



Caribbean Natural Resource Institute (CANARI)

**Building the capacity of rural community based organisations in Trinidad through
a training workshop in project design and proposal writing**



**University of Trinidad and Tobago (UTT)
O'Meara Campus
Arima
Trinidad**

Wednesday 23rd – Friday 25th March 2011

1 INTRODUCTION

Community-based organisations (CBOs) make a significant contribution to biodiversity conservation and poverty reduction in Trinidad and Tobago. However, their efforts are often hampered by their limited ability to access funds needed to support their projects and their own internal development.

Currently, there are relatively few successful project proposals submitted by CBOs, despite the multiplicity of funding opportunities from national and international agencies/donors. There are several internal and external reasons for this, including weak governance structures and systems within CBOs, low awareness of CBOs of the opportunities for support that exists, and failure of some development agencies to effectively encourage and support applications from CBOs. Members of CBOs express their very strong need and interest in gaining know-how and skills for developing projects and writing project proposals.

CBOs have identified key constraints in writing project proposals as:

- Limited capacity to write effective project proposals that clearly express how they plan to address their real and basic needs;
- Difficulty in understanding complex, unclear and/or confusing donor/agency application forms, which do not let the CBOs clearly express their needs and requirements.

In execution of its mission to promote and facilitate equitable participation and effective collaboration in managing the natural resources critical to development, CANARI over the past 20 years has worked extensively with CBOs across the Caribbean, including in Trinidad and Tobago. CANARI's work with CBOs has included implementing small grants programmes, training workshops and other capacity building interventions, participatory research initiatives, action learning projects and mentoring. This need for capacity building for CBOs in proposal writing has been repeatedly highlighted.

This workshop was funded by the United Nations Development Programme, Global Environment Facility, Small Grant Programme (UNDP GEF SGP). It aimed at enhancing the capacity of rural CBOs to identify opportunities to improve livelihoods, to design successful projects that address the needs in their community and provide recommendations to the UNDP GEF SGP on their application form and process.

2 OBJECTIVES

Main Objective:

To build capacity in effective project design and proposal writing through a three day participatory training workshop targeting 12 CBOs in rural Trinidad that are working in

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the area of biodiversity conservation and building sustainable livelihoods based on the use of natural resources.

Secondary Objectives:

1. To build the capacity of 12 CBOs to be able to identify opportunities to improve their livelihoods based on the sustainable use of natural resources.
2. To facilitate greater sharing of experiences and collaboration among the 12 CBOs.
3. To provide recommendations for the redesign of the application forms and the process for the UNDP GEF SGP.

3 PARTICIPANTS

The workshop targeted community based organisations in rural Trinidad working in the area of biodiversity conservation and sustainable livelihoods based on the use of natural resources. CBOs that CANARI was working with or had worked with in the past were targeted, as well as CBOs recommended by the UNDP GEF SGP Coordinator. Twenty-three CBOs were invited to attend and seven CBOs attended. The list of invitees and participants is attached in Appendix 1 and 2 respectively.

4 METHOD

The workshop consisted of a three-day participatory training workshop, which focused on sharing of and building on the experiences of participants using interactive sessions that used role play, small group and plenary discussions, individual work, pair work, small group work, creative expression, games, and a field trip. A considerable amount of time was spent on building the capacity of participants to engage in problem identification and analysis and developing objectives as the basis for developing effective projects. The workshop agenda is attached in Appendix 3.

5 FINDINGS

5.1 Introductions: experiences in project design and proposal writing

During the introductory session participants got to know each other, shared their experiences in project design and proposal writing and their expectations for the workshop. Participants' experiences in project design and proposal writing is that:

- Donors ask for information which CBOs do not have or for information that is not readily available from CBOs.

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- Some CBOs do not know what to do or how to go about planning and designing a project proposal.
- The donors' application forms are often confusing.
- Donors don't understand that some CBOs must consult and seek approval from government institutions for certain phases of projects and in some instances if the institution does not approve the project cannot take place.
- Some projects proposed by CBOs are taken over by government agencies and the CBOs are often left out.
- Political affiliations can confuse or obscure project objectives.
- Political affiliations can lead to preferential treatment of CBOs.
- CBOs are afraid of accepting funds from the government as they think they will be perceived as being affiliated with the party in power.

5.2 What is a project: understanding the difference between projects and programmes

After being introduced to the characteristics of projects and programmes, participants were able to identify the differences between projects and programmes and give examples of both projects and programmes that their groups had carried out. They understood that it is more likely that a donor will fund a project than a programme because projects have specific and limited budgets, start and end times, and can be easily evaluated. They recognised that it is important that they choose projects and not programmes to apply for funding to UNDP and other funders.

5.3 The project cycle: stages and resource allocation

Participants reviewed the different stages of the project cycle: project identification, design/planning, appraisal, implementation, evaluation and closure (presentation in Appendix 4).

Each CBO then analysed how it allocated resources to each phase and a bar graph summarising the allocation of resources (time, personnel and money) by all participating CBOs was created.

Participants discussed the impact of the allocations on achieving the objectives of the project.

Key issues identified included:

- CBOs tend to focus most of their resources on project implementation and pay little attention to the other stages.
- Few resources are allocated to project identification and design/planning yet these stages are critical in determining if the project is addressing a real problem and if the objectives of the project will be met.

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- Few resources are given to the appraisal stage because participants felt that with proper planning fewer resources need to be spent on appraisal.
- Monitoring is an ongoing process and should happen throughout the project cycle to make sure the project is on track.
- Stages of the project cycle are not discrete but they flow into each other. For example, while going through the stages unforeseen circumstances can force you to move forward and backward between stages.
- The resources needed for project identification depends on the problem being addressed and the experience and expertise of the people chosen to design the project.
- Closure of a project is important especially to capture lessons learned so they can be incorporated into new projects and improve ongoing projects.
- Leaders emerge at different stages in the project cycle based on their experiences and knowledge.



Photo 1 Participants allocating dots to each phase in the project cycle to produce the bar chart

5.4 Problem identification and analysis: doing a problem tree

Participants were introduced to the importance of developing a project to address a real problem or need. A problem was understood as a negative state, not the absence of something. For example, a problem is not the absence of a basketball court in a village, but the problem is that youth do not have recreational opportunities. If a project is developed to build a basketball court, the youth may not be interested in playing basketball so the project will be a failure in meeting the real problem. Identifying what are the key problem or problems that a project will address is a critical process in developing a project.

Using the story of the fictional village of Los Dos Rios (Handout in Appendix 5), the participants identified the problems and built a problem tree for the area to analyse the root or causal problems, the core problem and the effect problems. This was done by looking at each problem in turn and asking “why” to identify the problem that was causing it, and “what does this cause” to identify the problem that it results in.

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Relationships between problems are represented by lines, creating a problem tree showing the network of problems.

Figure 1 shows the problem tree created. It was emphasised that a project needs to focus on what is the core problem and can address any of the root problems causing this but the links with other problems need to be understood. In this case, the project may be ultimately interested in helping to reduce poverty in the village. Choosing what the project will focus on involves understanding that cutting trees on the hillside is the core problem, then analysing what are the problems causing the cutting of trees, and identifying which of these are most feasible and important for the project to address.

