas territories.

The facilitator then recapped the main lessons from the study visit (see Appendix 4 for presentation and http://www.canari.org/documents/StudytourREPORTFINAL.pdf for full visit report).

### 5.3 Sharing our experiences/learning from each other

Session overview:

The objectives of this session were that by the end of this session, participants were able to:

- Assess their effectiveness in presenting the results of their activities over the past year
- Understand the main focus and challenges of the participating organisations over the past year
- Compare and contrast governance structures
- Identify opportunities for cross-learning and mutual support under the small grants programme

Participants were asked to provide an update on their organisations' activities and results (outputs and outcomes) since the first ARLG and to give a brief description of their governance structures. Each presentation was peer reviewed by participants from another organisation, to hone their skills in critical analysis and constructive peer review.

In summing up, the facilitator noted that most of the organisations had only activities rather than the impacts of those activities, for example, on people's attitudes and behaviours and ultimately on the Darwin goals relating to biodiversity conservation or poverty reduction. She encouraged participants to focus more on reporting on outcomes and impacts, particularly in their reports to donors.

She summarised the main points to emerge from the review of the past year and governance structures as:

*Financial sustainability*
- Most organisations continued to have challenges with their financial sustainability, although there had been some progress with diversification of funding sources;
- Government subventions continue to be cut back and/or not disbursed on time;
- Most organisations had not yet been able to explore the full mix of potential funding sources identified at the last ARLG;
- The financial challenges are clearly greater in islands with smaller populations, lower incomes levels and little international private sector presence, whereas in countries such as Cayman fundraising initiatives continued to produce good results (e.g. US$250,000 raised for land purchase).

In the light of the continuing high dependence on increasingly unreliable government subventions, the facilitator questioned whether there was potential for one-off large-scale funding of a Trust fund, similar to that being built by the Dutch Caribbean Nature Alliance.

*Identification and implementation of strategic priorities*

- Many organisations which do not have a strategic plan were still at the stage of 'planning to plan' but progress is likely soon under the strategic planning processes being funded under the project small grant component;
- The barriers to strategic planning were perceived to be money, time and making this type of planning a priority. This indicated that most organisations still needed to do more to entrench a culture of thinking strategically as well as systematically establishing and implementing strategic priorities.

*Governance structures*
- Few organisations seemed fully comfortable with their existing Boards, with the following being the main concerns (and potential solutions):
    o lack of clarity about the role of the Board, Board officers and other Board members (need to define in writing and orient new Board members accordingly)
    o conflicts of interest where Board members, and particularly the main officers, also worked for government  (need to develop a conflict of interest policy and have other Board members available to represent the organisation if an officer cannot)
    o inactive Boards, Board members or committees (set clear expectations and rules for replacing inactive members)

The facilitator also expressed surprise that few of the presentations on governance structures included any mention of the role of members given that members are integral parts of the organisation, often vote on the composition of the Board and can provide volunteer support to the staff. Participants agreed that this was an omission (and in subsequent parts of the meeting continued to identify ways to involve members more strategically).

Participants' presentations and the structure of their Boards are attached as Appendix 5 and Appendix 6.

## 5.4 Introduction to effective report writing

Session overview:

The objectives of this session were that by the end of this session, participants were able to:

- Identify some good practices that apply to all reports
- Review these practices in the context of the small grant reporting format

Participants were asked to brainstorm the different types of reports they are asked to write, the purpose of the reports and the characteristics of effective reports.

**Table 2 Types, purpose and characteristics of effective reports**

| Types of reports | Purpose of the reports | Characteristics of effective report writing |
|---|---|---|
| Status reports | Proof to the donors that money was spent wisely and achieved results | Concise |
| Monthly site reports on the state of the managed sites | Demonstrate that the organisation is a good/ worthy organisation to support (image of the organisation) | Accurate |

| Types of reports | Purpose of the reports | Characteristics of effective report writing |
|---|---|---|
| Both internal and external project reports | | Layout<br><br>• Visual<br>• Structure |
| Financial reports to the Board and donors | | |
| Quarterly and annual reports to the Board | | |
| Quarterly newsletter to members | | Positive opening |
| Quarterly subvention reports to the government | | Grammar and spelling |
| Trip reports | | Accessible to a number of readers – not just the main point of contact |
| Monthly reports to project managers | | Logical (internal consistency) |
| | | Appropriate style; clear/ plain English |
| | | Shorter rather than longer sentences |
| | | Good, clear opening with most important information summarised up front ("scan able")<br>Limited use of jargon and explain technical language |
| | | Glossary of acronyms |

In discussion, it emerged that:
• many participants found donor report writing challenging and time-consuming;
• few had previously tried to distil the key elements of effective report writing so the exercise was valuable;

- there was consensus that there are some good practices that apply to all reports (as highlighted in column 3 of Table 2) although the style and language level of the writing may vary a bit according to the target audience;
- there is still scope for greater emphasis on reporting results and achievements.

The facilitators indicated that, even though reports can take a lot of time to produce, it is important that they are done well as a poor report will influence the reader's perception of the organisation and, in the case of donors, may affect their willingness to fund the organisation in future. Much time can also be saved by producing a clear outline before starting to write the report.  Donor reporting requirements vary but there are always opportunities to report on the important results.  The facilitator's presentation is attached at Appendix 7.

## 5.5    Introduction to participatory planning

Session overview

The objectives of this session were that, by the end of this session, participants will be able to:

- Identify the key differences between traditional planning and participatory planning
- State at least three reasons why participatory planning can improve outcomes
- Assess when participatory planning is and isn't appropriate
- Discuss the resource implications of participatory planning

During the initial round robin session, several participants indicated they had had experience with participatory planning, often in the context of partnerships with other organisations to implement projects. For example, ANT had partnered with a community group to restore a historic building and TCNT had collaborated with teachers and community members to rehabilitate and replant the threatened Caicos pine. .  In other cases, there were still constraints to more effective participation of stakeholders.  For example, the BVINT representative indicated that the Trust had not integrated the community into planning processes mainly because they do not currently have an Education Officer on staff with the dedicated time to increase the public's awareness of environmental issues.

The facilitator then stated that participatory planning should not be equated solely with the involvement of local communities.  It necessitated the identification of, and attempts to involve, all those with a stake in the outcomes of the planning process whether from civil society, government or private sector.  Tools and methods for doing this would be covered in the next session on stakeholder identification and analysis (see Appendix 8 for facilitator's presentation).

When discussing the rationale for participatory planning, participants stated that this approach was important because it provided:
- access to additional expertise;
- an opportunity to improve public relations and buy-in from stakeholders;
- increased ownership in the project; and
- an opportunity to build trust between stakeholders and negotiate conflicts.

The facilitators placed an arrow on the ground depicting the spectrum of participation (see Figure 4).

**Figure 4 Spectrum of participation**
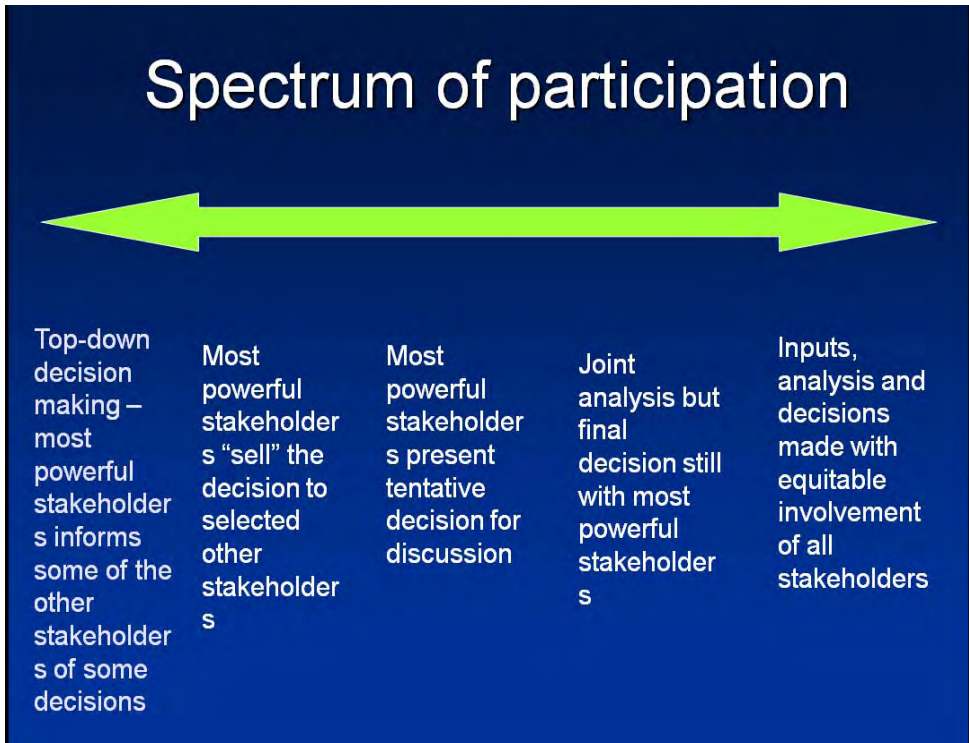
The participants were then asked to stand on the arrow to indicate their perception of their country's current position on the spectrum with regard to biodiversity conservation. None of the participants stood on the extremes of the spectrum. Most stood within the middle of the spectrum. Many of the participants stood in the middle of the spectrum where the "most powerful stakeholders present tentative decision for discussion".

Overall, participants believed that their countries were making some effort to include participatory planning in the decision – making process. However, some representatives were split on where their country ranked on the spectrum. For example, Montserrat participants felt that while some of the island's major projects implemented by the Government employed a participatory planning approach (e.g. Centre Hills), other projects did not.



**Figure 5 Participants standing along the arrow showing their country's approach to participatory planning in biodiversity conservation. (Most participatory countries on the right and least on the left)**

## 5.6   Stakeholder identification and analysis

Session overview

The objectives of this session were to ensure that by the end of this session, participants will be able to:

- Apply a methodology for identifying the full range of stakeholders in a planning and management situation
- Apply a methodology to analyse the various interests of stakeholders
- Adapt the stakeholder analysis tool to analyse power relations

The facilitator defined a stakeholder as an individual, group or organisation that is involved in, or may be affected (positively or negatively) by, a change in the conditions governing the management and use of a natural resource.

Stakeholder identification and analysis are important first steps in participatory planning.  Applied systematically, they can help natural resource managers and biodiversity conservation advocates to understand the complexity of resource uses (a characteristic of biodiversity conservation in small island contexts) and to justify the inclusion of certain groups in management.

The two step process (identification and analysis) determines:
- Who will be affected by and who will benefit from a planning or management intervention
- Who can influence and contribute to the planning process or management intervention
- How people interact with the resource
- Conflicts that exist or may arise as a result of the intervention
- Capacity needs to participate effectively in decision-making

### 5.6.1   Stakeholder identification

The primary purpose of stakeholder identification is to name all the individuals and groups who have a stake in the planning and management.  The exercise can itself become a participatory exercise where stakeholders are involved in identifying other stakeholders.

A methodology was presented to the group.  In identifying stakeholders, key guiding questions to ask are:

- Who uses the resource?
- Who benefits from the functions of the resource?
- Who wishes to benefit but is unable to do so?
- Who impacts on the resource, whether positively or negatively?
- Who has rights and responsibilities over the use of the resource?
- Who would be affected by a change in the status, regime of outputs of management?
- Who makes decisions that affect the use and status of the resource, and who does not?

The full presentation introducing stakeholder identification and analysis is shown in Appendix 9. Participants were asked to work in their country groups to identify the stakeholders for a conservation management project that they were currently working on.  The results of the stakeholder identification are shown in Table 3 to Table 7.

**Table 3  The results of the stakeholder identification exercise for Montserrat**

| Montserrat CARRS BAY GUN BATTERY | | |
| --- | --- | --- |
| RESOURCES | FUNCTION | STAKE HOLDER |
| BEACH<br>CORAL REEFS<br>WET LAND | Historical site<br>Recreation<br>Fishing<br>Educational<br>Birding<br>Tourist attraction<br>Wild life habitat | Community fishers<br>School children<br>Bird watchers<br>Tour operators<br>Family groups<br>Photographers<br>Civil Engineers<br>Department of environment<br>Mini Development  Co-operation<br>Commercial Enterprises<br>Delta<br>Disaster Management<br>Co-ordinating Agency |
| Negative impact | Sea Vehicle users<br>Illegal dumping<br>Sand mining | |
| Positive impacts | Passion to preserve<br>Due to reduction in historical sites | |

**Table 4 The results of the stakeholder identification exercise for BVI**

| British Virgin Islands GREAT TOBAGO ISLAND | | |
| --- | --- | --- |
| RESOURCES | FUNCTION | GROUPS |
| Great Tobago | Diving<br>Live Stock (harvesting)<br>Bird watching<br>Education<br>Research | NPT<br>Dive Operators<br>Divers<br>Line fishing<br>Researchers<br>JVD Community |
| Beaches | Recreation – Camping Picnicking | DCF<br>DNR |

| | Research, biodiversity | USVI Fishermen |
|---|---|---|
| Bird Sanctuary | Bird Nesting | Guide book – writers |
| | Guano | Dive operator |
| | | Yachtsmen |
| | Surrounding | The birds |
| Fishing Ground | | Police |
| | | Local Representative |

**Table 5 The results of the stakeholder identification exercise for Anguilla**

| Anguilla | | |
|---|---|---|
| **DOG ISLAND** | | |
| RESOURCE | FUNCTION | STAKE HOLDER GROUPS |
| Dog Island | Recreation<br>Biodiversity<br>Tourism<br>Fishing<br>Education<br>Aesthetics<br>Coastal Protection<br>Livestock | Fishers, Researchers (EPIC. RSPB, FFI, ANT)<br>Conversationalists (ANT)<br>General Public<br>Schools and Campers<br>Env. Division (DOE)<br>Ministry of Tourism<br>Tourist Board, Tourists<br>Dept. of Physical Planning<br>Dive Operators<br>Boat Operators<br>Landowners (developers)<br>Goat harvesters<br>DOA |
| CORAL REEFS | Fishing<br>Tourism<br>Sport fishing<br>Education<br>Research<br>Biodiversity<br>Coastal Protection | DFMR<br>Ministry of Tourism<br>ATB<br>Dive Operators<br>Tourists<br>Conservationists (ANT)<br>Researchers (ANT DFMR) Fishers |

| | | General Public<br>Charter Boats |
|---|---|---|
| Beaches | Rec.<br>Coastal Protection<br>Tourism<br>Biodiversity<br>Education<br>Research | Department of Environment<br>Depart of Lands and Surveys<br>Department of Fisheries<br>Ministry of Tourism<br>Tourists<br>ATB<br>ANT<br>ASCG<br>Charter Boats<br>Landowners |

