



MACARTHUR
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**Consolidating the role of civil society in biodiversity conservation in the
Caribbean islands**

**REPORT OF THE MENTOR ORIENTATION WORKSHOP
Sunset Shores Beach Hotel, St. Vincent
24-28 October 2011**



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REPORT OF THE MENTOR ORIENTATION WORKSHOP

1. Introduction

This report covers the main findings of the five-day mentor orientation workshop that was held in St. Vincent during 24 – 28 October 2011. The report does not cover each of the workshop sessions in detail, rather it gives an overview of the objectives, methodology, findings, and next steps while describing the key discussions that took place. The workshop falls under the Caribbean Natural Resources Institute's (CANARI's) mentorship programme, which is one component of a three-year (2011 – 2013) project being implemented by CANARI titled *Consolidating the role of civil society in biodiversity conservation in the Caribbean islands* and is being funded by the John D. and Catherine T. MacArthur Foundation.

The purpose of the mentorship programme is to develop a pool of mentors throughout the region, who can help strengthen the capacity of civil society organisations (CSOs) in the islands of the Caribbean so that they can play a larger and more effective role in biodiversity conservation. The mentorship programme will also help to strengthen CANARI's capacity to provide effective and sustained support to other CSOs in its role as the Regional Implementation Team (RIT) for the five-year (2010-2015) Critical Ecosystem Partnership Fund (CEPF)¹ Caribbean islands investment and other work. A concept note for the mentorship programme is attached as *Appendix 1*.

The workshop was very participatory in nature and confirmed the willingness of the mentors to help build the capacity of civil society to play a more effective role in biodiversity conservation in their countries. Participants were able to define what mentoring means to them and explored the different capacities that are needed to be an effective mentor. In particular, mentors built and strengthened their capacity in participatory problem analysis and identification; project planning and proposal writing; and participatory facilitation. One of the main findings of the workshop was that the very nature of mentoring requires a less rigid approach to what was previously proposed with having somewhat formal terms of reference. As participants and facilitators discussed, mentoring entails a long-term supportive and developmental relationship that does not necessarily fall into structured, predetermined terms but rather one that can be guided. It was realized that having 'Guidelines for Being a Mentor' may better suit the programme than a more rigid Terms of Reference.

2. Participants

The workshop brought together experienced individuals already involved in the management of natural resources and building sustainable natural resource-based livelihoods (directly or indirectly, for example through work influencing policy, sustainable livelihoods, education, etc.), and who have the ability and/or the opportunity to build the capacity of CSOs in their countries. A total of 20 mentors representing 12 countries attended the 5-day workshop (including participants from Antigua and Barbuda, Barbados,

¹ As the RIT, CANARI provides support to potential grantees from civil society in identifying suitable projects to address the CEPF strategic directions and investment priorities, developing proposals and completing the application process. CANARI will also provide mentoring support to grantees, conduct monitoring and evaluation of projects and assist with reporting. For more information on the CEPF investment, please see http://canari.org/civil_sub5.asp.

Dominica, Dominican Republic, Grenada, Haiti, Jamaica, Montserrat², St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago).

The list of participants and resource persons is attached as *Appendix 2*.

3. Agenda and objectives of the workshop

The agenda for the mentor orientation workshop is attached as *Appendix 3*.

The objectives of the workshop were for mentors to do the following:

- consolidate a clear understanding of what mentoring means and its benefits;
- build capacity in project planning, writing proposals and specifically in supporting groups in planning and completing proposals to access CEPF grants;
- strengthen skills in mentoring and participatory facilitation;
- enhance understanding of CEPF's strategy for the Caribbean Islands;
- participate in planning how they will function in the region and partner with CANARI, CEPF and other organisations;
- contribute to an analysis of the key biodiversity areas (KBAs) in their country;
- practice peer coaching and the training of other mentors;
- apply an Action Learning approach to learn about how to effectively support civil society organisations working in biodiversity conservation.

4. Methodology

The workshop used a variety of methods and tools to ensure that the participants were engaged throughout the five days of activities. Facilitators made every effort to ensure that the workshop sessions were participatory and interactive and would maximise opportunities for peer learning. A range of techniques were used including ice-breakers, brainstorming, nominal group technique, small group work, role play, creative work drawing on multiple intelligences, etc., which participants could learn from and in turn apply in their own roles as mentors.

Day 1 started with a review of the goals and objectives of the workshop. Presentations were made and served as the basis for discussions on the concept of mentoring, the action-learning approach, as well as the CEPF programme and investment strategy for the Caribbean islands. On that day, participants were also involved in a participatory problem analysis, focusing on CEPF's key biodiversity areas (KBAs) in the various countries. The problem analysis was conducted by doing a problem tree, a method that allowed participants to identify the different types of problems to be taken into account when addressing biodiversity conservation issues in their respective countries. The problem tree provides a visual tool identifying root problems, core problems and effect problems. A "body map" exercise was also conducted, in which participants were asked to show the qualities of a good mentor in small groups, without using any words, but only symbols to communicate meaning.

Day 2 was mainly dedicated to project planning and proposal writing. The CEPF letter of inquiry (LOI) template, in particular, was used as an example of an application form in going over the process of project planning and proposal writing. The five main characteristics of a project, as well as the different stages of the project cycle were among the topics discussed. A role play exercise also allowed participants to consider the importance of the participatory approach when selecting projects. They were

² The participant from Montserrat was funded through CANARI's project, *Building civil society capacity for conservation in the UK Overseas Territories*, which is funded by the Darwin Initiative and coordinated by the Commonwealth Foundation.

also introduced to different tools that can be used during the project selection and design phase, such as the objective tree.

An in-depth analysis of the CEPF Civil Society Tracking Tool allowed participants to identify key capacity indicators of civil society organisations in the Caribbean islands. This was a good opportunity for mentors to share their views and make recommendations for its application in the region.

On **Day 3**, participatory facilitation and mentoring skills were discussed. Plenary discussions and brainstorming helped identify the key skills needed to be a facilitator, as well as the different facilitation methods one can use. Participants then worked in groups to prepare for the field trip visits to two local communities on the following day, discussing different options for using participatory facilitation tools and planning sessions to practice their facilitation skills.

On **Day 4**, participants split up into two teams and visited the communities of Rose Hall and Diamond Village. The field trips were meant to give participants an opportunity to practice their facilitation skills and were seen as a very useful learning experience. The field trip also proved to be a good tool in itself to get information needed to work with a community.

A summary of observations and recommendations from each group is attached as *Appendix 19*.

Day 5 was dedicated to debriefing the field visits and wrapping up the workshop. Participants shared their experience visiting the community groups and some of the recommendations they had made. The draft terms of reference and codes of conduct that had been developed for mentors prior to the workshop were then discussed. Next steps for the further development of the mentorship programme were agreed upon and participants provided CANARI with their personal evaluation of the workshop.

5. Findings

5.1 Capacities of an effective mentor

In order to arrive at a common understanding and definition of a mentor, participants were asked to list words and expressions they would spontaneously associate with the notion of mentor. The following were listed:

- facilitator
- teacher
- sharing experiences/knowledge
- role model
- guide – guidance
- learning to develop others
- enabling
- expert
- assist with/provide solutions
- create opportunities for communities
- sharing and supporting
- building connections between people and organisations
- counsellor
- exchange you can build upon
- partnering
- providing confidence and honest feedback
- responsibility and respect
- empowerment
- building capacity and training
- liaison
- leadership

Following a presentation, attached as *Appendix 4*, on the characteristics of the mentoring relationship designed to give people the opportunity to share their professional and personal skills and experience, it was noted that there are various types of mentoring.

Four groups of participants worked on developing their own definition of a mentor. Describing the process of working together, they noted that it was not as easy as it first seemed to be. They further stated that the group work allowed them to brainstorm and discuss before they were able to select the key words that would constitute their definition of a mentor. Participants observed that prior to identifying roles and responsibilities of a mentor, there should be a common understanding, within the group, of what a mentor is, and/or what the mentoring relationship requires. This observation was made by all four groups.



Workshop group discussing what they believe is the definition of a mentor

The table below outlines the different groups' definitions of a mentor and/or of the mentoring relationship.

Group 1	A respectful and mutually beneficial relationship which empowers and builds individual or community knowledge, develops skills and shapes attitudes towards a successful desired outcome.
Group 2	A supportive relationship that strengthens the capacity of individuals and groups, guiding and empowering them to achieve their goals and also passing on wisdom gained from experience.
Group 3	Mentoring relationships should involve the following: <ul style="list-style-type: none"> ✓ Sharing of knowledge/experience ✓ Enhancing and building capacity and experience ✓ Teaching and learning from each other ✓ Networking and group interaction ✓ Change of behaviour and the ability of the mentee
Group 4	A process of identifying, analysing and planning with individuals and/or groups in order to build capacity.

Table 1: What is a mentor?



Yoland London and Denyse Ogilvie drawing the outline of a body map (left)



Viviane Julien stands next to her group's body map representing the qualities of an effective mentor (right)

The role of a mentor refers to what he/she does and the responsibilities for which he/she is accountable. More precisely, the level of responsibility the mentor has is determined by the objectives stated in the agreement that both the mentor and the mentee would have chosen to abide by in the beginning of the relationship. Additionally, the mentor should provide guidance--not direction. A way to do so is to suggest different options without being prescriptive. The language used by a mentor then becomes very important, since there is a fine line between providing guidance and giving specific directions.

The table below outlines the roles and responsibilities of a mentor as identified by each group.

	Mentor Roles	Mentor Responsibilities
Group 1	To establish the mentorship agreement between both parties (mentor and mentee) would include what, where, how, when, and actions.	Keep to the agreement and build trust Keep communication channels open
Group 2	Sharing knowledge/training Help with succession planning	Providing guidance Ensure that capacity of individuals/groups is built and that their goals are achieved
	Lead the sharing and exchange of	Ensure there is an increase in capacity but it cannot be the sole responsibility of the

Group 3	information, skills and knowledge Develop a comfortable relationship	mentor
Group 4	Listen Facilitate dialogue and communication Guide	Empower the community to understand the issues affecting them and how they can be addressed Maintain a clear process

Table 2: Roles and responsibilities of a mentor

5.2 Mentoring methods and tools

5.2.1. Building rapport

Being a mentor requires making use of a number of methods and tools to ensure that the responsibilities identified earlier are fulfilled. All participants agreed that it is important to establish rapport at the very inception of the mentoring relationship.

There are several different ways to build rapport, some of which are outlined at *Appendix 16 'Skills for Effective Mentors'*. Once rapport has been built, however, our behaviours and attitudes can, sometimes unconsciously contribute to breaking that rapport. The various ways in which rapport can be built and broken were discussed.

The table below is a summary of the discussion on what it requires to build rapport, as well as the behaviours and attitudes that could break rapport.

Rapport is a term used to describe, in common terms, the relationship of two or more people who are *in sync* or *on the same wavelength* because they feel similar and/or relate well to each other.

- Stewart, Dorothy (1998). *Gower handbook of management skills*. Gower Publishing

Building rapport	Breaking rapport
Questioning: to find out about each other, similarities, differences	Fold your arms, stare at the other person
Break the ice	Yawn
Be friendly	Look uninterested
Smile	One-way communication
Look at each other in the eye	Answer your mobile phone
Find out about each other's aspirations	Not being consistent
Be polite	Being less accessible

Be approachable	Be rude
Find ways to create chemistry, connectivity	Turn your back

Table 3: Building rapport

The issue of culture was then discussed in terms of how cultural differences can affect and influence rapport, and whether rapport is culturally based. A number of participants shared their experiences of when cultural differences did affect the establishment of rapport. For instance, in some communities in Haiti, making eye contact with your interlocutor would be perceived as disrespectful. It was also noted that even within the Caribbean, and within other countries, cultural differences do matter and have to be taken into account when trying to build rapport. Observing then becomes key in building rapport, to avoid behaviours that could be perceived as disrespectful or even offensive.

The facilitator emphasised the importance of listening, in trying to build rapport. Participants were asked to describe what “active listening” is. They thought that it required the following:

- responding to what the other is saying
- showing that you are paying attention – maintaining eye contact for example
- understanding what you hear – without interpreting
- making reference to previous comments – “remember when you said...”

All agreed that, further to listening in an active way, you also have to know when it is the right time to approach someone. Then, once rapport has been established, it should not be broken.

5.2.2. Mentoring – Facilitating – Coaching

For the sake of clarity, and in order to better understand the role and responsibilities of a mentor, it was suggested to compare it with that of a facilitator and a coach. Discussions pointed out that the framework according to which a mentor and a facilitator operate is not quite the same, as the outcome is not as defined in the case of the mentor.

The table below outlines the goal, timing of the relationship and target audiences as it relates to the responsibilities of a mentor, a facilitator and a coach.

	Mentoring	Facilitating	Coaching
Goal	Transformational! An expectation of change, growth, development, empowerment.	Meet a pre-determined outcome	Build skill(s)
Timing of the relationship	Long term	Short term	Short to medium term
Target		Group process	Individual/collection of individuals. The focus is on each individual

			acquiring the skill(s)
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Table 4: Mentoring, facilitating and coaching

In discussing the specificities and characteristics of the mentoring relationship, some participants observed that there may be different types of mentors, depending on who you are mentoring (members of a CBO, of an NGO, members of the corporate world, etc.). Capacity, level of knowledge, and prior experience may all be different depending on who the mentees are.

Brainstorming is one of the methods a facilitator can use that allows the facilitator to ask questions. While responding, participants create knowledge, which is one of the best ways to learn and internalise. It is then a way for participants to contribute actively to the session.

The techniques below were listed by participants as various ways to encourage and facilitate brainstorming:

- extracting ideas
- supporting
- making things easier
- enabling
- using creative methods and engaging
- leading
- creating opportunities
- providing a framework
- dissemination of knowledge and experience
- keeping things on track
- providing guidance
- directing
- helping people to connect concepts and ideas
- drawing out information from people
- focusing on what is important to the group
- thinking critically
- helping different people/groups to communicate.

It was noted that in encouraging and stimulating learning, one must be aware that individual personalities do affect the type of learning to which someone is most receptive. A group exercise introduced participants to different learning styles that are to be taken into account for effective facilitation. Learning can be based on experience, observation, reflection, or conceptualisation, depending on the individual and what he/she responds to. A hand out on theories relevant to adult learning is attached at *Appendix 15*.



Small group discussion

5.3 Project planning and proposal writing

One of the main challenges that many CSOs in the region face relates to their capacity to access the grants available to them and to successfully design and implement projects. This capacity building need in project planning and proposal writing is critical to consolidating the role of civil society in biodiversity conservation in the Caribbean islands.

Following a presentation outlining the key concepts of project planning and different methods of planning, the differences between a project and a programme were discussed. Most participants were already quite familiar with the notions of a project and a programme. The presentation is attached at *Appendix 8*.

It was noted that a programme may comprise several projects. When seeking funding, one should know that donors are more likely to be interested in funding a project as opposed to a programme, the former being time-bound. However, it is still important to show where and how a project fits under an overall programme. This will demonstrate the sustainability of a project and the existence of a relevant strategy, such as an organisation's strategic plan.

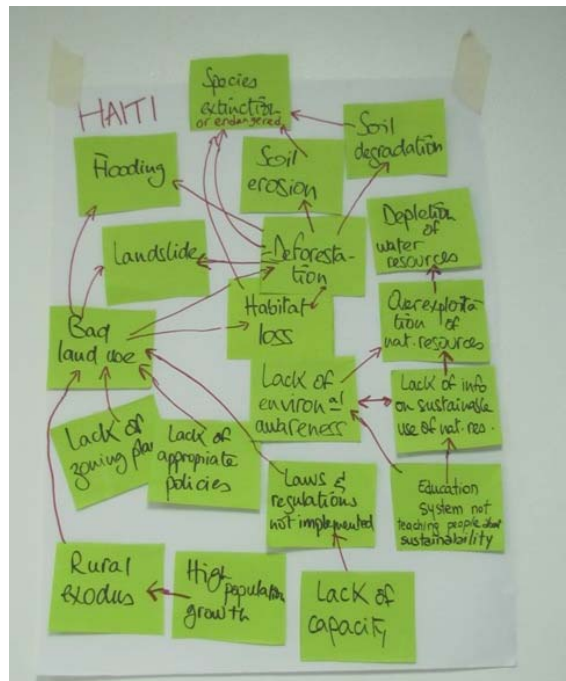
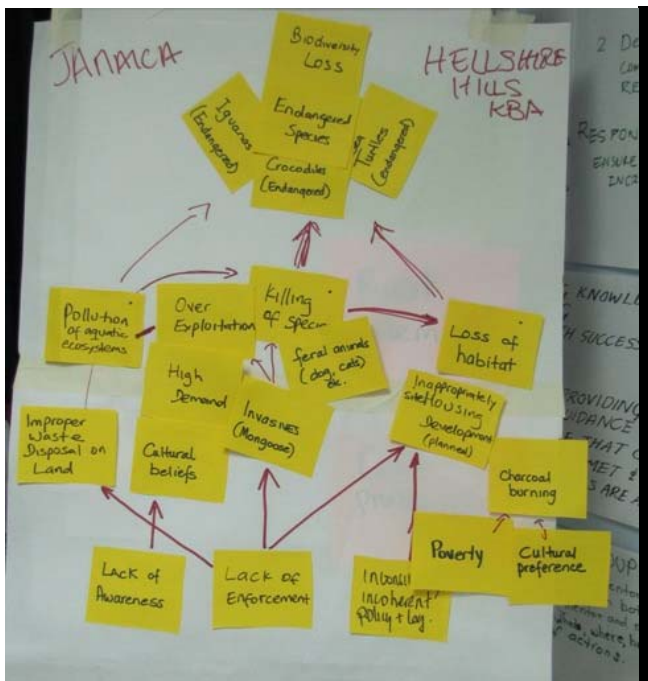
- **Problem analysis and identification**

Participants looked at ways to analyse challenges and problems related to biodiversity conservation in their countries. They also discussed problem identification based on a case study, attached as *Appendix 11*, which illustrated several problems within a fictional community. It was noted that problems are not the absence of a solution, but existing negative states.

Designing a problem tree allowed participants to take the necessary and logical steps to identify the actual problems, as well as the difference between root problems, core problems and effect problems.

They also noted the following:

- writing a problem on each card worked better, as it allowed them to analyse the root problems and effects problems.
- the exercise was a good way to take the overall context into account, which can be very useful when CSOs are getting ready to approach donor agencies to ask them for support and during the proposal writing stage.
- it was quite challenging to clearly identify and separate the causes from the effects.



Problem trees created by mentors

Donors want to ensure that an applicant has a good understanding of the overall challenges within their community or country and demonstrates good linkages to this in a proposal. A project does not have to address all the problems identified but rather focus on tangible activities to address a few specific problems. When there is a way to articulate this approach, the bulk of the work is already completed. The problem tree was also thought to be useful as it speaks to the needs of having partners informing your background information and helping you with gathering information, while involving stakeholders.

Finally, it was noted that people are often too close to the problem, making it likely to miss some opportunities and lose focus. The process of doing a problem tree analysis allows for sharing and consensus building among all involved in the project planning process.

- **Project identification - How to identify and select a project**

The Los Dos Rios case study, attached as *Appendix 11*, was used as a tool for participants to get the opportunity to learn and apply the process of problem identification. In order to identify the problems as they appeared in the case study they were encouraged to systematically analyse the information they were given and to find out what the core problem is by posing relevant questions.

In discussing core problems and effect problems, it was suggested that failing to recognise what the core problems are may increase the risk of failing to identify all the effect problems. This may also result in the same problems occurring repeatedly. Core problems often seem too complex and out of the reach of the smaller CSOs, which in turn becomes a challenge they face in accessing grants.

Participants noted that political volatility and changes of administration, as well as the lack of long term planning, were all issues that can lead to the creation of additional problems. Furthermore, the small amounts of funding that are made available to CSOs do affect the continuity required in dealing with core problems. Ideally, small projects should lead to bigger initiatives. Effect problems should be dealt with in a holistic way.

Participants thought that communication amongst CSOs within the region could be improved, so that work could be done in a more strategic way, especially since the funding available is limited.

A role play exercise was conducted which portrayed a donor meeting with the representative of a NGO. The donor agency representative wants to encourage the NGO representative to submit a project proposal. See the role play scenario attached as *Appendix 10*.

The similarity of this story to many real life situations was noted. The role play exercise also revealed that there can be intolerance on both sides, when NGO and donor agency representatives meet to try to establish rapport. An initial unequal power situation, the lack of courtesy, or failing to be aware of cultural norms can result in damaging, and possibly breaking, rapport.

Overall, the role play was seen as an example of a missed opportunity for both the donor representative and the NGO director. Participants noted that in such instances, one must focus on what one wants to achieve, as there is always a way to get your points across, even if you are not being asked the right questions. Setting up clear objectives then makes it easier to take control of the situation and work towards attaining your identified objectives. The role play was thought to be particularly interesting as it showed how both the donor and the NGO representative failed to take full advantage of this opportunity to build rapport that may have had the potential to establish a productive working relationship.

Participants were asked to share experiences they have had in the project selection process. They stated the following:

- Mentors from Haiti were of the view that in many instances the project is identified without taking into account the actual needs of the targeted communities. Donors would sometimes come with a pre-conceived idea of what the needs are without trying to figure out the real needs or at least the most pressing ones.
- In the case of Grenada, community buy-in was said to be critical. Community members have to be involved and it is equally important to make sure they understand what the outcome would be for them without unduly raising expectations.
- In Jamaica, when funds are available, the most challenging thing appears to be mobilising the community and convincing the members to get involved. Another major issue that was pointed out is the fact that once the funds have been granted, the project manager becomes more concerned with managing the funds than the project itself [“the money manages you”]. One participant stated that, as project manager, his main concern would always be to make sure that the community members are the ones benefiting from the project.



Agnes Esprit presents the key points for project selection that her group came up with.

It was then suggested that in light of the issues that need to be addressed, identifying those that can be dealt with in the short, medium and long term, could be a good way to select the most relevant projects.