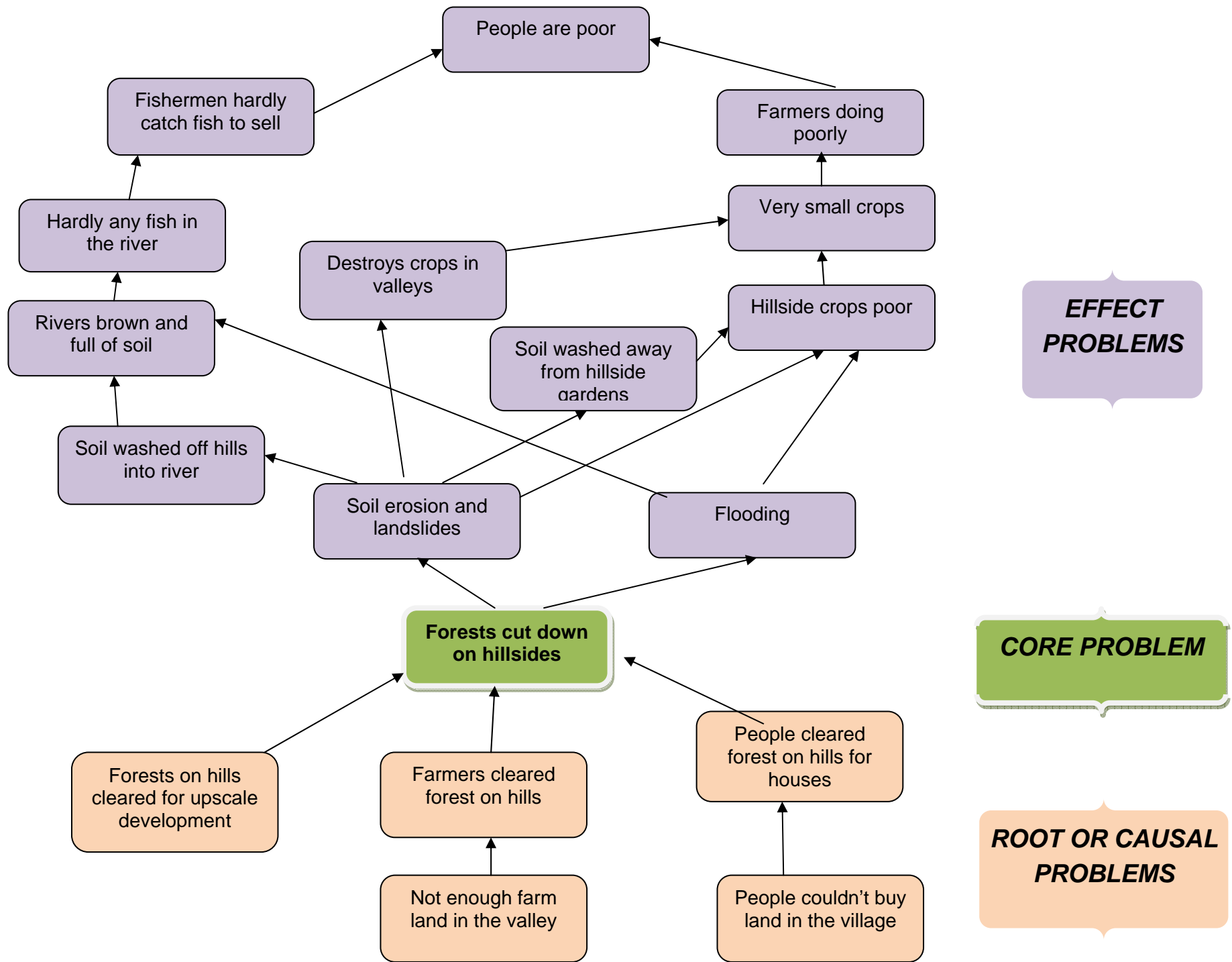


Figure 1 Problem tree for fictional community of Los Dos Rios

On the field trip to Plum Mitan, participants applied what they learnt about doing problem identification and analysis for a case study to a real situation in Plum Mitan. Participants first worked in small groups to gather information on the problems in the village of Plum Mitan by interviewing different stakeholders in the village. Participants found that different stakeholders identified different problems based on their perspective, but many of the problems were identified by all different types of stakeholders in the village. They noted that they need to do research by talking to many different types of stakeholders to identify all of the problems.

Participants then worked together in a facilitated plenary session to analyse the relationships between the problems identified and arrange these in a problem tree to identify the causal or root problems, the core problem and the effect problems. Figure 2



Photo 2 Participants developing a problem tree in the field

shows the problem tree compiled for Plum Mitan.

The problem tree created is very complex but shows that:

- The main effect problem identified was that people in the village of Plum Mitan are poor.
- Core problems identified were that farmers and fishermen were not making enough money, people were unemployed and that they were not using resources sustainably.
- There are different strands of root problems leading to these core problems:

- problems facing farmers included land tenure, ineffective farming practices, market challenges, and praedial larceny;
- problems related to internal issues of conflict within the village and with the government giving the community little voice in decision-making so that they continue to be marginalised and not have access to infrastructure, employment opportunities, and assistance with developing sustainable livelihoods;
- problems related to issues with use of land include squatting and illegal or negative practices caused by unclear boundaries, confusion over rights to resources, people don't own land and uncertainty of land tenure.
- Additional relationships among problems were discussed but not indicated in the problem tree. For example, as a result of the poor voice of people in the community they are marginalised and have poor access to basic infrastructure such as water, roads, and telecommunication and internet services. But these also contribute to unemployment and poverty.
- Not all problems were fully analysed. For example, the effect problem of natural resources being degraded and destroyed as a result of the core problem of natural resources not being used sustainably.

The following key points about doing a rigorous problem analysis were noted by workshop participants:

- Problems are complex and interconnected. Many times the problem you see is not the cause but the effect of another problem.
- To truly address the root or core problem you must involve different stakeholders as they often can provide different solutions that you may not have the capacity for.
- People often have different perspectives and will raise different issues and come to different conclusions. So it is necessary that groups attempting to implement projects should discuss and document problems to minimise the chances for confusion.
- The capacity of the people involved in the problem tree analysis influences what is defined as core and causal problems. Problems have many sides. Therefore they need to be looked at from many different angles.
- Usually we think the problem is what we see, but that is just the symptom. The core problem is usually deeper and more complex.