**Table 6 The results of the stakeholder identification exercise for TCI**

| **Turks and Caicos Islands**<br>**BIRD ROCK POINT** | | | |
|---|---|---|---|
| Resource | Function | Stake holder Group | Representative Organisation |
| Bird Rock Point | Recreation | Land owner | TCNT |
| | Education | Schools | Ministry of Education |
| | Tourism | Community | Small Businesses |
| Wet Lands | Aesthetics | Tourists | Home owners associations |
| | Biodiversity | Tour Operators | Tourist Board |
| | Research | Scientists | DECR |
| Tropical Dry Forest | Sustain livelihood | Artisans | Divers Association |
| | Contracting | Tour guides | TCIG |
| | Snorkelling | Contractors | |
| Coral Reefs | Leasing | Freelancers | |
| | | Managers / Staff | |
| Wild life | | Dive operators | |
| | | Leaser | |
| | | Taxi Drivers | |

**Table 7 The results of the stakeholder identification exercise for Cayman Islands**

| Cayman Islands THE NORTH SOUND | | | |
|---|---|---|---|
| RESOURCE | FUNCTION | STAKEHOLDERS GROUPS | REPRESENTATIVE ORGANISATIONS |
| Reefs

Mangroves

Seabed | Recreation
Tourism – Hotels/ Tours
Education
Boating
Fishing
Research
Aesthetics
Bio diversity
Coastal Protection
Housing and Development
Waste Management
Breeding site
Nesting site | Water sport operators
Residents – Rec. usage
Tour guides
Researchers
Boaters
Ministries – Tourism / Environment
DOT & DOE
Landowners
Developers

Communities
Fishermen
Campers
Conservationists
Waste Management operators
Police – Marine unit
School groups
The future generation
Bird watchers | CITA / TAB
Water sports Association
Government Reps.
National Trust
Tour Op. groups
Guy Harvey Foundation


Developers
Real estate agents – CIRBBA
Dive Association
Fishermen
Shipping Industry
PTA/ HAS
Bird Society |

Participants commented on the following lessons that they had derived from the systematic process of identifying stakeholders:

- it is important to include in the exercise the  stakeholders carrying out illegal activities as they affect the resource and have the potential to contribute to or derail your intervention (e.g. those sand mining and dumping illegally at Carrs Bay Gun Battery, Montserrat;

- it is important to include stakeholders even if you do not yet know exactly who they are (e.g. the guano collectors/farmers on Great Tobago Island, BVI.

- Organisations with complementary but different functions, such as the Tourist Board and the Tourism Department in TCI both need to be listed even if it initially seems more efficient and effective to work with just one of them; and

- stakeholders who are not represented by an organisation, such as landowners, even though they may be more difficult to identify and mobilise.

The facilitator noted that the Cayman Islands small group was the only one that included waste management as a function, illustrating the value of a comprehensive approach to thinking about the functions of the resource. She also noted that those groups that had identified the stakeholders by the function of the resource were able to identify more stakeholders.

### 5.6.2   Stakeholder analysis

Stakeholder analysis identifies questions that will contribute to a better understanding of the stakeholders involved, which will vary according to the objectives of the interventions.  It might examine, for example, the interests, impacts and benefits to stakeholders currently and the changes that could be expected as a result of the project or management intervention.

In order to apply this concept practically, participants again worked in country groups, to come up with a set of questions that they would use in the projects identified earlier (Table 3 to Table 7).  The following is a typical set of questions that the groups identified in the analysis process:

- How are the resources being used by stakeholders?
- Would stake holder resource use change through management intervention?  **If so, how?**
- Are the stakeholders supportive of management and change?
- Do the stake holders see the importance of management and its benefits?
- Would certain livelihood activities be limited or prohibited and if so, what would be the alternatives?
- Who would ideally be involved in management and what will that relationship be?

The facilitator noted that questions should ideally be framed in a way that indicates that there is scope for stakeholders to input fully into the decision-making rather than in ways that imply that decisions have already been taken and are now being sold to the stakeholders.

Many of the participants indicated that they have not used this method in their planning process but understood the importance in helping to identify the stakeholders to be involved in the process.  This validated the need to have a day devoted to stakeholder identification, analysis and mobilisation.

### *5.7   Stakeholder mobilisation*

Once stakeholders have been identified and analysed, strategies need to be identified to mobilise and engage them.  Participants noted that crisis and controversy are often the catalysts for wide stakeholder involvement.  They also suggested that it is important to appeal to stakeholders' particular interests and to provide free transport and refreshments.

Participants were then asked to brainstorm mobilisation strategies they had found be effective for particular stakeholder groups (see Table 8).

**Table 8 Effective mobilisation strategies for different categories of stakeholders**

| Government | Private sector | Community | Small community |
|---|---|---|---|
| Email | Email | Radio | Churches |
| Letters | Facebook | TV | PTAs |
| Select champions | Twitter | Flyers | |
| Face to face meetings | Telephone | Banners | |
| | BBM | Billboards | |

| Government | Private sector | Community | Small community |
|---|---|---|---|
| | Letters | | |
| | Billboards | | |
| | Face to face meetings | | |

The facilitator then asked participants how they would ensure that everyone really has a chance to participate on equitable terms.  Effective strategies included;

- selecting an appropriate time of day – may need different ones for different groups;
- selecting a venue and time of day that minimises loss of income income/livelihood or providing compensation if this proves impossible;
- considering whether everyone will feel comfortable in the same group (e.g. gender and level of education)
- selecting a venue that is comfortable for all (some places like schools or village hall may have negative/political associations for some people).  This may necessitate meeting stakeholders where they are e.g. fishers at fishing depot, vendors at market, the elderly or disabled.
- presenting the information in an accessible way – needs to be comprehensible to the entire audience, including those that are not very literate or formally educated.
- providing adequate notice and reminders
- providing transport/covering travel costs

## 5.8   Applying participatory processes within the organisation

Participants were asked to return to the spectrum of participation arrow and place themselves where they felt their organisation fell in terms of participatory processes within the organisation.  This was an individual exercise and in one or two cases participants from the same organisation placed themselves in significantly different positions along the spectrum.  However, this usually turned out to reflect the particular aspect of the organisation's operations in which they were most involved.  The facilitator suggested that this highlights the need for organisations to reflect on their world view with regard to participation and whether there are adequate equitable opportunities for its stakeholders to participate in decision making.



**Figure 6 Participants on the arrow showing their organisation's approach to participatory planning**

Participants then worked individually or in pairs to identify actions that could be taken to improve their organisation's participatory processes with a view to improving stakeholder buy-in and involvement.  This produced the following analyses and suggestions for improvements.

**Table 9 Actions to improve organisations' participatory processes**

| Organisation | Analysis/areas for improvement/change |
|---|---|
| TCNT | *Internal*<br>• Provide opportunities for other managers to lead staff meetings and coach them to overcome their shyness<br>• Ask others what they want to see on the agenda of regular meetings'<br>• Vary the venue, including holding meetings in islands other than Providenciales – this would also help raise the profile of the Trust in other islands<br>• Circulate documents relating to meetings early enough for people to digest the contents<br>• Prompt people on follow-up, particularly action points agreed at meetings?<br>• Be consistent with staff training<br>*External*<br>• Initiate and maintain dialogue with all partners<br>• Use external resource persons to help resolve conflicts |
| Rotaract TCI | Generally working well, with Board comprising people of similar age and interests. Members can attend Board meetings but can't vote.  Members' suggestions are used to make them feel valued.<br>• Contact members who can't attend Board meetings to get their feedback and inputs |
| MSBA | • Identify a permanent venue for monthly meetings<br>• Remind members of meetings<br>• Identify a day/time that suits the majority of members<br>• Agenda needs to be shorter and chair needs to curtail ramblers<br>• Actions and responsibilities to be identified in minutes<br>• Share correspondence etc., e.g. members did not understand MSBA involvement in the Darwin project. |
| NTCI | Staff participation is currently high, in part because they are united in resisting/ responding to micro-management by Board members.  Area of focus is therefore mainly membership which currently only meets formally once a year:<br>• Add a mini-member meeting to the lecture/presentation-type meeting that takes place throughout the year<br>• Get member feedback/evaluate effectiveness of communication products<br>• Expand range of partnerships |
| Rotaract CI | Board is strong but wider membership is less connected<br>• Find alternative to BBM as communication method<br>• Identify and implement follow-up to meetings |
| YESA | • Conduct meetings in a more relaxed environment |
| ANT | Only four staff so naturally participatory, without holding regular meetings.  At Board level, the opposite is true, there is inadequate input but discussion of PAs indicates that they can be motivated if interested.   Hoping this will lead to a change of culture. Board meetings changed from evenings to lunchtime but not everybody was fully consulted.<br>• Now developing TOR for Board<br>• Identify strategies for greater involvement of members, possibly through monthly activities. |

| BVINPT | • Reactivate *Friends of the Trust* or similar<br>• Stimulate more interaction between administrative staff, Board, field staff and resource users<br>• Explore potential for relationships with service clubs<br>• Showcase Botanical Gardens more frequently (PR/new relationships)<br>• Improve staff understanding of how recommendations to Board, based on staff discussions, are handled. |
|---|---|
| MNT | • Solicit views of members about what they expect/want of the Trust<br>• Identify activities that match members' interests.<br>• Reactivate Board committees<br>• Build on existing good will to involve more people and solicit support for identified areas of need<br>• Reinstate weekly staff meetings |
| JvDPS | Small organisation (and island population) so a lot done informally, e.g. Executive Director will discuss things informally with Board members. One Board member is in the USA which necessitates a lot of email communication. Executive Director left to make a lot of decisions if Board is not actively supportive.<br>Community outreach is via a newsletter distributed via the District Officer. Strategy is also to reach the parents via interactions with school children.<br>Have information centre. |

## 5.9 Analysis of the Centre Hills management planning process

Session overview

By the end of this session, participants were able to:

• State when and why the Centre Hills management planning process was initiated
• Identify the main steps involved
• Identify the main actors and the roles that they played
• Analyse the extent to which the planning and implementation process exemplify equitable and effective participation and the factors that have facilitated or made this difficult.
• Identify lessons that they could apply in their national contexts
• Compile any recommendations they would like to make to the Centre Hills team for the implementation phase.

Participants were divided into four groups to focus on analysis of specific aspects of the Centre Hills management planning process:

1. Stakeholder identification and analysis
2. Financial sustainability
3. Establishment of strategic priorities
4. Management structure/governance

*Introduction and overview*

Stephen Mendes, Department of Environment, Montserrat, and former counterpart manager of the Centre Hills Project (CHP), presented an overview of the CHP. The catalyst for the project was the fact that the Centre Hills had become the last remaining habitat for numerous threatened species, such as the Montserrat oriole, 'mountain chicken' (frog), galliwasp lizard and the endemic Montserrat orchid. The project began as a response to increasing development and resource use pressure on the Centre Hills,

which forms part of the 15 sq. miles of habitable land left on the island after the Soufrière Hills volcano erupted in 1997 (approximately 60% of the country's vegetation and 45% of its forests were lost to volcanic activity.

The CHP began in 2005 and built on activities and relationships developed under an earlier project focusing on species recovery of the Montserrat Oriole. The project was implemented by RSPB in partnership with government agencies and MNT, with funding from the Darwin Initiative, RSPB and OTEP. Other international partners who played a role in the project included CANARI, the Durrell Wildlife Conservation Trust and the Royal Botanic Gardens – Kew.

The project team comprised a project manager, a local counterpart project manager and two field officers. With the exception of the former, all retain some involvement in the Centre Hills, either as employees of the Department of the Environment or as contractors. The CHP engaged in a wide stakeholder identification and analysis process that saw the inclusion of many groups who might have been marginalised if the exercise were not conducted. Identified stakeholders are as follows:



**Figure 7 Stephen Mendes, former CHP Counterpart Manager, listening to a question during his introduction to the project**

- Civil society organisations, including the Montserrat National Trust and community groups.
- Private sector
- Landowners (about 79% of the Centre Hills is privately owned)
- Schools
- Resource users
  - Farmers (crops and animals)
  - Hunters
  - Craftsmen
- Government departments and agencies, particularly
  - Agriculture
  - Environment
  - Physical Planning
  - GIS Unit
  - Tourist Board
  - Montserrat Utilities Ltd
  - Disaster Management Coordination Unit
  - Legal Department
  - Development Unit

      o  Education
      o  Lands and Surveys

The main outputs of the CHP and associated projects were:

- Public participation strategy
- Management Plan for three-year period;
- New draft legislation to designate Centre Hills as a Protected Area/National Park (drafting of regulations now in progress), to incorporate Montserrat's obligations under Multilateral Environmental Agreements and to establish a Trust Fund;
- An assessment of the biological resources as well as the socio-economic use of the Centre Hills

- Total economic valuation of the ecological goods and services of the Centre Hills (e.g. agriculture, timber, non-timber forest products, land, scientific research, water production, disaster mitigation): The report valued the resources at €2m per year but, it is thought the value may actually be  higher since it was felt there was an over-emphasis on the economic value of feral pigs as a source of meat and less emphasis on the value of other forest goods and services;
- Database of biodiversity data;
- Establishment of a repository of botanical samples now housed at Kew in the UK with a view to it being located in Montserrat eventually;
- Six species action plans
- Wildlife guide and trail maps; and
- Teachers' resource pack.

Outcomes included:

- increased local capacity for environmental management, through participation in a series of workshops;
- increased local awareness of the value of the Centre Hills;
- increased local awareness of and buy-in for biodiversity conservation;
-  consensus on a vision for the Centre Hills and the strategic priorities;


*Hike*

The participants were then taken on a hike along one of the trails in the Centre Hills.  During the hike, participants learned from the Forestry Department tour guide and members of the Department of the Environment that:
- The lands owned by the government are considered Forest Reserves while those that are privately owned are called Protected Forests.
- The Forestry and Agriculture Departments had established good relationships with the landowners and farmers through a process which began before the CHP started and on which the CHP built on and reinforced. An external coordinator was contracted from the United Kingdom to help facilitate the process.