Several participants noted that it can actually take several years for a project to materialise, from the initial needs assessment to the implementation of the project, including the lengthy process to access funds. It is therefore important to be firm when negotiating with a donor. Specific time requirements regarding when the project needs to be implemented should be made clear early in the negotiation phase.

Participants agreed that it is important to try to build a relationship with donors. However, it is often unrealistic for smaller organisations to be able to negotiate with donors, especially when the latter are not easily accessible or based in the region. It was also noted that the relationship between donors and organisations is sometimes affected by the fact that donors appear to be only interested in results that meet their specific strategy, failing to take into consideration the fact that additional components, such as collection of baseline data are sometimes an essential stepping stone.

The table below outlines the key points for project selection listed by the different groups.

Group 1	Key points for project selection
	<ul style="list-style-type: none"> ○ Know clearly the needs of the community ○ Translate/define into project objectives ○ Know the implementation capacity of donor organisation ○ Know donor's policy, terms and conditions ○ Investigate other project beneficiaries and donor interest
Group 2	<ul style="list-style-type: none"> ○ Needs assessment and prioritisation with community ○ Determine what other groups are working on in the area and what they are doing to avoid duplication ○ Assessment of skills available in community, NGO and country ○ Take into account government priorities and policies ○ Find out what the donor agencies are funding and when calls for proposals will be issued ○ Do brief cost analysis of proposed project activities
Group 3	<ul style="list-style-type: none"> ○ Have a plan that factors in funding available in all aspects – you may have needs that will not be funded ○ Know your skills ○ Make sure you have community buy-in ○ Look at <u>all</u> donor possibilities ○ Look at what the donor is interested in ○ Describe (to make donors aware of) the conditions to show what the constraints, challenges and opportunities are in designing and implementing the project ○ Build in a succession or sustainability plan so that the project is part of a bigger scheme
Group 4	<ul style="list-style-type: none"> ○ Community participation ○ Beneficiaries: who and how will they benefit

	<ul style="list-style-type: none"> ○ Decision making process: how do we identify and design this project ○ Special interest of leader (organisation/community) ○ Donor's terms and conditions, interests ○ Donor's opportunities/ability to negotiate terms→ Is there any room for flexibility? (Should we just suit the donor's needs or focus on the beneficiaries?) ○ Human and other capacity/resources
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Table 5: Methodology for project selection

Further to the key points outlined in the table above, all participants agreed that during the project selection phase, it is equally critical to focus on the following:

- the organisational capacity of the group or organisation
- the direction to be taken
- being prepared and/or taught how to deal and negotiate with the donors. Participants particularly insisted on this point, noting that this should be part of the transformation they would like to see happen, as it would eventually lead to community empowerment, while CBOs' survival is at stake.

- **Project design**

Participants were asked to share the various methods they have used to design a project. The following methods were listed:

- needs assessment
- logical framework
- list objectives, then activities you will undertake to achieve these objectives, then budget design based on the activities
- community consultation as a first step
- participatory workshop with stakeholders
- engage community members in order to make them come up with the project idea themselves. The process is then made available on the organisation's website so that the methods are known
- depending on which donors the proposal will be directed to, the project design phase can be challenging, especially when an organisation is for example, working on 3 different projects for 3 different donors at the same time. It was noted that this has the potential to make the project design phase very time consuming and oftentimes the cost to the organisation to recover the staff time put towards the proposal development phase are not covered
- submission of a concept paper/note of no more than 3 pages, including a logical framework.

The problem trees that participants previously designed were then used to create objective trees. The objective tree can be used as a tool for analysis and selection of objectives during the project design phase.

Participants discussed the objectives that needed to be considered during the project design phase, which proved to be a bit challenging due to the number of issues to be discussed. When there seemed to be too many problems, participants chose to focus on those they had the capacity to manage. Some groups also spontaneously divided the initial group into sub-groups in order to make the process more efficient. Individual groups also gave their overall impression of the group work:

- the group of Haitian participants chose to focus only on one problem. They found the exercise very valuable but noted that what they had identified the day before as the causes for some of the

problems had to be addressed at a higher level, which might be challenging for an NGO. They further stated that this type of process might be beneficial within an organisation as well as within a community.

- the representatives from the Dominican Republic noted that they needed to come to a consensus which was reached after discussions within the group. They then selected the problem that could be addressed in the most efficient way and focused on this one only.
- the group of OECS country participants noted that it was quite easy to see how this initial brainstorming could actually be translated into projects.
- the participants from Jamaica observed that even though they were aware that there are bigger problems, the exercise allowed them to know which ones are within their control as an organisation.



Creating an objective tree

5.4 Action learning process(es) for mentors – How to support civil society

A presentation was made on action learning, a process designed to learn about and to solve urgent and complex problems. Action learning, a form of learning by doing, involves working on real problems while focusing on learning and actually implementing solutions. During the process, team development is considered as important as the problems to be solved. The presentation on action learning is attached as *Appendix 6*. The facilitator reiterated that becoming a mentor was a commitment and attending the workshop was the first step to making that commitment.

Participants raised the question of how a mentor should approach providing support and advice to a mentee that may be seen to be more experienced and established than the mentor. The workshop participants suggested encouraging dialogue, as it is one of the most critical things when it comes to leadership. Indeed, maintaining good communication with your mentee is crucial, and the mentor can make suggestions without the mentee getting the impression that he or she is being attacked. Equally, the mentor should be open to being questioned as well.

In the course of the relationship with a mentee, all agreed that it is important to build a safe space, based on trust.

- **Action-learning exercise**

Facilitators engaged participants in an action learning exercise specifically designed to share experiences.

It was noted that action learning is not meant to make recommendations or give advice. Sharing experiences encourages others to think and reflect, as one's experience can be useful to another who may face the same challenges or has similar issues to address. Participants were invited to pose a question to the group, while others would reply either by sharing an experience related to the question, or asking probing questions designed to eventually assist in finding a solution to the issue or concern that was raised.

It can be noted that participants would spontaneously answer the questions directly, without giving an example of how they dealt with a situation similar to the one referred to in the questions that were asked.



Mentors in a plenary session

Below is a summary of questions asked by participants and the discussions that followed.

- How to get started with a new NGO (that you may already have some sort of relationship with) and do how do you start being a mentor?

One participant suggested meeting the leader of the organisation first, as it may help to get to know the group as a whole. Once a relationship is established, members of the group can then identify questions to be asked of the mentor. Another participant stated that in a similar situation, she chose to make a brief presentation and introduce herself to the group after which she conducted a needs assessment to identify the areas in which the group had the most pressing needs.

The following questions were also asked to the participant to help her figure out the best way to start a mentoring relationship:

- Is there a reason why you chose/have already identified one or more groups in particular?
- Have you thought of asking CANARI to introduce you?
- What do you know about the structure of the group?
- What do you know about the background of the group?
- Have you thought about what you could offer?

- Have you met the other advisors for this particular group?
 - What is the relationship with the group within the community?
 - What made you think that the group needs a mentor?
 - Are you aware of the existing skills and capacities within the group?
 - What is it that they do/they're involved in that is of interest to you?
- Is there a golden rule according to which there can only be one mentor per group or can there be a team of mentors?

A participant shared her experience of being part of a team of 20 mentors who were mentoring one group. She further stated that each mentor had their own skills, which eventually proved to be very useful since the mentored group was not a homogenous one. In this case, having several mentors helped, as some may have observed what others had not seen. It was noted that mentoring is actually an individual activity even though a group can be mentored. The issue of confidentiality was also raised as participants wondered whether it was acceptable to share experiences with other mentors.

5.5 Building capacity of CSOs for biodiversity conservation

Participants agreed that the main challenge they may face as a group of prospective mentors was to figure out the best ways of building strong CSOs working towards biodiversity conservation in the region. To address this main challenge, it was suggested to agree on indicators that are related or conducive to organisations having good or strong capacity.

Four categories were identified. Participants were invited to list under each category indicators of strong CSOs. They were then asked to place coloured dots next to the indicators they considered the most important when it comes to a CSOs' capacity.

The four categories are listed below:

- i. Institutional structure
- ii. Accounting and reporting
- iii. Networking and HR
- iv. Project management and planning

Below is a table outlining the indicators listed by participants and then ranked by level of importance. The numbers refer to the number of dots that were placed next to each indicator.

Indicators of strong civil society organisations (CSOs)	Level of importance as ranked by participants
Networking with other organisations	17
Leadership skills	13
Strategic plan	13
Good track records of implementing projects	12
Operational plan	11
Human resources: committed + togetherness (staff, volunteers)	10
Clear vision and mission	10
Known credibility	10
Infrastructure and resources	8
Qualified and knowledgeable people	8
Reporting procedures in place	8
A team of dedicated staff	7
Fundraising strategy	7
Experience in developing projects	6
Effective communication strategy	6
Good record keeping	5
Delivering projects on time	5
Legal status	5
Portfolio of funders	4
Ability to mobilise	4
Advocacy skills	4
Effective use of ICT	3
Audited accounts	3

Raising enough money	2
Doing research	2
No cost overruns	1
Website regularly updated	1
Community comes to you for help and advice	1
Recognition by government and CSOs	1
Keeping true to your mission	0
Having an accountant	0
Capacity to manage a number of projects at the same time	0

Table 6: Indicators of strong civil society organisations

6. Implementation of the CEPF programme in the Caribbean

6.1. The CEPF investment strategy for the Caribbean islands hotspot

CEPF Grant Director for the Caribbean and the RIT manager gave a joint presentation on the CEPF investment programme at a global and regional level (see presentation, *Appendix 7*). Below is a summary of the participants' questions and comments:

- What is the possibility for an organisation or group that is not legally registered to apply for CEPF funding?
Any group or organisation wishing to apply for CEPF funds has to be a legal entity in their country. One of the participants from Grenada stated that in their country, CBOs are not registered, as there is no relevant legal framework in place. Another participant added that his organisation has agreed to take on projects on behalf of CBOs that don't have the legal resources to apply for a grant. It was noted that registration of CBOs is a recurring issue in the OECS countries in particular.
- Was the Key Biodiversity Area (KBA) delineation based on Important Bird Area (IBA) delineation?
It was noted that if the data for endemic species per island is used, the KBAs delineation might be different than what currently exists in the Ecosystem Profile³. In light of this, the meaning of "globally threatened species" was questioned and whether it was based on the current IUCN Red List data or if it will take into account new data gathered for

³ The CEPF Ecosystem Profile is a document that is used "to identify [CEPF's] niche and investment strategy for each region approved for investment. The profile reflects a rapid assessment of the underlying causes of biodiversity loss and couples this with an inventory of investment taking place within the region and other key factors to identify how CEPF can provide the greatest incremental value. Ultimately, the profile explains and guides CEPF investment in the region" (www.cepf.net). The CEPF Caribbean islands Biodiversity Hotspot Ecosystem Profile can be found in English, French and Spanish here: http://canari.org/civil_sub5.asp.

species not currently listed. It was confirmed that new data will not change the prioritisation within the overall CEPF strategy for the Caribbean as approved by the CEPF Donor Council. Unless some major changes were to occur, the strategy as it was approved by the donors, will not change.

- What is the suitability of a research project under the CEPF programme and strategy for the Caribbean region?

It was stressed to participants that research projects would be acceptable only if there is evidence that the research will lead to direct and concrete conservation results as articulated in CEPF's strategy.

Participants suggested that the RIT create a summary table of roles and responsibilities of members of the RIT, RACC, and Country Coordinators based in each of the three priority countries.

6.2. Introduction to the CEPF Letter of Inquiry (LOI) template

Participants were invited to discuss the CEPF LOI template to apply for small and large grants. The document is attached as *Appendix 12*. The following points were discussed:

- clarification was sought about what constitutes an in-kind contribution. This category would correspond to what a grantee would contribute to, but that will not be charged to the project budget. It was further stated that in-kind contributions should be calculated, and not based on estimations only. Volunteer work would qualify as in-kind contributions, and its cost should be calculated based on what it would have actually cost to hire said volunteer, depending on the level of expertise, for instance.
- a participant observed that the emphasis of CEPF's funding seems to be on strengthening the capacity of civil society organisations in the region, however, the budget allocated to Strategic Direction 3 which focuses on this area, is actually the lowest of the Strategic Directions. The CEPF Grant Director confirmed that CEPF's top priority is the conservation of biodiversity but that a strong focus is indeed placed on building civil society capacity in the region.
- participants wished to know whether multi-country projects would be considered. It was confirmed that multi-country initiatives would indeed be considered if the countries of focus were part of the 11 countries eligible to receive CEPF funding. This is also important in regard to meeting Strategic Direction 3, which speaks to regional networking, amongst other components.

With respect to presenting letters of endorsement with a request for funding, it was stated that though it is not a requirement, it usually is considered as an advantage.

The table below provides a summary of the analysis participants made of the CEPF LOI template. Challenges and potential solutions are outlined.

CHALLENGES	SOLUTIONS
Questions are not presented in a logical order	Do a logical plan first and then complete (cut and paste) into the LOI

Unclear under which category the problem analysis should fall – under “threats”?	Put problem analysis in “project rationale”
Formatting of font of instructions is the same as proposal text which can be confusing when reviewing applications.	Use highlighting to make the difference
There is a list for co-funding but there is no need to say what activities it will be supporting	Put extra column in budget
No space for budget details or justification within the form	<ul style="list-style-type: none"> a. Expand budget and include notes b. Put in separate section “notes to budget”

Table 7: CEPF LOI template: recommendations for improvement

Participants were also given general tips for writing proposals. They are listed below.

1	Need for clear linkages between title, problem and objectives, as well as between results, activities and budget. Coherence adding up all these components is needed.
2	Realistic outcomes needed based on budget
3	Need for <u>achievable</u> activities
4	<u>Meaningful</u> engagement of stakeholders
5	Do not name people if there is no need to – changes may occur
6	Do not make statements that are not proven – specify assumptions if needed
7	Make linkages with your other work
8	Research must lead to conservation results

6.3. The CEPF civil society tracking tool

The use of the civil society tracking tool is a standard requirement for all projects designed to strengthen capacity and support CSOs to achieve biodiversity conservation by building local and regional institutional capacity. Under the CEPF investment strategy for the Caribbean this requirement corresponds to Strategic Direction 3. Even though this tool is not common in the Caribbean, a few participants stated they had used something similar before. It was thought to be useful and necessary within the regional context.

Below is a summary of observations and recommendations that were made on specific components of the civil society tracking tool.

- Q1: Are the indicators in the tool relevant, appropriate and useful?

It was noted that depending on the level of commitment of an organisation's staff, their performance can either meet or be below target. The tool should reflect the quality of the work of the organisation as opposed to measuring success on a quantitative basis. For instance, Saint Lucian CSOs are not as advanced as those in Jamaica or Trinidad and Tobago, so there may be challenges for the former.

- Q2: How can the tool be improved?

In terms of the fundraising capacity of an organisation, there were some concerns related to the emphasis that is being placed on the logframe. Participants observed that the knowledge related to what a logframe is and how to develop one is not necessarily developed in the Caribbean, since most donors do not require it.

The following recommendations were made:

- definitions of key terms used should be included, in a glossary, for instance. Examples of terms that may be required to be defined included: tender, effective functioning, effective delivery.
- there should be greater clarity between the levels (short, medium term, etc), and a level of refining would be needed.
- (4.1) regarding the board members being from multiple sectors: it was suggested that the presence of a board may not be relevant criteria for capacity in the region, but more of a value judgement.
- (4.2) mission statement: no question is related to how effectively an organisation communicates.
- (5.1) the criteria that mention a budget of more than US\$ 1 million is not relevant to the region.
- (5.2) more work would be needed to set up biodiversity targets and outcomes on the part of the NGOs.

Further to that, Haitian participants stated that the types of CSOs working in their country would most likely have the lowest scores in all categories. They thought it would be rather unfair for local NGOs to have to fill out the civil society tracking tool in this regard. Other participants added that the tool does not actually take into account the wide range of CSOs in the region, especially in terms of scale and capacity. Another participant further stated that such a tool might discourage CSOs if they end up with a low score and suggested to find a way to prevent this from happening.

A few participants thought the tool to be a bit intimidating and that it might need to be restructured, or considered in parts. The rating scale for example, could be from 1 to 5 instead of 0 to 4 which would increase the end score for organisations. Participants also noted that the tool was structured as though it was based on the assumption that all CSOs do have a formal structure, an assumption which is actually not in line with the small island context. Participants agreed that the tool did contain elements that could be useful.

Finally, participants observed that the intention and work that is actually being done by CSOs matter more than the size of any given organisation. They were of the view that this should be

reflected in the tracking tool, noting that a number of organisations had purposefully downsized, in light of some of the challenges large organisations sometimes have to face.

The CEPF Grant Director first stated that the overall goal of this tool is to be of use to the civil society sector so that the capacity of organisations can be built. She added that, even though this tool has been in existence for 10 years, it has actually only been used for the past 2 years. Recognising that these recommendations and observations were very useful, she committed to feed them back to those in charge of developing the tool and suggested that the tool can be used to guide organisations to build their capacity as relevant to them.

7. Evaluation

Participants and facilitators agreed that overall, the workshop met its objectives. The participants were introduced to a wide range of facilitation and mentoring methods and tools, and had the opportunity to use some of them during the field trip visits.

They were also able to share their experience in working with different types of groups and the very interactive sessions contributed to clarifying the role and responsibilities of a mentor.

The workshop evaluations reflected that all the participants found the workshop useful and well conducted. Participants stated that they did appreciate the balance between interactive, participatory sessions and plenary sessions, while others noted that the five day workshop represented a good networking opportunity. The summary of the participant evaluations is shown as *Appendix 21*.



Mentors using the “Frying Pan” participatory tool during a field visit to the Diamond Village Cultural Heritage Organisation to facilitate an institutional mapping exercise (left). Brian Cooper and Denyse Ogilvie presenting a summary report of his group’s field visit (right).



Selvin "Selly" Patterson, head of the Rose Hall Cultural Development Organisation, taking mentors on a tour of a nature trail in the community.

8. Next steps

Discussions on the draft terms of reference (TOR) for mentors pointed out that a set of guidelines for mentors would be more appropriate given the nature of mentoring as a long-term developmental and supportive process as opposed to something that fits within a more rigid set of terms and conditions. Noting that the mentorship programme is not exclusive to the CEPF investment strategy for the Caribbean, all agreed that the guidelines document should include a section with CEPF specific requirements, as mentors can work with groups beyond or outside of the CEPF programme.

It was also noted that since the overall objective of this programme is to build the capacity of a pool of mentors working with civil society organisations towards biodiversity conservation, there should not be any specific numbers of groups or organisations that mentors should work with. It was suggested that in case a mentor should become unavailable or unwilling to be part of this programme, he/she should notify CANARI.

The following next steps were agreed upon:

- CANARI will draft and circulate the workshop report to participants;
- the next mentor training workshop will be held in 2012 (date to be determined);
- a document "Guidelines for Mentors" will be drafted and will replace the TOR for mentors;
- a working document "Mentor tips and tools" will be drafted and circulated to participants;
- CANARI will share the follow-up field visit recommendations made by mentors with the two local communities of Diamond Village and Rose Hall.

List of Appendices

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- Appendix 2: List of participants and resource persons
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- Appendix 4: Introduction to mentoring presentation
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- Appendix 7: About the CEPF presentation
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- Appendix 9: Five stages in the project cycle handout
- Appendix 10: Role play: selecting a suitable project
- Appendix 11: Case study: Los Dos Rios
- Appendix 12: CEPF Letter of Inquiry (LOI) form
- Appendix 13: CEPF Civil society tracking tool
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- Appendix 17: Project selection and project design matrix presentation
- Appendix 18: Facilitating, mentoring and coaching – the similarities and differences
- Appendix 19: Field Visits- Summary Observations and Recommendations
- Appendix 20: Draft Terms of Reference for Mentors
- Appendix 21: Summary of Participants' Evaluation of the Workshop



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Consolidating the role of civil society in biodiversity conservation in the Caribbean islands: Mentorship Programme

Concept note

August 2011

1. Project purpose

The purpose of the mentorship programme is to develop a pool of mentors throughout the region who can help strengthen the capacity of civil society organisations (CSOs) in the islands of the Caribbean to play a larger and more effective role in biodiversity conservation. The mentorship programme will help to strengthen CANARI's capacity to provide effective and sustained support to other CSOs through its role as the Regional Implementation Team (RIT) for the five-year (2010-2015) Critical Ecosystem Partnership Fund (CEPF)⁴ Caribbean islands investment and other work.

The mentorship programme is one component of a three-year project being implemented by CANARI titled *Consolidating the role of civil society in biodiversity conservation in the Caribbean islands*, which is being funded by the John D. and Catherine T. MacArthur Foundation.

2. Key definitions

CANARI has developed an understanding of key terms and concepts to guide its work as follows:

- a. **Mentoring** is a process of sharing knowledge, skills, experiences, insights and opinions to provide strategic advice and guidance to help people make decisions to achieve their desired objectives. Mentors are trusted counsellors or advisors.
- b. **Coaching** is the process of helping a person or organisation to build specific skills, knowledge and experience through hands-on support provided in the execution of a task.
- c. **Action learning** describes learning to take effective action to address real... challenges. The learning occurs with a group of colleagues, who develop a united approach to addressing the challenges. Action learning is more than 'learning by doing' as it aims to develop a fresh perspective on existing knowledge and experience to apply to current challenges or issues. The need for review, reflection, rethinking and reinterpretation of this knowledge and experience is integral to the

⁴ As the RIT, CANARI provides support to potential grantees from civil society to identify suitable projects to address the CEPF strategic directions and investment priorities, to develop proposals and to complete the application process. CANARI will also provide mentoring support to grantees, conduct monitoring and evaluation of projects and assist with reporting. For more information on the CEPF investment, please see http://canari.org/civil_sub5.asp.

action learning process (Adapted by N. Johnson from ANTA National Staff Development Committee: 1996).