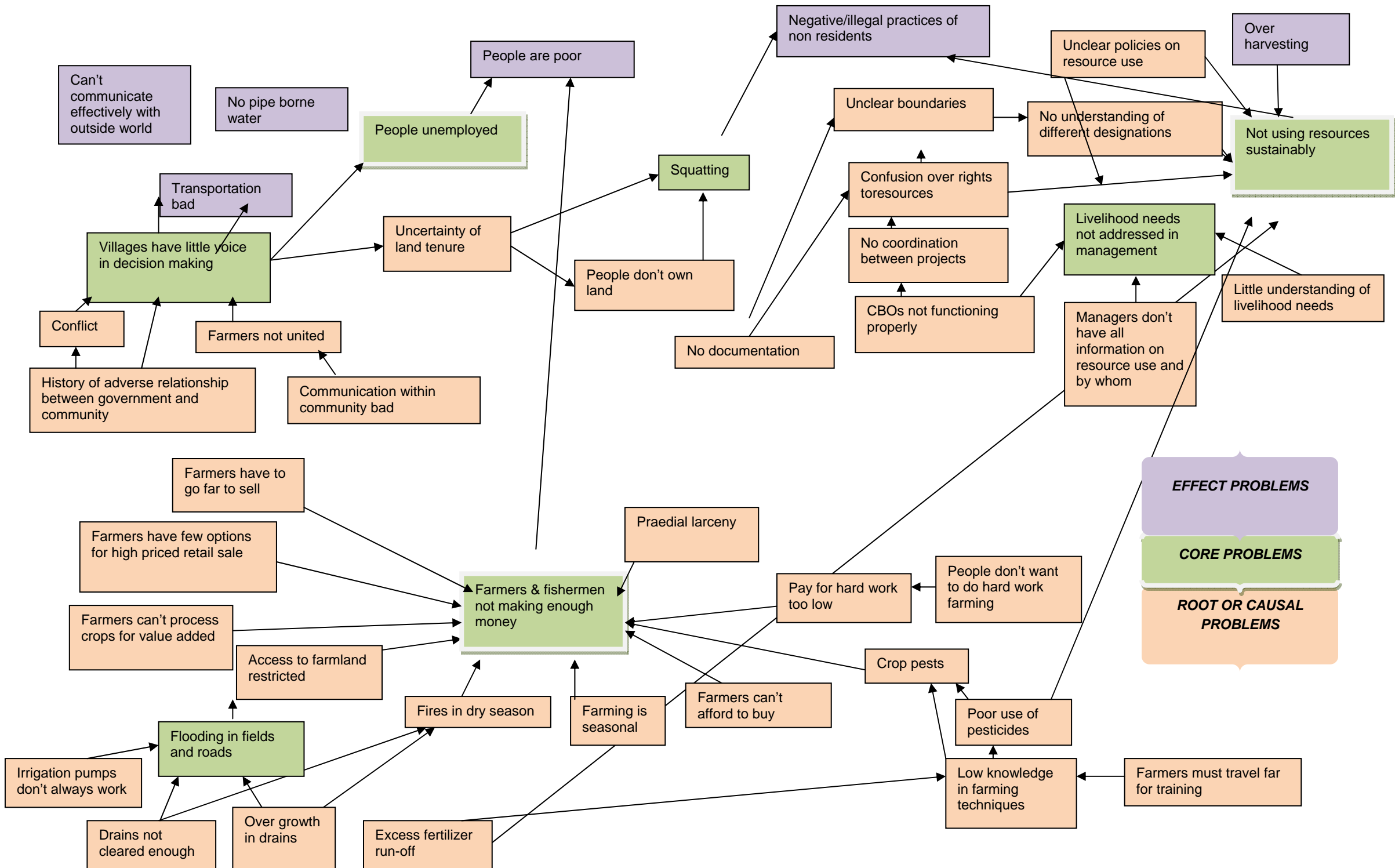


Figure 2: Problem tree for Plum Mitan

5.5 Developing SMART objectives

During this session participants were shown how to develop objectives which were specific, measurable, achievable, relevant and time bound (SMART). The participants then in two groups developed and presented their own SMART objectives for projects ideas developed from the field trip. The following are the objectives they developed:

Group 1:

To facilitate greater voice of villagers and farmers in Plum Mitan in management of Nariva swamp through establishing a five person community council that will represent villagers with key government agencies and donors by May 2011.

Group 2:

To reduce poverty in Plum Mitan by increasing voice of villagers in decision making process about the management of Block A agricultural area in Nariva swamp through holding four to six training workshops in communication from June to December 2011.

5.6 Planning your project

Participants were engaged in the process of how to plan projects using the example of a fair. Participants were given a list of activities and worked together in plenary to determine the order of each activity. Once the list of activities was arranged they went on to develop a project plan using the different components of a workplan as highlighted in Table 1.

Table 1: Components of a project workplan

What	Milestone	Who	When	How much
The activity or task	Small achievements that mark tangible progress towards the ultimate goal	The person who will take responsibility for the task, who will assist, and who needs to be informed	The time you want the activity to be completed by (deadline) OR how long the activity should take (duration)	The cost of the activity

5.7 Monitoring and Evaluation

During this session participants identified the importance of monitoring and evaluation (M&E), and the difference between the two terms. They also learned about the three different types of results: outputs, outcomes and impacts as shown in Figure 3 below.

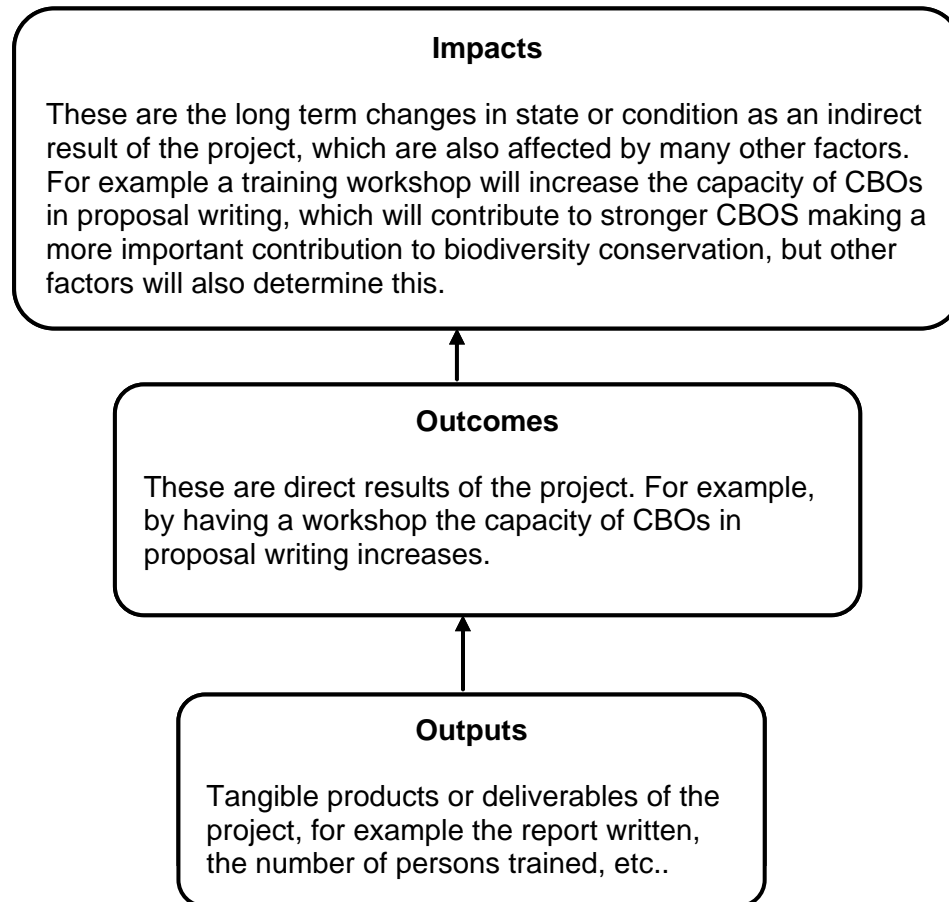


Figure 3: Different types or levels of results

Participants shared their experiences with their own projects and the techniques they used for M&E. Participants also shared stories of how their projects suffered because enough time was not put into monitoring.

Key points from the session were:

- Participants seemed to fully understand the concepts of monitoring and evaluation, through the use of the cooking example. Monitoring is checking that you are following the recipe while cooking and evaluation is whether at the end the food tastes good and whether it was filling and nourishing.

- Evaluation of a completed project can provide useful information for design and implementation of future projects.
- CBOs should not be fearful of documenting and reporting negative experiences during implementation of projects as these may contain lessons learned for future projects.
- Including specific monitoring and evaluation activities in proposals is important.

5.8 Turning your project plan into a project proposal: Review of the UNDP application form

Participants learned to relate the project development stages to the information being asked for in forms. The following table shows how these correspond.

Table 2: Table relating terms used on UNDP forms to the workshop activities

Terms used in the proposal form	Information from project development
Issues addressed	Problems identified in the problem tree
Specific activities	SMART Objectives and 'what' in the project workplan
Benefits or expected results	Outputs, Outcomes and Impacts
Evaluation	List problems, causes and effects (problem tree); how it was overcome (project plan); outputs achieved; lessons learned along the way.

Facilitators encouraged participants to develop their project plans before they attempted to use the proposal forms as all required information would be developed and in a logical process. Participants felt that the forms were confusing and were not clearly asking for the information developed during project planning.

Participants reviewed the forms and proposed the following recommendations and comments.

- The application forms should be more in line with the process of project design.
- The proposal form should be in a logical order, i.e. what are the problems; how do you plan to resolve it; what are you trying to achieve.
- The current form format is not user friendly.

- The choice of wording should be simpler. For example, asking basic questions such as “What do you want to do?” and “How much money do you need?”.
- The terms used should be consistent throughout the form.
- There should be two separate forms for project preparation and project implementation.
- Filling out the forms is tedious.
- There should be a point person at the UNDP to assist with filling out the forms and to support the CBOs during project implementation.
- The grant objectives of the UNDP GEF small grant programme are not clear on the form or on the brochure.

The budgeting section of the forms is too complex and participants suggested the following budget breakdown:

Equipment \$_____	Materials \$_____
Services (labour): CBO/ other \$_____	Transportation \$_____
Fees \$_____	Accommodation \$_____
Meals \$_____	Other (rent, telephones, etc.) \$_____

6 KEY OUTCOMES

Participants enhanced their capacity for design and implementation of projects through reviewing and analysing the project cycle, learning new skills to define the problem to be addressed and designing a project to address the problem.