- Project managers and Forest officers invested a great deal of time and effort to reach out to the general Montserrat public and landowners.



**Figure 8 The Blackwood Allen Nature Trail**

- The landowners were initially concerned that their land would be taken away from them.
- Due to efforts put into stakeholder engagement with landowners, there is little or no conflict between the private landowners and the government on the protection of the lands.
- One of the results of the project is that landowners now report any illegal activity to the Department of Environment.
- Private landowners have agreed not to develop lands within the boundaries of the protected areas. As compensation, the landowners are not required to pay any property taxes.
- There is also a close relationship between the Forestry Department and resource users. Certain areas have been designated for resource extraction and the intention is that landowners should derive a percentage of the profits.

### 5.10 Panel discussions with key Centre Hills stakeholders

Following a tour of the Botanical Gardens managed by MNT, a panel discussion was held with the following Centre Hills stakeholders, chaired by Sarah McIntosh of CANARI to address the following issues:

#### 5.10.1 Management structure and governance

RSPB advertised locally and internationally for a project manager. The person who was appointed was from the USA but with experience in the region. They also hired a local Counterpart Manager to ensure succession beyond the project time frame. A 13 member project steering committee was established, comprising government and civil society representatives as well as the landowners. The steering committee was governed by terms of reference that guided its role in the project. A subcommittee of volunteers also assisted in some of the project activities.

**List of panellists**

1. Mr. Gerard Gray, Director, Department of Environment (DOE)

2. Miss Melissa O'Garro Director, Department of Agriculture (DOA)

3. Lady Eudora Fergus, Director Montserrat National Trust

4. Mr. Stephen Mendes, former Centre Hills Project Manager and current Public Education Officer, DOE

5. Mr. Jervaine Greenaway, former Centre Hills Project worker,

6. Mr. James Millett, Country Programme Officer, RSPB

At the end of the project, management of Centre Hills was subsumed under the newly-formed Department of Environment within the Ministry of Agriculture, Lands, Housing and the Environment. The Department of Environment is responsible for overall coordination and management of the Centre Hills. Various other government agencies are involved in implementing activities identified in the management plan, for example, the Tourism Board is responsible for the maintenance of trails while the Ministry of Agriculture has responsibility for the farmers in the area. The proposed new legislation makes provision for an Advisory Council, with the same representation as the project steering committee.

### 5.10.2 Stakeholder identification and analysis



**Figure 9  Panel discussion at the MNT offices**

The project management team recognised the need for a stakeholder identification and analysis process. The team began with a brainstorming session then invited partners and other major stakeholders to identify other persons who had an interest in the Centre Hills Project. All those identified were asked to meetings to verify whether they had a stake in the CHP. From approximately 80 persons who attended the meetings, the management team was able to prioritise 30 persons. A mapping exercise revealed 13 additional landowners in the Centre Hills area.

It was difficult to achieve consensus in the initial stages of stakeholder engagement since many people felt that the project would try to take away their land and livelihood. In order to give stakeholders a voice and start to build consensus, the project team held:
- focus group discussions;
- small group meetings;
- one-on-one meetings with certain groups such as farmers; and
- call in programmes and panel discussions on the radio.

The meetings and discussions were held at different venues and times to ensure that as many stakeholders as possible would be part of the planning process. Most were not in formal settings. The CHP also produced a newsletter. The team ensured that its members remained visible throughout the life of the project. Team members, for example, would go onto the farms to engage the farmers. They also ensured that the stakeholders understood that their inputs were valued by documenting them in writing. One panellist commented that at the end of the process a more difficult stakeholder said "we all in this together", which validated the systematic stakeholder identification and outreach programmes.

**Figure 10 Panellists sharing information at the MNT offices**

### 5.10.3 Financial sustainability

The financial sustainability of the project is mainly assured by the various government departments ensuring that activities identified under the Management Plan are incorporated into their budgets. Additionally, international agencies such as RSPB have secured project funding for activities such as the eradication of feral pigs.

The draft legislation for the Centre Hills makes provision for a Trust Fund that will be independent of the government's consolidated funds. There is also provision for charging entrance and/ or user fees for the Centre Hills with a percentage of the fees gong to the landowners. The Department of Environment is also seeking grants to continue some of the activities in the Centre Hills and is exploring the sale of Christmas trees as a way to generate revenue.

### 5.10.4 Strategic priorities

The strategic priorities identified in the management plan as a result of the consultations are to:

- promote sustainable livelihoods;
- conserve resources and biodiversity;
- provide areas and facilities for education and recreation; and
- promote awareness of the Centre Hills as a valuable resource to the island.

### 5.10.5 Findings from field trip and panel discussion

- The value and results of the participatory planning process were reflected in
  - o inclusion of the principle of participatory planning in the Centre Hills management plan and legislation;
  - o consensus built between the stakeholders on the way ahead, with few, if any, conflicts by the end.
- The importance of building trust with key stakeholders through participatory processes.
- There were enabling factors that ensured the success of the project. These included:
  - o common understanding among the Montserratians about the importance of the Centre Hills to the island; and
  - o synergistic projects (such as the conservation of the Montserrat oriole) already occurring on the island at the start of the CHP that added to the project.

However, one panellist, commented that at times there was too much participation and that the team "wasted time trying to get people involved". He felt that once stakeholders had provided the guiding principles, the management team should implement without requiring input on every aspect. Otherwise stakeholders lose interest or get burned out.

### 5.11  Leadership in a rapidly changing world

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*Session overview*

The objectives of this session were that by the end of the session participants should be able to:
- define leadership and identify characteristics of effective leaders;
- identify the main leadership and management issues currently affecting their organisations;
- state how leadership differs from and complements management;
- identify changes in the external environment that are affecting their organisations and their leaders;
- identify shifts in global thinking about leadership and how this is or might affect their governance structures
- begin to identify strategies for enhancing leadership in their organisations

*Other resources*:
- Slide presentation at Appendix 10
- Handouts at Appendix 11 and Appendix 12

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Following an overview of the session, participants worked on three questions:

(individually)
- What does leadership mean to you?
- If you could identify one person you consider to be the most effective leader, who would that be and why?  Identify the leadership qualities or characteristics which that person possesses. (Please note that this person can be anyone of your choosing – whether you actually know them or not.)

(by organisation)
- Identify some specific issues related to leadership and people management that you would wish to be discussed during the workshop.

The *definitions of leadership* that emerged were:

- Ability to influence (mobilising) others towards a goal or objective.
- Managing (mobilising) people and resources skilfully and effectively to achieve a desired set of results.
- Communicating to people their worth/potential so clearly that they begin to see it in themselves.

Participants also identified a number of important *characteristics of effective leaders* with those in bold considered the most essential qualities:
- o  Innovative
- o  Good representation of the people
- o  **Visionary**
- o  Ability to consult and advocate
- o  **Listening** and counselling
- o  Delegating and follow up
- o  **Understanding of the broad issues**
- o  Action – orientated / hands on

**Main leadership challenges being faced by organisations**
- Personality conflicts
- Lack of communication between staff/staff and Board/staff
- Programme segregation
- Power/turf
- Communication
- Understanding/ involvement in prioritization of activities. Transition from mainly expat-driven to locally-owned organisation
- Keeping people motivated

- o Charismatic, able to communicate with different audiences
- o Consensus building
- o Empathetic / people person
- o Crisis management – get things done
- o **Focused – know direction**
- o Reasonable – able to reason with others
- o Positive
- o **Great motivator**
- o Great organiser
- o Inclusiveness
- o Stands up for the marginalised people
- o Provide opportunities for others to input
- o Selflessness
- o Timely, situational decision-making
- o Not put off by opposition

In discussion, participants also agreed with the comment on the slide presentation that *leadership is not necessarily linked to position* but felt that this is not widely considered to be the case in the region where the leadership is still often equated with 'maximum' or 'autocratic' leadership. Participants' preference though was for a more democratic and consultative form of leadership and this is what most sought to practice in their organisations and spheres of influence.

It was also agreed that, although there are clear differences between management and leadership, in most small CSOs such as those represented, Executive Director and others in senior positions are required to have both competencies.

Participants identified the following as the main changes in the external environment over the past five years, noting that in several cases, a change could have both negative and positive implications for their organisations.

**Table 10 Changes in the external environment over the past five years**

| External change | Positive implications | Negative implications |
|---|---|---|
| Technology, e.g.<br>• Social networking (Facebook, Twitter)<br>• Blackberry/BBM replacing email<br>• Skype / Oovoo / VOIP | More efficient and effective (often lower cost) way of reaching a wide audience | • May exclude older, less tech-savvy or poorer people<br><br>• Communications less secure |
| Fluctuating access to Montserrat (ferry/air) | More access = more day trippers | • More access = carrying capacity of certain areas can be exceeded |
| World financial downturn | Negative( physical) development slower | • Tourism revenue less<br>• Government subventions to Trusts cut |
| Aid agencies now focusing on budgetary support | May increase relevance of funding to country as a whole | Excludes NGOs |
| Climate Change | More funding available | Biodiversity losing out to climate change |

| External change | Positive implications | Negative implications |
|---|---|---|
| Changes in Government | Usually results in changes in policy, priorities and commitment, which can be positive or negative depending on their nature. | |
| Increased crime | | |
| Increased competition, e.g. in telecoms | Lower costs | |
| More ground up participation | More buy-in, expertise, ownership | Takes longer |

## *5.12 Decision-making 'spaces' in organisations: making them more participatory*

The facilitator introduced the concept of decision-making 'spaces' as a term that can be used to describe:
- forums,
- channels,
- moments, and,
- opportunities

in which key stakeholders within the organisation can affect decision-making. These 'spaces' for decision-making can be formally structured (like Board meetings) or they can be informal (such as discussions and decisions made over a drink).

The facilitator noted that decision-making spaces such as regular staff or Board meetings are 'created' spaces. They did not always exist and can therefore be changed if the objective is to make decision-making spaces more participatory. Spaces are also dynamic, not static; and spaces are often where power and control within organisations lie. The different dynamics of decision-making spaces (closed versus invited spaces were discussed. In a participatory organisation, stakeholders should have the ability to shape those spaces (see Appendix 13 for the facilitator's presentation).

In plenary, participants identified a variety of spaces in their organisations (see column 2 in Table 11 below. Using this list, participants then worked in organisation or country groups to identify how, as managers, they could make the decision-making spaces in their organisations more participatory. This produced the areas for action identified in Table 11.

## Table 11 Results of the exercise on spaces

| Country/ Organisation | Space | Action to be taken |
|---|---|---|
| Montserrat-MNT and MSBA | Staff Meetings | • Make these a priority<br>• Hold shorter meetings with small, focused agenda<br>• More interactive; record feedback<br>• Build consensus;<br>• Make a list of action points (bulletin Board)<br>• Delegate responsibility, with follow up by leader |
| | Board meetings | Present and share report on a specific activity – ask for recommendations |

| | | |
|---|---|---|
| | AGM | |
| | Letters (e.g. to the gov't) | Follow up calls / emails / visit in case of non response |
| | Meeting with MALHE | (same as above) |
| | E-mails / phone | (same as above) |
| | Workshops | (same as above) |
| | | |
| BVI - BVINPT | Board Meetings | • Have Board members add 1 task/issue to agenda for discussion |
| | Staff meetings | • Suggestions from Sr. Wardens are incorporated into weekly (bi-weekly) work plan. |
| | Staff | • Engagement of marine wardens and fee collectors in staff meetings to address hospitality challenges. |
| | Website/Facebook | • Increase involvement in summer projects |
| | Environmental Club | • Engage existing or activate to become involved in all environmental activities |
| | | |
| Anguilla – ANT and YESA | Board meetings | • Develop Terms of Reference to make members feel comfortable with their role and understand what's required of them |
| | | • Provide more information, e.g. reports, updates, so they understand what is happening |
| | | • Improve communication > address issues before they become problems |
| | Members and public | • Do more personal interaction<br>• Take advantage of monthly ANT member activities > convert talk to action.<br>• Use ANT public activities/fora as "mini member meeting" opportunities<br>• Take even more advantage of high school environmental club. |
| | | |
| Cayman Islands NTCI and Rotaract | Staff/staff meetings | • Change of venue (more casual), e.g. over lunch, drinks or with snacks<br>• Agenda<br>• Invite Board members to attend<br>• Have more retreats / team building activities |
| | Membership | • Quarterly open house meetings i.e. presentations with housekeeping / NT business |

| | Technology | | • Update Facebook page more often<br>• (Texting would be overkill and e-mails, radio, TV, print, FB already in place). |
|---|---|---|---|
| | | **Current rating\*** | |
| Turks and Caicos Islands TCNT and Rotaract | Board Meetings | 4 | • Change to be more interesting |
| | AGM | 3 | • Be consistent |
| | Community meetings | 4 | |
| | Workshops | 4 | |
| | Staff meetings | 5 | |
| | Committee meetings | 3 | |
| | Luncheons | 4 | |
| | Walk-ins | | |
| | Electronic media | | • Improve website maintenance |
| (potential) | Members' meetings | | • Use news media and email |

Other areas for action that were identified during the feedback session in plenary were

- building internal capacity to communicate effectively;
- orienting Board members
- development of conflict of interest policies, particularly with regard to government employees on the Board.

### 5.13 Introduction to effective advocacy

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***Session overview***

The objectives of this session were that by the end of the session participants should be able to:
- identify different approaches to advocacy and their advantages and disadvantages
- outline some key messages about biodiversity conservation and the target audiences for them
- Discuss potential products and pathways for disseminating these messages.

***Other resources***:
- JET handout on advocacy at Appendix 14
- Panos Voices for Climate Change CD – see http://www.youtube.com/watch?v=M-5NGTSzTJs
- Advocacy strategy template at Appendix 15

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All the participating organisations considered advocacy to be an important part of their role and defined it as:

- giving support to a problem or issue
- driving (a campaign) with passion
- being the face for a problem/issue/solution

In brainstorming the approaches that they had used as advocates, they identified mainly

- writing letters to the relevant government representatives; and
- phone calls to the relevant government agencies and the offenders.