3. Project focus

The project will target individuals who live and work in the eleven countries which are eligible for CEPF support in the region including Antigua and Barbuda, Bahamas, Barbados, Dominica, Dominican Republic, Grenada, Haiti, Jamaica, Saint Lucia, St. Kitts and Nevis and St. Vincent and the Grenadines. The project will place particular focus on the countries with the highest priority key biodiversity areas identified in the CEPF Ecosystem Profile⁵ including Dominican Republic, Haiti and Jamaica, however, additional countries may be considered.

Individuals involved in the management of natural resources and building sustainable natural resource-based livelihoods (directly or indirectly, for example through work in policy influence, sustainable livelihoods, education, etc) who have the ability/ opportunity to build capacity of CSOs in their countries will be selected to participate in the mentorship programme. These individuals should:

- Demonstrate an interest in and commitment to CSO participation in biodiversity conservation;
- Have existing skills and knowledge in project identification and development, proposal writing, project management (including monitoring and evaluation) and communication;
- Have experience in providing capacity building through training, coaching and mentoring to civil society organisations.
- Be available to participate in a 5-day orientation workshop in 2011 and a follow up training workshop in 2012 (dates to be confirmed);
- Be willing and have the capacity to train and mentor an organisation or organisations in proposal development and project management;

4. Project implementation

The mentorship programme will be implemented by the Caribbean Natural Resources Institute (CANARI) in partnership with key individuals in the project countries who are committed to civil society participation in biodiversity conservation, as well as, civil society organisations, donor and technical assistance agencies, and the private sector who manage key biodiversity areas.

5. Project timeframe

The project will be implemented over approximately one year.

6. Project funding

Funding is provided by the John D. and Catherine T. MacArthur Foundation.

7. Objectives and activities of the mentor programme

Objective: Building a pool of mentors across the region to provide support for building the core capacity of CSOs working in biodiversity conservation.

Activities:

⁵ http://www.cepf.net/where_we_work/regions/CaribbeanIslands/ecosystem_profile/Pages/default.aspx

Developing a pool of mentors throughout the region by:

- a. Developing a concept note for a mentorship programme.
- b. Sharing this concept note with potential partners.
- c. Developing criteria for mentors and a nomination/application process.
- d. Seeking nominations and applications from government agencies, the private sector, technical agencies, independent consultants, and within civil society.
- e. Selecting 20 mentors from countries across the region.
- f. Developing terms of reference and clear codes of conduct to address issues of effectiveness, efficiency, accountability and transparency.
- g. Facilitating an orientation workshop for the selected mentors to build their capacity to effectively mentor and deliver training.
- h. Facilitating one follow-up training workshop for mentors.
- i. Hosting an electronic discussion group for mentors.

7. Project results

Outputs

- Database of mentors and expertise
- Reports of orientation and training workshops
- Records of mentor exchanges
- Workshop reports

Outcomes

1. Assistance is being provided to CSOs by mentors to strengthen their organisational development and key areas in project development and management.
2. CSOs are submitting more and better-structured applications to CEPF and other donors for projects that address real needs.
3. CSOs are more effectively and efficiently managing projects and building sustainable results.

APPENDIX 2 – PARTICIPANT AND RESOURCE PERSON LIST

No	First Name	Last Name	Organisation	Country	Contact Number	Email Address
1	Brian	Cooper	Environmental Awareness Group	Antigua and Barbuda	268 463 1096 268 788 7586	brain.cooper.ag@gamil.com
2	Katherine	Blackman	University of the West Indies	Barbados	246 417 4512	katherine.blackman@cavehill.uwi.edu ; katamele@yahoo.com
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7	Denyse	Ogilvie	People In Action	Grenada	473 405 5253 473 231 5354	denyse.ogilvie@gmail.com
8	Gordon	Paterson	Ministry of Agriculture, Lands, Forestry and Fisheries, Forestry and National Parks Department	Grenada		massaiman2004@yahoo.com
9	Pierre	Emmanuel	DPC (Direction of Civil Protection)	Haiti	509 3685 8686	emmanuelpierre2@gmail.com
10	Viviane	Julien	UNDP (GEF/UNDP/MDE SNAP project).	Haiti	509 3457 0082	julien.viviane@yahoo.fr

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12	Asha	Bobb-Semple	Environmental Foundation of Jamaica (EFJ)	Jamaica	876 960 6744 876 372 8693 876 789 9574 (mobile)	aibsemples@hotmail.com
13	Charmaine	Webber	Environmental Foundation of Jamaica (EFJ)	Jamaica	876 960 6744 876 874 4109	cwebber@efj.org.jm
14	Boris	Fabres	Island Conservation	Trinidad and Tobago	868 221 9867	boris.fabres@islandconservation.org
15	Una May	Gordon	Inter-American Institute for Cooperation on Agriculture (IICA)	Saint Lucia	758 458 6761/60 758 285 2991 (mobile)	una.may.gordon@iica.int ; iica.lc@iica.int
16	Donatian	Gustave	Ministry of Agriculture Lands Forestry and Fisheries	Saint Lucia	758 724 0896 758 284 2765 (mobile)	choulu79@gmail.com
17	Fitzgerald	Providence	Ministry of Agriculture, Forestry and Fisheries	St. Vincent and the Grenadines		fitzpro@yahoo.com
18	Yoland	London	Ministry of National Mobilization Community	St. Vincent and the Grenadines	784 530 0627	london.yoland@hotmail.com
19	Emile Lemuel	Pemberton	Nevis Turtle Group	St. Kitts and Nevis	869 665 1814	mugabe@hotmail.com
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No	First Name	Last Name	Organisation	Country	Contact Number	Email Address
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25	Leida	Buglass	RIT Country Coordinator - Dominican Republic	Dominican Republic		leibuglass@gmail.com
26	Paul Judex	Edouarzin	RIT Country Coordinator - Haiti	Haiti		pauljudex.edouarzin@gmail.com
27	LaVerne	Ragster	Caribbean Natural Resources Institute (CANARI) - Elected Partner	US Virgin Islands	340 643 6550	lragste@uvi.edu
28	Michele	Zador	Critical Ecosystem Partnership Fund (CEPF) - Secretariat	United States of America		m.zador@conservation.org

APPENDIX 3 - AGENDA



**Caribbean Natural Resources Institute (CANARI)
Mentor Orientation Workshop
AGENDA**

**24-28 October 2011
Sunset Shores Beach Hotel, St. Vincent**

MEETING OBJECTIVES

At the end of the meeting, Mentors will have:

- A clear understanding of what mentoring means and its benefits;
- Built capacity in project planning, writing proposals and specifically in supporting groups in planning and completing proposals to access CEPF grants;
- Strengthened skills in mentoring and participatory facilitation;
- Enhanced understanding of CEPF's strategy for the Caribbean Islands
- Participated in planning how they will function in the region and partner with CANARI, CEPF and other organisations
- Contributed to an analysis of the key biodiversity areas (KBAs) in their country
- Peer coached and trained other mentors
- Applied an Action Learning approach to learn about how to effectively support civil society organisations working in biodiversity conservation.

AGENDA

TIME	AGENDA ITEM	FACILITATOR
DAY 1: Monday 24 October 2011		
8:30 a.m.	Registration and collection of per diems	Loïza Rauzduel
9:00 a.m.	Welcome and introductions including self assessment	Anna Cadiz
10:30 a.m.	Break	
10:45 a.m.	Introduction to mentoring	Leida Buglass
12:15 p.m.	Lunch	
1:00 p.m.	Action Learning	Nicole Leotaud

1:30 p.m.	About the CEPF	Michele Zador and Anna Cadiz
3:00 p.m.	Break	
3:15 p.m.	Problem analysis focusing on CEPF's KBAs in the various countries	Nicole Leotaud
4:45 p.m.	Close	
6:30 p.m.	Cocktail reception at Sunset Shores Beach Hotel	
DAY 2: Tuesday 25 October 2011		
8:30 a.m.	Debrief of Day 1	Anna Cadiz
9:00 a.m.	Project planning	Leida Buglass
10:30 a.m.	Break	
10:45 a.m.	Project planning con't	Leida Buglass
11:45 a.m.	Proposal writing using the CEPF LOI form	Anna Cadiz
12:15 p.m.	Lunch	
1:00 p.m.	Proposal writing using the CEPF LOI form con't	Anna Cadiz
3:00 p.m.	Break	
3:15 p.m.	Needs assessment using the CEPF Civil Society Tracking Tool	Nicole Leotaud
4:45 p.m.	Close	
DAY 3: Wednesday 26 October 2011		
8:30 a.m.	Debrief of Day 2	Anna Cadiz
9:00 a.m.	Participatory facilitation	Nicole Leotaud

10:30 a.m.	Break	
10:45 a.m.	Participatory facilitation con't	Nicole Leotaud
11:15 a.m.	Mentoring skills	Leida Buglass
12:15 p.m.	Lunch	
1:00 p.m.	Mentoring skills con't	Leida Buglass
1:30 p.m.	Preparation for field visit (group work)	Nicole Leotaud
3:00 p.m.	Break	
3:15 p.m.	Preparation for field visit con't (group work)	Nicole Leotaud
4:45 p.m.	Close	
DAY 4: Thursday 27 October 2011		
8:00 a.m. – 6:00p.m.	Field visit to two community groups to facilitate sessions	
Evening	St. Vincent and the Grenadines Independence Day celebration	
DAY 5: Friday 28 October 2011		
8:30 a.m.	Debrief of field visits and Action Learning	Nicole Leotaud and Leida Buglass
10:30 a.m.	Break	
10:45 a.m.	Finalising Mentor terms of reference and codes of conduct	Anna Cadiz and LaVerne Ragster
11:45 a.m.	Next steps (including national workshops, next training workshop, options for mentor communication – blog, forum, etc)	Anna Cadiz
12:15 p.m.	Lunch	

1:00 p.m.	Next steps con't (including national workshops, next training workshop, options for mentor communication – blog, forum, etc)	Anna Cadiz
2:00 p.m.	Reflection and Evaluation	Leida Buglass and Nicole Leotaud
3:00 p.m.	Thanks and close	Anna Cadiz





So.... what is **mentoring?**



What is mentoring?

Mentoring is a relationship which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process.

• Mentoring Made Easy: A practical guide for managers (1997)



What is mentoring?

Mentoring is a power free, two-way mutually beneficial learning situation where the mentor provides guidance, shares knowledge and experiences using a low pressure, self-discovery approach.


Matt Starcewich
Copyright 2009 Center for Coaching & Mentoring, Inc



What is mentoring?


Mentoring is a developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs that prepares the individual for greater productivity or achievement in the future

CWIT Mentoring Tool Kit 2004



What does being a Mentor mean?

- A mentor is like a sounding board, they can offer guidance but the mentee is free to pick and choose what they do.
- The mentor has a deep personal interest, is personally involved—a friend who cares about you and your long term development.



Mentor's Role

- to listen, provide constructive feedback and help their mentee consider options.
- assist them to resources and share their own experiences.
- help to identify areas for development,
- allow opportunities to practice new skills.
- ask questions to cause further exploration of ideas or to challenge their mentee's thinking
- provide guidance, **not direction and do not solve problems** but act as a collaborator in the problem solving process.

Mentor's Responsibilities

Maintaining confidentiality
Being accessible
Listening actively to your mentee

Promoting responsible decision making
Motivating and supporting your mentee to achieve their goals
Ensuring a professional relationship

Acting as a role model
Recognising when it is time to relinquish the mentoring role

Mentoring counterproductive practises

Neglect the relationship – don't keep in contact regularly and help

Not keeping confidence – No trust

Not sharing common moral/ethical grounding – "actions speak louder than words"

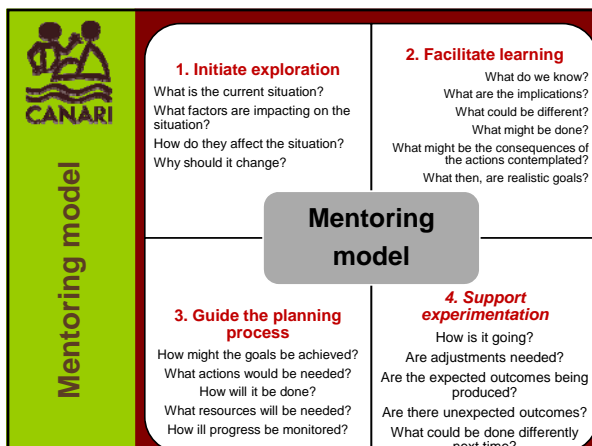
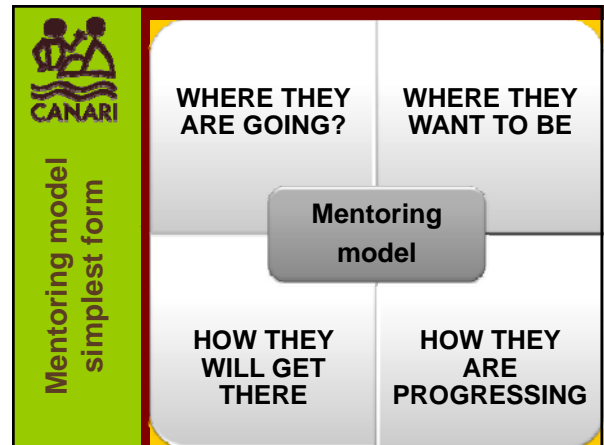
Being too overwhelming and controlling – don't try to impose . Always remember your job is to help and guide not direct and control.

Patronising - Recognise when it is time to relinquish the mentoring role

Capacities & Skills for Mentors

An effective mentor has been described as one who:

M – Manages the relationship
E – Encourages
N – Nurtures
T – Teaches
O – Offers Mutual Respect
R – Responds to the Mentee's needs



Personal Benefits of being a mentor

- Acquire and practice a coaching style of leadership
- Re-energise a plateaued career
- Extend your network
- Obtain new perspectives, opinions
- Gain additional recognition and respect
- Awareness of own skills
- Challenge and achievement
- Self-development
- Put something back
- A sense of satisfaction
- Grow people better
- Contribute to the future
- Involvement, focus on others



So why would anyone or
organisation seek a mentor?
Benefits of mentoring

- to raise personal or organisational profile
- help with job or project applications
- advice on paths/options
- access to a variety of resources
- awareness of promotional opportunities
- to expand networks and broaden horizons



More benefits of
mentoring

- to learn how to develop maximum potential
- to set goals and strategies for achieving them
- to develop better perspective – balance work and home
- assistance in forward thinking and to get the big picture view

Capacities & Skills of Effective Mentors



An effective mentor has been described as one who:

- M** – Manages the relationship
- E** – Encourages
- N** – Nurtures
- T** – Teaches
- O** – Offers Mutual Respect
- R** – Responds to the Mentee’s needs

M – Manages the relationship

- Has high level self-management skills
- Is assertive
- Has good knowledge of the organization
- Models effective leadership and management skills
- Has excellent interpersonal skills

E – Encourages

- Motivates others
- Is a good role model
- Able to provide clear and objective feedback

N – Nurtures

- Able to promote personal growth
- Has ability to maintain work-life balance
- Acknowledges need to maintain health
- Respects higher goals, values and spiritual needs

T – Teaches

- Able to undertake needs assessment
- Able to facilitate learning
- Provides resources

O – Offers mutual respect

- Accepts differences in values, interests etc

R – Responds to the Mentee’s needs

- Does not seek to impose advice on the basis of one’s own needs

source: (Clutterbuck, David. (1985) *Everyone Needs a Mentor*. Institute of Personnel Management, Bugbrooke, UK.)

Rate your need to develop the key skills of mentoring:

Need to Develop
 Low Moderate High



<i>Manages the relationship</i>
Self management
Assertiveness
Knowledge of organization
Management and leadership
Interpersonal skills
<i>Encourages</i>
Motivation
Role Model
Feedback
<i>Nurtures</i>
Personal growth
Balance
Health
Respects higher goals
<i>Teaches</i>
Needs Assessment
Facilitates learning
Providing resources
Offers Mutual respect
Responds to mentee needs

Reflection

Skills I want to develop further:



Why ACTION LEARNING?



- Goals = To learn and to solve urgent and complex problems
- Learning and team development as important as solving the problem
 - A form of learning by doing
 - Involves working on real problems, focusing on learning and actually implementing solutions
 - Urgent and complex problems (requiring unique systems thinking)

Action Learning Formula

$$L = P + Q (+ R)$$

Learning =

Programmed learning
(knowledge in current use) +
Questioning
(questions to create insight) +
Reflection



Reg Revans

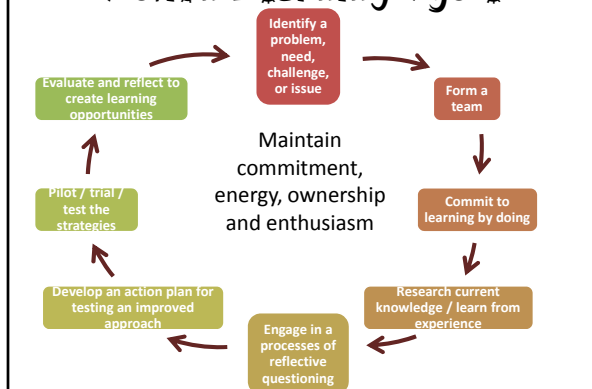
Unlearning to learn

- Question set assumptions and ways of doing things
- Open yourself to critical enquiry
- Reframe your choices



"It is not enough to rely on our expert knowledge. Expert knowledge is necessary but not sufficient. We have to learn how to ask ourselves totally different questions. That is what Action Learning is." Reg Revans

Action Learning Cycle



The challenge for mentors



- What is happening now?
- What should be happening?
- What is stopping us from doing it?
- What can we do?

Who is involved?

- A small group of colleagues to share and compare problems, ideas and solutions, provide challenge and support
- Individuals learn best with and from one another as they each tackle their own problem and actually implement their own solution.
- *"...those best able to help in developing the self are those comrades in adversity who also struggle to understand themselves..."* Reg Revans



Action Learning Group ROLES

- Presenters
- Group members
- Learning buddies
- Learning coach



Presenter's role

- Describes the problem, challenge or issue for the group's input
- Listens to experiences of the group
- Accepts the group's questions and reflections
- Takes back learning to apply and put into action



Group members' role

- May or may not be associated with the situation or challenge
- Participate equally
- Give support to their colleague
- Share experiences
- Provide new perspectives
- Question/challenge
- Ask "dumb" questions
- Do not give advice, tell anecdotes, pass judgement, or talk about how the situation compares to their own
- Assist the presenter to review options and decide on action
- Reflect on the group process and give feedback to each other on what has taken place



OPTIONAL: Learning Buddy

- Site based colleague who acts as a sounding board and co-learner
- May not attend the formal program events
- Usually only needed if ALG members are at different physical locations



Learning coach's role

- Focuses on helping group become more effective
- Helps members achieve clarity and optimise learnings
- Ensures sufficient time for capturing learnings
- Helps members to reflect on interactions & implications of actions to be taken
- Ensures norms & processes followed
- Creates atmosphere of learning & reflective inquiry
- Asks questions related to learning, problem and goal clarity



Benefits of Action Learning



- Acknowledges and values prior knowledge, experience and expertise of team members
- Facilitates collegial support, sharing of problems or issues and finding of flexible solutions
- Develops teams, leaders, teams of leaders
- Solves problems and develops systems-thinking and creativity
- Creates learning cultures and learning organisations
- Focuses on positive changes and improvements
- Promotes action based on real workplace challenges or opportunities

*“Knowledge is
got by
experience, all
the rest is
information”*

Einstein



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CEPF in the Caribbean Islands Hotspot

Michele Zador and Anna Cadiz
24 October 2011

Outline

- What is the CEPF?
- How was CEPF's strategy developed?
- CEPF's strategic directions and investment priorities
- CANARI's role as the RIT

Unique partnership of donors

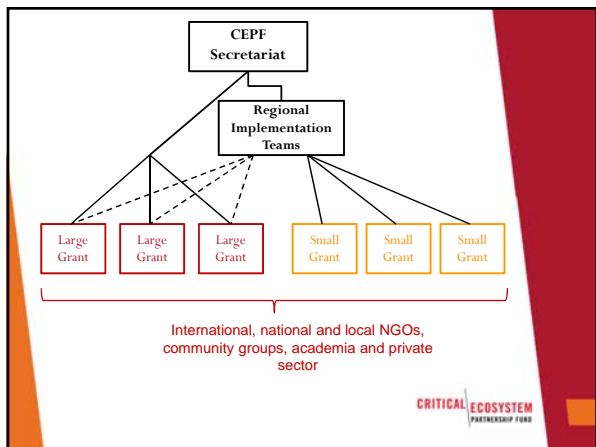
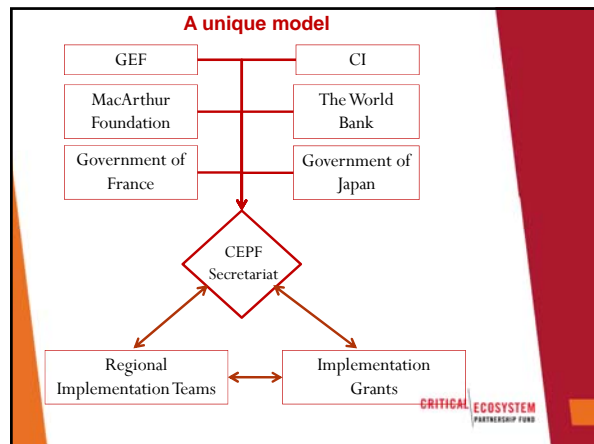
- l'Agence Française de Développement
- Global Environment Facility
- Government of Japan
- MacArthur Foundation
- The World Bank
- Conservation International * (Fund administrator and Secretariat)

CEPF's goal

To strengthen protection and management of globally significant biodiversity through supporting the development and engagement of civil society in the world's biodiversity hotspots, the most biologically rich and threatened areas.

Quick facts:

- 18 investment strategies implemented
- 51 countries
- \$124 million in grants awarded
- Over 1,600 civil society groups supported



10 years of results

- Improving land management for biodiversity and people:** 10.8 million hectares of protected areas created and 21 million+ hectares with improved management, impacting 55,000 threatened and endangered species.
- Mainstreaming conservation in development decisions:** At least 25 sectoral policies, supporting biodiversity conservation and mainstreaming conservation into development policy.
- Collective civil society impacts:** Over 1,600 partners and more than 80 sustained civil society networks.
- Sustainable Financing:** 14 major mechanisms established.