Participants were able to share experiences and lessons learned about project development and referred each other to resources (funding, technical advice, training, and resource people) available to assist in attaining sustainable livelihoods.

Participants provided a listing of recommendations for the redesign of the UNDP GEF SGP small grant application form and made suggestions on how grantees could be supported once a grant is issued to them.

7 EVALUATION

Periodic evaluations of learning performed on the first two days indicated that the participants were comfortable with the new concepts and techniques introduced. On the final day an evaluation was performed to determine if there was any change in the workshop participants' capacity in project design and implementation as a result to the

“I’ve planted thousands of trees over the years but this tree [the problem tree] hit home.”

**Winston Arnold
(participant)**

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workshop. Participants indicated that they believed that they had increased their capacity in project identification, problem identification and design. However, most felt that they were still unable to transfer a project plan into the UNDP GEF small grant project proposal form as they felt the form had several limitations as outlined in the previous section.

8 NEXT STEPS

The participants suggested the following topics that they would like to pursue to further build their capacity to maintain livelihoods from the sustainable use of natural resources

- Additional training and coaching in proposal writing
- Training in habitat restoration.
- Training in marketing.
- Training in communication, public education and outreach on the use of sustainable use of natural resources.
- Training in organisational management
- Training in documentation and information management
- Technical assistance and funding for strategic planning for their groups
- Training in participatory forest management
- Opportunities for CBO networking through site visits
- Opportunities for networking with donors/ skilled technicians
- Training in facilitation of participatory processes
- Forum for CBO joint marketing

APPENDIX 1

List of invited participants

No.	Organisation	Contact Person	Address / E-mail	Contact no.
1	Aripo Youth Development Organisation	Elizabeth Ramoo	ceramoo@yahoo.com	345-8450
2	Acono Sustainability Organisation	Clarie Labban	L.P. 83 Acono Road Maracas, St. Joseph	696-1354
3	Brasso Seco Village Council	Petra Salina	info@brassosecoparia.com	468-8450
4	BEAT		aequedens@gmail.com	
5	Biche Agri Business and Environmental Protection Group	Saispal Rebai	# 40 Baptiste Street, Biche	369-2080
6	Biche Enhancement Community Group	Nicholas Hicks	# 4 Hicks circular, New lands village, Biche	489-9350 382-5515
7	Biche Ortorie Reforestation and Agro Forestry Group	Carlton Fung Kee Fung	cpckr@yahoo.com	341-6466 361-2088
8	Protectors of the Environment	Peter Barry Rampersad	2mm Road Arouca Surrey Village Lopinot . poe_1990@hotmail.com	788- 7277
9	Plum Mitan Biche Farmers Group	Enal Ramahal	c/o Plum MitanCommunity Centre	668-9846
10	Lovers of the Environment	Vinod Kistow	1 Settlement Trace, Plum Mitan	362-0772 316-9070

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No.	Organisation	Contact Person	Address / E-mail	Contact no.
11	Las Cuevas Village Council	Sophia Burnley		352-3399
12	Mitagual Unified Community Development	Winston Arnold	P.O. Box 18, Upper Bushe Street North Petit Bourge San Juan mucd_nrwp@yahoo.com arston_GJ@yahoo.com	674-5673 395-8527
13	Mafeking river side development	Brian Francis	c/o B & L Support Services Co. Ltd. L.P. 1013 Mafeking Village, Mayaro	771-1914
14	Nariva Environmental Trust	David Boodoo	Mayaro wildlife@trinidad.net	763-8365 752-4688
15	Santa Rosa Carib Community	Cristo Adonis	7 ^o Paul Mitchell Street Arima	796-6328 367-8121
16	Sundew Tour guiding Services	Pearle Simmonds	c/o Cumoto old post office, Old Road Cumoto	344-3310
17	South East Eco Tours	Alex Kirk	Fuentes Street Rio Claro	630-1112
18	Villagers Organized in Conserving the Environment (VOICE)	Kalian Deonanan	P.O. 1129 Plum Mitan main road, Plum Mitan	359 8000 668 9534

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APPENDIX 2

List of workshop participants

NO.	NAME	ORGANISATION	CONTACT NO.	E-MAIL ADDRESS
1	Kalian Deonanan	Villagers Organised in Conserving the Environment (VOICE)	359-8000 668-9534	
2	Madoorie Ramdass Singh	Villagers Organised in Conserving the Environment (VOICE)	292-9199 668-9970	
3	Winston Arnold	Mitagual Unified Community Development	395-8527	arston-GJ@yahoo.com
4	Edison Nero	Mitagual Unified Community Development	313-7708	swissbutter@yahoo.com
5	Brandon Francis	Mitagual Unified Community Development	329-6998	brandonfrancis30@yahoo.com
6	Cintra Maraj	Lovers of Environment	362-0772	
7	Deokie Dookeran	Lovers of Environment	292-0372	
8	Vinod Kristow	Lovers of Environment	316-9070	
9	Elizabeth Ramoo	Aripo Youth Development Organisation	345-8450	ceramoo@yahoo.com
10	Evon Ramoo	Aripo Youth Development	322-5475	

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		Organisation		
11	Greer Contant	Aripo Youth Development Organisation	620-1601	greercontant@hotmail.com
12	Pearle Simmonds	Sundew Tour Guiding Services	344-3310	
13	Judith Ramkisson	Sundew Tour Guiding Services	374-1013	
14	Lyndon Williams	Mafeking Riverside Development authority	630-4707	lyn_will33@yahoo.com
15	Natalie Ramnarine	Mafeking Riverside Development authority	630-4707	
16	Carl Fitzjames	Brasso Seco Paria Village Council	669-6054 493-4358	carlfitzjames@hotmail.com
17	Nicole Leotaud	Caribbean Natural Resources Institute	626-1558	nicole@canari.org
18	Neila Bobb-Prescott	Caribbean Natural Resources Institute	626-1558	neila@canari.org
19	Loïza Rauzduel	Caribbean Natural Resources Institute	626-1558	loiza@canari.org
20	Danielle Mayers	Caribbean Natural Resources Institute	626-1558	danielle@canari.org



APPENDIX 3

Workshop agenda

UNDP CBO training workshop in project design and proposal writing

UTT Graduation Pavilion, O'Meara Campus, Arima

Wednesday 23rd to Friday 25th March, 2011

OBJECTIVES

Main objective:

To build capacity in effective project design and proposal writing through a 3-day participatory training workshop targeting 12 CBOs in rural Trinidad that are working in the area of biodiversity conservation and building sustainable livelihoods based on the use of natural resources.

Secondary objectives:

- To build the capacity of 12 CBOs to be able to identify opportunities to improve their livelihoods based on the sustainable use of natural resources.
- To facilitate greater sharing of experiences and collaboration between the 12 CBOs.
- To provide recommendations for the redesign of the application forms and the process for the UNDP/GEF/SGP.