However, they stated that they had not found either of these particularly successful.

The facilitator suggested that almost all their communications are likely to have an element of advocacy in that they are trying effect some form of change (e.g. in behaviour, attitudes, knowledge, action).  Also, that there are many different ways to approach ranging from advocacy from legal action (see Appendix 14) to using the voices of popular figures in the society to get a message across, for example the Voices for Climate Change Project and CD, which engages young performance artists as the medium to get messages about climate change across to a wide audience.

Participants agreed that all effective advocacy benefits from identifying who needs to make the change (target audience) and who has power and influence to effect or influence change (can be allies or opposers).  Stakeholder analysis provides a useful but not necessarily complete basis for this.  It is also important to do research and have relevant facts and figures at your fingertips.

Using the advocacy strategy template, participants then divided into two small groups to:

- identify one important advocacy message related to biodiversity conservation in one of the UKOTs that they would like to work on;
- identify the change(s) they would like to effect; and
- review their stakeholder list and see who might fit into each category.  Who else might be an ally/champion?  Whose opposition do you need to anticipate and address?

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Group 1:  Messages related to the proposed import of lemurs to Necker Island by Richard Branson

This presents an unacceptable risk because

- Lemur Monkey will upset the ecological balance en Mosquito Island, BVI
- Lemurs could be the next lion fish
- Lemurs could pose a threat to our national bird

Main target audience: Minister of Natural resources and Environment (because he is the person who granted the permit

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In debriefing this, the facilitator and other participants noted that:

- the messages are all quite technical and assume that Ministers a) understands the implications of them (although Ministers often have little technical background) and b) sees these arguments as overriding what s/he may perceive to be more important benefits such as foreign exchange, more tourists etc.  They are also beyond the comprehension of much of the electorate and ultimately politicians are looking to get votes and stay in power.

- Neither Richard Branson, nor the customers (e.g. tourists) on whom his businesses depend, are included as target audiences or potential allies; a public worldwide campaign against the lemurs on the grounds that this is not sustainable tourism might also be effective.

- Currently, there is too little research in the region on what does actually influence policy makers, which makes it difficult to mount effective advocacy campaigns.

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Group 2: Messages related to wetland conservation in Anguilla

Protect our wetlands for future generations!

- Fish
- Birds
- Storm protection
- Clear water


Main target audience: Developers

(Hit them in their pockets; turn tourists against developers)

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Participants indicated that they found this session very useful and indicated that they would like to do more work on advocacy and communication, so this will be included in the third ARLG.


### 5.14 The role of networks in effective advocacy and policy influence

The facilitator opened the session with a definition of what a network is and an overview of the advantages and disadvantages of the three main types of networks – open, multi-cluster and centralised hub (see presentation at Appendix 16). This was followed by presentations on two CSO networks currently operating in the Caribbean.


5.14.1 The Caribbean Network of Fisherfolk Organisations

Mitchell Lay of the Antigua Barbuda Fisherfolk Association (ABFA) and the Caribbean Network of Fisherfolk Organisations (CNFO), made a presentation about the Caribbean Network of Fisherfolk Organisations (CNFO). A number of factors catalysed the creation of the CNFO. Firstly, the fisheries sector makes a significant contribution to Gross Domestic Product (GDP), with an estimated average of 3% – 5% to GDP throughout the region (and this is without taking account the cultural and traditional contributions of fisheries to the Caribbean). The second catalyst was the lack of fisherfolk input into the decision- making in the fisheries sector throughout the region. The fisherfolk believed that by working together as a regional organisation they would be better able to participate in the management of the fisheries resource.

A study, however, revealed that the fisherfolk were operating in silos at both the national and the regional levels and their capacity to participate in decision- making in the fisheries sector was weak. CNFO has been able to form partnerships with various regional and international organisations, such as the Caribbean Regional Fisheries Mechanism (CRFM), the Caribbean Centre for Resource Management and Environmental Studies (CERMES) and Technical Centre for Agriculture (CTA). These organisations have provided technical and financial support to strengthen its capacity to participate in the management of fisheries at the national and regional levels, including facilitation of workshops on:
- leadership training;
- management, communication and advocacy;

- fisheries policy; and
- best practices and complementary livelihoods.

Through working as a network, the organisation has started to have an impact on policy for fisheries management in the region.  In 2009, the CNFO was able to influence a change the language used for the documents produced for the Ministerial Council for Fisheries to include traditional knowledge and not just the "best available scientific knowledge".  It has also been able to obtain official observer status in the Caribbean Fisheries Forum held annually in a CARICOM member country.  In 2010, the CNFO was able to contribute to the Fisheries for Fishers strategic plan.  CNFO, in partnership with CERMES, has also been able to include fisherfolk in the annual Gulf and Caribbean Fisheries Institute (GCFI) conference.  A fisherfolk forum that started as a side event through the CNFO's efforts is now a main event at the GCFI conference each year.

There were a few challenges still facing the network.  The CNFO has no legal status but temporarily works through the national organisations that have their own legal status within their countries.  Most national fisherfolk organisations were remain weak but the CNFO is actively trying to support the organisations.  Many fisherfolk were either not aware of the CNFO and its role or were suspicious of its activities.  The network itself is very dispersed with its secretariat located in three different countries.  The CNFO hopes to incorporate fisherfolk organisations from the UKOTs.  The presentation is shown in Appendix 17.

### 5.14.2   The Dutch Caribbean Nature Alliance's (DCNA's) policy influence and advocacy

DCNA is a centralised hub network, which has been able to exert policy influence on nature conservation in the Dutch Caribbean islands.  Participants from the study tour distilled the following key factors relating to its advocacy and policy influence:

| DCNA's policy influence | DCNA's advocacy |
|---|---|
| Strategic use of the media in the Netherlands and at the national level to influence policy | Successfully advocated for a trust fund for conservation organisations in the 6 Dutch Caribbean islands |
| Use champions/ partners to influence policy | Advocate for the creation of both marine and terrestrial protected areas in all 6 islands |
| Policy influence on management planning for biodiversity conservation in the Netherlands | Continue to advocate for Netherlands support for the Dutch Caribbean |

One of the key lessons from the two different types of networks is that there is strength in numbers.  Through member organisations working together, both DCNA and CNFO have been able to successfully change policies influencing in their areas of interests through effective advocacy and strategic interventions.

### 5.14.3  Discussion of potential for a regional network for Caribbean UKOT CSOs

Despite participants' conviction that The Netherlands treated its overseas territories better than the UK, the consensus was that forming a network of Caribbean UKOT conservation organisations and developing strategic partnerships, both in the region and the UK, could improve their scope of influence to advocate on issues relating to UKOT biodiversity conservation and particularly the allocation of funding for this.

Figure 11 below outlines the main areas of influence and strategic partnerships identified by participants as well as other networks operating in the region that might provide useful models and peer exchange opportunities.

| Possible areas of influence | Strategic Partners | Network models |
|---|---|---|
| •Get National Lottery funding extended to the UKOTs<br>•More funding for biodiversity conservation in the UKOTs<br>•Build awareness of existing activities and capacity in the UKOTS<br>•Exchange information or peers and capacity building Not clear<br>•Increased influence on UKOTCF focus and structure<br>•Increase the voice of UKOTs in UK policy on biodiversity conservation.<br>•Greater integration into regional processes (and funding to achieve this)<br>•Greater coverage/ dissemination of UKOT work Needs to be clearer how this differs from bullet 3.<br>•Influence OTEP policy<br>•Caribbean UKOTs driving the focus of UK-based NGO activity in the UKOTs | •RSPB<br>•CANARI<br>•CNFO<br>•DCNA<br>•Rotaract/ Rotary<br>•IUCN<br>•Birdlife International<br>•INTO<br>•RARE<br>•PCI Media Impact<br>•Kew<br>•Durrell | •WIDECAST<br>•OECS ESDU<br>•GCFI/ CaMPAM<br>•ICRAN<br>•UNEP - CEP |

**Figure 11 Main areas of influence and strategic partnerships identified by the participants**

The participants decided that an informal network would be best for the Caribbean UKOT conservation CSOs right now as they do not have the capacity to manage a formal structure. It was therefore suggested that, over the next few years, the network leadership role could rotate between different National Trusts. Organisations, and particularly the National Trusts, would need to get full Board approval for involvement in a formal network and even an informal one. It was agreed that NTCI would take the lead in drafting a case to its Board by 9 April 2011, which could then be used as a model for others to present.

## 6   Other results

Other important results of the meeting included:

• agreement to start extranet (private) section of the project webpage for exchange of information and facilitated forums/dialogue
• small grant focus clarified for all organisations

- trust and mutual respect built between CANARI and the partners, as evidenced by open discussions and willingness of grantees to amend their approaches in response to CANARI suggestions.
- relationship between CANARI and RSPB further strengthened.

## 7   Evaluation

In addition to providing very positive oral feedback on the content, facilitation and benefits of action learning and peer exchange, 13 participants completed a written evaluation (see Appendix 18).  These highlighted practical steps their organisations could take to implement learning, with a particular focus on improved networking and participatory processes.  Proposed actions included:

- involving the staff more in decision making
- holding more productive meetings; looking at participatory networking in a different light
- taking the participatory process more seriously and a more informed view of who stakeholders can be
- improving partnerships and networking
- more leadership as opposed to management
- applying  stakeholder identification in all aspects of our work
- better representing stakeholder issues at and extending stakeholder involvement in Board meetings
- trying to get more feedback from members and the public about the organisation in order to integrate their responses into work programmes and strategic plans
- trying to reach persons at different "spaces"

## 8   Date and venue of next meeting

It was decided that the best place to hold the next meeting would be BVI, in collaboration with BVINPT and JvDPS, with the field case study focus being on NPT management of protected areas.  It was agreed that CANARI would approach BVINPT soon to discuss whether this was feasible.  Suggested date was end January/early February.

In addition to CSO protected areas management, priority topics identified were:

- Communications/communication strategies
- Fundraising/proposal writing
- Marketing and PR
- Lessons learned and applied regarding governance structures
- Feedback on small grant results

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**CONCEPT NOTE**

</div>

**Building civil society capacity for conservation in the Caribbean UK Overseas Territories**

## 1. Project overview and coordination

***Building civil society capacity for conservation in the Caribbean UK Overseas Territories***
is a three-year (2009-2011) research and capacity building project, coordinated by the Commonwealth Foundation (the Foundation) and implemented regionally by the Caribbean Natural Resources Institute (CANARI) under funding from the Darwin Initiative (Darwin). It builds on the findings of and capacities built under earlier and ongoing CANARI projects in the Caribbean, notably:

- *Improving governance through civil society involvement in natural resource management in the Caribbean* [2001-2006 funded by EC/Hivos]
- *Developing and disseminating methods for effective biodiversity conservation in the insular Caribbean* [2003-2005 funded by MacArthur]
- *Going from strength to strength: Building capacity for equitable, effective and sustained participation of civil society organisations in biodiversity conservation in Caribbean islands* [2008-2010 funded by MacArthur]
- CANARI's extensive experience over its 20-year history of assisting government agencies and civil society organisations with processes of visioning, strategic planning and organisational development.

It will also draw on the Foundation's experience of strengthening civil society's capacity to engage with governments and promote their interests in the fields of sustainable development, good governance, culture and diversity.

The Foundation will also establish a UK-based Advisory Committee of organisations who have or are working in the field of conservation in the Caribbean, such as RSPB, JNCC, Kew etc.

## 2. Problem being addressed

The project is rooted in the growing worldwide awareness of the value and fragility of the biodiversity in the Caribbean UK Overseas Territories (UKOTs) and the role that civil society can play in conserving this. For example, the House of Commons Environmental Audit thirteenth report noted that the biodiversity in the UKOTs is as valuable as, and at a greater risk of loss than, biodiversity in the UK itself. It described the situation as "the eleventh hour for many species" and strongly urged the UK Government to act rapidly to protect UKOT biodiversity. Much of this rich biodiversity lies in the Caribbean UKOTs, which are also particularly vulnerable to climate change.

The Message from the 2008 Conference on Climate Change and Biodiversity in EU Overseas Entities, organised by the International Union for the Conservation in Reunion echoed this concern and emphasised that civil society participation is essential to biodiversity conservation, including obligations under the Convention on Biological Diversity (CBD) and other international conventions. This includes important roles in policy development, planning, research and monitoring, on-the-ground biodiversity conservation, advocacy, communication and public awareness and education. Strong civil society organisations (CSOs) can also play a critical role in catalysing, facilitating and coordinating wider civil society participation in biodiversity conservation.

Research conducted by CANARI (see http://www.canari.org/docs/policybrief7.pdf and http://www.canari.org/docs/331mangones.pdf) has identified several important barriers to equitable and effective civil society participation in biodiversity conservation in Caribbean islands, including:

- existing civil society capacity insufficiently valued or leveraged by donors and government partners;
- capacity of CSOs to participate in natural resource governance limited by inadequate human or financial resources;
- insufficient attention paid to creating resilient, sustainable organisations as opposed to strong individuals;
- lack of skills or experience within government to effectively facilitate participatory and co-management processes
- capacity of organisations sometimes depleted rather than built as a result of complex donor and partner requirements;
- challenges transitioning from volunteer group to professional organisation;
- prevalence of a self-reinforcing cycle of unclear strategic direction, financial crisis, over-dependence on one or a few key individuals, no succession planning, outdated governance structures, and rifts between board, staff and members.

## 3.  Target audience

In the five Caribbean UKOTs, the National Trusts are the primary civil society organisations charged with biodiversity conservation.  They are called upon to play a critical but complex role, combining partnership with government agencies, mobilisation of other civil society actors, while maintaining their independence to voice the concerns of their members.  The Trusts have therefore been selected as the primary beneficiaries of this project, together with a selection of other NGOs in the Territories with comparable levels of capacity and similar capacity needs.

Bermuda will be also used as the focus of a case study and study visit to examine the role played by civil society in developing and implementing the Island Biodiversity Strategy and Action Plan.  Several of the meetings will also be held in independent Caribbean countries where National Trusts are playing a significant role in biodiversity conservation and policy development.