CRITICAL ECOSYSTEM PARTNERSHIP FUND
 GET OUR NEWSLETTER [RSS] [SEARCH]

PROTECTING NATURE'S HOTSPOTS FOR PEOPLE AND PROSPERITY

ABOUT CEPF
 WHERE WE WORK
 GRANTS
 NEWS
 PARTNERS
 RESOURCES

GAINS FOR WILD TIGERS

A new World Bank and Smithsonian Institution partnership will build capacity in tiger range countries to better protect wild tigers...

WHERE WE WORK: Explore the globe. Our grants support civil society in biodiversity hotspots, the world's most biologically rich and threatened places.


OUR GRANTS: Project Database. Summaries of grants awarded to date, as well as reports and other resources related to individual grants.

IN FOCUS: Call for Proposals. Funding opportunities in Indonesia expanded, including Lao P.D.R. and Thailand for the first time.

www.cepf.net




Biologically Complex



- Diverse ecosystems/life-zones
- Exceptional levels of species endemism
 - 100% amphibians
 - 95% reptiles
 - 74% mammals
 - 70% plants
 - 26% birds
- 3.5% of the world's vertebrates and 2.6% of the plants are endemic

CRITICAL ECOSYSTEM PARTNERSHIP FUND

Human Welfare




Human welfare highly dependent on fragile ecosystems:

- Over 15 million visitors generate \$40 billion in 2005.
- 33% of land under production
- Municipal water supply for 37.5 million people.
- Disaster prevention and climate change adaptation.
- Just 10% original habitat remains.
- Human population of 37.5 million growing at 2.5%.
- Ecosystems and habitats under great and increasing pressure and highly fragmented

CRITICAL ECOSYSTEM PARTNERSHIP FUND

Profiling Process – 2008 - 2009





Led by BirdLife International in collaboration with:

- Durrell Wildlife Conservation Trust
- Bath University
- New York Botanical Garden
- CI's Center for Applied Biodiversity Science

CRITICAL ECOSYSTEM PARTNERSHIP FUND

Profiling Process

- Initial research conducted at a regional level
- Six national coordinators hired
- National workshops in 4 countries.
- Hotspot-wide workshop to review KBAs and discuss the investment niche and strategy.
- Extensive consultation involving 200 experts from 160 institutions.
- Informed a body of existing assessments and strategies (national gaps assessments, BirdLife, TNC, IUCN, EC).


CRITICAL ECOSYSTEM PARTNERSHIP FUND

Species Outcomes

Taxonomic Group	Species	Hotspot endemics	% Endemism	Globally Threatened	% Threatened
Mammals	69	51	74	27	39
Birds	564	148	26	51	9
Reptiles	520	494	95	37	7
Amphibians	189	189	100	145	77
Freshwater fish	167	65	39	5	3
Plants	11,000	7,868	72	438	4
Total	12,509	8,817	70	703	6

CRITICAL ECOSYSTEM PARTNERSHIP FUND

Site Outcomes



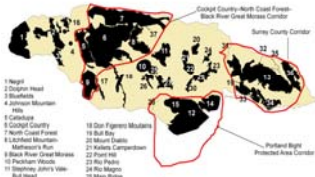
290 Key Biodiversity Areas (KBAs)

46 KBAs are Alliance for Zero Extinction sites

57% of KBAs fall outside formal protected area systems, and many others are inadequately managed

CRITICAL ECOSYSTEM PARTNERSHIP FUND

Corridor Outcomes

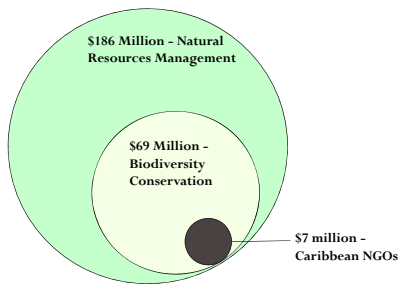


- Seven conservation corridors defined for four countries.
- Small land area and highly fragmented landscapes means corridors not always relevant in the Caribbean.

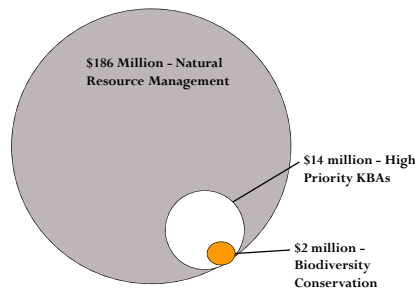
Threats Prioritization

THREATS	Average prioritization score (on a scale from 1-4)
Invasive Species	3.7
Residential, Commercial Development	3.5
Severe Weather, Climate Change	3.3
Human Disturbance	2.8
Agricultural Expansion, Intensification	2.7
Over-exploitation	2.7
Mining, Energy Production	2.6
Pollution	2.4
Transportation	2.3
Geological Events	1.2

Conservation Investments



Conservation Investments



CRITICAL ECOSYSTEM PARTNERSHIP FUND

ECOSYSTEM PROFILE

THE CARIBBEAN ISLANDS BIODIVERSITY HOTSPOT

15 JANUARY 2010

CRITICAL ECOSYSTEM PARTNERSHIP FUND

Funding opportunities for civil society

- Investment period: October 2010 – September 2015
- US\$ 6.9 million for the region
- Large Grants: > US \$20,000 - \$1 million
- Small Grants: < US \$20,000
- CANARI issues rolling Calls for Proposals throughout the investment period

Eligible Countries in the Caribbean

1. Antigua & Barbuda	} Signatory to the CBD	
2. Bahamas		
3. Barbados		
4. Dominica		
5. Dominican Republic		
6. Grenada		} Eligible for World Bank assistance
7. Haiti		
8. Jamaica		
9. St. Kitts & Nevis		
10. Saint Lucia		
11. St. Vincent & the Grenadines		

CEPF Caribbean Investment

45 key biodiversity areas (KBAs)

6 conservation corridors



CRITICAL ECOSYSTEM PARTNERSHIP FUND

Highest Priority KBAs

1. Bahoruco Oriental	11. Catadupa
2. Jaragua National Park	12. Cockpit Country
3. Loma La Humeadora	13. Dolphin Head
4. Sierra de Bahoruco	14. Hellshire Hills
5. Valle Nuevo	15. Litchfield Mountain - Matheson's Run
6. Citadelle	16. Peckham Woods
7. Plaisance	17. Portland Ridge and Bight
8. Massif de la Hotte	
9. Massif de la Selle	
10. Morne Baille	

5 Strategic Directions

1. Improve protection and management of 45 priority **key biodiversity areas** \$ 3,050,000
2. Integrate biodiversity conservation into landscape and development planning and implementation in six **conservation corridors** \$ 1,900,000
3. Support Caribbean **civil society** to achieve biodiversity conservation by building local and regional institutional capacity and by fostering stakeholder collaboration. \$ 900,000
4. Provide strategic leadership and effective coordination of CEPF investment through a regional implementation team \$ 650,000
5. Provide emergency support to Haitian civil society \$ 400,000

CANARI's role as the Regional Implementation Team (RIT)

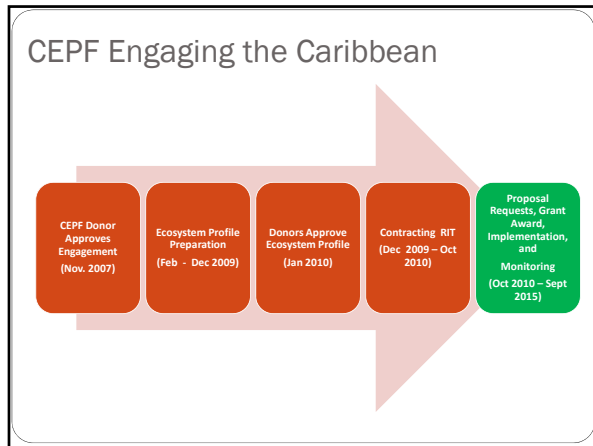
- To provide strategic leadership for the Caribbean Hotspot
- To build a broad constituency of civil society groups to work on the conservation goals of the hotspot
- To assist civil society groups to design and implement successful projects
- To review grant applications and manage external reviews
- To develop strategic partnerships and leverage additional resources
- To award and manage small grants
- To monitor and evaluate both small and large projects
- Widely communicate CEPF objectives, lessons learned and results

CRITICAL ECOSYSTEM PARTNERSHIP FUND

Who is the RIT?


- RIT manager – **Anna Cadiz**
- Technical Officer – **Loiza Rauzduel**
- Finance Officer – **Venash Ramberan**
- Admin Officer – **Anastacia Lee Quay**
- 3 National Coordinators
 - Haiti - **Paul Judex Edouarzin**
 - Dominican Republic- **Leida Buglass**
 - Jamaica - **Nicole Brown**
- Technical support – **Nicole Leotaud**

CRITICAL ECOSYSTEM PARTNERSHIP FUND







Project Planning



Why plan?

- “If you don’t know where you are going, any road will take you there” (Koran)
- “If you keep on doing what you’re doing, you’re going to keep on getting what you’re getting” (Les Brown, *You Deserve*)
- *He who fails to plan, plans to fail!*
- Nothing happens until we



What is Planning?

Planning, in general, is a process

- to answer the questions of **what, where, when, why, how, for whom, by whom and at what cost** (7W,1H) for the accomplishment of an objective and
- to record the answers in a systematic way



Type of Planning

- Strategic planning
- Programme planning
- Project planning
- Annual operational planning
- **Business planning**
- Planning as a profession
 - Professional planners
 - Work plan




Strategic & Programme planning vs. Project planning

Strategic planning is likely to focus on board development, management, fundraising, organisation policies

Programme planning likely to focus on internal management & activities in thematic Programmes of the organisation

Project planning is likely to focus on improving a frail situation; resolving, attending or reducing a problem; assessing a necessity; scoping etc. a situation.

Project planning is often accompanied by the development of a project proposal for submission to funding agencies



What is a project?

Characteristics of a project

- Non-routine and non-repetitive
- Can be separately planned, financed and managed
- Has specific start and end points
- Has specific objective(s)
- Has a given time frame, resource budget, and operates within certain constraints (human, financial, etc.)

PROJECT

- Separately planned, financed and managed
- Non-routine and non-repetitive
- Specific start and end points
- Specific objective(s)
- Specific time frame, budget and scope

PROGRAMME

- Part of strategic or annual plan
- Ongoing activity
- Specific objective(s)
- **A programme may comprise a series of projects**

Project vs. Programme

7

Planning a project

The unseen work in planning and managing projects

The diagram shows an iceberg floating in water. The part above the water line is labeled 'PROJECT REALISATION' and contains 'PROJECT VISIBILITY'. The part below the water line is labeled 'EXECUTION' and contains 'PREPARATIONS', 'PROPOSAL WRITING', and 'PROJECT IDENTIFICATION'. The text 'The unseen work' is written vertically on the left side.

Identify the project

The diagram features three overlapping circles. The top circle is labeled 'Demand from the community'. The bottom-left circle is labeled 'Needs as defined by experts'. The bottom-right circle is labeled 'Available resources'. The central area where all three circles overlap is labeled 'Project'.

10

Why this cycle?

The flowchart shows a continuous cycle of six stages: Identification, Preparation, Appraisal, Implementation Monitoring Control, Evaluation, and back to Identification. Arrows indicate the flow from one stage to the next in a clockwise direction.

The project cycle

Potential problems if project is not well planned

- *Project overruns in time and budget*
- *Poor use of resources - inefficiencies*
- *Poor quality work*
- *Outputs not delivered*
- *Objectives not accomplished*
- *Goals not achieved*



Activity

How does your organisation use its resources (time and money) when implementing a project?

You and your colleagues have 35 dots

Discuss and decide how your organisation uses its resources in each stage of the project cycle.

Then stick them on the bar chart.



- What is the process of trying to decide where the organisation allocates resources?
- Is that information well known?
- Is everyone in the organisation involved in project planning and management or is it done only by a few people?
- Where does the organisation focus its efforts?



- What determines this?
- What happens when insufficient resources are invested early on in project identification and analysis?
- What happens when insufficient resources are invested in monitoring & evaluation?
- What happens when insufficient resources are invested in closure?



Project selection & design



selecting & designing....

Make sure that you are addressing a **genuine problem** and that you are equipped for it.

Two-step approach:

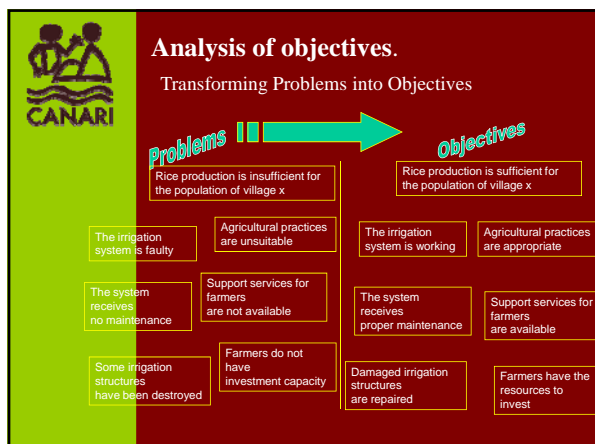
1. First define your project thoroughly and in a participatory approach,
2. Then adapt your project proposal according to the targeted donor.

Use a method to design a project in a systematic and logical way .



Did they...

- check for concordance with its mission, strategic or annual plan?
- discuss with others in the group?
- discuss with others in the community?
- discuss with government stakeholders you are working with?
- find out what the funder is interested in?
- think about all of the needs or problems that they want to address?
- think about what other people are doing or can do?
- think about what the group has the skills and knowledge to do?



Objective Tree

- An objective tree is a tool to help in the analysis and presentation of ideas and it provides a simple but strong summary of the desired situation. It is important that this is a participatory process

Project Selection

GO TO PDM

- SHOW EXAMPLE from Problem tree to Objective Tree to PDM

BE SMART

using the CEPF LOI form

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Objectives should be SMART

- Specific** = they must meet the needs (problems) identified
- Measurable** = they should be measured by concrete indicators which should reflect the extent to which they have been attained
- Acceptable** = by all involved partners
- Relevant** = they must be adequate to the project socio-cultural environment
- Time-bound** = must be reached by the end of the project

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Specific

Who is going to do how much of what by when?

- You will know your objective is specific enough if:
 - an observable action is linked to a number, rate, percentage or frequency
 - everyone who's involved knows that it includes them specifically
 - everyone involved can understand it
 - your objective is free from jargon
 - you've defined all your terms
 - you've used only appropriate language



Measurable SMART

- **Measurable** is the most important consideration.
Does your object of interest measure up to your standard of acceptability?
You will know that you've achieved your objective, because here is the evidence.



Achievable or Agreeable or Acceptable?

Some people feel that **Agreed** should stand for the definition of **A** in SMART. Objectives should indeed be agreed upon between involved participants rather than enforced.

Objectives need to be achievable. If the objective is too far in the future, you'll find it difficult to keep motivated. Objectives, unlike goals need to be achievable within a period of time and should keep you motivated.



Realistic

Can the objective set make an impact on the situation? Do the people/stakeholders have the necessary knowledge, authority and skills?

Time based & bound

- Simply: No date = No good
In the objective somewhere there has to be a date



Some recommendations...

Make sure that you are addressing a genuine problem and that you are equipped for it.

2. Two-step approach:
 1. First define your project thoroughly and in a participatory approach,
 2. Then adapt your project proposal according to the targeted donor.
3. Use the logical framework which is a method to design a project in a systematic and logical way .

28



Logical Framework

Analysis

Planning

1. Situation Analysis	Logical Framework Presenting the substance of a project under the heading of <i>objectives, indicators, verification and assumptions</i>
1. Problem Analysis	
1. Stakeholder Analysis	Work Plan – Indicating the name, place, time, objective, method, clientele, people in charge and the cost of the activities to achieve an objective
1. Analysis of Objectives	
1. Analysis of strategies	Budget –Listing the cost of different items related to the activities in a project..

APPENDIX 9 – FIVE STAGES IN THE PROJECT CYCLE

Handout Stages in the project cycle

Five Stages in the Project Cycle

Identification

- Problem analysis to look at cause and effect relationships and core problems
- Identification of possible project ideas or set of ideas to address the core problem(s)
- Assessment of the external and organizational resources and constraints
- Conducting feasibility studies of the possible project ideas to select the best match.

Design

- Preparing the plan for how the project will be done and how resources will be used
- Scheduling, budgeting and assigning responsibilities for different activities

Appraisal

- Conducting an analysis to determine if it meets the basic objectives of the organisation and to ensure that certain standards are being met for quality control

Implementation, Monitoring and Control

- Following the plans developed in the design stage
- Measuring, recording, collecting, processing and communicating information on time, cost and physical resources
- Using the information to make decisions about modifying and adapting the plan

Evaluation

- Compares the actual project achievements with the intended targets and objectives
- Tie up the loose ends in the project.

Project cycle management can be defined as: The planning, organising, directing, and controlling the organisational resources to achieve a relatively short-term and specific objective that has been established to address a specific problem, and evaluating whether this objective has been met.



Role play: selecting a suitable project

Setting: Against the backdrop of serious financial problems the Group President and members are meeting to agree on a new strategic plan to guide the group and its work over the next three years. The President gets a phone call.

Donor: This is the Japanese Embassy to tell you that we have heard that your group is doing great work with fisherfolk (or coastal communities). We would like to be associated with your success and are prepared to provide small grants and in special circumstance large grants to support you. Let us know what kind of project you want to carry out so we can discuss relevance and terms.

Group President: As it happens I already have a project in mind. It is about fishing alternatives, and has to do with whales. Ever since the population study by Dr Philip Clapham it is clear that the current whale population in our waters needs controlling. I understand there is big market in Japan for whale meat. Well, perhaps we can kill two birds with one stone, so to speak. Does this sound interesting?

Donor: Well, as you know we don't usually, at least not officially, fund such projects. On the other hand I am sure it is worth considering. I am bit surprised though, as I thought your group worked in conservation and the environment and supported whale watching. Nevertheless, it is refreshing to see such pragmatic flexibility.

Group President: Difficult time demand tough solutions.

Donor: I look forward to seeing your draft proposal and we will take it from there.
Goodbye.

Group President: I will email it ASAP. Bye.

Group member 1: What was that about? Did you say something about controlling the whale population? Sounds wrong to me. Don't you remember our policy on whale watching? A live whale is worth more than a dead whale.

Group member 2: And why didn't you ask us what project we thought the group should do? Here we are discussing the strategic plan and you just go it alone without any consultation or consideration of the strategic plan. Is this suddenly a one man show or what? Just because we are short of money, doesn't mean we have to sell our soul. What's the point of doing a strategic plan if we don't use this to choose the projects that we want to do? I just don't believe my ears.



Group member 1: Me either. Although I remember hearing some nonsense from the FUND-World Bank that they don't fund any coastal livelihoods projects in the Caribbean, can you believe that? We islands or what? But that doesn't mean kow-towing to the Japanese whaling interests. Anyway, those people from the US-Aid coming to discuss how they can help with training, kayaks and small boats to take tourists fishing. That makes way more sense than your bird-brained project. So let's get back to basics, and sort out our plans, participatively and democratically.

APPENDIX 11 – CASE STUDY: LOS DOS RIOS

Case study: Los dos rios

The village of Los dos Rios lies in a valley at the intersection of two rivers. The valley used to be covered with lush forest and the rivers were clean and clear. The village was small and quiet. Most people were farmers or fishermen and they were able to support their families.

But now most of the forest has been cut down on the hillsides because as the village has grown, the farmland in the valley was not enough and some farmers cleared forest on the hills and planted their crops there. Also some people could not afford to buy land in the village and they cleared forests on the hills to build their houses there.

Another thing that has happened is that the valley has also become a popular place to live for people working in the nearby university and forest on the hillsides has been cleared to build upscale housing developments so that people can have a nice view.

Soil erosion and landslides are common now on the hillsides and during the rainy season a lot of soil is washed off the hills and into the rivers. The rivers are now brown and filled with soil. Now there are hardly any fish in the river. Now the fishermen hardly catch any fish to sell.

The farmers are also not doing well as they now only have very small crops every year. Flooding in the rainy season destroys most of the crops in the valley. Soil is washed away every rainy season from the hillside gardens because the land is not terraced so the hillside crops are poor.

People in the village are getting poorer and poorer.