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AGENDA

Wednesday 23rd March 2011

8:30 – 10:00	Session 1: Welcome, introductions and expectations	Neila Bobb- Prescott
10:00 – 10:20	Break	
10:20 – 11:00	Session 2: What is a project	Nicole Leotaud
11:00 – 12:00	Session 3: The project cycle	Neila Bobb- Prescott
12:00 – 1:00	Lunch	
1:00 – 1:15	Energiser	
1:15 – 2:00	Session 4: Introduction to project identification	Nicole Leotaud
2:00 – 2:35	Session 5: Identifying problems or needs	Nicole Leotaud
2:35 – 2:50	Break	Nicole Leotaud
2:50 – 3:20	Session 6: Analysing problems or needs	Nicole Leotaud
3:20 – 4:00	Session 7: Field trip brief	Neila Bobb- Prescott

Thursday 24th March 2011

8:00 – 10:00	Drive from UTT campus and check-in from Day 1 (refreshments on bus)	Nicole Leotaud
10:00 – 12:00	Session 9: Assessing problems through interviews and field observations in four small groups	Nicole Leotaud
12:00 – 1:00	Lunch	
1:00 – 2:00	Session 10: Plenary session to map problems and identify root/causal, effect, and core problems	Nicole Leotaud / Neila Bobb-

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		Prescott
2:00 – 3:30	Session 11: Selecting a project	Neila Bobb-Prescott
3:30 – 4:30	Return to UTT campus	

Friday 25th March 2011

8:30 – 9:00	Session 12: Debrief and check-in from day 1 and 2	Nicole Leotaud
9:00 – 10:00	Session 13: Developing SMART objectives	Neila Bobb-Prescott
10:00 – 10:30	Break	
10:30 – 11:30	Session 14: Planning your project	Neila Bobb-Prescott
11:30 – 12:00	Session 15: What is monitoring and evaluation	Nicole Leotaud
12:00 – 1:00	Lunch	
1:00 – 2:00	Session 16: Monitoring and evaluating results	Nicole Leotaud
2:00 – 2:15	Break	
2:15 – 3:00	Session 17: Turning your project plan into a project proposal	Neila Bobb-Prescott
3:00 – 4:00	Session 18: Wrap-up, group evaluation, video interviews on CBO recommendations and written recommendations, and individual written evaluation	Neila Bobb-Prescott / Nicole Leotaud



UNDP CBO training workshop in project design and proposal writing

UTT Graduation Pavilion, O'Meara Campus
Wednesday 23rd to Friday 25th March, 2011



The team

- Workshop facilitators
- Other staff




CANARI

- Regional non-profit organisation which has worked in the islands of the Caribbean for over 30 years.
- Based in Trinidad.
- Geographic focus: the islands of the Caribbean




CANARI's mission

- To promote equitable participation and effective collaboration in managing the natural resources critical to development through:
 - research
 - sharing and dissemination of lessons learned, including capacity building; and
 - fostering partnerships.



Thematic programmes

1. Forests and livelihoods
2. Climate change and disaster risk reduction
3. Civil society and governance
4. Coastal and marine governance and livelihoods

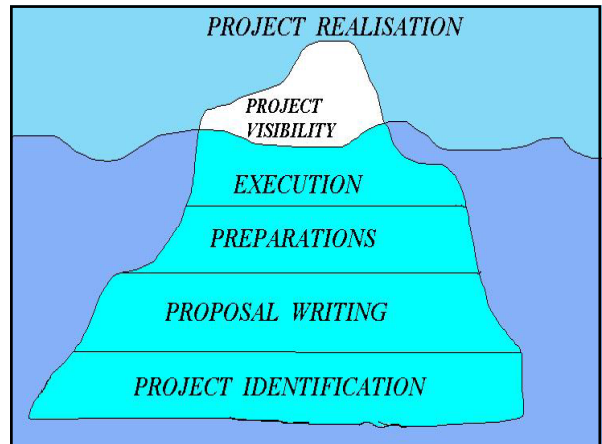


Getting to know you

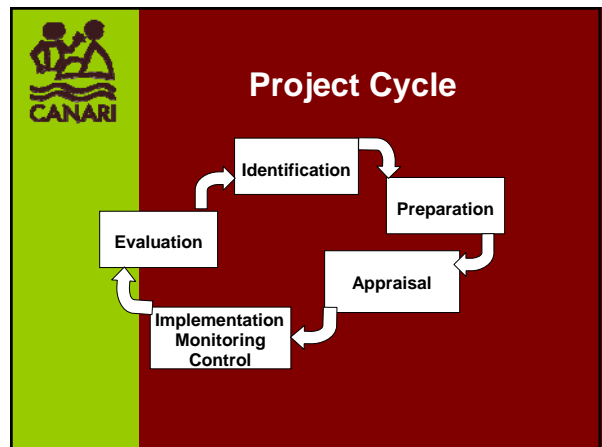


Session 1

The project cycle





The cooking project





Activity

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

You and your colleague have 35 dots discuss and decide how your organization uses its resources in each stage of the project cycle. Then stick them on the bar chart.



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



Potential problems if projects 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*



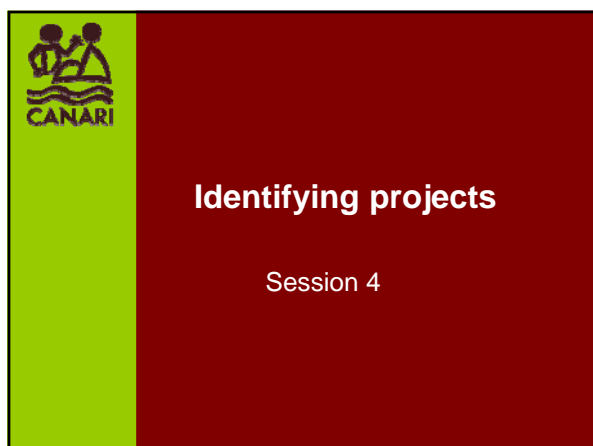
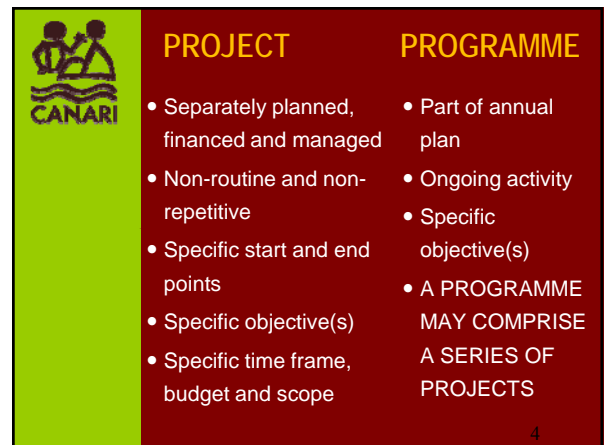
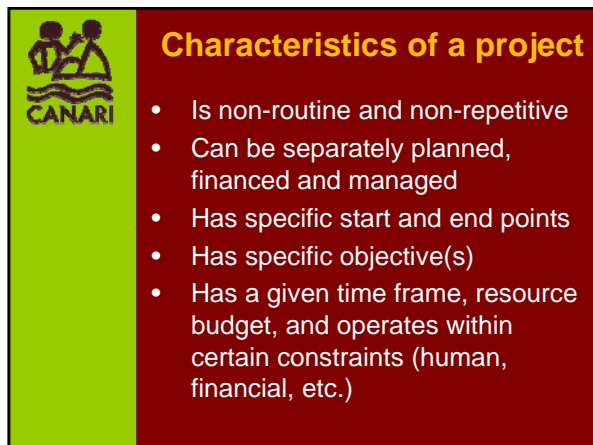
Why plan?


- “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*)



Any questions ??? Comments??









Steps in identifying projects

1. **problem inventory:** what are all of the problems (needs)?
2. **problem analysis:** what problems should and can you do?
3. **objective development:** what is the overall objective for you to solve the problem ?
4. **analysis of strategies:** how you will solve the problem?