## 4.  Project goal

Effective contribution in support of the implementation of the objectives of the Convention on Biological Diversity (CBD), the Convention on Trade in Endangered Species (CITES), and the Convention on the Conservation of Migratory Species (CMS), as well as related targets set by countries rich in biodiversity but constrained in resources.

## 5.  Project purpose

To enhance the capacity of the 10 identified CSOs to directly support the implementation of the Convention on Biological Diversity in their respective Territories as well as to strengthen overall civil society participation in biodiversity conservation in Caribbean UKOTs through the catalytic role these CSOs will play as facilitators, mobilisers and change agents.

## 6.  Project approach

The project seeks to address the barriers outlined under Section 2 above through a process of **participatory research, action learning** and **capacity building** involving a core group of 10 CSOs. Rather than focusing just on the capacity gaps and weaknesses, this approach acknowledges that each participating CSO already has significant strengths on which it can draw, build and share with others in order to strengthen the collective effectiveness of all participating CSOs – and by extension their partners

and beneficiaries – to promote and engage in effective biodiversity conservation. This approach builds on CANARI's experience of facilitating Action Research and Learning Groups under several of its programmes. It also draws on feedback from the CSOs that participated in *Improving governance through civil society involvement in natural resource management in the Caribbean*, who all highly valued the opportunities to exchange information and experiences and recommended the institutionalisation of such exchanges in future projects.

See Section 10 for more details on the approach and the project activities.

## 7. <u>Project objectives</u>

The project has three complementary objectives, collectively designed to enhance civil society participation in biodiversity conservation and the implementation of obligations under the Conventions:

- to identify the key enabling factors, at both the institutional and organisational level, for effective civil society participation in biodiversity;.
- to build the capacity of the five National Trusts and five other national-level CSOs, and indirectly all other civil society stakeholders, in the Caribbean UKOTs to effectively participate in biodiversity conservation; and
- to build a regional network of civil society stakeholders engaged in biodiversity conservation.

## 8. <u>Project results</u>

The project will be working towards contributing to changing behaviours and the structure and function of institutions for biodiversity conservation in Caribbean UKOTs including:

- CSOs effectively and equitably participating in institutions for biodiversity conservation;
- CSOs acting as effective advocates regarding the needs and issues facing Caribbean UKOTs in regional and international processes for biodiversity conservation (including at CBD COPs);
- CSOs engaged in directing, monitoring and evaluating their own capacity building;
- CSOs collaborating with each other and their partners in government, academia, the private sector and the media to share information and to help each other build capacity;
- UKOT CSOs maintaining stronger links with CSOs in other Caribbean islands, increasing regional collaboration and sharing of lessons and capacity.

Specific outputs from the project include:

- capacity needs of at least 10 Caribbean UKOT CSOs identified and tailored capacity building programme designed;
- organisational capacity of at least 10 Caribbean UKOT CSOs enhanced through tailored training and other capacity building to meet the identified priority needs;
- UKOT CSO effective involvement in biodiversity conservation enhanced through regional collaboration and the creation of (formal or informal) networks of Caribbean CSOs; and.
- greater awareness of Caribbean UKOT CSOs and their partners (governments, donors, intergovernmental and technical support agencies) of how to facilitate civil society participation in biodiversity conservation.

  The achievement of these outputs and contribution to behavioural change is expected to contribute to tmedium- and longer-term to outcomes, including:

- greater civil society participation in biodiversity conservation in the 5 Caribbean UKOTs (e.g. in policy development, planning, advocacy, and on-the-ground initiatives).
- CSO involvement in development and implementation of Island Biodiverstity Strategy and Action Plans and the CBD Island Programme of Work in the 5 Caribbean UKOTs.

- effective representation by UKOTs at regional and international fora (CDB COP 10, Commonwealth Heads of Government meeting etc.).

Desired project results will be refined in collaboration with the participating CSOs.

## 9. <u>Guiding research questions</u>

The following guiding research questions will be refined with the participating CSOs at the first ARLG meeting and in consultation with members of the Advisory Committee:

- What are the barriers to and enabling factors for effective self-organisation of CSOs involved in biodiversity conservation in the UKOTs?
- How can CSOs effectively monitor and evaluate their own strategic development?
- What tools and methods work best for building the necessary capacity in such CSOs in the Caribbean?
- What mechanisms can be developed and stimulated to sustain effective cross-learning between CSOs in the UKOTs and across the wider Caribbean?
- How do civil society networks function at local, national and regional levels in conservation and how is capacity built in a network?  Can networks function more effectively?
- What role(s) are CSOs best fitted to play in promoting conservation and sustainable development in Caribbean UKOTs at the start of the 21st century?
- What enabling framework (policies, structures, processes) is needed to facilitate and optimise this role?

## 10. <u>Project activities</u>

The core project activities comprise:

*a) **Four Action Research and Learning Group (ARLG) meetings and training workshops***
The ARLG meetings will target 2 senior persons from each participating organisation (e.g. Executive Director, Board member).  At the end of each meeting, participants will have identified and committed to addressing key needs within their organisations (e.g. initiation of strategic planning process, development of a policy on Board's roles and responsibilities, fundraising strategy, etc.).  Meetings will be held outside the main tourist season whenever possible to minimise costs.

*b) **Study visit:***
Four-day study visit to Bermuda to:
- network with and analyse the differences and commonalities between governance structures of civil society organisations in Bermuda and the Caribbean UKOTs**;**
- analyse the differences in economic, social and cultural context and institutional framework that may enable or disenable civil society involvement in implementing the CBD commitments;
- identify lessons from the Bermuda context that can be transferred to the Caribbean UKOTs, including a case study of the civil society engagement in the development of Bermuda's Island Biodiversity Strategy and Action Plan

Additional study visits and exchanges may be identified and conducted by participating CSOs and funded under their small grants (Activity d).

*c) **Communications***
Development of a communication strategy in consultation with participants, and a variety of communication materials developed and disseminated (either in print or electronically) including:
- short case studies (provisionally of Centre Hills, Montserrat project implementation; Bermuda Island Biodiversity Strategy and Action Plan process; Nevis Historical and Conservation Society development of sustainable financing mechanisms

- o a policy brief summarising the project findings, targeting policy- and decision-makers,
- o two guidelines booklets published in both hard and electronic format, provisionally on *Civil society participation in natural resource management* and *Civil society development and management*
- o electronic newsletters, published twice a year;
- o extranet**,** listserv and project website, possibly shared with participants of CANARI's complementary *Going from strength to strength* project*;*
- o media releases in the UKOTs and wider Caribbean;
- o regional and international conference presentations and journal articles by CANARI staff and other participants, as opportunities present themselves.

### *d) Small grants and peer mentoring:*
A £60,000 will be established so that each of the 10 participating CSOs can receive a small grant to be used to build a specific priority organisational development capacity, in areas where it is often difficult to secure project funding (e.g.  strategic planning, study or exchange visits, training workshops). Where participating CSOs have capacity that they can share with others, this fund can also support peer mentoring among the participating CSOs to support capacity building by each organisation.  This will also enhance relationships among CSOs in the Caribbean UKOTs.

### e) <u>Monitoring activities:</u>
A monitoring and evaluation framework will be developed for the project by CANARI and the participants to facilitate monitoring at both the project and organisational levels.  Capacity to develop and implement this will be built in the participating CSOs.  Assessments will be facilitated via the ARLG meetings and meetings of the Technical Advisory Committee.

**Building civil society capacity for conservation in the Caribbean UK Overseas Territories**

**SECOND ACTION LEARNING GROUP MEETING**

Department of Disaster Management Conference Room
Monserrat
21-25th March 2011

AGENDA

Sunday 20th March
- Participants arrive in Montserrat and taken to hotel Tropical Mansion

Monday 21st March

***Workshop starts at 8.30 am, departure from hotel 8.15 am***

- Welcome and introductions
- Participant expectations and overview of agenda for the meeting
- Brief recap of lessons learned from Bonaire study visit
- Sharing our experiences, learning from each other: participant presentations of:
    o key results achieved over the past year, both in terms of organisational development and other activities, and lessons learned that could be of value to others
    o current governance structures
    o focus of small grant activities and identification of potential for cross-learning and networking
- Introduction to effective report writing (with particular emphasis on donor reporting)

Tuesday 22nd March
- Check in and review of Day 1
- Introduction to participatory planning
- Stakeholder identification and analysis
- Stakeholder mobilisation and engagement

For each of these sessions, the facilitator introduction will be followed by application of the tools and methods to selected real life situations in the Caribbean UKOTs (small group work followed by presentations to whole group)

Wednesday  23<u>rd</u> March
- Check in and review of Day 2
- Introduction to and overview of the Centre Hills management planning process (Stephen Mendes, Dept of Environment)
- Short hike in the Centre Hills
- Visit to Montserrat National Trust property and botanical gardens
- Panel discussion with key stakeholders in the Centre Hills management planning process
- Analysis of lessons and recommendations arising from field trip day.

Thursday 24<u>th</u> March
- Leadership and its implications for governance structures
  - Leadership in a rapidly changing world
  - Organisational and national challenges to leadership (small group work)
  - Key competencies of effective leaders
  - What can we learn from each others' governance structures as presented on Day 1
  - Discussions of strategies for building leadership competencies
- Introduction to advocacy

Friday 25<u>th</u> March
- The role of networks in effective advocacy and policy influence – the example of the Caribbean Network of Fisherfolk Organisation (Mitchell Lay) and review of Dutch Caribbean Nature Alliance (Gillian Cooper)
- Potential for improved networking for advocacy and influence at the national level
- Potential for and strategies for developing a regional UKOT network and advocacy strategy

Workshop closes at noon, lunch will be provided either at the hotel or packed lunch, depending on flights

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# C A N A R I
## Caribbean Natural Resources Institute

## Lessons and results from the Bonaire Study Tour (2010)

## Purpose of the Bonaire Study Tour

To facilitate the sharing of experiences on:
- differences and commonalities between civil society governance structures and approaches
- institutional frameworks and networks that enable or hinder civil society involvement in implementing CBD commitments; and
- good practices that could be applied in the Caribbean UKOTs

## General lessons

- Enabling legal framework
- Financial self sufficiency
- Key ingredients for CSO effectiveness
- Key leaders
- Meeting indigenous needs

## Organisational and institutional lessons

- Representative of key stakeholders on Boards

- Coherent structures

- Links with wider stakeholders

## Lessons on strategic approach

- Keeping the strategic focus

- Clearly defined roles

- High standards

- Building support of their constituency

## Leadership and managements lessons

- Planning, reflecting and more planning
- Communication internally and externally
- On the lookout for opportunities and trends
- Investment in human resources and capacity building

Any other lessons?

# HISTORY OF ROTARACT CLUB OF PROVIDENCIALES

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# WHO WE ARE?

Transforming Our World One Community At A Time

This is Rotary - Video

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# ROTARY INTERNATIONAL

- The world's first service organization
- Made up of over 33,000 clubs in more than 200 countries and geographical areas.
- Members form a global network of business, professional and community leaders who volunteer their time and talents to serve their communities and the world.
- Rotary's motto, **Service Above Self,** exemplifies the humanitarian spirit of the organization's more than 1.2 million members.

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# ORGANIZATION OF ROTARY

Rotary is essentially a grassroots organization, with most of its service efforts being carried out at the club level. The district and international structure is designed to support the clubs and help them provide more service in their local communities and abroad.

- **Clubs**
Rotarians are members of Rotary clubs , which belong to the global association Rotary International (RI). Each club elects its own officers and enjoys considerable autonomy within the framework of Rotary's constitution and bylaws.

- **District**
Clubs are grouped into 530 RI districts , each led by a district governor, who is an officer of RI. The district administration, including assistant governors and various committees, guides and supports the clubs.

- **RI Board**
The 19-member RI Board of Directors , which includes the RI president and president-elect, meets quarterly to establish policies. Traditionally, the RI president, who is elected annually, develops a theme and service emphases for the year.

**The Secretariat** Rotary International is headquartered in the Chicago suburb of Evanston, Illinois, USA, with seven international offices in Argentina , Australia , Brazil, India , Japan , Korea , and Switzerland . There's also an office for RI in Great Britain and Ireland. The Secretariat's chief operating officer is the RI general secretary, who heads a 740-member staff working to serve Rotarians worldwide.

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# ROTARY'S GUIDING PRINCIPLES & Avenues of Service

Object of Rotary - First formulated in 1910 and adapted through the years as Rotary's mission expanded, the Object of Rotary provides a succinct definition of the organization's purpose as well as the club member's responsibilities. The Object of Rotary is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster:

- **First**
The development of acquaintance as an opportunity for service;

- **Third**
The application of the ideal of service in each Rotarian's personal, business, and community life

- **Second**
High ethical standards in business and professions; the recognition of the worthiness of all useful occupations; and the dignifying of each Rotarian's occupation as an opportunity to serve society

- **Fourth**
The advancement of international understanding, goodwill, and peace through a world fellowship of business and professional persons united in the ideal of service.