Case study: Los dos rios

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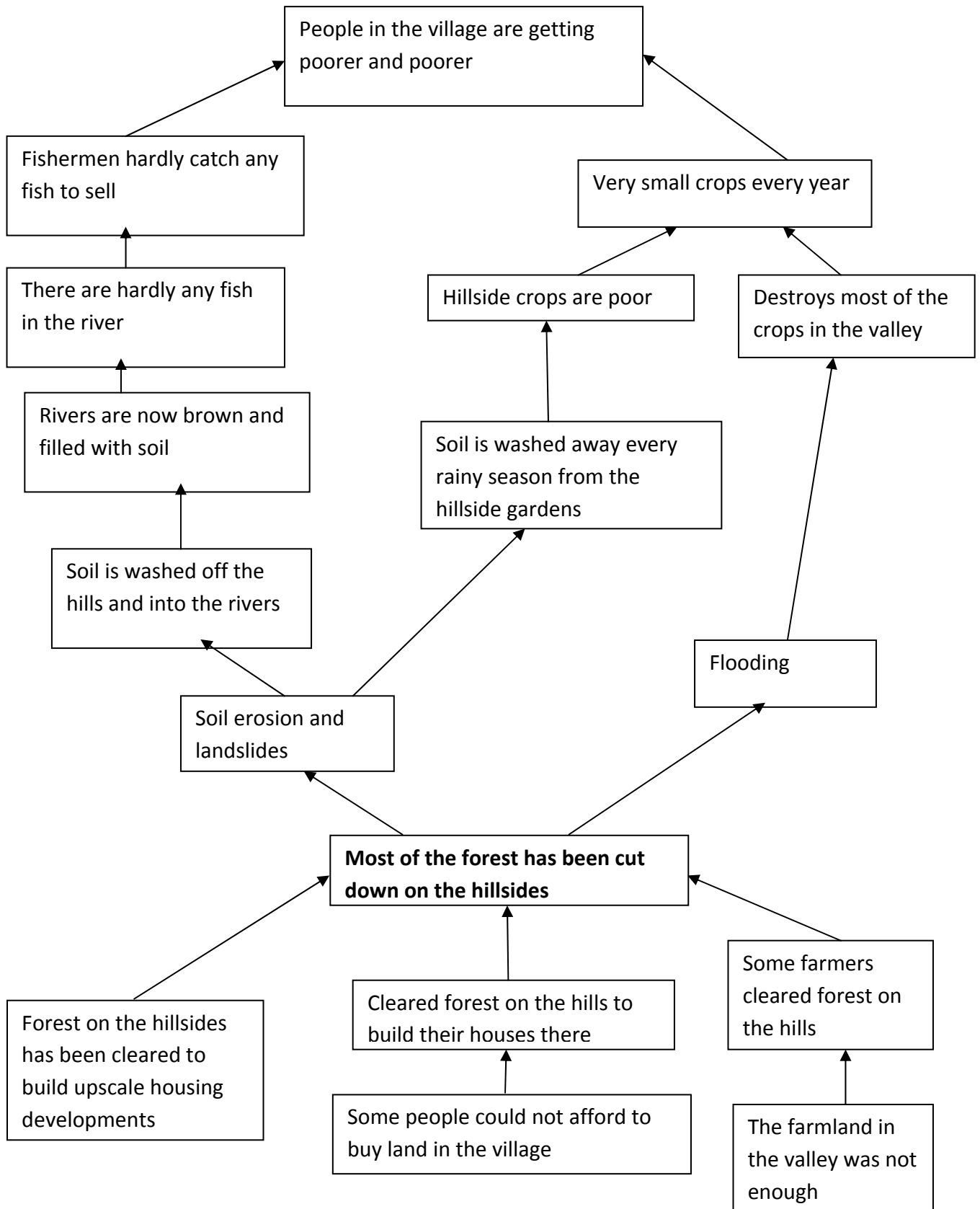
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Case study: Los dos rios



CEPF Letter of Inquiry

To submit your Letter of Inquiry, please send it to cepfgrants@conservation.org. If you have any questions or concerns please send your inquiry to the same account and we will do all that we can to assist.

Thank you for your interest in CEPF.

Organization Information
Organization Legal Name
Organization Short Name / Acronym, if any.
Project Lead Contact – Provide the name and contact information for the person responsible for correspondence with CEPF regarding this project.
Organization Chief Executive – Provide the name and contact information for the chief executive or person who is authorized to sign contracts on behalf of your organization.
Mailing Address
Physical Address – if different from mailing address above.
Country
Telephone
Fax, if any.
Web Site Address, if any.
E-mail Address – Provide an e-mail address. CEPF will use this to communicate the status of your application.
Total Permanent Staff
Year Organization Established

Organization Type Local International

Local organizations should be legally registered in a country within the hotspot where the project will be implemented and have an independent board of directors or other similar type of independent governing structure.

History and Mission Statement – Provide a brief description of your organization’s history and mission, including experience relevant to the proposed project.

Eligibility Questions

The questions below help CEPF determine the eligibility of your organization or proposed project activities to receive CEPF funds. Where possible, you may revise your strategy to avoid these elements or you may wish to consult the “Resources” section at www.cepf.net that provides links to additional funding sources and resource sites.

Ineligible Recipients of Funds

Government agencies, and organizations controlled by government agencies, are **not** eligible to receive CEPF funds.

Do you represent, or is your organization controlled by, a government agency?

Yes

No

Government-owned enterprises or institutions are eligible only if they can establish (i) that the enterprise or institution has a legal personality independent of any government agency or actor, (ii) that the enterprise or institution has the authority to apply for and receive private funds, and (iii) that the enterprise or institution may not assert a claim of sovereign immunity.

If your organization is a government-owned enterprise or institution, can it clearly establish each of the three items named above?

Yes

No

Ineligible Use of Funds

CEPF will **not** fund the capitalization of trust funds, the purchase of land, the involuntary resettlement of people, or the removal or alteration of any physical cultural property under any circumstances. Please answer “yes” or “no” to each item below.

Does your proposed activity intend to use CEPF grant money to capitalize a trust fund?

Yes

No

Does your proposed activity intend to use CEPF grant money to purchase land?

Yes

No

Does your proposed activity intend to use CEPF grant money to resettle people?

Yes

No

Does your proposed activity intend to use CEPF grant money to remove or alter any physical cultural property (defined as movable or immovable objects, sites, structures, and natural features and landscapes that have archeological, paleontological, historical, architectural, religious, aesthetic, or other cultural significance)?

Yes

No

Safeguard Questions

The questions below will help CEPF to determine whether your project triggers any of the World Bank's safeguard policies. CEPF is required to assess all applications to determine if safeguards are triggered, and if so, whether or not appropriate mitigation measures are included in project design and implementation. For further information on CEPF application of safeguards please refer to http://www.cepf.net/grants/Pages/safeguard_policies.aspx.

Environmental assessment. Will the project have adverse impacts on the environment? If you answer yes, please provide additional information and a description of mitigating measures you will take.

Yes

No

Natural habitats and forests. Will the project cause or facilitate any significant loss or degradation of forests or other natural habitats? If you answer yes, please provide additional information and a description of mitigating measures you will take.

Yes

No

Involuntary restrictions of access to resources. Will the project introduce or strengthen involuntary restrictions of access to resources? If you answer yes, please provide additional information and a description of mitigating measures you will take.

Yes

No

Indigenous peoples. Does the project plan to work in lands or territories traditionally owned, customarily used, or occupied by indigenous peoples? If you answer yes, please provide a brief description of planned activities in these lands or territories, any adverse impacts foreseen on these indigenous peoples and any mitigating measures you will take.

Yes

No

Project Title and Request

Project Title

CEPF Region – Please list the CEPF region where your project will be implemented. CEPF funding regions are described on www.cepf.net.

Project Location – Define the geographic location (including country, corridor, site, etc) where project activities will take place.
Project Duration – Enter the approximate time period of your project.
Strategic Direction from the CEPF Ecosystem Profile – Enter the single strategic direction this proposal aims to address. Use the exact number, such as 1, 2, etc. and wording from the ecosystem profile for this region found on www.cepf.net .
Funding Request Amount – Enter the amount of funds (in US \$) requested from CEPF.
Total Project Budget –Enter the total budget for this project from all funding sources.
Counterpart Funding – Identify the amounts and sources of any other funding already secured to be directed to this project.
In-Kind Contributions – Enter the amount of your organization's contributions to be directed to this project and explain how these have been calculated.
Project Budget – Provide a breakdown of the proposed budget (in US\$ and only for the CEPF funded portion of the project) using the following categories.
Salaries/Benefits:
Professional Services:
Rent and Storage:
Telecommunications:
Postage and Delivery:
Supplies:
Furniture and Equipment:
Maintenance:
Travel:
Meetings & Events:
Miscellaneous:
Sub-Grants:
Indirect Cost (max 13%):
Total Budget:

Letter of Inquiry

The letter of inquiry is meant to provide CEPF with an overview of the project concept. It is typically 2-3 pages in length, and must include at least the following information:

Project Rationale – Describe the conservation need (key threats and/or important opportunities) your project aims to address and what would happen if this project were not implemented.

Project Approach – Describe the proposed strategy and actions of your project in response to the conservation need stated above. Include the expected results of the project and any potential risks you face in implementing this plan.

Link to CEPF Investment Strategy – How does your project relate to the CEPF investment strategy presented in the Ecosystem Profile? (This document may be found at www.cepf.net) Your answer should include reference to a specific strategic direction from the relevant ecosystem profile that the project will support.

Project Partners / Stakeholders – List any partners to be directly involved in implementing this project as well as important stakeholders and how you have involved them in your planning.

Long-term Sustainability/Replicability – Describe how project components or results will continue or be replicated beyond the initial project.

Please compose your letter of inquiry in the section below.

* Letter of Inquiry

HANDOUT
CANARI MENTOR ORIENTATION WORKSHOP
24TH – 28TH October 2011



**Tracking tool for systematically monitoring the impact of CEPF on civil society
development**

TRACKING TOOL

What is the conceptual basis for the proposed tracking tool?

The tracking tool aims to monitor civil society organisations' capacity to effectively plan, implement and evaluate actions for biodiversity conservation. The tool assumes that an organisation's capacity to plan, implement and evaluate actions for biodiversity conservation is determined by five major factors: (i) the human resources that it has available; (ii) the financial resources that it has available; (iii) its management systems, which ensure that available resources are translated into effective actions; (iv) its strategic planning, which ensures that these actions target conservation priorities; and (v) its delivery, which ensures that these actions effect change.

What are the limitations to the proposed tracking tool?

The tracking tool is designed to provide a robust means of monitoring changes in the organisational capacity of individual civil society organisations over time. A caveat must be placed on any inter-organisational comparisons made using the tool, however, because the scores for all indicators are given equal weight, while they are not necessarily of equivalent significance. In addition, scores are not necessarily applied consistently by individuals at different organisations. Another limitation to the tracking tool is that it uses a relatively short list of indicators, selected because of the insights they provide to CEPF management, Regional Implementation Teams and donor partners. As a result, while using the tool can be expected to provide civil society organisations with insights into which broad areas of capacity should be prioritised for strengthening, it is not a substitute for the more detailed organisational capacity assessment tools developed by other organisations.

How should the tracking tool be used?

The tracking tool is intended to be applied on a periodic basis (at least at the beginning and end of the grant) by organisations receiving CEPF funding (whether directly or via sub-grants). The tool is designed to enable use by all types of civil society organisation that CEPF makes grants to (NGOs, community-based organisations, academic institutions, etc.).



The tracking tool is designed to enable self-assessment by a small group of the organisation's staff and/or board members, selected to represent the variation in roles and responsibilities that exists within the organisation. In order to enhance standardisation among organisations using the tool, it may be advisable to use an external facilitator (perhaps one of the Regional Implementation Team) the first time that the tool is used by an organisation. In addition, it may be necessary to translate the tool into local languages in some countries.

The tracking tool consists of two forms: (i) a datasheet, which records basic information on the organisation and the assessment; and (ii) an assessment form, which records the results of the assessment. The assessment form comprises five sets of five indicators, each scored from 0 to 4. Combined, these indicators give a score between 0 and 20 for each of the five factors, and an overall score between 0 and 100 for the capacity of the organisation to effectively plan, implement and evaluate conservation actions.

It is important that the group gives a score for all indicators. For most indicators, the group conducting the assessment is asked to select, from five options, the statement that best describes the situation within the organisation in a particular regard (e.g. governance, diversity of funding sources, etc.). For statements with multiple conditions (e.g. "The organisation has a defined organisational structure with clear lines of authority and responsibility. Job descriptions exist for all staff positions"), the group should only select the statement if all of these conditions are met; otherwise, it should select a statement with a lower score. For two indicators, the group is asked to review a list of eight statements and to mark all of those that are true; half a point is given for each true statement, producing a score from 0 to 4. A notes box is provided for each indicator, to give the group an opportunity to provide a justification for any qualitative assessments made, or to comment on any difficulties encountered in applying the indicators.

**CIVIL SOCIETY ORGANISATIONAL CAPACITY TRACKING TOOL - PART I:
DATASHEET**



Basic information	
Name of organisation	
Type of organisation (NGO, CBO, academic, etc.)	
Number of years in operation	
Date of assessment	
Name(s) of facilitator(s)	Organisation and position
1.	
2.	
Names of assessment group	Position within organisation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



CIVIL SOCIETY ORGANISATIONAL CAPACITY TRACKING TOOL - PART II: ASSESSMENT FORM

Indicator	Criteria	Score	Notes
1. Human resources			
1.1 Staff numbers Which statement best reflects the situation within the organisation?	There are no paid staff	0	
	Staff numbers are so low that they are a serious impediment to the effective functioning of the organisation	1	
	Staff numbers are below the level required for the effective delivery of the organisation's mission but not so low that they are a serious impediment to the effective functioning of the organisation	2	
	Staff numbers are sufficient for the effective delivery of the organisation's mission. At least 60% of staff are project staff or otherwise on short-term contracts	3	
	Staff numbers are sufficient for the effective delivery of the organisation's mission. Less than 60% of staff are project staff or otherwise on short-term contracts	4	
1.2 Staff experience How many years of combined experience relevant to their positions do the staff of the organisation have?	Less than 10 years	0	
	10 to 50 years	1	
	51 to 100 years	2	
	101 to 200 years	3	
	More than 200 years	4	
1.3 Staff skills Which of the following skills can be	Ability to manage the implementation of projects	0.5	
	Ability to manage an organisation	0.5	
	Ability to set priorities for conservation action	0.5	
	Ability to conduct a participatory appraisal with local stakeholders	0.5	



Indicator	Criteria	Score	Notes
demonstrated (in terms of graduate-level qualifications or at least two year's practical experience) by the organisation's staff? <i>Note: 0.5 point for each</i>	Ability to conduct biological surveys/research with conservation applications	0.5	
	Ability to develop a Geographical Information System (GIS)	0.5	
	Ability to communicate conservation messages	0.5	
	Ability to advocate changes to public policy	0.5	
<u>1.4 Human resources development</u> Which statement best reflects the situation within the organisation?	The organisation has no human resources development strategy, and provides no mentoring or training for its staff	0	
	The organisation has no human resources development strategy, a few staff are provided with some mentoring or training on an opportunistic basis	1	
	A human development strategy is in place, and the organisation provides occasional (at least annual) mentoring or training for most of its staff	2	
	A human development strategy is in place, the organisation budgets resources for it, and most of its staff receive regular (at least semi-annual) mentoring or training in skill areas relevant to their positions	3	
	A human development strategy is in place, the organisation budgets resources for it and actively fundraises for them, and all staff receive regular (at least semi-annual), targeted mentoring or training in skill areas relevant to their positions in accordance with annual performance appraisals	4	
<u>1.5 Volunteers</u> Which statement best	The organisation does not currently have any volunteers	0	
	The organisation has one or more volunteers but they do not have clearly defined terms of reference (TORs) or workplans	1	



Indicator	Criteria	Score	Notes
reflects the situation within the organisation?	The organisation has one to four volunteers with clearly defined TORs and workplans	2	
	The organisation has at least five volunteers with clearly defined TORs and workplans	3	
	The organisation has at least five volunteers with clearly defined TORs and workplans, and receiving structured training/mentoring from other staff	4	
2. Financial resources			
<u>2.1 Total financial resources</u> Which statement best describes the financial resources of the organisation?	The organisation has no secured financial resources	0	
	Secured financial resources are so low that they are a serious impediment to the effective functioning of the organisation	1	
	Secured financial resources are below the level required for the effective delivery of the organisation's mission but not so low that they become a serious impediment to the effective functioning of the organisation	2	
	Secured financial resources are sufficient for the effective delivery of the organisation's mission in the short term (one to two years) but sufficient funding to meet medium-term (three to five years) costs has not been secured	3	
	Secured financial resources are sufficient for the effective delivery of the organisation's mission in the short-to-medium term (one to five years)	4	



Indicator	Criteria	Score	Notes
<u>2.2 Diversity of funding sources</u> Which statement best reflects the situation within the organisation?	All of the organisation's funding comes from a single source	0	
	The organisation's funding comes from at least two sources but a single source accounts for more than 80%	1	
	The organisation's funding comes from at least three sources, with no one source providing more than 60%	2	
	The organisation's funding comes from at least five sources, with no one source providing more than 40%	3	
	The organisation's funding comes from at least 10 sources, with no one source providing more than 20%	4	
<u>2.3 Fundraising capacity</u> Which statement best describes the fundraising capacity of the organisation?	The organisation is unable to prepare project proposals without significant external assistance	0	
	The organisation is able to prepare project proposals with realistic goals and objectives but requires significant external assistance to formulate measurable indicators and develop logical frameworks	1	
	The organisation is able to prepare project proposals with realistic goals and objectives and measurable indicators but requires significant external assistance to develop logical frameworks	2	
	The organisation is able to prepare project proposals with realistic goals and objectives, measurable indicators and well developed logical frameworks but has limited capacity to respond to tenders	3	
	The organisation is able to prepare project proposals with realistic goals and objectives, measurable indicators and well developed logical frameworks, and has responded to and won many tenders	4	
<u>2.4 Sustainability strategy</u>	The organisation has not begun to develop any sustainable financing strategy	0	



Indicator	Criteria	Score	Notes
Which statement best reflects the situation within the organisation?	The organisation has developed or is in the process of developing a sustainable financing strategy but has not taken any steps to implement it	1	
	The organisation has adopted a sustainable financing strategy and has begun to develop at least one long-term financing mechanism (e.g. endowment fund, real estate, commercial enterprise, etc.)	2	
	The organisation has adopted a sustainable financing strategy and has developed at least one long-term financing mechanism but this mechanism currently accounts for less than 10% of the organisation's annual income	3	
	The organisation has adopted a sustainable financing strategy and has developed at least one long-term financing mechanism, which accounts for at least 10% of the organisation's annual income	4	



Indicator	Criteria	Score	Notes
<p>2.5 Organisational profile</p> <p>Which statement best describes the profile of the organisation?</p>	The organisation is little known beyond its direct partners	0	
	The organisation is well known among civil society organisations in the country/ies where it operates but it has a low profile among the general public, government, donor agencies and the private sector	1	
	The organisation has regular contact with decision makers in government, donor agencies and the private sector, and has implemented some activities to raise its profile among the general public	2	
	The organisation is well known among decision makers in government, donor agencies and the private sector, and is often approached by them to collaborate on conservation initiatives or develop proposals for conservation projects, and has a high profile among the general public	3	
	The organisation is well known among decision makers in government, donor agencies and the private sector, and is often approached by them to collaborate on conservation initiatives or develop proposals for conservation projects, has a high profile among the general public, and has a membership base among private citizens, totalling at least 3,000 members	4	



Indicator	Criteria	Score	Notes
3. Management systems			
3.1 Organisational structure Which statement best reflects the situation within the organisation?	The organisation has no clearly defined organisational structure and lines of authority and responsibility are not clearly defined. No job descriptions exist for staff	0	
	The organisation has a defined organisational structure but lines of authority remain unclear and authority tends to be exercised by one or a few individuals. Job descriptions exist for some staff positions but these are rarely developed prior to recruitment	1	
	The organisation has a defined organisational structure with clear lines of authority and responsibility. Job descriptions exist for all staff positions	2	
	The organisation has a defined organisational structure with clear lines of authority and responsibility. Job descriptions exist for all staff positions, and are regularly reviewed and updated during staff appraisals and/or performance reviews. Staff are recruited according to job descriptions	3	
	The organisation has a defined organisational structure with clear lines of authority and responsibility. Job descriptions exist for all staff positions, and are regularly reviewed and updated during staff appraisals and/or performance reviews. Staff are recruited according to job descriptions and following a recruitment policy	4	
3.2 Administration procedures Which of the following administration/personnel management procedures	Mechanism to monitor/control the use of supplies	0.5	
	Mechanism to monitor/control the movement of vehicles	0.5	
	Equipment inventory	0.5	
	Procurement policy	0.5	
	Leave and public holidays policy	0.5	



Indicator	Criteria	Score	Notes
	Travel expenses policy	0.5	
	Disciplinary and complaints procedures	0.5	
	Standard operating manual	0.5	
<u>3.3 Financial management</u>	Records of expenditure are not kept for projects	0	
Which statement best reflects the situation within the organisation?	Records of expenditure are kept for projects but the expenses of all individual line items never remain within 20% of the agreed budget	1	
	Records of expenditure are kept for projects but the expenses of all individual line items remain within 20% of the agreed budget less than half of the time	2	
	Records of expenditure are kept for projects and the expenses of all individual line items remain within 20% of the agreed budget more than half of the time	3	
	Records of expenditure are kept for projects and the expenses of all individual line items always remain within 20% of the agreed budget	4	
<u>3.4 Monitoring and evaluation</u>	The organisation makes no attempt to monitor or evaluate the impact of its projects	0	
Which statement best reflects the situation within the organisation?	External evaluations of the organisation's projects are undertaken occasionally, usually at the request of donors	1	
	The organisation regularly monitors and evaluates the impact of its projects but the results are not systematically used to guide management or design of future projects	2	
	The organisation systematically monitors and evaluates the impact of its projects and uses the results to guide management and design of future projects. The results of monitoring and evaluation are only disseminated to stakeholders inside the organisation and donors	3	



Indicator	Criteria	Score	Notes
	The organisation systematically monitors and evaluates the impact of its projects and uses the results to guide management and design of future projects. The results of monitoring and evaluation are widely disseminated to stakeholders inside and outside the organisation	4	
3.5 Financial reporting	The organisation has no system for preparing financial reports and statements	0	
Which statement best reflects the situation within the organisation?	The organisation has a system in place to produce financial reports and statements but these are produced sporadically, in response to donor demand. No external audits are conducted	1	
	The organisation regularly produces financial reports and statements, which it makes available to the board and management, but these are often incomplete or delivered late. External audits are conducted on a periodic basis	2	
	The organisation regularly produces financial reports and statements, which it makes available to the board and management, and which are usually complete and delivered on time. External audits are conducted on an annual basis, and recommendations are implemented	3	
	The organisation regularly produces financial reports and statements, which it makes available to the board and management, and which are always complete and delivered on time. External audits are conducted on an annual basis, recommendations are implemented, and an annual financial report is published and made publicly available	4	
	4. Strategic planning		
4.1 Governance	The organisation has no board or independent body to provide strategic direction and oversight	0	