Identifying problems or needs

Session 5



Problem identification

<p>A problem is NOT the absence of a solution</p> <p>↓</p> <p>No pesticides are available There is no public transport There is no cricket pitch</p> <p>✘</p>	BUT	<p>An existing negative state</p> <p>↓</p> <p>Crop is infested with pests Employees reach to work late Youth are unemployed and idle</p> <p>✔</p>
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Problem analysis

1. Define the core problem(s)
2. Define other problems and negative conditions that **cause** the core problem
3. Define other core problems and negative conditions, **caused by** the core problem
4. Identify relationships between all causes and effects
5. Present in a Problem Tree

List of Appendices

1. Game - what is a project
2. Stages in a project cycle
3. Case of Los dos rios
4. Field trip brief
5. Monitoring and Evaluation
6. UNDP Small Grants Programme brochure
7. UNDP Project Proposal Template

Game: **I have...**

1	Planted trees on a tree-planting day in a protected area	
2	Kept a garden every year	
3	Held a meeting for my group on a weekend	
4	Held monthly meetings for my group	
5	Painted my house	
6	Cleaned my house every week	
7	Cooked Sunday lunch for my family	
8	Cooked breakfast for my children every day	
9	Held a fundraising event for my group	
10	Ran a small business	

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

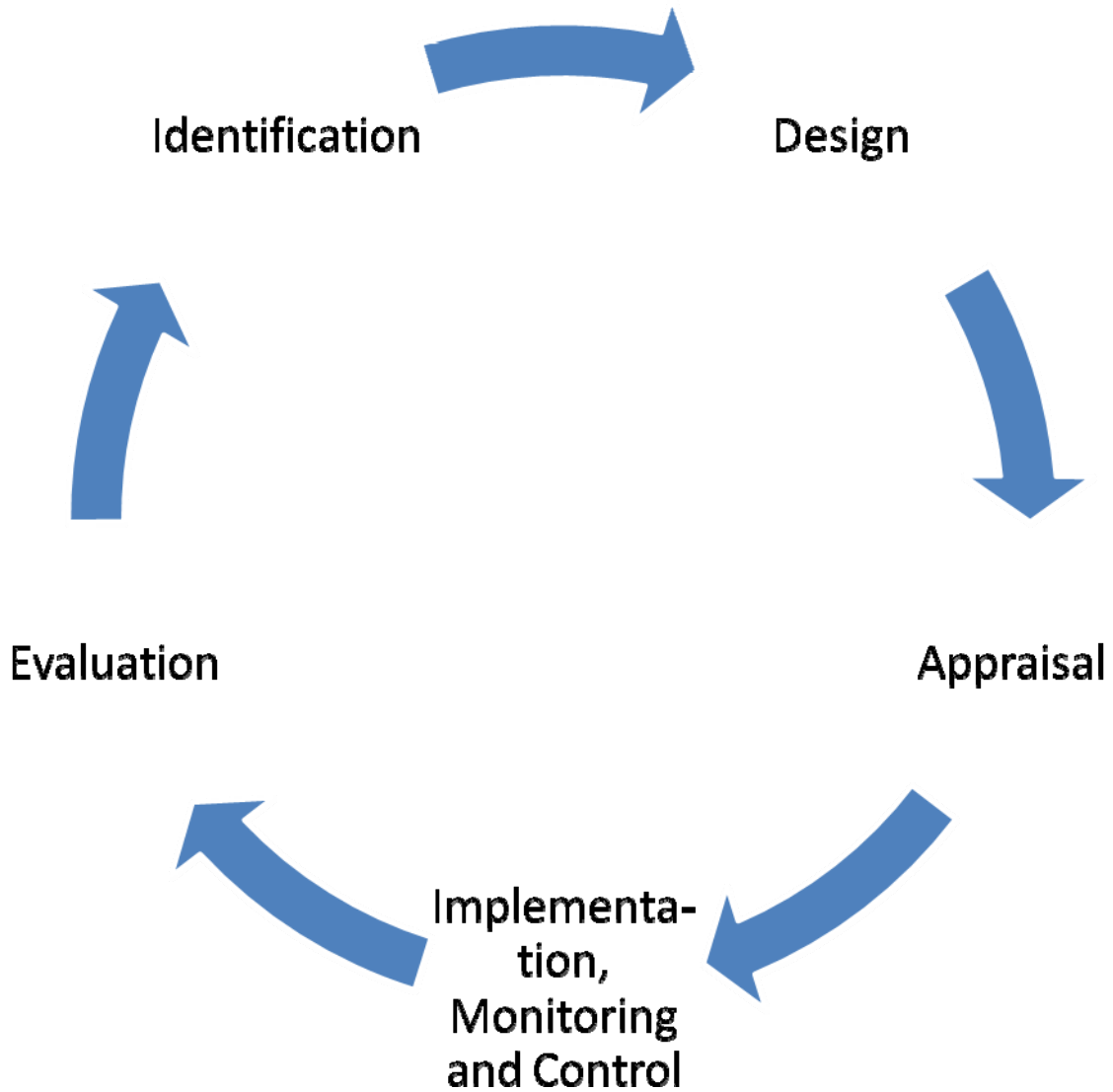
- Following the plans developed in the design stage
- Measuring, recording, collecting, processing and communicating information on time, cost and physical resources
- Using the information to make decisions about modifying and adapting the plan

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.

Project Cycle



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.

Even though there is a good road to the village no taxis come up there. Transport out of the village is difficult so few people are able to get jobs outside.

People in the village are getting poorer and poorer.

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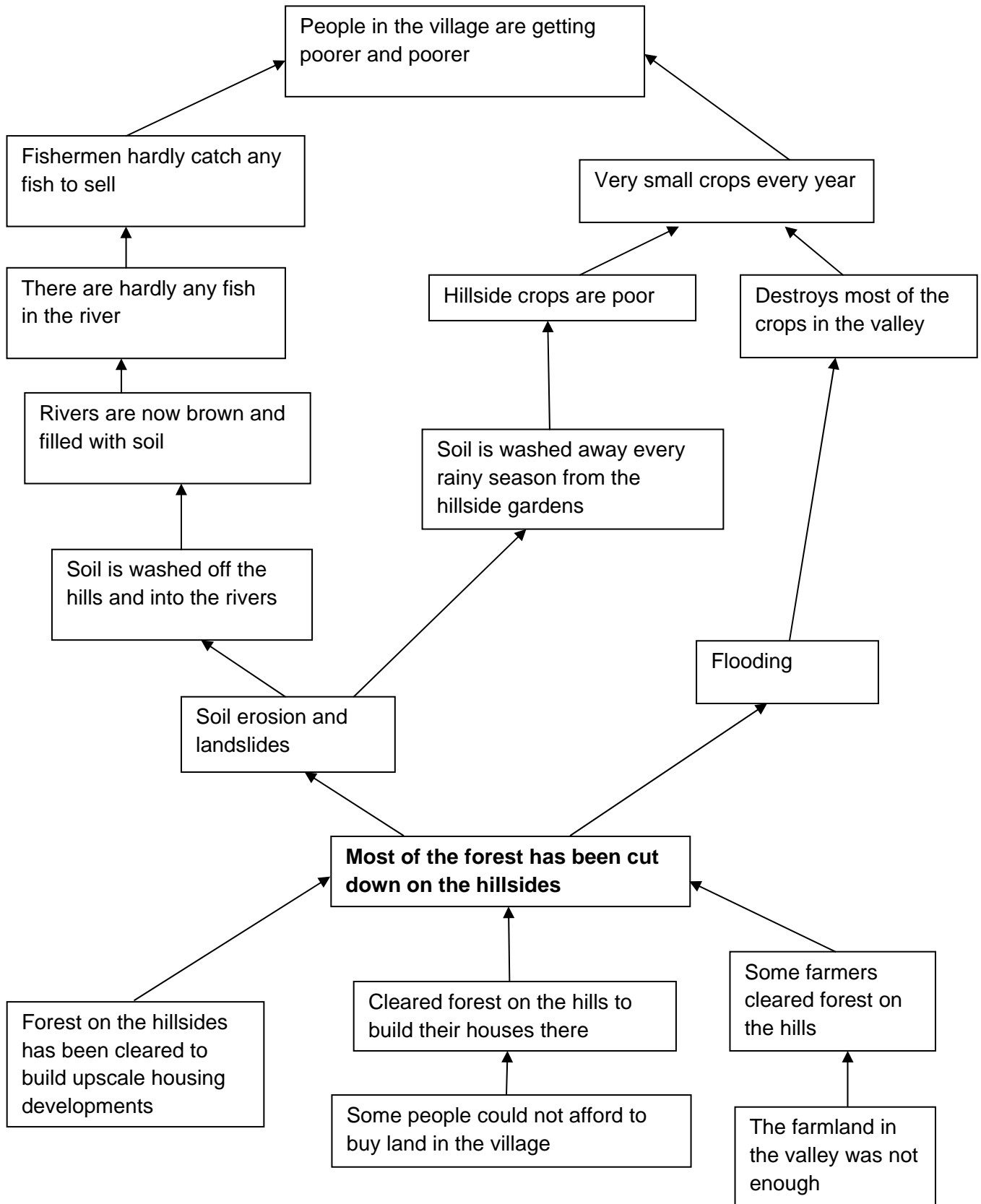
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Case study: Los dos rios