**Avenues of Service**

| Club | Vocational | Community | International | New Generations |

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# DISTRICT 7020

10 Countries, 80 Rotary Clubs, 40+ Rotaract Clubs

## ROTARY District Board – 2010–2011

- District Governor – Diana White

- District Governor Elect — Guy D. Theodore
- District Governor Nominee — Vance Lewis
- Immediate Past District Gov — Errol Alberga
- District Treasurer — Carolyn Cole

- District Secretary — John Fuller
- Assistant Secretary — Nessim Izmery
- Assistant Treasurer — Marie Noel-Romelus
- Deputy Secretary — Loretta LLoyd

## ROTARACT
### Combination of the words Rotary and action

- An international organization of service clubs for men and women aged between 18 and 30. Either Community or University based and sponsored by a local Rotary club
- Fosters leadership and responsible citizenship, encourages high ethical standards in business and promotes international understanding and peace
- First officially chartered Rotaract Club was in North Charlotte, North Carolina, in 1968
- One of Rotary's most significant and fastest-growing service programs, with more than 7,100 clubs in about 163 countries and geographical areas, with an estimated membership of 163,000

## ROTARACT GOALS

- To develop professional and leadership skills
- To emphasize respect for the rights of others, based on recognition of the worth of each individual
- To recognize the dignity and value of all useful occupations as opportunities to serve
- To recognize, practice, and promote ethical standards as leadership qualities and vocational responsibilities
- To develop knowledge and understanding of the needs, problems, and opportunities in the community and worldwide
- To provide opportunities for personal and group activities to serve the community and promote international understanding and goodwill toward all people

## ROTARACT District Board – 2010–2011

- District Rotaract Chair: Charles Crane
- District Rotaract Representative: Sabrina Isaac
- Immediate Past District Rotaract Representative: Randy Burges
- District Rotaract Representative Elect: Keitho Nemhard
- District Treasurer: Kyle Smith
- District Secretary: Nicquell Garland
- District Fundraising Chair: Kyle Smith
- District Public Relations Officer: Tukesa Rolle
- District Conference Chair: Tremmaine Swann

## ROTARACT CLUB OF PROVIDENCIALES FACTS

- Chartered – June 26th, 2007
- Charter President – Sabrina Palmer-Isaac
- Charter Members – 20
- Sponsor Club – Rotary Club of Providenciales
- Current Club Members – 40+
- Hosting District Conference 2011

## ROTARACT CLUB OF PROVO BOARD & DIRECTORS

### BOARD

- President – Nicquell Garland
- Vice President – Tremmaine Swann
- Immediate Past President – Akierra Misick
- Treasurer – Sebastian Nathaniel Babb
- Secretary – Kayanna Seymour
- Sergeant at Arms – Rohan Ewing

### DIRECTORS

- Club Services – Rachel Gregory
- Community Services – Akierra Misick
- International Services – Jerelle Laporte
- Professional Services – Tiersa Smith

## ROTARACT CLUB OF PROVO
## Becoming a Member

- Attend 3 consecutive club meetings (Meets 1st & 3rd Tuesday, 6:45pm at Ed Gartland Youth Ctr)
- Attend a committee meeting
- Attend History of RI Seminar
- Attend Rotary Club Of Providenciales sponsor club meeting
- Participate in a fundraising event
- Participate in a community service event
- Pay annual dues of $75

## Results

| Challenges | Output | Outcome | Impact |
|---|---|---|---|
| Aging Members | Member Drives | More visitors | 3 new members |
| | Media Ads | | 4 potentials |
| Involvement | "Fun" Activities | Greater partic.. | Successful |
| events | Incentives | WIP | Builds |
| fellowship | | | |
| | e.g dinners | | |
| Fundraisers | Low cost high yield | Lower expense | Profit 50% greater |
| | e.g Yard sale | | than expected |

## Remainder of this Year's Expectations

- Increase membership by 3 males and 3 females (prefer younger than 25)
- Successful District Conference
- One major community project – Garbage bins at bus stops
- Stronger collaboration with other organizations

## For More Information

- Contacts
    - DRR Sabrina, President Nicquell, Any Board Member
- Visit Web sites
    - www.rotary.org
    - www.rotaractdistrict7020.org

## Anguilla National Trust
## 2010

*Preservation for Generations.*

## Protected Areas Management

## Species Conservation

## Habitat Conservation

## Cultural Heritage

## Public Awareness and Education

ANGUILLA BEWARE ... The Lionfish

Have you seen this fish?

ANT Organisational Structure
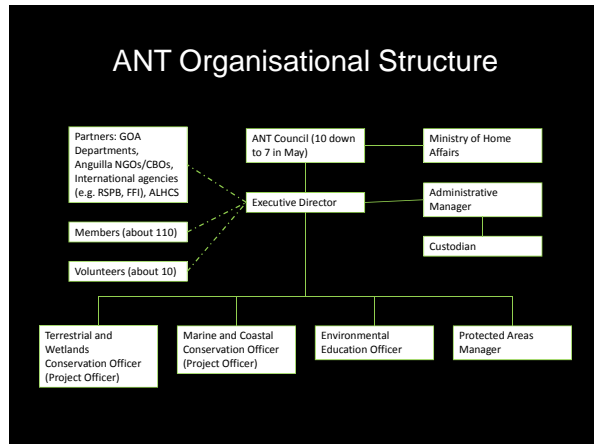


CANARI Small Grant

- Strategic Plan (2011-2016)
- Financial Plan (2011-2016)
- ANT Website (update)

Turks & Caicos National Trust

- MANAGEMENT COUNCIL
  - Ex Director
    - ACCOUNTANT
    - Deputy Director
      - Scientific Officer
        - Conservation Officer
      - Operations Manager / Heritage Sites Manager
        - Cheshire Hall Custodians (2)
        - LWC Wardens (2)
        - Contractors (trail maintenance)
        - Labourers P/T
      - Office Administrator
        - Office Helper P/T
        - Sales Clerks
        - Receptionist
        - General Office Clerk
      - PR/Education Officer
        - Schools Liaison Officer
  - Executive Committee



ROTARACT

- District = 10 C'bean Islands / Rotaract Rep / 1 person
  - District Board
    - TCI OFFICERS Pres/VP/Tres/Sec. IPP Sargent
      - Immediate Past President
    - TCI (x4) DIRECTORS in charge of committee.
      - MEMBERS TCI Rotaract

- By-Laws
- Constitution

## Introduction to report writing
Second Action Research and Learning Group Meeting
Montserrat, 21-25 March 2011

## What reports do we produce

- Project reports to donors
- Project and activity reports to beneficiaries and other stakeholders
- Monthly and annual financial reports, including written explanations
- Reports to Board
- Reports to members
- Visit or trip report

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**All reports tell a story about you and/or your organisation ….but is it the story you would want to**

Organised or sloppy

Bureaucratic or action-oriented
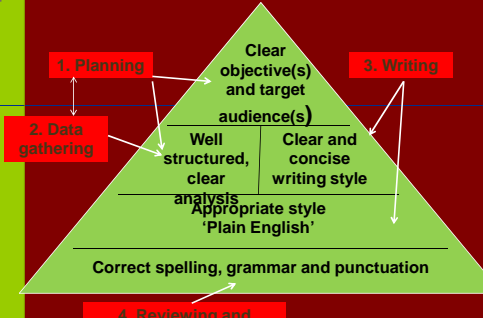
What you project Your image

Analytical or rambling

Results- or activity-focused

## What makes a report effective?

Adapted from ELD Reporting Skills and Professional Writing Handbook

1. Planning

2. Data gathering

3. Writing

Clear objective(s) and target audience(s)

Well structured, clear analysis

Clear and concise writing style

Appropriate style 'Plain English'

Correct spelling, grammar and punctuation

4. Reviewing and

---

## Clear objective

- Credibility
- Results in relation to project objectives
- Efficient and effective use of funds
- Whether project results are sustainable
- What they can do to support next steps

For example:

- What are your main objectives in a donor report?

- What messages are you trying to send to the donor?

## Well structured

For example (for longer report)

- Title
- Contents list
- Executive Summary
- Introduction/background/context
- Main body of report, broken down into appropriate sections
- Conclusions/lessons/recommendations
- Appendices

## Characteristics of clear writing

*No one will ever complain because you have made something too easy to understand*

Adapted from IIED Communications Training

*Keep It Short and Simple*

• Shorter, everyday words, chosen carefully so they convey the meaning you intend.
• Shorter sentences – one main idea per sentence
• Shorter paragraphs – a few sentences and one main topic
• Easily readable text has average sentences of 15-20 words (but vary for rhythm and pace).

## Characteristics of clear writing

*No one will ever complain because you have you have made something too easy to understand*

Adapted from IIED Communications Training

•Use the active not the passive voice  – *CANARI facilitated the workshop in Montserrat* not *The facilitation of the workshop in Montserrat was done by CANARI*
• Avoid jargon, except where you are sure the reader understands the same thing as you by it
• Spell out acronyms the first time you use them
•Avoid slang or local colloquialisms (unless explained)

## Small grant reporting

1. What were the original objectives of the project?
2. What were the project's main activities?
3. Did you encounter any difficulties in implementing the project?  If so, please describe.

## Small grant reporting

4. Please describe the main project results?
   – Outputs:
   – Outcomes

5. Financial report, including in-kind contributions

## Small grant reporting

6. What are the main lessons learnt from this project?
7. How has this project strengthened the capacity of your organisation or the individuals involved? Be specific
8. Other comments

## Introduction to participatory planning
Second Action Research and Learning Group Meeting
Montserrat, 21-25 March 2011

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## Session objectives

- By the end of this session, participants will be able to:
  - Identify the key differences between traditional and participatory planning
  - State at least 3 reasons why participatory planning can improve outcomes
  - Assess when participatory planning is and isn't appropriate
  - Discuss the resource implications of participatory planning
  - Begin identifying opportunities and strategies for participatory planning for biodiversity conservation in their countries

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## Why do participatory planning

- Contribute to improved management by incorporating the knowledge and skills of all stakeholders as well as differing perspectives and ideas
- Increase the likelihood of stakeholder support (and compliance) through involvement in decision making

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## Why do participatory planning

- Provide a forum for identifying conflicts between resource users and negotiating solutions to them.
- Contribute to stakeholder empowerment and strengthening of local institutions, especially when management responsibility is shared

---

## What do we mean by participation?

- People have many different ideas….and motives!

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## Spectrum of participation

Top-down decision making – most powerful stakeholders informs some of the other stakeholders of some decisions

Most powerful stakeholders "sell" the decision to selected other stakeholders

Most powerful stakeholders present tentative decision for discussion

Joint analysis but final decision still with most powerful stakeholders

Inputs, analysis and decisions made with equitable involvement of all stakeholders

## Slide 1

### Types of participation

1. Manipulative
2. Passive
3. Participation by consultation
4. Participation for material incentives
5. Functional
6. Interactive
7. Self-mobilisation

Source: Bass *et al* (1995)

## Slide 2

Traditional planning versus participatory

- Determine need or planning process
- Identify/mobilise stakeholders
- Conduct stakeholder analysis
- Create mechanisms for equitable stakeholder participation
- Share results with stakeholders
- Negotiate among stakeholders
- Monitor and evaluate
- Implement
- Identify needs or problems to be addressed
- Define goals and objectives
- Collect information on which to base decisions
- Analyse information and id options
- Formulate plans and responses

## Slide 3

### When is participatory planning appropriate?

Depends on…
- Purpose of initiative
- Complexity
- Urgency
- Degree of conflict
- Capacity
  - the philosophy of those leading the process in relation to participation
  - skills and knowledge
  - available time
  - available human and financial resources

## Slide 4

### Tools and methods for effective and equitable participation

- **Stakeholder identification**
- **Stakeholder analysis**
- **Stakeholder mobilisation and creating mechanisms for equitable participation**
- Conflict management (negotiation)
- Access to information…in a format all stakeholders can understand
- Developing effective communication strategies

## Slide 5

### Tools and methods for effective and equitable participation

- Assessing and building capacity for participation
  - organisational
  - institutional (policies, laws, structures, relationships, organisations)
  - skills, e.g. mapping

## Slide 6

### Resource implications of participatory planning

- It takes more time overall
- It takes more of people's time..both those leading and those participating
- It requires specific skills (e.g. stakeholder identification and analysis, facilitation, conflict negotiation, communicating with diverse target audiences)
- It often requires independent facilitation
- Participants' capacity may need to be built to ensure equitable participation
- It costs more money

# Challenges of participation

1. Costly in terms of time and resources for all (including stakeholders)
2. Raises stakeholder expectations and can lead to disillusionment if realistic expectations not defined
3. Where capacity lacking, can be counterproductive and result in backlash
4. Consultation burnout

## Slide 1

**Stakeholder identification and analysis**
Second Action Research and Learning Group Meeting
Montserrat, 21-25 March 2011

Commonwealth Foundation

DARWIN INITIATIVE

defra

CANARI

## Slide 2

### Session objectives

- By the end of this session, participants will be able to:
  - Apply a methodology for identifying the full range of stakeholders in a planning and management situation
  - Apply a methodology to analyse the various interests of stakeholders
  - Tailor the stakeholder analysis to identify power relations

## Slide 3

### Rationale

- Uses of Caribbean and island natural resources are varied and overlapping
- A tool or methodology can help natural resource managers and biodiversity conservation advocates understand the complexity of uses
- Use of a methodology is helpful in justifying why you have included certain groups and how they are involved in your management or project

## Slide 4

### Who is a stakeholder?

- A stakeholder can be defined as an individual, group or organisation that is involved in, or may be affected by, a change in the conditions governing the management and use of a natural resource
- (note: impact is current as well as future)

## Slide 5

### Results of SI&A

- Stakeholder identification and analysis is a **two step process** to determine:
- Who will be affected by and who will benefit from a planning or management intervention
- Who can influence and contribute to the process or management
- How people interact with the resource
- Conflicts that exist or may arise as a result of the intervention
- Capacity needs to participate effectively in decision-making

## Slide 6

### Stakeholder identification

1. **Primary purpose**: to name all the individuals and groups who have a stake in the planning and management
2. Use a methodology to help ensure that you do not exclude some stakeholders
3. The exercise can itself become a participatory exercise – stakeholders can be involved to identify additional stakeholders

## The identification process

Ideal approach when looking at a resource management intervention:

1. Start by identifying the different resources within the area (there may only be one resource depending on the size of the area)
2. Identify the functions that each of the resources provide
3. Use a list of guiding questions to compile a list of individuals groups and organisations that may be affected

## Stakeholder id. guiding questions

- Who uses the resource?
- Who benefits from the functions of the resource?
- Who wishes to benefit but is unable to do so?
- Who impacts on the resource, whether positively or negatively?
- Who has rights and responsibilities over the use of the resource?
- Who would be affected by a change in the status, regime of outputs of management?
- Who makes decisions that affect the use and status of the resource, and who does not?