Indicator	Criteria	Score	Notes
Which statement best describes the governance of the organisation?	The organisation has a board but there is no clear distinction between its oversight role and the role of management. Board members are selected without regard to the organisation's needs or representation of key sectors	1	
	The organisation has a board that clearly differentiates between its oversight role and the role of management. The majority board members are drawn from a single sector (academia, NGOs, corporate sector, media, government, etc.)	2	
	The organisation has a board that clearly differentiates between its oversight role and the role of management. The board's members are drawn from multiple sectors, and are capable of carrying out such functions as fundraising, public relations, financial oversight and advocacy	3	
	The organisation has a board that clearly differentiates between its oversight role and the role of management. The board's members are drawn from multiple sectors, and are capable of carrying out such roles as fundraising, public relations, financial oversight and advocacy. Committees have been formed to address specific issues such as campaigns, fundraising, financial sustainability, etc.	4	
4.2 Mission statement Which statement best describes the mission statement of the organisation?	The organisation has no mission statement	0	
	The organisation has a mission statement but it is imprecise or too broad, and does not provide clear direction for the organisation	1	
	The organisation has a mission statement that clearly expresses the central purpose of the organisation. However, most staff are unable to readily articulate the mission statement, and outsiders do not readily identify it with the organisation	2	



Indicator	Criteria	Score	Notes
	The organisation has a mission statement that clearly expresses the central purpose of the organisation. Most staff are able to readily articulate the mission statement, but outsiders do not necessarily identify it with the organisation	3	
	The organisation has a mission statement that clearly expresses the central purpose of the organisation. All staff are able to readily articulate the mission statement, which is widely identified with the organisation by outsiders	4	
<p>4.3 Strategic plan</p> <p>Which statement best describes the strategic plan of the organisation?</p>	No strategic plan for the organisation exists	0	
	The strategic plan for the organisation is out of date, being prepared or lacks measurable indicators	1	
	The organisation has a strategic plan with measurable indicators, covering a period of at least three years, but there is no monitoring of actions against it	2	
	The organisation has a strategic plan with measurable indicators, covering a period of at least three years, and actions are monitored against it. The plan is updated on an <i>ad hoc</i> basis	3	
	The organisation has a strategic plan with measurable indicators, covering a period of at least three years, and actions are monitored against it. The plan is updated periodically, through a participatory process involving staff, board members and external stakeholders	4	



Indicator	Criteria	Score	Notes
<p>4.4 Relevance of projects</p> <p>Which statement best reflects the situation within the organisation?</p>	The organisation does not have a clearly defined mission statement and its portfolio of projects is totally lacking in coherence	0	
	The organisation has a diverse portfolio of projects that are often inconsistent with its mission statement	1	
	The organisation has a diverse portfolio of projects that are usually but not always consistent with its mission statement. Funding opportunities are never screened against the organisation's mission and strategic plan	2	
	The organisation has a coherent portfolio of projects that are usually but not always consistent with its mission statement. Screening of funding proposals against the organisation's mission and strategic plan takes place on an <i>ad hoc</i> basis	3	
	The organisation has a coherent portfolio of projects that are always consistent with its mission statement. Funding opportunities are systematically screened against the organisation's mission and strategic plan, and only pursued if they are in line with them	4	
<p>4.5 Accountability to stakeholders</p> <p>Which statement best reflects describes the role of the organisation's stakeholders (government, local communities, other civil society organisations,</p>	Stakeholders have no input into project design and implementation	0	
	Stakeholders are sometimes consulted during project design and implementation but they have no involvement in decision making	1	
	Stakeholders are regularly consulted during project design and implementation, and contribute to some decisions on an <i>ad hoc</i> basis	2	
	Stakeholders are systematically consulted during project design and implementation, and have a clearly defined role in decision making. The organisation's stakeholders are consulted during the development/revision of its mission and strategic plan but have no involvement in decision making	3	



Indicator	Criteria	Score	Notes
etc.)?	Stakeholders are systematically consulted during project design and implementation, and have a clearly defined role in decision making. The organisation's stakeholders are consulted during the development/revision of its mission and strategic plan, and have a clearly defined role in decision making	4	
5. Delivery			
5.1 Scale of on-going projects What is the largest annual budget of any project that the organisation is currently implementing?	Less than US\$1,000 per year	0	
	US\$1,000 to US\$10,000 per year	1	
	US\$10,000 to US\$100,000 per year	2	
	US\$100,000 to US\$1 million per year	3	
	More than US\$1 million per year	4	
5.2 Relevance of projects to conservation objectives Which statement best describes the projects currently being implemented by the organisation?	No project defines clear biodiversity targets/conservation outcomes	0	
	Less than half of the projects define clear biodiversity targets/conservation outcomes	1	
	More than half of the projects define clear biodiversity targets/conservation outcomes	2	
	All projects define clear biodiversity targets/conservation outcomes, and monitor progress towards them	3	
	All projects define clear biodiversity targets/conservation outcomes based on global conservation priorities (IUCN Red List, Key Biodiversity Areas, WWF Ecoregions, etc.), and monitor progress towards them	4	
5.3 Delivery of project outputs	Never	0	
	Less than half of the time	1	



Indicator	Criteria	Score	Notes
How frequently are project outputs delivered successfully and in the proposed quarter?	More than half of the time	2	
	Always delivered successfully but not always in the proposed quarter	3	
	Always delivered successfully and in the proposed quarter	4	
5.4 Geographical reach	The organisation is based in an urban centre, and all of its activities are focused there	0	
Which statement best describes the geographical reach of the organisation?	The organisation has one or more field projects but these are directed from its base in an urban centre	1	
	The organisation has from one or more field projects directed from local field offices	2	
	The organisation has one or more field projects directed from local field offices, and coordinates at least one network of local NGOs, community-based organisations or other civil society groups, which is active in one or more regions of the country	3	
	The organisation has one or more field projects directed from local field offices, and coordinates at least one networks of local NGOs, community-based organisations or other civil society groups, which is active nationwide	4	
5.5 Collaboration	The organisation does not have experience of working with other civil society organisations	0	
Which statement best describes the organisation's collaboration with other	The organisation occasionally collaborates in joint initiatives with other civil society organisations on an <i>ad hoc</i> basis	1	
	The organisation has working relations, and at least one on-going joint project, with other civil society organisations	2	



Indicator	Criteria	Score	Notes
civil society organisations, local or international?	The organisation has working relations, and at least one on-going joint project, with other civil society organisations The organisation also participates in and supports at least one civil society coalition/network but does not play a leadership role in any coalition/network	3	
	The organisation has working relations, and at least one on-going joint project, with other civil society organisations The organisation also participates in and supports at least one civil society coalition/network and plays a leadership role in promoting coalitions/networks	4	
Scores	1. Human resources	/ 20	
	2. Financial resources	/ 20	
	3. Management systems	/ 20	
	4. Strategic planning	/ 20	
	5. Delivery	/ 20	
	OVERALL SCORE	/ 100	



Participatory Facilitation

Nicole Leotaud
26 October 2011




Introduction to facilitation

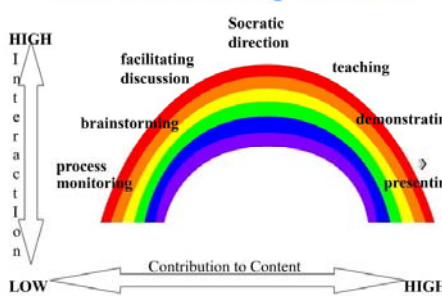


What is facilitation?


- The act of making easy or easier. (Free Online Dictionary)
- The process of helping groups, or individuals, to learn, find a solution, or reach a consensus, without imposing or dictating an outcome. Facilitation works to empower individuals or groups to learn for themselves or find their own answers to problems without control or manipulation. (<http://www.bnet.com/topics/facilitation>)
- A **facilitator** is someone who helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion. (Wikipedia)



The Facilitraining Rainbow



<http://www.authorstream.com/Presentation/aS Guest8784-130603-facilitation-skills-product-training-manuals-ppt-powerpoint/>




What are the key capacities needed by a good facilitator?

- Skills
- Knowledge
- Values / feelings / attitudes
- Relationships
- Resources



Facilitation skills



<http://www.authorstream.com/Presentation/aS Guest8784-130603-facilitation-skills-product-training-manuals-ppt-powerpoint/>







Listening: the 10 commandments



1. Stop talking
2. Put your people at ease
3. Show you want to listen
4. Remove distractions
5. Empathise
6. Have patience
7. Hold your temper
8. Don't argue or criticise
9. Ask questions
10. STOP TALKING



Questioning




- Use OPEN questions to probe:
 - “Who, why, what, when, how?”
- Use CLOSED questions (yes / no answers) to redirect or summarise:
 - “Are you saying that...?”



Handling conflict




- Identify points of agreement
- Reformulate contributions to highlight common ideas
- Encourage people to build on others' ideas
- Tests for false consensus
- Test consensus for relevance / motivation




Analysing key points

- What were the key points made?

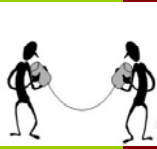


Language and communicating


- Verbal communication
- Non-verbal communication



Using feedback



- What did you do well?
- What could you have done even better?
- What prevented you from doing better? What is the plan to do even better in the future?



Planning to facilitate

- What do you want to achieve?
- Who is your audience?
- What will you do?
- What resources do you need?
- What is your environment?
- How will you get people to come?



Session planning

Time	Topics	Activity	Method	Materials
15	What is facilitation?	<ul style="list-style-type: none"> • Introduce the session by noting facilitation is the approach used in participatory processes. • Use round robin technique to ask each participant in turn to say the first word that comes into their mind when they hear "facilitation" record on flip chart. • Identify key points / ask questions to identify key elements of facilitation. Craft a rough definition and write on flip chart. Compare with slide. • Ask participants what are the differences between facilitation and presenting and training. Show slide with facilitation rainbow and discuss. 	Round robin Questioning Defining Plenary discussion Slides to validate / add	Flip chart paper Slide with definitions of facilitation Slide with facilitation rainbow



THEORIES RELEVANT TO ADULT LEARNING

KOLB'S LEARNING STYLES MODEL AND EXPERIENTIAL LEARNING THEORY

Having tested the model for many years, David Kolb published '*Experiential Learning: Experience as the source of learning and development*' in 1984

Kolb's learning theory sets out **four distinct learning styles** (or preferences), which are based on a **four-stage learning cycle** (which might also be interpreted as a 'training cycle'). His model therefore offers both a way to understand **individual people's different learning styles**, and also an explanation of a **cycle of experiential learning that applies to us all**.

Kolb includes this 'cycle of learning' as a central principle in his experiential learning theory, typically expressed as a **four-stage cycle of learning**, in which '**immediate or concrete experiences**' provide a basis for '**observations and reflections**'. These 'observations and reflections' are assimilated and distilled into '**abstract concepts**', producing new implications for action which can be '**actively tested**' in turn creating new experiences.

Kolb's model therefore works on two levels - a **four-stage cycle**:

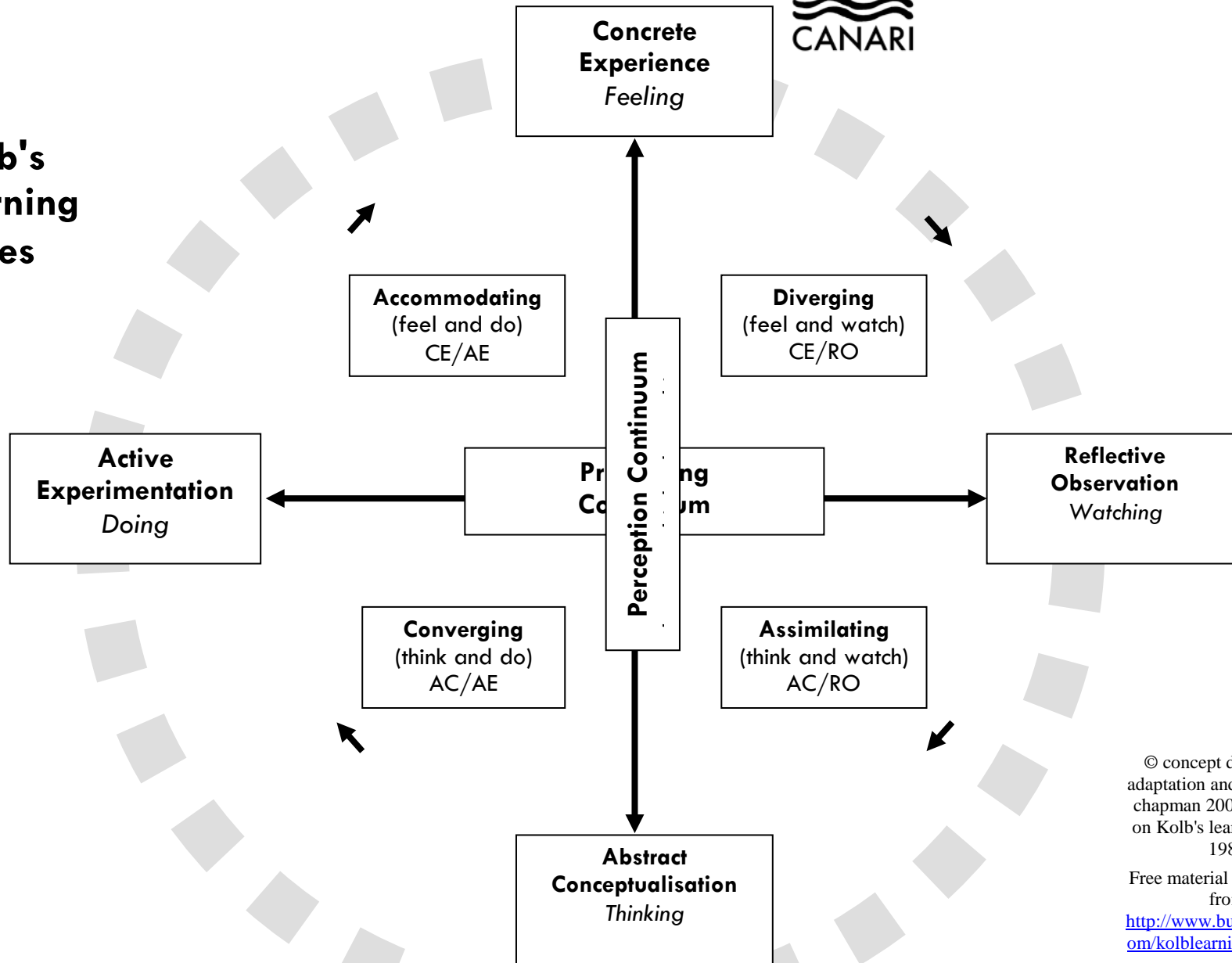
1. **Concrete Experience - (CE)**
2. **Reflective Observation - (RO)**
3. **Abstract Conceptualization - (AC)**
4. **Active Experimentation - (AE)**

and a **four-type definition of learning styles**, (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated below), for which Kolb used the terms:

1. **Diverging (CE/RO)**
2. **Assimilating (AC/RO)**
3. **Converging (AC/AE)**
4. **Accommodating (CE/AE)**



Kolb's learning styles



© concept david kolb,
adaptation and design alan
chapman 2005-06, based
on Kolb's learning styles,
1984

Free material downloaded
from
<http://www.businessballs.com/kolblearningstyles.htm>



b) Herrmann Brain Dominance Theory

Adapted from Houghton Mifflin College Thinking Styles and Learning Styles accessed from http://college.hmco.com/instructors/ins_teachtech_foundations_module_thinkstyles_printerfriendly.html

Ned Herrmann used research on right brain/ left brain differences to develop a model that shows that each person has four parts (quadrants) of the brain when it comes to the process of thinking and learning. Depending on which quadrants we engage, our learning processes can be very different. Brain dominance leads to thinking style preferences, which impact **what** we pay attention to and **how** and **what we learn best**. Each of these four "brains" or quadrants is listed below with words that typically characterise a person who uses that thinking style. The four thinking styles are:

- A: The Rational Self (Upper or Cerebral Left Brain)
- B: The Safekeeping Self (Lower or Limbic Left Brain)
- C: The Feeling Self (Lower or Limbic Right Brain)
- D: The Experimental Self (Upper or Cerebral Right Brain)

A Rational Self <ul style="list-style-type: none">• knows how things work• knows about money• likes numbers• is realistic• is critical• is logical• quantifies• analyzes	D Experimental Self <ul style="list-style-type: none">• infers• imagines• is curious/plays• likes surprises• breaks rules• speculates• is impetuous takes risks
B Safekeeping Self <ul style="list-style-type: none">• plans• timely• is neat• organizes• is reliable• gets things done• establishes procedures• takes preventative action	C Feeling Self <ul style="list-style-type: none">• feels• talks a lot• is emotional• is expressive• is supportive• touches a lot• likes to teach• is sensitive to others

You may see yourself in more than one quadrant. The research indicates that people may use more than one style primarily. In fact, most people have at least two primary quadrants. Each person can have primary preferences (areas of the brain he/she goes too easily and enjoys), secondary



preferences (areas of the brain that can be and are accessed when necessary) and tertiary preferences (areas a person may have difficulty accessing or may even avoid). You also don't need to identify with everything in the quadrant to have some strength there. People have varying degrees of dominance in the quadrants.

Each quadrant has preferred learning activities:

- A quadrant thinkers prefer quantifying, analyzing, theorizing and processing logically.
- B quadrant thinkers prefer organizing, sequencing, evaluating and practicing.
- C quadrant thinkers prefer sharing, internalizing, moving and being involved.
- D quadrant thinkers prefer exploring, discovering, conceptualizing and synthesizing.

This model allows trainers and learners to consider the full potential of the brain and their abilities and to take an honest look at where their preferences and avoidances are. The model also asserts that preferences are wonderful and knowing our preferences can give us powerful information about who we are and what type of work we might enjoy. But having a particular preferred thinking or learning style does not excuse us from interacting with a world of varying styles. **We need to understand how to communicate and learn from and teach others with different styles.**

There is an instrument available called the Herrmann Brain Dominance Instrument or HBDI that provides a full profile of an individual. However the following exercise can at least give you some indications.

To begin to determine your own preferred thinking and teaching/facilitating styles, complete the exercise below by circling the 8 work elements that you enjoy the most. Which quadrants best represent your preferences as a teacher/facilitator? Now, underline up to 4 work elements that you enjoy the least. Which quadrants are you least likely to explore in your teaching/facilitating?

Thinking Styles Assessment for Trainers



Used by permission from the Ned Hermann Group, 2075 Buffalo Creek Road, Lake Lure NC 28746

c) Howard Gardner's Multiple Intelligences

Adapted from Armstrong: Multiple Intelligences at http://www.thomasarmstrong.com/multiple_intelligences.htm and <http://exchanges.state.gov/forum/vols/vol36/no2/p2.htm>

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- **Linguistic intelligence** ("word smart"): the ability to use words effectively both orally and in writing. sensitivity to the sounds, meanings and rhythms of words.
- **Logical-mathematical intelligence** ("number/reasoning smart"): the ability to use numbers effectively and reason well. This includes the ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns
- **Spatial/visual intelligence** ("picture smart"): the ability to sense form, space, color, line, and shape; to think in images and pictures, to visualize accurately and abstractly; to graphically represent visual or spatial ideas (charts, maps etc.).



- **Bodily-Kinesthetic intelligence** ("body smart"): ability to control one's body movements and to handle objects skillfully. This includes such physical skills as coordination, flexibility, speed, and balance. Also the ability to use the body to express ideas and feelings and to solve problems.
- **Musical intelligence** ("music smart"): the ability to produce and appreciate rhythm, pitch, and melody. This includes such skills as the ability to recognize simple songs and to vary speed, tempo, and rhythm in simple melodies.
- **Intrapersonal intelligence** ("self smart"): the ability to to be self-aware and in tune with inner feelings, values, beliefs and thinking processes. This includes such skills as understanding how you are similar to or different from others, knowing your learning styles, and knowing how to handle your feelings, such as what to do and how to behave when you are angry or sad.
- **Interpersonal intelligence** ("people smart"): the ability to understand and respond appropriately to another person's moods, feelings, motivations, and desires.
- **Naturalist intelligence** ("nature smart"): ability to recognize and categorize plants, animals and other objects in nature.

Schools and universities have traditionally focused mostly on linguistic and logical-mathematical intelligence. The highly articulate or logical people tend to be those held in highest esteem by teachers. Dr. Gardner advocated that equal attention should be given to individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live.

Unfortunately, many children who have these gifts don't receive much reinforcement for them in school and this is one of the reasons why many people don't enjoy school and become resistant to the idea of formal learning. The theory of multiple intelligences proposes a major transformation in the way schools are run and adult training is conducted. It suggests that teachers and trainers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more

The theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a forest ranger). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now have the opportunity to develop through courses, hobbies, or other programmes of self-development



The theory of multiple intelligences provides the trainer/facilitator with eight different potential pathways to learning:

- words (linguistic intelligence)
- numbers or logic (logical-mathematical intelligence)
- pictures (spatial intelligence)
- music (musical intelligence)
- self-reflection (intrapersonal intelligence)
- a physical experience (bodily-kinesthetic intelligence)
- a social experience (interpersonal intelligence), and/or
- an experience in the natural world (naturalist intelligence)

d) Myers-Briggs Type Indicator

Adapted from Wikipedia, <http://en.wikipedia.org/wiki/Myers-Briggs>

The **Myers-Briggs Type Indicator (MBTI)** is a personality questionnaire designed to identify certain psychological differences according to the typological theories of Carl Gustav Jung.

Fundamental to the Myers-Briggs Type Indicator is the concept of **Psychological Type**. In a similar way to left- or right- handedness, the principle is that individuals also find certain ways of thinking and acting easier than others. The MBTI endeavours to sort some of these psychological opposites into four opposite pairs, or *dichotomies*, with a resulting sixteen possible combinations. None of these combinations is 'better' or 'worse' than each other; however, Briggs and Myers recognised that everyone has an overall combination which is most comfortable for them: in the same way as writing with the left hand is hard work for a right-hander, so people tend to find using their opposite psychological preference more difficult, even if they can become more proficient (and therefore behaviourally flexible) with practice and development.