Field trip brief

Time	Activity	Output
10:00 a.m. – 10:15 a.m.	Welcome and orientation	
10:15 a.m. – 11:30 a.m.	4 small groups go out in field to observe and conduct interviews to identify problems	List of problems
11:30 – 12:00	Each small group reports on what problems they found	List each problem on separate sheet of paper
12:00 – 1:00	LUNCH	
1:00 – 2:00	Plenary exercise in 2 small groups to collectively map problems to identify root/causal, effect, core Discussion	2 problem trees
2:00 – 3:30 p.m.	Each of the 4 small groups chooses one of its organisations. For that CBO, the small group analysis its focus and what capacity (skills, knowledge, experiences, partnerships) it has.	Flip chart with notes on the selected CBO
	Based on this, each small group chooses one problem the selected CBO could focus on.	Flip chart with selected problem matching focus and capacity of selected CBO
	4 small groups report in plenary	
	Wrap-up	

The differences between monitoring and evaluation¹

	Monitoring	Evaluation
What?	<ul style="list-style-type: none"> • Outputs • You monitor: <ul style="list-style-type: none"> • Activities (check outputs) • Expenditure of money (check budget) • Time (check if you are on schedule) 	<ul style="list-style-type: none"> • Outputs, outcomes and impacts • You evaluate: <ul style="list-style-type: none"> • Are you achieving the big outcomes that you said you would? • Are there any unplanned outcomes, which may be positive or negative? • What are you learning?
When?	<ul style="list-style-type: none"> • Done <u>throughout</u> the project and checks done at milestones • A continuous process 	<ul style="list-style-type: none"> • Done at <u>discrete points during the project</u> or <u>at the end of the project</u> • A defined single process
Why?	<ul style="list-style-type: none"> • Gives information on if you are following the plan, what assumptions change, what steps are not achieved, etc. 	<ul style="list-style-type: none"> • Gives information on whether the activity was successful, had negative results, suggests improvements, identifies gaps & new opportunities, etc.
How do you use it?	<ul style="list-style-type: none"> • KEEPING ON TRACK • Inputs into constant revision of plan – adapting the project • Urgency – you need to take action on what you find 	<ul style="list-style-type: none"> • BEING STRATEGIC • Inputs into designing new projects • Encourages broader reflection

¹ Adapted from material produced by Veni Apwann

Results: outputs, outcomes and impacts

Definitions and examples²

Term	Definitions	Hints	Examples
Output	Short-term tangible products (goods, equipment, or infrastructure) or services directly produced as a result of the project.	You control the outputs you produce. For example, outputs includes the knowledge, skills or attitudes that have changed when an individual or group of people participate in your workshop because you control the quality of your intervention. It does not include, however, what the individual group does (or does not do) with the new knowledge, skills or attitudes.	Workshops, training manuals, research and assessment reports, equipment, buildings, guidelines and action plans, strategies, and technical assistance packages. e.g. 3-day camp held for 20 young people from my community in November 2010 on community building, personal development and skills for employability
Outcome	Medium or long-term changes in behaviour or capacities as a result of the project.	You do not control but only influence outcomes. Thus, what an individual, group or organisation does differently as a result of your intervention is an outcome because what you did is not the only thing that determine that action. Other factors will also have an influence. That is why your project only contributes to the outcome, it does not cause it. You can provide training in carpentry but whether people go out and become employed carpenters is what you hope but it is out of your control.	50% increased employment of 20 young people from my community who participated in the camp 20 young people who participated in the camp on community building, personal development and skills for employability form a self-help youth group Reported incidents of crime in my community reduced by 10%
Impact	Long-term, sustainable changes in social or environmental conditions to reduce poverty, improve human well-being and protect and conserve natural resources.	Your organisation contributes partially and indirectly to these enduring results in society or the environment. This is very “big picture”.	Crime reduced in T&T by 50% 10% reduction in the number of people living in serious poverty in T&T Increase in population of X species by 20%

² Adapted from:

- Official definitions of the Organisation of Economic Co-operation and Development (OECD)
- Ricardo Wilson-Grau (2008). Customising definitions of outputs, outcomes and impact.
- Sarah Earl, Fred Carden, and Terry Smutylo; *Outcome Mapping - Building Learning and Reflection into Development Programs*; IDRC, 2001



COMMUNITY OUTREACH & RESPONSE INITIATIVE

FOR
NON-GOVERNMENTAL ORGANIZATIONS
AND
COMMUNITY-BASED ORGANIZATIONS

Who is eligible for a Small Grant?

Any organization or group that:

Is a Non-Governmental Organization (NGO) or Community-Based Organization (CBO) established and operating in Trinidad and Tobago.
For an NGO: is registered as a Charitable Organization, Not-for-Profit Organization, Trust or Foundation.

For a CBO: is registered with a Government Ministry, Local Government Body, Tobago House of Assembly or Civil Society Umbrella Organization or Network that:

- promotes the participation of its members through a democratic system and whose activities are governed by a Constitution, Bye-laws, Rules and/or Procedures.
- holds regular meetings.
- can demonstrate proper and consistent record keeping of its activities, including Minutes and accounts.

How is a Small Grant obtained?

1. A project concept form is completed by an NGO or CBO and submitted to UNDP.
2. If the project concept meets the basic eligibility criteria, an NGO/CBO then prepares a proposal describing the project and budget in more detail.
3. A National Steering Committee (NSC) reviews the project proposal and approves it.
4. After a proposal is approved, the NGO/CBO signs a Memorandum of Agreement (MOA) with UNDP and an agreed portion of the total grant approved (first disbursement) is issued to the NGO/CBO to start the project. Disbursements are made to the bank account of the NGO/CBO.

Administration of Small Grants

A National Steering Committee comprised of Representatives of the following sectors oversees the Small Grant Programmes:

- Foundations/Trusts
- Non-Governmental Organizations
- Government
- Research and Development
- Business
- International Organizations

Sources of funds

Funding for these programmes is provided by:

- The Global Environment Facility (GEF)
- J.B. Fernandes Memorial Trust 1 through the Rockefeller Philanthropy Advisors
- UNDP Country Office, Trinidad and Tobago
- The Ministry of Social Development (Social Services Delivery)
- The Ministry of Community Development, Culture and Gender Affairs



TRINIDAD AND TOBAGO



Introduction

The United Nations Development Programme (UNDP) is the UN's global development network that connects countries for the common purpose of exchanging knowledge, experience and resources to help people build better lives. It operates in more than 160 countries, working with them on their own solutions to global and national development challenges.

The Global Environment Facility/Small Grants Programme (GEF/SGP) was introduced in Trinidad and Tobago in 1995 and supports Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs) in projects related to the GEF focal areas of biodiversity conservation, reduction of climate change and the degradation of the quality of international waters, prevention of land degradation and the elimination of the use of Persistent Organic Pollutants (POPs). Its main objective is environmental conservation and improved livelihoods in communities through financial and technical support.

Given the lessons learnt from the GEF/SGP in Trinidad and Tobago and acknowledging that education and capacity building are critical elements of poverty eradication and sustainable development, a complimentary Small Grants Programme for Social Development was introduced in 2004. The main objective of this programme is to provide financial support to improve the lives of vulnerable groups in the poorest communities and to promote healthy family functioning. Projects supported by the GEF and the Social Development Small Grants Programmes are aligned to UNDP's work in the field of Poverty, HIV/AIDS, Environment and Energy, and Democratic Governance.

What is a Small Grant?

A Small Grant is a financial contribution to an NGO/CBO to initiate or strengthen a project for the achievement of the particular community's development goals that are aligned to the SGP criteria.

How much is a Small Grant?

Provided that the criteria for award of a Small Grant are satisfied, NGOs or CBOs can apply for:

The Social Development Small Grants Programme(SD/SGP)-

1. A planning grant of up to TT\$12,000 for project proposal planning and preparation.
2. A project grant of up to TT\$150,000 for social sector projects.