## Stakeholder id. rights, responsibilities, interests

Stakeholders can be said to ...

| have **rights** if they: | have **responsibility** if they: | have **an interest** if they: |
|---|---|---|
| have a traditional link with the resource | undertake activities that change the nature of it | have a cultural attachment to it |
| depend on it for their livelihood | derive economic benefits or well being from it | derive some enjoyment from it |
| own the land or access to it | are formally or informally managing it | actively involved in its conservation |
| have been conferred rights via some legal mandate | have a statutory responsibility | have an intellectual association with it (through study e.g.) |

## Methods of identification

- Brainstorm
- Meeting
- Participatory exercise
- Field observations
- Interviews with key informants
- Informal discussions
- Literature review

## Use of stakeholder analysis

- Stakeholder analysis can be used in many different contexts
- Must be clear on the purpose of your planning or management exercise. Design of 'tool' depends on the planning and management objectives.
- Can be used to analyse
  - Interests, impacts and benefits that stakeholders derive from resource use
  - Needs and expectations and contributions that stakeholders can make to management
  - Sources of conflict and/or areas of agreement
  - Power analysis of stakeholders

## Forms of Power

- **Visible power**: observable aspects of political power – rules, structures, authorities
- **Hidden power**: powerful influential people who control who gets to the decision-making table.
- **Invisible power**: that shapes psychological and ideological boundaries of participation

**Leadership in a changing environment**
Second Action Research and Learning Group Meeting
Montserrat, 21-25 March 2011

apted from presentation by Lisa James at Going from Strength to Strength ARLG
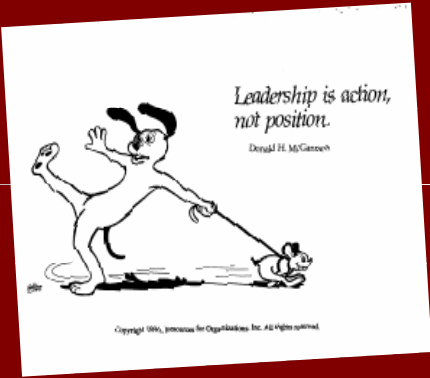
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## Leadership in a changing world

By the end of this session, participants will be able to:

- Provide a definition of leadership
- Identify characteristics of effective leaders
- Outline key leadership and people management issues currently affecting their organisations
- State how leadership differs from or complements management
- Identify changes in the external environment that are affecting their organisations and their leaders
- Identify the shifts in global thinking about leadership and how this is affecting governance structures
- Begin to identify strategies for enhancing leadership in their organisations

---

## Leadership

- Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Northouse (2007)

- "Leaders know the way, show the way, go the way"

- The key to successful leadership is **INFLUENCE** not authority (Blanchard)

---



Leadership is action, not position.

Donald H. McGannon

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## Key Leadership Qualities

- Passionate
- Visionary
- Strategic
- People-skills: communicate, motivate, empower
- Inspiring
- Persistent
- Change-oriented
- Resourceful
- Innovative

---

## Competencies for Effective Leadership

- Self-awareness
- Emotional intelligence
- Personal accountability
- Flexible approach
- Ability to give and receive constructive feedback
- Building shared vision
- Thriving on change
- Building consensus/managing conflict
- Performance development/coaching

## Management

❑ The ability to obtain desired results through the effective use of the organisation's RESOURCES, e.g. Materials, Machinery, Methods, Manpower, Money

❑ The process of getting things done, effectively and efficiently through the key functions of :Planning; Organising; Directing; Controlling

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You cannot manage men into battle. You manage things, you lead people (Hooper 1986)

Leadership is the ability to achieve results through people.


Leadership and Management

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## The Changing Work Environment

- Organisations continuously evolving to adapt to rapid external change, e.g.
  - Technological
  - Globalisation
  - Economic downturn
  - Climate change and increase in natural disasters
- Employees changing: "e-generation", no expectation of staying for a long time in one organisation.

---

## How has the changing environment affected

- Styles of leadership?
- Organisational structure?

---

## Impacts on leadership

- Shift in leadership philosophy and style

  - from leader as 'boss' to 'coach'

  - from imposed goals and top-down decision making to encouraging and empowering people to make decisions and supporting their decisions, worker participation, empowerment

---

## Impact on organisational structure

- From hierarchical to flatter structure

- From individual to team effort

- From fragmented, specialised roles to team-based cross-fertilisation

**Everyone a learner, everyone a teacher, everyone a leader**

- Vibrant, healthy organisations grow and thrive through open dialogue, incorporating everyone's strengths and knowledge, and innovative leadership.

**Leading (influencing) without positional authority**

- **Strategy 1: Build Positive Relationships**
  – Have other people's best interests in mind: 'win-win versus 'win-lose'
  – Understand and respect other people's different work style, personality, learning style.
  – Find areas of mutual interest

**Leading (Influencing) without Positional Authority**

- **Strategy 2: Honour the Law of 'Give and Take':** Identify
- what you and others need to succeed. 'WIIFM' and WIIFT?
- their key concerns (or fears)
- key expectations (for yourself, boss, partners, team members etc.)

**Leading (Influencing) without Positional Authority**

**Strategy 3: Participate in Healthy Conflict** leads to:
- Broadening the range of ideas and perspectives
- Identifying more options;
- Better decisions
- Inclusion rather than reinforcing exclusion

# LEADERSHIP SELF-ASSESSMENT

A leader has certain characteristics that make him or her successful. Evaluate yourself on your own personal leadership capabilities by taking the assessment below. Rate yourself on a scale of 1 to 5, with 5 being a definite YES and 1 being a definite NO. Be honest about your answers as this survey is only for your own self-assessment.

Circle the number which you feel most closely represents your feelings.

|  | NO |  |  |  | YES |  |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | - 1 | 2 | 3 | 4 | 5 | - I am comfortable with myself. |
| 2. | - 1 | 2 | 3 | 4 | 5 | - I am a good listener. |
| 3. | - 1 | 2 | 3 | 4 | 5 | - I am a confident person. |
| 4. | - 1 | 2 | 3 | 4 | 5 | - I am self-motivated. |
| 5. | - 1 | 2 | 3 | 4 | 5 | - I am organized. |
| 6. | - 1 | 2 | 3 | 4 | 5 | - I am good at getting my point across. |
| 7. | - 1 | 2 | 3 | 4 | 5 | - I am willing to take on new challenges. |
| 8. | - 1 | 2 | 3 | 4 | 5 | - I am responsible. |
| 9. | - 1 | 2 | 3 | 4 | 5 | - I am not afraid of change. |
| 10. | - 1 | 2 | 3 | 4 | 5 | - People look to me for guidance.. |
| 11. | - 1 | 2 | 3 | 4 | 5 | - I can motivate others. |
| 12. | - 1 | 2 | 3 | 4 | 5 | - I think positively. |
| 13. | - 1 | 2 | 3 | 4 | 5 | - I have control of my life. |
| 14. | - 1 | 2 | 3 | 4 | 5 | - I work well with others. |
| 15. | - 1 | 2 | 3 | 4 | 5 | - I am an honest person. |
| 16. | - 1 | 2 | 3 | 4 | 5 | - I am good at solving problems. |
| 17. | - 1 | 2 | 3 | 4 | 5 | - I am able to resolve conflict in the workplace. |
| 18. | - 1 | 2 | 3 | 4 | 5 | - I am a risk-taker. |
| 19. | - 1 | 2 | 3 | 4 | 5 | - I follow through with my goals. |
| 20. | - 1 | 2 | 3 | 4 | 5 | - I know my purpose in life |

# Scoring

Score the survey by adding the numbers that you circled: _____

A score of **fifty or higher** indicates that *you are a well- rounded individual, and well on your way to becoming an effective leader.*

A score of **fifty or less** indicates that *you have the potential to become a great leader. But, there are some qualities you will want to develop before you are ready to take on the full mantle of leadership.*

BUT, no matter what your score is, your commitment, desire, and determination are the biggest indicators of your ability to become a leader.

Use this assessment to help you to determine what skills and abilities you can continue to improve (Strengths) and what skills and abilities you need to develop (Opportunities for growth).

**What are your strengths?**

**What are your opportunities for growth?**

**What is your Personal Development Plan to bridge the gaps identified?**

**CARIBBEAN NATURAL RESOURCES INSTITUTE**

Fernandes Industrial Centre • Administration Building • Eastern Main Rd. • Laventille • Trinidad W.I.
Tel: (868) 626 6062 • Fax: (868) 626 1788 • Email: info@canari.org • Website: www.canari.org

CANARI

## LEADERSHIP AND PEOPLE MANAGEMENT

**REFLECTIONS:**

*Part A. To be completed as a team (i.e. the two participants and anyone else you would like to involve in your organisation*

Reflect on and write down your thoughts on the following:

a. What are some of the leadership and people management issues or challenges currently affecting your organisation?

b. What are some of the strategies that your organisation has been using in order to overcome the challenges faced at a. (above)?

c. Identify some specific issues related to leadership and people management that you would wish to be discussed during the workshop.

**Part B:** *To be completed by each participant as an individuaL*

d. What does Leadership mean to you?

e. If you could identify one person you consider to be the most effective leader, who would that be and why? (Identify the leadership qualities or characteristics which the person possesses. *(Please note that this person can be anyone of your choosing – whether you actually know them or not.)*

*Building civil society capacity for conservation in the Caribbean UK Overseas Territories:* Second ARLG, Montserrat, March 2011

**'Spaces' for decision-making in your organisation**
Second Action Research and Learning Group Meeting
Montserrat, 21-25 March 2011

## 'Spaces' for participation 1

- A 'space' is a term that can be used to describe the
  - forums,
  - channels
  - moment
  - opportunities
- in which key stakeholders within your organisation can affect decision-making

## 'Spaces' for participation 2

- A decision-making 'space' is something that is created.
- Decision-making spaces are dynamic not static
- Often where power and control within your organisation lies
- In a participatory organisation, stakeholders should have the ability not just to define a space but also to shape the space

## Dynamics of 'spaces'

- If we explore the dynamics of the 'spaces' for decision-making in our organisations. We can ask:
  - How were they created?
  - With whose interests?
  - What are the terms of engagement?

## Dynamics of spaces 2

1. **Closed / provided spaces** – elected reps or experts (for example) make decisions and provide services to the organisation's constituents without the need for broader consultation.
2. **Invited spaces** – where other stakeholders are invited to participate
3. **Created spaces** – a space that emerges out of a common concerns and may develop as a result of popular mobilisation

## Dynamics of spaces 3

- Those who create the space are more likely to have power within it
- Decision-making spaces exist in a dynamic relationship to one another
- 'spaces' are not static – constantly opening and closing
  - Closed spaces may become invited spaces
  - Invited spaces may become closed
  - Skills/capacity gained in one space can be used to influence other spaces

# JAMAICA ENVIRONMENT TRUST

## TOOLS FOR ADVOCACY

The tools we use:

**EIA review**. JET routinely reviews and comments on EIA reviews, seeking expert help from our partners all over the world via the Environmental Law Alliance Worldwide, or ELAW. To date we have reviewed over 27 EIAs for various developments including large scale hotels, mining operations, and waste disposal facilities. These are published on our website.

**Input into policy documents and legislation**. We comment on public policy documents and proposed legislation, often seeking expert input as well. Policies which we have commented on in the past include the Jamaica Adaptation Strategy for the Sugar Industry, the Carbon Emissions Trading Policy, the Draft Beach Policy, the Mining Policy and the Green Paper on Whistleblowers legislation. We have also made submissions on the review of the Access to Information Act, the Draft Fisheries Bill, and the Draft Wastewater and Sludge Regulations.

**Case studies/legal briefs/other materials**. We prepare case studies on environmental legal issues – we have completed one in a series entitled "Environmental Regulatory Failure in Jamaica" and two more are underway. We have prepared a brief on the legal framework for captive dolphin attractions. We have produced a community guide to environmental law in Jamaica called "It Inna Di Law" which we distribute free of cost to the public. We have also produced a community guide to participating in environmental decision-making with one of our partners.

**Attending public meetings.** JET routinely attends public meetings and raises environmental and development issues. Recently in Jamaica, developers have started to organize for public meetings, to bring in loud supporters of jobs, jobs, jobs. It is hard to stand up in a hostile meeting and argue for those things that have no voice – our natural resources.

**Filing administrative appeals under various laws.** Sometimes laws give the public a right of appeal and JET has used this provision in a number of cases. Example: We filed an appeal on behalf of fishermen near Montego Bay, who were displaced from a beach for hotel development. We have also asked to be heard by government ministers hearing appeals – e.g. the grant of approval for Phase 2 of a near 2000 room hotel in Runaway Bay- St. Ann, in the cases of the Treasure Beach Wall and Pellew Island. We have been allowed to attend and speak, although not to be present for the entire hearing.

**Access to Information**. We have made extensive use of the Access to Information law in Jamaica, making over 80 requests to government agencies for information and using the information gained to inform press releases and build public support. We have filed 16 appeals under the ATI Act, for information we were denied access to. One is outstanding – but all others were successful.

**Free legal advice to communities affected by environmental issues**. We have given advice to many communities facing environmental problems – the vendors at Winnifred Beach, pacing a take over of the beach by the UDC, fishermen, the folks at Pear Tree Bottom, residents dealing with impacts from improper sewage treatment and disposal problems, and farming communities in Cockpit Country whose livelihood is threatened by bauxite mining.

**Workshops for communities to increase awareness of environmental laws and their rights.** We have held over 20 workshops since 2004 for various communities to educate them about environmental laws and informing of their rights. Some of these communities are farming communities in Cockpit Country faced with bauxite mining, a community managing a public beaches (Winnifred), and coastal communities facing controversial development (Treasure Beach canal construction, Runaway Bay's Gran Bahia hotel). We have also conducted workshops for law students and lawyers on environmental law.

**Legal action.** We have filed two Judicial Review cases – that is, asking for the court to review the actions of government and determine whether or not they have acted correctly. These are Pear Tree Bottom and the Harbour View sewage case. Both were successful. In the Pear Tree bottom case, the court found that the government agencies had not carried out the public consultation process correctly. In the Harbour View case, a consent order of the court is getting the plant fixed after over 30 years of it putting untreated sewage into the sea. JET files these types of legal action in partnership with local people who are affected.

**Advocacy in the media**. We have a specific programme to bring environmental issues to the media. We develop and maintain relationships with reporters, feed them with information, issue press releases, hold press conferences etc. We have seen a marked improvement in the coverage of environmental issues in the Jamaican media. In the past year, JET has generated or contributed to 113 stories on the environment in all types of media.

**Making films**. JET has made three films – feature length Jamaica for Sale, 24 minutes Cockpit Country, Font Hill (short – on YOuTube), working on Palisadoes and Harbour View Plant.