Four pairs or dichotomies were identified:

Extraversion	Introversion
iNtuition	Sensing
Feeling	Thinking
Judging	Perceiving

The preferences are normally notated with the initial letters of each of their four preferences, for example:

- **ISTJ** - Introverted, Sensing, Thinking, Judging
- **ENFP** - Extraverted, iNtuition, Feeling, Perceiving

And so on for all sixteen possible combinations.



The terms used for each dichotomy have specific technical meanings relating to MBTI, which differ from their everyday usage. For example, people with a preference for Judging over Perceiving are not necessarily more 'judgemental', or less 'perceptive'. In the normal sense

MBTI does not measure aptitude either: it simply identifies one preference over another. So someone reporting a high score for E over I on the MBTI cannot be correctly described as 'more' or 'strongly' Extraverted: they simply have a *clear* preference.

Functions (S-N and T-F)

The Sensing-Intuition and Thinking-Feeling dichotomies are often referred to as the MBTI **Functions**. They relate to how we prefer to take in information (*perceiving*); and how we prefer to make decisions (*judging*). Individuals will tend to trust one preference over the other, although they may have some ability to do both. Indeed, the flexibility to sense check information and decisions using one's less preferred preference can be of value in many situations, for example in groups that have preferences in common amongst a number of members (and therefore a potential *blind spot* i.e. a tendency to avoid the opposite).

Individuals with a preference for **Sensing** prefer to trust information that is in the present, tangible and concrete: information can be comprehended by the five senses. They may prefer to look for detail and facts. For them, the meaning is in the data. Those with a preference for **Intuition** will trust information that is more abstract or theoretical, that can be associated with other information (remembered or they may look for a wider context or pattern). They may be more interested in future possibilities. The meaning is in how the data relates to the pattern or theory.

Jung described Sensing and Intuition as *irrational* functions (as a technical term, not as a pejorative), as a person does not necessarily have control over receiving data, only how to process it once they have it. This is not to say that they ignore the opposite function, but a matter of what they prefer to concentrate on.

Thinking and **Feeling** are the decision making (judging) calculus functions. They both strive to make rational choices, based on the data received from their perceiving functions (S or N). As people use their preferred function more, they tend to be much more practiced and comfortable with its use. This can be compared to an athlete: a person cannot have an innate ability to play a particular sport. A person who enjoys that sport, and practices constantly to improve in that sport, will most likely become good at that sport. Similarly, a person who has a clear preference for thinking or feeling will tend to become better at that particular function, simply because they practice it more.



Those with a preference for *Feeling* will prefer to come to decisions by associating or empathising with the situation, looking at it 'from the inside' and weighing the situation up so to achieve, on balance, the greatest harmony, consensus and fit with their personal set of values. Those with a preference for *Thinking* will prefer to decide things from a more detached standpoint, measuring the decision by what is reasonable, logical, causal, consistent and matching a given set of rules. In coming to a decision, individuals will tend to come to their preferred function first and trust it better.

As noted already, people with a Thinking preference do not necessarily, in the everyday sense, 'think better' than their Feeling counterparts; the opposite preference is considered an equally rational way of coming to decisions and in any case the MBTI is a measure of preference, not ability. Similarly, those with a Feeling preference are not necessarily 'more feeling' or emotional than their Thinking peers.

Attitudes (E and I)

The preferences for **Introversion** and **Extraversion** are sometimes referred to as **attitudes**. Briggs and Myers recognized that each of the functions can show in the external world of behavior, action, people and things (*extraverted attitude*) or the internal world of ideas and reflection (*introverted attitude*). The Myers-Briggs Type Indicator sorts for an overall preference for one or the other of these.

People with a preference for Extraversion draw energy from action: they tend to act, then reflect, then act further. If they are inactive, their level of energy and motivation tends to decline. Conversely, those whose preference is Introversion become less energized as they act: they prefer to reflect, then act, then reflect again. People with Introversion preference need time out to reflect to rebuild energy.

The terms *Extravert* and *Introvert* are used in a special sense when discussing Myers-Briggs Type Indicator. Note that "Extravert" is even spelled differently than is usually seen. Someone with a clear E preference is not necessarily a party animal or a show-off, any more than someone clearly preferring I is necessarily shy, retiring and unsociable. An INTP meeting another INTP is an excellent example of this; the conversation will frequently begin with a recognition of a shared interest, such as science fiction, and continue with a rapid exchange of data and theories incomprehensible to an outsider to the conversation, the two only breaking off when interrupted by a third party or thirst.

Lifestyle (J-P)

In addition to the two Function pairs and Attitudes, Myers and Briggs identified that individuals had an overall preference to favour either their **Judging** function (T or F) or their **Perceiving** function (S or N), which is revealed in how they like to go about getting things done in the outside (extraverted) world.

People with a preference for **Judging** prefer matters to be decided; to start tasks in good time, well ahead of a deadline; to have clear plans that they prefer not to be distracted from; and they can sometimes seem inflexible in this regard. Those whose preference is **Perceiving** are happier to leave



matters open, for further input; they may want to leave finishing a task until close to the deadline, and be energised by a late rush of information and ideas; and they are readier to change plans if new information comes along. They may sometimes seem too flexible for their Judging peers.

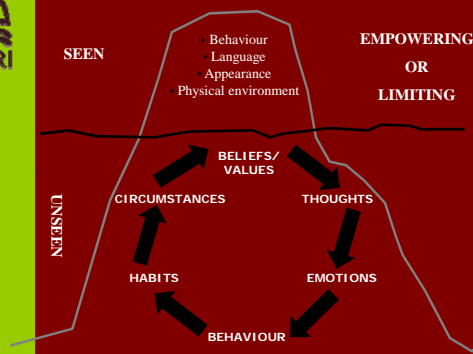


Skills for Effective Mentors



Mentoring

- is a **communicative process**.
- Is not a method for shooting information at a person who writes every words
- **Mentoring involves genuine two-way communication**



What are the main skills you need to be a good mentor?

There is no one thing you can do to be a great mentor, rather it is a matter of doing a lot of little things and doing them consistently and well.

Skills for Effective Mentors

- Building rapport
- Active listening
- Effective Questioning
- Ability to empathise
- Providing guidance



What is Rapport....

rapport is used to build relationships with others quickly and to gain their trust and confidence.



Building Rapport

Skills for Effective Mentors

- How do you build rapport?
- How do you break rapport?



Building rapport
Skills for Effective Mentors

Building rapport.....

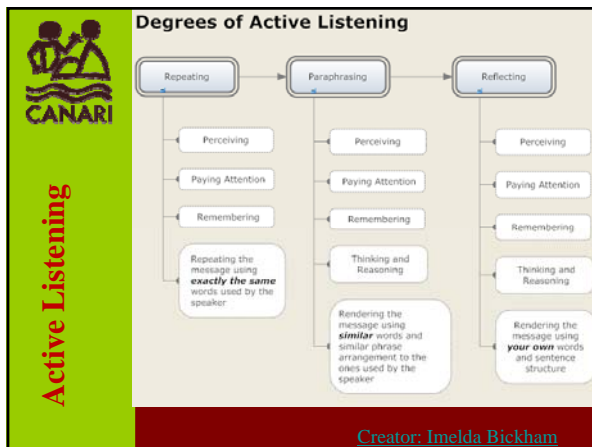

- **Follow Rate of Speech** you speak at the same speed they speak.
- **Repeat & Approve** - repeat a very brief synopsis of what they say and then approve (excellent, great, amazing, thats exciting). This shows that you are indeed listening. People like when you listen
- **Matching Body Language** is also very critical. Look at and try to go with :
 - Posture/Body Movement.
 - Gestures
 - Facial Expressions
 - Shrugs
 - Head Nods

Using these tactics will amazingly increase the levels of rapport you achieve with the people you speak to.




Listening

- **Active listening** is a structured way of listening and responding to others, focusing attention on the speaker.
- Suspending one's own frame of reference, suspending judgment and avoiding other internal mental activities are important to fully attend to the speaker.

Effective Questioning


- The purpose of questions is to draw out information and to gain clarity.
- It is important: no interrogation
no judgment = block communication



Effective Questioning

Tips to better questioning

1. Rephrase questions to avoid beginning with a 'why'
2. Ask one question at a time
3. Wait for the answer
4. Ask questions that prompt deep thinking
5. Seek to promote insight
6. Ask about, and listen for feelings as well as facts
7. Respond to non-verbal communication with feedback
8. Use non-verbal communication to keep questions from sounding interrogative
9. Move from the general to specific
10. Challenge assumptions and generalisations



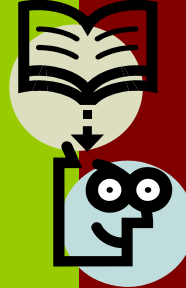
Guidance....

- support - you help the "client" to plan, anticipate obstacles, revise their plan for dealing with the problem, suggest resources, etc and the "client" accomplishes his/her goal.. Its ongoing process for some period, till the goal is achieved.
- Guidance would change after each review.
- Guidance always given only on request.



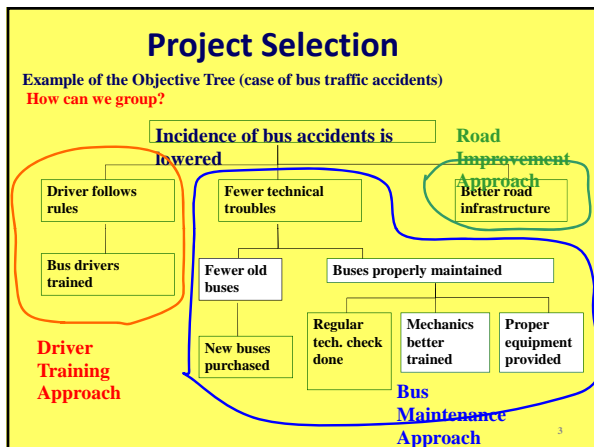
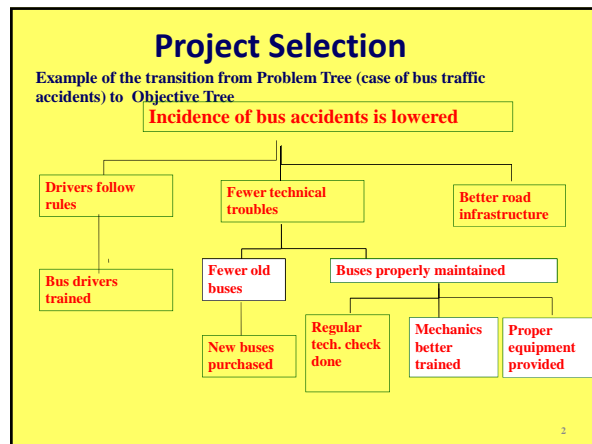
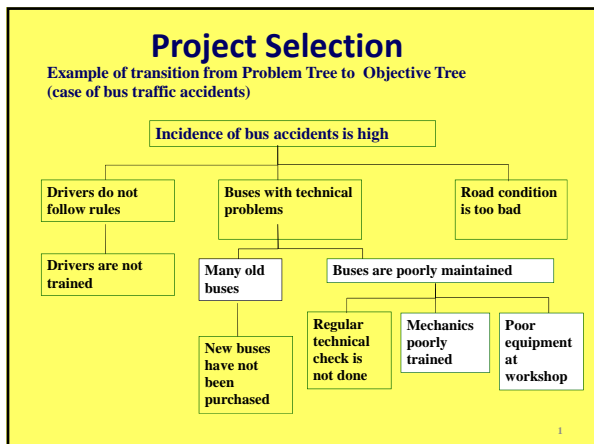
Guidance vs. advice

- Advice is given once and the result is not to be reviewed.
- Advice is often unsolicited



**TIME FOR TRYING
YOUR MENTORING
SKILLS!!**

14



Project Design Matrix (PDM)

The Project Design Matrix (PDM) is formed through elaborating the major project components and plans based on the approach selected.

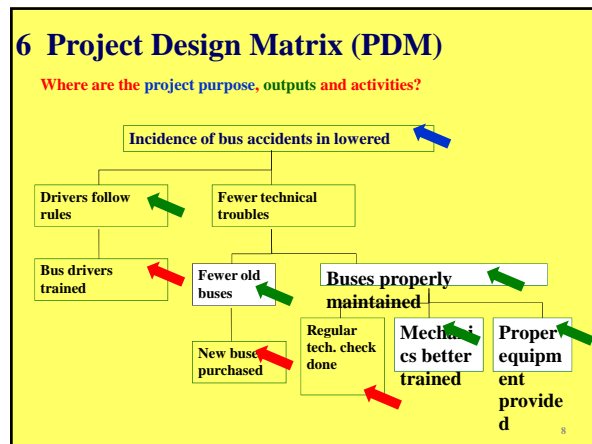
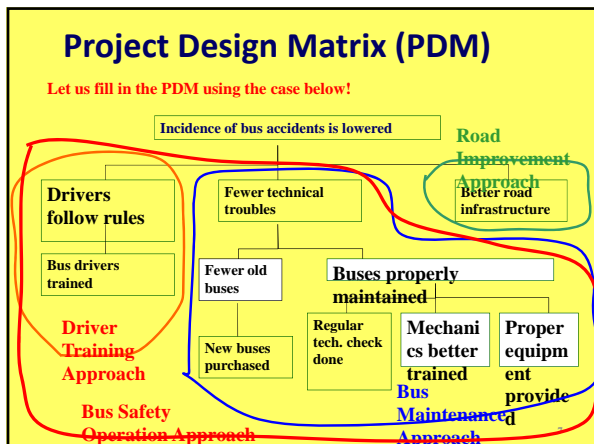
The format of PDM is similar to that of the Logical Framework and therefore can be commonly used worldwide.

Project Design Matrix (PDM)

- PDM is used to present information about project objectives, outputs and activities in a systematic and logical way
- It explains
 - Why a project is carried out
 - What the project is expected to achieve
 - How the project is going to achieve it
 - Which external factors are crucial for its success
 - Where to find the information to assess the success of the project
 - Which means are required
 - How much the project will cost

Project Design Matrix (PDM)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Overall Goal			
Project Purpose			
Outputs			
Activities	Inputs		Pre-conditions



Narrative Summary	O.V. Indicator	Means V.	Important Assumption
Overall Goal Number of casualties is reduced Traffic jams in the city are decreased			
Project Purpose Incidence of bus accidents is lowered			
Outputs 1. Drivers follow the driving rules 2. Sufficient equipment is provided 3. Mechanics tech. is improved 4. Buses are maintained adequately			
5. Percentage of the old bus is reduced	Inputs		
Activities 1-1. Clarify the driving rules and manners 1-2. Designing a training programme 1-3. Write up technical materials 1-4. Implement training course for instructors 1-5. Implement drivers' training 1-6. Monitor drivers manners periodically			Pre-conditions

- ### Project Design Matrix (PDM)
- Objectively Verifiable Indicators (OVI) Indicators ?**
- OVI measure to verify to what extent the results are achieved.
 - Specify how the achievement of an objective can be verified or demonstrated
 - Provide a basis for Monitoring and Evaluation
 - 3 Dimensions of Indicators
 - ◆ Quantity
 - ◆ Quality
 - ◆ Time

GO TO SMART!



Understanding the similarities and the differences

	Facilitating	Mentoring	Coaching
Function	A tool that helps people initiate and take part in a productive dialogue while helping groups improve the way they identify and solve problems, make decisions, and deal with conflict	A tool that enables a <u>relationship</u> which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in a process	A tool that enables skills development with emphasis on a specific task
Distinguishing features	<ul style="list-style-type: none"> allows the entire group to participate gradually increases a group's ability to operate effectively on its own results in clear ideas and conclusions broadens perspectives 	<ul style="list-style-type: none"> one to one benefits both mentor and mentee provides meaningful dialogue and guidance motivates and encourages creates relationships and friendships that bridge many years 	<ul style="list-style-type: none"> focuses on group level addresses personal &/or organisational development requires mutual trust between coach and participant
Time frame	Short term	Long term	Short to medium term
When to use it	To lead group discussions in order to produce clearly stated ideas and well thought out conclusions	<p>To develop people or organisations by sharing knowledge that provides opportunities for networking, teambuilding, leadership development, and career mobility.</p> <p>To help develop processes that are effective in order to accomplish desired outcomes</p>	When the individual or organisation is highly motivated to make meaningful change, the areas designated for improvement are within the coach's realm of expertise, and the individual or organisation commits the resources needed to see the endeavour through from start to finish.

APPENDIX 19 –FIELD VISITS: SUMMARY OBSERVATIONS AND RECOMMENDATIONS

CANARI Mentors Visit to Rose Hall Cultural Development Organization October 27, 2011

Community Members: Selvin Patterson – Leader, Rose Hall Drummers
Walton Samuels - PRO
Elson 'Rollo' Samuels

CANARI Group:

Gordon Patterson	- Grenada
Una May Gordon	- St. Lucia
Agnes Esprit	- Dominica
Santiago Laureano	- Santo Domingo
Amelia Jimenez	- Santo Domingo
Vivian Julien	- Haiti
Boris Fabres	- Trinidad
Donatian Gustave	- St. Lucia
Fitz Providence	- St. Vincent
Charmaine Webber	- Jamaica
Nicole Leotaud	- Trinidad
Anna Cadiz	- Trinidad
Loiza Rauzduel	- Trinidad
LaVerne Ragster	- US Virgin Islands

The community of Rose Hall is a farming community with approximately 1000 residents

Issues	Challenges	Recommendations
Marketing of locally grown produce	Competition from outsiders; low marketing, middle man taking over markets.	Explore opportunities to create value added products to boost income. Explore possibility of moving up value chain through agro-processing initiatives Seek training for community members in processing and marketing of agri products, storage etc
Record Keeping	Proper records not being kept by farmers, semi literacy.	Consider workshops to build skills or identifying a mechanism to improve record keeping under current conditions.
Issues	Challenges	Recommendations

Community Development	<p>Participation of community members may be more limited than needed for the further development of the group due to migration of members and other factors. Group would like more involvement of all communities to build the organization and increased cohesion to achieve and move the group forward.</p> <p>Volunteerism a problem. Technology and lack of proper parenting skills</p>	<p>Identify a project that would bring different groups in the community together to work toward an agreed on goal or benefit. Include volunteerism and incentives in the project.</p> <p>Increase the number of projects or activities that demonstrate positive uses of technology and build teams at the same time. Consider forming a parent support group as one of the activities of the organization.</p>
Unattached youths	<p>Growing concern with youths and use of drugs.</p>	<p>Strengths Weaknesses Opportunities Threats (SWOT) analysis of community strength and weaknesses.</p> <p>Explore agro tourism activity within community's rich history.</p> <p>Identify and organize activities that will help underemployed or uneducated youths to have opportunities for gaining new life skills and revenues sources that could lead to careers. Ask them what they need.</p> <p>Explore possibility of using established youth organization groups to keep/get youth engaged in activities of interest.</p> <p>Have scheduled community activity/ engagement e.g. sporting competition with neighbouring communities.</p>

Recommendations for the Diamond Cultural Heritage Organisation (DCHO)

The CANARI Workshop team would like to thank the Diamond Cultural and Heritage Organisation most sincerely for their warm welcome, interest and participation in the questions, discussion and activities suggested by their visitors. The Team came away feeling that they had been privileged to learn a great deal about this exceptional community organisation.

The CANARI Workshop team were very impressed with the accomplishments of the Diamond Cultural and Heritage Organisation (DC&HO) and in particular with their very strong links to their community and their ability to step back and allow other organisations to play more specific roles (e.g. Diamondites) while supporting them and working with them.

The Team would like to suggest that CANARI and the DC&HO continue to keep in close contact for their mutual benefit and that CANARI pursue the possibility with DC&HO of carrying out a case study of the DC&HO for the information and encouragement of other CBOs and NGOs within the region and possibly further afield and also exploring the possibility of encouraging the DC&HO to participate in mentoring other NGOs within the area or across the island to help them build their capacity if such opportunities should arise.

The Team found it difficult to provide many suggestions that might assist the DC&HO in the future apart from the suggestions provided below:

1. In order to increase its options for accessing funding from a wider range of agencies that may be willing to support its work, DC&HO could consider approaching a number of civil society supporting organisations such as:
 - The Inter-American Foundation (IAF) (www.iaf.gov) provides financial support to programmes implemented by groups at the grassroots level. Funds are provided to the IAF by the US Congress and other regional agencies. DCHO could apply for a planning grant to aid with the development of the Nature Trail for the area.
 - Rufford Small Grants for Nature Conservation (RSGs) (www.ruffordsmallgrants.org/rsg/criteria) in England aims at supporting small nature conservation programmes and pilot projects. Their application process has minimal red tape compared to larger donor agencies but the focus is strongly oriented to work in the field and offers the possibility of follow-up grants to continue the initial work.
2. One of the Team, Denyse Ogilvie, offered a suggestion for DC&HO to build a relationship with People In Action (PIA), (<http://www.piagrenada.org/>). PIA is a Community-based organisation in Grenada with which Denyse has been involved for many years with experience in education on tourism development within local communities and in assessing marketing requirements.
3. Apart from PIA, the DC&HC is encouraged to make contact with any of the Team members as most have involvement with NGOs and CBOs in their own countries and may be able to help with a particular concern or need for information – technical or otherwise. In this regard, perhaps CANARI could send the DC&HO a copy of the updated list of participants perhaps indicating those who visited Diamond.

The CANARI Workshop Team for Diamond

APPENDIX 20 –DRAFT TERMS OF REFERENCE FOR MENTORS



Mentors to support civil society organisations working on biodiversity conservation

Terms of Reference (TOR) - Draft August 4th 2011

1. Background

- 1.1. Civil society organisations in the Caribbean islands need capacity building in the areas of project identification and development, proposal writing, project management (including monitoring and evaluation) and communication.
- 1.2. The Caribbean Natural Resources Institute (CANARI) is providing capacity building for civil society organisations through training, coaching, mentoring, action learning, small grants, facilitating peer exchange and networking with other organisations that can provide financial and technical support.
- 1.3. CANARI is building a pool of experts based across the islands of the Caribbean to assist with building the capacity of civil society organisations.
- 1.4. The MacArthur Foundation has provided support for building a pool of 20 Mentors across the region to provide support for CSOs working in biodiversity conservation. The scope is the Caribbean islands, focusing especially on the eleven target countries of the Critical Ecosystem Partnership Fund (CEPF) Caribbean Islands investment⁶ – Antigua and Barbuda, the Bahamas, Barbados, Dominica, the Dominican Republic, Grenada, Haiti, Jamaica, St Kitts and Nevis, Saint Lucia and St. Vincent and the Grenadines. As the Dominican Republic, Haiti and Jamaica are priority countries for CEPF investment, the mentorship programme will be especially focused in these three countries.