The Global Environment Facility Small Grants Programme (GEF/SGP)-

1. A planning grant of up to TT\$12,000 for project proposal planning and preparation.
2. A project grant of up to TT\$ 300,000 for environmental projects.

The project grant covers project implementation, including monitoring and evaluation.

What are the criteria for accessing a grant?

1. The project must promote community participation and sustainable livelihoods
2. The NGO or CBO has confirmed co-funding (cash or in-kind)
3. The project must continue to exist after the grant funds have been utilized
4. The project must address one or more of the following areas:

Social Development Small Grants Programme

Poverty

- Small Business Development
- Training that develop skills to be used to earn an income
- Enhancement of literacy & numeric skills
- Healthy Family Functioning (parenting, gender relations, care of the elderly, dysfunctional families, life skills development, early childhood care)

HIV/AIDS

- Education/Awareness programmes
- Prevention strategies
- Supportive interventions for People Living With HIV/AIDS

Democratic Governance

- Civic Responsibility
- Community dialogue and participation

Projects should also address capacity building and promotion of gender equity among participants and beneficiaries

Global Environment Facility /Small Grants Programme

Biodiversity

- Protection of endangered plants and animals, habitats or ecosystems.

Climate Change

- Reduction or prevention of human activities that contribute to global warming.

International Waters

- Reduction or prevention of the release of poisonous solid and liquid wastes into rivers and seas shared by two or more countries.

Persistent Organic Pollutants (POPs)

- Reduction or elimination of the release of organic chemicals (e.g. pesticides) that are harmful to human health and the environment.

Land Degradation

- Protection and restoration of dry soil areas; soil conservation; reforestation; prevention of forest fires and organic farming among others.

Multiple Focal Areas

- Activities that are not limited to one focal area, for example policy formulation or demonstration activities that may include education and awareness of environmental problems related to one or more of the GEF focal areas.

Contact information:

UNDP

United Nations House
#3 Chancery Lane
Port of Spain
Trinidad and Tobago
West Indies

Tel:

1 (868) 623 7056
ext, 245 /243 / 282

Fax:

1 (868) 623 1658

Email:

registry@undp.org.tt

Websites:

<http://www.undp.org.tt>
<http://sgp.undp.org>

PROJECT PROPOSAL

PROJECT TITLE

Note: It is important to make project titles as short and descriptive as possible. Good project titles should indicate:

- 1) what activity a project undertakes;*
- 2) the project's general goal; and*
- 3) where the project takes place, including not just a place name but also an indication of whether it is in a rural or urban area, the type of ecosystem involved or energy source being relied upon, if relevant. For example: "Improving the Sustainable Use of Tropical Forest Resources in the Monte Alto Forest Reserve by Training Women in Medicinal Plant Cultivation"*

If a project is a stakeholder workshop, this should be clearly indicated in the project title.

Owner: *Name of Organization*

Date:

Authors: *Name of Author(s) and position or area of specialization*

Client: Global Environment Facility's Small Grants Programme (GEF/SGP), UNDP, Trinidad and Tobago

Operational Phase: 4th Operational Phase

GEF/SGP Focal Area: *Biodiversity, Climate Change, International Waters, Persistent Organic Pollutants or Land Degradation*

GEF/SGP Operational Programme: *(to be identified based on Focal Area)*

Grant Type: *Planning Grant or Full Project Grant*

Total Project Budget: TT\$

GEF/SGP Grant requested: TT\$

Partners: *Funding Partners and/or other partners*

Document Ref: *Reference number or folder and file name on computer*

Release: *'Restricted Circulation' or 'General Circulation'*

Version No:

1. Purpose of Document

The purpose of this document is to define the project and to form the basis for its management and assessment of overall success.

2. Project Summary

It is essential to provide a complete description for each project. This information will appear on the GEF/SGP website, and can be viewed by the general public. In addition, the project description will be included in reports, publications on specific topics, or fact sheets for distribution at public events.

Project descriptions should be 2-3 paragraphs in length, and include the following elements:

- Context in which the project takes place, including information about the threats, barriers or other problems that provide a rationale for undertaking this project*
- A sentence or two describing the goals, objectives, outcomes (the actual impact of the outputs - these should be categorized as ecological, economic, socio-cultural or political/policy) and outputs of the project*
- The main activities undertaken by a project*
- The group(s) involved in carrying out the project activities*
- The location(s) in which project activities will primarily take place (include place names that are relevant for the project, especially the names of protected areas)*
- The expected benefits of the project, including environmental and livelihood benefits*

3. Background

Describe the situation or circumstances that led to the decision on the need for the project.

3.1 Project Baseline

The project baseline details the existing project environment prior to implementation of the project activities. From the attached list of indicators, select the indicators to be used in the monitoring and evaluation activities during and on completion of the project. Qualify and/or quantify the existing status of each indicator selected.

4. Project Definition

4.1 The Project Location

Please provide the most detailed location information for project activities available. A map and a site description of the project location should be attached as Appendices.

4.2 Project Objectives

4.3 GEF/SGP Focal area and Operational Programme

GEF/SGP FOCAL AREAS	GEF/SGP OPERATIONAL PROGRAMMES
Biodiversity	1. Arid and semi-arid ecosystems 2. Coastal, marine and freshwater ecosystems 3. Forest ecosystems 4. Mountain ecosystems 13. Conservation and sustainable use of biological diversity important to agriculture
Climate Change	5. Removal of barriers to energy conservation and energy efficiency 6. Promoting the adoption of renewable energy by removing barriers and reducing implementation costs 11. Promoting Environmentally Sustainable Transport
International Waters	8. Waterbody-based program 9. Integrated land and water multiple focal area 10. Contaminant-based program
Multifocal Area	12. Integrated ecosystem management
Persistent Organic Pollutants	14. Eliminating persistent organic pollutants
Land Degradation	15. Sustainable land management

The project activities address the GEF Focal Area of _____ and Operational Programme _____.

4.4 Defined Method of Approach

Describe the approach(es) planned to achieve the project objectives, including specific stages of implementation that address a set of activities and corresponding budget linked to a particular objective(s).

4.5 Implementation Schedule

- Propose started date:
- Proposed project duration:
- Anticipated completion date:

Insert table showing Project Stages, activities per Stage, and time frames.

4.6 Project Inputs

4.6.1 Human Resources

The organization / individuals identified to participate in the project are:

4.6.2 Material Resources

The equipment and materials required to implement the project are:

4.6.3 Budget

Following is a summary of the project budget. A detailed breakdown is attached in Appendix _.

Description	Budget (TT\$)	% of Total
Stage 1		
Activity 1		
Activity 2		
Activity 3		
Sub-Total (not to exceed 35% of total grant)		
Stage 2		
Activity 1		
Activity 2		
Activity 3		

Sub-Total		
Stage 3		
Activity 1		
Activity 2		
Activity 3		
Sub-Total		
TOTAL		100

4.7 Project Deliverables and/or Desired Outcomes

The expected outcomes are as follows:

1. Environmental:
2. Sustainable Livelihoods:
3. Other (specify):

4.8 Project Monitoring, Evaluation and Reporting

The persons who will be participating in the monitoring /evaluation and reporting of the project are:

The indicators to be used in the monitoring and evaluation activities are:

4.9 Project communications

Describe how the experiences, lessons learnt and demonstrated good practices arising from the project will be documented and communicated to:

- a) members of the community in or adjacent to the project site;*
- b) stakeholders and partners involved in the project; and*
- c) the general public.*

4.10 Sustainability

Describe what revenue generation measures will be undertaken during the project to ensure the continuation of the activities after the GEF/SGP grant funding is utilized.

5. Risk Log

Risk	Probability	Impact	Measures to reduce/avoid risk

6. Project Management Structure

Describe the organizations management structure for the project.

7. Project Logical Framework Matrix

Complete the attached logical framework matrix and attach as an appendix.

8. Appendices

List appendices attached.