*November 2010*

## ADVOCACY STRATEGY TEMPLATE

| Key messages: *what do we want to say?* | Objectives: *what do we want to achieve by sending the message e.g. change in policy, behaviour, relationships, institutions, etc* | Target audiences: *who do we want to receive our messages?* | Products: *What is the best format to present the information e.g. printed document, PowerPoint presentation, video etc.* | Pathways: *What is the best channel to get the information out e.g. though a website, face-to-face meeting, conference etc.* |
|---|---|---|---|---|
|  |  |  |  |  |

## STAKEHOLDER ANALYSIS

| Allies (Collaborate With) | Opposers (Defend Against) | Interested Parties (Keep Informed) | Indirect Associates (Monitor Activities) |
|---|---|---|---|
|  |  |  |  |

*Building civil society capacity for conservation in the Caribbean UK Overseas Territories:* Second ARLG, Montserrat, March 2011

## Getting the most out of our networks
Second Action Research and Learning Group Meeting
Montserrat, 21-25 March 2011

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## Networks and networking

- By the end of this session, participants will be able to:
- Identify strategies used by Caribbean Network of Fisherfolk Organisation (CNFO) and Dutch Caribbean Nature Alliance (DCNA) for effective advocacy and policy influence
- Discuss the advantages and disadvantages of different network structures
- Identify opportunities for improved networking for policy influence and advocacy at the national and regional level

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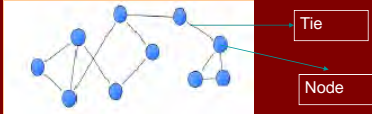
- What networks do member organisations belong to and at what level (local, national, regional, international)?

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## What is a network?

- A relationship (ties) between individuals, organisations, countries or countries (nodes)



Tie

Node

Simple network showing nodes and ties
McConney 2007

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## Networks can be many things….

- Social networks based on friendship
- Communities of practice
- Knowledge/information exchange networks
- Sectoral networks
- Social change or advocacy networks
- Service delivery networks
  etc.

---

## Networks can be

- Centralised hub
- Open network
- Multi-cluster network

## Centralised hub network



❖ Single identifiable central node

❖Few direct relationships between other

## Centralised hub network

**Advantages**

- Clear network leadership and 'headquarters'
- Can build critical mass of capacity in one place
- Can be more efficient and effective for operations
- May delegate responsibility to other nodes
- Accountability is made easier by centralisation
- May be taken "more seriously" as CSO network
- Familiar structure - hub responsibility can be rotated among members over time.

Adapted from McConney 2007

## Centralised hub network

**Disadvantages**

- Concentration of power in hub may cause conflicts
- Whole network vulnerable if centre fails or falters
- May foster dependency on the better endowed hub
- Capacity building at hub may benefit only a few
- May be perceived as most inequitable structure

Adapted from McConney 2007

## Open network



❖ Highly decentralised

❖No clear headquarters

❖Loose and often temporary ties for specific activities

## Open network

**Advantages**

- Each CSO is encouraged to become self reliant
- Failure of a node may not affect the entire network
- Can be more equitable with shared leadership, benefits
- Tasks can be delegated based on individual CSO strengths
- Requires less continuous effort for coordination
- Capacity can be spread amongst the CSO nodes

Adapted from McConney 2007

## Open network

**Disadvantages**

- Capacity may become spread too thinly to be useful
- Can be too diffuse to plan well and reach decisions
- CSO leadership may be more difficult to develop
- NGOs may be less inclined to sustain the network
- Effective communication may be more challenging
- Unable to present a clear 'face' to external stakeholders

Adapted from McConney 2007

## Multi-cluster network



❖ Hybrid of the other two

❖Series of hubs joined to each other

❖Lead nodes sub-regional with clusters of nearby members

## Multi-cluster network

**Advantages**

- CSOs that are neighbours can form strong clusters
- Clusters can be sized to suit available hub capacity
- A small number of hubs is easy to coordinate
- A hub can be designated leader by period or task
- Familiar structure as used by large companies
- Failure of a cluster may not destroy the network

Adapted from McConney 2007

## Multi-cluster network

**Disadvantages**

- Hub failure can still affect several CSO nodes
- Sub-regional CSO dependency on hub may arise
- Capacity has to be built in several locations
- Some activities are not optimally done sub-regionally
- Disparity in performance of clusters may be an issue
- Hubs need to be able to work together to form a regional network

Adapted from McConney 2007

## Questions

1. How could a Caribbean UKOT CSO network add value to the work of individual organisations and national networks for biodiversity conservation/ in terms of
   – Increasing policy influence, (nationally, regionally, internationally)
   – Improving advocacy around conservation issues
   – Building capacity (including funding)
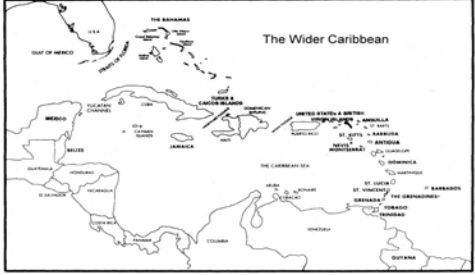   – Improving information exchange

## Questions

2. How should it be structured?
3. How should it be funded in the short-and long term
4. What should be its main objectives for the next one-two years?
5. What would be the measures of success?
6. What are likely to be the main challenges and what strategies can you suggest to overcome them?

## Caribbean Network of Fisherfolk Organisations

Initiation
Involvement
Looking Ahead

## Caricom Caribbean



## Fishers in  Context

- Impact the resource
- Affected by results (Livelihoods)
- Have knowledge
- Management success
- National and Regional economies

Organised fishers can contribute to effective management and improved livelihoods

## Capacity for Participation – CRFM 2004

- Fisheries Policy
- Fisheries Management
- Monitoring and Compliance
- Safe, eco-friendly practices
- Weak fisherfolk organisations
- Exclusive structures
- Inadequate knowledge and information
- Destructive gear and techniques

## Building Capacity



- Strengthening and developing FFO's
- Best practices and complimentary livelihoods
- Engagement in policy and management
- Knowledge and Information

## Developing FFOs

CRFM, CTA and Fisherfolk Organisations
- 2004-2006 Fisherfolk leadership training
- 2006 – 2009 National consultations and formation of steering committees
- 2007 – CNFO coordinating unit
- 2008 – Management, comm and advocacy

## Open Network? Hybrid?



The Wider Caribbean
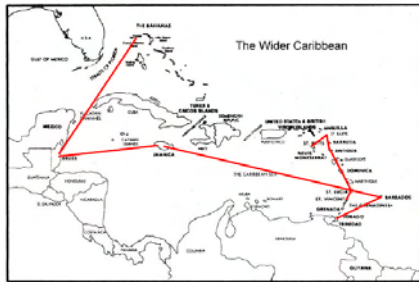
## Fisheries Policy/Management

- CANARI/CTA/CRFM/UWI-CERMES/Commonwealth Foundation
- Workshops on Regional Fisherfolk Organizations Policy Influence and Planning, January 2009, St. Vincent and the Grenadines , April 2009 Dominica
- Regional fisherfolk organisation statement on policies for sustainable fisheries in the Caribbean.

## Fisheries Policy/Management

- CRFM, IUCN, UWI-CERMES, GCFI, Embassy of Finland in Caracas Venezuela
  - GCFI conferences 2007 -2010
- UWI-CERMES
  - EBM symposium 2008
- Caricom WTO, CRFM/CFF meetings
  - 2009 – 2010 (official seat and commitment)

## Work in Progress



## Sustainable Gear and Practices

- GCFI/UNEP/CNFO
  - Gear and techniques for sustainable fisheries - 2009
  - Local fishers exchanges (Antigua eg)
- Margov (UWI-CERMES)
  - Developing the adaptive capacity of the CNFO (includes EAF sensitization)

## Built Capacities at Work

- CRFM Meetings –
  - CFP – Working group (April 2011)
  - Fisheries Forum (Observer status)
- CLME Project
  - STAG –
  - Pilot Project (Flying Fish/Large Pelagics)
- GCFI and F4F

2

## Built Capacities at Work

- CRFM scientific meetings
- Disaster risk management
- National involvement
  - Developing FFOs
  - Advocacy
- Information sharing – web tools

## Built Capacities at Work



- Vision
- Mission
- Strategic directions

## CNFO's Mission

*"To improve the quality of life for fisherfolk and develop a sustainable and profitable industry through networking, representation and capacity building"*

## CNFO's Vision

*"Primary, national and regional fisherfolk organisations with knowledgeable members collaborating to sustain fishing industries that are mainly owned and governed by fisherfolk who enjoy a good quality of life achieved through the ecosystem based management of fisheries resources."*

## CNFO's Strategic Directions

- To play a larger role in EBM working with Gov's and other stakeholders
- Get members of FFO's knowlegeable at all levels (info and capacity)
- Formalise Network
  - Participation
  - Resource mobilisation
  - Support, Info and capacity building

## Network Challenges

- Legal structure
- Commitment and effort - collective
- Communication
- Succession planning
- Participation
- Changing perceptions
- Expanding and maintaining partnerships

## Looking Ahead

- Addressing challenges
  - Communication
  - Participation
- ACPFishII project
- Margov project
- Florida Sea Grant
- Fauna And Flora

## Conclusions

- Fisherfolk participation is critical to sustainable fishing industries and securing livelihoods (Network is invaluable)
- Capacity building is a long term process
- Strategic partnerships are necessary for success.

**CANARI**
**Building civil society capacity for conservation in the**
**Caribbean UK Overseas Territories**

**Second Action Research and Learning Group Meeting**

**21-25 March 2011, Montserrat**

**Evaluation Form**

1. Did the ARLG 2 help you think about the difference between what are the results as opposed to the activities of your organisation?

   Yes (13)                Partially                No

2. Do you think the workshop will help you with your reports?

   Yes (11)                Partially                No (1)

3. Did the ARLG 2 help you understand the difference between traditional and participatory planning?

   Yes (11)                Partially (2)                No

4. Are you more able to effectively apply stakeholder identification and analysis?

   Yes (12)                Partially                No

5. Did the ARLG 2 help you to identify ways to mobilise stakeholders effectively?

   Yes (6)                Partially (6)                No

6. Did the workshop help you to understand the qualities of being an effective leader and to reflect on how to build them in your organisation?

   Yes (9)                Partially (3)                No

7. Did the ARLG 2 help you think about how your organisation and the decision - making 'spaces' within your organisation can be more participatory?

   Yes (9)                Partially (3)                No

8. Did the workshop help you to explore the potential for improved networking for biodiversity conservation in the UKOTs for advocacy and policy influence?

Yes (9)  Partially (3)  No

9. Did the field trip provide you with a number of examples and best practices that you can apply?

Yes (6)  Partially (5)  No (N/A)

10. What is the most important thing that you learned from this workshop?
*The importance of participatory strategies*
*The importance of listening and giving value to people's opinions*
*Remind me of participatory learning.*
*Stakeholder identification and analysis*
*Advocacy*
*Networking*
*Identify leadership traits and hoping to adopt some of them*
*The importance of networking and how to appreciate the importance of "space"*

11. What did you like about this workshop?
*Inclusiveness of everyone*
*Participatory group work*
*The fact that the group worked very well together and thus increased the benefit of the work covered.*
*Networking opportunity, reiterated learning*
*Hands on approach with lots of group activity*
*Setting; group work; quantity and quality of information*
*Sufficient information was given about each topic*
*The camaraderie and the clarity of lectures*
*Interaction with other entities with similar aims learning more about stakeholder mobilisation, spaces and their identification.*
*The informal method used in cases – visiting places such as the Centre Hills and grounds of the Montserrat National Trust.*
*The "atmosphere".*

12. What could have been improved or done differently?
*Nothing.*
*Given the constraints of time and content to be covered – nothing.*
*Eliminate lunch; have smaller breaks instead and finish at 3- 3:30.  Do not have a panel discussion after hike*
*Communicating what needs to be done during the organisation's presentation*
*Time needed to be considerate of those elderly persons.*

13. Please rate the following sessions?

| | Poor → | → | → | V Good | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Day 1: Welcome and introductions | | | | 6 | 7 |
| Day 2: Introduction to participatory planning | | | | 6 | 6 |
| Day 2: Stakeholder identification and analysis | | | | 4 | 6 |
| Day 2: Stakeholder mobilisation and engagement | | | 1 | 7 | 3 |
| Day 3: Centre Hills Project | | | | 3 | 6 |
| Day 4: Leadership and governance structures | | | 1 | 5 | 3 |
| Day 5: The role of networks in advocacy and policy influence | | | | 4 | 9 |

14. How would you rate the following areas of the ARLG 2 structure and delivery? Please tick one for each area.

| | V Good | Good | Fair | Poor |
|---|---|---|---|---|
| Clarity of objectives | 9 | 4 | | |
| Content | 9 | 4 | | |
| Materials | 6 | 6 | | |
| Facilitation | 11 | 2 | | |
| Field trips | 8 | 4 | | |
| Relevance to your needs | 4 | 9 | | |

Any additional comments on the above:
*Awesome knowledgeable facilitators (Sarah and Gillian)*

15. Identify at least one thing that you will do differently in your organisation as a result of this workshop.
*Involve the staff more in decision making*
*Aim to have more productive meetings; look at participatory networking in a different light*
*I will take the participatory process more seriously and take more informed view of who stakeholders can be.*
*Improve our partnership and networking.*
*More leadership vs. management*
*Apply stakeholder ID in all aspects*
*More participatory planning*
*Networking*
*The NPT – try to influence agendas. For Board meetings to better represent stakeholder issues and extend stakeholder involvement.*
*Try to get more feedback from members and public about organisation and try to integrate responses into work programme, etc.*
*Engaging stakeholders and the Board*
*Try to reach persons at different "spaces"*

16. What might prevent you from applying the lessons learned from ARLG 2?
*Not being in a position to influence decision makers*
*Mainly myself.*
*Nothing.*
*Cell phones buzzing all day.  Too much side conversations*
*Structure of the organisation*
*Poor stakeholder support for environment issues vs. development*
*If we are unable to at least maintain our current staff levels*
*Persons willing to participate*


17. Any other comment?
*Great workshops as usual*
*Not an issue but it would be good for participants to wear a country tag – it took me a while to identify people.*
*I feel more with it after this workshop*
*Great hosts (Montserratians)*
*Wonderful hospitality of the Montserrat hosts.*
*Please remember to thank Keisha for her hard background work done.*