2. Key definitions

CANARI has developed an understanding of key terms and concepts to guide its work as follows:

⁶ The Critical Ecosystem Partnership Fund (CEPF) is a global programme funded by six donors including l'Agence Française de Développement, Conservation International, the Global Environment Facility, the Government of Japan, the MacArthur Foundation and the World Bank. CEPF's goal is to strengthen protection and management of globally significant biodiversity through supporting the development and engagement of civil society in the world's biodiversity hotspots, the most biologically rich and threatened areas. CEPF's five-year (2010-2015) investment strategy for the region is focusing on providing grant support to civil society in 11 island nations of the Caribbean. CANARI is the Regional Implementation Team (RIT) for CEPF in the Caribbean, providing strategic leadership and helping to build a broad constituency of civil society groups to work on the conservation goals of the hotspot. Small grants (<US\$20,000) and large grants (>US\$20,000 – \$1M) are available to civil society. For more information see www.canari.org.

- 2.1. Mentoring is a process of sharing knowledge, skills, experiences, insights and opinions to provide strategic advice and guidance to help people make decisions to achieve their desired objectives. Mentors are trusted counsellors or advisors.
- 2.2. Coaching is the process of helping a person or organisation to build specific skills, knowledge and experience through hands-on support provided in the execution of a task.
- 2.3. Action learning describes learning to take effective action to address real... challenges. The learning occurs with a group of colleagues, who develop a united approach to addressing the challenges. Action learning is more than 'learning by doing' as it aims to develop a fresh perspective on existing knowledge and experience to apply to current challenges or issues. The need for review, reflection, rethinking and reinterpretation of this knowledge and experience is integral to the action learning process (Adapted by N. Johnson from ANTA National Staff Development Committee: 1996).

3. Purpose of the Mentors

- 3.1. The overall purpose of the Mentors is to provide capacity building to civil society organisations in Caribbean islands working in the areas of natural resource management and building sustainable natural resource-based livelihoods in the areas of project identification and development, proposal writing, project management (including monitoring and evaluation) and communication.

4. Geographic scope and time span of operation

- 4.1. The geographic scope is the Caribbean islands, focusing especially on the eleven target countries of the CEPF Caribbean Islands investment and especially on the Dominican Republic, Haiti and Jamaica.
- 4.2. Mentors will be selected and oriented in 2011 and will provide support to civil society organisations through to 2015.

5. Membership in Mentorship Programme

- 5.1. Mentors are experts from government agencies, local and international civil society organisations, technical assistance agencies and donors as well as independent consultants based in the Caribbean islands and with competencies (skills, knowledge, and experience) in:
 - natural resource management and building sustainable natural resource-based livelihoods;
 - project identification and development, proposal writing, project management (including monitoring and evaluation) and communication;
 - providing capacity building through training, coaching and mentoring to civil society organisations.
- 5.2. There will be 20 Mentors.
- 5.3. Mentors serve on a voluntary basis except where they are contracted by CANARI or another organisation for a specific function.

- 5.4. Mentors have good working knowledge of English (speaking, writing and reading) in addition to the local language in their country (including French, Spanish and/ or Creole) where relevant.
- 5.5. Mentors are appointed by the Executive Director of CANARI in consultation with the Manager of the Regional Implementation Team (RIT) for CEPF after being nominated and submitting an application.
- 5.6. There will be an annual evaluation of the role played by each Mentor based on the Terms of Reference, including the codes of conduct (see Section 7 for details). This will be conducted by CANARI in collaboration with the Mentor. Additional areas for capacity building and support by CANARI will be identified.
- 5.7. Mentors may be removed from the mentorship programme by the Executive Director of CANARI in consultation with the RIT Manager for cause, following discussions with the Mentor. Cause for removal includes violation of the codes of conduct, conflict of interest, or unethical behaviour by the Mentor. See Sections 7 and 8 for more details.
- 5.8. Mentors may resign from the mentorship programme by notifying the Executive Director of CANARI in writing.
- 5.9. New Mentors may be appointed if needed, including replacing Mentors who are no longer able or interested in performing the function.

6. Mentor functions and duties

- 6.1. The Mentors achieve their purpose primarily through:
 - facilitating national training workshops;
 - providing individual coaching and mentoring to organisations;
 - advising CANARI on needs, capacity building undertaken, results, lessons learnt, and relevant issues, including where relevant to CANARI's review of CEPF grant applications;
 - sharing information on experiences and lessons learnt with other Mentors and providing peer coaching and support.
- 6.2. Mentors may function through:
 - providing voluntary support to civil society organisations;
 - providing voluntary advice and guidance to CANARI;
 - providing voluntary peer coaching and support;
 - being contracted by CANARI to perform a specific function, including facilitating or co-facilitating a national training workshop;
 - being contracted by civil society organisations to provide support, including through funding provided under a grant to the organisation from CEPF;
 - being contracted by government agencies, local and international civil society organisations, technical assistance agencies and donors.

7. Mentor orientation, capacity building, action learning, and peer coaching and support

- 7.1. A five day orientation workshop will be facilitated by CANARI in St. Vincent in 2011. Travel costs and per diem for Mentors participating in this workshop will be covered by CANARI under the MacArthur Foundation funding. The specific dates and location for the workshop and other details will be determined based on what is most practical and feasible for Mentors and CANARI.
- 7.2. A five day follow-up training workshop will be held in 2012. Travel costs and per diem for Mentors participating in this workshop will be covered by CANARI under the MacArthur Foundation funding. Specific dates and location for the workshop will be determined based on the most practical and feasible time and location for Mentors and CANARI.
- 7.3. CANARI will facilitate an online discussion among the mentors to facilitate sharing of experiences and lessons learnt, peer coaching and support, and action learning.
- 7.4. Additional communication with and among Mentors may be conducted by e-mail, skype, telephone, or video-conferencing as needed.
- 7.5. CANARI may invite Mentors to participate in additional workshops and other initiatives on a voluntary or contracted basis.
- 7.6. CANARI will maintain a record for each Mentor documenting support provided to civil society organisations and capacity demonstrated. This will be developed in consultation with the Mentor and will be shared with the Mentor.
- 7.7. CANARI will promote the availability of Mentors, including information on their specific areas of competency, to:
 - CEPF applicants and grantees;
 - government agencies, civil society organisations, technical assistance agencies and donors providing support to civil society organisations in the Caribbean islands.

8. Codes of conduct

Mentors will:

- 8.1. Fully respect the organisation(s) they work with and provide constructive feedback where necessary.
- 8.2. Empower the organisation(s) they work with to make decisions and not make decisions on behalf of the organisation(s).
- 8.3. Keep discussions between the Mentor and organisation(s) confidential.
- 8.4. Establish a mutually agreeable communication mechanism with the organization(s) that sets contact time (e.g., per week/month), mode of communication (e.g., email and/ or telephone) and other guidelines.
- 8.5. Be consistent and dependable.

- 8.6. Refrain from actual or perceived conflict of interest activities when encouraging organisations to submit proposals that can potentially benefit the Mentors themselves.
- 8.7. Contact the RIT Manager immediately if they have concerns about the organisation(s) they are working with or identify conflict of interest situations that need to be addressed.
- 8.8. Agree that materials produced by the organisation that are influenced by the Mentor will remain under the ownership of the organisation(s).

9. Outputs

Mentors will produce the following reports for CANARI:

- 9.1. A workplan including details of the organisation(s) receiving mentoring; details of communication between the Mentor and organisation(s) including number of contact hours per week/ month as applicable; planned activities; targets (a workplan template will be provided by CANARI).
- 9.2. Civil Society Organisational Capacity Tracking Tool Assessment (using the tool provided by CEPF) at the beginning of an organisation's work under a CEPF project.
- 9.3. Civil Society Organisational Capacity Tracking Tool Assessment (using the tool provided by CEPF) at the end of an organisation's work under a CEPF project.
- 9.4. A Final Evaluation Report (template will be provided by CANARI) based on activities outlined in the workplan.

10. Reporting

- 10.1. Mentors will report directly to the RIT Manager.

11. Additional technical assistance

- 11.1. The Mentor may be requested by the organisation to provide additional technical assistance (e.g. training, facilitation) beyond the requirements of mentoring. The organisation would be solely responsible for funding any of this additional technical assistance. This may, however, be included in the MacArthur Foundation's project budget.

12. Conflict of Interest

- 12.1. Upon accepting appointment as a Mentor, Mentors commit themselves to avoiding the appearance of self-dealing, conflict of interest, or undue influence.
- 12.2. Mentors are required to disclose interests that do or potentially could conflict with their responsibilities as outlined in the Mentor Terms of Reference.
- 12.3. Upon receiving notice of the name of an organisation submitting a CEPF proposal, the Mentor(s) with links to the respective organisation will immediately inform the RIT Manager of the exact nature of his or her association with the organisation including any

support provided, and shall refrain from any acts that can be interpreted as attempts to influence the decision on the award of grants including trying to influence CANARI.

- 12.4. To ensure transparency, records on support provided to civil society organisations shall be available to anyone who requests such information and in particular if there is an accusation of a conflict of interest.

13. Amendments

- 13.1. The Terms of Reference shall be reviewed annually from the date of adoption. They may be altered to meet the current needs of all Mentors and CANARI (including regarding implementation of the CEPF Caribbean Islands investment programme), by agreement of the majority of Mentors and CANARI.

APPENDIX 21 –SUMMARY OF PARTICIPANTS’ EVALUATION OF THE WORKSHOP

Caribbean Natural Resources Institute (CANARI) Mentor Orientation Workshop

**24-28 October 2011
Sunset Shores Beach Hotel, St. Vincent**

Meeting evaluation form

1. Did you find the meeting useful in learning about mentoring civil society organisations involved in biodiversity conservation in the Caribbean?

18 Yes

No

Please explain:

1. I learned a lot of useful things on strategies and also experiences from the mentors and all the participants'
 2. Because I think in my country, communities has good ideas but they doesn't know how makes a reality. So little town/communities needs mentor for guide in project and teaches how can continuous work in benefit environment and own communities
 3. It presented innovative way of getting community to step out of traditional assessments of their organizations.
 4. No response
 5. It was very useful and even necessary, as I never had any form of training about mentoring issues. I feel more motivated and enthusiastic to approach other CSO's and CBO's.
 6. Much useful information on what mentoring is and is not, its relations to coaching and facilitator etc.
 7. New and valuable in formations and strategies about mentoring and how to use it.
 8. The objectives of the meeting were clear and the facilitation was focused.
 9. I had experience in mentoring but there was so much I've learned from the facilitators and other mentors, some things I have previously taken for granted and I realized through the workshop they are so important
 10. I think the meeting address correctly what the organizations need to involve in biodiversity conservation
 11. Insight – both theory and practice gained in mentorship. This was also linked with skills in a previous workshop on facilitation
 12. Because I can utilize the knowledge gained in this respect
 13. The shared experiences from different levels within the group
 14. Very enlightening, capacity buildup sessions. Although I had previous experience in mentoring there were new areas that were addressed in this session
 15. Learnt what is mentoring and the characteristics of a good mentor
 16. In facilitated exchange of ideas, exposure to new tools for mentorship and analysis
-

17. The role and responsibility of a mentor, was clearly ----- and coaching and the differences and similarities were clear
 18. It was useful in the sense that we got a chance to hear experiences, lessons learnt and difficulties faced by other NGO's on biodiversity conservation.
-

2. What is the most important thing that you learned / understood / felt from this meeting?

1. To learn different tools for mentoring
2. The most important thing I learned in this meeting is my low skill, because now I can change and search the tools for help.
3. Definitions of Mentoring/facilitating/coached, the action learning tools and methods.
4. New important ideas that group engagement delivers (not provided by individuals acting alone)
5. The action learning activities have been the most important for me. Watching CANARI's own facilitating tools for this workshop was very interesting.
6. That there are groups and communities that are strong and connected and supportive without outside help in any great degree.
7.
 - a. Mentor mean and role, including skills and way for implementation.
 - b. Tools for training and approach and get valuable information from communities.
8.
 - a. Action learning can be a very powerful facilitation tool.
 - b. Over certain threshold – expectations differ and as a mentor one should be aware of this.
9. Learned the difference between Mentoring, facilitating and coaching.
10. I really improve my knowledge about mentorship, coaching and facilitation and I have now more possibility to help the community.
11. Use of thinking styles is not only useful in classrooms but also to every person, especially for CSO groups/ people.
12. The various levels of learning and the importance and benefits of mentoring
13. Networking. Self analysis and adaptability in varying situations
14. That mentorship is a relationship and is very important as the actions of a mentor could bring positive or negative results and has to be properly “managed”
15. The need for CBO's CSO's to be properly registered
16. Interesting tools available for engaging communities gained better understanding of the role of mentors
17. Being a mentor is a very important role and as such should not be taken lightly, as it affords you an opportunity to help others/organization achieve their objectives
18. I learned what being a mentor really involves as well as the characteristics of a good mentor. More importantly mentors ----- suggest and present options but do not make decisions for mentors

3. What did you like about this meeting?

1. The way that the workshop was facilitated or directed to the mentors
2. I did like because I learned about others countries in the Caribbean, and compared their situation with my country's situation.
3. The interaction and learning of lessons from the fellow islands.
4. a. Information on the work of governments and NGO's in the region related to conservation.
b. Personal and group exchanges.
5. The tools used with us, mentors, during the program. The duration was perfect. No less time could be taken.
6. That it was very well structured and that everyone was committed to getting as much out of it as possible and therefore willing to continue
7. The quality of the contents, professional skills of facilitators and dynamic methodology
8. The vibes was right, there was the right mix of experience and interest to keep the meeting flowing and interesting.
9. I liked the spread of participants in terms of level of knowledge and experience.
10. I like the methodology, the climate of the workshop
11. Everything – seriously!
12. Everything
13. The various facilitators
14. The comradery among participants, the methods and tools used for teaching, facilitating and learning
15. The interactive learning / sharing sessions including field visit
16. Interactive and participatory. Allowed for role play which facilitated impactful learning.
17. It was very interactively and not just lecture. Participants were able to share ideas; learning and experiences
18. Interactive learning and the freedom to share and give feedback

4. What did you dislike about this meeting?

1. Everything was good
2. Nothing, I liked everything
3. No response
4. Some sessions were tedious (over-stressing of some concepts)
5. Nothing. It was long and I felt really tired at the end of each days but it was more refreshing than anything. Nothing to dislike.
6. Can't think of anything too important
7. Nothing, everything was excellent.
8. Nothing really, the Hotel Room had nothing to do with the meeting.
9. Poor time keeping
10. Nothing

11. The independence day holiday should have been factored and an alternative date planned for the field exercise
12. Poor time keeping
13. No response
14. Generally everything was good. The meals could have been more local.
15. Nothing really
16. At times role play was completed but the outputs were not analysed
17. Everything was good
18. At times there may have been too many activities, although they did end up being useful

5. Which sessions did you find particularly useful:

1. The mentor definition
2. Two sessions : “Capacities and skills of effective mentors” and “participatory facilitation”
3. The field trip to community to practice the action learning tools
4. No response
5. The field trip particularly. All sessions were so useful for me (and its not to be nice with CANARI, I really enjoyed every part of it).
6. Field visit and those with action learning.
7. Mentoring, action learning, participatory facilitation, problem analysis and field experience.
8. Facilitation/Coaching/Mentoring discussions.
9. Field trip – I was able to put in practice knowledge gained from the sessions.
10. The field trip, it was really interesting because we have shared experience and knowledge with the community.
11. a. Problem tree conversion to objective tree.
b. Analysis of thinking styles and linking it to planning sessions.
12. All sessions
13. The field trip and the session on project analysis
14. ----- session. Action learning and the community session
15. Field visit, interactive sessions as in group work
16. Mentorship skills, action learning participatory facilitation
17. Mentoring skills, participatory facilitation
18. Project planning, participatory, facilitation, mentoring skills

6. How could the meeting have been improved?

1. In my opinion everything was good and right done.
2. I don't know, for me is excellent
3. No response
4. a. Less overlapping exercises

- b. More time on LOI (CEPF) use/writing
- 5. It was perfect on my opinion and feeling.
- 6. No response
- 7. Nothing to improve, amazing workshop
- 8. Could involve a few more local participants.
- 9. There was quite a bit of information presented, I found it difficult at times to grasp / understand
- 10. My capacity to organize, develop and implement my training activities
- 11. Factoring culture of the country – holidays Vincies love Ralph. There would have been a better turn out if the field trip was on Wednesday.
- 12. More group work
- 13. No response
- 14. ?
- 15. Sticking closer to scheduled time for activities, asking participants to make interventions brief, more involvement by introverts
- 16. Field trip time – 4 hours
- 17. Meeting was good. Maybe more time allotted for the topics
- 18. No suggestions for improvement. I think it was a very productive meeting

7. How would you rate the following areas of the workshop structure and delivery? Please tick one for each area.

	Very Good	Good	Fair	Poor
Clarity of objectives	XXXXXXXXXX	XXXXXXX		
Content	XXXXXXXXXXXXXX	XXXXX		
Materials	XXXXXX	XXXXXXXXXXXXXX		
Facilitation	XXXXXXXXXXXXXXXXXX	XX		
Field trip	XXXXXXXXXX	XXXXX	XX	
Relevance to your needs	XXXXXXXXXX	XXXXXX	X	

Any additional comments on the above:

- 1. No comments
- 2. No response
- 3. No response
- 4. No response
- 5. No response
- 6. I thought that the standard of the facilitators was excellent and they all really wanted us to get the point – but also to “make our point” too.
- 7. No response
- 8. No response
- 9. No response

10. It was very good!
11. No response.
12. Poor turn out from community group members
13. No response
14. No response
15. No response
16. No response
17. I have never participated in any workshops/ training with so many graphics which has helped tremendous in helping participants to understand what is being conveyed. Very Good!
18. Field trips were very useful in terms of being able to practice what we learnt in the workshop sessions

8. What is one thing that you will apply from the meeting in your organisation's work?

1. To show the role as mentor.
2. I will apply "Mentoring skills"
3. Problem tree and Objective tree
4. Processes in interaction with partners
5. Use some of the tools (problems tree etc.) so that can be used systematically at the beginning of every project that we'll have.
6. I want to try out some of the active ---- techniques.
7. Teaching and participatory tools, problem and objectives analysis, participatory facilitation action learning and proposal writing.
8. Tools identified for AL
9. The concept of using games, picture to tell the story.
10. The methodology of this meeting
11. The analogy – midwife and baby and use of the problem tree.
12. Effective ideas of drawing out info for people
13. The sharing of experiences and the qualities of a mentor
14. Use of many of the tools used here in working with organizations and more needs assessments of groups and communities
15. Ensuring group registered properly
16. Frying pan and string analysis tools
17. More facilitation role with organisations outside of my organization
18. Facilitating learning using tools, problem tree analysis

9. What would prevent you from applying the ideas discussed in this meeting?

1. Depend of the needs
2. I would prevent applying the "strategy plan" but it will depend on the situation and activity.
3. Nothing really, it would depend on the need and appropriate timing
4. Many ideas to remember, synthesize, apply

5. Cultural issues at some points, meaning something that wouldn't depend of me.
6. Will need to find, make, recognise the right opportunity to be able to share this knowledge as it needs inovatation / willingness.
7. ----- , there is a personal interest in applying and also in the organizations where I'm working
8. Nothing
9. N/A
10. No response
11. Time constraint
12. Nothing
13. Resistance from the audience
14. Resources in some cases but generally nothing of any great significance would prevent application
15. Nothing really unless that oppportunities may not always be available at convenient times and places
16. Nothing
17. Scheduling of other activities
18. Possible hindrances could be workshop materials, timing, transportation issues

10. Do you or your organisation have any additional training needs (that you have not identified already)?

1. How to write on specific proposal for my project
2. My organization haven't additional training now. I think is necessary implement the things learned in this workshop first.
3. Yes. We wish to be further trained in additional action learning tools and conflict resolution.
4. No response
5. Maybe. Linked to mentoring.
6. Yes we both need continued training in several areas (new needs, new persons involved etc).
7. Yes in the aspects considered in the workshop
8. No
9. Needs assessment and conflict resolution.
10. No response
11. I have to consult on this one. There are lots of needs. We are assessing these needs now. Perhaps development of a strategic management plan for forest sector stands out as most urgent
12. Conflict management and facilitation skills development
13. No response
14. CSO/NGO training in
15. Not at this unless it is to develop capacity to form more CBO's/ CSO's
16. Exposure to additional action learning tools

17. Project evaluation
18. No

11. What recommendations would you like to make for CANARI's work?

1. Just to continue working as you are doing
2. I haven't recommendations, I think CANARI adapt when organization needs.
3. No response.
4. Non difficult to advise. Perhaps greater emphasis on ecological foundations and program mission.
5. Nothing for now.
6. More work in the leeward's please.
7. To continue doing it that way, considering civil society organization in the Caribbean
8. Leverage more your unique skills for rural development and NRM in the region.
9. N/A
10. I would like CANARI continue to provide help to the Caribbean islands
11. Continue the great work. Action learning in facilitation and mentoring
12. Work is progressing good
13. Continuation and application to other organizations working with civil society
14. Support for more national level activities such as training of mentors, already planned but in other areas as well
15. Become more visible in countries where it does not carry out any much activity (become involved)
16. No response
17. Continue to do good work and we will transfer what we learn to our organizations
18. Certainly make the training tools and resource information from this session more widely available

Thank you!